



WEDNESDAY 17<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Maths

The same digit is missing from each calculation.

$$\begin{array}{|c|c|c|} \hline 2 & 6 & 5 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 1 & 6 \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 2 & 4 & ? \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline 6 & 2 & 5 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 2 & 6 \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 5 & ? & 9 \\ \hline \end{array}$$

$$\begin{array}{|c|c|c|} \hline 2 & ? & 0 \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 3 & 6 & 2 \\ \hline \end{array} - \begin{array}{|c|c|} \hline 7 & 2 \\ \hline \end{array}$$

1) Which of these calculations are equal to 1?

$$6 - 7 \quad 7 - 6 \quad 6 - 5 \quad 5 - 6$$

2) 1 ten is equal to \_\_\_\_\_ ones

1 hundred is equal to \_\_\_\_\_ tens

3) Complete the calculations

$$120 - 30 = \underline{\hspace{2cm}}$$

$$120 - \underline{\hspace{2cm}} = 30$$

$$90 = \underline{\hspace{2cm}} - 30$$

30	90
120	

1) Which of these calculations are equal to 1?

$6 - 7$      $7 - 6$      $6 - 5$      $5 - 6$

2) 1 ten is equal to 10 ones

1 hundred is equal to 10 tens

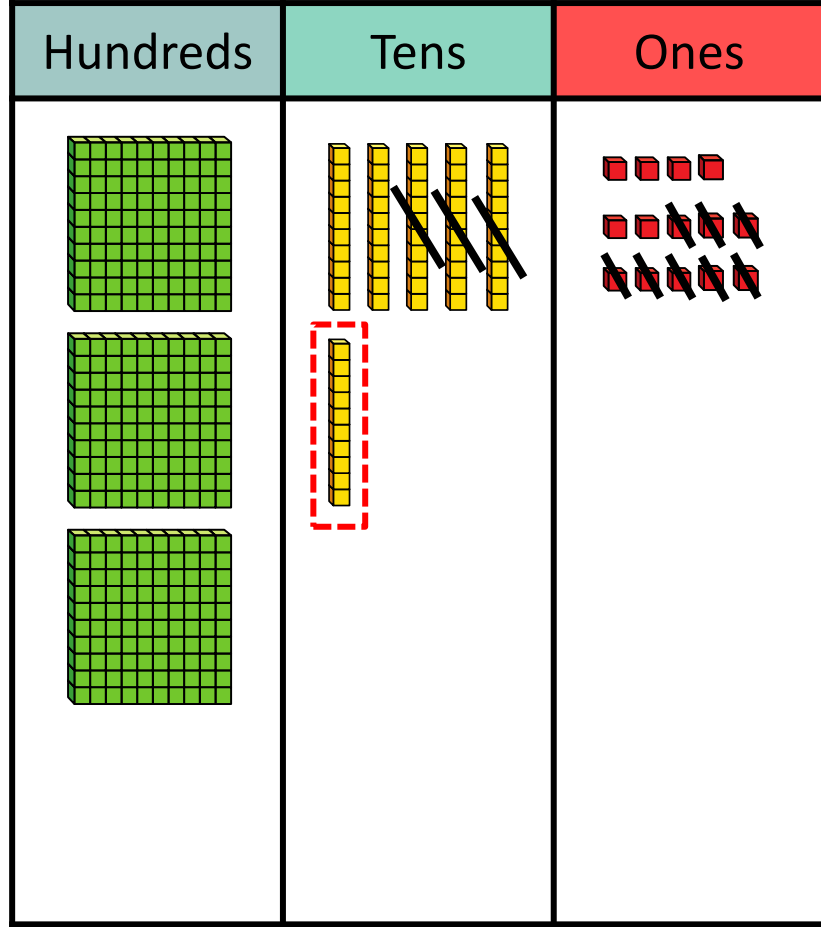
3) Complete the calculations

$120 - 30 = \underline{90}$

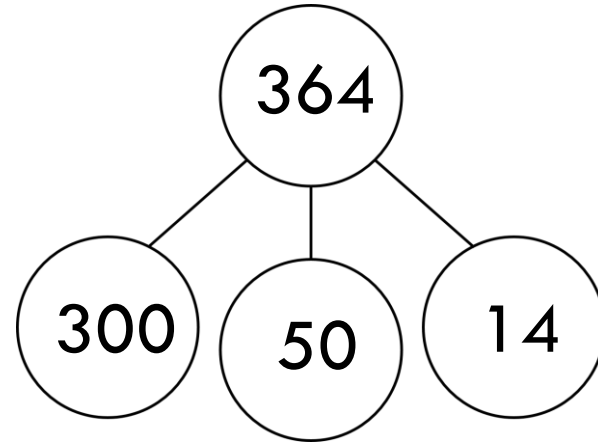
$120 - \underline{90} = 30$

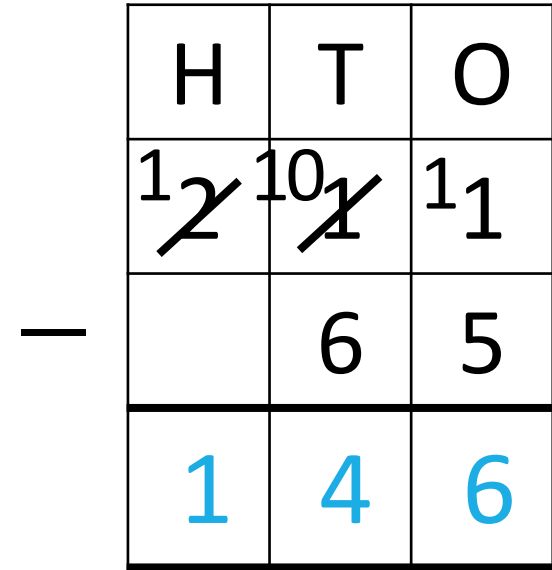
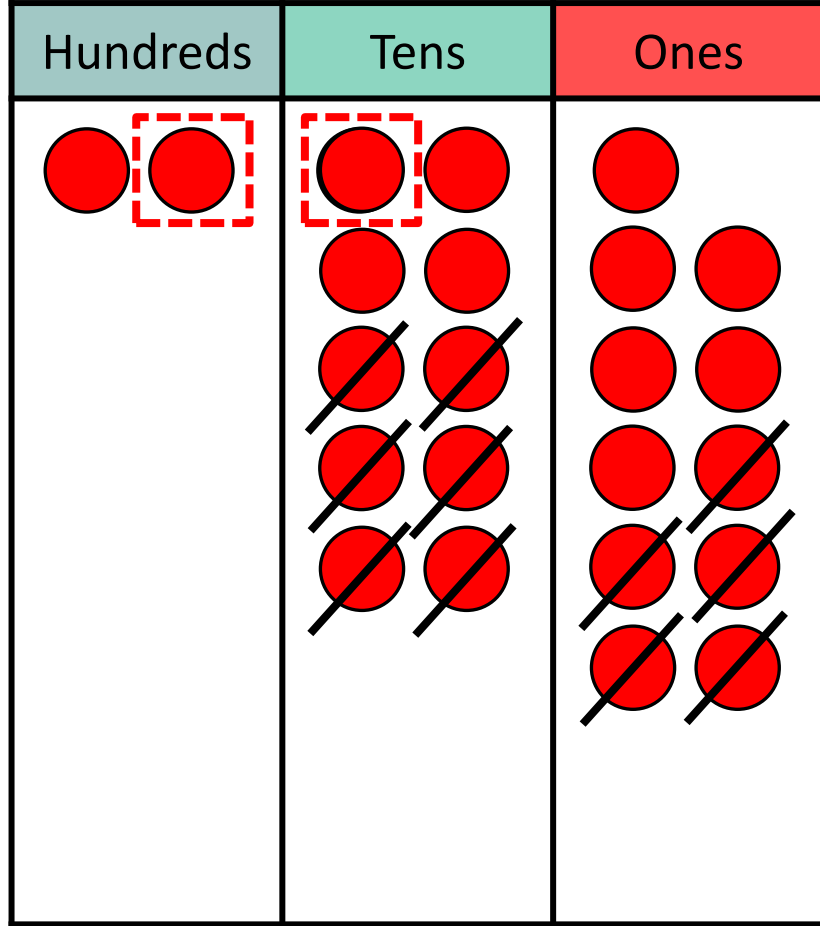
$90 = \underline{120} - 30$


