



## Carleton Park Year 5: Home Learning Schedule

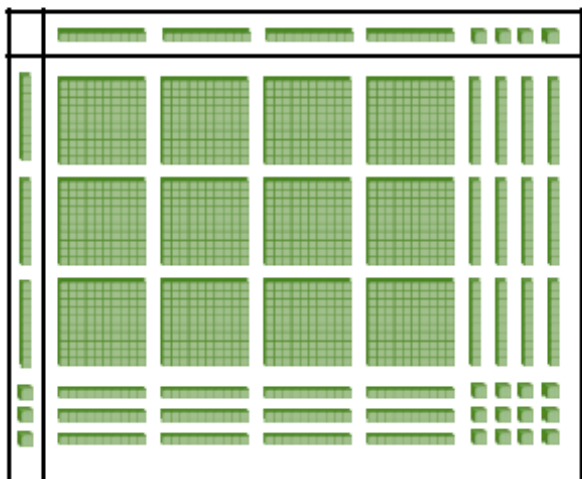
<b>W/C 29<sup>th</sup> June</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Maths</b> <i>Suggested timing: 45 mins per lesson</i>	<b>Lesson 1: Multiplication using the area model.</b> Learn how to multiply by using the area model, sometimes called the grid method, by clicking <a href="#">here</a> .  <i>You will find a video tutorial containing a step by step guide. Then have a go at the questions in this document. The answers are provided at the end.</i>	<b>Lesson 2: Column multiplication.</b> Learn how to multiply using the formal column method. Click <a href="#">here</a> .  <i>This lesson includes a video and a slideshow explaining how to do column multiplication. Then have a go at the questions in this document.</i>	<b>Lesson 3: Measure and calculate perimeter.</b> Learn how to calculate the perimeter of a shape by clicking <a href="#">here</a> .  <i>Here you will find two videos and two interactive activities. Then have a go at the questions included in this document. Answers at the end.</i>	<b>Lesson 4: Calculating area.</b> Learn how to calculate the area of a shape by clicking <a href="#">here</a> .  <i>This lesson includes three videos and an interactive activity. Then have a go at the questions attached to this document. (Answers included)</i>	<b>Lesson 5: Consolidation</b> Apply your learning from across the previous sessions by undertaking the weekly Maths challenges! Click <a href="#">here</a> .  <i>These are designed to test your problem-solving skills. See how many you and your family can do together!</i>
<b>Remember to log in to TTRockstars each week to practise your times tables. There will also be a Friday Arithmetic and Maths Challenge.</b>					
<b>Remember to share your learning on Class Dojo!</b>					
	<i>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</i>				
<b>English</b> <i>Suggested timing: 45 mins per lesson</i>	<b>Lesson 1: Diary Entry: Reading Comprehension - Inference.</b> Learn how to infer answers from a text. Click <a href="#">here</a> .	<b>Lesson 2: Diary Entry: Reading Comprehension – Fact Retrieval</b> Learn how to retrieve key information from a text. Click <a href="#">here</a> .	<b>Lesson 3: Diary Entry: Identifying the features of a text.</b> Learn how to identify the key features of a diary. Click <a href="#">here</a> .	<b>Lesson 4: Diary Entry: SPaG focus – Formality.</b> Understand the different levels of formality; in particular, informal language. Click <a href="#">here</a> .	<b>Lesson 5: Diary Entry: Write a diary.</b> Apply your understanding from throughout the week by creating a diary. Click <a href="#">here</a> .
<b>This week's spellings are: forcible – legible – possible – horrible – terrible – visible – incredible - sensible</b>					
	<b>Having any problems with the tasks?</b> <i>Feel free to pop any questions or issues onto our class Padlet <a href="#">here</a>!</i>				
<b>Don't forget to join us every afternoon, Monday to Friday, at 1pm. Click <a href="#">here</a> to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.</b>					



## Maths- Lesson 1

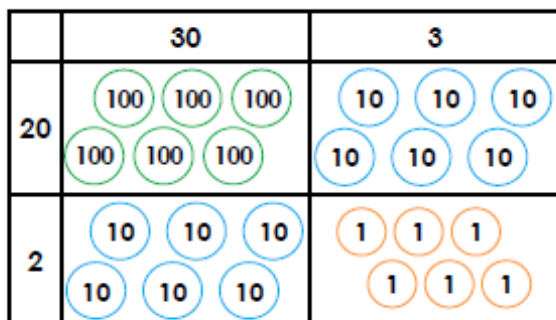
Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.

4a. What calculation is represented below?



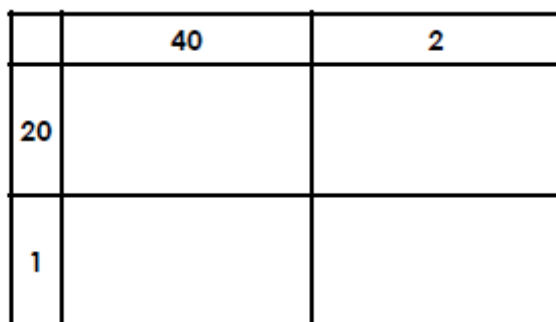
VF

5a. True or false?  $33 \times 22 = 5,126$



VF

6a. Solve  $42 \times 21$  by completing the area model using place value counters.



VF

4a. The area of a playground is between  $1,000\text{m}^2$  and  $1,300\text{m}^2$ . Only one of the sides is less than 20m and is also an odd number.



Use these digit cards to find all possible dimensions. You can use each card more than once.



PS

5a. Jane buys  $2,000\text{cm}^2$  of cloth for the table. The table measures 48cm by 59cm.



I don't have enough cloth to cover the table.

Is she correct? Explain why or why not.



R

6a. Nigel is calculating the area of a football pitch.

He knows the pitch is 49m long.

If the area of the pitch is between  $1,400\text{m}^2$  and  $1,700\text{m}^2$ , what could the width of the pitch be?



PS



Now apply your knowledge and understanding to solve these further challenges:

- 1) Melissa, Harry and Hank are calculating  $24 \times 18$ . They each share their strategy for finding the product.

**Melissa**

I will partition the numbers into 20 and 4 and 10 and 8 and use the grid method.

I will do  $24 \times 10$  and then  $24 \times 8$  and add these together.

**Hank**

I will do  $20 \times 10$  and  $4 \times 8$  and then add this together.

**Harry**



Whose method would you choose and why?

Zena is practising the grid method of multiplying 2-digit numbers. Can you identify the mistakes she has made and explain what she has done wrong?

x	50	2
20	100	40
4	200	8

x	30	5
30	900	150
6	18	30

**Deepen the moment:**

A football field is 100 metres long and 50 metres wide. What is the entire area of the field if the end zone extends 10 metres beyond each goal line?

