Griffin PS Learning Pack

Remember to Tweet your work daily:

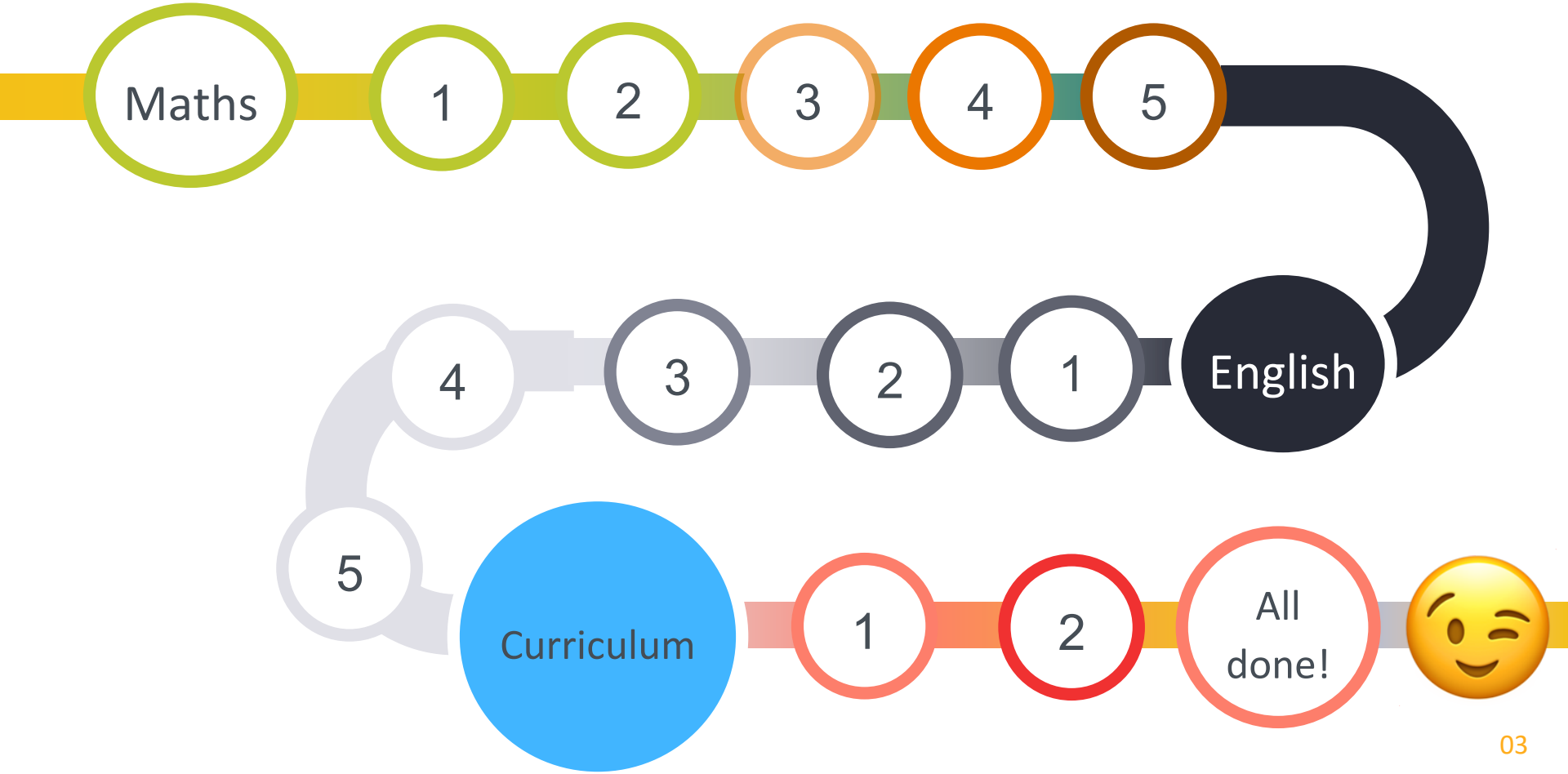
@griffinprimary

Plus do not forget the daily challenge:

#gpsdailychallenge

Instructions for use

- **Work through the tasks daily if possible, but remember to have breaks as you would do in school.**
- **Spend enough time to complete the task (around 30-40 minutes), but remember to have fun and time with your family too.**
- **We are still here to support you. Twitter is a great way to contact us.**


Maths
1
2
3
4
5
English
1
2
3
4
5
Curriculum
1
2
All done!

Maths

This week in maths we will be multiplying and dividing.

Lesson 1

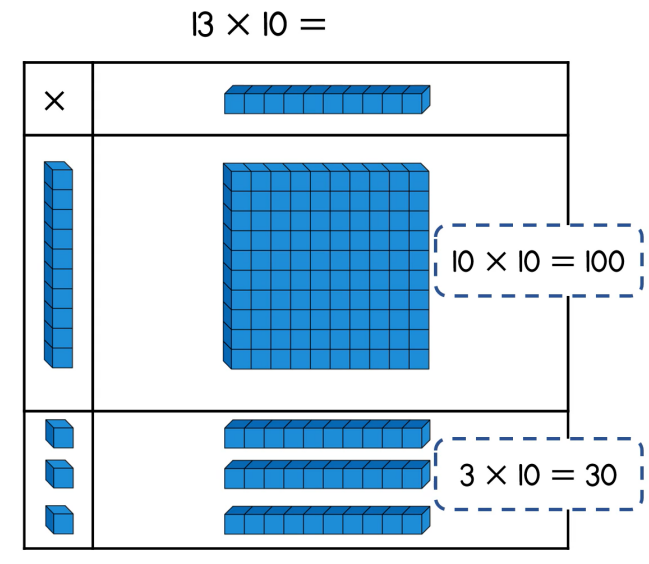
Watch the video if you can – Summer term week 3

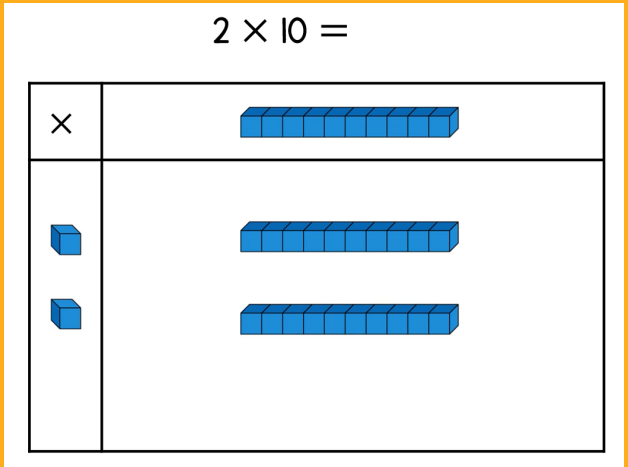
Lesson 1 - Multiply 2-digit numbers (area model)

