


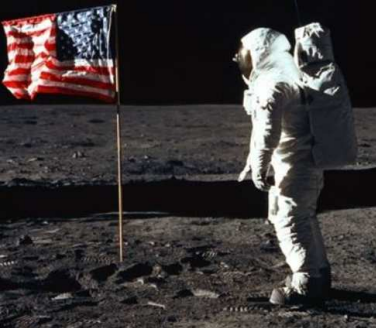



Daily activities:

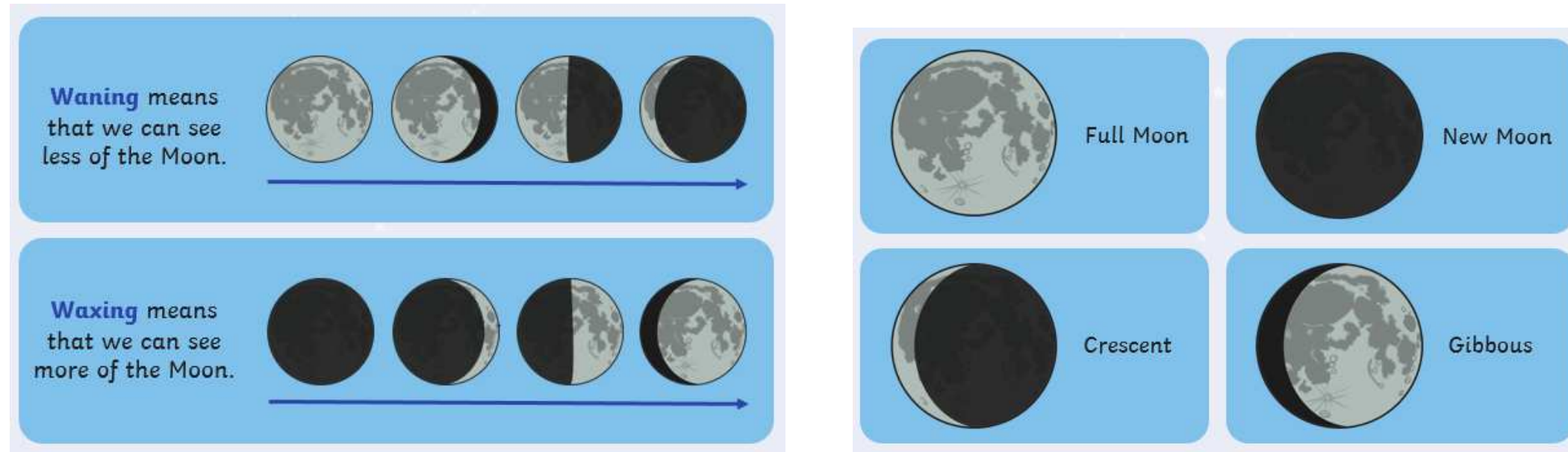
<p><b>English worksheet and tasks</b></p> <p>Read '<a href="#">Life on Earth would not be possible without trees</a>' and complete the tasks below.</p>	<p><b>Maths:</b></p> <p>Complete the <a href="#">White Rose Maths</a> tasks at the end of this document - 1 per day. <b>Ensure you watch the video before you complete the task.</b></p>	<p><b>Reading Plus:</b></p> <p>Log into <a href="#">Reading Plus</a> and complete your weekly reading comprehension tasks and vocabulary tasks. <b>Site code: rpendea2</b></p>	<p><b>TTRS and Numbots</b></p> <p>Working on <a href="#">Times Table Rockstars</a> - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?</p>	<p><b>PE session</b></p> <p>Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.</p>	<p><b>A Topic activity from the choices below.</b></p> <p>Try to complete all of the tasks and send your work to your teacher.</p>
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This week's themed learning is based around our new topic of **Space - Infinity and Beyond**

<p><b>Science: The Moon</b></p>  <p>The Moon is Earth's closet satellite and has captured our interest and awe since the beginning of time.</p> <p>What have scientists discovered about our nearest neighbour?</p> <p>Research and collect facts about The Moon on <a href="#">National Geographic</a> and <a href="#">Science Kids</a></p> <p>Then complete 'The Moon' writing activity which has been set as a 2Do for you on Purple Mash.</p> 	<p><b>Geography: Time zones</b></p>  <p>Time is different depending on where you are in the world. If it's daytime in the UK, it will be night-time in Australia. Midday (12 noon) is the time when the sun is highest in the sky.</p> <p>The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the Sun is highest, we have to divide the world into time zones.</p> <p>The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24 hours. 360 divided by 24 is 15 degrees, so the Earth turns 15 degrees each hour. The Earth has 24 different times zones- one for each hour in the day.</p> <p>All time zones are measured from a starting point at England's Greenwich Observatory. This point is known as the <i>Greenwich Meridian</i> or the <i>Prime Meridian</i>. Time at the <i>Greenwich Meridian</i> is known as <i>Greenwich Mean Time (GMT)</i> or <i>Universal Time</i>.</p> <p>Take a look at the video <a href="#">here</a> and on <a href="#">BBC Bitesize</a> to explain the idea more fully. When you are finished, complete the time zone activity found below.</p> <p>For an extra challenge visit <a href="#">Time and Date World Clock</a> and type in any location or time to see if it's day or night.</p>	<p><b>History: moon landing</b></p>  <p>Last year saw the 50<sup>th</sup> anniversary of the moon landing. On the 21<sup>st</sup> of July 1969 Neil Armstrong stepped on to the lunar surface and spoke the now famous words "That's one small step for man, one giant leap for mankind".</p> <p>A camera was able to transmit the momentous occasion around the world to around 650 million people who were watching transfixed on their televisions. <a href="#">BBC Newsround</a> has fantastic information all about the preparation for the launch, what happened when they landed and the team behind it all at NASA.</p> <p>You can watch the original footage <a href="#">here</a></p> <p>When you have finished researching and watching the video take a moment to imagine what it would have been like to have watched this in 1969. How would you have felt as the astronauts came closer to the surface? What would you have thought when you saw the first ever human take a step on the lunar surface?</p> <p>Write a diary page in role to describe the landing. Imagine that you were a child allowed to stay up late to watch it on tv with your family and don't forget to include how excited and amazed you were. You should also include some technical vocabulary from your research.</p>	<p><b>Computing: Coding with Scratch</b></p>  <p>Get creative with your coding skills using Scratch and move through a series of challenges.</p> <p>You have all created sprites and backdrops using Scratch when you were in year 3 and year 4. Now use these skills to complete challenge 1 and 2.</p> <p>Read through the instructions carefully for each step (These are below) and <b>remember to save your work as there will be additional challenges next week.</b></p>
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Science: movement of the moon

The Moon has fascinated humans for millennia and we are still finding out so much about it. Take a look at footage of The Moon on BBC Bitesize [here](#)  
How does the moon move? Does it rotate? Why is the moon only lit from one side? Can we see The Moon during the day?  
Find out more about how the moon moves around our planet and the different 'phases' [here](#) and [here](#)



When you have finished your research: 1) complete the Moon phases activity sheet underneath. 2) After this, go to Purple Mash and The movement of the moon activity has been set as a 2Do for you. Write a brief paragraph to explain the movement of The Moon in relation to The Earth.

As an extra activity - if you have Oreo biscuits at home these can make a great visual moon phases project.  
(don't buy these biscuits especially you can also use paints or drawings instead)



4





## Art

### Abstract Space Art

**Peter Thorpe** completed the following pieces of abstract art based around his love for Space.

Take a look at this website to explore his ideas further and gain inspiration for your own art!

<http://peterthorpe.net/rockets>



Can you **sketch** a piece of space art using abstract methods using a variety of shapes, colours, forms and gestural marks.

If you have **materials**, you could also create your own interpretation of one of Peter Thorpe's pieces. Materials may include paint, newspaper, card, natural resources, chalk etc.

