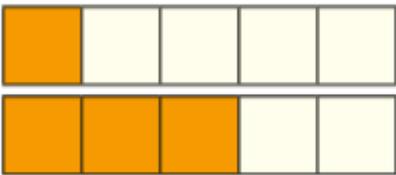
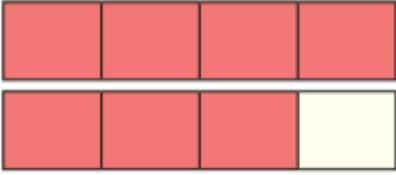
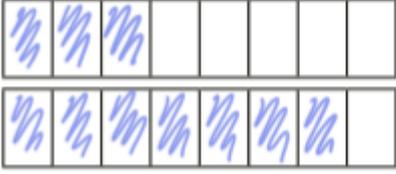




<p>Reading 30 minutes</p>	<p><b>Vocabulary:</b></p> <ol style="list-style-type: none"> <li>(great) danger</li> <li>someone who is not expected to win</li> <li>nearly defeated</li> </ol> <p><b>Retrieval:</b></p> <ol style="list-style-type: none"> <li>(the beaches of) Dunkirk in northern France</li> <li>Hurricane, Spitfire</li> <li>underestimated the value of radar / stopped bombing the radar masts / stopped attacking airfields / started attacking London</li> </ol> <p><b>Inference:</b></p> <ol style="list-style-type: none"> <li>because the strong German army was planning to invade</li> <li>because they had already fought the RAF planes over France / because they had twice as many planes</li> <li>by bombing their airfields</li> </ol> <p><b>Summarise:</b></p> <p>10.</p> <table border="0" style="margin-left: 40px;"> <tr> <td style="border: 1px solid black; padding: 2px 5px; text-align: center;">3</td> <td style="padding-left: 10px;">The Germans attacked RAF airfields.</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 5px; text-align: center;">1</td> <td style="padding-left: 10px;">The Germans planned to invade.</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 5px; text-align: center;">4</td> <td style="padding-left: 10px;">The Luftwaffe started bombing London.</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px 5px; text-align: center;">2</td> <td style="padding-left: 10px;">The British Army was evacuated from Dunkirk.</td> </tr> </table> <p><b>Meaning as a whole:</b></p> <p>11.</p> <table border="0" style="margin-left: 40px;"> <tr> <td style="border: 1px solid black; padding: 5px;">The threat</td> <td style="border: 1px solid black; padding: 5px; margin-left: 100px;">The Germans had more planes but the RAF were closer to home.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">The air forces</td> <td style="border: 1px solid black; padding: 5px; margin-left: 100px;">The Luftwaffe wanted to attack RAF airfields.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">The plan</td> <td style="border: 1px solid black; padding: 5px; margin-left: 100px;">The battle was a big turning point in the war because the Germans gave up their invasion plans.</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Conclusion</td> <td style="border: 1px solid black; padding: 5px; margin-left: 100px;">The Germans were planning to invade Britain.</td> </tr> </table> <p><b>Authorial intent:</b></p> <p>12. This phrase makes it clear that the decision to stop bombing the radar masts was a very bad decision for the Germans that had terrible consequences for their pilots. However, it was only bad for the Germans because it was very lucky as far as the RAF was concerned.</p>	3	The Germans attacked RAF airfields.	1	The Germans planned to invade.	4	The Luftwaffe started bombing London.	2	The British Army was evacuated from Dunkirk.	The threat	The Germans had more planes but the RAF were closer to home.	The air forces	The Luftwaffe wanted to attack RAF airfields.	The plan	The battle was a big turning point in the war because the Germans gave up their invasion plans.	Conclusion	The Germans were planning to invade Britain.
3	The Germans attacked RAF airfields.																
1	The Germans planned to invade.																
4	The Luftwaffe started bombing London.																
2	The British Army was evacuated from Dunkirk.																
The threat	The Germans had more planes but the RAF were closer to home.																
The air forces	The Luftwaffe wanted to attack RAF airfields.																
The plan	The battle was a big turning point in the war because the Germans gave up their invasion plans.																
Conclusion	The Germans were planning to invade Britain.																
<p>GPS warm-up 10 minutes</p>	<ol style="list-style-type: none"> <li>Option 3 Challenge- e.g. What time is are we having a break?</li> <li><i>boy window pot flowers wind</i> Challenge- The young boy gazed out of the window at the pot of withered flowers that had tipped over in the <b>strong, howling</b> wind</li> <li><i>took</i> <i>caught</i></li> </ol>																

