Week beginning 13.7.20

Year 6,

This week is you final week at Westfield. Hopefully, we will see many of you on Wednesday for our celebrations on the field!

We would like to wish you all the very best of luck in your new secondary schools. They are lucky to have each and every one of you.
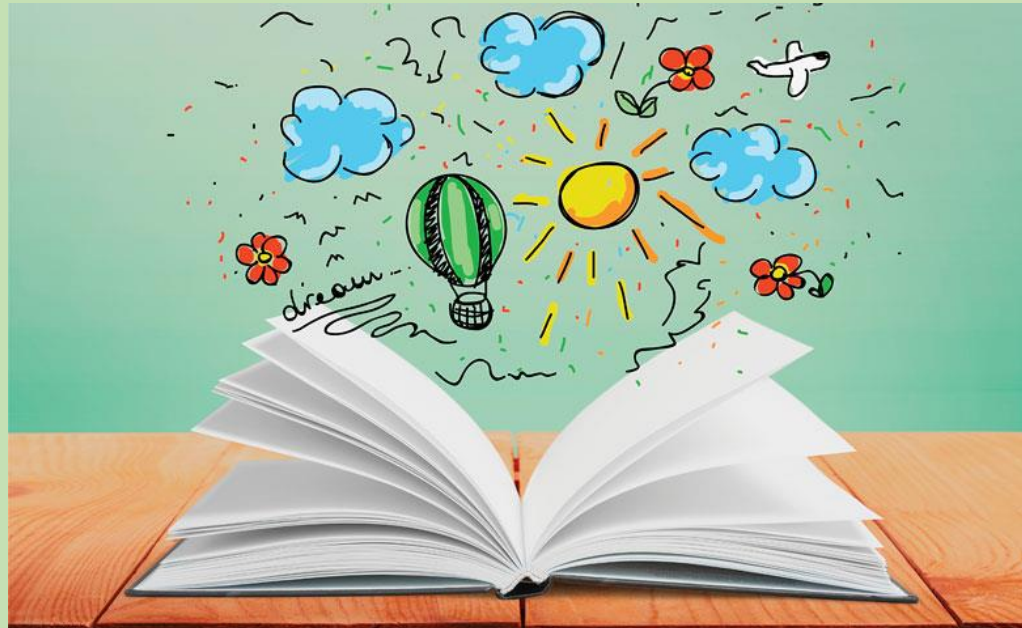
Keep safe and be happy!
All the very best,
Mrs Jones, Mr Morgan, Mrs Luckett, Mrs Steele and Mrs Esson

Monday 13th July 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.

Maths
13.7.20

1. $6^2 =$

2. $9.12 \times 100 =$

3. $2\% \times 1000 =$

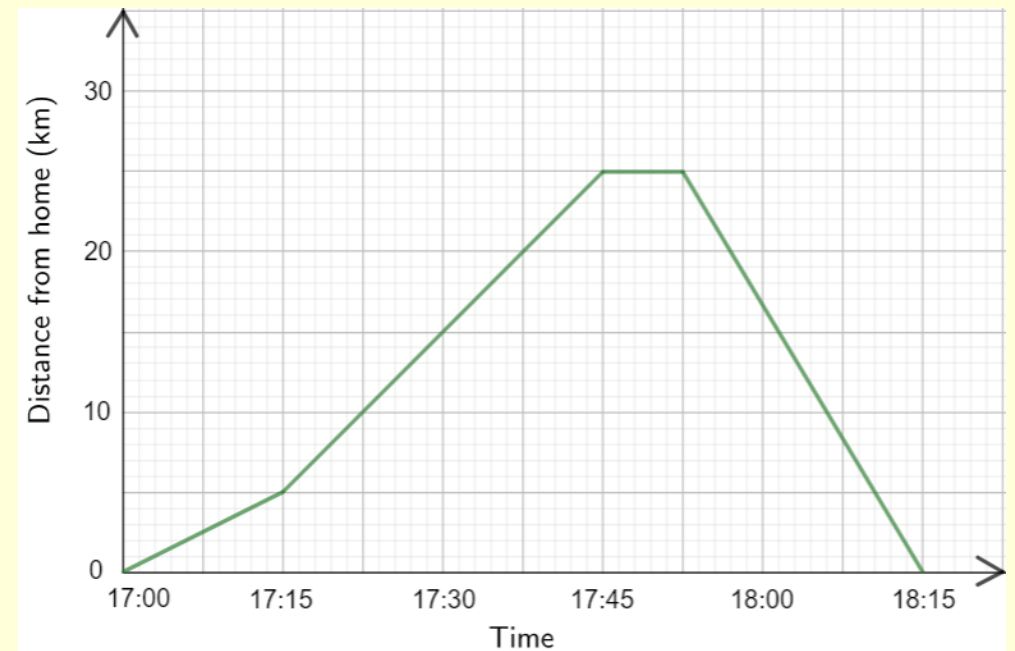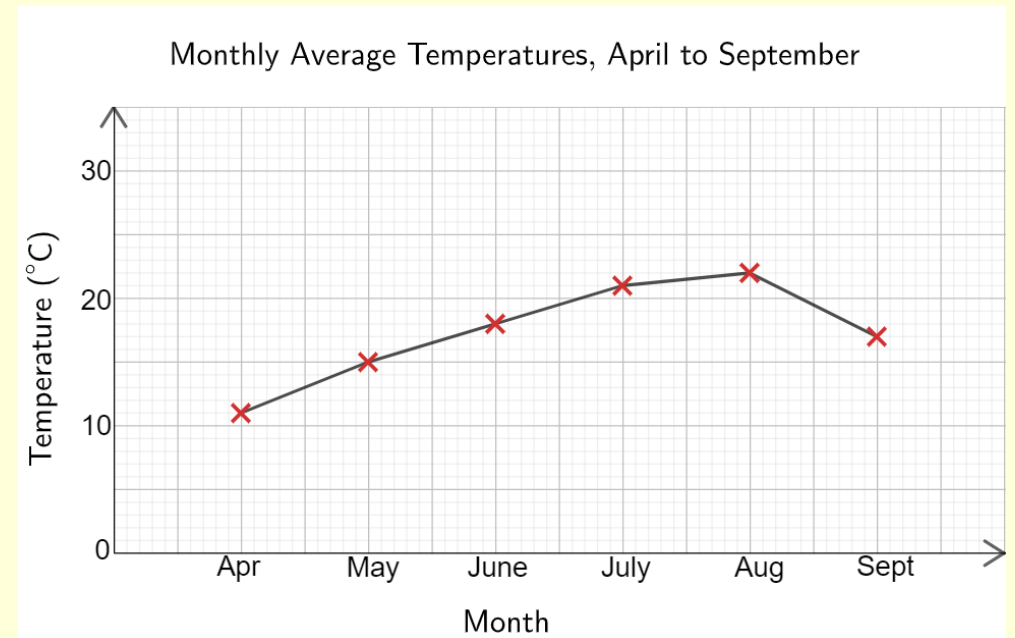4. $8.05 - 0.999 =$

5. $81 \div 9 + (9 \times 8) =$

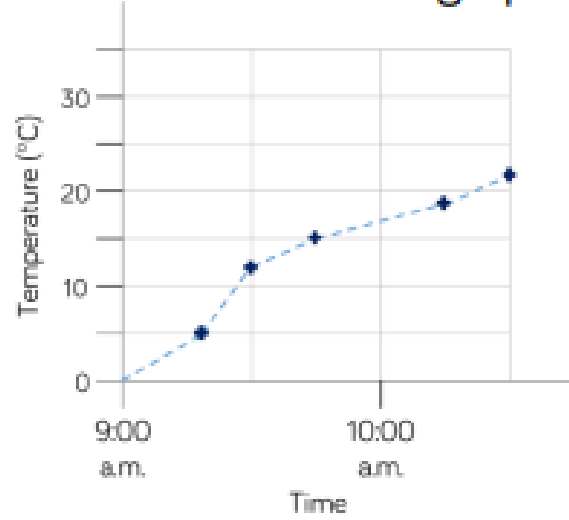# Maths
13.7.20
LO: to read and interpret line graphs
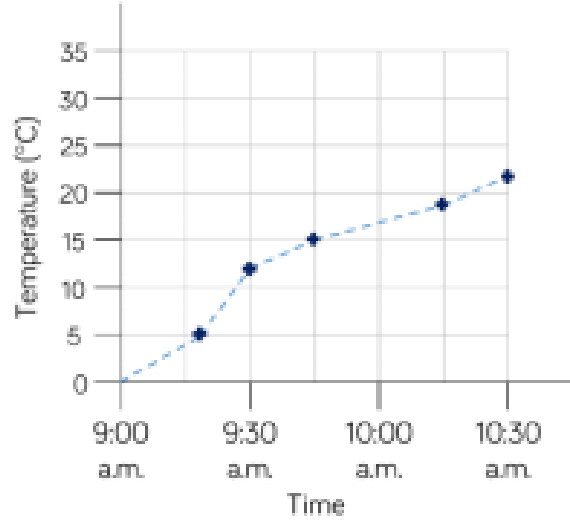
Steps to Success:
1. Y axis is vertical
2. X axis is horizontal
3. Look carefully at the axis and the scale – what does it increase by each time?
4. Read the data represented carefully – what does it show you?
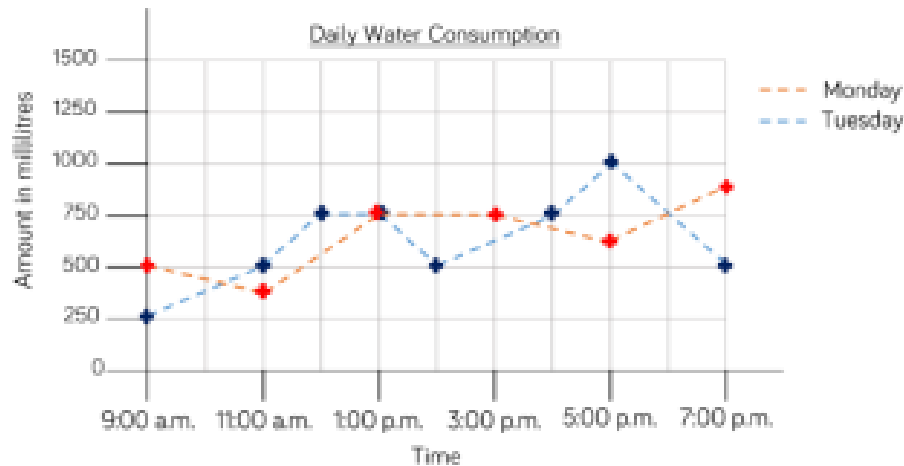
Examples of line graphs

Monthly Average Temperatures, April to September

■ What is the same and what is different about the two graphs?

