Marlborough Primary Academy	Class 4/5B	Home Learning	Date 01/02/21

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: write a description by learning from C.S.Lewis
WALT: break down the structure of a text.

Re-read the extract from The Lion, The Witch and the Wardrobe
Work out what happens in each section of text and the skills the author is using to make the story so powerful. Record them on the worksheet.

MATHS
WALT: multiply 3 digits by 2 digits.

https://vimeo.com/488555095
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 are going to carry on reading Matilda this week. I have chosen a description of the formidable Miss Trunchbull for us to study in detail.
Today, I have selected five words from the text. Can you find out what they mean?
Join the zoom at 10:30 and we will work together to enjoy and learn from this wonderful story.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

356 + 295 + 173	7 x 231	Round 2917 to the nearest 10
4519 - 1519	420 ÷ 10	Find ¾ of 20

1 Work out the multiplications.

a) 13 × 3

13 × 30

b) 130 × 2

130 × 20

c) 25 × 4

25 × 40

d) 204 × 4

204 × 40

2 Complete the multiplications.

a)

			2	3	1
	×			1	3
			6	9	3
		2	3	1	0

(231 × 3)

(231 × 10)

b)

			5	1	2
	×			2	4
		2₂	0	4	8
	1₁	0	2	4	0

(☐ × ☐)

(☐ × ☐)

3 Brett is calculating 216 × 23

```
          2  1  6
    ×        2  3
    ─────────────
       6  4₁ 8  0
          4  3₁ 2
    ─────────────
       6  9₁ 1  2
```

What mistake has Brett made?

What is the correct answer?

4 Work out the multiplications.

a) 142 × 31   b) 337 × 46   c) 214 × 53   d) 24 × 183

5 Some children are asked to work out 308 × 19

a) Which is the best estimate to use to check their answers?

Work out the answer to your estimate.

300 × 10   300 × 20   310 × 20   300 × 19

b) Explain the reasons for your choice.

c) Here are answers given by three children.

Nijah 28,028   Filip 5,852   Whitney 2,080

From your estimate, who do you think is correct?

d) Work out the correct answer.

e) What mistakes might the others have made?

6 A football pitch is 128 m long and 52 m wide.

a) What is the area of the pitch?

b) A field is 25,000 m².

How many football pitches could fit in it?

7 Write >, < or = to complete each statement.

a) 146 × 64 ◯ 164 × 46

135 × 53 ◯ 153 × 35

b) What do you notice?

Does this always happen?

8 Miss Rose is ordering some pencils.

She orders 17 of pack A, 14 of pack B and 4 of pack C.

Pack A	Pack B	Pack C

How many pencils does Miss Rose order?

Each pencil costs 16p.

How much does Miss Rose spend on pencils?

How does C.S.Lewis create the vivid images in the story? Work out what is happening in the story in basic terms and how C.S.Lewis gets the exciting, mysterious effect.

Section	What is happening in the story?	How does C.S.Lewis do it?
Looking into the inside, she saw several coats hanging up — mostly long fur coats. There was nothing Lucy liked so much as the smell and feel of fur. She immediately stepped into the wardrobe and got in among the coats and rubbed her face against them.		
It was almost quite dark in there and she kept her arms stretched out in front of her so as not to bump her face into the back of the wardrobe. She took a step further in — then two or three steps always expecting to feel woodwork against the tips of her fingers. But she could not feel it.		

"This must be a simply enormous wardrobe!" thought Lucy, going still further in and pushing the soft folds of the coats aside to make room for her.		
Then she noticed that there was something crunching under her feet. "I wonder is that more mothballs?" she thought, stooping down to feel it with her hand. But instead of feeling the hard, smooth wood of the floor of the wardrobe, she felt something soft and powdery and extremely cold.		
Next moment she found that what was rubbing against her face and hands was no longer soft fur but something hard and rough and even prickly.		

"Why, it is just like branches of trees!" exclaimed Lucy		
And then she saw that there was a light ahead of her; not a few inches away where the back of the wardrobe ought to have been, but a long way off. Something cold and soft was falling on her.		
A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air.		

Miss Trunchbull, the Headmistress, was something else altogether. She was a gigantic holy terror, a fierce tyrannical monster who frightened the life out of the pupils and teachers alike. There was an aura of menace about her even at a distance, and when she came up close you could almost feel the dangerous heat radiating from her as from a red-hot rod of metal. When she marched – Miss Trunchbull never walked, she always marched like a storm-trooper with long strides and arms aswinging – when she marched along a corridor you could actually hear her snorting as she went, and if a group of children happened to be in her path, she ploughed right on through them like a tank, with small people bouncing off her to left and right. Thank goodness we don't meet many people like her in this world, although they do exist and all of us are likely to come across at least one of them in a lifetime. If you ever do, you should behave as you would if you met an enraged rhinoceros out in the bush – climb up the nearest tree and stay there until it has gone away. This woman, in all her eccentricities and in her appearance, is almost impossible to describe, but I shall make some

...

