

Year 5: Week Three

W/B: 15/06/20

Literacy

This is designed to be one task a day.

Monday: SPaG
WALT: Formal and informal speech

Watch the [video](#) to remind you of the difference between formal and informal speech.

Complete the worksheet below.

Tuesday:
WALT: Features

Think back to last week's story of Cinderella. Under literacy 2 you will find a comparison/contrast chart. Complete the first row based on this version of the story.

Now you are going to read the more gruesome version of Cinderella written by Brothers Grimm this is under literacy 2 or you can find the stories on the following website:
https://www.grimmstories.com/en/grimm_fairy-tales/index

Find out the meaning of the following words:
 Pious Expired Kirtle
 Hearth

Now complete the second row of the comparison chart

Extension: Find another version of Cinderella either online or maybe you have one at home.
 Complete the final row of the comparison chart.

Wednesday
WALT: understand characters

Character report card
 Use either Red Riding Hood or Cinderella to complete a report card based on at least two characters.

My Name _____ Character: Goldilocks

Character Report Card

Choose subjects in which to grade your character.
 Subjects might include things like:

- Ability to get along with others
- Deception or Honesty
- Friendliness, Meanness, or Bossiness
- Appetite, Table Manners, or Cleanliness
- Your Ideal!

Grade Scale:
 A = Excellent
 B = Good
 C = Average
 D = Below Average
 F = Worst

Record the Subject and Grade. Then list specific Comments to support reasons why the character received that grade.

Subject	Grade	Comments
Manners	F	went into house & ate food without being asked, broke a chair and slept in someone's bed. No apologies.

Character Casting Call
 Use the casting character slip to decide who you would cast for your character and explain why.

Name _____ Book Title: Sleeping Beauty

Casting: Characters

Imagine you could cast a famous actor or actress in your story. Record the main characters, or description of each, and the actor/actress who would play them.

Story Character: Prince Charming

Character Description: The prince is handsome, strong, and capable.
Like many Princes, he probably has longer hair & a friendly grin.
He needs lips that look kissable.

Actor/Actress to Perform in this Role: Orlando Bloom

Thursday:
WALT: Characters

Adjective Scale
 Think of adjectives that can be used to evaluate fairy tale characters. On a scale of 1-10 how might you rate each of the three pigs for lazy versus industrious behaviour? How would Hansel and Gretel score on impulse control?

Character Name: SleepyPig Book: Cinderella

Character: Adjective Scale

Think of adjectives (smart, happy, thoughtful, helpful, wise, reliable) that could be used to evaluate your character. Enter each adjective in the left column and that adjective's opposite in the right column. In the center, circle a number to give the character a rating.

Adjective (Positive)	Rating Scale	Adjective (Negative, Opposite)
Cheerful	10 9 8 7 6 5 4 3 2 1 0	Grumpy
Industrious	10 9 8 7 6 5 4 3 2 1 0	Lazy

Wanted Posters

Use your knowledge of Fairy Tale and think about the villain or antagonist to create WANTED posters. Include the following:

Villain name: Include the regular name as well as any alias the character might have.
 Description: Consider all aspects of the character, including appearance, demeanor, habits and tone of voice. Does the character have unique characteristics that will stand out in a crowd? How will we know we've spotted the right 'bad guy'?

Friday
WALT: write

Writing Diamante Poems
 You are going to write at least one diamante poem to show changes in a single character or contrast two characters.

Diamante

Write a Diamante about a character or characters in your book. Use the pattern below to show how a character changes or to show the contrast between characters.

Line 1: one word - a noun - a subject
 Line 2: 2 words - adjectives describing line #1
 Line 3: ing or ed words that relate to #1
 Line 4: First 2 nouns relate to #1 - second 2 nouns relate to line #7
 Line 5: ing or ed words that relate to #7
 Line 6: 2 words - adjectives describing line #7
 Line 7: one word - a noun opposite of #1

All: Use adjectives and similes
Most: Use alliteration and similes
Some: Able to use alliteration and metaphors

Now create a beautiful background for your poem and then write it up neatly like in these examples.



Wanted for... Describe the character's actions. Why is the character wanted?
 If seen... What should be done and who should be contacted if the character is spotted in public.
 Reward: Generally, rewards are offered in the form of cash. Can you design your reward to uniquely fit the fairy tale?
 Picture

Numeracy

This is designed to be one task a day.

Monday: Decimal fractions

1. Watch the [video](#) to find out about decimal fractions.
1. Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.

Tuesday: Rounding decimals

1. Watch the [video](#) to find out about rounding decimals.
2. Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.

Wednesday: Comparing decimals

1. Watch the [video](#) to learn about comparing decimals.
2. Complete tasks on Numeracy worksheet 1: A is easier, and c is hardest.

Thursday: Ordering decimals

1. Watch the [video](#) to find out how to order decimals.
- Complete tasks on Numeracy worksheet 2: A is easier, and c is hardest.

Friday: Challenge Friday

Each Friday click on to Bitesize using this link
<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons>
 You will find a box for Friday 19th June that looks like the one below. Complete the challenges for the week.



Spellings

Task to be completed at least once in the week.

WALT: Adding the verb prefixes over-

Overthrow

Overturn

Overslept

Overcook

Overreact

Overestimate

Overuse

Overpaid

Overlook

Overbalance

Reading

Task to be completed at some point over the week.

Read the information on Planet Earth

Answer the questions underneath the text.

Humanities

Task to be completed at some point over the week.

Science

This ½ terms theme is Forces

Task to be completed at some point over the week.

