

Year 6

Learning Grid for week beginning: 22.06.2020

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](#). **This week, there are four sessions of arithmetic, maths, reading and writing due to our Virtual Sports day.**

Maths		English		Theme	Physical	Social
Arithmetic	Further tasks	Reading	Writing (including spelling, punctuation & grammar)			
<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: Long multiplication</p> <p>Session 2: Subtracting mixed fractions with different denominators.</p> <p>Session 3: Multiplying fractions – remember, they have the X factor!</p> <p>Session 4: Mixed calculations.</p> <p>Answers for the arithmetic sessions are on the last page.</p> <p>TTRS: Keep those times tables sharp and spend 10 minutes on Times Table Rockstars this week.</p>	<p>Session 1: Solve two-step equations. Click here for the video.</p> <p>Session 2: Find pairs of values Click here for the video.</p> <p>Session 3: Convert Metric Measures Click here for the video.</p> <p>Session 4: Miles and kilometres Click here for the video.</p> <p>There are four sessions this week due to our Virtual Sports day.</p>	<p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Link to do Accelerated Reader quizzes from home: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>Session 1: Independently read through the chapter and then complete the questions using the text to help.</p> <p>Session 2: To develop your speed and accuracy, after reading the text, only give yourself 10 minutes to answer the questions. Remember to quickly scan the text for the answers. Reading questions are not designed to be memory tests!</p> <p>Session 3: Read through the text and discuss with someone how the story has taken a dark turn. Then have a go at answering the question. This time, you need to write your answer in full sentences. The clue that you need to do this is the size of the box. These answers usually require more depth. Afterwards, share your answer with someone and see if they agree.</p> <p>Session 4: Pause at the prediction box and discuss with someone what you think will happen next, using your prior knowledge of the story and characters to help you. Afterwards, read on to see if your predictions came true!</p>	<p>Spellings: Complete the different activities assigned to help you to become familiar with this week's rule. Spelling Shed has also been assigned to you. Try to get to the top of the spelling league while practising your spellings.</p> <p>Writing Session 1: Look at the new model text and consider what the toolkit could be. Afterwards, do some quick-fire planning (in the style of the model text) about the monster you designed on Friday.</p> <p>Session 2: Using your plans from yesterday. Write your own first two paragraphs about your chosen monster. Before you write, you might want to draw yourself some boxes that you could use to draw a labelled diagram of your monster at the end.</p> <p>Session 3: Spend some time reading what you wrote yesterday to check that you are happy with it. Afterwards, have another look at your plan. Today, you're going to write the next two paragraphs about your monster. Challenge: could you use brackets or dashes to include some extra information? Remember, if you were to take out the part you had written in brackets or dashes, the rest of your sentence should still make sense.</p> <p>Example: Mrs Evans (whose favourite treat is cheese) was seen shopping for some chutney.</p> <p>Mrs Evans was seen shopping for some chutney.</p> <p>Session 4: Read through yesterday's writing and your plan to refresh your memory. Afterwards, finish off your text and create a labelled diagram of your monster. Remember, your learning could be shared on the school's Facebook page with your parent's permission.</p>	<p>History: The first lesson will be looking at Martin Luther King and what he did. At the end of it, you will begin thinking about what you would like to say if you were going to write a speech or poem about what you dream to see happen in the future to the world.</p> <p>In the second session, have a go at writing your own 'I have a dream' poem or speech. It would be lovely to see some of your ideas on our school Facebook page. If you would like to, ask your parent to take a picture of your writing to upload onto the page.</p> <p>Yearbook page: Show the draft version of your yearbook page to an adult so they can check it for you. Afterwards, use the template to write your neat version. You could use Microsoft Word for this or do it by hand, printing out the template provided. Afterwards, email your page to: c.evans@sandgateprimarysc</p>	<p>Click here to do daily PE with Joe Wicks.</p> <p>On Friday, we will be hosting our own Virtual Sports Day for Year 6. Look out for separate information about this.</p>	<p>Keep a gratitude diary of list. Write down what makes you happy and what you are grateful for.</p> <p>Pick someone in your household to write a little note or card for to let them know something you appreciate about them.</p>

