Important Information

"Oak National Academy is a new collection of high-quality lessons and online resources. Backed by the Government, it has been created in response to the coronavirus lockdown.

Their online classroom offers free access to great teachers, delivering video lessons, quizzes and worksheets. Available for both primary and secondary levels, it covers a range of subjects. All of the lessons are ordered so your child can learn along a clear plan. They'll provide new lessons and resources each week.

Oak National Academy will fit alongside other resources such as BBC Bitesize to offer a structure for the day for children until schools fully reopen.

Oak National Academy was built at speed; at present their resources are for pupils who usually access their schools' curriculum in mainstream education, from reception through to year 10, without significant support or adaptation. They're currently working on providing support for teachers working with pupils with additional needs, and teachers based in specialist settings. Next week they hope to launch materials for pupils not able to access all aspects of their current offer." Information taken from the Oak National Academy website (https://www.thenational.academy/information-for-parents-pupils/)

The Oak National Academy lessons can be accessed here: https://www.thenational.academy/online-classroom

As you are aware, at Victoria Dock Primary School we provide a home learning pack every week which is created by our class teachers. Although we have these plans already in place, we understand that some families may prefer to work from the materials made available through the Oak National Academy. This is absolutely fine and we are thrilled to see so many children learning at home and taking the opportunity to also do all kinds of things at home which are not usually taught in the classroom.

Feel free to continue to use our home learning grids (like the one below) or the lessons provided by the Oak National Academy. Either way, we would love you to keep in touch and show us the wonderful things you are doing at home, using Seesaw, ClassDojo or Twitter.

Stay safe and we look forward to returning to school to see everyone's smiling faces.

Home Learning Grid for Year 4/5
Week Commencing – 27.4.20
Work to be completed in home learning books

	1	2	3	4
Spelling	Spelling activity 1	Synonym task Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.	Have a go at some of these spelling games. https://www.bbc.co.uk/bitesize/topics/zt62mnb	Spelling activity 2
Reading	Create a video of you telling a 'bedtime story'. Upload to Seesaw.	Comprehension Read the text and complete task 1 and 2.	Comprehension Re-read the text and complete the questions in task 3 and complete task 4	Poster Use the information in the comprehension text and text 2 to create an informative poster about the pyramids.
Writing	Write a diary about what you have done this week.	Describe the setting in writing task 2	Write a mystery story that will happen in the setting you describe in task 2.	When Covid 19 is over, we will need people to visit Hull. Create a piece of writing describing what Hull has to offer a visitor.
Maths	Complete the lessons below. https://whiterosemaths.com/homelearning for help videos. Once you have completed, ask your grown up/ self-mark it using the answers on the link. (No cheating!)			
	Can you set a new high score on Timetable Rockstars?		Can you set a new high score on Timetable Rockstars?	
Challenge	Pyramid task Can you create a model of a pyramid?	Create an information PowerPoint presentation about the pyramids.	Can you answer the questions about the artefact?	Spanish food cross word

Supporting Material

Spelling activity 1

Silent Letters Word Activity Mat

1. Write a definition for the word: **caulk**. Underline the silent letter.

caulk

_____

_____

_____

_____

2. Underline the silent letters in the following words:

guess gourmet monarch tomb echo thistle

3. Add in the missing silent letters in the following words:

ac_e ha_f _riggle

_nowledge P_alm campai_n

4. How many words can you think of that have the spelling pattern 'ue'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'ol'? Write them in the space below.

6. Trace the word 'silhouette' and underline the silent letter.

silhouette

7. Fill in the gaps in the sentences below with a word with a silent letter:

I feel really _____ about forgetting your present.

I've got really sore _____ after doing that exercise.

"Will you please _____ to me?" shouted Mum.

twinkl visit twinkl.com

Spelling activity 2

Silent Letters Word Activity Mat

1. Write a definition for the word: **archaeology**. Underline the silent letter.

archaeology

_____

_____

_____

_____

2. Underline the silent letters in the following words:

wrestle **doubt** **rhyme** **dumb** **knuckle** **disguise**

3. Add in the missing silent letters in the following words:

cas_le **sa_mon** **w_ale**

com_ **s_issors** **_nat**

4. How many words can you think of that have the spelling pattern 'bt'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'mn'? Write them in the space below.

6. Trace the word 'exhausting' and underline the silent letter.

exhausting

7. Fill in the gaps in the sentences below with a word with a silent letter:

My sister loves to dance and her favourite type is _____.

_____ is my favourite month of the year.

It is important to take care when using a _____ because they are very sharp.

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Reading comprehension

How were the Pyramids built?

There were no cameras were around when the ancient Egyptians built the three Pyramids of Giza around four and a half thousand years ago - and so scientists have had to piece together clues as to how these towering monuments were constructed. Over the past two decades, a series of new discoveries and studies allowed researchers to paint a clearer picture of how exactly these massive ancient wonders were constructed.

Giza Pyramids

The first and largest pyramid at Giza was built by the pharaoh Khufu whose reign started around 2551 B.C. His pyramid, which today stands 138 meters tall, is known as the "Great Pyramid" and was considered to be one of the wonders of the ancient world.

The pyramid of Khafre whose reign started around 2520 B.C. was only slightly smaller than Khufu's but stood on higher ground. Many scholars believe that the Sphinx monument, which lies near Khafre's pyramid, was built by Khafre, and that the face of the Sphinx was actually modelled after him. The third pharaoh to build a pyramid at Giza was Menkaure, whose reign started around 2490 B.C., and who opted for a smaller pyramid that stood 65 meters high.