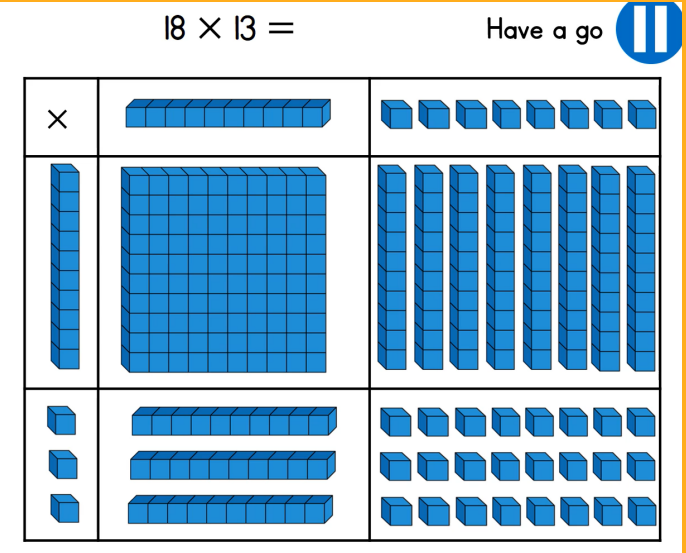
https://whiterosemaths.com/homelearning/year-5/

Lesson 1

Method from the video:





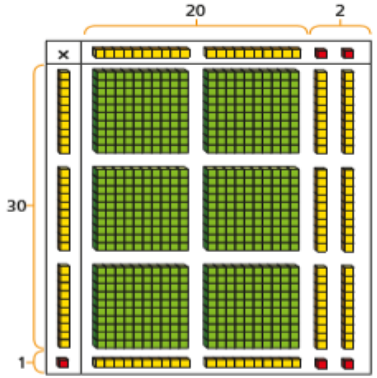


Activity 1 – The answers can be written in your maths book

Multiply 2-digits (area model)

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

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



There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

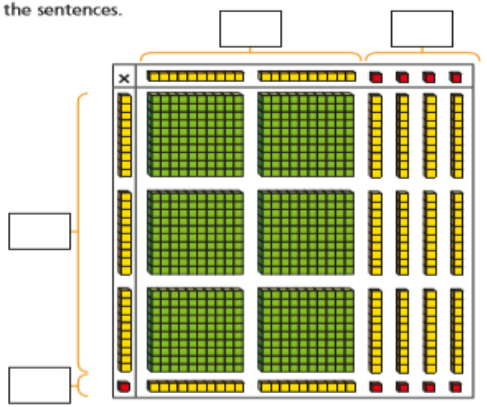
31 × 22 = ☐

2 Use base 10 to work out the multiplications.

a) 12 × 14 = ☐ b) 23 × 13 = ☐

3 Amir is using base 10 to calculate 31 × 24

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



There are ☐ ones altogether.

There are ☐ tens altogether.

There are ☐ hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

31 × 24 = ☐

4 Use base 10 to work out these multiplications.

a) 25 × 15 = ☐ b) 36 × 12 = ☐

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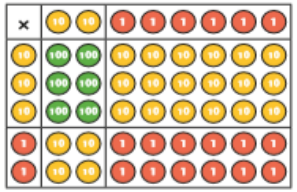
Activity 1 – The answers can be written in your maths book

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



×	20	6
30		
2		

26 × 32 = ☐

6 Use an area model to help you complete the multiplication.

a) 28 × 14 = ☐

×	20	8
10		
4		

b) 27 × 16 = ☐

×		

c) 35 × 22 = ☐

d) 45 × 36 = ☐

7 Complete the multiplications.

21 × 24 = ☐

18 × 26 = ☐

31 × 25 = ☐

8 24 × ☐ = 768

Complete the area model to find the missing number.

×	

9 Use each digit card once to write a multiplication.

2	3	4	5

☐ × ☐ = ☐

How many different answers can you find?

How many products are there between 1,000 and 1,500?

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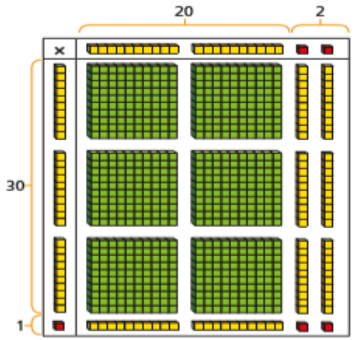
Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

Multiply 2-digits (area model)

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

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



There are [2] ones altogether.

There are [8] tens altogether.

There are [6] hundreds altogether.

31 × 22 = [682]

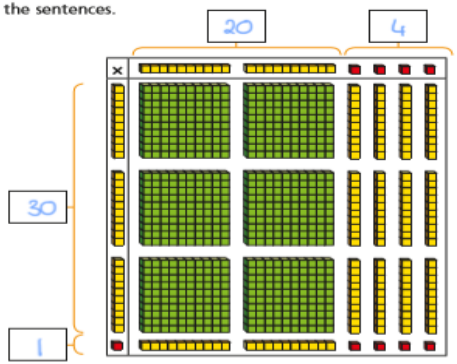
2 Use base 10 to work out the multiplications.

a) 12 × 14 = [168]

b) 23 × 13 = [299]

3 Amir is using base 10 to calculate 31 × 24

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



There are [4] ones altogether.

There are [14] tens altogether.

There are [6] hundreds altogether.

b) Describe any exchanges you need to make.

Exchange 10 tens for 1 hundred

c) Complete the multiplication.

31 × 24 = [744]

4 Use base 10 to work out these multiplications.

a) 25 × 15 = [375]

b) 36 × 12 = [432]

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Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

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

×	20	6
30	600	180
2	40	12

26 × 32 = 832

6 Use an area model to help you complete the multiplication.

a) 28 × 14 = 392

×	20	8
10	200	80
4	80	32

b) 27 × 16 = 432

×	20	7
10	200	70
6	120	42

c) 35 × 22 = 770

d) 45 × 36 = 1,620

7 Complete the multiplications.

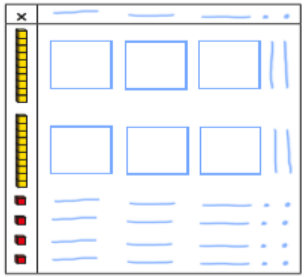
21 × 24 = 504

18 × 26 = 468

31 × 25 = 775

8 24 × 32 = 768

Complete the area model to find the missing number.



