

Welcome

Dear Kahlo and Riley Class,

It's been a busy few weeks since my last slide. We have been working hard to get the school ready for some children to return.



When I am not at work, I have carried on my list of DIY! I have painted my old rocking chair so that I can put it in the garden. It is now painted pale grey. (It looks white in the photo!) I have been sitting in it to read my book in the evening sunshine. I have also made some chains of hearts with bells on the bottom to send to my friends so that they can hang them in their windows to remember that although we are all apart - we are still connected. Have you made anything for your friends or family during lockdown?

I celebrated VE day with my neighbours - we all stood outside on the path and chatted from a distance. It was great to meet people I had never met before. Some people put bunting up and nearly everyone joined in. One good thing about the lockdown is that I think it has made people more friendly to those people who live around them.



Miss Gulliford inspired me to try to do some exercise - she has completed "Couch to 5K" which is an app that helps you become able to run/jog 5km without stopping. Running is not something I enjoy very much so at first I wasn't too keen! I'm only on week 3 and there are 9 weeks altogether, so I need lots of encouragement. I must try not to give up. When you see me, ask me how I am doing!

I know lots of you will have celebrated Eid recently. I hope you enjoyed the festivities, even though I expect it was a bit unusual as you could not be with lots of friends and family. My neighbours were celebrating and they left me a lovely plate of fruit and biscuits to spread the joy and celebrations with all of the people who live around them. It was so kind of them and I really appreciated the unexpected gift.

Looking forward to seeing you all again as soon as possible. Take care of yourselves. Miss Newton xx



Dear Kahlo class,

Hasn't the weather been amazing this half term? I hope you've all managed to get out and enjoy it a little. I have been cycling a lot. The other day I stopped under a tree for a rest and saw a woodpecker pecking away! I took a photo but he soon moved off so I didn't get a very good one – can you spot him in my photo?

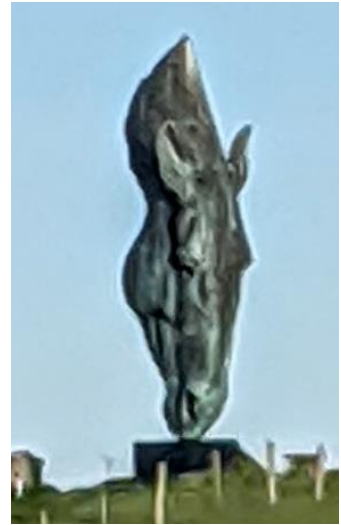
I also saw an amazing huge sculpture of a horse's head during a drive near my house – again, I took a photo but it's a bit blurry (don't worry, I wasn't driving!) There were real horses nearby too but they looked tiny! I wonder what they think of their giant neighbour?! There's a very similar sculpture by the same artist near Hyde Park in London. You may have seen it.

One thing about this slowing down of time has meant that I notice all sorts of new things – like my herbs and flowers growing so well in this lovely sun. A while ago, I sent you a picture of me planting the herbs and now they're beginning to outgrow the containers! We have been using them in lots of lovely new recipes we've been trying too. I miss you all like crazy – this term is my favourite but we just have to embrace what it has brought us in place of productions, leaver's assemblies and the like – and don't worry, you will all have other opportunities to do similar things in the future. I'm really looking forward to seeing some of you this week. Those of you staying at home, I send all my love and hope to see you soon too. Your parents have all made the right decision for you and you will all be together again soon 😊 From Miss Meggitt xxx

Welcome



Can you spot the noisy woodpecker?



'Horse of the South' by Nic Fiddian-Green. Look it up to see what inspired him

Did you guess what this is a microscopic, close-up of?



=

Close-up
of a
peacock
feather!



Can you guess what this is a microscopic, close-up picture of?



Thinking prompts:

Man-made or natural?

Edible or not?

Dead or alive?

Does the colour give a clue?

Animate or inanimate?

Every day item or unusual?

WHY? Remember to give reasons for your thoughts!

Welcome

Dear Riley Class,

I have been enjoying the sunshine this half term week – I hope you have been out and about and enjoyed it too! I explored and discovered different routes to follow to cycle to school – something I have never done before! I hope to cycle to school a couple of days each week as part of keeping fit. Ask me how I am getting on when you see me!

I have also been learning how to throw a miniature American football (miniature so that it doesn't go too far in our small garden!) It is a very different throw to the rugby one – you have to throw it overarm and not spin it through your hands across your body as we do in rugby! Have you tried any new skills?

I am really looking forward to seeing some of you in class this week and if you are at home I send all my love and best wishes – we will definitely be meeting up for a proper farewell sometime in the future. Keep being kind to your family and remember to read every day!

From Mrs Ross XXX



Answers to last week's jokes and riddles - check out the next slide for new ones this week!

What instrument can you hear but never see?
= **your voice!**

Why is the sun so bright? = **Because it pays attention in class and does its homework on time!**

What kinds of stones are never found in the ocean? = **Stones that are dry**

What has 4 legs in the morning, 2 legs in the afternoon, and 3 legs at night? = A person! As a baby you crawl (4 legs), as an adult you walk (2 legs), then when you are older you use a cane (3 legs)

A dad and his son were riding their bikes and crashed. Two ambulances came and took them to different hospitals. The man's son was in the operating room and the doctor said, "I can't operate on you. You're my son." How is that possible? = **The doctor was his mother.**

The Smith family is a very wealthy family that lives in a big, circular home. One morning, Mr. Smith woke up and saw a strawberry jam stain on his new carpet. He figured out that everyone who was there that morning had a jam sandwich. By reading the following excuses, figure out who spilled the jam. Billy Smith: "I was outside playing basketball." The Maid: "I was dusting the corners of the house." Chef: "I was starting to make lunch for later." Who is lying? = **the cleaner - there are no corners in a circular home.**

A house has four walls. All of the walls are facing south, and a bear is circling the house. What colour is the bear? = **white. It is a Polar Bear in the North Pole**

What is as light as a feather, but even the world's strongest man couldn't hold it for more than a minute? = **a breath**

This week's jokes and riddles - remember to try them out on your family!

I do not have wings, but I can fly. I don't have eyes, but I will cry! What am I?

I have keys but no locks. I have space but no room. You can enter but can't go outside. What am I?

Two fathers and two sons go on a fishing trip. They each catch a fish and bring it home. Why do they only bring three home?

What has a head but never weeps, has a bed but never sleeps, can run but never walks, and has a bank but no money?

A man leaves home and turns left three times, only to return home facing two men wearing masks. Who are those two men?



I don't have eyes, ears, nose and tongue, but I can see, smell, hear and taste everything. What am I?

A man was driving his truck. His lights were not on. The moon was not out. Up ahead, a woman was crossing the street. How did he see her?

I am a word. If you pronounce me rightly, it will be wrong. If you pronounce me wrong it is right? What word am I?

