

# Griffin PS Learning Pack

Remember to Tweet your  
work daily:

@griffinprimary

Plus do not forget the daily  
challenge:

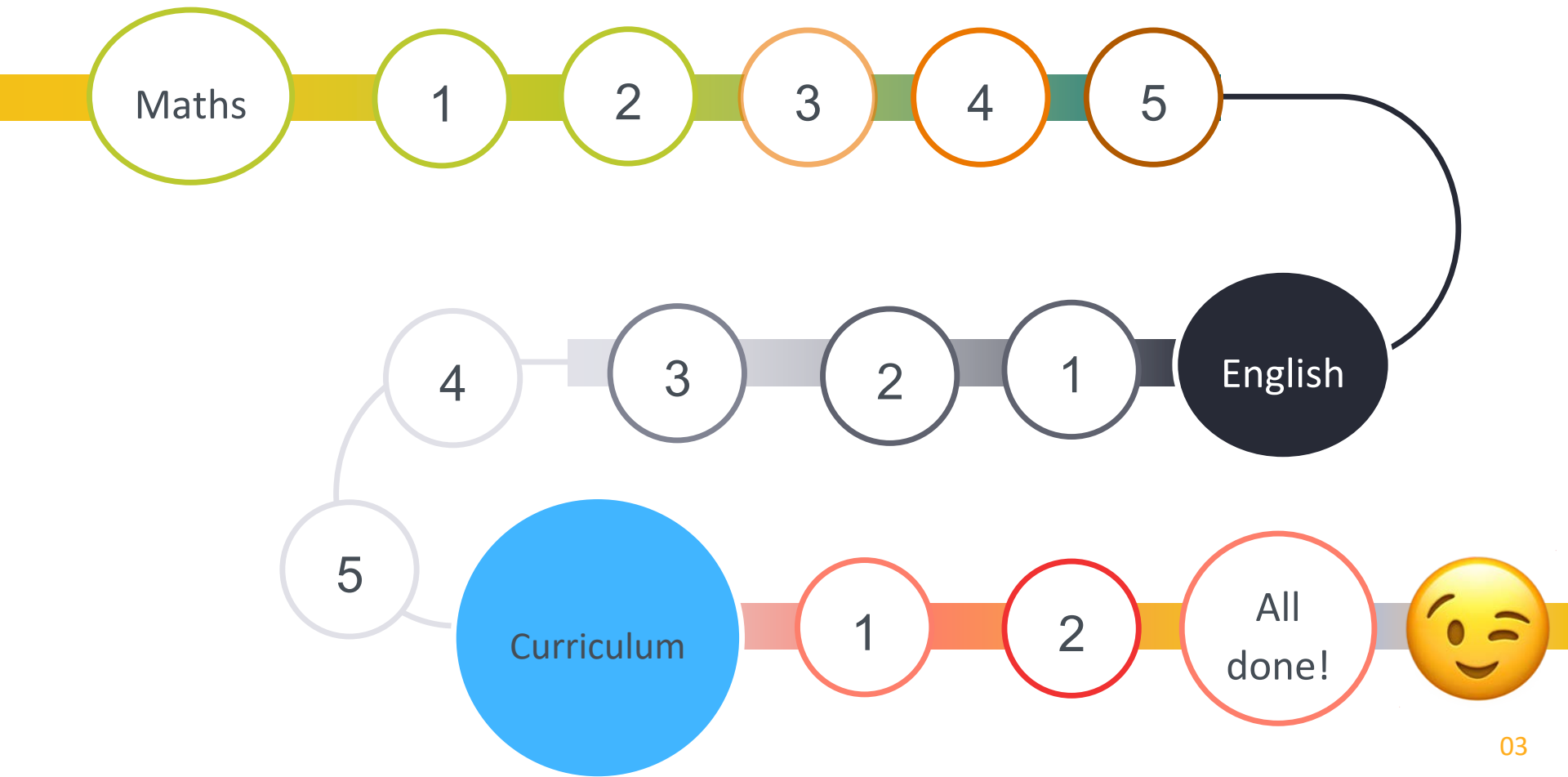
#gpsdailychallenge



# 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

This week in maths we will be...



