

Home Learning

YEAR 5

Week 5

Dear Parent/Carer,

We saw some amazing work again last week and we cannot thank you enough for the excellent job that you and your families are doing at home. We are incredibly proud of not only the children but of our whole school community.

School is simply not the same without you all and we are all counting down the days until we can have some normality back both at school and at home.

We hope that all of your family remain well and that you are ensuring that you take time to take care of your mental health as well as your physical health. It remains vital that you put aside plenty of time to do activities away from home learning and we recommend that you try to stick to a similar routine as our school day to ensure that you all have plenty of time to 'switch off'.

As always, we are here to help and support you and your family in any way that we can so please do not hesitate to contact us if you would like to speak to someone.

Thank you again for the brilliant work that you are all doing at home. Seeing and hearing all about what you are getting up to at home is one of our favourite parts of the day!

Thank you,

The Year 5/6 Team



WEEKLY ACTIVITIES

Children can work on these activities throughout the week or complete the activity a number of times during the week.

During the week, there are various activities taking place online:

Mon, Weds, Fri – Joe Wicks Live Workouts – 9am

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Online lessons and resources from BBC Bitesize

<https://www.bbc.co.uk/bitesize>

Televised lessons will also be shown on CBBC.

Spellings	Monday	Tuesday	Wednesday	Thursday
referring				
referred				
referral				
preferring				
preferred				
preference				
preferable				
transferring				
transferred				
transference				
transferrable				
reference				
referee				
refereed				
refereeing				

Choose three of these words to complete the sentences below- remember the punctuation!

As _____

When _____

If _____

preference reference transferred transference
 referee refereeing refereed preferable referring
 transferrable preferring preferred referred
 transferring referral

i k k r e f e r r i n g a e u
 t s o p r e f e r e n c e l e
 r f g y v d e a v w n d v r e
 a u n u p r e f e r r e d k l
 n f i u d r a r e f e r e e b
 s i e a o o e g e c d r k x a
 f i e g a o r f n y r e u o r
 e g r i g u b e e a a f a n r
 r x e z s o r y f r i s b a e
 r e f e r e e d i e r n o j f
 i u e t f s o z n q r a j a s
 n p r e f e r r i n g r l a n
 g o r z d l b b n m d t e u a
 p r e f e r a b l e v o u d r
 t r a n s f e r e n c e e s t

A		B		C		D	
12 x 1		8 x 1		4 x 1		9 x 12	
5 x 12		4 x 4		9 x 10		5 x 11	
2 x 8		12 x 2		8 x 2		4 x 2	
11 x 5		7 x 5		3 x 6		9 x 11	
6 x 8		2 x 9		12 x 3		8 x 3	
4 x 3		11 x 6		7 x 6		3 x 7	
10 x 8		6 x 9		2 x 10		12 x 4	
8 x 4		4 x 5		11 x 7		7 x 7	
3 x 8		10 x 9		6 x 10		2 x 11	
12 x 5		8 x 5		4 x 6		11 x 8	
7 x 8		3 x 9		10 x 10		6 x 11	
2 x 12		12 x 6		8 x 6		4 x 7	
11 x 9		7 x 9		3 x 10		10 x 11	
6 x 12		1 x 1		12 x 7		8 x 7	
4 x 8		11 x 10		7 x 10		3 x 11	
10 x 12		5 x 1		1 x 2		12 x 8	
8 x 8		4 x 9		11 x 11		7 x 11	
3 x 12		9 x 1		5 x 2		1 x 3	
12 x 9		8 x 9		4 x 10		11 x 12	
7 x 12		2 x 1		9 x 2		5 x 3	
1 x 4		12 x 10		8 x 10		4 x 11	
10 x 1		6 x 1		2 x 2		9 x 3	
5 x 4		1 x 5		12 x 11		8 x 11	
4 x 12		10 x 2		6 x 2		2 x 3	
9 x 4		5 x 5		1 x 6		12 x 12	
8 x 12		3 x 1		10 x 3		6 x 3	
2 x 4		9 x 5		5 x 6		1 x 7	
11 x 1		7 x 1		3 x 2		10 x 4	
6 x 4		2 x 5		9 x 6		5 x 7	
1 x 8		11 x 2		7 x 2		3 x 3	
10 x 5		6 x 5		2 x 6		9 x 7	
5 x 8		1 x 9		11 x 3		7 x 3	
3 x 4		10 x 6		6 x 6		2 x 7	
9 x 8		5 x 9		1 x 10		11 x 4	
7 x 4		3 x 5		10 x 7		6 x 7	
1 x 12		9 x 9		5 x 10		1 x 11	

