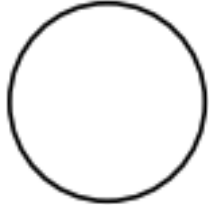


# Tuesday 25th February

## Maths Intervention

### Shape vocabulary

Draw a <b>horizontal</b> line.	Draw a <b>vertical</b> line.	Draw a pair of <b>parallel</b> lines.	Draw a pair of <b>perpendicular</b> lines.	Label this circle with its <b>circumference, radius and diameter.</b>
				

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$\arcsin(z)$

$$x_{n+1} =$$

25.02.25

TBAT: find the mean of a group of numbers.

3 in 3

[Daily 10 - Mental Maths Challenge - Topmarks](#)

1.  $64.80 \div 8 =$

2. What is the difference between 164.56 and 1.93?

3. I have £1343.89 in my bank account. I spend £99.96 on the weekly shopping and £19 on coffee. How much money do I have in my account now?

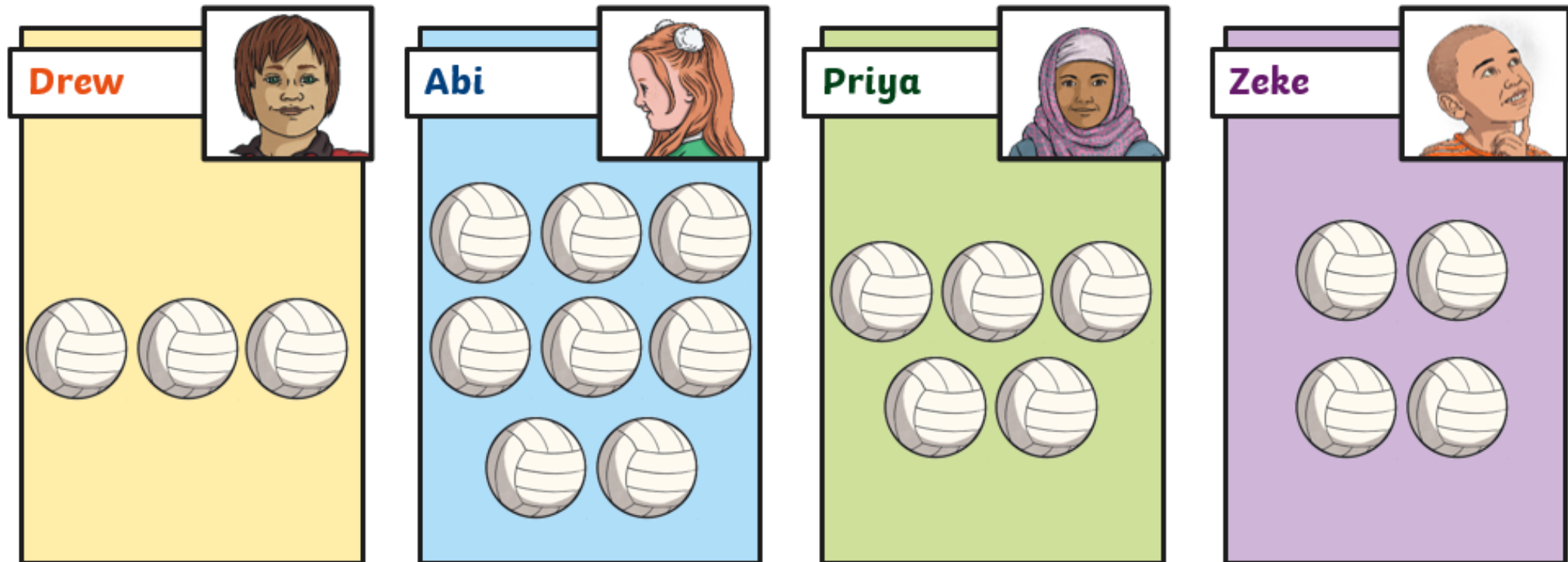
**I have the number 35.763. I multiply the number by 7, add 45.654 and subtract 6.5. What is my answer?**

25.02.25

TBAT: find the mean of a group of numbers.

mean = sum of numbers in set  $\div$  number of values in set

This table shows the number of goals each child scored in a netball tournament.



