

Maths Task

Check Summer Term – Week 6 (w/c 1st June) – Lesson 3 for lesson video.

These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% $\frac{3}{5}$ 0.6 $\frac{4}{10}$

Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

Building Tension

“Oh, big deal,” said Peter, who gave a bored yawn.

“Here,” said Judy, handing her brother the dice, “you go first.”

Peter casually dropped the dice from his hand.

“Seven,” said Judy.

Peter moved his piece to the seventh square.

““Lion attacks, move back two spaces,” read Judy.

“Gosh, how exciting,” said Peter, in a very unexcited voice.

As he reached for his piece he looked up at his sister. She had a look of absolute horror on her face.

“Peter,” she whispered, “turn around very, very slowly.”

The boy turned in his chair. He couldn't believe his eyes.

Lying on the piano was a lion, staring at Peter and licking his lips.

The lion roared so loud it knocked Peter right off his chair.

The big cat jumped to the floor. Peter was up on his feet, running through the house with the lion a whisker's length behind. He ran upstairs and dived under a bed. The lion tried to squeeze under, but got his head stuck. Peter scrambled out, ran from the bedroom, and slammed the door behind him.

He stood in the hall with Judy, gasping for breath.

“I don't think,” said Peter in between gasps of air, “that I want... to play... this game... any more.”

“But we have to,” said Judy as she helped Peter back downstairs. “I'm sure that's what the instructions mean. That lion won't go away until one of us wins the game.”

- Draw a wavy line (like a story mountain) to represent the tension in this part of the story
- Annotate it with the devices the author has used to build and decrease tension