■ Here is a graph showing daily water consumption over two days.
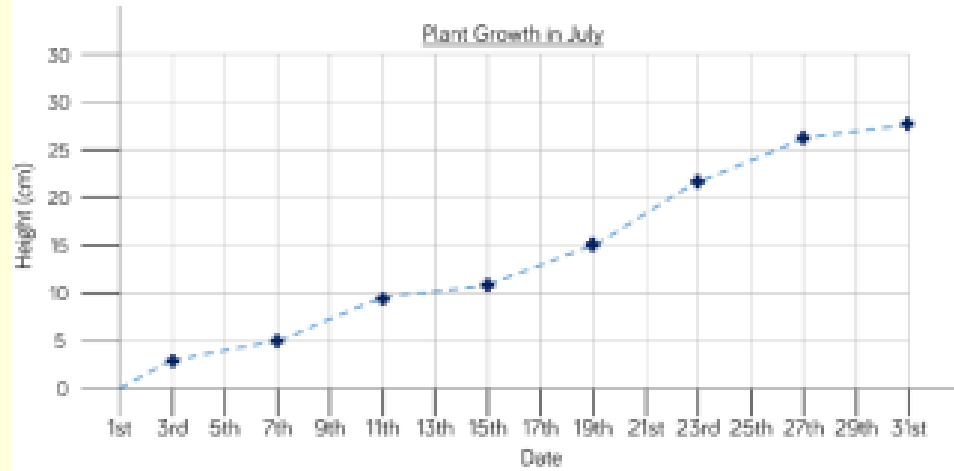

Daily Water Consumption

Monday
Tuesday

At what times of the day was the same amount of water consumed on Monday and Tuesday?

Eva has created a graph to track the growth of a plant in her house.

Plant Growth in July

Eva recorded the following facts about the graph.
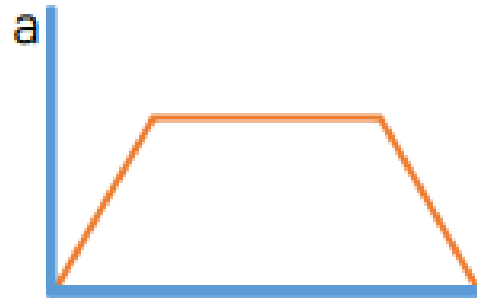a) On the 9th of July the plant was about 9 cm tall.
b) Between the 11th and 19th July the plant grew about 5 cm.
c) At the end of the month the plant was twice as tall as it had been on the 13th.
Can you spot and correct Eva's mistakes?

Write a story and 3 questions for each of the 3 graphs below.

a

b

c

English
13.7.20
LO: to explore the meaning of words in context.

Steps to Success:
1. Read the text and understand it.

2. Look at the table of words.

3. Find each word in the text.

4. Read around the word – read before and read after for clues.

5. If you are still unsure, check the definition in a dictionary.

TalkforWriting

World famous monster expert Professor Behemoth is putting together a **Monsterology** of different types of monsters and beasts. He has spent years researching all sorts of weird and wonderful monsters and has a wide variety for his encyclopedia. Your job, in this booklet, is to provide the professor with another entry for his book; you'll have to use your imagination unless you have actually seen a monster!

Information with a touch of 'faction'

In this workbook, we are going to be writing an information text about a made-up monster or beast. Even though this is a non-fiction genre of writing, we can still be inventive and creative. I like calling it FACTION when teaching it (the form fits information about facts but the content is fiction).

English
13.7.20
LO: to explore the meaning of words in context.

Read the text below.

Swamp Monsters

Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."

Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.

Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.

If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.
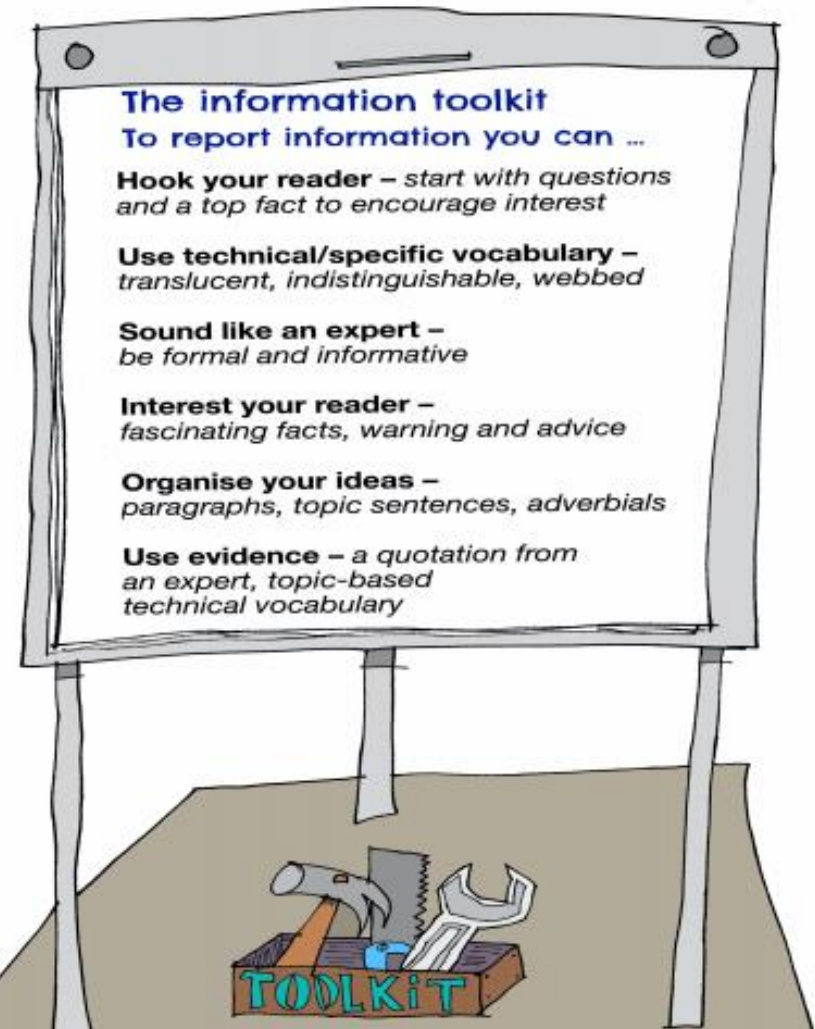
These words of from the text. Match them to the definition.

Word	Definition
myth	not distinguishable
translucent	the state of living alone in seclusion
indistinguishable	agreement or harmonious relations
resemble	displaying lustrous colours like those of a rainbow
renowned	a traditional or legendary story
majesty	rugged, bent, twisted or weather-beaten
iridescent	to be like or similar to
harmony	permitting light to pass through but any objects on the other side are not clearly visible
gnarled	to hold motionless with amazement
solitude	supreme greatness
transfixed	to be celebrated or famous

Before next lesson…

Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.

The information toolkit
To report information you can …

Hook your reader – start with questions and a top fact to encourage interest

Use technical/specific vocabulary – translucent, indistinguishable, webbed

Sound like an expert – be formal and informative

Interest your reader – fascinating facts, warning and advice

Organise your ideas – paragraphs, topic sentences, adverbials

Use evidence – a quotation from an expert, topic-based technical vocabulary

TOOLKIT

Section 1

Circle ALL the modal verbs in this sentence:

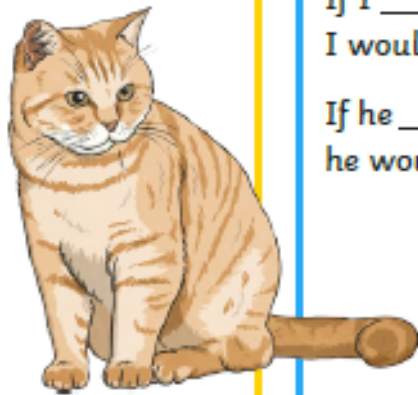Geena shouldn't have pushed Finlay over and now she might be in serious trouble.

Section 2

Circle the object in each sentence:

The cat sat on the mat.

I waited at the bus stop.

