

Wednesday 26th February Reading Booster

Can you read the following words: ***nostalgic***,
sentimental?

What does the word ***nostalgic*** mean?
Synonyms/antonyms?

What time of day is it? How do you know?

Who could the person be? What might they be doing
there?

Why do you think the artist has chosen an older man
rather than a younger man?



$$a_0 = 1 [a_0]$$

10 min SATS Buster

$\arcsin(z)$

$$x_{n+1} =$$

Wednesday 26th February

TBAT: spell words with 'ough' letter string.

Partner discussion

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

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

Wednesday 26th February

TBAT: spell words with 'ough' letter string.

How many 'ough' words can you think of pronounced 'or'?

How many 'ough' words can you think of pronounced 'oo'?

What is the difference between brought and bought?

Wednesday 26th February

TBAT: spell words with 'ough' letter string.

1. The thawtless boy was in trouble for being rude.
2. “You need to rughen the surface of the nail before the design is added,” explained the nail technician.
3. There was a brakethrew in the research for new medications to treat the virus.
4. The bakery was renowned for selling the most delicious donuts in the whole city.
5. The rought iron gates stood majestically in front of the spectacular stately home.
6. The victims came out coffing from the smoke as the firefighters led them to safety.

Challenge – Can you use any of the 'ough' words in a sentence that also contains an expanded noun phrase and a relative clause?

26.02.25

TBAT: construct and interpret distance/time line graphs.

3 in 3

1. _____ = 35% of £400

2. $843 \div 14 =$

3. **Tick** all of the options that are equivalent to 0.4.

4%	$\frac{4}{5}$	$\frac{40}{100}$	40%	$\frac{4}{10}$
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Challenge – If 3% is 9, how many other percentages can you find?

