Home learning- Timetable of tasks

Week beginning:21st September 2020		Class: 5/6B		Year Group: 6	
	Monday	Tuesday	Wednesday	Thursday	Friday
Objectives	SPOKEN LANGUAGE • Articulate and justify answers, arguments and opinions • Participate in discussions READING COMPREHENSION • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Identify how language, structure and presentation contribute to meaning WRITING COMPOSITION • Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assess the effectiveness of their own and others' writing • Ensure the consistent and correct use of tense throughout a piece of writing SPaG • Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • Use the perfect form of verbs to make relationships of time and cause				
Cross curricular links and objectives			*H12 (PSHE) – that bacteria and viruses can affect health and that following simple routines can reduce their spread.* *H23 (PSHE) – About people who are responsible for helping them stay healthy and safe; how they can help these people to keep the healthy and safe.* *R7 (PSHE) – to understand that their actions affect themselves and others.* *R11 (PSHE) – to work collaboratively towards shared goals.* *H2 (PSHE) – how to make informed choices* *L1 (PSHE) – to research, discuss and debate topical issues, problems and events that are of concern to them and*	*Develop a chronologically secure knowledge and understanding of British history and develop a sense of empathy of how life was for children and know why periods of time changed.* *I can explain what life was like for a child in Victorian Britain and know why they worked.*	*H10 (PSHE) – to recognise, predict and assess risks in different situations and decide how to manage them responsibly* *H23 (PSHE) – about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.* *L10 (PSHE) – to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.* *Construct informed responses that involve thoughtful selection and organisation of relevant historical information what jobs children did; worked in coalmines, chimney sweeps, farm hands, mill workers, domestic servants.*

			offer their recommendations to appropriate people		*I can research and write about the key roles children had in Victorian Britain.*
Literacy	What is a biography. Features of a biography. Looking at information and how it is organised.	Creating categories for a biography. Designing topic sentences for paragraphs.	History links to Victorians as we are writing a biography on a famous Victorian. Beginning with famous nurses and linking to the Nightingale hospitals in use during the pandemic. Links to PSHE and also raising the concept of racism with Mary Seacole and how she was prevented from becoming a nurse.	A comparison between street children and those children from wealthy families. Looking at case studies of two children for comparison – work to be continued in History section.	A detailed look at the jobs that Victorian children did. The first to look at is a trapper. During listening, the children are to complete a task question as they gather information.
Links to learning		Ppt designed by me and uploaded to the website.	https://www.youtube.com/watch?v=jONlz7vaMnU https://metro.co.uk/2020/05/12/boris-johnson-florence-nightingale-tribute-12689532/ https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc	https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw	https://www.bbc.co.uk/teach/school-radio/history-victorians-trapper/zvspmfr
Objectives	Identifying how language contributes to meaning; exploring the meaning of words in context.	Identifying how language, structure and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes.	Retrieve and record and present information from non-fiction. Provide reasoned justifications for their views.	Distinguish between statements of fact or fiction.	Increasing familiarity with a wide range of books. Continue to read a wide range of books.

Reading	Read through the vocabulary pdf. Next find two antonyms for the following words: REMARKABLE TRIUMPHED INITIAL EXTREME STREWN	Share the text "Why Climb Everest" with another human at home with you! Or even your pet will do – but read aloud so you can practice using expression and pronunciation. Discuss the pictures and the information with somebody – perhaps even over a video call with your grandparents? Think about your antonyms from yesterday, would they all make sense now that you have read the text? If not, see if you can find some more that do.	Answer the questions on the attached sheet "Why Climb Everest"	Create a fact file for Everest. Use the "Why Climb Everest" sheet and the sheets from "Wonders of the World" and "Earth Matters" to help you. Make sure that you include the following information: • Where is it? • What is it like? • What is the climate like? • What species of animal live there?	Free reading!! Spend 30 mins (or more if you like) reading to yourself or out loud to another human or your pet. (My dog really loves me reading to her – she is probably waiting for me to say "treat" or "walkies" ☺) Why not build a "reading den"? – somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.
Links to learning	www.collinsdictionary.com/ www.kidthesaurus.com/ www.wordsmyth.net https://media.bloomsbury.com/rep/files/Everest%20Teachers%20Notes%20Bloomsbury.pdf				
Objectives	Roman Numerals	End of Place Value block mini-assessment	Add two 4-digit numbers more than one exchange (recap on lost learning)	Add whole numbers with more than 4-digits	Subtract two 4-digit numbers with more than one exchange
Maths	Watch the WRM teacher video and complete worksheet	Chn to complete the WRM mini assessment as we have	Watch the teaching video. Complete the WRM worksheet and then supplementary	Watch the teaching video. Complete the WRM worksheet and then supplementary	Watch the teaching video. Complete the WRM worksheet and then supplementary worksheets

		reached the end of the Place Value unit.	worksheets from Classroom secrets to complete	worksheets from Classroom secrets to complete	from Classroom secrets to complete
Links to learning	https://whiterosemaths.com/homelearning/year-5/10672-2/	www.mathletics.com	https://vimeo.com/458471350	https://vimeo.com/458471908	https://vimeo.com/459399023

Objectives	SCIENCE To know different materials are used for different jobs to know the properties of a material, decide the use of the material to know how to investigate the best materials to use for a bridge DT – use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose aimed at particular individuals or groups. Understand how key events and individuals in design and technology have helped shape the world	Develop a chronologically secure knowledge and understanding of British history and develop a sense of empathy of how life was for children and know why periods of time changed. I can explain what life was like for a child in Victorian Britain and know why they worked.
Core/ Non- core subjects	DT/Science Bridge Challenge Building on work completed in school, this challenge was to be set for homework over this two weeks in my planning. Building on work in Science (materials and their properties; DT and History – Victorians)	History Compare the lives of wealthy Victorian children with children today
Links to learning	http://www.pbs.org/wgbh/buildingbig/lab/shapes.html https://gridclub.com/activities/brunels-britain http://www.pbs.org/wgbh/buildingbig/bridge/index.html https://gridclub.com/activities/brunel-video	https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw
Spellings	Words from the Year 5/6 list: Correspond, criticise, curiosity, define, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment	
Mathletics	Work set according to the individual needs of the children.	

Dear 5/6B Year 6 children,

I hope that you have had a lovely weekend with your families. Please don't be disheartened that we are all back at home, I am busy collecting together all of our learning that I had planned so it is ready to go onto the school website ready for Monday. I will date each piece of work so that you know when to do it. I will also date the resources so that you know which is which. The answers are at the very bottom and are TOP SECRET until you have completed the worksheet.

My cheeky dog, Bailey, is quite pleased that I will be at home for the next two weeks and I think she is looking forward to following me all over the place like my little shadow ☺. I am looking forward to being able to read some of the lovely books from our class bookshelf and to be able to write some more book reviews for our treasure chest of ideas! I will be in touch with Mrs Mulhall and we will get on with planning our work for when we return to school; so lots to look forward to!

Keep smiling, keep busy and soon we will see you all again.

Keep safe,

Mrs Birchenall and Mrs Mulhall

Literacy	Maths	Guided Reading
Monday 21 September BIOGRAPHIES What is a biography? A biography is an account of someone's life written by someone else. What type of people have a biography written about them? People who are well-known or famous often have biographies written about them. These may include historical figures, such as Queen Victoria or sports people such as Usain bolt. Let me introduce you to our fictional character Isanu Blot – a premiership footballer (not really, I made him up!). Looking at the sheet, which facts do you think should be included in his biography? Highlight the ones you choose.	Monday 21 September Roman Numerals Please find the teaching video by following this link. I am following the White Rose mixed age planning which incorporates all of the objectives for Year 6 and Year 5. https://whiterosemaths.com/homelearning/year-5/10672-2/ Watch the teaching video and the teacher will pause at certain points for you to complete the worksheet. The worksheet is listed below. I have included another worksheet to complete after the first. Remember I explained to you which is which. Just like in our TYM textbooks, there are	Monday 21 September Read through the vocabulary slides that I have created for you. It is after this table of instructions. Next find two antonyms (a word with the opposite meaning) for each of the following words: REMARKABLE TRIUMPHED INITIAL EXTREME STREWN

For each fact you have highlighted, look at the next sheet and decide which paragraph the information should go in.

Read the slides of his biography and highlight examples of the following which are all features of a biography:
- written in third person
- mainly written in the past tense
- written in chronological order (the order events occur in)
- information organised into paragraphs including an introduction (to orientate the reader), key events and a conclusion
- includes factual information.

3 levels. Each worksheet has a star on it. Inside the star is a letter. D = column A from TYM (easier version); E = column B from TYM (normal version); GD = column C from TYM (harder version). Choose the version you feel you can do successfully.

If you do not have a thesaurus handy at home, then there are plenty available online. Try some of these:
www.collinsdictionary.com/
www.kidthesaurus.com/
www.wordsmyth.net

Tuesday 22 September
Creating categories
Look at the ppt/pdf for creating categories that I have made.   Follow the instructions on each slide.

If you are finding it hard to come up with ideas, then use the sheet I have included below.

Then move onto the topic sentences part of the ppt/pdf. Follow the instructions.

All the sheets are included below in Tuesday's section.

Tuesday 22 September
Place Value Mini Assessment
Now we have reached the end of the Place Value block of work, I had planned a mini-assessment. I have attached it below. Complete it to the best you can do. I have included the answer sheet (remember, it is TOP SECRET until you have completed the sheet).

If you have got any wrong, then as always, complete your corrections.

If you made any mistakes, or found any area tricky, then go onto Mathletics to practice some more.

Tuesday 22 September
Share the text "Why Climb Everest" with another human at home with you! Or even your pet will do – but read aloud so you can practice using expression and pronunciation.

Discuss the pictures and the information with somebody – perhaps even over a video call with your grandparents?

Think about your antonyms from yesterday, how much will they have changed the meaning of the text? Can you think of any further antonyms today? Have fun changing the meaning of the text.

