

Reading

Day 1: Fidget Spinners

1. What materials might fidget spinners be made from? Choose 2.

Any two from: stainless steel, brass, ceramics, titanium, copper and plastic.

2. What does using different materials change?

The vibration and the length of time that the toys spin

3. Choose a more suitable subheading than 'How to use a fidget spinner'. Tick One.

Spinning a Fidget Spinner Instructions
Recipe Method

4. Match up the sentences

To make it spin, flick	as if you are picking it up.
Hold the spinner	one of the outside branches.
Flick the spinner	with your middle finger.

5. Which word closely matches the meaning of 'created'? Tick one

Found Invented Sewed Fixed

6. Why did Catherine Hettinger make the fidget spinner?

Catherine Hettinger made the fidget spinner because she was ill and was looking after her daughter.
She made the toy for her daughter.

7. What does the fidget spinner help some children with?

Accept any of the following points:

- The fidget spinner helps some children with their concentration or calm down.
- They can help people lower their stress levels by 'zoning out' and clearing their mind

8. Why have some schools banned fidget spinners?

Accept any of the following points:

- The fidget spinner has been banned as they are a distraction to other pupils
- They can negatively affect learning
- They can be a danger to others.

Day 2: The Decider – Vocabulary Questions

1. What is a pose?

A position that somebody is holding

2. What does 'Shadows engulfed him' mean?

He was swallowed by the shadows/they covered him completely

3. Find a word that has a definition closes to 'trying to avoid or not be found'

Evading

4. Which word tells you how Professor Amazing shook Doctor Magnetor's hand?

Firmly

5. What does the word 'cautiously' tell you about how they felt as they approached each other?

They didn't trust each other not to do something

Day 3: The Decider – VIPERS Questions

1. **I** – Why does the purple man talk through gritted teeth near the beginning?
He is holding on to the ledge tightly
2. **R** – What did Doctor Magnetor grab hold of?
An angry bat
3. **S** – What did Docor Magnetor do after he raced towards Professor Amazing?
He bumped his head on the wall
4. **I** – How do you think they settled their argument?
Rock, paper, scissors
5. **P** – Write the next paragraph in the story. Think about what might happen.
Any suitable prediction that links back to the game.

Day 5: A storm is brewing

Answers



1. Find and copy an adverb from the text which means the same as 'quickly'.

Accept: swiftly and suddenly.



2. How long had Dale had Patch?

Accept: three days.



3. What do you think Dale and Patch did next?

Accept any reasonable prediction which involves them continuing to play or remaining inside due to the storm. Also accept responses about Dale or Mum acting scared.



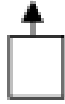
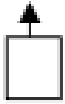
4. How does the author show the reader that Patch is not really bothered about the thunderstorm?

Accept answers which relate to the fact that he only sauntered inside and that he stopped occasionally on the way – he wasn't hurrying.

SPAG

I would like a unicorn, please.

Tia moaned, Can't I have a shower later?



Sentence	Present perfect	Simple past tense
We have spoken to you three times.	✓	
We spoke to you three times.		✓

Yesterday, I happily walked to school.

Maths

18.05.20 – Multiplication

Starter – 12, 36

1) $28 \times 3 = 84$

$$\begin{array}{r} 28 \\ \times 3 \\ \hline 24 \text{ (3 x 8)} \\ 60 \text{ (3 x 20)} \\ \hline 84 \text{ (24 + 60)} \end{array}$$

$17 \times 5 = 85$

$$\begin{array}{r} 17 \\ \times 5 \\ \hline 35 \text{ (5 x 7)} \\ 50 \text{ (5 x 10)} \\ \hline 85 \text{ (35 + 50)} \end{array}$$

2a) $21 + 21 + 21 + 21 = 84$

2b) $33 + 33 + 33 = 99$

3a) $43 \times 4 = 172$

3b) $27 \times 5 = 135$

3c) $62 \times 6 = 372$

4) Edward knows that $2 \times 3 = 6$ and $2 \times 40 = 20$. He has not used his knowledge of place value correctly. The 8 digit should be in the tens column and the 0 column in the ones column. The answer should be 86.

