Year group email:
Smm2020y5@durhamlearning.net
Please email any work you would like your teacher to mark and feedback on.

Year 5 – Online Daily Activities
Week Commencing 8th March

Activity Time	Monday	Tuesday	Wednesday	Thursday	Friday	Resource Links
	Morning Maths Warm Up Complete the sheet attached.	**Morning Maths Warm Up** Complete the sheet attached.	**Morning Maths Warm Up** Complete the sheet attached.	**Morning Maths Warm Up** Complete the sheet attached.	**Morning Maths Warm Up** Complete the sheet attached.	Mymaths https://www.mymaths.co.uk/ Maths.co.uk https://www.maths.co.uk/ Purple MASH https://www.purplemash.com/login/ TTRockstars https://ttrockstars.com/ Spag https://www.spag.com/ Read Theory https://readtheory.org/ BBCBitesize https://www.bbc.co.uk/bitesize
read	**English Comprehension** **The Light.** Read the text and answer the questions. Both text and questions are attached below.	**English Grammar** **SPAG Mat.** Complete the attached SPAG sheet.	**English Comprehension** **British Science Week.** Read the text and answer the questions. Both text and questions are attached below.	**English Grammar** **Up levelling sentences.** Follow the instructions about how to improve your sentences.	**English Comprehension** **American Forces** Read the text and answer the questions. Both text and questions are attached below.	
	Break	Break	Break	Break	Break	
	Religious **To make links between Mark's gospel and religious paintings.** Choose one of the paintings of the Agony in the Garden. Use the worksheet below to compare and contrast	**Science** **Sinking and Floating** Your Science lesson today is a live lesson with Big Science UK. Follow the link or search for them on YouTube. You will need; • Objects • Bowl of water/Kitchen sink full	**British Science Week** Your task is to design a poster to advertise an invention. It must be an invention from the past and be one which you think has had the biggest impact on everyday life. Some options could be; ➢ The Internal Combustion Engine	**Geography** **Latitude and Longitude** https://www.youtube.com/watch?v=HvCvANs7O7k Use the link above to access a video to explain the difference between latitude and longitude.	**PE** **Treasure Chest.** How quickly can you retrieve all your 'treasure'? See attached sheet for the instructions.	

	the representations to the text written by mark.	• 2 clear cups. • A4 Paper • Washing Up liquid. Big Science UK	➢ The Internet ➢ Ball point pens ➢ Mobile Phones ➢ Any other you think may be important Remember to research the invention first to ensure your poster advert is informative and accurate.	Use this knowledge to identify the capital cities on the worksheet below.		Reading https://www.getepi c.com/ MFL https://www.lingu ascope.com/

	Maths	**Maths**	**Maths**	**Maths**	**Maths**	
	Equivalent Fractions If you need any further support with this task, you can access the following video: https://vimeo.com/498327458 The worksheet can be found below as a hard copy or can be used interactively on Teams under the tab 'Maths'. Look for the worksheet which has today's date as its name.	**Online Learning** Log in to Maths.co.uk and complete the tasks set. One Is fractions based, which will support learning this week. The other is all about statistics, which will recap the learning from last week. Additionally, try to improve your times table fluency on TTRockstars; can you improve your rock speed?	**Equivalent Fractions** If you need any further support with this task, you can access the following video: https://vimeo.com/498327611 The worksheet can be found below as a hard copy or can be used interactively on Teams under the tab 'Maths'. Look for the worksheet which has today's date as its name.	**Fractions Greater than 1** If you need any further support with this task, you can access the following video: https://vimeo.com/498362964 The worksheet can be found below as a hard copy or can be used interactively on Teams under the tab 'Maths'. Look for the worksheet which has today's date as its name.	**Arithmetic Practice** If you need any further support with this task, you can access the following video: Arithmetic-Addition and Subtraction Arithmetic-Multiplication and Division The worksheet can be found below as a hard copy or can be used interactively on Teams under the tab 'Maths'. Look for the worksheet which has today's date as its name.	