**All the answers to the above questions can be found in this document.**



## Maths- Lesson 2

Apply your knowledge and understanding to answer the fluency and problem-solving and reasoning questions.

<p>1. Solve the calculation using a formal multiplication method.</p> <table border="1" style="margin-left: auto; margin-right: auto;"><tbody><tr><td></td><td></td><td></td><td>3</td><td>8</td><td>0</td><td>2</td></tr><tr><td>x</td><td></td><td></td><td></td><td>2</td><td>3</td><td></td></tr><tr><td colspan="7"><hr/></td></tr><tr><td colspan="7"><hr/></td></tr><tr><td colspan="7"><hr/></td></tr><tr><td colspan="7"><hr/></td></tr></tbody></table>				3	8	0	2	x				2	3		<hr/>							<hr/>							<hr/>							<hr/>							<p>4. Chloe is thinking of a number. She gives the following clues:</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px 0;"><p>It is an odd 6-digit number. It is the result of multiplying a 4-digit number by 51. The 4-digit number has a digit sum of 4.</p></div> <p>What is the smallest number Chloe could be thinking of? Prove it!</p>
			3	8	0	2																																					
x				2	3																																						
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<p>2. Match the calculations to the correct answers.</p> <p>A. <span style="border: 1px solid green; border-radius: 10px; padding: 2px;">4,242 x 23</span>    1. <span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">50,904</span></p> <p>B. <span style="border: 1px solid green; border-radius: 10px; padding: 2px;">4,242 x 12</span>    2. <span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">60,600</span></p> <p>C. <span style="border: 1px solid green; border-radius: 10px; padding: 2px;">2,424 x 25</span>    3. <span style="border: 1px solid blue; border-radius: 10px; padding: 2px;">97,566</span></p>	<p>5. Use two of the digit cards to create a multiplication that equals approximately 100,000.</p> <p style="text-align: center;">2,112    x    <span style="border: 1px solid purple; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p> <div style="display: flex; justify-content: center; gap: 20px; margin-top: 20px;"><span style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px;">3</span><span style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px;">4</span><span style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px;">5</span><span style="border: 1px solid blue; border-radius: 10px; padding: 5px 15px;">7</span></div>																																										
<p>3. True or false? Show your working out.</p> <div style="border: 1px solid purple; border-radius: 15px; padding: 10px; margin: 10px 0; text-align: center;"><math>7,121 \times 32 = 7,132 \times 21</math></div>	<p>6. A new kitchen costs £3,006 per house. 13 houses on Mitchell Terrace buy a new kitchen. The builder says the total cost is £39,068.</p> <p>Is he correct? Explain your answer.</p>																																										



**Now apply your knowledge and understanding to solve these further challenges:**

Helena has answered some calculations using long multiplication but she has not recorded her working out.

Tick the correct answers and cross the incorrect ones.

For each incorrect answer, explain the mistake she has made. To help with this, you may want to work out each calculation yourself.

a) $4520 \times 35 = 36\ 160$	<hr/> <hr/> <hr/>	<input type="checkbox"/>
b) $7648 \times 27 = 206\ 496$	<hr/> <hr/> <hr/>	<input type="checkbox"/>
c) $2112 \times 18 = 38\ 006$	<hr/> <hr/> <hr/>	<input type="checkbox"/>

**Deepen the moment:**

Identify the missing digits in these calculations.

	2		2	
×			3	2
<hr/>				
	4		5	4
7		8	1	0
	7	6		4

		4		5	3
	×				6
<hr/>					
		7			8
1	8		1	2	0
2		4	0		8

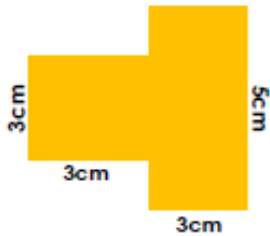
**All the answers to the above questions can be found in this document.**



## Maths – Lesson 3

Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.

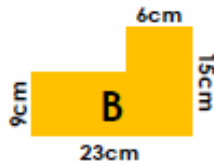
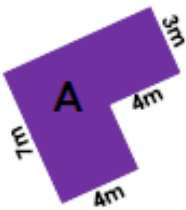
5a. Find the perimeter of this shape.



Not to scale

VF

6a. Match the shape to its perimeter.



30m

48m

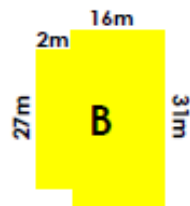
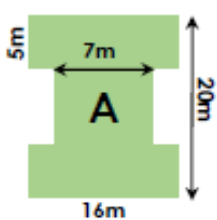
76cm



Not to scale

VF

7a. Which shape has the longest perimeter?



Not to scale

VF

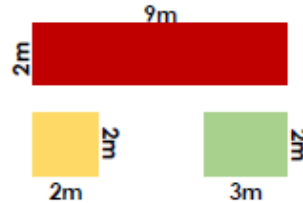
8a. A shape has three sides of 4m, three sides of 8m and four of 6m.

What is the perimeter of the shape?



VF

4a. Use the shapes below to create a compound rectilinear shape.



Calculate the perimeter of your shape.

Now use the same shapes to create a compound rectilinear shape with a shorter perimeter.



Not to scale

PS

5a. The perimeter of this shape is 64m.



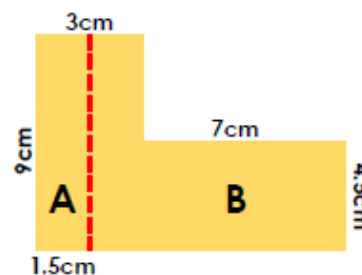
What are the possible lengths for side A and for side B? Prove it.



Not to scale

R

6a. Orla cuts along the dotted line. She thinks the new perimeters are: A = 22cm and B = 36cm.



Is Orla correct? Prove it.



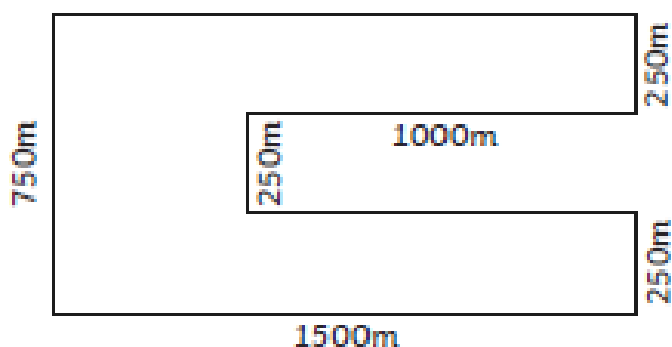
Not to scale

R



Now apply your knowledge and understanding to solve this further challenge:

- 1) Toby says, "This shape has a perimeter of 4000m."