## English: Grammar

### Relative clauses.

A relative clause starts with a relative pronoun (who, that, which, whose, where, when) and is often added to a sentence to define a noun.

Watch the **BBC Bitesize** video on relative clauses and complete the activity.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

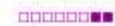
Write three sentences which include a relative clause.

**E.g.**

Rachel like the new chair, **which was very comfortable.**

Jamie, **who scored the winning goal**, was congratulated by this team.

Complete the relative clause grammar activity on **Purple Mash**.



### Magic School

Relative clauses beginning with who, which, where, when, whose, that.

## English: Writing

### It's competition time!

Judged by Waterstones Children's Laureate Cressida Cowell

**Closing date 22nd May 2020**

Calling all story lovers everywhere!

It's Settle Stories 10th year. To celebrate we are launching the Yorkshire Festival of Story, throughout August.

The Yorkshire Festival of Story celebrates the best storytellers in Yorkshire today. Now, we want to hear from the next generation of storytellers. Can you inspire Cressida Cowell with 750 words? To enter you must be between 7-11 years old and live in the UK.

**What are the prizes?**

**The two winners and 4 runners up will:**

get a personalised response from author Cressida Cowell.

have their stories exhibited at our Yorkshire Festival of Story.

have their stories performed at our Yorkshire Festival of Story by a professional storyteller.

**Alongside these prizes winners will also receive:**

**1st place:**

A storyteller visit to their school.

Signed copies of Cressida Cowell's The Wizards of Once series and the first How to Train Your Dragon book.

A signed print from Cressida Cowell.

**2nd place:**

Signed copies of Cressida Cowell's The Wizards of Once series and the first How to Train Your Dragon book.

A signed print from Cressida Cowell.

**Runners-up:**

Signed copies of The Wizards of Once book 1.

A signed print from Cressida Cowell.

**Task: Write a creative story, any genre, with 750 words. Remember to make it exciting to impress Cressida Cowell and you might be in with a chance of winning one of the prizes listed above.**

**Send your story to your teacher who will submit your entry for the competition. Good luck and we can't wait to read all of your amazing stories.**

## Big Question/Global Learning

**Discuss - Could we ever live on the moon?**

The longest anyone has ever stayed on the Moon is 75 hours. But more than 40 years after Neil Armstrong took his first step, new research has developed.

Can one of mankind's dreams come true? Could the moon be inhabitable? What would it be like to live on the moon?

Take a look at the video and website to support your research:

<https://www.youtube.com/watch?v=TNrhADcTNBk>

<https://www.theweek.co.uk/space/100126/can-humans-live-on-the-moon>

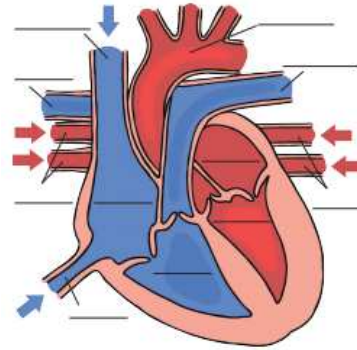
Write a paragraph to summarise your thoughts and findings on if we could ever live on the moon.

## Sticky Knowledge (remembering our previous learning):

### History

Think back to our 'It's all Greek to me' unit. The Battle of Marathon was a significant event in Greek history. Using the information below can you order the events from the Battle of Marathon?

You can find out information [here](#) to refresh your memory.



### Science: The Human Heart

When we explored the human circulatory system in school we made salt dough models of the heart and used drama to act out how the blood flows through the different chambers.

You can recap on your learning here on this [BBC teach video](#)

After this, look at the full size diagram of the human heart (below) and label it correctly. All key vocabulary has been provided for you so please spell scientific terms accurately.

### Geography/History

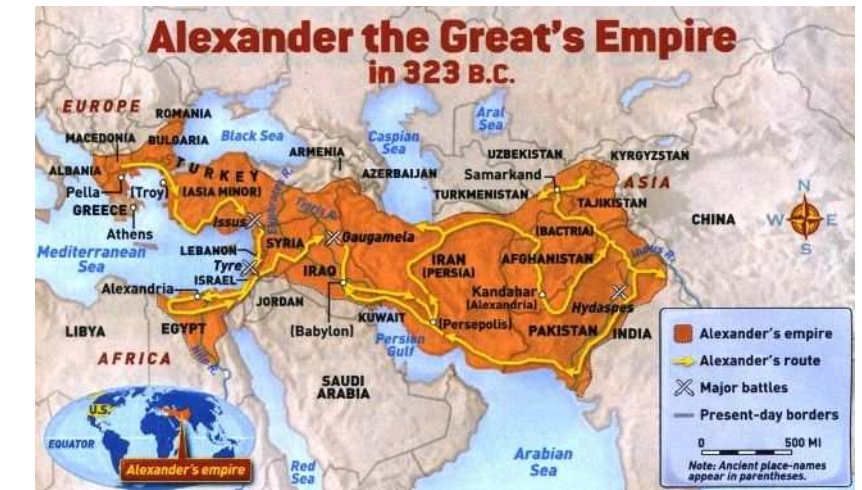
Where is Greece located?

Can you use google earth to locate Greece?

Can you use a world map to locate Greece?

Which countries did Alexander the Great travel through and conquer?

Can you write a list of all the countries you remember then check [here](#) to see how many you remembered?



### Website links mentioned above:

<https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/> - National geographic moon facts

<https://www.sciencekids.co.nz/sciencefacts/space/moon.html> - Science kids moon facts

<https://www.youtube.com/watch?v=-j-SWKtWEcU> - video explaining time zones

<https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4> - BBC bite size time zones

<https://www.timeanddate.com/worldclock/sunearth.html> - Link to time zones

<https://www.bbc.co.uk/newsround/48789792> - Newsround moon landing information

<https://www.sciencekids.co.nz/videos/space/moonlanding.html> -Footage of moon landing

<https://www.youtube.com/watch?v=t6MCtB752AE> - Movement of the moon and phases

<https://www.youtube.com/watch?v=B-b4XvuQo1Y> - Movement of the moon and phases

<https://www.bbc.co.uk/bitesize/clips/zvw8q6f> - The Moon BBC Bitesize

[https://www.youtube.com/watch?time\\_continue=139&v=pjOxpLEynIE&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=139&v=pjOxpLEynIE&feature=emb_logo) - Heart sticky knowledge video

<https://www.youtube.com/watch?v=TNrhADcTNBk> - Living on the moon video

<https://www.theweek.co.uk/space/100126/can-humans-live-on-the-moon> - Article for humans living on the moon

<http://peterthorpe.net/rockets> - Peter Thorpe art work

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn> - Relative clauses

<https://www.bbc.co.uk/bitesize/topics/z87tn39> - Battle of Marathon information

<https://www.historyforkids.net/alexander.html> - Alexander the Great



# Space Journey



## Getting Started

Select **Space** backdrop.  
Choose **Spaceship** from the sprite library and decrease size.  
Create new planet sprites and position all sprites decreasing size as required.

## Challenge 1

Can you create new planet sprites and resize them onto the backdrop?

## Challenge 2

Can you use coordinates to make the rocket travel to each planet and return to landing position?