30	90
120	

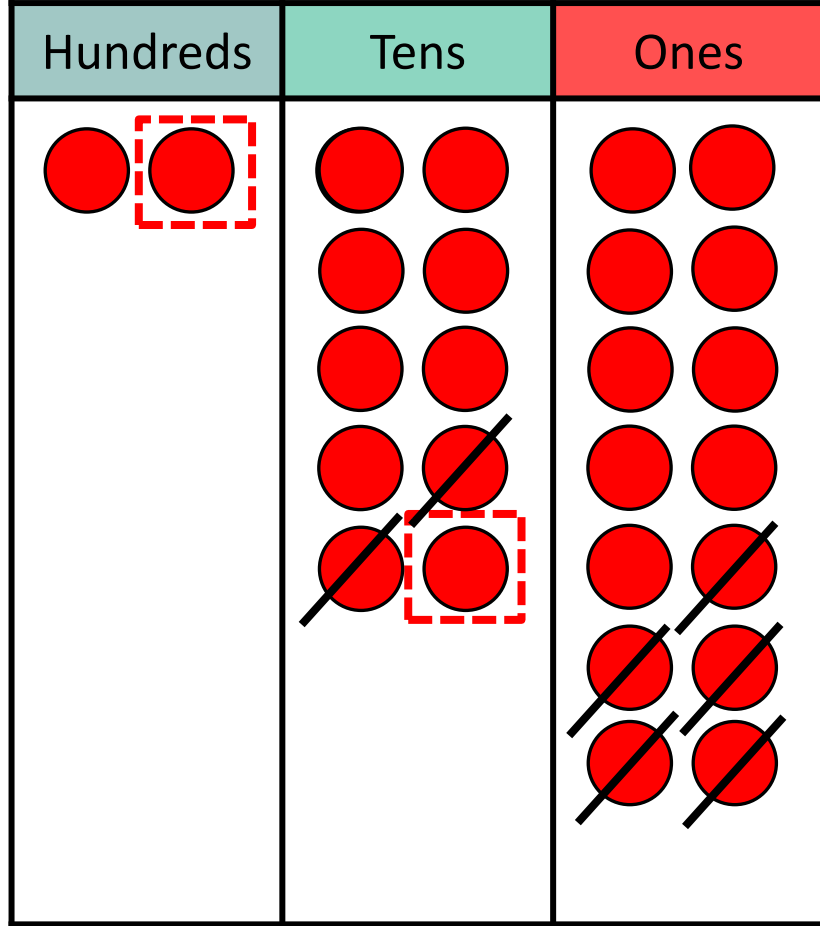


	H	T	O
	3	<del>5</del>	<sup>1</sup> 4
-		3	8
	3	2	6






Have a think 



H	T	O
1	2	0
<del>1</del>	<del>2</del>	14
	2	5
1	7	9

Have a think 

—

H	T	O
4	5	6
	3	9
		3

—

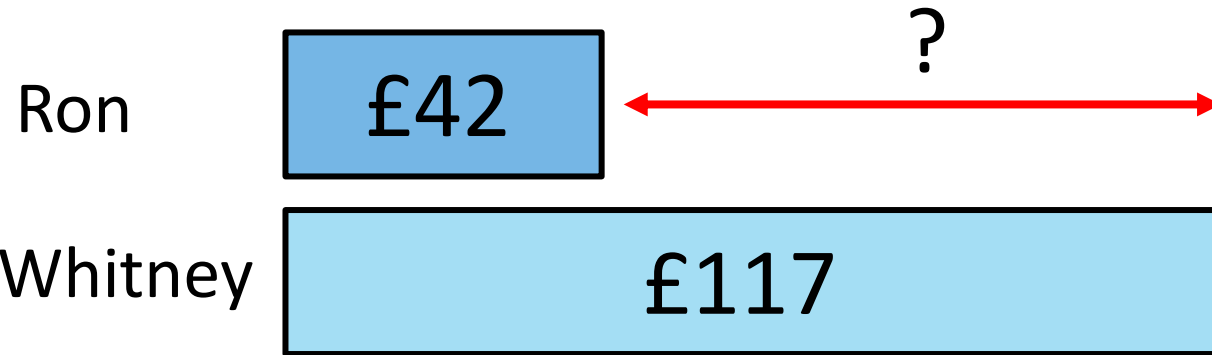
H	T	O
4	<del>6</del>	16
	8	5
		1

—

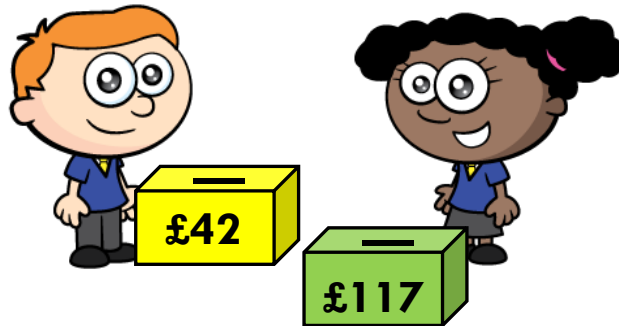
H	T	O
<del>3</del>	0	14
	8	6
		8



How much more money does Whitney have than Ron?



Whitney has £75 more



—

H	T	O
<del>0</del> 1	1	7
	4	2
	7	5

	H	T	O
	5	<del>2</del> 3	<sup>1</sup> 2
—		2	6
	5	0	6

12 ones — ? ones = 6 ones  
 2 ones — ? ones = 6 ones  
 12 ones — 6 ones = 6 ones

RED  
WORKSHEET

$$\begin{array}{r} 75 \\ - 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 25 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 57 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ - 38 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 16 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 62 \\ - 44 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ - 33 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 67 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 31 \\ - 26 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 82 \\ - 55 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ - 47 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ - 53 \\ \hline \\ \hline \end{array}$$

# YELLOW WORKSHEET

a)

