

Home Learning – Year 5 Christ Church Week Beginning 18<sup>th</sup> January 2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Divide 2 digits by 1 digit (2)' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</a> Follow up activity below	Follow the lesson called 'Divide 3 digits by 1 digit' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</a> Follow up activity below	Follow the lesson called 'Divide 4 digits by 1 digit' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</a> Follow up activity below	Follow the lesson called 'Divide with remainders' <a href="https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/">https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division/</a> Follow up activity below	Follow the lesson called 'Interpret Charts' <a href="https://whiterosemaths.com/homelearning/year-5/week-6-statistics/">https://whiterosemaths.com/homelearning/year-5/week-6-statistics/</a> Follow up activity below
X table s	<b>Remember:</b> 2x, 5x, 10x – <b>Bronze</b> 3x, 4x, 8x – <b>Silver</b> 6x, 7x, 9x, 11x, 12x – <b>Gold</b> <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> <a href="https://trockstars.com/">https://trockstars.com/</a>				
English	Watch Y5 English Lesson 1 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a> or access the lesson live on zoom following the invitation which has been sent to you. <b>Follow up activity and supporting resources below</b>	Watch Y5 English Lesson 2 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a> or access the lesson live on zoom following the invitation which has been sent to you. <b>Follow up activity and supporting resources below</b>	Watch Y5 English Lesson 3 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a> or access the lesson live on zoom following the invitation which has been sent to you. <b>Follow up activity and supporting resources below</b>	Watch Y5 English Lesson 4 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a> or access the lesson live on zoom following the invitation which has been sent to you. <b>Follow up activity and supporting resources below</b>	Watch Y5 English Lesson 5 on the school website: <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-5-learning/</a> or access the lesson live on zoom following the invitation which has been sent to you. <b>Follow up activity and supporting resources below</b>
SPAG	Weekly SPAG lesson can be found on the website and follow up resource is below				
Other Subjects	<p><b>RE</b> <b>Parables of Jesus</b></p> <p>After his Baptism, and then the 40 days he spent in the desert, Jesus began to gather together his disciples or special friends. Over the next three years, Jesus travelled from place to place performing miracles and telling stories, or parables, with important messages about how people should live their lives.</p> <p>Over the next few weeks, we will learn about some of the parables that Jesus told.</p> <p>One of the best known parables is The Good Samaritan. Watch the video and read the Bible text and notes below, then answer the questions.</p>	<p><b>History</b></p> <p>So far you've have learned about the plight of Victorian children in the workhouse or as child labourers for example as chimney sweeps. Life was very hard in this times.</p> <p>This week, you are going to listen to the story of Emily, who had an altogether different experience of growing up in Victorian times.</p> <p>Click on this <a href="#">link to listen</a> to some of her stories. You can listen to one or two or all the episodes available. If you find it easier you can also click on the written transcripts.</p> <ul style="list-style-type: none"> <li>• Emily comes from a wealthy family but her life is still very different from a child growing up in the 21<sup>st</sup> century.</li> <li>• As you listen, make a mind map of all the things in her life that are different to your own. Remember, you can pause or replay the audio if need be. Be as creative in your recording as you wish.</li> <li>• Emily also gives you some very personal opinions about how she feels about her life – especially about how she is treated because she is a girl!</li> </ul>	<p><b>Science</b></p> <p>What is a thermal insulator and conductor?</p> <ul style="list-style-type: none"> <li>• Draw a picture of the particles as they would be in ice, steam and water.</li> <li>• Revise how particles change watch this <a href="#">lesson here</a>.</li> <li>• Look at the graph and picture of cups in <b>Resource 1 session 3</b> Which cup kept the tea warmest for longest? Which material might the cup be made of? Explain your thinking.</li> <li>• Design a test: Teachers need to keep the tea in their mugs warm for longer. What would work best? What material would and would not be effective for this job? You must:                         <ul style="list-style-type: none"> <li>- describe your method,</li> <li>- what you would need,</li> <li>- what you would do,</li> <li>- how you would record,</li> <li>- what you would measure</li> </ul>                     How you could you be sure it was accurate?                 </li> </ul>	<p><b>Spanish</b></p> <p>Watch the Spanish video on the school website and be ready to take notes and play a game with Miss Aina, so get pen and paper!</p>	<p><b>Geography</b></p> <p>How do biomes vary?</p> <ul style="list-style-type: none"> <li>• Click on this <a href="#">link</a> (it may take a little while to load) to learn about different biomes in the Biome Viewer by turning the globe and selecting the coloured box to explain the conditions.</li> <li>• Find and investigate the following places (use the search tool in the Biome Viewer):                         <ul style="list-style-type: none"> <li>- <b>United Kingdom;</b></li> <li>- <b>Manaus in Brazil;</b></li> <li>- <b>Gobi in China / Mongolia;</b></li> <li>- <b>Nunavut in Canada;</b></li> <li>- <b>Livingstone in Zambia.</b></li> </ul>                     Write a paragraph about each. Present your learning however you choose (mind map, information report, poster...) Use the table below to compare similarities and differences between the 5 main biomes.                 </li> </ul>

