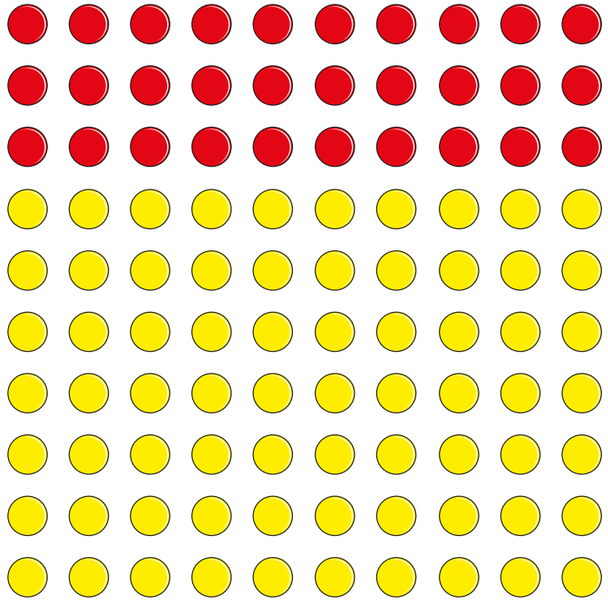
Fractions to percentages

1



a) What fraction of the array of counters is red? ☐

b) What fraction of the array of counters is yellow? ☐

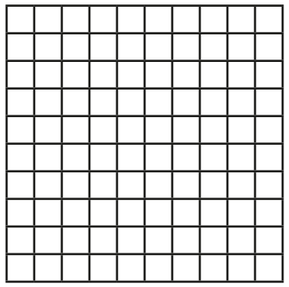
c) What percentage of the array of counters is red? ☐ %

d) What percentage of the array of counters is yellow? ☐ %

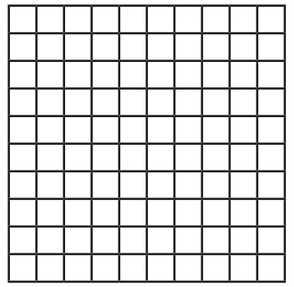
e) What do you notice about the two percentages?

2 **a)** Shade the hundred squares to represent the fractions.

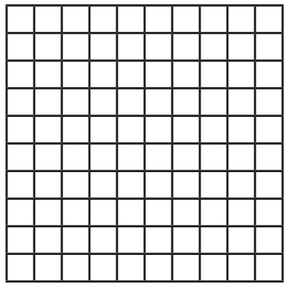
$\frac{40}{100}$



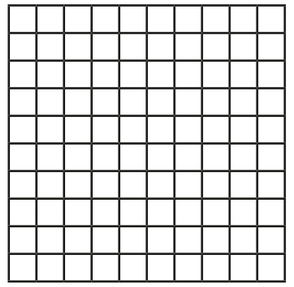
$\frac{65}{100}$



$\frac{1}{2}$



$\frac{7}{10}$



b) Write the fractions as percentages.

$\frac{40}{100}$ = ☐ %

$\frac{65}{100}$ = ☐ %

$\frac{1}{2}$ = ☐ %

$\frac{7}{10}$ = ☐ %

c) Compare your shaded grids with a partner's.

What is the same and what is different?

3 Fill in the missing numbers.

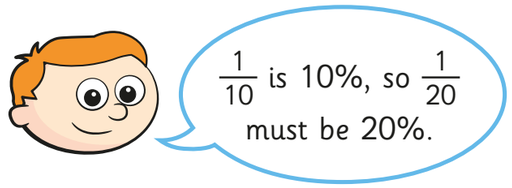
a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

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

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

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

4



Explain the mistake that Ron has made.

What is the correct answer?

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

5 Convert the fractions to percentages.

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

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

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

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

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

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

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

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

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

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

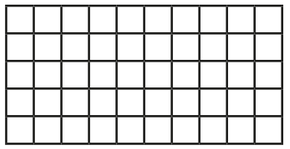
$\frac{9}{10} = \square$

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

e) What do you notice?

6 **a)** Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- $\frac{4}{20}$ blue
- 14% red
- the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

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

1	2	3	4	5

$\frac{\square}{\square} > \square$ 0%

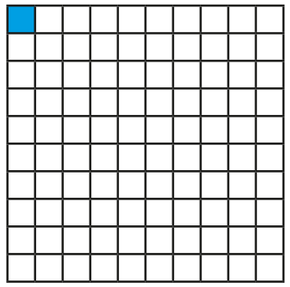
75% = $\frac{\square}{4}$

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

b) Are there any other solutions?

