

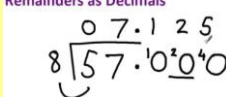


MATHS

Extra links:

NRich Maths Games = Follow the link here and try some of the Just Jottings Maths games = [Just Jottings \(7-11\) \(maths.org\)](https://www.maths.org/JustJottings/7-11/)

Timestables Rockstars = Try to spend some time every day practicing your times tables on here. Challenge me too! Let's see who can get to the top of the leader board! [Times Tables Rock Stars \(ttrackstars.com\)](https://www.timesrockstars.com/)

Sequence 1 Lesson 1 <u>Multiplying by 10, 100 and 1000</u>	Sequence 1 Lesson 2 <u>Dividing by 10, 100 and 1000</u>	Sequence 1 Lesson 3 <u>Dividing using the bus stop method</u>	Sequence 1 Lesson 4 <u>Dividing using the bus stop method</u>	Sequence 1 Lesson 5 <u>Dividing using the bus stop method - with remainders as decimals</u>
<p>1. Ask anyone at home to help you think of ten 3-digit numbers but with a variety of different place value e.g. 4.15 or 70.9 or 2.12 or 324</p> <p>2. Write the numbers down</p> <p>3. Multiply these numbers by 10, 100 and 1000</p> <p>Challenge: write an explanation for how you multiply by 10, 100 and 1000.</p>	<p>1. Ask anyone at home to help you think of ten 4-digit numbers but with a variety of different place value e.g. 4152 or 701.9 or 23.12 or 3.124</p> <p>2. Write the numbers down</p> <p>3. Divide these numbers by 10, 100 and 1000</p> <p>Challenge: write an explanation for how you divide by 10, 100 and 1000.</p>	<p>Before we more on to converting fractions to decimals, practice these division questions.</p> <p>Remember to carry the remainder to the next number each time.</p> <ol style="list-style-type: none"> $4370 \div 5 =$ $1728 \div 8 =$ $2600 \div 4 =$ $1575 \div 9 =$ $4340 \div 7 =$ $1374 \div 2 =$ $2856 \div 3 =$ $4710 \div 6 =$ $7224 \div 6 =$ $4496 \div 8 =$ $7100 \div 5 =$ 	<p>Before we more on to converting fractions to decimals, practice these division questions.</p> <p>Remember to carry the remainder to the next number each time.</p> <ol style="list-style-type: none"> $3509 \div 11 =$ $4173 \div 13 =$ $6734 \div 14 =$ $7956 \div 12 =$ $8070 \div 15 =$ $6576 \div 16 =$ $8359 \div 13 =$ $7161 \div 11 =$ $3828 \div 29 =$ $6344 \div 26 =$ $6194 \div 38 =$ 	<p>(watch my video on the school website to help)</p> <p>e.g., $57 \div 8 =$</p> <p>Division: Leaving Remainders as Decimals</p>  <ol style="list-style-type: none"> $558 \div 5 =$ $486 \div 4 =$ $476 \div 5 =$ $147 \div 6 =$ $205 \div 4 =$ $830 \div 8 =$ $561 \div 5 =$ $846 \div 4 =$ $487 \div 4 =$