	Daily Prayers	**Daily Prayers**	**Daily Prayers**	**Daily Prayers**	**Daily Prayers**	
Spiritual	Dear Jesus, We pray for all those who are hungry. Help us to raise awareness and to support them. Help us to put things right. Amen.	Dear Jesus, We give thanks for all that we have. Help us to share what we have with those in need. Help us to put things right. Amen.	Dear Jesus, We pray for those who have to leave their homes and countries. Help us to make everyone feel welcome in our local community.	Dear Jesus, We pray for all the people and places in the world that need peace. Help us to play our part in keeping peace at home and in	Dear Jesus, We give thanks for the world you created. Help us to care for it and all you have made. Help us to put things right. Amen.	
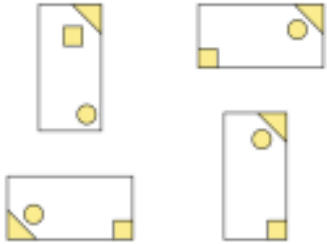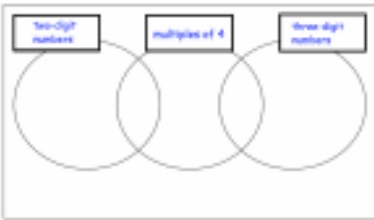
Find a quiet time to reflect and pray.			Help us to put things right. Amen.	school. Help us to put things right. Amen.	
Wellbeing Your daily activity	**Exercise** Exercise is good for the body and mind. Do something extra today to keep fit and healthy, it could be; ❖ Yoga ❖ Joe Wicks ❖ Circuits	**Chores** Do something extra to help around the home today, you could; ➢ Tidy your room ➢ Help prepare a meal ➢ Wash the dishes ➢ Hoover the carpet	**Maintain Friendships** Call a friend and ask how they are doing. It's always nice to know that someone is thinking of you. It might be a friend you haven't spoken to in some time and you want to catch up.	**Read with an adult** Share a book or a chapter with an adult. Talk about your likes and dislikes. Why not ask your parent to read to you too.	Make time for you today – do something you enjoy such as: • Listen to music • Read a book • Write a story • Exercise • Play a board game as a family. Have a lovely day!
Music	Durham music Service have offered free music tuition every day via Youtube link. The address is www.durhammusiconline.co.uk Click on Remote Learning. Each day, there will be 15 minutes live tuition. Choose a time throughout your day to log into the Durham music video.				

8th March

$$\frac{2}{7} + \frac{2}{7} + \frac{2}{7}$$

135×5

Orla has a rectangular tile with this design on it

Circle the tiles that have the same design as Orla's tile

Write each number in its correct place on the diagram

9   20   45   200

Two-digit numbers	multiples of 4	three digit numbers

9th March

$620 - \boxed{} = 318$

44×100

This shape has one obtuse angle

Tick the obtuse angle

A cinema screen has 23 rows of seats.

In each row there are 20 seats.

How many seats are there in the cinema screen?

Work out the perimeter of this rectangle

27cm

14cm

St. M.M.

Inquisitive
Empowering Christ Engaging
Individuals

10th March

100×40

71×5

Complete the table

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	
	0.75	75%
$\frac{1}{4}$		25%

Georgie is 40 years old.

Her friend Summer is $\frac{7}{8}$ of her age

How old is Summer?

The rectangle is drawn on centimeter-squared paper.

Find the area of the rectangle

1cm

11th March

$132 \div 11$

$3,401 - 510$

On what day was the lowest temperature?

Monday	Tuesday	Wednesday	Thursday
−3°C	−1°C	−6°C	0°C

Plot the coordinates (0,2) and (4, 3)
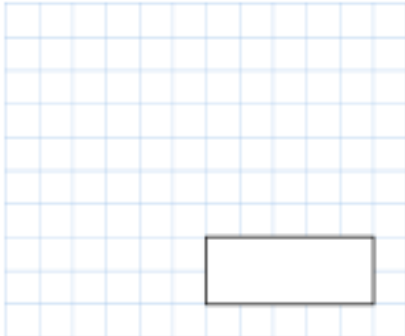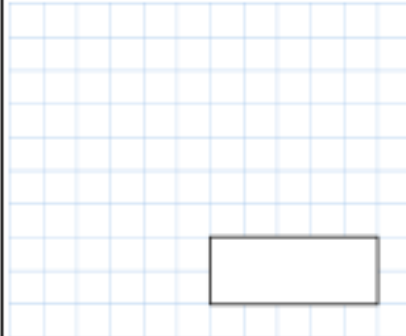
Reflect the shape in the mirror line

mirror line

12th March

$422 + 75 + 888$

$125 \times 4 = \boxed{} \times 5$

Round 686 to the nearest 10

Round 686 to the nearest 100

Key ◯ = 2 books

Monday	◯ ◯
Tuesday	◯ ◯ ◯
Wednesday	◯ ◖
Thursday	◯ ◯

How many books did Tom read altogether?

