	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 8/02/21

Daily activities – 5 a-day!

1) TTRockstars – 20 minutes

2) Morning maths – 15 minutes

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

ENGLISH:

WALT: Plan your story about entering a magical world.

Today we are going to create a story map for a visit to a magical world.
You can use your work from last week as an inspiration for this week's story.
The English zoom is at 10:30.

MATHS

WALT: divide 3 digits by 1 digit

https://vimeo.com/492054040
Watch the video then have a go at the work in the booklet.

There will be a class maths zoom at 9:30. Please watch the video and do your morning maths first.

Reading:

We're going to continue to read Matilda this week. I've included a passage from the text about Bruce Bogtrotter and the enormous chocolate cake.

Today, your task is to enjoy reading this extract from the book.

Multiplication tables

x	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

473 + 182	47 x 10	Round 456 to the nearest 10.
473 - 182	5600 ÷ 100	Find ¼ of 24

1 Jack is working out $844 \div 4$ using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

a) Talk about Jack's method with a partner.

b) Work out the division.

2 Use Jack's method to work out these divisions.

a) $525 \div 5$ b) $636 \div 6$ c) $840 \div 8$ d) $903 \div 3$

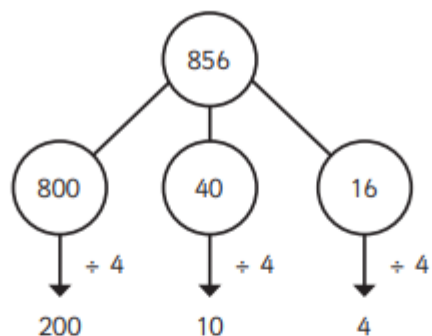**3** Eva is working out $844 \div 4$ using a part-whole model.
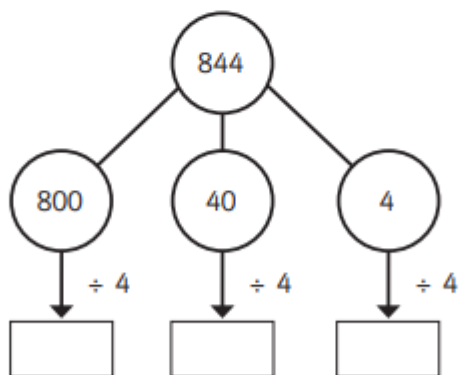
Complete Eva's method.

$844 \div 4 = \boxed{}$

4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

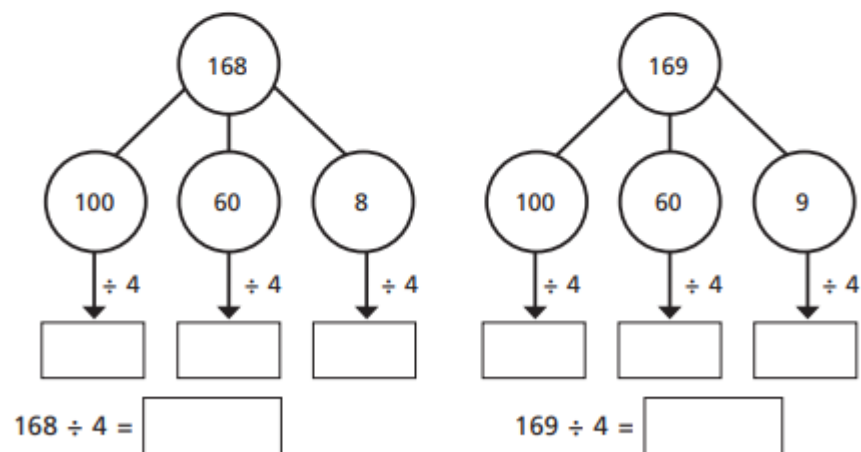**5** Whitney is using flexible partitioning to divide a 3-digit number.

```
              856
        ┌──────┼──────┐
      800     40      16
       │       │       │
      ÷ 4     ÷ 4     ÷ 4
       ▼       ▼       ▼
      200     10       4
```

Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

a) 585 ÷ 5   b) 672 ÷ 6   c) 648 ÷ 4   d) 847 ÷ 7

6 Complete the part-whole models and divisions.

```
          168                          169
    ┌──────┼──────┐            ┌──────┼──────┐
  100     60      8          100     60      9
   │       │       │          │       │       │
  ÷ 4     ÷ 4     ÷ 4        ÷ 4     ÷ 4     ÷ 4
   ▼       ▼       ▼          ▼       ▼       ▼
 ┌────┐ ┌────┐ ┌────┐      ┌────┐ ┌────┐ ┌────┐
 │    │ │    │ │    │      │    │ │    │ │    │
 └────┘ └────┘ └────┘      └────┘ └────┘ └────┘
```