Monday



Arithmetic 1

A)
$$\begin{array}{r} 8201 \\ \times 16 \\ \hline \end{array}$$

E)
$$\begin{array}{r} 9769 \\ \times 79 \\ \hline \end{array}$$

I)
$$\begin{array}{r} 5108 \\ \times 13 \\ \hline \end{array}$$

M)
$$\begin{array}{r} 5826 \\ \times 77 \\ \hline \end{array}$$

B)
$$\begin{array}{r} 5541 \\ \times 51 \\ \hline \end{array}$$

F)
$$\begin{array}{r} 5868 \\ \times 62 \\ \hline \end{array}$$

J)
$$\begin{array}{r} 3499 \\ \times 24 \\ \hline \end{array}$$

N)
$$\begin{array}{r} 2516 \\ \times 51 \\ \hline \end{array}$$

C)
$$\begin{array}{r} 6989 \\ \times 49 \\ \hline \end{array}$$

G)
$$\begin{array}{r} 1026 \\ \times 64 \\ \hline \end{array}$$

K)
$$\begin{array}{r} 9063 \\ \times 52 \\ \hline \end{array}$$

O)
$$\begin{array}{r} 7442 \\ \times 11 \\ \hline \end{array}$$

D)
$$\begin{array}{r} 8446 \\ \times 94 \\ \hline \end{array}$$

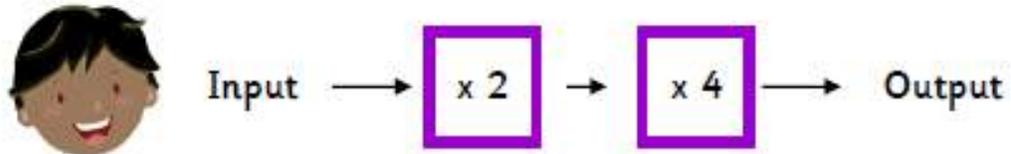
H)
$$\begin{array}{r} 6238 \\ \times 69 \\ \hline \end{array}$$

L)
$$\begin{array}{r} 6872 \\ \times 99 \\ \hline \end{array}$$

P)
$$\begin{array}{r} 3082 \\ \times 23 \\ \hline \end{array}$$

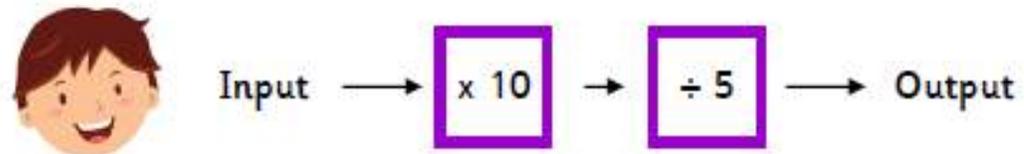
Extension

5. Rayyan has the following function machine.



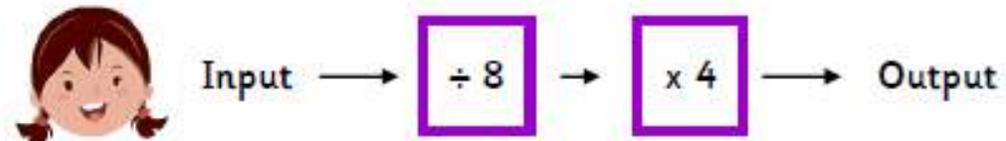
Explain how this could be written as a single function machine.

6. Myles has the following function machine.



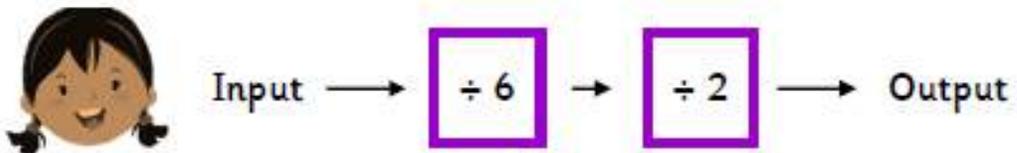
Explain how this could be written as a single function machine.

7. Caroline has the following function machine.



Explain how this could be written as a single function machine.

8. Shereen has the following function machine.



Explain how this could be written as a single function machine.

Extension answers

5. Write it as $\times 8$
6. Write it as $\times 2$
7. Write it as $\div 2$
8. Write it as $\div 12$



Here is this week's leaderboard!

It's time for this week's spelling test.

