

Day

Focus

ENGLISH, GUIDED READING & MATHS SHEETS WITH INSTRUCTIONS ARE THE BOTTOM OF THE DOCUMENT.
ARITHMETIC AND SPELLING ARE JUST BELOW.

Arithmetic &
Problem
Solving (see I
can on LO)

Monday

Quick Ten plus 1! Remember to show your working out!

1. $314 = 195 + ?$

2. $524 + 136 =$

3. $8 \times 32 =$

4. $4 \times 5 \times 3 =$

5. $? = 264 - 125$

6. $758 - \quad = 235$

7. $84 \div \quad = 4$

8. $68 \div 3 =$

9. Round 821 to the nearest hundred.

10. $? \div 3 = 32 \times 3$

11. Jo has £500 She gives £150 to her mum. Her Gran gives her £40 for her birthday. She wants to buy some videos for £30 each. How many could she buy?

Arithmetic &
Problem
Solving

Tuesday

Quick Ten plus 1! Remember to show your working out!

1. $826 = 513 + ?$

2. $169 + 598 =$

3. $8 \times 59 =$

4. $6 \times 5 \times 2 =$

5. $? = 856 - 422$

6. $597 - \quad = 256$

7. $39 \div \quad = 3$

8. $99 \div 3 =$

9. Round 864 to the nearest ten.

10. $56 \div 4 = 32 - ?$

11. Put a digit in each box to make the calculation correct.

$$\begin{array}{r}
 1 \quad 2 \quad \square \\
 + \quad 2 \quad \square \quad 4 \\
 \hline
 \square \quad 1 \quad 9
 \end{array}$$

Arithmetic
& Problem
Solving

Wednesday

Quick Ten plus 1! Remember to show your working out!

12. $566 = 189 + ?$

13. $264 + 258 =$

14. $8 \times 47 =$

15. $9 \times 5 \times 2 =$

16. $? = 485 - 287$

17. $567 - \quad = 249$

18. $85 \div \quad = 5$	19. $64 \div 4 =$
20. Round 598 to the nearest ten.	21. $96 \div 4 = 869 - ?$
22. Put a digit in each box to make the calculation correct.	
$ \begin{array}{r} 5 \quad 2 \quad \square \\ + 3 \quad \square \quad 7 \\ \hline \square \quad 8 \quad 6 \end{array} $	

Arithmetic & problem solving Thursday	Quick Ten plus 1! Remember to show your working out!	
	23. $467 = 159 + ?$	24. $567 + 49 =$
	25. $8 \times 25 =$	26. $6 \times 8 \times 4 =$
	27. $? = 237 - 79$	28. $598 - \quad = 299$
	29. $95 \div \quad = 5$	30. $76 \div 4 =$
	31. Round 325 to the nearest ten.	32. $64 \div ? = 32 - 24$
	33. Put a digit in each box to make the calculation correct.	
	$ \begin{array}{r} 5 \quad 9 \quad \square \\ - 1 \quad \square \quad 6 \\ \hline \square \quad 5 \quad 1 \end{array} $	

Arithmetic & problem solving Friday	Quick Ten plus 1! Remember to show your working out!	
	34. $645 = 268 + ?$	35. $876 + 69 =$
	36. $5 \times 67 =$	37. $5 \times 7 \times 2 =$
	38. $? = 876 - 91$	39. $876 - \quad = 469$
	40. $52 \div \quad = 4$	41. $58 \div 6 =$
	42. Round 842 to the nearest ten.	43. $99 \div ? = 660 - 649$
	44. There was a bag of mini eggs. Miss Wickham ate half of them. Mr Linden ate 1/8. Ms Kasar got given the rest. What fraction of the eggs did Ms Kasar have?	

