


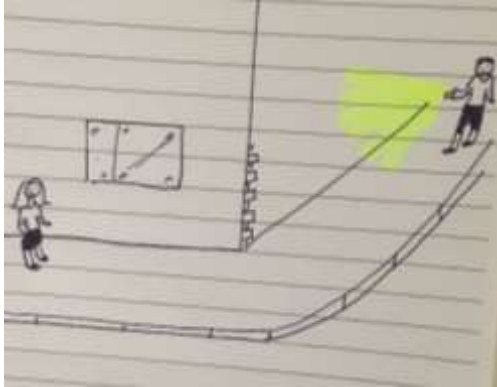

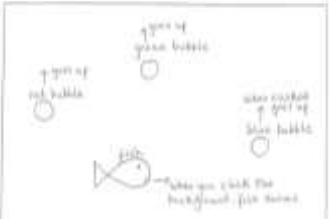


# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 wb 2 <sup>nd</sup> Nov	Monday 2 <sup>nd</sup> November	Tuesday 3 <sup>rd</sup> November	Wednesday 4 <sup>th</sup> November	Thursday 5 <sup>th</sup> November	Friday 6 <sup>th</sup> November
Vocab Ninja	<p>A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format <a href="#">here</a>.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
English	<p><u>WALT: read from a wide range of fiction</u></p> <p>Read the story 'Kidnapped' (see below).</p> <p>Using bullet points or perhaps talking to a grown up at home, can you retell the story?</p> <p>Work to create your very own Story map to retell the story. Think about being minimalistic with your words and using pictures to help you remember.</p> <p>Could you add adverbials of time to show time moving through the story?</p>	<p><u>WALT: be able to perform our own compositions</u></p> <p>Retell the story of 'Kidnapped' from yesterday. In class, children will work in pairs and label themselves 1 and 2. 1 will begin telling the story then at points 1 will clap and 2 will take over, then back to 1 and so on. Home learners, could you retell the story to a grown-up?</p> <p>In class we will be working in groups to act out the story. Could you share the story with your grown-up and ask them to help you with the drama at home?</p>	<p><u>WALT: describe setting, character and atmosphere</u></p> <p>Retell the story.</p> <p>Create a MISSING poster with all the information you know about Cindy Breakwell.</p> <p>Think about what might need to be included:</p> <ul style="list-style-type: none"> <li>- Name</li> <li>- Picture</li> <li>- Detailed description of what they look like</li> <li>- Last seen place and time</li> <li>- Reward?</li> </ul>	<p><u>WALT: answer comprehension based questions about a text.</u></p> <p>Read the text of Bonfire Night (see below) and complete the questions that follow.</p> <p>Answers can also be found below for self-marking.</p>	<p><u>WALT: be able to use a wide range of devices to build cohesion.</u></p> <p><b>BIG WRITE</b></p> <p>Using your knowledge of the story, can you rewrite it? Stick to the main storyline, but use your own writing devices to build in character descriptions, setting as well as managing to build suspense and atmosphere.</p>

Maths	White Rose maths have PowerPoints, which are available for parents and children on their home learning part of their website, which can be accessed <a href="#">here</a> . You can follow along with these each day, as they will match up to our WALTs for the week. We will be looking at PowerPoints under the <b>WEEK 7</b> tab on White Rose. (Monday's lesson on common factors will be the last lesson from <b>WEEK 6</b> )				
	<p><u>WALT: use common factors</u></p> <p>Watch the video that can be found <a href="#">here</a>.</p> <p>Answer questions that can be found below.</p>	<p><u>WALT: use common multiples</u></p> <p>Watch the video that can be found <a href="#">here</a>.</p> <p>Answer questions that can be found below.</p>	<p><u>WALT: know and use prime numbers to 100</u></p> <p>Watch the video that can be found <a href="#">here</a>.</p> <p>Answer questions that can be found below.</p>	<p><u>WALT: know and use squared and cubed numbers</u></p> <p>Watch the video that can be found <a href="#">here</a>.</p> <p>Answer questions that can be found below.</p>	<p><u>WALT: use BIDMAS to solve calculations</u></p> <p>Watch the video that can be found <a href="#">here</a>.</p> <p>Answer questions that can be found below.</p>
Topic AM	<p><u>Ukulele practice</u> <u>WALT: learn and play ukulele chords</u></p> <p>Recap the chords learned last term. Play one run through of <a href="#">You're Welcome</a>.</p> <p>New song for the upcoming weeks to learn on ukulele:</p> <p>Banana boat song – <a href="#">ukulele chords, music</a>.</p>	<p><u>RE</u> <u>WALT: understand that peace is valued but it is not always easy to build.</u></p> <p>Think back to last term and how we made peace trees and designed our own charities and logos to bring peace.</p> <p>Today we are going to look at some famous songs and hymns, which are written about finding and giving peace.</p> <p>Look at the lyrics of each – where can you find evidence of peace? (see below)</p>	<p><u>History</u> <u>WALT: understand the role of women in WWII</u></p>  <p>See below – offer of employment letters and job description sheet.</p>	<p><u>Big Life Journal</u> <u>WALT: be persistent</u></p> <p>Think about why it is important in life to be persistent. Can you think of a time in your life when you had to be persistent?</p> <p><u>TASK:</u> Have a look at the 'Be Persistent' pages below and complete.</p>	<p><u>UK Parliament Week</u> <u>WALT: understand the role of the UK parliament</u></p> <p>Find out about UK parliament week <a href="#">here</a>. Find out about what the parliament does <a href="#">here</a>. <u>TASK:</u> Have a look at some of the colouring pages <a href="#">here</a> – there is some interesting information included too.</p>

