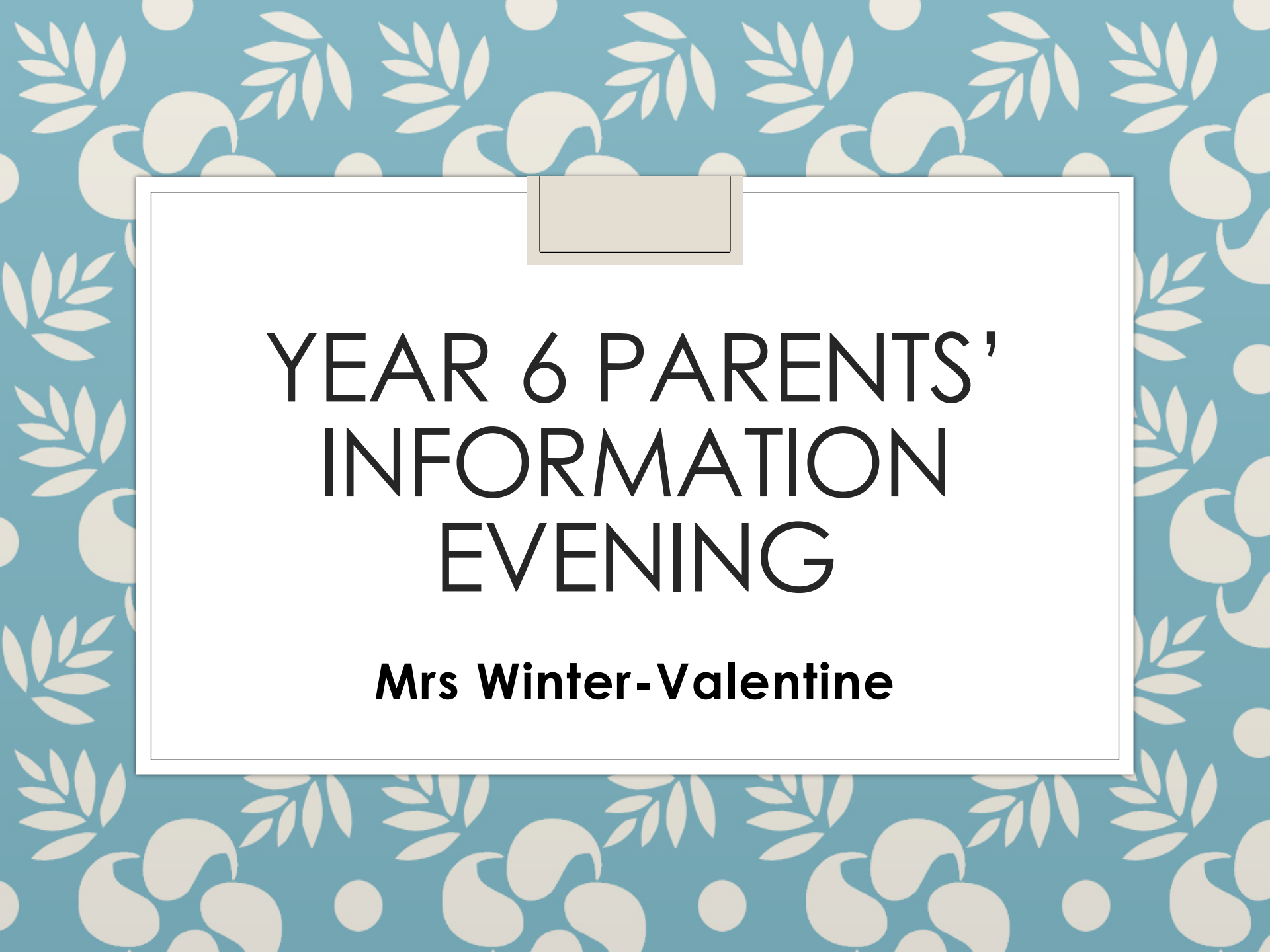




YEAR 6 PARENTS' INFORMATION EVENING

Mrs Winter-Valentine

Staff

Teaching assistants:

- Mrs Overy (Mon-Fri full time)
- Mrs Sturman (Mon-Wed morning)
- Mrs Coleman (Thurs-Fri afternoon)

- Mr Cole - Music

Timetable

		8:45 – 9:15	9:15 – 10:20	10:20 - 10:40	10:45 – 11:00	11:00 – 12:00		1.00 – 2.00	2.00 – 3:15	
Monday	Registration – reading/accelerated reader/green pen	Whole class guided Reading	Maths	Assembly	Break	English	Lunch	PE	2:15 – 3:10 Music	
Tuesday		Extra arithmetic Maths				English		Spelling	History/Geography	Class Read
Wednesday		Whole class guided Reading	Maths			English		Art PPA		RE PPA
Thursday		Whole class guided Reading	Maths			English		Spelling	Science	Class Read
Friday		Homework	Maths			English (with spelling focus)		1-1:30 French	1:30-2:10 PSHE	2:10–3:10 PE