Pittsburgh Steelers won Super Bowl XL

Write XL in **figures**

Equivalent fractions (1)

White Rose Maths

1 Shade the bar models to represent the equivalent fractions.

a)

| $\frac{1}{2}$ | $\frac{1}{2}$ |

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |

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

b)

| $\frac{1}{2}$ | $\frac{1}{2}$ |

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

$\frac{1}{2} = \frac{5}{10}$

c)

| $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ | $\frac{1}{5}$ |

| $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ | $\frac{1}{10}$ |

$\frac{4}{5} = \frac{8}{10}$

d)

| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |

| $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ | $\frac{1}{4}$ |

$\frac{6}{8} = \frac{3}{4}$

2 Use the fraction wall to complete the equivalent fractions.

a) $\frac{1}{2} = \frac{\square}{4}$ c) $\frac{2}{4} = \frac{4}{\square}$ e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$ d) $\frac{2}{8} = \frac{\square}{4}$ f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

	1	
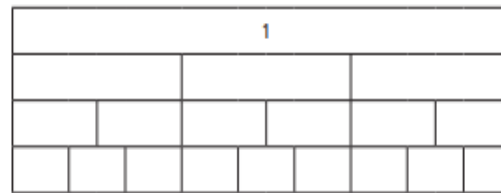
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$ $\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

4 Here is a fraction wall.
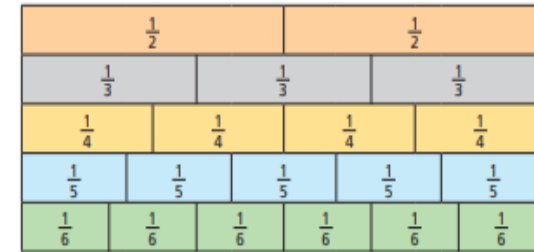
Is each statement true or false?

a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$

b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$

c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

b) Fractions equivalent to one half have even numerators.

c) If a fraction is equivalent to one half, the denominator will be double the numerator.

Equivalent fractions

1 Shade the shapes to show the equivalent fractions.

a)

$\frac{1}{4} = \frac{\square}{12}$

b)

$\frac{3}{4} = \frac{\square}{12}$

c)

$\frac{1}{6} = \frac{\square}{\square}$

d)

$\frac{5}{6} = \frac{\square}{\square}$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$	Equivalent to $\frac{1}{3}$

$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$

b) $\frac{5}{7} = \frac{\square}{14}$

c) $\frac{7}{8} = \frac{14}{\square}$

d) $\frac{3}{4} = \frac{6}{\square}$

e) $\frac{3}{4} = \frac{12}{\square}$

f) $\frac{3}{4} = \frac{\square}{12}$

g) $\frac{2}{\square} = \frac{10}{15}$

h) $\frac{2}{\square} = \frac{10}{25}$

i) $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in parts g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

a) $\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

b) $\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

c) $\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to $\frac{1}{4}$

$\frac{1}{4}$ is equivalent to $\frac{5}{8}$ and $\frac{9}{12}$

Do you agree with Ron?

Draw a diagram to support your answer.

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

| $\frac{A}{9}$ | $\frac{3}{B}$ | $\frac{2}{18}$ | $\frac{C}{90}$ |

8 Here are three fraction cards.

All the fractions are equivalent.

| $\frac{3}{A}$ | $\frac{B}{14}$ | $\frac{12}{C}$ |

A + B = 13

Work out the value of C.

9 $\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of $\bullet$

Fractions greater than 1

1 Complete the sentences.

a)
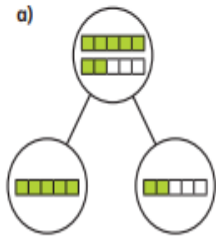
There are 7 fifths altogether.

7 fifths = ☐ whole + ☐ fifths

b)
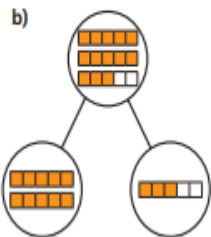
There are ☐ fifths altogether.

☐ fifths = ☐ wholes + ☐ fifths

c)
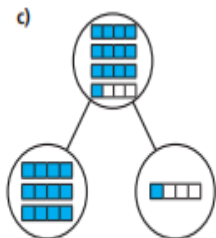
There are ☐ quarters altogether.

