# YEAR 5

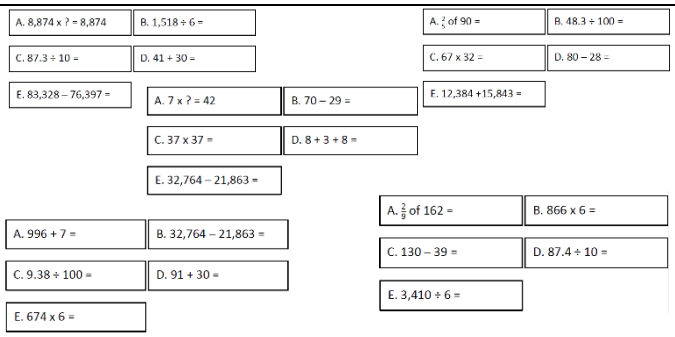
HOME LEARNING

Oldbury Park PRIMARY RSA ACADEMY

Hi Year 5! Welcome to Apprentice Week! For the next couple of weeks, we thought we would put your designing and marketing skills to the test! This will entail taking part in a range of tasks requiring you to think, problem solve, be creative, design, persuade, reflect, inspire, make decisions and evaluate. Think about what each of these skills need/mean.
Thank you to all those who sent in tie designs – we loved looking at them! We will be letting you know the next stage of the process shortly.
Following on from your work looking at different people in the arts last week, Miss Wilkinson has created a list of biographies to inspire some wider reading. The list is included in the resources below.
Let us know what you get up to and as always you can send any photos to Twitter @OldburyPark. Have fun!
Mr Williams Mrs Tudge Miss Wilkinson Mr Burnage Ms Carter

**EVERY DAY**

**Daily Maths lessons -** https://whiterosemaths.com/homelearning/
Watch the video and then complete the written task (these could be printed out or you could just write the answers in the book we sent home). This is 30-40 minutes work.
**This week is addition and subtraction (Week 7 of the summer term videos and activities, however you need to click the 'Already covered this content' box and follow the videos from here.)**
Answers now saved as a separate document on the school website.
**Mathletics** – 15-20 minutes (more if you wish).
We have also included the Fluency in 5 resources for arithmetic practice.
**Read** for at least 15 minutes




## Additional tasks for this week (22/6/20)

### English

**Monday: Reading -** It has become part of our routine to complete a reading comprehension to start the week, so here is one called The Contraption. It's in a slightly different format, and the questions relate to VIPERS (We're sure you will be able to explain what these stand for to your grown up!) which we use in school. Resources are included below.

**Tuesday: Task 1 –** Imagine you have your own business. Think of a name for your company. What is it important to consider when naming a business? What makes a good business name and what wouldn't work as well? Why? This link will take you to a list of names considered by teams on the TV show The Apprentice. Some of these may inspire you. Find out what some of them mean if you don't already know. https://brilliantprojectleader.wordpress.com/resources/apprentice-team-names/ As an extra challenge, design a logo for your company using your chosen name. What makes a strong logo?

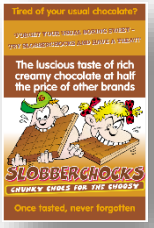
**Wednesday: Task 2 – Package and Slogan Design**

Read email one (included in the resources below). Your job is to create a slogan and design the packaging for the chocolate bar. Carry out some research first. What makes packaging stand out? What slogans do you know? What makes some more memorable? Some ideas are provided below too. Create an ideas page, trying things out before deciding on and presenting your final design.

**Thursday: SPAG – Persuasive Techniques**

Use this PowerPoint to revise different techniques used to persuade. Have a go at some of the activities suggested along the way.
https://www.twinkl.co.uk/resource/au-t2-e-3536-years-3-6-persuasive-devices-powerpoint

**Friday: Task 3 – Persuasive Poster**




Have a look at the poster included in the resources. Which persuasive techniques can you identify? Annotate the poster. Now think about how this could be adapted for your chocolate bar using your slogan. Try to include some of the other features: rhetorical question, group of 3, exaggeration. Present your poster – you could do this by hand or digitally.

### Topic

Try and complete at least one of the following…

**History –** Choose a product which we use/rely on every day. Who invented it? How has it evolved over time in terms of its appearance, purpose, functionality and cost? What impact has it had on our lives? You could present your research as a timeline or a series of annotated photographs or any other way you choose.

**DT –** Have a look at this design lesson from BBC Bitesize. https://www.bbc.co.uk/bitesize/articles/zrkr47h
You may just want to watch the video clips and find out about the design process, or you may like to carry out one of the activities included: designing your own packaging using a net or designing a holder for a device.

**Science –** Biscuit Dunking Challenge
This week we would like you to use the biscuits you have at home to design a fair test to see which biscuits last the longest when you dunk them. For example, a custard cream may last 21 seconds before it crumbles, but would a chocolate digestive last longer? How could you design an investigation to find out the answer? Don't forget to make a prediction and to record your results! Share you conclusions with us on Twitter. We would love to see pictures!

**French –** First conversations
Use the comic strip below to write a short conversation in French. Use the weather vocabulary you have learnt to ask what the weather is like, then write a response.

