







## Year 5: Remote Learning Schedule

W/C 22 <sup>nd</sup> February	Monday	Tuesday	Wednesday	Thursday	Friday		
<b>Maths</b> (approx. 45 mins per lesson) <b>This week our focus is: Fractions</b>	<b>Lesson 1:</b> <i>To add and subtract fractions</i>  <small>Click <a href="#">here</a> to watch the video to support you.</small>	<b>Lesson 2:</b> <i>To add fractions within 1</i>  <small>Click <a href="#">here</a> to watch the video to support you.</small>	<b>Lesson 3:</b> <i>To add 3 or more fractions</i>  <small>Click <a href="#">here</a> to watch the video to support you.</small>	<b>Lesson 4:</b> <i>To add various fractions</i>  <small>Click <a href="#">here</a> to watch the video to support you.</small>	<b>Lesson 5:</b> <i>Arithmetic skills</i> <i>Challenge yourself with our weekly arithmetic paper.</i>		
	<b>You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</b>						
<div> <b>Remember to log in to <a href="#">TT Rockstars</a> each week to practise your times tables!</b> </div> <p>Message your teacher on <b>ClassDojo</b> if you've forgotten your login details.</p>							
<div> <b>Remember to share your learning on ClassDojo!</b> </div> <p>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</p>							
<b>English</b> (approx. 45 mins per lesson) <b>This week our focus is: Narrative</b>	<b>Lesson 1:</b> <i>Reading comprehension</i> <i>Extract from Friend or Foe by Michael Morpurgo.</i>	<b>Lesson 2:</b> <i>Grammar</i> <i>To identify and use a subordinate clause.</i>	<b>Lesson 3:</b> <i>To identify historical facts.</i>	<b>Lesson 4:</b> <i>To plan a narrative.</i>	<b>Lesson 5:</b> <i>To draft the opening of my narrative.</i>		
	<b>The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!</b>						
<b>This week's spellings are:</b> accommodate, accompany, according, achieve, aggressive. <b>(Remember to test yourself on Friday!)</b>							
<b>Reading for Pleasure</b> is such an important part of our curriculum – follow the link <a href="#">here</a> to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.							
<b>Reading for Productivity</b> is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:	Thurs:	Fri:
			Geography	RE	DT	Science	Computing
<b>Extended Curricular Learning</b> provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!							
<b>Fairtrade fortnight</b> - Fairtrade fortnight starts on Monday. Go to the last page to find out more!							



## Year 5 Knowledge Organiser: Fractions

### Fat Questions:

Why do fractions exist?

In what ways could fractions have helped during WW2?

When do we use fractions in day to day life?

Why do we have fractions, decimals & percentages? They all do the same thing?

### Key vocabulary

Fraction - Simplify

Non-unit fraction - Unit fraction

Numerator - Denominator

Equivalent - Greater than

Less than - Mixed number

Improper fraction - Tenths

Hundredths - Multiples

Integers - Decimal number

To see the full list of vocabulary, please refer to our resource walls.

### Intent

We aim to develop and progress our skills in fractions in order to equip us with the ability to solve real world problems that require a mathematical solution. With these skills, we can help to improve the world in which we live.

### VIPs (very important points)

#### Equivalent Fractions

To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

$$\frac{1}{2} \xrightarrow{\times 5} \frac{5}{10} \xrightarrow{\times 10} \frac{50}{100}$$

$$\frac{50}{100} \xrightarrow{\div 10} \frac{5}{10} \xrightarrow{\div 5} \frac{1}{2}$$

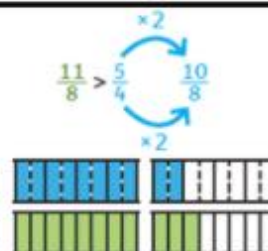
#### Mixed Numbers

Mixed numbers contain a whole number and a fraction.



#### Compare and Order Fractions

We can compare and order fractions by using common denominators.



#### Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$$\frac{5}{3}$$

#### Convert an Improper Fraction to a Mixed Number

$$\frac{9}{4} \quad 9 \div 4 = 2 \text{ r } 1 \quad 2 \frac{1}{4}$$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

#### Convert a Mixed Number to an Improper Fraction

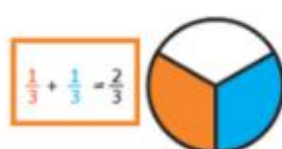
Multiply the whole by the denominator to make an improper fraction.

$$2 \frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$$

Add the fractions together.

### Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.



$$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$$

$$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$$



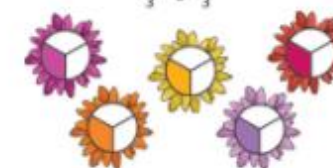
#### Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$$2 \frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4 \frac{2}{4} = 4 \frac{1}{2}$$

#### Multiply Unit Fractions by an Integer

$$\frac{1}{3} \times 5 = \frac{5}{3}$$





# Maths lesson 1: To add and subtract fractions (Main, Blue Task)

## Add and subtract fractions



1 Complete the calculations.

Use the bar models to help you.



$$\frac{4}{5} + \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{6}{5} + \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{8}{5} - \frac{6}{5} = \boxed{\phantom{00}}$$



$$\frac{9}{5} - \frac{3}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

2 Complete the calculations.

a)  $\frac{4}{7} + \frac{2}{7} = \boxed{\phantom{00}}$

f)  $\frac{17}{9} - \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

b)  $\frac{4}{7} + \frac{3}{7} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

g)  $\frac{16}{9} - \frac{8}{9} = \boxed{\phantom{00}}$

c)  $\frac{4}{7} + \frac{4}{7} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

h)  $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d)  $\frac{8}{7} - \frac{3}{7} = \boxed{\phantom{00}}$

i)  $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e)  $\frac{7}{9} + \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

j)  $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \boxed{\phantom{00}}$

3

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

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$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$

$$\frac{\boxed{\phantom{00}}}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$$



- 4 Dora has  $2\frac{3}{8}$  litres of juice.

She pours out  $\frac{9}{8}$  litres of juice.

How many litres of juice does she have left?

Dora has  litres left.

- 5 Fill in the missing numerators.

a)  $\frac{3}{8} + \frac{\boxed{\phantom{00}}}{8} = \frac{13}{8}$

b)  $\frac{13}{8} - \frac{\boxed{\phantom{00}}}{8} = \frac{7}{8}$

c)  $\frac{13}{8} - \frac{\boxed{\phantom{00}}}{8} = 1$

d)  $\frac{11}{9} + \frac{\boxed{\phantom{00}}}{9} = \frac{22}{9} = 2\frac{\boxed{\phantom{00}}}{9}$

e)  $\frac{11}{9} + \frac{\boxed{\phantom{00}}}{9} = \frac{\boxed{\phantom{00}}}{9} = 2\frac{2}{9}$

f)  $\frac{22}{9} - \frac{\boxed{\phantom{00}}}{9} = \frac{\boxed{\phantom{00}}}{9} = 2\frac{2}{9}$

g)  $\frac{4}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{4}{7} = 2$

h)  $\frac{5}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{5}{7} = 2$

i)  $\frac{6}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{6}{7} = 2$

j)  $\frac{14}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{4}{7} = 3$

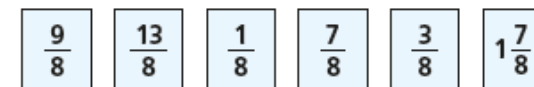
k)  $\frac{15}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{5}{7} = 3$

l)  $\frac{16}{7} + \frac{\boxed{\phantom{00}}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+  = 2

+  = 2

+  = 2

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is  $\frac{3}{4}$  m shorter than Dexter's rope.

The ropes are  $\frac{13}{4}$  m altogether.

How long is each skipping rope?

Annie's rope is  m long.

Dexter's rope is  m long.



# Maths Lesson 1: To add and subtract fractions - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

## Varied Fluency

## Reasoning and Problem Solving

**1a. Match the image to the correct answer.**

A.  $\frac{5}{6}$     B.  $\frac{7}{6}$     C.  $\frac{5}{12}$

**2a. Complete the calculation that is represented by the image.**

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

**3a. Calculate the following:**

$$\frac{7}{9} - \frac{3}{9} = \frac{\square}{\square}$$

**4a. Jack drinks  $\frac{3}{8}$  of his juice. Asha drinks  $\frac{4}{8}$  of her juice.**

How much juice have they drunk altogether?  
Record your answer as a fraction.

**1a. Mel is finding the missing numerator in the following calculation:**

$$\frac{\square}{7} + \frac{4}{7} = \frac{6}{7}$$

I think the missing numerator must be 10.

Is she correct? Explain why.

**2a. Complete the fractions to make the calculation correct.**

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{5}{6}$$

Find two possibilities.  
Use the bar model to help you.

**3a. Arrange the digit cards to create an addition question.**

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

4    3    7    8

You can use the cards more than once.



## Maths Lesson 1: To add and subtract fractions - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

### Varied Fluency

9a. Match the calculation to the correct answer.

$$\frac{8}{12} + \frac{6}{12}$$

A.  $\frac{16}{12}$

B.  $1 \frac{5}{12}$

C.  $1 \frac{1}{6}$



VF

10a. Complete the missing digits to make the calculation correct.

$$\frac{\square}{6} + \frac{3}{6} = \frac{\square}{6} = 1 \frac{1}{3}$$



VF

11a. Calculate the following and write your answer as its equivalent fraction with the smallest denominator.

$$\frac{11}{8} - \frac{7}{8} = \frac{\square}{\square}$$



VF

12a. Chesney runs  $\frac{5}{6}$  of a running track.

Shania runs  $\frac{4}{6}$  of the same running track.

How many laps of the running track have they completed altogether?

Record your answer as a mixed number with the lowest possible denominator.



VF

### Reasoning and Problem Solving

7a. Asha is finding the missing numerator in the following calculation:

$$\frac{18}{12} - \frac{\square}{12} = 1 \frac{1}{4}$$



I think the missing numerator must be 17.

Is she correct? Explain why.



R

8a. Complete the fractions to make the calculation correct.

$$\frac{\square}{9} + \frac{\square}{\square} = 1 \frac{1}{3}$$

Find two possibilities.



PS

9a. Arrange the digit cards to create an addition question.

$$\frac{\square}{\square} + \frac{\square}{\square} = \frac{\square}{\square}$$

12

1

8

15

3

You can use two cards twice.



PS



## Maths Lesson 1: Deepen the moment...

1)  $\frac{4}{5} + \frac{?}{5} < \frac{?}{5} + \frac{3}{5}$

Find 3 different ways to make this statement true. Each fraction in the statement must be less than 1.



2)  $\frac{?}{6} + \frac{2}{6} < \frac{8}{6} - \frac{?}{6}$

Find all the possible ways to make this statement true. Each fraction in the statement must be greater than 0.

