



**HILL WEST**  
*Primary*

**FOUR OAKS**

# **Home Learning Pack**

**Year 6**

**Spring 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.

## **Handwriting**

Please spend time each day practising the join as modelled below.

Remember:

- To hold your pencil/pen correctly.
- To sit on a chair and a desk with a straight back whilst practising your handwriting.

Once you are confident with the join, please practise writing the following words, ensuring that all joins within the word are carefully followed.

un

unkind impossible

imperfect invisible

**Monday**

**English**

## English

# LO: To interpret a character's feelings from what is written or implied

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### War Horse – Chapter 11 (pg94-95)

By full light the artillery troop was drawn up in the yard and ready to move. There was a loud and incessant knocking on the farmhouse door, and we saw Emilie and her grandfather come out into the yard still dressed in their nightclothes. "Your horses, monsieur," the bespectacled officer announced baldly. "I shall be taking your horses with us. I have one team with only four horses, and I need two more. They look fine, strong animals, and they will learn quickly. We will be taking them with us."

"But how can I work my farm without horses?" Emilie's grandfather said. "They are just farm horses—they won't be able to pull guns."

"Sir," said the officer, "there is a war on, and I have to have horses for my guns. I have to take them. What you do on your farm is your own business, but I must have the horses. The army needs them."

"But you can't," Emilie cried. "They're my horses. You can't take them. Don't let them, Grandpapa, don't let them, please don't let them."

The old man shrugged his shoulders sadly. "My child," he said quietly, "what can I do? How could I stop them? Do you suggest I cut them to pieces with my scythe or chop them up with my ax? No, my child, we knew it might happen one day, didn't we? We talked about it often enough, didn't we? We knew they would go one day. Now, I want no tears in front of these people. You're to be proud and strong like your brother was, and I'll not have you weaken in front of them. Go and say your good-byes to the horses, Emilie, and be brave."

Little Emilie led us to the back of the stable and slipped our halters on, carefully arranging our manes so that they were not snagged by the rope. Then she reached up and put her arms about us, leaning her head into each of us in turn and crying softly. "Come back," she said. "Please come back to me. I shall die if you don't come back." She wiped her eyes and pushed back her hair before opening the stable door and leading us out into the yard. She walked us directly toward the officer and handed over the reins. "I want them back," she said, her voice strong now, almost fierce. "I'm just lending them to you. They are my horses. They belong here. Feed them well and look after them and make sure you bring them back." And she walked past her grandfather and into the house without even turning around.

As we left the farm, hauled unwillingly along behind the ammunition cart, I turned and saw Emilie's grandfather still standing in the yard. He was smiling and waving at us through his tears. Then the rope jerked my neck violently around and jolted me into a trot, and I recalled the time once before when I had been roped up to a cart and dragged away against my will. But at least this time I had my Tophorn with me.

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# Read Chapter 10 and 11 of War Horse

Question 1: How many yards did the frontline move?

Question 2: What medal was given to Joey?

Question 3: How old is Emelie?

Question 4: Grandpa doesn't trust the new officer who arrives on the farm, why?

## Look at the extract – from Chapter 11

Question 5: '*There was a loud and **incessant** knocking on the farmhouse door.*' What does the highlighted word mean?

Question 6: In the 3rd paragraph how does the author show Emelie's desperation?

Question 7: What two ways does the old man suggest to stop the officers from taking the horses?

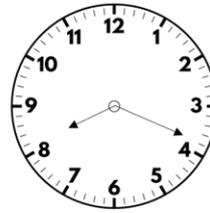
Question 8: Which word suggests that Joey and Tophorn were not happy to be leaving the farm?

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# Maths

# LO: To use long multiplication

31.01.22



- 1) 10% of a number is 40. What is the number?
- 2) Work out 50% of 120?
- 3) Multiply 4.36 by 100
- 4) Work out  $\frac{3}{4} + \frac{3}{5}$



True or false:  $245 \times 42 = 490 \times 21$ . How do you know?

Day 2: Use long multiplication to multiply 3-digit then 4-digit numbers by numbers between 10 and 35: Use rounding to approximate.

$$23 \times 367$$

$$\begin{array}{r} 2 \times 367 \\ \hline 600 \quad 120 \quad 14 \end{array}$$

Now add 7340 and 1101, leaving a line for any 10s, 100s or 1000s left over from addition. Be careful not to add in the little digits!

$$\begin{array}{r} 367 \\ \times 23 \\ \hline 7340 \\ 11201 \\ \hline 8441 \end{array}$$

What's a good way to multiply by 20?

$3 \times 7$  is 21; write a little 2 to show the

Now work out the

$3 \times 3$  is 9 hundreds, plus the 2 hundreds makes 11 hundreds.

of hundreds.

Does this answer look about right?

$20 \times 400$  is 8000, so an answer of 8441 seems reasonable.



## Day 2 Multiplications Sheet 1

1.  $345 \times 24 = 8280$
2.  $264 \times 32 = 8448$
3.  $335 \times 23 = 7705$
4.  $253 \times 35 = 8855$
5.  $426 \times 24 = 10,224$



### Problem solving and reasoning questions

Do each multiplication using a different method.

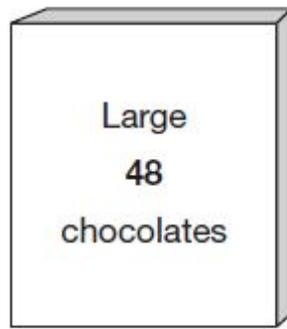
(i)  $4530 \times 23$       (ii)  $399 \times 25$       (iii)  $476 \times 6$

Multiply 531 by 32 using long multiplication or grid.

Now double it five times to check if this gives the same answer.

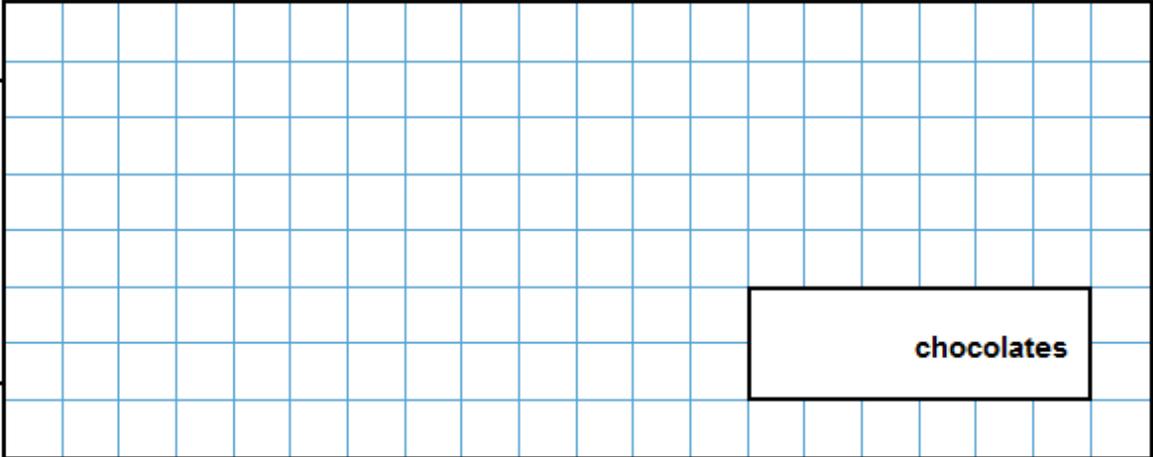
Ken buys 3 large boxes and 2 small boxes of chocolates.

Each large box has 48 chocolates. Each small box has 24 chocolates.



How many **chocolates** did Ken buy altogether?

