

# Marlborough Primary Academy



Home Learning  
Class 6D

Week beginning  
25/1/2021



### Daily jobs

- 1) TTRockstars - 30 minutes
- 2) Morning maths
- 3) Independent Reading - 30 minutes
- 4) Spelling - practice this week's 'tricky word' spellings

### Maths

Maths: order fractions, decimals and percentages

Follow the [Video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

Then have a go at the [worksheet](#) and share what you have done with me - complete the dojo worksheet version straight onto portfolio or you can work on paper or in your printed pack and then add a photo to portfolio.

Remember to come to the maths zoom at 10am if you need any help or send me a dojo message

### English/Topic

English: identify and explain features of different genres

We will watch a video clip together and then discuss the film. What are the common themes and how are they expressed in the clip?

Do you like the film? How does it make you feel?

Join the zoom at 11 o'clock to learn more.

Reading: vocabulary

Read the text 'How does fairness and unfairness affect people?

Write definitions for the 5 words which I have chosen and then choose 5 more of your own.

	<i>Practice 1</i>	<i>Practice 2</i>	<i>Practice 3</i>	<i>Practice 4</i>	<i>Practice 5</i>
<i>achieve</i>					
<i>appreciate</i>					
<i>conscience</i>					
<i>criticise</i>					
<i>especially</i>					
<i>forty</i>					
<i>interrupt</i>					
<i>parliament</i>					
<i>queue</i>					
<i>rhyme</i>					
<i>sincerely</i>					
<i>vegetable</i>					

## Morning maths – Monday 25/1/21

$$\frac{2}{5} \times 7 = \underline{\hspace{2cm}}$$

Can you simplify your answer?

Hint: turn the whole number to a fraction  
top x top = top      bottom x bottom = bottom

$$\frac{4}{5} \div \frac{1}{3} = \underline{\hspace{2cm}}$$

Hint: criss-cross – top x bottom = top  
bottom x top = bottom  
then turn improper fraction to a mixed number

$$\frac{4}{7} + \frac{2}{3} = \underline{\hspace{2cm}}$$

Hint: convert both fractions to the same denominator (1/21)

$$\frac{3}{10} - \frac{3}{4} = \underline{\hspace{2cm}}$$

Hint: convert both fractions to the same denominator (20ths then subtract.

# How Does Fairness and Unfairness Affect People?

Michael Rosen and Annemarie Young

## **Inequality and poverty**

When we talk about inequality we are normally talking about the situation in society where some people have much more money and many more opportunities than other people. Is this situation fair?

## **Is inequality bad for society?**

Many people believe that inequality is bad for society. There are two arguments put forward for why we should narrow the gap between rich and poor in society. One is simply that huge inequalities are immoral and unjust. The parallel argument is that society should be organised to ensure "the greatest good for the greatest number". People who believe this argue that everyone in society should be cared for, that people should not be allowed to fall into dire poverty, that everyone should have access to health care, a good education and housing, and that this should be paid for through taxation, in particular a system of progressive income tax – where the wealthy are taxed at higher rates.

Some people don't agree that inequality is a problem. They oppose the redistribution of wealth by taxing the wealthy at higher rates, and agree with Benjamin Franklin, one of the founders of the United States, that giving help to the poor makes them less likely to want to work. They believe that money from the rich will always "trickle down" to the poor – for example through jobs – and that it's not the responsibility of the government to take care of the poor.

## **3 Glossary**

*Founder* – someone who sets up an organisation or state

*Poverty* – lacking money

*Redistribution of wealth* – changing the way that money is shared in a society

*Taxation* – money people who work must give the government to pay for services such as health, education, emergency services, roads, etc.



### Reading: vocabulary skills

Find definitions for the 5 words below all from the text. Make sure you explain each words meaning in your own words and remember to tell me each words word class - noun, verb, adjective, adverb etc.

After you have done these 5 choose 5 more from the text.

normally -	
opportunities -	
inequality -	
dire -	
access -	

## Order FDP

1 Write  $<$ ,  $>$  or  $=$  to complete the statements.

- a)  $64\%$    $0.46$       d)  $0.8$    $80\%$   
 b)  $0.96$    $\frac{97}{100}$       e)  $67\%$    $\frac{7}{10}$   
 c)  $\frac{3}{5}$    $35\%$       f)  $\frac{7}{20}$    $0.3$

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

- a)  $9\%$        $\frac{9}{10}$        $0.99$        $19\%$



- b)  $\frac{2}{5}$        $0.52$        $45\%$        $0.2$



3 Write the fractions, decimals and percentages in ascending order.

- a)  $\frac{7}{10}$        $\frac{13}{100}$        $21\%$        $0.9$

---

- b)  $0.6$        $61\%$        $\frac{37}{50}$        $0.66$

---

- c)  $47\%$        $0.89$        $\frac{63}{100}$        $12\%$

---

- d) Which part was easiest to order: a), b) or c)? \_\_\_\_\_  
 Why?

