# Cotsford Primary School Home learning

## Year 5
## Spring 1

# Week 1 Timetable

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| 9 – 9.30 | PE – up to 30 minutes | PE – up to 30 minutes | PE – up to 30 minutes | PE – up to 30 minutes | PE – up to 30 minutes |
| 9.30 – 10.30 | English film unit - Day 1 Titanium (Click here) | English film unit - Day 2 Titanium (Click here) | English film unit - Day 3 Titanium (Click here) | English film unit - Day 4 Titanium (Click here) | English film unit - Day 5 Titanium (Click here) |
| 10.30 - 11 | Break | Break | Break | Break | Break |
| 11 – 12 | Maths Day 1 - Multiples (Click here) | Maths Day 2 - Factors (Click here) | Maths Day 3 - Common factors (Click here) | Maths Day 4 - Prime numbers (Click here) | Maths Day 5 - Square numbers (Click here) |
| 12 – 1.00 | Dinnertime | | | | |
| 1.00 – 1.30 | Reading activity | Reading activity | Reading activity | Reading activity | Reading activity |
| 1.30 - 3 | Topic booklet - Task 1 | Topic booklet - Task 2 | Topic booklet - Task 3 | Topic booklet - Task 4 | Look at the photos - Choose one photo - Complete a pencil sketch and find out information linked to the photo that you have chosen. |

# PE

links to use:

Joe Wicks videos - https://www.youtube.com/user/thebodycoach1

https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q

https://imoves.com/ sign up for free access to different videos

Google just dace kids for some lovely dance videos to join in.

Gonoodle -
https://uk.video.search.yahoo.com/yhs/search;_ylt=AwrEzeLTYgBfdIoAkBWc3oIQ;_ylu=X3oDMTBncGdyMzQ0BHNlYwNzZWFyY2gEdnRpZAM-;_ylc=X1MDMTM1MTIxMIcwMARfcgMyBGFIdG4DY2xrBGNzcmNwdmlkkAzhkcWpPakV3TGplRjhoTWVXaGhrSFFCZU9ERXVPUUFBQUFFDaih5TIAEZnIDeWhzLWRvbWFpbmRldi1zdF9lbWVhBGZyMgNzYS1ncARncHJppZAM3LjRLNmZiV1RMcVNWbHZlbmprWmVBBG5fcnNdAM2MARuX3N1Z2cDMTAEb3JpZ2luA3VrLnZpZGVvLnNlYXJjaC55YWhvby5jb20EcG9zAzAEcHFzdHIDBHBxc3RybAMEcXN0cmwDNDE1BHF1ZXJ5BHQ0bXBsM00dZ1MQ--?p=gonoodle&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3ASa&fr=yhs-domaindev-st_emea&hsimp=yhs-st_emea&hspart=domaindev&type=dhm_AOPK4_set_bfr_alt_ddc_srch_searchpulse_net#id=&vid=&action=close

# Additional resources:

Cbeebies bedtime stories: https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories

Top marks website: good for different games – particularly maths: https://www.topmarks.co.uk/
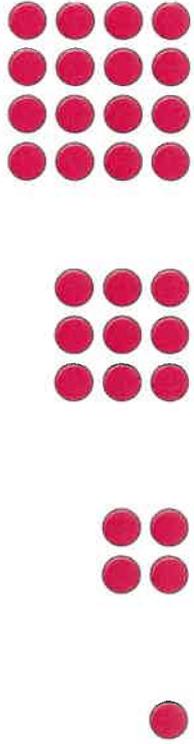
# Square numbers

**5** Whitney is working out a calculation.

8 × 8 = 16

What mistake has Whitney made?

**6** The arrays below show a sequence.

a) Complete the number sentences. Use the arrays to help you.

$1 \times 1 = \boxed{\phantom{0}}$

$2 \times 2 = \boxed{\phantom{0}}$

$3 \times \boxed{\phantom{0}} = \boxed{\phantom{0}}$

$\boxed{\phantom{0}} \times \boxed{\phantom{0}} = \boxed{\phantom{0}}$

b) What do these numbers have in common?

c) Draw the next two numbers in the sequence and write a number sentence for each.

d) What would the next four numbers in the sequence be?

**7** Complete the statements.

a) $6^2 = \boxed{\phantom{0}}$

b) $12^2 = \boxed{\phantom{0}}$

c) $\boxed{\phantom{0}} = 9^2$

d) $0^2 = \boxed{\phantom{0}}$

e) $\boxed{\phantom{0}}^2 = 100$

f) $64 = \boxed{\phantom{0}}^2$

**8** a) Write the numbers in the table.

0   3   4   11   49

|  | Factor of 24 | Not a factor of 24 |
| --- | --- | --- |
| Square number |  |  |
| Prime number |  |  |

b) Write a different number in each part of the table.

**9** Dani is thinking of a square number with 2 digits.

The digits add together to make another square number.

What could the number be?

**10** Huan is celebrating his birthday.

His age is a square number.

Last year he was a multiple of 12

Next year he will be a multiple of 10

How old is Huan?

## 1

**a)** Use 16 counters to make these arrays.
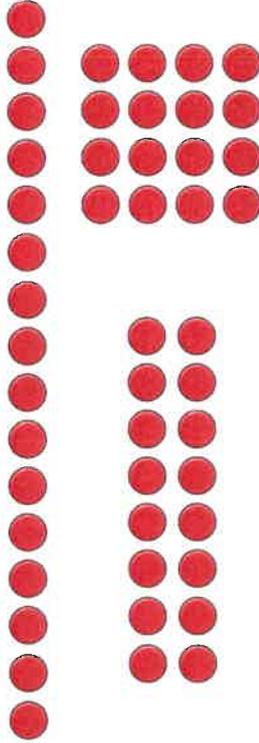


**b)** What do you notice about the shape of one of the arrays?

**c)** Is 16 a square number? How do you know?

## 2

**a)** Is it possible to make a square array with 8 counters?

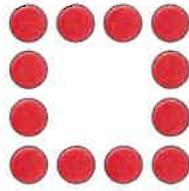**b)** Is it possible to make a square array with 9 counters?

**c)** Which number is a square number?
How do you know?

## 3

Which of these numbers are square numbers?

4     10     18     25

## 4

Dexter makes a square using 12 counters.



12 is a square number as I can make the counters into a square.

What mistake has Dexter made?

## 5

Whitney is working out a calculation.

$8 \times 8 = 16$

What mistake has Whitney made?

## 6

The arrays below show a sequence.

**a)** Complete the number sentences. Use the arrays to help you.



$1 \times 1 = \boxed{\phantom{0}}$     $2 \times 2 = \boxed{\phantom{0}}$     $3 \times \boxed{\phantom{0}} = \boxed{\phantom{0}}$     $\boxed{\phantom{0}} \times \boxed{\phantom{0}} = \boxed{\phantom{0}}$

**b)** What do these numbers have in common?

**c)** Draw the next two numbers in the sequence and write a number sentence for each.

**d)** What would the next four numbers in the sequence be?

## 7

Complete the statements.

**a)** $6^2 = \boxed{\phantom{0}}$

**b)** $12^2 = \boxed{\phantom{0}}$

**c)** $\boxed{\phantom{0}} = 9^2$

**d)** $0^2 = \boxed{\phantom{0}}$

**e)** $\boxed{\phantom{0}}^2 = 100$

**f)** $64 = \boxed{\phantom{0}}^2$

**5** Here are sequences of consecutive prime numbers.

Complete the sequences.

a) 7, 11, 13, [    ] , 19

b) 37, 31, 29, [    ] , 19

**6** Colour all the prime numbers.

| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
|----|----|----|----|----|----|----|----|----|----|
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

**7** Here are some numbers.

126    175    2,378    777    381    9,000

Jack: The numbers are big. It's hard to check if they are prime.

Annie: I can tell quickly that none of these numbers are prime.

How does Annie know that none of the numbers are prime?

Compare answers with a partner.

**8** Mo and Alex are talking about prime numbers.

Mo: Prime numbers are always odd.

Alex: I think prime numbers can be even.

Who is correct?

How do you know?

**9** Teddy writes five consecutive numbers.

Three of the numbers are prime.

What are the five consecutive numbers?

**10** Kim is thinking of a prime number.

It is in between a multiple of 11 and a factor of 48

What number is Kim thinking of?

# Prime numbers

1. Aisha makes different arrays with 7 counters.

   She makes an array with 1 counter in each column.

   ● ● ● ● ● ● ●

   She makes an array with 2 counters in a column.

   ● ●
   ● ●
   ● ●

   a) Is it possible to arrange the counters in another way so that they make a rectangular array?

   Draw counters to support your answer.

   b) What are the factors of 7?

   c) Explain why 7 is a prime number.

2. Complete the table.

   | Number | Factors | Is the number prime? |
   |--------|---------|---------------------|
   | 5 | 1 and 5 | Yes |
   | 9 | | |
   | 11 | | |
   | 14 | | |
   | 15 | | |
   | 19 | | |

3. A prime number has two factors: 1 and itself.

   List the prime numbers up to 20

4. Is 25 a prime number?

   How do you know?

