

Gordon Primary School

Remote Learning Grid WB: 01.02.21

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
Look at the words and try to spell them correctly. Remember to write a sentence and the meaning for each of the words. <i>wrapper</i> <i>rejoice</i> <i>thatch</i> <i>ointment</i> <i>knuckle</i> <i>appointment</i> <i>shredder</i> <i>chimneys</i> <i>cowboys</i> <i>donkeys</i> <i>journeys</i> <i>dictionaries</i> <i>curves</i>	Your maths focus this week is on Angles. Here are some top tips to remember when approaching questions about angles: Angles on a straight line add up to 180 degrees. Angles in a full turn equal 360 degrees. Adjacent (next to angles) are always equal. Opposite angles are always equal. When looking at a pie chart, look out for what is familiar. For example a quarter or half fractions that are shaded in.	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 Hypoguem, 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>

Day	English	Maths	Science/Topic work
1	You have come to a sound understanding with our key text: <i>The Silver Sword</i> that <i>Joseph was determined to escape</i>. And as you will recall: “<i>Very carefully he laid his plans</i>”. <u>Question for thought</u> - What idea did Joseph think of that would help him succeed in an escape plan?   <u>Task 1 - Reading and Understanding</u> Look at the pictures in Appendix 1A. Using the extract of the text in Appendix 1B, find evidence from the text that explains the action going on in each picture.	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/find-the-value-of-missing-angles-6cr3je?step=1&activity=video You will find your task directly below day 1	<u>History: Creation of a WW2 Timeline</u> <u>Task1</u> Use the websites and the video link below to create a timeline of the events of WW2. Please begin from 1939 and end at 1945 http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml https://www.historyforkids.net/world-war-two-timeline.html https://www.youtube.com/watch?v=AahKfJEjxA <u>Task 2</u> Answer the following questions: - Who were the Allied and the Axis powers? - Why did certain countries support Germany? - In your opinion, do you think war could have been avoided? Explain.

Task 2 - Identifying key vocabulary that progresses the text forward

Now that you have visualized Joseph's escape route, we would like you to locate evidence that ***shows Joseph making progress*** in his escape plan. Please use the extract of the text in **Appendix 1B** starting from: ***"On the evening of the third day..." to "....without looking behind him, he walked on".***

Construct a table as follows so you can fill out the progressive evidence. **I have included an example** of what I mean by progressive evidence so use that to start yourself off.

<u>Key Action</u>	<u>Progressive Evidence</u>
Making of the catapult	<i>"His eyes were fixed on the flap of the door"</i> <i>"Tensely Joseph waited."</i> <i>"Joseph drew back the elastic."</i>
Making the hook and line	
Removing the guard's uniform	
Marching out of the camp	

Task 3 – Dramatizing the Escape Route

Your notes above and the pictures in **Appendix 1A** should be useful for this part of your learning. With a family member or an older sibling, please dramatize the escape route that Joseph used.

Ensure that ***you take on the role of Joseph*** so that you can feel what it was like for him as he moved through these action points in the story.

If you are able to, you could use props such as a piece of cloth, a spoon, and a plastic plate perhaps. You can also switch roles with different members of your family so that they can take on Joseph's role too. This will help you with tomorrow's task because sharing different points of view will help in your all round understanding.

Task 4 - Reflecting

- Explain what you think it was like for Joseph going through this escape plan?
- If you were in his shoes, would you have had the courage to do this? Explain.

Monday Maths

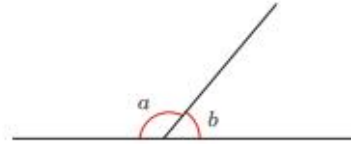
- 1 Two angles, a and b , are adjacent on a straight line.

a) Measure angles a and b .

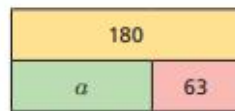
b) What is the total of the two angles?

c) Complete the sentence.

Adjacent angles on a straight line _____



- 2 a) Complete the fact family for the bar model.



$$a + 63 = \square$$

$$180 - \square = a$$

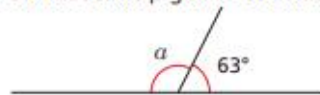
$$63 + \square = \square$$

$$180 - a = \square$$

b) Which calculation in part a) helps you work out the value of a ?

c) Work out the value of a .

d) How does the bar model help you to calculate angle a ?

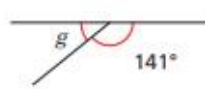


- 3 Work out the unknown angles.

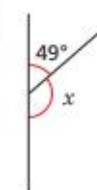
a)



b)



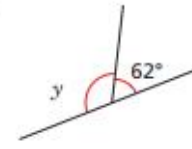
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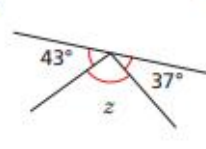
d)



e)



f)



- 4 Dora is facing in the direction shown by the arrow.

She does a full turn clockwise.

a) Show Dora's turn.

b) How many degrees did Dora turn through?

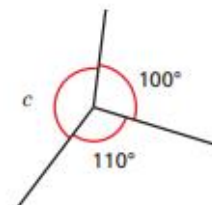
c) Use your answer to part b) to help you complete the sentence.

Angles around a point _____

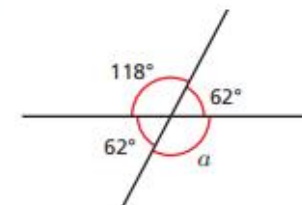


- 5 Work out the unknown angles.

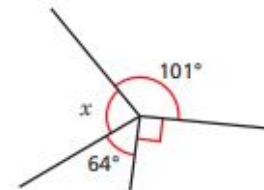
a)



c)



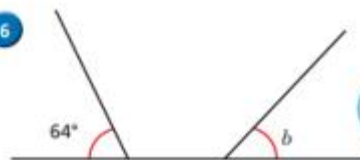
b)



d)



6



Angle b is 116° because angles on a straight line add up to 180° .

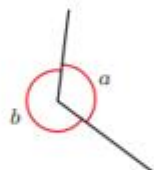


Do you agree with Tommy?
Explain your answer.

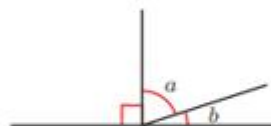
7

Use the information to work out the unknown angles.

a) Angle a is half the size of angle b .

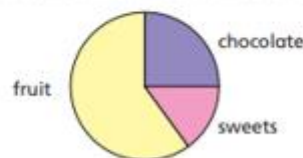


b) Angle a is four times the size of angle b .



8

The pie chart shows some children's favourite snacks.



A quarter of the children said chocolate was their favourite snack.
Five times as many children voted for fruit as voted for sweets.
Work out the size of the angle for each sector in the pie chart.

1 Write 3:15pm as on a 24-hour clock.

2 William got 150 out of 200. What percentage of the total marks was that?

3 What number is halfway between -4 and $+6$?

4 3^3 is a prime factor of 63. What is the other prime factor?

