

## Class Six: Online Learning Overview

Week Four (Mon 01/02/21)



### English Session 1

Persuasion

### Maths Session 1

Problems & Puzzles  
(Part One)

### History Project

The Roman Empire  
(before Roman Britain)

### Spelling Shed Assignment

Words which are Nouns and  
Verbs

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

### English Session 2

Mobile Phones:  
For and Against

### Maths Session 2

Problems & Puzzles  
(Part Two)

### French Session

Fliperty Randomisers

### Maths Shed Assignment

Multiplying by 10s and 100s  
(including Decimals)

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

### English Session 3

Fact or Opinion?

### Maths Session 3

Quick Maths Review &  
Challenges

### Wellbeing Session

Express Yourself

### Weekly Challenge

Red Cross First Aid  
Lessons:  
Burns



## English Session 1

### Persuasion

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

Over the next few weeks we are going to study texts which have been written to persuade the reader to believe something, or buy something, or do something specific. Persuasion texts come in many different styles, including adverts, holiday brochures, letters to newspapers, political documents, and leaflets etc.

To start this work, you have a selection of texts [here](#) which you need to look at. There are a selection of brand labels and slogans, an advert for make-up, and a letter. You need to look at these texts, and think about what they have been written to do. At the bottom of the page with [the letter](#) on it you need to look at the three boxes which explain different types of persuasive text, some of the 'tools' that authors use to persuade you, and some examples of 'word play'. Once you have read the Persuasive Texts, I would like you to look at the [questions](#) based on how the texts persuade the reader. You need to think about each text for each question, so you will repeat the process 3 times for each question.

## English Session 2

### Mobile Phones: For and Against

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

Today you are going to compare two persuasive texts, [one which is supporting the use of mobile phones](#), and [one which is against the use of mobile phones](#).

Firstly, you will need to read each of the texts, and make sure that you have understood what they are all about. They have two very different views, and each text has been written to try and persuade you to share their thoughts and point of view. Once you have read the texts, I would like you to use the [checklists](#) to look through each text and start to look for persuasive tools and techniques. You have two checklists to complete, one for each of the example texts. Make sure you have watched the video and each of the points on the checklist will be explained so you know what you are looking for. As well as simply ticking off the features as you find them in the texts, I would also like you to number, or colour each of the features, to show where they appear in the example texts, and how often they appear.

Once you have done this, I would like you to write three paragraphs. One explaining how effective you think the first text is, one explaining how effective the second text is, and a final paragraph explaining which of the two texts you think is best, and explaining why you have reached this decision.

## English Session 3

### Fact or Opinion?

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

Facts and Opinions are both used in Persuasive Writing to help people back up their arguments. Facts are truthful, where as opinions are someone telling you what they think. However, in persuasive texts, authors try to make their views and thoughts sound like facts so that the reader is more likely to believe them.

You need to watch the video

<https://www.bbc.co.uk/bitesize/topics/zs44jxs/articles/z3wgqhv> to break down what we mean by facts and opinions, then work through the quiz on the same webpage. Once you have done this, you need to look at the statements [here](#) based on CCTV being used in schools, and sort them into facts and opinions, with colour, or initials.



## Maths Session 1

### Problems and Puzzles (Part One)

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

Over the next few weeks we will be using our methods for addition, subtraction, multiplication and division to solve puzzles and problems. This is what we talk about in school as 'applying' what you know – using methods you are familiar with, to solve problems which have a 'story' or an investigation behind them.

In this session you are going to 'warm-up' your addition and subtraction skills, and then start to solve puzzles and challenges using these skills.

**You need to make sure you have watched the video before you start the challenges in this task, as they will be described fully in the video to help you get started.**

Firstly, you will need to complete the calculations and problems on [Page One](#) of the maths challenges, before you move on to the investigations and games on [Page Two](#). The investigations are somewhat 'open-ended', which means they won't have a finished answer, but you need to spend at least half an hour on each one to see if you can find examples which fit the task, and understand why particular numbers are beneficial in particular places.

## Maths Session 2

### Problems and Puzzles (Part Two)

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

To begin your maths work for this session, you need to look at the warm up tasks on [Page Three](#) of the maths challenges. These involve you identifying mistakes in completed calculations – sometimes the best way to find the mistake is to work out the calculation yourself, and compare with the question at each step. You also have some questions where you need to decide whether you agree or disagree with the statement in the speech bubble. Complete the calculations and think about whether you agree or not. Make sure you explain your answer fully!

On [Page Three](#) of the Maths Tasks you have some word problems to solve. Each of these problems has a different structure and will need to be carefully thought about! Finally (and this can extend into tomorrow's session), you have an investigation about the number Nine. **Make sure you watch the video for a full explanation of this task.** When you have developed your ideas and explanations of these thoughts, I would like you to explain your findings on our class blog page please.

