

Decimals up to 2 d.p.

- 1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are ones, tenths and hundredths.

The number is .

- 2 Represent these numbers on a place value chart.

Complete the sentences.

- a) 0.56

There are ones, tenths and hundredths.

- b) 0.08

There are ones, tenths and hundredths.

- c) 1.48

There is one, tenths and hundredths.

- d) 2.07

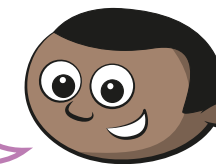
There are ones, tenths and hundredths.



3

Mo is thinking about tenths and hundredths.

In the number 2.49
the digit 4 represents
4 tenths or 0.4



What is the value of the digit 4 in each of these numbers?

a) 14.8 _____ d) 42.03 _____

b) 13.74 _____ e) 106.48 _____

c) 8.04 _____ f) 176.4 _____

4

- a) Circle the number that has 5 in the tenths position.

53

5.3

0.53

0.35

- b) Write three numbers that have 3 in the hundredths position.

5

Complete the calculations.

a) $0.64 = 0.6 + \boxed{}$

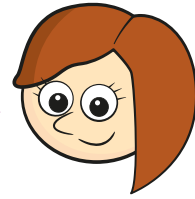
c) $0.3 + 0.05 = \boxed{}$

b) $0.53 = 0.5 + \boxed{}$

d) $0.06 + 0.8 = \boxed{}$

- 6 Rosie is finding different ways to partition 0.73

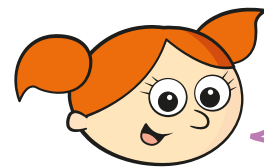
0.73 = 0.7 + 0.03
or 0.3 + 0.43



Ones	Tenths	Hundredths
0	7	3

In what other ways can 0.73 be partitioned?
List as many ways as you can below.

- 7 Alex is thinking of a number.



My number has 3 digits,
is greater than 1 but less than
2 and has 3 tenths.

- a) What number could Alex be thinking of?
Talk about it with a partner.
- b) Write all the possible numbers Alex could be thinking of.

- c) Write another clue that would mean Alex's number is 1.34

- 8 Match the words to the numerals.

5 ones, 6 tenths and 5 hundredths

0.56

5 tenths and 6 hundredths

60.05

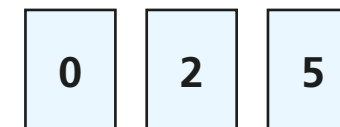
5 ones, 5 tenths and 6 hundredths

5.56

6 tens and 5 hundredths

5.65

- 9 Annie has three digit cards.



Are the statements true or false? Explain your answers.

- a) The largest number Annie can make is 5.02

- b) The smallest number Annie can make is 0.25

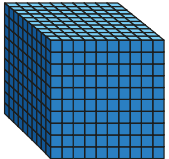
- c) Annie can make six different numbers.

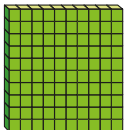


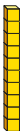
Understand thousandths



1 Tommy is using base 10 to represent decimals.

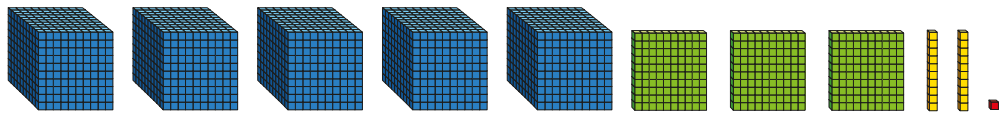
He uses  to represent 1 whole.

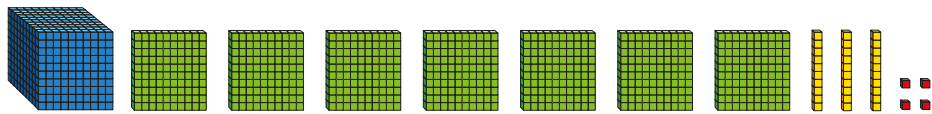
He uses  to represent $\frac{1}{10}$ or 0.1

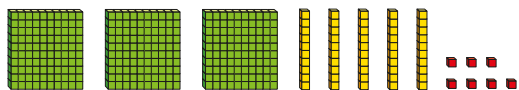
He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001

What decimals are represented?

a) 

b) 

c) 

2 a) Represent each number using base 10

0.512

1.352

2.003

b) Use your representations to help you complete the statements.

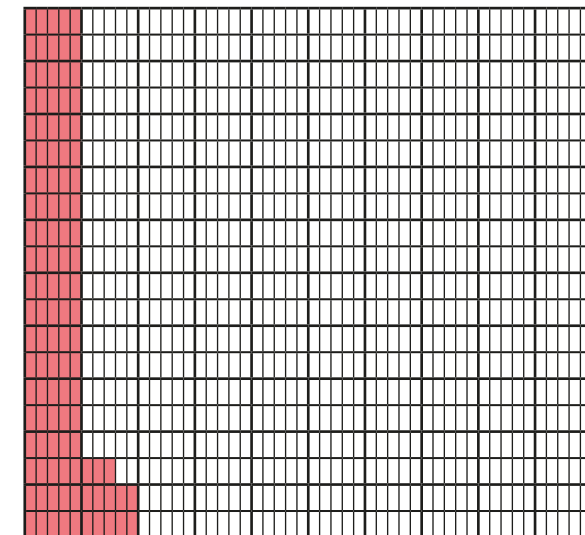
$$0.512 = 0.5 + 0.01 + \boxed{}$$

$$1.352 = 1 + \boxed{} + \boxed{} + \boxed{}$$

$$2.003 = \underline{\hspace{2cm}}$$

3 Here is a thousand square.

Part of the square has been coloured.



a) Why do you think it is called a thousand square?

b) What fraction of the square has been coloured?

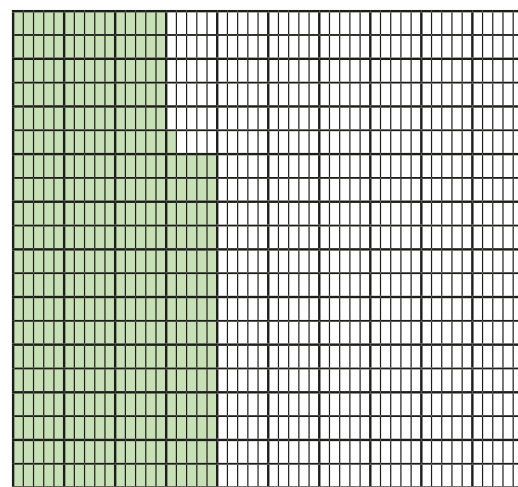
$\frac{\boxed{}}{1000}$

c) Write the fraction as a decimal.

- 4 What fraction of each square has been shaded?

Write each number as a fraction and as a decimal.

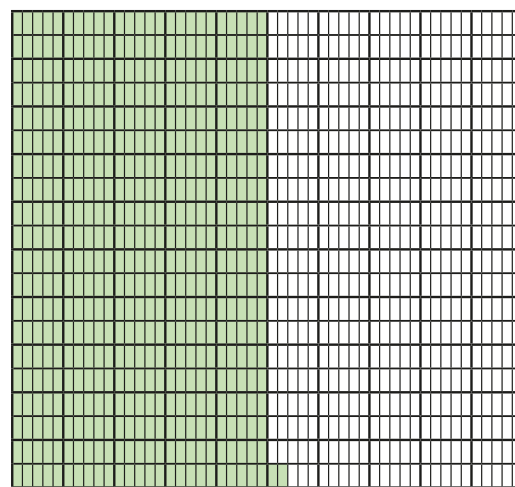
a)



fraction =

decimal =

b)

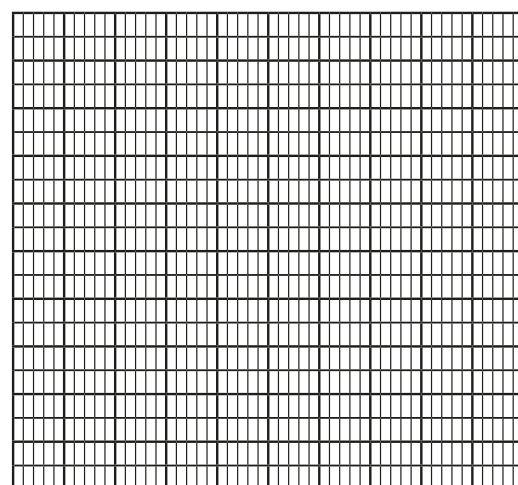


fraction =

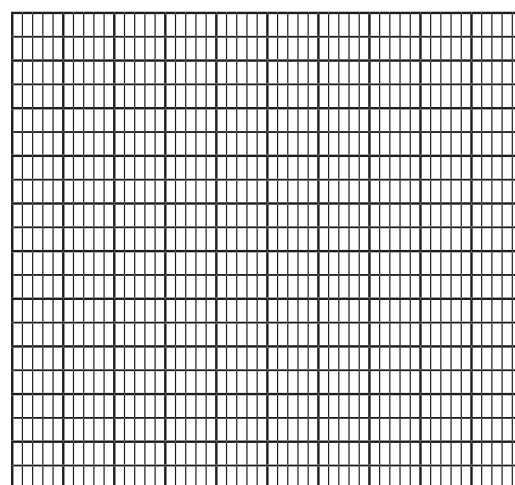
decimal =

- 5 Colour the grids to represent the fraction and decimal.

