



W/C 15 <sup>th</sup> June		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Maths</b> 9:30 – 10:15am		<b>Lesson 1: Negative numbers on a number line.</b> Learn how to identify negative numbers and understand the purpose of a number line by clicking on the link <a href="#">here</a> .  <i>You will find two videos, two interactive activities and a set of questions to complete – answers are provided.</i>	<b>Lesson 2: Methods of addition &amp; subtraction.</b> Learn about adding and subtracting numbers in different ways. Click <a href="#">here</a> .  <i>This lesson includes three videos to help you understand different adding and subtracting methods, one video explaining place value in five and six-digit numbers &amp; five practice activities.</i>	<b>Lesson 3: Multistep problems.</b> Learn how to estimate and to approximate using round numbers. Click <a href="#">here</a> .  <i>You will find two summary slideshows, one explanatory video and one practice activity.</i>	<b>Lesson 4: Multiples and factors.</b> Learn all about multiples and factors by clicking the link <a href="#">here</a> .  <i>This lesson includes three videos looking at multiples and factors, followed by two practical activities.</i>	<b>Lesson 5: Consolidation</b> Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click <a href="#">here</a> .  <i>These are designed to test your problem solving skills. See how many you and your family can do together!</i>
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <b>Remember to share your learning on Class Dojo!</b>  <i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i> </div> </div>						
<b>English</b> 10:45 – 11:30am		<b>Lesson 1: Setting Description: Reading Comprehension - Fact Retrieval.</b> Learn how to identify the key aspects of a setting description. Click <a href="#">here</a> .	<b>Lesson 2: Setting Description: Reading Comprehension - Fact Retrieval.</b> Learn how to identify the key aspects of a setting description. Click <a href="#">here</a> .	<b>Lesson 3: Setting Description: Identifying the features of a text.</b> Learn how to identify the key aspects of a setting description. Click <a href="#">here</a> .	<b>Lesson 4: Setting Description: SPaG focus – Parenthesis.</b> Understanding the impact of parenthesis by clicking <a href="#">here</a> .	<b>Lesson 5: Setting Description: Write a Setting Description.</b> Apply your understanding from throughout the week by creating a detailed setting description. Click <a href="#">here</a> .
<b>This week's spellings are: changeable – noticeable – dependable – comfortable – understandable – reasonable – enjoyable – adaptable</b>						
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <b>Having any problems with the tasks?</b>  <i>Feel free to pop any questions or issues onto our class Padlet <a href="#">here</a>!</i> </div> </div>						
<b>A live discussion and feedback session, with your classmates and teacher, about each day's learning is coming soon. Look out for further details about how to access this fantastic resource!</b>						



## Maths – Lesson 1

5a. Write the numbers below on the number line.

12   -15   -1   -4   7

6a. If the temperature in Leeds is  $18^{\circ}\text{C}$  and the temperature in Helsinki is  $-13^{\circ}\text{C}$ , what is the difference between the two temperatures? Use the number line to help.

7a. Identify the coldest temperature in each set of data and mark it on the number line below.

A. -28   30   -21   17   -10   28

B. 9   21   -17   -23   29   -21

8a. True or false? The arrow is pointing to -12 on the number line below.

4a. Andy has recorded each answer to the questions below on the number line.

A. 14 more than minus 23

B. sixteen less than three

C. 15 subtract 42

Is he correct? Explain your answer.

5a. Hannah thinks that the number that lies halfway between A and B is 0.

Is she correct? Prove it.

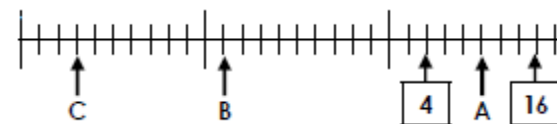
6a. Ben had £28 in his bank account. On Tuesday, his phone and broadband bills came out. His bank account is now -£16. If the phone bill was £25, how much was Ben's electricity bill?

Use the number line below for support.

### Deepen the moment:

Ellie has recorded each answer to the questions below on the number line.

- A. The difference between 2 and -8
- B. 14 more than minus 32
- C. six minus twenty-eight



Is she correct? Explain your reasoning.

**All the answers to these maths questions are included in this document.**



## Maths- Lesson 2

5a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s
3	2	2	2	2

+

10,000s	1,000s	100s	10s	1s
0	2	2	0	2



VF

6a. True or false?

	6	5	2	1	8
		2	7	0	3
+	3	0	1	9	2
	8	8	1	1	3
		1	1	1	



VF

7a. Complete the bar models below.

A.	?	
	41,234	15,801

B.	12,096	24,938	75,422
	?		



VF

8a. Solve the addition calculations below.

i)  $44,058 + 13,239 =$  \_\_\_\_\_

ii)

	5	9	0	6	1
		4	5	5	3
+		3	9	8	7



VF

4a. Alan and Oscar are comparing their income.