## Maths Session 3

### Quick Maths Challenge

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

Once again, you have a [Quick Maths Answer Key](#) so that you can mark the work you completed last week. If there are questions you got wrong, please let me know so that I can explain them to you somehow! Send an email or let me know on the class blog and I will show you how the answer was reached.

Following this, you have another [Quick Maths Challenge](#) to complete. Once you have done this you can spend any further time finishing off the puzzles from the sessions this week.



## History Project

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

This week you need to study the Roman Empire before it arrived in Britain. We will be looking at Roman Britain next week as a separate unit.

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

Bonjour la classe! I've created a Fliperty Randomizer for you for these 2 weeks. A what? I hear you say? A Fliperty Randomizer. It's a fun, visual way to construct sentences using our knowledge from Autumn Term 2. I have also included a location cognate you have not studied and some animal names you studied before this year. How to play: Go to this link.

<https://www.flippity.net/ra.asp?k=1vzhvpcFRWqv2AtJmYQHGT5LbzG9WkZbu-d1EskIEko>

You will see 5 coloured dials. This can all spin independently or as a whole, to create a random sentence.

Test out the Randomiser in this way. Click the large blue arrow on the far right hand side. This will spin all the dials. Click the smaller blue arrows underneath the columns to spin the individual dials. There is an even smaller arrow to move the dial on one cog.

**Task 1:** Spin the main dial. Read the sentence in your head. Read it out loud. Can you translate it into English? Beware, some sentences are very silly! Repeat as many times as you wish. If you keep getting the same option in one dial, use the smaller wheel(s) to get a different word(s). If you need to look up a word you cannot remember, use this dictionary: <https://www.collinsdictionary.com/dictionary/english-french>

**Task 2:** When you are feeling confident, spin the randomizer again. Translate the sentence into English, writing them down. Repeat until you have 4 or more sentences. Now, close the screen or remove it from your vision. Can you translate your sentences back into French? Use the Radomizer to check your translations. Repeat this exercise until you are confident.

**Extra:** If you like, add words to this Fliperty Randomizer with your own ideas. You could research more animals, for example, or add more locations or conjunctions. Use the Collins Dictionary above, NOT Google translate please.

Use this link to see the Excel sheet in which I made the Randomizer.

<https://docs.google.com/spreadsheets/d/1vzhvpcFRWqv2AtJmYQHGT5LbzG9WkZbu-d1EskIEko/edit#gid=0>

You will see how easy it is to add to this table. Here are some instructions if you get stuck.

<https://www.flippity.net/Randomizer.htm>

I haven't included images on my Randomizer, but you could using the instructions. I would LOVE you to send me the link to your funky Randomizer! I promise to send you my reaction and feedback if you do!

Au revoir la classe! Madame Price

## Wellbeing Session

Children's Mental Health Week (1<sup>st</sup> – 7<sup>th</sup> February 2021) Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity.

This week is celebrated by many charities and campaign groups who are working to support children in developing positive mental health and wellbeing. Each year the week has a theme, and this year, the theme focuses on 'Express Yourself'. This is a time for you to think about the things that make you an individual, unique and awesome!

Every one of us has a different set of skills, a different approach to challenges, and different strengths and weaknesses. I would like you to spend some time thinking about who you are, and how you express yourself. To do this, I would like you to create a self-profile which contains information all about you. Hopefully, as part of this process you will be able to spend some time recognising the amazing things about you – all of those things that make you awesome!

Your profile needs to be all about you, and can take any form you want it to. It could use the [patchwork puzzle sheet](#) I have included, but you could use a self-portrait, or a photo montage, or a video to highlight your features. There are many things you can include in a self-profile – from simple things like your favourite colour / song / food etc, through to things you are proud of, your best strengths, and things you believe in. You need to create a profile which is all about you. We would love to see these, so when you have put something together, you could upload a picture to our weekly blog, or send to our [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) email address.

## 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 can all be used as nouns and verbs, and the spelling of the word will not change. Sometimes, the way we pronounce these words can be different, so it may help you to learn these spellings and use them in sentences where they are the name of a thing, and then in a different sentence where the word is an action.