MONDAY

01.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Reading Comprehension</p> <p>1. Read the narrative text: 'Adrift'.</p> <p><i>Remember to highlight any unfamiliar vocabulary or phrases as you are reading the text.</i></p> <p>We will answer the questions in tomorrow's lesson.</p> <p>2. Use a dictionary to find the definition of the following vocabulary:</p> <p>destination suitability automated secured immediate</p>	<p><i>Reading text is on the following pages.</i></p> <p>https://www.dictionary.com/</p>
2	<p>SPaG</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/</p> <p>The activity code will be sent via Marvellous Me this morning.</p>



Adrift

Adrift amongst the stars, in the outer reaches of the galaxy, a small ship floated towards its final destination. The SS Brigand had set out from Earth a thousand years earlier. There was a single occupant. Doctor Gwen Bigby had volunteered for the mission as soon as she'd heard about it. There was nothing left for her on Earth by that point. The growing climate catastrophe had made sure of that.

On the face of it, the mission aims were simple. Travel to the distant planet of Andula and assess its suitability for supporting life. She could only hope that Earth was still inhabitable when she returned.

Somewhere in the back of the ship, a red light turned on. A motor grumbled into life. A low hum shook the floor. An automated valve opened and started to flood Bigby's chamber with warm oxygen. She coughed, spluttered and fell to the floor.

It took her a moment to gather her thoughts and remember where she was. Eventually, she picked herself up. She wandered over to the panoramic window that filled most of the front of the vessel. The curve of the foreign planet rose up in front of her. The ship spun and jolted into its landing position. Various mechanical beeps and groans told her that the autopilot was doing its job. A small alcove had been set into the wall with a conical valve jutting down from the top. For Dr Bigby, this was the most important device on the ship. Eagerly, she placed a well-worn mug under the cone and pushed a green button. A moment later, it was filled with strong, steaming coffee.

Secured to the floor in front of the dashboard was a comfortable leather chair. Dr Bigby settled into it and pulled the harness over her head. It snapped into the fastener with a click. Outside the window, the ground was rising up to meet them. She could make out individual trees now, and the small creatures flitting between them. From what she could see, most of the area seemed to be covered in a lush rainforest. She'd hoped that the computers would have been able to find somewhere flat to land, but it looked like it was going to be a rough touchdown.

Dr Bigby threw the coffee away and braced herself for impact. The ship skimmed the tops of the trees before dipping and crashing to a halt. A dozen airbags exploded and filled the cabin with a pillowy

whiteness. It took Gwen a few minutes to fight her way free. She grabbed her oxygen mask and stepped out of the hatch.

The forest was silent. The air was damp and warm - her clothes immediately felt sticky. Somewhere in the distance, a group of birds were chattering to each other.

However, Gwen's immediate problems were much closer. A sound alerted her to the fact that something was moving nearby. A vine was creeping towards her. It snaked along the floor more quickly than she could run. The thick stems were easily as thick as her arm and covered in sharp barbs. She turned back towards the ship but she was too slow. She felt the vine touch her boot and tangle around her feet, before cutting into her ankles and dragging her to the floor.

VOCABULARY FOCUS

1. Write a definition for the word "adrift".
2. Find and copy a phrase that tells you there was only one person on the ship.
3. Why is it described as a "foreign planet"?
4. What does the word "lush" tell you about the rainforest?
5. Which phrase describes how Bigby made sure she was ready for the crash?

VIPERS QUESTIONS

R

What did the conical valve deliver?

I

Why was Dr. Bigby so keen to take the mission?