Curriculum Information

Electricity and Power

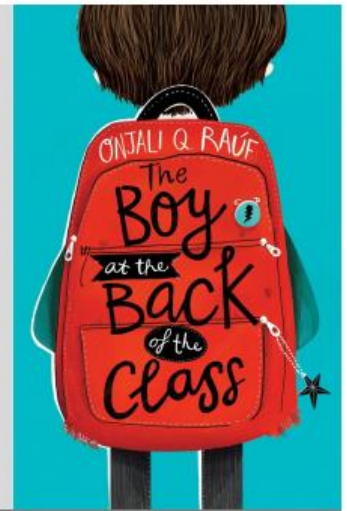
In Science, we aim to answer the questions 'What is electricity?' and 'Where does electricity come from?' We revisit simple circuits and learn how these can be represented in diagrammatic form. We will then move on to developing our skills in working scientifically, by investigating the effects of changing the different components in a series circuit. We will devise our own hypotheses to test, ensuring we take into account differing variables and are really systematic in the recording and analysis of our observations.



English

As writers, we will start by exploring the non-narrative genre of explanation writing: this connects to our science and how we can keep ourselves safe around electricity. We will then tackle the topical issues presented in our class story, the highly-acclaimed 'The boy at the back of the Class' by Onjali Q. Rauf. Daily guided reading, covering challenging themes such as migration and racism, relate closely to this brilliant story, but we will also study a mix of contemporary articles, poetry, and song lyrics of the 20/21st centuries which will deepen our understanding further and link, in turn, to Mr Cole's Music lessons.

We will also study the thought-provoking poem 'Refugees' by Brian Bilston and look to create our own versions. Finally, we will be developing our skills in narrative writing, basing our learning on the short animated film 'Ruth's Story' which tells the real-life story of an Eritrean child refugee and her incredible journey to England. Throughout the term, we integrate grammar, punctuation and spelling sessions as we look to develop our writing technique.



YEAR 6 OVERVIEW OF LEARNING:

AUTUMN 2023

FIRST HALF TERM

This term's learning in Year 6 has been planned as a sequence of integrated smaller studies, blocked carefully to maximise cross-curricular and cognitive links between the different subject disciplines. Our first term features three main areas of study: Electricity & Power (Science, Computing & English), Refugees (English, Art & Music) and Light (Science & English).

Norton at War

As historians, we will investigate what Norton was like during the Second World War. We will be finding out how the village has changed, and what everyday life was like for children in the first half of the 20th Century. In preparation, we will learn first about the causes of the war, and how and why our country became embroiled in such a devastating conflict, before examining the extent of the impact that it had on the story of Norton. We will also look at the measures taken internationally since WWII to ensure peace. This is a study which we will follow up in English after half term, with some narrative and biographical writing.



Maths

Units of study this term will cover the areas of Place Value, and calculation. We will explore the properties of numbers to ten million, and investigate how these numbers can be represented in different ways. Then we will move on to rehearsing the formal methods for calculation in the four operations. Each lesson will provide problem solving and reasoning questions ensuring the children can articulate why their answer is correct or incorrect and why. A daily arithmetic focus will also build as the term progresses as we look to rehearse existing skills and master new ones: we will work hard on our tables, key mental skills and number relationships, with a 'little and often' approach helping us to build fluency.

This half term's Foundation Subjects:

- Art: Painting (inspired by Clarice Cliff and Picasso) with Mrs Sturman
- RE: How does tawhid create a sense of belonging to the Muslim community? with Mrs Sturman
- PE: Fitness and football
- French: School and the planets
- Music: Listening, appraising and song writing with Mr Cole
- Computing: Coding
- PSHE: Being me in my world

Pedagogical Principles (approach to teaching)

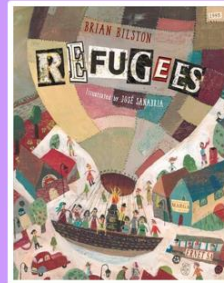
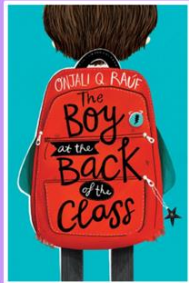
- Curriculum Intent
- Sequencing, progression, cohesion, cognitive links, spacing and interleaving, small steps
- Retrieval Practice
- Direct Instruction, explanation and modelling
- Active engagement
- Discrete vocabulary practise
- Oracy
- Guided practice and independent practice

