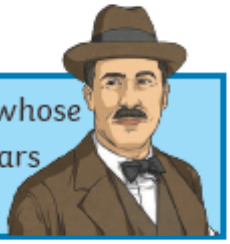
Howard Carter



Howard Carter was a British archaeologist and Egyptologist whose excavation of an intact Egyptian tomb – more than 3,000 years after it had been sealed – led to worldwide recognition.

Early Life

On 9th May 1874 in Kensington, London, Howard Carter was born to parents Samuel John Carter and Martha Joyce Carter. Howard's father was an artist and taught Howard how to use pencils and paint to depict the world around him accurately – skills which were to be essential in his later years.

As a young child, Howard would often spend time with his relatives in Norfolk. It was here that his interest in Egyptology was piqued by the nearby Didlington Hall. This manor house was home to a large collection of ancient Egyptian artefacts and it is believed that this is where Howard Carter first decided that he wanted to become an archaeologist. At the age of 17, using the skills his father had taught him, he started work as an archaeological artist. He creating drawings and diagrams for important Egyptian finds.

Excavating in the Valley of the Kings

After working as an archaeologist on several excavations, Howard Carter was approached by a wealthy man named Lord Carnarvon. Lord Carnarvon had a particular interest in an Egyptian location named the Valley of the Kings – so named because of the large number of pharaohs buried there. Inspired by rumours of hidden treasures, Lord Carnarvon offered to fund an excavation which was to be led by Howard Carter.

After working in the harsh desert conditions for several years, Howard and his team had found very little. Frustrated with the lack of discovery, Lord Carnarvon told Howard that he would cease all funding after a year if nothing had been found. A short while later, Howard's water boy stumbled across a piece of rock jutting out from a nearby excavation site. Howard recognised this rock as potentially belonging to a set of buried stairs and work began at once to uncover the remaining stonework.

Discovering Tutankhamun's Tomb

On the 23rd November 1922, after being summoned by Howard Carter, Lord Carnarvon arrived in Egypt. Three days later, the team were ready to discover what lay behind the door at the base of the excavated stairs. A small crowd of onlookers gathered, including Lord Carnarvon and Howard's daughter. Using the same chisel that his grandmother had given to him as a 17th birthday present, Howard carefully made a hole in the wall. Famously, when he first caught a glimpse of the other side and was asked by Lord Carnarvon what he could see, Howard replied, "Wonderful things." Howard Carter had uncovered one of the most well-preserved tombs of an Egyptian pharaoh ever to be found. Filled to the brim with golden objects that an Egyptian king would need in the afterlife, the antechamber of Tutankhamun was an exceptional discovery.

After the discovery of Tutankhamun's antechamber, Howard pressed on with the excavation and, on 16th February 1923, the door leading from the antechamber was opened. This room was a burial chamber and contained the sarcophagus and mummified remains of the pharaoh, Tutankhamun. News of this astonishing discovery spread quickly and, soon, journalists were arriving in Egypt; they were desperate to catch a glimpse of the opened tomb and the man behind its discovery.

After the Discovery

For the nine years following the discovery of Tutankhamun's tomb, Howard worked tirelessly to ensure that every artefact was diligently documented before they were moved into a nearby museum in Cairo. Not only did Howard draw each object but he also made detailed diagrams of their location within the tomb. These drawings have proved invaluable to those studying Egyptology; they allow a glimpse into the life of those who ruled Egypt more than 3,000 years ago.

Howard Carter published works on the tomb of Tutankhamun and toured the USA giving talks about his discovery. On Howard Carter's grave can be found words from the wishing cup of Tutankhamun:

'May your spirit live, may you spend millions of years, you who love Thebes, sitting with your face to the north wind, your eyes beholding happiness.'

Divide 2-digits by 1-digit (1)

1 Rosie is working out 93 ÷ 3 using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

93 ÷ 3 = ☐

2 Use place value counters to complete the divisions.

a) 66 ÷ 3 = ☐

b) 86 ÷ 2 = ☐

c) 50 ÷ 5 = ☐

d) 48 ÷ 4 = ☐

e) ☐ = 39 ÷ 3

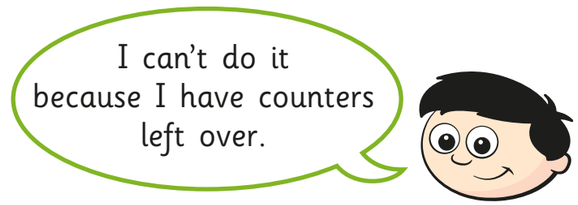
f) 84 ÷ 4 = ☐

3 Dexter is working out 56 ÷ 4 using a place value chart.

T	O
10	1
10	1
10	1
10	1

10 1 1

a)



Do you agree with Dexter? _____

Explain your answer.

_____

_____

b) Work out 56 ÷ 4 using place value counters.

56 ÷ 4 = ☐

4 Use place value counters to complete the divisions.

a) 72 ÷ 3 = ☐

b) 92 ÷ 4 = ☐

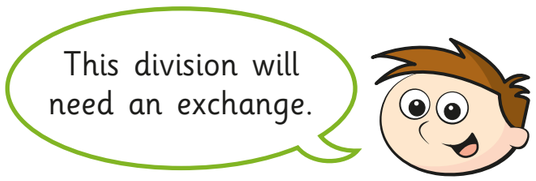
c) 65 ÷ 5 = ☐

d) 48 ÷ 6 = ☐

e) ☐ = 45 ÷ 3

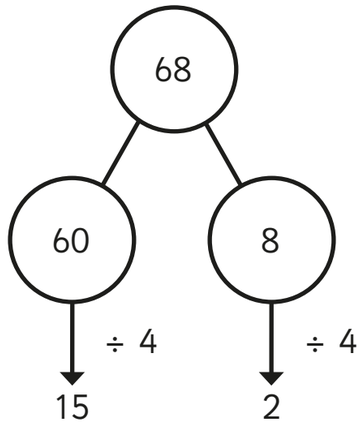
f) 64 ÷ 4 = ☐

5 Teddy is working out 57 ÷ 3



How does Teddy know this? Talk about it with a partner.