S

What did Dr. Bigby do just before she threw away her coffee?

I

Why had she hoped the computers would find a flat place to land?

P

Write the next paragraph in the story.

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>French</p> <p><i>This week we are going to learn the French names for the different rooms in a house.</i></p> <ol style="list-style-type: none">1. Use the link to watch a clip to help you learn the vocabulary for each room.2. Draw your house and label the rooms in French.	<p>https://www.youtube.com/watch?v=ldp7KTe_qpc</p>
2	<p>PE</p> <p><i>Today we're going to play Active Tetris!</i></p> <p><i>You can play this individually, in pairs or as a family. You can play with any items you have in the house – all you need is a set of 4 of the same items.</i></p> <p>Watch the video for instructions on how to play.</p> <p><i>We'd love to know who the champion Active Tetris player is in your house!</i></p>	<p>https://www.youtube.com/watch?v=-VTYpUH284c</p>

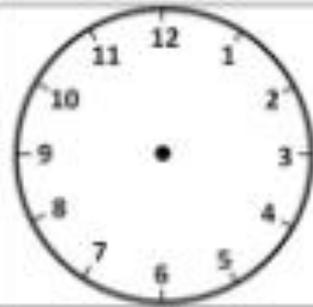


Maths

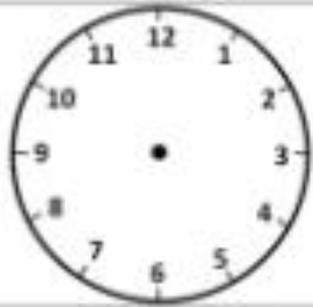
	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $459812 + 5989$ 2. $30015 - 9853$ 3. 158×45 4. $9658 \div 6$ or $9658 \div 35$ 5. A rectangle has a length of 12 cm and a width of 6 cm – what is the perimeter of the rectangle?
2	<p>Telling the Time</p> <p><i>Message from Miss Hanson:</i> <i>Today we are going to practise our skills when telling the time. In Year 5, you will be expected to read and write the time on both 12 and 24 hour clocks. To begin with we are going to spend time practising telling the time before we move on to calculating the passing of time tomorrow.</i></p> <ol style="list-style-type: none"> 1. Watch the clip on BBC Bitesize which explains how to read the time on a clock. 2. Use the link to access another BBC Bitesize resource to discover the difference between digital and analogue clocks. 3. Identify the correct time for each of the clock faces. 	<p>https://www.bbc.co.uk/bitesize/clips/zqkwmp3</p> <p>https://www.bbc.co.uk/bitesize/topics/zkfyedm/articles/zcrmqt</p> <p><i>Activity sheet on following page.</i></p>
3	<p>Extension Activities</p> <p>Complete some of the shape activities on Mathletics: Section M – Time</p>	



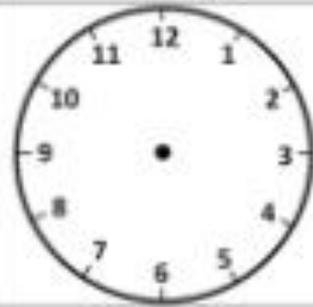
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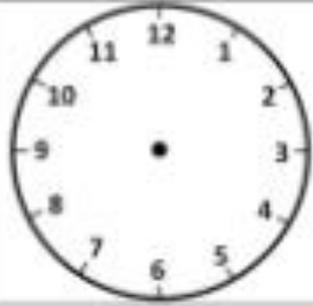
4:25



