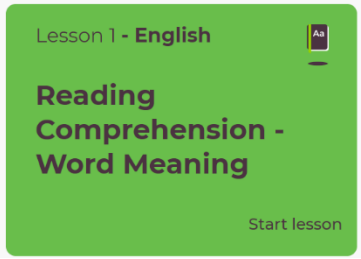
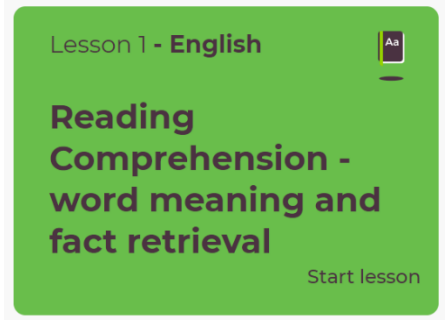
Year 5 TIMETABLE (Week 15)
Week Beginning Monday 6th July, 2020

Dear Class 5,

Thank you to everyone who has sent in art, stories, letters etc – I am so impressed with what you are doing. Thank you to everyone who has helped you too. It's not been easy, I know, but please try and keep it up. I'm looking forward to our next Zoom meeting on Wednesday. Keep smiling.

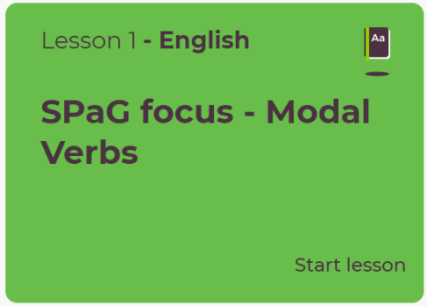
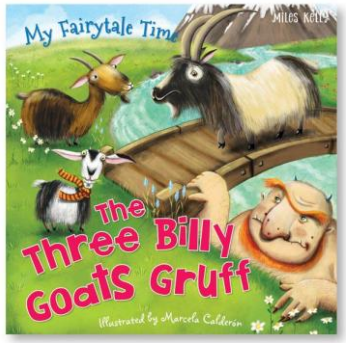
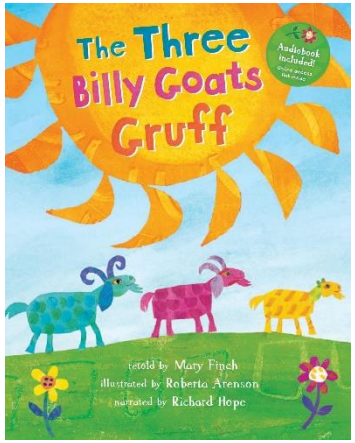
0900-0935
STAYING ACTIVE AS A FAMILY AT HOME!
Please see the SASP website below to find out more. There are PE links to other subjects too.
Have a go! https://www.sasp.co.uk/home-family-activities

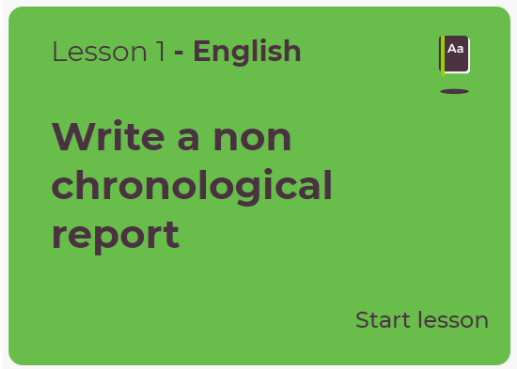
	Maths	English and MFL (French)	Other	On-going
	Focus: Statistics revision and conversions of measurements (60 MINS)	**Focus: Reading Comprehension and Creative/imaginative writing – 'The True Story of the Three Little Pigs' by Jon Scieszka**		
Day 1	**Warm-up:** **Focus: Imperial Units of Measurement.** Remind yourself of the different metric and imperial units that are relevant for Year 5 by watching the lesson below: https://www.youtube.com/watch?v=pF_fkSeaY0Y **Challenge:** Please scroll down to the resources section of this timetable and find the questions relating to 'Imperial Units'. Please complete questions 1 and 2 (cm and inches) **MAIN** **White Rose Maths** **WEEK 10 (w/c 29th JUNE)** **Lesson 1** **Focus: Measure with a protractor** Please watch the video lesson and pause it whenever you need to.	**English Part 1** **Reading:** **Oak National Academy** **https://www.thenational.academy/online-classroom/year-5/** **WEEK 7 (w/c 8th JUNE)** **Monday** **Focus: Reading (non chronological reports)**  **English Part 2** **Focus: Creative Writing - 'The True Story of the Three Little Pigs' by Jon Scieszka** This week I would like you to use that wonderful imagination of yours. We are going to use well known tales to write from a different point of view. To illustrate this, we are going to use a story by Jon Scieszka that you might know, or better still, have on your book shelf. It's called 'The True Story of the Three Little Pigs'.	**Activity 1** **Focus: Mammals – What are they?** Please watch the video below carefully. Ask an adult if there is anything you do not understand. https://www.youtube.com/watch?v=hGonwMTPV6g **Activity 2** **Focus: Mammal Facts** I would like you to create a mammal mind map. For this you will need the information from the video (you can go back to this as many times as you can) and a piece of paper and some coloured pencils if you have them. If not, a pencil and pen will be fine. Start in the middle of the paper and write the word mammal. Then draw arrows from the word to other words you have learnt or know regarding mammals. For example, you might use the word carnivore and then draw arrow from this to certain animals that are carnivores. Or you might have a an arrow from the centre word to 'marine mammals' and then arrows from this etc. I have put an example 'Animal' mind map in the resources section below this timetable for you to have a look at and help you. We are only doing mammal facts today though.	**Reading from your own book aloud to an adult or older sibling** (everyday 15mins) **Practice** your times tables (10 minutes) **Practice** your new skill (20 minutes) **Practice** your spellings for the week (5 minutes) **Contact** a friend or relative and have a good chat!