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## Maths lesson 2: To add fractions within 1 (Main, Blue Task)

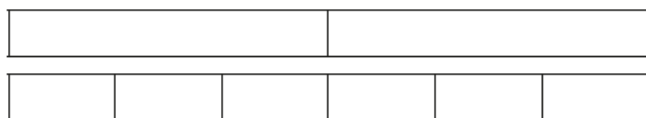
### Add fractions within 1



1 Complete the additions.

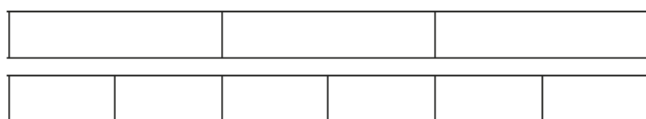
Use the bar models to help you.

a)



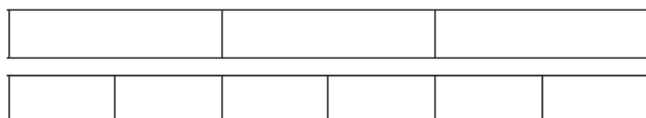
$$\frac{1}{2} + \frac{1}{6} = \boxed{\phantom{00}}$$

b)



$$\frac{1}{3} + \frac{1}{6} = \boxed{\phantom{00}}$$

c)



$$\frac{2}{3} + \frac{1}{6} = \boxed{\phantom{00}}$$



2 Match the additions that have the same answer.

$$\frac{3}{4} + \frac{1}{12}$$

$$\frac{10}{12} + \frac{1}{12}$$

$$\frac{2}{3} + \frac{1}{12}$$

$$\frac{6}{12} + \frac{1}{12}$$

$$\frac{5}{6} + \frac{1}{12}$$

$$\frac{9}{12} + \frac{1}{12}$$

$$\frac{1}{2} + \frac{1}{12}$$

$$\frac{8}{12} + \frac{1}{12}$$

3 Here are two jugs.



One jug contains  $\frac{5}{18}$  litres of water.

The other jug contains  $\frac{4}{9}$  litres of water.

How many litres of water are there altogether?

There are  $\boxed{\phantom{00}}$  litres of water altogether.





4 a) Complete the calculations.

$$\begin{aligned}\frac{1}{5} + \frac{1}{10} &= \square \\ \frac{2}{5} + \frac{1}{10} &= \square \\ \frac{3}{5} + \frac{1}{10} &= \square \\ \frac{4}{5} + \frac{1}{10} &= \square\end{aligned}$$

$$\begin{aligned}\frac{1}{16} + \frac{5}{32} &= \square \\ \frac{1}{8} + \frac{5}{32} &= \square \\ \frac{1}{4} + \frac{5}{32} &= \square \\ \frac{1}{2} + \frac{5}{32} &= \square\end{aligned}$$

b) Can you spot any patterns? Talk to a partner about it.

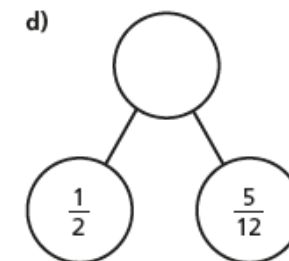
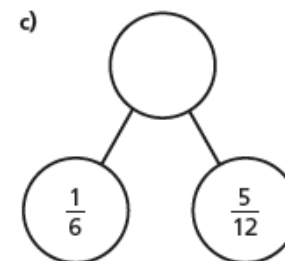
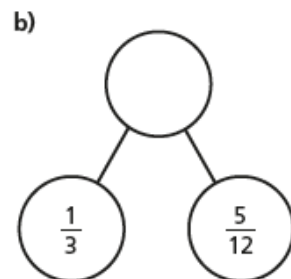
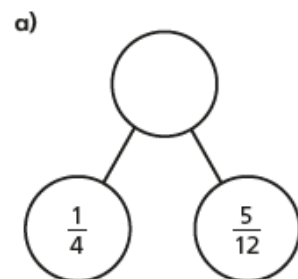
c) What calculation would come next in each set?

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5 Complete the part-whole models.



6

$$\frac{\square}{8} + \frac{\square}{16} = \frac{7}{8}$$

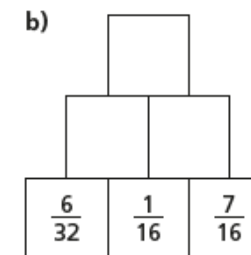
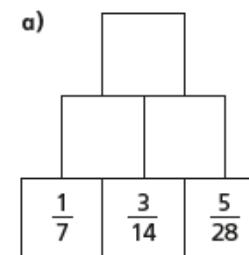
What could the missing numerators be?

Give six different possibilities.

$$\begin{aligned}\frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8} & \frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8} & \frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8} \\ \frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8} & \frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8} & \frac{\square}{8} + \frac{\square}{16} &= \frac{7}{8}\end{aligned}$$

7

Complete the addition pyramids.



c) What fraction is equivalent to both of the fractions at the top of the pyramids?

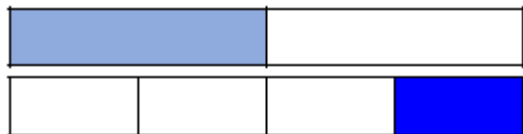


## Maths Lesson 2: To add fractions within 1 - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

### Varied Fluency

1a. Complete the calculation shown below.



$$\frac{1}{2} + \frac{1}{4} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



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2a. Complete the calculation for this model.

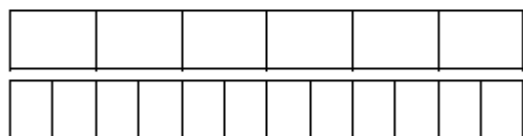


$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{8} = \frac{\boxed{\phantom{00}}}{8}$$



VF

3a. Shade the model to complete the calculation.



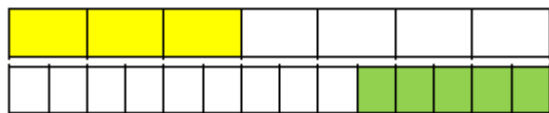
$$\frac{3}{6} + \frac{3}{12} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



VF

4a. Circle the correct answer.

$$\frac{3}{7} + \frac{5}{14} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



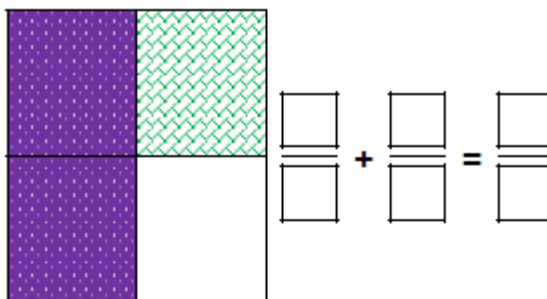
- A.  $\frac{11}{14}$     B.  $\frac{6}{7}$     C.  $\frac{8}{21}$



VF

### Reasoning and Problem Solving

1a. This model shows the addition of two fractions with different denominators.



What calculation could it show?



PS

2a. True or false?

$$\frac{1}{6} + \frac{2}{3} = \frac{5}{6}$$



Explain your answer.



R

3a. Anya and Fi have eaten part of a pizza.

I ate  $\frac{1}{5}$  of the pizza.



Anya



Fi

I ate between  $\frac{4}{10}$  and  $\frac{7}{10}$  of the pizza.

What fraction of the pizza could they have eaten altogether?  
Show your working.



PS



## Maths Lesson 2: To add fractions within 1 - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

### Varied Fluency

9a. Complete the calculation shown below. Give your answer as an equivalent fraction.


$$\frac{2}{6} + \frac{3}{9} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

10a. Complete the calculation for this model.


$$\frac{\boxed{\phantom{00}}}{15} + \frac{4}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{5}$$

11a. Complete the calculation below using your knowledge of equivalent fractions.

$$\frac{12}{16} + \frac{3}{24} =$$

12a. Circle the correct answer.

$$\frac{6}{18} + \frac{4}{12} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

A.  $\frac{10}{18}$     B.  $\frac{5}{6}$     C.  $\frac{2}{3}$

### Reasoning and Problem Solving

7a. This model shows the addition of two fractions. All the denominators are different.


$$\frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} + \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$

What calculation could it show?

8a. True or false?

$$\frac{4}{15} + \frac{7}{12} = \frac{49}{60}$$

Explain your answer.

9a. Baz and Leo have eaten part of a quiche.

I ate  $\frac{5}{12}$  of the quiche.

Baz

I ate between  $\frac{1}{9}$  and  $\frac{4}{9}$  of the quiche.

Leo

What fraction of the quiche could they have eaten altogether?  
Show your working.



## Maths Lesson 2: Deepen the moment...

- 1) Are these statements true or false? Prove it!



a)  $\frac{2}{8} + \frac{1}{4} = \frac{3}{12}$

b)  $\frac{4}{7} + \frac{2}{14} = \frac{10}{14}$

c)  $\frac{2}{5} + \frac{3}{15} = \frac{9}{15}$

d)  $\frac{2}{12} + \frac{2}{3} = \frac{4}{15}$

- 2) Harvey and Jaques are having a pizza which is cut into 12 slices. Harvey eats  $\frac{2}{6}$  and Jaques eats  $\frac{1}{4}$ . How many slices of the pizza did they each eat and who ate the most?



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## Maths lesson 3: To add 3 or more fractions (Main, Blue Task)

### Add 3 or more fractions

White  
Rose  
Maths



- 1 Complete the additions.  
Use the bar models to help you.

a)



$$\frac{1}{2} + \frac{1}{4} + \frac{1}{12} = \boxed{\phantom{00}}$$

b)



$$\frac{1}{2} + \frac{1}{3} + \frac{1}{12} = \boxed{\phantom{00}}$$

c)



$$\frac{2}{3} + \frac{1}{6} + \frac{1}{12} = \boxed{\phantom{00}}$$

d)



$$\frac{1}{3} + \frac{1}{4} + \frac{1}{6} = \boxed{\phantom{00}}$$

- 2 Complete the additions.

a)  $\frac{1}{5} + \frac{3}{10} + \frac{7}{20} = \boxed{\phantom{00}}$

d)  $\frac{3}{16} + \frac{1}{2} + \frac{1}{4} = \boxed{\phantom{00}}$

b)  $\frac{1}{16} + \frac{5}{32} + \frac{3}{8} = \boxed{\phantom{00}}$

e)  $\frac{1}{2} + \frac{5}{18} + \frac{1}{9} = \boxed{\phantom{00}}$

c)  $\frac{1}{4} + \frac{5}{24} + \frac{5}{12} = \boxed{\phantom{00}}$

f)  $\frac{1}{5} + \frac{8}{35} + \frac{2}{7} = \boxed{\phantom{00}}$

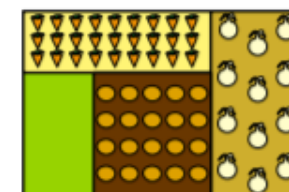
Explain how common multiples help when adding the fractions.

- 3 Rosie has a vegetable patch.

$\frac{2}{9}$  of the patch contains carrots.

$\frac{5}{18}$  of the patch contains potatoes.

$\frac{1}{3}$  of the patch contains onions.



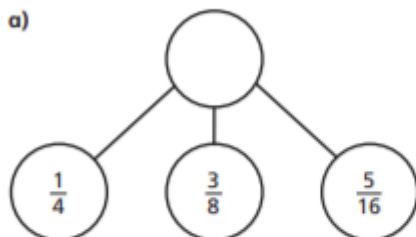
What fraction of the patch contains carrots, potatoes or onions?

$\boxed{\phantom{00}}$  of the patch contains carrots, potatoes or onions.

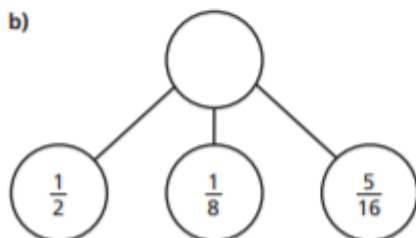


4 Complete the part-whole models.

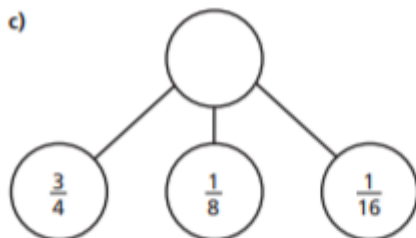
a)



b)



c)



d) Which one of the part-whole models is the odd one out?

Is there more than one answer?