9 Use each digit card once to write a multiplication.

2	3	4	5

e.g. 23 × 45 = 1,035

How many different answers can you find?

Various answers

How many products are there between 1,000 and 1,500?

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Lesson 2

Watch the video if you can – Summer term week 3

Lesson 2 - Multiply 4-digits by 2-digits

https://whiterosemaths.com/homelearning/year-5/

Lesson 2

Method from the video:

×	300	20	1
10	3,000	200	10
3	900	60	3

$$\begin{array}{r} 321 \\ \times\ 13 \\ \hline 963 \\ 3210 \\ \hline 4173 \\ {\scriptstyle 1} \end{array}$$

Multiply 4-digits by 2-digits

321×13

×	300	20	1
10	3,000	200	10
1	300	20	1

×	200	70	2
30	6,000	2100	60
3	600	210	6

(272×3)

(272×30)

$$\begin{array}{r} 272 \\ \times\ 33 \\ \hline 816 \\ 8160 \\ \hline 8976 \end{array}$$

Activity 2 – The answers can be written in your maths book

Multiply 4-digits by 2-digits

White Rose Maths

1 Complete the multiplication.

			1	2	3	4	
	×				2	1	
			1	2	3	4	
		2	4	6	8	0	

(1,234 × ☐)

(1,234 × ☐)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

			1	2	3	4	
	×				2	6	
			7_1	4_2	0_2	4	
		2	4	6	8	0	

(☐ × ☐)

(☐ × ☐)

b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20				
6				

3 Rosie is calculating 2,541 × 42

Here is Rosie's working.

	2	5	4	1	
×			4	2	
	4_1	0	8	2	(2,541 × 2)
	8_2	0_1	6	4	(2,541 × 40)
1_1	2	1_1	4	6	

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

☐

4 Work out the multiplications.

a) 4,284 × 23 **b)** 2,142 × 46

What do you notice?

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Activity 2 – The answers can be written in your maths book

5 A machine makes 2,734 boxes every hour.

The machine works for 3 hours each day.

a) How many boxes will it make in 12 days?

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out 378 × 7 × 12

Show your method clearly.

7 1 2 3 4 5 6 × ☐☐☐☐ ☐☐

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

b) Write your answers in ascending order.

c) What is the smallest product that can be made?

8 Amir scores 4,680 points in a computer game for 12 games in a row.

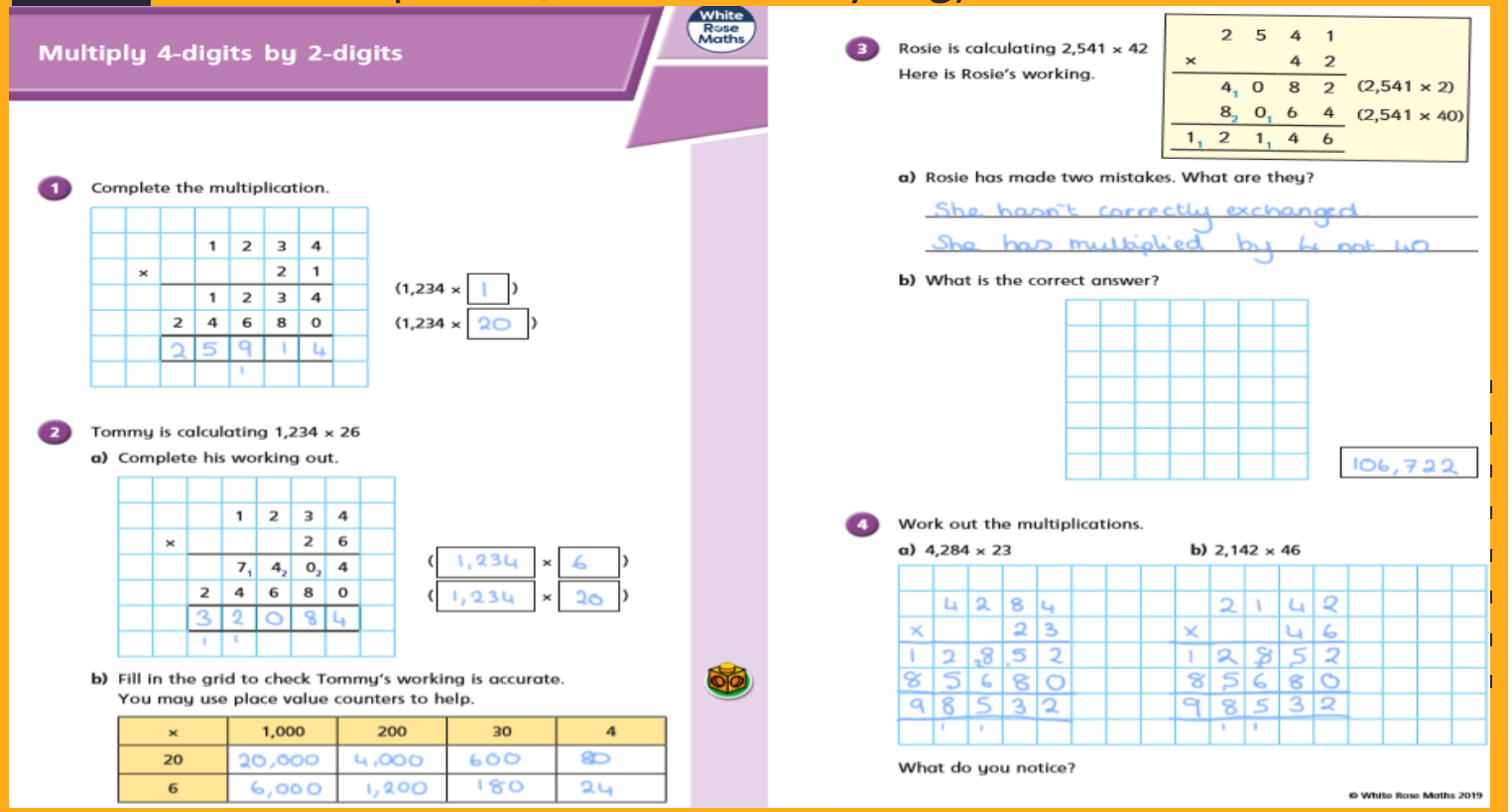
Whitney scores 2,512 points every game for 24 games.

