Year 6

Home Learning Pack

Week 11

Monday 22nd June – Friday 26th June

This pack does not need to be printed: all activities can be completed on paper or on computer! Remember you can send in photos of home learning for dojos! ☺

English

We'll be continuing to compare Brazil and the UK this week. We'll be focussing on the controversial issue of deforestation in Brazil (the area of 3 football pitches being cut down every minute!) and through some debate and discussion, planning and drafting a balanced argument made of 4 paragraphs: introduction, for, against and a conclusion.

Maths – daily online lessons

This half term we'll be using the **BBC Bitesize Daily Maths Lessons** as White Rose Hub is no longer free ☹ (Well, the videos are so you can still watch them to help! ☺). For each BBC lesson there are still:

- Online teaching videos (you can pause and re-watch at any time!).
- An online resource sheet of questions (you don't have to print it – complete on paper!).
- An online answer sheet to self-mark (saves a parent or carer having to work it all out!).

Please read the timetable carefully so you know which lesson you'll be completing as the dates are from last month (May). Luckily, each lesson has its own unique URL (page) which I've copied into the timetable for quick online access – the worksheets and answers are included in this pack.

Much like the White Rose Hub content, these BBC Bitesize lessons I've chosen to follow as they recap and consolidate skills that you'll need to embed before Year 7 in September and I think this is a super idea! In other words, revisiting things you may have learned a while back to make sure you can still do it!

Daily Jobs

As before, there will be several daily jobs you are expected to complete including:

1. SPaG activities.
2. Guided Reading Activities.
3. Spelling Practise – 1 or2 pages daily from your Spelling revision guide you have not yet completed or SPaG activties using the BBC link below.
4. Times Table Rock Stars or NumBots (same login details as TTRS).
   https://play.numbots.com/#/account/school-login/28579
5. Independent Reading or reading to/with an adult/sibling.

Extension Activities

If you fancy an extra challenge after sailing through the Maths at speed or want to dabble in some Science, SPaG, Spelling, History or something else, why not visit the links below which have been recommended by the Government. **There's even a 'What to expect in Year 7' video that is very helpful to watch!**

- https://www.thenational.academy/
  Search for a subject you would like to learn about and watch the videos from the virtual teachers!
- https://www.bbc.co.uk/bitesize/dailylessons
  Tons of individual videos and tasks (some taught by celebrities) updated daily.

Look out for extra Classroom Dojo posts for other random activities we'll be sending your way for bonus dojos as well as videos giving hints and tips for the day's activities! On the next page is the suggested timetable…

Year 6 Home Learning Pack Timetable Week 11 Monday 22nd June to Friday 26th June

	English	Maths	Daily Jobs
Monday 22nd June	Read the PowerPoint – complete a similarities and differences list between Brazil and England.	BBC Maths Lesson for the 8th June. **Finding a rule with 1 or 2 steps:** https://www.bbc.co.uk/bitesize/articles/zm6296f	**1.** Daily SPaG activity (in pack). **2.** Guided Reading Activities (in pack). **3.** Spelling Practise - pages from your Spelling revision guide you have not yet completed or SPaG using the BBC link. **4.** Times Table Rock Stars or NumBots (same login details as TTRS and only available until the end of June!). https://play.numbots.com/#/account/school-login/28579 **5.** Independent Reading or reading to/with an adult/sibling.
Tuesday 23rd June	Read the PowerPoint about deforestation of the Amazon. Sort the statements into for and against and discuss each one.	BBC Maths Lesson for the 9th June. **Algebra Expressions:** https://www.bbc.co.uk/bitesize/articles/ztqdbqt	
Wednesday 24th June	Use the statements from yesterday and the PowerPoint to practise some Point Evidence Explanation style debate writing. This (P.E.E.) is used in Secondary Schools to structure your essay writing!	BBC Maths Lesson for the 10th June. **Use simple expressions:** https://www.bbc.co.uk/bitesize/articles/zjs9whv	
Thursday 25th June	Plan, draft and write a balanced argument discussing Deforestation. 1) Intro 2) For 3) Against 4) Conclusion	BBC Maths Lesson for the 11th June. **One step equations:** https://www.bbc.co.uk/bitesize/articles/zkkts4j	
Friday 26th June	Continue to draft your balanced argument ready to bring back to school on Monday!	BBC Maths Lesson for the 12th June – **calculating time in football contexts.** We'll discuss the answers in school on Monday – give them a good go! https://www.bbc.co.uk/bitesize/articles/znd9ydm	

Sentences

A simple sentence has one main clause. → I like apples.

