

Quick Start Date _____

1. $5.24 \times 3 =$

$0.05 \times 2 =$

$0.2 \times 5 =$

2. $3.95 + 508 + 8456 =$

3. $5/8 \times 2/7 =$ _____

4. $2/3 + 17/9 =$ _____

5. 25% of £30.00 = _____

6. 50% of 180m = _____

7. 90% of 420kg = _____

8. Order the fractions

$1/2$ $5/6$ $2/3$ $11/12$

9. A square has a perimeter of 56m. What is the length of each side? _____

10. Convert the following:

$99\text{m} =$ _____ cm $9\text{L} =$ _____ ml

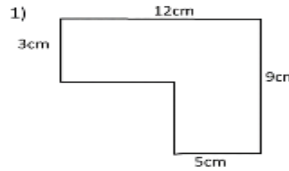
$5.8\text{m} =$ _____ cm $560\text{g} =$ _____ kg

$62\text{mm} =$ _____ cm $470\text{km} =$ _____ m

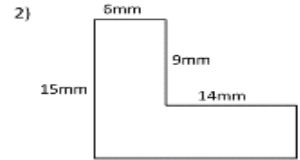
13. $9 \times 2/3 =$

14. $5 \times 3 \frac{2}{5} =$

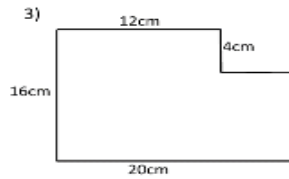
each shape. The shapes are not drawn to scale.



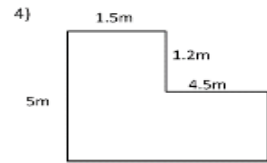
Perimeter = _____ cm



Perimeter = _____ mm



Perimeter = _____ cm



Perimeter = _____ m

	Round to 1 D.P.	Round to 2 D.P.
8.321		
7.678		

Quick Start Date _____

1. $5.34 \times 3 =$

$0.07 \times 2 =$

$0.6 \times 5 =$

2. $3.95 + 508 + 8456 =$

3. $4/8 \times 2/7 =$ _____

4. $1/3 + 17/9 =$ _____

5. 15% of £30.00 = _____

6. 30% of 180m = _____

7. 45% of 420kg = _____

8. Order the fractions

$1/2$ $5/6$ $1/3$ $1/12$

9. Convert the following:

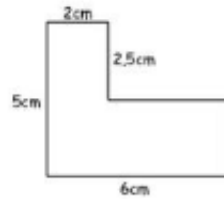
$98\text{m} =$ _____ cm $4\text{L} =$ _____ ml

$5.9\text{m} =$ _____ cm $540\text{g} =$ _____ kg

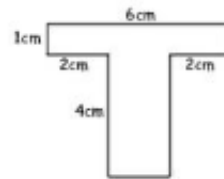
$63\text{mm} =$ _____ cm $460\text{km} =$ _____ m

13. $12 \times 2/3 =$

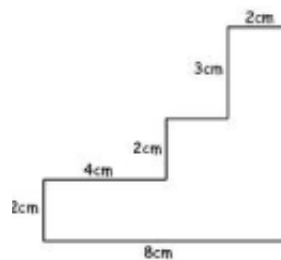
14. $15 \times 3 \frac{2}{5} =$



Perimeter _____



Perimeter _____



Perimeter _____

	Round to 1 D.P.	Round to 2 D.P.
9.234		
67.456		

An extract from 'The Boy on the bike'.

"Hey, Dad!" yelled Zach as he rushed over to see him, hugging him tightly to show his affection and in an attempt to slow his progress.

"Hey," said his Dad, "You ok?"

"Yeah, I'm good," Zach replied.

"Why aren't you with Chloe?" his mum asked sternly, "I asked you to look after her while I got your dad!"

"I know," said Zach, "But she's been asleep most of the time... and then she woke up and wanted some water so I had to get the nurse 'cos there wasn't any left... and then she went to the loo so I had to get the nurse again." Zach felt sure that they knew he was making things up because he'd given too many ridiculous reasons.

"Well we'd better get up there then," replied his mother, who was clearly not happy with what she'd heard.

"It's ok for a minute, you know how long she takes sometimes... and we could get some snacks from the machine..." Zach suggested, "I'm sure she'd like..." he continued as he headed to the vending machines.

"Zach, we've got snacks in our bag already, now come on." Said his Mum. She looked at him as mothers do, so he had to think quickly.

The boy on the bike had finally reached the park by Zach and Chloe's house so he knew that he only had a short journey to the hospital. Being on a bike also meant that he could use alleyways and shortcuts to get there more quickly, but he could feel Chloe's grip starting to weaken so he couldn't risk speeding up anymore. He just had to keep going and have faith that Zach would do his best to give him as much time as he could to get Chloe back.

Zach followed his parents through the waiting area of A and E, which was busy as usual. He saw a trolley that was in an advantageous position and he headed towards it.

