Year 5

Mathematics

Arithmetic: Test 1

Name	
Date	

/32
total marks

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1 457 + 100 =

1 mark

2 164 - 80 =

1 mark

3 88 ÷ 4 =

1 mark

Total for this page

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4 $\frac{1}{7} + \frac{5}{7} =$

1 mark

5 $\frac{7}{8} - \frac{3}{8} =$

1 mark

6 $4527 + 3298 =$

1 mark

Total for this page

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7 6173 - 366 =

1 mark

8 6 x 7 =

1 mark

9 5 x 7 x 3 =

1 mark

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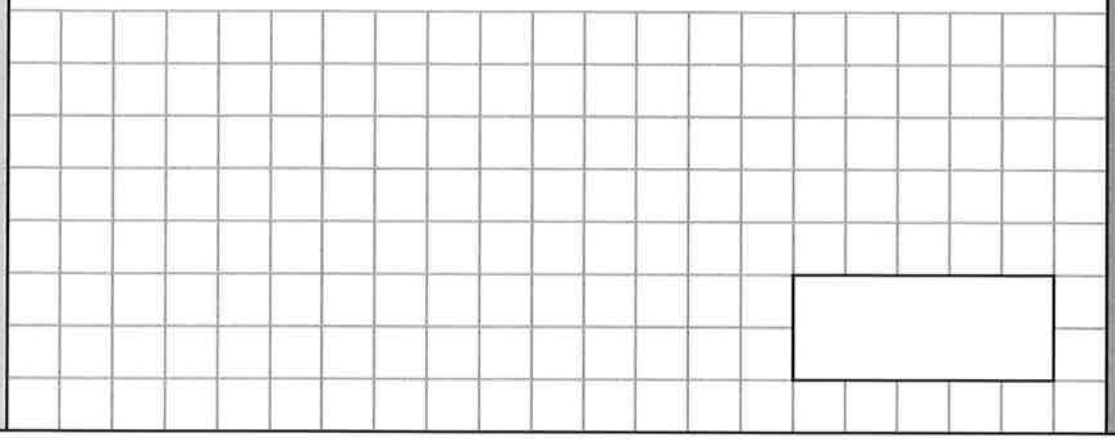
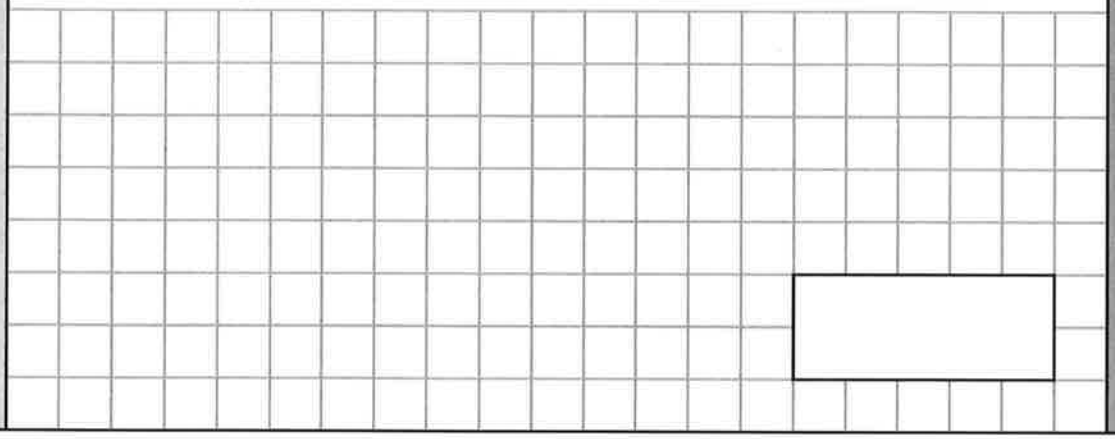
10 $462 \times 8 =$



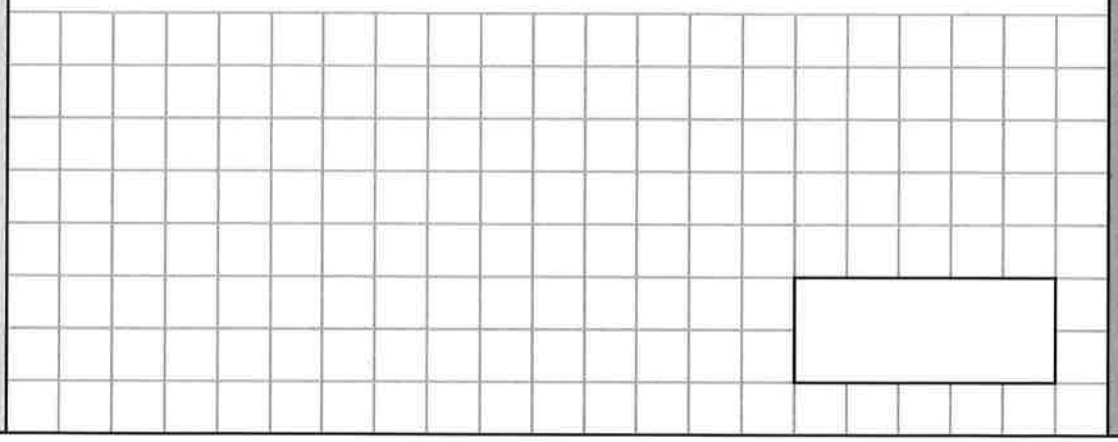
1 mark

11 $3.4 + 0.9 =$



1 mark

12 $45 \div 10 =$



1 mark

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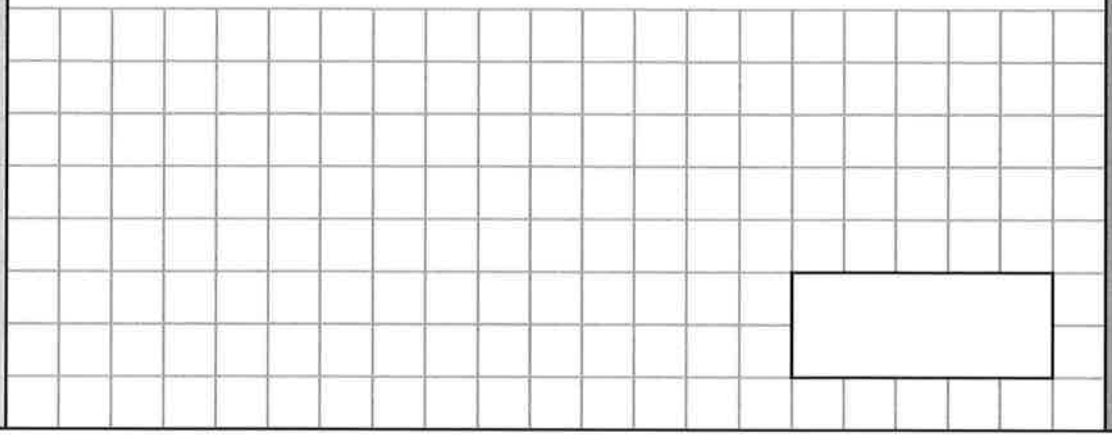
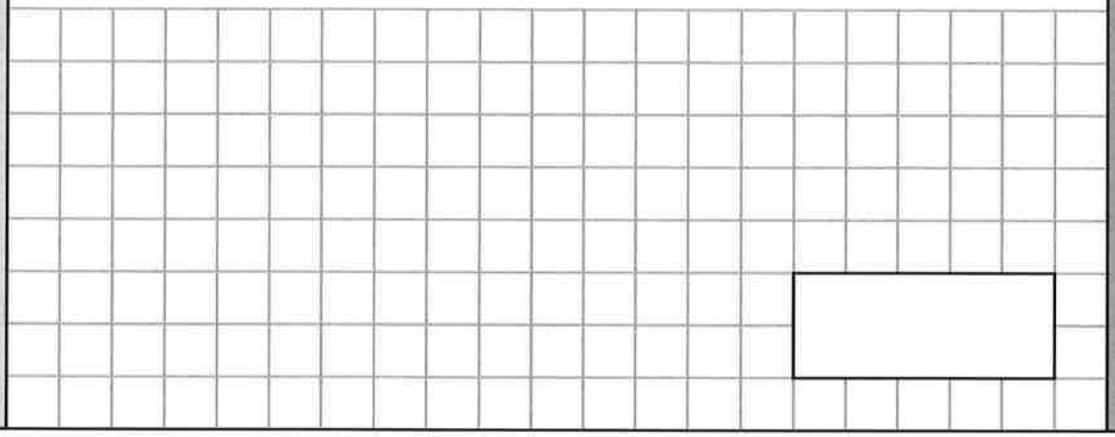
13 $\frac{1}{3}$ of 15 =



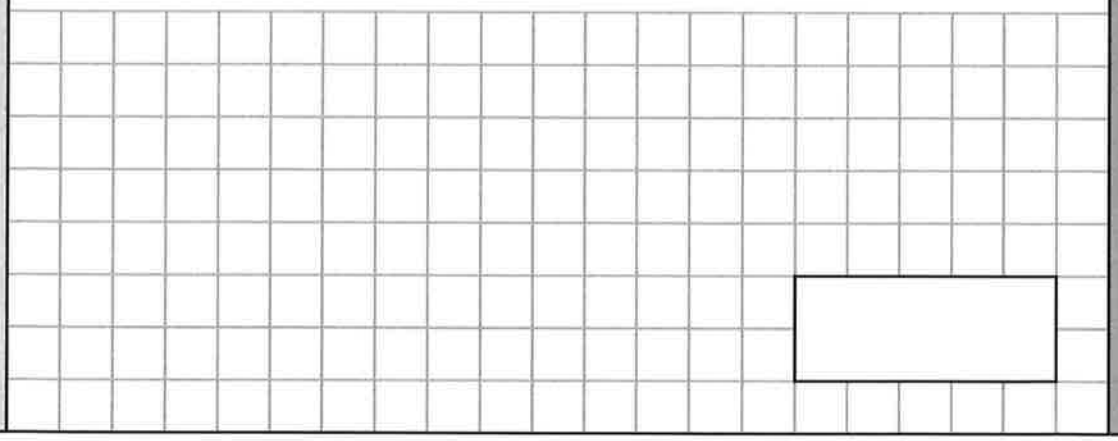
1 mark

14 82 675 + 5278 =



1 mark

15 50 000 - 600 =



1 mark

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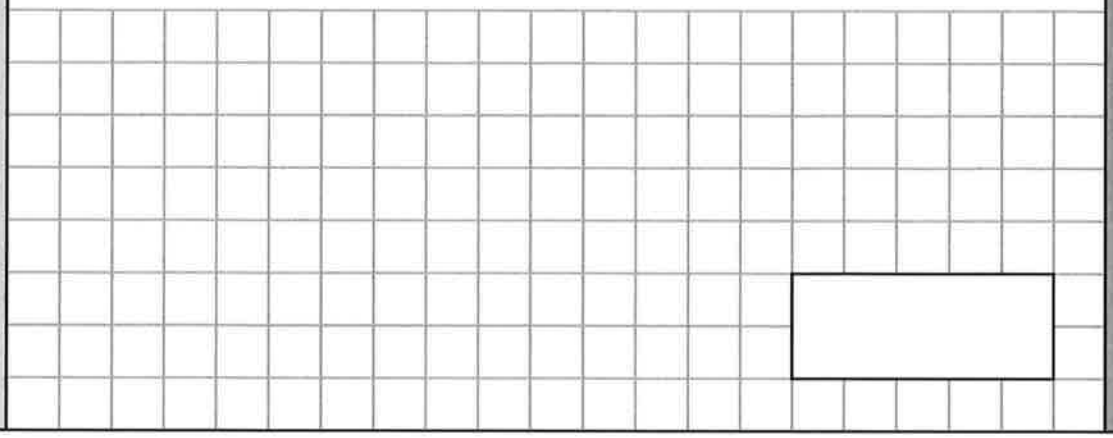
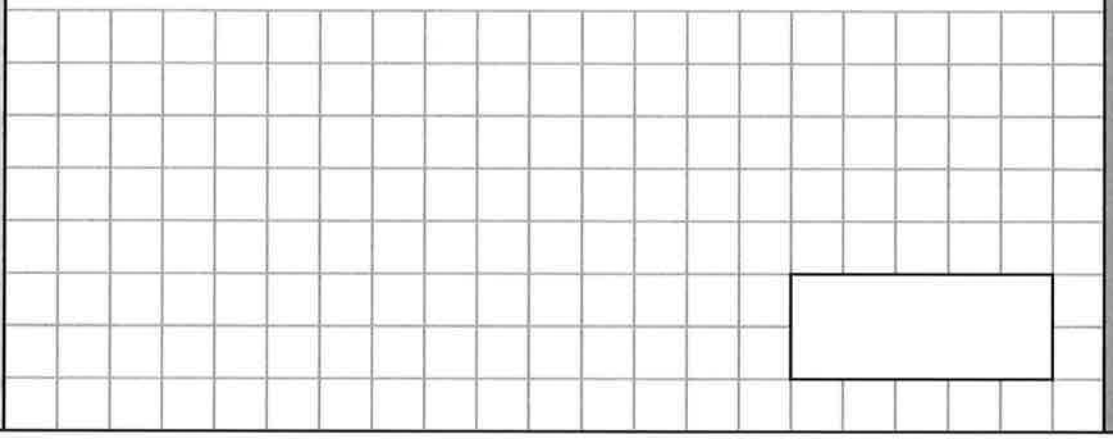
16 826 775 - 83 592 =



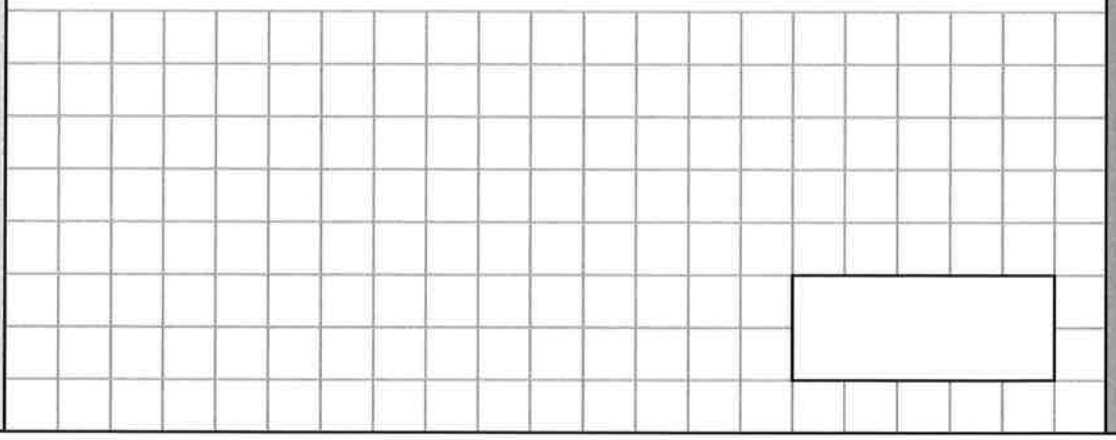
1 mark

17 7^2



1 mark

18 70 x 6 =



1 mark

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19 $720 \div 9 =$

1 mark

20 $1.2 \times 1000 =$

1 mark

21 $\frac{3}{4} + \frac{1}{8} =$

1 mark

Total for this page

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22 $\frac{7}{10} - \frac{1}{5} =$

1 mark

23 $\frac{1}{2} \times 6 =$

1 mark

24 $5.6 + 1.57 =$

1 mark

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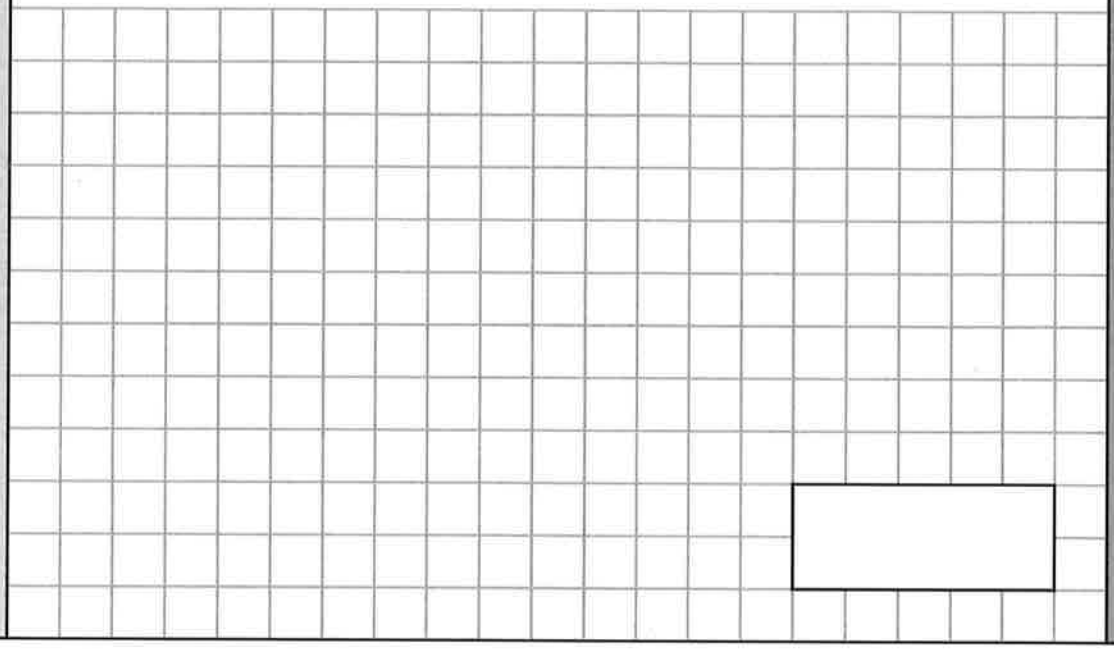
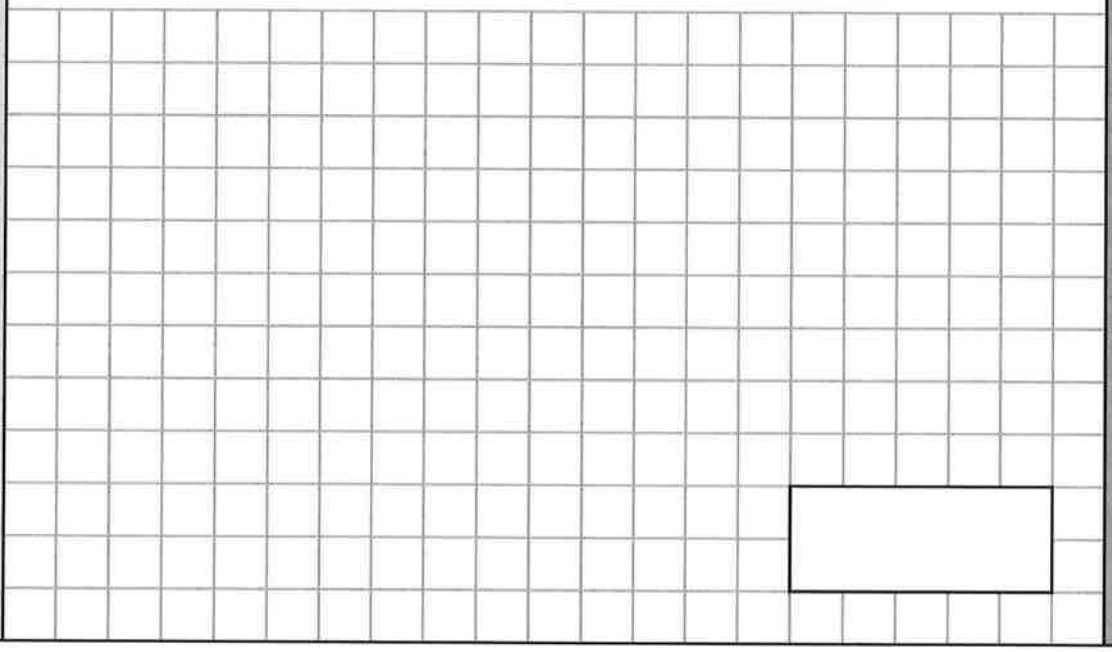
25 728 x 15 =



2 marks

26 5735 x 26 =



2 marks

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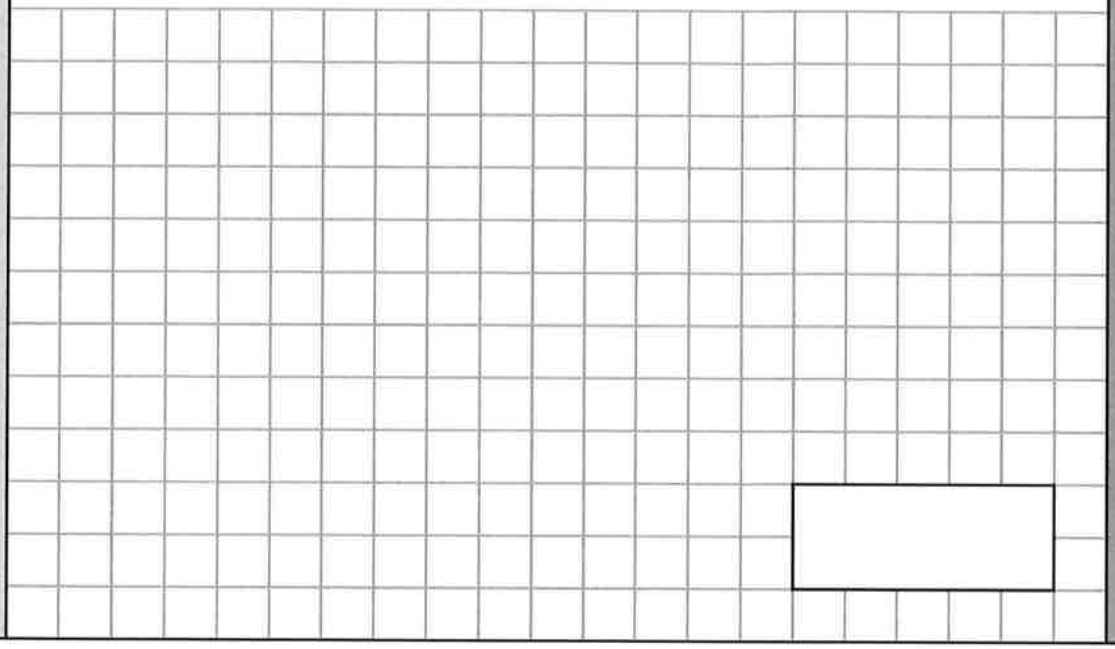
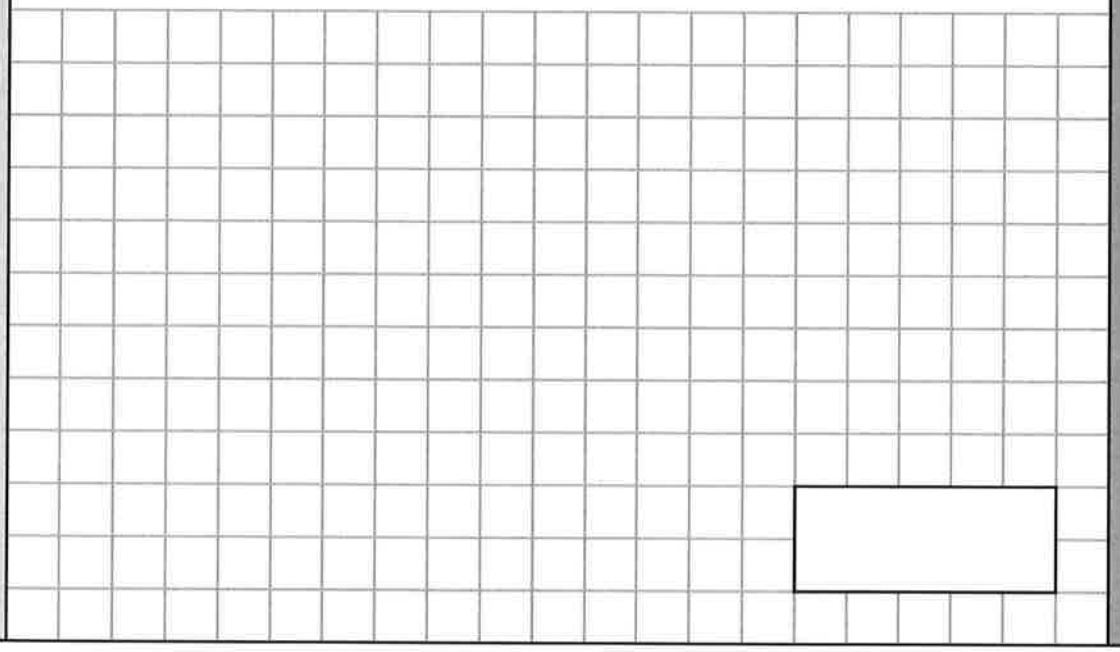
27 $396 \div 6 =$



