

Gordon Primary School

Remote Learning Grid WB: 18.1.21

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

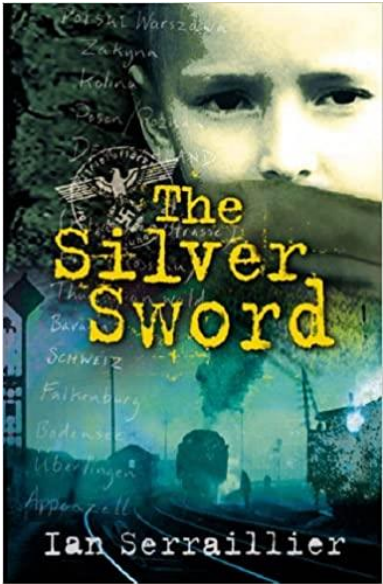
6SC - class6sc@gordonprimary.redbridge.sch.uk

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.

Year 6

Day	English	Maths	Science/Topic work
1	We would like to begin the week focusing on our new key text for the Spring Term: <i>The Silver Sword</i>. <i>Here is the title page of our new text:</i> Scroll down to Appendix 1A to view a fuller version of it.  Task 1 Study the front cover and observe carefully. We would like you to brainstorm: - Everything you can see - Against everything that you can see, how does that make you feel? - Is there anything in particular that stands out for you?	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/investigating-roman-numerals-up-to-100-6guk8c?step=2&activity=video Now complete the activity attached at Appendix 3 under Monday.	<u>PSHCE - Rights and Responsibilities</u> <u>Become a Leader...</u> <u>The staff in Year 6 are absolutely thrilled that this opportunity has arisen for our amazing Year 6 pupils, as for you, taking part towards and having experience of writing an application form is something so key to your future and the world of work.</u> As you will be aware from the advertising in the newsletter last week and from your Zoom session last week, Gordon Primary School are looking for Ambassadors for our Rights Respecting School Award. <i>An Ambassador is an official representative of their class and school, who will speak about highly influential decisions that have a deep impact upon their school and their fellow pupils. As leaders, they will be at the forefront of presenting core values, issues and factors affecting the lives of their fellow students and will have and encourage strong pupil voice within the school. As a pupil Ambassador, you will work closely with staff at the school and with other fellow students across the school of all ages, about decisions that affect you, and it is a fabulous opportunity to be a leader and be involved in key decision making.</i> Please note, at the core of this work, surrounds Gordon's 5Cs: Commitment, Care, Courtesy, Co-operation and Consideration. Your task is to complete the application form attached at the end of this document (please scroll down)

- Is there anything that the front cover reminds you of and why?

Task 2

Using the ideas that you have brainstormed please write a prediction of what you think the story will be about.

Task 3

Does this front cover give any evidence to anything historically? Can you explain giving reasons.

Pre-application thinking

Think carefully about the qualities of a leader.

Draw a spider diagram first and brain storm the qualities of a Leader (Ambassador) for example: confident speaker, keen to work in a team, good listener, keen to learn from others etc...

For the task:

Then think about yourself. Can you circle any that you think describe you?

1. What are your beliefs about the rights and responsibilities of our school?
2. What are your qualities? Can you give any specific examples?
3. Why should you be chosen?

Remember, you want your application to stand out from the rest, so think about what you should include, make it personal to you and ensure that it is well written.

Check out these examples to guide your thinking, but make it personal to you.

"As an Ambassador, I will certainly listen carefully to instructions given to me by adults around the school as well as any concerns children may have. Whether they are anxious, sad or for any other reason, I will be sure to help them."

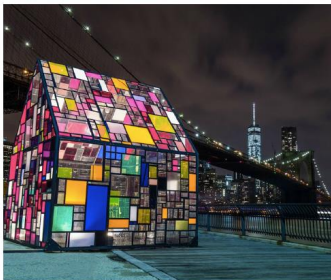
"I would love to help out around the school and have younger children looking up to me and thinking of me as a role model and a great helper."

			<i>I would like to be considered for the Primary Ambassador job because this school has shown me a lot of kindness over the year. I therefore want to give back to the school and the children in the school the same kindness they have given me. In my opinion, helping others makes you happy and the person you are helping happy."</i> <u>Good luck, and make sure you email your submission to your teacher by Friday 22nd January.</u>
2	Last week's history research will have provided you with background knowledge of the causes of World War 2 and why Hitler and his Nazi party wanted to occupy so many countries in Europe during the 1930s. Task 1: Warm up Please refer to Appendix 1 of this document and familiarise yourself with the map and the key areas: - Poland - Germany - Warsaw - Switzerland Read the key vocabulary that follows as these words will provide you with the surrounding knowledge you will need in your first steps of understanding the text. You may well have come across them in your research task last week but if	Look through the BBC bitesize to help refresh your mind on how to divide which then goes onto dividing with remainders as a decimal. https://www.bbc.co.uk/bitesize/articles/zfdsy9a	<u>History - Adolf Hitler</u> https://www.bbc.co.uk/teach/class-clips-video/history-ks3-gcse-hitlers-rise-to-power/zn3r8xs https://www.ducksters.com/biography/adolf_hitler.php Use the above links, Appendix 5 reading, as well as other information you have researched. Answer the following questions: Why did Hitler become such a powerful dictator? What caused his hatred towards the Jews? Provide your own opinion of his effect in WW2.