**PE -** Fitness Challenge Cards
Use the challenge cards below to test your fitness levels. How many can you do? Can you test a family member or friend to see if they can beat your personal best?

Spellings

**Converting nouns or verbs into adjectives using the suffix -ful**

boastful

faithful

doubtful

fearful

thankful

beautiful

pitiful

plentiful

fanciful

merciful

Can you think of any other words that could be on this list?

For an extra challenge, choose 3-5 words from your reading book that are new to you, are words that you know you often get wrong, or are words that you just fancy learning!

# Add whole numbers with more than 4 digits (column method)

**1** Complete the calculations.

a)

| Th | H | T | O |
|---|---|---|---|
| 1,000 1,000 | 100 | 10 10 10 10 10 | 1 1 1 1 |
| + 1,000 1,000 1,000 | 100 100 | 10 | 1 1 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 2 | 1 | 6 | 4 | |
| | + | 3 | 2 | 1 | 3 | |
| | | | | | | |

b)

| Th | H | T | O |
|---|---|---|---|
| 1,000 1,000 1,000 1,000 | 100 100 | 10 10 10 10 10 10 | 1 1 1 1 |
| + 1,000 1,000 | 100 100 100 100 100 100 | 10 10 10 10 | 1 1 1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 4 | 2 | 7 | 5 | |
| | + | 2 | 6 | 4 | 3 | |
| | | | | | | |

**2** Complete the column additions.

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 7 | 4 | 3 | 5 | | | 7 | 4 | 3 | 5 | |
| | + | 2 | 4 | 5 | 6 | | + | 2 | 4 | 6 | 6 | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 7 | 4 | 3 | 5 | | | 7 | 4 | 3 | 5 | |
| | + | 2 | 5 | 6 | 6 | | + | 3 | 5 | 6 | 6 | |
| | | | | | | | | | | | | |

What do you notice about each addition?

What stays the same? What changes?

**3** Complete the additions. Use the place value chart to help you.

| TTh | Th | H | T | O |
|---|---|---|---|---|
| 10,000 10,000 | 1,000 1,000 1,000 | 100 100 | 10 10 10 10 | 1 1 1 1 1 |

a) 23,245 + 14,323 = ☐

b) 23,245 + 14,328 = ☐

c) 23,245 + 14,846 = ☐

d) ☐ + 23,245 = 35,490

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**4** Use the column method to work out the additions.

**a)** £36,000 + £19,420

**c)** 843 cm + 15,611 cm

**b)** 40,720 g + 6,872 g

**d)** £17,320 + £6,009 + £34,871

**5** The table shows the number of home and away fans attending three football matches.

| Match | Home fans | Away fans |
|---|---|---|
| 1 | 53,640 | 12,930 |
| 2 | 42,630 | 18,340 |
| 3 | 35,480 | 32,490 |

Which match had the greatest total attendance? ☐

**6** Complete the additions.

**a)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | ☐ | 4 | ☐ | 1 | ☐ |
| + | 2 | ☐ | 8 | ☐ | 4 | |
| | 8 | 9 | 9 | 2 | 6 | |

**b)**

| | | | | | | |
|---|---|---|---|---|---|---|
| | | ☐ | 4 | ☐ | 9 | ☐ |
| + | 2 | ☐ | 8 | ☐ | 4 | |
| | 8 | 9 | 9 | 2 | 6 | |

**7** Complete the additions.

**a)** 735 + ☐ = 1,000

**b)** 1,026 + ☐ = 10,000

**c)** ☐ + 872 = 10,000

**8** Mr Hall has written these additions on the board.

324,846 + 12,475

17,654 + 2,935

**Dexter's workings**

| | | | | | | |
|---|---|---|---|---|---|---|
| | 3 | 2 | 4 | 8 | 4 | 6 |
| + | | 1 | 2 | 4 | 7 | 5 |
| | 3 | 3 | 6 | 2 | 1 | 1 |
| | | | | 1 | 1 | 1 |

**Eva's workings**

| | | | | | |
|---|---|---|---|---|---|
| | 1 | 7 | 6 | 5 | 4 |
| + | 2 | 9 | 3 | 5 | |
| | 4 | 7 | 0 | 0 | 4 |
| | 1 | 1 | 1 | | |

Explain the mistakes that Dexter and Eva have made.

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# Subtract whole numbers with more than 4 digits (column method)

**1**

| Th | H | T | O |
|---|---|---|---|
| 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 1,000 | 100 100 100 | 10 | 1 1 1 1 1 |

Complete the subtractions.

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 3 | 1 | 5 | |
| | – | 2 | 1 | 0 | 4 | |

b)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 3 | 1 | 5 | |
| | – | 3 | 2 | 4 | 1 | |

c)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 7 | 3 | 1 | 5 | |
| | – | 5 | 4 | 2 | 0 | |

**2** Complete the calculations.

a)

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 8 | 4 | 3 | 4 | |
| | – | 2 | 1 | 0 | 4 | |

b)

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | £ | 8 | 8 | 2 | 0 | 0 | |
| | – | £ | | 6 | 1 | 0 | 0 | |

c)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 4 | 6 | 8 | 3 | 2 | |
| | – | 1 | 9 | 0 | 2 | 4 | |

d)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | 3 | 4 | 5 | 2 | 0 | |
| | – | | | 6 | 7 | 9 | |

**3** A family has £22,658 in the bank.

They spend £3,600 on a holiday.

