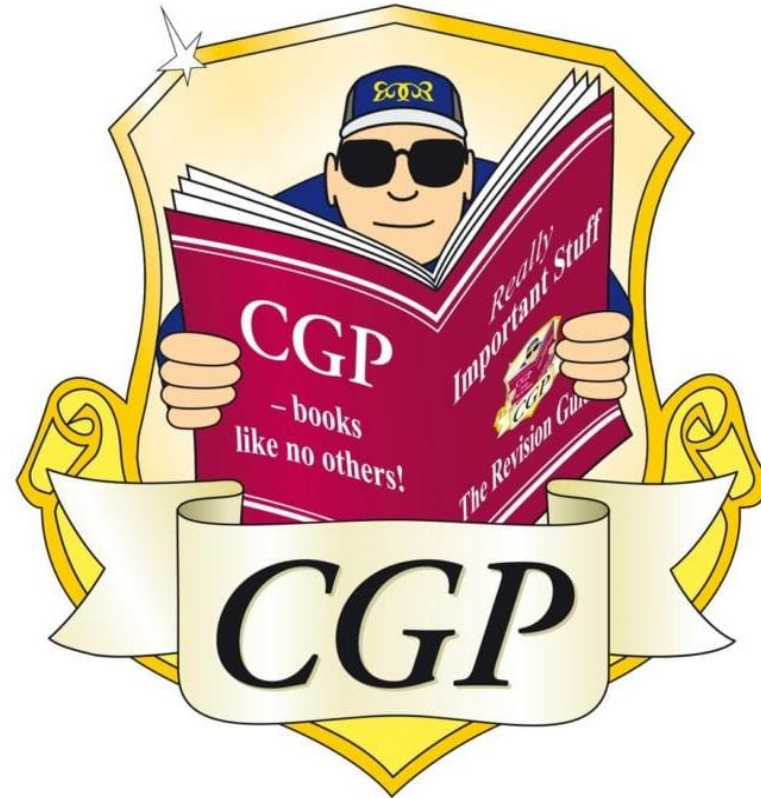


Friday 3rd May  
Reading Booster



$$a_0 = 1 [a_0]$$

# 10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

03.05.24

TBAT: use a range of arithmetic strategies

Daily 5 - Next slide

3 in 3

1.  $29\%$  of  $58 =$

2.  $\frac{1}{3} + \frac{2}{6} + \frac{1}{24} =$

3. What are the common multiples of 6 and 9 below 50?

### Challenge

Write the missing numbers.

$$90 \div \square = 4.5$$

$$\square \times 30 = 1050$$

$$\square + 630 = 1600$$

$$243 - \square = 160$$

$$\square \div 40 = 40$$

$$\square \times 100 = 2800$$

$$19\ 800 + \square = 23\ 200$$

$$17 - \square = -18$$

# Daily 5

1.  $7,200,200 = 7,000,000 + \underline{\hspace{2cm}} + 200$

2.  $4352 \div 64 = =$

3.  $12/15 - 10/15 - 1/15 =$

4.  $9^2$

5.  $120 \times 5 =$

Friday 3rd May

Arithmetic

40 questions.

30 minutes.

40 marks.