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- e) Which set was most difficult to order: a), b) or c)? \_\_\_\_\_  
 Why?

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



- 4 These fractions, decimals and percentages are in descending order.

99%     $\frac{89}{100}$     0.7        0.5    49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78     51%      $\frac{3}{5}$      0.6      $\frac{4}{10}$

- 5 Tommy scored  $\frac{40}{50}$  on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? \_\_\_\_\_

Explain your answer.

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- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has  $\frac{4}{10}$  of his juice left.



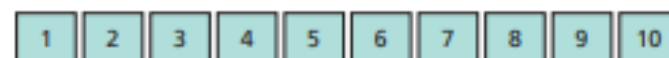
Who drank the most? Show your working.

\_\_\_\_\_ drank the most.

Who drank the least? Show your working.

\_\_\_\_\_ drank the least.

- 7 a) Use the digit cards to make the statement correct.

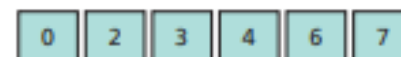


$$0.3 < \frac{\boxed{\phantom{00}}}{10} < 80\%$$

How many different solutions can you find?

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- b) Use the digit cards to write a percentage greater than  $\frac{2}{5}$  but less than 75%.



$$\frac{2}{5} < \frac{\boxed{\phantom{00}}}{10} < 0.75$$

How many different percentages can you find?

---

Compare answers with a partner.





*alma*

Beginning	Middle	Ending

What do these words mean and how do they relate to the Alma story?  
What evidence from the video clip can you use to prove your point?

Curiosity

Rebellion

Temptation

Consequence



Daily jobs

- 1) TTRockstars - 30 minutes
- 2) Morning maths
- 3) Independent Reading - 30 minutes
- 4) Spelling - pyramid and rainbow word  
your spellings

Maths

WALT: find percentage of an amount (1)

Follow the [Video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

Then have a go at the [worksheet](#) and share what you have done with me - complete the dojo worksheet version straight onto portfolio or you can work on paper or in your printed pack and then add a photo to portfolio.

Remember to come to the maths zoom at 10am if you need any help or send me a dojo message

English/Topic

English: suggest mood and atmosphere through descriptive vocabulary

Join our class zoom at 11 o'clock.

We will be focussing on vocabulary and trying to select and improve the words we use to create an exciting and detailed description.

Reading: visualization

What sort of person is Dinah from The Demon headmaster text? What clues can you find in the text that might help? How does she behave? What things does she do that could help you decide.

Collect your ideas and evidence in the mind map.

# Morning maths – Tuesday 26/1/21

$$5 \overline{) 8582}$$

$$9 \overline{) 2862}$$

$$23 \overline{) 8855}$$

- 1) 23
- 2) 46
- 3) 69
- 4) 92
- 5) 115
- 6) 138
- 7) 161
- 8) 184
- 9) 207

Try to use long division

$$14 \overline{) 9576}$$

- 1) 14
- 2) 28
- 3) 42
- 4) 56
- 5) 70
- 6)...
- 7)...
- 8)...
- 9)...

Try to use long division

Use the information from the text - can you share the statements from the argument to the two characters below.



# Percentage of an amount (1)

- 1 Match the equivalent fractions to the percentages.

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

$$\frac{1}{100}$$

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

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

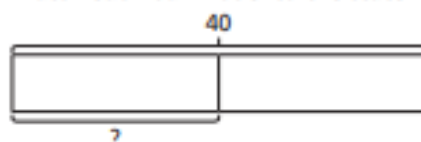
25%

1%

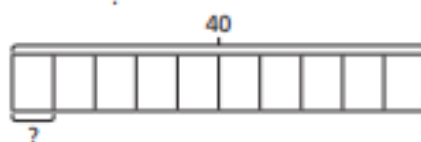
50%

10%

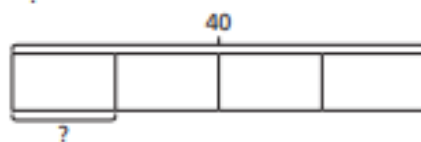
- 2 Match each bar model to the statement it represents.