<p>Topic PM</p>	<p>Science – Introduction to light <u>WALT: understand how light travels</u></p> <p>Think about why it is important to learn about light – imagine a world without man-made light. Look <a href="#">here</a> to see how we rely on light globally.</p> <p>Tim and Madeleine both walk along on different sides of this corner at night. Tim shines a torch. Can Madeleine see the light?</p>   <p>Which child is correct? Look <a href="#">here</a> to find out why this is.</p>	<p>PE with Mr Castle <u>WALT: pass the ball without moving from the spot</u></p> <p>Split into small groups in small areas and pass the ball to each other without moving once you have caught the ball. (explain and demonstrate the 'pivot')</p> <p>Catch the ball with fingers up or down, do not point fingers at the ball to avoid injuring fingers, keep your eyes on the ball.</p>	<p>ICT <u>WALT: understand basic principles of coding</u></p> <p>You will attempt some coding today to be able to create this design:</p>  <p><u>TASK:</u> Log into purple mash and find 'free code gorilla' in your 2Dos.</p> <p>Once in this app you can enter design mode (top right hand corner).</p> <p>See if you can:</p> <ul style="list-style-type: none"> <li>- Insert a character</li> <li>- Change the background</li> <li>- Change the character to a green bubble</li> <li>- Insert the other items and change their names</li> <li>- Exit design mode</li> </ul> <p>Return to code view and each of the objects now appear on the left of the screen and you can choose actions for them.</p> <p>Choose an action for each of the objects, and then choose an event block. Test it out – does it do what you have asked?</p>	<p>French <u>WALT: ask and answer questions in the context of a shopping conversation</u></p> <p><u>TASK:</u> use the price list and conversation prompt (see below) to say and write a conversation in French, in role as a shopper and a shop assistant.</p>	<p>PE <u>WALT: pass the ball without moving from the spot</u></p> <p>We will be practicing the techniques learned with Mr Castle on Tuesday and applying these to a match.</p>
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<p>In class, we'll be conducting an experiment like the one seen in the video clip. Children can make their own model by:</p> <ol style="list-style-type: none"><li>1. For each index card, use a ruler to draw lines connecting opposite corners of the card.</li><li>2. At the intersection of the two lines, use a hole puncher to punch a hole in the centre of the index cards.</li><li>3. For each card, use a small piece of Plasticine and place the card in this to create a "stand" for the card. Place the cards so that they stand vertically and at an equal distance from each other.</li><li>4. Place the torch at one end of the row of index cards and turn off the light in the room.</li><li>5. Arrange the index cards so that light can be seen through all the holes.</li></ol> <p><b><u>TASK:</u></b> Draw the model that you made and add scientific labels. Write a paragraph to explain the path that the light takes and why.</p>		<p>In your 2Dos there is a rocket launcher, a dance and a football themed game that you can create. Have a go at writing some of the code.</p>		
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## Kidnapped!

Somebody was coming up the stairs! We ducked down behind an old crate and waited. I could feel my heart thumping like crazy and my throat felt tight and dry with the dust.... and with fear. What if we were caught? The strange girl glanced at me in the semi-gloom and grinned. I thought she was trying to be reassuring.

The door opened and we could hear someone coming in. There was a pause and then a torch flickered on. Its beam pierced the darkness, seeking us out, nosing into all the dark corners. I held my breath and tried to make myself as small as possible. After a few moments, the light switched off. Whoever it was stood quite still. We could hear breathing. Then the door shut and the footsteps went back down the stairs. I let out a sigh of relief.

As we clambered out of the window and slithered down the wet roof, I was trying to remember how I had got into such a mess.

It had only been half an hour ago, when Mum had sent me down to the chippie with a tenner and strict orders for no vinegar on her chips. When I reached the McDonald's roundabout, I couldn't help looking at the old house. It was ready for demolition, which was a shame because we had used the windows as target practice! It was then that I'd seen it. A light at the window. Then a face, mouthing something. I stood there staring. It was a girl mouthing a word. And the word was HELP!