1. Remind yourself of who the contenders were for the throne by watching this [video](#).
2. If you chose, King Harold of England you were correct, he became the next king of England! But for how long? He sat nervously on his throne, waiting for his rivals to make a move for his crown.
3. In September 1066 his wait was over!
4. Hardrada, King of Norway (now don't get confused between Harold and Hardrada) had landed near York in the north of England. He wasn't leaving until the crown was his!
5. Hardrada was with his brother Tostig and about 10,000 bloodthirsty Vikings...
6. What do you think will happen?
7. **TASK ONE:** Below you will find a map with information about what will happen. Read the information on the slips and number them in what order you think the events happened.
8. **TASK TWO:** You will then see a picture of the Battle of Stamford Bridge. Answer the questions around the source to decide what happened.
9. **TASK THREE:** Watch the following [video](#) and find out what happened.
10. **We will come back to the battle next week**

For the remaining weeks you are going to be designing your own Theme Park and learning about forces at the same time.

1. Watch the [trailer](#) for Wonder Park
2. Complete the worksheet describing what you saw using the senses. Add images to your description if you like.
3. Thinking back to the trailer answer these questions:
 - a. Is there a main character?
 - b. What might their appearance and actions tell us about them?
 - c. What do the rides tell us about the theme park?

Use the knowledge organiser to remind you of the different types of forces.

SCIENCE TASK 1:

You will need: balloon and straws

1. Your challenge is to pass the balloon to someone without it falling to the floor using only your straw.
2. What forces are being demonstrated here?
3. Which force made the balloon fall to the floor?
4. Which force stopped the balloon from falling?

SCIENCE TASK 2:

You will need: a marble (or something heavy) and a ball

1. Your challenge is to find out if a marble or ball rolls fastest on a smooth surface or carpet?
2. What forces are being demonstrated here?



Formal and Informal Speech

I can identify formal spoken vocabulary.



1. Read the speech below and highlight the formal vocabulary.

You should be able to find around 10 examples.

Good evening ladies and gentlemen. I am delighted to welcome you to the twenty-fifth annual charity ball. As you are all eminently aware the funds raised at our previous charity ball events have enabled us to support numerous charitable organisations in their worthwhile endeavours.

2. Now can you write the next paragraph of the speech keeping to the same formal style?

3. Highlight 5 examples of formal words or phrases you have used and write their meanings in the table.

Formal Word or Phrase	Meaning



Formal and Informal Speech

4. Read the speech below. Can you write the next paragraph? Make sure you keep the same informal style. When you have finished highlight some examples of informal vocabulary you have used.

Hi. Thanks for coming tonight mate. You know how good our other balls have been - we've raised loads of money and helped lots of different charities.

5. Describe how your formal and informal speeches differ (remember vocabulary, tone, audience).

Answers

Formal and Informal Speech

Answers



1. Read the speech below and highlight the formal vocabulary.

Good evening ladies and gentlemen. I am *delighted* to welcome you to the twenty-fifth *annual* charity ball. As you are all *eminently aware* the *funds* raised at our *previous* charity ball events have *enabled* us to *support numerous charitable organisations* in their *worthwhile endeavours*.



2. Definitions in the table will vary depending which words the child chose.
3. When you have finished highlight some examples of informal vocabulary you have used.
Hi. Thanks for *coming* tonight *mate*. *You know* how good our other balls have been – *we've* raised *loads* of money and helped *lots* of different charities.

Literacy 2

Title Author	Main Character	"Evil" Character, Antagonist	Consequences to Evil Characters	Magic Person	Culture Setting Location	Object(s) Central to Story	Conclusion

Cinderella Fairy tale

A fairy tale by the Brothers Grimm Grimm

8.5/10 - 3191 votes

Cinderella

There was once a rich man whose wife lay sick, and when she felt her end drawing near she called to her only daughter to come near her bed, and said, "Dear child, be pious and good, and God will always take care of you, and I will look down upon you from heaven, and will be with you." And then she closed her eyes and expired. The maiden went every day to her mother's grave and wept, and was always pious and good. When the winter came the snow covered the grave with a white covering, and when the sun came in the early spring and melted it away, the man took to himself another wife.

The new wife brought two daughters home with her, and they were beautiful and fair in appearance, but at heart were, black and ugly. And then began very evil times for the poor step-daughter. "Is the stupid creature to sit in the same room with us?" said they; "those who eat food must earn it. Out upon her for a kitchen-maid!" They took away her pretty dresses, and put on her an old grey kirtle, and gave her wooden shoes to wear. "Just look now at the proud princess, how she is decked out!" cried they laughing, and then they sent her into the kitchen. There she was obliged to do heavy work from morning to night, get up early in the morning, draw water, make the fires, cook, and wash. Besides that, the sisters did their utmost to torment her, mocking her, and strewing peas and lentils among the ashes, and setting her to pick them up. In the evenings, when she was quite tired out with her hard day's work, she had no bed to lie on, but was obliged to rest on the hearth among the cinders. And as she always looked dusty and dirty, they named her Cinderella.

It happened one day that the father went to the fair, and he asked his two step-daughters what he should bring back for them. "Fine clothes!" said one. "Pearls and jewels!" said the other. "But what will you have, Cinderella?" said he. "The first twig, father, that strikes against your hat on the way home; that is what I should like you to bring me." So he bought for the two step-daughters fine clothes, pearls, and jewels, and on his way back, as he rode through a green lane, a hazel-twigg struck against his hat; and he broke it off and carried it home with him. And when he reached home he gave to the step-daughters what they had wished for, and to Cinderella he gave the hazel-twigg. She thanked him, and went to her mother's grave, and planted this twig there, weeping so bitterly that the tears fell upon it and watered it, and it flourished and became a fine tree. Cinderella went to see it three times a day, and wept and prayed, and each time a white bird rose up from the tree, and if she uttered any wish the bird brought her whatever she had wished for.