To make a sprite travel using coordinates:

when space key pressed

go to x:83 y:127

wait 2 secs

go to x:137 y:134

wait 2 secs

go to x:-23 y:44

wait 2 secs

go to x:111 y:-106

To point sprite in a particular direction:

when space key pressed

point towards Sprite2

go to x:83 y:127

wait 2 secs

To add a sound effect to a sprite:

when space key pressed

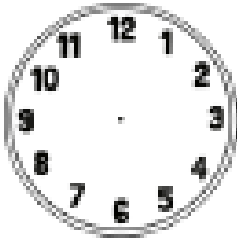
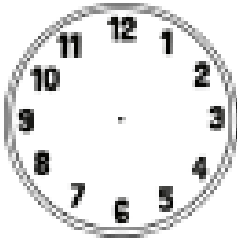
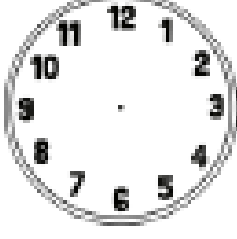
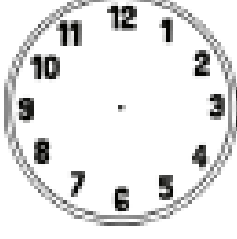
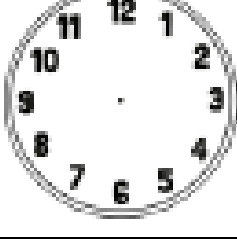
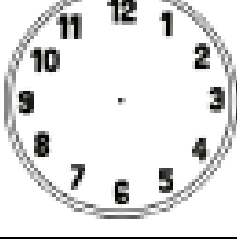
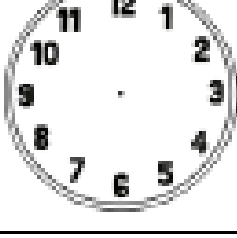
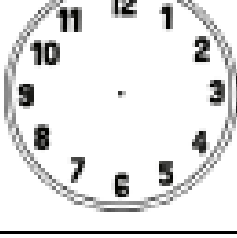
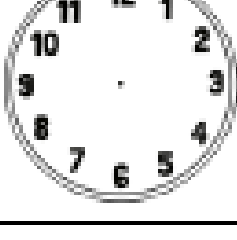
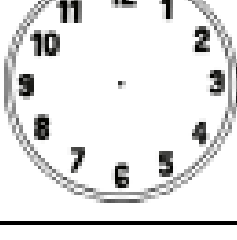
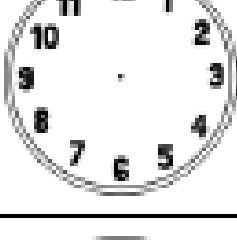
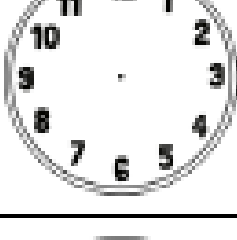
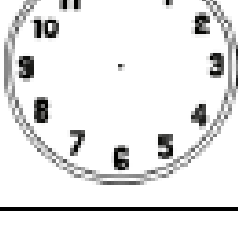
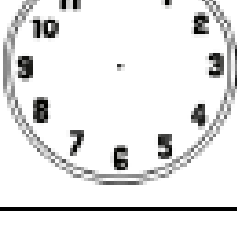
play sound space ripple

point towards Sprite2

go to x:83 y:127

wait 2 secs

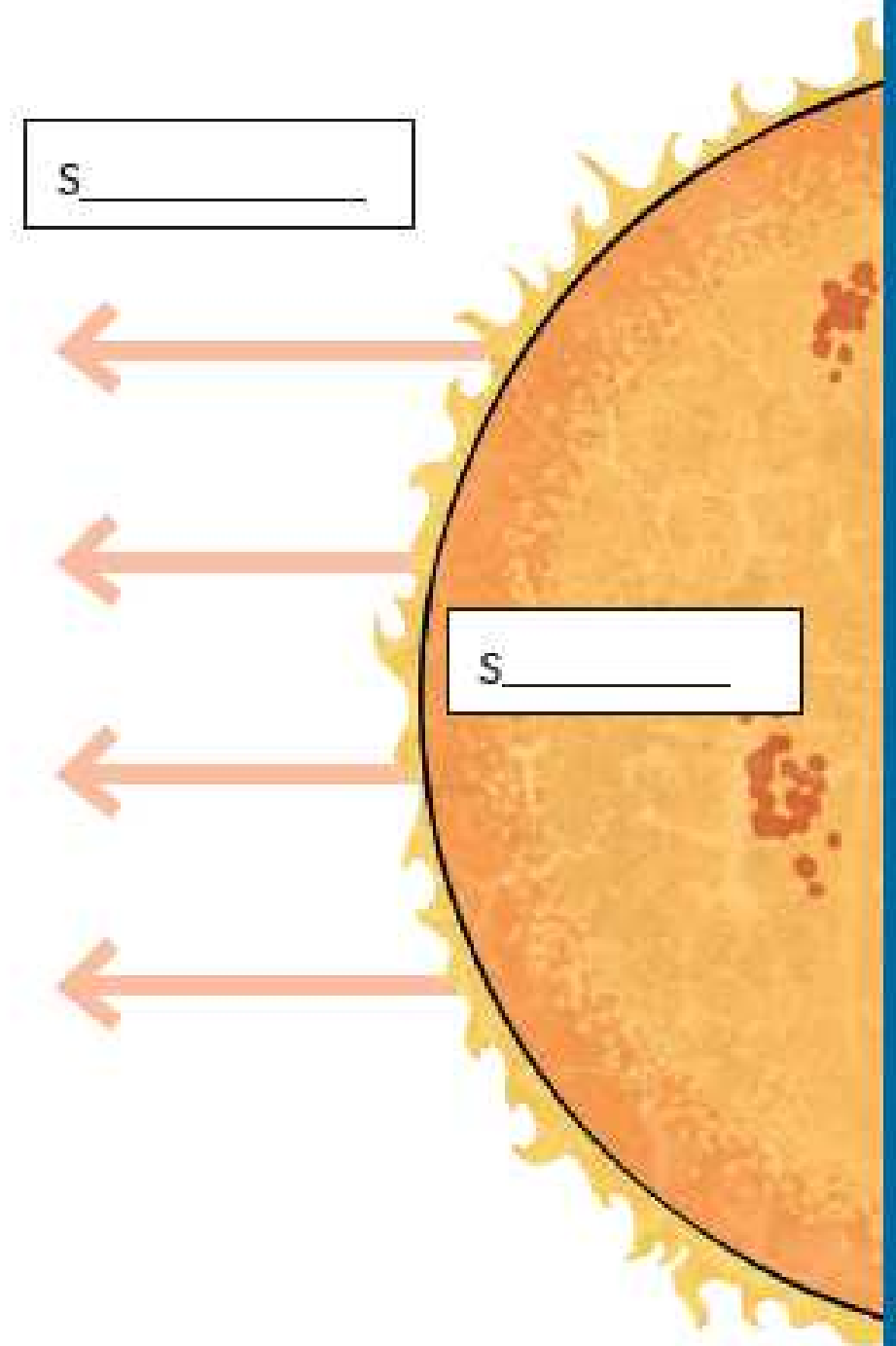
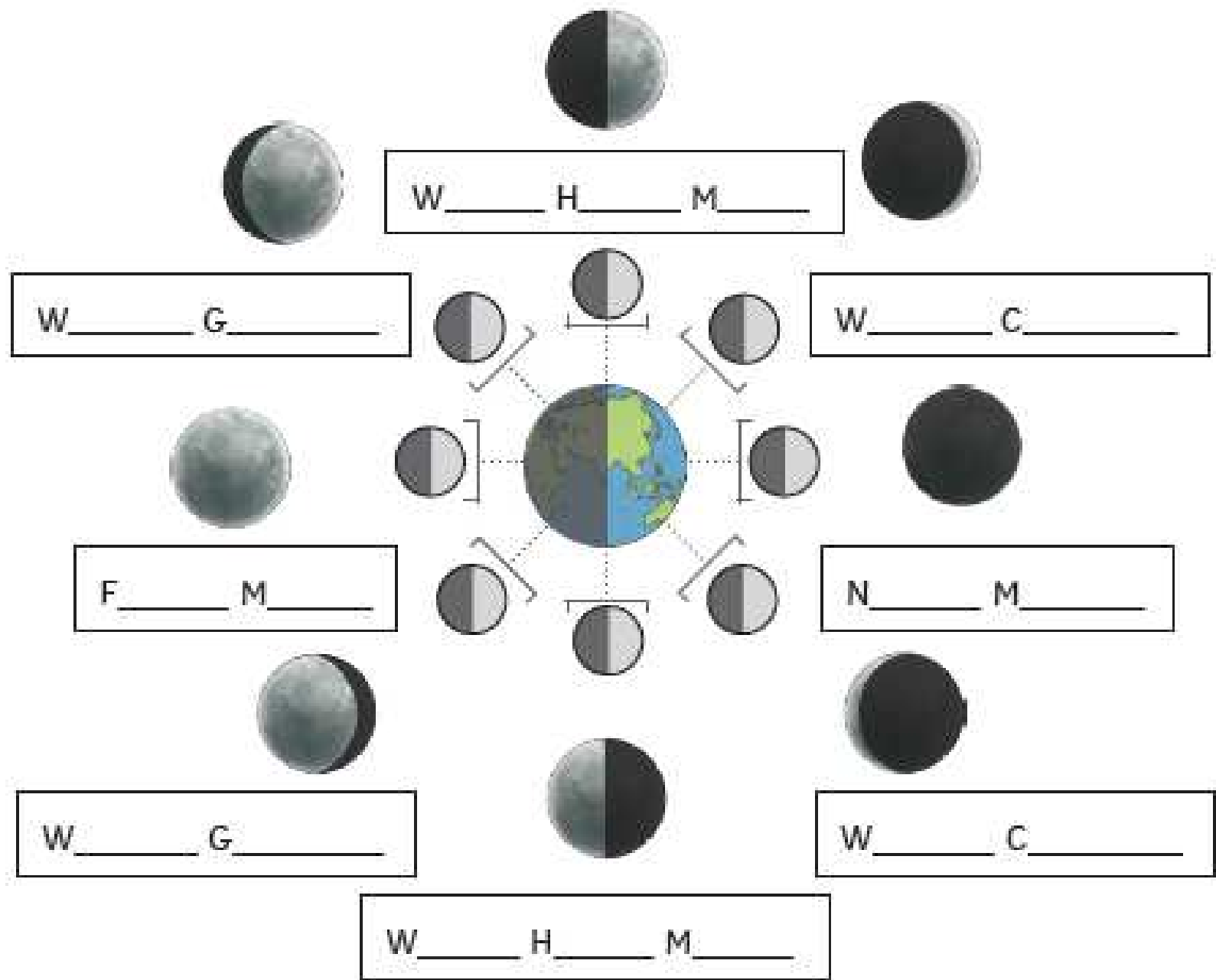
Read through the 'Time around the world' sheet and then complete this grid to show the time differences around the world