Explain how you know.

---

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---

5 Fill in the missing numerators.

a)  $\frac{1}{8} + \frac{\boxed{\phantom{000}}}{16} + \frac{3}{8} = \frac{5}{8}$

d)  $\frac{1}{8} + \frac{\boxed{\phantom{000}}}{16} + \frac{1}{4} = \frac{3}{4}$

b)  $\frac{1}{8} + \frac{\boxed{\phantom{000}}}{16} + \frac{3}{8} = \frac{7}{8}$

e)  $\frac{1}{8} + \frac{1}{16} + \frac{\boxed{\phantom{000}}}{16} = \frac{3}{4}$

c)  $\frac{1}{4} + \frac{\boxed{\phantom{000}}}{16} + \frac{3}{8} = \frac{3}{4}$

f)  $\frac{1}{4} + \frac{1}{16} + \frac{\boxed{\phantom{000}}}{16} = \frac{3}{4}$

6 Complete the number square.

The total of each column is  $\frac{4}{5}$

The total of each row is  $\frac{4}{5}$

$\frac{3}{10}$	$\frac{2}{5}$	
	$\frac{1}{10}$	
$\frac{7}{20}$		

Create your own problem like this for a partner.




## Maths Lesson 3: To add 3 or more fractions - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

### Varied Fluency

1a. Complete the model below.

2a. Complete the calculation.

$$\frac{2}{4} + \frac{1}{8} + \frac{2}{8} = \frac{\quad}{\quad}$$

3a. Match the calculations to the correct answers.

A.  $\frac{2}{8} + \frac{3}{16} + \frac{6}{16} =$

B.  $\frac{1}{8} + \frac{7}{16} + \frac{6}{16} =$

### Reasoning and Problem Solving

1a. Martha has added three fractions based on the models below.

$$\frac{3}{9} + \frac{5}{18} + \frac{6}{18} = \frac{14}{18}$$

Is she correct? Prove it.

2a. Use the clues below to work out which 3 fractions add together to total  $\frac{8}{10}$ .

- One of the fractions is  $\frac{2}{5}$ .
- The other two denominators have the same value as each other.
- The other two numerators are odd.

3a. True or false? Lola's calculation gives the larger answer.

Lola:  $\frac{1}{7} + \frac{4}{14} + \frac{3}{14}$

Ricardo:  $\frac{1}{7} + \frac{3}{14} + \frac{3}{14}$

Explain your answer.



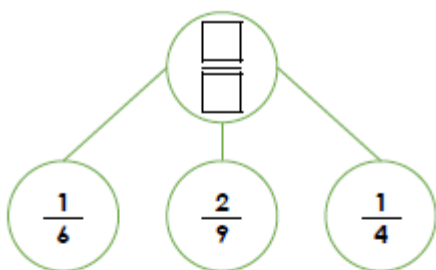


## Maths Lesson 3: To add 3 or more fractions - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

### Varied Fluency

7a. Complete the model below.



VF

8a. Complete the calculation.

$$\frac{2}{3} + \frac{1}{7} + \frac{1}{6} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$$



VF

9a. Match the calculations to the correct answers.

A.  $\frac{1}{4} + \frac{1}{6} + \frac{1}{3} =$   $\frac{3}{4}$

$$\frac{16}{24}$$

B.  $\frac{1}{3} + \frac{1}{4} + \frac{1}{8} =$   $\frac{17}{24}$

$$\frac{17}{24}$$



VF

### Reasoning and Problem Solving

7a. Rita solved the calculation below.

$$\frac{1}{6} + \frac{1}{3} + \frac{1}{4} + \frac{1}{9} = \frac{32}{36}$$

Is she correct? Prove it.



R

8a. Use the clues below to work out which 3 fractions add together to total  $\frac{25}{36}$ .

- One denominator is 36. Two of the denominators are less than 10 but greater than 5.
- The denominators are all different and are factors of 36.
- One of the numerators is 2.
- The other two numerators are odd.



PS

9a. True or false? Jen's calculation gives the larger answer.



Jen

$$\frac{1}{7} + \frac{1}{6} + \frac{2}{3}$$

$$\frac{1}{6} + \frac{2}{7} + \frac{1}{2}$$



Todd

Explain your answer.



R



## Maths Lesson 3: Deepen the moment...

- 1) The answer is equal to or less than 1.



Find 3 possible ways to complete the calculation.

$$\frac{1}{\boxed{\phantom{00}}} + \frac{\boxed{\phantom{00}}}{6} + \frac{4}{\boxed{\phantom{00}}} = \frac{\boxed{\phantom{00}}}{12}$$

- 2) Jessie adds 3 fractions together.

Each of the 3 fractions has a different denominator.

The total is less than 1.

The denominators are all factors of 16.

Each of the 3 fractions is less than  $\frac{1}{2}$ .



What could the calculation be?  
Find all possibilities.

---

---

Illustration by Anna



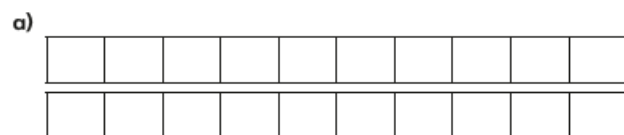
## Maths lesson 4: To add fractions (Main, Blue Task)

### Add fractions

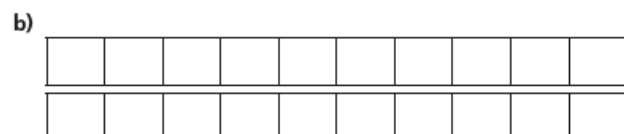


1 Complete the calculations.

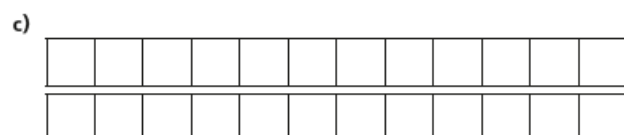
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$



2 Complete the additions.

a)  $\frac{4}{5} + \frac{7}{20} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

d)  $\frac{4}{3} + \frac{5}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

b)  $\frac{5}{4} + \frac{7}{20} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

e)  $\frac{3}{5} + \frac{11}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

c)  $\frac{3}{4} + \frac{5}{12} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

f)  $\frac{5}{3} + \frac{11}{15} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

$$\frac{14}{20} + \frac{9}{20}$$

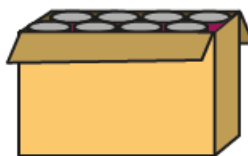
$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$



- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh  $\frac{2}{3}$  kg.
- The tins of sweetcorn weigh  $\frac{5}{12}$  kg.
- The tins of soup weigh  $\frac{1}{4}$  kg.

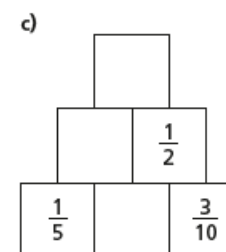
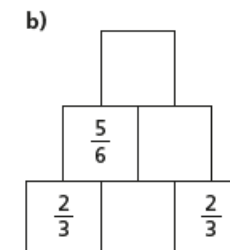
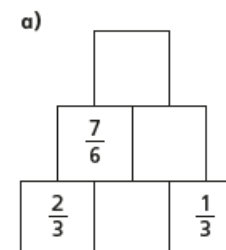


- a) Work out the total weight of the tins of beans, sweetcorn and soup.

- b) How much do the tins of tomatoes weigh?



- 5 Complete the addition pyramids.



- 6 What could the three missing numerators be?

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$

$$\frac{\boxed{\phantom{00}}}{4} + \frac{\boxed{\phantom{00}}}{12} + \frac{\boxed{\phantom{00}}}{3} = \frac{13}{12}$$



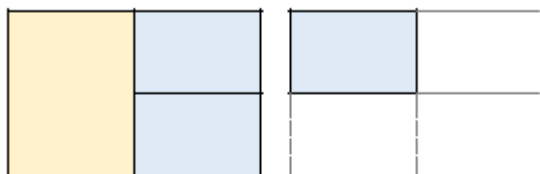
## Maths Lesson 4: To add fractions - Red Task.

If you are finding the main task too difficult, have a go at the red task below.

### Varied Fluency

### Reasoning and Problem Solving

1a. Complete the calculation shown in the model below.

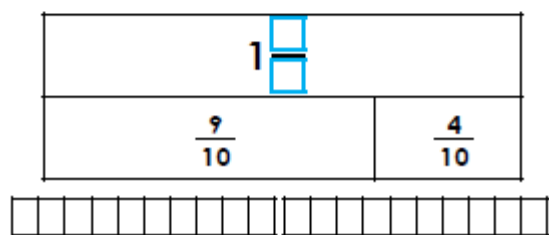


$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} + \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$$



VF

2a. Complete the bar model.



VF

3a. Solve the following calculations.

A.  $\frac{7}{10} + \frac{19}{20} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$

B.  $\frac{5}{18} + \frac{7}{9} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$



VF

4a. Which calculation is incorrect?

A.  $\frac{11}{12} + \frac{5}{6} = 1 \frac{16}{12}$

B.  $\frac{9}{11} + \frac{15}{22} = 1 \frac{1}{2}$



VF

1a. Lee has added two fractions. Is he correct?

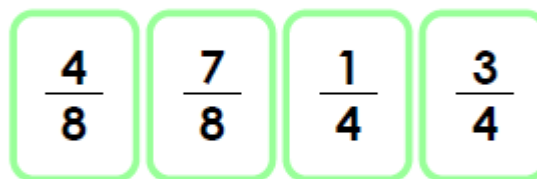
$$\frac{2}{3} + \frac{5}{6} = 1 \frac{8}{12}$$

Explain your answer.



R

2a. Select 2 fractions which add up to more than or equal to  $1 \frac{1}{8}$ .



Find two possibilities.



PS

3a. Find 2 possible solutions to the riddle.

I have 2 proper fractions.

Their sum is greater than 1.

One denominator is double the other and they are both single digits.

What could my fractions be?



PS



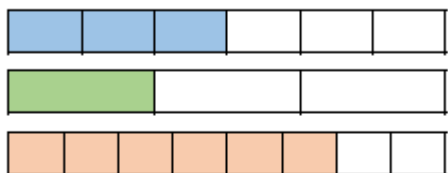
## Maths Lesson 4: To add fractions - Gold Task.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

### Varied Fluency

### Reasoning and Problem Solving

9a. Complete the calculation shown in the model below.

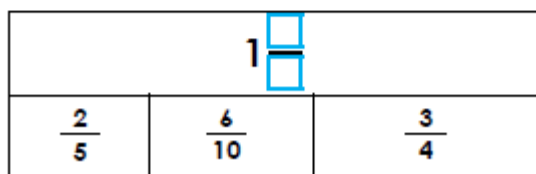


$$\frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} + \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} + \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$$



VF

10a. Complete the bar model.



VF

11a. Solve the following calculations.

A.  $\frac{2}{3} + \frac{4}{6} + \frac{5}{9} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$

B.  $\frac{2}{3} + \frac{3}{4} + \frac{1}{6} = \frac{\boxed{\phantom{0}}}{\boxed{\phantom{0}}}$



VF

12a. Which calculation is incorrect?

A.  $\frac{3}{4} + \frac{4}{14} + \frac{1}{2} = 1 \frac{15}{28}$

B.  $\frac{5}{6} + \frac{3}{8} + \frac{7}{12} = 1 \frac{3}{12}$



VF

7a. Anaina has added three fractions. Is she correct?

