

27.04.26

Maths Intervention

Question	Answer
1. One table can seat 4 people. How many tables will be needed for 124 people?	
2. What is missing from this calculation? $15,087 = 87 + 5,000 + \underline{\hspace{2cm}}$	
3. Miss Smith has 6 litres of juice. She uses 1.07 litres for Y5 and 3.05 for Y6. How much juice is left?	
4. In a race, there are 5 runners. If the race is 1500m, how far does each runner need to run?	
5. Write $38/4$ as a mixed number.	
6. One box of cereal costs £3.20. If you buy one, you get one half price. How much does 4 boxes cost?	
7. What is the remainder when you divide 65 by 4?	
8. Two apples weigh the same as seven plums. If one plum weighs 15, how much does one apple weigh?	
9. What is the value of the 7 in 35.007?	
10. One inch is 2.5cm. How many cm is 37 inches?	

$$a_0 = 1 [a_0]$$

10 min SATS Buster

$$\arcsin(z)$$

$$x_{n+1} =$$

Multiply these fractions:

1. $\frac{1}{4} \times \frac{1}{2} =$

6. $\frac{1}{3} \times \frac{1}{6} =$

2. $\frac{2}{5} \times \frac{1}{4} =$

7. $\frac{3}{8} \times \frac{2}{3} =$

3. $\frac{2}{3} \times \frac{1}{2} =$

8. $\frac{1}{5} \times \frac{5}{8} =$

27.04.26

TBAT: revise using short division to find fractions of amounts.

3 in 3

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

1. 35% of 285 =

2. $2.34 \times 12 =$

3. $8 - \underline{\quad} = 1 \frac{1}{4}$

Challenge - Write down the **lowest common multiple** of 3 and 5 in this

table.

71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

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TBAT: revise using short division to find fractions of amounts.

I do:

The following calculation is correct.

True or false?

	2	9	8	2
3	8	² 9	² 4	6

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TBAT: revise using short division to find fractions of amounts.

We do:

Use short division to complete these calculations.

$$5,250 \div 5 =$$

There are 15 flowers in a bunch.

How many bunches are needed if 1,575 guests are to have a flower each?

$$2,616 \div 8 =$$

27.04.26

TBAT: revise using short division to find fractions of amounts.

You do:

Use short division to find fractions of amounts.

$$\frac{5}{6} \text{ of } 36 =$$

$$\frac{7}{8} \text{ of } 72 =$$

Challenge -

True or false?

$$\frac{3}{8} \text{ of } 208 > \frac{3}{4} \text{ of } 316$$

27.04.26

TBAT: revise using short division to find fractions of amounts.

Knowledge Check

$\frac{2}{5}$ of 250

455

$\frac{3}{9}$ of 162

54

$\frac{5}{7}$ of 637

100

$\frac{2}{9}$ of 459

102

27.04.26

TBAT: revise using short division to find fractions of amounts.

1. $\frac{3}{5}$ of 75 =

2. $\frac{3}{8}$ of 88 =

3. $\frac{5}{6}$ of 366 =

4. $\frac{2}{10} \times 500 =$

5. $\frac{7}{8}$ of 560 =

6. $\frac{8}{9} \times 927 =$

Reasoning

Felix collected 256 conkers. On his way to school, he dropped $\frac{3}{8}$ of them through a hole in his bag. When he arrived at school how many conkers did he have left?

Challenge

Which of these do you think is the odd one out?
Explain your reasoning.

A $\frac{2}{3}$ of 0.18 litres

B $\frac{3}{4}$ of 0.24 litres

C $\frac{4}{5}$ of 0.15 litres

Mastery Challenge

$\frac{\square}{4}$ of £200 = £150

800g = $\frac{\square}{9}$ of 1800g

$\frac{\square}{10}$ of 700m = 490m

900 = $\frac{\square}{20}$ of 2000

Mastery with Greater Depth

Classes 3 and 4 have voted for their favourite holiday destination. The table shows the fraction of the classes that voted for each country.

