# Marlborough Primary Academy

## Home Learning Class 5/6D

## Week beginning 22/6/2020

| | Marlborough Primary Academy | Class 5/6D | Home Learning | Monday 22/6/20 |
|---|---|---|---|---|

## 5-a-day

1) TTRockstars – 30 minutes

2) Morning maths

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

## English



Reading Comprehension
Look carefully at the image
Read the questions and then answer them in full sentences in your Englih exercise book.

## Maths

Two step equations
Watch the video – remember to pause and try the calculations and problems when you are asked to.

Then try the workaheet before you check your answers

If you get stuck don't forget to send me or Mr. Bright a dojo message.

Video

Worksheets

Answers

## STEM/Creative

Try something new – ask the person who prepares your meals to give you a fruit or vegetable you've never tried before. Write down an accurate description of what it tasted like. You might need a few of these words: tangy, sweet, sour, sharp, crunchy, soft, squidgy, chewy, smooth.

## Morning maths – Monday 22/6/20

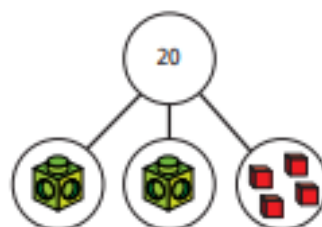| | |
|---|---|
| 3 5 2 7 9 x 2 8<br><br>3 5 2 7 9<br>x 2 8<br>_____<br><br><br><br>_____<br><br>_____ | 3/4 of a number is 66. What is the number?<br><br><br><br><br><br>Hint – find 1/4 before finding the whole |
| What is 70% of 450?<br><br><br><br><br><br><br><br>Hint – 70% is 7 x 10% | 3 4 5 1 ÷ 4<br><br>1) as remainder<br><br>2) as decimal<br><br>3) as fraction |

# Solve two-step equations
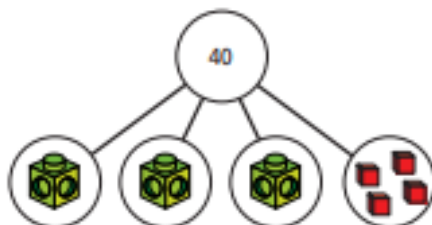
**1** Here is a part-whole model.

a) Write an equation for the part-whole model.

_____

b) Solve the equation to work out the value of 🟩

🟩 = ☐

**2** If each multilink cube represents $x$, form and solve an equation to find the value $x$.

$x =$ ☐

**3** There is the same number of counters under each cup.
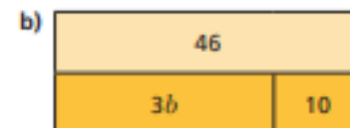
There are 16 counters in total.

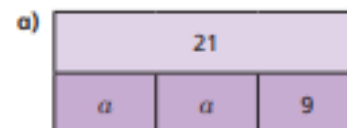a) Use $y$ to represent the number of counters under each cup. Write an equation in terms of $y$.

_____

b) Solve the equation to find the value of $y$.

$y =$ ☐

c) How many counters are under each cup? ☐

**4** Write an algebraic equation to represent each bar model. Find the values of $a$ and $b$.

a)

| 21 | | |
|---|---|---|
| $a$ | $a$ | 9 |

b)

| 46 | |
|---|---|
| $3b$ | 10 |

$a =$ ☐

$b =$ ☐

**5** Solve the equations.

a) $5x + 1 = 31$

$x = \boxed{\phantom{00}}$

b) $3x - 3 = 9$

$x = \boxed{\phantom{00}}$

c) $4p - 11 = 3$

$p = \boxed{\phantom{00}}$

d) $9 = 2y + 8$

$y = \boxed{\phantom{00}}$

e) $10g - 2 = 46$

$g = \boxed{\phantom{00}}$

f) $4 + 3y = 28$

$y = \boxed{\phantom{00}}$

**6** Dani thinks of a number.

She doubles it and adds 3

She gets the answer 15

a) Write an equation to represent Dani's problem.

_____

b) Solve the equation to find her number.

$\boxed{\phantom{00}}$

**7** Alex is $y$ years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is $\boxed{\phantom{00}}$    Brett is $\boxed{\phantom{00}}$

**8**



£1.52

£1.20

a) Work out the cost of one banana and one orange.

One banana costs $\boxed{\phantom{00}}$    One orange costs $\boxed{\phantom{00}}$

b) Compare methods with a partner.

1.  What does the flag represent? Why is it torn?

2.  Who might be travelling in the boat? Why do you think this?

3.  Where has the boat come from? Where is it going?

4.  From the image, you cannot tell which part of the world the map is showing. Where do you think the map is of and what significance does it have on the meaning behind the image?