6 Amir is working out 68 ÷ 4

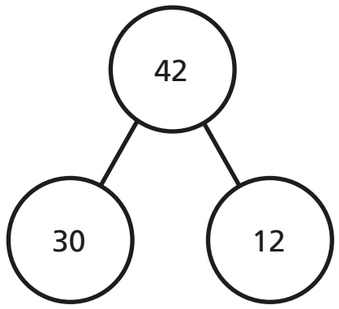


68 ÷ 4 = 17

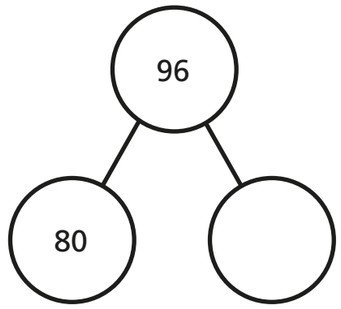
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

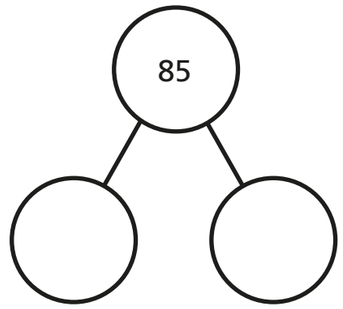
a) 42 ÷ 3 = ☐



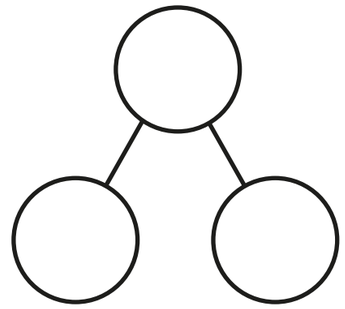
b) 96 ÷ 4 = ☐



c) 85 ÷ 5 = ☐



d) 84 ÷ 6 = ☐



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

☐

9 Write <, > or = to make the statements correct.

96 ÷ 8 ◯ 72 ÷ 6

95 ÷ 5 ◯ 63 ÷ 3

51 ÷ 3 ◯ 64 ÷ 4

98 ÷ 7 ◯ 95 ÷ 5

Divide 2-digits by 1-digit (1)

1 Rosie is working out 93 ÷ 3 using a place value chart.

Tens	Ones
10 10 10	1
10 10 10	1
10 10 10	1

a) Talk about Rosie's method with a partner.

b) Complete the division.

93 ÷ 3 = 31

2 Use place value counters to complete the divisions.

a) 66 ÷ 3 = 22

b) 86 ÷ 2 = 43

c) 50 ÷ 5 = 10

d) 48 ÷ 4 = 12

e) 13 = 39 ÷ 3

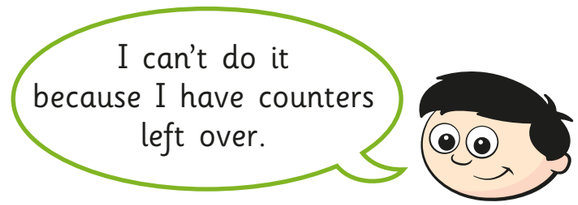
f) 84 ÷ 4 = 21

3 Dexter is working out 56 ÷ 4 using a place value chart.

T	O
10	1
10	1
10	1
10	1

10 1 1

a)



Do you agree with Dexter? No

Explain your answer.

He can exchange 1 ten for 10 ones.

b) Work out 56 ÷ 4 using place value counters.

56 ÷ 4 = 14

4 Use place value counters to complete the divisions.

a) 72 ÷ 3 = 24

b) 92 ÷ 4 = 23

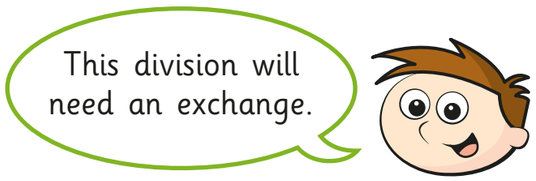
c) 65 ÷ 5 = 13

d) 48 ÷ 6 = 8

e) 15 = 45 ÷ 3

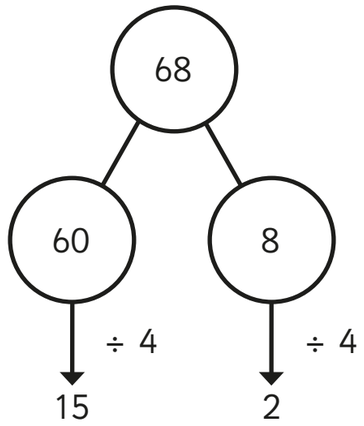
f) 64 ÷ 4 = 16

5 Teddy is working out 57 ÷ 3



How does Teddy know this? Talk about it with a partner.

6 Amir is working out 68 ÷ 4

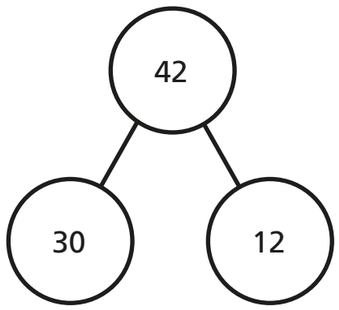


68 ÷ 4 = 17

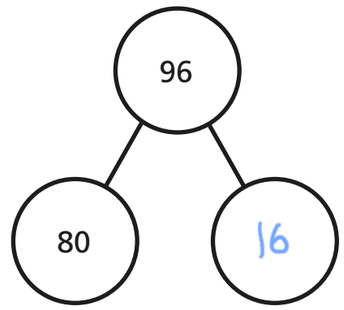
Talk about Amir's method with a partner.

7 Use Amir's method to complete these calculations.

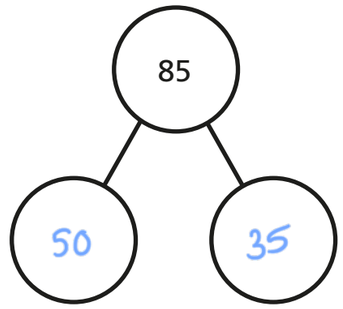
a) 42 ÷ 3 = 14



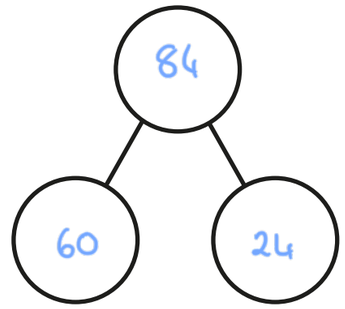
b) 96 ÷ 4 = 24



c) 85 ÷ 5 = 17



d) 84 ÷ 6 = 14



8 Kim has 92 beads.

She wants to share them equally between 4 friends.