End of Year Expectations: Reading

Year 5-6 Reading Key Objectives Summarised form

1	Use knowledge of morphology and etymology to read aloud and understand new words
2	Make comparisons within and across books
3	Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
4	Identify and discuss themes and conventions across a wide range of writing
5	Discuss understanding of texts, including exploring meaning of words in context
6	Ask questions to improve understanding of texts
7	Summarise ideas drawn from more than one paragraphs, identifying key details
8	Predict future events from details stated and implied
9	Identify how language, structure and presentation contribute to meaning
10	Discuss how authors use language, including figurative language, to affect the reader
11	Make book recommendations, giving reasons for choices
12	Participate in discussions about books, building on and challenging ideas
13	Explain and discuss understanding of reading
14	Participate in formal presentations and debates about reading
15	Provide reasoned justifications for views

Guided Reading



Quick Check:

1. What is meant by the word **'flee'** in line 2?
2. In line 3, why has the author used the words **'dropped everything and ran'**?
3. What is meant by the word **'expelled'** in line 6?
4. According to the text, approximately how many refugees are there in the world today?
5. What is an **'asylum seeker'** (line 15)?
6. How many people seek asylum each year, according to the text?
7. Which countries have **'asylum systems'** (line 16/17)?

Individual Response:

List the three **'aspects'** of protection that a country must provide to refugees, according to international law.

Extension: Explain in your own words why it might be necessary for a country to conduct **'individual interviews'** with asylum seekers.

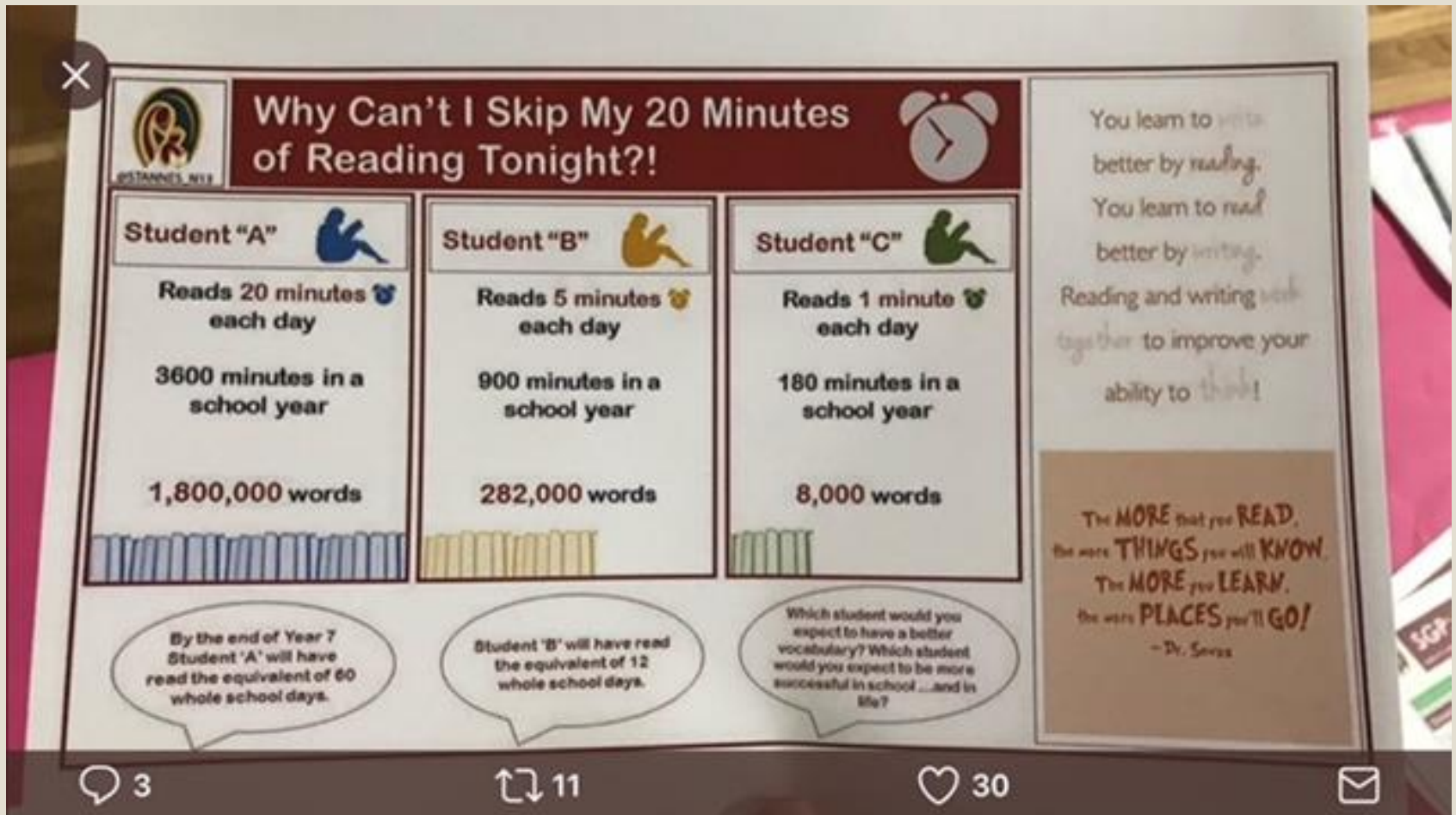
Word	Definition
curious	1 Eager to know or learn something 2 Strange and unusual
peers	Looks with difficulty or concentration at someone or something
memorise	Commit something to memory; learn it by heart
by heart	From memory