Dear Year 6,

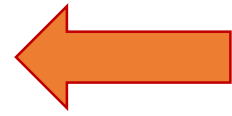
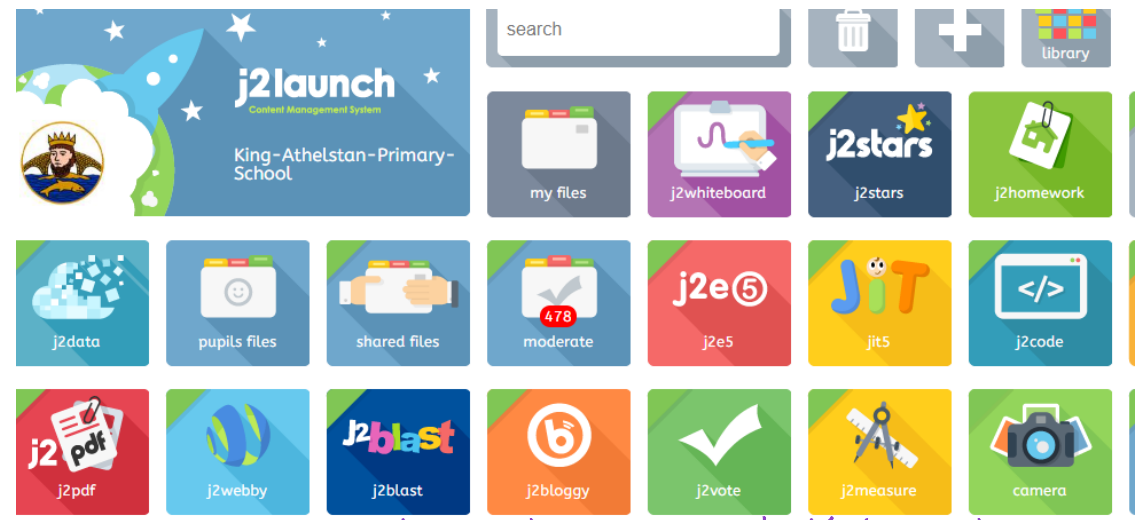
We are continuing to get some lovely pieces of work sent in! Check out the school website to see year 6 work by...

We also love to be able to write to you on J2e - some of you have written a summary of what you've been up to there for us to respond to, or recording work that has been set so we can see your results.

Well done to those of you who have had a go at the spelling and maths 'blasts' which was your 'homework' a couple of weeks ago. If you haven't yet, there's still time! It's a fun way to revise your skills and you can have as many turns as you like to see how much you can improve. 😊

Miss Meggitt and Mrs Ross 😊

Go to spell blast and scroll across to year 5/6 spellings and also click on ASTs blast KS2 to have a go at arithmetic skills:



Go to j2e launch page and click on homework

Audio Books For Free



Year 6: Every day, listen to a bit of 'Astrophysics for Young People in a Hurry' by Neil DeGrasse Tyson. Choose someone to discuss the facts with. If it's someone at home, they might want to listen to it with you and then talk about it. Or you might call a friend or family member you don't live with to discuss what you have learnt and ask more questions.

https://stories.audible.com/pdp/198259151X?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-8

Remember to keep using the links below to explore new texts and enjoy listening to books being read aloud

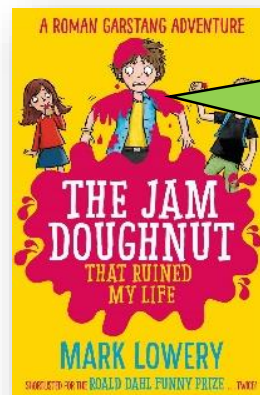
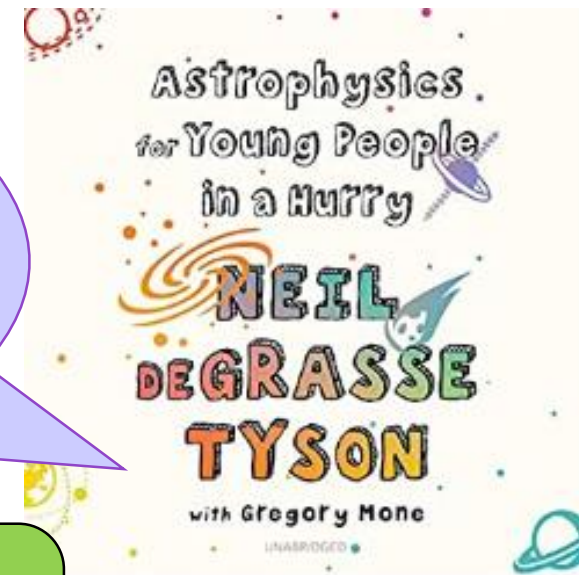
<https://stories.audible.com/start-listen>

<https://www.worldofdavidwalliams.com/elevenses/>

<https://www.allyoucanbooks.com/>

(You may need to open in Google Chrome.)

You'll reach 'Chapter One: The Greatest Story Ever Told' after about 6 minutes. And the very first fact given is MIND-BLOWING! See how many more amazing things you can learn about our Planet and the Solar System!



Don't forget to listen to our book: This week, Miss Meggitt will continue it to see what happens next! She loved it!

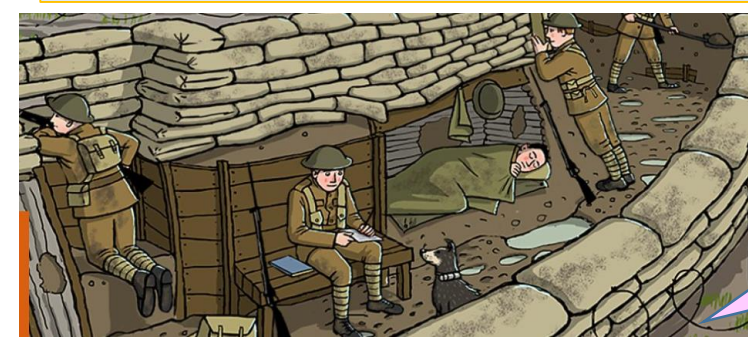
<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-1-6-20/>



Learn about Trench Warfare in WW1 and WW2 **Topic Activity**

The Research bit!

Go on this website for stories, facts and videos. There are links to more interesting things about the World Wars at the bottom too: <https://www.bbc.co.uk/bitesize/topics/zqhyb9q/articles/z8sssbk>



You can click on the images when you see this picture on the website to learn more

Men sleeping or writing letters home in their trench



The Tasks - you have free choice

Once you have really explored what life was like in the trenches, you may choose to do one of the following activities:

- Write about the day in the life of a soldier living in a trench during wartime (this could be in first person or 2nd person)
- Write a fact file about life in the trenches
- Design and annotate an educational poster about trenches (imagine it is to display in a classroom for children learning about wars)
- Make a PowerPoint lesson presentation to teach other about the trenches - imagine you are a teacher: What do you want people to learn from it?
- Make a video presentation about life in the trenches. This could even be in the style of a news report with you reporting live at the scene of a working trench during war - watch out for the bombs!

More inspiration...