	<p><b>London</b> Monday 06:00</p>	<p><b>Rio de Janeiro</b> _____</p>	
	<p><b>London</b> Thursday 21:45</p>	<p><b>New York</b> _____</p>	
	<p><b>London</b> Sunday 03:50</p>	<p><b>Washington</b> _____</p>	
	<p><b>London</b> Tuesday 21:30</p>	<p><b>Edinburgh</b> _____</p>	
	<p><b>London</b> Friday 14:22</p>	<p><b>Milan</b> _____</p>	
	<p><b>London</b> _____</p>	<p><b>Helsinki</b> Monday 01:00</p>	
	<p><b>London</b> _____</p>	<p><b>Sydney</b> Tuesday 05:30</p>	

# Time Around the World

City	Time	City	Time	City	Time
Amsterdam	+ 01.00	Helsinki	+ 02.00	Paris	+ 01.00
Athens	+ 02.00	Hong Kong	+ 08.00	Peking	+ 08.00
Bangkok	+ 07.00	Islamabad	+ 05.00	Rome	+ 01.00
Bonn	+ 01.00	Istanbul	+ 02.00	Rio de Janeiro	- 03.00
Buenos Aires	- 03.00	Kuwait	+ 03.00	Riyadh	+ 03.00
Beirut	+ 02.00	Los Angeles	- 08.00	Sydney	+ 10.00
Chicago	- 06.00	Lisbon	+ 01.00	Singapore	+ 08.00
Canberra	+ 10.00	Milan	+ 01.00	Seoul	+ 09.00
Cairo	+ 02.00	Montreal	- 05.00	Toronto	- 05.00
Edinburgh	GMT	Moscow	+ 03.00	Vienna	+ 01.00
Frankfurt	+ 01.00	New York	- 05.00	Washington	- 05.00
Gothenburg	+ 01.00	Oslo	+ 01.00	Wellington	+ 12.00

# Phases of the Moon



Sun	Waxing Gibbous	Sunlight	Full Moon
New Moon	Waning Gibbous	Waning Half Moon	
Waning Crescent	Waxing Crescent	Waxing Half Moon	