Eg: The word **produce**

I will produce a leaflet for the new coffee shop. (Produce is a verb in this sentence)

The fresh produce was in the first aisle of the supermarket. (Produce is a noun here)

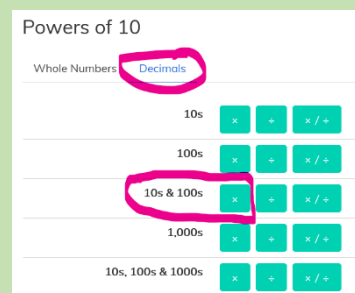
The league for these spellings will start on Monday 1<sup>st</sup> February, and the league will be based on total points, so all answers will help to contribute to your overall league position. The assignment is set to unlock the rest of spelling shed after 10 games. At this point you can use any spelling 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 multiplying 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 multiplying 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 Multiplication 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 x**



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

## Weekly Challenge

Red Cross First Aid Lessons –

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

Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/burns/> 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 suffering from a burn. 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.



Only this air-whipped mousse can bring you such pure matte perfection with an amazing air soft feel.

Blends so evenly, perfects completely. It's like no other make-up you've tried...or applied.

Available in 12 matte-perfecting shades.

COME CLOSER  
MATTE PERFECTION  
THIS AIR-SOFT  
MUST BE TOUCHED

MEET  
DREAM MATTE™  
MOUSSE  
FOUNDATION

Only this air-whipped mousse can bring you such pure matte perfection with an amazing air-soft feel.

Blends so evenly, perfects completely. It's like no other makeup you've tried...or applied.

Available in 12 matte-perfecting shades.

maybelline.com

**MAYBELLINE**  
MAYBE SHE'S BORN WITH IT. MAYBE IT'S MAYBELLINE.  
NEW YORK

dream matte mousse foundation

Dear Sir,

I wish to draw your attention to a problem which must be dealt with. As a local citizen and park volunteer, I must urge that the council ban ball games in the park. There are three main reasons why this has to be done.

The first and most important reason is the damage caused by ball games. Our delicate blooms and fragile flowers are squashed and broken every time a large, heavy ball is sent blasting through the flowerbeds. These rough games encourage thoughtless youths to skid and slide across our carefully tended lawns, leaving deep gouges like scars. Perhaps thousands of pounds of damage is caused by this violent pastime. How much more money will be wasted before good sense wins?

My second point refers to the risks to people and animals caused by aggressive ballgames. The park is used daily by many families with young children and older people who may be unsteady on their feet. It is clear that balls crossing paths like bullets may cause painful injuries to those innocently passing by. What about our precious wildlife? Our park should be a safe haven for the curious squirrels and charming pigeons that live peacefully in the trees. How can we explain to them that the ball that smashed through a nest was only meant to be a bit of fun?

My last point is that ballgames are pushing out the activities that everyone should be able to enjoy, like picnics, peaceful walks and sunbathing. It is not safe to sit or lie anywhere in the park because of the threat of speeding footballs and tennis balls.

To sum up, ballgames must go. Some people might say that I am spoiling everyone's fun by demanding an end to ballgames. However, it is the ballgames that are spoiling the fun. It is the ballgames that are spoiling the park.

