

## Class Six: Online Learning Overview

Week Five (Monday 08/02/21)



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<https://play.edshed.com/>

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## English Session 1

### Facts, Opinions and Powerful Vocabulary

To begin this session, watch the English Week Five video which can be found on our [Video Resource Centre](#).

As a warm up, and a link back to last week's sessions, you are going to complete some tasks based on facts, and opinions first of all. Remember, that facts are things that are actually true, and opinions are someone's ideas and thoughts about something. These can be very easy to organise in some texts, but much harder in others. Persuasive writers can sometimes make their opinions sound like facts, so you will need to have a good look at the texts in places! You have some activities based on Fact & Opinion on [sheet one](#) to complete. If you need some help, you can re-watch the video we used last week based on Fact & Opinion.

After this, you are going to complete some tasks based on use of powerful vocabulary. This is a particularly important skill in persuasive writing as your word choice will affect the reader's thoughts and opinions. You have some tasks to complete on the [second sheet](#) of activities, which are focused on using powerful language and explaining all of your ideas clearly. These are explained in the video on the video resource centre to help you get started.

## English Session 2

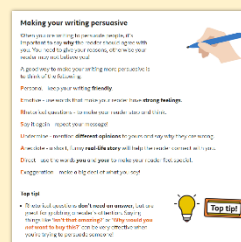
### Persuasive Techniques

To begin this session, watch the English Week Five video which can be found on our [Video Resource Centre](#).

Today we are going to focus on the way that persuasive techniques can be used to create a piece of writing which can make a reader think a particular way. To begin this work, you need to access this BBC page, which is based on how to write persuasively.

<https://www.bbc.co.uk/bitesize/articles/zsgxqfr> You need to watch the video on this page, and then look at the writing in the photo here. These give you a sense of the skills which are needed to support persuasive writing.

In today's tasks, you need to read the [three different persuasive texts](#), and review the features you can find using a checklist. When you have studied all three texts closely you need to 'rank' the pieces of writing, from best to worst. Once you have chosen a 'ranking', I would like you to explain why you have made these decisions, linking to the particular techniques which you think each writer has used. You will be able to explain your choices and ranking positions in a few paragraphs, where you highlight the particular things in each example which you think are done well, and those which need improving.



## English Session 3

### A Class Holiday...

To begin this session, watch the English Week Five video which can be found on our [Video Resource Centre](#).

Today your final task for the week is based around planning a wonderful and exotic class holiday. I would like you to choose a location which you think would make a great place to visit as a class. You can choose anywhere in the world, but you have to write a persuasive letter to me to convince me to choose your idea, which covers all of the relevant techniques and ideas covered in the video we watched yesterday (watch this again to remind you!). Once you have put your letter together you will need to check it using the checklist [here](#), and then send it over to me so I can let you know whether you have persuaded me or not!



## Maths Session 1

### Problems and Puzzles (Part Three)

To begin this session, watch the Maths Week Five video which can be found on our [Video Resource Centre](#).

This week we are going to solve some problems and puzzles using our understanding of negative numbers. To begin this work, you will need to watch the BBC Bitesize video you can find here <https://www.bbc.co.uk/bitesize/topics/znwj6sq/articles/zxthnbk>

Once you have watched the video on this page, you will need to have a go at the activity and the quiz to make sure that you are happy with working with negative numbers and counting across zero.

Next, you will need to look at [the first maths sheet](#) which contains two grids and a number line based game. The two grid activities require you to choose a starting number in the left hand column, then follow the column headings to work your way across the grid, joining the numbers together as you move. Once you have solved both grids you have a game similar to one we have played in class before. You can use the number line and game task as many times as you like.

Finally, on the [second page of tasks](#) for the session you need to work to solve some problems using your understanding of negative numbers and working across zero.

## Maths Session 2

### Problems and Puzzles (Part Four)

To begin this session, watch the Maths Week Five video which can be found on our [Video Resource Centre](#).

In this session we are going to continue to use our knowledge of negative numbers to solve problems and challenges. The [first task sheet](#) for this session contains problems written with a 'story' or a context. This means that you will need to make sure that you understand what the question is asking, and then work out how to solve it.

The [second sheet](#) for today's session is based on some reasoning problems, where you will need to apply your skills to some challenges. These are similar in style to some tasks we have studied in class, so they will be familiar to you.

Finally, the session finishes with a game. This can be played online, with a computer opponent, or can be played using the [sheet here](#). <https://nrich.maths.org/5865/index>

The game is based on generating two numbers between 1 and 6, and using them to make a calculation which totals a number in the grid. If you play online you can use the settings symbol to choose the level of computer opponent. The aim of the game is to get counters on three numbers in a row in the grid.

