



Orchard Head Year 6: Home Learning Schedule

W/C 13th July	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Lesson 1: Introducing the ratio symbol	Lesson 2: Calculating ratio	Lesson 3: Using scale factor	Lesson 4: Ratio and proportion problems	Lesson 5: Solve problems involving ratio in different contexts
<i>Suggested timing: 45 mins per lesson</i>	In this lesson, you will learn that the colon notation is the ratio symbol and understand what ratios are.	In this lesson, you will build on your knowledge of ratios and begin to calculate ratios using bar models.	In this lesson, you will enlarge shapes to make them 2 or 3 times as big etc.	In this lesson, you will apply the skills learnt in previous lessons using bar models as pictorial support.	In this lesson, you will learn to use diagrams and efficient number methods to solve ratio problems.
This week our focus is:	Click here to find task sheets to support your learning.	Click here to find task sheets to support your learning.	Click here to find task sheets to support your learning.	Click here to find task sheets to support your learning.	Click here to find task sheets to support your learning.
Number: Ratio	Click here for a tutorial.	Click here for a tutorial.	Click here for a tutorial.	Click here for a tutorial.	Click here for a tutorial.
We have produced a 'pre-teach' video to introduce this week's learning in maths. We recommend watching the video before commencing Lesson 1. Please click here to view this.					

Remember to log in to [TTRockstars](#) each week to practise your times tables. There will also be a Friday Arithmetic and Family Maths **Challenge**.

Remember to share your learning on ClassDojo!

Take a photo of your work and upload it to the Portfolio section for your teacher to see.

English	Lesson 1: Diary Entry – Reading Comprehension	Lesson 2: Diary Entry – Reading Comprehension	Lesson 3: Diary Entry – Identifying Key Features	Lesson 4: Diary Entry – Writing Informally	Lesson 5: Writing a Diary Entry
<i>Suggested timing: 45 mins per lesson</i>	In this lesson, you will be looking at language.	In this lesson, you will be looking at language.	In this lesson, you will learn how to identify the key features of a diary.	In this lesson, you will practise writing informally.	In this lesson, you will apply your understanding from throughout the week to write your own diary entry.
This week our text type is:	Click here to find slideshows, videos and task sheets to support your learning.	Click here to find slideshows, videos and task sheets to support your learning.	Click here to find slideshows, videos and task sheets to support your learning.	Click here to find slideshows, videos and task sheets to support your learning.	Click here to find slideshows, videos and task sheets to support your learning.
A Diary Entry					
We have produced a 'pre-teach' video to introduce this week's learning in English. We recommend watching the video before commencing Lesson 1. Please click here to view this.					

This week's spellings are: anticipation – observation – expectation – hesitation – toleration – participation – conversation – condensation



Having any problems with the tasks? Feel free to pop any questions or issues onto our class padlet [here!](#)



Join us every afternoon, Monday to Friday, at 2pm click [here](#) to take part in a live discussion on Microsoft Teams about the day's learning alongside your classmates and teacher.

Useful reminders to help you with your maths this week.



- Ratio shows the relationship between two values and can describe how one is related to another.
- Use the colon notation as the ratio symbol. This relates to the **order of parts** and link this with the language "for every... there are..."

"For every 3 bananas there are 2 apples" = **3 : 2**

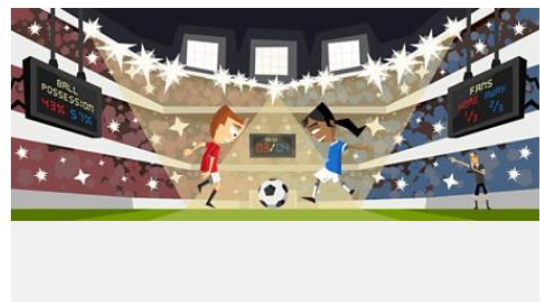


"For every 2 apples there are 3 bananas" = **2 : 3**



Click [here](#) to watch a tutorial on RATIO.

Click [here](#) to watch Gary Lineker's RATIO CHALLENGE.



Click [here](#) to access some free measurement CONVERSION CHALLENGES.

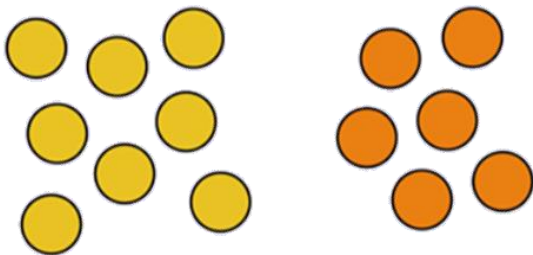


For every five strawberry ice creams, there are six vanilla ice creams.



The correct ratio would be 5:6.

Sometimes, you might see that a ratio statement can be written in a number of ways - this is a form of simplifying the ratio.



For every eight yellow dots, there are six orange dots.

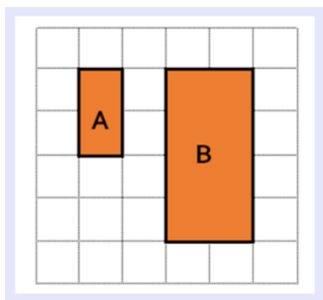
This would make the ratio **8:6**.

However, you could also say: **For every four yellow dots, there are three orange dots.** The ratio would now be **4:3**.

You have halved the original amounts on both sides to create a simplified ratio. Now that you cannot divide either side of the ratio anymore, it is in its **simplest form**.

A **scale factor** is when you enlarge a shape and each side is multiplied by the same number. **This number is called the scale factor.**

Maps use scale factors to represent the distance between two places accurately. Without the scale, the map would just be a drawing.



If **A** is the original shape, what has happened to each side to create **B**?




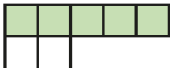
Each side has doubled in length so it has been **multiplied by 2**. This means **A** has been enlarged by a **scale factor of 2**.



Maths– Lesson 1: Introducing the Ratio Symbol

1 The ratios show shaded parts to non-shaded parts.

Match the ratios, statements and bar models.

2:3	five to two	
5:2	three to two	
2:5	two to three	
3:2	two to five	

2



The ratio of purple to yellow is 5 : 4

Mo

It is 4 : 5



Alex

Who is correct? _____

Explain your answer.

3 Dani has some counters, cubes and marbles.

Complete the sentences.

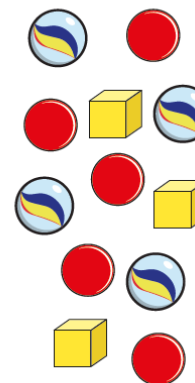
The ratio of counters to marbles is :

The ratio of marbles to cubes is :

The ratio of cubes to counters is :

The ratio of counters to cubes is :

The ratio of counters to cubes to marbles is : :



4 Brett has drawn some triangles and squares.

The ratio of triangles to squares is 1 : 3

a) Are there more triangles or more squares? _____

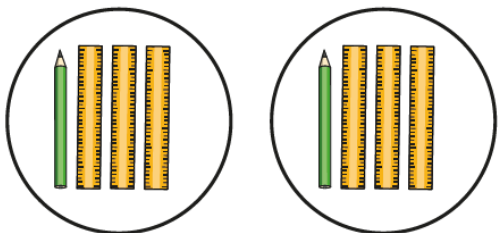
Explain how you know.

b) Brett has drawn more than 10 shapes.

Draw what Brett might have drawn.



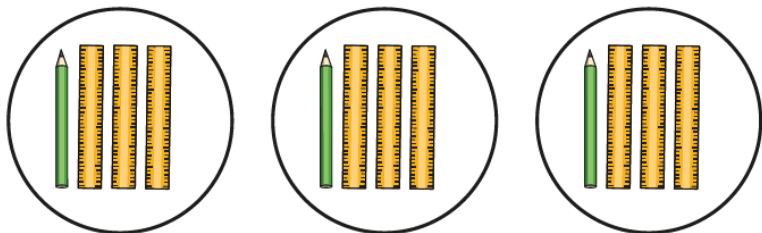
5 Here are some rulers and some pencils.



:

a) What is the ratio of pencils to rulers?

b) Here are some more rulers and pencils.



Ron

The ratio of pencils to rulers is the same as in part a).



Dora

Ron is wrong because there are more pencils and more rulers.

Who is correct? _____

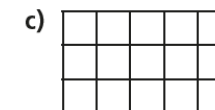
Explain your answer.