Top Spellers



#	Pupil	Groups	Score
1.		Gorillas	3,871,552
2.		Eagles	2,315,718
3.		Eagles	1,482,901
4.		Eagles	1,331,670
5.		Gorillas	1,294,816
6.		Eagles	1,059,912

7.		Eagles	845,592
8.		Eagles	810,356
9.		Gorillas	597,640
10.		Gorillas	401,382
#	Pupil	Groups	Score
11.		Eagles	398,276
12.		Gorillas	201,180
13.		Eagles	196,362
14.		Gorillas	32,178



Chapter 16

Bert Says Goodbye

Spittleworth noticed a commotion beside the palace walls and strained to see what was going on. When he spotted the woman on the ground, and heard the cries of shock and pity, he suddenly realised that he'd left a loose end that might yet trip him up: the widow! As he rode past the little knot of people in the crowd who were fanning Mrs Beamish's face, Spittleworth knew that his longed-for bath must be postponed, and his crafty brain began to race again.

Once the king's party was safely in the courtyard, and servants had hurried to assist Fred from his horse, Spittleworth pulled Major Roach aside.

'The widow, Beamish's widow!' he muttered. 'Why didn't you send her word about his death?'

'It never occurred to me, my lord,' said Roach truthfully. He'd been too busy thinking about the jewelled sword all the way home: how best to sell it, and whether it would be better to break it up into pieces so that nobody recognised it.

'Curse you, Roach, must I think of everything?' snarled Spittleworth. 'Go now, take Beamish's body out of those filthy cloaks, cover it with a Cornucopian flag, and lay him out in the Blue Parlour. Put guards on the door and then bring Mrs Beamish to me in the Throne Room.'

'Also, give the order that these soldiers must not go home or talk to their families until I've spoken to them. It's essential that we all tell the same story! Now hurry, fool, hurry – Beamish's widow could ruin everything!'

Spittleworth pushed his way past soldiers and stable boys to where Flapoon was being lifted off his horse.

‘Keep the king away from the Throne Room and the Blue Parlour,’ Spittleworth whispered in Flapoon’s ear. ‘Encourage him to go to bed!’

Flapoon nodded and Spittleworth hurried away through the dimly lit palace corridors, casting off his dusty riding coat as he went, and bellowing at the servants to fetch him fresh clothes.

Once in the deserted Throne Room, Spittleworth pulled on his clean jacket, and ordered a maid to light a single lamp and bring him a glass of wine. Then he waited. At last, there came a knock on the door.

‘Enter!’ shouted Spittleworth, and in came Major Roach, accompanied by a white-faced Mrs Beamish, and young Bert.

‘My dear Mrs Beamish... my *very* dear Mrs Beamish,’ said Spittleworth, striding towards her and clasping her free hand. ‘The king has asked me to tell you how deeply sorry he is. I add my own condolences. What a tragedy... what an awful tragedy.’

‘W-why did nobody send word?’ sobbed Mrs Beamish. ‘W-why did we have to find out by seeing his poor – his poor body?’

She swayed a little, and Roach hurried to fetch a small golden chair. The maid, who was called Hetty, arrived with wine for Spittleworth, and while she was pouring it, Spittleworth said:

‘Dear lady, we did in fact send word. We sent a messenger – didn’t we, Roach?’

‘That’s right,’ said Roach. ‘We sent a young lad called...’

But here, Roach got stuck. He was a man of very little imagination.

‘Nobby,’ said Spittleworth, saying the first name that came into his head. ‘Little Nobby... Buttons,’ he added, because the flickering lamplight had just illuminated one of Roach’s golden buttons. ‘Yes, little Nobby Buttons volunteered, and off he galloped. What could have become of him? Roach,’ said Spittleworth, ‘we must send out a search party, at once, to see whether any trace of Nobby Buttons can be found.’

'At once, my lord,' said Roach, bowing deeply, and he left.

'How... how did my husband die?' whispered Mrs Beamish.

'Well, madam,' said Spittleworth, speaking carefully, for he knew that the story he told now would become the official version, and that he'd have to stick by it, forevermore. 'As you may have heard, we journeyed to the Marshlands, because we'd received word that the Ickabog had carried off a dog. Shortly after our arrival, I regret to say that our entire party was attacked by the monster.

'It lunged for the king first, but he fought most bravely, sinking his sword into the monster's neck. To the tough-skinned Ickabog, however, 'twas but a wasp sting. Enraged, it sought further victims, and though Major Beamish put up a most heroic struggle, I regret to say that he laid down his life for the king.