Section 3

Mr Whoops has accidently jumbled up TWO prepositions. Can you help him to unjumble them?

GDURIN _____

STAGIAN _____

Section 4

Add the correct verb form to create sentences written in the subjunctive mood.

If I _____ still hungry, I would have eaten the last slice.

If he _____ set off earlier, he would have caught the first train.

Section 5

Add a hyphen to a word in each of these sentences:

As he was extremely accident prone, Paul was always at the hospital.

If it weren't for quick thinking detective, the criminals would have got away.

Section 6

'Clean' can be used as a verb and an adjective. Write a sentence where 'clean' is used as an adjective.

_____

_____

_____

_____

Creative
13.7.20
LO: to draw the proportions of a human face.

For the next lesson, you will need a photograph of yourself when you were younger and a photograph of yourself now.
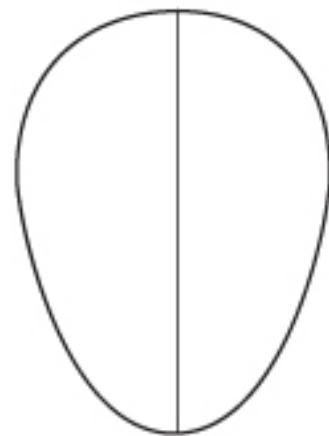
Today, we are going to learn how to draw face proportions accurately. Follow the guide on the next page.

*Remember if you aren't happy with your first attempt, keep trying!*

Proportions of the Face

To begin drawing a portrait you will first need to draw an egg shape. Remember that the narrow part of the egg points down as this will become the chin.
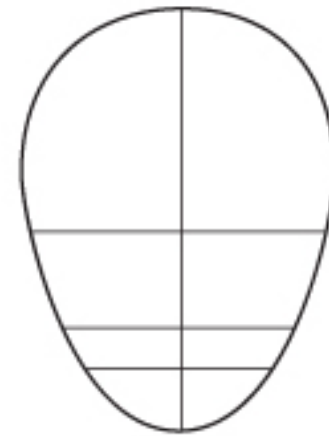
Draw a line vertically right through the centre of the egg. This line will make sure that you line up the nose, mouth and eyes correctly.
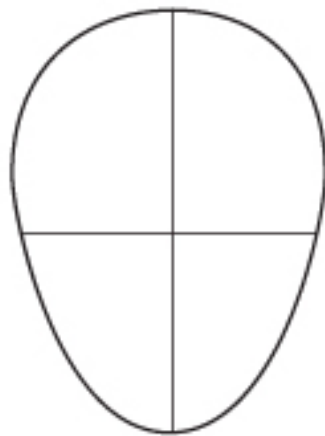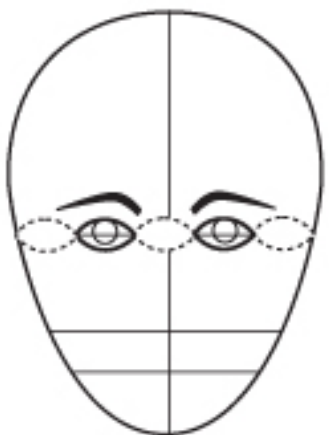
Draw a horizontal line half way down the egg. This is where the eyes and top of the ears will go.
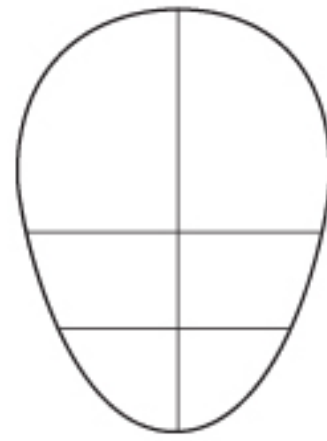
Half way between the eye line and the chin draw a second horizontal line. This is where the bottom of the nose and ears will go.
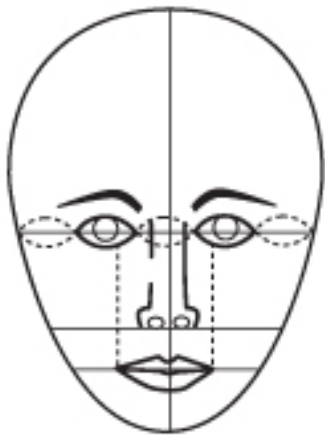
A third of the way down from the nose line draw a third horizontal line. This is where the mouth will go.

Draw in the eyes with the corners on the line. To ensure the eyes are the correct size you should be able to fit five equal eye widths across the head.
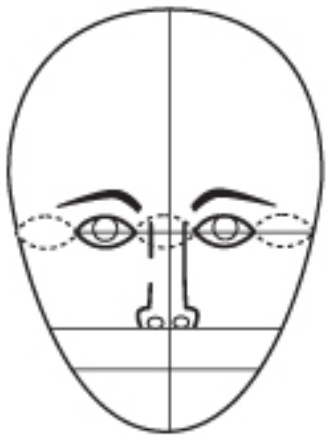
Draw the bottom of the nose. The nostrils should rest on the line.

Draw in the mouth with the line dividing the two lips. By measuring a third in from the inside corner of the eye and drawing a line vertically on each side, you can achieve an accurate mouth width.
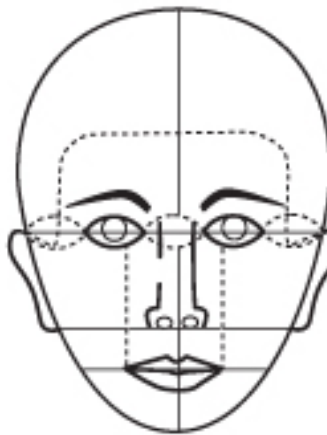
Draw in the ears and the hairline. The hairline can help determine the shape of the face. Remember the ears should fit snuggly between the eye and nose lines.
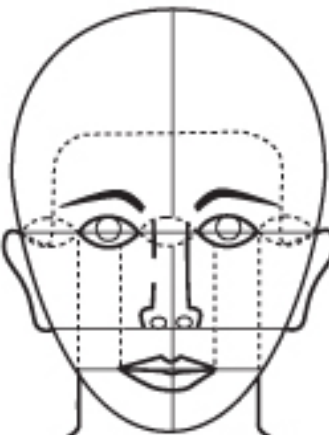
Draw the neck by drawing a vertical line from the outer corner of the eye on each side to achieve the correct width.

Answers

Maths
13.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. $6^2 = $ 36

2. $9.12 \times 100 = $ 912

3. $2\% \times 1000 = $ 20

4. $8.05 - 0.999 = $ 7.051

5. $81 \div 9 + (9 \times 8) = $ 81
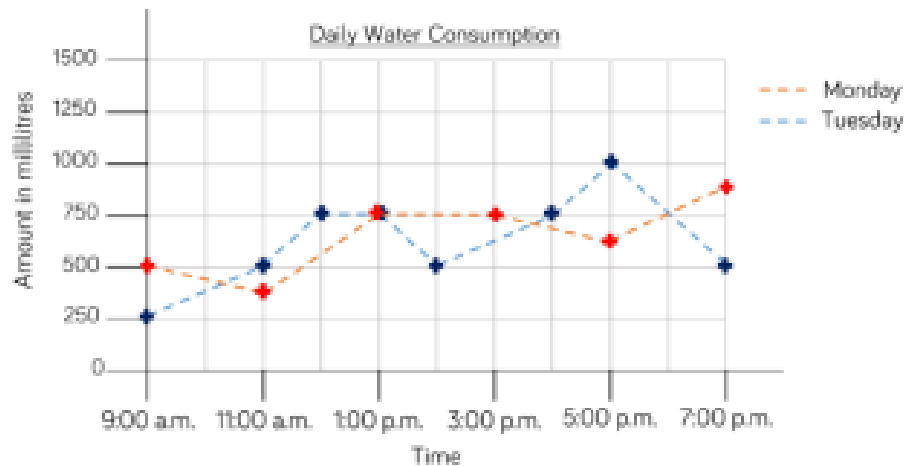
What is the same and what is different about the two graphs?
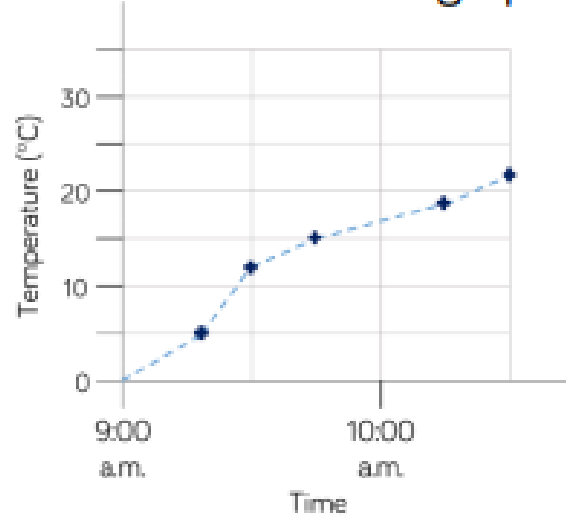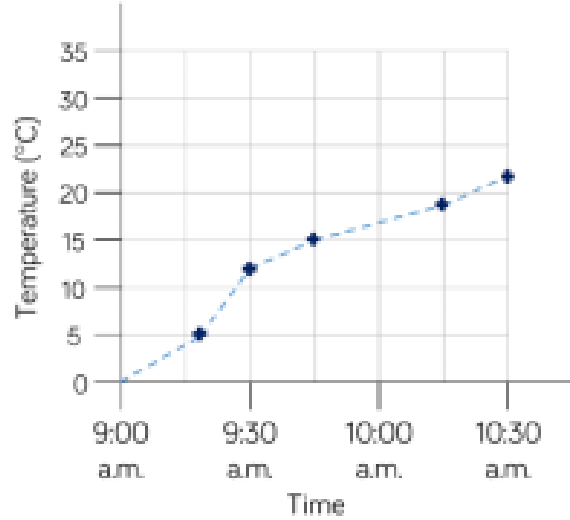
The temperature and the times are the same, but are represented differently on the scale.
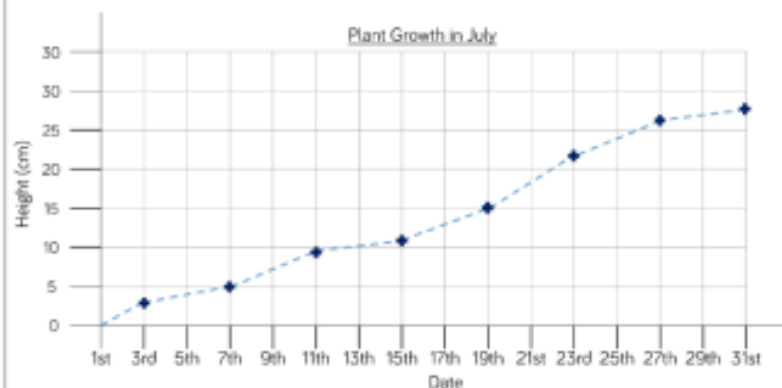
Here is a graph showing daily water consumption over two days.