a) $\frac{73}{1000}$



b) 0.302



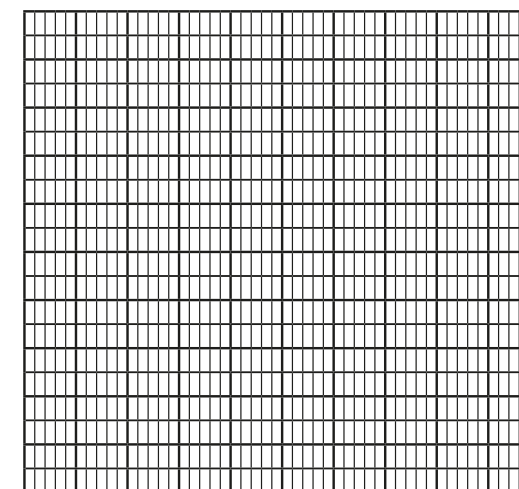
- 6 Represent these numbers on a place value chart.

a) 1.372

b) 0.091

c) 3.542

- 7 Show that $\frac{400}{1000}$ is the same as 0.4



- 8 Write the numbers represented by the place value charts.

a)

Ones	Tenths	Hundredths	Thousandths
1 1 1 1	0.1 0.1	0.01 0.01 0.01 0.01 0.01 0.01	0.001 0.001 0.001 0.001 0.001 0.001

b)

Ones	Tenths	Hundredths	Thousandths
	0.1 0.1 0.1 0.1 0.1		0.001 0.001 0.001 0.001





T	O	Tth	Hth	Thth

T	O	Tth	Hth	Thth

T	O	Tth	Hth	Thth

T	O	Tth	Hth	Thth

O	Tth	Hth	Thth
● ●	● ●	● ●	● ●
●	●	● ●	● ●
			●

There are tenths.

There are thousandths.

The number in digits is

a) 3.65 _____

b) 0.093 _____

c) 18.31 _____

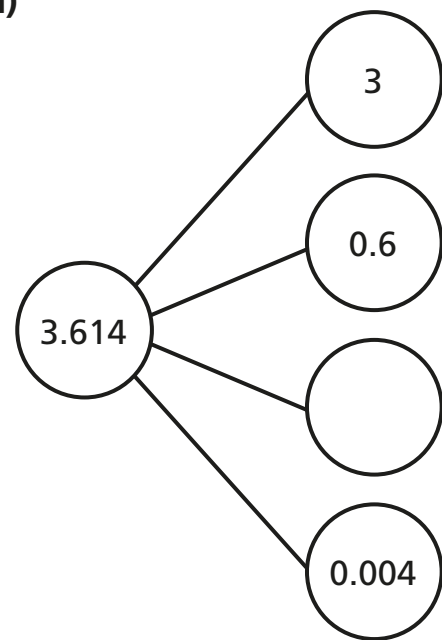
d) 72.439 _____

e) 32.701 _____

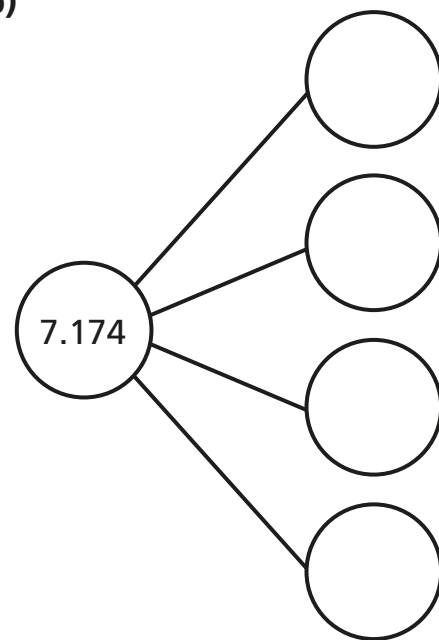
f) 19.03

4 Complete the part-whole models.

a)



b)



5 Complete the number sentences.

a) $17.134 = 10 + 7 + 0.1 + \boxed{} + 0.004$

b) $94.077 = 90 + 4 + 0.07 + \boxed{}$

c) $\boxed{} = 30 + 4 + 0.07 + 0.009$

6 Complete the number sentences.

$1.456 = 1 + 0.4 + \boxed{} + 0.006$

$1.456 = 1 + 0.3 + \boxed{} + 0.006$

$1.456 = 1 + 0.2 + \boxed{} + 0.006$

$1.456 = 1 + \boxed{} + 0.006$

7 Mo and Annie have represented 0.121 on their place value charts.

Mo's chart

O	Tth	Hth	Thth
	●	● ●	●

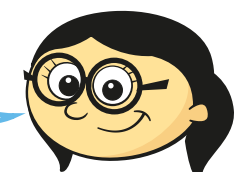
Annie's chart

O	Tth	Hth	Thth
		● ● ● ● ● ● ● ●	●



Mo

Only my grid shows 0.121



Annie

Both our grids show 0.121

Who do you agree with? _____

Explain why.



Multiply by 10, 100 and 1,000



1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			● ● ●	● ● ● ● ●	

a) $2.3 \times 10 =$

When the number is multiplied by 10 the counters move place to the left.

b) $2.3 \times 100 =$

When the number is multiplied by 100 the counters move places to the left.

c) $2.3 \times 1,000 =$

When the number is multiplied by 1,000 the counters move places to the left.

2 Complete the diagram.



3 a) Draw counters on the place value charts to represent each calculation.

4.4×1

Th	H	T	O	Tth	Hth

4.4×10

Th	H	T	O	Tth	Hth

4.4×100

Th	H	T	O	Tth	Hth

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth

b) Complete the calculations.

$4.4 \times 1 =$

$4.4 \times 10 =$

$4.4 \times 100 =$

$4.4 \times 1,000 =$

What do you notice?

4 Complete the calculations.

a) $13.44 \times 10 =$

d) $4.4 \times \boxed{} = 4,400$

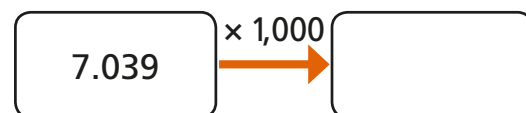
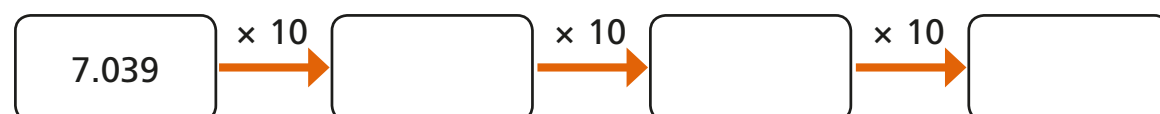
b) $41.4 \times 100 =$

e) = 1.03×100

c) $0.415 \times 1,000 =$

f) $30.44 = \boxed{} \times 10$

5 Complete the diagrams.



What do you notice? Why does this happen?



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

$$1.4 \times 10 \times 10 \times 10 \quad \bigcirc \quad 1.4 \times 1,000$$

$$1.4 \times 10 \times 100 \quad \bigcirc \quad 1.4 \times 1,000$$

$$1.4 \times 10 \times 10 \quad \bigcirc \quad 1.4 \times 1,000$$

$$1.4 \times 10 \times 2 \bigcirc 1.4 \times 100$$

7 Kim is calculating 14.3×200 .
She writes this as her answer.

$$14.3 \times 200 = 28.600$$

Explain Kim's mistake.

8 Use the cards to complete the calculation.

You can use each card more than once.

Diagram illustrating the multiplication of 0.002 by powers of 10:

	$\times 1$	$\times 10$	$\times 100$	$\times 1,000$
0.002				
				$= 2,000$

How many ways is it possible to complete this calculation?

Talk about it with a partner.



Divide by 10, 100 and 1,000



1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●●			

a) $140 \div 10 =$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 =$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 =$

When the number is divided by 1,000 the counters move places to the right.

2 Complete the diagram.



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

$123 \div 100$

H	T	O	Tth	Hth	Thth

$123 \div 1,000$

H	T	O	Tth	Hth	Thth

b) Complete the calculations.

$123 \div 1 =$

$123 \div 10 =$

$123 \div 100 =$

$123 \div 1,000 =$

What do you notice?

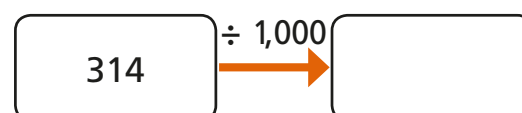
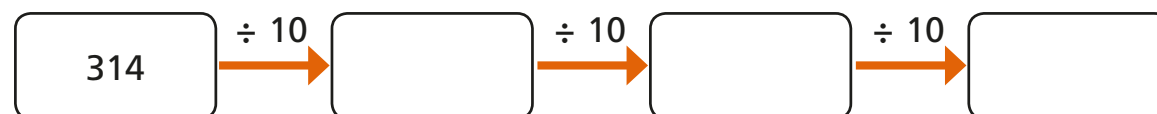




4 Complete the calculations.

- a) $16 \div 10 =$ d) $332 \div$ $= 0.332$
- b) $43.4 \div 100 =$ e) $2.4 \div 200 =$
- c) $614 \div 1,000 =$ f) $5.09 =$ $\div 20$

5 Complete the diagrams.

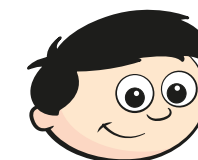


What do you notice? Why does this happen?

