

Gordon Primary School

Remote Learning Grid WB: 25.1.21

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.

Spelling List – Over the week, please practise the spellings below; you will be tested on them in Friday Zoom! Also, write a sentence with each word.

adventurous			
dangerous			
enormous			
fabulous			
famous			
generous			
humorous			
jealous			
marvellous			
miraculous			
mischievous			
nervous			

Handwriting Practice: Please complete this task over the course of the week to improve and maintain high standards of presentation across all work.

Read the following passage and **underline the spelling mistakes**.

Use a dictionary to **look up and correct** the spellings.

Then re-draft the passage in your best **joined Nelson script**.

In 1836 Brunel began bilting what was to become the
biggest steamship in the world at that time. The ship was
called the 'Great Western' and she was desined to cross the
Atlantic Ocen. However, on her first voyage the ship cauht
fire and Brunel fel down a deep hatch as he rushd to put out
the blase. The 'Great Western' wnt on to cros the Atlantic in
forteen and a halve days

Year 6

Day	English	Maths	Science/Topic work
1	<i>After Hitler invaded Poland in 1939, many local people waved Nazi flags. They cheered for their new leader, Hitler. Anybody who rebelled or opposed Nazi policy, beliefs or regime would suffer immense consequences. Hitler was free to decide what he wanted to do; he did not need anyone's approval.</i> With regard to your text, <i>The Silver Sword</i>, you are now aware that the Nazi Storm Troopers took Joseph away. But, have a think to yourself: Where might they have taken him? Please watch the following video with the online teacher, Mr Arcsott: https://classroom.thenational.academy/lessons/no-true-witnesses-c4r6cc?activity=video&step=1 Task 1 What are your reactions to this video? Task 2 In Appendix 1A, you will find background reading about the conditions that people (prisoners) faced who were captured by the Nazis. Please read this information. Task 3 - Joseph performed an act of resistance towards the Nazi party. What do you think this means? - Create a spider diagram of all the conditions that Joseph would face. - Do you think Joseph had a choice about turning the picture of Hitler's face over in his classroom? -	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/interpret-mean-as-an-average-60t32d?step=1&activity=video Now complete the activity attached at Appendix 8 under Monday.	History - How the Nazis became popular Watch the following video entitled: What counts as resistance? https://teachers.thenational.academy/lessons/what-counts-as-resistance-c4w34c Task 1 Summarise why people were afraid of the Nazis. Task 2 Think in the context of <i>The Silver Sword</i>. Answer this BIG QUESTION: <i>Should we always follow rules?</i> <i>Please provide a personalised response with examples to back up your points.</i>

You are now gaining a lot of historical and background evidence, which is key in our journey with ***The Silver Sword***.

Watch the following video link of how citizens were controlled in the 1930s. Please focus on Germany. You can end the video at 2:55

<https://classroom.thenational.academy/lessons/police-state-and-fear-cgwker?activity=video&step=1>

You do not need to write anything – just listen, recall and understand the video.

Task 1

Please refer to **Appendix 1B for the first section** of our key text ***The Silver Sword***. Please observe carefully the section of the text beginning: ***“But worse was in store for them...” to “a few tattered photos of them that he was allowed to keep”***. In particular, note how it pieces together within the introductory section of the text that was given to you last week.

Task 2

- Provide a **summary** of your understanding of the story so far.
- What are **your first impressions** of Joseph’s character?
- Do you think things **would have been different** if Joseph had not turned the picture of Hitler over? Better or worse?
- Provide your personal response, as a reader, to:
 - a) How the Nazis treated Joseph
 - b) How Joseph responded to the Nazis (how do you feel about what he did?)
 - c) What would *you* have done if you were Joseph?

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

<https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c?step=1&activity=video>

Now complete the activity attached at **Appendix 8 under Tuesday**.

Science – How we see

Warm up

Have you ever been outside in the dark?

What can you see at first?

What happens after a few minutes?

Have a look at the following cartoon. Please go to **Appendix 5** to view a fuller version of it.

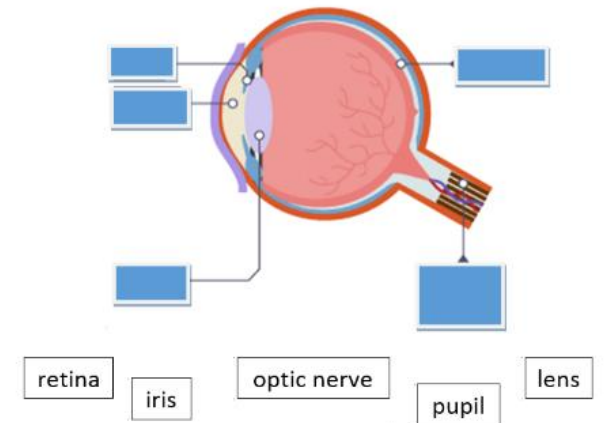


What do you think in response to what these children are saying?

Please follow the link to the video below:

<https://teachers.thenational.academy/lessons/how-do-we-see-light-cnk3ac>

Structure of an eye



Task 1

Please label the structure of the human eye. Go to **Appendix 6** for a fuller version of it.

Task 2

Using what you have learned from the video, please write a paragraph of how the human eye enables us to see.

Based on your knowledge of the story so far where is Joseph at the moment?

Today you are going to be a **reporter**. Imagine that you had *exclusive access* (this would not usually be granted) for a radio news broadcast or for an article in a local Polish Magazine at that time to the prison camp in Zakyna, and you are going to interview Joseph.

Task 1 – Formulating questions

Based on what you know about his experiences so far, write a list of quality questions that you would ask Joseph for interview.

For example: *What encouraged you to turn the picture over?*

Joseph, you are clearly suffering; if you could turn back time, would you have left the picture unturned?

What will be your next steps, Joseph?

Task 2 – Role-playing the interview

Take on the role of interviewer and Joseph with a grown up or older sibling at your house. If you can make this part of your task social, and get more of your family members involved, please do, as different members of your family will respond to the questions in a different way and this will help you to formulate your response. Use your real historical knowledge of the war and the Nazis within your answers.