Who scores more points?

How many more?

Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)



Multiply 4-digits by 2-digits

White Rose Maths

1 Complete the multiplication.

			1	2	3	4	
	×				2	1	
			1	2	3	4	
		2	4	6	8	0	
		2	5	9	1	4	

(1,234 × 1)

(1,234 × 20)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

			1	2	3	4	
	×				2	6	
			7	4	0	4	
		2	4	6	8	0	
		3	2	0	8	4	

(1,234 × 6)

(1,234 × 20)

b) Fill in the grid to check Tommy's working is accurate.
You may use place value counters to help.

×	1,000	200	30	4
20	20,000	4,000	600	80
6	6,000	1,200	180	24

3 Rosie is calculating 2,541 × 42
Here is Rosie's working.

	2	5	4	1	
×			4	2	
	4	0	8	2	(2,541 × 2)
	8	0	6	4	(2,541 × 40)
1	2	1	4	6	

a) Rosie has made two mistakes. What are they?

She hasn't correctly exchanged.
She has multiplied by 4 not 40

b) What is the correct answer?

106,722

4 Work out the multiplications.

a) 4,284 × 23

	4	2	8	4
×			2	3
1	2	8	5	2
8	5	6	8	0
9	8	5	3	2

b) 2,142 × 46

	2	1	4	2
×			4	6
1	2	8	5	2
8	5	6	8	0
9	8	5	3	2

What do you notice?

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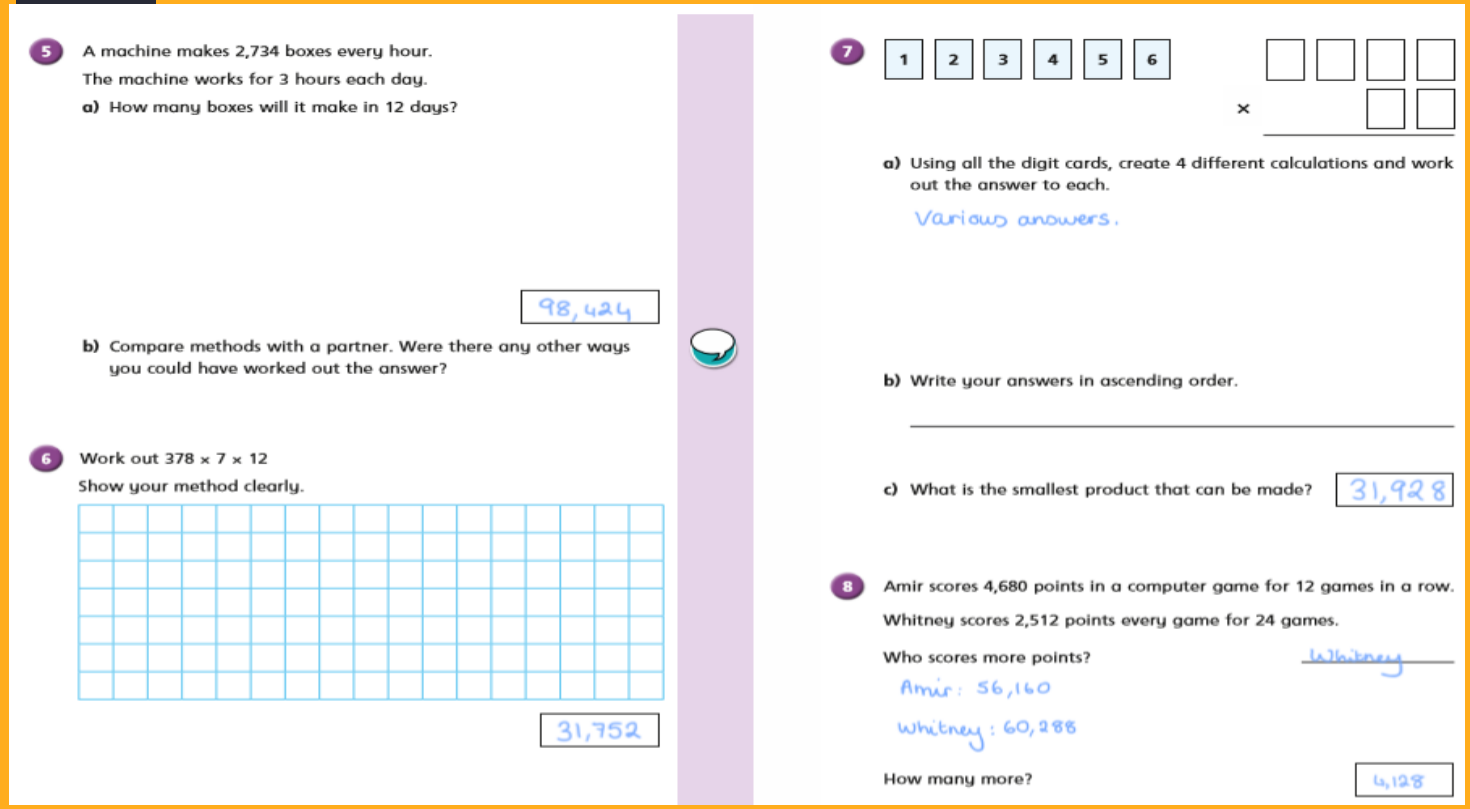
Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)



5 A machine makes 2,734 boxes every hour.
The machine works for 3 hours each day.
a) How many boxes will it make in 12 days?

98,424

b) Compare methods with a partner. Were there any other ways you could have worked out the answer?

6 Work out 378 × 7 × 12
Show your method clearly.

31,752

7 1 2 3 4 5 6 × ☐☐☐☐ ☐☐

a) Using all the digit cards, create 4 different calculations and work out the answer to each.

