


<p>Maths  <b>**Please also encourage your child to access Mathletics daily on top of or to help the work set**</b></p>	<p>Monday</p>	<p>This week we have maths investigations based on our previous multiplication and division learning:          How many ways can you find to put operation signs (+, -, ×, ÷) between the digits make 100?  <math>1\ 2\ 3\ 4\ 5\ 6\ 7\ 8\ 9 = 100</math>          For example <math>1 \times 2 + 3 \times 4 + 5 \times 6 + 7 + 8 + 9 = 174</math> (too high, so what could I change to get nearer to 100?)          Work on this and see how close you can get, keep your sums on paper as you can use these tomorrow.</p>
	<p>Tuesday</p>	<p>Based on Monday's investigation now think about:          A. Compare different methods and say which you think was best.           B. Explain why it was the best.           C. If you were to do another similar challenge, how would you go about it?</p>
	<p>Wednesday</p>	<p>Division Rules!          This challenge is about dividing a three-digit number by a single-digit number.           Begin by deciding which number you are going to be dividing by. This is your divisor.          Your challenge is going to be to come up with some rules for this divisor.           Now generate a three-digit number. This is your dividend.           You could use the spinners <a href="#">here</a> to generate the digits, you could use dice or could just use your imagination!</p>  <p>Now divide your dividend by your divisor. Record the answer.           Create other dividends and divide them by the same divisor. Record the answers.           Look carefully at the answers. When is the answer a whole number? When is there a remainder of 1?          Can you spot any patterns?          Can you come up with any rules?</p>

Thursday

In the  $2 \times 2$  multiplication square below, the boxes at the end of each row and the foot of each column give the result of multiplying the two numbers in that row or column.

7	5	35
3	4	12
21	20	

The  $3 \times 3$  multiplication square below works in the same way. The boxes at the end of each row and the foot of each column give the result of multiplying the three numbers in that row or column.

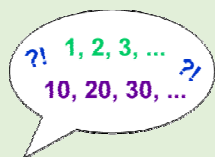
				15
				108
				224
144	8	315		

The numbers 1–9 may be used once and once only.

Can you work out the arrangement of the digits in the square so that the given products are correct?

Friday

**Which Is Quicker?**



Which is quicker, counting up to 30 in ones or counting up to 300 in tens? Why?

Which is quicker, counting up to 40 in ones or counting up to 4,000 in hundreds?

Which is quicker, counting up to 10 in ones or counting up to 1,000,000 in hundred-thousands?

Which is quicker, counting up to 20 in ones or counting up to 140 in sevens?

Which is quicker, counting up to 25 in French or in English?

When you have timed yourself and decided about the reasons for your results, you could invent some other examples for yourself. You could predict which was going to be quicker and then try them out to test your prediction.

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<p>English</p> <p><b>**Please also encourage your child to read daily either independently or to an adult.</b></p>	Monday	<p>Spellings – <a href="https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p">https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z3jpk2p</a></p> <p><b>Which words end with -ture and -sure?</b></p> <p>Write a word list</p> <ul style="list-style-type: none"> <li>• Find out the definitions of the words</li> <li>• Include the word in sentences.</li> <li>• Can you use as many as possible in a paragraph?</li> </ul>
	Tuesday	<p>Modal verb revision <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk</a> Double click on the link. Watch the video and make a list of modal verbs. Can you write a paragraph containing some of these modal verbs.</p>
	Wednesday	<p>A writing activity, can be found on this link. Remember all out vocab add punctuation skills. <a href="https://www.satstestsonline.co.uk/past_papers/2003_english_writing_longer.pdf">https://www.satstestsonline.co.uk/past_papers/2003_english_writing_longer.pdf</a></p>
	Thursday	<p>Reading comprehension, please see below.</p>
	Friday	<p>Vocab hunt Use a dictionary or the internet, to start your own vocab book at home. Can you find twenty quality words to start your 'Home Vocab', book off?</p>
Topic/Science	Topic	<p><a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7</a> Mapping the World. Our Topic for the Summer term is The Americas, use this quiz to check we understand our place on the globe,</p>
	Science	<p><a href="https://www.bbc.co.uk/bitesize/topics/zbssgk7">https://www.bbc.co.uk/bitesize/topics/zbssgk7</a> What is Light? Make a poster based on this short clip. You could research it further, if you wish.</p>
PE	Activity 1	Joe Wicks workout
	Activity 2	Cosmic Kids Yoga
	Activity 3	<p><b>Real PE at home – online learning resources</b></p> <p><b>Real PE</b> at home includes an online programme which supports families to be active, play and learn together. It includes a programme specifically for children in Early Years and Key Stage 1 with 12 themes, 6 areas, over 250 activities and challenges and 1000s of hours of fun and activity. This programme is also great for family play and fun.</p>

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		<p>It also includes a programme for children in Key Stage 2, with daily and weekly guidance provided for both programmes (starting from this week) in addition to an option to choose your own themes and activities.</p> <p>There are so many benefits to being active, not only to our physical wellbeing but also to our emotional and mental health, especially in such testing times for all of us. We hope that the ideas help support you and your family to stay fit and healthy in the coming months. Here are the details to access <b>real PE</b> at home:</p> <p>The website address is: <a href="http://home.jasmineactive.com">home.jasmineactive.com</a></p> <p>Parent email: <a href="mailto:parent@lyngcofepr-1.com">parent@lyngcofepr-1.com</a></p> <p>Password: lyngcofepr</p>
Art/Crafts	Activity 1	Draw your bedroom, try and include the whole room in a 3D way, or choose one area to draw.
	Activity 2	Choose one object from your bedroom and draw it in detail. Create a still life picture of this object.

Thursday's reading comprehension, please scroll down.

From 'Vanishing Trick Poems' by Ros Asquith

## My Mind

In my head's a journey that only I can take,  
there is no one else can ever read my mind.  
I must tread carefully, for all the thoughts I make  
must be mine alone, not lost upon the wind.

Inside are paths and mazes.  
There are caverns, pits and keys.  
There are wolves and saints and crazes.  
A wave, a storm, a breeze.

There are patterns, wonder, colours.  
Music, thunder, voices.  
My mind is like no other's –  
Only I can make my choices.

Mind out, that is, if you don't mind,  
I must be gentle, treat it kind.  
Your mind is your own, I think you'll find.  
One day I hope to know my own mind.

### Retrieving Information

- 1) What word does the poet use as a synonym for 'hole'?
- 2) How does the poet say she must behave towards her mind?
- 3) The poet uses the word 'mind' in different ways so that it has different meanings. Give two examples from the poem.

### Making Inferences

- 4) Do you think the poet is a young person or an older person? Explain why using evidence from the text.
- 5) Why do you think the poet wants their thoughts to "be mine alone"?

### Writer's choices

- 6) Why do you think the writer compares her mind to "paths and mazes"?
- 7) Why has the poet chosen to talk about "wolves" in her mind?

### Challenge question (extended question)

- 8) Do you think the poet's mind is a happy, sad or angry place? Support your answer with examples from the text.