



## Home Learning Timetable

Time	Activity
07:30 – 08:30	Get dressed – Time to get ready for your day. Get dressed, have breakfast and brush your teeth
08:30 – 09:00	“Walk to school” – use this time to exercise or <u>take a look</u> at the MRA website and select the work you will be completing for the day
9:00 – 9:30	P.E - complete a P.E activity, eg, Watching Joe Wicks or Cosmic Yoga on YouTube, playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!
09:30 – 10:00	Literacy - <u>Take a look</u> at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
10:00 – 10:30	<i>Break time – Have a snack and a break</i>
10:30 – 11:30	Maths activity – Take a look at your homework that was sent to you by your teacher. Work on the activity set for today. Make sure to use the resources and useful links provided to help you
11:30-12:00	Quiet reading time – choose a story to read to yourself quietly or watch a story on YouTube.
12:00 – 13:00	<i>Lunch</i>
13:00 – 13:30	Free time/playtime
13:30 – 14:15	Topic/Spanish activity – Homework provided by teacher
14:15 – 15:00	Creative activity – visit the MRA website and select an activity that you would like to do or draw a picture, design and build a junk model
15:00 – 15:30	Home time exercise activity - P.E - complete a P.E activity, eg: Watching Joe Wicks or Cosmic Yoga on Youtube, playing in your garden or completing the ‘1 minute challenge’ - choose an activity (star jumps, tuck jumps, squats, lunges, running on the spot, stretching high then touching the floor etc) and see how many you can do in 1 minute, then do it again and try and beat your score!

## MATHS

### Task statistics:

<https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn> Please work through videos before starting the activities.

**Appendix 13** Use the information provided to create your own tally chart and a bar chart.

Resources required: ruler, pencil, paper or workbook.

Challenge: **Appendix 14**

### Parent/carer guidance:

\*There may be a possible misconception drawing tally chart. Five should be represented as four vertical lines with one horizontal line in the middle.



Discuss the importance of statistics, help children link statistics to everyday life e.g. test scores, voting.

<https://www.theschoolrun.com/data-handling> additional information

## LITERACY

### Task:

1. Find 6 items that you think are 'treasure' and 6 items that are definitely not treasure. Explain to someone at home why you have chosen the items as treasure.
2. Watch video: <https://vimeo.com/24500500>
3. What does treasure mean to the character in the video?
4. Choose an item from **Appendix 1** that **isn't** treasure and write a descriptive sentence about it. Use a thesaurus if you need to.
5. Using **Appendix 2 & 3** to help, now write some sentences describing the same item **but** as if it's treasure.

### Parent/carer guidance:

Discuss their ideas; ask your child to look up the definition in the dictionary. Is there a difference between the definition of treasure as a noun and as a verb? Ask children to select six items from **Appendix 1** that they don't think classify as traditional treasure and why. After the video, ask them why the idea of treasure might vary depending on who you are. Can they think of something that we might think of as normal that might seem like treasure to a particular person or in a particular scenario?

## SCIENCE

### Task:

1. Visit <https://www.science-sparks.com/shadow-activity-ideas/>
2. Find some everyday objects around the house; some that are transparent, opaque and translucent.

	T u e s d a y	<p>3. Can you explore shadows with them? You can simply use a light in your house or the sun on a sunny day for these activities.</p> <p>4. Watch the video: <a href="https://www.youtube.com/watch?v=IOIGOT88Aqc">https://www.youtube.com/watch?v=IOIGOT88Aqc</a></p> <p><u>Parent/carer guidance:</u></p> <p>Following on from the previous week, children can explore shadow-making using everyday objects. If you do not have a torch, lights in the house or the sun outside will be more than enough light!</p>
		<p><b><u>MATHS</u></b></p> <p><u>Task: statistics</u></p> <p>Use the information provided in <b>Appendix 15</b> to complete the tally chart and bar chart. Answer the questions in full sentences.</p> <p>Resources required: ruler, pencil, paper or workbook.</p> <p>Challenge- <b>Appendix 16</b></p> <p><u>Parent guidance:</u></p> <p>Children can continue to draw both a tally chart and a bar chart.</p> <p>Children should answer questions in full sentences to gain a clear understanding of the question.</p> <p><a href="https://www.theschoolrun.com/data-handling">https://www.theschoolrun.com/data-handling</a> additional information</p>
		<p><b><u>LITERACY</u></b></p> <p><u>Task:</u></p> <ol style="list-style-type: none"> <li>1. Look at two examples of riddle poems in <b>Appendix 4</b> and try to work out by the end what is being described. How are the poems different in their layout?</li> <li>2. Using <b>Appendix 5 &amp; 6</b>, can you create a riddle poem about an item from yesterday's treasure sheet? Perhaps try writing about the broken umbrella.</li> <li>3. Remember to write in the first person.</li> </ol> <p><u>Parent guidance:</u></p> <p>Explain that a riddle is a statement of questions with a hidden meaning that is a puzzle to be solved and that this can be in the form of a riddle poem. Discuss how riddle poems are normally written in first person as the object. Can they explain the difference between the first and third person? Remind them that they are trying to create a riddle that gives clues about the object but to remember to be creative and describe the object in unusual ways.</p>
		<p><b><u>HISTORY</u></b></p> <p><u>Task:</u></p> <p>The Bronze Age followed the Stone Age. Use this website (<a href="https://tinyurl.com/uzo2bpg">https://tinyurl.com/uzo2bpg</a>) to create a booklet or leaflet, on paper or on an app, on 'How to make a Bronze Age sword' or a story about the 'Amesbury Archer'.</p> <p><u>Parent guidance:</u></p> <p>Children would be studying the Stone, Bronze and Iron Ages in Summer 1. This is a research and record activity, which they can do on paper or on a free app such as Book Creator or Popplet.</p>