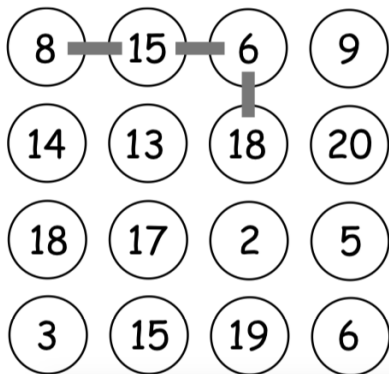
# Lesson 1

Join any four numbers.

Find their total.

Joins can go up, down or sideways, but not diagonally.

The score shown is  $8 + 15 + 6 + 18 = 47$ .



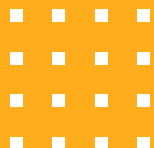
!

Find the highest possible score.

Find the lowest possible score.

Try joining five numbers.

Now try joining five numbers using only diagonal joins.



# Lesson 2

Take ten cards numbered 0 to 9.

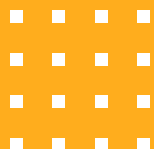


Each time use all ten cards.

Arrange the cards to make:

- five numbers that are multiples of 3
- five numbers that are multiples of 7
- five prime numbers

Make up more problems to use all ten cards to make five special numbers.



# Lesson 3

“

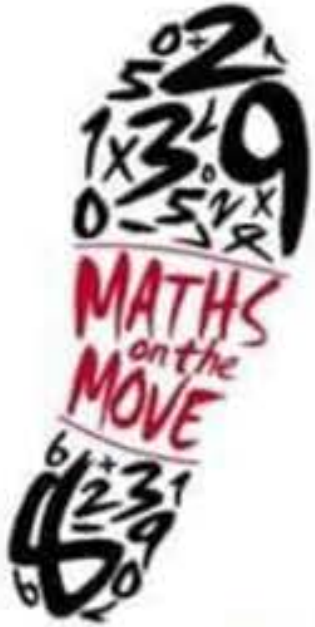


## Odd socks

Take 3 different pairs of socks.

How many new pairs of socks can you make from the 6 socks you have?

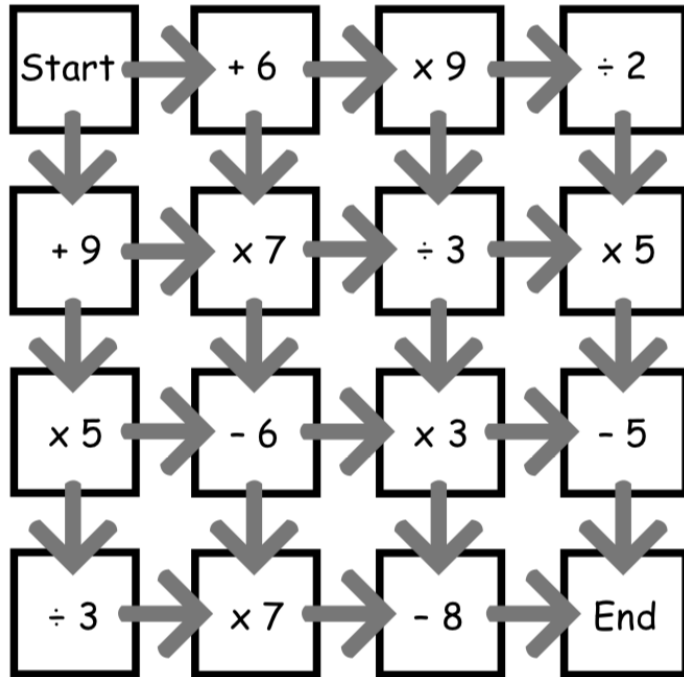
Now go on TTRockstars



# Lesson 4

Start with zero.

Find a route from 'Start' to 'End' that totals 100 exactly.



Which route has the highest total?  
Which has the lowest total?

Now try some different starting numbers.



# Lesson 5



36 people live in the eight houses in Albert Square. Each house has a different number of people living in it. Each line of three houses has 15 people living in it. How many people live in each house?



# Answers:

## 54 Joins

Lesson 1

Using four numbers:

the highest score is  $19 + 15 + 17 + 18 = 69$ ,

the lowest score is  $6 + 5 + 2 + 17 = 30$ .

Using five numbers:

the highest is  $20 + 18 + 13 + 17 + 18 = 86$ ,

the lowest is  $6 + 18 + 2 + 5 + 6 = 37$ .

Using five numbers and diagonal joins:

the highest is  $19 + 17 + 14 + 15 + 18 = 83$ ,

the lowest is  $13 + 6 + 20 + 2 + 6 = 47$ .