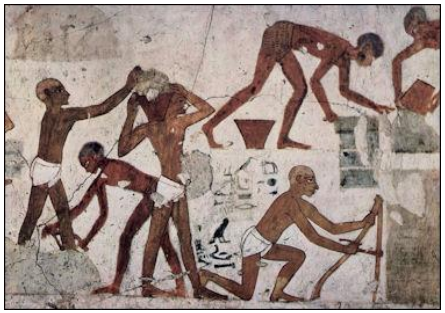
Planning the Pyramids

Developing Pyramid-building techniques

The techniques used to build the Giza Pyramids were developed over a period of centuries, with all of the problems and setbacks that any modern-day scientist or engineer would face. Pyramids originated from simple rectangular "mastaba" tombs that were being constructed in Egypt over 5,000 years ago. A great advance in pyramid-building techniques came during the reign of the pharaoh Snefru in 2575 B.C., who built at least three Pyramids. Rather than constructing step Pyramids, Snefru's architects developed methods to design smooth-faced, true Pyramids. Snefru's son, Khufu, used the lessons from his father and earlier predecessors to construct the "Great Pyramid," the largest pyramid in the world.

The pharaohs appointed a high-ranking official to oversee pyramid construction. Researchers have also noted that the Egyptians had the ability to align structures to true north very precisely, something that may have helped in planning the Pyramids. How the ancient Egyptians actually managed to do this is not fully clear however!

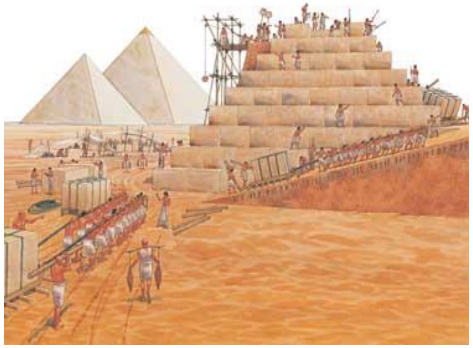
Supplies and food



Over the past few years, archaeologists with AERA have been excavating and studying a port at Giza that would have been used to bring in supplies, food and people. Papyri found at that ancient port, at Wadi al-Jarf, allude to the importance of Giza's ports, saying that limestone blocks, used in the outer casing of the pyramid, were shipped from quarries to the pyramid sites within a few days using boat transport.
Estimates given by various archaeologists for the size of the workforce at Giza tend to point to a total of around 10,000 people for all three Pyramids. These people were well-fed; sheep and goats were slaughtered every day to produce 4,000 pounds of meat, on average, to feed the pyramid builders.

Quarrying the blocks

Many of the stones used in Khufu's pyramid are from a horseshoe-shaped quarry located just south of the pyramid, said Egyptologist Mark Lehner. When nearly complete, each of the Giza Pyramids was furnished with a smooth outer casing made of limestone. However, very little of this outer casing remains today, as it was reused for other building projects in Egypt over the millennia.
The papyri found at Wadi al-Jarf said that the limestone used in the casing is from a quarry located at Turah, near modern-day Cairo, and was shipped to Giza by boat along the Nile River and a series of canals.



Moving the blocks

To move the stones overland, the Egyptians would have used large sledges that could be pushed or pulled by groups of workers. The sand in front of the sledge was likely dampened with water, something that reduced friction, making it easier to move the sledge.
Most Egyptologists agree that when the stones arrived at the Pyramids, a system of ramps was used to haul the stones up. However, they are uncertain as to how these ramps were designed and built. Little evidence of the ramps survives, but several hypothetical designs have been proposed over the last few decades!

A lot of questions remain…

The construction of Pyramids is without a doubt, one of the greatest mysteries which mainstream scholars have not been able to fully answer. There is also a common belief that the Great Pyramid of Giza was built as a tomb for wealthy citizens in Egyptian society to be mummified and stored for cultural reasons. The truth is that no mummies were found inside of Giza, so the actual purpose of this sophisticated land mass continues to be a mystery!

Task 1

Mark the following statements as True or False according to the text:

	True	False
1. The pyramids of Giza were built around four and a half thousand years ago.		
2. Scientists had to piece together clues as to how pyramids were constructed.		
3. Researchers have no idea how the pyramids were build.		
4. Khufu's reign started around 3475 B.C.		
5. Khufu's Pyramid is also known as the "Great Pyramid".		
6. The third pharaoh to build a pyramid at Giza was Tutankhamen.		
7. The techniques used to build the Giza Pyramids were developed over a period of centuries.		
8. The mastabas were palaces for Egyptian kings.		
9. Snefru's architects developed methods to design smooth-faced Pyramids.		
10. The workforce at Giza amounted to about 3,000 workers.		
11. Pyramid workers were ill-treated and undernourished.		
12. Most Egyptologists agree that a system of ramps was used to haul the stones up.		

Task 2

Read the text and underline any unknown words, discuss the meaning of these words in class or look up their definitions online.

Task 3

Read the text again and answer the questions below:

1. Which was the first and largest pyramid build at Giza and who was it build for?

   _____

2. Who was the third pharaoh to build a pyramid at Giza?

   _____

3. Approximately how long did it take for pyramid-building techniques to be developed?

   _____

4. What was Snefru's major breakthrough when it comes to pyramid building?

   _____

5. How did the ancient Egyptians align structures to true north so precisely?

   _____

6. What do the papyri found at that ancient port, at Wadi al-Jarf, allude to?

   _____

7. How many people worked at building the Giza pyramids?

   _____

8. Where did the majority of the stones used in Khufu's pyramid come from?

   _____

9. How did the ancient Egyptians move the pyramid stones overland?

   _____

10. Do we know how the lifting ramps were designed and built?

    _____

Task 4

Fill in the gaps using the words below:

tombs, transportation, flood, desert, tears, thousand, pharaohs, Giza, water, Pyramids

Ancient Egyptian Civilization

Ancient Egyptian civilization, which is famous for its colossal 1._____ began over four 2._____ years ago. It was centred around the Nile River and surrounded by the inhospitable Sahara 3._____. The ancient Egyptians depended on the Nile for everything from water to 4._____. Though it almost never rains in the Nile River Valley, rains in the far away Ethiopian Highlands cause the Nile River to 5._____ every year. Ancient Egyptians believed that these yearly floods were caused by the 6._____ of the goddess Isis. The ancient Egyptians created an elaborate system of ditches and canals to 7._____ their crops with the flood waters.

The ancient Egyptians were ruled by the 8._____. The pharaohs wore crowns and jewellery which represented their rule over Upper and Lower Egypt. When the pharaohs died they were buried in elaborate 9._____. These memorial sites were also known as the Pyramids. The most popular Pyramid is the Great Pyramid of 10._____.