	<i>Bonus: If Ms Kasar ate 24 eggs, how many were there altogether?</i>
Monday	<p>This week we are writing our own version of the story “Malala’s Magic Pencil”.</p> <ol style="list-style-type: none"> 1) Listen to the story again to remind yourself. https://www.youtube.com/watch?v=oqRmBG_FNv4 2) Read the model text. 3) Act out each part of the story and think of your own version of the story. Make notes in the LO.
Tuesday	<ol style="list-style-type: none"> 1) Watch the video on subordinating conjunctions and complete the grammar section on the LO. https://www.grammar-monster.com/glossary/subordinating_conjunctions.htm 2) Re-read and act out your plan from yesterday. 3) Write the first part of your story. Make sure that you use varied sentence starters and some ambitious vocabulary. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your setting as well as you can?
Wednesday	<p>Today we are writing the part of the story where things start going wrong.</p> <ol style="list-style-type: none"> 1) Complete the grammar task on the LO below. 2) Re-read and act out your version of the story. 3) Try writing the middle section of your plan. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your problem as well as you can? Have you used any adverbs?
Thursday	<p>Today we are writing the conclusion to our story.</p> <ol style="list-style-type: none"> 1) Complete the grammar task on the LO below. 2) Re-read and act out your version of the story. 3) Try writing the last section of the story. 4) Re-read your work and make sure that you have used capital letter and full stops correctly. Have you described your resolution as well as you can? Have you used any adverbs?
Friday	<p>Today we are writing our story up in neat. Read through your story and see if it all flows together well. Use your purple pen to alter if needed,</p> <p>Write your story up in your neatest handwriting and then read through. Use the LO to note down what you need to remember to do, an “even better if” and a “what went well”.</p> <p>Take a photo of your work and send it in on tapestry.</p>
Monday	Today, copy the list of words into your book.
Tuesday	

Segment each word into syllables and write each syllable in a different colour.

Weds

See if you can identify what the root word is. For example, the word completion comes from the word complete. Now find the definition of the root word in a dictionary or on the internet.

Thursday

Write sentences using three of the words.

Friday

Choose an activity from the Spelling Menu below and complete it in your home learning book.

SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p style="text-align: center;">s sp spe spel spell spelli spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 

WORDLIST	<p>accept</p> <p>except</p> <p>ball</p> <p>bawl</p> <p>berry</p> <p>bury</p> <p>brake</p> <p>break</p> <p>fair</p> <p>fare</p>	
<p>When reading, make sure to sound out longer words. Use syllable chins and 'chewing gum' to pull all the sounds out before blending.</p> <p>If you feel your child would benefit from extra phonics sessions then there is a small phonics group with daily videos and 10 minute activities your child can join along with led by a staff member from JHN. Just send an email or Tapestry memo to your class teacher to be added.</p>		

Homework

Reading	Lexia
Maths	TT Rockstars

<i>Unit: Malala's magic pencil</i>		
<i>Monday 22th March 2021</i>		
<i>We are learning to write a story.</i>		
	<i>Me</i>	<i>Adult</i>
<i>I can plan a story.</i>		
<i>I can plan to use spectacular vocabulary.</i>		
<i>I can use a range of imagery.</i>		

Starter: write the contractions for the words below.

we will →	should not →
are not →	could not →
you will →	can not →

Model text:

When I was a child, my favourite book was about a girl who had a magic paintbrush. Anything she painted with the magic paintbrush would come to life. If she was hungry, she would paint her favourite food and it

would become real. If she was thirsty, she would draw a big glass of mango juice and it would slake her thirst. If she was in trouble, she would draw a police officer to help her.

I used to lie in bed at night and think about what I would paint with a magic paintbrush. I would paint a room of my own, so I didn't have to share with my sister. I would paint new clothes, so I didn't always have to wear hand me downs or clothes from a charity shop. I would paint enough food in the cupboard so that my Mum didn't have to worry.