6 The ratio of horses to chickens in a field is 2:5

Here are the horses. Draw the chickens.



7 Shade squares so that the ratio of shaded to non-shaded squares is 1:4



8 A box contains dark, white and milk chocolates.

$\frac{3}{8}$ of the box are dark chocolates.

$\frac{1}{2}$ of the box are milk chocolates.

The rest are white chocolates.

What does each ratio represent?

a) 1:3

b) 4:1

c) 3:5



Maths– Lesson 2: Calculating Ratio

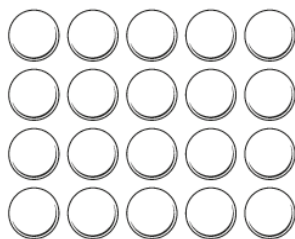
1 Eva is baking cakes and cookies.
For every 1 cake, she will bake 2 cookies.



a) If Eva bakes 3 cakes, how many cookies will she bake?

b) If Eva bakes 10 cookies, how many cakes will she bake?

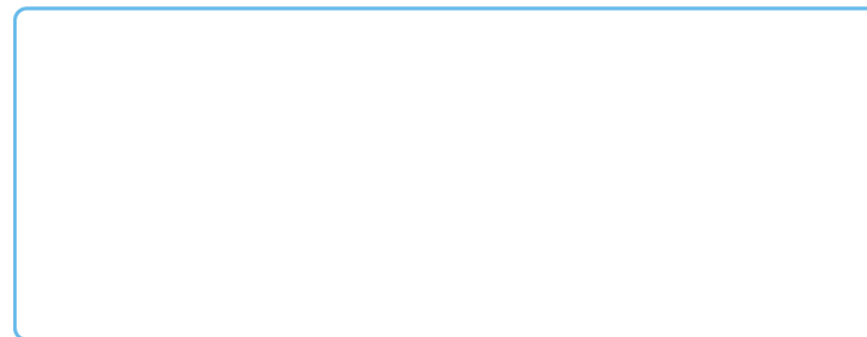
2 The ratio of red to yellow counters is 2:3
There are 20 counters in total.
How many counters of each colour are there?
You can colour the counters to help you.



yellow

red

3 Tom has 5 green cubes for every 3 yellow cubes.
He has 16 cubes in total.
Draw a diagram to represent this.



4 Esther is building a tower of cubes.
The ratio of red to yellow cubes is 3:1
The tower has 6 yellow cubes. How many red cubes are there?

5 Nijah plays 21 games of chess.
For every 2 games she wins, she loses 5 games.
How many more games does she lose than win?



- 6 a) Huan is making a drink by mixing 1 part juice with 5 parts water.
Complete the table to show the amounts he would need to use.

Juice	Water
1 litre	5 litres
2 litres	
4 litres	
100 ml	
200 ml	
300 ml	
	30 litres
	750 ml

- b) Huan makes 1 litre 500 ml of drink in total.
How much juice and water does he need to use?

juice

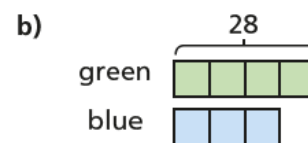
water

- 7 A group of students study French or German in the ratio 3:7
- a) Which subject has the most students? _____
- b) Draw a diagram to represent this.

- c) There are 80 students in total.
How many more students study German than French?

- 8 Describe a situation for each bar model.





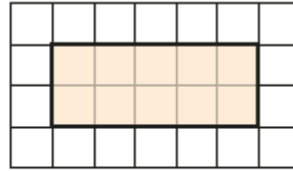


Compare answers with a partner.
What is the same and what is different?

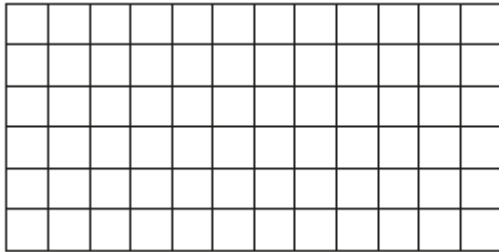


Maths– Lesson 3: Using Scale Factors

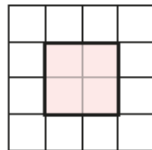
1 a) Here is a rectangle.



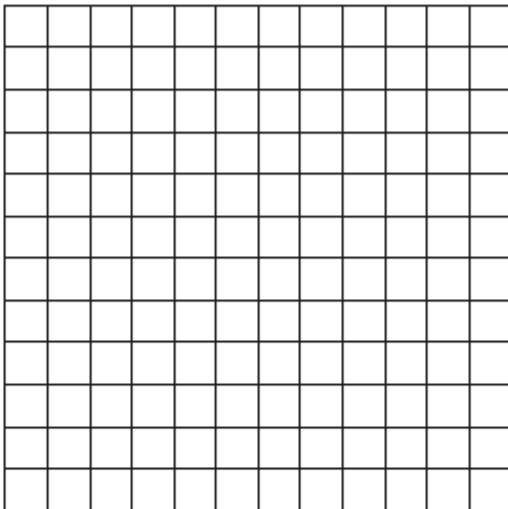
Draw another rectangle where each side is twice as big.



b) Here is a square.



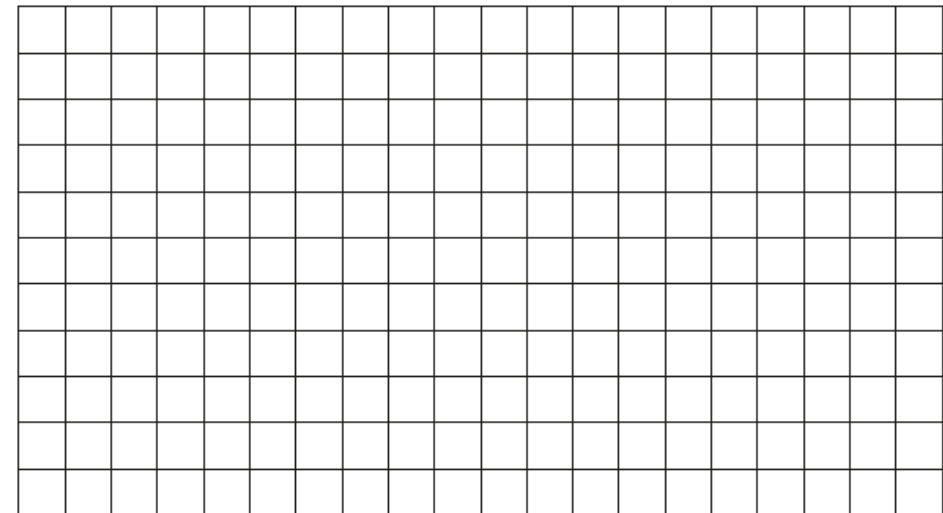
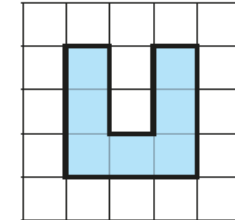
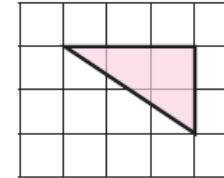
Draw another square where each side is 4 times as big.



2 a) Explain what it means for a shape to be enlarged by a scale factor of 2



b) Enlarge the shapes by a scale factor of 2



3 Complete the sentence.

A shape in which each side has tripled in size has been enlarged by

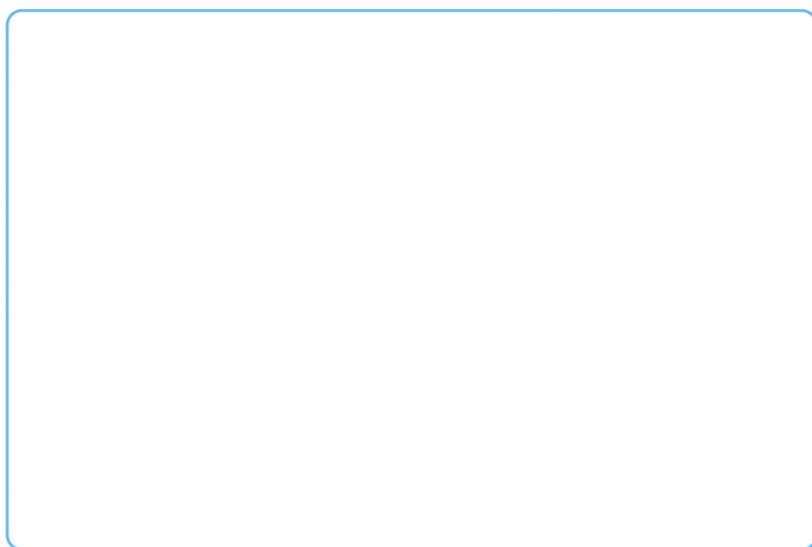
a scale factor of



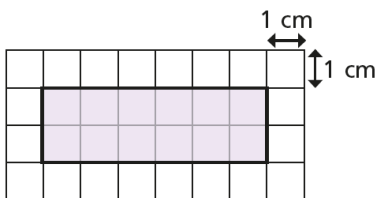
4 Here is a rectangle.