5. Here are sequences of consecutive prime numbers.

   Complete the sequences.

   a) 7, 11, 13, ☐ , 19

   b) 37, 31, 29, ☐ , 19

6. Colour all the prime numbers.

   | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
   |----|----|----|----|----|----|----|----|----|----|
   | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
   | 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |

7. Here are some numbers.

   126    175    2,378    777    381

   9,000

   Jack: The numbers are big. It's hard to check if they are prime.

   Annie: I can tell quickly that none of these numbers are prime.

   How does Annie know that none of the numbers are prime?

   Compare answers with a partner.

**3** a) Write the numbers on the diagram.

1    3    5    7    21    35

[Venn diagram with two overlapping circles labelled "factors of 21" and "factors of 35"]

b) What are the common factors of 21 and 35?

c) How does the Venn diagram help you to list the common factors?

**4** List the common factors of each pair of numbers.

a)

| 15 | 20 |
|----|----|

b)

| 9 | 10 |
|---|----|

**5** Which pairs of numbers have only one common factor?

2 and 6        3 and 8        15 and 12

9 and 11       49 and 21      15 and 22

What do you notice?

**6** 

All the factors of 36 are common factors of 36 and 72

Do you agree with Mo?

Explain your reasoning.

Why do you think this happens?

**7** a) List the factors of 60 in order from lowest to highest.

b) List the factors of 84 in order from smallest to greatest.

c) What is the highest common factor of 60 and 84?

**8** Whitney bakes 24 cakes.

Dexter bakes 30 cakes.

Boxes can hold 2, 3, 4, 5, 6 or 10 cakes.

Whitney and Dexter want to share their cakes equally into boxes.

a) Which boxes could Whitney use?

b) Which boxes could Dexter use?

c) Which boxes could they both use?

Compare answers with a partner.

**9** 

I am thinking of two numbers between 70 and 80.
The common factors are 1, 2, 4 and 8

What are the two numbers that Teddy is thinking of?

## Common factors

**1** Kim is using counters to find factors of 18

She arranges the counters in one row.



Then she arranges the counters in two rows.



a) Kim's array shows four numbers that are factors of 18

Which numbers are they?

b) What are the two other factors of 18?

c) Use counters to find the factors of 27

List the factors of 27

d) List the common factors of 18 and 27

Why are these numbers common factors?

**2** Complete the sentences.

a) The factors of 24 are _____

The factors of 36 are _____

The common factors of 24 and 36 are _____

b) The factors of 30 are _____

The factors of 45 are _____

The common factors of 30 and 45 are _____

**3** a) Write the numbers on the diagram.
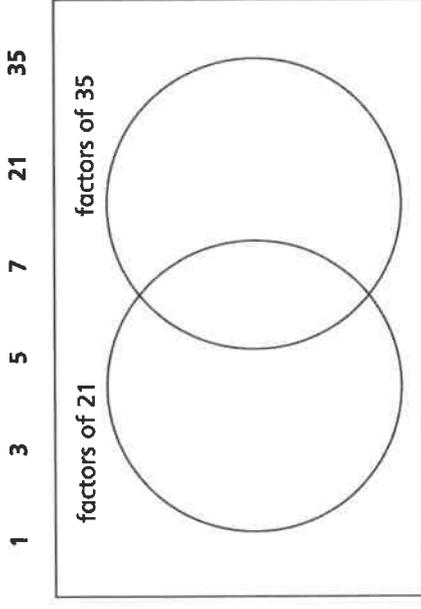
1   3   5   7   21   35



b) What are the common factors of 21 and 35?

c) How does the Venn diagram help you to list the common factors?

**4** List the common factors of each pair of numbers.
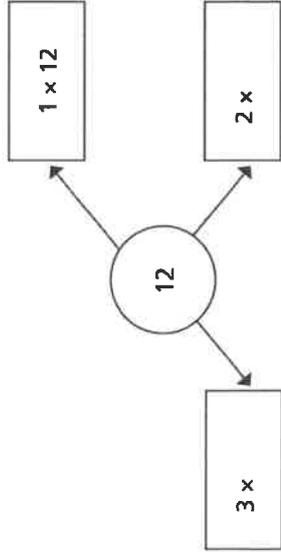
a)
| 15 | 20 |

b)
| 9 | 10 |

**5** Which pairs of numbers have only one common factor?

| 2 and 6 | 3 and 8 | 15 and 12 |
| 9 and 11 | 49 and 21 | 15 and 22 |

What do you notice?

**3** a) Complete the diagram to show the pairs of numbers that multiply to make 12

```
        ┌────────┐
        │ 1 × 12 │
        └────────┘
            ↑
   ┌────┐  (12)
   │3 × │ ←──┤
   └────┘    │
            ↓
        ┌────────┐
        │ 2 ×    │
        └────────┘
```

List all the factors of 12

b) Draw a similar diagram to show the pairs of numbers that multiply to make 24

List all the factors of 24

**4** a) List all the factors of 32

b) How can you check that you have found all the factors?

**5** a) Which numbers are factors of 30?

5    15    25    3    30    4    2    12    60    0

b) These numbers are all factors of a 2-digit number.

1    3    5    9

What could the number be?

**6** Amir and Eva are describing numbers using factors.

Amir: The number 11 does not have any factors.

Eva: My number lies between 20 and 25. It only has two factors.

a) Is Amir correct? Explain your answer.

b) What number is Eva thinking of?

**7** Which number has the most factors?

64    48

**8** Explain the mistakes that have been made.

a) 20, 30 and 40 are all factors of 10

b) 0.5 is a factor of 8 as 16 halves equals 8

**9** How do we know that these statements are true?

a) 5 is a factor of 195 but not a factor of 196

b) 3 is a factor of 177 but not a factor of 178

c) 20 is a factor of 180 but not a factor of 190

**10** Is this statement always, sometimes or never true?

A number will always have an even number of factors because factors come in factor pairs.
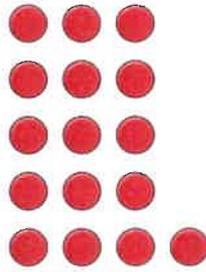
**1** Alex arranges 16 counters in different ways.

She is trying to work out some factors.



**a)** Use the array to complete the sentence.

☐ and ☐ are both factors of 16

**b)** Alex rearranges the counters.



How does this array show that 5 is not a factor of 16?

**2** Use 20 counters.

**a)** Show that 2 and 10 are factors of 20

**b)** Rearrange the counters to show why 4 and 5 are also factors of 20

**c)** Show why 6 is not a factor of 20

**3** **a)** Complete the diagram to show the pairs of numbers that multiply to make 12
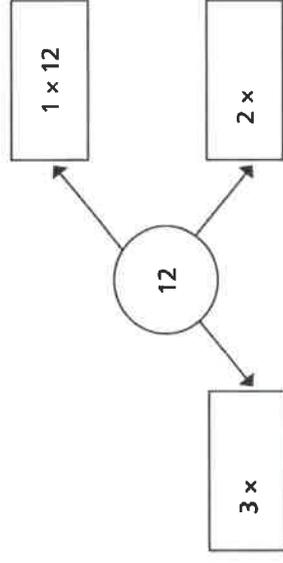


1 × 12

2 ×

3 ×

List all the factors of 12

**b)** Draw a similar diagram to show the pairs of numbers that multiply to make 24

List all the factors of 24

**4** **a)** List all the factors of 32

**b)** How can you check that you have found all the factors?

**5** **a)** Which numbers are factors of 30?

5  15  25  3  30  4  2  12  60  0

**b)** These numbers are all factors of a 2-digit number.

1  3  5  9

What could the number be?

**b)** The table shows four more multiples of 3

| Multiple of 3 | 75 | 126 | 432 | 9,735 |
|---|---|---|---|---|
| Sum of the digits | | | | |

What do you notice about the sum of the digits in each number?

5. Multiples of 5 always have a 5 in the number.

Is the statement true or false?

Explain your answer.

6. Which number is the odd one out?

| 8 | 56 | 6 | 16 |
|---|---|---|---|

Explain to a partner why it is the odd one out.

7. Here is part of a hundred square.

| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|---|---|---|---|---|---|---|---|---|---|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

**a)** Colour the multiples of 3

**b)** Draw a circle around all the multiples of 2

**c)** Some numbers have been coloured **and** circled.

What do you notice about these numbers?

8. Rosie and Jack are each thinking of a number.

My number is a multiple of 3 and 5

My number is a multiple of 2 and 10

Could they be thinking of the same number?

Explain your answer.

9. Scott's age is a multiple of 8 and 12

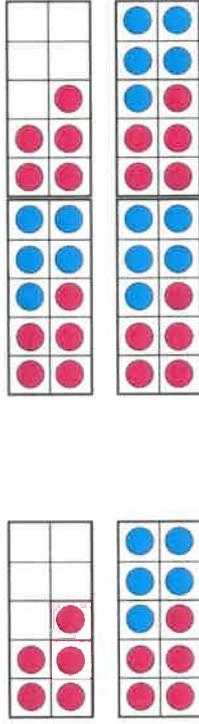His age is one away from a multiple of 7

He is younger than 50 years old.