<p>Sequence 2 Lesson 1 <u>Divide numbers and write remainders as decimals.</u> (watch my video on the school website to help)</p> <p>1) 2102 ÷ 5 =</p> <p>2) 5847 ÷ 6 =</p> <p>3) 737 ÷ 2 =</p> <p>4) 4277 ÷ 5 =</p> <p>5) 3659 ÷ 4 =</p> <p>6) 1313 ÷ 5 =</p>	<p>Sequence 2 Lesson 2 <u>Writing fractions as decimals.</u></p> <p>Writing fractions as decimals = ÷ the numerator by the denominator e.g. $\frac{1}{4} = 1 \div 4 = 0.25$</p> <p>Complete the Convert the fractions to decimals - Lesson 2 activity.</p> <p>Use this link to support: How to convert fractions to decimals - BBC Bitesize</p>	<p>Sequence 2 Lesson 3 <u>Writing fractions as decimals</u></p> <p>Complete the Convert the fractions to decimals - Lesson 3 activity.</p> <p>Convert the fraction to a decimal and then colour the correct number of squares on the 100 square.</p> <p>Challenge: can you then write the decimal as a percentage?</p>	<p>Sequence 2 Lesson 4 <u>Writing fractions as decimals and percentages</u></p> <p>Complete the Convert the fractions to decimals and percentages - Lesson 4 activity.</p> <p>Convert the fraction to a decimal and a percentage.</p> <p>Writing decimals as % = x by 100</p> <p>Challenge: Have a go at the Extension activity. Fill the missing gaps so that each row is equivalent.</p>	<p>Sequence 2 Lesson 5 <u>Writing fractions as decimals and percentages.</u></p> <p>Complete the Ultimate equivalent fractions, decimals and percentages challenge - Lesson 5 activity.</p> <p>Remember: Writing fractions as decimals = ÷ the numerator by the denominator e.g. $\frac{1}{4} = 1 \div 4 = 0.25$ Writing decimals as % = x by 100</p> <p>Challenge: try the worded problems.</p>																																																																																	
<p>Additional Activities <u>Place Value - Round to the nearest 2 d.p.</u></p> <p>1. Think of ten 4-digit numbers but with 3 numbers after the decimal point e.g. 4.156 or 7.029</p> <p>2. Write the numbers down</p> <p>3. Round all the numbers to the nearest 2 decimal places. E.g. 4.156 = 4.16 or 7.029 = 7.03</p> <p>Practice: Round all these numbers now to the nearest 1 d.p and then to the nearest whole number.</p> <p>Challenge: put the numbers in ascending order, then descending order.</p>	<p>Additional Activities <u>Calculation - Roman Numerals</u></p> <p>1. What are the 7 Roman Numerals? Write them down.</p> <p>2. Think of ten 3-digit numbers e.g. 123</p> <p>3. Choose a 3-digit number and write it using Roman Numerals e.g. 123 = CXXIII</p> <p>Practice: choose ten 4-digit numbers (less than 3,000) and write these in Roman Numerals.</p> <p>Challenge: look out for Roman Numerals? Where do we use them nowadays?</p>	<p>Additional Activities <u>A game of Sudoku</u></p> <table border="1"><tr><td></td><td>5</td><td>3</td><td></td><td></td><td></td><td></td><td>9</td><td></td></tr><tr><td></td><td>9</td><td>2</td><td></td><td>3</td><td>6</td><td></td><td></td><td></td></tr><tr><td>8</td><td></td><td>7</td><td>9</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>2</td><td>4</td><td></td><td></td><td>3</td><td></td><td>5</td><td></td></tr><tr><td></td><td></td><td>1</td><td></td><td></td><td>9</td><td>6</td><td>4</td><td>3</td></tr><tr><td>3</td><td>6</td><td></td><td></td><td>1</td><td>4</td><td>8</td><td></td><td></td></tr><tr><td></td><td></td><td>9</td><td>3</td><td></td><td></td><td>4</td><td></td><td>2</td></tr><tr><td>4</td><td>7</td><td>8</td><td></td><td>9</td><td>2</td><td>3</td><td></td><td>5</td></tr><tr><td>2</td><td></td><td>6</td><td>4</td><td>7</td><td></td><td>9</td><td>1</td><td></td></tr></table> <p>Complete so that each row and column contain all the digits 1 to 9.</p>		5	3					9			9	2		3	6				8		7	9							2	4			3		5				1			9	6	4	3	3	6			1	4	8					9	3			4		2	4	7	8		9	2	3		5	2		6	4	7		9	1		<p>Additional Activities <u>Cube numbers</u></p> <p>What is a cube number? Can you explain it in your own words?</p> <p>Try to find all the prime numbers between 1 and 100.</p> <p>Challenge: Keep going; how far can you get? Can you spot any patterns?</p>	<p>Additional Activities <u>Countdown</u></p> <p>Your target number is 345</p> <p>9 3 6 25 75 50</p> <p>Using the digits above and the operations + - x ÷, write a set of calculations and try to make the make the number.</p> <p>Only use each digit once. You can use the operations more than once</p> <p>Practice: Target number = 133</p> <p>50 9 8 6 4 5</p> <p>Try more at: http://www.maths-resources.com/countdown/practise.html#numbers</p>
	5	3					9																																																																														
	9	2		3	6																																																																																
8		7	9																																																																																		
	2	4			3		5																																																																														
		1			9	6	4	3																																																																													
3	6			1	4	8																																																																															
		9	3			4		2																																																																													
4	7	8		9	2	3		5																																																																													
2		6	4	7		9	1																																																																														


English

Extra links:

Grammar Practice = Follow the link below and try some of the free grammar games = [Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Spelling Practice = Follow the link below and try some of the free spelling games = [Spelling games: Yr 5 & 6 \(spellzone.com\)](#)