- Measure the side lengths of the rectangle and label them on the diagram.
- Enlarge the rectangle by a scale factor of 3 and label the side lengths.



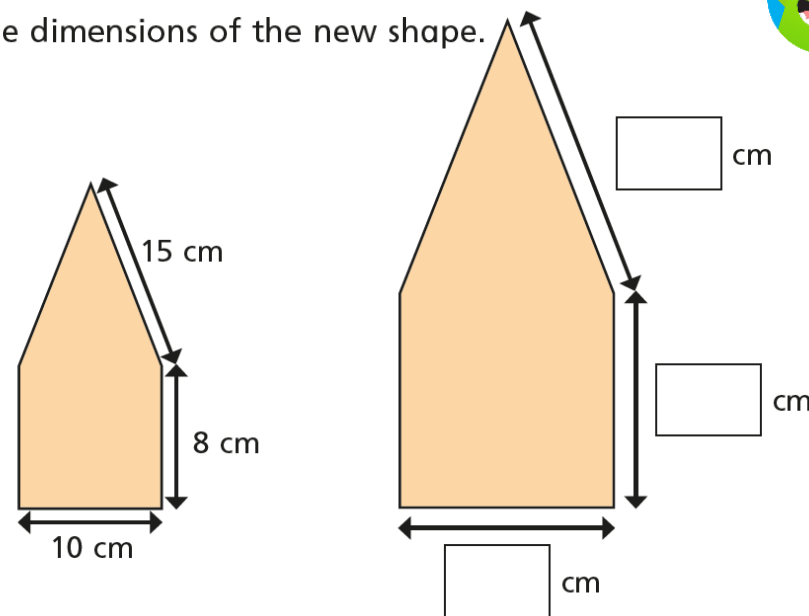
5 The sides of the rectangle are increased by a scale factor of 2. What is the perimeter of the new shape?



cm

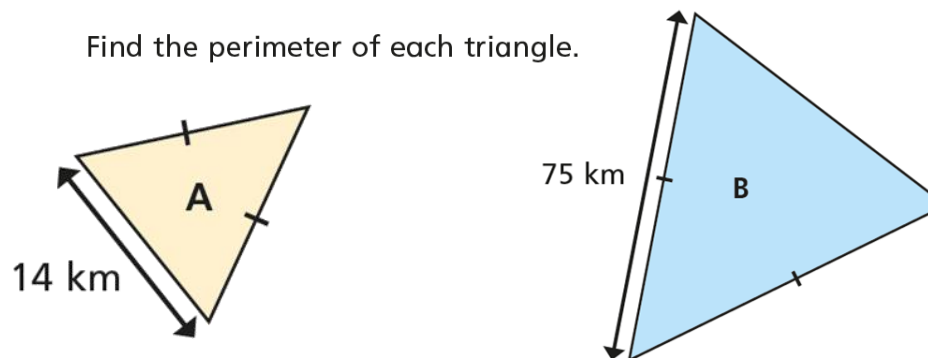
6 The shape has been enlarged by a scale factor of $1\frac{1}{2}$.

Fill in the dimensions of the new shape.



7 Triangle A has been enlarged by a scale factor of 5 to make triangle B.

Find the perimeter of each triangle.



perimeter of A = perimeter of B =



Maths– Lesson 4: Ratio and Proportion Problems

1 Whitney buys 6 cans of lemonade for £3

a) How much do 12 cans cost?

b) How much do 3 cans cost?

c) How much do 15 cans cost?



2 The ratio of red to green grapes in a bowl is 3 : 1

a) Explain what this means.

b) There are 12 more red grapes than green grapes.

What is the total number of grapes in the bowl?

3 Amir is making some chocolate chip biscuits.

He has this list of ingredients to make 6 biscuits.



Chocolate chip biscuits (makes 6)

120 g butter

72 g sugar

180 g plain flour

60 g chocolate chips

a) How much of each ingredient does Amir need to make 2 biscuits?

butter g

plain flour g

sugar g

chocolate chips g

b) How much of each ingredient does Amir need to make 10 biscuits?

butter g

plain flour g

sugar g

chocolate chips g

c) Amir has 240 g of chocolate chips.

What is the maximum number of biscuits he can make?



4 Dexter has some 20p and 50p coins in a jar.
 For every three 20p coins he has one 50p coin.
 There are 12 coins in the jar in total.
 How much money is in the jar?

5 A drink is made using 3 parts orange juice to 2 parts lemonade.
 Esther makes 1.2 litres of this drink.
 How much orange juice does she need?

 ml

6 Two shops sell the same cereal but in different-sized boxes.

<p>Shop A 500 g of cornflakes £2.10</p>
--

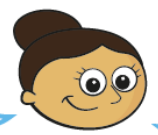
<p>Shop B 750 g of cornflakes £3.30</p>
--

Which shop is better value for money? Shop _____
 Explain why.

7 Dora draws two similar rectangles.



My larger rectangle is 4 times the size of the smaller one.



The perimeter of the larger rectangle is 48 cm.

The length and width of both rectangles are even numbers.
 What is the largest possible area for the small rectangle?

 cm²

8 Aisha has two boxes of sweets.

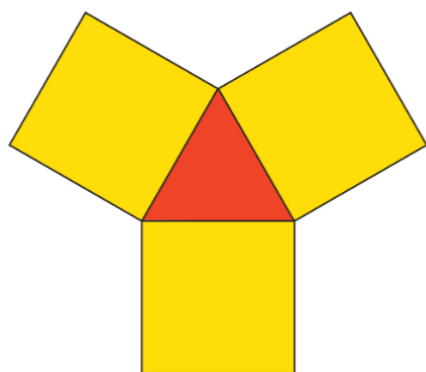
- In the first box, the ratio of red sweets to green sweets is 3 : 1
- In the second box, for every 2 orange sweets there are 3 yellow sweets.
- There is the same number of sweets in each box.
- There are 12 yellow sweets in the second box.

How many sweets are in the first box?



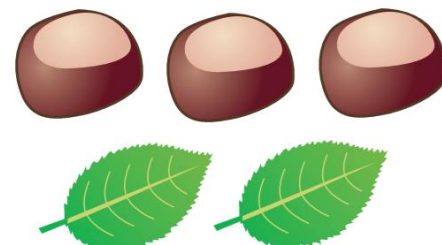
Maths– Lesson 5: Solve Problems involving Ratio

1. For every 2 children wearing a bib, 1 child is not wearing a bib.
If 10 children are wearing a bib, how many children are not wearing one?
Explain your method.



2. For every 1 triangle, there are 3 squares.
a) If there are 5 triangles, how many squares are there?
b) If there are 18 squares, how many triangles are there?

3. At the park, some children are making patterns.
They make a pattern with leaves and conkers.
They want to continue the pattern.
They have 20 conkers. How many leaves do they need?