## Maths Session 3

### Quick Maths Challenge

To begin this session, watch the Maths Week Five video which can be found on our [Video Resource Centre](#).

Again this week you are going to undertake a quick maths challenge. Before you start the new challenge sheets, you need to mark your work from last week. Use the [answer sheet here](#) to mark your challenges. When you have marked your work, look at any mistakes you may have made, and see if they make sense. If they do not make sense, let us know and we can explain the questions to you.

Following this you need to complete this week's [Quick Maths Challenge sheets](#), making sure you work out each question carefully.



## History Project

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week our History project is focusing on **Roman Britain**.

In the same way as last week, you need to complete some research into this period of history as a whole, or in one of the more detailed areas. You will need a copy of the [history project booklet](#) (full version available on our online learning page), and in the same way as before we will be setting up a Blog based on the history project for you to share ideas and recommend websites or resources for your friends to use.

You can be as creative as you like with this project – it would be good to see you spending at least an hour on research, and then creating something which uses your research. This could be an art-based project, a PowerPoint presentation, a poster, a leaflet, a timeline, or anything else that you can think of.

There are many different resources you can use to help your research, obviously you can use google and other search engines to start you off, but you can also use the CBBC website, and resources like Espresso to help you.

## French Session

### Why learn languages?

Here is a link to a Youtube video by the British Institute about a Primary School in London where many languages are spoken. You may remember we watched this earlier in the year. The children talk about which languages they speak and why and which other languages they might like to learn. Have a watch. How many languages are mentioned? Around 3.5 minutes <https://www.youtube.com/watch?v=BF83GIBo-d0>

### Singing and movement

Here is a link to a French song called Petit Jean, Little John. It's very silly but good to join in with and do the actions. You'll learn new vocabulary about parts of the body along the way. Challenge yourself to see if you can gradually learn the actions and be able to do them all. You could try watching it once a day. If you'd like to submit a video of yourself singing and or doing the actions to the song, I'd love to see it. House points available! <https://www.youtube.com/watch?v=T03nOwZeWos>

### Class 6 French tasks

I have created 3 Wordwall activities for you.

The first 2 are revision of work from last year. It's important we don't forget it though!

1 Imperatives/Classroom commands. You will remember we played Simon dit, Simon says, with them. You could teach them to your parent or carer and play this at home.

<https://wordwall.net/play/10192/102/566>

2 Greetings. You practised these in a conversation with your partner. Can you remember them all?

<https://wordwall.net/play/9961/072/880>

3 Common nouns (masculine). This was new learning in the Autumn Term. We were able to say, 'Dans le jardin, il y a un lapin.' In the garden, there is a rabbit. This activity will revise the use of those common nouns by asking you to unscramble sentences into the correct order.

I have also added some new words which are cognates, as an alternative to 'jardin/garden'. If you can't work these out, use this online dictionary: <https://www.collinsdictionary.com/dictionary/french-english> Avoid using GoogleTranslate. <https://wordwall.net/play/10192/278/527>

Remember, you can go back and do these activities as many times as you like. You could keep a record of your times and attempt to improve upon them. If you think your time is unbeatable, send it in and I'll keep a record!

Au revoir et à bientôt! Madame Price

## Wellbeing Session

### One Piece at a Time

This week's wellbeing challenge is linked to the Child Mental Health week which was celebrated last week. Over the next few weeks, I am challenging you to complete the [One Piece at a Time challenge](#). This involves completing different types of activities, all of which promote positive wellbeing. The challenge involves three different types of task – physical activities, giving back activities and self-care activities. Some of the ideas for tasks here are similar to the Kindness Calendar that Jack and Dylan made before Christmas, and you can also add your own ideas. The challenge is explained on this [sheet](#). Each time you complete a physical activity, you can colour one of the jigsaw pieces numbered 1. Each time you complete a giving back challenge (a kindness challenge), you colour one of the pieces numbered 2. Finally, each time you complete a self-care activity, you colour a piece which is numbered 3. The aim is for you to colour the whole face in, by the end of February.

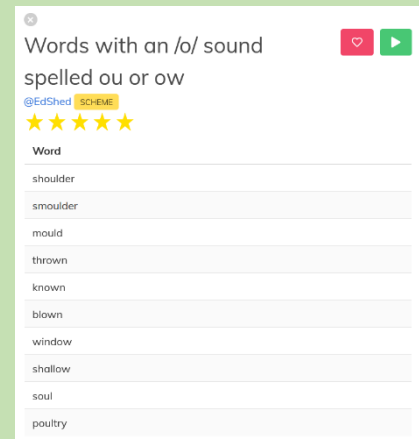
It would be good for you to let everyone know what you have been doing on the class blog, so that we can share ideas for different challenges, and help each other develop new ideas! Feel free to send in photos of your challenges, or coloured heads so we can all support each other in getting the challenge completed!