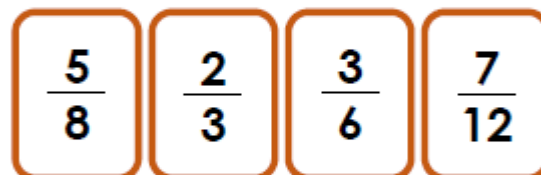
$$\frac{2}{5} + \frac{2}{3} + \frac{5}{6} = 1 \frac{3}{10}$$

Explain your answer.



R

8a. Select 3 fractions to make a total between  $1 \frac{3}{4}$  and  $1 \frac{11}{12}$ .



Find two possibilities.



PS

9a. Find 2 possible solutions to the riddle.

I have 3 proper fractions.  
Their sum is  $\frac{1}{28}$  greater than  $1 \frac{3}{7}$ .

Each denominator is a  
different factor of 28.

What could my fractions be?



PS



## Maths Lesson 4: Deepen the moment...

2) Using each fraction card only once, place all 6 fractions correctly to complete these 2 calculations.

$$\frac{2}{3}$$

$$\frac{1}{3}$$

$$\frac{4}{6}$$

$$\frac{4}{12}$$

$$\frac{1}{2}$$

$$\frac{3}{4}$$

$$\square + \square + \square = 1\frac{5}{6}$$

$$\square + \square + \square = 1\frac{5}{12}$$





## Maths Lesson 5: Arithmetic Test Paper 4.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 32. If you have any corrections, do these again in a different colour beside your previous answer.

Year 5

# Mathematics

## Arithmetic: Test 4

Name	
Date	

[illegible][illegible][illegible]



4  $\frac{4}{11} + \frac{5}{11} =$



1 mark

7  $8629 - 761 =$



1 mark

5  $\frac{7}{10} - \frac{1}{10} =$



1 mark

8  $6 \times 9 =$



1 mark

6  $5118 + 2904 =$



1 mark

9  $73 \div 1 =$



1 mark



10	$293 \times 7 =$
----	------------------



1 mark

13  $\frac{2}{3}$  of 66 =

A large grid of graph paper, approximately 20 units wide and 15 units high. A small rectangle is drawn in the bottom right corner, spanning 4 units in width and 2 units in height. The rectangle is outlined in black and is empty.

1.28

11	$8.33 + 0.09 =$
----	-----------------



1 mark

14  $39\,381 - 7492 =$



1 m...

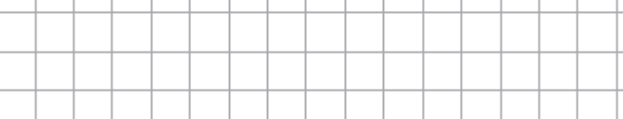
12	$93 \div 100 =$
----	-----------------

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 5 units wide and 2 units high. The rectangle is outlined in black and is empty.



1 mark

15	$70\,000 + 500 =$
----	-------------------

A large rectangular area filled with a light gray grid pattern, intended for drawing a picture.

1 m...



16  $478\,237 + 56\,392 =$

1 mark

17 5<sup>3</sup>

1 mark

18	$30 \times 40 =$
----	------------------

1 mark

19	$560 \div 70 =$
----	-----------------

A 10x10 grid of squares. A rectangle is drawn in the bottom right corner, spanning 4 squares horizontally and 2 squares vertically. The rectangle is located in the bottom-right quadrant of the grid, specifically covering the last 4 columns and the last 2 rows.1. *mod*

20	$6.79 \times 1000 =$
----	----------------------

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 5 units wide and 3 units high.

1 mark

21  $\frac{3}{4} + \frac{3}{8} =$

A 20x10 grid with a rectangle in the bottom right corner. The rectangle is 5 units wide and 3 units high, starting from the 15th column and 7th row, extending to the 20th column and 10th row.

1 mg/l



22

$$\frac{11}{12} - \frac{1}{4} =$$



1 mark

23

$$\frac{4}{5} \times 3 =$$



1 mark

24

$$6.9 - 1.03 =$$



1 mark

25

$$136 \times 21 =$$



2 marks

26

$$9176 \times 43 =$$



2 marks





## English – Practise your spellings

Remember to ... **Look, cover, say, write and then check!**

accommodate			
accompany			
according			
achieve			
agressive			

Use the first column example words to go over the letters and practise your handwriting joins.  
Can you write sentences for each of your spellings?

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## Knowledge Organiser – Year 5

### English – Writing a narrative based on evacuation.



Context: To write a narrative using previous historical knowledge about evacuation in World War 2. Using ideas and thoughts from the canon text 'Goodnight Mister Tom'

#### Year 5 VIPs for writing a narrative

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Expanded noun phrases consist of a determiner, adjectives and a noun.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Various cohesive devices to ensure sentences make sense.
- Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

#### Fat Questions

What long lasting impact did evacuation have on young people?

How did the families already living in the countryside feel about evacuees joining them?

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

**Although it was a cold day**, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, **which was engulfed in thick, black smoke**.

Slowly, the black cat, **who was well known in this neighbourhood**, crept up the path.

TOP TIP: Always use a comma after your subordinate clause if it is at the beginning of the sentence.

## NARRATIVE

**Set the scene**  
Who? What? When? Where

**Introduce a problem or complication**

**Describe the events that follow...**  
**In order.**

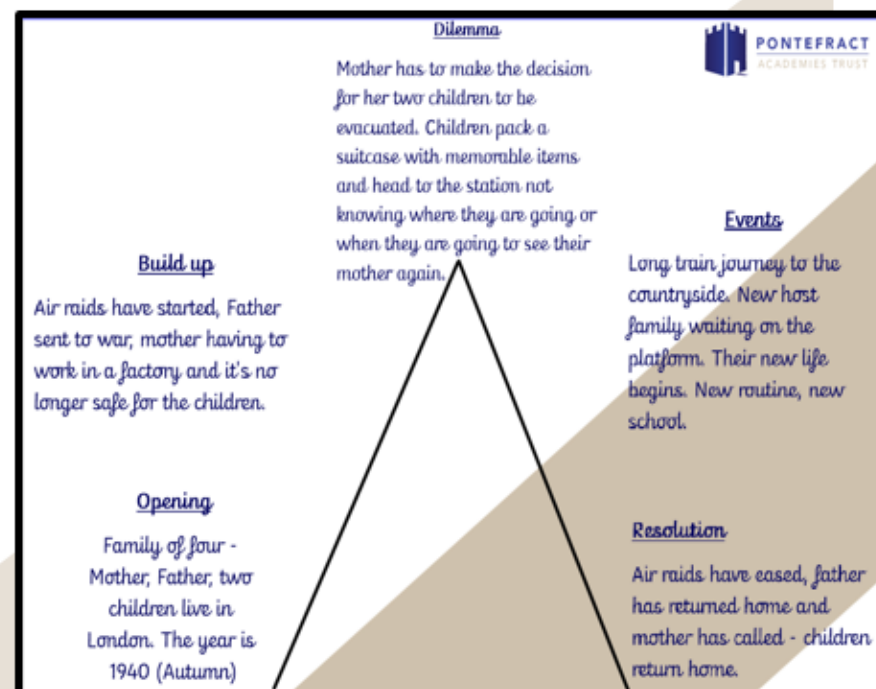
**Describe the ending**

**New paragraph for each part**

**Word Focus**  
Nouns, Adjectives, Verbs, Adverbs

**Tense**  
Past (Usually)  
Present (Dialogue)

**Style**  
Descriptive  
Entertaining



#### Useful genre vocabulary

Evacuation   Evacuee   Host family   Billeting Officer   Blackout  
Departure   Air raid   Blitz



## English lesson 1: Reading comprehension

### Extract from *Friend or Foe* by Michael Morpurgo

It was still dark up in the street, and fine drizzle sprayed their faces as they walked away from the house. David looked back over his shoulder as they came to the post-box at the corner and caught a last glimpse of the front steps. He felt his mother's hand on his elbow, and then they were round the corner.

Ahead of them there was a glow of fire in the sky. "South of the river," his mother said. "Battersea, I should say. Poor devils. At least you'll be away from all that, David, away from the bombs, away from the war. At least they won't get you as well." He was surprised by the grim tone in her voice.

"Where will you go, Mum?"

"Wherever they send me. Probably to the coast – Kent or somewhere like that. Somewhere where there's anti-aircraft guns, that's all I know. Don't worry, I'll write."

Their footsteps sounded hollow in the empty street. They had to step off the pavement to pick their way round the edge of a pile of rubble that was still scattered halfway across the street. That was where the Perkins family had lived. They had been bombed out only a week before; they were all killed. Special prayers were said at school assembly for Brian and Garry Perkins, but no one ever mentioned them after that. They were dead, after all.

In the gloom outside Highbury and Islington Underground Station there was already a crowd of people. Miss Evers' voice rang out above the hubbub and the crying. She was calling out names. His mother pulled at his hand and they ran the last few yards.

"Tony Tucker. Tony Tucker." Miss Evers' voice rose to a shriek. "Where's Tucky. Has anyone seen Tucky?"

"He's coming, miss. I saw him."

"And what about David Carey? Is he here yet?"

"Yes, miss. I'm here, miss." David spoke out, pleased at the strength in his voice.

"Here's Tucky, miss. He's just coming."

"Right then." Miss Evers folded her piece of paper. "We're all here, and it's time to go. Say goodbye as quick as ever you can. The train leaves Paddington at half past eight, and we have to be there at least an hour before. So hurry it up now – and don't forget your gas masks."

David felt the case being handed to him. "Goodbye, David. And don't worry. It'll be all right. I'll send a letter as soon as I can. God bless." She kissed him quickly on the cheek and turned away. He watched her until she disappeared at the end of the street. All around him there was crying: boys he'd never dreamt could cry, weeping openly, and mothers holding on to each other as they walked away. He was glad his mother hadn't cried, and it helped him to see so many of his friends as miserable as he felt himself. He blinked back the tears that had gathered in his eyes and wiped his face before turning towards the station.



The warmth of the Underground came up to meet them as the school trooped down the silent, unmoving escalator. They followed Miss Everts along the tunnels, down the stairways and out on to the platform. Tucky came up alongside David and dropped his suitcase.

"H'lo, Davey."

"H'lo, Tucky." They were old friends and there was nothing more to be said.

They did not have long to wait. There was a distant rumble and then a rush of warm, oily wind that blew their eyes closed as it rushed into the platform. Miss Evers counted them as they pushed and jostled into the carriage, herding them in like sheep, so that every corner of the carriage was filled. The doors clicked and hissed shut, and the train jerked forward, throwing everyone against each other.

David watched the last Highbury and Islington sign as long as he could, craning his neck until the carriage plunged into the darkness of the tunnel and it was gone.

#### Year 5 Questions:

1. What was the weather like when David and his mother walked away from their house?
2. What had caused the 'glow of fire in the sky' in Battersea?
3. Why did David and his mother have to step off the pavement?
4. Where was the train leaving from and at what time?
5. Why does the author describe the children moving onto the train by writing 'herding them in like sheep'?
6. Based on the entire text, describe how David might have been feeling as the train 'plunged into the darkness of the tunnel'?

You may want to use this link to listen to other extracts from the same story:

<https://www.bbc.co.uk/teach/school-radio/english-ks2-friend-or-foe-michael-morpurgo-index/znb78xs>

#### Deepen the moment

Put yourself in David's situation. Describe the thoughts, feelings and emotions you would have experienced as your mum kissed you goodbye and then turned around and left. Write a paragraph using the first person.



## To identify and use a subordinate clause.

In this lesson, you will be learning how to use subordinate clauses to form complex sentences. The second task will introduce relative clauses and give you the opportunity to practise using them.

## Subordinate Clauses

## The Easy Way to Make a Complex Sentence

A subordinate clause simply adds extra information into a sentence. It can go at the beginning or end of a sentence and is separated by a comma.