Remember, if you don't have a thesaurus handy, you can use the online versions I mentioned yesterday.

IF YOU ARE FINDING IT HARD TO READ THE TEXT THEN IT CAN BE FOUND USING THE FOLLOWING LINK:

Wednesday 23 September A bit of history before we have all the information we need to write our biographies! We will be writing about one of three key people who helped Victorian children. In KS1 you will have learnt about some famous Victorian people: • Florence Nightingale (1820-1910); an English woman who was the founder of modern nursing. She trained nurses during the Crimean War. • Mary Seacole (1805-1881); a British-Jamaican businesswoman who set up the "British Hotel" behind the lines in the Crimean War to provide relief for wounded servicemen. • Edith Cavell (1865-1915); a British (Norfolk) nurse working in German-occupied Belgium during WWI. She helped 100s of British, French and Belgian soldiers escape the Germans and was arrested, tried and executed in 1915. • Queen Victoria (1819-1901) Watch this video which is about 11 mins long: https://www.youtube.com/watch?v=jONlz7vaMnU Next watch the following newsclip: https://metro.co.uk/2020/05/12/boris-johnson-florence-nightingale-tribute-12689532/ At the beginning of the pandemic there was a very real worry by the government that the hospitals might not be able to cope and so some key buildings	**Wednesday 23 September** Add two 4-digit numbers – more than one exchange Watch the following video using the following link: https://vimeo.com/458471350 Complete the worksheet when the teacher asks you to. After you have completed the worksheet, there are some more worksheets for you to complete. Remember the information about the levels from the sheets on Monday. D = easier; E = normal; GD = trickier.	**Wednesday 23 September** Answer the questions on the attached sheet "Why Climb Everest"

in England were converted to hospitals. They were named Nightingale hospitals. Can you name where any of them were built?

Now that you have watched both video clips why do you think that Boris Johnson (our Prime Minister) decided to name the new hospitals which were created to deal with Covid 19 after this famous nurse? What did Florence realise was of vital importance in order for the injured men to recover? How is that important nowadays? Can you think of a parallel?

Find out about Mary Seacole by watching this video clip: https://www.bbc.co.uk/teach/school-radio/history-ks2-mary-seacole-video/zbphxyc

Find someone to discuss the following with: Was it right for Mary to be refused to work as a nurse just because of the colour of her skin?

Thursday 24 September	Thursday 24 September	Thursday 24 September
Children's lives weren't always fair in Victorian times. We are going to look at a few children and the lives that they led over the next couple of days. There will be a task to complete whilst listening to the clips. Listen to Jacko's story – Dogs and rats. Click here: https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd Poor children wanted to work for money because otherwise they would go hungry. Better jobs were often taken by older people so poor children were forced to do the worst jobs of all or starve. What	Add whole numbers with more than 4 digits Watch the video using the following link: https://vimeo.com/458471908 Complete the worksheet when the teacher asks you to. After you have completed the worksheet, there are some more worksheets for you to complete. Remember the levels from yesterday.	Create a fact file for Everest. Use the "Why Climb Everest" sheet to help you. You could also use the internet. Make sure that you include the following information: • Where is it? • What is it like? • What is the climate like? • What species of animal live there?

jobs are done for you in your life that you find disgusting?
During listening: one question to focus on - 'Why were rats caught?'

Next listen to Emily's story:
https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw

Listen to episode 1: Emily's life.
Boys from wealthy families would commonly be sent away to boarding school. Girls were commonly educated at home by a governess. What would it be like to be taught on your own by a teacher that lived in your house?
During listening: one question to focus on - 'What are the differences between the ways wealthy boys and girls were taught?'

Listen to episode 2: Emily and the Beetle.
In the Victorian era girls and boys were expected to behave in very different ways to each other. Both boys and girls were expected to obey their parents and teachers without any disagreement. What would it be like to live with parents and teachers being very strict all the time?
During listening: one question to focus on - 'What choices do wealthy children have in the Victorian era?'

Friday 25 September	Friday 25 September	Friday 25 September
Jobs children did in Victorian Britain – THE TRAPPER	Subtract two 4-digit numbers – more than one exchange	Free reading!!

Jimmy Turton introduces himself. He's twelve years old and he's about to start his first day working in the mine as a 'trapper' - working alone in the pitch darkness, opening and closing trap doors to allow coal carts along the tunnel.

Listen to the three audio files on the website:
https://www.bbc.co.uk/teach/school-radio/history-victorians-trapper/zvspmfr

Episode 1 – Jimmy's first day
In a coal mine during the Victorian era there were no electric torches or lights on the ceiling, only candles and lamps that burnt oil. What would it be like to be underground with no electric light?
During listening: one question to focus on - 'What different parts of the mine are named in the programme?'

Episode 2 – Jimmy Falls Sick
One big danger in the mine was 'firedamp,' gasses that could build up and explode if lit by candles or oil lamps. What else would you worry about if you were working down a mine?
During listening: one question to focus on - 'Why does Jimmy want go to work even though he is ill?'

Episode 3 – Danger in the mine
Children worked as 'trappers', opening and closing doors that controlled the circulation of air in the mine tunnels. They often sat completely alone for up to 12 hours. How would you feel if you were left on your own in the dark for hours?
During listening: One question to focus on - 'What are the dangers of working down the mine?'

After listening to the three episodes, draw what you think the mine looks like above ground and below ground. Three things to include in your drawing:
• cage - lowered from the surface by a big coal powered engine
• seams - where the coal is mined from

Watch the video using the following link:
https://vimeo.com/459399023

Complete the worksheet when the teacher asks you to.

After you have completed the worksheet, there are some more worksheets for you to complete. Remember the levels from yesterday.

Spend 30 mins (or more if you like) reading to yourself or out loud to another human being or your pet. (My dog really loves me reading to her – she is probably waiting for me to say "treat" or "walkies" ☺).

Why not build a reading den? Somewhere comfy and snug where you can enjoy a peaceful time enjoying your book.

• trap-doors - in tunnels away from the seam to control the way the air moves		
History Using the information from your literacy lessons this week, compare the lives of wealthy Victorian children with children today. Divide your page into two columns entitled 'Wealthy Victorian children' and 'Modern children'. Write a few sentences in each column for each of these subheadings: • education for girls • education for boys • discipline • Day trips to the seaside	**Spelling** Correspond, criticise, curiosity, define, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip, equipped, equipment	**DT/Science** Bridge Challenge We are challenging you to build a bridge. The full details are on your sheet – please remember you do not need to buy anything for this activity; use items from the recycling at home. This homework will last two weeks. This will give you plenty of time to collect the items you need and to plan the best way to construct your bridge shape. Enjoy spending time thinking about our lessons in school about bridge building in DT and properties of materials from our Science. Good luck!

MONDAY 21/9/20 ROMAN NUMERALS

Roman numerals

White Rose Maths

1 Complete the tables.

10		30	40	50	60		80	90	100
X	XX		XL	L		LXX			C

100	200	300	400		600	700		900	1,000
		CCC		D	DC		DCCC		M

2

the end

MMXII

What year is shown at the end of the film? ☐

3 Write the numerals and Roman numerals to complete the diagrams.

a)
500   50   4
D   ☐   IV
DLIV

b)
700   50   2
☐ ☐ ☐
DCCLII

c)
438
☐   30   ☐
CD   ☐   VIII
CDXXXVIII

d)
☐
☐ ☐ ☐
CCC   XXX   III
☐
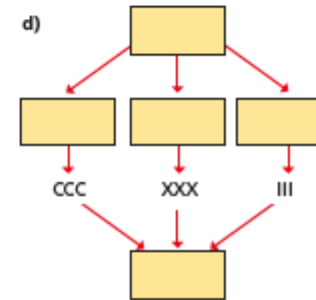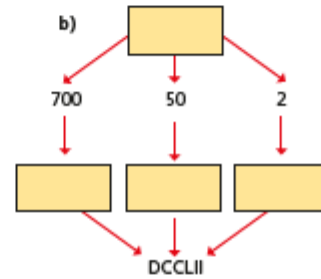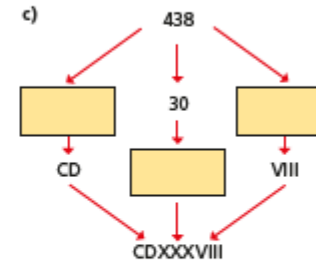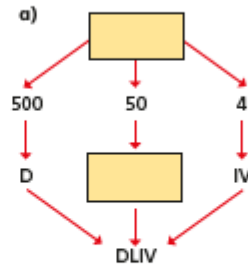
4 Dora and Amir are writing 520 in Roman numerals.

Amir — DXX

VCXX — Dora

a) Who is correct? _____

b) What mistake has the other person made?

5 Complete the table.

Numerals	Words	Roman numerals
52		
	six hundred and thirty-five	
		CMXCI
	four hundred and seven	
		DCCCXXXIX

6 Match the calculations to the answers.

XXVII + III	CDLXX
D – XXX	DC
M ÷ D	CCCL
DCCC – CC	XXX
L × VII	II

7 Complete the sequences.

a) V, X, _____, XX, _____, XXX, _____, _____

b) C, CL, _____, CCL, CCC, _____, _____, _____

c) X, XX, XXX, _____, _____, LX, _____, _____

d) III, _____, IX, _____, XV, XVIII, _____, _____

8

Day Month   Year

XI / V / MCMLXXXVI

a) What month is shown? _____

b) What year is shown? [ ]

c) Write today's date in Roman numerals.

_____

_____

Roman Numerals

1a. Complete the sequences by filling in the missing Roman numerals.

a) X | XII | | |

b) | XXXVI | LXII | XXXVIII

c) LX | | |

2a. Write the following Roman numerals in ascending order.

L   XIX   XV   XXXI

3a. Use <, > or = to complete the statements.