	After watching the online lesson, please scroll down to the resources section and complete the activities for Lesson 1.	Please watch and listen to the author telling this story by clicking the link below: https://www.youtube.com/watch?v=m75aEhm-BYw This week I would like you to write 'The True Story of the Three Billy Goats Gruff'. I'm sure that you all know this tale already, but, just to make sure, I would like you to watch and listen (up to 5 mins) to this version of the tale by clicking on the link below: https://www.youtube.com/watch?v=jj9BjN3PqB8 I chose this version because the use of language is excellent and there is an interesting addition to the tale that I know. I would like you to now put yourself in the shoes of the troll. Begin to think from his point of view ready for tomorrow! If you feel you want to be more independent and have another tale in mind then please feel free to write from the point of view from a character in your choice of tale e.g. The True Story of the Gingerbread man' or 'The True Story of Little Red Riding Hood' (without retelling the film 'Hoodwinked' of course!).	**MFL: French (Listen and Repeat with Alexa)** **Focus: Part 1 – Clothes** https://www.youtube.com/watch?v=rRJ0tCmOVfA Now, go back to the video lesson and stop it at 5:12. You should be able to see the list of clothing items that Alexa has introduced you to. For all of you fashion designers out there, on a piece of paper or in your book draw the outines of two human figures – make them quite large, now smaller than half a page. You can now either draw on the items of clothing learnt today and label them in French or you could cut the clothes out of either paper or, if you have it, scraps of old material. Whatvener you do – go creative and learn the French! Enjoy! 	
Day 2	**Warm-up** **Focus: Imperial Units** If necessary, **r**emind yourself again of the different metric and imperial units that are relevant for Year 5 by again watching the lesson below: https://www.youtube.com/watch?v=pF_fkSeaY0Y **Challenge:** Please scroll down to the resources section of this timetable and find the questions relating to imperial units. Please complete questions 3 and 4 (Kg and pounds) **MAIN** **White Rose Maths** **WEEK 10 (w/c 29th JUNE)** **Lesson 2** **Focus: Drawing Lines and Angles Accurately** Please watch the video lesson and pause it whenever you need to.	**English Part 1** **Reading** **Oak National Academy** **https://www.thenational.academy/online-classroom/year-5/** **WEEK 7 (w/c 8th JUNE)** **Tuesday** **Focus: Reading**  **English Part 2** **Writing** **Focus: Creative Writing – Planning** Watch the stories again – make notes as you go along. As you know, planning is a very important part of the writing process. It allows you to think, make notes and add a few details that you can use when writing. Planning makes you think first so that when you write you can focus on all of the criteria we have been learning this year.	**Activity 1** **Focus: ART meets MATHS - x and y axis, lines, angles and curves.** You have probably done this activity before at school. Remind yourself how to do it by watching the video tutorial below from 4:00 onwards. You can watch it all if you like, but the artist talks rather than does his art. https://www.youtube.com/watch?v=ihGiJLYrNWw As he says in the video – try anything with this. Once you have one curve you can do more and more and create a masterpiece. Use colours to make an impact.	**Reading** (everyday 15mins) **Practice** your times tables (10 minutes) **Practice** your spellings for the week (5 minutes) **Practice** your new skill (20 minutes) **Contact** a different friend or relative and have a good chat!

	After watching the online lesson, please scroll down to the resources section and complete the activities for Lesson 2.	This week I am not going to give you a structure – you can go for it however you want, BUT, make sure you do plan. Remember, you are taking the roll, in first person, of the character who/that is portrayed as the 'bad guy' and re-telling it from their point of view. You can be as imaginative as you like. For example, you, the troll, might have been bullied by the goats before, they might have been 'stealing' grass from the field for many months, the goats might have been purposefully running back and forth on the bridge just to wind you, the troll up etc… If I was doing this plan, I would do a 'single bubble thinking map' and jot down my ideas as they come to me. If you can, talk through your plan with an adult – they may give you some really good ideas too. *I have copied an example that I kept from another pupil and have put it in the resources section for you to have a look at if you wish. It is by no means perfect but gives you an idea or two.*		
Day 3	**Challenge:** Please scroll down to the resources section of this timetable and find the questions relating to imperial units. Please complete questions 5 and 6 (pints and ml and l) **MAIN** **White Rose Maths** **WEEK 10 (w/c 29th JUNE)** **Lesson 3** **Focus: Calculate angles on a straight line** Please watch the video lesson and pause it whenever you need to. After watching the online lesson, please scroll down to the resources section and complete the activities for Lesson 3.	**English Part 1** **Reading** **Oak National Academy** **https://www.thenational.academy/online-classroom/year-5/** **WEEK 7 (w/c 8th JUNE)** **Wednesday** Focus: **English Part 2** **Writing** **Focus: Creative Writing** Using you plan, try and write your story. This may take a while, so I'm going to ask you to do this over two days. Make sure you write in the first person – you are the 'bad guy' character telling their version of the tale. Be creative and imaginative, use wonderful sentences full of description and reasoning (why you did what you did). Try and include: • Fronted adverbials • Relative clauses	**Activity 1** **Focus: Music – The Vertebrate Song** Click on the link below to take you to 'Sing Up' and then scroll down to find 'The Vertebrate Song'. Click on the link to hear the performance track (you may want to use headphones). Sing a long – it will make you smile. Now, click on the word 'lyrics' so that you can follow the song and the words. https://www.singup.org/singupathome/songs-for-learning/7-11 **Activity 2** **Focus: Creating The Invertebrate Song** First of all remind yourself of what an Invertebrate is: https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z8mbqhv#:~:text=Invertebrates%20are%20animals%20that%20don,a%20backbone%20inside%20their%20body. Now, can you create two verses in the style of 'The Vertebrate Song' for: 1. Insects 2. Spiders (arachnids)	**Reading** (everyday 15mins) **Practice** your times tables (10 minutes) **Practice** your spellings for the week (5 minutes) **Practice** your new skill (20 minutes) **Contact** a friend or relative and have a good chat!

		• Modal verbs • Prepositions • Direct speech • Conjunctions and other cohesive devices	It's tricky, but I'm sure you'll be successful – give it a go. If you want, you can do more invertebrate animals crustaceans. Record it and send it to me if you can.	

Day 4	**Challenge:** Please scroll down to the resources section of this timetable and find the questions relating to imperial units. Please complete questions 7 and 8. **MAIN** **White Rose Maths** **WEEK 10 (w/c 29th JUNE)** **Lesson 4** **Focus: Calculate angles around a point** Please watch the video lesson and pause it whenever you need to. After watching the online lesson, please scroll down to the resources section and complete the activities for Lesson 4.	**English Part 1** Go to the Oak National Academy website by clicking the link below. **https://www.thenational.academy/online-classroom/year-5/** **WEEK 7 (w/c 8th JUNE)** **Thursday** **SPaG Focus: Modal Verbs (Revision)**  **English Part 2** **Writing** **Focus: Creative Writing** Day 2 - continuation from yesterday. Try and finish the story today. **English Part 3** **Focus: Proof reading, editing and improving.** Please use these skills to make sure your re-telling is the best it can be.	**Activity 1:** **Focus: Art - illustrating** I would like you to illustrate the story you have been writing from the point of view of the 'bad guy' character. You can illustrate in a certain style by carrying out some research e.g. Quentin Blake, or you can use inspiration from the original story we looked at on Monday. You can, however, go for it on your own. Try and create illustrations for 2 or 3 of the main part of your story.   	**Reading** (everyday 15mins) **Practice** your times tables (10 minutes) **Practice** your spellings for the week (5 minutes) **Practice** your new skill (20 minutes) **Contact** a friend or relative and have a good chat!