10% of 40



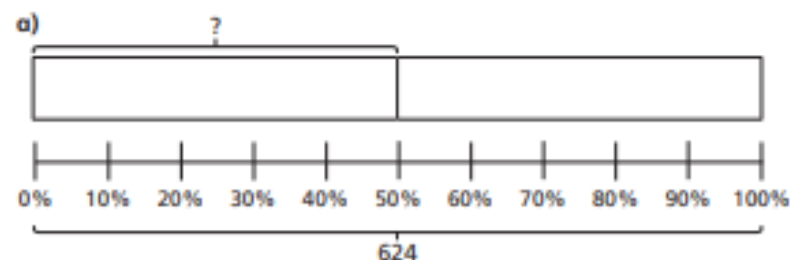
25% of 40



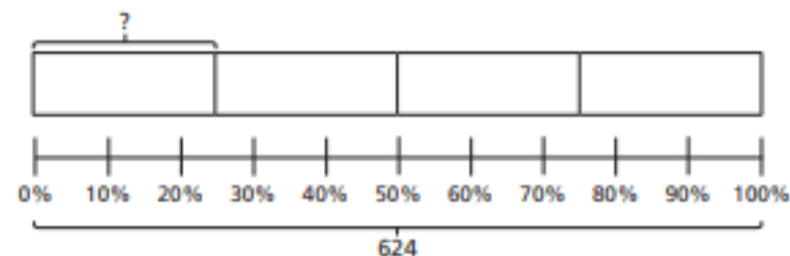
50% of 40

Compare answers with a partner.

- 3 Use the bar models to help you complete the calculations.



50% of 624 =



25% of 624 =

What do you notice about your answers?

- b) Use bar models to complete the calculations.

50% of 3,420 =



25% of 3,420 =

10% of 3,420 =

4 Complete the calculations.

a) 50% of 3,000 =  c) 10% of 3,000 =

50% of 1,500 =  10% of 1,500 =

50% of 500 =  10% of 500 =

b) 25% of 3,000 =  d) 1% of 3,000 =

25% of 1,500 =  1% of 1,500 =

25% of 500 =  1% of 500 =

What do you notice about your answers?



5 Workers in a toy factory aim to pack 2,560 boxes each day.

At 10:00 am they have completed 25% of their target.

a) How many boxes have they packed?

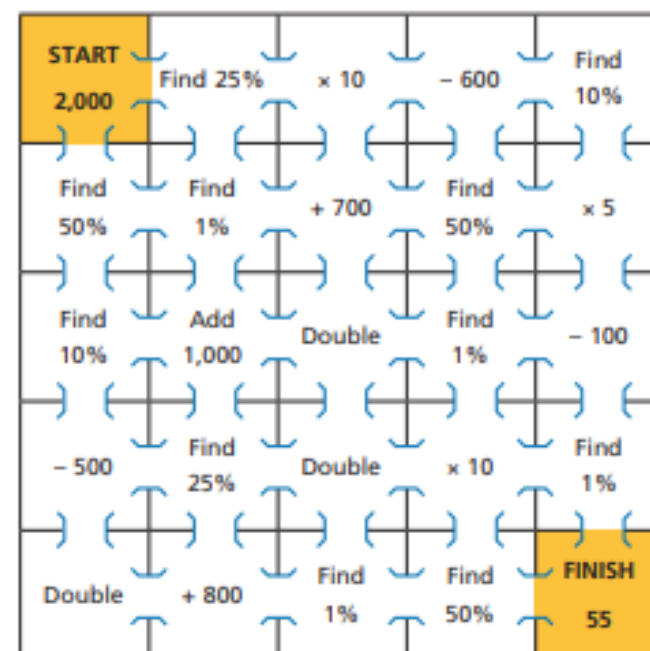
By midday they have packed 50% of their target.

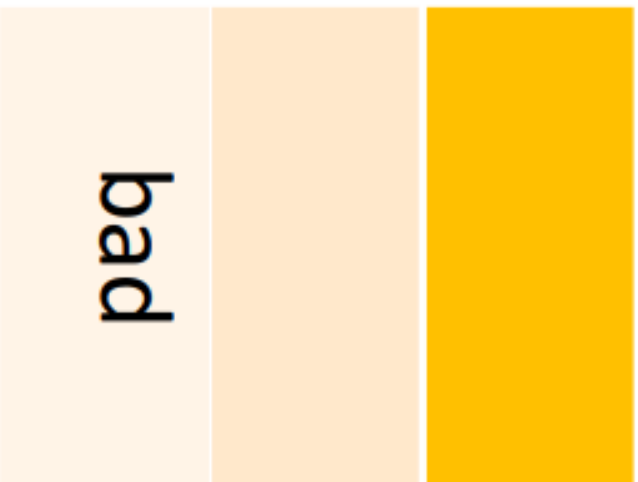
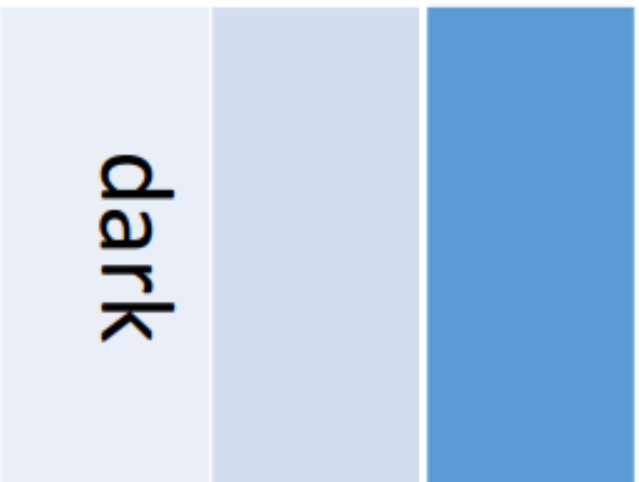
At 2:00 pm they have packed another 10% of their target.