5 The average age of three youths is 17. One youth is 19; another is 13. What age is the third youth?

6 What is the size of angle p in this triangle?



7 What is the smallest number which can be divided evenly by 500, 600 or 1000?

8 What is the next number? 1, 4, 9, 16, 25, _____

9 $23 \overline{) 2098}$

10 $6^4 =$ _____

11 Write 23:08 using am or pm.

12 What fraction of an hour is 20 minutes? Write it in its lowest terms.

13 The average age of four women is 25. If the average age of three of them is 24, what is the age of the other woman?

14 What is the size of angle q ?



15 What is the highest common factor (h.c.f.) of 13, 39 and 78?



2

Preparing for Joseph's Internal Monologue

From the extract of the text that you are working with, we are very aware of the action that was taking place but, ask yourself:

"Do we know Joseph's internal dialogue when he performed his escape route?"

This is called Joseph's internal monologue. It requires inferencing from you in order to prepare to write an effective piece, and we can imagine.

Through all that action and what he experienced, Joseph spoke to himself as he was going through what he did. ***We need to develop those internally spoken words.***

Please use the planning sheets in **Appendix 2**, and you can scribble your ideas around the page the internal words that may have been spoken by Joseph that would really show **the intensity of these moments**. **. I have given you a few examples so you can build this up for your internal dialogue.** Do read between the lines, and hopefully your drama will have helped too.

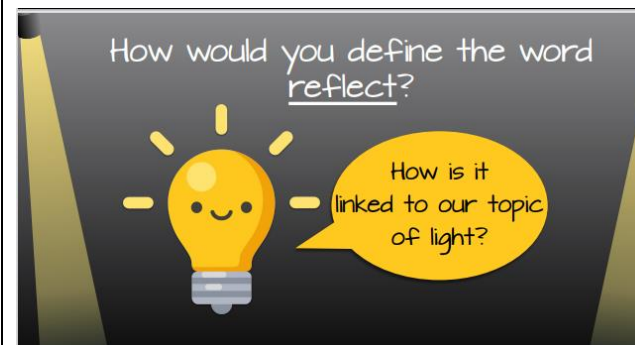
Note how I have used language features and punctuation: you should also do this.

Watch the video take notes and do the activities provided on the video.

<https://classroom.thenational.academy/lessons/compare-and-classify-triangles-6mu6at?step=2&activity=video>

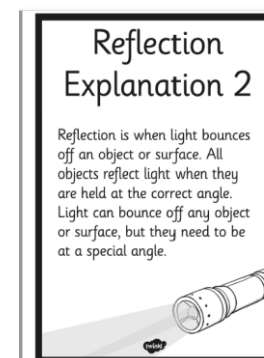
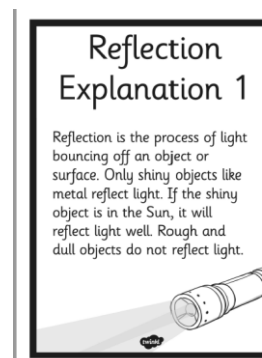
You will find your task directly below day 2

Science: Reflection

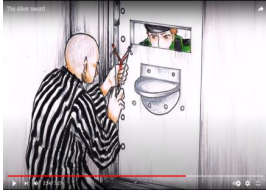


Task 1

Read the following definitions. Which one is correct? They are also in Appendix 3.



Here is an example of the catapult part:



(sighs) Oh my goodness – here he comes! My eyes are opened wide and fixed on that flap like cement between bricks; if I blinked, a tear would surely run down my cheek. I have now begun to breathe from my mouth because the sound of my own breathing seems too loud. My mouth is as dry as a desert but I don't want to quench my thirst –not yet - not until I am holding my beloved Margrit. This is what I am hearing: heavy boots thudding across the floor and the lighting of a lamp. Am I holding this correctly? My forefinger is held back as tightly as my eyes are fixed on that flap. This is my last chance. Right, come on Joseph: padlock, flap and...release. I've struck him. He's fallen. He's groaning. He's hurt. No time to waste – I've got to act quickly. What if he comes to his senses? What if someone comes walking by?...

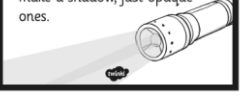
Reflection Explanation 3

Reflection is the name for light bouncing off objects or surfaces. Smooth and shiny surfaces reflect light clearly, but all objects reflect light. Dull and rough surfaces scatter the reflected rays so they do not create a clear image.



Reflection Explanation 4

Reflection is when light is blocked by an object and a shadow is formed. The light cannot get through some objects, so reflection causes a darker area behind the object. Not all objects reflect light to make a shadow, just opaque ones.



Task 2

Watch the following video on Reflection. Please don't worry about using a protractor – you can just use equal distance when you are practising.

<https://teachers.thenational.academy/lessons/reflect-d-images-61gket>



Using what you learned from the video explain how light is travelling to enable the boy to see the computer behind the wall. This image is also in **Appendix 4**.

Tuesday Maths

1 Here is a triangle.

a) What type of triangle is it?

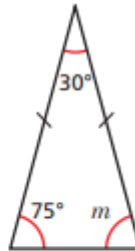
How do you know?

b) Work out the size of angle m .

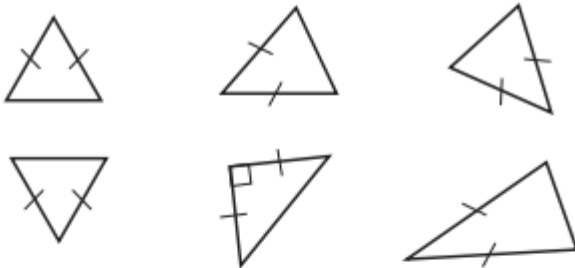
c) What do you notice?

d) Complete the sentence to describe the angles in an isosceles triangle.

In an isosceles triangle _____

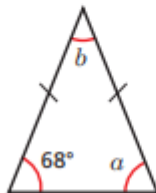


2 Identify and label the angles that will be equal in each triangle.

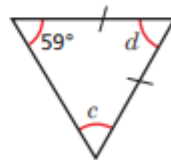


3 Work out the sizes of the unknown angles.

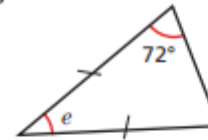
a)



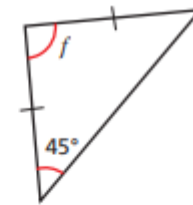
b)



c)



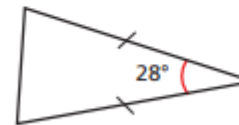
d)



Talk about your reasons with a partner.

4

Dexter is working out the unknown angles in triangles.



I can't work out either of the missing angles because I don't have enough information.



Do you agree with Dexter?

Explain your answer.

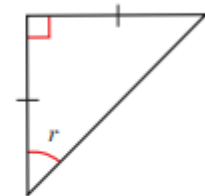
5

Work out the sizes of the unknown angles.