		H	T	O	
		2	6	5	
	-		3	8	
		<hr/>			
		<hr/>			

d)  $212 \text{ cm} - 42 \text{ cm}$


b)

		H	T	O	
		1	7	2	
	-		3	9	
		<hr/>			
		<hr/>			

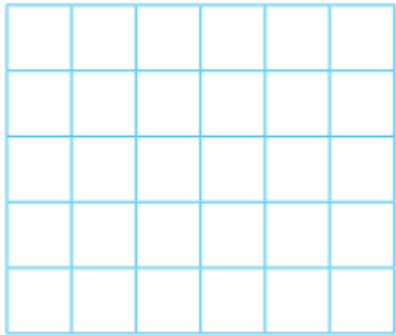
e)  $413 - 65$


c)  $538 - 75$

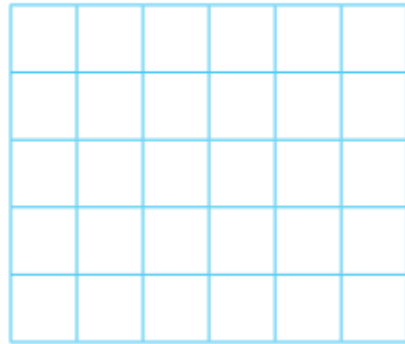

f)  $847 - 79$


# GREEN WORKSHEET

$538 - 75$



$f) 847 - 79$



A film is shown 3 times in a day.

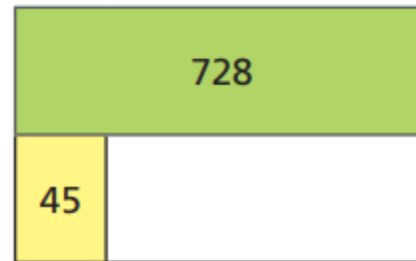
The table shows how many children watch each showing.

Showing time	11 am	3 pm	7 pm
Number of children	462	295	78

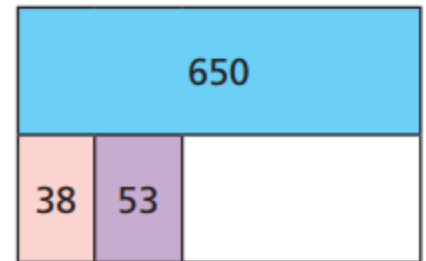
How many more children watch the 11 am showing than the 7 pm showing?

Find the missing values.

a)



b)





WEDNESDAY 17<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

English

# Apostrophes

An apostrophe is the same shape as a comma ( , ) but placed above the line ( ' ).

## **Apostrophes show two things:**

- That one thing belongs to another.
- That some letters of a word have been left out to join words together.

In this PowerPoint we will explore the first use of apostrophes.

# Showing Possession

Apostrophes can be used to show that something belongs to someone or something. This is called **possession**.

When we are talking about **more than one thing** we call this **plural**.

For example, a pack of **wolves** or a group of **countries**.

If the noun is plural, ends with an 's' and we need to attach an apostrophe to it, we just attach an apostrophe without an 's' after it.

For example, the wolves' prey was a deer.





# Showing Possession

Plural nouns can be spelt using a variety of different letter endings. As long as the noun ends with an 's', we still show an apostrophe of possession using an apostrophe without an 's' after it.



The boys' fancy dress costumes attracted a lot of attention.



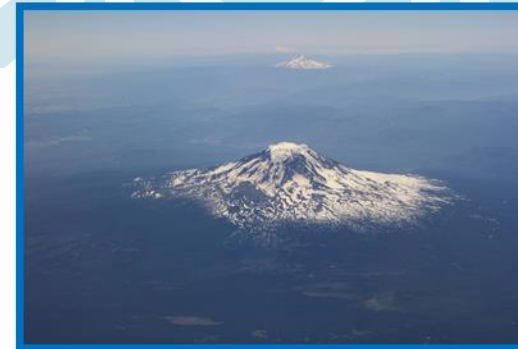
The loaves' glaze is shiny.



The ponies' diet is mostly grass.



The houses' chimneys are all made from brick.



Two of the cascade volcanoes' summits are visible in this photo.

# Look out for...

**Just because a word ends with 's' doesn't mean it needs an apostrophe!**

Here are some examples of words that don't need apostrophes:

- Present tense verbs (walks)
- Plural nouns that are not possessive (I like monkeys)
- Possessive pronouns (that pencil is hers)

# Look out for...

**Some plural nouns do not end in 's', like 'children' and 'people'.**

To make these nouns possessive, add an apostrophe and an 's'.

**For example:** children's and people's.

# RED WORKSHEET

Example: The volcano's ash erupted into the air. The volcanoes' ash erupted into the air.