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## MATHS

Task: Statistics

### **Appendix 17**

Use the information from the tally chart to create a bar chart. Answer the questions in full sentences.

Resources required: ruler, pencil, paper or workbook.

Challenge- **Appendix 18**

Parent guidance:

Children draw a bar chart on a piece of paper or workbook.

Children should answer questions in full sentences to gain a clear understanding of the question.

<https://www.theschoolrun.com/data-handling> additional information

## LITERACY

Task:

1. Re-watch the Treasure video clip. Focus this time on looking at the junkyard and where Esther lives. Now look at **Appendix 7**.
2. Imagine you are sat in your very own junkyard. Look around, what do you see? Describe this to someone. You can use **Appendix 8** to help you.
3. Draw and label a picture of your junkyard.
4. Write some descriptive sentences about your junkyard using the five senses, similes and personification.

Parent guidance:

Work with your child, if possible, in developing their imagination of the scrapyards, getting them to describe it to you before they start writing their sentences down.

## GEOGRAPHY

Task:

1. Which countries have won the most bronze medals in the history of the summer Olympic Games? Use this website <https://tinyurl.com/https-tinyurl-com-uzo2bpg>
2. Can you find the Top 20 countries on a map?
3. Who has the most bronze medals for Great Britain?
4. Is bronze a valuable metal? What other items are made from bronze?

Parent guidance:

This is a research and record activity about human geography and using their map skills to locate the countries across the globe.

## MATHS

### Task: Statistics

#### **Appendix 19**

Read the pictogram carefully. Remember to look at the value of each image. Answer questions in full sentences.

#### Challenge- **Appendix 20**

#### Parent guidance:

Possible misconceptions children may need support with calculating the value of the pictures.

<https://www.theschoolrun.com/data-handling> additional information

## LITERACY

### Task:

1. Look at **Appendix 9**. This demonstrated a description of a junkyard before and after being exaggerated.
1. Look at the following challenges on **Appendix 10** and the examples on each card as ways of improving your setting descriptions from yesterday using **Appendix 9** to help you.

#### Parent guidance:

Look at **Appendix 9**. This demonstrated a description of a junkyard before and after being exaggerated. Ask them what has been changed to make the description of the setting sound more dramatic and interesting? Look at the following challenges on **Appendix 10** with them and the examples on each card as ways of improving their setting descriptions.

## ART

### Task:

<https://www.youtube.com/watch?v=5AoOh7wXgnY> watch link before starting art task.

#### See **Appendix 23**

- 1) Research which Stoneage home you would like to build either from the Palaeolithic, Mesolithic or Neolithic period.
- 2) Design your own Stoneage home. Label your drawing with the materials you would use and write why you would use these materials.

**\*\*If you have the materials available try to recreate your own 3D version.**



#### Parent guidance:

		<p>Encourage children to take notes from the videos about the different materials stone age people used. Children to design a Stoneage home and label drawing. Children can choose a stone age home from any of the different time periods Palaeolithic, Mesolithic or Neolithic.</p> <p><b>**If materials are available challenge children to recreate their design in 3D.</b></p>
F r i d a y	F	<p><b><u>MATHS</u></b></p> <p><u>Task: Statistics</u></p> <p><b>Appendix 21</b></p> <p>Use the information from the tally chart to create a bar chart. Answer the questions in full sentences.</p> <p>Challenge- <b>Appendix 22</b></p> <p><u>Parent guidance:</u></p> <p>This worksheet has been designed for children who understand the concepts within this step. It provides children with more opportunities to enhance their reasoning and problem-solving skills through more challenging problems.</p> <p>Answer sheet is in <b>Appendix 25</b></p>
		<p><b><u>LITERACY</u></b></p> <p><u>Task:</u></p> <ol style="list-style-type: none"> <li>1. Watch the video again.</li> <li>2. You are going to create a role on the wall for a junkyard character: this can either be Esther or you can create your own character to live in the junkyard see <b>Appendix 12</b>.</li> <li>3. Think about what type of personality your character will have. These will go inside your character. How do they <i>show</i> their personality? These go on the outside of your character.</li> </ol> <p><u>Parent guidance:</u></p> <p>Optional drama activity – see <b>Appendix 11</b>. Children are going to create a role on the wall for a junkyard character: this can either be Esther or they can create their own character to live in the junkyard. First, they will need to make decisions about their character’s personality: these traits and sentences go on the inside of the character.</p>
		<p><b><u>PSHE</u></b></p> <p><u>Task:</u></p> <p>Create a story board to show how a child experiencing an uncomfortable feeling uses a coping strategy to help them stay calm and in control. Then, show how they share the uncomfortable feeling with someone they trust and how this helps them.</p> <p>For example: Jade is having a really hard time settling into her new school. A coping strategy she could use is to talk to a trusted adult about her feelings.</p> <p>For example, of story board please see <b>Appendix 24</b>.</p>