Text 2

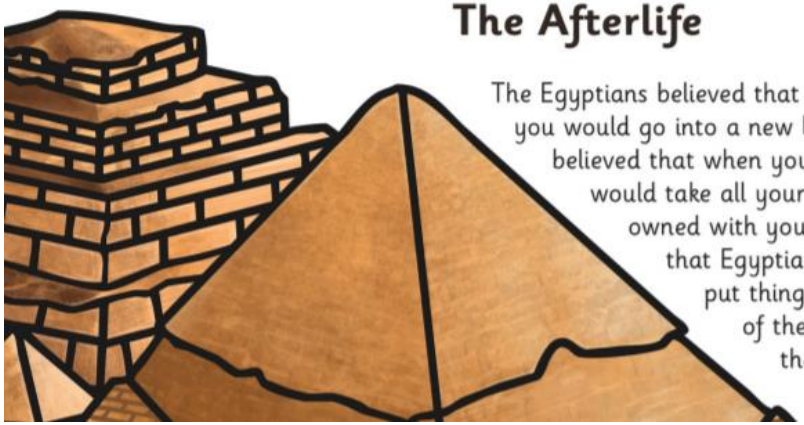
Pyramids

The pyramids were the tombs that were built for the Pharaohs – the kings. The size of the pyramid was built to show the importance of the person who is buried in it. The ancient Egyptians believed that if a person was mummified that they would live forever, so they built these tombs to keep their bodies.

The most famous pyramid is the Great Pyramid (right), built for Pharaoh Khufu. When it was built it was over 140 metres high and took 20 years to build. It stands alongside many other smaller ones. The Great Pyramid has a rough rocky surface because the outer layer of rock has worn down. When the pyramid was originally built, it would have had an outer layer or stone with a smooth appearance.

Inside the pyramid there are a lot of hieroglyphics which tell the story of the pharaoh that was buried there. These would be used to tell the achievements and adventures of the Pharaoh. These hieroglyphics are why we know so much about the ancient Egyptian civilisation and the people who ruled it.

There are over 130 pyramids that have been found in Egypt, the earliest being the Pyramid of Djoser which was built around 2650BC. The last pyramids were finished around 1800 BC.



The Afterlife

The Egyptians believed that after you died, you would go into a new life. They also believed that when you did this you would take all your items that you owned with you. This meant that Egyptian families would put things into the grave of their loved one that they thought they would need.

The Tomb

The inside of an Egyptian tomb looked something like the example below. The body of the pharaoh was placed in a sarcophagus (a large stone coffin) which was then surrounded by other chambers, filled with items that they thought they would need in the afterlife, mostly decorative items covered in gold.

The Sphinx

The sphinx (above) had the body of a lion and the head of a pharaoh and sometimes the wings of a large bird. It was a mythical creature which was meant to guard the pyramid from harm. In myth, the sphinx is said to have asked people riddles and eaten anyone who answered incorrectly.

Writing task 2 - Create a spider diagram to describe the setting in the picture. Then write a paragragh about the setting .

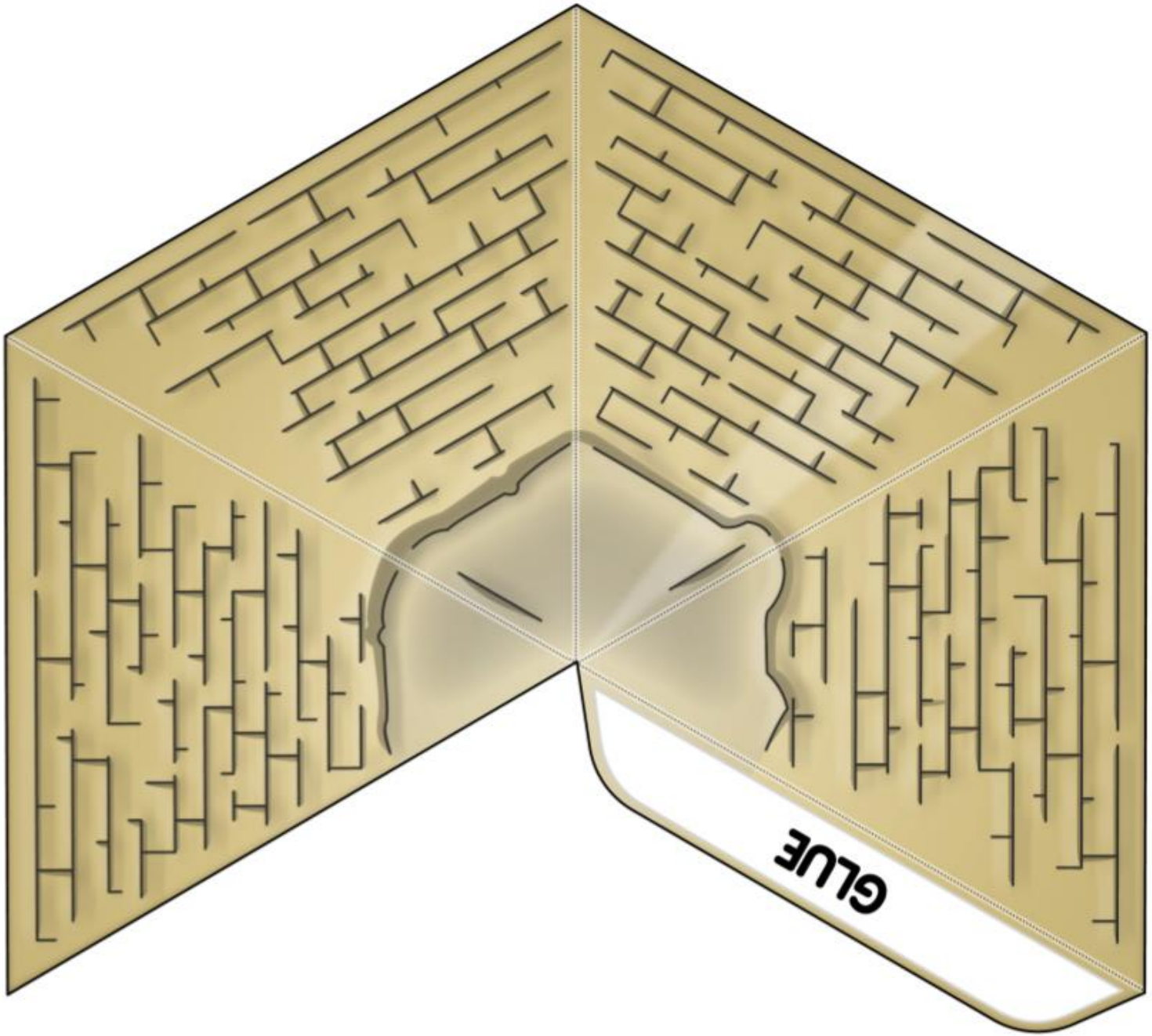
Synonym task
Find 3 of the best synonyms for each word. Write sentences containing your new synonyms.