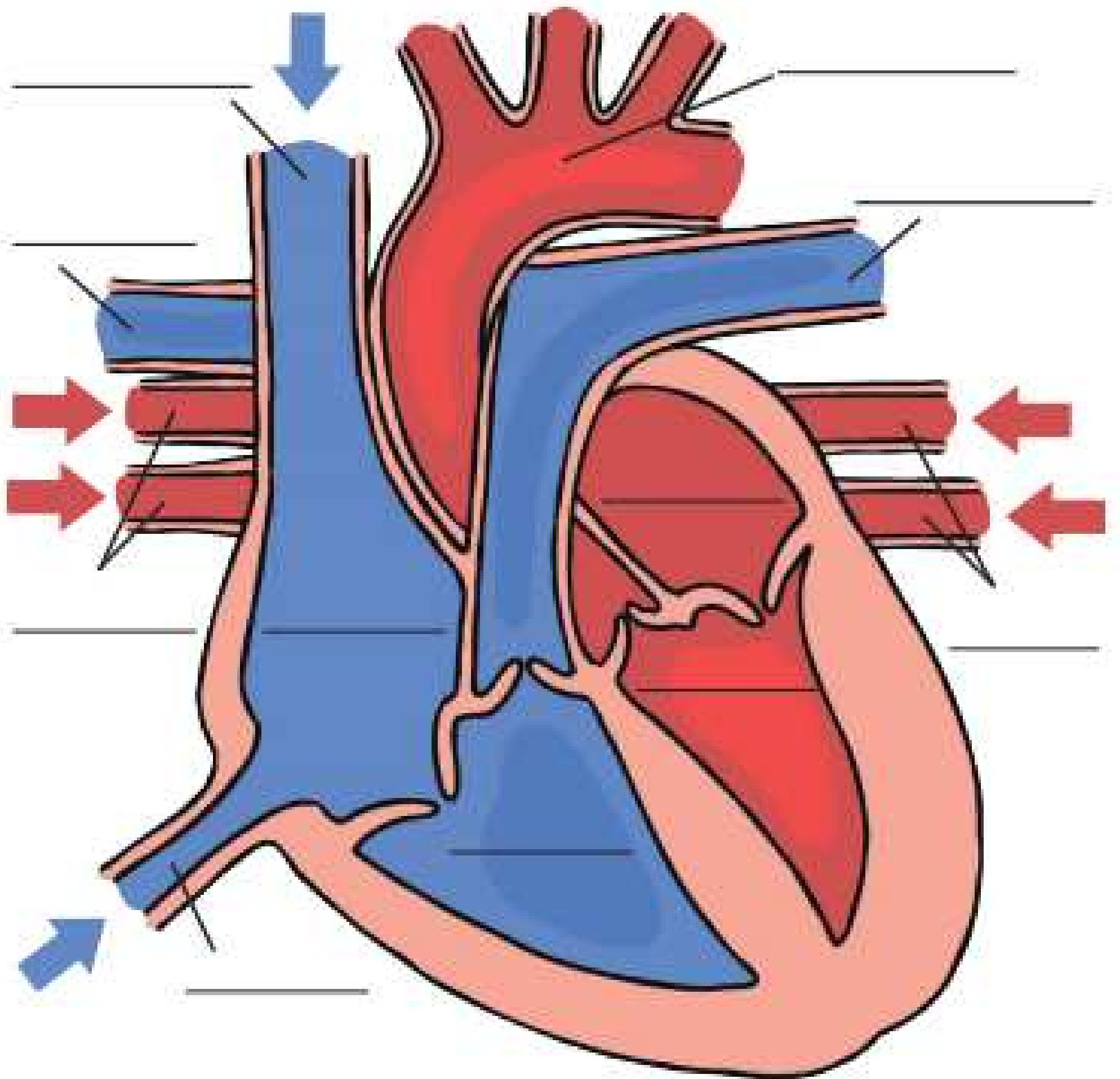


*Sticky Knowledge - History - The Battle of Marathon Events*

<p>The Athenians were worried but ran right into the Persian army lines as they were trying a new strategy.</p>	<p>Pheidippides then sadly died.</p>
<p>Pheidippides' last job was to take the victory message back to Athens. He told the city that they had won the battle.</p>	<p>The Athenians began to prepare after seeing King Darius' ships approaching.</p>
<p>The Persians knew they were losing so withdrew, but determined not to leave completely defeated, they went to Athens to attack the unprotected city. The Athenians managed to get back in time to defend their city.</p>	<p>Pheidippides ran to Sparta and asked for help as they often supported Athens, but Sparta said they could not help for two more days as they were celebrating a religious festival.</p>
<p>The Persians were not prepared for this new strategy. They nearly pushed through the Athenian lines but did not succeed. They lost many soldiers.</p>	<p>King Darius of Persia wanted to invade Athens to increase his empire.</p>
<p>6400 Persian soldiers died, but only 192 Athenians died in the famous battle.</p>	<p>The Persian soldiers arrived at Marathon ready to attack. The much smaller Athenian army waited anxiously for help from their allies, the Spartans. When no help arrived, they had to think of a new plan.</p>

Look at the link for sticky knowledge on the heart and then label this diagram accurately

# The Heart



Inferior Vena Cava

Superior Vena Cava

Left Ventricle

Right Ventricle

Left Atrium

Right Atrium

Aorta

Right Pulmonary Veins

Left Pulmonary Veins

Pulmonary Artery (Left)

Pulmonary Artery (Right)

18/05/2020 -

Introduction.

Each week you will receive a set of English tasks. You should aim to complete one each day. Spending about 30 minutes on reading, 45 minutes on writing and at least 20 minutes on grammar and spelling.

It is fine for you to ask for help from parents, siblings or your teacher through teams.

During the first week you will:

**Week 5**

I have carefully read the poem.

I have written 2 paragraphs sharing my opinion.

I have read and answered the grammar questions carefully.

I have practised the spellings and used some in sentences.



Colour the stars when you think you have achieved this.

If you love reading and writing and want more of a challenge you can keep writing stories based on your own ideas or other books you have read.

Or explore [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) or [www.newsela.com](http://www.newsela.com) to find more extracts to read and write about.

Monday 18<sup>th</sup> May 2020

Year 5 - Be the change - 'Richest Boy in the World' - Day 1

Reading

**Reading**

**Read the Poem 'Richest Boy in the World'**

1. What did John give the writer?
2. Were you surprised by this? Why? Why not?
3. Why do you think John says, 'If I do get rich...I won't forget you'?
4. Was Miss Moss's way to show the class how the wealth in the world was divided a good idea? Why? Why not?

Tuesday 19<sup>th</sup> May 2020

Year 5 - Be the change - 'Richest Boy in the World' - Day 2

**Writing**

**Do you think rich people should help poor people by giving them money?**

**Write at least two paragraphs explaining your reasons for this.**



Wednesday 20<sup>th</sup> May 2020

Year 5 - Be the change - 'Richest Boy in the World' - Day 3

### Grammar

**Insert the missing inverted commas.**

Roman life was unlike modern life, the archaeologist said.

**Underline the modal verb in this sentence.**

I might go to George's party later.

**Insert a pair of brackets into this sentence.**

The scientist who worked at NASA made a startling discovery.

**Insert a semi-colon in the correct place in this sentence.**

Harry tiptoed through the creepy house the floorboards echoed unsettling noises.

**Insert the two commas in the correct places.**

I stumbled across the sand carrying my bucket and spade a packed lunch my shoes and a bottle of water.

Thursday 21<sup>st</sup> May 2020

Year 5 - Be the change - 'Richest Boy in the World' - Day 4

### Spelling

**Practise each word. Choose two and write their definitions.**

**Choose two to write in sentences.**

system

temperature

thorough

twelfth

variety

vegetable

vehicle

yacht

# Richest Boy in the World

Miss Moss divided the class

proportionally

by the wealth in the world

John was one of the hundred multi-billionaires

who owned half

of all the world's money

Six of the class were reasonably well off

The rest of us were the millions

of really poor people

and some of us couldn't even afford a place to live

After the lesson, at playtime, I asked John for a

crisp

and he gave me the whole packet

and he said,

If I do get rich, when I'm grown up, do you know

what?

I won't forget you.

*Roger Stevens*

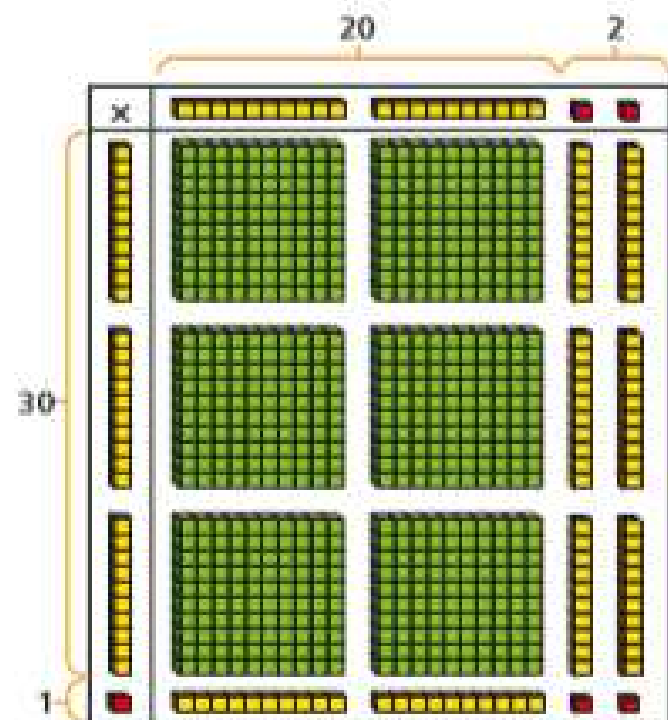
The richest 1% of the population in the UK own as much as the poorest 55% of the population.

## Multiply 2-digits (area model)



- 1 Kim is using base 10 to work out  $31 \times 22$

Use Kim's model to help you complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

$31 \times 22 =$

- 2 Use base 10 to work out the multiplications.