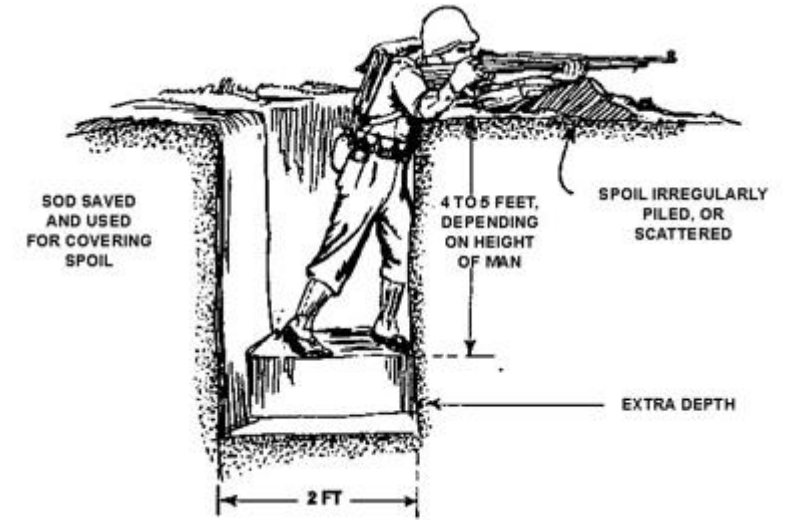
Lots more facts about Trench Warfare:

<https://www.historyforkids.net/trench-warfare.html>

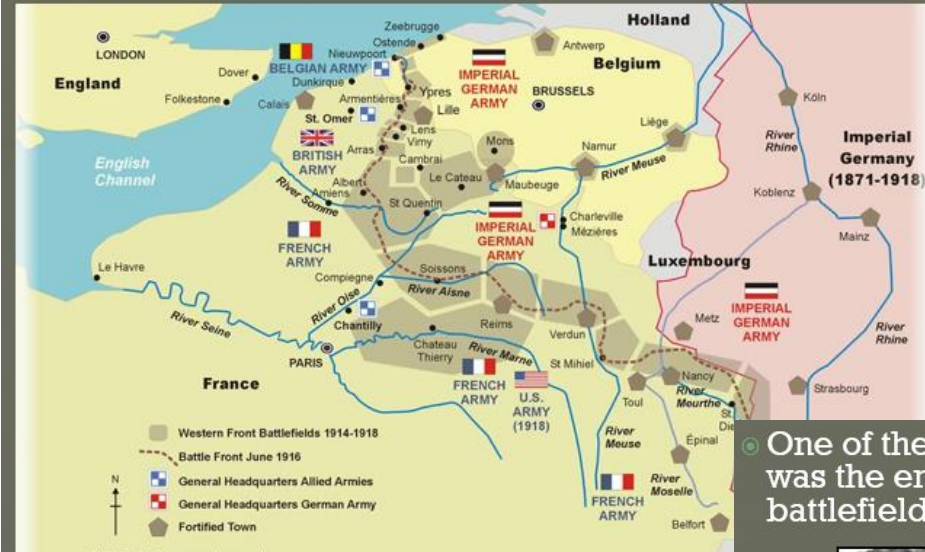
Why was trench warfare introduced in WW1?:

<https://www.bbc.co.uk/bitesize/clips/znr92hv>

Topic Activity slide 3



Where were the trenches?



Trenches were not built in straight lines. This made it harder to capture them or to send fire down them.



This is a recent aerial photo of the trenches – the holes are left by shells.

One of the worst problems for the soldiers was the endless rain that fell on the battlefields.





Which types of tree exist in our local environment?

This week we are going to use our knowledge of classification to observe leaves and based on the similarities and differences we observe we will classify them.

British trees

Many different types of trees can be found in Britain. Some are native, and some have been introduced by humans from other places in the world.

Conifer trees have thin, needle-like leaves. They are evergreens, meaning that they do not shed their leaves. They are gymnosperms, meaning that they reproduce via seeds but without producing flowers.



Conifer

Horse chestnut trees are also known as 'conker' trees. They produce large seeds protected by a spiny casing.

Oak trees produce seeds known as acorns. Acorns are a useful food source for wildlife. Oak wood is valuable because it is strong and attractive. It can be used to make a wide variety of products.



Acorns on oak tree

Science Activity

The Knowledge:



Sycamore trees produce seeds attached to thin, wing-like structures. This adaptation allows the seeds to be carried by the wind away from their parent tree, reducing resource competition.

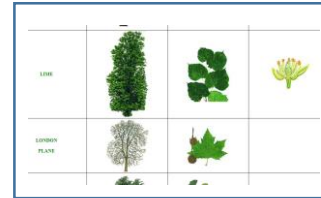


Sycamore seeds

Silver birch trees are named for their pale trunks. Their wood is good for furniture and firewood.

Beech trees have toothed leaves. Their wood makes good

Hazel trees are grown in order to harvest their seeds (hazelnuts) which are edible.



<http://www.shurdington.org/TreeChart.html>

<https://www.botanical-online.com/en/botany/leaves-types>

The Activity:

Choose an area in your local environment to study. This might be within your school grounds, a local park, or a neighbourhood walk. Use the identification key and tally chart to record which trees are present in your local environment. When you have finished, convert your tally into a frequency and record in the table. Use the frequency data to complete the bar chart. Use a suitable scale for your chart and use this to calibrate the vertical axis.

Classification of a leaf

According to the petiole



Petiolated (Stalked)