"Ow!" he cried, falling to the floor and gripping his ankle, making it look like he was in the most excruciating pain that he'd ever felt. "I think I've broken my ankle," he shouted, "Mum, Dad, get a nurse or a doctor!"

His parents rushed over to him and tried to help him up. He screamed out in pain. "No, don't," he cried, "It hurts too much. I can't move."

"Oh, for heaven's sake," moaned his mother, "There's nothing wrong with him. Right, you stay with Zach and I'll go and check on Chloe." She said to his Dad. "He doesn't need both of us."

"Good idea," said Zach's Dad. "We'll catch up in a bit."

The boy on the bike entered the hospital car park. He had nearly done it. He just needed to get her up to her room. Luckily it was dark now. There was less chance of being seen.

Zach's Mum stood outside the lift and pressed the button several times. She didn't know why as it didn't make the lift arrive any quicker, but it made her feel that she was doing something about it. Finally, she was in. Now she hoped that the lift didn't stop on every floor as usual!

As she pushed open Chloe's door she felt a sudden rush of cold air. The window was wide open and Chloe was slumped beneath it. "Chloe!" she called. She rushed over to her and carefully picked her up, "Are you OK? What are you doing by the window? Why is it open so much?"

"I... was saying... goodbye... to the boy... on... the... bike" gasped Chloe, then her head fell backwards.

These questions are about the extract from 'The Boy on the bike'.

Circle the correct answer.

Where is most of this extract set?

The hospital
car park.

A and E

The hospital
lift

Chloe's room

(1)

In this extract, Zach had two jobs to do.

What were they?

(2)

At the start of this extract, what three reasons does Zach give for not being with his sister, Chloe?

(3)

These questions are about the extract from 'The Boy on the bike'.

What does the Boy on the Bike use to help him get to the hospital more quickly? (1)

Tick true or false

Zach lied to his parents to try and slow them down.

Zach pretended to hurt himself on a trolley.

Chloe was holding on very tight.

Zach's mum thought that he'd really hurt himself on the hospital trolley.

Chloe shouldn't have been out of the hospital.

T	F

(2)

Why does the author use the word 'advantageous' when describing the position of the trolley in the A and E department? (1)

These questions are about the extract from 'The Boy on the bike'.

Number these statements to put them in the correct order.

Zach headed over to the vending machine.

Zach's mum wants to know why he's not with Chloe.

Zach greets his dad first.

Zach's mum gets in the lift.

Zach trips on a trolley.

1

(2)

In the paragraph starting '*The boy on the bike entered the hospital car park*', what device does the author use increase the tension? (1)

Chloe is seriously ill.

Find evidence from the text to support how you know this. (3)



Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials and textiles, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

To be able to design an eco-school

I can think about the intended users.

I can think about factors which will affect my design.

I can be creative and use a range of sources to help come up with the end outcome.

Factors to plan for:

How many classes?

How many children?

Timetable of the day?

Lack of outside space

- no field

Research eco schools which exist currently.

What ideas and strategies could we use at Stoneferry?

D.T: develop design criteria and design ideas

Our design specification

Our finished school should:



Challenges I might face:

Costing :

When designing and planning, cost is important. How could you raise funds? Save money? Which items or work might cost the most? The least? Can you research this to develop your answers to these questions?

DT: develop key skills and techniques.

Skills and Techniques

*
*
*
*
*
*



TASK:

You will make your eco school out of cardboard and any other suitable materials.

- 1. Explain in order how you will make your school*
- 2. Explain any problems you might face and how you will overcome these*
- 3. Your own thoughts on the final outcome.*

A large, empty rectangular area with an orange border, intended for students to write their responses to the task.

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit
'n' spelt as 'kn'	-ough letter strings enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable	Words from other countries	cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
-tion and -sion words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')		
'or' sound spelt 'ough' caught naughty (regional pronunciation)	'i' sound spelt as 'u' busy/business	's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
'el', 'ey' and 'elgh' sounds eight/eighth reign weight height (exception)	adding prefixes (dis)appear (dis)believe (re)build (re)position		
adverbials therefore	unstressed vowels different favourite February interest library ordinary separate		
-ous words famous various	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

Spelling Champion 3/4 words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.

Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern)	disastrous marvellous mischievous
		Double consonants	Words originating from other countries
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
Unstressed consonants			Cross-curricular words
government			forty temperature twelfth
Suffixes and prefixes			-le words
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			available vegetable vehicle muscle
'i' before 'e' except after 'c' when the sound is 'ee'	-tion words	Word families	'c' makes 's' sound before 'l', 'e' and 'y'
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	familiar identity signature symbol (this is revision from year 3/year 4)	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	-ough letter strings	'y' makes the 'i' as in 'bin' sound	
	thorough	physical symbol system (this is revision from year 3/year 4)	

Year 6

CHALLENGE!!!

Who out of Year 6 can find more words which are not on this list but follow the spelling rules? Tweet your responses.



Spelling Champion 5/6 spelling words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.