5a) $8 \times 2 = 8 + 8$ Tick

5b) $3 \times 10 = 3 + 3 + 3$ Cross

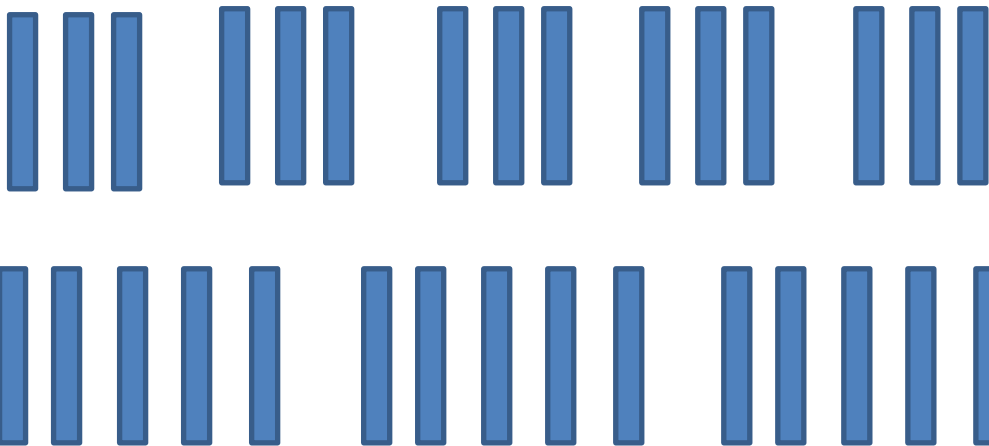
5c) $5 \times 4 = 5 + 5 + 5 + 5$ Tick

6a) $4 \times 7 = 28$

$150 - 28 = 122$

6b) $5 \times 18 = 90$

7) True – Could use Base-10 to prove (Same amount of sticks needed)



19.05.20 – Subtraction

Starter

- 243 343 443
 501 601 701
 879 979 1079

1) $33 \rightarrow 43$
 $0 \rightarrow 10$

2a) $526 - 78 = 448$

$$\begin{array}{r} 4 \ 11 \ 16 \\ \cancel{5} \ \cancel{2} \ \cancel{6} \\ - \ 7 \ 8 \\ \hline 4 \ 4 \ 8 \end{array}$$

2b) $332 - 69 = 263$

$$\begin{array}{r} 2 \ 12 \ 12 \\ \cancel{3} \ \cancel{3} \ \cancel{2} \\ - \ 6 \ 9 \\ \hline 2 \ 6 \ 3 \end{array}$$

3a) $349 - 29 = 320$

3b) $785 - 83 = 702$

3c) $523 - 68 = 455$

4a) $500 - 125 = 375$ (do $500 - 375$ to find the answer)

4b) $61 - 27 = 34$ (children should realise $1 - ?$ cannot equal 4 so it must be $11 - ? = 4$ which is 7. They should then realise $5 - 2 = 3$ but the ten from 11 needs to have come from the tens column so it must be 61.)

5a) Harriet – 12 seconds

Kai – 7 seconds

Amora – 10 seconds

5b) Jack paid £1.95

Matilda paid £2.75

Matilda paid 80p more than Jack

5c) $32 - 9 = 23$

5d) $70 - 42 = 28$

6a) $4,289 + 355 = 4,644$

$6,000 - 4,644 = 1,356$

6b) $5,895 + 1,344 = 7,239$

$8,848 - 7,239 = 1,609$

20.05.20 – Fractions

Starter

a) 24, 28

b) 8, 16, 24, 32, 40, 48, 56, 64, 72, 80, 88, 96

c) 1,000

d) 1,121

1a) $\frac{5}{8}$

1b) $\frac{8}{9}$

1c) $\frac{6}{7}$

2a) $\frac{5}{6}$ (any other fraction with a larger numerator than 5)

2b) $\frac{3}{6}$ (any other fraction with a smaller numerator than 3)

2c) $\frac{6}{9}$ (any other fraction with a larger numerator than 6)

2d) $\frac{4}{9}$ (any other fraction with a smaller numerator than 4)

2e) $\frac{3}{4}$ (any other fraction with a bigger numerator than 2)

