

Year 6

Learning Grid for week beginning: 01.06.2020

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<p>Keep building your accuracy and fluency in mathematics by answering a set of these questions each day.</p> <p>Remember, you can copy the equations on to some scrap paper before you answer each one as arithmetic is not always mental maths. The foci for this week are:</p> <p>Session 1: Short Division</p> <p>Session 2: Finding fractions of amounts</p> <p>Session 3: Finding percentages of amounts</p> <p>Session 4: Finding fractions & percentages of amounts</p> <p>Session 5: Using the order of operations to solve problems.</p>	<p>Go to the White Rose Maths website- click here. We are on week 5's activities (w/c 18th May) Watch the video before each lesson and then complete the activities attached.</p> <p>Session 1: Multiply and divide by 10, 100 and 1000 Click here for video</p> <p>Session 2: Multiply decimals by integers Click here for video</p> <p>Session 3: Divide decimals by integers Click here for video</p> <p>Session 4: Decimals as fractions Click here for video</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Remember you can still take quizzes and Mrs Richley is sending Word Millionaire certificates to your home address if you earn it! Try to meet your points target for the term!</p> <p>Link to do Accelerated Reader quizzes from home: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>J.K Rowling is releasing a few new chapters of her new book 'The Ickabog' every few days and we will be studying it! Make your way through each of the 5 sessions each day.</p>	<p>Spellings: Become familiar with this week's rule and then use the 'Look, Say, Cover, Write, Check' method to help you to learn these spellings. This activity can be repeated on more than one day to help you to learn your spellings. Learning new spellings sometimes takes time!</p> <p>After this, you can make your way through the other spelling activities. It is recommended that you spread the activities out over a number of days so you can keep practising the new words.</p> <p>Your spellings are also on Spelling Shed. Use this, to play and learn your spellings with your peers or to try and get onto the leader board for your accuracy with your spellings. Last week, there were 3 Gorillas and 7 Eagles in the top ten of the leader board. Will that stay the same this week?</p> <p style="text-align: center;"><u>Persuasive Writing</u></p> <p>Session 1: Introduction to the text-type.</p> <p>Session 2: Introduction to the model text. Click here to listen to our persuasion model text.</p> <p>Session 3: Turn our model text into a text map and practice re-telling it with only actions and the pictures to help.</p> <p>Session 4: Play the persuasion games with a partner to help you to become familiar with persuasive language.</p>	<p>Local place study Before the half term, you were set the mission to find out how Folkestone has changed over the past 100 years. If you haven't had a chance to complete this yet, you could use one of your sessions this week to do so.</p> <p>You could use these two websites to get you started:</p> <ol style="list-style-type: none"> 1. A brief history of Folkestone – click here. 2. Folkestone in the Great War – click here. <p>If you have finished, you can start to work towards our next project: what could Folkestone look like in 100 years time? This is where your research into how it has already changed could help you! Think about how much technology, fashion, architecture and civilisation has changed over 100 years. How could it change even <i>more</i> in 100 years? Create a mind map of ideas or a list and email it to you teacher.</p>	<p>Click here to do daily PE with Joe Wicks.</p>  <p>The Olympics may have been postponed but we can compete against each year group to see who can travel the furthest. Our school has been set up on the "Get Set Travel to Tokyo" so don't forget to log your family's activity! Once again, you have the opportunity to choose two activities.</p>	<p>Have you prepared a meal for a member of the family? Research a meal and if possible write a list of ingredients for the meal and make it with the help of an adult. Have fun creating your own meal and serve it up to your family.</p>

Spelling tasks



Spelling Shed

Stage: 6 Spelling Rules: Vocabulary to describe feelings.

List: 32

Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

Introduction

Today children will look at interesting words to describe feelings. Can the children think of any words to describe how someone might be feeling in certain situations, e.g. if they just won the lottery? If they saw a snake in their room? If they were going to take an exam?

Main Teaching Activity

Show the children the power point slide and ask the to look at the images and match up the word to the facial expression they think best matches.

Independent Activity

Get the children to choose five of the words to write a sentence for. They could use more than one of the spelling list words in each sentence if it makes sense. Share with a partner to check spellings.

Share sentences with the class.

1. **Study a word.** You could do this underlining the tricky part of the word that you need to remember to spell accurately or by using a different part of the Spelling Wheel.
2. **Say** the word aloud a few times.
3. **Cover** up the word with a piece of paper or your hand.
4. **Write** the spelling next to the original word.
5. **Check** the original version to see if you have got it right. If you didn't, repeat the process and use the 2nd attempt column. Use all five columns if need be, repeating the five steps each time.

Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt
euphoric					
delighted					
despondent					
incensed					
terrified					
apprehensive					
jittery					
optimistic					
positive					
sanguine					

Which word from your spelling list, best matches how each character may be feeling?



Spellings
euphoric
delighted
despondent
incensed
terrified
apprehensive
jittery
optimistic
positive
sanguine

Which word from your spelling list, best matches how each character may be feeling?



Spelling Shed

Answers:



incensed



despondent



euphoric



terrified



positive



jittery

Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

Create a sentence for 5 of the words in your list, if you want a challenge, why not add two words to each sentence?

Your word

Your sentences



Draw a line to match each spelling to a synonym.

Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

happy

petrified

hopeful

disheartened

buoyant

confident

joyful

anxious

enraged

nervous

Draw a line to match each spelling to a synonym.

Spellings

euphoric

delighted

despondent

incensed

terrified

apprehensive

jittery

optimistic

positive

sanguine

happy

joyful

disheartened

enraged

petrified

nervous

anxious

hopeful

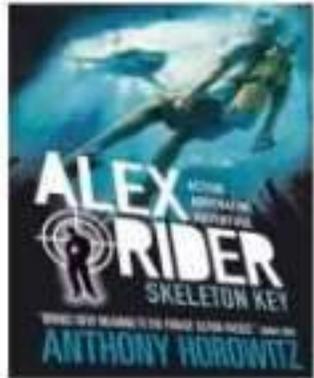
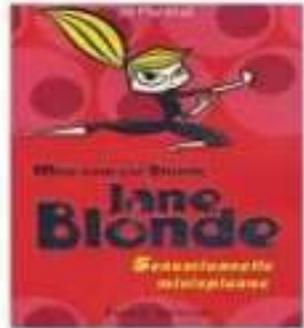
confident

buoyant

N.B. Hopeful, confident and buoyant are interchangeable.

Introduction - Spies

I love films and books about spies! Some of my favourites are Alex Rider, Johnny English, Jane Blonde, Spy Kids and, of course, James Bond - 007. Which is yours? One reason I enjoy them is finding out about the incredible gadgets they use on their missions.



★ Let's start by having some spy fun!

★ Can you crack these spy codes to reveal the hidden messages?

CODE 1

REVOCREDNU KROW SEIPS

YTITNEDI EURT RUOY LAEVER REVEN

TERCES A NIOSSIM EHT PEEK

Hint: to move forwards, sometimes you need to move backwards.

CODE 2

1) 20-8-5 6-9-18-19-20 1-12-5-24 18-9-4-5-18
2-15-15-11 9-19 19-20-15-18-13-2-18-5-1-13-5-18

2) 10-1-13-5-19 2-15-14-4-19 2-15-19-19 9-19
3-1-12-12-5-4 13

3) 19-16-9-5-19 1-18-5 20-18-1-9-14-5-4 1-20
7-3-8-17

Clue: M = 13 and Y = 23

Note: Answers can be found on the final page of the booklet

★ Now find out your own spy name!