That's how it happened. I'd found a way in round the back through a broken window. Half a minute later and I'd found her, trapped prisoner in an upstairs room. She'd only just finished telling me that she was the American ambassador's daughter Cindy Breakwell and about the ransom money, when they had returned to move her to a safe house.

So there we were, balancing on the wall as if we were walking the plank. Five minutes later and we were back at Mum's. 'So, where's the fish and chips?' she asked, eyeing Cindy suspiciously.

Half an hour later, Cindy's Dad arrived in an embassy car. That was the talk of St Petroc's estate for weeks. That night it wasn't just fish and chips. He took us all out for a big meal and the next day there I was. In the papers. A hero.



## Bonfire Night

Bonfire Night commemorates the failed attempt to kill the King of England and the important people of England as they gathered for the State Opening of Parliament on 5<sup>th</sup> November 1605. Bonfires were lit that first night in a joyful celebration of the King being saved but as the years went by, the burning of effigies (straw dummies) representing Guy Fawkes, who was one of the men involved in the plan, became a reminder that traitors would never successfully overthrow a king. Nowadays, many people still enjoy celebrating this evening by attending large firework displays.

### The Gunpowder Plot

After Queen Elizabeth I died in 1603, the English Catholics were led to believe that although her successor, James I, was a Protestant, he would be more tolerant of the Catholic faith especially as he had a Catholic mother. However, he was no more accepting of Catholic people than the previous monarch which led some people to wish he was off the throne to allow a Catholic to rule the country.



A group of five Catholic men met to discuss what could be done and their leader, Robert Catesby, was keen to take violent action; their plan was to blow up the Houses of Parliament, killing many important people who they did not agree with. This was an act of terrorism, which is a deliberate attempt to kill or injure many innocent people for religious or political gain.

The conspirators planned to kill the King, the heir to the throne and all of the Members of Parliament who were making life difficult for the Catholic people. They recruited a further eight men to help with the plot but as it took form, some of the group realised that many innocent people would be killed as well because many people who were supportive of the Catholics would also be in the Houses of Parliament that day. This led some of the conspirators to begin to have doubts about the whole plot.

## Bonfire Night

One of the Members of Parliament, Lord Monteagle, received an anonymous letter warning him not to go to the Houses of Parliament on 5<sup>th</sup> November; he showed the letter to the King, who believed that the phrase describing 'a terrible blow to parliament' hinted at the use of 'fire and gunpowder' and immediately ordered his soldiers to search the entire building. Upon entering the cellars, they discovered a suspicious man dressed in a cloak and hat, wearing boots and spurs, carrying a lantern; a search of this person revealed a pocket watch, several slow matches (the slow-burning cord or twine fuse used to ignite gunpowder) and touchwood (readily flammable wood used as tinder). Further searching of the cellar disclosed 36 barrels of gunpowder hidden under piles of faggots (bundles of sticks bound together as fuel) and coal. The man was arrested and taken to the King early on the morning of 5<sup>th</sup> November.

The soldiers had found Guy Fawkes, who hated the Protestant King. He was born in York but moved to Spain where he fought against other countries and became highly skilled 'in matters of war' and changed his name to the Italian version, Guido. When asked, he joined the plotters, who were interested in his knowledge of war and gunpowder, with no hesitation and met with them for 18 months, planning what they were going to do. Guy Fawkes obtained 20 barrels of gunpowder then a further 16, which they stored in the cellars of the House of Lords (part of the Houses of Parliament). His job was to look after the gunpowder and light the fuse at the chosen time, hence why he was waiting in the cellars.

Following the arrest of Guy Fawkes, the rest of the gang fled and hid in different parts of the country. Guy Fawkes refused to say who he was or give any of the names of anyone else involved; it took two days before Guy Fawkes finally confessed and gave the names of everyone involved. He was found guilty of high treason, which is the crime of betraying your country by attempting to kill or overthrow the country's king, queen or government, and was sentenced to a traitor's death along with the eight surviving plotters.



### The Plotter's Legacy

Each year, on 5<sup>th</sup> November, the foiled gunpowder plot is remembered through the lighting of bonfires and fireworks, which are made using gunpowder.

Every year before the State Opening of the Houses of Parliament, which now usually happens in the summer, the tradition of checking the cellars of the building continues.



### BONFIRE NIGHT – QUESTIONS

1. Bonfire Night **commemorates** the failed attempt to kill the king of England. What does commemorates mean?  
**Choose two.**
  - Remembers
  - Forgets
  - Celebrates
  - Commiserates
2. What was found on Guy Fawkes person? **Choose one.**
  - A pocket watch
  - Slow matches
  - Touchwood
  - All of the above
3. Following the arrest of Guy Fawkes, the rest of the gang fled. What does fled mean?
4. Fill in the missing words in the following sentence.  
A group of five \_\_\_\_\_ men met to discuss what could be done and their leader, \_\_\_\_\_, was keen to take violent action with his plan being to blow up the \_\_\_\_\_.
5. Find a copy a word from the text, which shows that some of the plotters became uncertain of the plan.
6. Why did the catholic people originally think that James I would be more tolerant of them?
7. Summarise what you have read in paragraph 5 in 40 words or less.
8. Why were the plotters found guilty of high treason?
9. Why are fireworks lit on 5<sup>th</sup> November?
10. How would things be different today if the plot had succeeded? **Give evidence to support your answer.**

## ANSWERS

1. Bonfire Night **commemorates** the failed attempt to kill the King of England...What does **commemorates** mean? Tick **two**.