Accelerated Reader

The product is intended to help the children manage their reading, to provide us with assessment of the reading ability of a class, and to encourage reading. It facilitates:

- Assessment of reading level through the STAR (Standardized Test for the Assessment of Reading) test
- A system of levelling books using a formula which includes average sentence length, average word length, vocabulary grade, and number of words in the book
- Comprehension assessment by means of a computer-based quiz that tests general knowledge in a multiple choice format of 3-20 questions
- A range of reports for teachers that detail progress.
- Increased knowledge on many different varieties of books and also an improvement in vocabulary.

Home/school partnership



Read Theory



Sign up

Login

Log in to ReadTheory

 Sign in with Google

 Sign in with Microsoft

 Sign in with Clever

OR

Username

[I forgot my username](#)

Password

[I forgot my password](#)

Log in

End of Year Expectations: Writing

1 Spell some words with silent letters

2 Recognise and use spellings for homophones and other often-confused words

3 Use a dictionary to check spelling and meaning

4 Identify the audience and purpose before writing, and adapt accordingly

5 Select appropriate grammar and vocabulary to change or enhance meaning

6 Develop setting, atmosphere and character, including through dialogue

7 Précis longer passages

8 Use a range of cohesive devices

9 Use advanced organisational and presentational devices

10 Use the correct tense consistently throughout a piece of writing

11 Ensure correct subject and verb agreement

12 Perform compositions using appropriate intonation, volume and rhythm

13 Use a thesaurus

14 Use expanded noun phrases to convey complicated information concisely

15 Use modal verbs or adverbs to indicate degrees of possibility

16 Use relative clauses

17 Convert nouns or adjectives into verbs

18 Use adverbials of time, place and number for cohesion

19 Recognise vocabulary and structures that are appropriate for formal use

20 Use passive verbs to affect the presentation of information

21 Use the perfect form of verbs to mark relationships of time and cause

22 Recognise difference in informal and formal language

23 Use grammatical connections and adverbials for cohesion

24 Use ellipsis

25 Use commas to clarify meaning or avoid ambiguity

26 Use brackets, dashes and commas to indicate parenthesis

27 Use hyphens to avoid ambiguity

28 Use semi-colons, colons and dashes between independent clauses

29 Use a colon to introduce a list

30 Punctuate bullet points consistently

Spellings

Spelling at Norton is changing across the school this academic year. The school are following the CUSP spelling scheme, there is no weekly spelling test but instead a spelling sheet that must be completed at home for homework. Three explicit spelling sessions are delivered in school each week which include dictation.

- ❑ Morphology
- ❑ Dictation
- ❑ Year 3/4, Year 5/6 NC Word Lists

KS2 National Curriculum Spelling List

Word list for years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee

communicate
community
competition
conscience*
conscious*
controversy
convenience
correspond
criticise (critic +
ise)
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass

environment
equip (–ped, –
ment)
especially
exaggerate
excellent
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate(ly)

individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous
muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical

prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme
rhythm
sacrifice
secretary
shoulder
signature
sincere(ly)
soldier

stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

End of Year Expectations: Maths

1	Use negative numbers to calculate intervals across zero
2	Divide numbers using long division, interpreting the remainders as appropriate
3	Use order of operations to carry out calculations
4	Use common factors to simplify fractions
5	Compare and order fractions of any size
6	Add and subtract fractions with different denominators and mixed numbers
7	Multiply simple pairs of proper fractions
8	Divide proper fractions by whole numbers
9	Calculate decimal fraction equivalents for simple fractions
10	Multiply a number with up to two decimal places by whole numbers
11	Use written division with answers of up to two decimal places
12	Solve problems involving the calculation of percentages

