

Wednesday 25th March
Maths intervention

Arithmetic

1. $81 \times 3 =$

2. $965 + \underline{\quad} = 1165$

3. $3.3 + 0.9 =$

4. $368 + 70 =$

5. $784 / 7 =$

6. $8 \times 4 \times 3 =$

7. $\frac{3}{4} + \frac{2}{8} =$

8. $6011 / 100 =$

9. $70 \times 70 =$

10. $3 \times 3.61 =$

2D shapes

Complete the grid.

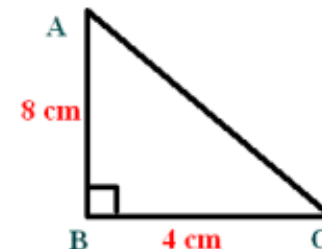
Name	No. of sides
octagon	
	5
nonagon	
	7
quadrilateral	
	10
hexagon	

What is a **polygon**? _____

What's the difference between a **regular** an **irregular** polygon?

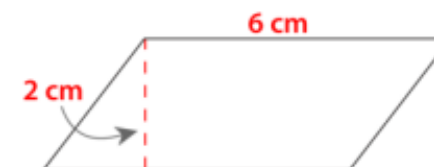
What is the area of this triangle?

Area = _____



What is the area of this parallelogram?

Area = _____



Below each shape, write its name (don't just write 'triangle' for the first 3 – be specific!)

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

Wednesday 25th March

TBAT: discuss author's choice of language.

The post office was busy. What I'd not considered was the prospect of running into Esther, who was serving behind the counter. I bet she'd not forgotten the ink-can incident even if I momentarily had.

Joining the queue, I fidgeted nervously. Esther, I could see, was wearing the same brown apron Cliff had worn, only it actually fitted her. She served the woman in front with a politeness I didn't expect, which made me hope she might at least be civil towards me.

"There's your coupons back, Mrs Saunders," she said sliding a ration book across the counter. "Sorry about that. We'll let you know when more biscuits come in."

"Never known it happen before," the woman complained, glaring at me as if it was my fault all the biscuits had been sold.

Seeing I was next, Esther's expression changed. "I'm not speaking to you," she said, staring over my head.

My heart gave a disappointed thump.

"I've not come to make trouble. I'm here for Queenie."

I glanced behind her at the door that connected the rest of the house. I'd wanted to say something else – something kinder – but felt suddenly, stupidly tongue-tied.

Wednesday 25th March

TBAT: discuss author's choice of language.

“I fidgeted nervously.”

• **What does “fidgeted” suggest about how Olive feels?**

• **Why does the author add “nervously”? What extra layer does it give?**

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“the same brown apron Cliff had worn, only it actually fitted her.”

- **What does the contrast with Cliff suggest about Esther?**

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“with a politeness I didn’t expect,”

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- **What expectation does Olive have?**
- **What does this hint about their past relationship (e.g. the ink-can incident)?**

Wednesday 25th March

TBAT: discuss author's choice of language.

*“Seeing I was next,
Esther’s expression
changed. ‘I’m not speaking
to you,’ she said...”*

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- **What does “expression changed” imply without describing it?**

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- **Why “disappointed” and not another emotion?**

- **What does “thump” make you imagine about the narrator’s internal state?**

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- **What does “stupidly” reveal about the narrator’s self-perception?**
- **How does being ‘tongue-tied’ link back to the nervousness at the start?**

Wednesday 25th March

TBAT: discuss author's choice of language.

Whiteboards

Find one word or phrase that shows:

- tension
- embarrassment
- a broken or damaged relationship

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Times Tables

7. Write and solve the calculations using the times table fact below:

$$4 \times 6 \times 3 = 72$$

A. $720 \div 60 = \square$

C. $18 \times \square \times 2 = 720$

B. $72 = \square \times 3$

D. $60 \times \square \times 4 = 720$



VF
HW/Ext

8. Use the number cards to complete the calculations below.

3

30

180

400

100

A. $60 \times 5 \times 2 = 6 \times \square$

B. $5,400 \div 6 = \square \times 3 \times 100$

C. $\square \times 6 = 100 \times 3 \times 8$

25.03.26

TBAT: generalise a relationship between numbers

3 in 3

1. $Y =$

$$6y + 17 = 53$$

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

2. $0.34 \times 7 =$

3. $66\% \text{ of } 405 =$

Challenge – Write in descending order.

0.56 1/5 45% 18/20 0.09 26%

25.03.26

TBAT: generalise a relationship between numbers.

What is the n th term?