Yours faithfully,

Mrs Daisy Green

#### Types of Persuasion Text

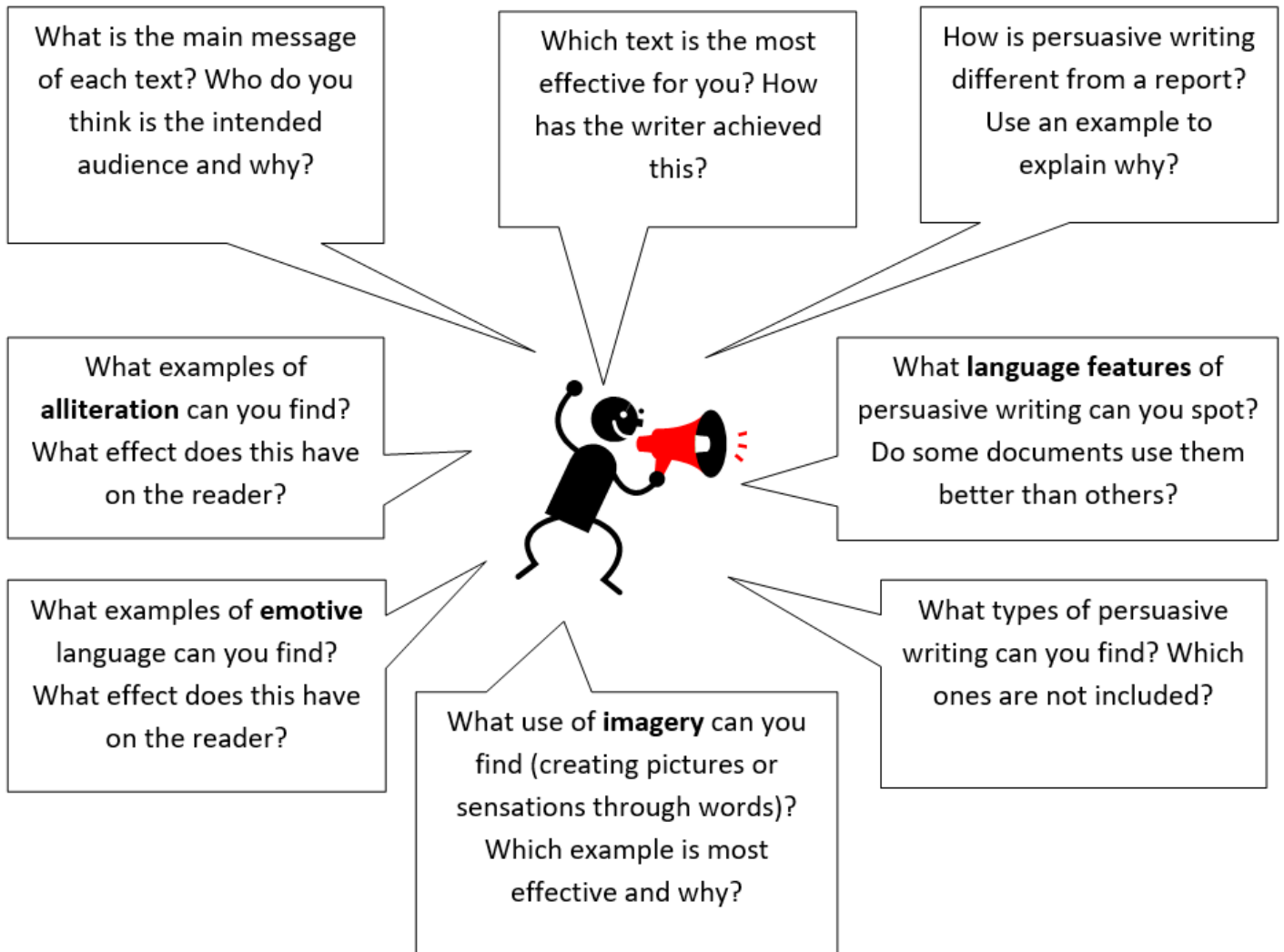
- Advertisement
- Holiday Brochure
- Letter to Editor
- Blurb
- Poster/flyer
- News article/editorial
- Political pamphlet
- Protest song

#### Persuasive Language Features

- Present tense
- Causal connectives
- Signposts to points
- Emotive language
- Strong images/word play
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

#### Word Play/Imagery

- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration/hyperbole
- Contrasting pairs
- Lists (esp. of 3)



You need to use these questions and answer them based on each of the examples above:

1. Mixed Adverts & Slogans
2. Maybelline Make Up Advert
3. Letter about Ball Games in the Park

## Example One: Are Mobile Phones Necessary?

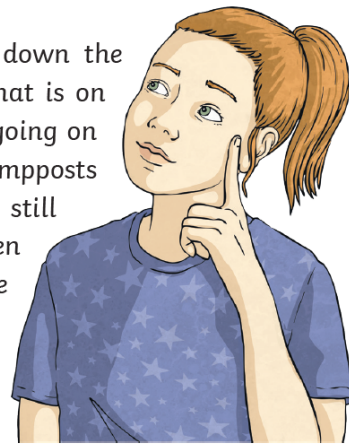


Mobile phones are everywhere. They are an integrated part of society and most adults around the world have one. Many people believe that mobile phones are an essential part of modern-day life that benefit us in a variety of ways, such as allowing us to communicate anywhere and anytime. However, I strongly believe that mobile phones are taking over people's lives and destroying our ability to communicate face-to-face. If we are not careful, the next generation will grow into zombie-like creatures who cannot think or survive without the use of a mobile phone.

For thousands of years, people survived without the use of technology and in particular, mobile phones. Even thirty years ago, people did not rely on the use of mobile phones and only a small percentage of the population even owned one; those who were very wealthy and could afford it. Some people argue that mobile phones have improved our lives and made us more advanced. I whole-heartedly disagree and believe that mobile phones have actually made us less advanced and unable to problem-solve for ourselves. For example, instead of finding out the solution to a problem ourselves, we now simply use the internet via our phones and find the answer within seconds.

Communication is a key aspect of what makes us human. We communicate in a variety of ways and talking is just one of them. For example, humans communicate a variety of emotions through their facial expressions and body language. When talking on a phone, these expressions cannot be seen and therefore non-verbal communication is impossible. Texting is even worse as you cannot even pick up on the intonation or expression in someone's voice. Speaking face-to-face is a skill and one which needs to be taught and learned. However, if we no longer even look at each other when communicating, how will we ever fully learn how to read people and understand them?