Show your method



chocolates

2 marks

Tuesday

English

## English

### LO: To retrieve information from the text

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SO TOPTHORN CAME INTO THAT SPRING WEAKENED severely by his illness and still with a husky cough, but he had survived. We had both survived. There was hard ground to go on now, and the grass grew once more in the fields so that our bodies began to fill out again, and our coats lost their winter raggedness and shone in the sun. The sun shone also on the soldiers, whose uniforms of gray and red stayed cleaner. They shaved more often now, and they began as they always did every spring to talk of the end of the war and about home and about how the next attack would finish it and how they would see their families again soon. They were happier, and so they treated us that much better. The rations improved, too, with the weather, and our gun team stepped out with a new enthusiasm and purpose. The sores disappeared from our legs and we had full bellies each day, all the grass we could eat, and plenty of oats.

The two little Haflingers puffed and snorted behind us, and they shamed Tophorn and me into a gallop—something we had not been able to achieve all winter no matter how hard our riders tried to whip us on. Our newfound health and the optimism of the singing, whistling soldiers brought us to a fresh sense of exhilaration as we rolled our guns along the pitted roads into position.

But there were to be no battles for us that summer. There was always a sporadic firing and shelling, but the armies seemed content to growl at each other and threaten without ever coming to grips. Farther away, of course, we heard the renewed fury of the spring offensive up and down the line, but we were not needed to move our guns and spent that summer in comparative peace some way behind the lines. Idleness—even boredom—set in as we grazed the lush buttercup meadows and we even became fat for the first time since we came to war. Perhaps it was because we became too fat that Tophorn and I were chosen to pull the ammunition cart from the railroad some miles away up to the artillery lines, and so we

## Read Chapter 12, 13 and 14 of War Horse

Question 1: The horses were permanently ..... and .....

Question 2: What caused amusement amongst the soldiers?

Question 3: Which colour were the soldier's uniforms?

Question 4: Who says that they do not 'belong in the same universe as a creature like Joey'?

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## Look at the extract – from Chapter 13

Question 5: What does the phrase 'our bodies began to fill out again' mean?

Question 6: Why were the horses treated better?

Question 7: In paragraph 2, the word 'exhilaration' is used, what does it mean?

Question 8: 'The armies seemed content to growl at each other' What does the author mean by this?

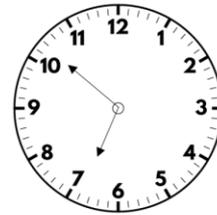
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## Maths

# LO: To use long multiplication

**1.02.22**

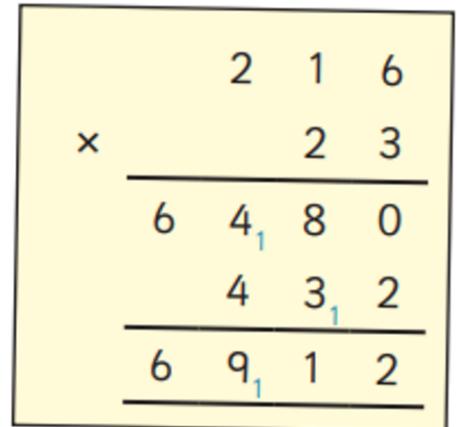
1) What might the rule be for this function machine?  
 $50 \rightarrow \boxed{?} \rightarrow 100$



2) What is 10% of 300?

3) Divide 26 by 100

4) How many m are there in  $5\frac{1}{2}$  km?



Where's my mistake? What's the correct answer?

Day 3: Use long multiplication to multiply 3-digit numbers, then 4-digit numbers by numbers between 10 and 35; Use rounding to approximate.

A teacher travels 16 miles to school (8 miles each way) for 195 days a year.

Who would like to explain how to use long multiplication to work out  $16 \times 195$ ?

Now choose to use either long multiplication or grid multiplication to work out the answer.

About how far would that be in a year?

**$16 \times 200$  is 3200**

Another teacher travels 23 miles to school (11.5 miles each way) for 195 days a year.



Agree an estimate in pairs

Choose to use either long multiplication or grid multiplication to work out the answer. Be ready to explain your method.

Use long multiplication to work out the answers to these multiplications.  
Before you start, which do you think will have the biggest answer?

1.  $23 \times 548$

5.  $21 \times 4235$

2.  $27 \times 432$

6.  $32 \times 6314$

3.  $42 \times 645$

7.  $35 \times 4328$

4.  $36 \times 467$

8.  $43 \times 2139$

1. How many hours are there in a year? In a leap year?

2. Sita the rescued seal eats 37 fish a day for 156 days before she is released back into the wild. How many fish did the rescue centre have to give to her?

Year 6

### Problem solving and reasoning questions

True or false?

- $12 \times 4345$  is the same as  $3 \times 4345$  plus double 8690
- $1448 \times 24$  is the same as  $36200 - 1448$
- $36 \times 478$  gives the same product as  $9 \times 478$  doubled twice.

Estimate the answer to  $195 \times 18$  by doing  $200 \times 18$

Use grid or long multiplication to find an exact answer.

Check by subtracting 18 lots of 5 from your original estimate.





Wednesday

## English

I ran I knew not where. I ran till I could no longer hear that dreadful rattle and until the guns seemed far away. I remember crossing a river again, galloping through empty farmyards, jumping fences and ditches and abandoned trenches, and clattering through deserted, ruined villages before I found myself grazing that evening in a lush, wet meadow and drinking from a clear, pebbly brook. And then exhaustion finally overtook me, sapped the strength from my legs, and forced me to lie down and sleep.

When I woke, it was dark and the guns were firing once more all around me. No matter where I looked, it seemed, the sky was lit with the yellow flashes of gunfire and intermittent white glowing lights that pained my eyes and showered daylight briefly onto the countryside around me. Whichever way I went, it seemed, it had to be toward the guns. Better, therefore, I thought, to stay where I was. Here, at least, I had grass in plenty and water to drink.

I had made up my mind to do just that when there was an explosion of white light above my head and the rattle of a machine gun split the night air, the bullets whipping into the ground beside me. I ran again and kept running into the night, stumbling frequently in the ditches and hedges until the fields lost their grass and the trees were mere stumps against the flashing skyline. Wherever I went now, there were great craters in the ground filled with murky, stagnant water.

It was as I staggered out of one such crater that I lumbered into an invisible coil of barbed wire that first snagged and then trapped my foreleg. As I kicked out wildly to free myself, I felt the barbs tearing into my foreleg before I broke clear. From then on I could manage only to limp slowly into the night, feeling my way forward. Even so I must have walked for miles, but where to and where from I shall never know. All the while my leg pulsed with pain, and on every side of me the great guns were sounding out and rifle fire spat into the night. Bleeding, bruised, and terrified beyond belief, I longed only to be with Tophorn again. *He would know which way to go*, I told myself. *He would know*.

I stumbled on into the night, guided only by the belief that where the night was at its blackest, there alone I might find some safety from the shelling. Behind me, the thunder and lightning of the bombardment was so terrible in its intensity, turning the deep black of night into unnatural day, that I could not contemplate going back even though I knew that it was in the direction that Tophorn lay. There was some gunfire

## Read Chapter 15 and 16 of War Horse

Question 1: What did the shelling 'shower' into the air?

Question 2: 'A great grey lumbering monster' is a metaphor for what?

Question 3: What does the soldier think he can see in the mist over no-man's land?

Question 4: What is described as a 'Rotten game for the English'?

## Look at the extract – from Chapter 15

Question 5: Put these events in order.

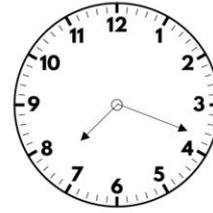
- A) Joey clatters through deserted villages.
- B) Joey is snagged by the barbed wire.
- C) Joey ran 'til he could run no longer hear the guns.
- D) Joey decided not to go back to find Tophorn.
- E) Joey was awoken by gunfire.

Question 6: What figurative kanguage has the author used in the excerpt 'rifle fire spat out into the night'?

# LO: To identify equivalent fractions

2.02.22

1) What is the output if the input is 12?



2) Work out 40% of 60

3) What is the 4 worth is 6.145?