12:30



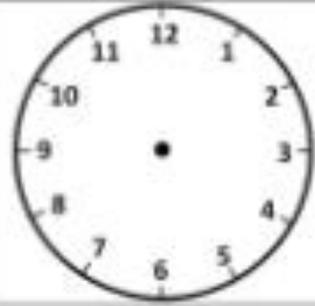
9:35



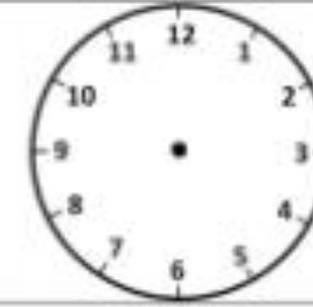
3:40



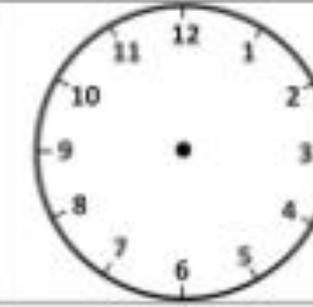
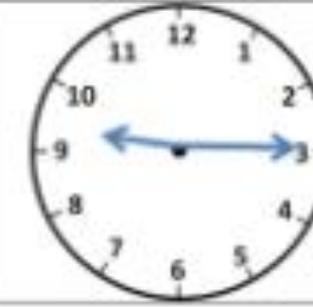
9:35



5:00



7:35



12:50



TUESDAY

02.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Reading Comprehension</p> <p>1. Complete the comprehension questions on the narrative text: 'Adrift'.</p> <p><i>Remember that some questions may require a more detailed answer and for this you may need to include evidence from the text.</i></p> <p>2. Complete the final activity on the comprehension task – writing the next paragraph to the story. <i>You may be inspired to write even more than just one paragraph – see where your ideas take you!</i></p>	<p><i>'Adrift' narrative text from previous lesson.</i></p>
2	<p>Accelerated Reading</p> <p>Select a book to read in your free time and take the quiz on Accelerated Reading.</p> <p><i>How many quizzes can you do this week?</i></p>	

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Space – British Astronauts <i>Tim Peake was the first British astronaut to live and work on the ISS.</i></p> <p>1. Conduct your own research on Tim Peake and create a fact file about him.</p> <p><i>You can present your information in any way you like. You could create a poster, a power point presentation or even a video with facts about him.</i></p> <p>In your presentation, try to include facts about:</p> <ul style="list-style-type: none">• Tim Peake's early life• How he became an astronaut• What work he conducted during his time on the ISS. 	<p><i>The following websites may provide useful information:</i></p> <p>https://www.timpeake.com/</p> <p>https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4</p> <p>https://www.britannica.com/biography/Tim-Peake</p>

Maths

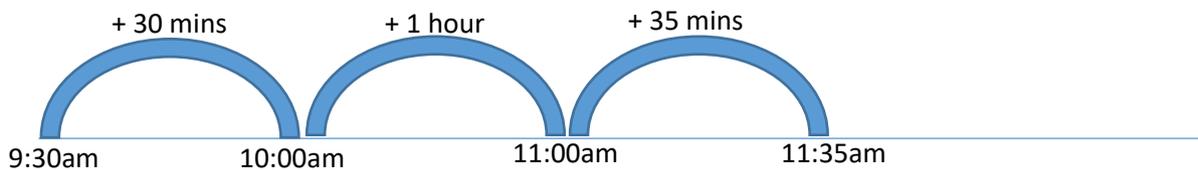
	<u>Activity Description</u>	<u>Resources</u>
1	5 a Day <i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i>	1. $63652 + 12501$ 2. $38905 - 4562$ 3. 985×12 4. $6369 \div 5$ or $85691 \div 30$ 5. Write your age in Roman numerals.
2	Calculating the Passing of Time <i>Message from Miss Hanson:</i> <i>In Year 5, you need to be able to work out how much time has passed (elapsed time) between two given times. In order to work out how much time has passed, I will always encourage you to use a number line – this is the easiest way to calculate it!</i> 1. Read the explanation sheet to give yourself a better understanding of how to use a number line to calculate elapsed time. 2. Calculate how much time has elapsed for each of the questions on the activity sheet.	<i>Explanation sheet on the following page.</i> <i>Activity sheet on the following page (2).</i>
3	Extension Activities Complete some of the shape activities on Mathletics: Section M – Time	

How to calculate the passing of time

When you are given two times, for example a start and then a finish time, you will need to calculate how much time has passed between these two times. We can use a number line to do this.

A film begins at 9:30 am and finishes at 11:35 am.

On my number line I will start at 9:30 am and then add chunks of hours and minutes until I get up to 11:35 am.