Finally, mobile phones can be very dangerous. People walk down the street constantly staring at their phones, fully absorbed in what is on their screen. This means that they are not focused on what is going on around them. They bump into other pedestrians, walk into lampposts and more dangerously, some even try to cross the road while still looking at their phone. From a very young age, we teach children about the importance of being aware when walking alongside traffic so why should we tolerate adults who are not? Another dangerous aspect is that some drivers use their phones when they are driving.



Many accidents and deaths have been caused by absent-minded drivers trying to make a call rather than concentrating on the road, even when using hands-free devices. This is not acceptable and more should be done to prevent drivers from being able to use their mobiles.

In conclusion, although I am aware of some positives that mobile phones provide, I feel that there are too many serious problems associated with them. I feel that their use should be limited. For example, I believe that mobile phones should be banned in school and in the work place so that people can communicate verbally and face-to-face. I believe that more should be done to stop drivers and pedestrians from using their phones while travelling from point A to point B. We need to get back to living a simpler life and to rely on our brains rather than technology.

## Example Two: Are Mobile Phones Necessary?

I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are convenient for business people who travel a lot, and they are handy to have in case of an emergency.



To begin with, mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. What's even better is that you can even send faxes or messages and use the internet with your mobile.

My other main reason is that mobile phones are necessary to have in case of an emergency. For instance, if you fall down a flight of stairs in a building and you are badly injured and can't reach a pay phone, it is good to have a mobile phone on hand to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth. Not only will you worry about your car being neglected, but you could also put yourself in a lot of danger.

In conclusion, I believe that mobile phones have now become a necessary part of our everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in our lives.

### Example One

#### Language features

- Written from one viewpoint (for or against)
- Argument is developed to include several points
- Arguments are linked across paragraphs
- Counter-arguments shown (although some people say...most disagree...)
- Emotive, powerful language
- Rhetorical questions (Who wouldn't want...?)
- Opinions presented as facts (everyone knows that...)
- Ambiguous statements (probably, may, perhaps...)
- Statistics (75% of people say, half of schools...)
- Variety of sentence types and structures
- Variety of cohesive devices
- Variety of punctuation

### Example Two

#### Language features

- Written from one viewpoint (for or against)
- Argument is developed to include several points
- Arguments are linked across paragraphs
- Counter-arguments shown (although some people say...most disagree...)
- Emotive, powerful language
- Rhetorical questions (Who wouldn't want...?)
- Opinions presented as facts (everyone knows that...)
- Ambiguous statements (probably, may, perhaps...)
- Statistics (75% of people say, half of schools...)
- Variety of sentence types and structures
- Variety of cohesive devices
- Variety of punctuation

## True or False?

Read the statements about CCTV cameras in schools.

Sort them into fact or opinion.

### CCTV cameras should not be installed in all classrooms in the UK

Over the past two decades, CCTV cameras have been introduced into shops, streets and public spaces in order to attempt to reduce crime.	In the United Kingdom, there are an estimated four million cameras in use – more than any other country in the world.
A recent study shows just 3% of street crime in London was solved using evidence from CCTV cameras.	Cameras make streets look unfriendly.
Most secondary schools in the UK have over twenty CCTV cameras.	However, although cameras may help to identify a person who has committed a crime, they do not help to <i>prevent</i> it from happening.
Surely schools should spend this money on better facilities for their students?	CCTV is likely to simply distract pupils from learning and teachers from teaching.
Cameras should be installed into all classrooms in the UK as this will improve pupil behaviour.	Students who attend schools with better facilities and more clubs are much less likely to commit crimes in school.
Cameras are an invasion of the privacy of students and staff.	The time has come to insist that cameras are removed from all schools in the UK.

# Maths Session One: Solving Problems and Puzzles

2	7	0	4	1
-	7	9	6	2

6	7	3	4	0
+	7	9	6	2

7	1	0	9	4
-	8	8	2	8

2	1	0	9	4
+	5	8	9	8

6	0	6	4	1
-	6	9	6	2

9	2	6	4	1
+	6	7	9	5

Southton FC's new stadium has 65,000 seats and their recent cup game was a sell out!




If 54,762 home fans attended the match, how many tickets were sold to the away fans?

Find the total cost of these two houses.



Jane says...

"All the missing digits in this calculation are the same".



$$\begin{array}{r}
 \square 8 \square 2 \square \\
 + 4 \square 6 \square 5 \\
 \hline
 70847
 \end{array}$$

Is she correct? Explain why / why not!

Spot the mistake!



$$\begin{array}{l}
 51,746 - 2,900 = ? \\
 51,746 - 3,000 = 48,746 \\
 48,746 - 100 = 48,646
 \end{array}$$

Explain where Alfie has gone wrong.