		<p>What is a thermal insulator and conductor? What affect will a coat have on a human and an ice man?</p> <ul style="list-style-type: none"><li>• Look at the cartoon in Resource session 4. Who is right? Explain your thinking,</li><li>• Watch <a href="#">this clip</a> about insulators and conductors.</li><li>• Take the quiz at the bottom of this <a href="#">website</a> to test your knowledge of insulators and conductors.</li><li>• If we built two snowmen next to each other and put a winter's coat on one of them, which snowman would melt first? Make a prediction to an adult in your house, explaining the scientific reasons for your prediction.</li><li>• Look at the list of examples – <b>Resource Session 4</b></li><li>• Draw and explain 5 different examples of thermal insulators and conductors in your home or life experiences.</li><li>• Deepening: Visit <a href="#">this website</a> and ask an adult if you are able to conduct the experiment described using ice cubes and materials from your home</li></ul>		
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## Divide 2-digits by 1-digit (2)

1 Whitney is working out  $49 \div 4$  using a place value chart.

Tens	Ones

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

b) Why is there one counter left over?

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c) Complete the division.

$$49 \div 4 = \square$$

d) Use place value counters to complete the divisions.

$$50 \div 4 = \square$$

$$51 \div 4 = \square$$

What do you notice?

2 Complete the divisions.

a)  $47 \div 3 = \square$

e)  $49 \div 6 = \square$

b)  $26 \div 5 = \square$

f)  $47 \div 4 = \square$

c)  $89 \div 4 = \square$

g)  $74 \div 3 = \square$

d)  $32 \div 5 = \square$

h)  $81 \div 7 = \square$

3 Complete the divisions.

a)  $36 \div 4 = \square$

c)  $45 \div 3 = \square$

$$37 \div 4 = \square$$

$$46 \div 3 = \square$$

$$38 \div 4 = \square$$

$$47 \div 3 = \square$$

$$39 \div 4 = \square$$

$$48 \div 3 = \square$$

$$40 \div 4 = \square$$

$$49 \div 3 = \square$$

b)  $70 \div 5 = \square$

d)  $92 \div 4 = \square$

$$71 \div 5 = \square$$

$$91 \div 4 = \square$$

$$72 \div 5 = \square$$

$$90 \div 4 = \square$$

$$73 \div 5 = \square$$

$$89 \div 4 = \square$$

$$74 \div 5 = \square$$

$$88 \div 4 = \square$$



- 4 Dora has been working out some divisions.

$$\begin{aligned}72 \div 4 &= 18 \\73 \div 4 &= 18 \text{ r}1 \\74 \div 4 &= 18 \text{ r}2 \\75 \div 4 &= 18 \text{ r}3\end{aligned}$$



I know without working it out that  $76 \div 4$  must be 18 r4

- a) Why does Dora think this?

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- b) Explain why Dora is wrong.

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- 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.

$$\square \div \square = \square \text{ r} \square$$

- 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?

Daffodils  Tulips  Crocuses

How many of each bulb will be left over?

Daffodils  Tulips  Crocuses

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

## Divide 3-digits by 1-digit

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

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

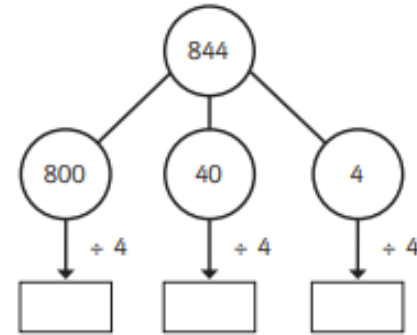
- a) Talk about Jack's method with a partner.  
 b) Complete the division.

$$844 \div 4 = \square$$

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

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

3 Eva is working out  $844 \div 4$  using a part-whole model.

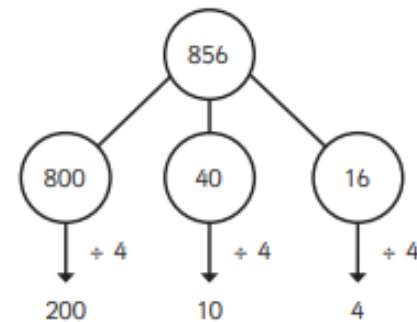


Complete Eva's method.

$$844 \div 4 = \square$$

4 A ball of string is 848 cm long.  
 It is cut into 4 equal pieces.  
 What is the length of one piece of string?

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



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

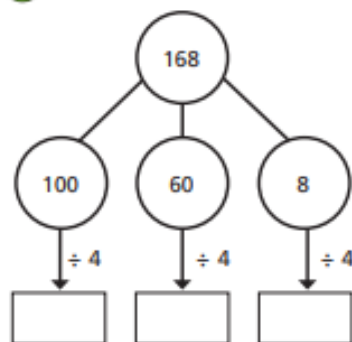
a)  $585 \div 5 = \square$

c)  $648 \div 4 = \square$

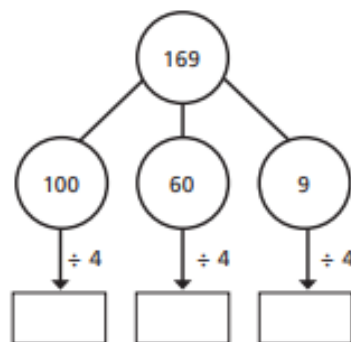
b)  $672 \div 6 = \square$

d)  $847 \div 7 = \square$

6 Complete the part-whole models and divisions.



$168 \div 4 = \square$



$169 \div 4 = \square$

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

Talk about it with a partner.