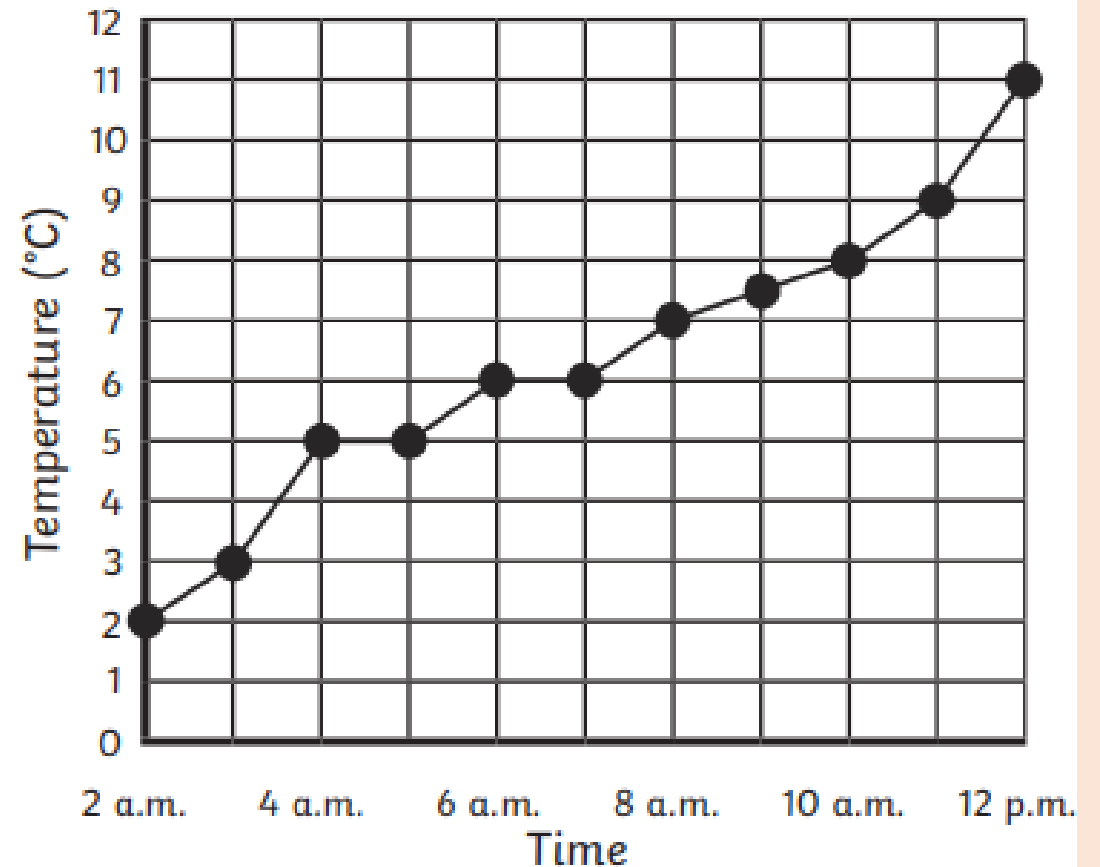
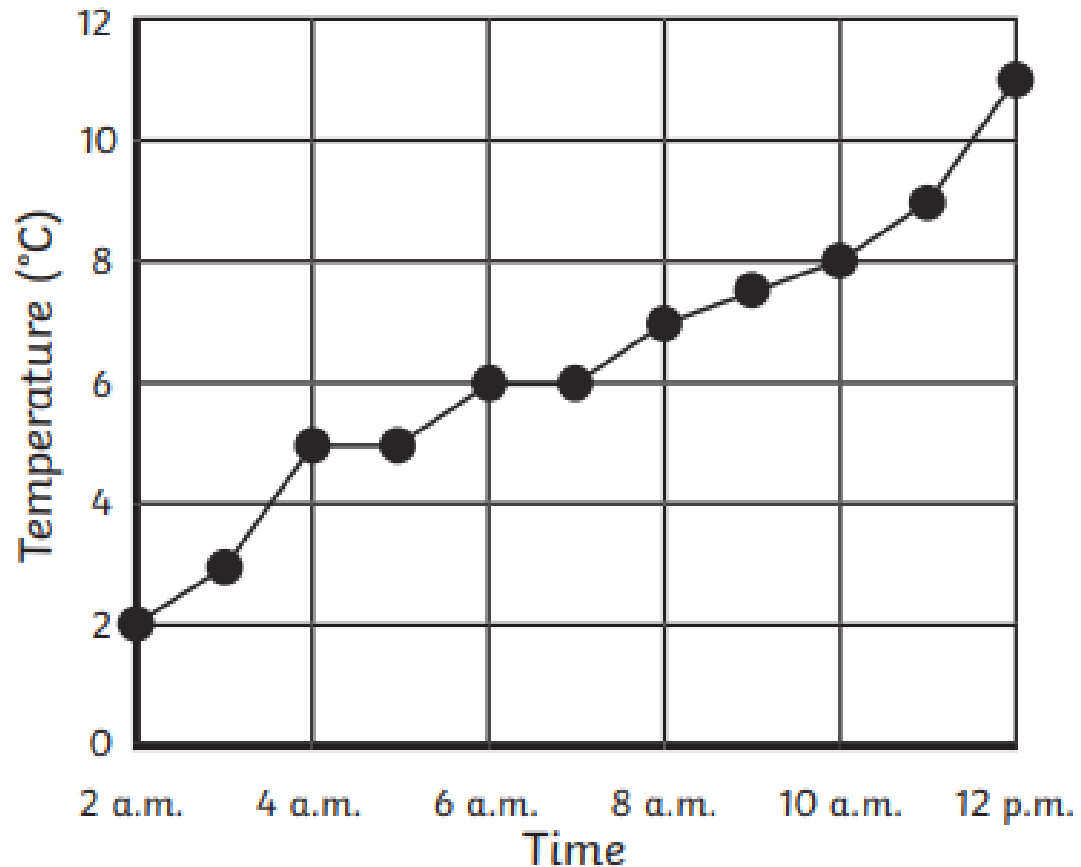
26.02.25

TBAT: construct and interpret distance/time line graphs.

What is the same?

What is different?

These two line graphs show the outside temperatures in May.