4) Write down two factors of 20

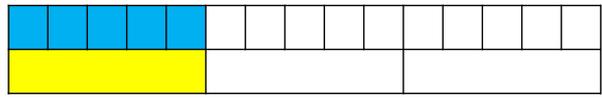


Do you agree with me? Explain why.

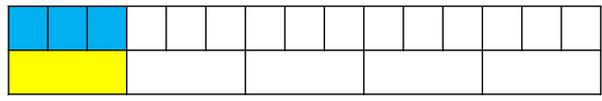
$\frac{1}{4}$  is equivalent to  $\frac{5}{8}$   
and  $\frac{9}{12}$

## Day 1: Revise comparing fractions with different denominators using equivalence.

Discuss in pairs which fractions with denominators less than 15 can be written as  $\frac{1}{15}$ s.



$\frac{1}{3} = \frac{5}{15}$



$\frac{1}{5} = \frac{3}{15}$

$\frac{2}{3}$  and  $\frac{3}{5}$

We can write these as the same 'sort' of fractions, i.e. fractions with a common denominator, in this case  $\frac{1}{15}$ s, to compare them.

Write both fractions as  $\frac{1}{15}$ s, then write > or < to compare  $\frac{2}{3}$  and  $\frac{3}{5}$ .

$\frac{10}{15}$  and  $\frac{9}{15}$   
 $\frac{2}{3} > \frac{3}{5}$



Day 1: Revise comparing fractions with different denominators using equivalence.

  
Work in pairs to list which fractions with denominators less than 20 can be written as  $\frac{1}{20}S$ .

$\frac{1}{2}S$   
 $\frac{1}{4}S$   
 $\frac{1}{5}S$   
 $\frac{1}{10}S$

  
Now use equivalence with  $\frac{1}{10}S$  to compare  $\frac{1}{2}$  and  $\frac{3}{5}$ , and equivalence with  $\frac{1}{20}S$  to compare  $\frac{7}{10}$  and  $\frac{3}{4}$ .

$\frac{5}{10} < \frac{6}{10}$ , so  $\frac{1}{2} < \frac{3}{5}$   
 $\frac{14}{20} < \frac{15}{20}$ , so  $\frac{7}{10} < \frac{3}{4}$

  
Discuss how you could compare  $\frac{7}{5}$  and  $\frac{5}{4}$ .

Write the fractions as mixed numbers first, and then the fractional parts of each as  $\frac{1}{20}S$ . 



Day 1: Revise comparing fractions with different denominators using equivalence.

Whole class investigation

- Work in pairs to think of as many fractions as you can with denominators less than 12 which can be written as  $\frac{1}{12}S$ .
- Use this information to write as many inequalities as you can, e.g.  $\frac{3}{4} < \frac{5}{6}$ . Try to include some improper fractions, e.g.  $\frac{5}{3} > \frac{9}{6}$ .



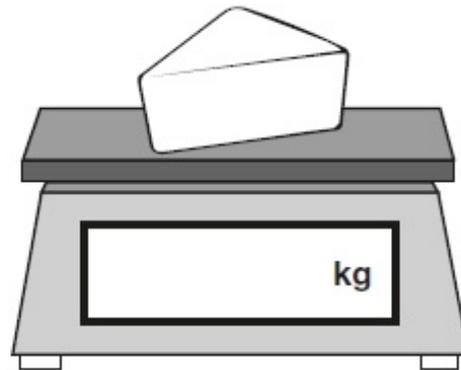
Amina is shopping.

She says,



I would like to buy **one-quarter** of a kilogram of cheese.

Write one-quarter on the scales as a decimal.



1 mark

The cheese costs £1.35

Amina pays with a £2 coin.

How much change should Amina get?

1 mark

Thursday

**English**

## English

### LO: To understand the Author's specific language choices.

**I** IT WAS ONLY WITH THE GREATEST DIFFICULTY THAT I STAYED standing on my three good legs in the veterinary wagon that carried me that morning away from the heroic little Welshman who had brought me in. A milling crowd of soldiers surrounded me to cheer me on my way. But out on the long, rattling roads I was very soon shaken off my balance and fell in an ungainly, uncomfortable heap on the floor of the wagon. My injured leg throbbed terribly as the wagon rocked from side to side on its slow journey away from the battle front. The wagon was drawn by two stocky black horses, both well groomed and immaculate in well-oiled harnesses. Weakened by long hours of pain and starvation, I had not the strength even to get to my feet when I felt the wheels below me running at last on smooth pavement, and the wagon came to a jerking standstill in the warm, pale autumn sunshine. My arrival was greeted by a chorus of excited neighing and I raised my head to look. I could just see over the side of the wagon a wide, cobbled courtyard with magnificent stables on either side and a great house with turrets beyond. Over every stable door were the heads of inquisitive horses, ears pricked. There were men in khaki walking everywhere, and a few were running now toward me, one of them carrying a rope halter.

Unloading was painful, for I had little strength left and my legs had gone numb after the long journey. But they got me to my feet and walked me backward gently down the ramp. I found myself the center of anxious and admiring attention in the middle of the courtyard, surrounded by a cluster of soldiers who inspected minutely every part of me, feeling me all over.

“What in thunder do you think you’re doing?” came a booming voice echoing across the courtyard. “It’s a horse. It’s a horse just like the others.” A huge man was striding toward us, his boots crisp on the cobbles. His heavy red face was half hidden by the shade of his peaked cap that almost touched his nose and by an auburn mustache that spread upward from his lips to his ears. “It may be a famous horse. It may be the only

## Read Chapter 17 and 18 of War Horse

Question 1: What season is it at the start of Chapter 17?

Question 2: How many horses were on the front lines?

Question 3: How did Alberts father change after Joey went to war?

Question 4: What was Joey fed to help him recover from Tetanus?

## Look at the extract – from Chapter 17

Question 5: What adjective describes the person who saved Joey?

Question 6: 'My arrival was greeted by a chorus of excited neighing'  
What does the underlined word mean?

Question 7: How were the horses at the new stable described?

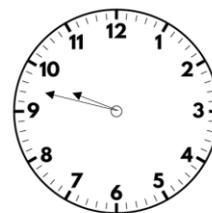
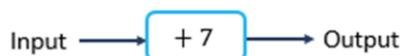
Question 8: How is Sergeant Thunder described?

Maths

# LO: Recognise equivalent fractions, decimals and percentages.

3.02.22

- 1) Write an expression for the output if  $x$  is input to this function machine.



- 2) Find 25% of 180

- 3) Write  $\frac{3}{4}$  as a decimal

- 4) How many sides has a hexagon?

14%  $>$  0.4



14 is greater than 4

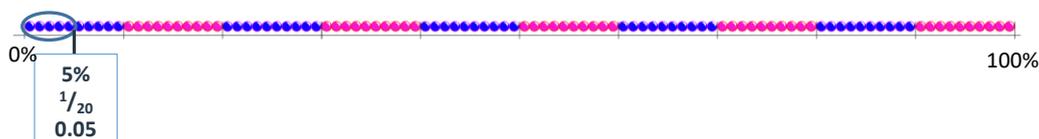


Amir was asked to complete the statement using  $<$ ,  $>$  or  $=$   
What mistake has Amir made?

Day 2: Recognise equivalent fractions, decimals and percentages.

There are 100 beads, so each bead is  $\frac{1}{100}$  of the whole bar of beads.  
'Per cent' means out of 100.  
Each bead is 1% of the total number of beads.

$1\% \equiv \frac{1}{100}$



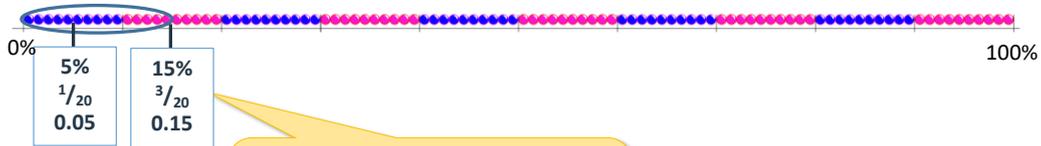
This is  $\frac{5}{100}$  or 5%.  
How else can we write this fraction?  
What's the equivalent decimal?