## Spelling Shed Assignment

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week you have an assignment based on the next set of spellings we would have been studying in class. These words all contain words where the /o/ sound is spelt using the ou or ow pattern.

There are many more words which would fit the list you are studying – can you think of five more words which could be practiced?

The league for these spellings will start on Monday 8<sup>th</sup> February, and the league will be based on total points, so all answers will help to contribute to your overall league position. The assignment is set to unlock the rest of spelling shed after 10 games. At this point you can use any spelling shed games, but only the assignment words will count towards the league scores.

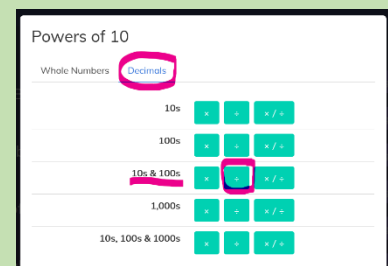


<https://play.edshed.com/>

## Maths Shed Assignment

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week your maths shed assignment is based on the maths work we have completed with dividing numbers by 10 and 100. This week we are also extending this to involve decimals within the calculations. The game you have been set for your assignment involves dividing numbers including decimals by 10 and 100. You need to choose Powers of Ten, then the tab for Decimals, and the 10s & 100s game with the Division Button.

The assignment is set for a minimum of ten games, but there is also a league set up which is based on total points for this challenge only. Please be careful when you choose your game – the only game which will help to gain league points is **Powers of Ten, Decimals, 10s and 100s ÷**



<https://play.edshed.com/>

## Weekly Challenge

Red Cross First Aid Lessons – Choking

Following on from the mini courses you have previously completed on helping people who are suffering with Asthma Attacks, Bleeding, Broken Bones, and Burns this week you are going to learn how to help someone who is choking.




Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/choking/> to access the pages for you to have a look at. This section of the Red Cross website is based on how you can help someone who is choking. Watch the video, and have a go at the quiz further down the web page to make sure you have remembered what to do in this situation. We will look at a new unit each week so you will build up your first aid skills!

We will print the help cards into a booklet for you at the end of the set of videos so you will have your own first aid guide.

# Fact and Opinions: A Warm Up

Are these sentences facts or opinions? Tick the appropriate box to show what you think.

1. That man has a beard.
2. Red is the best colour.
3. Apples taste better than pears.
4. Peter can run faster than Paul.
5. There's a frog in the pond.
6. I don't want sausages for dinner.
7. Chelsea will definitely win.
8. I am the smartest kid in my class.
9. He's better at art than maths.
10. You shouldn't go swimming in the sea.

| Number | Fact | Opinion |
|--------|------|---------|
| 1      |      |         |
| 2      |      |         |
| 3      |      |         |
| 4      |      |         |
| 5      |      |         |
| 6      |      |         |
| 7      |      |         |
| 8      |      |         |
| 9      |      |         |
| 10     |      |         |

These passages contain facts and opinions. Underline the parts you think are facts in one colour and the parts you think are opinions in another colour. Fill in the key below to indicate which colour is which.

1. Hate housework? You'll love the SuperSweep vacuum cleaner! With five interchangeable nozzles and three times the usual suction power there's nothing quite like it. Buy it today and recieve a 1% discount! Miss out and you'll regret!
2. Thomas is the best runner in the class. James has won more races, but that's just because he's a fast runner. Thomas can run almost 15 kilometers! That's a really long way. I think the most exciting race was the one where Thomas overtook James right near the end.
3. The jungle is a very dangerous place to visit. There a lots of poisonous bugs in the jungle, not to mention tigers, snakes and more. You should never visit the jungle unless you have all the proper safety equipment. Mosquito nets can help keep you safe from mosquito bites. Rope is a helpful thing to take, too.

| Key     |  |
|---------|--|
| fact    |  |
| opinion |  |

Write one fact and one opinion about food:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about your classroom:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Write one fact and one opinion about school:

Fact: \_\_\_\_\_

Opinion: \_\_\_\_\_

Circle or underline the strongest word in each set which carries the most emphasis of meaning.

|        |               |           |         |           |          |
|--------|---------------|-----------|---------|-----------|----------|
| old    | ancient       | aged      | shadowy | dark      | black    |
| shiny  | polished      | dazzling  | big     | large     | massive  |
| tired  | weary         | exhausted | pretty  | beautiful | stunning |
| useful | indispensable | handy     |         |           |          |

Look at these sentences taken from pieces of persuasive writing. Notice any weak or nondescript words and replace them with a more emotive alternative.