5.  The image has a very strong message and mood within it. There are subtle hints to portray a mood to the reader.
    a)  What mood does the picture create?

    b) How does the weather in the picture support this?

    c) What weather would be used to create an opposing mood?

6.  The boat symbolises refugees in Europe. How might the image be used to persuade people to help?

7. The sea in the image is calm. Why might you change this if you want to persuade your readers, and what effect may it have on them?

8. If the image was used to promote a political party, what might their message be to the voters?

9. Why is the boat in the centre of the image? Give two reasons.

10. What might you ask someone who is travelling in the boat?

11. The boat is made from paper and is sailing on the sea. What implicit meaning does this have?

12. Why has the illustrator chosen to use paper rather than wood or plastic for the boat?

13. What one word summarises your feelings about the image? Explain why you chose this word.

14. Think of another story of a dangerous journey. What message do these stories give?

| | Marlborough Primary Academy | Class 5/6D | Home Learning | Tuesday 23/6/20 |
|---|---|---|---|---|

## 5-a-day

1) TTRockstars – 30 minutes

2) Morning maths

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

## English

Vocabulary definition

Look carefully at the words and use a dictionary or the internet to find definitions – remember to tell me the word class of each word – noun, verb, adjective, adverb

Some of these words will be hard to explain!

## Maths

Find pairs of numbers

Watch the video – remember to pause and try the calculations and problems when you are asked to.

Then try the workaheet before you check your answers
If you get stuck don't forget to send me or Mr. Bright a dojo message.

Video

Worksheets

Answers

## STEM/Creative

Fantastic Faces: have a look at this picture of a face made from fruit and vegetables. Try making your own face. You could draw different fruits and veg to make a face or actually make a face on a plate with real fruit and veg. Share your artwork on your portfolio.

# Morning maths - Tuesday 23/6/20

| 4 3 8 7 – 2 7 4 9 | 983,897 + 852,583 |
|---|---|
| | + _____ <br><br> _____ <br><br> Hint – set out using place value |
| My number's digits add to make 13. My tens digit is even and greater than my units digit. My number is less than 100, what could it be? | What is 6/10 of 1450? <br><br><br><br> Hint – divide by the bottom – times by the top |

# Find pairs of values (2)

**1** Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)

> The triangle could be 3 and the circle could be 4

Dexter

Do you agree with Dexter? _____

Explain why.

_____

_____

b)

> The triangle is worth 4

Dora

What is the value of the circle in Dora's number puzzle?

$$\bigcirc = \boxed{\phantom{0}}$$

c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

$\triangle = \boxed{\phantom{0}}$  $\bigcirc = \boxed{\phantom{0}}$     $\triangle = \boxed{\phantom{0}}$  $\bigcirc = \boxed{\phantom{0}}$

$\triangle = \boxed{\phantom{0}}$  $\bigcirc = \boxed{\phantom{0}}$

**2** $a$ and $b$ are whole numbers.

$$2a + b = 14$$

Complete the table to show different possible values for $a$ and $b$.

| $a$ | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|---|
| $2a$ | 0 | 2 | | | | | | |
| $b$ | 14 | | | | | | | |
| $2a + b$ | 14 | 14 | 14 | 14 | | | | |

**3** $c$ and $d$ are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for $c$ and $d$.

| $c$ | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| $3c$ | 3 | | | | |
| $d$ | 1 | | | | |
| $3c - d$ | 2 | 2 | 2 | | |

b) Explain why there are no other possible values for $c$ and $d$.

_____

_____

**4** $x$ and $y$ are both multiples of 5 less than 100

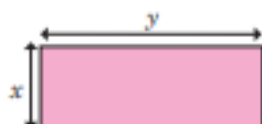If $2x = y$, circle the possible values of $x$ and $y$.

$x = 20, y = 20$

$x = 10, y = 20$

$x = 20, y = 10$

$x = 35, y = 70$

$y = 90, x = 45$

**5** Here is a rectangle.

$x$ and $y$ are both integers.



The rectangle has a perimeter of 28 cm.

**a)** Write an equation to represent the perimeter of the rectangle.

_____

**b)** List all the possible pairs of values for $x$ and $y$.

_____

_____

_____

Compare answers with a partner. How do you know you have found all the possible values?