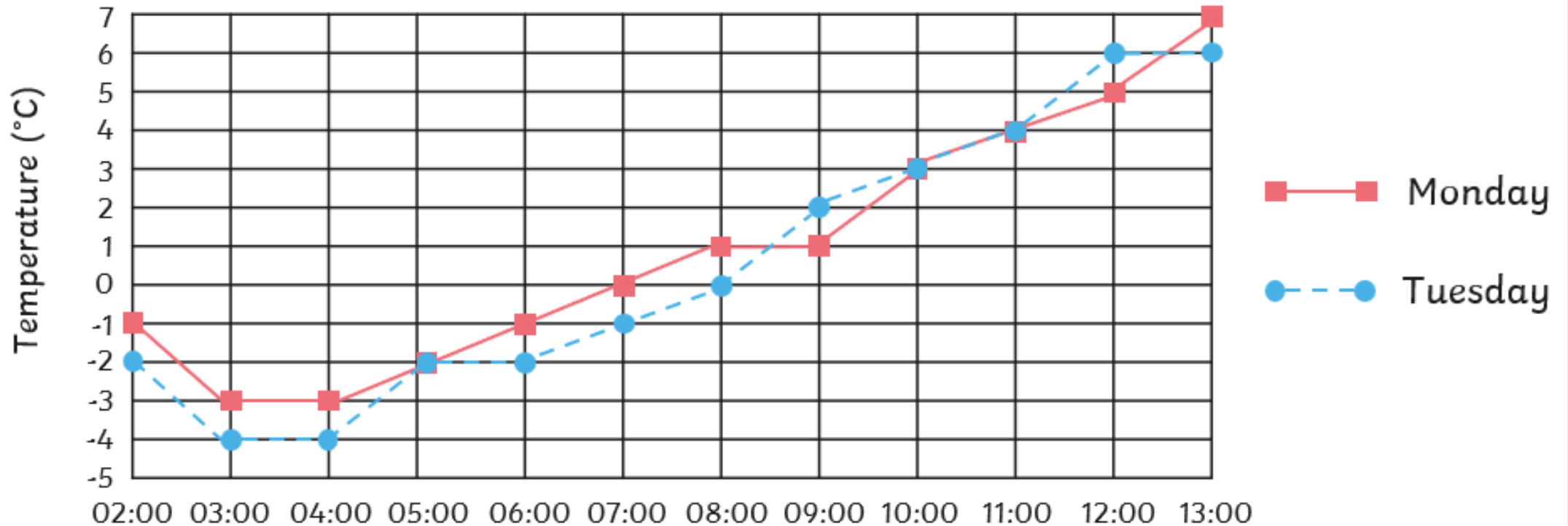


26.02.25

TBAT: construct and interpret distance/time line graphs.

What does this line graph show?

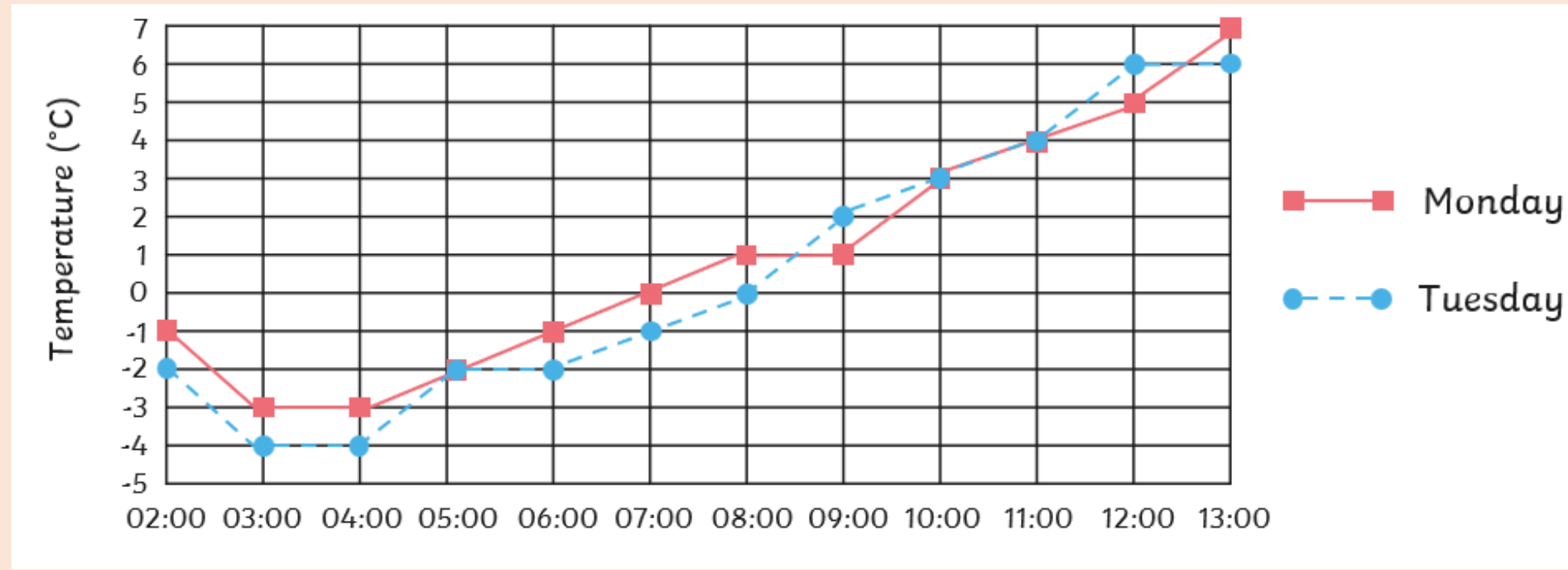
When was the temperature the same on both Monday and Tuesday?



