

Year 6

Decimals



Name _____

- 1 Donna makes a number using some counters.



Complete the sentences

There are _____ ones, _____ tenths and _____ hundredths.

Donna has made the number _____

1 mark

1 mark

- 2 In the number 32.8 which digit is in the ones place?

In the number 32.8 which digit is in the tenths place?

2 marks

- 3 What is $1.603 + 5$ hundredths

1 mark

- 4 Filip writes a number in a place value grid.

H	T	O	Tth
		1	9

Filip multiplies his number by 10

Write down his answer in the place value grid below.

H	T	O	Tth

Filip multiplies his starting number by 100

Write down his answer in the place value grid.

H	T	O	Tth

- 5 Fill in the missing numbers.

$$27 \div 10 = \boxed{} \quad 25.9 \times 10 = \boxed{}$$

$$3.65 \times \boxed{} = 365$$

1 mark

1 mark

3 marks

- 6 Tom travels 2.3 miles to school.
Amy travels 4 times further than Tom.
How far does Amy travel?

_____ miles

1 mark

- 7 What is 6.9 divided by 3

1 mark

- 8 Match the decimals with the equivalent fraction.

0.25

$\frac{3}{6}$

0.4

$\frac{1}{4}$

0.5

$\frac{2}{5}$

- 9 A pack of pens costs 3 times as much as a single pen.
Together they cost £7.20
How much does a single pen cost?

£ _____

2 marks

- 10 Lisa says that $\frac{23}{50}$ is less than 0.5
Do you agree with Lisa?
Explain your answer.

1 mark

- 11 Sally and her friends share 3 chocolate bars.



They each get 0.75 of a chocolate bar.
How many friends did Sally share the chocolate bar with?

1 mark

- 12 Bargain Busters sell four cans of soup for £3.76
Cost Cutters sell three cans of soup for £2.85
Which shop sells the cheapest soup?
Explain your answer.

2 marks

2 marks

Circle how confident you feel with decimals.

1

2

3

4

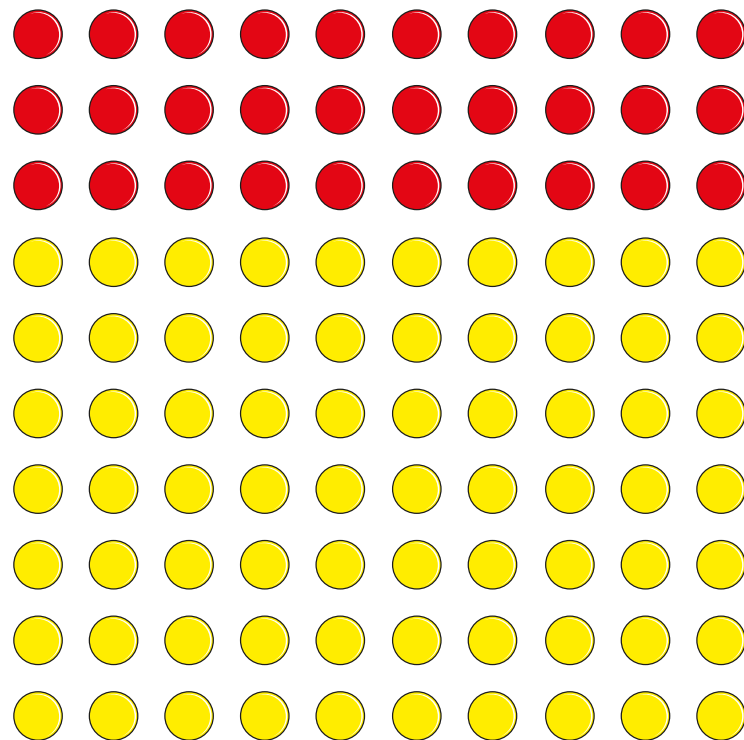
5

Not
confident

Very
confident

Fractions to percentages

1



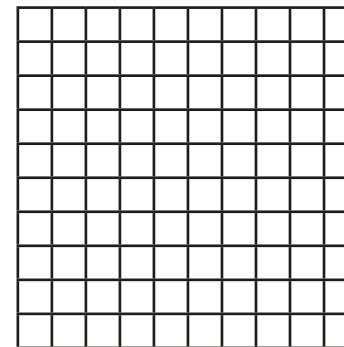
- What fraction of the array of counters is red?
- What fraction of the array of counters is yellow?
- What percentage of the array of counters is red? %
- What percentage of the array of counters is yellow? %
- What do you notice about the two percentages?



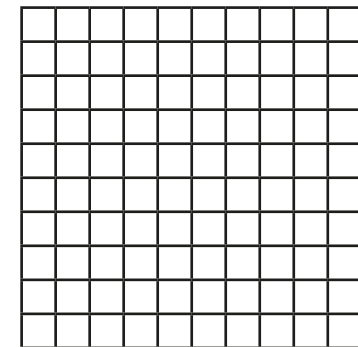
2

- Shade the hundred squares to represent the fractions.

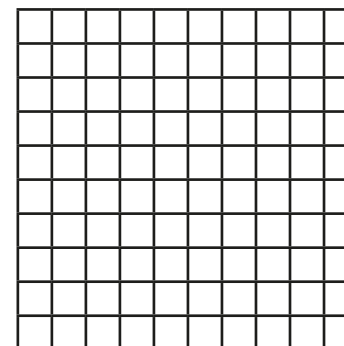
$$\frac{40}{100}$$



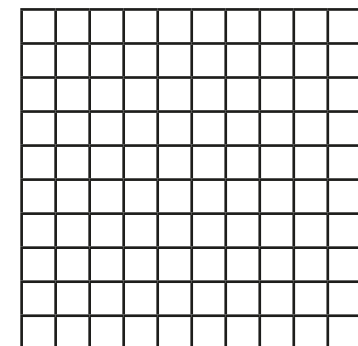
$$\frac{65}{100}$$



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



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



- Write the fractions as percentages.

$$\frac{40}{100} = \boxed{} \%$$

$$\frac{65}{100} = \boxed{} \%$$

$$\frac{1}{2} = \boxed{} \%$$

$$\frac{7}{10} = \boxed{} \%$$

- Compare your shaded grids with a partner's.
What is the same and what is different?