When you have completed the number line, you need to add up how many minutes and hours are on the jumps.

30 minutes + 1 hour + 35 minutes

30 minutes + 35 minutes = 65 minutes which is the same as 1 hour and 5 minutes.

1 hour + 1 hour 5 minutes = 2 hours and 5 minutes.

1. Tom set off to walk to school at 8:15am. He arrived at school at 9:12am. How long did it take Tom to travel to school?
2. A film started at 4:30pm and finished at 6:37pm. How long did the film last for?
3. A train left the station at 11:36am and arrived at its destination at 1:45pm – how long was the journey?
4. A film started at 2:30pm and lasted for 2 hours and 21 minutes – what time did the film finish?

WEDNESDAY

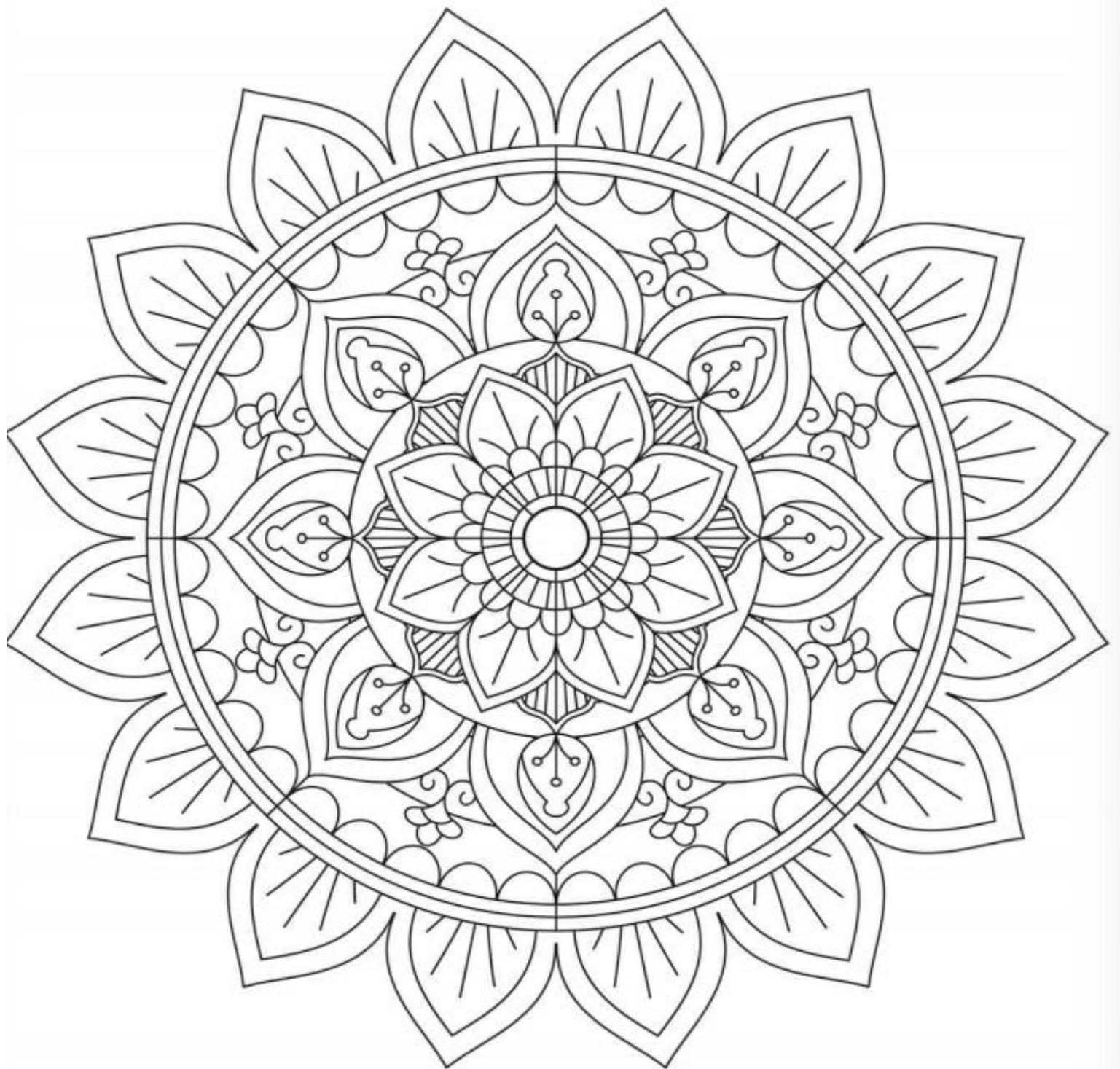
03.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p><i>We are going to take part in a national writing event called 'Kids of 2020'. Your task is to write a letter to a child in the year 2030 to tell them all about what life was like as a child in 2020.</i></p> <p><i>The best letters across the country will be displayed in an exhibit at The Postal Museum.</i></p> <p><i>Today, we are going to gather our ideas about life in 2020. You may want to write a list, draw a mind map or make a poster.</i></p> <p><i>We certainly recommend getting help and ideas from all of the family!</i></p> <p>1. Present the ideas and information that you want to include in your letter for 'Kids of 2020'.</p>	<p>Further information about the writing event can be found at: https://usborne.com/kidsof2020</p>
2	<p>SPaG</p> <p>1. Complete the questions below.</p> <p> Put a semicolon in the correct place in the sentence below.</p> <p>I have to write my story with a pen my sister, however, is allowed to use the laptop.</p> <p> Write the correct contraction for the underlined words in the space beside them.</p> <p>You <u>should not have</u> () come home on your own so late. <u>It is</u> () very dangerous, and if <u>I had</u> () known you were going to, <u>I would have</u> () given you the money for a taxi.</p> <p>2. Write down as many examples of contracted words (e.g. can not = can't) as you can think of.</p>	