26.02.25

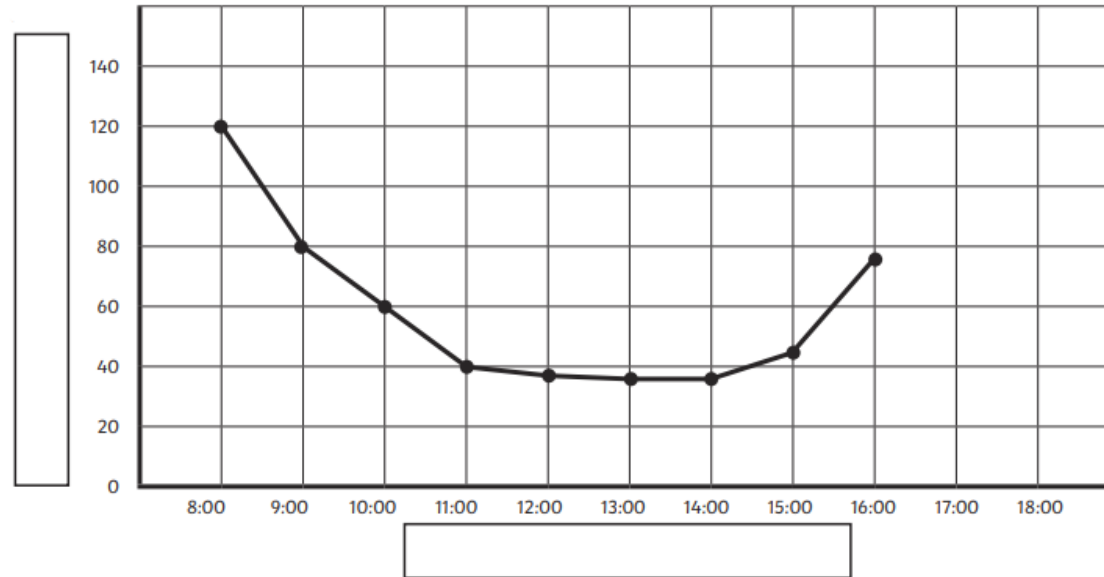
TBAT: construct and interpret distance/time line graphs.

This line graph shows the temperatures of a town taken from 02:00 to 13:00 on two different days.



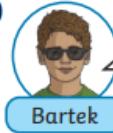
1. Which day recorded the lowest temperature?
2. Which day recorded the highest temperature?
3. On Monday, between which times did the temperature remain the same?
4. How many times on Tuesday was there an increase in temperature of more than 1°C?
5. How many degrees did the temperature on Monday rise from 05:00 to 10:00?
6. On Tuesday, which was the greater temperature rise: from 5:00 to 8:00 or from 8:00 to 11:00?