Equivalent FDP

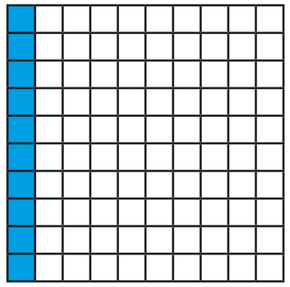
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction = ☐

decimal = ☐

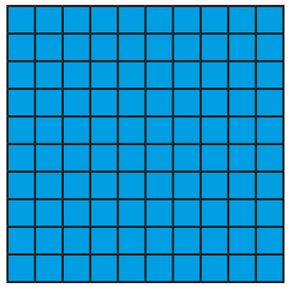
percentage = ☐



fraction = ☐

decimal = ☐

percentage = ☐



fraction = ☐

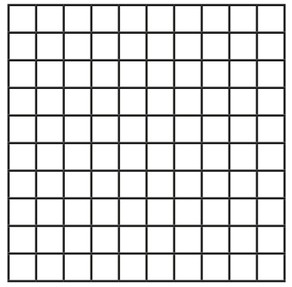
decimal = ☐

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.

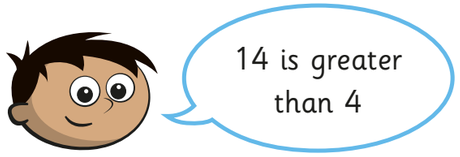
fraction = ☐ decimal = ☐ percentage = ☐

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

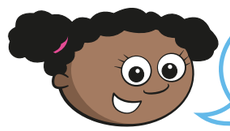


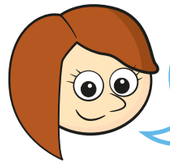
What mistake has Amir made?

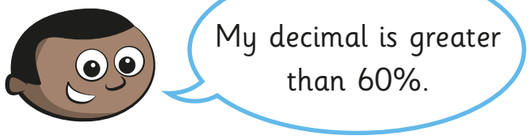
_____

_____

6 Match the decimal cards to the people.







0.65

0.57

0.61

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

b) 0.96 ◯ $\frac{97}{100}$

c) $\frac{3}{5}$ ◯ 35%

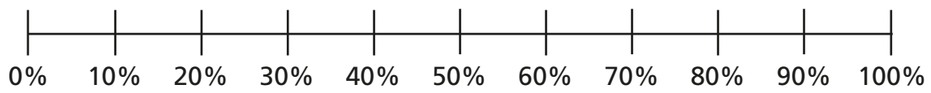
d) 0.8 ◯ 80%

e) 67% ◯ $\frac{7}{10}$

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

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

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

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

How many different percentages can you find?

_____

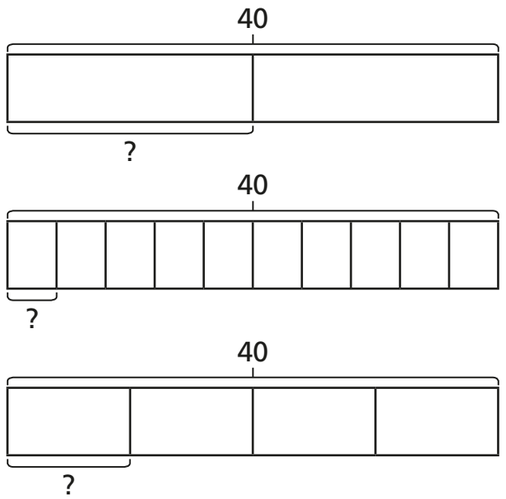
Compare answers with a partner.

Percentage of an amount (1)

1 Match the equivalent fractions to the percentages.

$\frac{1}{2}$	25%
$\frac{1}{100}$	1%
$\frac{1}{10}$	50%
$\frac{1}{4}$	10%

2 Match each bar model to the statement it represents.



10% of 40

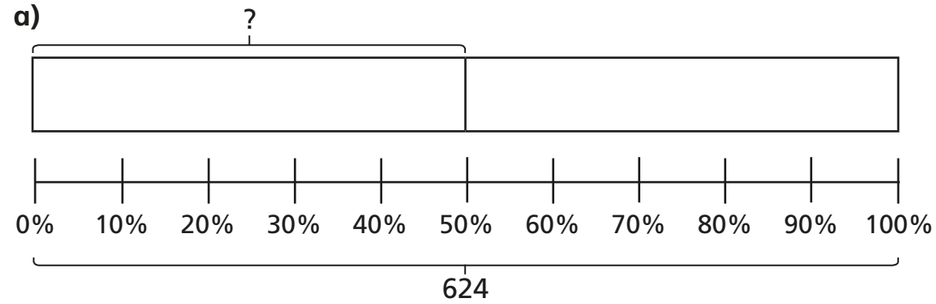
25% of 40

50% of 40

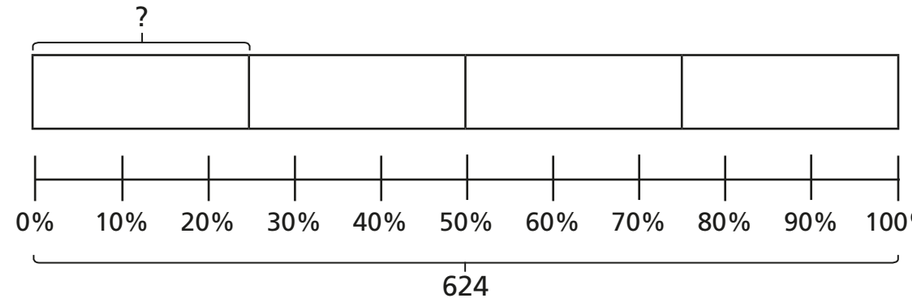
Compare answers with a partner.