Day 2: Recognise equivalent fractions, decimals and percentages.

There are 100 beads, so each bead is  $\frac{1}{100}$  of the whole bar of beads. 'Per cent' means out of 100. Each bead is 1% of the total number of beads.

$$1\% \equiv \frac{1}{100}$$



This is  $\frac{15}{100}$  or 15%. How else can we write this fraction? What's the equivalent decimal?



Day 2: Recognise equivalent fractions, decimals and percentages.

There are 100 beads, so each bead is  $\frac{1}{100}$  of the whole bar of beads. 'Per cent' means out of 100. Each bead is 1% of the total number of beads.

$$1\% \equiv \frac{1}{100}$$



This is  $\frac{35}{100}$  or 35%. How else can we write this fraction? What's the equivalent decimal?

How many beads would I have if I had 20% of the bar?  
How else can we write 20%?  
Work with a partner to list different ways.

**20%**  
 **$\frac{20}{100}$   $\frac{2}{10}$   $\frac{1}{5}$  0.2**



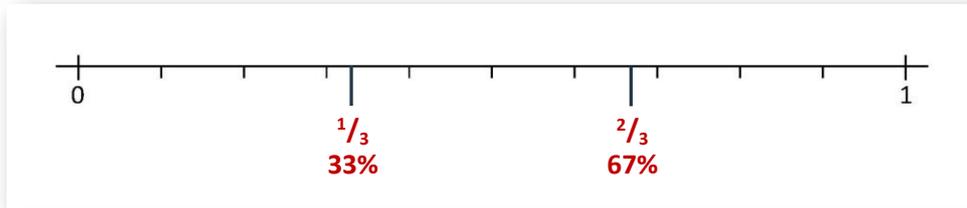
## Day 2: Recognise equivalent fractions, decimals and percentages.

? Where would  $\frac{1}{3}$  be on this line? Is  $\frac{1}{3}$  more or less than 30%?



We're going to divide 100 by 3 on the calculator to find the equivalent percentage...

The equivalent percentage is 33.3333333. The screen is filled with 3s! This is a recurring decimal, which means the 3s will be repeated forever, but we can round it to the nearest whole percent: 33%.



? What is  $\frac{2}{3}$  as a percentage?

We can double  $\frac{1}{3}$  and get 66.666666. This rounds to 67% (not 66%).

Sketch your own 0–1 line and mark on as many equivalent fractions and percentages as you can in 5 minutes.



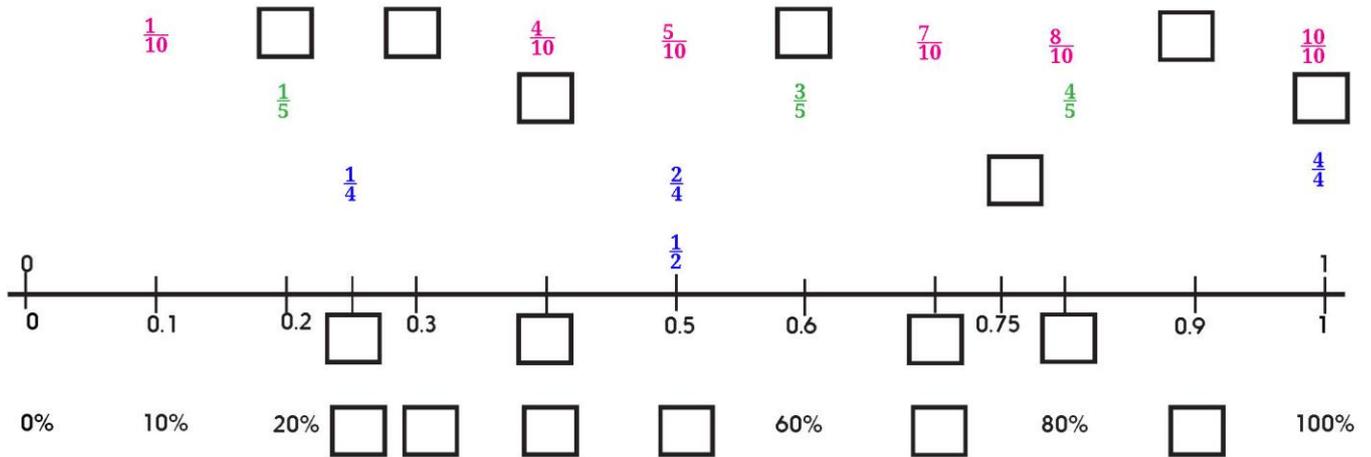
## Investigation

Use 'Doughnut Percents' from NRICH:  
<https://rich.maths.org/6945>

A task involving the equivalence between fractions, percentages and decimals.  
Members of the group must notice the needs of others and respond.



Fill in the missing equivalent fractions, decimals and percentages.



Here are three symbols.

<      >      =

Write one symbol in each box to make the statements correct.

$$\frac{7}{10} \quad \boxed{\phantom{000}} \quad 0.07$$

$$\frac{23}{1000} \quad \boxed{\phantom{000}} \quad 0.23$$

1 mark

Tick the fractions that are **equal** to 20%.

$$\frac{1}{20} \quad \boxed{\phantom{00}}$$

$$\frac{20}{40} \quad \boxed{\phantom{00}}$$

$$\frac{1}{5} \quad \boxed{\phantom{00}}$$

$$\frac{3}{15} \quad \boxed{\phantom{00}}$$

$$\frac{2}{100} \quad \boxed{\phantom{00}}$$

2 marks

A cat sleeps for **12 hours** each day.

**50%** of its life is spent asleep.



Write the missing percentage.

A koala sleeps for **18 hours** each day.

of its life is spent asleep.



1 mark

Friday

**English**

Friday 4th February 2022

**English**

**LO: To understand the author's use of  
language.**

## Read Chapter 19, 20 and 21 of War Horse

Question 1: What 3 things did Albert do to make Joey feel safe?

Question 2: Where was David's fruit cart?

Question 3: How much was the winning bid at the auction?

Question 4: Who did Joey think were the 'real' heroes?

## Look at the extract – from Chapter 20

Question 5: Why does the author include the subordinate clause 'all those who could walk' in the opening paragraph?

Question 6: 'There were **audible** and visual signs of approval' What does the underlined words mean?

Question 7: How does the author indicate that the butcher of Cambrai is not a nice character?

Question 8: Which phrase is used to show that the Sargeant had given up hope.

The buyers were gathered in the middle of the yard, and we were led, all those that could walk, around the perimeter of the yard in a grand parade, before being brought out one by one to face the auctioneer and the buyers. I found myself waiting in my stable watching every horse in the yard being sold ahead of me. I was, it seemed, to be the last to be brought out. Distant echoes of an earlier auction sent me suddenly into a feverish sweat, but I forced myself to remember Albert's reassuring words of the night before, and in time my heart stopped racing. So when Albert led me out into the yard, I was calm and easy in my stride. I had unswerving faith in him as he patted my neck gently and whispered secretly in my ear. There were audible and visible signs of approval from the buyers as he walked me around in a tight circle, bringing me at last to a standstill facing a line of red, craggy faces and grasping, greedy eyes. Then I noticed in among the shabby coats and hats of the buyers, the still, tall figure of Sergeant Thunder towering above them, and to one side the entire veterinary unit lined up along the wall and watching the proceedings anxiously. The bidding began.