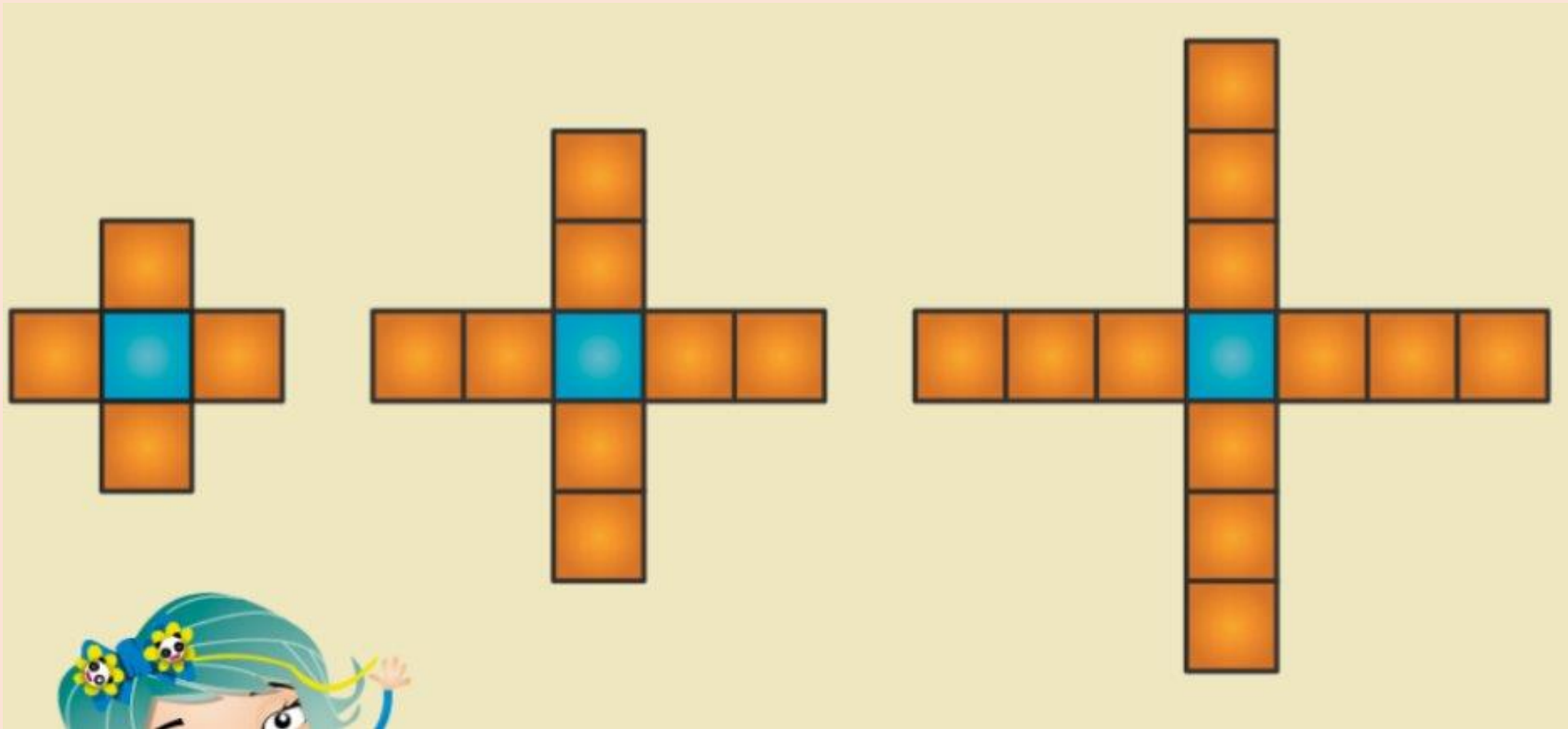
2, 4, 6, 8, 10, ... n th term =

5, 10, 15, 20, n th term =

Explain the n th term to your partner.

25.03.26

TBAT: generalise a relationship between numbers.

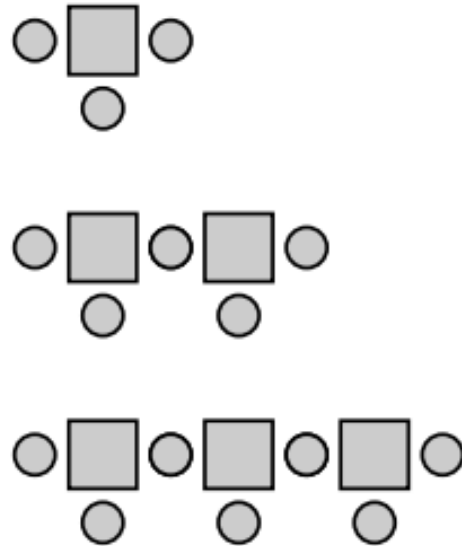


Write a new question that includes an expression represented with the letter 'y'.