A compound sentence has two or more main clauses joined with a conjunction.

I like apples, but I love strawberries.

main clause **conjunction** **main clause**

A complex sentence has a main clause and one or more subordinate clauses.

Although I like apples, I love strawberries.

subordinate clause **main clause**

1 **Draw lines to match each sentence to the correct label.**

Ruby went outside even though it was snowing. — Simple

Professor Thinkalot is inventing a time machine.

I stood at the bus stop, and I waited for the bus. — Complex

Kevin often sings when he's having a shower.

Paul went to Barcelona on Tuesday. — Compound

2 **Write a simple, a complex and a compound sentence.**

Simple → .....

Complex → .....

Compound → .....

"I can use simple, compound and complex sentences."

Conjunctions

Conjunctions are words or phrases that join two sentences or two parts of a sentence. They help your writing to flow smoothly, which is called cohesion.

He didn't want it. I ate it myself. It was delicious. ← **This doesn't flow very well.**

He didn't want it, so I ate it myself and it was delicious. ← **This flows much better.**

Conjunctions can sometimes be called connectives.

1 **Fill the gaps in this passage with the conjunctions below to improve its cohesion. Only use each conjunction once.**

even though | because | as soon as | so | and

We're learning to grow fruits and vegetables ..... we have a new garden at school. Mr Beeman let us plant potatoes ..... we haven't done it before, ... Miss Everton says we can plant some carrots ..... we have time, ... we're getting the soil ready.

2 **Rewrite the passage below by adding some conjunctions to make it flow better.**

We're building a house. We need more room. Dad says I can watch. I have to be careful. It can be dangerous.

.....

.....

.....

"I can link ideas together using conjunctions."

Linking Paragraphs with Adverbials

Adverbial phrases tell you how, when, where or how often something happens. They can be used to link sentences and paragraphs together.

I love sledging. In contrast, my best friend prefers skiing.

The adverbial phrase helps these sentences to flow. This is called cohesion.

1 **Underline the adverbial phrases in this passage.**

I do chores four times a week. Despite this, my sister gets more pocket money than me. Of course, if her chores were harder it would be fair. After all, I do the same jobs as her, and I do them better. For example, I make sure I wash up properly. My sister, on the other hand, makes a mess of it!

2 **Circle the best word or phrase from the brackets to complete each paragraph.**

There are many reasons why we need to have P.E. lessons in school. (Firstly / However), it's important to keep healthy by doing regular exercise. It would be great for everyone to have the opportunity to keep fit. (In contrast / In addition), sport can be really good fun. There are lots of different things to try and there's something out there for everyone. (For example / Despite this), some people think that sport isn't as important as other subjects. They think P.E. lessons are a waste of time. (After a while / However), I think that we need a balanced school day, both inside and outside the classroom.

"I can link paragraphs using adverbial phrases."

Linking Paragraphs Using Repetition

Repeating a word or phrase is another way to link sentences and paragraphs together.

My sister Ava was born at 5:30 am. When Ava was born, I went to stay with my aunt and uncle for the night.

1 **Link these paragraphs together using one of the repeated phrases on the right.**

Living in London is fantastic because there's loads to do, including the theatre.	..... is also good because it's easy to travel by bus.	Loads to do Living in London
Saturday is the best day of the week. I spend it at the football with Uncle Joe.	..... I buy a programme because I collect them.	At the football The best day is

2 **Write the first sentence of the next paragraph in each story. Include one repeated word or phrase.**

Mrs Harrison knitted her grandson, Ben, a new bobble hat for winter. She thought it would match the lime green jumper she gave him last year.

.....

.....

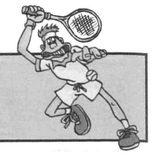
Maisy had been staring out of the window of the car for what felt like ten years. They were still hours away from the hotel.

.....

.....

"I can link paragraphs using repetition."

Using Ellipsis



Ellipsis means removing a word or phrase which you would expect to be included in a sentence. It helps your sentences and paragraphs to flow smoothly.

Harry eats cake when he wants to. ← The words 'eat cake' have been removed.

Ellipsis is also the name of the three dots in punctuation (...).