How much money do they have left?

**4** It is 10,553 miles from London to Sydney.

It is 9,929 miles from New York to Sydney.

How much further away is Sydney from London than from New York?

miles

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**5** Complete the models.

a)


b)

| 23,000 | | |
|---|---|---|
| 12,365 | 4,017 | |

**6** Mr Hall has written these subtractions on the board.

45,541 – 25,865 68,945 – 34,758

**Rosie's workings**

$$\begin{array}{r} 25865 \\ -\ 45541 \\ \hline 20324 \end{array}$$

**Whitney's workings**

$$\begin{array}{r} 68945 \\ -\ 34758 \\ \hline 34213 \end{array}$$

Explain the mistakes that Rosie and Whitney have made.

**7** Complete the subtractions.

a) 10,004 – 9,995 = ☐

b) 10,000 – 6,727 = ☐

c) 15,923 – 9,998 = ☐

How did you work this out?

Is there another method you could use?

**8** Teddy and Jack are playing a computer game.

Teddy scores 55,890 points.

Jack scores 36,475 points fewer than Teddy.

How many points does Jack score?

☐

How many points do they have altogether? ☐

**9** Here are some digit cards.

| 1 | 5 | 8 | 9 |
|---|---|---|---|

Ron makes a 4-digit number with the cards.

Eva makes a 4-digit number with the cards.

The difference between their numbers is between 1,000 and 3,000

What numbers could Ron and Eva have made?

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# Round to estimate and approximate

**1** Rosie is working out 2,937 + 1,870

Rosie rounds each number to the nearest 1,000 to estimate the answer.

Complete the sentences.

2,937 rounded to the nearest 1,000 is ☐

1,870 rounded to the nearest 1,000 is ☐

Rosie's estimate for the answer is

☐ + ☐ = ☐

Complete the column addition to work out the actual answer.

| | | | | | | |
|---|---|---|---|---|---|---|
| | | 2 | 9 | 3 | 7 | |
| | + | 1 | 8 | 7 | 0 | |
| | | | | | | |
| | | | | | | |

The actual answer is ☐

**2** Round each number to the nearest 10,000 to estimate the answer to the calculations.

**a)** 12,063 + 29,580 ☐ + ☐ = ☐

**b)** 47,640 – 9,485 ☐ – ☐ = ☐

**3** Annie works out 7,320 + 912


Use approximations to show that Annie is incorrect.

**4** Complete the calculations.

Use approximations to check your answers.

**a)** 3,845 km + 7,006 km = ☐

**b)** 873 + 9,618 = ☐

**c)** 79,382 – 8,716 = ☐

**d)** £12,005 + £3,978 – £6,172 = ☐

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**5** The table shows the number of people of different ages living in three towns.

| | Town A | Town B | Town C |
|---|---|---|---|
| Under 16 | 3,765 | 8,283 | 10,301 |
| 16 to 65 | 35,835 | 14,100 | 24,554 |
| Over 65 | 1,949 | 9,821 | 656 |

Estimate which town has got the greatest population.

Town ____ has the greatest population.

**6** Are these statements correct? How do you know?

**a)** 29,999 – 9,999 = 30,000 – 10,000

**b)** 17,550 + 10,570 > 17,550 + 9,985

**c)** 17,990 + 75,980 – 17,990 = 12,975 + 75,980 – 12,975

**7** Mo has made a mistake with this calculation.

$$\begin{array}{r} 6\ {}^{1}3\ {}^{1}2 \\ 1\ \cancel{7}\ \cancel{4}\ \cancel{3}\ {}^{1}2 \\ -\quad 8\ 4\ 8\ 7 \\ \hline 1\ 8\ 9\ 4\ 5 \end{array}$$

Use rounding and approximating to show how you know.

**8** Mr Khan writes this question on the board.


Dexter's estimate is 7,000 – 1,000 = 6,000

Whitney's estimate is 7,400 – 700 = 6,700

Whose estimate do you agree with? _____

Explain your answer.

Work out the actual answer.

Whose estimate was the closest? _____

Talk about it with a partner.

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# Inverse operations (addition and subtraction)

**1** Ron wants to check this addition calculation.

320 + 719 = 1,039

Circle the subtractions that can be used to check Ron's addition.

**1,039 – 719** **320 – 1,039**

**719 – 320** **1,039 – 320**

**2** Dora wants to check this subtraction calculation.

4,096 – 2,356 = 1,740

Circle the addition that can be used to check Dora's subtraction.

**4,096 + 2,356** **4,096 + 1,740**

**1,740 + 2,356** **1,740 + 4,096**

**3** Use an inverse operation to check these calculations.

**a)**

$$\begin{array}{r} 1360 \\ +\ 2973 \\ \hline 4333 \end{array}$$

**b)**

$$\begin{array}{r} 8264 \\ -\ 3142 \\ \hline 5122 \end{array}$$

**4** Tommy works out 12,350 + 7,903 incorrectly.

$$\begin{array}{r} 12350 \\ +\ 7903 \\ \hline 91380 \end{array}$$

Tommy checks his calculation using the same addition.