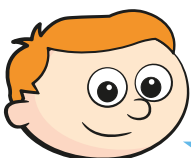
3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\boxed{}}{100} = \boxed{}\%$

c) $\frac{9}{50} = \frac{\boxed{}}{100} = \boxed{}\%$

b) $\frac{9}{20} = \frac{\boxed{}}{100} = \boxed{}\%$

d) $\frac{9}{25} = \frac{\boxed{}}{100} = \boxed{}\%$

4 
 $\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

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

5 Convert the fractions to percentages.

a) $\frac{1}{4} = \boxed{}$

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

$\frac{1}{2} = \boxed{}$

$\frac{2}{5} = \boxed{}$

$\frac{3}{4} = \boxed{}$

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

c) $\frac{16}{20} = \boxed{}$

d) $\frac{45}{50} = \boxed{}$

$\frac{8}{20} = \boxed{}$

$\frac{9}{10} = \boxed{}$

$\frac{4}{20} = \boxed{}$

$\frac{18}{20} = \boxed{}$

e) What do you notice?

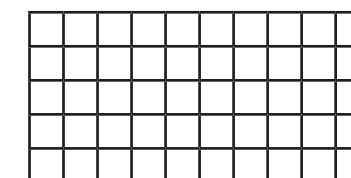
6 a) Shade the grid in the given proportions.

• $\frac{3}{5}$ green

• 14% red

• $\frac{4}{20}$ blue

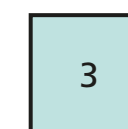
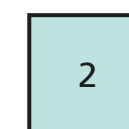
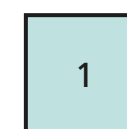
• the rest yellow



b) What percentage of the grid is yellow?

$\boxed{}\%$

7 a) Use each digit card once to make the statements correct.



$\frac{\boxed{}}{\boxed{}} > \boxed{}\%$

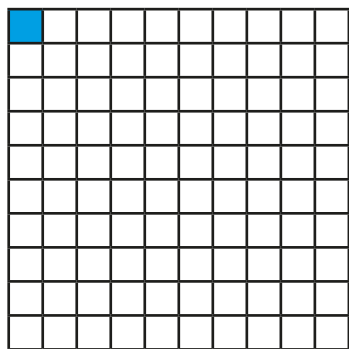
$75\% = \frac{\boxed{}}{4}$

$\frac{3}{\boxed{}} < 65\%$

b) Are there any other solutions?

Equivalent FDP

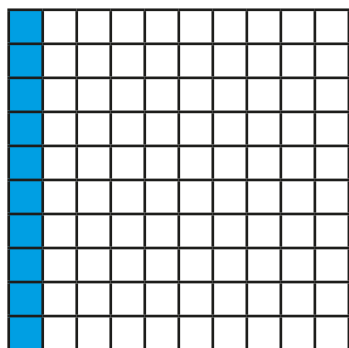
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =

decimal =

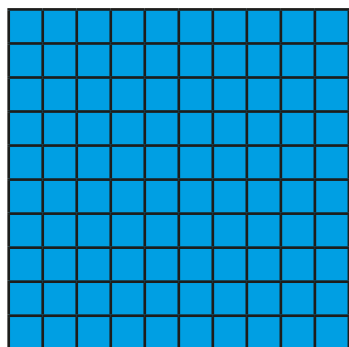
percentage =



fraction =

decimal =

percentage =



fraction =

decimal =

percentage =

2 Match the equivalent fractions, decimals and percentages.

$$\frac{15}{100}$$

$$0.05$$

$$5\%$$

$$\frac{1}{20}$$

$$0.5$$

$$15\%$$

$$\frac{1}{5}$$

$$0.2$$

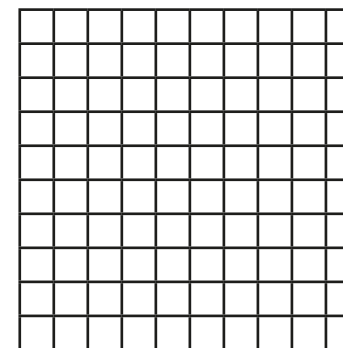
$$50\%$$

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

$$0.15$$

$$20\%$$

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

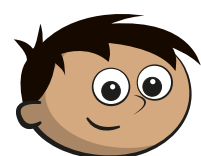
fraction = decimal = percentage =

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

5 Amir was asked to complete the statement using $<$, $>$ or $=$.

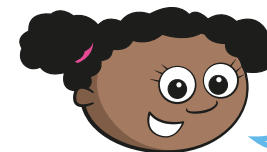
14% $>$ 0.4



14 is greater than 4

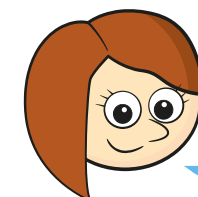
What mistake has Amir made?

6 Match the decimal cards to the people.



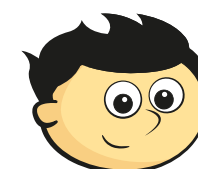
My decimal is $\frac{4}{10}$ less than 100%.

0.65



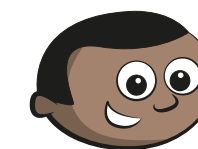
My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.

0

1

2

3

4

5

.

How many other answers can you find?

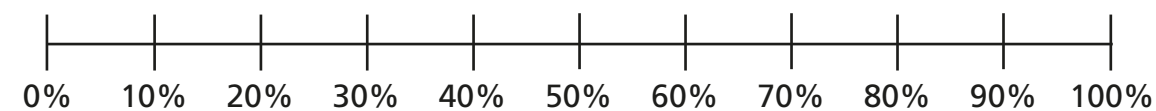
Order FDP

1 Write $<$, $>$ or $=$ to complete the statements.

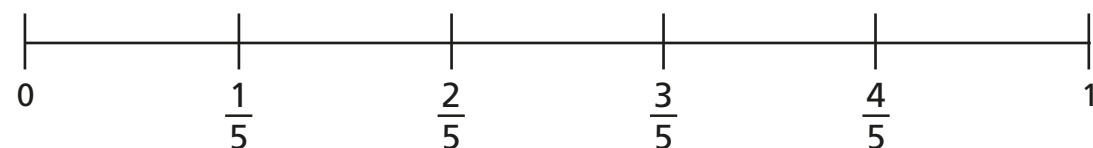
- a) 64% 0.46 d) 0.8 80%
- b) 0.96 $\frac{97}{100}$ e) 67% $\frac{7}{10}$
- c) $\frac{3}{5}$ 35% f) $\frac{7}{20}$ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

- a) 9% $\frac{9}{10}$ 0.99 19%



- b) $\frac{2}{5}$ 0.52 45% 0.2



3 Write the fractions, decimals and percentages in ascending order.

- a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

- b) 0.6 61% $\frac{37}{50}$ 0.66

- c) 47% 0.89 $\frac{63}{100}$ 12%

- d) Which part was easiest to order: a), b) or c)? _____
Why?