Day 5	**Challenge:** Please scroll down to the resources section of this timetable and find the questions relating to imperial units. Please complete questions 9. **MAIN** **MyMaths** I have set an activity on MyMaths called 'Imperial measures'. Let me know how it goes. Keep up the good work.	**English Part 1** Spelling Test **English Part 2** **Go to the Oak National Academy website by clicking the link below.** https://www.thenational.academy/online-classroom/year-5/ **WEEK 7 (w/c 8th JUNE)** **Focus: Writing – Chronological Reports**  **MFL: French (Listen and repeat with Alexa)** **Focus: Clothing Part 2** https://www.youtube.com/watch?v=u8QuF8aWcyE After watching, listening and repeating after Alexa, I would like you to try and write 3 sentences in French (with the English underneath) about what you are wearing, for example, **Je porte un costume vert.** **I'm wearing a green suit.** **Use the clothes that you learnt on Monday too.** You can check your sentences using 'Google Translate'.	**CATCH UP TIME** **Use this time to catch up with anything you need to complete.**	**Reading** (15 minutes) **Practice** your times tables (10 minutes) **Spelling test** (5 minutes) **Contact** a friend or relative and have a good chat!

SPELLING: Year 5 Spellings Week Beginning 29th June, 2020

L.O. Prefix 'auto-' meaning self and 'bio-' meaning life.

Words in green are for children who usually have less spellings to learn.

	Monday	Tuesday	Wednesday	Thursday	Friday
automatic					
biology					
biography					
biological					
autobiography					
autonomous					
automobile					
autopilot					
autoimmune					
biologist					
biohazard					

RESOURCES

Challenge

Imperial units

1

1 inch is approximately equal to 2.5 cm

1 inch ≈ 2.5 cm

Use this fact to complete the conversions.

a) 2 inches ≈ ☐ cm

b) 4 inches ≈ ☐ cm

c) 5 inches ≈ ☐ cm

d) 0.5 inches ≈ ☐ cm

e) ☐ inches ≈ 7.5 cm

f) 25 cm ≈ ☐ inches

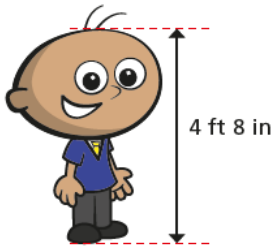
g) ☐ inches ≈ 22.5 cm

h) 1 m ≈ ☐ inches

2

There are 12 inches in 1 foot.

Tommy is 4 feet 8 inches tall.



a) What is Tommy's height in inches?

☐ inches

b) Approximately, how tall is Tommy in centimetres?

☐ cm

3

1 kilogram is approximately equal to 2.2 pounds

1 kg ≈ 2.2 lb

Use this fact to complete the conversions.

a) 2 kg ≈ ☐ lb

b) 4 kg ≈ ☐ lb

c) 5 kg ≈ ☐ lb

d) 0.5 kg ≈ ☐ lb

e) ☐ kg ≈ 22 lb

f) 24.2 lbs ≈ ☐ kg

g) ☐ kg ≈ 220 lb

h) 2,500 g ≈ ☐ lb

4

A dog weighs 25 kg.

a) Approximately, what is the weight of the dog in pounds?

☐ lb

b) There are 14 pounds in a stone.

Approximately, what is the weight of the dog in stones and pounds?

☐ stone ☐ lb

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5

1 pint is approximately equal to 568 millilitres

1 pint ≈ 568 ml

Use this fact to complete the conversions.

a) 2 pints ≈ ☐ ml

b) 4 pints ≈ ☐ ml

c) 5 pints ≈ ☐ ml

d) 0.5 pints ≈ ☐ ml

e) ☐ l ≈ 5 pints

f) 56.8 ml ≈ ☐ pints

g) ☐ pints ≈ 56.8 l

h) 20 pints ≈ ☐ l

6 The capacity of a barrel is 11.36 l.

a) Approximately, what is the capacity of the barrel in pints?

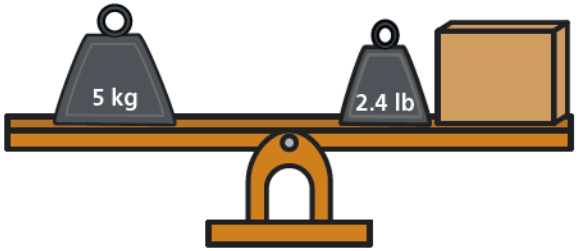
☐ pints

b) There are 8 pints in a gallon.

Approximately, what is the capacity of the barrel in gallons?

☐ gallons

7 A set of scales is balanced.



What is the weight of the box? Give your answer in pounds.

☐ lb

8 A milkman delivers 50 pints of milk a day.

How many litres of milk does he deliver in a full week?

☐ l

9 The average weight of a newborn baby is 7.5 lb.

Dora weighed 3.5 kg when she was born.

Did Dora weigh more or less than the average weight when she was born? _____

Approximately, how much more or less than the average did she weigh?

☐ lb

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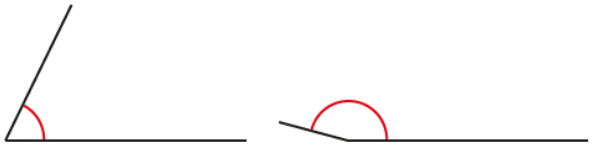
Day 1

Measuring with a protractor (2)

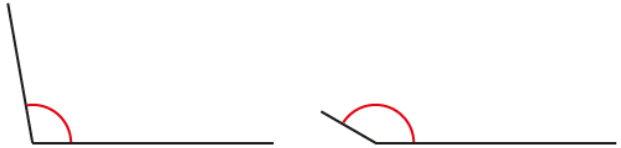
1 Circle the greater angle in each pair.

a)

b)



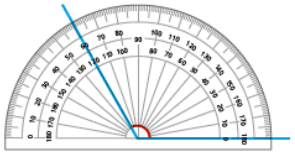
c)



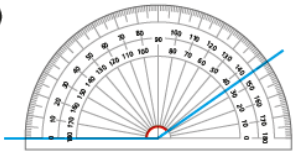
d)

2 What is the size of the angle marked in each diagram?

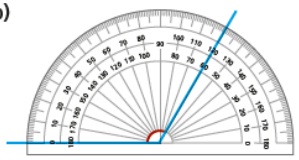
a)



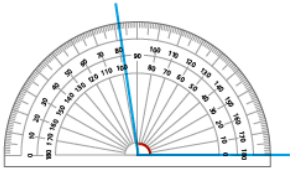
d)



b)



e)



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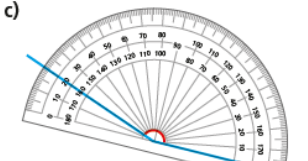

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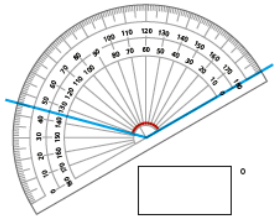

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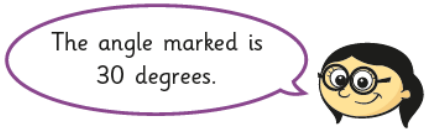

a) How do you know, just by looking at the angle, that it is not 30 degrees?

b) What mistake do you think Annie has made?

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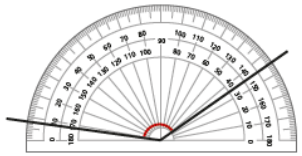
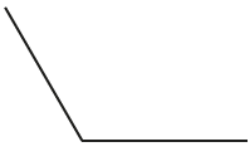
4 Scott is trying to measure the obtuse angle.



What mistake has Scott made?