UK	$\frac{1}{4}$
France	$\frac{3}{5}$
Spain	$\frac{1}{10}$
Greece	$\frac{1}{20}$

15 children voted for the UK.

How many children are there altogether in classes 3 and 4?

How many children voted for Greece?

Monday 27th April

TBAT: use clues from action, dialogue and description to interpret meaning.

3 in 3

To make anything move, you need a force. But, unless you are in a total vacuum, such as outer space, you will immediately encounter resistance. Air resistance is a form of friction between a moving object and the molecules that make up air. Water resistance is a similar force between an object and water molecules, without which we would not be able to swim. Even though it feels like we can just dip our hands in to a bowl of water without meeting any resistance, as soon as we pull back our hands, there is clearly a force working against us. Cup your hands as you pull them back, and you can increase the resistance, which means you can push the rest of your body through the water.

- 1. Find and copy the example given by the text of a ‘total vacuum’.**
- 2. Find and copy a word from the second line the means the same as ‘meet’.**
- 3. What does the word molecules mean?**

moving objects tiny particles spacecraft friction force

Monday 27th April

TBAT: use clues from action, dialogue and description to interpret meaning.

Put these words in order. Explain how you have ordered them.

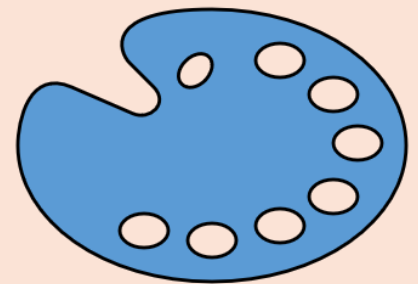
whispered

yelled

shouted

uttered

murmured



Monday 27th April

TBAT: use clues from action, dialogue and description to interpret meaning.

Action refers to what the characters do in the story. For example, if a character is constantly fidgeting or avoiding eye contact, these actions can give us clues about their feelings or thoughts.

Dialogue is what characters say to each other. Paying attention to their words, tone and manner of speaking can provide insights into their personalities, motivations and relationships.

Description is the way the author paints a picture of the setting, characters or situations in the story. The choice of words and imagery can help us understand the mood, atmosphere and deeper themes in the story.

Interpreting meaning

Interpreting means understanding or finding meaning in something based on the evidence or clues we have.

This is inference and, in this case, our clues come from the action, dialogue and description in the text. When we interpret, we're reading 'between the lines', looking beyond what's explicitly stated to find deeper meaning.



Why interpreting matters

Interpreting is a valuable skill because it helps us fully understand a story and engage with it on a deeper level.

It allows us to understand the motivations of characters, the themes of the story and even predict what might happen next.



Interpreting action

James walked into the classroom, his eyes darting nervously from one end to the other. His hands were sweaty, and he kept wiping them on his trousers. He tried to find a vacant seat at the back of the room, away from everyone else.

Now, let's take a closer look at James's actions:

- He walks into the classroom with his eyes darting nervously.
- His hands are sweaty and he keeps wiping them on his trousers.
- He tries to find a vacant seat at the back of the room, away from everyone else.

What can we interpret or understand from these actions?

Interpreting action

1. James's eyes darting nervously could suggest he is anxious or worried.
2. His sweaty hands are a common sign of nervousness, which reinforces the idea that he is anxious.
3. He tries to find a seat at the back, away from everyone else, which could mean he's trying to be unnoticed – maybe because he's new or shy.

From James's actions, we could interpret that he is feeling anxious and would prefer not to be the centre of attention.

Remember, interpretations can vary and that's completely fine! The important thing is to base your interpretation on evidence, which in this case is James's actions.

Can you think of any other interpretations of James's actions?

Interpreting dialogue

Dialogue is what characters say to each other. It's not just the words they use but also how they say them and how they respond to each other that can give us clues about their feelings, thoughts, relationships or even the situation they are in.

