

# Good morning and happy Wednesday my lovely 5H! Xxx

## To get yourselves ready...

- Make sure you're sitting somewhere comfortable with something to lean on, like a table.
- You need the tablet/laptop/screen on the table where you can see it.
- Get your pencil case and your orange homework book ready in front of you. (If you can't find your homework book, try and find some lined paper.)
- Get yourself a drink or your water bottle too 😊

## Your timetable for today:

English

Mindfulness

Maths

Reading

Art/Maths/Research activity

**We will have a Teams meeting at 10.00am today.**

**I will do a little bit of the English with you, and we will look at the Maths too in case you have any questions.**

Objective: To write a setting description.

Success Criteria

1. I can imagine the setting for my story.
2. I can use powerful vocabulary to describe my setting.
3. I can write long, detailed sentences.
4. I can include the year 5 national standards.

Think about the **main setting** in your story.

This means the main place where the action in your story is going to take place.

You will need to describe:

- the smell
- the tastes
- the sounds
- what can be seen
- what can be felt
- what the atmosphere or mood is like (joyful, scary, busy, awkward, relaxed)

## You will need to try and include:

- powerful and imaginative vocabulary
- relative clauses
- sentence openers with commas
- range of punctuation ? ! ( ) - - ... ,
- descriptive phrases
- correct punctuation (capitals, full stops)
- proof-reading to check for mistakes
- editing to make it better

# Your task

Write a detailed descriptive paragraph about the setting in your story.

**1\*:**

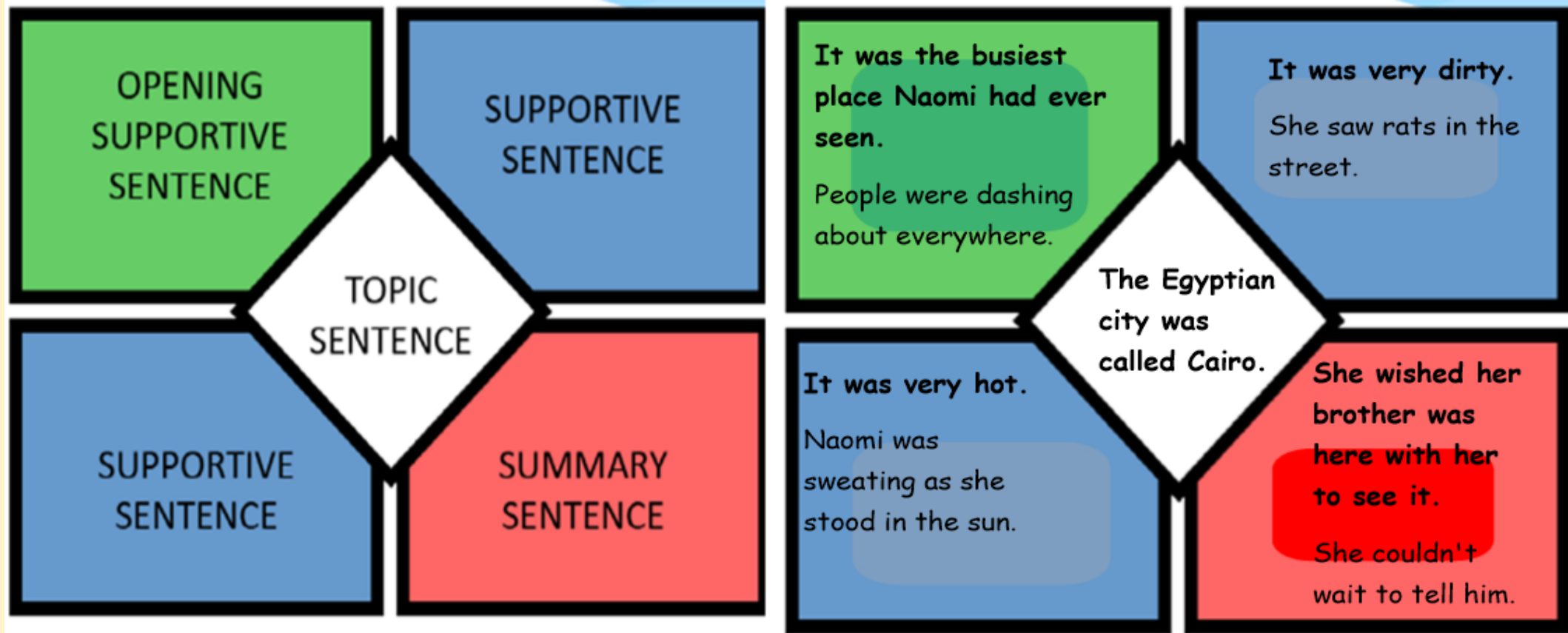
Use the paragraph template which is on the next slide. You can draw this in your book. I have done one as an example.