2 marks

28 $8729 \div 7 =$



2 marks

Total for this page

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Answer Sheet: Key Stage 2: Year 5: Arithmetic Test 1

Guidance: Children will have 30 minutes for this test.

question	answer	marks
1	**557**	1
2	**84**	1
3	**22**	1
4	$\frac{6}{7}$	1
5	$\frac{4}{8}$ or $\frac{1}{2}$	1
6	**7825**	1
7	**5807**	1
8	**42**	1
9	**105**	1
10	**3696**	1
11	**4.3**	1
12	**4.5**	1
13	**5**	1
14	**87 953**	1
15	**49 400**	1
16	**743 183**	1
17	**49**	1
18	**420**	1
19	**80**	1
20	**1200**	1
21	$\frac{7}{8}$	1

question	answer	marks
22	$\frac{5}{10}$ or $\frac{1}{2}$	1
23	**3**	1
24	**7.17**	1
25	**10 920**	2
26	**149 110**	2
27	**66**	2
28	**1247**	2
		Total 32

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Pack 7. Teaching Sheet Tues 23rd Feb

Area of Irregular Shapes

Notes and Guidance

Children use their knowledge of counting squares to estimate the areas of shapes that are not rectilinear. They use their knowledge of fractions to estimate how much of a square is covered and combine different part-covered squares to give an overall approximate area.

Children need to physically annotate to avoid repetition when counting the squares.

Mathematical Talk

How many whole squares can you see?

How many part squares can you see?

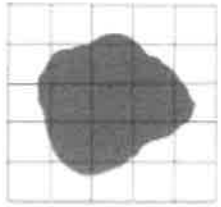
Can you find any part squares that you could be put together to make a full square?

What will we do with the parts?

What does approximate mean?

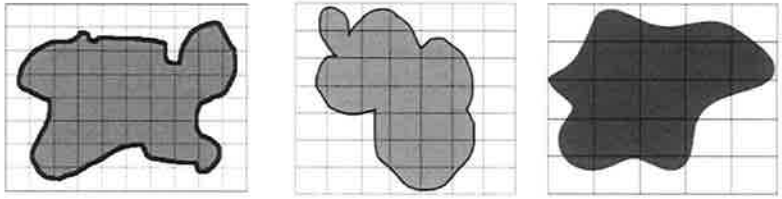
Varied Fluency

- Estimate the area of the pond.
Each square = 1 m^2



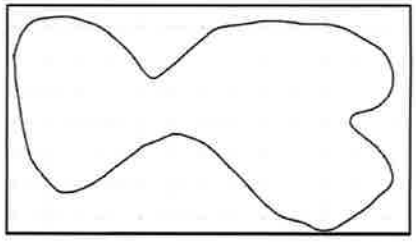
Ron's answer is 4 whole squares and 11 parts.
Is this an acceptable answer?
What can we do with the parts to find an approximate answer?

- If all of the squares are 1 cm in length, which shape has the greatest area?



Is the red shape the greatest because it fills more squares?
Why or why not?
What is the same about each image? What is different about the images?

- Each square is ____ m^2
Work out the approximate area of the shape.



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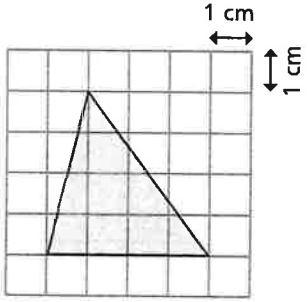
Area of irregular shapes

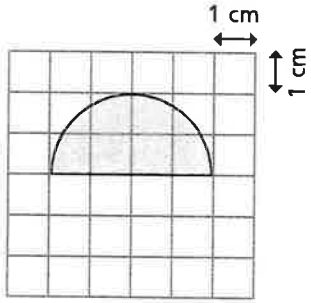
1 On the grid, the area of each square is 1 cm²

Estimate the area of each shape.

a)



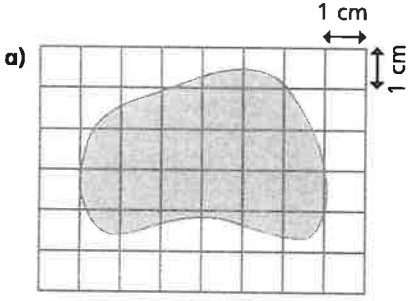
b)



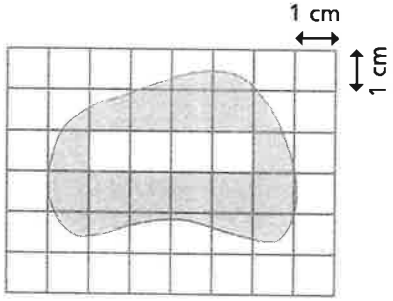
2 Mo draws two shapes on a cm² grid.

Estimate the area of each shape.

a)



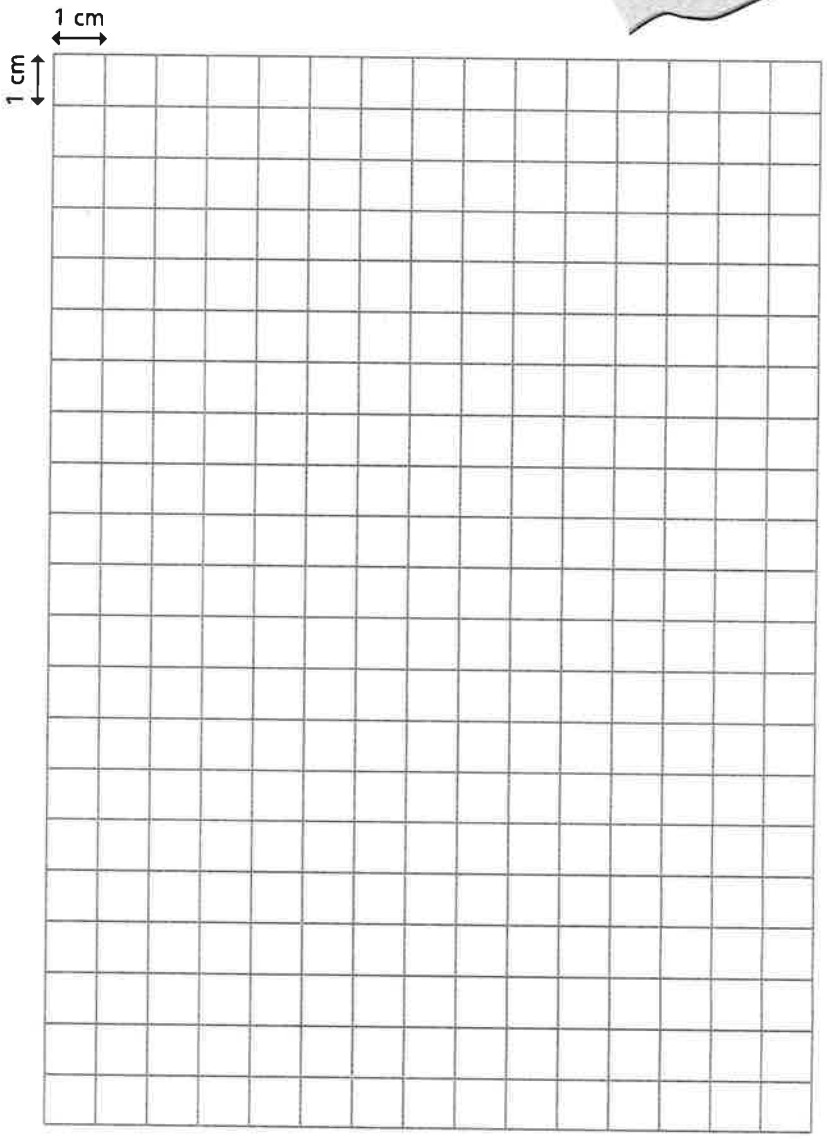
b)



How did you estimate the area of b)?

Talk about it with your partner.

3 a) On the grid below, draw around your closed hand and estimate the area.



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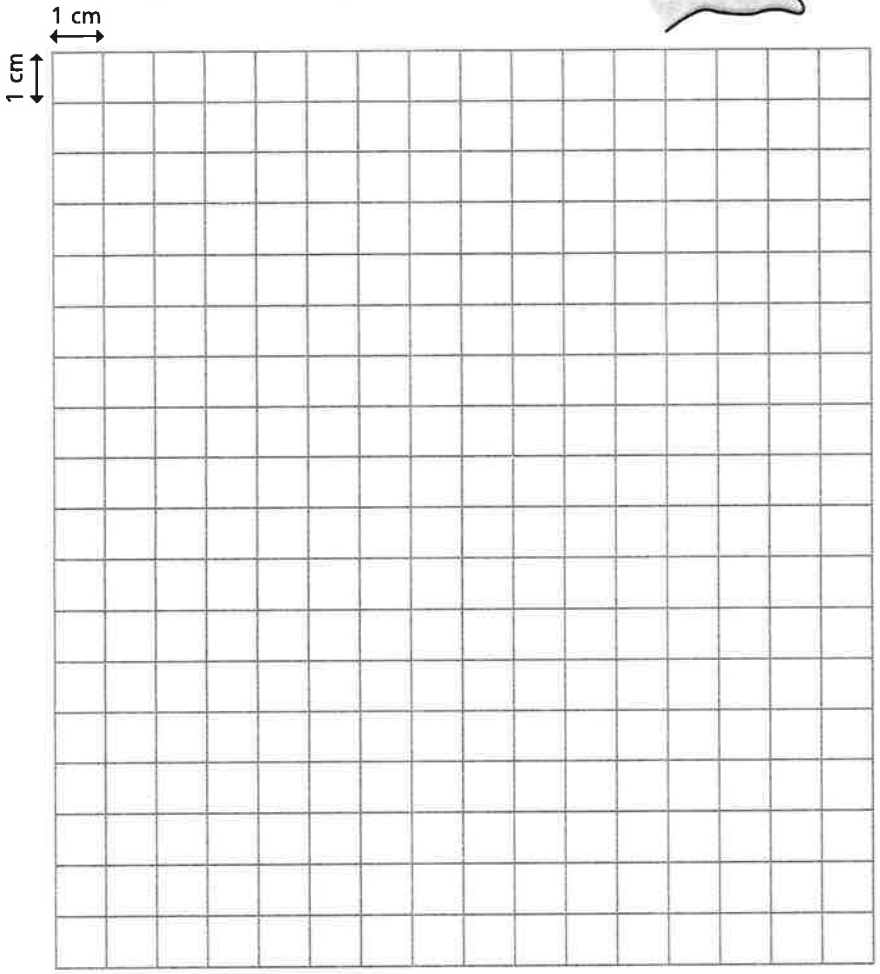
b) On the grid below, draw around your open hand and estimate the area.

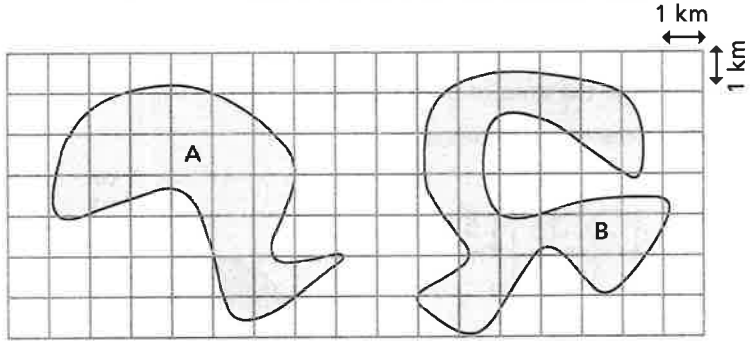


c) Compare your estimates for a) and b). Do you notice anything?

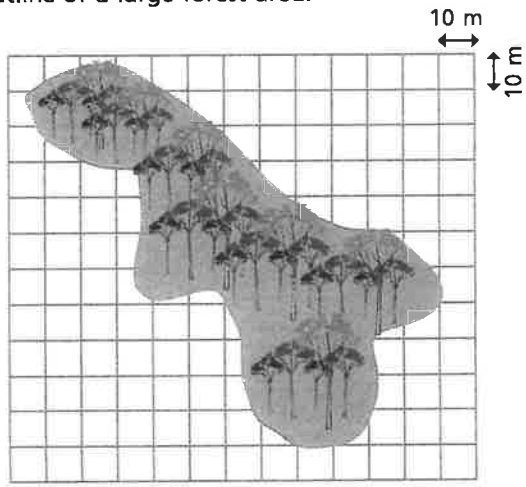
4 Here is the outline of two islands.

Each square represents 1 km² of land.

Which island has the greater area and how much greater is it?



5 This is the outline of a large forest area.



Estimate the area of the forest.

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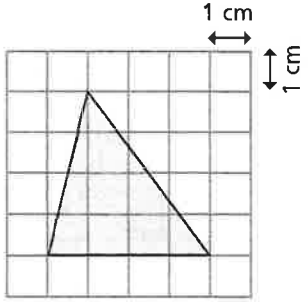
Area of irregular shapes

1 On the grid, the area of each square is 1 cm²

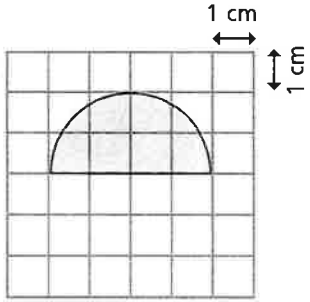
Estimate the area of each shape.

a)



8 cm²

b)

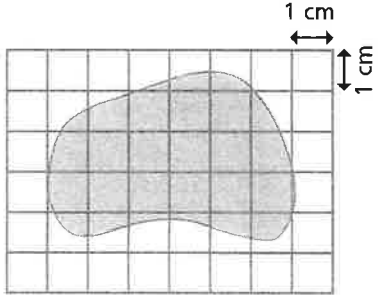


6 cm²

2 Mo draws two shapes on a cm² grid.

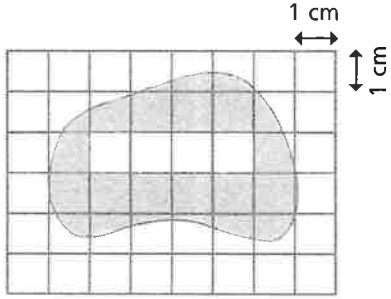
Estimate the area of each shape.

a)



20 cm²

b)



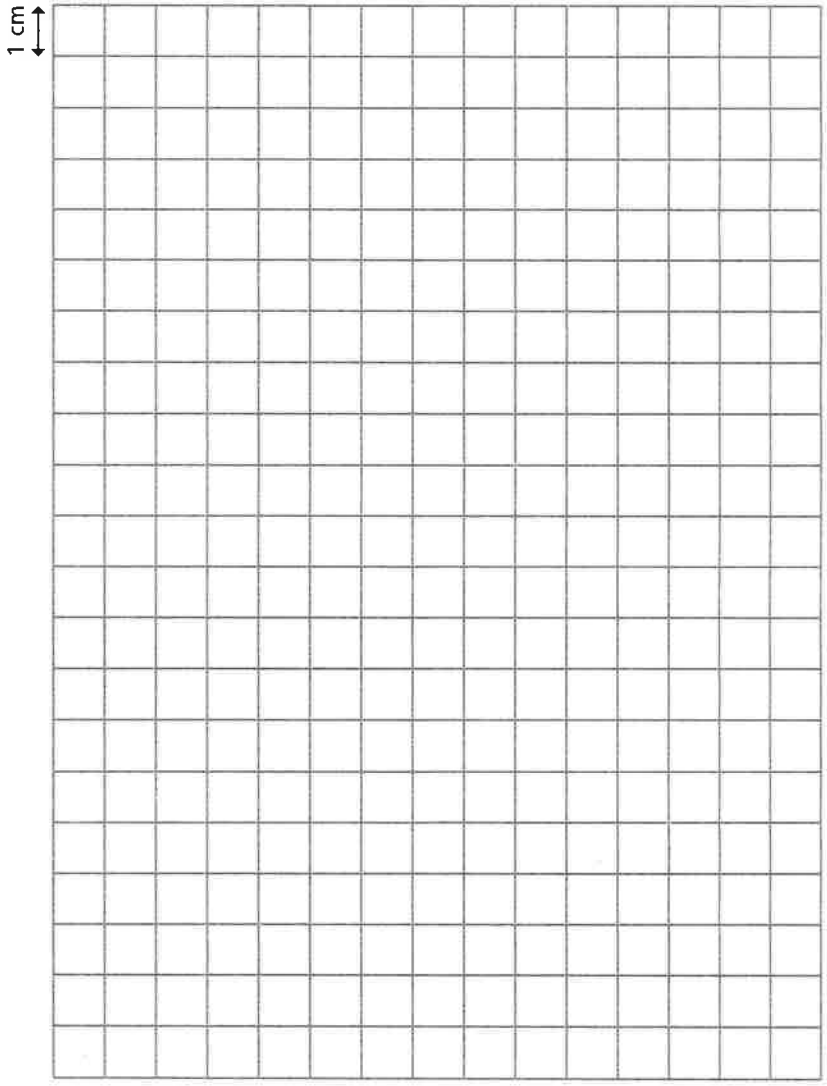
16 cm²

How did you estimate the area of b)?

Talk about it with your partner.

3 a) On the grid below, draw around your closed hand and estimate the area.

Various answers.



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b) On the grid below, draw around your open hand and estimate the area.

1 cm

1 cm

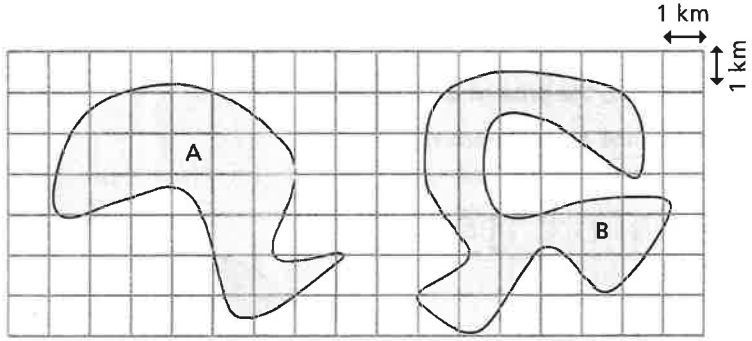
Various answers.

c) Compare your estimates for a) and b). Do you notice anything?

4 Here is the outline of two islands.

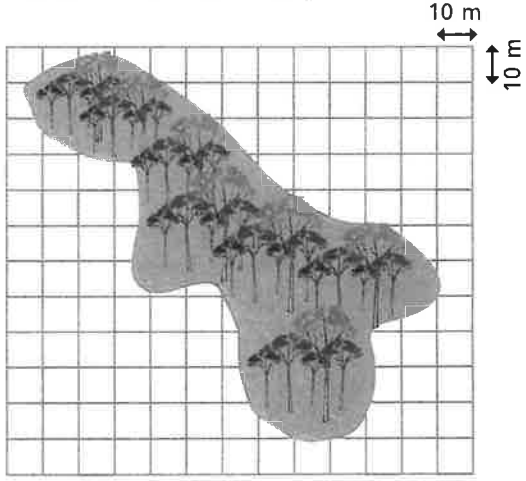
Each square represents 1 km² of land.

Which island has the greater area and how much greater is it?



B has a greater area by approximately 2 km²

5 This is the outline of a large forest area.



Estimate the area of the forest.

4600 m²

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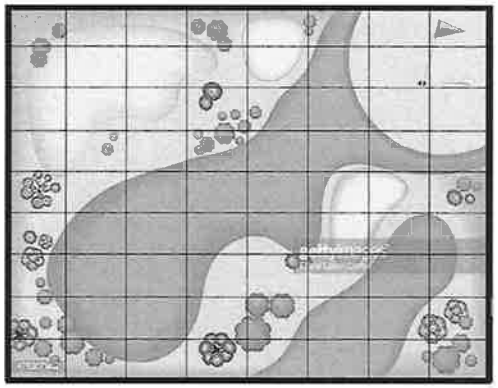
Mastery Tues 22 Feb

Area of Irregular Shapes

Reasoning and Problem Solving

Draw a circle on 1 cm² paper. What is the estimated area?

Can you draw a circle that has area approximately 20 cm²?



If each square represents 3 m², what is the approximate area of:

- The lake
- The bunkers
- The fairway
- The rough
- Tree/forest area

Can you construct a 'Pirate Island' to be used as part of a treasure map for a new game? Each square represents 4 m².