168 ÷ 4 = ☐   169 ÷ 4 = ☐

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Work out the divisions.

  a) $258 \div 6$ **b)** $623 \div 5$ **c)** $864 \div 4$ **d)** $824 \div 3$

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

Can Eva cut the ribbon into equal pieces with no ribbon left over?

Explain your answer.

9 Use 15 counters and a place value chart.

  a) Can you make a number that is divisible by 3?   _____

  b) Can you make a number that has a remainder
    of 1 when divided by 3?   _____

  c) Can you make a number that has a remainder
    of 2 when divided by 3?   _____

What do you notice? Talk about your findings with a partner.

English- Writing

Today, make a story map to plan a story about rising a magical world. I've plotted out a sample story for you. You can use this plan or create your own.

Your character is somewhere doing something	They find the portal	They enter the portal	They are in the magical world
They explore	They meet someone in the magical world	Something happens	They come back through the portal

The boy picked up the knife and was about to cut into the cake when he stopped. He stared at the cake. Then he looked up at the Trunchbull, then at the tall stringy cook with her lemon-juice mouth. All the children in the hall were watching tensely, waiting for something to happen. They felt certain it must. The Trunchbull was not a person who would give someone a whole chocolate cake to eat just out of kindness. Many were guessing that it had been filled with pepper or castor-oil or some other foul-tasting substance that

would make the boy violently sick. It might even be arsenic and he would be dead in ten seconds flat. Or perhaps it was a booby-trapped cake and the whole thing would blow up the moment it was cut, taking Bruce Bogtrotter with it. No one in the school put it past the Trunchbull to do any of these things.

'I don't want to eat it,' the boy said.

'Taste it, you little brat,' the Trunchbull said. 'You're insulting the cook.'

Very gingerly the boy began to cut a thin slice of the vast cake. Then he levered the slice out. Then he put down the knife and took the sticky thing in his fingers and started very slowly to eat it.

'It's good, isn't it?' the Trunchbull asked.

'Very good,' the boy said, chewing and swallowing. He finished the slice.

'Have another,' the Trunchbull said.

'That's enough, thank you,' the boy murmured.

'I said have another,' the Trunchbull said, and now there was an altogether sharper edge to her voice. 'Eat another slice! Do as you are told!'

'I don't want another slice,' the boy said.

Suddenly the Trunchbull exploded. 'Eat!' she shouted, banging her thigh with the riding-crop. 'If I tell you to eat, you will eat! You wanted cake! You stole cake! And now you've got cake! What's more, you're going to eat it! You do not leave this platform and nobody leaves this hall until you have eaten the entire cake that is sitting there in front of you! Do I make myself clear, Bogtrotter? Do you get my meaning?'

The boy looked at the Trunchbull. Then he looked down at the enormous cake.

'Eat! Eat! Eat!' the Trunchbull was yelling.

Very slowly the boy cut himself another slice and began to eat it.

Matilda was fascinated. 'Do you think he can do it?' she whispered to Lavender.

'No,' Lavender whispered back. 'It's impossible. He'd be sick before he was halfway through.'

The boy kept going. When he had finished the second slice, he looked at the Trunchbull, hesitating.

'Eat!' she shouted. 'Greedy little thieves who like to eat cake must have cake! Eat faster boy! Eat faster! We don't want to be here all day! And don't stop like you're doing now! Next time you stop before it's all finished you'll go straight into The Chokey and I shall lock the door and throw the key down the well!'

The boy cut a third slice and started to eat it. He finished this one quicker than the other two and when that was done he immediately picked up the knife and cut the next slice. In some peculiar way he seemed to be getting into his stride.

Matilda, watching closely, saw no signs of distress in the boy yet. If anything, he seemed to be gathering confidence as he went along. 'He's doing well,' she whispered to Lavender.

'He'll be sick soon,' Lavender whispered back. 'It's going to be horrid.'

When Bruce Bogtrotter had eaten his way through half of the entire enormous cake, he paused for just a

couple of seconds and took several deep breaths.