Task 3 – Write up of your interview

Now that you have role-played the interview, write up a short report or a short radio piece. Please use the following journalistic style vocabulary to help you. A fuller version can be viewed in **Appendix 2**.

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

<https://classroom.thenational.academy/lessons/recall-and-use-equivalences-between-fractions-decimals-and-percentages-6dh6cc?step=2&activity=video>

Now complete the activity attached at **Appendix 8 under Wednesday**.

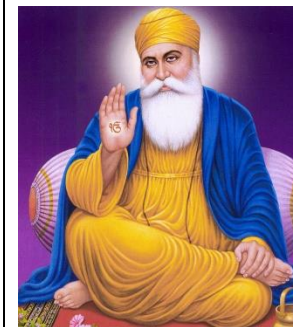
RE: To understand who Guru Nanak is

Last week you were introduced to Guru Nanak. Can you recall who he is?

Task 1

The following is an image of him. This image can be viewed also in **Appendix 7**.

Look at the image carefully and brainstorm everything you can see that tells you something about Guru Nanak's character and personality. For example: His eyes are half closed meaning he is connected with thinking of God and peace.



Task 2

Watch the following video about how Sikhism began. Pay particular attention to:

- God's message
- Guru Nanak's understanding of God
- The beliefs of the society in which he lived

<https://teachers.thenational.academy/lessons/how-did-sikhism-begin-70vp8t>

BIG QUESTION: Guru Nanak or the Society. What is your belief and why?

	<i>In the body of your report, you may wish to comment on Joseph’s body language (was he open, was he nervous, was he reserved), tone of voice, what he was wearing and how he was speaking. For example: gently, hurriedly, forcefully etc...</i> Sentence Openers It was discovered that... Interviewed afterwards she said... In addition to this... Eyewitnesses say... He agreed that... He told our reporter... They confirmed that... She refused to comment... He claimed that... The suspect said... She reputedly... The witness continued by informing us that... He also spoke of how... She went on to tell us... A spokesman stated that... Nevertheless... It has been reported... According to witnesses... He emphasised... She disputed that... Scientists say... She described... Journalistic Words & Phrases an expert stated heroic actions increasingly concerned raised questions unsung hero can reveal since records began not yet confirmed unbelievable without any warning incredible crucial witnesses critics argue sensational just confirmed doctors worry scientists conclude sources iconic close to the scene miraculous escape You might wish to begin like this: <i>Following the breaking news of the respected and inspirational, young Head Teacher, Mr Joseph Balicki of School in the city of Warsaw, being captured by the Nazis, our reporter Mr..... gained exclusive interview access to the prison camp in Zakyna, where he was taken to.</i> <i>We understand Mr Balicki, father of three and husband of Swiss wife Margrit, has left his family and a whole school in absolute despair and shock.....</i> Remember, this piece of writing needs to demonstrate Impact, as we always discuss. When the Polish community hear it or read it, they should feel Joseph’s strong sense of character and what he believed in, whilst also feeling empathy towards his suffering and what might come next.	
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4	Please refer to the next extract of The Silver Sword in Appendix 3, beginning: “During the summer... to “without looking behind him he walked on”. <u>Task 1</u> How has Joseph changed? How do you feel about this next section? <u>Task 2</u> Make a list of: - all the action verbs and phrases relating to Joseph’s behaviour <u>Task 3</u> <i>Against each action verb</i> or phrase, provide an explanation into how Joseph might have been feeling and why he performed the actions that he did. You could set it out like this for each of your phrases: <u>Action:</u> <u>Justification:</u>	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkge?step=2&activity=video Now complete the activity attached at Appendix 8 under Thursday.	<u>PSHCE - Respect, Equality and Community</u> Yesterday you learned about Guru Nanak. Today we would like you to use what you learned yesterday and focus and apply it to yourself. <u>Task 1</u> What does respect mean to you? What does community mean to you? What does equality mean to you? <u>Task 2</u> Draw a portrait of yourself. You could be sitting down like Guru Nanak. There may be a background behind you, for instance the sun like he has. Have the palm of your hand visible in your art piece like he has. Within your piece, create a symbol that represents an important aspect of your personality. Write a paragraph to describe your symbol. <i>For example: Guru Nanak’s Ik Onkar symbol represents the fact that there is One God, God is in everyone and his presence is felt by people treating each other with equality.</i>
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Free-write Creative Writing

Use the image below, also in **Appendix 4**, to write a creative piece.



Story starter!

Danny's flippers swished the water up and down as he moved silently in the sombre shadow of the enormous beast. He could hear his own heart beating like a drum inside his chest as he fixed his gaze on the shark. He looked closely at the markings on the shark's body as the two glided through the water in silence. "Wherever the shark decides to go," thought Danny, "I'm following". He put all his strength into keeping up with the king of the underwater playground. He was determined that their adventure would last as long as was possible.

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 Appendix 8 on Friday you will find an 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 (By popular demand!)

Listen to and study along with the online teacher

<https://classroom.thenational.academy/lessons/describing-locations-part-12-6nj34e?activity=video&step=1>

Appendix 1A

CHAPTER 6 In the Ghetto

For Hitler, a new problem came with these victories. There were many Jews in the countries he invaded. Poland alone had 3.3 million Jewish people. What could be done with them?

Hitler decided to force Jews to live in separate areas of cities and towns. Just months after the Polish invasion, the first ghettos were created. Before the war's end, there were at least a thousand ghettos in German-occupied countries.

The term *ghetto* goes back centuries. In the past, it had meant the part of a city where Jews were forced to live. During the Third Reich, the ghettos set up by the Nazis were always in the poorest part of a town and never large enough for all the Jews living in them. The Warsaw ghetto

took up only sixteen city blocks, yet at one point it housed almost half a million people. Even so, at first, many Jews thought ghettos weren't such a bad idea. They hoped it might be better to have their own little area, free from Nazi attacks.

That proved not to be true.

The first and biggest ghettos were in Poland: in Lodz and Warsaw. Ghettos were later set up across eastern Europe. Thousands and thousands of Jews from across the Reich were sent to the larger ones. Some ghettos were small towns with roads closed off. Others were walled-in spaces in cities.

Workers build a wall to close off a ghetto



Non-Jews had to move out. Jews had to move in. Jewish councils were selected for running the day-to-day business of the ghettos.