☐ quarters = ☐ wholes + ☐ quarter

2 Shade bar models to represent the fractions.

Complete the number sentences.

a) $\frac{5}{3}$ $\frac{5}{3}$ = ☐ whole + ☐ thirds = ☐

b) $\frac{8}{3}$ $\frac{8}{3}$ = ☐ wholes + ☐ thirds = ☐

c) $\frac{8}{5}$ $\frac{8}{5}$ = ☐ whole + ☐ fifths = ☐

3 Complete the statements.

a) $\frac{12}{2}$ = ☐ wholes   e) $\frac{15}{3}$ = ☐ wholes

b) $\frac{12}{4}$ = ☐ wholes   f) $\frac{15}{5}$ = ☐ wholes

c) $\frac{12}{6}$ = ☐ wholes   g) $\frac{15}{4}$ = ☐ wholes + ☐ quarters

d) $\frac{12}{3}$ = ☐ wholes   h) $\frac{15}{2}$ = ☐ wholes + ☐ half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?

b) How many more muffins does Whitney need to fill another box?

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

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

a) 2 wholes and 3 quarters ◯ 5 quarters

b) 2 wholes and 3 quarters ◯ 15 quarters

c) 2 wholes and 3 sixths ◯ 15 sixths

d) 2 wholes and 3 eighths ◯ 15 eighths

e) $\frac{15}{3}$ ◯ $\frac{15}{5}$

f) $\frac{15}{3}$ ◯ $\frac{20}{4}$

6 Complete the part-whole models.

a)

$4\frac{3}{5}$

4   ◯

c)

$4\frac{3}{5}$

$\frac{13}{5}$ ◯

b)

$4\frac{3}{5}$

3   ◯
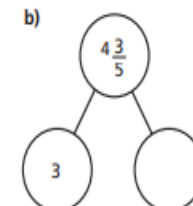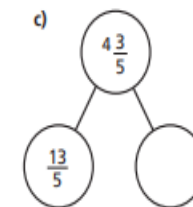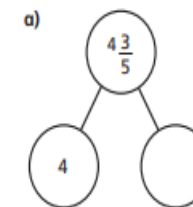
30 Mixed Calculations

1) 76,069 + 6,283 =	2) 56,340 - 8,285 =	3) 27,468 - 5,266 =	4) 73,466 - 5,422 =	5) 56,952 + 9,042 =	6) 783 × 90 =
7) 1,029 ÷ 7 =	8) 739 × 90 =	9) 292 × 90 =	10) 21,418 - 6,273 =	11) 2,216 ÷ 8 =	12) 81,185 + 1,267 =
13) 605 ÷ 5 =	14) 1,560 ÷ 6 =	15) 797 × 90 =	16) 35,005 + 2,940 =	17) 48,415 + 7,403 =	18) 640 × 90 =
19) 952 ÷ 7 =	20) 27,634 + 1,500 =	21) 10,252 - 2,717 =	22) 72,695 + 9,551 =	23) 3,283 ÷ 7 =	24) 84,510 - 8,152 =
25) 60,003 - 7,474 =	26) 3,388 ÷ 11 =	27) 36,757 + 1,564 =	28) 704 × 90 =	29) 84,657 - 6,162 =	30) 503 × 90 =

Monday Comprehension

The Light

Tamara woke with a start. Through bleary eyes, she glanced across at her alarm clock and waited for the numbers to drift into focus. Ten minutes before midnight. She yawned, stretched and tried to work out what had woken her up. Normally, she could remember if she'd had a bad dream, but this one seemed to have been about a zoo filled with flying shrimp, so there was nothing out of the ordinary there.

Grumbling to herself about how long it would take to get back to sleep, Tamara closed her eyes and tried to find a comfortable position. She knew it would be a lot easier to get to sleep if there wasn't so much light coming from behind her wardrobe. She lay back and considered this for a second. She stared at the ceiling for a moment to gather her thoughts.

Had she really seen the light coming from behind her wardrobe? She glanced up and checked. She lay back down and stared at the ceiling. Yep, there was definitely a halo of flickering yellowish-white light spilling out from behind her wardrobe. It definitely hadn't been there before she went to sleep, it was the kind of thing you'd notice in your bedroom. But there it was now, as clear as anything.

As far as Tamara knew, the only thing behind the wardrobe was the wall and, behind that, Mr and Mrs Glibb's spare bedroom. She couldn't leave it, she knew that much. There was no way she'd be able to get back to sleep now without at least seeing what it was.

Cautiously, she rolled out of bed and slid her feet into her slippers. Being green, fluffy and shaped like the head of a dragon, they weren't exactly what she'd have liked to wear while facing the unknown, but then neither were her pyjamas covered in unicorns. She grabbed the first thing she could get her hands on in case she needed a weapon and proceeded across her bedroom towards the glowing wardrobe.

Like a magician revealing a trick, she whipped open the doors and was faced with the not-too-terrifying sight of her school uniforms, all hung up neatly. So, the light wasn't coming from inside the wardrobe at least. Tamara took a deep breath, held it, and dragged the furniture away from the wall.

