

**English**

**Reading:** Take a look at the front cover of Malala’s book. What can you see coming out of Malala’s pen? Have a go at filling in the grid.

**Writing:**  
 Task 1: If you had a magic pencil, what would you use it for?  
 What things are important to you? What things would you stand up for?  
 Mind map some of your ideas.

**Task 3:**

Now that you’ve found all the things in the list, write down what you think each of them could represent and what it tells us about Malala. Use the grid below to record your ideas.



IMAGE	WHAT IT COULD REPRESENT	WHAT IT MIGHT TELL US ABOUT MALALA
	It's a symbol of peace	Malala wants a peaceful world

**Have a go at creating your own image that represents you – something similar to Malala’s front cover.**

Task 2: Now it is your opportunity to take your magic pencil and write a speech. The aim of your speech is to use persuasive language and show your passion about what you want to change in the world so that you can get people to support you.

**Spelling**

**Future Tense**

Watch this video on the future tense: <https://www.youtube.com/watch?v=gay3fXELtvE>

1) Create a guide to the future tense!

**Theme –**

Make a list of all of the food you like and dislike eating – making sure you think really long and hard about all of those glorious meals your families have cooked for you, just for you to turn around and say, “I don’t like broccoli!” When you have finished your lists, can you think of another way of organising all of these items? How do we categorise different foods? Maybe ask someone if you’re not sure.

**Maths – Multiplying decimals**

Last time we looked at long multiplication and today we are going to continue this, but this time we are going to be using decimals. The method is exactly the same – you just need to be careful with your place value. To check, it is always best to make a rough prediction of what your answer will be. This way, when you get your answer, you can check it against your prediction. If you are very far off, you may have made a mistake with your place value.

$0.1 \times 18 =$	$0.03 \times 24 =$	$49 \times 0.5 =$
$37 \times 0.05 =$	$36 \times 0.8 =$	$0.02 \times 19 =$
$0.7 \times 48 =$	$0.05 \times 27 =$	$0.06 \times 66 =$
$41 \times 0.9 =$	$0.6 \times 11 =$	$33 \times 0.02 =$
$0.01 \times 312 =$	$88 \times 0.8 =$	$0.08 \times 88 =$
$22 \times 0.05 =$	$0.4 \times 19 =$	$36 \times 0.09 =$

**Sorting Long Multiplication**

Check these calculations and then sort them into the table by writing the letter of the calculation in the appropriate column.

A.	B.	C.	D.
$12.36 \times 24$	$14.53 \times 27$	$16.35 \times 41$	$24.76 \times 53$
$26.87 \times 43$	$37.45 \times 62$	$36.29 \times 57$	$42.78 \times 63$

Correct		Incorrect	

**PSHE - Power**

The Daily Thunk - If you steal my pen and I steal yours in return am I a thief too?  
 PSHE: Is having Power or Control a good or a bad thing?  
 Sometimes people try to gain power or control (without authority) over an individual or group of people. Can you think of some possible reasons why someone might try to have power or control over others?  
 The important thing is standing up for yourself and others, and that begins with making the person aware of what they are doing and how it is making you feel. Think about: What is the best way to stand up for yourself or for others? Write a short paragraph about a time when either you or somebody else has had power or control over someone else, and then consider if that power or control was used correctly. For example, you may want to write about our government and the difficulty they have faced when trying to help the country through this challenging time.

## Links to support this learning

### English

#### Writing

Have a look at this persuasive writing power point and the persuasive word mat to help you: <https://www.twinkl.co.uk/resource/persuasive-writing-ks2-t2-e-209>

<https://www.twinkl.co.uk/resource/persuasive-language-word-mat-t-l-2407>

Here is an example of a good speech:

<https://www.twinkl.co.uk/resource/t2-e-2245-persuasion-writing-sample-writing-sample>

Here is a planning structure to help you: <https://www.twinkl.co.uk/resource/nz2-e-3713-persuasive-speech-activity-sheet>

#### Spelling

### Maths

BBC daily lesson - <https://www.bbc.co.uk/bitesize/articles/zhfj2sg>

Multiplying decimals video - <https://www.youtube.com/watch?v=dSFja7Jsg6c>

## Supporting Information for parents

### English:

<https://www.theschoolrun.com/what-is-verb-tense>

Present	Past	Future
<b>SIMPLE PRESENT</b> I walk, you walk, he/she/it walks, we walk, you walk, they walk	<b>SIMPLE PAST</b> I walked, you walked, he/she/it walked, we walked, you walked, they walked	<b>SIMPLE FUTURE</b> I will walk, you will walk, he/she/it will walk, we will walk, you will walk, they will walk
<b>PRESENT CONTINUOUS</b> I am walking, you are walking, he/she/it is walking, we are walking, you are walking, they are walking	<b>PAST CONTINUOUS</b> I was walking, you were walking, he/she/it was walking, we were walking, you were walking, they were walking	<b>FUTURE CONTINUOUS</b> I will be walking, you will be walking, he/she/it will be walking, we will be walking, you will be walking, they will be walking
<b>PRESENT PERFECT</b> I have walked, you have walked, he/she/it has walked, we have walked, you have walked, they have walked	<b>PAST PERFECT</b> I had walked, you had walked, he/she/it had walked, we had walked, you had walked, they had walked	<b>FUTURE PERFECT</b> I will have walked, you will have walked, he/she/it will have walked, we will have walked, you will have walked, they will have walked

### Maths:

#### Answers:

$0.1 \times 18 = 1.8$	$0.03 \times 24 = 0.72$	$49 \times 0.5 = 24.5$
$37 \times 0.05 = 1.85$	$36 \times 0.8 = 28.8$	$0.02 \times 19 = 0.38$
$0.7 \times 48 = 33.6$	$0.05 \times 27 = 1.35$	$0.06 \times 66 = 3.96$
$41 \times 0.9 = 36.9$	$0.6 \times 11 = 6.6$	$33 \times 0.02 = 0.66$
$0.01 \times 312 = 3.12$	$88 \times 0.8 = 70.4$	$0.08 \times 88 = 7.04$
$22 \times 0.05 = 1.1$	$0.4 \times 19 = 7.6$	$36 \times 0.09 = 3.24$

Correct

A B F H

Incorrect

C D E G