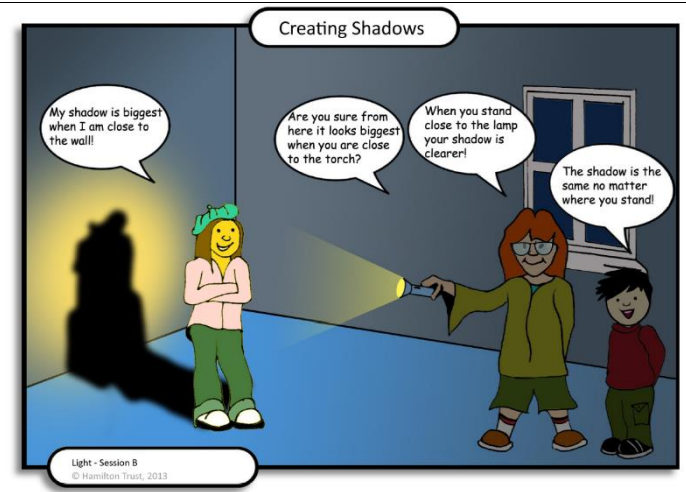
	you are unfamiliar, take a moment to look up these words. Task 2: Reading Please refer to the extract in Appendix 2 of this document. Read this extract carefully, in spite of the fact that it is a short piece. 1. Write a short summary of what you have read. You may wish to refer to known facts about the war, in relation to your response. (Please note, our text is based on true life event) 2. Did the Nazis take Joseph away to prison before or after the invasion of Poland? How do you know? 3. Why do you think Joseph turned the picture of Hitler's face to the wall? 4. What evidence is there on the following points: Suffering Control over Poles (Polish citizens) Rebellion Use the PEE strategy (Point, Evidence, Explanation) Remember that the explanation should give detail about how your quote supports the point 5. Give your first impressions of the text (be as open as you wish, as a text will	Now complete the activity attached at Appendix 3 under Tuesday.	
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	have a different impact on every individual that reads it and that is such a positive)																							
3	Please refer to the extract in Appendix 2 of this document. Beginning: “When the Nazis came...” to “...bundled him off to Zakyna.” Read this section of the text carefully. We would like you to visualize this section. 1. Draw the settings and the action that is going on 2. With family members, dramatize the classroom scene and the home scene 3. Construct a table as follows and write an emotion and a quote “in that moment” from the perspectives of each of the characters. <table><tr><th>Character</th><th>Emotion</th><th>Quote</th></tr><tr><td>Joseph</td><td></td><td></td></tr><tr><td>School children</td><td></td><td></td></tr><tr><td>Nazi spy</td><td></td><td></td></tr><tr><td>Storm Troops</td><td></td><td></td></tr><tr><td>Margrit</td><td></td><td></td></tr><tr><td>Joseph’s Children</td><td></td><td></td></tr></table>	Character	Emotion	Quote	Joseph			School children			Nazi spy			Storm Troops			Margrit			Joseph’s Children			Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/rounding-decimals-part-1-crvk6c Now complete the activity attached at Appendix 3 under Wednesday.	<u>Mental Health and Well-being</u> Think about the term “wellbeing”, what does it mean to you? People use this word to mean “being happy, comfortable and healthy”. Make a list of all the things in your life that help you feel happy, comfortable and healthy. Circles of Control link How to manage your worries Circles of Control British Red Cross - YouTube Carry out the activity in this video. It is important to remember that you cannot solve everything. You can always do something to feel better and to help others feel better. Think about all the things you can do. Create a poster with the words “I can” in the middle. Around the outside, write down all the things you can do to help yourself and others. Think about the actions you can do, like listening to a friend who is sad or doing a breathing exercise to feel calmer. Start to think about the people who can help you too. How can you ask for help? What self-care techniques can you use, for example rest and mindfulness activities, spending time with family or carrying out a hobby. Take a worry from your inner circle from the Circles of control activity and think about key actions you can do to
Character	Emotion	Quote																						
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Nazi spy																								
Storm Troops																								
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			start to improve your mental health and well-being. How can focusing on what you can do to help yourself, help your wellbeing? What will you do differently in the future now?
4	Your background knowledge of how the Nazis came to power should help you with this task. Please refer to the extract in Appendix 2 of this document. <i>Please think specifically about Joseph and empathising with him.</i> Dramatize the school scene leading in to the night scene. You must take on the role of Joseph in your acting here. Create a spider diagram and brainstorm: - What thoughts and feelings are going on in your mind - Why I turned the picture over Imagine you are Joseph being dragged out of your house being taken away by the Nazis. Write a thought bubble of what is going on in your mind. (Fear, anger, anxiety, panic)	Watch the video take notes and do the activities provided on the video. https://classroom.thenational.academy/lessons/multiply-a-decimal-number-by-a-whole-number-6mwpcd?step=2&activity=video Now complete the activity attached at Appendix 3 under Thursday.	<u>Introduction to Sikhism</u> A Guru is a teacher who teaches people about God and how to live their lives. Sikhs honour the Ten Gurus: men who lived in the Punjab region of India. The first was Guru Nanak. Draw a body outline. In the inside: Write the qualities of a teacher On the outside: Think on a personal level. What qualities <i>would you</i> like from a teacher? Write these on the outside Questions Do teachers (Gurus) face challenges? Can you explain. Talk to a family member about the qualities they would like would like in a teacher. Can you compare yours to theirs? Write a short paragraph about why these qualities in a teacher are important to you? Who is your “Guru”?

	Refer to: - Your family - Where are they taking you - What will happen to you next - Will things get worse/how will you cope - Etc... As always, and as we always discuss, remember your writing <i>must have an impact on your reader.</i> So how do you want your reader to feel when they read it. Remember I must be able to feel your fear, panic and anxiety through your choice of words and vocabulary.		
5	<u>Free-write Creative Writing</u>  Silently, Sarah pressed the switch and took a deep breath. Colours filled the house as beams of light hit the coloured panes of glass. It was just as she has hoped for, just as she had imagined. Carefully, turned a full circle to take in the rainbow world she had designed and created. She knew it was going to become a special place for the people of this enormous city. Scroll down to Appendix 6 for the image. Use the image to write a creative piece. You may use the opener if you wish. Plan your sentences carefully	Use everything you have learn over the week to do the activities under Appendix 3 under the heading of Friday	<u>Science - Shadow size experiment</u> 1. Look at this cartoon, also in Appendix 7. Who do you think is right? Based on your Science learning so far, can you provide some explanations to the children in these cartoons, if you think they are wrong. Please use the below link video to help. <u>https://teachers.thenational.academy/lessons/how-are-shadows-formed-6wt66d</u>

Ensure that you have a good hook/opener
Use lots of description and varying sentences
Try to challenge yourself to use advanced punctuation



2. Make a list of transparent, translucent and opaque objects.

Why is it important that these objects have these properties? (What makes them fit for purpose?)

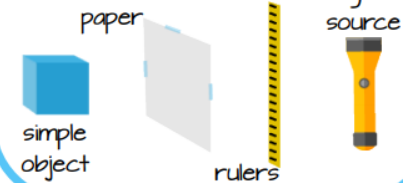
For example: A window is transparent so that we can see through it.

3. If you are able to carry out the below experiment, please do. Please scroll down to **Appendix 8 for the sheets.**

Shadow Size Experiment

You are challenged to set up an experiment to answer this enquiry question:
How does an object's distance to a light source affect its shadow?

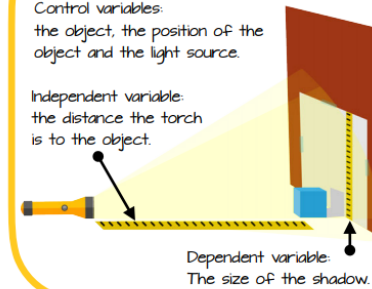
You will need:



Shadow Size Experiment

Control variables:
the object, the position of the object and the light source.

Independent variable:
the distance the torch is to the object.