## 62 Maze

Lesson 4

There are two routes that total 100 exactly:

$$+ 6 \quad \times 7 \quad - 6 \quad \times 3 \quad - 8 \quad = 100$$

$$+ 9 \quad \times 7 \quad \div 3 \quad \times 5 \quad - 5 \quad = 100$$

The route giving the highest total is:

$$+ 9 \quad \times 7 \quad - 6 \quad \times 7 \quad - 8 \quad = 391$$

The route giving the lowest total is:

$$+ 6 \quad \times 7 \quad \div 3 \quad \times 3 \quad - 8 \quad = 34$$

## 61 Make five numbers

Lesson 2

For example:

a. 12, 39, 45, 60, 78.

b. 7, 42, 63, 98, 105.

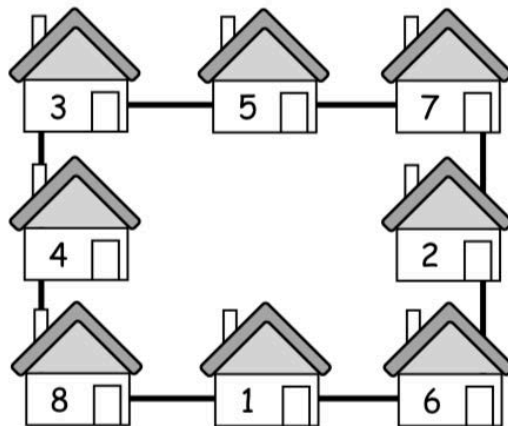
c. 5, 23, 67, 89, 401.

There are other solutions.

## 68 Albert Square

For example:

Lesson 5





# English

This week in English we will be...



# Lesson 1



Write a 50 word story using the Y5/6 spellings

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht





# Lesson 2 - Reading

# KATHERINE JOHNSON

There wasn't a calculation too complicated for the extraordinarily talented mathematician Katherine Johnson. She was a **BRIGHT STAR** but because of segregation Katherine had to fight to **SHINE**. (Segregation laws in the USA at that time stopped black people from having the same opportunities as white people.)

In the 1950s, Katherine got a job as a 'computer' at NASA. Computers as we know them today hadn't been developed yet so NASA employed lots of women to help male scientists with the maths needed to fly spacecraft. Women were rarely considered for these top jobs - especially black women like Katherine.

Nobody expected Katherine to play a vital part in the **THE SPACE RACE**, but they hadn't done their maths properly!

**THE SPACE RACE:**  
During the 1950s and 60s, the USA and the Soviet Union (now Russia) competed to be the first to explore space.

**FOLLOW THE ARROWS TO SEE HOW KATHERINE HELPED PUT NASA'S JOURNEY TO THE STARS INTO THE SKY.**

Lots of the way things worked at NASA didn't add up to Katherine, like not being allowed to attend important meetings just because she was a woman ...

*The rules say no women*

*Maybe they need to re-think...*

*I prepare work for these meetings, so why can't I come?*

By 1960, Katherine became one of the first women at NASA to have her work and name credited on a research report.

In 1967, Katherine's calculations helped to successfully send the first American into space on the **Freedom 7 Mission**.

**If we LAUNCH here, we'll LAND here.**

The **FREEDOM 7**

In 1962, astronaut John Glenn trusted Katherine over new computer technology to check the numbers that would allow him to launch and land safely on his mission to orbit the Earth.

*The computing machines get it RIGHT. Let's send JOHN into ORBIT!*

*RATHERINE says the numbers are GOOD!*

**DETERMINATION OF ATMOSPHERIC ANGLES BY BACKOUT FOR PARALLEL TRACKS IN A HELICOPTER OVER A RESEARCH AREA TO TEST NEW METHODS**  
K. JOHNSON  
M. S. JENNINGS

During her 33-year career at NASA, Katherine continued to work on many high profile space missions. The course she set made shining careers in maths and science possible for countless other women.

*I trust Katherine's maths. LET'S GO!*

- Look at the first paragraph.  
What was Katherine Johnson's profession?  
\_\_\_\_\_
- According to this text, what effect did segregation laws have?  
\_\_\_\_\_
- Look at the first paragraph.  
Find and copy the phrase that shows Katherine was good at her job.  
\_\_\_\_\_
- According to the text, why were people employed as computers?  
\_\_\_\_\_
- NASA employed lots of women...  
What does the word *employed* mean in this sentence?  

