



The work set this week is a reflection of the work we would have been completing in class. Please ensure that the work you submit is also a reflection of the standard you would have produced in class.

Emotional well-being

Think about the virtues and character strengths that you possess (use the sheet to help). In the centre of a piece of paper, draw yourself then write the character strengths that you feel you have around your picture. Try to choose at least one from each virtue – but you can also choose more! Think about the times you have had to use these strengths. Was there a time you had to use a number of them? Was it a happy time or a challenging time? Which one are you most proud to possess? Why?

Time for prayer and reflection

Read the following sayings and think about what they could mean:

“Every ending needs a beginning.”

“A journey of a thousand miles begins with a single step.”

What can we learn from these sayings? How do they help us, when we are thinking about our goals?

What would you say to someone who won't start on their goal because they think it is too big and something they can't achieve?

Dear God, we think of all the incredible achievements mankind has been able to make. Achievements in medicine, technology and our knowledge of this planet. We know that there would have been lots of small steps to make those goals become a reality. As we think about our own goals may we not lose heart, but take on our goal, one bit at a time. Amen

Maths

Common factors

Today's focus will be common factors. Please use the following link to access the video to support this learning then complete the attached activity which is a mix of fluency, reasoning and problem-solving questions.

<https://vimeo.com/464241360>

If you didn't complete the second sheet yesterday, I have also attached that to be done today.



Also, a number of children have not accessed Times Tables Rockstars or SATs Companion (for Year 6 only) in recent days. It would be beneficial to spend a short amount of time each day on these resources in order to improve maths skills, and further consolidate your learning. 😊

English: Reading



Spend another 30mins (minimum) reading quietly – or aloud if you'd like to.

Write down any new words you have found in your book – try to work out their **meaning using the context** in which they are written (think synonyms!). Then use a dictionary to record the correct meaning of each word. Were you right?

English: Writing

Design a new chocolate bar

Think about what you want it to be like.

~ Who is it for?

~ What's it made of?

~ Is it cheap and small, or posh and luxurious?

Create a design for your chocolate bar. You **MUST** include:

- ~ picture of bar (inside and outside of packaging)
- ~ name of bar
- ~ intended audience and why they would choose it
- ~ ingredients/flavours
- ~ estimated price

Annotate your work highlighting:

- ~ key features (unique selling points)
- ~ why you have chosen different elements



Describe your ideas to someone in your house – would they buy your new chocolate item?

Religious Education


Please see attached work set by Miss Swan.



Emotional well-being

WIA Youth

24 Character Strengths & Virtues

<p>VIRTUE OF <i>Wisdom</i></p> <p>Strengths that help build your knowledge</p>	 CREATIVITY Clever, A Problem-solver	 CURIOSITY Interested, Open to new ideas	 JUDGMENT A critical thinker, Fact-based and logical, Open minded	 LOVE OF LEARNING Excited to learn new things, Masters new skills	 PERSPECTIVE Wise, Gives good advice, Sees the big picture
<p>VIRTUE OF <i>Courage</i></p> <p>Strengths that help handle challenges</p>	 BRAVERY Shows valor, Accepts challenges, Faces difficulties, Speaks up for what's right	 PERSEVERANCE Hardworking, Overcomes obstacles, Finishes what is started	 HONESTY Tells the truth, Keeps promises, Trustworthy	 ZEST Active, Energetic, Enthusiastic	
<p>VIRTUE OF <i>Humanity</i></p> <p>Strengths that help build relationships</p>	 LOVE Warm and genuine, Prioritizes relationships, A good listener	 KINDNESS Caring, Generous, Compassionate, Nice	 SOCIAL INTELLIGENCE Understands others, Aware of own feelings and thoughts, Shows empathy		
<p>VIRTUE OF <i>Justice</i></p> <p>Strengths that help build community</p>	 TEAMWORK Loyal, A team player, Shows responsibility to groups	 FAIRNESS Cares about what's right, Treats others fairly, Tries not to be biased against certain groups	 LEADERSHIP Encourages others, Organizes groups, Sets a good example		
<p>VIRTUE OF <i>Temperance</i></p> <p>Strengths that help find balance and manage bad habits</p>	 FORGIVENESS Gives others a second chance, Accepts others' faults, Doesn't hold grudges	 HUMILITY Modest, Puts attention on others, Doesn't brag about accomplishments	 PRUDENCE Careful, Plans ahead, Thinks about consequences before acting	 SELF-REGULATION Self-controlled, Disciplined, Manages feelings and actions	
<p>VIRTUE OF <i>Transcendence</i></p> <p>Strengths that help one connect outside oneself</p>	 APPRECIATION OF BEAUTY & EXCELLENCE Feels awe in nature, Admires skills of others, Inspired by goodness	 GRATITUDE Thankful, Shows appreciation, Feels blessed	 HOPE Optimistic, Expects the best, Excited about the future	 HUMOR Playful, Enjoys bringing smiles/laughter to others, Sees the funny side of things	 SPIRITUALITY Searches for meaning, Feels a sense of purpose, Feels interconnected with life



Maths

Common Factors – Year 5

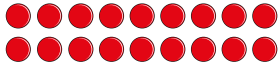
Common factors



1 Kim is using counters to find factors of 18
She arranges the counters in one row.



Then she arranges the counters in two rows.



a) Kim's array shows four numbers that are factors of 18
Which numbers are they?

b) What are the two other factors of 18?

c) Use counters to find the factors of 27
List the factors of 27

d) List the common factors of 18 and 27

Why are these numbers common factors?