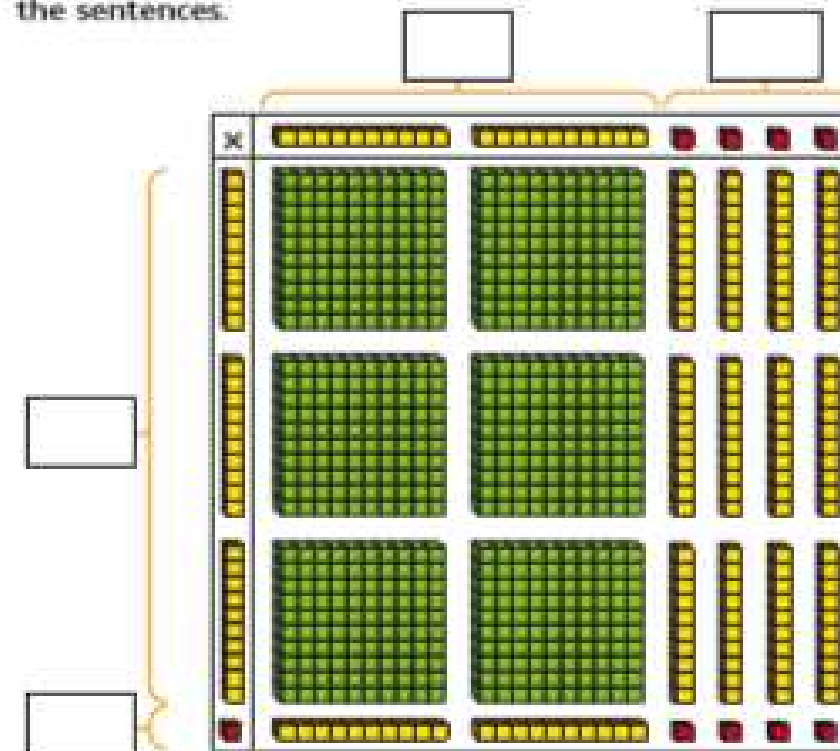
a)  $12 \times 14 =$

b)  $23 \times 13 =$



- 3 Amir is using base 10 to calculate  $31 \times 24$

a) Add the missing information to the area model and complete the sentences.



There are  ones altogether.

There are  tens altogether.

There are  hundreds altogether.

b) Describe any exchanges you need to make.

\_\_\_\_\_

\_\_\_\_\_

c) Complete the multiplication.

$31 \times 24 =$

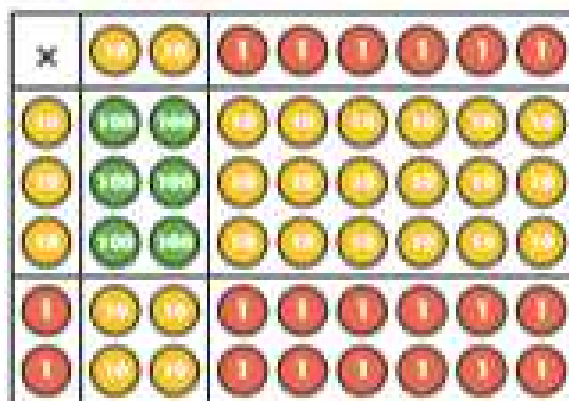
- 4 Use base 10 to work out these multiplications.

a)  $25 \times 15 =$

b)  $36 \times 12 =$



- 5 Use the place value counters to complete the multiplication grid and sentence.



x	20	6
30		
2		

$26 \times 32 = \square$

- 6 Use an area model to help you complete the multiplication.

a)  $28 \times 14 = \square$

x	20	8
10		
4		

c)  $35 \times 22 = \square$

b)  $27 \times 16 = \square$

x		

d)  $45 \times 36 = \square$

- 7 Complete the multiplications.



$21 \times 24 = \square$

$31 \times 25 = \square$

$18 \times 26 = \square$

8  $24 \times \square = 768$

Complete the area model to find the missing number.

x	
	
	

- 9 Use each digit card once to write a multiplication.



$\square \times \square = \square$

How many different answers can you find?

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How many products are there between 1,000 and 1,500?

## Multiply 4-digits by 2-digits



1 Complete the multiplication.

		1	2	3	4	
x				2	1	
		1	2	3	4	
		2	4	6	8	0

$(1,234 \times \square)$

$(1,234 \times \square)$

2 Tommy is calculating  $1,234 \times 26$

a) Complete his working out.

		1	2	3	4	
x				2	6	
		7	4	0	4	
		2	4	6	8	0

$(\square \times \square)$

$(\square \times \square)$

b) Fill in the grid to check Tommy's working is accurate.

You may use place value counters to help.

x	1,000	200	30	4
20				
6				



3 Rosie is calculating  $2,541 \times 42$   
Here is Rosie's working.

2	5	4	1	
x		4	2	
<hr/>				
4	0	8	2	(2,541 × 2)
8	0	6	4	(2,541 × 40)
<hr/>				
1	2	1	4	6

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

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b) What is the correct answer?


4 Work out the multiplications.

a)  $4,284 \times 23$

b)  $2,142 \times 46$


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  $378 \times 7 \times 12$   
Show your method clearly.


7

1	2	3	4	5	6
---	---	---	---	---	---

□	□	□	□
		□	□

×

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- 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?

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How many more?



## Divide with remainders

- 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
3	3	9	3

Th	H	T	O
1			
3	3	9	3

There is  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.

$3,938 \div 3 =$   remainder

- b) Use place value counters to work out  $8,407 \div 4$ .

Th	H	T	O

	4	8	4	0	7

$8,407 \div 4 =$   remainder

- 2 a) Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5

	4	8	5	6	7

	5	6	5	6	2

	3	3	9	3	5

- b) Write  $<$ ,  $>$  or  $=$  to complete the statements.

$7,595 \div 3$    $8,567 \div 4$

$6,562 \div 5$    $3,935 \div 3$

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

$5,066 \div 4$	$9,513 \div 4$	$1,234 \div 4$
$6,562 \div 4$	$6,563 \div 4$	$9,515 \div 4$

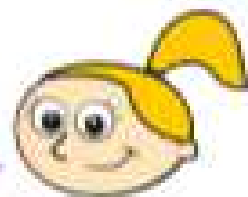
Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

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?

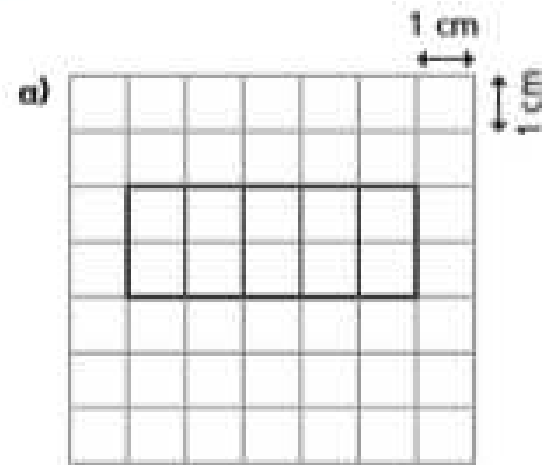
b) What do you notice?

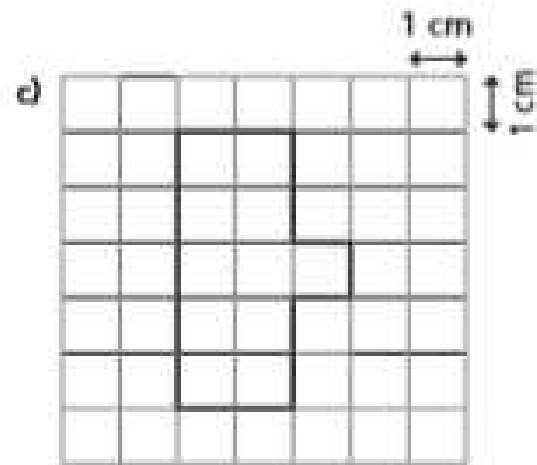
8 Dora is thinking of a number between 500 and 600  
When she divides it by a 1-digit number it has a remainder of 4  
What could Dora's number be?