Various answers.

b) Write your answers in ascending order.

c) What is the smallest product that can be made? 31,928

8 Amir scores 4,680 points in a computer game for 12 games in a row.
Whitney scores 2,512 points every game for 24 games.
Who scores more points? Whitney
Amir: 56,160
Whitney: 60,288
How many more? 4,128

Lesson 3

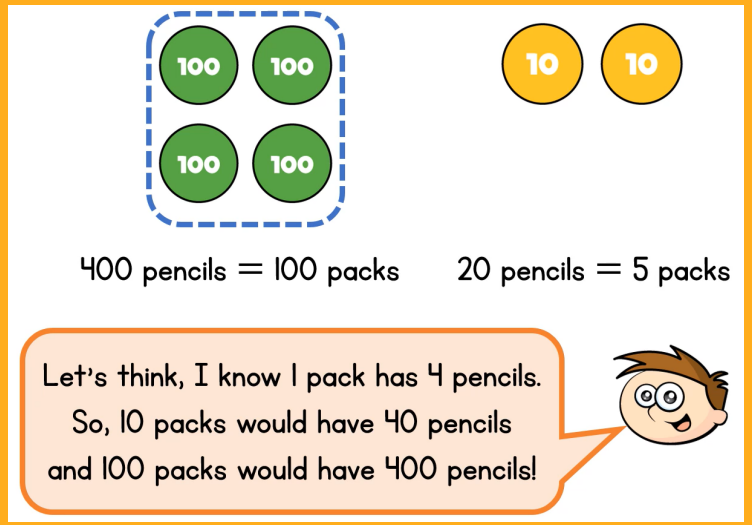
Watch the video if you can – Summer term week 3

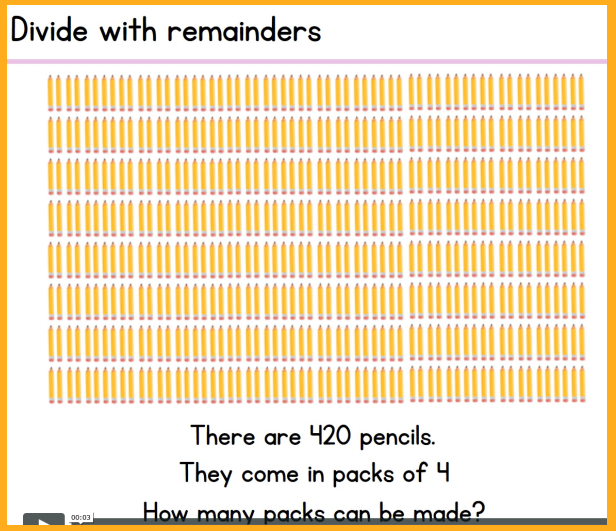
Lesson 3 - Divide with remainders

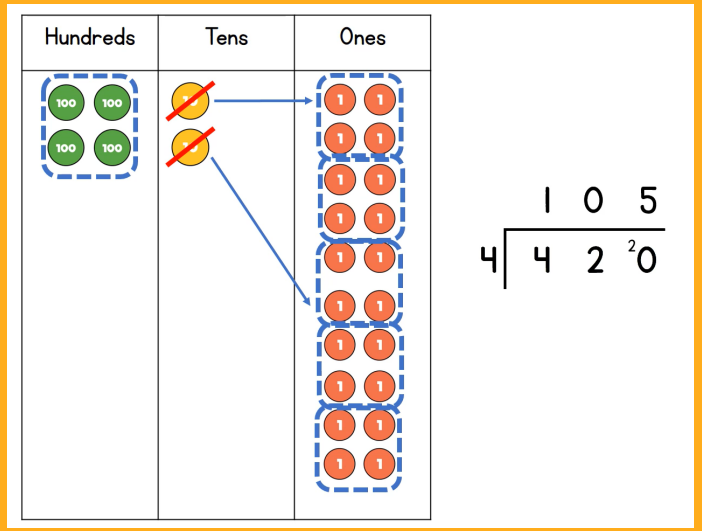
https://whiterosemaths.com/homelearning/year-5/

Lesson 3

Method from the video:







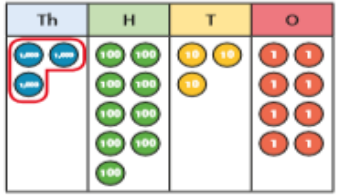
Activity 3 – The answers can be written in your maths book

Divide with remainders

Rose Maths

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



			1			
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

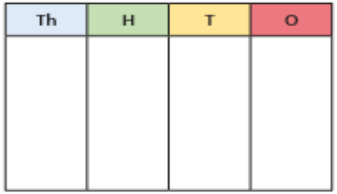
There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

b) Use place value counters to work out 8,407 ÷ 4



	4	8	4	0	7	

8,407 ÷ 4 = [ ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5

	4	8	5	6	7

	5	6	5	6	2

	3	3	9	3	5

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

Activity 3 – The answers can be written in your maths book

3 Write the calculations in the correct column of the table.

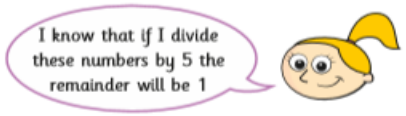
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2	3	4	5				÷	

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Answers – Please mark your answers

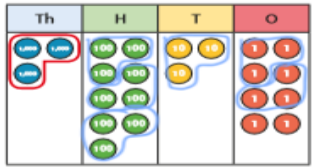
(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

Divide with remainders

Rose Maths

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



		1	3	1	2	r 2
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [3] groups of 3 hundreds.

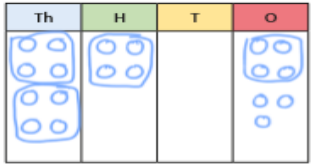
There is [1] group of 3 tens.

There are [2] groups of 3 ones.

There are [2] ones left over.

3,938 ÷ 3 = [1,312] remainder [2]

b) Use place value counters to work out 8,407 ÷ 4



		2	1	0	1 r 3
	4	8	4	0	7

8,407 ÷ 4 = [2,101] remainder [3]

2 **a)** Complete the divisions.

Use place value counters to help you.

		2	5	3	1	r 2
	3	7	5	9	5	

		2	1	4	1	r 3
	4	8	5	6	7	

		1	3	1	2	r 2
	5	6	5	6	2	

		1	3	1	1	r 2
	3	3	9	3	5	

b) Write <, > or = to complete the statements.

