

1 $180 \div 10 =$	10 $54 \div 10 =$	19 $7 \times 5 \times 7 =$
2 $\square - 4 = 40$	11 $236 \times 1 =$	20 $2,794 + 4,296 =$
3 $3 \times 4 =$	12 $8 \times \square = 64$	21 $617 - 282 =$
4 $774 - 70 =$	13 $\frac{60}{100} = 0.$	22 $1,804 - 1,179 =$
5 $\frac{1}{2} \times 90 =$	14 $\frac{7}{9} - \frac{2}{9} =$	23 $54 \times 7 =$
6 $\frac{2}{7} + \frac{3}{7} =$	15 $\frac{70}{10} = \frac{\square}{100}$	24 $8 \times 621 =$
7 $100 \times 36 =$	16 $2 \times 1 =$	25 $404 \div 4 =$
8 $7 \times 6 =$	17 $17 \times 0 =$	26 $208 \div 8 =$
9 $30 \times 40 =$	18 $40 \times 3 =$	27 $2\frac{1}{2} \times 4 =$

1 $180 \div 10 = \mathbf{18}$	10 $54 \div 10 = \mathbf{5.4}$	19 $7 \times 5 \times 7 = \mathbf{245}$
2 $\boxed{44} - 4 = 40$	11 $236 \times 1 = \mathbf{236}$	20 $2,794 + 4,296 = \mathbf{7,090}$
3 $3 \times 4 = \mathbf{12}$	12 $8 \times \boxed{8} = 64$	21 $617 - 282 = \mathbf{335}$
4 $774 - 70 = \mathbf{704}$	13 $\frac{60}{100} = \mathbf{0.6}$ or $\mathbf{0.60}$	22 $1,804 - 1,179 = \mathbf{625}$
5 $\frac{1}{2} \times 90 = \mathbf{45}$	14 $\frac{7}{9} - \frac{2}{9} = \mathbf{\frac{5}{9}}$	23 $54 \times 7 = \mathbf{378}$
6 $\frac{2}{7} + \frac{3}{7} = \mathbf{\frac{5}{7}}$	15 $\frac{70}{10} = \boxed{700} / 100$	24 $8 \times 621 = \mathbf{4,968}$
7 $100 \times 36 = \mathbf{3,600}$	16 $2 \times 1 = \mathbf{2}$	25 $404 \div 4 = \mathbf{101}$
8 $7 \times 6 = \mathbf{42}$	17 $17 \times 0 = \mathbf{0}$	26 $208 \div 8 = \mathbf{26}$
9 $30 \times 40 = \mathbf{1,200}$	18 $40 \times 3 = \mathbf{120}$	27 $2\frac{1}{2} \times 4 = \mathbf{10}$



Stage: 3

Spelling Rules: Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.

List: 16

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
calmly			
exactly			
deadly			
bravely			
boldly			
gladly			
deeply			
clearly			
hourly			
quickly			



Stage: 3

Spelling Rules: Words ending in '-er' when the root word ends in (t)ch.

List: 25

Name:

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt
teacher			
catcher			
richer			
stretcher			
watcher			
dispatcher			
butcher			
preacher			
cruncher			
scorcher			

Join them up - Write this week's spellings in purple in your sentences.

Handwriting practice lines consisting of 10 sets of three horizontal lines (top, middle, bottom) with a red top line and a red bottom line. The middle line is grey. Each set is separated by a larger gap.

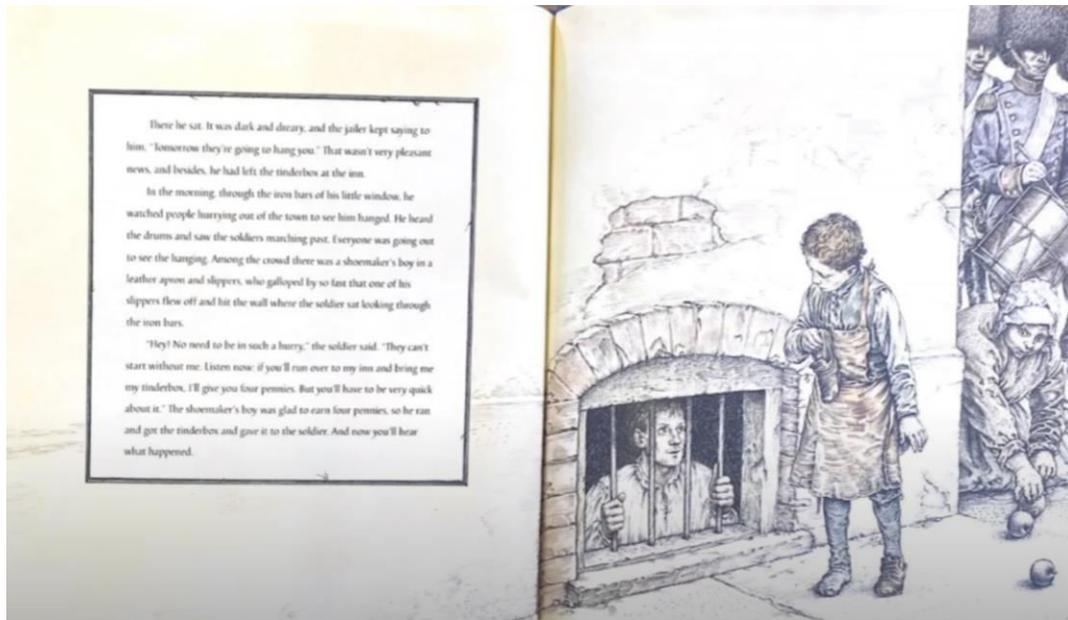
This week's spellings:

1. _____ 2. _____
3. _____ 4. _____
5. _____ 6. _____
7. _____ 8. _____
9. _____ 10. _____

This week's spelling pattern is:

Blank space for writing the spelling pattern.

Read the Tinderbox story again. Today you are going to write a diary entry as the soldier on his night in jail before he is doomed to hang the next day.



Remember to explore and plan your ideas before writing. Talk about his feelings, hopes, fears and regrets. I have attached a checklist, like the ones we use in class, to help make sure you have included everything! I look forward to reading your diaries!

Diary Writing Checklist

Tick the box if you think you have included these features of a diary:

<input type="checkbox"/>	Has an introduction to set the scene.
<input type="checkbox"/>	Describes the places where the events happened.
<input type="checkbox"/>	Is written in the past tense.
<input type="checkbox"/>	Tells the story of an episode of the writer's life.
<input type="checkbox"/>	Is written as if talking to someone.
<input type="checkbox"/>	Uses some personal pronouns: I, we, my, me.
<input type="checkbox"/>	Talks about feelings, reactions and opinions.
<input type="checkbox"/>	Uses time conjunctions to show when things happened.
<input type="checkbox"/>	Writes about events that are important to the writer.
<input type="checkbox"/>	Uses paragraphs to organise events.

Today we are going to **plan** a newspaper report about the Soldier's story. Think carefully about the whole story and complete this planning sheet with everything you want to include, the plan does not need full sentences.

Remember! A newspaper is different from yesterday's diary - it needs to be formal and factual.



Planning a Newspaper Report

Name of newspaper: _____ Price: _____ Date: _____

Story headline: _____

Introduction		Break up the story chronologically.	
Who was involved?		Paragraph 1	
What happened?		Paragraph 2	
Where did the event take place?		Paragraph 3	
When did it happen?			
Interviews		Final paragraph	
Who will you interview? <small>How are they involved in the events?</small>		What are the characters doing now and what might happen in the future?	
What did they have to say? Will you use direct or reported speech?		What will your picture be of? _____	What will the caption be? _____

Wednesday

Use yesterday's plan to write up your newspaper report, it should look something like this.

Remember to write in clear detailed sentences and be careful with your punctuation for speech!

Choose a name for your newspaper – make the name bold and eye-catching.

Headline – try to use alliteration, rhyme or a pun.

