



Cotsford
Primary School

Home learning

Year 5

Spring 2

Week 1 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes				
9.30 – 10.30	English film unit - Day 1 - The Dreamgiver (Click here)	English film unit - Day 2 - The Dreamgiver (Click here)	English film unit - Day 3 - The Dreamgiver (Click here)	English film unit - Day 4 - The Dreamgiver (Click here)	English film unit - Day 5 - The Dreamgiver (Click here)
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 1 - Multiply 2 digits by 1 digit (Click here)	Maths Day 2 - Multiply 3 digits by 1 digit (Click here)	Maths Day 3 - Multiply 4 digits by 1 digit (Click here)	Maths Day 4 - Multiply 2 digits area (first part of the worksheet) (Click here)	Maths Day 5 - Multiply 2 digits area (second part of the worksheet) (Click here)
12 – 1.00	Dinnertime				
1.00 – 1.30	Reading activity				
1.30 - 3	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.

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=AwrEzeLTYgBfdloAkBWc3oIQ;_ylu=X3oDMTBncGdyMzQ0BHNIYwNzZWFiY2gEdnRpZAM-.yIc=X1MDMTM1MTIxMjcwMARfcgMyBGFjdG4DY2xrBGNzcmNwdmIkAzhkWpPakV3TGpIRihoTWVYaGhrSFFCZU9ERXVPUUFBUQFDah5TIAEZnlDeWHzLWRvbWFpbmRldi1zdF9lbWVhBGZyMgNzYS1ncARncHJpZAM3LjRlNmZlV1RMcVNWbHZlbnmpWmVBBG5fcnNsdAM2MARuX3N1Z2cDMTAEb3JpZ2luA3VrLnZpZGVvLnNlYXJjaC55YW/hvby5jb20EcG9zAzAEcHFzdHIDBBHBxc3RybAMEcXN0cmwDOARxdWVyeQNnb25vb2R5ZQR0X3N0bXADMtU5Mzg2MDg1MQ--?p=gonoodle&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Aa&fr=yhs-domaindev-st_emea&hsimp=yhs-st_emea&hspart=domaindev&ttype=dhm_A0PK4_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>

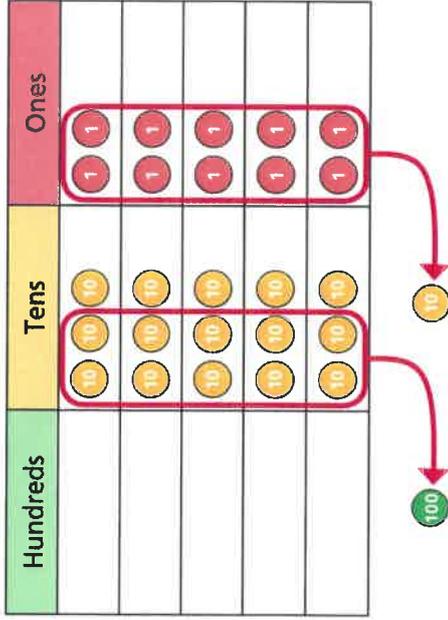
Top marks website: good for different games – particularly maths:
<https://www.topmarks.co.uk/>

What will you choose to do?

- If you could be an insect for a day, what kind would you be? Why? Where would you live? How safe would you be from predators?
- Make a bug's-eye plan of your classroom or bedroom. How would things look from high up there on the wall?
- Read the novel *Charlotte's Web*, then write a book review to share with your friends. Is it a good read? Would you recommend it?
- Find out which flowers and herbs attract minibeasts. Plant a bulb or seed in a pot or planter and see who comes to visit.
- Go on a bug hunt in a local park or woodland. What will you find? Can you photograph it?
- Make a comparison between two minibeasts. How are they similar? How are they different?
- Visit a local museum or nature centre to find out more about minibeasts and bugs. Make your own sketchbook and record any information you can gather.
- Use dough or clay to make a replica of your favourite minibeast. Bring it in to school to share with others.
- Make a minibeast glossary to explain all the specialist vocabulary associated with this topic.
- Use poster paints to design a beautiful and symmetrical design for a butterfly's wings. Can you transfer your design to a computer?



1 Brett uses a place value chart to work out 5×32



Talk about Brett's method with a partner.

Work out the multiplication.

5×32

Use Brett's method to work out 6×34

2 Rosie works out 4×37 using a written method.

H	T	O
	3	7
x	4	
<hr/>		
	2	8
		(7 x 4)
1	2	0
		(3 0 x 4)
1	4	8

Talk about Rosie's method with a partner.

Use Rosie's method to work out 6×28

3 Dani uses a different written method to work out 8×42

	H	T	O
		4	2
x			8
<hr/>			
	3	3	6
			1

Talk about Dani's method with a partner.

Use Dani's method to work out 3×27

4 Use a written method to complete the multiplications.

- a) $38 \times 6 =$
- b) $71 \times 3 =$
- c) $45 \times 9 =$
- d) $52 \times 5 =$
- e) $29 \times 8 =$
- f) $17 \times 4 =$

5 Class 4 is selling tickets for a play.

Tickets cost £5 per person.

56 tickets have been sold so far.

How much money has Class 4 collected?

6 Rosie buys 8 bunches of flowers. Each bunch has 17 flowers.

How many flowers does she have altogether?

Multiply 3-digits by 1-digit

- 1 Filip uses a place value chart to help him multiply a 3-digit number by a 1-digit number.

Hundreds	Tens	Ones
100	10	1
100	10	1
100	10	1

- a) What multiplication is Filip working out?
 b) What is the answer to Filip's multiplication?

- 2 Use place value counters to complete the multiplications.
- a) 3×213 d) 6×106
 b) 4×216 e) 4×209
 c) 5×106 f) 317×3

- 3 Complete the multiplication.

Use the place value chart to help you.

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

H	T	O
	2	1 5
	x	3

- 4 Work out the multiplications.

a)

H	T	O
2	1	7
		x 4

b)

H	T	O
4	3	9
		x 2

c)

H	T	O
1	0	8
		x 6

d) 163×5

e) 3×240

f) 7×131

- 5 A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

- 6 Ron and Teddy are working out 5×245



I know the answer will be greater than 1,000 because I know 5×200 is 1,000

Ron



I know the answer should end in 5 because I know 5×5 is 25

Teddy

a) Who is correct?

Ron

Teddy

both

neither

- b) Use a written method to work out 5×245

4 Work out the multiplications.

a)

		H	T	O
		2	1	7
		x		

b)

		H	T	O
		4	3	9
		x		

c)

		H	T	O
		1	0	8
		x		

d) 163×5

e) 3×240

f) 7×131

5

A lorry driver travels 156 km per day.