**6** Aisha is buying some stationery for school.

She spends exactly £1

List the possible combinations of pencils and pens that Aisha could have bought.

pencil 10p

pen 15p

_____

_____

_____

**7** Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

Set 1 ☐ ☐ ☐ ☐

Set 2 ☐ ☐ ☐ ☐

**8**

$2ab = 48$

**a)** Find a pair of possible values for $a$ and $b$.

$a = $ ☐         $b = $ ☐

**b)** Work with a partner to find as many pairs of values as you can.

# Write definitions of word meanings

Look through the vocabulary list of words which could be used to describe yesterday's English Picture – what do they mean? Use a dictionary (online word definition works too) to explain what they mean – make sure you use your own words not just copy. Also tell me the word class – verb, noun, adjective, adverb too

| | | | |
|---|---|---|---|
| asylum | | regional | |
| displacement | | resettlement | |
| exile | | remittance | |
| sanitation | | xenophobia | |
| deterioration | | trafficking | |
| humanitarian | | persecution | |

Choose your favourite 4 words and write a sentence for each one – try to also use the fronted adverbial, expanded noun phrases and powerful verb skills we learned last week

| | Marlborough Primary Academy | Class 5/6D | Home Learning | Wednesday 24/6/20 |
|---|---|---|---|---|

## 5-a-day

1) TTRockstars – 30 minutes

2) Morning maths

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

## English

Grammar and vocabulary
Carefully read and answer the grammar and vocabulary questions.

## Maths

Convert metric measures
Watch the video – remember to pause and try the calculations and problems when you are asked to.

Then try the workaheet before you check your answers

If you get stuck don't forget to send me or Mr. Bright a dojo message.

Video

Worksheet

Answers

## Computing



Splatty Bug

Log-on to Purple Mash and try the Splatty Bug 2do.

If it's too tricky try the Princess and the frog from Chimp coding.

# Morning maths – Wednesday 24/6/20

I think of a number, subtract 12. Then divide what I get by 4. My answer is 22. What was my number?

$$36 \,\overline{)\, 2\ 8\ 4\ 8}$$

36 – 1
72 – 2
108 – 3
144 – 4
180 – 5
... - 6
... - 7
... - 8
... - 9
... - 10

Hint – try to undo (reverse) the problem

My number is 56.2
What is my number ÷ 100?

$$7\,5.\,2 - 5\,9.\,1\,2$$

Hint – use a place value grid

Hint – Set out using place value

# Convert metric measures

**1** How many centimetre cubes can you fit along a metre stick?



What does this tell you?

**2** Complete the sentences.

a) There are [ ] grams in 1 kilogram.

There are [ ] kilograms in one tonne.

b) There are [ ] millilitres in 1 litre.

c) There are [ ] millimetres in 1 centimetre

There are [ ] centimetres in 1 metre.

There are [ ] metres in 1 kilometre.

**3** Complete the bar models.

a)

| 1 km | 1 km | 1 km | 1 km |
|---|---|---|---|
| 1,000 m | 1,000 m | | |

There are [ ] m in 4 km.

b)

| 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | $\frac{1}{2}$ kg |
|---|---|---|---|---|---|---|
| 1,000 g | 1,000 g | 1,000 g | | | | |

There are [ ] g in $6\frac{1}{2}$ kg.

**4** Complete the conversions.

a) 2 kg = [ ] g        b) 1 l = [ ] ml

5 kg = [ ] g        5 l = [ ] ml
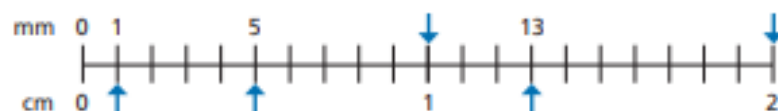
10 kg = [ ] g        11 l = [ ] ml

12kg = [ ] g

**5** A bag of dog food weighs 2.5 kg.

Write this weight in grams.

[ ]

**6** What measurements are the arrows pointing to?

Label them on the number line.

mm  0  1          5                    13

cm  0          1          2

**7** Complete the conversions.

a) 10 mm = [          ] cm          [          ] mm = 1.1 cm

   11 mm = [          ] cm          [          ] mm = 10.1 cm

   [          ] mm = 11 cm

b) 2.1 km = [          ] m          2.01 km = [          ] m

   2.001 km = [          ] m        2.011 km = [          ] m

**8** Write > , < or = to complete the statements.

a)  100 m  ◯  1 km          b)  5.1 l  ◯  5,100 ml

    10 m  ◯  10 cm              607 l  ◯  0.607 ml

    10.1 mm  ◯  101 cm          0.05 l  ◯  5 ml

**9** Dora and Amir are trying to convert 1.05 metres into millimetres.

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

Dora

Amir

You can just multiply 1.05 by 1,000!

Who do you agree with? _____

Explain your thinking.

**10** What is the mass of one of the boxes?

Give your answer in grams.