Now most head teachers are chosen because they possess a number of fine qualities. They understand children and they have the children's best interests at heart. They are sympathetic. They are fair and they are deeply interested in education. Miss Trunchbull possessed none of these qualities and how she ever got her present job was a mystery.

She was above all a most formidable female. She had once been a famous athlete, and even now the muscles were still clearly in evidence. You could see them in the bull-neck, in the big shoulders, in the thick

arms, in the sinewy wrists and in the powerful legs. Looking at her, you got the feeling that this was someone who could bend iron bars and tear telephone directories in half. Her face, I'm afraid, was neither a thing of beauty nor a joy for ever. She had an obstinate chin, a cruel mouth and small arrogant eyes. And as for her clothes . . . they were, to say the least, extremely odd. She always had on a brown cotton smock which was pinched in around the waist with a wide leather belt. The belt was fastened in front with an enormous silver buckle. The massive thighs which emerged from out of the smock were encased in a pair of extraordinary breeches, bottle-green in colour and made of coarse twill. These breeches reached to just below the knees and from there on down she sported green stockings with turn-up tops, which displayed her calf muscles to perfection. On her feet she wore flat-heeled brown brogues with leather flaps. She looked, in short, more like a rather eccentric and bloodthirsty follower of the stag-hounds than the headmistress of a nice school for children.

Vocabulary-

What do these words mean?

Word	Meaning
eccentricities	
formidable	
obstinate	
arrogant	
eccentric	

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

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

ENGLISH: write a description by learning from C.S.Lewis
WALT: plan a description by using the structure from C.S.Lewis's writing.

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

MATHS
WALT: Multiply 4 digits by 2 digits
https://vimeo.com/488667737
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
Continuing with our work on Matilda today, we are going to visualise Miss Trunchbull and draw her as the text describes her.
Reread the text, draw your portrait of Miss Trunchbull and upload it to class dojo.
Can you include all the details from the text.
Which details can't be drawn?

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

4671 + 4945	24 x 12	Round 2917 to the nearest 100
8213 - 5812	144 ÷ 2	Find 3/5 of 20

1 Complete the calculations.

a)

			2	4	3	3
×					1	2
			4	8	6	6
+		2	4	3	3	0

$(2{,}433 \times \boxed{})$

$(2{,}433 \times \boxed{})$

b)

			2	4	3	3
×					1	7
		1	7	0	3	1
+		2	4	3	3	0

$(2{,}433 \times \boxed{})$

$(2{,}433 \times \boxed{})$

c)

			2	4	3	3
×					3	1
			2	4	3	3
+		7	2	9	9	0

$(\boxed{} \times \boxed{})$

$(\boxed{} \times \boxed{})$

2 Complete the multiplications.

a)

		1	3	4	5
×				2	5

(⬚ × ⬚)
(⬚ × ⬚)

b)

		5	0	1	2
×				1	9

(⬚ × ⬚)
(⬚ × ⬚)

c)

		2	7	0	8
×				3	4

(⬚ × ⬚)
(⬚ × ⬚)

3 Work out the multiplications.

a) 4,511 × 23

b) 5,037 × 15

c) 74 × 1,156

d) 8,001 × 26

e) 9,261 × 11

f) 49 × 3,860

4 Find the product of 5,604 and 81

5 A shop buys football shirts for £39 each and sells them for £49 each.

a) The shop buys 2,700 football shirts.

How much does it cost?

b) The shop sells all the football shirts.

How much profit does it make?

Could you have worked it out a different way?

6 Calculate 9,999 × 99

Compare methods with a partner.

Plan your own different world entrance story using the boxed up ideas from C.S.Lewis

Structure from C.S.Lewis	Your story
The character is drawn into the portal by something attractive.	
What the character expected didn't happen.	
The character kept going in and was amazed.	
Something mysterious was in the portal that the character didn't understand.	
Another mysterious thing was in the portal that the character didn't understand.	
The character is surprised and realises what it is but can't believe it.	
She was in the magical world and could see further in.	
The magical world is revealed to her.	

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 03/02/21

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: write a description by learning from C.S.Lewis

WALT: write an opening paragraph to our descriptive story.

Our English lesson starts at 10:30 on zoom. I will send a message through class dojo just before we get started. Even if you can't join in with the lesson, you can find the work on sheets in this booklet.

MATHS

WALT: Multiply 4 digits by 2 digits

https://vimeo.com/488668598

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

Can you summarise the description of Miss Trunchbull in just 20 words?

Which are the most important characteristics that you need to include?