The island must include the following features and be of the given approximate measure:

- Circular Island 180 m²
- Oval Lake 58 m²
- Forests with a total area of 63 m² (can be split over more than one space)
- Beaches with a total area of 92 m² (can be split over more than one space)
- Mountains with a total area of 57 m²
- Rocky coastline with total area of 25 m²

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Assessment

Wed 24 Feb

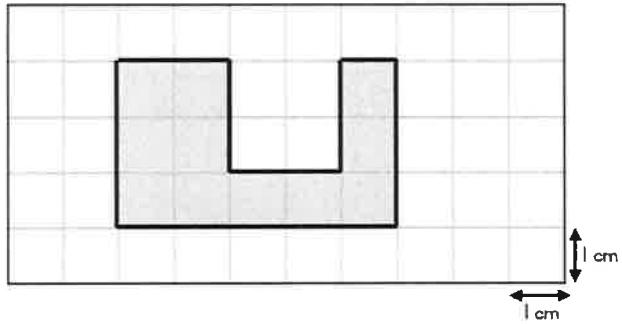
Year 5

Area and Perimeter

White Rose Maths

Name _____

1 The shape is drawn on a centimetre square grid.



What is the area of the shape?

_____ cm^2

1 mark

What is the perimeter of the shape?

_____ cm

1 mark

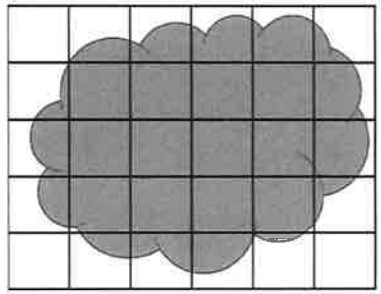
2 Sally says,

The two rectangles have the same area, so they must have the same perimeter.

Explain why Sally is wrong.

1 mark

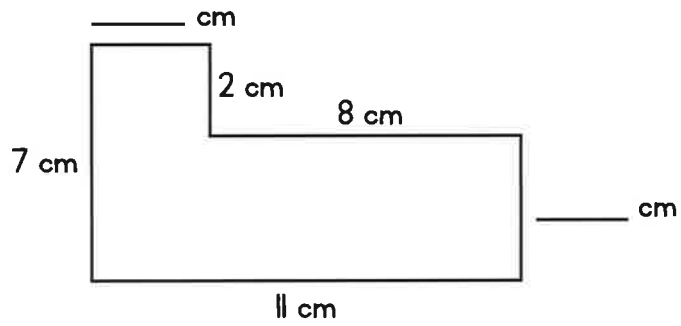
3 Estimate, in squares, the area of the shape.



_____ squares

2 mark

4



Complete the missing lengths.

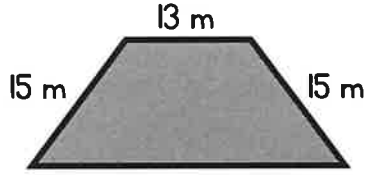
1 mark

Work out the perimeter of the shape.

_____ cm

1 mark

5 The perimeter of the shape is 60 m.

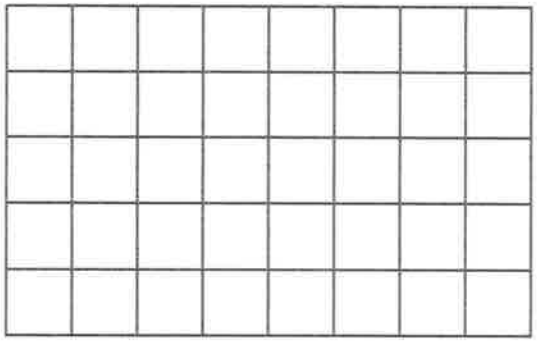


Find the length of the missing side.

_____ m

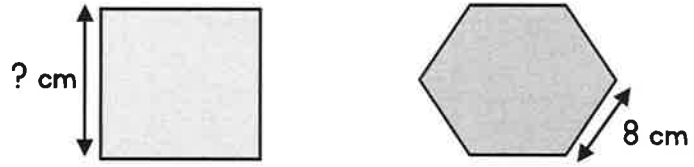
2 mark

6 Draw a rectangle which has an area of 12 squares and a perimeter of 16 squares.



2 marks

7 The square and the regular hexagon have the **same** perimeter.

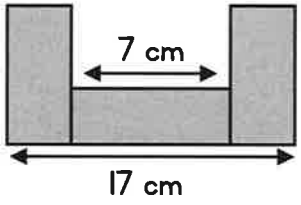


Work out the length of one side of the square.

cm

2 marks

8 The shape is made up of three identical rectangles.



Work out the area of the shape.

cm^2

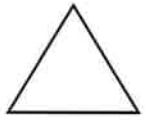
3 marks

9 Ian wants to paint a wall measuring 3 metres by 7 metres.
Each tin of paint covers 5 m^2.
How many tins of paint will Ian need?

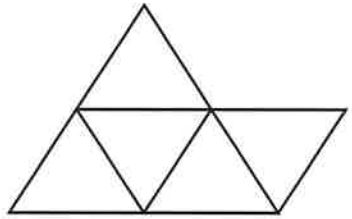
tins

2 mark

10 An equilateral triangle has a perimeter of 21 cm.



John uses 5 of these triangles to make this shape.



What is the perimeter of the new shape he has made?

cm

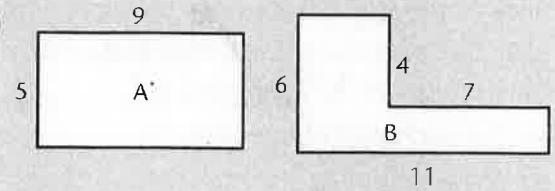
2 mark

Circle how confident you feel with area & perimeter.

1	2	3	4	5
Not confident				Very confident

B

The following pairs of diagrams show the dimensions of rooms. For each pair work out which room has the larger area and by how much. All lengths are in metres.

1


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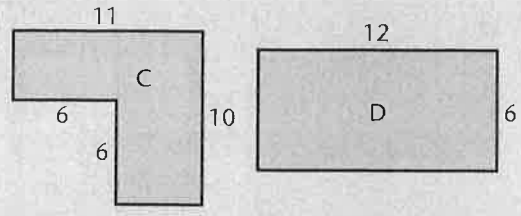
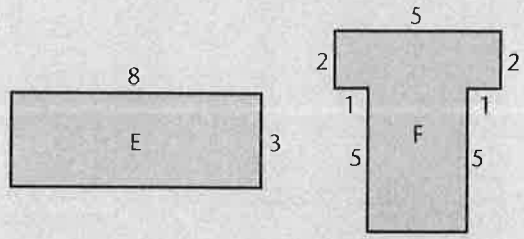
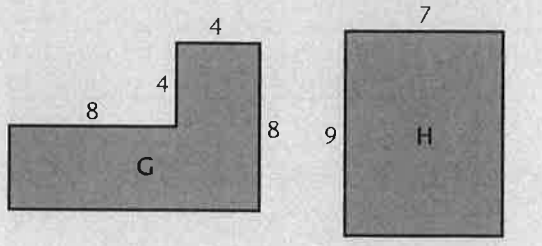


3


4


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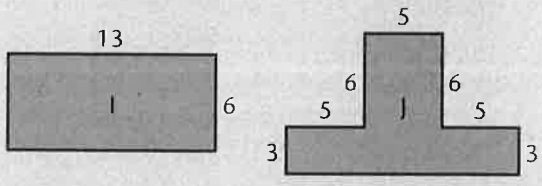
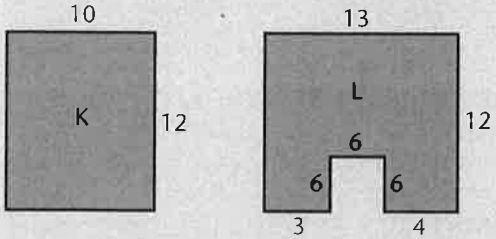
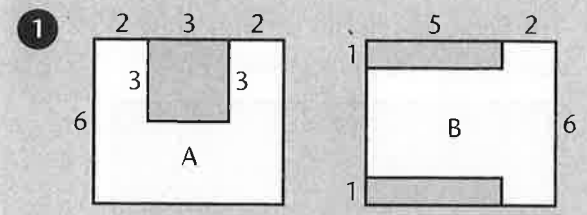


6


C

Each of the following pairs of diagrams shows two possible ways a shop might use its available floor space for display (yellow) and storage (pink). Work out which plan provides the larger display area and by how much.

All lengths are in metres.

1


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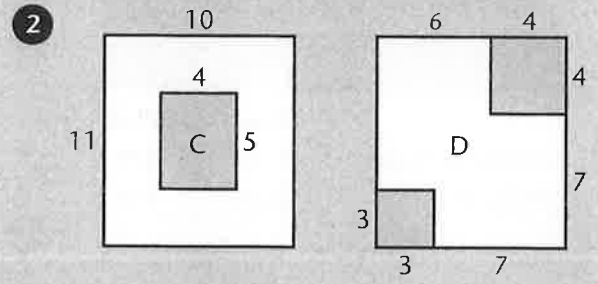
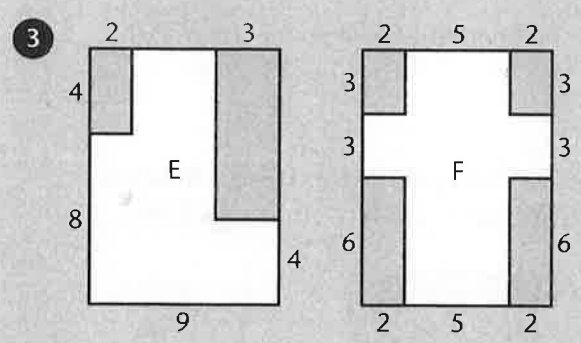
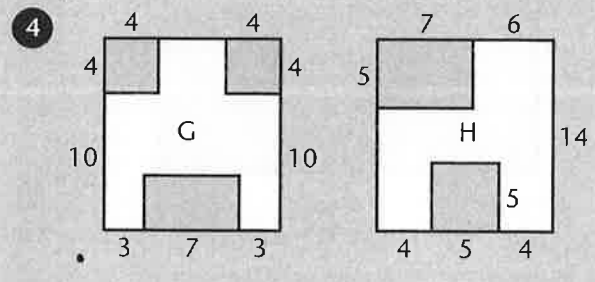
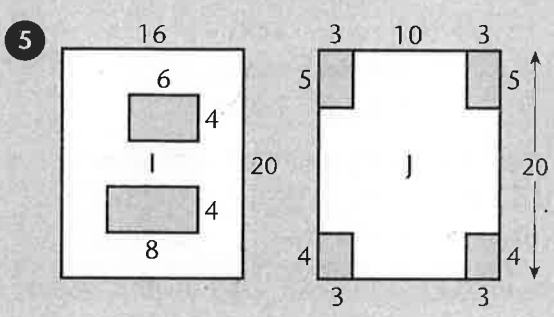


3


4


5


C

1 a) 98 cm² **b)** 46 cm
2 a) 350 cm² **b)** 86 cm
3 a) 252 cm² **b)** 70 cm
4 a) 276 cm² **b)** 94 cm
5 110 m
6 a) 2·2 m (220 cm) **b)** 2000 cm² **c)** 3000 cm²
7 a) 180 m² **b)** 240 **c)** 2500 cm², 0·25 m²

Page 94

A

1

Length	Width	Area
6 cm	4 cm	24 cm²
8 cm	5 cm	40 cm²
11 m	3 m	33 m²
9 m	6 m	54 m²
12 cm	8 cm	96 cm²
40 cm	10 cm	400 cm²
15 m	2 m	30 m²
8 m	7 m	56 m²

2 B is 2 cm² larger than A.
3 D is 1 cm² larger than C.
4 F is 2 cm² larger than E.
5 G and H have equal areas.

Page 95

B

1 A is 7 m² larger than B.
2 C is 2 m² larger than D.
3 F is 1 m² larger than E.
4 G is 1 m² larger than H.
5 I is 3 m² larger than J.
6 K and L have equal areas.

C

1 A has 1 m² more display area.
2 C has 5 m² more display area.
3 E has 4 m² more display area.
4 G and H have equal display areas.
5 I has 2 m² more display area.

Page 96

A

1 a) 120 m **b)** 800 m² **5 a)** 110 m **b)** 600 m²
2 a) 120 m **b)** 900 m² **6 a)** 110 m **b)** 700 m²
3 a) 160 m **b)** 1200 m² **7 a)** 140 m **b)** 1200 m²
4 a) 160 m **b)** 700 m² **8 a)** 110 m **b)** 750 m²

Page 97

B

1 a) 74 m **b)** A 120 m² B 180 m² **c)** 300 m²
2 a) 156 m **b)** A 240 m² B 160 m² **c)** 560 m²
3 a) 88 m **b)** A 180 m² B 180 m² **c)** 360 m²
4 a) 120 m **b)** A 300 m² B 300 m² **c)** 600 m²
5 a) 132 m **b)** A 500 m² B 390 m² **c)** 890 m²
6 Perimeter = 28 m
7 Perimeter = 34 m

C

1 768 m² **3** 1400 m² **5** 960 m² **7** 1116 m²
2 523 m² **4** 476 m² **6** 500 m²

Page 98

A

1 a) 4 **b)** 2 **c)** 6 cm³
2 a) 5 **b)** 4 **c)** 9 cm³
3 a) 6 **b)** 2 **c)** 8 cm³
4 a) 7 **b)** 2 **c)** 9 cm³
5 a) 4 **b)** 2 **c)** 6 cm³
6 a) 5 **b)** 3 **c)** 8 cm³
7 a) 7 **b)** 1 **c)** 8 cm³
8 a) 6 **b)** 6 **c)** 12 cm³
9 a) 7 **b)** 5 **c)** 12 cm³
10 a) 6 **b)** 2 **c)** 8 cm³
11 a) 5 **b)** 1 **c)** 6 cm³
12 a) 7 **b)** 9 **c)** 16 cm³
13 a) 17 **b)** 1 **c)** 18 cm³
14 a) 8 **b)** 4 **c)** 12 cm³
15 a) 8 **b)** 8 **c)** 16 cm³
16 a) 12 **b)** 6 **c)** 18 cm³

Page 99

A

1 a) 12 cm³ **b)** 12 **c)** 24 cm³
2 a) 17 cm³ **b)** 7 **c)** 24 cm³
3 a) 15 cm³ **b)** 3 **c)** 18 cm³
4 a) 24 cm³ **b)** 8 **c)** 32 cm³
5 a) 14 cm³ **b)** 6 **c)** 20 cm³
6 a) 18 cm³ **b)** 6 **c)** 24 cm³
7 a) 14 cm³ **b)** 4 **c)** 18 cm³
8 a) 13 cm³ **b)** 11 **c)** 24 cm³
9 a) 20 cm³ **b)** 7 **c)** 27 cm³
10 a) 21 cm³ **b)** 3 **c)** 24 cm³
11 a) 9 cm³ **b)** 27 **c)** 36 cm³
12 a) 12 cm³ **b)** 15 **c)** 27 cm³
13 a) 14 cm³ **b)** 18 **c)** 32 cm³
14 a) 27 cm³ **b)** 9 **c)** 36 cm³

C

1 a) 18 **b)** 5 **c)** 90 cm³
2 a) 40 **b)** 4 **c)** 160 cm³
3 a) 60 **b)** 3 **c)** 180 cm³
4 a) 36 **b)** 4 **c)** 144 cm³
5 a) 100 **b)** 12 **c)** 1200 cm³
6 a) 135 **b)** 4 **c)** 540 cm³
7 a) 42 **b)** 2 **c)** 84 cm³
8 a) 20 **b)** 3 **c)** 60 cm³

9

Length	Width	Height	Volume
7 cm	2 cm	3 cm	42 cm³
25 cm	10 cm	12 cm	3000 cm³
6 cm	4 cm	5 cm	120 cm³
8 cm	3 cm	4 cm	96 cm³
12 cm	8 cm	5 cm	480 cm³
9 cm	5 cm	6 cm	270 cm³
15 cm	6 cm	4 cm	360 cm³
10 cm	7·5 cm	6 cm	450 cm³

10 8000 cm²

Teaching Thurs 25 Feb

Interpret Charts

Notes and Guidance

Children revisit how to use bar charts, pictograms and tables to interpret and present discrete data.
They decide which scale will be the most appropriate when drawing their own bar charts.
Children gather their own data using tally charts and then present the information in a bar chart. Questions about the data they have gathered should also be explored so the focus is on interpreting rather than drawing.

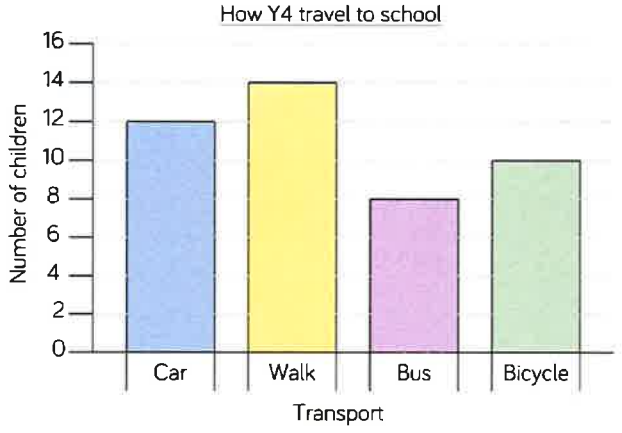
Mathematical Talk

What are the different ways to present data?
What do you notice about the different axes?
What do you notice about the scale of the bar chart?
What other way could you present the data shown in the bar chart?
What else does the data tell us?
What is the same and what is different about the way in which the data is presented?
What scale will you use for your own bar chart? Why?

Varied Fluency

R

- Complete the table using the information in the bar chart.



Transport	Number of children
Car	
Walk	
Bus	
Bicycle	

What is the most/least popular way to get to school?
How many children walk to school?

- Produce your own table, bar chart or pictogram showing how the children in your class travel to school.

- Represent the data in each table as a bar chart.

Team	Number of house points
Sycamore	
Oak	
Beech	
Ash	

= 20 points

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

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Thurs 25 Feb

Interpret charts

White Rose Maths

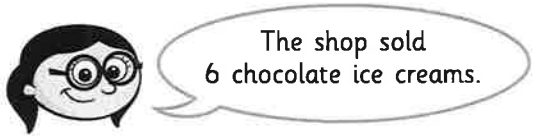
1 The pictogram shows the number of ice creams sold in a shop.

Ice cream flavour	Number of ice creams sold
vanilla	
chocolate	
strawberry	
mint choc	

Key = 2 ice creams

a) How many vanilla ice creams were sold? ☐

b)



What mistake has Annie made?

_____

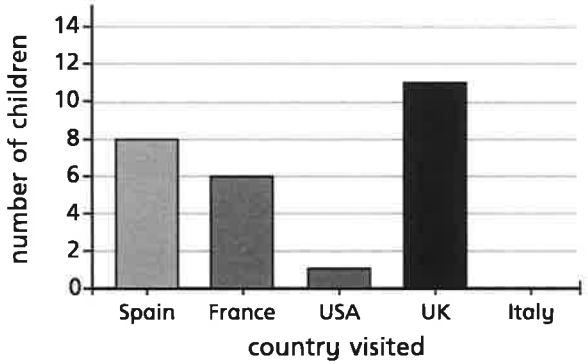
_____

c) How many chocolate ice creams were sold? ☐

d) How many strawberry ice creams were sold? ☐

e) Seven mint choc ice creams were sold.
Complete the pictogram to show this.

2 The bar chart shows the number of children who went on holiday to some different countries.



a) Complete the table using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

b) Complete the pictogram using the information in the bar chart.

Country	Number of children visiting
Spain	
France	
USA	
UK	
Italy	

Key = 4 children

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3

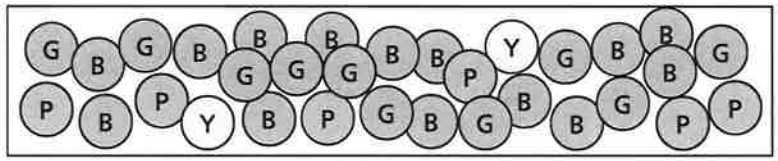


Chart A

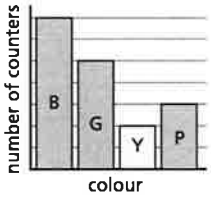


Chart B

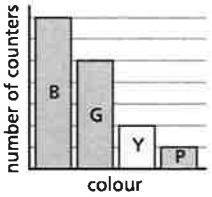
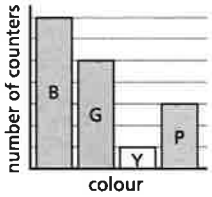


Chart C



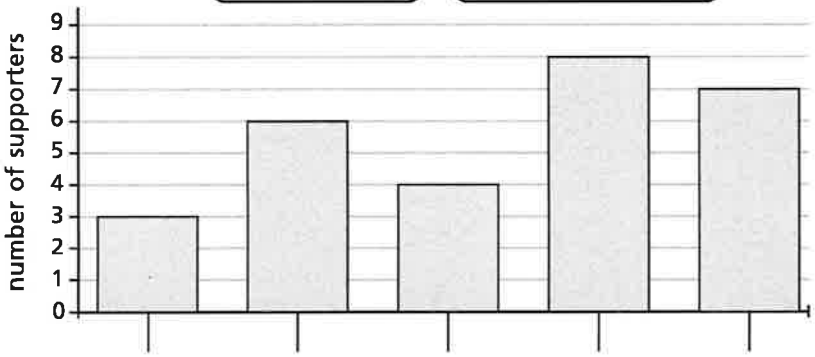
Which chart best represents the picture? _____

Talk to a partner about the reasons for your choice.

4 Use the clues to label the bar chart.

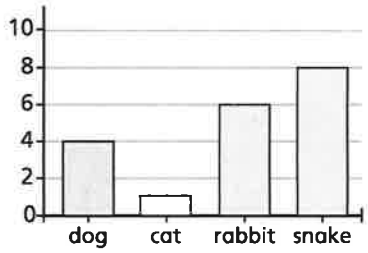
- The number of Huddersfield Town supporters is half the number of Halifax Town supporters.
- More people support Halifax Town than support any other team.
- More people support Manchester United than Leeds United.
- There is 1 less supporter of Bradford City than Halifax Town.