- remembers**  
 forgets  
 **celebrates**  
 commiserates

2. What was found on Guy Fawkes person? Tick **one**.

- a pocket watch  
 slow matches  
 touchwood  
 **all of the above**

3. Following the arrest of Guy Fawkes, the rest of the gang **fled**... What does **fled** mean?  
**ran away**

4. Fill in the missing words in the following sentence.

A group of five **Catholic** men met to discuss what could be done and their leader, **Robert Catesby**, was keen to take violent action with his plan being to blow up the Houses of **Parliament**.

5. **Find** and **copy** a word from the text which shows that some of the plotters became uncertain of the plan.

**doubts**

6. Why did the Catholic people originally think that James I would be more tolerant of them?

**Pupils' own responses, such as: Catholic people thought that James I would be more tolerant of them because his mother was Catholic.**

Bonfire Night

7. Summarise what you have read in paragraph five in 40 words or less.

**Pupils' own responses, such as: An anonymous letter hinted at the use of fire and gunpowder so the King ordered his soldiers to search the whole building; they found a man (with items linked to fire-lighting on his person) and 36 hidden barrels of gunpowder.**

8. Why were the plotters found guilty of high treason?

**Pupils' own responses, such as: High treason is the crime of attempting to kill the country's king, which the plotters had been doing, so they were found guilty of this crime.**

9. Why are fireworks lit on 5<sup>th</sup> November?

**Pupils' own responses, such as: Fireworks are made with gunpowder so they are lit as a way of remembering the planned use of gunpowder to destroy the Houses of Parliament.**

10. How would things be different today if the plot had succeeded? Give evidence to support your answer.

**Pupils' own responses, such as: If the plot had succeeded, there would have been a different King or Queen of England, who might have been Catholic or more tolerant of Catholic people. However, the people involved in the plot would probably still have been discovered and punished so maybe things wouldn't actually be that different.**



## Common factors

- 1 a) Use 18 counters or cubes.

Make as many different arrays as possible, using all the cubes or counters.

Use your arrays to help you list the factors of 18

The factors of 18 are \_\_\_\_\_  
 \_\_\_\_\_

- b) Use 24 counters or cubes.

Make as many different arrays as possible, using all the cubes or counters.

Use your arrays to help you list the factors of 24

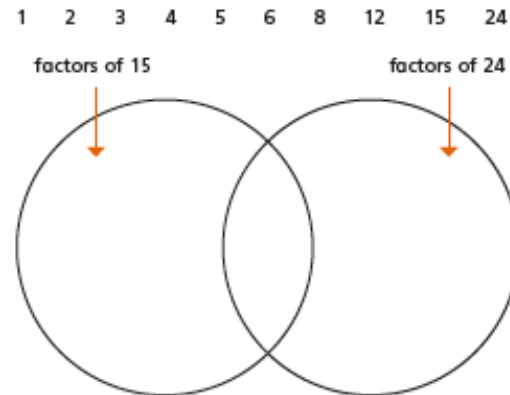
The factors of 24 are \_\_\_\_\_  
 \_\_\_\_\_

- c) What are the common factors of 18 and 24?

\_\_\_\_\_



- 2 Write the numbers in the sorting diagram.



Complete the sentence.

The common factors of 15 and 24 are \_\_\_\_\_

- 3 Find the common factors of each pair of numbers.

- a) 12 and 20

\_\_\_\_\_

- b) 16 and 25

\_\_\_\_\_

- c) 20 and 50

\_\_\_\_\_

- d) 20 and 60

\_\_\_\_\_

- 4 a) Complete the table.

Factor pairs of 50	Factor pairs of 75	Factor pairs of 100
1 × 50 2 × 25 5 × 10	1 ×	

- b) What are the common factors of 50, 75 and 100?
- 

- 5 List 3 common factors of 360 and 180 that are greater than 50
- 

- 6 Alex is making party bags.

She has 35 sweets and 25 balloons.

The sweets and balloons need to be shared equally, so that each bag has the same number of sweets and balloons.

I can put 5 sweets  
and 5 balloons in each bag  
because 5 is a common factor  
of 35 and 25



Is Alex correct? \_\_\_\_\_

Explain your answer.