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

a)



50% of 624 = ☐



25% of 624 = ☐

What do you notice about your answers?

b) Use bar models to complete the calculations.

50% of 3,420 = ☐

25% of 3,420 = 855

25% = 1/4

3420 / 4

10% of 3,420 = 342

3420 / 10

4 Complete the calculations.

a) 50% of 3,000 = 1500

50% of 1,500 = 750

50% of 500 = 250

b) 25% of 3,000 = 750

25% of 1,500 = 375

25% of 500 = 125

c) 10% of 3,000 = 300

10% of 1,500 = 150

10% of 500 = 50

d) 1% of 3,000 = 30

1% of 1,500 = 15

1% of 500 = 5

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? 640

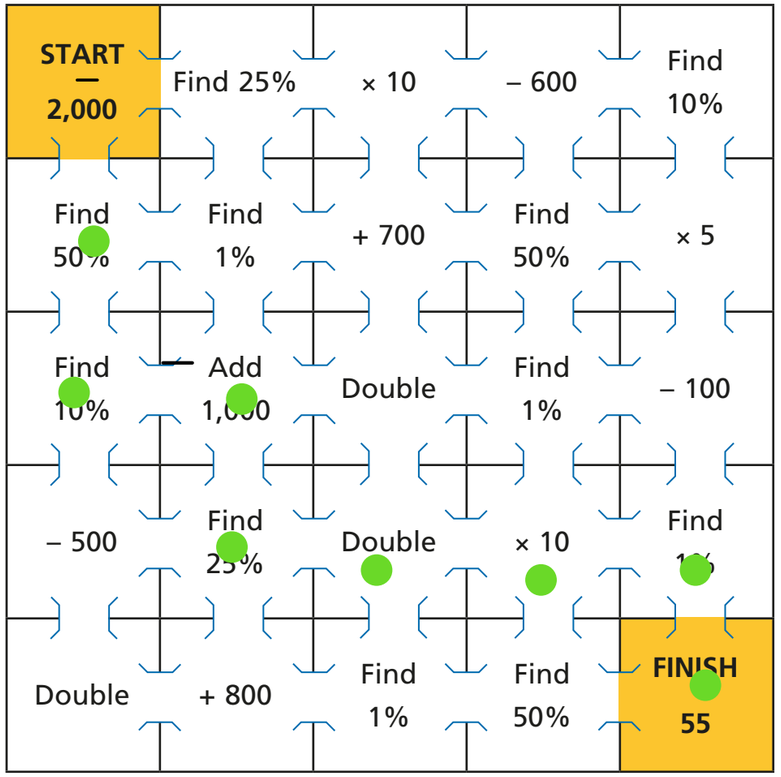
By midday they have packed 50% of their target. 1280

At 2:00 pm they have packed another 10% of their target. 256

b) How many more boxes do they need to pack to meet the daily target? 1536

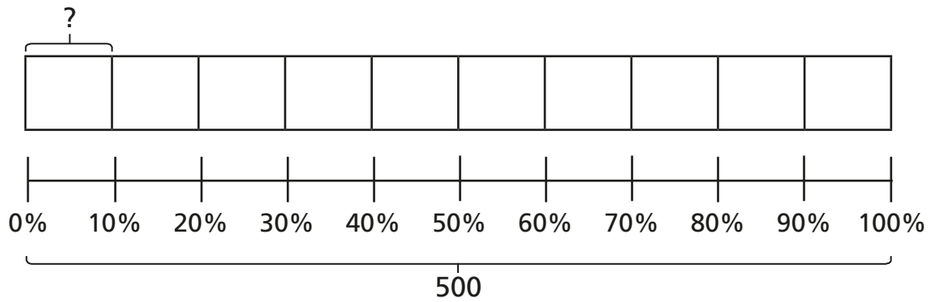
They need to pack 1024 more boxes.

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 = ☐

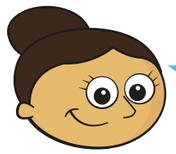
b) Use your answer to part a) to help you complete the calculations.

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 = ☐

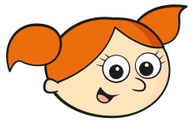
What do you notice about your answers?