Explain his mistake:

**Deepen the moment:**

Are these statements true or false? Explain how you know.

- A rectangle with sides 2cm and 8cm, will have the same perimeter as a square with 5cm sides.
- A long, thin rectangle will always have a longer perimeter than a shorter, wider rectangle.
- If you put a square with sides of 4cm and a square with sides of 6cm side by side on a straight line, they make a rectilinear shape with a perimeter of 40cm

**All the answers to the above questions can be found in this document.**



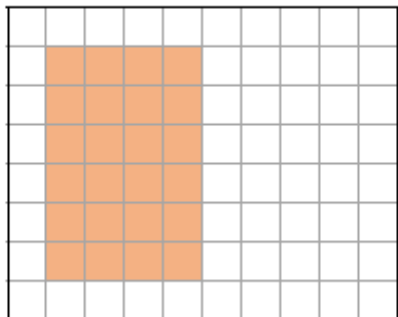


## Maths – Lesson 4



Apply your knowledge and understanding to answer the fluency, problem-solving and reasoning questions.

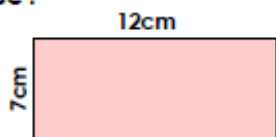
5a. Complete the shape so that the rectangle has an area of  $48\text{cm}^2$ .



Not to scale

VF

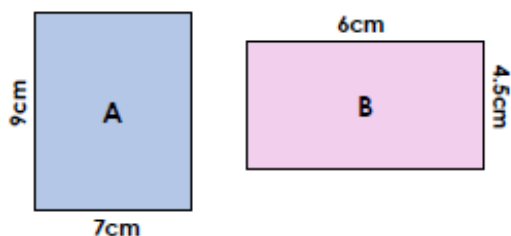
6a. The area of this rectangle is  $81\text{cm}^2$ . True or false?



Not to scale

VF

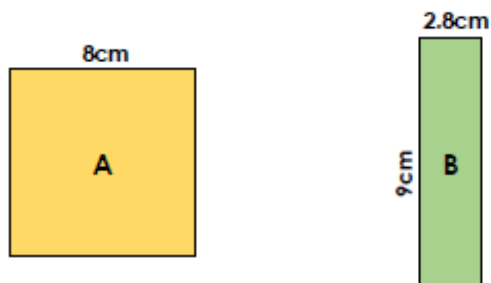
7a. Find the area of these rectangles.



Not to scale

VF

8a. Match the shape to the correct area.



$23.6\text{cm}^2$

$25.2\text{cm}^2$

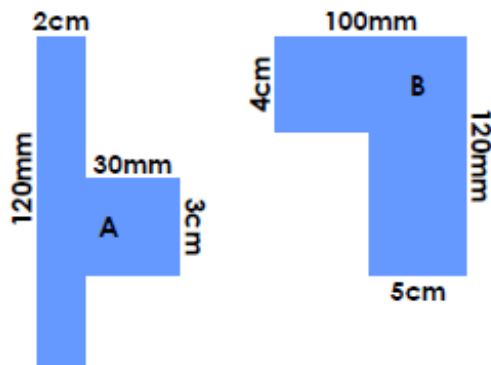
$64\text{cm}^2$



Not to scale

VF

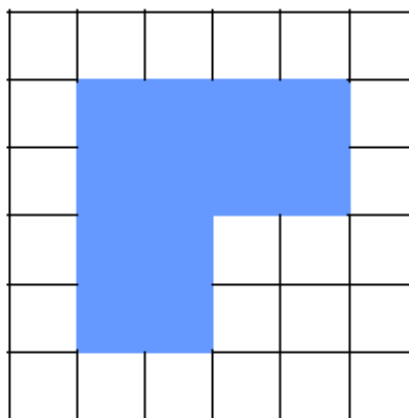
4a. Find the area of the shapes. Which shape has the larger area?



Not to scale

VF

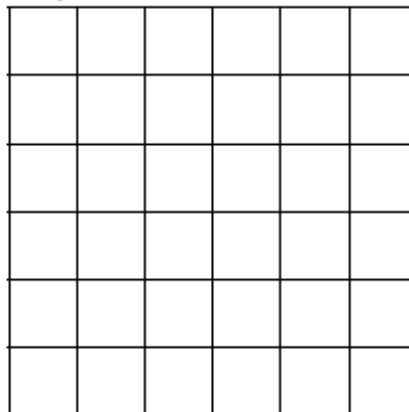
5a. The side of each square measures  $30\text{mm}$ . What is the area of the shape?



Not to scale

VF

6a. Draw a compound shape with an area of  $72\text{cm}^2$  where the side of each square equals  $30\text{mm}$ .



Not to scale

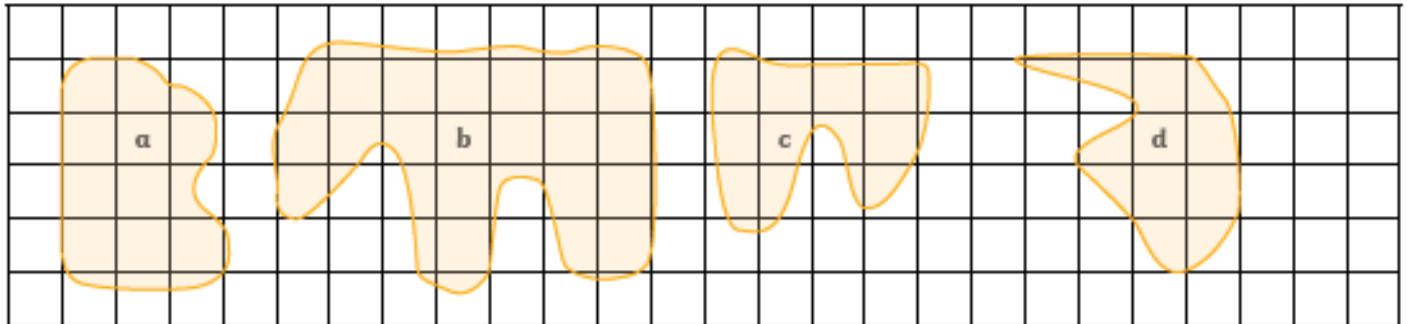
VF





Now apply your knowledge and understanding to solve this further challenge:

1) Estimate the size of each shape on this grid, in squares:



\_\_\_\_\_

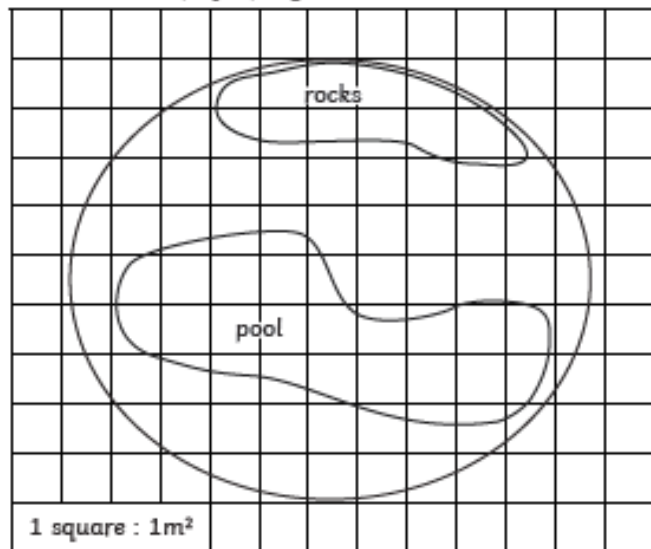
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Deepen the moment:

Look at this map of a penguin enclosure:



Caryn says,

"I estimate the pool and rocks together have an area of  $30\text{m}^2$ ."



Jay says,

"I think the pool, on its own, has an area of around  $29\text{m}^2$ ."

Who do you agree with?

\_\_\_\_\_

Explain the mistake that one of the children has made.

\_\_\_\_\_

\_\_\_\_\_

All the answers to the above questions can be found in this document.



## Maths – Lesson 5

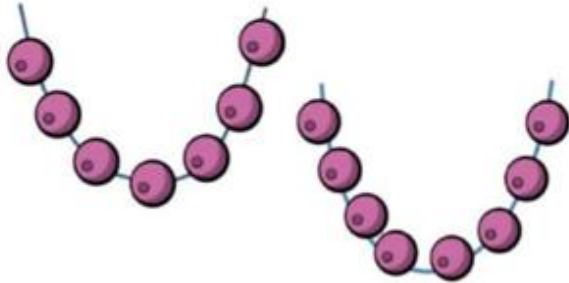
Have a go at this week's 6 challenges:



### Challenge 1

Sal has 20 beads.

She uses some beads to make these two necklaces.



How many beads does she have left?

### Challenge 2

George is thinking of a 2 digit number.



My number is in  
the 5 times table.



My number is  
less than 80

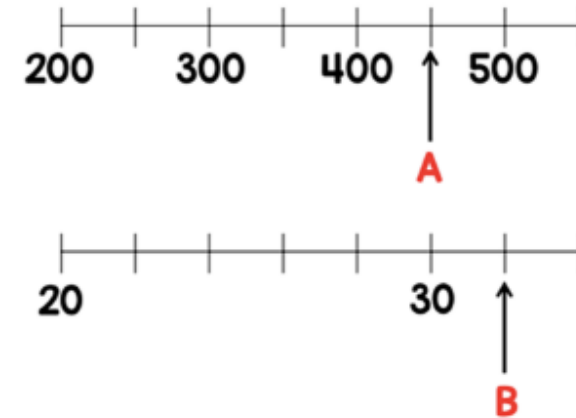


The sum of the  
digits is 9

What number is George thinking of?

### Challenge 3

Two numbers, A and B, are marked on the number lines.



Find the sum of A and B.



## Challenge 4

Max buys a shirt and a jacket.



The jacket costs **£25** more than the shirt.

The total cost of the shirt and jacket is **£87**.

How much does each item cost?

## Challenge 5

The mass of 1 cube and 4 cones is **110 g**.



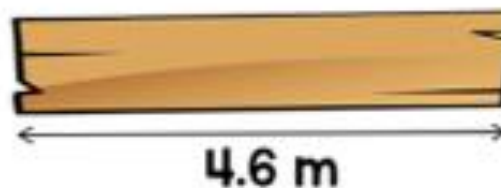
The mass of 1 cube and 2 cones is **72 g**.



What is the mass of 1 cube?

## Challenge 6

A plank of wood is 4.6 metres long.



These three lengths of wood are cut from the plank.

1.45 m

88 cm

1630 mm

What is the length of the wood left?

***All answers to all 6 challenges are included in this document.***



1  $562 + 100 =$



1 mark

4  $\frac{2}{9} + \frac{4}{9} =$



1 mark

2  $815 - 30 =$



1 mark

5  $\frac{14}{15} - \frac{7}{15} =$



1 mark

3  $98 \div 7 =$



1 mark

6  $6823 + 1559 =$



1 mark



7  $5298 - 672 =$



1 mark

10  $814 \times 6 =$



1 mark

8  $9 \times 11 =$



1 mark

11  $4.5 + 0.7 =$



1 mark

9  $8 \times 5 \times 3 =$



1 mark

12  $42 \div 10 =$



1 mark





19  $720 \div 8 =$

1 mark

22  $\frac{2}{3} - \frac{4}{9} =$

1 mark

20  $7.8 \times 100 =$

1 mark

23  $\frac{3}{4} \times 7 =$

1 mark

21  $\frac{3}{10} + \frac{4}{5} =$

1 mark

24  $5.4 + 3.09 =$

1 mark





25  $506 \times 12 =$

2 MARKS

27  $553 \div 7 =$

2 MARKS

26  $3434 \times 35 =$

2 MARKS

28  $3276 \div 4 =$

2 MARKS



## Maths lesson 1 answers:

### Expected

4a.  $44 \times 33 = 1,452$

5a. False. The answer is 726.

6a.  $42 \times 21 = 882$ . There should be eight 100s, eight 10s and two 1s.

### Expected

4a. Various answers, for example:

$13m \times 85m$ ,  $13m \times 84m$ ,

$15m \times 83m$  and  $15m \times 84m$ .

5a. She is correct. To cover the table she needs  $2,832cm^2$  and she only has  $2,000cm^2$ .

6a. Possible answers: 29m, 30m, 31m, 32m, 33m or 34m.

1) Children might opt for either Melissa or Hank, both of whose methods are accurate. Harry, however, has not chosen a correct method as he has missed out  $20 \times 8$  and  $4 \times 10$ .

2)

x	50	2
20	100	40
4	200	8

Zena has incorrectly calculated  $50 \times 20$  as 100 whereas it is 1000.

x	30	5
30	900	150
6	18	30

Zena has incorrectly calculated  $30 \times 6$  as 18 whereas it is 180.