1. One temple



Two \_\_\_\_\_



Sentence:

The temples' pillars

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2. One baby



Two \_\_\_\_\_



Sentence:

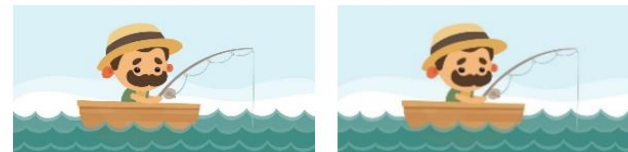
The babies' screams

---

3. One fisherman



Two \_\_\_\_\_



Sentence:

The fishermen's' boats

---

Example: The volcano's ash erupted into the air. The volcanoes' ash erupted into the air.



1. One temple



Two \_\_\_\_\_



possession idea: pillars

Sentence:

---

2. One baby



Two \_\_\_\_\_



possession idea: screams

Sentence:

---

3. One fisherman



Sentence:

Two \_\_\_\_\_



possession idea: boats



4. One person



Sentence:

Two \_\_\_\_\_



possession idea: houses

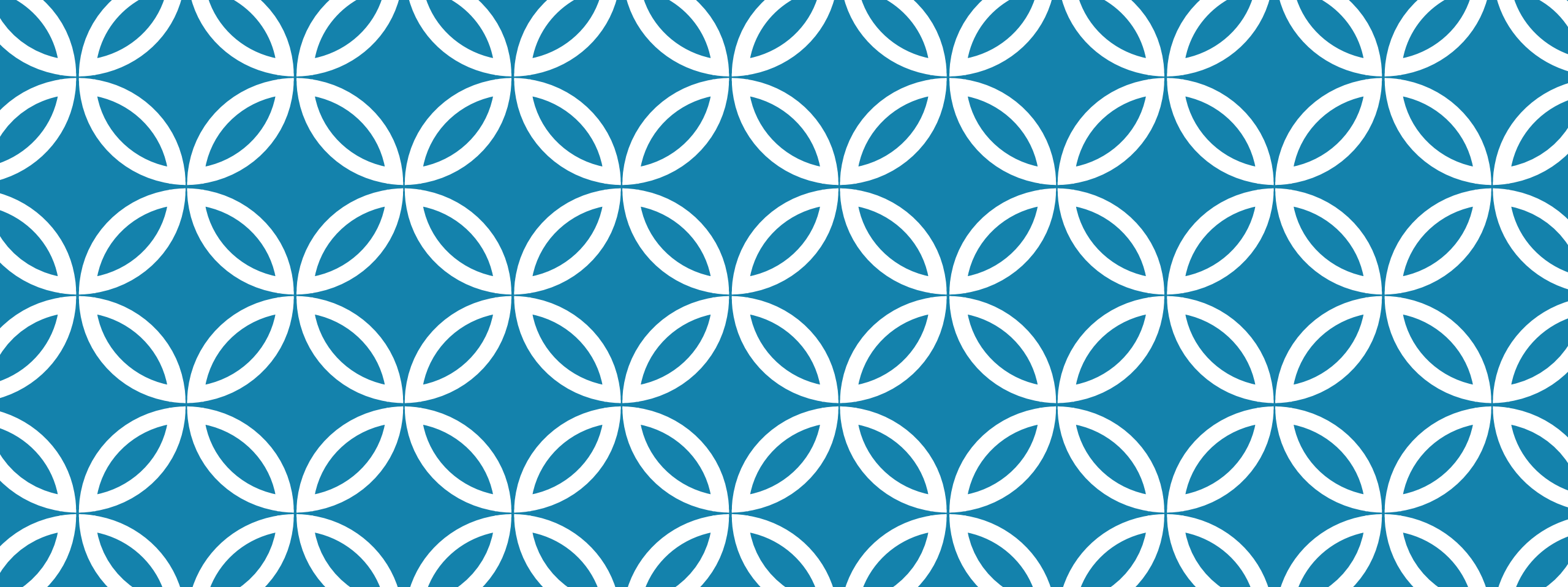


YELLOW WORKSHEET

# GREEN WORKSHEET

Use the following regular and irregular plurals to write sentences using a possessive apostrophe.

Volcanoes	Parents	Houses	Men
Heroes	Fishermen	Dogs	People
Babies	Theatres	Temples	Deer



WEDNESDAY 17<sup>TH</sup> NOVEMBER 2021

HOME LEARNING


History

# Definitions

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- ❖ **Primary Source:** A first-hand account, record, or evidence about a person, place object, or an event. *Think: I was there*
  
- ❖ **Secondary Source:** An account, record, or evidence that comes from an original or primary source *Think: I heard or learned about it from somebody who was there.*





MOUNT TAMBORA  
ERUPTION:  
THE YEAR  
WITHOUT  
SUMMER



THE SUMMER OF 1816 WAS NOT LIKE ANY SUMMER PEOPLE COULD REMEMBER. SNOW FELL IN NEW ENGLAND. GLOOMY, COLD RAINS FELL THROUGHOUT EUROPE. IT WAS COLD AND STORMY AND DARK - NOT AT ALL LIKE TYPICAL SUMMER WEATHER. CONSEQUENTLY, 1816 BECAME KNOWN IN EUROPE AND NORTH AMERICA AS "THE YEAR WITHOUT A SUMMER."

