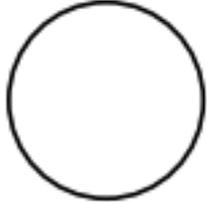


Wednesday 25th February

Maths Intervention

Shape vocabulary

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

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

Wednesday 25th February

TBAT: explore how the author builds tension and character emotions during the air raid.

What do we already know about what an air raid would feel like in WW2 Britain?



Please Leave the Theatre Immediately.

Head to the Nearest Shelter.

‘Blast it,’ I said, reaching for my coat and gas mask. ‘Come on, Cliff, we’d better find Sukie.’

People began to leave, though not very quickly. All around us seats thudded as they flipped upright. Coats were shaken out, hats pinned in place. There was a fair bit of complaining going on too.

‘Should we ask for our money back?’ asked Cliff.

‘What?’ I was still half thinking of those poor people in the newsreel. ‘Oh, we’ll ask Sukie. Keep hold of my hand.’

Weaving through the crowds we headed for the foyer. It was then the seriousness of our situation sank in. Beginning to worry, I told myself this was no different from any other raid – and they were happening almost every day now. Most of the action was down near the docks; on Fairfoot Road where we lived, they’d been more of an annoyance, forcing you out of bed in the middle of the night and into a freezing-cold air-raid shelter. In the foyer, the lights were off. All I could see were the outlines of the front doors and the cash desk just inside. Already the space was filling up with people – but our sister wasn’t one of them.

‘She can’t still be in the lavs.’ Cliff’s hand felt sticky in mine.

‘She’s probably powdering her nose,’ I said, with a confidence I wasn’t feeling. ‘You’ve seen how glammed up she is tonight.’

‘She’s the dead spit of Mum.’

‘She’s got her best coat on, that’s why.’ I tapped my foot anxiously. ‘Oh come on, Suki.’

First read -

Where are the children, and what interrupts their activity?

What are the people in the cinema doing in response to the warning?

What problem do Olive and Cliff face?

Second Read – Vocabulary & Author’s Choices

What impression does the phrase ‘Blast it’ give about Olive’s reaction?

Seats ‘thudded’ as they flipped upright. Why that verb? What does it add to the atmosphere?

Cliff’s hand felt ‘sticky’ what might this show about his emotions?

Why does the author choose the phrase ‘the seriousness of our situation sank in’? What does this suggest about the emotional shift?

Look at how the author moves from the busy cinema scene to the dark, crowded foyer. How does this change in setting affect the mood?”

Identify one detail that shows Olive is trying to reassure Cliff but is not convincing herself.”

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Third Read – Inference

Which details in the extract build a sense of rising tension? Find at least three pieces of evidence.

How does the writer show Olive’s responsibility for Cliff? Use evidence.

What emotions do you think Olive is experiencing throughout this extract? How do her words and actions reveal this?

How is Cliff’s reaction different from Olive’s? What clues does the text give?

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This table shows the distance that five friends travel to school each day.

Name	Distance (km)
Amina	1.8
William	2.4
Layla	3.2
Chen	1.6
Dev	4.5

What is the **mean** distance they travel to school each day?