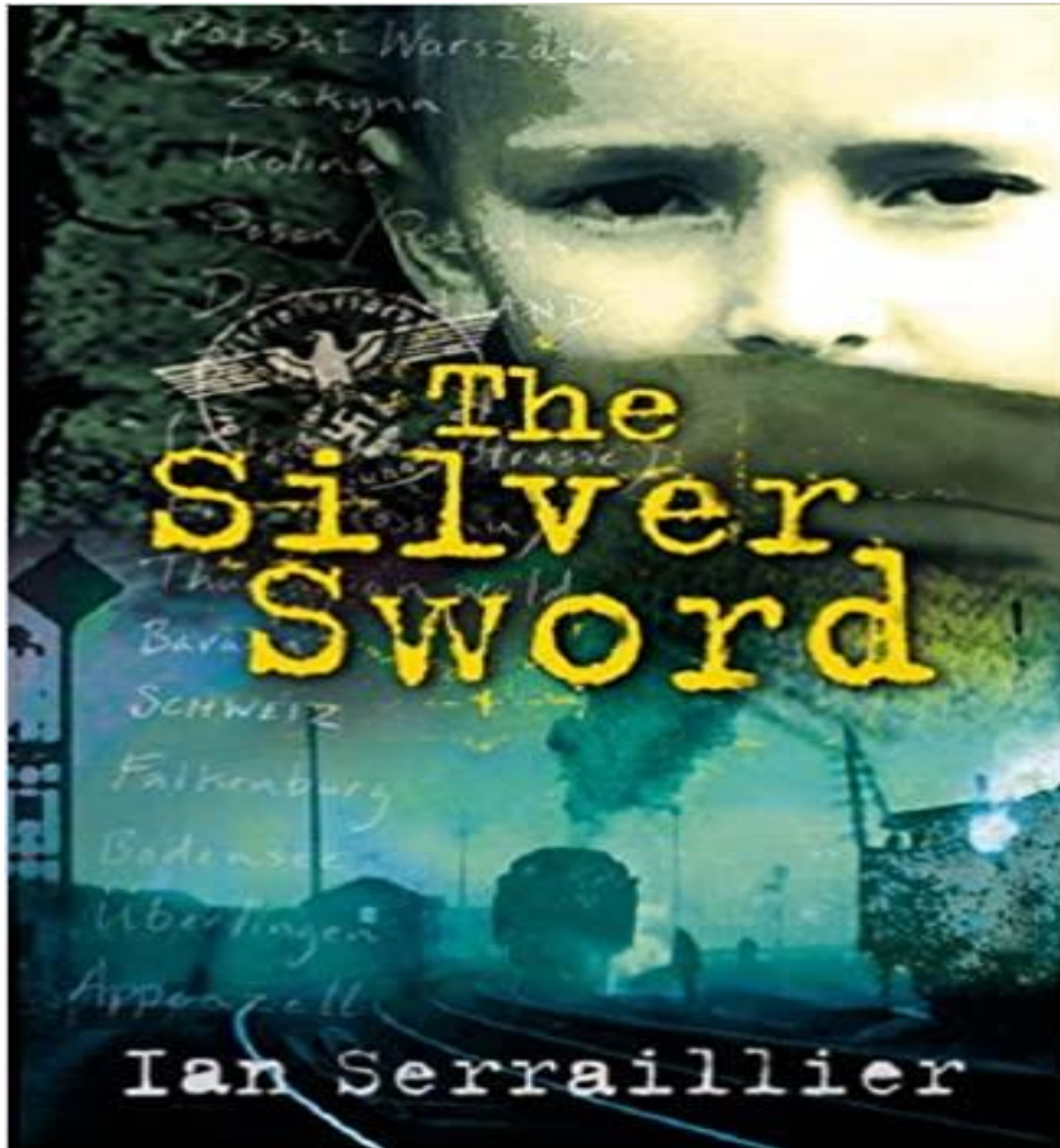


Set up your experiment as follows:

- A light source e.g. a torch pointing at a wall. Optional: attach some paper to the wall where the light hits it.
- Place a ruler alongside the light source.
- Place the object at the other end of the ruler.
- Turn the light source on and measure the shadow.
- Move the light source closer to the object by a set amount e.g. 5 cm.
- Measure the shadow again.

			Enquiry question Independent variable (The one you will change) Dependent variable (The one you will measure) Control variables (What you will keep the same) <table><thead><tr><th>Distance of light source to object</th><th>Size of the object's shadow</th></tr></thead><tbody><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></tbody></table> What did you notice during the experiment? Conclusion The results from my experiment show that when...	Distance of light source to object	Size of the object's shadow																
Distance of light source to object	Size of the object's shadow																				

Appendix 1A - Title page of The Silver Sword



Appendix 1 - Map of Europe and key vocabulary



Concentration camp – a prison where people who were hated by the Nazis were taken to and concentrated under brutal conditions

Holocaust - destruction and loss of life for Jewish and other groups of people who suffered hatred under Hitler's regime

Nazis – a racist and political group of people led by Adolf Hitler

Lebensraum – living space that Hitler wanted to create for German people

Fuhrer – a leader

Invaded and annexed – claimed as German land

Storm Troopers – brown shirted guards working for the Nazi party

Anti –Semitism – prejudice towards people of Jewish origin

Appeasement – giving in to the demands of another country to avoid war by negotiation and agreement towards peace

Scapegoat – person blamed for the wrong doing or mistakes of others

Ration – to allow each person to have a fixed amount

Treaty of Versailles - peace treaty that held Germany responsible for starting WW1 and imposed Germany to sign up to rules following the war

Appendix 2 – Extract

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.

...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.

Guidance for Drama

When you are acting out the scenes consider the actors you will need to have:

School scene:

- **Joseph (teaching)**
- **School Children (learning)**
- **Nazi spy (observing the lesson)**

Night scene:

- **Joseph, Margrit and 3 children sleeping**
- **Nazi Storm troops enter the house and take Joseph away**

Consider how they entered: eg: an open window

Their behaviour during bundling him off - did they make noise?

The family - did they know what was going on or did they realise when they woke up?

Appendix 3 - Maths

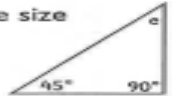
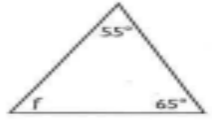
Monday

Write in Arabic numbers.

- | | |
|-------------|-------------|
| 1 CCXV | 11 CCCXXVII |
| 2 DCXLIII | 12 DCCCXC |
| 3 CLXVIII | 13 DCLXXV |
| 4 CDXXIX | 14 CMLII |
| 5 DCCLXXX | 15 CVIII |
| 6 CCCLVII | 16 DXIV |
| 7 DXCII | 17 DCCXLI |
| 8 DCCCXXXIV | 18 CDLXXXVI |
| 9 CMI | 19 CCLXIII |
| 10 CDLXXVI | 20 DCXXXIX |

Write in Roman numerals.