'Then Lord Flapoon had the excellent notion of firing his blunderbuss, which scared the Ickabog away. We brought poor Beamish out of the marsh, asked for a volunteer to take news of his death to his family. Dear little Nobby Buttons said he'd do it, and he leapt up onto his horse, and until we reached Chouxville, I never doubted that he'd arrived and given you warning of this dreadful tragedy.'

'Can I – can I see my husband?' wept Mrs Beamish.

'Of course, of course,' said Spittleworth. 'He's in the Blue Parlour.'

He led Mrs Beamish and Bert, who was still clutching his mother's hand, to the doors of the parlour, where he paused.

'I regret,' he said, 'that we cannot remove the flag covering him. His injuries would be far too distressing for you to see... the fang and claw marks, you know...'

Mrs Beamish swayed yet again and Bert grabbed hold of her, to keep her upright. Now Lord Flapoon walked up to the group, holding a tray of pies.

‘King’s in bed,’ he said thickly to Spittleworth. ‘Oh, hello,’ he added, looking at Mrs Beamish, who was one of the few servants whose name he knew, because she baked the pastries. ‘Sorry about the major,’ said Flapoon, spraying Mrs Beamish and Bert with crumbs of pie crust. ‘Always liked him.’

He walked away, leaving Spittleworth to open the door of the Blue Parlour to let Mrs Beamish and Bert inside. There lay the body of Major Beamish, concealed beneath the Cornucopian flag.

‘Can’t I at least kiss him one last time?’ sobbed Mrs Beamish.

‘Quite impossible, I’m afraid,’ said Spittleworth. ‘His face is half gone.’

‘His hand, Mother,’ said Bert, speaking for the first time. ‘I’m sure his hand will be all right.’

And before Spittleworth could stop the boy, Bert reached beneath the flag for his father’s hand, which was quite unmarked.

Mrs Beamish knelt down and kissed the hand over and over again, until it shone with tears as though made of porcelain. Then Bert helped her to her feet and the two of them left the Blue Parlour without another word.

Answer the questions below, **using the text to help you.**
Remember, this is not a memory test!

1. Why did Spittleworth's bath have to be delayed?

2. Why did Roach forget to let Mrs Beamish know about her husband's death?

3. Why could the widow possibly 'ruin everything'?



4. What inspired Spittleworth call the messenger 'Nobby Buttons'?

5. When Spittleworth explained to Mrs Beamish what had happened to her husband, why did he have to 'speak carefully'?

6. Why was Bert's father's hand 'quite unmarked'?

Answer the questions below, **using the text to help you.**
Remember, this is not a memory test!

1. Why did Spittleworth's bath have to be delayed?

Because he saw Mrs Beamish and realised she did not know about her husband's death.

2. Why did Roach forget to let Mrs Beamish know about her husband's death?

He'd been too busy thinking about how he'd sell the jewelled sword.

3. Why could the widow possibly 'ruin everything'?

Because if she saw the body, she would know that he hadn't been killed by the Ickabog.



4. What inspired Spittleworth call the messenger 'Nobby Buttons'?

Because one of the flickering lamplight had illuminated one of Roach's golden buttons.

5. When Spittleworth explained to Mrs Beamish what had happened to her husband, why did he have to 'speak carefully'?

He knew that the story he told would now become the official version and he would have to stick to it.

6. Why was Bert's father's hand 'quite unmarked'?

Because he hadn't actually been killed by the Ickabog.