- e) Which set was most difficult to order: a), b) or c)? _____
Why?

- f) Compare answers with a partner.
What is the same and what is different?



- 4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% $\frac{3}{5}$ 0.6 $\frac{4}{10}$

- 5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



Who drank the most? Show your working.

_____ drank the most.

Who drank the least? Show your working.

_____ drank the least.

- 7 a) Use the digit cards to make the statement correct.

1 2 3 4 5 6 7 8 9 10

$$0.3 < \frac{\boxed{}}{10} < 80\%$$

How many different solutions can you find?

- b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

0 2 3 4 6 7

$$\frac{2}{5} < \boxed{} < 0.75$$

How many different percentages can you find?

Compare answers with a partner.



Percentage of an amount (1)

1 Match the equivalent fractions to the percentages.

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

$$\frac{1}{100}$$

$$\frac{1}{10}$$

$$\frac{1}{4}$$

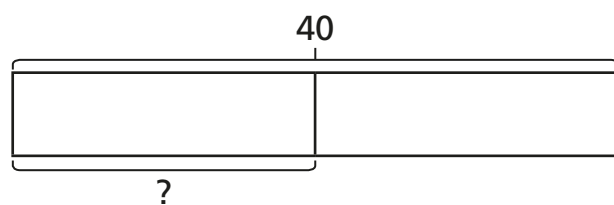
$$25\%$$

$$1\%$$

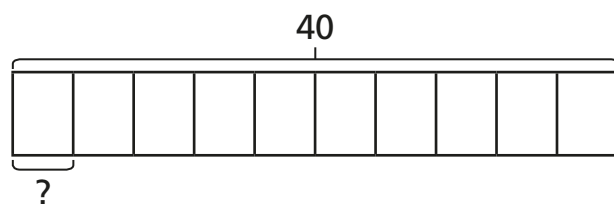
$$50\%$$

$$10\%$$

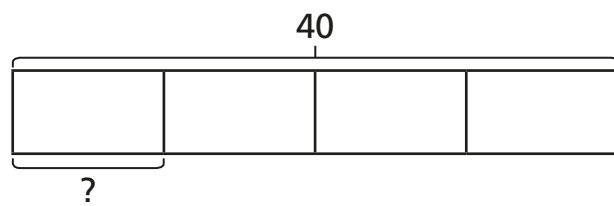
2 Match each bar model to the statement it represents.



$$10\% \text{ of } 40$$



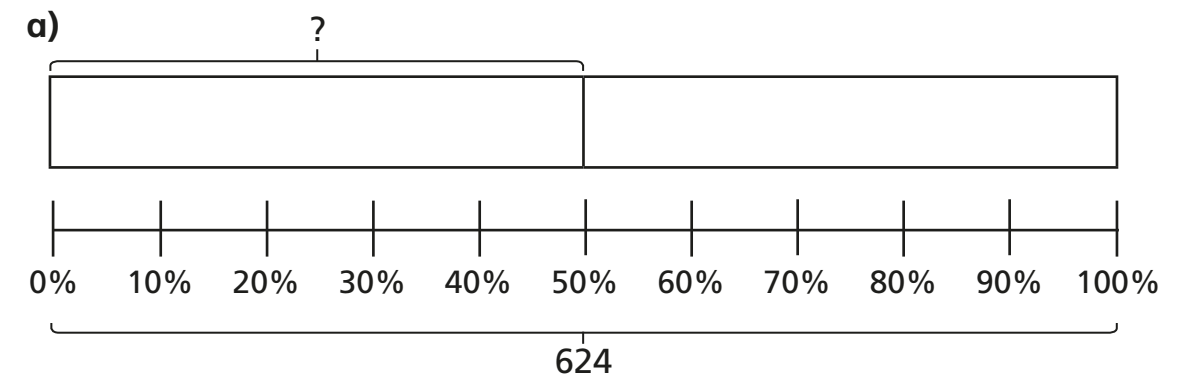
$$25\% \text{ of } 40$$



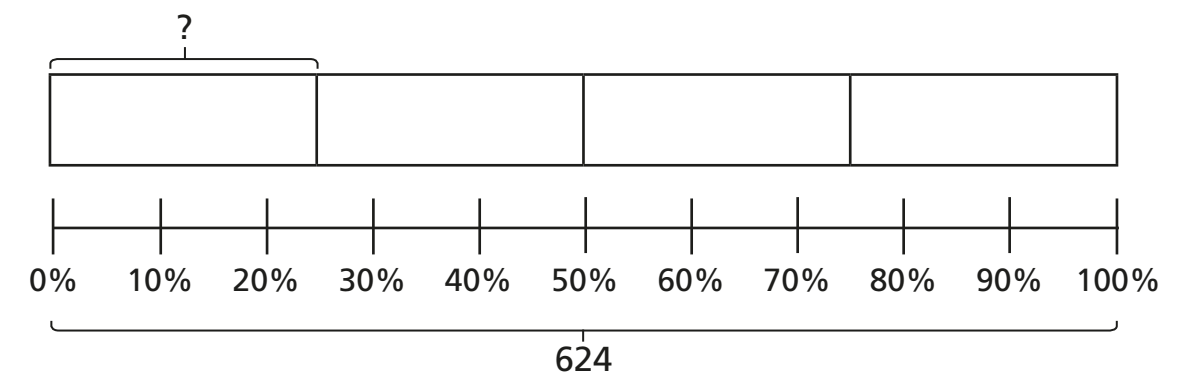
$$50\% \text{ of } 40$$

Compare answers with a partner.

3 Use the bar models to help you complete the calculations.



$$50\% \text{ of } 624 = \boxed{}$$



$$25\% \text{ of } 624 = \boxed{}$$

What do you notice about your answers?

b) Use bar models to complete the calculations.

$$50\% \text{ of } 3,420 = \boxed{}$$

25% of 3,420 =

10% of 3,420 =

4 Complete the calculations.

- | | |
|---|--|
| <p>a) 50% of 3,000 = <input type="text"/></p> <p>50% of 1,500 = <input type="text"/></p> <p>50% of 500 = <input type="text"/></p> <p>b) 25% of 3,000 = <input type="text"/></p> <p>25% of 1,500 = <input type="text"/></p> <p>25% of 500 = <input type="text"/></p> | <p>c) 10% of 3,000 = <input type="text"/></p> <p>10% of 1,500 = <input type="text"/></p> <p>10% of 500 = <input type="text"/></p> <p>d) 1% of 3,000 = <input type="text"/></p> <p>1% of 1,500 = <input type="text"/></p> <p>1% of 500 = <input type="text"/></p> |
|---|--|

What do you notice about your answers?



