HILL WEST Primary

FOUR OAKS

Home Learning Pack

Year 6

Week Beginning 1.2.21

Home Learning Links

Oak National Academy
Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.
www.thenational.academy

BBC Bitesize
With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.
https://www.bbc.co.uk/bitesize

Read Works.org
Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.
https://www.readworks.org/

Education Quizzes
A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.
https://www.educationquizzes.com/ks2/

Top Marks
A range of activities here but especially good interactive activities for maths.
https://www.topmarks.co.uk/

Classroom Secrets
The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs
https://kids.classroomsecrets.co.uk/

National Geographic
National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.
https://www.natgeokids.com/uk/teacher-category/primary-resources/

Reading Eggspress
https://readingeggs.co.uk/

Top Marks
A website for great interactive maths games.
https://www.topmarks.co.uk/

Times Tables Rockstars
This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.
https://ttrockstars.com/

Monster SATs
On-screen and paper-based resources, including curriculum-based games for primary schools.
https://www.monstersats.co.uk/group-login-page/

SPaG.com
SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group
https://www.spag.com/

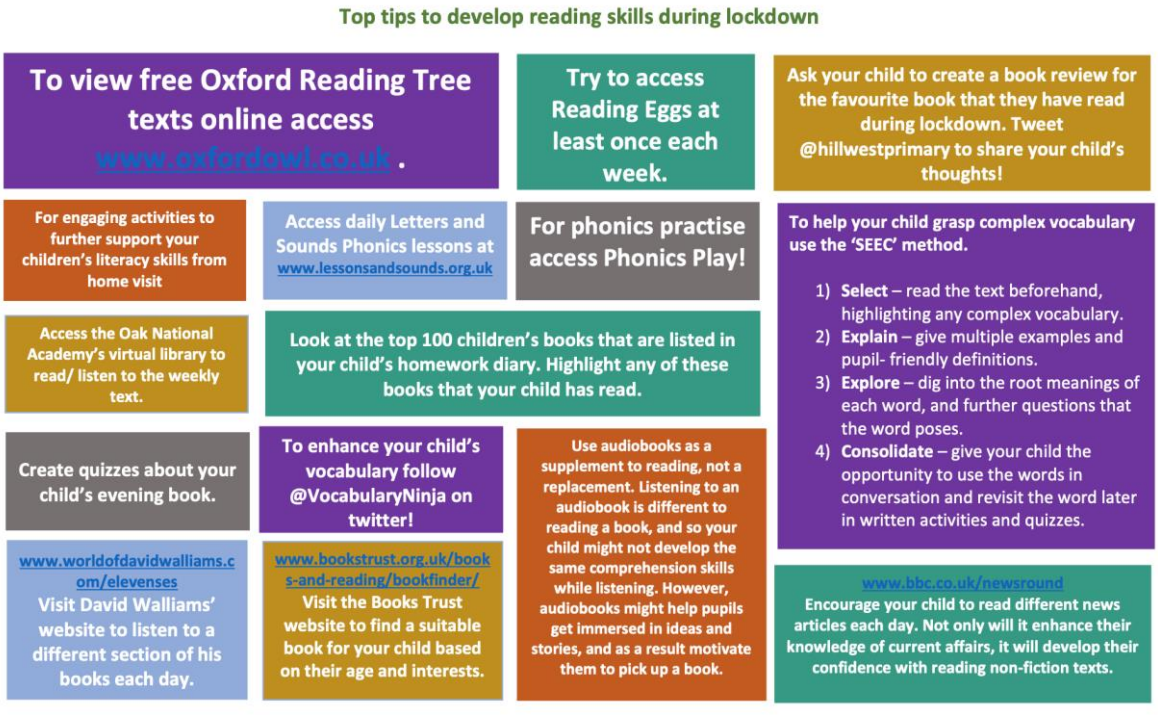
White Rose Maths Hub
Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.
https://whiterosemaths.com/homelearning/

Khan Academy
A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.
https://www.khanacademy.org

Codeclub
Fancy something a bit different. Try out the Code Club website for free tutorials and guides no creating code in a range of platforms.
https://projects.raspberrypi.org/en/codeclub

Duolingo
Fancy something a bit different. Try out the Code Club website for free tutorials and guides no creating code in a range of platforms.
https://projects.raspberrypi.org/en/codeclub

Kahoot!
Make your own quizzes to play with friends. Or take quizzes about topics you have learnt about.
https://kahoot.com



Key Question Week 5: Who is the Little Prince and where did he come from?
Key Text for Linked Learning: Antoine de Saint Exupery – *The Little Prince*
Linked Learning: English, RE, Music.
In English, the children will explore and discuss the themes and allegory presented in Antoine de Saint Exupery's novella The Little Prince. They will analyse the relationships between the characters and begin to make secure inferences using evidence from across the text to support their discussions and written comprehension. Using the symbolism presented throughout the book as a stimulus for their writing, children will create poems that use figurative devices and select vocabulary to create imagery. In Music, children will listen to and appraise in detail the works of composer Hans Zimmer. Linking to the themes that arise in these lessons, they will also discuss similarities and differences in the beliefs and views of different religions represented in our school and wider community.
Maths: This week, children will recap how to measure angles using a protractor, before calculating the number of degrees in whole, quarter, half and three-quarter turns, applying this to different contexts such as time and on a compass. They will also apply their understanding of angles in a right angle, straight line and around a point to calculate missing angles. Children will practically explore interior angles of a triangle and learn that the angles add up to 180 degrees.
Science: Electricity Investigation: The children will compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. They will record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Geography: Children will start their learning about biomes by looking at how the world has many different biomes; that they are large ecosystems and their distinct climatic conditions, flora and fauna.
Computing: Using Python, children will use commands to make their interactive story work.
Music: See above.
Art: By comparing methods and approaches in their work and others', children will give constructive feedback whilst they continue to produce a piece of artwork titled "My urban landscape."
PDW / R.E: See above.
P.E: The children will be doing 'Invent It! '.The children will develop their flexibility, strength, technique, control and balance. They will play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. The children will invent a new game that requires attacking and defending skills. Home learners could tune into Joe Wicks for his live PE sessions on You Tube.

Before Zoom 9:00 – 11:00am
Reading for Pleasure Reading Eggs Arithmetic starters Handwriting SPaG retrieval practice/Questions in pack Complete other self-directed tasks set by teacher. (Science, Topic, Art, French etc.)
Zoom AM Session 11:00am
Arithmetic
Maths
Complete independent sheets + R&P. *** if finished – marks answers from back of pack ***
Zoom PM Session 1:30pm
Reading/Spag
Writing/Topic/Science
Writing/Topic/Science

Monday

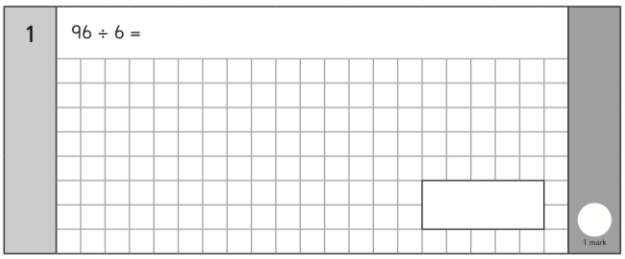
Geometry: Properties of Shape	
Calculate angles	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

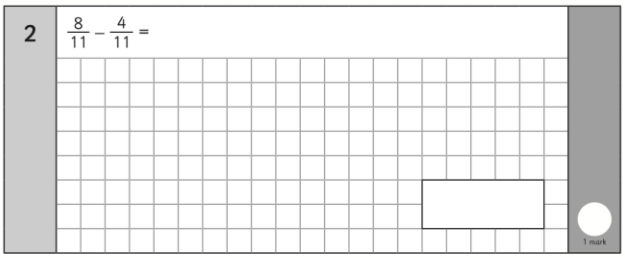
1) Solve the equation $5x + 3 = 38$

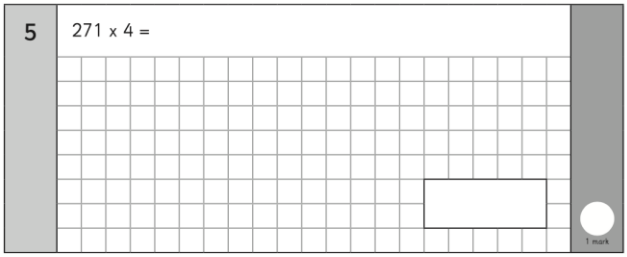
2) What might the rule be for this function machine?

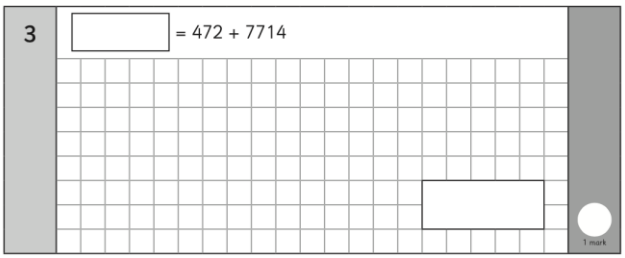
3) Work out 19.64 ÷ 4

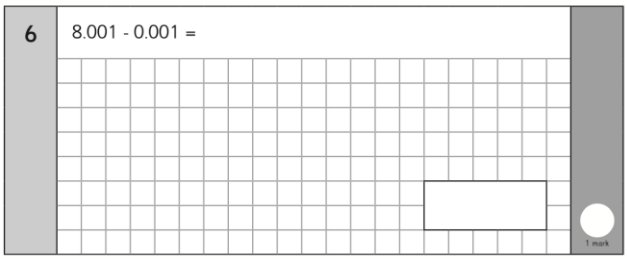
4) What number is 6 less than 2?







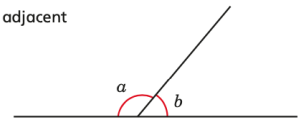




Please, answer the questions you are able to. If you haven't got a **protractor**, don't worry – skip these. Just do your best! ☺

Calculate angles

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



a) Measure angles a and b.

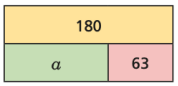
$a =$ ☐ $b =$ ☐

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.



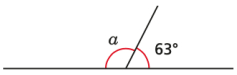
$a + 63 =$ ☐ $180 -$ ☐ $= a$

$63 +$ ☐ $=$ ☐ $180 - a =$ ☐

b) Tick the calculation in part a) that helps you work out the value of a.

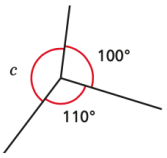
c) Work out the value of a. $a =$ ☐

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



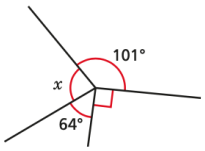
5 Work out the unknown angles.

a)



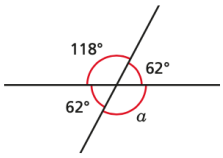
$c =$ ☐

b)



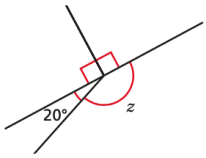
$x =$ ☐

c)



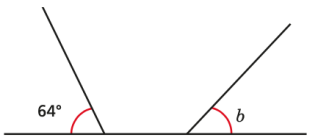
$a =$ ☐

d)



$z =$ ☐

6



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

Do you agree with Tommy? _____

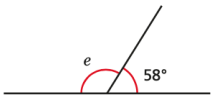
Explain your answer.

_____

_____

3 Work out the unknown angles.

a)

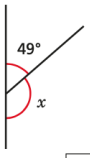


$e =$ ☐

b)

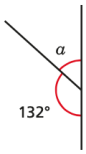
$g =$ ☐

c)



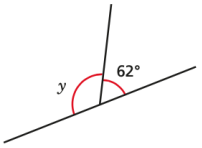
$x =$ ☐

d)



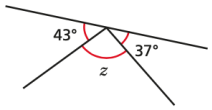
$a =$ ☐

e)



$y =$ ☐

f)



$z =$ ☐

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

She does a full turn clockwise.

a) Show Dora's turn on the diagram.

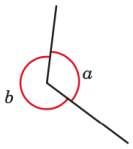
b) How many degrees did Dora turn through? ☐

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

Angles around a point _____

7 Use the information to work out the unknown angles.

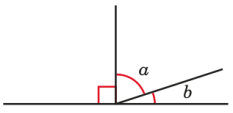
a) Angle a is half the size of angle b.



$a =$ ☐

$b =$ ☐

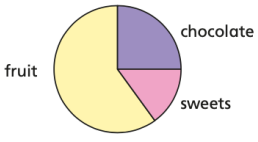
b) Angle a is four times the size of angle b.



$a =$ ☐

$b =$ ☐

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.

chocolate ☐ sweets ☐ fruit ☐

There are five equal angles around a point.

What is the size of each angle?

Explain how you know.

Four angles meet at the same point on a straight line.

One angle is 81°

The other three angles are equal.

What size are the other three angles?

Draw a diagram to prove your answer.

Here is a pie chart showing the colour of cars sold by a car dealer.

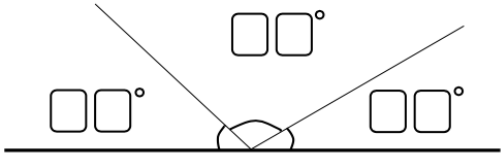
The number of blue cars sold is equal to the total number of red and green cars sold.

The number of red cars sold is twice the number of green cars sold.

Work out the size of the angle for each section of the pie chart.

7a. Use the digit cards to fill in the missing angles.

3	4	5	7	8	9



GD PS

8a. Use the hints to work out the angles.

Five angles make up a full turn.

Angle A is a right angle.
Angle B is half of angle C and together they equal 165°.
Angle D is a multiple of 10.
Angle E is 1-digit.
What are the 5 angles?

GD PS

English

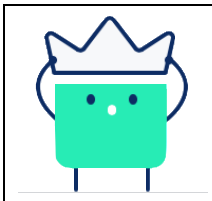
Handwriting

Copy a line of each word into your books. Check your spelling as you go. Write each word into a sentence. Not sure what it means? Check the internet or grab a dictionary! ☺

occur

opportunity

SPaG



Unit: Parts of speech: the modifier

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-modifier

23. Circle the words in this sentence that need **capital letters**.

geoff never misses an episode of the great british bake off and is a big fan of mary berry.

24. Circle the relative pronoun in this sentence:

Geoff, whose space shuttle seatbelt was now securely fastened, prepared himself for take-off.

25. Circle the **adverb** in this sentence.

Geoff carefully mixed the egg whites so that he didn't have a soggy meringue.

26. Label each word with the correct **letter**.

A	B	C	D	E
Noun	Verb	Pronoun	Determiner	Adverb

Geoff eagerly waited to taste the crispy cheese straws that he had made.

27. Tick the box that shows the correct position to place a **colon**.

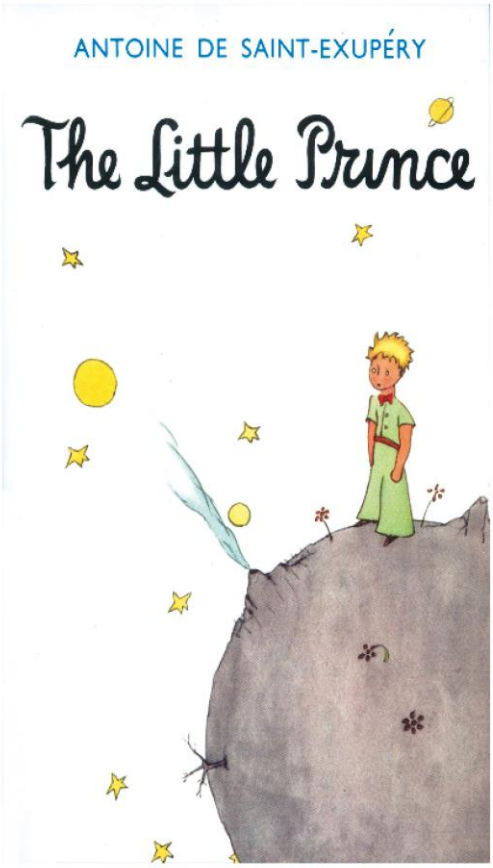
Geoff had a new life plan he was going to enrol at university.

28. Circle the **noun phrase** in this sentence.

Geoff is already making cakes and buns for next week's charity bake sale.

Complete Reading Eggs Lesson

Use the images to answer the questions about ‘The Little Prince’



Week 1-Monday

LO: To be able to deduce and infer from textual clues.

Who is the Little Prince and where did he come from?

What can we infer about the book from the image?

How old do you think The Little Prince is?

Do you have any of your own questions?

How can vocabulary and images play a crucial skill in reading?

Can you infer what the story could be about from the images and vocabuary we have come up?

Write down your ideas and let's share our thoughts together.

Read chapter 1 and complete the vocabulary task.

The Little Prince – Links to text

Video	https://www.youtube.com/watch?v=APG1upS8LDw
PDF (online book)	http://blogs.ubc.ca/edcp508/files/2016/02/TheLittlePrince.pdf

Find the meanings of the following words in your dictionary?

*Pondered
*Digesting
*Devote
*Distinguish
*Encounters
*Consequence
*Intimately
*Primeval

Can you work out the meaning of any of these words by reading around the text?

Tuesday

Geometry: Properties of Shape	
Opposite angles	https://www.bbc.co.uk/bitesize/articles/zyfrsk7

1) If $a + b = 8$, what might a and b be?

2) What is the input if the output is 40?

3) Work out 3.67×6

4) Add $3\frac{3}{5}$ to $4\frac{7}{10}$

7 4223 - 561 =

1 mark

8 335 204 - 67 823 =

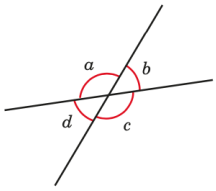
1 mark

9 1080 ÷ 9 =

1 mark

Vertically opposite angles

1 The diagram shows four angles formed by two straight lines.



a) Measure the sizes of the angles.

$a =$ ☐ $b =$ ☐ $c =$ ☐ $d =$ ☐

b) What is the total of angles a and b? ☐

Explain why.

_____

Do any other pairs of angles have this same total?

c) Angles a and c are vertically opposite angles.

What do you notice about the sizes of angles a and c?

_____

d) Angles b and d are also vertically opposite angles.

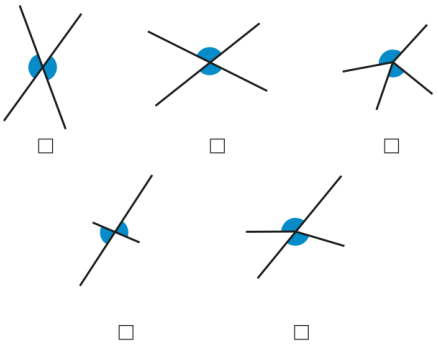
What do you notice about the sizes of angles b and d?

_____

e) Complete the sentence.

Vertically opposite angles _____

2 Tick the pairs of angles that are vertically opposite.



☐ ☐ ☐ ☐ ☐

Compare answers with a partner.

3 Work out the sizes of the unknown angles.

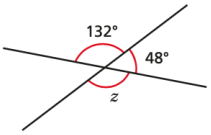
Give reasons for your answers.

a)

$y =$ ☐ because _____

_____

b)



$z =$ ☐ because _____

_____

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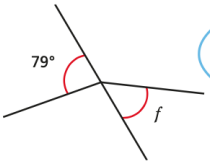
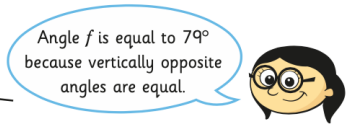
4 Annie is working out the size of angle f.





Do you agree with Annie? _____

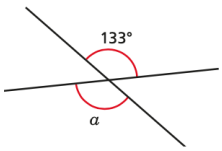
Explain your answer.

_____

_____

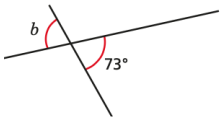
5 Work out the unknown angles.

a)



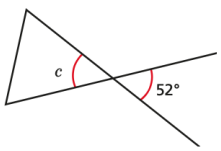
$a =$ ☐

b)



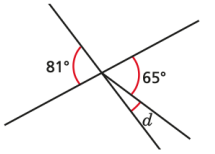
$b =$ ☐

c)



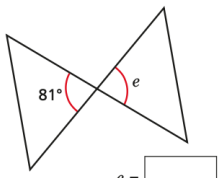
$c =$ ☐

d)



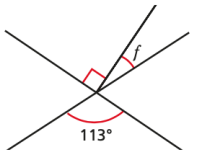
$d =$ ☐

e)



$e =$ ☐

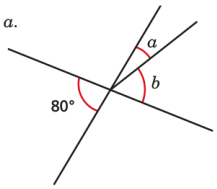
f)



$f =$ ☐

Talk about your reasons with a partner.

6 Angle b is three times the size of angle a.

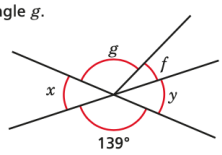


Work out the sizes of angles a and b.

$a =$ ☐ $b =$ ☐

7 Angle f is one quarter of the size of angle g.

Angle f is 28°.



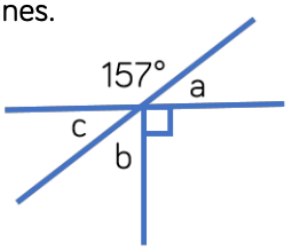
Are angles x and y vertically opposite? _____

Explain your answer.

_____

_____

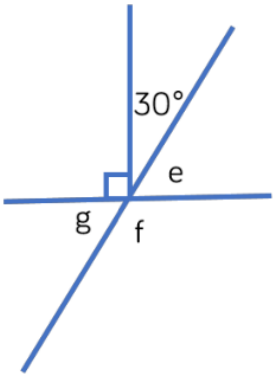
The diagram below is drawn using three straight lines.



Whitney says that it's not possible to calculate all of the missing angles.

Do you agree? Explain why.

The diagram below is drawn using three straight lines.



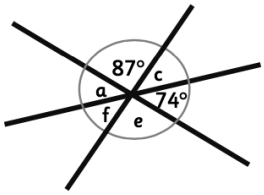
Amir says that angle g is equal to 30° because vertically opposite angles are equal.

Do you agree? Explain your answer.

Find the size of all missing angles.
Is there more than one way to find the size of each angle?

8a. Barney says:

I think that angle c measures 29°.



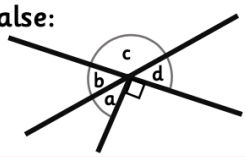
Is Barney correct? Explain why.

GD

(Not to scale)

R

9a. Knowing that d measures 75°, identify whether these statements are true or false:



a. Angles c and d total 180°.

b. Angles b and d total 150°.

c. Angles a, b, c and d total 340°.

d. Angle a measures 25°.

GD

(Not to scale)

PS

English

Handwriting

Copy a line of each word into your books. Check your spelling as you go. Write each word into a sentence. Not sure what it means? Check the internet or grab a dictionary! ☺

parliament

persuade

SPaG

Unit: Parts of speech: the modifier

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-modifier

29. **Tick** the sentence that shows the **dash** being used correctly:

Geoff is hopeless - at telling jokes he always forgets the punchlines! ☐

Geoff is hopeless at telling jokes – he always forgets the punchlines! ☐

Geoff is hopeless at telling jokes he always forgets - the punchlines! ☐

30. Put a **pair of brackets** in this sentence to mark the additional information.

The cake should be cooked in the oven at 180°C or gas mark 4 for 50 minutes.

31. Circle the **four nouns** in this sentence.

When Geoff cooks lasagne, he makes sure that there's plenty of cheese and mushrooms.

32. Tick the word that is a **synonym** of: **tasty**

unpleasant ☐ happy ☐

delectable ☐ smooth ☐

33. Add in **commas** around the **relative clause**.

Geoff who was making a pavlova whisked the eggs really quickly.

34. Put the missing **apostrophe** in this sentence.

Geoff isnt keen on clearing up after he has used icing sugar.

Complete Reading Eggs Lesson

Read chapters 2 – 3 and complete the task below.

The Little Prince – Links to text	
Video	https://www.youtube.com/watch?v=APG1upS8LDw
PDF (online book)	http://blogs.ubc.ca/edcp508/files/2016/02/TheLittlePrince.pdf

Tuesday

L.O. To improve my understanding of a text through questioning and discussion.

Read chapters 1-3

How does the author feel about adults?
What clues are their in the text?
What is unusual about the 'Little Prince'?
Where did he come from etc.

Write down any questions you have about the text, while you read the first three chapters.

Is there any vocabulary that you don't understand? Find them in a dictionary or online.

What themes are in the story? Explain your ideas.

SPaG- Relative Pronouns.

There are five common relative pronouns in English: 'who', 'whose', 'whom', 'which' and 'that'. Other words, like 'what', 'when' and 'where', are also sometimes included, but the five listed above are the main ones that you need to know.

Let's look at these used in context and the meanings of each one.

Relative Pronoun	Used For:	Example Sentence:
Who	People and sometimes pets.	Dan's friend, **who** was walking her dog, waved. The dog, **who** was wagging his tail, ran over to Dan.
Whom	Replaces *who* when *who* is the object of the sentence. It's now considered old-fashioned and quite formal.	The lawyer **to whom** I sent the letter has not replied. My friend, **for whom** I had organised the reception, failed to appear.
Whose	People and animals, and occasionally objects. Used to show possession.	The lady **whose** bike I'd borrowed was glad to have it back. The castle, **whose** turrets loomed over the town, was ruined.
Which	Animals and objects.	Eva picked up the pen **which** was lying on the table. The sheep, **which** was very woolly, bleated loudly.
That	People, animals, objects. Often used in speech and informal writing.	He took back the books **that** he'd borrowed from the library. She has a friend **that** used to work here.

Can you create your own sentences around these images form 'The Little Prince' using your knowledge of relative pronouns.

Example.

The little Prince, who loved his rose very much, often wondered what was out there beyond his planet.

Relative Pronoun
Who
Whom
Whose
Which
That

Wednesday

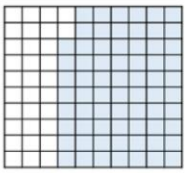
Geometry: Properties of Shape	
Angles in a triangle	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

1) $2a + b = 10$

What might the values of a and b be?

2) Solve the equation $65 = 10y$

3) What percentage is shaded?



4) Work out 3,128 + 4,673

10 1004 ÷ 1000 =

1 mark

11 47.3 - 7.88 =

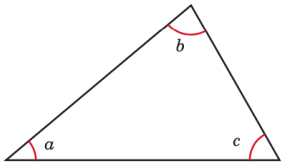
1 mark

12 $\frac{7}{10} + \frac{2}{3} =$

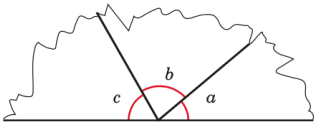
1 mark

Angles in a triangle

1 Here is a triangle.



a) The three vertices are torn off the triangle and arranged on a straight line.



What is the sum of the three angles? ☐

How do you know?

_____

b) Now measure the sizes of angles a, b and c in the triangle.

$a =$ ☐ $b =$ ☐ $c =$ ☐

c) What is the total of angles a, b and c? ☐

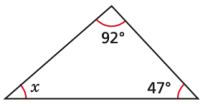
d) Complete the sentence.

Angles in a triangle _____

2 Work out the sizes of the unknown angles.

Give reasons for your answers.

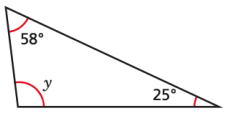
a)



$x =$ ☐ because _____

_____

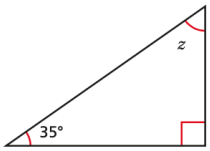
b)



$y =$ ☐ because _____

_____

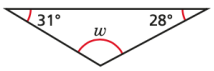
c)



$z =$ ☐ because _____

_____

d)



$w =$ ☐ because _____

_____

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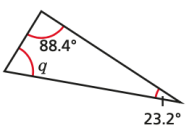
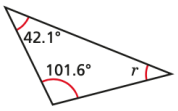
3 Work out the unknown angles.

a)



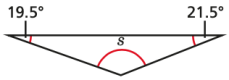
$q =$ ☐

b)



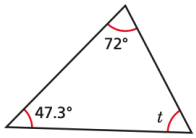
$r =$ ☐

c)



$s =$ ☐

d)



$t =$ ☐

Discuss your reasons with a partner.

4 **a)** Two angles in a triangle are 42° and 57°.

What is the size of the third angle?

☐

b) Two of the angles in a triangle are 12°.

What is the size of the third angle?

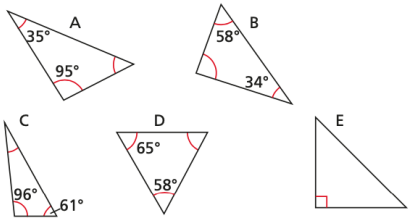
☐

c) One of the angles in a triangle is 38°. Another angle is twice the size of the first angle.

What is the size of the third angle?

☐

5 Sort the triangles into the table.



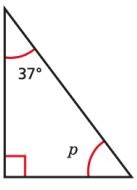
0 acute angles	1 acute angle	2 acute angles	3 acute angles

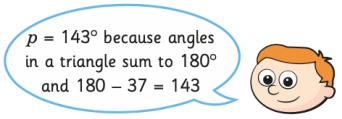
Are any of the columns empty? Why?

_____

_____

6





Do you agree with Ron? _____

Explain your answer.

_____

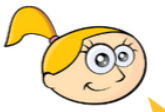
_____

Amir says,

My triangle has two 90° angles.

Can Amir be correct? Can you demonstrate this?

Eva says,



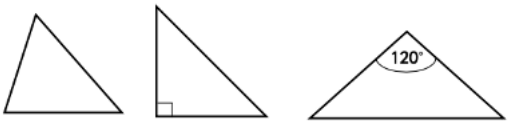
My triangle is a scalene triangle. One angle is obtuse. One of the angles measures 56° The obtuse angle is three times the smallest angle.

Work out the size of each of the angles in the triangle.

True or False?

A triangle can never have 3 acute angles.

8a. Match each triangle to the best description.
1. The missing angles in this triangle add to make 90°.
2. This obtuse isosceles triangle is missing two 30° angles.
3. This triangle has no angles greater than 90°.



Triangles not drawn to scale.

PS

9a. Alfie says,

I have drawn an acute triangle. One side is 4 centimetres long and the angles measure 70°, 60° and 50°.

Is he correct? Explain why or why not.

R

English

Handwriting

Copy a line of each word into your books. Check your spelling as you go. Write each word into a sentence. Not sure what it means? Check the internet or grab a dictionary! ☺

physical

prejudice

SPaG

Unit: Parts of speech: the modifier

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-modifier

35. Complete the table by writing **antonyms** for the given words. The first one has been done for you.

Word	Antonym
smooth	**lumpy**
slowly	
tasty	

36. Tick the **present perfect** sentence:

Geoff has bought a new pet. ☐

Geoff is getting a new puppy soon. ☐

Geoff was walking to the pet shop. ☐

37. Rewrite this **informal** sentence in a more **formal** way.

Geoff was fuming as the restaurant was closed and he was starving.

_____

38. Circle all the **prefixes** below that can be added onto this root word to make **new words**.

cooked

past-	pre-	un-	post-	over-

39. Which sentence is punctuated correctly? Tick **one**.

"I can smell burning" said Dave as he entered Geoff's kitchen. ☐

"I can smell burning," said Dave as he entered Geoff's kitchen. ☐

"I can smell burning", said Dave as he entered Geoff's kitchen. ☐

"I can smell burning, said Dave" as he entered Geoff's kitchen. ☐

SPaG- To identify alternative synonyms.

Choose a word from the list that means the same or nearly the same as the underlined word(s).

exclusion	friendship	exceptional	intentional
sensible	fashioned	likeness	wearing
fascinated	presentation	surprised	seemingly

1	Grown-ups never understand anything by themselves, and it is exhausting for children to have to make explanations over and over.	
2	My grown-up was glad to know such a reasonable person.	
3	I saw an extraordinary little fellow staring back at me very seriously.	
4	I was astounded to hear the little fellow answer.	
5	That's how I made the acquaintance of the little prince.	
6	You can imagine how intrigued I was by this hint about 'other plants'.	
7	The astronomer repeated his demonstration in 1920, wearing a very elegant suit. And this time everyone believed him.	
8	One drawing works, and the next no longer bears any resemblance.	

Complete Reading Eggs Lesson

Read chapters 4- 5 and complete the task below.

The Little Prince – Links to text	
Video	https://www.youtube.com/watch?v=APG1upS8LDw
PDF (online book)	http://blogs.ubc.ca/edcp508/files/2016/02/TheLittlePrince.pdf

Wednesday

We need to learn to P.E.E on our work!

Point
Evidence
Explanation

The PEE Technique

When you are responding to a text you have read, this method of organising your paragraph will help you to make your ideas clear.

Point

What's your *point*?
First make a simple statement about what the writer does:

- The writer suggests that...
- The writer shows that...
- We can see from the text that...

Evidence

Give *evidence* from the text to support your point

- For example...
- I know this because the author says...
- This is shown when...

Explanation

Explain how the writer's methods affect the reader
Explain how key words and techniques from the evidence help to get these effects.

- The effect of this is...
- The author wants the reader to...
- It makes it appear that...

I showed my masterpiece to the grown-ups, and asked them whether the drawing frightened them.

But they answered: "Frighten? Why should any one be frightened by a hat?"

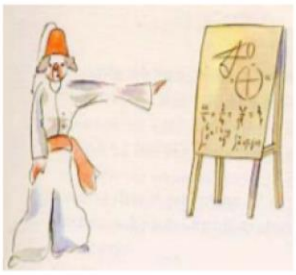
My drawing was not a picture of a hat. It was a picture of a boa constrictor digesting an elephant. But since the grown-ups were not able to understand it, I made another drawing: I drew the inside of the boa constrictor, so that the grown-ups could see it clearly. They always need to have things explained. My Drawing Number Two looked like this:

The grown-ups' response, this time, was to advise me to lay aside my drawings of boa constrictors, whether from the inside or the outside, and devote myself instead to geography, history, arithmetic and grammar. That is why, at the age of six, I gave up what might have been a magnificent career as a painter. I had been disheartened by the failure of my Drawing Number One and my Drawing Number Two. Grown-ups never understand anything by themselves, and it is tiresome for children to be always and forever explaining things to them.

Question 1

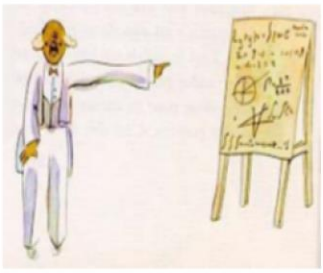
What does the quote *'They always need to have things explained'* suggest about grown-ups? Use P.E.E to support your answer.

This asteroid has only once been seen through the telescope. That was by a Turkish astronomer, in 1909.



On making his discovery, the astronomer had presented it to the International Astronomical Congress, in a great demonstration. But he was in Turkish costume, and so nobody would believe what he said.

Grown−ups are like that...



Fortunately, however, for the reputation of Asteroid B−612, a Turkish dictator made a law that his subjects, under pain of death, should change to European costume. So in 1920 the astronomer gave his demonstration all over again, dressed with impressive style and elegance. And this time everybody accepted his report.

Question 2

What do you think the narrator meant when he made the following statement:

"On making his discovery, the astronomer has presented it to the International Astronomical Congress, in a great demonstration. But he was in Turkish costume, and so nobody would believe what he said. Grown-ups are like that ..."

Thursday

Geometry: Properties of Shape	
Angles in a triangle – special cases	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

1) Which unit would you use to measure the length of an ant?

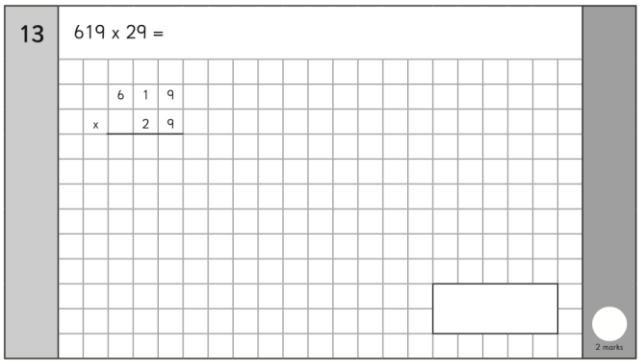
km m cm mm

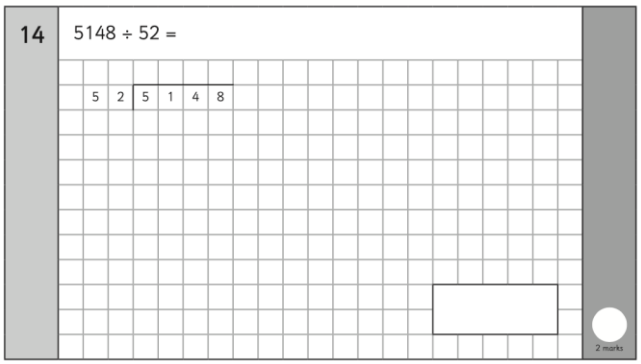
2) Solve the equation $4x - 1 = 35$

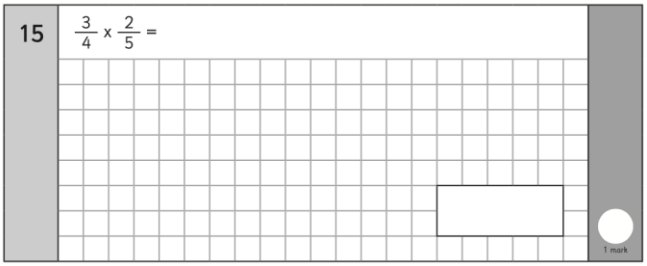
3) Work out 75% of £60

4) Multiply $\frac{5}{7}$ by 4

Give your answer as a mixed number.

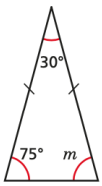






Angles in a triangle – special cases

1 Here is a triangle.



a) What type of triangle is it?

_____

How do you know?

_____

_____

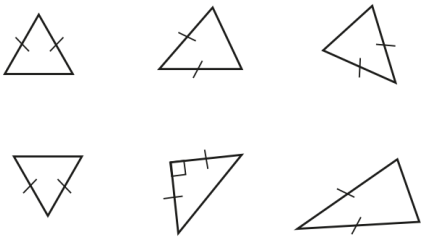
b) Work out the size of angle m.

c) What do you notice?

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

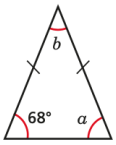
In an isosceles triangle _____

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



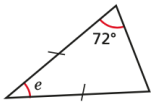
3 Work out the sizes of the unknown angles.

a)



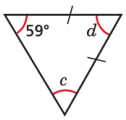
$a =$ ☐ $b =$ ☐

c)



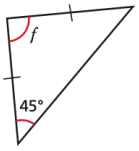
$e =$ ☐

b)



$c =$ ☐ $d =$ ☐

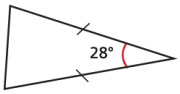
d)

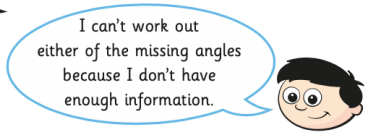


$f =$ ☐

Talk about your reasons with a partner.

4 Dexter is working out the unknown angles in triangles.





Do you agree with Dexter? _____

Explain your answer.

_____

_____

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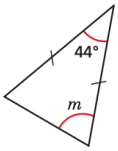
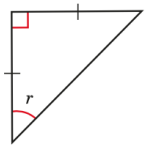
5 Work out the sizes of the unknown angles.

a)



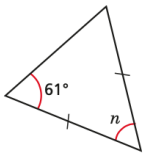
$m =$ ☐

c)



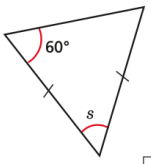
$r =$ ☐

b)



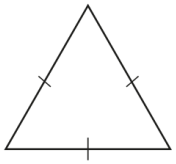
$n =$ ☐

d)

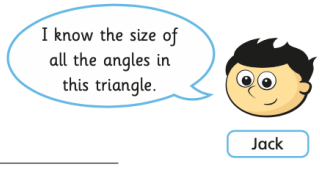


$s =$ ☐

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



Whitney



Jack

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.

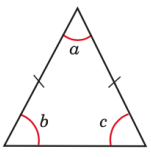
9 One angle in an isosceles triangle is 29°.

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.

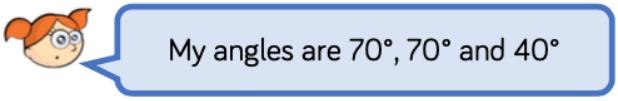


☐

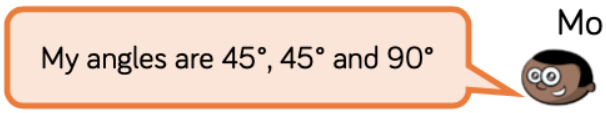
I have an isosceles triangle.
One angle measures 42 degrees.

What could the other angles measure?

Alex



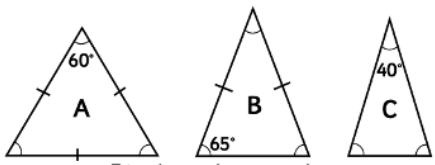
Mo



Eva

What type of triangle is each person describing?
Explain how you know.

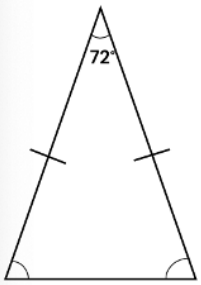
8a. Match each triangle to the best description.
1. The missing angles are both 60 degrees.
2. The missing angles are both 70 degrees.
3. This triangle is missing a 50 degree angle and a 65 degree marking.



Triangles not drawn to scale.

PS

9a. Fill in the missing details about this triangle.



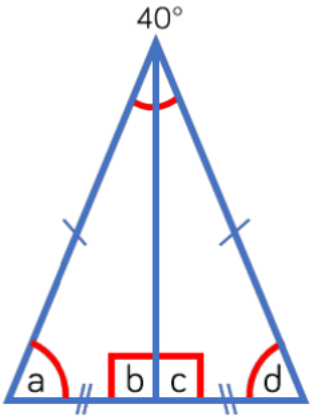
The missing angles are both _____ degrees.

180 = 72 + ___ + ___

72 + ___ + ___ = 180

PS

How many sentences can you write to express the relationships between the angles in the triangles?
One has been done for you.



$40° + a + d = 180°$

English

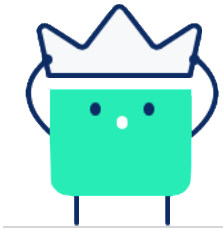
Handwriting

Copy a line of each word into your books. Check your spelling as you go. Write each word into a sentence. Not sure what it means? Check the internet or grab a dictionary! ☺

privilege

profession

SPaG



Unit: Parts of speech: the modifier

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-modifier

40. Write in the missing **apostrophes** in the sentences below.

Geoffs muffins were the best at the bake sale.

All of the teachers cakes were nowhere near as tasty.

41. Circle the correct verbs so that the **tense** is consistent throughout.

Yesterday, Geoff (is/was/were) waiting at the bus stop when the bus suddenly (passed/pass/passing) him.

42. Which **verb** completes the sentence so that it uses the **subjunctive form**?

If I _____ to be struck by lightning, I would seek immediate medical help.

43. Can you place appropriate **punctuation** around the **parenthesis** in the sentence?

Geoff's garden a virtual jungle really needed the lawn cutting and the hedges trimming.

44. Circle the **adverb** of possibility in this sentence:

Geoff's friend was very late to collect him: perhaps he was lost.

45. Rewrite this sentence in the passive voice.

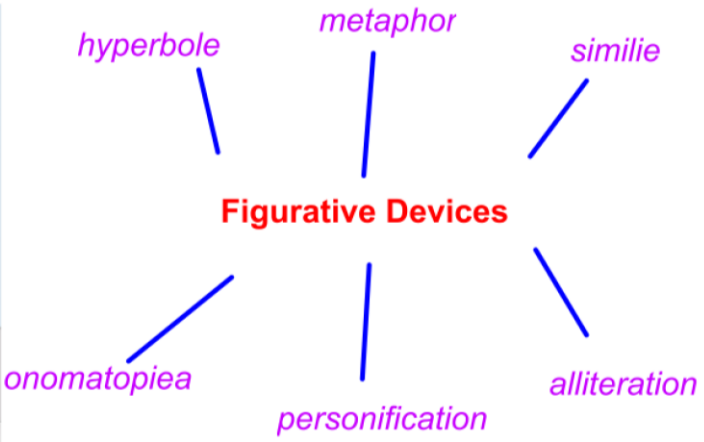
Geoff poured the water from the kettle.

Complete Reading Eggs Lesson

Read chapters 6-8 and complete the task below.

The Little Prince – Links to text	
Video	https://www.youtube.com/watch?v=APG1upS8LDw
PDF (online book)	http://blogs.ubc.ca/edcp508/files/2016/02/TheLittlePrince.pdf

LO: To analyse the use of figurative techniques in fiction.



What figuartive devices can you remember?
Add them above.

Another form of figurative language is symbols and symobolism.

Thinking about the little prince- what symbols have been significant through the story so far?

What connotations are created?
What do you think this repersents?
How does the pilot feel towards adults?
What do you think his life is like?

What does connotation mean?

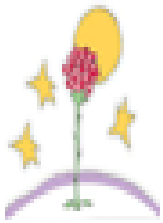
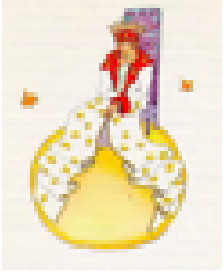
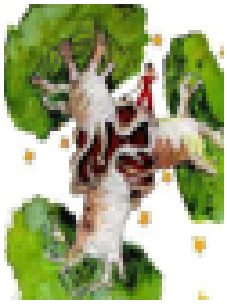
An idea or feeling which a word invokes for a person in addition to its literal or primary meaning.

Symbol

The Desert

The novel is set in the Sahara Desert, a barren place ready to be shaped by experience. The desert is also a hostile space that contains no water and a deadly serpent. In this capacity, the desert symbolizes the narrator's mind. Made barren by grown-up ideas, the narrator's mind slowly expands under the guidance of the little prince in the same way that the deadly desert slowly transforms itself into a place of learning and, once the well appears, refreshment.

LO-To be able to pick out key symbols from The Little Prince and explain what they mean.

Symbol	What it symbolises
ROSE 	
STARS	
KING 	***King*** The king is depicted a self-centered person who thinks highly of himself. However, this superiority brings only loneliness to him and causes people, like the little prince to leave him. He thinks he knows everything and possesses everything, but in truth, he is very ignorant of the world beyond his miniature planet. The king represents people in our society who thinks of themselves as superior beings. They don't listen to other's opinions and disregard the consequences of their actions. In the end, all they get is disrespect instead of the respect that they believe they should have.
BAOBAB TREES 	

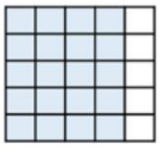
Friday

Geometry: Properties of Shape	
Angles in a triangle – missing angles	https://www.bbc.co.uk/bitesize/collections/year-6-and-p7-maths-lessons/1

1) How many kilograms are there in a tonne?

2) I think of a number and subtract 17
My answer is 23
Write this information as an equation.

3) What percentage is shaded?



4) What is the mathematical name of this shape?

16 $\frac{3}{8} \div 3 =$

1 mark

17 6.66 x 2 =

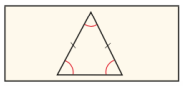
1 mark

18 85% of 3432 =

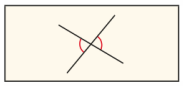
1 mark

Angles in a triangle – missing angles

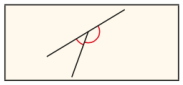
1 Match each diagram to the correct rule.



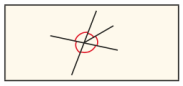
Angles on a straight line sum to 180°



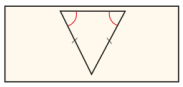
Angles around a point sum to 360°



Angles in a triangle sum to 180°



In an isosceles triangle, two angles are equal

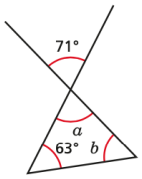


Vertically opposite angles are equal

2 Work out the sizes of the unknown angles.

Give reasons for each stage of your working.

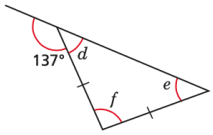
a)



$a =$ ☐ because _____

$b =$ ☐ because _____

b)

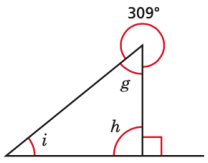


$d =$ ☐ because _____

$e =$ ☐ because _____

$f =$ ☐ because _____

c)



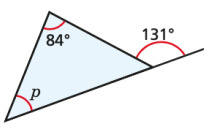
$g =$ ☐ because _____

$h =$ ☐ because _____

$i =$ ☐ because _____

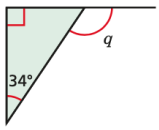
3 Work out the sizes of the angles marked with letters.

a)



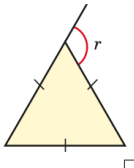
$p =$ ☐

b)



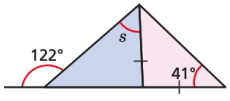
$q =$ ☐

c)



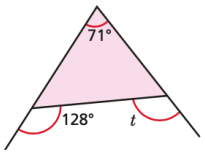
$r =$ ☐

d)



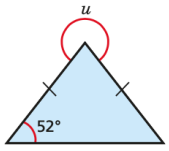
$s =$ ☐

e)



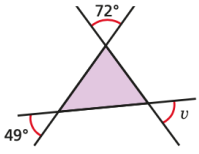
$t =$ ☐

f)



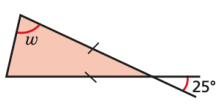
$u =$ ☐

g)



$v =$ ☐

h)

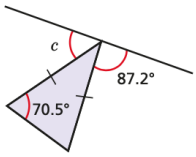


$w =$ ☐

Talk about your reasons with a partner.

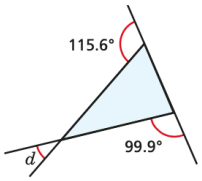
4 Work out the sizes of the unknown angles.

a)



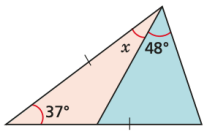
$c =$ ☐

b)



$d =$ ☐

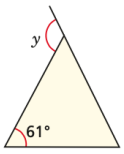
5 Work out the size of angle x.



$x =$ ☐

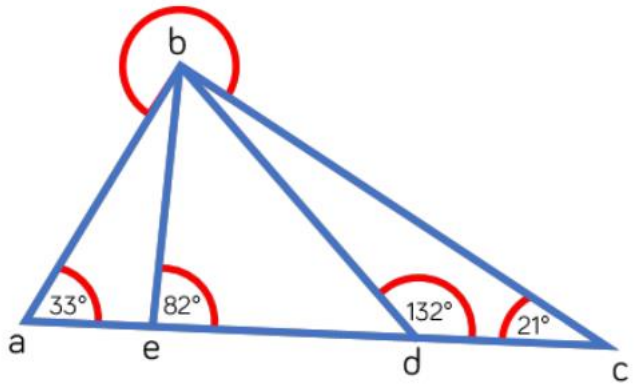
6 Here is an isosceles triangle.

Find two possible sizes of angle y.

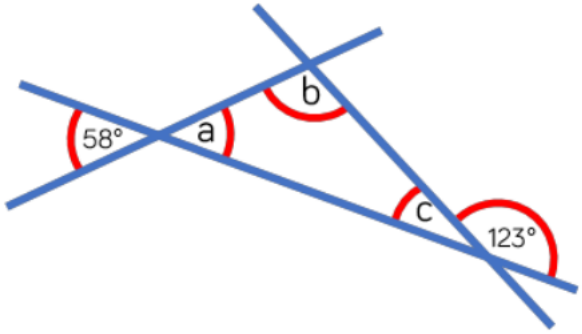


$y =$ ☐ or ☐

Calculate the size of the reflex angle b.



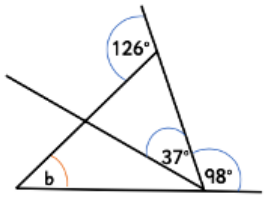
Calculate the size of angles a, b and c.



Give reasons for all of your answers.

8a. Alex thinks that angle b measures 44°. George thinks that angle b measures 91°.

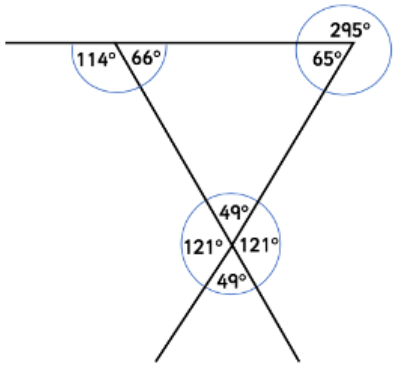
Who is correct? Explain why.



(Not to scale)

R

9a. Some of these angles are wrong. Find and fix the mistakes.



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PS

English

Handwriting

Copy a line of each word into your books. Check your spelling as you go. Write each word into a sentence. Not sure what it means? Check the internet or grab a dictionary! ☺

programme

pronunciation

SPaG

Unit: Parts of speech: the modifier

https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-modifier

46. Underline the **modal verb** in the following sentence.

Geoff might join the cookery class at the local college.

47. Place a **comma** in this sentence to make the meaning clear.

Geoff's main hobbies are cooking dogs and watching sports.

48. Tick the word that is an **antonym** of tedious. Tick one.

- polite ☐
- dreary ☐
- fascinating ☐
- horrific ☐

49. Label each **word** with the correct letter:

A	B	C	D	E
Collective Noun	Modal Verb	Determiner	Proper Noun	Adjective

Geoff should not have approached the herd of perilous cows.

50. Circle the **two suffixes** below that can be added onto this word to make **new words**.

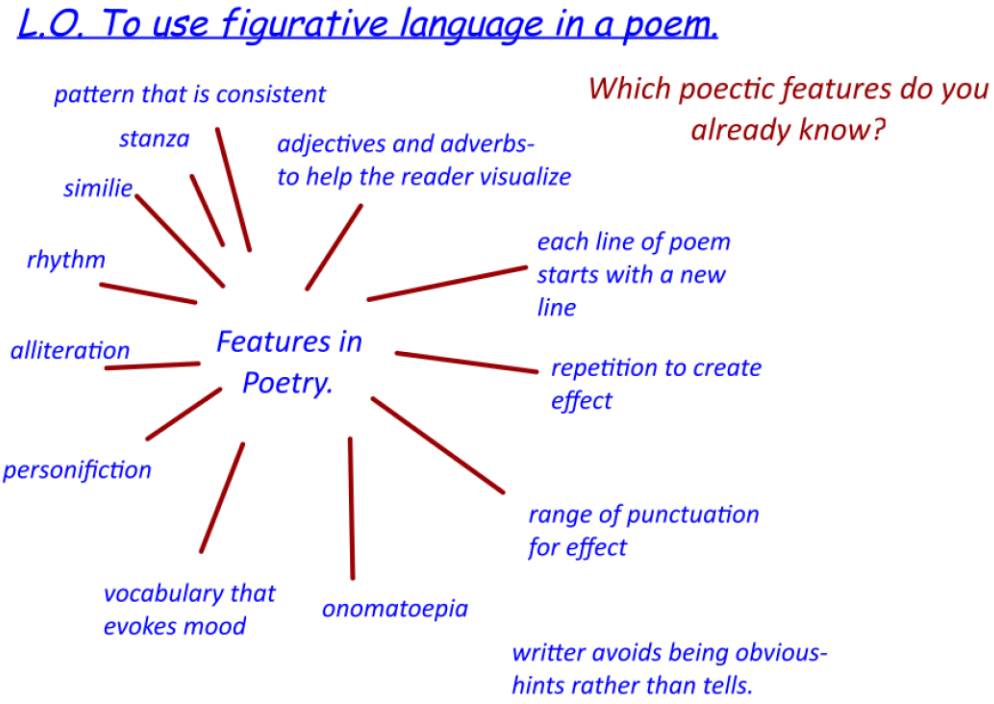
move

-less -ment -ness -able -ible

Complete Reading Eggs Lesson

Read chapters 9 – 10 and complete the task below.

The Little Prince – Links to text	
Video	https://www.youtube.com/watch?v=APG1upS8LDw
PDF (online book)	http://blogs.ubc.ca/edcp508/files/2016/02/TheLittlePrince.pdf



The Rose.

Have you ever loved a Rose?
and watched her slowly bloom,
and as her petals would unfold,
you grew drunk on her perfume.

Have you ever seen her dance?
her leaves all wet with dew,
and quiver with a new romance,
the wind he loved her too.

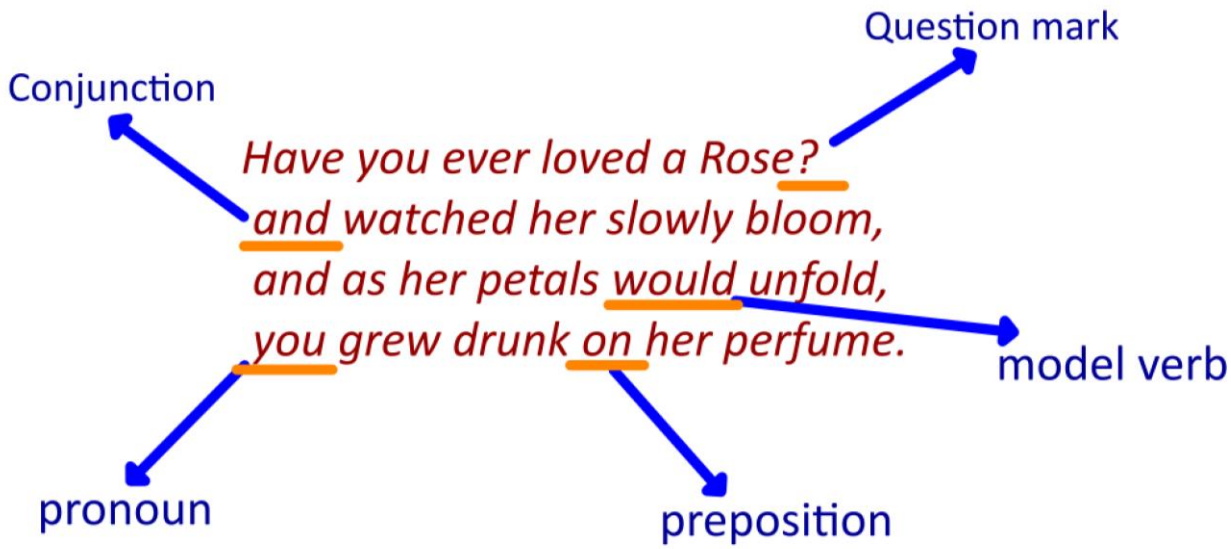
Have you ever longed for her?
on nights that go on and on,
for now, her face is all a blur,
like a memory kept to long.

What features can you find in my model?

Can you create a poem about the little prince using your symbolism work from yesterday?

Look at the next page to see how the Year 6 Standards have been used.

Go through your poem that you have written and ensure that you have used as much of the year six punctuation as you can. Underline with a coloured crayon what you have used and annotate around your poem.



Year 6 Writer's Prompts

Use this checklist and prompt to help make your writing as good as it can be. This resource is great for you to use before you write, while you are writing and even after you think you have finished.
Use these features consistently and accurately and your writing will be awesome! When you think you have used them, use a pencil to write the short date in the white boxes next to the criteria.

I have done 'the basics'					
I have used joined up writing					
I have used **expanded noun phrases**					
I have used **prepositional phrases**					
I have used a conjunction other than but					
I have used a range of **direct speech** layouts. The dialogue moves the action on not just chatting					
I have used **modal verbs**					
I have used reported speech					
I have used words with **hyphens**					
I have used some more **fronted adverbials within paragraphs** (with the comma)					
I have used a **dictionary** to look up EVERY word that I am unsure of.					
I have used **passive voice** (...was...by...)					
added **parenthesis** using ( ) , , and - -					
I have started sentences with **subordinating conjunctions;** with a comma in the right place					
I have used **commas ACCURATELY**: list, after fronted adverbial, around parenthesis					
I have started **new paragraphs with a fronted adverbial** and a comma in the right place					
I have used **semi-colons in a detailed list**.					
I have used subjunctive form • If John **were** to get an A on his test, I would be very surprised • **Were** I a little bit taller, I would be able to reach the shelf. • I would run if I **were** younger • If I **were** him, I'd try a lot harder at school.					
I have selected **verb forms** for **meaning** and **effect**					
I have used the full range of punctuation taught at KS2 mostly correctly, including: • **semi-colons** to mark the boundary between independent clauses. • **colons** to mark the boundary between independent clauses					
Formal • Technical vocabulary • Descriptive detail – *The moon rested on the velvet sky like a pearl in an oyster.* • Use of certain modal verbs, e.g. *Might I borrow...* • Subjunctive verb form, e.g. *If I were you... I suggest that...*	Informal • Conversational vocabulary • Use of second person • Colloquialisms, e.g. *It was **wicked** fun! Alright, **mate**?*	F	F	F	F	F
		/	/	/	/	/

The Basics

Capital letters at the beginning of sentences and for proper nouns:
Jahmar is going to Spain on Tuesday.
Correct choice of full stop:
The dog slept.
What are you doing?
Come here, now!
Commas for lists:
She wanted boots, a football, socks and a shirt for Christmas.

Apostrophe for contraction and possession:
Nadra's pen wasn't working so she couldn't write in Miss Lynch's lesson.
Paragraphs to organise ideas
Co-ordinating conjunctions: for, and, nor, but, or, yet, so
Subordinating conjunctions: before, if, because, although, while, when, as, even though, after

Vocab and sentence structure

Create atmosphere
Use figurative language to describe the settings:
His eyes were like lava. **(simile)**
His teeth were razor blades. **(metaphor)**
The trees groaned as the wind howled between them. **(personification)**
The brave, bald, brute... **(alliteration)**

Adverbs:
beautifully, enthusiastically, patiently, ferociously, fast, cautiously
Adverbials:
With caution, as usual, in the kitchen...
Fronted Adverbials:
Firstly, he told us to turn around.
During break time, everyone was looking at us.
At the very, very end, Gary told us...
First of all, I loved it when you were sitting on the benches.
Consequently, graffiti is mostly in places...
To conclude, I believe...
Last week, we did an experiment...
All of a sudden, Anna fell, and fell, and fell.
Menacingly, a snow-leopard approached her, as if from nowhere.
Determined to escape, she flung one of the boots...
Just after we had finished our lunch, we took an interesting stroll....
Prepositional Phrases:
beneath the..., through the, under a..., between..., with hope..., in the..., up the...

Modal Verbs:
can, could, may, might, ought, shall, should, will, would not
Modal adverbs:
rarely, perhaps, definitely, possibly, occasionally, certainly, unquestionably, undoubtedly

Passive voice:
Instead of: The snake attacked Mrs Kaur
Use:
Mrs Kaur was attacked by the snake.

Use a range of cohesive devices:
Use pronouns:
Mr Brindley loves playing the guitar. He finds it interesting.

Make your writing flow:
Finally... At that very moment...
As she walked through the door...
When she finished working...

Use of hyphenated words:
Used to join two words or to separate parts of words:
man-eating shark, vicious-looking, ice-cream, run-down, family-owned blond-haired, mid-July

Clause structures:
Subordinate clauses can go at the beginning middle (as parenthesis and sometimes a **relative clause**) and at the end of your sentences.
Because her dad taught her lots of tricks, Miss Kemp was good at football.
Miss Kemp **(whose dad had taught her lots of tricks)** was good at football.
Mrs Kemp was good at football **because her dad taught her lots of tricks.**
Relative clauses link to the object of the sentence, with relative like the second example.
Relative pronouns: that, who, which, whichever, whom, whoever, whomever

Expanded noun phrases:
- a rectangular box wrapped in brown, crusty paper
- the young soldier with brown hair and ocean blue eyes
- the soldier's shotgun wound
- the cream wooden door
- a little more time
- the misty, murky moors
- the king's wounded body

Spelling and punctuation

Parenthesis
Add extra information to a sentence:
Bart, the oldest child in the Simpson family, was caught fighting with his classmates.

( ) , , - -

Commas for clarity:
An introductory phrase or clause:
Once upon a time, there was...
When Mr Price visited the garden, he saw...

Directly addressing:
Let's eat Mr Millington.
Let's eat, Mr Millington.

In noun phrases:
The green, sparkly, blue-eyed fish...
Working in pairs for parenthesis

Dashes:
Extra information at the end of a sentence:
It was a long wait – the longest wait I've ever had.
Extra information in the middle of a sentence:
The usually trusty ship – which was already running late- had encountered another problem.

Inverted commas and dialogue:
Vary the way you set out dialogue, making sure it is used with purpose to move your writing on.
Don't forget to check you have punctuated correctly.
"Come on, Milo!" his owner called.

"I've just found it," she replied. "It was buried under the old oak tree."

Mrs Kaur announced: "There will be lots of homework this weekend."

Semi-colons (;) :
In a list where the items are more than one word:
The shopping was packed: free-range eggs for Mum; beans and cheese for Dad; and lots of sweets for me!
Connect main clauses that are closely related:
May was warm; it was pleasant.
It was freezing; he was grateful for his coat.

Think about the Y5/6 word list

Consider the prefixes:
ab-, de-, im-, un-, over-, sub-, dis-, anti-, ex-, mid-, re-, self-, under-
Consider suffixes:
-able, -ible, -ate, -cy, -er, -ed, -ing, -hood, -ice, -ism, -less, -ly, -ment, -y
Main Homophones:
to/too/two, your/you're, their/there/they're
There are lots more so be sure to check

Science
Electrical Circuits

Electricity comes in two forms: static electricity and electricity in circuits.

Static Electricity

Happens when:
two object rubs against each other

Because:
the positive and negative charge in a material become unbalanced

Discharge:
is when the charge jumps from one object to another to balance out again

Examples:

Rubbing a balloon on hair

Socks rubbing on a trampoline

Clothes spinning in a dryer

Storm clouds leading to lightning

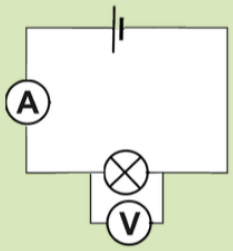
Rules for building circuits

1. There must be at least one cell
2. There must be a complete loop for electricity to flow
3. The wires must be plugged in to each component on one side and come out of the component on the other side
4. The switch must be closed to make it work

Taking measurements in a circuit

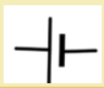
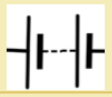
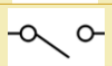
Current tells us how quickly electricity is flowing and is measured using an Ammeter.

Voltage tells us the amount of energy each component uses and is measured using a Voltmeter



When we want to show the parts of a circuit (known as components) we use a circuit diagram

which shows the main features of a circuit in a simplified form.

Cell		What is commonly known as a 'battery' is a cell. Provides the power to make electricity flow.
Battery		When two or more cells are used together
Bulb		Produces light when electricity flows through it
Buzzer		Produces sound when electricity flows through it
Switch (open)		Creates a gap in the circuit to stop the flow of electricity
Switch (closed)		Closes the gap in the circuit to allow electricity to flow

Electrical insulators and conductors

Electrical insulator – an object or material that will not allow electricity to pass through itself easily.

Examples: plastic, wood, rubber, glass and oil

Electrical conductor – an object or material that will allow electricity to pass through itself easily.

Examples: include silver, gold, copper, graphite and sea water

Adding cells or bulbs to a circuit

Adding more BULBS to a circuit:

- Bulbs are less bright
- Current is lower
- Voltage for each bulb is less

Adding more CELLS to a circuit:

- Bulbs are brighter
- Current is higher
- Voltage for each bulb is more

Uses of buzzers

Buzzers enable sound to be made from electricity.

This can be useful for:

- Alarms - buzzers that go off when something is touched
- Electric doorbells - release a ringing sound when a button is pressed
- Shop door sensor - makes a noise when someone opens the door

Bill Nye the Science Guy - Electricity

https://www.youtube.com/watch?v=SYacUaukaxg

Use these websites to explore building circuits.

https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_en.html

https://www.learningcircuits.co.uk/circuit_builder

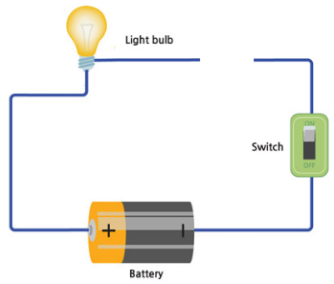
Lesson 03

What are circuit diagrams?

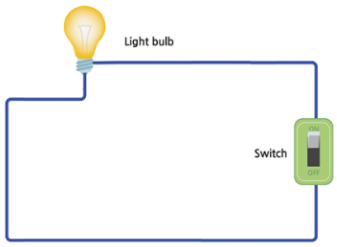
Retrieval Practice

1. Fill in the key rules for making a circuit:
   a. There must be at least one _____
   b. There must be a complete _____ for electricity to flow
   c. The _____ must be plugged into each object on one side and come out of the object on the other side
   d. The _____ must be closed to make it work

2. Explain why each circuit below will not work:



This will not work because _____
_____
_____
_____
_____
_____

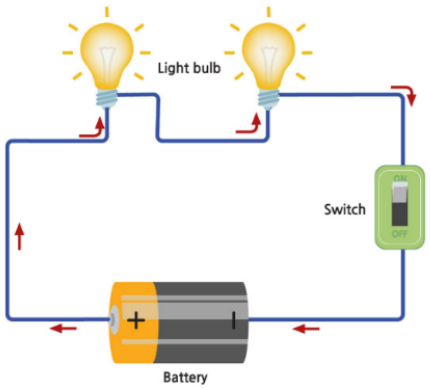


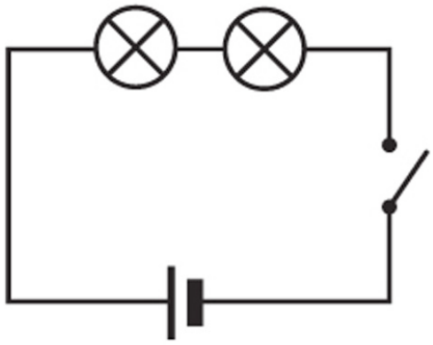
This will not work because _____
_____
_____
_____
_____
_____

From last cycle:

3. Give 2 examples of physical changes:
   a. _____
   b. _____

1. Discuss with a partner what you think each thing in the circuit diagram may represent





2. Read the following passage about circuit diagrams

In science, we often use diagrams to help us help us understand something physical. A diagram is a simple picture of something that misses out some of the details that a photograph would show us but in a way that keeps the most important details.

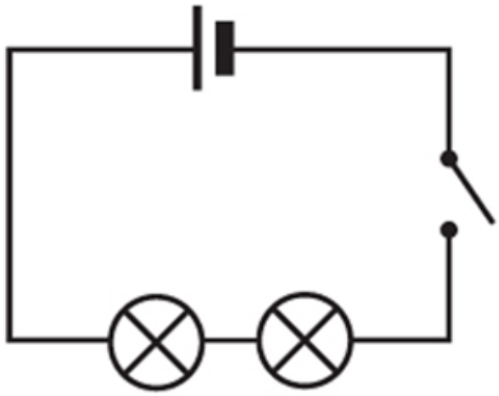
3. What is the difference between a photograph and a diagram?

_____

_____

A circuit diagram shows us the main parts of an electrical diagram in a simple way that helps us see the main parts of the circuit. It does not look exactly as the same as a photograph of the circuit but this helps us focus on the most important parts of the circuit.

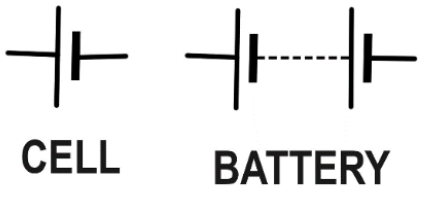
For example, the circuit diagram below shows us two bulbs, a switch and a cell all connected together by wires.



The wires in the ciruit are drawn as straight lines in a box-line shape and do not show the connections between the wires and the components. This makes it easier to see where the different components go in the circuit.

Every component has a set symbol which represents the component. These are easy to draw and easy to recognise when we see them.

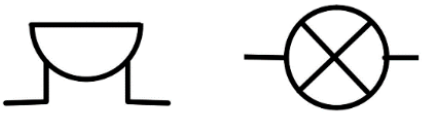
The object that most people call a 'battery' is actually known as cell in science. If you have two or more cells being used together, it is known as a battery.



CELL BATTERY

4. Add a diagram of a cell and a battery to the table below

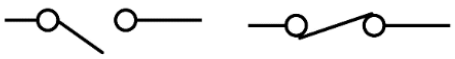
Light bulbs (sometimes known as filament lamps) and buzzers are examples of components that are powered by the electricty to do something (i.e. to give out light or make a sound).



BUZZER LAMP

6. Add a diagram of a buzzer and a lamp to the table below

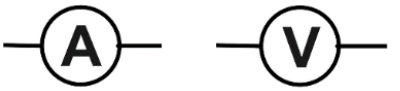
A switch can be used to stop and the start the flow of electricity by breaking the circuit or completing the loop.



SWITCH (open) SWITCH (closed)

5. Add a diagram of an open switch and a closed switch to the table below

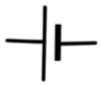
Finally, there are two components that can be used to take measurements in a circuit. One is called a voltmeter and one is called an ammeter.



AMMETER VOLTMETER

7. Add a diagram of an ammeter and a voltmeter to the table below

8. Add diagrams of each of the components below (the first one is done for you):

 Cell	Battery	Switch (open)	Switch (closed)
Buzzer	Lamp	Ammeter	Voltmeter

9. Match the component with the description of what it does:

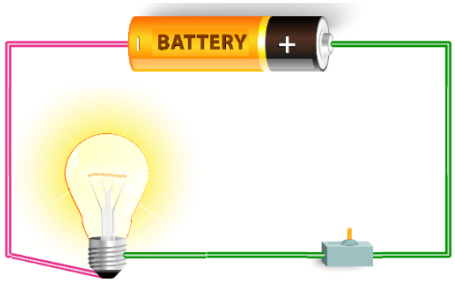
Cell	Makes a sound when electricity flows through it
Battery	Lights up when electricity flows through it
Buzzer	Powers the circuit to enable electricity to flow
Bulb	Can break the circuit if it is 'open'
Switch	When 2 or more cells are used together

11. Add the missing parts to the circuit diagrams below:

This circuit has two cells together and one bulb in it:

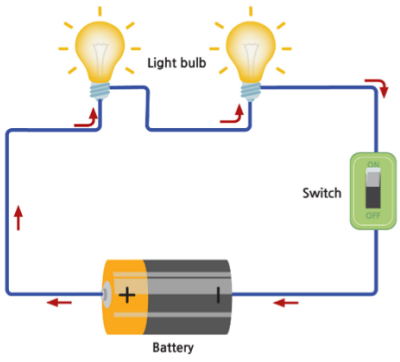
This circuit has one cell, one buzzer and a closed switch:

On the right, draw a circuit diagram of the circuit shown on the left:

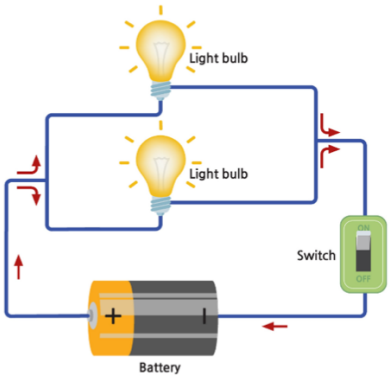


14. How might we draw circuit diagrams for the following two circuits?

Circuit 1

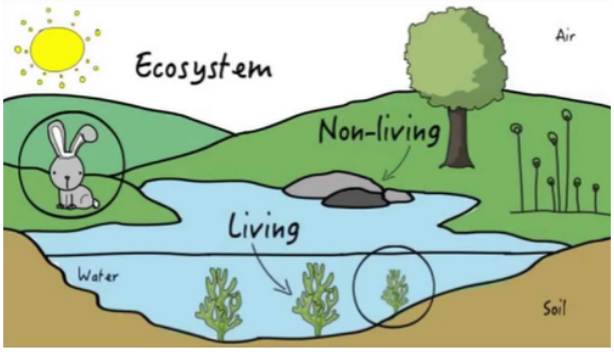


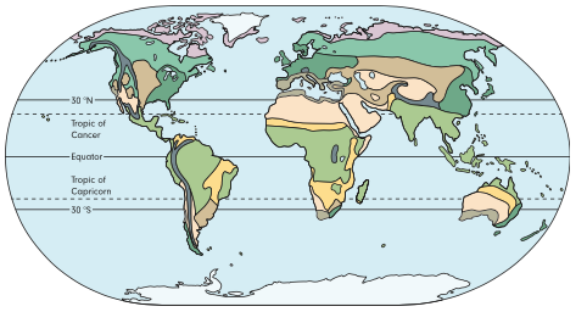
Circuit 2



Geography
Biomes

Vocabulary	
Biome	A large area of land with a particular climate, type of plants and animals.
Ecosystem	A community of living and non-living things that work together.
Climate	The general weather conditions and patterns in an area.
Deciduous	A tree that sheds its leaves in the autumn.
Dormant	When a plant or animal is in a deep, long sleep.
Equator	The imaginary line that runs around the middle of the earth
Fauna	The animals that normally live in a particular biome.
Flora	The plants that normally grow in a particular biome.
Latitude	Imaginary lines goes around the earth horizontally.
Temperate	Mild weather, further away from the equator.
Tropics	Any place on earth near the equator.
Deforestation	Cutting down trees.



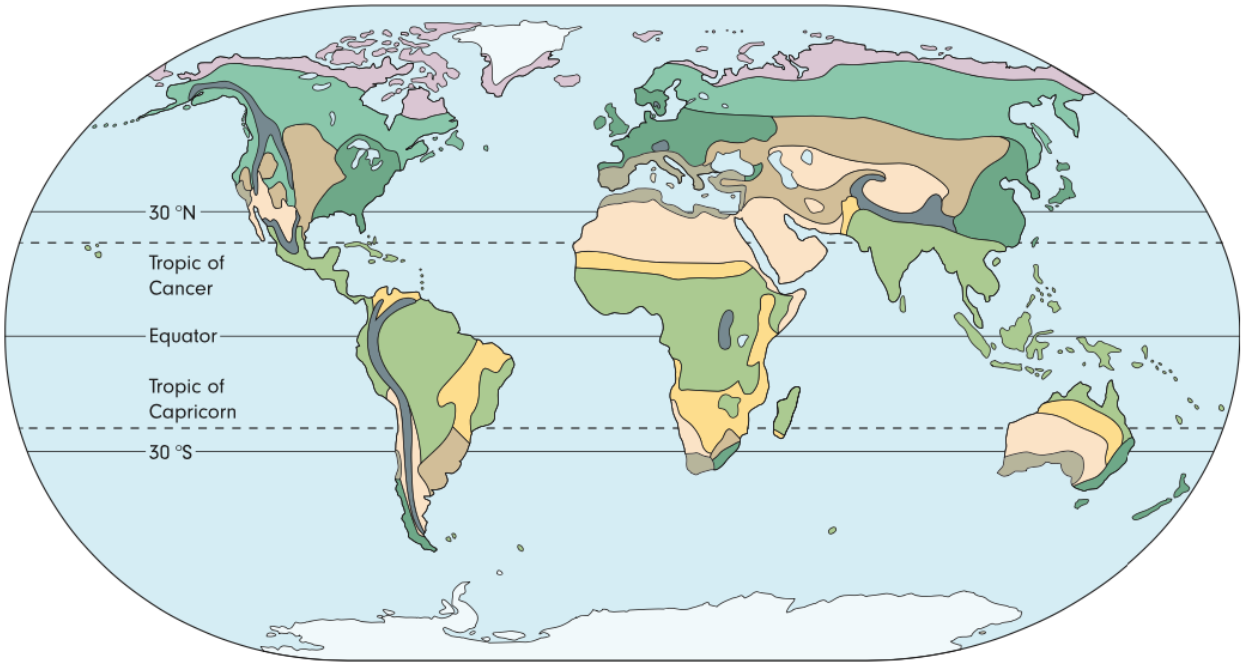


Key

- Tropical forest
- Savanna
- Desert
- Chaparral
- Temperate grassland
- Temperate broadleaf forest
- Northern coniferous forest
- Tundra
- High mountains (coniferous forest and alpine tundra)
- Polar ice

The Six Major Biomes		
Tropical Rainforest	• Very steady temperature between 20°C and 25°C. • Rains all year long. • The trees are very tall and varied. • Most of the plants are evergreen, not deciduous.	
Temperate Deciduous Forest	• Temperature ranges from -30°C to 30°C. • Goes through all four seasons. • Range of trees, most lose their leaves in the autumn. • Even rainfall throughout most of the year.	
Coniferous forest (Taiga)	• Temperature ranges from -54°C to 30°C. • Low average temperature. • Most of the trees are evergreen. • Largest land biome.	
Tundra	• Temperature ranges from -34°C to 6°C. • Coldest of all the biomes. • Little rain, lots of frost. • No trees grow, and only a few small plants.	
Grasslands (Savanna)	• Dry season and a rainy season. • Temperature ranges from -40°C to 40°C+. • Mostly grass grows, occasional individual trees.	
Desert	• Temperatures over 50°C in the day, below freezing at night. • Very few clouds and very little rain. • Very few plants or animals.	

Lesson
01 What are the Earth's biomes?



Map: World Biomes

Key

- Tropical forest
- Savanna
- Desert
- Chaparral
- Temperate grassland
- Temperate broadleaf forest
- Northern coniferous forest
- Tundra
- High mountains (coniferous forest and alpine tundra)
- Polar ice

1. Use your knowledge organiser to write the definition of a biome.

A biome is _____

_____

_____

2. Use the map to complete the table and write down the biome found in each place.

Place	Biome
Northern Russia	
Egypt	
Central Australia	
Eastern USA	
UK	
India	
Along the equator	

3. Which biome do you think each picture is of?

_____

_____

_____

_____

4. Which biomes are these descriptions referring to?

This biome has 4 distinct seasons. This means that most of the plants and trees shed their leaves for winter and grow their leaves again in the Spring. The temperature range can be very high, but this biome needs a lot of rainfall. The UK has this biome.	
This biome does not have 4 distinct seasons; it exists where there is heavy rainfall all year round and where the temperatures are consistently high. This biome covers about 6% of the Earth's land surface. This biome has the world's highest biodiversity. Some trees can reach up to 85m tall. This biome is found near the equator. Biodiversity = the number of different species of plants and animals.	
This biome has distinct wet and dry seasons. The wet seasons received a huge amount of rain, but the dry season brings very hot temperatures and water is scarce. This biome has wildlife and plants that have adapted to these extremes, but animals often have to migrate long distances each year in pursuit of water and food. This biome can be found in southern and eastern Africa.	
This biome is found in colder areas and the trees often have needles instead of leaves. The temperature range can be very high and this biome is able to make the most of the limited sunshine by not shedding the needles. This is the world's biggest biome. This biome is found in northern Canada and most of Russia. It is also found in some mountainous regions, where temperatures are cooler.	
This biome has very extreme daily variations in temperature. Temperatures soar (rise high) during the day but plummet (fall quickly) at night as there are usually no clouds to trap the heat. The lack of clouds also means that there is very little rain, and so few plants and animals are able to survive here. This biome covers about 20% of the world's land surface.	

5. Read the information about climate.

The global pattern of biomes is controlled by climate. Around the world, climate varies. For example, in some places it is hot and dry but in other places it can be hot with lots of rain. This variation in climate produces all the different biomes around the world. The diagram below shows how some of the climate regions are created. For example, at the equator, it says that moist air rises to create lots of rain, and near the north pole it says that cold, dry air falls, which creates dry conditions.

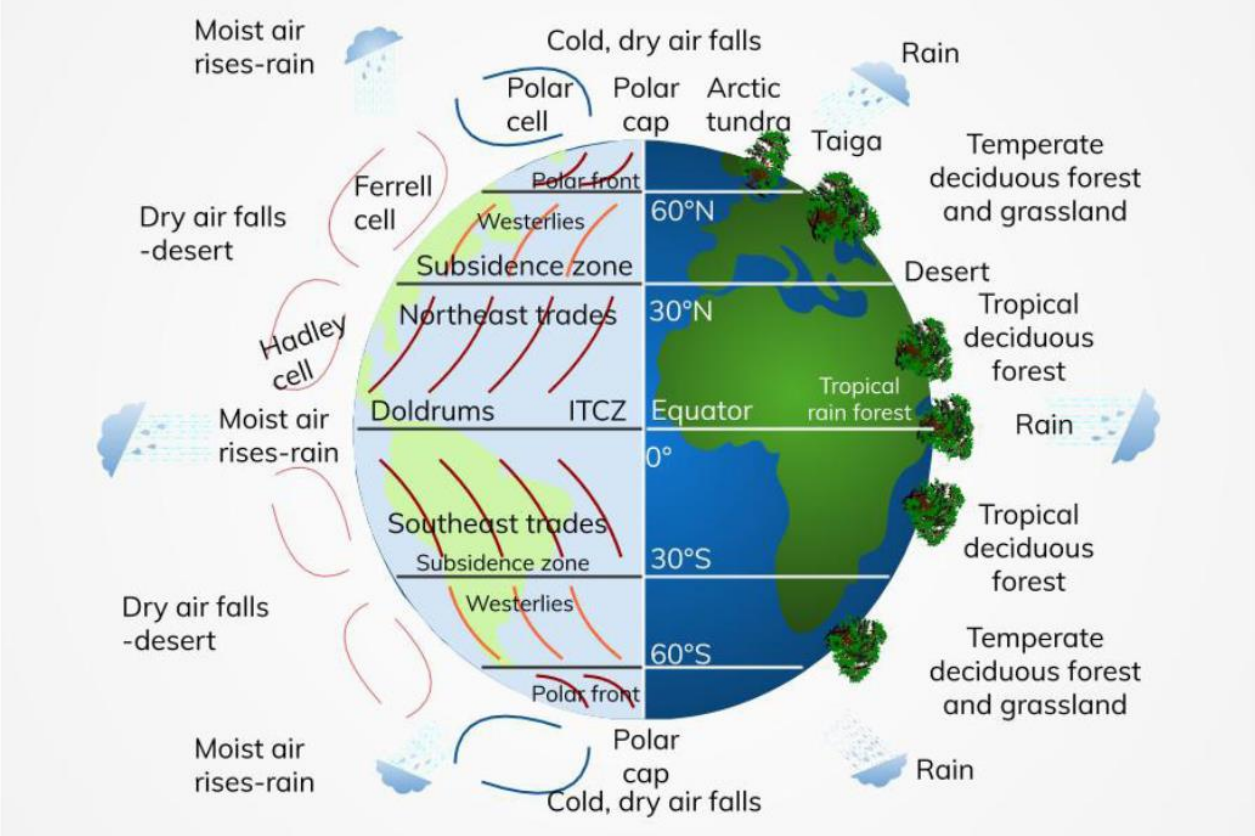


Diagram: Global Climates and Biomes

6. Use the diagram to answer the questions

a. Why is tropical rainforest usually located near the equator?

_____

_____

_____

b. Why are hot deserts usually located at 30° North and 30° South?

i. Dry air falls at this point creating lots of rain.

ii. Dry air falls at this point meaning that there is very little rain created.

iii. There is lots of moist air here and so this creates dry conditions.

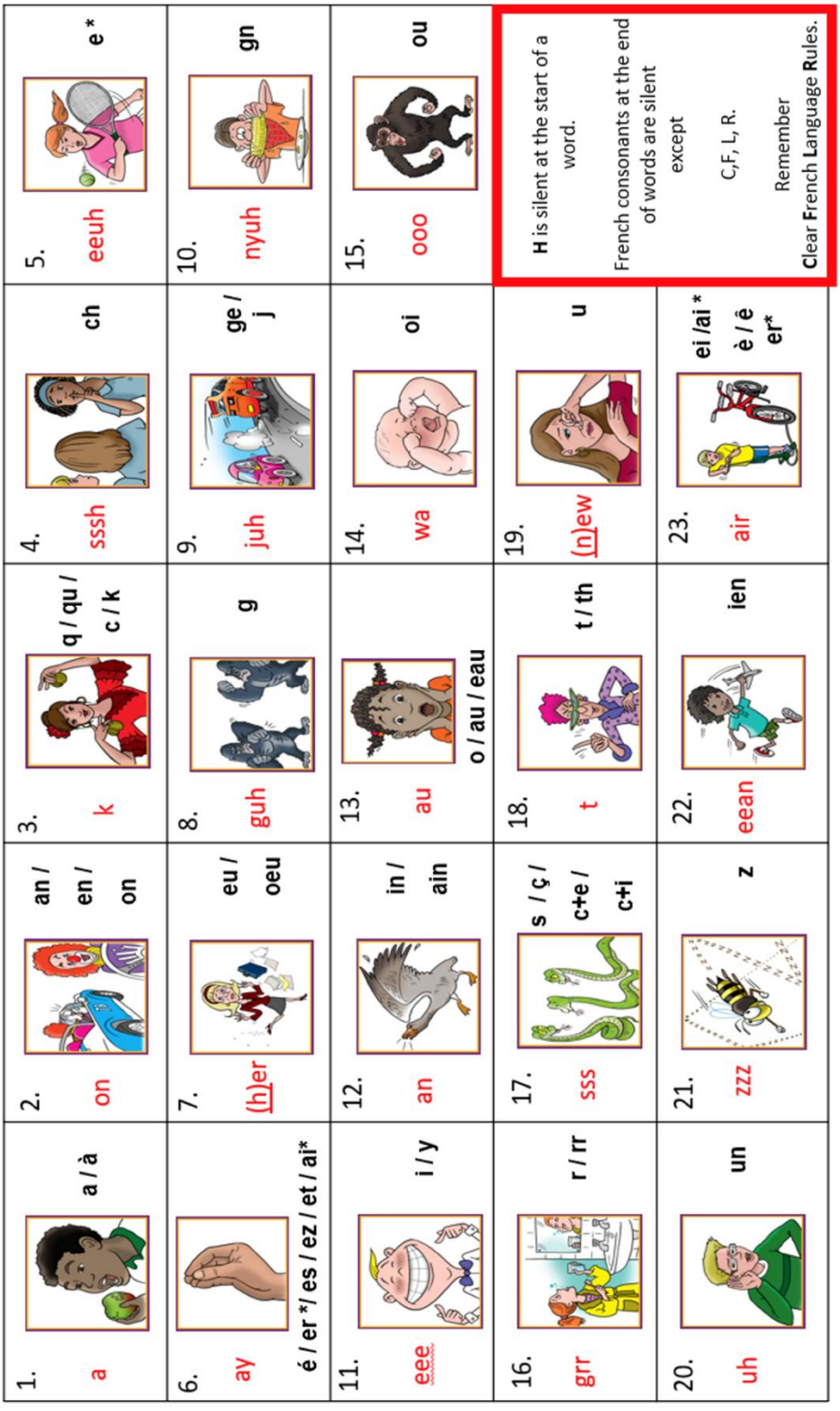
French

Revisit French Phonics. Then work on having a conversation with a partner of family member.

Follow link for this week's lesson.

Talking about family.

https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zcqsxbk



Hello!	Bonjour Salut	Good day Hi
How are you?	Comment ça va? Ça va trés bien! Ça va comme ci, comme ça. Ça va bien, merci. Ça ne va pas bien. Ça va mal.	How are you? I'm very well. So, so. Good, thank you. Not so good. Bad.
What's your name?	Comment t'appelles-tu? Je m'appelle...	What are you called? I am called ...
How old are you?	Quel âge as-tu? J'ai ... ans. Et toi?	What age are you? I am (have) ... years. And you?
Colours	What is your favourite colour?	Quelle est votre couleur préférée?
Animals	What is your favourite animal?	quel est votre animal préféré?
Good bye	Au revoir À bientôt	Good bye See you soon

Computing

Python 4

Python is a general-purpose, versatile, and powerful programming language. It's a great first language because it's concise and easy to read. Whatever you want to do, Python can do it. From web development to machine learning to data science, Python is the language for you.

```
from random import choice

players = ['Harry', 'Hermione', 'Neville', 'Ginny']
print(players)

print(players[0])
print(players[1])
```

Click the link, read the instructions – carefully – and work your way through some basics of Python programming! ☺

https://projects.raspberrypi.org/en/projects/team-chooser

Art

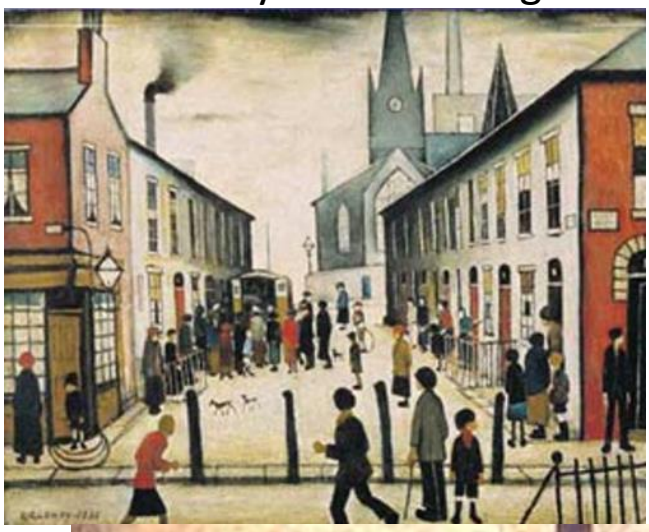
Complete your artwork. Add colour and tone.

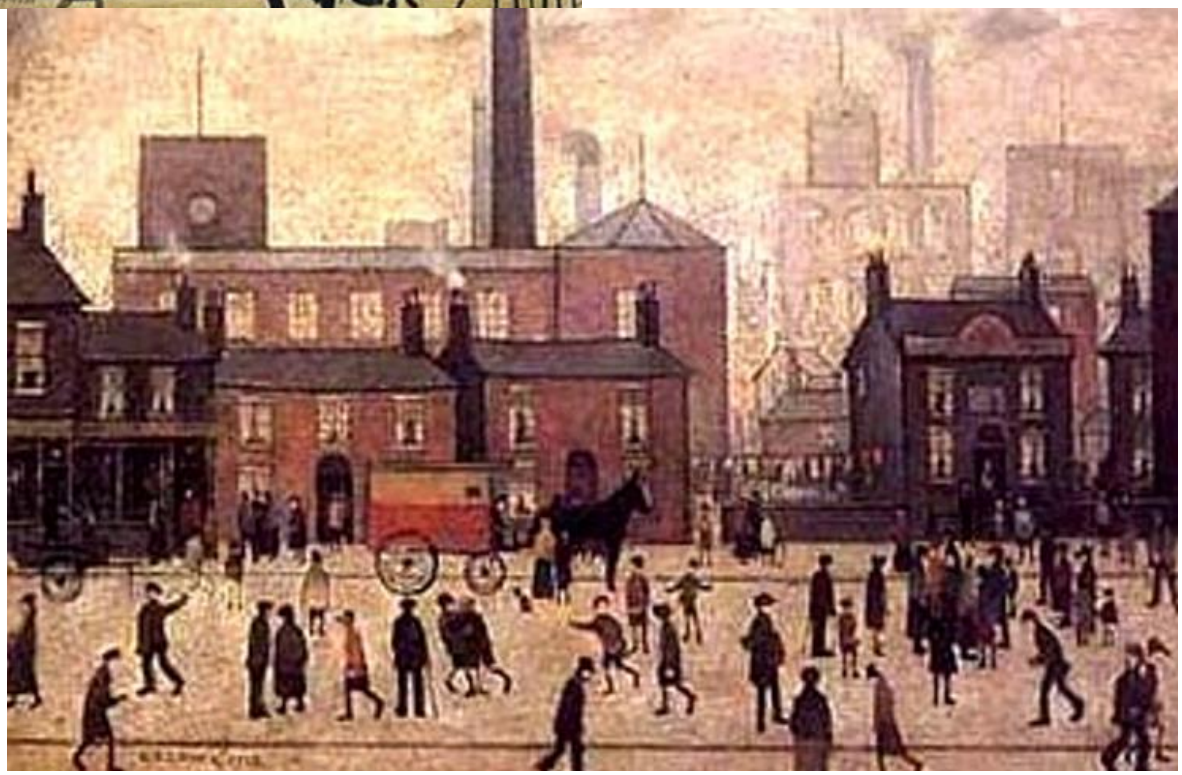
Send the Mr Ellison or Miss Lynch once completed. ☺

Self-review – what do I need to do to finish next week?

- How could I improve my painting? Focus on composition element: Lowry's work often features a road or path which draws the eye.
- Sketch ideas in sketch book/paper. Use coloured chalks or crayons when you have decided on composition to consider how colour and tones will affect the final composition.
- Remember Lowry's limited colour palate (how there seems to be certain shades of a colour that are more prominent) and the mood/feelings this creates.

This is what you are aiming for...





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Religious Education

Read, discuss and reflect on the similarities and differences across a small selection of religions. Have you come across any in school or the wider community?

Religion: Islam **Followers: Muslims** **Place of worship: Mosque** **Holy book: Qur'an**	**Beliefs:** • Allah is the one and only God • Prophets (special messengers) • Muhammad was the final prophet • Angels • The Day of Judgement - when all people will be judged by their beliefs and deeds • Predestination – the belief that whatever God wills to happen, happens • The Quran - God's revealed book containing The Five Pillars of Islam	
Religion: Christianity **Followers Christians** **Place of worship: Church** **Holy book: Bible**	**Beliefs:** • The Holy Trinity - there is only one God, but that God is God the Father, God the Son and The Holy Spirit • God created the world • God sent his Son, Jesus Christ, to save humanity from their sins • Jesus was tortured, died, then rose from the dead after his crucifixion • The Ten Commandments - given by God to Moses and written in the Bible	
Religion: Judaism **Followers: Jews** **Place of worship: Synagogue** **Holy book: Torah**	**Beliefs:** • There is only one God • Special agreement (or covenant) with God to uphold His laws • Faith of action - Jews are judged by how they live rather than what they believe • The Shabbat (the seventh day of creation is the most important day of the week - stop working and make time for God and family.	
Religion: Buddhism **Followers: Buddhists** **Place of worship: Buddhist temple** **Holy book: Tripitaka (or Pali Canon)**	**Beliefs:** • The Three Jewels: - Buddha - Dharma - the teachings of Buddha - The Sangha - becoming selfless by helping others • Buddha was human, not a god • The Four Noble Truths - Dukkha - life is suffering - Suffering is caused by craving and trying to control things - Suffering can end if Buddhists learn to live a day at a time and let go of these cravings - The Noble 8-fold path is the path that Buddhists must follow, leading to the end of the suffering	
Religions: Hinduism **Followers: Hindus** **Place of worship: Mandir**	**Beliefs:** • Hindus believe in a universal soul called Brahman • Trimurti - the three aspects of the universal supreme God, known as Vishnu, Brahma and Shiva • Tridevi - goddesses who are equally as important as the Trimurti – Saraswati, Lakshmi and Parvati • Truth is eternal - pursue knowledge and understanding of the truth • Reincarnation – Hindus believe that this is governed by Karma • Dharma - Hindus believe it is necessary to always do the right thing • Moksha - the ultimate goal for all Hindus meaning liberation from the cycle of birth and rebirth	
Religions: Sikhism **Followers: Sikhs** **Place of worship: Gurdwara** **Holy book: Guru Granth Sahib**	**Beliefs:** • There is only one God • All humans are children of God • Everyone is equal and should be treated the same • Reincarnation • Always keep God in mind • Live honestly • Live honestly • Share with others • The Five Ks (Kesh, Kangha, Kara, Kachera, Kirpan)	

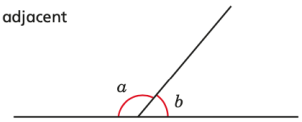
Answers

Arithmetic

question	answer	marks
1	**16**	1
2	$\frac{4}{11}$	1
3	**8186**	1
4	**135**	1
5	**1084**	1
6	**8**	1
7	**3662**	1
8	**267 381**	1
9	**120**	1
10	**1.004**	1
11	**39.42**	1
12	$1\frac{11}{30}$	1
13	**17 951**	2
14	**99**	2
15	$\frac{3}{10}$	1
16	$\frac{1}{8}$	1
17	**13.32**	1
18	**2917.2**	1

Calculate angles

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



a) Measure angles a and b.

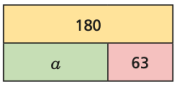
$a =$ 130° $b =$ 50°

b) What is the total of the two angles? 180°

c) Complete the sentence.

Adjacent angles on a straight line sum to 180°

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



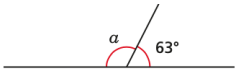
$a + 63 =$ 180 $180 -$ 63 $= a$

$63 +$ a $=$ 180 $180 - a =$ 63

b) Tick the calculation in part a) that helps you work out the value of a.

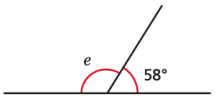
c) Work out the value of a. $a =$ 117

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



3 Work out the unknown angles.

a)

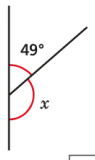


$e =$ 122°

b)

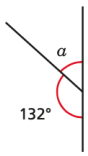
$g =$ 39°

c)



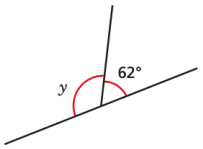
$x =$ 131°

d)



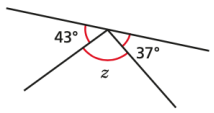
$a =$ 48°

e)



$y =$ 118°

f)



$z =$ 100°

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

She does a full turn clockwise.

a) Show Dora's turn on the diagram.

b) How many degrees did Dora turn through? 360°

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

Angles around a point sum to 360°

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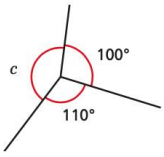
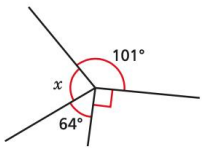
5 Work out the unknown angles.

a)



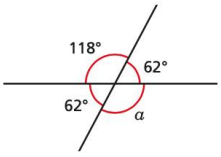
$c =$ 150°

b)



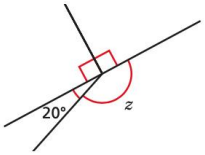
$x =$ 105°

c)



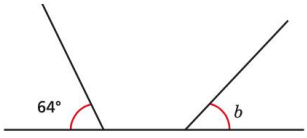
$a =$ 118°

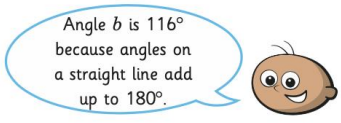
d)



$z =$ 160°

6





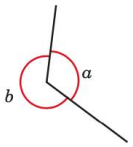
Do you agree with Tommy? No

Explain your answer.

The angles are not adjacent. There is not enough information to work out the size of angle b.

7 Use the information to work out the unknown angles.

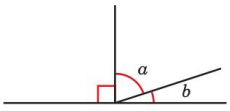
a) Angle a is half the size of angle b.



$a =$ 120°

$b =$ 240°

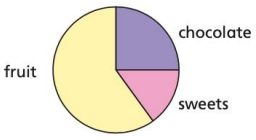
b) Angle a is four times the size of angle b.



$a =$ 72°

$b =$ 18°

8 The pie chart shows some children's favourite snacks.



A quarter of the children said chocolate was their favourite snack.

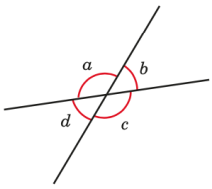
Five times as many children voted for fruit as voted for sweets.

Work out the size of the angle for each sector in the pie chart.

chocolate 90° sweets 45° fruit 225°

Vertically opposite angles

1 The diagram shows four angles formed by two straight lines.



a) Measure the sizes of the angles.

$a =$ 130° $b =$ 50° $c =$ 130° $d =$ 50°

b) What is the total of angles a and b? 180°

Explain why.

Adjacent angles on a straight line sum to 180°

Do any other pairs of angles have this same total?

c) Angles a and c are vertically opposite angles.

What do you notice about the sizes of angles a and c?

They are equal.

d) Angles b and d are also vertically opposite angles.

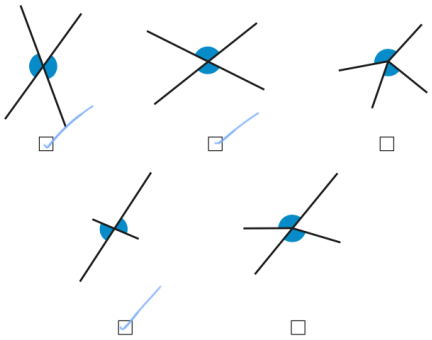
What do you notice about the sizes of angles b and d?

They are equal.

e) Complete the sentence.

Vertically opposite angles are equal.

2 Tick the pairs of angles that are vertically opposite.



Compare answers with a partner.

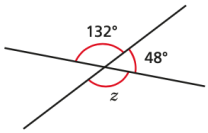
3 Work out the sizes of the unknown angles.

Give reasons for your answers.

a)

$y =$ 29° because vertically opposite angles are equal.

b)



$z =$ 132° because vertically opposite angles are equal.

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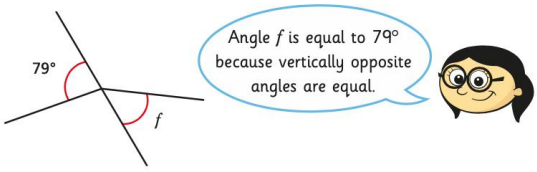
4 Annie is working out the size of angle f.



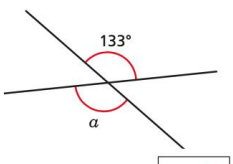
Do you agree with Annie? No

Explain your answer.

The diagram doesn't show two straight lines crossing so the angles are not vertically opposite.

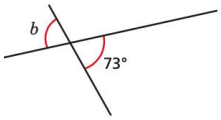
5 Work out the unknown angles.

a)



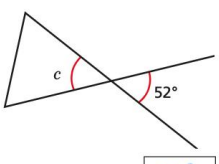
$a =$ 133°

b)



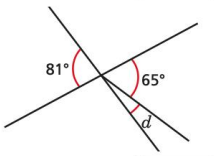
$b =$ 73°

c)



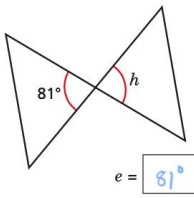
$c =$ 52°

d)



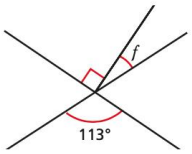
$d =$ 16°

e)



$e =$ 81°

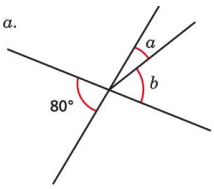
f)



$f =$ 23°

Talk about your reasons with a partner.

6 Angle b is three times the size of angle a.

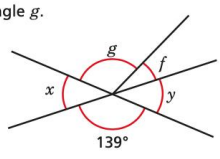


Work out the sizes of angles a and b.

$a =$ 20° $b =$ 60°

7 Angle f is one quarter of the size of angle g.

Angle f is 28°.



Are angles x and y vertically opposite? No

Explain your answer.

28×4 = 112 so g = 112°

112 + 28 = 140

139 ≠ 140 therefore the diagram does not show vertically opposite angles.

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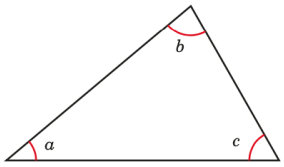
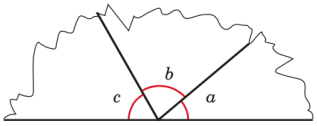
Angles in a triangle

1 Here is a triangle.



a) The three vertices are torn off the triangle and arranged on a straight line.



What is the sum of the three angles? 180°

How do you know?

Adjacent angles on a straight line sum to 180°

b) Now measure the sizes of angles a, b and c in the triangle.

$a =$ 40° $b =$ 80° $c =$ 60°

c) What is the total of angles a, b and c? 180°

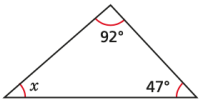
d) Complete the sentence.

Angles in a triangle sum to 180°

2 Work out the sizes of the unknown angles.

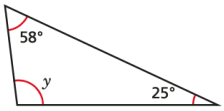
Give reasons for your answers.

a)



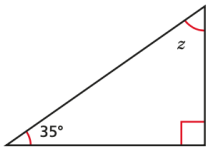
$x =$ 41° because angles in a triangle sum to 180°

b)



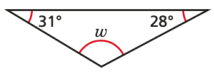
$y =$ 97° because angles in a triangle sum to 180°

c)



$z =$ 55° because angles in a triangle sum to 180°

d)



$w =$ 121° because angles in a triangle sum to 180°

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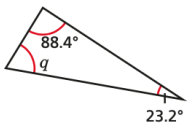
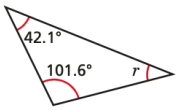
3 Work out the unknown angles.

a)



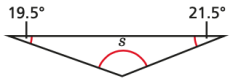
$q =$ 68.4°

b)



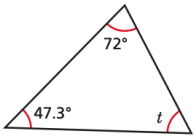
$r =$ 36.3

c)



$s =$ 139°

d)



$t =$ 60.7°

Discuss your reasons with a partner.

4 **a)** Two angles in a triangle are 42° and 57°.

What is the size of the third angle?

81°

b) Two of the angles in a triangle are 12°.

What is the size of the third angle?

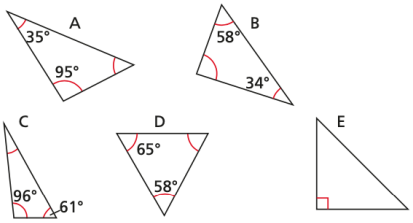
156°

c) One of the angles in a triangle is 38°. Another angle is twice the size of the first angle.

What is the size of the third angle?

66°

5 Sort the triangles into the table.

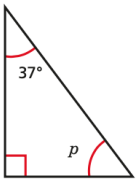


0 acute angles	1 acute angle	2 acute angles	3 acute angles
		A C E	B D

Are any of the columns empty? Why?

The sum of the angles in a triangle is 180° so there has to be at least 2 acute angles.

6



$p = 143°$ because angles in a triangle sum to 180° and $180 - 37 = 143$

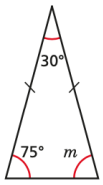
Do you agree with Ron? No

Explain your answer.

He hasn't included the right angle. $p = 53°$

Angles in a triangle – special cases

1 Here is a triangle.



a) What type of triangle is it?

Isosceles

How do you know?

There are two sides of equal length

b) Work out the size of angle m.

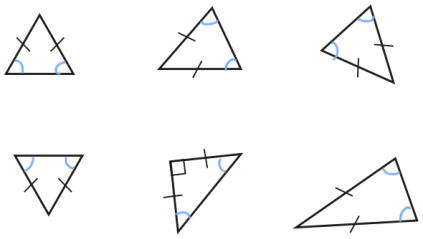
75°

c) What do you notice?

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

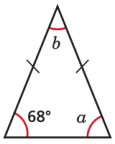
In an isosceles triangle two angles are equal.

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



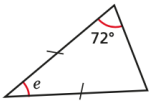
3 Work out the sizes of the unknown angles.

a)



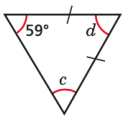
$a =$ 68° $b =$ 44°

c)



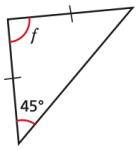
$e =$ 36°

b)



$c =$ 59° $d =$ 62°

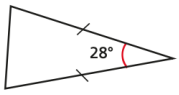
d)

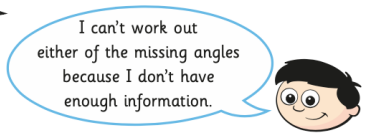


$f =$ 90°

Talk about your reasons with a partner.

4 Dexter is working out the unknown angles in triangles.





Do you agree with Dexter? No

Explain your answer.

Both unmarked angles are equal, so 180 − 28 = 152 and 152 ÷ 2 = 76. Each missing angle is 76°

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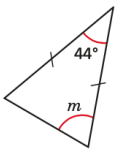
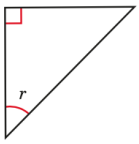
5 Work out the sizes of the unknown angles.

a)



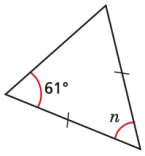
$m =$ 68°

c)



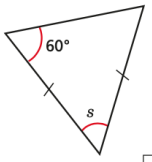
$r =$ 45°

b)



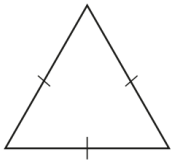
$n =$ 58°

d)



$s =$ 60°

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



Whitney: I can't work out the angles in this triangle because I don't know any of them.

Jack: I know the size of all the angles in this triangle.

Who do you agree with? Jack

Talk about it with a partner.

7 Are the statements true or false?

a) Every isosceles triangle is equilateral. false

b) Every equilateral triangle is isosceles. true

c) A right-angled triangle can be equilateral. false

d) A right-angled triangle can be isosceles. true

Explain your answers to a partner.

8 Two angles in a triangle are 43° and 74°.

Is the triangle isosceles? No

Show your workings.

43 + 74 = 117

180 − 117 = 63

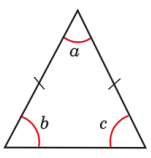
9 One angle in an isosceles triangle is 29°.

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

29° and 122° or 75.5° and 75.5°

10 Angle b is twice the size of angle a.

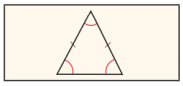
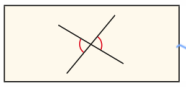
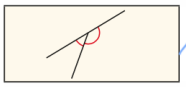
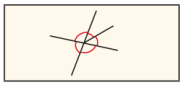
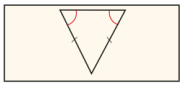
Work out the size of angle c.



72°

Angles in a triangle – missing angles

1 Match each diagram to the correct rule.

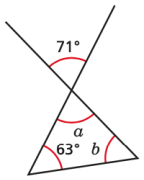






- Angles on a straight line sum to 180°
- Angles around a point sum to 360°
- Angles in a triangle sum to 180°
- In an isosceles triangle, two angles are equal
- Vertically opposite angles are equal

2 Work out the sizes of the unknown angles.

Give reasons for each stage of your working.

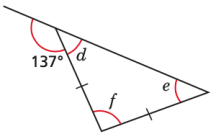
a)



a = 71° because vertically opposite angles are equal

b = 46° because angles in a triangle sum to 180°

b)

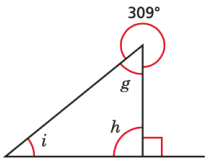


d = 43° because angles on a straight line sum to 180°

e = 43° because in an isosceles triangle two angles are equal.

f = 94° because angles in a triangle sum to 180°

c)



g = 51° because angles around a point sum to 360°

h = 90° because angles on a straight line sum to 180°

i = 39° because angles in a triangle sum to 180°

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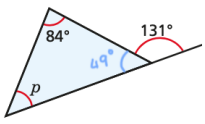
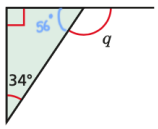
3 Work out the sizes of the angles marked with letters.

a)



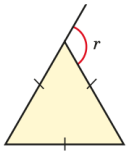
p = 47°

b)



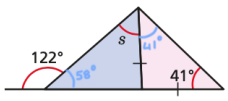
q = 124°

c)



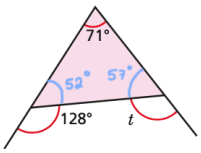
r = 120°

d)



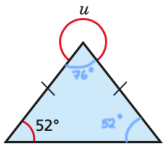
s = 40°

e)



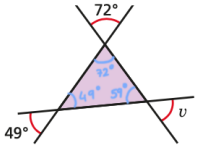
t = 123°

f)



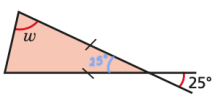
u = 284°

g)



v = 59°

h)

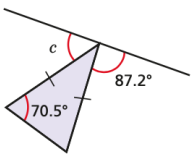


w = 77.5°

Talk about your reasons with a partner.