Every night I would lie in bed and dream that I would wake up in the morning and there would be a magic paintbrush under my pillow. Before I opened my eyes each morning, I would slide my hand hopefully under my pillow. My disappointment when it wasn't there would always cloud my first waking thoughts until I took a breath and counted the things that I was grateful for.

I was grateful for my Mum, who always made ends meet and made sure we were never hungry, even if she was. I was grateful for our home, which was full of music, laughter and books. I was grateful for my brothers and sister who were always there to protect me outside the home (even if we argued and fought like cats and dogs inside the home).

Walking to school each day, I used to pass burned out cars and boarded up windows. Graffiti was plastered on walls and rubbish danced around my feet in the wind. If I had had a magic paintbrush, I thought, my neighbourhood would look like the ones on TV, neat and tidy with flowers growing in gardens instead of broken bottles.

One day, a gang of teenagers started hanging around our neighbourhood. They didn't like anyone that was different, and my family was the only family that did not have their colour of skin. We started getting shouted at when we walked to school and our windows were broken almost every other week. One day, one of the gang took an air-rifle and shot through our windows. I no longer felt safe, outside or in the house. How I longed for a magic paintbrush.

After a particularly bad day, suffering through racial abuse at school and on the way home, I decided that I needed to do something. But what could I do? I was only a child! No-one else seemed to be doing anything. No-one else seemed to care....or maybe they didn't know.

I started writing letters to the papers. I wrote about what was happening, about how I felt, about what needed to happen. The local newspaper contacted me and asked if they could come and see what life was like for me.

People read about the story. Many couldn't believe that things were so different in the same city. Unfortunately, the gang heard about the story and tried to stop me from talking. They failed.

I used my story to make things better in my area. People that had been scared to walk the streets started to go out and look after each other. They started helping each other and making sure that their neighbours were ok.

I no longer longed for a magic paintbrush because I now knew that one child, one voice, one act of courage can change the world.

Read the model text. Think of your own story based on the magic pencil and make notes.

<i>Beginning</i>	<i>Pakistan 10 years ago.</i>	
------------------	-------------------------------	--

	Watched TV programme where the boy had a magic pencil.	
Climax:	Men arrived and girls were not allowed to go to school.	
Resolution:	<p>Malala wrote letters, made speeches and spoke to a reporter.</p> <p>The men tried to stop her.</p> <p>Malala worked hard to make the world a more peaceful place.</p> <p>One child, one teacher, one book and one pen can change the world.</p>	

Unit: Malala's magic pencil		
Tuesday 23 rd March 2021		
We are learning to write a story.		
	Me	Adult
I can describe a setting.		
I can use an embedded clause.		
I can use a range of imagery.		

Underline the subordinating conjunctions:

After I had breakfast, I did the washing up. My mum was delighted because she normally does it. Before I left the house, I put my coat on.

Unit: Malala's magic pencil		
Wednesday 24 th March 2021		

<i>We are learning to write a story.</i>		
	<i>Me</i>	<i>Adult</i>
<i>I can describe events clearly.</i>		
<i>I can use a variety of sentence lengths.</i>		
<i>I can use a range of imagery.</i>		

Add in the commas:

My brother who was extremely annoying kept on coming into my room.

The sky which was a forbidding gloomy grey colour seemed to obliterate all of the joy in the day.

Unit: Malala's magic pencil

Thursday 25th March 2021

We are learning to write a story.

	Me	Adult
I can describe events in a story clearly.		
I can describe using emotional language.		
I can use a variety of sentence openers.		

Add in information using parenthesis:

I watched a horror film _____ and it really scared me!

Dinosaurs _____ were a type of reptile.

We're not allowed peanut butter _____ in school because there's a girl who's allergic to nuts.

The bats _____ sleep in our attic during the day.

I lost my phone _____ when we went on the Thunder Roller ride.

We made popcorn _____ for my birthday party.