How old is Scott?

10. Write the multiples of 15 between 250 and 350

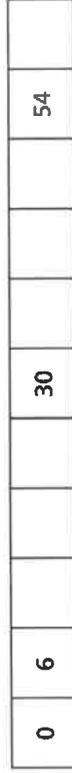Compare answers with a partner to make sure you have them all.

**1** What numbers are represented?



Complete the sentence.

These numbers are all _____ of 5

**2** Complete the number track.

| 0 | 6 | | | 30 | | | 54 | |
|---|---|---|---|----|---|---|----|---|

**3** a) List all the multiples of 2 up to 20

b) List all the multiples of 4 up to 20

c) What do you notice about the multiples of 2 and 4?

d) Is the number 47 a multiple of 4?
Explain how you know.

**4** a) Which of these numbers are multiples of 3?

| 23 | 6 | 13 | 18 | 21 | 32 |
|----|---|----|----|----|----|

b) The table shows four more multiples of 3

| Multiple of 3 | 75 | 126 | 432 | 9,735 |
|---|---|---|---|---|
| Sum of the digits | | | | |

What do you notice about the sum of the digits in each number?

**5** Multiples of 5 always have a 5 in the number.

Is the statement true or false?

Explain your answer.

**6** Which number is the odd one out?

| 8 | 56 | 6 | 16 |
|---|----|---|----|

Explain to a partner why it is the odd one out.

**7** Here is part of a hundred square.

| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
|----|----|----|----|----|----|----|----|----|----|
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |

a) Colour the multiples of 3

b) Draw a circle around all the multiples of 2

c) Some numbers have been coloured and circled.
What do you notice about these numbers?

# Quick Questions

1. Where did the voice come from?

   _____

   _____

2. Define: inaudible.

   _____

3. Why was her 'heart pounding'?
   Give **two** reasons.

   _____

   _____

4. What do you predict Lucy will do next?
   Use the text to support your answer.

   _____

   _____

   _____

---

# Help!

10  The trees were like inky giants menacingly looming over

17  the house with twisted, reaching arms. Their decaying

25  leaves rustled loudly and the air smelled damp.

35  Lucy arrived at the door. Her chest tightened. Her eyes

44  widened. She lifted her shaking, clammy hand to knock

55  on the door but, before she could touch it, it creaked

56  open...

61  They wouldn't find her here.

70  Slowly edging across the threshold, her heart began to

78  pound. Thoughts were racing wildly around her head

87  as she tentatively peered into the darkness, trying to

98  see if the coast was clear. After moments of silence and

107 stillness, she had reassured herself; judging by the state

116 of the house, nobody had ventured there in years.

117 Relief.

126 Then, from the floors above, a small, almost inaudible

130 voice called, "Help... me..."

# Answers

1. Where did the voice come from?
   **The voice came from the floors above (her).**

2. Define: inaudible.
   **Accept very quiet / almost impossible to hear.**

3. Why was her 'heart pounding'?
   Give **two** reasons.
   **Accept an explanation focusing on the fact that she was trying to get away from somebody as evidenced by the sentence ('They wouldn't find her here') so her heart is pounding due to physical exertion and being scared.**
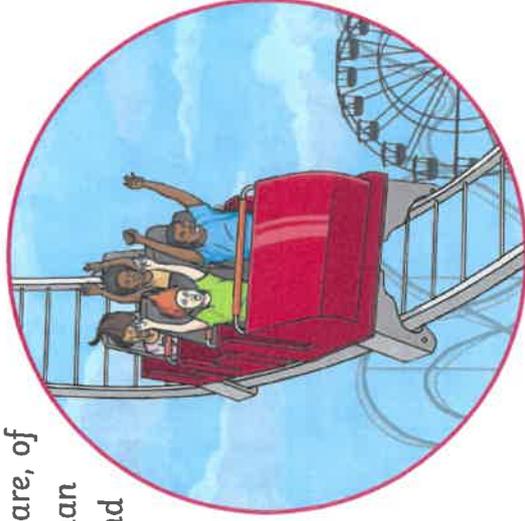
4. What do you predict Lucy will do next?
   Use the text to support your answer.
   **Pupils' own responses, such as: She will go towards the noise because she was brave enough to go into the house.**

---

# Help!

10  The trees were like inky giants menacingly looming over
17  the house with twisted, reaching arms. Their decaying
25  leaves rustled loudly and the air smelled damp.
35  Lucy arrived at the door. Her chest tightened. Her eyes
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107  stillness, she had reassured herself; judging by the state
116  of the house, nobody had ventured there in years.
117  Relief.
126  Then, from the floors above, a small, almost inaudible
130  voice called, "Help... me..."

# Quick Questions

1. When did the first well-known rollercoaster open? Where?

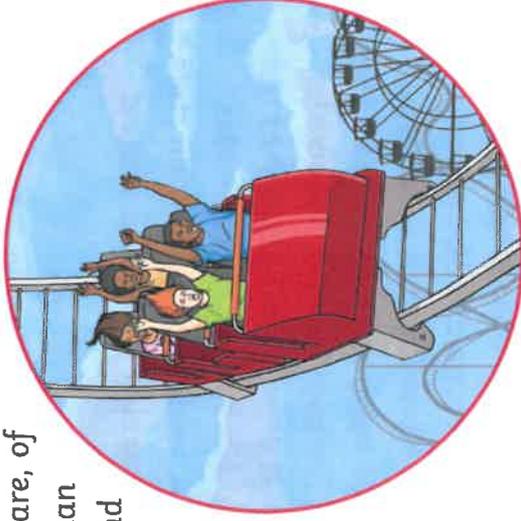2. Find and copy two words which tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

---

# Rollercoasters

9 The rollercoaster has been a fashionable ride for many
17 years, with one of the first recorded rollercoasters
26 opening in Paris in 1817. Historically, it is believed
35 that the rollercoaster was inspired by sledging on the
43 icy Russian Mountains. The popularity of the coaster
53 did not spread initially. It wasn't until 1884 that the
60 first notable and highly admired rollercoaster was
70 opened in New York, USA, with a runaway train style
80 ride. The coaster ran on wooden tracks and was an
82 instant success.

91 Today, a rollercoaster track can either be a complete
98 circuit or a shuttle-track, allowing the cars —
106 individual or multiple — to run in both directions.
110 Modern rollercoasters are, of
114 course, much faster than
118 the original models and
121 safety standards have
123 notably increased
125 since then.

# Answers

1. When did the first well-known rollercoaster open? Where?
   **Accept: '1884' and 'New York, USA'.**

2. Find and copy two words which tell you that rollercoasters are well-liked.
   **Accept 'fashionable' and '(highly) admired'**

3. How do rollercoasters of the past compare with the modern day?
   **Accept an explanation that rollercoasters are faster now, they don't all run on wooden tracks and they have higher safety standards. Also accept reference to the similarity that they still run on tracks and are popular.**

4. Summarise the information about the original rollercoasters in 20 words or less.
   **Accept any reasonable summary written in 20 words or less.**

# Rollercoasters

9 The rollercoaster has been a fashionable ride for many

17 years, with one of the first recorded rollercoasters

26 opening in Paris in 1817. Historically, it is believed

35 that the rollercoaster was inspired by sledging on the

43 icy Russian Mountains. The popularity of the coaster

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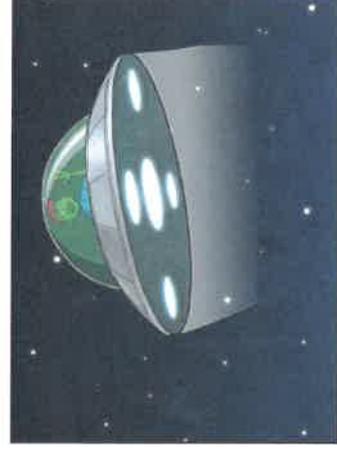
123 notably increased

125 since then.

# The Alien Times

## UFO Sighting

3 Recent bright lights
5 and high-pitched
8 whistles have baffled
12 dog walkers in the
15 woodlands of Suffolk.
18 The disturbance has
22 occurred in the same
27 area as the UK's largest
31 ever UFO sighting, in
32 1980.

35 One astonished walker
40 said, "I walk in these
43 woods regularly and,
47 although I'm aware of
51 the unusual history of
55 the place, I've never
57 experienced anything
60 like this before."

64 It seems that someone,
67 or something, might
71 be trying to contact

75 us again, but nobody
80 can fathom why this is
83 happening nearly forty
87 years since the first
90 incident. The 'flying
94 saucer' was in almost
98 the exact same position
103 as the UFO that was
106 spotted in December,
107 1980.

110 Some residents are
113 nervous but many
117 others are excited about
121 the prospect of contact
123 with extra-terrestrials!