- It is time to take action about this silly situation.
- If you vote for me, I will work hard to get some things done.
- The Flying Scotsman is the nicest train ever built and can go quite quickly on the rails.
- This book will be a handy guide to any city you don't know very well.
- The views and scenery are pleasant and you will enjoy them.

If a writer can support the reasons they give for holding a particular viewpoint with evidence, facts/statistics, examples or further developments, their writing becomes immediately more balanced, informed and persuasive.

- Which fact would be the best to choose in support of this viewpoint?

|   |   |  |
|---|---|--|
| Water polo is a fun, fast sport, which is great to play. It is even more fun because it is played in water. |   |  |
| a. Swimming is the UK's largest participation activity and if you like swimming, you will love water polo.  | b. The rules are quite complicated, but you will soon get used to them. | c. You should try it because it's really fun to play in water. |

- Which would be the best example to support this viewpoint?

|   |  |   |
|---|--|---|
| I think you should vote for me to be the new chairman. I am honest, trustworthy and dependable.                                   |  |   |
| a. One time, when someone I knew was sad and lonely, I gave up five minutes of my time to talk to them and make them happy again. | b. Once I found a wallet in the street containing £1000 in cash, and I handed it straight to the nearest police officer. | c. Once I had to take all of the money from my daughter's money box, but I paid most of it back almost straight away. |

- Which piece of evidence would be best used in support of this viewpoint?

|  |   |   |
|--|---|---|
| Global warming is speeding up and we need to do something about it now.                      |   |   |
| a. There is less sea ice in the Arctic at this time of year than there has ever been before. | b. People are buying far fewer jumpers than they used to in the past. | c. Renewable energy still only accounts for 10% of all energy produced. |



# Persuasive Writing Session Two

## **Why You Should Vote for me in the School Council Elections**

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the school council elections on 1st May.

I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what playtime would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best playtime toys possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults – it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found £5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!

| <b>Did they...</b>   | <b>Mark</b> |
|--|-------------|
| imply a point of view with the title they chose?             |             |
| introduce their idea in the opening paragraph?               |             |
| give reasons for their viewpoint?                            |             |
| develop their reasons with details/facts/examples?           |             |
| use rhetorical questions to focus on the reader?             |             |
| present opinions as facts?                                   |             |
| use expressions of conviction? (e.g. undoubtedly, obviously) |             |
| write a conclusion which summarised their argument?          |             |
| use present tense verbs?                                     |             |
| choose strong/emotive/intensifying adjectives?               |             |

Dear Mr. Jones,

I am writing to you because I would like to see harsher penalties imposed on dog owners, who allow their pets to foul the pavements and, afterwards, do not clear up the mess. I see new piles of dog waste every day when I walk to school. I feel very strongly that this is not acceptable and I would like you to do something about it.

Children especially do not look at the ground as carefully as adults because they are often playing or skipping or running. Obviously, they are much more likely to step in dog mess. This has happened to me several times recently and also to many of my friends.

When you get dog mess on your shoes, everyone knows about it. The horrid smell makes you feel ashamed, almost as if everyone is looking at you and you often have to take your shoes off and leave them outside or run the risk of getting poo all over you when you try to clean your shoes. Why should children be made to feel like this?

If people choose to own dogs, then they should make sure that the pavements are left suitable for everyone to use. It is totally obvious that clearing up dog mess is just as much a part of owning a dog as feeding it or taking it for walks. If owners are not prepared to clean up after their dog, then they should not own one.

In summary, I am fed up of ordinary people, particularly children, suffering while they go about their daily business as a result of the laziness of some dog owners. While I appreciate that most dog owners take their responsibilities seriously, I think that those who don't should pay a much heavier penalty.

Yours sincerely,

Mr. I. Trodinit.

| <b>Did they...</b>   | <b>Mark</b> |
|--|-------------|
| imply a point of view with the title they chose?             |             |
| introduce their idea in the opening paragraph?               |             |
| give reasons for their viewpoint?                            |             |
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| write a conclusion which summarised their argument?          |             |
| use present tense verbs?                                     |             |
| choose strong/emotive/intensifying adjectives?               |             |



## Why There Should Be a Match of the Day Programme for Women's Football

Anyone who likes football can close their eyes and hear the Match of the Day theme tune. They can hear the crowd noise, imagine the net bulging and picture the players celebrating another goal. However, the players are always men. Why? I strongly believe that women's football should be given equal billing with men's football and that would include having the same programme for women each week.