<p style="text-align: center;"><u>Sequence 1 Lesson 1</u></p> <p style="text-align: center;">This week and next, we are learning about the Homefront, focusing on Evacuation and Rationing.</p> <p>Read the text War Child and answer the comprehension questions.</p> <p>Extension: highlight the main ideas in the text. Using this information, write a summary of the text.</p>	<p style="text-align: center;"><u>Sequence 1 Lesson 2</u></p> <p style="text-align: center;"><u>Evacuation</u></p> <p>Read the Evacuation text and answer the question:</p> <p>Describe two ways that the text gives the impression that evacuation was a large-scale operation. Use evidence from the text to support your answer. (3 marks).</p> <p>Next: Read Rationing - a letter home text and answer the questions.</p>	<p style="text-align: center;"><u>Sequence 1 Lesson 3</u></p> <p>Look these words up in a dictionary and create a glossary for them:</p> <p style="text-align: center;"> Evacuation Evacuee Countryside Declare Blitz Destination Billeting Officer Rationing Anxiety Separation Profound Adjust </p> <p>Challenge: can you write a paragraph and include at least 8 of them in it or maybe even all of them?!</p>	<p style="text-align: center;"><u>Sequence 1 Lesson 4</u></p> <p style="text-align: center;"><u>Rationing</u></p> <p>Watch the video on Rationing and make notes.</p> <p style="text-align: center;"><u>Rationing in the UK - BBC Teach</u></p> <p>Then, read the text on Food Rationing and answer the questions.</p>	<p style="text-align: center;"><u>Sequence 1 Lesson 5</u></p> <p style="text-align: center;"><u>The Homefront in WW2</u></p> <p>Find out as much information as possible about WW2 focusing on the Homefront: The Blitz, the Blackout, Evacuation and Rationing. Use the work from this week and last to help too.</p> <p>Make bullet pointed notes.</p> <p>Links to help:</p> <p>World War Two (WW2) for Kids (primaryhomeworkhelp.co.uk) World War II for children World War II homework help KS1 and KS2 World War II TheSchoolRun World War II - History for kids</p>
<p style="text-align: center;"><u>Sequence 2 Lesson 1</u></p> <p style="text-align: center;"><u>The Blitz and the Blackout</u></p> <p>Using all your knowledge so far, write a detailed paragraph or paragraphs of information all about the Blitz and the Blackout.</p> <p>Include:</p> <p>what it was, when it took place, why, who was involved, what happened, pictures etc.</p>	<p style="text-align: center;"><u>Sequence 2 Lesson 2</u></p> <p style="text-align: center;"><u>Evacuation</u></p> <p>Using all your knowledge so far, write a detailed paragraph or paragraphs of information all about Evacuation during WW2.</p> <p>Include:</p> <p>what it was, numbers and dates and places, when it took place, why, who was involved, what happened etc.</p>	<p style="text-align: center;"><u>Sequence 2 Lesson 3</u></p> <p style="text-align: center;"><u>Rationing</u></p> <p>Using all your knowledge so far, write a detailed paragraph or paragraphs of information all about Rationing during WW2.</p> <p>Include:</p> <p>what it was, when it took place, why, items that were rationed, how it was organized, what happened etc.</p>	<p style="text-align: center;"><u>Sequence 2 Lesson 4</u></p> <p style="text-align: center;"><u>Write a non-chronological report on the Homefront in WW2.</u></p> <p>Using your work from the previous 3 lessons, write a Non-Chronological report on the Homefront in WW2.</p> <p>Include:</p> <p>A title, introductory paragraph explaining when WW2 and the Homefront took place, your 3</p>	<p style="text-align: center;"><u>Sequence 2 Lesson 5</u></p> <p style="text-align: center;"><u>Finishing and editing your writing.</u></p> <p>First of all, please finish your writing from yesterday. Then, I would like you to spend time rereading your work and editing it. Try to improve your writing and make it as brilliant as possible!</p>