"Oh, darn it," said a small impish figure in a put-upon voice, putting down a quill pen that he had been using to write scribbled notes on a scrap of paper. It was covered in smudges, and he was urgently trying to blot up a new one before it spread. He was sat on a small wooden stool behind a small, square desk. His office, if indeed that is what it was, was inside what looked like an elevator. There was even a panel filled with illuminated numbers next to the man's head, but, unlike a regular elevator, there must have been a thousand buttons. Soft music was being piped in through speakers in the ceiling. It had the same tinny quality of elevator music everywhere.

"I'm armed, you know!" Tamara said in what she hoped was a fearsome voice. She waved her weapon in front of her.

"Yes, I can see that," the man said. "Though I'm not sure what you plan to do to me with a stuffed flamingo." Tamara glanced for the first time at the item she'd grabbed and tossed it away angrily. "Anyway," the man continued, "please hurry up. You're late, and we can't afford to waste any more time."

1

a) What was Tamara doing before she noticed the light?

_____

_____

1 mark

b) How did she feel about the light? Use evidence from the text to support your answer.

_____

_____

2 marks

_____

_____

2 Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Tamara woke up in the morning.		
Mr and Mrs Glibb were Tamara's neighbours.		
Her wardrobe was filled with school uniforms.		
The man seemed to know who Tamara was.		

2 marks

3 Look at the paragraph beginning: *"Oh, darn it…"*

What was the man doing just before Tamara disturbed him?

4 What is Tamara most likely to be thinking when she realises the light is actually there?

Tick **one** thought.

I can't wait until morning to tell people about this. ☐

The light can't be real. I've got to investigate to make sure. ☐

I think there is an elevator behind my wardrobe. ☐

I'm too scared to do anything. I should stay in my bed. ☐

1 mark

5 Which **two words** best describe Tamara's personality, based on the text?

Tick **two**.

Adventurous ☐

Shy ☐

Intrepid ☐

Retiring ☐

_____
2 marks

6 *"Oh, darn it,"* said a small impish figure in a put-upon voice.

What does **put-upon voice** mean in this sentence?

_____

_____
1 mark

a Write an active sentence about this boy, Felix. Underline the object of the sentence.

_____

_____

_____

b Can you think of a more <u>formal</u> synonym to replace this adjective?

miserable _____

Now, use your synonym in a sentence that contains an embedded relative clause. _____

_____

c Look at the sentence below and add two modal verbs:

At the adventure playground, we _____ go down the curved slide and we _____ try out the rickety rope bridge.

Now, write your own sentence about the playground that contains a different modal verb and underline it. _____

_____

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

design ⟶ _____

final ⟶ _____

strength ⟶ _____

Now use one of your verbs in a direct speech sentence where the reporting clause comes before the inverted commas. _____

_____

e Insert the most appropriate missing punctuation mark in the sentence below.

Many historians believe that there are more hidden tombs in the Gobi Desert they are beginning a new dig next week.

Explain where you placed your chosen punctuation mark and why. _____

_____

f Mr Whoops has got in a muddle with his commas. Could you help him to add a comma(s) to each sentence for clarity?

Running for my life I sped from the charging rhinoceros during my safari holiday.

Bernard, the safari tour guide pulled me back into the safety of our jeep.

My life flashed right before my eyes which made me feel very appreciative of my friends and family.

Wednesday Comprehension

British Science Week: Innovating for the Future

STEM Skills

There are hundreds of exciting jobs available in the fields of science, technology, engineering and maths. As part of British Science Week, the British Science Association alongside NUSTEM want to encourage children to consider pursuing a career in one of these fields.

To demonstrate just how versatile these types of jobs are, they have developed a list of characteristics that people might demonstrate if they would be suitable for a STEM career. Take a look at the list below.

Which of these characteristics best describes you?

collaborative	observant
committed	open-minded
communicator	organised
creative	passionate
curious	patient
hard-working	resilient
imaginative	self-motivated
logical	tenacious

Contrary to what its name might suggest, British Science Week is an annual celebration of science, technology, engineering and maths (STEM), which spans a total of ten days. The celebration was first held under the title of 'Britain's National Science Week' in 1994.

Since its inaugural event over 25 years ago, British Science Week has become one of the biggest national science celebrations. Each year, over one million people of all ages take part in enjoyable, challenging and engaging activities across the UK.