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

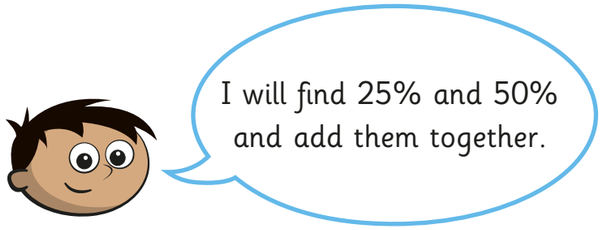
☐



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

☐



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 =

20% of 550 =

20% of 40 =

b) 90% of 1,000 =

90% of 4,230 =

90% of 90 =

c) 60% of 1,000 =

60% of 400 =

60% of 98 =

d) 15% of 1,000 =

15% of 300 =

15% of 30 =

e) 55% of 1,000 =

55% of 4,400 =

55% of 8 =

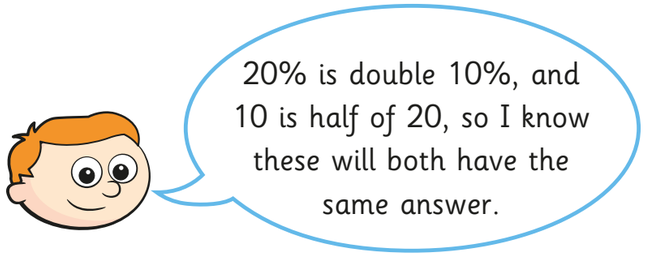
f) 40% of 1,000 =

40% of 400 =

40% of 98 =

5 Ron is calculating these percentages.

10% of 20 20% of 10



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?

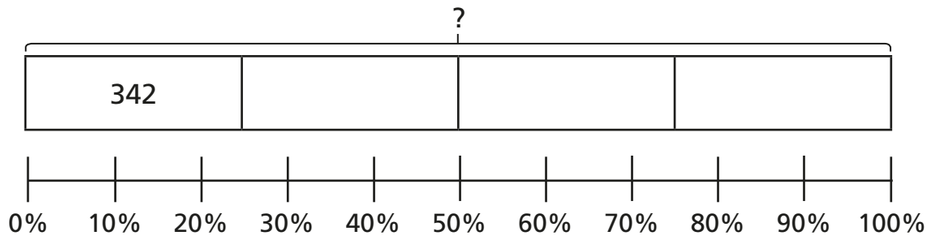
c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.

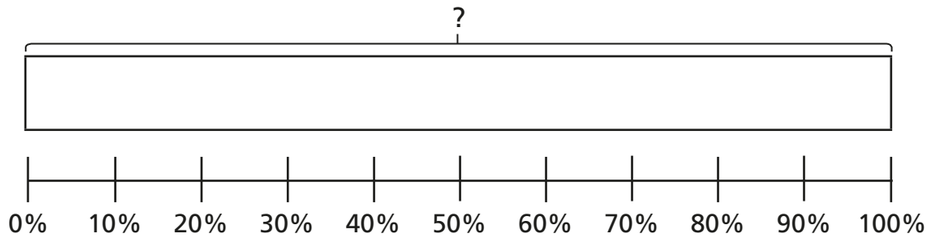
Percentages – missing values

1 Complete the bar models to find the missing numbers.

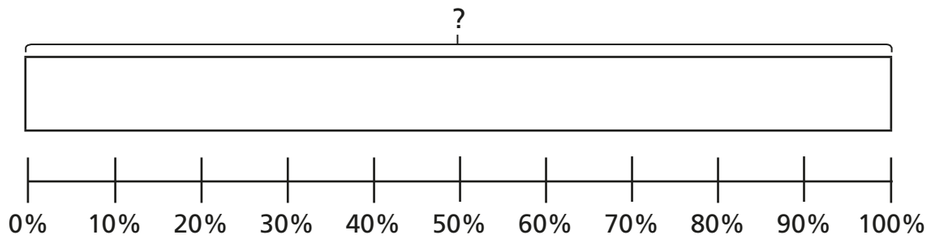
a) 25% of ☐ = 342



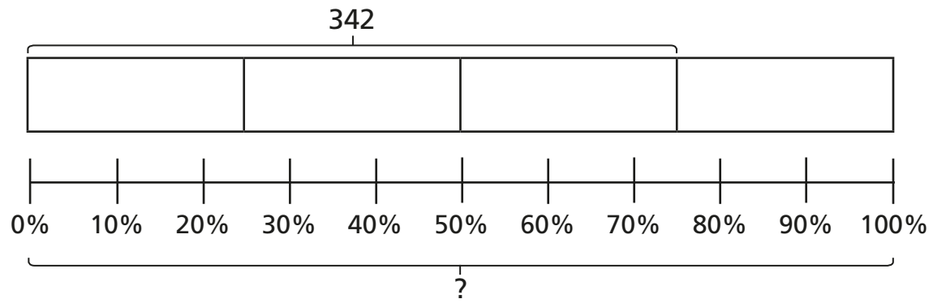
b) 10% of ☐ = 342



c) 50% of ☐ = 342



d) 75% of ☐ = 342



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

There are 188 boys in total.