- 1) Draw the 10^{th} model in the sequence and explain it.
- 2) Explain the 100^{th} model.
- 3) Explain the 1000^{th} model.

Class Work

Here is a sequence of patterns made from squares and circles.



number of squares	number of circles
1	3
2	5
3	7

The sequence continues in the same way.


Calculate how many **squares** there will be in the pattern which has **25 circles**.

25.03.26

TBAT: generalise
a relationship
between
numbers.

The numbers in this sequence increase by 75 each time.

Write in the two missing numbers.


 725 800 875 950

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

Liam makes a sequence of numbers starting with 300

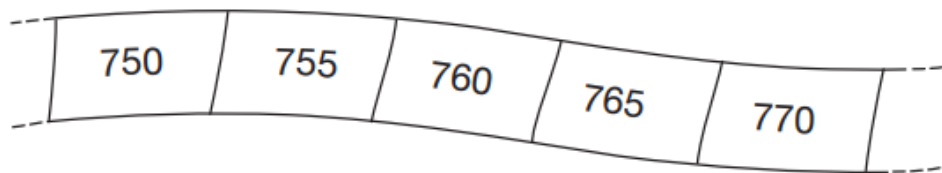
He subtracts 125 each time.

Write the next two numbers in Liam's sequence.

 300 175 50

Here is part of a number sequence.

The numbers increase by the same amount each time.



The sequence continues.

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



840

905

989

1000

2051

The rule for this sequence of numbers is '**add 3 each time**'.

1 4 7 10 13 16 ...

The sequence continues in the same way.

Mary says,

'No matter how far you go there will never be a multiple of 3 in the sequence.'

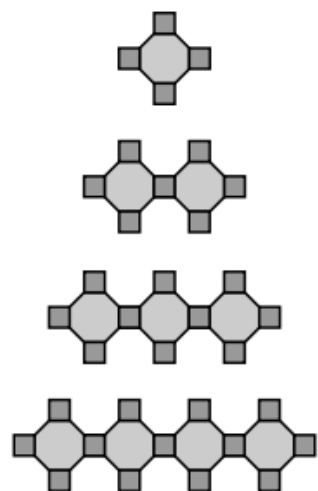
Is she correct?
Circle Yes or No.



Yes / No

Explain how you know.

Here is a sequence of patterns made from **octagons** and **squares**.



number of octagons (n)	number of squares (q)
1	4
2	7
3	10
4	13

q represents the number of squares.
n represents the number of octagons.

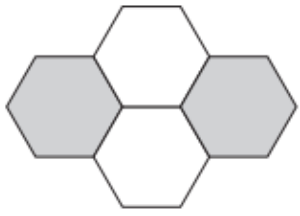
What is the rule connecting **q** and **n**?

The sequence continues.

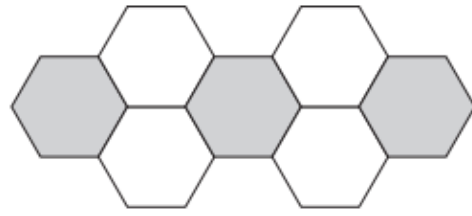
How many **squares** will there be in the pattern that has **40 octagons**?

A large grid for writing the answer. The grid is 10 columns wide and 10 rows high. A rectangular box is drawn in the bottom right corner of the grid, spanning approximately 4 columns and 2 rows.

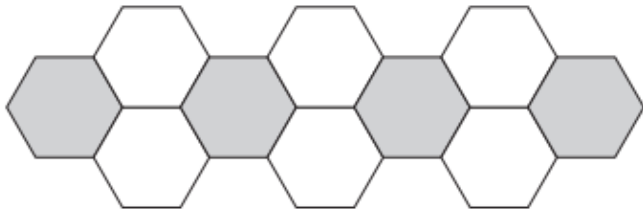
Look at this sequence of patterns made with hexagons.



pattern number 1



pattern number 2



pattern number 3

To find the number of hexagons in pattern number n you can use these rules:

$$\text{Number of **grey** hexagons} = n + 1$$

$$\text{Number of **white** hexagons} = 2n$$

Altogether, what is the total number of hexagons in **pattern number 20**?

Challenge:

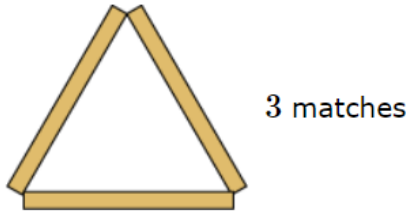
The numbers in this sequence increase by the same amount each time.

Write the missing numbers.