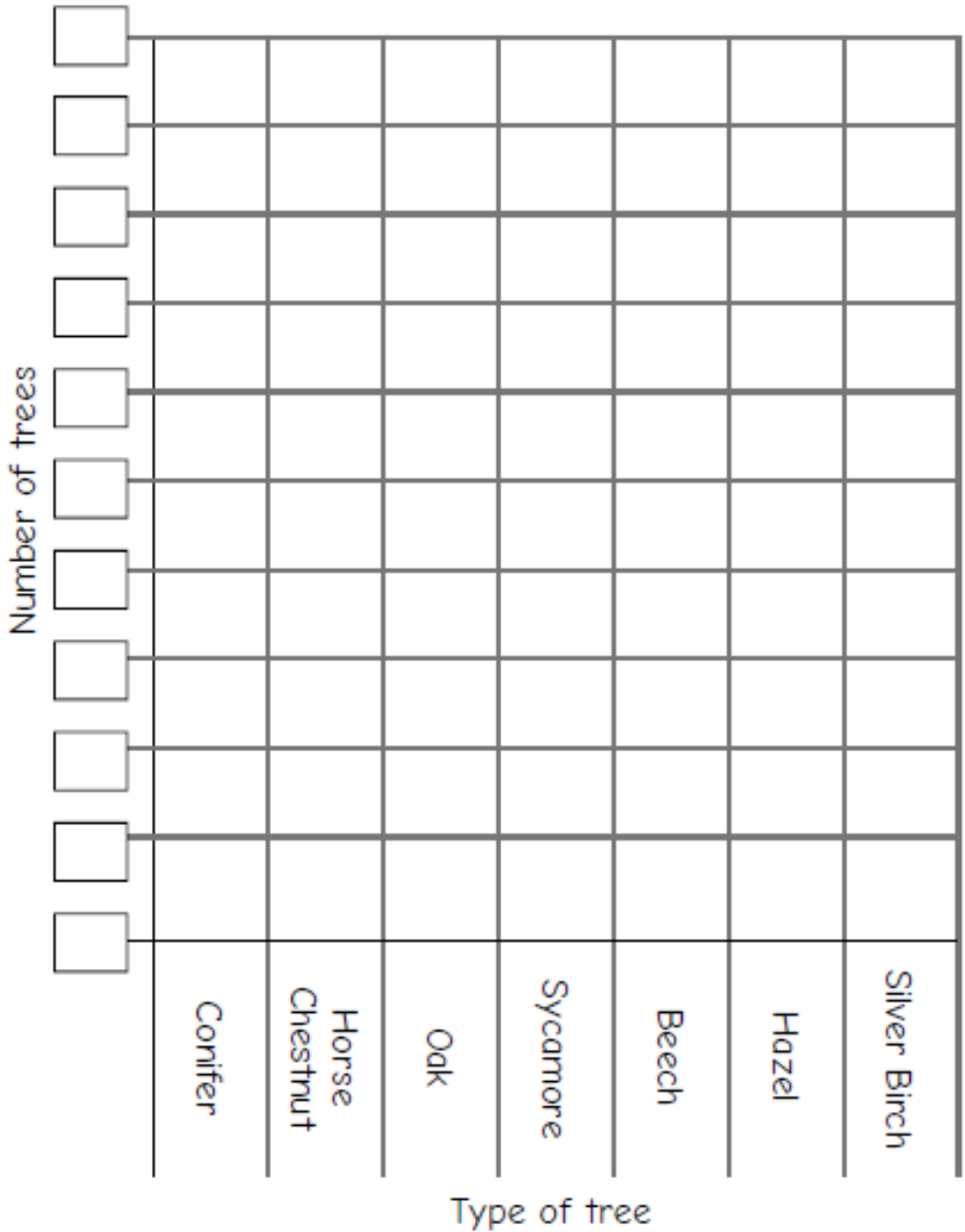
Science Activity

Which types of tree exist in our local environment?

Table showing the type and number of trees in our local environment

	Tally	Freq
Conifer		
Horse Chestnut		
Oak		
Sycamore		
Beech		
Hazel		
Silver Birch		
	Total	

Bar chart showing the type and number of trees in our local environment





Which types of tree exist in our local environment?