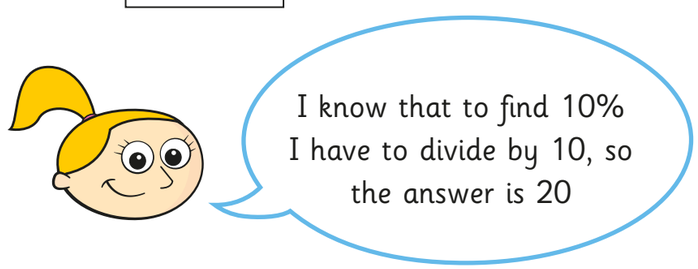
a) How many children are there altogether?

☐

b) How many girls are there?

☐

3 10% of ☐ = 200



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?

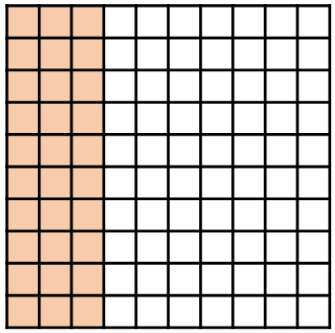
Talk about it with a partner.

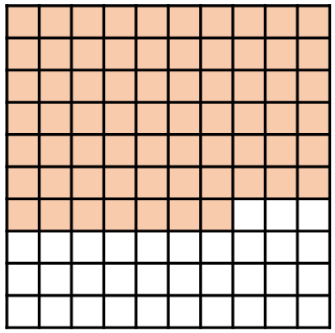
Year 6

Percentages

Name _____

1 Here are some hundred grids.
What percentage of each grid is shaded?



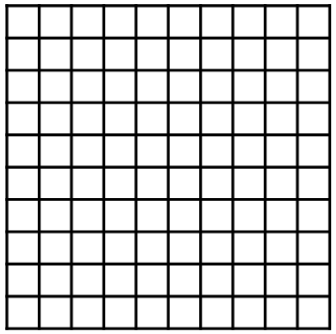


☐ %

☐ %

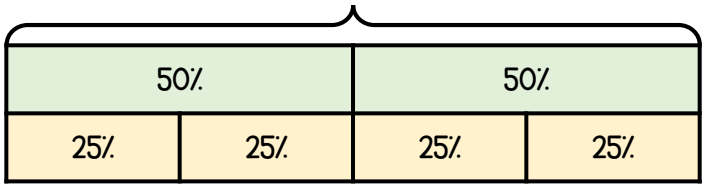
☐ 2 marks

2 Shade 12% of the hundred grid.



☐ 1 mark

3 Use the bar model to help you.



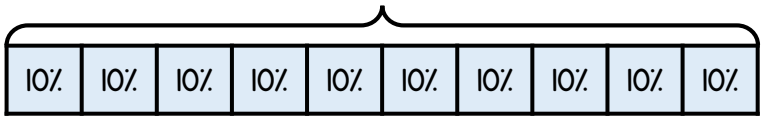
What is 50% of 120 kg?

_____ kg ☐ 1 mark

What is 25% of 120 kg?

_____ kg ☐ 1 mark

4 Use the bar model to help you.



What is 10% of 70?

_____

What is 30% of 70?

_____

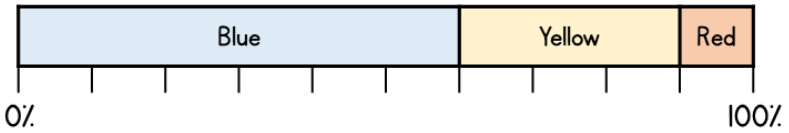
What is 90% of 70?

_____

What is 5% of 70?

_____ ☐ 4 marks

5 The percentage bar chart shows the colour of counters in a box.



What percentage of the counters in the box are blue?

_____

What percentage of the counters in the box are yellow?

_____

What percentage of the counters in the box are red?

_____

3 marks

6 50% of a number is 32
What is the number?

_____

10% of a number is 7.5
What is the number?

_____

2 marks

7 Max has £800 in the bank.
He spends 3% of his money on a new computer game.
How much money does he spend on the computer game?

£ _____

2 marks

8 Complete the table.

Percentage	Fraction	Decimal
50%	$\frac{1}{2}$	0.5
7%	$\frac{7}{100}$	
	$\frac{1}{5}$	0.2
57%		0.57

2 marks

9 Leona has a large bag of apples.
There are 180 apples in the bag.
She uses $\frac{1}{4}$ of the apples to make some juice.
She uses 20% of the apples to make some pies.
How many apples are left?

_____ apples

2 marks

Circle how confident you feel with percentages.

1 2 3 4 5

Not confident — Very confident

Biography – Mohammad Ali

- Occupation: Boxer
- Born: January 17, 1942 in Louisville, Kentucky
- Died: June 3, 2016 in Scottsdale, Arizona
- Best known for: World Heavyweight Champion
- Nickname: The Greatest

Where was Muhammad Ali born?