- 5** Workers in a toy factory aim to pack 2,560 boxes each day.
At 10:00 am they have completed 25% of their target.

a) How many boxes have they packed?

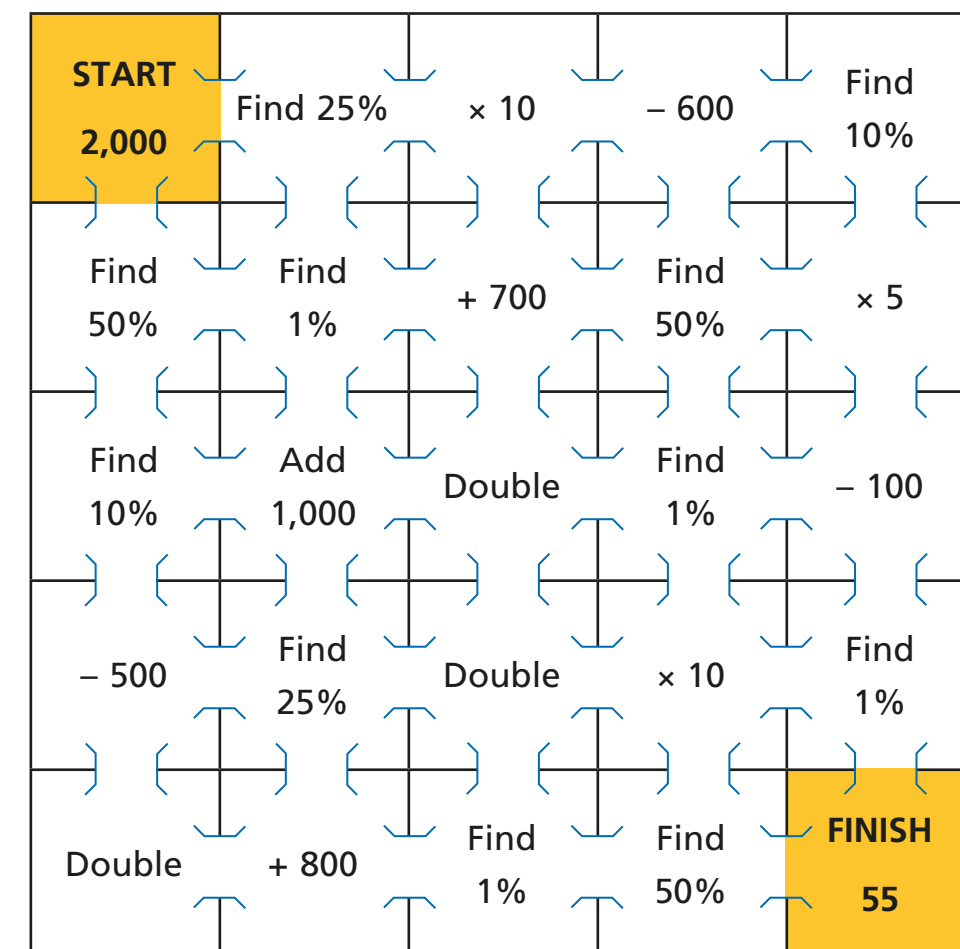
By midday they have packed 50% of their target.

At 2:00 pm they have packed another 10% of their target.

b) How many more boxes do they need to pack to meet the daily target?

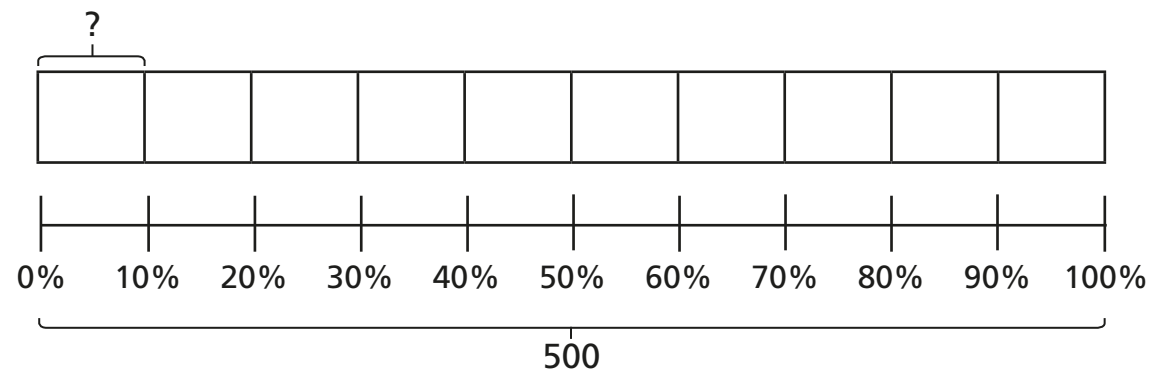
They need to pack more boxes.

- 6** Follow the steps to find a way through the maze.



Percentage of an amount (2)

- 1 a) Use the bar model to find 10% of 500

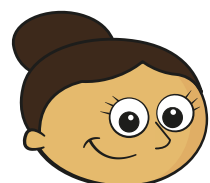


10% of 500 =

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 =	70% of 500 =
90% of 500 =	60% of 500 =
30% of 500 =	100% of 500 =

2



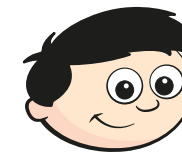
To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 =	d) 5% of 2,000 =
b) 5% of 400 =	e) 5% of 6,000 =
c) 5% of 4,000 =	

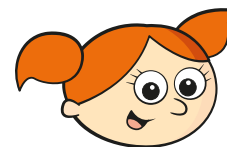
What do you notice about your answers?

- 3 Some children are asked to find 75% of 340



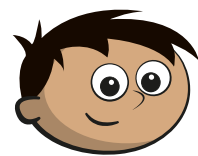
I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?