Is this a good idea? Talk about it with a partner.

What calculation should he do? Correct Tommy's answer.

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**5** Match the inverse calculations.

| | |
|---|---|
| 2,482 + 6,428 = 8,912 | 5,271 + 4,212 = 9,483 |
| 5,984 – 3,172 = 2,812 | 8,912 – 6,428 = 2,482 |
| 9,483 – 5,271 = 4,212 | 8,912 – 5,271 = 3,641 |
| 8,912 = 3,641 + 5,271 | 5,984 = 3,172 + 2,812 |

**6** Complete the calculations.

Use inverse operations to check your answers.

a) 763 + 4,072 = ☐

b) 8,711 – 1,053 = ☐

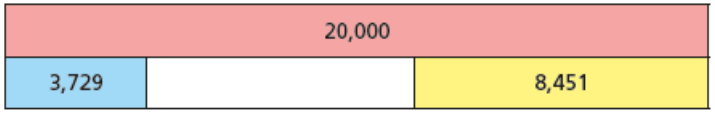
c) 2,351 + 14,706 = ☐

**7** Alex thinks of a number.

When I add 4,550 to my number I get 7,460

What number did Alex start with? ☐

**8** Here is a bar model.




Think of two different ways that you can find the missing part.

What is the missing part? ☐

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# The Contraption

"You're doing it wrong again!"

Hanna sighed. Pippa was her best friend, but she was so uptight about everything. "I'm sorry!" Hanna called back. She heard a muffled grunt in the mechanism above her. Enormous metal cogs bit into each other, and steam hissed out of well-worn seals in the copper piping that covered the walls like a maze.

The contraption had been Pippa's idea. She was the brains behind the whole thing. Hanna tried to consider herself the brawn, but one look at her scrawny arms and sparrow legs told her that wasn't true either. They'd been working on it together for the last few months, and it was finally getting close to testing time.

Something whistled in the bowels of the machine. Hanna heard her friend whoop and holler and bang her wrench on the metalwork. "It's working," Pippa called down. "Get her wound up, and we'll be ready to test it."

The winding rod was slick with sweat, so Hanna wrapped an oily rag around it and started to wind it slowly. There was a lot of resistance. She knew that the other end of the rod was attached, via a system of cogs and pulleys, to a screw that wound down into the river below. By winding the wheel, she'd start to draw up water into the enormous sump up above. From there, it would be turned into steam that would power the contraption.

A strong wind picked up outside. Hanna heard the creak of the wooden masts twisting as the sails caught the breeze. The contraption rocked but steadied quickly. Sweat dripped into Hanna's eyes, but it would all be worth it. That was the beauty of her friend's new creation. Pippa wasn't content with just being amazing at harnessing the steam, she was, above all else, an alchemist.

Hanna still remembered the day when Pippa came bursting out her lab with a small vial of vivid green liquid. "This is Infinitum!" she'd shouted. Hanna knew she must have looked perplexed

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because Pippa had grabbed her by the hand and dragged her into the lab. There, a wheel no bigger than a coin was mounted on an axis. As they both watched, it spun, and spun, and spun. And it didn't stop.

"Infinitum actually generates energy when it it gets hot!" Pippa exclaimed. "The wheel spinning on the bearing generates a small amount of heat through friction. This new liquid turns that heat back into more energy. It will never stop spinning!"

Fast-forward a few months and Pippa had built the contraption. She didn't have enough Infinitum to power the machine; instead, she was planning to use it to heat the steam-engine. Providing they drew enough water into the super-hot centre of the machine, it would never slow down and never stop.

Hanna gritted her teeth and wrenched the wheel harder. She heard her friend call down from the hatch up above, "It's full...you can stop. Come and see this! It's working!"

## INFERENCE FOCUS

1. How do you know that Hanna thinks Pippa is the more intelligent of the two?
2. What do we know about Pippa's character? Explain how.
3. How did Hanna feel when Pippa first showed her Infinitum?
4. What was Pippa's biggest passion?
5. How hard was Hanna working? How do you know?

## VIPERS QUESTIONS

| | |
|---|---|
| V | Which word or phrase tells you that Pippa is good at using steam to help her? |
| S | What was the point of the wheel Hanna was turning? |
| R | What was the name of Pippa's new creation? |
| E | Why do you think the new creation is called Infinitum? |
| S | Draw a labelled diagram of what you think the contraption might look like, using evidence from the text. |

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Answers:

1. She refers to her as the brainy one
2. She is focused but uptight - it tells us. She is very clever, especially at alchemy. She was amazing at harnessing steam
3. Confused - she said she looked perplexed and Pippa had to explain
4. Alchemy/being an alchemist
5. She was working very hard - the rod was sweaty and sweat started to drip into her eyes

V: Harnessing

S: It would draw water up into the contraption to power the steam engine

R: Infinitum - be careful not to confuse with the contraption

E: Because it allows the device to run infinitely/for infinity

S: Accept any diagram including pertinent information from the text

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# EMAIL ONE

Email Inbox

SEARCH

Reply | Forward

TO: Design Company

SUBJECT: Blazin' Rasins Chocolate bar

Hi,

We have been passed your details by Sir Alan Lord. We need help with the design and marketing of our chocolate bar 'Blazin' Rasins' and we would like your company to come up with:

•A logo

•A slogan

•A packaging design

We have already formulated the recipe for the bar and the details of the product are as follows:

•**Ingredients:** Bar 1: Dark chocolate and small chunks of popping candy. Bar 2: Milk chocolate and raisins.