Let's consider this conversation:

“Emily, can I borrow your notes?” Mark asked.

“Why should I let you?” Emily retorted, her arms crossed over her chest.

“Because I lost mine and the test is tomorrow,” Mark said, desperation creeping into his voice.

What can we interpret from this dialogue?

Interpreting dialogue

Dialogue	Interpretation
“Emily, can I borrow your notes?”	Indicates he needs help.
“Why should I let you?”	Suggests she doesn’t want to help or is annoyed.
“Because I lost mine and the test is tomorrow.”	Indicates that Mark is worried about the upcoming test.

Can you think of any other interpretations from this dialogue?

Interpreting description

Descriptions are the words that the author uses to help us visualise a character, a setting or an event in the story. By carefully reading these descriptions, we can understand more about the story.

Here's a paragraph for us to explore:

Walking through the dimly lit park, Jenny noticed the once vibrant flowers now wilting and the once bustling playground now deserted. The benches, once filled with laughter and chatter, were now empty as if echoing the silence. Even the usually sparkling fountain seemed to gurgle in a low, sorrowful manner.

What can we interpret from this description?

Interpreting description

Description	Interpretation
The park is dimly lit and deserted.	This suggests it's either very early in the morning or late in the evening.
There are wilting flowers, a deserted playground and empty benches.	This could suggest a change of season – maybe it's the end of summer.
The park, once vibrant and bustling, is now quiet and empty.	This could create a sense of loneliness or sadness.
The usually sparkling fountain gurgling in a low, sorrowful manner.	This further adds to the melancholic mood.

Can you think of any other interpretations from this description?

Interpreting meaning – your turn

Fatima sat alone in the cafeteria, aimlessly stirring the food on her tray. As a group of girls entered, their laughter filling the room, she quickly lowered her gaze, a wistful smile playing on her lips.

"Hey, Fatima," said Jamal, taking a seat next to her. "You okay?"

Fatima shrugged, avoiding his eyes. "I suppose," she mumbled.

Jamal looked at her, his eyes reflecting his concern. "You can hang out with us, you know. We don't mind."

For the first time, Fatima looked up, surprise flickering in her eyes. "Really?" she asked in a whisper.

Jamal simply nodded, a genuine smile lighting up his face. "Really."

Interpreting meaning – your turn

From the extract you have just read, identify examples of action, dialogue and description. Then, interpret the meaning from these examples.

Remember our strategies:

- Actions – observe what characters are doing and how they are behaving.
- Dialogue – listen to what characters say and how they say it.
- Description – pay attention to the author's portrayal of characters, settings or situations.

Interpreting meaning – your turn

	Text	Interpretation
Action		
Dialogue		
Description		

How did you do?

	Text	Interpretation
Action	Fatima is sitting alone and aimlessly stirring her food. She also quickly lowers her gaze when a group of girls walk in.	This could imply that Fatima feels isolated and lonely and possibly nervous or uncomfortable around groups of her peers.
Dialogue	Jamal asks Fatima if she's okay and offers her to join his group. Fatima responds in a mumble and a whisper.	This shows his friendly nature. This indicates she might be shy, hesitant or lacking confidence.
Description	Fatima's wistful smile and surprised reaction to Jamal's offer.	This suggests that she isn't used to socialising or receiving invitations to join groups.

Interpreting meaning in poetry

When we interpret meaning in poetry, we use exactly the same skills.

On the corner of Maple and Vine,
Sat an old bookstore, past its prime.
Its paint was faded, windows dusty,
Inside, the air was musty.
But in this haven of quiet decay,
There was a woman who found her way.
Her eyes sparkled, her spirit free,
She found solace in its mystery.

She touched the books with gentle care,
Inhaled their scent in the stale air.
Her fingers traced the old, worn spines,
Each one a story, frozen in time.
The shopkeeper watched with a knowing
smile,
As she disappeared down the last book
aisle.
For he knew, as those in love with words
find,

How does the poem's description of the bookstore contribute to its meaning? Use evidence from the poem to interpret its significance.