Calculate the mean number of goals scored.

25.02.25




TBAT: find the mean of a group of numbers.

Partner discussion -

**How do you find the mean average?**

**What is the most efficient way to add the numbers?**


Each week, Emily, Felix and Bartek record their scores from their spelling tests. Find the mean score of each child over the five weeks.


































		Week 1	Week 2	Week 3	Week 4	Week 5	Mean Score
	Emily	7	9	5	10	9	<input type="text"/>
	Felix	8	2	7	8	5	<input type="text"/>
	Bartek	6	7	8	6	8	<input type="text"/>

25.02.25

TBAT: find the mean of a group of numbers.

This table shows the number of games each child won in a table tennis tournament.



Calculate the mean number of games won.

## Reasoning -

Three groups of children measure their height.

Group A		Group B	
Name	Height (cm)	Name	Height (cm)
Zeke	130cm	Bartek	129cm
Hari	134cm	Drew	128cm
Priya	132cm	Elena	133cm
Amrit	128cm	Felix	134cm
Abi	136cm		

Group C	
Name	Height (cm)
Joseph	124cm
Emily	140cm
Elias	126cm

Is each statement true or false?

Explain your reasoning.

A

The group containing the tallest child has the greatest mean height.

B

Group C would have the greatest mean height if a child measuring 142cm joined.

## Challenge -

Do you agree with Jia's statement about the same data above? Explain why.



I am 132cm tall. If I joined group A, I think the mean height would be:  
 $130\text{cm} + 134\text{cm} + 132\text{cm} + 128\text{cm} + 136\text{cm} = 660\text{cm}$   
 $660\text{cm} \div 6 = 110\text{cm}$

## Mastery Challenge -

This table shows the distances thrown, in metres, in a discus event. Complete the table by finding the missing values.



	Throws						Mean
	1	2	3	4	5	6	
Abi	8.1	7.6	10.1	8.7	6.7	6.8	_____
Zeke	8.0	7.1	6.2	7.0	7.8	_____	7
Elias	4.2	10.4	10.3	9.1	10.6	_____	9

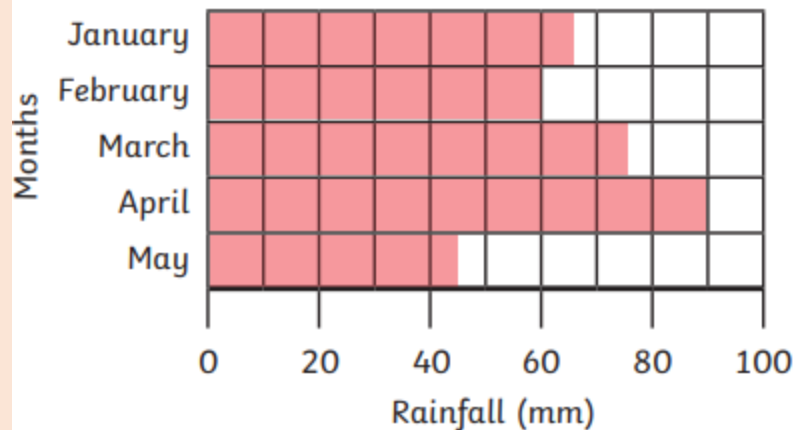
## Mastery with Greater Depth -

Felix calculated the mean length of 3 films that he watched from this list. If the mean length is 141 minutes, which of the 3 of the films could he have watched? Find all possibilities.



The Hunter Games	139 minutes
Star Battles	142 minutes
Despicable Me	141 minutes
Mini-Onions	138 minutes
The Lion Queen	143 minutes

Year 6 measured the rainfall for five months. All of the measurements are multiples of 5 millimetres. Calculate the mean rainfall for the five months.



Each week, Jia, Hari and Abi record their scores from their spelling tests. Find the mean score of each child over the six weeks.