	Tick one.
volunteered	<input type="checkbox"/>
paid for their work	<input type="checkbox"/>
interviewed	<input type="checkbox"/>
educated	<input type="checkbox"/>
- Women were rarely considered for these top jobs...'*  
(a) Explain what this sentence means.  
\_\_\_\_\_  
  
(b) What does this suggest about what some people thought about women in the past?  
\_\_\_\_\_
- Which two countries were competing to be the first to explore space in the Space Race?  
\_\_\_\_\_  
\_\_\_\_\_
- Look at the paragraph beginning: "*Lots of the way things worked at NASA...*"  
What does this paragraph suggest about Katherine's beliefs?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- Number these events from Katherine Johnson's life from 1-4 in the order in which they happen.  
The first one has been done for you.

An astronaut preferred Katherine's work to a computer's to help his mission succeed.	<input type="checkbox"/>
Katherine had her research published.	<input type="checkbox"/>
Katherine's <del>maths</del> helped send the first American into space.	<input type="checkbox"/>
Katherine was employed by NASA.	1

- Look at the second page of the text.  
Find and copy one word which means the same as 'many'.  
\_\_\_\_\_
- Find and copy 2 words or phrases that the author has used to describe Katherine that link her to space.  
1. \_\_\_\_\_  
2. \_\_\_\_\_
- Katherine was discriminated against because of the ~~colour~~ of her skin.  
What else was she discriminated against because of?  

	Tick one.
gender	<input type="checkbox"/>
disability	<input type="checkbox"/>
age	<input type="checkbox"/>
height	<input type="checkbox"/>
- Katherine Johnson was a good role model for women at the time.  
Explain two ways that this statement is true, giving evidence from the text to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 3 - Grammar

Draw a line to match each word to the correct **suffix**.  
Use each suffix only once.

Word

Suffix

accomplish

ful

forgive

ment

joy

ish

fool

ness

Circle the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix

Word

inter

approval

dis

circle

semi

social

anti

action

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		



Tick one box in each row to show whether the underlined noun is **singular** or **plural**.

	Singular	Plural
The <u>customers</u> ' hunger was satisfied by the pizza.		
The <u>princess's</u> slippers were made of glass.		
Those are the <u>boys</u> ' books.		

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		



# Lesson 4 - Writing



## The Old Railroad







- Story time

Imagine you walk into Barham Park one afternoon and discover this old railroad. Write a short story.

Think about:

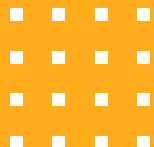
where it has come from

who/what travelled on it?

where are those people now?

where does it start/where does it end?

do you dare to investigate?



# Lesson 5 - Spelling



## Spot Mr Whoops' Mistakes

Dear Diary,



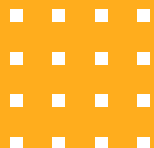
Well today was far from a reguler day... I went to London with the sole purpoze of seeing The Queen. Her Majesty is one of the most famous womin in the world. Today was the great Trooping The Colour parade where the raign of Her Majesty is celebrated as well as her official birthday. Purther every person in London was there, or at least it felt like it with all the crowds and cheering. It was dificult to see and hear when the gards marched past and the noise began to increese even more when the crowd caught sight of The Queen herself. Varyous flowers were thrown onto her carriage and she offten waved at the onlookers. When she smiled directly at me, I can't discribe the feeling that came over me - it took my breth away.

What a memorable day!

Mr Whoops x



Mr. Whoops needs to practise these words:



# Curriculum

This week in curriculum we will be...



# Lesson 1 – PSHE

## Secondary school transition



Dinner Hall:

It's Bobby's first day at secondary school and he's gone into the dinner hall. He hasn't a clue what to do... and now all the other children are arriving.

How does Bobby feel?

What should he do?

Write an answer to each scenario.



- a) Ask some older children what to do. What would they say to him?
- b) Try to find someone he knows to sit next to. Who would you like to go to dinner with?
- c) Go and hide in the toilets. What are the consequences of this option?
- d) Ask one of the dinner ladies what he should do.

# Lesson 2 – History



This artefact is going to be displayed in the museum quarter in Hull.

Your task is to decide what it is and write a paragraph explaining to the public what it is and how it was used.

Let your imagination run wild!

Post your attempts on Twitter  
[@griffinprimary](https://twitter.com/griffinprimary)