## Deepen the moment answer:

$120 \times 50 = 6000m^2$

## Maths lesson 2 answers:

1.  $3,802 \times 23 = 87,446$

2. A and 3; B and 1; C and 2

3. False,  $7,121 \times 32 = 227,872$  and  $7,132 \times 21 = 149,772$  therefore 7,12

4. The smallest number Chloe could be thinking of is 2,011.

$2011 \times 51 = 102,561$  so Chloe's 6-digit number is 102,561.

5.  $2,112 \times 47 = 99,264$

6. No, he is not correct because  $\pounds 3,006 \times 13 = \pounds 39,078$ .

a) $4520 \times 35 = 36\ 160$	The correct answer is 158 200. Helena has not put the zero placeholder in when calculating $4520 \times 30$ . $20 \times 30 = 600$ and not 60.	<table border="1"> <tr><td></td><td>4</td><td>5</td><td>2</td><td>0</td></tr> <tr><td>x</td><td></td><td></td><td>3</td><td>5</td></tr> <tr><td></td><td>2</td><td>2</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>3</td><td>5</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>5</td><td>2</td><td>2</td><td>0</td></tr> </table>		4	5	2	0	x			3	5		2	2	0	0	1	3	5	0	0	1	5	2	2	0	X
	4	5	2	0																								
x			3	5																								
	2	2	0	0																								
1	3	5	0	0																								
1	5	2	2	0																								
b) $7648 \times 27 = 206\ 496$			✓																									
c) $2112 \times 18 = 38\ 006$	The correct answer is 38 016. Helena has not recorded the regrouped ten from $2 \times 8 = 16$ .	<table border="1"> <tr><td></td><td>2</td><td>1</td><td>1</td><td>2</td></tr> <tr><td>x</td><td></td><td></td><td>1</td><td>8</td></tr> <tr><td></td><td>1</td><td>6</td><td>0</td><td>0</td></tr> <tr><td>2</td><td>1</td><td>1</td><td>2</td><td>0</td></tr> <tr><td>3</td><td>8</td><td>0</td><td>0</td><td>0</td></tr> </table>		2	1	1	2	x			1	8		1	6	0	0	2	1	1	2	0	3	8	0	0	0	X
	2	1	1	2																								
x			1	8																								
	1	6	0	0																								
2	1	1	2	0																								
3	8	0	0	0																								

## Deepen the moment answer:

	2	4	2	7
x			3	2
	4	8	5	4
7	2	8	1	0
7	7	6	6	4

		4	6	5	3
x			4	6	
	2	7	9	1	8
1	8	6	1	2	0
2	1	4	0	3	8



## Maths lesson 3 answers:

### Expected

5a. 22cm

6a. A = 30m, B = 76cm

7a. Shape B: A = 90m, B = 98m

8a. 60m

### Expected

4a. Various answers, for example:



Perimeter = 30m

Perimeter = 26m

5a. The perimeter that can be worked out from the measurements provided is 60cm. Therefore, the combined total for A and B must be 4m. Various possible answers, for example:

A = 1.5m and B = 2.5m.

6a. Orla is incorrect because:

A = 9cm + 9cm + 1.5cm + 1.5cm = 21cm

B = 3cm - 1.5cm = 1.5cm and 9cm - 4.5cm = 4.5cm

Therefore, 1.5cm + 4.5cm + 7cm + 4.5cm + 7cm + 1.5cm + 9cm = 35cm

*He has only added the measurements labelled.*

6500m

### Deepen the moment answer:

- a) This is true because  $2\text{cm} + 2\text{cm} + 8\text{cm} + 8\text{cm} = 20\text{cm}$  so the perimeter of the rectangle is 20cm and the square also has a perimeter of 20cm because  $4 \times 5\text{cm} = 20\text{cm}$ .
- b) False. Look for explanations giving examples that disprove the statement, e.g. A long, thin rectangle with sides of 6cm and 1cm has a perimeter of 14cm, which is smaller than the perimeter of a shorter, wider rectangle with sides of 5cm and 3cm, which would be 16cm.
- c) This is false because the rectilinear shape will have a perimeter of 32cm (no matter which way round you put the two squares).

## Maths lesson 4 answers:

### Expected

5a. Children complete the shape to the dimensions 6cm x 8cm (24 more squares).

6a. False, the area is  $7 \times 12 = 84\text{cm}^2$

7a. A:  $7\text{cm} \times 9\text{cm} = 63\text{cm}^2$ ,

B:  $6\text{cm} \times 4.5\text{cm} = 27\text{cm}^2$

8a. A =  $64\text{cm}^2$ , B =  $25.2\text{cm}^2$

### Expected

4a. A =  $33\text{cm}^2$ ; B =  $80\text{cm}^2$

B has the larger area.

5a.  $108\text{cm}^2$

6a. Various possible answers. Accept any compound shape with an area of  $72\text{cm}^2$  or 8 squares.

*Allow +/- 1 square difference.*

A = 11 squares

B = 23 squares

C = 9 squares

D = 9 squares

### Deepen the moment answer:

Caryn has estimated the area correctly. Jay has counted the partial squares the pool covers as whole square metres.



## Maths lesson 5 (Arithmetic) answers:

**Guidance:** Children will have 30 minutes for this test.

question	answer	marks
1	662	1
2	785	1
3	14	1
4	$\frac{6}{9}$ or $\frac{2}{3}$	1
5	$\frac{7}{15}$	1
6	8382	1
7	4626	1
8	99	1
9	120	1
10	4884	1
11	5.2	1
12	4.2	1
13	36	1
14	47 016	1
15	25 000	1
16	306 467	1
17	121	1
18	5400	1
19	90	1
20	780	1
21	$1\frac{1}{10}$	1

question	answer	marks
22	$\frac{2}{9}$	1
23	$5\frac{1}{4}$	1
24	8.49	1
25	6072	2
26	120 190	2
27	79	2
28	819	2
		Total 32

## Maths lesson 5 (challenge) answers

### Answers

Challenge 1 - 5 beads

Challenge 2 - 45

Challenge 3 - 482

Challenge 4 - Jacket £56 and Shirt £31

Challenge 5 - 34 g

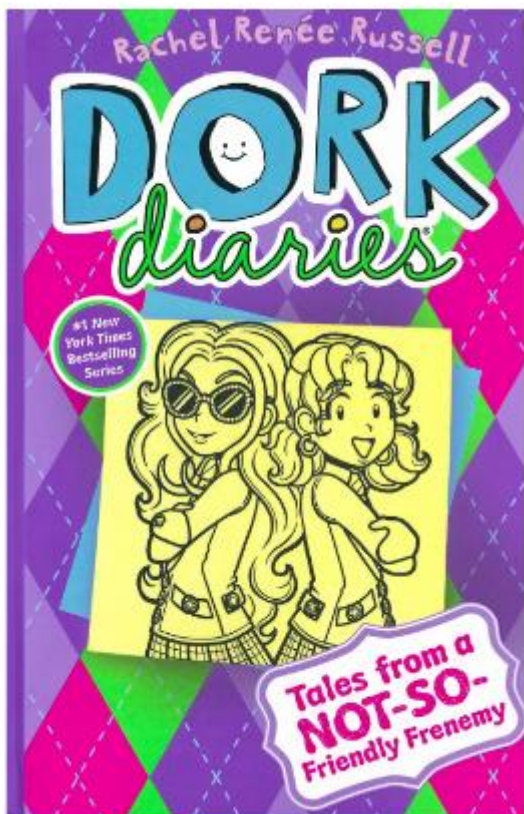
Challenge 6 - 0.64 m, 64 cm or 640 mm



## English – Lesson 1

To make inference using evidence from a text.

