

Tuesday 24th March

Reading

Text: Families evacuated after sink-hole swallows playground.

'Using evidence from the text' is a requirement in responses to all questions

Q1. In the paragraph beginning '*Dawn revealed the full extent of the devastation...*
Find and copy one word meaning deep hole.

_____ (1 mark)

Q2. A streetlamp was left standing at a *perilous* angle...

Which word most closely matches the meaning of the word *perilous*? Tick one. (1 mark)

looming

hanging

overpowering

dangerous

Q3. In the paragraph beginning: A spokesperson for Stanwich Police said...
Find and copy one word or group of words that tells us that families were evacuated from their homes as a safety measure.

A number of households were evacuated from their homes last night after a huge sinkhole appeared in a park opposite a residential area of Stanwich.

Police and fire services were called to the Newtown area of Stanwich in the early hours of Thursday 18th January following reports of a loud, rumbling noise. When they arrived, they found that a huge sinkhole, about 15 metres in diameter and 6 metres deep, had appeared on the edge of Arbour Park alongside Turner Road, swallowing part of a children's play area.

Dawn revealed the full extent of the devastation. Along with some swings and part of a climbing frame from the playground, the hole had claimed a section of iron fencing that separated the park from the road. A streetlamp was left standing at a perilous angle and the pavement was partially overhanging the chasm.

Although none of the houses showed any obvious signs of damage, ten families were evacuated from their homes until their properties could be properly assessed for structural safety.

A spokesperson for Stanwich Police said, "Following the appearance of a sinkhole, families were removed from their homes as a precaution. They were taken to a rest centre set up in a local school where they were given hot meals and blankets. Support is being given to help them find more suitable temporary accommodation until their homes have been assessed as being safe for them to return to."

Sinkholes can be caused by a number of different factors. In this case, it is thought that rainwater gradually dissolved the limestone under the surface of the ground, leading to the sudden collapse. Experts are now studying the surrounding area to make sure that there is no risk of further sinkholes opening up.

Other residents along Turner Road voiced their concerns at seeing part of their neighbourhood cave in so spectacularly.

"There I was, fast asleep in bed, when I was suddenly woken by a dreadful noise," said Mrs Eileen Denver. "I thought there was an earthquake or something. I was terrified, so I nudged my husband Ben, who slept through the whole thing, and told him to go out and have a look. I shudder to think what might have happened to him if another one had opened up."

Another local man expressed his relief that it was not more of a disaster. "If it had been just a hundred yards up the road, it might have taken my car. I had only got it fixed last week, but if it had fallen into that pit it would have been a write-off. Now I don't know where to park it to keep it safe."

The sinkhole is now taped off and people are being urged not to approach it. A council spokesperson said, "We are currently in the process of inviting local builders to fill in the hole and repair the damage, but, at this time, we cannot say when that will be."

Tuesday 24th March

TBAT: summarise the main idea of the text.

Words we will find in Chapter 14 -

- **Camouflage** - hide or disguise the presence of something.
- **Intrusion** - put oneself deliberately into a place or situation where one is unwelcome or uninvited.
- **Irritably** - to act in an annoyed, impatient, or bad-tempered manner.
- **Tantalisingly** - an action done in a teasing or tempting manner, often making something desired appear just out of reach.



Tuesday 24th March

TBAT: summarise the main idea of the text.

Below are some summaries of different paragraphs from the text. Number them to show the order in which they appear in the text.

Olive is sent to warn Ephraim that the coastguard wants to check his logbook, but hesitates to deliver the news.	
Olive sees a determined crowd gathering at the lighthouse and decides with Cliff to go and confront them, knowing they aren't Ephraim's expected visitors.	
Olive questions Ephraim about a dangerous delivery, but Ephraim refuses to explain.	
Olive spots Ephraim's open logbook, quickly checks it as Mr Spratt approaches, and finds only a single entry from the day they arrived.	

Challenge – Summarise this chapter in 50 words or less.

Times Tables

$$732 \times 8 =$$

$$1932 \times 25 =$$

$$252 \div 6 =$$

$$5840 \div 16 =$$

24.03.26

TBAT: describe and continue sequences.

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

3 in 3

1. What does m equal in each statement below?

$$10m - 5 = 15$$

$$5m + 2 = 22$$

$$4m + 10 = 50$$

2. $408 \div 17 =$

3. $852 \times 26 =$

Challenge – Write in ascending order.

