

Gordon Primary School

Remote Learning Grid WB 1.3.21

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 Handwriting	This Week's Spellings	New Maths This Week
Read this passage. Divide the passage into two paragraphs, each about a different main idea. Write the two paragraphs. Remember to indent the first word of each paragraph. <i>Many stone structures were built on Malta between 3600BC and 2500BC. The oldest have walls at least 6m long and 3.5m tall. The most impressive structure is the Hypogeum, carved on three levels deep underground. Later, wood and stone circles called henges, such as Stonehenge in England, were built. Stonehenge was built over many centuries from about 2500BC to 1500BC. The first Stonehenge was a circular earthwork made up of a bank and ditch. Later, large blocks of shaped stones were put up.</i>	Look at the words and try to spell them correctly. Remember to write a sentence and the meaning for each of the words. anxious conscious curious delicious furious glorious gracious infectious mysterious obvious previous rebellious	This week you will be looking at time, some key information: • 60 seconds in a minute, 60 minutes in an hour • 365 days in a year • Remember to use a number line to help you work out time duration questions • am is the morning and pm is after 12 o'clock (noon)

Day	English	Maths	Science/Topic work
1	<i>Last time, we learned that despite Edek had been taken away by the police, Ruth had decided the children must leave Warsaw and head to Switzerland. Ivan from the Russian control post helped the children and gave them shoes for their long journey. First, they would head to Posen, as shown on the map below.</i>  Task 1 – Reading and Understanding You will find a copy of Chapter 11 underneath this day's instructions, entitled "Silver Sword – Chapter 11". 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 excitement felt by Ruth to find her brother</i> - <i>What would happen if she did not find him</i>	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/converting-between-hours-minutes-and-seconds-6djket?step=2&activity=video https://classroom.thenational.academy/lessons/converting-between-years-months-and-weeks-70rk2d?step=2&activity=video You will find your task directly below day 1	History – Germany's struggle to win <i>Last topic lesson, we looked at how the British government made sure that children were safely evacuated to rural areas. Today, we shall be looking at The Battle of Britain, how and why the Axis Powers were defeated.</i> Task 1 Watch the below video. There are also links to other material within the video, which you can access by pressing pause and then scrolling down to the Worksheet Tab which has various related clips on each slide. https://teachers.thenational.academy/lessons/how-did-the-second-world-war-end-6nh68t Questions - Why was it difficult for Germany to invade Britain? - Why were Germany beaten by the Allied Powers in the war? - How did British troops end up in Germany? Task 2 The Allied Troops certainly did a remarkable job at defeating Germany. They showed tremendous sacrifice, courage, resilience, determination and hope.

	<u>Task 2 - Answering Questions</u> - Find evidence from the text, that shows that the children embraced the long journey - Give reasons as to why they embraced the long journey - How did Ruth locate where her brother was? - How might things have been different for her if the doctor did not see her? - Do you think Ruth is like her father, Joseph? How? - Why do you think Edek escaped from the TB camp? - What do you think Ruth should do next? Why?		Design a thank you message to the British soldiers for their heroism during World War 2. You may wish to start like this: <i>Dearest heroic veterans of the war,</i> <i>I am a pupil of a primary school in London, England and have heard of your bravery. Your achievement in saving our country is phenomenal – it just cannot be compared. In fact, it makes me wonder...</i>
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- 1 Use the numbers to complete the statements.

60	52	7	12	60	24
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- a) There are days in a week.
- b) There are hours in a day.
- c) There are minutes in an hour.
- d) There are weeks in a year.
- e) There are months in a year.
- f) There are seconds in a minute.

- 2 Tommy and Kim are completing the statement.

There are days in a year.



The answer is 365

Tommy

The answer is 366

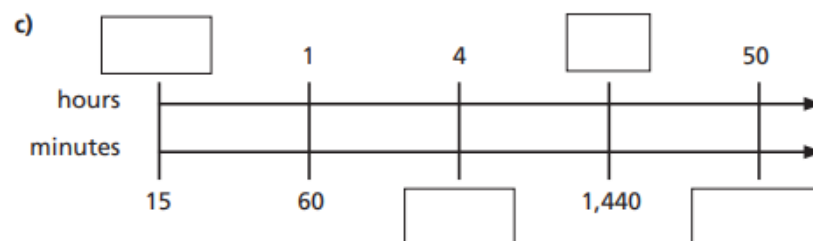
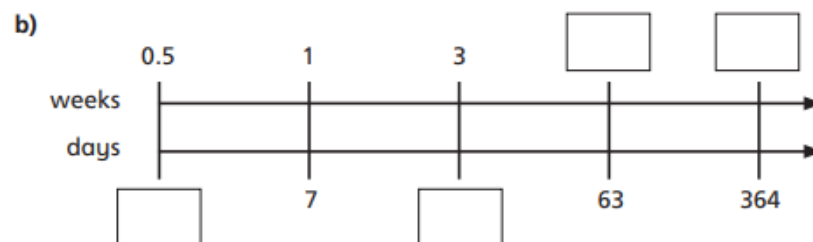
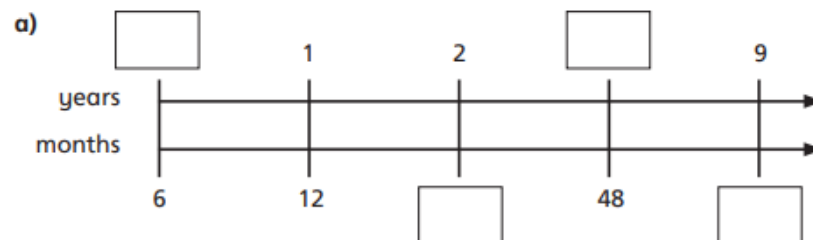


Kim

Who do you agree with?

Talk about it with a partner.

- 3 Fill in the boxes to complete the conversions.



- 4 Complete the conversions.

- a) 6 weeks = days
- b) 7 years = months
- c) 5 minutes = seconds
- d) 3 days = hours
- e) weeks = 98 days
- f) minutes = 9 hours
- g) hours = 2.5 days
- h) 18 months = years
- i) $\frac{1}{2}$ an hour = minutes
- j) seconds = $\frac{3}{4}$ of a minute

- 5 Alex and Jack are converting 52 days into weeks.



Alex

I can't do it because 52 is not a multiple of 7

I can convert it into weeks and days.



Jack

Who is correct?

Talk about it with a partner.

- 6 Ron and Eva have known each other for 103 days.
For how many weeks and days have they known each other?

- 7 Amir and Annie ran a race.
Amir ran the race in 3 minutes and 14 seconds.
Annie ran the race in 187 seconds.
Who was faster?
Show your workings.

- 8 Dora's birthday is on 17 August.



It's currently 6 pm on 14 August.



- How many hours is it until Dora's birthday?
- How many minutes is it until Dora's birthday?
- How many seconds is it until Dora's birthday?

- 9 Work out how old you are in days, hours and minutes.

- 1 What is the average of 21, 17 and 19?

- 2 What is half of the difference between 25 and 35?

- 3 What is the missing number?
3.5, 3.0, ..., 2.0

- 4 Which is an odd number?
72, 134, 278, 425

- 5 Write 15 minutes to 3 in the afternoon in figures, using am or pm.

- 6 How many obtuse angles are here?



- 7 Name two common factors of 16 and 40 (not including 1).

- 8 Round off 99 to the nearest ten.

- 9 $0.1 = \frac{1}{?}$

- 10 $0.6 = \frac{6}{10}$
Write 0.9 as a fraction.

- 11 Write 12 minutes to noon in figures, using am or pm.

- 12 Name two common factors of 24 and 36 (not including 1).

- 13 This shape is a (square pyramid, tetrahedron or triangular prism).



- 14 How many acute angles are here?



- 15 Put in order, starting with the smallest:
 $\frac{1}{2}$, $\frac{1}{5}$, $\frac{1}{10}$



CHAPTER 11

The Road to Posen

Spring was bursting when Ruth, Jan, and Bronia left Warsaw on the first stage of their long journey to Switzerland. The sun blazed from a clear sky. Birds had made their nests among the ruins (there were no trees now), and they were singing.

The children carried nothing with them except a day's food, a couple of blankets, the wooden box with the sword in it, and Jimpy the cock. Ruth had the blankets strapped to her back. Jan had the box under one arm, the cock under the other. Everything else Ruth had given to her schoolchildren.

First they called at the control post to say goodbye to Ivan. But he was away, and she had to leave a message. She was sorry not to see him personally, for he had been very kind to them.

A family group passed, tugging a handcart. On it was a mangled bedstead, two drawers without a chest, a bundle of clothes, and a sleeping baby.

'Which is the way to Posen?' said Ruth.

'Follow us,' they said.

The children followed them along a narrow street, between smoking rubble. No buildings were standing. The Nazis had blown everything up before they left.

When they came to a crossing, they said goodbye and turned on to the main road which led westwards out of the city. It was crowded with refugees. Some were going one way, some the other – it didn't seem to matter which way as long as they kept moving. On all their faces was the same dazed look. As Ruth looked at them – the haggard old men, the bowed women, the children with gleaming eyes – there was no room in her heart for anything but pity. But they did not disturb her inward contentment, for she had hope and firmness of purpose and she knew where she was going.

'I wish we could get a lift,' said Jan. 'Jimpy's tired of being carried, and he doesn't like walking.'

The lorries that passed them were all full, nearly always with soldiers.

'I like walking,' said Bronia. She was proud of the shoes Ivan had brought her. Very few of the refugees had shoes.

But she tired in the afternoon and was glad when a half-empty lorry came along and gave them a lift. They sat in the back, among tins of oil and petrol, and ate the food they had brought in their pockets.

They were out in the country now. The fields were littered with the debris of war – derelict tanks, shell cases, dug-outs, lines and twists of rusty barbed wire. In some places peasants were digging, but most of the land had gone out of cultivation as there was no one to attend to it.

When the lorry set them down it was evening, and they were a hundred miles on their way. Tired, grateful, and with their hopes shining, they spent the night in a derelict farm building.

'Perhaps tomorrow we shall be in Posen,' said Ruth, as she snuggled under her blanket with Bronia.

'Shall we see Edek?' said Bronia.

'Yes, we shall see Edek,' said Ruth. She clasped Bronia close to her, and they fell asleep.

But there were no lifts the next day. All the lorries were full, and by evening they had covered only twenty miles. Bronia's feet were blistered, Jan was cross, and Jimpy was dazed with the jogging and hopping. He would not last much longer. Ruth had expected trouble with Jimpy, but she knew that if she had made Jan leave him behind Jan would not have come.

On the afternoon of the fourth day they reached Posen. The city was not as flat as Warsaw, for some of the buildings were still standing.

At the first control post Ruth produced the slip of paper that Ivan had given her, with Edek's name and address. She was directed to a large building by the river, which they had great difficulty in finding. And when at last they found it – a great sprawling barracks, with a

crumbling front and a dreary courtyard – their troubles were not over. Russians had taken the place over from the Poles in the past few days, and everything was in a muddle. She went inside alone, without the children. The secretary was new and could not find the records about Edek.

'He must be here,' said Ruth. 'When I heard he was here, I wrote to you to say we were coming.'

'There's no postal service,' said the secretary.

'I sent it through the military,' said Ruth.

As the secretary turned up another file, Ruth described her brother carefully.

'Did you say Edek Balicki?' said a man passing down the crowded corridor. He wore a white coat and had a stethoscope round his neck. 'I sent him yesterday to the Warthe camp with the other TB cases.'

Ruth tried to question him, but he was gone.

'The camp's only a mile down the river,' said the secretary. 'Won't you stay and have something to eat first? You look dreadfully tired and hungry.'

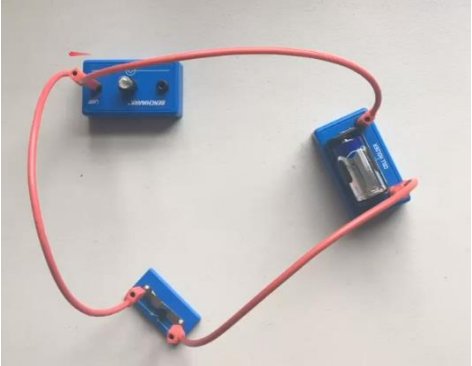
But Ruth excused herself because of the two children waiting for her outside. So Edek was ill. She must press on and find him quickly.

It was dark when they crossed the bridge and came to the gates of the Warthe camp. Ruth was carrying Bronia, who was asleep. Jan was carrying Jimpy's limp form. They could not see the buildings. Someone led them into a dimly lit hall. It was gloomy and deadly quiet, a place of sick people. Edek had always been so lively and healthy. Ruth could not imagine him as belonging here.

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They did not have to wait long to hear about him. There was no need to search through files. The man who spoke to them remembered Edek well.

‘He was a wild boy and would not stay with us,’ he said, and he sounded both weary and bitter. ‘Edek ran away this morning. I cannot tell you where. We had no time to run after him. There are so many here who need our help. We cannot waste time on those who refuse it.’

Day	English	Maths	Science/Topic work
2	<i>Ruth faced the bitter news that her brother had escaped from the TB camp. We now wonder whether this news will affect the children's journey forward to Switzerland.</i> <u>Task 1 – Reading and Understanding</u> You will find a copy of Chapter 12 underneath this day's instructions, entitled "Silver Sword – Chapter 12". 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 are being looked after</i> - <i>Whether food is what they need</i> <u>Task 2 - Answering Questions</u> - The man at the soup kitchen serving soup, noticed that the children were unhappy. Why were they unhappy? - If you were in the children's position, would you be happy to receive soup? Why? - Brainstorm everything you think the children need as a result of the war?	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/timetables-questions-60rkar?step=2&activity=video You will find your task directly below day 2	<u>Science: Electrical Circuits</u> <i>Last lesson, you looked at the different jobs different components have in an electrical circuit. You also drew different circuits that had different components.</i> <u>Warm up</u> Have a look at the circuit below. What can you see? Do you think the bulb will light up? Explain.  <u>Task 1 – Drawing Circuit Diagrams</u> Watch the following video about electrical circuits. Take note of the scientific symbols for different electrical components and how you can use these to draw a circuit diagram. https://teachers.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c

Task 3 – Applying our Understanding

The man at the soup kitchen said: “The war’s over. I tell you...Wonderful news isn’t it? I don’t know what’s wrong with these children”.

Imagine you were Ruth hearing what had been said by the man. Write a response from Ruth in response to the man. Please include:

- How the children have been traumatised by the war
- What it is they need

For example, you may wish to start like this:

Yes, Sir, you are absolutely right – the war is over. And you are here to help us to recover and to feed the mouths of thousands fallen apart by war. Please don’t mistaken our gratitude for anything else, for we truly appreciate what you are doing. But just think, look at how the war has changed the lives of such innocent people. Why is there war in this world? What do people gain out of having war? Landscapes can be flattened by the bombing of buildings but where is the peace when families are separated? A rumbling stomach can be filled but what about a heart that may never be mended?...

Now that you are familiar with the symbols and know how to draw a circuit diagram, please draw the following circuit diagrams **using scientific symbols**:

- A cell, a switch and the bulb lighted up
- 2 batteries and a bulb
- 2 batteries and 2 bulbs
- A cell, a switch and the bulb off

Questions

- *What is a series circuit?*
- *How does electrical charge flow in a series circuit?*
- *What do you think happens in a series circuit when you have more batteries and fewer bulbs?*
- *Would the bulbs be dimmer or brighter in a series circuit where there is one cell and 2 bulbs? Explain.*

Task 2 – Parallel Circuits

In the above examples, you drew circuit diagrams in series.

Watch the below video about how to construct a parallel circuit:

<https://www.youtube.com/watch?v=XvJqmXmPLj4>

Draw a parallel circuit using scientific component symbols.

Explain how a parallel circuit works.

After thought:

What is the advantage of having a parallel circuit?

Which type of circuit is used in our homes?

Do you think there are any disadvantages of having a parallel circuit?

- 1 Here is a bus timetable.

	Bus A	Bus B	Bus C
Green Park Road	08:45	09:00	09:15
Forrest Drive	09:05	09:20	09:35
Summerville Street	09:22	09:37	09:52
Penny Bridge	09:40	09:55	

- What time does Bus A arrive at Green Park Road?
- What time does Bus B arrive at Summerville Street?
- What time does Bus C arrive at Forrest Drive?
- Each bus takes the same amount of time to get from Green Park Road to Penny Bridge.

What time does Bus C arrive at Penny Bridge?

- Eva needs to be at Summerville Street by 9:35

Which bus does she need to get from Green Park Road?

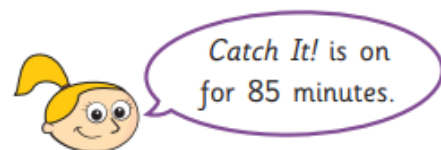
- 2 Here is an extract from a TV guide.

17:00	17:30	18:00	18:30	19:00	19:30	20:00
News	Catch It!	Giant George	Wilson Street	News	Detective Files	

- At what times is the news on?
- What time does *Detective Files* start?
- How long is *Wilson Street* on for?

- Eva is working out how long *Catch it!* is on for.

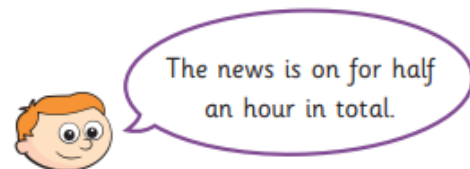
Here are her workings.



$$\begin{array}{r}
 79 \\
 18:10 \\
 - 17:15 \\
 \hline
 00:55
 \end{array}$$

Do you agree with Eva? Talk about it with a partner.

-



Do you agree with Ron? Explain your answer.

- 3 Here is part of a train timetable.

	06:25	06:40	06:55	07:05	07:22
St Pancras					
Stratford	06:32	06:47	07:02	07:12	07:29
Ebbsfleet	06:43	06:59	07:15	07:23	07:40
Ashford	—	07:19	—	07:42	—
Gravesend	06:47	—	07:18	—	07:43

- How many of the trains go all the way from St Pancras to Gravesend?

b) How long does the 06:40 take to get from St Pancras to Ashford?

c) Which train takes the least amount of time to get from St Pancras to Gravesend?

- 4 In this timetable, all the trains stop at every station and the time taken between stations does not change.

Fill in the missing information.

				
Aberford	08:30	11:00	13:10	
Cartown		11:22		
Donville			13:47	
Highborough			14:01	
Southland	09:57			16:03

- 5 Draw a timetable of your school day.

- How many minutes do you spend at school?
- How many seconds do you have for your lunch break?
- Write your own questions for a partner to answer about your timetable.
- Work with a partner to create your timetable for the rest of the week.
Work out how many hours, minutes and days you spend on each subject.

1 $1.7 = 1.0 + \frac{7}{10}$

- 2 21 is the product of 3 and 7. What is the product of 8 and 7?

- 3 Put in order, starting with the smallest:
 $\frac{9}{10}$, 1, $\frac{3}{10}$

- 4 What is the product of 5 and 12?

- 5 The time is 11:42am. In how many minutes will it be 12 noon?

- 6 How many acute angles are here?



- 7 How many surfaces (faces) has a cuboid?



- 8 Which is the greatest?
0.1, $\frac{1}{2}$, 0.9, 1.0

- 9 $1.7 = \dots$ tenths

- 10 Round off 31 to the nearest ten.

- 11 What is the missing number?
60, 48, ..., 24

- 12 A digital clock shows 2:19. How many minutes is it to 3 o'clock?

- 13 Two tablespoons hold 3 dessertspoonfuls of water. A dessert spoon holds 2 teaspoonfuls of water.
How many teaspoonfuls of water will fill a tablespoon?

- 14 Is angle x in this parallelogram acute, a right angle or obtuse?



- 15 Put in order, starting with the smallest:
 $1\frac{1}{4}$, $\frac{9}{10}$, $1\frac{1}{2}$



CHAPTER 12

The Hand

The village of Kolina lay to the north of Posen. A sandy track led to it across the fields. This track was crowded with people, many of them children, for rumour had it that a large field kitchen had arrived in the village and that a relief organization was starting work.

It was partly the thought of food and rest that sent Ruth, Bronia, and Jan there, and partly the fact that everyone was going there and they were caught up in the stream. There was no point in loafing about in Posen, and Ruth was unwilling to press on to Switzerland without Edek.

As they drew near, they were greeted by sounds of hammering, by laughter and shouting. Wooden huts were springing up all round the green. A concrete mixer was at work laying foundations, and not far away

a Russian field kitchen was busy preparing food. A relief officer divided the people into groups as they arrived. The three children were taken into a field which was roped off from the huts and crowded with youngsters, most of them sitting quietly on the ground. 'We're getting dinner ready now,' they were told. 'It will be your turn soon.'

At the sound of a trumpet they were shepherded into a queue, which dragged its way slowly, silently and hungrily towards the kitchens.

As they approached, Ruth caught in her nostrils the warm, cheering smell of soup. She watched the nearest cook, busy with his ladle, the steam from the soup urn rising up to his merry face.

'The war's over, I tell you. Our Russian armies have met the Americans on the Elbe. Germany's done for,' he was saying. 'Wonderful news, isn't it? I don't know what's wrong with these children. You'd think it would cheer them up to hear that the war's over, but they don't seem to hear me. You, sonny – with the sick giraffe under your arm – oh, it's a cock, is it? Looks to me a bit trodden on – aren't you glad the bombs have stopped dropping?'

But Jan's mind was on the bowl he was clasping in both hands, lifting it up to be filled.

'Here's an extra dollop for the sick pal under your arm,' said the cook. 'Let's hope it'll make him sit up and crow. If not, give him to me and I'll turn him into soup. He's good for a couple of mouthfuls. Next, please.'

Someone slipped bread into Jan's hand, and he filed

on, sipping the soup as he shuffled on past the kitchens to find a corner to sit down.

'Hey, look where you're going!' a voice cried. Jan tripped. He fell, one hand still clutching the bowl, the other thrust out to break his fall, and Jimpy tumbling too. The bowl struck a stone and broke. The soup drained away into the dust. There were little lumps of meat and bread and vegetable lying about, still recognizable.

Up till now, the feeding had proceeded in silence. No one but the cooks and the helpers seemed to feel the need to speak.

Now, in a moment, all control vanished. The sight of the spilt food was too much for the orderly queue. They burst their ranks and sprang upon it, a rabble of wildly hungry children. Jan was the centre of a fighting scrum. Even Ruth had flung herself forward and, in spite of herself, was struggling with the rest. As she struggled she thought not of the food but of Bronia – what would happen to Bronia in a scrum like this?

The sudden onrush took the soldiers and workers by surprise. They did what they could to restore order. But it was as if a dam had burst, and all they could do was stand aside till the waters had subsided.

Jan, dirty and much bruised, was the last to pick himself up. Jimpy lay quite still, his neck broken. The boy was too dazed to grasp what had happened.

The broken bits of the bowl had been squashed into the ground. Of the spilt food there was no sign anywhere. Then a sparrow spotted a single breadcrumb

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and, dipping down swiftly, thieved it without anyone noticing.

Someone took Jan by the elbow and made him sit down, placing a fresh bowl of steaming soup in his hands.

Where was Bronia?

Mercifully, she had not been in the scrum at all. The cook, who had been in the act of serving her, had snatched her up and held her clear. It was as well that he had, for she was the smallest person there.

And Ruth?

Day	English	Maths	Science/Topic work
3	<i>We wonder where Edek has escaped to and whether he will be found.</i> <u>Task 1 – Reading and Understanding</u> You will find a copy of Chapter 13 underneath this day's instructions, entitled "Silver Sword – Chapter 13". 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 Edek and Jan</i> - <i>The folk stories that are being told on the train</i> <u>Task 2 - Answering Questions</u> - How do you feel about the end of Chapter 12? - Do you think Jan wanted Edek to be found? Give evidence in the text to support your answer. Why does Jan feel like this? - Different people on the train told folk tales to cheer people up. What was the difference between these stories and the story that Edek told? - How do you feel about the way Jan behaved towards Edek? - Do you think there will be trouble between Edek and Jan further on in the story? Explain.	Watch the video below and answer the questions as a warm up and remind yourself of some of the skills when answering questions around time. https://classroom.thenational.academy/lessons/solving-word-problems-with-time-6ct3gc?step=2&activity=video Using the skills what you have learnt in the previous days along with your prior knowledge of time learnt in year 5, complete the exam-based questions below.	<u>PSHCE – Hope</u> <i>In our text, hope is a big theme that runs through.</i> <u>Task 1 – Hope Assembly</u> Follow the below link to watch the assembly by the Archbishop of Canterbury about Hope : https://classroom.thenational.academy/assemblies/hope <i>Think in the context of The Silver Sword:</i> <i>Questions for thought:</i> <i>Does hope alone help us to reach what we need? Explain.</i> <i>What makes us hold on to hope?</i> <i>Would we regret things if we did not try?</i> <i>Is it worth holding on to hope, when we have done all that we can, and it seems like there is no hope?</i> <i>What happens when we have suffered trauma?</i> <i>Do you think we can recover from a troubled past?</i> <i>What alternatives are there when we have failed in hope?</i> <i>What helps us to seek alternatives and find some peace?</i>

Task 3 – Write a Folk Tale

A big focus of the chapter is how, to make the long journey seem shorter and to keep spirits high, different people on the train sang songs and told stories. A lot of the messages from these stories are of how people or animals were welcomed back to Poland or how they escaped miraculously from Nazi terror.

We would like you to imagine you are a passenger on that train, and write a folktale (traditional) story to tell everyone else on the train to keep their spirits up.

Folktales tell about many different parts of life. They may tell about joys and sorrows, animals and magic beings, and heroes and villains. They can be scary, funny, or exciting. Different types of folktales may entertain, teach a lesson, or try to explain things that people do not understand.

Here is a list of some of the things you should include:

- ***Talking animals***
- ***Characters' names that tell you about their personality eg. Big Bad Wolf, Nasty Notorious Nazis***
- ***Distinct and descriptive setting for the action eg. a forest, a train station,***
- ***A repeated phrase within the story***
- ***Lesson learnt from the story/ a moral***
- ***Happy ending for the main characters.***

Task 2

Design a poster that answers some of these key questions as advice or that if someone saw your poster, who was going through hard times, it would lighten their heart.

In March, Ken collects 2, 3 or 4 eggs each day from his hens.

In the first 20 days, Ken collects 57 eggs altogether.

There are 31 days in March.

What is the **greatest** number of eggs Ken can collect in March?

Show
your
method

eggs

2 marks

Write the missing numbers.

60 months =

years

72 hours =

days

84 days =

weeks

2 marks

Jack finished a sponsored run in 53 minutes 25 seconds.

Ally finished 3 minutes 50 seconds **after** Jack.

How long did Ally take?

min
sec

1 mark

Layla finished the run 8 minutes 45 seconds **before** Jack.

How long did Layla take?

min
sec

1 mark

Here is a rule for the time it takes to cook a chicken.

Cooking time = 20 minutes plus an extra
40 minutes for each kilogram

How many minutes will it take to cook a 3 kg chicken?

minutes

1 mark

What is the mass of a chicken that takes 100 minutes to cook?

kg

1 mark

William wants to travel to Paris by train.
He needs to arrive in Paris by 5:30 pm.
Circle the **latest time** that William can leave London.

Leaves London	Arrives Paris
12:01	15:22
12:25	15:56
13:31	16:53
14:01	17:26
14:31	17:53
15:31	18:53
16:01	19:20

1 mark

Here is the morning timetable for Chen's class this week.

Time	Mon	Tue	Wed	Thu	Fri
9:00 am – 10:30 am	Maths	English	Maths	English	Maths
10:30 am – 11:00 am	Break	Break	Break	Break	Break
11:00 am – 12:00 pm	English	Maths	Science	Maths	English

What is the **total** number of hours for **English** on this timetable?

hours

1 mark

A clock shows this time twice a day.



Tick the two digital clocks that show this time.

03:45

02:45

09:45

21:45

14:45

1 mark

Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?

minutes

1 mark

Mr Evans is at Fordham at 10:30

What is the **earliest** time he can reach Tremont on the bus?

1 mark

What is 444 minutes in hours and minutes?

hours

minutes

1 mark

Here is part of the morning bus timetable from Winton to Yansley.

Winton	9:35	9:55	10:15	10:35
Ingham	9:45	10:05	10:25	10:45
Carston	10:01	10:21	10:41	11:01
Dubley	10:23	10:43	11:03	11:23
Yansley	10:55	11:15	11:35	11:55

How many minutes does the bus take to get from Ingham to Dubley?

minutes

1 mark

Megan is in Carston.

She wants to be in Yansley before 11:30

What is the time of the latest bus she can take from Carston?

:

1 mark

One morning, the 10:35 bus from Winton gets to Carston 3 minutes early.

What time does it get to Carston?

:

1 mark

Amy did a survey of what time people get up on a Sunday morning.
This table shows her results for 150 people.

Time	number of people
before 7 am	13
7:00 am to 7:59 am	28
8:00 am to 8:59 am	59
9:00 am to 9:59 am	36
10 am and after	14

Look at the table.

How many people get up at 8 am or later?

1 mark

Amy says,

'Two-thirds of the 150 people in the survey get up before 9 am.'

Amy is correct.

Explain how you know.

Liam hires a bike.

He has to return it by 3 pm.

The time is 2:25 pm.

How many minutes has he got left?



minutes

1 mark

Amy hires a bike for 45 minutes.

She takes the bike out at 3:30 pm.

At what time must she return the bike?

pm

1 mark



CHAPTER 13

Frozen Journey

There was still something left of the railway station at Posen, and the track had been mended. Of course there was no such thing as a time-table, but some trains – though much delayed – were getting through to Berlin, 250 miles to the west.

In one of these trains Ruth, Edek, Jan and Bronia were travelling. It was crowded with refugees. They leaned from the windows, stood on the footboards, lay on the carriage roofs. Ruth's family was in one of the open trucks, which was cold but not quite so crowded.

'I don't like this truck,' said Bronia. 'It jolts too much.'

'Every jolt takes us nearer to Switzerland,' said Ruth. 'Think of it like that, and it's not so bad.'

'There's no room to stretch.'

word
'Rest your head against me and try and go to sleep. There, that's better.'

'It's a better truck than the other ones,' said Jan. 'It's got a stove in it. And we can scrape the coal dust off the floor. That's why I chose it. When it gets dark they'll light a fire and we shall keep warm.'

'The stove's right in the far corner. We shan't feel it from here,' said Bronia.

'Stop grumbling, Bronia,' said Ruth. 'We're lucky to be here at all. Hundreds of people were left behind at Posen – they may have to wait for weeks.'

'Edek was lucky to come at all,' said Jan. 'The doctor wanted to send him back to the Warthe camp, didn't he?'

'He said you wanted fattening up, as if you were a goose being fattened for Christmas,' laughed Bronia.

'The doctor wouldn't have let him come at all, if I hadn't argued with him,' said Jan.

'They wanted to keep us all, didn't they, Ruth?' said Bronia.

'It was because they wanted to look after us,' said Ruth. And she thought with satisfaction how they had stuck to their point and persuaded the authorities to let them go. She smiled as she remembered the conversation she had overheard afterwards between the doctor and Mrs Borowicz, the welfare officer. 'Those children insist on going to Switzerland – it's their promised land – and we've no power to detain them,' Mrs Borowicz had said. And when the doctor had remarked that Edek was too ill and would die on the way, she had disagreed.

'He believes his father's at the other end, waiting. Highly unlikely, of course, but there's a sort of fierce resolution about the boy – about all of them – which saves them from despair, and it's better than any medicine we can give him. Dope and drugs can't equal that. We must let them go.'

Ruth looked at her brother. Bunched up against the side of the truck, he was staring out at the fields as they swept by. It was over two and a half years since she had last seen him. He was sixteen now, but did not look two and a half years older. So different from the Edek she remembered. His cheeks were pinched and hollow, his eyes as unnaturally bright as Jan's had once been, and he kept coughing. He looked as if he could go on lying there for ever, without stirring. Yet at the Warthe camp they had described him as wild.

She looked at Jan. She was surprised how helpful and good-tempered he had been since Jimpy's death in the scrum by the field kitchen. He had kept his sorrow to himself and not once referred to Jimpy since. Ruth could see that he was not entirely at ease with Edek yet. Did he resent his presence? There might be trouble here, for Edek must to some extent usurp the position that Jan had held, and Jan had a jealous nature.

She looked at Bronia. The child was asleep, her head in Ruth's lap, a smile on her face. Was she dreaming about the fairy-story that Ruth had been telling her, the one about the Princess of the Brazen Mountains? Perhaps in her dream Bronia was the Princess, flying through the sky on her grey-blue wings. Then the

Prince, who had searched for her seven long years, would be flying beside her, leading her to his mountain kingdom where they would live happily ever after. Fairy-stories always ended like that, and Ruth was happy to think that Bronia was still young enough to believe that it was the same in real life.

Ruth sighed. She leaned back, her head against the side of the truck, and dozed.

And the train, with its long stream of trucks and carriages all crammed to bursting-point with refugees, rattled and jolted on towards Berlin.

In the evening the train stopped and was shunted into a siding. Everyone got out to stretch his legs, but no one went far away in case it started again. As the night came on and it grew colder, they drifted back to their carriages and trucks. Coal dust was scraped from the floorboards and wood collected from outside, and the fire in Ruth's truck kindled. The refugees crowded round, stretching out their hands to the warmth.

It was the hour of the singer and the story-teller. While they all shared what little food they had, a young man sang and his wife accompanied him on the guitar. He sang of the storks that every spring fly back from Egypt to Poland's countryside, and of the villagers that welcome them by placing cart-wheels on the treetops and the chimney stacks for the storks to build their nests on. A printer from Cracow told the tale of Krakus who killed the dragon, and of Krakus's daughter who refused to marry a German prince. Others, laughing and

making light of their experiences, told of miraculous escapes from the Nazis.

'I had a free ride on the roof of a Nazi lorry,' said one. 'It was eighty miles before I was seen. A sniper spotted me from the top of a railway bridge, but he couldn't shoot straight and I slid off into the bushes. The driver was so unnerved at the shooting that he drove slap into the bridge, and that was the end of him.'

Another told of a long journey on the roof of a train.

'I can beat that for a yarn,' said Edek.

Everyone turned round to look at the boy slumped down at the back of the truck. It was the first time he had spoken.

'I'll tell you if you'll give me a peep at the fire,' he said. 'And my sisters, too. And Jan. We're freezing out here.'

Ungrudgingly they made a way for the family – the only children in the truck – to squeeze through to the stove. Ruth carried Bronia, who did not wake, and she snuggled down beside it. Jan sat on the other side, with his chin on his knees and his arms clasping them. Edek stood up, with his back to the side of the truck. When someone opened the stove to throw in a log, a shower of sparks leapt up, and for a few moments the flames lit up his pale features.

'I was caught smuggling cheese into Warsaw, and they sent me back to Germany to slave on the land,' he said. 'The farm was near Guben and the slaves came from all parts of Europe, women mostly and boys of my age. In winter we cut peat to manure the soil. We were at it all day from dawn to dark. In spring we did the sowing –

cabbage crop, mostly. At harvest time we packed the plump white cabbage heads in crates and sent them into town. We lived on the outer leaves – they tasted bitter. I tried to run away, but they always fetched me back. Last winter, when the war turned against the Nazis and the muddles began, I succeeded. I hid under a train, under a cattle wagon, and lay on top of the axle with my arms and legs stretched out.'

'When the train started, you fell off,' said Jan.

'Afterwards I sometimes wished I had,' said Edek, 'that is, until I found Ruth and Bronia again. Somehow I managed to cling on and I got a free ride back to Poland.'

Jan laughed scornfully. 'Why don't you travel that way here? It would leave the rest of us more room.'

'I could never do that again,' said Edek.

'No,' said Jan, and he looked with contempt at Edek's thin arms and bony wrists. 'You're making it all up. There's no room to lie under a truck. Nothing to hold on to.'

Edek seized him by the ear and pulled him to his feet. 'Have you ever looked under a truck?' he said, and he described the underside in such convincing detail that nobody but Jan would have questioned his accuracy. The boys were coming to blows, when the printer pulled Jan to the floor and there were cries of, 'Let him get on with his story!'

'You would have been shaken off,' Jan shouted above the din, 'like a rotten plum!'

'That's what anyone would expect,' Edek shouted

back. 'But if you'll shut up and listen, I'll tell you why I wasn't.' When the noise had died down, he went on. 'Lying on my stomach, I found the view rather monotonous. It made me dizzy too. I had to shut my eyes. And the bumping! Compared with that, the boards of this truck are like a feather bed. Then the train ran through a puddle. More than a puddle – it must have been a flood, for I was splashed and soaked right through. But that water saved me. After that I couldn't let go, even if I'd wanted to.'

'Why not?' said Jan, impressed.

'The water froze on me. It made an icicle of me. When at last the train drew into a station, I was encased in ice from head to foot. I could hear Polish voices on the platform. I knew we must have crossed the frontier. My voice was the only part of me that wasn't frozen, so I shouted. The station-master came and chopped me down with an axe. He wrapped me in blankets and carried me to the boiler-house to thaw out. Took me hours to thaw out.'

'You don't look properly thawed out yet,' said the printer, and he threw him a crust of bread.

Other voices joined in. 'Give him a blanket.' 'A tall story, but he's earned a bed by the stove.' 'Another story, somebody! One to make us forget.' 'Put some romance in it.'

The stories petered out after a while. When all was quiet, and the refugees, packed like sardines on the floor of the truck, lay sleeping under the cold stars, Ruth whispered to Edek, 'Was it really true?'

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'Yes, it was true,' said Edek.

'Nothing like that must ever happen to you again,' said Ruth.

She reached for his hand – it was cold, although he was close to the stove – and she clasped it tight, as if she meant never to let go of it again.

Day	English	Maths	Science/Topic work
4	<i>We await to discover what will be in store for the children as the train approaches Berlin.</i> <u>Task 1 – Reading and Understanding</u> You will find a copy of Chapters 14 and 15 underneath this day's instructions, entitled "Silver Sword – Chapters 14 and 15". 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 chapters link together</i> - <i>What the British Officer is like</i> - <i>Jan's surprising behaviour</i> <u>Task 2 – Answering Questions</u> - Why was a British Officer in Berlin? - How did the officer feel towards the children? Give evidence from the text. - What do you now know about Jan and how do you feel about that as a reader? <u>Task 3 – Making notes and Drawing Conclusions.</u> Using Chapters 14 and 15, write notes (interesting vocabulary or phrases) that stand out for you as a reader and what that shows us. These could be about places, feelings, behaviours and actions. Below are some examples. You can set it out as follows:	Under this grid you will find your Thursday reasoning test. Once you have finished email me your answers and I will check them through and email back the ones you need to try again.	<u>RE: Sikh Culture and Community</u> <i>Some Sikh men and women decide to become members of the Sikh community called the Khalsa which was founded by Guru Gobind Singh in 1699. There is a special ceremony and the Khalsa follow 5 rules called the 5Ks.</i> <u>Task 1 – Story of Guru Gobind Singh</u> Follow the below link and scroll down to the shadow puppet story of Guru Gobind Singh: https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaishakhi What is the message of this story? <u>Task 2 – The Vaisakhi Festival</u> <i>Vaisakhi is the most important Sikh festival that celebrates the founding of the Khalsa and belonging to the Sikh community.</i> Follow the below link and watch "Preparing for Vaisakhi" and "Celebrating Vaisakhi": https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-vaishakhi <u>Questions</u> How is there a sense of community portrayed? Can you identify the 5Ks of belonging to the Sikh community.

1. Write these numbers in order, starting with the **lowest**.

10 -3 -11 4 -5

--	--	--	--	--

lowest

1 mark

2. Write in the missing numbers.

One has been done for you.

rounded to the nearest
whole number is
→

7.02

→

7

3.54

→

6.45

→

1 mark

3. Mia can catch different buses to get to school.

The table shows Mia's journey times from leaving home to arriving at school, for each bus.

Bus number	Leave home	Arrive at school
10	8:26	8:51
12	8:10	8:43
53	7:55	8:30
63	8:18	8:31
99	8:21	8:45

How long is Mia's journey if she catches the number 53 bus?

minutes

1 mark

4. Write what the missing numbers could be.

	×		=	180
--	---	--	---	-----

1 mark

5. Miss Smith had 150 reward stickers at the start of the year.

She gave 8 children 7 stickers each.

She gave 12 children 6 stickers each.

How many stickers are left?

Show your method

stickers

2 marks

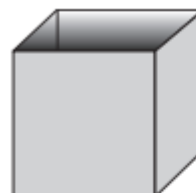
6. Mount Everest is the highest mountain in the world.
It measures **twenty-nine thousand and twenty-nine** feet.

Write its height in figures.

feet

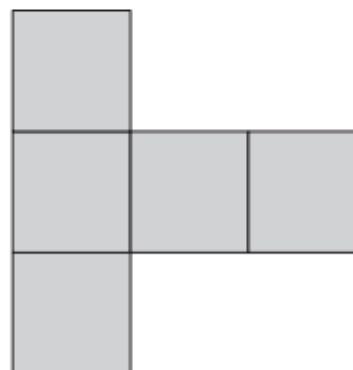
1 mark

7. Here is an **open top** cube.



Here is the net from which it is made.

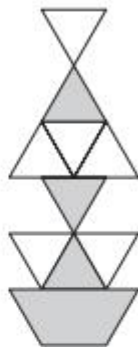
Put a tick (✓) on the square which is its **base**.



1 mark

8. Look at each picture.

Tick (✓) **all** the pictures that have exactly $\frac{1}{2}$ shaded.



2 marks

10. Circle the **two** divisions which have an answer of 4 remainder 3

$13 \div 3$

$23 \div 5$

$22 \div 6$

$31 \div 7$

1 mark

11. A juice bottle holds $\frac{3}{4}$ litre when it is full.

How many **millilitres** is this?

Tick **one**.

7.5

☐

75

☐

750

☐

7,500

☐

75,000

☐

1 mark

9. A shelf holds 15 books.

Jason has 56 books.

How many shelves does he need to hold **all** his books?

1 mark

Holly has 7 shelves **full** of books.

How many books does she have altogether?

1 mark

12. Mia and Holly both buy 24 bags of crisps.

Mia buys 4 packs of 6 bags.



Holly buys 2 packs of 12 bags.



Holly says to Mia, *"You paid 60p more than me."*

Is Holly correct?

Circle **Yes** or **No**.

Yes / No

Explain how you know.



1 mark

13. Jason lives **1.2 km** from school.

Mia lives **350 m** from school.

How much closer to school is Mia than Jason?

1 mark

14. Tick (✓) **all** of the cards that show **more** than a half.

$$\frac{5}{8}$$

60%

0.49

45%

0.6

1 mark



CHAPTER 14

City of the Lost

It was the end of May when the train reached Berlin – after nine days of stopping and starting, of lying up in sidings, of crawling along the battered track.

The station was a shambles, but everyone was glad to escape from their cramped quarters. They swarmed out of the trucks and over the lines, some of them disappearing at once into the dusty ruins of Berlin. Most of them hung about or sat down on their luggage – hundreds of tired and disconsolate men, women, and children – in the hope that they would be given food or told where to go. A few UNRRA workers appeared, shouting orders in broken German, trying to make them stand in a queue. Carts piled with bread pushed their way through the mob, and there was some ladling of milk out of vats for the mothers and babies. But this was

the second refugee train that had come in that day, and there was not enough food to go round.

Hungry and unfed, the family were directed to a transit camp not far away. They left the station shouting and laughing, for their spirits were high. Only a few weeks ago they were in Warsaw, ten days ago Edek had not been found – and now they were all together and had covered a third of the way to Switzerland.

They did not seem to notice that everything round them had been destroyed, that buildings that had stood for generations had been wiped out. Perhaps it was because they were too used to it – Warsaw looked no different. Perhaps it was because the sun was shining, the birds were singing, and Switzerland was just round the corner.

'Nobody's going hungry,' said Jan, and from the mischievous grin on his face Ruth knew that he was about to show them he had not lost his gift for sleight of hand. Out of his shirt popped a long cigar-shaped loaf of bread.

They all sprang to catch it, but Jan held it high above his head and ran across the road.

There was a blaring of horn, a screeching of brakes, and a jeep grazed his pants. A voice shouted some insult at him in a language he did not understand.

Turning, Jan looked up into the moustache of a British officer. He made a long nose at it and in a leisurely manner finished his crossing of the street.

The officer pretended not to notice and waved his driver on.

Each party promptly dismissed the matter from his mind. But they were to meet again soon – and in the oddest of circumstances.

Meanwhile all interest was focused upon the loaf. The four sat down in the rubble to make short work of it.

'I bet it cost you a pretty penny,' said Edek, sarcastically.

'I *borrowed* it when the cart came round,' said Jan.

'In Germany we call that *organizing*,' said Edek.

There was more food for them at the transit camp, a disused cinema whose floor appeared to contain the entire population of Berlin. After four helpings of soup each, they were given blankets and straw-filled mattresses and ushered into a dark corner of the hall. Here a seedy-looking flag and a scribbled notice on the wall indicated that they were in 'Poland'. The electricity was not working, and the only light came from the hurricane lamps suspended from the balcony above.

As far as they could see, the whole floor was carpeted with mattresses. They threw down theirs where they stood – in the no-man's-land between 'Poland' and 'Yugoslavia'.

This was to be their home while they were in Berlin. It was warm and dry and comfortable, and they were delighted – especially Bronia, who loved to hear Polish voices, as they made it feel like home. Next to her she found a child of her own age, whose mother was as good as Ruth at telling stories and knew many folk-tales that Bronia had never heard.

In spite of the crowded conditions, all was quiet and

orderly in the hall. Except at meal times, when they went up on to the balcony, people were content to lie about on their mattresses, smoking, reading, talking, playing cards. The night was so quiet that Edek felt ashamed of his coughing and tried to smother it in his blanket for fear of waking the sleepers.

Then, in the early morning, when the first wakers were stirring, came an unexpected moment of panic.

Someone shrieked near the entrance. People sat up, heaved off their blankets, stood up, craned their necks to see what was happening. There was a general movement towards the entrance, stifled almost at once by another in the opposite direction. A wave of bodies rolled inwards, and for a minute or two it looked as if there was going to be a stampede. Then, as abruptly as it had begun, the noise died down, and all was quiet again.

'What was it all about?' said Bronia.

'Here's somebody who can tell us,' said Ruth, as an excited new arrival, jumping from mattress to mattress, landed three jumps away.

'A chimpanzee – escaped from the zoo!' the new arrival announced breathlessly.

Jan was instantly alert. 'That's nothing to be afraid of,' he said. 'I wish he'd come over here.'

'Thank the Lord the brute's taken itself off,' said the man.

'Oh,' said Jan. If he had been told that Switzerland had been flattened in an earthquake, he could not have been more disappointed.

'Those Greeks threw their boots at it, and a couple

of hurricane lamps as well. They've got some sense.'

'Stupid,' said Jan. 'The chimpanzee will copy them and someone will get hurt.'

He was ready to continue the argument, but the Pole on the mattress opposite was reading out (or rather, translating) from a German news-sheet an article that demanded all his attention.

'Chimpanzee escapes from zoo,' he translated. 'At large since Monday evening. Bistro the chimpanzee, who for some years has delighted visitors to the Tiergarten with his amusing antics, escaped from his cage on Monday night. He was seen to board a tram in the Adolf Hitler Strasse, where he bit one of the terrified passengers before alighting at the next stop. Police gave chase, but the animal climbed a derelict building and, from a dangerous perch high above the street, proceeded to throw bricks at anyone who approached. He was still there when darkness fell. A watch was kept on the building all night. But the animal must have given them the slip, for he was not there in the morning. There have been several reports of him since, many of them contradictory.'

The reader looked up from the news-sheet and saw with some surprise that all Poland was standing on his mattress. Flattered, he continued, 'Bistro was one of the few animals to escape unhurt from the bombing of the Tiergarten. A highly intelligent and usually docile animal, with a passion for cigarettes, he appears to have been much shaken by the months of bombing the city has endured. His keeper reports that he has been

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difficult to handle because of his melancholy and sometimes violent moods. Anyone who sees him is advised to do nothing to anger him, and to report at once to the police.'

The crowd dispersed and the news-sheet passed from hand to hand. Soon, somewhat the worse for wear, it disappeared into Yugoslavia.

'It's a good thing Bistro took himself off,' said Ruth, who had returned to her mattress.

'Jan would have saved us if he hasn't,' said Bronia.

'Where is Jan?' said Edek.

Jan's mattress was uninhabited. They looked for him, but he had vanished.



CHAPTER 15

Jan Finds a New Pal

Later that week, in the sitting-room of a Berlin house which had been commandeered for him, a British officer was writing home to his wife. It was the officer whose jeep had so nearly knocked Jan over outside the station.

'Dearest Jane,' he wrote. 'My unit's been in Berlin a week now – we're here to meet the Russians. You never saw such a place. Other cities were badly blitzed, but not on this scale. I've seen pictures of it as it used to be – one of the world's great capitals. Now it's more like a moon landscape, craters everywhere, mountains of rubble. The Reichstag and the Kaiser's Palace are roofless, Unter den Linden piled with wreckage. And the queerest things keep happening. How's this for one? – I've been attacked

by a chimpanzee. Don't worry – I'm quite OK, not hurt at all.

'On Wednesday I was sitting in the jeep with my driver, studying a map. I had a cigarette in my mouth and was about to light it, when a hand slid over my shoulder, clapped on my lips and tweaked the cigarette out. I looked round and saw a chimpanzee jumping up and down on the back seat, with the cigarette in his mouth. You never saw such a revolting creature – huge arms, hairy chest as broad as mine, deep-set evil eyes, and the face of a heavy-weight boxer. He could have knocked the pair of us into the middle of next month but we didn't stay to let him. We streaked out of the door and left him to his dancing.

'Quite a crowd was gathering – they kept their distance, of course – and I heard someone say the chimp was called Bistro, and he'd escaped from the zoo, or what was left of it after the bombing. He had a chain round his neck, and it kept clanking against the tail-board as he jumped. He seemed to be in a rage because he hadn't any matches – or because he'd swallowed the cigarette and it was making his belly ache. When he was tired of jumping, he sat down in the driver's seat and started fiddling with the controls.

'That put the wind up me. There was a goodish slope on the street, and fifty yards ahead a bomb crater big enough to swallow a church – and cordoned off with only a bit of rope and a plank or two. If the jeep took a header down there, I should be answerable.

"Come on, Jim," I said to my driver. "We'll have to

do something about this." But my knees were like jelly, and I think Jim's were too.

'Then the strangest thing happened. A boy stepped out of the crowd, one of the thousands of urchins that abound in the ruins here – about eleven or twelve years old, I should say, but you can never tell with these kids, they're so undernourished.

'I shouted to him in German to come back, but he didn't understand. He was a Pole and his name was Jan, though I didn't know that till afterwards. But I recognized him as a boy we'd nearly run down in the street the day before.

'He walked right on, quite unafraid, and when he was alongside the jeep he said in a gentle voice, "Hello, Bistro."

'The chimp gave him a dirty look, but Jan only grinned. He fished something out of a small wooden box he was carrying, and it made the chimp curious. It was a cigarette and matches. He handed over the cigarette. Then the matches.

"OOOO, Warro . . . umph," said Bistro, and he lit up at once, and flung away the matches. He sat back in the driver's seat, inhaling, puffing out clouds of smoke from his nose, and all the while keeping his eyes fixed on Jan. Quite suddenly Bistro stood up and held out a soft pink-palmed hand for the boy to shake. Then he climbed over on to the back seat and lay down, his legs crossed, and puffed away.

'It may have been my imagination, but I swear that the jeep began to move. Like a fool, I tiptoed up behind

and called out in my best German, "Sonny, put the brake on – she's beginning to shift." He didn't understand. I pantomimed the action.

'But Bistro didn't like me. He sat up and screamed. Then he opened the tool-box, which Jim had been far-sighted enough to leave on the floor, and flung the wheel brace at me. It made him mad to see me duck, so he generously made me a present of the whole tool-box plus contents in one almighty fling. It hit the pavement, scattering the crowd. Out of the corner of my eye I saw him leap over the back and shoot after me.

'I don't know what happened next. I ran like hell, and it was all rubble and dust and scramble up here and slide down there. I ran behind a wall, panting. Then I realized I wasn't being followed any more, and I heard the boy's shrill voice, scolding.

'I peeped out, down the street.

'The boy had got a stick from somewhere and was standing with it raised above his head. Bistro lay in the dust at his feet, his face and head covered with his long arms, whimpering. I don't know whether the boy had struck him or not. I expect not, for I guess it would have been about as effective as trying to knock down Nelson's column with a fly-swatter. But there was no doubt about the scolding he gave. When it was all over, Bistro sat up cautiously and started to pick a few fleas out of his chest and eat them. He offered one to Jan as a peace offering.

'Then Bistro did something to Jan that would have killed me dead of fright if I'd been in his place. He took the boy's hand in his, lifted it to his mouth, and bit his

finger. Jan stood as still as a rock. Some sixth sense which most people don't possess must have whispered to him what the chimp was up to. It wasn't a real bite, only a nip and a token of friendship between the two. So the keeper explained afterwards. When Bistro gave his hand to the boy in return, Jan knew what to do. He gave it a friendly nip with his teeth.

'Next thing I knew, Jan was leading him down the street by the chain. Only Bistro didn't wear it like a prisoner's chain, but with pride and glory, as if it were a chain of office.

'That's not quite the end of the story. Jim had fixed up the jeep and braked it properly. Now he was picking up the scattered tools, and I saw he had the boy's wooden box, too. I strolled over to help him – or rather, to direct operations, as it doesn't do for an officer to go down on his hands and knees. I felt a fool in front of all those people. I knew they were laughing at me.

'Then I saw a small silver sword – sort of paper-knife – lying in the dust. It hardly looked worth bothering about, but I got Jim to pick it up.

'Two keepers had arrived by now and were leading Bistro away. We found Jan, and Jim handed him his wooden box. Seeing the lid was loose, the boy checked through the contents in great agitation, then burst into tears. I tried to ask him what was the matter – then I remembered the silver sword and, showing it to him, asked him if he'd lost it. The cloudburst ended abruptly and out came the sun again. He seized it greedily, wrapped it up and popped it into the box amongst the

other treasures. It didn't seem to me worth all the fuss he made, but evidently he attached some importance to it.

'I invited Jan round to my lodgings for dinner – he looked as if he hadn't had a square meal since he was born – and he turned up promptly with three other Polish children as skinny as himself. Luckily Frau Schmidt's larder with its army rations was equal to the occasion. One of them, a sixteen-year-old lad named Edek, with a cough like a deep-sea foghorn, spoke some German, so I learnt all about them.

'They're on their way to Switzerland to find their parents – started from Warsaw last month – and they don't mind footing it all the way if they have to. Jan doesn't really belong at all. Ruth, the eldest (about seventeen), picked him up on a slag-heap half dead and adopted him. She's a remarkable girl, quiet and self-assured, with the most striking eyes – they have a deep serenity, a sense of purpose and moral authority quite unmistakable. No wonder they look up to her as a mother, and a leader, too.

'Edek is brave and intelligent and looks as if he had suffered a lot – he spent nearly two years slaving for the Nazis. You can see it in his face – a kid's face oughtn't to be creased and pinched like his. I wonder if he'll hold out. Switzerland's a long way.

'The one that took my fancy most was Bronia, the youngest. Blue eyes, very fair hair, she seemed to live in a dream world – like our own Jenny, as I remember her on my last leave. I didn't understand a word Bronia said, and she didn't understand a word I said, but we got on

fine together. If they don't find what they're looking for in Switzerland – and I'm afraid it may be only a mirage – I was wondering if perhaps we . . . But it's no use thinking that way. I'm sure Ruth wouldn't part with the child, and quite right, too.

'I scrounged some clothes and army rations for them, and they left in the afternoon, singing at the top of their voices. It went right to my heart. Tomorrow they start on the next stage of their long journey. 750 miles . . .

'That's all, dear. More next week.

'My love to you, and a special hug for Jenny.

MARK

'P.S. Frau Schmidt had the cheek to wake me up in the night to tell me some of her silver was missing, and she accused those Polish children. I couldn't have cared less. They could have walked off with half the house for all I minded. Really, these Germans! They spend five years looting Europe and then come crying to you in the middle of the night because someone's pinched a jam spoon.

'We found the missing silver in the letter-box next morning. I bet my bottom dollar it was Jan who pinched it – you never saw such a mischievous face – and Ruth who made him take it back. She's got as firm a hold over that family as Jan had over the chimp.'

Day	English	Maths	Science/Topic work
5	<u>Free-write Creative Writing</u> Use the image below, also underneath this day's instructions entitled: "Free-write image" to write a creative piece. This was it: the moment he had been training for his entire life. Time seemed to freeze, giving a chance for all those soul-searching questions to bubble to the surface... Would he land the jump? Would he injure himself? Would this be the last jump he ever attempted? Adrenaline rushed through his veins. His heart pounded painfully inside his chest. He was split-seconds away from glory...or disaster... Can you continue the story of the snowboarder? You could write a diary entry for the snowboarder, describing his descent from the top to the bottom of the mountain. You could write a set of instructions about how to snowboard down a mountain, or you could even do further research and write a report about snowboarding. Remember to use: - descriptive language, - language features - an interesting hook/opener - different punctuation/advanced punctuation - varying your sentences in length orally rehearse and also proof read	Under this grid you will find your Friday arithmetic test. Once you have finished email me your answers and I will check them through and email back the ones you need to try again.	PE: Get Fit with Joe https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ Choose a video from the above link and enjoy! <u>Spanish</u> Follow the below link and study along with the online teacher: https://classroom.thenational.academy/lessons/naming-an-object-and-saying-where-it-is-61h6ac?activity=video&step=2&view=1

1	$13 - 17 =$		☐ 1 mark
2	$\begin{array}{r} 804,456 \\ + 298,792 \\ \hline \end{array}$		☐ 1 mark
3	$601,600 - 1,000 - 1,000 =$		☐ 1 mark
4	$801,821 - 16,927 =$		☐ 1 mark
5	$\begin{array}{r} 1,993 \\ \times \quad 6 \\ \hline \end{array}$		☐ 1 mark
6	$300,001 - ? = 200,002$		☐ 1 mark
7	$8,954 + 6 =$		☐ 1 mark
8	$360 - 50 \times 7 =$		☐ 1 mark

9	$300 \times 70 =$		☐ 1 mark
10	$36,000 \div 9 =$		☐ 1 mark
11	$10,000 - 30 =$		☐ 1 mark
12	$9^2 + 8^2 - 3^3 =$		☐ 1 mark
13	$120 \times 400 =$		☐ 1 mark
14	$15,000 \div 500 =$		☐ 1 mark
15	$3,600 \div 9 + 40 =$		☐ 1 mark
16	$\begin{array}{r} 8.079 \\ \times \quad 6 \\ \hline \end{array}$		☐ 1 mark

17	$560,000 + 450,000 =$		 1 mark
18	$9.3 + 100 =$		 1 mark
19	$4,560.05 \times 1000 =$		 1 mark
20	$291.6 + 1.994 =$		 1 mark
21	$460.405 - 9.5 =$		 1 mark
22	$2 + 7 \times 7 - 10 =$		 1 mark
23	$\begin{array}{r} 568 \\ \times 92 \\ \hline \end{array}$		 2 marks
24	$\frac{2}{3} - \frac{5}{12} =$		 1 mark

25	$\frac{2}{5} + 2 =$		 1 mark
26	$0.1 = \frac{?}{50}$		 1 mark
27	$0.04 \times 12 =$		 1 mark
28	$\begin{array}{r} 1782 \\ \times 68 \\ \hline \end{array}$		 2 marks
29	$37.2 + 6 =$		 1 mark
30	$96\% = \frac{?}{25}$		 1 mark
31	$55\% \text{ of } 46 =$		 1 mark
32	$44 \overline{)5715} =$		 2 marks

33	$\frac{2}{5} + \frac{5}{9} =$		 1 mark
34	$\frac{3}{4} \times \frac{6}{7} =$		 1 mark
35	$3\frac{1}{2} + 1\frac{7}{9} =$		 1 mark
36	$\frac{4}{5} \times 8 =$		 1 mark
37	$2\frac{4}{7} \times 3 =$		 1 mark

Friday: Free –write Image



This was it: the moment he had been training for his entire life.

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Would he land the jump? Would he injure himself? Would this be the last jump he ever attempted?

Adrenaline rushed through his veins. His heart pounded painfully inside his chest.

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Can you continue the story of the snowboarder?

You could write a diary entry for the snowboarder, describing his descent from the top to the bottom of the mountain.

You could write a set of instructions about how to snowboard down a mountain, or you could even do further research and write a report about snowboarding.