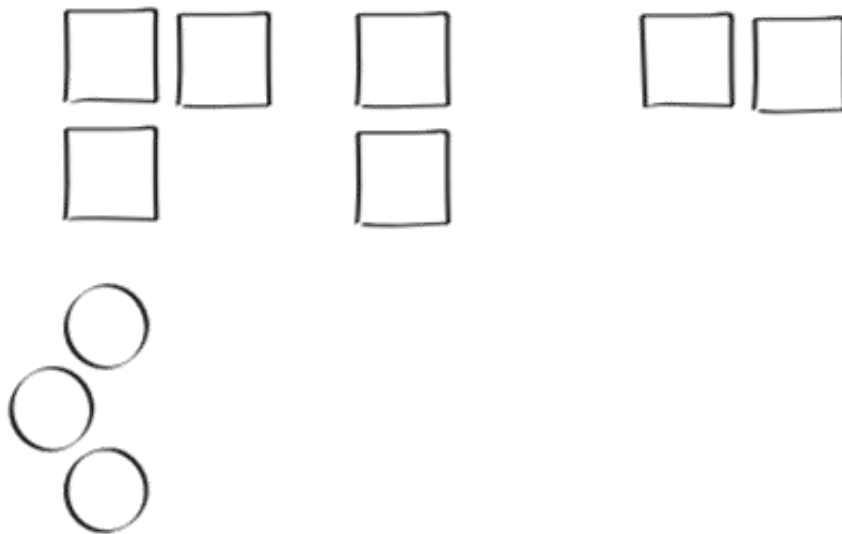
I do not think they can use all 20 conkers. I wonder how many of the conkers they can use.





4. Lee draws some shapes. For every 3 squares he draws, he draws 4 circles.

Here is part of the diagram Lee has drawn.



a) Complete Lee's diagram.

b) How many circles does Lee draw in total?

5. A jar contains strawberry sweets and lime sweets.

For every 2 strawberry sweets, there are 3 lime sweets.

There are 18 lime sweets in the jar.

Use the table to help you work out how many strawberry sweets are in the jar.

Strawberry	Lime
2	3
4	6

There are strawberry sweets in the jar.



Arithmetic Challenge

1 $104 - 10 =$

1 mark

2 $309 \times 4 =$

1 mark

3 $31 \times 5 =$

1 mark

4 $7.1 - 0.9 =$

1 mark

5 $7 \times 8 =$

1 mark

6 = $6479 + 588$

1 mark

All answers are included at the end of this pack.



13 $810 \div 9 =$

1 mark

14 $209 - 78 =$

1 mark

15 $78.01 \times 10 =$

1 mark

16 $6700 - 923 =$

1 mark

17 25% of 3600 =

1 mark

18 $\frac{11}{12} + \frac{7}{12} =$

1 mark

All answers are included at the end of this pack.



24 $94 \times 26 =$

$$\begin{array}{r} 94 \\ \times 26 \\ \hline \end{array}$$

2 marks

25 $89\,402 - 45\,691 =$

1 mark

26 $5040 \div 16 =$

$$\overline{)16 \ 5040}$$

2 marks

27 $\frac{1}{5} \times \frac{4}{5} =$

1 mark



28 $779 \times 68 =$

	7	7	9
x	6	8	

2 marks

29 $14 + 2 \times 6 =$

1 mark

30 $\frac{6}{7} \div 2 =$

1 mark

31 $10 \times 1\frac{1}{5} =$

1 mark

32 $3\frac{1}{2} + 1\frac{1}{6} =$

1 mark



33 $3692 \div 71 =$

7 1 | 3 6 9 2

2 marks

34 $\frac{2}{5} \div 5 =$

1 mark

35 $\frac{9}{10} - \frac{1}{3} =$

1 mark

36 35% of 180 =

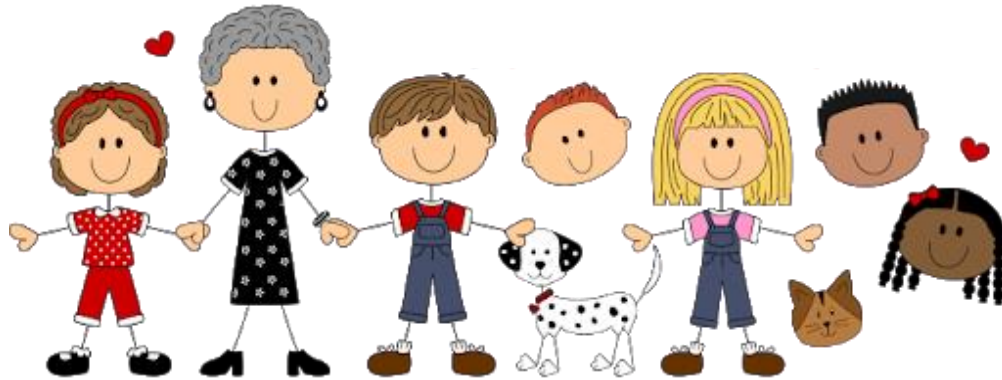
1 mark



Maths Bonus Challenges!

It is that time of the week! Click [here](#) to work with your family on these maths problems.

Do as many as you can and help each other out!



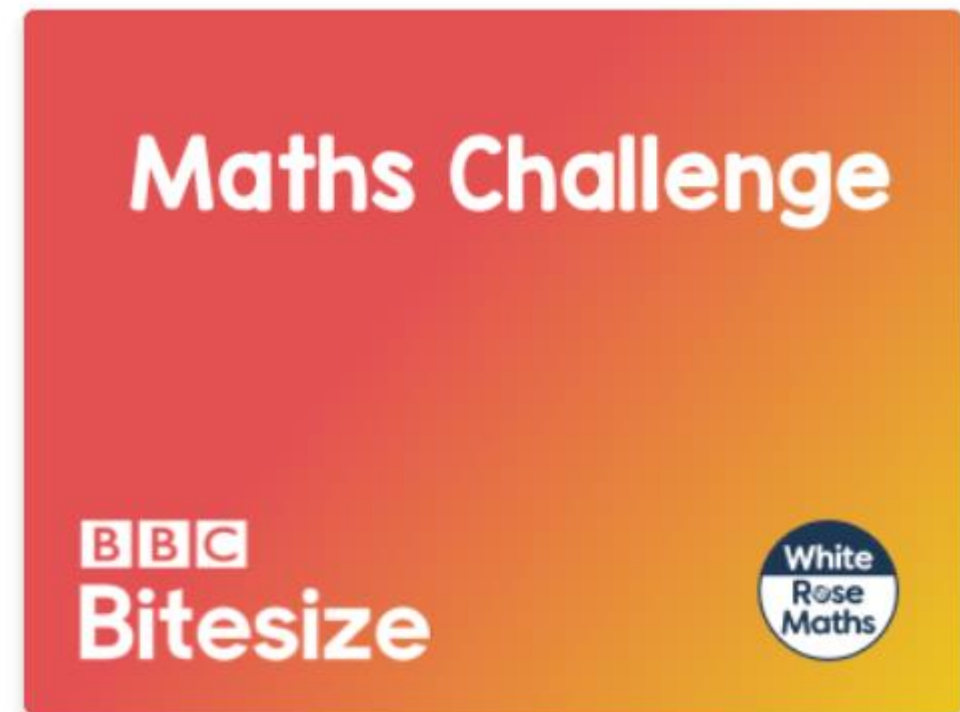
If you just fancy having a go on your own:

As a rough guide of difficulty level:

- **Challenge 1 and 2** are suitable for ages 5 to 7.
- **Challenge 3 to 6** are suitable for ages 7 to 11.
- **Challenge 7 to 10** are suitable for ages 11 to 15.



We want everyone to get involved with challenge day, so work together to solve as many as you can and share your solutions!





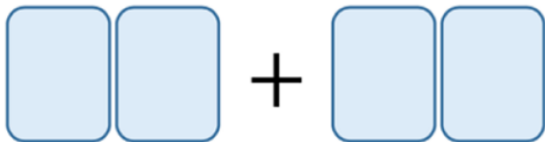
Challenge 3

Danni has these four digit cards.



Danni uses all four cards to make two 2-digit numbers.

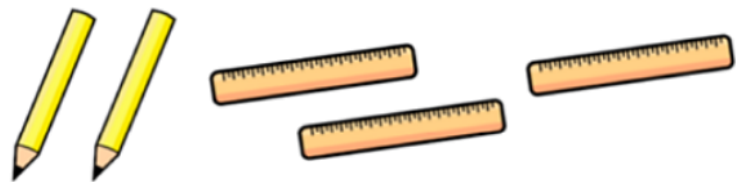
She then adds the two numbers together.



What is the greatest total she can make?

Challenge 4

Sonny buys 2 pencils and 3 rulers.



Each pencil costs 69p.

Sonny pays with a £5 note and receives £1.07 change.