1 **Match the words and phrases to the sentences they have been removed from.**

There's a library on Duke Street and Church Street.	who is called
Jason plays tennis on Mondays and Fridays.	there's a library on
I've been to Spain, but my parents haven't.	he plays tennis on
Nasreen's puppy, Max, has soft brown fur.	leave the class
She left the class because she wanted to.	been to Spain

2 **Rewrite these sentences, removing the unnecessary words and phrases.**

Polly loves baking cakes and she loves baking biscuits.

.....

Gordon saw lots of monkeys, but Jade didn't see lots of monkeys.

.....

I'm going to stay indoors, and I'm going to read a book.

.....

Max showed Ian the kitchen, and he showed him the lounge.

.....

"I can use ellipsis correctly."

Present Tense and Past Tense

To write about something that happens regularly, use the present tense.

Nadeema visits her gran. Mr Smith hears everything.

To write about something that's finished, use the past tense.

Nadeema visited her gran. Mr Smith heard everything.

1 **Tick the sentences which are in the present tense.**

I get up at seven o'clock.	☐	They launched the rocket.	☐
Leon writes every day.	☐	We leave at half past one.	☐
The koala did a dance.	☐	Megan posted her letters.	☐

Rewrite the sentences you ticked so that they are in the past tense.

.....

.....

.....

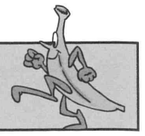
2 **For each pair of words, write one present tense and one past tense sentence.**

Jack golf →
Present: .....
Past: .....

we shop →
Present: .....
Past: .....

"I can use the present tense and the past tense."

Present and Past Progressive



To write about something that's still happening, use the present form of 'to be' plus the main verb with 'ing' on the end. This is called the present progressive.

are / am / is + verb + ing → Chloe is chatting.

The past progressive is formed like the present progressive, but 'to be' has to be in the past tense. → Leo was frying an egg.

1 **Cross out the incorrect words to form the past progressive tense.**

We (are / is / were) (plant / planting / plants) seeds.

I (am / was / were) (looking / look / looks) for my dad.

He (is / were / was) (ride / ridden / riding) a horse.

2 **Form the present and past progressive by using the correct form of 'to be' and the 'ing' form of each verb.**

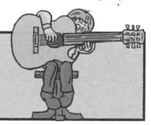
verb	present progressive tense	past progressive tense
to go	Bob ..... out.	Bob ..... out.
to win	We ..... the race.	We ..... the race.
to drive	I ..... to France.	I ..... to France.
to shut	She ..... a door.	She ..... a door.
to knit	They ..... hats.	They ..... hats.

3 **Write a sentence about what you were doing one hour ago.**

.....

"I can use the present and past progressive tenses."

The Perfect Form



Use the present perfect form of a verb to talk about something that happened before now, but not at a specific time.

Riley has spilt his drink. ← **We don't know exactly when he spilt the drink.**

Use the past perfect form of a verb to talk about something that happened before now, and before something else happened.

Riley had spilt his drink when Mum arrived. ← **We know that Riley spilt the drink before his mother got there.**

1 **Complete these sentences using the past perfect form of a suitable verb.**

Corrie ..had moved.. to Belfast by the time she was six.

Steve was annoyed because Simon ..... the film already.

Ruby ..... me her old guitar before she bought a new one.

I ..... my gran's letters in time for dinner.

2 **Rewrite this passage using the present perfect form.**

I went to a welcome day at my new school. I put my name down for the netball team, and Jon joined the art club. We spoke to our new teacher.

.....

.....

.....

.....

"I can use the past and present perfect forms."

Subject and Object

A simple sentence has a subject and a verb. It usually has an object.

The subject is the person or thing doing the verb. It usually comes first.

The object usually comes after the verb. It has something done to it by the verb.

The cat drinks the juice.

The verb usually comes after the subject.

This is only true for active sentences. See page 24.

1 **Circle the subject and underline the object in each of these sentences.**

The fox crosses the road.

Uncle Joe bought a sandwich.

Hannah speaks to Samuel calmly.

The bear hugged the tree.

The cat chases the squirrel.

Yesterday Ian read the newspaper.

Mairi forgot her sunglasses again.

The gardener carried the plant pots.

2 **Label the underlined parts of each sentence as either subject, object or verb.**

Harry sings pop songs.

The swimmer splashed the children.

The baker dropped the egg.

Stephanie met Mr Potter.