LXXI [ ] 21

85 [ ] XCV

XLVIII [ ] 48

4a. The Twin Towers were destroyed in 2001.

Circle the correct Roman numeral.

MMI   MMMI   CCI

Roman Numerals

1b. Complete the sequences by filling in the missing Roman numerals.

a) XLV | XLVII | |

b) LXVIII | LXX | |

c) XCII | XCIV | |

2b. Write the following Roman numerals in ascending order.

XLVII   C   LXVII   XCI

3b. Use <, > or = to complete the statements.

XXXVIII [ ] 38

50 [ ] XLIX

86 [ ] LXXXVII

4b. The Prophet Muhammad was born in the year 570.

Circle the correct Roman numeral.

DLX   DLXX   DCCL

Roman Numerals

5a. Complete the sequences by filling in the missing Roman numerals.

a)

CIII	CV			

b)

	CCLV	CCLVII		

c)

DXXIV		DXXVI		

6a. Write the following Roman numerals in ascending order.

CMI   CCCXC   DC   CXCIX

7a. Use <, > or = to complete the statements.

CDLV [ ] 355

699 [ ] DCXCIX

CDXXVII [ ] 430

8a. The Battle of Hastings occurred in 1066.

Circle the correct Roman numeral.

MLXVI   MLXV   CLXVI

Roman Numerals

5b. Complete the sequences by filling in the missing Roman numerals.

a)

	CCCLI	CCCLIII

b)

CDVI		CDVIX

c)

DCXV		DCXVII

6b. Write the following Roman numerals in ascending order.

CCCXL   CXLII   CCLXXX   DCCXII

7b. Use <, > or = to complete the statements.

DCCXLI [ ] 761

897 [ ] CMXX

CCCLXVIII [ ] 833

8b. The war of the Roses began in 1455.

Circle the correct Roman numeral.

MCLV   MDLV   MCDLV

Roman Numerals

9a. Complete the sequences by filling in the missing Roman numerals.

a)

CCXX		CCXXIV

b)

	CDXLV	CDLV

c)

DCL		DCLXX

9b. Complete the sequences by filling in the missing Roman numerals.

a)

CCCIII		CCCIX

b)

	CMXL	CMLX

c)

	DXLV	DCCXXIV

10a. Write the following Roman numerals in descending order.

DCXIV   DXCVIII   CMXCI   DCCXC

10b. Write the following Roman numerals in descending order.

DCXXV   DCV   CMXC   DLXIII

11a. Use <, > or = to complete the statements.

CLXXXIV ☐ CXCII

CCLXXXIV ☐ CCCLVII

DCXLVIII ☐ DCLXXIV

11b. Use <, > or = to complete the statements.

CV ☐ XCVIII

CMXCVI ☐ M

DLXVIII ☐ DLXVII

12a. Queen Victoria's reign began in MDCCCXXXIX.

Write this as a number.

12b. Shakespeare was born in MDLXIV.

Write this as a number.

Which facts about Inasu Blot do you think should be included in his biography?

Born on 18 September 1992	Broke his leg when he was ten	Signed for Arsenal in 2013
He enjoys eating marshmallows	Attended Clark Primary school	His maths teacher was Mr Hedges
Enjoys golf in his spare time	Got his first bike at the age of 8	Lived in Basingstoke until he was 16
Was picked for the England squad in 2016	Favourite TV soap is EastEnders	Became footballer of the year in 2014
Joined Torquay United in 2008	His sister has two children	His mum is called Tara
Youngest England player	Passed 4 GCSEs	Captain of U15
His brother is a teacher	He is allergic to peanut butter	Went on holi Greece in 2

Move on

Where would you include the information?

1. Introduction – introducing your subject	**4. Achievements**
2. Early life	**5. Personal life and interests**
3. Early career	**6. Conclusion –** looking to the future

Move on

Modelled writing – the introduction

- Inasu Blot **is one of** England's **most successful** footballers. **At the age of** 24, he has earned many accolades **and is expected to be** at the top of his game for many years to come.

- Marina Harper **is one of** Europe's **most successful** netballers. **At the age of** 17, **she has** already been capped for England six times **and is expected to be** announced as captain for the next World Cup.

Move on

Modelled writing – the early life

- Blot **was born on** 18 September 1992 in Basingstoke **where he was** brought up by his mother, Tara, **until he was** 16. He was the youngest of three children who all attended Clark Primary School on the outskirts of the town. Having broken his leg after falling from a tree at the age of 10, Inasu did not shine at football until he was in year 8. **He soon became** the leading goal scorer for the U15 team as well as leading the team as captain. **Although** he worked hard at school, he left with only four GCSEs.

Move on

Modelled writing – early career and achievements

- **Aged** 16, Blot **made the decision** to become a professional player. **Although** many clubs were interested in him, he chose to join Torquay United in 2008. At Torquay, he made regular appearances in the U21 team **and, before long,** was starting on the substitute bench for the first team. During one match, he was spotted by an England scout **and consequently** was picked for the national team for a friendly in November 2009, **thus making him** the youngest England player at the age of 17 years and 62 days.

- **It was not long before** the premiership clubs were interested in Inasu; in 2013 he signed for Arsenal **after a brief spell** at Everton. In his first season at Arsenal he scored over 100 goals **which led to him** being voted Footballer of the Year in 2014. He was also nominated the BBC Sport's Personality of the Year coming a close second to Lewis Hamilton.

Move on

Modelled writing – personal life and interests

- **Alongside** his footballing skills, Blot is also a keen and skilled golfer playing off a handicap of 14. He has played alongside some of the country's top golfers and has often stated that **if he were** to take up a second sporting career it would be golf.

Move on

Conclusion

- **Looking to the future** though, it seems that Blot still has an illustrious footballing career ahead of him. **He has been** playing for Arsenal for the last three seasons and states that he has no intention of leaving soon: "Arsenal is a great club and I still have more to achieve there. I am still young and I would love to become captain very soon."

The subjunctive form

- If you were paint, what colour would you be?

- If you were an animal, what animal would you be?

- If you were weather, what weather would you be?

- If you were a drink, what drink would you be?

- If you were music, what music would you be?

If I were an animal, I'd be an elephant.

If I were paint, I'd be blue.

Move on

Why climb Everest?

Remarkable
Triumphed
Invested
Unconquered
Set foot

Debates
Cruising
Initial
Extreme
Strewn

remarkable

re*mark*able *adjective* \ ri-ˈmär-kə-bəl \ 🔊

worthy of being or likely to be noticed especially as being uncommon or extraordinary

From the book: *What made Hillary and Tenzing's achievement all the more remarkable was...*

Don't Settle For Ordinary When You Can Have Extraordinary

triumphed

TIBET

triumph *verb*

1 : to celebrate victory or success with much rejoicing
2 : to gain victory : win

NEPAL

From the book: ...*they had triumphed where so many others had failed before.*

invested

TIBET

invest *verb*

1 : to lay out money so as to return a profit <*invest* in bonds and real estate >
2 : to expend for future benefits or advantages <*invest* time and effort in a project >
3 : to involve or engage especially emotionally <were deeply *invested* in their children's lives >
--in*ves*tor /-'ves-tər/ *noun*

From the book: *A huge amount of time, effort and money had been invested in these attempts.*

unconquered

con*quer *verb* Opposite of this

1 : to get or gain by force of arms <*conquer* a country >
2 : to defeat by force of arms <*conquered* all their enemies >
3 : overcome subdue <*conquer* a habit >
4 : to be victorious
--con*quer*or /-kər-ər/ *noun*

From the book: *Everest would remain the ultimate unconquered climbing challenge.*

Set foot

phrase. If you say that someone **sets foot** in a place, you mean that they enter it or reach it, and you are emphasizing the significance of their action. If you say that someone never **sets foot** in a place, you are emphasizing that they never go there.

NEPAL

From the book: *Hillary and Tenzing became the first humans to set foot on its summit.*

debates

TIBET

de*bate   *noun*   \ di-ˈbāt \   🔊

a : the discussion of a motion before a legislature
b : a regulated discussion of a problem between two matched sides

From the book: *However, debates about its exact height still rumble on.*

cruising

cruise   *verb*   \ ˈkrüz \

1 : to travel by boat often stopping at a series of ports
2 : to travel for enjoyment
3 : to travel at the best operating speed <the *cruising* speed of an airplane >
--**cruise** *noun*

EVEREST

From the book: *...just lower than the cruising height of a jumbo jet.*

initial

ini*tial   *adjective*   \ in-ˈish-əl \   🔊

1 : of, relating to, or existing at the beginning : earliest <*initial* stages of a disease >
2 : placed or standing at the beginning : first <the *initial* letter of a word >
--**ini*tial*ly** /-ˈish-(ə-)lē/ *adverb*

NEPAL

From the book: *After they had made their initial measurement ...*

#1

extreme

From the book: *Everest is an extreme place.*

NEPAL

ex*treme   *adjective*   \ ik-ˈstrēm \   🔊

1 : existing to a very great degree <*extreme* heat > <*extreme* poverty >

strewn

From the book: *The path to the top is strewn with death traps…*

strew *verb* \ ˈstrü \ ◆

1 : to spread (as seeds) by scattering
2 : to cover by or as if by scattering something over or on <*strewing* the highways with litter >

TUESDAY 22/9/20

PLACE VALUE MINI ASSESSMENT

Year 6
Place Value Assessment

Name _____

1 What numbers are shown by the arrows?
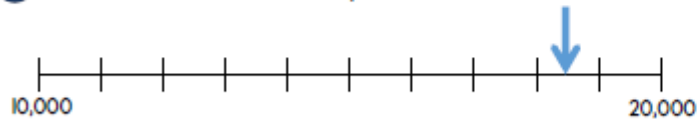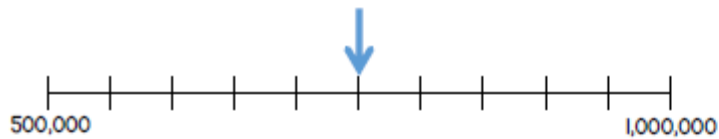
10,000   20,000

_____   1 mark

500,000   1,000,000

_____   1 mark

2 Here are some digit cards.

| 2 | 5 | 8 | 3 |

Fred makes the largest 3 digit **even** number he can make.
He rounds his number to the nearest 10
What is his answer?