•**Taste:** Bar 1: Dark and tasting of cocoa but with the random 'blazing' effect of the pieces of popping candy. Bar 2: Smooth with the milk chocolate and fruity with the raisins.

•**Appearance:** A single bar with an easily snappable plain chocolate 'bridge' connecting the two parts of the bar together. Bar 1 has 'Blazin' imprinted on it. Bar 2 has 'Raisins' imprinted on it.

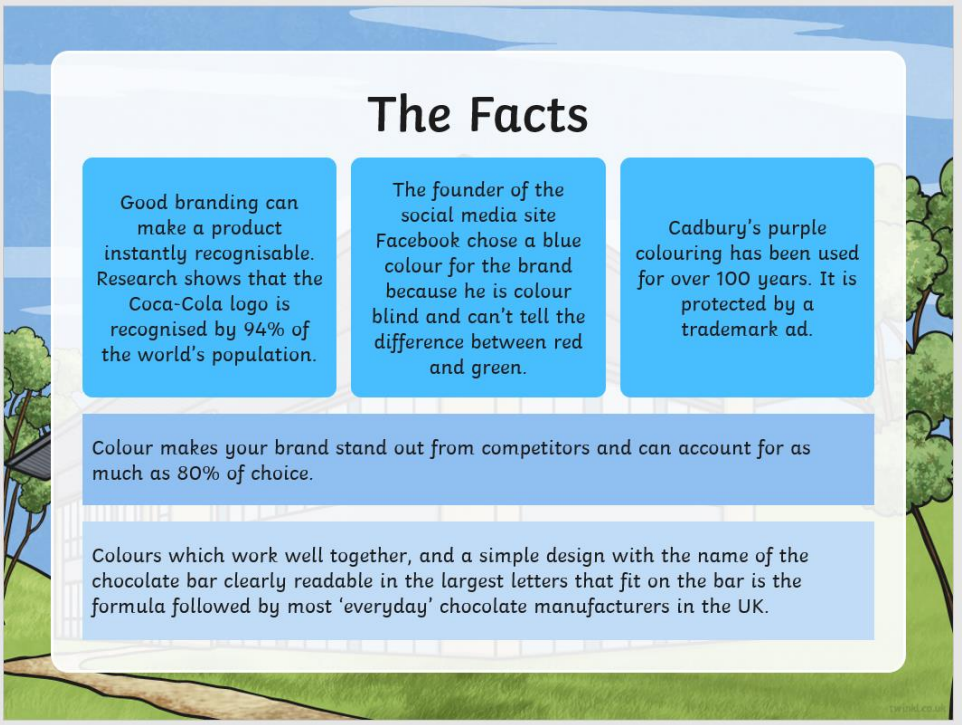
•**Ways people have describe the war in focus group tests:** *unusual, wow, different, funky, eye popping, like a box of chocolates in a bar, fun.*

•**Target market:** Young people aged approximately 11 – 16 who have slightly outgrown 'sweets' but who still have a taste for 'candy'.

We trust you will make a really professional job and would expect you to start by researching slogans, logos and packaging already in use by other chocolate bar manufacturers.

Thanks in advance – we look forward to seeing the results of your hard work.

**The Blazin' Rasins team**



Some ideas ...

# Chocolate Bar Slogans

A slogan is a short, catchy and memorable phrase often used in advertising.
Here are some examples of slogans used in previous or current chocolate advertising campaigns to help you write your own.

A lighter way to enjoy chocolate.

A little nutty... and a lot tasty.

Comfort in every bar.

For the kid in you.

The lighter way to enjoy chocolate.

Crispy, crunchy, chewy and nutty.

Get the sensation.

A little something for everyone.

Don't let hunger happen to you.

Have you felt the bubbles melt?

Melts in your mouth, not in your hands.

The sweet you can eat between meals.

Hungry? Why wait?

A finger of fudge is just enough.

Makes a nice light snack.

How many licks does it take?

The great American chocolate bar.

It's more than a mouthful.

If you like a lot of chocolate on your biscuit, join our club.

How do you eat yours?

Sometimes you feel like a nut, sometimes you don't.

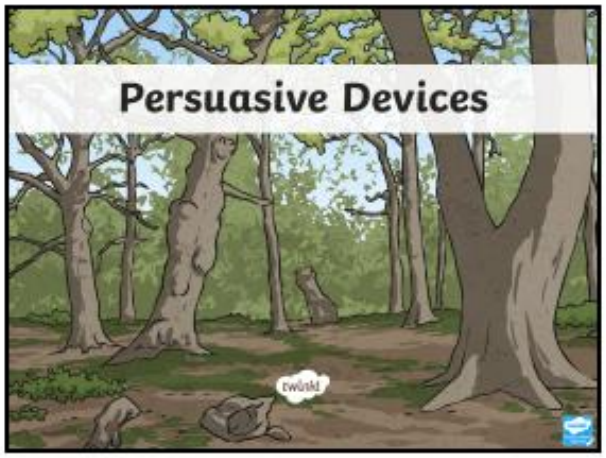
Bite it and believe it!