[          ]

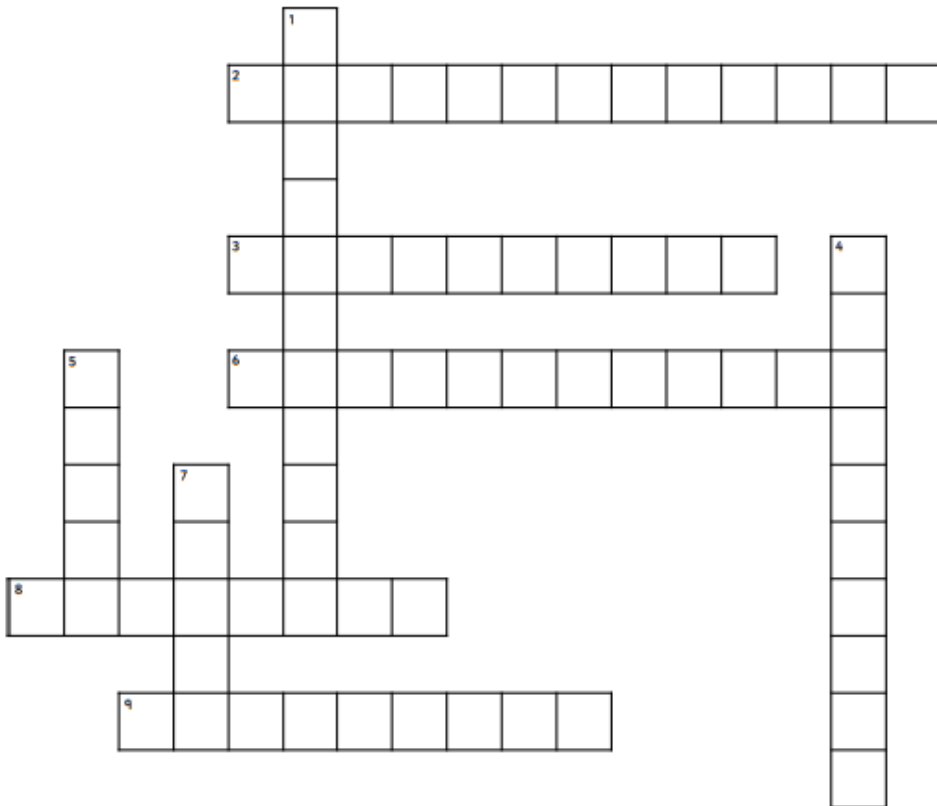**11** There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

[          ]

b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

[          ]

Use the clues in the table below to complete the crossword.

| | | |
|---|---|---|
| 1. Hostility and ill-treatment because of race, political views or religion. | 4. Conditions linked to public health such as sewage disposal and clean drinking water. | 7. To be barred from your own country usually because of political views. |
| 2. To become progressively worse. | 5. To reduce (numbers of) or remove. | 8. Concerned with one area or region. |
| 3. Dislike and prejudice against those from other countries. | 6. Concerned with human welfare. Compassionate and humane. | 9. Extremely poor and lacking any means to provide for yourself. |



Put a tick in each row to show the type of pronoun underlined in each sentence.

| | personal pronoun | relative pronoun | possessive pronoun |
|---|---|---|---|
| The coats was hers, she was not leaving her home without it. | | | |
| Saleed was the one who suggested leaving home. | | | |
| She suggested to them that they get in the boat and leave for England. | | | |
| Rita was adamant. It was too dangerous for them to stay there any longer. | | | |

Add a prefix or suffix to each word below to make the word that matches the meaning.

| meaning | word |
|---|---|
| among many countries | _____national |
| having characteristics of a region | region_____ |
| in a state of getting worse | deterior_____ |
| to admit again | _____mittance |
| a person that seeks to promote the welfare of others | philanthrop_____ |

For each pair of words tick the one that has the correct spelling.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| existence | | seperate | | existence | | accommodation | |
| existance | | separate | | existance | | accomodation | |

| | Marlborough Primary Academy | Class 5/6D | Home Learning | Thursday 25/6/20 |
|---|---|---|---|---|

## 5-a-day

1) TTRockstars – 30 minutes

2) Morning maths

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

## English

*More DADWAVERS!*
We have used DADWAVERS! in class as a way of making our writing more interesting.

I've started a story  - which DADWAVERS! Sentence openers have I already used? Can you finish the sory using the missing DADWAVERS!

## Maths

*Miles and kilometres*
Watch the video – remember to pause and try the calculations and problems when you are asked to.

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If you get stuck don't forget to send me or Mr. Bright a dojo message.

[Video](#)

[Worksheet](#)

[Answers](#)

## STEM/Creative

What are flowers for?
Plants need pollen from other plants of the same type to make new seeds.
Read the pollination poster to find out more.   Now can you answer these questions.
1.  Why are flowers colourful and smelly?
2. How does pollen get from one plant to another?