_____   2 marks

3 Complete the missing numbers.

$127,084 = 100,000 + 20,000 +$ _____ $+ 80 + 4$

_____ $= 7000 + 500 + 3$ 2 marks

4 The length of four rivers is shown in the table.

River	Length in km
Mississippi	6,275
Saint Lawrence	3,058
Nile	6,853
Rio Grande	3,057

Put the rivers in order of their length starting with the shortest.

_____   1 mark

Round the length of the Mississippi river to the nearest 100 km.

_____ km   1 mark

5 The number line shows the temperature at 12 am and 12 pm on Monday in a town.
The difference between the temperatures is 14°C.

12 am   12 pm

What is the temperature at 12pm?

_____ °C   2 marks

6 Here are 3 digit cards.

| 4 | 8 | 9 |
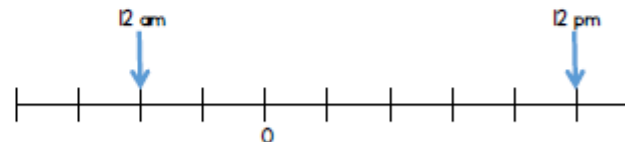
Use each card once to make the statement correct.

☐ 0 3 > 8 ☐ ☐

Arrange all 6 cards to make a number between 395,000 and 425,000

☐ ☐ ☐ ☐ ☐ ☐

7 Nick marks a number on the number line.

10,000   12,000

Draw an arrow to show 100 more than Nick's number.

8 Here is part of a number sequence.
The sequence increases by 50 each time.

| 6,250 | 6,300 | A | B | C | D | E | F | G |

Which box will have the first number greater than 6,500?

_____

9 What is the **smallest** digit that can be used to make this statement correct?

$$34,3\_8 > 34,359$$

10 Some numbers are marked on a number line.

Which numbers round to 1 million to the nearest million?

_____

Which number rounds to 700,000 to the nearest thousand?

_____

11 What is 35 ones + 35 tens?

_____

Circle how confident you feel with place value.

| 1 | 2 | 3 | 4 | 5 |

Not confident   Very confident

1 mark

1 mark

1 mark

2 marks

1 mark

1 mark

1 mark

1 mark

2 marks

WHY CLIMB EVEREST?

'Because it's there' — George Mallory, 1923

If you are really stuck ...

Think about a park that you know well.

Here are various ideas that you might find relevant:

swings and slides	children laughing	bowling green	closed down toilets	playing football
ducks	pond	flowers	safety	football pitches
dog poo	graffiti	park keeper	green open space	trees
keep out after dark	bandstand	dogs	runners	valuable space
feeding ducks	damage/ vandalism	keep fit	all ages use it	mowing the grass
expensive to look after	lots of grass	rules		

Here are some categories you could use to begin to sort out your park ideas.

Write some of these ideas on your cards or sticky notes. Add some other ideas about your park if you like.

Category: Facilities	Category: Benefits	Category:	Category:

	What the paragraph is about
Exeter Forest School specialises in outdoor learning; engaging students in forest school activities; providing alternative education, adult courses and team building activities.	
We offer a wide range of activities for people of all ages. We work with schools to create bespoke session plans ranging from one day to a whole term, weaving the curriculum into excellent Forest School activities. We offer facilities for birthday parties, holiday clubs, toddler clubs, home education groups and team building.	
Our staff have experience of working with young adults with behavioural problems and mental health issues and we believe Forest School can be a great tool for furthering the educational possibilities of young people facing those challenges.	

Paragraphs	What the paragraph is about
<u>Tigers' size and weight also varies.</u> They can be anything from 1.5 to 3m long, and 75 to 325kgs in weight. Siberian tigers are the largest, measuring typically 3.3m in length and 300kg in weight. Tigers' long tails can add as much as another metre to their length.	

Paragraphs	What the paragraph is about
Tigers can live in hot or cold climates. Larger sorts of tiger – such as the Siberian tiger - mainly live in the cold north of Asia, while smaller sorts prefer warmer countries in the south of Asia, such as India and Indonesia. These tigers' natural habitats include dry forests, mangrove forests and tropical forests. All tigers like the cover they find in forests.	
Tigers are meat eaters. Much of their prey is large - pigs, deer, even rhinos or elephant calves. Although tigers have sharp teeth and claws, they actually kill their prey by suffocating it between their powerful jaws. In most cases, their prey gets away, so tigers have to attack many times to be sure of getting a meal.	

Paragraphs	What the paragraph is about
Tigers don't like company. Each tiger tends to hunt and live on its own. They stick to their own territory, but this can be enormous. The territory claimed by a very large tiger can be as large as 4000 square miles. Like pet cats, tigers mark their territory. Scratch marks on trees are often tiger boundary markers.	

WEDNESDAY 23/9/20

ADD TWO 4-DIGIT NUMBERS – MORE THAN ONE EXCHANGE

Add two 4-digit numbers – more than one exchange

1 Complete the calculation.

Th	H	T	O

	Th	H	T	O
		2	1	7	6
+		3	4	5	8

2 Who has got each question correct? Tick your answer.

a) Nijah

	H	T	O
	4	4	5
+	3	4	8
78	1	3

Scott

	H	T	O
	4	4	5
+	3	4	8
	7	9	3
			1

b) Nijah

	Th	H	T	O
		4	8	2	6
+			1	7	8
		6	6	0	6
			1	1	

Scott

	Th	H	T	O
		4	8	2	6
+			1	7	8
		5	0	0	4
			1	1	1

What mistake has the other person made in each calculation?

Talk about it with a partner.

3 Complete the additions.

a)

	Th	H	T	O
		4	7	1	2
+		3	4	9	2

c) 3,784 + 2,526

b)

	Th	H	T	O
		6	0	7	5
+			9	4	8

d) 79 + 654 + 1,312

4 Write each calculation in the correct column.

| 712 + 394 | 1,312 + 2,527 | 2,350 + 3,760 |

| 1,995 + 712 | 3,044 + 2,372 | 17 + 953 |

No exchange needed	One exchange	More than one exchange

Write one more calculation of your own in each column.

5 Dexter is playing a computer game.

The table shows the number of points he gets in each round.

Round	1	2	3
Number of points	3,550	2,175	1,895

a) How many points does Dexter have at the end of Round 2?

b) He needs 8,000 by the end of Round 3 to win the game.

Does Dexter win the game? _____

Show your workings.

6 Work out the missing digits.

a)

	Th	H	T	O
	3	7		9
+			8	
	6	9	2	5

b)

	Th	H	T	O
			8	1
+		9	8	
	4	2		8

c) Find two possible answers.

	Th	H	T	O
	2		1	
+	3		6	
	6	1	8	2

	Th	H	T	O
	2		1	
+	3		6	
	6	1	8	2

How did you work this out? Talk about it with a partner.

Are there any more answers?

1a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s

+

10,000s	1,000s	100s	10s	1s

2a. True or false?

10,000s	1,000s	100s	10s	1s
5	8	3	5	7

+

3a. Complete the bar models below.

A.

7,363	4,434
?	

B.

6,136	5,722
?	

4a. Solve the addition calculations below.

i)

10,000s	1,000s	100s	10s	1s

+

ii)

10,000s	1,000s	100s	10s	1s

+
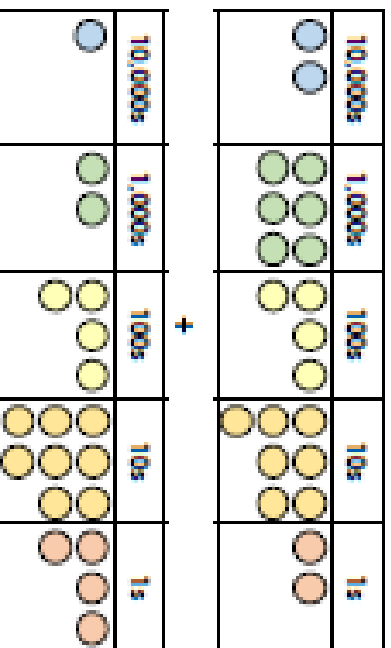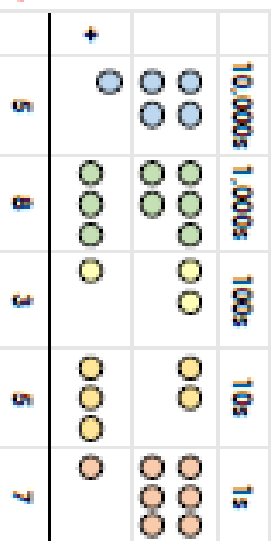
1b. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s

+

10,000s	1,000s	100s	10s	1s

2b. True or false?

10,000s	1,000s	100s	10s	1s
5	6	2	3	5

+

3b. Complete the bar models below.

A.

9,644	?
3,352	

B.
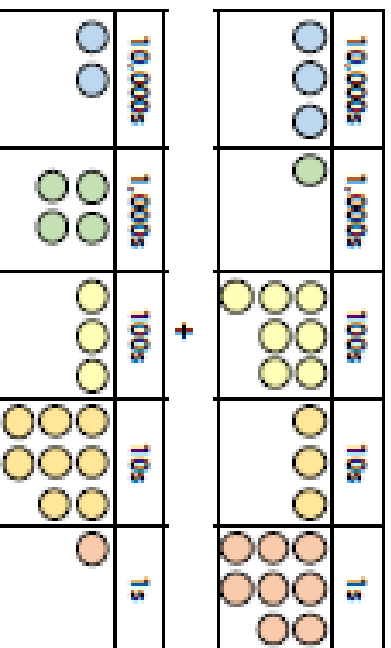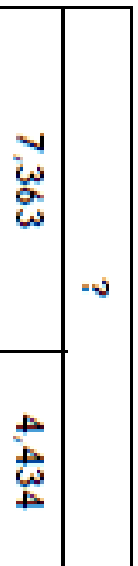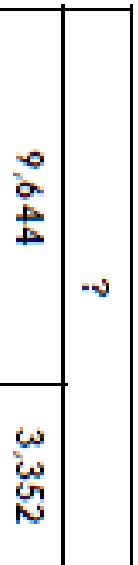
4,111	8,368
?	