The chewy chocolate bar you really have to get your teeth into.

More pleasure, less guilt.



# Persuasive Devices




## Persuasive Devices

**A** lliteration
**F** acts
**O** pinions
**R** epetition (& **R** hetorical Questions)
**E** motive Language (& **E** xaggeration)
**S** tatistics
**T** hree (rule of)

## Persuasive Devices

Persuasive devices are language features typically used in a persuasive piece of text.

A written persuasive text is intended to persuade the reader to think in a particular way.

This can be achieved by using persuasive devices/techniques.



## Alliteration

Alliteration is the stylistic device of using a series of words that begin with the same sound.

Walking wombats wobble.

A particularly perfect pizza!

## Persuasive Devices

Go through

A FOREST

to be heard, get noticed and to draw in the reader to your writing.

## Alliteration

Can you think of an alliterative phrase which includes an animal or pet?

Think about how they act, what they look like, how they move, sounds they make, their environment etc.

For example:
The cute cuddly koala came close quickly.

## Facts

A fact is something which is truthful and can be proven. Facts can be used to support a point being made.

A triangle has three straight sides. — FACT



Cats have whiskers. — FACT

People need water to survive. — FACT

## Repetition

To repeat the same thing more than once. This can be done by repeating the words or sentence in the same way:

**Cats are the best!** They make great pets and are very friendly, **cats are the best.**

or

the meaning can be retained but stated in a different way using the same words:

Cats are the best! They make great pets and are very friendly. You should choose a cat because they make the best pets.

## Facts

An opinion is someone's point of view of/about something that is not based on fact or knowledge.

A triangle has three straight sides. — FACT

Triangles are easy to draw. — OPINION

Cats have whiskers. — FACT

Cats are cute. — OPINION

People need water to survive. — FACT

You need to drink 2-3 litres of water each day to survive. — OPINION

## Repetition

Imagine you are trying to sell some cupcakes.
How can you use repetition to get this point across?

These cupcakes are delicious.

Try repeating the words and then restating what you are saying in a different way.

## Facts and Opinions

Discuss and list the facts and opinions relating to the pictures.

## Rhetorical Questions

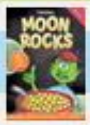
A rhetorical question is one that does not require an answer.

Can you really afford to ignore this warning?



Will you let this bargain pass you by?

How will you ever forgive yourself if you don't buy this product?



## Rhetorical Questions

If you were trying to persuade the reader in a particular way, what rhetorical questions could you ask about this topic?

People waste so much food.

## Exaggeration

Use the words below to create your own exaggerated statement.

| | |
|---|---|
| happy | I was as happy as a pig in mud. |
| bored | I was so bored I could have died! |

Can you think of any other exaggerated statements you have heard used?

## Emotive Language

Sometimes writers deliberately choose words to be emotive.

Emotive language means words that create an emotion in the reader.

How does this make you feel? What are the emotive words?

After Christmas every year, there are thousands of abandoned puppies left to wander the streets, scared and alone.

Only your support can rescue them.

## Statistics

Factual data used to convince the reader.

95% of people agreed it was the best pizza they had ever tasted.

85% of children believe homework should be abolished.

What data could you use if you were trying to persuade people to eat healthily?

## Exaggeration

A statement/information that is untrue or over the top.

I could eat a horse I'm that hungry!

I will explode if I am asked to do that again!

The motorbike travelled faster than the speed of light.

## Three (rule of)

It is believed that a person is more likely to remember things if they are grouped in three.

**"Stop, look and listen when crossing the road."**

1 2 3

When using this in persuasive writing choose an order so the word having the biggest impact is at the end.

**Twix® chocolate is smooth, velvety and scrumptious!**

1 2 3


Three (rule of)
Use the internet to search for 'Rule of Three' examples – how many do you recognise?
Create your own Rule of Three text for one of the pictures/text below and discuss your idea with a partner.
homework


twinkl

# Tired of your usual chocolate?

'FORGET YOUR USUAL BORING SWEET –
TRY SLOBBERCHOCKS AND HAVE A TREAT!'