The mayor of one town described families moving into the ghetto, trudging silently through the snow. He wrote that there was "a vast crowd of wandering people. The aged were helped by children. There were women with infants in their arms. All had bundles . . . blankets, clothing, rags."



Once all the Jews were inside, the ghetto was sealed. It was closed off from the world, with high walls, barbed wire, and guarded gates. Except for a few Jewish workers—those carting garbage or digging ditches, for instance—no one was allowed to leave. The penalty for escape was death. "If you went too close to the fence, you just got shot," one survivor explained.



The Jews were cut off in other ways, too. Printing presses, radios, and telephones were taken away. They couldn't learn what was going on in the outside world, or tell anyone about their plight.

In the beginning, many residents still had money and food. They tried to make ghetto life seem as normal as possible. For instance, cafés opened in the Warsaw ghetto. Watchmakers and tailors set up shops. Children went to school. But as time wore on, life got worse.



There were Nazi-run factories in the Lodz and Warsaw ghettos where Jews were forced to make guns and uniforms for Hitler's troops. Schools were closed, so students had to meet in secret. If Nazi officials appeared, the boys and girls quickly hid their books.

At any time, Nazis could come into the ghetto and seize men right off the streets. They'd make them build roads or new concentration camps. And sometimes, the men wouldn't come back. They ended up in the prison camps they helped build.



Fuel and food became scarce. At one point in the Warsaw ghetto, Nazis limited Jews to 180 calories' worth of food each day. That's about the same number of calories as in one bowl of cereal.

Over time, more and more Jews were brought to the Warsaw ghetto—from Berlin, from Vienna, from every corner of the Third Reich. With little heat, food, or running water, people began to die.

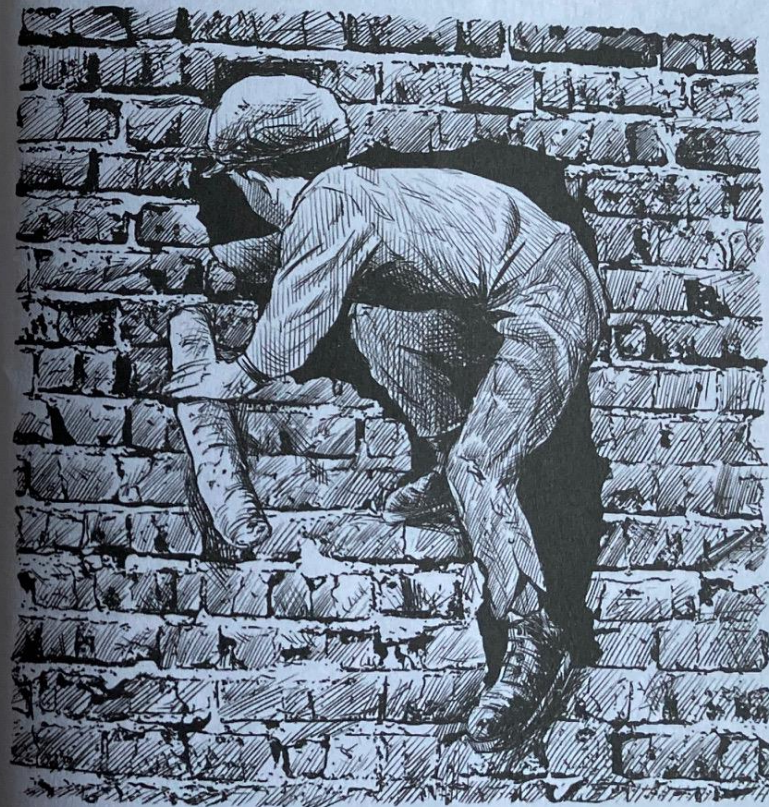
By spring of 1941, between five and six thousand people were dying each month in the Warsaw ghetto. Carts collected bodies from the streets every morning.

How could people hope to survive?

Some planted vegetable gardens.



Some smuggled in food. Small children could squeeze through cracks in the wall. Others would wait for Nazi guards to turn away, then they'd race through the gate to the outside world. There, they'd exchange money or goods for food. They'd hide the bread or potatoes in their clothes. When it seemed safe, they'd hurry back into the ghetto.



Smuggling was a form of resistance. Resistance meant standing up to the Nazis, fighting back. Resistance groups sprang up in many ghettos. In the Warsaw and Lodz ghettos, young men and women traveled back and forth through underground sewer tunnels to spread the news of what was happening.



It seemed no one cared what was being done to the Jews.

For children, ghetto life was especially harsh.

There were no parks, no trees. Every day they were hungry. Every day they lived in fear. Would a father or mother, sister or brother, be taken away?

People struggled to hold on to their religion and take strength from it. When one boy in Lodz named Chaim turned thirteen, his parents celebrated with a bar mitzvah, an important Jewish ceremony. They gave him half a loaf of bread as a present.

"I couldn't even imagine for how long they saved it from themselves," he said later.

He cried as he ate.