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

- $5,400 \div 10 \div 10 \div 10$ $5,400 \div 1,000$
- $60 \div 100 \div 10$ $600 \div 100$
- $5.7 \div 10$ $57 \div 100$
- $5,601 \div 1,000$ $5.601 \div 10$

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

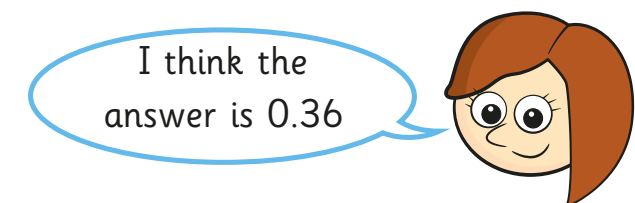


I think the answer is 54.00

Is Dexter correct? _____

Explain your reasoning.

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



I think the answer is 0.36

Is Rosie correct? _____

Explain your reasoning.



Multiply decimals by integers



1 Use place value counters to solve the calculations.

a) $3.2 \times 3 =$

Ones	Tenths
1 1 1	0.1 0.1
1 1 1	0.1 0.1
1 1 1	0.1 0.1

b) $4.6 \times 2 =$

Ones	Tenths
1 1 1 1	0.1 0.1 0.1 0.1 0.1
1 1 1 1	0.1 0.1 0.1 0.1 0.1

2 Solve the multiplication. Draw your answer.

$12.2 \times 3 =$

Tens	Ones	Tenths

3 Nijah uses long multiplication to solve 3.72×3

		3	.	7	2
	x				3
		0	.	0	6
		2	.	1	0
		9	.	0	0
	1	1	.	1	6

Use long multiplication to work out the calculations.

a)

		4	.	8	6
	x				4

b)

		2	.	0	9
	x				6

4 Work out the multiplications.

a) $5.2 \times 4 =$

d) $= 2.34 \times 3$

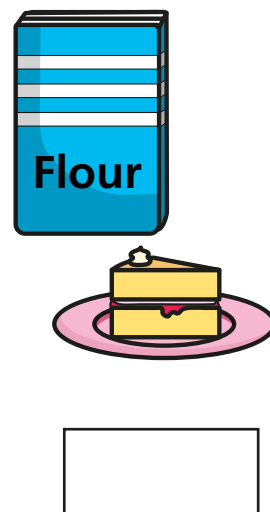
b) $14.3 \times 3 =$

e) $11.505 \times 4 =$

c) $6 \times 9.1 =$

f) $9.602 \times 6 =$

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



- 6 Work out the multiplications.

a) $7.2 \times 2 =$

$7.2 \times 4 =$

$14.4 \times 4 =$

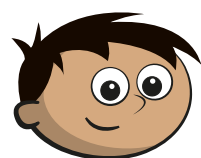
$7.2 \times 8 =$

b) $= 3.45 \times 3$

$= 34.5 \times 3$

$= 345 \times 3$

- 7 Amir is solving 3.4×4



To solve this, I
did 34×4 , which was 136
Then I multiplied my answer
by 10 to get an answer
of 1,360

Do you agree with Amir? _____

Explain why.

- 8 Use the digits 1, 2, 3 and 4 once each to create a calculation.

1	2	3	4
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	.		×	
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- a) How many different products can you make?

- b) What is the greatest possible product?

- c) What is the smallest possible product?

- d) What is the product closest to 12?

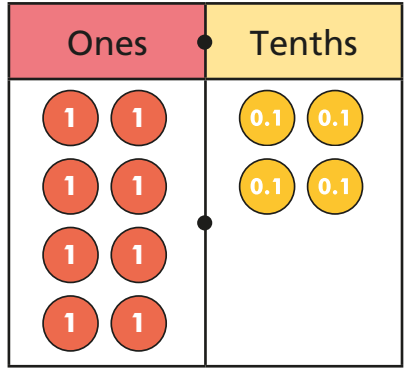
Compare answers with a partner.



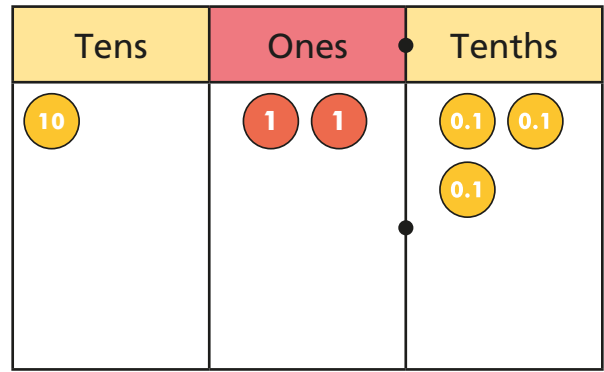
Divide decimals by integers

1 Use place value counters to work out the divisions.

a) $8.4 \div 4 =$

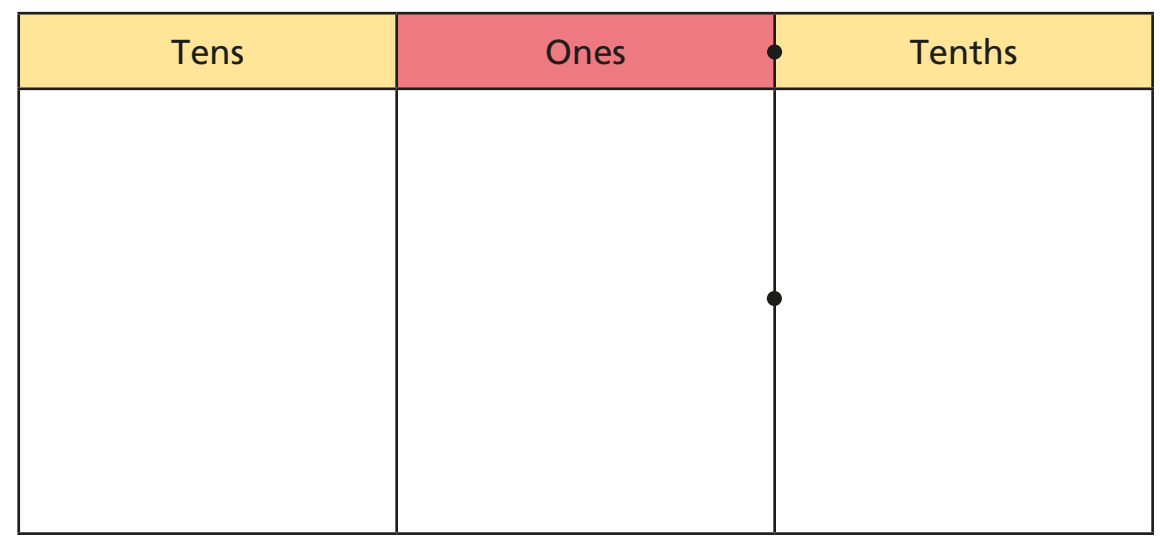


b) $12.3 \div 3 =$

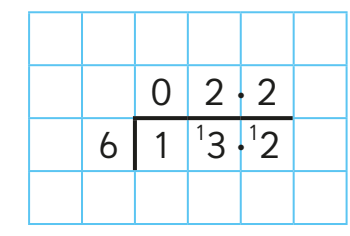


2 Work out the division. Draw your answer.

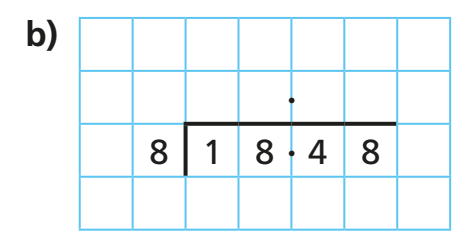
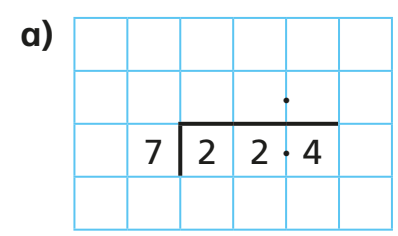
$16.4 \div 4 =$



3 Brett uses short division to work out $13.2 \div 6$



Use short division to work out the calculations.