Sub-headline – give a bit more information about what the report is about.

Include an introductory paragraph that includes the 5 Ws: who, what, where, when and why.

Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Include picture and caption

Include picture and caption

Include detailed information about the main events, in chronological order.

Write in the past tense and in the third person.

Try to add examples of both direct and reported speech.

Use formal language.

Write a conclusion paragraph to explain what might happen next.

Include the reporter's name.

There is a template on the next page you can use if you want to.

English - Week of 1st February

Today we are going to write a diary entry as the princess. We wrote diaries on Monday, so we need to remember all those skills. We do not hear much about how she feels through the story but today I want us to imagine how she felt through the story. Here are the events in order.

1. She had spent her whole life locked up in the copper castle by her father the king.
2. She started having strange 'dreams' about riding on a giant dog's back and meeting a soldier.
3. Her parents, the king and queen find the soldier and put him in jail, ready to be hanged!
4. The giant dogs kill the king and queen.
5. She marries the soldier, they all celebrate.



Please write a diary exploring each of these events and how the princess would feel throughout.

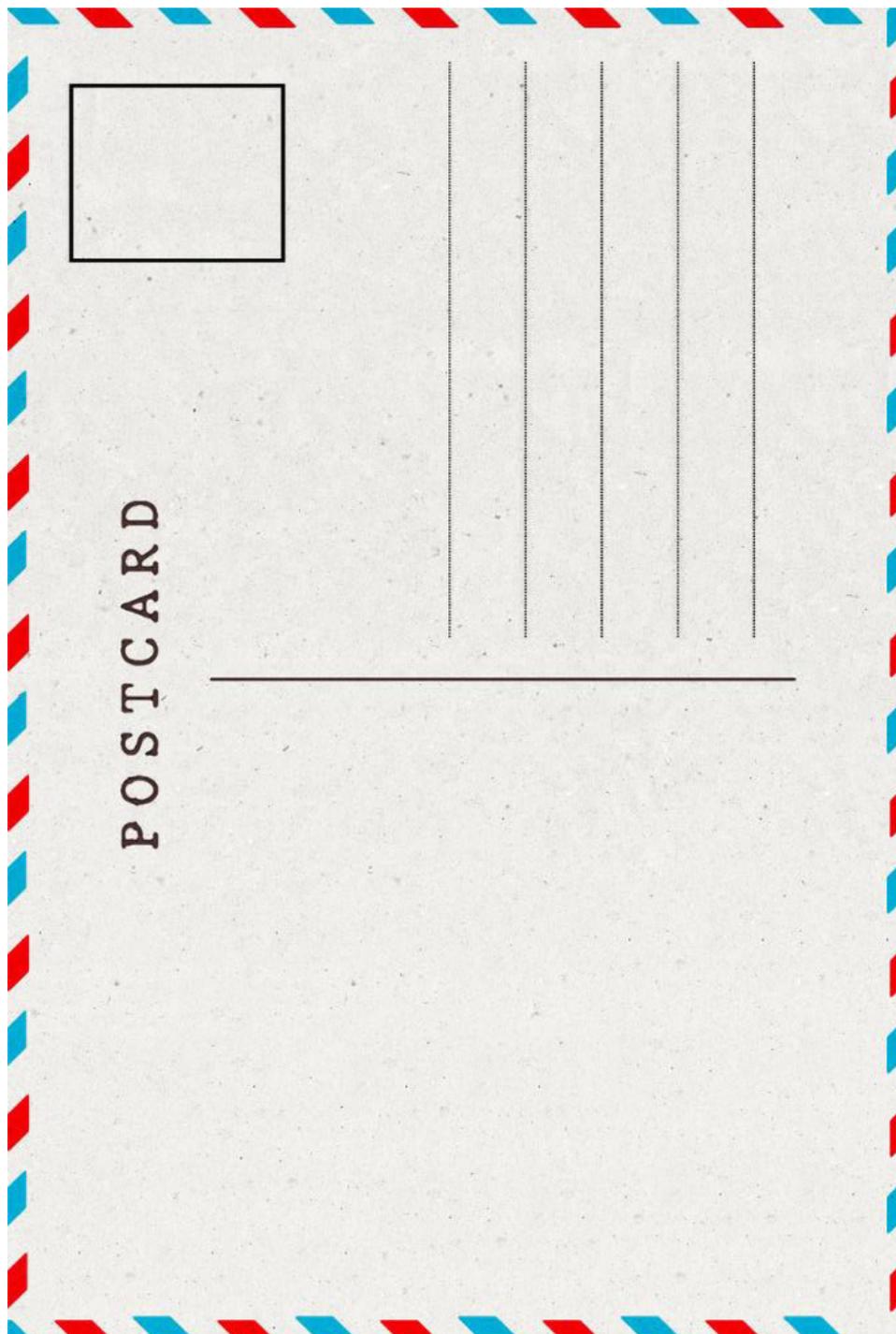


English - Week of 1st February

Friday

This week was Children's mental health week. This year's theme was Express Yourself. This means finding ways to share feelings, thoughts, or ideas, through creativity. This could be through art, music, writing and poetry, dance and drama, photography and film, and doing activities that make you feel good. It is SO important to make sure you are doing things every day that make you feel good!

Write a postcard to someone who might be struggling through lock down and encourage them to stay happy and healthy in their body and mind. Offer suggestions of physical things they can do to make their body happy and creative things that will keep their mind joyful.



Questions About Fossils

Answers

1. What does a palaeontologist study?

Fossils

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

Sue

3. Why do you think fossils are never found in igneous rock?

It is too hot and it will have destroyed the fossils/fossils are not able to form.

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned to stone by St. Hilda?

Ammonites look like curled up snakes but do not have a head.

5. Why have we only got fossils to find out about dinosaurs?

Because they lived so long ago and nothing else would last that long.

(Discuss what we have now as evidence: photos, film, books, stories passed down through generations etc.)

6. What does the Latin word 'fossilis' mean?

'dug up'

7. How come the fossilised animals or plants haven't been eaten by other animals?

They were buried under mud or sand (or similar).

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

To add surprise: It is surprising to us today that anyone could believe that snakes could turn to stone. (Discuss why they might have thought that though).

9. Why aren't there any fossils of cats that lived twenty years ago?

Fossils take millions of years to make. Twenty years is not anywhere near long enough.

10. In the 'How a Fossil is Made' section, what does the word 'seep' mean?

A liquid flowing or leaking SLOWLY through a POROUS material. Discuss what the liquid and porous material is in this case (water and sedimentary rock).

Fossils

Fossils are preserved remains of animals and plants that lived millions of years ago made in sedimentary rock. Usually when something dies it is eaten or decays and therefore disappears. However, when an animal or plant dies it can get covered over with mud or sand, it can stay there and over a long time, become a fossil.

Dinosaurs

Fossils are essential to understanding about life a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



Did you know?

- 'Sue' is the nickname given to most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

How a Fossil is Made

When a plant or animal dies, their body sinks into mud or is buried by sand. This usually happens on the sea bed. Being buried preserves it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be and make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years. Much later, palaeontologists or fossil hunters may find it as the rock in which it is encased becomes unearthed.

Questions About Fossils

1. What does a palaeontologist study?

2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

3. Why do you think fossils are never found in igneous rock?

4. Why do you think that the people of Whitby thought that the ammonites were snakes turned to stone by St. Hilda?

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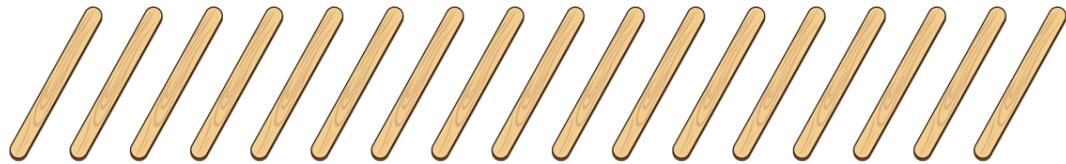
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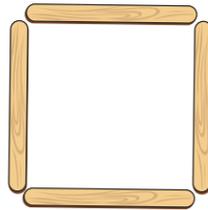
10. In the 'How a Fossil is Made' section, what does the word 'seep' mean?