Science Activity



Identifying British trees using a key

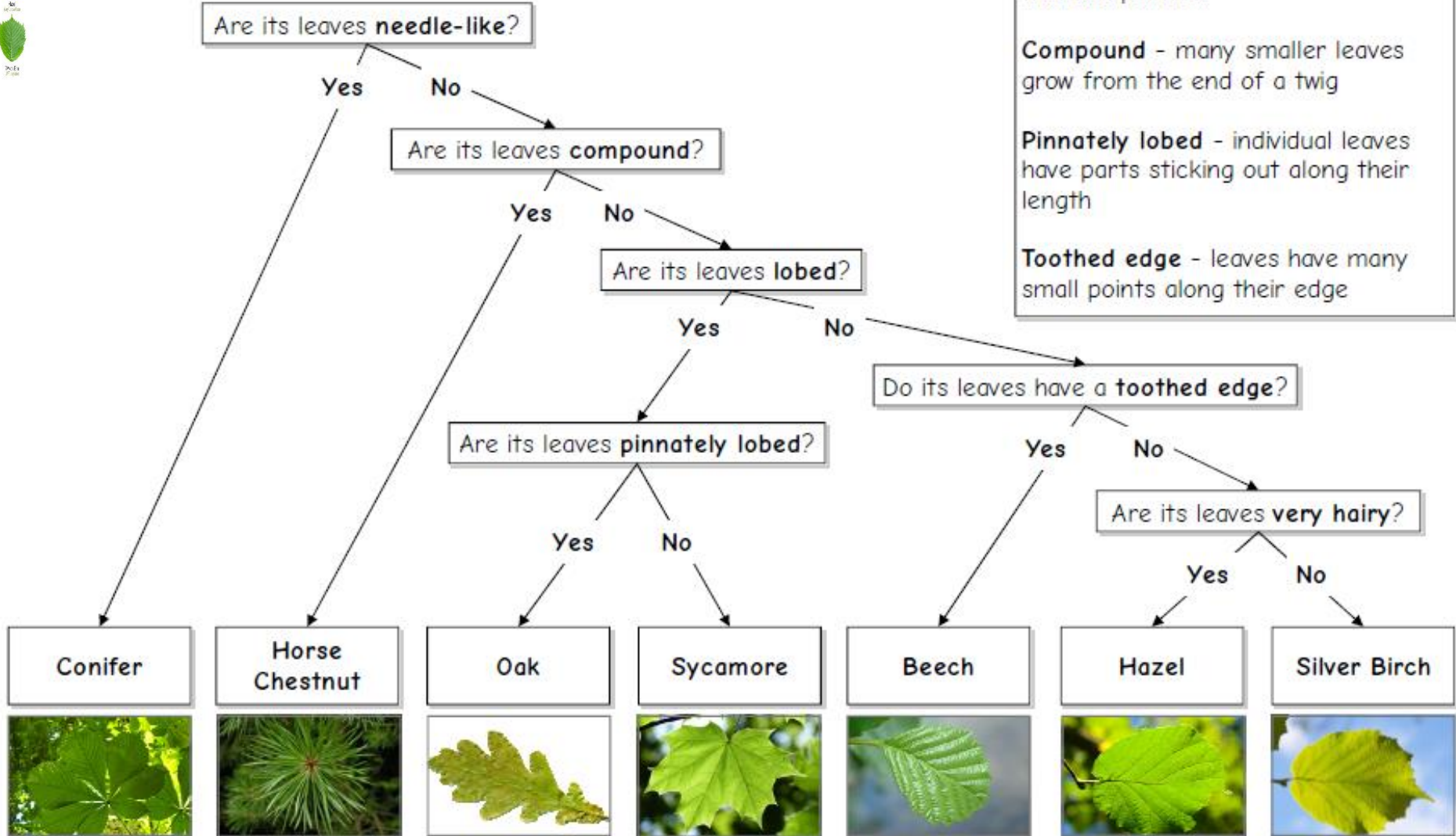
Glossary

Needle-like - leaves are extremely thin and pointed

Compound - many smaller leaves grow from the end of a twig

Pinnately lobed - individual leaves have parts sticking out along their length

Toothed edge - leaves have many small points along their edge

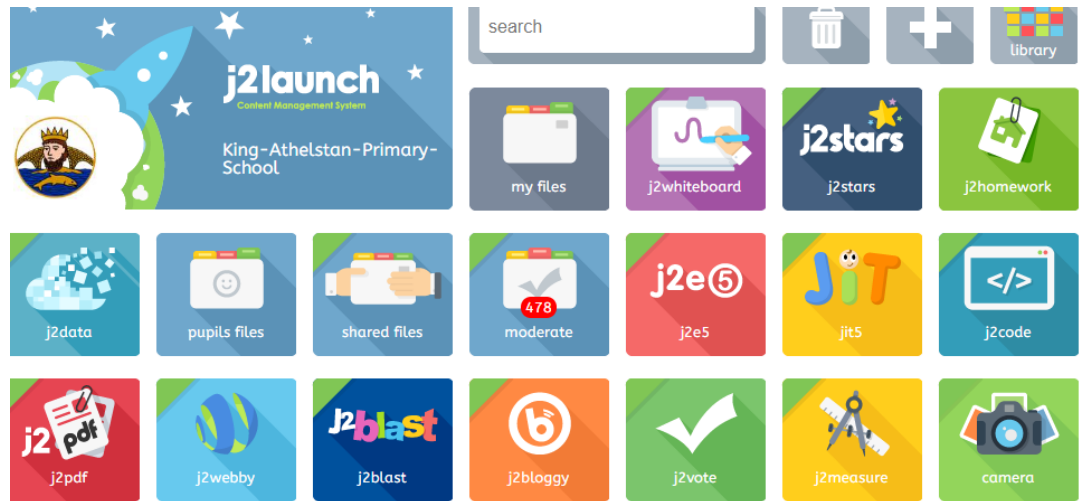


Computing Activity

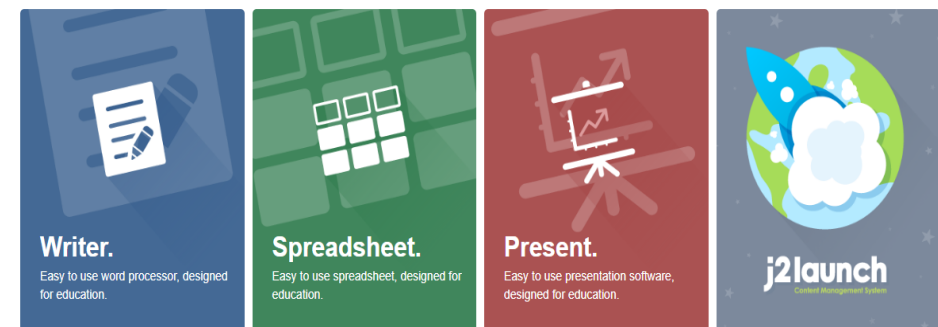


This week, we'd like you to save stuff on J2e computing activities, if you can, so that we can see some of the lovely work you're producing!

Go to the J2e launch page and click on J2office. There, you will find programmes to help you to make a powerpoint presentation and/or a word document. You may do your work on any subject that you are passionate about. Be creative and change the font and size of lettering - make your work stand out and look interesting!
You can also use these applications for your Topic activity this week.



2. Then click on J2office



1. First, go to the j2e launch page

3. Lastly, use the ppt or word application to create work



Year 6: Explore your emotions...

Create a feelings chart to track how many emotions you go through in one day - which is the most regular feeling? Did you manage to change a difficult feeling into a positive one? Which 'Zone' were you in? Do it for 5 days and see how your emotions change.

Remember, there are no right or wrong emotions, it's the way we manage our emotions that counts!



Feelings and Emotions

- happy
- sad
- upset
- angry
- cross
- grumpy
- worried
- scared
- afraid
- surprised
- shocked
- astonished
- sleepy
- tired
- embarrassed
- confused
- content
- hot
- cold
- overjoyed
- excited
- glad

Wellbeing Activity

CHART YOUR FEELINGS

Day: Saturday

Time of day	What am I feeling	What is happening	Reflect: can I manage this feeling? What can I do?
7.00am	Annoyed and grumpy	My little sister has just woken me up	No! I need to help myself move on. I can either try to go back to sleep or accept that my day has started. If I shout at my sister she will only get annoyed too.
9.00am	Content	Dad made me pancakes for breakfast	My dad has made me feel really cared for 😊
10.30am	Frustrated	Need to do some home learning - I want to paint but mum says I have to do maths!	If I talk to my mum we can work out a way of possibly doing maths and painting.

Wellbeing Activity



Dear Children,

At this time, it is so important that you feel safe. It is good to talk about how you are feeling and to share your worries (if you have any.)

If you are worried about something and feel you can not discuss it with your family, teachers, or another adult, please remember that you can phone

Childline : 08001111

It is a free call and you don't have to give your name, if you don't want to.

Childline will listen to you and help you.

Stay safe and well.



Allons-y!

Le basket



Le tennis



L'équitation



La natation



Le ski



Le football



La danse



La gymnastique



Le golf



Le judo



Le rugby



Le hockey



Le basket



Le tennis



L'équitation



La natation



Le ski



Le football



La danse



La gymnastique



Le golf



Fin!

L'équitation



Le tennis



Le basket



Le hockey



Le rugby



It's a race to the finish!
Remember to say the sport
you land on in your best
French accent.

J'adore
J'aime
Je n'aime pas
Je déteste



If you don't have a dice at
home, you could write 1-6 on
pieces of paper, scrunch them
up in a bowl then take one out
at random.

Roll a dice to see how many spaces you can move.
When you land on a space, give your opinion on the sport. Race to the
finish and see how many different sports you land on!
J'adore - I love, J'aime - I like, Je n'aime pas - I don't like, Je déteste - I
hate. E.g. Je n'aime pas le tennis.

Art Activity



Using pencil, have a go at sketching the shape of a WW2 soldiers helmet.

