Writing

Sun, sand and sea? No thank you: I'd rather feel the blood pumping through my veins.

I understand the idea of why people love beach holidays: it is an enticing thought to be sipping ice-cold drinks, whilst reclining on a sun lounger, before sliding into the refreshing turquoise sea to cool off. To look in the mirror, after two weeks lying in the sun, and see a clear-eyed, healthy-looking, bronzed complexion looking back at me is a lovely idea. To sit and do nothing except watch the world go by? It de-stresses me just to think about it.

Unfortunately, the reality of such a holiday is very very different. Firstly, sun loungers are horrible: they are uncomfortable and the plastic gets so hot you could fry an egg on it! Lying on one in the baking heat with sunscreen dripping into my eyes is NOT my idea of a good time thank you very much! And I never return from the Mediterranean looking brown and healthy: I look like I've been baked in an oven at 220 degrees. Sitting doing nothing for two weeks? Boring, boring, boring.

I would much rather be….

LO: To consider purpose and audience for the text-type

Before we start writing tomorrow, we will be considering our success criteria.

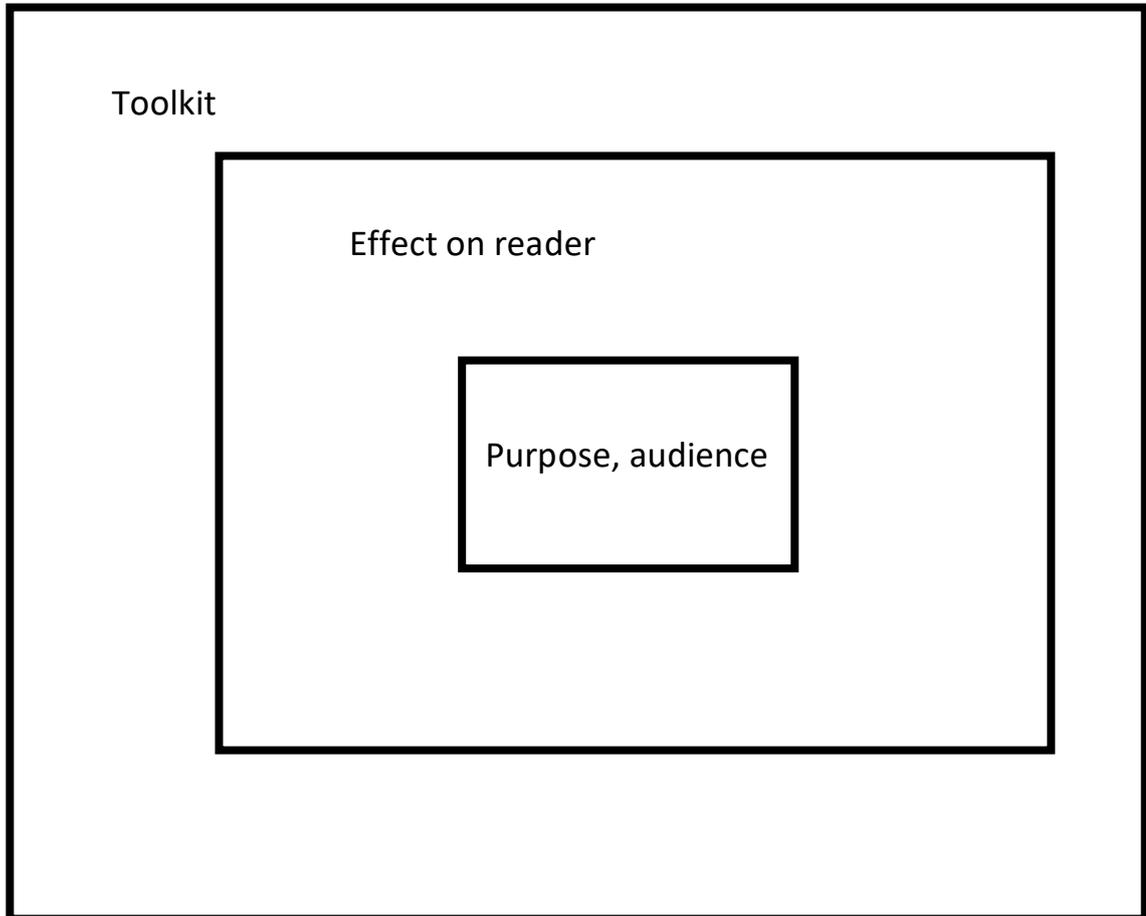What is the purpose and audience of the writing?

What effects do you want to have on the reader?

What tools/ingredients (success criteria) will you use to achieve these effects?

Give examples either from the text above or from your own head.