4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = d) 15% of 1,000 =

20% of 550 = 15% of 300 =

20% of 40 = 15% of 30 =

b) 90% of 1,000 = e) 55% of 1,000 =

90% of 4,230 = 55% of 4,400 =

90% of 90 = 55% of 8 =

c) 60% of 1,000 = f) 40% of 1,000 =

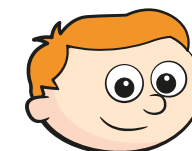
60% of 400 = 40% of 400 =

60% of 98 = 40% of 98 =

5 Ron is calculating these percentages.

10% of 20

20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 25% of 60 =

40% of 20 = 60% of 25 =

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

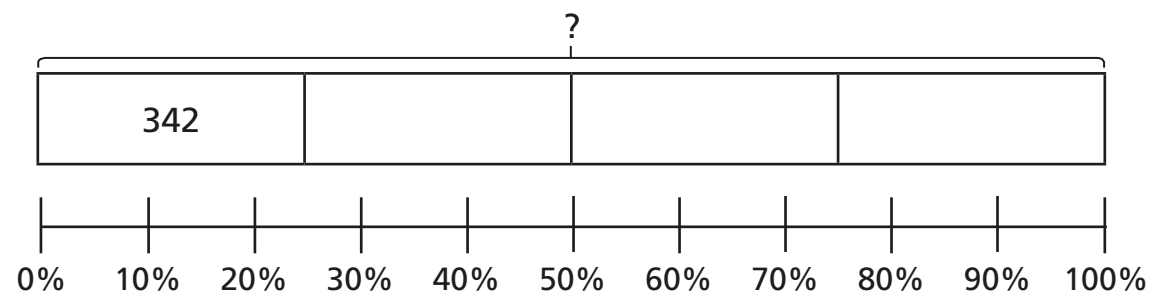
d) Talk about your findings with a partner.



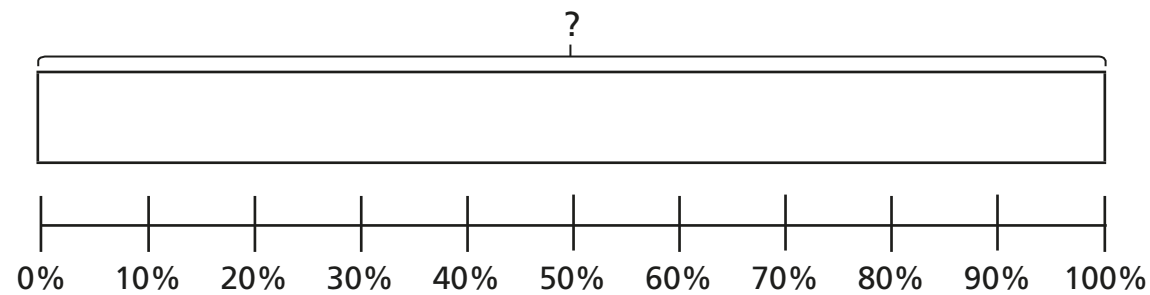
Percentages – missing values

1 Complete the bar models to find the missing numbers.

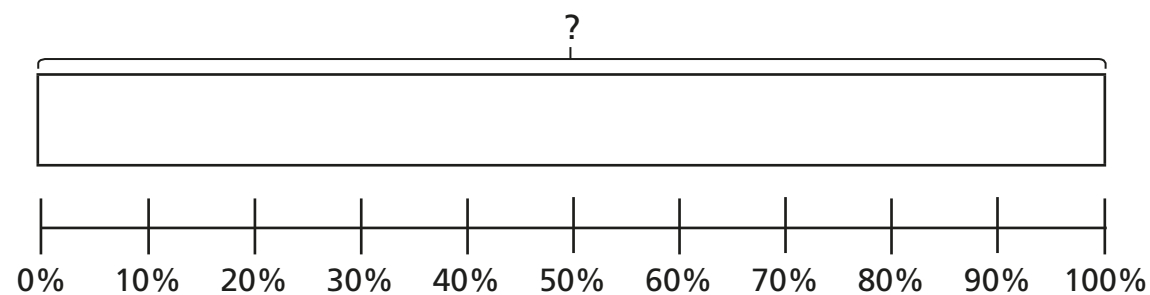
a) 25% of = 342



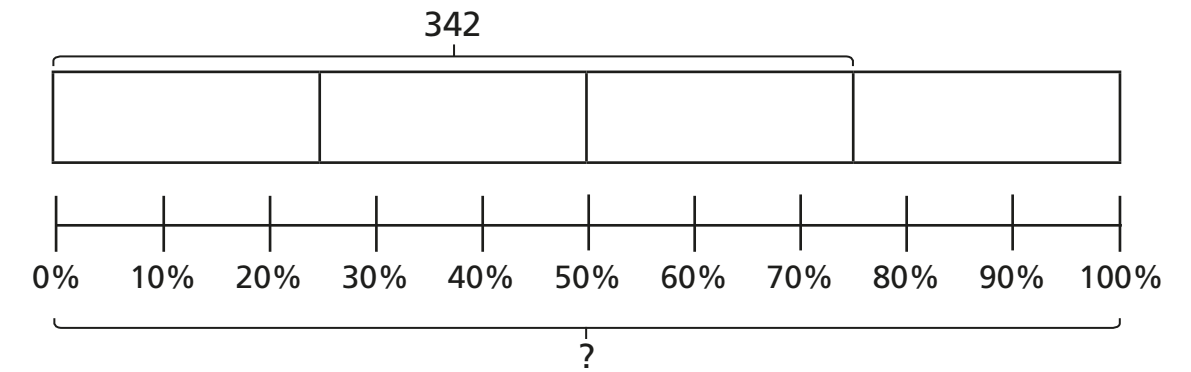
b) 10% of = 342



c) 50% of = 342



d) 75% of = 342



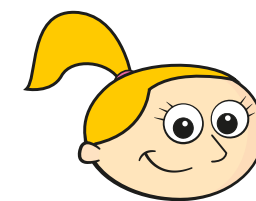
2 40% of the children in a school are boys.

There are 188 boys in total.

a) How many children are there altogether?

b) How many girls are there?

3 10% of = 200



I know that to find 10%
I have to divide by 10, so
the answer is 20

a) What mistake has Eva made?

b) Draw a bar model to help Eva find the correct answer.

c) What is the correct answer?



4 Complete the calculations.

a) 20% of = 30

20% of = 60

b) 10% of = 40

10% of = 20

c) % of 400 = 100

% of 300 = 225

d) 80% of = 32

% of 32 = 8

5 The table shows the number of people who visited a cinema over four days.

a) Fill in the missing information.

Day	Percentage of total visitors	Number of visitors
Thursday	10%	
Friday		448
Saturday	45%	
Sunday		
Total		2,240

b) How many more people went to the cinema on Saturday than Sunday?

c) 60% of the visitors were children.
How many children went to the cinema?

6 Find three different solutions to make the statement correct.

10% of  =  % of 50

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



English – Biography Unit – Week 2

Lesson 6

L.O. To identify and use the passive voice

Starter:

What do you notice about the **subject**, **verb** and **object** in the following two sentences?

The Queen **wore** a crown.

A crown **was worn** by the Queen.