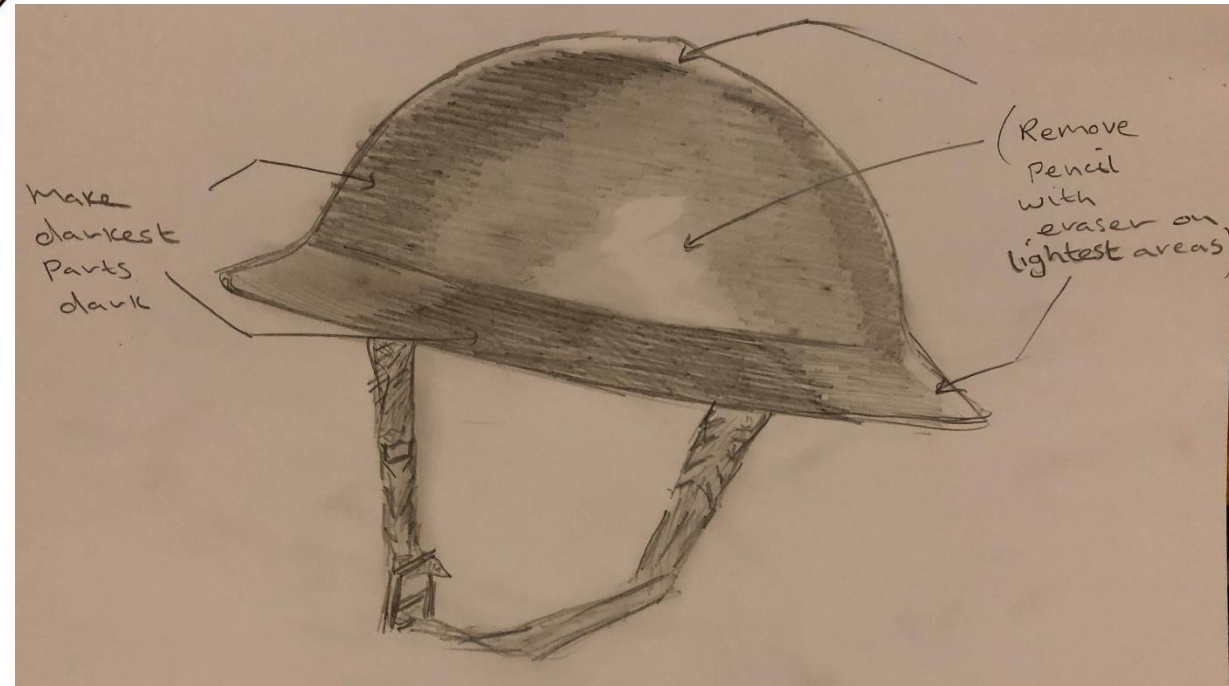
Use a full page and make the image nice and big.

Focus on the shape of the outlines but also notice where you can see lighter patches where light is reflected.



By leaving these spaces light, or by going over the light shape with an eraser (to take pencil off)... it helps to make the drawing look more realistic and 3d.

Add darker shading where you can see darker colour. You could try blending the pencil shades lightly with a clean finger tip.



enter
to
win

To celebrate Year of
Muybridge, the Young
People's Collective, in
collaboration with
Kingston Heritage
Service and IYAF,
invites anyone aged 5-
25 to **submit their
own artwork** to the
Muy-Art competition.

https://mcusercontent.com/4f9693900f570d3a4ca3b6e39/files/6ab2e1f7-2e0e-422f-aebe-48e230d8aa5c/Competition_Submission_Pack_1.pdf

Click here
to get
started

Competition time!



once upon a
robot



2020 writing competition

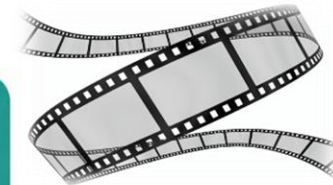
Ages 7 - 11 years

“Do you have the creativity to
write a great robot story?
We’re looking for exciting short
stories featuring robots for a
chance to win some fantastic
prizes.”

Click here

<https://www.ukras.org/school-robot-competition/write>

INTO FILM



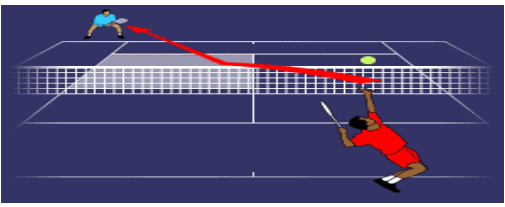
“We want children and young people
to **create a short film** and use
nature and their surroundings in an
engaging and creative way, to
capture the calmness and document
something they've noticed or
appreciated while spending more
time in their local area.”



<https://www.intofilm.org/competitions>



Click me



Tennis Skills - Serving

- This week we are going to work on the over-arm serve.
- Here are a few points to support you:-
 - feet stationery.
 - sideways stance.
 - contact point over the head.

Challenge

- Make up a court (size depends on the space you have).
- Have a competitive rally with a partner.
- Use a variety of forehand and backhand groundstrokes.
- Move the player around the court.

Physical Activity



Step Up Challenge

- How many times can you step up and down a step in 60 seconds?
- You must step up and down with one foot at a time.
- If you do not have a step use a stool.

Challenge

- Can you beat your sibling or parent/carer.
- Complete 5 sets.



Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!
Mr McLaughlin



The Cup Song

Music Activity



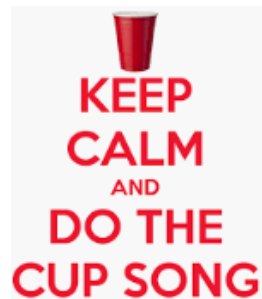
This week your challenge is to learn the 'Cup Song' which comes from the film 'Pitch Perfect'. In the film, the character sings a song called 'When I'm Gone' and uses a cup as a percussion instrument. A percussion instrument is something that you can shake, scrape, rattle or hit to make a sound.

The rhythm that she makes using the up is what you're going to have a go at doing. This might seem difficult at first but it won't be long before you are doing it without thinking!

You'll just need a cup and the tutorial video below to show you how to do this. If you want to see how the character performs it in the film then watch the second video. She makes it look easy and even managed to sing while doing it! You might be able to do it along with her when you get good at it. When you have done we would love to see some videos of you doing this yourself!

<https://www.youtube.com/watch?v=Y5kYLOb6i5I&feature=youtu.be&app=desktop> - Tutorial

<https://www.youtube.com/watch?v=Y5kYLOb6i5I&feature=youtu.be&app=desktop> - Anna Kendrick Video



Moving from Primary to Secondary School

This is such an exciting time! Next academic year, you're going to make new friends, learn new subjects and have loads of opportunities to try new clubs and activities! However, it can also be very daunting and **EVERYONE** has some worries about the change. Last year, we (year 6 teachers) wrote down some of the common worries that children in year 6 had when thinking about Secondary school. Here are some of them:

- "I'm going to miss my best friends as they are going to a different school."
- "What if the lessons get much harder?"
- "My new school is so big - what if I get lost?"
- "Will the older children be nice to me?"



Do you share any of these thoughts? What other ones can you add? I bet someone else is thinking of the same thing!

Last year, we had children in year 7 come to chat to year 6 and that really helped because they answered questions and reassured them. We will try to do something similar this year. In the meantime, we've included some links to go on with your parents to start talking about this very Important and exciting time in your lives. Enjoy some of the video clips and maybe have a go at some of the activities to get you organised and ready for September!

- <https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q>
- <https://youngminds.org.uk/resources/school-resources/?f2=10143#listing>
- <https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>



Our weekly reading comprehension questions might inspire you to look up the books they're based on - perhaps you can find some of them online?

If you are in school this week we will be doing this in class!

Reading Activity



'The Boy at the Back of the Class' by Onjali Q Rauf

There used to be an empty chair at the back of my class, but now a new boy called Ahmet is sitting in it. He's nine years old (just like me), but he's very strange. He never talks and never smiles and doesn't like sweets - not even lemon sherbets, which are my favourite!

But then I learned the truth: Ahmet really isn't very strange at all. He's a refugee who's run away from War. A real one. With bombs and fires and bullies and hurt people. And the more I find out about him, the more I want to help. That's where my best friends Josie, Michael and Tom come in. Because you see, together we've come up with a plan.