Parent guidance:

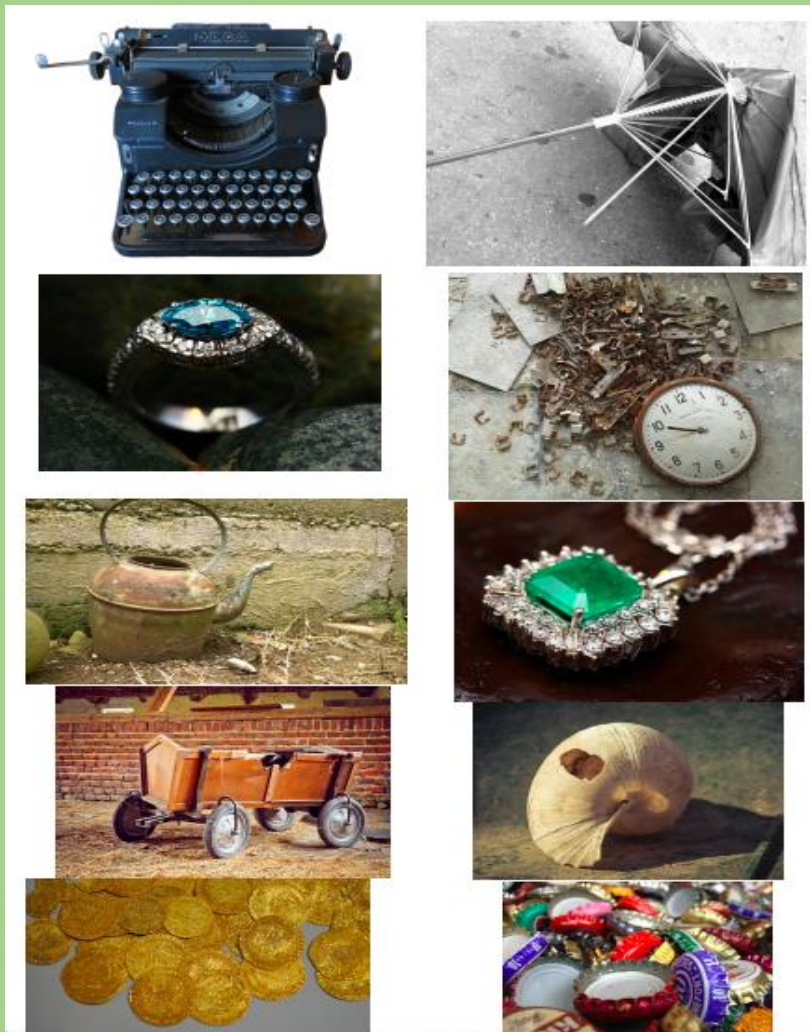
Possible questions to ask:

- Why is it important to tell people how you feel?
- What can we do when we feel unhappy or uncomfortable?

<https://youngminds.org.uk/find-help/for-parents/supporting-your-child-during-the-coronavirus-pandemic/> additional links

## Appendices

### Appendix 1



### Appendix 2



**Bottle caps – before**

They are old and smudged with dirt. Made of metal, they are sharp and jagged. Their edges are rough and prickly. There are lots of bottle tops and they are all different colours. If you smell them, they stink of musty liquid.

**Bottle caps – after**

Like drops of history, they are precious antiques covered in memory marks. Crafted from thin sheets of shiny metal, they are still as strong as the day they were made and their undulating edges catch the light and make them sparkle like diamonds. You must handle them with care because their edges are delicate. Stretching as far as your eye can see, like a jewelled carpet, hundreds of bottle tops shimmer with a rainbow of eye-catching colours and designs. Their scent brings back memories of parties and barbeques during long, sunny, summer evenings spent laughing with friends.



Antonyms give the opposite meaning of a word.  
Synonyms give the same or similar meaning of a word.  
You can find other synonyms for either of the words using a thesaurus.

ugly – beautiful  
small – big  
rough – smooth  
overpowering – delicate  
boring – exciting  
dull – shiny  
blunt – sharp  
slow – fast  
few – many  
cold – hot  
empty – full  
weak – strong  
simple – complicated  
dirty – clean  
hard – soft

Can you think of any more antonym pairs?