Mastery Challenge



These children described a line graph before the title and the labels of the axes were removed. Do you agree with each child? Explain your reasoning.

a)



Bartek

My line graph shows the journey of a hot-air balloon. The y-axis is labelled 'Height in Metres'. The balloon was anchored to the ground before it took off at 9:00. It then left the ground and rose into the air gradually. After 6 hours in the air, the hot-air balloon returned to the ground.

b)



Emily

My line graph shows the temperature of a cup of coffee. The y-axis is labelled 'Temperature in °F'. The cup of coffee was made at 8:00 and cooled off gradually over the next few hours until it reached a steady, lower temperature.

c)



Felix

My line graph shows the amount of water in a garden centre's water butt. The y-axis is labelled 'Volume of Water in Litres'. Water was taken out of the butt from 8:00 and used throughout the day to water the plants in the garden centre. The butt was topped up from a hosepipe between 14:00 and 16:00 until the garden centre closed.

Wednesday 26th February

TBAT: plan and write a persuasive letter in role of a character.

3 in 3

Read the sentences. Tick to show whether they are past progressive or present progressive tense.

past progressive

present progressive

I am hoping for a bike for my birthday.

It is raining now that we have left for a walk.

They were talking very quickly to each other.

Complete the sentence with either a colon or semi-colon.

I was hungry I hadn't eaten for at least four hours.

Rewrite these nouns as adjectives.

a) elder = _____

b) caution = _____

c) popularity = _____

Name at least 3 pronouns above.

Wednesday 26th February

TBAT: plan and write a persuasive letter in role of a character.

Identify 3 persuasive devices you will use. Explain an example to your partner.

Identify the features of a formal letter you will use. Explain an example to your partner.

What is flattery? Write an example of how this is persuasive.

Wednesday 26th February

TBAT: plan and write a persuasive letter in role of a character.

Argument (Expand on this)	Evidence/Explanation
Safety	
Destroying a home	
Cultural heritage and tourism	
Lack of time and resources	

Use semi-colons in your writing: one in a list and the other between independent clauses. Write your examples.

Wednesday 26th February

TBAT: plan and write a persuasive letter in role of a character.

WTS Criteria:

- Capital letters for proper nouns
- Full stops
- Finger spaces
- Legible writing
- Y3/4 words
- Formal vocabulary

EXS Criteria:

- Formal language
- Parenthesis or relative clause
- Facts and evidence
- 2 of the Year 5 /6 spelling words spelt correctly
- Exaggeration
- Formal conjunctions
- **Joined handwriting**

GDS Criteria:

- 5 of the Year 5/6 words spelt correctly
- Formal vocabulary
- Exaggeration
- Formal conjunctions
- Modality
- Rhetorical question
- Ambitious vocabulary
- Range of punctuation () - ;

Wednesday 26th February

Reading Intervention

[PiXL PrimaryWise](#)

As far as Pavel was concerned, it had been a disastrous morning. His intention had been to confront Mr Bradwell about the effect the new road was going to have on the environment – not in an aggressive manner, but hopefully in a way that would prick his conscience. The reality, however, had been very different. After Pavel had poured out his carefully rehearsed argument, there had been an awkward silence. Then, with a mischievous smile, Mr Bradwell had pulled out a detailed plan of the road; there in the corner was an official stamp declaring ‘Approved’... by Pavel’s dad.

Challenges for Day 1

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn’t understand.

Discuss them with an adult and look them up in a dictionary.

Challenge 3:

a) **Find** and **copy** the word which means ‘terrible’.

b) **Find** and **copy** the group of words which suggest that Pavel had prepared what he wanted to say to Mr Bradwell.

Challenge 4:

Why did Pavel want to meet Mr Bradwell?

Challenge 5:

What evidence is there that Pavel cares deeply about the environment?

Wednesday 26th February

Reading Intervention PM



Reading extract and questions:

Year 5-6

Evacuation – for and against Set A/B



In the late 1930s, there was a growing realisation that war was coming. Nazi Germany, led by Adolf Hitler, had been acting aggressively and there was fear across the UK that this country would get caught up in the conflict. Along with a threat of invasion came a new danger. Aircraft had been developing rapidly over the first four decades of the twentieth century and there were now bombers capable of reaching cities deep inside enemy territory.

Anxious for the fate of its citizens, the British Government launched Operation Pied Piper on the 1st September 1939 – two days before war broke out. Hundreds of thousands of children were assembled with only a handful of possessions and loaded onto trains and buses and evacuated into the countryside. Within the first few days of this extraordinary undertaking, over one and a half million children had been evacuated. The question is, was it the right thing to do?



