

# Learning Projects- Week 15



Year 5/6

**Ready to RECAP!**

**Weekly Reading Tasks (Aim to do 1 per day)**



**Add more than 4 digits.**  
++Including decimals

Click this [link](#) to watch the tutorial video. Pause the video before the teacher reveals the answers.

Here is a [link](#) showcasing how to add decimals.

Check out these [questions](#) and see if you can fill in the gaps.

Decimal [questions 1](#)

Decimal [questions 2](#)



**Subtract more than 4 digits.**  
++ Including decimals

Click this [link](#) to watch the tutorial video. Pause the video before the teacher reveals the answers.

Here is a [link](#) showcasing how to subtract decimals from whole numbers and decimals.

Check out these questions for [subtraction](#). (There are some addition also mixed in)

Try [these questions](#) that focus on inequalities with decimals.



**Multiply 4d x 2d using formal written method.**

Click this [link](#) to watch a tutorial video. Before the teacher reveals the answers- can you work out the answers? Pause the video.

Try these [questions here!](#) Why not move onto these [questions too?](#)

If you're struggling with 4dx2d why not start with 2dx2d and work your way up!

[Try these here!](#)



**Divide numbers up to 4 digits by one & two-digit numbers.**

++Interpret remainders as whole number remainders, fractions or decimals.

Click the [link](#) to watch the tutorial video on how to divide with remainder answers. Remember pause the video and have a go before she reveals the answer.

Long division [video here](#) (4d / 2d)

Division with fraction remainder [video here!](#)

Try these [questions here](#) to practise your division and some [here](#) interpreting remainders.

Can you click on the picture below and have a go the LIRA questions?

**Reader Response:** Using the information in the first page, describe the crew's initial thoughts once passing the iceberg.

**Literal:** On page 6 in the first paragraph, what does the noun phrase **maiden voyage** tell you?

**Reader Response:** Look at the paragraph 'Chance of a Lifetime' What does this suggest about the lives the crew were leaving behind and their attitude towards their new lives?

**Literal:** Look at page 8 & 9. Give two ways in which Titanic's Captain was 'well chosen' for the job.

**Author Intent:** Look at P11 and the paragraph 'Lucky to be Late' why has the author chosen this sub-heading?

**Literal:** 'People thought Titanic was almost unsinkable because some lower compartments had watertight doors the crew could close.' Underline a word or phrase in this line which shows you that this was an opinion rather than a fact.

**Inference:** Why do you think the lookouts were not given binoculars?

**Literal:** Using the information on P16 and 17, how did the life of a steward or stewardess differ to a passenger whilst on the ship?

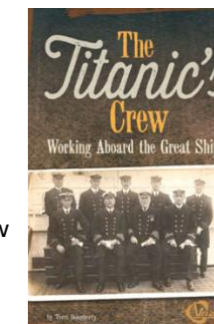
**Inference:** What type of person would be best suited to work in the boiler room and why?

**'The toughest job on the titanic was in the boiler room.'**

Do you agree with this statement? Can you use evidence from the text so far to support your answer?

**3 marks**

Can you read the remainder of the book? This will support you in the writing tasks below!



For the final three weeks we are going to be **recapping important mathematical methods**. It's time to recap those basic skills for addition, subtraction, multiplication and division, practise those times tables and explore some reasoning and problem solving questions by applying your understanding.

**Weekly Writing Tasks (Aim to do 1 per day)**

## Times Tables



It's time to practise those times tables! You should have your TTRS log in and be able to access TTRS either on the app or through an internet browser.

**Can you complete the soundcheck and gain full marks?**  
**How close can you get to 25?**

Screenshot your sound check scores over the week and post them on seesaw/twitter!



## Reasoning & Problem Solving

Explain the mistakes

Mistake 1  
12.4 + 6.35  
18.39

Mistake 2  
12.4 + 6.35  
7.59

Investigate

Stage 1: complete using digits 0-9  
Stage 2: complete using digits 1,2,3,5,6,7,9

Explain the mistakes

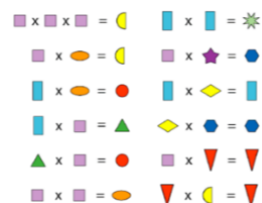
Mistake 1  
163 x 27  
1161  
326  
1467

Mistake 2  
163 x 27  
721  
2260  
2981

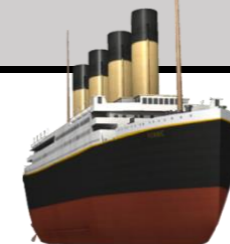


Each shape is a different number (0-12)

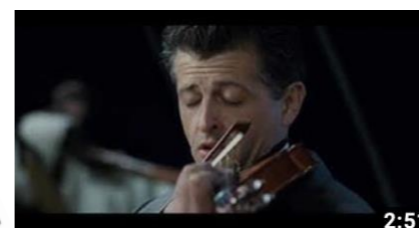
Click on the picture below to read the full instructions. Can you make a video explaining your findings?



## Final Moments



Thinking about what you have read can you use a variety of descriptive devices to effectively describe the final moments of the titanic as it sunk?



## COMPARE & CONTRAST

**HOW DOES THE ROLE OF THE CREW MEMBERS CHANGE AFTER THE TITANIC HIT THE ICEBERG?**

Can you use information from the text to create a report on how the roles of each crew member changes once the Titanic starts to sink? You could choose one crew member and describe the changes from their perspective.

**ALL HANDS ON DECK  
A CREW MEMBER'S  
PERSPECTIVE...**



Can you choose one crew member and describe their **survival** or **deathly** experience from their perspective.