Take the first letter of your first name **AND** then the first letter of your surname:

A : PHOENIX

B : FLASH

C : NEO

D : SPARTAN

E : WINCHESTER

F : ORLANDO

G : CHIP

H : LIGHTNING

I : HAWK

J : ZED

K : DIRK

L : QUENTON

M : VIC

N : ACE

O : ROGUE

P : GUNNER

Q : HOLT

R : TRIGGER

S : KRAVEN

T : INDIGO

U : XAVIER

V : BUSTER

W : AGENT

X : MARSHALL

Y : DEPUTY

Z : ULYSSES

A : KODAK

B : COBRA

C : YELLOWFINGER

D : NITRO

E : LIBERTY

F : BRIDGE

G : QUICKSILVER

H : ORANGE

I : ULTRA

J : 'X'

K : WONDER

L : ROGUE

M : STORM

N : ESPIONAGE

O : BOND

P : FIRESTAR

Q : ZAPMAN

R : DANGER

S : KNIGHT

T : ARCHER

U : HUNTER

V : CARTER

W : MOONRAKER

X : VIPER

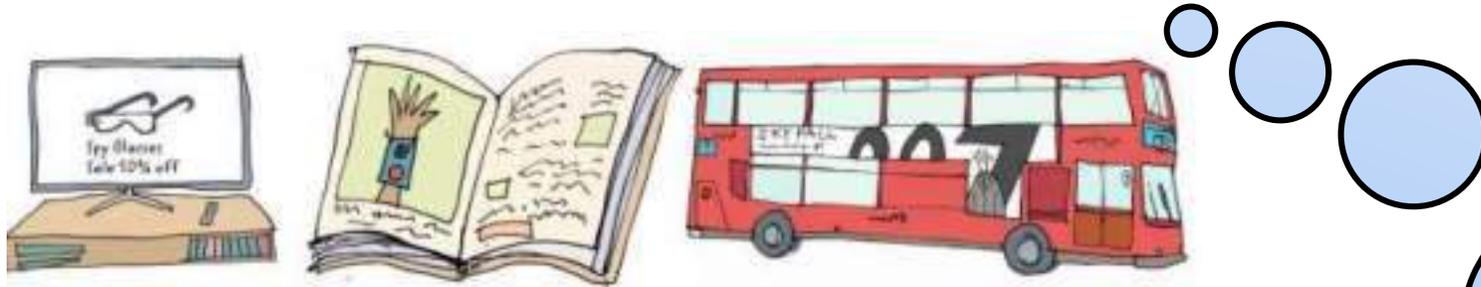
Y : JONES

Z : INSTINCT

My name (James Walker) becomes: **Zed Moonraker.**

What would yours become?

In this unit, we are going to creating a state-of-the-art gadget for a spy, or one for school, or even one to use around your house. We are going to be persuading our reader to buy one, a bit like an advert you might get on TV, in a magazine or even on the side of a bus.



Revision Moment!

What writing tools do you know that we will find in persuasive writing?
Make a list of all the tools you remember.
Can you think of an example to go with each tool?

Persuasion Model Text

Any good unit starts with a cracking model text and here is ours! It is a good example of a persuasive text which we can use as a starting point to write our own advert.

Have a read or a listen here: <https://soundcloud.com/talkforwriting/multi/s-UGaRuBfv42i>

The Multi-Function Mobile Phone

Are you a spy interested in the latest, state-of-the-art gadgets? If so, you will need the new Multi-Function Mobile Phone. Don't be the only spy left stranded on your next mission unable to contact those back home.

The Multi-Function Mobile Phone is the ideal phone for all spies as it boasts a host of amazing features. Firstly, it has worldwide access so that you can always be in contact with HQ. Additionally, it has a cloaking mode allowing you to make untraceable calls.

This ideal mobile phone has the added bonus of a hidden tranquillizer dart that can be fired through the aerial. It is guaranteed to leave your enemies stunned (though with no serious after effects). A further feature is that the phone is made from titanium steel; it is unbreakable, working both underwater and in outer space!

This ideal mobile phone has the added bonus of a hidden tranquillizer dart that can be fired through the aerial. It is guaranteed to leave your enemies stunned (though with no serious after effects). A further feature is that the phone is made from titanium steel; it is unbreakable, working both underwater and in outer space!

Perhaps the most essential reason for purchasing this 'must-have' phone is that it can only be used by the owner. Access to the phone is restricted using a Fingerprint Recognition Scanner (or F.R.S. for short). Your secret missions and evidence will be safe using this phone as it is simply impossible to hack into.

Don't just take our word for it! Listen to what James Bond - who is known by his code number 007 - has to say about this must-have phone: "I thought I had every gadget I required until Q invented the magnificent Multi-Function Mobile Phone. Now I wouldn't possibly attempt a mission without it."

If that weren't enough, the Multi-Function Mobile Phone comes complete with a wireless charger and free leather case. Make sure you don't miss out: buy today by visiting www.spygadgetzone.com!

Activity 1: Vocabulary

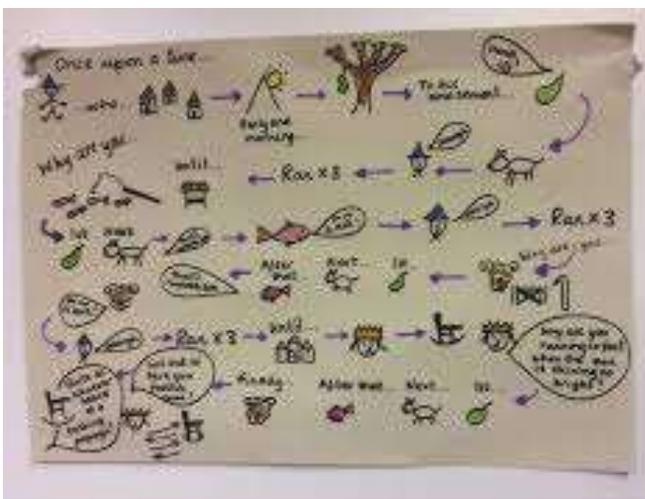
Re-read The Multi-Function Mobile Phone. The words below are from the model text. I want you to write down a definition and a synonym (a word that means the same or similar). If you are stuck, you could ask someone else in your home, use a dictionary or the internet.

Word	Definition that fits the model text	Synonym
state-of-the-art		
stranded		
boasts		
HQ		
cloaking		
untraceable		
tranquilizer		
guaranteed		
essential		
required		



★ You could magpie some of these words and use them in your own writing later on. Make a note of words you might like to use on some paper that you can come back to later.

Take the model-text and turn it into a text-map, using actions to help you to remember the words. Take the chance to impress your family by re-telling the model text with only pictures to help you!



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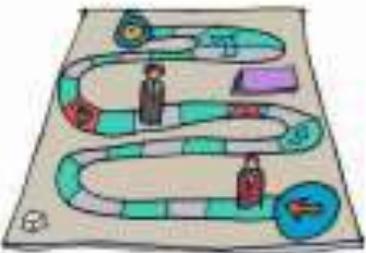
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Activity 2: Persuasive games



We will need to be really persuasive in our writing. Let's warm up by playing a couple of persuasive games

★ Crazy Persuasions

You could do this in a pair taking it in turns, on your own or even try to write the little persuasions down.

Take one minute to try to persuade ...

- ✓ A cat to make friends with a dog
- ✓ A parent to let you stay out late
- ✓ A teacher to cancel all homework
- ✓ A prince/princess to marry you
- ✓ The England manager to pick you for the team
- ✓ A wicked witch to change her ways

★ Estate Agent Role Play

Take the role of an estate agent whose job it is to try and sell houses. You have a difficult challenge here to sell the run-down property in the picture.

- Write your own persuasive paragraph
- Use the writing frame and add in pushy, persuasive language
- Design the poster that would be stuck in the estate agent's window

The estate agent role play



For sale! A ___ opportunity to buy this ___ house. This ___ building is perfect for people who like ___. It is ___ placed for the ___ and railway. The ___ garden and ___ car parking is a ___ bonus. It comes complete with a ___ that money just cannot buy. The ___ adds that ___ factor. The ___ price means that it won't last ___.