<p>It must be in your own words – do not copy off a website!</p>	<p>It must be in your own words – do not copy off a website!</p>	<p>It must be in your own words – do not copy off a website!</p>	<p>subheadings on the Blitz, Evacuation and Rationing, your paragraphs of information, pictures and a concluding paragraph to sum it all.</p> <p>Impress me with all that you have learnt! It must be in your own words!</p>	<p><u>Check:</u> Topic related vocabulary, a range of openers and conjunctions, spellings, punctuation, it makes sense! Use of synonyms and that you have not repeated the same words over again!</p>
<p><u>Additional Activities</u></p> <p><u>Grammar – Modal Verbs</u></p> <p>What is a modal verb? Write a definition.</p> <p>Can you give me 8 modal verbs?</p> <p>Challenge: write a sentence including each of your new words.</p>	<p><u>Additional activities</u></p> <p><u>Grammar – Antonyms</u></p> <p>What is an antonym? Write a definition explaining this term.</p> <p>Can you give me 5 antonyms of the adjective bad?</p> <p>Challenge: write a sentence including each of your new words.</p>	<p><u>Additional Activities</u></p> <p><u>Grammar/Spelling – adding the suffix -ment</u></p> <p>Can you think of 10 words that end in the suffix -ment? Write them down, ensuring you spell them correctly!</p> <p>Challenge: Now write your own sentence for each of your ment words! Make them as interesting as possible!</p>	<p><u>Additional activities</u></p> <p><u>Spellings ~ Mini Tests</u></p> <ol style="list-style-type: none"> 1. Choose a different set of spellings, to practice, from the spelling sheet 2. Write them out in a list 3. Get someone at home to check it then test you each day. <p>Practice: Test each day until you are scoring 100%</p> <p>Challenge: Can you write a paragraph with these 10 spellings?! Can you make it also about WW2?! But the paragraph must make sense!</p>	<p><u>English – Accelerated Reader</u></p> <p>Read a book and complete your Accelerated Reader Quiz!</p> <p>Our total last week was 4,735,067</p>  <p>Let's do as much reading as we can to reach 5,000,000!!!</p>

Convert the fractions to decimals - Sequence 2 Lesson 2

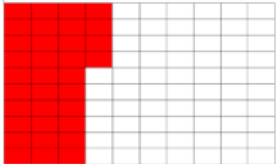
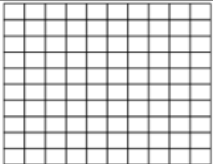
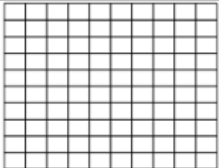
1.) $\frac{2}{6}$	2.) $\frac{1}{2}$
3.) $\frac{2}{5}$	4.) $\frac{3}{4}$
5.) $\frac{3}{5}$	6.) $\frac{5}{6}$
7.) $\frac{2}{4}$	8.) $\frac{2}{3}$
9.) $\frac{3}{6}$	10.) $\frac{1}{3}$
11.) $\frac{4}{6}$	12.) $\frac{1}{6}$
13.) $\frac{4}{5}$	14.) $\frac{3}{5}$

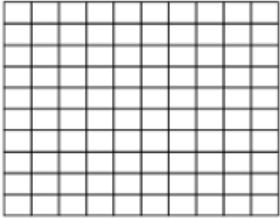
1.) $\frac{4}{8}$	2.) $\frac{1}{2}$
3.) $\frac{1}{4}$	4.) $\frac{4}{6}$
5.) $\frac{3}{6}$	6.) $\frac{2}{4}$
7.) $\frac{6}{8}$	8.) $\frac{5}{6}$
9.) $\frac{7}{8}$	10.) $\frac{1}{8}$
11.) $\frac{3}{4}$	12.) $\frac{2}{8}$
13.) $\frac{1}{6}$	14.) $\frac{2}{6}$

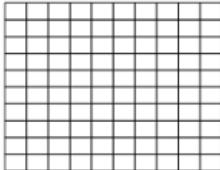
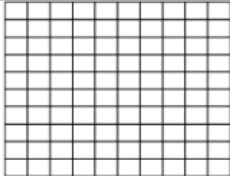
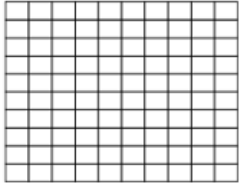
Convert the fractions to decimals - Sequence 2 Lesson 3

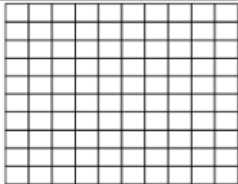
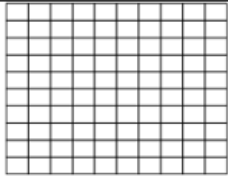
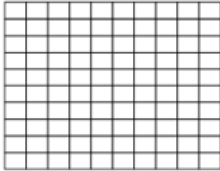
We are learning to convert between fractions and decimals

Remember: divide the numerator by the denominator.