The grocer shouted at Niamh.

Kathryn bought a dress.

3 **Complete each sentence by writing in a subject or an object.**

subject → ..... wrote a newspaper article.

object → Sian threw ..... across the field.

object → The teacher shouted at .....

subject → ..... made a cheesecake.

object → Mrs Huckton broke .....

subject → ..... climbed the tree.

4 **Choose the correct word or phrase from the balloons to complete each sentence. Then label the word you've added as subject, verb or object.**

Rob ..... to the airport.

A group of girls ..... the ice cream.

..... built a nest in the apple tree.

Francesca opened ..... nervously.

..... doesn't like Sam any more.

Mia

the door

a bird

ate

drove

"I can find the subject and the object in a sentence."

Silver

These questions will help you practise:
- ★ identifying and explaining how language choices enhance meaning
- ★ giving the meaning of words in context
- ★ explaining how information contributes to meaning
- ★ summarising main ideas.

Slowly, silently, now the moon
Walks the night in her silver **shoon**;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the **casements** catch
Her beams beneath the silvery thatch;
Crouched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

Walter de la Mare

Glossary
- **shoon** shoes
- **casements** windowpanes

1 **Find** and **copy** an example of personification in the poem. (1 mark)

2 *Silver fruit upon silver trees;*
Why does the writer use the word *silver* to describe the trees and the fruit? (1 mark)

3 *From their shadowy cote the white breasts peep*
Of doves in a silver-feathered sleep;
What does the word *cote* mean in this phrase? (1 mark)

4 Explain how the writer gives the impression of *stillness* throughout the night. (3 marks)

5 Write **one** sentence explaining the main idea in this poem. (1 mark)

/7
Total for this text

Me and my brother

These questions will help you practise:
- ★ identifying how information is related
- ★ explaining how information contributes to meaning
- ★ summarising main ideas
- ★ explaining inferences
- ★ making predictions
- ★ retrieving information.

Me and my brother,
we sit up in bed
doing my dad's sayings.
I go to bed first
and I'm just dozing off
and I hear a funny voice going:
'Never let me see you doing that again,'
and it's my brother
poking his finger out just like my dad
going:
'Never let me see you doing that again.'
And so I join in
and we're both going:
'Never let me see you doing that again.'
So what happens next time when we get into
trouble
and my dad's telling me off?
He's going:
'Never let me see you doing that again.'
So I'm looking up at my dad going,
'Sorry, Dad, sorry,'
and I suddenly catch sight of my brother's
big red face
poking out from behind my dad.
And while my dad is poking me with his
finger in time with the words:
'Never let me see you doing that again,'
there's my brother doing just the same
behind my dad's back
just where I can see him
and he's saying the words as well
with his mouth without making a sound.
So I start laughing
and my dad says,
'AND IT'S NO LAUGHING MATTER.'
Of course my brother knows that one as well
and he's going with his mouth:
'And it's no laughing matter.'
But my dad's not stupid.
He knows something's going on.
So he looks round
and there's my brother
with his finger poking out
just like my dad
and I'm standing there laughing.
Oh no
then we get into
REALLY BIG TROUBLE.

Michael Rosen

1 How has this poem been organised?

Tick **one**.

- by repeating words that rhyme ☐
- like a story ☐
- as a conversation ☐
- in the style of a song ☐

☐ 1 (1 mark)

2 How does the writer build a picture of the characters of the children?

_____

_____

☐ 2 (1 mark)

3 Why are the words *AND IT'S NO LAUGHING MATTER* written in **capitals**?

_____

_____

☐ 3 (1 mark)

4 Why do you think the writer laughed when his dad was telling him off?

_____

☐ 4 (1 mark)

5 What is the main idea in this poem?

_____

_____

☐ 5 (1 mark)

6 What do you think Dad might say next in the poem?
Give **two** suggestions.

1. _____

2. _____

☐ 6 (2 marks)

7 The writer's brother is...

Tick **one**.