A book can be a portal, to another time.

How did you do?

How does the poem's description of the bookstore contribute to its meaning? Use evidence from the poem to interpret its significance.

The bookstore's state of disrepair could symbolise forgotten knowledge or the passage of time. However, its description as a 'haven' and a 'portal to another time' also suggests the enduring value and magic of books, despite their physical deterioration.

Monday 27th April

TBAT: use clues from action, dialogue and description to interpret meaning.

Luis stood at the edge of the cliff, staring out at the vast, churning sea below. His heart pounded in his chest like a drum. He took a deep breath, feeling the salty air fill his lungs.

"Are you sure about this, Luis?" Miguel asked from behind him, a hint of worry seeping into his voice. "You don't have to prove anything, you know."

Luis didn't reply. He simply turned to Miguel, gave him a firm nod and with a running start, leapt off the cliff. The world rushed past him as he fell, the sound of the wind roaring in his ears.

- 1. How does Luis probably feel about jumping off the cliff? Use his actions to support your answer.**
- 2. How does Miguel feel about Luis's decision? Use his dialogue to support your answer.**
- 3. Based on the description, what can you infer about the environment and the situation Luis is in? Provide evidence from the text in your answer.**

27.04.26

Maths Intervention PM

Round 7,594 to the nearest ten.

Wishy Washes car wash processes 92 cars per day.

They make £15 per car.

How much money will they have made in 4 days?



potatoes
£1.50 per kg



carrots
£1.80 per kg

Jack buys $1\frac{1}{2}$ kg of potatoes and $\frac{1}{2}$ kg of carrots.

How much **change** does he get from **£5**?

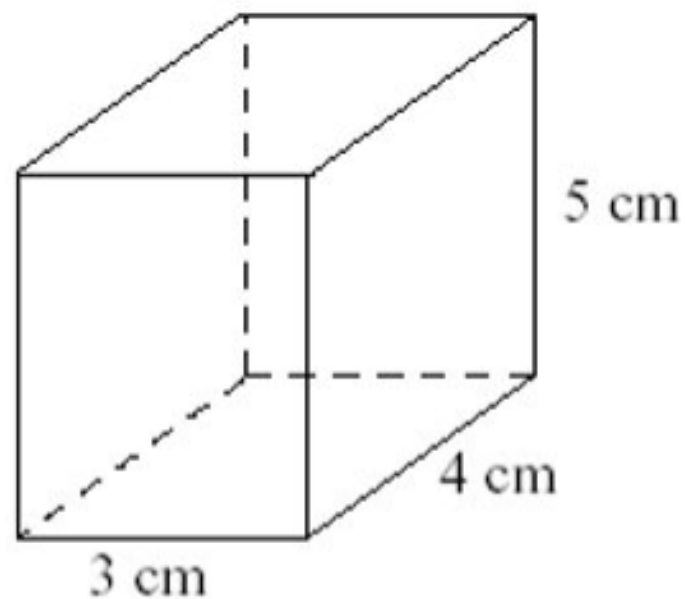
An aeroplane is flying from Birmingham to New York.

The distance between these two cities is 5,400km

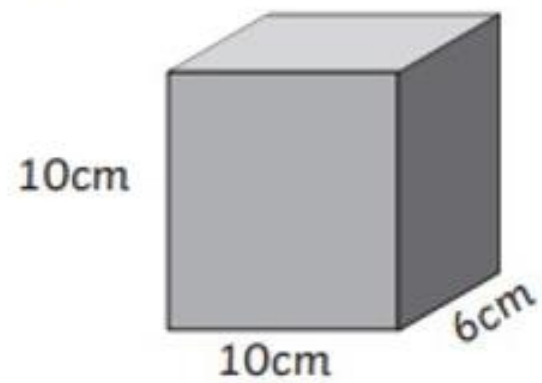
On the journey, the pilot announces, "We are 40% of the way through the flight."