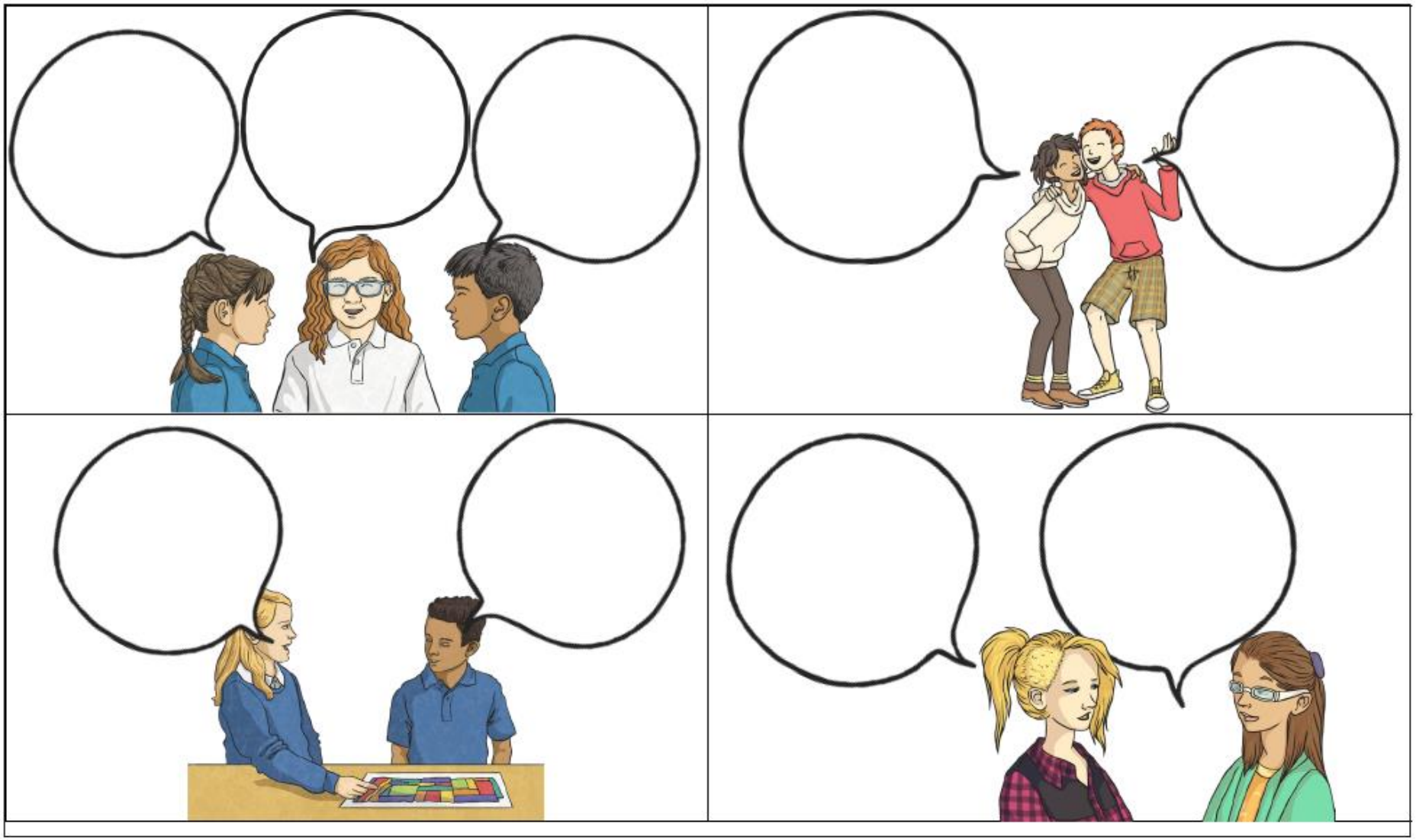
## The luscious taste of rich creamy chocolate at half the price of other brands

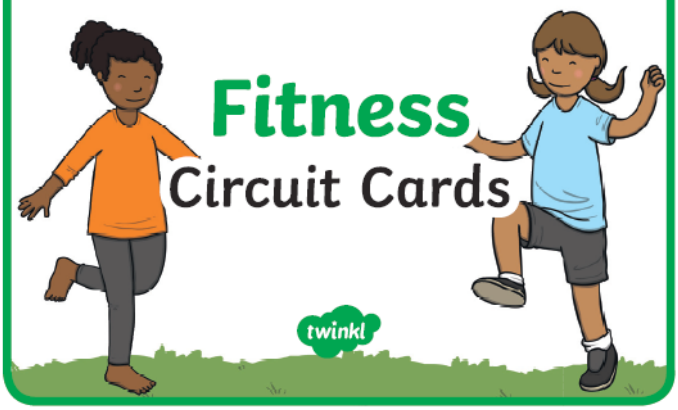
# SLOBBERCHOCKS

CHUNKY CHOCS FOR THE CHOOSY

## Once tasted, never forgotten

# First Conversations in French






Fitness Circuit Cards

## Skipping Track

Skip around the circuit:

- How many laps can you do?
- Are you faster than your friend?
- Can you skip backwards?

Fitness Circuit Cards

## Bunny Jumps

Do 10 bunny jumps:

- How far can you travel?
- How high can you jump?
- Can you jump higher or further than your friend?

Fitness Circuit Cards

## Tuck jumps

Do 10 tuck jumps:

- How high can you jump?
- Can you jump higher than your buddy?
- How many tuck jumps can you do without stopping?

Fitness Circuit Cards

## Star Jumps

Do star jumps for one minute:

- How many can you do?

Fitness Circuit Cards

## Step Ups

Find a bench or step and do step ups – one leg at a time, for a minute:

- How many steps can you do?
- Can you do jump ups? (both legs at once)

Fitness Circuit Cards

## Sprints

Sprint the length of the court, then walk back. Repeat this for 1 minute:

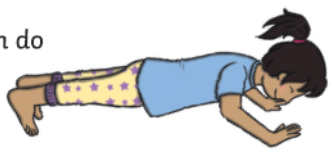
- How many lengths can you do?