**Poem 1**

I slither along in a muddy space,  
I like to sit in a nice cool place.  
I move quite slowly – along a twig,  
From my view, the world's so big.  
My home is a place upon my back,  
Keeps me safe when beaks attack.  
Once in, it's a quiet place to hide,  
And is quite nice when you're inside.  
*Who am I?*

**Poem 2**

I come in different styles,  
I can help you walk for miles.  
I come in a pair,  
I'm something you wear.  
With heels I am glam,  
*Can you guess who I am?*

**Poem 3**

At the back of every Igloo,  
And the middle of the moon,  
Always running round in loops you'll find me,  
If you look inside the room.  
*What am I?*

**Poem 4**

Voiceless it cries,  
Wingless flutters,  
Toothless bites,  
Mouthless mutters.



### Riddle Poem Ideas



Adjectives

Clues

Object

Verbs

Similes and metaphors

Collected ideas

## Appendix 6

### Riddle Poem Format 1

Clue about the object  
Adjectives or nouns  
Actions or verbs linked to the object  
Phrase or short description  
*Who am I?*

#### *Examples*

Full of sugar  
Rich, creamy and smooth  
Melting, oozing, crumbling  
Children lick me off sticky fingers  
*Who am I?*

Dotted like paint in fields  
Grass chewing, grounded clouds  
Stubborn, stinky and staring  
Spread out like a white carpet  
*Who am I?*

Always keeping count  
Round and ordered with three hands  
Spinning, ticking, turning  
When you want me to speed up, I seem to slow down  
*Who am I?*



## Appendix 8

Junkyard setting word bank

mountains  
of car  
skeletons

towering piles  
of old washing  
machines

thick pipes  
weaving like  
rivers

armies of  
fridges lined  
up for duty

bronze  
sheets of  
rusted  
metal

ragged  
railings

diggers with  
missing  
teeth

twisted birds'  
nests of coiled  
old wires

bin paper cardboard glass cans  
plastic clothes landfill tip waste  
refuse plastic bag bottle  
shoe boot wrapper metal iron tin  
pipe bottle cap umbrella television  
refrigerator fridge radio kettle  
microwave car tyre wire cable plug  
fuse box

old ancient decaying rusty broken  
battered bent misshaped twisted  
warped dented smashed crumpled  
knotted tangled dusty dirty muddy  
stained mouldy tarnished cloudy  
cracked split

pile mountain heap mess knot  
jumble chaos clutter debris disarray  
mayhem wreck pyramid hill lump  
mass ocean stack drift build-up line  
bank tangle web mound hoard

### Junkyard setting writing prompt

Read the two descriptions of the junkyard below.  
What has changed?

In the junkyard, a line of refrigerators were like soldiers. Nuts and bolts were at the bottom of deep puddles filled with oil. A crane looked tall above a pile of cars in the sunshine and smelled of petrol. Some plastic bags floated through the air. Lots of wires twisted round a television. They were like snakes.

At the entrance to the junkyard, a never-ending line of refrigerators stood like soldiers on guard. Just past the entrance, nuts and bolts shone in the murky depths of the deepest puddles that swirled wildly with giant, glistening oil spills- like petrol rainbows. To the left, a metal giraffe spread its rusting neck over a mangled mountain of car skeletons which rotted in the sunshine and stank of petrol and decay. Dancing and spinning wildly, a gang of childish plastic bags played tag through the air. Silently, millions of wiggling wires wound wildly round an old television. They were deadly snakes suffocating their prey.



Look back through your setting description and see if you can add any of the descriptive techniques below to improve your writing.

Things to try to include	✓
<b>Exaggerating using adjectives</b> <i>Use comparative and superlative adjectives, like 'bigger' 'biggest'. Use as many interesting adjectives as you can.</i>	
<b>Prepositions</b> <i>Describe exactly where different objects are to make your description more precise, like 'behind' 'opposite' 'amongst'</i>	
<b>Verbs</b> <i>Try to check each verb and make it as interesting as possible. E.g. Change 'moved' to 'floated' 'crawled' or 'tip-toed'</i>	
<b>Adverbs</b> <i>See if you can use adverbs to describe the different verbs in your writing. E.g. 'tip-toed' becomes 'tip-toed cautiously'</i>	
<b>Sentence openers</b> <i>Try to start sentences with: prepositions, verbs, adverbs or adjectives.</i>	
<b>Similes, metaphors or personification</b> <i>Can you think of similes, metaphors or personification for the different objects in the junkyard? Match the verbs.</i>	
<b>Punctuation</b> <i>Try to use commas in a list, full stops and commas after different sentence openers.</i>	