CHAPTER 7

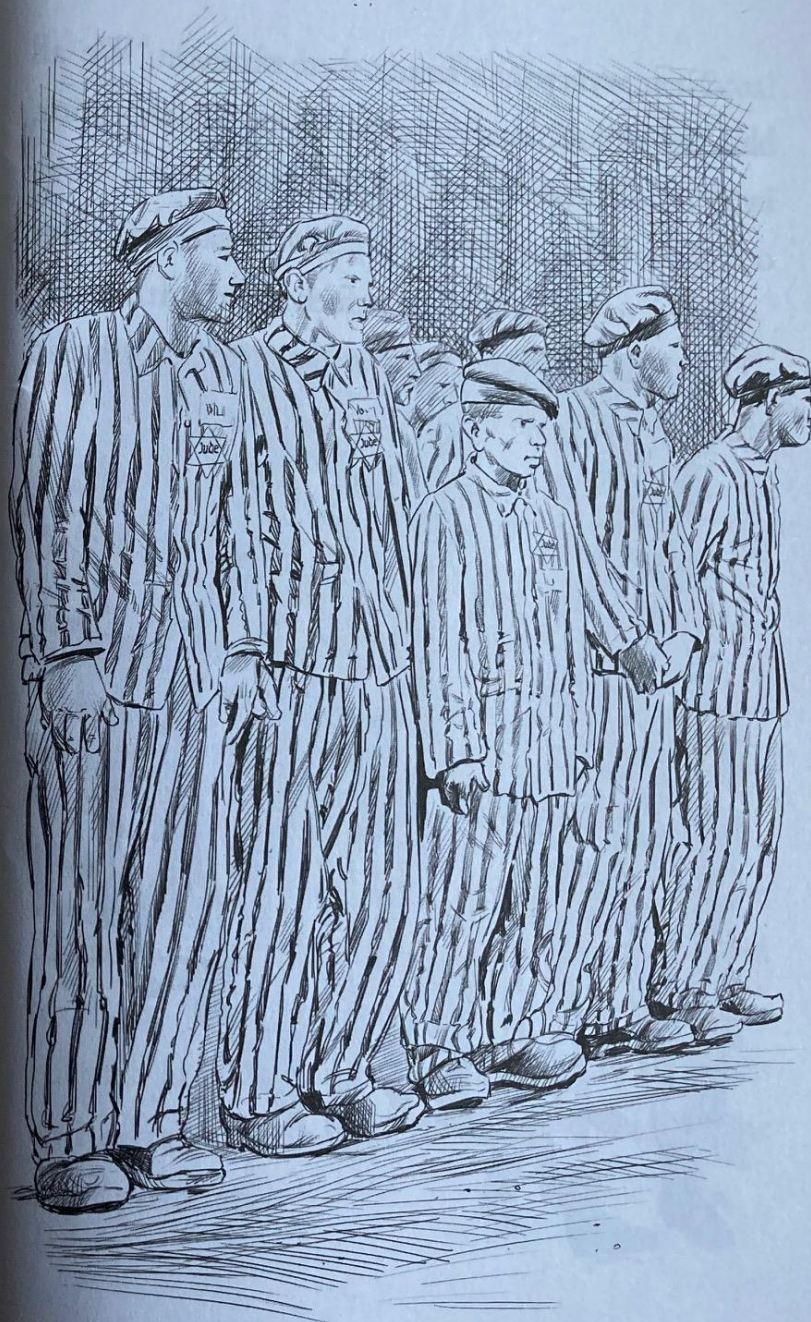
Life in the Concentration Camps

As time went on, hundreds more concentration camps were built for prisoners of the Nazis.

At every camp, as soon as prisoners arrived, men and older boys were separated from women and older girls. Generally, young children weren't held in these camps. They were too small to work. Often, they were left behind in towns or ghettos—basically orphaned.

Once inside, prisoners were given a striped uniform: Men wore a jacket, pants, cap, and wooden shoes. Women were given striped skirts and tops.

Every prisoner had a number. No names were ever used. At Auschwitz and some other camps, the number was tattooed onto a prisoner's arm.



Next, everyone's heads were shaved. "We all looked alike," said one survivor. "Rich, poor, young, old. We shared the same fate . . ."

The Nazis did this for two reasons. They wanted to make prisoners feel less than human. They also used the hair to make cloth and thread for uniforms and other items.

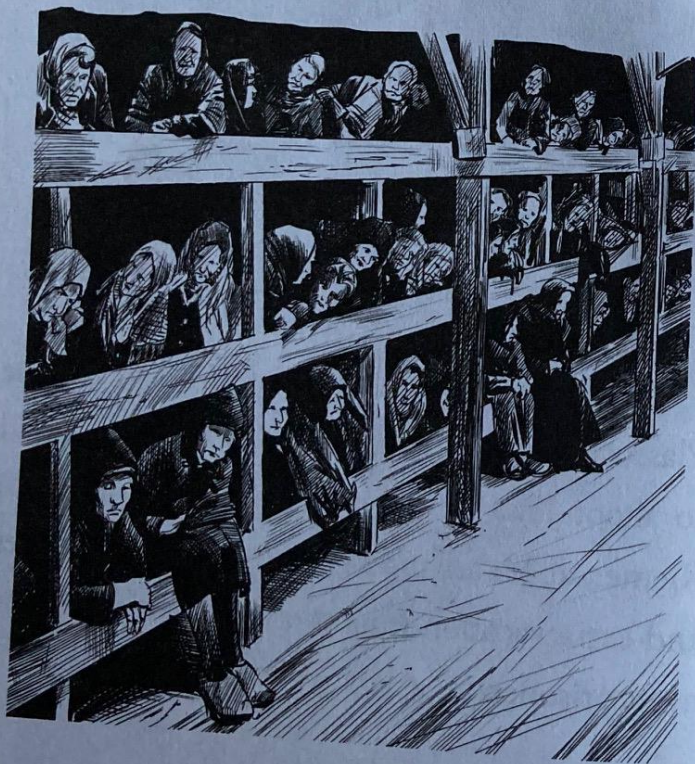


All prisoners had to work. Those sent to coal mines lasted only about a month. They died from sickness and exhaustion. In factories, if Nazi guards thought the prisoners were working too slowly, they shot them.



Every camp had a Nazi commander. At the Plaszow camp in Poland, Amon Goeth was said to shoot Jews for sport from his balcony. Otto Riemer, at Mauthausen in Austria, gave cigarettes and extra vacation time to guards who killed the most prisoners.

All camps had terrible conditions. Bunk beds were stacked side by side, one on top of the other, with two or three to a bed, sometimes more. Hundreds of prisoners used one bathroom with only a few faucets. Toilets were long slabs of wood or concrete, with dozens of holes cut out for seats. Prisoners had no clean water or soap or changes of clothes.



Usually, prisoners woke at 4:00 a.m. Breakfast was watery soup, coffee, and a piece of bread. After, everyone lined up for roll call. Thousands of prisoners stood outside in rows. It took hours. In Poland, winter temperatures were always below freezing. If prisoners had died during the night, their bodies were brought outside, too. Everyone needed to be counted.