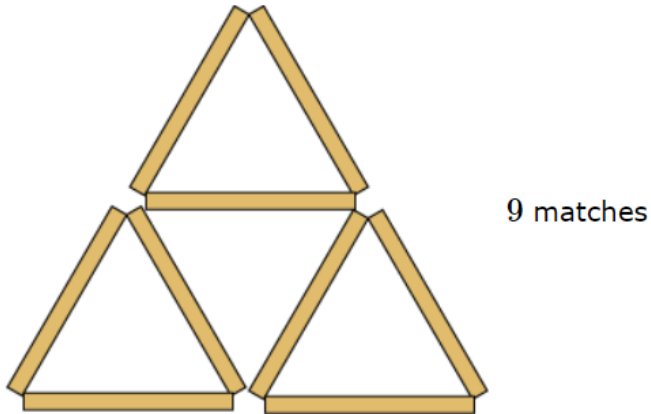
Mastery: NRICH

I was exploring a puzzle in which headless match sticks had to be moved to make a different number of triangles.

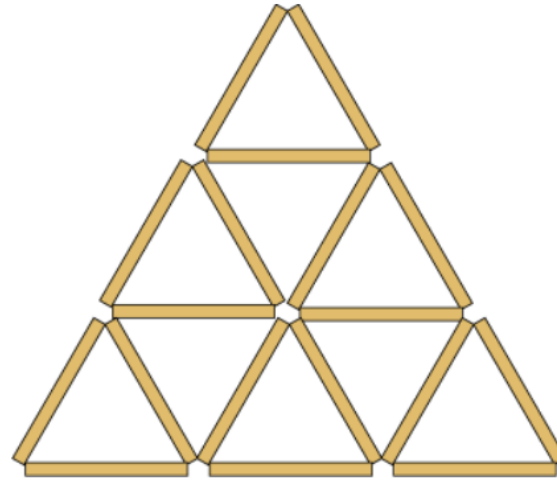
I made one small triangle



I made it into 4 small triangles by adding 6 matches.



I added another row and counted the number of small triangles and counted the matches.



I made a table of my results and continued adding rows. I found many patterns.

Create a table and continue with the sequence.
Record your prediction of the number of matches.

Draw an extra row and check your answer.

Wednesday 25th March

TBAT: plan 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 = _____

Challenge – Write a sentence that uses a semicolon to join two independent clauses.

Wednesday 25th March

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

Identify 3 persuasive devices.

Identify the features of a formal letter.

Wednesday 25th March

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

Knowledge Check

Which persuasive device has been used?

If the lighthouse is destroyed, the entire coastline will become a deadly trap where countless ships could be lost forever.

Wednesday 25th March

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

Knowledge Check

Which persuasive device has been used?

**The lighthouse must be protected
because without it the danger to sailors
will undoubtedly increase.**

Wednesday 25th March

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

Knowledge Check

Which persuasive device has been used?

If the lighthouse has protected sailors for generations, why would we even consider destroying it now?

Wednesday 25th March

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

Argument (Expand on this)	Evidence/Explanation
Emotional / personal connection	
Safety concerns	
Lack of time and resources	

Challenge - This argument is not very convincing. Rewrite it to make it formal and persuasive.

The lighthouse is important to some people and I don't think it should be knocked down because it would make them sad.

Arithmetic

1. $82 \times 13 =$

2. $\underline{\quad} - 150 = 1165$

3. $1456 + 9183 =$

4. $368 - 70 =$

5. $1768 \div 8 =$

6. $8 \times 5 \times 40 =$

7. $\frac{8}{9} - \frac{2}{3} =$

8. $6.011 \times \underline{\quad} = 6011$

9. 13% of 80 =

10. $4 \times 1.06 =$

Wednesday 25th March Maths Booster PM

Measurement conversions

- 1) List all the months that have exactly 31 days: _____
- 2) List all the months that have exactly 30 days: _____
- 3) What's different about a leap year? _____

Complete the conversions.

1cm =	mm	1km =	m	1 litre =	ml
1m =	cm	1 mile =	km	1 kilogram =	g

Wednesday 25th March

Maths Booster

Jill's cupboard is 120 cm in height and 30 cm in width.

She is making a **one-tenth** scale model of the cupboard.

What are the **height** and **width** of Jill's model?

Height =

 cm

Width =

 cm

Wednesday 25th March
Maths Booster

A packet contains 3.5kg of flour



Every day Shelly uses 70g of flour to make pancakes.

How many days does the packet of flour last?

Wednesday 25th March
Maths Booster



Peanuts cost **60p** for **100 grams**.

What is the cost of **350 grams** of peanuts?



Raisins cost **80p** for **100 grams**.

Jack pays **£2** for a bag of raisins.

How many **grams of raisins** does he get?

 g

Wednesday 25th March
Maths Booster

CGP Books

10minute test

Book 2



Wednesday 25th March
GPS Booster

CGP Books

10minute test

Book 2