King Fred the Fearless

Once upon a time, there was a tiny country called Cornucopia, which had been ruled for centuries by a long line of fair-haired kings. The king at the time of which I write was called King Fred the Fearless. He'd announced the 'Fearless' bit himself, on the morning of his coronation, partly because it sounded nice with 'Fred', but also because he'd once managed to catch and kill a wasp all by himself, if you didn't count five footmen and the boot boy.

Agents of Understanding Focus:



Think like a detective:
ask questions and
make predictions.



I'm wondering ...
...where...?
...what...?
...when...?
...why...?
...who...?
Using what I know, I predict...
The evidence suggests...

Think like a
detective:
ask questions and
make predictions.



Do you think that King Fred will actually be a fearless character? Discuss your theories with someone. Do you have any evidence to support your thinking?



Share your theories.
Could you summarise
your solution?

King Fred the Fearless came to the throne on a huge wave of popularity. He had lovely yellow curls, fine sweeping moustaches and looked magnificent in the tight breeches, velvet doublets, and ruffled shirts that rich men wore at the time. Fred was said to be generous, smiled and waved whenever anyone caught sight of him and looked awfully handsome in the portraits that were distributed throughout the kingdom, to be hung in town halls. The people of Cornucopia were most happy with their new king, and many thought he'd end up being even better at the job than his father, Richard the Righteous, whose teeth (though nobody had liked to mention it at the time) were rather crooked.

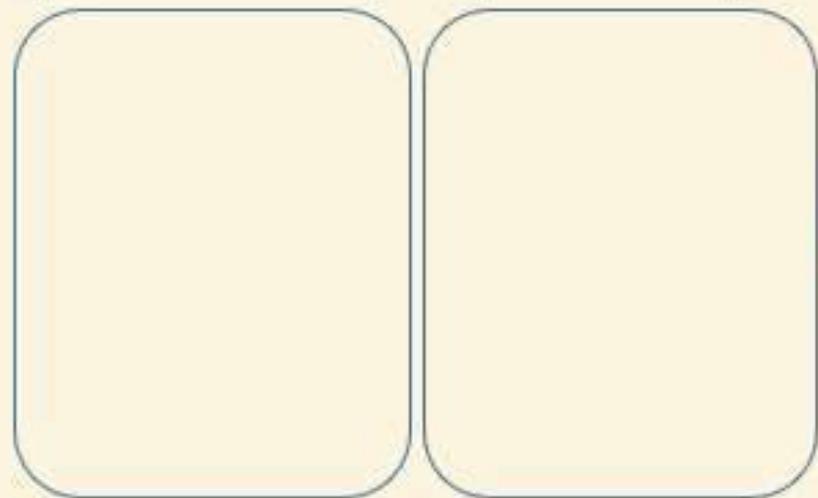
King Fred was secretly relieved to find out how easy it was to rule Cornucopia. In fact, the country seemed to run itself. Nearly everybody had lots of food, the merchants made pots of gold, and Fred's advisors took care of any little problem that arose. All that was left for Fred to do was beam at his subjects whenever he went out in his carriage and go hunting five times a week with his two best friends, Lord Spittleworth and Lord Flapoon.

Authors think about every little detail when they write stories and some stories *take years* to write because of this!

One aspect of a story authors think heavily about is what to call their characters. Names can make you develop **an impression** of a character before you get a chance to read more about them.

Lord Spittleworth

Lord Flapoon



Visualiser
• the scenario
• the outcome

1. Draw a rough sketch of what you think Lord Spittleworth and Lord Flapoon could look like.

2. Based on only their names, what impressions do you get of them?

Afterwards, show someone your sketches and talk through your impressions of the two characters.



Severus Snape



Dobby the House Elf

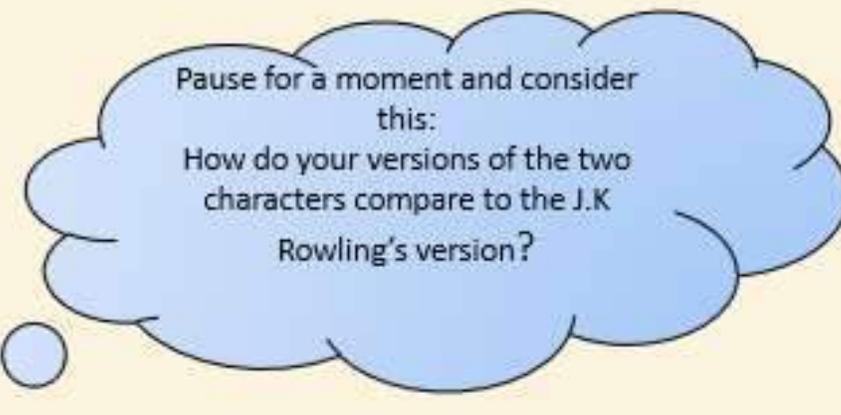


Gollum



Hercules

Spittleworth and Flapoon had large estates of their own in the country, but they found it much cheaper and more amusing to live at the palace with the king, eating his food, hunting his stags, and making sure that the king didn't get too fond of any of the beautiful ladies at court. They had no wish to see Fred married, because a queen might spoil all their fun. For a time, Fred had seemed to rather like Lady Eslanda, who was as dark and beautiful as Fred was fair and handsome, but Spittleworth had persuaded Fred that she was far too serious and bookish for the country to love her as queen. Fred didn't know that Lord Spittleworth had a grudge against Lady Eslanda. He'd once asked her to marry *him*, but she'd turned him down.



Pause for a moment and consider this:
How do your versions of the two characters compare to the J.K. Rowling's version?

Lord Spittleworth was very thin, cunning, and clever. His friend Flapoon was ruddy-faced, and so enormous that it required six men to heave him onto his massive chestnut horse. Though not as clever as Spittleworth, Flapoon was still far sharper than the king.

Both lords were expert at flattery, and pretending to be astonished by how good Fred was at everything from riding to tiddlywinks. If Spittleworth had a particular talent, it was persuading the king to do things that suited Spittleworth, and if Flapoon had a gift, it was for convincing the king that nobody on earth was as loyal to the king as his two best friends.

Reading

Session 2

Fred thought Spittleworth and Flapoon were jolly good chaps. They urged him to hold fancy parties, elaborate picnics, and sumptuous banquets, because Cornucopia was famous, far beyond its borders, for its food. Each of its cities was known for a different kind, and each was the very best in the world.

The capital of Cornucopia, Chouxville, lay in the south of the country, and was surrounded by acres of orchards, fields of shimmering golden wheat, and emerald-green grass, on which pure white dairy cows grazed. The cream, flour, and fruit produced by the farmers here was then given to the exceptional bakers of Chouxville, who made pastries.

Think, if you please, of the most delicious cake or biscuit you have ever tasted. Well, let me tell you they'd have been downright ashamed to serve that in Chouxville. Unless a grown man's eyes filled with tears of pleasure as he bit into a Chouxville pastry, it was deemed a failure and never made again. The bakery windows of Chouxville were piled high with delicacies such as Maidens' Dreams, Fairies' Cradles, and, most famous of all, Hopes-of-Heaven, which were so exquisitely, painfully delicious that they were saved for special occasions and everybody cried for joy as they ate them. King Porfirio, of neighbouring Pluritania, had already sent King Fred a letter, offering him the choice of any of his daughters' hands in marriage in exchange for a lifetime's supply of Hopes-of-Heaven, but Spittleworth had advised Fred to laugh in the Pluritanian ambassador's face.

'His daughters are nowhere *near* pretty enough to exchange for Hopes-of-Heaven, sire!' said Spittleworth.