4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

b) $14.8 \div 4 =$

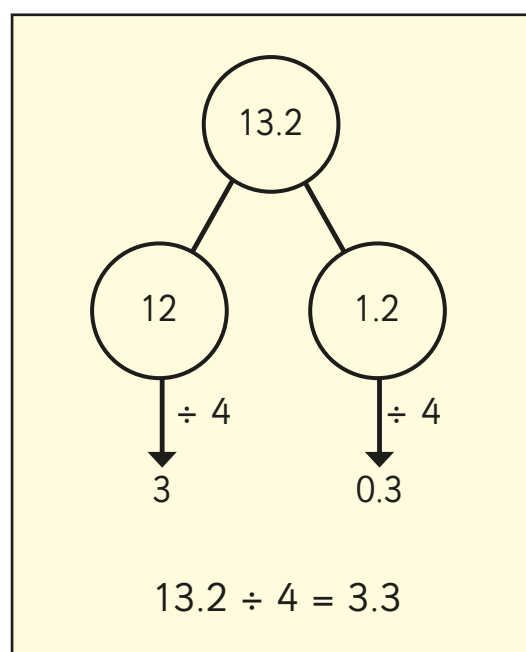
e) $202.35 \div 3 =$

c) $18.48 \div 6 =$

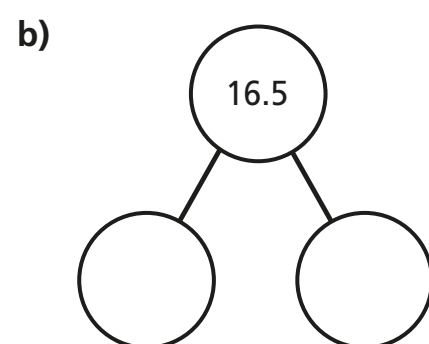
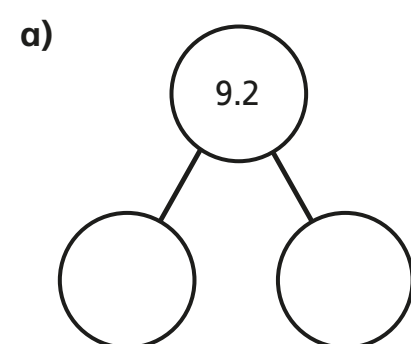
f) $105.12 \div 9 =$



- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



Use Esther's method to complete the part-whole model and calculation.



$$9.2 \div 4 = \boxed{}$$

$$16.5 \div 3 = \boxed{}$$

Compare answers with a partner. Did you partition your numbers in the same way?



- 6 Work out the divisions.

a) $9.64 \div 4 = \boxed{}$

$$96.4 \div 4 = \boxed{}$$

$$0.964 \div 4 = \boxed{}$$

$$9.64 \div 8 = \boxed{}$$

b) $19.44 \div 9 = \boxed{}$

$$19.53 \div 9 = \boxed{}$$

$$19.62 \div 9 = \boxed{}$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \boxed{}$$

$$3.6 \div 4 = \boxed{} \div 8$$

- 8 Complete the calculation.

$$8.4 \div \boxed{} = 4.2 \div \boxed{}$$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.



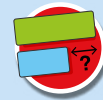
Division to solve problems

- 1 There are 1,360 children in a school.
A quarter of the children walk to school.
How many children walk to school?

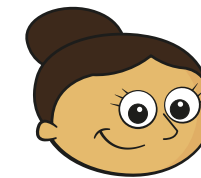
- 2 Huan has saved his pocket money for 5 weeks.
He gets the same pocket money every week.
He has saved £16.65
How much pocket money does Huan get each week?



- 3 Tom is running a 6-kilometre race.
He has run one-third of the race so far.
How many more kilometres does Tom have left to run?

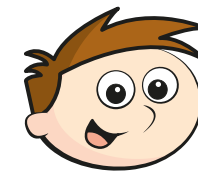


- 4 Dora, Ron and Teddy are making paper chains.



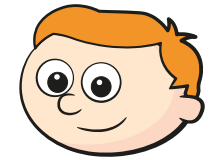
Dora

My paper chain
is 1.1 m long.



Teddy

My paper chain
is three times longer
than Ron's.



Ron

Dora's paper chain
is twice as long
as mine.

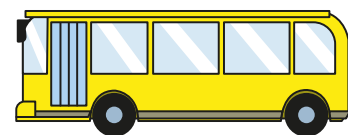
- a) How long is Ron's paper chain?

- b) How long is Teddy's paper chain?

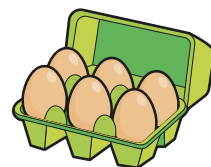
- 5 A water bottle holds 2 litres.
A leak in the bottle means 25 ml drips out each day.
How many days will it take until the bottle is empty?


 days


- 6 a) A school bus can hold 30 people.
There are 726 children going on a school trip.
How many buses are needed?



- b) A cake needs 4 eggs.
How many cakes can be made from 345 eggs?

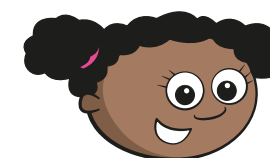


- 7 Shop A sells 5 tins of paint for £23.40
Shop B sells 3 tins of the same paint for £14.01



Which shop should Aisha buy her paint from? _____
Explain your reasoning.

- 8 $146 \div 5 = 29$ remainder 1
 $117 \div 4 = 29$ remainder 1



This means that
 $117 \div 4 = 146 \div 5$

Do you agree with Whitney? _____
Explain your thinking.

- 9 I'm thinking of a 3-digit number.
When I divide it by 5, I am left with a remainder of 3
When I divide it by 10, I am left with a remainder of 8
It rounds to 200 to the nearest 100
It has one hundred.
What could my number be?

Create your own problem like this for a partner.



Decimals as fractions

1 Complete the sentences.

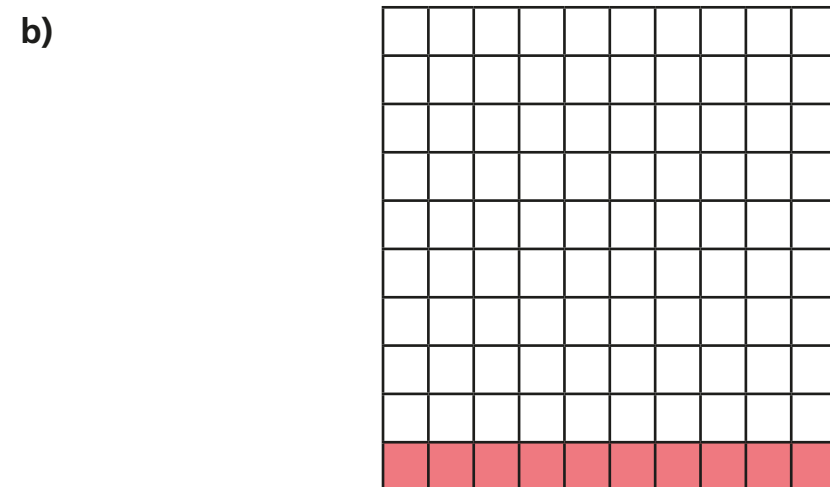
a)

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

The whole has been divided into equal parts.

Each part is worth

This is equivalent to



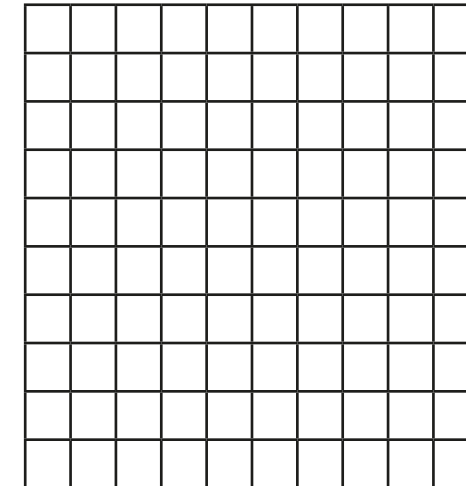
The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



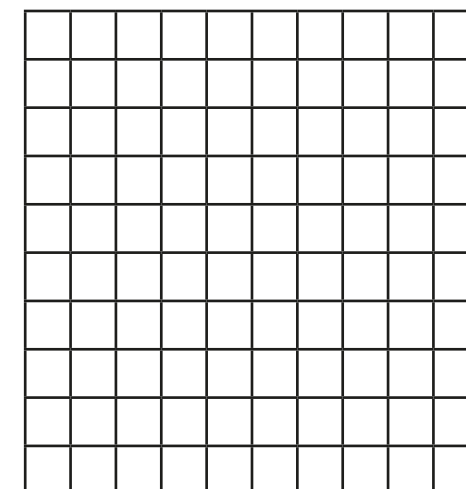
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



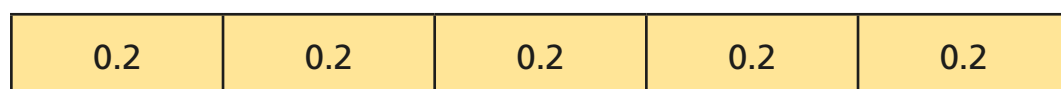
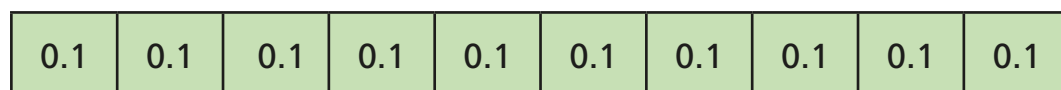
Complete the sentence.

parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =

3



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\boxed{}}{10} = \frac{1}{\boxed{}}$$

$$0.4 = \frac{\boxed{}}{10} = \frac{2}{\boxed{}}$$

$$\boxed{} = \frac{\boxed{}}{10} = \frac{4}{5}$$

4

Fill in the missing numbers.