	<i>Challenge- He is eating some fish and drinking water.</i>
Writing 30 minutes	<i>Watch your video back and give yourself a review. Is there something you could have improved on? Check questions a-e. Don't forget you can send your clip to the Year 6 support email address if you wish to show me.</i>
Arithmetic 10 minutes	6 1.5 1,692 4/7 8,717
Maths 30 minutes	<p>1) Write &lt;, &gt; or = to compare the fractions. Use the bar models to help you.</p> <p>a)  <math>\frac{1}{5} &lt; \frac{3}{5}</math></p> <p>b)  <math>\frac{5}{7} &gt; \frac{4}{7}</math></p> <p>c)  <math>\frac{4}{4} &gt; \frac{3}{4}</math></p> <p>d)  <math>\frac{3}{8} &lt; \frac{7}{8}</math></p> <p>f) What do you notice about your answers? g) Complete the sentence. When the denominators are the same, the <u>greater</u> the numerator, the <u>greater</u> the fraction. (or smaller/smaller)</p> <p>2)</p>

a) Colour the bar models to show the fractions.



b) Use the bar models to sort these fractions in order from greatest to smallest.

$$\frac{14}{20}$$

$$\frac{9}{10}$$

$$\frac{4}{5}$$

$$\frac{3}{4}$$

$$\frac{9}{10}$$

$$\frac{4}{5}$$

$$\frac{3}{4}$$

$$\frac{14}{20}$$

greatest

smallest

c) Order the fractions from smallest to greatest.

$$\frac{7}{10}$$

$$\frac{1}{2}$$

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

$$\frac{3}{10}$$

$$\frac{3}{10}$$

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

$$\frac{1}{2}$$

$$\frac{7}{10}$$

smallest

greatest

3)

Amir is comparing the fractions  $\frac{4}{15}$  and  $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$
$$\frac{9}{30} \text{ is greater than } \frac{8}{30}$$
$$\frac{3}{10} \text{ is greater than } \frac{4}{15}$$

Explain Amir's method.

Amir used equivalent fractions to find a common denominator and then compared the numerators.

4)

Compare fractions to explain who should take penalties for the school team.

$\frac{7}{10} = \frac{21}{30}$      $\frac{23}{30} > \frac{21}{30}$     Rosie should take penalties for the school team.

5)

a)  $\frac{3}{4} < \frac{5}{6}$

d)  $\frac{3}{5} < \frac{5}{7}$

b)  $\frac{2}{3} > \frac{5}{9}$

e)  $\frac{9}{10} > \frac{3}{4}$

c)  $\frac{2}{3} < \frac{7}{8}$

f)  $\frac{9}{10} < \frac{19}{20}$

6)

	<p>Annie, Tommy and Kim are making flags for the school fair.</p> <p>Annie has completed <math>3\frac{3}{4}</math> flags, Tommy has completed <math>3\frac{2}{3}</math> flags and Kim has completed <math>\frac{18}{5}</math> flags.</p> <p>Who has completed the most flags?</p> <p><math>\frac{18}{5} = 3\frac{3}{5}</math>      <math>\frac{3}{4} &gt; \frac{2}{3} &gt; \frac{3}{5}</math></p> <p><u>Annie has completed the most flags</u></p>
<p>Enquiry/Project work 30 minutes</p>	<p>You should have recorded a scientific conclusion from your findings.</p> <p>A basic conclusion should look something like this: The _____ the surface, the _____ frictional force.</p>