How many beads will each friend get?

23

9 Write <, > or = to make the statements correct.

96 ÷ 8 = 72 ÷ 6

95 ÷ 5 < 63 ÷ 3

51 ÷ 3 > 64 ÷ 4

98 ÷ 7 < 95 ÷ 5

Divide 2-digits by 1-digit (2)

1 Whitney is working out 49 ÷ 4 using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

a) Talk about Whitney's method with a partner.

b) Why is there one counter left over?

_____

_____

c) Complete the division.

49 ÷ 4 = ☐

d) Use place value counters to complete the divisions.

50 ÷ 4 = ☐ 51 ÷ 4 = ☐

What do you notice?

2 Complete the divisions.

a) 47 ÷ 3 = ☐

b) 26 ÷ 5 = ☐

c) 89 ÷ 4 = ☐

d) 32 ÷ 5 = ☐

e) 49 ÷ 6 = ☐

f) 47 ÷ 4 = ☐

g) 74 ÷ 3 = ☐

h) 81 ÷ 7 = ☐

3 Complete the divisions.

a) 36 ÷ 4 = ☐

37 ÷ 4 = ☐

38 ÷ 4 = ☐

39 ÷ 4 = ☐

40 ÷ 4 = ☐

b) 70 ÷ 5 = ☐

71 ÷ 5 = ☐

72 ÷ 5 = ☐

73 ÷ 5 = ☐

74 ÷ 5 = ☐

c) 45 ÷ 3 = ☐

46 ÷ 3 = ☐

47 ÷ 3 = ☐

48 ÷ 3 = ☐

49 ÷ 3 = ☐

d) 92 ÷ 4 = ☐

91 ÷ 4 = ☐

90 ÷ 4 = ☐

89 ÷ 4 = ☐

88 ÷ 4 = ☐

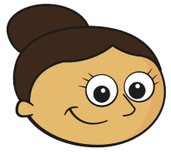
4 Dora has been working out some divisions.

$72 \div 4 = 18$

$73 \div 4 = 18$ r1

$74 \div 4 = 18$ r2

$75 \div 4 = 18$ r3

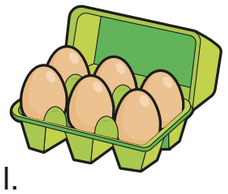


I know without working it out that $76 \div 4$ must be 18 r4

a) Why does Dora think this?

b) Explain why Dora is wrong.

5 Eggs come in boxes of 6



Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

☐ ÷ ☐ = ☐ r ☐

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill ☐ boxes with ☐ eggs left over.

6 Jack has these bulbs.

Daffodils 49

Tulips 63

Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils ☐ Tulips ☐ Crocuses ☐

How many of each bulb will be left over?

Daffodils ☐ Tulips ☐ Crocuses ☐

How many tubs could Jack use so that there are no bulbs left over?

Divide 2-digits by 1-digit (2)

1 Whitney is working out 49 ÷ 4 using a place value chart.

Tens	Ones
10	1 1
10	1 1
10	1 1
10	1 1

1

a) Talk about Whitney's method with a partner.

b) Why is there one counter left over?

It is a remainder.

c) Complete the division.

49 ÷ 4 = 12 r 1

d) Use place value counters to complete the divisions.

50 ÷ 4 = 12 r 2

51 ÷ 4 = 12 r 3

What do you notice?

2 Complete the divisions.

a) 47 ÷ 3 = 15 r 2

b) 26 ÷ 5 = 5 r 1

c) 89 ÷ 4 = 22 r 1

d) 32 ÷ 5 = 6 r 2

e) 49 ÷ 6 = 8 r 1

f) 47 ÷ 4 = 11 r 3

g) 74 ÷ 3 = 24 r 2

h) 81 ÷ 7 = 11 r 4

3 Complete the divisions.

a) 36 ÷ 4 = 9

37 ÷ 4 = 9 r 1

38 ÷ 4 = 9 r 2

39 ÷ 4 = 9 r 3

40 ÷ 4 = 10

b) 70 ÷ 5 = 14

71 ÷ 5 = 14 r 1

72 ÷ 5 = 14 r 2

73 ÷ 5 = 14 r 3

74 ÷ 5 = 14 r 4

c) 45 ÷ 3 = 15

46 ÷ 3 = 15 r 1

47 ÷ 3 = 15 r 2

48 ÷ 3 = 16

49 ÷ 3 = 16 r 1

d) 92 ÷ 4 = 23

91 ÷ 4 = 22 r 3

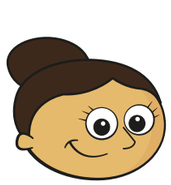
90 ÷ 4 = 22 r 2

89 ÷ 4 = 22 r 1

88 ÷ 4 = 22

4 Dora has been working out some divisions.

$72 \div 4 = 18$
$73 \div 4 = 18$ r1
$74 \div 4 = 18$ r2
$75 \div 4 = 18$ r3



I know without working it out that $76 \div 4$ must be 18 r4

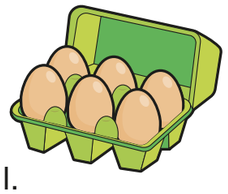
a) Why does Dora think this?

She has spotted a pattern.

b) Explain why Dora is wrong.

You can't have a remainder of 4 when dividing by 4

5 Eggs come in boxes of 6



Annie has 75 eggs.

She wants to know how many boxes she can fill.

a) Complete the division to work it out.

75 ÷ 6 = 12 r 3

b) What does the remainder represent?

Talk about it with a partner.

c) Complete the sentence.

Annie can fill 12 boxes with 3 eggs left over.

6 Jack has these bulbs.


Daffodils 49


Tulips 63


Crocuses 98

Equal numbers of each bulb are put into 4 tubs.

How many of each bulb will be in each tub?

Daffodils 12 Tulips 15 Crocuses 24

How many of each bulb will be left over?

Daffodils 1 Tulips 3 Crocuses 2

How many tubs could Jack use so that there are no bulbs left over?

Divide 3-digits by 1-digit

1 Jack is working out 844 ÷ 4 using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

a) Talk about Jack's method with a partner.

b) Complete the division.