**2\*:** Try and include

The five senses: <ul style="list-style-type: none"><li>- See</li><li>- Hear</li><li>- Smell</li><li>- Taste</li><li>- Touch</li></ul>
Imaginative vocabulary
Relative clauses , , ( ) - -
Sentence openers with commas
Adverbial phrases
Proof-reading and editing (green)

**3\*:** Include

The five senses: <ul style="list-style-type: none"><li>- See</li><li>- Hear</li><li>- Smell</li><li>- Taste</li><li>- Touch</li></ul>
Imaginative vocabulary
Relative clauses , , ( ) - -
Sentence openers with commas
Adverbial phrases
Proof-reading and editing (green)
Exclamation mark: How _____! Or What a _____!
Question mark: rhetorical ?
Ellipsis ...
Commas: list or to separate clauses



1. Write topic sentence about the place.
2. Write 3 supporting sentences about different things in the place.
3. Write summary sentence with a feeling.
4. Add a detail to each box.
5. Write up as a paragraph, maybe adding conjunctions.

# Mindfulness: Wake up your body Wednesday

## Dancing

Dancing is a wonderful way to relax and become more aware of your body. Put on some music and just explore how your body can move to the music.





# Maths

To problem solve and reason with multiplying and dividing.

## Success criteria

- 1) I know what multiplication and division mean.
- 2) I understand some rules of multiplication and division.
- 3) I can explain my thinking and working out.

Today you are going to use your knowledge of multiplying and dividing to solve some problems and use reasoning to explain your answers.

Look at this example.

Always, Sometimes or Never?

Odd  $\times$  odd = even

I conclude the answer to this is:  
**NEVER TRUE**

I will start by making sure I understand the question:

Odd numbers end in = 1, 3, 5, 7, 9

Even numbers end in = 0, 2, 4, 6, 8

Now I will do some practice ones:

$$1 \times 3 = 3$$

$$5 \times 7 = 35$$

$$7 \times 9 = 63$$

So far the answers are all odd not even!

Maybe I could try bigger odd numbers...

$$13 \times 25 = 325 \text{ (odd again)}$$

$$539 \times 57 = 30,723 \text{ (odd again!)}$$

What if both numbers are the same?

$$9 \times 9 = 81$$

$$15 \times 15 = 225$$

The answers are still odd!

1\*

*Always, Sometimes or Never?*

*Odd  $\times$  odd = even*

Use my example on the previous slide to have a go yourself at this one.

*Always, Sometimes or Never?*

*A calculation involving division will have a remainder.*

This is what you have been practising this week.

Not all the ones you have done had remainders.

Why do only some have remainders?

2\*

*Always, Sometimes or Never?*

*Jerry says, "Multiplying a number always makes it bigger."*



Do some practices.

What can you multiply by where you don't get a bigger number?

Can you prove it?

*Always, Sometimes or Never?*

*A three digit number multiplied by a single digit number equals a three digit number.*

Do some practice 3 digit times 1 digit.

Can you find a rule or a pattern?

Can you predict whether the answer will be a 3 digit or a 4 digit number?

How can you guess?

3\*

*Always, Sometimes or Never?*

*Multiples of 25 are also multiples of 1000.*



Begin by thinking about multiples of 25 (25, 50, 75, 100, 125, 150...) and multiples of 1000 (1000, 2000, 3000, 4000).

*Always, Sometimes or Never?*

*If you know that  $a \times b = c$  then you also know that  
 $a + b = c$*

For example:  $2 \times 3 = 6$

so  $2 \div 3 = 6$

This example is wrong. Can you find one that works?

*Always, Sometimes or Never?*

*Millie states, "The sequence  $5n$  is in the  $5 \times$   
table."*



This one is tricky!

Here is a clue:

$5n$  means  $5 \times n$ .  $n$  could be any number!

# Reading

Read the information about these famous mathematicians.

## Pythagoras

Pythagoras (say "pie-thag-or-as") of Samos was a Greek philosopher who lived from about 580 BC to about 500 BC. He made important developments in mathematics, astronomy, and the theory of music.