Daily Water Consumption

At what times of the day was the same amount of water consumed on Monday and Tuesday?

1.00pm

Eva has created a graph to track the growth of a plant in her house.

Plant Growth in July

Eva recorded the following facts about the graph.

a) On the 9th of July the plant was about 9 cm tall.

b) Between the 11th and 19th July the plant grew about 5 cm.

c) At the end of the month the plant was twice as tall as it had been on the 13th.

Can you spot and correct Eva's mistakes?

a) On the 9th July a more accurate measurement would be 7.5 cm.

b) Correct.

c) On the 31st the plant was approximately 28 cm tall, but on the 13th it was only 10 cm which is not half of 28 cm. The plant was closer to 14 cm on the 17th July.

Write a story and 3 questions for each of the 3 graphs below.

a

b

c

Possible context for each story:

a) A car speeding up, travelling at a constant speed, then slowing down.

b) The height above sea level a person is at during a walk.

c) Temperature in an oven when you are cooking something.

Section 1
Circle ALL the modal verbs in this sentence:

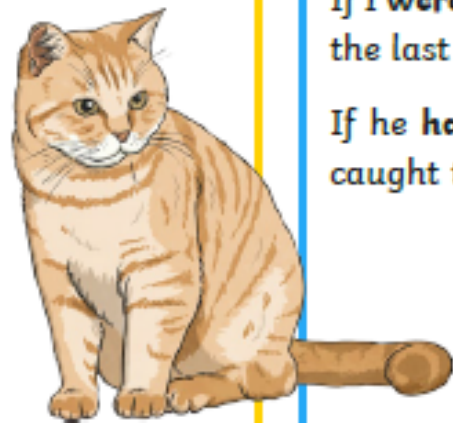Geena **shouldn't** have pushed Finlay over and now she **might** be in serious trouble.

Section 2
Circle the object in each sentence:

The cat sat on the **mat**.

I waited at the **bus stop**.

Section 3
Mr Whoops has accidently jumbled up TWO prepositions. Can you help him to unjumble them?

GDURIN **DURING**

STAGIAN **AGAINST**

Section 4
Add the correct verb form to create sentences written in the subjunctive mood.

If I **were** still hungry, I would have eaten the last slice.

If he **had** set off earlier, he would have caught the first train.

Section 5
Add a hyphen to a word in each of these sentences:

As he was extremely **accident-prone**, Paul was always at the hospital.

If it weren't for **quick-thinking** detective, the criminals would have got away.

Section 6
'Clean' can be used as a verb and an adjective. Write a sentence where 'clean' is used as an adjective.

Accept any sentence with 'clean' used as an adjective, e.g. Harold walked out on to the balcony and breathed in the clean, fresh air.

Tuesday 14ᵗʰ July 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.
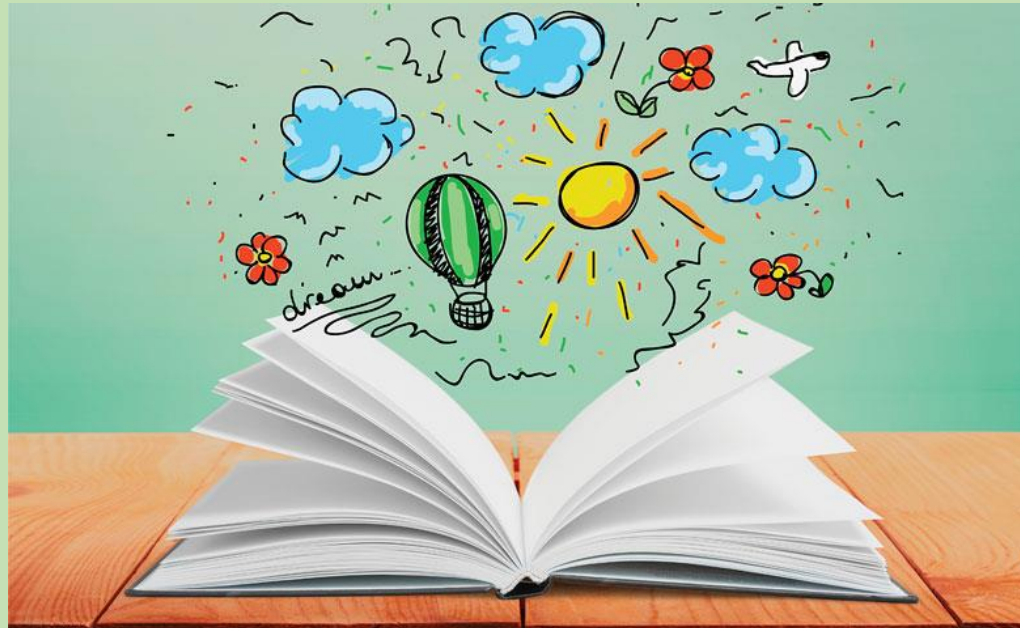
Maths
14.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. 1245 x 19 =

2. 1419 ÷ 43 =

3. 25% of 900 =

4. $8 \times 4 + 3^2 =$

5. 7823 + 245 =

Maths
14.7.20
LO: to draw a line graph.

If you don't have squared/graph paper, I've put a slide with a piece that can be printed.

Steps to Success:
1. Decide on the x and y axis scale.
2. Draw it spaced accurately.
3. Carefully read the data and plot of the graph.
4. Check all plotted points before joining together.

This table shows the height a rocket reached between 0 and 60 seconds.

Create a line graph to represent the information.

Time (seconds)	Height (metres)
0	0
10	8
20	15
30	25
40	37
50	50
60	70

The table below shows the population in the UK and Australia from 1990 to 2015.

	1990	1995	2000
UK	57,200,000	58,000,000	58,900,000
Australia	17,000,000	18,000,000	19,000,000
	2005	2010	2015
UK	60,300,000	63,300,000	65,400,000
Australia	20,200,000	22,100,000	23,800,000

Create one line graph to represent the population in both countries. Create three questions to ask your friend about your completed graph.

Maths
14.7.20
LO: to draw a line graph.

If you don't have squared/graph paper, I've put a slide with a piece that can be printed.

Steps to Success:
1. Decide on the x and y axis scale.
2. Draw it spaced accurately.
3. Carefully read the data and plot of the graph.
4. Check all plotted points before joining together.

This table shows the distance a lorry travelled during the day.

Time	Distance in miles
7.00 a.m.	10
8.00 a.m.	28
9.00 a.m.	42
10.00 a.m.	58
11.00 a.m.	70
12.00 a.m.	95
1.00 p.m.	95
2.00 p.m.	118

Create a line graph to represent the information, where the divisions along the x-axis are every two hours.

Create a second line graph where the divisions along the x-axis are every hour.

Compare your graphs. Which graph is more accurate?