Slow _____ _____ _____

Big _____ _____ _____

Hot _____ _____ _____

Nice _____ _____ _____



Pyramid task

Artefact sheet

Ancient Egyptian Artefacts

What can we learn about the ancient Egyptians from this **artefact?**

What questions could we ask?

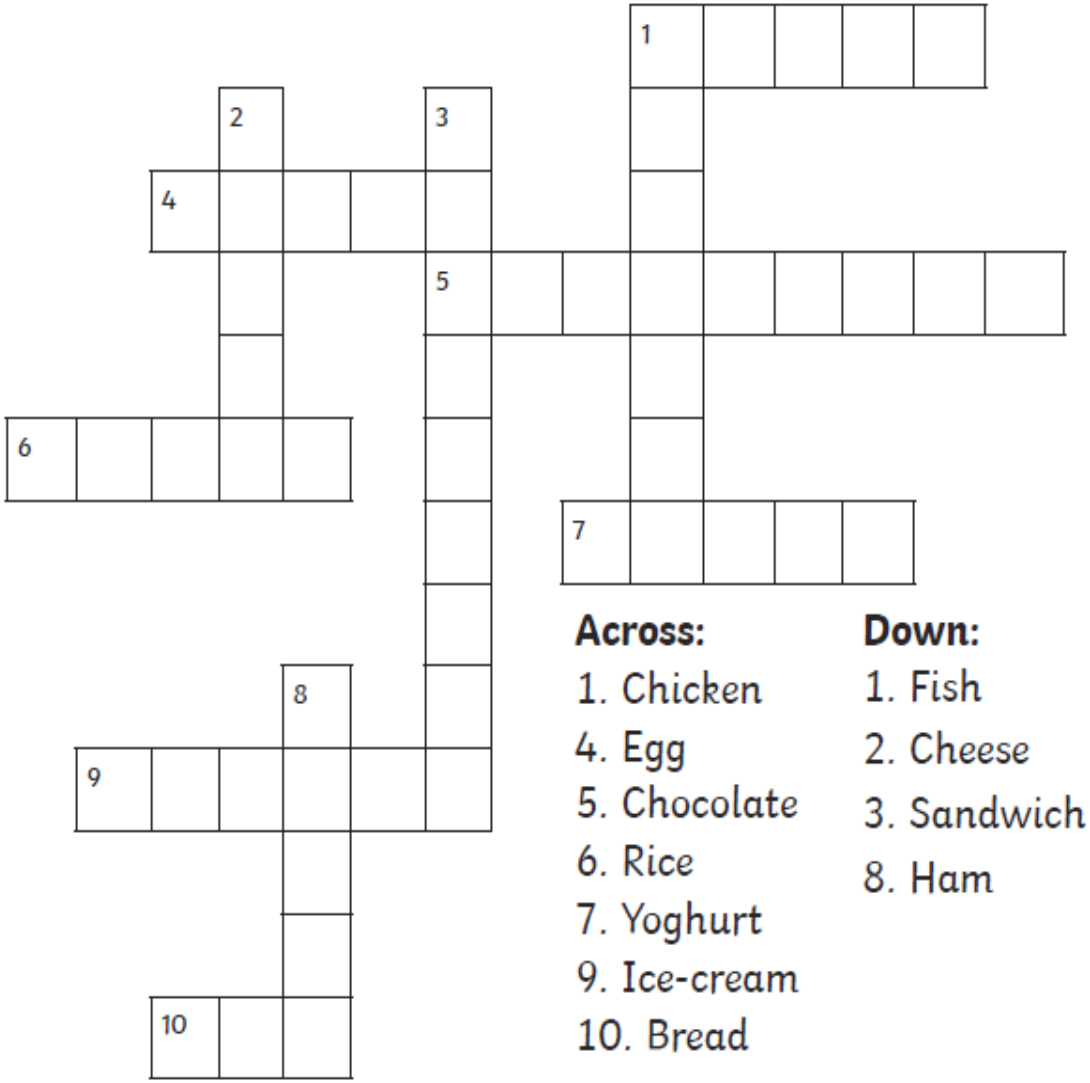
1. What is it?
2. What do you think it was used for?
3. Where do you think it may have been found?
4. Who might it have belonged to?
5. What might it be made from?
6. What does it tell us about ancient Egypt?

Spanish food activity

Fill in the table with English words and complete the crossword:

Chocolate	
Pan	
Huevo	
Pescado	
Queso	
Zumo de Naranja	
Arroz	
Yogur	
Pollo	
Jamón	
Bocadillo	
Helado	

fish bread orange juice ice-cream
ham rice yoghurt chicken
cheese chocolate sandwich egg



Across:

1. Chicken
4. Egg
5. Chocolate
6. Rice
7. Yoghurt
9. Ice-cream
10. Bread

Down:

1. Fish
2. Cheese
3. Sandwich
8. Ham

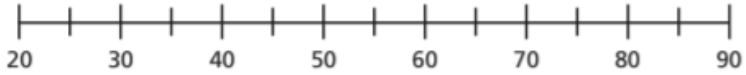
Year 4 lesson 1

Round decimals

1 Here are some number cards.

27	61	49	83

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

☐ is closer to 50 than 40

☐ is closer to 30 than 20

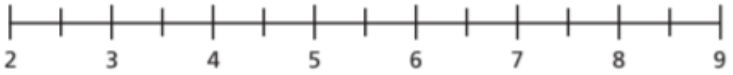
☐ is closer to 80 than 90

☐ is closer to 60 than 70

2 Here are some number cards.

2.7	6.1	4.9	8.3

a) Draw arrows to estimate the position of the numbers on the number line.



b) Use the numbers to complete the sentences.