844 ÷ 4 = ☐

2 Use Jack's method to work out these divisions.

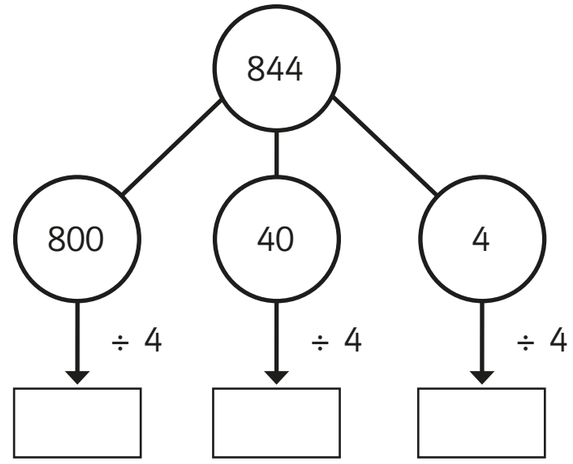
a) 525 ÷ 5 = ☐

b) 636 ÷ 6 = ☐

c) 840 ÷ 8 = ☐

d) 903 ÷ 3 = ☐

3 Eva is working out 844 ÷ 4 using a part-whole model.



Complete Eva's method.

844 ÷ 4 = ☐

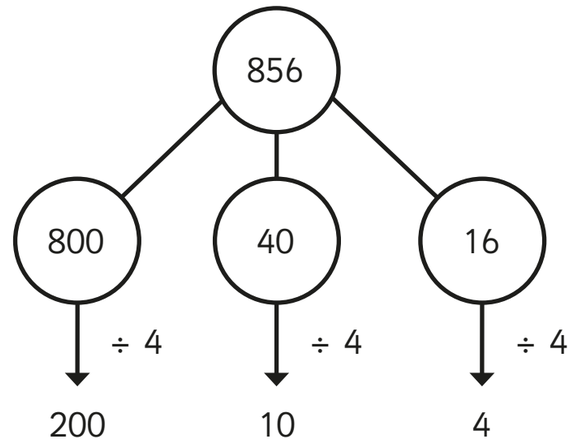
4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

☐

5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

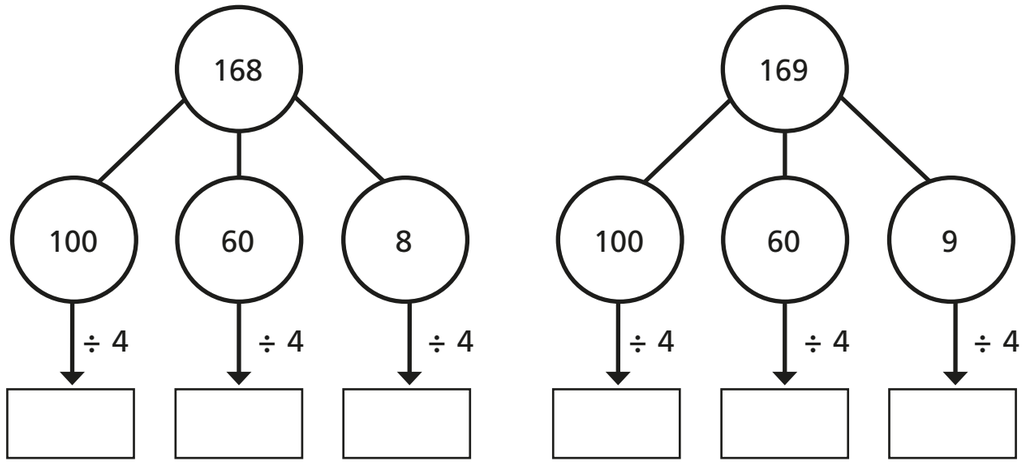
a) 585 ÷ 5 = ☐

c) 648 ÷ 4 = ☐

b) 672 ÷ 6 = ☐

d) 847 ÷ 7 = ☐

6 Complete the part-whole models and divisions.



168 ÷ 4 = ☐

169 ÷ 4 = ☐

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Complete the divisions.

a) 258 ÷ 6 = ☐

c) 864 ÷ 4 = ☐

b) 623 ÷ 5 = ☐

d) 824 ÷ 3 = ☐

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces ☐

b) 6 equal pieces ☐

c) 8 equal pieces ☐

Can Eva cut the ribbon into equal pieces with no ribbon left over? _____

Explain your answer.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? _____

b) Can you make a number that has a remainder of 1 when divided by 3? _____

c) Can you make a number that has a remainder of 2 when divided by 3? _____

What do you notice? Talk about your findings with a partner.

Divide 3-digits by 1-digit

1 Jack is working out 844 ÷ 4 using a place value chart.

H	T	O
100 100	10	1
100 100	10	1
100 100	10	1
100 100	10	1

a) Talk about Jack's method with a partner.

b) Complete the division.

844 ÷ 4 = 211

2 Use Jack's method to work out these divisions.

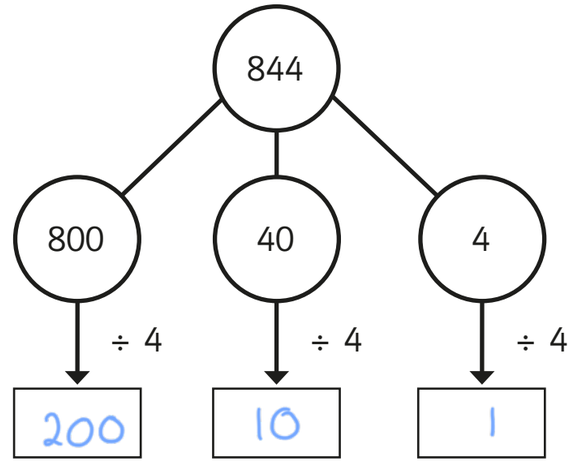
a) 525 ÷ 5 = 105

b) 636 ÷ 6 = 106

c) 840 ÷ 8 = 105

d) 903 ÷ 3 = 301

3 Eva is working out 844 ÷ 4 using a part-whole model.



Complete Eva's method.

844 ÷ 4 = 211

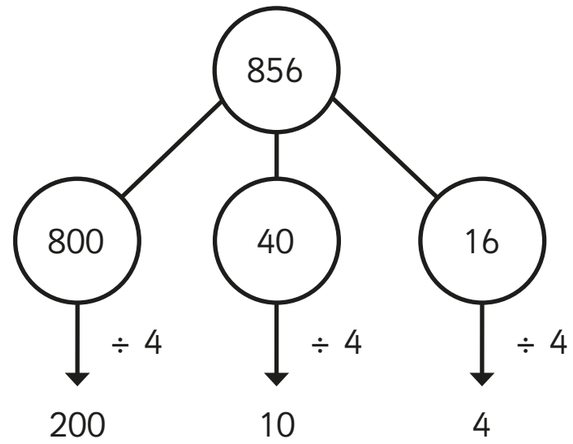
4 A ball of string is 848 cm long.