$\frac{2}{5}$

55%

0.62

$\frac{3}{9}$

0.12

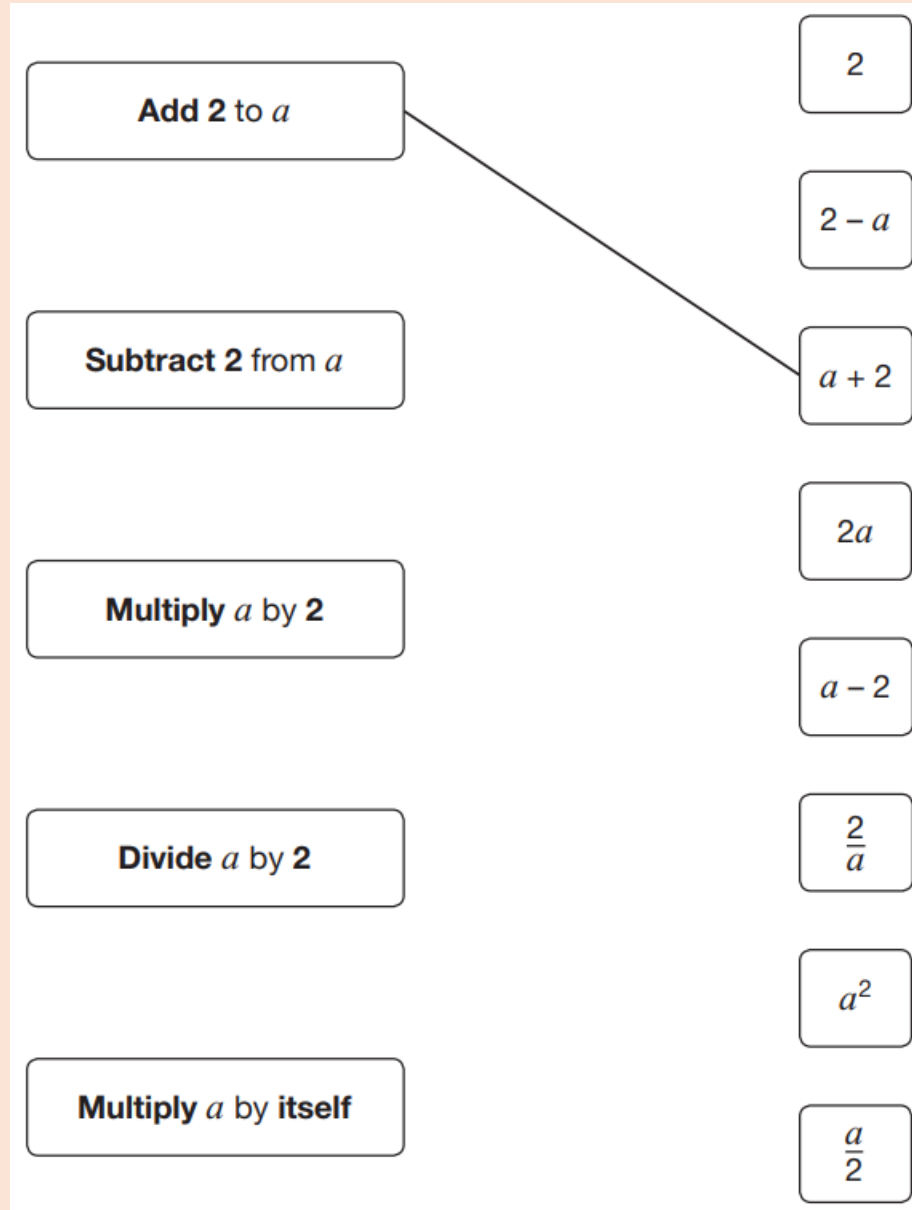
0.4

13%

24.03.26

TBAT: describe and continue sequences.

Recap:



24.03.26

TBAT: describe and continue sequences.

What is the rule for the sequence below?

Can you predict the next 3 numbers?

5	13	29	61			
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Challenge – Explain to your partner how you identified the pattern in the sequence.

24.03.26

TBAT: describe and continue sequences.

7664, 7904, 8144, 8384, 8624, 8864, _____, _____, _____

Rule:

345.5, 345.8, 346.1, 346.4, 346.7, 347, _____, _____, _____

Rule:

456 100, 456 950, _____, 458 650, 459 500, _____

Rule:

24.03.26

TBAT: describe and continue sequences.