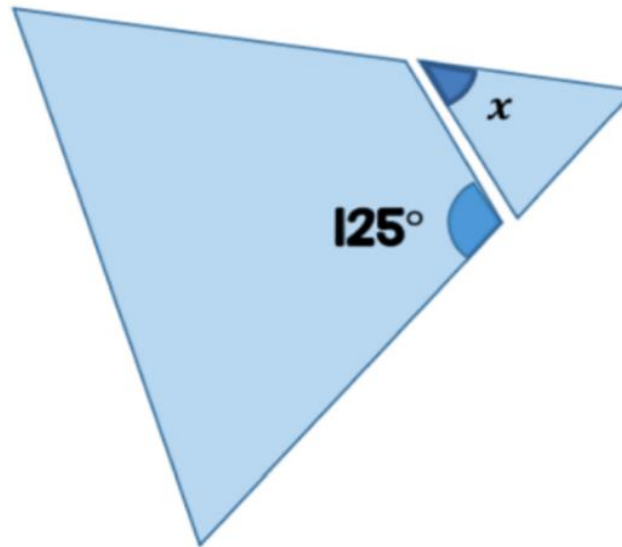
How much does a ruler cost?

Challenge 5

Adam has an equilateral triangle.

He cuts a corner off the triangle.

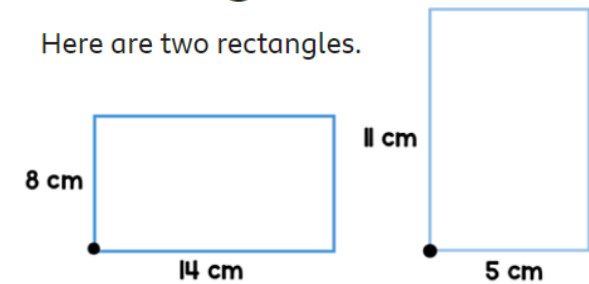
Here are the two pieces.



What is the size of the angle marked x?

Challenge 6

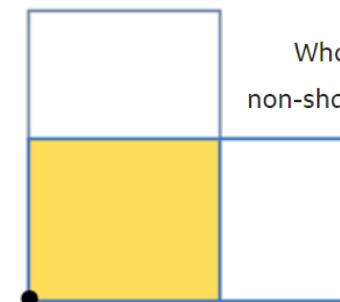
Here are two rectangles.



The two rectangles are put on top of each other.

They are lined up so the black circles overlap.

The shaded area shows where the two rectangles overlap.



What is the area of the non-shaded parts of the shape?



English – Spellings

Spelling focus: To accurately use and spell words with the suffix –tion.

Remember to ... **Look, cover, say, write and then check!**









	Monday	Tuesday	Wednesday	Thursday	Friday
<i>anticipation</i>					
<i>observation</i>					
<i>expectation</i>					
<i>hesitation</i>					
<i>toleration</i>					
<i>participation</i>					
<i>conversation</i>					
<i>condensation</i>					

Use the first column example words to go over the letters and practise your handwriting joins.

Practise your spelling each day and complete a task from the suggested spelling activities below.



SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happ<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbackstop</p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>



Use these techniques to help you answer this week's reading comprehension questions.



How to answer...

- Read the question twice **x2**
- WWW - Who? What? Where? **WWW**
- Find the right page/section 
- Skim and scan the area for the key information 
- Read around the information 
- Write down your answer 
- Check - does it make sense? 



Language

- Skim and scan to find the word or phrase in the text
- Read the word or phrase carefully in the context of the sentence or paragraph
- What is the author trying to say in this context?
- What is the author trying to achieve by using this technique?





English – Lesson 1: Reading Comprehension – Language

Read the extract below and answer the questions carefully.

An extract from *Skellig* by David Almond

She clicked her tongue and rolled her eyes towards the sky. She opened her book. "Look at this," she said. It was full of birds. Pencil drawings, lots of them coloured in blues and greens and reds. "This is the blackbird," she said. "They're common, but nevertheless very beautiful. A sparrow. These are tits. And lovely chaffinches. And look, this is the goldfinch that visited last thursday." She showed me the goldfinch, the greens and reds and bright yellows in it.

"My favourite," she said. She slapped the book shut.

"Do you like birds?" she said, and she looked at me as if something I'd done had made her cross.

"I don't know," I said.

"Typical. Do you like drawing?"

"Sometimes."

"Drawing makes you look at the world more closely. It helps you to see what you're looking at more clearly. Did you know that?"

I said nothing.

"What colour's a blackbird?" she said.

"Black."

"Typical!"

She swung round into the garden. "I'm going in," she said. "I look forward to seeing you again. I'd also like to see your baby sister if that can be arranged."

Independent Task

- 1) Name 3 birds Mina had drawn in her book.
- 2) '*She clicked her tongue and rolled her eyes towards the sky.*'
What does this suggest about Mina?
- 3) What word suggests Mina was frustrated?
- 4) "*My favourite, she said. She slapped the book shut.*"
Why has the author used slapped in this sentence?
- 5) Find and copy a phrase which suggests Mina is well-spoken/speaks formally.



English – Lesson 2: Reading Comprehension – Language

Read the extract below and answer the questions carefully.

An extract from *Skellig* by David Almond

The red sauce trickled down from his lips, down over his chin on to his black jacket. "Aaaah," he said. "Ooooooh." He sounded like he was loving it, or he was in pain, or both those things together. I held the tray closer to his chin. He dipped and licked and groaned. His fingers were twisted and stunted. His knuckles were swollen. "Put the aspirin in," he said. I put two aspirin in the sauce and he picked them out and swallowed them. He belched and belched. His hand slipped to his side again. His head slumped back against the wall. "Food of the gods," he whispered. "27 and 53." I put the tray down on the floor beside him and shone the torch on him. There were hundreds of tiny creases and cracks, all over his pale face. A few fine colourless hairs grew on his chin. The red sauce below his lips was like congealed blood. When he opened his eyes again, I saw the tiny red veins like a dark net across the whites of his eyes. There was a smell of dust, old clothes, dry sweat.

"Had a good look?" he whispered.

"Where are you from?"

"Nowhere."

"They'll clear all this out. What will you do?"

"Nothing."

"What will you----"

"Nothing, nothing and nothing." he closed his eyes again.

"Leave the aspirin," he said.

I took the top off, and put the jar on the floor. I had to push aside a little heap of hard furry balls. I held one up to the torchlight, and saw it was made of tiny bones glued together with fur and skin.

"What you looking at, eh?" he said.

I put it on the floor again.

"Nothing."

The blackbird on the roof sang louder and louder.

"Who are you?"

"Nobody."

"What can I do?"

"Nothing."

"My baby sister's very ill."

"Babies!"

"Is there anything you can do for her?"

"Babies! Spittle, muck, spew and tears."

I sighed. It was hopeless. "My name's Michael. I'm going now. Is there anything else I can bring you?"

"Nothing. 27 and 53." he belched again. His breath stank. Not just the chinese food, but the stench of the other dead things he ate: the bluebottles, the spiders. He made a gag noise in his throat and he leaned away from the wall like he was going to be sick. I put my hand beneath his shoulder to steady him. I felt something there, something held by his jacket.

Independent Task

- 1) What colour was the man's jacket?
- 2) What evidence in the text suggests the man is old?
- 3) '*...tiny red veins like a dark net across the whites of his eyes.*' Why has the author used a simile here?
- 4) How does the author suggest the man is being secretive and mysterious?
- 5) Find and copy a phrase which suggests the man doesn't like babies.



English – Lesson 3: Identifying Key Features of a Diary Entry

Identify and label the **structural features** in the diary entry below:

1

Sunday 30th March

Dear Diary,

Yesterday was horrible. Moving house is the worst thing that has ever happened to me. During the night, I woke up loads I couldn't get Mr Stone and his 'mind's eye' out of my head! You remember Mr Stone from yesterday, don't you? The MOST annoying person in the whole wide world. The only thing that could make this worthwhile is if I can convince my parents that the garage should be my special space. Even though it is derelict now, I'm sure we can make something for it. I'm gonna investigate today. I'm gonna get in that garage!

2

3

Investigate I did and you won't believe what happened to me today! It started when I had built up the courage to go into the garage; only for Mum to ruin it...again. She warned me about how it isn't safe and it could collapse and blah blah blah. Since the baby arrived, she's changed. I understand that she is ill but it's like I'm non-existent now. It's sooooooo unfair!