It is cut into 4 equal pieces.

What is the length of one piece of string?

212cm

5 Whitney is using flexible partitioning to divide a 3-digit number.



Could Whitney have partitioned her number another way?

Use Whitney's method to work out these divisions.

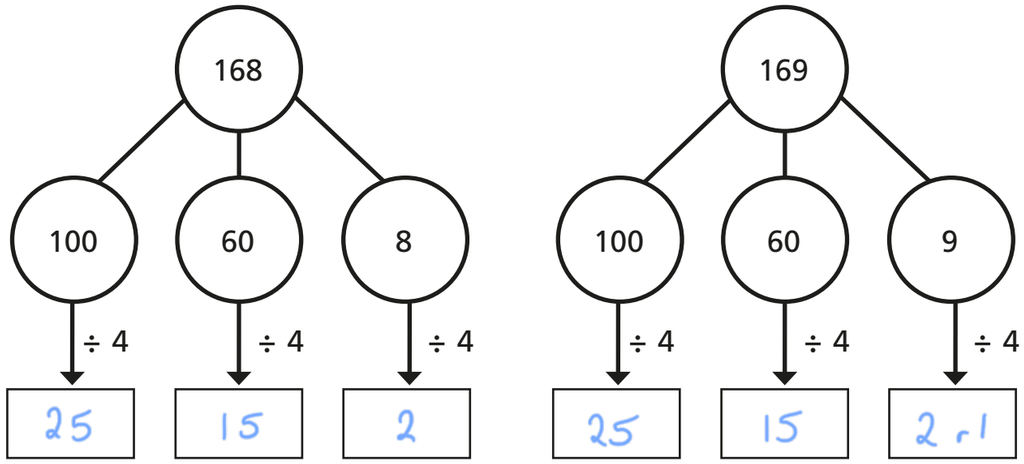
a) 585 ÷ 5 = 117

c) 648 ÷ 4 = 162

b) 672 ÷ 6 = 112

d) 847 ÷ 7 = 121

6 Complete the part-whole models and divisions.



168 ÷ 4 = 42

169 ÷ 4 = 42 r 1

What is the same and what is different about the calculations?

Talk about it with a partner.

7 Complete the divisions.

a) 258 ÷ 6 =

c) 864 ÷ 4 =

b) 623 ÷ 5 =

d) 824 ÷ 3 =

8 Eva has a piece of ribbon.

The ribbon measures 839 cm long.

How much ribbon would be left over if she cuts it into:

a) 4 equal pieces

3 cm

b) 6 equal pieces

5 cm

c) 8 equal pieces

7 cm

Can Eva cut the ribbon into equal pieces with no ribbon left over? Yes

Explain your answer. 839 pieces each 1 cm long.

9 Use 15 counters and a place value chart.

a) Can you make a number that is divisible by 3? yes

b) Can you make a number that has a remainder of 1 when divided by 3? no

c) Can you make a number that has a remainder of 2 when divided by 3? no

What do you notice? Talk about your findings with a partner.

Divide 4-digits by 1-digit

1 **a)** Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O
1,000 1,000 1,000	100 100 100 100 100 100 100	10 10 10	1 1 1 1 1 1

		1				
	3	3	9	3	6	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

3,936 ÷ 3 = [ ]

b) Use the place value chart to work out 8,404 ÷ 4

Th	H	T	O

	4	8	4	0	4	

8,404 ÷ 4 = [ ]

2 Use the place value charts to work out the divisions.

a) 8,532 ÷ 2 = [ ]

Th	H	T	O
1,000 1,000 1,000 1,000	100 100 100 100 100	10 10 10 10 10 10 10 10 10 10	1 1 1 1 1 1 1 1 1 1

	2	8	5	3	2	

b) 5,296 ÷ 4 = [ ]

Th	H	T	O

	4	5	2	9	6	

c) 6,078 ÷ 6 = [ ]

Th	H	T	O

	6	6	0	7	8	

3 Complete the divisions.

a)

	5	3	5	6	0	

b)

	9	2	7	3	6	

c)

	4	6	5	2	4	

d)

	6	9	7	8	6	

e)

	3	4	6	8	3	

f)

	1	2	0	7	9	

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a, b and c.

9,415						
a	a	a	a	a	a	a

$a =$ ☐

b	b	b	b	b	b	b	b
5,328							

$b =$ ☐

120		120		120		120	
c	c	c	c	c	c	c	c

$c =$ ☐

5 Find the missing digits.

a)

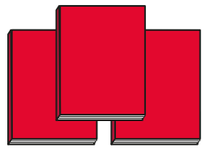
		2	2		1	
		8	9	6		

b)

		3		6		
		6	5		4	

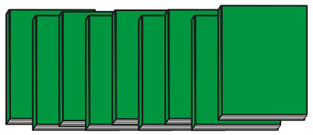
6 Books are available to buy in three different deals.

Deal A



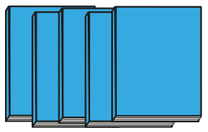
£12.99

Deal B



£38.16

Deal C



£25.60

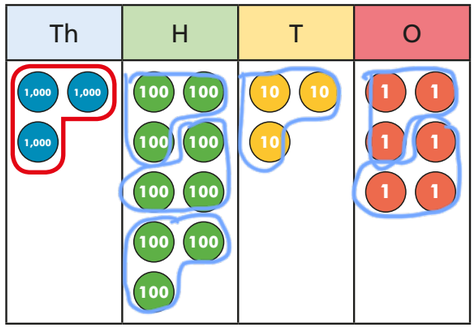
Which is the best deal?

Show your workings.

Divide 4-digits by 1-digit

1 **a)** Circle the groups of 3 to help you complete the sentences and calculation.

The first step has been done for you.



			1	3	1	2
		3	3	9	3	6

There is [1] group of 3 thousands.