Muhammad Ali's birth name was Cassius Marcellus Clay, Jr. He was born in Louisville, Kentucky on January 17, 1942. His father, Cassius Clay, Sr., worked as a sign painter and his mother, Odessa, worked as a maid. Young Cassius had a younger brother named Rudy. The Clays weren't rich, but they weren't poor either. During the time Cassius grew up, southern states like Kentucky were segregated by race. This meant that there were different facilities such as schools, restaurants, swimming pools, and restrooms for black people and white people. Laws called Jim Crow Laws enforced this separation and made life difficult on African Americans like Cassius.

Becoming a Boxer

When Cassius was twelve years old, someone stole his bike. He was very angry. He told a police officer that he was going to beat up the person who stole it. It turned out that the officer, Joe Martin, was a boxing coach. Joe told Cassius that he better learn how to fight before he tried beating anyone up. Cassius took Joe up on his offer and was soon learning how to box. Cassius discovered that he had a real talent for boxing. He was much faster than other fighters his size. He could throw a quick punch and then dodge out of the way before the other fighter could react. He fought 105 fights as an amateur fighter, winning 100 and only losing 5. He also won several Gold Glove championships and was soon considered one of the best amateur light-heavyweight boxers in the world.

The Olympics

In 1960, Cassius travelled to Rome, Italy to participate in the Olympics. He defeated all his opponents to win the Gold Medal. Upon returning home, Cassius was an American hero. He decided to turn to professional boxing.

What was Muhammad Ali's boxing style?

Unlike many heavyweight boxers, Ali's boxing style was based more on quickness and skill than power. He looked to avoid or deflect blows rather than absorb them. Ali used an orthodox stance when fighting, but he would sometimes keep his hands down, tempting his opponent to take a wild punch. Ali would then counter attack. He also liked to "stick and move", meaning he would throw a quick punch and then dance away before his opponent could counter. He was an incredible athlete and only his superior speed and stamina allowed him to do this for 15 rounds.

Biography - Mohammad Ali

Becoming Champion

Upon becoming a professional boxer, Ali had great success. He won several fights in a row, defeating most of his opponents by knockout. In 1964, he got his chance to fight for the title. He defeated Sonny Liston by knockout when Liston refused to come out and fight in the seventh round. Muhammad Ali was now the heavyweight champion of the world.

Trash Talk and Rhyming

Ali was also famous for his trash talk. He would come up with rhymes and sayings designed to cut down his opponent and pump himself up. He would talk trash before and during the fight. He would talk about how "ugly" or "dumb" his opponent was and often referred to himself as "the greatest." Perhaps his most famous saying was "I float like a butterfly and sting like a bee."

Changing His Name and Losing His Title

In 1964, Ali converted to the religion of Islam. He first changed his name from Cassius Clay to Cassius X, but later changed it to Muhammad Ali. A few years later he was drafted into the army. He said he didn't want to join the army because of his religion. Because he refused to join the army, the boxing association didn't allow him to fight for three years starting in 1967.

Comeback

Ali made his comeback to boxing in 1970. It was in the early 1970s that Ali fought some of his most famous fights. Three of Ali's most famous fights include: Fight of the Century - The "Fight of the Century" took place on March 8, 1971 in New York City between Ali (31-0) and Joe Frazier (26-0). This fight went all 15 rounds with Ali losing to Frazier by decision. It was Ali's first loss as a professional. Rumble in the Jungle - The "Rumble in the Jungle" took place on October 30, 1974 in Kinshasa, Zaire between Ali (44-2) and George Foreman (40-0). Ali knocked out Foreman in the eighth round to regain the title of Undisputed Heavyweight Champion of the World. Thrilla in Manila - The "Thrilla in Manila" took place on October 1, 1975 in Quezon City, Philippines between Ali (48-2) and Joe Frazer (32-2). Ali won by TKO after the 14th round when the referee stopped the fight.

Retirement

Muhammad Ali retired from boxing in 1981 after losing a bout to Trevor Berbick. He spent much of his time after boxing working for charities. He also suffered from Parkinson's disease starting in 1984. Because of his work with charities and helping other people, he was awarded the Presidential Medal of Freedom in 2005 from President George Bush.

Retrieval: MA Biography

1. What did Mohammed Ali's mother and father do for jobs?
2. What prompted Mohammed Ali to take up boxing?
3. In which city did Mohammed Ali win Olympic gold?
4. Why was Mohammed Ali able to fight for 15 rounds?
5. Who did Mohammed Ali beat to become world champion for the first time?
6. What was Mohammed Ali's most famous quote?
7. Why did Mohammed Ali change his name from Cassius Clay?
8. Why was Mohammed Ali not able to fight for 3 years?
9. In what year did Mohammed Ali become heavyweight champion for the second time?
10. What did Mohammed Ali receive from President Bush?