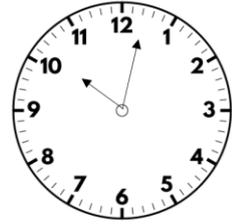
I was clearly much in demand, for the bidding was swift to start with, but as the price rose, I could see more heads shaking, and very soon there seemed to be only two bidders left. One was old Thunder himself, who would touch the corner of his cap with his stick, almost like a salute, to make his bid, and the other was a thin, wiry little man with weasel eyes who wore on his face a smile so full of consummate greed and evil that I could hardly bear to look at him. Still the price moved up. "At twenty-five, twenty-six. At twenty-seven. Twenty-seven I'm bid. On my right. Twenty-seven I'm bid. Any more, please? It's against the sergeant there, at twenty-seven. Any more, please. He's a fine young animal, as you see. Got to be worth a lot more than this. Any more, please?" But the sergeant was shaking his head now, his eyes looked down and acknowledged defeat.

"Oh God, no," I heard Albert whisper beside me. "Dear God, not him. He's one of them, Joey. He's been buying all morning. Old Thunder says he's the butcher from Cambrai. Please. God. no."

## Maths

LO: To find percentages of amounts.

4.02.22

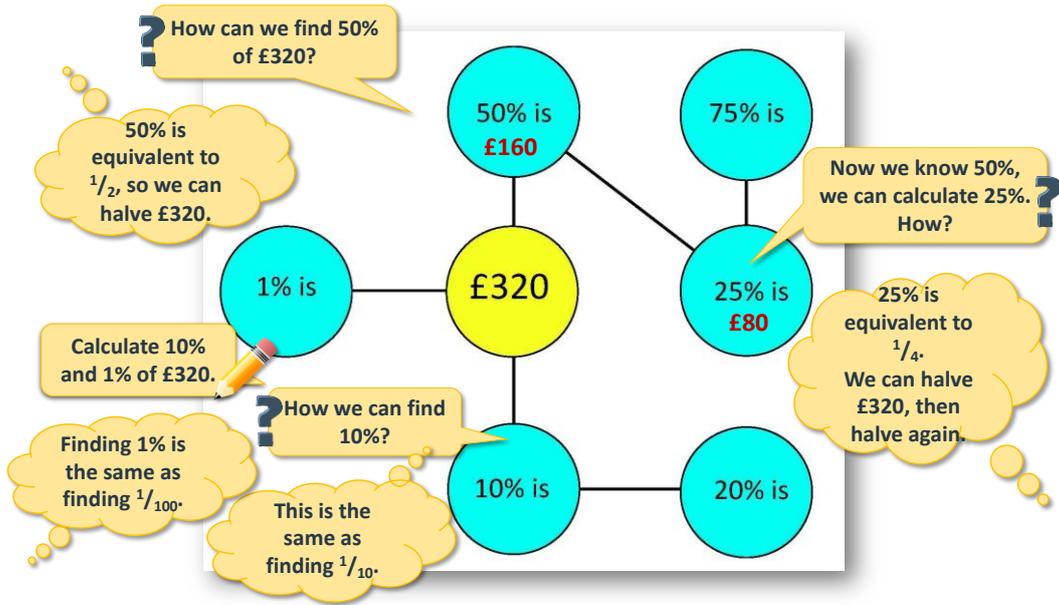


- 1) If  $x = 15$ , what is the value of  $3x$ ?
- 2) 62% of the sweets in a bag are red.  
What percentage of the sweets are not red?
- 3) Multiply 4.7 by 5
- 4) Add 2,999 to 18,346

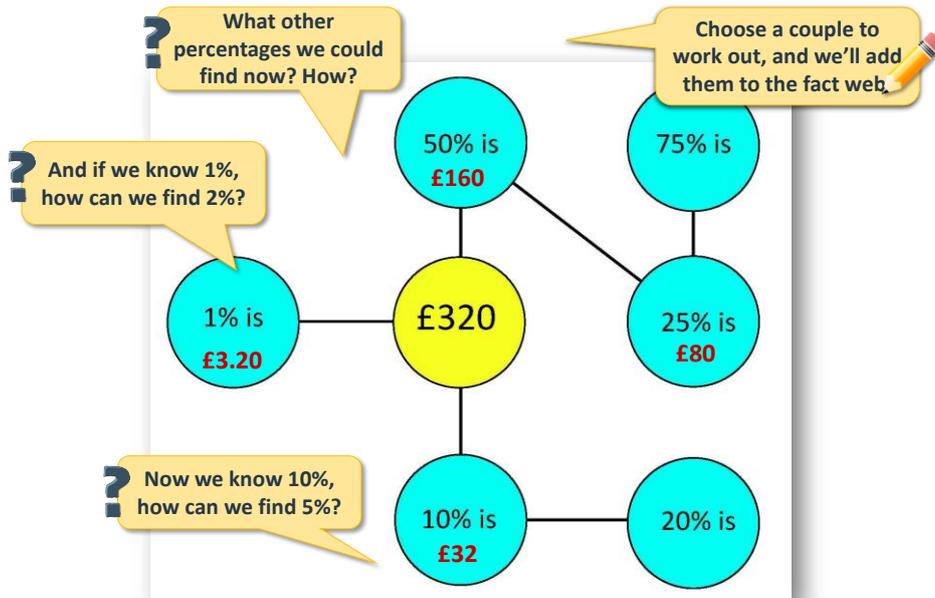


**Finn** scored **40/50** on a Maths test. **Jake** got **78%** of the test correct. Jake thinks she has done better because 78 is greater than 40. Who scored highest? Explain your answer.

Day 3: Find percentages of amounts.



Day 3: Find percentages of amounts.



Find the following percentages of £360.

50%      10%      25%      75%      20%      60%      90%      5%      1%      6%      11%

Find the following percentages of £248.

50%      10%      25%      75%      30%      60%      90%      5%      1%      16%      99%

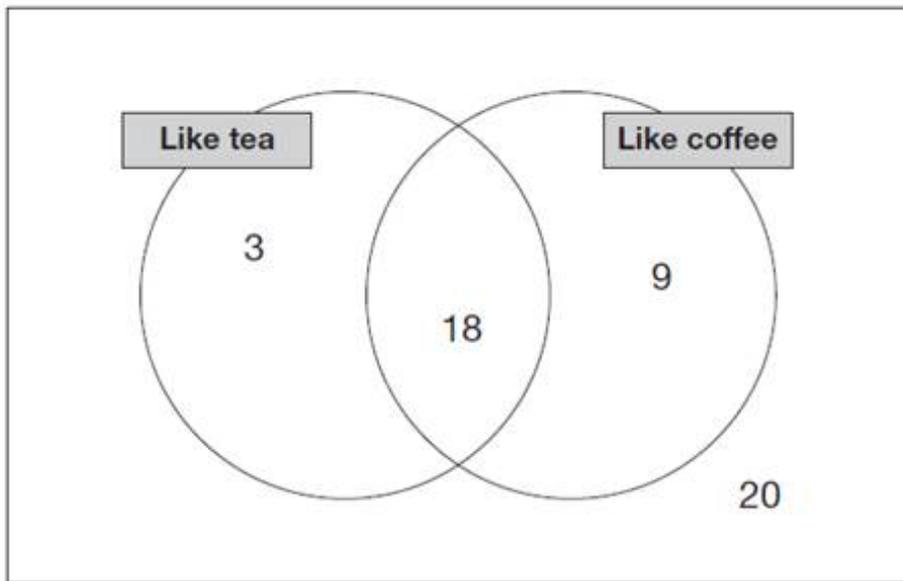
50%      10%      25%      75%      20%      60%      90%      5

Find the following percentages of £248



In a survey people were asked if they like tea and coffee.

The results are in this Venn diagram.



(a) What **percentage** of people in the survey like **both** tea and coffee?

1 mark

(b) What **percentage** of people in the survey do **not** like coffee?

1 mark

---

Amina asked 60 children to choose their favourite flavour of jelly.

These were her results.

Flavour	Number of children
Raspberry	12
Lemon	8
Orange	15
Blackcurrant	25
<b>Total</b>	<b>60</b>

What **percentage** of the 60 children chose orange?

 %

1 mark

---

## History

# History - WWI

## Which new weapons were used in the war?

Western Front

Form of fighting where two sides dig trenches opposite each other.