	Earnings	Bonus
Alan	£28,568	£7,099
Oscar	£24,079	£9,865



Alan

I learnt more because  $£28,568 + £7,099 = £35,667$ .



Oscar

I learnt more money because my bonus was almost £3,000 more than yours.

Who is correct? Explain why.



R

5a. Add the missing place value counters to make this addition correct.

	10,000s	1,000s	100s	10s	1s
	2		2	2	2
+	1	2	2	2	2
	7	2	1	8	6



PS

6a. Jaiden completes this sum incorrectly.

	6	3	2	1	8
		4	2	8	9
+	3	4	7	0	3
	1	0	2	1	0
	1	1	1	2	

Explain the mistake he has made.



R

## Deepen the moment:

Sandy and Gabby are comparing their income.

	Earnings	Bonus
Sandy	£75,308	£3,297
Gabby	£68,488	£9,869



Sandy

In total, I learnt £1,298 more than you.



Gabby

Although my bonus was high, you still learnt £248 more than me altogether.

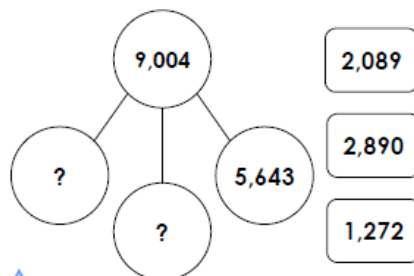
Who is correct? Explain and prove your reasoning.

**All the answers to these maths questions are included in this document.**



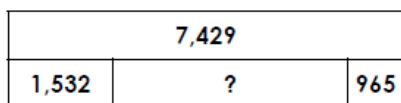
## Maths – Lesson 3

5a. Use the cards to complete the part whole model.



VF

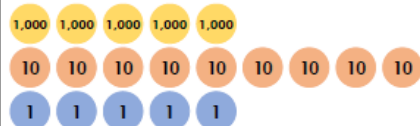
6a. Complete the bar model.



VF

7a. Tony thinks of a number.

After he adds 6,424 and subtracts 2,825, his number is 5,095.



What number did he start with?



VF

8a. Which of the following cards create a 2-step calculation that gives 6,184 as the answer?



VF

4a. A charity want to raise £9,559.

They raise £4,522 in the first month.

They raise two thousand, six hundred and twenty-five pounds less in the second month.

In the third month, they raise £1,540 more than what they raised in the second month.

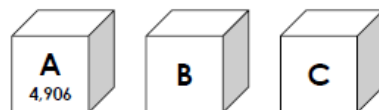
Does the charity reach their goal?



PS

5a. Jack is organising his sticker collection. He has 9,292 stickers in total.

Box A has 4,906 stickers. Box C has 1,208 fewer stickers than box A.



How many stickers are in box B?  
Convince me.



R

6a. Write a word problem to go with the following calculation.

$$7,886\text{ml} - 4,392\text{ml} + \boxed{\phantom{000}}\text{ml} = 6,399\text{ml}$$

Solve your word problem.



PS

### Deepen the moment:

True or false? Prove it!

A printing company are recording their quarterly sales.  
They want to print 8,500 flyers in this quarter.

In January, they printed 2,264 flyers.

In February, they printed half the amount printed in January.

In March, they printed 234 more than January and February combined.

They have met their goal for this quarter.

**All the answers to these maths questions are included in this document.**



## Maths – Lesson 4

1. Draw lines to match the factor pairs of 16. Which pair is the odd one out?

4		6
3		8
2		4

2. True or false? All of these numbers are factors of 22.

4	1	22
2	6	11

3. Circle the numbers that are NOT factors of 14.

7	1	4
	6	14
	2	

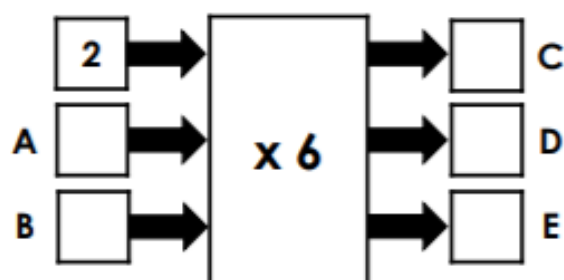
4. Complete the missing factors of 27.

1			27
---	--	--	----

5. Complete the square using factor pairs for each number in the shaded boxes.

		42
4		24
28	36	

6. Three factors are put into the machine below. Use the clues to work out what the missing factors and products could be.



D is double C.  
B is an odd number.  
E is bigger than D but smaller than 40.

7. Class 5 have been finding factors.

Tommy says,



The number 16 has got six different factors.