The authorities certainly believed it was necessary. Any Government has a duty to safeguard its people and the first thing you can do for those at risk is to remove them from danger. No one would have claimed that removing children from their parents would be painless, but they had to consider the bigger picture.

The kitchen,
First door on the right,
This flat

Igor's bed,
Somewhere among the mess,
This flat

Dearest son,

We, your parents, are writing this letter to ask you to tidy your bedroom. The reasons for this are explained below.

Firstly, we are extremely worried about your carpet. We've heard rumours that it's actually left your bedroom and has travelled to a different house. Until you pick up your piles of clothes and toys, we will be unable to confirm its location.

Secondly, we are worried about how dangerous your room currently is. You may be thinking that nobody noticed when you tripped over that toy car last week but we saw you waving your arms around to try to stop yourself from falling. However, I'm sure that you don't really want to risk that happening every time you need to grab something from your bookcase.

Luckily, tidying your room will solve all of these problems. Simply, place your dirty clothes in the bag and put your toys back in the box. Not sure which box to use? We suggest the one that says 'TOYS' on the top. This is easy to do and will have almost immediate results.

Please, for the safety of all who live here, tidy your room.

Yours sincerely,

Your concerned parents



Igor's room,
Second door on the left,
This flat

The kitchen,
First door on the right,
This flat

Dearest parents,

Thank you for your letter. You have made some good points but I would like to clear a few things up.

Firstly, my carpet is safe. If my carpet had decided to travel to a different house, don't you think that one of us would have noticed? I think that it's very happy sitting underneath my clothes and toys.

Secondly, I would like to point out the conversation that we had last week. You said that I should stop playing on my computer and 'stretch my legs'. However, when I stretch my legs over my toys, you think it's dangerous! In my opinion, the daily exercise that crossing my bedroom floor provides is fantastic. With all of the clothes and toys to jump over, I have a gym in my own bedroom. Why would you want me to get rid of that?

Lastly, you mentioned that I tripped over last week but you didn't mention the soft pile of clothes that I landed on. They saved me from being injured so I don't know why you would want me to tidy them away.

In conclusion, I will not be tidying my bedroom for the reasons mentioned above. I'm sure that you (my parents, who value my safety above all else) will agree.

Yours sincerely,

Igor

The living room,
Second door on the right,
This flat

Igor's bed,
Near Sock Mountain,
This flat

Igor,

Thank you for your reply.

As your parents, who value your safety above all else, we must now insist that the room is tidied. It has gone beyond 'dangerous' and is now 'hazardous'. Last night, I struggled to find my way back to the door after reading a bedtime story to you.

Next week, your grandmother will be visiting. Do you really want her to see (and smell) Sock Mountain?

Please, for the safety of everyone, tidy your room.

Yours sincerely,

Your slightly fed up parents



1. Where were Igor's parents when they wrote their first letter? Tick one.

- the living room
- the kitchen
- Igor's bedroom
- the bathroom

2. Draw **four** lines and complete each sentence.

Igor's parents...

Igor...

Igor's grandmother...

Igor's bedroom...

is visiting next week.

want him to pick up his clothes.

is full of clothes and toys.

thinks that his carpet is safe.

3. Look at the final letter.

Find and copy one word that means the same as **demand**.

4. Fill in the missing words to complete the sentence.

Igor's _____ say that they think that Igor's _____ has travelled to a different house.

5. What did Igor land on when he tripped over a toy car?

6. How do you think Igor's parents felt when they read his reply? Explain your answer.

7. **Do you really want her to see (and smell) Sock Mountain?**

Why do you think that Igor's parents have chosen to include this in their letter?

Explain your answer.

8. Do you think that Igor will tidy his bedroom? Fully explain your answer.

26.02.25

GPS Booster - Tenses

Verbs tell us the **tense** that a sentence is written in.

PiXL

QUICK-FIRE GPS RECALL

GRAMMAR

Verbs are 'doing' or 'being' words.

Spot the verbs:

He is nearly ready to go to town and buy food.

Tell me what a verb is.

...a verb is a doing or being word.