How far has the aeroplane travelled?

How would we find the volume of this shape?

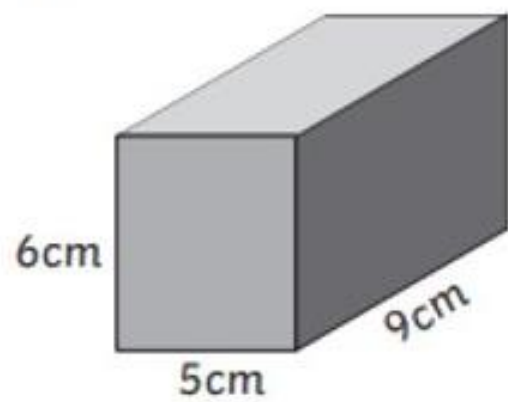


1.



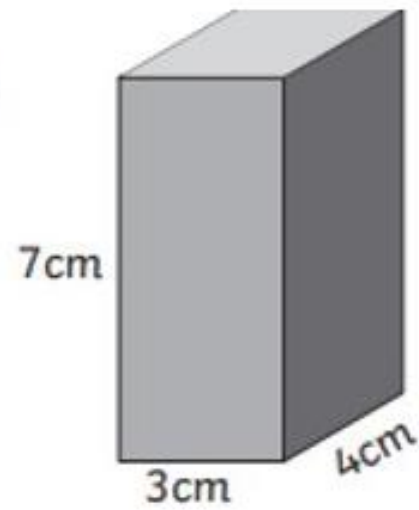
Volume =

2.



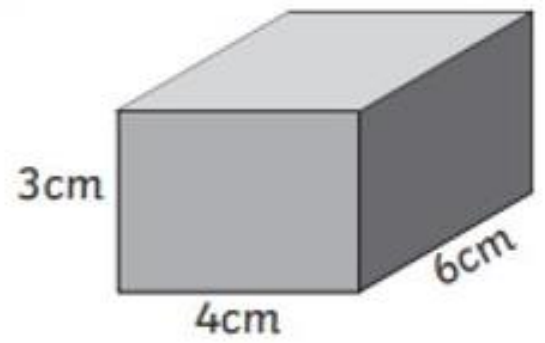
Volume =

3.



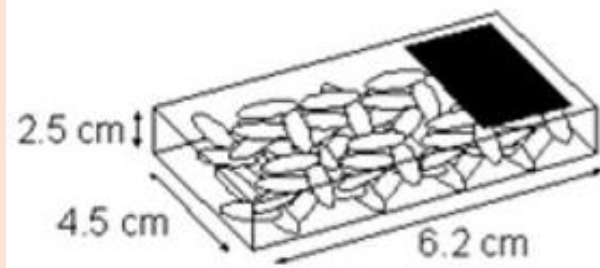
Volume =

4.

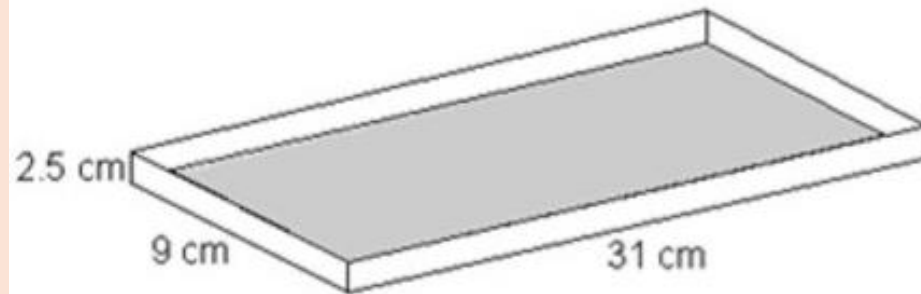


Volume =

Q2. Boxes measure 2.5cm by 4.5cm by 6.2cm.



The shopkeeper puts them in a tray.



Work out the **largest** number of boxes which can lie flat in the tray.