7 Complete the divisions.

a)  $258 \div 6 = \square$

c)  $864 \div 4 = \square$

b)  $623 \div 5 = \square$

d)  $824 \div 3 = \square$



8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

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

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

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

Explain your answer.

9 Use 15 counters and a place value chart.

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

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

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

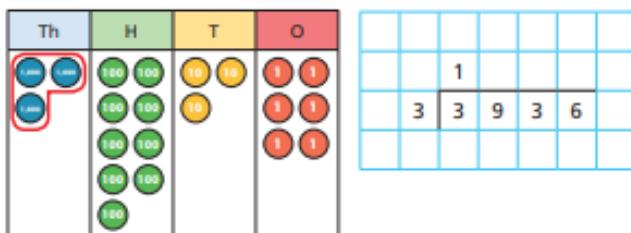
What do you notice? Talk about your findings with a partner.



# Divide 4-digits by 1-digit

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

The first step has been done for you.



There is  group of 3 thousands.

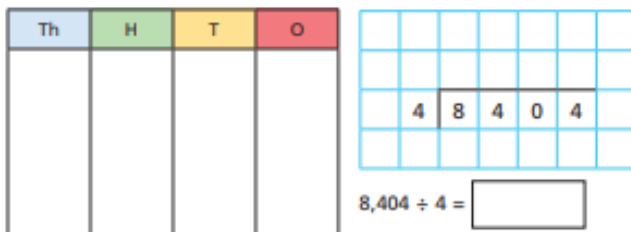
There are  groups of 3 hundreds.

There is  group of 3 tens.

There are  groups of 3 ones.

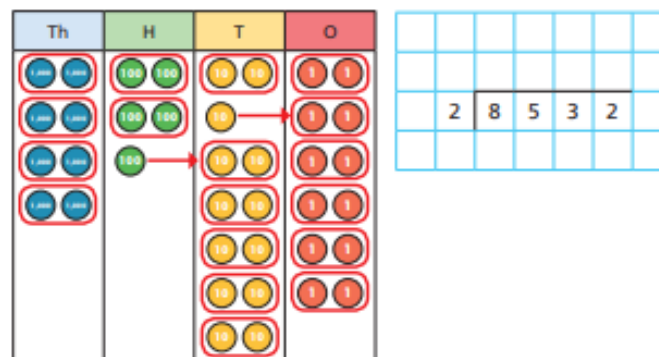
$3,936 \div 3 =$

- b) Use the place value chart to work out  $8,404 \div 4$

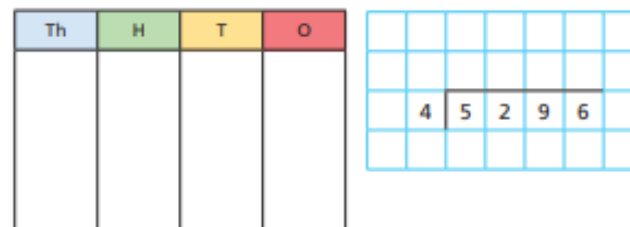


- 2 Use the place value charts to work out the divisions.

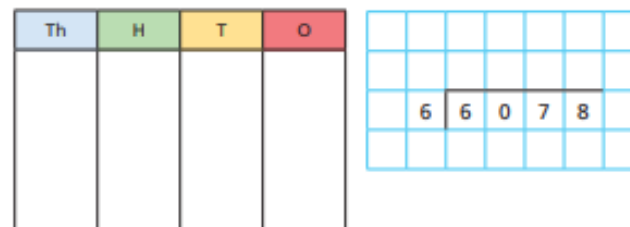
a)  $8,532 \div 2 =$



b)  $5,296 \div 4 =$



c)  $6,078 \div 6 =$



3 Complete the divisions.

a)

	5	3	5	6	0	

d)

	6	9	7	8	6	

b)

	9	2	7	3	6	

e)

	3	4	6	8	3	

c)

	4	6	5	2	4	

f)

	1	2	0	7	9	

Could you have calculated the answer to part f) more efficiently?

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

9,415						
$a$	$a$	$a$	$a$	$a$	$a$	$a$

$a =$

$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$
5,328							

$b =$

120	120	120	120
$c$	$c$	$c$	$c$

$c =$

5 Find the missing digits.




a)

		2	2		1
		8	9	6	

b)

		3		6	
		6	5		4

6 Books are available to buy in three different deals.

Deal A	Deal B	Deal C
		
£12.99	£38.16	£25.60

Which is the best deal?

Show your workings.

\_\_\_\_\_



# 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	100 100	10 10	1 1
3	100 100	10	1 1
	100 100		1 1
	100 100		1 1
	100		

		1			
3	3	9	3	8	

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                    |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |




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?

## Interpret charts

- 1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key  = 2 ice creams

- a) How many vanilla ice creams were sold?

b)



The shop sold  
6 chocolate ice creams.

What mistake has Annie made?

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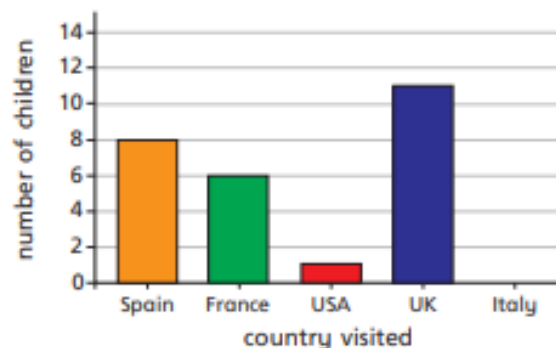


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- c) How many chocolate ice creams were sold?
- d) How many strawberry ice creams were sold?
- e) Seven mint choc ice creams were sold.  
Complete the pictogram to show this.