Examples of verbs:

liked, had, is

Using tenses correctly

You must use the correct form of each **verb** so that your whole sentence makes sense.

past perfect tense



My friend had collected his coat and bag so he sat back in his place.

simple past

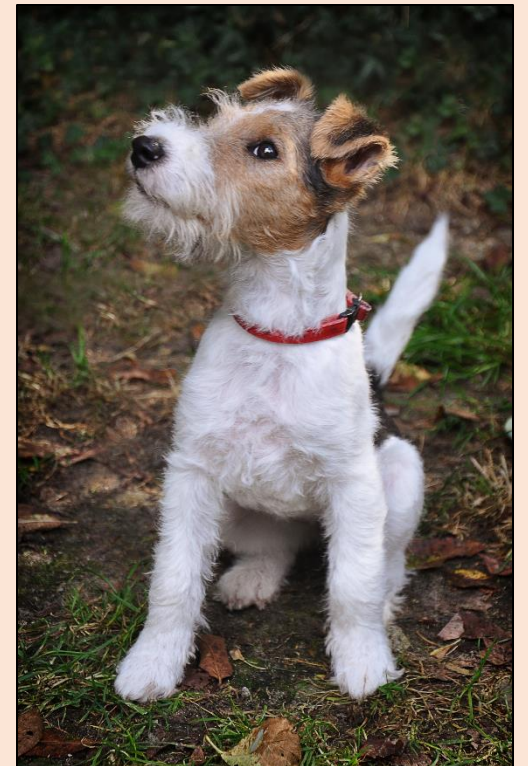


present progressive tense



We are accompanying my mum to the station and walking the dog.

present participle ('ing' verb)



Using tenses correctly

Using a **consistent tense** means making sure that the action does not shift from one **tense** to another.

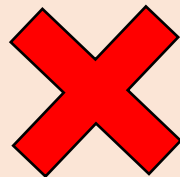
She wandered
along the road
and grinned.



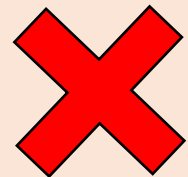
We gaze up at the
stars as we sip on
our hot drinks.



She wanders
along the road
and grinned.



We gazed up at
the stars as we sip
on our hot drinks.



Using tenses correctly

You can use different **tenses** in different **clauses** if it makes sense.

As it has rained all night, we will go for a walk later.

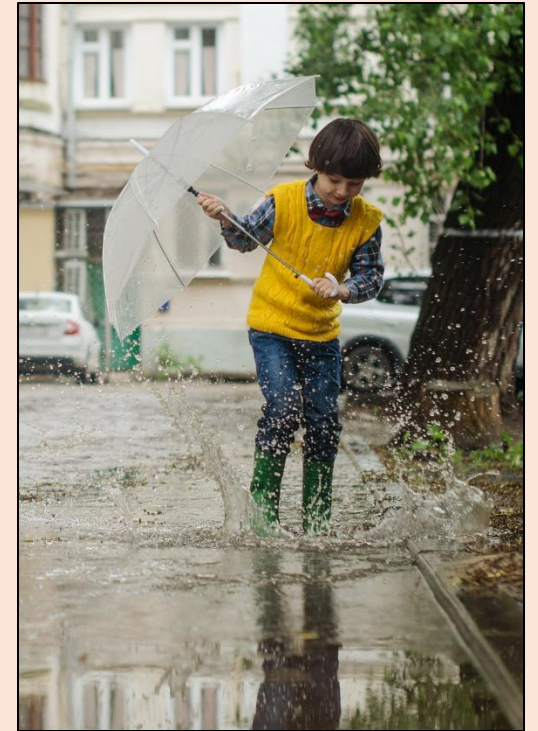
present perfect

simple future

She is still completing her work because she arrived late.

present progressive

simple past



Practise

Underline the words that show the **tense** in the sentences below.

- 1 The reporter interrupted me and repeated the question.
- 2 Both kittens are out in the garden on the new swing.
- 3 It suddenly occurred to us that our coats were in the car!

Show
all

Practise

Which sentence uses **tense** correctly?



They have suggest a museum that we might like to visited.



They have suggested a museum that we might like to visited.



They have suggested a museum that we might like to visit.



They have suggesting a museum that we might like to visit.

Practise

Rewrite the verbs in the boxes to complete the sentences with the correct choice of **tense**.

1 I was visiting a friend so I them some flowers from the shop.

to buy

2 We the cones and then we were putting them away.

to collect