25.02.26

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"/>				

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

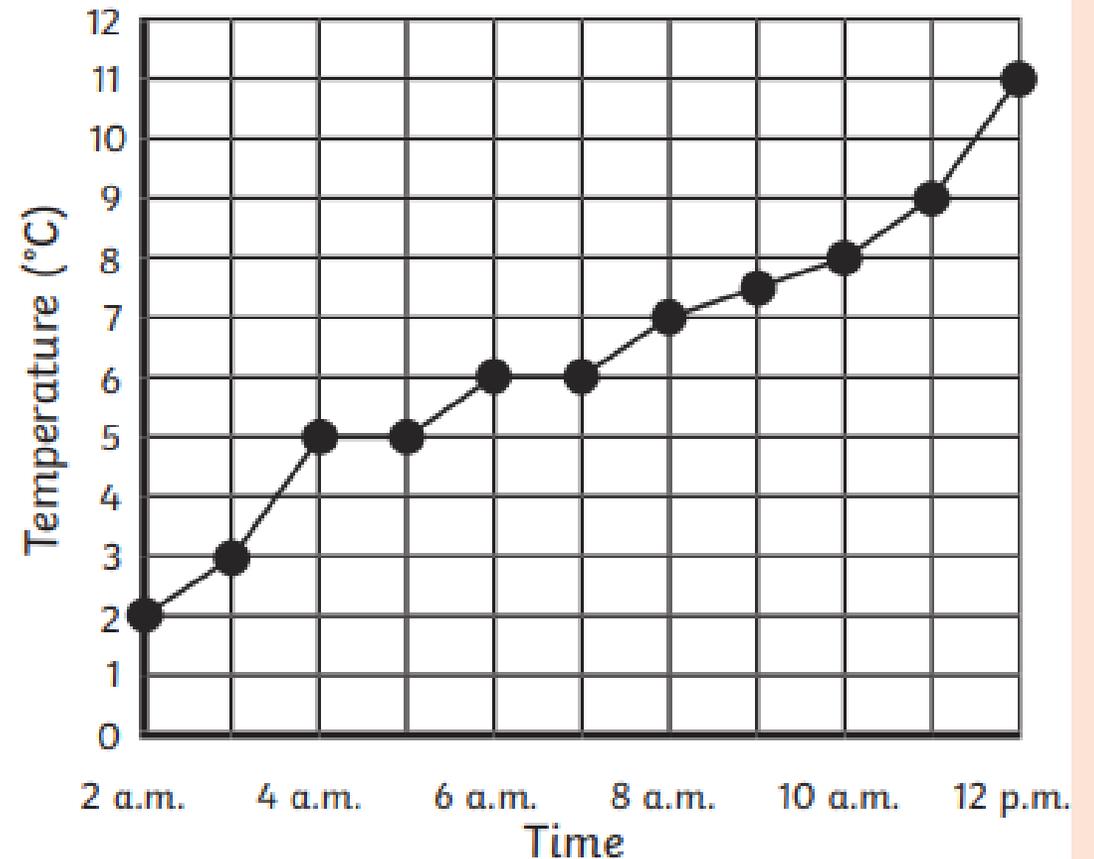
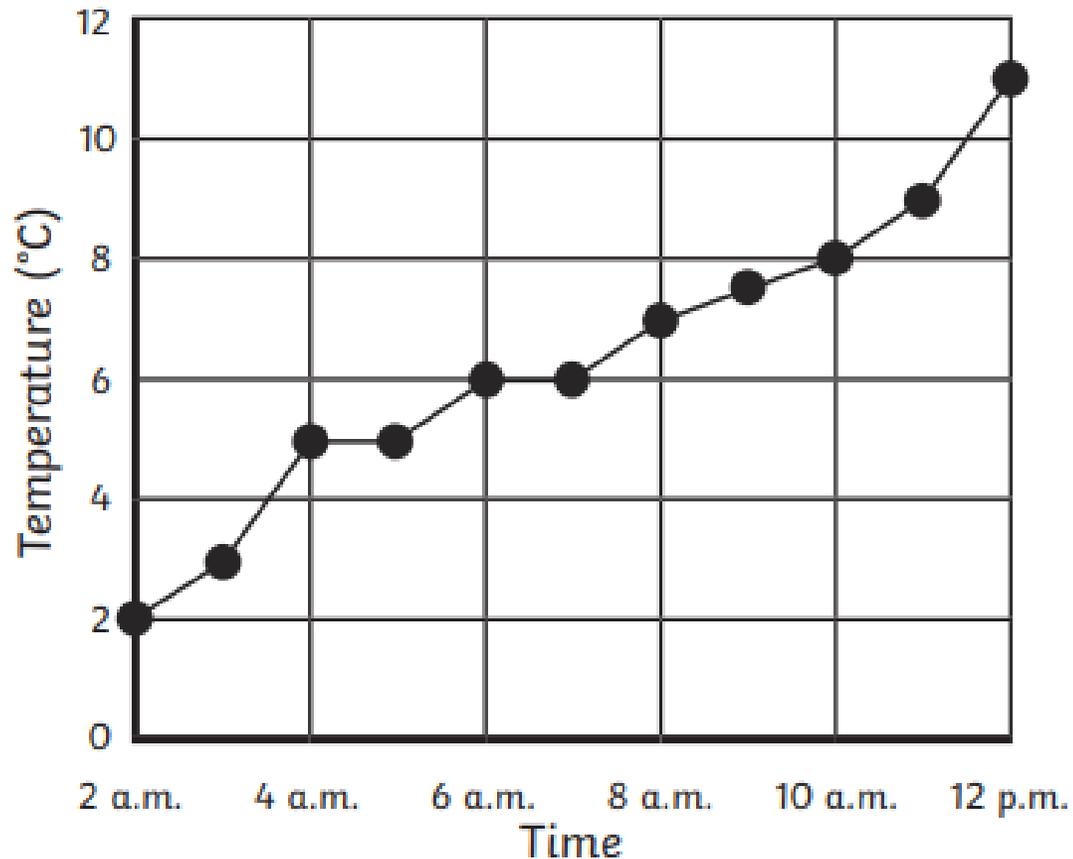
25.02.26