Unit: Malala's magic pencil

Friday 27th March 2021

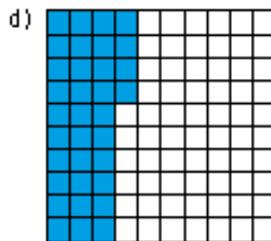
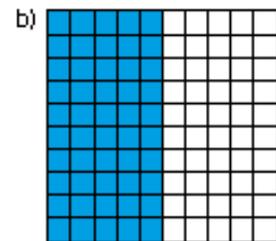
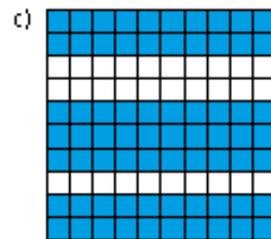
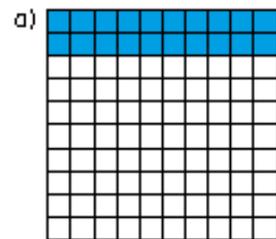
We are learning to write a story.

	Me	Adult
I need to remember to...		
EBI:		
WWW:		

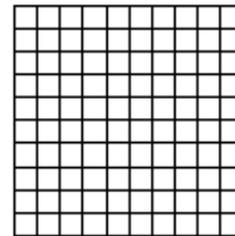
Recognise tenths and hundredths

1 The hundred square represents 1 whole.

What fraction of each hundred square is shaded?



2 Here is a hundred square.



What fraction of the whole does each represent?

a) 4 full rows =

b) 6 full columns =

c) 13 squares =

d) 2 full rows and 5 squares =

e) 3 full columns and 8 squares =

3 Complete the sentences.

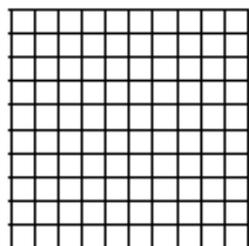
a) 4 tenths is equivalent to hundredths.

b) 70 hundredths is equivalent to tenths.

c) 5 tenths is equivalent to hundredths or 1 _____

4

One row is one tenth and one column is one tenth, so if I colour one row and one column on my hundred square I will have shown 2 tenths.



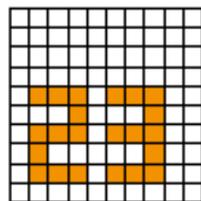
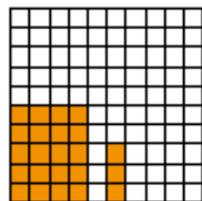
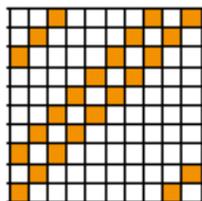
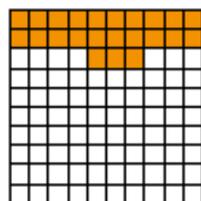
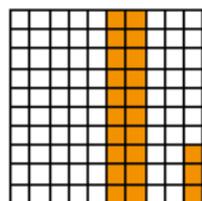
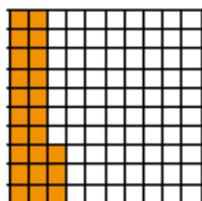
Is Dexter correct? _____

Explain your answer.

You may use the hundred square to help you.

5

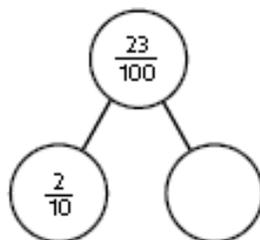
Tick the hundred squares with $\frac{23}{100}$ shaded.



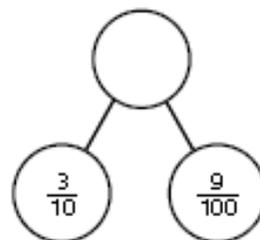
6

Complete the part-whole models.