Divide 2-digits by 1-digit (3)

1 Mo has these lolly sticks.



He uses them to make squares.
How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.



There are 17 lolly sticks.

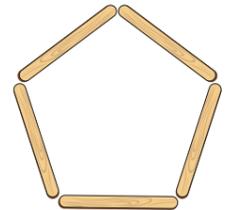
There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

3 Finally, Mo uses the lolly sticks to make pentagons.
How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

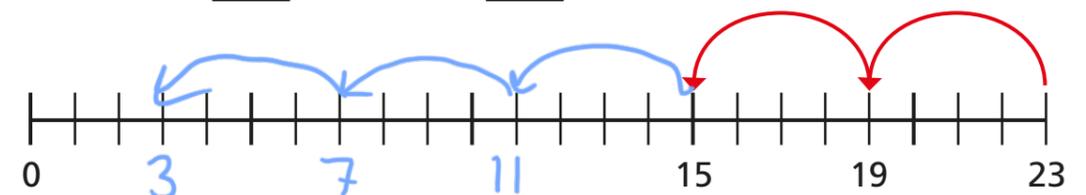
$17 \div 5 =$ remainder

Mo can make pentagons.

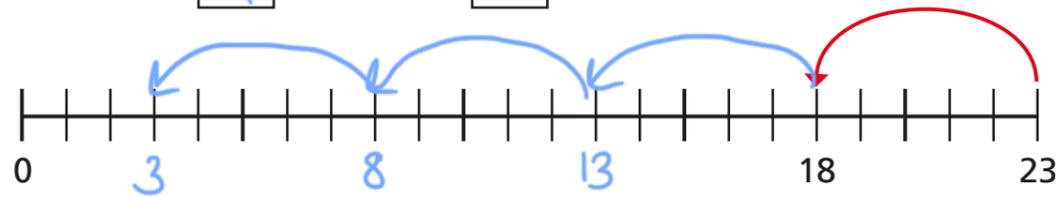
4 Use repeated subtraction to complete the divisions.

Use the number lines to help you.

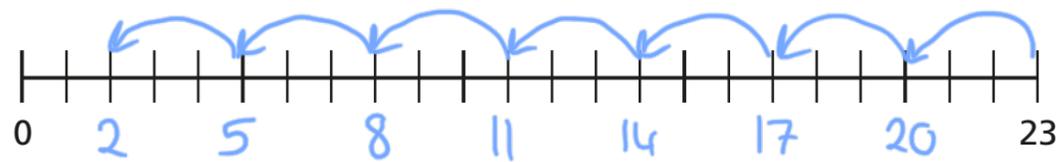
a) $23 \div 4 =$ remainder



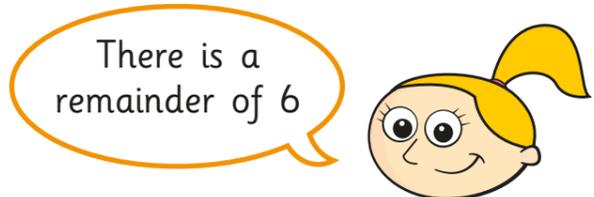
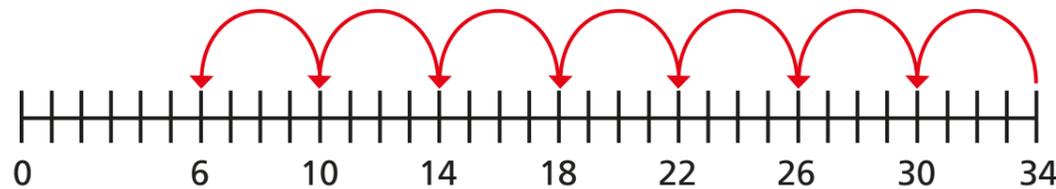
b) $23 \div 5 = \boxed{4}$ remainder $\boxed{3}$



c) $23 \div 3 = \boxed{7}$ remainder $\boxed{2}$



5 Eva works out $34 \div 4$



Is Eva correct? NO

How do you know?

6 Complete the calculations.

a) $29 \div \boxed{6} = 4$ remainder 5

c) $29 \div \boxed{2} = 14$ remainder 1

b) $29 \div \boxed{7} = 4$ remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

75 has 5 ones so it is in the 5 times table.

Without doing the division, what is the remainder when 76 is divided by 5?

1

8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \boxed{21}$ remainder $\boxed{3}$

b) $77 \div 3 = \boxed{25}$ remainder $\boxed{2}$

c) $74 \div 5 = \boxed{14}$ remainder $\boxed{4}$

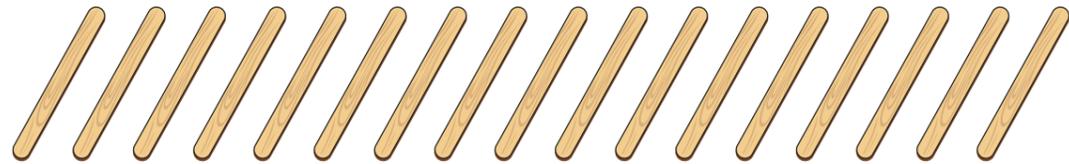
9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?

51

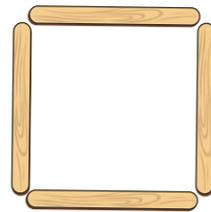


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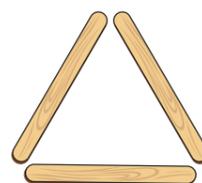
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Complete the sentences.



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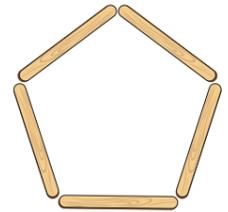
There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

3 Finally, Mo uses the lolly sticks to make pentagons.

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Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

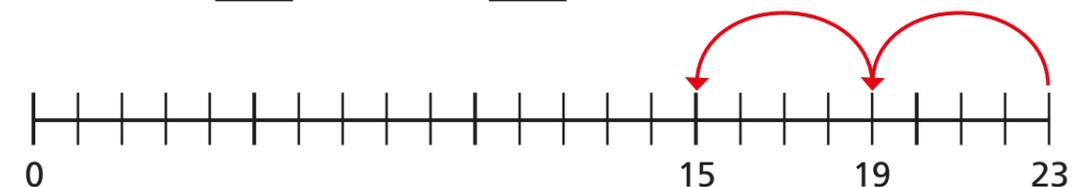
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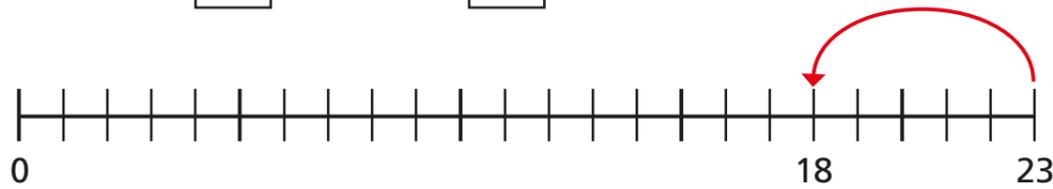
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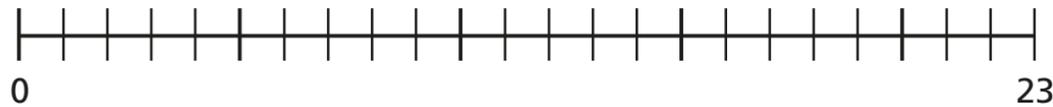
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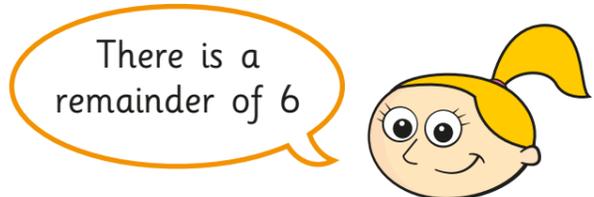
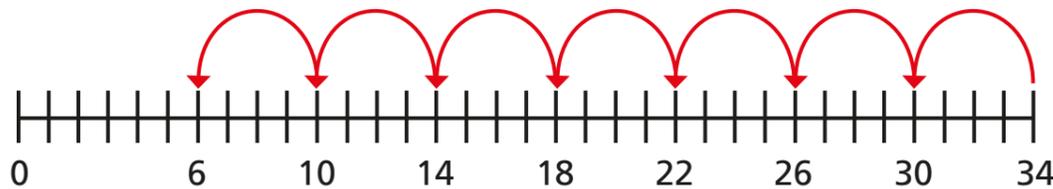
b) $23 \div 5 = \square$ remainder \square