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.

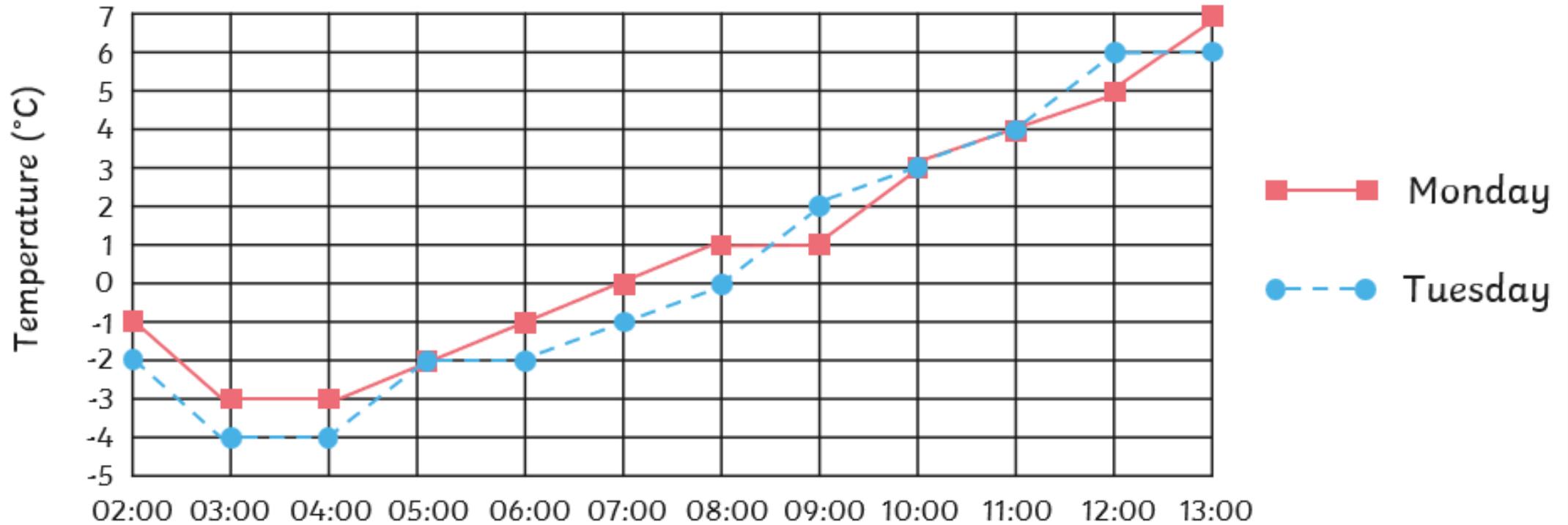


25.02.26

TBAT: construct and interpret distance/time line graphs.

What does this line graph show?