	Jia	Hari	Abi
Week 1	13	18	19
Week 2	20	20	18
Week 3	16	17	20
Week 4	17	18	15
Week 5	10	15	7
Week 6	14	20	17
Mean Score			

## Reasoning

Three groups of children measure their height.

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Tuesday 25th February

TBAT: understand and use words containing 'ough'.

## **What 'ough' words are being described here?**

I have 6 letters.

I start with an 'p' and I end with an 'h'.

I am useful to a farmer.

I have 7 letters.

I start with a 'd' and I end with an 't'.

There hasn't been rain for a long time.

**Challenge - can you think of any more words that have an 'ough' included?**

Tuesday 25th February

TBAT: understand and use words containing 'ough'.

Partner discussion

**How many different ways can you think of to pronounce 'ough'?**

**What words can you think of that have this letter string?**

Tuesday 25th February

TBAT: understand and use words containing 'ough'.

Sort the words below into the correct group based on the pronunciation of the 'ough' letter string.

plough

cough

ought

through

though

rough

throughout

overwrought

forethought

thoughtless

slough

doughnut

breakthrough

wrought

roughen

coughing

Tuesday 25th February

TBAT: understand and use words containing 'ough'.

Can you think of the 'ough' word to match these clues?

1. A sweet cake sometimes filled with jam.

2. Unthinking or careless.

3. Forcing air out of the throat.

4. Right through or for the duration of.

**Challenge – Can you use any of the 'ough' words in a sentence that also contains a modal verb and a semicolon?**

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

### 3 in 3

**Underline the expanded noun phrase in the sentence below.**

My next door neighbour's cat is called Tiddles and he is very friendly.

**Rewrite this sentence putting the adverbial at the end of the sentence.**

Next weekend, we are going to Wales to see our grandparents.

**Rewrite the sentence in the active voice.**

The medal was awarded to the children by the mayor.

**Name the subject and the object in sentence 3.**

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

### **Formal writing:**

- Is clear and to the point
- Has a more serious tone
- Uses correct grammar and punctuation
- Uses subject-specific vocabulary
- Often uses complex sentence structures

**How many type of  
formal texts can you  
think of?**

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

Do you think the following types of writing are **formal**, **informal** or **both**?

Formal	Both	Informal

**Text message**

**Letter**

**Email**

**Diary**

**Information text**

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

**Formal** writing often uses the type of language you might use when talking to someone you do not know well or who is senior to you.



**More technical/  
specific vocabulary**



**Tighten the bolt** using an  
**adjustable wrench.**

**Expanded forms**



He **has not** arrived yet.

**More detailed  
sentences**



Please meet us **at the  
reception desk in the foyer.**



Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

Identify the most **formal** option in each pair of brackets to complete the sentence below.

- 1 We were ( gutted / disappointed ) that the match was rained off.
- 2 The food at the restaurant was ( yummy / delicious ).
- 3 Everyone needs to ( exit / get out of ) the hall immediately.

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

**Can you find formal synonyms for these words?**

And

Ask for

Better

Buy

Boss

Choose

Chance

Enough

Lots of

Go up

Not fair

In charge of

Get rid of

**Challenge – Can you use the formal vocabulary in a sentence written in the passive voice?**

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

Have a look at these sentences, can you see anything unusual about the verbs?

If John **were** to get an A on his test, I would be very surprised.

**Were** I a little bit taller, I would be able to reach the shelf.

I would run if I **were** younger.

If I **were** him, I'd try a lot harder at school.

The subjunctive form can be used in formal language.

It can be used to give advice, to suggest or to recommend something.

The subjunctive form often uses the verb to be in an unusual way.

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

**Unreal situations**

- desire                      - wish                      - hope                      - dream

If	Noun/Pronoun	Were	Situation
If	I	were	famous
If	I	were	stronger
If	I	were	rich
If	I	were	you
If	I	were	to attend the appointment

**To advise**

- advise                      - demand                      - recommend  
- ask                          - insist                          - request  
- command                      - propose

Noun/Pronoun	Verb	that	Noun/Pronoun	Infinitive verb <small>(must always be in root form for the subjunctive to be grammatically correct)</small>
I	demand	that	she	be
Mrs Waters	suggests	that	he	listen
Jane	commanded	that	Bert	write
They	ask	that	the children	focus
My mum	insists	that	we	attend

Look at the start of the sentences above. Complete them with an appropriate ending.