$$\text{a) } 0.54 = \frac{\boxed{}}{100} = \frac{\boxed{}}{50}$$

$$\text{b) } 0.6 = \frac{\boxed{}}{10} = \frac{\boxed{}}{5}$$

$$\text{c) } 0.3 = \frac{\boxed{}}{10} = \frac{\boxed{}}{100}$$

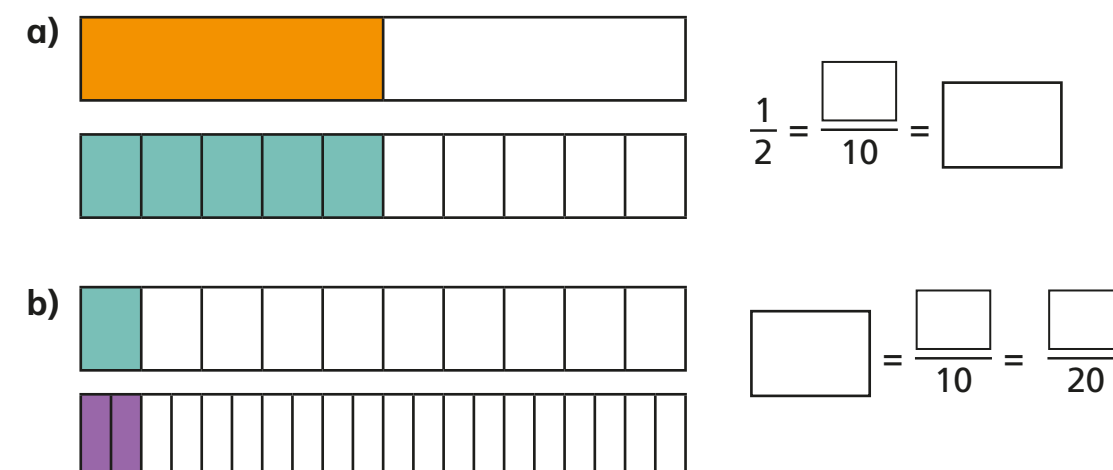
$$\text{d) } \boxed{} = \frac{9}{100}$$

$$\text{e) } \boxed{} = \frac{9}{10}$$

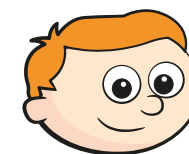
$$\text{f) } \frac{21}{50} = \frac{\boxed{}}{100} = \boxed{}$$

5

Use the bar models to fill in the missing numbers.



6



$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

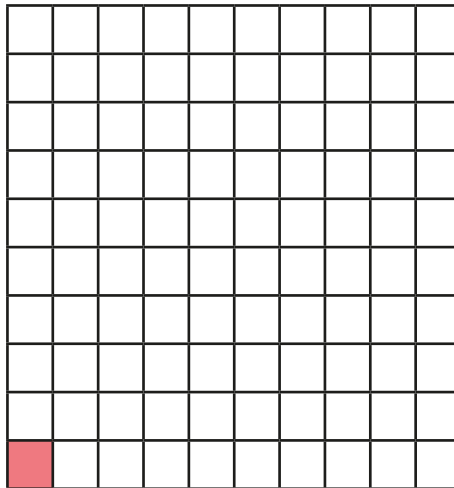
Draw a diagram to show that Ron is wrong.



Fractions to decimals (1)

1 Complete the sentences.

a)

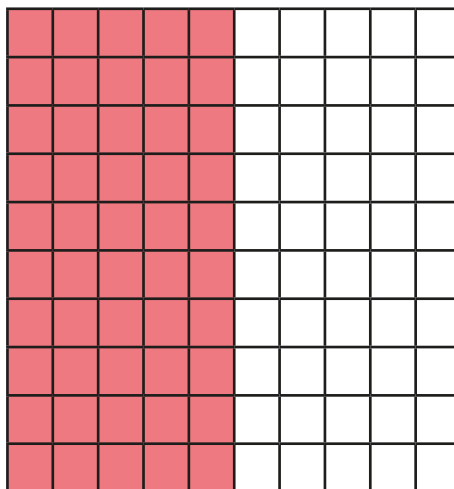


Each square represents $\frac{\square}{100}$

$\frac{\square}{100}$ of the whole square is shaded.

This is equivalent to $\square$ as a decimal.

b)

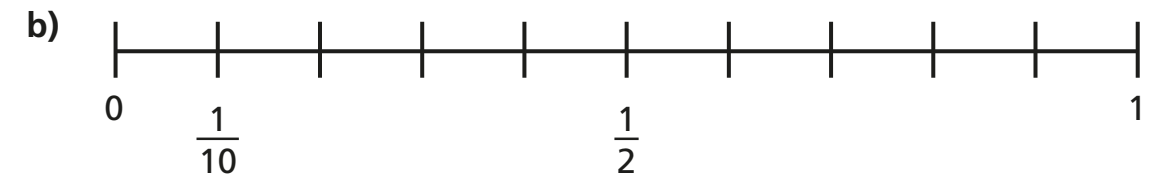
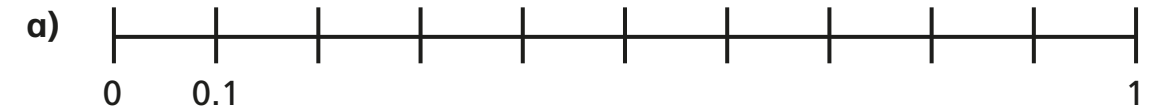


$\frac{\square}{100}$ of the whole square is shaded.

This can be simplified to $\frac{\square}{\square}$

This is equivalent to $\square$ as a decimal.

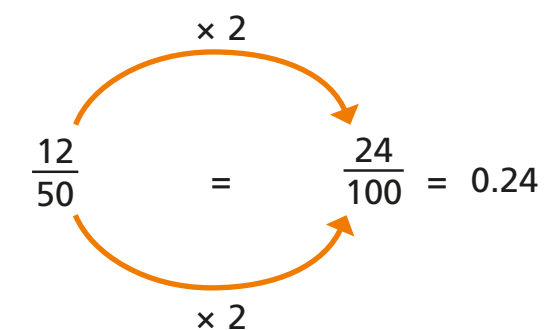
2



What is the same and what is different about the number lines?

3

To convert a fraction to a decimal, you can use equivalent fractions to make the denominator 100



Use this method to find the equivalent decimals for the fractions.

a) $\frac{28}{50} = \frac{\square}{100} = \square$

c) $\frac{9}{25} = \frac{\square}{100} = \square$

b) $\frac{6}{20} = \frac{\square}{100} = \square$

d) $\frac{24}{200} = \frac{\square}{100} = \square$

- 4 Some fractions can be converted to have a denominator of 1,000 to find their decimal equivalent.

$$\frac{62}{500} \xrightarrow{\times 2} \frac{124}{1000} = 0.124$$

a) $\frac{27}{500} = \frac{\boxed{}}{1000} = \boxed{}$

b) $\frac{62}{250} = \frac{\boxed{}}{1000} = \boxed{}$

c) $\frac{51}{200} = \frac{\boxed{}}{1000} = \boxed{}$

d) $\frac{128}{2,000} = \frac{\boxed{}}{1000} = \boxed{}$

- 5 Convert the fractions to their decimal equivalents.

a) $\frac{1}{5} = \boxed{}$

b) $\frac{1}{20} = \boxed{}$

$\frac{1}{10} = \boxed{}$

$\frac{2}{20} = \boxed{}$

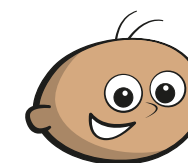
$\frac{1}{20} = \boxed{}$

$\frac{3}{20} = \boxed{}$

$\frac{1}{40} = \boxed{}$

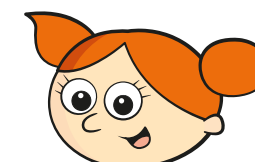
$\frac{6}{20} = \boxed{}$

- 6 Tommy, Alex and Eva are working out the decimal equivalent of $\frac{60}{200}$



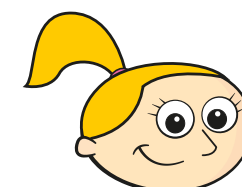
Tommy

You need to convert it to have a denominator of 100 to find the decimal equivalent.



Alex

I disagree. You need to convert it to have a denominator of 1,000



Eva

Both of you are right!

Who do you agree with? _____

Explain your thinking.

- 7 0.5 is equivalent to $\frac{1}{2}$, $\frac{5}{10}$, $\frac{50}{100}$

Are these the only fractions that are equivalent to 0.5?

How many fractions can you find?

Compare answers with a partner.



Fractions to decimals (2)

- 1 Fractions can be expressed as divisions.

For example, $\frac{1}{2} = 1 \div 2$

Write the fractions as divisions.

a) $\frac{1}{3} = \square \div \square$

d) $\frac{\square}{\square} = 3 \div 5$

b) $\frac{2}{3} = \square \div \square$

e) $\frac{\square}{7} = 3 \div \square$

c) $\frac{4}{7} = \square \div \square$

f) $\frac{1}{10} = \square \div \square$

- 2 Use place value counters to find the decimal equivalent of $\frac{2}{5}$
You can draw on the place value chart to help you with exchanging.

$\frac{2}{5} = 2 \div 5 = \square$

Ones	Tenths
1 1	

- 3 Fractions can be converted to decimals by using the short division method.