Now it came to pass that the king ordained a festival that should last for three days, and to which all the beautiful young women of that country were bidden, so that the king's son might choose a bride from among them. When the two stepdaughters heard that they too were bidden to appear, they felt very pleased, and they called Cinderella, and said, "Comb our hair, brush our shoes, and make our buckles fast, we are going to the wedding feast at the king's castle." Cinderella, when she heard this, could not help crying, for she too would have liked to go to the dance, and she begged her step-mother to allow her. "What, you Cinderella!" said she, "in all your dust and dirt, you want to go to the festival! you that have no dress and no shoes! you want to dance!" But as she persisted in asking, at last the step-mother said, "I have strewed a dish-full of lentils in the ashes, and if you can pick them all up again in two hours you may

go with us." Then the maiden went to the backdoor that led into the garden, and called out, "O gentle doves, O turtle-doves, And all the birds that be, The lentils that in ashes lie Come and pick up for me! The good must be put in the dish, The bad you may eat if you wish."

Then there came to the kitchen-window two white doves, and after them some turtle-doves, and at last a crowd of all the birds under heaven, chirping and fluttering, and they alighted among the ashes; and the doves nodded with their heads, and began to pick, peck, pick, peck, and then all the others began to pick, peck, pick, peck, and put all the good grains into the dish. Before an hour was over all was done, and they flew away. Then the maiden brought the dish to her step-mother, feeling joyful, and thinking that now she should go to the feast; but the step-mother said, "No, Cinderella, you have no proper clothes, and you do not know how to dance, and you would be laughed at!" And when Cinderella cried for disappointment, she added, "If you can pick two dishes full of lentils out of the ashes, nice and clean, you shall go with us," thinking to herself, "for that is not possible." When she had strewed two dishes full of lentils among the ashes the maiden went through the backdoor into the garden, and cried, "O gentle doves, O turtle-doves, And all the birds that be, The lentils that in ashes lie Come and pick up for me!

The good must be put in the dish,
The bad you may eat if you wish."

So there came to the kitchen-window two white doves, and then some turtle-doves, and at last a crowd of all the other birds under heaven, chirping and fluttering, and they alighted among the ashes, and the doves nodded with their heads and began to pick, peck, pick, peck, and then all the others began to pick, peck, pick, peck, and put all the good grains into the dish. And before half-an-hour was over it was all done, and they flew away. Then the maiden took the dishes to the stepmother, feeling joyful, and thinking that now she should go with them to the feast; but she said "All this is of no good to you; you cannot come with us, for you have no proper clothes, and cannot dance; you would put us to shame." Then she turned her back on poor Cinderella, and made haste to set out with her two proud daughters.

And as there was no one left in the house, Cinderella went to her mother's grave, under the hazel bush, and cried,

"Little tree, little tree, shake over me,
That silver and gold may come down and cover me."

Then the bird threw down a dress of gold and silver, and a pair of slippers embroidered with silk and silver. , And in all haste she put on the dress and went to the festival. But her step-mother and sisters did not know her, and thought she must be a foreign princess, she looked so beautiful in her golden dress. Of Cinderella they never thought at all, and supposed that she was sitting at home, arid picking the lentils out of the ashes. The King's son came to meet her, and took her by the hand and danced with her, and he refused to stand up with any one else, so that he might not be obliged to let go her hand; and when any one came to claim it he answered, "She is my partner."

And when the evening came she wanted to go home, but the prince said he would go with her to take care of her, for he wanted to see where the beautiful maiden lived. But she escaped him, and jumped up into the pigeon-house. Then the prince waited until the father came, and told him the strange maiden had jumped into the pigeon-house. The father thought to himself, "It cannot surely be Cinderella," and called for axes

and hatchets, and had the pigeon-house cut down, but there was no one in it. And when they entered the house there sat Cinderella in her dirty clothes among the cinders, and a little oil-lamp burnt dimly in the chimney; for Cinderella had been very quick, and had jumped out of the pigeon-house again, and had run to the hazel bush; and there she had taken off her beautiful dress and had laid it on the grave, and the bird had carried it away again, and then she had put on her little gray kirtle again, and had sat down in the kitchen among the cinders.

The next day, when the festival began anew, and the parents and step-sisters had gone to it, Cinderella went to the hazel bush and cried,

"Little tree, little tree, shake over me,
That silver and gold may come down and cover me."

Then the bird cast down a still more splendid dress than on the day before. And when she appeared in it among the guests every one was astonished at her beauty. The prince had been waiting until she came, and he took her hand and danced with her alone. And when any one else came to invite her he said, "She is my partner." And when the evening came she wanted to go home, and the prince followed her, for he wanted to see to what house she belonged; but she broke away from him, and ran into the garden at the back of the house. There stood a fine large tree, bearing splendid pears; she leapt as lightly as a squirrel among the branches, and the prince did not know what had become of her. So he waited until the father came, and then he told him that the strange maiden had rushed from him, and that he thought she had gone up into the pear-tree. The father thought to himself, "It cannot surely be Cinderella," and called for an axe, and felled the tree, but there was no one in it. And when they went into the kitchen there sat Cinderella among the cinders, as usual, for she had got down the other side of the tree, and had taken back her beautiful clothes to the bird on the hazel bush, and had put on her old grey kirtle again.

On the third day, when the parents and the step-children had set off, Cinderella went again to her mother's grave, and said to the tree,

"Little tree, little tree, shake over me,
That silver and gold may come down and cover me."