4b. Solve the addition calculations below.

i)

10,000s	1,000s	100s	10s	1s

+

ii)

10,000s	1,000s	100s	10s	1s

+

5a. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s

+

10,000s	1,000s	100s	10s	1s

6a. True or false?

	6	5	2	1	8
+	3	0	1	9	2
	8	8	1	1	3
		1	1	1	

7a. Complete the bar models below.

A.

?
41,234

15,801

B.

12,096	24,938	75,422

?

8a. Solve the addition calculations below.

i) 44,058 + 13,237 = _____

ii)

	5	9	0	6	1
+	3	4	5	8	7
					.

5b. Use the place value counters to add the numbers below.

10,000s	1,000s	100s	10s	1s

+

10,000s	1,000s	100s	10s	1s

6b. True or false?

	3	7	4	9	
+	2	7	3	0	3
	1	8	2	6	2	9
	1	1	1	1	

7b. Complete the bar models below.

A.

?
32,347	2,346	47,035

B.

?
27,190	16,413

8b. Solve the addition calculations below.

i) 83,291 + 1,290 + 11,821 = _____

ii)

	2	9	1	6	8
+	1	3	7	0	4
					.

9a. Use the place value counters to add the numbers below.
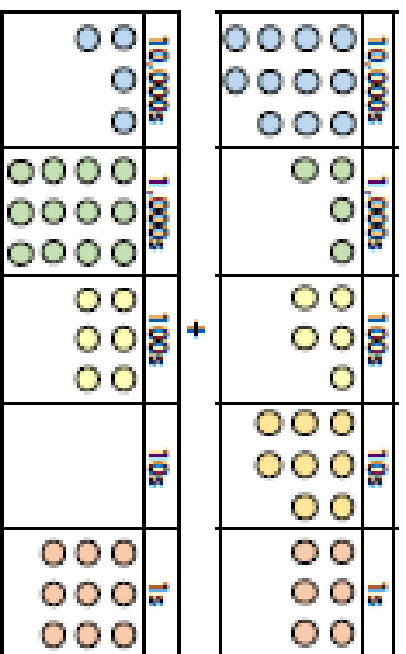
10a. True or false?

$$59,276 + 8,095 + 67,488 = 136,859$$

11a. Complete the bar models below.

A.

?	
83,373	3,294	16,345

B.

32,507	28,596	4,384
?		

12a. Solve the addition calculations below.

i) 8,008 + 41,299 = _____

ii)

+	6	9	7	8	7
	4	8	0	9	4

9b. Use the place value counters to add the numbers below.
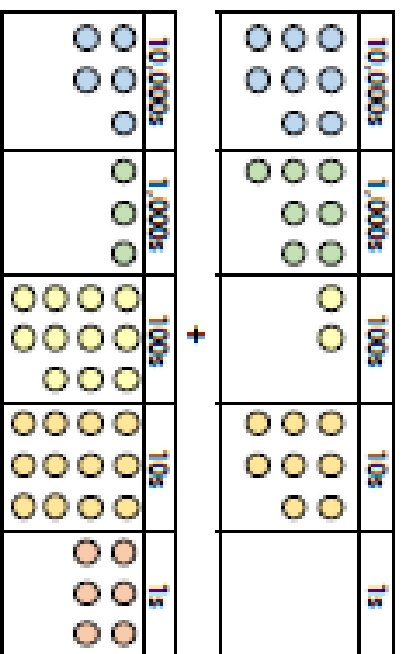
10b. True or false?

$$7,738 + 90,843 + 54,137 = 152,918$$

11b. Complete the bar models below.

A.

?	
9,588	40,827	73,239

B.

72,485	8,596	69,609
?		

12b. Solve the addition calculations below.

i) 36,783 + 4,035 + 16,808 = _____

ii)

+	7	9	9	7	9
	8	7	8	0	5

WEDNESDAY GUIDED READING

QUESTIONS TO ANSWER

LESSON TWO
Why Climb Everest? *(pages 6–7)*

- Use the map on **page 6** to identify the position of Mount Everest. It sits on the border between two countries – which two countries?

- Mount Everest is situated in which **continent**?

- For how many years before Hillary and Tenzing's achievement had climbers been trying to reach the top of Mount Everest?

- How high is Mount Everest, according to 'recent measurements'?

- List at least two species of animal that you can see in the illustration. How do you think they would need to adapt to survive in harsh conditions on the mountain?

- Why can no animal or plant survive at the 'highest points' of the mountain?

- Why do any climbers need to 'battle for every step they take' on Everest? List two reasons.

THURSDAY 24/9/20

ADD WHOLE NUMBERS WITH MORE THAN 4 DIGITS

Add whole numbers with more than 4 digits (column method)

1 Complete the calculations.

a)

Th	H	T	O

$$\begin{array}{cccc} & 2 & 1 & 6 & 4 \\ + & 3 & 2 & 1 & 3 \\ \hline \end{array}$$

b)

Th	H	T	O

$$\begin{array}{cccc} & 4 & 2 & 7 & 5 \\ + & 2 & 6 & 4 & 3 \\ \hline \end{array}$$

2 Complete the column additions.

$$\begin{array}{cccc} & 7 & 4 & 3 & 5 \\ + & 2 & 4 & 5 & 6 \\ \hline \end{array}$$

$$\begin{array}{cccc} & 7 & 4 & 3 & 5 \\ + & 2 & 4 & 6 & 6 \\ \hline \end{array}$$

$$\begin{array}{cccc} & 7 & 4 & 3 & 5 \\ + & 2 & 5 & 6 & 6 \\ \hline \end{array}$$

$$\begin{array}{cccc} & 7 & 4 & 3 & 5 \\ + & 3 & 5 & 6 & 6 \\ \hline \end{array}$$

What do you notice about each addition?

What stays the same? What changes?

3 Complete the additions. Use the place value chart to help you.

TTh	Th	H	T	O

a) 23,245 + 14,323 = ☐

b) 23,245 + 14,328 = ☐

c) 23,245 + 14,846 = ☐

d) ☐ + 23,245 = 35,490

4 Use the column method to work out the additions.

a) £36,000 + £19,420

c) 843 cm + 15,611 cm

b) 40,720 g + 6,872 g

d) £17,320 + £6,009 + £34,871

5 The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

6 Complete the additions.

a)

		4		1	
+	2		8		4
	8	9	9	2	6

b)

		4		9	
+	2		8		4
	8	9	9	2	6

7 Complete the additions.

a) 735 + ⬚ = 1,000

b) 1,026 + ⬚ = 10,000

c) ⬚ + 872 = 10,000

8 Mr Hall has written these additions on the board.

324,846 + 12,475   17,654 + 2,935

Dexter's workings

```
    3 2 4 8 4 6
  +   1 2 4 7 5
    3 3 6 2 1 1
        1   1   1
```

Eva's workings

```
    1 7 6 5 4
  +   2 9 3 5
    4 7 0 0 4
        1   1   1
```

Explain the mistakes that Dexter and Eva have made.

Add and Subtract Integers

1a. Select the correct answer.

$$\begin{array}{r} 4\ 4\ 6\ 1\ 7 \\ -\ 1\ 3\ 3\ 8\ 7 \\ \hline \end{array}$$

A: 31,230   B: 30,630

C: 30,320

2a. True or false?

$$\begin{array}{r} 4\ 5\ 8\ 1\ 2 \\ +\ 3\ 3\ 1\ 1\ 9 \\ \hline 7\ 8\ 9\ 2\ 3 \end{array}$$

3a. Find the value of C.

41,245	12,384
C	

4a. Find the sum of and the difference between the numbers below.

65,622	23,910

Add and Subtract Integers

1b. Select the correct answer.

$$\begin{array}{r} 7\ 6\ 5\ 4\ 3 \\ +\ 1\ 6\ 2\ 0\ 4 \\ \hline \end{array}$$

A: 92,747   B: 92,474

C: 82,747

2b. True or false?

$$\begin{array}{r} 5\ 5\ 8\ 7\ 2 \\ -\ 2\ 2\ 4\ 9\ 1 \\ \hline 3\ 3\ 3\ 8\ 1 \end{array}$$

3b. Find the value of B.

12,444	B
	86,268

4b. Find the sum of and the difference between the numbers below.

14,339	25,452

5a. Select the correct answer.

```
   5 7 7 0 3 2
 + 2 3 2 1 8 3
```

A: 809,215   B: 812,215

C: 809,364

5b. Select the correct answer.

```
   4 9 0 3 2 7
 - 1 2 8 2 1 8
```

A: 361,109   B: 362,109

C: 362,108

6a. True or false?

$131,298 + 213,555 - 152,912 = 191,941$

6b. True or false?

$653,786 - 345,719 + 149,371 = 457,938$

7a. Find the value of B.

242,763	B	147,406
560,379		

7b. Find the value of A.

A	190,234	194,027
389,128		

8a. Find the sum of and the difference between the numbers below.

307,325   664,505

8b. Find the sum of and the difference between the numbers below.

782,664   205,480

9a. Select the correct answer.

```
    6 8 9 2 2 5
    1 6 9 1 8 9
  + 1 0 2 5 6 4
```

A: 960,968   B: 960,978   C: 958,978

10a. True or false?