**Main clause**

**Simple sentence:** Celia searched for the rabbit.

**Subordinate clause at the beginning.**

**Complex sentence:** **Despite the wind and rain,** Celia searched for the rabbit.

**comma**

**Complex sentence:** Celia searched for the rabbit, **despite having to battle against the wind and rain.**

**Subordinate clause at the end.**

A subordinate clause doesn't make sense on its own. You can't just say: Despite the wind and rain. You need the main clause as well!

## Task 1

These sentences begin with a main clause. Add a subordinate clause to each one to finish the sentences. Remember that the subordinate clause **should not make sense on its own**.

- a) Jack plays rugby \_\_\_\_\_
- b) Tim likes to draw \_\_\_\_\_
- c) Flying a kite is fun \_\_\_\_\_
- d) I love sunny mornings \_\_\_\_\_
- e) Bathtime is fun in our house \_\_\_\_\_





Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun, such as:

that

whom

whose

who

which



Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party.

'who' is the **relative pronoun** here used to begin the relative clause. As this is extra, non-essential (non-restrictive) information, we put the clause in commas. This is often called an embedded or sandwich clause.

The winning competitor held the trophy aloft, which made the crowd cheer loudly.

'which' is the **relative pronoun** so this time the relative clause is after the main clause. We still need a comma before the relative clause as this is also extra, non-essential (non-restrictive) information.



People that exercise daily are more likely to maintain a healthy weight.

'that' is a **relative pronoun** so this also shows a relative clause. This time the information in the extra clause is essential (restrictive) to the meaning of the sentence so therefore we don't need to use commas.



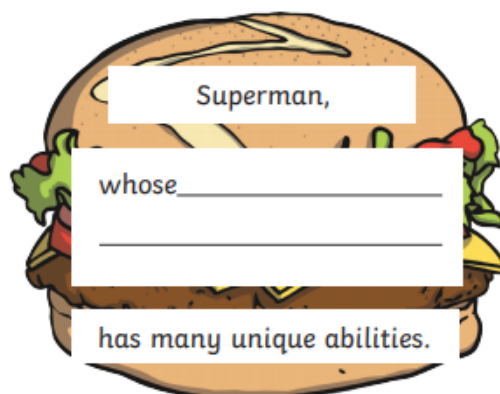
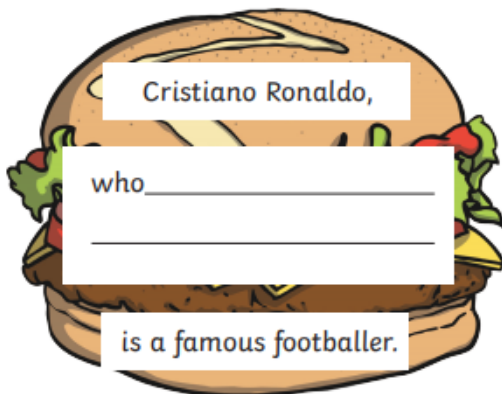
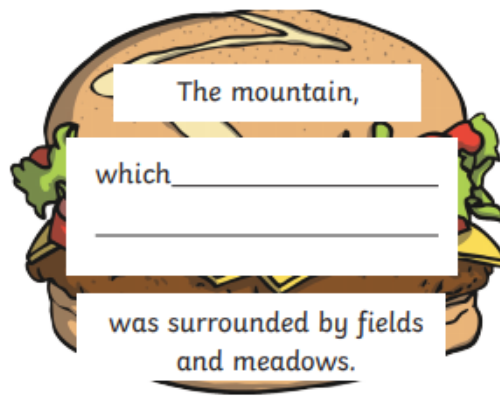
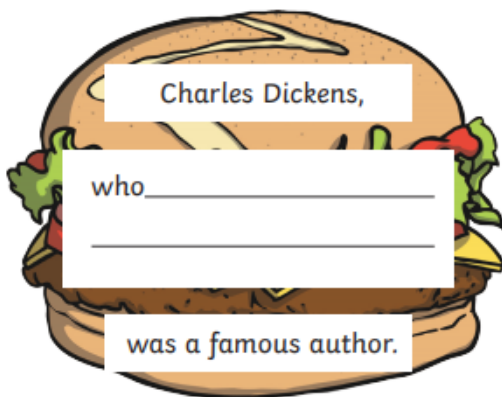
## Task 2

Relative clauses can also be 'dropped in' (or embedded) into the middle of sentence after the noun it is giving extra information about. For example:

Luke likes playing football.

Luke, **who is very sporty**, likes to play football.

In the example above, the relative clause has been placed in the middle of the sentence after the noun 'Luke' who it gives more information about. Think of it as a cheeseburger. The relative clause is the meat that fills the middle of the bun and the bun is the main clause. Complete the cheeseburgers below by adding an embedded clause to the burger.



### Deepen the moment

Create your own 'cheeseburger' complex sentences using relative clauses to describe what happened to evacuees during the Second World War.

For example: *Evacuees, whose parents were killed during the Second World War, often stayed with their host families after the war had finished.*

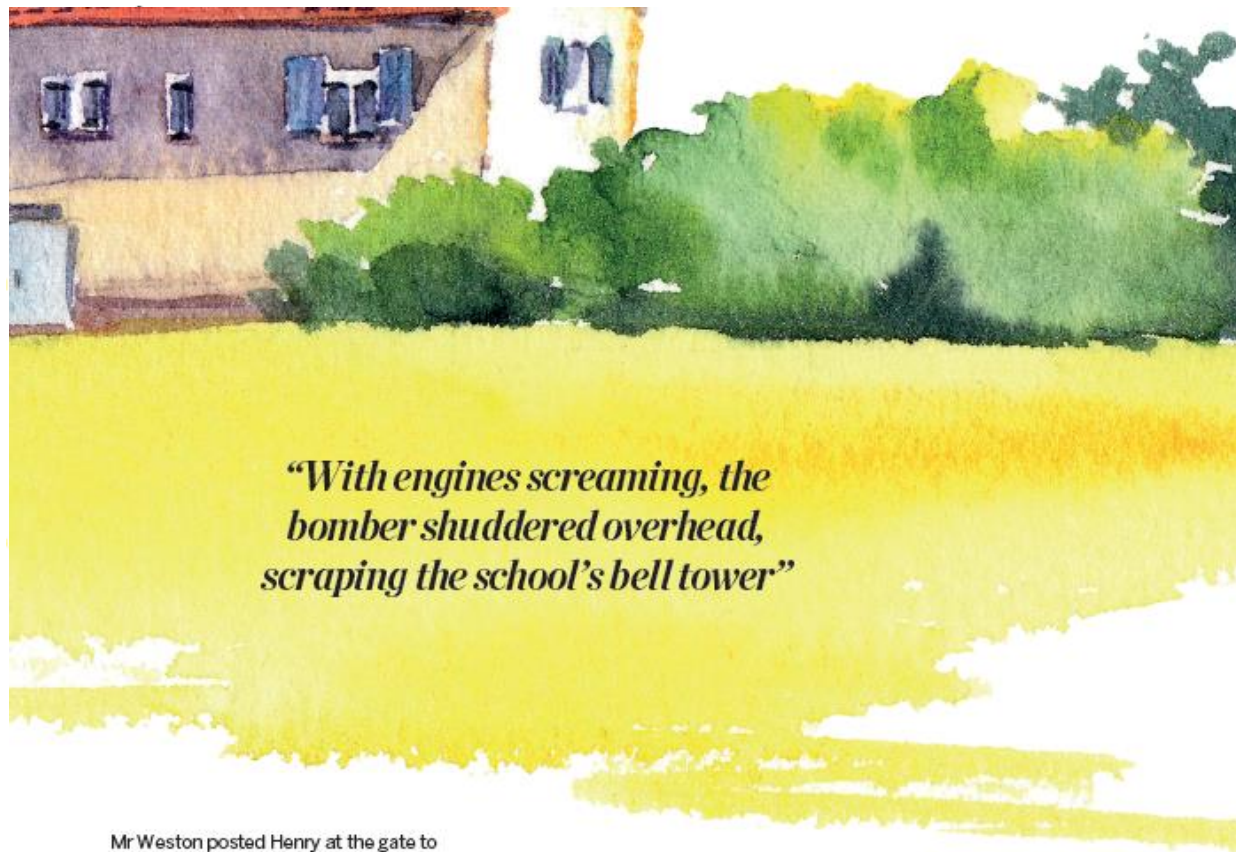




## English Lesson 3: To identify historical facts.

During today's lesson you will read one fiction text and one non-fiction text. Your task is to identify and record historical facts in the texts. Historical facts help to make fiction texts more believable as they build a real life context for fictional characters to exist in.

### Text 1



*“With engines screaming, the bomber shuddered overhead, scraping the school’s bell tower”*

Mr Weston posted Henry at the gate to Strawberry Banks where the wreckage lay, to collect money for the troops. It was there, in early August, that Henry, full of longing and loneliness, decided to head for home, back to London.

He had been standing by the gate all afternoon but no one had come to view the wreckage. A skylark fluttered up and a warm wind swept down the valley, ruffling the grass and calling to him. He daydreamed, remembering his Mum standing on Paddington station, her thin coat flapping as the train steamed out, carrying Henry and his gas mask away from everything he knew and loved.

In the valley, below the village, ran the railway. Half an hour later, Henry walked along the tracks, his mind fixed on home. He could hear trains coming a long way off. The rails seemed to buzz a warning so that he could scramble up the bank and hide. The plan worked well enough until he came to Sapperton. Here, the train tracks disappeared into the dark mouth of the tunnel.

Henry stopped. To go back meant terrible trouble. School had ended a long time ago. Miss Hill would be fretting. At first, Henry didn't feel too bad. Behind him, he had the light from the tunnel's opening but, half way down, the tunnel curved: increasingly, the dark and cold closed round him like a poacher's steel trap. He pulled his piece of sacking cloth to him, stood and listened: his breathing

echoed, his heart thumped and, somewhere ahead, water dripped and something scuttled. Suddenly it hit him, and it all seemed too much: the bomber screaming overhead, the school shuddering as it scraped the bell tower, the tangled, smoking wreckage and the strangeness of trees and green fields. He sat down and waited, rocking as he cried.

Thomas Restall, a railway ganger, found the little boy, crouched in the darkness. Henry had tried to walk home but his shoes, resoled with an old tyre, had worn thin and, besides, the darkness had held him fast in its shadows.

Early in the evening dusk, as the stars started to freckle the sky, Thomas brought Henry back to Winsley Cottage. To his surprise, Miss Hill drew him close and whispered, "Oh Henry," as she gently stroked his hair. Inside, the kitchen lamp glowed.



"Under your desks!"

valleys, dogfights were a rare sight.



## Text 2



### Target -The Five Towns: 1

The Second World War began in September 1939 when the German Leader, Adolf Hitler, invaded Poland. Britain and France went to war to help Poland, but by July 1940 German armies had overrun most of Europe, forcing the British army to evacuate from Dunkirk to England. From airfields in Norway, Denmark and France, Hitler was now able to launch air attacks on British towns and cities. Even before the war, the Germans had prepared target maps and photographs of the objectives they wished to attack - not only army camps, airfields and naval dockyards but also industries that helped the British war effort. The chemical works in Castleford shown here was one such target for air attack.





### **Target -The Five Towns: 2**

Not only factories, but also methods of transport were targets for the bombers. Britain's railways, canals and rivers were all used for transport much more in the 1940's than they are today, and so they, and everything associated with them, became a target. The ship 'Empire Rancher' in this picture was built in Knottingley in 1943, and designed to carry coal from South Wales to help fuel war factories in Gloucester. Among the biggest ships built by Harker's Shipyard, she, and other ships made by Harkers, would have made the area a prime target for attack.