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>RE: Buddhism <i>In February, Buddhist people celebrate Nirvana Day.</i></p> <p>1. Use the link to access information to help you to answer the following questions:</p> <ol style="list-style-type: none">When is Nirvana Day celebrated?What does “Nirvana” mean?How old was Buddha when he reached Nirvana?What did Buddha have to understand in order to reach Nirvana?Why do Buddhists meditate? <p><i>Meditation is important to Buddhists – they use it to improve their well being, to clear their mind and to encourage positive thinking. Many non-Buddhist people also use meditation as a way to relax.</i></p> <p>2. Follow the 5-minute guided meditation. <i>How did you feel afterwards?</i></p> <p><i>Mindfulness colouring can also be a form of meditation.</i></p> <p>3. Colour the mandala (or draw your own to colour).</p>	<p>https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zvtxgwx</p> <p>https://www.youtube.com/watch?v=nmFUDkj1Aq0</p> <p><i>Activity on the following page.</i></p>



Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $472.36 + 6953.01$ 2. $5632.01 - 231.99$ 3. 452×24 4. $8954 \div 7$ or $8954 \div 35$ 5. a) 60×70 b) $8954 \div 100$
2	<p>Timetables</p> <p><i>Message from Miss Hanson: Timetables (not to be confused with times tables!) tell us information about when things start and finish – you can often find timetables for buses, trains and for lessons at secondary school.</i></p> <ol style="list-style-type: none"> 1. Use the BBC Bitesize clip to watch a short video on timetables and the 24 hour clock. 2. Watch the online lesson on timetables using the link provided. <i>You will need to pause the video for each new question so that you can have a try at working it out before the answer is given. You should be able to answer all of the questions on paper without having to print anything out.</i> 	<p style="color: blue; text-decoration: underline;">https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-using-timetables/zn2hy9q</p> <p style="color: blue; text-decoration: underline;">https://classroom.thenational.academy/lessons/timetables-questions-60rkar</p>
3	<p>Extension Activities</p> <p>Complete the 144 Times Tables Test</p>	