Then the bird cast down a dress, the like of which had never been seen for splendour and brilliancy, and slippers that were of gold. And when she appeared in this dress at the feast nobody knew what to say for wonderment. The prince danced with her alone, and if any one else asked her he answered, "She is my partner."

And when it was evening Cinderella wanted to go home, and the prince was about to go with her, when she ran past him so quickly that he could not follow her. But he had laid a plan, and had caused all the steps to be spread with pitch, so that as she rushed down them the left shoe of the maiden remained sticking in it. The prince picked it up, and saw that it was of gold, and very small and slender. The next morning he went to the father and told him that none should be his bride save the one whose foot the golden shoe should fit. Then the two sisters were very glad, because they had pretty feet. The eldest went to her room to try on the shoe, and her mother stood by. But she could not get her great toe into it, for the shoe was too small; then her mother handed her a knife, and said, "Cut the toe off, for when you are queen you will never have to go on foot." So the girl cut her toe off, squeezed her foot into the shoe, concealed the pain, and went down to the prince. Then he took her with him on his horse as his bride, and rode off. They had to pass by the grave, and there sat the two pigeons on the hazel bush, and cried,

"There they go, there they go!
There is blood on her shoe;
The shoe is too small,
Not the right bride at all!"

Then the prince looked at her shoe, and saw the blood flowing. And he turned his horse round and took the false bride home again, saying she was not the right one, and that the other sister must try on the shoe. So she went into her room to do so, and got her toes comfortably in, but her heel was too large. Then her mother handed her the knife, saying, "Cut a piece off your heel; when you are queen you will never have to go on foot." So the girl cut a piece off her heel, and thrust her foot into the shoe, concealed the pain, and went down to the prince, who took his bride before him on his horse and rode off. When they passed by the hazel bush the two pigeons sat there and cried,

"There they go, there they go!
There is blood on her shoe;
The shoe is too small,
Not the right bride at all!"

Then the prince looked at her foot, and saw how the blood was flowing from the shoe, and staining the white stocking. And he turned his horse round and brought the false bride home again. "This is not the right one," said he, "have you no other daughter?" - "No," said the man, "only my dead wife left behind her a little stunted Cinderella; it is impossible that she can be the bride." But the King's son ordered her to be sent for, but the mother said, "Oh no! she is much too dirty, I could not let her be seen." But he would have her fetched, and so Cinderella had to appear. First she washed her face and hands quite clean, and went in and curtsied to the prince, who held out to her the golden shoe. Then she sat down on a stool, drew her foot out of the heavy wooden shoe, and slipped it into the golden one, which fitted it perfectly. And when she stood up, and the prince looked in her face, he knew again the beautiful maiden that had danced with him, and he cried, "This is the right bride!" The step-mother and the two sisters were thunderstruck, and grew pale with anger; but he put Cinderella before him on his horse and rode off. And as they passed the hazel bush, the two white pigeons cried,

"There they go, there they go!
No blood on her shoe;
The shoe's not too small,
The right bride is she after all."

And when they had thus cried, they came flying after and perched on Cinderella's shoulders, one on the right, the other on the left, and so remained.

And when her wedding with the prince was appointed to be held the false sisters came, hoping to curry favour, and to take part in the festivities. So as the bridal procession went to the church, the eldest walked on the right side and the younger on the left, and the pigeons picked out an eye of each of them. And as they returned the elder was on the left side and the younger on the right, and the pigeons picked out the other eye of each of them. And so they were condemned to go blind for the rest of their days because of their wickedness and falsehood.

Week Three: Literacy Three

My Name _____ Character _____

Character Report Card

Choose subjects in which to grade your character.

Subjects might include things like:

- Ability to get along with others
- Deception or Honesty
- Friendliness, Meanness, or Bossiness
- Appetite, Table Manners, or Cleanliness
- Your ideas!



Grade Scale:

- A = Excellent
- B = Good
- C = Average
- D = Below Average
- F = Yikes!

Record the *Subject* and *Grade*. Then list specific *Comments* to support reasons why the character received that grade.

Subject	Grade	Comments

Name _____ Book Title _____



Casting: Characters

Imagine you could cast a famous actor or actress in your story. Record the main characters, a description of each, and the actor/actress who would play them.

Story Character: _____

Character Description: _____

Actor/Actress to Perform in this Role: _____

Story Character: _____

Character Description: _____

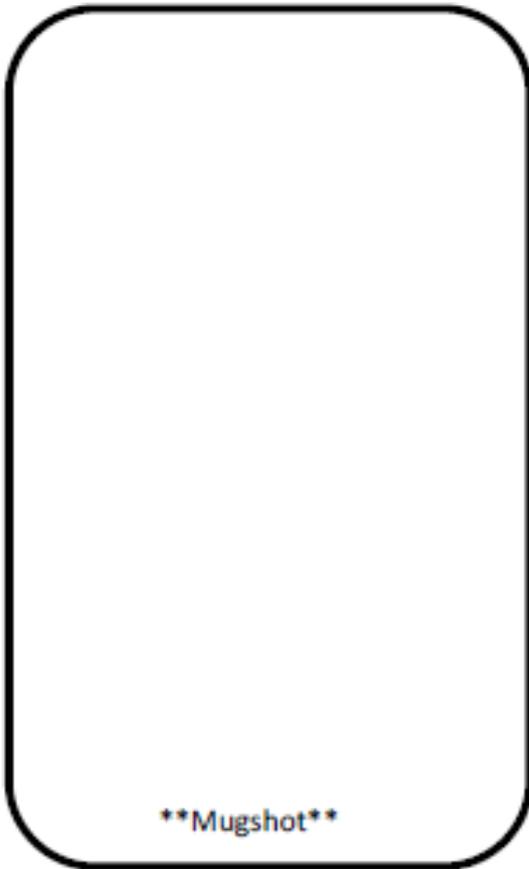
Actor/Actress to Perform in this Role: _____

Story Character: _____

Character Description: _____

Actor/Actress to Perform in this Role: _____

WANTED



Mugshot

Villain : _____

Description:

Wanted for:

If seen:

Reward:

Literacy 5

Diamante

Write a Diamante about a character or characters in your book. Use the pattern below to show how a character changes or to show the contrast between characters.