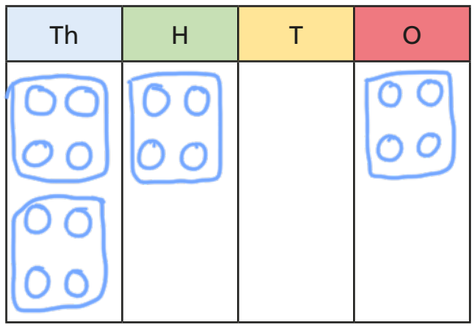
There are [3] groups of 3 hundreds.

There is [1] group of 3 tens.

There are [2] groups of 3 ones.

3,936 ÷ 3 = [1,312]

b) Use the place value chart to work out 8,404 ÷ 4

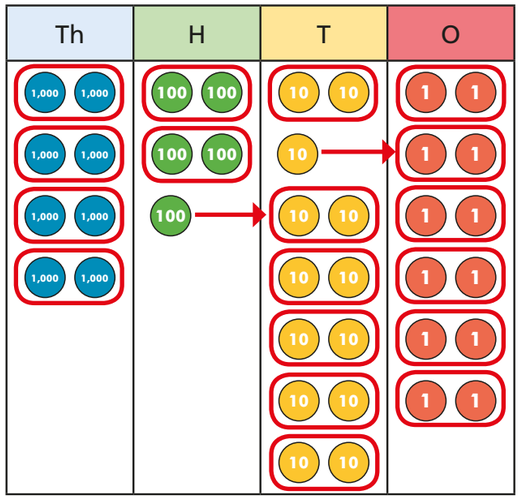


			2	1	0	1
		4	8	4	0	4

8,404 ÷ 4 = [2,101]

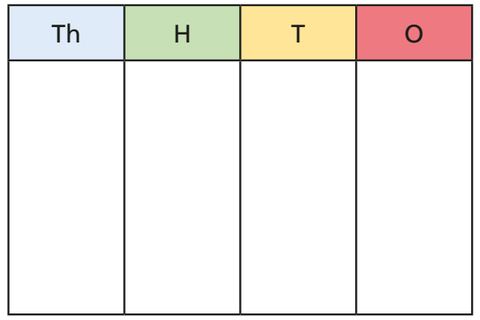
2 Use the place value charts to work out the divisions.

a) 8,532 ÷ 2 = [4,266]



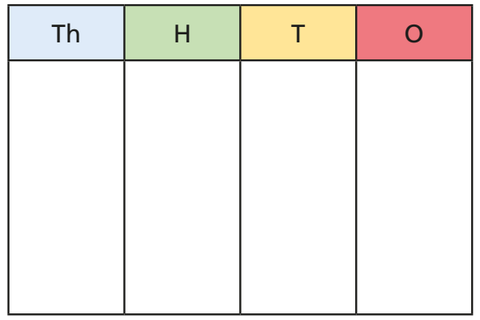
			4	2	6	6
		2	8	5	3	2

b) 5,296 ÷ 4 = [1,324]



			1	3	2	4
		4	5	2	9	6

c) 6,078 ÷ 6 = [1,013]



			1	0	1	3
		6	6	0	7	8

3 Complete the divisions.

a)

		0	7	1	2	
	5	3	3 5	6	1 0	

b)

		0	3	0	4	
	9	2	2 7	3	3 6	

c)

		1	6	3	1	
	4	6	2 5	1 2	4	

d)

		1	6	3	1	
	6	9	3 7	1 8	6	

e)

		1	5	6	1	
	3	4	1 6	1 8	3	

f)

		2	0	7	9	
	1	2	0	7	9	

Could you have calculated the answer to part f) more efficiently?

4 Work out the values of a, b and c.

9,415						
a	a	a	a	a	a	a

a = 1,345

b	b	b	b	b	b	b	b
5,328							

b = 666

120		120		120		120	
c	c	c	c	c	c	c	c

c = 80

5 Find the missing digits.

a)

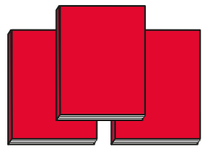
		2	2	4	1	
	4	8	9	6	4	

b)

		3	2	6	2	
	2	6	5	2	4	

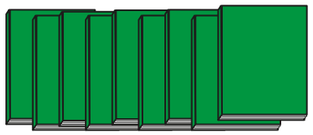
6 Books are available to buy in three different deals.

Deal A



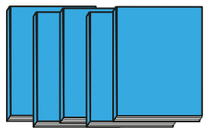
£12.99

Deal B



£38.16

Deal C



£25.60

Which is the best deal? Deal B

Show your workings.

Divide with remainders

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.

Th	H	T	O
1,000 1,000 1,000	100 100 100 100 100 100 100	10 10 10	1 1 1 1 1 1

		1				
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

b) Use place value counters to work out 8,407 ÷ 4

Th	H	T	O

	4	8	4	0	7	

8,407 ÷ 4 = [ ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5	

	4	8	5	6	7	

	5	6	5	6	2	

	3	3	9	3	5	

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

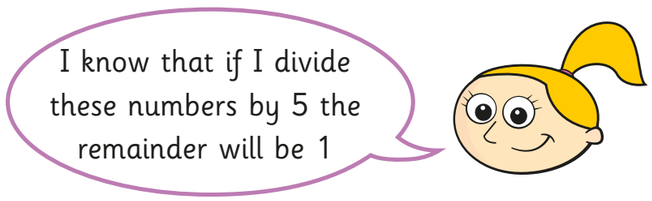
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2	3	4	5				÷	

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

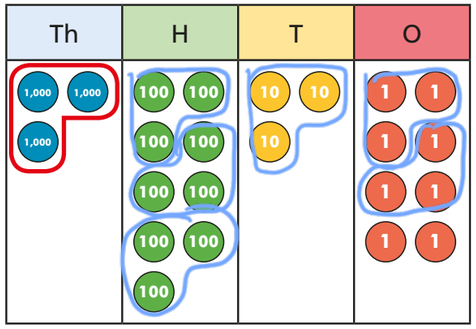
When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Divide with remainders

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



		1	3	1	2	r2
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [3] groups of 3 hundreds.

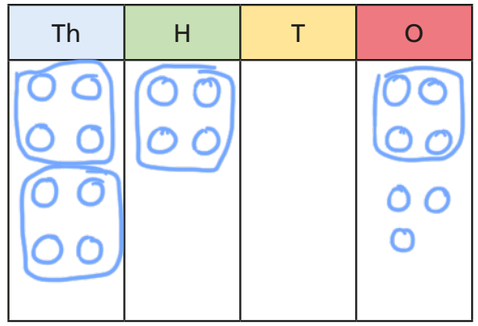
There is [1] group of 3 tens.