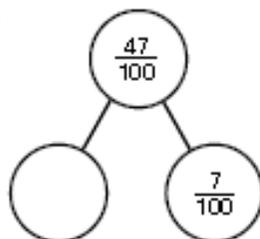
a)



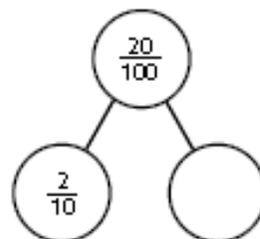
c)



b)



d)



7



$$\frac{73}{100} = \frac{7}{10} + \frac{3}{100}$$

Annie



$$\frac{73}{100} = \frac{6}{10} + \frac{13}{100}$$

Ron

Who is correct? _____

How many ways can you partition $\frac{73}{100}$?

Tenths as decimals



1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

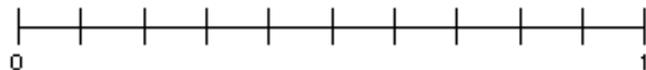
c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

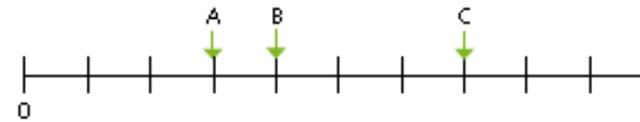
3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1



4 Work out the values of A, B and C.

Give your answers as fractions and decimals.



A or

B or

C or

5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$

0.7

four tenths

$\frac{9}{10}$

0.3

one tenth

$\frac{7}{10}$

0.4

three tenths

$\frac{4}{10}$

0.1

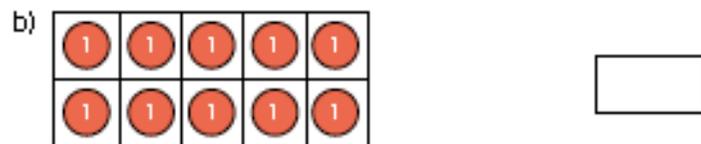
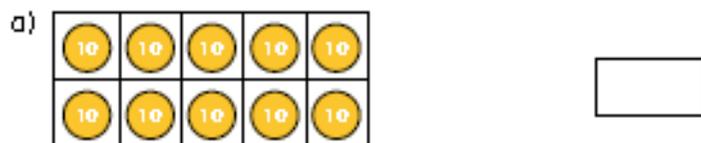
nine tenths

$\frac{1}{10}$

0.9

seven tenths

6 What is the total value represented by each ten frame?



7



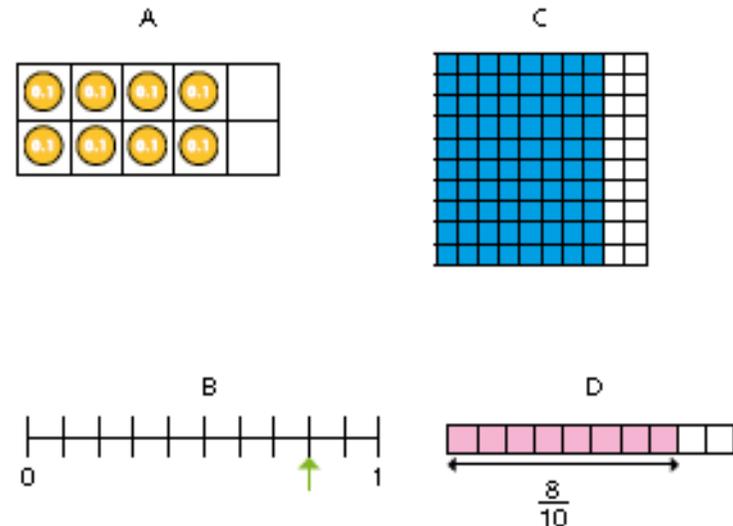
Nine tenths can be written 0.9, so ten tenths must be 0.10

Do you agree with Ron? _____

Explain your answer.



8 Eight tenths can be represented in all of the ways shown.



Which do you think is the best representation? _____

Discuss your answer with a partner.