The extract on the next two pages is taken from 'Dork Diaries' by Rachel Renee Russell.



- How to make an inference.
- Look for the evidence in the text, read around the evidence which relates to the question.
- Now ask yourself 'why' has the writer made these choices?
- Now it is time to draw together your understanding and the evidence to create your inference.



Inference



SATURDAY, AUGUST 31

Sometimes I wonder if my mom is **BRAIN DEAD**. Then there are days when I know she is.

Like today.

The drama started this morning when I casually asked if she would buy me one of those cool new iPhones that do almost everything. I considered it a necessity of life, second only to maybe oxygen.

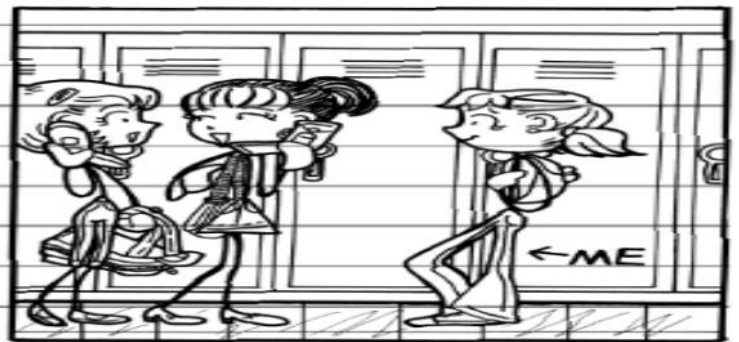
What better way to clinch a spot in the CCP (Cute, Cool & Popular) group at my new private school, Westchester Country Day, than by dazzling them with a wicked new cell.

Last year, it seemed like I was the **ONLY** student in my **ENTIRE** middle school who didn't have one 😞. So I bought an older, used phone supercheap on eBay.

It was bigger than what I wanted, but I figured I couldn't go wrong for the clearance price of only \$12.99.

I put my telephone in my locker and spread the word that everyone could now call me with all the **JUICY** gossip on my **NEW** telephone! Then I counted down the minutes before my social life started heating up.

I got really nervous when two of the CCP girls came walking down the hall in my direction chatting on their cell phones.



They came right over to my locker and started acting super-friendly. Then they invited me to sit with them at lunch and I was like, "Umm . . . okay." But deep down inside I was jumping up and down and doing my Snoopy "happy dance."

Then things got really strange. They said they had heard about my new \$600 Juicy Couture designer cell phone and that everyone (meaning the rest of the CCP crew) couldn't wait to see it.



**Using the extract carefully, answer the following questions:**

1. Why does Nikki want a new cell phone?
2. What does Nikki mean by 'dazzling them with a wicked new cell?'
3. What does Nikki mean by 'Then I counted down the minutes before my social life started heating up?'
4. Why does Nikki say 'umm... okay.' When the CCP girls ask her to have lunch with them?
5. Why do you think the CCP girls are acting 'super friendly' to Nikki?
6. Why was Nikki 'jumping up and down and doing the snoopy happy dance'?
7. Why does Nikki say 'Then things got really strange'?

*All answers to the above questions are covered in the lesson video on the website link and can be found at the end of this document.*

### **Additional Vocabulary Challenge:**

**Create your own sentences which include the 'Word of the Day': necessity.**

**Would the meaning of the sentence change if you were to include an antonym of necessity? Explain your reasoning, with an example.**





## Weekly Spellings

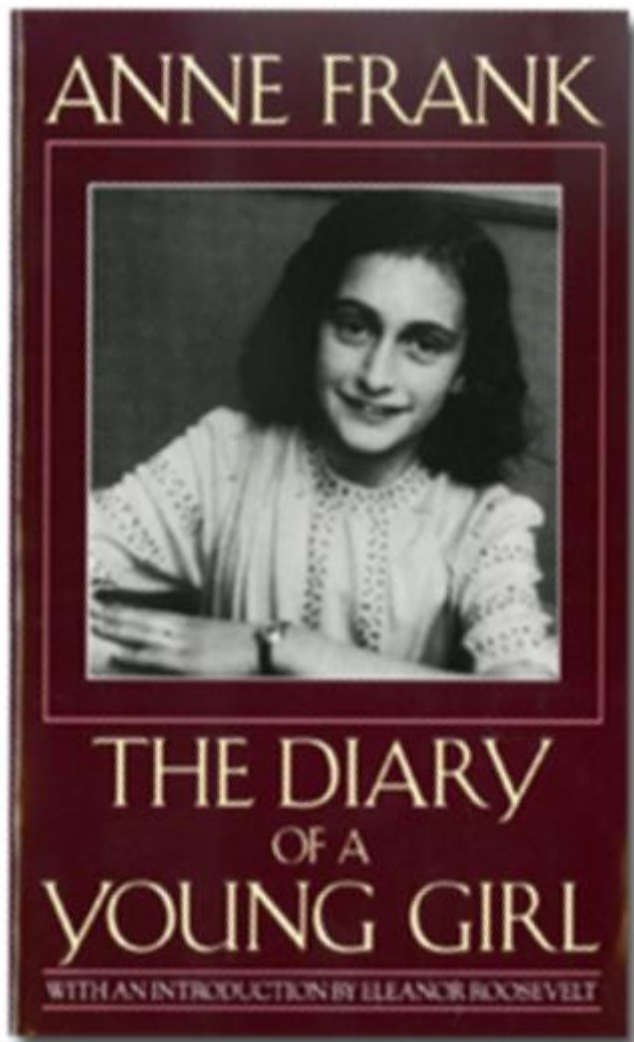
Spelling rule: To spell words ending in the suffix 'ible'.

Spellings	Cover and write	Cover and write
Forcible		
Legible		
Possible		
Horrible		
Terrible		
Visible		
Incredible		
Sensible		

Explore the definitions of these words, using a dictionary. Could you include them in a sentence of your own?