When she warned me off the garage, I took myself to the garden. I say garden, it was more like stepping into the wilderness - I was half-expecting a tiger to pounce from the shrubs. Anyway, enough about that, Doctor Death arriving was my opportunity to explore. Nobody cares about me when Doctor Death is here. Doctor Death - the man with the long, pale face and seemingly an inability to smile - is the doctor who is looking after my sister. If I needed a distraction to explore the garage, his arrival provided me with one!

I didn't have time to be scared of the scratching from within: that was my opportunity and I wasn't going to waste it! I opened the door. I was in the garage. Inside, there were old, wooden cupboards; blue deck chairs (which were rotting); boxes of ancient nails and long ropes that hung from the mouldy ceiling like vines from a tree. Spiders were like ballerinas dancing across the brick walls and flies zoomed past my head. In all the grimy corners, cobwebs felt like eyes - watching my every step.

I heard scuttling and scratching: I wondered who or what it was - I needed to find out! Bravery wasn't necessarily my strong point but I was here now, there was no turning back.

I thought it was dead: it was covered in dust (like everything else) and it was really pale with jet-black hair. What was it? At that moment, it opened its eyes and spoke. It spoke slowly in a creaky voice. I froze. My heart - pumping loudly like a drum - was the only thing I could hear at that moment. That was until I was snapped back to reality by the familiar voice of my dad, shouting me, summoning me back to the house. What was that creature? Was it even there or was it my mind playing tricks on me? I knew when I woke up this morning that there was going to be something special about the garage; I didn't expect there to be a creature living inside it! Tomorrow is a new day. Tomorrow will be the day I get to the bottom of this.

4



English – Lesson 3: Identifying Key Features of a Diary Entry

Identify and label the **grammatical features** in the diary entry below:

Sunday 30th March

Dear Diary,

1 Yesterday was horrible. Moving house is the worst thing that has ever happened to **me**. 2 During the night, I woke up loads: I couldn't get Mr Stone and his 'mind's eye' out of my head! You remember Mr Stone from yesterday, **don't you?** 3 The MOST annoying person in the whole wide world. The only thing that could make this worthwhile is if I can convince my parents that the garage should be my special space. Even though it is derelict now, I'm sure we can make something for it. I'm **gonna** investigate today. I'm **gonna** get in that garage! 4

5 Investigate I did and you won't believe what happened to me today! It started when I had built up the courage to go into the garage; Mum went and ruined it...again. She warned me about how it isn't safe and it could collapse and blah blah blah. **Since the baby arrived,** 6 she's changed. I understand that she is ill but it's like I'm non-existent now. **It's sooooooo unfair!**

7 **When she warned me off the garage,** I took myself to the garden. I say garden, it was more like stepping into the wilderness - I was half-expecting a tiger to pounce from the shrubs. **Anyway, enough about that,** 8 Doctor Death arriving was my opportunity to explore. Nobody cares about me when Doctor Death is here. Doctor Death - the man with the long, pale face and seemingly an inability to smile - is the doctor who is looking after my sister. **If I needed a distraction to explore the garage,** his arrival provided me with one!



9

I **didn't** have time to be scared of the scratching from within: that was my opportunity and I wasn't going to waste it! I opened the door. I was in the garage. Inside, there were old, wooden cupboards; blue deck chairs (which were rotting); boxes of ancient nails and long ropes that hung from the mouldy ceiling **like vines**

10

11

from a tree. Spiders were **like ballerinas dancing** across the brick walls and flies zoomed past my head. In all the grimy corners, cobwebs **felt like eyes - watching my every step.**

12

I heard scuttling and scratching: I wondered who or what it was - I needed to find out! Bravery wasn't necessarily my strong point but I was here now, there was no turning back.

13

I thought it was dead: it was covered in dust (**like everything else**) and it was really pale with jet-black hair. What was it? At that moment, it opened its eyes and spoke. It spoke slowly in a creaky voice. **I froze.** My heart - **pumping loudly like a drum** - was the only thing I could hear at that moment. That was until I was

14

15

snapped back to reality by the familiar voice of my dad, shouting me, summoning me back to the house. What was that creature? Was it even there or was it my mind playing tricks on me? I knew when I woke up this morning that there was going to be something special about the garage; I didn't expect there to be a creature living inside it! Tomorrow is a new day. Tomorrow will be the day I get to the bottom of this.

16



English – Lesson 4: Writing Informally

Remember to look back at yesterday's lesson (identifying key features) to remind you of the grammatical and structural examples.



Task

- 1) Write a sentence using a contraction.
- 2) Indicate the sentences which include conversational language and write 5 examples of your own.
- 3) Add relevant question tags to the sentences then write your own sentences containing a question tag.

Task 1 - contractions

Write the contracted form.

1. is not = _____
2. Should have = _____
3. I have = _____

Identify the pairs of words that could be contracted and write the contracted form.

4. It is crazy how much food he can eat.
5. I was scared but I could not turn back now.
6. The excitement turned into nerves as I did not know what was going to happen.

Task 3 - question tags

Add a question tag to the following statements.

1. I shouldn't go to the garage again
2. Everything will be alright
3. I can't believe that he loves Chinese food

Write 5 example sentences that you could use in your diary entry which include a question tag.

You can do it, can't you?

Task 2 - conversational language

Which numbered sentences include conversational language?

1. Errr..right. Let's get started.
2. It would appear that he was not what I had expected.
3. The thought ran through my mind, I hope he's gonna be alright.
4. I look forward to seeing it again.

Write 5 example sentences that you could use in your diary entry.



English – Lesson 5: Writing a Diary Entry



Today, you will apply all of the knowledge that you have gained throughout the week, to write your own diary entry.

Independent task: Using the example diary entry; the skills you have learnt in the last few lessons; and the supporting materials below, write your own diary entry.

Task

Think back to the extract we read at the start of the unit. You can read the extract again on the following slides.

You will be writing a diary entry as if you are Michael and you are heading back into the garage to see the man.

Success criteria

First person (*I, me, my*)

Informal (*contractions, question tags, conversational language*)

Past tense mostly (*you may use some present and future tense*)

Feelings

Range of punctuation

Variety of sentence structures

Don't forget: neat handwriting, check it makes sense, capital letters and full stops.



Be sure to include these VIPs into your writing.



VIPs (Very Important Points)

1. **Contractions** are words made by shortening and combining two words. Words like can't (can + not), don't (do + not), and I've (I + have) are all contractions. People use contractions in both speaking and writing, and especially when writing a diary.
2. **Question tags** turn a statement into a question and are used often in diary entries to show a chatty and informal tone: *and we all know that Mr Peterson is the meanest teacher in school, don't we? I definitely did not deserve that detention, did I?*
3. **Conversational language** seemingly breaks all of the grammatical rules, but is *a-maaaa-ZING* for diary writing. It's the only time you're *gonna* be able to use it without your teacher going *nuts* - it's *gonna* be *sooooooooo aweeesommmeeeee!*



An extract from *Skellig* by David Almond

I saw Mina again later that evening. I was in the little front garden with dad. We stood there in the thistles and dandelions. He was telling me as usual how wonderful it would be—flowers here and a tree there and a bench under the front window. I saw her further along the street. She was in a tree in another front garden on the same side of the street as us. She was sitting on a fat branch. She had a book and a pencil in her hand. She kept sticking the pencil in her mouth and staring up into the tree.

"Wonder who that is."

"She's called Mina."

"Ah." She must have seen us looking at her but she didn't move. Dad went in to check the cement in the dining room. I went out the gate and along the street and looked up at Mina in the tree.

"What you doing up there?" I said.

She clicked her tongue. "Silly you," she said. "You've scared it away. Typical."

"Scared what away?"

"The blackbird." She put the book and the pencil in her mouth. She swung over the branch and dropped into the garden. She stood looking at me. She was little and she had hair as black as coal and the kind of eyes you think can see right through you.

"Never mind," she said. "It'll come again." She pointed up to the rooftop. The blackbird was up there, tipping its tail back and forward, and squawking.

"That's its warning call," she said. "It's telling its family there's danger near. Danger. That's you." She pointed up into the tree. "If you climb up where I was and look along that branch there you'll see its nest. There's three tiny ones. But don't you dare go any nearer." She sat on the garden wall and faced me. "This is where I live," she said.

"Number seven. You've got a baby sister."

"Yes."

"What's her name?"

"We haven't decided yet."