2f) $\frac{1}{4}$ (any other fraction with a smaller number than 1)

3a) $33 \div 3 = 11$

$11 \times 1 = 11$

3b) $85 \div 5 = 7$

$7 \times 1 = 7$

3c) $27 \div 3 = 9$

$9 \times 1 = 9$

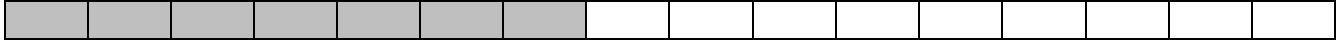
3d) $45 \div 5 = 9$

$9 \times 1 = 9$

4a) 5 boxes coloured



4b) 7 boxes coloured



5a) $\frac{3}{10} > \frac{2}{10}$

5b) $\frac{6}{8} > \frac{4}{8}$

6) The last set

7) $\frac{8}{8} - \frac{1}{8} - \frac{4}{8} = \frac{3}{8}$ (example diagram)



21.05.20 – Addition

Starter

- a) 32
- b) 535
- c) 35
- d) $\frac{1}{10}$

1) You should be able to work it out in your head

$5 + 5 = 10$

$60 + 20 = 80$

$80 + 10 = 90p$

2) 57

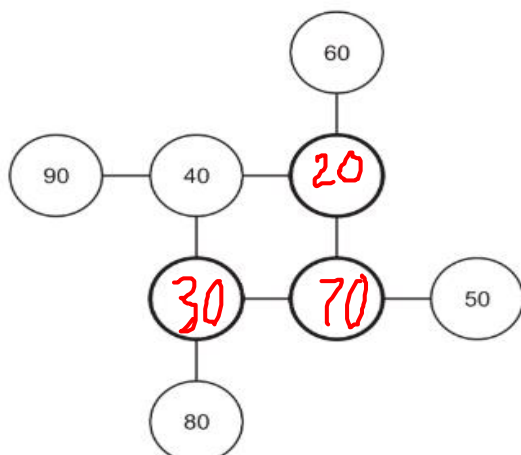
3) $3 + 6 = 9$ or $9 + 3 = 12$ or $12 + 6 = 18$

4) Many options (e.g. $8 + 3 + 9$)

5a)

30	40	10
30		50
20	40	20

5b)



6a) 68 82 96 110 124 138 152
6b) 570 610 650 690 730

7a) $130 + 215 + 106 = 451\text{km}$

7b) 110km (6 rounds up)

22.05.20 – Division

Starter

a) 360

b) 102

c) 256

1) Rebecca

Stickers $28 \div 5$

5 in a bag

3 left over

Sweets $44 \div 5$

8 in a bag

4 left over

Felt tips $32 \div 5$

6 in a bag

2 left over

Marbles $56 \div 5$

11 in a bag

1 left over

Party hats $5 \div 2 = 2 \text{ r } 1$

Need 3 packs

1 left over

Party poppers $8 \div 5 = 1 \text{ r } 3$

Need 1 pack

3 left over

Party hats would have the fewest left over

2) Henry

Drinks $14 \div 2 = 7$

7 packs (14 drinks)

0 left over

Biscuits

2 packs needed (16 biscuits)

2 left over

Cakes

4 packs needed (16 cakes)

2 left over

Paper cups
2 packs needed (24 cups)
10 left over

Notebook
Option 1:
7 packs needed (14 notebooks)
£28 cost (7 x £4)

Option 2:
14 needed (14 notebooks)
£28 cost (14 x £2)

Option 3:
5 packs needed (15 notebooks)
£30 cost (5 x £6)

3) Cameron
Building Bricks
 $29 \div 3 = 9 \text{ r } 2$
He could buy 9 boxes

Cars
 $29 \div 5 = 5 \text{ r } 4$
He could buy 4 cars

Footballs
 $29 \div 10 = 2 \text{ r } 9$
He could buy 2 footballs

Building Bricks
 $9 \times £3 = £27$
£2 change

Cars
 $4 \times £5 = £20$
£9 change

Footballs
 $2 \times £10 = £20$
£9 change

He should buy the footballs or cars to get the have the most money left over
He should buy to building bricks to have the least amount of money left over