## English – Lesson 2



The following extracts are taken from the diary of Anne Frank between 1942 and 1944, when she lived in hiding in Amsterdam with her family. The Franks were discovered, arrested and transported to Auschwitz on August 4th 1944



### **2B: FACT RETRIEVAL**

- Find and fetch the information
- Read the question - what information do you need to find?
- Skim and scan to find key words from the question
- Copy the information exactly as it is written in the text



**July 8th 1942:** “At three o’clock (Hello had left but was supposed to come back later), the doorbell rang. I didn’t hear it, since I was out on the balcony, lazily reading in the sun. A little while later Margot appeared in the kitchen doorway looking very agitated. “Father has received a call-up notice from the SS,” she whispered. “Mother has gone to see Mr. van Daan” (Mr. van Daan is Father’s business partner and a good friend.) I was stunned. A call-up: everyone knows what that means. Visions of concentration camps and lonely cells raced through my head. How could we let Father go to such a fate? “Of course he’s not going,” declared Margot as we waited for Mother in the living room. “Mother’s gone to Mr. van Daan to ask whether we can move to our hiding place tomorrow. The van Daans are going with us. There will be seven of us altogether.” Silence. We couldn’t speak. The thought of Father off visiting someone in the Jewish Hospital and completely unaware of what was happening, the long wait for Mother, the heat, the suspense – all this reduced us to silence.

**July 9th 1942:** “Here’s a description of the building... A wooden staircase leads from the downstairs hallway to the third floor. At the top of the stairs is a landing, with doors on either side. The door on the left takes you up to the spice storage area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain grey door. There’s just one small step in front of the door, and then you’re inside. Straight ahead of you is a steep flight of stairs. To the left is a narrow hallway opening onto a room that serves as the Frank family’s living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot’s and my room... Now I’ve introduced you to the whole of our lovely Annex!



**Remember to apply your retrieval skills and techniques to help you.**

1, Look at the paragraph beginning: **July 9th 1942**

Where does the door to the right of the landing lead?

---

area, attic and loft in the front part of the house. A typically Dutch, very steep, ankle-twisting flight of stairs also runs from the front part of the house to another door opening onto the street. The door to the right of the landing leads to the Secret Annex at the back of the house. No one would ever suspect there were so many rooms behind that plain grey door. There's just one small step in front of the door, and then you're inside. Straight ahead of you is a steep flight of stairs.

2, Look at the paragraph beginning: **July 9th 1942**

What is to the right of the stairs?

---

To the left is a narrow hallway opening onto a room that serves as the Frank family's living room and bedroom. Next door is a smaller room, the bedroom and study of the two young ladies of the family. To the right of the stairs is a windowless washroom with a sink. The door in the corner leads to the toilet and another one to Margot's and my room... Now I've introduced you to the whole of our lovely Annex!

3, Look at the paragraph beginning: July 9th 1942

Where does the wooden staircase lead to?

---

4, Look at the paragraph beginning: **July 9th 1942**

Name three areas that are in the front part of the house?

---



5, Look at the paragraph beginning: **July 9th 1942**

What were so many rooms behind?

---

6, Look at the paragraph beginning: **July 8th 1942**

Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
There will be six people altogether in the secret hiding place		
The doorbell rang at 3 o'clock		
Margot went to ask Mr van Daan if they can move into the secret hiding place		

### Additional Vocabulary Challenge:

Explore the 'word of the day': **agitated**. Have you located this in the extract? How has it been used in context? Create your own sentences, using the word **agitated**.

### Deepen the moment...

Explore other diaries: Are they the same or different to that of Anne Frank's? Explain your reasoning.

**Justify the importance of diaries to our modern-day world.**



## Weekly Spellings:

Spelling rule: To spell words ending in the suffix 'ible'.

Spellings	Cover and write	Cover and write
Forcible		
Legible		
Possible		
Horrible		
Terrible		
Visible		
Incredible		
Sensible		

Now create your own crossword, which includes each of the spelling words above. Remember to use the definition of each word from yesterday, to help you with your clues.



## English – Lesson 3: Writing Lesson: To identify the features of a diary.

Using your knowledge of features of a diary, fill in the orange boxes, with the correct feature identified in the sentence above.

Unfortunately, the tent didn't want to co-operate. Like a playground bully, I  
ended up sat on top of it, screaming and punching, while everybody else  
gathered around. Embarrassed and frustrated, I pleaded desperately for  
help from the nearest person I could see, who turned out be one of my  
students! Nightmare!

**Have you spotted any others features?**

**Now you must identify the features of a diary without any help at all!  
Identify them by highlighting the feature and annotating and labelling it at the side.**

Huddled around my puny, pathetic campfire, I dreamt of the comfort of  
my warm, safe bed. Meanwhile - throughout the rest of the campsite -  
families were laughing, joking and having the time of their lives! Today I  
learnt that I'm not cut out for the outdoors.

**Deepen the moment...**

**Create your own example sentences of these diary features for one of the diary extracts  
you have read this week, in your reading lessons.**

### Additional Vocabulary Challenge:

**Now select your own 'word of the day' from one of the diary extracts you have found or  
read over the past two lessons. Then, explore and define the meaning of this new word:**

- **Word of the Day:**
- **Example of the word in the text:**
- **Definition:**
- **Synonyms:**
- **Antonyms:**
- **In a sentence of your own:**





## Weekly Spellings:

Spelling rule: To spell words ending in the suffix 'ible'.

Spellings	Cover and write	Cover and write
Forcible		
Legible		
Possible		
Horrible		
Terrible		
Visible		
Incredible		
Sensible		

Now practise each of your spelling words by writing each word using the colours of the rainbow.

For example: forcible



## English – Lesson 4



### SPaG Focus Lesson: Formality

#### What is Formality?

The level of formality you write with depends on the purpose of your writing. For example, if you are writing a letter of complaint, you would write in a formal style. If you are writing a letter to a friend, you would use a more informal style.

#### When would you use formal language?

- Someone we don't know.
- Someone in a formal setting (e.g. at work).
- Non-fiction texts such as instructions, reports and explanation texts.
- Writing formal letters such as a letter of complaint or persuasive letters.

#### When would you use informal language?

- Writing letters to friends and close family.
- Writing emails and texts to people you know.
- Often has contractions such as couldn't instead of could not.
- Often has informal words such as kids instead of children or cool instead of very good.
- 

#### What should an informal style of writing include?

##### Chatty, conversational style

Often people talk to their diary like talking to a close friend.

##### Contracted form

Isn't, we've, haven't

##### Idioms

Your guess is as good as mine.  
Better late than never.