Show your **working**.
You may get a mark

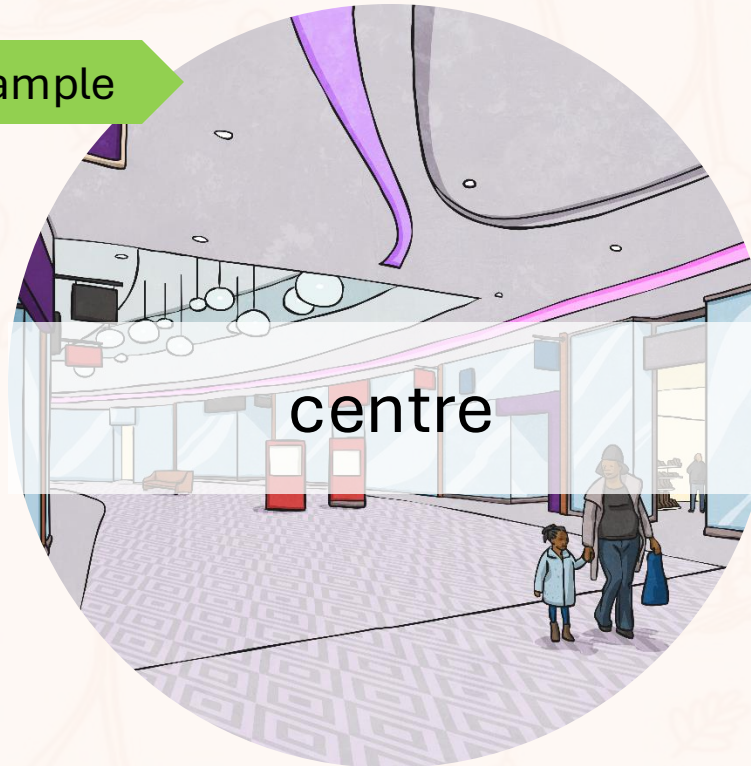


Monday 27th April

TBAT: spell words with a 'soft c' spelt /ce/.

A 'soft c' makes an /s/ sound. This can mean that some words that may sound like they start with an 's' can actually begin with the letter 'c'.

For example

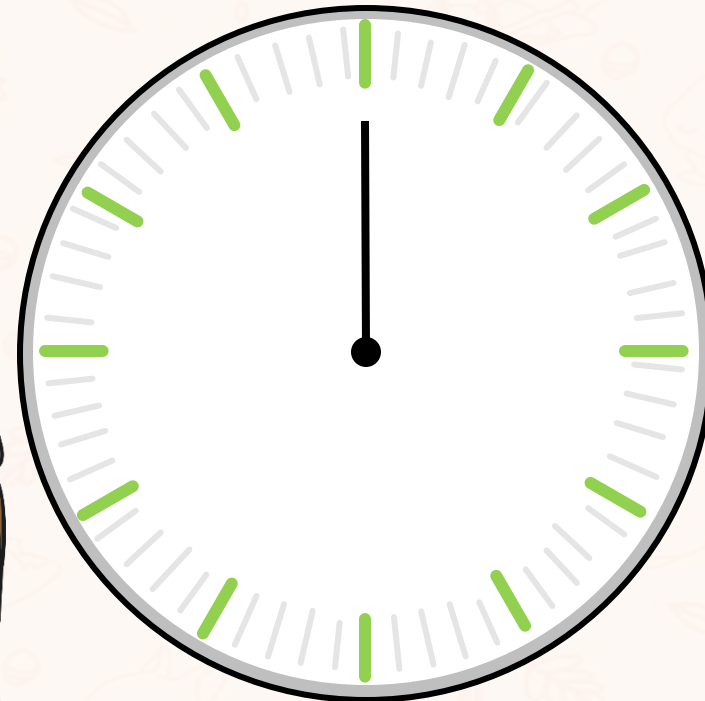
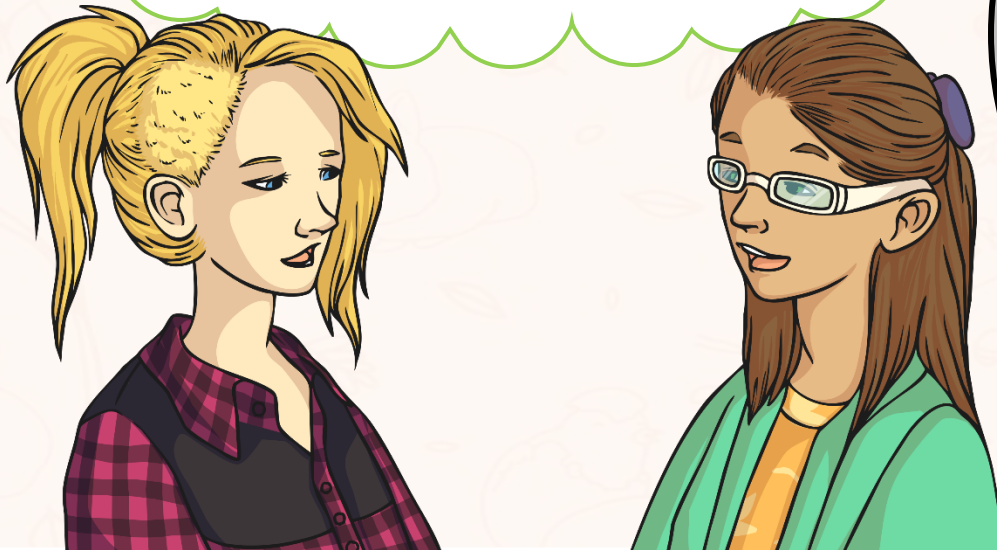