The event is coordinated by the British Science Association, who, with funding from UKRI (UK Research and Innovation), provide grants to schools and communities. These grants focus specifically on areas where people are less likely to have access to scientific projects. By supporting a variety of events across the nation, it is hoped that an interest in science will be sparked amongst the next generation, which may encourage them to pursue a scientific career.

Annual Theme

Each year, British Science Week generates a specific theme which spans across all of their educational resources. The theme for this year's British Science Week is 'Innovating for the Future'. This theme was chosen because innovation is all around us. It's not just a part of people but a part of animals, nature, materials and everything else in our everyday lives.

? What do you think of when you hear the word 'innovation'?

How to Innovate with Colour

As previously discussed, innovation can come in many shapes and forms. Why not try and become an innovator yourself by creating and naming a new paint colour. Simply follow the instructions below to innovate with colour.

You will need:

- a selection of materials;
- a strong bowl or hard surface;
- something to crush your ingredients with (for example, a round pebble or the end of a rolling pin);
- a dust mask;
- a shallow bowl.

You might think of an invention that has changed the world or an adaptation that has helped to make something easier for a person or animal. Think about people that you've spoken to recently or articles that you might have seen in the news; what innovative ideas have been mentioned? Without innovation of any kind happening all the time, our world would look very different today.

1 To make the pigment for your new paint, you will need to firstly gather a selection of materials. You might find something in the kitchen, in a garden or in a local park.

Make sure that you have permission to use the materials before taking them. If you are gathering natural materials, only take things which have already fallen to the ground. Materials with a strong colour, such as petals, berries, plants, soil, sand or clay, are a good start.

2 Choose one material and put it into your strong bowl or on a hard surface. Then - while wearing your dust mask - grind and crush the material. Keep doing this until you have made a paste or a powder.

3 Scrape the paste or powder into your shallow bowl and add water. Imagine that you need to add enough to make it into a glass of squash (but don't drink it!). When you have stirred the mixture, leave it on a flat surface in the sunlight until all of the water has evaporated.

4 When all of the water has evaporated, you will be left with a dry powder. This is your pigment. Add a tiny drop of water to the pigment and try using it as paint on a piece of paper. Repeat the process with other materials to see what other colours you can generate.

1. In 1994, what was British Science Week known as? Tick one.

   ○ British Science Week I

   ○ A Celebration of British Science

   ○ Britain's National Science Week

   ○ Britain's Science Week

2. Look at the section **How to Innovate with Colour**.
   Number the imperatives from 1-5 to show the order that they appear within the instructions.
   The first one has been done for you.

   [ ] choose

   [ ] repeat

   [1] gather

   [ ] crush

   [ ] scrape

3. Read the first paragraph.
   Write down a different word that could be used to replace the word **spans**.

   _____

4. According to the text, how many people take part in activities for British Science Week each year?

   _____

5. In which section can you find information about why **Innovating for the Future** was chosen?

   _____

6. How does the author try to engage the reader in the text? Fully explain your answer.

   _____

By supporting a variety of events across the nation, it is hoped that an interest in science will be sparked amongst the next generation...
Explain how this might spark an interest in science in the next generation.

_____

_____

_____

Contrary to what its name might suggest...
Explain what is meant by this statement.

_____

_____

_____

Do you think that people will take part in British Science Week this year? Fully explain your answer.

_____

_____

_____

0. If you could improve one thing about this text, what would it be? Explain why.

_____

_____

_____

Uplevelling Sentences

The Hungry Dog

Use this box to generate adjectives and modifying nouns to describe the dog and its surroundings.

Use your amazing adjectives or modifying nouns to create expanded noun phrases:

The _____ dog was digging in

the _____ garden.

Next, use a fronted adverbial to give extra detail about the dog:

_____,

_____ the dog

was digging in the _____ garden.

Finally, choose one of the following subordinating conjunctions:

after	although	as	because	before
if	since	until	when	while

Complete your sentence by adding a subordinate clause beginning with a subordinating conjunction, which gives extra information about the dog.

_____ ,

the _____ dog was digging

in the _____ garden.

Use the steps below to improve this sentence.

The dog was digging in the garden.

1. First, rewrite the sentence and add modifying nouns or adjectives to create expanded noun phrases.

_____

_____

_____

2. Next, rewrite the sentence from step 1 but start your sentence with a fronted adverbial.

_____

_____

_____

3. Finally, rewrite the sentence from Step 2 but choose a subordinating conjunction from the box below to add a subordinate clause.

_____

_____

_____

after	although	as	because	before
if	since	until	when	while

Friday Comprehension

American Forces

The attack on Pearl Harbour by Japanese forces on December 7, 1941, led to the United States declaring war on Japan. Consequently, Japan's allies – Germany and Italy - declared war on the US.