Future tip

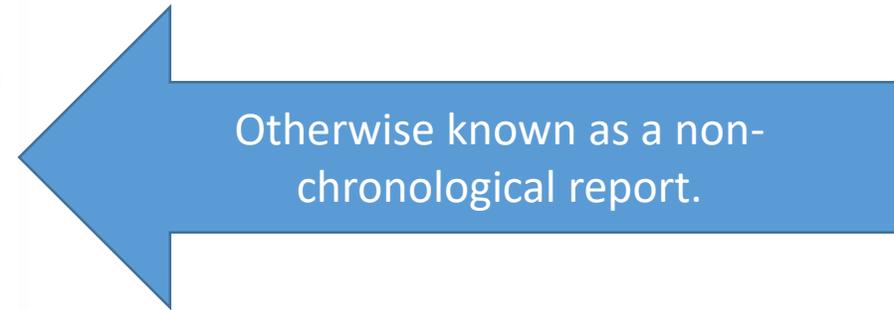
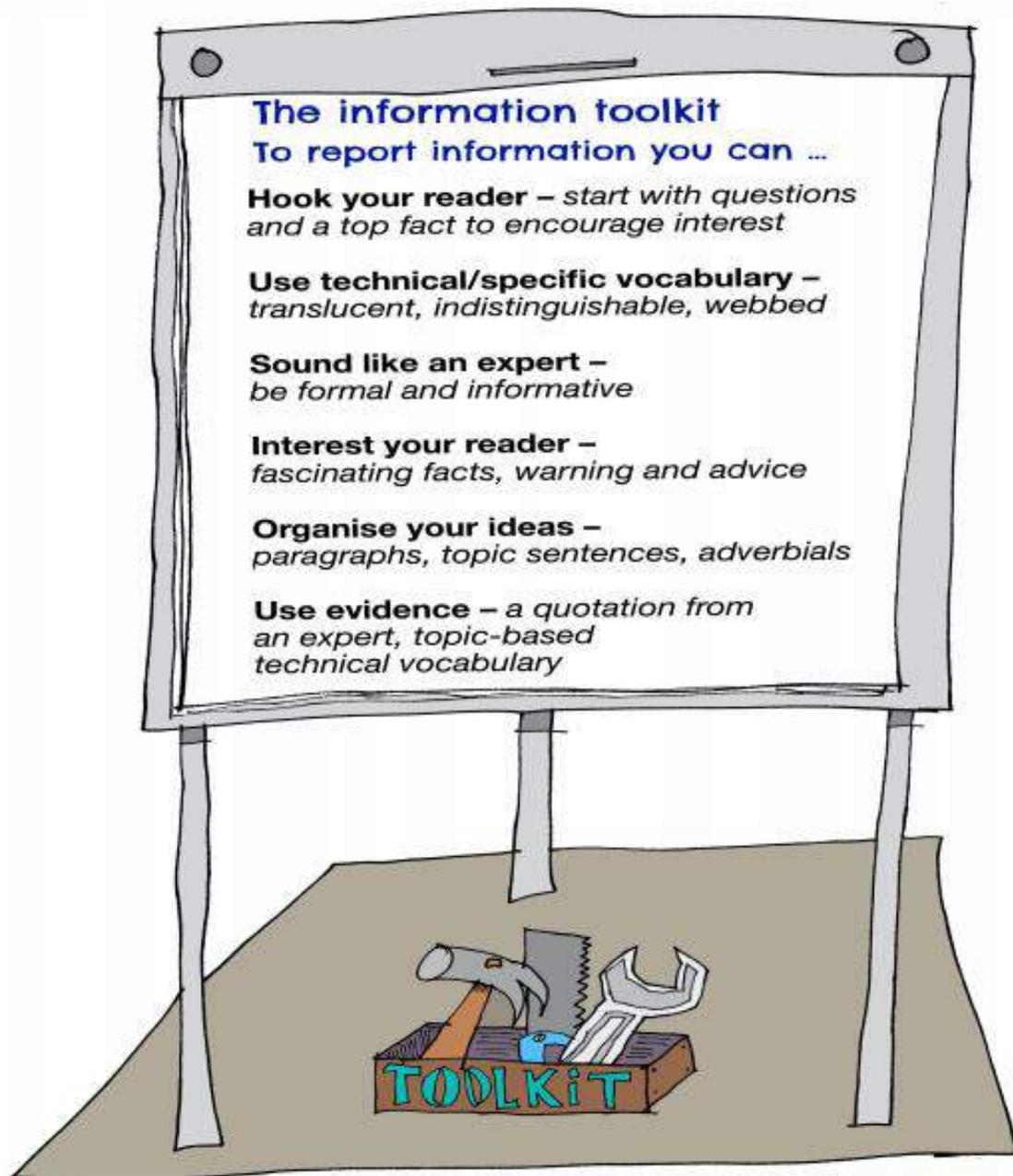
Usually, not always, the order of the questions follow the order of the text so this could help you find where to locate the answers.

English tasks - Writing

Title	Swamp Monsters
Opening hook – to make the reader interested in finding out more. Fascinating fact for interest	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.
Habitat Information about the area the creature lives in	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."
Appearance Information about what the creature looks like including evidence	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.
Diet Information about what the creature eats	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.
Warnings and advice to the reader	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.

Analyse this model text and consider what the specific writing tools could be for this genre and fill in the table with what you believe some of the tools could be.

Writing Tool	The example from the text.