Women's football is a popular and growing sport and should be represented on TV. Football is the most popular team sport for women; the crowds at games are getting bigger and the skill levels are even better than those in the men's game. It is time to give women's football more prominence on TV.

Girls who enjoy playing football should have access to role models that can be a positive influence for them. Not many people know the names of women's football stars. If girls could be more familiar with women, who had become professional players, they would be more likely to train hard to try and achieve the same thing.

It is hugely important to give boys and girls equal rights in everything. Females are paid on average less than males and are not represented equally in films. As football is the national sport in the UK, it makes really good sense for football to lead the way in this. Wouldn't you like to have a world where everybody is treated equally?

Undoubtedly, the time has come to air a Match of the Day programme for women too. This would be the perfect way to provide positive role models for girls and combat inequality. The time is now!

| Did they...  | Mark |
|--|------|
| imply a point of view with the title they chose?             |      |
| introduce their idea in the opening paragraph?               |      |
| give reasons for their viewpoint?                            |      |
| develop their reasons with details/facts/examples?           |      |
| use rhetorical questions to focus on the reader?             |      |
| present opinions as facts?                                   |      |
| use expressions of conviction? (e.g. undoubtedly, obviously) |      |
| write a conclusion which summarised their argument?          |      |
| use present tense verbs?                                     |      |
| choose strong/emotive/intensifying adjectives?               |      |

# Persuasive Writing

## Introductions

I think...  
 For this reason...  
 I feel that...  
 I am sure that...  
 It is certain...  
 I am writing to...  
 Of course...  
 In the same way...  
 On the other hand...  
 In this situation...

## Making your point

Firstly, secondly,  
 thirdly...  
 Furthermore...  
 In addition...  
 Also...  
 Finally...  
 Likewise...  
 Besides...  
 Again...  
 Moreover...  
 Similarly...  
 Surely...  
 Certainly...  
 Specifically...  
 If...then...  
 because...

## Details

For example...  
 In fact...  
 For instance...  
 As evidence...  
 In support of this...

## Endings

For these reasons...  
 As you can see...  
 In other words...  
 On the whole...  
 In short...  
 Without a doubt...  
 In brief...  
 Undoubtedly...

## Other Words

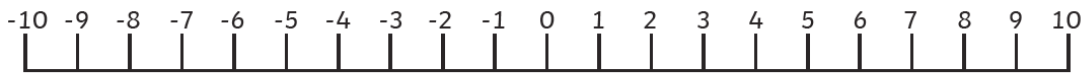
reasons  
 arguments  
 for  
 against  
 unfair  
 pros  
 cons



| Did they...  | Mark |
|--|------|
| imply a point of view with the title they chose?             |      |
| introduce their idea in the opening paragraph?               |      |
| give reasons for their viewpoint?                            |      |
| develop their reasons with details/facts/examples?           |      |
| use rhetorical questions to focus on the reader?             |      |
| present opinions as facts?                                   |      |
| use expressions of conviction? (e.g. undoubtedly, obviously) |      |
| write a conclusion which summarised their argument?          |      |
| use present tense verbs?                                     |      |
| choose strong/emotive/intensifying adjectives?               |      |



Match these statements with the correct place on the number line.



- What is 7 less than -2?
- $-5 + 11 =$
- What is 12 taken from 5?
- Add 8 to  $-9 =$
- $-10 + 14 =$

The temperature was  $-17^{\circ}\text{C}$  at night and, during the day, it rose by  $15^{\circ}\text{C}$ . What was the new temperature?

---

The temperature on one day was  $35^{\circ}\text{C}$  but the next day had fallen by  $49^{\circ}\text{C}$ . What was the temperature on the second day?

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The temperature falls by  $35^{\circ}\text{C}$ . It is now  $-18^{\circ}\text{C}$ . What was the original temperature?

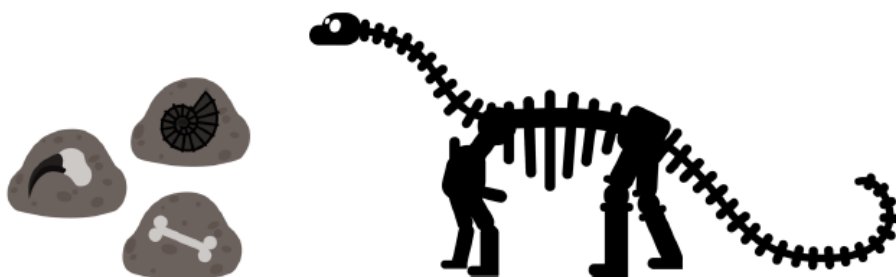
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An archaeologist is excavating a new dinosaur fossil.