How many kilometres will the lorry driver have travelled after 3 days?

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Ron and Teddy are working out 5×245

I know the answer will be greater than 1,000 because I know 5×200 is 1,000



Ron

I know the answer should end in 5 because I know 5×5 is 25



Teddy

a) Who is correct?

Ron

Teddy

both

neither

b) Use a written method to work out 5×245

7

There are 7 year groups in a school.

There are 112 children in each year group.

How many children are there in the whole school?

8

A banana weighs 140 g



140 g

A pineapple weighs 345 g



345 g

Bag A contains 8 bananas and bag B contains 3 pineapples.

Which bag weighs more and by how much? Show your working.

1 Complete the sentences to describe the multiplication.

Th	H	T	O
1,000 1,000 1,000	100 100 100	10	1 1 1
1,000 1,000 1,000	100 100 100	10	1 1 1
1,000 1,000 1,000	100 100 100	10	1 1 1

There are ones altogether.

There are tens altogether.

There are hundreds altogether.

There are thousands altogether.

$2,213 \times 3 =$

2 Complete the multiplication.

Use a place value chart to help you.

	2	1	0	2	
	x			4	

3 A football stadium holds 2,214 people.

The stadium is full for 4 matches in a row.

What was the attendance for all 4 matches?



4 Nijah is calculating $2,430 \times 3$

She makes this place value chart to help her.

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

She gets the answer 729

What mistake has Nijah made?

What is the correct answer?

5 Complete the multiplications.

a) $3,126 \times 3 =$

b) $4,812 \times 2 =$

c) $4,132 \times 6 =$

d) $1,502 \times 5 =$

6 Ron is working out $7,423 \times 0$

	7	4	2	3
x				0
	7	4	2	3



The answer is 7,423

Do you agree with Ron?

Did Ron have to use a column method? Is there a quicker way?



4 Nijah is calculating $2,430 \times 3$

She makes this place value chart to help her.

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

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What mistake has Nijah made?

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a) $3,126 \times 3 =$

c) $4,132 \times 6 =$

b) $4,812 \times 2 =$

d) $1,502 \times 5 =$

6 Ron is working out $7,423 \times 0$

7	4	2	3
x			0
<hr/>			
7	4	2	3

The answer is 7,423

Do you agree with Ron?

Did Ron have to use a column method? Is there a quicker way?

7 Work out these multiplications.

$2,846 \times 2$

$2,846 \times 4$

$2,846 \times 8$

What do you notice about the answers?

8

$248 \times 10 = 2,480$

Without using the formal method, how could you use this fact to calculate 248×9 ?

Check your answer using the formal method.

Which method was easier?

9 Use each digit card once to write a multiplication.

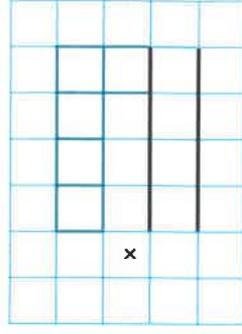
1

2

3

4

5



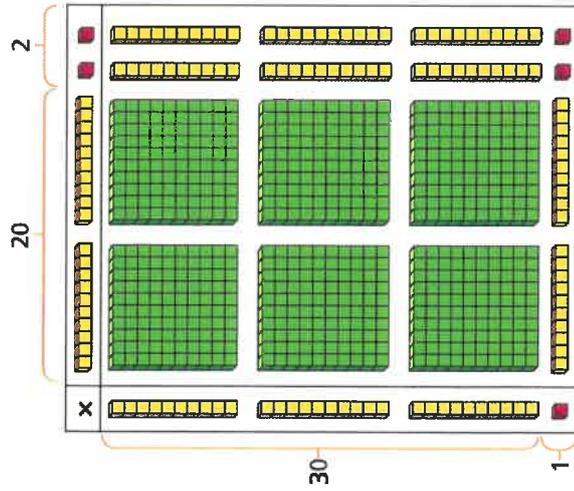
How many different products can you find?

What is the closest product to 8,000?

Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out 31×22

Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

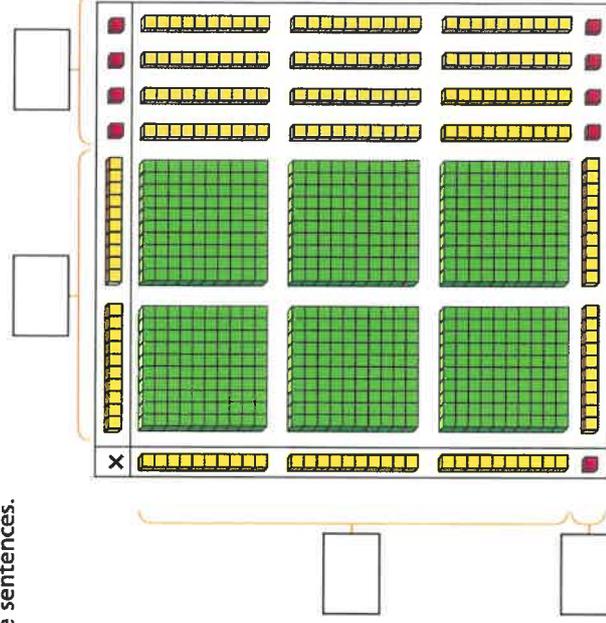
$31 \times 22 =$

- 2 Use base 10 to work out the multiplications.

- a) 12×14 b) 23×13

- 3 Amir is using base 10 to calculate 31×24

a) Add the missing information to the area model and complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

b) Describe any exchanges you need to make.

c) Work out the multiplication.

31×24

Use base 10 to work out these multiplications.

- a) 25×15 b) 36×12

Multiply 2-digits (area model)

- 3 Amir is using base 10 to calculate 31×24
 a) Add the missing information to the area model and complete the sentences.

There are ones altogether.

There are tens altogether.

There are hundreds altogether.

- b) Describe any exchanges you need to make.
- c) Work out the multiplication.
 31×24

- 4 Use base 10 to work out these multiplications.
 a) 25×15 b) 36×12

- 5 Use the place value counters to complete the multiplication grid and sentence.

x	10	10	1	1	1	1	1
	100	100	10	10	10	10	10
	10	10	1	1	1	1	1
x	20						6
	30						
	2						

$26 \times 32 =$

- 6 Use an area model to help you work out the multiplication.
 a) 28×14 b) 27×16 c) 35×22 d) 45×36

- 7 Work out the multiplications.
 21×24 18×26 31×25
- 8 $24 \times$ = 768

Use an area model to find the missing number.