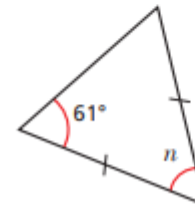
a)



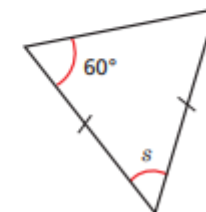
c)



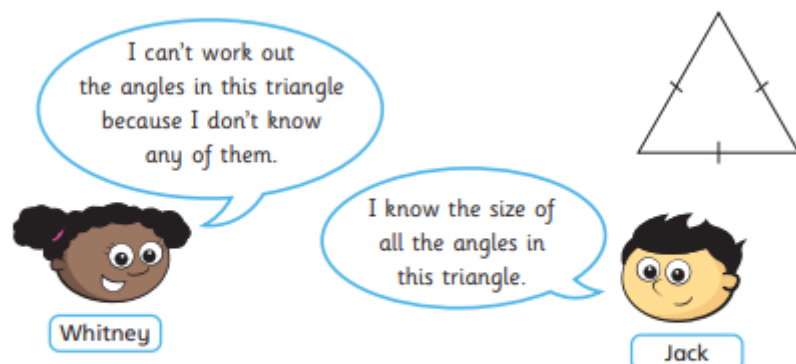
b)



d)



- 6 Whitney and Jack are working out the angles in this triangle.



Who do you agree with? Talk about it with a partner.

- 7 Are the statements true or false?

- a) Every isosceles triangle is equilateral.
- b) Every equilateral triangle is isosceles.
- c) A right-angled triangle can be equilateral.
- d) A right-angled triangle can be isosceles.

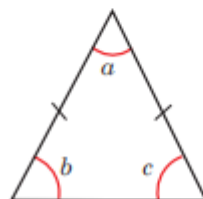
Explain your answers to a partner.

- 8 Two angles in a triangle are 43° and 74° .
Is the triangle isosceles? Show your workings.

- 9 One angle in an isosceles triangle is 29° .

What could the other angles be? Give two possible answers.

- 10 Angle b is twice the size of angle a .
Work out the size of angle c .



- 1 The middle person in a row is the 16th.
How many people are in the row?

2 $28 \times 29 = \dots\dots\dots$

3 $8^4 = \dots\dots\dots$

- 4 What is the next number? 0.005, 0.05, 0.5, $\dots\dots\dots$

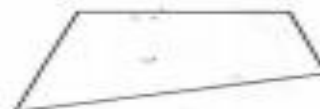
5 $(12^2 + 3^2) \times 4^3 = \dots\dots\dots$



- 6 Biscuits are shared in the ratio 2 : 1. If the larger share is 30, what is the smaller share?

- 7 Anthony ran a lap in 30.00 seconds. Christopher ran it in 29.05 seconds. How much faster was Christopher?

- 8 What is this shape?



9 $9^4 = \dots\dots\dots$

- 10 What is the next fraction?

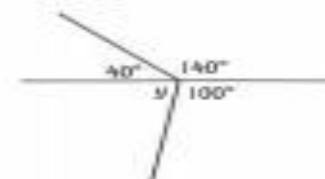
$1\frac{1}{2}, 2\frac{3}{4}, 4, 5\frac{1}{4}, \dots\dots\dots$

11 $a = 4, b = 7, c = 5$
 $\frac{b+c}{a} = \dots\dots\dots$

- 12 What is the highest common factor (h.c.f.) of 36, 54 and 72?

- 13 A theatre has 4 seats in each of 2 boxes, 13 rows of 20 seats in each side of the stalls and 15 rows of 19 seats in the circle. How many seats are there altogether?

- 14 What is the size of angle y ?



- 15 Add the prime numbers between 48 and 60.

3	Task 1 <u>Drafting the first section of your Internal Monologue</u> Now that you have used the planning sheets to plan the internal thoughts of each section of your escape, you can now begin to write your monologue. Here is a breakdown: in total you will write 4 paragraphs. Today, you will focus on the first 2 paragraphs. - Introduction 1 - Catapult part and Making and using the hook part 2 - Removing the guard's uniform part and Marching out of the camp part 3 - Ending 4 <u>Example:</u> <i>Unruly, undisciplined, uncontrollable, rebellious – that's what people may call me. They can take away my name. They can take away my clothes. They can shave my head. They can treat me as though I am inhuman. But I have values, I have principles and I stand up for the truth and what is right; that is the difference between them and I. No-one will ever take my identity away from me; I will be the Head Teacher whose story others will be inspired by. It will happen: I will be re-united with my wife, my children, my school, my pupils, my colleagues, my neighbours and my friends. I'm a leader – I don't make flippant decisions – I take risks and this is the most dangerous risk of my life. It is only the Almighty God who knows why I turned that picture over. Any second now the guard will come with my food...</i>	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/find-unknown-angles-in-triangles-6tgkcd?step=2&activity=video You will find your task directly below day 3	<u>PSHCE – Courage and Sacrifice</u> What is courage? Where does it come from? What is sacrifice? What does it take for a person to make a sacrifice? Think in the context of <i>The Silver Sword</i>. <i>Joseph made a huge sacrifice at the prison camp to get to where he needed to be.</i> <i>Do you think he ever thought about whether his sacrifices were right or wrong?</i> Think on a personal level: <i>Where do you want to be?</i> <i>How much would you be willing to sacrifice to get to where you need to be?</i> <i>You could illustrate this however you like.</i>
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Task 2 - Editing the first section

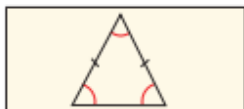
If you would like to email your teacher after you have completed your first draft, please do, and we can support you to edit if you feel happy with that.

When editing your work, please follow these steps:

- Read through your work with fresh eyes
- Think about the **impact** you want this piece of writing to have on your audience: Does it show Joseph's **strong sense of character** and belief? Does it show the **intensity of the moments** that he faced? Can you hear his inner voice and feel the **problems, fears and speed** in which he had to act?
- Think about how you might **change, re-shuffle, remove, add or develop a point** that you have made to really bring out your writer's voice, and do this with your choice of words and language
- Is there a part that you can alter by using an advanced punctuation mark: a colon, a semi-colon or a dash
- Check your SPAG – is it coherent? Does it make sense? Are your tenses correct?
- Remember to be very selective and specific about what you edit; you do not need to write chunks of your work again. Follow the above steps and if you need help please contact us

Wednesday Maths

1 Match each diagram to the correct rule.



Angles on a straight line sum to 180°



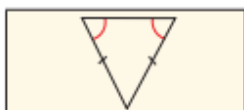
Angles around a point sum to 360°



Angles in a triangle sum to 180°



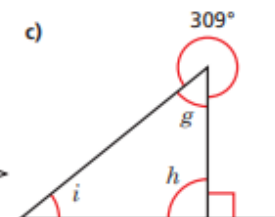
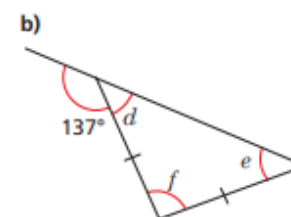
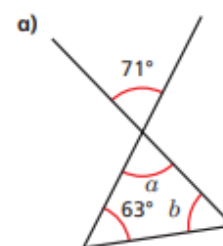
In an isosceles triangle, two angles are equal