7



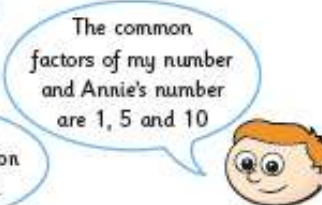
Annie

I am thinking of a  
2-digit number.



Dexter

My number has  
a factor of 7 in common  
with Annie's number.



Ron

The common  
factors of my number  
and Annie's number  
are 1, 5 and 10

What number is Annie thinking of?

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8

Whitney is trying to simplify these fractions.

$$\frac{18}{46}$$

$$\frac{24}{81}$$

$$\frac{40}{100}$$

I can use common  
factors to work out how to  
simplify these fractions.

$$\frac{121}{132}$$



Show how Whitney's method could work.

Talk about your answer with a partner.

# Common multiples

- 1 Shade all the multiples of 9  
Circle all the multiples of 6

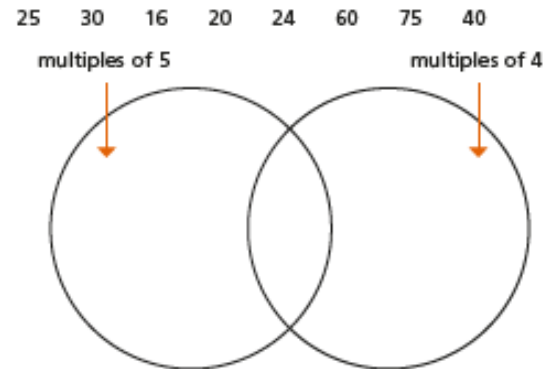
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List any common multiples of 9 and 6

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- 2 a) Write the numbers in the sorting diagram.



- b) Write all the common multiples of 4 and 5 from the list.
- 

- c) Look at the common multiples of 4 and 5 from part b).

What do you notice?

Describe how to find more common multiples to add to this list.

Would you ever run out of common multiples?



- 3 a) Continue the lists of multiples.

Multiples of 5

5, 10, 15, , , , , , ,  
, , , ,

Multiples of 7

7, 14, 21, , , , , , ,  
, , , ,

- b) Circle the common multiples of 5 and 7



4

I worked out the common multiples of 4 and 6 by multiplying 4 and 6 together to get 24. Then I added on 24 again and again: 24, 48, 72 . . .



Jack

I think your method might miss some common multiples.



Rosie

Who do you agree with and why?

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5

Write the first five common multiples of these numbers.

a) 2 and 3

---

b) 3 and 12

---

c) 15 and 10

---

6

Rita has two grandchildren in different years at school.

On Rita's 90th birthday she says to her grandchildren,

"My age is a multiple of both your ages today."

How old could Rita's grandchildren be?

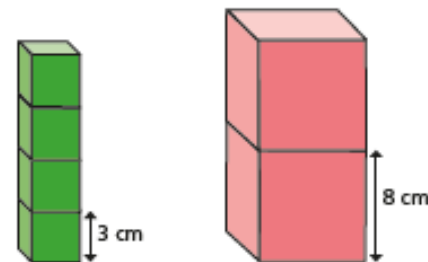
Describe two different solutions.

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7



Scott is building a tower from blocks 3 cm tall.

Dora is building a tower from blocks 8 cm tall.

They each build a tower taller than 50 cm, but shorter than 1 m.

The towers are exactly the same height.

How tall could the towers be?

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Primes to 100



1 a) Find the factors of these numbers.

6      8      9

The factors of 6 are \_\_\_\_\_.

The factors of 8 are \_\_\_\_\_.

The factors of 9 are \_\_\_\_\_.

b) Find the factors of these numbers.

3      5      7

The factors of 3 are \_\_\_\_\_.

The factors of 5 are \_\_\_\_\_.

The factors of 7 are \_\_\_\_\_.

c) What is the same and what is different about your answers to part a) and part b)?

\_\_\_\_\_

\_\_\_\_\_

Complete the sentence.

All the numbers in part b) are \_\_\_\_\_ numbers.



2 How can you prove that 18 is not a prime number?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 Circle the prime numbers in each list.

a) 1   2   3   4   5   6   7

b) 17   22   9   36   21   35   23

c) 10   18   38   74   92   2   14

4 a) Many people think that 1 is a prime number.

Explain why 1 is not a prime number.

b) Many people think that 2 is not a prime number.

Explain why people might think this.

5 Write ten numbers in the sorting diagram. Each section must have at least one number.

	Even	Not even
Prime		
Not prime		



6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Cross out all the numbers that are not prime numbers.

List the prime numbers between 0 and 50

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7

I think 87 is a prime number because it is odd and most numbers that end in 7 are prime.



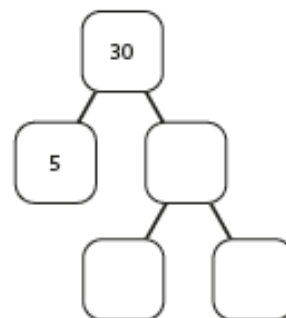
Do you agree with Rosie? \_\_\_\_\_

Test whether or not 87 is a prime number and show your reasoning.