b) How many more boxes do they need to pack to meet the daily target?

They need to pack  more boxes.

6 Follow the steps to find a way through the maze.







The shop was different to any other she had ever seen before. It was art nouveau in style, though the harder she stared, the more its features puzzled her. It had a large window with a thick, dark wooden frame; it might have been oak, she wasn't sure. The window had three panes of glass and a most peculiar shape. It wasn't an oblong or square, in fact, it was fairly organic-looking and could be mistaken for looking like a mouth: an open mouth... screaming. At the top of the window, several smaller panes looked like a row of small teeth, whilst above that, on the wall, two small grills gave the appearance of eyes, watching. Underneath the window, the wall was partly tiled in a sage green pattern which looked almost like scales, and large curved embellishments sat in the snow at pavement level. It really was a most intriguing shop, and the strange thing was that she didn't remember having ever noticed it before. She pondered a second before turning to add her name to a wall of graffiti opposite the shop.

A stylized, handwritten signature in black ink. The signature appears to be the name 'Jenna' written in a cursive, flowing script. The first letter 'J' is large and loops around, followed by several connected, wavy strokes that form the rest of the name.



### Daily jobs

- 1) TTRockstars - 30 minutes
- 2) Morning maths
- 3) Independent Reading - 30 minutes
- 4) Spelling - play last letter wins with someone at home

### Maths

WALT: find percentage of an amount (2)

Follow the [Video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

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### English/Topic

English: explain how and why writers use imagery

Join our class zoom at 11 o'clock.

Today we will be looking at the imagery used by the author to create tension. What skills have they used and can we copy them to create our own imagery sentences?

Reading: summarising

Can you come up with a 5 word headline for each section of 'The Demon Headmaster' text from Monday?

Remember to include the most important things not just the 1st things you notice.

# Morning maths – Wednesday 27/1/21

$$13.8 + 87.05$$

$$\begin{array}{r} \phantom{+} \phantom{.} \\ + \phantom{.} \\ \hline \phantom{.} \\ \hline \end{array}$$

$$12.7 - 8.82$$

$$\begin{array}{r} \phantom{-} \phantom{.} \\ - \phantom{.} \\ \hline \phantom{.} \\ \hline \end{array}$$

*Remember to add place holders*

$$214.7 \times 4$$

$$\begin{array}{r} 214.7 \\ \times 4 \\ \hline \phantom{.} \\ \hline \end{array}$$

*Work under this column 1st*



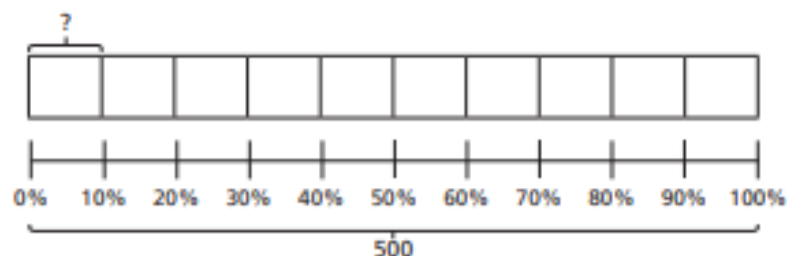
$$381 \div 4$$

$$\begin{array}{r} \phantom{.} \\ 4 \overline{) 381} \end{array}$$

*The decimal point is already in the answer  
- keep adding place holders*

# Percentage of an amount (2)

- 1 a) Use the bar model to find 10% of 500



- b) Use your answer to part a) to help you complete the calculations.

20% of 500 = <input type="text"/>	70% of 500 = <input type="text"/>
90% of 500 = <input type="text"/>	60% of 500 = <input type="text"/>
30% of 500 = <input type="text"/>	100% of 500 = <input type="text"/>

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| a) 5% of 40 = <input type="text"/>    | d) 5% of 2,000 = <input type="text"/> |
| b) 5% of 400 = <input type="text"/>   | e) 5% of 6,000 = <input type="text"/> |
| c) 5% of 4,000 = <input type="text"/> |                                       |

What do you notice about your answers?

3

Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

- c) Use Amir's method to find 75% of 340

- d) Are there any other methods you could use?