Trench Warfare

Information designed to persuade people of something, often biased or untrue.

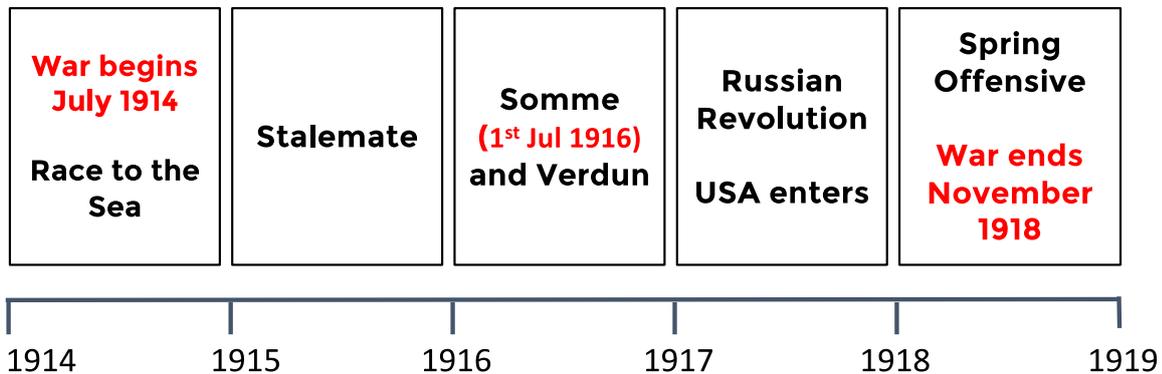
Propaganda

Limiting the amount of food or other goods people receive.

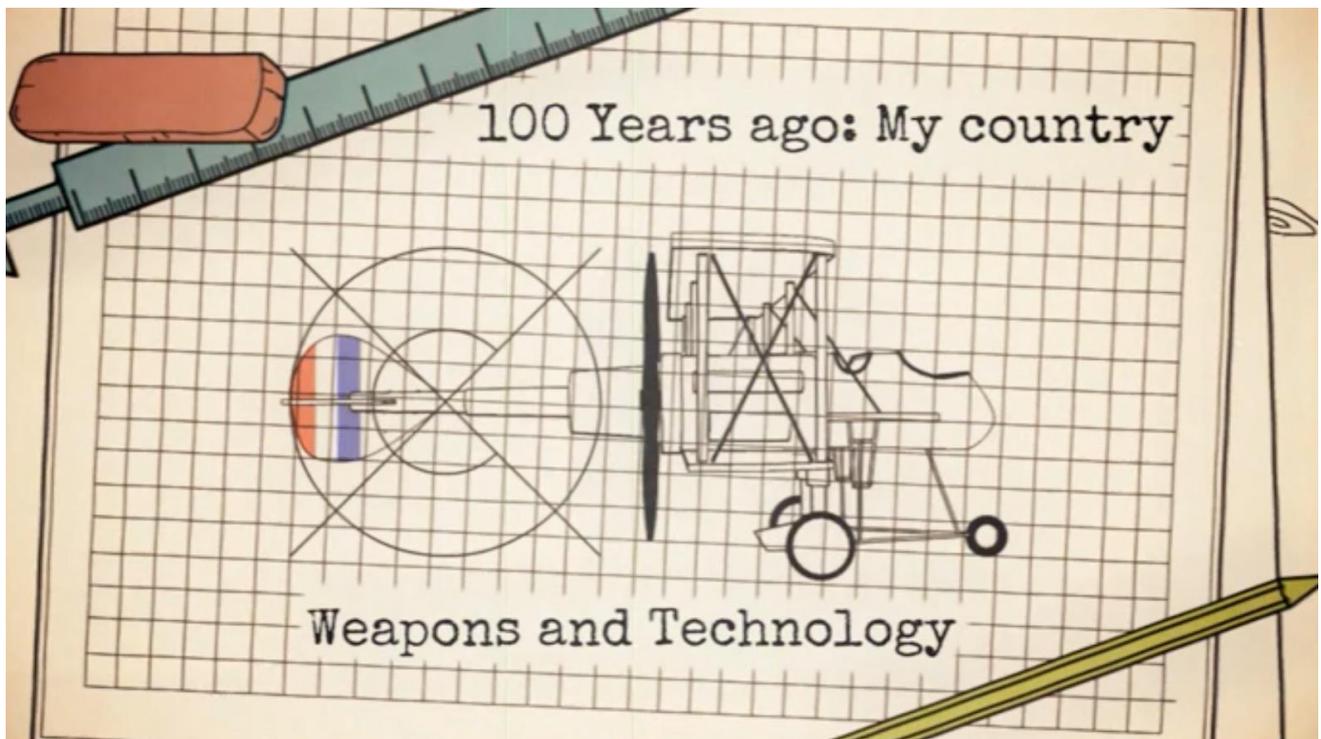
Rationing

The long line of trenches stretching from the English channel to Switzerland.

## Timeline of the First World War



<https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/zs666sg>



[https://www.youtube.com/watch?time\\_continue=1&v=c-LxzD6Luj4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=1&v=c-LxzD6Luj4&feature=emb_logo)

**TASK:** to decide which weapon or weapons would be most useful in each of the Battle Scenarios

- Discuss your thoughts in your groups and come up with a plan for which weapon or weapons you would use and how you would use them. Think about why your chosen weapon or weapons are the most suitable.

## Battle Scenario 1: Battle of Verdun

- The German attack on Verdun on February 21, 1916 was a complete surprise to the French. German heavy guns quickly reduce the French trench system into isolated pieces, forcing soldiers to fight in small groups.

If you were **defending** the French trenches, what weapon or weapons would you use?



---

## Battle Scenario 2: Battle of the Somme

- General Douglas Haig has ordered a massive attack on the German lines. The Germans are in their trenches and some have bunkers to shelter in.

If you were **attacking** the German trenches, what weapon or weapons would you use and how?



## Battle Scenario 3: Battle of Ypres

- On June 7, 1917 British forces set off giant mines under German lines, causing great damage. You are in charge of the British troops. You have been told to **advance and capture** German lines.

What weapon or weapons would you use in your attack?

There has been unusually heavy rains which have turned the battlefield into mud. What problems would this cause for the weapon or weapons you have chosen to use?



---

## Science

### **How do fossils provide evidence for evolution?**

In this lesson, we are going to learn how fossils are formed and how they provide evidence for the theory of evolution. We will learn what the fossil record is and why there are parts missing from the record.

<https://classroom.thenational.academy/lessons/how-do-fossils-provide-evidence-for-evolution-6gt3ce>

**How would a Lion survive in the watery Environment?**

**Computing**

<https://scratch.mit.edu/>

## Lesson 5: Design to code

### To use my design to create a project

- I can create the artwork for my project
- I can choose a name that identifies the role of a variable
- I can test the code that I have written

2

Activity 2

## What is an algorithm?

An algorithm is a precise sequence of instructions, or set of rules, for performing a task.

## What is a variable?

Variables are used to store information to be referenced and manipulated in a computer program

3

Introduction

## Turning your algorithm into code

Who uses plans or instructions?

In programming, your algorithm determines the code that you will need to create your project.



4

## Identifying variables in a program

Here is a simple chatbot program:

[ncce.io/pg6a-5-a1-ra](https://ncce.io/pg6a-5-a1-ra)

A variable can be set and changed throughout the running of a program.

What is being set and changed during the running of this program?

5

## Naming variables

Have a look inside the project:

[ncce.io/pg6a-5-a1-ca](https://ncce.io/pg6a-5-a1-ca)

- What are the variables named?
- Do these names help you understand their function?

Can you suggest better names?

Think, pair, share.