- | | |
|--------|--------|
| 21 542 | 31 651 |
| 22 226 | 32 937 |
| 23 389 | 33 284 |
| 24 603 | 34 793 |
| 25 467 | 35 520 |
| 26 730 | 36 816 |
| 27 154 | 37 179 |
| 28 295 | 38 405 |
| 29 871 | 39 948 |
| 30 918 | 40 362 |

1 $16^3 + 4^3 =$	2 $100 \times 100 =$
3 Put these in order, smallest first: 1.009, 1.011, 1.01	
4 The prime factors of 20 are ² and 5.	5 Write 75% as a fraction in its lowest terms.
6 What is the size of angle d ? 	
7 Which of these is a multiple of 2? 15, 23, 26, 31	
8 Which fraction is greater than $\frac{1}{4}$ but less than $\frac{1}{2}$? $\frac{1}{8}, \frac{1}{3}, \frac{7}{10}, \frac{9}{10}$	
9 How many thousands are in $\frac{1}{2}$ a million?	10 $6^2 + 11^2 =$
11 The angles of a triangle add up to 180° . What is the size of angle e ? 	12 What fraction of one hour is 24 minutes (in its lowest terms)?
13 What is the size of angle f ? 	14 Angles that meet to make a complete revolution add up to 360° . What is the size of angle g ? 
15 Which of these are common multiples of 4 and 7? 12, 14, 16, 28, 32, 56	

Tuesday

Work out to three decimal places where necessary.

1 $\begin{array}{r} 7\ 2\ 9\ .\ 8 \\ 5\overline{)3\ 6\ 14\ 49\ .\ 40} \end{array}$

7 $\begin{array}{r} \\ 9\overline{)4\ 6\ 3\ 8} \end{array}$

13 $\begin{array}{r} \\ 4\overline{)2\ 2\ 6\ 9} \end{array}$

2 $\begin{array}{r} \\ 8\overline{)2\ 0\ 5\ 4} \end{array}$

8 $\begin{array}{r} \\ 3\overline{)8\ 2\ 9\ 7} \end{array}$

14 $\begin{array}{r} \\ 7\overline{)6\ 0\ 3\ 8} \end{array}$

3 $\begin{array}{r} \\ 4\overline{)2\ 7\ 3\ 3} \end{array}$

9 $\begin{array}{r} \\ 11\overline{)5\ 9\ 2\ 5} \end{array}$

15 $\begin{array}{r} \\ 6\overline{)1\ 7\ 6\ 3} \end{array}$

4 $\begin{array}{r} \\ 6\overline{)1\ 0\ 5\ 9} \end{array}$

10 $\begin{array}{r} \\ 8\overline{)1\ 2\ 7\ 0} \end{array}$

16 $\begin{array}{r} \\ 12\overline{)5\ 2\ 5\ 5} \end{array}$

5 $\begin{array}{r} \\ 7\overline{)1\ 2\ 4\ 7} \end{array}$

11 $\begin{array}{r} \\ 2\overline{)9\ 6\ 8\ 5} \end{array}$

17 $\begin{array}{r} \\ 9\overline{)6\ 4\ 2\ 4} \end{array}$

6 $\begin{array}{r} \\ 12\overline{)4\ 3\ 1\ 1} \end{array}$

12 $\begin{array}{r} \\ 5\overline{)3\ 5\ 6\ 4} \end{array}$

18 $\begin{array}{r} \\ 8\overline{)3\ 7\ 4\ 7} \end{array}$

19 $\begin{array}{r} \\ 18\overline{)4\ 7\ 4\ 3} \end{array}$

20 $\begin{array}{r} \\ 24\overline{)3\ 8\ 3\ 4} \end{array}$

21 $\begin{array}{r} \\ 35\overline{)3\ 8\ 6} \end{array}$

1 What is the next number? 30, 3, 0.3, ...

2 Two angles of a triangle are 30 degrees and 80 degrees. What is the size of the third angle?

3 $(150 \times 2) + (41 \times 2) = \dots\dots\dots$

4 Write 20% as a fraction, in its lowest terms.

5 The prime factors of 48 are 2^4 and

6 What was a darts player's score if she scored double 19 with her first dart, 9 with her second and treble 16 with her third?

7 One winter's day the temperature was 2° Celsius. That night it dropped to -2° C. How many degrees colder was the night?



8 $(4 + 3)^2 - (2^2 + 3^2) = \dots\dots\dots$

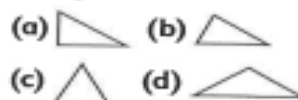
9 $2^4 \times 5 = \dots\dots\dots$

10 $\begin{array}{r} ? \\ 15\overline{)2198} \end{array}$

11 When $\frac{3}{5}$ of a certain number is reduced by 9 the result is 21. What is the number?

12 Which of these are common multiples of 6 and 8?
12, 16, 24, 32, 48

13 Which is an equilateral triangle?



14 The temperature was -1° C during the night. The next day it rose to 6° C. How many degrees warmer was it then?

15 What is the lowest common multiple of 6, 10 and 12?

Wednesday

Rounding to the nearest whole number	2.495 → 2	3.716 → 4
Rounding to 1 decimal place	0.826 → 0.8	9.489 → 9.5
Rounding to 2 decimal places	5.175 → 5.18	1.963 → 1.96
Rounding to 3 decimal places	0.0309 → 0.031	7.2851 → 7.285

Round to the nearest whole number.

- 1 2.833
- 2 5.37
- 3 8.714
- 4 3.5
- 5 0.29
- 6 7.906

Round to the nearest tenth.

- 7 1.393
- 8 4.625
- 9 9.55
- 10 3.139
- 11 2.084
- 12 5.74

Round to the nearest hundredth.

- 13 4.7302
- 14 2.148
- 15 8.504
- 16 3.997
- 17 7.612
- 18 0.359

Round to one decimal place.

- 19 1.6418
- 20 2.963
- 21 9.2751
- 22 6.519
- 23 4.938
- 24 5.8503

Round to two decimal places.

- 25 8.9472
- 26 6.381
- 27 3.5464
- 28 5.2951
- 29 7.0338
- 30 0.6299

Round to three decimal places.