4

Talk to a partner about different methods for finding these percentages.

20%    90%    60%    15%    55%    40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 =     d) 15% of 1,000 =

20% of 550 =     15% of 300 =

20% of 40 =     15% of 30 =

b) 90% of 1,000 =     e) 55% of 1,000 =

90% of 4,230 =     55% of 4,400 =

90% of 90 =     55% of 8 =

c) 60% of 1,000 =     f) 40% of 1,000 =

60% of 400 =     40% of 400 =

60% of 98 =     40% of 98 =

5

Ron is calculating these percentages.

10% of 20    20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6

a) Complete the calculations.

20% of 40 =     25% of 60 =

40% of 20 =     60% of 25 =

b) What do you notice about the answers?

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c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.



## How Does Fairness and Unfairness Affect People?

Michael Rosen and Annemarie Young

## 1 Inequality and poverty

When we talk about inequality we are normally talking about the situation in society where some people have much more money and many more opportunities than other people. Is this situation fair?

5 Is inequality bad for society?

Many people believe that inequality is bad for society. There are two arguments put forward for why we should narrow the gap between rich and poor in society. One is simply that huge inequalities are immoral and unjust. The parallel argument is that society should be organised to ensure "the greatest good for the greatest number". People who believe this argue that everyone in society should be cared for, that people should not be allowed to fall into dire poverty, that everyone should have access to health care, a good education and housing, and that this should be paid for through taxation, in particular a system of progressive income tax – where the wealthy are taxed at higher rates.

16 Some people don't agree that inequality is a problem. They oppose the redistribution of wealth by taxing the wealthy at higher rates, and agree with Benjamin Franklin, one of the founders of the United States, that giving help to the poor makes them less likely to want to work. They believe that money from the rich will always "trickle down" to the poor – for example through jobs – and that it's not the responsibility of the government to take care of the poor.

## 23 Glossary

*Founder* – someone who sets up an organisation or state

*Poverty* – lacking money

*Redistribution of wealth - changing the way that money is shared in a society*

**Taxation** – money people who work must give the government to pay for services such as health, education, emergency services, roads, etc.



## Reading - summarising

I've split the story into 4 sections - write me a 5-word headline for each section.

Look back in your booklet to Monday's text to read it

A diagram consisting of four horizontal rectangular layers stacked vertically. From top to bottom, the colors are yellow, green, orange, and blue. Each layer is separated from the one below it by a thin black horizontal line. The layers are of equal height and span the entire width of the image.



The snow fell clumsily through the air and something behind her gave her an uneasy feeling. She turned back to look at the shop face. Her blue bobble hat was heavy from the falling snow and sat, uncomfortably, clinging to her head. The dusty, snow-laden window grimaced at her: its menacing eyes stared and its mouth lay wide open, baring its shutter teeth. Uncertainty clawed at her stomach like a cat in a bag, and yet she could feel the shop tempting her, beckoning her to move closer and get a better look at what lay inside its curious façade. She took one glove and rubbed at the glass. Then she saw it- standing on a pedestal beyond the glass and matching her own bemused, wide-eyed expression: a doll. Only this *doll* appeared to be a tiny replica of herself. It was clothed in exactly the same way down to her worn brown mittens and old pink gilet. The doll was a miniature Alma. She stared back at the girl, enticing her into the shop, enticing her towards the watching eyes.



Complete the table below with words and phrases to describe the inside of the shop. Then write three sentences to show how imagery can be used to describe the setting.

see	hear	smell	touch





Marlborough Primary Academy

Class  
6D

Home  
Learning

Thursday  
28/1/21

### Daily jobs

- 1) TTRockstars - 30 minutes
- 2) Morning maths
- 3) Independent Reading - 30 minutes
- 4) Spelling - write me a silly spelling story - how many spellings can you include?

### Maths

WALT: percentages - find missing values

Follow the [Video link](#) and watch the video - make sure you pause the video and try the calculations and problems when you are prompted to.

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Remember to come to the maths zoom at 10am if you need any help or send me a dojo message

### English/Topic

English: track a character's emotions through moments of tension and suspense

Join our class zoom at 11 o'clock.

We will be looking carefully at the clip and thinking about how the main character feels at different points.

How has the author described these feelings? What techniques have they used?

Reading : comprehension

Use 'How does fairness and unfairness affect people' text to answer the comprehension questions.

## Morning maths – Thursday 28/1/21

Times each number by 1000 and write the answer in the box – I've done the first one.

5.1

78.2

0.025

51

95.03

$\times 10$

56

74

526

1.6

Divide each number by 1000 and write the answer in the box – I've done the first one.

56,120

521

7,000

561.2

2,100

$\div 100$

92

12.5

62

6

Name:

Class:

Date:

1 *"Inequality is bad for society."*

Which of the following options is the best definition for the word "society" in this statement?