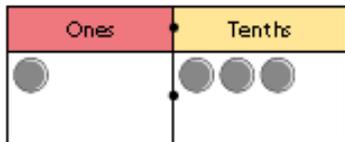
Represent six tenths in each different way.

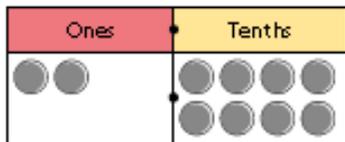


Tenths on a place value grid

1 Write the decimal that is shown in each place value chart.

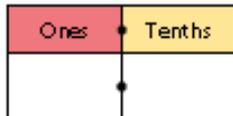






2 Draw counters on the place value charts to represent each number.

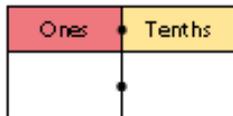
a) 2.1



c) 0.2



b) 1.2



d) 2



3 Rosie is using this place value chart to make numbers.



She uses all 8 counters each time.

Complete the sentences.

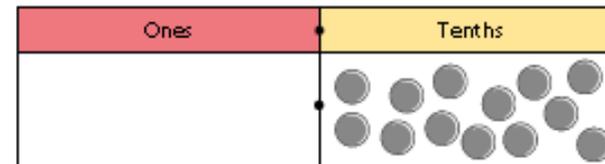
a) The smallest number possible is

b) The greatest number possible is

c) A number between 3 and 4 is

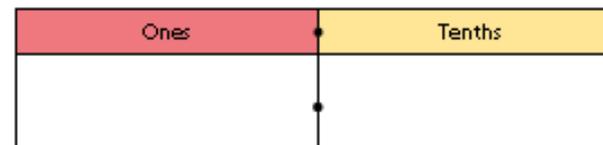
d) The closest possible number to 5 is

4 Tommy has made a number on a place value chart.



a) What number has Tommy represented?

b) Draw counters to show how Tommy could have represented this differently.



c) What method did you use? Talk about it with a partner.

- 5 Complete the number sentences to match the place value charts.

a)

Ones	Tenths
2	6

There are ones and tenths.

ones + tenths = + =

b)

Ones	Tenths
0	9

There are ones and tenths.

ones + tenths = + =

- 6 Draw counters to represent each number.

Write each number as a decimal.

- a) There are 3 ones and 2 tenths.

Ones	Tenths

- b) There are 5 ones and 2 tenths.

Ones	Tenths



- c) There are 2 tenths.

Ones	Tenths

- 7 Match the written numbers to the place value charts.

one tenth

twenty-one tenths

twelve tenths

ten tenths

Ones	Tenths
1	2

Ones	Tenths
2	1

Ones	Tenths
1	0

Ones	Tenths
0	1

- 8

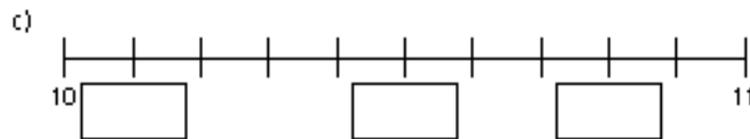
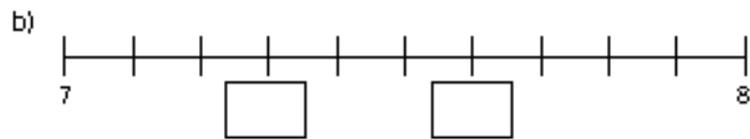
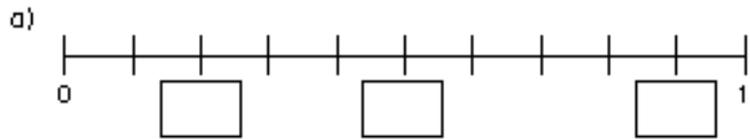


Six tenths added to four tenths makes ten tenths, which is a whole.