The table shows the fossils he's found so far!

| Fossil | Depth (in relation to sea level) |
|--------|----------------------------------|
| Jaw    | 1.5 times above the arm          |
| Claw   | $-18\text{m}$                    |
| Tooth  | 22m above the claw fossil        |
| Arm    | $-35\text{m}$                    |
| Rib    | $17\text{m}$                     |

- Is the jaw deeper than the rib?
- What's the difference in centimetres between the tooth and the arm?
- They find a hip bone halfway between the claw and the arm. What depth is it found at?



## Puzzles & Problems: Part Four

The highest temperature recorded on Earth is  $56^{\circ}\text{C}$ . The coldest temperature recorded on Earth is  $-89^{\circ}\text{C}$ . What is the difference between these temperatures?

George has  $\pounds 1346$  in his bank account. He buys a holiday, which costs  $\pounds 1750$ . How much will he be overdrawn?

The temperature in the freezer is  $-28^{\circ}\text{C}$ . A loaf of bread is taken out of the freezer and allowed to thaw overnight in the kitchen, where the temperature is  $18^{\circ}\text{C}$ . By how much will the temperature of the bread rise

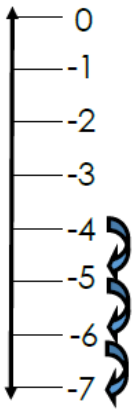
Ellie is  $\pounds 25$  overdrawn. She needs to spend  $\pounds 134$  repairing her car. How much will she be overdrawn now?

The temperature outside at 3pm is  $-12^{\circ}\text{C}$ . Overnight the temperature drops to  $-31^{\circ}\text{C}$ . By how much does the temperature fall?

Mr and Mrs Jones have  $\pounds 456.75$  in their bank account. They have to pay the following bills. What will their account balance be after paying the bills?

|             |                  |
|-------------|------------------|
| Electricity | $\pounds 234.97$ |
| Gas         | $\pounds 132.17$ |
| Council Tax | $\pounds 108.34$ |

Caleb used a number line to help him answer  $-4 + 3$ ...



$-4 + 3 = -7$

Do you agree with Caleb?  
Explain why/why not.

Here is a sequence of numbers...

190, 135, 80, 25, -40, -95, -150

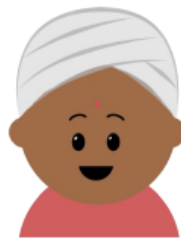
Find, describe and correct the error!



-65 is larger than -56  
because 65 is larger than 56.

Explain why Jerry is incorrect,

Ranjit says...



If I count backwards from 80  
in 50s, I will reach -130.

Why does Ranjit think this?  
Is he correct? Explain why/why not!



The next number is the sum of the  
two previous numbers.

, , , , 0, 1, 1, 2, 3, 5, 8, ...

Find the missing numbers!

# Connect Three

In this game the winner is the first to complete a row of three, either horizontally, vertically or diagonally.

Roll the dice, choose what order to place the dice in, and add or subtract them to produce a total shown on the board, which you can then cover with one of your counters.

You cannot cover a number which has already been covered.  
If you are unable to find a total which has not been covered you must Pass.

**The winner is the first to complete a line of three**

Below is the board for the game.

|    |    |    |    |    |
|----|----|----|----|----|
|    | -5 | -4 | -3 | -2 |
| -1 | 0  | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |    |

Some numbers can only be made in one way, but some can be made in many different ways.

**Can you work out the number of different ways of achieving each of the different totals?**

**Can this help you to develop a strategy to improve your chances of winning?**

**Can you explain your strategy?**



## Quick Maths Answer Key

|   |                                      |
|---|--------------------------------------|
| 1 | $708 - 100 = \underline{608}$        |
| 2 | $99 + 375 = \underline{474}$         |
| 3 | $56 \div \underline{7} = 8$          |
| 4 | $4 \times 24 = \underline{96}$       |
| 5 | $\frac{2}{3}$ of 63kg = <u>42</u> kg |

|   |                                      |
|---|--------------------------------------|
| 1 | $542 - 200 = \underline{342}$        |
| 2 | $89 + 457 = \underline{546}$         |
| 3 | $132 \div \underline{11} = 12$       |
| 4 | $5 \times 36 = \underline{180}$      |
| 5 | $\frac{3}{4}$ of 84cm = <u>63</u> cm |