The first sentence is an example of **active voice**. In an **active** sentence, the subject does something to the object. Most sentences are in the **active** form.

e.g. Rivka plays the violin.

But, we can also use the **passive** form. The second sentence is an example of **passive** form. In **passive** sentences, something is done to the subject.

e.g. The violin was played by Rivka.

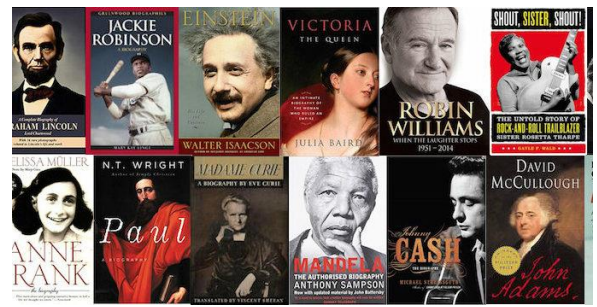
Notice: the order of words are subject, verb, object in the active sentence and object, verb, subject in the passive sentence.

Also, the passive verb has a helper verb – was.

Another thing – the use of the word 'by' after the verb, can help you to spot the passive voice.

>Check out this webpage to help your understanding further:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsx2b82>



How to remember active and passive voice:

If you can add the phrase "by zombies" after the **verb** and it makes sense, the sentence is passive. If it doesn't make sense it is active.

Example:

The store is overrun (**by zombies**). Does it make sense? Yes, passive!

He runs (**by zombies**) the store. Does it make sense? No, active!



1. Write down which of the following sentences are **active** and which are **passive**:

- a) The cleaner scrubbed the floor
- b) The room was tidied by Tim.
- c) The balloon was filled with air.
- d) Martha tried to catch it.
- e) Brian bought a new hat.
- f) Nick was pushed by Cameron.

2. Rewrite each sentence, changing it from active voice to passive voice. (I've done the first one as an example).

a) Katie heard the bell. (active)

The bell was heard by Katie. (passive)

b) Auntie Pam hugged Eleanor.

c) Paul found Fiona in the garden.

d) Lizzie picked up Ruby and Olivia.

We can use passive voice in lots of different types of texts, but it can be particularly useful in biographies.

For example:

Active form: *Judge De Wet sentenced Mandela to life imprisonment.*

Passive form: *Mandela was sentenced to life imprisonment by Judge De Wet.*

>Have a go for yourself: Write 3 sentences about Nelson Mandela in **passive voice**.

>Now, look back at our biography roadmap from last week. We have written our introductions. Now it is time to look at the next section: early life.



Look at the notes you took about Mandela's early life. Group similar ideas together. Here is my example:

Nelson Mandela was born on 18 July 1918 in Mvezo village in South Africa. His father, a chief of the Thembo people, died when Mandela was 12 and he was adopted by the acting king of the Thembo people. Hearing the elders' stories of his ancestors' valour during the wars of resistance, he dreamed also of making his own contribution to the freedom struggle of his people.

>Write your own section about Mandela's early life/childhood. Try to include at least sentence written in the passive voice.

Lesson 7

L.O. To use relative clauses

Use this website to remind yourself about relative clauses:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

1. Choose a suitable relative pronoun to fit in the following sentences:

- a) Lord Thompson, _____ is 76, has just retired.
- b) This is the house _____ Jack built.
- c) Marie Curie is the woman _____ discovered radium.
- d) I want a mobile phone _____ takes good pictures.

2. Insert a suitable relative clause into the sentences below:

- a) The heavy snow, _____, caused traffic chaos.
- b) Einstein, _____, is famous for his theory of relativity.
- c) In the summer I'm going to visit Spain, _____.
- d) The boy, _____, started a fire in the classroom.

>We can use relative clauses in different types of texts including biographies. Try writing 3 sentences, including relative clauses about Nelson Mandela's life.

e.g. *Denis Goldberg, who was convicted alongside Mandela, was sent to Pretoria Prison because he was white.*



The next section of a biography would usually be about the person's education – where they went to school, university, interesting things that may have happened there and how they became interested in a particular subject.

Here is my example:

Mandela went to school in Qunu where his teacher gave him the Christian name, Nelson. He did well at school and went to Fort Hare University, but was dismissed because he took part in a student protest, his first act of civil rights activism. When he returned home, the king, who was furious, told Mandela he would force him to get married if he didn't go back. Instead, Nelson ran away to Johannesburg and started a job in mine security. He did eventually finish his degree a few years later.

>Now it's your turn. Write about Nelson's education (remember to use your notes!). Make sure you include at least one relative clause.

Lesson 8

L.O. To use a model for my own writing



Today we are going to look at the most important part of a biography – details about the person's main life events and achievements. In Nelson Mandela's case, that would be: getting involved in politics, his arrest and prison time, his freedom and becoming president.

>Here is my model:

Politics

In the 1940s, Mandela entered into the turbulent world of South African racial politics by joining in the liberation movement known as the African National Congress (A.N.C).

Mandela's Activism and Imprisonment

Mandela was a founding member of the African National Congress's Youth League and later become second-in-command. Through this group, Mandela was able to take organized political action against apartheid. In the 1950s, he was the leader of the African National Congress. The South African government considered him an enemy.

In 1963, the government put Mandela on trial for treason, condemning him to a lifetime sentence. Throughout his imprisonment, Mandela continued his work to end apartheid by sending secret messages from his cell on Robben Island.

Leader of a New South Africa

On February 2, 1990, 27 years after Mandela was imprisoned, South Africa's president, Frederik Willem de Klerk, removed the ban on the A.N.C and released Mandela. The two men had held meetings about his release while Mandela was in prison. Three years later, Mandela and de Klerk were jointly awarded the Nobel Peace Prize. Mandela used the joint award to show forgiveness, and that reconciliation was possible in the deeply politically and racially divided South Africa.

In 1994, Mandela became South Africa's first democratically elected president. He focused his presidency on building peace and unity in his country.

>Now it is your turn, write 2-3 paragraphs about the main events and achievements in Mandela's life.

>Try and include 1 or 2 passive sentences and relative clauses.

>Extra challenge: Include an extra text box about the Rugby World Cup (Invictus film).



Lesson 9

L.O. To write an ending for my biography

>What does the word 'legacy' mean?



The end of a biography includes information about the later years of a person's life, their achievements, how they died and what their legacy is.



Here is my example for Nelson Mandela:

After his presidency ended, Mandela remained politically active, working to promote peace throughout Africa and to draw attention to social injustice and the spread of HIV and AIDS.