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5 Eva works out $34 \div 4$



Is Eva correct? _____

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8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder \square

b) $77 \div 3 = \square$ remainder \square

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9 Teddy has fewer than 60 marbles but more than 40. When he shares them equally into 3 pots he has no remainders. When he shares them equally into 4 pots he has remainder 3. When he shares them equally into 5 pots he has remainder 1. How many marbles could Teddy have?



Mrs Harris' groups spellings - ay sound (may I play?)

Grid 7

Spellings	1 st attempt	2 nd attempt	3 rd attempt
day			
play			
may			
way			
lay			
say			
tray			
spray			
away			
fray			

The Tinderbox by Hans Christian Anderson
Retold by Stephen Mitchell

A soldier came marching along the high road: *Left, right! Left, right!* He had his knapsack on his back and a sword at his side because he had been to the war and now he was on his way home.

As he marched along, he met an old witch on the road. She was very ugly, and her lower lip hung down to her breast.

“Good evening, soldier,” she said. “What a fine sword you have, and what a big knapsack! You look just the way a soldier should. Now I’ll show you how to get as much money as you could ever want.”

“Thank you, old witch,” said the soldier.

“Do you see that big tree over there?” the witch said, pointing. “It’s completely hollow inside. If you climb to the top, you’ll see a hole, and you can crawl through the hole and lower yourself down to the bottom. I’ll tie a rope around your waist, and I’ll pull you up again when you tell me to.”

“But what am I supposed to do down there in the tree?” the soldier asked.

“Get money,” said the witch. “When you reach the bottom, you’ll find yourself in a large hall. It will be very bright, with hundreds of lamps burning. Then you’ll see three doors. The keys are in the locks, so you’ll be able to open them. When you enter the first room, you’ll see a large chest in the middle of the floor, and on it will be a dog with eyes as big as clocks. But don’t worry about him. I’ll give you my blue-checked apron. Spread it on the floor, then grab the dog, put him on my apron, open the chest and take as much money as you want. The coins are just copper.

“If you’d rather have silver coins, you’ll have to go into the second room, where you’ll find a dog with eyes as big as dinner plates. But don’t worry about him. Put him on my apron, and then take as much money as you want.

“But if you’d rather have gold, then you can have that too, as much as you can carry. Just go into the third room, where there’s another chest full of gold. But the dog on this chest has eyes as big as cartwheels. He is quite a dog, believe me! But don’t be scared. Put him on my apron, and he won’t hurt you. Take as much gold as you want.”

“That’s not a bad deal,” said the soldier. “But what am I supposed to give you? You’re not telling me all this for nothing.”

“No,” the witch said, “but I won’t ask you for a single penny. Just bring me the old tinderbox that my grandmother forgot the last time she went down there.”

“All right,” the soldier said. “Now tie the rope round my waist.”

“Here it is,” said the witch, “And here’s my blue-checked apron.”

The soldier climbed up the tree, went through the hole, then lowered himself down to the bottom, and found himself, just as the witch had said, in a large hall where hundreds of lamps were burning.

Then he opened the first door. Oh! There sat the dog with the eyes as big as clocks, staring at him.

"*You're* a fine fellow!" said the soldier. He grabbed the dog, put him on the witch's apron, took as many copper coins as he could stuff into his pockets, closed the chest, put the dog back on it, and walked into the next room.

Oh! There sat the dog with eyes as big as dinner plates.

"You'd better not stare at me that way," said the soldier, "or you'll strain your eyes." And he put the dog on the witch's apron. But when he saw the piles of silver coins in the chest, he threw away all the copper coins he'd taken, and he filled his pockets and his knapsack with silver.

Then he walked into the third room. What a hideous sight! The dog here really did have eyes as big as cartwheels, and they turned around and around in his head.

"Good evening," said the soldier, and he saluted because never in his life had he seen a *dog* like this one. But after he'd let the dog stare at him for a while, he said to himself, *Enough of that!* and he put him on the apron and opened the chest. Oh! Dear God, what a lot of gold there was inside! Enough to buy the whole city of Copenhagen and all the sweets in it, and all the tin soldiers and hoops and rocking horses in the whole world. So the soldier threw away all the silver coins he'd taken, and he replaced them with gold. He filled his pockets and his knapsack and his cap and his boots so full that he could hardly walk. Now he was really rich! He put the dog back on the chest, closed the door, and shouted up through the tree, "Pull me out now, old witch."

"Do you have the tinderbox?" asked the witch.

"Oh, I completely forgot it," the soldier said. So he went back and found it.

The witch pulled him out of the tree, and there he was again, standing on the road with his pockets, knapsack, cap and boots filled with gold.

"What are you going to do with the tinderbox?" asked the soldier.

"That's none of your business," the witch said. "You have your money. Give me the tinderbox or else..."

"Fiddle-dee-dee!" the soldier said, "Don't threaten me, or I'll draw my sword and cut off your head."

"I dare you!" cried the witch.

So he cut off her head. Her body fell to the ground, and her head fell beside it. Then he tied up all his money in her apron, slung it over his shoulder, put the tinderbox in his pocket, and walked straight to town.

It was splendid town, and he went to the best inn, and stayed in the best room and ordered his favourite dishes, because he was so rich now that he could afford anything he wanted.

The servant who had to clean his boots, said to himself that for such a rich gentleman, this was an awfully shabby pair of boots (the soldier hadn't had time to buy new ones). The next day, though, the soldier bought himself new boots and some elegant clothes. Now that he had become a fine gentleman, the people told him about all the sights of their town, and about their king and what a lovely princess his daughter was.

"Where can I see her?" asked the soldier.

"She can't be seen at all," they said. "she lives in a big copper castle, surrounded by walls and towers. No one but the king is allowed to see her because a fortune-teller once predicted that she'd marry a common soldier, and kings don't like to hear things like that."

“I really want to see her,” the soldier thought, but there was no way to do it.

His life was very pleasant now. He was always going to the theatre or riding in the park, and he gave lots of money to the poor, which was very kind of him (he remembered how hard it had been in the old days, when he was poor himself). He had beautiful clothes and many friends, who all said that he was an excellent fellow- a true gentleman – which the soldier loved to hear.

But since he spent a lot of money every day and didn't make any to replace it, the moment soon came when he had just two coins left. So he had to leave his beautiful rooms and live in a cramped little attic under the roof. He had to clean his own boots and mend them with a darning needle, and none of his friends ever came to see him (there were too many stairs to climb).

One dark evening, when he couldn't even afford to buy a candle, he suddenly remembered that there was a little piece of a candle in the tinderbox that the witch had asked him to bring from the old tree. He got out the tinderbox and the piece of candle, but the moment he struck a spark from the flint and steel, the door flew open and the dog with eyes as big as clocks stood before him, and said, “Master, what is your command?”

“My, my,” thought the soldier, “this is quite a tinderbox if it gets me whatever I want.”