To the north of Chouxville lay more green fields and clear, sparkling rivers, where jet-black cows and happy pink pigs were raised. These in turn served the twin cities of Kurdsburg and Baronstown, which were separated from each other by an arching stone bridge over the main river of Cornucopia, the Fluma, where brightly coloured barges bore goods from one end of the kingdom to another.

Kurdsburg was famous for its cheeses: huge white wheels, dense orange cannonballs, big crumbly blue-veined barrels and little baby cream cheeses smoother than velvet.

Baronstown was celebrated for its smoked and honey-roasted hams, its sides of bacon, its spicy sausages, its melting beefsteaks, and its venison pies.

The savoury fumes rising from the chimneys of the red-brick Baronstown stoves mingled with the odorous tang wafting from the doorways of the Kurdsburg cheesemongers, and for forty miles all around, it was impossible not to salivate breathing in the delicious air.

A few hours north of Kurdsburg and Baronstown, you came upon acres of vineyards bearing grapes as large as eggs, each of them ripe and sweet and juicy. Journey onwards for the rest of the day and you reached the granite city of Jeroboam, famous for its wines. They said of the Jeroboam air that you could get tipsy simply walking its streets. The best vintages changed hands for thousands upon thousands of gold coins, and the Jeroboam wine merchants were some of the richest men in the kingdom.

But a little north of Jeroboam, a strange thing happened. It was as though the magically rich land of Cornucopia had exhausted itself by producing the best grass, the best fruit, and the best wheat in the world. Right at the northern tip came the place known as the Marshlands, and the only things that grew there were some tasteless, rubbery mushrooms and thin dry grass, only good enough to feed a few mangy sheep.

The Marshlanders who tended the sheep didn't have the sleek, well-rounded, well-dressed appearance of the citizens of Jeroboam, Baronstown, Kurdsburg, or Chouxville. They were gaunt and ragged. Their poorly nourished sheep never fetched very good prices, either in Cornucopia or abroad, so very few Marshlanders ever got to taste the delights of Cornucopian wine, cheese, beef, or pastries. The most common dish in the Marshlands was a greasy mutton broth, made of those sheep who were too old to sell.

The rest of Cornucopia found the Marshlanders an odd bunch – surly, dirty, and ill-tempered. They had rough voices, which the other Cornucopians imitated, making them sound like hoarse old sheep. Jokes were made about their manners and their simplicity. As far as the rest of Cornucopia was concerned, the only memorable thing that had ever come out of the Marshlands was the legend of the Ickabog.

Agents of Understanding Focus: 

Scan for clues



*I've noticed that...
A clue that I have found is...
I am looking for...*

These questions are based on everything we have just read.

- 1. Where could you find Chouxville?**
- 2. What were the towns Kurdsbury and Baronstown separated by?**
- 3. Match the cities up with what they are famous for:**

Chouxville	mushrooms
Kurdsburg	cheeses
Baronstown	pastries
Jeroboam	smoked and honey-roasted hams
Marshlands	wines

Agents of Understanding Focus:



**Scan for
clues**



*I've noticed that...
A clue that I have
found is...
I am looking for...*

1. Where could you find Chouxville?

In the south of the country.

2. What were the towns Kurdsbury and Baronstown separated by?

An arching stone bridge

3. Match the cities up with what they are famous for:

Chouxville

mushrooms

Kurdsburg

cheeses

Baronstown

pastries

Jeroboam

smoked and honey-roasted hams

Marshlands

wines



Chapter 2

The Ickabog

The legend of the Ickabog had been passed down by generations of Marshlanders, and spread by word of mouth all the way to Chouxville. Nowadays, everybody knew the story. Naturally, as with all legends, it changed a little depending on who was telling it. However, every story agreed that a monster lived at the very northernmost tip of the country, in a wide patch of dark and often misty marsh too dangerous for humans to enter. The monster was said to eat children and sheep. Sometimes it even carried off grown men and women who strayed too close to the marsh at night.

The habits and appearance of the Ickabog changed depending on who was describing it. Some made it snakelike, others dragonish or wolflike. Some said it roared, others that it hissed, and still others said that it drifted as silently as the mists that descended on the marsh without warning.

The Ickabog, they said, had extraordinary powers. It could imitate the human voice to lure travellers into its clutches. If you tried to kill it, it would mend magically, or else split into two Ickabogs; it could fly, spurt fire, shoot poison – the Ickabog's powers were as great as the imagination of the teller.

'Mind you don't leave the garden while I'm working,' parents all over the kingdom would tell their children, 'or the Ickabog will catch you and eat you all up!' And throughout the land, boys and girls played at fighting the Ickabog, tried to frighten each other with the tale of the Ickabog, and even, if the story became too convincing, had nightmares about the Ickabog.

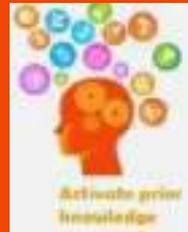
Reading

Session 3

Bert Beamish was one such little boy. When a family called the Dovetails came over for dinner one night, Mr Dovetail entertained everybody with what he claimed was the latest news of the Ickabog. That night, five-year-old Bert woke, sobbing and terrified, from a dream in which the monster's huge white eyes were gleaming at him across a foggy marsh into which he was slowly sinking.

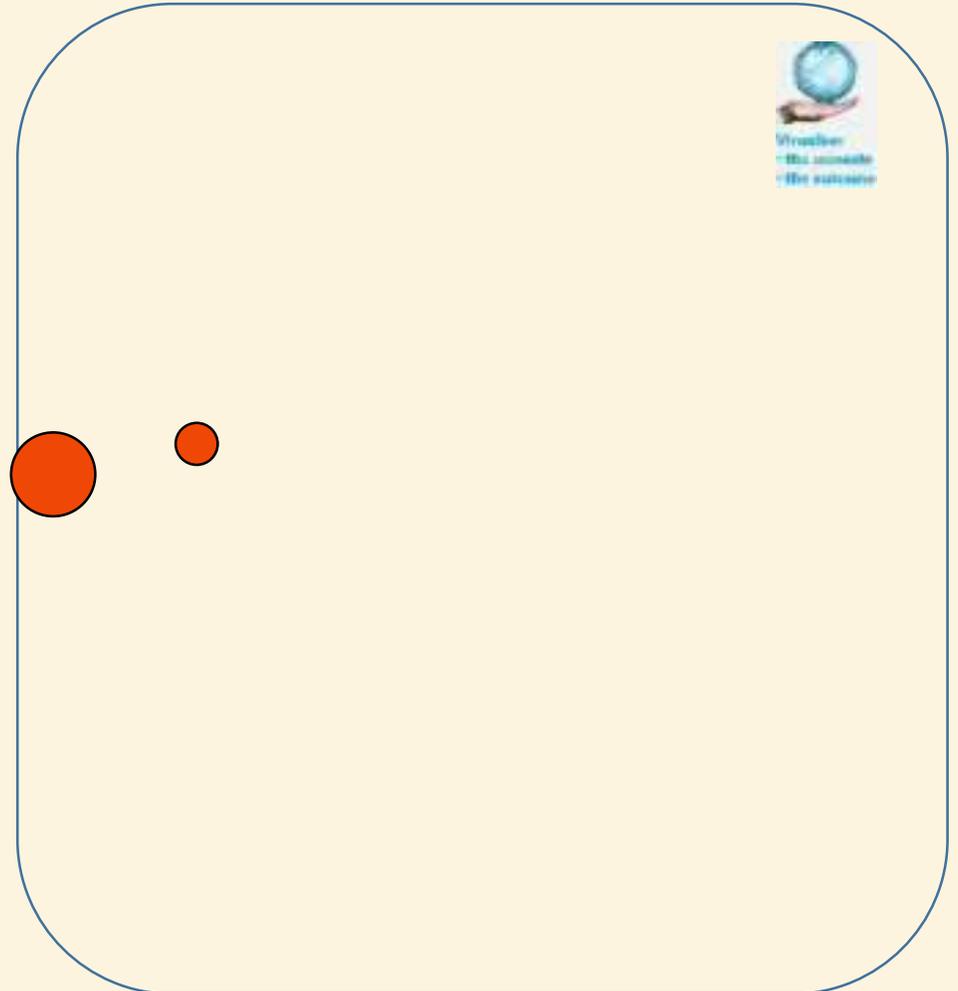
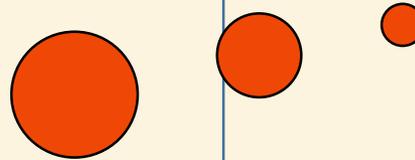
Discussion Time

Remember when we spoke about the power of a character's name in Session 1? Well, J.K Rowling is at it again with the Ickabog! What does the word Ickabog make you think of? If you broke the word down into two words, how do they separately help you to visualise the character?