13	Recall and use equivalences between fractions, decimals and percentages
14	Solve problems using ratio using multiplication and division facts
15	Solve problems involving similar shapes where the scale factor is known
16	Solve problems involving proportion, using knowledge of fractions and multiples
17	Use simple formulae
18	Generate and describe linear number sequences
19	Express missing number problems algebraically
20	Convert units of measure between smaller and larger units
21	Convert between miles and kilometres
22	Calculate the area of parallelograms and triangles
23	Calculate and compare volume of cubes and cuboids
24	Illustrate and name parts of a circle
25	Finding missing angles in triangles, quadrilaterals and regular polygons
26	Recognise vertically opposite angles and find missing angles
27	Describe positions on the full co-ordinate grid
28	Translate shapes on a co-ordinate grid and reflect in the axes
29	Construct and interpret pie charts
30	Calculate the mean as an average

Times Tables, Mighty Maths & Maths Targets



Times Tables 1 to 12

1 times table $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	2 times table $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	3 times table $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	4 times table $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$
5 times table $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	6 times table $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$	7 times table $1 \times 7 = 7$ $2 \times 7 = 14$ $3 \times 7 = 21$ $4 \times 7 = 28$ $5 \times 7 = 35$ $6 \times 7 = 42$ $7 \times 7 = 49$ $8 \times 7 = 56$ $9 \times 7 = 63$ $10 \times 7 = 70$ $11 \times 7 = 77$ $12 \times 7 = 84$	8 times table $1 \times 8 = 8$ $2 \times 8 = 16$ $3 \times 8 = 24$ $4 \times 8 = 32$ $5 \times 8 = 40$ $6 \times 8 = 48$ $7 \times 8 = 56$ $8 \times 8 = 64$ $9 \times 8 = 72$ $10 \times 8 = 80$ $11 \times 8 = 88$ $12 \times 8 = 96$
9 times table $1 \times 9 = 9$ $2 \times 9 = 18$ $3 \times 9 = 27$ $4 \times 9 = 36$ $5 \times 9 = 45$ $6 \times 9 = 54$ $7 \times 9 = 63$ $8 \times 9 = 72$ $9 \times 9 = 81$ $10 \times 9 = 90$ $11 \times 9 = 99$ $12 \times 9 = 108$	10 times table $1 \times 10 = 10$ $2 \times 10 = 20$ $3 \times 10 = 30$ $4 \times 10 = 40$ $5 \times 10 = 50$ $6 \times 10 = 60$ $7 \times 10 = 70$ $8 \times 10 = 80$ $9 \times 10 = 90$ $10 \times 10 = 100$ $11 \times 10 = 110$ $12 \times 10 = 120$	11 times table $1 \times 11 = 11$ $2 \times 11 = 22$ $3 \times 11 = 33$ $4 \times 11 = 44$ $5 \times 11 = 55$ $6 \times 11 = 66$ $7 \times 11 = 77$ $8 \times 11 = 88$ $9 \times 11 = 99$ $10 \times 11 = 110$ $11 \times 11 = 121$ $12 \times 11 = 132$	12 times table $1 \times 12 = 12$ $2 \times 12 = 24$ $3 \times 12 = 36$ $4 \times 12 = 48$ $5 \times 12 = 60$ $6 \times 12 = 72$ $7 \times 12 = 84$ $8 \times 12 = 96$ $9 \times 12 = 108$ $10 \times 12 = 120$ $11 \times 12 = 132$ $12 \times 12 = 144$

Homework

- Reading – Accelerated Reader
- Spelling
- Times tables - TT Rockstars
- Maths Tasks
- Maths Targets
- Comprehension - Read Theory
- Topic homework - Ongoing

Topic Homework

The following tasks provide suggested homework activities designed to support what is being taught in class between the start of the school year and the half term holiday. Please attempt one of the following or devise a similar task on the curriculum areas provided. Each piece of homework should aim to answer one of the 'big questions' we will be looking at in class. Choose a question as a starting point and then, using the suggestions given or a project of your own design, think about how you can present your findings. It is important that any research information be summarised rather than copied directly from another source, but otherwise feel free to be creative and use whatever media you wish. I look forward to seeing what you all come up with!

Who was Pablo Picasso and why is he remembered today?

You could:

- Research the artwork of Picasso and create an image of your own: provide a commentary explaining how Picasso has inspired you.
- Find out about the Cubist art movement. What were the key ideas of Cubism?
- Write a profile of the life of Picasso or another Cubist artist
- Find out about a famous Cubist artwork (collage, sculpture or painting). Write about the image and describe why you like it. You could even try to recreate it!



Who were the key figures of World War 2? What were the key events of World War 2?