Line 1: one word - a noun - a subject

Line 2: 2 words - adjectives describing line #1

Line 3: ing or ed words that relate to #1

Line 4: First 2 nouns relate to #1 - second 2 nouns relate to line #7

Line 5: ing or ed words that relate to #7

Line 6: 2 words - adjectives describing line #7

Line 7: one word - a noun opposite of #1

_____, _____

_____, _____, _____

_____, _____, _____, _____

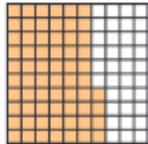
_____, _____, _____

DECIMAL FRACTIONS

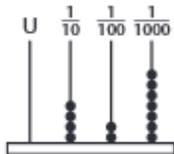
TARGET

To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.

Examples



$$\frac{64}{100} = 0.64$$



$$\frac{427}{1000} = 0.427$$

$$0.427 = \frac{4}{10} + \frac{2}{100} + \frac{7}{1000}$$

$$0.427 = 0.4 + 0.02 + 0.007$$

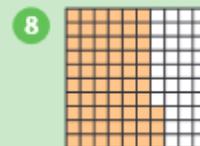
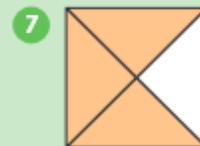
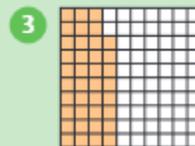
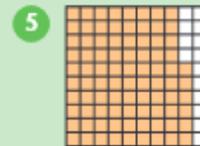
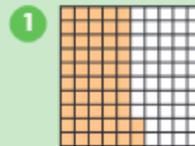
The value of a digit depends upon its position in a number.

Each digit in a number is 10 times greater than the digit to the right. This applies to decimal fractions as well as to whole numbers.

	T	U	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
30 =	3	0	.	0	0	
3 =	3	.	0			
$\frac{3}{10}$ =	0	.	3			
$\frac{3}{100}$ =	0	.	0	3		
$\frac{3}{1000}$ =	0	.	0	0	3	

A

Express the shaded part of each shape as a fraction and as a decimal fraction.



Give the value of the underlined figure in each of these numbers.

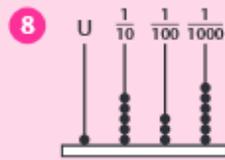
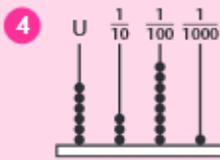
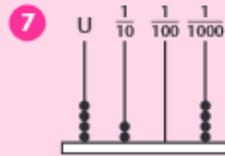
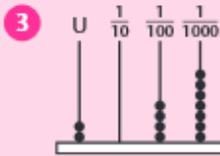
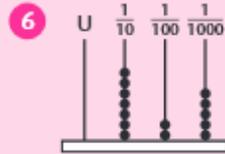
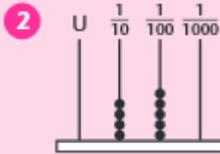
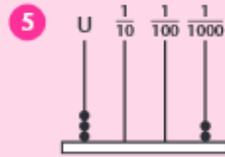
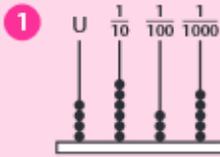
- 9 3-42
- 10 15-31
- 11 31-97
- 12 6-05
- 13 22-16
- 14 48-7
- 15 4-53
- 16 19-24
- 17 60-65
- 18 57-89
- 19 8-01
- 20 32-47

Write each number shown by the arrows as a decimal fraction.



B

Write the decimal fraction shown on each abacus.



Give the value of the underlined figure in each of these numbers.

9 8-86

13 2-407

17 30-71

10 4-391

14 67-6

18 9-284

11 0-249

15 0-15

19 1-63

12 13-57

16 5-928

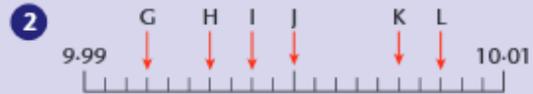
20 7-056

Write each number shown by the arrows as a decimal fraction.



C

Write each number shown by the arrows as a decimal fraction.



Increase the following numbers by:

$\frac{1}{10}$

$\frac{1}{100}$

$\frac{1}{1000}$

3 1.98

7 4.2

11 3

4 5

8 0.39

12 2.46

5 2.436

9 8

13 9.999

6 7.9

10 6.095

14 1.7

Copy and complete.

15 $2 + \frac{3}{10} + \frac{7}{100} + \frac{5}{1000} = \square$

16 $4 + \square + \frac{1}{1000} = 4.801$

17 $\frac{4}{10} + \frac{2}{100} + \square = 0.429$

18 $1 + \square + \frac{3}{1000} = 1.063$

Copy and complete.

19 $4.618 + 0.5 = \square$

20 $1.723 - 0.004 = \square$

21 $0.925 + 0.08 = \square$

22 $2.284 - 0.6 = \square$

23 $5.994 + 0.009 = \square$

24 $1.456 + \square = 1.461$

25 $2.381 - \square = 1.681$

26 $0.792 + \square = 0.8$

27 $3.033 - \square = 2.933$

28 $6.005 + \square = 6.275$

ROUNDING DECIMALS

TARGET To round decimals to the nearest whole number or tenth.