- 2 The bar chart shows the number of children who went on holiday to some different countries.




- a) Complete the table using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

- b) Complete the pictogram using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

Key  = 4 children





3



Chart A

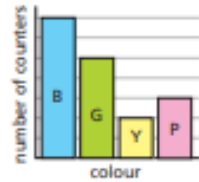


Chart B

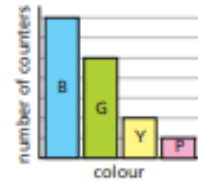
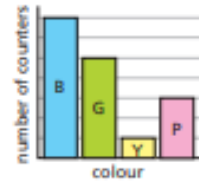


Chart C



Which chart best represents the picture? \_\_\_\_\_

Talk to a partner about the reasons for your choice.

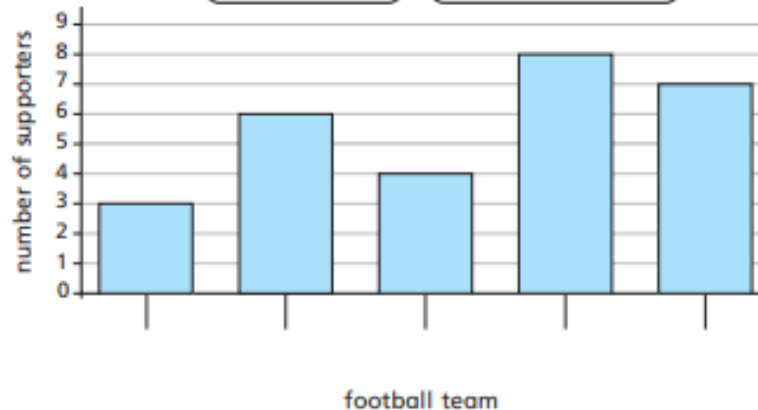
4

Use the clues to label the bar chart.

- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- More people support Halifax Town than support any other team.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.

Bradford City      Huddersfield Town      Halifax Town

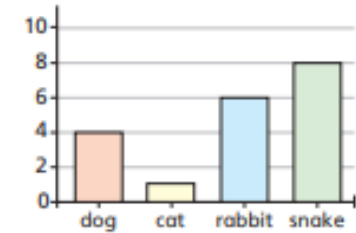
Leeds United      Manchester United



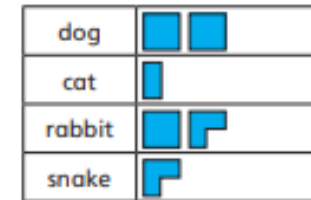
5

Four classes of children were asked what their favourite animals are. Match the tables to the charts.

Class A	
dog	8
cat	2
rabbit	7
snake	12

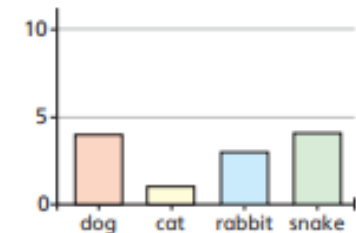


Class B	
dog	4
cat	1
rabbit	3
snake	4



Key = 4 children

Class C	
dog	4
cat	1
rabbit	6
snake	8



Class D	
dog	8
cat	2
rabbit	7
snake	3



Key = 4 children



## Divide 2-digits by 1-digit (2)



- 1 Whitney is working out  $49 \div 4$  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?

It is a remainder.

- c) Complete the division.

$$49 \div 4 = 12 \text{ r } 1$$

- d) Use place value counters to complete the divisions.

$$50 \div 4 = 12 \text{ r } 2$$

$$51 \div 4 = 12 \text{ r } 3$$

What do you notice?

- 2 Complete the divisions.

$$\text{a) } 47 \div 3 = 15 \text{ r } 2$$

$$\text{e) } 49 \div 6 = 8 \text{ r } 1$$

$$\text{b) } 26 \div 5 = 5 \text{ r } 1$$

$$\text{f) } 47 \div 4 = 11 \text{ r } 3$$

$$\text{c) } 89 \div 4 = 22 \text{ r } 1$$

$$\text{g) } 74 \div 3 = 24 \text{ r } 2$$

$$\text{d) } 32 \div 5 = 6 \text{ r } 2$$

$$\text{h) } 81 \div 7 = 11 \text{ r } 4$$

- 3 Complete the divisions.

$$\text{a) } 36 \div 4 = 9$$

$$\text{c) } 45 \div 3 = 15$$

$$37 \div 4 = 9 \text{ r } 1$$

$$46 \div 3 = 15 \text{ r } 1$$

$$38 \div 4 = 9 \text{ r } 2$$

$$47 \div 3 = 15 \text{ r } 2$$

$$39 \div 4 = 9 \text{ r } 3$$

$$48 \div 3 = 16$$

$$40 \div 4 = 10$$

$$49 \div 3 = 16 \text{ r } 1$$

$$\text{b) } 70 \div 5 = 14$$

$$\text{d) } 92 \div 4 = 23$$

$$71 \div 5 = 14 \text{ r } 1$$

$$91 \div 4 = 22 \text{ r } 3$$

$$72 \div 5 = 14 \text{ r } 2$$

$$90 \div 4 = 22 \text{ r } 2$$

$$73 \div 5 = 14 \text{ r } 3$$

$$89 \div 4 = 22 \text{ r } 1$$

$$74 \div 5 = 14 \text{ r } 4$$

$$88 \div 4 = 22$$



- 4 Dora has been working out some divisions.

$$\begin{array}{l} 72 \div 4 = 18 \\ 73 \div 4 = 18 \text{ r}1 \\ 74 \div 4 = 18 \text{ r}2 \\ 75 \div 4 = 18 \text{ r}3 \end{array}$$



I know without working it out that  $76 \div 4$  must be  $18 \text{ r}4$

- a) Why does Dora think this?