- 9 Use each digit card once to write a multiplication.

2	3	4	5
---	---	---	---

\times =

- How many different answers can you find?
 How many products are there between 1,000 and 1,500?

The Dream Giver English - Monday



Today we are going to start a new film. Watch the film 'The Dream Giver' up to 33 seconds.

<http://www.literacyshed.com/dreamgiver>

- Predict what you think the film is about.
- What is a dream?
- Why do we dream?
- Can you think of any stories that feature dreams?
- How are the dreams made in the story?

For example, in Roald Dahl's the BFG he uses a trumpet to blow dreams in to the ears of sleeping children. The sandman brings dreams in other stories.

We are going to be looking at a story in which a creature brings dreams.

The Dream Giver English - Monday



Re-watch the first 33 seconds. What is the job of this scene? Why has it been included in the film?

Although it is short, there is quite a lot of information given to the audience. The film maker has used colours to create a mood. We do not know what the 'thing' is that buzzes through the scene at the end but it makes us wonder.

Note down the important things to describe in the opening section of your narrative. The village, water tower, church, darkness, closed shutters, colour, the creature.

- What are the stars/clothes doing?
- What mood does the scene create?
- Can we invent details about things we can't see like the moon or villagers?
- What is the church steeple sticking up like?

The Dream Giver

English – Resources for Monday

Setting Description

Each of your sentences must follow these rules

- 1 Must begin with a verb
- 2 Must contain a simile or a metaphor
- 3 Must have 3 adjectives
- 4 Must start with an adverb

Handy Hints

Verb = an action
often ending
with -ing or -ed

Simile = Describing something by
comparing it to another
Often uses 'as' or 'like'
E.g. The stars sparkled like
diamonds.

Metaphor = Making a comparison
by stating that something IS
something else.
E.g. The stars were diamonds.

Adverb= Describes a verb.
It may say when, where
or how the verb is taking
place

Adjective=
Describes a noun



The Dream Giver

English – Resources for Monday

Setting Description

Each of your sentences must follow these rules

- 1 Must begin with a fronted adverbial (comma)
- 2 Must describe the colour or mood
- 3 Must contain a developed simile
- 4 Must have an expanded noun phrase
- 5 Must describe sounds or smells

Handy Hints

Verb = an action
often ending
with -ing or -ed

Simile = Describing something by
comparing it to another
Often uses 'as' or 'like'
E.g. The stars sparkled like
diamonds.

Metaphor = Making a comparison
by stating that something IS
something else.
E.g. The stars were diamonds.

**Expanded noun
phrase** = Adds
detail to the noun

Adverb = Describes a verb.
It may say when, where
or how the verb is taking
place

Fronted Adverbial = an
adverb or adverbial
phrase at the start of the
sentence.



The Dream Giver English – Tuesday



First, I would like you to predict who you think the creature is. Why is he there? If he is the 'Dream Giver' mentioned in the title, then what will his job entail? How will he do this?

Then, continue to watch the film up to 57 seconds whilst thinking about the questions.

VIPERS code	Watch up to 57 seconds – www.literacyshed.com/dreamgiver
I	What type of building is this?
V	What is an orphanage?
E	How do you know?
R	What is the address?
I	What is the notebook for?
P	What is in his bag?
P	What kind of creature is this?
E	Will he be a friendly or unfriendly creature? What makes you think this?

The Dream Giver English – Tuesday



Task

Rewatch the film and create vocabulary banks classifying the language as you go.

<u>Nouns</u>	<u>Adjectives</u>
<u>Verbs</u>	<u>Adverbs</u>

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The Dream Giver English – Resources for Wednesday

Expanded Noun Phrases

determiner adjective, adjective noun

the long, spindly legs

his round, shiny head

determiner noun adjectival phrase

his wings were soft and translucent

the bag which was glowing yellow

To be used sparingly

determiner adjective, adjective, noun adjectival phrase

his round, brass goggles were dented around the edges

his stout wooden staff had a bag hanging from it.

Expansion of more than one noun in a sentence

his battered, dented goggles were on his round, well-worn face

his wings were pale and delicate and his legs long and spindly

The Dream Giver English – Resources for Wednesday

Example

'The Dream Giver' Character Description

A creature landed upon the window sill. Silently, he looked around, checking he was in the right place. Emerging from his back, his fluttering delicate wings slowly stopped. It was a strange creature. On his head he wore a pair of ancient, brass goggles. In his withered hand, he carried a stout staff and a bag that was glowing yellow.

The Dream Giver English – Thursday



First, watch the film up to 2mins 18 seconds and think about the questions.

VIPERS code	Watch up to 57 seconds – www.literacyshed.com/dreamgiver
S	Ask what has happened in the narrative up to now.
P	Discuss the previous days predications.
P	What is he going to do with the eggs?
R	Does everyone have happy dreams?
E	If you could choose your own dreams what would you want the Dream Giver to crack the egg on for you? Why?
E	How do you think nightmares are created?
P	What do you think will happen next in the film?

The Dream Giver English – Friday



First, watch the film up to 3 minutes 38 seconds – the point when the eyes appear in the darkness of the cave.

How has the director/film maker made the atmosphere seem scary or tense?

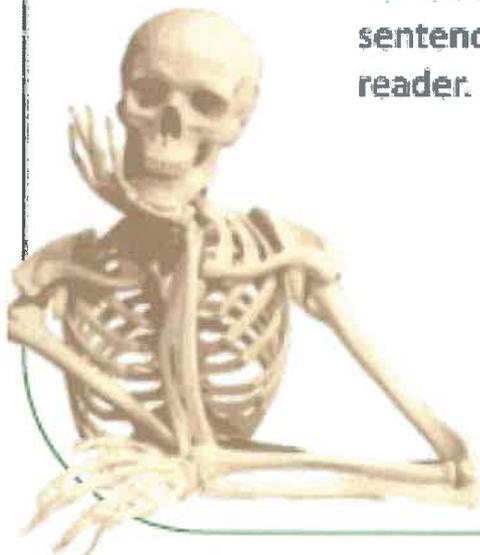
We could do that as writers- the fact that everything is old and dark. There is a skeleton up against one tree and there are many faces of ancient stones watching him, which contribute to a negative atmosphere. The tension builds as it seems beautiful (the butterflies) but suddenly changes. Tension builds further as huge eyes appear in the darkness and we do not know who it is.

The Dream Giver English – Resources for Friday

The Bare Bones

1. The boy kicked the egg off the bed.
2. The boy was sucked into a nightmare.
3. The boy looks around and he is in a forest.
4. He sees some ancient statues that have been partly destroyed.
5. He notices a skeleton leaning against a tree holding a shield and a dark cave beyond.
6. The boy pulled the stone head.
7. Two huge eyes appear in the darkness.