Always look at the column to the right of that to which you are rounding.
5 or more, round up. Less than 5, round down.

Examples

Round to the nearest whole number. $5.18 \rightarrow 5$ $7.\underline{5}3 \rightarrow 8$
Round to the nearest tenth. $5.18 \rightarrow 5.2$ $7.53 \rightarrow 7.5$

A

Round to the nearest whole number.

- | | |
|--------|----------|
| 1 0.6 | 7 15.84 |
| 2 3.28 | 8 2.9 |
| 3 6.5 | 9 16.3 |
| 4 12.7 | 10 0.52 |
| 5 1.05 | 11 10.17 |
| 6 18.4 | 12 21.63 |

Round to the nearest pound.

- | | |
|-----------|-----------|
| 13 £4.25 | 19 £2.62 |
| 14 £11.73 | 20 £8.07 |
| 15 £5.48 | 21 £10.83 |
| 16 £9.52 | 22 £7.28 |
| 17 £16.90 | 23 £1.54 |
| 18 £3.17 | 24 £15.39 |

Approximate by rounding to the nearest pound.

- 25 $£15.81 + £7.38$
26 $£32.47 + £6.72$
27 $£10.53 + £4.94$
28 $£8.26 + £2.06$
29 $£21.64 - £5.80$
30 $£16.18 - £3.93$
31 $£43.45 - £9.29$
32 $£39.09 - £1.51$

B

Round to the nearest:

- a) whole number
b) tenth.

- | | |
|----------|---------|
| 1 2.39 | 6 3.263 |
| 2 7.138 | 7 8.947 |
| 3 1.85 | 8 15.63 |
| 4 16.074 | 9 4.453 |
| 5 9.52 | 10 0.78 |

Round to the nearest:

- a) pound
b) 10p.

- | | |
|-----------|-----------|
| 11 £3.93 | 16 £2.09 |
| 12 £5.28 | 17 £6.54 |
| 13 £9.46 | 18 £3.37 |
| 14 £14.73 | 19 £8.82 |
| 15 £0.61 | 20 £11.15 |

Approximate by rounding to the nearest whole number.

- 21 $57.53 + 18.35$
22 $32.92 + 24.74$
23 $75.29 - 16.08$
24 $51.16 - 9.81$
25 14.62×8
26 6.49×12
27 $44.7 \div 5$
28 $68.51 \div 3$

C

Round to the nearest:

- a) hundredth
b) tenth.

- | | |
|---------|----------|
| 1 0.263 | 6 2.397 |
| 2 3.745 | 7 0.036 |
| 3 1.452 | 8 4.981 |
| 4 0.179 | 9 8.505 |
| 5 7.824 | 10 5.658 |

Round to the nearest:

- a) 10 grams
b) 100 grams.

- | | |
|-------------|-------------|
| 11 6.738 kg | 16 0.472 kg |
| 12 2.351 kg | 17 3.066 kg |
| 13 0.915 kg | 18 7.643 kg |
| 14 5.287 kg | 19 0.959 kg |
| 15 1.594 kg | 20 4.125 kg |

Approximate by rounding to the nearest tenth.

- 21 $6.548 + 3.97$
22 $4.39 + 2.751$
23 $9.605 - 1.82$
24 $7.48 - 3.236$
25 8.06×7
26 4.71×9
27 $6.35 \div 4$
28 $7.825 \div 6$

ORDERING DECIMALS

TARGET To order numbers with up to three decimal places.

Example

Arrange these numbers in ascending order.

2.32, 2, 2.232, 2.3

Write in columns

2.32
2
2.232
2.3

Put in zeros

2.320
2.000
2.232
2.300

Arrange in order

2, 2.232, 2.3, 2.32

A

Give the next five numbers in each sequence.

- 1 0.01, 0.02, 0.03, 0.04, 0.05
- 2 0.93, 0.94, 0.95, 0.96, 0.97
- 3 0.02, 0.04, 0.06, 0.08, 0.1
- 4 0.05, 0.1, 0.15, 0.2, 0.25
- 5 1.12, 1.1, 1.08, 1.06, 1.04

Arrange these decimals in order, smallest first.

- 6 1.53, 3.15, 1.33, 1.35
- 7 5.61, 6.51, 15.6, 5.16
- 8 2.78, 0.78, 2.07, 0.87
- 9 7.23, 7.33, 7.22, 7.32
- 10 6.49, 4.96, 6.94, 4.69

B

Arrange these decimals in ascending order.

- 1 3.85, 3.58, 0.853, 5.38
- 2 4.29, 4.229, 2.94, 2.492
- 3 1.667, 6.17, 1.676, 1.67
- 4 3.46, 3.446, 4.343, 4.334

Give the next five terms in each sequence.

- 5 0.993, 0.994, 0.995, 0.996, 0.997
- 6 0.8, 0.75, 0.7, 0.65, 0.6
- 7 1.111, 1.113, 1.115, 1.117, 1.119
- 8 0.465, 0.47, 0.475, 0.48, 0.485

9 Copy the line and locate the numbers.

0.95	0.975	0.935
0.985	0.92	0.96



C

Arrange these decimals in ascending order.

- 1 3.37, 3.77, 3.337, 3.377, 3.737
- 2 6.446, 6.66, 6.44, 6.664, 6.4
- 3 2.55, 2.225, 2.522, 2.25, 2.525
- 4 9.989, 9.898, 9.888, 9.99, 9.89

Give the next five terms in each sequence.