Using the descriptions from the couple of pages we have read, and your impression of the name. Draw what you think the creature could look like.

The Ickabog



Reading

Session 4

'There, there,' whispered his mother, who'd tiptoed into his room with a candle and now rocked him backwards and forwards in her lap. 'There is no Ickabog, Bertie. It's just a silly story.'

'B-but Mr Dovetail said sheep have g-gone missing!' hiccoughed Bert.

'So they have,' said Mrs Beamish, 'but not because a monster took them. Sheep are foolish creatures. They wander off and get lost in the marsh.'

'B-but Mr Dovetail said p-people disappear, too!'

'Only people who're silly enough to stray onto the marsh at night,' said Mrs Beamish. 'Hush now, Bertie, there is no monster.'

'But Mr D-Dovetail said p-people heard voices outside their windows and in the m-morning their chickens were gone!'

Pause here for a moment and reflect on this:

What do you notice about her name?

What **impression** does this give you of this character?

Mrs Beamish couldn't help but laugh.

'The voices they heard are ordinary thieves, Bertie. Up in the Marshlands they pilfer from each other all the time. It's easier to blame the Ickabog than to admit their neighbours are stealing from them!'

'Stealing?' gasped Bert, sitting up in his mother's lap and gazing at her with solemn eyes. 'Stealing's very naughty, isn't it, Mummy?'

'It's very naughty indeed,' said Mrs Beamish, lifting up Bert, placing him tenderly back into his warm bed and tucking him in. 'But luckily, we don't live near those lawless Marshlanders.'

She picked up her candle and tiptoed back towards the bedroom door.

'Night, night,' she whispered from the doorway. She'd normally have added, 'Don't let the Ickabog bite,' which was what parents across Cornucopia said to their children at bedtime, but instead she said, 'Sleep tight.'

Bert fell asleep again, and saw no more monsters in his dreams.

It so happened that Mr Dovetail and Mrs Beamish were great friends. They'd been in the same class at school, and had known each other all their lives. When Mr Dovetail heard that he'd given Bert nightmares, he felt guilty. As he was the best carpenter in all of Chouxville, he decided to carve the little boy an Ickabog. It had a wide, smiling mouth full of teeth and big, clawed feet, and at once it became Bert's favourite toy.

If Bert, or his parents, or the Dovetails next door, or anybody else in the whole kingdom of Cornucopia had been told that terrible troubles were about to engulf Cornucopia, all because of the myth of the Ickabog, they'd have laughed. They lived in the happiest kingdom in the world. What harm could the Ickabog do?

Has J.K Rowling managed to hook you as reader so far?

Agents of Understanding Focus:



Think like a detective:
ask questions and
make predictions.



I'm wondering ...

...where...?

...what...?

...when...?

...why...?

...who...?

Using what I know, I predict...

The evidence suggests...

What harm could the Ickabog do? Think about how the entire story has been set up so far this week and use the stem sentences above to make some predictions and to jot down some questions that you would like to know the answers to.



What is a seamstress?

Chapter 3

Death of a Seamstress

The Beamish and Dovetail families both lived in a place called the City-Within-The-City. This was the part of Chouxville where all the people who worked for King Fred had houses. Gardeners, cooks, tailors, pageboys, seamstresses, stonemasons, grooms, carpenters, footmen, and maids: all of them occupied neat little cottages just outside the palace grounds.

The City-Within-The-City was separated from the rest of Chouxville by a high white wall, and the gates in the wall stood open during the day, so that the residents could visit friends and family in the rest of Chouxville, and go to the markets. By night, the sturdy gates were closed, and everyone in the City-Within-The-City slept, like the king, under the protection of the Royal Guard.

Major Beamish, Bert's father, was head of the Royal Guard. A handsome, cheerful man who rode a steel-grey horse, he accompanied King Fred, Lord Spittleworth, and Lord Flapoon on their hunting trips, which usually happened five times a week. The king liked Major Beamish, and he also liked Bert's mother, because Bertha Beamish was the king's own private pastry chef, a high honour in that city of world-class bakers. Due to Bertha's habit of bringing home fancy cakes that hadn't turned out absolutely perfectly, Bert was a plump little boy, and sometimes, I regret to say, the other children called him 'Butterball' and made him cry.

Bert's best friend was Daisy Dovetail. The two children had been born days apart, and acted more like brother and sister than playmates. Daisy was Bert's defender against bullies. She was skinny but fast, and more than ready to fight anyone who called Bert 'Butterball'.

Reading

Session 5

Daisy's father, Dan Dovetail, was the king's carpenter, repairing and replacing the wheels and shafts on his carriages. As Mr Dovetail was so clever at carving, he also made bits of furniture for the palace.

Daisy's mother, Dora Dovetail, was the Head Seamstress of the palace – another honoured job, because King Fred liked clothes, and kept a whole team of tailors busy making him new costumes every month.

It was the king's great fondness for finery that led to a nasty incident which the history books of Cornucopia would later record as the beginning of all the troubles that were to engulf that happy little kingdom. At the time it happened, only a few people within the City-Within-The-City knew anything about it, though for some, it was an awful tragedy.

What happened was this.

The King of Pluritania came to pay a formal visit to Fred (still hoping, perhaps, to exchange one of his daughters for a lifetime's supply of Hopes-of-Heaven) and Fred decided that he must have a brand-new set of clothes made for the occasion: dull purple, overlaid with silver lace, with amethyst buttons, and grey fur at the cuffs.

Now, King Fred had heard something about the Head Seamstress not being quite well, but he hadn't paid much attention. He didn't trust anyone but Daisy's mother to stitch on the silver lace properly, so gave the order that nobody else should be given the job. In consequence, Daisy's mother sat up three nights in a row, racing to finish the purple suit in time for the King of Pluritania's visit, and at dawn on the fourth day, her assistant found her lying on the floor, dead, with the very last amethyst button in her hand.

Reading

Session 5

The king's Chief Advisor came to break the news, while Fred was still having his breakfast. The Chief Advisor was a wise old man called Herringbone, with a silver beard that hung almost to his knees. After explaining that the Head Seamstress had died, he said:

'But I'm sure one of the other ladies will be able to fix on the last button for Your Majesty.'

There was a look in Herringbone's eye that King Fred didn't like. It gave him a squirming feeling in the pit of his stomach.

While his dressers were helping him into the new purple suit later that morning, Fred tried to make himself feel less guilty by talking the matter over with Lords Spittleworth and Flapoon.

'I mean to say, if I'd known she was seriously ill,' panted Fred, as the servants heaved him into his skin-tight satin pantaloons, 'naturally I'd have let someone else sew the suit.'

'Your Majesty is so kind,' said Spittleworth, as he examined his sallow complexion in the mirror over the fireplace. 'A more tender-hearted monarch was never born.'

'The woman should have spoken up if she felt unwell,' grunted Flapoon from a cushioned seat by the window. 'If she's not fit to work, she should've said so. Properly looked at, that's disloyalty to the king. Or to your suit, anyway.'