- good at imitating people. ☐
- good at apologising. ☐
- a good brother. ☐
- a good son. ☐

☐ 7 (1 mark)

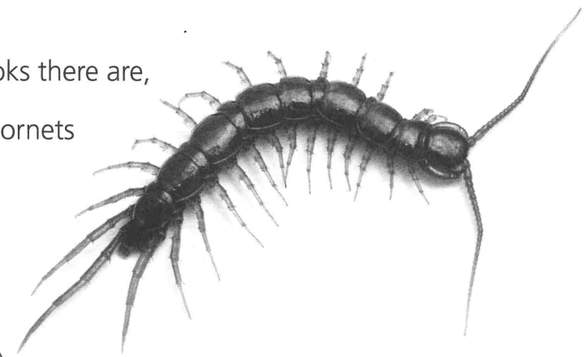
/8 Total for this text

The centipede's song

These questions will help you practise:
- ★ retrieving and recording information
- ★ explaining how information contributes to meaning
- ★ identifying how language choices enhance meaning
- ★ summarising main ideas
- ★ making inferences.

'I've eaten many strange and scrumptious dishes in my time,
Like jellied gnats and dandyprats and earwigs cooked in slime,
And mice with rice – they're really nice
When roasted in their prime.
(But don't forget to sprinkle them with just a pinch of grime.)

'I've eaten fresh mudburgers by the greatest cooks there are,
And scrambled dregs and stinkbugs' eggs and hornets
stewed in tar,
And pails of snails and lizards' tails,
And beetles by the jar.
(A beetle is improved by just a splash of vinegar.)



'I often eat boiled slobbages. They're grand when served beside
Minced doodlebugs and curried slugs. And have you ever tried
Mosquitoes' toes and wampfish roes most delicately fried?
(The only trouble is they disagree with my inside.)

From *James and the Giant Peach* by Roald Dahl

1 Match the groups of food that were eaten together. [ ] 1 (1 mark)

mice	lizards' tails
minced doodlebugs	curried slugs
scrambled dregs	rice
snails	hornets stewed in tar

2 Explain the purpose of the brackets at the end of each verse. [ ] 2 (1 mark)

_____

_____

_____

3 How does the writer create a sense of humour in the poem? Give **two** details to support your answer. [ ] 3 (2 marks)

1. _____
2. _____

4 Write **one** sentence to summarise the main idea in this poem. [ ] 4 (1 mark)

_____

5 What other kinds of food do you think the narrator of the poem would enjoy? Refer to the text in your answer. [ ] 5 (3 marks)

_____

_____

_____

_____

_____

/8 Total for this text

The 'walk to school' debate

These questions will help you practise:
- ★ summarising main ideas
- ★ making inferences
- ★ making predictions
- ★ identifying key details
- ★ making comparisons.

Fewer primary-age children walk to school now than ever before. Many children leave primary school never having made their own way to or from school. Health research suggests that walking could have an important role to play in the health of the nation. However, this needs to be balanced against concerns about children's safety.

There can be no doubt that regular walking aids physical wellbeing. Indeed, the latest government research shows that those taking regular exercise are more alert, efficient and less prone to daydreaming. Furthermore, schools involved in 'Walk to School' weeks have reported that children improve socially and get on better in school. Parents also think that children become more independent as they begin to deal with the world outside their home. Environmentalists also campaign in this area. They claim that as much as 30% of traffic on the road between 8:30 and 9:00 is due to parents making short journeys to school. If children walked to school, traffic would be reduced. Roads would therefore be safer and the air cleaner.

On the other hand, many would say that walking without adult supervision often puts children at risk. In busy modern life, it is not often practical for adults to spend their time walking children to school before rushing off to work. In any case, children are taking exercise in clubs and after-school classes in a safe, supervised environment.

While acknowledging the environmentalists' concerns, other research suggests that short car trips to school are insignificant in the battle against pollution. Other sources of pollution should be looked at before this one.

There is clearly an issue of child safety in the 'Walk to School' debate, however the arguments for walking to school remain strong. Ways of ensuring walking is supervised (perhaps by adults on a rota) should be explored. The health of children will only be improved if they exercise at every opportunity.

1 What is the purpose of the ***'Walk to School' debate***?

Tick **one**.

- to persuade ☐
- to inform ☐
- to discuss ☐
- to instruct ☐

☐ 1 (1 mark)

2 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

☐ 2 (1 mark)

	Fact	Opinion
Few primary-age children walk to school.		
Parents make short car journeys to school.		
Short car trips don't cause much pollution.		
Children are at risk from walking to school.		