He was married three times and had six children and 17 grandchildren. He died at home in Johannesburg on the 5th December 2013.

*In 2009, an abridged version of Mandela's 1995 autobiography, *Long Walk to Freedom*, was published for children. In that same year, the United Nations declared his birthday as Nelson Mandela International Day. He is remembered for his inspirational movement for civil rights across the world.*

>Now finish off your biography for Nelson Mandela.

Lesson 10

L.O. To research and take effective notes

Now we have worked together on a biography, it is your turn to write one for yourself.

You can choose from: Rosa Parks, Harriet Tubman or Malala Yousafzai.

You can use the biographies from the first week, your own research, books and the following websites:

Rosa Parks:

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7>

<https://www.bbc.co.uk/bitesize/topics/zjki382/articles/zkhknrd>

https://www.ducksters.com/biography/women_leaders/rosa_parks.php

Harriet Tubman:

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr>

https://www.ducksters.com/biography/women_leaders/harriet_tubman.php

<https://www.historyforkids.net/harriet-tubman.html>

Malala Yousafzai:

<https://www.bbc.co.uk/newsround/46865195>

https://www.ducksters.com/biography/women_leaders/malalayousafzai.php

<https://planbee.com/blogs/news/malala-yousafzai-facts-for-kids>

Notes:

	Key facts
	Early life
	Education



Main achievements



Other important information / facts



Later life and death



Legacy

The Legend of Podkin One-Ear (extract)



Chapter One

A Bard for Bramblemas

Crunch, crunch. Crunch, crunch. The sound of heavy footsteps, trudging through knee-deep snow, echoes through the night's silence.

A thick white blanket covers the wide slopes of the band of hills known as the Razorback downs. Moonlight dances over it, glinting here and there in the drifts of sparkles, as is someone has sprinkled the whole scene with diamond dust.

It is perfect – untouched except for one spidery line of tracks leading down from the hills towards the frosted woodland beneath.

Crunch, crunch. Crunch, crunch go the footsteps of the track-maker. He is hunched and weary, using a tall staff to help him through the snow. He might have been an old man, if it hadn't been many hundreds of moons since men trod these lands. Move closer and instead you will see he is a rabbit, walking upright in the way men once did, his ears hidden beneath the hood of a heavy leather cloak, fierce eyes peering out at the wintry midnight world.

The thick fur on his face and arms is dyed with blue swirls and patterns, which marks him out as a bard. A travelling, story-telling rabbit. A wanderer with nothing on his back but a set of travel-worn clothes and a head stuffed full of tales and yarns: old, new, broken and mended. Just about every story you ever heard, and many more yet to be told.

Don't worry about him being out in the cold on such a wintry night. His trade will see him welcomed in any warren. That is the tradition and the law throughout all of the Five Realms of Lanica, and woe betide anyone who doesn't keep it.

Crunch, crunch. Crunch, crunch. His breath steams out behind him as he forces his way through the snow. Listen closer and you can hear him mumbling curses with each hard-fought step, closer still and you can hear the strings of wooden beads around his neck clicking and clacking. The bone trinkets and pouches around his belt knocking and niggling.

He marches with a purpose, as if he has someplace to be and he is already late. But where is there for him to go? There is nothing but snow and trees from here all the way to the horizon. Until, of course, you remember that he's a rabbit. Rabbits live underground, in warrens and burrows: warm and safe, out of the winter ice and frost.

And that is indeed where he is heading. Into the woods and through the trees until he stops before a pair of huge entrance doors, set into the side of a little hill. Behind them is Thornwood Warren, and there had better be a warm welcome for him, or there will be serious trouble.

Boom, boom, boom! He smacks the end of his staff against the oak and waits for an answer.

Back when rabbits were small, twitchy, terrified things, warrens were little more than a collection of holes and tunnels in the ground. Now, in this new age, they are something different altogether: there are entire villages and cities under the earth, completely out of sight.

The bard knew that behind those wooden doors would be nest-burrows, and market-burrows, workshops, temples, libraries, larders, pantries and a dozen kitchens to feed them all. There would be soldiers and healers, servants, cooks, smiths, weavers, tailors, potters and painters. Old rabbits, young rabbits, poor rabbits and noble rabbits. All walks of life hidden away in cosy, torch-lit, underground houses; all arranged around every warren's hub: the longburrow, a great feasting hall with a huge fireplace, rows of tables and nearly always music. Music, noise and merriness – that is what rabbits love. Especially tonight, for this was Bramblemas Eve: the night on which the winter solstice was celebrated with a special feast, and the promise of presents in the morning, left behind by the mysterious Midwinter Rabbit.

And stories of course. Special stories, told by a visiting bard – that is, if he ever got inside the place.

Boom, boom, boom! He smacks the door again and is about to do so a third time when he hears a muffled voice on the other side.

‘All right, all right, keep your ears on, I’m coming!’ There are more words about stupid people being outside on this kind of night, but luckily the heavy wood absorbs most of those. Finally, the doors creak open, spilling golden torchlight on to the snow, and the face of a burly soldier-rabbit pokes out.

‘Who is the Goddess’s name are you?’ he says, glaring at the stranger. Underneath the hood, the pale green eyes glare back.

‘Is that any way to treat a bard, come to tell tales on the Eve of Bramblemas? Is that how the old ways are kept here at Thornwood?’

Even though the soldier-rabbit is the size of a small armour-clad mountain, something about the bard makes him tremble a little. ‘Sorry, sir,’ he says, and pushes the door open further with his shoulder. ‘Come in and share our hearth on this Middlewinter night...’

‘*Midwinter*, turnip-head,’ corrects the bard, stepping into the torchlight and the warmth. The warren doors close behind him and he shakes the snow from his cloak with a shudder. ‘Now. Which way to the fireside?’ And he strides off down the paved entrance hall as is he has been there a hundred times before.

‘What’s a Midwinter Turnip-head then?’ mumbles the puzzled guard, before turning to trot after him.

Retrieval: Podkin



1. What does the rabbit carry to assist it as it moves through the snow?
2. What did the bard have to do to gain entry to the warren?
3. Name three things that rabbits do on Bramblemas.
4. In what way does the bard insult the soldier-rabbit?
5. Why will 'his trade see him welcomed in any warren'?
6. Below are statements which summarise the extract – put them in the correct order by numbering them from 1-5.
___ The soldier-rabbit is surprised to find a stranger at the door.
___ The bard is walking through the snow to an unknown destination.
___ The bard enters the warren.
___ A single set of fresh tracks can be seen in the snow.
___ The bard bangs on the door of Thornwood Warren.