### Defending the People

Particularly important to the people of the Five Towns was the ARP, or Air Raid Precautions. Set up before the war, and controlled by the local councils, there were over 5,000 people in ARP across the whole of our area, most of them part-time volunteers, working in rescue services, ambulances and first-aid, emergency feeding teams and as air-raid wardens (people in every street who helped prepare shelters and summoned help when needed). Shown here are the ARP rescue services of Pontefract. In addition, there were the volunteers of the Auxiliary Fire Service, who aided the Fire Brigades, and Special Constables who aided the Police. These people usually had their own jobs to do as well as this voluntary work. The rescue teams could be posted to help cities that had suffered heavy attacks, and the local teams went to the aid of Sheffield, Hull and Salford at different times.

#### **Task:**

Read the two texts, 'The Tunnel' and 'Real life Stories' and highlight historical information linked to the war and evacuation. For example, how children leaving London to travel to the countryside, living with a host family, leaving family members behind and the impact this would have on children. Make note of the historically factual information you find as this will support you when you are writing your own evacuation narrative set during the Second World War.

**The link below provides some insightful information to evacuated children.**

<https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>

### **Deepen the moment:**

Write a short paragraph explaining what impact evacuation had on children when their families told them they were being evacuated.



## English lesson 4: To plan a narrative.

In today's lesson, you will start to bring your own ideas, as well as the historical facts from yesterday's lesson, together on a planning sheet. The key events of the story have been provided for you, however, you can choose to change or tweak these but be careful to keep the events within the historical factual context of evacuees during the Second World War.

**Task 1:** Complete the planning sheet by adding in details and historical facts as well as ideas from your own imagination.

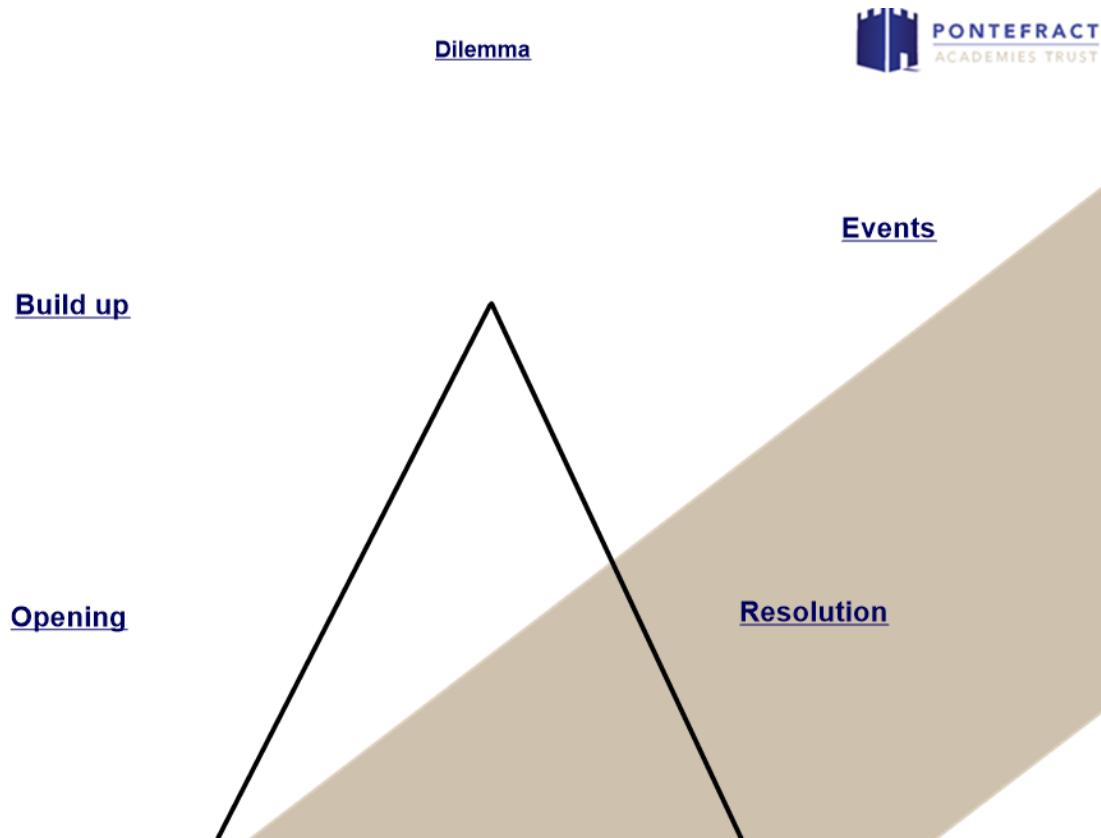
Feature	Our Story	Your Story
Title	Escape to the Country	
Setting	Large City In England	
Characters	Mother Father Two children New host family	
Key event 1	Air Raids have been taking place for months, Father is away, and mother is having to work. Two children are being evacuated.	
Key event 2	Mother takes children to the railway station with minimum belongings. Children ready to depart out of the city and head to the countryside.	
Key event 3	Children find themselves in a new location. Host family ready to greet them.	
Key event 4	Children adjust to their new life. New school. New chores	
Key event 5	Mother gets in touch. Bombing has eased. Father has returned. Safe for children to return.	



## Task 2:

Now you have the details and facts on your plan, your next task is to place the events of your story on a story mountain.

Use the blank story mountain to position the events in order to see the 'arc' of your story.



### Deepen the moment:

On your plan, write a list of sentence openers you could use to start each paragraph. If you use a fronted adverbial remember to include a comma



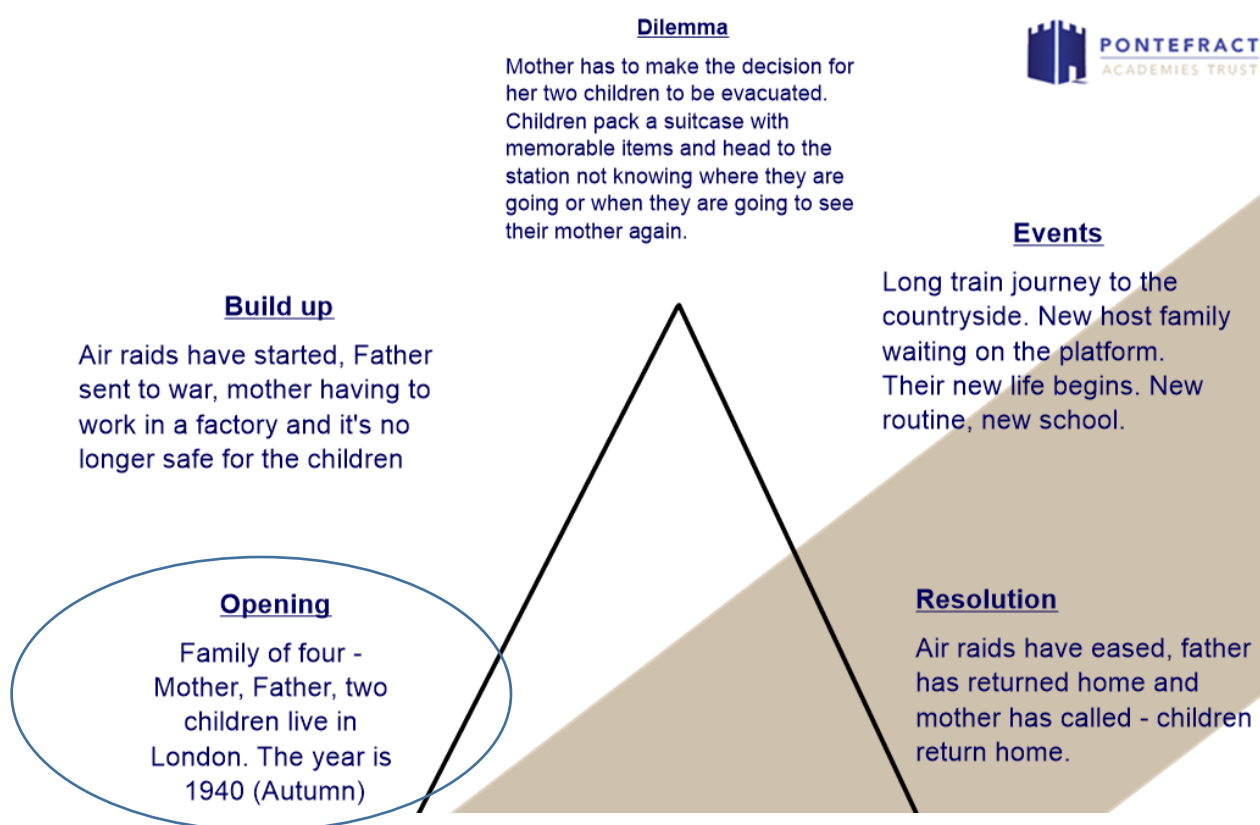


## English lesson 5: To draft the opening of my narrative.

During today's lesson, you will be writing the opening part of your evacuee story. You will be using your plan and your existing knowledge and understanding of evacuees based on all of your learning so far this term. There are also useful and helpful resources, such as your knowledge organiser, Year 5 and 6 statutory spelling list and a number of videos and photographs.

### Task:

Your opening should include a detailed setting description of London (or another big city targeted by German air raids), as well as an introduction to the characters of involved.



Use the pictures (below) and this video to help with your opening section:

<https://www.youtube.com/watch?v=clKxrDza1d8>

**Context:** To write a narrative about a character named Tom.

### Year 5 VIPs for writing a narrative

- Third person is the use of the pronouns he, she, it, they etc.
- Past tense places an action or state of being in past time.
- Carefully chosen vocabulary - adjectives, verbs, adverbs chosen must be suitable and appropriate.
- Expanded noun phrases consist of a determiner, adjectives and a noun.
- Fronted adverbials are words or phrases at the start of a sentence to describe the action that follows.
- Various cohesive devices to ensure sentences make sense.
- Other cohesive devices include using pronouns to avoid repeating a noun, linking paragraphs effectively.
- Relative clauses are clauses that describe a noun or pronoun and start with a relative pronoun: who, whose, whom, that, which.

## **Fat Questions**

What long lasting impact did evacuation have on young people?

How did the families already living in the countryside feel about evacuees joining them?

# NARRATIVE

## Set the scene

## Who? What? When? Where

**complication**

**Describe the events that**

follow...

**In order,**

### Describe the ending

**New paragraph for each part**

## Word Focus

## Nouns, Adjectives, Verbs,

## Adverbs

## Tense

## Past (Usually)

## Present (Dialogue)

## Style

## Descriptive

## Entertaining

To become an expert at writing complex sentences, try using the subordinate clause at the beginning of the sentence:

Although it was a cold day, Anita refused to wear her coat.

Instead of using a **subordinating conjunction**, try adding a **relative clause** instead:

The firefighter ran towards the house, which was engulfed in thick, black smoke.

Slowly, the black cat, who was well known in this neighbourhood, crept up the path.

**TOP TIP:** Always use a comma after your subordinate clause if it is at the beginning of the sentence.

## Dilemma



**PONTEFRACT**  
ACADEMIES TRUST

Mother has to make the decision for her two children to be

evacuated. Children pack a suitcase with memorable items

and head to the station, not knowing where they are going or

when they are going to see their mother again. **A**

### Build up

Air raids have started, Father sent to war, mother having to work in a factory and it's no longer safe for the children.

## Events

Long train journey to the countryside. New host family waiting on the platform. Their new life begins. New routine, new school.

begins. New routine, new school.

