

Gordon Primary School

Remote Learning Grid WB: 8.3.21

If you require further support with this week's tasks or wish to submit remote learning work to your child's teacher, they may be contacted via the following class email address:

6C - class6c@gordonprimary.redbridge.sch.uk

6SC - class6sc@gordonprimary.redbridge.sch.uk

Please insert your child's full name in the subject line of the email, so that your child's teacher can easily access your message.

Please note, this email address exists only for the submission of remote learning work or to seek clarification in relation to this, during any period that your child is not able to attend school. Please do not use this email address at any other time, as your message may not be responded to.

If you wish to contact your child's teacher during regular school time, please do so via the home-school communication book, or call the school office on 0208 478 2977.

Year 6

This Week's Spellings	New Maths This Week	Handwriting
Learn the following spellings, their meanings and how to use them in sentences. mechanics musicians neighbours photographs predictions professors reflections adventures earthquakes pictures knives celebrities	You will be looking at rounding this week. Consider your place value headings, and which number will determine whether the number should be rounded up or down.	Copy this poem onto lined or plain paper. Make it look as attractive as you can. Illustrate the poem with a picture or a border. <u>Catalog</u> <u>Cats sleep fat and walk thin</u> <u>Cats, when they sleep slump</u> <u>When they wake, pull in –</u> <u>And where the plump's been</u> <u>There's skin</u> <u>Cats walk thin.</u> <u>Cats wait in a lump</u> <u>Jump in a streak</u> <u>Cats, when they jump are sleek</u> <u>As a grape slipping its skin –</u> <u>They have technique</u> <u>Oh, cats don't creak.</u> <u>They sneak.</u>

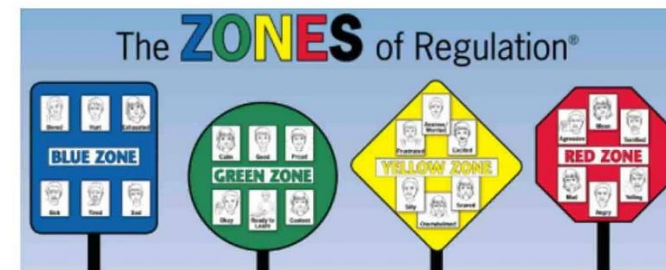
Day	English	Maths	Science/Topic work
1	<i>Welcome back! Today, we would like to recap our knowledge of our text, The Silver Sword, so far. You will have already gained a lot of knowledge, have your personal thoughts and responses to the content of the book so far, and will have engaged with the history aspect of our journey.</i> Task 1 What does war mean to you? What questions/rhetorical questions, words and phrases are associated with war/come into your mind with the word war? Create a brainstorm. Questions for thought: - What are your personal views/responses to the story so far? - Is there a character that particularly stands out for you/ why? - Is there anything that you are wondering/surprised/confused about? - What do you hope happens? Task 2 <i>You may wish to skim over Chapters 1 -8 and consider how struggle and survival are portrayed in these chapters. Then review Chapters 9-15 and consider how responsibility and growth, and acceptance are portrayed in these chapters.</i>	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/rounding-to-a-required-degree-of-accuracy-6wu32t?step=2&activity=video You will find your task directly below day 1	PSHCE – Zones of Regulation – Lesson 1 <i>Over the next few weeks we shall be undertaking learning specifically related to our behaviours, emotions, thoughts and actions. It will be a chance for us to explore our own feelings and behaviours and that of others, and developing and equipping ourselves with the knowledge, skills and tools to be able to control and manage times when we are facing challenges or when we recognise that someone else is facing challenging situations.</i> Warm up <i>Have a look at the following vocabulary and consider what these words mean:</i> zone to regulate to act on impulse self- control self- management trigger <i>Draw a place that makes you feel calm or a picture of you doing your favourite activity.</i> Lead in Brainstorm all the feelings/emotions that one could possibly have. These can be positive and negative. Question for thought: <i>Do you think it is possible for us to categorize (put together) these feelings and emotions into different groups or zones? How?</i> Have a look at these four zones posters:

Please refer to previous learning grids to access the chapters or you may have them printed off.

Write a paragraph about which character in the text so far you empathise with the most and consider why.

You may wish to consider:

- Their experience
- Your knowledge of the character
- Your personal feelings about the character
- How you connect with what they have gone through/ are experiencing



These zones describe how our brain and body feel during a particular situation, and they can be compared to traffic lights:

Blue is when our body is running slow such as when we are tired, sick, bored or sad. We can compare being in the blue zone to stopping over at a service station when we need a break from driving.

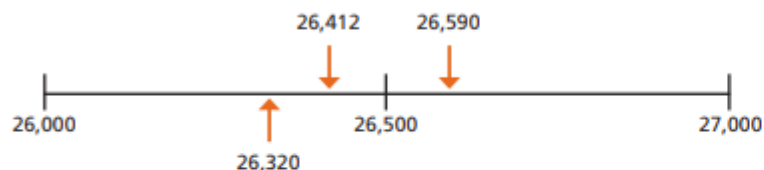
Green is like the green light on a traffic light - we are good to go. We feel happy, calm and focused. We are positive about what is going on and we are able to manage ourselves well. Other people who see us mirror our emotions because they are also calm and happy; there is no concern.

Yellow is when we need to be cautious and slow down like the yellow traffic light. In this zone, we begin to lose control because we feel frustrated, overwhelmed, silly, worried, anxious or surprised.

			Red is for extreme emotions such as terror, anger, aggression and elation. When we are in this zone we are out of control; we have trouble making good decisions and we will need to stop like on a traffic light in order to regulate. <u>Learning Activity</u> Refer to your brainstorm of feelings and emotions. For instance, you may have: proud, hurt or embarrassed. Can you take each feeling or emotion in turn and draw a facial expression to go with it and describe a situation when you may feel this emotion. After that decide which colour zone the emotion should go in. <u>Wrap-up</u> Consider how you are feeling at the moment. Which zone do you think you fit in to? How do you think identifying the zones that we fit into at particular times helps us to better understand ourselves?
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Monday: Maths

- 1 Are these numbers closer to 26,000 or 27,000?



- a) 26,320 b) 26,412 c) 26,590

- 2 Round these numbers to the nearest 1,000

- a) 17,801 b) 42,370 c) 34,099

- 3 Alex represents 12,163 on a place value chart.

TTh	Th	H	T	O
●	●●	●	●●●●	●●

To round the number to the nearest hundred I need to look at the hundreds column.

- a) Is Alex correct? Why?
b) Complete the sentences.

12,163 rounded to the nearest hundred is

12,163 rounded to the nearest thousand is

- 4 Round the numbers to the nearest 100,000

123,456	153,456
133,456	163,456
143,456	1,163,456

What do you notice?

- 5 Complete the table.