# Quick Questions

1. Which word means the same as understand?

2. When and where was the UKs largest UFO sighting?

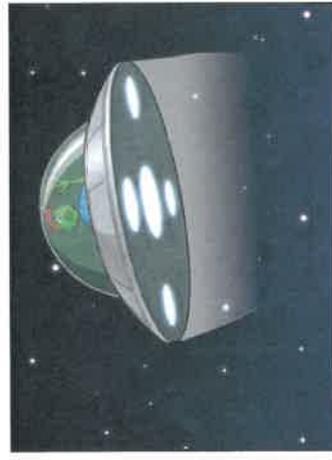3. Find and copy a phrase that implies the area is known for being 'special' or 'different'.

4. Why do you think some walkers are nervous?

# Answers

1. Which word means the same as understand?
   **Accept: fathom.**

2. When and where was the UKs largest UFO sighting?
   **Accept: December, 1980 and (woodlands in) Suffolk.**

3. Find and copy a phrase that implies the area is known for being 'special' or 'different'.
   **Accept: 'the area of the UK's largest ever UFO sighting' OR 'the unusual history of the area' OR 'the same position as a 'flying saucer' was spotted'.**
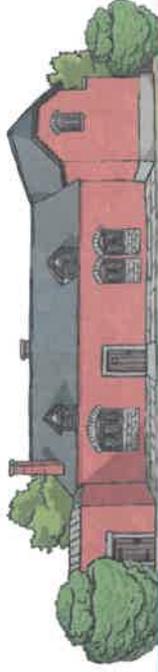
4. Why do you think some walkers are nervous?
   **Accept an explanation that focuses on the unknown of UFOs and how this might cause some people to become anxious.**

---

# The Alien Times

## UFO Sighting

3 Recent bright lights
5 and high-pitched
8 whistles have baffled
12 dog walkers in the
15 woodlands of Suffolk.
18 The disturbance has
22 occurred in the same
27 area as the UK's largest
31 ever UFO sighting, in
32 1980.

35 One astonished walker
40 said, "I walk in these
43 woods regularly and,
47 although I'm aware of
51 the unusual history of
55 the place, I've never
57 experienced anything
60 like this before."

64 It seems that someone,
67 or something, might
71 be trying to contact

75 us again, but nobody
80 can fathom why this is
83 happening nearly forty
87 years since the first
90 incident. The 'flying
94 saucer' was in almost
98 the exact same position
103 as the UFO that was
106 spotted in December,
107 1980.

110 Some residents are
113 nervous but many
117 others are excited about
121 the prospect of contact
123 with extra-terrestrials!

# Quick Questions

1. Where was Mrs Smith going on the day of the robbery?

_____

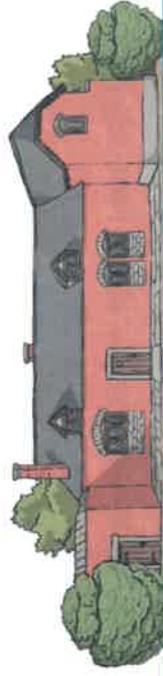2. Find and copy a word which suggests that the Doctor was slow.

_____

3. What does the phrase 'He claimed' imply about Colonel Crumpet?

_____

4. Can you solve the mystery? Who do you think 'dunnit'? Why?

_____
_____
_____

---

# Whodunnit?

8 What happened to Ms Smith's jewellery that day?
18 She was meant to wear it to watch a play,
27 She left it behind when she had got dressed,
32 All adorned in her Sunday-best.

40 Miss Ruby was seeing her friend that morning,
48 She heard the crash which came without warning,
57 The woman screamed - she was given a fright,
66 She yelled for help with all of her might.

74 The Doctor, in his usual morose, glum way,
81 Was up in his study, beavering away.
88 He ambled upstairs to discover the theft,
96 And discovered the jewellery box; nothing was left!

102 Sir Crumpet in his garden outside,
109 Was pruning all his shrubs with pride.
117 He claimed to hear voices behind the house,
126 But assumed it was either a pheasant or grouse!

134 It's such a mystery, who stole the gold,
141 The police predict its already been sold.
150 The townsfolk and I really don't have a clue!
157 The important question here is: do you?

# Answers

1. Where was Mrs Smith going on the day of the robbery?

   **Accept: to watch a play.**

2. Find and copy a word which suggests that the Doctor was slow.

   **Accept 'ambled'.**

3. What does the phrase 'He claimed' imply about Colonel Crumpet?

   **Accept: that they might not be telling the truth.**

4. Can you solve the mystery? Who do you think 'dunnit'? Why?

   **Accept any reasonable prediction linking to the text.**

---

# Whodunnit?

8    What happened to Ms Smith's jewellery that day?

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27    She left it behind when she had got dressed,

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141    The police predict its already been sold.

150    The townsfolk and I really don't have a clue!

157    The important question here is: do you?

# Quick Questions

1. Which ingredient must be added to the potion first?

2. Find and copy a modal verb.

3. Why are food colouring and glitter 'optional'?

4. How does the layout help the reader?

5. In the final step, why does the author use inverted commas around the word 'magic'?

---

# Magic Potion

12  Imagine you are a witch or wizard making a magic potion with
15  this fun activity.

16  **Materials:**

21  • Small containers (test tubes / pots)

24  • Pipettes or spoons

27  • Bicarbonate of Soda

28  • Vinegar

32  • Food colouring / glitter (optional)

33  **Method:**

41  1.  If you are using food colouring or glitter,
46      add it into the container.

53  2.  Pour in the vinegar, approximately filling to
60      the half way point of the container.

69  3.  Using a spoon, sprinkle in the bicarbonate of soda.

77  4.  Watch the 'magic' potion fizz, pop and bubble.

79  **The Science:**

87  Fizzing will happen because a neutralisation reaction occurs
97  between the acidic vinegar and the alkaline bicarbonate of soda,
100 releasing carbon dioxide.

102 **Extension Ideas:**

114 Try adding a little washing up liquid as this should thicken the
123 bubbles, or experiment with different colours and amounts of
128 bicarbonate of soda and vinegar.

# Answers

1. Which ingredient must be added to the potion first?

   **Accept: Vinegar.**

2. Find and copy a modal verb.

   **Accept 'will' or 'should'.**

3. Why are food colouring and glitter 'optional'?

   **Accept an explanation that the glitter and colouring are not needed for the reaction to occur (as explained in 'The Science' section, so it is your choice whether you use them to enhance the look of the 'potion'.**

4. How does the layout help the reader?

   **Accept any explanation that this is an experiment so the instructions make it clear to the reader what is needed first, followed by the numbered steps to complete it.**

5. In the final step, why does the author use inverted commas around the word 'magic'?

   **Accept any answer that refers to the use of sarcasm or the fact that the author is showing that the potion is not really magic.**

---

# Magic Potion

12
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102 **Extension Ideas:**

114
123
128 Try adding a little washing up liquid as this should thicken the bubbles, or experiment with different colours and amounts of bicarbonate of soda and vinegar.

# Titanium
# English - Monday



For English, we are going to look at the music video for Titanium – David Guetta. First follow the link and watch the clip on YouTube:

https://www.youtube.com/watch?v=9msKoxy7FcY

## Task

You are going to write your own setting description of the corridor scene. You should include examples of similes and metaphors, as well as a range of high level vocabulary.

# Titanium
## English - Monday

Have a look at these images below. Discuss with an adult the following questions:

Where are you? How do you know? What can you see? What words describe the scene?



Next, play the video from the beginning and pause at 0:19. Look at the image of the corridor. How is it different to the images on the resource? Why? What has happened?

# Titanium
# English - Monday



Have a look at this image (0:19 on the video).

Write at least 10 adjectives or simple sentences that you could use to describe the picture.



David Guetta - Titanium Official Music Video HD

0:19 / 4:05

Scroll for details

# Titanium
## English - Monday

Have a look at this image (0:19 on the video).

Write at least 10 adjectives or simple sentences that you could use to describe the picture.



| 1 | |
|---|---|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |

# Titanium
## English - Tuesday



You are now going to use some of those words and phrases from yesterday to create a setting description of the corridor.

You should try to use similes/ metaphors, adjectives and prepositions in your description.

Here are some reminders about similes, adjectives and prepositions:

Similes/ metaphors:
https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/z9tkxfr

Adjectives:
https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc

Prepositions:
https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd

# Titanium
## English - Tuesday

Have a look at this image (0:19 on the video).

Write at least 10 adjectives or simple sentences that you could use to describe the picture.

# Titanium
## English - Tuesday



Here is my example:

All along the corridor, floor tiles could barely be seen underneath the rubble, dust, papers and exercise books which were now strewn across it. Damaged, unorganised and in total disarray: these items lay like casualties of war, scattered haphazardly along every thoroughfare. To the right, a notice board hung precariously from one corner, as though it were hanging on to the wall for dear life in the aftermath of the unexplained incident. Classroom doors had been blown from their frames and a large hole gaped in the wall where clean, white tiles had previously sat, like a wrecking ball had attacked it with an unimaginable force. It was as though the school corridor had been under a brutal attack. And, amidst it all, there sat a boy. Confused and startled, he gazed at his chaotic surroundings, wondering what his next move should be...