For example, $\frac{1}{8} = 1 \div 8$

		0	1	2	5	
	8	1	0	2	0	

$\frac{1}{8} = 0.125$

Use the short division method to find the decimal equivalent of the fractions.

a)

			.			
	4	1	0	0		

$\frac{1}{4} = \square$

b)

			.			
	5	4	0			

$\frac{4}{5} = \square$

c)

			.			
	8	3	0			

$\frac{3}{8} = \square$



4 Find the decimal equivalents for these fractions.

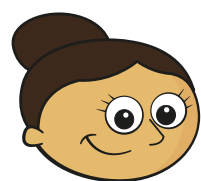
a) $\frac{7}{8} =$

c) $\frac{1}{16} =$

b) $\frac{7}{5} =$

d) $\frac{9}{16} =$

5



To find $\frac{19}{20}$ as a decimal,
I found $\frac{1}{20}$ as a decimal, then
took it away from 1

Here is Dora's working out.

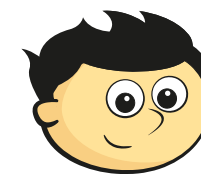
			0	.	0	5
2	0		1	.	0	¹⁰ 0

$$1 - 0.05 = 0.95$$

$$\frac{19}{20} = 0.95$$

Use Dora's method to find the decimal equivalent for $\frac{49}{50}$

6



I converted $\frac{1}{2}$ to
a decimal and got the
answer 2

Jack is incorrect.

Explain the mistake that Jack has made.

7

Filip is thinking of a fraction.

When he converts it to a decimal, it is smaller than 0.5 but greater than 0.4

What fraction could Filip be thinking of?

Are there any other possible answers? Talk to a partner.

8

Use the short division method to find the decimal equivalent of $\frac{1}{3}$

Compare answers with a partner.

Nelson Mandela

Diary entry

Friday 12th June, 1964

Dear Diary,

Today represented a day that would mark a turning point in my life; my determination, my struggles, my fight against the unjust world that I lived in had resulted in imprisonment nearly a year after my fateful arrest at Rivonia. My life would now be condemned to a cell and it became apparent that I would need to rely on others to now continue the fight I had started. If this lead to change, it was a sacrifice I was willing to make.

As we raced through the streets, the sirens of our convoy wailed on our way to the Palace of Justice. From the window, I could see that all the roads leading to the courthouse had been blocked off to normal traffic; I presumed it was so that nothing or no-one could interfere with the hearing. As well as this, police were checking the identification of anyone who attempted to approach the venue, whilst checkpoints had even been established at the local bus and railway stations. However, despite their efforts to intimidate our supporters, as many as two thousand people had shown their determination and were positioned outside of the courthouse, brandishing banners and signs to show their support. Even inside, the gallery was full which forced the local and international press into standing for the duration of the session.

As I entered the courtroom, I caught sight of the familiar faces of my mother, who had journeyed all the way from the Transkei, and my wife, Winnie. Their support has been unwavering and I must admit that their strength has given me strength. Finally, our case was called and I listened – although almost in a daze – as two pleas in mitigation were read out. Both men spoke about the need to listen to a nation's grievances and how these voices should not be suppressed, whilst the



other tried to remind the judge about how his own people – the Afrikaners – had struggled violently for their freedom. I appreciated the men's efforts but it seemed as though these pleas had been shared in vain, for the judge was barely listening and made no notes throughout the entire time the men spoke. It was clear that his decision had already been made.

After what felt like an eternity, the judge, who was called De Wet, nodded at us – myself and the other defendants also on trial – to rise. Despite normally being a calm man, the judge was very pale and seemed to be breathing heavily. I caught the eye of the other defendants and we all thought the same thing: we were going to be awarded with the death penalty. Nevertheless, when he began to speak, it became clear that he did not intend to have us killed; instead, he sentenced us all to life imprisonment. As soon as the words left his mouth, a collective gasp could be heard in the courtroom because we were all sure that we would be sentenced to death. All I could do was smile. Yes, I was to be imprisoned but I would still have my life and for that, I had to be grateful.

Immediately, I turned towards the gallery with a smile on my face. I searched for Winnie's and my mother's faces but the courtroom had erupted into chaos especially from the section where the ANC supporters had been sat. As the verdict was announced, they had dashed outside to share the excellent news with the crowd, who were still waiting impatiently. Still searching for Winnie's face, I felt one of our police guardians place a hand on my shoulder as they began to hustle us out of the dock, lead us towards the door and take us underground to the cells below.

I am now a convicted prisoner and find myself locked up in cells in Pretoria Local, where we are being kept separate from the other prisoners. I am unsure where we will end up but I must be thankful that I still have my life.



Retrieval: NM Diary recount



1. What important event happened on this day?
2. Where did the trial take place?
3. Why were two thousand people outside?
4. What was the name of the judge?
5. Put the events from the text in order (1-4)
 - a) Mandela was taken to prison.
 - b) There were protestors outside the courthouse
 - c) Mandela was sentenced to life imprisonment
 - d) Speeches from the defence were read out
6. Where was Mandela when he wrote this diary entry?

Vital Vocabulary: MN Diary recount



1. In the first paragraph, find and copy a word that means the same as 'became clear'.
2. Which of the following words means the same as 'intimidate'?
persuade / support / frighten / cuddle
3. In the third paragraph, find and copy a group of words that Mandela's wife and mother have believed in him the entire time.
4. Find the word 'supressed' (last line of first page). What do you think this word means?
5. 'After what felt like an eternity,' why do you think Mandela used this phrase to describe the wait?
6. What does the phrase, 'the courtroom erupted into chaos,' suggest happened?
7. Find the word, 'hustle,' in the 5th paragraph. Can you think of a synonym you could use in place of it?

Thinking Caps: MN Newspaper Recount



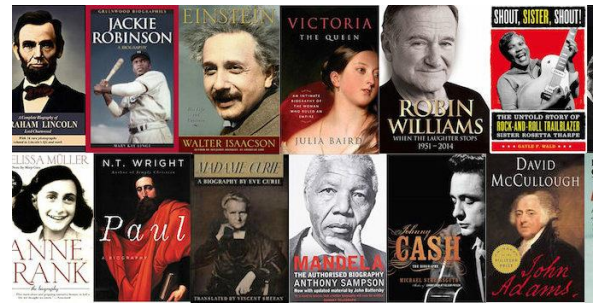
1. Using evidence from the text, explain how you know this trial was very important.
2. On the second page, it says that Mandela knew that the judge's decision had already been made. How did he know?
3. Why do you think 'the judge was very pale and seemed to be breathing heavily'?
4. Look at the paragraph beginning: After what felt like an eternity... Why was Mandela grateful?
5. Why did Mandela search for Winnie and his mother's face after the sentencing?

English – Biography Unit – Week 1

Lesson 1

L.O. To identify the features of biographies

- >Read the first biography (Harriet Tubman)
- >Text-mark it, like you would in Reading Masters
(Circle unknown vocabulary and look the words up,
underline the key information, box-up } and summarise
the paragraphs.
- >How do we know this is a biography? What key features can you spot?
- >Complete the features check-list below (research any terms you can't remember):



Feature	Biography 1	Biography 2
Introduction explaining the most important details of the person (why they are famous).		
Information about their life in chronological order.		
A section about their most important work.		
An explanation about their impact on the world and their legacy .		
Pictures / photographs – with a caption		
Headings and subheadings		
Time adverbials A time adverbial is a word or phrase which tells us when the sentence is taking place		
Expanded noun phrases An expanded noun phrase is a phrase made up of a noun and at least one adjective.		
Parenthesis A word or phrase inserted into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.		
Relative clauses A relative clause can be used to give additional information about a noun		
Passive voice The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action.		

>What else have you noticed? (Think about different forms of punctuation, different sentence types etc.)

>Now read the second biography (Rosa Parks)

>Complete the checklist above

>Do they both have all the same features? Are there any differences?

Lesson 2

L.O. To make comparisons between biographies

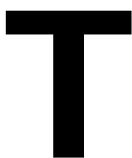
>Remind yourself of the features of biographies you identified yesterday.

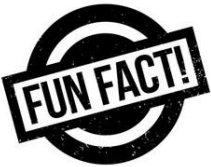
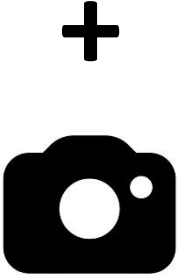
>Re-read the biographies and take some notes / answer these questions:

- What is the same about them?
- What is different?
- Which do you prefer? Why?
- Which do you like least? Why?

>What do you notice about the structure of these biographies?

Here is Miss M^cConalogue's roadmap for biographies. Choosing one of the biographies you have read, check it against her roadmap. Would you make any changes?

	Title Usually just their name, but sometimes a quote or witty pun.
	Introduction The key facts about your person and what they were famous for. Often includes a hook or rhetorical question to keep you reading.
	Early life Information about their family and childhood. Brief, may include hints about what happened in their adult life.
	Education Information about their schooling – particularly about further education such as university. Often describes how they became interested in a particular subject.
	Main achievement (what they are famous for) The longest and most detailed section in the text – may go over several paragraphs and be separated with subheadings if they achieved a lot in their life.

	Other important information / facts Used if the person has achieved lots in their life.
	Later life and death What happened to them when they were older and brief details on their death.
	Legacy What happened as a result of this person? What / who has been influenced by them? How do we still benefit from that person today?
	Closing sentence A summary/conclusion sentence which wraps up your biography.
	Extra information / Photos These can appear anywhere in the text.