Vital Vocabulary: Podkin



1. Find and copy one word meaning nervous.
2. Read the paragraph beginning *Crunch, crunch. Crunch, crunch go the footsteps...*
In the context of the paragraph, which word means 'on two feet'?
3. Find and copy a group of words that tell you that the bard is unimpressed by the welcome he receives from the warren.
4. The author tells us that the rabbit '*marches with purpose*'. What does this tell us about the way it was moving?
5. The author identifies the rabbit as a **bard**. Give the meaning of the word bard.

Thinking Caps: MLK Podkin



1. Give two pieces of evidence to suggest that the bard may have visited the warren before.
2. Why do you think the bard feels upset at the way he is greeted by the soldier-rabbit?
3. What evidence is there to suggest that the bard is a threatening character?
4. How do you think the soldier-rabbit felt when he found out the visiting rabbit was a bard? Use evidence from the text to support your opinion.
5. Why do you think the bard was 'mumbling curses'?
6. Based on what you have read, what do you think the bard might do next?

Reading Masters Answers

The Legend of Podkin One-Ear extract

Retrieval

1. A staff
2. Thump his staff on the door repeatedly
3. Have a feast; receive presents; tell/listen to stories
4. He calls the soldier-rabbit 'turnip-head'
5. It is the 'tradition and law' in Lanica to welcome storytellers/bards into their warrens.
6. 4 – 2 – 5 – 1 - 3

Vocabulary

1. Twitchy
2. Upright
3. Is that any way to treat a bard?
4. This tells us that the rabbit is determined to get to where it is going. The rabbit wants to get to its destination quickly.
5. A storyteller

Thinking Caps

1. The bard expects a warm welcome ('there had better be a warm welcome for him') – this suggests they have welcomed him before. The bard walks off to find the fireside without waiting to be told where it is. This suggests he knows where he is going ('as is he had been there one hundred times before').
2. The soldier-rabbit does not recognise the rabbit is a bard and does not welcome him into the warren as tradition demands. Therefore, the bard feels insulted and upset.
3. His eyes are described as 'fierce' and he glares at the soldier-rabbit suggesting threat or malice. He instils fear in the soldier-rabbit, making him tremble in spite of his armour.
4. I think the soldier-rabbit may feel embarrassed or ashamed as he had committed an obvious mistake. As well as this he may feel sorry that he caused insult to an important visitor.

5. The bard's journey has been long and hard through challenging conditions, so he is likely to be fed-up and annoyed, therefore cursing.
6. I think the bard will most likely go to the longburrow, warm-up and eat and then tell stories. The bard is a storyteller and the extract suggests this is the reason for his visit. As well as this, it is Bramblemas Eve, a time, the text states, for the tradition of story-telling.

L.O. To describe the work of an influential scientist (Carl Linnaeus)

- Starter question: What are the key features of fish (what makes a fish, a fish?)

Do you know what these are?

Felis catus

Homo sapien

Malus domestica

Macropus rufus

They are the scientific names (in Latin) of different species of living thing. (House cats, humans, apple trees and red kangaroos to be exact).

- But why do we use them? What are they for? How were they created? Who created them?
- Watch this video to find out more:
<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j>

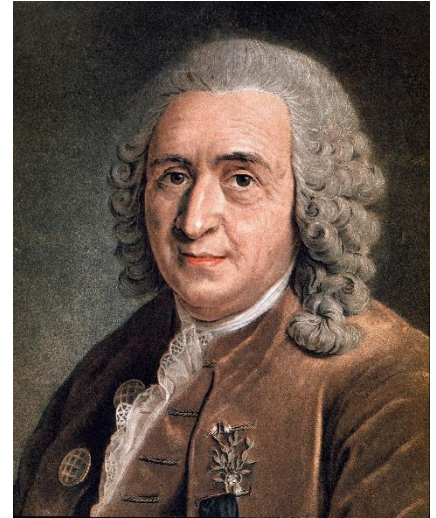
We were introduced to lots of new words in the video. What did they all mean? (You may need to watch the video again).

Word	Definition
Taxonomy	
Classification	
Botanist	
Taxonomist	
Organism	
Hierarchy	
Genus and Species	

- Use the video and any other information you find to answer these questions about the life and work of Carl Linnaeus.

Carl Linnaeus

1. Write 5 facts about the life of Carl Linnaeus



2. What did Linnaeus create?

3. How did his system work?

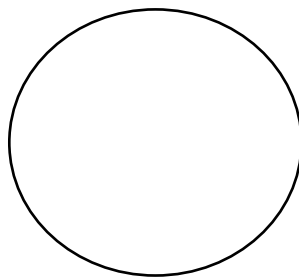
4. Why do we need a way to classify living things?

5. How has his system changed?

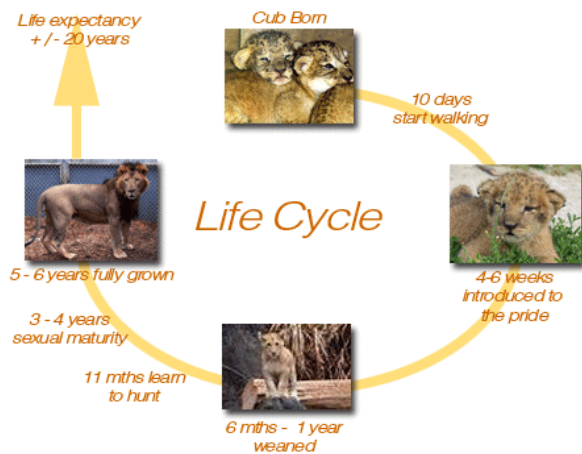
L.O. To know the differences in life cycles of different animals (Revision)

Note: If you have not already done so, you may wish to complete the life cycles unit from Oak Academy <https://classroom.thenational.academy/units/reproductive-cycles-d195>

- Starter question: Who was Carl Linnaeus and what is known for?
- This is a revision lesson from previous learning. See what you can learn and what you can find out.
- You have 1 minute to draw the life cycle of any animal. Try to give as much detail as possible. Go!



- How did you get on?
- Watch this video to recap your knowledge:
- <https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3>
- Kruger National Park, in South Africa, is one of Africa's largest wildlife reserves, home to hundreds of different species of plants and animals.
- Visit the website and choose an animal to find out about.
http://www.krugerpark.co.za/Kruger_Park_Reference_Guide-Travel/Kruger_Park_Reference_Guide.html
- Create a life-cycle diagram for that animal



- Try another type of animal (e.g. if you have researched a mammal, try looking at a bird or insect). Create their life-cycle as well.
- Compare the two life-cycles. What is similar? What is different?