700,573 + 289,785 + 505,037 = one hundred and forty-nine thousand, three hundred and ninety-five

11a. Find the value of B.

205,376	541,523	B

nine hundred and fifty thousand

12a. Find the sum of and the difference between the numbers below.

eight hundred and ninety-nine thousand, six hundred and twenty-eight

three hundred and ninety thousand, eight hundred and forty-five

9b. Select the correct answer.

```
    7 2 7 5 5 7
    2 3 6 7 9 8
  - 1 9 7 2 2 3
```

A: 291,536   B: 290,536   C: 293,536

10b. True or false?

800,664 − 690,981 − 100,794 = eight thousand, eight hundred and eighty-nine

11b. Find the value of A.

A	384,775	120,024

eight hundred and seventy-five thousand

12b. Find the sum of and the difference between the numbers below.

two hundred and eighty-nine thousand, nine hundred and ninety-four

six hundred and ninety-five thousand, seven hundred and seventy-six

THURSDAY GUIDED READING

WRITTEN TASK TO COMPLETE

ACTIVITY:
Create a Fact File for Everest. Where is it? What is it like?
What is the climate? What species of animal live there?

FRIDAY 25/9/20

SUBTRACT TWO 4-DIGIT NUMBERS – MORE THAN ONE EXCHANGE

Subtract two 4-digit numbers – more than one exchange

1 Kim has made a number using base 10

Th	H	T	O

a) Subtract 8 from Kim's number.

b) Explain the method you used.

_____

_____

c) Subtract 20 from Kim's number.

d) Subtract 900 from Kim's number.

e) Complete the subtractions.

1,702 – 28 = [ ]   1,702 – 928 = [ ]

2 Use the place value chart to complete the subtractions.

H	T	O

a) 564 – 354 = [ ]   c) 564 – 365 = [ ]

b) 564 – 355 = [ ]

Look at your calculations in parts a), b) and c).

What is the same? What is different?

3 Use the place value chart to complete the subtractions.

Th	H	T	O

a) 5,435 – 2,036 = [ ]

b) 5,436 – 2,036 = [ ]

c) 5,437 – 2,036 = [ ]

Look at your calculations in parts a), b) and c).

What is the same? What is different?

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4 Complete the calculations.

a)

	Th	H	T	O
	7	3	2	5
−	2	4	0	6

c)

	Th	H	T	O
	7	1	0	2
−		3	9	8

b)

	Th	H	T	O
	5	6	3	4
−	2	7	4	5

d)

	Th	H	T	O
	5	0	0	0
−	1	7	3	3

5 A jug contains 1,500 ml of juice.

The juice is poured into 2 glasses.

Each glass holds 258 ml of juice.

How much juice is left in the jug?

6 Work out the missing digits.

a)

	Th	H	T	O
	7			4
−	1	2	3	
		9	5	8

b)

	Th	H	T	O
		4	0	3
−			3	8
			8	4

7 Arrange all the digit cards to make a possible subtraction for each description.

| 0	1	2	3	4	5	6	7

a) There are two exchanges.
   The answer is
   less than 2,000

b) There are two exchanges.
   The answer is
   greater than 4,000

c) There are three exchanges.

1a. The answer to an addition calculation using two 5-digit numbers is 65,871.

what could the calculation be?

1b. The answer to a subtraction calculation using two 5-digit numbers is 37,824.

what could the calculation be?

2a. Use the numbers below to fill in the blanks so the calculations are correct.

$$10,129 + A = 30,996$$
$$20,657 - B$$
$$30,786 - C = 18,153$$

| 12,843 | 20,867 | 12,633 |

2b. Use the numbers below to fill in the blanks so the calculations are correct.

$$22,806 + B = 45,921$$
$$34,236 - A$$
$$17,656 - C = 14,580$$

| 31,341 | 23,115 | 11,430 |

3a. Michael chooses a number between 10,000 and 15,000. He adds 23,154. His answer is 33,904.

My starting number is 10,650.

Is Michael correct? Explain your answer.

3b. Jonathan chooses a number between 25,000 and 30,000. He subtracts 10,124. His answer is 15,483.
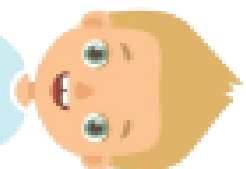
My starting number is 25,607.

Is Jonathan correct? Explain your answer.

Add and Subtract Integers

4a. The answer to an addition calculation using two 6-digit numbers is 456,782.

For one of the numbers, the thousands digit is even.

What could the calculation be?

4b. The answer to a subtraction calculation using two 6-digit numbers is 130,509.

For one of the numbers, the tens digit is odd.

What could the calculation be?

5a. Use the numbers below to fill in the blanks so the calculations are correct.

$$325,412 + 124,607 = C$$

$$A + \boxed{} - 323,054$$

$$442,187 - B = 126,945$$

| 515,222 | 316,775 | 450,019 |

5b. Use the numbers below to fill in the blanks so the calculations are correct.

$$A + 482,332 = C$$

$$+ 155,010 - 122,362$$

$$B + 204,940 = 521,872$$

| 316,912 | 644,234 | 161,902 |

6a. Trevor chooses a number between 200,000 and 300,000. He adds 104,709 and then subtracts 210,834. His answer is 108,429.
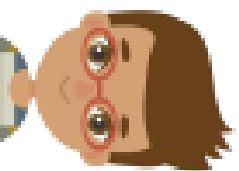
> My starting number is 214,554.

Is Trevor correct? Explain your answer.

6b. Jazmin chooses a number between 200,000 and 300,000. She subtracts 123,468 and then adds 156,812. Her answer is 274,216.

> My starting number is 230,872.

Is Jazmin correct? Explain your answer.

7a. The answer to an addition calculation using two 6-digit numbers is one million, ninety-eight thousand, three hundred and fifty-four.

One 6-digit number has only even digits.

What could the calculation be?

8a. Use the numbers below to fill in the blanks so the calculations are correct.

497,576 + 101,464 = [C]

[B] – 451,879

[A] – 504,070 = 147,161

9a. Darren chooses a number between 130,000 and 140,000. He adds 785,933 and then subtracts 345,785. His answer is five hundred and seventy-one thousand, four hundred and thirty-three.
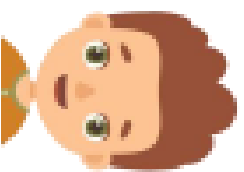
> My starting number is 132,285.

Is Darren correct? Explain your answer.

7b. The answer to a subtraction calculation using two 6-digit numbers is seven hundred and twenty-four thousand, four hundred and twenty-seven.

One 6-digit number has only odd digits.

What could the calculation be?

8b. Use the numbers below to fill in the blanks so the calculations are correct.

[B] + 260,843 = 454,742

[A] – 309,635

843,412 – [C] = 145,107

9b. Lily chooses a number between 400,000 and 410,000. She subtracts 130,982 and then adds 182,769. Her answer is four hundred and sixty thousand, one hundred and thirty-two.
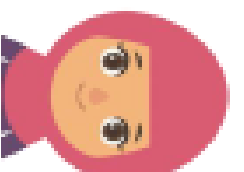
> My starting number is 408,345.

Is Lily correct? Explain your answer.

BRIDGE CHALLENGE

The challenge

We are challenging you to build a bridge that has a span of 30cm wide and a minimum of 15cm high in the centre, that is able to hold 500g – e.g. a bag of sugar or rice – for 10 seconds without collapsing.

What you will need:

Get together some things that you can use to build it before you start. There are no rules for this - you can do this just with things you have around your home. Some examples of things you might use are:

- Straws
- Blutack/playdough
- Rubber bands
- String/wool
- Paper/newspaper/old magazines
- Egg cartons/cardboard tubes
- Scissors
- Sellotape/glue
- Card/cereal boxes/packaging

> Remember: these can all be (clean) items from the recycling rubbish. Be inventive and resourceful. All great designers have a budget to work to and need to make their bridges cost-effective. What better way than to use only recycled items.

Things to think about before you start:

- Think about the types of bridge you have seen. The different types of bridge (beam, arch, truss etc) are called its 'form'. You can see more about these below. Which form of bridge are you going to build?
- Your bridge will need to be strong enough to hold 500g. How will you make your bridge strong enough? In the past, bridges were often made of stone or timber, but modern bridges are commonly made of materials like concrete and steel, which are heavy but very strong.

Did You Know? (Yes, you do actually, as we have done this in class ☺)

Did you know that some shapes are better at absorbing loads than others? For example, triangles are particularly strong because they create a very rigid structure that spreads the load from a single point to a wider area. Think about what shapes you could use in your bridge. Remember our lesson about elephants sitting on shapes and what would happen?

Information to remind you and to help you with your design

There are four main types of bridges:

1. Beam bridges are made of horizontal beams supported by piers at each end.

2. Truss bridges are a combination of triangles.

3. Arch bridges are made up of arches supporting the bridge and are naturally strong.

4. Suspension bridges are long bridges, such as the Golden Gate Bridge.

Two key types of forces involved in building any structure are tension and compression. A tension force is one that pulls materials apart (like two teams pulling a rope during a game of tug-of-war). A compression force is one that squeezes material together (like pushing down a spring and making it shorter). Each type of bridge deals with the important forces of tension and compression. Remember the information on the website:
http://www.pbs.org/wgbh/buildingbig/lab/forces.html
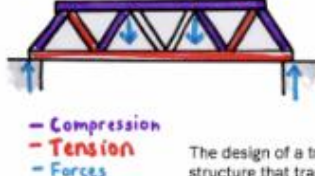
THE FOUR MAIN TYPES OF BRIDGES:

1. BEAM BRIDGE

LOAD   SUPPORT
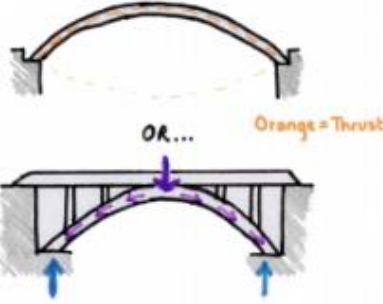
When a single beam spans any distance, the very top of the bean gets the most compression, and the very bottom of the beam experiences the most tension. The beam needs to be strong to resist these forces. You also need to apply weight at both ends to counteract the bending at the centre.