Rounded to the nearest	147,283	68,547	1,656,908	900,571
10				
100				
1,000				
10,000				
100,000				

- 6 Circle all the numbers that round to 38,000 to the nearest 1,000

38,350	38,499	37,500	38,500
37,690	37,099	37,999	38,098

- 7 a) Write the missing digits so that each number rounds to three hundred and twenty thousand when rounded to the nearest ten thousand.

32_,657	3_,5,001	31_,999
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- b) How many different digits can you find for each missing digit?

- 8 Three children have rounded 471,958 to the nearest 100,000



Eva

500,000



Jack

400,000



Rosie

472,000

Who is correct?

Explain the mistake the other children have made.

- 9 A and B are integers.

A = 300,000 to the nearest 100,000

B = 300,000 to the nearest 10,000

- What is the greatest possible value of $A + B$?
- What is the smallest possible value of $A + B$?
- What is the greatest possible value of $A - B$?

- 1 Use $>$, $<$ or $=$ to fill the gap.

$$4^2 \dots\dots\dots 6^3$$

- 2 Half of $8^2 = \dots\dots\dots$

- 3 What is the next number?
1.0, 1.25, 1.5, $\dots\dots\dots$

- 4 What is the value of m ?
 $5m = 40$

- 5 Write in figures:
seven thousand
four hundred and two

- 6 3 is called a triangular number.
Complete the pattern to make
the triangular number 6.



- 7 10% of 362 = $\dots\dots\dots$

- 8 How many degrees are
there in 4 right angles?

- 9 $\dots\dots\dots \times \frac{1}{4} \times \dots\dots\dots = 64$

- 10 What is the product of 3^2 and 64 ?

- 11 Write the lowest
common multiple of
6 and 10.

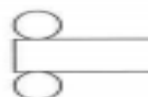
- 12 What is the value of y ?
 $3y = 21 - 6$

- 13 What day was
21st March?

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8

- 14 A train departed at
21:40 and arrived at its
destination at 00:35.
How long did the
journey take?

- 15 This is the net of a $\dots\dots\dots$ shape.
(cone, cylinder or sphere)



Day	English	Maths	Science/Topic work			
2	<i>We now have background knowledge of the fact that the Russians coming in to Poland, despite that it was late, helped to make things better and heal some of the physical struggles that Poles and refugees faced, such as that with food and shelter.</i> <u>Task 1 – Reading and Understanding</u> You will find a copy of Chapter 16 underneath this day’s instructions, entitled “Silver Sword – Chapter 16”. Please take time and care to read the chapter. (You don’t need to write anything for this part) <i>Whilst you are reading, please focus on the following aspects:</i> - <i>How the children’s situation is different from previous chapters?</i> - <i>Whether Ruth’s feelings have changed</i> <u>Task 2</u> Use evidence to explain how do you think each child may be feeling and how is this different from previous chapters? Here is an example: <table><tr><td>Situation</td><td>Impact or the</td><td>Feelings</td></tr></table>	Situation	Impact or the	Feelings	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video You will find your task directly below day 2	<u>Science: Conductors and Insulators</u> Think about the words conduct and insulate. What do you think they mean? You are going to prepare an investigation that tests whether particular materials will conduct electricity or whether they will not. Watch the video using the below link: https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t?activity=video&step=2&view=1 <u>Task 1</u> After reviewing the video, write a method for your investigation. Please include circuit diagrams, also. <u>Task 2</u> Write a prediction as to whether you think the following materials will conduct electricity or not (whether they are an insulating material): - A ruler - A fork - Fabric - A 10p coin - A 1p coin - Paper - Straw - Foil - Cardboard - Pencil
Situation	Impact or the	Feelings				

	Difference	
Travelling south	Would take longer	The children were annoyed

Question for thought:
In your opinion, are the children in a better position at this point in the book?

Tuesday: Maths

- 1 Complete the number line.

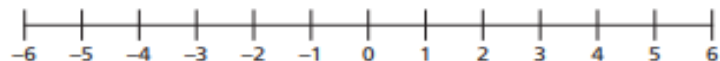


- 2 The table shows the temperatures in four cities in the world.

Leeds	Barcelona	Chicago	Sydney
-5°C	7°C	-8°C	16°C

- How many degrees colder is it in Barcelona than Sydney?
- How many degrees warmer is it in Leeds than Chicago?
- How many degrees colder is it in Leeds than Sydney?
- What is the difference between the temperature in Barcelona and Chicago?
- The temperature in Leeds increases by 4°C . What is the new temperature?
- The temperature in Chicago decreases by 3°C . What is the new temperature?

- 3 Complete the sentences. Use the number line to help you.



- 5 more than -3 is
- 4 less than 1 is
- 4 more than -4 is
- 3 less than -1 is

- 4 A ship sits in the sea.

The base of the ship is 5 m below sea level.

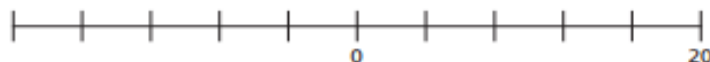
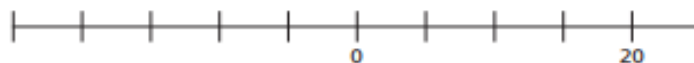
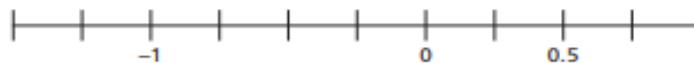
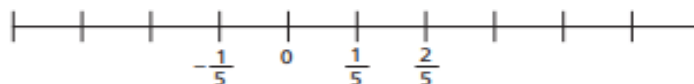
The top of the ship is 11 m above sea level.

How tall is the ship?

- 5 Complete the number sentences.

- $-3 + 5 =$
- $1 - 4 =$
- $-4 + 4 =$
- $-1 - 3 =$
- $3 - 5 =$
- $-1 - 4 =$
- $-4 - 4 =$
- $-1 + 3 =$

- 6 Complete the number lines.



- 7 Dexter and Eva are playing a game.

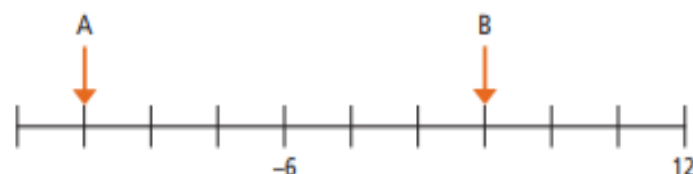
They each choose 2 cards and add up their total points.

The winner is the person with the highest total.



Who has won the game and by how many points?

- 8 Work out the values of A and B.



Complete the calculations.

$$A + B = \square \quad A - B = \square$$

- 1 Add 1.9 and 7.06
2 What is the value of x ?
 $x = 119 - 6^2$

- 3 The distance (length) around the outside of a shape is its (perimeter, capacity or area).