She has spotted a pattern.

- b) Explain why Dora is wrong.

You can't have a remainder of 4 when dividing by 4

- 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.

$$75 \div 6 = 12 \text{ r} 3$$

- 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?

Daffodils  Tulips  Crocuses

How many of each bulb will be left over?

Daffodils  Tulips  Crocuses

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

# Divide 3-digits by 1-digit

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

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

- Talk about Jack's method with a partner.
- Complete the division.

$$844 \div 4 = \boxed{211}$$

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

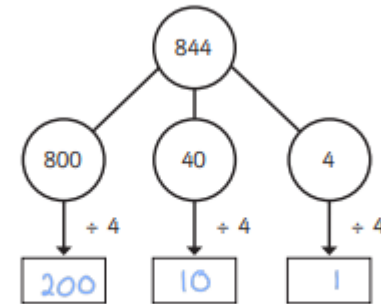
a)  $525 \div 5 = \boxed{105}$

c)  $840 \div 8 = \boxed{105}$

b)  $636 \div 6 = \boxed{106}$

d)  $903 \div 3 = \boxed{301}$

3 Eva is working out  $844 \div 4$  using a part-whole model.



Complete Eva's method.

$$844 \div 4 = \boxed{211}$$

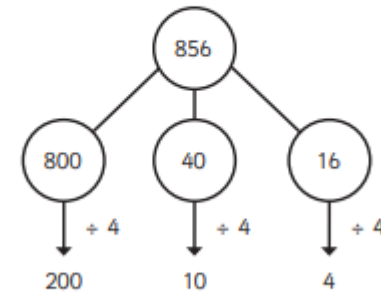
4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

$$\boxed{212\text{cm}}$$

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



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

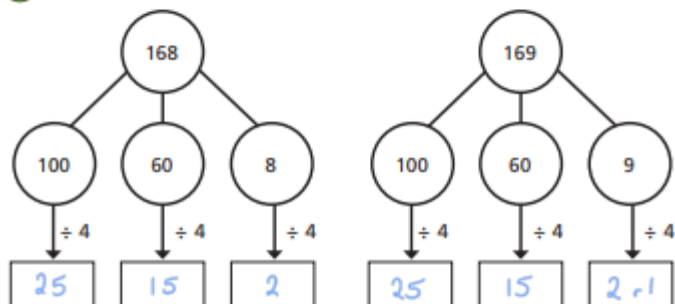
a)  $585 \div 5 =$

c)  $648 \div 4 =$

b)  $672 \div 6 =$

d)  $847 \div 7 =$

6 Complete the part-whole models and divisions.



$168 \div 4 =$

$169 \div 4 =$

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

Talk about it with a partner.

7 Complete the divisions.

a)  $258 \div 6 =$

c)  $864 \div 4 =$

b)  $623 \div 5 =$

d)  $824 \div 3 =$



8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

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

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

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

Yes

Explain your answer. *839 pieces each 1 cm long.*

9 Use 15 counters and a place value chart.

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

yes

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

no

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

no

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

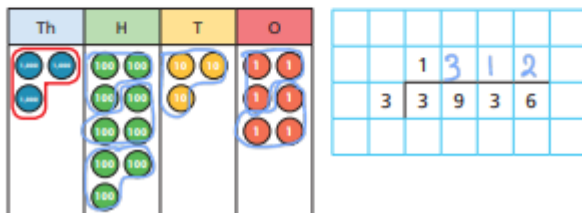




# Divide 4-digits by 1-digit

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

The first step has been done for you.



There is  group of 3 thousands.

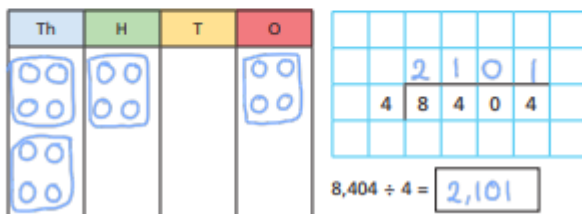
There are  groups of 3 hundreds.

There is  group of 3 tens.

There are  groups of 3 ones.