2. TRUSS BRIDGE

– Compression
– Tension
– Forces
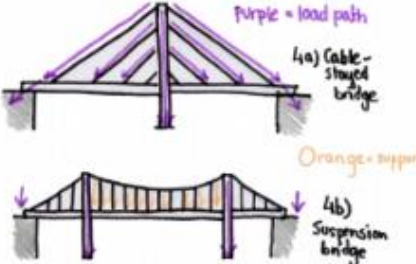
The design of a truss creates a rigid structure that transfers the load from a single point to a wider area, making the structure strong.

3. ARCH BRIDGE

OR...

Orange = Thrust

The semi-circular structure distributes compression through its entire form and diverts weight onto its two abutments, the part of the bridge that directly take on pressure. It needs firm foundations, to allow all the parts to push back against each other.

4. SUSPENSION BRIDGE

purple = load path

4a) Cable-Stayed bridge

Orange = support

4b) Suspension bridge

The towers support the majority of the weight as compression pushes down on the suspension bridge's deck and then travels up the cables, ropes or chains to transfer compression to the towers. The towers then dissipate the compression directly into the earth.

Evidence!!
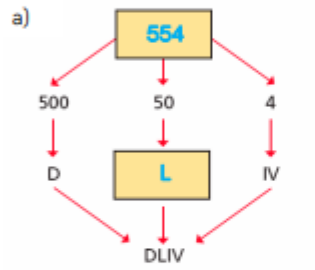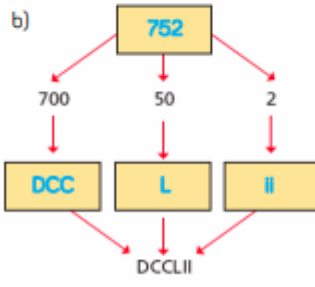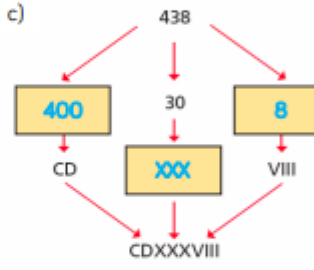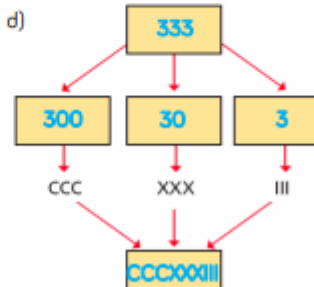
We would like you to take a photo of your finished design before testing; during the test; and shortly after the test to see what state your bridge is in. Please ask an adult to help you with this. You will need to ask the adult to send your bridge photos by email to enquiries@cranwell.lincs.sch.uk with your teacher's name in the subject of the email. You will also need to ensure your name is clear too! Alternatively, you could save it to a memory stick and bring that instead so we can see your wonderful hard work.
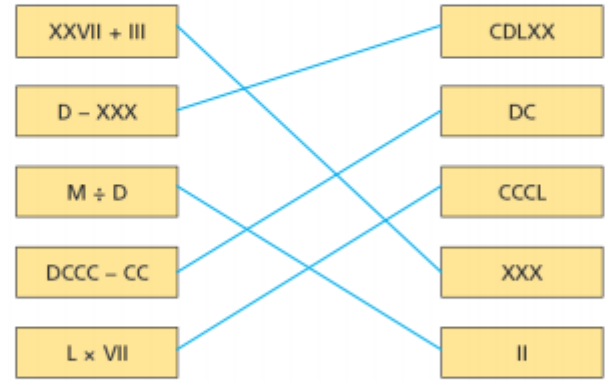
Good Luck everyone, we are really looking forward to seeing your wonderful designs - Mrs Birchenall

ANSWERS

ROMAN NUMERALS 21/9/20

Question	Answer
1	
2	2012
3	
4	a) Amir b) Dora has written VC directly from 'five hundred', i.e. V = 5 and C = 100 However, five hundred has its own Roman numeral, D

Question	Answer
5	<table><tr><th>Numerals</th><th>Words</th><th>Roman numerals</th></tr><tr><td>52</td><td>fifty-two</td><td>LII</td></tr><tr><td>635</td><td>six hundred and thirty-five</td><td>DCXXXV</td></tr><tr><td>991</td><td>nine hundred and ninety-one</td><td>CMXCI</td></tr><tr><td>407</td><td>four hundred and seven</td><td>CDVII</td></tr><tr><td>839</td><td>eight hundred and thirty-nine</td><td>DCCCXXXIX</td></tr></table>
6	
7	a) XV, XXV, XXXV, XL b) CC, CCCL, CD, CDL c) XL, L, LXX, LXXX d) VI, XII, XXI, XIV
8	a) May b) 1986 c) date the question is used in Roman numerals

Question 1 table:

10	20	30	40	50	60	70	80	90	100
X	XX	**XXX**	XL	L	**LX**	LXX	**LXX**	**XC**	C

100	200	300	400	500	600	700	800	900	1,000
C	CC	**CCC**	CD	**D**	DC	**DCC**	DCCC	**CM**	M

Question 3:

a) 554 → 500, 50, 4 → D, L, IV → DLIV

b) 752 → 700, 50, 2 → DCC, L, II → DCCLII

c) 438 → 400, 30, 8 → CD, XXX, VIII → CDXXXVIII

d) 333 → 300, 30, 3 → CCC, XXX, III → CCCXXXIII

Question 6 matching:
- XXVII + III → XXX
- D – XXX → CDLXX
- M ÷ D → II
- DCCC – CC → DC
- L × VII → CCCL

Varied Fluency
Roman Numerals

Developing
1a. a) XI, XIII
b) XXXV, XXXVII
c) LXI; LXIII
2a. XV, XIX, XXXI, L
3a. >, <, =
4a. MMI

Expected
5a. a) CIV, CVI
b) CCLIV, CCLVI
c) DXXV, DXXVII
6a. CXCIX, CCCXC, DC, CMI
7a. >, =, <
8a. MLXVI

Greater Depth
9a. a) CCXXII, CCXXVI
b) CDXL, CDL
c) DCLX, DCLXXX
10a. CMXCI, DCCXC, DCXIV, DXCVIII
11a. <, <, <
12a. 1819

Developing
1b. a) XLVI, XLVIII
b) LXVII, LXIX
c) XCIII, XCV
2b. XLVII, LXVII, XCI, C
3b. =, >, <
4b. DLXX

Expected
5b. a) CCCL, CCCLII
b) CDVIII, CDX
c) DCXIV, DCXVI
6b. CXLII, CCLXXX, CCCXL, DCCXII
7b. <, <, <
8b. MCDLV

Greater Depth
9b. a) CCC, CCCVI
b) CML, CMLXX
c) CDXIV, DCXIV
10b. CMXC, DCXXV, DCV, DLXIII
11b. >, <, =
12b. 1564

Where would you include the information? Answers

1. Introduction

- One of England's most successful footballers

2. Early life

- Born on 18 September 1992
- Broke his leg when he was 10
- Attended Clark Primary school
- Captain of the U15team
- His mum is called Tara
- Passed four GCSEs

3. Early career

- Joined Torquay United in 2008
- Youngest player to play for England

4. Achievements

- Signed for Arsenal in 2013
- Became footballer of the year in 2014

5. Personal life and interests

- Enjoys golf in his spare time
- A second sporting career would be golf

## 6. Conclusion

- He continues to enjoy playing for Arsenal

Move on

Year 6

Place Value Assessment

Answers

1 What numbers are shown by the arrows?
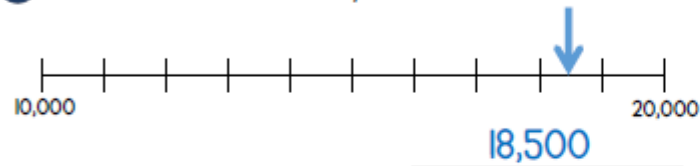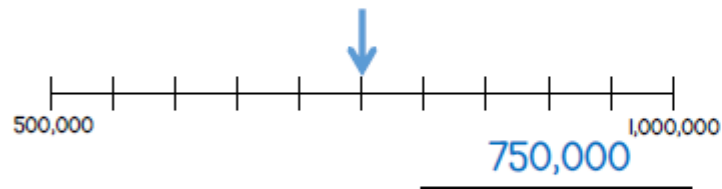
10,000   20,000

18,500

1 mark

500,000   1,000,000

750,000

1 mark

2 Here are some digit cards.

| 2 | 5 | 8 | 3 |

Fred makes the largest 3 digit **even** number he can make.
He rounds his number to the nearest 10
What is his answer?

850

2 marks

3 Complete the missing numbers.

$127,084 = 100,000 + 20,000 + \underline{7,000} + 80 + 4$

$\underline{7,503} = 7000 + 500 + 3$

2 marks

4 The length of four rivers is shown in the table.

River	Length in km
Mississippi	6,275
Saint Lawrence	3,058
Nile	6,853
Rio Grande	3,057

Put the rivers in order of their length starting with the shortest.

Rio Grande, Saint Lawrence, Mississippi, Nile

All 4 in correct order for 1 mark.

1 mark

Round the length of the Mississippi river to the nearest 100 km.

6,300 km

1 mark

5 The number line shows the temperature at 12 am and 12 pm on Monday in a town.
The difference between the temperatures is 14°C.

12 am   12 pm

0
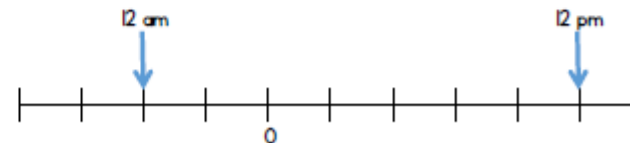
What is the temperature at 12pm?