You could:

- Find out what happened to bring the world to war for the second time in the 20th Century?
- Investigate the reasons why it was called a 'World War'
- Research a key event and present some facts about it. This might be D-Day, the Battle of Britain, Dunkirk etc
- Make a profile listing key figures of World War 2 with some basic information about each: Adolf Hitler, Winston Churchill, Neville Chamberlain, Joseph Stalin, King George VI, President Roosevelt

What was life like for children growing up in World War 2?

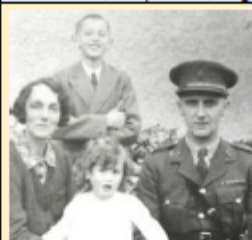
You could:

- Find out how children were affected by life on the Home Front
- Research one or more of the following areas: the Blitz; air-raids; rationing; the evacuation
- Have a go at some ration-book cookery; write a recipe and take some photos of the ingredients, process and final product
- Find out what a 1940s home looked like
- Visit a museum or place of interest
- Find out about the experience of evacuees; maybe write a letter or diary entry as if you were an evacuee

What can we learn about World War 2 by investigating our own family?

You could:

- Interview a relative or family friend who has memories of the war or the 1940s: find out where they lived, and what they remember.
- Research your family history: where were your relations living during WW2? What were their occupations? How did they contribute to the war effort (ie, military or civilian service, agriculture, home guard etc)?
- nb Please scan or photograph valuable photos, documents and items rather than sending them in!*



How can music reflect our feelings, thoughts and aspirations? How can we express ourselves through music? (Listening & Appraising)

- In class we will be listening to songs with Mr Cole that have been written in response to the experiences of refugees, linked to our class reader, 'The boy at the back of the class' by Onjali Q Rauf.*
- Talk to your parents: try to find a song that has been written in response to an inequality or social/political issue (eg war, homelessness, poverty). Listen to the song and write a response to it, and include some comments on how the arrangement and instrumentation of the music and the lyrics combine to good effect.
 - Produce some artwork based on a song with a powerful message, and write some sentences to explain your feelings

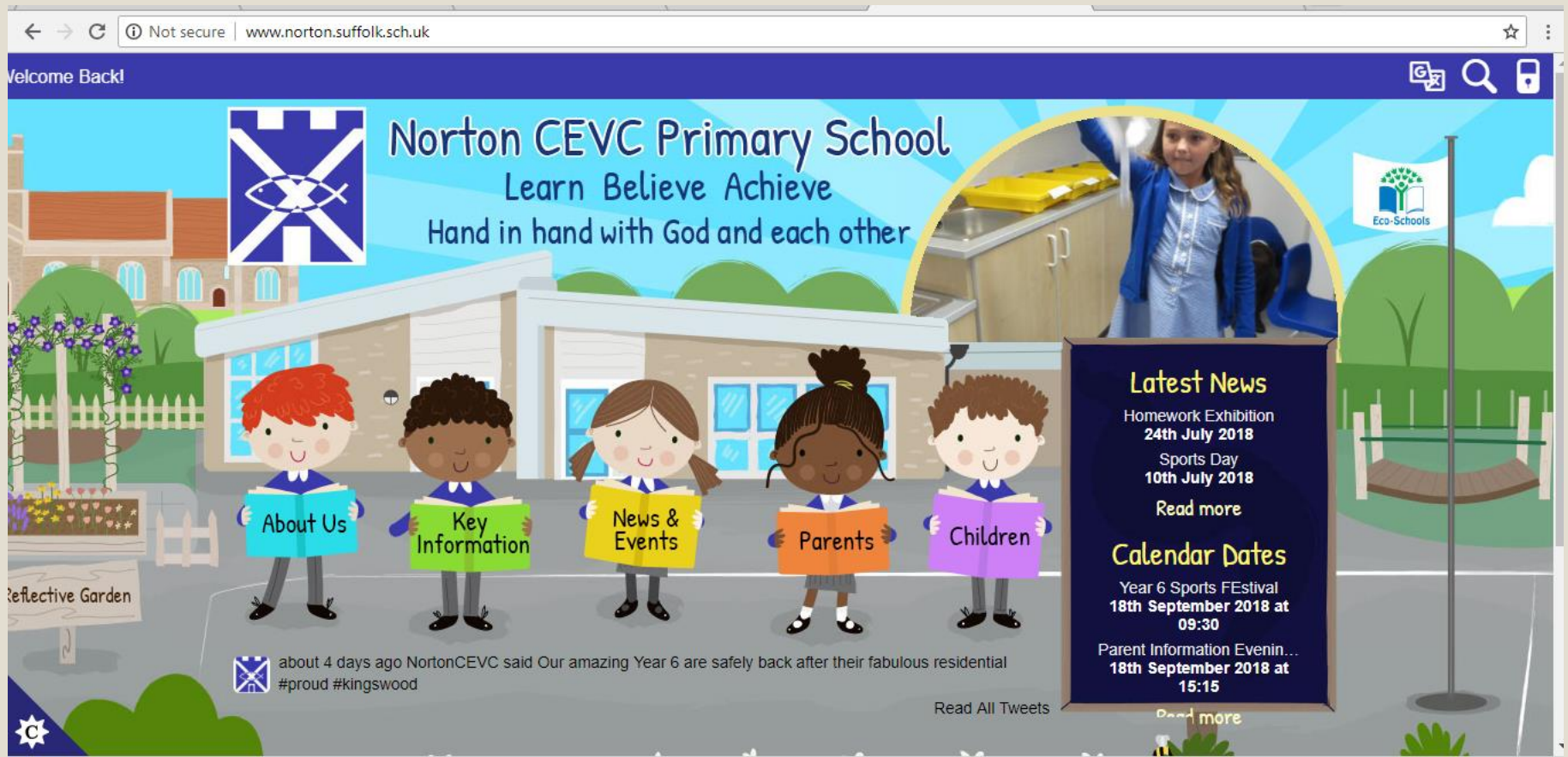
How do we stay safe around electricity?