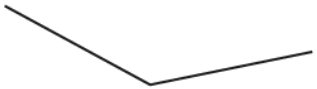
5 Measure each of the angles.

a)



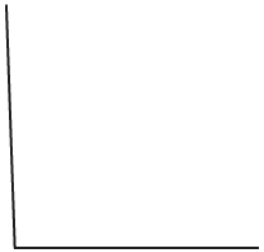
□°

c)



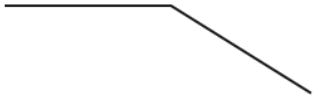
□°

b)



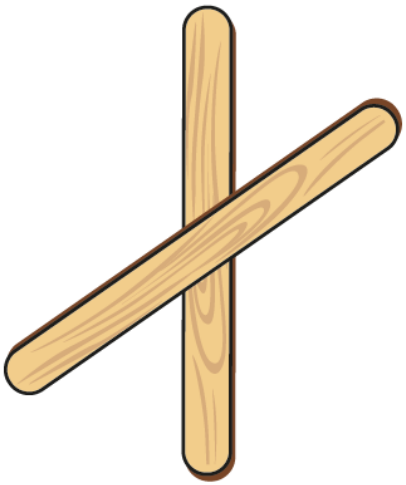
□°

d)



□°

6 Eva puts one ice-lolly stick over another ice-lolly stick.



a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is □°.

b) Measure the angle to check your estimate.

The actual measurement is □°.

c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

d) Use ice-lolly sticks to create different sized angles and measure them.

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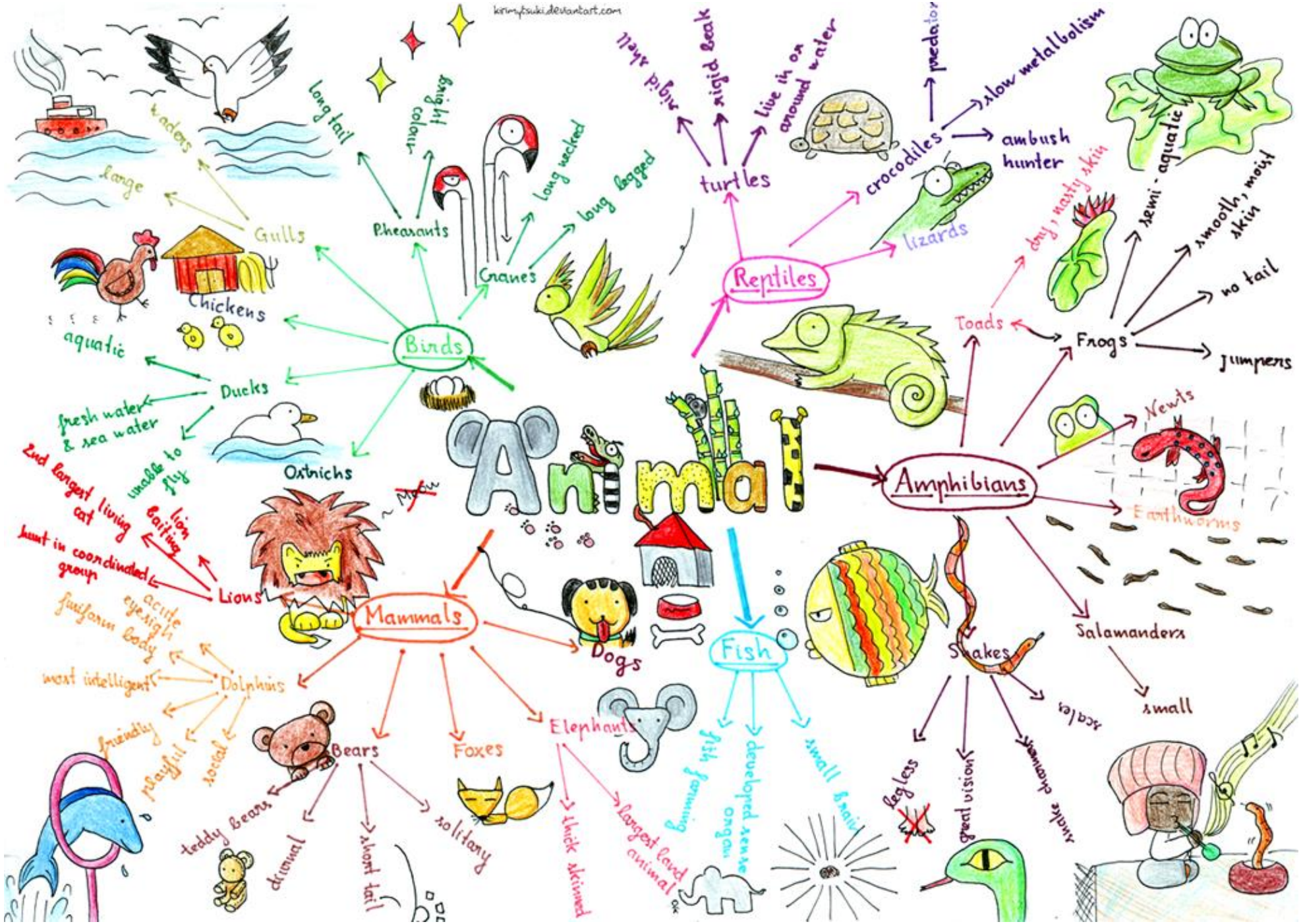

kirimytsuki.deviantart.com
Animal
Birds
Gulls
waders
large
Pheasants
long tail
bright colour
Cranes
long necked
long legged
Chickens
aquatic
Ducks
fresh water & sea water
unable to fly
Ostrichs
Mammals
Lions
lion baiting
2nd largest living cat
hunt in coordinated group
Dolphins
acute eyesigh
fusiform body
most intelligent
friendly
playful
social
Bears
teddy bears
diurnal
short tail
solitary
Foxes
Elephants
thick skinned
largest land animal
Dogs
Fish
fish farming
developed sense organ
small brain
Reptiles
turtles
rigid shell
rigid beak
live in or around water
crocodiles
predator
slow metabolism
ambush hunter
lizards
Amphibians
Toads
dry, nasty skin
Frogs
semi-aquatic
smooth, moist skin
no tail
jumpers
Newts
Earthworms
Salamanders
small
Snakes
scales
snake charmers
great vision
legless

Day 2

Drawing lines and angles accurately

1 Draw each of the angles accurately.

Use the line provided as part of your angle.

a) 60 degrees

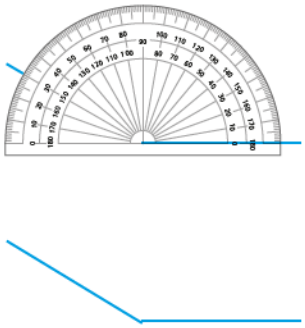
b) 85°

c) 110°

d) 143°

2 Dexter is asked to draw an angle of 30 degrees.

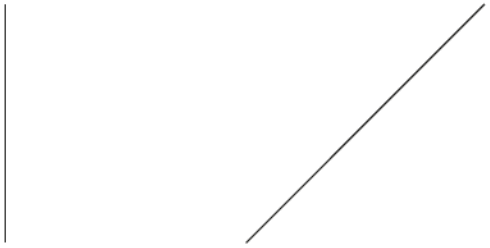
He marks a point as shown.