7,595 ÷ 3 [>] 8,567 ÷ 4

6,562 ÷ 5 [>] 3,935 ÷ 3

Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

3 Write the calculations in the correct column of the table.

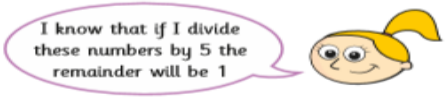
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4
9,513 ÷ 4	5066 ÷ 4 6562 ÷ 4 1,234 ÷ 4	6563 ÷ 4 9,515 ÷ 4	

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? Yes

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? NO

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

135

7

2	3	4	5	
				÷

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

Eg. 325 ÷ 4 = 81 r 1

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Lesson 4

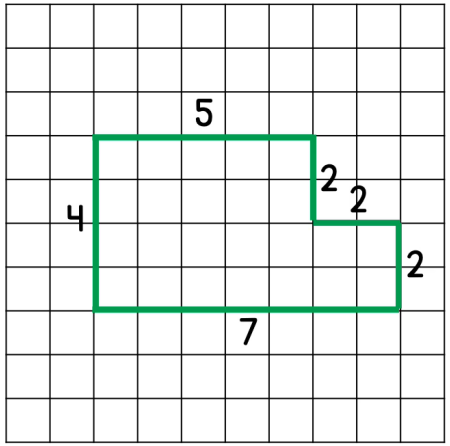
Watch the video if you can – Summer term week 3

Lesson 4 - Calculate perimeter

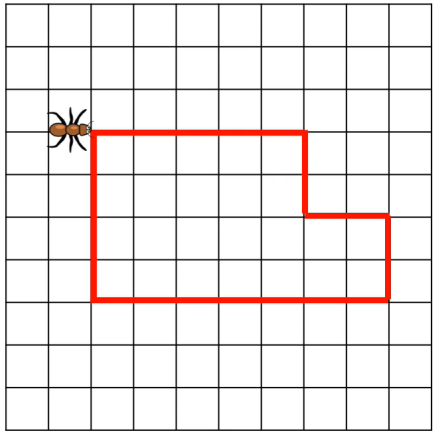
https://whiterosemaths.com/homelearning/year-5/

Lesson 4

Method from the video:

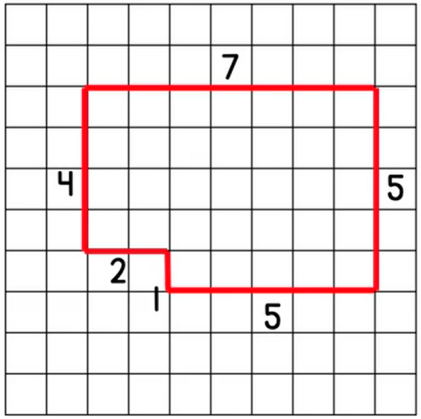


5 + 2 + 2 + 2 + 7 + 4 = 22



An ant is travelling on a journey.

How far has the ant travelled?



Calculate the perimeter of the shape.

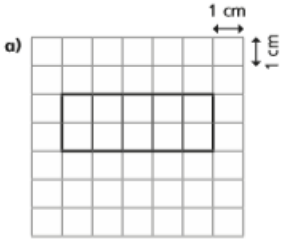
The perimeter is 24

Activity 4 – The answers can be written in your maths book

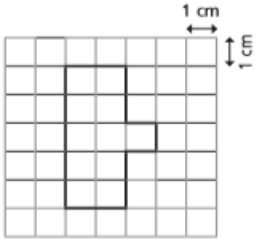
Calculate perimeter

1 Calculate the perimeter of each shape.

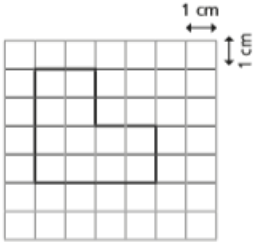
a)



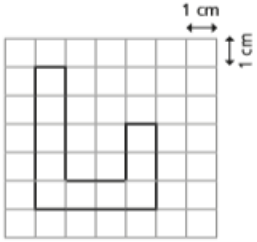
c)



b)

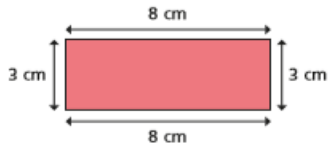


d)

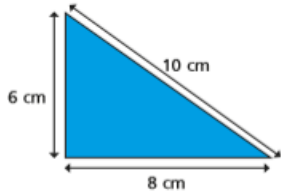


2 Calculate the perimeter of these shapes.

a)

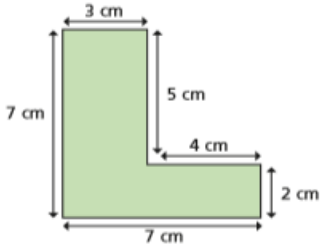


b)

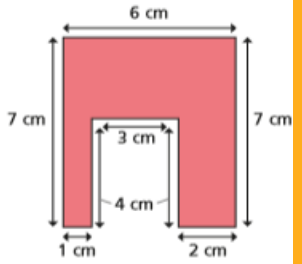


3 Calculate the perimeter of these shapes.

a)



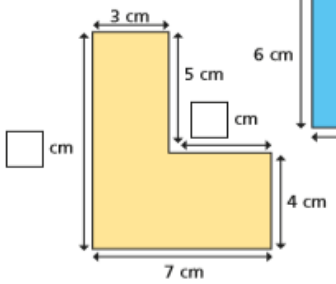
b)



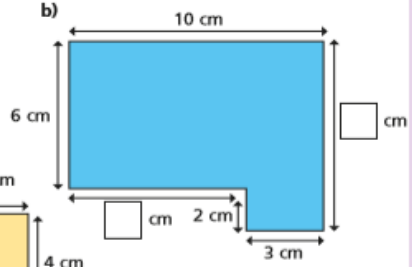
Activity 4 – The answers can be written in your maths book

4 Work out the missing lengths on these shapes.

a)



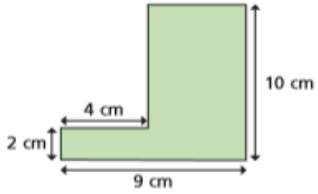
b)



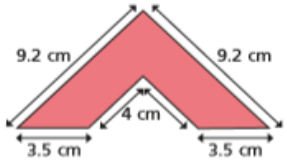
Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.

a)

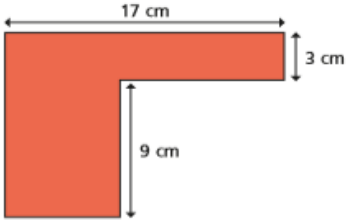


b)



6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

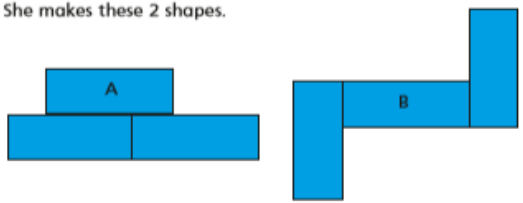
Is he correct? How do you know?