These are the bare bones of the story. It is your job to turn this into an exciting narrative. Flesh it out with details and sentence structures which draw in your reader.



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DG Resource 4a

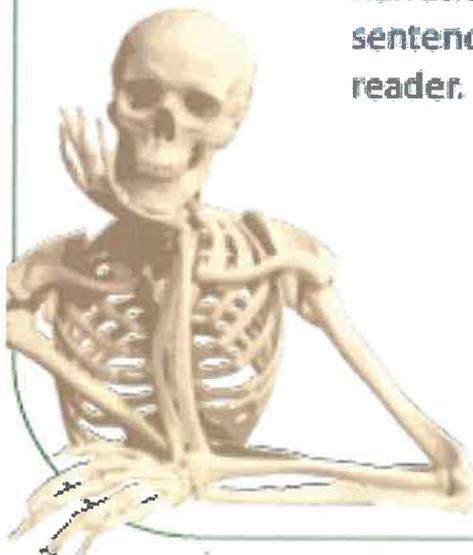


The Dream Giver English – Resources for Friday

The Bare Bones

1. The egg is kicked off the bed.
2. The main character is transported somewhere else.
3. At first, it seems like a great place.
4. Something begins to make the atmosphere change.
5. The mood and atmosphere gets worse.
6. The character does something they shouldn't.
7. A creature/monster appears.

These are the bare bones of the story. It is your job to turn this into an exciting narrative. Flesh it out with details and sentence structures which draw in your reader.



All About Elephants

Elephants are the largest of all land mammals on Earth.

They have long trunks and large ears and are an impressive sight across Africa and areas of Asia.

Elephants are known for being clever and can even recognise themselves in a mirror.



Elephant Herds

Female elephants and their calves live in large groups called herds. These herds are usually led by the oldest and largest female. Incredibly, people have even seen herds of over 100 African savannah elephants.

African Elephants

African elephants are the largest **species** of elephant and can be found in lots of different parts of Africa. All African elephants grow tusks. They use these tusks to do lots of different things, such as lifting things and digging holes.

There are two different types of African elephant. They are called the savannah elephant and the forest elephant.

The savannah elephant is the biggest type of elephant and can also be called the bush elephant. They spend most of their day eating grass and other plants.

The forest elephant is smaller and can be found in wooded rainforests. As they live in rainforests that have lots of trees, it can be difficult to count how many forest elephants are living in one area. Researchers count the number of elephant droppings instead of counting the number of elephants! They then use this to help them to **estimate** how many elephants are living nearby.

Did You Know..?

Baby African elephants have baby tusks just like humans have baby teeth.



Asian Elephants

Asian elephants are smaller than African elephants. They can be identified by the shape of their ears, which are smaller and rounder than those of African elephants.

There are several different types of Asian elephant. The largest of these is the Sri Lankan elephant.

Did You Know..?

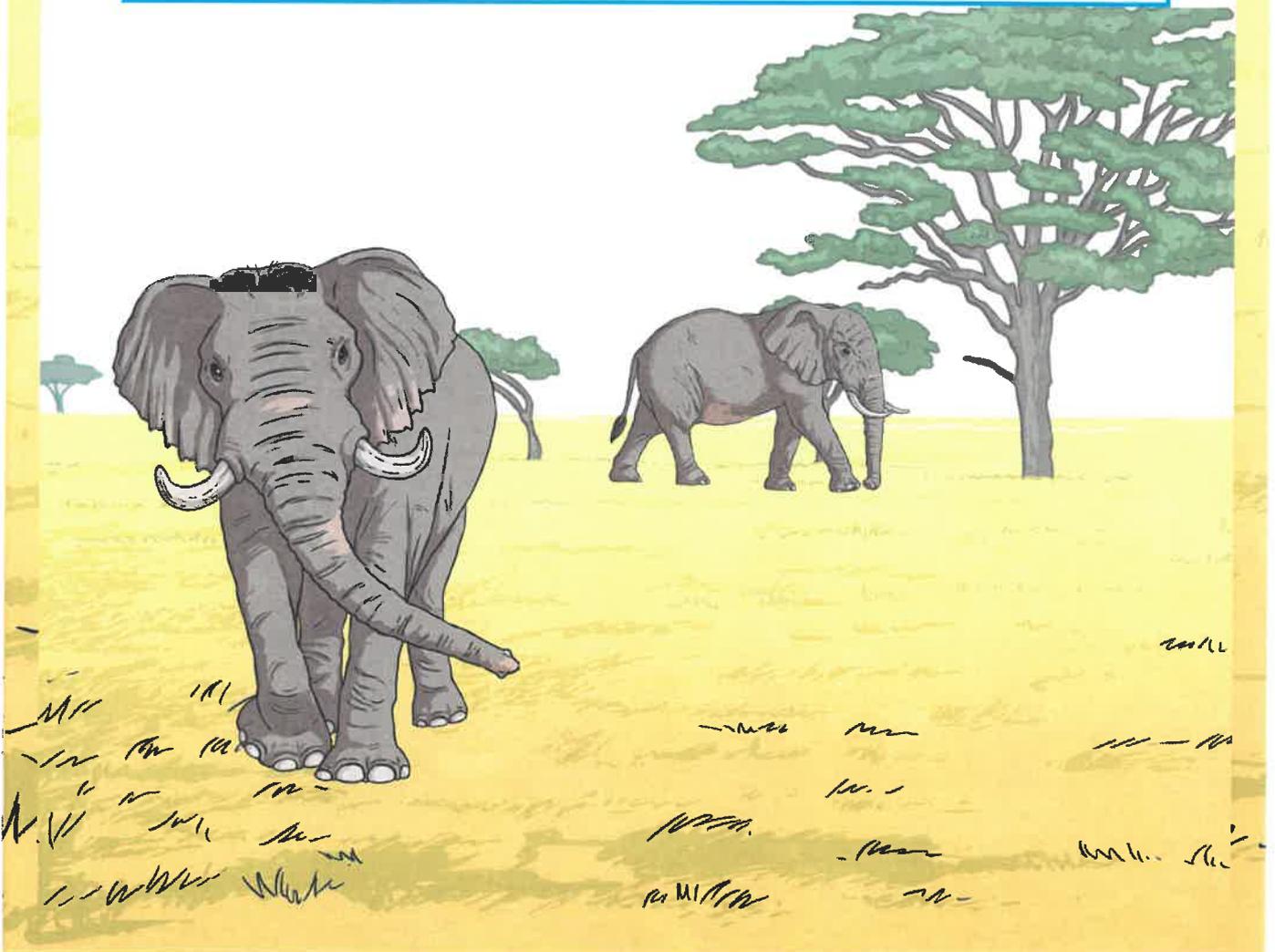
Asian elephants make big footprints. When they're filled with rainwater, these footprints can become tiny ponds for frogs and their tadpoles.