- 31 3.6086
- 32 9.74735
- 33 0.45454
- 34 9.29292
- 35 6.66666
- 36 7.17171

1 Take one hundred thousand from half a million.

2 What is the highest common factor (h.c.f.) of 27, 39 and 45?

3 $a = 4$, $b = 5$
 $a^2 - 2b = \dots\dots\dots$

4 The prime factors of a number are 3^3 and 2. What is the number?

5 Which is the common multiple of 8, 9 and 12?
32, 96, 108, 216, 238



6 There are 20 rows of 16 seats on each side of the cinema.
How many seats are there altogether?

7
$$\begin{array}{r} ? \\ 16 \overline{) 2983} \end{array}$$

8 $13^3 = \dots\dots\dots$

9 The temperature is 5°C . What will the temperature be if it drops by 10°C ?

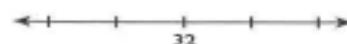
10 $x = 5$, $y = 8$
 $x^2 - 3y = \dots\dots\dots$

11 $1 \div \dots\dots\dots = 0.01$

12 Which of these letters have parallel lines?

A E H K M Y Z

13 The middle number of five consecutive even numbers is 32. What is the first number?



14 In a plantation there are 14 Scots pines, twice as many Norway spruces and seven times as many Sitka spruces. How many trees are there in the plantation?

15 What is the lowest common multiple (l.c.m.) of 6, 8 and 10?

Thursday

Write the answer only.

- | | | |
|--------------------------|---------------------------|----------------------------|
| 1 0.05×4 | 9 0.02×11 | 17 0.003×5 |
| 2 0.7×12 | 10 0.008×3 | 18 0.05×8 |
| 3 0.009×8 | 11 0.04×7 | 19 0.004×12 |
| 4 0.03×6 | 12 0.009×9 | 20 0.7×6 |
| 5 $0.03 \div 5$ | 13 $0.6 \div 12$ | 21 $0.063 \div 7$ |
| 6 $0.36 \div 9$ | 14 $4.8 \div 8$ | 22 $0.06 \div 3$ |
| 7 $5.6 \div 7$ | 15 $0.054 \div 6$ | 23 $5.4 \div 9$ |
| 8 $0.014 \div 2$ | 16 $0.28 \div 4$ | 24 $0.088 \div 11$ |

Work out using a formal written method. Work neatly and align decimal points.

- 25 139.6×3 26 42.53×9 27 1.275×6 28 84.39×7

$$\begin{array}{r} 139.6 \\ \times \quad 3 \\ \hline \end{array}$$

- 29 $31.2 \div 4$ 30 $45.6 \div 12$ 31 $4.2 \div 5$ 32 $5.04 \div 8$

$$\begin{array}{r} 4 \overline{) 131.2} \end{array}$$

- | | | | | | | | | | | |
|---|--|----|---|--|----|--|----|----|----|----|
| 1 What is the smallest number of flowers that can be arranged in bunches of either 4, 6 or 9? | 2 $7^3 + 6^3 =$ | | | | | | | | | |
| 5 What is the highest factor of 48?
 | 3 What is the missing number?
18, 20, 24, ..., 38 | | | | | | | | | |
| | 4 What is 75% of 350? | | | | | | | | | |
| 6 What is the size of angle h ?
 | 7 In a class the ratio of girls to boys is 4 : 5. There are 36 children altogether. How many girls are there? | | | | | | | | | |
| 8 What is the 20th even number? | 9 What is the 26th even number? | | | | | | | | | |
| 10 $(0 \times 9) \div 9 =$ | 11 $\begin{array}{r} ? \\ 16 \overline{) 9831} \end{array}$ | | | | | | | | | |
| 12 What is the lowest common multiple (l.c.m.) of 6 and 8? | | | | | | | | | | |
| 13 A shopkeeper mixed 160 red balloons with 80 yellow balloons to make packets which have 8 balloons each.

How many packets can he make? | 14 What is the value of A?
<table border="1" data-bbox="1675 1125 1863 1236"> <tbody> <tr> <td></td> <td>A</td> <td></td> </tr> <tr> <td>18</td> <td></td> <td>14</td> </tr> <tr> <td>13</td> <td>20</td> <td>15</td> </tr> </tbody> </table> | | A | | 18 | | 14 | 13 | 20 | 15 |
| | A | | | | | | | | | |
| 18 | | 14 | | | | | | | | |
| 13 | 20 | 15 | | | | | | | | |
| 15 What is the missing prime number?
37, 41, ..., 47 | | | | | | | | | | |

Friday

- 1 Baby Emma weighs 4.15 kg. Baby Lois weighs 485 g less. What does Lois weigh?

$$\begin{array}{r} 4.15 \\ - 0.485 \\ \hline \end{array}$$

Lois weighs kg

- 2 £1 is worth 1.25 Euros. What is £84 worth in Euros?

£84 is worth Euros

- 3 Vince's 200 m time is 21.3 seconds. The world record is 19.19 seconds. How much faster is the world record?

Answer seconds faster

- 4 A row of 26 patio tiles is 11.7 m long. How long is one tile?

Answer m

- 5 A car hold 9.65 litres of petrol. 10% is used. How much is left?

..... litres are left

- 6 One can of peas weighs 0.27 kg. What do 16 cans weigh?

16 cans weigh kg

- 7 12 football shirts cost £201 altogether. What does one shirt cost?

Answer £

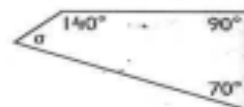
- 8 A bus route is 47.38 km long. What is the total length of 8 journeys?

Answer km

- 1 The middle number of 5 consecutive odd numbers is 297. What is the last number?

- 4 The temperature is -3°C . What will it be if it rises by 5°C ?

- 6 This shape is a quadrilateral (a four-sided shape). Its angles add up to 360° . What is the size of angle a ?



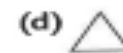
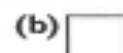
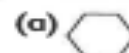
- 10 What is the next number? 4.0, 3.9, 3.7, 3.4, ...

- 11 $18^2 =$

- 13 What percentage of electricity is generated by water power?



- 15 Which shape has angles that add up to 180° ?



- 2 40% of 65 = ...

- 3 What number when divided by 10 gives an answer of 10?

- 5 What shape is this?



- 7 Andrea is $1\frac{1}{2}$ times older than her brother, Sean. If Andrea is 9, how old is Sean?

- 8 Write 7 marks out of 10 as a percentage.

- 9 $100 - 36 = 16 \times$

- 12 What is the largest remainder you can have when you divide by 25?

- 14 There were 12 minutes of advertising during a one-hour programme. What fraction of the hour was this, in its lowest terms?

Appendix 5

CHAPTER 2 Adolf Hitler

When Adolf Hitler was a boy, no one expected much of him. He was born on April 20, 1889, in a small town in Austria called Braunau am Inn. It bordered Germany, and the people there spoke German. Hitler's family wasn't rich. But they did fine.



But Hitler wasn't interested. He wanted to be an artist.

Hitler's father was a harsh man, strict and quick to punish. He wanted his son to work in government.