Bradford City | Huddersfield Town | Halifax Town | Leeds United | Manchester United

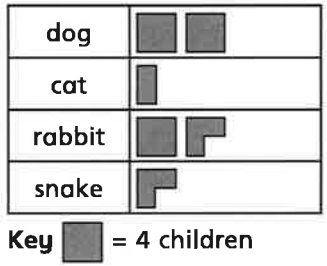


5 Four classes of children were asked what their favourite animals are. Match the tables to the charts.

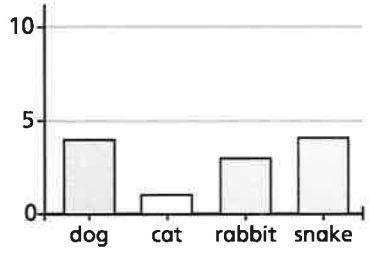
Class A	
dog	8
cat	2
rabbit	7
snake	12



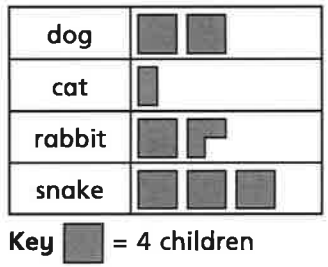
Class B	
dog	4
cat	1
rabbit	3
snake	4



Class C	
dog	4
cat	1
rabbit	6
snake	8



Class D	
dog	8
cat	2
rabbit	7
snake	3



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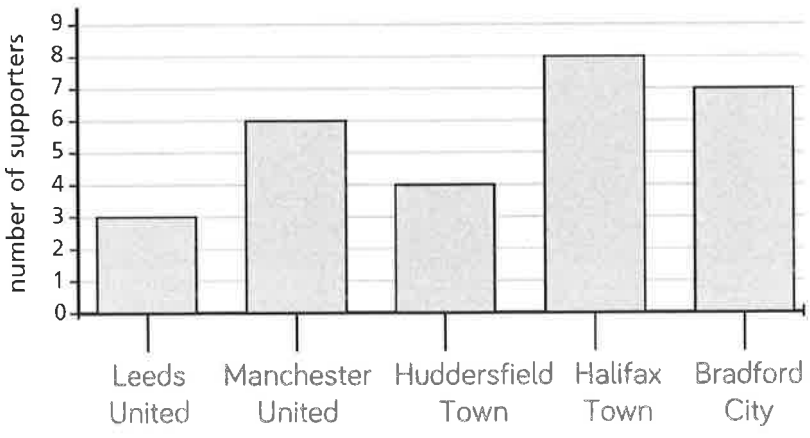
25/2/21 - Block 4 - Step 1 - Interpret charts Answers

<table>
<tr><th>Question</th><th>Answer</th></tr>
<tr><td>1</td><td>
a) 8
b) She has counted the number of pictures of ice creams on the pictogram, but each picture represents 2 ice creams.
c) 12
d) 3
e)
<table>
<tr><th>Ice cream flavour</th><th>Number of ice creams sold</th></tr>
<tr><td>vanilla</td><td>4 ice cream pictures</td></tr>
<tr><td>chocolate</td><td>6 ice cream pictures</td></tr>
<tr><td>strawberry</td><td>1 ice cream picture</td></tr>
<tr><td>mint choc</td><td>3 ice cream pictures</td></tr>
</table>
</td></tr>
<tr><td>2</td><td>
a)
<table>
<tr><th>Country</th><th>Number of children visiting</th></tr>
<tr><td>Spain</td><td>8</td></tr>
<tr><td>France</td><td>6</td></tr>
<tr><td>USA</td><td>1</td></tr>
<tr><td>UK</td><td>11</td></tr>
<tr><td>Italy</td><td>0</td></tr>
</table>
b)
<table>
<tr><th>Country</th><th>Number of children visiting</th></tr>
<tr><td>Spain</td><td>2 full circles</td></tr>
<tr><td>France</td><td>1 full circle, 1 half circle</td></tr>
<tr><td>USA</td><td>1 quarter circle</td></tr>
<tr><td>UK</td><td>2 full circles, 1 three-quarter circle</td></tr>
<tr><td>Italy</td><td></td></tr>
</table>
</td></tr>
<tr><td>3</td><td>
chart C
There are 14 blue, 10 green, 2 yellow and 6 pink. If each division on the vertical axis is equal to 2 counters, then the columns in chart C show these numbers.
</td></tr>
<tr><td>4</td><td>


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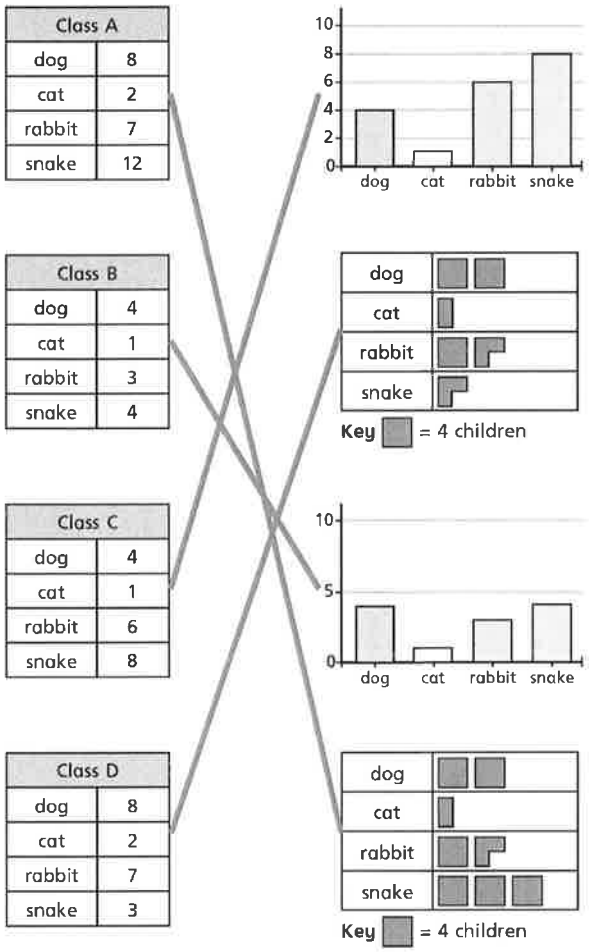
25-02-21 – Block 4 – Step 1 – Interpret charts Answers (continued)

Question	Answer
5	

Mastery Thurs 25 Feb

Interpret Charts

Reasoning and Problem Solving

R

Halifax City Football Club sold the following number of season tickets:

- Male adults – 6,382
- Female adults – 5,850
- Boys – 3,209
- Girls – 5,057

Would you use a bar chart, table or pictogram to represent this data?
Explain why.

Possible answer:
I would represent the data in a table because it would be difficult to show the exact numbers accurately in a pictogram or bar chart.

Alex wants to use a pictogram to represent the favourite drinks of everyone in her class.

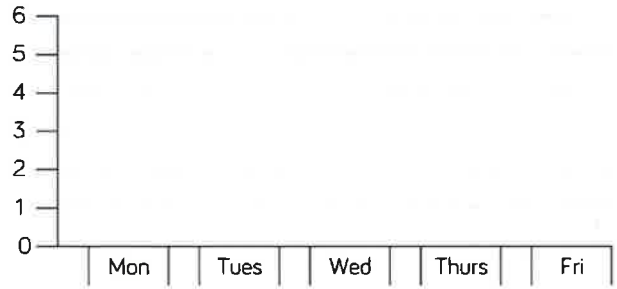
Explain why this is not a good idea.

It is not a good idea, because it would be difficult to show amounts which are not multiples of 5

Here is some information about the number of tickets sold for a concert.

Day	Number of tickets sold
Monday	55
Tuesday	30
Wednesday	45
Thursday	75
Friday	85

Jack starts to create a bar chart to represent the number of concert tickets sold during the week.



What advice would you give Jack about the scale he has chosen?
What would be a better scale to use?
Is there anything else missing from the bar chart?

Possible response:
I would tell Jack to use a different scale for his bar chart because the numbers in the table are quite large.
The scale could go up in 5s because the numbers are all multiples of 5
Jack needs to record the title and he needs to label the axes.

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Teaching Friday 26 Feb

Comparison, Sum & Difference

Notes and Guidance

Children solve comparison, sum and difference problems using discrete data with a range of scales.
They use addition and subtraction to answer questions accurately and ask their own questions about the data in pictograms, bar charts and tables.
Although examples of data are given, children should have the opportunity to ask and answer questions relating to data they have collected themselves.

Mathematical Talk

What does a full circle represent in the pictogram?

What does a half/quarter/three quarters of the circle represent?

What other questions could we ask about the pictogram?

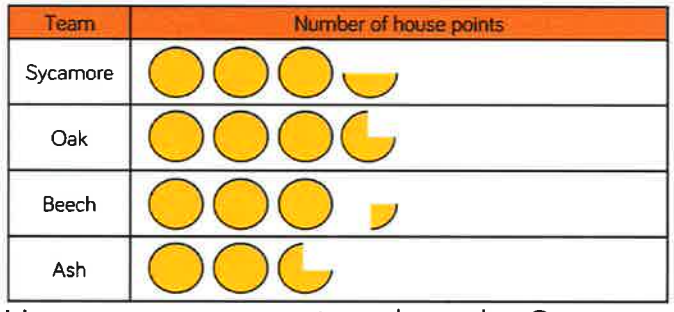
What other questions could we ask about the table?

What data could we collect as a class?

What questions could we ask about the data?

Varied Fluency

R



How many more points does the Sycamore team have than the Ash team?
How many points do Beech and Oak teams have altogether?
How many more points do Ash need to be equal to Oak?

Activity	Number of votes
Bowling	9
Cinema	10
Swimming	7
Ice-skating	14

How many people voted in total?
$\frac{1}{4}$ of the votes were for _____.
7 more people voted for _____ than _____.

As a class, decide on some data that you would like to collect, for example: favourite books, films, food.
Collect and record the data in a table.
Choose a pictogram or a bar chart to represent your data, giving reasons for your choices.
What questions can you ask about the data?

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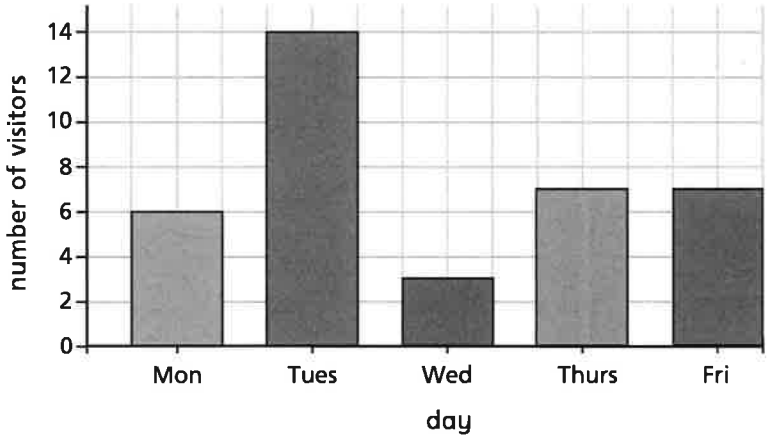
Friday 26 Feb

Comparison, sum and difference

White Rose Maths

1 The bar chart shows the number of visitors to a museum in a week.



a) How many more visitors went to the museum on Tuesday than on Wednesday?

b) What is the difference between the number of visitors on Monday and the number of visitors on Friday?

c) What was the total number of visitors for the whole week?

d) If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

2 The pictogram shows the points scored in a game by five teams.

Team	Points
Red	■ ■ ■ ▮
Blue	■ ⌐
Green	■ ■ ▮
Yellow	■ ■ ■ ■ ▪
Pink	

Key ■ = 4 points

a) Write <, > or = to compare the points scored by the teams.

Red ○ Blue and Green

Red and Blue ○ Green and Yellow

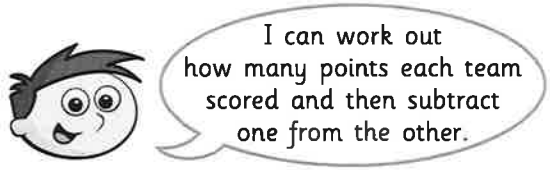
Red and Green ○ Yellow and Blue

Blue and Green ○ Yellow

b) The Pink team scored half the number of points that the Green team scored.

Complete the pictogram for the Pink team.

c) Teddy is working out the difference in points between the Red and Green teams.



Is there another way Teddy could work out the answer?

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3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	☀☀☀☀☀☀
UK	☀☀☀
Italy	☀☀☀☀☀
Germany	☀☀☀
Iceland	☀

Key ☀ = 3 hours

a)

I can find out how many hours sunshine each country has and then add up all the totals.

Use Mo's method to calculate the total hours of sunshine.

☐ hours

b)

I can count how many sunshine symbols there are altogether and multiply that by 3

Use Rosie's method to calculate the total hours of sunshine.

☐ hours

Which method is the most efficient?

Will that always be the case?

4 The table shows the number of men and women who watched three different films.

Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

a) Complete the table.

b) Are these statements true or false?

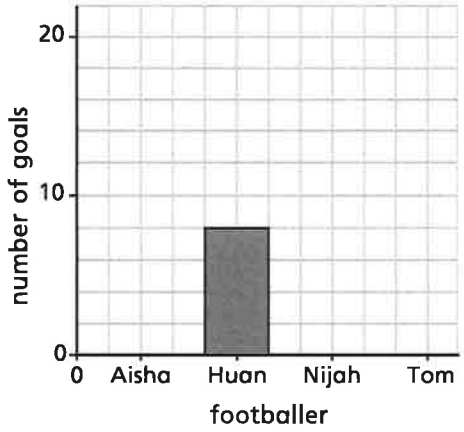
More women than men watched one of the films. _____

Film B was the most popular. _____

5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



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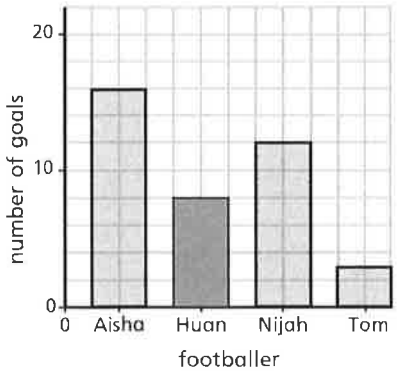
26.02.21 · Block 4 – Step 2 – Comparison, sum and difference Answers

<table>
<tr><th>Question</th><th>Answer</th></tr>
<tr><td>1</td><td>a) 11
b) 1
c) 37
d) 21</td></tr>
<tr><td>2</td><td>a) Red < Blue and Green
Red and Blue < Green and Yellow
Red and Green = Yellow and blue
Blue and Green = Yellow
b)
<table>
<tr><th>Team</th><th>Points</th></tr>
<tr><td>Red</td><td></td></tr>
<tr><td>Blue</td><td></td></tr>
<tr><td>Green</td><td></td></tr>
<tr><td>Yellow</td><td></td></tr>
<tr><td>Pink</td><td></td></tr>
</table>
Key = 4 points
c) Teddy could subtract the square and a half for Green from the squares for Red to leave 2 whole squares and then convert these to 8 points.</td></tr>
<tr><td>3</td><td>a) 54 hours
b) 54 hours
Rosie's method is more efficient when all the symbols are whole symbols. When there are part symbols representing less than 3 hours then it is harder to work out how many symbols there are in total.</td></tr>
<tr><td>4</td><td>a)
<table>
<tr><th></th><th>Women</th><th>Men</th><th>Total</th></tr>
<tr><td>Film A</td><td>364</td><td>618</td><td>982</td></tr>
<tr><td>Film B</td><td>411</td><td>484</td><td>895</td></tr>
<tr><td>Film C</td><td>609</td><td>255</td><td>864</td></tr>
<tr><td>Total</td><td>1,384</td><td>1,357</td><td>2,741</td></tr>
</table>
b) true
false</td></tr>
<tr><td>5</td><td> 
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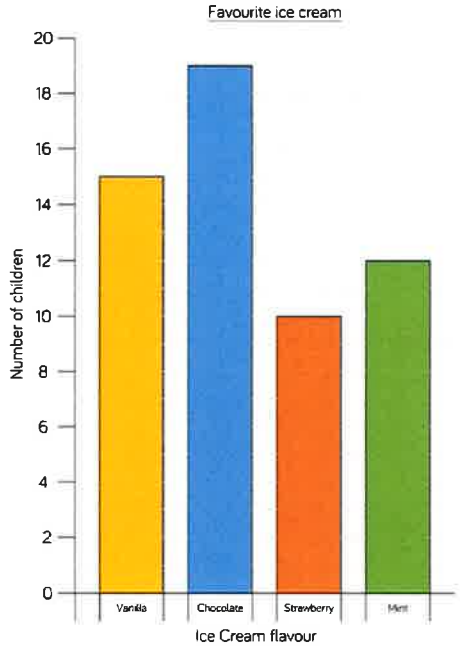
Mastery Friday 26th Feb

Comparison, Sum & Difference

Reasoning and Problem Solving

R



Rosie says,

We asked 54 people altogether.

Can you spot Rosie's mistake?
How many people were asked altogether?

Rosie has read the bar chart incorrectly.
15 people chose vanilla, 19 people chose chocolate, 10 chose strawberry and 12 chose mint.
That means 56 people were asked altogether.

Attraction	Number of visitors on Saturday	Number of visitors on Sunday
Animal World Zoo	1,282	2,564
Maltings Castle	2,045	1,820
Primrose Park	1,952	1,325
Film Land Cinema	2,054	1,595

True or false?

- The same number of people visited Maltings Castle as Film Land Cinema on Saturday.
- Double the number of people visited Animal World Zoo on Sunday than Saturday.
- The least popular attraction of the weekend was Primrose Park.

- False
The Film Land Cinema had 9 more visitors that Maltings Castle

- True
1,282 doubled is 2,564

- True
Animal World Zoo - 3,846
Maltings Castle - 3,865
Primrose Park - 3,277
Film Land Cinema - 3,649

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Kingsmoor Lockdown English work: Week 7

Day 1 Monday 22nd Feb	
Reading	Read your assigned book on GetEpic. They are differentiated to match your Reading Range on AR. Class code: wng9901 Take the week to read it through and then have a go at the quiz on Friday.
Spelling and handwriting	Practise the next list of common exception words for years 5 and 6. These are your gold certificate spellings. Mastery: can you find different prefixes and suffixes for these words? Complete Monday's handwriting sheet.
Writing	Look in your new Talk for Writing booklet 'Treasure' and Read the blueprint text. You can listen to it if you find it too tricky. Complete activity 1 and draw a story map. Read activity 2 carefully so you can see how the story has been boxed up.

Day 2 Tuesday 23rd Feb	
Reading	Read your assigned book on GetEpic. They are differentiated to match your Reading Range on AR. Class code: wng9901 Take the week to read it through and then have a go at the quiz on Friday.
Spelling	Practise your common exception words. I have given you a handwriting sheet to practise on. Can you find out the meaning of the words using a dictionary?
Writing	Complete activity 3 in the Treasure booklet. What devices for using suspense have you found? Complete activity 4 with some excellent 'Show, not Tell' sentences.

Day 3 Wednesday 24th Feb	
Reading	Read your assigned book on GetEpic. They are differentiated to match your Reading Range on AR. Class code: wng9901

	Take the week to read it through and then have a go at the quiz on Friday.
Spelling	Practise your common exception words. I have given you a handwriting sheet to practise on. Can you write a sentence for each of the first 9 words in your list? E.g. *The **identity** of the thief was unknown.*
Writing	Complete activities 5, 6 and 7 in the Treasure booklet.

Day 4 Thursday 25th Feb	
Reading	Read your assigned book on GetEpic. They are differentiated to match your Reading Range on AR. Class code: wng9901 Take the week to read it through and then have a go at the quiz on Friday.
Spelling	Practise your common exception words. I have given you a handwriting sheet to practise on. Can you write a sentence for each of the second 8 words in your list? E.g. *The **mischievous** child smiled with delight.*
Writing	Complete activity 8 in the Treasure booklet

Day 5 Friday 26th Feb	
Reading	Read your assigned book on GetEpic. They are differentiated to match your Reading Range on AR. Class code: wng9901 Take the week to read it through and then have a go at the quiz on Friday.
Spelling	Ask an adult to test you on the spelling of the words you have been practising this week.
Writing and handwriting	Complete activity 9 and 10 in the Treasure booklet

Mon 22 Feb

Y5 & Y6 Common Exception Words - Gold

identity
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity

Tuesday 23 Feb

Wed 24 Feb

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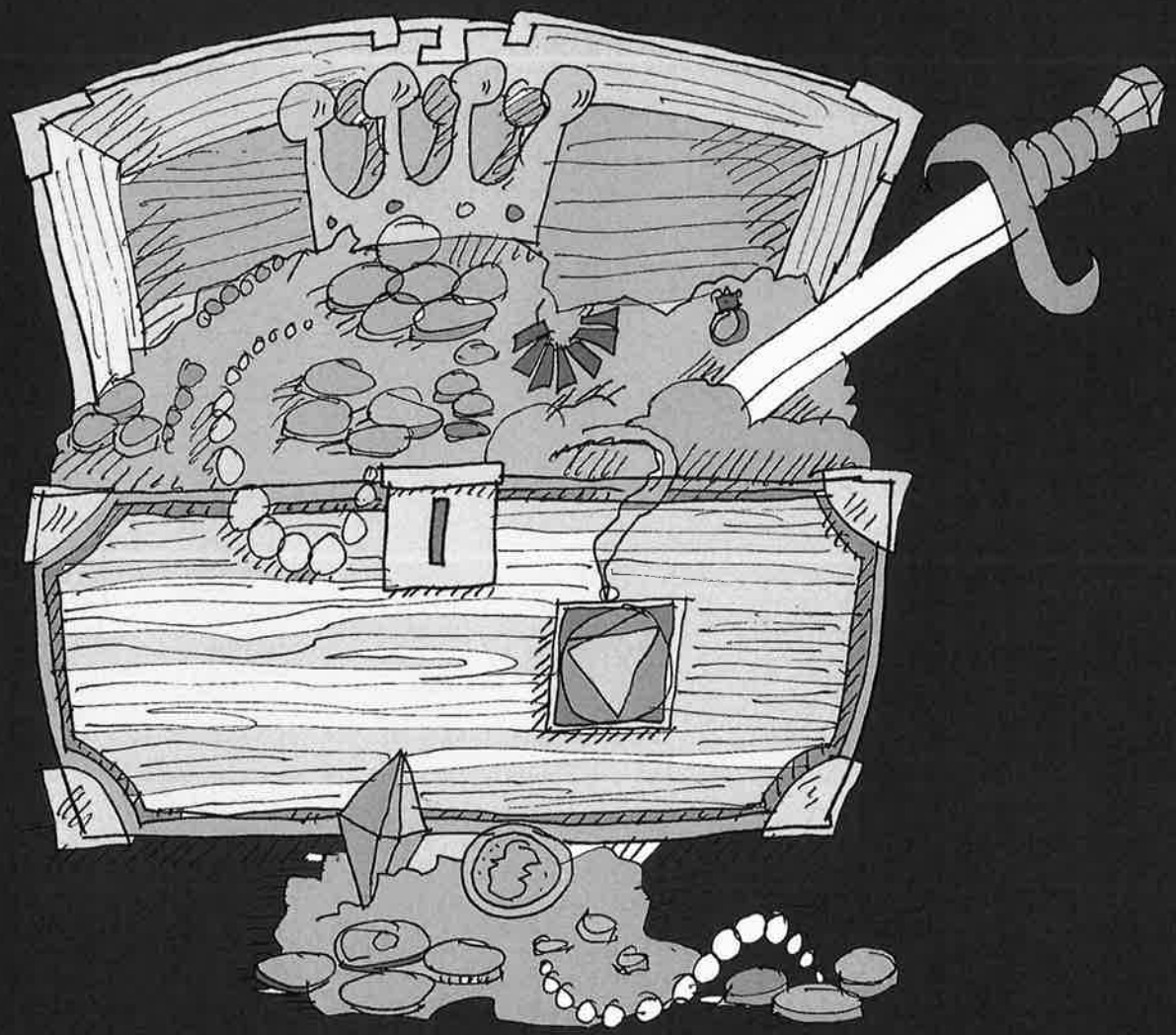
Thurs 25 Feb