**Now it is your turn!**

# Titanium
## English - Wednesday



| | |
|---|---|
| terrified | in love |
| excited | confused |
| sorrowful | angry |
| overjoyed | bored |

Try acting out these feelings/ emotions in the mirror. Discuss with your adult/ think about the body language and facial expressions used.

Think of three things that happens inside your bodies when they feel this emotion (E.g., dry mouth, heart pounding, butterflies in stomach, tear ducts burning, sweaty palms, adrenaline pumping through your veins).

This is called 'Show don't Tell', to convey how a character is feeling without actually writing the words.

# Titanium
# English - Wednesday



Have a look at the boy below.
With an adult, discuss these questions:
What do you think has happened to him in the moments before the clip started?
How do you think he is feeling as he sits amongst the chaotic scene? Why?
What does his facial expression and body language suggest?

# Titanium
# English - Wednesday

Have a go at this task:
write three things, that might happen
to your face/body when you feel like
this (show don't tell).

**Angry**

What happens to your face/ body/ inside when you feel like this?

1)_____
_____
2)_____
_____
3)_____
_____

**Excited**

What happens to your face/ body/ inside when you feel like this?

1)_____
_____
2)_____
_____
3)_____
_____

**Nervous**

What happens to your face/ body/ inside when you feel like this?

1)_____
_____
2)_____
_____
3)_____
_____

# Titanium
# English - Thursday



Your task for today is to create a 'show don't tell' paragraph for the scene where the boy wakes up in the chaotic corridor.

Use your ideas from yesterday and feel free to watch the video again.

Here is an example to help you:

Slowly, I uncovered my eyes and lifted my head up, trying to ignore the dull, throbbing headache and ringing in my ears. What I saw around me looked like war zone. As far the eye could see, equipment and furniture lay like a hurricane had ripped through the corridor and left devastation in its wake.
I stumbled to my feet. My legs felt like jelly, like they were hesitant to move, but I knew I had to get out. With a pounding heart and sweaty palms, I headed towards the exit.

# Titanium
# English - Thursday





**Now it is your turn!**
**Remember: 'show don't tell'**

# Titanium
# English - Friday



Watch the video again and create a timeline of events.

You may need to keep pausing at each scene.

https://www.youtube.com/watch?v=9msKoxy7FcY

# Titanium
## English - Friday



Have a look at my timeline of events below. See if you can think about his feelings and thoughts at each point.

| What is happening | How he is feeling | What he is thinking |
|---|---|---|
| He sits in the corridor in the aftermath and raises his head to look around. | | |
| He gets up and heads for the door, noticing the teacher as he walks past he classroom. | | |
| He passes the policeman then speeds off on his bike. | | |
| He arrives home and quickly packs a bag, during which he notices police are outside the house. | | |
| He tries to leave but the door is locked, so he summons the keys using his mind power. | | |
| He treks through the desolate forest, peering behind himself occasionally. | | |
| As darkness falls he begins to run, followed by torch lights. | | |
| He is caught and thrown to the ground by law enforcement carrying large guns. | | |
| He huddles into a ball the there is an explosion of light around him as officers are knocked off their feet. | | |

# Hola Mexico!

> These activities are for you to do at home. You can do all of them or choose the ones that you find most interesting.

## Activities

1. Find out about Mexico using information books and the internet and create a fact file. You might like to include Mexico's official name, its capital city, flag, location in the world, form of government, current president, population, geographical features, climate, natural resources, main religion, currency and the official language used by its people.

2. Spanish is the most common language spoken in Mexico. Use an online translation tool to find out what the following English words or phrases translate to in Spanish. Teach others the Spanish words and phrases you learn.

   | hello | good morning | good afternoon | goodbye | please | thank you |

   | yes | no | excuse me |

3. Find out about the ancient Maya civilisation using the internet or information books, then create an information poster about one area of the Maya civilisation that you have found interesting.

4. Traditional Mexican food is enjoyed by people across the world. Work with an adult to find and then follow a simple recipe to prepare and cook a Mexican dish to enjoy with your family. You could try guacamole, enchiladas, tacos, fava bean soup or even churros for dessert.

5. Mariachi music is a traditional genre of Mexican music. Find examples of mariachi music online to listen to. *Cielito Lindo* is a well-known mariachi song. Write a short paragraph to evaluate the genre and its distinguishing features, including the instruments played, the volume, pitch and tempo of the music and the mood created.

6. Mexican artist, Pedro Linares, created fantastical sculptures of creatures by combining animals in unusual ways, such as a donkey with butterfly wings or a cockerel with horns. He called these sculptures *alebrijes*. They are traditionally made from papier mâché. Draw or sculpt a unique *alebrije* using Mexican wildlife as inspiration.

7. Finish your home learning by writing some sentences or explaining to an adult what you have learned about Mexico. Consider Mexico's geography, history, culture, art and festivals.

**Useful websites**

National Geographic Kids – Mexico
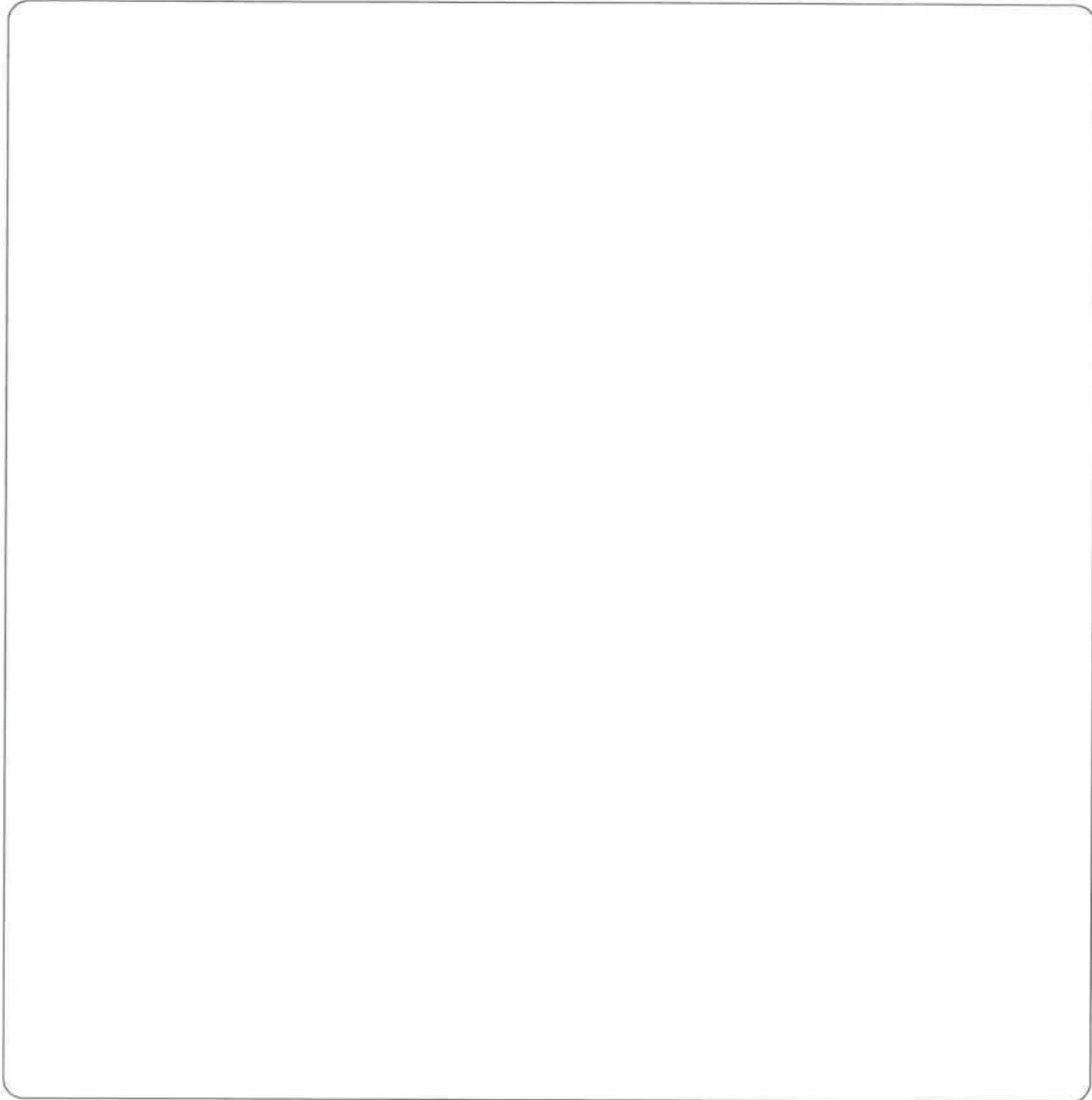Kids Search – Kid's Translator
BBC Good Food – Mexican Recipes
DKfindout! – Mayans
Britannica – Mariachi