WHY WAS THE SUMMER OF 1816 SO DIFFERENT? WHY WAS THERE SO LITTLE WARMTH AND SUNSHINE IN EUROPE AND NORTH AMERICA? THE ANSWER COULD BE FOUND ON THE OTHER SIDE OF THE PLANET - AT INDONESIA'S MOUNT TAMBORA.





**ON APRIL 5, 1815, MOUNT TAMBORA, A VOLCANO, STARTED TO RUMBLE WITH ACTIVITY. OVER THE FOLLOWING FOUR MONTHS THE VOLCANO EXPLODED - THE LARGEST VOLCANIC EXPLOSION IN RECORDED HISTORY. MANY PEOPLE CLOSE TO THE VOLCANO LOST THEIR LIVES IN THE EVENT. MOUNT TAMBORA EJECTED SO MUCH ASH INTO THE ATMOSPHERE THAT THE SKY DARKENED AND THE SUN WAS BLOCKED FROM VIEW.**

THE LARGE PARTICLES SPEWED BY THE VOLCANO FELL TO THE GROUND NEARBY, COVERING TOWNS WITH ENOUGH ASH TO COLLAPSE HOMES. THERE ARE REPORTS THAT SEVERAL FEET OF ASH WAS FLOATING ON THE OCEAN SURFACE IN THE REGION. SHIPS HAD TO PLOW THROUGH IT TO GET FROM PLACE TO PLACE.



BUT THE SMALLER PARTICLES SPEWED BY THE VOLCANO WERE LIGHT ENOUGH TO SPREAD THROUGH THE ATMOSPHERE OVER THE FOLLOWING MONTHS AND HAD A WORLDWIDE EFFECT ON CLIMATE. THEY MADE THEIR WAY INTO THE STRATOSPHERE, WHERE THEY COULD DISTRIBUTE AROUND THE WORLD MORE EASILY. EARTH'S AVERAGE GLOBAL TEMPERATURE DROPPED THREE DEGREES CELSIUS. THE EFFECT WAS TEMPORARY.