6

## Which code is easier to read?

**A**

```

when this sprite clicked
ask "what's your name?" and wait
set variable_b to answer
say join "Hi" variable_b for 2 seconds
ask "How old are you?" and wait
set variable_a to answer
ask join "Are you" join variable_a "years old?" and wait
if answer = yes then
say "Oh good, I've used variables well" for 5 seconds
  
```

**B**

```

when this sprite clicked
ask "what's your name?" and wait
set name to answer
say join "Hi" name for 2 seconds
ask "How old are you?" and wait
set age to answer
ask join "Are you" join age "years old?" and wait
if answer = yes then
say "Oh good, I've used variables well" for 5 seconds
  
```

7

## Adding a new variable

Look at your design from the previous lesson. What variable will you need to include in your code?

**Hint:** What is **set** and **changed** in your game?

Are there any other variables that you could add to your project?

Think, pair, share.

score

6

## Algorithm for a new variable

When the game starts, set a timer for 60 seconds. The timer will count down in one-second intervals 60 times.

What would you call this variable?

time

7

## Create your project

**Task:** Create a 'catching' game, which includes a score and at least three falling objects, each falling at a different speed.

Add your own artwork (sprites and a background).

Implement your **algorithm** as **code**.

Use this project template:

[nccce.io/pg6a-5-a3-ra](https://nccce.io/pg6a-5-a3-ra)



10

**Explorer task:** Using the 'time' algorithm, add a new variable to your project.



11

## Test your project

### Task

Create a 'catching' game, which includes a score and at least three falling objects, each falling at a different speed.

### Run the code

Try your project. Does it work in the way that you expected?

### Debug

Use the activity sheet to review your algorithms and fix and find errors in your code, then test again.

12

## Design levels

During this lesson, you have worked at four levels of design. Can you explain, in brief, what happens at each level?

1. Task		2. Design	
3. Code		4. Running the code	

13

# Religious Education

Lesson

**05**

## What do Sikhs believe about God?



### Retrieval Practice

1. When was the Guru Granth Sahib finished?
2. What does the Guru Granth Sahib contain?
3. How do Sikhs show their respect for the Guru Granth Sahib?
4. Who founded Sikhism?
5. What does the word 'Guru' mean?



Term	Definition
Ik Onkar	There is only one God
Sat Nam	Eternal truth is his name
Karta Purakh	He is the creator
Nir Bhau	He is without fear
Nir Vair	He is without hate
Akal Murat	Immortal, without form
Ajuni	Beyond birth and death
Saibhang	He is the enlightener
Gur Prasaad	He can be reached through the mercy and grace of the true Guru



Ik Onkar are the first words of the Mool Mantra and are an important symbol for Sikhs.

Sikhs believe in a cycle of birth, death and rebirth. Sikhs also believe in karma, where God decides how they are reborn after death, based on how they have lived their life. The ultimate goal is to escape rebirth and for the soul to join God (mukti).



### 3. Read the passage about God's name.

There are different names used for God in the Guru Granth Sahib. Sikhs sometimes repeat the name of God over and over in prayer, this is called the naam japna. It comes from the Guru Granth Sahib: "If I had 100,000 tongues, and these were then multiplied twenty times more, with each tongue, I would repeat, hundreds of thousands of times, the Name of the One, the Lord of the Universe." [7:6-7].

The most common name for God is Waheguru, which means Wonderful

Lord/Guru. Sikhs use God's name in prayer and worship. Sikhs believe that God is both personal (like someone in your family) and omnipresent and omnipotent, which some might argue, are contradictory characteristics. However, in other religions, such as Christianity, God is also seen in this way.

Sikhs believe that they are able to learn about God through the lives and teaching of the Gurus, but that they can come to know God personally through prayer and through serving others.

## French

Le Bon Café	
Café - Thé - Chocolat chaud	2 €
Jus de pomme - Jus d'orange	1 €
Pain au chocolat	3 €
Croissants	2 €
Crêpes	4 €
Confiture/beurre/Nutella	1 €



Today we are learning to order French **breakfast foods** as we would need to eat if we were going to watch the race pass by!



**Je voudrais manger...**  
**= I would like to eat...**

---

un pain au chocolat



un croissant

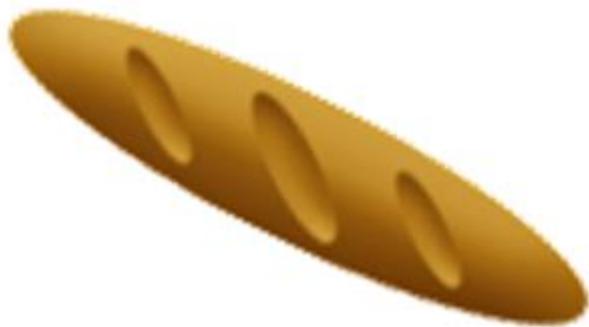


---

une crêpe



du pain



---

Écoutez et répétez!



avec...



with...

---

de la confiture



du beurre



---

du Nutella



# Écoutez et répétez!



du  
Nutella

du beurre



de la  
confiture



# Écoutez et répétez!



## Au Café - Help Sheet

Une table pour deux s'il vous plaît.  
J'ai faim!



Bien sûr, .... Ici.

Monsieur!  
Mademoiselle!  
Madame!

Vous désirez?

Je voudrais un sandwich au jambon et un jus d'orange.



Je voudrais un croque-monsieur, des frites et une limonade.

D'accord. Cinq minutes.

Voilà. Bon appétit!

Merci beaucoup.  
Mmm. C'est délicieux.



Vous désirez un dessert?

Non merci.  
L'addition s'il vous plaît.



C'est douze Euros s'il vous plaît.

Voilà.

Au revoir.

Au revoir et merci beaucoup.

Miam miam!



## Au Café - Help Sheet

Une table pour deux s'il vous plaît.  
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Voilà.

Au revoir.

Au revoir et merci beaucoup.

Miam miam!



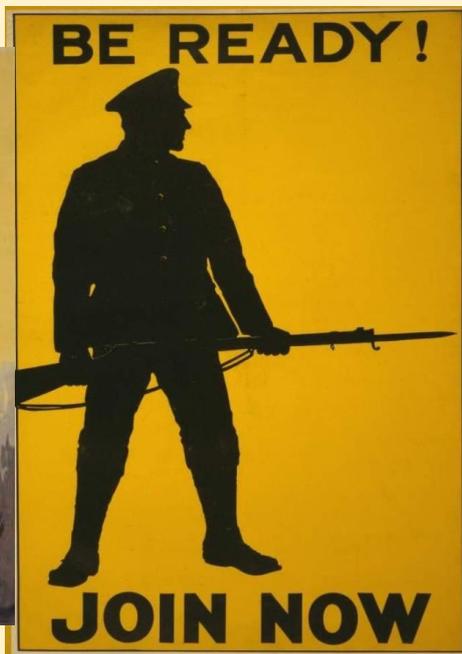
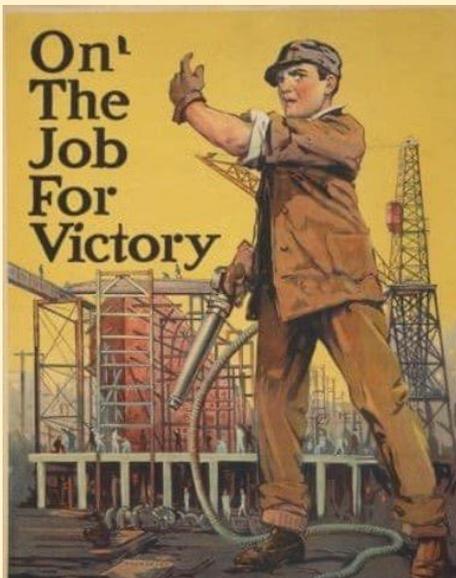
# Art

Wednesday 26th January 2022

Art

LO: To create the design of a wartime poster to encourage Britons to go to war

Design Brief – To create a poster to encourage people to join the war effort.