☐ is closer to 5 than 4

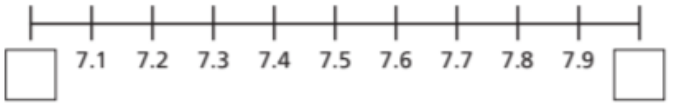
☐ is closer to 3 than 2

☐ is closer to 8 than 9

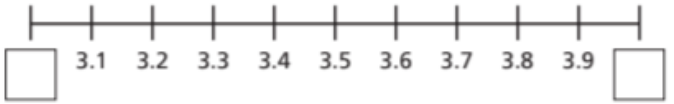
☐ is closer to 6 than 7

3 Fill in the integers on the number lines.

a)



b)



4 Which integers do the numbers lie between?

Fill in the boxes to make the statements correct.

a) ☐ < 1.4 < ☐

b) ☐ < 34.8 < ☐

c) ☐ < 0.7 < ☐

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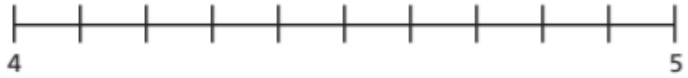
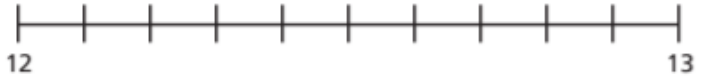
5 **a)** Label 4.3 on the number line.



Is it closer to 4 or 5? ☐

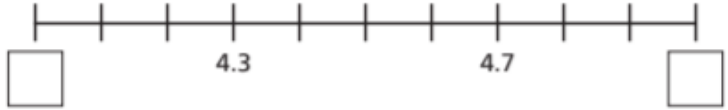
b) Label 12.8 on the number line.



Is it closer to 12 or 13? ☐

6 Complete the number lines and sentences.

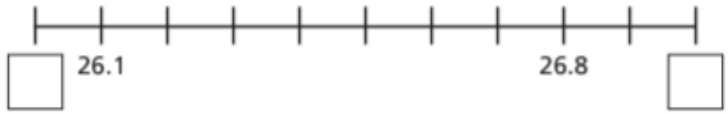
a)



☐ is closer to ☐ than ☐

☐ is closer to ☐ than ☐

b)



☐ is closer to ☐ than ☐

☐ is closer to ☐ than ☐

7 Which numbers **round up** to the nearest whole number?

Circle your answers.

4.1 **2.8** **0.7** **12.3** **0.5** **99.3**

8 Round each decimal to the nearest whole number.

a) 1.8 ☐

b) 4.2 ☐

c) 0.9 ☐

d) 1.5 ☐

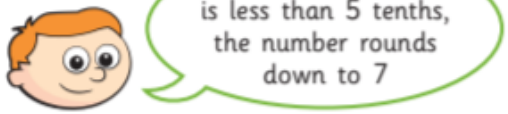
e) 13.7 ☐

f) 20.1 ☐

g) 0.4 ☐

h) 99.8 ☐

9 Ron is rounding 8.2 to the nearest whole number.



Do you agree with Ron? _____

Explain your answer.

10 Tommy is thinking of a number that has one decimal place.

When he rounds his number to the nearest whole, the answer is 32

What number could Tommy be thinking of? ☐

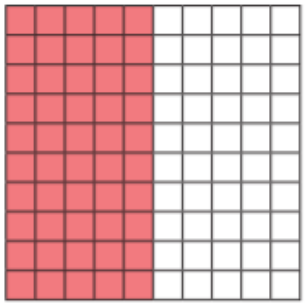
Are there any other answers?

Year 4 lesson 2

Halves and quarters

White Rose Maths

1 Half of the hundred square is shaded.



a) How many hundredths are shaded? ☐

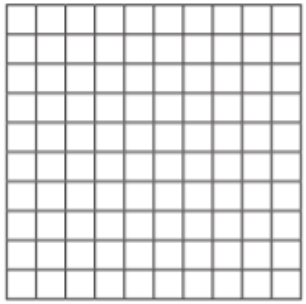
b) How many tenths are shaded? ☐

c) Complete the equivalent fractions.

$\frac{1}{2} = \frac{\square}{100}$ $\frac{1}{2} = \frac{\square}{10}$

d) Write $\frac{1}{2}$ as a decimal. ☐

2 Here is a blank hundred square.



a) Shade $\frac{1}{4}$

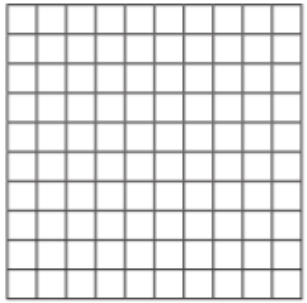
b) How many hundredths are shaded? ☐

c) Complete the equivalent fraction.

$\frac{1}{4} = \frac{\square}{100}$

d) Write $\frac{1}{4}$ as a decimal. ☐

3 Here is a blank hundred square.



a) Shade $\frac{3}{4}$

b) How many hundredths are shaded? ☐

c) Complete the equivalent fraction.

$\frac{3}{4} = \frac{\square}{100}$

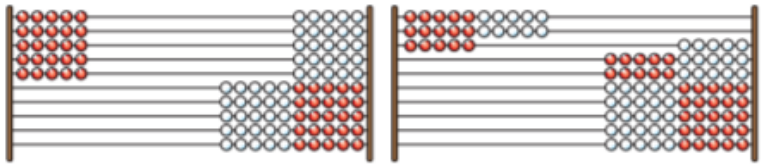
d) Write $\frac{3}{4}$ as a decimal. ☐

4

I don't need to shade a hundred square to write $\frac{3}{4}$ as a decimal because I already know what $\frac{1}{2}$ and $\frac{1}{4}$ are as decimals.