'Flapoon's right,' said Spittleworth, turning away from the mirror. 'Nobody could treat his servants better than you do, sire.'

'I *do* treat them well, don't I?' said King Fred anxiously, sucking in his stomach as the dressers did up his amethyst buttons. 'And after all, chaps, I've got to look my blasted best today, haven't I? You know how dressy the King of Pluritania always is!'

Reading

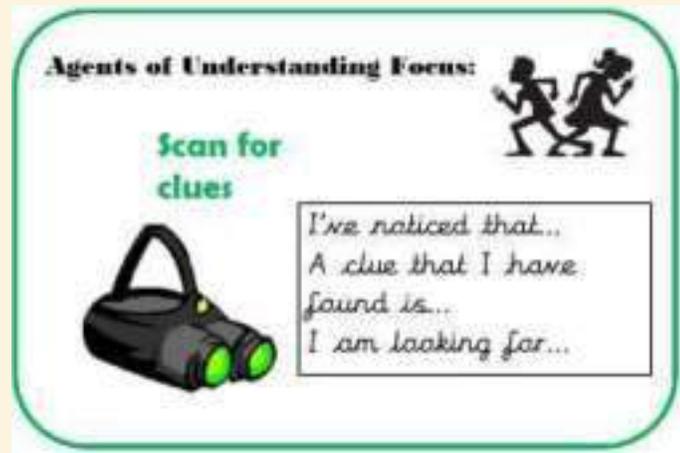
Session 5

'It would be a matter of national shame if you were any less well-dressed than the King of Pluritania,' said Spittleworth.

'Put this unhappy occurrence out of your mind, sire,' said Flapoon. 'A disloyal seamstress is no reason to spoil a sunny day.'

And yet, in spite of the two lords' advice, King Fred couldn't be quite easy in his mind. Perhaps he was imagining it, but he thought Lady Eslanda looked particularly serious that day. The servants' smiles seemed colder, and the maids' curtsies a little less deep. As his court feasted that evening with the King of Pluritania, Fred's thoughts kept drifting back to the seamstress, dead on the floor, with the last amethyst button clutched in her hand.

Before Fred went to bed that night, Herringbone knocked on his bedroom door. After bowing deeply, the Chief Advisor asked whether the king was intending to send flowers to Mrs Dovetail's funeral.



These questions are based on everything we have just read.

1. Why was Daisy Dora's job an honoured job? (1 mark)
2. Why did the King of Pluritania pay a formal visit to Fred? (1 mark)
3. How do we know that King Fred might not have been always kind to his servants? (1 mark)
4. Why couldn't King Fred be quite easy in his mind? (2 marks)

Reading

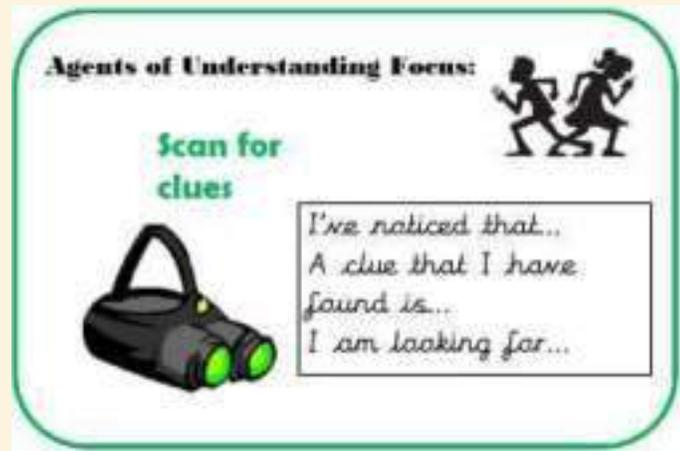
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These questions are based on everything we have just read.

1. **Why was Daisy Dora's job an honoured job? (1 mark) because the King loved finery.**
2. **Why did the King of Pluritania pay a formal visit to Fred? (1 mark) He was still hoping to exchange one of his daughters for a lifetime supply of Hopes of Heaven.**
3. **How do we know that King Fred might not have been always kind to his servants? (1 mark)**
He hadn't noticed that his seamstress was ill.
3. **Why couldn't King Fred be quite easy in his mind? (2 marks)**
One mark for each – up to 2 marks:
Lady Eslanda looked particularly serious that day.
The servant's smiles seemed colder
The maid's curtsies were a little less deep