“Bring me some money,” he said to the dog, and whooshhh! The dog was gone, and whooshhh! He was back again, carrying a large bag of copper coins in his mouth.

Now the soldier realised what a marvellous tinderbox it was. When he struck the flint twice, the dog who sat on the chest of silver coins appeared; three times, the dog who sat on the chest of gold coins; four times, all the dogs together.

The soldier lost no time in moving back to his beautiful rooms, and changing back into his fine clothes, and all his friends recognised him straight away and were as fond of him as before.

One day he said to himself, it's awfully strange that no one's allowed to see the princess. People say she's very beautiful, but what good is that if she always has to stay in the copper castle surrounded by all those towers? There must be some way I can see her. Wait a minute! Where's my tinderbox? Then he struck a light, and whooshhh! There stood the dog with eyes as big as clocks.

“I know it's the middle of the night,” said the soldier, “But I would really like to see the princess, if only for a moment.”

In a flash the dog was out of the door, and before the soldier had time to think, the dog returned with the princess. She was lying asleep on the dog's back, and she was so lovely, that anyone could see she was a real princess. The soldier couldn't help it – he leaned over and gave her a kiss (that's what soldiers are like).

Then the dog took the princess and ran back to the castle. But in the morning, at breakfast with the king and queen, the princess said that she'd a very strange dream, about a dog and a soldier. She had ridden on the dog's back, and the soldier had kissed her.

“What a peculiar story!” said the queen.

SO THE NEXT NIGHT, the king and queen had one of the old ladies-in-waiting sit up all night by the princess's bed, to find out if it had really been a dream or not.

The soldier longed to see the beautiful princess again, so that night the dog came, took her, and ran as fast as he could. But the old lady-in-waiting put on her boots and ran just as fast after them. When she saw them disappear into a big house, she thought, *Now I know where it is*, and with a piece of chalk she drew a large cross on the door. Then she went home to bed, and the dog came back with the princess. But when the dog saw that some had made a cross on the door where the soldier lived, he took another piece of chalk and made crosses on every door in the town. That was very clever of him, because now the old lady-in-waiting wouldn't be able to find the right door, since there were crosses on all of them.

Early the next morning, the king and queen, the old lady-in-waiting and all the court officials went out to see where the princess had been.

"Here it is," the king said when they came to the first door with a cross on it.

"No, my dear, this must be the one," said the queen, pointing to a second door with a cross.

"But here's another, and there's another!" they all kept saying, because whichever way they turned every door had a cross on it.

So they realised that it would be pointless to look any further.

But the queen was an extremely clever woman; she could do more than just ride in a carriage. She took her big gold scissors, cut a piece of silk into squares, and sewed them into a pretty little bag, which filled with the finest buckwheat flour. She fastened the bag to the princess's back and then punched a small hole in the bag so that the flour would be scattered along whatever path the princess took.

That night the dog came again, took the princess on his back, and ran off with her to the soldier, who loved her very much and wished he were a prince so that he could marry her.

The dog never noticed that the flour left a trail from the castle wall all the way to the soldier's house. So in the morning, the king and queen could easily see where their daughter had been, and they had the soldier arrested and put in prison.

There he sat. It was dark and dreary, and the jailer kept saying to him, "Tomorrow they're going to hang you." That wasn't very pleasant news, and besides, he had left the tinderbox at the inn.

In the morning, through the iron bars of his little window, he watched people hurrying out of the town to see him hanged. He heard the drums and saw the soldiers marching past. Everyone was going out to see the hanging. Among the crowd there was a shoemaker's boy in a leather apron and slippers, who galloped by so fast that one of his slippers flew off and hit the wall where the soldier sat looking through the iron bars.

"Hey! No need to be in such a hurry," the soldier said. "They can't start without me. Listen now: if you'll run over to my inn and bring me my tinderbox, I'll give you four pennies. But you'll have to be very quick about it." The shoemaker's boy was glad to earn four pennies, so he ran and got the tinderbox and gave it to the soldier. And now you'll hear what happened.

Outside the town, a high gallows had been built, and all around it stood the king's guards and thousands and thousands of people. The king and the queen sat on splendid thrones opposite the judges and all the councillors.

The soldier was already standing on the ladder, but as they were about to put the rope around his neck, he reminded them that a criminal is always entitled to one last request and that *his* request was to smoke a pipe, one last time.

The king couldn't refuse him, so the soldier took out a pipe and took out his tinderbox and struck the flint —once, twice, three, four times— and there stood all three dogs, the one with eyes like clocks, the one with eyes like dinner plates and the one with eyes like cartwheels.

“Save me from being hanged!” said the soldier. And the dogs leaped onto the judges and councillors. They grabbed some by their legs, and others by their noses, and tossed them up into the air so high that when they came down, their bones broke into many pieces and they all died.

“I will not be tossed!” cried the king, but the biggest dog grabbed him, as well as the queen, and tossed them into the air like the others. Then the king's guards became frightened, and the people cried out, “Dear soldier, you shall be our king and marry the beautiful princess.”

So they put the soldier in the king's carriage and they took him to the palace, and the three dogs jumped up and down and cried “Hooray!” and the little boys whistled through their fingers, and the soldiers presented arms. The princess came out of the copper castle and was made queen, which delighted her. The wedding feast lasted for a whole week, and the dogs sat at the table and stared with all their eyes.

Correspondence problems

- 1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

- a) List the different sandwiches that can be made.

One has been done for you.

cheese on white *cheese on brown*

tuna on white *tuna on brown*

chicken on white *chicken on brown*

- b) Complete the multiplication to represent the number of different combinations of bread and filling.

$$\boxed{2} \times \boxed{3} = \boxed{6}$$

Complete the sentence.

There are $\boxed{6}$ combinations.

- c) How many combinations would there be if there were 4 choices of sandwich filling?

$\boxed{8}$

- 2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
	peppers
	sweetcorn

Complete the multiplication to work out how many different combinations of pizza there are.

$$\boxed{2} \times \boxed{5} = \boxed{10}$$

Complete the sentence.

There are $\boxed{10}$ combinations of pizza.

- 3 Mo visits the funfair.

He buys a ticket that allows him to choose 1 ride and 1 game at the fair.

Rides	Games
Big dipper	Hook-a-duck
Dodgems	Basketball
Carousel	Coconut shy
	Lucky dip
	Test-your-strength

- a)

There are 8 different possible choices of rides and games.



Is Mo correct? No

Explain your answer.

He has done $3+5$ not 3×5

b) List all the different choices Mo can make.

BH BB BC BL BT

DH DB DC DL DT

CH CB CC CL CT

Mo can make 15 different choices.

4 Aisha has 3 headbands and 5 hair slides.

Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

Aisha has more choices.

Talk about it with a partner.



5 Here are the activity choices available at Summer Camp.

Sport	Arts and crafts	Outward bound
football	painting	wall climbing
tennis	pottery	kayaking
golf	mosaics	abseiling
	origami	

Each child is allowed to choose 3 activities per day:
1 sport, 1 arts and crafts and 1 outward bound.

a) How many activity combinations are there?

36

b) Due to a flooded pitch, football is cancelled.
How many combinations are now possible?

There are 24 combinations.

6 Tom and Esther are building a snowman.

They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

$$\boxed{5} \times \boxed{4} \times \boxed{2} = \boxed{40}$$

There are 40 combinations.



Correspondence problems

- 1 A canteen has 2 types of bread and a choice of 3 sandwich fillings.

Bread	Fillings
white	cheese
brown	tuna
	chicken

- a) List the different sandwiches that can be made.

One has been done for you.

cheese on white

- b) Complete the multiplication to represent the number of different combinations of bread and filling.

$$\square \times \square = \square$$

Complete the sentence.

There are combinations.

- c) How many combinations would there be if there were 4 choices of sandwich filling?

- 2 A pizzeria offers a choice of bases and toppings.