Over the years, elephants have faced different threats. Today, African elephant populations are slowly increasing but Asian elephant populations are decreasing. Many countries have now put laws in place to help to protect these amazing creatures.

Glossary

estimate: To roughly count the number of something.

species: A group of living things that are very similar.



Questions

1. What might you find inside an Asian elephant's footprint? Tick one.

- a goldfish
- a tadpole
- nothing
- an eel

2. Draw **four** lines and complete each sentence.

The savannah elephant...

The forest elephant...

Baby African elephants...

The Sri Lankan elephant...

is the largest type of Asian elephant.

can be difficult to count.

is also known as the bush elephant.

have baby tusks.

3. Which of these statements is **not** true? Tick one.

- The savannah elephant is the largest type of elephant.
- The forest elephant can be found in wooded rainforests.
- There is only one type of Asian elephant.
- All African elephants grow tusks.

4. Where can you find wild elephants? Tick **two**.

- Africa
- Antarctica
- Asia
- Europe

5. Why might it be difficult to find out how many forest elephants are living in one area?

6. Look at the first paragraph.

Find and copy one word that means the same as 'spot'.

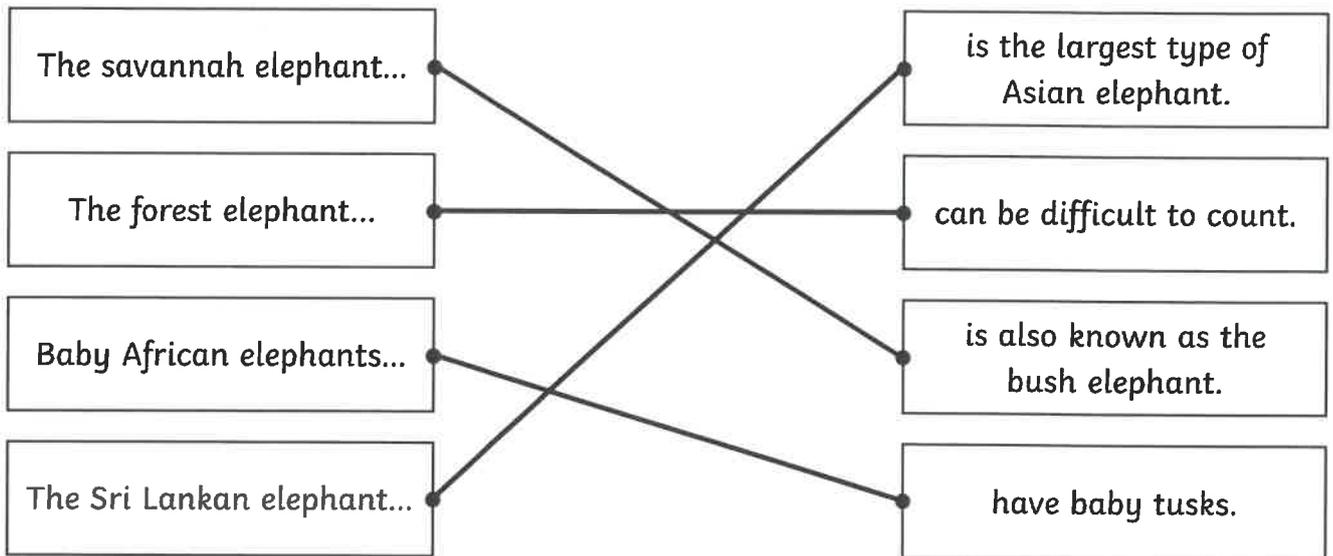
7. Do you think that people should protect elephants? Explain your answer.

Answers

1. What might you find inside an Asian elephant's footprint? Tick one.

- a goldfish
- a tadpole**
- nothing
- an eel

2. Draw **four** lines and complete each sentence.



3. Which of these statements is **not** true? Tick one.

- The savannah elephant is the largest type of elephant.
- The forest elephant can be found in wooded rainforests.
- There is only one type of Asian elephant.**
- All African elephants grow tusks.

4. Where can you find wild elephants? Tick **two**.

- Africa**
- Antarctica
- Asia**
- Europe

5. Why might it be difficult to find out how many forest elephants are living in one area?

It can be difficult to count how many forest elephants are living in one area because they live in rainforests with lots of trees.

6. Look at the first paragraph.

Find and copy one word that means the same as 'spot'.

recognise

7. Do you think that people should protect elephants? Explain your answer.

Pupils' own responses, such as: Yes, I think that people should protect elephants because the Asian elephant is endangered and it would be sad if it became extinct.

The Wartime Diary of Eliza Beale

Second World War Evacuee

Dear Diary,

Thursday 31st August 1939



Today has been horrible.

Mum told me that the government is worried about the threat of war so they don't think that London is safe anymore. We're going to be evacuated to the countryside.

At first, I was excited about the idea of a family holiday. However, Mum explained that she can't come with us. George and I have packed a pillowcase each with clothes and a few biscuits for the train. He's too young to understand what's happening; lucky George.

I can't sleep at the moment. Mum couldn't answer any of my questions. I wanted to find out how long we are going away for or where we are going. All I know is that we must go to Waterloo station tomorrow morning.

Eliza



Dear Diary,

Friday 1st September 1939 – morning



I'm writing from the train station. I've got a big tag dangling around my neck as if I'm about to be posted somewhere. It even says my full name on it: 'Elizabeth Beale'. I tried explaining that everyone calls me Eliza but I just got shooed away. I've decided to hide it underneath my gas mask box because then people will have to ask me for my name.

Our teachers from school are sitting with us but our parents weren't allowed any farther than the station barrier. It was so hard saying goodbye.

Our school is getting on the next train but we don't know how long we will have to wait. I'm so hungry. I gave George my biscuits earlier because he looked like he needed cheering up. Now, I wish that I had saved one for myself.

Eliza



Dear Diary,

Friday 1st September 1939 – evening



The train journey was not fun. There were so many of us that there was no room to move. Whenever I've been on a train before, I've felt ill but this time was so much worse.

After a really long time, we arrived in a small town. We were taken to the town hall and adults started coming in and choosing children to take home. The lady who picked George and I is called Mrs Farthing and she lives in a large house. By the time we had walked there, it was very dark. Poor George was finding it difficult to stay awake.