- 4 What are the next two numbers?
2, 3, 4, 6, 6, 9, ..., ...

- 5 A train departed at 09:55 and arrived at its destination at 13:05.
How long did the journey take?

- 6 In a class, $\frac{3}{4}$ of the children stay for lunch. Nine children go home for dinner.
How many stay at school?

- 7 How many degrees are in three right angles?

- 8 Subtract double 19 from treble 19.

- 9 What is 5% of 40?

- 10 Write $7\frac{3}{4}$ as a decimal.

- 11 What is the value of b ?
 $25 - 5 = 10b$

- 12 Write 5% as a fraction (in its lowest terms).

- 13 A train left at 21:00 and arrived at its destination at 00:30.
How long did the journey take?

- 14 What are the values of A, B and C?

23	A	19
17	21	25
B	21	C

- 15 Carol lost a fifth of her marbles. If she still had 20 left, how many had she at first?





CHAPTER 16

Through the Russian Zone

'Take the Potsdam road and follow your noses,' the family were told, and off they went, singing a gay song, with their heads in the air. If they had gone due west towards Belgium, they might have travelled more quickly, for this was the general direction of the traffic. Fewer refugees were moving south, so lifts were scarce and they were on their feet most of the time.

They crossed the Elbe near Rosslau by a bridge that had not been too badly damaged for the Russians to repair. Here they were held up for half a day by a spear-head of the Russian army bound (so rumour had it) for Prague, to drive the Germans out of Czechoslovakia.

Never before had Ruth seen so many soldiers. First came the tanks to clear the way. Next, column after

Through the Russian Zone

column of marching soldiers, tired and dirty in their ragged uniforms. They came from the Ukraine and the Tartar republics, from the Ural mountains and the Caucasus, from the countries of the Baltic, from Siberia, Mongolia. Over the bridge they poured in their thousands, while everyone else stood by to let them pass.

'I know that song,' cried Bronia, as she caught a snatch of a Cossack song from a group of soldiers. 'Father taught it to us. Do you remember?'

'Yes, I remember,' said Ruth. 'It was the summer we spent by the Dunajec River. We were on a raft, floating downstream between the wooded peaks.'

She sighed, and the tune was lost in another burst of singing. Standing there, they heard many songs, some of them bright and jolly, some of them slow and poignantly sad.

The family squeezed over the bridge behind the last of the marching columns.

They were hardly across when screaming horns announced the arrival of the staff cars, mostly Mercedes and Horchs which had been taken from the Nazis. Next, cars with secretaries; cars with war booty – fur coats, textiles, carpets, looted china; lorries with furniture, radios, refrigerators; food lorries with tons and tons of Russian delicacies – caviare, sturgeon, vodka, Crimean wine; lorries bearing proud posters – WE WELCOME THE LIBERATING ARMY.

More marching columns.

Columns of women and girls in grey-green uniform, with tight blouses and high boots. They had come to do

the cooking and washing, to help in the hospitals and look after the sick. Tagged on to them were clusters of small boys picked up from the woods and burnt-out villages. They had come because they were hungry and the Red Army was ready to feed them.

'The whole world's gone by today. Surely there can't be any more people left?' said Bronia, as the dust began to subside.

But there was still the rearguard to come, and soon the dust was flying again under the wheels of hundreds of small light carts drawn by low Cossack horses.

'Now for a lift!' cried Jan, as a grey old man, whip in hand, came rattling by in a cart with a canvas roof. And before Ruth could stop him, he had hauled himself up over the tailboard.

'We'll never catch him up – the carts are all full,' cried Ruth.

But soon an open cart, with nothing in the back but a heap of straw, some fodder, and a leg of smoked pork, picked up the three of them. It was an anxious ride, for the cart was travelling more slowly than Jan's, and what with the dust and the overtaking and the spreading out into fields on either side of the road, they quickly lost sight of Jan.

Jan was perfectly happy. He had landed on a pile of straw as comfortable as a feather bed, beside a sick soldier and a pen with a squawking goose. And if it was not worth his while to make the acquaintance of the soldier, he thought quite differently about the goose.

All afternoon Ruth and Edek kept a look-out for Jan's

cart. As it happened, their vigilance proved unnecessary, for the whole caravan halted at dusk to camp for the night. Fires were kindled, stock replenished from nearby farms, and there was eating and drinking and singing. Jan was quickly found and forgiven.

Next day their ways parted, and the family cut across country in the direction of Bitterfeld and Halle.

Before they left Berlin, the British officer had provided them with ration cards, and with the money he had given them they were able to buy food. For recapturing the chimp Jan had been rewarded with a hundred marks. He entrusted this to Ruth and did not question how she chose to spend it. When at last the money ran out, they were dependent on what they could beg or work for. Work was difficult to find, for the factories were idle and farms had absorbed the first prisoners of war to be released. Some villages refused to admit them, having neither food nor shelter for any more refugees. But for the most part they met with kindness and were not refused food if it could be spared.

Most big towns had their UNRRA food kitchens, and these were always welcome. But best of all were the transit camps. It was the time when camp commandants used to send soldiers round with guns to seize stores. They ransacked warehouses, factories, shops, even garrets and barns, for the peasants had hidden plenty away and the slave workers that swelled the camps often knew the hiding places. One such camp had a Polish section, where a school had been started. Had the family stayed here – and they were pressed to do so – they

The Silver Sword

would have received all the food and schooling and medical attention that they needed. Edek was very tired when they arrived, and Ruth was ready to stay as long as he needed rest. But he recovered after a few days and was eager to be off. Whenever he was tempted to linger, one peep at the silver sword was enough to spur him on again.

All day long the sun smiled down upon them; upon toilers in the fields where the fresh crops were springing; upon towns littered with the debris of war; upon a people numbed by defeat, living from day to day, with no thought for the future; upon women standing in bread queues or wheeling barrows of wood they had collected in the forest for their kitchen fires; upon wounded soldiers sitting on hospital balconies, basking in the sun's heat. Some of the soldiers waved to the family as they passed by, and the family waved back.

So they came to the edge of the Russian zone.

In the early days of peace there were many places where it was not difficult to slip unobserved from one zone to the next. They crossed the frontier somewhere in the Thuringian forest, without realizing that they had done so, and it was only the unfamiliar uniforms of the soldiers and the strange language of the notices that told them they had now reached the American zone.

Day	English	Maths	Science/Topic work
3	<i>We know now that the children are through the Russian zone, they are safe despite that Edek is still unwell. We wonder what will happen next.</i> <u>Task 1 – Reading and Understanding</u> You will find a copy of Chapter 17 underneath this day's instructions, entitled "Silver Sword – Chapter 17". Please take time and care to read the chapter. (You don't need to write anything for this part) <i>Whilst you are reading, please focus on the following aspects:</i> - <i>The relationship between the children</i> - <i>What particularly stands out</i> <i>Question for thought:</i> <i>What do you think of the chapter as a reader?</i> <u>Task 2 - Identifying evidence of Edek and Jan's relationship</u> Use Chapter 17 and previously Chapter 13 and 14 (when Edek and Jan first met) to identify evidence of Edek and Jan's relationship. This could be: - Dialogue between the two	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/identify-prime-numbers-c8vp2t?step=1&activity=video You will find your task directly below day 3	<u>PSHCE – Zones of Regulation – Lesson 2</u> <i>In today's session, we would like to focus on the importance of facial expressions. You will be practising displaying and guessing different facial expressions and matching these to different emotions. You will also identify the importance of recognising facial expressions in others and how you can respond.</i> <u>Lead in</u> Stand in front of a mirror and make a dramatic expression. Ask someone in your home to guess how you are feeling. Do this several times until you can catch them out, then swap. <i>Questions for thought:</i> <i>When do you see people's facial expressions?</i> <i>Why is it important to know what someone's facial expression means?</i> <u>Learning Activity</u> Below you have a facial expression mat. This image is also underneath this day's instructions entitled: Wednesday: PSHCE Facial Expression Mat.

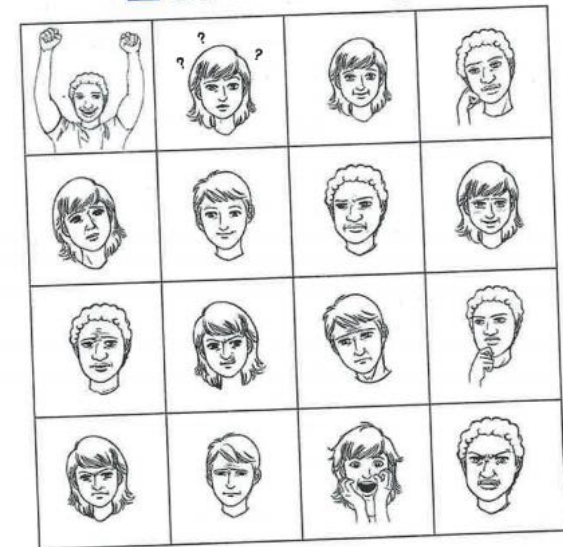
- Behaviour by either of them
 - What they say about each other
 - What others say about them
- You can set out your work as follows:

Evidence	Explanation

Questions for thought:

What do you think Edek and Jan think about each other?

Do you think Jan wanted Edek to be found?



Task 1

Look at the list of words below and match each emotion to the correct facial expression.

good
 annoyed
 embarrassed
 anxious
 mean
 depressed
 focused
 mad
 hurt
 out of control
 angry
 elated
 confused
 calm
 bored
 exhausted

			<u>Task 2</u> Choose 3 emotions. If you were interacting with someone displaying that facial expression, what would you do and how might you adapt your behaviour and the way you interact with them? Can you explain your choice of action. <u>Wrap-up</u> How can reading someone's facial expression change the way you interact with them. Observe people's facial expressions in your home or when you are out and about. Which zones do you think they are in?
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Wednesday: Maths

- 1 a) Find the factors of these numbers.

6 8 9

- b) Find the factors of these numbers.

3 5 7

- c) What is the same and what is different about your answers to part a) and part b)?

Complete the sentence.

All the numbers in part b) are _____ numbers.

- 2 How can you prove that 18 is not a prime number?

- 3 Circle the prime numbers in each list.

a) 1 2 3 4 5 6 7

b) 17 22 9 36 21 35 23

c) 10 18 38 74 92 2 14

- 4 a) Many people think that 1 is a prime number.

Explain why 1 is not a prime number.

- b) Many people think that 2 is not a prime number.

Explain why people might think this.



- 5 Write ten numbers in the sorting diagram. Each section must have at least one number.

	Even	Not even
Prime		
Not prime		

- 6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Cross out all the numbers that are **not** prime numbers.

List the prime numbers between 0 and 50

7

I think 87 is a prime number because it is odd and most numbers that end in 7 are prime.

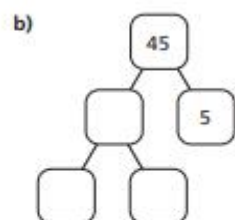
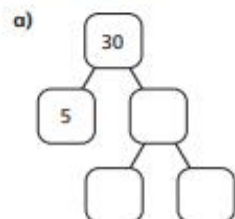


Do you agree with Rosie?

Test whether or not 87 is a prime number and show your reasoning.

8

Complete the prime factor trees.



9

★ + ■ = 100

Both ★ and ■ are prime numbers.

How many different solutions can you find?

1 $248 + 137 =$ _____

2 How many degrees are in $1\frac{1}{2}$ right angles?

3 What is the next number?
10.0, 7.5, 5.0, _____

4 What is the value of A?



5 How is quarter to eleven at night shown on a 24-hour clock?

6 How many degrees are in two right angles?



7 Write in figures:
two hundred and fifty thousand and one

8 Write $2\frac{1}{4}$ as a decimal.

9 50% of 18 = _____

10 $4^3 + 8^2 + 2^3 =$ _____

11 What is the value of y if $3y = 18$?

12 Write in figures:
six thousand and eighty-seven

13 If 85% of a group of people watch TV, what percentage of the group does not?

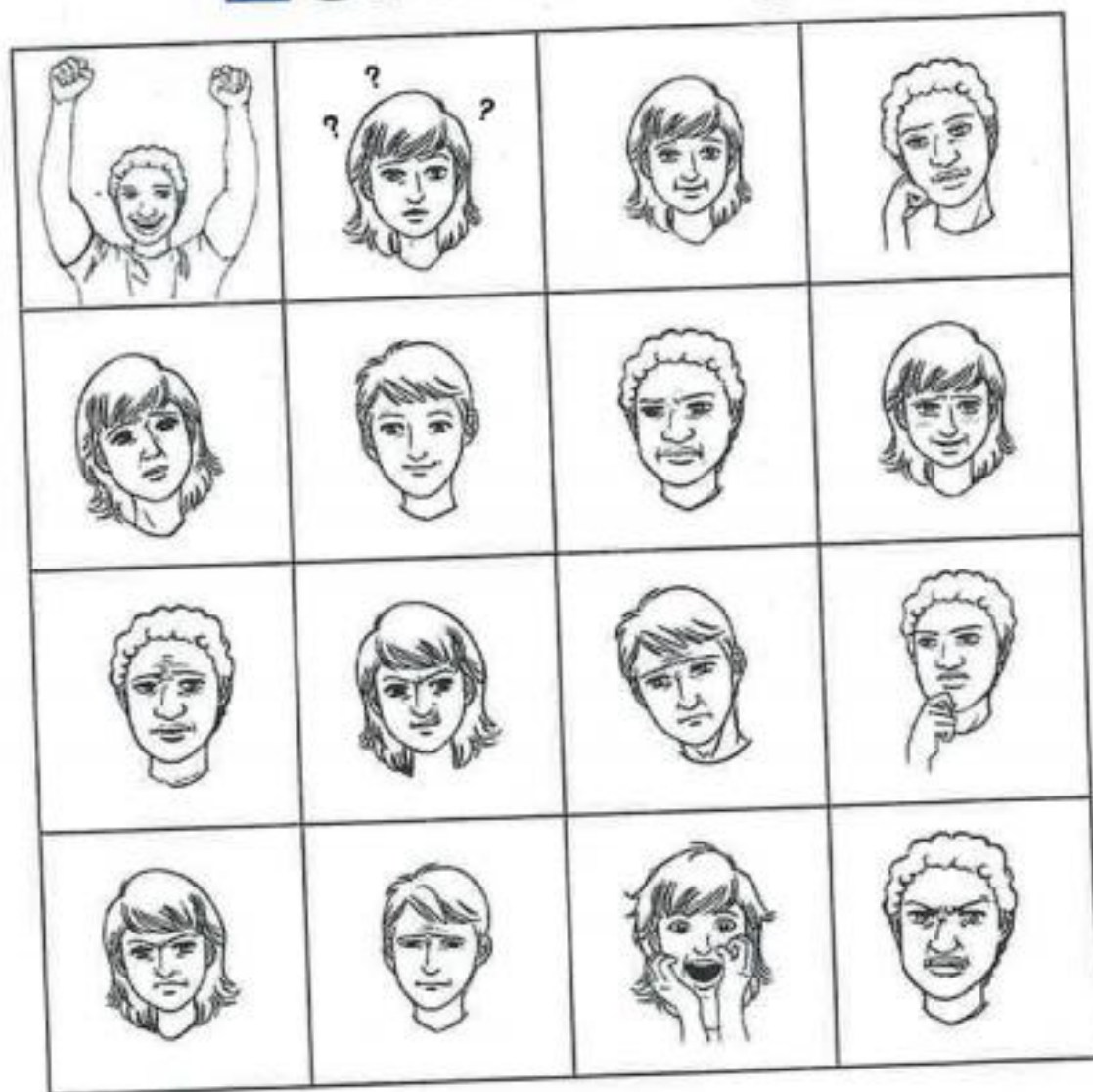
14 What are the values of A, B and C?

15	A	11
?	13	17
B	13	C

15 What is the value of m?
 $4m = 36$



Wednesday: PSHCE – Facial Expressions Mat





CHAPTER 17

The Signal

It was the middle of June. In spite of the long spell of unbroken weather, Edek was no better. At night, as they lay under the bright stars, his cough would keep Ruth awake and she could not throw off her anxiety. Each day his walking became slower and more painful. This was partly because his feet were sore, for his shoes had worn out and the substitute pair he had plaited from reeds had not lasted long. Ruth decided he must rest for a week.

They found a pleasant site in a meadow by a mill-stream. They planned to camp here till she and Jan had earned enough money to buy Edek a new pair of shoes. Ruth took a cleaning job at the local school, while Jan went haymaking. And Edek rested under the trees, with Bronia to look after him. All day he lay in the shade, for the sun was scorching hot. At night a chill wind blew;

but he was warm, for they had lit a fire for him, and he lay beside it, looking up at the stars that peeped between the willow branches, till he was lulled to sleep by the gentle music of the stream.

So he rested well – and ate well too, for there was no shortage of food. Several times Jan came home from work with a bag full of such food as they had never tasted before – chicken, lobster, salted pork, and luncheon meat. When Ruth asked where it came from, he said, 'From the farmer. He's a generous man.' But her suspicions were not quietened, for it was all in tins and labelled in a strange language.

'I know he's stealing it,' she told Edek. 'It's American food, and I think he must get it from the depot. Yet I don't know – the depot is closely guarded, and I've never seen him anywhere near. If he's thieving, he'll get caught. The Americans don't miss much. There's a hall next to the school, and a military court trying cases all day long.'

'He brought nothing back yesterday, or the day before,' said Edek. 'Perhaps the source has dried up.'

'He says the farmer has promised him more tomorrow,' said Ruth.

Edek was determined to clear up the mystery. Without saying a word to Ruth, the next afternoon he went alone to the farm where Jan worked and hid behind a hedge. He saw Jan leave the hay-making before the day's work was over. Instead of returning to camp, he hurried off in the opposite direction, straight through the town.

Edek followed him to a level-crossing outside the

town. Suddenly a ragged youth sprang out of a bush by the roadside and beckoned to Jan. The meeting seemed to have been arranged, for Jan showed no surprise and slipped down from the road to join the youth.

Edek crept as close as he could without making his presence known and waited. He waited so long that he began to wonder if they had given him the slip.

Then suddenly Jan broke out of the cover and ran half-doubled up along one side of the railway line in the direction of the signal ramp. The youth had disappeared.

Edek climbed into a tree which gave a good view of the line. From here he saw Jan swarm up the side of the signal ramp – it extended right across the track – and lie down flat and motionless on top, above the line. What was he up to now? As far as Edek knew, train-wrecking was not one of Jan's pastimes, for in spite of his twisted sense of values he was not deliberately destructive.

'I must go and find out,' thought Edek. And, jumping down from the tree, he walked along beside the track till he came to the foot of the ramp.

'What's the game, Jan?' he called.

Jan was startled, for he was still lying flat and hardly visible and had not noticed him. He swore at Edek and told him to go away.

With a clank and rattle of loose metal that took them both by surprise, the signal on the 'up' line changed to green.

'Go away, you fool, go away!' Jan screamed at him. And, flinging himself at the signal, he began to tug at it.

Edek was really agitated now, for he could hear the

... sword
distant rumble of an approaching train. He shouted to Jan to come down, but the boy was working furiously with a spanner and what looked like a pair of wire-cutters and paid no heed.

The noise of the train grew louder. Puffs of dirty smoke rose above the trees.

With the thought of some dreadful accident impending, Edek sprang up the side of the ramp and started to climb.

It was not an exercise for which he was well fitted. He had already spent most of his small reserves of strength, and his muscles were too flabby to give him much grip. The ramp, too, had been badly damaged and hastily and inexpertly repaired. An iron stanchion broke away under his foot. Gasping and coughing, with a great effort he hung on with his hands – and somehow hauled himself up.

When his head appeared over the top, he saw that the signal had changed to red. Jan was slithering backwards like an eel in a frantic hurry. His feet scraped past Edek's face, nearly knocking him off. As he passed him, his eyes were blazing, his face purple with fury. But because of the din of the train Edek could not hear what he said.

With no thought in his head but to prevent an accident, Edek groped his way along the top of the ramp. As the train – it was a goods train – approached, laboriously chugging, with an endless winding line of trucks, he tottered upright and waved. He need not have done so, for the signal was at red where Jan had put it and the engine had already started to jam the brakes on.

The Signal

With a great clanking from truck to truck as the bumpers collided, the train screeched to a standstill. A hiss of steam. A long shrill whistling. A dark cloud and a great swallowing of filthy smoke.

When he had finished coughing and wiped the smoke from his eyes he caught sight of someone shouting at him from below. It was not Jan – he had vanished. An American military policeman was pointing a revolver at him.

Day	English	Maths	Science/Topic work
	<i>We would like to find out the thoughts and feelings that Edek and Jan have based on what has happened in the story so far. We want to know what has been going on in their minds since they met each other.</i> <u>Task 1 – Formulating Questions</u> Write a list of questions that you would ask Jan and Edek about their relationship and what has led to the situation in Chapter 17. <i>For example: Edek, what did you think of Jan when you first met him?</i> <i>Jan, how did you feel when you found out Ruth had a brother?</i> <u>Task 2 – Using knowledge and inferencing to formulate a response</u> Choose a question for Edek and Jan that you have written down and role-play a response with a family member. Consider using your knowledge and evidence from the story what each character may say as a response. Then write the response.	We would like you to complete a reasoning test today. Please find the questions under Day 4.	<u>Art</u> <i>We will be working on WW2 art over the next few weeks.</i> The below image shows St Paul's Cathedral during WW2 in artist Daniel Blau's Colourless Serenity Study the artwork. How has he made this colourless piece of work effective?  <u>Task</u>

			Divide your page into 4 as below: Using only pencil and paper media create this artwork. In the next box and so forth, evaluate your design and edit as you move on, so that you can create the most effective and realistic replication of his work. Try to use the following techniques: - Light and dark - Heavy and light - Smudging - Shadows Do you think Daniel’s art is effective? How might you edit the painting to create a version of the London Blitz? What would you change/include and what media would you use?
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Thursday: Maths

- 1 Here is a rectangle.



What is the **perimeter** of the rectangle?
Use a ruler to measure it accurately.

cm



- 2 Write these amounts of money in order starting with the **smallest**.

£0.72 27p £2.70 £2.07 £2.77

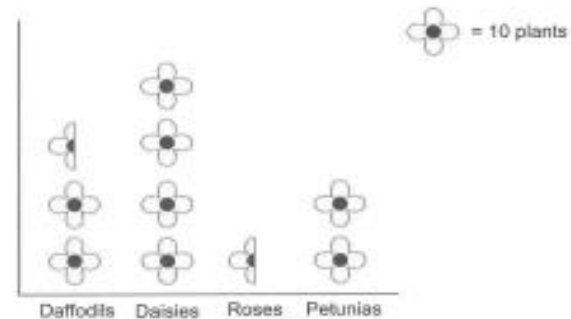
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smallest

largest



- 3 Emily makes a pictogram to show the types of plant in her garden.



How many daffodils are there in Emily's garden?



How many **more** daisies than roses does Emily have?



How many plants are there in Emily's garden in total?

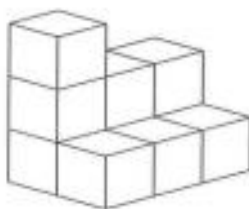


- 4 Write the missing numbers in the boxes.

$$11 \times 12 = 102 + \boxed{}$$

$$732 - 690 = 7 \times \boxed{}$$

- 5 The shape below is made up of cubes. Each cube has a volume of 1 cm^3 .
What is the volume of the shape?



cm^3



1 mark



1 mark



1 mark

- 6 Use a protractor to measure angle y in this triangle.



1 mark

- 7 Write $4\frac{3}{7}$ as an improper fraction.



1 mark

8

A group of friends do a maths quiz as quickly as possible.

This table shows the time it took each of them to finish the quiz.

Name	Olivia	Holly	Nikhil	Millie	Winston
Time (seconds)	120.5	137.2	122.0	135.6	120.8

Who finished the quiz in the fastest time?

1 mark

How much longer did it take Holly to finish the quiz than Millie?

 seconds

1 mark

What was Nikhil's time in minutes and seconds?

 minutes and seconds

1 mark

9

Fill in the missing digits to make the calculation below correct.

$$\begin{array}{r}
 \boxed{}\boxed{3}\boxed{2} \\
 \times \quad \boxed{}\boxed{3} \\
 \hline
 \boxed{3}\boxed{9}\boxed{6} \\
 \boxed{5}\boxed{2}\boxed{8}\boxed{0} \\
 \hline
 \boxed{5}\boxed{6}\boxed{7}\boxed{6}
 \end{array}$$

3 marks

10

Write down an estimate that could be used to check the answer to the calculation below.

$$2.12 \times 58 = 122.96$$

$$\boxed{} \times \boxed{} = \boxed{}$$

1 mark

11

Complete the following.

$$0.66 = \boxed{} \% = \frac{\boxed{}}{100}$$

2 marks

- 12 Grace, Habib and Vicky go to a cafe for lunch.



They buy **two** coffees and **three** sandwiches.
Grace pays with a **£20.00** note.

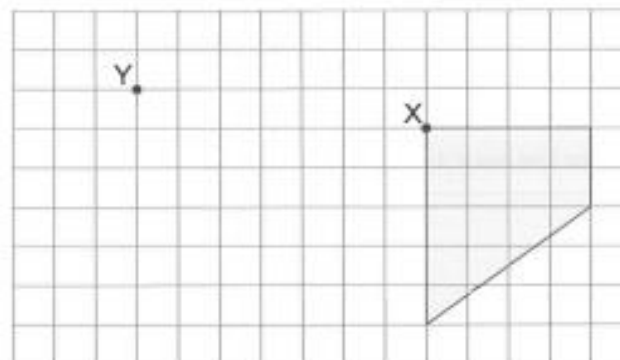
How much change does she get?

Show
your
working

£

2 marks

- 13 The shape below is translated so that point X moves to point Y.
Redraw the shape in its new position on the grid.



2 marks

- 14 Tara makes knitted hats. Each hat takes her 12 hours to make.
She has made 6 hats so far.
How long has she spent making the hats?

hours

1 mark

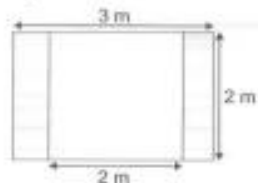
How many **complete** hats could Tara make in 282 hours?

Show
your
working

--

2 marks

- 15 Some parts of the rectangle below have been shaded grey.



What is the total area of the grey parts of the rectangle?

Show
your
working

m²

2 answers

- 16 The symbols $\blacktriangle$, $\bullet$ and $\heartsuit$ below each stand for a different whole number.

$$\blacktriangle + \bullet + \heartsuit = 18$$

If $\blacktriangle = 6$, write down two different possible pairs of numbers for $\bullet$ and $\heartsuit$.

● =

♥ =

5. ☐ **Comments:**

● =

♥ =

100-0000

- 17 Beth says, "The only common factor of 3 and 27 is 1."

Is what Beth says true or false? Tick the correct box.

1. <i>Chlorophyll a</i> 2. <i>Chlorophyll b</i> 3. <i>Chlorophyll c</i> 4. <i>Chlorophyll d</i> 5. <i>Chlorophyll e</i> 6. <i>Chlorophyll f</i> 7. <i>Chlorophyll g</i> 8. <i>Chlorophyll h</i> 9. <i>Chlorophyll i</i> 10. <i>Chlorophyll j</i> 11. <i>Chlorophyll k</i> 12. <i>Chlorophyll l</i> 13. <i>Chlorophyll m</i> 14. <i>Chlorophyll n</i> 15. <i>Chlorophyll o</i> 16. <i>Chlorophyll p</i> 17. <i>Chlorophyll q</i> 18. <i>Chlorophyll r</i> 19. <i>Chlorophyll s</i> 20. <i>Chlorophyll t</i> 21. <i>Chlorophyll u</i> 22. <i>Chlorophyll v</i> 23. <i>Chlorophyll w</i> 24. <i>Chlorophyll x</i> 25. <i>Chlorophyll y</i> 26. <i>Chlorophyll z</i> 27. <i>Chlorophyll aa</i> 28. <i>Chlorophyll ab</i> 29. <i>Chlorophyll ac</i> 30. <i>Chlorophyll ad</i> 31. <i>Chlorophyll ae</i> 32. <i>Chlorophyll af</i> 33. <i>Chlorophyll ag</i> 34. <i>Chlorophyll ah</i> 35. <i>Chlorophyll ai</i> 36. <i>Chlorophyll aj</i> 37. <i>Chlorophyll ak</i> 38. <i>Chlorophyll al</i> 39. <i>Chlorophyll am</i> 40. <i>Chlorophyll an</i> 41. <i>Chlorophyll ao</i> 42. <i>Chlorophyll ap</i> 43. <i>Chlorophyll aq</i> 44. <i>Chlorophyll ar</i> 45. <i>Chlorophyll as</i> 46. <i>Chlorophyll at</i> 47. <i>Chlorophyll au</i> 48. <i>Chlorophyll av</i> 49. <i>Chlorophyll aw</i> 50. <i>Chlorophyll ax</i> 51. <i>Chlorophyll ay</i> 52. <i>Chlorophyll az</i> 53. <i>Chlorophyll aza</i> 54. <i>Chlorophyll abz</i> 55. <i>Chlorophyll acz</i> 56. <i>Chlorophyll adz</i> 57. <i>Chlorophyll aez</i> 58. <i>Chlorophyll afz</i> 59. <i>Chlorophyll agz</i> 60. <i>Chlorophyll ahz</i> 61. <i>Chlorophyll aiz</i> 62. <i>Chlorophyll ajz</i> 63. <i>Chlorophyll akz</i> 64. <i>Chlorophyll alz</i> 65. <i>Chlorophyll amz</i> 66. <i>Chlorophyll anz</i> 67. <i>Chlorophyll aoz</i> 68. <i>Chlorophyll apz</i> 69. <i>Chlorophyll aqz</i> 70. <i>Chlorophyll arz</i> 71. <i>Chlorophyll asz</i> 72. <i>Chlorophyll atz</i> 73. <i>Chlorophyll auz</i> 74. <i>Chlorophyll avz</i> 75. <i>Chlorophyll awz</i> 76. <i>Chlorophyll axz</i> 77. <i>Chlorophyll ayz</i> 78. <i>Chlorophyll azz</i> 79. <i>Chlorophyll azaa</i> 80. <i>Chlorophyll abz</i> 81. <i>Chlorophyll acz</i> 82. <i>Chlorophyll adz</i> 83. <i>Chlorophyll aez</i> 84. <i>Chlorophyll afz</i> 85. <i>Chlorophyll agz</i> 86. <i>Chlorophyll ahz</i> 87. <i>Chlorophyll aiz</i> 88. <i>Chlorophyll ajz</i> 89. <i>Chlorophyll akz</i> 90. <i>Chlorophyll alz</i> 91. <i>Chlorophyll amz</i> 92. <i>Chlorophyll anz</i> 93. <i>Chlorophyll aoz</i> 94. <i>Chlorophyll apz</i> 95. <i>Chlorophyll aqz</i> 96. <i>Chlorophyll arz</i> 97. <i>Chlorophyll asz</i> 98. <i>Chlorophyll atz</i> 99. <i>Chlorophyll auz</i> 100. <i>Chlorophyll avz</i> 101. <i>Chlorophyll awz</i> 102. <i>Chlorophyll axz</i> 103. <i>Chlorophyll ayz</i> 104. <i>Chlorophyll azz</i> 105. <i>Chlorophyll azaa</i> 106. <i>Chlorophyll abz</i> 107. <i>Chlorophyll acz</i> 108. <i>Chlorophyll adz</i> 109. <i>Chlorophyll aez</i> 110. <i>Chlorophyll afz</i> 111. <i>Chlorophyll agz</i> 112. <i>Chlorophyll ahz</i> 113. <i>Chlorophyll aiz</i> 114. <i>Chlorophyll ajz</i> 115. <i>Chlorophyll akz</i> 116. <i>Chlorophyll alz</i> 117. <i>Chlorophyll amz</i> 118. <i>Chlorophyll anz</i> 119. <i>Chlorophyll aoz</i> 120. <i>Chlorophyll apz</i> 121. <i>Chlorophyll aqz</i> 122. <i>Chlorophyll arz</i> 123. <i>Chlorophyll asz</i> 124. <i>Chlorophyll atz</i> 125. <i>Chlorophyll auz</i> 126. <i>Chlorophyll avz</i> 127. <i>Chlorophyll awz</i> 128. <i>Chlorophyll axz</i> 129. <i>Chlorophyll ayz</i> 130. <i>Chlorophyll azz</i> 131. <i>Chlorophyll azaa</i> 132. <i>Chlorophyll abz</i> 133. <i>Chlorophyll acz</i> 134. <i>Chlorophyll adz</i> 135. <i>Chlorophyll aez</i> 136. <i>Chlorophyll afz</i> 137. <i>Chlorophyll agz</i> 138. <i>Chlorophyll ahz</i> 139. <i>Chlorophyll aiz</i> 140. <i>Chlorophyll ajz</i> 141. <i>Chlorophyll akz</i> 142. <i>Chlorophyll alz</i> 143. <i>Chlorophyll amz</i> 144. <i>Chlorophyll anz</i> 145. <i>Chlorophyll aoz</i> 146. <i>Chlorophyll apz</i> 147. <i>Chlorophyll aqz</i> 148. <i>Chlorophyll arz</i> 149. <i>Chlorophyll asz</i> 150. <i>Chlorophyll atz</i> 151. <i>Chlorophyll auz</i> 152. <i>Chlorophyll avz</i> 153. <i>Chlorophyll awz</i> 154. <i>Chlorophyll axz</i> 155. <i>Chlorophyll ayz</i> 156. <i>Chlorophyll azz</i> 157. <i>Chlorophyll azaa</i> 158. <i>Chlorophyll abz</i> 159. <i>Chlorophyll acz</i> 160. <i>Chlorophyll adz</i> 161. <i>Chlorophyll aez</i> 162. <i>Chlorophyll afz</i> 163. <i>Chlorophyll agz</i> 164. <i>Chlorophyll ahz</i> 165. <i>Chlorophyll aiz</i> 166. <i>Chlorophyll ajz</i> 167. <i>Chlorophyll akz</i> 168. <i>Chlorophyll alz</i> 169. <i>Chlorophyll amz</i> 170. <i>Chlorophyll anz</i> 171. <i>Chlorophyll aoz</i> 172. <i>Chlorophyll apz</i> 173. <i>Chlorophyll aqz</i> 174. <i>Chlorophyll arz</i> 175. <i>Chlorophyll asz</i> 176. <i>Chlorophyll atz</i> 177. <i>Chlorophyll auz</i> 178. <i>Chlorophyll avz</i> 179. <i>Chlorophyll awz</i> 180. <i>Chlorophyll axz</i> 181. <i>Chlorophyll ayz</i> 182. <i>Chlorophyll azz</i> 183. <i>Chlorophyll azaa</i> 184. <i>Chlorophyll abz</i> 185. <i>Chlorophyll acz</i> 186. <i>Chlorophyll adz</i> 187. <i>Chlorophyll aez</i> 188. <i>Chlorophyll afz</i> 189. <i>Chlorophyll agz</i> 190. <i>Chlorophyll ahz</i> 191. <i>Chlorophyll aiz</i> 192. <i>Chlorophyll ajz</i> 193. <i>Chlorophyll akz</i> 194. <i>Chlorophyll alz</i> 195. <i>Chlorophyll amz</i> 196. <i>Chlorophyll anz</i> 197. <i>Chlorophyll aoz</i> 198. <i>Chlorophyll apz</i> 199. <i>Chlorophyll aqz</i> 200. <i>Chlorophyll arz</i> 201. <i>Chlorophyll asz</i> 202. <i>Chlorophyll atz</i> 203. <i>Chlorophyll auz</i>

True

114

False

Explain how you know.



Format

- 18 A jet plane travels $\frac{2}{9}$ miles every second.

How far will it travel in $\frac{3}{4}$ of a second? Write your answer in its simplest form.

miles

1. read

19

Patrick went cycling one weekend.
He cycled 12 fewer kilometres on Sunday than he cycled on Saturday.
He cycled **38 km** in total that weekend.

How many kilometres did he cycle on **Saturday**?

 km

1 mark

20

Tom, Scott and Dawn sold cookies at the school fair.

Tom had **90** cookies and sold **60%** of them.

Scott had **150** cookies and sold $\frac{2}{3}$ of them.

Dawn sold **46** cookies.

What percentage of the cookies sold were sold by Dawn?

Show
your
working

 %

3 marks

Day	English	Maths	Science/Topic work
5	<i>Consider Chapter 17, as a reader and the action that has gone on in the chapter, especially between Edek and Jan. It is interesting to think about whether we were expecting something like this, especially from our reading and building up of the story.</i> Task 1 Using Chapter 17, starting from p94: “Edek was determined to clear up the mystery..” to the end of the chapter: <u>Act out the scene with family members</u> Think about how Edek and Jan feel in that moment, what is going on in their mind and why the behaviour/action is being done Task 2 <u>Drawing conclusions</u> List the action that has gone on in the train station and provide an explanation/justification as to why the character did what they did.	Under this grid you will find your Friday arithmetic test.	PE: Get Fit with Joe https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ Choose a video from the above link and enjoy! Spanish Listen to and study along with the online teacher https://classroom.thenational.academy/lessons/saying-what-people-have-part-13-crt62d?activity=video&step=2&view=1

Friday: Maths

① $2253 + 1000 =$

☐ 1 mark

② $32 \times 3 =$

☐ 1 mark

③ $146 + 75 =$

☐ 1 mark

④ $56 \div 8 =$

☐ 1 mark

⑤ $7.5 - 0.4 =$

☐ 1 mark

⑥ $2 \times 3 \times 9 =$

☐ 1 mark

⑦ $365 - 8$

☐ 1 mark

⑧ $-7 + 10 =$

☐ 1 mark

9 $3.2 + 0.03 =$



10 $17.26 \times 10 =$



11 $\frac{8}{13} - \frac{5}{13} =$



12 $13 \times 1000 =$



13 $16\,000 - 80 =$



14 $5^2 - 3^2 =$



15 $917 \times 6 =$



16 $1080 \div 12$

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

17 30% of 400 =

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

18 $\frac{4}{5}$ of 125 =

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

19 $38\,467 - 4623 =$

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

20 $19.36 + 12.28 =$

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

21 $0.8 \times 346 =$

A 20x10 grid with a small rectangular box in the bottom right corner for the answer.

☐ 1 mark

22 $9288 \div 9 =$

☐

23 $22.6 - 4.67$

☐

24 $98.4 \div 8 =$

☐

25

$$\begin{array}{r} 85 \\ \times 28 \\ \hline \end{array}$$

Show
your
working

☐

26

$$14 \overline{)4802}$$

Show
your
working

☐

27 $\frac{1}{11} \times \frac{1}{8} =$

☐

28 $7 \times (37 - 29) =$

1 mark

29 41% of 110 =

1 mark

30 $1\frac{2}{7} \times 28 =$

1 mark

31 $\frac{3}{10} + \frac{7}{15} =$

1 mark

32

$$\begin{array}{r} 3219 \\ \times 53 \\ \hline \end{array}$$

Show
your
working

1 mark

33 $\frac{6}{7} + 3 =$

1 mark

34 $1\frac{1}{4} + \frac{4}{5} =$

☐

35

$3\ 2 \overline{) 2\ 0\ 4\ 8}$

Show
your
working

☐

36 $\frac{3}{5} + 4 =$

☐