**Good reads**

| Title | Author | ISBN |
|---|---|---|
| Recipes from Mexico | Dana Meachen Rau | 9781406273878 |
| The Culture and Recipes of Mexico | Tracey Kelly | 9781474778480 |
| The Ancient Maya (Analysing Ancient Civilizations) | Louise Spilsbury | 9781474777407 |
| Daily Life in the Maya Civilization | Nick Hunter | 9781406298567 |

# Hola Mexico!

Name

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hello _____

good morning _____

good afternoon _____

goodbye _____

please _____

thank you _____

yes _____

no _____

excuse me _____

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_____

_____

_____

_____

_____

_____

_____

_____

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DKfindout! – Mayans

Britannica – Mariachi

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Mexico City, capital city of Mexico



San Francisco de Campeche, Campeche

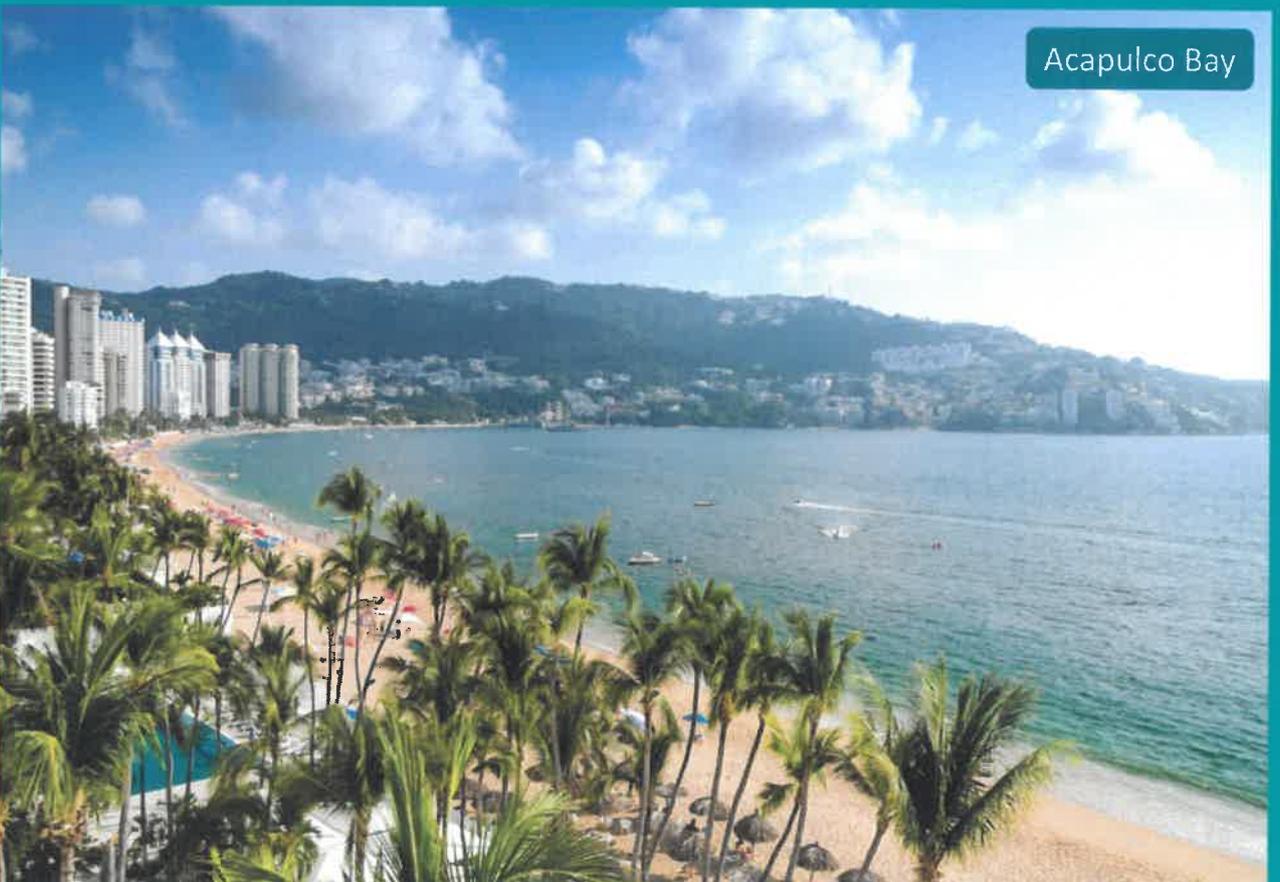Hola Mexico!
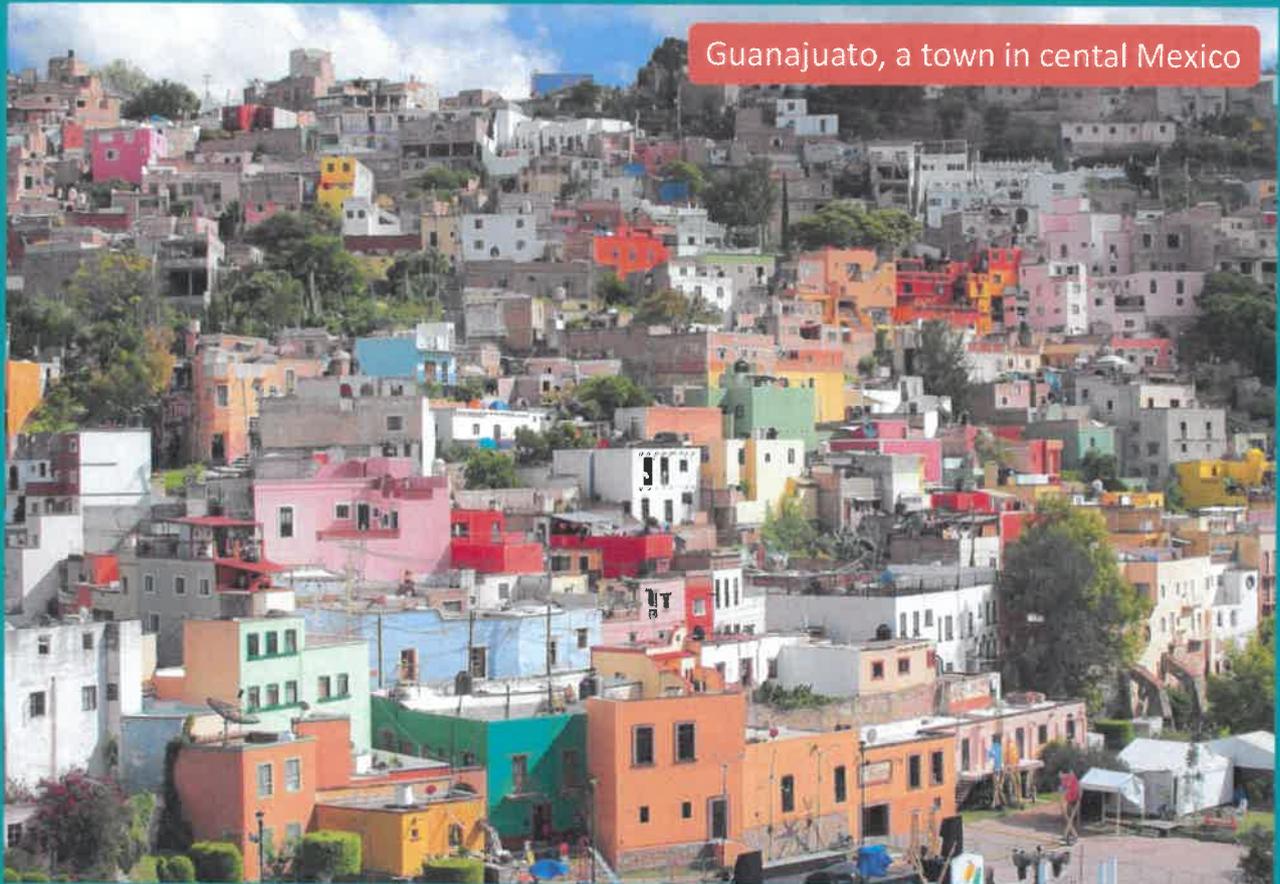
Guanajuato, a town in cental Mexico
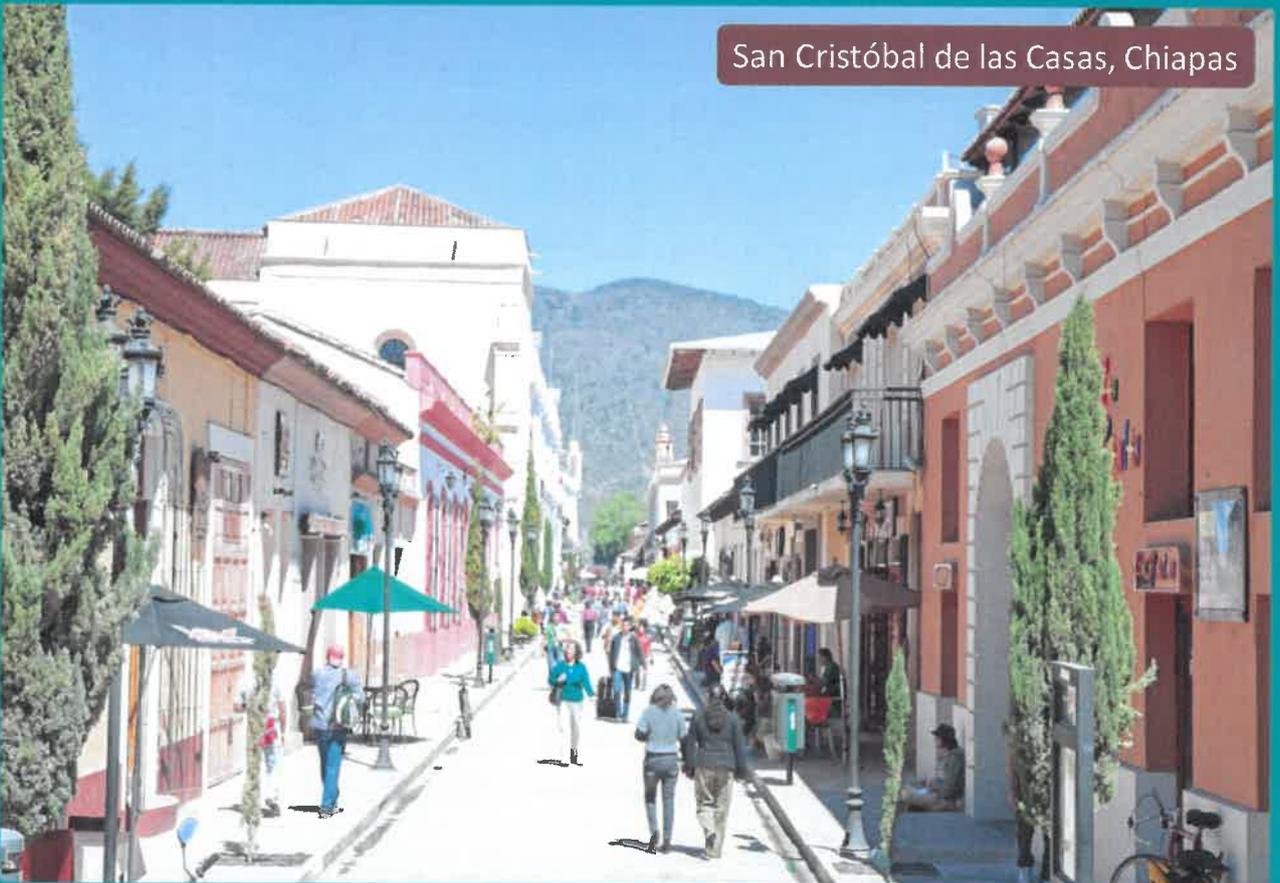
San Cristóbal de las Casas, Chiapas