If the second letter of a word that starts with an /s/ sound is an 'e', 'i' or 'y', the sound could in fact be made with a 'c'!

This week, we are going to concentrate on words that have a 'soft c' sound spelt with 'ce' like 'centre'.

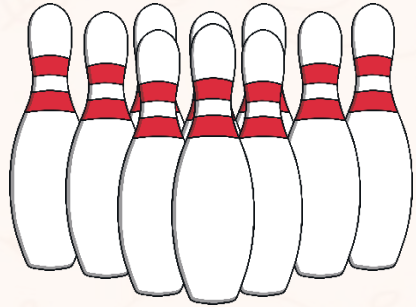
In the next two minutes, work with a partner to see how many 'soft c' with 'ce' words that you can think of? Create a list on your whiteboards.

Remember: the 'soft c' sound doesn't always have to be at the beginning of the word!



Start

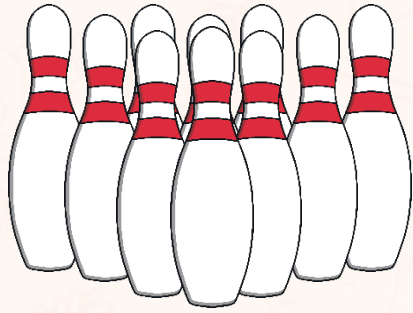
Let's play 'Ten Strikes and You're Out!' Click on the letters that you think are missing to try to make the contracted word in the sentence. Every time you guess a letter incorrectly, press the 'Uh-oh' button to make a pin disappear! Can you guess all of the missing letters before you strike out?



Uh-Oh!

_____ a _____



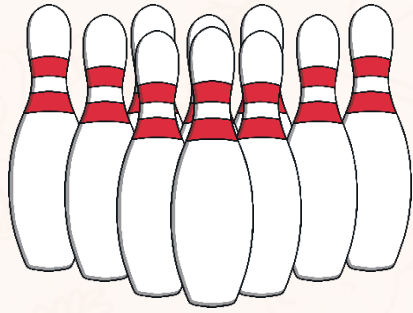


Uh-Oh!

To enjoy a social gathering in honour of a special event.