|   |  |    |
|---|--|----|
| 1 | $90 + 9,000 = \underline{9,090}$                           | /1 |
| 2 | $333 + 5,363 = \underline{5,696}$                          | /1 |
| 3 | $\frac{7}{11} + \frac{5}{11} = \underline{1 \frac{1}{11}}$ | /1 |
| 4 | $766 \div 1 = \underline{766}$                             | /1 |
| 5 | $387 - 90 = \underline{297}$                               | /1 |

|    |                                   |    |
|----|-----------------------------------|----|
| 6  | $4.7 + 4.074 = \underline{8.774}$ | /1 |
| 7  | $\underline{8,500} = 7,800 + 700$ | /1 |
| 8  | $9 \times 49 = \underline{441}$   | /1 |
| 9  | $56 \div 8 = \underline{7}$       | /1 |
| 10 | $331 \times 3 = \underline{993}$  | /1 |

|   |  |    |
|---|--|----|
| 1 | $6,788 - 789 = \underline{5,999}$  | /1 |
| 2 | $\frac{48}{100} - \frac{24}{100} = \underline{\frac{24}{100}}$ or $\underline{\frac{6}{25}}$ | /1 |
| 3 | $\underline{8,899} - 500 = 8,399$  | /1 |
| 4 | $36 \div (3 \times 4) = \underline{3}$   | /1 |
| 5 | $\frac{1}{6} + \frac{6}{12} = \underline{\frac{2}{3}}$ or eq.                                | /1 |

|    |  |    |
|----|--|----|
| 6  | $30 \times 70 = \underline{2,100}$           | /1 |
| 7  | $1,100 \div 11 = \underline{100}$            | /1 |
| 8  | $0.09 \div 10 = \underline{0.009}$           | /1 |
| 9  | $3,887 \times 1,000 = \underline{3,887,000}$ | /1 |
| 10 | $817 \div 19 = \underline{43}$               | /1 |

Once you have marked these, email us at [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) and let us know how you got on, and if there are any questions you would like explained fully in a video.



## Quick Maths – Week Five

|   |                                      |    |
|---|--------------------------------------|----|
| 1 | $84 \times 6 = \underline{\quad}$    | /1 |
| 2 | $\frac{48}{100} + \frac{24}{100} =$  | /1 |
| 3 | $\underline{\quad} = 100 \times 229$ | /1 |
| 4 | $2.781 + 7.5 = \underline{\quad}$    | /1 |
| 5 | $150 \div 5 = \underline{\quad}$     | /1 |

|    |                                       |    |
|----|---------------------------------------|----|
| 6  | $15.71 + 74.173 = \underline{\quad}$  | /1 |
| 7  | $174.54 - 25.8 = \underline{\quad}$   | /1 |
| 8  | $46,275 - 32,049 = \underline{\quad}$ | /1 |
| 9  | $8^2 + 19 = \underline{\quad}$        | /1 |
| 10 | $0.8 \div 80 = \underline{\quad}$     | /1 |

|   |  |    |
|---|--|----|
| 1 | $9 - 1.24 = \underline{\quad}$               | /1 |
| 2 | $7,308 \div 42 = \underline{\quad}$          | /1 |
| 3 | $88 \times 41 = \underline{\quad}$           | /1 |
| 4 | $\frac{1}{8} + \frac{9}{8} =$                | /1 |
| 5 | $60\% \text{ of } 7,110 = \underline{\quad}$ | /1 |

|    |  |    |
|----|--|----|
| 6  | $74 \times 1.4 = \underline{\quad}$        | /1 |
| 7  | $\frac{20}{80} - \frac{4}{20} =$           | /1 |
| 8  | $432 \div 64 = \underline{\quad}$          | /1 |
| 9  | $75\% \text{ of } 980 = \underline{\quad}$ | /1 |
| 10 | $4,563 \times 40 = \underline{\quad}$      | /1 |