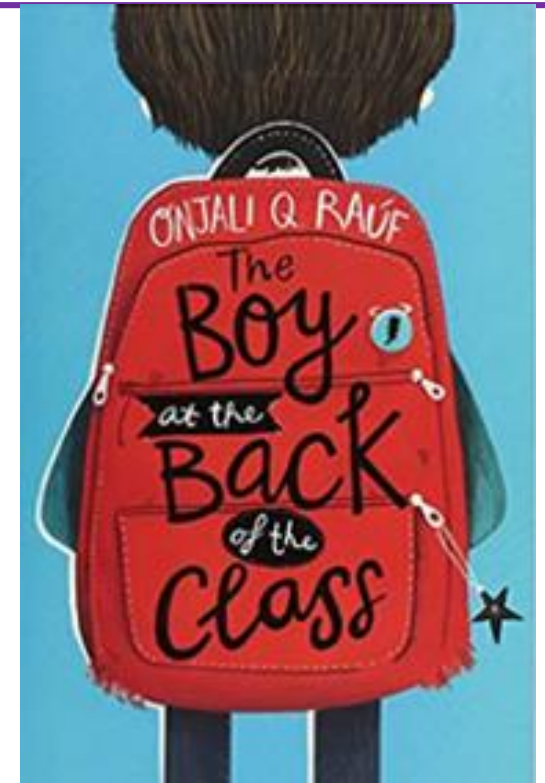
1.) Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.

2.) Read the blurb. Clarify what a refugee is.

3.) What impressions do you get of the character Ahmet from the blurb?

4.) What do you think the plan could be that they have come up with?

5.) If you saw this book in a library or bookshop, and read the blurb, would you want to borrow or buy it to read? Why/ Why not?



Chapter one: 11 years, 2 months and 21 days

There used to be an empty chair at the back of my classroom. It wasn't a special chair. It was just empty because there was no one sitting in it. But then, one day just three weeks after school started, the most exciting thing that could ever happen to anyone, happened to me and my three best friends. And it all began with that chair.

Usually, the best thing about starting a brand-new term is that you get extra pocket money to buy new stationery with. Every year, on the last Sunday of the summer holidays, my mum takes me on an Extra-Special Adventure to hunt down my stationery set for the new school year. Sometimes I get so excited that my feet feel jumpy inside and I don't know which shop I want to go into first. There aren't many nice stationery shops where I live - they only ever have boring dinosaur sets for boys or princess sets for girls. So Mum takes me on the bus and train into the city where there are whole streets of shops - even huge department stores that look like tall blocks of flats from the outside.

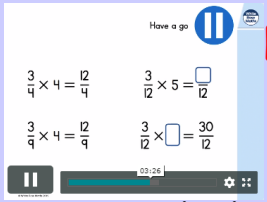
Thinking point: What is your opinion on the stationery on offer for boys and girls in the narrator's local shops?

Answer these questions on the extract from Chapter One:

- 1.) What do you think the most exciting thing that could ever happen was?
- 2.) Why would the narrator get extra pocket money at the start of a brand new term?
- 3.) What impression do you get of the character who is telling the story?

Grammar focus:

- 1.) Why has the author used a dash in the final part of the extract?
- 2.) Find and copy a subordinate conjunction in the text.
- 3.) Find an adverb in the text.



Daily Maths Video Lesson and Activity sheet

Try one every day!

If you are in school this week we will be doing this in class!

Maths Activity

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There are 4 lessons on multiplying and dividing fractions and a challenge day. Try one every day.

The **videos** are available on:

<https://whiterosemaths.com/homelearning/year-6/>

Select : Summer Term Week 4 (w/c 11th May)

Summer Term - Week 4 (w/c 11th May) +

The **worksheets** are now available on the KAPS website :

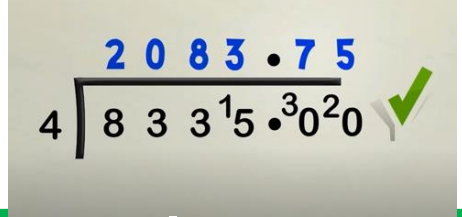
<http://www.kingathelstan.kingston.sch.uk/covid-19-maths/>

Division Practice looking at remainders

Look at the examples and answer the questions on the following slides. If you are anxious, try questions 1-8. If you're feeling confident, try questions 1-11. If you're raring to go, try the challenge question too!

Tip : watch this video

https://www.youtube.com/watch?v=g_mNie3s4hcl

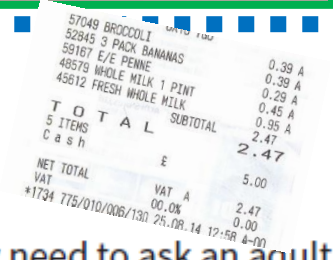


Your challenge:

- Can you estimate the total cost of the food bill?

How to play:

1. Find an old receipt for some shopping (you may need to ask an adult for this). Don't look at the total!
2. Round each price to the nearest whole pound and find an estimated total. For example, if something costs £1.48 you'd round it to £1 and if something costs £1.76 you'd round it to £2.



My estimated (rounded) total for the shop was £ _____

The actual cost (before any coupons etc) was £ _____

The actual cost was £ _____ higher/lower than my rounded estimate.

Beat the Nation SATs revision - Watch this video and look at the answers that 1000's of children gave to SATS questions - where did they go wrong and how would you help them?!



https://youtu.be/8-xYlc_o3_Q



Complete the following division questions:

1						
4	1)	1	3	9	4

2						
6	3)	1	3	2	3

Maths Activity



Complete the following divisions and write a **whole** number remainder:

3					
2	4)	4	0	3

4						
5	2)	1	2	1	6

Complete the divisions and express the remainder as a **decimal** remainder:

5					
3	2	)	4	5	6

6					
4	8	)	8	0	4

7 Margo stacks 420 bricks into piles containing 15 bricks each.
How many piles does she make?

8 Carlos buys 34 pairs of trainers for £986. How much did each pair cost?

9 A group of 58 people spent £1972 on tickets for a music festival. How much does one ticket cost?

10 A courier delivers a class set of 29 books weighing 2407 kg to a local school. How much does each book weigh?

11 A charity raises £3852 from doing a sponsored run. Each runner paid £18 to enter. How many runners entered the race?

Example 1

Judith cuts 5.1 metres of cotton into 24 equal lengths.

- How long is each length in cm?
- How much cotton is left over?

Answers

$$5.1 \text{ m} \div 24$$

Multiples of 24: 24, 48, 72, 96, 120 and so on.

		2	1	r6	
2	4)	5	1	30

- Each length is **21 cm** long.
- The remainder means **6 cm left over**.

Example 2

Work out $\text{£}871 \div 37$ giving your answer to the nearest pence (2dp).

Answer

		2	3	•5	4	0					
3	7)	8	7	13	1	•20	0	15	0	20

$$871 \div 37$$

Multiples of 37 : 37, 74, 111, 148, 185, 222 and so on.