### Opening

Family of four - Mother, Father, two children live in London. The year is 1940 (Autumn)

**Resources:**

Air raids have eased, father has returned, home and mother has called - children return home.

## Useful genre vocabulary

Evacuation	Evacuee	Host family	Billeting Officer	Blackout
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Departure	Air raid	Blitz
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**WAGOLL** – You may want to use the WAGOLL to help with your opening.

It was still dark up in the street, and fine drizzle sprayed their faces as they walked away from the house. David looked back over his shoulder as they came to the post-box at the corner and caught a last glimpse of the front steps. He felt his mother's hand on his elbow, and then they were round the corner.

Ahead of them there was a glow of fire in the sky. "South of the river," his mother said. "Battersea, I should say. Poor devils. At least you'll be away from all that, David, away from the bombs, away from the war. At least they won't get you as well." He was surprised by the grim tone in her voice.

## Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

### Deepen the moment:

Can you include the characters thoughts and feelings about the city they live in?





# Reading for Productivity: Geography Lesson 1







## Plastic Pollution

### The Problem with Plastic

Most types of plastic are neither **biodegradable** nor **compostable**. Therefore, any plastic that ends up in the local environment will not break down over time, like paper, fruit peel or natural fabrics do. Plastic will simply remain where it is forever unless it is removed by humans or mistakenly consumed by wildlife.

A huge problem with the plastic that ends up in the environment is the chemicals it releases. Over time, pieces of plastic litter will break into smaller pieces. When plastic breaks into **microplastics**, it is eaten by wildlife that mistake it for food.

Scarily, these microplastics contain **toxic** chemicals and heavy metals – poisonous and deadly to local wildlife. These make their way into the food chain, affecting not only the animal that ate the plastic but any animal that then goes on to consume the first animal.



*"Female Mallard By Water With Rubbish" by Martin Kennel*

### Threats to Wildlife

The largest threats to wildlife from plastic waste in the environment are:

- death or injury caused by becoming tangled in plastic waste, for example, birds that become trapped in fishing nets or hedgehogs caught in plastic can holders;

- animals eating plastic waste by mistake, thinking that it is food, for example, some birds eat plastic bags that float in a pond because they think that they are fish;
- poisoning from the chemicals within the plastic which can lead to illness and death.



### How We Can Help

People around the world have caused the plastic problem we face today and it cannot be fixed overnight. The best way to stop any further harm to wildlife is by changing how we think about and use plastic. Some helpful tips are:

- Instead of using plastic items, such as straws and plastic bags, buy reusable items, e.g. flasks for hot drinks and canvas shopping bags.
- Glitter (which is often made of plastic) and balloons can also be damaging to the environment and dangerous to animals, who may mistake them for food.
- Recycle as much of your waste as possible.
- Safely pick up litter you see in the environment.





## Questions

1. Which of these is not a way that plastic enters the environment? Tick one.

- ☐ By being blown out of bins
- ☐ By being abandoned by humans
- ☐ By being dug up from the ground
- ☐ By being washed down drains

2. Using the information to help you, match the percentages to the correct fact.

9%

Existing plastic that has been burned.

12%

Existing plastic which had ended up in landfills or the natural environment.

79%

Existing plastic that has been recycled.

3. Find and copy two examples of items that the text implies will break down over time.

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-----

4. *... and could be endangering the existence of some of our much-loved creatures.*  
Which word or phrase could the author have used instead of the word **endangering** in this sentence?

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5. Find and copy one adjective from the section entitled **The Problem with Plastic** that describes the chemicals found in microplastics.

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6. Summarise the section entitled **Threats to Wildlife** in 30 words or less.

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7. Which fact from the text did you find most shocking? Give two reasons for your answer.

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### Deepen the Moment:

Plastic pollution is a global issue. However, consider the positive impact you can have on your local environment by making small changes.

*List five ways in which you can have a positive impact in your local area.*



## Year 5 Extended Curricular Learning Geography – Plastic Pollution Monday

22<sup>nd</sup> February 2021 – Activity 1



### VIPs:

- Renewable resources are those which come from a source that can continue to replenish itself. E.g. wind, sunlight, wood, paper and leather.
- Non-renewable resources are things that are not able to replenish themselves; there is a set amount of the resource available and once it is used, there is none left on Earth. E.g. gasoline (petrol), diesel, coal and natural gas.
- Although many plastics can be recycled, most are created using 'petro-chemical' processing (using similar components to petrol) so they are non-renewable.

Sustainability means ensuring that the planet and all of its resources can continue to provide a home for the humans, animals and plants that live here. It is our job to take care of the planet to ensure that future generations of people and animals can live and thrive on Earth.

Since the 1960s, plastic has been used in huge amounts of products. Today we are surrounded by more plastic than ever before; Plastic production has surged over the past 50 years, from 15 million tonnes in 1964 to 311 million tonnes in 2014, and is expected to double again over the next 20 years.

As outlined in the Reading for Productivity, plastic pollution can be incredibly harmful to the ecosystem. However, every one of us can do something to stop plastics pollution.

**Task: Make a poster outlining some of the things people can do to reduce plastic pollution. You should ensure the poster is eye-catching and persuasive.**



Your poster could include the following:

1. Avoid plastic where possible, for example buy cotton buds made with card instead of plastic.
2. Use a reusable bottle for your drinks.
3. Say no to plastic bags and drinking straws.
4. Buy unpackaged food and grow your own.
5. Avoid using wet wipes.
6. Avoid buying balloons for parties, or releasing balloons into the sky.
7. Wear clothes made with natural fibres.
8. Try to avoid glitter, or only use eco-friendly glitter in school.
9. Avoid using products with microbeads in them (common ingredients to look out for in the ingredients list are polyethylene and polypropylene).
10. Pick up litter.
11. Never flush plastics down the toilet.

### Deepen the moment...

Should plastic be banned altogether? Why?



## Reading for Productivity: RE Lesson 2

### The Sheep and the Goats, Matthew 25:31-46

In this parable, Jesus uses the example of a shepherd who separates his sheep from his goats in order to help his followers understand what judgement will be like. Jesus explains that people will be separated into two groups:

- 1) Those who have lived good lives and believed in God will be put on one side and have a place in Heaven.
- 2) Those who have rejected the belief in God and sinned in their lives will be placed on the other side and will go to Hell.

When the Son of Man comes in his glory, and all the angels with him, he will sit on his glorious throne. All the nations will be gathered before him, and he will separate the people one from another as a shepherd separates the sheep from the goats. He will put the sheep on his right and the goats on his left.

Then the King will say to those on his right, 'Come, you who are blessed by my Father; take your inheritance, the kingdom prepared for you since the creation of the world. For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'

Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?'

The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'

Then he will say to those on his left, 'Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels. For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink, I was a stranger and you did not invite me in, I needed clothes and you did not clothe me, I was sick and in prison and you did not look after me.'

They also will answer, 'Lord, when did we see you hungry or thirsty or a stranger or needing clothes or sick or in prison, and did not help you?'

He will reply, 'Truly I tell you, whatever you did not do for one of the least of these, you did not do for me.'

Why sheep and goats? God often describes his people as sheep in scripture. Sheep listen to their shepherd, and follow him. They look to him for all their needs and will suffer without him. What are goats like? Goats are stubborn. They resist being told what to do.





## Questions

- 1) What will happen to those who have lived good lives and believed in God?
- 2) Where will the Son of Man sit?
- 3) Which of these is closest in meaning to the **eternal fire**?  
Heaven      Hell      Earth      Jerusalem
- 4) According to the text, what are goats like?
- 5) What do you think is meant by 'The kingdom prepared for you since the creation of the world.'
- 6) Answer these true or false questions.
  - a) The sheep are put on the right and the goats on the left.
  - b) The sheep will go to Hell.
  - c) The Goats are the ones that helped others in their lives.
  - d) In the story, it is better to be a sheep than a goat.

### Deepen the Moment:

Do you think the decision about the fate of the goats and the sheep is fair?

*Fully justify your answer in a short paragraph.*



## Year 5 Extended Curricular Learning

### R.E. – Judgement – the sheep and the goats

Tuesday 23<sup>rd</sup> February 2021 – Activity 2



#### VIPs:

*Jesus taught his followers that when they died, they would be judged fairly upon the way that they had lived their lives.*

Think about what the words justice and fairness mean to you. What are some of the things you think are unjust or unfair? Have you ever acted unjustly or unfairly to others? How did they respond?

In the parable from the Reading for Productivity, Jesus separates his people into those who have lived good lives and believed in God to be given a place in Heaven, and those who have rejected the belief in God and sinned in their lives who will be placed on the other side and will go to Hell.

**Task:** For your main task today, you will pretend that you were in the crowd of people judged by Jesus and found to be either a 'sheep' or a 'goat'. Write a diary entry to explain your view of what has happened.

Think about:

- What happened?
- Was it fair? (Why/why not - how did your character live their life?)
- What have you learned from this?

*If you're not feeling confident about what to write, the following words and sentence starters may help:*

justice/just	fairness/fair	parable	deserving	undeserving
reward	punishment	Jesus	teachings	lesson

Sentence starters (suggestions):

- I can't believe what happened to me today...
- Jesus began dividing everyone in this crowd...
- He said that I was a ... because...
- This is totally unfair, because...
- This is entirely just, because...
- I lived my life in a way that was...
- From this experience, I have learnt to try and be a better person by...

#### Deepen the moment...

*If you knew for certain that you were going to be judged for your actions when you died, how might you live your life differently?*



## Reading for Productivity: DT Lesson 3



Rationing was introduced in Britain on 8th January 1940, just four months after the start of the Second World War and didn't end until 1954. However, fourteen years of rationing meant that cooks had plenty of time to get creative.

Pickling and preserving became crucial, not just as a means of effective storage but as a way of livening up meals made from the same old rations. Meat was rationed on a price basis so if you could be clever with cheaper cuts of meat, you'd have more to last the week and if you lived in the country, you could supplement the ration with rabbit or pigeon. Baking without eggs or sugar became commonplace, a good pickle or chutney could spice up an old recipe, and foraging could produce some edible, if not always strictly enjoyable, additions to your diet.

Thankfully we are not currently on rations, so there's no need to go looking for potentially poisonous mushrooms or stinging nettles to eat, but when you consider how much food is wasted in the UK alone (approximately 25% of all food we buy), a little wartime frugality could benefit us

- 1) Why did cooks become so creative?
- 2) Name two things that became crucial for storage
- 3) Define the word foraging
- 4) How much food is wasted in the UK alone?
- 5) What does frugality mean?
- 6) Find and copy a word which means 'to add'

### Deepen the Moment:

How would you feel if rationing was introduced now? What impact would it have on your day-to-day life?



## Year 5 Extended Curricular Learning

### D.T. – Rationing

Wednesday 24<sup>th</sup> February 2021 – Activity 3



#### VIPs:

- Britain stopped importing food when the war started because ships bringing the food were destroyed by German submarines.
- The government knew that this would lead to a shortage of food, so rationing was introduced in January 1940.

During rationing, people had to get their ration book stamped by the shopkeeper.

Why do you think this was?



People were asked to save leftover food, which was collected in big bins. Why do you think this was?

WW2 was a worrying time for many people in Great Britain. A lot changed and it was the Government's job to keep people informed whilst at the same time, reassuring them and making them feel safe.

**Task: Imagine you work for the Ministry of Food in 1940; use your knowledge about rationing to create a leaflet that could be distributed to the people of Great Britain.**

Make sure the leaflet explains: What rationing is, How it will work and Why we need it.

Think about your audience and how to get your message across in a clear and simple way.

How will it make them feel safe and reassured?