Pythagoras spent much of his life studying mathematics and formed a special school where members followed strict rules, such as never eating meat.

Pythagoras believed that everything in the world could be explained by numbers and his school worked hard to try to learn enough about numbers to be able to understand the universe.



- Pythagoreans thought numbers were male or female, ugly or beautiful, or had a special meaning.

1 is the number of reason.

2 is the first even or female number, the number of opinion.

3 is the first true male number, the number of harmony.

4 is the number of justice or retribution.

5 means marriage.

6 is creation ...and so on.

- Other ideas they worked on are things you still learn about in school and that mathematicians still use. Some of these are:

Odd numbers, like 1, 3, 5, 7, 9, 11

Even numbers, like 2, 4, 6, 8, 10, 12

Triangular numbers, like 1, 3, 6, 10, 15

Square numbers, like 1, 4, 9, 16, 25



# Ada Lovelace

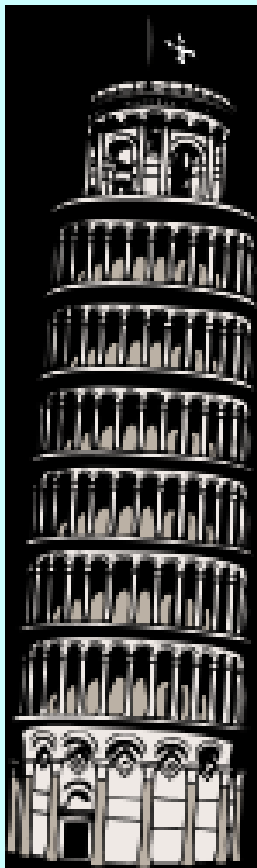
- A gifted mathematician, Ada Lovelace is considered to have written instructions for the first computer program in the mid-1800s.
- Augusta Ada Byron, Countess of Lovelace—better known as "Ada Lovelace"—was born in London on December 10, 1815.
- Ada showed her gift for mathematics at an early age. She translated an article on an invention by Charles Babbage, and added her own comments, because she introduced many computer concepts.





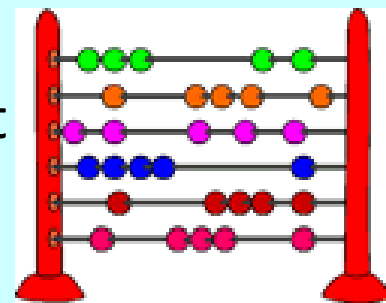
# Fibonacci

In the year 1183AD, Fibonacci, a young 12 year old boy, went with his merchant father to visit a building site in Pisa, Italy, where a huge round tower was being built. Fibonacci told the builders that he thought the tower would start to lean over and might fall down because they were building it on an old swamp. The man laughed and called Fibonacci a 'blockhead'! Then he challenged Fibonacci to work out the cost of building materials his father was bringing. Fibonacci was very embarrassed by how much faster the builder could calculate the answer on his abacus.



Later that year, his father took him on a sea voyage to northern Africa, where he met a clever 10 year old Moorish girl. One day they had to work out the cost of 23 ox hides at 18 denarii each. Fibonacci, who only knew Roman numerals, had to work this out, step by step on his abacus. (XXIII times XVIII)

But the girl had the answer in a flash using nothing! Fibonacci was amazed and asked the girl to teach him the Hindu-Arabic number system that she used. (This is what we use today.) This new type of mathematics allowed Fibonacci to work things out in his head. He also learnt how to write down difficult calculations on paper using place value and work out the answers quickly.



# Hypatia

- Born AD360 and died AD415
- She was a Greek woman mathematician and philosopher.
  1. She was the daughter of Theon of Alexandria.
  2. She was trained as a mathematician by her father and eventually replaced him as the leading mathematician of Alexandria and, indeed as the pre-eminent mathematician of her time.
  3. She was the last major mathematician of the Alexandrian tradition.
  4. She studied and taught neo-Platonist philosophy, and astronomy, and was generally regarded as an excellent teacher.
  5. She died a particularly grisly death, probably in 415 CE, at the hands of a Christian mob. Some say her slaughter was instigated by Saint Cyril, Archbishop of Alexandria.



## Your afternoon activity

Research a famous mathematician.

You could use Pythagoras, Ada Lovelace, Fibonacci or Hypatia.

You could find a different one of your own using Google.

Make a poster about the famous mathematician.

Include:

- Why they are famous
- What they created
- A drawing or picture
- An eye-catching title
- Important dates (birth, death, age when they made discovery)