## Appendix 11

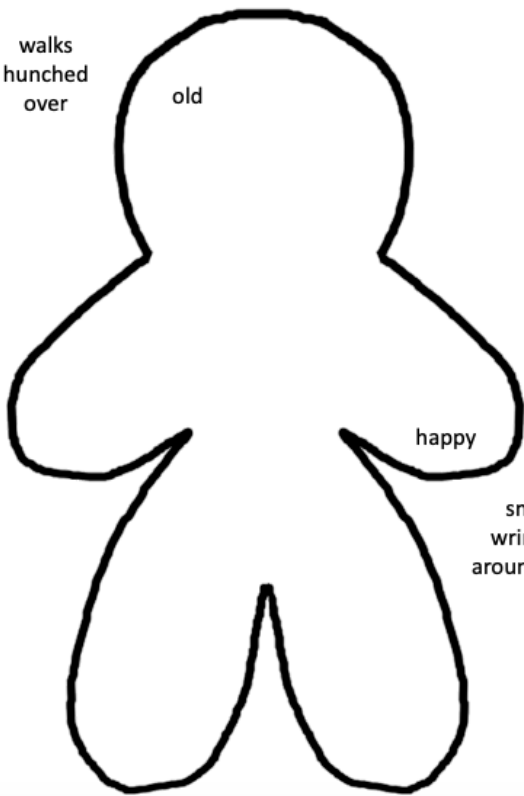
Follow your nose— drama warm-up	Mirror opposites— drama warm-up
<p><i>If you think children may find it hard to show emotions and character traits through movement, you may prefer to do this as a class mirroring activity, copying the adult.</i></p> <p>Children spread out around the room. This is a great movement exercise for the whole group. Move around the room, filling up the space, changing pace, changing direction, being aware of other people but not touching them. Group leader calls out a body part. The children now move around the room leading with that body part e.g. 'Follow your nose'. Now become aware of your nose. Let your nose lead you around the room. Follow it wherever it goes! Develop this by focussing on different parts of the body, so that children begin to discover new ways of moving. Very useful for discovering movement ideas for characters. Try being led by your stomach, your little toe, your knee, your back and so on.</p> <p>Ideas for body parts to follow:</p> <div> <p>nose stomach little toe knee back hands shoulders forehead ear elbow</p> </div>	<p><i>If you think children may find it hard to show emotions and character traits through movement, you may prefer to do this as a class mirroring activity, copying the adult.</i></p> <p>Children work in pairs. One child is partner 1, the other is partner 2. Children stand opposite each other, as if looking in a mirror. Leading adult calls out a personality trait. Partner 1 shows this personality trait through the way they stand. Partner 2 then tries to show the opposite personality trait to partner 1. Children then swap round.</p> <p>Ideas for personality traits and their possible counterparts:</p> <div> <p>brave – cowardly confident – shy aggressive – meek rich – poor evil – good cunning – stupid friendly – standoffish strong – weak beautiful – ugly secretive – honest</p> </div>