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

$\Delta + \heartsuit = \heartsuit$ $\Delta =$	$42 \times 53 =$	Round 2917 to the nearest 1000
$7502 - ? = 7200$	$415 \div 415 =$	Find 3/10 of 20

1 Complete the multiplication.

```
          1  2  3  4
   ×            2  1
   ─────────────────
          1  2  3  4
      2  4  6  8  0
   ─────────────────
      □  □  □  □  □
```

(1,234 × ☐)

(1,234 × ☐)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

```
          1  2  3  4
   ×            2  6
   ─────────────────
      7₁ 4₂ 0₂ 4
      2  4  6  8  0
   ─────────────────
      □  □  □  □  □
```

(☐ × ☐)

(☐ × ☐)

b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20				
6				

3 Rosie is calculating 2,541 × 42

Here is Rosie's working.

$$
\begin{array}{cccccc}
 & 2 & 5 & 4 & 1 & \\
\times & & & 4 & 2 & \\
\hline
 & 4_1 & 0 & 8 & 2 & (2{,}541 \times 2) \\
 & 8_2 & 0_1 & 6 & 4 & (2{,}541 \times 40) \\
\hline
1_1 & 2 & 1_1 & 4 & 6 & \\
\hline
\end{array}
$$

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

4 Work out the multiplications.

a) 4,284 × 23   b) 2,142 × 46

What do you notice?

5 A machine makes 2,734 boxes every hour.

The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out 378 × 7 × 12

Show your method clearly.

7

| 1 | 2 | 3 | 4 | 5 | 6 |

$$\begin{array}{c}\square\square\square\square\\ \times\ \ \square\square\\ \hline\end{array}$$

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

b) Write your answers in ascending order.

c) What is the smallest product that can be made?

8 Amir scores 4,680 points in a computer game for 12 games in a row.

Whitney scores 2,512 points every game for 24 games.

Who scores more points?

How many more?

Write opening paragraph to descriptive story

The firsts paragraph in this section by C.S.Lewis is this:

Looking into the inside, she saw several coats hanging up — mostly long fur coats. There was nothing Lucy liked so much as the smell and feel of fur. She immediately stepped into the wardrobe and got in among the coats and rubbed her face against them.

There are only two sentences here but the image is powerful because the character uses her senses to interact with the setting.

Write your first paragraph- when your character looks in and then steps into the portal for the first time.

Reading: summarise

Describe Miss Trunchbull in just 20 words.   Put one word into each box!   Which characteristics are most important to include?

Marlborough Primary Academy	Class 4/5B	Home Learning	Date 04/02/21

ENGLISH: write a description by learning from C.S.Lewis

WALT: write a powerful description of a setting by holding information back from the reader.

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

Even if you can't join in with the lesson, you can find the work on sheets in this booklet.

MATHS

WALT: Divide 2 digits by 1 digit

https://vimeo.com/488870720
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

Today we are going to have a quiz about Miss Trunchbull.
Join the zoom at 10:30 to answer three questions on your white board.
Will you be able to remember or find the three answers in the text?

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

75 + 32 = ? + 35	19 x 612 =	Round 4997 to the nearest 100
6721 - 3921	24 ÷ 4 = 240 ÷ 4 = 240 ÷ 40 =	Find 4/5 of 20

1 Rosie is working out $93 \div 3$ using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

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

b) Work out the division.

2 Use place value counters to work out the divisions.

a) $66 \div 3$

b) $86 \div 2$

c) $50 \div 5$

d) $48 \div 4$

e) $39 \div 3$

f) $84 \div 4$

3 Dexter is working out $56 \div 4$ using a place value chart.

T	O
10	1
10	1
10	1
10	1

a)

I can't do it because I have counters left over.

Do you agree with Dexter?

Explain your answer.

b) Work out $56 \div 4$ using place value counters.

4 Use place value counters to work out the divisions.

a) $72 \div 3$ c) $65 \div 5$ e) $45 \div 3$

b) $92 \div 4$ d) $48 \div 6$ f) $64 \div 4$

5 Teddy is working out $57 \div 3$

This division will need an exchange.

How does Teddy know this?

Talk about it with a partner.