You could:

- design an annotated poster or presentation summarising some of the dangers we have learn about in and around the home
- Find out which of your electrical appliances use the most power, and which pose the highest risk
- Find out how safe your home is by conducting an electrical safety survey: Record your findings using notes or photos, and write a report describing what you discover
- Research the life or work of a famous scientist who is celebrated for being a pioneer of electricity: Benjamin Franklin, Michael Faraday, Thomas Edison, Nikola Tesla etc.

Please ensure that homeworks are a manageable size to store and display in the classroom. Homework can be written by hand, on PC or in another, eg digital, format.

School Website



Transition

Secondary readiness

- Homework
- Visits
- Liaison
- Revision
- Transfer

KS2 Tests

Key Stage 2 Tests are still currently scheduled to take place nationally w/c Monday 13th May 2024.

Statutory tests will be administered in the following subjects:

- Reading (60 minutes)
- Spelling (approximately 15 minutes)
- Punctuation, Vocabulary and Grammar (45 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)

All tests are externally marked.

Writing will be 'Teacher Assessed' internally.

Questions

Scaled Scores

- A child who achieves the 'national standard' (a score of 100) will be judged to have demonstrated sufficient knowledge in the areas assessed by the tests.
- A child achieving 110+ is seen in some measures to be achieving at a greater depth within the expected standard.
- From July 2016 for the first publication of test results, each pupil will receive:
 - A raw score (number of raw marks awarded).
 - A scaled score in each tested subject.
 - Confirmation of whether or not they attained the national standard.

Reading

- The Reading Test consists of a single test paper with three unrelated reading texts.
- Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

Grammar, Punctuation and Spelling

- A Spelling test is administered containing 20 words, lasting approximately 15 minutes – the test is read aloud.
- A separate test is given on Punctuation, Vocabulary and Grammar
- This test lasts for 45 minutes and requires short answer questions, including some multiple choice.
- Marks for these two tests are added together to give a total for Spelling, Punctuation and Grammar.

Sample GPS Questions

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

44

Underline the **verb form** that is in the **present perfect** in the passage below.

Rachel loves music and has wanted to learn how to play the piano for years. She was hoping for piano lessons, and was delighted when her parents gave her a keyboard for her birthday.

1 mark

Writing: Working at 'Expected'

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly¹ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,^{*} and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.²

Working towards 'Expected'

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.

¹ At this standard, there is no specific requirement for a pupil's handwriting to be joined.

Working at 'Greater Depth'

Working at greater depth

The pupil can:

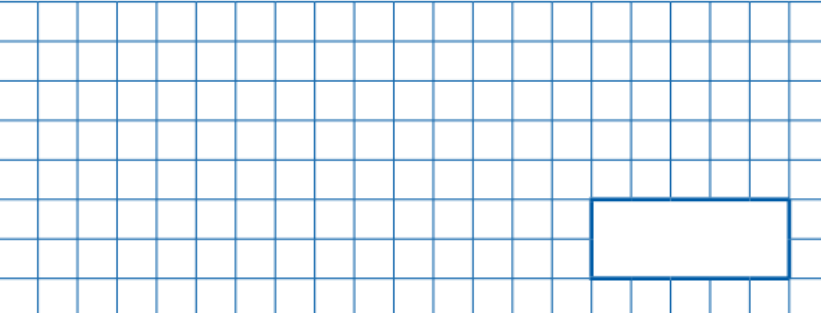
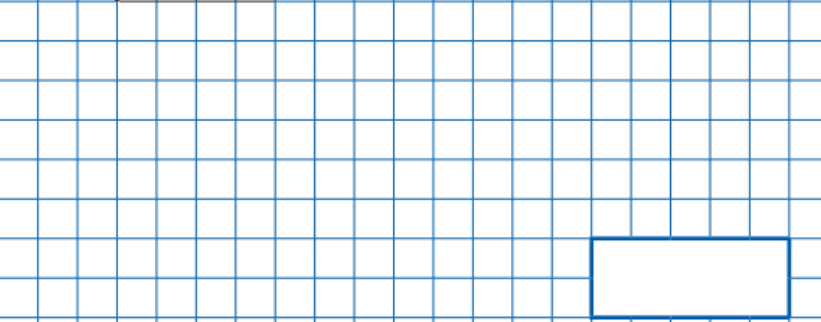
- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]