Knowledge Check:

How will you know which numbers will appear in the sequence?

Here is part of a number sequence.

The numbers in the sequence increase by 25 each time.

50 75 100 125 ...

Circle **all** of the numbers below that will appear in the sequence.



255 650 735 900 995

Challenge - What mistakes have been made here?

1234	2234		4224			7224	
------	------	--	------	--	--	------	--

The rule is...

24.03.26

TBAT: describe and continue sequences.

1. $\frac{1}{4}, \frac{1}{2}, \frac{3}{4}, 1, 1\frac{1}{4}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

2. 0.6, $\underline{\hspace{1cm}}$, 1.0, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, 1.6

3. 2, 7, 17, 37, 77, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$, $\underline{\hspace{1cm}}$

4. 300 175 50 $\underline{\hspace{1cm}}$ $\underline{\hspace{1cm}}$

Reasonin

The sequence of numbers goes up by 40 each time.

40 80 120 160 200 ...

This sequence continues.

Will the number **2140** be in the sequence?
Circle Yes or No.

 Yes / No

Explain how you know.

Challeng

The numbers in this sequence increase by the same amount each time.

Write in the missing numbers.



Mastery

Ramesh is exploring two sequence-generating rules.

Rule A is: 'Start at 2, and then add on 5, and another 5, and another 5, and so on.'

Rule B is: 'Write out the numbers that are in the five times table, and then subtract 2 from each number.'

What's the same and what's different about the sequences generated by these two rules?

Mastery with Greater Depth -

Ramesh is exploring three sequence-generating rules.

Rule A is: 'Start at 30, and then add on 7, and another 7, and another 7, and so on.'

Rule B is: 'Write out the numbers that are in the seven times table, and then add 2 to each number.'

Rule C is: 'Start at 51, and then add on 4, and another 4, and another 4, and so on.'

What's the same and what's different about the sequences generated by these three rules?

Explain why any common patterns occur.

Tuesday 24th March

TBAT: identify formal language, including the subjunctive form.

3 in 3

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

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

Underline the expanded noun phrase in the sentence below.

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

Rewrite the sentence in the active voice.

The medal was awarded to the children by the mayor.

Tuesday 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the subjunctive form.

Can you find formal synonyms for these words?

And	Enough
Ask for	Lots of
Better	Go up
Buy	Not fair
Boss	In charge of
Choose	Get rid of
Chance	

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

Tuesday 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the 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 24th March

TBAT: identify formal language, including the 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 24th March
Reading Intervention **PM**

Non-Fiction

The Great Wall of China

CGP Books



1. Find and copy one word that suggests Jamal lives in a busy place.

2. Prove or disprove this statement using evidence from the text: Jamal prefers spending time outdoors in the city rather than staying at home.

3. Fill in the true/false table using evidence from the text:

Statement	True	False	Evidence
Jamal lives in a quiet countryside.			
Jamal enjoys reading books.			
Jamal spends his weekends partying with friends.			
Jamal feels like he belongs in his city.			

Living in the heart of the city, Jamal was accustomed to the constant bustle and hum of urban life. The honking cars, people rushing about, the bright city lights and high-rise buildings with their windows shimmering in the sunlight, were all familiar sights and sounds to him. The streets of the city, a labyrinth of never-ending activity and excitement, stretched as far as the eye could see.

However, Jamal was not like his neighbours who thrived on the city's pulsating energy. Instead, he found solace within the tranquil confines of his apartment, surrounded by towering bookshelves filled with tales of far-off lands and epic adventures.

While others revelled in the city's night life, he would often be found engrossed in a novel, his imagination painting vivid pictures of fantastical worlds and heroic exploits. His weekends were a time of escape, an opportunity to lose himself in the pages of his books and journey to places far removed from the concrete jungle that surrounded him.

Despite living amidst the urban chaos, Jamal often felt like an alien in his own city, his interests and habits setting him apart from the norm. The sounds of laughter and music from neighbouring apartments would often seep into his quiet sanctuary, a reminder of the world that carried on outside his door. Yet, Jamal was content, finding joy in his solitude and the endless stories that awaited him within his books.

Tuesday 24th March GPS Intervention **PM**

CGP Books

10minute test

Book 2