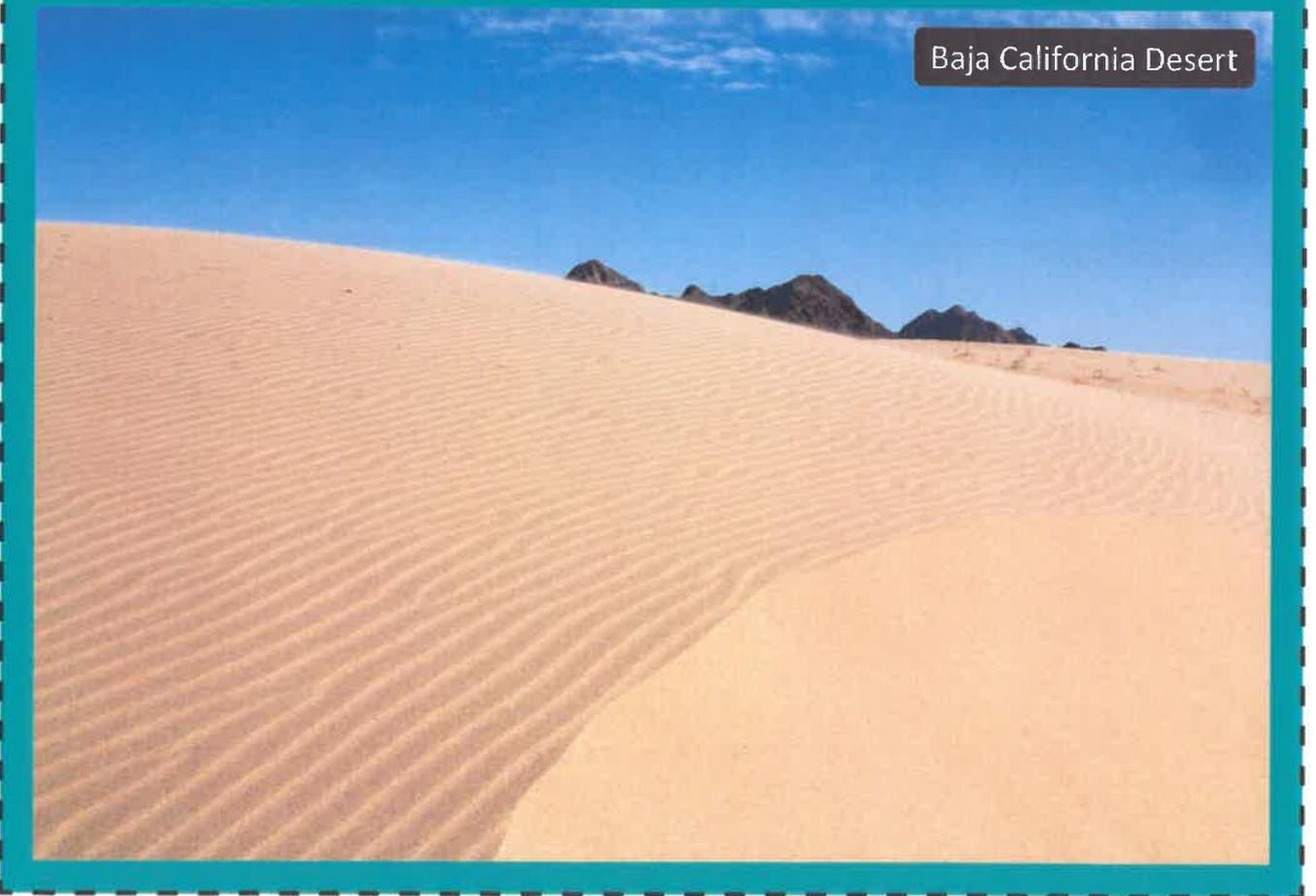Temple of the Wind, Maya ruins at Tulum
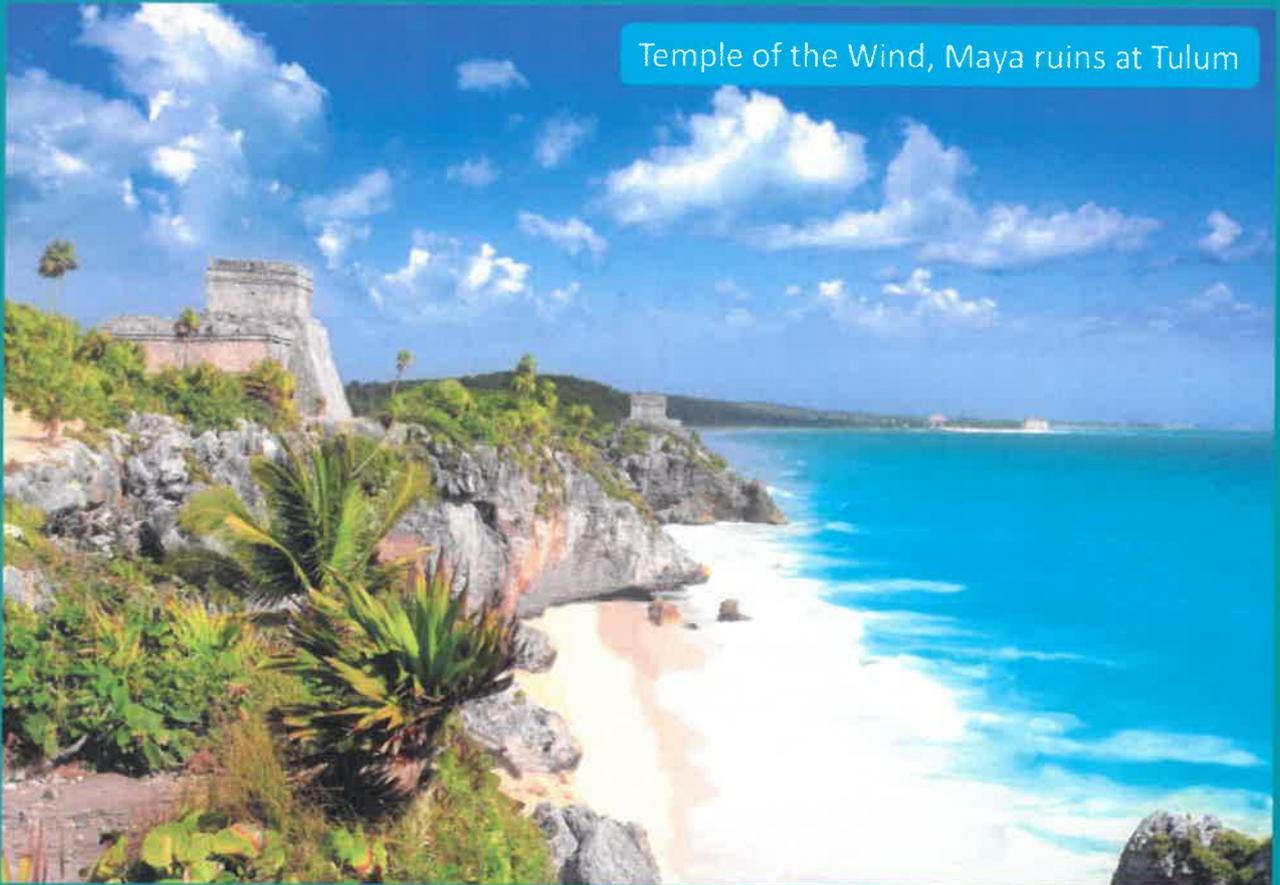
Acapulco Bay