6 Amir is working out $68 \div 4$

68
60   8
$\div 4$ $\div 4$
15   2
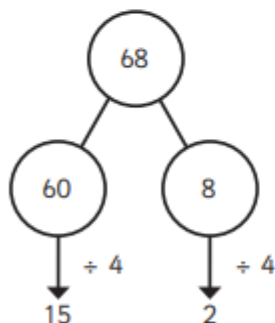
$68 \div 4 = 17$

Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

a) $42 \div 3 = \boxed{}$

42
30   12

b) $96 \div 4 = \boxed{}$

96
80
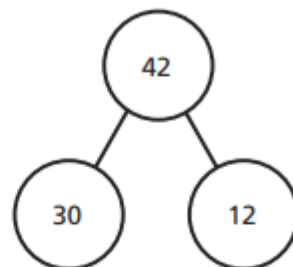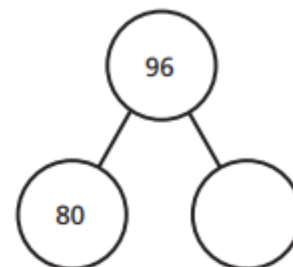
c) $85 \div 5 = \boxed{}$

85
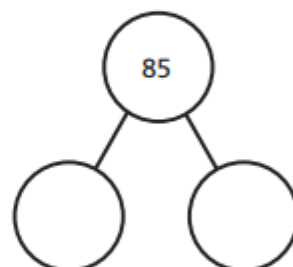
d) $84 \div 6 = \boxed{}$
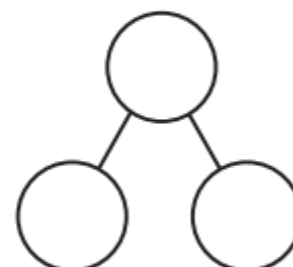
8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

9 Write <, > or = to make the statements correct.

$96 \div 8 \; \bigcirc \; 72 \div 6$ $95 \div 5 \; \bigcirc \; 63 \div 3$

$51 \div 3 \; \bigcirc \; 64 \div 4$ $98 \div 7 \; \bigcirc \; 95 \div 5$

English

Today we are going to write four more sections of your story. We're going to use what the character expected to happen and start to add mysterious things that shouldn't be there.

What did the character expect to happen?	
They were amazed and they went further in.	
They encountered something mysterious.	
They encountered a second mysterious thing.	

	Marlborough Primary Academy	Class 4/5B	Home Learning	Date 05/02/21

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: write a description by learning from C.S.Lewis

WALT: write a concluding paragraph to complete our story.

Improve and present your story

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

MATHS

WALT: Divide 2 digits by 1 digit

https://vimeo.com/492054019

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 are going to continue to enjoy Matilda. Join us in the English zoom at 10:30 and I will read another chapter.

This is morning maths

Solve these problems using written or mental methods.

If you get stuck send me a dojo message!

4256 + 1795	56 x 7 =	Round 4997 to the nearest 10
8419 - 2999	63 ÷ 3	Find 9/10 of 20

1 Whitney is working out 49 ÷ 4 using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

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

b) Why is there one counter left over?

c) Work out the division.

d) Use place value counters to work out the divisions.

   50 ÷ 4   51 ÷ 4

   What do you notice?

2 Work out the divisions.

a) 47 ÷ 3   d) 32 ÷ 5   g) 74 ÷ 3

b) 26 ÷ 5   e) 49 ÷ 6   h) 81 ÷ 7

c) 89 ÷ 4   f) 47 ÷ 4

3 Work out the divisions.

a) 36 ÷ 4   b) 70 ÷ 5   c) 45 ÷ 3   d) 92 ÷ 4
   37 ÷ 4   71 ÷ 5   46 ÷ 3   91 ÷ 4
   38 ÷ 4   72 ÷ 5   47 ÷ 3   90 ÷ 4
   39 ÷ 4   73 ÷ 5   48 ÷ 3   89 ÷ 4
   40 ÷ 4   74 ÷ 5   49 ÷ 3   88 ÷ 4

4 Dora has been working out some divisions.

72 ÷ 4 = 18
73 ÷ 4 = 18 r1
74 ÷ 4 = 18 r2
75 ÷ 4 = 18 r3

I know without working it out that 76 ÷ 4 must be 18 r4

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

   ☐ ÷ ☐ = ☐ r ☐

b) What does the remainder represent?
   Talk about it with a partner.

c) Complete the sentence.

   Annie can fill ☐ boxes with ☐ eggs left over.

6 Jack has these bulbs.

Daffodils 49

Tulips 63

Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

How many of each bulb will be left over?

How many tubs could Jack use so that there are no bulbs left over?

English: Today we are going to write a concluding paragraph for our story- the big reveal when we will show the reader exactly where the character is now.

Then we are going to write up the story using our neatest writing and our finest punctuation and grammar.

Writing a big reveal paragraph

This is what C.S.Lewis wrote:

A moment later she found that she was standing in the middle of a wood at night-time with snow under her feet and snowflakes falling through the air

It is a single sentence with a great deal of information.   Suddenly the reader knows what the two mysterious things in the wardrobe were- the powdery cold stuff was snow and the prickly things were the branches of trees.

Write your own sentence starting with A moment later,

Now read through your whole story- starting with your work from Wednesday, then Thursday and finally, the paragraph you've just written.

Your final job is to write this up in your best writing.   Make any improvements you want to as you go and push yourself for top quality spelling and punctuation.