Lesson 3

LO: To identify how an author influences their reader

>Read this short biography summary – can you work out who it is about? *(I have put the answer at the very back of this booklet!)*

Born June 14th, 1946, _____ is a highly successful real-estate developer and businessman. He is the most famous developer in New York, USA, having owned or managed prestigious hotels, casinos and even golf courses! In the 1980s, he started his own lines of clothing, aftershave, food and furniture. He even wrote some highly popular books, such as ‘The Art of the Deal’ **and** created his own university! He is now thought to own or part-own over 500 different businesses.

But he didn’t stop there – he became a star of reality TV, has appeared in several films and TV shows and is a world-wide influencer on social media. In more recent years, he has become more involved in politics and in 2019 became _____,

As well as all of these amazing achievements, _____, is a devout husband and family man (he has five children). Who knows what inspiring activity he will get up to next!

A lot of biographies only focus on the positives of a person. But is a person all positive? (No) Is it possible to write a biography about Hitler? (Yes) Is it possible to write an all-positive biography about Hitler? (Not really) If you were writing a biography about Hitler, would you only write the negative things? (That’s your choice!).

Bias means that a person prefers an idea and possibly does not give equal chance to a different idea. **Bias** can be influenced by a number of factors, such as popularity (for example, a newspaper might be biased towards a particular political party due to their employees sharing the same political beliefs as that party).

Really, a biographer should be unbiased in their writing, but that doesn't really sell, so most are quite positive about the person they are writing about.

>Look back at the extract. Note down all the positive words you noticed.

>Look back at biography 2. Select 10-20 facts from the biography. Are they positive, negative or neutral? Put them into a table. What do you notice – is the biography mainly positive, negative or neutral?

Positive	Negative	Neutral

Lesson 4

L.O. To take effective notes

When writing a biography, it is important that you know a lot about the person you are talking about. It is also important that you do not just copy what someone else has written (this is called plagiarism). Therefore, we have to take our own notes.

>To make this a little easier, we are going to work on someone we have come across before and already know a bit about: Nelson Mandela. Use the links below AND YOUR OWN RESEARCH to take notes about him and his life. This should be key facts and short notes – I have added some examples. **Remember: do not copy whole sentences/paragraphs and only use what you understand!**

<https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zj3p8xs>

<https://www.natgeokids.com/uk/discover/history/general-history/nelson-mandela/>

https://www.ducksters.com/biography/nelson_mandela.php

Notes: The Life of Nelson Mandela

	Key facts Born: 18 th July 1918
	Early life Father Henry- chief of the Tembu tribe
	Education University of Fort Hare, the South African Native College
	Main achievements
	Getting involved with politics

	Prison
	Freedom and Becoming President
	Other important information / facts
	Later life and death
	Legacy

>Look at your notes and start grouping them together according to what fits well together and what order you might want to share information.

Lesson 5:

>Starter: Identifying subjects, objects and verbs

A simple sentence has a subject and a verb. It usually has an object.

The **subject** is the person or thing doing the **verb**. The **object** has something done to it by the verb.

The cat drinks the juice.

In the sentence above, **the cat is the subject** (it is doing the action – drinking), **drinks is the verb** (that is the action), the **juice is the object** (it is being drunk).

1. Circle the subject and underline the object in these sentences.

- a) The fox crosses the road.
- b) Uncle Joe bought a sandwich.
- c) Hannah speaks to Samuel calmly.
- d) The cat chases the squirrel.
- e) Yesterday Ian read the newspaper.

2. Label the subject, object and verb in these sentences:

- a) Harry sings pop songs.
- b) The swimmer splashed the children.
- c) The baker dropped the egg.
- d) Stephanie met Mr. Potter.

L.O. To write an engaging introduction



>Look back at the introductions of the different biographies we have been studying. What do you notice?

Hopefully you notice they try and hook the reader with the most important information about the person.

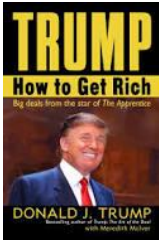
Here is my example of an introduction for Nelson Mandela:

*As a child, he was called Rolihlahla, meaning **tree shaker** or **troublemaker** and boy, did he live up to his name! This man caused a bit of trouble in his time, shook some trees, ruffled some feathers and shaped a country! Who am I talking about? Well, Nelson Mandela of course! A civil rights activist, non-violent revolutionary and leader who changed his home country of South Africa and the world through his extraordinary ideas and work.*

>Look at the different sentence types I used in my introduction. This variety makes life more interesting for the reader!

> Now it's your turn. Write your introduction for your Nelson Mandela biography.

>Remember: Main facts, hook your reader in, a variety of sentence types and writing basics!



Answer to Lesson 3: Donald Trump!

Harriet Tubman

Harriet Tubman was a civil rights activist, who is well known for being an important leader in the Underground Railroad.

Early Life

Harriet Tubman's birth name was Araminta Ross. She was born to African American parents called Ben Ross and Harriet Greene Ross. They were both slaves on a plantation in Dorchester County, Maryland. Slave owners didn't keep birth records at the time, so there is no official record of Harriet's birth. It is assumed she was born in 1820 or 1821. Harriet's family were poor and lived in a one-room cabin. (She had 8 siblings).

During her early life, Harriet had several different jobs on the plantation, such as ploughing fields and loading wagons. When she was thirteen, Harriet was involved in an accident, which gave her a severe head injury. It almost proved fatal and it affected her health for the rest of her life.



Escaping slavery

In 1849, Harriet and her brothers decided to escape. They travelled to Pennsylvania. Once there, her brothers worried and decided to return back to their plantation. Harriet stayed in Pennsylvania and was determined to help other enslaved Black people.

Enslaved States



Many of the southern states of the United States of America allowed white plantation owners to enslave Black people. At the same time, there were several states in the north of the country where slavery was outlawed. This made escaping to the north an attractive option. The route was called the Underground Railroad. This was a series of safehouses, where slaves could hide as they travelled to freedom. The people along the way, who helped move

people, were called conductions. During her time as a conduction on the Underground Railroad, Harriet helped around three hundred slaves to escape. This led to her gaining the nickname 'Moses' as she led so many escapes to freedom. Her determination to help others was truly profound. She never once lost one slave while trying to save them.

The Civil War

Harriet's bravery and service did not end with the Underground Railroad, she also helped during the Civil War. She helped to nurse injured soldiers, and served as a spy for the north.

Later Life

When the Civil War ended, Harriet returned to her home in Auburn, New York. Tubman was a philanthropist, and she always provided for people who needed her help. The door to her home was always open and slaves often stayed with her until they were ready to move on. On 10th March 1913, Tubman died of pneumonia surrounded by friends and family. She was around 93 years old.

Rosa Parks

Discover how this remarkable woman helped change the lives of millions of African Americans and the history of her country in our **Rosa Parks facts...**

All people should be treated equally, right? Regardless of where you come from, what religion you follow, where you work, what language you speak or whether you're a boy or a girl. Well, sadly, this isn't always the case, and many groups of people around the world still suffer as a result of **prejudices** and **discrimination**.

Thankfully, there are some amazing people who have done incredible things to fight for equality.

One such person was a civil rights activist called **Rosa Parks**.

Who was Rosa Parks?

Full name: Rosa Louise McCauley Parks

Born: 4 February 1913

Hometown: Tuskegee, Alabama, USA

Occupation: Civil rights activist

Died: 24 October 2005

Best known for: The Montgomery Bus Boycott



Rosa was born in the town of **Tuskegee in Alabama**, a state in southern USA. Her mother was a teacher and her father a carpenter, and she had a little brother called Sylvester. After her parents separated when she was just a little girl, Rosa and Sylvester moved with their mother to Alabama's capital city, **Montgomery**.



Rosa loved to learn and studied hard at high school. But, sadly, she had to leave school at 16 to care for her dying grandmother and, shortly after, her very sick mother. When she was 19 years old, Rosa married a barber called **Raymond Parks**, who encouraged her to return to high school to earn her diploma (an education certificate). And that's just what she did, before beginning work as a seamstress in Montgomery.

Racial segregation

Life for African Americans like Rosa was hard. At the time, the Southern United States operated under the '**Jim Crow laws**' – a set of laws introduced in the late 19th century that claimed to give African Americans "**separate but equal**" status and treatment. But, in truth, there was no 'equality' whatsoever.

Created by white authorities who thought black people's lives didn't matter as much as theirs, these laws enforced racial segregation and allowed for discrimination against African Americans – referred to at that time as "colored" people.

The Jim Crow laws were introduced in different ways from state to state, but there was one common goal – to make sure **black citizens and white citizens led very separate lives**.

Among other things, they had separate schools, churches, libraries, restaurants, toilets, drinking fountains and waiting rooms. In some areas, there were laws banning black people from sports events and even forbidding them to work in the same office as a white person.

African Americans had far fewer rights, too. Racist laws known as '**Black Codes**' restricted them to low-paying jobs and made it incredibly difficult for them to vote. These laws also meant black people could be arrested for small things.



What did Rosa Parks do?

In the face of such racism, Rosa decided to make a stand for what was right. Together with her husband Raymond, she joined the **National Association for the Advancement of Coloured People (NAACP)**, working towards putting an end to discrimination and segregation.