There are [2] groups of 3 ones.

There are [2] ones left over.

3,938 ÷ 3 = [1,312] remainder [2]

b) Use place value counters to work out 8,407 ÷ 4



		2	1	0	1	r3
	4	8	4	0	7	

8,407 ÷ 4 = [2,101] remainder [3]

2 **a)** Complete the divisions.

Use place value counters to help you.

		2	5	3	1	r2	
	3	7	1 5	9	5		

		2	1	4	1	r3	
	4	8	5	1 6	7		

		1	3	1	2	r2	
	5	6	1 5	6	1 2		

		1	3	1	1	r2	
	3	3	9	3	5		

b) Write <, > or = to complete the statements.

7,595 ÷ 3 [>] 8,567 ÷ 4

6,562 ÷ 5 [>] 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

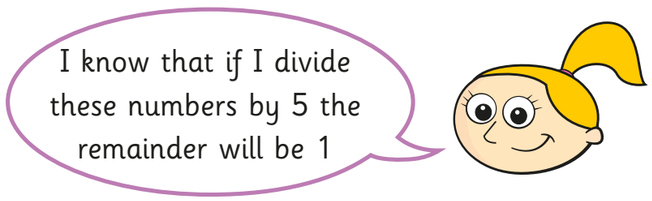
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4
9,513 ÷ 4	5,066 ÷ 4 6,562 ÷ 4 1,234 ÷ 4	6,563 ÷ 4 9,515 ÷ 4	

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? Yes

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? NO

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

135

7

2	3	4	5				÷	

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

Eg. 325 ÷ 4 = 81 r 1

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Computing Databases Lesson 3 - Instructions

You are going to do 2 activities: 1 - enter your details into our class database (so we can do searches next week) and 2 - do more searching of an existing database on: **countries**

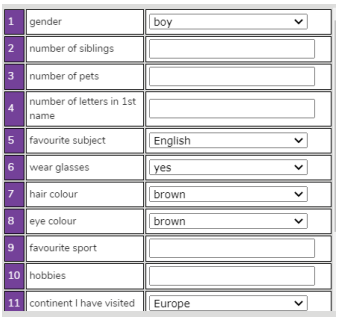
1 Purple Mash - 2Do - Database called Year 5 Suspects - (quick task)

I have already put in the fields (the questions) and I have made this collaborative so we can each enter the information for us whilst others are doing the same about them. Do **not** enter information about anybody else - just you.

Go down the list of fields entering your info - note if you are not sure about an answer, it does not matter; it does not need to be true!

When entering:

- Numbers - no spaces needed at all
- Free Text (i.e. typing in answers because the possible choices would be enormous) be careful - check the spelling is correct with only one space between words and no extra spaces at the start or end of your typing
- Choices - you can't choose more than one



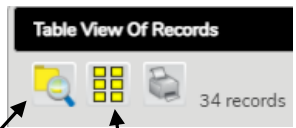
When you have finished, click the **padlock** so nobody can tamper with your entries.

Next week, you will use your searching skills to identify pupils in our class who are possible suspects in crimes around school (for fun) - none of you are really criminals!

2 Complex Searches - Countries Database (set as a 2Do)

This uses your searching skills from the last 2 sessions, with a different database. Use your help sheet from before.

You may find it easier to use the **table view** whilst doing your searching:



Find (for doing the searches)

Get All records back (when starting a new question)

Countries Database - **Choose** which set of questions, **answer** on this sheet (or record in your book) then either choose the **2Do** Simple or Advanced and put in your answers or photo this sheet and email back

Simple Searches

1 How many countries have a population of over 100,000,000? _____

2 Which country is Yaounde the capital city of? _____

3 Sort these countries into those in South America and those which are not? (Tick or cross)
Paraguay, France, Brazil, Denmark, Uruguay, Chile, Algeria, Netherlands, Argentina

4 How many of the countries belong to the continent Europe? _____

5 Which of these countries are landlocked (no coast) and those which do have a coastline?
Serbia, Brazil, Switzerland, Argentina, Chile, Slovakia (Tick and cross)

6 How many of these countries have an area greater than 1,000,000 sq.km? _____

7 Which country is Accra the capital city of? _____

8 In which continent is Ghana? _____

9 Which countries have a population **less than** 5,000,000? Tick them
Russia, New Zealand, Slovenia, Uruguay, China, UK

10 Which countries are part of the continent of Asia? Paraguay, China, South Korea, Slovenia, Japan, Chile, New Zealand, North Korea (Tick those that are)

Complex (Advanced) searches: (You could do both if you really want to!)

1 Sort these European countries into the correct population-size boxes - tick those **over** 20 million.

2 Tick the African countries have a population **over** 50 million?

3 How many countries in Europe have a coastline? _____

4 Tick countries which have a population of **over** 100,000,000?

Question	Countries in the continent, North, Central America and the Caribbean that have a population of over 100,000,000	Countries in the continent, North, Central America and the Caribbean that do not have population of over 100,000,000
Mexico		
Cameroon		
USA		
Paraguay		

5 How many countries have an area **greater than** 50,000 sq.km **and** a population **greater than** 500,000,000? ____

6 Tick which countries in Africa have an area **less than** 500,000 sq.km?

7 Tick countries in Europe with a population less than 7 million and which are more than that?

Country	Less than 7 million people	More than 7 million people
Slovenia		
Denmark		
Spain		
Slovakia		
Paraguay		

8

9 Which country in Oceania has a population of less than 10 million?

10 Sort these South American countries by population from smallest (left) to biggest (number 1-5).

French – 18.01.21

Match It!

1. Look at the picture of the ingredients in this "Fruit Fantastic Smoothie"!
2. Read the fruit nouns at the bottom of the page and add the correct nouns for the fruits you can see in the pictures.
3. Which fruits from the smoothie are left without a picture? Draw these in the empty "fruit box" and write the nouns in the box next to this.

1	
2	
3	
4	Fruit Box

des kiwis des framboises des cerises des bananes d'ananas

une poire des pommes des pêches des fraises

LO: I can recognise and organise different views held about how the world was made.

Who thinks what? Cut and stick in strong views from the bubbles underneath, which might be said by these people:

I only believe the Bible Genesis account

I only believe the scientists

People who believe **both** science and the Bible are important, might say:

Write here about **what you think…**

GET THINKING: WHAT'S IMPORTANT?