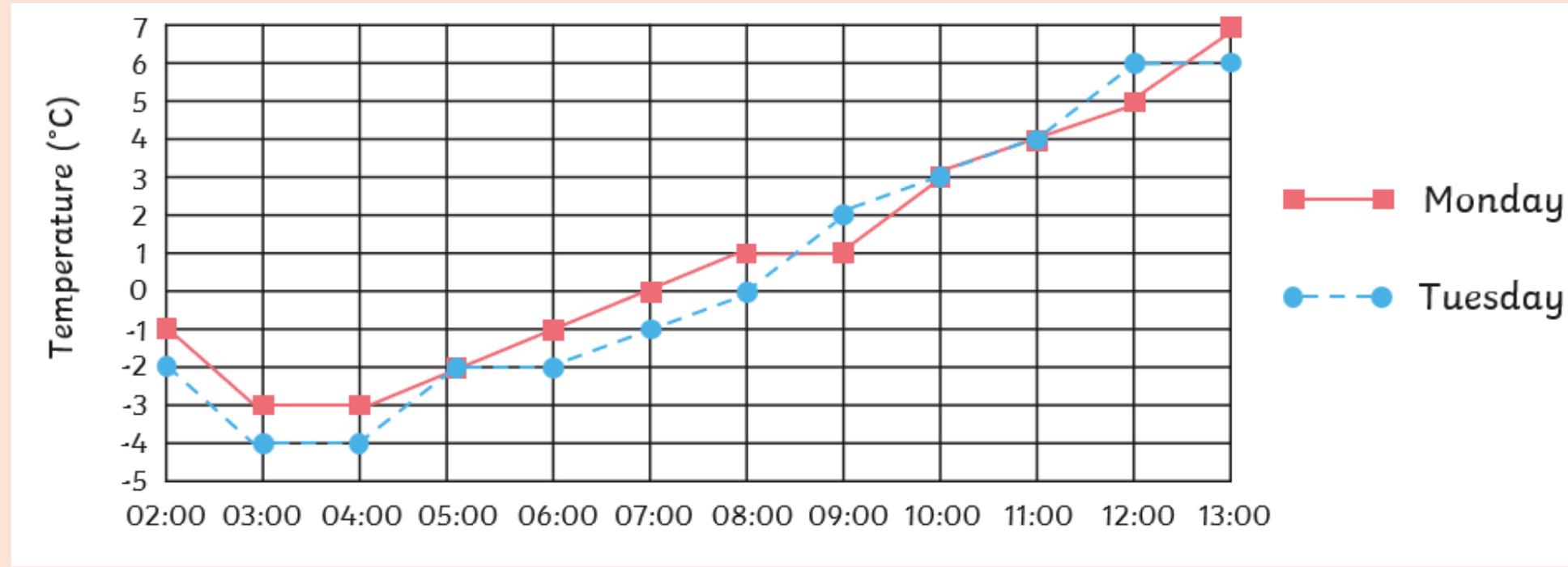
When was the temperature the same on both Monday and Tuesday?



25.02.26

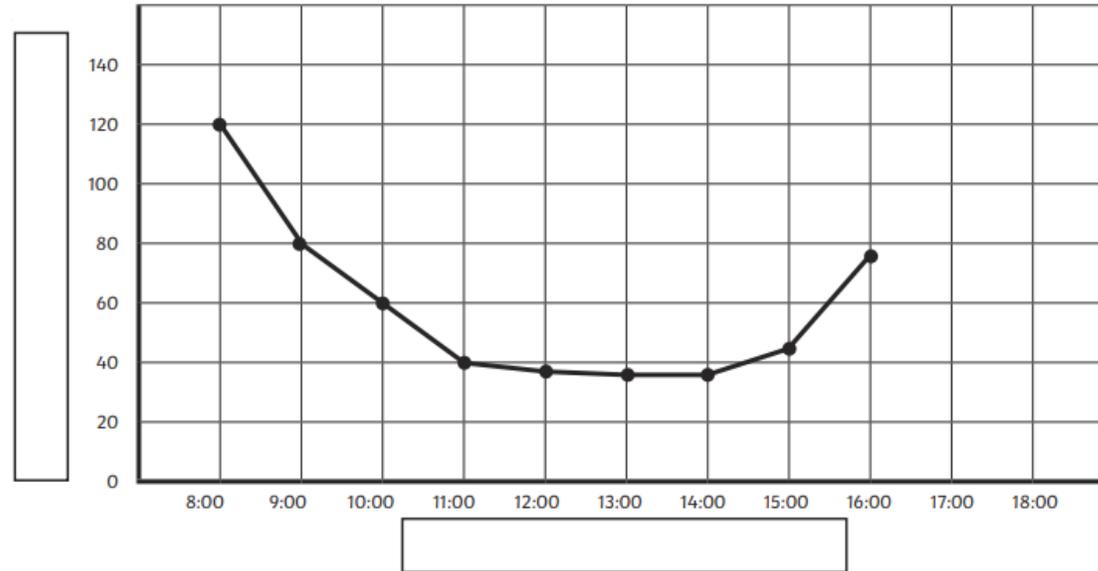
TBAT: construct and interpret distance/time line graphs.