Hitler had always been a lazy student, but after his father's death, he started failing classes. A few years later, he dropped out of school. He knew his mother would support him. She had always spoiled him. So he didn't do much of anything. He just daydreamed.

In 1907, Hitler was turned down by an art school. At the end of the year, his mother died.



With nothing keeping him at home, he moved to Austria's capital, Vienna. Once again, he lounged around, talking in cafés about politics, art, and ideas.



Vienna had a large Jewish community. But the city was known for its anti-Semitism. Anti-Jewish newspapers and pamphlets were sold everywhere. Hitler read them all. The mayor spoke out against Jews, too. Later Hitler would say that Vienna was where his ideas came together.

Time passed. Hitler had no job. He sold his belongings and slept on park benches. Finally he settled into a home for poor men, scraping by, selling his artwork. A failure, known for fits of temper, Hitler was homeless and friendless. He left Vienna in 1913.



Hitler had always felt that Germany held more promise for him than Austria. So he moved to the German city of Munich. When World War I broke out, he signed up to fight for the German army. In the army, Hitler finally found success. He won medals for bravery. When Germany surrendered, Hitler was crushed. Like so many others, he blamed Jews for the defeat.

And he was ready to do something about it.



CHAPTER 3 The Nazis

In 1919, Adolf Hitler went to a meeting in Munich. It was held by a new political group—the German Workers' Party. About twenty-five people were there. In fact, the whole political party had only about fifty members.



The party wanted a strong, proud Germany. And they blamed Jews for all the country's problems. This appealed to Hitler. He didn't believe that the Jews of Germany were "real" Germans. He considered them "sub-human." True Germans belonged to what the party called the "Aryan" race. The ideal Aryan had blond hair and blue eyes. Of course, some Jews had blond hair and blue eyes, while Hitler himself had brown hair and brown eyes. But that didn't make any difference to him: Jews weren't Aryans, and he was.

Hitler joined the German Workers' Party. He rose up the ranks. He gave spellbinding speeches. He knew what people wanted to hear and how to work up a crowd. Did people feel betrayed by the new government? Yes! Were they worried about jobs? Yes! Could Germany be great again? Yes! In one short year, the party grew to three thousand members. And Hitler was its leader.



Hitler chose the swastika, a hooked cross, for the party's symbol. It was an image used in Indian religions. But that is not why he chose it. Some people believed that thousands of years ago, Aryan nomads had used this same symbol. So to Hitler, the swastika represented the Aryan race.



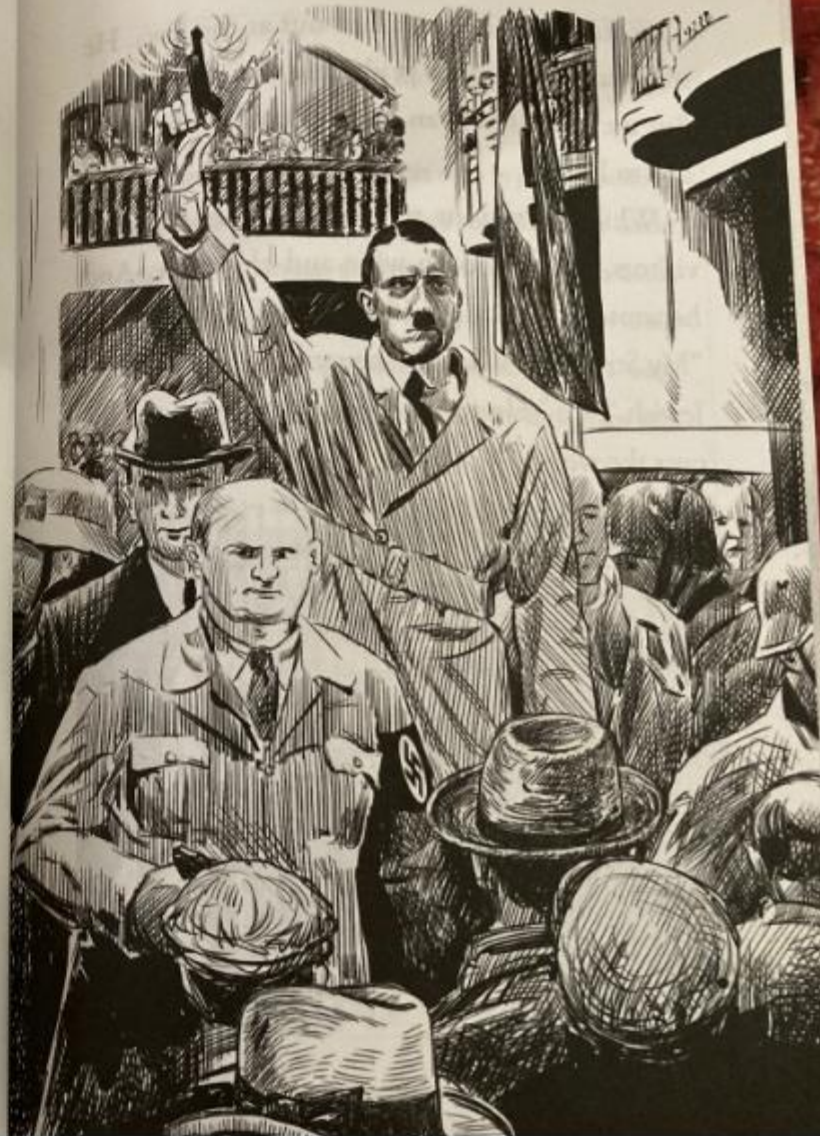
Hitler also added two words to the party name: National Socialist. In German, the name was abbreviated to the NSDAP, then shortened even more. It was just known as the Nazi Party.

As Nazi leader, Hitler saw two main problems: Germany needed to be bigger and stronger. And something had to be done about the Jews.

In 1923, Hitler began his grab for power. On November 8, he went to a Munich beer hall. He brought along storm troopers—armed Nazis known for violence. German government officials were holding a meeting. He wanted to overthrow these leaders, then march to Berlin, the nation's capital.

At 8:30 p.m., Hitler fired a pistol at the ceiling. With the storm troopers' help, the officials were taken prisoner. But then things fell apart. There were gunshots. People were killed. Hitler was arrested.

His trial lasted almost a month. It was big



news. In court, Hitler lashed out at the Jews. He spoke about German pride. He was sent to jail. But the trial drew even more people to the party and to Hitler.

While he was in prison, Hitler entertained visitors. He feasted on wine and chocolate. And he wrote a book called *Mein Kampf*, which means "My Struggle." What did he struggle against? The Jewish "race." He accused Jews of plotting to take over the world.