What mistake has Dexter made?

3 Draw an angle of 100° on each line.

Use the lines to form part of the angle.



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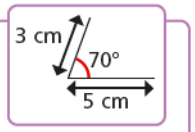
4 Draw three angles that all measure 55°.

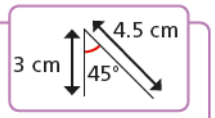
Each angle should be in a different orientation.

5 Draw these lines and angles accurately using a ruler and protractor.

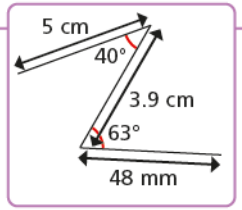
a)



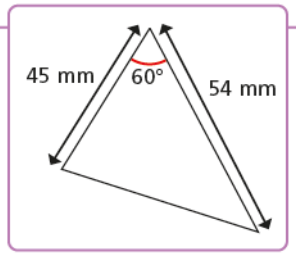
b)



6 Make an accurate drawing of the shape.



7 Draw the triangle accurately and work out its perimeter.



perimeter = ☐ mm

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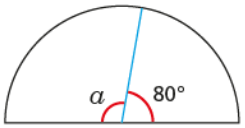
Day 3

Calculating angles on a straight line

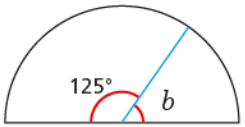
1 Work out the sizes of the unknown angles.

a)



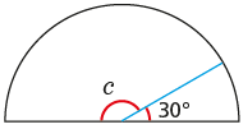
$a =$ ☐ °

b)



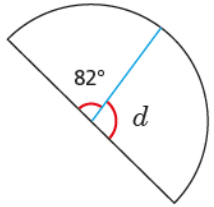
$b =$ ☐ °

c)



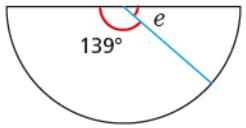
$c =$ ☐ °

d)



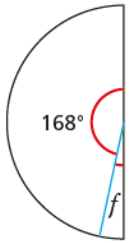
$d =$ ☐ °

e)



$e =$ ☐ °

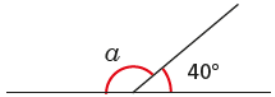
f)



$f =$ ☐ °

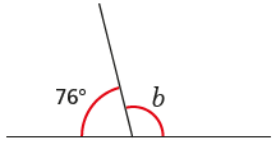
2 Work out the size of the unknown angles.

a)



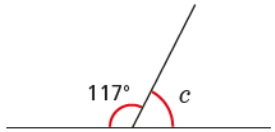
$a =$ ☐ °

b)



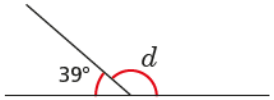
$b =$ ☐ °

c)



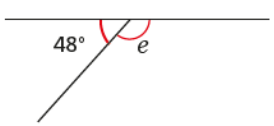
$c =$ ☐ °

d)



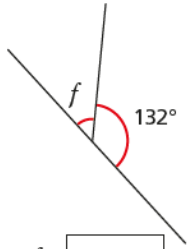
$d =$ ☐ °

e)



$e =$ ☐ °

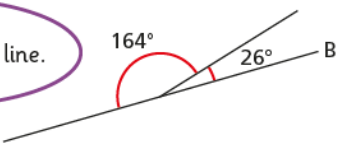
f)



$f =$ ☐ °

3 Dora draws two angles.

AB is a straight line.



Do you agree with Dora? _____

Explain your answer.

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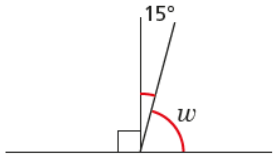
4 Work out the size of the unknown angles.

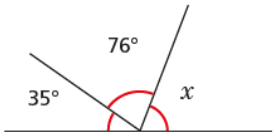
Show the steps in your working.

a)



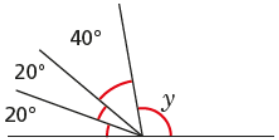
$w =$ ☐ °

b)



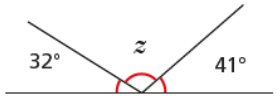
$x =$ ☐ °

c)



$y =$ ☐ °

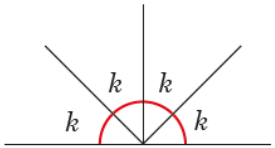
d)



$z =$ ☐ °

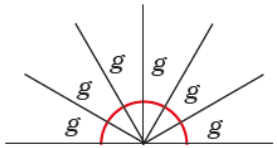
5 Work out the sizes of the unknown angles.

a)



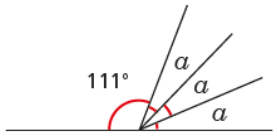
$k =$ ☐ °

b)



$g =$ ☐ °

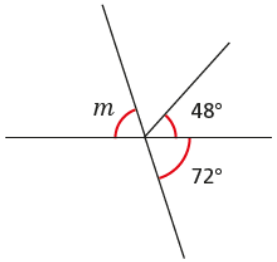
6 Work out the size of angle a.



$a =$ ☐ °

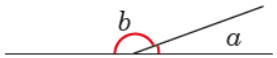
7 Work out the size of angle m.

Show all your working out.



$m =$ ☐ °

8 Two angles are marked.



Angle b is eight times the size of angle a.

What is the size of each angle?

$a =$ ☐ ° $b =$ ☐ °

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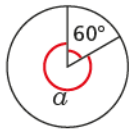
Day 4

Calculating angles around a point

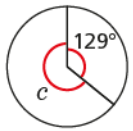
1 Work out the sizes of the unknown angles.

a)



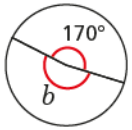
$a =$ ☐ °

c)



$c =$ ☐ °

b)



$b =$ ☐ °

d)

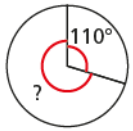
$d =$ ☐ °

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

He wants to turn to where he was facing at the start.

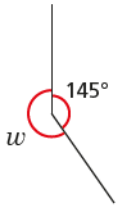
How many more degrees does he need to turn through?



☐ °

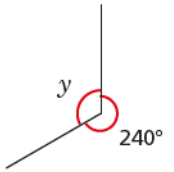
3 Work out the size of the unknown angles.

a)



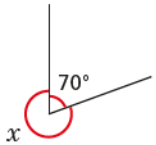
$w =$ ☐ °

c)



$y =$ ☐ °

b)



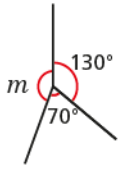
$x =$ ☐ °

d)

$z =$ ☐ °

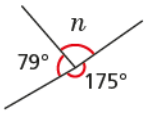
4 Work out the sizes of the unknown angles.

a)



$m =$ ☐ °

b)



$n =$ ☐ °

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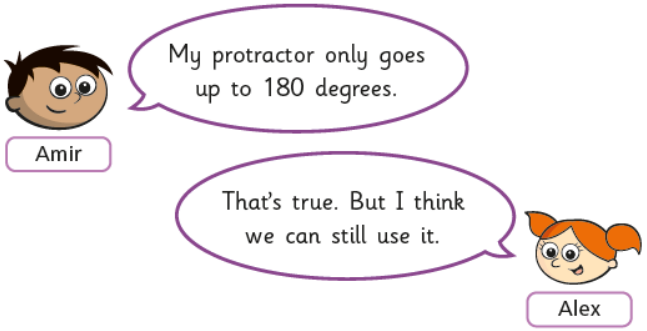
5 Ms Hall asks her class to draw an angle of 250 degrees.