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Warnings and advice to the reader	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.

Last week, you started generating ideas for your own monsters. For the first part of this lesson, let's turn those ideas into a box-up format. You already have lots of ideas so we are going to do short-burst planning! You could use the stop watch below to make sure that you spend no more than five minutes per section.

Remember, plans can be in bullet points. They shouldn't be the entire text already written 😊

<https://www.online-stopwatch.com/>

<u>Title</u>	
<u>Opening hook</u> – to make the reader interested in finding out more. Fascinating fact for interest	
<u>Habitat</u> -Information about the area the creature lives in	
<u>Appearance</u> -Information about what the creature looks like including evidence	
<u>Diet</u> -Information about what the creature eats	
<u>Warnings and advice</u> -to the reader	

History/PHSCE

I have a dream...

The Louisiana Literacy test:

- **You have 10 minutes to complete this test.**
- **Any incorrect answers results in failure of the test.**

The State of Louisiana Literacy Test

(This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below, draw three circles, one inside (engulfed by) the other.

7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

10. In the first circle below write the last letter of the first word beginning with "L."



11. Cross out the number necessary, when making the number below one million.

1000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.



13. In the line below cross out each number that is more than 20 but less than 30.

31 16 48 29 53 47 22 37 98 26 20 25

14. Draw a line under the first letter after "h" and draw a line through the second letter after "j."

a b c d e f g h i j k l m n o p q

15. In the space below, write the word "noise" backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of numbers below, and place on the blank, the number that should come next.

2 4 8 16 _____

18. Look at the line of numbers below, and place on the blank, the number that should come next.

3 6 9 _____ 15

19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

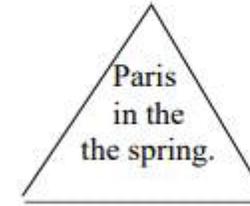
21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in the sentence, and a circle around the last the in the second line of this sentence.

23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.

24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down on the line provided, what you read in the triangle below:



26. In the third square below, write the second letter of the fourth word.



27. Write right from the left to the right as you see it spelled here.

28. Divide a vertical line in two equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.

29. Write every other word in this first line and print every third word in the same line, [original type smaller and first line ended at comma] but capitalize the fifth word that you write.

30. Draw five circles that one common inter-locking part. [sic]

Grading The Louisiana Literacy Test

The Louisiana Literacy Test was designed so that the test-takers would pass or fail simply at the discretion of the registrar who administered the test. The questions were so imprecisely written that the examiner could decree almost any answer correct or incorrect, at his whim. The reality was that registrants the county commissioners wanted to prevent from voting – primarily black applicants, but also certain lower-class whites in disfavor with county officials – were destined to fail the test, regardless of the answers they gave.

Black applicants could be failed for something as simple as a single spelling or punctuation error. However, many examiners chose to deceive test-takers by changing the rules or interpreting paradoxical questions in different ways.

- For example, although question 5 says to “circle” something, questions 1 and 4 say to “draw a line around” something. If the examiner insisted a circle was not a line, the applicant failed.
- Question 10 asks for something to be done to “the first word beginning with ‘L’” – does it mean the first word in this sentence, or the first word on the page?
- Question 24 wants the applicant to “print a word that looks the same whether it is printed frontwards or backwards.” One would assume that a word like BOB would work just fine, but if the examiner expected “backwards” to be in mirror-writing, the B’s would be inverted and thus incorrect.
- The solution to question 25, in spite of the trick question in the triangle, could be that the examiner expected the word “down” to be written on the line!
- In question 27, does the examiner expect only the word *right* to be written, or does he want the word *right* plus all the words that follow it? And if the test-taker printed his answer instead of using cursive (“I said *write*, not *print*!”), he would fail.

Another factor in passing or failing the test was the time requirement – registrants had to respond to 30 complicated questions in 10 minutes, a time frame which could easily be waived for white voters.

Another factor in passing or failing the test was the time requirement – registrants had to respond to 30 complicated questions in 10 minutes, a time frame which could easily be waived for white voters.

There were limitless ways to fail this test, and the registrar, with the blessings of a white-controlled county government, exercised complete power over the success or failure of every applicant.