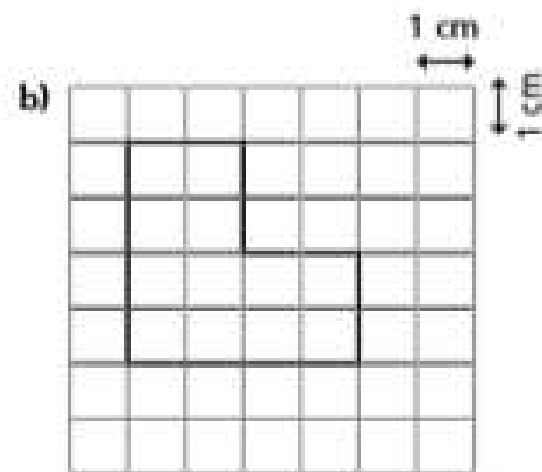


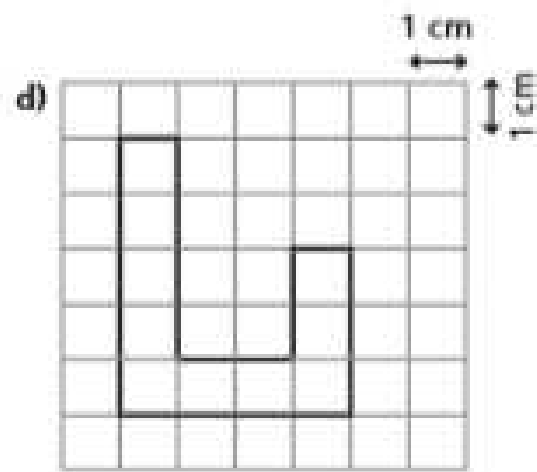
# Calculate perimeter

1 Calculate the perimeter of each shape.

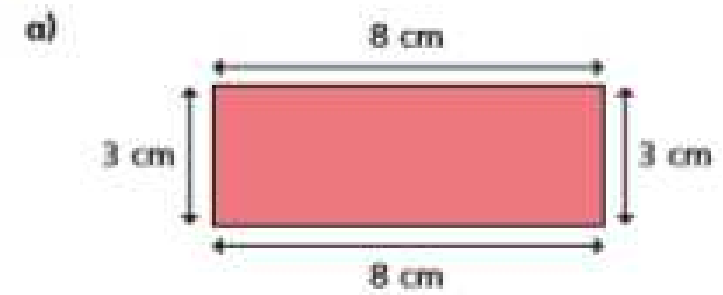


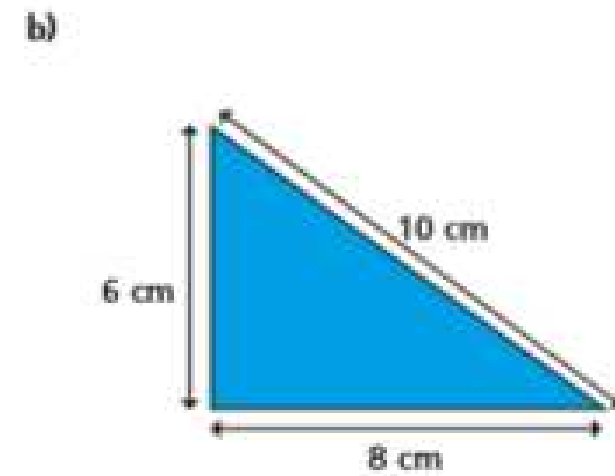




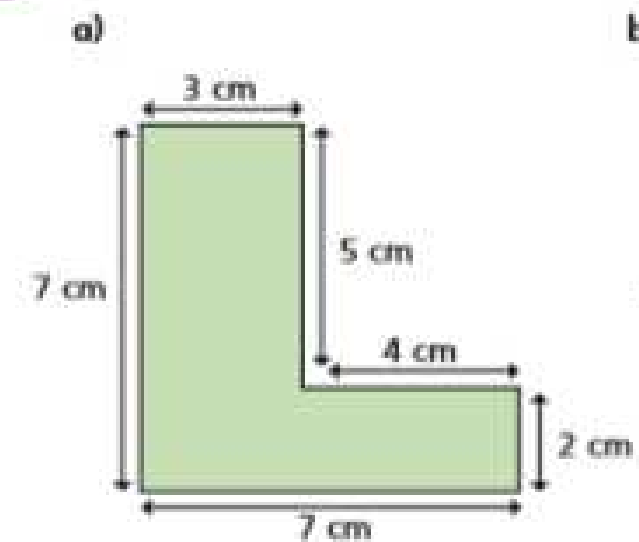


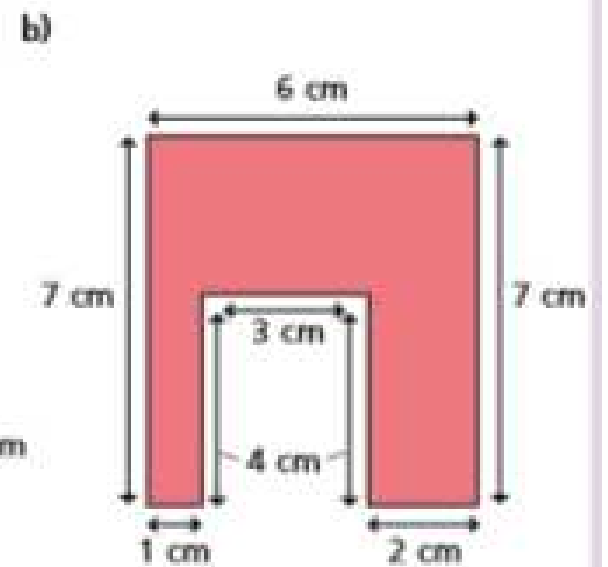

2 Calculate the perimeter of these shapes.



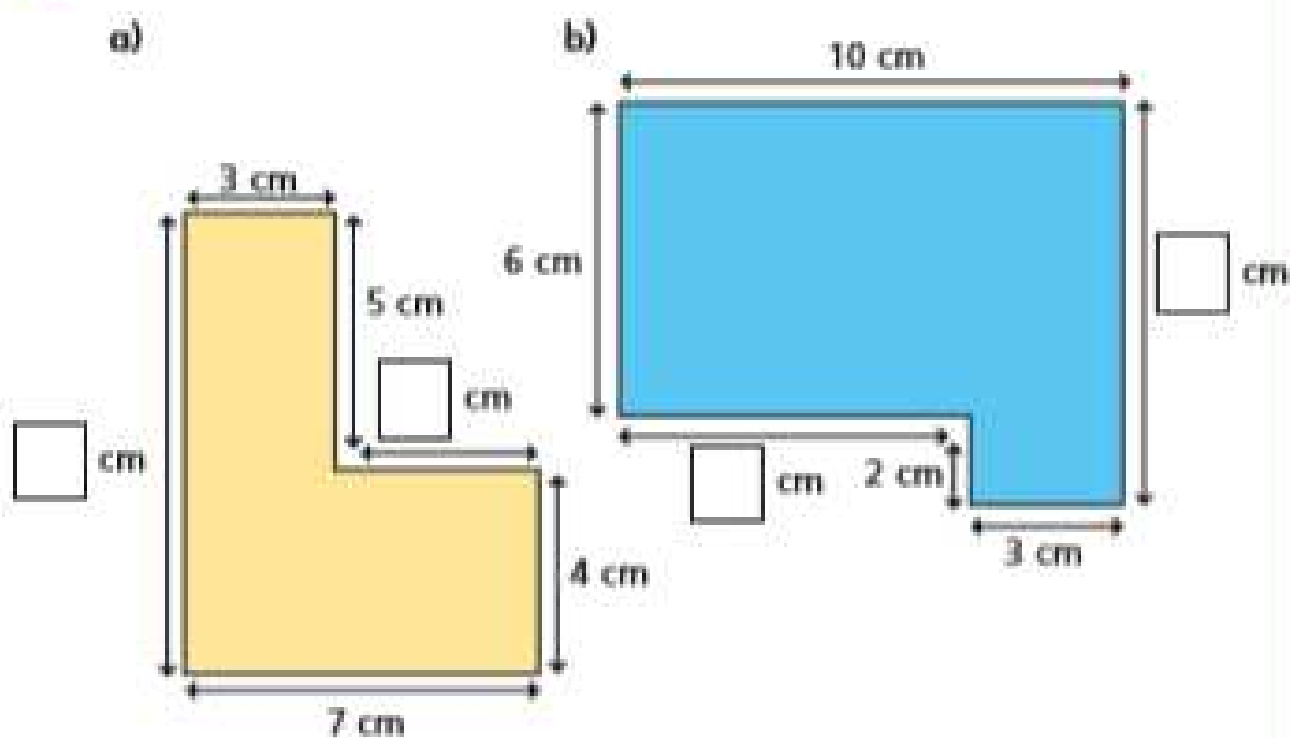



3 Calculate the perimeter of these shapes.



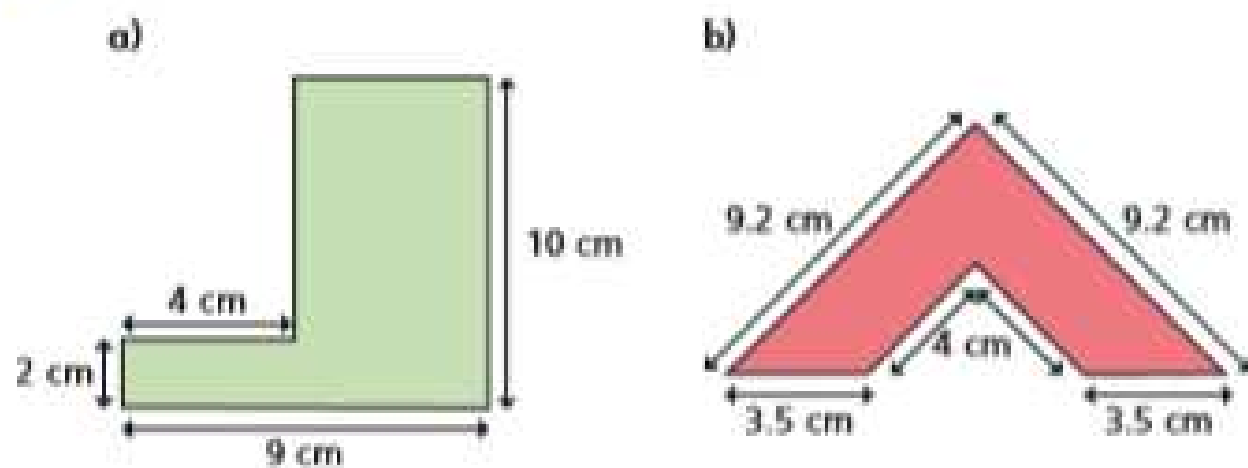


4 Work out the missing lengths on these shapes.



Discuss with a partner how you worked them out.

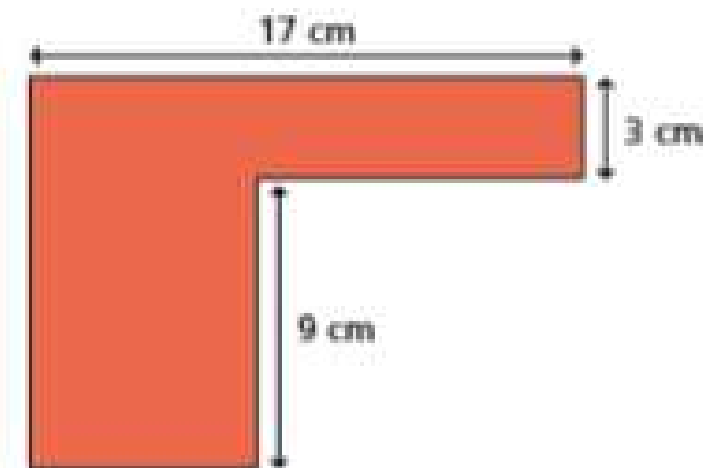
5 Calculate the perimeter of these shapes.





6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

Is he correct? How do you know?




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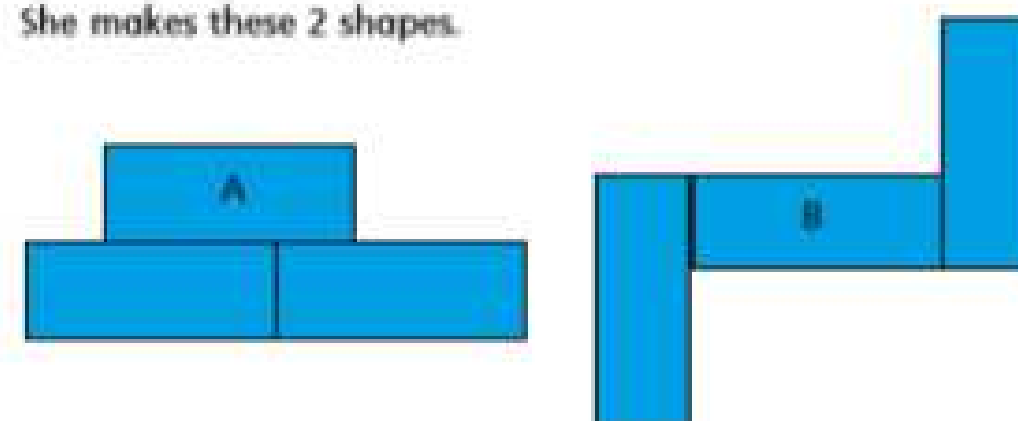