Pizza base	Toppings
deep pan	mushrooms
thin	chicken
	onion
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Complete the multiplication to work out how many different combinations of pizza there are.

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There are combinations of pizza.

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	Lucky dip
	Test-your-strength



- a)

There are 8 different possible choices of rides and games.



Is Mo correct? _____

Explain your answer.

b) List all the different choices Mo can make.

Mo can make different choices.

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Kim has 2 headbands and 6 hair slides.

Who has more choices of combinations for wearing one headband and 1 slide?

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Talk about it with a partner.



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They have a choice of 5 hats, 4 scarves and 2 pairs of gloves to dress their snowman.

How many different combinations are possible?

$$\square \times \square \times \square = \square$$

There are combinations.



Monday

Create a travel brochure for a Scandinavian country or city. Choose the one you have found the most interesting and try to PERSUADE someone to visit that magical place on holiday.

Here is an example leaflet about Greece, read this to get some ideas of how to write your own.

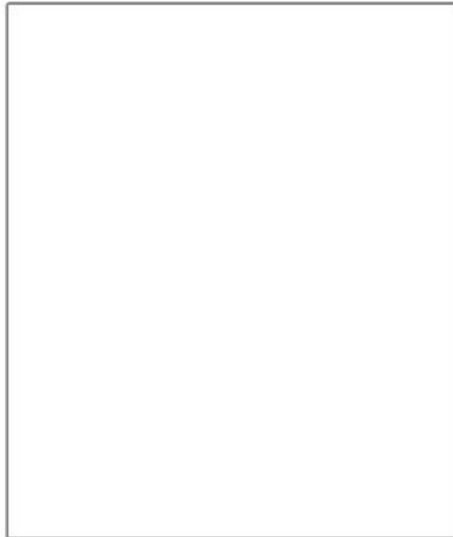
<p style="text-align: center;"><u>Land mark</u></p> <p>The Acropolis of Athens can be seen as a symbol for the Ancient Greek World, the classical period of the Hellenic civilization</p>  <p style="text-align: center;"><u>Major Cities</u></p> <p>The most important of all Greece cities is Athens, the capital of the country, which concentrates more than one third of the population. The second largest city is Thessaloniki on the North and the third is Patra on the south west.</p> <p>Population: 11,295,002. Languages: Greek 99% Turkish, others. Albanian is spoken by approximately 700,000 Albanian immigrants. English is the predominant second language.</p> <p>Religions: Greek Orthodox, with Muslim, Jewish, Catholic, Protestant.</p>	<p style="text-align: center;"><u>What about Greece?</u></p> <p>Greece is located at the southeast end of Europe and it is the southernmost country of the Balkan Peninsula. Greece is also located between several countries and seas.</p> <hr/> <p>Greece was inhabited as early as the Paleolithic period and by 3000 BC had become home, in the Cycladic Islands, to a culture whose art remains among the most evocative in world history.</p> <hr/> <p>Greece adopted the euro as its currency in January 2002. The adoption of the euro provided Greece with access to competitive loan rates and also to low rates of the Eurobond market. This led to a dramatic increase in consumer spending, which gave a significant boost to economic growth.</p> <hr/> <p>Greece is a parliamentary republic and last amended its constitution in May 2008. There are three branches of government.</p>	<h1 style="text-align: center;">Greece</h1>   <p style="text-align: center;">Desiree Wheeler EDUN 321</p>
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Remember to include facts like, location, population, weather, things to do.

Add some images or landmarks, maps and scenery.

There is a template for you to use on the next page.

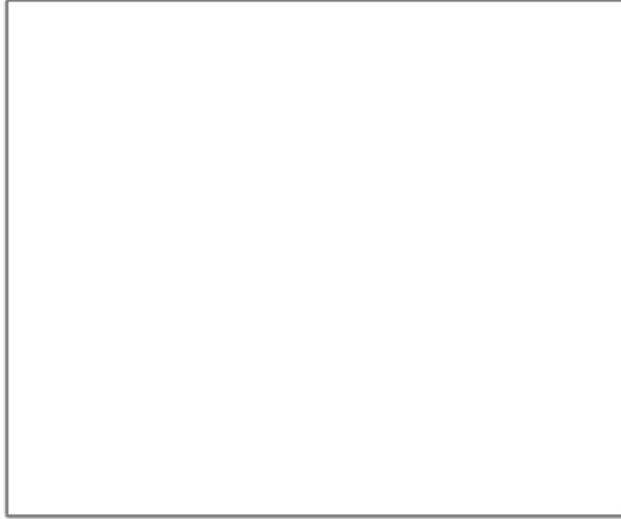
Holiday Brochure



Things to see and do



Where to go



Tuesday

ART! ✎ Have you seen the mermaid statue at Sunny Sands beach? There is also one Copenhagen where Hans Christian Anderson wrote *The Little Mermaid*. Create your own 'Little Mermaid' art based on Hans Christian Anderson's story.

Folkestone



Copenhagen



Create your own art of a mermaid who has lost her tail and grown feet as she leaves the water. Look at how these mermaids gaze into the sea longingly...

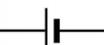
Wednesday

Create your own dance routine inspired by the soldier from the *Tin Soldier* story. Choose some music and think of moves based around him changing from tired and poor at the beginning to rich and happy at the end.

Thursday

Practice your scientific drawings of circuits. Be sure to use the symbols on the right  label them correctly and state whether the circuit would work or not, then explain why.

Electrical Circuit Symbols

 lamp (indicator)	 lamp (lighting)	 wire	 ammeter
 motor	 voltmeter	 buzzer	 open switch
 cell	 battery	 closed switch	

 visit [twinkl.com](https://www.twinkl.com)

Divide 2-digits by 1-digit (2)

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

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
- b) Why is there one counter left over?

It is a remainder.

c) Complete the division.

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

d) Use place value counters to complete the divisions.

$$50 \div 4 = \boxed{12 \text{ r } 2} \qquad 51 \div 4 = \boxed{12 \text{ r } 3}$$

What do you notice?

2 Complete the divisions.

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

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

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

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

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

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

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

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

3 Complete the divisions.

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

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

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

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

$$40 \div 4 = \boxed{10}$$

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

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

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

$$48 \div 3 = \boxed{16}$$

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

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

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

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

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

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

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

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

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

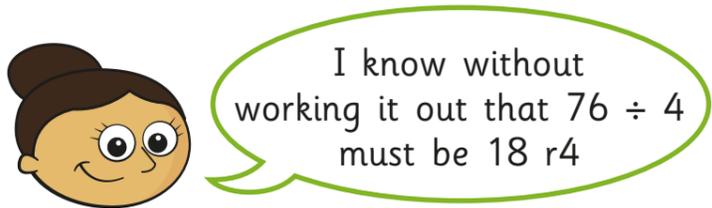
$$89 \div 4 = \boxed{22 \text{ r } 1}$$

$$88 \div 4 = \boxed{22}$$



4 Dora has been working out some divisions.

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



a) Why does Dora think this?

She has spotted a pattern.

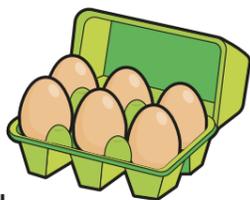
b) Explain why Dora is wrong.

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

5 Eggs come in boxes of 6

Annie has 75 eggs.

She wants to know how many boxes she can fill.



a) Complete the division to work it out.

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

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill boxes with eggs left over.

6 Jack has these bulbs.

	Daffodils 49
	Tulips 63
	Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils Tulips Crocuses

How many of each bulb will be left over?

Daffodils Tulips Crocuses

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

Divide 2-digits by 1-digit (2)

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

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

- a) Talk about Whitney's method with a partner.
- b) Why is there one counter left over?

c) Complete the division.

$49 \div 4 = \boxed{}$

d) Use place value counters to complete the divisions.

$50 \div 4 = \boxed{}$

$51 \div 4 = \boxed{}$

What do you notice?