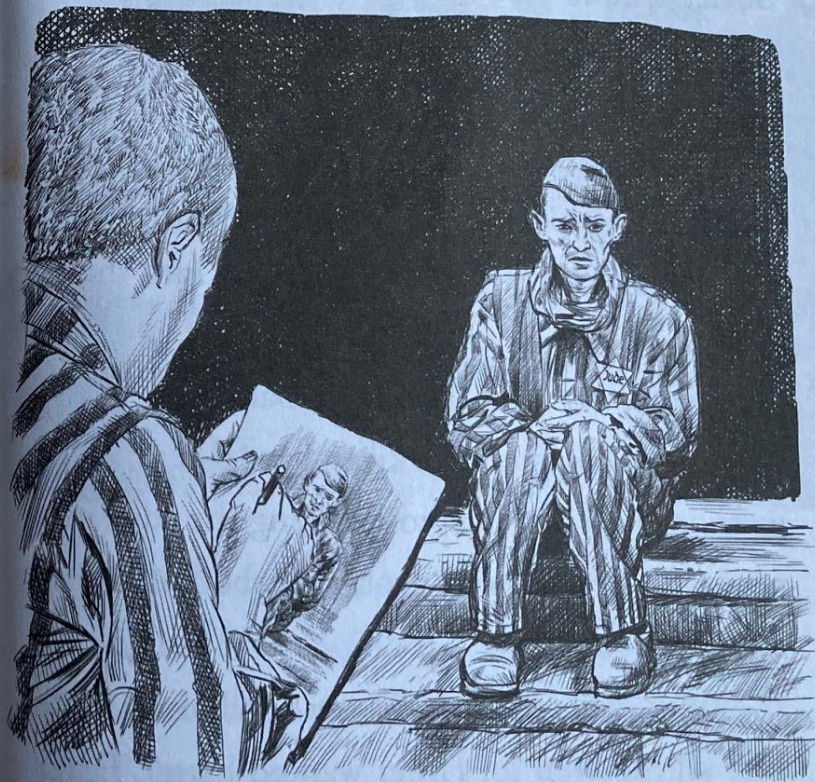


Next, the prisoners went off in work teams. In some camps, prison orchestras played music as the workers marched outside. Many camps had a sign that read "Work will set you free." Nothing was further from the truth.



At the quarry, mine, or construction site, workers had to run as they carried heavy loads. Otherwise, they would be shot. There was a lunch break: soup again. After twelve to fourteen hours, they marched back to camp. Then came evening roll call, followed by soup. The next day it started all over again.

In spite of how they were treated, prisoners tried to keep some sense of their own dignity and humanity. Some wrote stories and poems. They painted and drew. Some even held religious ceremonies in secret. Still, their old lives seemed like an impossible dream.



Appendix 1B



CHAPTER 1

The Escape

This is the story of a Polish family, and of what happened to them during the Second World War and immediately afterwards. Their home was in a suburb of Warsaw, where the father, Joseph Balicki, was headmaster of a primary school. He and his Swiss wife Margrit had three children. In early 1940, the year when the Nazis took Joseph away to prison, Ruth the eldest was nearly thirteen, Edek was eleven, and the fair-haired Bronia three.

Warsaw under the Nazis was a place of terror, and without their father to protect them the Balickis had a grim time of it. But worse was in store for them. They were to endure hardships and conditions which made them think and plan and act more like adults than children. Great responsibilities were to fall upon Ruth.

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!

telling
of
neighbors

Appendix 2

Sentence Openers

It was discovered that... Interviewed afterwards she said... In addition to this... Eyewitnesses say...

He agreed that... He told our reporter... They confirmed that... She refused to comment...

He claimed that... The suspect said... She reputedly... The witness continued by informing us that...

He also spoke of how... She went on to tell us... A spokesman stated that... Nevertheless...

It has been reported... According to witnesses. He emphasised... She disputed that...

Scientists say... She described...

Journalistic Words & Phrases

an expert stated heroic actions increasingly concerned raised questions

unsung hero can reveal since records began not yet confirmed unbelievable

without any warning incredible crucial witnesses critics argue sensational

just confirmed doctors worry scientists conclude sources iconic

close to the scene miraculous escape

Appendix 3

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 4



Story starter!

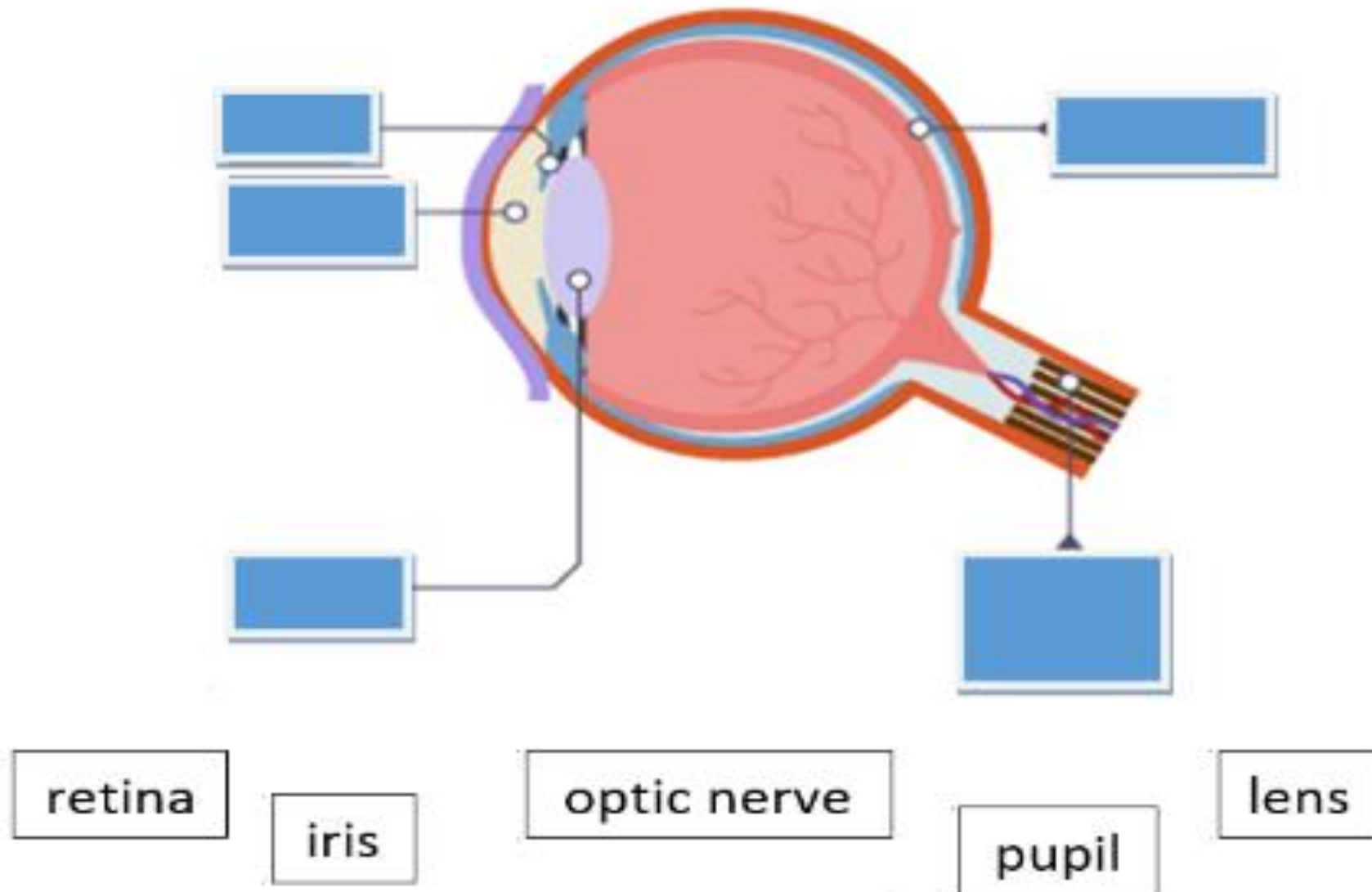
Danny's flippers swished the water up and down as he moved silently in the sombre shadow of the enormous beast. He could hear his own heart beating like a drum inside his chest as he fixed his gaze on the shark. He looked closely at the markings on the shark's body as the two glided through the water in silence. "Wherever the shark decides to go," thought Danny, "I'm following!". He put all his strength into keeping up with the king of the underwater playground. He was determined that their adventure would last as long as was possible.