- 5 0.986, 0.988, 0.99, 0.992, 0.994
- 6 0.407, 0.406, 0.405, 0.404, 0.403
- 7 1.965, 1.97, 1.975, 1.98, 1.985
- 8 3.019, 3.016, 3.013, 3.01, 3.007

9 Copy the line and locate the numbers.

2.005	1.996	2.008
1.993	2.001	1.999



Answer

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A

1 $\frac{52}{100}$ 0.52

6 $\frac{9}{100}$ 0.09

11 $\frac{9}{10}$

16 9

2 $\frac{7}{10}$ 0.7

7 $3\frac{3}{4}$ 0.75

12 $\frac{5}{100}$

17 $\frac{6}{10}$

3 $\frac{38}{100}$ 0.38

8 $\frac{63}{100}$ 0.63

13 20

18 $\frac{9}{100}$

4 $\frac{1}{2}$ 0.5

9 $\frac{2}{100}$

14 $\frac{7}{10}$

19 8

5 $\frac{86}{100}$ 0.86

10 5

15 $\frac{3}{100}$

20 $\frac{4}{10}$

21 A 0.53

22 G 0.1

B 0.56

H 0.3

C 0.59

I 0.4

D 0.62

J 0.55

E 0.64

K 0.75

F 0.68

L 0.85

Page 67

B

1 4.635

6 0.725

11 $\frac{9}{1000}$

16 $\frac{9}{10}$

2 0.45

7 4.204

12 3

17 30

3 2.047

8 1.536

13 $\frac{7}{1000}$

18 $\frac{4}{1000}$

4 6.381

9 $\frac{6}{100}$

14 $\frac{6}{10}$

19 $\frac{3}{100}$

5 3.002

10 $\frac{3}{10}$

15 $\frac{5}{100}$

20 $\frac{6}{1000}$

21 M 0.681

22 Q 0.102

N 0.684

R 0.107

O 0.686

S 0.115

P 0.689

T 0.118

C

1 A 0.915	3 2.08	12 2.461	21 1.005
B 0.93	4 5.1	13 10.0	22 1.684
C 0.945	5 2.536	14 1.701	23 6.003
D 0.955	6 8.0	15 2.375	24 0.005
E 0.97	7 4.21	16 $\frac{8}{10}$	25 0.7
F 0.985	8 0.4	17 $\frac{9}{1000}$	26 0.008
2 G 9.993	9 8.01	18 $\frac{6}{100}$	27 0.1
H 9.996	10 6.105	19 5.118	28 0.27
I 9.998	11 3.001	20 1.719	
J 10.0			
K 10.005			
L 10.007			

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1 1	9 16	17 £17	25 £23
2 3	10 1	18 £3	26 £39
3 7	11 10	19 £3	27 £16
4 13	12 22	20 £8	28 £10
5 1	13 £4	21 £11	29 £16
6 18	14 £12	22 £7	30 £12
7 16	15 £5	23 £2	31 £34
8 3	16 £10	24 £15	32 £37

B

1 2 2.4	11 £4 £3.90	21 76
2 7 7.1	12 £5 £5.30	22 58
3 2 1.9	13 £9 £9.50	23 59
4 16 16.1	14 £15 £14.70	24 41
5 10 9.5	15 £1 £0.60	25 120
6 3 3.3	16 £2 £2.10	26 72
7 9 8.9	17 £7 £6.50	27 9
8 16 15.6	18 £3 £3.40	28 23
9 4 4.5	19 £9 £8.80	
10 1 0.8	20 £11 £11.20	

C

- | | | |
|--------------------|--------------------------|----------------|
| 1 0.26 0.3 | 11 6.74 kg 6.7 kg | 21 10.5 |
| 2 3.75 3.7 | 12 2.35 kg 2.4 kg | 22 7.2 |
| 3 1.45 1.5 | 13 0.92 kg 0.9 kg | 23 7.8 |
| 4 0.18 0.2 | 14 5.29 kg 5.3 kg | 24 4.3 |
| 5 7.82 7.8 | 15 1.59 kg 1.6 kg | 25 56.7 |
| 6 2.4 2.4 | 16 0.47 kg 0.5 kg | 26 42.3 |
| 7 0.04 0 | 17 3.07 kg 3.1 kg | 27 1.6 |
| 8 4.98 5.0 | 18 7.64 kg 7.6 kg | 28 1.3 |
| 9 8.51 8.5 | 19 0.96 kg 1.0 kg | |
| 10 5.66 5.7 | 20 4.13 kg 4.1 kg | |

*Page 69***A**

- | | | | |
|------------|-------------|----------------|----------------|
| 1 < | 6 > | 11 0.37 | 16 3.15 |
| 2 < | 7 > | 12 1.65 | 17 2.0 |
| 3 > | 8 < | 13 4.6 | 18 6.39 |
| 4 > | 9 < | 14 1.25 | 19 0.98 |
| 5 < | 10 < | 15 8.82 | 20 2.65 |

B

- | | | | |
|--------------------------------------|-------------|--------------------------------------|-----------------|
| 1 < | 6 < | 11 0.389 | 16 0.625 |
| 2 > | 7 > | 12 5.155 | 17 1.995 |
| 3 > | 8 < | 13 0.297 | 18 0.145 |
| 4 < | 9 > | 14 0.535 | |
| 5 > | 10 < | 15 0.846 | |
| 19 0.363, 0.366, 0.633, 0.636 | | 21 1.88, 1.89, 1.98, 1.99 | |
| 20 0.004, 0.044, 0.404, 0.444 | | 22 0.255, 0.257, 0.275, 0.277 | |
-