She clicked her tongue and rolled her eyes towards the sky. She opened her book. "Look at this," she said. It was full of birds. Pencil drawings, lots of them coloured in blues and greens and reds. "This is the blackbird," she said. "They're common, but nevertheless very beautiful. A sparrow. These are tits. And lovely chaffinches. And look, this is the goldfinch that visited last thursday." She showed me the goldfinch, the greens and reds and bright yellows in it.

"My favourite," she said. She slapped the book shut.

"Do you like birds?" she said, and she looked at me as if something I'd done had made her cross.

"I don't know," I said.

"Typical. Do you like drawing?"

"Sometimes."



"Drawing makes you look at the world more closely. It helps you to see what you're looking at more clearly. Did you know that?"

I said nothing.

"What colour's a blackbird?" she said.

"Black."

"Typical!"

She swung round into the garden. "I'm going in," she said. "I look forward to seeing you again. I'd also like to see your baby sister if that can be arranged."

I tried to stay awake that night, but it was hopeless. I was dreaming straight away. I dreamed that the baby was in the blackbird's nest in Mina's garden. The blackbird fed her on flies and spiders and she got stronger and stronger until she flew out of the tree and over the rooftops and on to the garage roof. Mina sat on the back wall drawing her. When I went closer, Mina whispered, "Stay away. You're danger!"

Then the baby was bawling in the room next door and I woke up. I lay listening to mum cooing and comforting and the baby squeaking and hissing. The birds were singing outside. When the feed was over and I was sure everyone was asleep, I crept out of bed, got my torch, pulled some clothes on and tiptoed past their room. I took a jar of aspirin from the bathroom. I went downstairs, opened the back door and tiptoed into the wilderness. The takeaway trays were down under newspapers and a heap of weeds. They'd tilted over and lots of the sauce had run out. When I looked inside the char sui was all gluey and red and cold. I dropped the soggy spring rolls into the same tray and went down towards the garage. "You must be stupid," I told myself. "You must be going round the stupid bend."

I looked up at the blackbird on the garage roof and saw how it opened its yellow beak so wide as it sang. I saw the sheens of gold and blue where the early light shone on its black. I switched on the torch, took a deep breath, and stepped inside. The scuttling and scratching started. Something skittered across my foot and I nearly dropped the food. I came to the tea chests and shone the torch behind. "You again?" he squeaked. "Thought you'd gone away."

"I've brought something," I said. He opened his eyes and looked at me. "Aspirin," I said. "And number 27 and 53. Spring rolls and pork char sui." he laughed but he didn't smile. "Not as stupid as you look," he squeaked. I held the takeaway tray across the tea chests towards him. He took it in his hand but he started to wobble and I had to take it back again. "No strength," he squeaked. I squeezed between the tea chests. I squatted down beside him. I held the tray up and shone the torch on to the food. He dipped his finger in. He licked his finger and groaned. He stuck his finger in again and hooked a long slimy string of beansprouts and sauce. He stuck his tongue out and licked. He slurped out pieces of pork and mushrooms. He shoved the spring rolls into his mouth.



The red sauce trickled down from his lips, down over his chin on to his black jacket. "Aaaah," he said. "Ooooooh." He sounded like he was loving it, or he was in pain, or both those things together. I held the tray closer to his chin. He dipped and licked and groaned. His fingers were twisted and stunted. His knuckles were swollen. "Put the aspirin in," he said. I put two aspirin in the sauce and he picked them out and swallowed them. He belched and belched. His hand slipped to his side again. His head slumped back against the wall. "Food of the gods," he whispered. "27 and 53." I put the tray down on the floor beside him and shone the torch on him. There were hundreds of tiny creases and cracks, all over his pale face. A few fine colourless hairs grew on his chin. The red sauce below his lips was like congealed blood. When he opened his eyes again, I saw the tiny red veins like a dark net across the whites of his eyes. There was a smell of dust, old clothes, dry sweat.

"Had a good look?" he whispered.

"Where are you from?"

"Nowhere."

"They'll clear all this out. What will you do?"

"Nothing."

"What will you----"

"Nothing, nothing and nothing." he closed his eyes again.

"Leave the aspirin," he said.

I took the top off, and put the jar on the floor. I had to push aside a little heap of hard furry balls. I held one up to the torchlight, and saw it was made of tiny bones glued together with fur and skin.

"What you looking at, eh?" he said.

I put it on the floor again.

"Nothing."

The blackbird on the roof sang louder and louder.

"Who are you?"

"Nobody."

"What can I do?"

"Nothing."

"My baby sister's very ill."

"Babies!"

"Is there anything you can do for her?"

"Babies! Spittle, muck, spew and tears."

I sighed. It was hopeless. "My name's Michael. I'm going now. Is there anything else I can bring you?"

"Nothing. 27 and 53." he belched again. His breath stank. Not just the chinese food, but the stench of the other dead things he ate: the bluebottles, the spiders. He made a gag noise in his throat and he leaned away from the wall like he was going to be sick. I put my hand beneath his shoulder to steady him. I felt something there, something held in by his jacket.



He retched. I tried not to breathe, not to smell him. I reached across his back and felt something beneath his other shoulder as well. Like thin arms, folded up. Springy and flexible. He retched, but he wasn't sick. He leaned back against the wall and I took my hand away.

"Who are you?" I said. The blackbird sang and sang. "I wouldn't tell anybody," I said. He lifted his hand and looked at it in the torchlight.

"I'm nearly nobody," he said. "Most of me is Arthur." he laughed but he didn't smile. "Arthur itis," he squeaked. "He's the one that's ruining me bones. Turns you to stone then crumbles you away."

I touched his swollen knuckles.

"What's on your back?" I said.

"A jacket, then a bit of me, then lots and lots of arthur."

I tried to slip my hand beneath his shoulder again.

"No good," he squeaked. "Nothing there's no good no more."

"I'm going," I said. "I'll keep them from clearing the place out. I'll bring you more. I won't bring doctor death."

He licked the dry sauce from below his lips. "27 and 53," he said. "27 and 53."

I left him, backed away towards the door, went out into the light. The blackbird flew away over the gardens, squawking. I tiptoed into the house. I stood for a minute at the baby's cot. I put my hand beneath the blankets and felt the rattling of her breath and how soft and warm she was. I felt how tender her bones were. Mum looked up at me and I could tell she was still asleep.

"Hello," she whispered.

I tiptoed back to bed. When I slept, I dreamed that my bed was all twigs and leaves and feathers, just like a nest.

**Don't forget to check your written work, produce your neatest presentation
(*joined handwriting*) and correct your spellings.**

When you have checked and edited your work, please upload it to Class Dojo.





English – Lesson 1: Reading Comprehension – Answers

Independent Task

- 1) Name 3 birds Mina had drawn in her book.
blackbird, sparrow, tits, chaffinch, goldfinch
- 2) *'She clicked her tongue and rolled her eyes towards the sky.'*
What does this suggest about Mina? **She was annoyed/frustrated. She was tutting and rolling her eyes.**
- 3) What word suggests Mina was frustrated? **typical**
- 4) *"My favourite," she said. She slapped the book shut.'*
Why has the author used slapped in this sentence? **To show that she did it quickly/forcefully. She had done it to shock him/surprise him/make him jump**
- 5) Find and copy a phrase which suggests Mina is well-spoken/speaks formally.
I look forward to/if that can be arranged

English – Lesson 2: Reading Comprehension

Independent Task

- 1) What colour was the man's jacket? **black**
- 2) What evidence in the text suggests the man is old? **He has creases and cracks over his face/colourless hairs grew on his chin**
- 3) *'...tiny red veins like a dark net across the whites of his eyes.'*
Why has the author used a simile here? **To allow the reader to visualise what his eyes looked like.**
- 4) How does the author suggest the man is being secretive and mysterious? **He doesn't answer Michael's questions or only answers nowhere/nothing.**
- 5) Find and copy a phrase which suggests the man doesn't like babies. **Babies! Spittle, muck, spew and tears.**



English – Lesson 3: Identifying Features – Answers

Structural features:

1. Date
2. Greeting
3. Before the day begins
4. After the day begins

Grammatical features:

1. Colon to separate two independent clauses
2. First person
3. Question tag
4. Non-standard English
5. Semi-colon to separate two independent clauses
6. Fronted adverbial
7. Subordinate clause
8. Conversational language
9. Apostrophe for contraction
10. Semi-colon to separate items in a list
11. Simile
12. Single dash to add extra information
13. Brackets for parenthesis
14. Short sentence
15. Dashes for parenthesis
16. Rhetorical questions

Lesson 4 – Writing Informally – Answers

Task 1 - contractions

Write the contracted form.