How does this help Annie?

5

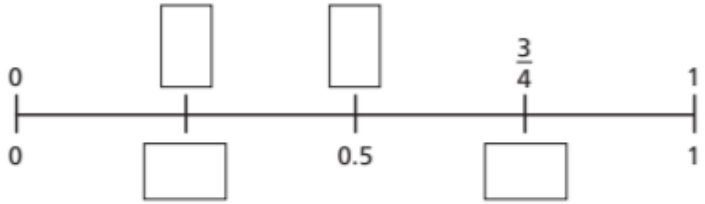


Both Rekenreks represent one quarter.

Is the statement true or false? _____

Talk about it with a partner.

6 Fill in the missing fractions and decimals on the number line.



7 Complete the equivalent fractions and decimals.

a) $\frac{25}{100} = \square$

b) $\frac{75}{100} = \square$

c) $\frac{1}{4} = \square$

d) $\frac{3}{4} = \square$

e) $\frac{25}{100} = \frac{\square}{4}$

f) $\frac{\square}{4} = \frac{75}{100}$

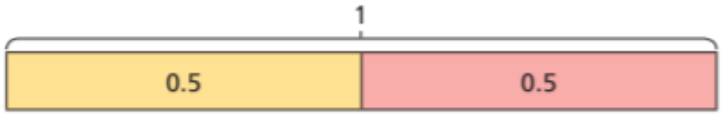
g) $\square = \frac{1}{2}$

h) $\frac{50}{100} = \frac{\square}{2}$

8

$0.5 + 0.5 = 1$

This bar model shows that $\frac{1}{2}$ is equivalent to 0.5



Draw a bar model to show that $\frac{1}{4}$ is equivalent to 0.25

9 Use your knowledge of equivalent fractions to convert between fractions and decimals.

a) $\frac{2}{4} = \square$

b) $\frac{5}{20} = \square$

c) $\square = \frac{21}{28}$

d) $0.25 = \frac{\square}{24}$

e) $\frac{\square}{68} = 0.5$

f) $0.75 = \frac{\square}{400}$

Year 4 lesson 3

Pounds and pence

White Rose Maths

1 How much money is there?

_____ p

£ _____

What is the same and what is different?

2

a) Complete the statements.

There is _____ pounds.

There is _____ pence.

There is £ _____ and _____ p.

There is £ _____

b) Draw money so that there are fewer coins but the same total amount.

3 Match the amounts that are equal.

Fill in the missing digits.

460p	£___ and ___p	£4.62
420p	£4 and 62p	£4.06
____p	£4 and 6p	£4.20
462p	£4 and 20p	£___.___
426p	£4 and 26p	£4.60

4 Match the person to the correct amount.

I have a note and some coins.

Ron

I have more than Ron.

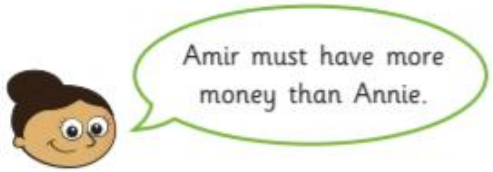
Rosie

I have the most money.

Jack

5 Amir has a note in his pocket.

Annie has three coins in her pocket.



Do you agree with Dora? _____

Explain your answer.

_____

_____

6 Kim has four coins.

- The coins add to a multiple of 10
- The total amount is more than £1
- All the coins are silver.
- The total is less than £1.50

a) Which four coins could Kim have?

_____

b) How many different combinations can you find?

7 Mo has this money.

Decide whether Mo's statements are true (T) or false (F).

Circle your answer and give a reason for your choice.

a) 

T F

_____

b) 

T F

_____

c) 

T F

_____

d) 

T F

_____

Year 4 lesson 4

Ordering money

1 What is the value of the digit 2 in these amounts?

a) 524p _____

b) £24 and 50p _____

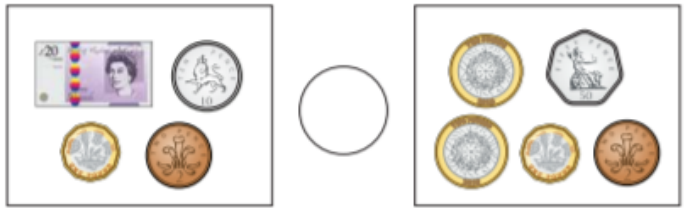
c) £54.02 _____

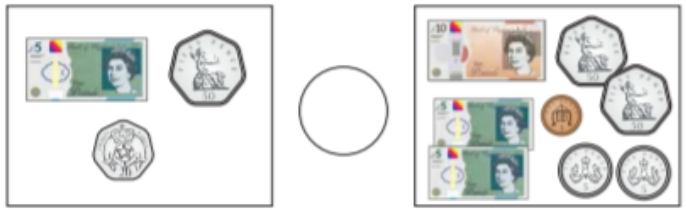
d) 5,240p _____

e) £42.54 _____

f) 2,544p _____

2 Write <, > or = to compare each pair of amounts.

a) 

b) 

c) How did you compare the amounts?

3 Draw three coins in each box to make the statements correct.

£26.70 <

£26.70 >

£26.70 =

Is there more than one way to make each statement correct?

4 Write <, > or = to compare the amounts.

a) 743p ◯ 734p

b) £37.40 ◯ £37.04

c) £3.74 ◯ 734p

d) £40.07 ◯ 4,003p

e) 4,037p ◯ £40.37

f) 7,304p ◯ £73.40

5 **a)** Write the amounts in ascending order.

270p 2,007p 2,700p 720p 7,020p

b) Write the amounts in descending order.

£4.65 £46.50 £6.45 £45.60 £46.05

c) Write the amounts in ascending order.

£21.89 1,289p 8,291p £82.19 9,128p

d) Write the amounts in descending order.