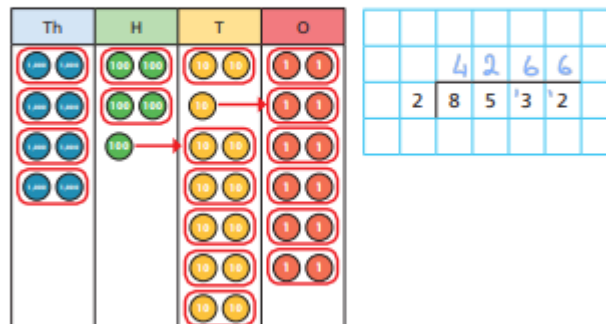
$$3,936 \div 3 = \boxed{1,312}$$

- b) Use the place value chart to work out  $8,404 \div 4$

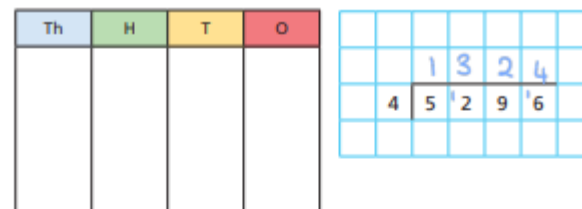


- 2 Use the place value charts to work out the divisions.

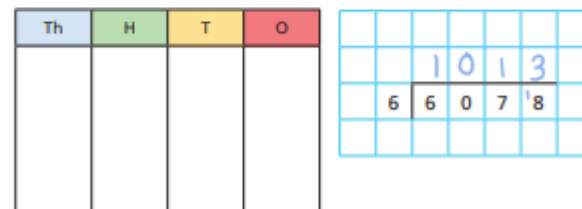
a)  $8,532 \div 2 = \boxed{4,266}$



b)  $5,296 \div 4 = \boxed{1,324}$



c)  $6,078 \div 6 = \boxed{1,013}$



3 Complete the divisions.

a)

		0	7	1	2		
5	3	3	5	6	0		

d)

		1	6	3	1		
6	9	7	8	6			

b)

		0	3	0	4		
9	2	7	3	6			

e)

		1	5	6	1		
3	4	6	8	3			

c)

		1	6	3	1		
4	6	5	2	4			

f)

		2	0	7	9		
1	2	0	7	9			

Could you have calculated the answer to part f) more efficiently?

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

9,415						
$a$	$a$	$a$	$a$	$a$	$a$	$a$

$a = 1,345$

$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$
5,328							

$b = 666$

120	120	120	120
$c$	$c$	$c$	$c$

$c = 80$

5 Find the missing digits.




a)

		2	2	4	1
	4	8	9	6	4

b)

		3	2	6	2
	2	6	5	2	4

6 Books are available to buy in three different deals.

Deal A	Deal B	Deal C
		
£12.99	£38.16	£25.60

Which is the best deal?

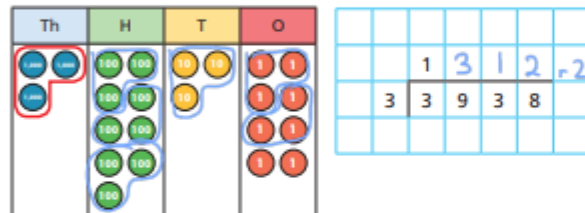
Show your workings.

Deal B

# 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.



There is  group of 3 thousands.

There are  groups of 3 hundreds.

There is  group of 3 tens.

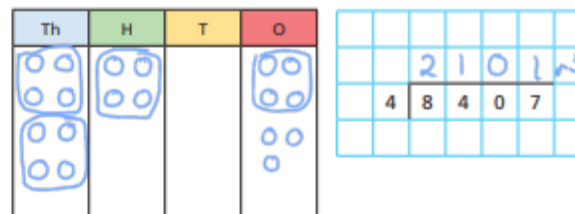
There are  groups of 3 ones.

There are  ones left over.

$3,938 \div 3 =$  remainder



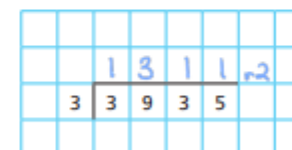
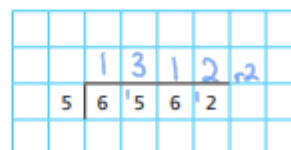
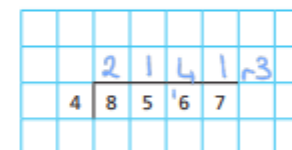
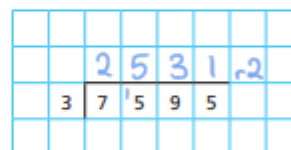
- b) Use place value counters to work out  $8,407 \div 4$



$8,407 \div 4 =$  remainder

- 2 a) Complete the divisions.

Use place value counters to help you.



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

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? Yes

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? No

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?

135

- 7



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

Eg.  $325 \div 4 = 81 \text{ r}1$

- 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?

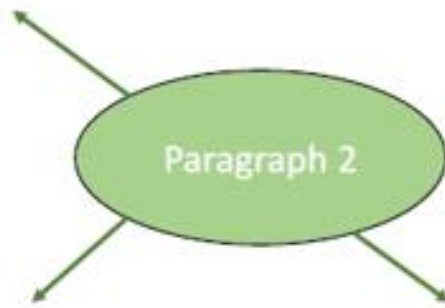
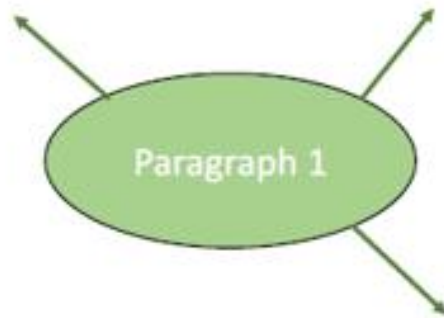
Y4 – Summer – Block 4 – Step 1 – Interpret charts Answers