But it was on the **1 December 1955** that Rosa truly sparked change. After a long day at work, Rosa boarded the bus home and took a seat. At that time in Montgomery, seats at the front of buses were reserved for white passengers, and the seats at the back for black passengers.

The bus quickly filled up and when a white man boarded, the driver told the African American passengers to give up their seats for him. Whilst the other black passengers obeyed, Rosa did not. The result? Rosa was arrested by the police and fined for breaking segregation laws! But Rosa refused to pay, and argued that it was the **law that was wrong**, not her behaviour.



The Montgomery Bus Boycott

On news of Rosa's arrest, the black citizens of Montgomery came together and agreed to boycott the city's buses in protest. This meant that from **5 December 1955** (the date of Rosa's trial), African Americans refused to travel on buses. The boycott was managed by an organisation called the **Montgomery Improvement Association**, for which **Dr Martin Luther King Jr** was elected as leader.

The protest proved super effective, with more black people participating than had been expected. And since African Americans made up around 70% of bus users, the city's transport services made far less money and began to struggle. But it wasn't an easy protest for the black citizens. Many of them didn't own cars, and so they had to carpool together or **walk long distances** to get where they needed to go. What's more, the boycott was received with anger by members of the white population, who responded with aggressive and dangerous acts of violence.

Nevertheless, the protesters stuck together and fought for their cause – and on **13 November 1956** their efforts were finally rewarded. After **381 days** of boycotting the buses, the **Supreme Court** ruled that Alabama's racial segregation laws were 'unconstitutional' – meaning they weren't valid and should not be recognised. In light of such a wonderful victory, Rosa became known as "**the mother of the civil rights movement**".

Rosa Parks' legacy

Sadly, despite the victory, life wasn't easy for Rosa and her fellow activists after the boycott. Faced with continued violence and threats by angry white groups, Rosa and Raymond moved to Detroit (a city in the northern US state of Michigan), to live with Rosa's brother.



There she continued to promote civil rights and help those suffering from discrimination and injustice. She continued to support the NAACP and many civil rights events, and in 1987 she co-founded the **Rosa and Raymond Parks Institute for Self Development** to provide career training for young people in Detroit.

Rosa received numerous awards for her strength, courage and her incredible work for civil rights – including the **Presidential Medal of Freedom in 1996** and the **Congressional Gold Medal in 1999**.

When did Rosa Parks die?

Rosa died of natural causes on 24 October 2005 at the age of 92. But she continues to be recognised all over the world as a **symbol of freedom and equality**. Today, commemorative statues stand (or 'sit' we should say!) in her honour, to remind us of her remarkable achievements that should never be forgotten.

Topic – I Have a Dream

L.O. to understand the meaning of 'Black Lives Matter'

L.O. to create a 'Black Lives Matter' piece of art.

Key Question: What sparked the recent 'Black Lives Matter' protests to start?

Read about black lives matter on the following newsround website.

<https://www.bbc.co.uk/newsround/53149076> There is also a video on the page which shows what it is like to grow up in America as a black person.

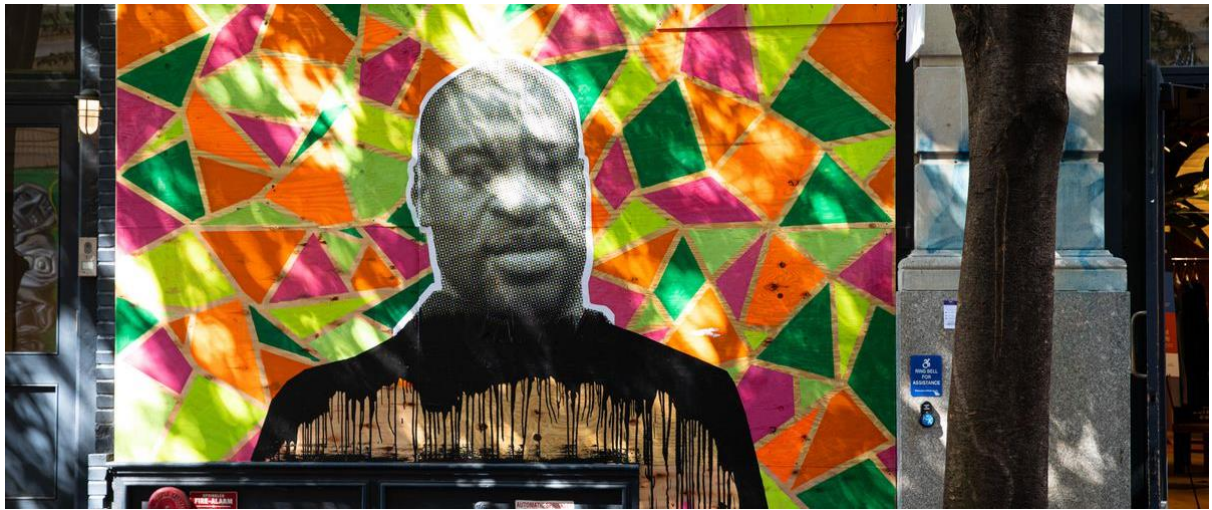
Task 1:

Write a short information text about the 'Black lives Matter' movement and how and why it all started. It may then link into how this movement spread across the world.

Task 2:

Look at the images below. These are just a few examples of pieces of art which have been created as a result of the 'Black Lives Matter' movement. You may also like to Google black live matter art for some more inspiration. Create your own 'Black Lives Matter' piece of art. Make these bright and colourful. Remember that the whole point of these is to stand out. By standing out more people will notice them.





Topic - I Have a Dream

Art:

L.O. Use recycled, natural and man-made materials to create a sculpture.

Remember that during one of your history lessons you learnt about anti-Semitism and in particular how the paper clip was used. Remind yourself here:

<http://www.todayifoundout.com/index.php/2013/09/the-paperclip-was-used-as-a-symbol-of-resistance-during-world-war-ii/>

During this lesson, I would like you to create a piece of 'black lives matter' art in the style of Pietro D'Angelo using paper clips. Examples of his work can be seen here:

<https://theawesomer.com/paperclip-sculptures/288838/>

I don't expect you to make anything as grand as Pietro D'Angelo but I would like you to use paper clips. This might be in the form of a sculpture or a picture (See example of The Scream). You may even think of your own idea. You don't need to make anything huge and use hundreds of paper clips. Something small will be equally as good.



Science Lesson 1

L.O. To name the characteristics of all living things

>Spot the odd one out and explain why:



Hopefully you said the car as it is the only non-living thing. The others are all living.

So, what makes something alive? The Rock, a rubber plant and a dachshund are all very different, but what qualities do they all have?

>Jot some ideas down. What makes something alive?

>Watch this video (Yes, it is a bit simple and VERY silly but it makes the key characteristics of living things very clear). <https://www.youtube.com/watch?v=Us3WOzgSWLM>

>So, what does MRS GREN stand for? If you are not sure what any of the words mean, research them and write down their definition:

The key characteristics of all living things:

M

R

S

G

R

E

N

L.O. To describe how living things are classified into broad groups

>Starter: Name the characteristics of all living things (MRS GREN)

>Key word: classify – what do you think it means?

Classify – to organise something into groups according to their characteristics.

Today we are going to start looking at classifying living things.

On the next page are lots of pictures of living things. If you are able, print the page out and then cut out the different living things to organise. If you are unable to print, cross out pictures, use symbols or draw your own cards to work with.

- There are 2 main groups. Can you work out what they are? Organise the pictures into these 2 groups.

(Plants and Animals)

- Look at your animal groups. We can organise these into 2 main groups as well. Try for yourself.

(Vertebrates and Invertebrates)

Invertebrates: Animals without backbones (e.g. insects, starfish, jellyfish)

Vertebrates: Animals with backbones (e.g. humans, giraffes, snakes)

- Look at the vertebrate animals. Scientists usually classify them into 1 of 5 groups. Do you know any of the group's names?

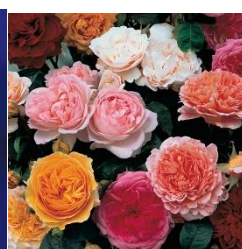
(Fish, amphibians, reptiles, birds, mammals)

- Try organising the vertebrate animal pictures into the 5 groups: fish, amphibians, reptiles, birds or mammals.
- You can check online if you are not sure about any of the groups.

This website explains classification of animals:

<https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx>

End question: How can we classify living things?



Science Lesson 3

L.O. To describe the features of vertebrates

➤ Starter questions:

What are the key characteristics of living things?

How can we classify living things?

What are the 5 main groups of vertebrates called?

So, what makes an amphibian, an amphibian? Or a bird, a bird?

Well, this depends on some further key characteristics such as:

- Do they have feathers, fur or scales?
- Do they lay eggs or give birth to live young?
- Have do they breathe?

➤ Watch this video and take notes about the features of different types of animal:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-classification-of-organisms/zh7g92p>

Fish	Amphibians	Reptiles
Birds	Mammals	

- Now you have learnt a little about each group, I want you to focus on one group.
- Create a poster or slideshow presentation about your group – their features and examples.



FEATURES OF BIRDS

- Birds have wings and most of them can fly.
- They have light and hollow bones.
- They have feet and claws.
- They do not have teeth, instead have beak which is used to tear, bite, chisel, crush or chew their food.
- Birds have streamlined bodies which help them to fly.