1. is not = **isn't**
2. Should have = **should've**
3. I have = **I've**

Identify the pairs of words that could be contracted and write the contracted form.

4. **It is** **It's** crazy how much food he can eat.
5. I was scared but I **could not** **couldn't** turn back now.
6. The excitement turned into nerves as I **did not** **didn't** know what was going to happen.

Task 2 - conversational language

Which numbered sentences include conversational language?

1. **Errr..**right. Let's get started.
2. It would appear that he was not what I had expected.
3. **The** thought ran through my mind, I hope he's gonna be alright.
4. I look forward to seeing it again.

Write 5 example sentences that you could use in your diary entry.

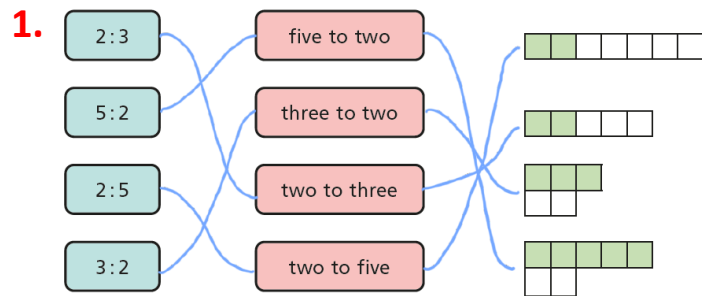
Task 3 - question tags

Add a question tag to the following statements.

1. I shouldn't go to the garage again, **should I?**
2. Everything will be alright, **won't it?**
3. I can't believe that he loves Chinese food, **can you?**



Maths – Lesson 1: Introducing ratio Answers



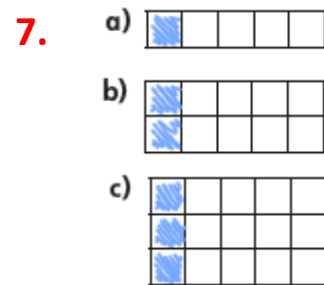
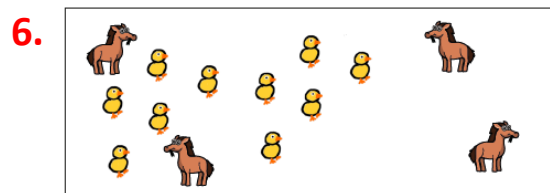
2. Mo is correct as there are 5 purple and 4 yellow.

3. a) 5:4 b) 4:3 c) 3:5 d) 5:3 e) 5:3:4

4. a) Squares; for every 1 triangle there are 3 squares.



5. a) 1:3 b) Ron is correct as there are 3 rulers for every 1 pencil.



8. a) white to dark b) milk to white c) dark to not dark

Maths – Lesson 2: Calculating ratio

1. a) 6 b) 5 2. Yellow = 12 red = 8

3. 4. 18 5. 9

6. a)

Juice	Water
1 litre	5 litres
2 litres	10 litres
4 litres	20 litres
100 ml	500 ml
200 ml	1 litre
300 ml	1.5 litres
6 litres	30 litres
150 ml	750 ml

b) juice = 250 ml

water = 1 250 ml

7. a) German

b) e.g.

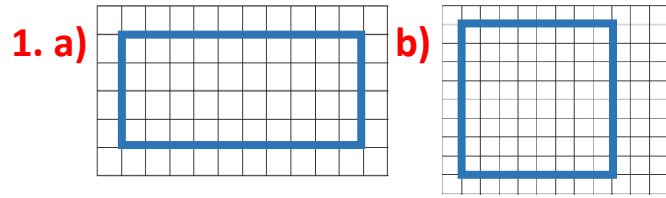


c) 32

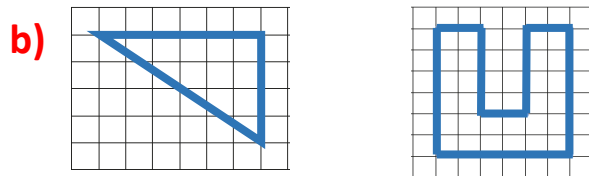
8. Various answers.



Maths – Lesson 3: Using Scale Factors Answers

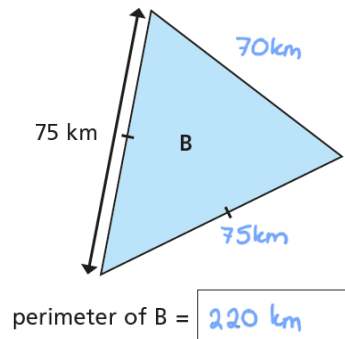
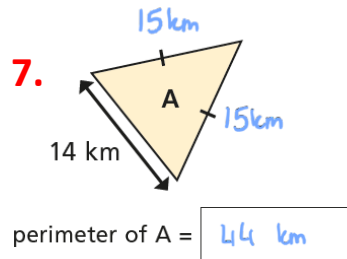
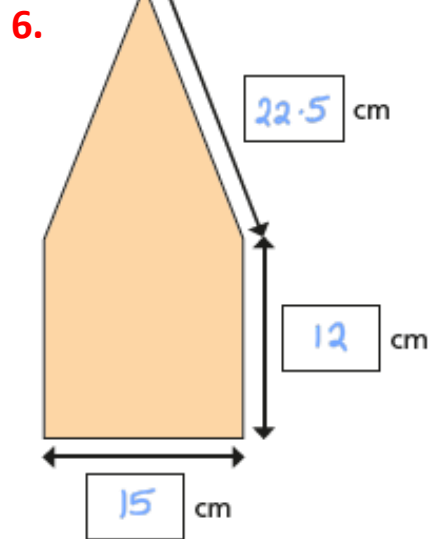


2. a) All of the side lengths are twice as big.



3. 3 4. Please share your drawings on Dojo!

5. 32 cm



Maths – Lesson 4: Ratio and Proportion Answers

1. a) £6.00 b) £1.50 c) £7.50

2. For every 3 red grapes there is 1 green grape.

3. a) butter = 40 g, sugar = 24 g, plain flour = 60 g, choc chips = 20g

b) butter = 200 g, sugar = 120 g, plain flour = 300 g, choc chips = 100g

c) 24

4. £3.30 5. 720ml 6. Shop A 7. 8 cm² 8. 20

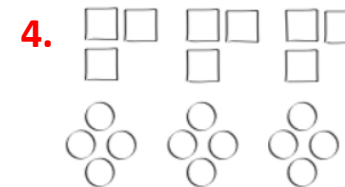
Maths – Lesson 5: Solve Ratio Problems Answers

1. 5 children are not wearing a bib. You might have used diagrams, a table or multiplication to explain your method.

2. a) 15 squares b) 6 triangles

3. They need 12 leaves (there will be 2 conkers left over).

Conkers	Leaves
3	2
6	4
9	6
12	8
15	10
18	12
21	14



b) Lee draws 12 circles

5. There are 12 strawberry sweets.

Strawberry	Lime
2	3
4	6
6	9
8	12
10	15
12	18



Maths – Arithmetic Challenge Answers

question	answer	marks
1	94	1
2	1236	1
3	155	1
4	6.2	1
5	56	1
6	7067	1
7	2.522	1
8	317	1
9	109	1
10	$\frac{2}{3}$ or $\frac{4}{6}$	1
11	561	1
12	50	1
13	90	1
14	131	1
15	780.1	1
16	5777	1
17	900	1
18	$\frac{18}{12}$ or $\frac{3}{2}$ or $1\frac{6}{12}$ or $1\frac{1}{2}$	1
19	29.43	1
20	4200	1
21	50 505	1

question	answer	marks
22	1420	1
23	13.85	1
24	2444	2
25	43 711	1
26	315	2
27	$\frac{4}{25}$	1
28	52 972	2
29	26	1
30	$\frac{3}{7}$	1
31	12	1
32	$4\frac{2}{3}$	1
33	52	2
34	$\frac{2}{25}$	1
35	$\frac{17}{30}$	1
36	63	1
		Total 40

Family Challenge [Answers](#)

Challenge 1 - 14 cakes

Challenge 2 -



Challenge 3 - 95

Challenge 4 - 85p

Challenge 5 - 65°

Challenge 6 - 87 cm²

Challenge 7 - 53 years old