2 Complete the divisions.

a) $47 \div 3 = \boxed{}$

b) $26 \div 5 = \boxed{}$

c) $89 \div 4 = \boxed{}$

d) $32 \div 5 = \boxed{}$

e) $49 \div 6 = \boxed{}$

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h) $81 \div 7 = \boxed{}$

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$40 \div 4 = \boxed{}$

b) $70 \div 5 = \boxed{}$

$71 \div 5 = \boxed{}$

$72 \div 5 = \boxed{}$

$73 \div 5 = \boxed{}$

$74 \div 5 = \boxed{}$

c) $45 \div 3 = \boxed{}$

$46 \div 3 = \boxed{}$

$47 \div 3 = \boxed{}$

$48 \div 3 = \boxed{}$

$49 \div 3 = \boxed{}$

d) $92 \div 4 = \boxed{}$

$91 \div 4 = \boxed{}$

$90 \div 4 = \boxed{}$

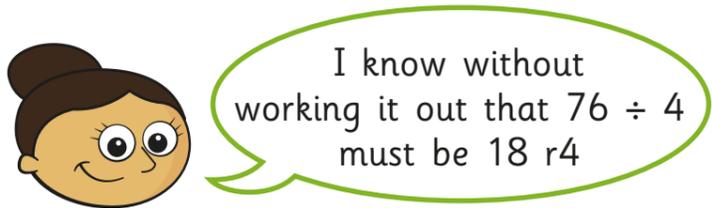
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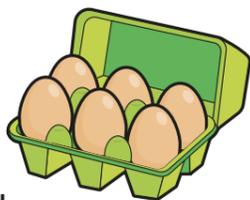
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a) Complete the division to work it out.

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

b) What does the remainder represent?

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Daffodils Tulips Crocuses

How many of each bulb will be left over?

Daffodils Tulips Crocuses

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

Divide 3-digits by 1-digit

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

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

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

b) Complete the division.

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

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

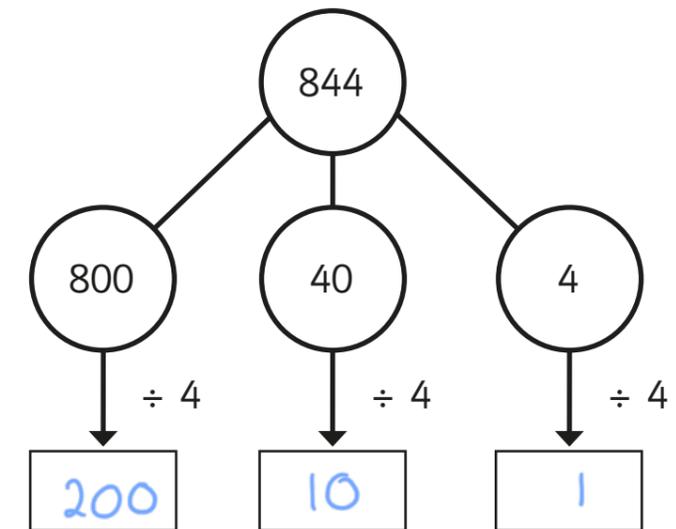
a) $525 \div 5 = \boxed{105}$

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

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

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

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



Complete Eva's method.

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

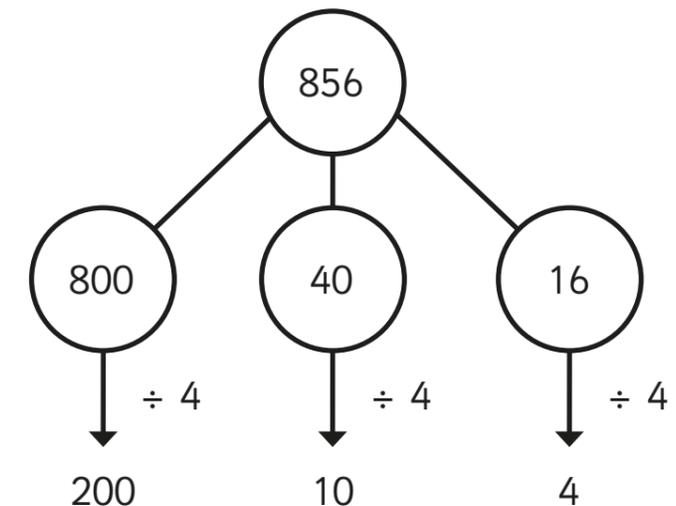
4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

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

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



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

a) $585 \div 5 =$ 117

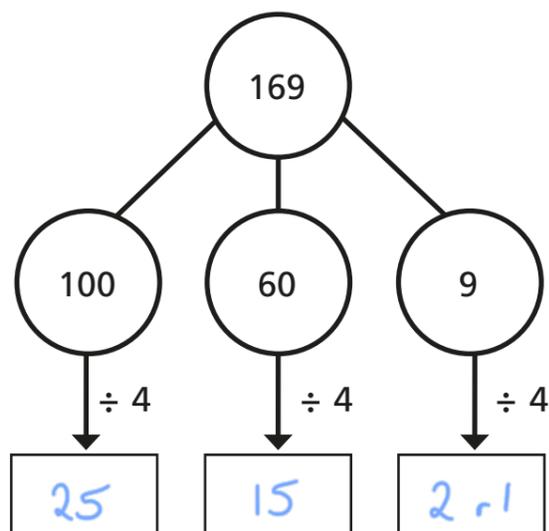
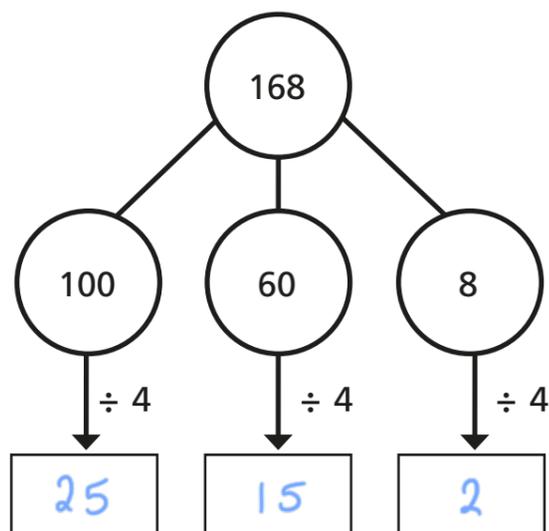
c) $648 \div 4 =$ 162

b) $672 \div 6 =$ 112

d) $847 \div 7 =$ 121



6 Complete the part-whole models and divisions.



$168 \div 4 =$ 42

$169 \div 4 =$ 42 r 1

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

Talk about it with a partner.



7 Complete the divisions.

a) $258 \div 6 =$

c) $864 \div 4 =$

b) $623 \div 5 =$

d) $824 \div 3 =$

8 Eva has a piece of ribbon.



The ribbon measures 839 cm long.

