



<p>Reading 30 minutes</p>	<p>1. Which word is closest in meaning to <b>sanctuary</b>? Circle <b>one</b>.</p> <p>classroom    boredom                      safety            warmth</p> <p><b>(1 mark)</b></p> <p>2. What evidence is there that he had been accused of doing something wrong? Give <b>two</b> examples.</p> <p>Award <b>1 mark</b> for any of the following points, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"><li>• The headteacher had had (piercing) words with him.</li><li>• He could hardly be in more trouble.</li><li>• He was determined to prove his innocence (because he had a clear conscience).</li></ul> <p>3. How is he feeling when he goes into the classroom? Use evidence from the text to support your answer.</p> <p>Award <b>1 mark</b> for answers suggesting that he is feeling sad, stressed, upset or possibly angry.</p> <p>Award <b>2 marks</b> for answers that identify one of the emotions above, supported by evidence such as rapid breathing, wiping (tears from) his eyes and wanting to be alone.</p> <p>4. Where did he go after he left the headteacher’s office?</p> <p>the classroom <span style="float: right;"><b>(1 mark)</b></span></p> <p>5. Where was Mr Corrigan?</p> <p>outside/on the playground/on duty <span style="float: right;"><b>(1 mark)</b></span></p> <p>6. What does this text tell you about the boy’s character?</p> <p>Award <b>1 mark</b> for any of the following points, up to a maximum of <b>2 marks</b>:</p> <ul style="list-style-type: none"><li>• He is emotional.</li><li>• He has a clear sense of right and wrong.</li><li>• He is determined (to prove his innocence because he had a clear conscience).</li><li>• He sometimes bends the rules (stays inside) if he thinks he has a good reason.</li></ul>
<p>GPS warm-up 10 minutes</p>	<p>1) Command Question Exclamation Statement Challenge: Tom carried my bag.</p> <p>2) Considerately Consideration Challenge: Reconsider means to think about a decision that has been made again.</p> <p>3) Correct punctuation must be used. E.g. Use the glue to stick your sheet in.</p>

	E.g. The wood is cut into pieces which are then glued together. Challenge E.g. Glue your sheet in.																			
Writing 30 minutes	Check your opening and build up by reading each paragraph. Underline any spellings that you think you need to check and use a dictionary to do so. Check that you have used all the necessary punctuation. Once you have checked the basics, can you up level your work by adding better description?																			
Arithmetic 10 minutes	358 36 29,700 420 36.96																			
Maths 30 minutes	<p><b>1</b> Complete the calculations and sentences. Use place value counters to help you.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="background-color: #cccccc;">Th</td> <td style="background-color: #c8e6c9;">H</td> <td style="background-color: #fff9c4;">T</td> <td style="background-color: #ffcdd2;">O</td> <td style="border-left: 1px solid black; border-right: 1px solid black;">.</td> <td style="background-color: #fff9c4;">Tth</td> <td style="background-color: #c8e6c9;">Hth</td> </tr> <tr> <td></td> <td style="text-align: center;">●</td> <td style="text-align: center;">●● ●●</td> <td></td> <td style="text-align: center;">●</td> <td></td> <td></td> </tr> </table> <p>a) <math>140 \div 10 =</math> <input style="width: 80px;" type="text" value="14"/> When the number is divided by 10 the counters move <input style="width: 30px;" type="text" value="1"/> place to the right.</p> <p>b) <math>140 \div 100 =</math> <input style="width: 80px;" type="text" value="1.4"/> When the number is divided by 100 the counters move <input style="width: 30px;" type="text" value="2"/> places to the right.</p> <p>c) <math>140 \div 1,000 =</math> <input style="width: 80px;" type="text" value="0.14"/> When the number is divided by 1,000 the counters move <input style="width: 30px;" type="text" value="3"/> places to the right.</p> <p><b>2</b> Complete the diagram.</p> <div style="text-align: center; margin-top: 20px;"> <table style="border-collapse: collapse; margin: 0 auto;"> <tr> <td style="border: 1px solid gray; padding: 10px 20px; text-align: center;">43</td> <td style="text-align: center; padding: 0 10px;">→ <math>\div 10</math> →</td> <td style="border: 1px solid gray; padding: 10px 20px; text-align: center;">4.3</td> <td style="text-align: center; padding: 0 10px;">→ <math>\div 10</math> →</td> <td style="border: 1px solid gray; padding: 10px 20px; text-align: center;">0.43</td> </tr> </table> </div>	Th	H	T	O	.	Tth	Hth		●	●● ●●		●			43	→ $\div 10$ →	4.3	→ $\div 10$ →	0.43
Th	H	T	O	.	Tth	Hth														
	●	●● ●●		●																
43	→ $\div 10$ →	4.3	→ $\div 10$ →	0.43																