TalkforWriting

Talk for Writing Home-school booklet

Treasure

by James Walker



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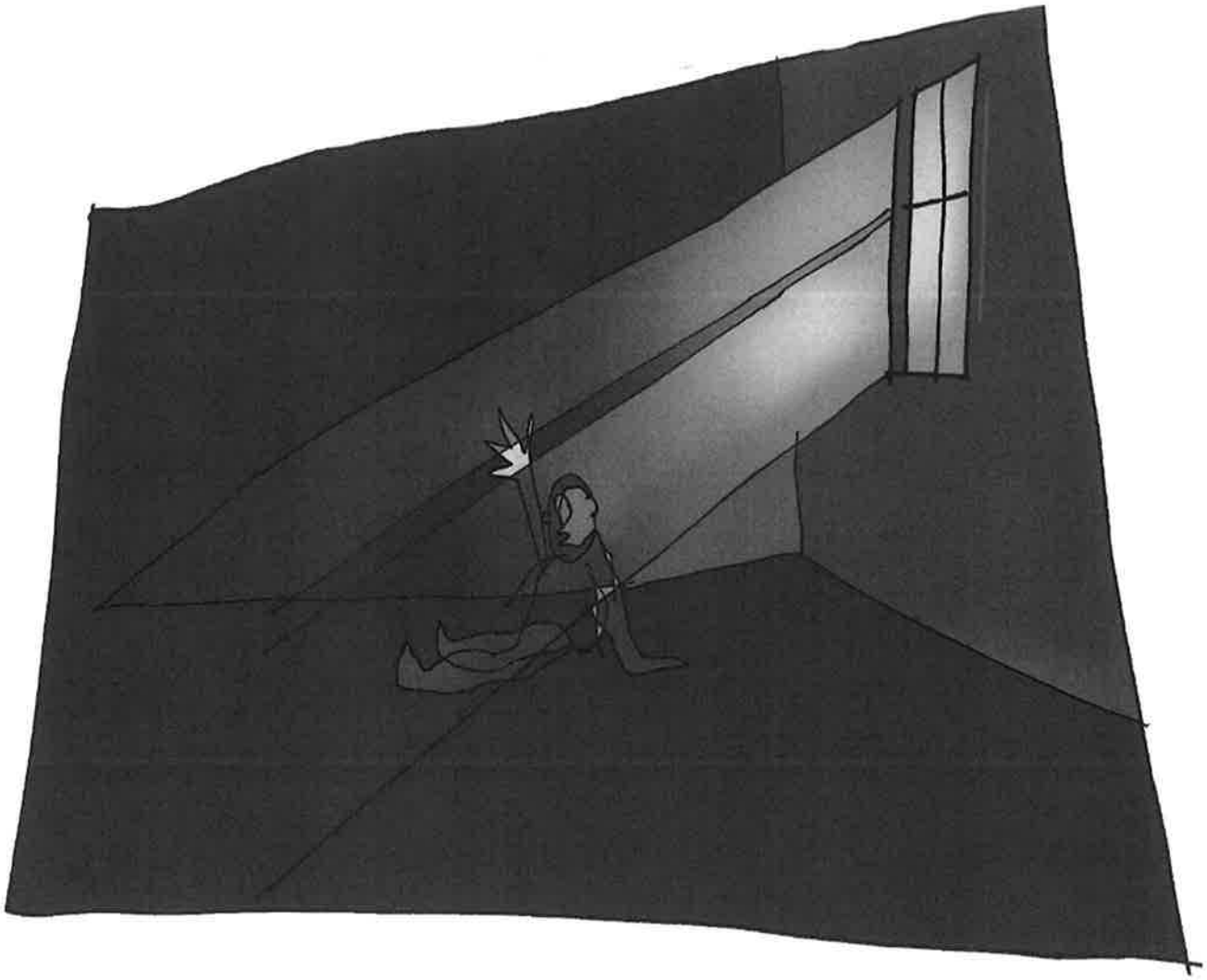
Treasure

Imagine stumbling across hidden treasure the next time you are out on the beach or in the woods with your friends. What would you do? Open the treasure chest? Keep it all to yourself? Hand it in to the police? Show it to your family? I think we have probably all thought about this! Treasure or precious objects are often used in myth, legend, cartoons, books and films. In our unit, we will use treasure and interesting objects as the stimulus to write fantastic adventure stories.



Introducing suspense

In this workbook, we are going to be writing ***FINDING TALES*** and our main focus is going to be ***suspense*** writing. You may have done some of this in school so try to tap back into the learning you have done about how to write effective suspense stories.

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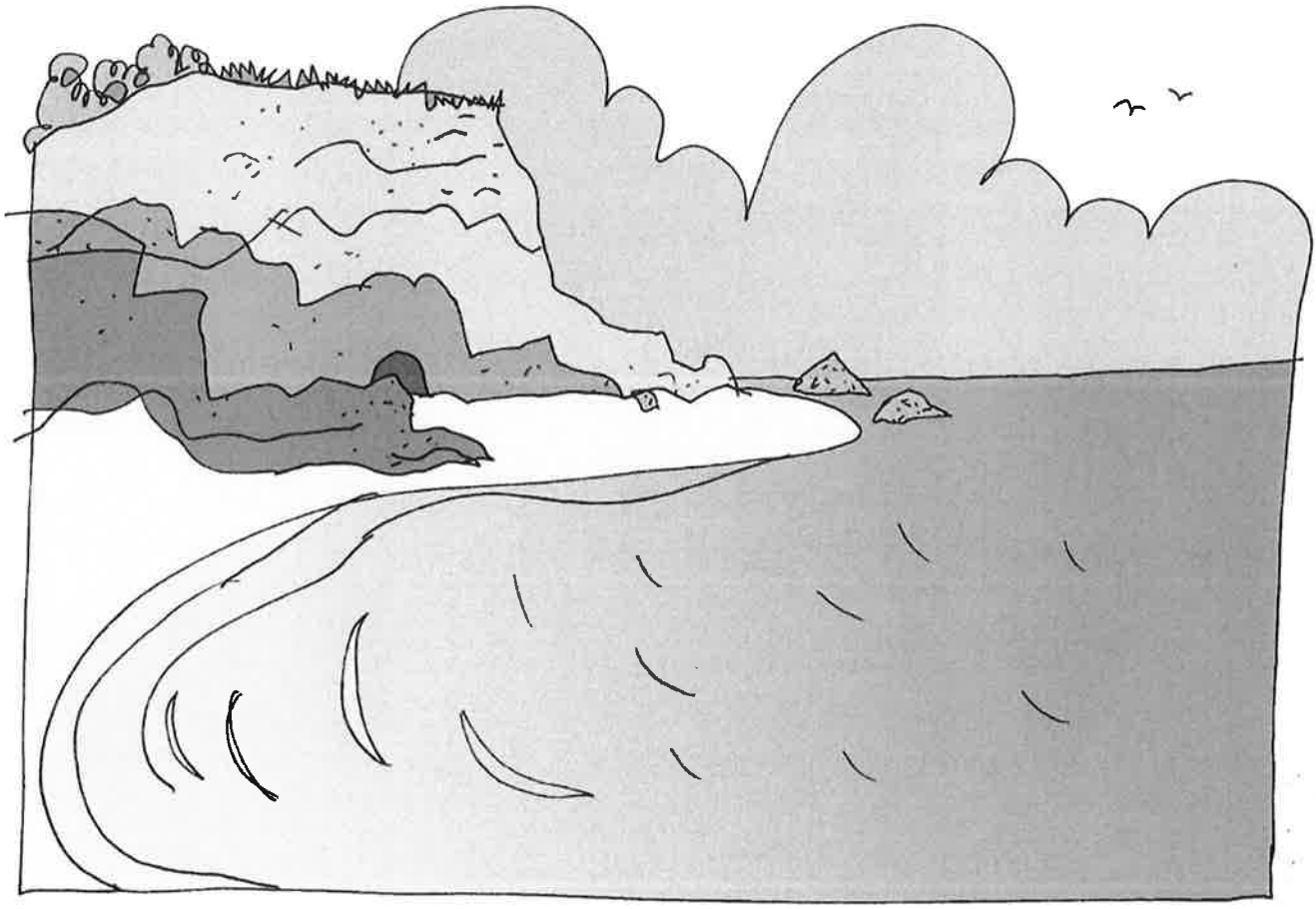
Model text - Adventure at Sandy Cove

Here is our model text: *Adventure at Sandy Cove by Pie Corbett*. It is a good example of a finding tale that uses suspense. Read below and have a listen here: https://soundcloud.com/talkforwriting/sandy/s-cpd0mheQjwP

Adventure at Sandy Cove



"Hurry up," shouted Joe as he climbed over the rocks. Carefully, Rahul followed. The two boys stopped at a rock pool and began to search for shells. "Hey, what's this?" shouted Joe to Rahul. In the rock pool was a small, black box wrapped in plastic. The boys tugged it loose. What was inside? Joe pressed the silver catch and the lid popped open. The box was full of sparkling jewels!

At that moment, a scruffy old man shouted at the boys. His wolf-like dog barked menacingly. Joe snapped the lid down, picked up the box and the two boys began to scramble over the rocks. They slipped and struggled towards the cliffs.

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"Quick! Let's hide in here," said Joe, rushing into a cave. It was dark and damp inside and they could hear water dripping. They felt their way further in and crouched behind a rock. Rahul's heart pounded like a bass guitar. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children ducked down and kept as still as stone, but the dog could sense them. It padded closer and closer, growling menacingly. Rahul gripped Joe's arm. They could see its white teeth, smell its damp hair and feel its hot meaty breath.

Suddenly, there was a distant shout. "Here, dog!" hissed the man, roughly grabbing its collar. "Those boys have got away - quick, after them!" Joe and Rahul held their breath until they could hear the sound of the man and his dog stumbling back across the rocks. They waited for a long while before creeping out. Even though the beach was empty, the boys ran home as fast as they could.

At first, Mum didn't believe them. It was only when Joe opened the box that she decided to call the police. When the police arrived, they told Mum that the big house up the road had been burgled only the night before. They had spent all day searching for a trace of the jewels. Their only clue had been the footprints of a large dog. Joe shut his eyes. He could imagine the headlines: 'PRICELESS JEWELS FOUND BY SCHOOLBOY DETECTIVES. And there was a reward too.

© Pie Corbett

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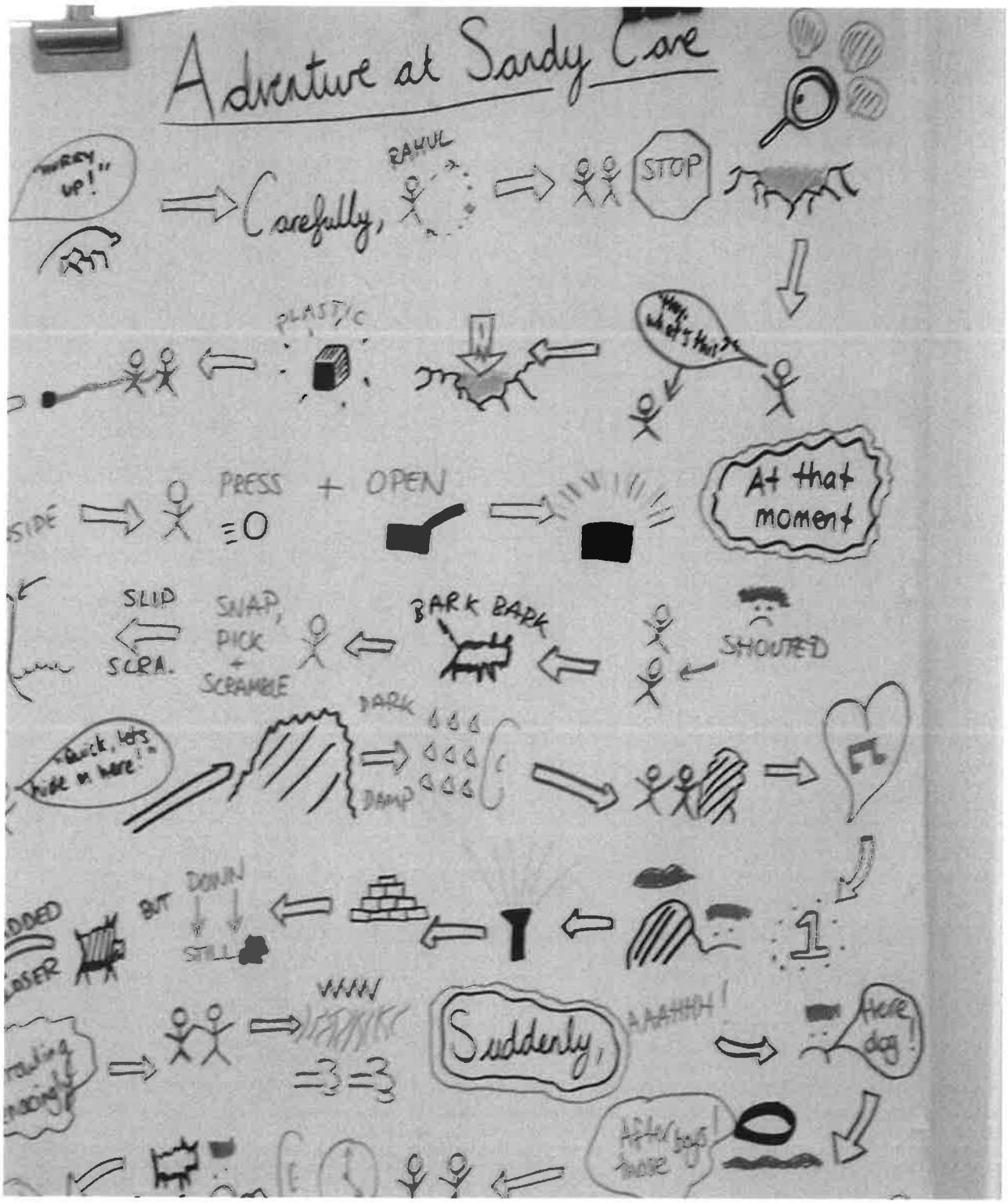
Activity 1 - Storytelling and mapping

If you are used to retelling stories from story maps, then you could have a go at retelling the model text. Drawing a map to follow is a great idea plus identifying key actions for words like ***suddenly, at that moment, carefully, at first.*** If you have never drawn story maps to help you retell stories, look at the map as you listen to the story again and see if you can see how the images help you remember the story. Then see if you can retell it in your own words by just looking at the images. You could even draw your own map.



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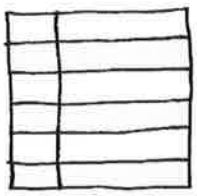
Activity 2: Underlying pattern of finding tales



Below, I have picked out the underlying pattern of the model text by boxing it up. This gives you the basic plan for writing your own finding tale, but remember you can change, adapt, add in more sections and change the ending if you like. It is just a guide.

Title	Adventure at Sandy Cove
Opening *Main characters in an everyday setting* *Find an interesting object*	"Hurry up," shouted Joe as he climbed over the rocks. Carefully, Rahul followed. The two boys stopped at a rock pool and began to search for shells. "Hey, what's this?" shouted Joe to Rahul. In the rock pool was a small, black box wrapped in plastic. The boys tugged it loose. What was inside? Joe pressed the silver catch and the lid popped open. The box was full of sparkling jewels.
Build up *Danger arrives*	At that moment, a scruffy old man shouted at the boys. His wolf-like dog barked menacingly. Joe snapped the lid down, picked up the box and the two boys began to scramble over the rocks. They slipped and struggled towards the cliffs.
Dilemma *Danger increases and it looks like there is no escape*	"Quick! Let's hide in here," said Joe, rushing into a cave. It was dark and damp inside and they could hear water dripping. They felt their way further in and crouched behind a rock. Rahul's heart pounded like a bass guitar. All at once, the scruffy man appeared at the cave mouth. He shone a torch around. The light cast shadows on the cave wall. The children ducked down and kept as still as stone, but the dog could sense them. It padded closer and closer, growling menacingly. Rahul gripped Joe's arm. They could see its white teeth, smell its damp hair and feel its hot meaty breath.
Resolution *Danger overcome in some way*	Suddenly, there was a distant shout. 'Here Dog!' hissed the man, roughly grabbing its collar. "Those boys have got away - quick, after them!" Joe and Rahul held their breath until they could hear the sound of the man and his dog stumbling back across the rocks. They waited for a long while before creeping out. Even though the beach was empty, the boys ran home as fast as they could.
Ending *Main characters safe* *More information revealed about the object/rewards*	At first, Mum didn't believe them. It was only when Joe opened the box that she decided to call the police. When the police arrived, they told Mum that the big house up the road had been burgled only the night before. They had spent all day searching for a trace of the jewels. Their only clue had been the footprints of a large dog. Joe shut his eyes. He could imagine the headlines: 'PRICELESS JEWELS FOUND BY SCHOOLBOY DETECTIVES. And there was a reward too!

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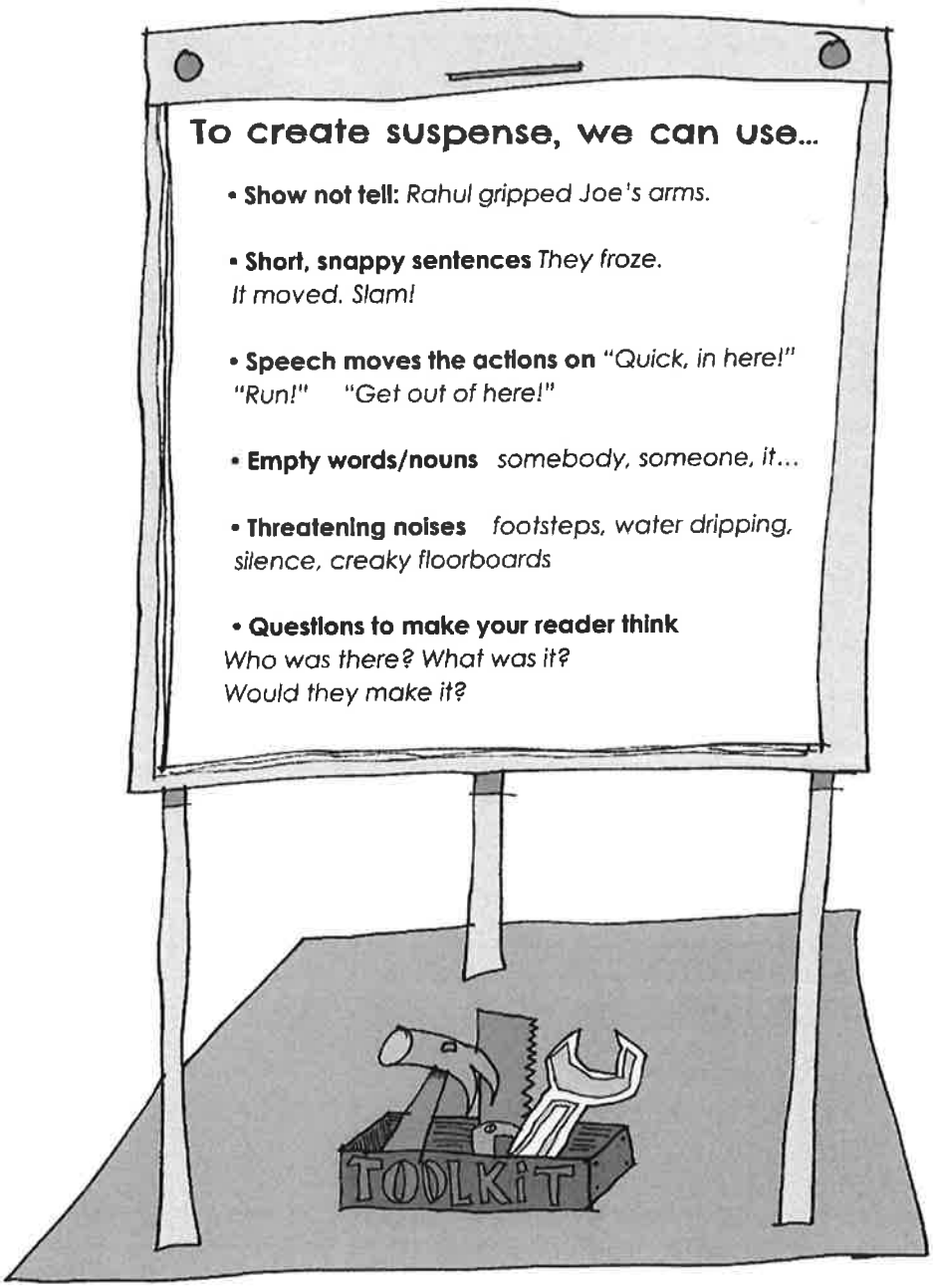
Activity 3: Making a toolkit for suspense

Before we start thinking about our own ideas for our story, we need to look closely at the text and see what writing tools/tips/tricks the authors has used to create suspense. You may know some of your own too.