_____ e _____ e

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

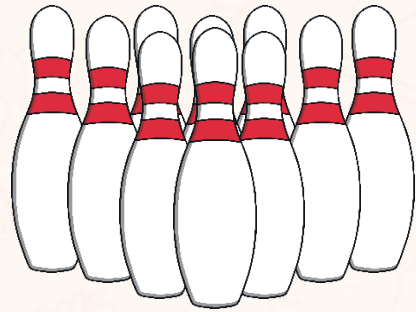


Uh-Oh!

Absolutely needed

_____ e _____ s _____

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

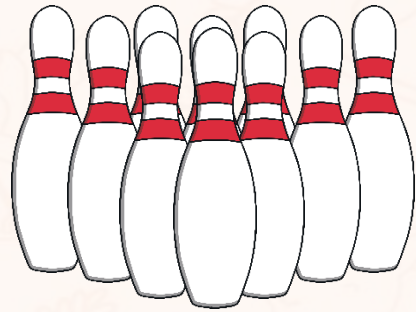


Uh-Oh!

To offer a killing or possession (usually for religious reasons).

_____ i _____ c _____

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

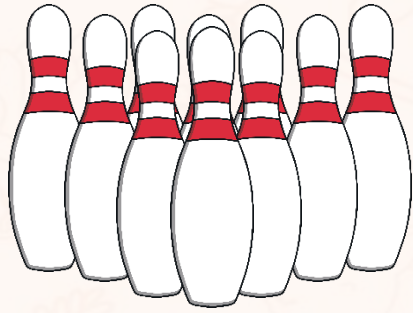


Uh-Oh!

A person or thing that causes an annoyance.

_____n_____

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

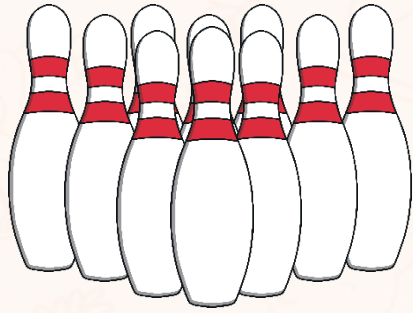


Uh-Oh!

A winter month.

— — — e — — — e

a b c d e f g h i
j k l m n o p q r
s t u v w x y z



Uh-Oh!

A burial site or graveyard.

— e — e —

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

Here are your spelling words for today.



Week 3

**Words with a
'soft c' spelt
'ce'**

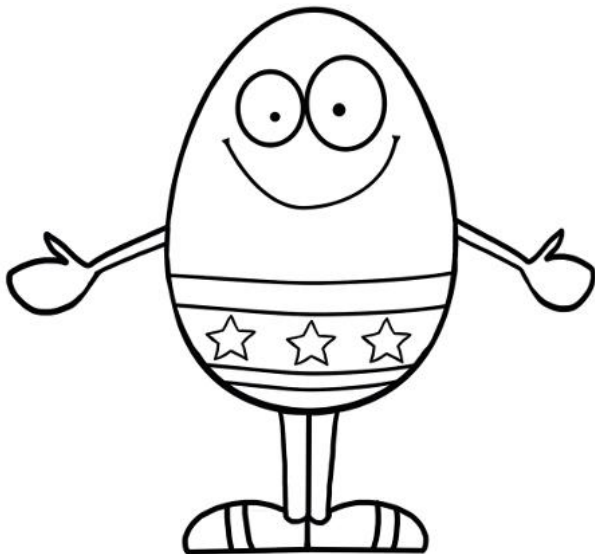
cemetery
certificate
celebrate
necessary
deceased
December
sacrifice
hindrance
nuisance
prejudice

[twinkl.co.uk](https://www.twinkl.co.uk)

Easter Pack

Ten for Ten

Easter Practice Booklet
MATHEMATICS



KS2 English Reading

10-4-10

'10 minutes a day for ten days'

KS2 Grammar, Punctuation & Spelling

10-4-10

'10 minutes a day for ten days'