Is he correct? Prove it.

*All answers to these questions are included on the webpage for this lesson.*



## Maths – Lesson 5

### Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \blacktriangle$$

*All answers to all 6 challenges are included on the webpage for this lesson.*

### Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



### Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

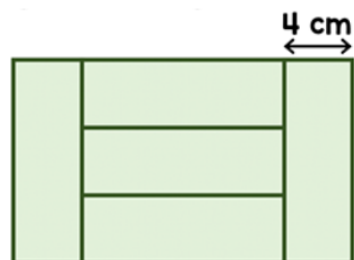
What numbers did they make?



## Challenge 4

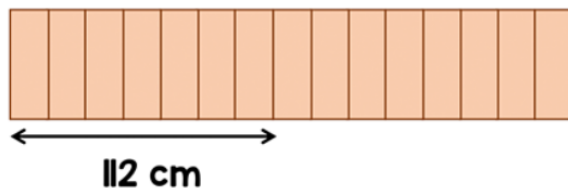
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



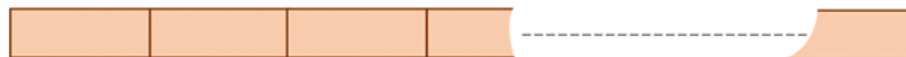
## Challenge 5

15 identical blocks are lined up as shown.



The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?

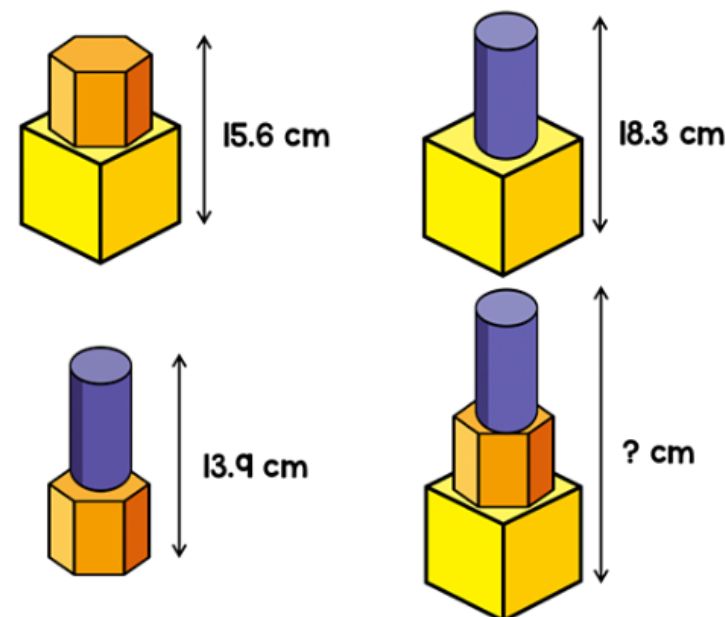


## Challenge 6

Liam has these three shapes.



He uses them to make different towers. He measures the height of each tower he makes.



Liam stacks all three shapes to make one tall tower. How tall is the tower?





## Maths lesson 1 answers:

- 5a. From L-R: -15, -7, -4, -1, 12  
 6a. 31°C  
 7a. A. -28; B. -23  
 8a. False, because it's pointing to -24.

4a. Andy is incorrect because C should be pointing to -27.

5a. Hannah is incorrect, as halfway between 11 and -13 is -1.

6a. £19

Deepen the moment answer:

Ellie is incorrect because C should be pointing to -22°C

## Maths lesson 2 answers:

- 5a.  $43,582 + 7,403 = 50,985$   
 6a. False as  $65,218 + 2,703 + 30,192 = 98,113$ .  
 7a. A = 57,035 B = 112,456  
 8a. i) 57,297 ii) 67,601

4a. Alan is correct because  $\pounds 28,568 + \pounds 7,099 = \pounds 35,667$  which is greater than Oscar's total of  $\pounds 33,944$ .

5a. Various answers, for example:

	10,000s	1,000s	100s	10s	1s
	••	•••	••	•••	•
	•••	••	•	•••	••
+	•	••	••	••	••
	7	2	1	8	6

6a. Jaiden's answer should be 102,210. He has forgotten to add the one hundred that he has exchanged from the tens column.

Deepen the moment answer:

Gabby is correct because her total was £78,357.

Sandy's income was £78,605 which is £248 higher than Gabby's.