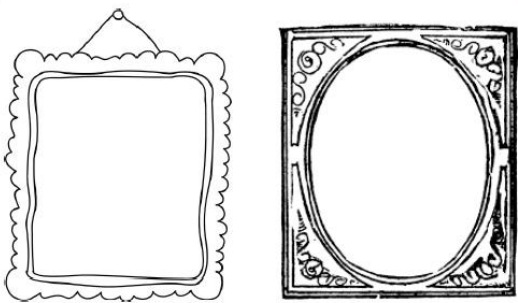
|   |                                  |    |
|---|----------------------------------|----|
| 1 | $100 + 980 = \underline{\quad}$  | /1 |
| 2 | $76 + 189 = \underline{\quad}$   | /1 |
| 3 | $982 \div 1 = \underline{\quad}$ | /1 |
| 4 | $309 - 2 = \underline{\quad}$    | /1 |
| 5 | $480 + 787 = \underline{\quad}$  | /1 |

|    |                                    |    |
|----|------------------------------------|----|
| 6  | $63 \div 7 = \underline{\quad}$    | /1 |
| 7  | $\underline{\quad} = 30,136 + 848$ | /1 |
| 8  | $794 - 70 = \underline{\quad}$     | /1 |
| 9  | $72 \div 9 = \underline{\quad}$    | /1 |
| 10 | $637 \times 6 = \underline{\quad}$ | /1 |

# History Project Booklet Outlines

**HISTORY**

Who...



Think about...  
Who is famous from this period in history?  
What are they famous for?  
What can you find out about them?

What...

What was life like?  
Think about:  
Food  
Clothing  
Houses  
Jobs  
Life for children

Where & Why...

Key Locations  
Think about:  
Where did people live?  
Where did any important events take place?

Why do we remember this period of history?  
Think about:  
Events we remember for a reason.  
Inventions that were developed which are still used today.

When...

A timeline of key events from this period of history.

# ONE PIECE AT A TIME



- Colour in the three puzzle pieces below using a different colour for each.
- Every day choose an activity from each box or one of your own. We will also be tweeting an idea each day.
- Once you have completed an activity, colour in one piece with the same number and colour on your smiley face puzzle.

**Can you complete your puzzle by the 28th February?**



## PHYSICAL

- Play a Get Set 4 PE Active Family Game ★
- Learn a new skill
- Go for a walk
- Make a den
- Ride a bike
- Dance
- Skip



## GIVING BACK

- Ask someone how their day was
- Do something for someone else
- Write a letter to a friend
- Play with a sibling
- Call a relative
- Tidy up



## SELF-CARE

- Learn something new
- Mindful breathing
- Draw or colour
- Listen to music
- Read a book
- Play a game
- Cook



★ Visit [www.getset4pe.co.uk](http://www.getset4pe.co.uk) to find the 'Active Family' games.

**We would love to see your journey.**



PHYSICAL

GIVING BACK

SELF-CARE



“ Life is a giant puzzle. Every day we need to piece together all of the things that help to make us smile. ”

Share your journey with us: @getset4pe



## Class 5 and Class 6 Art.

Drawing.

Drawing is seen to be a vital skill in almost every area of art, whether you are using a pencil, a paint brush or any other tool that will leave a mark on your paper or any other surface you may wish to use. I think that the main difference between drawing and painting is the importance of 'line'. We generally use line to make the shapes of objects when we draw but often these objects look flat because we use an even line. We need to be able to make a line that can vary in intensity. Can you find interesting things that will make a mark or variety of marks and experiment with them. I have made a few suggestions below.

**You will need to check what you are allowed to use at home! Be careful!**

A stick in wet sand or in mud.

Chalk on a stone or a piece of wood.

A stone on a larger stone.

Wet mud on concrete. You could pour it or use a broom or anything else you think may work.

Try using pencils on different surfaces such as bits of stone or wood or fabric.

Sponges will leave interesting marks on many surfaces and will vary according to how wet or dry they are. Try using a dry sponge on a wet surface or a wet sponge into a wet surface. You could use paint if you have it.

A nail on a stone.

You can always use a combination of different marks.

I want you to go online and look at some of the paintings and drawings that are found in the caves of Lascaux in France. They are 20,000 years old but they were only discovered around eighty years ago. The artists used the natural features of the rock to help them. They made their own colours from natural things they found around them. They may have used tubes to blow the paint at the walls of the caves. Many of the cave paintings are of animals and of human figures and are to do with hunting.

Try doing lots of different drawings and then photograph them as soon as you think they are finished - especially if they are outside. You may like to photograph a drawing done in the mud over a period of time - as it slowly vanishes. Maybe include something in your photographs that shows the scale of your drawings. Notice the 's' on the end of the word drawing!

Now the tricky bit. I want your drawings to be about/of you involved in the act of doing the drawing itself! The more 'action' required to do the drawing, the easier this will be! Could you do a life size drawing or even bigger? This will involve moving around the drawing as you create it. Many of the Lascaux paintings show animals in motion.

Have fun and make sure you post the results. I look forward to seeing them.

Simon has set you this Art Project, which you may have already seen as it is on the website. We have a Year Six blog for the Art project specifically, so you can upload photos of your work for everyone to see.