## Appendix 12

Role on the wall - Esther

walks  
hunched  
over

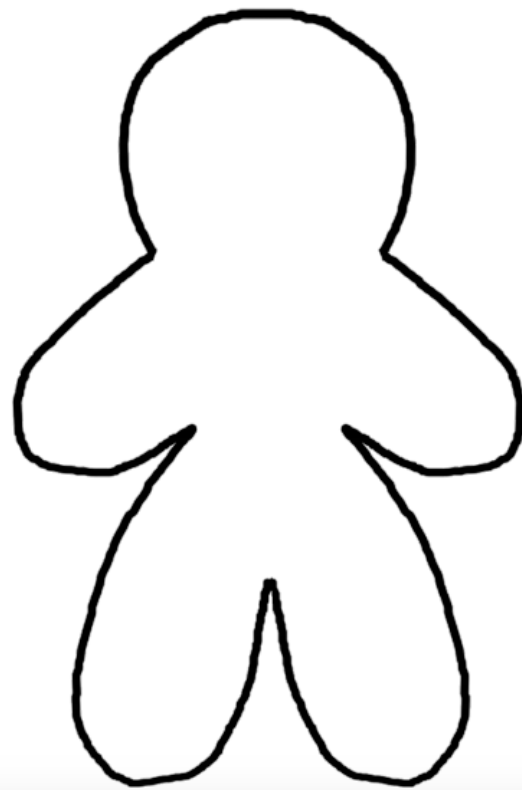
old



happy

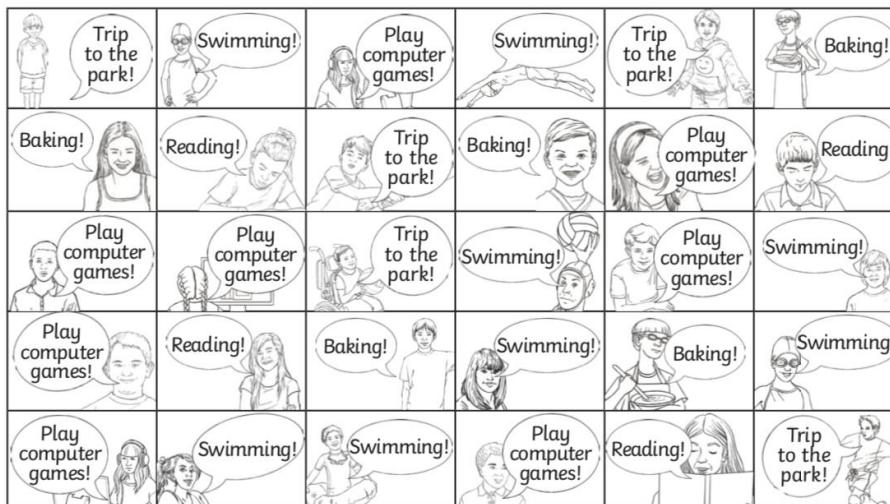
smile  
wrinkles  
around eyes

Role on the wall



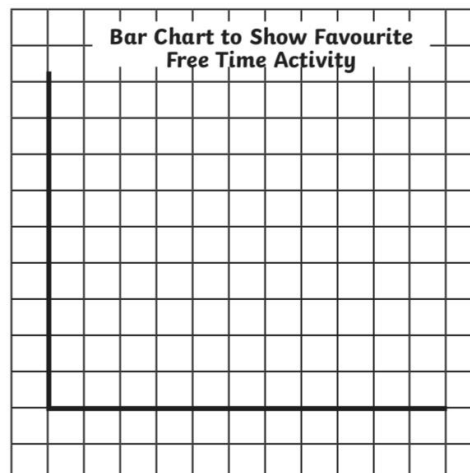
# Collecting and Presenting Data

30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.



1. Fill in the tally chart and then calculate the total of each response.
2. Draw a bar chart to present your data.

Activity	Tally	Total
Swimming		
Trip to the park		
Play computer games		
Baking		
Reading		



## Appendix 14

### Challenge

Create questions for your bar chart. For example, how many more children preferred basketball to football?

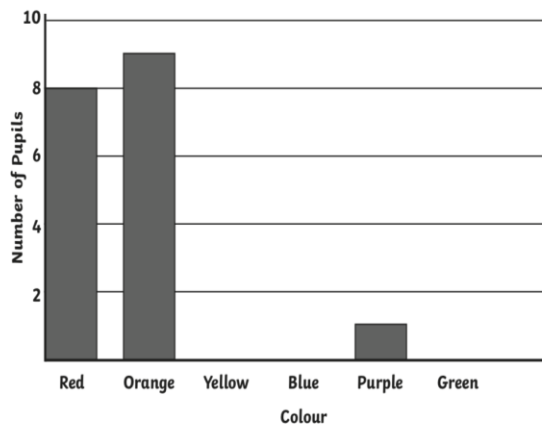
## Appendix 15

## Favourite Colour Bar Graph and Tallying

Here is a tally chart to show the favourite colour of a group of children.

Number of Children		
Colour	Red	8
	Orange	9
	Yellow	5
	Blue	2
	Purple	1
	Green	7

Complete the tally chart and bar charts.



## Favourite Colour Bar Graph and Tallying

1. Which colour was the second most favourite?

2. Which colours have a difference of 1 vote?

3. How many more children voted for red than they did blue?

4. How many children were asked about their favourite colour?

5. Write the colours in order from favourite to least favourite.

6. Which colours received over 5 votes?

7. Which colour was least favourite?

## Appendix 16

Ann and Lily have created a table to show how many boys and girls took part in after school clubs last week.

Day	Boys	Girls
Monday	11	9
Tuesday	18	12
Wednesday	13	11
Thursday	8	8
Friday	9	7

Ann says,



106 boys took part in after school clubs last week.

Lily disagrees with Ann.

Is Ann correct?

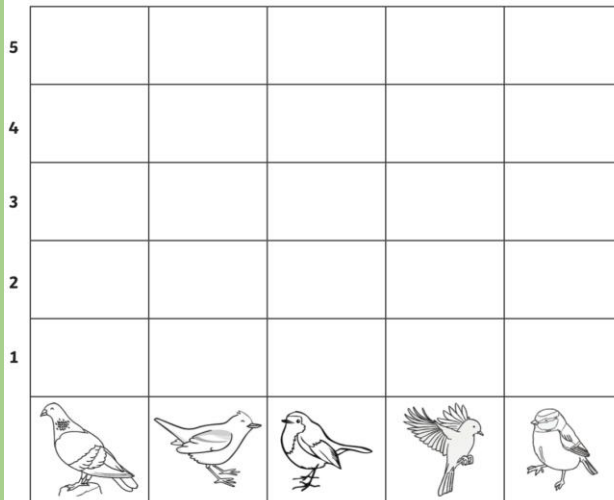
Explain why.

## Appendix 17

## Garden Bird Graph

Complete the bar graph using the information below and then answer the questions about the graph.