Mein Kampf

During the time the Nazis were in power, millions of copies of *Mein Kampf* were sold. But after World War II, the German government banned it, to block Hitler's hateful message. Today a new edition is out with side notes and explanations. Will the book show readers how evil Hitler was? Or bring new fans to his terrible ideas?

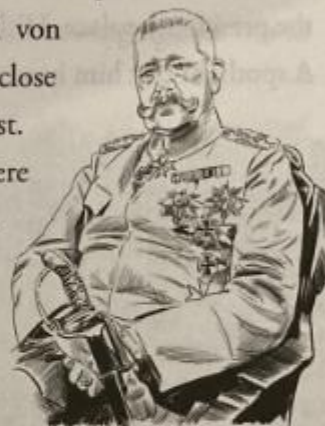


When Hitler left prison, the Nazis were more powerful than ever. They held big parades. They staged rallies. Storm troopers and a special new military group—the SS—marched in crisp new uniforms.



Many Germans wanted a hero—someone to rescue them from hard times. Their mistake was turning to Adolf Hitler to be their new leader.

Hitler decided to run for president. He ran against President Paul von Hindenburg. It was a close election. But Hitler lost. Reichstag elections were held. No party had a major victory. Instead the government was made up of many small groups. Each one worked against the others. The government came to a standstill.



Paul von Hindenburg

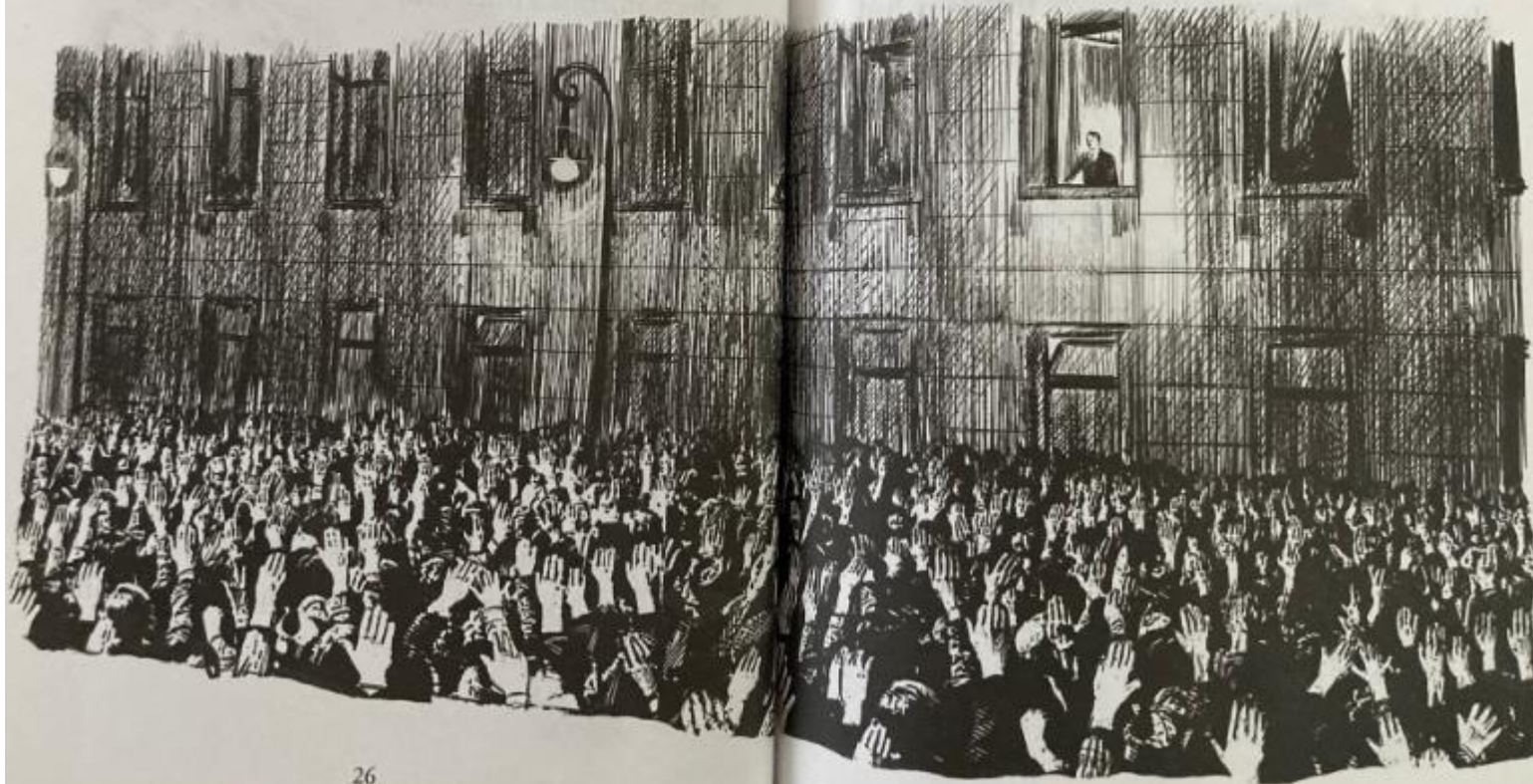
President von Hindenburg needed the support of the Nazis. With his own party as well as Hitler's Nazis behind him, he'd have enough power to govern. So von Hindenburg appointed Hitler chancellor.

At noon, January 30, 1933, Hitler was sworn in. By that night, thousands lined the streets to watch the SS parade through Berlin. Its officers marched in step, carrying torches and singing. At the president's palace, Hitler stood at the window. A spotlight cast him in a bright glow. Everyone in

the crowd raised their arms in the Nazi salute.

One newscaster said, "Nothing like this has ever been seen before."

German radio broadcast the event. In Jewish homes, families listened, knowing trouble was in store.



There were only about 523,000 Jews out of Germany's 67 million people. That year, about 37,000 emigrated. They left the country to start a new life.

Others stayed. Some didn't have the money to leave. Others didn't want to. Germany was their home. They told themselves that Jews had gone through bad times before. And in the recent past, life had improved. Now Jews were German citizens with full rights. They didn't believe anything terrible would happen. Soon Hitler would fade away. Besides, he was not the real German leader. There was still von Hindenburg and the Reichstag.

For now.

Appendix 6



Silently, Sarah pressed the switch and took a deep breath. Colours filled the house as beams of light hit the coloured panes of glass. It was just as she has hoped for, just as she had imagined. Carefully, turned a full circle to take in the rainbow world she had designed and created. She knew it was going to become a special place for the people of this enormous city.