Fraction	Decimal	Picture
$\frac{34}{100}$	0.34	
$\frac{20}{100}$	0.	
$\frac{80}{100}$	0.	

$\frac{1}{8}$	0.	
---------------	----	------------------------------------------------------------------------------------

$\frac{1}{2}$	0.	
$\frac{3}{4}$	0.	
$\frac{1}{5}$	0.	

$\frac{2}{10}$	0._0	
$\frac{7}{10}$	0.	
$\frac{1}{4}$	0.	

Convert the fractions to decimals and percentages - Sequence 2 Lesson 4

	Fraction	Decimal	Percent
1.	$\frac{1}{2}$		
2.	$\frac{9}{10}$		
3.	$\frac{3}{10}$		
4.	$\frac{4}{5}$		
5.	$\frac{3}{4}$		
6.	$\frac{13}{20}$		
7.	$\frac{5}{8}$		
8.	$\frac{2}{5}$		
9.	$\frac{3}{8}$		
10.	$\frac{1}{4}$		

Extension:

Fractions	Decimals	Percentages
	0.8	
		24%
$\frac{7}{8}$		
		45%
	0.14	
		5%
$\frac{2}{5}$		
	0.02	
		60%
$\frac{3}{4}$		
	0.94	

Ultimate equivalent fractions, decimals and percentages challenge - Sequence 2 Lesson 5

Match the following decimal numbers, percentages and fractions.

0.3	50%	$\frac{2}{5}$	0.25	$\frac{1}{2}$	12.5%
0.5	40%	$\frac{1}{5}$	0.375	$\frac{1}{8}$	50%
0.4	70%	$\frac{7}{10}$	0.75	$\frac{7}{8}$	87.5%
0.7	20%	$\frac{1}{2}$	0.5	$\frac{3}{8}$	25%
0.9	30%	$\frac{9}{10}$	0.125	$\frac{1}{4}$	75%
0.2	90%	$\frac{3}{10}$	0.875	$\frac{3}{4}$	37.5%

Write the equivalent decimal and percentage to the following:

$\frac{1}{2} =$	$\frac{3}{4} =$	$\frac{1}{5} =$	$\frac{1}{3} =$
$\frac{4}{5} =$	$\frac{3}{8} =$	$\frac{1}{10} =$	$\frac{1}{6} =$
$\frac{7}{10} =$	$\frac{2}{5} =$	$\frac{5}{8} =$	$\frac{7}{20} =$

Write the missing equivalent fraction (in its simplest form), decimal or percentage as needed.

0.7 =	$\frac{1}{8} =$	75% =
20% =	0.01 =	$\frac{2}{3} =$

Worded Problems:

1. There are 60 beads in a bag. The beads are red, yellow or blue.
40% of the beads are blue.
 $\frac{5}{12}$ of the beads are red.
How many beads are yellow?
2. In the sale, jumpers are on the offer "buy 2, save $\frac{1}{3}$ of the price". Jeans are also currently 30% off.
Jumpers cost £45 each. Jeans cost £50.
What is the cost of buying 2 jumpers and 2 pairs of jeans?

War Child

How did the War affect children's everyday lives?

During the war life changed for everybody, including children. For most children, the war years were a time of anxiety. For many, it was a period of family separation. For some, it was a time of profound personal loss. Many children had to grow up quickly during wartime. Many had to look after themselves and younger siblings while their mothers worked.

An Evacuation

Nearly two million children were evacuated from their homes at the start of World War Two. They were evacuated to the countryside to escape the bombing.

Children had labels attached to them, as though they were parcels. They stood at railway station not knowing where they were going nor if they would be split from brothers and sisters who had gathered with them. They felt scared about being away from their families and had to adjust to new schools and make new friends.

Rationing

Children experienced a restricted diet because of rationing.



Rationing

Children experienced a restricted diet because of rationing.

Air Raids

Children lived in fear from the constant threat of air raids. They spent some nights living in air raid shelters just in case German planes dropped bombs on their houses. Their fears came true during the Blitz. One in ten of the deaths during the Blitz of London from 1940 to 1941 were children.

Gas Masks

The government thought that children under five would be scared of the gas masks so they produced a specially designed Micky Mouse gas mask. It was brightly coloured in red and blue.

School Life

Children had to take regular gas drills at school. They found these drills hard to take seriously, especially when they discovered blowing through the rubber made 'rude' noises.