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.

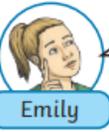
a)



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 25th February

TBAT: use commas to mark clauses or phrases.

3 in 3

1. What is the grammatical term for the underlined words in the sentence below?

I wore a lime green dress with a bow around the middle.

2. Rewrite the underlined verb in the sentence below so that it is in the **present progressive**.

I threw the ball.



3. Insert a **semi-colon** and a **comma** into the sentence below.

Her father wiped his brow it was going to be a long tiring night.

CHALLENGE: Write an explanation for the function of a comma.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

What is a comma? Explain to your partner.

Where do we use a comma? How do you know?

Add commas to the correct place in these sentences.

Today we are playing dodgeball.

After all the snow we began to clear the road.

Mrs Jenner who is a teaching assistant works at Ormiston Herman Academy.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

State the purpose of the commas used in each of the sentences below.

list

fronted adverbial

clause

parenthesis

A. Yesterday, I bought a new dress for the party next weekend.

B. I always have my keys, purse and hand sanitiser in my bag.

C. Billy, the boy next door, is three years older than me.

D. She lifted the heavy bags on her own, even though she had hurt her wrist.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

Commas can also help us to avoid ambiguity, which is when something has an unclear meaning.

A. Let's eat Grandma

B. Let's eat, Grandma.

How has the use of the comma changed the meaning of the sentence?

Which sentence needs a comma to clarify meaning?

Today, we are learning to throw children.

We are learning to throw today, children.

Yesterday, the children learned to throw.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

Adverbial phrases are a group of words that could be replaced by one **adverb**.

Fronted adverbials are **adverbs** or **adverbial phrases** which have been placed at the beginning of a sentence.

Partner discussion - Where have the commas been used and why?

I will get there as soon as possible.

Soon, I will have finished my work.

After all the snow, we began to clear the road.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

Adverbial phrases are a group of words that could be replaced by one **adverb**.

Fronted adverbials are **adverbs** or **adverbial phrases** which have been placed at the beginning of a sentence.

Insert the commas into each sentence.

Full of excitement we raced along the snowy path.

Suddenly we spotted a red squirrel high up in the tree.

With a massive grin the girl held up the shiny trophy.

Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

A **subordinate clause** is a group of words containing a **verb** that depends on the **main clause** to make sense. They often start with a **subordinating conjunction**. The **subordinate clause** can go before or after the **main clause**.

I will leave after I have eaten.

When the bell rings, you can go outside.

Even though it is sunny, it is quite cold.

Commas are used to separate **clauses** when a **subordinate clause** is before a **main clause**.

When the bus arrived, Maria showed the driver her ticket.

subordinate clause

main clause



Maria showed the driver her ticket, when the bus arrived.

main clause

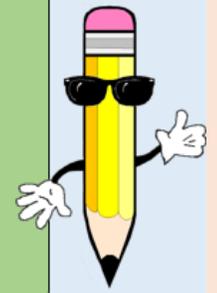
subordinate clause



Which sentence has been punctuated correctly?

Tick **one**

- When the dog growled, the children started to scream and run.
- When, the dog growled the children started to scream and run.
- When the dog, growled the children started to scream and run.
- When the dog growled the children started, to scream and run.



Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

Which sentences are punctuated accurately?