(You could even use an old tea bag to stain the paper so it looks old)

#### Deepen the moment...

Butter, sugar, tea, meat, eggs, cheese, chocolate, jam, sweets and milk were all rationed, whilst potatoes, fruit and fish were not.

Do you think rationing improved the health of people in Britain?





## Reading for Productivity: Science Lesson 4

### What is Water Resistance?

**Water resistance** is a type of force that uses **friction** to slow things down that are moving through water. It is often called **drag**. Water resistance doesn't have to be just water, it can happen to objects moving through any type of **fluid**. Water resistance happens because of the **particles** in water or the fluid. As the object moves through it **collides** with the particles which try to **slow** it down.

There are a number of factors that affect this force:

- Different shaped objects have different levels of **water resistance**, **streamlined** shapes have less water resistance and can therefore move through water much more easily. If an object is turned sideways, it will likely be easier to push it through the water. This is why fish are shaped the way they are. The **area** is one of the biggest **factors affecting water resistance**. If an object has a larger area, it will collide more with water particles and therefore have a bigger drag force. If you spread out your body jumping into water you will encounter more water resistance.
- **Velocity** can affect this force too. This is how fast the object initially travels through the water. If an object has a bigger velocity, it will have a stronger drag force. The faster it is going, the stronger the drag force.
- The **texture** of the object is another common factor affecting the force.
- The **density** of the fluid it is moving through can also affect it. Density is how much matter is packed into a substance, how tightly packed the particles are. The more dense the water, the greater the drag force.

### Examples of using Water Resistance

A similar force to **water resistance** is **air resistance** which is a type of friction between the air and another object, like an aeroplane. The air particles hit the aeroplane making it harder to move through the air. **Water resistance** is the same as this but with objects moving through the water. For example, if you go swimming, you have to push the water out of the way in order to move forward. This is because there is friction between your skin and the water particles.

**Science of Swimming** - The level of **water resistance** increases if your body is completely submerged in the water and therefore it is harder to move. This is why swimmers tend to go towards the surface as much as possible because moving through air resistance allows a better speed of movement than water resistance.

**Penguins and Water Resistance** - Penguins are able to glide through the water with little water resistance because they are slim and have bullet-shaped bodies. Although, their feathers do slow them down. To change their direction, they can stick out their flippers which steer them against the water.



## Questions

- 1) What is water resistance?
- 2) What happens if an object in water has a larger area?
  - A) It will collide less with water particles and therefore have a smaller drag force.
  - B) It will collide more with water particles and therefore have a bigger drag force.
  - C) The area will have no impact on the object in water.
- 3) Name three factors that affect water resistance.
- 4) Write a definition of the word density.
- 5) Which of the following words/phrases also means submerged?  
high                  on top                  under                  far away
- 6) Why do penguins find it easy to swim through the water?

### Deepen the Moment:

Prove it!

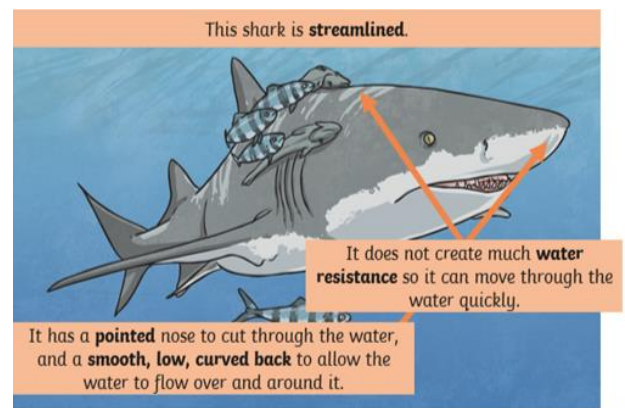
If two parachutes that have strings of a different lengths are dropped from the same height, will they fall at the same speed?



## Year 5 Extended Curricular Learning

### Science – Water Resistance

Thursday 25<sup>th</sup> February – Activity 4



#### VIPs:

- Water resistance is a force that tries to slow things down that are moving through water. It is a type of friction and is sometimes called drag.
- The more streamlined an object is, the less water resistance will occur.
- Streamlined objects have the smallest surface area at the front possible, therefore they are usually long and thin to move through water more easily.

Today, you are going to create your own investigation in order to answer the following question:

**How does the shape of an object effect the time taken to travel through water?**

When planning your experiment, think about these questions:

- What equipment will you need?
- What method will you use?
- How will you make it a fair test?
- What is the dependent/independent variable?
- What is your prediction?

The following video shows one method for how, with a clear container and a blob of blue-tac / play-doh, you could consider investigating how the shape of an object affects how streamlined it is and how quickly it travels through water: <https://www.youtube.com/watch?v=a85Qepkt6JO>

You could investigate which shapes fall most quickly through water and which shape is slowest.

**Once you have completed your experiment, see if you can draw a diagram to represent how water resistance worked against the objects in your experiment.**

#### Deepen the moment...

True or false?

Streamlined shapes will travel at the same speed through any type of fluid.



## Reading for Productivity: Computing Lesson 5

### Steve Jobs



Steven Paul Jobs (February 24th 1955 – October 5th 2011) was an American business magnate and investor. He was best known for his time as chairman and co-founder of Apple. Jobs is widely recognised as a pioneer of the computer revolution of the 1970s and 1980s, along with Apple co-founder Steve Wozniak.

Steve Jobs was born in San Francisco, California, and was put up for adoption. He was then raised in the San Francisco Bay Area and attended Reed College; however in 1972 he dropped out. Two years later, he travelled through India seeking enlightenment and studying Buddhism.

Jobs co-founded Apple in 1976 with Steve Wozniak. Together the duo gained fame and wealth a year later with their Apple II computer. It was followed, in 1984, by the successful Macintosh computer. However, Jobs was forced out of Apple in 1985 after a long power struggle with the company's board. That same year, he founded NeXT, a company that specialised in computers for higher-education and business. In addition, he helped to develop the visual effects industry when he founded the computer graphics division of Lucasfilm in 1986. This new company was called Pixar. Pixar went on to produce the first 3D computer animated film in 1995 called Toy Story.

NeXT merged with Apple in 1997, and Jobs became the head of his former company within a few months. He was largely responsible for helping to revive Apple, which had been on the verge of bankruptcy. He worked closely with designer Jony Ive to develop a line of products that led to the iMac, iTunes, the iPod, the iPhone and the iPad.

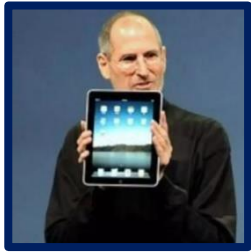
Unfortunately, Jobs was diagnosed with a pancreatic neuroendocrine tumour in 2003. He died from factors relating to the tumour at the age of 56 on 5<sup>th</sup> October 2011.

### Questions

1. Between what years did Steve Jobs live?
2. How is he best known?
3. How is he widely recognised?
4. What year did he travel through India and why?
5. How was Jobs forced out of Apple in 1985?
6. What two companies did he go on to found?
7. What products were developed to bring Apple back from the verge of bankruptcy?
8. When was Jobs diagnosed with and when did he die?

### Deepen the Moment:

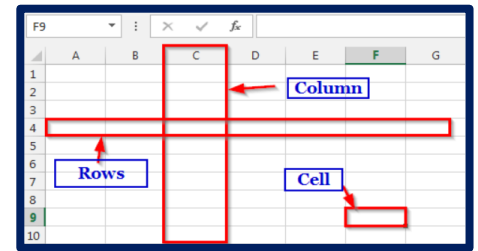
Write a paragraph to explain to younger students who Steve Jobs was; remember to keep your language simple and to use the correct punctuation throughout.



## Year 5 Extended Curricular Learning

### Computing – Steve Jobs

Friday 26<sup>th</sup> February 2021 – Activity 5



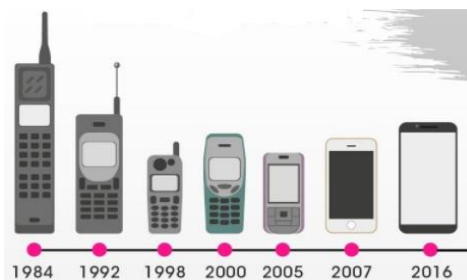
#### Option 1: Design outcome

##### VIPs:

- Hardware refers to the machines, wiring, and other physical components of a computer or other electronic system.
- Software refers to the programs and other operating information used by a computer or electronic system.

Steve Jobs was one of the founders of Apple Inc. who, amongst a wealth of other products, produced the iPhone – a product which many of you and your parents will use.

Phones have changed dramatically over the last 40 years, to almost unrecognisable degrees.



**Task:** Think about how you see the phone changing over the next 40 years of your lifetime. Design a phone which will be used in the future.

*Remember to label your design, including what hardware and software features it includes.*

What will it be able to do?

Where will people keep them?

Will it even look like a phone?

#### Deepen the moment...

True or False: Phones are always going to be a part of our society now. Say why you think so.

#### Option 2: Computing outcome

If you would like to try a Computer-based task at home, and have a computer which has access to a spreadsheet software (like Microsoft Excel), you may want to try completing this formatting task instead.

##### VIPs:

- Information on a spreadsheet goes into a cell.
- Each cell is named by the column and row in which it is located.

The following website has a good summary of using Excel to format

<https://www.schoolsofkingedwardvi.co.uk/ks2-computing-information-technology-5-spreadsheets-charts/>

**Task:** Create a spreadsheet which you can use to automatically calculate some data you put in. e.g. the average colour of cars which pass your window in 10 minutes.



## **Fairtrade Fortnight**

Monday 22<sup>nd</sup> February - Sunday 7<sup>th</sup> March 2021

Monday 22<sup>nd</sup> February marks the beginning of Fairtrade fortnight. This Fairtrade Fortnight we are thinking about what we want the world to be and the ways in which we can make choices to shape the world.

To make a choice that is good for us, we need to know a bit about what our options are. But the choices we make don't just affect us. Many of our choices will have an effect on other people. Sometimes they will have a big effect.

Today, you have already made choices that impact the lives of many other people around the world. The things we buy and enjoy have a big effect on the lives of other people. Everything we eat, wear or play with has been grown or made by someone somewhere, and the products we buy will make a difference to the sort of life those people have. The more we learn about the people we rely upon, the more likely we are to want to make good choices.

**Task 1 : To join in with some of the activities you can do to understand fairtrade better, why not follow some of the links below:**

Come on in to Coobana: a board game to help students learn about Fairtrade, Coobana and the banana trade: <https://schools.fairtrade.org.uk/teaching-resources/come-coobana-board-game/>

The journey of a Fairtrade football: a presentation explaining the process of how footballs are made and how Fairtrade can help: <https://schools.fairtrade.org.uk/teaching-resources/journey-fairtrade-football/>

A fairtrade quiz: <https://schools.fairtrade.org.uk/teaching-resources/primary-school-quiz-for-fairtrade-fortnight-2021/>

Or, Visit: <https://schools.fairtrade.org.uk/teaching-resources/climate-fairtrade-and-you-education-pack-for-primary-schools/> for the full Primary Schools pack.

**Task 2: Watch this video to find out more about the things you can do to live a fairtrade-conscious lifestyle:** <https://schools.fairtrade.org.uk/teaching-resources/change-the-world-through-your-choices/>

**Task 3: Make a poster outlining some of the ways people can help to make the world a fairer place by being conscious of fairtrade.**

*Why not share some of the Fairtrade activities you've enjoyed with your teachers on Class Dojo or post them on to your school's social media platforms. You can tag @FairtradeUKed and use the hashtag #FairtradeTogether on social media posts!*