£5.05 550p 5,500p £50.50 £55.05

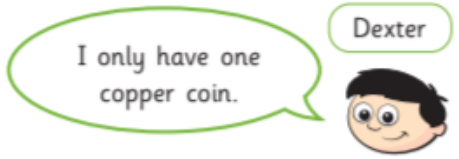
6 Huan has three different silver coins in his hand.

What amounts could he have?

Write them in ascending order.

7 Teddy has £6.55 and Annie has 673p.

Dexter has more money than Teddy, but less than Annie.



a) How much money could Dexter have? £ ☐

b) What different amounts can you find?

8 What could the missing amount of money be?

369p < £ ☐☐.☐☐ < £16.63

Use the digit cards to complete the inequality.

1	3	6	9	0

Use each digit card once only.

You do not need to use every card.

Compare answers with a partner. How many different answers can you find?

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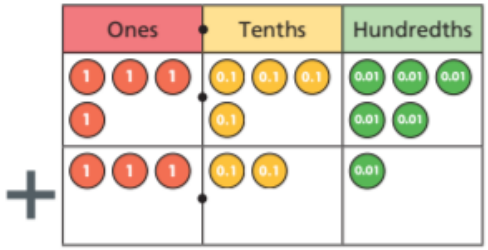
Year 5 lesson 1

Adding decimals with the same number of decimal places

1 Complete the additions.

Use the place value charts to help you.

a) 4.45 + 3.21 = ☐



	4	• 4	5
+	3	• 2	1
		•	

b) 4.45 + 3.61 = ☐

	4	• 4	5
+	3	• 6	1
		•	

c) 4.45 + 3.78 = ☐

	4	• 4	5
+	3	• 7	8
		•	

Which calculation was easier? Talk about it with a partner.

2 Use the column method to work out the additions.

a)

	5	• 3	
+	2	• 5	
		•	

b)

	6	• 0	3	
+	3	• 9	1	
		•		

c)

	2	• 3	2	
+ 1	0	• 1	7	
		•		

d)

	6	• 3	7	
+	6	• 2	6	
		•		

e)

	3	• 1	0	2	
+	5	• 8	7	6	
		•			

f)

	1	2	• 0	3	4	
+		9	• 2	2	7	
			•			

g)

	5	• 7	5	
	5	• 3	2	
+	5	• 0	1	
		•		

h)

	1	4	• 9	9	
+	1	2	• 3	7	
			•		

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3 Work out the calculations.

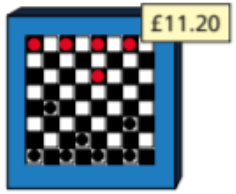
Write <, > or = to make the statements correct.

a) 0.64 + 4.79 ◯ 5.01 + 0.23

b) 7.427 + 3.238 ◯ 5.427 + 5.832

c) 3.08 + 4.63 ◯ 4.84 + 2.87

4 Teddy is working out the total cost of these items.



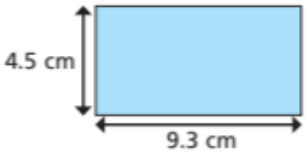
Here are his workings.

```
  5 • 7  5
+ 1  1 • 2  0
-----------
  6  8 • 7  0
-----------
```

Talk to a partner about Teddy's mistake.

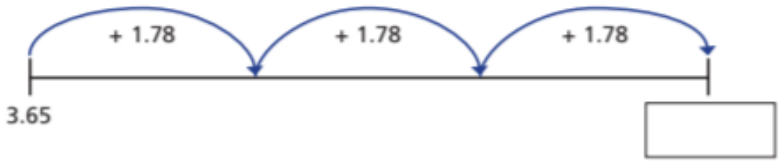
Work out the correct answer.

5 Work out the perimeter of the shape.

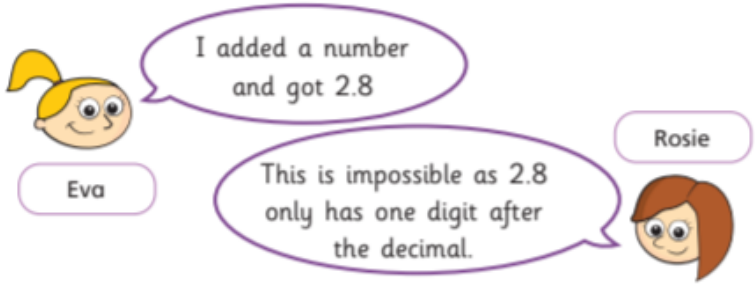


perimeter = ☐ cm

6 Complete the number line.



7 Eva starts with the number 1.62



Is Rosie correct? _____

Talk about it with a partner.

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Year 5 lesson 2

Subtracting decimals with the same number of decimal places

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1 Use a place value chart and counters to help you complete the subtractions.

Tens	Ones	Tenths	Hundredths
10	1 1 1 1 1 1	0.1 0.1 0.1 0.1 0.1 0.1 0.1 0.1	0.01 0.01 0.01

a) 14.83 – 12.12 = ☐

b) 14.83 – 12.14 = ☐

c) 14.83 – 12.92 = ☐

d) 14.83 – 12.94 = ☐

e) Which calculation was easier? Talk about it with a partner.

f) What happens when you don't have enough counters in a column to take away?

_____

_____

2 Complete the sentences.

1 ten can be exchanged for ☐ ones.

1 one can be exchanged for ☐ tenths.

1 tenth can be exchanged for 10 _____.

3 Annie is calculating 2.42 – 1.17 using the column method.

She uses a place value chart to help her.

Ones	Tenths	Hundredths
1 1	0.1 0.1 0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01 0.01

	2	·$^{3}\not{4}$	^{1}2	
–	1	· 1	7	
	1	· 2	5	

How does the place value chart support the column method?

Talk about it with a partner.

4 Complete the column subtractions.

a)

		5	· 6	4
	–	3	· 1	2
			·	

c)

		8	· 0	9
	–	3	· 8	1
			·	

b)

		5	· 6	4
	–	3	· 1	5
			·	

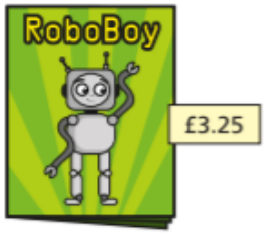
d)

		1	2	· 0	2
	–	1	1	· 3	8
				·	

5 Whitney has £8.52

She buys this comic.