The Trunchbull stood with hands on hips, glaring at him. 'Get on with it!' she shouted. 'Eat it up!'

Suddenly the boy let out a gigantic belch which rolled around the Assembly Hall like thunder. Many of the audience began to giggle.

'Silence!' shouted the Trunchbull.

The boy cut himself another thick slice and started eating it fast. There were still no signs of flagging or giving up. He certainly did not look as though he was about to stop and cry out, 'I can't, I can't eat any more! I'm going to be sick!' He was still in there running.

And now a subtle change was coming over the two hundred and fifty watching children in the audience. Earlier on, they had sensed impending disaster. They had prepared themselves for an unpleasant scene in which the wretched boy, stuffed to the gills with chocolate cake, would have to surrender and beg for mercy and then they would have watched the triumphant Trunchbull forcing more and still more cake into the mouth of the gasping boy.

Not a bit of it. Bruce Bogtrotter was three-quarters of the way through and still going strong. One sensed that he was almost beginning to enjoy himself. He had a mountain to climb and he was jolly well going to reach the top or die in the attempt. What is more, he had now become very conscious of his audience and of how they were all silently rooting for him. This was nothing less than a battle between him and the mighty Trunchbull.

Suddenly someone shouted, 'Come on, Brucie! You can make it!'

The Trunchbull wheeled round and yelled, 'Silence!' The audience watched intently. They were thoroughly caught up in the contest. They were longing to start cheering but they didn't dare.

'I think he's going to make it,' Matilda whispered.

'I think so too,' Lavender whispered back. 'I wouldn't have believed anyone in the world could eat the whole of a cake that size.'

'The Trunchbull doesn't believe it either,' Matilda whispered. 'Look at her. She's turning redder and redder. She's going to kill him if he wins.'

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 9/02/21

Don't forget to share your work in your portfolio.

ENGLISH: Explanations
WALT: write imaginatively.

Today you are going to write your story. You will find a success ladder in the booklet to help you create a wonderful story.

Our English zoom starts at 10:30

MATHS
WALT: divide 4 digits by 1 digit

There is no video today. Instead join the zoom at 9:30 and I'll make sure you understand the method.

Reading: Vocabulary
Use the text about Bruce Bogtrotter.
Find out what these words mean:
Wretched
Gingerly
Fascinated
Write a definition for each one in your green book.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

6381 + 2593	12 x 100	Round 2789 to the nearest 10.
6381 - 2593	8400 ÷ 100	Find ¼ of 16

$4 \overline{)3996}$ $5 \overline{)1725}$ $7 \overline{)1897}$ $9 \overline{)6300}$

$3 \overline{)699}$ $4 \overline{)3568}$ $6 \overline{)5544}$ $8 \overline{)2568}$

$8 \overline{)2000}$ $9 \overline{)6003}$ $6 \overline{)984}$ $8 \overline{)3512}$

English Writing Success Ladder

Use this list to work out what a good story looks like. Try to do everything on this list.

Success criteria	
There and back again	Tell the story of your character going into, exploring and coming back from a magical world.
Speech	Use speech to show how the character is feeling. "This must be a simply enormous wardrobe," exclaimed Lucy. Punctuate accurately.
Mystery	Use 'something' to add mystery to your story. Let the reader work out what you are describing without actually telling them.
Description	Use adjectives, powerful verbs and adverbs to describe the setting.
The basics	Full stops, capital letters, clear and neat writing.

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 10/02/21

ENGLISH: Explanations

WALT: visualise our story.

Our English zoom starts at 10:30.

Today, I want you to create artwork to go with your story. Share your work to your portfolio

You could draw, paint or use a computer art package to show an image from your story.

MATHS

WALT: divide 4 digits by 1 digit

https://vimeo.com/492054136

Watch the video then have a go at the work in the booklet.

There will be a class maths zoom at 9:30.

Please watch the video and do your morning maths first.

Reading: Summarising

Can you write a newspaper headline and first sentence for this extract about Bruce Bogtrotter?

The first sentence of a newspaper tells the reader who, where, when, what and why.