7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? _____

b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

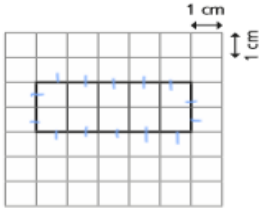
Answers – Please mark your answers

(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

Calculate perimeter

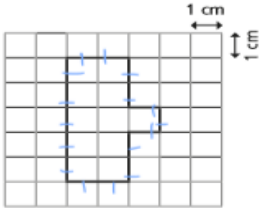
1 Calculate the perimeter of each shape.

a)



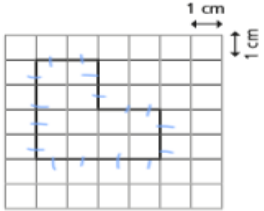
14 cm

c)



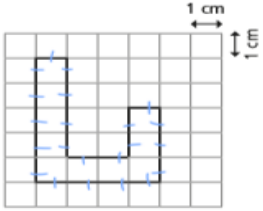
16 cm

b)



16 cm

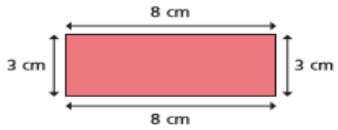
d)



22 cm

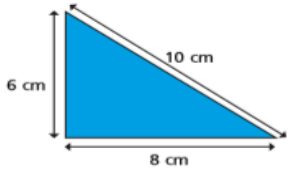
2 Calculate the perimeter of these shapes.

a)



22cm

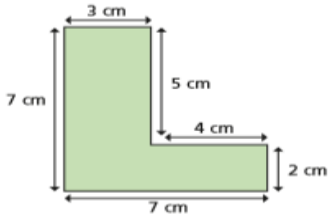
b)



24cm

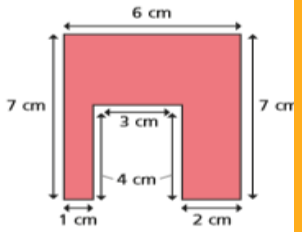
3 Calculate the perimeter of these shapes.

a)



28cm

b)



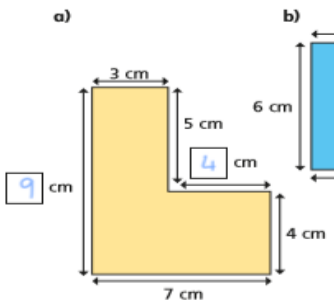
34cm

Answers – Please mark your answers

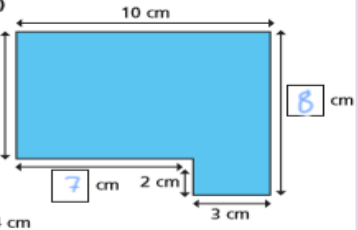
(Share your work on Twitter or send a message to your teacher Griffin.enquiries@vennacademy.org)

4 Work out the missing lengths on these shapes.

a)



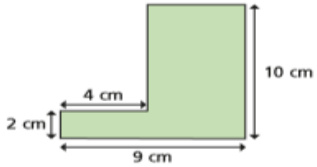
b)



Discuss with a partner how you worked them out.

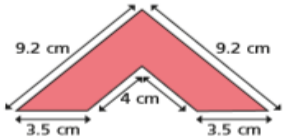
5 Calculate the perimeter of these shapes.

a)



38cm

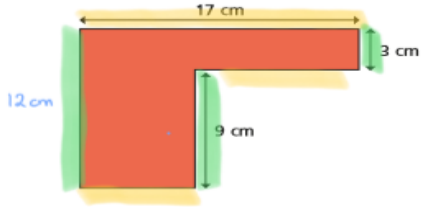
b)



33·4cm

6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

Is he correct? How do you know?

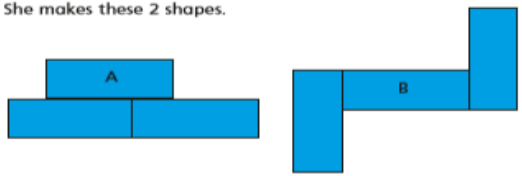


NO. The perimeter is 58 cm

7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? B

b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

Lesson 5

Lesson 5 – Maths Challenge/Recap
Choose from:
Recap a lesson you have found tricky this week
Or use TTRS/Maths Whizz

English

This week in English we will be focusing on figurative language.

Practice this weeks spellings, learn the meanings and put them into sentences.

Lesson 1

Spellings
reliably
accommodate
changeable
afterwards
referring
knight
doubt
amateur
ancient
deceive

Spellings
want
watch
wander
warm
wall
quad
wasps
quack
quantity
squash

Lesson 2 –

Very Early Spring

by Katherine Mansfield (1912)

The fields are snowbound no longer;
There are little blue lakes and flags of tenderest green.
The snow has been caught up into the sky -
So many white clouds - and the blue of the sky is cold.
Now the sun walks in the forest,
He touches the bows and stems with his golden fingers;
They shiver, and wake from slumber.
Over the barren branches he shakes his yellow curls.
Yet is the forest full of the sound of tears...
A wind dances over the fields.
Shrill and clear the sound of her waking laughter,
Yet the little blue lakes tremble
And the flags of tenderest green bend and quiver.

1. **Find** and **copy** a word that means bare.

2. What do you think the **flags of tenderest greens** are? Explain your answer.

3. Which of these words is closest in meaning to **shrill**? Pick one
   a) Scary
   b) Beautiful
   c) High-pitched
   d) Cold

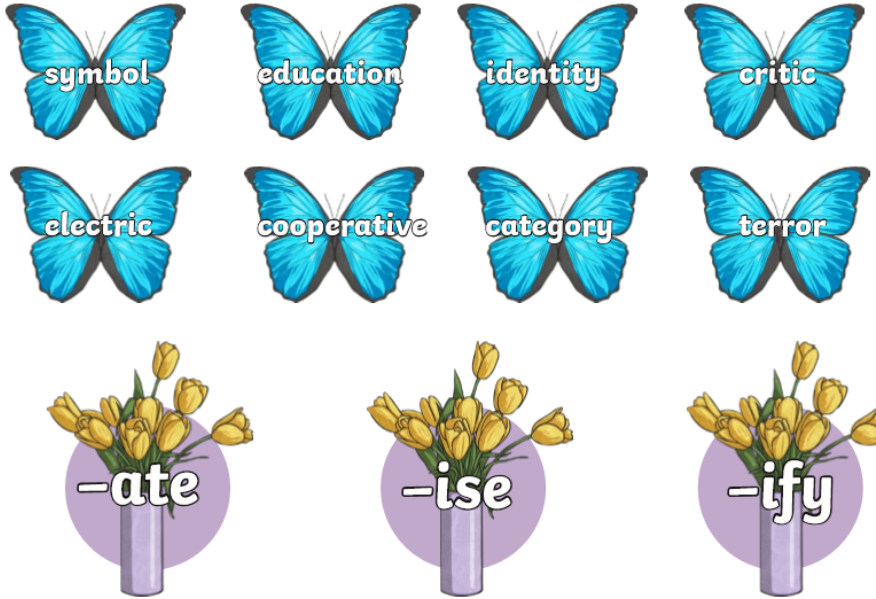
4. Give three examples of when the author has used to personification in this poem.