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7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? \_\_\_\_\_

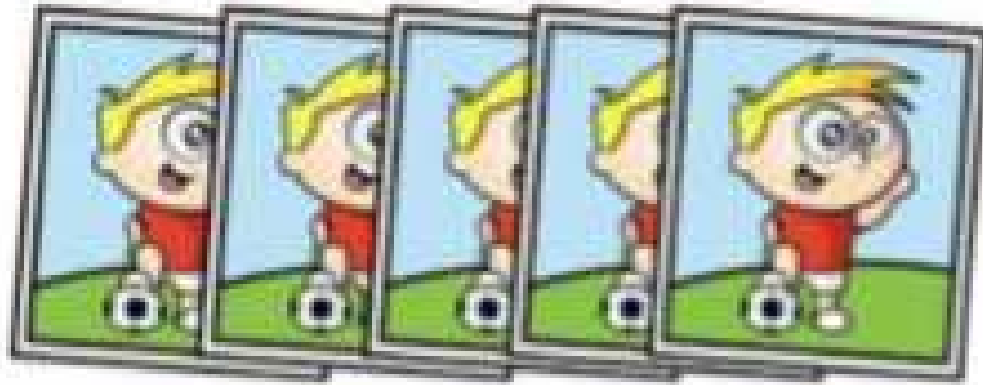
b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

## Challenge 3

Stickers come in packs of 5.

Max buys 12 packs.



He gave his three friends some stickers.

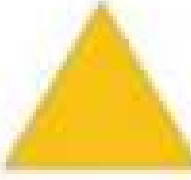
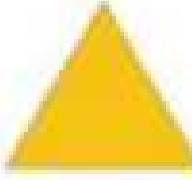




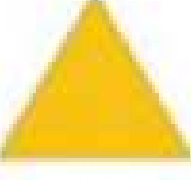


They each receive the same number.

He has 27 stickers left.

How many stickers did Max give each of his friends?

## Challenge 6

Here is a 3 x 3 grid with some shapes in.

			<b>108</b>
			<b>102</b>
			<b>95</b>

Each shape represents a number.

The sum of each row is shown at the right of the table.

Find the value of each of the shapes.