Appendix 5



Appendix 6

Structure of an eye



Appendix 7



Appendix 8 – Maths: Monday

- 1 Scott has 2 counters.



Dani has 7 counters.



Kim has 3 counters.



Share the counters evenly in order to find the mean number of counters.

The mean number of counters is

- 2 Find the mean of each set of numbers.

a)

3	2	7	4	4
---	---	---	---	---

b)

12	8	15	11	6	2
----	---	----	----	---	---

c)

5	2	2	9	7	5	6	5	3	7
---	---	---	---	---	---	---	---	---	---

- 3 Huan collects football cards.

The table shows how many he collected over four years.

Work out the mean number of cards collected per year.

Year	Number of cards
2016	56
2017	104
2018	81
2019	103

- 4 a) The mean of four numbers is 9

What is the total of the four numbers?

- b) Write an example of what the four numbers could be if none of them are 9

Compare answers with a partner.

How many different solutions can you find?



- 5 The table shows how many pets a number of children have.

One value is missing.

Name	Number of pets
Brett	4
Nijah	0
Rosie	1
Teddy	2
Esther	
Tom	7

The mean number of pets is 3

How many pets does Esther have?

- 6 Six numbers are written on cards.

The mean of the numbers is 12

Fill in the two missing numbers if one is double the other.

13		4	16	6	
----	--	---	----	---	--

- 7 A basketball team played four games.

The mean number of points was 45

- a) How many points did they score in total in the four games?

- b) After the fifth game, the mean increased to 50

How many points did they score in the fifth game?

- 8 A group of children have a mean height of 1.4 m.

Another child joins the group.

- a) What will happen to the mean if the child is 1.5 m tall?

- b) What will happen to the mean if the child is 1.4 m tall?

- c) What will happen to the mean if the child is 1.3 m tall?



- 1 What size is angle x ?



- 2 Reduce 900 by 10%.

- 3 $a = 3$, $b = 4$, $c = 5$
What is the value of $a + 2b + c$?

- 4 Toni got 40 marks out of 50. What percentage did she get?

- 5 What is the lowest common multiple (l.c.m.) of 4, 9 and 12?

- 6 What is the size of angle y ?



- 7 What is the missing number?

$$\begin{array}{r} 5 \text{ r } 10 \\ 18 \overline{) ?} \end{array}$$

- 8 $\begin{array}{r} ? \\ 21 \overline{) 8265} \end{array}$

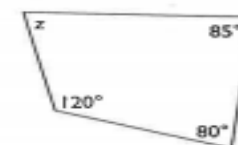
- 9 $21^2 = \dots\dots\dots$

- 10 $12^3 = \dots\dots\dots$

- 11 What is $\frac{1}{2}$ of $\frac{1}{16}$?

- 12 A bus holds 39 passengers. How many buses will 420 people need?

- 13 What is the size of angle z ?



- 14 What is the highest common factor (h.c.f.) of 72, 84 and 96?



- 15 Is this shape a pentagon or a hexagon?



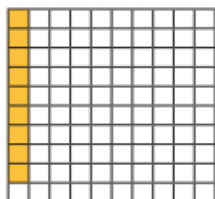
Tuesday

- 1 Complete the sentence for each diagram.

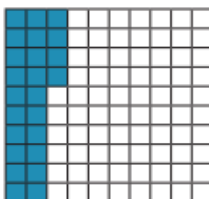
There are parts out of a hundred shaded.

This is %.

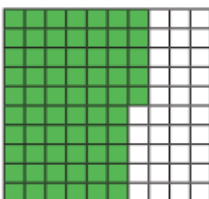
a)



b)



c)



- 2 Complete the table.

Hundred square	Percentage



Hundred square	Percentage
	82%

- 3 Shade 15% of a hundred square red.
Shade 32% of the hundred square blue.
What percentage of the hundred square is **not** shaded?

- 4 a) Is 1% of this bar model shaded?



Explain your reasoning.

- b) What percentage of each bar model is shaded?



- 5 Passengers are boarding a plane.
The plane has 100 seats.
- a) 10% of the seats are already full.
How many passengers are already on the plane?
- b) 15% of the seats have not been booked.
How many seats have been booked?
- c) How many passengers still need to board the plane?