Tick **two**

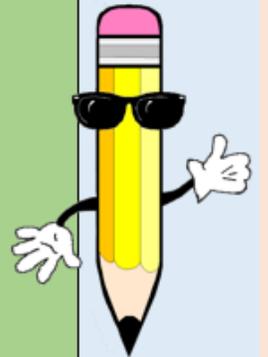
The man who was about forty, won the race.

We walked along the river, which was full of litter.

Which one of those, should I choose?

Ashford, where I used to live, has a train station.

I smiled at Rosa who, had recently joined our class.



Wednesday 25th February

TBAT: use commas to mark clauses or phrases.

Insert the missing commas.

As we left our school the younger children waved goodbye. I was excited because I hadn't been abroad before. Once we got to Dover we would be getting a ferry to France! We were travelling to Paris which is the capital city of France.

Challenge – Write your own sentence using a comma and subordinate clause.

25.02.26

Maths Booster – decimals (PM)

Rudolph says,

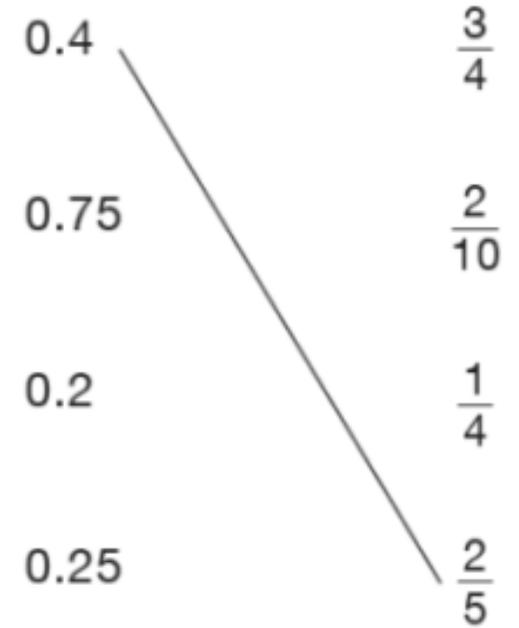
0.65 is smaller than $\frac{9}{5}$



Explain **why** he is correct.

Match the following decimals with their equivalent fractions.

one has been done for you.



$$13.3 - 7.45 =$$

$$56.7 - 12.7 =$$

25.02.26

Maths Booster – decimals (PM)

25

Put a tick (✓) in each row to **complete** the following table

	less than 2000	equal to 2000	more than 2000
$5 \times 25 \times 30$			
$15 \times (80.4 - 16.5)$			
$4000 \div (2.5 - 1.5)$			
$(42 - 1.5)(42 + 1.5)$			

Circle the fractions that are **greater** than $\frac{4}{10}$

$$\frac{7}{8}$$

$$\frac{2}{5}$$

$$\frac{1}{3}$$

$$\frac{5}{8}$$

$$\frac{3}{6}$$

Tick the **two** numbers that are equivalent to $\frac{6}{10}$

Tick **two**

0.75

0.35

0.40

$\frac{3}{5}$

$\frac{60}{100}$

25.02.26

Maths Booster – decimals/fractions/percentages

(PM)

Fraction	Decimal	Percentage
5/10		
	0.75	
	0.20	
20/200		
		30%
		1%
		72%

Here is a grid of 24 squares.

What **percentage** of the grid is **shaded**?

25.02.26

GPS Booster

Unjumble these 'ough' words.

ehnguo

tthhogu

Sort these words according to the sound the 'ough' makes.

'or'	'uff'

wrought
tough
rough
enough
thought
sought

25.02.26

GPS Booster

1. Past tense of bring.
2. Showing careful consideration or attention.
3. Past tense of fight.
4. Shortage of water.
5. An idea.
6. A farm tool for loosening or turning the soil before sowing seed or planting.

Challenge – Write a sentence using two 'ough' words that sound different. It must also contain a modal verb and a relative clause.

25.02.26
GPS Booster

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.

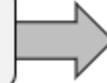


**More technical/
specific vocabulary**



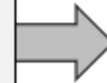
Tighten the bolt using an
adjustable wrench.

Expanded forms



He has not arrived yet.

**More detailed
sentences**



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

25.02.26

GPS Booster

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.

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.

25.02.26

GPS Booster

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.

25.02.26

GPS Booster

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.