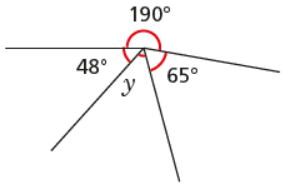


a) Explain why Alex is correct.

b) Draw an angle of 250 degrees.

Compare methods with a partner.

6 Work out the size of angle y.

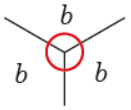


$y =$ ☐ °

7 Work out the sizes of the unknown angles.

Give reasons to support your answers.

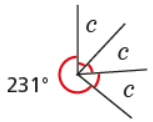
a)



$b =$ ☐ ° because _____

_____

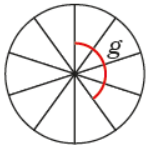
b)



$c =$ ☐ ° because _____

_____

8 A circle is divided into ten equal sections.



What is the size of the angle marked g? $g =$ ☐ °

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The True Story of the Three Billy Goats Gruff

The golden sun shimmered over a field of the lushest grass, and, on the lushest grass were beautiful emerald stems - with beautiful petals at the top. Candy floss clouds hung in the sky next to the colourful rainbow; summer is great in the morning. The bushes were like… the Big Mean Goats fur.

Hmmm…yes, let me tell you about the Big Mean Goat; Lesley is his name I think, but I don't call him that. He's very, very mean (although you've probably guessed by the title). I despise of him so much and his younger brothers aren't that great either. Anyway, let me tell you the whole, true story.

As I was peacefully gardening my allotment, my eye caught the field of the lushest grass and I couldn't look at anything else. I remembered when the BMG (Big Mean Goat) tore all my hair off, so I had to make some hair out of grass- horrible! I liked to garden a lot, although I wasn't very good at it, the grass always died. The goats maintained their grass so well that I always wondered how they did it because all they ever do is eat and eat and eat! I decided what I was going to do: I would ask the goats if I could play with them on their lovely grass.

There was a little bridge that separated our two fields. The BMG saw me and stared. At that moment, I was frightened. I walked a quarter of the way of the bridge, thinking that the BMG would charge at me like a raging bull. However, he just trotted away when his youngest brother came.

"What do you want?" asked the small goat in a high-pitched voice. My fear melted away and I wasn't that scared anymore.

"Could I play on your grass?" I questioned, sounding hopeful. He gave me a weird look and I started trembling.

"I don't know. I'll call my older brother," he squeaked. I nodded and walked to the half-way point of the bridge. The middle-sized goat approached me; his fur was as grey as an elephant's skin.

"What do you want then?" he asked in a low but soft voice, standing broad and tall.

"Could I play in your grass?" I questioned, sounding hopeful.

"I don't know. I'll call my older brother."

I walked all the way across the bridge and got to their field, my breathing deepened and my heart raced; it was amazing. Looking up at the diamond-white clouds, I felt the long, tickly grass waft against my ankles. I looked at the flowers of multi-coloured spirals. The stems were long and thin and all the time the petals gleamed: amber yellow, sapphire blue and ruby red.

Unexpectedly, my fantasy was ruined when I noticed that the BMG was towering over me! He has an extremely unpredictable personality you see, and, when he stares at you with his blood red 'devil' eyes, you want to jump up and run away. He was born with spiky teeth like the end of jagged rocks, his hooves are extremely sharp, his fur ebony black and his horns, well, they are the most vicious looking things that nature could ever create.

"Go half way across the bridge!" he yelled, in a low voice.

I did what I was told because I really didn't want to upset him. Suddenly, and totally unexpectedly, he charged at me with his head down ,his hooves pointed out and his mouth open to show his awfully sharp, gritted teeth. I couldn't believe what then happened. He knocked me right off of the bridge and I landed with a heap with huge thud. It really hurt. I still have the bruises too.

By the time I woke up, there were already rumours flying around about me being some sort of evil troll who terrorized the Gruff family so now lives under the bridge! Apparently, whoever walks across the bridge now will never return. I can't believe it.

So, I've made my own home under the bridge and I have become so angry that I tell people to go away if they walk across MY bridge, simply because I am so upset and embarrassed by all the nasty rumours! Oh and another thing - they've published a book about three goats that triumphantly get across the bridge safely. Can you believe that? Well that's my side of the story. You believe me don't you?

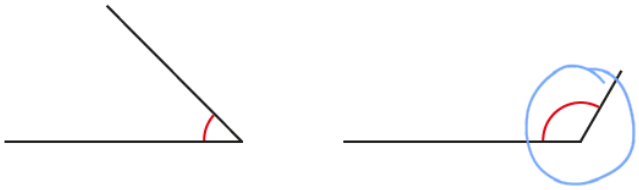
ANSWERS

Day 1

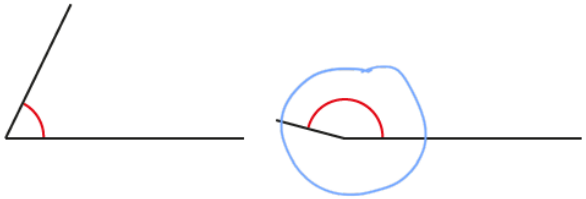
Measuring with a protractor (2)

1 Circle the greater angle in each pair.

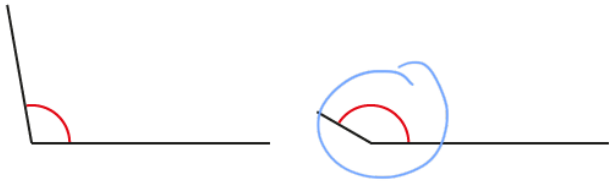
a)



b)



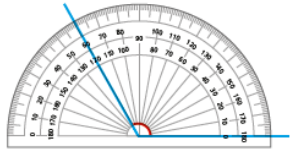
c)



d)

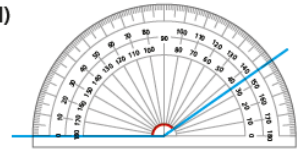
2 What is the size of the angle marked in each diagram?

a)



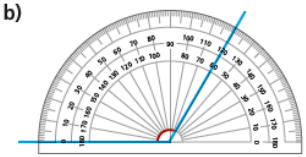
120 °

d)



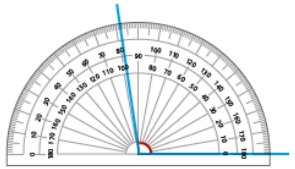
145 °

b)



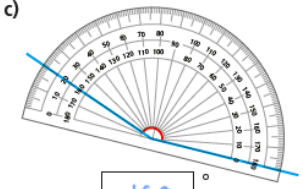
120 °

e)



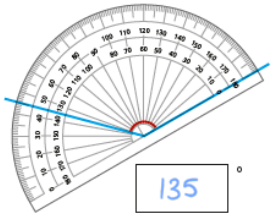
98 °

c)



160 °

f)



135 °

3

The angle marked is 30 degrees.

a) How do you know, just by looking at the angle, that it is not 30 degrees?