Mrs Farthing

When we arrived, Mrs Farthing told us all about her two sons and her husband, Mr Farthing, who was outside making sure that the animals were OK. It turns out that Mr and Mrs Farthing live on a farm! They've got cows, sheep, pigs, chickens, two horses and a donkey! We've been told that we can help with the animals tomorrow.



Mr Farthing

I'm curled up in bed trying to get to sleep at the moment. George is asleep in the bed next to me. We both had a little cry when we realised that Mum couldn't tuck us in; it's really sad being away from her but I'm glad that we have each other.

Eliza



Questions

1. Why did Eliza give her biscuits to George? Tick one.

- he was hungry
- he needed cheering up
- he asked for them
- she didn't like them

2. Number the events from 1-4 to show the order that they happened in.

- Eliza felt ill while she was on the train.
- Eliza and George met Mrs Farthing.
- Eliza found out that she was going to be evacuated.
- Eliza waited for the next train to arrive.

3. What is Eliza's full name?

4. Look at the paragraph beginning **I am writing from the train station.**
Find and copy one phrase that means the same as **told to go away.**

5. Fill in the missing words.

Eliza and George packed a _____ each with clothes and a few
_____ for the train.

6. Do you think that Eliza is a kind person? Explain your answer.

7. Look at the first entry for Friday 1st September 1939.

How do you think Eliza was feeling when she wrote this? Explain your answer.

8. What do you think will happen next to Eliza and George?

Answers

1. Why did Eliza give her biscuits to George? Tick one.

- he was hungry
- he needed cheering up**
- he asked for them
- she didn't like them

2. Number the events from 1-4 to show the order that they happened in.

- 3** Eliza felt ill while she was on the train.
- 4** Eliza and George met Mrs Farthing.
- 1** Eliza found out that she was going to be evacuated.
- 2** Eliza waited for the next train to arrive.

3. What is Eliza's full name?

Eliza's full name is Elizabeth Beale.

4. Look at the paragraph beginning **I am writing from the train station.**

Find and copy one phrase that means the same as **told to go away.**

shooed away

5. Fill in the missing words.

Eliza and George packed a **pillowcase** each with clothes and a few **biscuits** for the train.

6. Do you think that Eliza is a kind person? Explain your answer.

Pupils' own responses, such as: I think that Eliza is a kind person because she gave her biscuits to George when he was feeling sad. She also says that she's glad that they have each other which means that she's probably looking after George.

7. Look at the first entry for Friday 1st September 1939.

How do you think Eliza was feeling when she wrote this? Explain your answer.

Pupils' own responses, such as: I think that Eliza was feeling annoyed when she wrote this because she doesn't like having to wear a label with her full name on it. I also think she's feeling frightened because she doesn't know what will happen next.

8. What do you think will happen next to Eliza and George?

Pupils' own responses, such as: I think that Eliza and George will wake up and help to feed the animals. I also think that they will meet the two sons who will show them around the farm.

Oliver Twist

Scene Two - An Offer for Oliver

(Narrator stands in front of the closed stage curtains. They are lit only by a spotlight.)

Narrator: For a week after the terrible crime of asking for more supper, Oliver is a prisoner in the dark and lonely room which he has been locked in by Mr Limbkins. He cries bitterly all day. When the long nights arrive, he spreads his hands in front of his eyes to shut out the darkness. He crouches in the corner and tries to sleep, despite trembling from the cold. Gloom and loneliness surround him.

As Oliver drifts in and out of sleep, Mr Gamfield arrives at the workhouse on his donkey. A man in a white waistcoat quickly heads outside to greet the unsuspecting chimney sweep.

(Curtains open as Narrator exits to stage right. The man in the white waistcoat crosses the stage to approach Mr Gamfield and his donkey, who are stood outside of the workhouse gate at stage left. Both characters smile at one another as a greeting.)

Mr Gamfield: This boy, sir... the one that the parish wants rid of...

Man: **(smiles)** Yes, my man. What about him?

Mr Gamfield: Well, if you would like him to learn a very pleasant trade in a good, respectable chimney sweeping business, I want a helper. I'm ready to take him – just like your advert asks.

Man: Go inside. **(points towards the workhouse)**

(The man in the white waistcoat walks towards the workhouse entrance at stage right. Mr Gamfield follows behind him. After leaving the donkey outside, Mr Gamfield enters the workhouse. He joins the gentleman who is whispering to Mr Limbkins by the table downstage.)

Mr Limbkins: It's a nasty job.

Man: Young boys have been killed in chimneys before now.

Mr Gamfield: That's because the straw was damp before they lit it in the chimney. That's all smoke and no fire! Smoke isn't any use in making a boy come down the chimney; it only sends him to sleep. There's nothing like a good, hot flame to make them come running!

(The gentleman in the white waistcoat chuckles but quickly stops upon a stern look from Mr Limbkins. The two whisper between themselves for a few moments.)

Mr Limbkins: We have thought about your offer and we do not agree with it.

Man: Not at all. Definitely not.

(Mr Gamfield looks sad. With a hunched back, he walks away from the others. He pauses by the door and looks back.)

Mr Gamfield: So, you won't let me have him, gentlemen?

Mr Limbkins: No; it's a very nasty job. We think you should take less than the money we advertised.

(Mr Gamfield's mood brightens. He straightens up with a smile on his face. He quickly heads back towards the table.)

Mr Gamfield: What will you give me to take him, gentlemen? Don't be too hard on a poor man! What will you give?

Mr Limbkins: I should say that three pounds and ten shillings is plenty.

Man: That's ten shillings too much!

Mr Gamfield: **(desperately)** Come on! Say four pounds, gentlemen. Say four pounds and you've got rid of him for good!

Mr Limbkins: **(firmly)** Three pounds ten.

Mr Gamfield: **(pleading)** Come on! I'll split the difference, gentlemen. Three pounds and fifteen shillings.

Mr Limbkins: **(sternly)** Not a farthing more.

Mr Gamfield: **(looking glum)** You're desperately hard on me, gentlemen.

Man: Nonsense! He'd be cheap with no payment at all! Take him, you silly man. He's just the boy for you. He needs discipline – it will do him good. Keeping him doesn't have to be expensive – he's been underfed since he was born! **(chuckles)**

(Mr Gamfield looks backwards and forwards between the two men's faces; they are both smiling. After a pause, he also smiles. Mr Gamfield reaches out his hand and both men shake it.)

Mr Gamfield: I'll be back to pick him up this afternoon!