The first American troops, known as GIs, landed on Britain's shores in 1942 and brought with them candy, Coca-Cola, cigarettes and nylon. GIs were reportedly very generous. With average salaries more than five times that of a British soldier and no living expenses to worry about, there was plenty of time for parties. Their lavish nature made them alluring to women - around 70,000 British women became GI brides. Children would flock around them and cry "Got any gum, chum?"

The influx of GIs also brought with it social tension and segregation. Around 100,000 black American troops arrived in the UK during the war, far outnumbering the black population at the time - which may have been around 7,000. US troops were segregated in the UK as they were back home.

It took time for America to build their forces after they joined the war. By the start of 1943 the US had amassed an air-force which was superior to Germany's. They began a long lasting and sustained attack from the skies, which contributed to the defeat of Germany.

Glossary
Allies – country co-operating with another for a military purpose.
Salary – wage
Segregation – setting groups apart from others

Vocabulary

1. Find and copy a word in the first sentence which means the same as **stated**.

2. What does 'long **lasting**' attack mean?

3. Which word in the last paragraph means the same as **better**?

Retrieval

1. Where did the Japanese first attack America?

2. When did the attack take place?

3. Which countries were Japan allied with?

4. When did American troops arrive in Britain?

Inference

1. Imagine you were a British child who lived near an American air-force base. Draw a table like the one below in your book. List all the positive and negative points of the arrival of the troops.
   One has been done for you.

Positive points	Negative points
• It was exciting to meet people from another country	• Americans were loud and liked to show off.

2. Now write a paragraph describing a meeting with one of the American troops.
   Think about where you meet, what you both said and how you felt after the meeting.
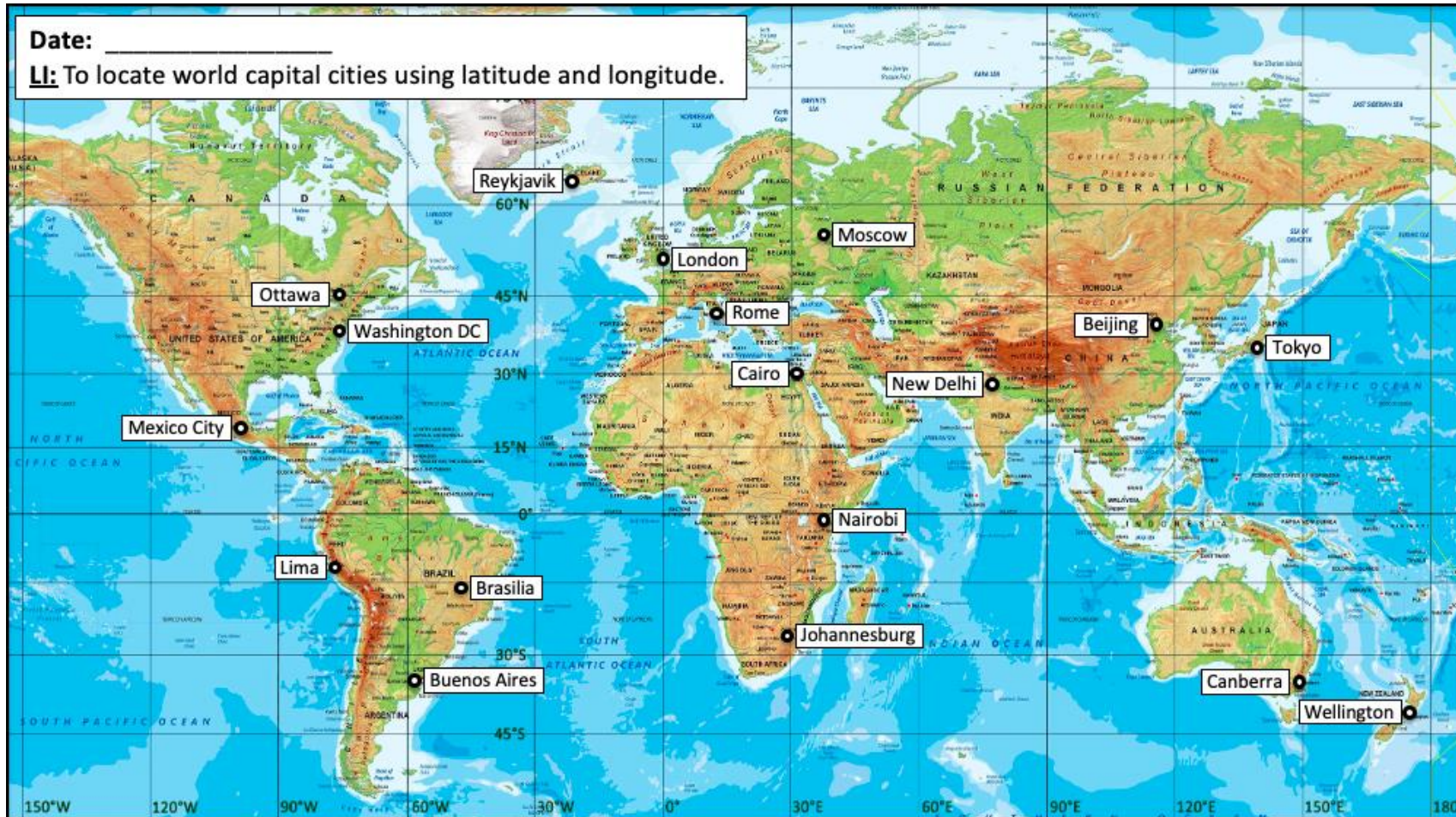
Geography