Sonoran Desert

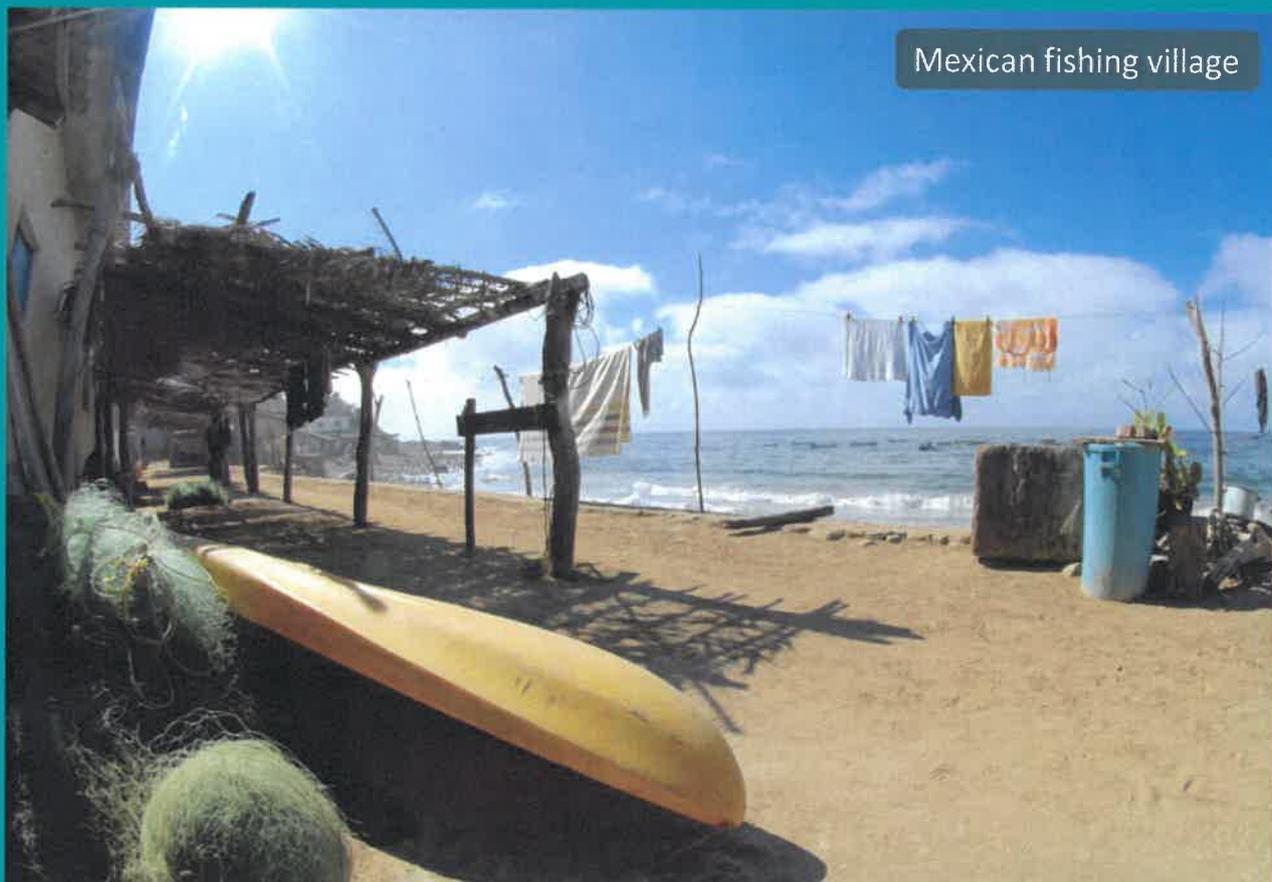Baja California Desert

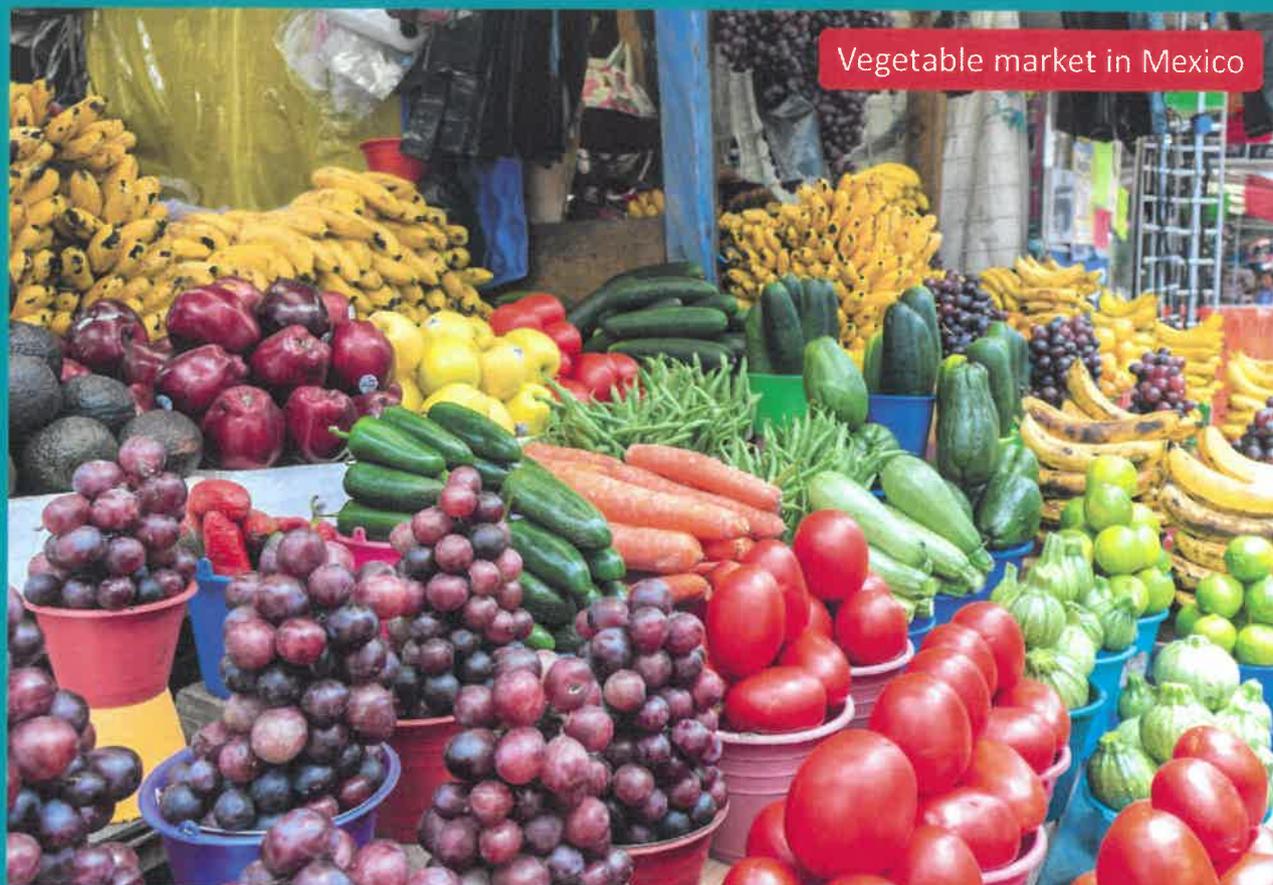Misol-Há waterfall, Chiapas

Ancient Maya ruins, Ek' Balam, Yucatán

Busy street in Mexico City



Mexican fishing village

Vegetable market in Mexico



Mexican musicians on the street

Popocatépetl volcano



The Angel of Independence, Mexico City