Would a graph with divisions at each half hour be even more accurate?
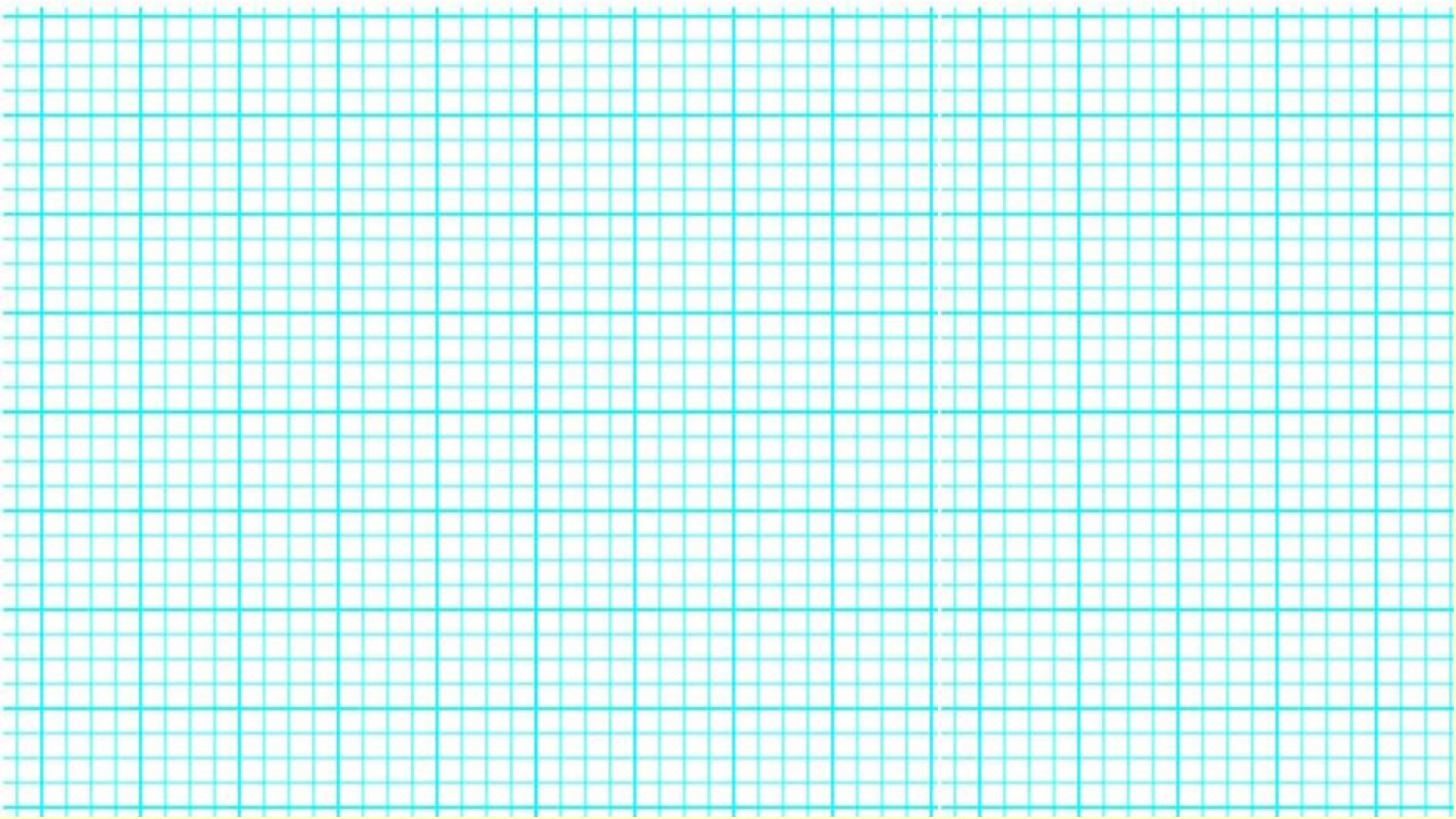
English
14.7.20
LO: to recognise and apply grammatical features.
Formality

You might have heard your teachers talking about 'being formal'. The best way to explain it in this type of writing is to: **SOUND LIKE AN EXPERT**.

Imagine you are David Attenborough narrating a TV show or your writing will feature in a non-fiction book from the library. We don't need to make our reader laugh, persuade them or in fact give any opinion at all. Our main job is to give information as precisely as possible.

Here are two texts. Spot which is formal and which is informal!

1) Swamp monsters have a proper rancid diet. They love to eat all sorts of weird and unusual stuff like slugs – uuurrrggghhh! Also, they glug down the dirty swamp water by the gallon!

2) It has been discovered that swamp monsters have an unusual diet. In the main, these creatures are known to consume only gastropods. In addition, they have a preference for water from their swamps as it contains essential minerals.

Explain how you know whether it is formal or informal.

Now decide whether these are formal or informal sentences?

★ I really want you to come to my party – please come!
   formal/informal

★ Henry VII didn't like his wife – he chopped off her head!
   formal/informal

★ The teacher-pleaser machine is a state-of-the-art contraption.
   formal/informal

★ Your presence is requested at the Queen's celebration.
   formal/informal

★ At 6:00pm on the 24th December Mr Jones was arrested by the police and detained at the local police station.
   formal/informal

Challenge: can you re-write each sentence the other way round so the formal ones become informal and the informal ones become formal!

Topic Sentences

You might have noticed that the model text does not have sub-headings. Instead, in Year 6, we can use TOPIC SENTENCES. These are like little introductions to the paragraph allowing you to add more detail than you would in a simple heading.

Examples from our model:

Swamp monsters don't just live in swamps they resemble them.

This topic sentence introduces our APPEARANCE paragraph

Have you ever wondered what a swamp monster eats?

This topic sentence introduces our DIET paragraph and uses another question to interest the reader.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest.

This topic sentence introduces the paragraph which is about DIFFERENT SPECIES and HABITAT.

★ Use these examples to have a go at writing some topic sentences of your own for the topics below

Topic sentences for the appearance, diet and habitat of a lion:

Topic sentences for the habitat, diet, and appearance of a swamp monster:

Topic sentences for the appearance, powers, enemies or abilities of a storm giant:

Section 1

Add in two possessive pronouns to the following sentence:

"Have you lost a pencil? This must be _____ as it's not _____,"

said Rachel kindly as she handed it back.

Section 2

The sun was scorching today _____

_____

_____

Add a subordinating conjunction and continue the complex sentence.

Section 3

Can you think of the correct 'gh' words to match the definitions:

Past tense of fight - _____

Antonym of loose - _____

Section 4

Mr Whoops has got in a terrible muddle turning these verbs into adjectives using the suffixes 'ible' or 'able'. Can you help him?

comfort - _____

fix - _____

Section 5

Sort these words into the table:

prepositions	verbs

were   inside   gave   between

Add another word to each column.

Section 6

Indicate the parenthesis in this sentence using suitable punctuation marks.

The sloth a native South American mammal mostly eats leaves and shoots.

Look at the photographs of yourself from when you were younger and photographs from now.
How have you changed?
What features are still the same?

Applying the proportions that we learnt yesterday, try drawing half your face. Like the example below:

Please do not ruin any family photographs!

Answers

Maths
14.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. 1245 x 19 = 23, 655

2. 1419 ÷ 43 = 33

3. 25% of 900 = 225

4. 8 x 4 + 3^2 = 41

5. 7823 + 245 = 8068

Section 1

Add in two possessive pronouns to the following sentence:

"Have you lost a pencil? This must be **yours** as it's not **mine**," said Rachel kindly as she handed it back.

Section 2

The sun was scorching today _____

Add a subordinating conjunction and continue the complex sentence.

Accept any sensible idea for a complex sentence containing a subordinating conjunction, e.g. The sun was scorching today before the sky clouded over.

Section 3

Can you think of the correct 'gh' words to match the definitions:

Past tense of fight - **fought**

Antonym of loose - **tight**

Section 4

Mr Whoops has got in a terrible muddle turning these verbs into adjectives using the suffixes 'ible' or 'able'. Can you help him?

comfort - **comfortable**

fix - **fixable**

Section 5

Sort these words into the table:

prepositions	verbs
inside	**were**
between	**gave**

were   inside   gave   between

Add another word to each column.

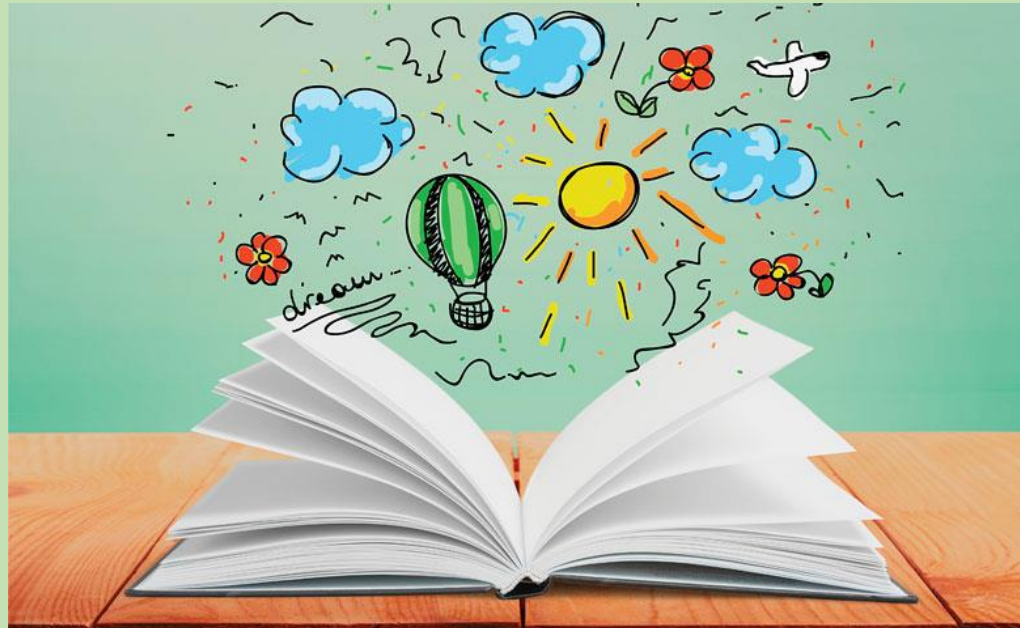**Accept any prepositions and verbs added to the correct column.**

Section 6

Indicate the parenthesis in this sentence using suitable punctuation marks.
The sloth a native South American mammal mostly eats leaves and shoots.