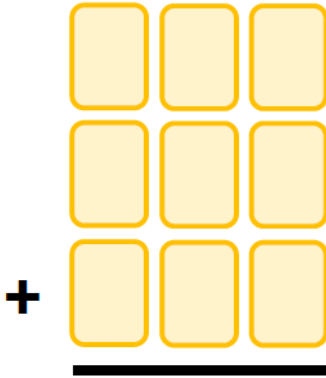
Always, Sometimes or Never?



If you add any two six-digit numbers together, the answer will be a seven-digit number.

PROBLEM SOLVING 1

Player 1



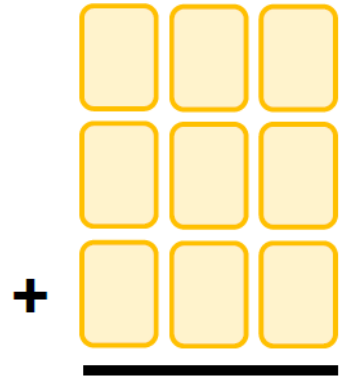
This is a two-player game.

Choose or generate a four-digit target number.

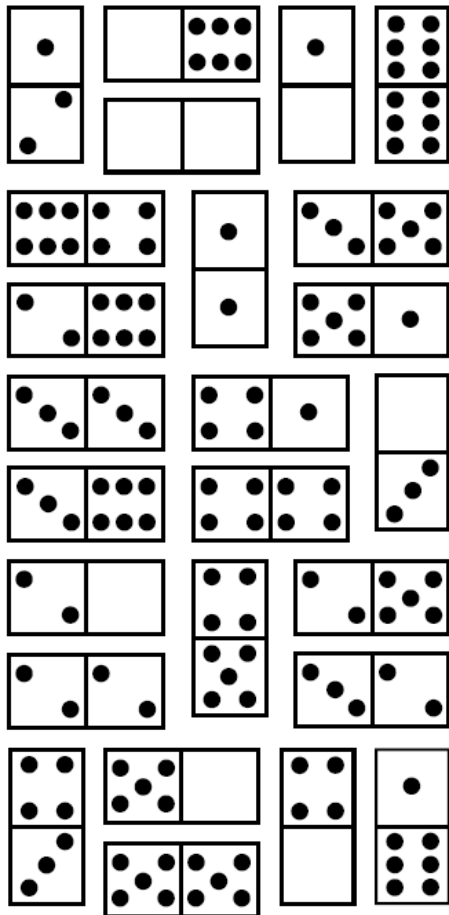
Complete with a partner to see who can arrange the digits 1-9 to create three three-digit numbers with the closest total to the target number.

Target Number

Player 2



What strategy will you use?



Replace each row with the written numbers to create a giant addition.

Find the total! To do this, break the addition into three:

- Copy the top four rows and add these.
- Copy the next three rows and add these.
- Copy the bottom three rows and add these.
- Add your three answers.

Look at the bottom row in the giant domino addition.

Does your answer match this?

If not, go back and repeat the additions!

<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	10616
<input type="radio"/>	20006
<input type="radio"/>	64135
<input type="radio"/>	26151
<input type="radio"/>	...



Challenge

What is the largest total it is possible to make using just 8 dominoes?

## Maths Session Two: Puzzles and Problems (Part 2)

### Correct or Not Correct?

$$\begin{array}{r} 8469 \\ + 597 \\ \hline 9066 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7468 \\ + 523.5 \\ \hline 12703 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 6992 \\ + 3447 \\ \hline 10339 \\ \hline 11 \end{array}$$

Explain the mistakes.

### Agree or Disagree?

Answer each question:

$$\begin{array}{r} \square 27 \\ + 18\square \\ \hline 5\square 9 \\ \hline \end{array}$$

$$\begin{array}{r} 521\square \\ + 3\square 3\square \\ \hline 8451 \\ \hline \end{array}$$

$$\begin{array}{r} 4\square 2 \\ + 291 \\ \hline 7\square 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4\square 32 \\ + 213\square \\ \hline 7\square 69 \\ \hline \end{array}$$

There are different possible answers **if** there are **two blank boxes** in the **same column**

### Correct or Incorrect?

$$\begin{array}{r} 599 \\ \cancel{600}^1 8 \\ - 1863 \\ \hline 4135 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \cancel{50}^1 \cancel{8}^1 .6 \\ - 183.9 \\ \hline 324.7 \\ \hline \end{array}$$

$$\begin{array}{r} 01 \\ \cancel{1}^0 3.70 \\ - 8.45 \\ \hline 5.35 \\ \hline \end{array}$$