Fitness Circuit Cards

## Push Ups

Do push ups for a minute:

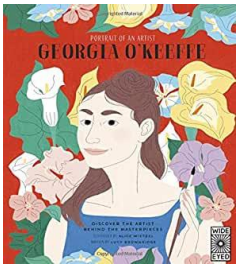
- How many can you do?
- Can you do push ups with one hand or one foot?
- If it is hard, you can do push ups with your knees down.

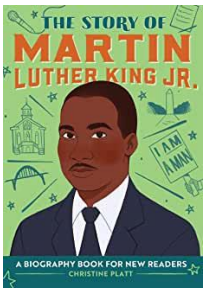


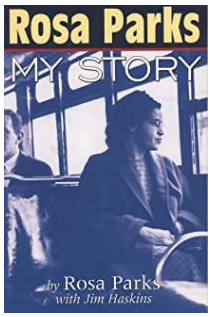
# Miss Wilkinson's Recommendations for Reading Biographies

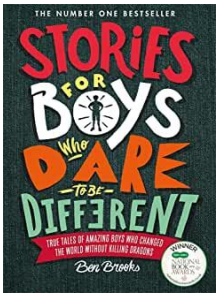
Here are some of my favourite biographies for children that are written about inspirational people from the past and present. They are all widely available to buy online. Let us know who you find inspiring!

Portrait of an Artist: Georgia O'Keefe by Lucy BrownridgeThe Story of Martin Luther King Jr. by Christine Platt Rosa Parks, My story by Jim Flaskins



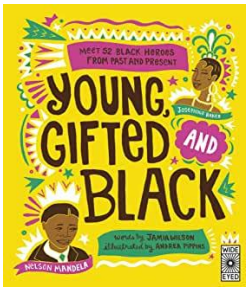



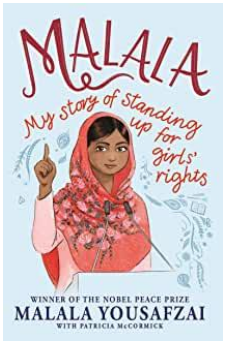




Stories for Boys Who Dare to be Different by Ben Brooks

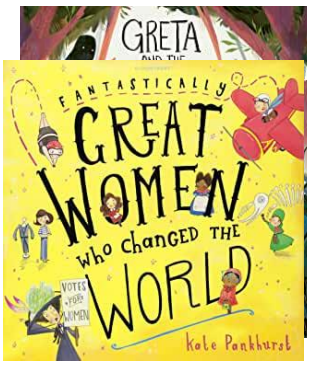
Young Gifted and Black by Jamia Wilson



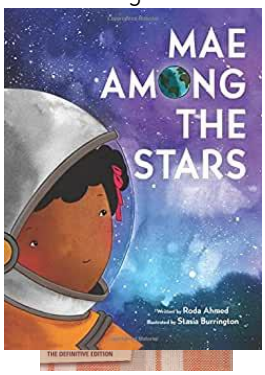




I am Malala: How one Girl Stood up for Education and Changed the World by Malala Yousafzai

Greta and the Giants by Zoe Tucker




Mae Among the Stars by Roda Ahmed.




Diary of a Young Girl (Anne Frank)

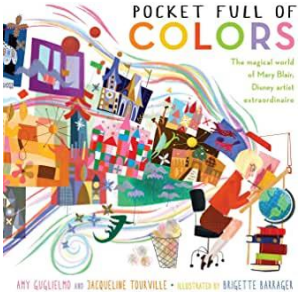
Fantastically Great Women Who Changed the World by Kate Pankhurst.

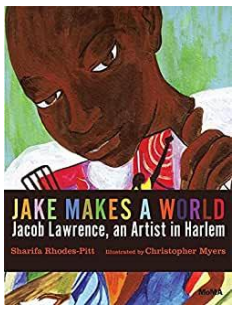
Frida Kahlo: Portrait of an Artist by Lucy Brownridge



Sir Peter Blake- Most known for his work on the Beatles album covers

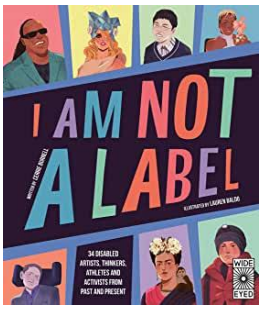
Mary Blair- Disney Artist- Pocket full of Colours by Jaqueline Tourville

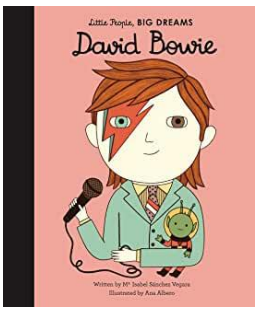



Jacob Lawrence ( American painter) Jake Makes a World by Shafira Rhodes- Pitts & Christopher Myers

I AM NOT A LABEL: 34 Disabled artists, thinkers, athletes andd activists from past and present (including Prof Stephen Hawking, Stevie Wonder and many more) by Cerrie Burnell.




David Bowie: Little People BIG DREAMS series by Maria Isabel Sanchez Vegara