Questions:

1. How many children were evacuated from their homes during WWII?
2. Where were the children evacuated to?
3. Why did the children sometimes stay overnight in an air raid shelter?
4. What did the Government do to help the under-fives?
5. List three effects that the war had on children.
6. Find and highlight the phrase 'profound personal loss'. What does this phrase mean?
7. Find and highlight the phrase 'their fears came true'. What do you think the author means?

Extension: Highlight the main ideas in the text. Using this information, write a summary of the text.

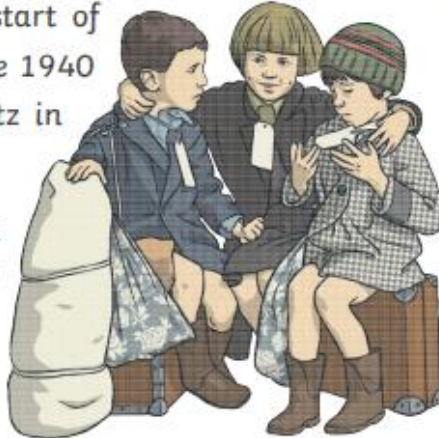
Evacuation

During World War II, many people were evacuated from the cities to the countryside, where it was believed they would be safer from bombing. In total, over 3.5 million people were evacuated during the war.

Most of the evacuees were children but other evacuees included mothers with very young children, pregnant women, disabled people and teachers and helpers to look after the children.

Evacuation happened in distinct waves, with the first wave of evacuations beginning on the 1st September 1939, two days before Britain officially declared war on Germany. Other waves were at the start of the Battle of Britain in June 1940 and at the start of the Blitz in September 1940.

On evacuation day, children travelled with their teacher or helper by train to their destination. They had to wear an identity label and



take their gas mask, ration book, identity card and food for the journey. Many children also took a suitcase containing clothes and other personal items.

When they reached their destination, billeting officers were responsible for arranging for children to stay with host families. For many children, this involved being selected from a line by their host. This was an upsetting experience for some children, who felt unwanted or rejected.

Many children were evacuated to countryside towns and villages in Britain but some were evacuated overseas and lived with host families in places as far away as Australia and Canada.

Question

Describe two ways that the text gives the impression that evacuation was a large-scale operation. Use evidence from the text to support your answer. [3 marks]

Rationing - A Letter Home

2 Hello Mother,

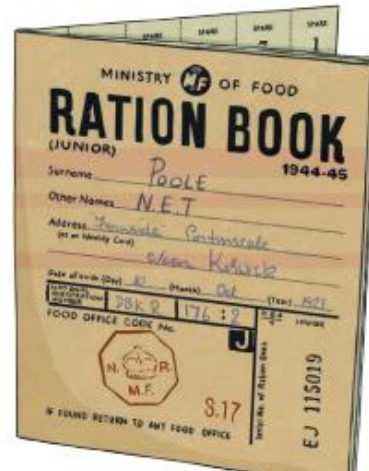
11 Last week, Mrs Danford decided that I'm settled enough
25 to help more around the home so it is now my job to get
35 the shopping. Although rationing is still in place in the
45 countryside, it's so much easier to get extra and barter
55 for different items. I even managed to get an orange –
66 can you believe it? The juice was so sweet and sticky.

75 The shop owners are much friendlier than in London.
86 They don't treat me as if I will steal from them;
97 some of them even give me treats (like a sweet from
99 the Grocer).

104 Of course, we have plenty
108 of vegetables: they grow
113 in the huge back garden
117 and we swap with
119 the neighbours.

124 I wish I could share
126 with you.

128 Love Clara.



Quick Questions



1. Which word means the same as 'trade'?



2. What did the Grocer give to Clara?



3. Which phrase tells us that Clara was excited about getting an orange? Why was she excited?



4. Why does Clara end by saying 'I wish I could share with you'?

Food Rationing



Food had to be rationed during the war and people had to get their ration book stamped by the shopkeeper. Why do you think this was? **Answer fully.**

Supermarkets didn't exist in the 1940s. People had to go to different shops and ask the shopkeeper for the thing that they wanted. Why do you think they had to register with these shops?





People were asked to save leftover food, which was collected in big bins. Why do you think this was? Look at the photograph for clues.

This woman is buying her weekly ration of chocolate. Each person was only allowed about 90 grams! What if she had wanted more? What would she have had to do?



Everyone was asked to grow as much food as possible, and every bit of space was used. Why did they have to do this? Explain in detail.

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	