Arithmetic 1

A) $8 \overline{)416}$

E) $3 \overline{)51}$

I) $7 \overline{)483}$

M) $5 \overline{)385}$

B) $7 \overline{)112}$

F) $4 \overline{)188}$

J) $3 \overline{)174}$

N) $4 \overline{)204}$

C) $5 \overline{)95}$

G) $9 \overline{)585}$

K) $6 \overline{)594}$

O) $6 \overline{)366}$

D) $3 \overline{)126}$

H) $8 \overline{)704}$

L) $6 \overline{)216}$

P) $9 \overline{)270}$



Arithmetic 2

1. $\frac{2}{5}$ of 20 =

2. $\frac{4}{6}$ of 24 =

3. $\frac{2}{3}$ of 18 =

4. $\frac{4}{7}$ of 28 =

5. $\frac{3}{4}$ of 20 =

6. $\frac{2}{6}$ of 18 =

7. $\frac{4}{7}$ of 21 =

8. $\frac{2}{5}$ of 20 =

9. $\frac{6}{8}$ of 24 =

10. $\frac{2}{3}$ of 27 =

11. $\frac{3}{6}$ of 18 =

12. $\frac{2}{3}$ of 24 =

13. $\frac{3}{4}$ of 28 =

14. $\frac{3}{8}$ of 32 =

15. $\frac{5}{9}$ of 27 =

16. $\frac{5}{6}$ of 12 =

17. $\frac{2}{3}$ of 21 =

18. $\frac{3}{5}$ of 35 =

19. $\frac{4}{6}$ of 36 =

20. $\frac{6}{7}$ of 35 =



Arithmetic 3

a) 50% of 16 =

b) 50% of 28 =

c) 50% of 400 =

d) 25% of 12 =

e) 25% of 140 =

f) 75% of 8 =

g) 75% of 36 =

h) 75% of 76 =

i) 75% of 16 =

j) 75% of 200 =

k) 75% of 6000 =

l) 10% of 2580 =

m) 30% of 150g =

n) 30% of 800 m

o) 45% of £ 80 =

p) 45% of 200 km =

q) 45% of 500 cm =

r) 39% of £150 =

s) 78% of 160 kg =

t) Change 42% into a decimal

u) Change 35% into a decimal

v) Change 0.46 into a percentage

w) Change 0.87 into a percentage

x) Change 3% into a decimal



Arithmetic 4

a) 50 % of 1600 =

b) $\frac{1}{2}$ of 5800 =

c) 75% of 720 =

d) $\frac{1}{4}$ of 9600 =

e) 25% of 3400 =

f) $\frac{1}{5}$ of 7500 =

g) 20% of 4600 =

h) $\frac{3}{4}$ of 12,000 =

i) 75% of 22,000 =

j) $\frac{3}{5}$ of 18,000 =

k) 60% of 900 =

l) $\frac{1}{10}$ of 1500 =

m) 10% of 7500 =

n) $\frac{3}{10}$ of 6000 =

o) 30% of 7500 =

p) $\frac{1}{100}$ of 5400 =

q) 1% of 3400 =

r) 12% of 6000 =

s) 15% of 8000 =

t) 24% x 2000 =

u) 80% x 400 =

v) 90% x 300 =

Remember, in this situation the x still means of:
24% of 2000



Arithmetic 5

a) $(55 - 4) \times (5 + 5) =$

b) $55 - 4 \times 5 + 5 =$

c) $(20 + 12) \div 4 - 1 =$

d) $20 + 12 \div 4 - 1 =$

e) $6 \times (6 - 2) + 9 =$

f) $6 \times 6 - (2 + 9) =$

g) $(24 + 48) \div 8 + 4 =$

h) $24 + 48 \div (8 + 4) =$

i) $42 - (6 + 9) \div 3 =$

j) $(16 - 8) \times (10 - 6) =$

k) $10 + 20 + 30 \times 40 =$

l) $45 \div (9 - 6) - 6 =$

m) $(54 - 18) \div (4 + 5) =$

n) $16 + 4 \times (3 + 8) =$

o) $200 - (5 + 7) \times 7 =$

p) $(100 - 28) \div (18 - 2) =$

q) $(2 + 7) \times 4 - 10 \div 2 =$

r) $12 \div 2 + (4 - 2) \times 6 =$

s) $(40 - 10) \div 5 + 6 \times 12 =$

t) $16 \times 2 - (8 \times 8) \div 4 =$

u) $6 \times (3 + 5) - 18 \div 3 =$

v) $(25 + 75) \div 5 - 4 \times 5 =$

w) $72 \div (12 - 3) + 6 \times 7 =$

x) $(10 - 7) \times 9 + 12 \div 2 =$

Solve the problems, using the rules of BODMAS to help you. Anything in brackets always gets solved first. Next, we would do the order calculation and so on until the whole calculation can be solved.

BODMAS

The order in which we carry out a calculation is important. BODMAS is a way of remembering the order of operations.

B Brackets { }
 $10 \times (2 + 6) = 10 \times 8 = 80$

O Order n^2 - Also known as Indices.
 $10 + 3^2 = 10 + 9 = 19$

D Division +
 $10 - 8 + 2 = 10 - 4 = 6$

M Multiplication x
 $6 + 3 \times 2 = 6 + 6 = 12$

A Addition +
 $6 + 3 \times 2 = 6 + 6 = 12$

S Subtraction -
 $10 - 8 + 2 = 10 - 4 = 6$



Arithmetic Answers



Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

Arithmetic 1

- | | |
|-------|-------|
| a) 52 | i) 69 |
| b) 16 | j) 58 |
| c) 19 | k) 99 |
| d) 42 | l) 36 |
| e) 17 | m) 77 |
| f) 47 | n) 51 |
| g) 65 | o) 61 |
| h) 88 | p) 30 |

Arithmetic 2

- | | | |
|-------|-------|-------|
| a) 8 | i) 18 | q) 14 |
| b) 16 | j) 18 | r) 21 |
| c) 12 | k) 9 | s) 24 |
| d) 16 | l) 8 | t) 30 |
| e) 15 | m) 21 | |
| f) 6 | n) 12 | |
| g) 12 | o) 15 | |
| h) 8 | p) 10 | |

Arithmetic 3

- | | | |
|--------|---------|------------|
| a) 8 | i) 12 | q) 225cm |
| b) 14 | j) 150 | r) £58.50 |
| c) 200 | k) 4500 | s) 124.8kg |
| d) 3 | l) 258 | t) 0.42 |
| e) 35 | m) 45g | u) 0.35 |
| f) 6 | n) 240m | v) 46% |
| g) 27 | o) £36 | w) 87% |
| h) 57 | p) 90km | x) 0.03 |
| | | y) 1% |

Arithmetic 4

- | | | |
|---------|-----------|---------|
| a) 800 | i) 16,500 | q) 34 |
| b) 2900 | j) 10,800 | r) 720 |
| c) 540 | k) 540 | s) 1200 |
| d) 2400 | l) 150 | t) 480 |
| e) 850 | m) 750 | u) 320 |
| f) 1500 | n) 1800 | v) 270 |
| g) 920 | o) 2250 | |
| h) 9000 | p) 54 | |

Arithmetic 5

- | | | |
|--------|--------|-------|
| a) 510 | i) 37 | q) 31 |
| b) 40 | j) 32 | r) 18 |
| c) 7 | k) 150 | s) 78 |
| d) 22 | l) 9 | t) 16 |
| e) 33 | m) 4 | u) 42 |
| f) 25 | n) 60 | v) 0 |
| g) 13 | o) 116 | w) 50 |
| h) 28 | p) 4.5 | 33 |

Session 1 – Multiply by 10, 100 and 1000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			● ● ● ●	● ● ● ● ●	

a) $2.3 \times 10 =$

When the number is multiplied by 10 the counters move place to the left.

b) $2.3 \times 100 =$

When the number is multiplied by 100 the counters move places to the left.

c) $2.3 \times 1,000 =$

When the number is multiplied by 1,000 the counters move places to the left.

2 Complete the diagram.



3 a) Draw counters on the place value charts to represent each calculation.

4.4×1

Th	H	T	O	Tth	Hth

4.4×10

Th	H	T	O	Tth	Hth

4.4×100

Th	H	T	O	Tth	Hth

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth

b) Complete the calculations.

$4.4 \times 1 =$

$4.4 \times 10 =$

$4.4 \times 100 =$

$4.4 \times 1,000 =$

What do you notice?

Dividing by 10, 100 and 1000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●● ●●			

a) $140 \div 10 = \square$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 = \square$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 = \square$

When the number is divided by 1,000 the counters move places to the right.

2 Complete the diagram.



3 a) Draw counters to represent the calculations.

$123 \div 1$

H	T	O	Tth	Hth	Thth

$123 \div 10$

H	T	O	Tth	Hth	Thth

$123 \div 100$

H	T	O	Tth	Hth	Thth

$123 \div 1,000$

H	T	O	Tth	Hth	Thth

b) Complete the calculations.

$123 \div 1 = \square$

$123 \div 10 = \square$

$123 \div 100 = \square$

$123 \div 1,000 = \square$

What do you notice?

Dividing by 10, 100 and 1000

- 1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●● ●●		●	

a) $140 \div 10 = \square$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 = \square$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 = \square$

When the number is divided by 1,000 the counters move places to the right.

- 2 Complete the diagram.



- 3 a) Draw counters to represent the calculations.

$123 \div 1$

H	T	O	Tth	Hth	Thth
			●		

$123 \div 10$

H	T	O	Tth	Hth	Thth
			●		

$123 \div 100$

H	T	O	Tth	Hth	Thth
			●		

$123 \div 1,000$

H	T	O	Tth	Hth	Thth
			●		

- b) Complete the calculations.

$123 \div 1 = \square$

$123 \div 10 = \square$

$123 \div 100 = \square$

$123 \div 1,000 = \square$

What do you notice?

4 Complete the calculations.

a) $16 \div 10 =$

d) $332 \div$ $= 0.332$

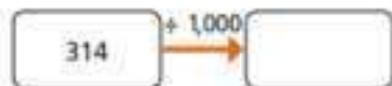
b) $43.4 \div 100 =$

e) $2.4 \div 200 =$

c) $614 \div 1,000 =$

f) $5.09 =$ $\div 20$

5 Complete the diagrams.



What do you notice? Why does this happen?

6 Write $>$, $<$ or $=$ to compare the number sentences.

$5,400 \div 10 \div 10 \div 10$ $5,400 \div 1,000$

$60 \div 100 \div 10$ $600 \div 100$

$5.7 \div 10$ $57 \div 100$

$5,601 \div 1,000$ $5,601 \div 10$

7 Dexter is solving the calculation $5,400 \div 100$

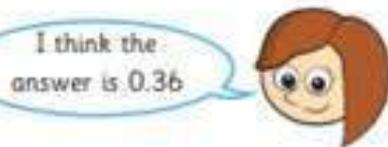


I think the answer is 54.00

Is Dexter correct? _____

Explain your reasoning.

8 Rosie is solving the calculation $3,600 \div 200$



I think the answer is 0.36

Is Rosie correct? _____

Explain your reasoning.