THURSDAY

04.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p><i>You will need your ideas sheet from yesterday to help you with today's planning activity.</i></p> <p><i>Today, we are going to plan our letter ready for writing it up neatly tomorrow to enter into the writing event.</i></p> <p>1. Use the planning sheet provided to write a rough draft of your letter.</p> <p><i>In your letter, try to include:</i></p> <ul style="list-style-type: none">• <i>How you felt at different points during 2020</i>• <i>What life was like as a child in 2020</i>• <i>How did your life change in 2020 compared to how your life was like before?</i> <p><i>For the children of 2030, the stories of 2020 will become part of the history that those children learn about in school so try to include as much detail as you can and give your own opinions and feelings.</i></p>	<p><i>Planning sheet is on the following page.</i></p> <p><i>Children do not have to use this specific planning sheet. If you do not have access to a printed sheet, then planning on paper is absolutely fine!</i></p>
2	<p>Accelerated Reading</p> <p>Select a book to read in your free time and take the quiz on Accelerated Reading.</p>	

LETTER WRITING TIME: LETTER TEMPLATE



Recipient's address

[Large yellow rectangular box for recipient's address]

Your address

[Large yellow rectangular box for sender's address]

[Small yellow rectangular box for sender's address]

Date

Greeting

[Small yellow rectangular box for greeting]

Your letter

[Large yellow rectangular box for the main body of the letter]

Closing farewell

[Small yellow rectangular box for closing farewell]



Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Space: Galaxy Art</p> <p><i>For Art this week, you'll have a choice of two pieces to create depending on what materials you have at home.</i></p> <p><u>Option 1: Watercolour Galaxy Art</u> Use the linked tutorial to create your own galaxy using straws and watercolours.</p> <p><u>Option 2: Planet Space Scene</u> For this piece, we'll use pencils and pens to create a space scene. When drawing the planets, we'll try to use techniques to make the planets appear as 3D spheres and not flat circles.</p>	<p>https://www.happyfamilyart.com/art-lessons/watercolor-art-lessons/fun-watercolor-galaxy-and-space-paintings/</p> <p>https://www.youtube.com/watch?v=x33JY5meZWM</p>
2	<p>Science</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/ <i>The activity code will be sent via Marvellous Me this morning.</i></p>

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $562.25 + 56.002$ 2. $89502 - 9622$ 3. 247×25 4. $36251 \div 9$ or $9875 \div 58$ 5. $6 \times 5 \times 7$
2	<p>Converting Units of Time</p> <p><i>Message from Miss Hanson:</i> <i>When working on 'Time', you need to be able to convert between different units of time – this means changing between seconds, minutes and hours and also days, months and years.</i></p> <ol style="list-style-type: none"> 1. Use the link to watch a short video about converting units of time. <i>Remember to pause the video to give yourself time to work out the answers to the questions.</i> 2. Watch the clip on converting units of time. Complete each conversion by working out on paper. 3. Order the given times from shortest to longest amounts of time. 	<p>https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-units-of-time/z6fgkmn</p> <p>https://www.youtube.com/watch?v=zEh5vrmqmOw</p> <p><i>Activity sheet on following page.</i></p>
3	<p>Extension Activities</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/</p> <p><i>The activity code will be sent via Marvellous Me this morning.</i></p>

$\frac{1}{2}$ a day E	3 days L	26 minutes A
1 leap year R	36 minutes G	16 months A
185 minutes L	$\frac{1}{2}$ an hour R	30 seconds S
2 hours O	1 year A	3 years P
50 weeks L	$1\frac{1}{2}$ minutes M	Put these into order, shortest time first.

FRIDAY

05.02.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p>1. Write a finished version of your letter to a child in 2030.</p> <p><i>How you present your letter is entirely up to you – you may want to decorate the paper, you may want to include some pictures and you may even decide to create an envelope design too!</i></p> <p>We are happy to post the letters from school. Please return completed letters to school and place them in the red tray at the office.</p> <p>Alternatively, if you wish to post your entry from home, please use the address provided on the website. <u>We would love to see a photograph of your letter before you send it!</u></p>	<p><i>Origami paper envelope:</i></p> <p>https://www.youtube.com/watch?v=GEyVExBMKXo</p> <p>https://usborne.com/kidsof2020</p>
2	<p>SPaG</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/</p> <p><i>The activity code will be sent via Marvellous Me this morning.</i></p>