5. **Yet is the forest full of the sound of tears…**
What do you think this line means?

Lesson 3 –

Spring Flower Suffixes!

Can you draw lines to match each butterfly **noun or adjective** to the correct spring flower suffix to make them into a verb?



Could you use some of these words in sentences?

Don't forget that in some cases, the root word needs to change before adding the suffix.

Lesson 4 –

Super Sentences

Use your super sentence writing skills to extend these sentences with a **relative clause**. Read the sentence, then add an appropriate **relative clause** using a **relative pronoun** from the list below so that it makes sense. The first one is done for you as an example.

Relative pronouns - **who, which, whom, whose, that, where, when**

Example sentence

1. During the spring, I always have my umbrella, **which has flowers on it**.
2. I enjoy picking flowers _____
   _____
3. The blossom on the trees makes me sneeze _____
   _____
4. The rain gently pattered onto the ground _____
   _____
5. We spent hours splashing in puddles _____
   _____

Lesson 5 –

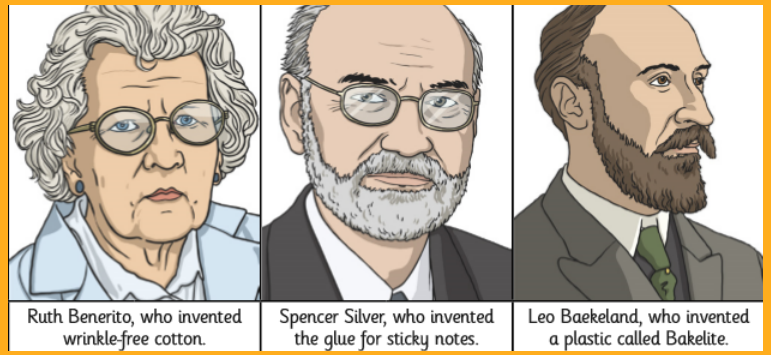
Use this picture to as inspiration to carefully think and write a

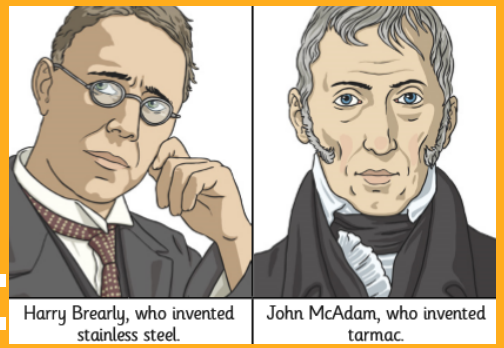
Sentence 1 – Use a comma following a fronted adverbial
Sentence 2 – include a relative clause
Sentence 3 – Use brackets to indicate parenthesis
Sentence 4 – include a modal verb

Curriculum

This week in curriculum we will be focusing on science and reading

Science





Scientists use chemical reactions to create useful new materials.

Can you create a fact file about a scientist and the new material they made?

You should research the scientist and their life, such as when and where they lived, and what they did.

You should also find out about the new material, its properties and how it is useful.

Your fact file could be written on a piece of paper, made into a book or created using a computer. Include pictures and diagrams to add interest!

Examples of scientists and the new materials they made include:

Reading

VE Day

What is VE Day?

VE Day stands for Victory in Europe Day and is celebrated on 8th May. It was the end of six years of suffering, misery and courage during the Second World War in Europe. Although it was not the end of the Second World War, it was the end of warfare in Europe.

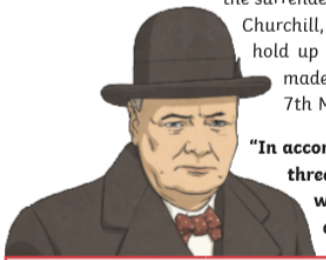
How did it happen?

On the morning of 7th May, 1945, following Hitler's death in the April, the German President of the Third Reich, Grand Admiral Donitz, gave orders that General Jodl should go to the American Head Quarters based in France. Jodl surrendered on behalf of the Germans, to the Western and Russian officers, and agreed to all their demands.

The Announcement

The British people began celebrating as soon as they heard the news. Although no official announcement had been made, bell ringers in the churches around the country, were on standby to ring out the good news when an official notice was given.

Joseph Stalin, the leader of the Russians, was taking his time to announce the surrender, but the British Prime Minister, Winston Churchill, did not want to give Stalin the chance to hold up what everyone already knew! Churchill made the following announcement at 19.40, 7th May.



"In accordance with arrangements between three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."

The Effects of War

In Britain, during the war in Europe, half a million homes were destroyed, thousands of ordinary people were killed and millions of lives had been torn apart.

Did you know ...?
The three great powers were Britain, France and the Soviet Union, now known as Russia.

Bring on the Celebrations!

People began decorating the streets with banners, bunting and ribbons. They organised street parties where neighbours shared food, which was still rationed, and listened to the radio news broadcasts.

King George VI and the Queen appeared eight times on the balcony of Buckingham Palace, and their two daughters, Princess Margaret and Princess Elizabeth – who is now Her Majesty the Queen – walked amongst the crowds! Churchill told the crowds, "This is your victory!"

Churchill spoke to the nation, reminding them that although Japan still had to be defeated, and the war was not yet over, for now Great Britain "May allow ourselves a brief period of rejoicing. God Save the King!"

The End of the VE Day

At 21:00, King George VI made a final broadcast to the nation. Buckingham Palace was lit up in floodlights for the first time since the start of the war, and two searchlights formed a V, the sign of peace, above St Paul's Cathedral in London.

All the lights were turned off again the next day.

Although everyone was pleased the war in Europe had ended, for many the celebrations would have been a sad reminder of the loss of many loved ones. They would have been fighting abroad, caught by the enemy or died in air raids attacks. This meant that many did not completely feel the lasting joy of the time.

Read the article about VE day and answer the following questions:

1. In detail, explain why the VE day ended.
2. What did General Jodl do?
3. What does the ‘bell ringers were on standby mean’?
4. Explain, in your own words, the effects of war in Europe, on Britain.
5. What did Stalin do, and how did this effect Britain?
6. What Date was VE day?
7. Name two ways people might have lost loved ones during the war in Europe