Parenthesis marked with commas, brackets or dashes, e.g. The sloth, a native South American mammal, mostly eats leaves and shoots.

Wednesday 15th July 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.

Maths
15.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. 459 x 27 =

2. 3.5 x 66 =

3. 3/8 x 1/6 =   (try to simplify your answer)

4. _____ = 70.45 + 5.339

5. 12^2 =

Maths
15.7.20
## LO: to read and interpret line graphs.

Steps to Success:
1. Y axis is vertical
2. X axis is horizontal
3. Look carefully at the axis and the scale – what does it increase by each time?
4. Read the data represented carefully – what does it show you?

Ron and Annie watched the same channel, but at different times. The graph shows the number of viewers at different times. Ron watched 'Chums' at 5 p.m. Annie watched 'Countup' at 8 p.m.
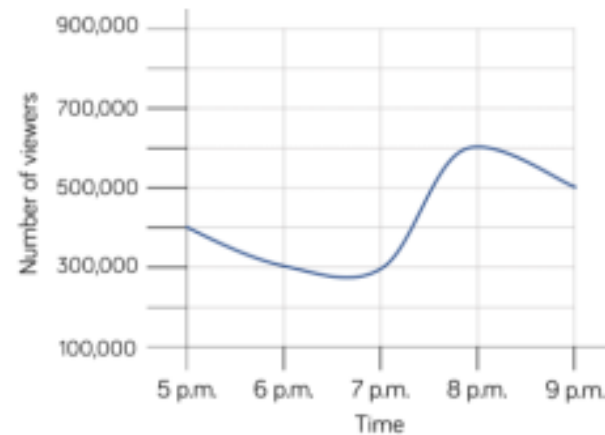
What was the difference between the number of viewers at the start of each programme? What was the difference in the number of viewers between 6 p.m. and 8 p.m.? Which time had twice as many viewers as 6 p.m.?
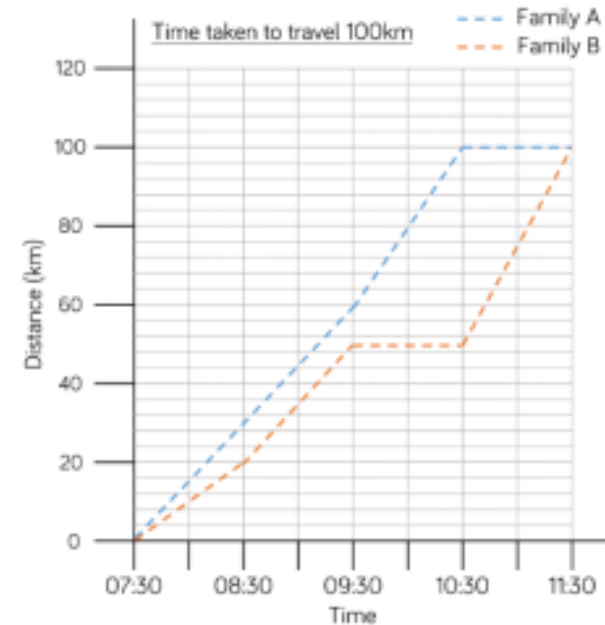
Two families were travelling to Bridlington for their holidays. They set off at the same time but arrived at different times.
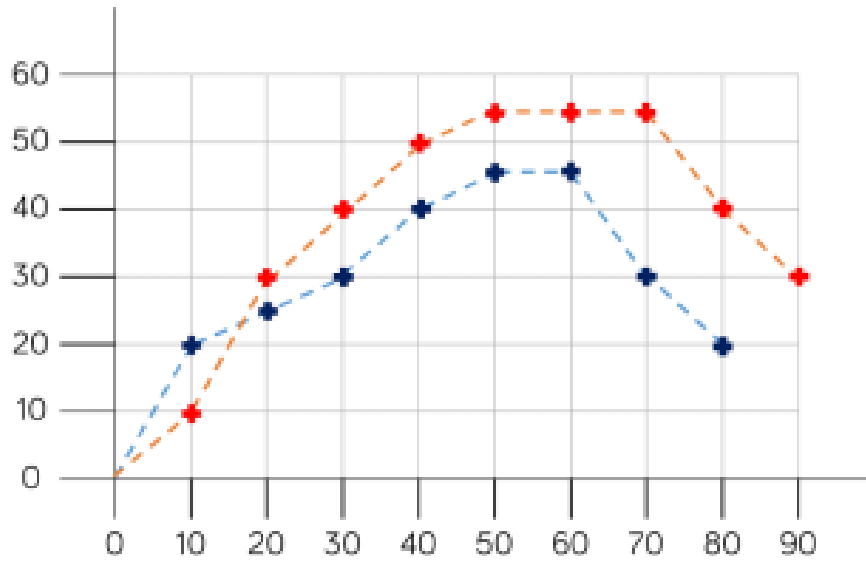What time did family A arrive?
How many km had each family travelled at 08:45?
Which family stopped midway through their journey?
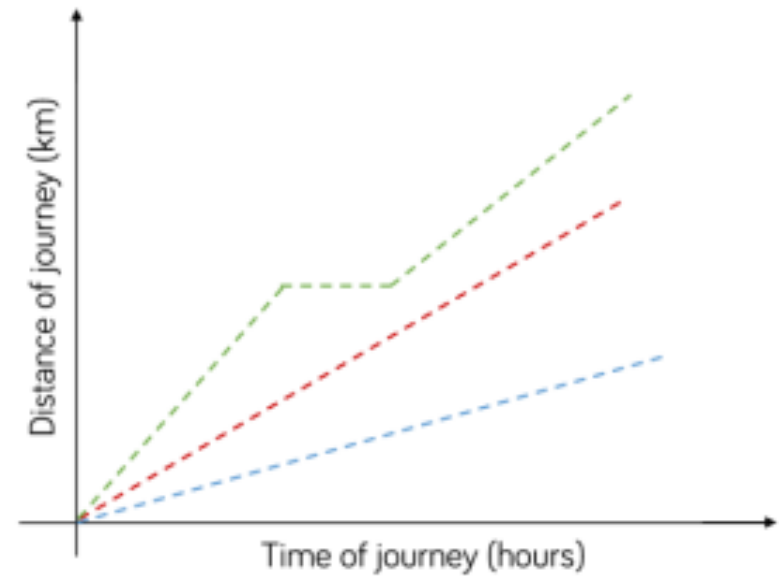How much further had they left to travel?

7

What could this graph be showing?

Label the horizontal and vertical axes to show this.

Is there more than one way to label the axes?

The graph below shows some of Mr Woolley's journeys.

What is the same and what is different about each of these journeys?

What might have happened during the green journey?

English
15.7.20
LO: to plan our writing.

Steps to Success:
1. Think up an imaginary monster – make it as creative as possible!

2. Draw your monster to help you describe it.

3. Describe: appearance, diet, habitat, behaviour, powers/weapons.

TalkforWriting

Now comes the fun part! You need to write an information text about a monster beast for Professor Behemoth's Monsterology. The choices are endless and I am sure that you already have an idea about what you might do but here are some pictures that might inspire you.
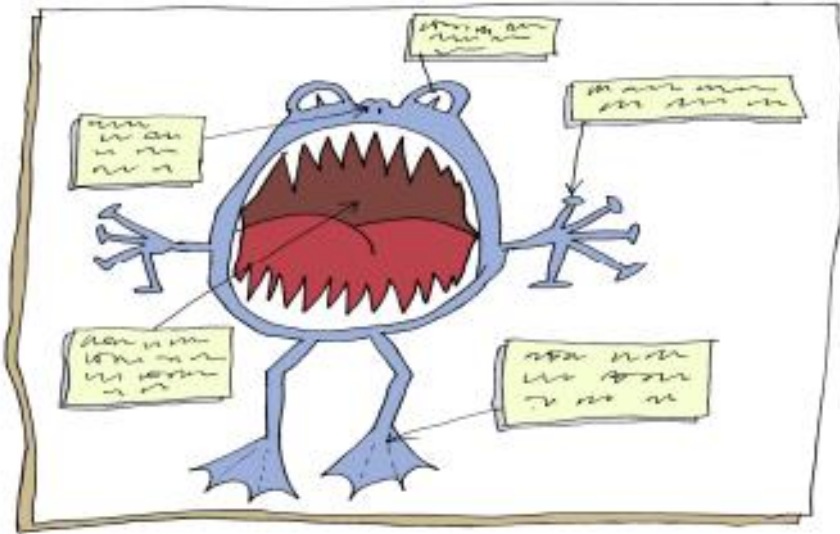
English
15.7.20
LO: to plan our writing.

Draw and describe your monster:

To help you get a real picture of what your monster is like, have a go at sketching them.

★ Coming up with ideas! I have given you a few ideas for what your different paragraphs could be about below and I am sure that you can think of others. Use the space to get as many ideas down as you can or use separate paper

Appearance

-
-
-
-

Diet

-
-
-
-

Habitat

-
-
-
-

Abilities

-
-
-
-

Friends/Enemies

-
-
-
-

Weapons/Powers

-
-
-
-

GPS
15.7.20

Section 1
Rewrite this sentence in the passive voice:
The hen laid an enormous egg.