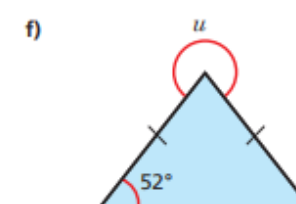
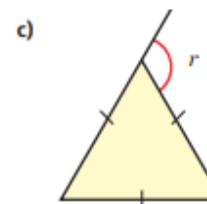
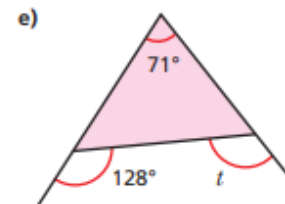
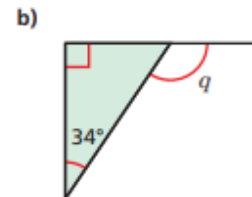
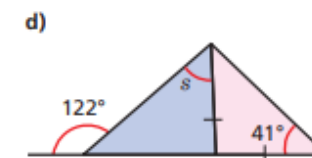
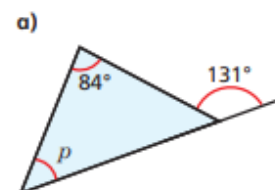
Vertically opposite angles are equal

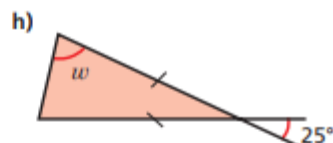
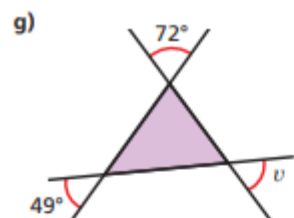
2 Work out the sizes of the unknown angles.

Give reasons for each stage of your working.



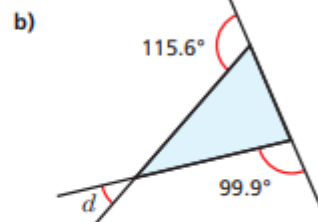
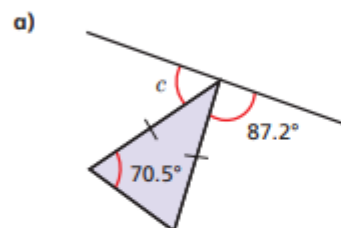
3 Work out the sizes of the angles marked with letters.





Talk about your reasons with a partner.

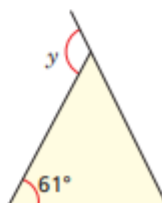
- 4 Work out the sizes of the unknown angles.



- 5 Work out the size of angle x .



- 6 Here is an isosceles triangle.
Find two possible sizes of angle y .



- 1 Add the prime numbers between 56 and 70.



- 2 $2^5 = 2 \times 2 \times 2 \times 2 \times 2$
 $2^5 =$ _____

- 3 $\frac{1}{2} + \frac{1}{3} =$ _____

- 4 $3^5 =$ _____

- 5 What number is halfway between -8 and $+4$?

- 6 What is the product of the even numbers between 23 and 27?

- 7 What is the size of angle m ? (70° , 80° or 90°)



- 8 The average age of four men is 26. If the average age of three of the men is 25, what is the age of the other man?

- 9 Write 1 minute after midnight as on a 24-hour clock.

- 10 What is the highest common factor (h.c.f.) of 64, 72 and 96?

- 11 What is the missing number?
 -4 , _____, 0 , 2 , 4

- 12 What is the lowest common multiple (L.c.m.) of 7, 8 and 14?

- 13 $15 \times$ _____ $\times 3 = 450$

- 14 What is the size of angle n ?



- 15 The light in a lighthouse flashes every 10 seconds. How many times does it flash in one hour?

4	<u>Task 1</u> <u>Drafting the second section of your Internal Monologue</u> Today, you will focus on the final 2 paragraphs. - Introduction 1 - Catapult part and Making and using the hook part 2 - Removing the guard's uniform part and Marching out of the camp part 3 - Ending 4 You need to have a good link as an opening line, following on from the end of your paragraph 2 yesterday. I can certainly have my text next to me to help me make that link. For instance: I may have left off last time at the part <i>when I was hastily stripping off the uniform knowing that I had to be in time because the guards were already locking up the prisoners and would soon be on their way out.</i> <i>Here is my example:</i> <i>He seems unconscious but there is no guarantee that he won't wake up. My numb fingers can barely grip these stiff trousers. This part needs the greatest care – what if the button of his trousers rolls off? I wouldn't even be able to hide; he's on the floor right outside my cell...(sighs) Yes, I've done it! Which way do I go? (gasps) What was that noise?...</i>	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/compare-and-classify-quadrilaterals-71h38c?step=2&activity=video https://classroom.thenational.academy/lessons/find-the-value-of-missing-angles-in-quadrilaterals-cdgk0r?step=2&activity=video You will find your task directly below day 4	<u>RE - Sikhism</u> Last week you learned about God's special message to Guru Nanak. This week, we would like you to focus on holy scriptures and stories and the impact that these have on the Sikh community. <u>Task 1</u> Please watch the video using the following link: https://teachers.thenational.academy/lessons/what-are-the-holy-scriptures-of-sikhism-6nhpce Please focus on the Sikh Holy Scripture. This image is also in Appendix 5.  In Sikhism, how is the holy scripture given great reverence? <u>Task 2</u> <u>Watch the video using the following link:</u>
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Task 2 - Editing the second section

If you would like to email your teacher after you have completed your first draft, please do, and we can support you to edit if you feel happy with that.

When editing your work, please follow these steps:

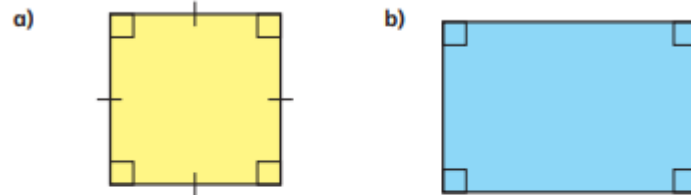
- Read through your work with fresh eyes
- Think about the **impact** you want this piece of writing to have on your audience: Does it show Joseph's **strong sense of character** and belief? Does it show the **intensity of the moments** that he faced? Can you hear his inner voice and feel the **problems, fears and speed** in which he had to act?
- Think about how you might **change, re-shuffle, remove, add or develop a point** that you have made to really bring out your writer's voice, and do this with your choice of words and language
- Is there a part that you can alter by using an advanced punctuation mark: a colon, a semi-colon or a dash
- Check your SPAG – is it coherent? Does it make sense? Are your tenses correct?
- Remember to be very selective and specific about what you edit; you do not need to write chunks of your work again. Follow the above steps and if you need help please contact us

<https://www.youtube.com/watch?v=jKcqjBaJ3Ag>

What is the key message and moral of this story?