(Narrator enters from stage right and stands in front of the curtains as they close. All lights dim except for one spotlight, which shines on Narrator.)

Narrator: The deal has been made. Straight away, Mr Bumble demands that Oliver is released from the room. He orders Oliver to put on a clean shirt. "Eat your food and be thankful!" he tells Oliver. "You're leaving." And so it is: Oliver Twist is to become a chimney sweep's helper.

(Spotlight fades. Narrator exits to stage left.)



Questions

1. How much money does Mr Gamfield eventually agree to? Tick one.

- ten shillings
- three pounds and ten shillings
- three pounds and fifteen shillings
- four pounds

2. Number the events 1-5 to show the order they happen in the stage directions.

- Narrator exits to stage right.
- Narrator exits to stage left.
- Mr Gamfield walks away with a hunched back.
- Mr Gamfield and the man in the white waistcoat smile to greet one another.
- Mr Gamfield leaves the donkey outside.

3. Find and copy **two** words to describe the room in which Oliver was locked by Mr Limbkins.

1. _____

2. _____

4. How does Mr Gamfield arrive at the workhouse?

5. **(Mr Gamfield reaches out his hand and both men shake it.)**

Why do both men shake his hand?

6. **For a week after the terrible crime of asking for more supper...**

Do you think that Oliver had committed a terrible crime? Explain your answer.

7. Summarise what happens in this extract in 20 words or fewer.

8. The author has named this scene **An Offer for Oliver**.

Choose a new name for this scene and explain why you have chosen it.

Answers

- How much money does Mr Gamfield eventually agree to? Tick one.
 - ten shillings
 - three pounds and ten shillings**
 - three pounds and fifteen shillings
 - four pounds
- Number the events 1-5 to show the order they happen in the stage directions.
 - 1** Narrator exits to stage right.
 - 5** Narrator exits to stage left.
 - 4** Mr Gamfield walks away with a hunched back.
 - 2** Mr Gamfield and the man in the white waistcoat smile to greet one another.
 - 3** Mr Gamfield leaves the donkey outside.
- Find and copy **two** words to describe the room in which Oliver was locked by Mr Limbkins.
Accept any two of the following: dark; lonely; cold.
- How does Mr Gamfield arrive at the workhouse?
Mr Gamfield arrives at the workhouse on a donkey.
- (Mr Gamfield reaches out his hand and both men shake it.)**
Why do both men shake his hand?
Pupils' own responses, such as: Both men shake Mr Gamfield's hand because they are confirming that a deal has been made.
- For a week after the terrible crime of asking for more supper...**
Do you think that Oliver had committed a terrible crime? Explain your answer.
Pupils' own responses, such as: No, I do not think that Oliver has committed a terrible crime; he should have had the right to ask for more food if he was hungry from being underfed.

7. Summarise what happens in this extract in 20 words or fewer.

Pupils' own responses, such as: Mr Limbkins and another man make a deal that Oliver will become an apprentice for Mr Gamfield.

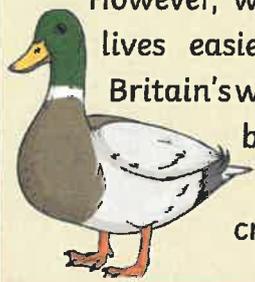
8. The author has named this scene **An Offer for Oliver**.

Choose a new name for this scene and explain why you have chosen it.

Pupils' own responses, such as: I would name this scene 'Oliver's Opportunity' because it is a chance for Oliver to escape from the workhouse.

Plastic Pollution

When people think about plastic, they may think of lots of everyday items that make our lives easier: food wrappers, toys, gadgets and even the pipes that carry water to and from our homes. In fact, plastic is so popular in the UK today that it is hard to imagine life without it.



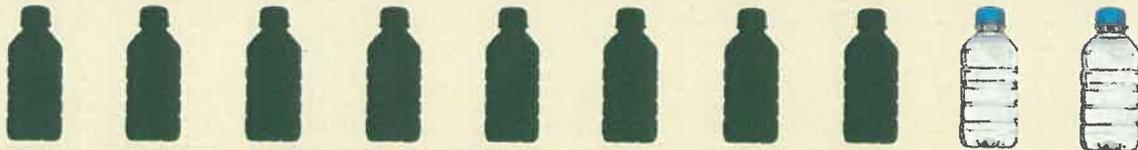
However, while plastic makes human lives easier, it makes the lives of Britain's wildlife much harder. It could be putting the existence of some of our much-loved creatures in danger.

Plastic Waste Facts

160,000 plastic bags are used around the world every second.



8 out of 10 pieces of plastic made over the last 70 years have been thrown away.



Plastic and the Environment

There are many different ways that plastic can enter the environment:

- litter;
- washed down drains;
- spilled by ships;
- escaped from factories;
- blown out of bins;
- abandoned by humans.



Of all of the plastic waste created by 2015: 9% recycled, 12% burned, 79% in landfills or the natural environment.

So much plastic enters the environment each year that it can be found in fresh water, soil, air and oceans around the world.

The Problem with Plastic

Unlike paper, fruit peel or fabric, most types of plastic that end up in the local environment will not break down over time. The plastic will simply stay where it is forever unless it is moved by humans or eaten, by mistake, by wildlife.

A huge problem with plastic is the chemicals it contains. Over time, pieces of plastic litter will break into smaller pieces. These smaller pieces are often eaten by wildlife that think that it's food. Scarily, these tiny pieces of plastic contain poisonous chemicals and heavy metals that can kill wildlife. The chemicals make their way into the food chain and do not just affect the creature who ate the plastic but also affect any animal that then consumes them.



"Female Mallard Bu Water With Rubbish" by Martin Kessel



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.



Threats to Wildlife

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

- becoming tangled in plastic waste which can cause death or injury;
- eating plastic waste by mistake which can cause wildlife to choke;
- poisoning from the chemicals within the plastic which can lead to illness and death.

Questions

- 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
- Number the sub-headings to show the order they appear in the text. The first one has been done for you.
 - The Problem with Plastic
 - 1 Plastic Waste Facts
 - Threats to Wildlife
 - Plastic and the Environment
 - How We Can Help
- List **two** everyday items mentioned in the text which can be made from plastic.
 - _____
 - _____
- How many plastic bags are used around the world each second?

- Find and copy one adjective from the first paragraph which is used to describe plastic.

- Fully explain why the chemicals within plastic endanger wildlife.

