Arithmetic

2949 + 1843
411,482 – 62,902
540 ÷ 9
4.8 x 100
72.1 – 4.06
\[ \frac{8}{9} - \frac{1}{4} \]
1,045 x 93
11,094 ÷ 43
\[ \frac{7}{8} \times \frac{1}{3} \]
\[ \frac{4}{5} \div 3 \]

The International Space Station orbits the Earth at a height of 250 miles.
What is the height of the International Space Station in kilometres?
Use 8 kilometres equals 5 miles.

Ron and Annie are running a 5 mile race.

I have run 6.4 km so far

I have run 3.8 miles so far

Who has the furthest left to run?

There are ___ mm in one centimetre.
There are ___ cm in one metre.
There are ___ m in one kilometre.
Use these facts to complete the table.

<table>
<thead>
<tr>
<th>mm</th>
<th>cm</th>
<th>m</th>
<th>km</th>
</tr>
</thead>
<tbody>
<tr>
<td>44,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2,780</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.5</td>
<td></td>
<td></td>
<td>1.75</td>
</tr>
</tbody>
</table>

Mo cycles 45 miles over the course of 3 days.
On day 1, he cycles 16 km.
On day 2, he cycles 10 miles further than he did on day 1
How far does he cycle on day 3?
Give your answer in miles and in kilometres.

The table shows the time taken for school teams to complete the relay race.

<table>
<thead>
<tr>
<th>Team</th>
<th>Time taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>203 seconds</td>
</tr>
<tr>
<td>Blue</td>
<td>2 minutes 5 seconds</td>
</tr>
<tr>
<td>Yellow</td>
<td>1 minute 50 seconds</td>
</tr>
<tr>
<td>Green</td>
<td>130 seconds</td>
</tr>
</tbody>
</table>

Which team finished first?
Which team finished last?
Re-watch the video of The Highwayman here: https://www.youtube.com/watch?v=ryu1JZiSbHo
Then, read the extract below.

The Highwayman
by Alfred Noyes

Part 2

He did not come in the dawning. He did not come at noon;
And out o’ the tawny sunset, before the rise o’ the moon,
When the road was a gypsy’s ribbon, looping the purple moor,
A red-coat troop came marching—
Marching—marching—
King George’s men came marching, up to the old inn-door.

They said no word to the landlord. They drank his ale instead.
But they gagged his daughter, and bound her, to the foot of her narrow bed.
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
    And hell at one dark window;
For Bess could see, through her casement, the road that he would ride.

They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the muzzle beneath her breast!
‘Now keep good watch!’ and they kissed her.
    She heard the dead man say—
Look for me by moonlight;
    Watch for me by moonlight;
I’ll come to thee by moonlight, though hell should bar the way!

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like years,
Till, now, on the stroke of midnight,
    Cold on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it. She strove no more for the rest.
Up, she stood to attention, with the muzzle beneath her breast.
She would not risk their hearing; she would not strive again;
For the road lay bare in the moonlight;
    Blank and bare in the moonlight;
And the blood of her veins, in the moonlight, throbbed to her love’s refrain.
Tlot-tlot; tlot-tlot! Had they heard it? The horse-hoofs ringing clear;
Tlot-tlot; tlot-tlot, in the distance! Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding—
Riding—riding—
The red-coats looked to their priming! She stood up, straight and still.

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer. Her face was like a light.
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
            Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him—with her death.

He turned. He spurred to the west; he did not know who stood
Bowed, with her head o’er the musket, drenched with her own red blood!
Not till the dawn he heard it, and his face grew grey to hear
How Bess, the landlord’s daughter,
            The landlord’s black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shouting a curse to the sky,
With the white road smoking behind him and his rapier brandished high.
Blood-red were his spurs in the golden noon; wine-red was his velvet coat;
When they shot him down on the highway,
            Down like a dog on the highway,
And he lay in his blood on the highway, with the bunch of lace at his throat.

And still of a winter’s night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding—
            Riding—riding—
A highwayman comes riding, up to the old inn-door.

Over the cobbles he clatters and clangs in the dark inn-yard.
And he taps with his whip on the shutters, but all is locked and barred.
He whistles a tune to the window, and who should be waiting there
But the landlord’s black-eyed daughter,
            Bess, the landlord’s daughter,
Plaiting a dark red love-knot into her long black hair.
Character Actions

Part A
Which character do the extracts describe? What do the actions of the character(s) tell us about them?

1. Her eyes grew wide for a moment; she drew one last deep breath,
   Then her finger moved in the moonlight,
   Her musket shattered the moonlight,
   Shattered her breast in the moonlight and warned him –
   with her death.

This extract is about __________________________

What is happening in the extract?

________________________________________________________________________

________________________________________________________________________

What does this tell us about the character(s)?

________________________________________________________________________

________________________________________________________________________

2. They had tied her up to attention, with many a sniggering jest.
   They had bound a musket beside her, with the muzzle beneath her breast!
   ‘Now, keep good watch!’ and they kissed her.

This extract is about __________________________

What is happening in the extract?

________________________________________________________________________

________________________________________________________________________

What does this tell us about the character(s)?

________________________________________________________________________

________________________________________________________________________

3. Back, he spurred like a madman, shouting a curse to the sky,
   With the white road smoking behind him and his rapier brandished high

This extract is about __________________________

What is happening in the extract?

________________________________________________________________________

________________________________________________________________________

What does this tell us about the character(s)?

________________________________________________________________________

________________________________________________________________________
Character Actions Answers

Part A

1. The extract is about Bess. Bess has pulled the trigger on the musket and killed herself. This action serves as a warning to the highwayman who will now know not to come any nearer to the inn.