# Different Question Types

1. Amy bought a sandwich, a pizza slice and a drink. She paid £5.  
**How much change does she get?**

2. Tim has £5. He wants a sandwich, two pizza slices and a drink.  
**How much more money does Tim need?**

3. Sam has £10.  
**How many pizza slices can he afford?**

4. Grace spent £10 on 5 items.  
She got £2.85 change. **What did she buy?**

<b>Sandwich: £2.75</b>
<b>Pizza Slice: £1.30</b>
<b>Fruit: 45p</b>
<b>Drink: 60p</b>

## Nine AGAIN

- Write a 5-digit number.
- Re-order its digits; write them in a different order but don't change them!
- Find the difference between the two numbers.
- Add the digits of your answer,
- If your answer to number 4 is a number with two or more digits, add the digits of that number, e.g.  $2 + 7 = 9$ .

<input type="radio"/>	
<input type="radio"/>	
<input type="radio"/>	$8\ 17\ 15\ 5\ 12$
<input type="radio"/>	$9\ 8\ 5\ 6\ 2$
<input type="radio"/>	$5\ 9\ 8\ 2\ 6$
<input type="radio"/>	$3\ 8\ 7\ 3\ 6$
<input type="radio"/>	
<input type="radio"/>	$3 + 8 + 7 + 3 + 6 =$
<input type="radio"/>	

- Keep doing this until you have a number with one digit.
- Write a new 5-digit number and repeat steps 1 to 6.
- Do this with at least six 5-digit starting numbers.

Discuss what you notice.

Try the same thing with two 6-digit numbers.  
Does the same number still appear?

## Quick Maths: Answer Key

1	$650 + 379 = \underline{\quad 1,029}$
2	$765 - 93 = \underline{\quad 672}$
3	$59 \times \underline{\quad 100} = 5,900$
4	$63 \div 9 = \underline{\quad 7}$
5	5,631 rounded to the nearest 1,000 is <u>        </u> . <b>6,000</b>

1	$6,843 + 100 = \underline{\quad 6,943}$
2	$132 \div \underline{\quad 12} = 11$
3	$9 \times 0 \times 3 \times 2 \times 4 = \underline{\quad 0}$
4	$46,000 - 2,895 = \underline{\quad 43,105}$
5	$11 \times 11 = \underline{\quad 121}$

1	$5,648 + 43,057 = \underline{\quad 48,705}$
2	$4,409 + \underline{\quad 591} = 5,000$
3	$4 \times 29 = \underline{\quad 116}$
4	Subtract three hundred and four from eight hundred and forty-two = <u>        </u> <b>538</b>
5	$479 = 979 - \underline{\quad 500}$

1	$995 \div 5 = \underline{\quad 199}$
2	$63,048 + 5,898 = \underline{\quad 68,946}$
3	$6,754,000 \div 1,000 = \underline{\quad 6,754}$
4	$7 \times 3 + 2 \times 10 = \underline{\quad 41}$
5	$\frac{5}{12} + \frac{6}{12} = \underline{\quad \frac{11}{12}}$

1	$5,648 + 43,057 = \underline{\quad 48,705}$
2	$4,409 + \underline{\quad 591} = 5,000$
3	$4 \times 29 = \underline{\quad 116}$
4	Subtract three hundred and four from eight hundred and forty-two = <u>        </u> <b>538</b>
5	$479 = 979 - \underline{\quad 500}$

1	$917 + 4,853 = 853 + \underline{\quad 4,917}$
2	$371 \times 15 = \underline{\quad 5,565}$
3	$45,000 = 3 \times \underline{\quad 15} \times 1,000$
4	$\frac{12}{13} = \frac{4}{13} \times 3$
5	$\frac{9}{13} \div 2 = \underline{\quad \frac{9}{26}}$

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 Challenge: Maths Session Three

1	$708 - 100 = \underline{\quad}$
2	$99 + 375 = \underline{\quad}$
3	$56 \div \underline{\quad} = 8$
4	$4 \times 24 = \underline{\quad}$
5	$\frac{2}{3}$ of 63kg = $\underline{\quad}$ kg

1	$542 - 200 = \underline{\quad}$
2	$89 + 457 = \underline{\quad}$
3	$132 \div \underline{\quad} = 12$
4	$5 \times 36 = \underline{\quad}$
5	$\frac{3}{4}$ of 84cm = $\underline{\quad}$ cm

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

6	$4.7 + 4.074 = \underline{\quad}$	/1
7	$\underline{\quad} = 7,800 + 700$	/1
8	$9 \times 49 = \underline{\quad}$	/1
9	$56 \div 8 = \underline{\quad}$	/1
10	$331 \times 3 = \underline{\quad}$	/1