3 a) Draw counters to represent the calculations.

$$123 \div 1$$

H	T	O	Tth	Hth	Thth
○	○○	○○○	●		

$$123 \div 10$$

H	T	O	Tth	Hth	Thth
○	○○	○○○	●		

*(Hand-drawn blue box around H, T, O columns with an arrow pointing to the Tth column)*

$$123 \div 100$$

H	T	O	Tth	Hth	Thth
○	○○	○○○	●		

*(Hand-drawn blue box around H, T, O columns with an arrow pointing to the Hth column)*

$$123 \div 1,000$$

H	T	O	Tth	Hth	Thth
○	○○	○○○	●		

*(Hand-drawn blue box around H, T, O columns with an arrow pointing to the Thth column)*

b) Complete the calculations.

$$123 \div 1 = \boxed{123}$$

$$123 \div 10 = \boxed{12.3}$$

$$123 \div 100 = \boxed{1.23}$$

$$123 \div 1,000 = \boxed{0.123}$$

What do you notice?

4 Complete the calculations.

a)  $16 \div 10 = \boxed{1.6}$

d)  $332 \div \boxed{1,000} = 0.332$

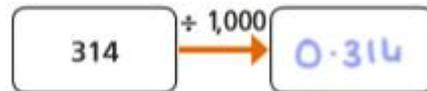
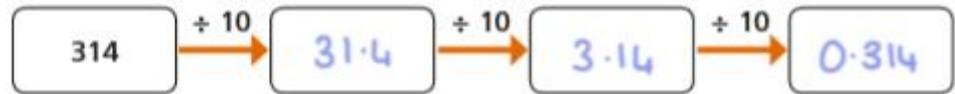
b)  $43.4 \div 100 = \boxed{0.434}$

e)  $2.4 \div 200 = \boxed{0.012}$

c)  $614 \div 1,000 = \boxed{0.614}$

f)  $5.09 = \boxed{101.8} \div 20$

5 Complete the diagrams.



What do you notice? Why does this happen?

They all give the same final answer because  
 $10 \times 10 \times 10 = 100 \times 10 = 1,000$

6 Write  $>$ ,  $<$  or  $=$  to compare the number sentences.

$5,400 \div 10 \div 10 \div 10 \quad (=) \quad 5,400 \div 1,000$

$60 \div 100 \div 10 \quad (<) \quad 600 \div 100$

$5.7 \div 10 \quad (=) \quad 57 \div 100$

$5,601 \div 1,000 \quad (>) \quad 5.601 \div 10$

7 Dexter is solving the calculation  $5,400 \div 100$



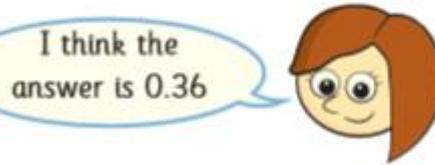
I think the answer is 54.00

Is Dexter correct? Yes

Explain your reasoning.

54.00 is the same as 54

8 Rosie is solving the calculation  $3,600 \div 200$



I think the answer is 0.36

Is Rosie correct? No

Explain your reasoning.

She has divide by 100 twice (10,000) she should have divided by 100 over 2 to give an answer of 18

Enquiry/Project work  
30 minutes

Once you have picked your 20-30 words read the definitions ensuring you have recorded them correctly. Are your definitions easy to understand? If not, reword them so they make sense to you.