3 What could happen to the environment if the traffic on the road increases between 8:30 and 9:00 a.m.?

_____

_____

☐ 3 (1 mark)

4 Give **two** benefits of **walking** to school, compared to driving to school.

1. _____
2. _____

☐ 4 (2 marks)

5 Give **two** benefits of **driving** to school, compared to walking to school.

1. _____
2. _____

☐ 5 (2 marks)

/7

Total for this text

The history of chocolate

These questions will help you practise:
- ★ retrieving and recording information
- ★ making inferences
- ★ explaining how information is related
- ★ summarising main ideas
- ★ explaining inferences.

Chocolate has been around for a lot longer than most people imagine, and dates back to almost 2000 years BC – but it wasn't always edible or sweet. Our chocolate bars and Easter eggs would look and taste unrecognisable to the original chocolate lovers.

1900BC Archaeological evidence shows that people drank chocolate in **Mesoamerica**.

200AD–900AD The Mayans. Cocoa was an important part of both their agriculture and religious life. On ceremonial and religious occasions they drank a spicy chocolate drink called xocoatl, made by grinding up cocoa beans then adding water and spices such as chilli. The Mayans also used cocoa beans as currency.

900AD–1500AD The Aztec culture became established in Mexico. The Aztecs worshipped the same gods as the Mayans and used xocoatl in much the same way. Spanish **conquistadors** noted that 100 cocoa beans could purchase a turkey and a canoe filled with fresh water!

1502 Christopher Columbus introduced the cocoa bean to Spain, but drinking cocoa didn't catch on.

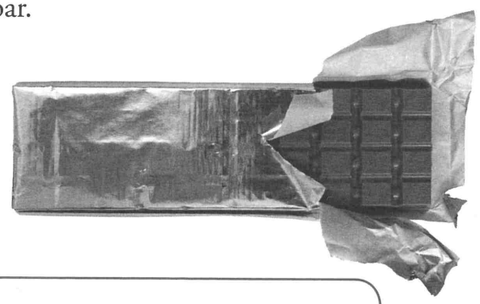
1528 Cortez realised the economic possibilities of the cocoa bean and the Spanish begin to sweeten the cocoa drink, making it more popular than before.

1600 onwards Although the practice of drinking chocolate began to spread across Europe, the price ensured it was a limited treat for the rich.

1700 onwards Advancements in machinery during the Industrial Revolution meant that chocolate could be produced in larger quantities. By 1770 there were approximately 2000 'chocolate houses' (like present-day coffee shops) in London.

1824 John Cadbury opened a shop in Birmingham selling cocoa and drinking chocolate which he prepared using a pestle and mortar.

1847 Joseph Fry produced the first chocolate bar.



Glossary
- **Mesoamerica** a region covering all of Central America and parts of North and South America
- **conquistadors** soldiers and explorers who conquered territory around the world from the 15th to the 17th centuries

1 What did the Spanish do to cocoa to make it a more popular drink? [ ] 1 (1 mark)

2 Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**. [ ] 2 (1 mark)

	Fact	Opinion
Easter eggs today would be unfamiliar to original chocolate lovers.		
The Aztecs and Mayans drank xocoatl.		
Drinking chocolate was expensive.		
There were 2000 chocolate houses in London by 1770.		

3 Explain how the organisation of the information about chocolate is effective. [ ] 3 (1 mark)

4 What is the main idea of the text? [ ] 4 (1 mark)

Tick **one**.

- Everyone loves to drink chocolate. ☐
- The Spanish discovered chocolate. ☐
- Chocolate has been popular for centuries. ☐
- The Mayans discovered chocolate in 200AD–900AD. ☐

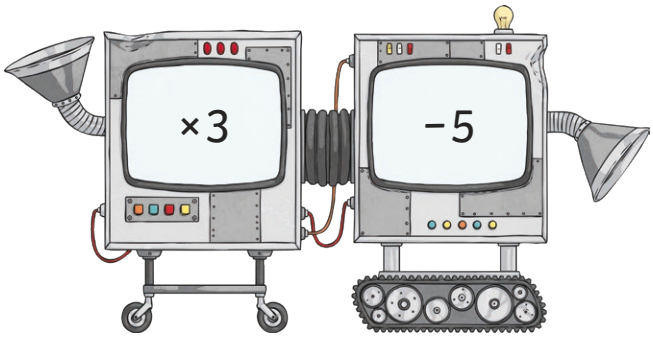
5 Why do you think people weren't interested in cocoa when Columbus introduced it to Spain in 1502? Refer to the text in your answer. [ ] 5 (2 marks)

/6 Total for this text

Each of these function machines has two steps. Give the missing inputs and outputs for each machine.