Vital Vocabulary: MA Biography

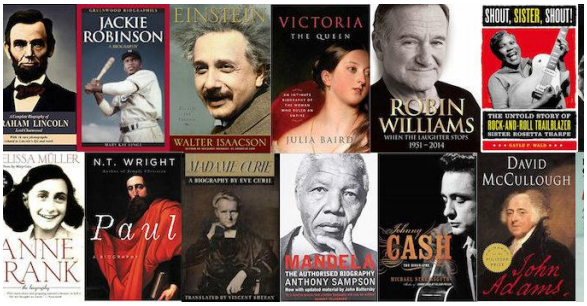
1. Find and copy a group of words from paragraph 1 which show that life wasn't easy for Mohammed Ali and his family.
2. Find and copy a word from paragraph two which suggests Mohammed Ali often avoided getting hit.
3. Find and copy a word from paragraph three meaning the same as 'took part'.
4. In paragraph four the writer uses the word orthodox, what do you think this means?
5. Find and copy a word similar in meaning to 'change' within paragraph 7.
6. Within the paragraph entitled 'Comeback' what do you think the word 'undisputed' means?
7. Which word tells us that Mohammed Ali stopped boxing in 1981?

Thinking Caps: MA Biography

APE Questions

1. Why do you think Mohammed Ali got the nickname 'The Greatest'?
2. Why do you think Mohammed Ali would trash talk about his opponents?
3. Which fight do you think Mohammed Ali would say was his greatest?
4. Why do you think Mohammed Ali was seen as a hero for both black people and Muslims?
5. Do you think that Mohammed Ali having his bike stolen was a good or bad thing for him?

English – Biography Unit – Week 3



Lesson 11

L.O. To plan my writing

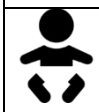
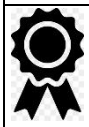
Last week, you took notes on either Harriet Tubman, Rosa Parks or Malala Yousafzai.

Starter: Read back through your notes and look up any information you haven't got yet or any questions you had about your person.

Today you are going to plan your writing. We have the road map for a basic structure, but we also had a list at the start of our unit of features that most biographies include:

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.

>Now is time to plan your biography, making sure you include all these features.
>Complete the table on the next page, including which features you are going to include in which section. Then write some practise sentences.
e.g. I might decide I want to include parenthesis and a relative clause in my Malala biography. So I would write a sentence such as: *The Taliban, who took over Malala's town, stopped girls from going to school.*

Section	Features	Sentence practice
		
		
		
	**Main achievements**	
		

Lesson 12 and 13
L.O. To write an engaging biography

Today it is time to start writing your biography. Use your notes and plan to make sure your information is correct and that you include all the features of a biography. Remember, a biography should be both informative and entertaining.

Lesson 14
L.O. To proofread and edit my writing

Now you have finished the first draft of your biography, then you should go through the editing process.

1. Check spellings. Put a dotted line under words you are unsure about and then check their spelling using a dictionary.
2. Check punctuation. Make sure you have used capital letters, full stops and all other punctuation correctly.
3. Check grammar. Read your biography aloud. If you spot parts that don't make sense, or don't sound quite right, check them and then rewrite them.
4. Check the features of your biography. Use the checklist to make sure you have included all the features we were looking for:

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	
Expanded noun phrases	
Parenthesis	
Relative clauses	
Passive voice	

5. Check the effectiveness of your biography. Ask someone at home (preferably an adult) to read your biography. If they spot any mistakes, correct them. Were they informed and entertained? Ask them if they have any suggestions on how to make your biography even better.

Lesson 15
L.O. To present and publish my writing
Now you have made all your improvements, you can write a final version of your biography. This could be by hand or typed – even videoed if you like, then submitted on the Classroom Dojo portfolio page.
We look forward to seeing them all!

Children Mental Health Week

Gratitude

For the week beginning 1st February 2021, it is Children Mental Health Week. We would like to focus on one particular area – Gratitude. As this last year has been so difficult for everyone and it is easy to feel disconnected from people and down about things, it is important to remember and acknowledge the positive things in your life. Please work your way through this lesson and complete one or more of the activities at the bottom.

L.O. To learn what the word 'gratitude' means and discover different ways we can be thankful.

Starter:

10 Second Gratitude Challenge

https://youtu.be/0lRQkSPzJWk

This two-minute video, featuring our Bow-Wowza dogs, introduces the idea of gratitude and thankfulness to pupils, whilst also explaining why gratitude is good for the brain and how it makes us feel good.

Questions:

1. What does gratitude mean? (thankfulness)
2. Do you remember what the dogs were grateful/thankful for?
3. What sorts of things are you grateful/thankful for? (Including big, constant things like family, nature etc, but also small daily things like a yummy lunch, someone being kind etc.)?
4. How can we show others our gratitude? How can we show that we are thankful for something?