Date: _____

LI: To locate world capital cities using latitude and longitude.

Map labels: Reykjavik, Moscow, London, Ottawa, Rome, Beijing, Tokyo, Washington DC, Cairo, New Delhi, Mexico City, Lima, Nairobi, Brasilia, Johannesburg, Buenos Aires, Canberra, Wellington

1) _____ (45°N, 75°W)	7) _____ (1°S, 36°E)
2) _____ (35°N, 139°E)	8) _____ (39°N, 116°E)
3) _____ (26°S, 28°E)	9) _____ (19°N, 99°W)
4) _____ (51°N, 0°)	10) _____ (28°N, 77°E)
5) _____ (16°S, 47°W)	11) _____ (41°S, 174°E)
6) _____ (64°N, 22°W)	12) _____ (12°S, 77°W)

13) _____ (38°N, 77°W)
14) _____ (30°N, 31°E)
15) _____ (55°N, 37°E)
16) _____ (35°S, 149°E)
17) _____ (34°S, 58°W)
18) _____ (41°N, 12°E)

Religious

What can you not see in the picture that we know from the text ?

Choose one of the paintings of the Agony in the Garden

The painting I have chosen is

What is happening in this painting?

What is in the picture that is not in the text ?

What does the picture and Mark's account tell you about the kind of person Jesus was?

Make links to Mark's Gospel that the artist has based this on

The Agony in the Garden by El Greco

The Agony in the Garden - Mantegna

The Agony in the Garden by Bellini

GETHSEMANE (based on Mark 14:32-46)

When they reached the place called Gethsemane, Jesus said to his apostles, "Sit here while I go over there to pray." He took Peter, James and John with him. He was very frightened and he said to them, "My heart is ready to break. I'm so terrified of what is going to happen to me. You wait here and stay awake."

He went a little further on, threw himself on the ground and prayed. "Father," he said, "You can do anything. Take this suffering from me. But I will do what you want, not what I want."

He came back and found his friends asleep and he said to Peter, "Simon are you asleep? Could you not stay awake even for one hour? Stay awake and pray."

He went away once more and prayed saying the same words. Then he came back and found them asleep again. They could not keep their eyes open, and they did not know what to say to him.

When he came back a third time he said to them, "You can sleep on now and have your rest. The hour has come. I am going to be betrayed and handed over to violent people. Get up! Let us go! My betrayer is not very far away."

He was still speaking when Judas, one of the twelve apostles came with some soldiers. They were armed with swords and sticks. They had been sent by the chief priests, the teachers of the law and the elders. Judas had said to them, 'The one I kiss is the one you want. Arrest him and make sure he is well guarded as you lead him away'.

As soon as Judas arrived, he went up to Jesus and said, "Rabbi," and kissed him.

Then they took hold of Jesus and arrested him

The Greatest Week

YOUTH SPORT TRUST

Invasion games...
Treasure Chest

1

One ball at a time!

60 seconds

How to play

▶ Number of players: eight split into four teams of two. All teams play against each other.

▶ One at a time, run to the middle, collect a piece of equipment and take it back to the home area.

▶ Only collect one piece of equipment at a time.

▶ When the area in the middle is empty, work together to put the piece of equipment back and play again.

▶ When children are used to the game allow them to take piece of equipment from other home areas when the middle is empty.

▶ Children must then run clockwise to get back to the home area.

STEP

S Reduce/increase the distance from the centre to the corner.

T Travel with/pass the piece of equipment.

E Same/different size.

P Unrestricted movement/ introduce a defender.