_____

_____

Section 2
Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

simple - _____

terror - _____

Section 3
Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in' or 'un' prefixes?

experienced	_____
flexible	_____

Section 4
Can you think of a preposition, a collective noun and a determiner beginning with...

	preposition	collective noun	determiner
The letter b?			
The letter t?			

Section 5
Can you place the commas in the correct place in these sentences:

Even though she was extremely tired the brave explorer kept on trekking.

I've got three lessons this afternoon: English PE and science.

Section 6
Place a colon in this sentence and then list some items for the picnic (correctly punctuated).

The picnic basket contained three items

_____

_____

_____

This afternoon is our end of year celebration on the field!

We hope you are joining us, but if you can't, then please celebrate at home!

Answers

Maths
15.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. $459 \times 27 =$ 12, 393

2. $3.5 \times 66 =$ 231

3. $3/8 \times 1/6 =$ 3/48 = 1/16 (try to simplify your answer)
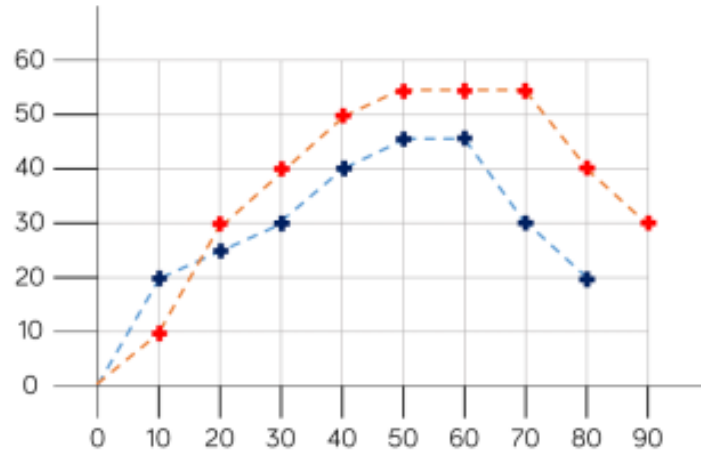
4. 75.789 $= 70.45 + 5.339$

5. $12^2 =$ 144

Maths
15.7.20

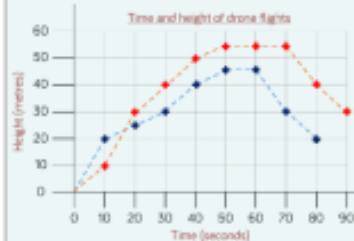What could this graph be showing?

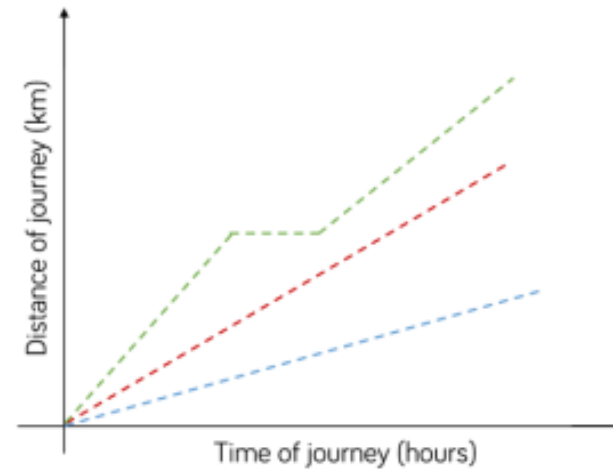Label the horizontal and vertical axes to show this.

Is there more than one way to label the axes?

Possible response:
This graph shows the height of two drones and the time they were in the air.
For example:

The graph below shows some of Mr Woolley's journeys.

What is the same and what is different about each of these journeys?

What might have happened during the green journey?

Possible responses:
All the journeys were nearly the same length of time.

The journeys were all different distances.

The red and blue journey were travelling at constant speeds but red was travelling quicker than blue.

During the green journey, Mr Woolley might have been stuck in traffic or have stopped for a rest.

Section 1

Rewrite this sentence in the passive voice:

The hen laid an enormous egg.

Accept any passive sentence, e.g. 'An enormous egg was laid by the hen.'

Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

simple - **simplify**

terror - **terrorise**

Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in' or 'un' prefixes?

| experienced | **inexperienced** |
| flexible | **inflexible** |

Section 4

Can you think of a preposition, a collective noun and a determiner beginning with...

	preposition	collective noun	determiner
The letter b?			
The letter t?			

Accept any prepositions, collective nouns and determiners starting with the suggested letters, e.g. behind, bunch and both; through, tribe and the.

Section 5

Can you place the commas in the correct place in these sentences:

Even though she was extremely tired, the brave explorer kept on trekking.

I've got three lessons this afternoon: English, PE and science.
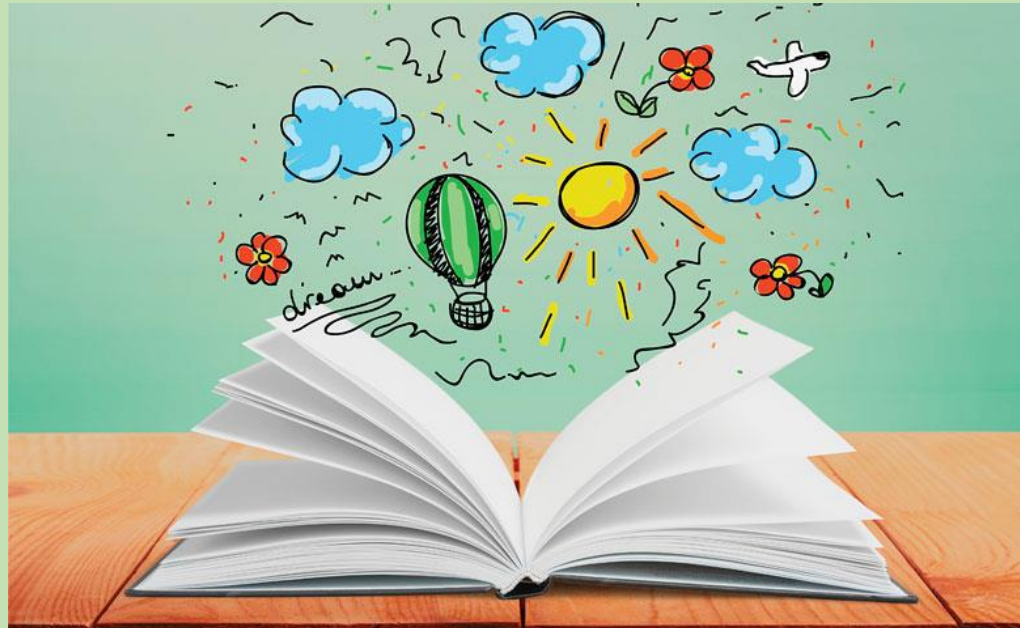
Section 6

Place a colon in this sentence and then list some items for the picnic (correctly punctuated).

Accept an accurately punctuated sentence containing a colon to introduce a list, e.g. The picnic basket contained three items: lemonade, apples and currant buns.

Thursday 16th July 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.

Maths
16.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. 7956 x 34 =

2. 2.6 x 20 =

3. 3 ¾ + 2 ½ = (try to simplify your answer)

4. 90% of 440 =

5. 5789 - 2398=

Maths

16.7.20

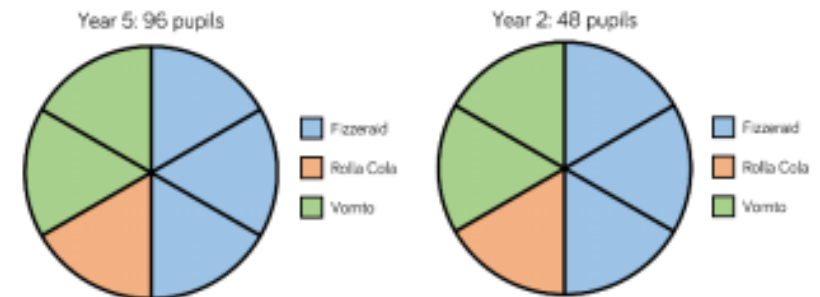## LO: to read and interpret pie charts.

Steps to Success:

1. Total of the pie chart = 100%

2. Total degrees in the pie chart is 360°

3. Read the information given – what is the pie chart representing and how many objects/people is it representing

There are 600 pupils at Copingham Primary school. Work out how many pupils travel to school by:

Copingham Primary School

a) Train
b) Car
c) Cycling
d) Walking

- Walk
- Cycle
- Car
- Train
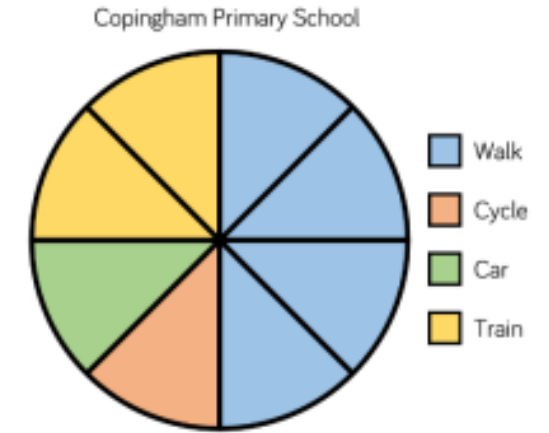
Classes in Year 2 and Year 5 were asked what their favourite drink was. Here are the results:

Year 5: 96 pupils

- Fizzeraid
- Rolla Cola
- Vomto

Year 2: 48 pupils

- Fizzeraid
- Rolla Cola
- Vomto

What fraction of pupils in Year 5 chose Fizzeraid?
How many children in Year 2 chose Rolla Cola?
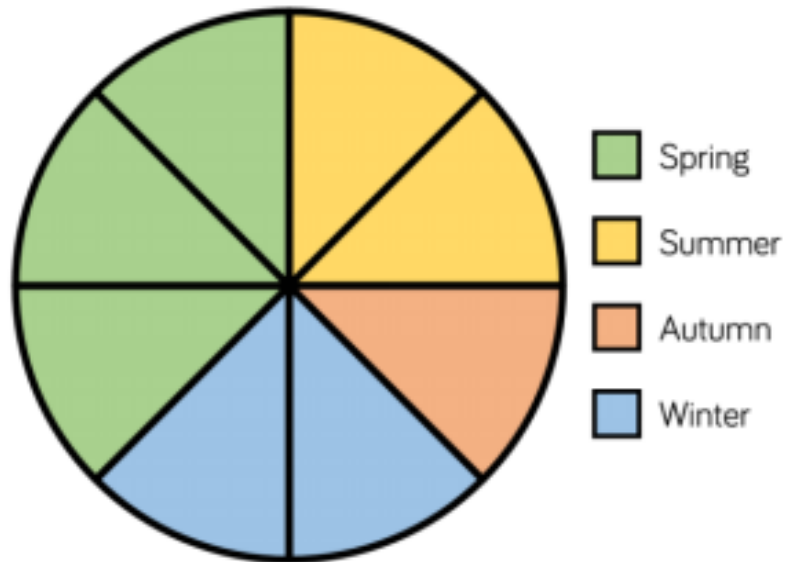How many more children chose Vomto than Rolla Cola in Year 2?
What other questions could you ask?

Maths
16.7.20

In a survey people were asked what their favourite season of the year was. The results are shown in the pie chart below. If 48 people voted summer, how many people took part in the survey?
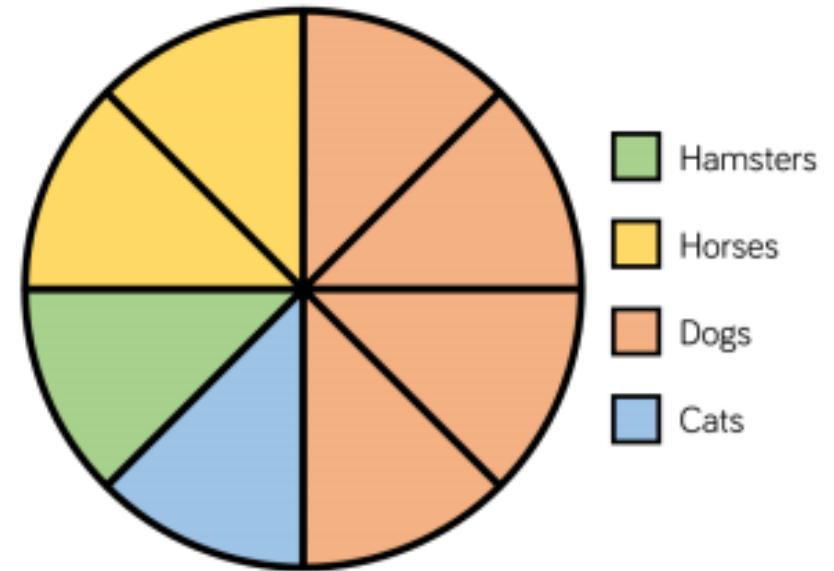
Our favourite time of year

- Spring
- Summer
- Autumn
- Winter

Explain your method.

96 people took part in this survey.

Our favourite pets

- Hamsters
- Horses
- Dogs
- Cats

How many people voted for cats?

$\frac{3}{8}$ of the people who voted for dogs were male. How many females voted for dogs?

What other information can you gather from the pie chart?

Write some questions about the pie chart for your partner to solve.

English
16.7.20
LO: to write an information text.

Steps to Success:

Structure of monster information text

Title of monster

Opening hook – to make the reader interested in finding out more.
Fascinating fact for interest

Habitat
Information about the area the creature lives in

Appearance
Information about what the creature looks like including evidence

Diet
Information about what the creature eats

Warnings and advice to the reader

Activity 9: Talk your plan through

It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.

Activity 10: It's time to write your monster report

To help you with your writing, you have lots of different things to help you:

- ✓ The original text about monsters
- ✓ The toolkit for reporting information
- ✓ Your ideas page
- ✓ Your diagram
- ✓ The vocabulary we learned from the model
- ✓ And most importantly, your plan

Draft your ideas on one piece of paper and edit it so you really like the words you have chosen. Read it through again to check spelling and punctuation and then write your final draft.

PSHE
16.7.20
LO: to set goals and targets.

Soon you will be starting your new chapter in secondary school – take this time to think about and write down your dreams and aspirations for the future.

What would you like to achieve next year?

What would you like to achieve by the end of secondary school?

What is your dream job for the future?

Create a portrait of your future self! It could be a portrait of yourself when your 40, 80 or even 100 years old!

Look at the characteristics you have – think about what will stay the same and what will change as you age.

Answers

Maths
16.7.20

Fluent in 5
Complete these 5 questions in 5 minutes

1. 7956 x 34 = 270, 504

2. 2.6 x 20 = 52

3. $3\frac{3}{4} + 2\frac{1}{2} = 6\frac{1}{4}$ (try to simplify your answer)

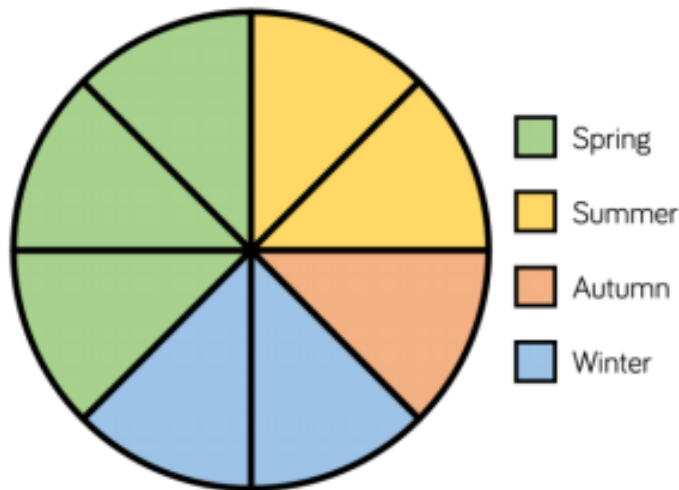4. 90% of 440 = 396

5. 5789 - 2398= 3391

Maths
16.7.20

In a survey people were asked what their favourite season of the year was. The results are shown in the pie chart below. If 48 people voted summer, how many people took part in the survey?

Our favourite time of year
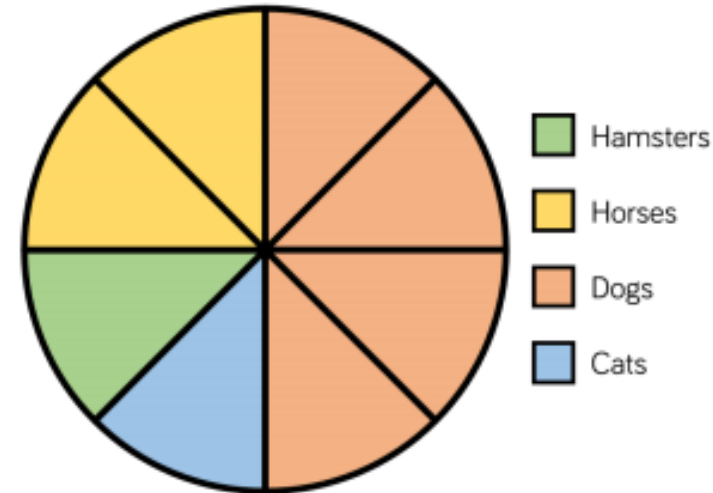
□ Spring
□ Summer
□ Autumn
□ Winter

Explain your method.

Summer is a quarter of the whole pie chart and there are 4 quarters in a whole, so
$48 \times 4 = 184$ people in total.

96 people took part in this survey.

Our favourite pets

□ Hamsters
□ Horses
□ Dogs
□ Cats

How many people voted for cats?
$\frac{3}{8}$ of the people who voted for dogs were male. How many females voted for dogs?

What other information can you gather from the pie chart?
Write some questions about the pie chart for your partner to solve.

$\frac{1}{2}$ of 96 = 48

$\frac{1}{4}$ of 96 = 24

$\frac{1}{8}$ of 96 = 12

12 people voted cats.

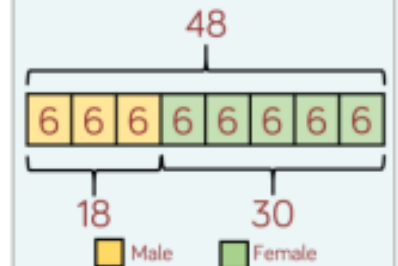48 people voted dogs.
$\frac{1}{8}$ of 48 = 6
$6 \times 3 = 18$.
18 females voted for dogs.

48

| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |

18   30
□ Male   □ Female

Friday 17th July 2020

Today is the day you officially finish primary school.

Whilst we haven't had the end to your time at Westfield that we had hoped for, we want you to spend today celebrating the end of an era and looking forward to what the future holds.

Everyone at Westfield is proud of you and wish you the very best for the future!