Y4 – Summer – Block 4 – Step 1 – Interpret charts Answers (continued)

Question	Answer										
5	<table border="1"> <thead> <tr> <th colspan="2">Class A</th> </tr> </thead> <tbody> <tr><td>dog</td><td>8</td></tr> <tr><td>cat</td><td>2</td></tr> <tr><td>rabbit</td><td>7</td></tr> <tr><td>snake</td><td>12</td></tr> </tbody> </table>	Class A		dog	8	cat	2	rabbit	7	snake	12
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rabbit	7										
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Class B											
dog	4										
cat	1										
rabbit	3										
snake	4										
<table border="1"> <thead> <tr> <th colspan="2">Class C</th> </tr> </thead> <tbody> <tr><td>dog</td><td>4</td></tr> <tr><td>cat</td><td>1</td></tr> <tr><td>rabbit</td><td>6</td></tr> <tr><td>snake</td><td>8</td></tr> </tbody> </table>	Class C		dog	4	cat	1	rabbit	6	snake	8	
Class C											
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cat	1										
rabbit	6										
snake	8										
<table border="1"> <thead> <tr> <th colspan="2">Class D</th> </tr> </thead> <tbody> <tr><td>dog</td><td>8</td></tr> <tr><td>cat</td><td>2</td></tr> <tr><td>rabbit</td><td>7</td></tr> <tr><td>snake</td><td>3</td></tr> </tbody> </table> <p>Key:  = 4 children</p>	Class D		dog	8	cat	2	rabbit	7	snake	3	
Class D											
dog	8										
cat	2										
rabbit	7										
snake	3										

Question	Answer																								
1	<p>a) 8 b) She has counted the number of pictures of ice creams on the pictogram, but each picture represents 2 ice creams. c) 12 d) 3 e)</p> <table border="1"> <thead> <tr> <th>Ice cream flavour</th> <th>Number of ice creams sold</th> </tr> </thead> <tbody> <tr> <td>vanilla</td> <td></td> </tr> <tr> <td>chocolate</td> <td></td> </tr> <tr> <td>strawberry</td> <td></td> </tr> <tr> <td>mint choc</td> <td></td> </tr> </tbody> </table>	Ice cream flavour	Number of ice creams sold	vanilla		chocolate		strawberry		mint choc															
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2	<p>a)</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Number of children visiting</th> </tr> </thead> <tbody> <tr><td>Spain</td><td>8</td></tr> <tr><td>France</td><td>6</td></tr> <tr><td>USA</td><td>1</td></tr> <tr><td>UK</td><td>11</td></tr> <tr><td>Italy</td><td>0</td></tr> </tbody> </table> <p>b)</p> <table border="1"> <thead> <tr> <th>Country</th> <th>Number of children visiting</th> </tr> </thead> <tbody> <tr><td>Spain</td><td></td></tr> <tr><td>France</td><td></td></tr> <tr><td>USA</td><td></td></tr> <tr><td>UK</td><td></td></tr> <tr><td>Italy</td><td></td></tr> </tbody> </table>	Country	Number of children visiting	Spain	8	France	6	USA	1	UK	11	Italy	0	Country	Number of children visiting	Spain		France		USA		UK		Italy	
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3	<p>chart C</p> <p>There are 14 blue, 10 green, 2 yellow and 6 pink. If each division on the vertical axis is equal to 2 counters, then the columns in chart C show these numbers.</p>																								
4	<p>number of supporters</p> <p>Leeds United Manchester United Huddersfield Town Halifax Town Bradford City</p>																								

# English Resource

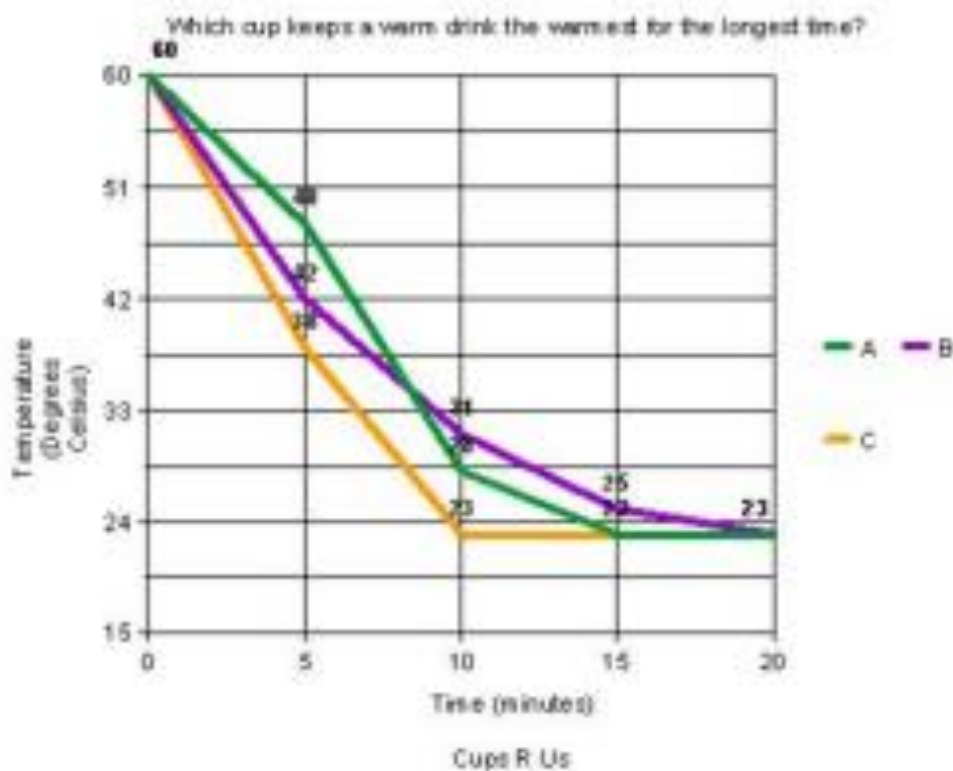


# Science

## Session 3

### Resource 1

Which cup do you think is A, B or C in the picture?