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



- 6 Work out the multiplications.

a) $7.2 \times 2 =$

b) $= 3.45 \times 3$

$7.2 \times 4 =$

$= 34.5 \times 3$

$14.4 \times 4 =$

$= 345 \times 3$

$7.2 \times 8 =$

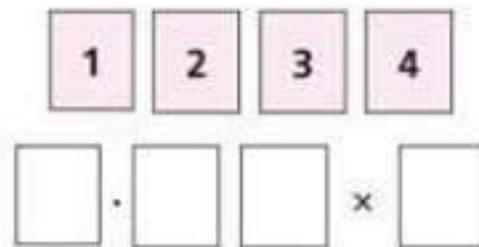
- 7 Amir is solving 3.4×4



To solve this, I did 34×4 , which was 136. Then I multiplied my answer by 10 to get an answer of 1,360.

Do you agree with Amir? _____
Explain why.

- 8 Use the digits 1, 2, 3 and 4 once each to create a calculation.



- a) How many different products can you make?

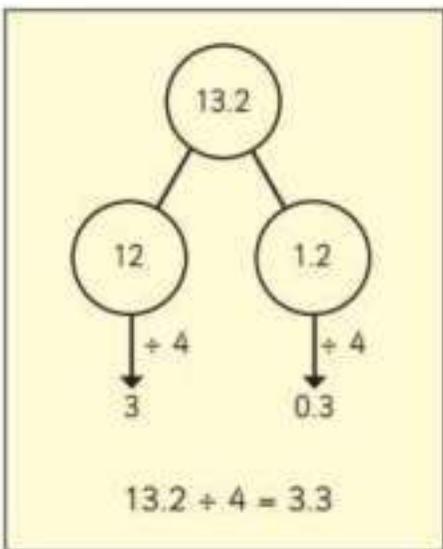
- b) What is the greatest possible product?

- c) What is the smallest possible product?

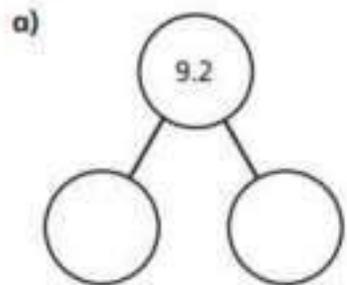
- d) What is the product closest to 12?

Compare your answers with a partner.

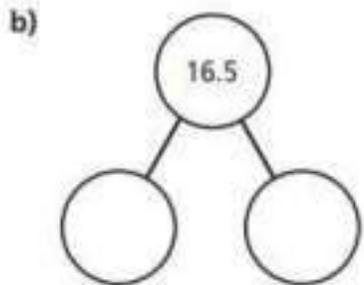
- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



Use Esther's method to complete the part-whole model and calculation.



$$9.2 \div 4 = \square$$



$$16.5 \div 3 = \square$$

Compare answers with a partner. Did you partition your numbers in the same way?

- 6 Work out the divisions.

a) $9.64 \div 4 = \square$

$$96.4 \div 4 = \square$$

$$0.964 \div 4 = \square$$

$$9.64 \div 8 = \square$$

b) $19.44 \div 9 = \square$

$$19.53 \div 9 = \square$$

$$19.62 \div 9 = \square$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \square$$

$$3.6 \div 4 = \square \div 8$$

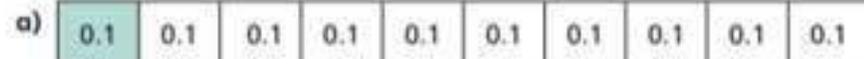
- 8 Complete the calculation.

$$8.4 \div \square = 4.2 \div \square$$

How many different ways is it possible to complete this calculation?
Share your answers with a partner.

Session 4 – decimals as fractions

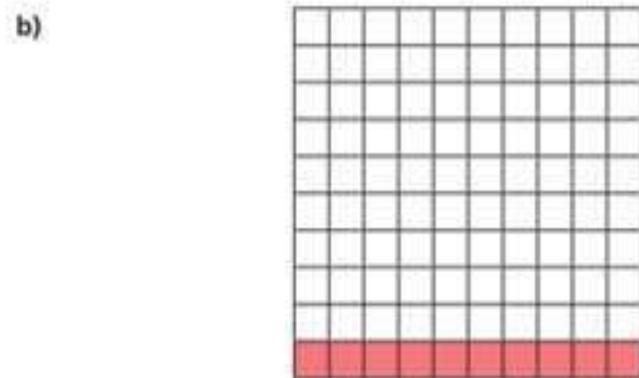
1 Complete the sentences:



The whole has been divided into equal parts.

Each part is worth

This is equivalent to



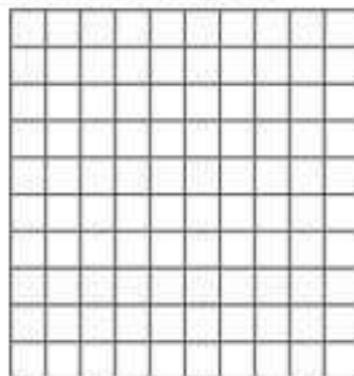
The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



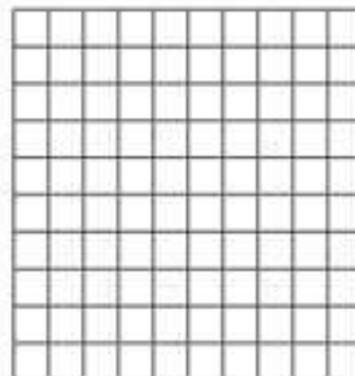
Complete the sentence:

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



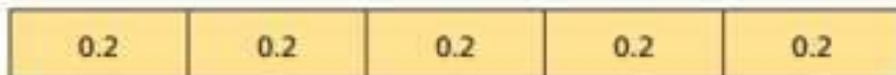
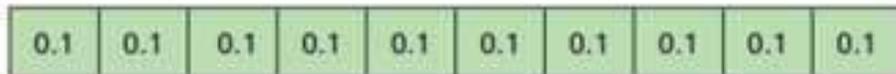
Complete the sentence.

parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =

3



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\square}{10} = \frac{1}{\square}$$

$$0.4 = \frac{\square}{10} = \frac{2}{\square}$$

$$\square = \frac{\square}{10} = \frac{4}{5}$$

4

Fill in the missing numbers.

$$\text{a) } 0.54 = \frac{\square}{100} = \frac{\square}{50}$$

$$\text{d) } \square = \frac{9}{100}$$

$$\text{b) } 0.6 = \frac{\square}{10} = \frac{\square}{5}$$

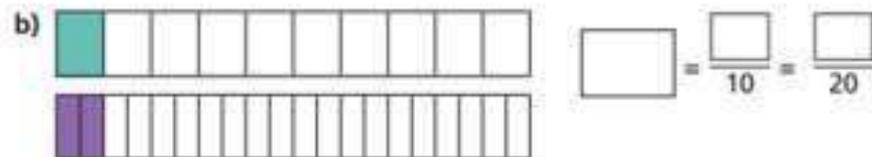
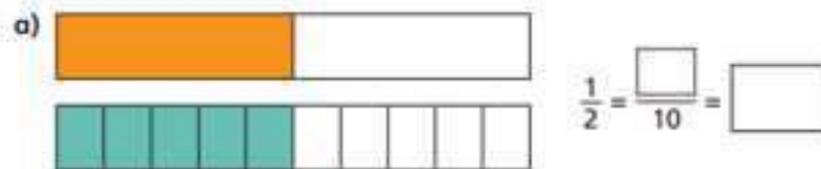
$$\text{e) } \square = \frac{9}{10}$$

$$\text{c) } 0.3 = \frac{\square}{10} = \frac{\square}{100}$$

$$\text{f) } \frac{21}{50} = \frac{\square}{100} = \square$$

5

Use the bar models to fill in the missing numbers.



6



$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.