Mathematics

- The Mathematics tests are made up of three papers.
- Paper 1 is for 'Arithmetic' lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover 'Problem Solving and Reasoning', each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Mathematics Questions

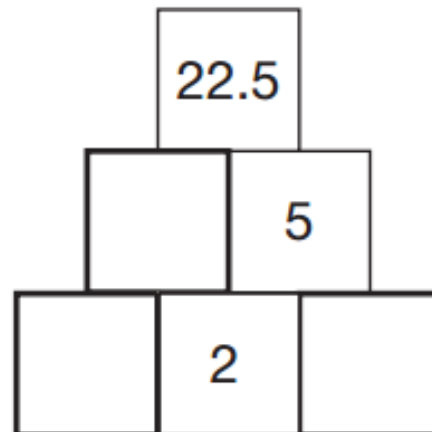
24	$15.4 - 8.88 =$ 	 1 mark
25 Show your method	1 3 3 0 1 6 	 2 marks

14

Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

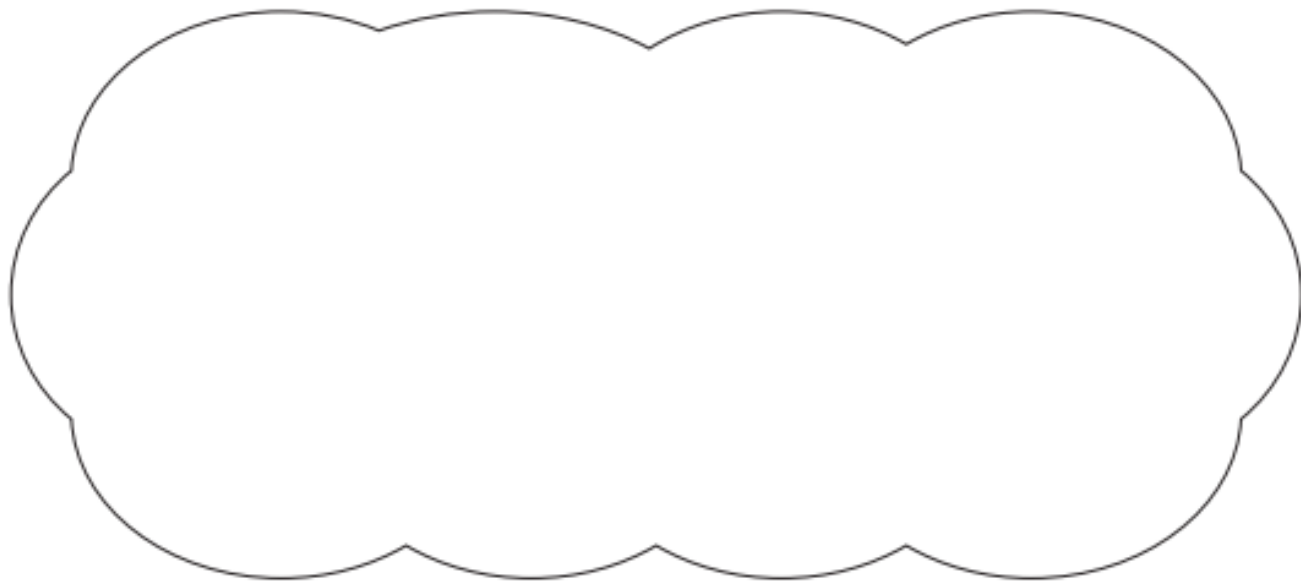
Write the missing numbers.



2 marks

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to **18×326**



Miss Mills is making jam to sell at the school fair.

Strawberries cost £7.50 per kg.

Sugar costs 79p per kg.

10 glass jars cost £6.90

She uses 12 kg of strawberries and 10 kg of sugar to make 20 jars full of jam.

Calculate the total cost to make 20 jars full of jam.