   Bess' actions tell us that Bess loves the highwayman very much and she is very loyal. She would rather lose her own life than risk the highwayman being captured and/or killed.

2. The extract is about the red-coat soldiers. The soldiers laughed as they bound ropes around Bess which force her to stand upright in the window. They have also propped the long musket up her body so that the muzzle is pointing into her chest. They have done this to taunt the highwayman and to encourage him to come and try to rescue her so that they can then capture him.

   The red-coats' actions tell us that they are cruel and heartless. They are intent on capturing the highwayman and are not afraid to treat Bess roughly and use her like bait in order to do so.

3. This extract is about the highwayman. The highwayman is charging back to the inn on his horse. He has his sword out ready and rides so fast that he leaves a cloud of dust 'smoking' in his wake.

   The highwayman's actions tell us that he loved Bess dearly. He is absolutely incensed to hear what has happened and he is intent on seeking revenge on those who contributed to Bess' death.
In this task, you will
• Understand what Mass Observation is.
• Understand how a Mass Observation recount is written and identify the techniques used in this type of writing.

IMMERSE
Look at the Mass Observation website home page at http://www.massobs.org.uk/about/mass-observation-project and then watch this video about the job of a Mass Observer https://www.youtube.com/watch?time_continue=115&v=1CHlak7x0Jc&feature=emb_logo

Directive
We want to hear about the everyday lives of primary school children across the country.

No matter how insignificant or unimportant you feel, future generations will be intrigued to learn what kind of things you did at this time.

We need you to write a blog post about recent days. Because this is an historical document we ask that you write your blog post in formal language so that future readers will more easily understand what you have written.

Simply recount your activities on for some recent days. You don’t need to spice things up or make your lives seem more dramatic...but obviously if dramatic things have happened to you, that’s fine! Just describe what you have done, seen and thought in plenty of detail so that people reading your diaries in the future will be able to really bring our times to life in their imaginations.

Good luck and thank you!

The Mass Observation Project Team
WAGOLL

Read the extract below and then use the checklist to identify features of formal writing in the text.

A Brief History of the Mass Observation Project

The Mass Observation Project began life in the late 1930s when a group of writers, artists and journalists decided it would be interesting to keep a record of how ordinary British people felt about events of the time and how they went about their lives.

The organisers asked volunteer writers to keep diaries of their day-to-day activities, which would then be sent into the Mass Observation offices to be kept in their archive. They hoped that in the future people would be able to read the diaries and find out how ordinary people lived their lives in the past.

Mass Observation also asked writers to respond to special questionnaires they sent out about a particular theme or topic. These questionnaires were called ‘Directives’. For instance, you might have received a Directive asking you to write about where you went on holiday, or how you cooked things in your own home.

The Project was wound up in the 1960s but was then started again in 1981. It is still going strong today, with hundreds of volunteers sending in their diaries and their responses to Directives.

The Mass Observation website is at http://www.massobs.org.uk/about/mass-observation-project
# Checklist of formal features

<table>
<thead>
<tr>
<th>Feature</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard English vocabulary</strong> not colloquialisms that we might use in speaking</td>
<td>acquaintances <em>rather than</em> mates collected the potatoes <em>rather than</em> grabbed the spuds</td>
</tr>
<tr>
<td><strong>Looks and sounds different to spoken English</strong></td>
<td>We had a lengthy discussion about what to do. <em>rather than</em> We just couldn’t agree our next move!</td>
</tr>
<tr>
<td><strong>No unnecessary asides or questions</strong></td>
<td>The weather forecast was good <em>(yeah, right)</em>.</td>
</tr>
<tr>
<td></td>
<td>What’s new? Nothing it seems. <em>becomes</em> Nothing new appeared to be happening.</td>
</tr>
<tr>
<td><strong>No contractions or abbreviations</strong></td>
<td>should have <em>rather than</em> should’ve I would have <em>rather than</em> I’d have television <em>rather than</em> telly</td>
</tr>
<tr>
<td><strong>May use passive voice for verbs</strong></td>
<td>The camera <em>was placed</em>...</td>
</tr>
<tr>
<td></td>
<td>The information <em>was given</em> by...</td>
</tr>
<tr>
<td><strong>Makes use of formal expressions</strong></td>
<td>One may suppose that...</td>
</tr>
<tr>
<td></td>
<td>It may be imagined that...</td>
</tr>
<tr>
<td><strong>Occasional use of subjunctive as a formal device</strong></td>
<td>If I <em>were</em> to complain...</td>
</tr>
<tr>
<td></td>
<td>We ask that dogs <em>be</em> tied up...</td>
</tr>
<tr>
<td><strong>Frequently written in the third person form and making use of generalisations</strong></td>
<td>It is anticipated that many people will be interested... <em>rather than</em> I’m about to tell you why you guys will love it...</td>
</tr>
<tr>
<td><strong>Often uses the longer words rather than shorter informal vocabulary</strong></td>
<td>More provisions were <em>required</em>... <em>rather than</em> More food was <em>needed</em> It is necessary to <em>inform</em> everyone... <em>rather than</em> We need to <em>tell</em> you...</td>
</tr>
</tbody>
</table>
Egg Drop Challenge

Objective: Design and make a protective container to prevent an egg from cracking or breaking when dropped the height of a table.

Materials: Use anything you have around the house or in the garden. Think carefully about the properties you want in your design.

You may want to try a few different ideas. Think like a scientist to consider what works and what to change about your designs.

Take a photo of your design and share it on Twitter @TotleyPrimary #TPSEggDropChallenge2020 Let’s get this trending!