Tick one.

- people who have the same things ☐
- people who like the same things ☐
- people who have the same opportunities ☐
- people who live in the same country ☐

20

☐ 1 mark

2 Look at paragraph 2, beginning "*Many people believe*".

Find and copy two things that everyone should have access to.

20

☐ 1 mark

3 Look at paragraph 2, beginning "*Many people believe*".

What does "*the greatest good for the greatest number*" mean?

20

☐ 1 mark

4 Look at paragraph 2, beginning "*Many people believe*".

Find and copy one word from this paragraph that is closest in meaning to *increasing*.

20

☐ 1 mark

5 Look at paragraph 3, beginning "*Some people don't believe*".

Which is the best summary of their opinions?

Tick one.

- Huge inequalities are immoral and unjust. ☐
- Caring for everyone should be paid for by taxation. ☐
- Richer people should be taxed at higher rates. ☐
- It is not the government's job to look after the poor. ☐

20

☐ 1 mark

6 Draw lines to match each section to its main content.

Section	Content
Inequality and poverty	gives the meanings of important words and ideas
Is inequality bad for society?	introduces the text
Glossary	arguments for why inequality can be good for society, as well as bad

20

☐ 1 mark

Name:

Class:

Date:



- 7 The writers of this text believe that inequality is bad for society.

Give **one** reason from the text to support this statement.

24

☐

1 mark

- 8 Do you think inequality is good or bad for society?

Tick **one**.

good ☐

bad ☐

Give **two** reasons, using evidence from the text to support your answer.

24

☐

3 marks

- 9 Tick **one** box in each row to show whether each statement supports **Inequality is not good** or **Inequality is good** for society.

	Inequality is not good	Inequality is good
Everyone should have access to good schools.		
Helping poorer people makes them less likely to work.		
People who are rich should not pay more taxes.		
We should ensure "the greatest good for the greatest number".		

24

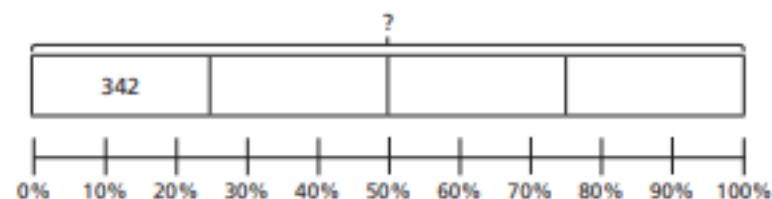
☐

2 marks

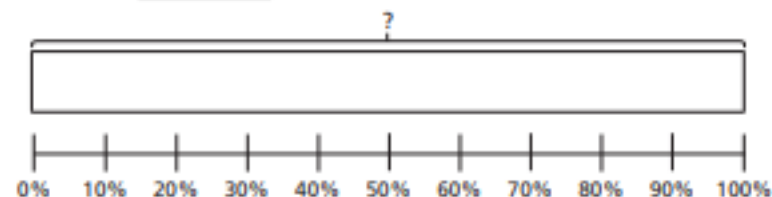
## Percentages – missing values

1 Complete the bar models to find the missing numbers.

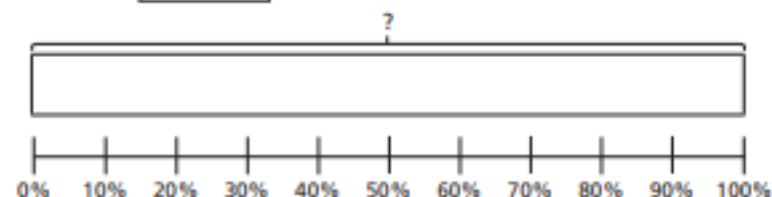
a) 25% of  = 342



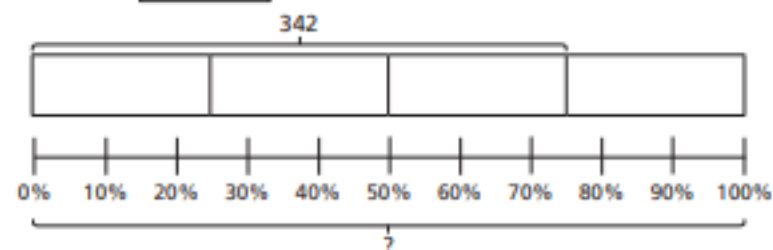
b) 10% of  = 342



c) 50% of  = 342



d) 75% of  = 342



2 40% of the children in a school are boys.

There are 188 boys in total.

a) How many children are there altogether?

b) How many girls are there?

3 10% of  = 200



I know that to find 10%  
I have to divide by 10, so  
the answer is 20

a) What mistake has Eva made?