As last week, you can either draw the boxed success criteria grid in your books as it appears in the classroom or just write the above questions and answer below them. The grid looks like this (landscape):

Vocab

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┌─────────────────────────────────────────────┐
│  Toolkit                                      │
│   ┌─────────────────────────────────────┐    │
│   │  Effect on reader                    │    │
│   │     ┌──────────────────────┐         │    │
│   │     │                      │         │    │
│   │     │  Purpose, audience   │         │    │
│   │     │                      │         │    │
│   │     └──────────────────────┘         │    │
│   │                                      │    │
│   └─────────────────────────────────────┘    │
│                                               │
└─────────────────────────────────────────────┘
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Reading

Answering teacher-led questions in full sentences:

1. What does the word *harried* tell us about the people at Victoria Station? (page 1. Don't use a dictionary to begin with)

2. Why does a 'cool breeze' blow out of the tunnel? (page 1)

3. Which word tells us that William is captivated by the cylinder in his hand? (page 1)

4. Think of a time when you have been as immersed in a task/hobby as William. Write a short paragraph explaining it.

5. What does the word *incognito* tell us about William and his family? (page 2)

6. What had left William's father unable to walk? (page 2)

7. How does William usually keep people out of his room when he is working on codes? (page 3)

8. How does William's father try to stop William from finding and solving clues? (page 3).

9. Cryptography is the study of codes. Where have you found codes before in life? Write a few sentences explaining where you have seen them and what they were.

Maths

Problem solving – negative numbers

Discover

The difference between A and B is 160.
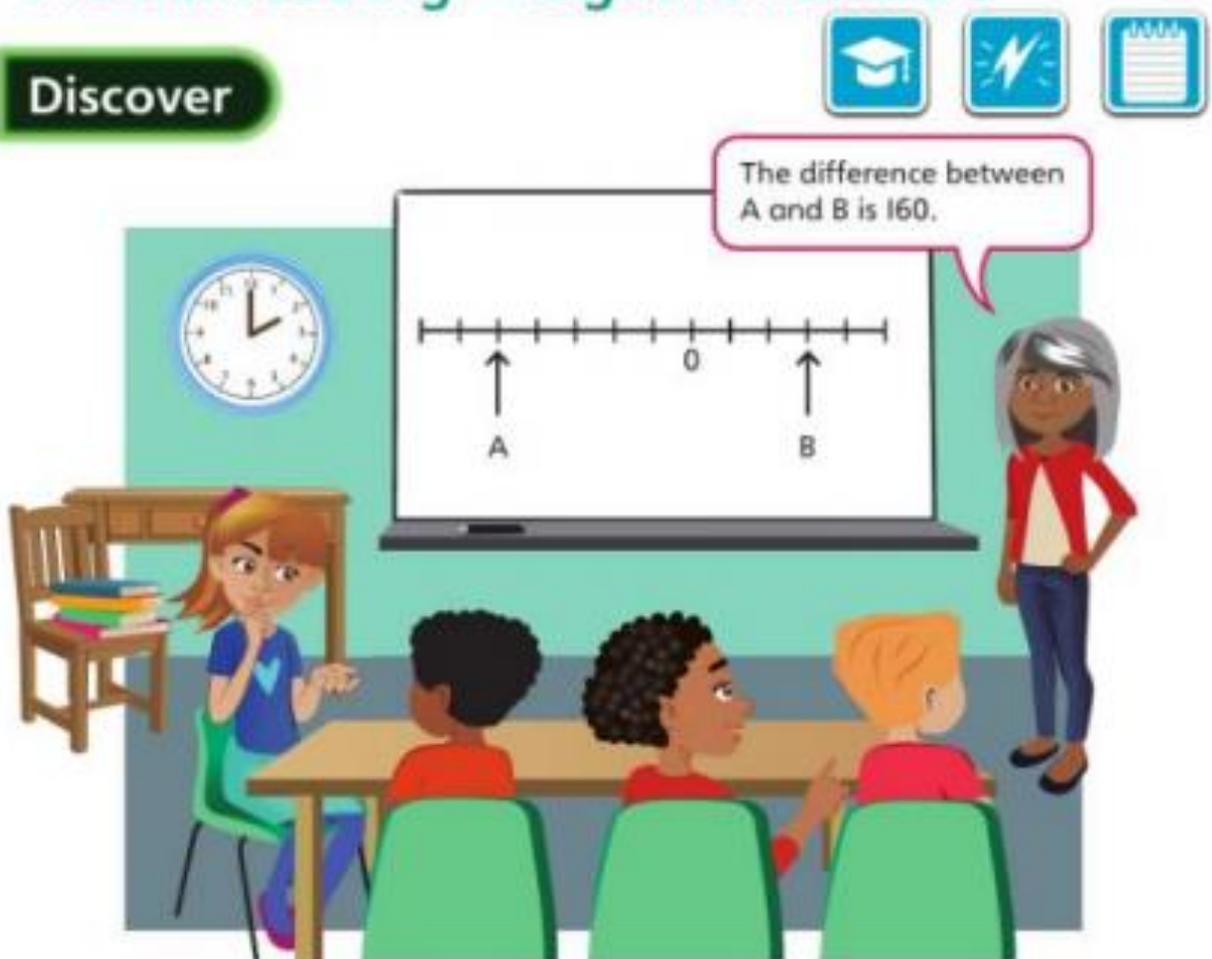
a) What are the values of A and B?

b) Find the value of the point half-way between A and B.

a) The number line represents positive and negative numbers. A must be negative as it is less than 0, and B must be positive as it is greater than 0.