8

Complete the prime factor trees.

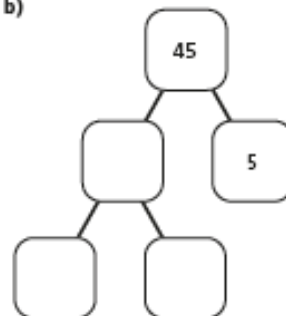
a)



c)



b)



d)



9

$$\star + \blacksquare = 100$$

Both  $\star$  and  $\blacksquare$  are prime numbers.

How many different solutions can you find?

# Square and cube numbers



1 Use counters to show that 4, 9 and 16 are square numbers.  
Draw your answers.



2 Match the representations.



4 cubed



3 squared



4 x 4

4<sup>2</sup>

2<sup>2</sup>

3 Here is a 2 x 2 x 2 cube.

How many cubes do you need to build a 3 x 3 x 3 cube?



4 Complete the table.

2 <sup>2</sup>	2 x 2	4
2 <sup>3</sup>	2 x 2 x 2	
3 <sup>2</sup>		
3 <sup>3</sup>		
<input style="width: 30px; height: 20px;" type="text"/> <sup>2</sup>		25
	5 x 5 x 5	

5 Write  $<$ ,  $>$  or  $=$  to complete the statements.

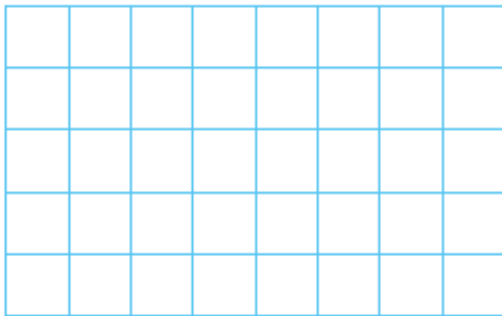
2 squared  2 cubed

2 squared   $2 \times 2$

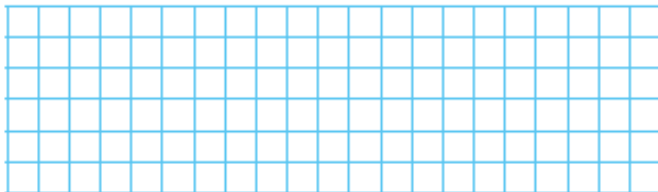
2 squared  4

2 squared  1 cubed

6 Draw 3 straight lines to split this grid into 3 squares and 1 rectangle.



7 Find four square numbers between 100 and 200



8 Dexter works out 20 squared.

Annie works out 20 cubed.

Find the difference between Dexter's and Annie's numbers.

9 a)

I am thinking of 2 numbers. When I add them I get a prime number. When I multiply them I get a square number.



What numbers could Mo be thinking of?

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b)

I am thinking of 2 numbers. When I add them I get a square number. When I multiply them I get a prime number.



What numbers could Alex be thinking of?

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Order of operations



1 Represent each calculation. Draw your answers.

a)  $(3 + 2) \times 3$

b)  $3 + (2 \times 3)$

c)  $2 + 3 \times 3$

d)  $3 \times (2 \times 3)$



2 Complete the calculations.

a)  $(3 + \square) \times 2$



c)  $(\square - \square) \times 3$



b)  $\square + 2 \times \square$

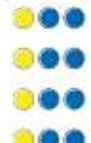


d)  $15 - (\square \times \square)$



3 Draw a representation to match each calculation.

One has been done for you.

$4 \times (1 + 2)$ 	$4 \times 2 + 1$
$(10 - 3) \times 2$	$10 - 3 \times 2$



- 4 Insert brackets to make the calculations correct.

$5 + 5 \times 5 = 50$	$100 - 100 \div 10 = 0$
$75 = 20 + 5 \times 1\frac{1}{2} + 1\frac{1}{2}$	$10 - 10 \times 10 = 50 + 50 - 100$

- 5 Insert operations and brackets to make as many different numbers as you can.

One has been done for you.

$$(4 + 4) \times 4 = 32 \quad 3 \quad 3 \quad 3 \quad 3 = \square$$

$$4 \quad 4 \quad 4 = \square \quad 3 \quad 3 \quad 3 \quad 3 = \square$$

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- 6 Dora saves £100 and is given £25 by her gran.

She buys 7 books, each costing £5 and 7 pens each costing £2  
Write a calculation with brackets to work out how much money Dora has left.

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- 7 King Lear owned 48 counties.

He shared them equally between his three daughters.

One of the daughters gave 15 of her counties away.

Write a calculation to show how many counties she kept.