Appendix 7

Creating Shadows

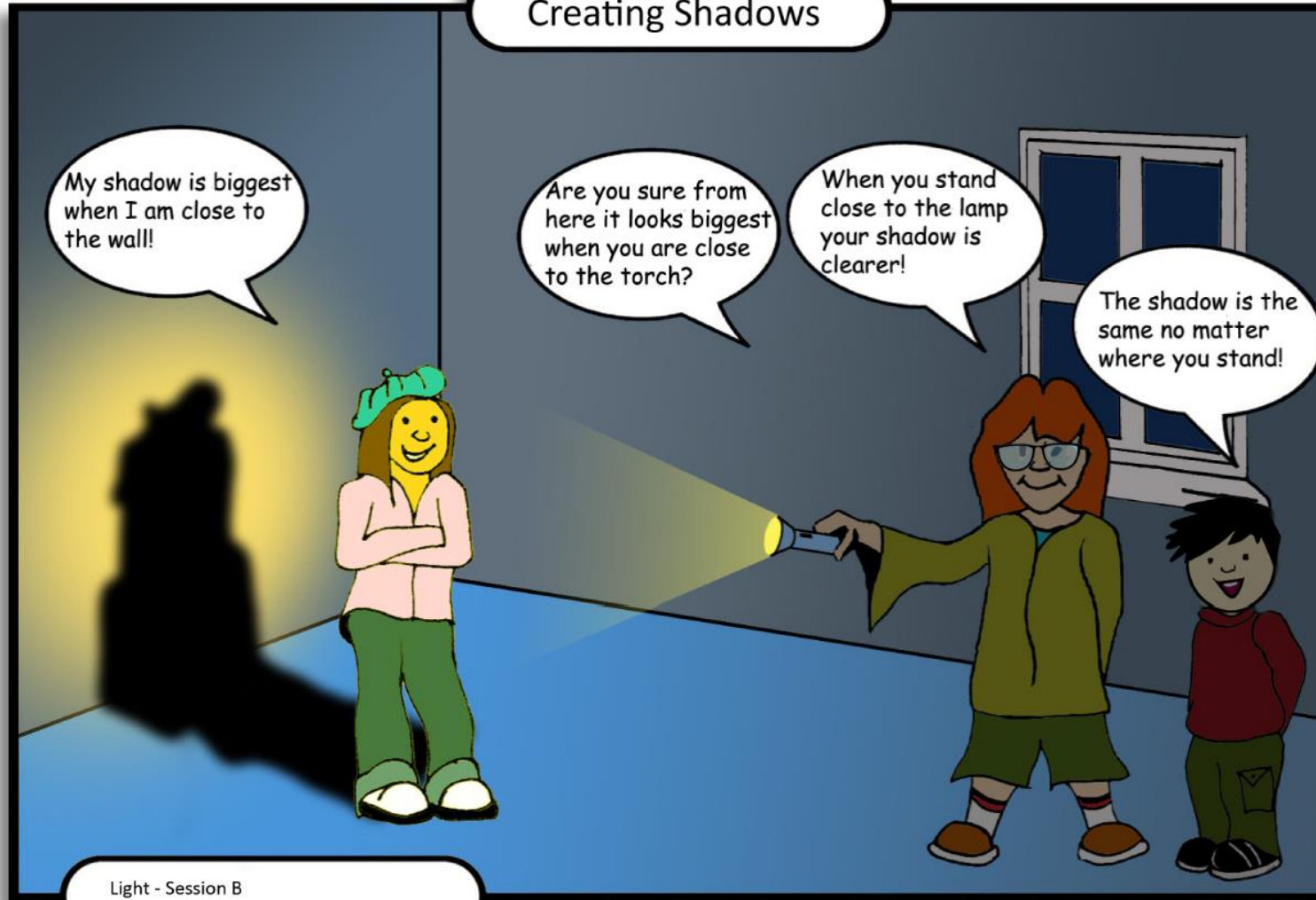
My shadow is biggest when I am close to the wall!

Are you sure from here it looks biggest when you are close to the torch?

When you stand close to the lamp your shadow is clearer!

The shadow is the same no matter where you stand!

Light - Session B
© Hamilton Trust, 2013



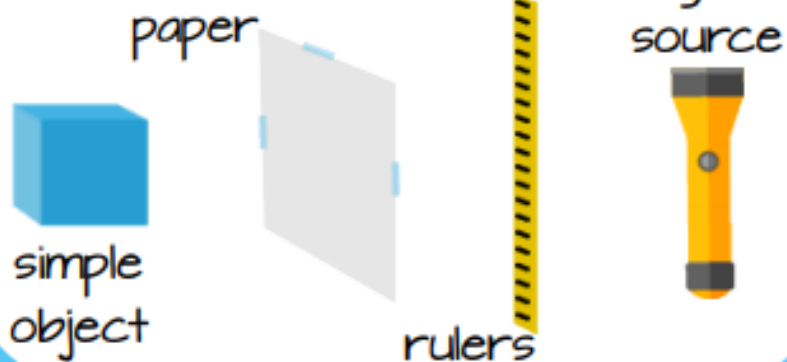
Appendix 8

Shadow Size Experiment

You are challenged to set up an experiment to answer this enquiry question:

How does an object's distance to a light source affect its shadow?

You will need:



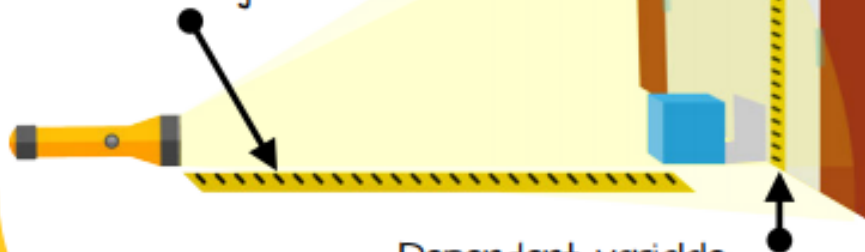
Shadow Size Experiment

Control variables:

the object, the position of the object and the light source.

Independent variable:

the distance the torch is to the object.



Dependent variable:
The size of the shadow.

Set up your experiment as follows:

- A light source e.g. a torch pointing at a wall. Optional: attach some paper to the wall where the light hits it.
- Place a ruler alongside the light source.
- Place the object at the other end of the ruler.
- Turn the light source on and measure the shadow.
- Move the light source closer to the object by a set amount e.g. 5 cm
- Measure the shadow again.

Enquiry question

Independent variable
(The one you will change)

Dependent variable
(The one you will measure)

Control variables
(What you will keep the same)

Distance of light source to object	Size of the object's shadow

What did you notice during the experiment?

Conclusion

The results from my experiment show that when...

Appendix 9 - Application Form

Gordon Primary School

Rights Respecting School Ambassador Application

Name: _____

Class: _____

Date: _____

I would like to become a Rights Respecting School ambassador and promote the school values because: