



HILL WEST  
*Primary*

FOUR OAKS

# Home Learning Pack

Year 6

Autumn Term Week 5



## 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](http://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://trockstars.com/>

### Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

### **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 on 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 on creating code in a range of platforms.

## **Contents**

Monday .....	4
Tuesday .....	10
Wednesday .....	17
Thursday .....	25
Friday .....	31

Monday

1	$9 \times 2 \times 5 =$	5	$276 - 115 =$
2	$583 + 3,118 =$	6	$6.63 + 2.8 =$
3	$\frac{3}{4} - \frac{2}{4} =$	7	$7,500,050 = \boxed{\phantom{000}} + 500,000 + 50$
4	$92 \div 0 =$	8	$7 \times 73 =$

Value of digit? 2. <b>3</b> 75 12.56 <b>7</b>	Between? 2.34 and 2.4
Missing Number? $3.24 + 0.04 = [\quad]$	Write two 2-place decimal numbers which add to 4.
Patrick says that 3.5 is less than 3.247 because 5 is less than 247.	

Day 1: Understand place value in numbers with 3 decimal places.

Write the total of the five numbers on your whiteboard.



Remember this row is the thousandths:  $\frac{1}{1000}5$

Place value chart  
10s, 1s, 0.1s, 0.01s and 0.001s

0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.1	0.2	0.3	0.4	0.5	0.6	0.7		
1	2	3	4	5	6	7		
10	20	30	40	50	60	70		

What happens to the digits as each number is multiplied by 10? 100? 1000? And when numbers are divided by 10? 100? 1000?



Day 1: Understand place value in numbers with 3 decimal places.

Write the total of these four numbers on your whiteboard.



This time there were no tenths!

Place value chart  
10s, 1s, 0.1s, 0.01s and 0.001s

0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
		3	4	5	6	7	8	9
		30	40	50	60	70	80	90



Place value grid							
100s	10s	1s	0.1s	$\frac{1}{10}$ s	0.01s	$\frac{1}{100}$ s	0.001s $\frac{1}{1000}$ s
		0	•	0		2	
		0	•	2			
		0	•	0		2	
		0	•	0	0		2

Now work out  
 $0.02 \times 10$ .  
Which way will  
the digit 2  
move?

Now work out  
 $0.02 \div 10$ .  
Which way will  
the digit 2 move?



## Place value additions Sheet 1

Complete the following number sentences.

$$2.304 + 0.05 = \boxed{\phantom{000}}$$

$$2.37 + 0.002 = \boxed{\phantom{000}}$$

$$2.074 + 0.5 = \boxed{\phantom{000}}$$

$$23.78 + 0.009 = \boxed{\phantom{000}}$$

$$1.58 + 0.005 = \boxed{\phantom{000}}$$

$$2.305 + 0.02 = \boxed{\phantom{000}}$$

$$78.409 + \boxed{\phantom{000}} = 78.429$$

$$3.075 + \boxed{\phantom{000}} = 3.175$$

$$45.015 + \boxed{\phantom{000}} = 45.215$$

$$\boxed{\phantom{000}} + 0.555 = 2.555$$



## Problem Solving

Tommy says,



The more decimal places a number has, the smaller the number is.

Do you agree?  
Explain why.

English: The Case of John Walker

Date

LO: To provide reasoned justifications for my views.



Handwriting:

Challenge: use in a sentence

competition

conscience

# Parenthesis

Brackets, dashes and commas can be used to add parenthesis to a sentence.

( ) - ,

A parenthesis is added to a sentence to help explain or add additional detail. They can also be added to show an afterthought.

You should eat a range of healthy foods (such as fruits and vegetables) daily.

You should eat a range of healthy foods - such as fruits and vegetables - daily.

You should eat a range of healthy foods, such as fruits and vegetables, daily.

## The Adventures of Tom Sawyer by Mark Twain



"TOM!"

No answer.

"TOM!"

No answer.

"What's gone with that boy, I wonder? You TOM!"

No answer.

The old lady pulled her spectacles down and looked over them about the room; then she put them up and looked out under them. She seldom or never looked THROUGH them for so small a thing as a boy; they were her state pair, the pride of her heart, and were built for "style," not service – she could have seen through a pair of stove-lids just as well. She looked perplexed for a moment, and then said,

Mark Twain, 1835 - 1910



not fiercely, but still loud enough for the furniture to hear:

"Well, I lay if I get hold of you I'll –"

She did not finish, for by this time she was bending down and punching under the bed with the broom, and so

she needed breath to punctuate the punches with. She resurrected nothing but the cat.

"I never did see the beat of that boy!"

She went to the open door and stood in it and looked out among the tomato vines and "jimpson" weeds that constituted the garden. No Tom. So she lifted up her voice at an angle calculated for distance and shouted:

"Y-o-u-u TOM!"

There was a slight noise behind her and she turned just in time to seize a small boy by the slack of his roundabout and arrest his flight.

"There! I might 'a' thought of that closet. What you been doing in there?"

"Nothing."

"Nothing! Look at your hands. And look at your mouth. What IS that truck?"

"I don't know, aunt."

"Well, I know. It's jam – that's what it is. Forty times I've said if you didn't let that jam alone I'd skin you. Hand me that switch."

The switch hovered in the air – the peril was desperate –

"My! Look behind you, aunt!"



# To write a newspaper report

Real Writing - Y6, Unit 21

## THE HERALD

Monday, January 17, 2011

### VICTORY PARADE AFTER MARAUDING GREY WOLF CAPTURED!

By Ace Woodland Reporter - Rosie Hood



*The captured wolf, today*

A celebratory march was held today after the capture of a grey wolf that has been terrorising the people of Kyrtsuk, a small village in a remote forest region of Russia. Hunters have been tracking this terrifying beast which, according to locals, has been taking sheep and other livestock in the area for months on end. Remarkably, the wolf was eventually captured by a ten-year-old boy.

Peter, the boy who caught the wolf, had been playing outside his house, which lies close to the forest edge, when the events that led to the encounter with the fearsome creature occurred. "I left the gate open and the duck got out," Peter told the Herald. "So I went out to get it back in. My grandfather was very angry with me and he gave me a right ticking off. He warned me about the wolf

that has been lurking around the forest and locked the gate to keep me from going out by the woods." The young boy was determined and, when his grandfather was asleep, he sneaked out again. "I think it is important to be brave and to confront these fears," he said. "Besides, the duck was still running around and it was being chased around by a cat. So I had to rescue it."


When Peter looked out, he heard a terrible commotion and saw that a wolf had come out of the forest. The young boy told us, "I was really sad because, although the cat had run up a tree to safety, the duck wasn't so lucky, and the wolf swallowed it in one gulp. It was then that I realised that I had to do something. I couldn't let this monster keep eating everyone's animals. It had to be stopped!"

Desperate to catch the wolf, Peter took rope from

I have used joined up writing	I have used <b>expanded noun phrases</b>	I have used subjunctive form	
I have used capital letters	I have used <b>prepositional phrases</b>		
I have used question marks	I have used a conjunction other than but	•If John <b>were</b> to get an A on his test, I would be very surprised	
	I have used a range of <b>direct speech</b> layouts. The dialogue moves the action on not just chatting	• <b>Were</b> I a little bit taller, I would be able to reach the shelf.	
	I have used <b>modal verbs</b>	•I would run if I <b>were</b> younger	
I have used exclamation marks	I have used reported speech	•If I <b>were</b> him, I'd try a lot harder at school.	
	I have used words with <b>hyphens</b>	I have selected <b>verb forms</b> for <b>meaning and effect</b>	
	I have used some more <b>fronted adverbials within paragraphs</b> (with the comma)	I have used the full range of punctuation taught at KS2 mostly correctly, including:	
I am spelling most of the Year 3 and 4 words correctly	I have used a <b>dictionary</b> to look up EVERY word that I am unsure of.	• <b>semi-colons</b> to mark the boundary between independent clauses.	
	I have used <b>passive voice</b> (...was...by...)	• <b>colons</b> to mark the boundary between independent clauses	
	added <b>parenthesis</b> using ( ) , , and - -	Formal	
I have used paragraphs to organise ideas	I have started sentences with <b>subordinating conjunctions</b> ; with a comma in the right place	•Technical vocabulary	
I have described settings and characters	I have used <b>commas ACCURATELY</b> : list, after fronted adverbial, around parenthesis	•Descriptive detail – <i>The moon rested on the velvet sky like a pearl in an oyster.</i>	
I have used cohesive devices within sentences and paragraphs	I have started <b>new paragraphs with a fronted adverbial</b> and a comma in the right place	•Use of certain modal verbs, e.g. <i>Might I borrow...</i>	
	I have used <b>semi-colons in a detailed list</b> .	•Subjunctive verb form, e.g. <i>If I were you... I suggest that...</i>	
		Informal	
		•Conversational vocabulary	
		•Use of second person	
		•Colloquialisms, e.g. <i>It was wicked fun!</i>	
		<i>Alright, mate?</i>	

Tuesday

9	$121 \div 11 =$	13	<input type="text"/> - 1,000 = 5,584
10	$4 \times 408 =$	14	$90 + (50 \div 10) =$
11	$405 - \text{ } = 218$	15	$\frac{6}{9} \times \frac{3}{4} =$
12	$1\frac{1}{4} \div \frac{3}{4} =$	16	$735 \div 21 =$

Start at 4.56 Count up 5 times in tenths.	How many hundredths in 1 whole?
What is 5.79 rounded to 1 decimal place.	Value of digit? <b>2.375</b> <b>12.567</b>
 SpongeBob says that numbers with more digits are larger. So, 1.253 is larger than 1.4.	

Day 2: Divide by 10, 100 and 1000 to give answers with 3 decimal places;

Multiply numbers with 3 decimal places by 10, 100 and 1000.

- Four children hold number cards 1, 2, 3 and 4 on either side of a large decimal point on the flipchart to show 1.234.
- **Multiply your number by 10. Move to show the answer.**
- Does everyone else agree?
- $1.234 \times 10 = 12.34$ .
- **Now multiply by 10 again.**
- **Now divide by 100.**

Write the multiplication on your whiteboards.

Write the division on your whiteboards.

?

What happened?

H

© hamilton-trust.org.uk

14

Year 6

Day 2: Divide by 10, 100 and 1000 to give answers with 3 decimal places;

Multiply numbers with 3 decimal places by 10, 100 and 1000.

- Four new children show the number 4567.
- **Divide your number by 1000. Move to show the answer.**
- **Now multiply by 10.**
- **Now multiply by 100.**

What is the 7 worth now? ?

What is the 7 worth now? ?

And now? ?

Write the multiplication or division on your whiteboards each time.

Now work out  $3.4 \times 100$  and  $23 \div 1000$ .  
HINT! You will need some zeros as place holders.

H

© hamilton-trust.org.uk

15

Year 6

2.75	$\times 10$	
0.9		
		174

45	$+ 10$	
78		
		0.04

74.5	$\times 100$	
0.02		
		258

70	$\div 100$	
48		
		0.09

0.478	$\times 100$	
1.756		
0.008		

427	$+ 100$	
5.8		
0.5		

0.457	$\times 1000$	
2.634		
0.006		

8	$+ 1000$	
5789		
37		



## Problem Solving

Dora says,



When you multiply by 100, you should add two zeros.

Do you agree?  
Explain your thinking.

# English: The Case of John Walker



## Date

LO: To answer retrieval and vocabulary questions to make meaning in a text.

Handwriting:

Challenge: use in a sentence

conscious

controversy

## Vocabulary deconstruction

<u>Antonyms:</u>	<u>Prefix:</u>	<u>Root word:</u>	<u>Suffix:</u>
<u>Synonyms:</u>		<u>Word:</u> • Transcription	<u>Etymology:</u>
<u>Definition:</u>			
<u>Sentences:</u>			

# A Connecticut Yankee in King Arthur's Court

by Mark Twain



I am an American. I was born and reared in Hartford, in the State of Connecticut -- anyway, just over the river, in the country. So I am a Yankee of the Yankees -- and practical; yes, and nearly barren of sentiment, I suppose -- or poetry, in other words. My father was a blacksmith, my uncle was a horse doctor, and I was both, along at first. Then I went over to the great arms factory and learned my real trade; learned all there was to it; learned to make everything: guns, revolvers, cannon, boilers, engines, all sorts of labor-saving machinery. Why, I could make anything a body wanted -- anything in the world, it didn't make any difference what; and if there wasn't any quick new-fangled way to make a thing, I could invent one -- and do it as easy as rolling off a log. I became head superintendent; had a couple of thousand men under me.

Well, a man like that is a man that is full of fight -- that goes without saying. With a couple of thousand rough men under one, one has plenty of that sort of amusement.

I had, anyway. At last I met my match, and I got my dose. It was during a misunderstanding conducted with crowbars with a fellow we used to call Hercules. He laid me out with a crusher alongside the head that made everything crack, and seemed to spring every joint in my skull and made it overlap its neighbour. Then the world went out in darkness, and I didn't feel anything more, and didn't know anything at all -- at least for a while.

When I came to again, I was sitting under an oak tree, on the grass, with a whole beautiful and broad country landscape all to myself -- nearly. Not entirely; for there was a fellow on a horse, looking down at me -- a fellow fresh out of a picture-book. He was in old-time iron armor from head to heel, with a helmet on his head the shape of a nail-keg with slits in it; and he had a shield, and a sword, and a prodigious spear; and his horse had armor on, too, and a steel horn projecting from his forehead, and gorgeous red and green silk trappings that hung down all around him like a bedquilt, nearly to the ground.

"Fair sir, will ye just?" said this fellow.

"Will I which?"

"Will ye try a passage of arms for land or lady or for --"

"What are you giving me?" I said. "Get along back to your circus, or I'll report you."

Now what does this man do but fall back a couple of hundred yards and then come rushing at me as hard as he could tear, with his nail-keg bent down nearly to his horse's

neck and his long spear pointed straight ahead. I saw he meant business, so I was up the tree when he arrived.

He allowed that I was his property, the captive of his spear. There was argument on his side -- and the bulk of the advantage -- so I judged it best to humor him. We fixed up an agreement whereby I was to go with him and he was not to hurt me. I came down, and we started away, I walking by the side of his horse. We marched comfortably along, through glades and over brooks which I could not remember to have seen before -- which puzzled me and made me wonder -- and yet we did not come to any circus or sign of a circus. So I gave up the idea of a circus, and concluded he was from an asylum. But we never came to an asylum -- so I was up a stump, as you may say. I asked him how far we were from Hartford. He said he had never heard of the place; which I took to be a lie, but allowed it to go at that. At the end of an hour we saw a far-away town sleeping in a valley by a winding river; and beyond it on a hill, a vast gray fortress, with towers and turrets, the first I had ever seen out of a picture.

"Bridgeport?" said I, pointing.

"Camelot," said he.

## Retrieval

1) What jobs did the narrator have before he worked at the arms factory?

2) Why was the narrator asleep before he woke up under the oak tree?

3) What agreement did the narrator and the knight come to?

## Vocabulary

4) *I was born and reared in Hartford.*

What does the word **reared** mean in this sentence?

5) *Then I went over to the great arms factory and learned my real trade.*

What does the word **trade** mean in this sentence?

6) *At last I met my match and I got my dose.*

**Explain** in your own words what this means.



## Writing: To edit and improve a newspaper report.

- Proof read and edit your writing.

Purpose: To write a newspaper article recounting an event

### Revisited Skills Check

I can ...	Self Assessment	Teacher Assessment
use capital letters, full stops exclamation and question marks correctly.		
use paragraphs to organise ideas.		
punctuate speech correctly.		
include parenthesis to add information, punctuated with brackets, dashes or commas.		

### Newspaper Skills Check

I can ...	Self Assessment	Teacher Assessment
plan writing using ideas from authors I have read.		
structure my writing to look like a newspaper (headline, byline, pictures with captions).		
write a clear lead paragraph using the 5Ws.		
use consistent tense throughout my writing (past).		
make careful vocabulary choices using my knowledge of synonyms.		
include passive verbs.		
use direct and reported speech.		
use direct and reported speech.		
use differing levels of formality within direct speech.		
proofread to check for errors: check spelling using a dictionary; punctuation.		

Target for next piece of writing:

## What is editing?

Editing is the process of making changes to a piece of writing (or film). This can involve correcting, organising or improving it ready for final publication.

When proofreading work, you are only looking mistakes made and correcting them, usually focusing on punctuation and spelling.

In publishing companies, people are employed as editors to read books or magazine articles and make any changes needed before it is published.

---

## Things to look for when editing writing...

- Are punctuation and spelling correct?
- Has a consistent tense been used throughout?
- Do verbs and subjects agree?
- Has grammar been used correctly?
- Have the correct vocabulary choices been made?
- Have characters and settings been described?
- Is the writing well organised using paragraphs?
- Should layout devices be used to help structure the writing?  
(headings, bullet points, diagrams)

<p><b>Capital letters at the beginning of sentences and for proper nouns:</b> Kim is going to Spain on Tuesday. <b>Correct choice of full stop:</b> The dog slept. What are you doing? Come here, now! <b>Commas for lists:</b> She wanted boots, a football, socks and a shirt for Christmas.</p>	<p><b>Apostrophe for contraction and possession:</b> Nick's pen wasn't working so she couldn't write in Mr Brindley's lesson. <b>Paragraphs to organise ideas</b> <b>Co-ordinating conjunctions:</b> for, and, nor, but, or, yet, so <b>Subordinating conjunctions:</b> before, if, because, although, while, when, as, even though, after</p>	<p><b>Parenthesis</b> Add extra information to a sentence: Bart, the oldest child in the Simpson family, was caught fighting with his classmates. ( ) , , - -</p>	<p><b>Commas for clarity:</b> <b>An introductory phrase or clause:</b> Once upon a time there was... When Miss Kemp finished the garden, she saw... <b>Direct addressing:</b> Let's eat, Miss Leddy. Let's eat, Miss Leddy. <b>In noun phrases:</b> The green, sparkly, blue-eyed fish... Working in pairs for parenthesis</p>	
<p><b>Create atmosphere</b> Use figurative language to describe the settings: His eyes were like two [smile] His teeth were razor blades [metaphor] The trees groaned as the wind howled between them. [personification] The brave, bold, brave... [alliteration]</p>	<p><b>Modal Verbs:</b> can, could, may, might, ought, shall, should, will, would not <b>Modal adverbs:</b> rarely, perhaps, definitely, possibly, occasionally, certainly, unquestionably, undoubtedly</p>	<p><b>Clause structures:</b> Subordinate clauses can go at the beginning, middle (as parenthesis and sometimes a relative clause) and at the end of your sentences. <b>Because her dad taught her lots of tricks,</b> Mrs Kaur was good at football. Mrs Kaur [whose dad had taught her lots of tricks] was good at football. Mrs Kaur was good at football <b>because her dad taught her lots of tricks.</b> <b>Relative clauses</b> link to the object of the sentence, with relative like the second example. Relative pronouns: that, who, which, whichever, whom, whoever, whomever</p>	<p><b>Think about the Y5/6 word list</b> <b>Consider the prefixes:</b> dis-, de-, im-, in-, over-, sub-, dis-, anti-, ex-, mid-, re-, self-, under- <b>Consider suffixes:</b> -able, -ible, -ate, -cy, -er, -ed, -ing, -hood, -ice, -ism, -less, -ly, -ment, -y <b>Main Homophones:</b> to/too/two, you/you're, their/there/they're There are lots more so be sure to check</p>	<p><b>Inverted commas and dialogue:</b> 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, Miao!" his owner called. "I've just found it," she replied. "It was buried under the old oak tree." Miss Lynch announced: "There will be lots of homework this week and"</p>
<p><b>Adverbs:</b> beautifully, enthusiastically, patiently, ferociously, fast, cautiously <b>Adverbials:</b> With caution, as usual, in the kitchen... <b>Fronted Adverbials:</b> 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... <b>Prepositional Phrases:</b> beneath the..., through the, under a..., between..., with hope..., in the..., up the...</p>	<p><b>Passive voice:</b> Instead of: The snake attacked Mr Millington Use: Mr Millington was attacked by the snake. <b>Use a range of cohesive devices:</b> <b>Use pronouns:</b> 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...</p>	<p><b>Expanded noun phrases:</b> • a rectangular box wrapped in brown, crumpled 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 some winter clothing in a suitcase two tatty-looking passports</p>	<p><b>Semi-colons (;):</b> Is a bit 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! <b>Connect main clauses that are closely related:</b> May was warm; it was pleasant. It was freezing; he was grateful for his coat.</p>	



Wednesday

17  $200 \times 90 =$


21  $3 - 1.19 =$


18  $498 \div 6 =$


22


$\begin{array}{r} 8153 \\ \times \quad 64 \\ \hline \end{array}$

Show your method

19  $0.3 \div 1,000 =$


23  $7^2 + 20 =$


20  $10 \times 5.3 =$


24  $4\frac{3}{4} - 1\frac{5}{6} =$


Write in descending order  
0.7, 0.2991, 1.05, 1.508,  
0.58, 2.4

Missing Number?

$$4.56 + [\quad] = 4.76$$

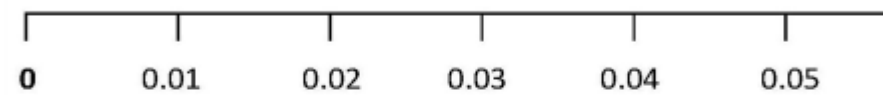
Between?  
2.4 and 2.45

What is 4.32 rounded to 1  
decimal place.

Sandy says that when dividing a number by 10 you just take away a zero.



Day 3: Position 3-place decimal numbers on a number line and begin to round to the nearest whole, 0.1 or 0.01; Compare numbers with 3 decimal places.

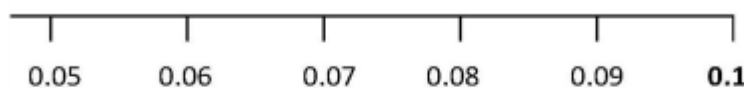


Think of a number with three decimal places that lies between 0.01 and 0.02.

Two children come and mark your numbers on the line.

Are the numbers closer to 0.01 or 0.02?  
Which number is bigger?

Day 3: Position 3-place decimal numbers on a number line and begin to round to the nearest whole, 0.1 or 0.01; Compare numbers with 3 decimal places.



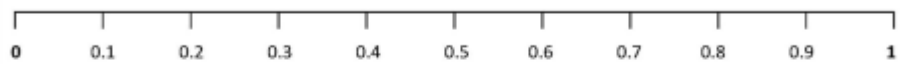
Think of a number with three decimal places that lies between 0.07 and 0.08.

Two children come and mark your numbers on the line.

Are the numbers closer to 0.07 or 0.08?  
Which number is bigger?

What number is half way between 0.03 and 0.04?  
How would you write that to the nearest 0.01?

Day 3: Position 3-place decimal numbers on a number line and begin to round to the nearest whole, 0.1 or 0.01; Compare numbers with 3 decimal places.



Think of a number with three decimal places that lies between 0.4 and 0.5.

Are the numbers closer to 0.4 or 0.5?  
Which number is bigger?

Two children come and mark your numbers on the line.



### Mystery decimals Sheet 2

1.1 1.11 1.12 1.13 1.14 1.15 1.16 1.17 1.18 1.19 1.2

Mark these numbers on the line: 1.152, 1.139, 1.173, 1.101.

I am one of these numbers. When I am rounded to the nearest 0.01, I round to 1.14.

Who am I?

2 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 3

Mark these numbers on the line: 2.478, 2.312, 2.669, 2.851.

I am one of these numbers. When I am rounded to the nearest 0.1, I round to 2.3.

Who am I?

6 7

Mark these numbers on the line: 6.254, 6.789, 6.999, 6.523.

I am one of these numbers. When I am rounded to the nearest whole, I round to 6.

Who am I?

#### Challenge

Make up a further 'Who am I?' puzzle. Swap with a friend's puzzles.

#### Challenge



## Problem Solving

Four children are thinking of four different numbers.

3.454

4.445

4.345

3.54

**Teddy:** "My number has four hundredths."

**Alex:** "My number has the same amount of ones, tenths and hundredths."

**Dora:** "My number has less ones than tenths and hundredths."

**Jack:** "My number has 2 decimal places."

Match each number to the correct child.

# English: The Case of John Walker



## Date

LO: To provide reasoned justifications for my views.

Handwriting:  
Challenge: use in a sentence

convenience

correspond

## **Semi-colons**

### **Revisit – What is a main clause?**

A main clause can be used as a sentence, as it makes complete sense on its own.

It will contain a subject and verb.

It is sometimes called an independent clause.



**The jaguar walked through the forest.**



subject



verb

## When should we use semi-colons?

*Semi-colons can also be used to join two closely related main clauses.*

**I pursed my lips. I didn't want an argument.**

We could use a conjunction to join these two main clauses.

**I pursed my lips because I didn't want an argument.**

Or, we could use a semi-colon, as the two main clauses are closely linked.

**I pursed my lips; I didn't want an argument.**

**Remember that when we join two main clauses using a semi-colon, they must be closely related and be equally important.**

**Can you match the main clauses that could be joined using a semi-colon?**

The creatures sounded like an orchestra.	Their voices were rising and falling.
The jaguar would return again.	I couldn't wait to see it.
They were having an argument.	Beautiful melodies surrounded me.

**Can you write your own or use them to replace the conjunctions below.**

John Walker hung his head in shame **because** he realised he would be going to prison.

Robert Cooper reportedly laughed when he heard the sentence **because** he openly disliked John Walker.

## Inference

9) Why do you think the worker was called Hercules?

10) What is the narrator thinking when he sees the knight?

11) What impressions do you get of the narrator in this extract?

Give **two** impressions. Refer to the text in your answer.

## A Connecticut Yankee in King Arthur's Court by Mark Twain



I am an American. I was born and reared in Hartford, in the State of Connecticut -- anyway, just over the river, in the country. So I am a Yankee of the Yankees -- and practical; yes, and nearly barren of sentiment, I suppose -- or poetry, in other words. My father was a blacksmith, my uncle was a horse doctor, and I was both, along at first. Then I went over to the great arms factory and learned my real trade; learned all there was to it; learned to make everything: guns, revolvers, cannon, boilers, engines, all sorts of labor-saving machinery. Why, I could make anything a body wanted -- anything in the world, it didn't make any difference what; and if there wasn't any quick new-fangled way to make a thing, I could invent one -- and do it as easy as rolling off a log. I became head superintendent; had a couple of thousand men under me.

Well, a man like that is a man that is full of fight -- that goes without saying. With a couple of thousand rough men under one, one has plenty of that sort of amusement.

I had, anyway. At last I met my match, and I got my dose. It was during a misunderstanding conducted with crowbars with a fellow we used to call Hercules. He laid me out with a crusher alongside the head that made everything crack, and seemed to spring every joint in my skull and made it overlap its neighbour. Then the world went out in darkness, and I didn't feel anything more, and didn't know anything at all -- at least for a while.

When I came to again, I was sitting under an oak tree, on the grass, with a whole beautiful and broad country landscape all to myself -- nearly. Not entirely; for there was a fellow on a horse, looking down at me -- a fellow fresh out of a picture-book. He was in old-time iron armor from head to heel, with a helmet on his head the shape of a nail-keg with slits in it; and he had a shield, and a sword, and a prodigious spear; and his horse had armor on, too, and a steel horn projecting from his forehead, and gorgeous red and green silk trappings that hung down all around him like a bedquilt, nearly to the ground.

"Fair sir, will ye just?" said this fellow.

"Will I which?"

"Will ye try a passage of arms for land or lady or for --"

"What are you giving me?" I said. "Get along back to your circus, or I'll report you."

Now what does this man do but fall back a couple of hundred yards and then come rushing at me as hard as he could tear, with his nail-keg bent down nearly to his horse's

neck and his long spear pointed straight ahead. I saw he meant business, so I was up the tree when he arrived.

He allowed that I was his property, the captive of his spear. There was argument on his side -- and the bulk of the advantage -- so I judged it best to humor him. We fixed up an agreement whereby I was to go with him and he was not to hurt me. I came down, and we started away, I walking by the side of his horse. We marched comfortably along, through glades and over brooks which I could not remember to have seen before -- which puzzled me and made me wonder -- and yet we did not come to any circus or sign of a circus. So I gave up the idea of a circus, and concluded he was from an asylum. But we never came to an asylum -- so I was up a stump, as you may say. I asked him how far we were from Hartford. He said he had never heard of the place; which I took to be a lie, but allowed it to go at that. At the end of an hour we saw a far-away town sleeping in a valley by a winding river; and beyond it on a hill, a vast gray fortress, with towers and turrets, the first I had ever seen out of a picture.

"Bridgeport?" said I, pointing.

"Camelot," said he.

# To edit and improve writing by proofreading

Real Writing - V6, Unit 21

## THE HERALD

Monday, January 17, 2011

### VICTORY PARADE AFTER MARAUDING GREY WOLF CAPTURED!

By Lee Woodland Reporter - Rustic Road



The captured wolf, today.

A celebratory march was held today after the capture of a grey wolf that has been terrorizing the people of Agritash. A small village in a remote forest region of Russia. Hunters have been tracking this terrifying beast which, according to locals, has been taking sheep and other livestock in the area for months on end. Remarkably, the wolf was eventually captured by a ten-year-old boy.

Peter, the boy who caught the wolf, had been playing outside his house, which lies close to the forest edge, when the events that led to the encounter with the fearsome creature occurred. "I left the gate open and the duck got out," Peter said the week. "So I went out to get it back in. My grandfather was very angry with me and he gave me a right kicking off he warned me about the wolf

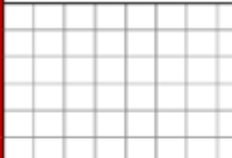
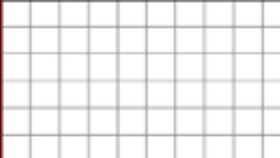


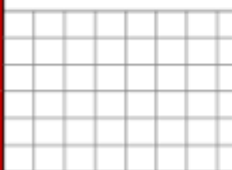
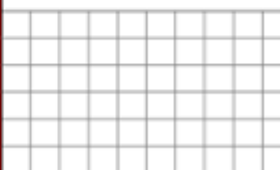
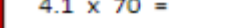
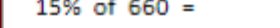
that has been lurking around the forest and locked the gate to keep me from going out by the mouth." The young boy was determined and, when his grandfather was asleep, he snuck out again. "I think it is important to be brave and to comfort those fears," he said. "Besides, the duck was still running around and it was being chased around by a cat. So I had to rescue it."

When Peter looked out, he heard a terrible commotion and saw that a wolf had come out of the forest. The young boy told us, "I was really not nervous, although the captured ran up a tree to safety, the duck wasn't so lucky, and the wolf swallowed it in one gulp. It was then that I realized that I had to do something. I couldn't let this monster keep eating everyone's animals. It had to be stopped!"

Desperate to catch the wolf, Peter took rope from



## Thursday

25	$\frac{9}{10} - \frac{3}{5} =$	29	$\frac{1}{12} + \frac{1}{3} + \frac{1}{8} =$
			
26	$\begin{array}{r} 861 \\ \times \quad 77 \\ \hline \end{array}$	30	$\frac{5}{8} \div 5 =$
show your method			
27	$3.8 \times 15 =$	31	$32 \times 0.5 =$
			
28	$4.1 \times 70 =$	32	15% of 660 =
			

Value of digit?

2.375

12.567

Write two 2-place decimal numbers which add to 6.

What is 8.45 rounded to 1 decimal place?

What comes next?  
1.98 1.99 \_ \_ \_ \_

Squidward says  $0.345 + 0.2 = 0.347$ , because  $345 + 2 = 347$ .

**Day 1:** Count on and back in steps of 0.001 and 0.01.

**0.001 - 0.1 grid**

0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009	0.01

**What will be the first number on the next row?**  
*Write in the numbers on the next row.*

**This grid is a bit like the 100 square**

**We add 10 when we move down a square on a 1-100 grid.**

**What do we add when we move down a square on this grid?**

**Together, fill in one column.**

**Count in steps of 0.001 along the top row to 0.01.**

**Count in steps of 0.001 along the second row.**

**What number belongs in this square?**  
*Count in steps of 0.01 from 0.01 to check.*

### Add and subtract 0.01 and 0.001

Sheet 2

Write in the missing numbers.

## Problem Solving

Using the following rules, how many ways can you make 70?

- Use a number from column A
- Use an operation from column B.
- Use number from column C.

A	B		C
0.7	×	÷	0.1
7			1
70			10
700			100
7,000			1,000

# English: The Case of John Walker



Date

LO: To write a prediction based on a classic text.

Handwriting:

Challenge: use in a sentence

criticise

curiosity

## Lesson 10: Assess

Adding suffixes beginning with vowels to words ending in '-fer'

### Spelling Test

referee  
referred  
transferring  
preference  
referral  
transferred

# A Connecticut Yankee in King Arthur's Court

by Mark Twain



I am an American. I was born and reared in Hartford, in the State of Connecticut -- anyway, just over the river, in the country. So I am a Yankee of the Yankees -- and practical; yes, and nearly barren of sentiment, I suppose -- or poetry, in other words. My father was a blacksmith, my uncle was a horse doctor, and I was both, along at first. Then I went over to the great arms factory and learned my real trade; learned all there was to it; learned to make everything: guns, revolvers, cannon, boilers, engines, all sorts of labor-saving machinery. Why, I could make anything a body wanted -- anything in the world, it didn't make any difference what; and if there wasn't any quick new-fangled way to make a thing, I could invent one -- and do it as easy as rolling off a log. I became head superintendent; had a couple of thousand men under me.

Well, a man like that is a man that is full of fight -- that goes without saying. With a couple of thousand rough men under one, one has plenty of that sort of amusement.

I had, anyway. At last I met my match, and I got my dose. It was during a misunderstanding conducted with crows with a fellow we used to call Hercules. He laid me out with a crusher alongside the head that made everything crack, and seemed to spring every joint in my skull and made it overlap its neighbour. Then the world went out in darkness, and I didn't feel anything more, and didn't know anything at all -- at least for a while.

When I came to again, I was sitting under an oak tree, on the grass, with a whole beautiful and broad country landscape all to myself -- nearly. Not entirely; for there was a fellow on a horse, looking down at me -- a fellow fresh out of a picture-book. He was in old-time iron armor from head to heel, with a helmet on his head the shape of a nail-keg with slits in it; and he had a shield, and a sword, and a prodigious spear; and his horse had armor on, too, and a steel horn projecting from his forehead, and gorgeous red and green silk trappings that hung down all around him like a bedquilt, nearly to the ground.

"Fair sir, will ye just?" said this fellow.

"Will I which?"

"Will ye try a passage of arms for land or lady or for --"

"What are you giving me?" I said. "Get along back to your circus, or I'll report you."

Now what does this man do but fall back a couple of hundred yards and then come rushing at me as hard as he could tear, with his nail-keg bent down nearly to his horse's

neck and his long spear pointed straight ahead. I saw he meant business, so I was up the tree when he arrived.

He allowed that I was his property, the captive of his spear. There was argument on his side -- and the bulk of the advantage -- so I judged it best to humor him. We fixed up an agreement whereby I was to go with him and he was not to hurt me. I came down, and we started away, I walking by the side of his horse. We marched comfortably along, through glades and over brooks which I could not remember to have seen before -- which puzzled me and made me wonder -- and yet we did not come to any circus or sign of a circus. So I gave up the idea of a circus, and concluded he was from an asylum. But we never came to an asylum -- so I was up a stump, as you may say. I asked him how far we were from Hartford. He said he had never heard of the place; which I took to be a lie, but allowed it to go at that. At the end of an hour we saw a far-away town sleeping in a valley by a winding river; and beyond it on a hill, a vast gray fortress, with towers and turrets, the first I had ever seen out of a picture.

"Bridgeport?" said I, pointing.

"Camelot," said he.

## Summary

What do you think the narrator will do next?

Writing:  
To write a newspaper report.

Publish your work for display

Best handwriting

Pride in presentation

Don't forget 'the basics'

Check and read as you write.

Real Writing - Y6, Unit 21

# THE HERALD

Monday, January 17, 2011

## VICTORY PARADE AFTER MARAUDING GREY WOLF CAPTURED!

By Ace Woodland Reporter - Rosie Reed



The captured wolf, today

A celebratory march was held today after the capture of a grey wolf that has been terrorising the people of Kyrusok, a small village in a remote forest region of Russia. Hunters have been tracking this terrifying beast which, according to locals, has been taking sheep and other livestock in the area for months on end. Remarkably, the wolf was eventually captured by a ten-year-old boy.

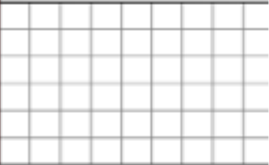
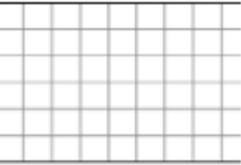
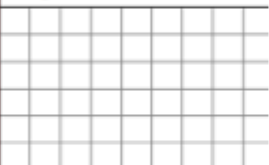
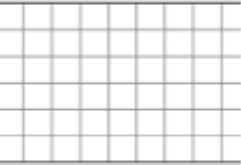
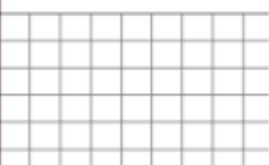
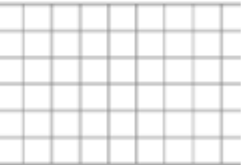

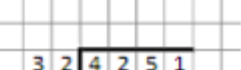
Peter, the boy who caught the wolf, had been playing outside his house, which lies close to the forest edge, when the events that led to the encounter with the fearsome creature occurred. "I left the gate open and the duck got out," Peter told the Herald. "So I went out to get it back in. My grandfather was very angry with me and he gave me a right ticking off! He warned me about the wolf

that has been lurking around the forest and locked the gate to keep me from going out by the woods." The young boy was determined and, when his grandfather was asleep, he sneaked out again. "I think it is important to be brave and to confront these fears," he said. "Besides, the duck was still running around and it was being chased around by a cat. So I had to rescue it."

When Peter looked out, he heard a terrible commotion and saw that a wolf had come out of the forest. The young boy told us, "I was really sad because, although the cat had run up a tree to safety, the duck wasn't so lucky, and the wolf swallowed it in one gulp. It was then that I realised that I had to do something. I couldn't let this monster keep eating everyone's animals. It had to be stopped!"

Desperate to catch the wolf, Peter took rope from

Friday

33	$4\frac{3}{7} + \frac{10}{14} =$	37	$0.4 \times 60 =$
			
34	$\frac{1}{3} \times 390 =$	38	65% of 7,000 =
			
35	16% of 500 =	39	$2\frac{1}{5} \times 18 =$
			
36	$\frac{2}{5} + \frac{7}{11} =$	40	3 2 4 2 5 1
			

How many tenths in 2 whole ones?	What comes next? 6.43 6.42 _ _ _ _				
Between? 2.11 and 2.12	<table border="1"> <tbody> <tr> <td colspan="2">4.06</td> </tr> <tr> <td>2.68</td> <td>?</td> </tr> </tbody> </table>	4.06		2.68	?
4.06					
2.68	?				
Plankton isn't sure what comes next in the calculation $0.459 + 0.001...$ Can you help him?					



A whiteboard with the number 34.567 written on it. To the right of the whiteboard are five yellow speech bubbles with pencil icons, each containing an instruction. To the right of these are three yellow speech bubbles with question marks, each containing a question. A blue line connects the whiteboard to the first instruction bubble.

Write 34.567 at the top of your whiteboard.

Add 0.2. Write the new number on your whiteboard.

Subtract 0.02. Write the new number.

Add 20. Write the new number.

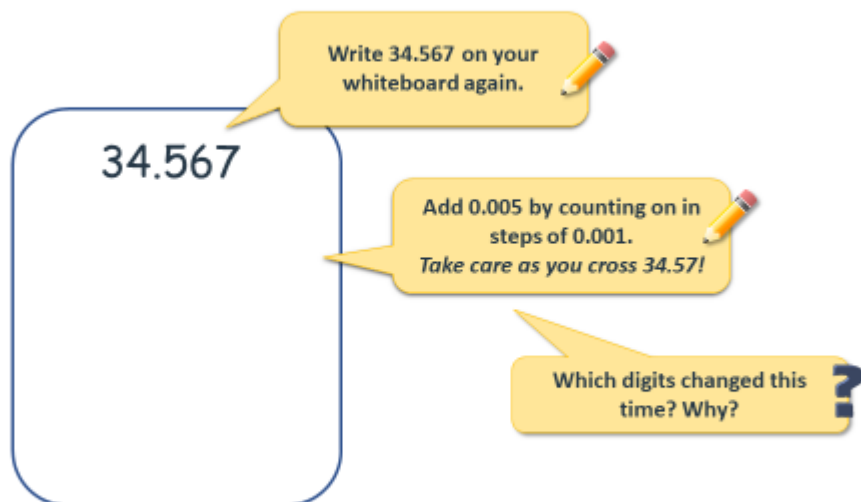
Subtract 0.002. Write the new number.

If we were to add 0.1, which digit would change?

If we were to subtract 0.01, which digit would change?

If we were to add or subtract 0.001, which digit would change?

What was your final number?



A whiteboard with the number 34.567 written on it. To the right of the whiteboard are three yellow speech bubbles with pencil icons, each containing an instruction. To the right of these is one yellow speech bubble with a question mark, containing a question. A blue line connects the whiteboard to the first instruction bubble.

Write 34.567 on your whiteboard again.

Add 0.005 by counting on in steps of 0.001.  
*Take care as you cross 34.57!*

Which digits changed this time? Why?





### Add and subtract multiples of 0.1, 0.01 or 0.001

#### Sheet 2

Just write the answers!

1.  $8.452 + 0.003$

2.  $8.452 + 0.03$

3.  $8.452 + 0.3$

4.  $7.867 - 0.005$

5.  $7.876 - 0.05$

6.  $7.876 - 0.5$

7.  $4.506 + 0.03$

8.  $8.436 - 0.4$

9.  $0.478 - 0.008$

10.  $0.349 + 0.001$

11.  $6.568 + 0.002$

12.  $4.695 + 0.005$

13.  $0.45 - 0.001$

14.  $4.569 + 0.002$

15.  $4.572 - 0.004$



## Problem Solving

Alex says that 3.24 can be written as 2 ones, 13 tenths and 4 hundredths.

Do you agree?

How can you partition 3.24 starting with 2 ones?

How can you partition 3.24 starting with 1 one?

Think about exchanging between columns.

# English: The Case of John Walker

## Date

LO: To answer retrieval and vocabulary questions to make meaning in a text.



Handwriting:

Challenge: use in a sentence

definite

desperate

### Lesson 11: Practise

#### SATs Practise

Today, we are going to have a SATs-style spelling test.

The results will remain private to you and not be used in any formal way.

The reasons for doing this are:

To give you practice at SATs style questions

When we go through the answers, I will explain why each words was chosen.

## Spelling Script for Teacher

**Spelling 1:** The word is **anchors**.

Titanic had three anchors.  
The word is **anchors**.

**Spelling 2:** The word is **attention**.

"You must pay attention!" the Teacher exclaimed.  
The word is **attention**.

**Spelling 3:** The word is **ought**.

You ought to thank him for your birthday present.  
The word is **ought**.

**Spelling 4:** The word is **creature**.

The blue whale is the largest sea creature.  
The word is **creature**.

**Spelling 5:** The word is **because**.

I will take my umbrella with me because it looks like it could rain.  
The word is **because**.

**Spelling 6:** The word is **disappoint**.

Sorry to disappoint you, but all the cakes have been sold.  
The word is **disappoint**.

**Spelling 7:** The word is **accept**.

I hope that you will accept the wedding invitation.  
The word is **accept**.

**Spelling 8:** The word is **missed**.

Despite running, Matthew missed the bus.  
The word is **missed**.

**Spelling 9:** The word is **morning**.

The flight will leave at seven o'clock in the morning.  
The word is **morning**.

**Spelling 10:** The word is **alteration**.

A slight alteration may be needed to ensure the time on the display is accurate.  
The word is **alteration**.

**Spelling 11:** The word is **forty**.

Helen counted forty daffodils in her garden.  
The word is **forty**.

**Spelling 12:** The word is **occur**.

Forest fires may occur during hot, dry spells.  
The word is **occur**.

**Spelling 13:** The word is **shoulder**.

Tom went to the Butcher's to buy a shoulder of lamb.  
The word is **shoulder**.

**Spelling 14:** The word is **adorable**.

Carl's new puppy is adorable.  
The word is **adorable**.

**Spelling 15:** The word is **accommodate**.

The hotel room is large enough to accommodate four guests.  
The word is **accommodate**.

**Spelling 16:** The word is **strength**.

It took all his strength for Johnny to lift the box.  
The word is **strength**.

**Spelling 17:** The word is **referring**.

You should be able to name capital cities without referring to an atlas.  
The word is **referring**.

**Spelling 18:** The word is **foundation**.

The Teacher asked, "What is the foundation of your argument?"  
The word is **foundation**.

**Spelling 19:** The word is **extinguishing**.

Water should not be used when extinguishing a chip pan fire.  
The word is **extinguishing**.

**Spelling 20:** The word is **extremely**.

It is an extremely long walk from Land's End to John o'Groats.  
The word is **extremely**.

## Quick mark Answers

1. anchors	11. forty
2. attention	12. occur
3. ought	13. shoulder
4. creature	14. adorable
5. because	15. accommodate
6. disappoint	16. strength
7. accept	17. referring
8. missed	18. foundation
9. morning	19. extinguishing
10. alteration	20. extremely

# The Prince and the Pauper

by Mark Twain



At each side of the gilded gate stood a living statue--that is to say, an erect and stately and motionless man-at-arms, clad from head to heel in shining steel armour. At a respectful distance were many country folk, and people from the city, waiting for any chance glimpse of royalty that might offer. Splendid carriages, with splendid people in them and splendid servants outside, were arriving and departing by several other noble gateways that pierced the royal enclosure.

Poor little Tom, in his rags, approached, and was moving slowly and timidly past the sentinels, with a beating heart and a rising hope, when all at once he caught sight through the golden bars of a spectacle that almost made him shout for joy. Within was a comely boy, tanned and brown with sturdy outdoor sports and exercises, whose clothing was all of lovely silks and satins, shining with jewels; at his

hip a little jewelled sword and dagger; dainty buskins on his feet, with red heels; and on his head a jaunty crimson cap, with drooping plumes fastened with a great sparkling gem. Several gorgeous gentlemen stood near--his servants, without a doubt. Oh! he was a prince--a prince, a living prince, a real prince--without the shadow of a question; and the prayer of the pauper-boy's heart was answered at last.

Tom's breath came quick and short with excitement, and his eyes grew big with wonder and delight. Everything gave way in his mind instantly to one desire: that was to get close to the prince, and have a good, devouring look at him. Before he knew what he was about, he had his face against the gate-bars. The next instant one of the soldiers snatched him rudely away, and sent him spinning among the gaping crowd of country gawks and London idlers.

The soldier said, "Mind thy manners, thou young beggar!"

The crowd jeered and laughed; but the young prince sprang to the gate with his face flushed, and his eyes flashing with indignation, and cried out, "How dar'st thou use a poor lad like that? How dar'st thou use the King my father's meanest subject so? Open the gates, and let him in!"

You should have seen that fickle crowd snatch off their hats then. You should have heard them cheer, and shout, "Long live the Prince of Wales!"

The soldiers presented arms with their halberds, opened the gates, and presented again as the little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty.

Edward Tudor said--"Thou lookest tired and hungry; thou'st been treated ill. Come with me."

Half a dozen attendants sprang forward to--I don't know what; interfere, no doubt. But they were waved aside with a right royal gesture, and they stopped stock still where they were, like so many statues. Edward took Tom to a rich apartment in the palace, which he called his cabinet. By his command a report was brought such as Tom had never encountered before except in books. The prince, with princely delicacy and breeding, sent away the servants, so that his humble guest might not be embarrassed by their critical presence; then he sat near by, and asked questions while Tom ate.

"What is thy name, lad?"

"Tom Carty, sir." "Please thee, sir."

"'Tis an odd one, where dost live?"

"In the city, please thee, sir. Offal Court, out of Pudding Lane."

"Offal Court! Truly 'so another odd one. What parents?"

"Parents have I, sir, and a grand-dam likewise that is, but indifferently precious to me. God forgive me if it be offence to say it--also two sisters, Nan and Bet."

"There is thy grand-dam not ever kind to thee, I take it?"

"Worship to any other is she, so please your worship, she hath a wicked heart, and worketh evil all her days."

"Dost she molest thee?"

"There be times that she stayeth her hand, being asleep or overcome with drink; but when she hath her judgment clear again, she maketh it up to me with goodly beatings."

A fierce look came into the little prince's eyes, and he cried

out--"What! Beatings?"

"Oh, indeed, yes, please you, sir."

"BEATINGS!--and thou so frail and little. Mark ye: before the night come, she shall lie here to the Tower. The King my father!"

"In sooth, you forget, sir, her low degree. The Tower is for the great alone."

"True, indeed. I had not thought of that. I will consider of her punishment. Is thy father kind to thee?"

## Retrieval

1) What did Tom want to do when he first saw the prince?

2) When did the prince notice Tom?

3) Name two people who live with Tom.

## Language

4) Find and copy one word which shows that Tom is nervous when he goes to look at the prince?

5) You should have seen that fickle crowd snatch off their hats then.

What does the word **fickle** mean in this sentence?

6) Half a dozen attendants sprang forward to--I don't know what; interfere, no doubt.

The word **sprang** suggests the attendants moved...

Tick one.

respectfully

☐

quickly

☐

silently

violently

7) The little Prince of Poverty passed in, in his fluttering rags, to join hands with the Prince of Limitless Plenty.

Explain in your own words what the phrases **Prince of Poverty** and **Prince of Limitless Plenty** mean.

# Writing: To write a newspaper report.

Publish your work for display

Best handwriting

Pride in presentation

Don't forget 'the basics'

Check and read as you write.

## THE HERALD

Monday, January 17, 2011

### VICTORY PARADE AFTER MARAUDING GREY WOLF CAPTURED!

By Ace Woodland Reporter - Rosie Reed



The captured wolf, today

A celebratory march was held today after the capture of a grey wolf that has been terrorising the people of Kyrusak, a small village in a remote forest region of Russia. Hunters have been tracking this terrifying beast which, according to locals, has been taking sheep and other livestock in the area for months on end. Remarkably, the wolf was eventually captured by a ten-year-old boy.

Peter, the boy who caught the wolf, had been playing outside his house, which lies close to the forest edge, when the events that led to the encounter with the fearsome creature occurred. "I left the gate open and the duck got out," Peter told the Herald. "So I went out to get it back in. My grandfather was very angry with me and he gave me a right ticking off. He warned me about the wolf

that has been lurking around the forest and locked the gate to keep me from going out by the woods." The young boy was determined and, when his grandfather was asleep, he sneaked out again. "I think it is important to be brave and to confront these fears," he said. "Besides, the duck was still running around and it was being chased around by a cat. So I had to rescue it."

When Peter looked out, he heard a terrible commotion and saw that a wolf had come out of the forest. The young boy told us, "I was really sad because, although the cat had run up a tree to safety, the duck wasn't so lucky, and the wolf swallowed it in one gulp. It was then that I realised that I had to do something. I couldn't let this monster keep eating everyone's animals. It had to be stopped!"

Desperate to catch the wolf, Peter took rope from

#### Capital letters at the beginning of sentences and for proper nouns:

Kim 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:

Nick's pen wasn't working so she couldn't write in Mr Brindley'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

#### 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 Miss Kemp planted the garden, she saw...  
Directly addressing:  
Let's eat, Miss Ledy.  
Let's eat, Miss Ledy.  
In noun phrases:  
The green, sparkly, blue-eyed fish...  
Working in pairs for parenthesis

#### 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)

#### 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 Mr Millington  
Use:  
Mr Millington 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, Mrs Kaur was good at football.  
Mrs Kaur (whose dad had taught her lots of tricks) was good at football.  
Mrs Kaur 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, crumpled paper  
\* the young soldier with brown hair and ocean blue eyes  
\* the soldier's shaggy wound  
\* the cream wooden door  
\* a little more time  
\* the many, murky moons  
\* the king's wounded body  
some winter clothing in a suitcase  
two tatty-looking passports

#### Think about the 15/6 word list

##### Consider the prefixes:

bi-, de-, im-, in-, over-, sub-, dis-, anti-, ex-, mid-, re-, self-, under-

##### Consider suffixes:

-able, -ible, -ate, -cy, -er, -ed, -ing, -hood, -ise, -ism, -less, -ly, -ment, -y

##### Main Homophones:

to/too/who, you/you're, their/there/they're

There are lots more so be sure to check

#### Semi-colons (;):

is a list where the items are more than one word

The shopping was packed: free-range eggs for Mums, beans and cheese for Dad, and lots of sweets for me!

Connect main clauses that are closely related:

May was so warm; it was pleasant.

It was freezing; he was grateful for his coat.

#### 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."  
Miss Lynch announced: "There will be lots of homework this weekend!"

#### 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.



I have used joined up writing	I have used <b>expanded noun phrases</b>	I have used subjunctive form
I have used capital letters	I have used <b>prepositional phrases</b>	•If John <b>were</b> to get an A on his test, I would be very surprised
	I have used a conjunction other than but	• <b>Were</b> I a little bit taller, I would be able to reach the shelf.
	I have used a range of <b>direct speech</b> layouts. The dialogue moves the action on not just chatting	•I would run if I <b>were</b> younger
I have used question marks	I have used <b>modal verbs</b>	•If I <b>were</b> him, I'd try a lot harder at school.
	I have used reported speech	I have selected <b>verb forms for meaning and effect</b>
	I have used words with <b>hyphens</b>	I have used the full range of punctuation taught at KS2 mostly correctly, including:
I have used exclamation marks	I have used some more <b>fronted adverbials within paragraphs</b> (with the comma)	• <b>semi-colons</b> to mark the boundary between independent clauses.
	I have used a <b>dictionary</b> to look up EVERY word that I am unsure of.	• <b>colons</b> to mark the boundary between independent clauses
	I have used <b>passive voice</b> (...was...by...)	
I am spelling most of the Year 3 and 4 words correctly	added <b>parenthesis</b> using ( ) , , and - -	Formal
I have used paragraphs to organise ideas	I have started sentences with <b>subordinating conjunctions</b> ; with a comma in the right place	•Technical vocabulary
I have described settings and characters	I have used <b>commas ACCURATELY</b> : list, after fronted adverbial, around parenthesis	•Descriptive detail – <i>The moon rested on the velvet sky like a pearl in an oyster.</i>
I have used cohesive devices within sentences and paragraphs	I have started <b>new paragraphs with a fronted adverbial</b> and a comma in the right place	•Use of certain modal verbs, e.g. <i>Might I borrow...</i>
	I have used <b>semi-colons in a detailed list</b> .	•Subjunctive verb form, e.g. <i>If I were you... I suggest that...</i>
		Informal
		•Conversational vocabulary
		•Use of second person
		•Colloquialisms, e.g. <i>It was wicked fun!</i>
		<i>Alright, mate?</i>

## Science

In this lesson, we will be learning about shadows and how they are formed. You will need a pencil, a piece of paper, and some objects from around your home.

These will be explained in the video.

<https://classroom.thenational.academy/lessons/how-can-you-change-the-size-of-a-shadow-6cv66r>

## Computing

<https://codeclub.org/en/python1>

## RE

In today's lesson we will be learning all about how the religion of Judaism began.

We'll learn about Abraham, an important prophet who lived 4000 years ago.

<https://classroom.thenational.academy/lessons/what-was-the-first-covenant-between-abraham-and-god-cdj0t>

## Geography

In this lesson we will begin to look at OS maps and map symbols. This is the start of a series of lessons aimed at developing the skills of using OS maps.

<https://classroom.thenational.academy/lessons/what-are-os-maps-cgk6r>

## Art

## William Morris

'Have nothing in your house that you do not know to be useful, or believe to be beautiful.'

- William Morris



## Who Was William Morris



William Morris was born on 24th March, 1834.

He was the son of a wealthy business man.

He originally was going to become a priest but decided to devote his life to art instead.

He became a poet, artist and manufacturer.

He had lots of friends who were writers, poets and artists.

His career in designing started when he decorated his own house in London.



## Who Was William Morris



William Morris was born on 24th March, 1834.

He was the son of a wealthy business man.

He originally was going to become a priest but decided to devote his life to art instead.

He became a poet, artist and manufacturer.

He had lots of friends who were writers, poets and artists.

His career in designing started when he decorated his own house in London.

## Who Was William Morris

He made stained glass windows...



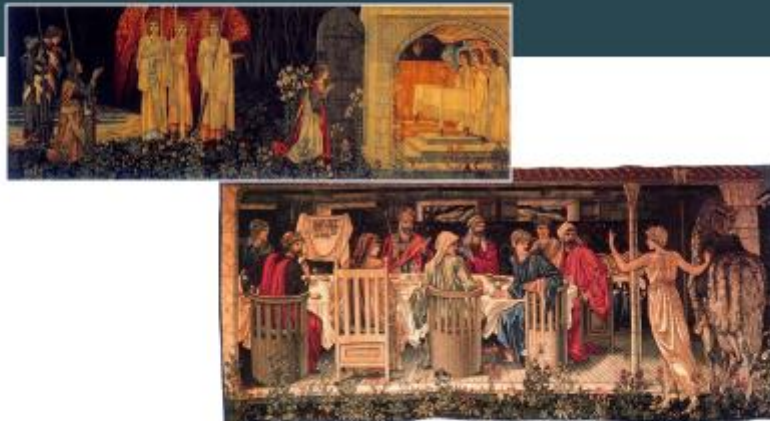
## Who Was William Morris

He made patterned wallpaper...



## Who Was William Morris

He made tapestries...







## History

In this lesson, we will learn about how the Industrial Revolution transformed working-conditions in England between 1750-1850.

<https://classroom.thenational.academy/lessons/child-labour-during-the-industrial-revolution-6gup2r>

PDW

Date

PDW

To understand what constitutes a fair democracy.



## Article 4

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

### 1. Free and fair elections

Reflects the free expression of the will of the people.

- Regular
- Secret ballot
- Universal suffrage
- Majority rule

### 4. Active participation of citizens

Essential to democracy is the active participation of citizens.

- Civic
- Electoral
- Political voice

### 2. Multi party system

A multiparty system allows for a wider range of ideas.

- Choice
- Scrutiny
- Limitation of power

### 5. The rule of law

Public officials can only act if they are authorised to do so by law. No one is above the law.

- Laws must be clear, publicised, stable and evenly apply.
- Citizens are protected from the abuse of power.

### 3. Protection of human rights

A strong democracy should also aim to protect the interest of the people, protect human rights and civil liberties.

- Freedom of Speech
- Freedom of association
- Individual and minority rights

### 6. Separation of powers

It is a fundamental principle whereby powers and responsibilities are divided among the legislative branch, executive branch, and judicial branch.

- Scrutiny and accountability
- Checks and balances