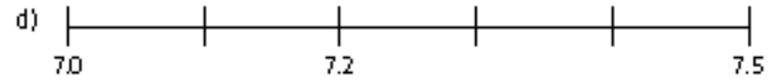
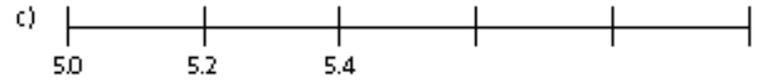
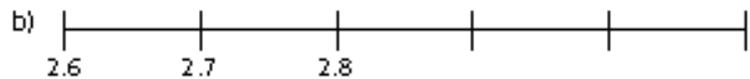
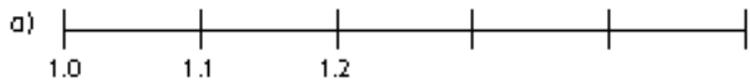
How many other ways can you make a whole from tenths?

Tenths on a number line

1 Fill in the decimal numbers on each number line.

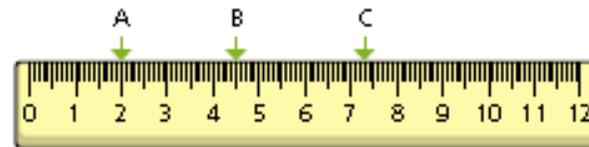


2 Complete the number lines.



3 Here is a ruler with centimetres as whole numbers and millimetres as tenths.

Complete the sentences about points A, B and C.



Point A is cm along the ruler.

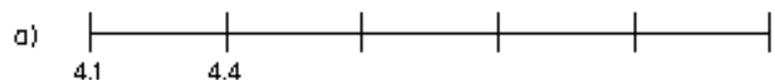
Point B is cm and mm along the ruler.

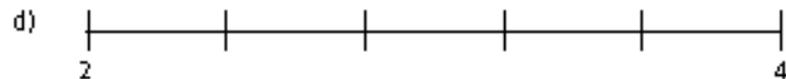
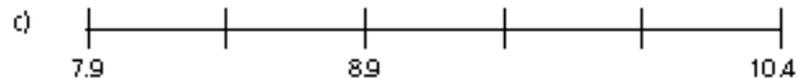
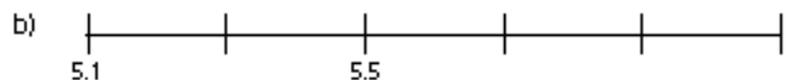
As a decimal it is cm.

Point C is cm and mm along the ruler.

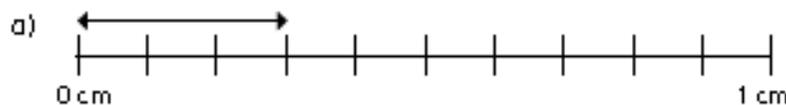
As a decimal it is cm.

4 Complete the number lines.

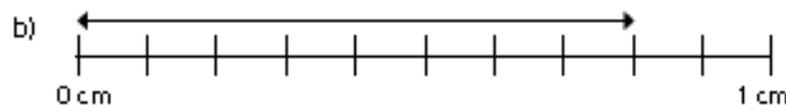




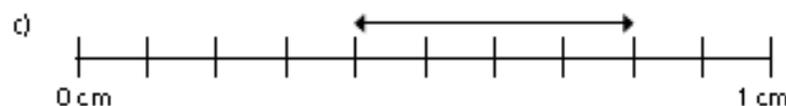
5 How long is each line?



The line is cm long.



The line is cm long.