# Morning maths – Thursday 18/6/20

7 . 8 2  x 6

```
  7 . 8 2
x 6
_____



_____


_____
```

Find 40% of 12600.

Hint: 40% = 4 x 10%

8 7 – 8 . 7

What are the next 4 numbers in this sequence?

1020, 1012, 1004, __, __, __, __

## Convert metric measures

**1** How many centimetre cubes can you fit along a metre stick?

What does this tell you?

**2** Complete the sentences.

a) There are [ ] grams in 1 kilogram.

There are [ ] kilograms in one tonne.

b) There are [ ] millilitres in 1 litre.

c) There are [ ] millimetres in 1 centimetre

There are [ ] centimetres in 1 metre.

There are [ ] metres in 1 kilometre.

**3** Complete the bar models.

a)

| 1 km | 1 km | 1 km | 1 km |
|---|---|---|---|
| 1,000 m | 1,000 m | | |

There are [ ] m in 4 km.

b)

| 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | 1 kg | $\frac{1}{2}$ kg |
|---|---|---|---|---|---|---|
| 1,000 g | 1,000 g | 1,000 g | | | | |

There are [ ] g in $6\frac{1}{2}$ kg.

**4** Complete the conversions.

a) 2 kg = [ ] g       b) 1 l = [ ] ml

5 kg = [ ] g       5 l = [ ] ml

10 kg = [ ] g       11 l = [ ] ml

12kg = [ ] g

**5** A bag of dog food weighs 2.5 kg.

Write this weight in grams.

[ ]

**6** What measurements are the arrows pointing to?

Label them on the number line.



**7** Complete the conversions.

a) 10 mm = [ ] cm          [ ] mm = 1.1 cm

11 mm = [ ] cm          [ ] mm = 10.1 cm

[ ] mm = 11 cm

b) 2.1 km = [ ] m          2.01 km = [ ] m

2.001 km = [ ] m          2.011 km = [ ] m

**8** Write > , < or = to complete the statements.

a)    100 m ◯ 1 km          b)   5.1 l ◯ 5,100 ml

10 m ◯ 10 cm          607 l ◯ 0.607 ml

10.1 mm ◯ 101 cm          0.05 l ◯ 5 ml

**9** Dora and Amir are trying to convert 1.05 metres into millimetres.



You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

Dora

Amir

You can just multiply 1.05 by 1,000!

Who do you agree with? _____

Explain your thinking.

**10** What is the mass of one of the boxes?

Give your answer in grams.

[ ]

**11** There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

[ ]

b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

[ ]

DADWAVERS! are a great way to vary sentence openers and make writing more interesting and exciting.

# DADWAVERS!

**D**escription
**A**ction
**D**ialogue
**W**here
**A**dverb
**V**erb
**E**stimation of time
**R**hetorical Question
**S**imile or Metaphor
**!** Exclamation or onomatopoeia

Which DADWAVERS! Have I already used? Use the rest to finish.

For what felt like hours, she had balanced high above the throne room, waiting her chance to strike. Silently, she clung to the ancient stone work. Could she reach the evil tyrant's bed-chamber and end his cruel rein before she was discovered? Click! One of her climbing pins snapped and fell away into the darkened hall below her.

| D | A | D | W | A | V | E | R | S | ! |

# The Pollination Process

1. The flower's petals are brightly coloured and its fragrant scent attracts insects.

2. The insect, in this case a honeybee, arrives on the flower to collect nectar. This nectar is a sweet liquid, which makes perfect food for insects.

3. As the insect gathers the nectar, it rubs against the flower's anthers, which pass pollen onto the body of the insect.