## Maths lesson 3 answers:

Expected

- 5a. 2,089 and 1,272  
 6a. 4,932  
 7a. 1,496  
 8a.  $5,645 - 3,566 + 4,105$  or  $5,645 + 4,105 - 3,566$

Expected

- 4a. Yes.  $\pounds 4,522 + \pounds 1,897$  ( $\pounds 4,522 - \pounds 2,625$ ) +  $\pounds 3,437$  ( $\pounds 1,897 + \pounds 1,540$ ) =  $\pounds 9,856$   
 5a. If A has 4,906 stickers and C has 3,698 stickers, B must have 688 stickers ( $9,292 - 4,906 - 3,698 = 688$ ).  
 6a. Ryan is measuring ingredients to make lemonade. He needs 6,399ml of water. He starts with 7,866ml so needs to remove some, but he takes too much. How much does he need to add to make his total? The missing number is 2,905ml.

Deepen the moment answer:

False because  $2,264$  (January) +  $1,132$  (February) +  $3,630$  (March) =  $7,026$





## English – Lesson 1

# The Hobbit by J.R.R Tolkien

1. Write down two parts of the house that were round.

\_\_\_\_\_

\_\_\_\_\_

2. According to the text, why were there so many hat and coat pegs in the tunnel?

3. Where did the tunnel lead?

4. Which side of the hobbit-hole had the best rooms and why was this?

5. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
The hobbit-hole was a nasty, dirty, wet hole.		
The hall had tiled walls and panelled floors.		
The hobbit-hole was one floor.		
The hall was not straight.		



6. What word did the author use to define a hobbit-hole?

*All answers to the above questions are covered in the lesson video on the website link.*

## Spellings

Spellings	Cover and write	Cover and write
changeable		
noticeable		
dependable		
comfortable		
understandable		
reasonable		
enjoyable		
adaptable		



## English – Lesson 2

1. What do some people call the group of stars which are in fact the Sky Gods?

---

2. Look at the paragraph beginning: Because magic often lingers... to the end of the extract.

What did the North Star do after the smallest Sky God removed herself from the constellation?

---

3. How did the Sky Gods react when one of the Gods plunged towards Earth?

---

4. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
The stars in the north are normal.		
The North star had to blow the Frost Horn several times.		
The sun shines in all seasons throughout the year.		
The smallest Sky God became trapped in a glacier.		

*All answers to the above questions are covered in the lesson video on the website link.*



## Spellings

Spellings	Cover and write	Cover and write
changeable		
noticeable		
dependable		
comfortable		
understandable		
reasonable		
enjoyable		
adaptable		



## English – Lesson 3

### Independent practice worksheet

Opening the secretive pages of the ancient book, I stepped inside. Far below the crisp pages sat a world which stimulated my senses, widened my eyes, took my breath away: Ancient Oceania was my landing place. Golden rays of the midday sun pierced through the ocean ceiling like a dagger. The shafts of light shimmered on the ocean floor creating a myriad of colours.

Standing before me was a majestic abyss of the ocean, with each glimpse I captured a new image. Ahead of me rows of perfectly organised seaweed swayed gently to attention and waved at the passing traffic: shoals of multi-coloured fish; a cast of crimson crabs; a family of silver sardines and, of course, the gossip of magical mermaids. Distracting my attention was an ornate crystal palace with its many pointed towers that gave the look of an eccentric crown. Spiralling above the palace - creating gentle ripples - delicate bubbles circulated the tallest tower. The more I explored, the more curious I became. My mind was a hummingbird: it darted from one thing to another.

Around my feet, the soft silky sand danced and whirled as I took each tentative step towards the oasis of beauty. The path leading to the palace door was an image to behold: lines of dainty shells guided; flashes of coral reefs beckoned; glimpses of pearls enticed.



*All answers to the above questions are covered in the lesson video on the website link.*



## Spellings

Spellings	Cover and write	Cover and write
changeable		
noticeable		
dependable		
comfortable		
understandable		
reasonable		
enjoyable		
adaptable		



## English – Lesson 4

Using the images below or a setting of your choice, write at least 3 sentences using brackets, dashes or commas to indicate parenthesis. This will be used in your next lesson.







## Spellings

Spellings	Cover and write	Cover and write
changeable		
noticeable		
dependable		
comfortable		
understandable		
reasonable		
enjoyable		
adaptable		



## English – Lesson 5

**Here are some sentence starters and vocabulary to help you with paragraph one (you could use the image, or choose a setting of your choice):**

fascinating,  
spellbinding,  
incredible,  
enchanted,  
ancient,  
epic,  
marvellous

Opening the ancient book...

Beneath the scowling clouds...

Twisting from the ground...

Like witches gnarled fingers...

The ancient castle...

Through the trees...

Untamed and uncontrollable...





## Here are some sentence starters and vocabulary to help you with paragraph two:

In the distance...

A faint cry could be heard...

Below them lie...

As the wind whistled through...

Flying overhead...

Dainty,  
Delicate,  
Myriad,  
Majestic,  
Colossal,  
Twisting,  
Turning