Main Activities:

Choose one or more of the following gratitude activities to complete:

- Gratitude Poster: Children are asked to create their own 'I am grateful for…' poster or mind map on a blank sheet of paper. Children draw themselves in the middle of a piece of paper with a spider diagram of all the things they are thankful for around them.

- Thank You Letter: The children write thank you letters to a friend or family member telling them how grateful they are for them or for something they have done.

- Gratitude Tree: Children draw a large tree. They then add leaves and write within them different things they are grateful for.

- Positive Daily Journal: The children record the good things about their day that they are grateful for and a hope for tomorrow.

Science Lesson 4

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).

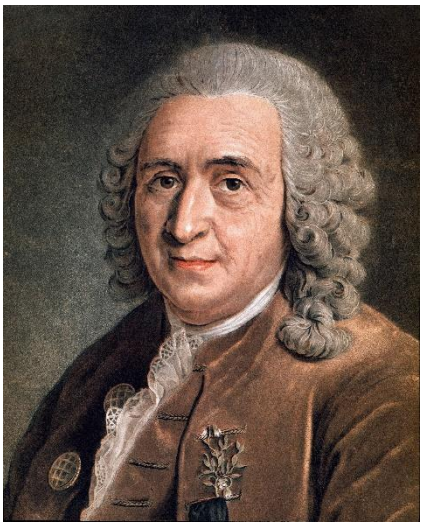
- But why do we use them? What are they for? How were they created? Who created them?
- Watch this video to find out more: https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j

  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.

<u>Carl Linnaeus</u>



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?

   _____

   _____

   _____

Topic – I Have a Dream

Maths:

L.O. create a maths board game

Black Africans subverted South African apartheid law by holding secret schools, in which they learned maths through playing games. https://www.bbc.co.uk/programmes/p00x6zms

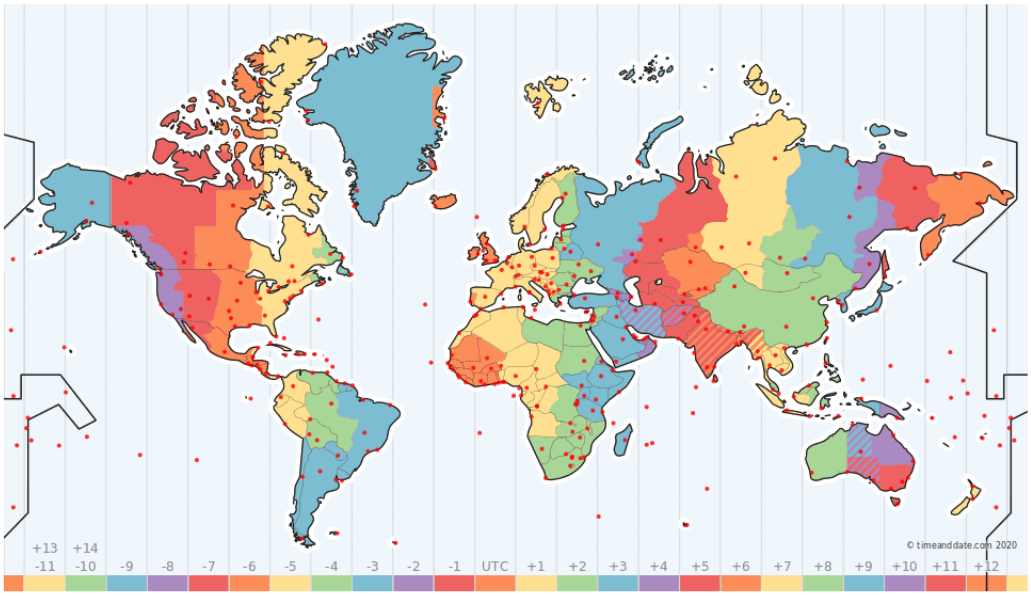
Design and make a maths game which can be used to help teach a specific maths concept.

Maths / Geography

L.O. calculate using time zones

L.O. locate different cities / locations around the world

Use the following time zone map. It can also be found at: https://www.timeanddate.com/time/map/ Imagine you are Nelson Mandela, a very important world leader, and you need to speak to different world leaders or important people around the



world. You can't just call then whenever you want. The world is split into different time zones. (See the map). The plus and minus mean how far ahead or behind different zones are. I want you to work out when is the best time for you to speak to different people around the world. Use Cape Town for the time in South Africa

Calling Which Location?	Time in South Africa	Time in Location
e.g. London	11:16 am	9:16 am
Perth		
Reykjavik		
Rio de Janeiro		
Washington DC		
Madrid		
Paris		
Moscow		
Tokyo		
Beijing		
Sydney		
Mexico City		
Rome		
Prague		
New Delhi		
Auckland		
Calgary		
Easter Island		

Which location / locations were the most convenient to call from Cape Town? Why?

Why location / locations were the least convenient to call from Cape Towns? Why?