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- 8 Write a story problem for each calculation.

a)  $(1,000 - 250) \div 5$

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b)  $1,000 - 250 \div 5$

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RE – SONG LYRICS

Make me a channel of your peace,  
Where there is hatred, let me bring Your love,  
Where there is injury, Your pardon Lord,  
And where there's doubt, true faith in You

Oh Master, grant that I may never seek,  
So much to be consoled as to console,  
To be understood, as to understand,  
To be loved, as to love with all my soul

Make me a channel of your peace,  
Where there's despair in life let me bring hope,  
Where there is darkness, let me bring light,  
And where there's sadness, bring Your joy

Oh Master, grant that I may never seek,  
So much to be consoled as to console,  
To be understood, as to understand,

To be loved, as to love with all my soul

Make me a channel of your peace,  
Where there's despair in life let me bring hope,  
Where there is darkness, let me bring Your light,  
And where there's sadness, bring Your joy

Oh Master, grant that I may never seek,  
So much to be consoled as to console,  
To be understood, as to understand,  
To be loved, as to love with all my soul

Make me a channel of your peace,  
For when we give, we will ourselves receive  
It is in pardoning that we are pardoned  
And in dying that we gain eternal life  
And in dying that we gain eternal life

The Lord is my Shepherd

The Lord's my Shepherd, I'll not want.  
he makes me down to lie  
in pastures green; he leadeth me  
the quiet waters by.

My soul he doth restore again;  
and me to walk doth make  
within the paths of righteousness,  
even for his own Name's sake.

Yea, though I walk in death's dark vale,  
yet will I fear no ill;  
for thou art with me; and thy rod  
and staff my comfort still.

My table thou hast furnished  
in presence of my foes;  
my head thou dost with oil anoint,  
and my cup overflows.

Goodness and mercy all my life  
shall surely follow me;  
and in God's house forevermore  
my dwelling place shall be.

HISTORY - Choose one of these four offer of employment letters:

Elstow Ordnance Factory,  
Elstow,  
Bedford,  
Bedfordshire,  
England.

8th December, 1940

Dear \_\_\_\_\_

Thank you for volunteering as a munitions factory worker. I am pleased to confirm your appointment at Elstow Ordnance Factory where you should attend next week for training.

Your duties at the factory will include:

- filling shells;
- repairing machinery;
- working on the production line.

You will be issued with protective clothing on arrival that must be worn at all times. You will receive one day off per week.

I look forward to seeing you next week.

Yours sincerely,  
Mr. J. Harper  
Elstow Factory Manager

WLA/10/10/10

WLA Headquarters  
Balcombe Place,  
Sussex,  
England.

10th September, 1941

Dear \_\_\_\_\_

Thank you for volunteering to join the Women's Land Army. I am pleased to confirm your appointment at Cherry Hill Farm, Cambridgeshire, working under Mr. William Jollaner. You should attend the farm next week for training after which you will be shown to your accommodation.

Your duties at the factory will include:

- milking the cows;
- planting and growing crops;
- driving the harvester.

You will be issued with a uniform consisting of brown dungarees, hat and overcoat. The wearing of which is at the discretion of the farmer. You will be housed in a hostel in the nearby village of Willingham with sixteen other girls. You will receive £1.85 per week from Mr. Jollaner and in return you will be expected to complete 50 hours of work in this time.

Yours sincerely,  
Mrs. Grace  
(on behalf of Lady Gertrude Denman)

WLA/10/10/10



Queen Anne's  
Chambers,  
41 Tothill Street,  
London,  
England.

10th January, 1941

Dear \_\_\_\_\_

Thank you for volunteering to join the Women's Voluntary Service. I am pleased to confirm that you will be undertaking the running of a mobile canteen in London. You should attend the London WVS Rest Centre next week for training.

Your duties will include:

- preparing food;
- promoting the health and well-being of ARP staff;
- ordering and organising stock;
- assisting as directed with the safe housing of those affected by bombing.

You will be issued with a uniform consisting of a hat and overcoat that should be worn whenever you are on duty. Your hours of work will vary and more details will be communicated when you attend for training.

Thank you.

Yours sincerely,  
Mrs. Enid LK Fitton  
Centre Organiser

twinkl.co.uk

ARP Centre,  
Rossendale Street, London,  
England.

11th November, 1940

Dear \_\_\_\_\_

Thank you for volunteering to join Air Raid Precautions. I am pleased to confirm that you have been appointed as an ARP warden in central London. You should attend the Rossendale Street ARP Centre next week for training.

Your duties will include:

- patrolling streets after nightfall to ensure blackout;
- directing civilians to the nearest air raid shelter in the event of the siren sounding;
- extinguishing fires and clearing debris.

You will be issued with a metal hat and armband that should be worn whenever you are on duty. You will be expected to work three nights a week and in the case of any emergencies which may arise.

Thank you.

Yours sincerely,  
Mr. James Falkirk  
Rossendale ARP Centre Officer

twinkl.co.uk



# Job Description

Research more details about your new wartime job. Fill in the table to describe different aspects of the job in as much detail as you can. You can use your knowledge and imagination to add in personal details, such as, whether or not you think you will enjoy the job.