★ **I've focussed just on the dilemma paragraph (no 3 in the box) to see what tools I could find that create suspense or a threatening mood**



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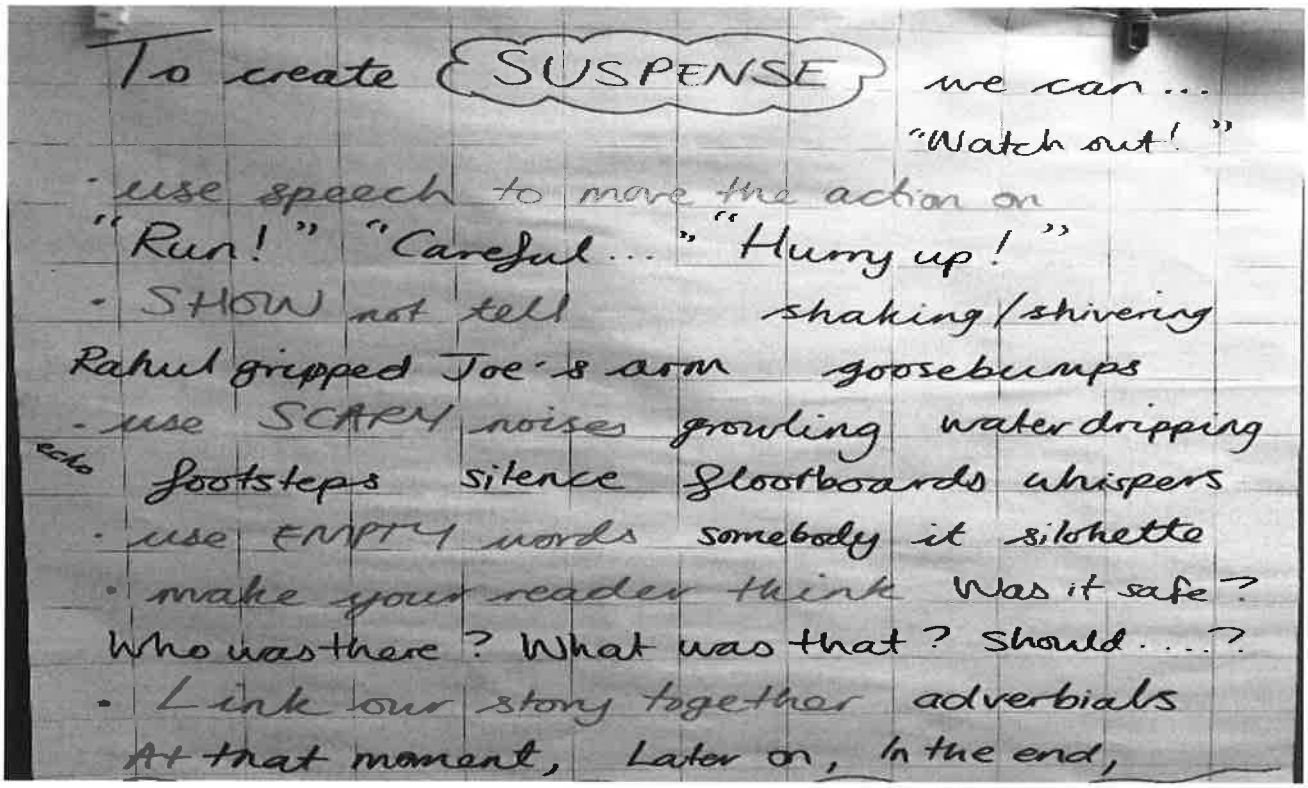
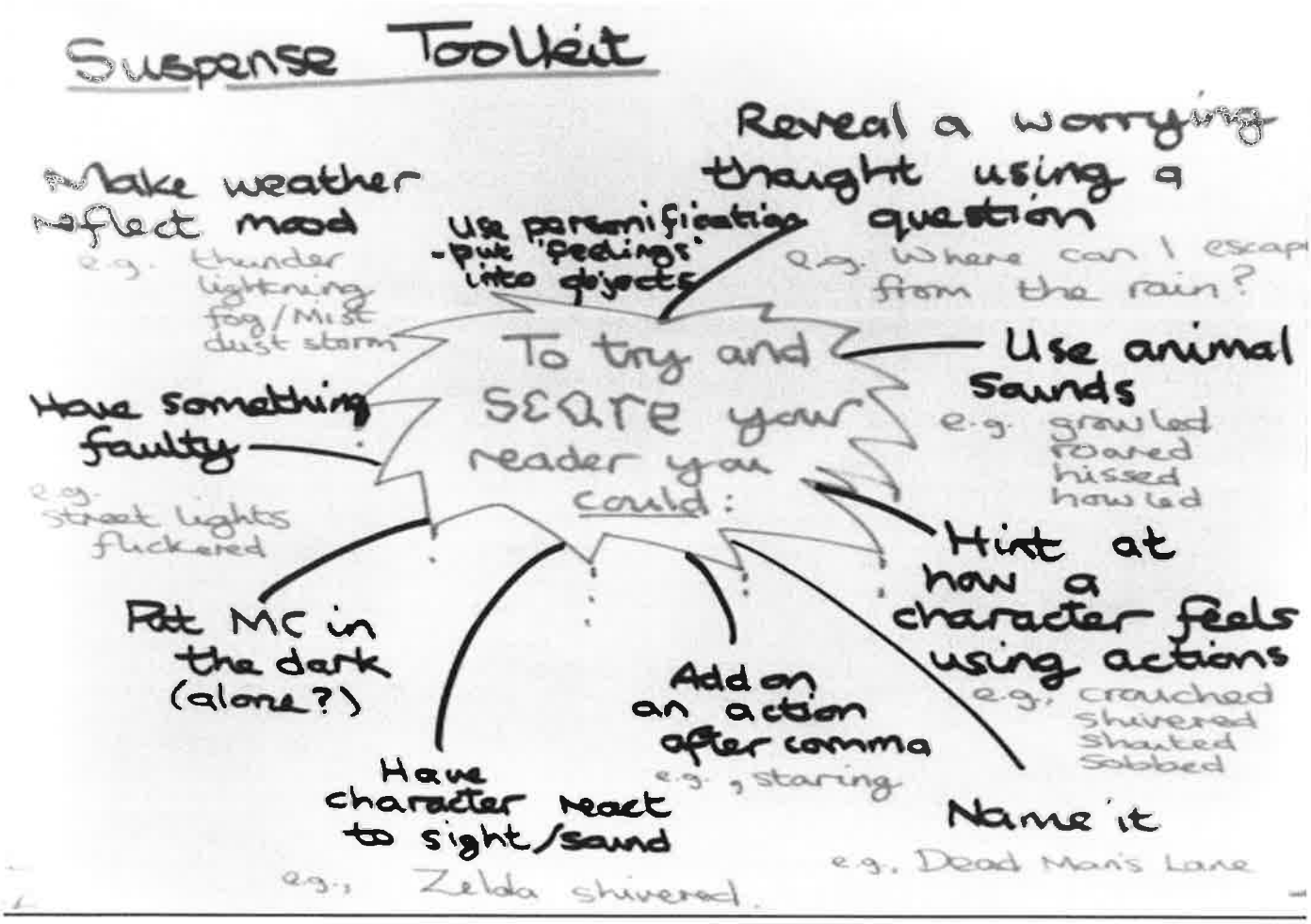
Now have a go yourself at seeing if you can spot any of these tools again in the next paragraph – the resolution one. There may be some additional ones – see if you can spot them. Use these two posters of suspense toolkits to help you.





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Activity 4: Show-not-tell practice

This is a great tool to use not only for suspense but for characterisation. We don't just want to ***TELL*** the reader how the character is feeling. We want to ***SHOW*** them by what is happening to their body, how they are talking, how they are moving or how they treat people.

For example:	**Telling**	**Showing**
	Joe was scared.	*Joe froze.* *The hair on the back of his neck stood up.* *Joe's heart raced*

★ **Now it's your turn! I want you to change the telling emotions to showing. You could act out the emotions yourself or think of a time when you felt like that. What was happening to your body? Voice? Breathing?**

★ **Try and write 2 or 3 idea down under showing – you might be able to use this in your writing later on.**

Telling	**Showing**
Zara was sad.	
Jonah felt shy.	
Tom was angry.	
He was frightened.	
Remi was nervous.	

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Activity 5: Empty words

Which has more suspense?

The scary monster came up the stairs

OR

It crept up the stairs

Hopefully you can see it is the 2nd one and the reason why is that we are hiding the threat from the reader. This means they have to imagine what '*it*' is. Every reader will imagine something different that is really scary for them.

List of empty words to use:

someone	*somewhere*	*something*
no-one	*nowhere*	*nobody*
it	*shadow*	*silhouette*
figure	*object*	*premonition*

Activity 6: Can you spot effective suspense sentences?

Have a look at the four sentences below. Which do you think builds the most suspense and why? Remember to look back at the toolkit to see what tools help with suspense.

Lenny was petrified as the monster was scary.

Thud. He froze. Panic filled his chest. There was no escape. Would he survive?

The door in front of her screeched open. Footsteps moved towards her but she could see nothing.

This was it. They held onto each other tightly and prayed. Why did they come here?

★ Choose the sentence with the most effective suspense and say why!

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Activity 7: Short-burst writing

Now we have seen the model and looked at some of the tools, I want you to have a go at a paragraph or two of suspense writing. Try to use a few tools like *empty words, threatening noises or show not tell.* Try doing this as a short-burst of writing without doing too much planning or thinking. Try and let the writing flow and tell the story of someone in a dark scary place. 5 to 10 minutes is enough and then read it back through and see if it is working.

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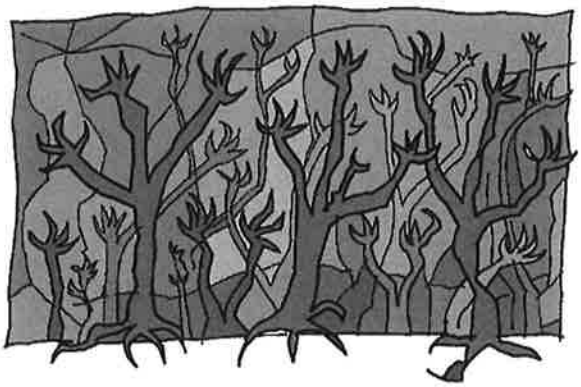
Activity 8: New ideas for your story

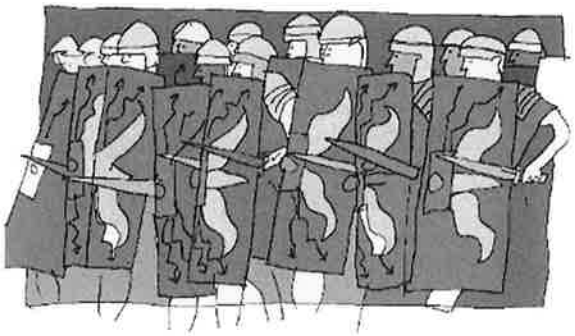
Now comes the fun part! You might already have the beginnings of an idea for your story from what you have read so far. If not, don't worry we are going to generate our ideas one step at a time.

3 MAIN CHOICES

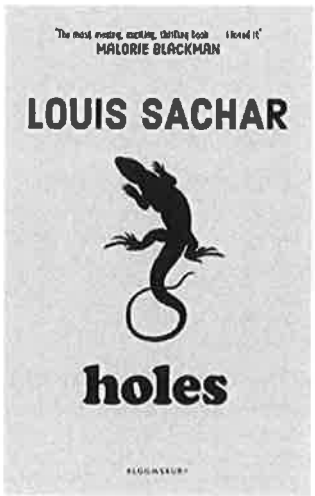
1) **A realistic story based on Sandy Cove that could happen to you e.g.** *in the woods, in the park, on holiday, at a new house …*

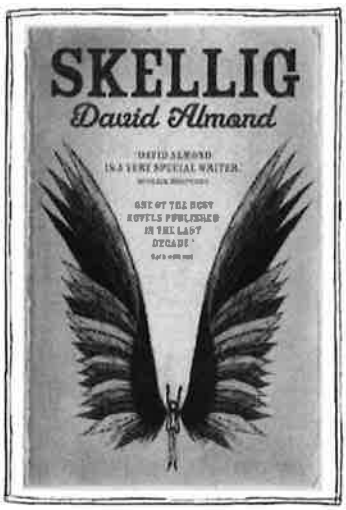


2) **A story based on a topic you know a lot about: e.g.** *Romans, Space, Vikings…*



3) **A story based on/set in the world of a book you know. You can take some of the characters, settings and objects from the story e.g.** *Holes, Harry Potter, Skellig …*





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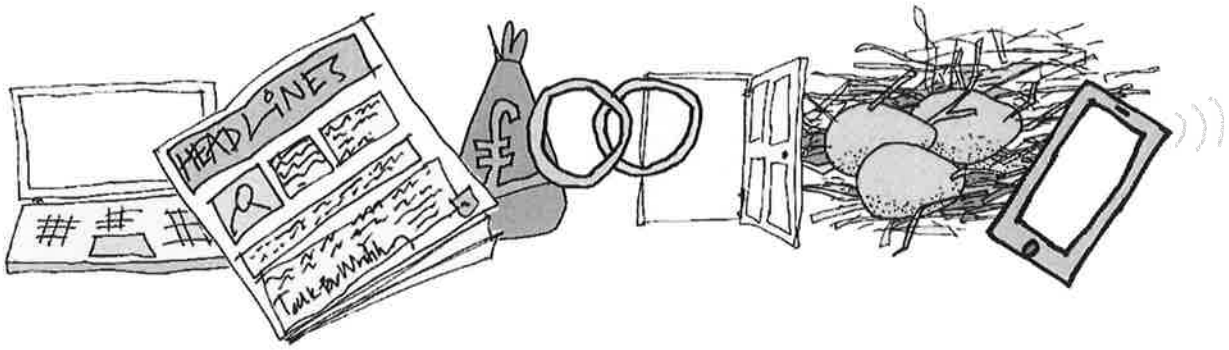
STEP 1: Treasure/object



For a cracking finding tale you are going to need an object that interests both the characters in your story and your reader. Here are some categories and examples of objects to choose from:

Treasure
gold, money, jewels, locket, coins ...

Technology
mobile phone, laptop ...

Writing
scroll, letter, newspaper, book, coded message ...

Bags
suitcase, rucksack ...

Locked
door, locker, chest ...

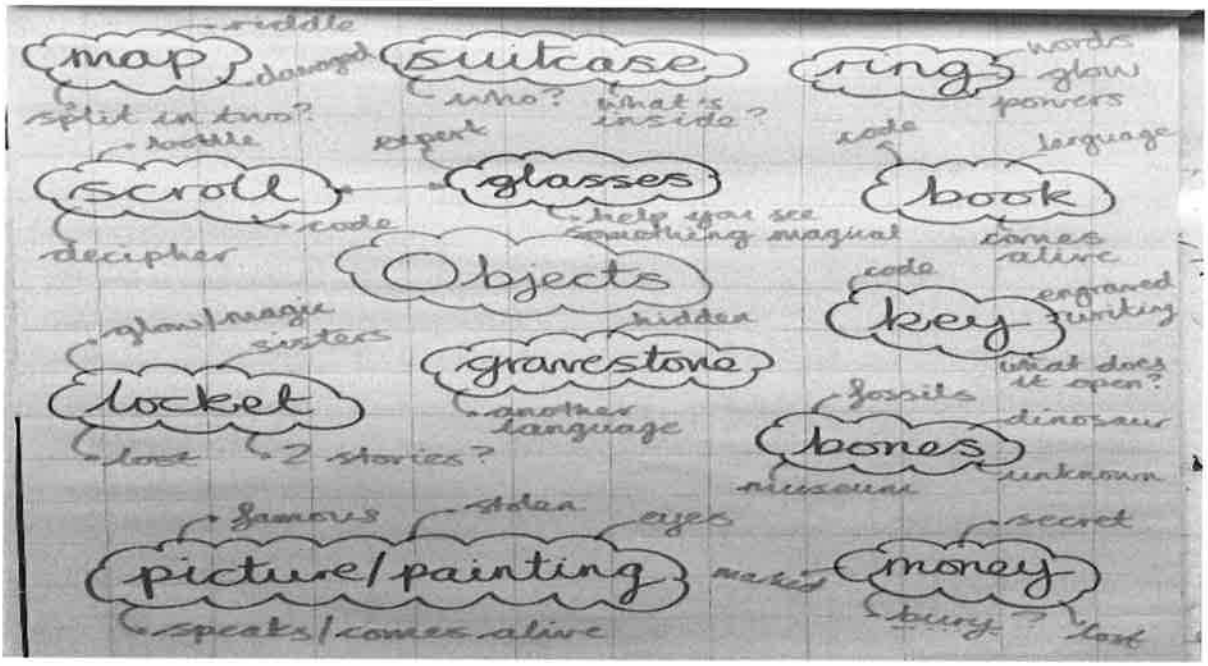
History
medals, time capsule ...

Images
painting, photograph ...

Possessions
glasses, locket, ring ...

Living
egg, bones, fossils ...

Here is a photo of the list I made with my class:



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Now repeat the process for these key areas for your story – remember to think how they all link together. Jot down your ideas so you have some things to choose from.

STEP 1: MY OBJECT:

STEP 2: Main Characters *(one pereson, brothers, sisters, friends, twins, a group)*

STEP 3: Danger (*weather, lost, trap, enemy)*

STEP 4: Setting *(woods, junkyard, abandoned fairground)*

STEP 5: Reward/Next Day *(in the paper, exhibit named after you in the museum, money)*

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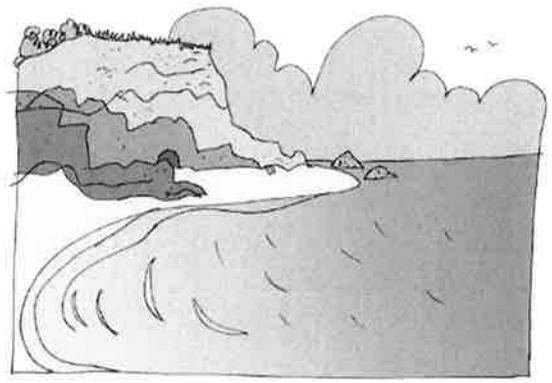
Activity 9: Drawing your setting



After listening to many authors interviews on RadioBlogging, many of them – especially Abi Elphinstone – said that they drew pictures of their settings, main characters and scenes from the stories.

To really help picture your main scene, have a go at sketching it out below. It doesn't really matter what it looks like (this isn't an art lesson!) but it may help you to really picture what is going on and give you a reference point to look back on when writing.

Here are some things you might want to include in your drawing:

Where is your treasure/object?

- Where are your main characters and what are they doing?
- Where or what is your danger?
- What is the weather/time of the day like?

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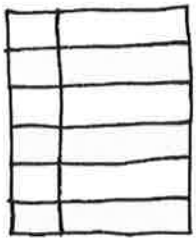
Activity 10: Planning



Now it is time to do! You can just write your ideas in bullet points or try to draft your writing in sentences. The more your get on your plan, the easier your writing will be! If you want more paragraphs or sections you could split some of the boxes in two.

Underlying pattern of a FINDING TALE	Plan of your ideas/innovation
Opening *Main characters in an everyday setting* *Find an interesting object*	
Build up *Danger arrives*	
Dilemma *Danger increases and it looks like there is no escape*	
Resolution *Danger overcome in some way*	
Ending *Main characters safe* *More information revealed about the object/rewards.*	

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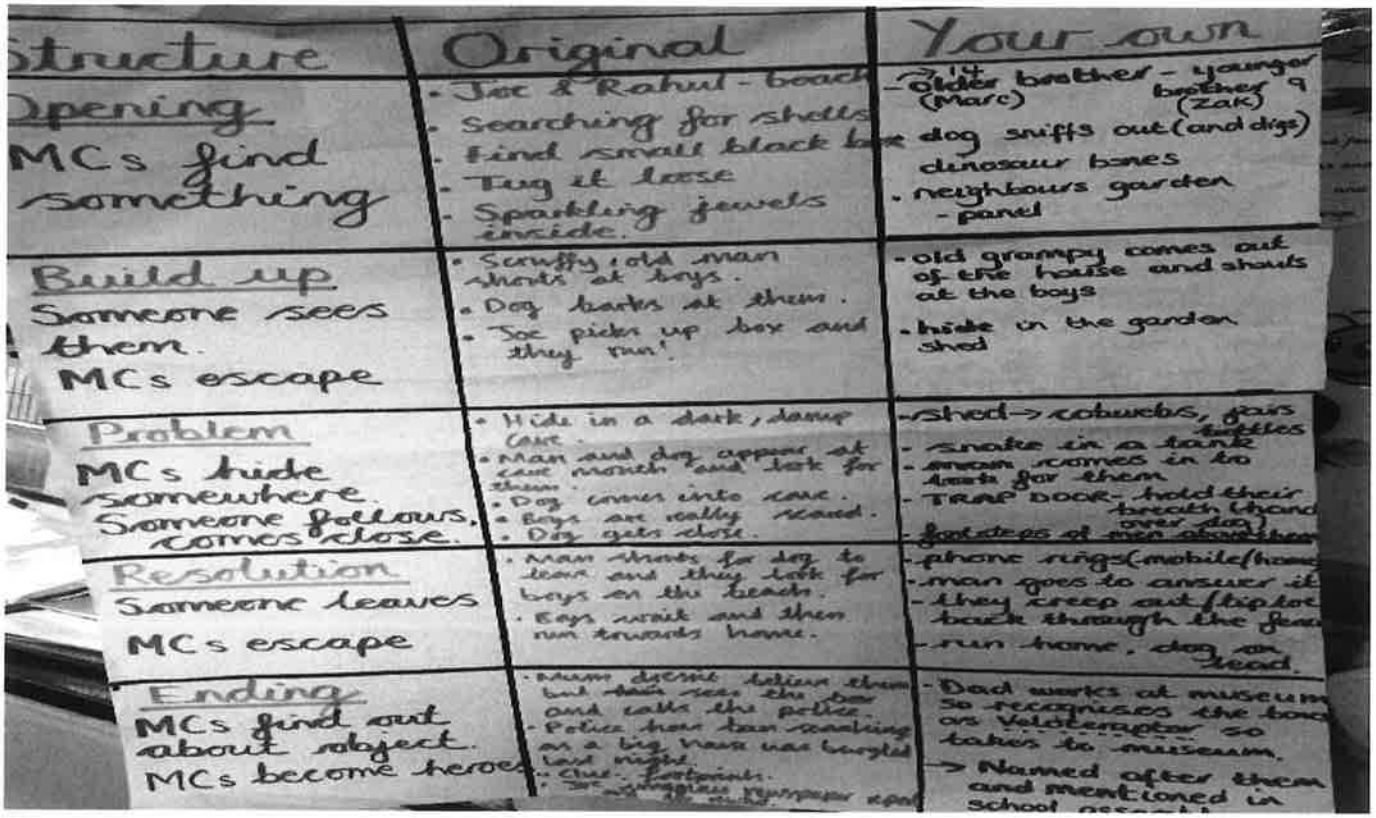
Here's an example of a plan that I did with my Year 6 pupils:



Structure	Original	Your own
Opening MCs find something	• Joe & Rahul - beach • Searching for shells • Find small black box • Tug it loose • Sparkling jewels inside.	- 14 older brother (Marc) - younger brother 9 (ZAK) - dog sniffs out (and digs) dinosaur bones - neighbours garden - panel
Build up Someone sees them. MCs escape	• Scruffy, old man shouts at boys. • Dog barks at them. • Joe picks up box and they run!	- old grumpy comes out of the house and shouts at the boys - hide in the garden shed
Problem MCs hide somewhere. Someone follows. comes close.	• Hide in a dark, damp cave. • Man and dog appear at cave mouth and look for them. • Dog comes into cave. • Boys are really scared. • Dog gets close.	- shed -> suburbs, pass bottles - snake in a tank - man comes in to look for them - TRAP DOOR - hold their breath (hand over mouth) - footsteps of men above them
Resolution Someone leaves MCs escape	• Man shouts for dog to leave and they look for boys on the beach. • Boys wait and then run towards home.	- phone rings (mobile/home) - man goes to answer it - they creep out, flip lock back through the fence - run home, dog on lead.
Ending MCs find out about object. MCs become heroes	• Mum doesn't believe them but then sees the box and calls the police. • Police have been looking as a big heist was burgled last night. • clue - footprints. • Joe - [illegible]	- Dad works at museum so recognises the box as Velotenaptor so takes to museum. -> Named after them and mentioned in school assembly

Activity 11: Talk your plan through

It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.