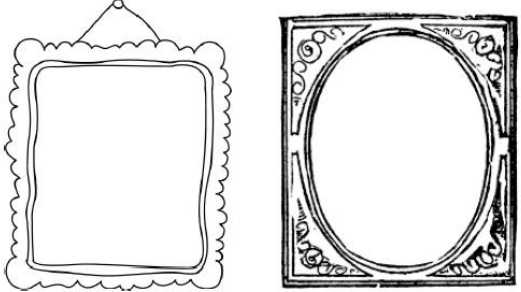
1	$6,788 - 789 = \underline{\quad}$	/1
2	$\frac{48}{100} - \frac{24}{100} =$	/1
3	$\underline{\quad} - 500 = 8,399$	/1
4	$36 \div (3 \times 4) = \underline{\quad}$	/1
5	$\frac{1}{6} + \frac{6}{12} =$	/1

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

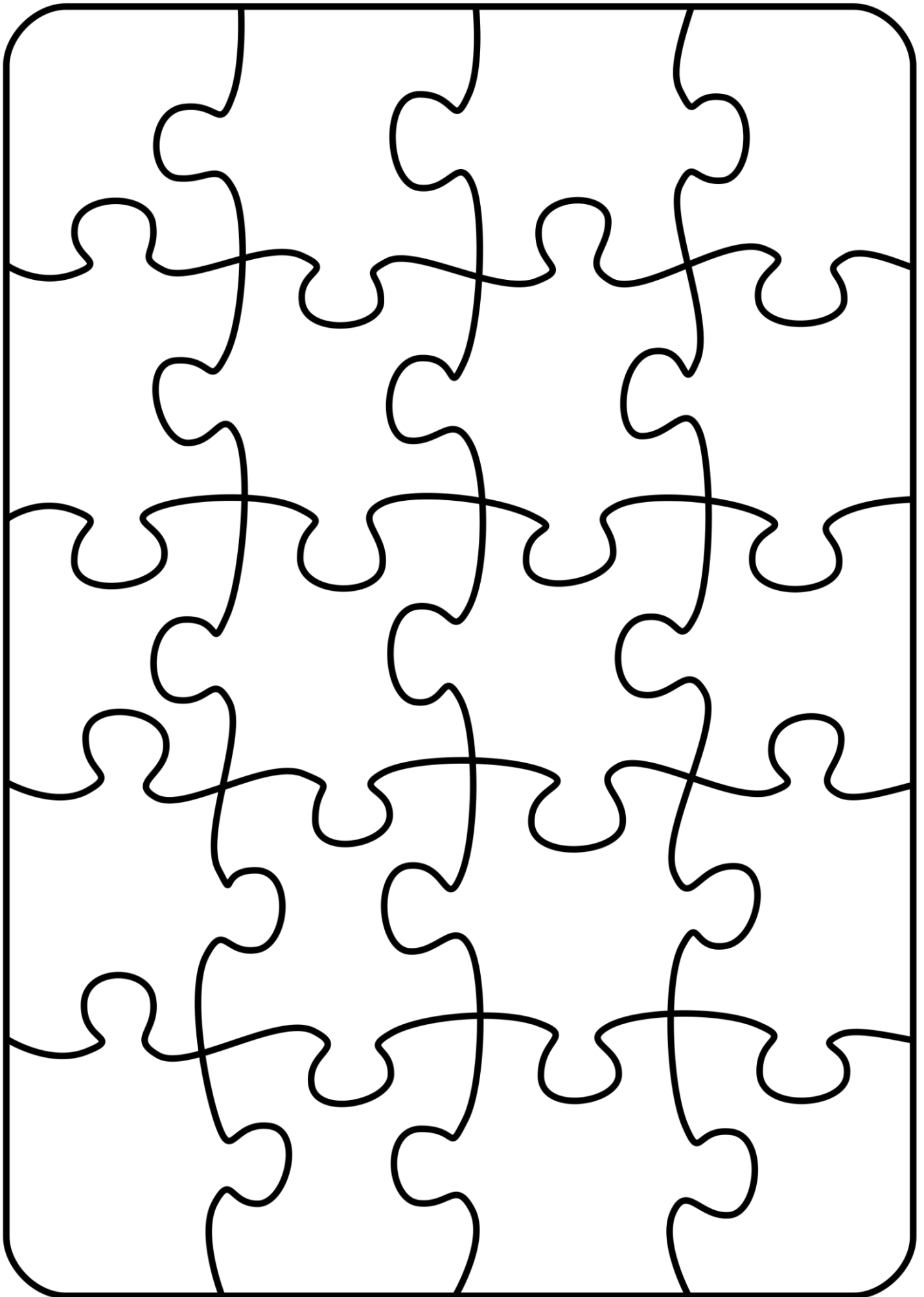
Where & Why...

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.



## 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.