10 °C

2 marks

6 Here are 3 digit cards.

4   8   9

Use each card once to make the statement correct.

9 0 3 > 8 4 8

4 and 8 can be either way round.

Arrange all 6 cards to make a number between 395,000 and 425,000

☐ ☐ ☐ ☐ ☐ ☐

Answer needs to begin 398 or 40.

7 Nick marks a number on the number line.

↓ ↓

10,000 ——————————— 12,000

Draw an arrow to show 100 more than Nick's number.

8 Here is part of a number sequence.

The sequence increases by 50 each time.

| 6,250 | 6,300 | A | B | C | D | E | F | G |

Which box will have the first number greater than 6,500?

E
_____

☐ 1 mark

☐ 1 mark

☐ 2 marks

☐ 1 mark

9 What is the **smallest** digit that can be used to make this statement correct?

34,3 _6_ 8 > 34,359

10 Some numbers are marked on a number line.

A   B   C D
↓   ↓   ↓ ↓
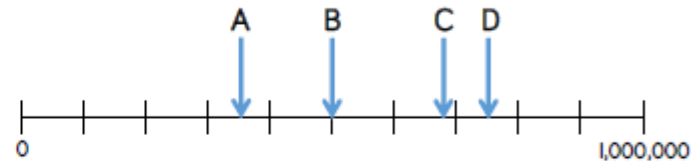
0 ——————————— 1,000,000

Which numbers round to 1 million to the nearest million?

B, C, D
_____

Which number rounds to 700,000 to the nearest thousand?

C
_____

11 What is 35 ones + 35 tens?

385
_____

Circle how confident you feel with place value.

1   2   3   4   5

Not   Very
confident   confident

☐ 1 mark

☐ 1 mark

☐ 1 mark

☐ 2 marks

Question	Answer
1	Th H T O 2 1 7 6 + 3 4 5 8 **5 6 3 4**
2	a) Nijah H T O 4 4 5 + 3 4 8 78 1 3 Scott H T O 4 4 5 + 3 4 8 7 9 3 ✓ Nijah has written the sum for the ones column in the tens and ones columns, and has put the sum of the tens column into the hundreds column. b) Nijah Th H T O 4 8 2 6 + 1 7 8 6 6 0 6 Scott Th H T O 4 8 2 6 + 1 7 8 5 0 0 4 ✓ Nijah has not lined the digits up correctly.
3	a) Th H T O 4 7 1 2 + 3 4 9 2 **8 2 0 4** b) Th H T O 6 0 7 5 + 9 4 8 **7 0 2 3** c) **3 7 8 4** + **2 5 2 6** **6 3 1 0** d) **7 9** **6 5 4** + **1 3 1 2** **2 0 4 5**

Question	Answer
4		No exchange needed	One exchange	More than one exchange
---	---	---
1,312 + 2,527	3,044 + 2,372 17 + 953	712 + 394 1,995 + 712 2,350 + 3,760	
5	a) 5,725 b) No, he has 7,620 points.
6	a) Th H T O 3 7 **3** 9 + **3 1** 8 **6** 6 9 2 5 b) Th H T O **3 2** 8 1 + 9 8 **7** 4 2 **6** 8 c) multiple possible answers, e.g.: Th H T O 2 **2** 1 **6** + 3 **9** 6 **6** 6 1 8 2 Th H T O 2 **4** 1 **5** + 3 **7** 6 **7** 6 1 8 2 The two digits in the hundreds columns must sum to 11, and the two digits in the ones column must sum to 12

Varied Fluency
Add More Than 4-Digits

Developing
1a. 26,472 + 12,484 = 38,956
2a. True
3a. A = 11,797 B = 11,858
4a. i) 64,435 ii) 76,355

Expected
5a. 43,582 + 7,403 = 50,985
6a. False as 65,218 + 2,703 + 30,192 = 98,113.
7a. A = 57,035 B = 112,456
8a. i) 57,297 ii) 67,601

Greater Depth
9a. 114,586 + 52,609 = 167,195
10a. False as 59,276 + 8,095 + 67,488 = 134,859.
11a. A = 103,012 B = 65,487
12a. i) 49,307 ii) 77,071

Developing
1b. 31,738 + 24,381 = 56,119
2b. False as 21,522 + 34,613 = 56,135.
3b. A = 12,996 B = 12,479
4b. i) 55,473 ii) 48,437

Expected
5b. 54,098 + 92,356 = 146,454
6b. True
7b. A = 81,728 B = 43,603
8b. i) 96,402 ii) 42,872

Greater Depth
9b. 87,280 + 54,226 = 141,506
10b. False as 7,738 + 90,843 + 54,137 = 152,718.
11b. A = 123,654 B = 150,690
12b. i) 57,626 ii) 130,857

THURSDAY 24/9/20

Question	Answer
| 1 | a)<br>```
   2 1 6 4
+  3 2 1 3
   5 3 7 7
```<br>b)<br>```
   4 2 7 5
+  2 6 4 3
   6 9 1 8
        1
``` |
| 2 | ```
  7 4 3 5        7 4 3 5
+ 2 4 5 6      + 2 4 6 6
  9 8 9 1        9 9 0 1
        1            1 1

  7 4 3 5        7 4 3 5
+ 2 5 6 6      + 3 5 6 6
1 0 0 0 1      1 1 0 0 1
    1 1          1 1 1
```<br><br>Each addition involves at least one exchange.<br>The last digit stays the same. The number of exchanges is different. |
| 3 | a) 37,568
b) 37,573
c) 38,091
d) 12,245 |
| 4 | a)<br>```
  £ 3 6 0 0 0
+ £ 1 9 4 2 0
  £ 5 5 4 2 0
          1
```<br>c)<br>```
      8 4 3  cm
+ 1 5 6 1 1  cm
1 6 4 6 4  cm
        1
```<br>b)<br>```
  4 0 7 2 0  g
+    6 8 7 2  g
  4 7 5 9 2  g
        1
```<br>d)<br>```
  £ 1 7 3 2 0
+ £    6 0 0 9
  £ 3 4 8 7 1
  £ 5 8 2 0 0
      1 1 1 1
``` |
| 5 | match 3 |

Question	Answer
| 6 | a)<br>```
  6 4 1 1 2
+ 2 5 8 1 4
  8 9 9 2 6
```<br>b)<br>```
  6 4 0 9 2
+ 2 5 8 3 4
  8 9 9 2 6
``` |
| 7 | a) 265
b) 8,974
c) 9,128 |
| 8 | Dexter has not added the 1 digit that has been exchanged from the previous column.
Eva has not lined up the digits correctly. |

Varied Fluency
Add and Subtract Integers

Developing
1a. A
2a. False, the answer is 78,931.
3a. 53,629
4a. sum – 89,532; difference – 41,712

Expected
5a. A
6a. True
7a. 170,210
8a. sum – 971,830; difference – 357,180

Greater Depth
9a. B
10a. False, the answer is 1,495,395.
11a. 203,101
12a. sum – 1,290,473; difference – 508,783

Varied Fluency
Add and Subtract Integers

Developing
1b. A
2b. True
3b. 73,824
4b. sum – 39,791; difference – 11,113

Expected
5b. B
6b. False, the answer is 457,438.
7b. 4,867
8b. sum – 988,144; difference – 577,184

Greater Depth
9b. C
10b. True
11b. 370,201
12b. sum – 985,770; difference – 405,782

FRIDAY 25/9/20

1	a) 1,694 b) 1 hundred was exchanged for 10 tens, and one of the tens was then exchanged for 10 ones. c) 1,682 d) 802 e) 1,702 – 28 = **1,674** 1,702 – 928 = **774**
2	a) 210 b) 209 c) 199 All the numbers are subtracted from 564. In part a) no exchanges were made. In part b) one exchange was made. In part c) two exchanges were made.
3	a) 3,399 b) 3,400 c) 3,401 2,036 is subtracted from all the numbers. In part a) 2 exchanges were made. In parts b) and c) no exchanges were made.
4	a) b) c) d)
5	984 ml

Question	Answer
6	a) b)
7	multiple possible answers, e.g.: a) 2,353 – 1,064 b) 7,640 – 2,351 c) 7,420 – 6,531

Reasoning and Problem Solving
Add and Subtract Integers

Developing

1a. Various answers, for example: 23,012 + 42,859 = 65,871

2a. A: 20,867; B: 12,843; C: 12,633

3a. Michael is incorrect because 33,904 – 23,154 = 10,750 not 10,650.

Expected

4a. Various answers, for example: 202,836 + 253,946 = 456,782

5a. A: 316,775; B: 515,222; C: 450,019

6a. Trevor is correct because 210,834 + 108,429 = 319,263 and 319,263 – 104,709 = 214,554.

Greater Depth

7a. Various answers, for example: 849,712 + 248,642 = 1,098,354

8a. A: 651,231; B: 153,655; C: 599,040

9a. Darren is incorrect because 571,433 + 345,785 = 917,218 and 917,218 – 785,933 = 131,285 not 132,285.

Reasoning and Problem Solving
Add and Subtract Integers

Developing

1b. Various answers, for example: 68,756 – 30,932 = 37,824

2b. A: 11,430; B: 23,115; C: 31,341

3b. Jonathan is correct because 14,483 + 10,124 = 25,607.

Expected

4b. Various answers, for example: 902,957 – 772,448 = 130,509

5b. A: 161,902; B: 316,912; C: 644,234

6b. Jazmin is incorrect because 274,216 – 156,812 = 117,404 and 117,404 + 123,468 = 240,872 not 230,872.

Greater Depth

7b. Various answers, for example: 915,331 – 190,904 = 724,427

8b. A: 649,513; B: 193,899; C: 698,305

9b. Lily is correct because 460,132 – 182,769 = 277,363 and 277,363 + 130,982 = 408,345.