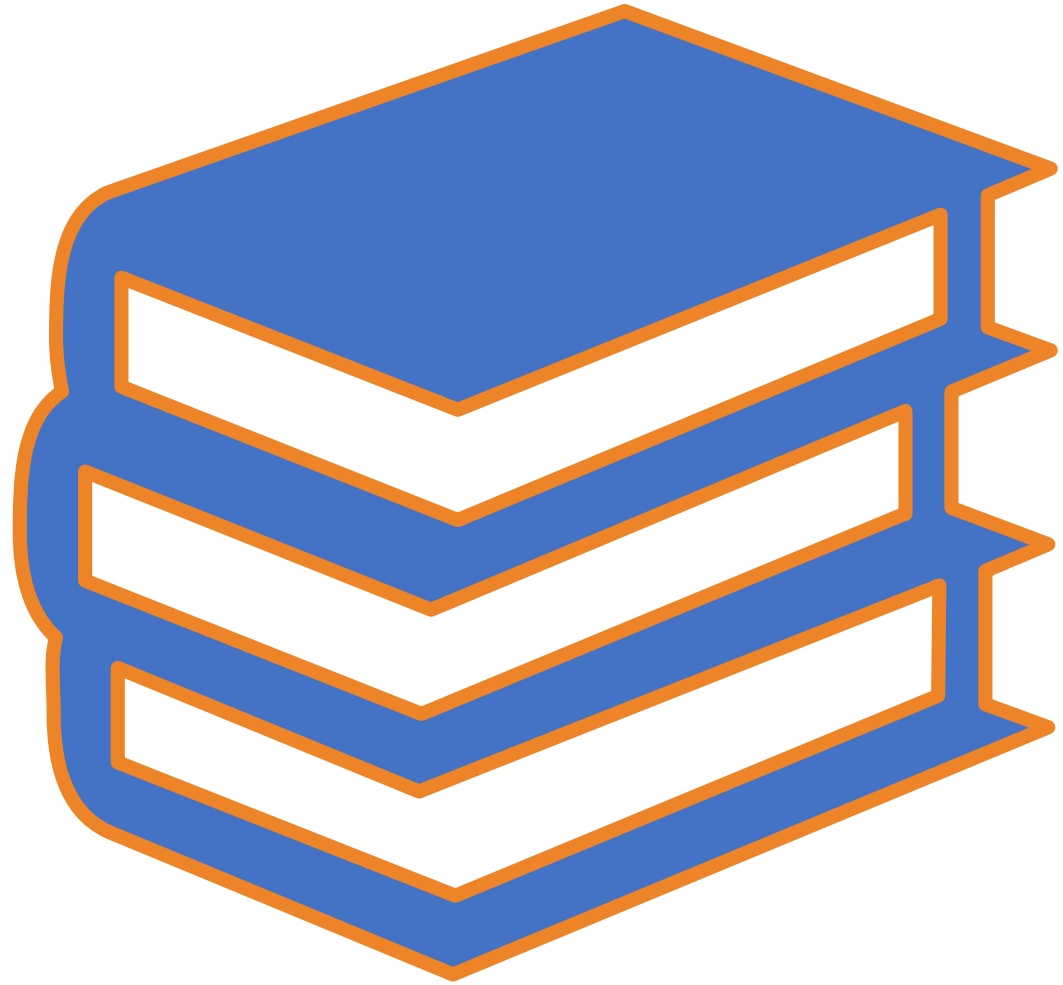


THE YEAR WITHOUT A SUMMER HAD MANY IMPACTS IN EUROPE AND NORTH AMERICA. CROPS WERE KILLED - EITHER BY FROST OR A LACK OF SUNSHINE. THIS CAUSED FOOD TO BE SCARCE, AND CAUSED FARMERS WHO WERE ABLE TO GROW CROPS TO FEAR THAT THEY WOULD BE ROBBED. THE LACK OF SUCCESSFUL CROPS THAT SUMMER MADE THE FOOD WHICH WAS GROWN MORE VALUABLE, AND THE PRICE OF FOOD CLIMBED.

BECAUSE THE PRICE OF OATS INCREASED, IT WAS MORE EXPENSIVE FOR PEOPLE TO FEED THEIR HORSES. HORSES WERE THE MAIN METHOD OF TRANSPORTATION, SO WITH EXPENSIVE OATS, THE COST OF TRAVEL INCREASED. THIS MAY HAVE BEEN ONE OF THE FACTORS THAT INSPIRED A GERMAN MAN NAMED KARL DRAIS TO INVENT A WAY TO GET AROUND WITHOUT A HORSE: THE BICYCLE.







**Please see the primary quotes that have been given out**



THE GLOOMY SUMMER WEATHER ALSO INSPIRED WRITERS. DURING THAT SUMMER-LESS SUMMER, MARY SHELLEY, HER HUSBAND, THE POET PERCY BYSSHE SHELLEY, AND POET LORD BYRON WERE ON VACATION AT LAKE GENEVA. WHILE TRAPPED INDOORS FOR DAYS BY CONSTANT RAIN AND GLOOMY SKIES, THE WRITERS DESCRIBED THE BLEAK, DARK ENVIRONMENT OF THE TIME IN THEIR OWN WAYS. MARY SHELLEY WROTE *FRANKENSTEIN*, A HORROR NOVEL SET IN AN OFTEN STORMY ENVIRONMENT. LORD BYRON WROTE THE POEM *DARKNESS*, WHICH BEGINS, "I HAD A DREAM, WHICH WAS NOT ALL A DREAM. THE BRIGHT SUN WAS EXTINGUISH'D."

# PRIMARY SOURCES

The people who live here are in extreme misery and it is shocking to see. On the road there is the remains of several corpses and the villages are almost entirely deserted and the houses fallen down. The surviving people have left in search of food. - Lieutenant Owen Phillips

The whole of his country is entirely deserted, and the crops destroyed - Lieutenant Owen Phillips

The cattle and inhabitants are nearly all destroyed ... and those who survived are starving, so they will probably also die - British official

We thought the ash on the sand was seaweed. It was actually burnt cinders, evidently volcanic. The sea was covered with it during the next two days. - Crew from the British ship *Fairlie*

The blasts sounded like a heavy gun fired close to his ear - British resident

The horizon quickly took on a dark red glow, by ten it was so dark that I could barely see the ship from the shore, even though it was only a mile in front of me - *Benares's* captain

The ashes began to fall in showers, and it was awful and alarming to see. By noon, the rain of ash covered every surface on the ship. The darkness was darker than the darkest night; it was impossible to see your hand when held up close to the eye. - Ship's captain

For the next three days, the atmosphere was very thick and dusky from the ashes that and no rays of the sun were able to come through it, with little or no wind the whole time. - Ship's captain

# PRIMARY SOURCES

Showers of ashes covered the houses, the streets, and the fields, several inches deep; and amid this darkness explosions were heard at intervals, like the report of artillery or the noise of distant thunder. - Stamford Raffles, then governor of Java

The noise was sounded like distant cannon fire, so troops were marched in thinking they were being attacked. - Stamford Raffles, then governor of Java