The Bible tells me how God created the world. No scientist can prove that the Big Bang theory is correct, so I don't believe it.

God created the world in exactly six days.

I don't need the Bible to learn about the world – I just need science.

The Bible is wrong. God could not have created the universe. It all began with the Big Bang!

I think there was a Big Bang. I think that's how God chose to create the universe.

Whenever I read the creation story in the Bible, it makes me think about how amazing our world is.

The more I learn about the science of the Big Bang, the more amazed I am by the God who dreamed up the science and used it to make everything.

The universe is likely to have started with the Big Bang. We know that through science.

The story in the Bible teaches me so much about God. It was never meant to describe how the world began scientifically.

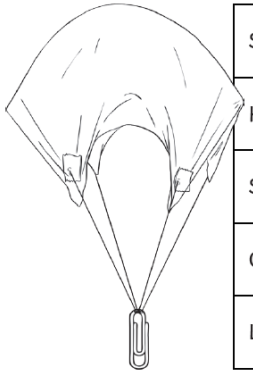
God created the world, but not in six days. The Bible story shows us that God created the world, but not how God did that.

God created the universe.

Sciences Forces Lesson 3 Perfect Parachutes

You have been asked to redesign a parachute for the Super Skydiving Company. You will make three parachutes and see which type of parachute falls the slowest. Which variable will you change about your parachute each time? Which variable will you measure?

Variable that I will change about my parachute each time:



Size of parachute	
Height of drop	
Shape of parachute	
Object attached to parachute	
Length of string to attach object to parachute	

Variable that I will measure: _____

Why is it important to keep the other variables the same?

_____

_____

I think that the parachute that will fall the slowest will be the _____

_____

I think this parachute will have the most air resistance because _____

Complete your results in the table below:

	Description of parachute (e.g. size/ shape/material)	Variable to measure (e.g. time taken for parachute to hit the ground) _____
Parachute 1		
Parachute 2		
Parachute 3		

Super Skydiving Report

I can explain how air resistance affects moving objects.

The Super Skydiving Company are waiting for your report! How should they redesign their parachute to make it fall slowly? Use your results to tell the company what their parachute should look like or be made of in order to create the most air resistance.

Draw and label your suggestion for the new parachute.

Complete these sentences to explain which parachute fell the slowest, and why. Our results show that the parachute that was the slowest was

_____

This parachute created the most air resistance because

_____

_____

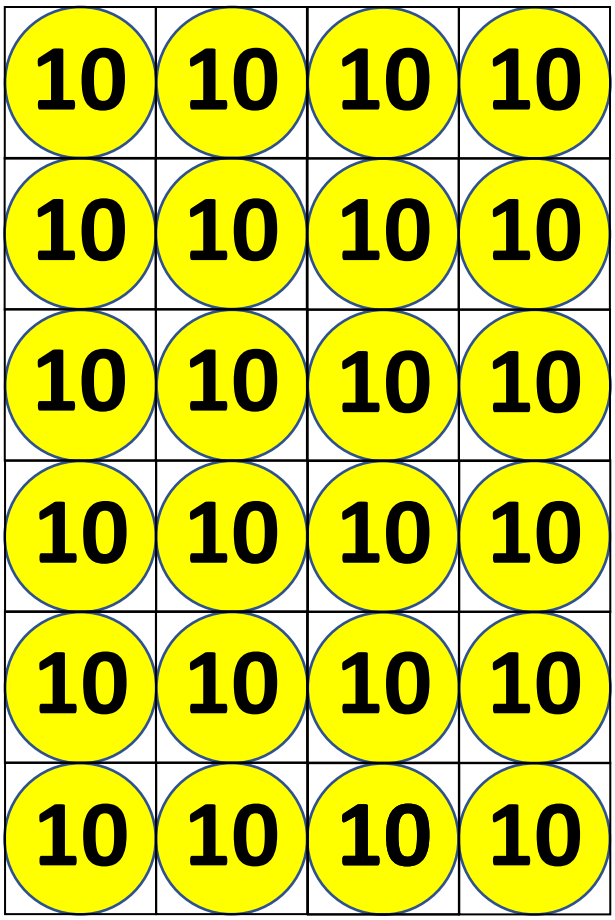
_____

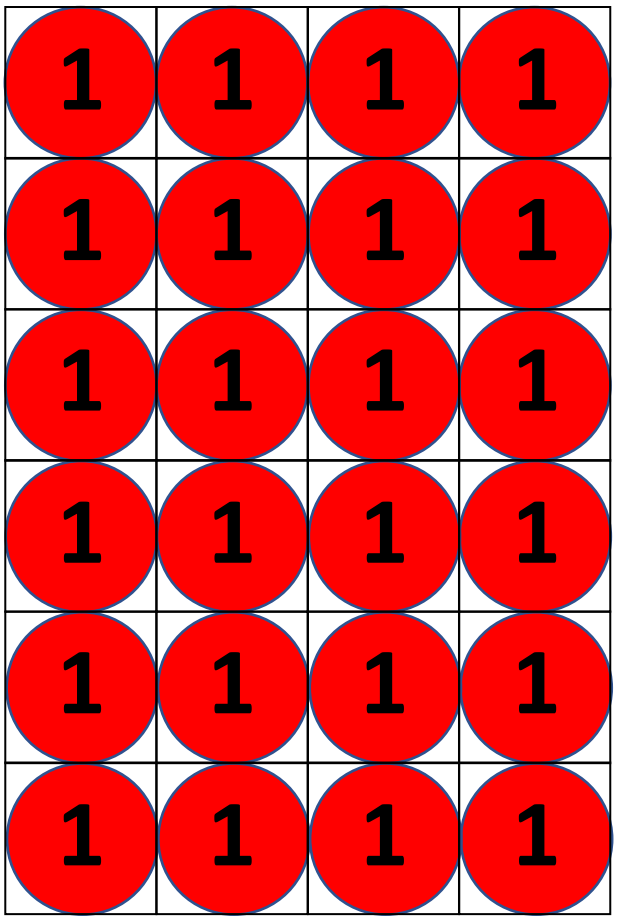
_____

_____

Use these words and phrases in your explanation

bigger	force	more	air resistance	gravity	thicker	push	
stronger	wider	thinner	smaller	narrower	space	less	





Cut out along the lines - do not bother to cut around the circles.

You do not have to use them - children could possibly draw them instead but using them will certainly help understanding.