Garden Bird	Tally
Robin	
Chaffinch	
Magpie	
Blue tit	
Pigeon	



## Questions

1. Which garden bird was seen the most?



2. Which garden bird was seen the least?



3. How many were there altogether? \_\_\_\_\_

4. How many robins and chaffinches were seen? \_\_\_\_\_

5. How many more robins than blue tits were seen? \_\_\_\_\_

6. How many fewer pigeons than magpies were seen? \_\_\_\_\_

## Appendix 18

The table shows which sport children play.

	Lottie	John	Chris	Ann	Joanne	Jack
Football	✓		✓	✓		✓
Rugby			✓		✓	
Tennis	✓	✓		✓		✓
Cricket			✓		✓	
Basketball		✓	✓	✓		✓

Which children play football and tennis?

Which is the most popular sport?

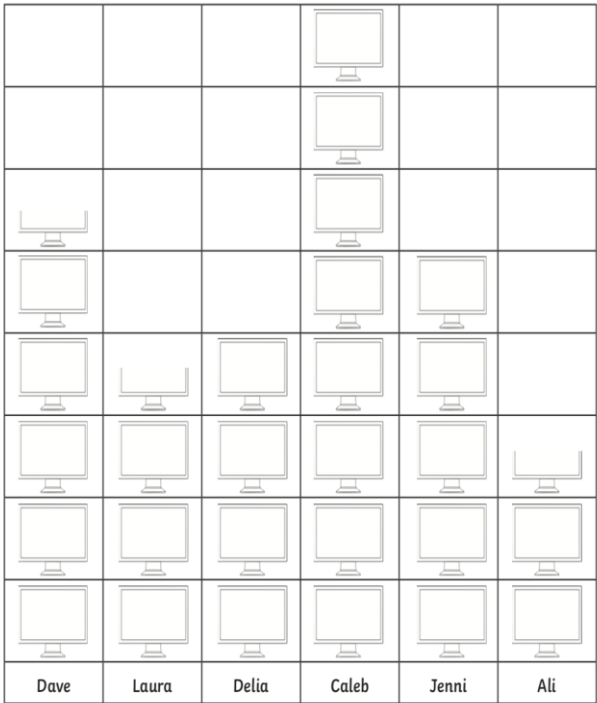
Which is the least popular sport?

Who plays the most sport?

## Appendix 19

# Reading Pictograms

The following pictogram shows the number of hours spent playing computer games by 6 children in one week. Can you answer the questions below?



























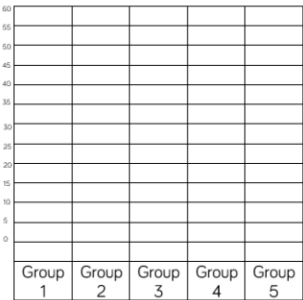
# Reading Pictograms

- Who played computer games for the longest amount of time?  
\_\_\_\_\_
- What is the difference in hours between the person who played the least and the person who played the most?  
\_\_\_\_\_
- Who played for more hours? Boys or girls?  
\_\_\_\_\_
- How many children spent less than 8 hours playing games?  
\_\_\_\_\_
- What was the total number of hours played on computer games?  
\_\_\_\_\_

## Appendix 20

Use the information from the pictogram to complete the bar chart.

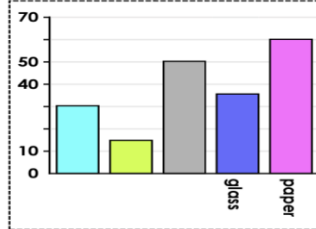
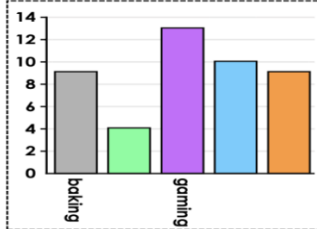
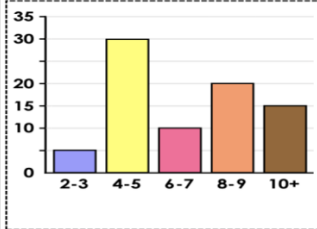
Group	Number of cupcakes eaten  = 5 cupcakes
Group 1	    
Group 2	    
Group 3	     
Group 4	  
Group 5	   



## Appendix 21

## Bar Charts

1. All three bar charts below have some missing information. Sort the cards below so that each bar chart has at least two cards which describes what is being shown.



A bar chart to show items that have been recycled.

The total number of children surveyed was a multiple of 5.

The smallest value used in this graph has an even digit sum.

This bar chart has two odd and three even values.

The largest value is a multiple of 3.

Two categories in this bar chart have an identical value.

A bar chart to show children's favourite hobbies.

A bar chart to show the length of adults' first names.

DP

2. Class 3W are discussing when their parents were born as part of their history topic.



The least popular category was the year 1986.