Tuesday 25th February

TBAT: recognise vocabulary and structures that are appropriate for formal writing, including subjunctive form.

**Re-write these sentences so they are more formal.**

1. Tomorrow morning class 6 are off to the museum to see the new stuff they've got in.
2. The science teacher, Mr Jones, loves a bit of fishing after tea when school's out.
3. All reading books need to be back in school pronto so Mrs Jenner can sort the library out.

**Challenge – Which words help you decide if these sentences are formal or informal?**

School is generally regarded as an excellent place in which to learn new facts.

The kids in class 6 were mega chuffed about their trip.

Assuming the report is satisfactory, work on the new classroom will commence tomorrow.

Tuesday 25th February

## Reading Intervention PM

TBAT: retrieve information from the text.

3 in 3

Jamal checked his watch again, then quickened his pace. His train was due in four minutes and he reckoned he was about four minutes' walk to the station. Anyway, these days they were always late – that's what his dad kept saying when he was grumbling about his day. Still, he absolutely had to catch this one, otherwise he would be in big trouble. Bee-baaarb! The unmistakable sound of the train's horn made him jump. It was early! He broke into a run, but almost immediately heard a slap on the pavement behind him. His wallet! No money – just his ticket. But if he stopped, he'd surely miss the train.

- 1. The text starts: '*Jamal checked his watch again, then quickened his pace.*' Use your own words to describe what the writer meant by 'quickened his pace'.**
- 2. Why was it so important for Jamal to catch this train?**
- 3. Predict what might happen if Jamal decided not to pick up his wallet.**

Tuesday 25th February

TBAT: retrieve information from the text.

Words we will find in the text

**Fervent** - having or displaying a passionate intensity.

**Beacon** - a light or other visible object serving as a signal, warning, or guide at sea.

**Continuity** - the unbroken and consistent existence.

**Maritime** - connected with the sea.



## Summarise

1. What is the main message of the letter?
2. Number the following sentences from 1-4 to show the order the arguments appear in the text.

Destroying the home of a well-established member of the community.	
Encouraging tourism in the area.	
The required effort it would take to remove the lighthouse.	
Puts ships at more risk of wreckage.	

3. Using information from the whole text, write whether each statement is true or false.

Olive is a long-standing member of the community.	
Olive only cares about being evicted from the lighthouse because she will be homeless.	
Ships rely on the lighthouse for navigation.	

## Words in Context

1. Identify the word closest in meaning to ***opposed***?

**against**

**pro**

**in favour of**

**promote**

2. Identify the word closest in meaning to conserve?

**endanger**

**expose**

**protect**

**conservatory**



Tuesday 25th February

TBAT: retrieve information from the text.

Retrieval

1. According to Olive Bradshaw, what are some of the symbolic meanings associated with the lighthouse at Budmouth Point?
2. How many boats have been wrecked and sunk on the coastline near the lighthouse so far this year, despite its presence?
3. What broader efforts does Olive Bradshaw suggest aligning with to preserve the lighthouse?
4. Who is mentioned as a long-standing resident of the Budmouth Point lighthouse?
5. What alternative solution does Olive Bradshaw propose to the Ministry of Defence regarding the use of the lighthouse by the Germans during wartime?

**Challenge - What historical and cultural values does Olive Bradshaw argue that the lighthouse at Budmouth Point holds, and how does she suggest removing it could impact the heritage and identity of the coastal community?**

# Tuesday 25th February

## Maths Intervention

[PiXL PrimaryWise](#)



### Day 1

#### Arithmetic Questions

1

\_\_\_\_\_ = 407,035 + 5,000

\_\_\_\_\_

1 mark

2

4 - 12 = \_\_\_\_\_

\_\_\_\_\_

1 mark

3

23 x 45 = \_\_\_\_\_

4

560 ÷ 7 = \_\_\_\_\_

5

364 x 9 = \_\_\_\_\_