<table>
<thead>
<tr>
<th>Home Learning Grid</th>
<th></th>
</tr>
</thead>
</table>
| **Maths**         | Working on Times Table Rockstars - 20 mins on Sound Check  
                      [https://ttrockstars.com/](https://ttrockstars.com/)  
                      Play on Hit the Button:  [https://www.topmarks.co.uk/maths-games/hit-the-button](https://www.topmarks.co.uk/maths-games/hit-the-button)  
                      Education City:  [https://www.educationcity.com/](https://www.educationcity.com/) work has been set on multiplication and division.  
                      Maths worksheets: see below  
                      Maths puzzles: see below  
                      Please do email your child’s class teacher if you feel your child needs something slightly different. |
| **Reading**       | **Read a poem**  
                      • Read *First News – Frank Mills*. Which three facts do you think are most important in this story?  
                      • Read *Frank Mills – Questions*. Think about your answers and then write them carefully as sentences.  
                      • Read *Inspired in Lockdown 1*.  
                      • Complete *Summary Table*. The first row has been done for you.  
                      • Challenge yourself to read & summarise *Inspired in Lockdown 2*.  
                      • Which of these stories do you find most inspirational? Why?  
                      • Read *Certainty*. Read the poem twice: once in your head and once out loud. What did you like about the poem? What did you dislike? What patterns can you find?  
                      • Watch the poem being performed:  
                        [https://www.youtube.com/watch?v=3IULymdLjK4](https://www.youtube.com/watch?v=3IULymdLjK4)  
                        • Was it as you expected? What did you notice in the performance? |
| **Writing**       | • Look at *Example Inspirations* and then read *Lockdown* |
**Inspiration Ideas.**

- Write notes about your answers to the questions. Leave out questions that you cannot answer.
- Use your ideas to write a paragraph about Lockdown Inspiration – it could be about someone who has inspired you, something you have done or something that you would like to do.

- Use the *Revision Cards on Adverbs of Possibility.*
- Complete *Adverbs of Possibility Sentences.*

- Think about your life in six-month’s time. What possibilities could be there? What can you be sure about? Record your ideas on the *Table of Certainty.*
- Try turning some of your ideas into a poem. You could use some of the patterns from Matt Abbott’s poem.

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**Spelling**

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**Learning Project**

Complete aspects of this project throughout the week.

**Project**

- Make a recording of your poem and share it with someone else.
- Use the Table of Certainty to interview others about their ideas of the future. What will they possibly, maybe and certainly be doing?
- Find out more about Captain Thomas Moore
- Put some of your inspiration ideas into action
- Watch the choir from Inspired in Lockdown 2 tinyurl.com/TWJ-Choir-Youtube
Section 1
In the number 576,213, which digit represents the number of ten thousands?

In the number 923,648, what place value does the digit ‘5’ represent?

Section 2
Calculate the following in your head:

56 + 67 =
48 + 36 =
72 - 26 =
91 - 67 =

Section 3
Calculate:

4.3 × 100 =
5.61 × 100 =
912 + 100 =
6,002 + 100 =

Section 4
Use the < or > signs to compare these fractions:

\[
\begin{array}{ccc}
\frac{2}{3} & \frac{4}{6} \\
\frac{1}{4} & \frac{3}{16} \\
\frac{17}{20} & \frac{4}{5}
\end{array}
\]

Section 5
In order from smallest to largest, write the following numbers in digits:

- four point seven two
- four point seven
- forty point six nine

Smallest
Largest

Section 6
Calculate the perimeter of these composite rectilinear shapes:

\[
\begin{array}{c}
8\text{cm} \\
7\text{cm} \\
3\text{cm} \\
4\text{cm}
\end{array}
\]

\[
\begin{array}{c}
4\text{cm} \\
5\text{cm} \\
11\text{cm}
\end{array}
\]

Section 7
Explain why this shape is regular.

Explain why this shape is irregular.

Section 8
Here is a table showing the number of boys and girls in each year group:

<table>
<thead>
<tr>
<th></th>
<th>Y3</th>
<th>Y4</th>
<th>Y5</th>
<th>Y6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>45</td>
<td>46</td>
<td>37</td>
<td>39</td>
<td>179</td>
</tr>
<tr>
<td>Girls</td>
<td>47</td>
<td>37</td>
<td>39</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
<td>83</td>
<td>76</td>
<td>78</td>
<td></td>
</tr>
</tbody>
</table>

Complete the table.
Equivalent Fractions $\frac{1}{4}$

Shade $\frac{1}{4}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

The unshaded squares show $\frac{3}{2}$. Write the equivalent fractions.
Equivalent Fractions $\frac{1}{10}$

Shade $\frac{1}{10}$ of each shape. Look at how many squares are shaded (numerator) and the total amount of squares (denominator) and write the equivalent fraction underneath.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________

The unshaded squares show $\frac{9}{10}$. Write the equivalent fractions.
<table>
<thead>
<tr>
<th></th>
<th>+</th>
<th>= 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>9</td>
<td>= 16</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td>13</td>
<td>+</td>
<td>=</td>
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<table>
<thead>
<tr>
<th></th>
<th>20 - 12 =</th>
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<tbody>
<tr>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>+</td>
<td>25 -</td>
</tr>
<tr>
<td>=</td>
<td>=</td>
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<td></td>
<td>-</td>
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<td></td>
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