If you need help, join the zoom at 10:30

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

8093 + 915 =	718 x 100 =	Round 2789 to the nearest 100.
8093 − 915 =	500 ÷ 100 =	Find ¾ of 40

1 **a)** Circle the groups of 3 to help you complete the sentences and calculation.
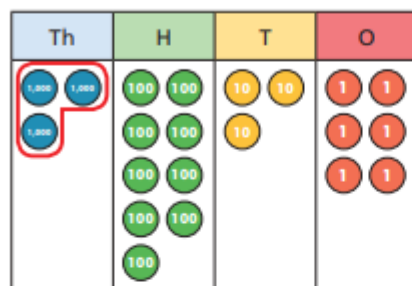
The first step has been done for you.

Th	H	T	O

		1			
	3	3	9	3	6

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

$3{,}936 \div 3 =$ [   ]

b) Use a place value chart to work out $8{,}404 \div 4$

	4	8	4	0	4

2 Use a place value chart to work out the divisions.

a) 8,532 ÷ 2

Th	H	T	O
1,000 1,000	100 100	10 10	1 1
1,000 1,000	100 100	10 →	1 1
1,000 1,000	100 →	10 10	1 1
1,000 1,000		10 10	1 1
		10 10	1 1
		10 10	1 1
		10 10	
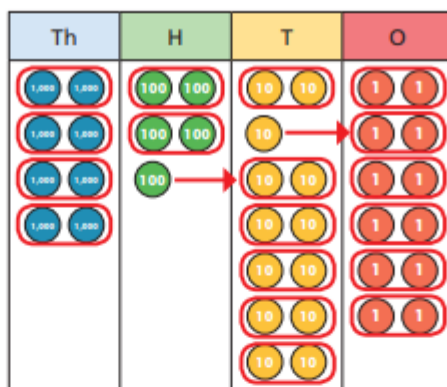
b) 5,296 ÷ 4   c) 6,078 ÷ 6

3 Complete the divisions.

a)

	5	3	5	6	0

d)

	6	9	7	8	6

b)

	9	2	7	3	6

e)

	3	4	6	8	3

c)

	4	6	5	2	4

f)

	1	2	0	7	9
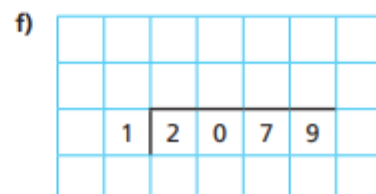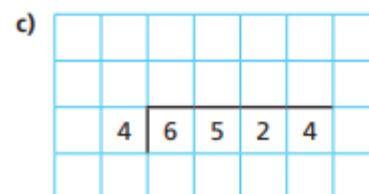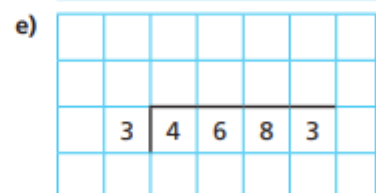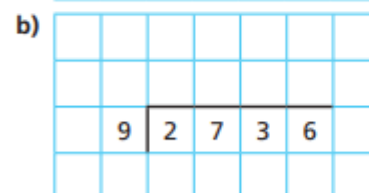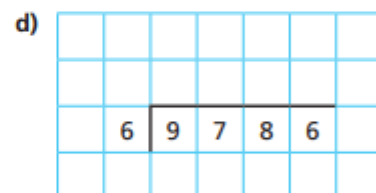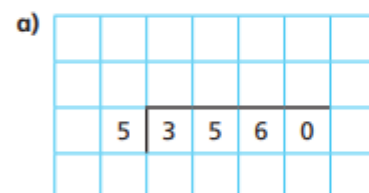
Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a, b and c.

9,415						
a	a	a	a	a	a	a

120	120	120	120
c	c	c	c	c	c

b	b	b	b	b	b	b	b
5,328							

5 Find the missing digits.

a)

	2	2		1	
		8	9	6	

b)

		3		6	
		6	5		4

6 Books are available to buy in three different deals.

Deal A   Deal B   Deal C

£12.99   £38.16   £25.60

Which is the best deal?

Show your workings.

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 11/02/21

ENGLISH: there, they're and their.
WALT: understand the difference between there, their and they're and use them correctly.

Our English zoom starts at 10:30.
Find the details on class dojo.

MATHS
WALT: solve division problems with remainders

https://vimeo.com/492054148
Watch the video then have a go at the work in the booklet.
There will be a class maths zoom at 9:30. Please watch the video and do your morning maths first.

Reading: visualising

Draw a picture of the characters from Matilda as you imagine them to be.

Try to forget the actors from the film and even the illustrations from the book.

What do you think the characters look like?