- 6 Dexter has £1 to spend.
He buys some stickers.

I got 35p change.



What percentage of his money did Dexter spend?

- 7 Aisha and Brett have been selling tickets for the school play.
There are 100 seats available.
- On Monday they sold 34% of the tickets.
 - On Tuesday they sold 42 tickets.
 - By the end of Wednesday, 95% of the tickets had been sold.
- How many tickets did they sell on Wednesday?

- 8 Shade 85% of this bar model.



Compare answers with a partner.

- 1 What is $\frac{1}{2}$ of $\frac{3}{4}$?

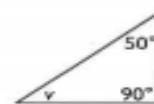
2
$$\begin{array}{r} ? \\ 20 \overline{) 2619} \end{array}$$

- 3 Eighteen children in a school wear glasses; 90% do not. How many children attend the school?

- 4 Which whole numbers are greater than -10 but less than -5?

- 5 Which two consecutive square numbers have a difference of 13?

- 6 What size is angle v ?



- 7 How many horizontal lines can you see on this signpost?



- 8 Peter has 114 chestnuts. If he keeps 50 for himself and shares the rest equally among his four friends, how many does each friend get?

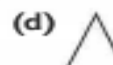
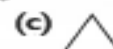
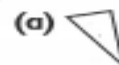
- 9 What is the next number?
1, 4, 2, 8, 3, 12, ...

- 10 What is the lowest common multiple (l.c.m.) of 8, 9 and 12?

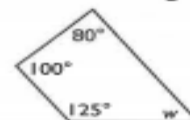
- 11 $a = 3$, $b = 4$, $c = 5$
 $3a + b - 2c = \dots\dots\dots$

- 12 A clock loses 10 seconds every hour. How many minutes does it lose in a day?

- 13 Which is an isosceles triangle?



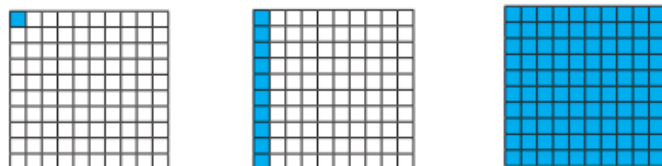
- 14 What size is angle w ?



- 15 What is the highest common factor (h.c.f.) of 33, 66, 88 and 132?

Wednesday

- 1 What fraction, decimal and percentage of each grid is shaded blue?



- 2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$	0.05	5%
$\frac{1}{20}$	0.5	15%
$\frac{1}{5}$	0.2	50%
$\frac{1}{2}$	0.15	20%

- 3 a) Shade a hundred grid in the given proportions.
- $\frac{3}{10}$ green
 - 0.03 red
 - 13% blue
 - 0.3 yellow

- b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

- 4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

- 5 Amir was asked to complete the statement using $<$, $>$ or $=$.

$$14\% \quad > \quad 0.4$$



14 is greater than 4

What mistake has Amir made?

- 6 Match the decimal cards to the people.



My decimal is $\frac{4}{10}$ less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than $\frac{3}{4}$

0.61

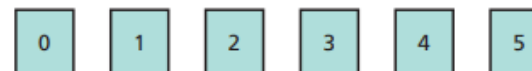


My decimal is greater than 60%.

0.6

- 7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



.

How many other answers can you find?

1 $19 \overline{) 7601}$?

2 $16^3 + 15^3 =$

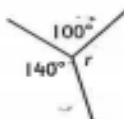
3 What is the highest common factor (h.c.f.) of 49, 84 and 98?

4 Put these in order, smallest first:
-5, 0, 4, -11

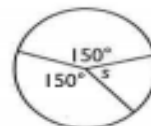
5 What is the lowest common multiple (l.c.m.) of 6, 9 and 12?

6 Angles that meet to make a complete revolution add up to 360° .

What is the size of angle r ?



7 What is the size of angle s ?



8 Put in order, starting with the smallest:
 $\frac{1}{10}$, 11%, $\frac{9}{100}$

9 What is the 10th odd number?

10 The prime factors of a number are 2^4 and 5. What is the number?

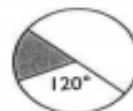
11 $\frac{1}{5} + \frac{1}{10} + \frac{1}{20} =$

12 $297 \div 11 =$

13 What are the values of **A** and **B**?

A		26
	20	
14	B	22

14 What fraction of this circle is shaded?

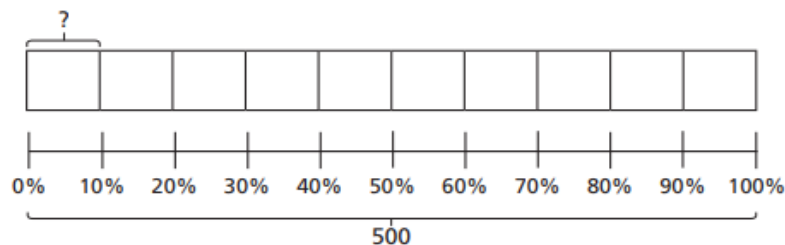


15 This is a clock in a mirror. What is the time?



Thursday

- 1 a) Use the bar model to find 10% of 500



- b) Use your answer to part a) to help you work out the calculations.

20% of 500	70% of 500
90% of 500	60% of 500
30% of 500	100% of 500

2



To find 5% you can find 10% and then halve it.

Use Dora's method to work out the calculations.

- | | |
|----------------|----------------|
| a) 5% of 40 | d) 5% of 2,000 |
| b) 5% of 400 | e) 5% of 6,000 |
| c) 5% of 4,000 | |

What do you notice about your answers?

- 3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

- c) Use Amir's method to find 75% of 340

- d) Are there any other methods you could use?

4

- Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

- | | | |
|-----------------|-----------------|-----------------|
| a) 20% of 1,000 | c) 60% of 1,000 | e) 55% of 1,000 |
| 20% of 550 | 60% of 400 | 55% of 4,400 |
| 20% of 40 | 60% of 98 | 55% of 8 |
| b) 90% of 1,000 | d) 15% of 1,000 | f) 40% of 1,000 |
| 90% of 4,230 | 15% of 300 | 40% of 400 |
| 90% of 90 | 15% of 30 | 40% of 98 |

- 5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

- 6 a) Work out the calculations.