Year 6

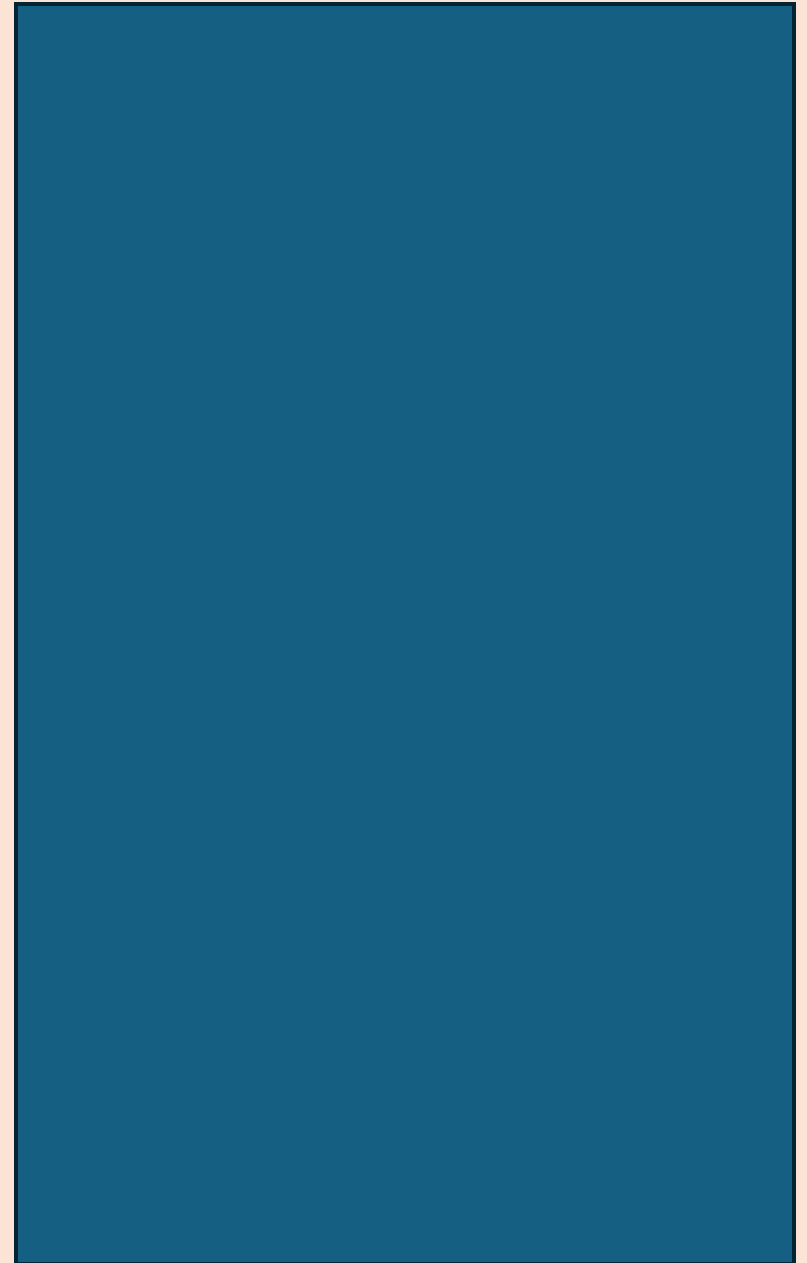
**Mathematics**

Arithmetic: Paper 9

03.05.24

Spelling Test

1. cautious
2. artificial
3. substance
4. innocence
5. legible
6. transferred
7. conceive
8. ceiling
9. possibly
10. borough



Friday 3rd May

TBAT: write a narrative from a character's perspective.

**2 in 2**

*Partner Discussion*

Draw a line to match each **prefix** to the correct word so that it makes a new word.

**Prefix**

re

de

mis

im

il

**Word**

mature

understood

legible

frost

do

Tick one box in each row to show if the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
Billie, <u>who was nine years old</u> , loved to play tennis.	<input type="checkbox"/>	<input type="checkbox"/>
Billie's mum bought her a tennis racket <u>so that she could play more often</u> .	<input type="checkbox"/>	<input type="checkbox"/>
<u>Billie could not play tennis with her friend Lana</u> because Lana did not have a racket.	<input type="checkbox"/>	<input type="checkbox"/>

Friday 3rd May

TBAT: write a narrative from a character's perspective.

"Where is it? It's gone!" the man trembled, as he peered down towards where his ticking machine (a metronome) should've been. Seconds later, he continued to play his double bass, ~~which was the instrument he was playing~~, although he <sup>appeared</sup> ~~was~~ worried, I ~~seen~~ // I endeavoured to sing along. He trudged away in a strop (probably because he didn't ~~wasn't~~ <sup>wasn't</sup> in the mood for my fantastic singing). All of a sudden, he was frowning lividly at me but he had decided to kneel down to untether the tin cans on my tail. I tried nuzzling him; I was rejected. The man ~~started~~ <sup>as if</sup> to amble away again. Trying not to lose him, I chased him. I pondered to myself - where are we proceeding to?

Has this person included dialogue?

Have they included cohesive devices?

Have they included KS2 punctuation?

Challenge - What would you change to improve it?



Friday 3rd May

TBAT: write a narrative from a character's perspective.

As I attempted to nuzzle him, thankfully, he unravelled the network of knots that were constricting my tail for hours. My tongue flailed about uncontrollably in my mouth, as a sign of my appreciation. But, I was pushed away. We began to trudge along.

"Go away!" he screamed, while mourning for his precious antique.

"Wag, wag!" I replied.

Energically (but quietly), I followed him. I wasn't noticed - where were we going?

After five minutes of trudging along aimlessly, we turned around a corner leading towards a shady and deserted alleyway. "Ha! Ha! Ha! Ha!" A familiar sound

Has this person included dialogue?

Have they included cohesive devices?

Have they included KS2 punctuation?

**Challenge - What would you change to improve it?**

Friday 3rd May

TBAT: write a narrative from a character's perspective.

[CGI Animated Short Film HD "Rubato " by ESMA School | CGMeetup \(youtube.com\)](#)

Watch the clip until the man hears the sound of his metronome.

Where are you at this part of the story?

What are you doing?

What can you see, feel, hear?

**You MUST include  
speech in this part  
of the story.  
Use contractions  
to show informal  
dialogue!**

**Challenge – Use expanded noun phrases to describe the other character.**