To find a decimal remainder, insert a decimal point and carry any remainder onto a zero (as shown above).

$$\text{So } \text{£}871 \div 37 = \text{£}23.54$$

Challenge Questions:

Birthday cards cost 79p each. Freddy has £5. He buys as many cards as he can. Work out the amount of change Freddy should get from £5.

Give your answer in pence.

600 pupils in a secondary school are travelling to their annual sports day. They take buses that carry 53 people when full.

How many buses are needed?

How many spare seats will there be?

Complete the following division questions:

Maths Answers

1				3	4
4	1	)	1	13	139 164

2					1
6	3	)	1	13	132 63

8				2	9
3	4	)	9	98	306

£986 ÷ 34 =
29 trainers

Complete the following divisions and write a whole number remainder:

3			1	6	r19
2	4	)	4	40	163

4				2	3	r20
5	2	)	1	12	121	176

9				3	4
5	8	)	1	19	197 232

£1972 ÷ 58
Each ticket cost **£34**

Complete the divisions and express the remainder as a decimal remainder:

5			1	4	•	2	5
3	2	)	4	45	136 • 80	160	0

10				8	3
2	9	)	2	24	240 87

2407 kg ÷ 29
Each parcel
weighs **83 kg**

11				1	0	8
3	6	)	3	38	28	288

3888 ÷ 36
Altogether
108 packs

6			1	6	•	7	5
4	8	)	8	80	324 • 360	240	0

Challenge Questions:

				6	r26
7	9	)	5	50	500

Freddy buys
6 cards with
26p change

				1	1	r12
5	3)	6	60	70	

**12 buses are
needed with
41 spare seats
(53 - 12 = 41)**

7			2	8	
1	5)	4	47	120

420 ÷ 15 = **28 piles**

Write 15 out of 24 as a fraction in its simplest form.

A

$$\frac{15}{24}$$

B

$$\frac{3}{8}$$

C

$$\frac{7.5}{12}$$

D

$$\frac{5}{8}$$

What is the lowest common multiple of 8 and 4?

A

32

B

4

C

8

D

16

Simon spends $\frac{2}{5}$ of his wage on bills.

Simon has £600 left.

How much money was Simon's wage this month?

Which of the calculations is a possible first step in solving the problem?

A

$$600 \div 3$$

B

$$600 \div 5$$

C

$$600 \div 2$$

D

$$600 \times 2$$

Questions

1. Can you get each question right?
2. Which do you think is the worst answered question?
3. What do you think is the most popular choice of wrong answer for each question?
4. Can you explain why other students might choose these wrong answers?
5. How would you help them?

**Beat the Nation
SATs revision-
Slide 2**

Write 15 out of 24 as a fraction in its simplest form.

- A
 $\frac{15}{24}$
- B
 $\frac{3}{8}$
- C
 $\frac{7.5}{12}$
- D
 $\frac{5}{8}$

A	B	C	D
13%	17%	8%	62%

D

Why is this answer right?

$$\frac{15}{24} \div 3 = \frac{5}{8}$$

No other fraction has common factors with both 15 and 24. Remember you cannot have a decimal in a fraction so C is definitely not correct.

What is the lowest common multiple of 8 and 4?

- A
32
- B
4
- C
8
- D
16

A	B	C	D
4%	18%	62%	16%

C

Why is this answer right?

This question is testing to see if you know what common multiples are, and that they can easily be found if you know your times tables. By comparing the 4 and 8 times table - it is obvious that 8 is the lowest number in both tables - the lowest common multiple.

- 4: 4 8 12 16
8: 8 16 24

Beat the Nation
SATs revision-
Slide 3

Simon spends $\frac{2}{5}$ of his wage on bills.

Simon has £600 left.

How much money was Simon's wage this month?

Which of the calculations is a possible first step in solving the problem?

A

B

C

D

$600 \div 3$

$600 \div 5$

$600 \div 2$

600×2

A	B	C	D
43%	27%	17%	14%

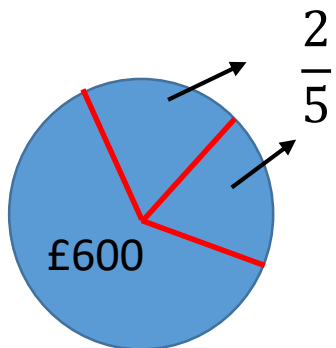
A

Why is this answer right?

This question is testing to see if you have read all the information.

If he spends $\frac{2}{5}$ and has £ 600

left, then : $\frac{3}{5} = \text{£}600$



Steps to solving the problem :

Find the value of $\frac{1}{5}$ Then multiply that by 5 to find the whole amount.

The question asks you to find the **FIRST** step, which is finding the value of $\frac{1}{5}$

$$\frac{3}{5} = \text{£}600$$

$$\frac{1}{5} = \text{£}600 \div 3$$

Task: Tough Mudder Instructions

If you are in school this week we will be doing this in class!

Writing activity



Introduction to the task:

It's a difficult and exhausting job being in the Army - especially during wartime, as you will see in the Trench Warfare activity for your Topic task this week. Thankfully, nowadays, it is a choice whether or not to join the army; but it is still a gruelling experience and you have to be very fit! Check out this video of an army assault course: [Army assault course](https://www.youtube.com/watch?v=OjVpFlvW8P4)

<https://www.youtube.com/watch?v=OjVpFlvW8P4>

Think about what instructions you would give to someone completing the course. What sort of things do you need to think about? Listen to what the men are telling the people on the assault course and think about how you would give even clearer instructions to help them to complete it successfully.

Make a word bank to include:

- **Precise verbs** (e.g. pull, drag, climb, crawl...)
- **Imperative verbs** (e.g. must, should...)
- **Precise adjectives** (e.g. slippery, steep, high, challenging...)
- **Adverbs** (e.g. tightly, firmly, gradually...)
- **Time conjunctions** (e.g. first, next...)

Check out this introduction to instructions on completing an assault course. Do you remember using rhetorical questions before? This will help you with your writing on completing the Tough Mudder course on the next page!

How To Complete The 'Territorial Army Assault Course'

Have you ever wondered what it would be like to be in the army? Does adventure get your adrenaline pumping? Are you happiest when you are at one with nature? If this sounds like you...then get ready for the rollercoaster of your life! The 'Territorial Army' have set up a state-of-the-art assault course for budding soldiers and thrill seekers. Read these step-by-step instructions and you will be ready to set off on your quest for fitness and fun!

You will need: a pair of heavy-duty black boots, a camouflage uniform (you can purchase this from the gift shop), a brown belt, a named dog tag, a durable rucksack, a safety helmet and a water bottle.

Tough Mudder Instructions picture inspiration

Writing activity page 3



Maybe you could make your own (safer and smaller) assault course?

What would you name each obstacle?

What vocabulary and tips would you write for each or these obstacles?



I think he's getting little electric shocks...do people really think this is fun?