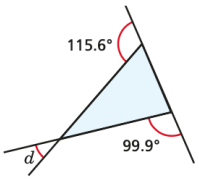
4 Work out the sizes of the unknown angles.

a)



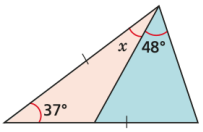
c = 53.8°

b)



d = 35.5°

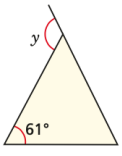
5 Work out the size of angle x.



x = 23.5°

6 Here is an isosceles triangle.

Find two possible sizes of angle y.

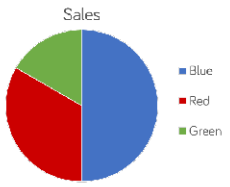


y = 122° or 120.5°

Calculate Angles

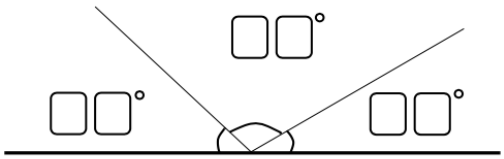
Reasoning and Problem Solving

There are five equal angles around a point. What is the size of each angle? Explain how you know.	72° because 360 ⟋ 5 = 72
Four angles meet at the same point on a straight line. One angle is 81° The other three angles are equal. What size are the other three angles? Draw a diagram to prove your answer.	180 − 81 = 99° 99 ⟋ 3 = 33°

Here is a pie chart showing the colour of cars sold by a car dealer.  The number of blue cars sold is equal to the total number of red and green cars sold. The number of red cars sold is twice the number of green cars sold. Work out the size of the angle for each section of the pie chart.	Blue : 180° Red : 120° Green : 60°

7a. Use the digit cards to fill in the missing angles.

3	4	5	7	8	9



GD PS

8a. Use the hints to work out the angles.

Five angles make up a full turn.

Angle A is a right angle.
Angle B is half of angle C and together they equal 165°.
Angle D is a multiple of 10.
Angle E is 1-digit.
What are the 5 angles?

GD PS

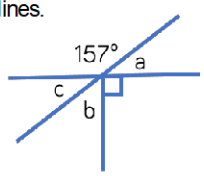
7a. Multiple answers, the digits 3, 5 and 8 can be in any order in the tens column, and the digits 4, 7 and 9 can be in any order in the ones column, e.g. 37°, 54° and 89° or 39°, 54° and 87°.

8a. A = 90°, B = 55°, C = 110°, D = 100° and E = 5°

Vertically Opposite Angles

Reasoning and Problem Solving

The diagram below is drawn using three straight lines.



Whitney says that it's not possible to calculate all of the missing angles.

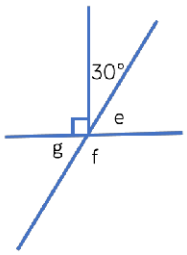
Do you agree? Explain why.

I disagree because:
180 − 157 = 23
so a = 23°
because angles on a straight line add up to 180°

Angles a and c are equal because they are vertically opposite so
c = 23°

Angles around a point add up to 360° so
b = 67°

The diagram below is drawn using three straight lines.



Amir says that angle g is equal to 30° because vertically opposite angles are equal.

Do you agree? Explain your answer.

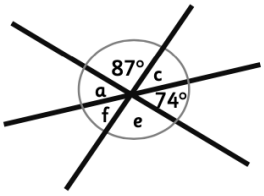
Find the size of all missing angles.
Is there more than one way to find the size of each angle?

Amir is wrong because g is vertically opposite to e, not to 30° so g would actually be 60°

e = 60°
g = 60°
f = 120°
There are multiple ways to find the size of each angle.

8a. Barney says:

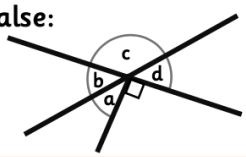
I think that angle c measures 29°.



Is Barney correct? Explain why.

GD (Not to scale) R

9a. Knowing that d measures 75°, identify whether these statements are true or false:



a. Angles c and d total 180°.

b. Angles b and d total 150°.

c. Angles a, b, c and d total 340°.

d. Angle a measures 25°.

GD (Not to scale) PS

8a. Barney is not correct because 87° and 74° total 161° . This means that angle c must measure 19°

9a. a = true, b = true, c = false and d = false.

Angles in a Triangle (1)

Reasoning and Problem Solving

Amir says,

My triangle has two 90° angles.

Can Amir be correct? Can you demonstrate this?

Amir can't be correct because these two angles would add up to 180 degrees, and the third angle can't be 0 degrees.

Eva says,

My triangle is a scalene triangle. One angle is obtuse. One of the angles measures 56° The obtuse angle is three times the smallest angle.

Work out the size of each of the angles in the triangle.

The interior angles of Eva's triangle are 56°, 93° and 31°

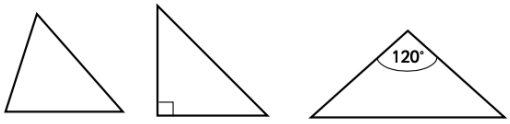
True or False?

A triangle can never have 3 acute angles.

False
Children could use multiple examples to show this.

8a. Match each triangle to the best description.

1. The missing angles in this triangle add to make 90°.
2. This obtuse isosceles triangle is missing two 30° angles.
3. This triangle has no angles greater than 90°.



A B C

Triangles not drawn to scale.

GD PS

9a. Alfie says,

I have drawn an acute triangle. One side is 4 centimetres long and the angles measure 70°, 60° and 50°.

Is he correct? Explain why or why not.

GD R

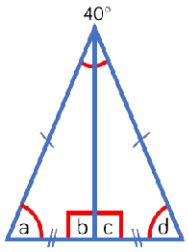
8a. 1B, 2C, 3A

9a. Alfie is incorrect. That is not a type of triangle. He has drawn a scalene triangle.

Angles in a Triangle (2)

Reasoning and Problem Solving

I have an isosceles triangle. One angle measures 42 degrees. What could the other angles measure?	The angles could be: 42°, 42°, 96° or 42°, 69°, 69°
Alex My angles are 70°, 70° and 40° Mo My angles are 45°, 45° and 90° Eva My angles are 60°, 60° and 60° What type of triangle is each person describing? Explain how you know.	Alex is describing an isosceles triangle. Mo is describing an isosceles right-angled triangle. Eva is describing an equilateral triangle.

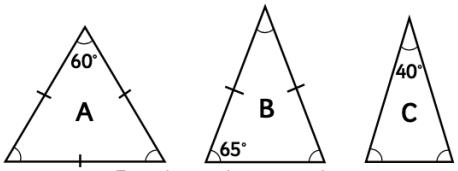
How many sentences can you write to express the relationships between the angles in the triangles? One has been done for you.  40° + a + d = 180°	Possible responses: 20° + a + b = 180° 20° + c + d = 180° b = 90 ° c = 90 ° b = c a = d etc. Children could also work out the value of each angle.

8a. Match each triangle to the best description.

1. The missing angles are both 60 degrees.

2. The missing angles are both 70 degrees.

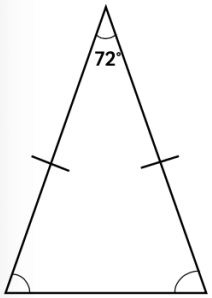
3. This triangle is missing a 50 degree angle and a 65 degree marking.



Triangles not drawn to scale.

GD PS

9a. Fill in the missing details about this triangle.



The missing angles are both _____ degrees.

180 = 72 + ___ + ___

72 + ___ + ___ = 180

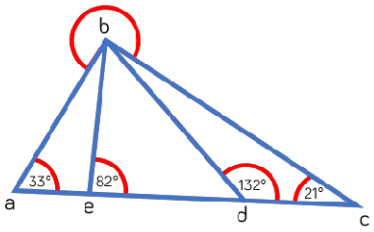
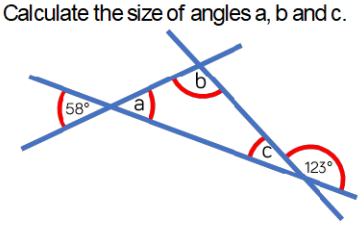
GD PS

8a. 1A, 2C, 3B

9a. 54, 180 = 72 + 54 + 54, 40 + 40 + 70 = 180

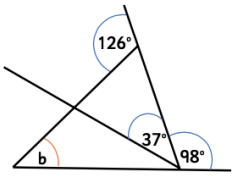
Angles in a Triangle (3)

Reasoning and Problem Solving

Calculate the size of the reflex angle b.  	234°
Calculate the size of angles a, b and c.  Give reasons for all of your answers.	a is 58 degrees because vertically opposite angles are equal. c is 57 degrees because angles on a straight line add up to 180 degrees. b is 65 degrees because angles in a triangle add up to 180 degrees.

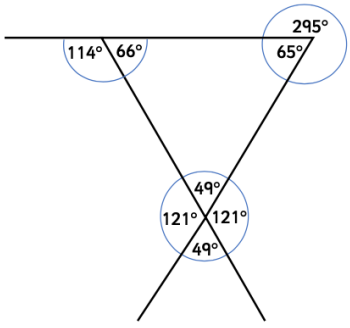
8a. Alex thinks that angle b measures 44°. George thinks that angle b measures 91°.

Who is correct? Explain why.



GD (Not to scale) R

9a. Some of these angles are wrong. Find and fix the mistakes.



GD (Not to scale) PS

8a. Alex is correct. He needed to calculate the angles of a straight line first (98o + 37o = 135o, 180o – 135o = 45o and 180o – 126o = 54o). He can then calculate the missing angle in the triangle as 89o. 180o – 89o = 91o. 91o + 45o = 136o. 180o – 136o = 44o.

9a. Both 121o should be 131o.

SPaG Answers

23	**Circle the words in this sentence that need capital letters.**	
G5	geoff never misses an episode of the great british bake off and is a big fan of mary berry.	1
Notes: Award **one mark** for all capital letters added correctly. **Grammar Focus: G5.1 & G5.2** – To use full stops and capital letters to demarcate sentences.		
24	**Circle the relative pronoun in this sentence:**	
G3	Geoff, whose space shuttle seatbelt was now securely fastened, prepared himself for take-off	1
Notes: Award **one mark** for the correct answer. **Grammar Focus: G3.1a** – To identify relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.		
25	**Circle the adverb in this sentence.**	
G1	Geoff carefully mixed the egg whites so that he didn't have a soggy meringue.	1
Notes: Award **one mark** for the correct answer. **Grammar Focus: G1.6** – To recognise adverbs.		
26	**Label each word with the correct letter.**	
G1	Geoff eagerly waited to taste the crispy cheese straws that he had made. A E B D C	1
Notes: Award **one mark** for all of words identified correctly. **Grammar Focus: G1** – To recognise all word classes.		
27	**Tick the box that shows the correct position to place a colon.**	
G5	Geoff had a new life plan he was going to enrol at university. ☐ ☑ ☐	1
Notes: Award **one mark** for the correct answer. **Grammar Focus: G5.10** – To use a colon to mark the boundary between independent clauses.		

28	**Circle the noun phrase in this sentence.**	
G3	Geoff is already making cakes and buns for next week's charity bake sale.	**1**
Notes: Award **one mark** for all of the words correctly circled. **Grammar Focus: G3.2** – To recognise expanded noun phrases for description and specification.		
29	**Tick the sentence that shows the dash being used correctly:**	
G5	Geoff is hopeless at telling jokes – he always forgets the punchlines! ✓	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G5.12** – To use a single dash to mark the boundary between independent clauses.		
30	**Put a pair of brackets in this sentence to mark the additional information.**	
G5	The cake should be cooked in the oven at 180°C (or gas mark 4) for 50 minutes.	**1**
Notes: Award **one mark** for both brackets added correctly. **Grammar Focus: G5.9** – To use brackets, dashes or commas to indicate parenthesis.		
31	**Circle the four nouns in this sentence.**	
G1	When Geoff cooks lasagne, he makes sure that there's plenty of cheese and mushrooms.	**1**
Notes: Award **one mark** all of the words correctly circled. **Grammar Focus: G1.1** – To recognise nouns.		
32	**Tick the word that is a synonym of: tasty**	
G6	delectable ✓	**1**
Notes: Award **one mark** for any sensible synonym. **Grammar Focus: G6.1** – To know how words are related by meaning as synonyms and antonyms.		

33	**Add in commas around the relative clause.**	
G3	Geoff, who was making a pavlova, whisked the eggs really quickly.	**1**
Notes: Award **one mark** for both commas in the correct positions. **Grammar Focus: G3.1a** – To recognise relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.		
34	**Put the missing apostrophe in this sentence.**	
G5	Geoff isn't keen on clearing up after he has used icing sugar.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G5.8** – To use apostrophes to mark contracted forms.		
35	**Complete the table by writing antonyms for the given words. The first one has been done for you.**	
G6	**Word** / **Antonym** smooth / lumpy slowly / **Any word with an opposite meaning, e.g. quickly, fast, speedily, etc.** tasty / **Any word with an opposite meaning, e.g. inedible, disgusting, unpalatable, etc.**	**1**
Notes: Award **one mark** for two sensible antonyms. **Grammar Focus: G6.1** – To know how words are related by meaning as synonyms and antonyms.		
36	**Tick the present perfect sentence:**	
G4	Geoff has bought a new pet. ✓	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G4.1b** – To use the present perfect form of verbs.		

37	**Rewrite this informal sentence in a more formal way.**	
G7	Accept any answer where 'fuming' and 'starving' are changed for more formal synonyms. Example answer: Geoff was feeling very agitated as the restaurant was closed and he was extremely ravenous.	**1**
Notes: Award **one mark** for an acceptable sentence. **Grammar Focus: G7.2** – To recognise the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing.		
38	**Circle all the prefixes below that can be added onto this root word to make new words.**	
G6	cooked past- (pre-) (un-) post- (over-)	**1**
Notes: Award **one mark** for all of the correct answers. **Grammar Focus: G6.2** – To form verbs, nouns and adjectives using a range of prefixes.		
39	**Which sentence is punctuated correctly? Tick one.**	
G5	"I can smell burning," said Dave as he entered Geoff's kitchen. ✓	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G5.7** – To use inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas).		
40	**Write in the missing apostrophes in the sentences below.**	
G5	Geoff's muffins were the best at the bake sale. All of the teachers' cakes were nowhere near as tasty.	**1**
Notes: Award **one mark** for both correct answers. **Grammar Focus: G5.8** – To use apostrophes for possession (including plural possession).		

41	**Circle the correct verbs so that the tense is consistent throughout.**	
G4	Yesterday, Geoff (is/was/were) waiting at the bus stop when the bus suddenly (passed/pass/passing) him.	**1**
Notes: Award **one mark** for both correct answers. **Grammar Focus: G4.2** – To use present and past tense consistently throughout writing.		
42	**Which verb completes the sentence so that it uses the subjunctive form?**	
G4	If I **were** to be struck by lightning, I would seek immediate medical help.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G4.3** – To recognise the subjunctive form.		
43	**Can you place appropriate punctuation around the parenthesis in the sentence?**	
G5	Geoff's garden **(**a virtual jungle**)** really needed the lawn cutting and the hedges trimming.	**1**
Notes: Award **one mark** for both brackets/commas/dashes added correctly. **Grammar Focus: G5.9** – To use brackets, dashes or commas to indicate parenthesis.		
44	**Circle the adverb of possibility in this sentence:**	
G1	Geoff's friend was very late to collect him: perhaps he was lost.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G1.6** – To recognise adverbs that indicate degrees of possibility.		
45	**Rewrite this sentence in the passive voice.**	
G4	The water from the kettle was poured by Geoff.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G4.4** – To use the passive and active voice.		

46	**Underline the modal verb in the following sentence.**	
G4	Geoff might join the cookery class at the local college.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G4.1c** – To indicate degrees of possibility using modal verbs.		
47	**Place a comma in this sentence to make the meaning clear.**	
G5	Geoff's main hobbies are cooking, dogs and watching sports.	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G5.6a** – To use commas to clarify meaning or avoid ambiguity in writing.		
48	**Tick the word that is an antonym of tedious. Tick one.**	
G6	fascinating ✓	**1**
Notes: Award **one mark** for the correct answer. **Grammar Focus: G6.1** – To recognise how words are related by form and meaning as synonyms and antonyms.		
49	**Label each word with the correct letter:**	
G1	Geoff should not have approached the herd of perilous cows. D B C A E	**1**
Notes: Award **one mark** for all the correct answers. **Grammar Focus: G1** – To recognise word classes.		
50	**Circle the two suffixes below that can be added onto this word to make new words.**	
G6	move -less (-ment) -ness (-able) -ible	**1**
Notes: Award **one mark** for both correct suffixes circled. **Grammar Focus: G6.3** – To form adjectives using suffixes.		