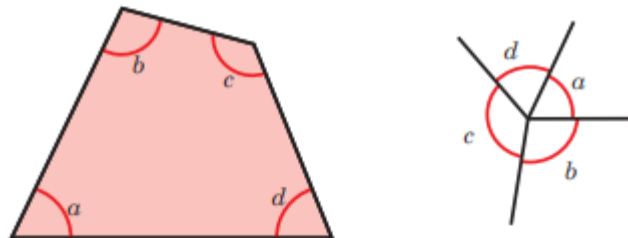
Thursday Maths

- 1 Work out the sum of the angles in each shape.



What do you notice?

- 2 The diagrams show the four vertices of a quadrilateral arranged around a point.

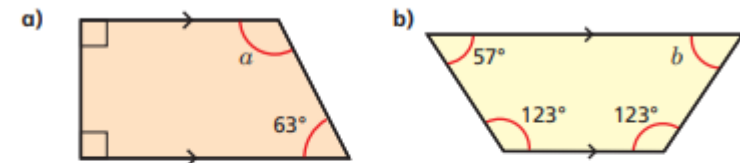


What do the diagrams illustrate about the sum of the angles in a quadrilateral?

Complete the sentence.

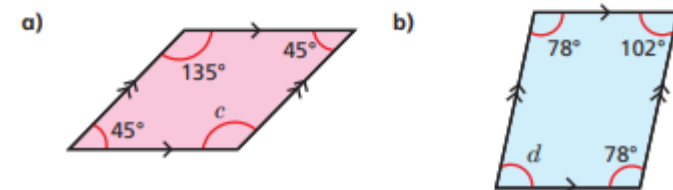
Angles in a quadrilateral _____

- 3 Work out the size of the unknown angle in each trapezium.



- c) What is the same and what is different about the trapeziums?

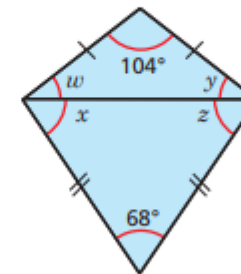
- 4 Work out the sizes of the unknown angles.



- c) What do you notice about opposite angles in a parallelogram?

- 5 Two isosceles triangles are joined to form a kite.

- a) Work out the sizes of the unknown angles.



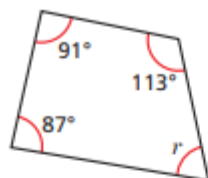
- b) Work out $w + x$.

- c) Work out $y + z$.

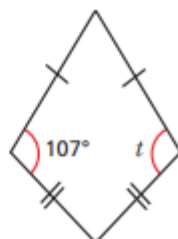
What do you notice? Talk about it with a partner.

- 6 Work out the sizes of the unknown angles.

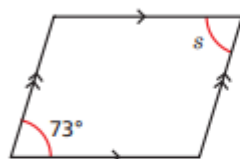
a)



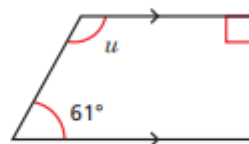
c)



b)



d)



Compare your reasoning with a partner.

- 7 Teddy is drawing a quadrilateral.

My quadrilateral has exactly three right-angles.



Is Teddy's quadrilateral possible?

Explain your answer.

- 1 What is the highest common factor (h.c.f.) of 36, 48 and 72?

- 2 2^3 is a prime factor of 40. What is the other prime factor?

- 3 Write 1 minute before midnight as on a 24-hour clock.

- 4 What is the size of angle a ?



- 5 The correct answer to a mathematics question was 10.5. Ruth had 1.05. By how much was her answer too small?

- 6 What is the size of angle b ?



- 7 $3^3 + 6^4 + 14^2 =$ _____

- 8 What is the next number?

4, 2, 1, $\frac{1}{2}$, $\frac{1}{4}$, _____

- 9 What are the next numbers?

2, 3, 4, 6, 6, 9, _____

- 10 $2 : 4 = 1 : 2$

$3 : 9 = 1 : \text{_____}$

- 11 $4^3 =$ _____

- 12 How many games altogether will four teams play if every team plays each other once?

- 13 Which is the odd one out?

(a)



(b)



(c)



(d)



- 14 The rows in this magic square add up to 45 in each direction. What is the value of A?

	A	
20	15	
		14

- 15 $x = 1$, $y = 6$

What is the value of $y^2 + 4x$?



Free-write Creative Writing

Use the image below, also in **Appendix 3**, to write a creative piece.



The herd had been too busy grazing on the lush grass of the savannah to notice her arrival. She wondered how long her presence would remain a secret, and gulped quietly, trying to suppress the feeling of panic that was beginning to rise in her belly. It had been three days since she had been cast out...

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.

Fun Friday PE and Spanish

You might want to split these two activities up across your afternoon!

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/describing-locations-part-22-64vk6r?activity=video&step=1>

Fridays Maths test

① $43 \times 2 =$



☐ 1 mark

② $5213 - 1000 =$



☐ 1 mark

③ $8.6 + 0.2 =$



☐ 1 mark

④ $24 \div 8 =$



☐ 1 mark

⑤ $3824 + 585 =$



☐ 1 mark

⑥ $104 - 8 =$



☐ 1 mark

⑦ $5 \times 8 \times 3 =$



☐ 1 mark

⑧ $\frac{2}{7} + \frac{4}{7} =$



☐ 1 mark

9 $4 - 16 =$

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

☐ 1 mark

10 82.5×10

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

☐ 1 mark

11 $1.78 - 0.6$

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

☐ 1 mark

12 $30 \times 60 =$

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

☐ 1 mark

13 $\frac{8}{15} - \frac{7}{15} =$

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

☐ 1 mark

14 $76.4 \div 100 =$

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

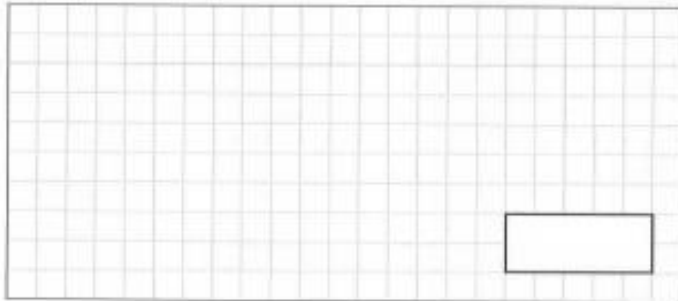
☐ 1 mark

15 $784 \times 6 =$

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

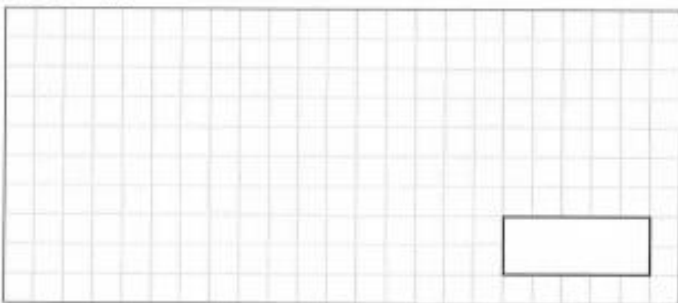
☐ 1 mark

16 $135\,000 - 600$



☐ 1 mark

17 $9600 \div 12 =$



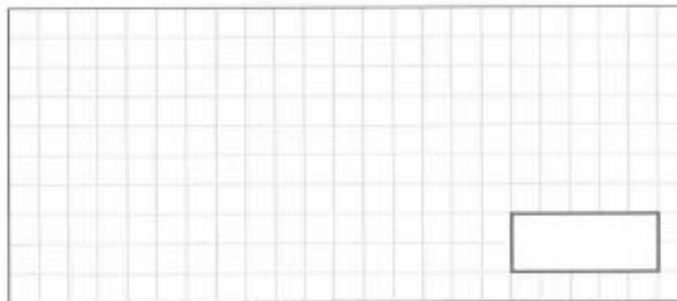
☐ 1 mark

18 $\frac{2}{3} \times 18 =$



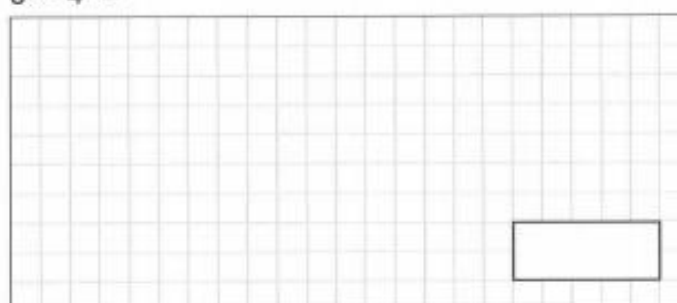
☐ 1 mark

19 20% of 2100



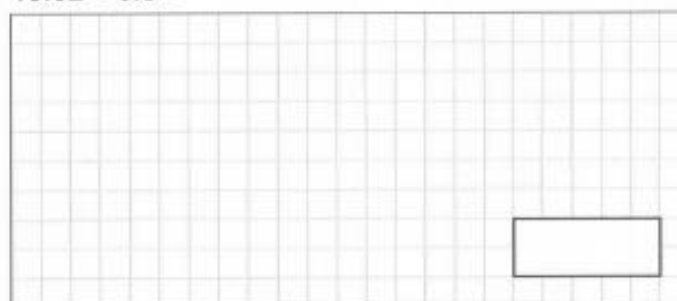
☐ 1 mark

20 $3^3 - 4^2 =$



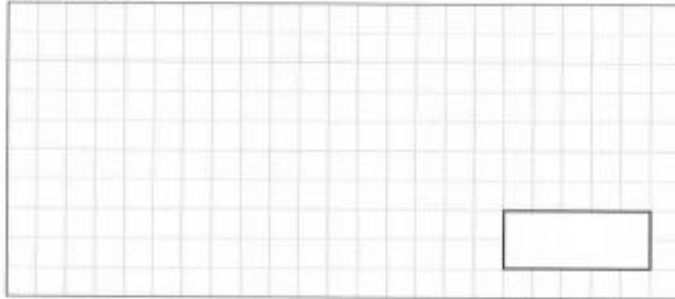
☐ 1 mark

21 $15.62 + 6.8 =$



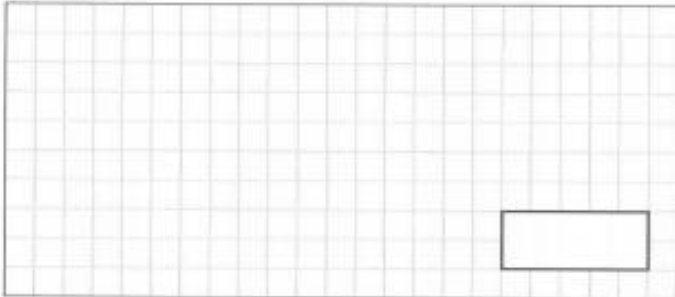
☐ 1 mark

22 $7461 \div 9 =$



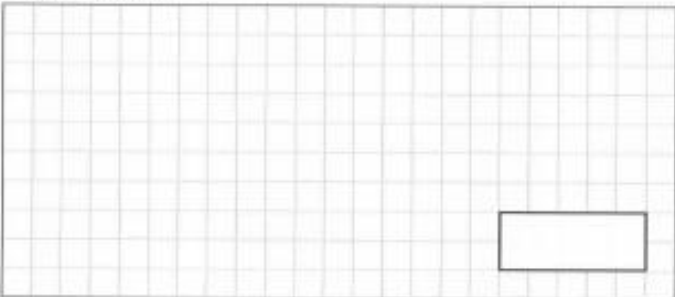
☐ 1 mark

23 $0.9 \times 528 =$



☐ 1 mark

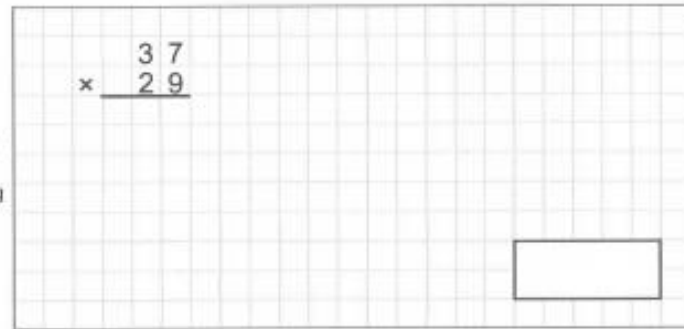
24 $22.4 - 7.62 =$



☐ 1 mark

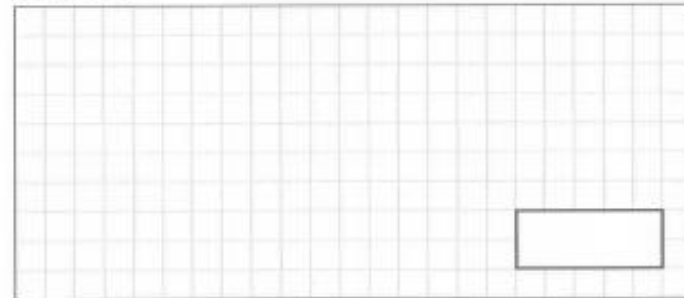
25
$$\begin{array}{r} 37 \\ \times 29 \\ \hline \end{array}$$

Show
your
working



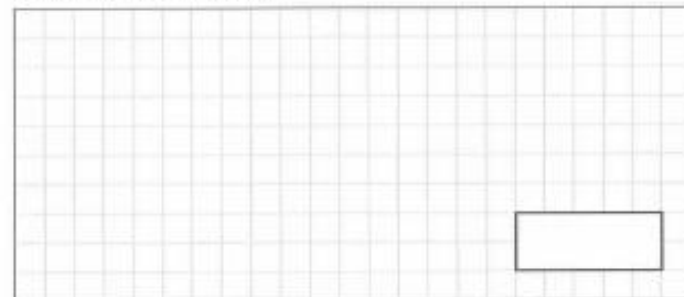
☐ 2 marks

26 $58.45 \div 7 =$



☐ 1 mark

27 $347\,695 - 39\,766 =$



☐ 1 mark

28

Show
your
working

$$15 \overline{) 4680}$$

☐ 2 marks

29 $\frac{7}{3} \times \frac{2}{9} =$

☐ 1 mark

30 31% of 320

☐ 1 mark

31 $\frac{1}{2} - \frac{1}{8} =$

☐ 1 mark

32 $(12 \div 4) + 7 \times 5 =$

☐ 1 mark

33
$$\begin{array}{r} 3235 \\ \times 24 \\ \hline \end{array}$$

Show
your
working

☐ 2 marks

34 $2\frac{2}{3} - 1\frac{1}{4} =$

☐ 1 mark

35 $\frac{7}{8} + 5 =$

☐ 1 mark

36

$29 \overline{) 2784}$

Show
your
working

☐ 2 marks

Appendix 1A – Pictures



Appendix 1B - Text extract

Many other girls had to face difficulties as great as hers. But if there were any who faced them with as much courage, unselfishness, and common sense as she did, I have not heard of them.

First I must tell of Joseph Balicki and what happened to him in the prison camp of Zakyna.

The prison camp which the Nazis sent him to was in the mountains of South Poland. A few wooden huts clung to the edge of the bleak hillside. Day and night the wind beat down upon them, for the pine trees were thin and gave little shelter. For five months of the year snow lay thick upon the ground. It smothered the huts. It gave a coating of white fur to the twelve-foot double fence of wire that surrounded the clearing. In stormy weather it blew into the bare huts through cracks in the walls. There was no comfort in Zakyna.

The camp was crowded with prisoners. Most of them were Poles, but there were some Czechs, Hungarians, and a few Russians too. Each hut held about 120 – yet it was hardly big enough for more than forty. They passed the time loafing about, playing chess, sewing, reading, fighting for old newspapers or cigarette stumps, quarrelling, shouting. At mealtimes they huddled round trestle tables to eat their cabbage and potato soup. It was the same for every meal. You could blow yourself out with it and never be satisfied. For drinking they had warm water with bread crumbs in it – the Nazi guards called it coffee. Twice a week they had a dab of butter, and there was a teaspoonful of jam on Saturdays. What use was this for keeping out the cold?

Few had the strength or the spirit to escape. Several prisoners had got away – a few even reached the plains. Those that were not caught and sent back died of exposure in the mountains.

But Joseph was determined to escape. During the first winter he was too ill and dispirited to try. He would sit around the hut, thinking of his family and staring at a few tattered photos of them that he had been allowed to keep. He would think of his school in Warsaw and wonder what was happening there now. When the Nazis came, they had not closed it. But they had taken away the Polish textbooks and made him teach in German. They had hung pictures of Hitler in all the classrooms. Once, during a scripture lesson, Joseph had turned the picture of Hitler's face to the wall. Someone had reported this to the Nazis. Then the Nazi Storm Troops had come for Joseph in the middle of the night and bundled him off to Zakyna. They had left Margrit and the three children behind. How he longed to see them again!

During the summer his health mended, but the number of guards was doubled. A group of six – he was one of them – tried to break away together, but their attempt failed. For this he had a month of solitary confinement.

The following winter he was ill again, but no less determined to escape. He decided to wait till early spring, when the snow was beginning to melt and the nights were not so bitter.

Very carefully he laid his plans.

It was no use thinking of cutting the wire fence. There

was a trip-line inside the double fence, and anyone who crossed it would be shot. If he got as far as touching the fence, the alarm bell in the guard-house would ring. There was only one way out – the way the guards went, through the gate and past the guard-house. His idea was to disguise himself as one of them and follow them as they went off duty. But how was he to get hold of the uniform?

At the back of each block was a leaky and unheated hut known as 'the cooler'. It had three or four cells to which unruly prisoners were sent to 'cool off'. To be sent there you only had to be late for roll-call or cheek a guard. It was quite a popular place in summer, as it was so quiet. But in winter you could freeze to death there. In spring, with a bit of luck, you might survive a night or two of frost.

One March day, during the morning hut inspection, he flicked a paper pellet at the guard. It stung him behind the ear and made him turn round. The next one made his nose smart. That was all there was time for. Within five minutes Joseph was in a cell in 'the cooler'.

For two days he stamped up and down, to keep himself warm. He clapped his arms against his sides. He dared not lie down for more than a few moments at a time in case he dropped off to sleep and never woke again. Twice a day a guard brought him food. For the rest of the time he was alone.

On the evening of the third day the guard came as usual. When Joseph heard the soft thud of his footsteps in the snow, he crouched down on the floor at the back

of his tiny cell. He had a smooth round stone and a catapult in his hands. He had made the catapult from pine twigs and the elastic sides of his boots. His eyes were fixed on the flap in the door. In a moment the guard would unlock it, peer inside and hand in the food.

Tensely Joseph waited. He heard the key grate in the rusty lock of the outside door of 'the cooler'. The hinges creaked open. There was the sound of a match spluttering – the guard was lighting the lamp. Heavy boots clumped across the floor towards his cell.

Joseph drew back the elastic. He heard the padlock on the flap being unlocked. The flap slid aside.

The guard had not seen Joseph when the stone struck him in the middle of the forehead and knocked him down. The floor shook as he tumbled. He groaned and rolled over.

Joseph must act quickly, before the guard came to his senses. He knew the guard kept his bunch of keys in his greatcoat pocket. He must get hold of them without delay. He must lift the guard till they were within reach.

He took a hook and line from under his bed. He had made the line by cutting thin strips from his blanket and plaiting them together. The hook was a bent four-inch nail that he had smuggled in from his hut.

After several attempts, the hook caught in the top fastened button of the guard's greatcoat. He tugged at the line and drew the guard, still groaning, up towards him . . . higher and higher.

Suddenly the line snapped. The guard fell back, striking his head sharply on the floor. The hook was lost.

Joseph had one spare hook, that was all.

He tried again. This time the cotton broke and the button went spinning across the floor.

He tried for the next button. Again the cotton broke.

He had begun to despair when he saw the keys. They were lying on the floor. They had been shaken out of the greatcoat pocket when the guard fell.

Quickly Joseph fished for the ring of keys and hauled it up. A few moments later he was kneeling beside the senseless body, hastily stripping off the uniform. There was no time to lose. Already the locking up of the prisoners had started and he could hear the guards shouting at them outside.

Joseph felt warm in the guard's uniform. The greatcoat reached to his ankles. The fur cap had flaps for covering his ears. He smiled to himself as he locked the guard in the freezing cell. Then, turning up his collar so that the tips touched his cheek-bones, he went out into the bitter night.

He walked through the snow towards Block E, where the Hungarian and Rumanian prisoners were kept. In the dark shadows behind the huts he hid until the trumpet sounded the change of guard.

Hundreds of times he had watched the soldiers of the guard fall in and march out of camp. He had memorized every order, every movement. It seemed to him quite natural now to be lining up with the others.

'Anything to report?' the officer asked each of them in turn.

'All correct, sir,' they answered.

'All correct, sir,' said Joseph in his best German.

'Guard, dismiss!' said the officer.

Joseph dropped to the rear and followed the other soldiers out – out of the great spiked gate and into freedom. It seemed too good to be true.

Some of the soldiers stopped outside the guard-house to gossip. A few went in. Joseph walked straight ahead, turning his head away from the window light as he passed.

'Where are you going?' one of them called.

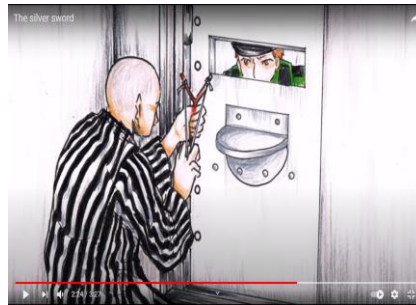
'Shangri La,' he muttered. It was the soldiers' name for the night club in the village where they sometimes spent their off-duty times.

Without looking behind him, he walked on.

Appendix 2 - Planning sheets for you to scribble down your ideas

I can hear the guard's boots.

He had a smooth round stone
and a catapult in his hand.



I can't let him see me.

The blanket is so thick to tear– I'm running out of time!

How will I bend the nail?

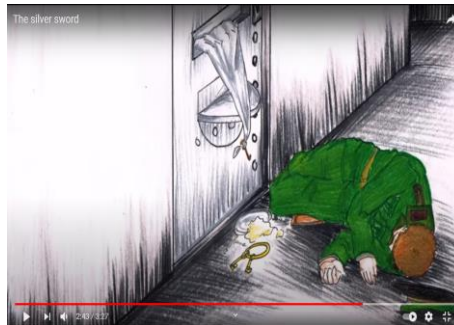
He took a hook and line from under his bed.



Is the line long enough?

Why isn't the hook catching in his coat?

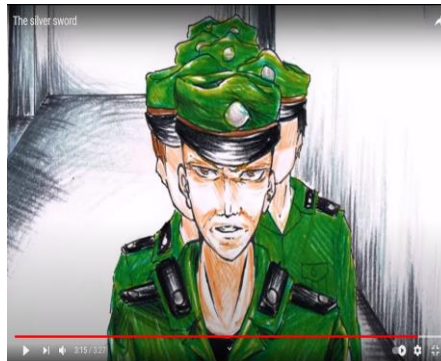
He had begun to despair when
he saw the keys.



He went out into the bitter
night.

I've just got to breathe deeply.

The coat is reaching my ankles; I hope
I don't stand out.



Appendix 3 - Creative writing image

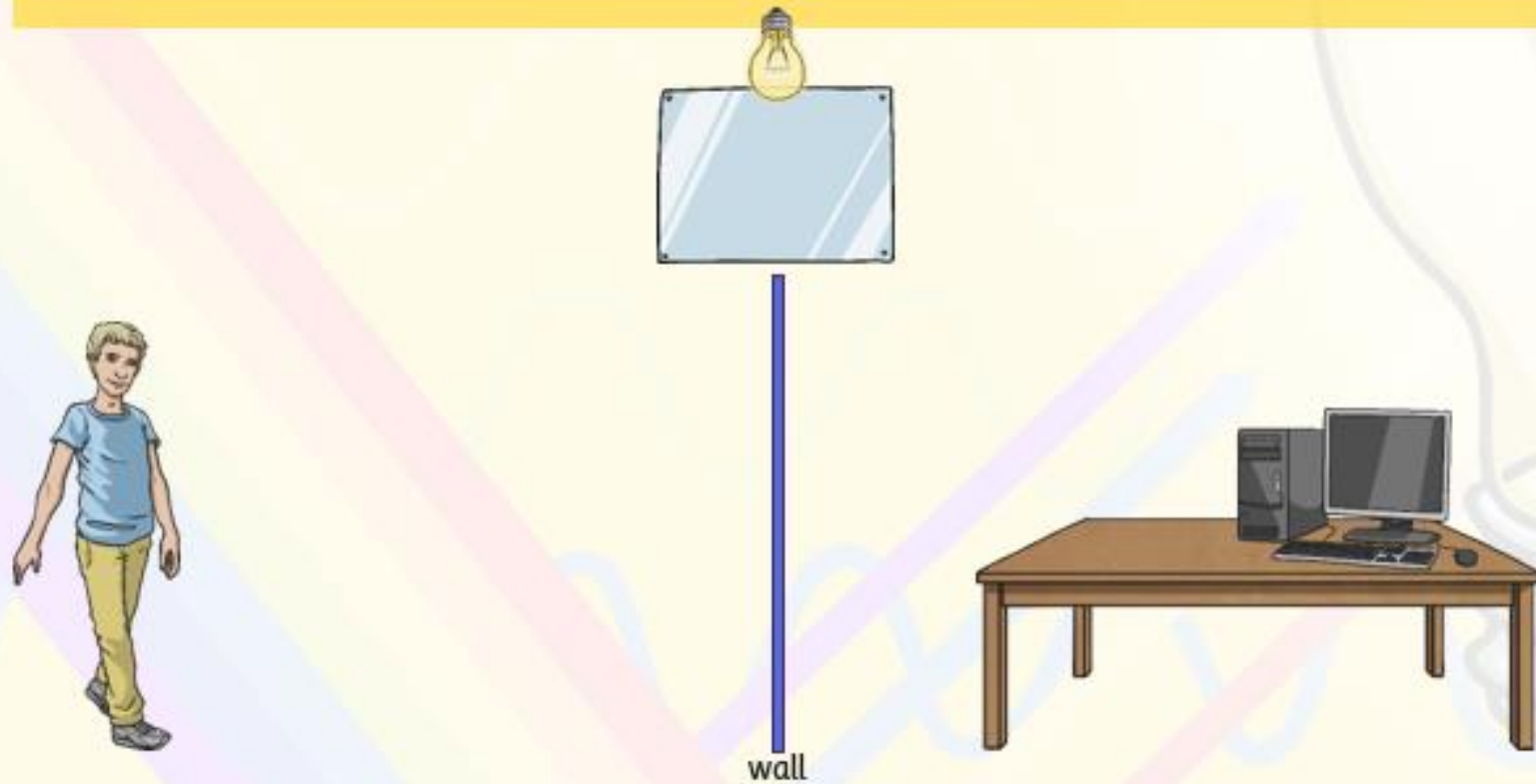


The herd had been too busy grazing on the lush grass of the savannah to notice her arrival. She wondered how long her presence would remain a secret, and gulped quietly, trying to suppress the feeling of panic that was beginning to rise in her belly.

It had been three days since she had been cast out...

Appendix 4 - Science task image

How is light travelling to enable the boy to see the computer behind the wall?



Appendix 5 - RE task image