- b) Draw a bar model to help Eva find the correct answer.

- c) What is the correct answer?

- 4 Complete the calculations.

a) 20% of  = 30

20% of  = 60

b) 10% of  = 40

10% of  = 20

c)  % of 400 = 100

% of 300 = 225

d) 80% of  = 32

% of 32 = 8

- 5 The table shows the number of people who visited a cinema over four days.

- a) Fill in the missing information.

Day	Percentage of total visitors	Number of visitors
Thursday	10%	
Friday		448
Saturday	45%	
Sunday		
Total		2,240

- b) How many more people went to the cinema on Saturday than Sunday?

- c) 60% of the visitors were children.

How many children went to the cinema?

- 6 Find three different solutions to make the statement correct.

10% of = % of 50



What do you notice about your answers?

Talk about it with a partner.

Time	What happens	Suggested emotion
0:24	Alma skips down snowy street.	
0:57	Writes her name amongst other names on chalk wall.	
1:20	Spots doll that looks like herself in window.	
1:37	Doll disappears from window.	
1:55	Tries to enter shop but door is locked. Throws snowball at it then walks away.	
2:15	Door creaks open and Alma enters the shop, noticing hundreds of other dolls lining the shelves.	
2:43	Alma sees the doll that looks like her.	
2:54	Steps on another doll as she approaches which then begins to move (cycle), banging repeatedly into the shop door.	
3:13	Her doll has disappeared again.	
3:29	Alma climbs shelves to reach it whilst bicycle doll continues to bang against door.	
3:46	She touches doll and has strange visions.	
3:52	A view of inside the shop from high up, through glass eyes. Sound of heavy breathing.	
4:01	Doll's eyes move back and forth. Alma nowhere to be seen.	
4:30	A different doll appears on the table in the window.	

*Story*

*Positive emotion*

*Negative emotion*



## Thoughts and feelings

What is happening

What is Alma thinking

How is Alma feeling



Marlborough Primary Academy

Class  
6D

Home Learning

Friday  
29/1/21

### Daily jobs

- 1) TTRockstars - 30 minutes
- 2) Morning maths - arithmetic paper
- 3) Independent Reading - 30 minutes
- 4) Spelling - spelling test during morning registration zoom

### Maths

Fractions, decimals and percentages test

No video link today - end of unit assessment

Work through the assessment sheets and then join me at 10 - we can then mark them altogether and quickly recover any trick bits from this block.

Don't worry if you get stuck - I will be able to recover the tricky bits when we get back into school properly.

### English/Topic

English: build tension using short, snappy sentences  
Join our class zoom at 11 o'clock.

We will investigate and practice using short snappy sentences to build tension - SSS.

Reading: read for pleasure

Make sure you spend at least 20 minutes reading your reading book this afternoon.

Your morning maths challenge today is a mini arithmetic paper - focus on the questions you can answer.

If you get stuck share any problems with me in the Maths zoom at 10am.

1

$$606 - 100 =$$



1 mark

2

$$573 + 60 =$$



1 mark

3

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



1 mark

4

$6836 - 546 =$



1 mark

7

$6010 + 509 =$



1 mark

5

$8 \times 6 =$



1 mark

8

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



1 mark

6

$6.3 - 0.56 =$



1 mark

9

$3^3 + 13 =$



1 mark

10  $800 \times 4 =$



1 mark

13  $71 \times 63 =$

$$\begin{array}{r} 71 \\ \times 63 \\ \hline \end{array}$$



2 marks

11  $5785 \div 5 =$



1 mark

14  $3451 \div 17 =$

$$\begin{array}{r} 17 \overline{) 3451} \end{array}$$



2 marks

12  $5 + 3 \times 6 =$



1 mark

15

$$2\frac{3}{4} + \frac{4}{5} =$$



1 mark

18

$$25\% \text{ of } 358 =$$



1 mark

16

$$\frac{4}{5} \div 3 =$$



1 mark

17

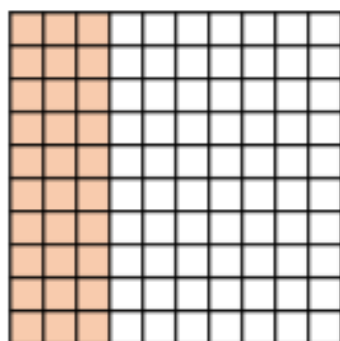
$$6.03 \times 1000 =$$



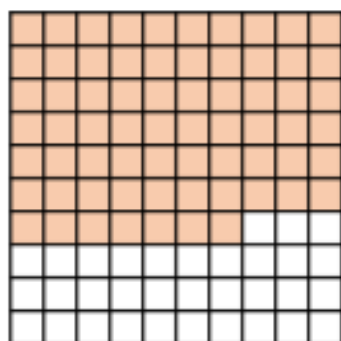
1 mark

Name \_\_\_\_\_

- 1 Here are some hundred grids.  
What percentage of each grid is shaded?