Job title and location	
Uniform and pay	
Working conditions	
Key duties (give as much detail as possible)	
Do you think you will enjoy this job? Explain why/why not	

TASK: Choose one of the Offer of Employment letters above. Imagine you are a woman during WWII who has just received this letter to offer you your first job. Answer the questions on this grid.



Ask your JOURNAL BUDDY about a time they worked on something hard and didn't give up. What kind of things kept them going (taking a break, asking for help, or trying a new strategy)?

**NOW IT'S YOUR TURN!**

Think of a time when you were learning something hard. Maybe a time when you even thought about giving up, but you kept on going! Tell the story below.

I was learning \_\_\_\_\_  
\_\_\_\_\_

It was difficult and I felt...

- |                                  |                                       |
|----------------------------------|---------------------------------------|
| <input type="checkbox"/> 😞 stuck | <input type="checkbox"/> 😡 frustrated |
| <input type="checkbox"/> 😠 angry | <input type="checkbox"/> 😊 hopeful    |
| <input type="checkbox"/> 🟡 _____ | <input type="checkbox"/> 🟡 _____      |

I am glad I stayed persistent and didn't give up because  
\_\_\_\_\_  
\_\_\_\_\_



## The Boy Who Never Gave Up

Ade Adeptlan was born in Nigeria. When he was just six months old, he contracted a disease called polio. This meant Ade wasn't able to walk properly and he had to use special tools called calipers to move around. Ade's mum and dad made the difficult decision to move to London, when he was three years old, in the hope of a brighter future.




On his first day of school, Ade walked into the playground and saw a group of kids playing soccer. He begged them to let him join in, but they refused. He was limping because of his condition — there was no way they were letting him play! But Ade was determined to convince them. He pleaded with them all day, and at last, they agreed to let him be the goalie.

Ade knew he could prove them all wrong. When the best player in the school blasted the ball towards the net, Ade soared into the air and caught the ball! Ade went from "the weird new kid" to a sporting hero in one afternoon.

One day, Ade saw the Great British Wheelchair Basketball team play at an event and it changed his life. He had never seen anything like it; these basketball players had huge muscles, sporty wheelchairs, and were spinning and swerving around the court like breakdancers on wheels! It was at this moment that Ade decided to become an international wheelchair basketball player.





Ade's dream of becoming a basketball champion took a lot of persistence. He nearly gave up because of the number of times he tried and failed to make the national team of Great Britain. But Ade had a passion for basketball and he could not be stopped. He was determined to succeed and worked on improving his technique one day at a time.

Ade trained six days a week, shooting 800–900 hoops every single day! He became resilient and wasn't afraid of being rejected any more because he was always trying his best. His failures helped him only train harder, improving his technique one day at a time.

And, finally, Ade was selected to Team Great Britain in the Paralympics! His sports dream began at the age of nine and by the age of 27, he reached his biggest dream. He persisted and never gave up.

In 2004, Ade and his teammates won the bronze medal in Athens. He even scored the winning basket at the Paralympic World Cup, where the team took home the gold medal.

Ade has since used his positive attitude to travel the world, produce documentaries, become a children's TV presenter, and write children's books. He loves inspiring kids to shoot for the stars!

Ade had a very big dream of becoming a basketball champion. He stayed persistent and didn't give up until he had reached his goal!

What is YOUR big dream? Is there anything you want to become, learn, or do?



Why is this dream important to you?

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## Conversation Prompt Sheet

**le gâteau**



10 €

**le ballon de foot**



12 €

**la chemise**



12.80 €

**la montre**



10.50 €

### Greet and Respond

Bonjour	Bonjour Madame	Bonjour Mademoiselle	Bonjour Monsieur
Ça va ?	Comment allez-vous ?		
Bien	Très bien	Comme ci, comme ça	Ça ne va pas très bien
Ça va mal	Merci	Et toi ?	Et vous ?

### Asking for an Item

Je voudrais un...(m)	Je voudrais une...(f)
Je voudrais du... (m)	Je voudrais de la...(f)
Je voudrais de l'... (with an item starting with a vowel)	Je voudrais des... (pl)

### Asking/Saying How Much an Item Is

C'est combien ?			C'est.....
0 zéro	7 sept	14 quatorze	30 trente
1 un	8 huit	15 quinze	40 quarante
2 deux	9 neuf	16 seize	50 cinquante
3 trois	10 dix	17 dix-sept	60 soixante
4 quatre	11 onze	18 dix-huit	70 soixante-dix
5 cinq	12 douze	19 dix-neuf	80 soixante-vingts
6 six	13 treize	20 vingt	90 quatre-vingt-dix

### Saying Goodbye

Salut !	Au revoir	À bientôt
À la prochaine	À demain	Bonne fin de semaine / Bon week-end