##### Dashes for extra thoughts

My shoes - the ones with the red bow - were not made for dancing.



Complete the questions, using and applying your understanding of formality.

1, Which sentence is the most **formal**?

- a. I went to the library and done my homework.
- b. They seen their friends at the cinema.
- c. I been to the circus with my aunt and uncle.
- d. I sang with the school choir in the concert.

2, Complete the sentence below with a **contraction** that makes sense.

I can't believe what \_\_\_\_\_ been up to all this time!

3, There is an apostrophe missing from the **informal** sentence below.

I havent finished my project yet but I will do it by Monday.

Write the correct contraction.

4, Complete the table with the contracted forms of the words.

<b>Word</b>	<b>Contraction</b>
Tim will	
Shall not	
Will not	



5, Write the sentence that is the most **formal** from the passage below.

Hope you can make it to my birthday party next week!  
It's going to be great! The venue is yet to be confirmed.  
I'm still checking out a couple of places.

**Now explain the difference between formal and informal language. Provide examples in your explanations.**

**Deepen the moment...**

**I can only use one tone of language in a text: formal or informal?**

**For example: a newspaper article only includes formal language or has a formal tone.**

**Justify your reasons.**



## Weekly Spellings:

Spelling rule: To spell words ending in the suffix 'ible'.

Spellings	Cover and write	Cover and write
Forcible		
Legible		
Possible		
Horrible		
Terrible		
Visible		
Incredible		
Sensible		

Now select another spelling activity, of your choosing, that you enjoy and feel really helps you to practise and learn these spelling words. Remember you have your spelling test tomorrow!



## English – Lesson 5



### Independent Task: To write your own diary entry.

You will write your own diary, using and applying the features of a diary we have explored throughout the week. Your diary could be on a day or event in your life or one in the style of a book / TV character.

#### The structure of your diary

- You will need to think about and address the following:
- When are you writing and why are you writing?
- Where were you and who were you with?
- What events happened and how did you feel?
- The ending should include a thought to the future – look forward.

#### Don't forget to think about:

- *First person*
- *Past tense*
- *Contracted form*
- *Parenthesis*
- *Expanded noun phrases*
- *Question tags*
- *Idioms*

#### Have you included the following examples of an informal style?

- Idioms (An idiom is a phrase with a non-literal meaning).
- Question tags (used when we think we know something, but we want to check).

#### Word of the Day Recap: would any of these words be appropriate for you to use in your writing?

necessity – agitated – perilous – perturbed - puny



### Idiom Examples:

a blessing in disguise	beat around the bush	better late than never
get out of hand	hang in there	pull yourself together
so far so good	the last straw	under the weather

### Question Tag Examples:

... , wasn't I?	... , didn't I?	... , can't I?
... , will I?	... , can I?	... , do I?
... , should I?	... , am I?	... , aren't I?
... , is it?	... , was I?	... , have I?

### Success Criteria:

Have you included each of these features in your diary?

Feature	Example
Capital letters and full stops	
First person	I was about to set off ...
Past tense	I decided I would...
Informal style - Chatty, contracted form, question tags	I wasn't going to be perturbed, was I? I'd, wasn't, hadn't, weren't
Dashes for parenthesis (to include extra thoughts)	It was time to assemble the tent - a job that I dreaded

### Improvements:

Remember to go back and read your first draft - this is your opportunity to edit and improve it.

Use your success criteria to help you ensure you have included all of the key features of a diary. For example, have you up-levelled your vocabulary choices? Have you included effective language to describe your thoughts and feelings? Is your informal tone consistent throughout the piece?





## English – Lesson 1 Answers

1. Why does Nikki want a new cell phone?

Nikki wants a new cell phone to make friends with the CCP girls.

2. What does Nikki mean by 'dazzling them with a wicked new cell'?

She wants to impress the CCP girls with her new mobile phone.

3. What does Nikki mean by 'Then I counted down the minutes before my social life started heating up'?

She was waiting excitedly for people to start contacting her on her new phone.

4. Why does Nikki say 'umm...okay.' When the CCP girls ask her to have lunch with them?

Nikki is trying to look cool and not show that she is too excited or nervous.

5. Why do you think the CCP girls are acting 'super friendly' to Nikki?

The CCP girls think Nikki has a designer mobile and they are impressed.

6. Why was Nikki 'jumping up and down and doing the snoopy happy dance'?

Because the CCP were talking to her and she felt excited and happy to be invited to lunch with them.

7. Why does Nikki say "Then things got really strange?" The CCP have asked her about the Juicy Couture Designer phone, which she knows nothing about.

## English – Lesson 2 Answers

1, Look at the paragraph beginning: **July 9th 1942**

**Where** does the door to the **right of the landing** lead?

The door to the right of the the landing leads to the Secret Annex.

2, Look at the paragraph beginning: **July 9th 1942**

**What** is to the **right of the stairs**?

To the right of the stairs is a windowless washroom with a sink.

3, Look at the paragraph beginning: **July 9th 1942**

**Where** does the **wooden staircase** lead to?

The wooden staircase leads to the third floor.

4, Look at the paragraph beginning: **July 9th 1942**

Name three areas that are in the front part of the house?

Spice storage area attic loft

5, Look at the paragraph beginning: **July 9th 1942**

What were so many rooms behind?

So many rooms were behind that plain grey door

6, Look at the paragraph beginning: **July 8th 1942**

Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
There will be six people altogether in the <b>secret hiding place</b>		✓
The <b>doorbell rang</b> at 3 o'clock	✓	
Margot went to <b>ask Mr van Daan</b> if they can move into the secret hiding place		✓



## English – Lesson 3 Answers

Unfortunately, the tent didn't want to co-operate. Like a playground bully,

**Apostrophes for contractions**

I ended up sat on top of it, screaming and punching, while everybody else

**First person pronouns**

**Subordinate conjunction**

gathered around. Embarrassed and frustrated, I pleaded desperately for

**Ambitious vocabulary to describe feelings**

help from the nearest person I could see, who turned out be one of my

students! Nightmare!

**Informal language**

Huddled around my puny, pathetic campfire, I dreamt of the comfort of

**First person pronouns**

my warm, safe bed. Meanwhile - throughout the rest of the campsite -

**Punctuation for parenthesis**

families were laughing, joking and having the time of their lives! Today I

learnt that I'm not cut out for the outdoors.

**Apostrophes for contractions**

**Informal language**

## English – Lesson 4 Answers

- 1) Sentence D
- 2) You've / I've / Ryan's / the dog's / he's
- 3) Haven't
- 4) Tim'll      shan't      won't
- 5) The venue is yet to be confirmed.