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

295 + 792	81 x 10	Round 2494 to the nearest 1000.
792 - 295	130 ÷ 130	Find 1/3 of 15

1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O

		1			
3	3	9	3	8	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [   ] remainder [ ]

b) Use place value counters to work out 8,407 ÷ 4

8,407 ÷ 4 = [   ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

$$3\overline{)7\ 5\ 9\ 5}$$

$$4\overline{)8\ 5\ 6\ 7}$$

$$5\overline{)6\ 5\ 6\ 2}$$

$$3\overline{)3\ 9\ 3\ 5}$$
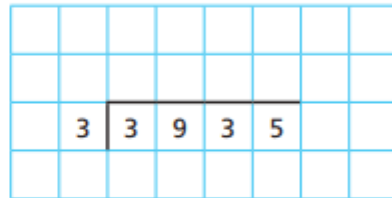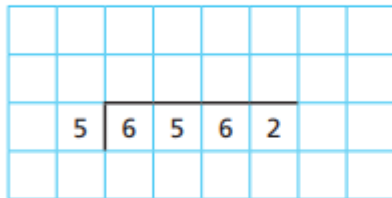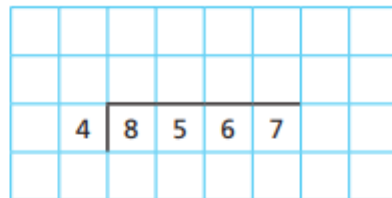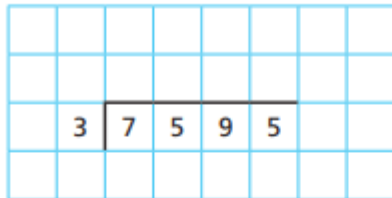
b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

| 5,066 ÷ 4 | 9,513 ÷ 4 | 1,234 ÷ 4 |

| 6,562 ÷ 4 | 6,563 ÷ 4 | 9,515 ÷ 4 |

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

| 7,816 | 7,861 | 6,781 | 1,786 |

"I know that if I divide these numbers by 5 the remainder will be 1"

Is Eva correct?

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

"We will need 65 tables."

Do you agree with Mo?

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

| 2 | 3 | 4 | 5 | | ☐☐☐ ÷ ☐ |

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

English: Homophones practice – there, their and they're

There = place / fact (There was a house...)   Their = belongs to them   They're = they are

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over <u>there</u>!" gasped Lydia.

2. The one with the white fence is <u>their</u> house.

3. Do you think <u>they're</u> hiding?

4. Put the book over _____ on the shelf.

5. _____ bus was running late.

6. The cold wind made _____ teeth chatter.

7. Could they be in _____?

8. Blue sweets are the best; _____ my favourites.

9. Ava and Lucas put _____ hands up at the same time.

10. Are you sure _____ not real?

11. The new teacher got _____ books in a muddle.

12. I went _____ last summer too!

13. Is _____ a doctor anywhere near?

Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.

If we was not at school, I'd go to the park.

Lily were with her friends.

I were at Noah's house.

3

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.

7

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 12/02/21

ENGLISH: Correcting sentences
WALT: punctuate accurately.
Our English lesson starts at 10:30 on zoom. I will send a message through class dojo just before we get started.

MATHS
WALT: solve maths problems using written methods.

There is no video today. Instead, join the zoom at 9:30 and I will make sure that you understand each of the four methods we have learned this year.

Reading for pleasure

Choose a book or magazine and enjoy reading it.

If you want to read some more of Matilda, you can find the book online here: https://pubhtml5.com/pien/hbbk

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

46 + 47 + 48	81 x 10 x 10	Round 2594 to the nearest 100.
792 - 150 - 75	7500 ÷ 100	Find 2/3 of 15

```
   2,295        7,020          126             617
+  6,064     +  9,226      x      82        x      58
_____     _____      _____         _____



   9,412        2,518
-  2,298     -  1,120      9)6890           3)2270
_____     _____
```

Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops, question marks and inverted commas.

1. one warm, sunny day jessica and lilly went to the zoo when they arrived, they visited the monkeys

_____

_____

2. i like the zoo, said jessica lilly looked up and saw a monkey had stolen her lunchbox

_____

_____

3. do we have any money to buy more food asked jessica

_____

_____

4. lilly replied no now we dont have anything for lunch

_____

_____

5. dont worry girls, a voice called from behind them it was the zookeeper, who was holding their lunchbox, with a big smile on his face

_____

_____