Activity 12: It's time to write your story

To help you with your writing, you have lots of different things to help you now:

- ✓ The model text – *Adventure at Sandy Cove*
- ✓ The toolkit for suspense
- ✓ The grammar/toolkit games
- ✓ Your ideas page
- ✓ The drawing you did of your setting
- ✓ And, most importantly, your plan!

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Activity 13: INVENTION/EXTENSION WRITING

If you are up for a challenge, then have a look at this next section as we are going to start tinkering with the structure/underlying pattern of our story. Below is a story mountain which has been changed to:

- **DILEMMA**
- **FLASHBACK**
- **OPENING**
- **BUILD UP**
- **FLASH FORWARD**
- **DILEMMA (continued)**
- **RESOLUTION**
- **ENDING**

The reason this works is that we jump straight into the action! The reader is left wondering how the characters got into that situation. Then you flashback to the opening to then explain the back story. Films and books often do this to interest and excite the reader rather than just the normal story arc:

- opening
- build-up
- dilemma
- resolution
- ending.

Have a go at planning such a story and then see if you can write it.

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Activity 14: Discussion writing

Below is a model of a piece of discussion writing based on *Adventure at Sandy Cove*. It presents the reasons on both sides of the debate:
Should you keep a box of sparkling jewels for yourself or hand them in?

Is honesty the best policy?

Have you heard about the boys who found a box full of sparkling jewels? Their mum phoned the police and it was returned to its rightful owner; should they have kept it for themselves? We all agree that stealing is wrong but what about finding? Some people still believe in the old saying, 'finders keepers, losers weepers'. However, there are others who argue, 'honesty is the best policy'. What would you do?

Many people, including Rahul, believe that taking property that doesn't belong to you is wrong. Firstly, they argue that if you didn't pay for it then it isn't yours. Furthermore, they advise that mislaid property should be returned to the owner – or even to the police. Finally, and most importantly, just think of the owners who have lost their precious property. How would you feel if that was you?

On the other hand, others believe that if you find something, you should keep it. Additionally, many state that it is impossible to return a lost item; you don't know who it belongs to. Joe Smith (aged 10 from Devon) gave us his opinion: "I found those jewels and possession is nine tenths of the law." Ultimately, it could be argued that it is the owner's fault for losing the item in the first place!

Having weighed up the points both for and against, it is clear missing objects should be returned to their rightful owners. Therefore, their mum made the right decision. If you were to lose a precious item, wouldn't you want it to be returned?

★ Now have a go at writing a discussion either based on *Adventure at Sandy Cove* or, even better, the story that you have written.

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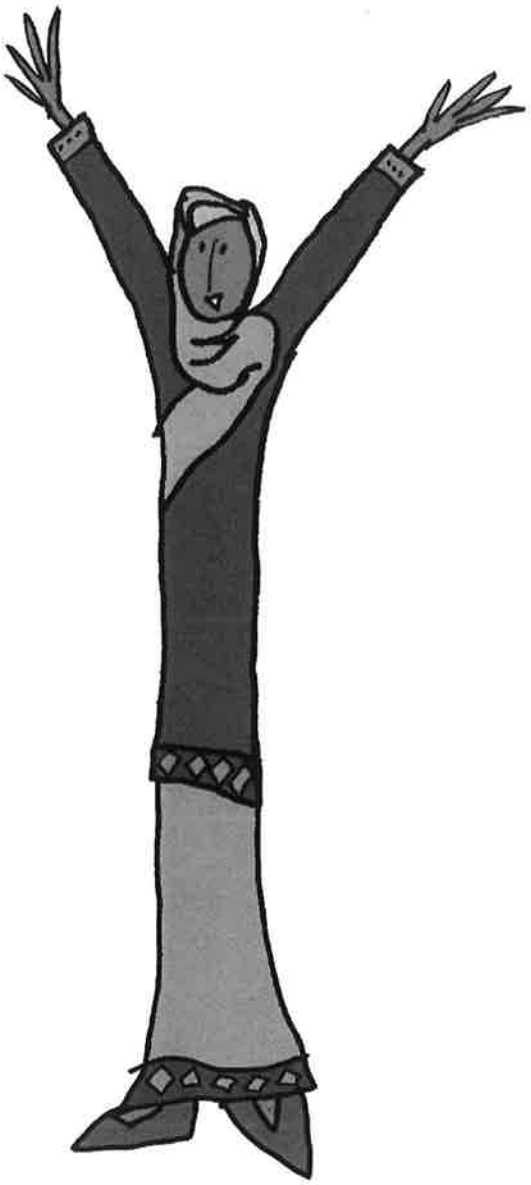

Activity 15: Performing your writing

Top tips for performing your writing:

a. **Know your writing really well so you can focus on the performance – practise a few times before you record it.**

b. **As we are trying to create suspense in our writing, you could use some music or sounds to increase the tension! This could be footsteps, a drum, or anything else you think might make a creepy sound.**

c. **Think about the tone of voice you are going to use on certain words or lines. Remember the threat level is different at different parts of the story so you can slow down your reading or speed it up when things get tense!**

d. **If you have more than one character in your story, you could use different voices, like your teachers do in class, or convince a family member or school friend to help you out.**

e. **Be confident and enjoy it! Try not to re-record yourself 1,000 times trying to make it perfect.**

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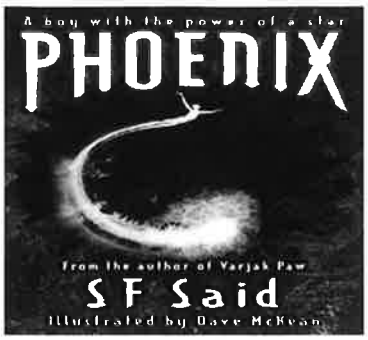
Book recommendations

Below are some books that I would recommend for anyone in Years 5, 6 or 7 who likes an adventure story or one that has treasure in it.

Cogheart
by Peter Bunzl



Phoenix
by S F Said

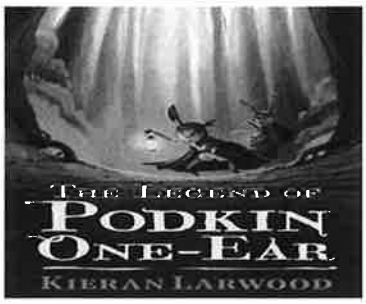
Orphans of the Tide
by Struan Murray

Mortal Engines
by Philip Reeve

The Lost Magician
by Piers Torday

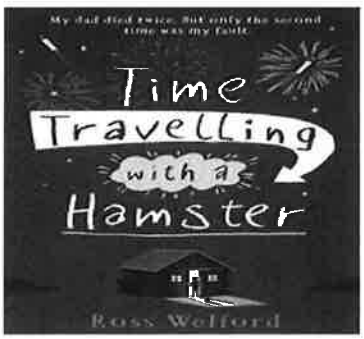
Rumblestar
by Abi Elphinstone

Brightstorm
by Vashti Hardy

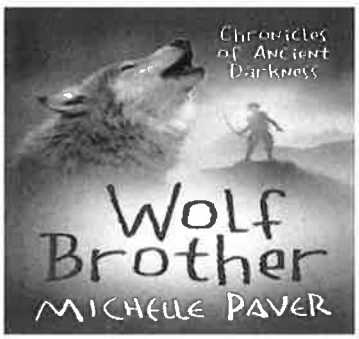


Podkin One-Ear
by Kieran Larwood

Rooftoppers
by Katherine Rundell



Time Travelling with a Hamster by Ross Welford



Wolf Brother
by Michelle Paver

The Invention of Hugo Cabret by Brian Selnick

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I hope you have enjoyed working through this workbook. Please share any work produced by tweeting me @MrWalkerPrimary

James Walker is a Year 6 teacher from Bristol who also works as a trainer with Talk for Writing to help schools develop the approach.

Edited and designed by Julia Strong
Prepared for online distribution by Nick Batty

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Thanks to Jon Ralphs for the cartoons: jonralphs.com

Huish Episcopi

Kingsmoor online links for Pack 7 WC 22 February 2021

Accelerated reader: If you would like to take quizzes on the books you have read over lockdown, please log on to our school AR URL. This is a temporary address that you will be able to access during lockdown.
https://ukhosted22.renlearn.co.uk/2231930

Monday
For maths: www.ttrockstars.com www.mymaths.com
For English: https://www.activelearnprimary.co.uk/login https://www.getepic.com/

Tuesday
For maths:www.ttrockstars.com www.mymaths.com Y5 https://vimeo.com/480246937
Y6 https://vimeo.com/502664420
For English: https://www.activelearnprimary.co.uk/login https://www.getepic.com/

Wednesday
For maths:www.ttrockstars.com www.mymaths.com Y6
https://vimeo.com/503100955
For English: https://www.activelearnprimary.co.uk/login https://www.getepic.com/
For Science: https://www.bbc.co.uk/bitesize/clips/ztr3cdm

Thursday
For maths:www.ttrockstars.com www.mymaths.com Y5
https://vimeo.com/462717846
For English: https://www.activelearnprimary.co.uk/login https://www.getepic.com/

Friday
For maths:www.ttrockstars.com www.mymaths.com Y5
https://vimeo.com/462718768
For English: https://www.activelearnprimary.co.uk/login https://www.getepic.com/

Kingsmoor additional enrichment activities and links if you choose

For those of you looking for extra activities that your children could be doing throughout the week try these:

Writing
https://authorfy.com/10minutechallenges/
There are lots of authors reading their extracts of their books online in short videos on this website. They set 10 minutes writing or illustration activities to complete.

Reading
www.getepic.com
Our Class Code is: wng9901
This site has hundreds of books to read online and also has a feature where you can follow the text and listen at the same time. There are fiction and non-fiction, poetry and playscripts to enjoy. The books are linked up to AR levels so your child can select from their current reading range. The children have written their reading ranges in their planners so it should be easy to locate books at their reading level. Open from 9am – 4pm every day.

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Maths

https://www.topmarks.co.uk/maths-games/hit-the-button

This website is great for practising key skills of halving, doubling, multiplying and dividing. It's fast and fun.

Other Enrichment Ideas:

Look at BBC Bitesize which has updated its website with lessons and activities for each and every subject at school, from French to DT!

https://www.bbc.co.uk/bitesize/levels/zbr9wmn

https://www.bbc.co.uk/iplayer/group/p089njzd?xtor=CS8-1000-[Discovery_Cards]-[Multi_Site]-[SL08]-[PS_IPLAYER~N~~P_BitesizeDaily]

BiteSize Daily is a series of videos on IPlayer that are designed to support our children through lockdown. They have guest presenters on everything from performing magic tricks to PE lessons

History

https://www.britishmuseum.org/collection

Have a look at the different collections that can be seen at the museum. You can even go on a virtual tour to look at some of the exhibitions.

Geography

https://www.natgeokids.com/uk/category/discover/

Discover some cool facts about our world with National Geographic Kids website.

Art

https://www.tate.org.uk/kids https://www.louvre.fr/en

Look at The Tate Gallery Kids website for fun things to do and make based on real works of art. Have a look at some of the artists and play games and quizzes. Or take a walk around the Louvre in Paris.

PSHE

https://www.parliament.uk/visiting/visiting-and-tours/tours-of-parliament/

Visit the Houses of Parliament

PE

www.youtube.com

Log in to do a daily Joe Wicks workout or Cosmic Kids Yoga.

Science

https://www.nhm.ac.uk/take-part/try-this-at-home.html

Try looking at the Natural History Museum website for ideas on how to get creative with our natural world.

RE https://www.bbc.co.uk/bitesize/subjects/z7hs34j This website has information about six of the main religions and also humanism. Watch the videos and take part in the activities.

#HEPS
athome

Name:_____ Date: Tues 23 Feb

Reacting to Music

Title of the piece:_____

Performer(s):_____

Genre/Type of music:_____

Score out of 10:

Why?

How do you know it is this genre?_____

1. When I listen, it makes me feel...

_____

2. Colours I imagine when I listen...

_____

3. This music makes me think...

_____

4. Does it have a catchy part (a riff or a refrain)? Will you be humming it later? Why?

_____

5. Who do you think would like this piece and why?

_____

_____

_____

Wed 24 Feb ~~02/02/2021~~

Why Do We Need Nutrients?

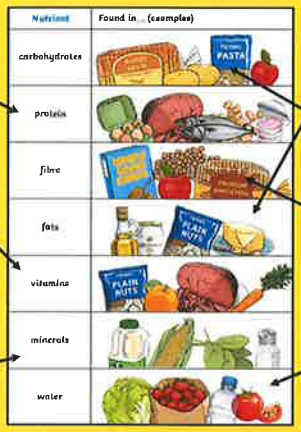
Whole Class

Match the type of nutrient with the job that it does.

Help the body to grow and repair itself.

Help the body to stay healthy. For example Vitamin C helps wounds to heal.

Keep the body healthy. For example: calcium keeps our teeth strong and iron is needed to help circulate oxygen around the body.



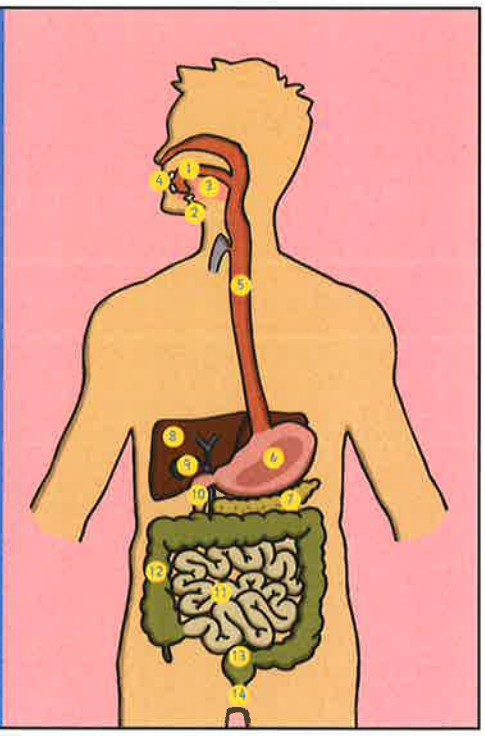
Gives the body energy so we can be active.

Gives the body energy, stores energy and helps insulate against the cold.

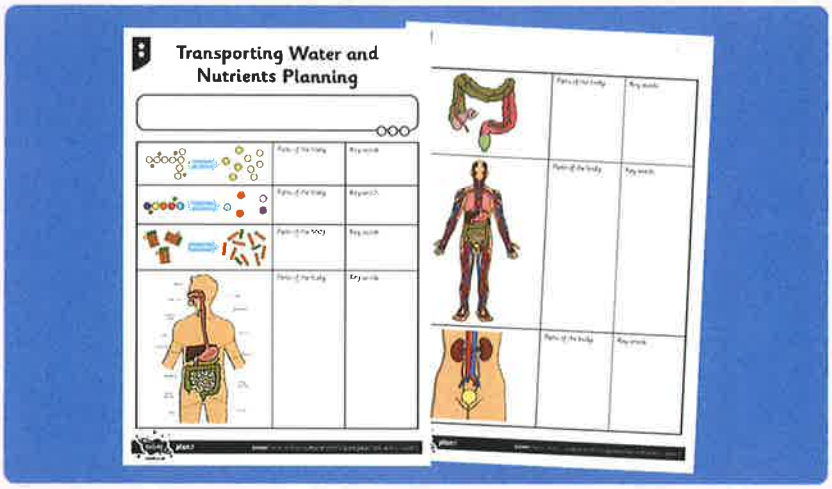
Helps keep food moving through the colon and intestines.

Needed for bodily fluids and normal cell function.

1. **Mouth**: Food enters the system
2. **Salivary glands**: Produce saliva which contain an enzyme called amylase. This breaks down starch to carbohydrates
3. **Tongue**: Mixes food with saliva
4. **Teeth**: Tear, cut and grind food
5. **Oesophagus**: Tubes that leads food to the stomach
6. **Stomach**: Produces enzymes and acids to break food down. Churns food into small pieces. The mixture of stomach acids, enzymes and food is called 'chyme'
7. **Pancreas**: Produces enzymes to break down fats, carbohydrates and proteins which are released into the duodenum.
8. **Liver**: Produces bile that breaks down fats
9. **Gall Bladder**: Stores bile and releases it to the Duodenum when needed.
10. **Duodenum**: First part of the small intestine. Food is broken down by bile and enzymes
11. **Small Intestine**: Nutrients are absorbed into the bloodstream here. Remaining food is passed to the large intestine.
12. **Large Intestine**: Absorbs water from remaining food. This food forms into stools
13. **Rectum**: Stores stools and signals to the brain that there are stools that need releasing
14. **Anus**: Stools are released out of the body.

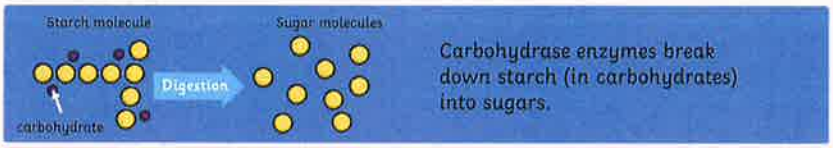


How Does It Work?

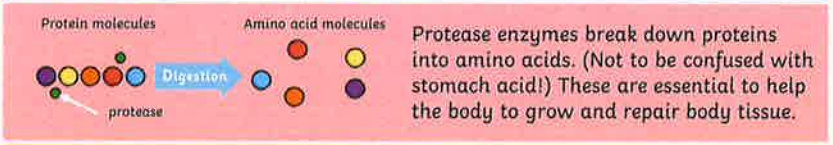


How Does It Work?

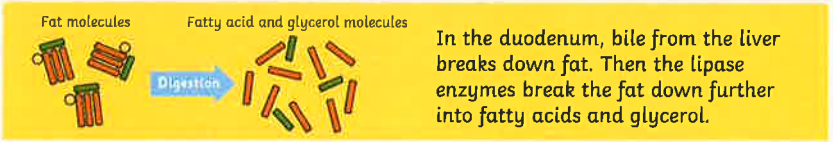
How Are Nutrients Broken Down?
Stomach acids break food down into a substance called chyme. This passes through to the duodenum where bile and enzymes break up larger molecules into their smaller parts.



Carbohydrase enzymes break down starch (in carbohydrates) into sugars.



Protease enzymes break down proteins into amino acids. (Not to be confused with stomach acid!) These are essential to help the body to grow and repair body tissue.



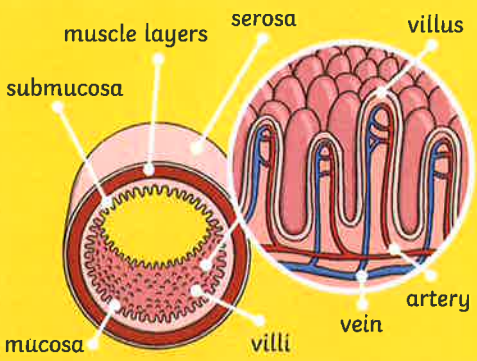
In the duodenum, bile from the liver breaks down fat. Then the lipase enzymes break the fat down further into fatty acids and glycerol.

How Does It Work?

A Closer Look

After the nutrients have been broken down into smaller separate molecules in the duodenum, they can then pass through to the rest of the small intestine, where they are absorbed into the blood stream.

Inside the Small Intestine



The small intestine is a muscular tube with several layers. It is lined with tiny hair like villi which are attached to arteries and veins.

The chyme (which now contains smaller broken down nutrient molecules) is moved back and forth in the small intestine. The nutrients pass through the villi and are absorbed into the blood vessels.

Bacteria in the large intestine break down waste food for any more nutrients which are absorbed. This process also leads to gas which is eventually passed through the anus.

How Does It Work?

What about Water?

Water enters the body in the mouth. Unlike other nutrients it is not broken down by enzymes or bile.

A small amount of water is absorbed through the stomach but the majority passes through to the small intestine.

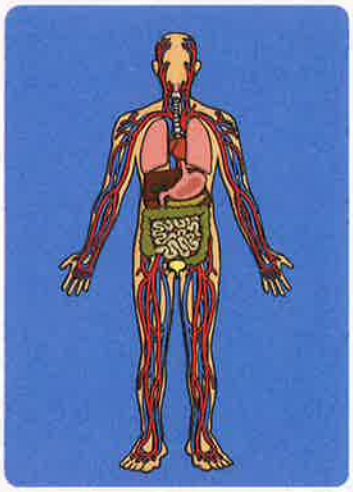
Water is absorbed in the small intestine in the exact same way as other nutrients are absorbed – through the villi into bloodstream via the blood vessels.

The large intestine (also called the colon) is similar to the small intestine in structure except that it does not contain villi. By the time waste material reaches the large intestine, 90% of water has already been absorbed.

The waste food enters into the cecum which is the first part of the large intestine. It moves through the large intestine through a series of **mass movements**. These are long, slow moving waves of muscles contracting and relaxing. The rest of the water in the waste food is absorbed in all the different parts of the colon. The resulting stool and any gases are moved to the sigmoid colon. It is this part of the large intestine that enables gases to be released without releasing stools at the same time. The stools then enter the rectum before expulsion through the anus.

How Does It Work?

How Does It All Fit?



Nutrients and water are absorbed in the system in the stomach, small and large intestines.

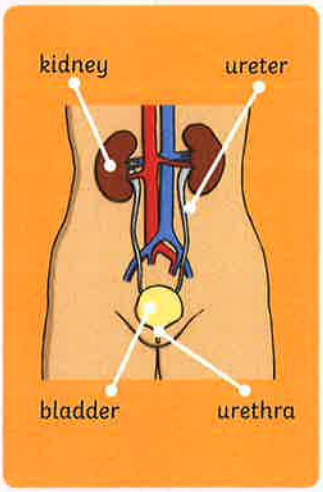
They enter the blood stream via the capillaries where they are passed through to the arteries.