4. After the insect has finished feeding, it grows hungry again and moves to a new flower.

5. As the insect feeds on the nectar of the new flower, the pollen on its body rubs onto the stigma.
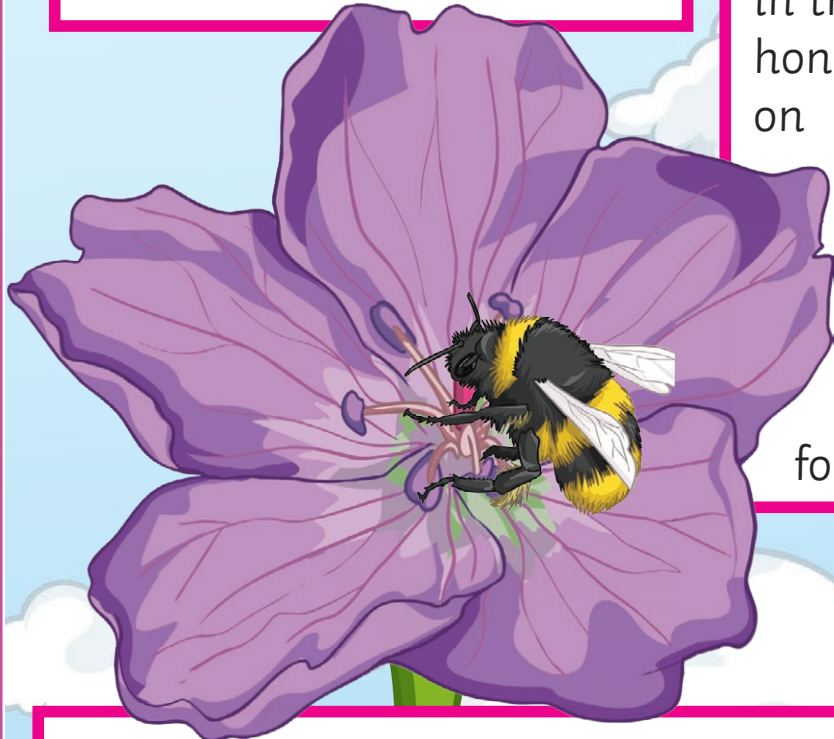
6. Some of this pollen then travels down the new flower's style and into the ovary.

| | Marlborough Primary Academy | Class 5/6D | Home Learning | Friday 26/6/20 |
|---|---|---|---|---|

## 5-a-day

1) TTRockstars – 30 minutes

2) Morning maths

3) Independent Reading – 30 minutes

4) Spelling – 20 minutes

5) P.E. – Joe Wicks workout

## English

Friday – big write
Use the picture as a stimulus to continue writing the story – into your exercise book or logon to Purple Mash and complete the Lighthouse2do

## Maths

Friday's problem solving challenge
Friday's problems can be found on the BBC Bitesize website.

Scroll to the bottom of the weblink for the answers.
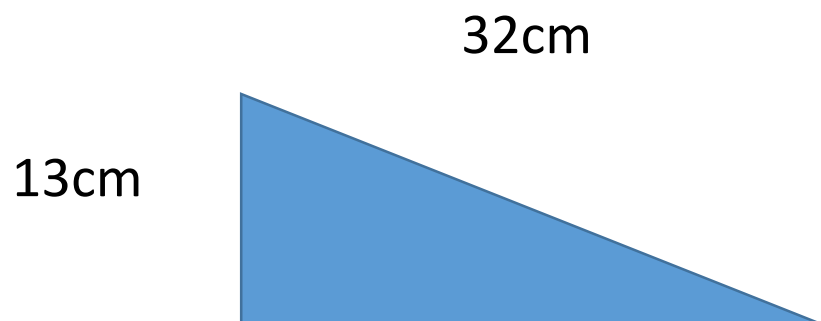
Friday's Problems

## STEM/Creative

Have a look at the diagram showing the life cycle of a flowering plant.

Can you make your own diagram for a different type of flowering plant? If you're stuck for an idea, do an apple tree!

# Morning maths – Friday 26/6/20

## What is the area of this triangle?

32cm

13cm



Hint – area = (length x width) ÷ 2

## What is 2/7 ÷ 8

$$\frac{2}{7} \div 8 = \underline{\quad\quad}$$

Criss-cross (t x b = t    b x t = b)

Can you simplify

## What is 2/3 x by 9 – don't forget to simplify your answer.

$$\frac{2}{3} \times 9 = \underline{\quad\quad}$$

Hint: whole  number to fraction – t x t   b x b

$$2\,4\,\overline{\smash{\big)}\,6\ 6\ 7\ 2}$$

24 – 1
48 – 2
72 – 3
96 – 4
120 – 5
…   - 6
…   - 7
…   - 8
…   - 9
…   - 10

## Story Starter

The storm had been raging for hours. Like a besieging army tormenting an enemy's ramparts, the waves battered on the lighthouse walls.

A group of men huddled in one of the cylindrical shaped rooms, flinching every time a wave rocked the lighthouse. Their hearts were in their mouths with every devastating blow: they half expected the walls to come tumbling down at any moment.

They turned their heads and listened to the sound of the storm. What they heard was truly terrifying...

How many DADWAVERS! can you use in your story? – Cross them off as you write.

| D | A | D | W | A | V | E | R | S | ! |
|---|---|---|---|---|---|---|---|---|---|

## Challenge 1

Rani has 38p

*I have 10p more than Rani.*

*I have 20p less than Eva.*

How much does Eva have?