- **How did you feel about the test?**
- **The Louisiana Literacy Test had no standard answer key. The individual white registrars determined what the “correct” answers were. If you didn't get any of these questions right the very first time, you would not have passed.**
- **Is this a fair test?**
- **How might people have felt if they actually had to take this test?**

- **Who is this man?**
- **What is he known for?**
- **Why might we be learning about him today?**



'I have a dream'

- **What did you notice about the way he spoke?**
- **Discuss the message - What was he talking about?**
- **What was his vision for the future?**
- **Has this happened?**



What is figurative language?

Recap similes, metaphors, alliteration and personification. What are they? Can you give me an example?

I have a dream that one day
this world can live in harmony.
And that the youth of today will access an education.

Read through the example stanza.

Is this powerful enough? Does it inspire you?

How could we improve it? How can we add figurative language for effect?

Does it need to rhyme to be a poem?

- **What are your dreams for our future world?**
- **Discuss – what are some current issues that you could include?**
- **Plan the figurative language that you are going to use in your poem. What is the message you'd like to portray? How can you inspire others with your words?**

Tuesday



Arithmetic 2

$$a) 1\frac{3}{4} - \frac{5}{9}$$

$$b) 2\frac{1}{4} + 1\frac{1}{6}$$

$$c) 3\frac{7}{10} - 1\frac{3}{4}$$

$$d) 1\frac{4}{5} + 3\frac{2}{3}$$

$$e) 4\frac{3}{12} - 2\frac{6}{7}$$

$$f) 1\frac{1}{4} - 1\frac{1}{5}$$

$$g) 2\frac{5}{9} + 4\frac{2}{3}$$

$$h) 1\frac{1}{6} + 1\frac{1}{5}$$

$$i) 1\frac{1}{4} + 1\frac{1}{3}$$

$$j) 3\frac{3}{5} + 1\frac{1}{2}$$

$$k) 4\frac{1}{2} - 2\frac{2}{5}$$

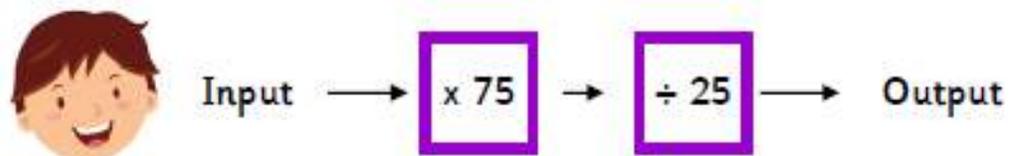
$$l) 2\frac{1}{3} + 3\frac{5}{6}$$

$$m) 2\frac{2}{5} - 1\frac{1}{3}$$

$$n) 3\frac{1}{4} + 3\frac{2}{3}$$

Extension

9. Russell has the following function machine.



Explain how this could be written as a single function machine.

10. Dawud has the following function machine.



Explain how this could be written as a single function machine.

11. Rania has the following function machine.



Explain how this could be written as a single function machine.

12. Ellie has the following function machine.



Explain how this could be written as a single function machine.

Extension answers

9. Write it as $\times 3$
10. Write it as $\div 4$
11. Write it as $\times 1$
12. Write it as $\div 10$



Goodfellow Makes a Stand

Pause for a moment

Using just the title, what do you think (predict) will happen in this chapter? What could Goodfellow make a stand about and what does that phrase 'make a stand' mean?

Having watched the Beamishes out of sight, Spittleworth hurried off to the Guard's Room, where he found Roach keeping watch over the rest of the Royal Guard. The walls of the room were hung with swords and a portrait of King Fred, whose eyes seemed to watch everything that was happening.

'They're growing restless, my lord,' muttered Roach. 'They want to go home to their families and get to bed.'

'And so they shall, once we've had a little chat,' said Spittleworth, moving to face the weary and travel-stained soldiers.

'Has anyone got any questions about what happened back in the Marshlands?' he asked the men.

The soldiers looked at each other. Some of them stole furtive glances at Roach, who'd retreated against the wall, and was polishing a rifle. Then Captain Goodfellow raised his hand, along with two other soldiers.

'Why was Beamish's body wrapped up before any of us could look at it?' asked Captain Goodfellow.

'I want to know where that bullet went, that we heard being fired,' said the second soldier.

'How come only four people saw this monster, if it's so huge?' asked the third, to general nods and muttered agreement.

'All excellent questions,' replied Spittleworth smoothly. 'Let me explain.'

And he repeated the story of the attack that he'd told Mrs Beamish.

The soldiers who'd asked questions remained unsatisfied.

'I still reckon it's funny that a huge monster was out there and none of us saw it,' said the third.