The blood is circulated throughout the body (including being oxygenated in the lungs and the heart).

Nutrients are absorbed by the cells that need them and water is absorbed by all cells.

How Does It Work?

How Is Waste Expelled from the Body?



There are kidneys are responsible for getting rid of waste from blood in two ways.

1. Veins collect waste from cells. Most of the waste is released into the liver. The liver then uses it to create bile. This goes into the duodenum to break down food into chyme. The waste that is not turned into bile is made water soluble (dissolves in water) and goes to your kidneys.
2. The kidneys perform a function called **filtration.** The renal vein delivers blood to the kidneys which it filters for waste. This is called ultrafiltrate and is turned into urine which is passed through to the bladder.

The bladder serves the same function as the rectum, in that it sends signals to the brain. It sends signals to indicate that urine needs to be expelled.

Urine is then released through the urethra.

Digestive System Functions

Wed 24th Feb

Name of digestive system part:	Name of digestive system part:	Name of digestive system part:
Function:	Function:	Function:
Name of digestive system part:		Name of digestive system part:
Function:		Function:
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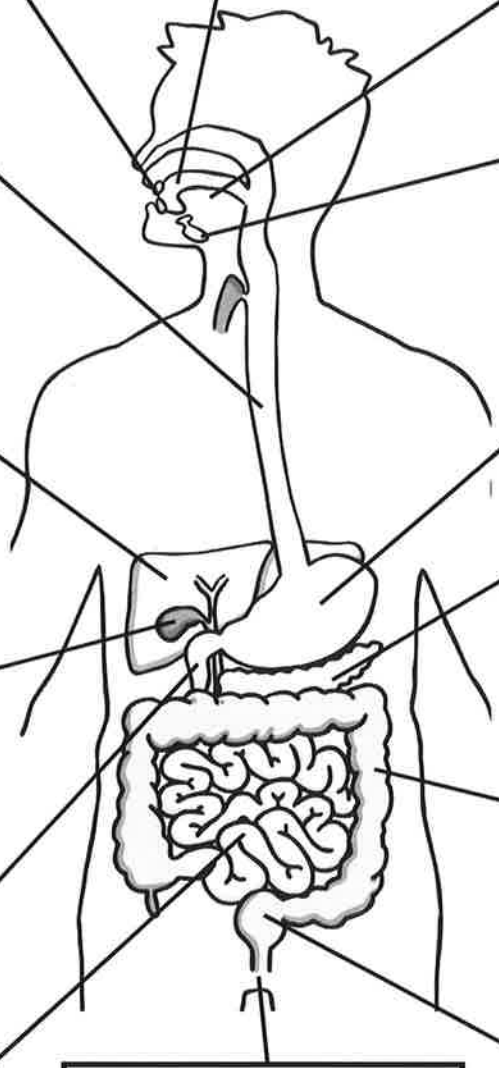
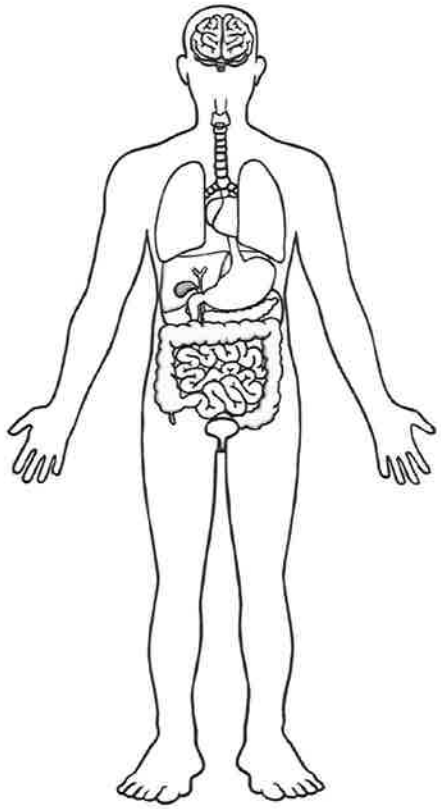
Function:	Function:	Function:

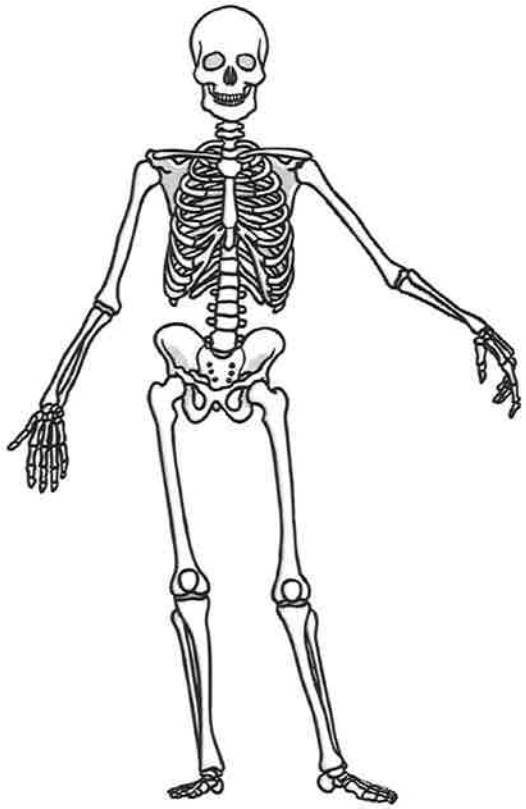


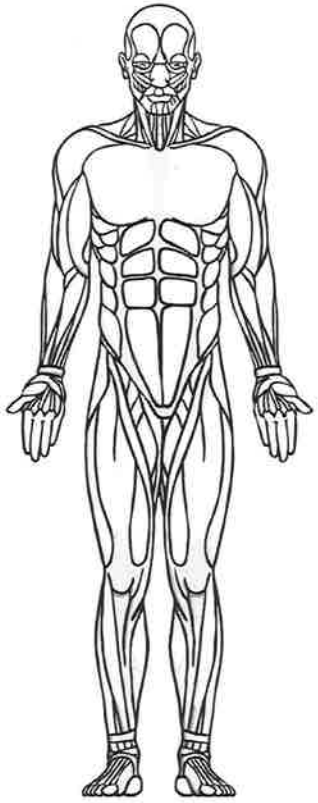
Where Are Nutrients Needed?

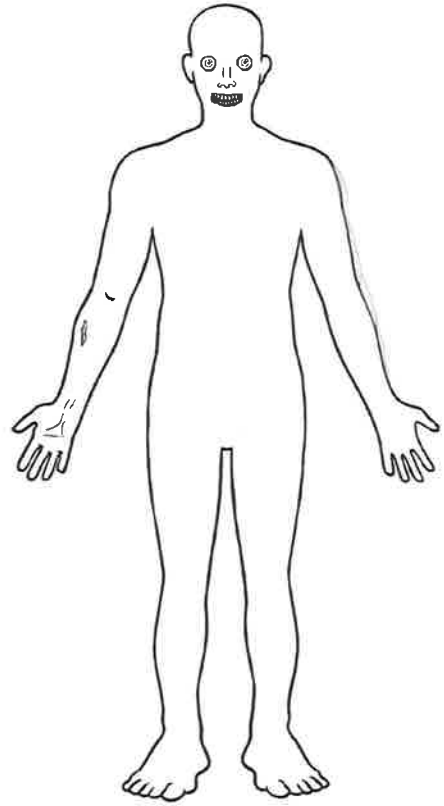
Wed 24th Feb

Research the nutrients needed by different parts of the body. Then label these on the appropriate diagram showing that body part.









Thurs 25 Feb

Word Check!

Let's check your understanding of these key words:

Internet

source

avatar

messaging

email

online

app

advert

Who Can Use the Internet?

- Many people across the world use the Internet every day.
- By the end of 2019, four and a half billion (4,500,000,000) people were using the Internet. That is nearly 6 out of every 10 people in the whole world.

What Is Safer Internet Day?

- Safer Internet Day is celebrated in over one hundred countries across the world on Tuesday 9th February 2021.
- The theme this year is 'An Internet we trust: exploring reliability in the online world'.

How Do We Access the Internet?

- We can use lots of different devices to access the Internet. How many can you think of?

Did you think of all these?

What Do You Use the Internet For?

- The Internet is an amazing place!
- In our real lives, it provides us with entertainment, allows us to communicate and helps us learn new things.

How Would You Feel if the Internet Was Turned Off?

What Is Your Online Identity?

- When we go online, we have an online identity.
- This is information about ourselves, our likes, what we share and how we talk to others.
- On some apps, we can make an avatar or a profile that other people online can see.

Sarah Bailey

London

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News or Fake News?

There are ways we can investigate if the information we read is fact or fiction.

The online world can influence, persuade and manipulate our decisions and opinions. It's important we find out what is fact and what is fiction. Sometimes fake news can even be harmful.

What can I do?

- **Ask myself who wrote this?**
- **Investigate why is was written.**
- **Support my friends if fake news upsets them.**
- **Only share things I have checked are true.**

This Is Me

- What do you like to do online?
- Who likes to do the same/different?
- Is it OK for people to like different things online?
- **What could we do to make the Internet better?**

An Internet We Trust

There are ways we can investigate if the information we read is fact or fiction.

question what you see

check other sources online

check sources offline

ask for help

An Internet We Trust

- The theme this year asks us to think about how we can know what to trust online.
- We need to learn how we separate fact from fiction.
- How do we know if we can trust something online?

What Would You Do If...

- You see an advert pop up saying you have won a prize?
- You saw a link for a video to an amazing new football trick?
- Someone you play games with online asks to meet in person?

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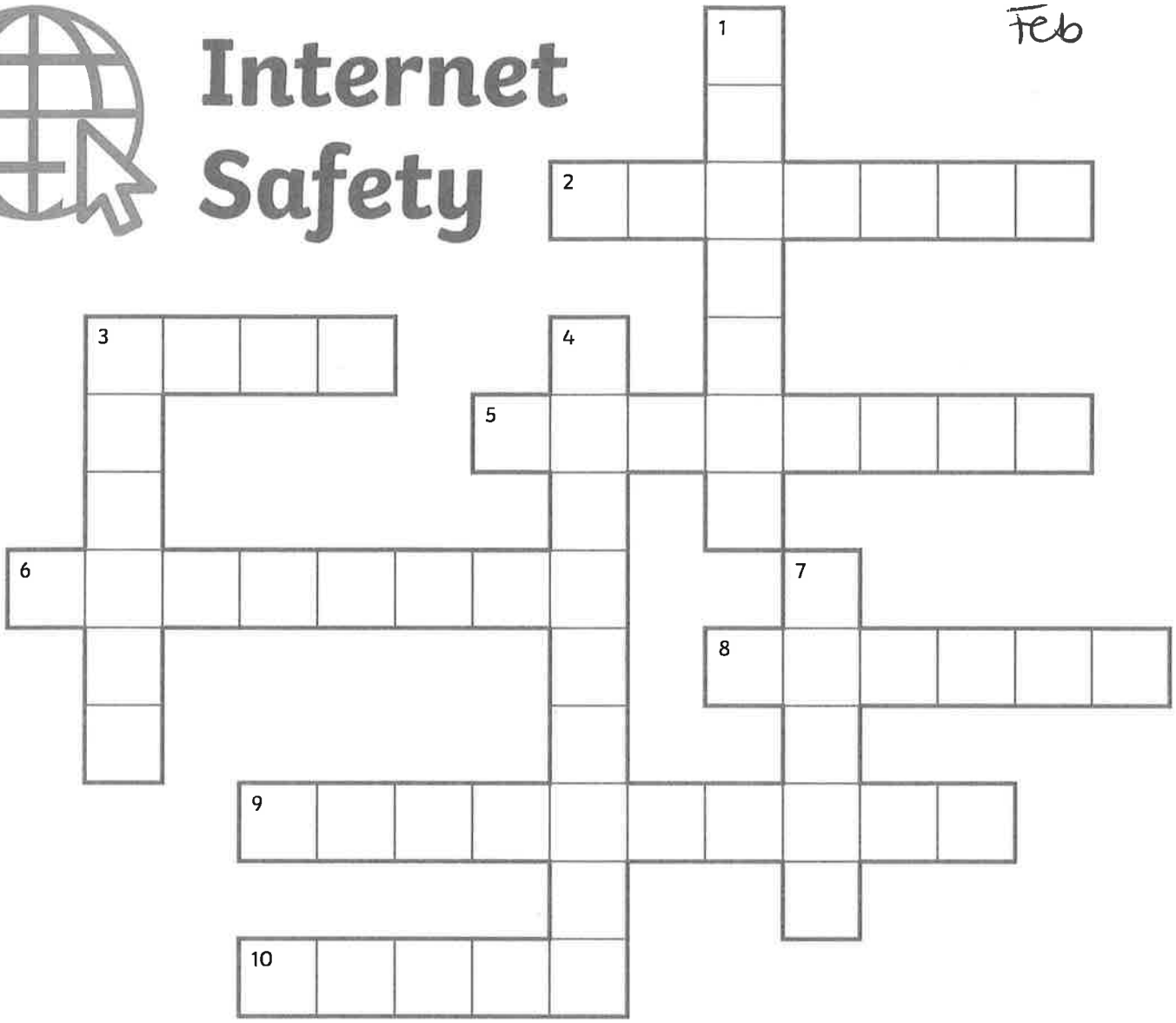
Internet Safety



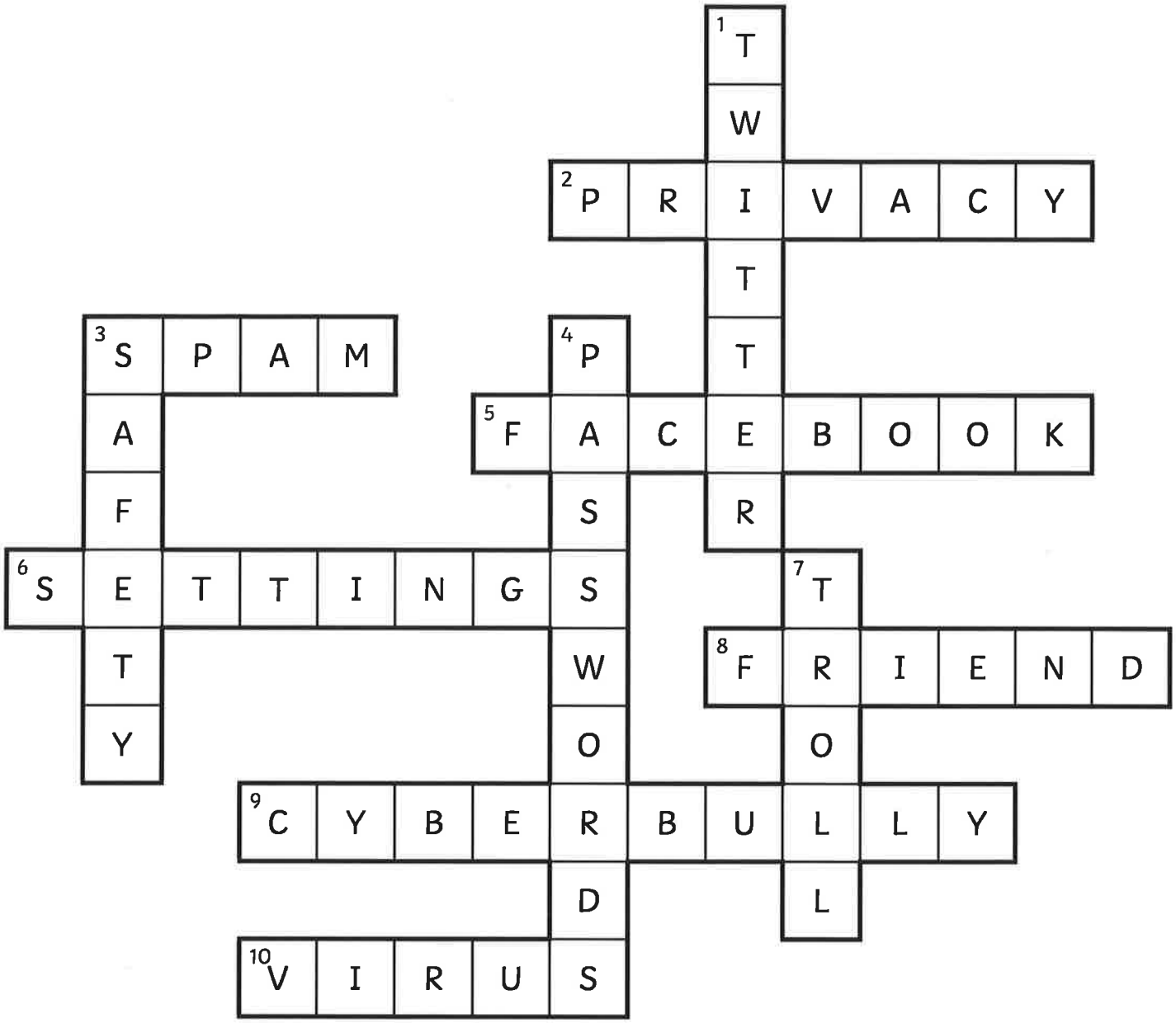
Across

2	So that strangers can't talk to me, I have my _____ settings restricted.
3	All of my _____ email goes into my junk mail.
5	I like to go on my _____ account to catch up with old friends.
6	I adjust my _____ to what I prefer.
8	My _____ and I keep in touch through Facebook.
9	I would call somebody a _____ who says horrible things online.
10	I constantly check my computer so I don't get a _____.

Down

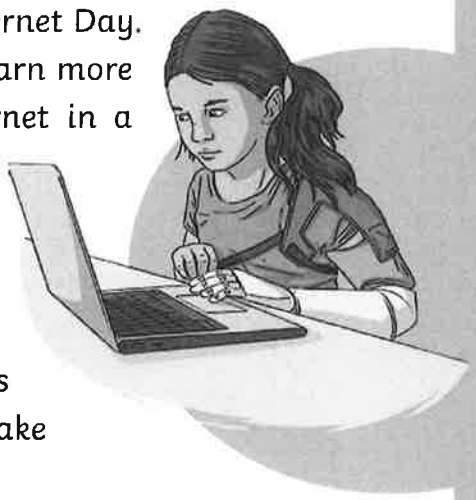
1	I like to follow celebrities on my _____ account.
3	I have to be careful of my _____ when I am on the internet.
4	I have many different _____ just in case somebody finds one of them out.
7	A _____ hides behind the anonymity of the internet and winds people up.

Internet Safety **Answers**



Thurs 25 Feb

Safer Internet Day 2021



Every year, schools across the world support Safer Internet Day. The aim of the day is to help children and adults to learn more about how to stay safe online and to use the Internet in a responsible way. This year's event is being held on Tuesday 9th February.

Each year, Safer Internet Day has a different, themed focus. The theme this year is 'An Internet we trust: exploring reliability in the online world', which focuses on being able to decide what we can trust and to make the best decisions while online.

An Internet We Trust: Exploring Reliability in the Online World

The online world is a great source of information and offers opportunities to research, learn new facts or skills and even develop people's views and opinions. The Internet is also an important way for young people to enjoy positive relationships with their peers, such as through gaming and social media sites. But how do we know what or who we can trust?

As we explore the online world, we are constantly having to make decisions about who and what to trust. The 2021 Safer Internet Day campaign focuses on supporting young people to question and challenge what they see online. It hopes to give them the skills and strategies they need to be able to spot and speak out against any harmful and misleading content they might come across.

How Do You Use the Internet?

We all use the Internet differently. For example, here are some online activities that people like to do:

- listening to music
- watching funny videos
- chatting with friends
- contacting family who live far away
- gaming
- researching for homework

How do you like to use the Internet?

Everything Is Not Always as It Seems

Photos

Photos can often exaggerate real life. People usually pick the prettiest and happiest pictures of themselves to share online. These images of other people's (carefully chosen) so-called perfect lives can sometimes leave you feeling low. Try not to compare yourself though and remember that the photos probably don't tell the whole story.

Fake News

Although the Internet is a great source of information for young people, unfortunately not everything is always as it seems. The online world also contains misleading content and fake news. Fake news is false information that is published, claiming to be true and reliable news.

Fake and imprecise content is harmful because it can impact young people's decisions, views and opinions and cause them to act on false information. It also breaks the trust we have of people in the media, many of whom are in fact reporting honestly.

Safer Internet Day 2021 will look at why inaccurate content exists, where it comes from and how young people can manage it.

Reducing Screen Time

Make sure you take regular breaks away from electronic devices. If you find yourself spending a lot of time online and even thinking about it when you're offline, then it's probably time to cut down your screen time.

Did You Know...?

Globally, over 4.6 billion people are regular Internet users according to a study from October 2020. This is about 59% of the worldwide population.

Staying Safe Online

The Internet is an incredibly powerful tool. However, we must think about how to use it safely. Sometimes, if we are in a group chat or playing an online game, we might see or hear something that worries, confuses or upsets us. There are ways to report this so that it is less likely to happen again. For example, many apps and games have 'Report', 'Help' or 'Block' buttons. 'Report' can help us to report anything that makes us feel unsafe or unhappy. 'Help' is if you have a problem with an app and 'Block' is useful if you don't want to get any more messages from someone. It can also be a good idea to save evidence (such as a picture or a message).

Most importantly, we should tell an adult about what has happened.

Safer Internet Day 2021 celebrates what an amazing place the Internet is to be creative, chat with friends and find out interesting information. It's important to make the most of it while also being safe, sensible and able to separate fact from fiction.

Questions

Thurs 25 Feb

1. What is the aim of Safer Internet Day?

2. Mark whether the statements are true or false.

	True	False
Safer Internet Day is happening on February 19th 2021.	☐	☐
The Internet offers opportunities to research and learn new facts or skills.	☐	☐
The Internet is an important way for young people to enjoy positive relationships with their peers, such as through gaming and social media sites.	☐	☐
You should believe everything you read on the Internet.	☐	☐

3. Discuss why you should try not to compare yourselves to photos you see of other people online?

4. What is fake news?

5. Look at the How Do You Use the Internet? section. Find and copy one word which means 'speaking to or communicating with someone'.

6. Click on the correct action to take to match the situations.

Sid tries but he can't log on to his game.	Select
A stranger keeps sending Luca annoying messages.	Select
Abdulrahman saw a video that worried him.	Select
Something has made you feel unsafe, worried or unhappy.	Select

7. What advice would you give to someone spending too much time online?

8. Do you think Safer Internet Day is important? Explain your answer.

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