%

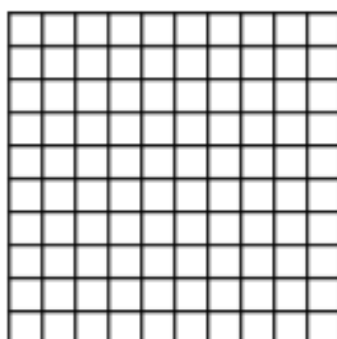


%



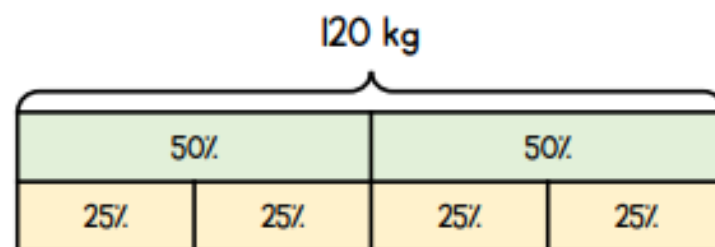
2 marks

- 2 Shade 12% of the hundred grid.



1 mark

- 3 Use the bar model to help you.



What is 50% of 120 kg?

\_\_\_\_\_ kg



1 mark

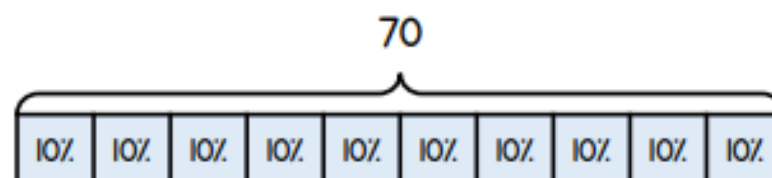
What is 25% of 120 kg?

\_\_\_\_\_ kg



1 mark

- 4 Use the bar model to help you.



What is 10% of 70?

\_\_\_\_\_

What is 30% of 70?

\_\_\_\_\_

What is 90% of 70?

\_\_\_\_\_

What is 5% of 70?

\_\_\_\_\_



4 marks

- 5 The percentage bar chart shows the colour of counters in a box.



What percentage of the counters in the box are blue?

\_\_\_\_\_

What percentage of the counters in the box are yellow?

\_\_\_\_\_

What percentage of the counters in the box are red?

\_\_\_\_\_

☐

3 marks

- 6 50% of a number is 32  
What is the number?

\_\_\_\_\_

10% of a number is 7.5

What is the number?

\_\_\_\_\_

☐

2 marks

- 7 Max has £800 in the bank.  
He spends 3% of his money on a new computer game.  
How much money does he spend on the computer game?

£ \_\_\_\_\_

☐

2 marks

- 8 Complete the table.

Percentage	Fraction	Decimal
50%	$\frac{1}{2}$	0.5
7%	$\frac{7}{100}$	
	$\frac{1}{5}$	0.2
57%		0.57

☐

2 marks

- 9 Leona has a large bag of apples.

There are 180 apples in the bag.

She uses  $\frac{1}{4}$  of the apples to make some juice.

She uses 20% of the apples to make some pies.

How many apples are left?

\_\_\_\_\_ apples

☐

2 marks

Circle how confident you feel with percentages.

1

2

3

4

5

Not  
confident

Very  
confident



She blinked and glanced down at the chalk in her hand. Then, dropping it into the snow, she pulled down the scarf which was wound tightly around her face. Her mouth was pulled upwards into a smile and her eyes were wide and proud as she looked at her name on the wall. Something distracted her. Something had changed. She blinked. Her forehead furrowed and her eyes narrowed, slightly. The smile dropped from her lips and her mouth opened as she breathed. She froze, listening. Nothing. She stared, eyes like a frightened cat, daring herself to look over her shoulder.

### **Your turn...**

Can you underline where the author has described micro-expressions/micro-movements?

Can you highlight short, snappy sentences?

She pressed her nose against the window. Her warm breath steamed it up. A doll stared back. Alma's jaw dropped slightly open and her eyes widened. She looked down at her outfit, noticing that the doll was dressed in an identical miniature version of her own clothing; the hat, the gilet, the mittens- everything was the same. It was her! She looked back up. A small, excited smile played momentarily on her lips, but the doll was gone. It had completely disappeared. Peering through several of the panes of glass, she craned her neck to see whether the doll had fallen off its stand, but it was nowhere to be seen. She raced to the door and tugged it. Nothing. It was stuck. Disappointment weighed heavily upon her shoulders, and she threw a snowball at the wood 'THUD' and then began to wander away until she heard the door creak slowly open behind her...