© IWM (Art.IWM PST 2734)

**Britons. Join Your Country's Army!**

This is perhaps the most famous poster from the First World War, and shows Field Marshal Lord Kitchener, appealing for people to join the British Army. It was first produced in 1914, but has taken on a more iconic status since the war, when it was not widely circulated outside of the London area. However, its striking visual appeal was picked up by other artists, including in the USA, where the image of Kitchener was replaced by



© IWM (Art.IWM PST 2763)

**Women of Britain Say 'Go!'**

This poster clearly demonstrates the application of commercial advertising techniques to the recruitment campaign and is appealing to Britain's female population to encourage more men to join the army, whilst depicting women and children as needing protection. However, The First World War substantially increased the numbers of women in paid work and the range of jobs that they undertook.



© IWM (Art.IWM PST 5476)

**WOMEN URGENTLY WANTED FOR THE W.A.A.C.**

The Women's Army Auxiliary Corps (WAAC) was established in December 1916. Women who joined the Corps carried out a large number of non-combatant tasks in France, freeing up more men for service in the front line. The first party of 14 women arrived on the Western Front on 31 March 1917. Eventually, 9,000 women served with the unit in France.



© IWM (Art.IWM PST 2712)

**Are You in This?**

This poster was designed by Robert Baden Powell who established the Scouting movement. It shows how different sections of society are contributing to the war effort, including a scout. On the side lines is a man shown with his hands in his pockets, and smoking a cigarette, who is not yet involved.



© IWM (Art.IWM PST 0318)

**Step Into Your Place**

This poster shows a united Britain, with all members of society going to war together. Everyone is shown carrying the tools of their trade or profession, with civilians gradually transforming into British infantrymen.



© IWM (Art.IWM PST 12226)

#### Sportsmen's One-thousand

The idea that team sports were good preparation for war was common across Britain and its Empire. Team sports incorporated both team spirit and a sense of patriotism and this Australian poster plays on the country's sporting pride and its growing sense of identity.



© IWM (Art.IWM PST 12580)

#### This Soldier is Defending India

This Indian recruitment poster was produced with a blank strip at the bottom, so that each region could add text in their own language. This made the poster very flexible, as it could be adapted to meet the needs of the area it was going to. However, recruitment posters were less common in India, where the recruitment campaign was conducted differently. India was still a largely rural society at this time and poster campaigns were more associated with urban areas.



© IWM (Art.IWM PST 3242)

**? [The Question Mark]**

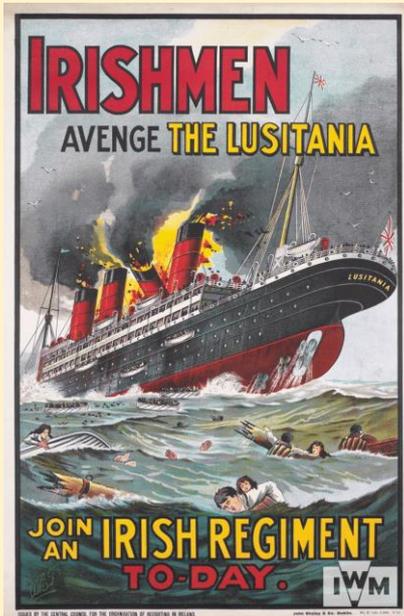
This poster was designed for the last recruiting campaign carried out by the Government of Australia during the First World War. It shows an ape-like monster, wearing a German helmet, or pickelhaube, which was seen as a symbol of German militarism. The poster was part of a sophisticated campaign, and the graphic imagery is particularly forceful and very different to that used in British posters.



© IWM (Art.IWM PST 8712)

**New Germany**

This striking poster imagines an Australia occupied and taken over by Germany. This was never a realistic fear for the people of Australia, but rather reflects the fear of a world dominated by Germany and the values it was perceived to have.



© IWM (Art.IWM PST 13654)

#### **Irishmen Avenge the Lusitania**

The passenger liner RMS Lusitania was torpedoed and sunk by a German U-boat in May 1915. The ship may have been carrying military supplies, but over 1000 passengers lost their lives in the incident, which became one of the most controversial acts of the war. This poster uses the incident to try and encourage Irish men to enlist, and avenge the sinking of the ship.



© IWM (Art.IWM PST 5109)

#### **Remember Scarborough**

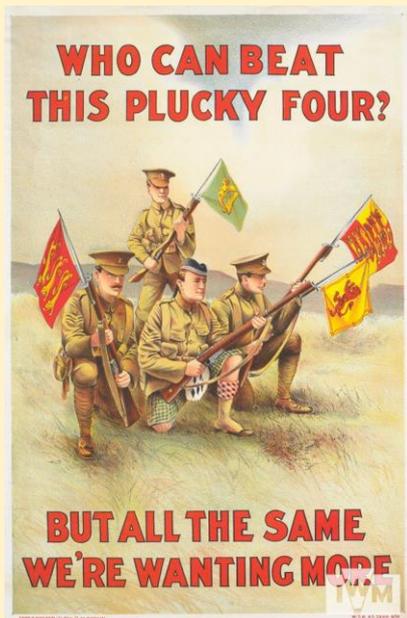
On the morning of 16 December 1914, the North Sea ports of Hartlepool, West Hartlepool, Whitby and Scarborough were bombarded by the German First High Seas Fleet Scouting Group. 137 people lost their lives and 592 people were wounded. This poster uses the incident to try and encourage people to enlist, but the British public and newspapers were also outraged at the Royal Navy for not protecting the towns.



© IWM (Art.IWM PST 13658)

**For the Glory of Ireland**

This Irish recruiting poster uses the German invasion of Belgium as a recruiting tool. It is appealing specifically to the Catholic population of Ireland, which at this time was still part of the United Kingdom, to defend Belgium, which was also a Catholic country.



© IWM (Art.IWM PST 13632)

**Who Can Beat this Plucky Four?**

This poster from 1915 shows English, Scottish and Welsh troops crouched, poised and ready for war, whilst an Irish soldier stands behind them. The poster was used in Ireland, where much of the country was pursuing independence, to encourage men to enlist and join the war effort. In this instance the poster was particularly aimed at the Protestant population and those supporting unionism.



© IWM (Art.IWM PST 5031)

**FORWARD!**

This poster was produced in September 1915 and was the last one to make use of an image in the recruitment campaign. By the time it was produced enlistment numbers had fallen and the introduction of conscription was inevitable. However, posters like this were still used to encourage people to enlist before they became conscripts.

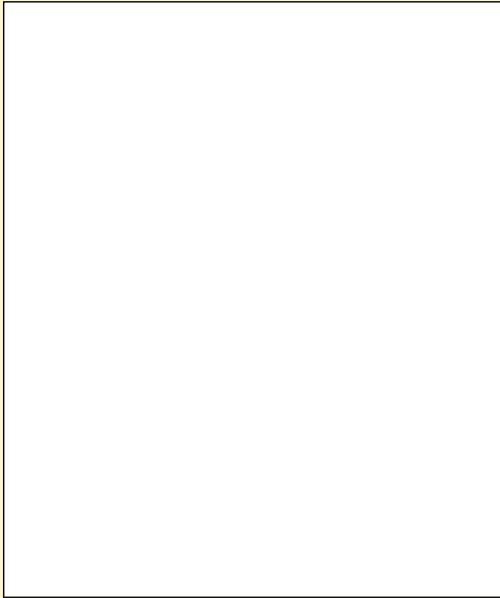


© IWM (Art.IWM PST 0888)

**Your King and Country Need You!**

This poster is appealing for people to enlist with the Quebec Rifles as part of the Canadian Expeditionary Force. It shows the four allies of Belgium, France, Russia and Britain and, despite the posters title, is encouraging people to join an international war effort and fight for universal values and causes.

## Main Task: To plan your poster design



### Design Brief – To create a poster to encourage people to join the war effort.

- Your poster will be A5 in size.
- Your poster will be going on display in the classroom.
- You will have 3 weeks to produce your poster.
- You must include an image of a person either side on or front on.
- It must have a slogan to encourage people to join the war effort.