20% of 40 25% of 60

40% of 20 60% of 25

- b) What do you notice about the answers?
c) Does this always happen? Investigate with other examples.
d) Talk about your findings with a partner.

- 1 Is a sphere a prism?

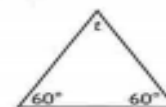
- 2 3^4 means $3 \times 3 \times 3 \times 3$
 $3^4 =$

- 3 What is the next number?
1250, 125, 12.5, ...

- 4 $1 \div 0.25 =$
($\frac{1}{4}$, 4 or 25)

- 5 Sixteen children in a school are left-handed. 92% are not. How many children attend the school?

- 6 What is the size of angle t in this equilateral triangle?



- 7 What is the lowest common multiple (l.c.m.) of 8, 9 and 10?

- 8 $16 \overline{) 8932}$

- 9 $\frac{1}{25} \times 4 =$

- 10 What is the 20th odd number?

- 11 1pm on a 24-hour clock is 13:00. What is 8pm?

- 12 What is the next number?
1.825, 18.25, 182.5, ...

- 13 What fraction of this circle is shaded?
($\frac{1}{10}$, $\frac{1}{12}$ or $\frac{1}{15}$)



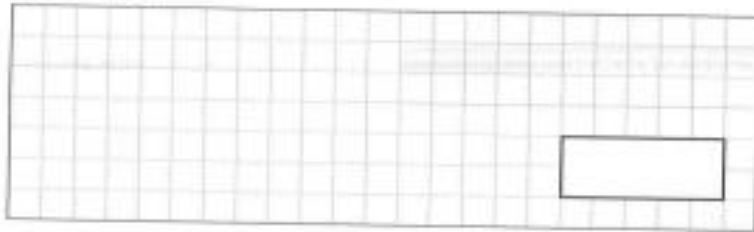
- 14 How many angles has a hexagon?



- 15 The average age of three girls is 16. One girl is 18 and another is 13. How old is the third girl?

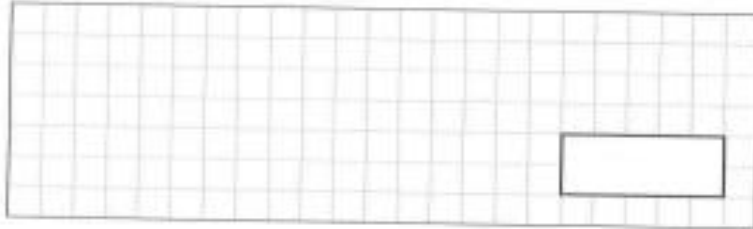
Friday

① $934 + 100 =$



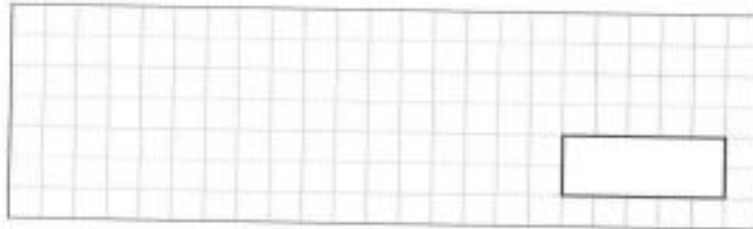
☐ 1 mark

② $34 \times 2 =$



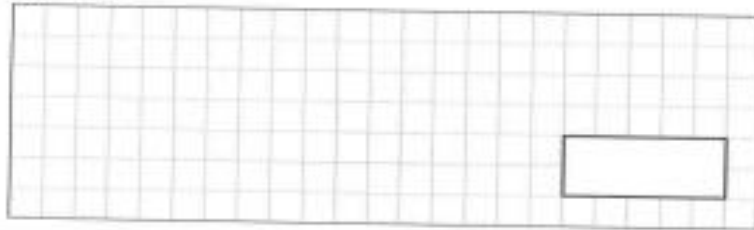
☐ 1 mark

③ $289 - 6 =$



☐ 1 mark

④ $4.7 - 0.2 =$



☐ 1 mark

⑤ $63 \div 9 =$



☐ 1 mark

⑥ $1427 + 635 =$



☐ 1 mark

⑦ $4.4 + 0.07 =$



☐ 1 mark

⑧ $3 - 9 =$



☐ 1 mark

9 $6 \times 5 \times 4 =$

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

☐

1 mark

10 $3892 - 583 =$

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

☐

1 mark

11 $\frac{7}{9} - \frac{2}{9} =$

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

☐

1 mark

12 $28.4 \times 100 =$

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

☐

1 mark

13 $11\,000 - 200 =$

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

☐

1 mark

14 $70 \times 110 =$

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

☐

1 mark

15 $2^3 + 4^2 =$

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

☐

1 mark

16 $840 \div 7 =$

1 mark

17 $\frac{4}{7}$ of 49 =

1 mark

18 20% of 3500 =

1 mark

19 $5348 \times 6 =$

1 mark

20 $7200 \div 12 =$

1 mark

21 $2.63 \times 4 =$

1 mark

22 $14.2 - 6.74 =$

☐ 1 mark

25 $596\,782 - 38\,426 =$

☐ 1 mark

23 $6276 \div 4 =$

☐ 1 mark

26 $8.82 \div 6 =$

☐ 1 mark

24

$$\begin{array}{r} 68 \\ \times 43 \\ \hline \end{array}$$

Show
your
working

☐ 2 marks

27 $\frac{4}{9} \times \frac{5}{7} =$

☐ 1 mark

28

$$14 \overline{) 602}$$

Show
your
working

2 marks

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

1 mark

30 95% of 760 =

1 mark

31 $1\frac{3}{8} \times 7 =$

1 mark

32 $14 + 28 \div 7 =$

1 mark

33 $2\frac{1}{3} - 1\frac{2}{5} =$

1 mark

34

$$\begin{array}{r} 3572 \\ \times \quad 56 \\ \hline \end{array}$$

Show
your
working

2 marks

35

$$\frac{5}{6} + 9 =$$

11

36

$$36 \overline{) 2340}$$

Show
your
working

2 marks