## Challenge 2

$$\triangle \times \triangle = 25$$

$$\bullet \times \bullet = 100$$

Work out the value of

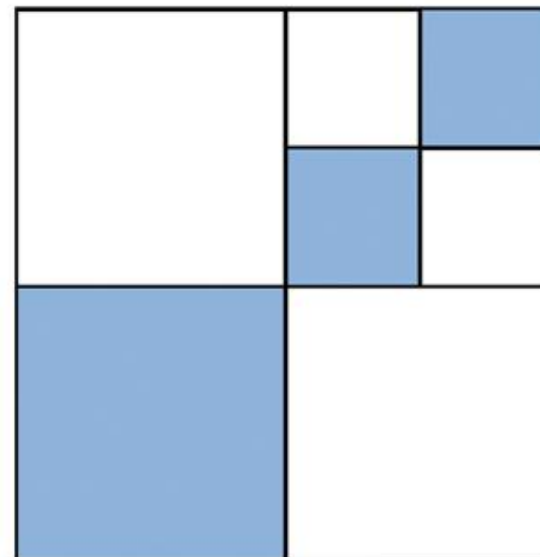$$\triangle \times \bullet$$

## Challenge 3

A sequence is made up of three 2-digit numbers.

The sequence increases by eight each time. These are the digits that make up the three numbers.

0  2  3  4  4  5

Work out the numbers in the sequence

## Challenge 4



What fraction of the square is shaded?

## Challenge 5

The mass of an empty jar is 470 g.
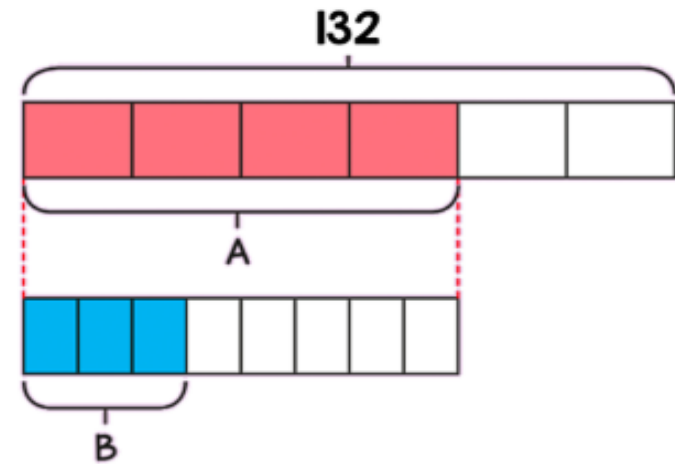
6 marbles are placed in the jar.

The total mass of the jar and marbles is now 1.1 kg.

Two of the marbles are removed.
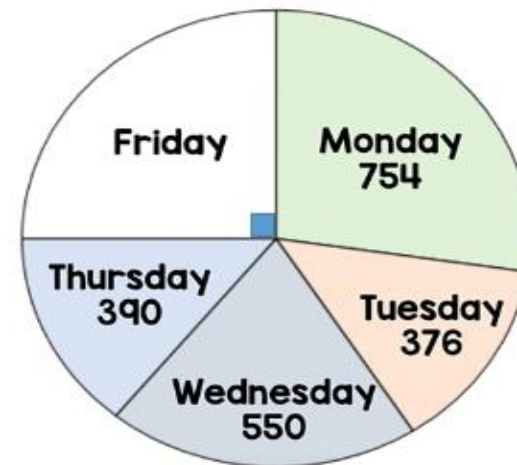
What is the mass of the jar and marbles now?

## Challenge 6

Work out the value of B.