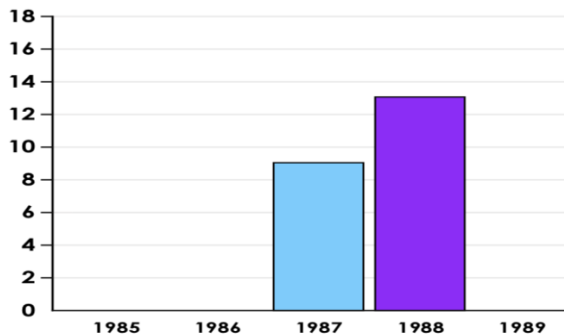
Each child adds information about their mum and dad.



The total value of 1986 and 1988 equals the value of 1989.



In our class, there are between 28 and 35 children.

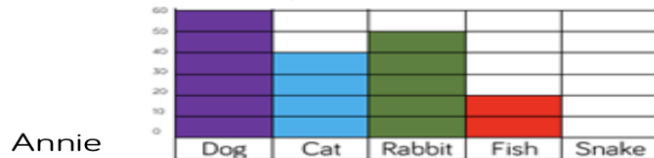


Using the clues above, explore how many of the children's parents could have been born in 1985, 1986 and 1989 to complete the bar chart.

DP

## Appendix 22

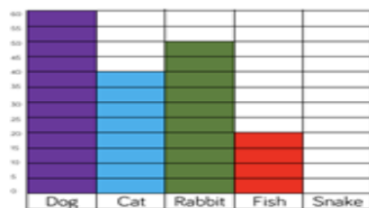
Annie and Chris have drawn bar charts to show how many people have pets.



Annie



I asked more people because my scale goes up in larger jumps.



Chris



I asked more people because my bars are taller.

Who is correct? Explain why.

## Appendix 23



# What Types of Houses Did They Live in?

This depended on the time and the country.

In Britain, archaeologists have found evidence of four different types of dwelling.



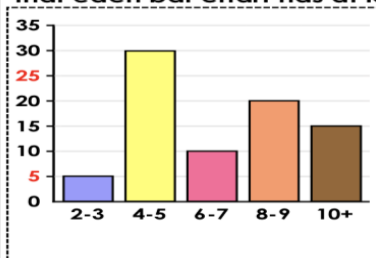
## Appendix 24

1	2	3	4
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
5	6	7	8
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

## Appendix 25

## Bar Charts

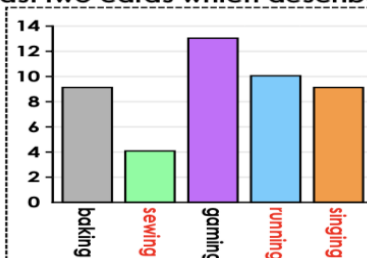
1. All three bar charts below have some missing information. Sort the cards below so that each bar chart has at least two cards which describes what is being shown.



The total number of children surveyed was a multiple of 5.

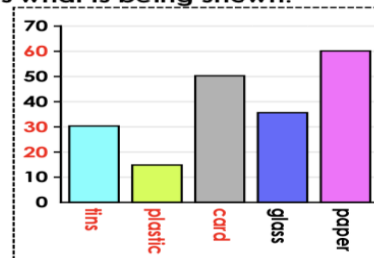
The largest value is a multiple of 3.

A bar chart to show the length of adults' first names.



Two categories in this bar chart have an identical value.

A bar chart to show children's favourite hobbies.



A bar chart to show items that have been recycled.

This bar chart has two odd and three even values.

The smallest value used in this graph has an even digit sum.

Various answers. One example of how the cards could be sorted is shown above.

DP

2. Class 3W are discussing when their parents were born as part of their history topic.



Aisha

The least popular category was the year 1986.



Finley

Each child adds information about their mum and dad.



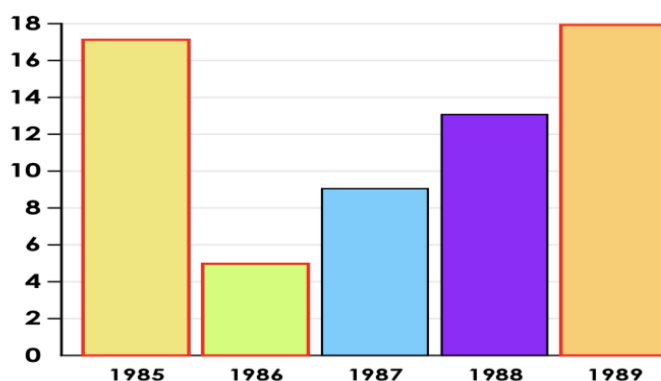
Shauna

The total value of 1986 and 1988 equals the value of 1989.



Troy

In our class, there are between 28 and 35 children.



Using the clues above, explore how many of the children's parents could have been born in 1985, 1986 and 1989 to complete the bar chart.

Various answers. An example is shown above. 1985 = 17, 1986 = 5 and 1989 = 18.

DP

## Extra Activities

Please see the Useful Links section or the school's website for more activities. These will be regularly updated on a weekly basis. Enjoy!

## Useful Links

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<http://www.thesaurus.com>