How much money does she have left?



£ ☐

6 Here are some items for sale in a shop.


£2.27


£9.10


£4.91


£1.09

a) How much more does a scarf cost than a bag of marbles?

£ ☐

b) Esther has £15.31

She buys a pair of headphones and a bag of marbles.

How much money does she have left?

£ ☐

c) Tom has £7.01

He buys one item and has £5.92 left.

What did he buy?

Tom bought _____.

7 Ron and Dora are doing a sponsored walk.

Ron walks 3.12 miles.

Dora walks 5.49 miles.

How much further does Dora walk than Ron?

Dora walks ☐ miles further than Ron.

8 Tommy has three pieces of string.

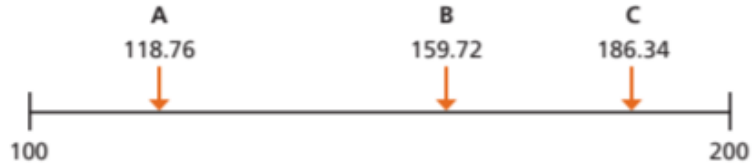
- The first piece is 0.78 m long.
- The second piece is 0.24 m shorter than the first piece.
- The third piece is 0.07 m shorter than the second piece.

What is the total length of all three pieces of string?

Give your answer in metres and centimetres.

☐ m and ☐ cm

9 A, B and C are points on a number line.



How much greater is the difference between A and C than the difference between B and C?

☐

Compare methods with a partner.

Year 5 lesson 3

Adding decimals with a different number of decimal places

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1 Ron is adding 1.4 and 2.53

He makes each number with counters.

Ones	Tenths	Hundredths
●	● ● ● ●	
● ●	● ● ● ● ●	● ● ●

a) What is the answer to Ron's calculation? ☐

b) Explain your method to a partner.

c) Did you have to make an exchange? _____.

2 Work out the additions.

a)

		3	.	0	2
	+	1	.	6	
			.		

c)

		2	.	8	
	+	3	.	4	5
			.		

b)

		1	3	.	5
	+		0	.	2	3
				.		

d)

			6	.	1	5
	+	1	3	.	9	
				.		

3 Filip is adding two numbers together.

He writes it as a column addition.

	1	3	.	8
+	1	.	9	5
	3	.	3	3
	1		1	

a) What mistake has Filip made?

_____

_____

b) Use the column method to work out the correct answer.

4 Use the column method to work out the additions.

a) 2.36 + 1.9

b) 14.82 + 3.7

5 Use the column method to work out the additions.

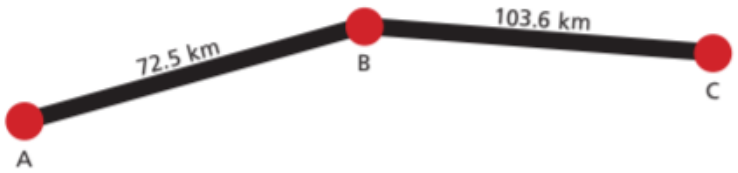
a) 0.59 + 11.9

c) 0.591 + 1.73

b) 77.34 + 1.82

d) 3.2 + 1.84 + 0.931

6 Mr Hall drives from point A to point B, then on to point C.



What is the total distance that Mr Hall drives?

☐ km

7 Here are four number cards.

3.8	4.19	0.72	11.46

a) What is the greatest total you can make by adding two of the numbers?

Complete the calculation.

☐ + ☐ = ☐

b) What is the sum of the four numbers?

☐

8 Work out the missing digits.

a) __4.3 + 1__.37 = 39.67

b) 4.8__ + __.__ = 12.65

9 The total mass of the two boxes is 10.85 kg.

What could the mass of each box be?

How many answers can you find?

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Year 5 lesson 4

Subtracting decimals with a different number of decimal places

1 Use the place value chart to help you work out the subtractions.

Ones	Tenths	Hundredths
●●● ●●	●●●	●●●

a)

		5	. 3	6	
	−	1	. 2		
			.		

c)

		5	. 3	6	
	−	3	. 8		
			.		

b)

		5	. 3	6	
	−	3	. 5		
			.		

d)

		5	. 3	6	
	−	4	. 7		
			.		

2 Alex is using counters to help her work out 4.7 − 1.35

I can't do this as I don't have any hundredths counters.

Do you agree with Alex? _____.

Talk about it with a partner.

3 Complete the subtractions.

a)

		2	. 3	6	
	−	1	. 4		
			.		

c)

		7	. 3		
	−	1	. 1	5	
			.		

b)

		6	. 1	5	
	−	3	. 8		
			.		

d)

		2	4	. 4	
	−		3	. 1	2
				.	

4 Use the column method to work out the subtractions.

a) 13.59 − 1.82

c) 5.6 − 1.39

b) 73.84 − 9.2

d) 18.2 − 3.64

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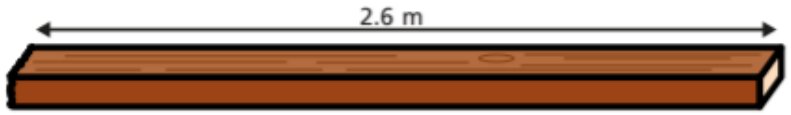
5 A plank of wood measures 2.6 m.

A carpenter cuts a piece of wood from the plank that is 0.52 m long.



a) What is the length of the remaining plank?

m

b) The carpenter cuts a second piece of wood from the plank.

She now has 0.3 m of the plank remaining.

What is the length of the second piece of wood that she cut?

m

6 The mass of a bag of marbles is 54.3 g.

These two marbles are removed from the bag.

What is the mass of the bag of marbles now?

g

7 Work out the missing digits.

__3.4 – 2.5__ = 10.81

8 Use the column method to work out the subtractions.

a) 14 – 2.7

b) 8 – 3.65

c) 20 – 2.85

d) 26 – 3.91

e) 25 – 3.842

f) 90 – 0.821