132

A

B

## Challenge 7

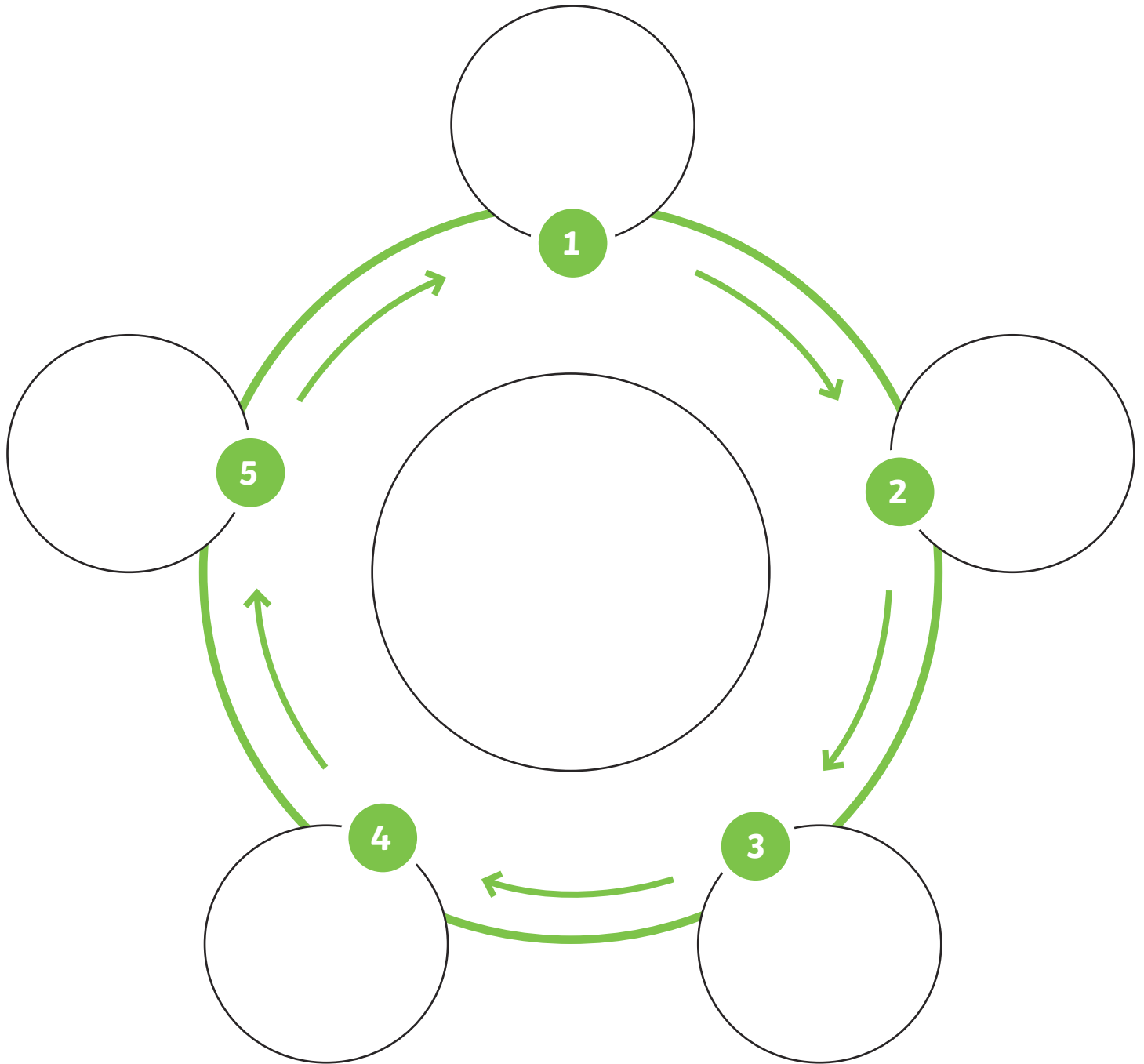The pie chart shows the number of visitors to a museum each day.

Friday

Monday
754

Thursday
390

Tuesday
376

Wednesday
550

How many people visited on Friday?

# The Flowering Plant Life Cycle

Germination

Seeds are spread out so they can grow where they are not fighting for space with the parent plant.

The seed starts to grow when conditions are suitable.

Roots

**1**

Seed Dispersal

**Bean Plant**

**5**

**2**

The pollen in the flowers is used to make seeds.

Roots grow, usually underground.

Leaves

Flowering

**4**

**3**

A stem and leaves form, and the plant makes its own food (photosynthesis).

# The Flowering Plant Life Cycle

Complete by drawing a picture and writing a title and explanation for each stage.

1

2

3

4

5

| This week's web-links | |
|---|---|
| Monday Maths Video | https://vimeo.com/428002477 |
| Monday Maths worksheets | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Solve-two-step-equations-2019.pdf |
| Monday maths answers | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Answers-Solve-two-step-equations-2019.pdf |
| Tuesday Maths - video | https://vimeo.com/428002579 |
| Tuesday Maths activity 1 | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Find-pairs-of-values-2-2019-2.pdf |
| Tuesday Maths answers | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-Answers-Find-pairs-of-values-2-2019-1.pdf |
| Wednesday Maths - video | https://vimeo.com/428002669 |
| Wednesday maths – activities 1 | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Convert-metric-measures-2019.pdf |
| Wednesday maths answers | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Answers-Convert-metric-measures-2019.pdf |
| Thursday maths – video | https://vimeo.com/428002822 |
| Thursday maths worksheet 1 | https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Miles-and-kilometres-2019-2.pdf |
| Thursday maths answers | https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Answers-Miles-and-kilometres-2019.pdf |
| Friday Maths | https://www.bbc.co.uk/bitesize/articles/zkywr2p |
| Friday Worksheet | |