7. Discuss one of the largest threats to wildlife from plastic waste in the environment.

8. Comment on one change you could make to help to reduce plastic pollution.

Answers

- 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
- Number the sub-headings to show the order they appear in the text. The first one has been done for you.
 - 3** The Problem with Plastic
 - 1** Plastic Waste Facts
 - 4** Threats to Wildlife
 - 2** Plastic and the Environment
 - 5** How We Can Help
- List **two** everyday items mentioned in the text which can be made from plastic.
Accept any two of the following: food wrappers; toys; gadgets; pipes.
- How many plastic bags are used around the world each second?
160,000 plastic bags are used around the world each second.
- Find and copy one adjective from the first paragraph which is used to describe plastic.
popular
- Fully explain why the chemicals within plastic endanger wildlife.
Pupils' own responses, such as: The chemicals within plastic endanger wildlife because they are poisonous. When animals accidentally eat bits of plastic, the poison can hurt or kill both them and anything which eats them in their food chain.
- Discuss one of the largest threats to wildlife from plastic waste in the environment.
Pupils' own responses, such as: One of the largest threats to wildlife from plastic waste in the environment is that animals can become tangled in plastic waste, resulting in their injury or death.
- Comment on one change you could make to help to reduce plastic pollution.
Pupils' own responses, such as: To help to reduce plastic pollution, I could stop using plastic bags when I go to the shop and take a canvas bag with me instead.

Shirley Chisholm

Shirley Chisholm was an American **politician**, **activist** and educator. In 1968, she became the first Black female member of **Congress** in the USA.

Childhood

Shirley Anita St. Hill was born on 30th November 1924 in New York City. Her father, Christopher, was a factory worker who was originally from Guyana. Her mother, Ruby, was a seamstress who was originally from Barbados.

When Shirley was five years old, she went to live in Barbados with her grandmother. During her time in Barbados, Shirley took her education seriously and she worked hard.

Education

Shirley returned to the USA and graduated from Girls' High School in Brooklyn in 1942. After that, she went on to study at Brooklyn College and she graduated in 1946 with very high scores.

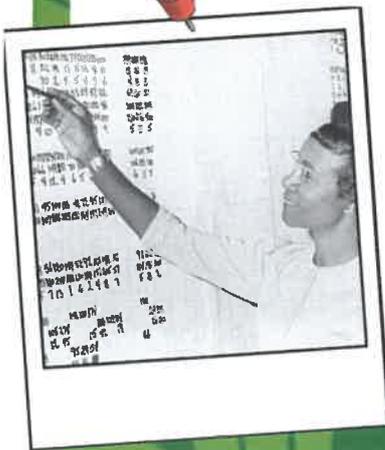
During her time at Brooklyn College, Shirley was part of a debate team. She was also part of a club which campaigned for race equality. Shirley's teachers thought that she should think about a career in **politics**. However, Shirley thought that being both female and Black would stop her from doing this because of prejudice and discrimination at this time.



Career

Shirley began her career as a nursery school teacher. While working, she earned a master's degree from Columbia University in 1951. This made her an expert in early childhood education and she used this knowledge to help schools across New York City.

Shirley knew that people in her community were experiencing racial and gender inequality. Because of this, she joined many groups which campaigned for equality.



Political Beginnings

In 1964, Shirley began her career in politics. Shirley campaigned for equality in many ways and set up schemes to help those who needed it.

Then, Shirley ran for a position in the United States Congress. She campaigned in her local area and called herself 'fighting Shirley Chisholm'. She showed how passionate she was about the causes she supported.



After defeating local competitors, Shirley was one of the final two candidates. It is reported that the other candidate said that Shirley would be unable to do the job because she was female. Shirley tore down this prejudice and she passionately explained how she could represent those, like herself, who had never been fairly represented before. 'Unbought and Unbossed' was her slogan.

Shirley used her fluency in English and Spanish to talk to voters – something which her opponent did not do. People believed in Shirley and she was elected with 67% of the votes. She became the first Black woman elected to the Congress.

As a congresswoman, Shirley introduced over 50 new laws and she actively campaigned for racial and gender equality. Because of her actions, Shirley is remembered as an influential activist who believed in equality for all.



Glossary

activist:	A person who campaigns to try to bring about change.
Congress:	Part of the government of the USA.
politician:	A person whose job it is to govern a country or area.
politics:	Activities that relate to governing a country or area.

Questions

1. What was Shirley's slogan? Tick one.

- Unbiased and Unbought
- Unbought and Unbossed
- Unbelievable and Unbought
- Unrelenting and Unbossed

2. What happened in Shirley's life in 1942? Tick one.

- Shirley began her career in politics.
- Shirley moved to Barbados.
- Shirley graduated from Girls' High School in Brooklyn.
- Shirley graduated from Brooklyn College.

3. Look at the section called **Career**.

Find and copy one word which shows that Shirley knew a lot about early childhood education.

4. What did Shirley earn in 1951?

5. **After defeating local competitors,...**

How else could the author have written this phrase?

6. Discuss how Shirley's experience on the debate team may have prepared her for a career in politics.

7. Initially, Shirley thought that being both female and Black would stop her from having a career in politics. Comment on how Shirley's belief changed.

8. Find one unique fact about Shirley and explain why this was special.

Answers

1. What was Shirley's slogan? Tick one.

- Unbiased and Unbought
- Unbought and Unbossed**
- Unbelievable and Unbought
- Unrelenting and Unbossed

2. What happened in Shirley's life in 1942? Tick one.

- Shirley began her career in politics.
- Shirley moved to Barbados.
- Shirley graduated from Girls' High School in Brooklyn.**
- Shirley graduated from Brooklyn College.

3. Look at the section called **Career**.

Find and copy one word which shows that Shirley knew a lot about early childhood education.

expert

4. What did Shirley earn in 1951?

Shirley earned a Master's degree from Columbia University in 1951.

5. **After defeating local competitors,...**

How else could the author have written this phrase?

Pupils' own responses, such as: After becoming more popular than other candidates,...

6. Discuss how Shirley's experience on the debate team may have prepared her for a career in politics.

Pupils' own responses, such as: When you are on a debate team, you have to argue in support of things that you believe in. As a politician, Shirley campaigned for things that she believed in. Being on a debate team might have helped her to learn how to do this.

7. Initially, Shirley thought that being both female and Black would stop her from having a career in politics. Comment on how Shirley's belief changed.

Pupils' own responses, such as: Shirley's belief changed because she still began a career in politics regardless of how she initially felt. She also became the first Black congresswoman in the USA which must have shown her that her initial beliefs were untrue.

8. Find one unique fact about Shirley and explain why this was special.

Pupils' own responses, such as: One unique thing about Shirley was that she spoke to voters in both English and Spanish. This was special because her opponent did not do this and this would have helped people to understand her views.