It is greater than 90°

b) What mistake do you think Annie has made?

She has read the wrong number off the protractor.

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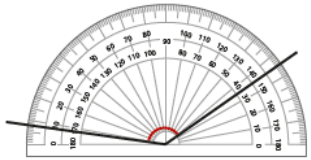
4 Scott is trying to measure the obtuse angle.

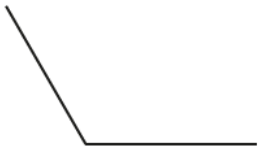


What mistake has Scott made?

The protractor isn't lined up with one of the lines from the angle so he isn't measuring from 0

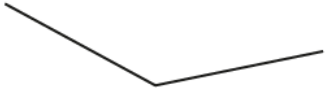
5 Measure each of the angles.

a)



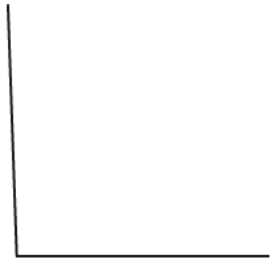
120 °

c)



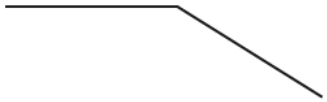
140 °

b)



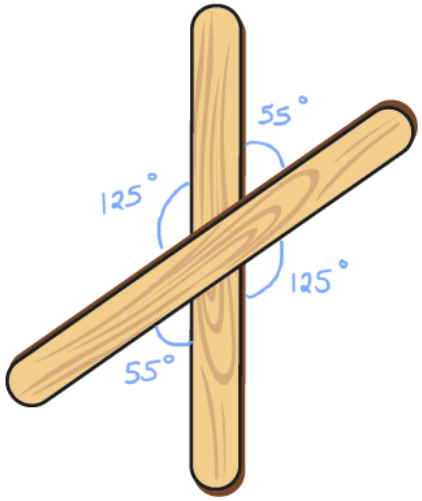
92 °

d)



150 °

6 Eva puts one ice-lolly stick over another ice-lolly stick.



a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is various °.

b) Measure the angle to check your estimate.

The actual measurement is 125 °.

c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

d) Use ice-lolly sticks to create different sized angles and measure them.

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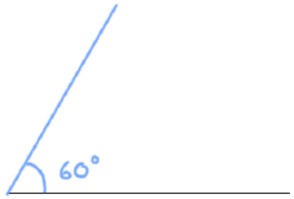
Day 2

Drawing lines and angles accurately

1 Draw each of the angles accurately.

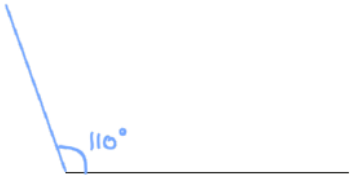
Use the line provided as part of your angle.

a) 60 degrees

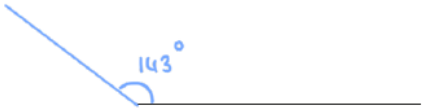


b) 85°

c) 110°

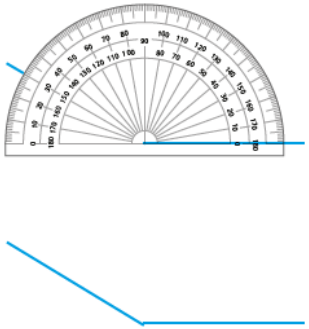


d) 143°



2 Dexter is asked to draw an angle of 30 degrees.

He marks a point as shown.

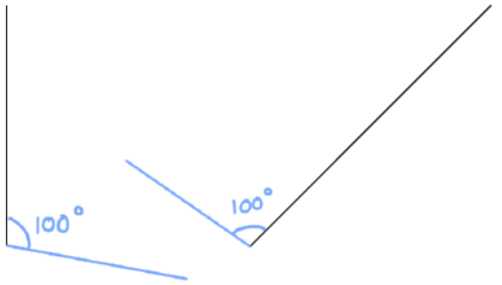


What mistake has Dexter made?

He has used the wrong scale on the protractor.

3 Draw an angle of 100° on each line.

Use the lines to form part of the angle.



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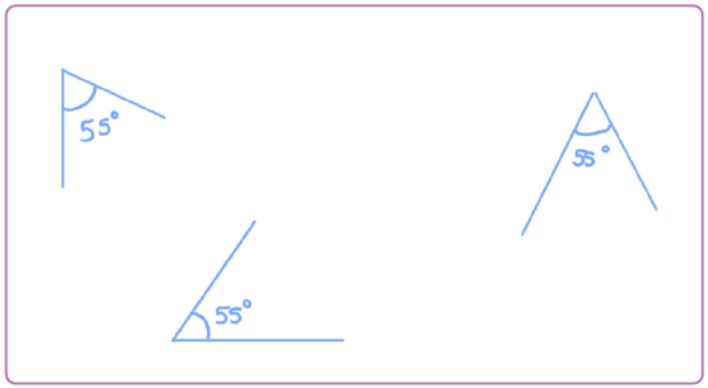
4 Draw three angles that all measure 55°.

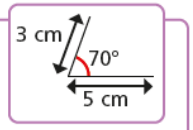
Each angle should be in a different orientation.

e.g.

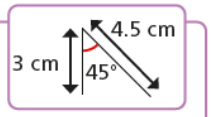


5 Draw these lines and angles accurately using a ruler and protractor.

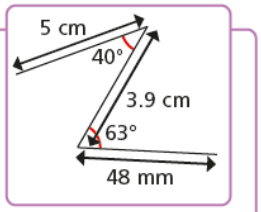
a)



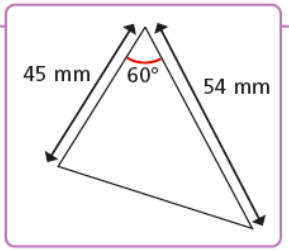
b)



6 Make an accurate drawing of the shape.



7 Draw the triangle accurately and work out its perimeter.



perimeter = 150 mm

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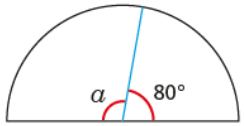
Day 3

Calculating angles on a straight line

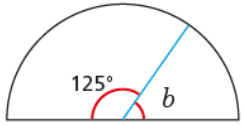
1 Work out the sizes of the unknown angles.

a)



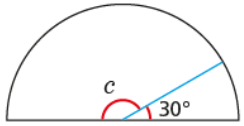
$a =$ 100 °

b)