160 must be shared equally between the 8 intervals between A and B.

$160 \div 8 = 20$ so each interval is 20.

Point A is 5 intervals of 20 less than 0. The value of A is ⁻100.

Point B is 3 intervals of 20 more than 0. The value of B is 60.
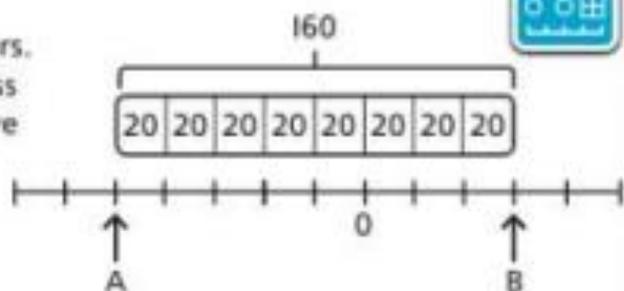
> I tried a different method. I counted in different intervals from A to B until I found a difference of 160. I started with intervals of 10.

b) We need to find the half-way point between ⁻100 and 60.

There are 8 intervals. So it must be 4 intervals of 20 more than ⁻100 and 4 intervals of 20 less than 60.
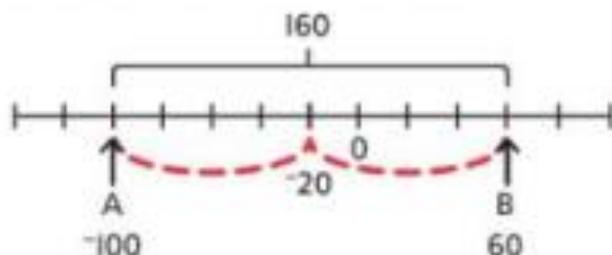
> I can either halve the difference of 160 or halve the number of intervals.

The value of the half-way point between A and B is ⁻20.

Think together

1 These thermometers show the temperature inside and outside on a winter's day. The difference between the two temperatures is 45 °C.

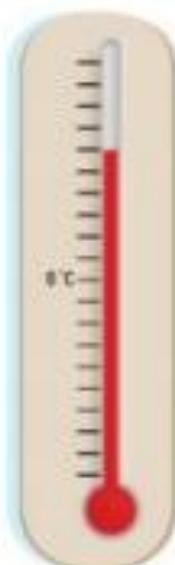**a)** What is the inside temperature?

The inside temperature is ☐ °C.

b) What is the outside temperature?

The outside temperature is ☐ °C.

> I think I can use the same strategy again, and count in different intervals.

0 °C —

0 °C —

inside   outside

2 This sequence decreases by the same amount each time. What are the missing numbers?

26, 14, ☐ , ☐ , ‾22, ☐

> I will use a number line to help me work out the difference.

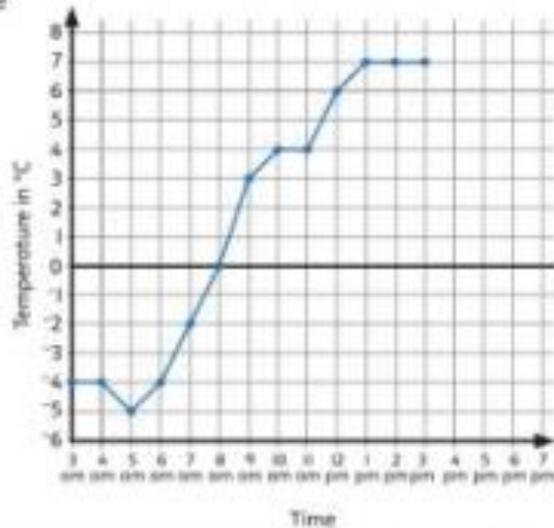**3** The graph shows the temperature in °C from 3 am to 3 pm on a winter's day.

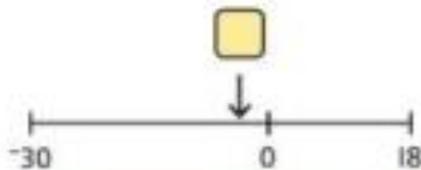a) How many degrees warmer was it at 1 pm than at 5 am?

It was ☐ °C warmer.

b) At 7 pm the temperature was 8 degrees colder than at 3 pm. What was the temperature at 7 pm?

The temperature at 7 pm was ☐ °C.

Temperature in °C

Time

4 The numbers 18 and ⁻30 are shown on this number line.

Calculate the value of the half-way point.

☐

⁻30   0   18

This number line looks different because I cannot see any intervals.

I do not think that matters. We can still work out the difference between the two numbers.

CHALLENGE

Power Maths Book- 48, 49, 50