Curriculum Activities

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>PE – Scrapbook Challenge</p> <p>Last week, you'll have received an email from our PE co-coordinator, Mrs Sharrocks, about the Redcar and Eston School Sports Partnership Scrap Book challenge.</p> <p>There are many great activity suggestions in the booklet to keep you active during this time so please feel free to do any activity you'd like from the booklet.</p> <p>For PE this week, we'll begin the Walking Challenge:</p> <p><u>Design your challenge</u></p> <p><i>There are lots of different walking challenges on the internet. Your job is to design your own walking challenge for you (and your family too, if you want). Try the challenge every day for a whole week</i></p> <div style="display: flex; align-items: center; justify-content: center;">  </div> <p><u>What to include?</u></p> <p><i>You need to decide how you are going to measure your challenge? Are you going to do a number of steps in a day? Are you going to set yourself a route from home?</i></p> <div style="display: flex; align-items: center; justify-content: center;">  </div> <p><u>Benefits</u></p> <p><i>Try to make sure your heart rate is raising whilst you are walking - the harder it is beating, the harder it is working. If you are getting warm whilst you are walking then your body is definitely feeling the benefits of exercise. Do some research on the benefits and write them in your scrap book, along with your challenge and how successful you were each day.</i></p>	<p><i>Please refer to your email from Mrs Sharrocks for further information.</i></p>

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $9845 + 14525$ 2. $7 - 3.6$ 3. 564×18 4. $63251 \div 5$ or $7598 \div 27$ 5. A straight line has one angle drawn on it at 48 degrees – what is the value of the missing angle?
2	<p>Time – Reasoning Questions</p> <p><i>Message from Miss Hanson:</i> <i>Now that we have looked at telling the time in 12 and 24 hour clocks, learnt how to calculate the passing of time and studied timetables, you are going to put your knowledge to the test on some reasoning questions. Remember, reasoning questions are designed to get you to apply all of your knowledge to work out the answers – sometimes you have to search your brain and think about the things you know that might help you to work out the answers.</i></p> <ol style="list-style-type: none"> 1. Use the link to access an online interactive activity on reading timetables. <i>There are 3 different levels on the activity – try to work through them in order.</i> 2. Complete the reasoning activities on time and timetables. 	<p>https://www.transum.org/Maths/Exercise/Timetables.asp?Level=1</p> <p><i>Activity sheet is on the following page.</i></p>
3	<p>Extension Activities</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/</p> <p><i>The activity code will be sent via Marvellous Me this morning.</i></p>

Use the timetable to answer the questions.

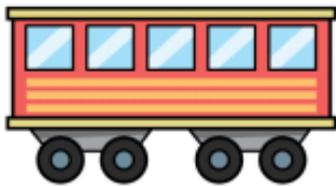
Bus Timetable					
Halifax Bus Station	06:05	06:35	07:10	07:43	08:15
Shelf Roundabout	06:15	06:45		07:59	08:31
Shelf Village Hall	06:16	06:46	07:35	08:00	08:32
Woodside	06:21	06:50	07:28		
Odsal	06:26	06:55	07:33	08:15	08:45
Bradford Interchange	06:40	07:10	07:48	08:30	09:00

Is the time to get from Shelf Roundabout to Bradford Interchange the same for every bus?

Why might the time not always be the same?

Why are some of the times blank?

Three trains travel from Halifax to Leeds on the same morning: the express train, the slow train and the cargo train.



The express train leaves Halifax 10 minutes after the slow train, but arrives at Leeds 10 minutes before it.

The slow train takes 50 minutes to reach Leeds and arrives at 10:33

The cargo train leaves 20 minutes before the slow train and arrives at Leeds 39 minutes after the Express.

What time does each train leave Halifax and what time does each train arrive at Leeds Station?

Make a timetable of your school day.



Calculate how many hours each week you spend on each subject.

Can you convert this into minutes?

Can you convert this into seconds?

If this is an average week, how many hours a year do you spend on each subject?

Can you convert the time into days?