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

a) 4 equal pieces

3 cm

b) 6 equal pieces

5 cm

c) 8 equal pieces

7 cm

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

Yes

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

9 Use 15 counters and a place value chart.

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

b) Can you make a number that has a remainder of 1 when divided by 3? no

c) Can you make a number that has a remainder of 2 when divided by 3? no

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



Divide 3-digits by 1-digit

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

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

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

b) Complete the division.

$$844 \div 4 = \square$$

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

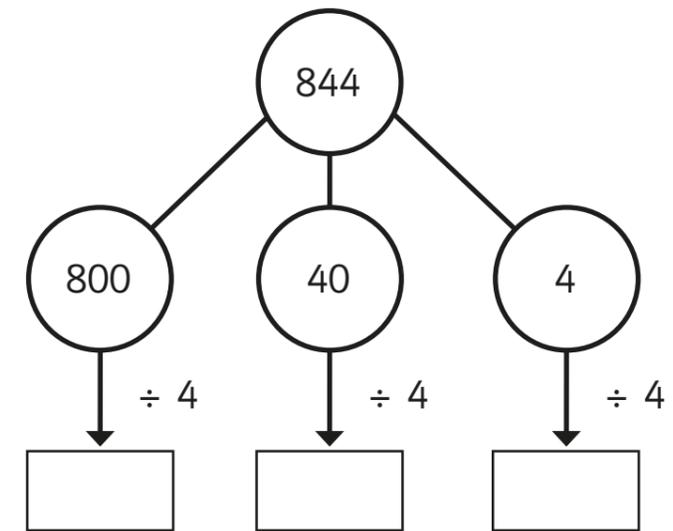
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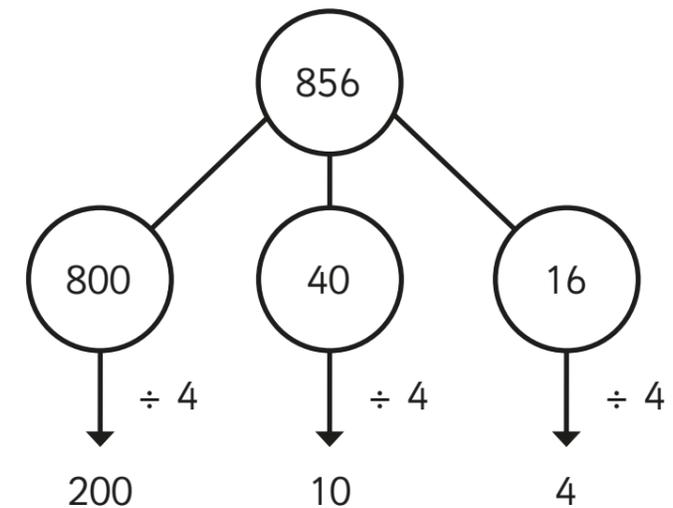
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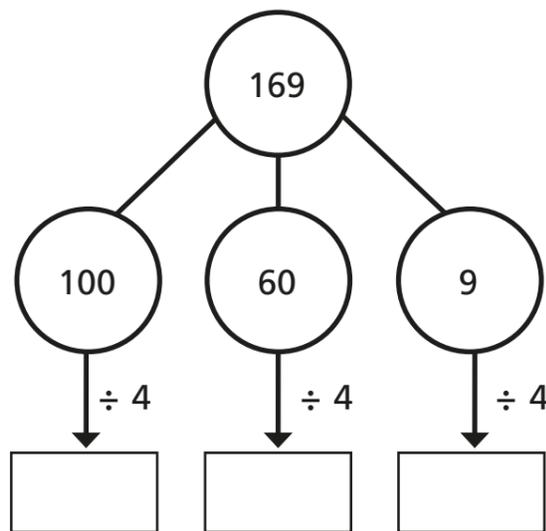
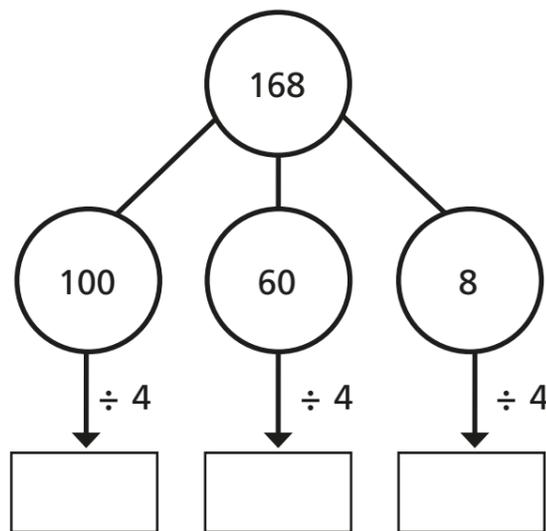
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How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

b) 6 equal pieces

c) 8 equal pieces

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

Explain your answer.

9 Use 15 counters and a place value chart.

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

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

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

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

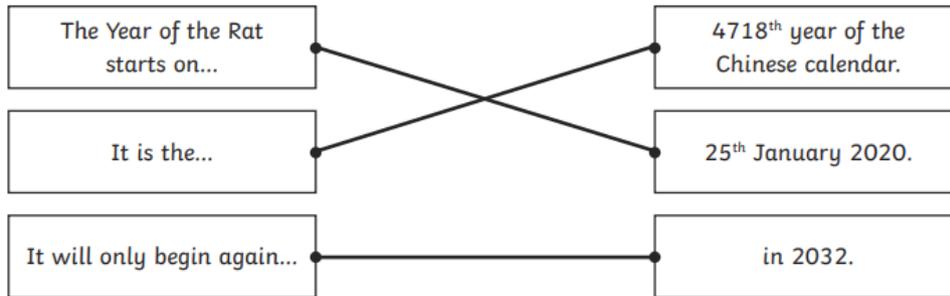


Answers

1. Which one of these years was **not** a Year of the Rat? Tick one.

- 2008
- 1994**
- 1972
- 1960

2. Draw three lines and complete each sentence.



3. **People born in the different years of the Chinese calendar are each said to have different traits...**

What does the word **trait** mean? Tick one.

- the way that someone walks
- a quality that someone has**
- a favourite place to live
- a bad temper

4. Who asked all the animals to come and see him? Tick one.

- the rat
- the Chinese zodiac
- Buddha**
- a dragon

5. List **two** good traits of someone who was born in the Year of the Rat.

Accept any two of the following answers: adaptable; smart; they can adjust to changes; cautious; alert; they are always on the lookout for danger; positive; cheerful; friendly; confident; they always look on the bright side.

6. Why might the rat have been called 'the first of all zodiac animals'?

Pupils' own responses, such as: The rat might have been called the first of all zodiac animals because it was the first creature to respond when Buddha called.

7. Why might people like working with someone who was born in the Year of the Rat?

Pupils' own responses, such as: People might like working with people who were born in the Year of the Rat because they are said to be flexible when it comes to changes but also careful about what they are doing.

8. Explain why people born in the Year of the Rat would make good comedians.

Pupils' own responses, such as: People born in the Year of the Rat would make good comedians because they are said to always be positive and confident which are traits that a comedian would need when performing.

The Year of the Rat

The Chinese Horoscope

In Chinese culture, each new year is known by one of 12 animals. This tradition is thousands of years old and is thought to have started with a story about Buddha. The story tells that one day, Buddha asked all of the animals to come and see him but only 12 animals came. To repay those animals for taking the time to see him, Buddha gave each one of them their own year in the Chinese zodiac cycle.

The Year of the Rat starts on 25th January 2020. It is the 4718th year of the Chinese calendar. Once the Year of the Rat is over, it will only begin again in 2032.

Traits of the Rat

A trait is a quality that someone has which is specific to them or a group they belong to. People born in the different years of the Chinese calendar are each said to have different traits and qualities. These qualities link to the animal that the year is named after. The rat is said to be the first of all zodiac animals and is seen as a sign of wealth.

The rat is believed to be adaptable and smart. This means that they can adjust to changes that come their way. They are also said to be cautious and alert, which means that they are always on the lookout for danger. It is believed that people born in the Year of the Rat are always positive and cheerful. They are friendly, confident and always look on the bright side.

Perfect Professions

People born in the Year of the Rat tend to do well in creative jobs which have a lot of freedom. They are said to prefer to work alone rather than as part of a team and they like to pay attention to small details.

Other people enjoy working with people who were born in the Year of the Rat because they are said to be flexible when it comes to changes but also careful about what they are doing.



Popular careers for people born in the Year of the Rat are said to include:

- artists;
- authors;
- teachers;
- architects;
- musicians;
- comedians;
- researchers.



**You were born in the Year of the Rat if you
were born in:**

1960 1972 1984 1996 2008

Did You Know...?

William Shakespeare and Prince Charles were both born in the Year of the Rat.



Questions

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- 1994
- 1972
- 1960

2. Draw three lines and complete each sentence.

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4718th year of the Chinese calendar.

It is the...

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- _____
- _____

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