How will you know  
Which containers will  
keep  
the water warm

Polystyrene cup    Metal mug    Pottery mug    Plastic mug

Clue

Paper cup



## Session 4

Who do you think is right? Why?



### Examples of thermal insulators and conductors at home

- A radiator is a good example of conduction. Anything placed on the radiator, like an article of clothing, will become warm.
- Hot food will heat a stoneware or porcelain plate for a time
- If you are cold and someone holds you to warm you, the heat is being conducted from their body to yours.
- Heat will transfer from a hot burner on the stove into a pot or pan.
- A metal spoon becomes hot from the boiling water inside the pot.
- Chocolate in your hand will eventually melt as heat is conducted from your hand to the chocolate.
- If you touch a hot stove, heat will be conducted to your finger and your skin will burn.
- Sand can conduct heat. Walking on the beach on a hot summer day will warm your feet.
- Light bulbs give off heat and if you touch one that is on, your hand will get burned.



## Geography

Session 2: use this table to compare the locations and their biomes

Location	Biome	Climate Zone	Maximum Temperature	Minimum Temperature	Maximum Rainfall	What types of trees / plants are found?	What types of animals are found?
UK							
Manaus, Brazil							
Gobi, China / Mongolia							
Nunavut in Canada:							
Livingstone in Zambia							

## **RE: The Parables of Jesus – The Good Samaritan**

Watch the video <https://www.youtube.com/watch/53Pqw20xK10> and read the story in the Bible: **Luke 10: 25-37**

**Read the notes below and then answer the questions:**

Jesus is asked a question “Who is my neighbour?” – that is, whom am I responsible for? He does not give a direct answer – he tells a story. The journey from Jerusalem to Jericho was a dangerous one in his day. It is 17 miles long and descends 3,300 feet. Perhaps the story Jesus tells is based on something that actually happened – or perhaps he is referring to the current fear that if you went down this road, then you were quite likely to get attacked and robbed.

The man who was attacked was left for dead. The priest first walks by on the other side... There might be two reasons for this: 1. He might have been afraid that this might be a trap and he could get attacked. Or 2. He might have been worried that the man was dead and that he would become unclean by touching the man. Or there is a third possibility – he was just too busy to stop. The second man to come by was a Levite, who again might not have wanted to touch something he regarded as unclean.

Finally, a Samaritan turns up. Now Jews saw Samaritans as their enemies, likely to want to trick them. Perhaps Jesus’ audience might have thought that the man who had been attacked would be murdered by this third person. Not a bit of it – this man deals with the man’s wounds, takes him to a safe place and agrees to pay his upkeep at the inn.

### **1. What do you think the hidden meaning in the story is?**

Parables were stories with a hidden meaning that Jesus told to make a point. The end of the story shows Jesus explaining the meaning of the story. Read it below.

‘What do you think?’ Jesus asked. ‘Which of the three was a neighbour to the man attacked by robbers?’ ‘The one who treated him kindly,’ the man replied. Jesus said, ‘Go and do the same.’

After you have read the end of the story answer these questions:

- 2. Why do you think Jesus told this story?**
- 3. How might people have been behaving for Jesus to need to tell this story?**
- 4. What did Jesus mean when he said: ‘Go and do the same’?**
- 5. Draw a chart or mind map, or make a list, of the qualities you need to be a true friend to someone.**

## SPAG

# COMMAS

We use commas:

1. To separate items in a list
2. To separate extra information embedded in the middle of a sentence, instead of dashes or brackets
3. To separate clauses joined by FANBOYS (for, and, nor, but, or, yet, so)
4. To punctuate direct speech
5. After extra information is added at the start of a sentence (a fronted adverbial or a subordinate clause)
6. To separate the name or title of someone who is being directly addressed
7. To separate a question from a statement
8. To make sentences **easier to read** and **the meaning clear**

Time to eat, children.

Time to eat children.

**Repair the sentences by putting commas in the correct places.**

1. The wrapping paper had blue white red and yellow stripes. (Hint: 2 commas)
2. The Shard the tallest building in Britain is located in London. (Hint: 2 commas)
3. The candle was burning brightly but I could see it was about to go out. (Hint: 1 comma)
4. Thomas smiled warmly and said “Good afternoon”. (Hint: 1 comma)
5. Dramatically the song finished with a bang. (Hint: 1 comma)

**Extension: Complete the following tasks:** (Don't forget the commas!)

6. Write a list of five things you would need to camp out for the night. Write your list as a sentence.
7. Add some extra information to this sentence using an embedded clause. (Hint: Add some information about Laura.)

**Laura walked to school.**

8. Finish this sentence:

**Skye frowned and said**