A

- | | |
|--------------------------------------|----------------------------------|
| 1 0-06, 0-07, 0-08, 0-09, 0-1 | 6 1-33, 1-35, 1-53, 3-15 |
| 2 0-98, 0-99, 1-0, 1-01, 1-02 | 7 5-16, 5-61, 6-51, 15-6 |
| 3 0-12, 0-14, 0-16, 0-18, 0-2 | 8 0-78, 0-87, 2-07, 2-78 |
| 4 0-3, 0-35, 0-4, 0-45, 0-5 | 9 7-22, 7-23, 7-32, 7-33 |
| 5 1-02, 1-0, 0-98, 0-96, 0-94 | 10 4-69, 4-96, 6-49, 6-94 |

B

- 1** 0-853, 3-58, 3-85, 5-38
- 2** 2-492, 2-94, 4-229, 4-29
- 3** 1-667, 1-67, 1-676, 6-17
- 4** 3-446, 3-46, 4-334, 4-343
- 5** 0-998, 0-999, 1-0, 1-001, 1-002
- 6** 0-55, 0-5, 0-45, 0-4, 0-35
- 7** 1-121, 1-123, 1-125, 1-127, 1-129
- 8** 0-49, 0-495, 0-5, 0-505, 0-51

C

- 1** 3-337, 3-37, 3-377, 3-737, 3-77
 - 2** 6-4, 6-44, 6-446, 6-66, 6-664
 - 3** 2-225, 2-25, 2-522, 2-525, 2-55
 - 4** 9-888, 9-89, 9-898, 9-989, 9-99
 - 5** 0-996, 0-998, 1-0, 1-002, 1-004
 - 6** 0-402, 0-401, 0-4, 0-399, 0-398
 - 7** 1-99, 1-995, 2-0, 2-005, 2-01
 - 8** 3-004, 3-001, 2-998, 2-995, 2-992
-

Reading

Planet Earth

Have you ever wondered why humans live on Earth and not the other planets in our Solar System? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Scientists call this the 'Goldilocks Zone' because everything is 'just right'...not too hot, not too cold. Its name is derived from the Old English word 'ertha' and the Anglo-Saxon word 'erda' which means ground or soil.

The Blue Planet

Earth, the third planet from the Sun after Mercury and Venus, is referred to as 'The Blue Planet' because of how it looks from space. This is due to the fact that over $\frac{2}{3}$ of the Earth's surface is covered in oceans and seas.



Did you know?

- Age: approx. 4.54 billion years
- Diameter: 13,000 km
- Distance to Sun: 150,000,000 km
- Surface Temperature: 15°C
- Highest point: Mount Everest 8.8 km
- Lowest point: Challenger Deep 10.9 km below sea level

I'm Spinning Around

The Earth spins on its axis once every 24 hours – that's what gives us day and night. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting the Sun, which takes 365 $\frac{1}{4}$ days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – so this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

Questions

1. What percentage of the air we breathe is not Oxygen?

2. What is the difference between the highest and lowest points on Earth?

3. How long does it take the Earth to spin once on its axis?

4. Will the Earth always spin at this speed? If not, how will it change?

5. How many planets are between us and the Sun and can you name them?

6. Why do we experience summer around one side of the Sun?

7. In the Fact File section the author has written 'approx.', what is the reason for the full stop in this word?

8. In the 'I'm Spinning Around' section, the author writes:

You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years'

Why does the author say we wouldn't notice?

9. Why do we need to add an extra day to our year every 4 years?

10. Which fact or piece of information has amazed you the most and why?



Answers

1. What percentage of the air we breathe is not Oxygen?
79%
 2. What is the difference between the highest and lowest points on Earth?
19.7km (10.9 + 8.8)
 3. How long does it take the Earth to spin once on its axis?
24 hours/1 day
 4. Will the Earth always spin at this speed? If not, how will it change?
No – it is slowing down
 5. How many planets are between us and the Sun and can you name them?
2 (Mercury and Venus)
 6. Why do we experience summer around one side of the Sun?
The Earth is tilted towards The Sun
 7. In the Fact File section the author has written 'approx.', what is the reason for the full stop in this word?
To abbreviate the word – full word: approximately
Discuss: why do this? Can you think of other examples?
 8. In the 'I'm Spinning Around' section, the author writes:
You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years'
Why does the author say we wouldn't notice?
Discuss: Because the decrease is happening so gradually/slowly
 9. Why do we need to add an extra day to our year every 4 years?
Due to the fact we have an extra $\frac{1}{4}$ day every year we orbit The Sun
 10. Which fact or piece of information has amazed you the most and why?
Open ended to discuss.
-

Humanities



Order	Event
	King Harold's army marched north to meet Hardrada and Tostig. They collected more soldiers on the way.
	300 longboats carried the Vikings to England
	On 25 September 1066 King Harold surprised Hardrada's troops as they rested near an old bridge at Stamford. The Battle of Stamford Bridge followed.
	As soon as they landed, the Vikings took York and much of the north of England.

Evaluate. How useful is this as a source to tell you about the battle?

Inference. What can you learn about battles in 1066?

Describe. What can you see?



Science

Ignore what it says about person A and B unless you have someone you can work with. You can be both the tour guide (writing) and the guest (drawing)

IMAGINEER ACTIVITY SHEET



You are about to take a tour through the forest or Wonderland. Try to bring it to life through vivid description and detailed art!



Tour Guide section

(Person A will be Tour Guide for the Forest. Person B will be Tour Guide for Wonderland.)

Once you have been a **Tour Guide**, write a vivid description of what you saw in this box. Add more detail. What could you smell, touch, taste and hear?

Guest section

(Person B will be Guest for the forest. Person A will be Guest for Wonderland.)

Once you have been a **Guest**, draw a sketch of the place you visited. Add as much detail as possible to bring it to life!