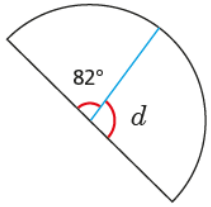
$b =$ 55 °

c)



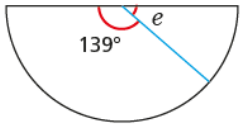
$c =$ 150 °

d)



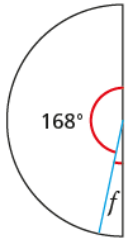
$d =$ 98 °

e)



$e =$ 41 °

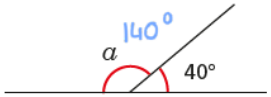
f)



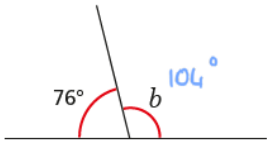
$f =$ 12 °

2 Work out the size of the unknown angles.

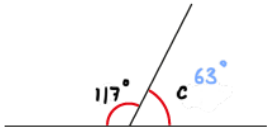
a)



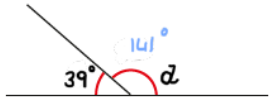
b)



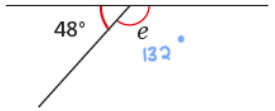
c)



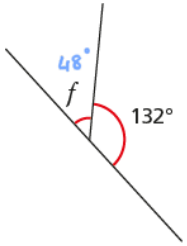
d)



e)



f)



3 Dora draws two angles.

AB is a straight line.

Do you agree with Dora? No

Explain your answer.

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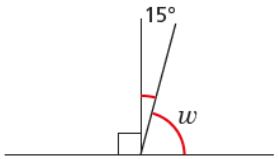
4 Work out the size of the unknown angles.

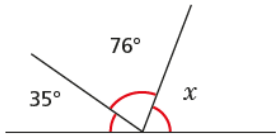
Show the steps in your working.

a)



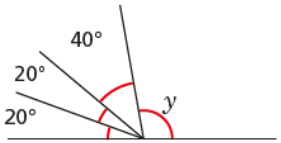
$w =$ 75° °

b)



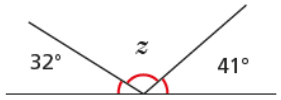
$x =$ 69 °

c)



$y =$ 100° °

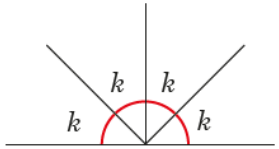
d)



$z =$ 107 °

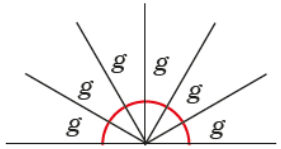
5 Work out the sizes of the unknown angles.

a)



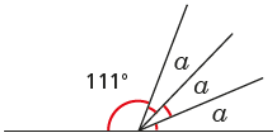
$k =$ 45 °

b)



$g =$ 30 °

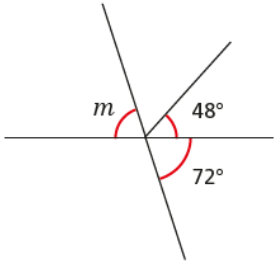
6 Work out the size of angle a.



$a =$ 23 °

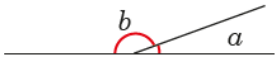
7 Work out the size of angle m.

Show all your working out.



$m =$ 72 °

8 Two angles are marked.



Angle b is eight times the size of angle a.

What is the size of each angle?

$a =$ 20 ° $b =$ 160 °

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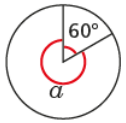
Day 4

Calculating angles around a point

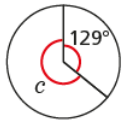
1 Work out the sizes of the unknown angles.

a)



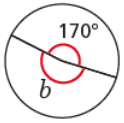
$a =$ 300 °

c)



$c =$ 231 °

b)



$b =$ 190 °

d)

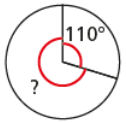
$d =$ 155 °

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

He wants to turn to where he was facing at the start.

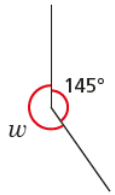
How many more degrees does he need to turn through?



250 °

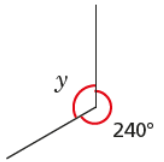
3 Work out the size of the unknown angles.

a)



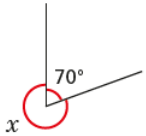
$w =$ 215 °

c)



$y =$ 120 °

b)



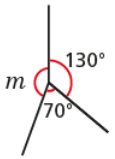
$x =$ 290 °

d)

$z =$ 95 °

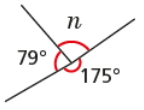
4 Work out the sizes of the unknown angles.

a)



$m =$ 160 °

b)



$n =$ 106 °

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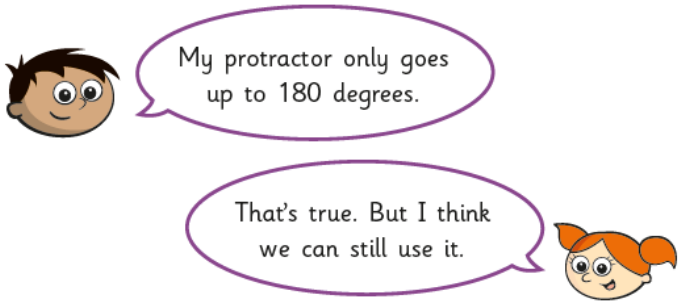
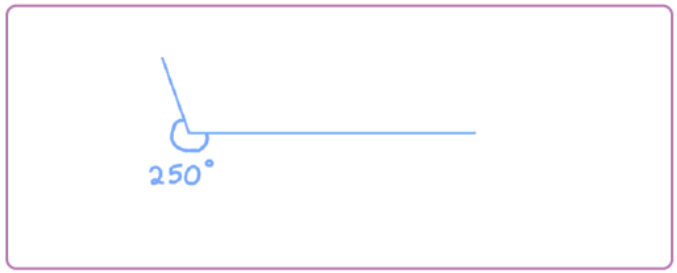
5 Ms Hall asks her class to draw an angle of 250 degrees.



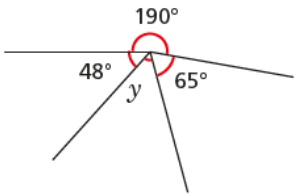
a) Explain why Alex is correct.

b) Draw an angle of 250 degrees.



Compare methods with a partner.

6 Work out the size of angle y.

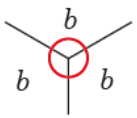


$y =$ 57 °

7 Work out the sizes of the unknown angles.

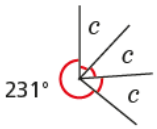
Give reasons to support your answers.

a)



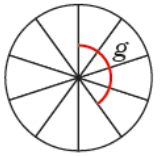
$b =$ 120° because angles around a point sum to 360° and 360 ÷ 3 = 120

b)



$c =$ 43 ° because angles round a point sum to 360° 360 − 231 = 129 and 129 ÷ 3 = 43

8 A circle is divided into ten equal sections.



What is the size of the angle marked g? $g =$ 144 °

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