Between nine and ten p.m. ashes began to fall, and soon after there was a violent whirlwind which blew down nearly every house in the village of Saugar, carrying the tops and light parts along with it - Rajah of Saugar

In the part of Saugar next to Mount Tambora its effects were much more violent, tearing up by the roots the largest trees and carrying them into the air together with men, houses, cattle, and whatever else came within its influence. This is why there was a number of floating trees seen at sea afterwards. - Rajah of Saugar

The sea rose nearly twelve feet higher than it had ever been known to be before, and completely spoiled the only small spots of rice lands in Saugar, sweeping away houses and everything within its reach - Rajah of Saugar

About seven PM on the 10<sup>th</sup> of April, three distinct columns of flame burst from the top of Tomboro mountain... In a short time, the whole mountain looked like a body of liquid fire going out in every direction' - Rajah of Sanggar

Everything froze afterwards and the hills were barren like winter. By July, it was so cold, everything had stopped growing. - Church Family of Shakers

## RED WORKSHEET

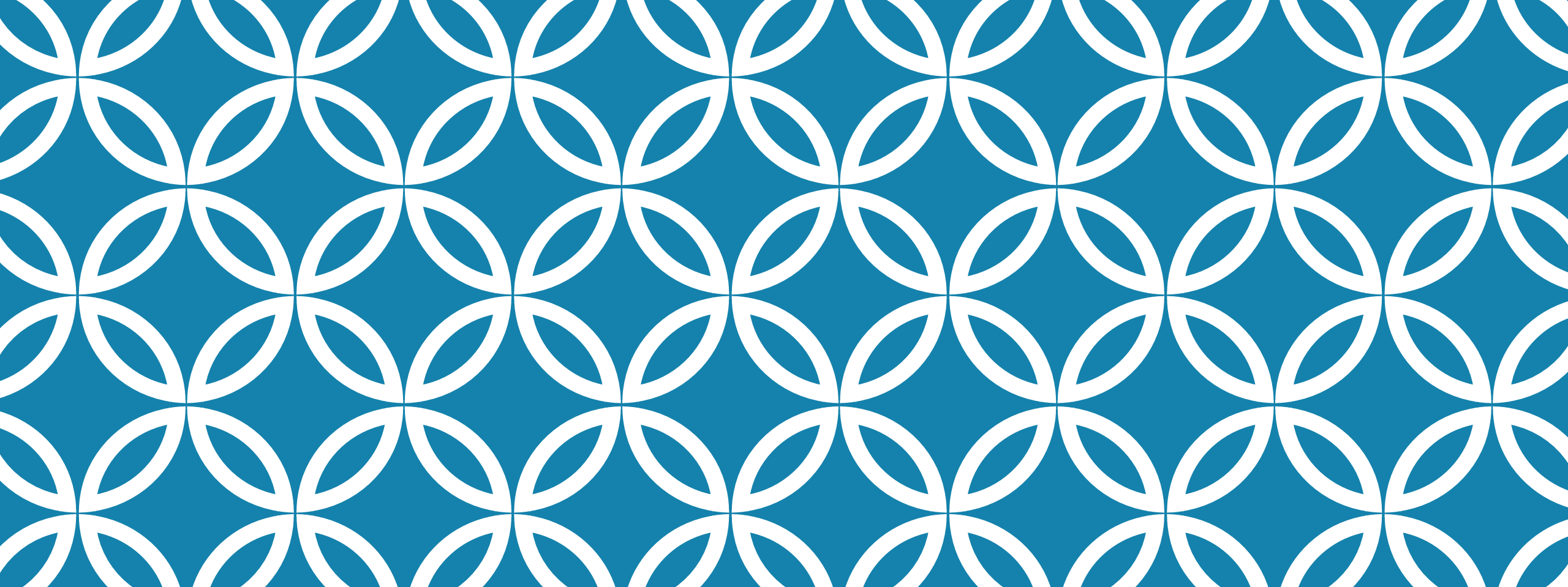
Write down some key facts about famous volcano eruptions learnt from this lesson.

# YELLOW WORKSHEET

The source	What does it tell us?
<p>Between nine and ten p.m. ashes began to fall, and soon after there was a violent whirlwind which blew down nearly every house in the village of Saugar, carrying the tops and light parts along with it.</p> <p>Rajah of Saugar</p>	
<p>The cattle and inhabitants are nearly all destroyed ... and those who survived are starving, so they will probably also die.</p> <p>British official</p>	
<p>Everything froze afterwards and the hills were barren like winter. By July, it was so cold, everything had stopped growing.</p> <p>Church Family of Shakers</p>	

# GREEN WORKSHEET — CHOOSE SOME SOURCES TO EVALUATE

What is the source?	What does it tell us? What impact would it have had on the people at the time?



WEDNESDAY 17<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Art



# BEGIN TO SKETCH OUT YOUR VOLCANO