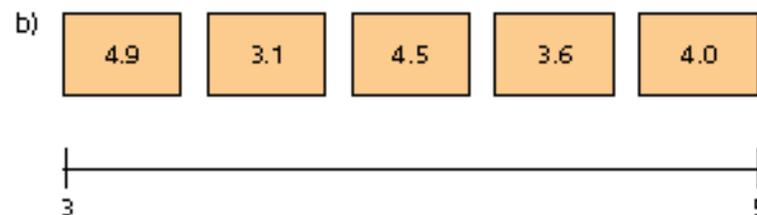
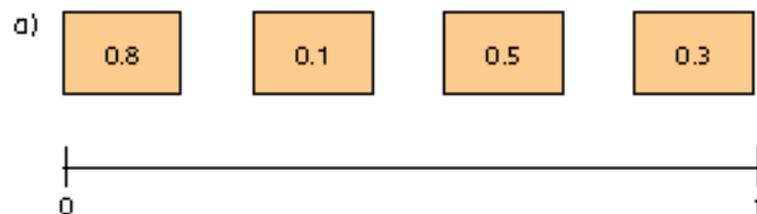


The line is cm long.

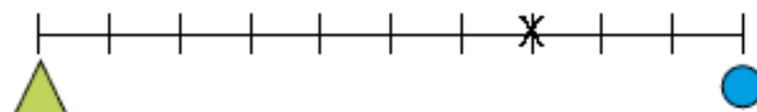
How would your answers have been different if given in millimetres?



6 Draw arrows to estimate the position of the numbers on the number line.



7 The triangle, circle and cross have the same value on both lines. Work out the values.

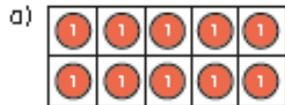


$\triangle = \square$ $\bullet = \square$ $\times = \square$

Create your own problem like this for a friend.

Dividing 1 digit by 10

1 Look at the ten frames.



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \boxed{}$$



What number is represented?

Complete the division.

$$\boxed{} \div 10 = \boxed{}$$

c) What is the same? What is different?

2 a) What calculation is represented by the counters?



$$\boxed{} \div 10 = \boxed{}$$

b) Complete the number sentence.

$$\boxed{} \text{ ones divided by ten} = \boxed{} \text{ tenths.}$$

3 a) Draw counters on the place value chart to show 7



b) Complete the division. $7 \div 10 = \boxed{}$

c) Draw counters on the place value chart to show your answer.



d) What do you notice?

e) Complete the sentence.

$$\boxed{} \text{ ones divided by ten} = \boxed{} \text{ tenths.}$$

4 a) Use a place value chart to represent 9

b) Move the counters to the right to represent 0.9

c) Complete the division.

$$9 \div 10 = \boxed{}$$

d) What do you notice?

e) Complete the sentence.

$$\boxed{} \text{ ones divided by ten equals } \boxed{} \text{ tenths.}$$

5



Dora

To divide by 10,
you split the counters into
10 equal parts.

To divide by 10,
you put the counters on a place
value chart and move them one
column to the right.



Alex

Who is correct? Circle your answer.

Dora Alex neither both

Compare answers with a partner.

6

Here is a one-digit number on a place value chart.

Ones	Tenths
6	

a) Complete the division.

$$6 \div 10 = \square$$

b) Write your answer on the place value chart.

Ones	Tenths

c) In your own words, describe what happens to the digits in a number when you divide by 10

d) Use this method to work out the divisions.

$$7 \div 10 = \square$$

$$\square \div 10 = 0.8$$

7

Complete the divisions.

$$\text{a) } 4 \div 10 = \square$$

$$\text{d) } 9 \div 10 = \square$$

$$\text{b) } 2 \div 10 = \square$$

$$\text{e) } \square \div 10 = 0.3$$

$$\text{c) } \square = 5 \div 10$$

$$\text{f) } \square \div 10 = 0.1$$

8

Complete the number sentences.

$$\text{a) } 6 \div \square \div 10 = 3 \div 10$$

$$\text{b) } 24 \div 6 \div 10 = \square \div 10$$

$$\text{c) } 42 \div \square \div 10 = 21 \div 7 \div 10$$

d) Write a problem like this for a partner to solve.