2 Complete the sentences.

a) The factors of 24 are _____

The factors of 36 are _____

The common factors of 24 and 36 are _____

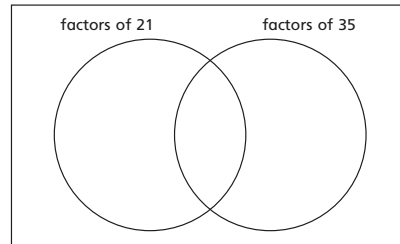
b) The factors of 30 are _____

The factors of 45 are _____

The common factors of 30 and 45 are _____

3 a) Write the numbers on the diagram.

1 3 5 7 21 35



b) What are the common factors of 21 and 35?

c) How does the Venn diagram help you to list the common factors?



4 List the common factors of each pair of numbers.

a)



b)



5 Circle the pairs of numbers that have only one common factor.

- | | | |
|----------|-----------|-----------|
| 2 and 6 | 3 and 8 | 15 and 12 |
| 9 and 11 | 49 and 21 | 15 and 22 |

What do you notice?

6



All the factors of 36 are common factors of 36 and 72

Do you agree with Mo? _____
Explain your reasoning.

Why do you think this happens?



7 a) List the factors of 60 in order from lowest to highest.

b) List the factors of 84 in order from smallest to greatest.

c) What is the highest common factor of 60 and 84?

8 Whitney bakes 24 cakes.

Dexter bakes 30 cakes.

Boxes can hold 2, 3, 4, 5, 6 or 10 cakes.

Whitney and Dexter want to share their cakes equally into boxes.



a) Which boxes could Whitney use?

b) Which boxes could Dexter use?

c) Which boxes could they both use?

Compare answers with a partner.

9



I am thinking of two numbers between 70 and 80. The common factors are 1, 2, 4 and 8

What are the two numbers that Teddy is thinking of?

 and 



Maths

Common Factors – Year 6

Common factors



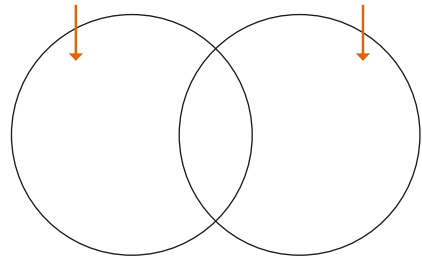
- 1** a) Use 18 counters or cubes.
Make as many different arrays as possible, using all the cubes or counters.
Use your arrays to help you list the factors of 18
The factors of 18 are _____

- b) Use 24 counters or cubes.
Make as many different arrays as possible, using all the cubes or counters.
Use your arrays to help you list the factors of 24
The factors of 24 are _____

- c) What are the common factors of 18 and 24?



- 2** Write the numbers in the sorting diagram.
1 2 3 4 5 6 8 12 15 24
factors of 15 factors of 24



Complete the sentence.
The common factors of 15 and 24 are _____

- 3** Find the common factors of each pair of numbers.
- a) 12 and 20

- b) 16 and 25

- c) 20 and 50

- d) 20 and 60

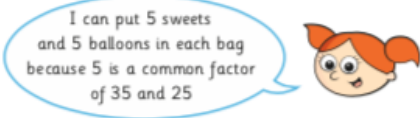
4 a) Complete the table.

Factor pairs of 50	Factor pairs of 75	Factor pairs of 100
1 × 50	1 ×	
2 × 25		
5 × 10		

b) What are the common factors of 50, 75 and 100?

5 List 3 common factors of 360 and 180 that are greater than 50

6 Alex is making party bags.
She has 35 sweets and 25 balloons.
The sweets and balloons need to be shared equally, so that each bag has the same number of sweets and balloons.



Is Alex correct? _____
Explain your answer.

7

What number is Annie thinking of?

8 Whitney is trying to simplify these fractions.

$$\frac{18}{46} \quad \frac{24}{81} \quad \frac{40}{100}$$

$$\frac{121}{132}$$

I can use common factors to work out how to simplify these fractions.



Show how Whitney's method could work.

Talk about your answer with a partner.





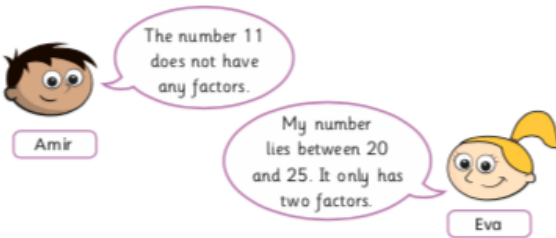
Maths

Factors – Monday sheet 2

5 a) Circle the factors of 30
5 15 25 3 30 4 2 12 60 0

b) These numbers are all factors of a 2-digit number.
1 3 5 9
What could the number be?

6 Amir and Eva are describing numbers using factors.



a) Is Amir correct? _____
Explain your answer.

b) What number is Eva thinking of?

7 Which number has the most factors? Tick your answer.

64 48

8 Look at each statement.
Explain the mistakes that have been made.
a) 20, 30 and 40 are all factors of 10

b) 0.5 is a factor of 8 as 16 halves equals 8

9 How do we know that these statements are true?
a) 5 is a factor of 195 but not a factor of 196

b) 3 is a factor of 177 but not a factor of 178

c) 20 is a factor of 180 but not a factor of 190

10 Is this statement always, sometimes or never true?
A number will always have an even number of factors because factors come in factor pairs.





Y5/6

RE home learning 20th October 2020

We have been learning about the different faiths in the UK. Last week we compared Yorkshire in the 1960s and Yorkshire today.

We found out that today there are many different faiths in Yorkshire. I have a question for you to think about and answer.

'If we were all the same, then there would be no...'

You can use some drawings and writing to answer this question.

Take a photograph of your answer.