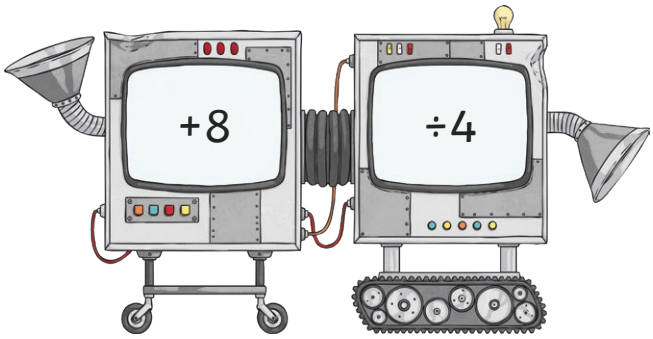
1)

Input	Function	Function	Output
12			c)
2000			d)
7.2			e)
a)			7
b)			199
$2\frac{1}{4}$			f)



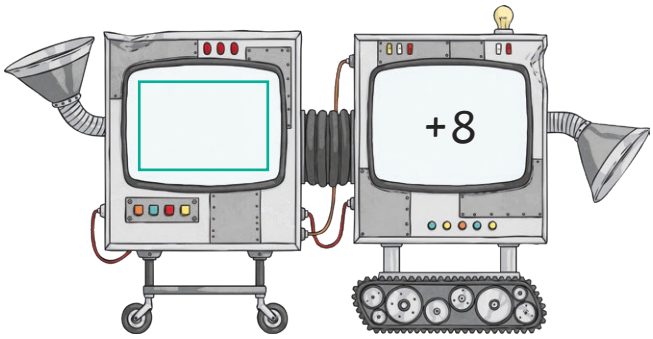
2)

Input	Function	Function	Output
20			c)
72			d)
132			e)
a)			6
b)			16
0.8			f)

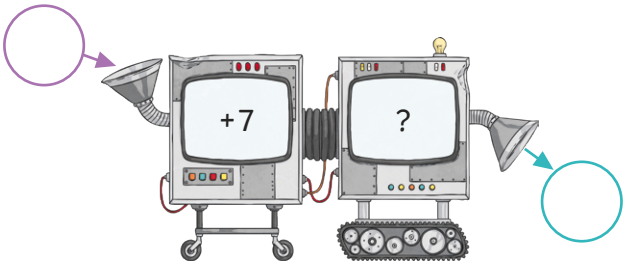


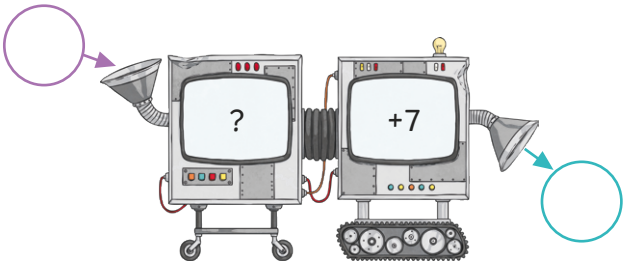
3) Give the missing function and missing inputs for this two-step function machine.

Input	Function	Function	Output
12			11
20			13
a)			14
b)			88
c)			9.2
d)			17.75



4) Look at these two-step function machines.





Do you agree or disagree with each child's statement? Explain why.

Ruby

If I add the function −6 into both function machines then both machines will give the same answer.

Leo

If I add the function ×4 as the missing function in both machines, they will both give the same answer.

1) a) 4
b) 68
c) 31
d) 5995
e) 16.6
f) $1\frac{3}{4}$

2) a) 16
b) 56
c) 7
d) 20
e) 35
f) 2.2

3) Function ÷4
a) 24
b) 320
c) 4.8
c) 39

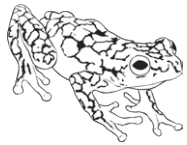
4) Leo: This is incorrect, as each machine will give a different answer if we do what Leo suggests. Adding 7 to a number, then multiplying by 4, will give a different answer to multiplying a number by 4, then adding 7 to it.

Ruby: This is correct, as the pair of function machines will now have the function of +1.

Jumping Sequences

I can generate and describe linear number sequences.

Find the rule that describes the distance of each creature's jump. Be careful! None of the creatures start jumping from zero! Write the distances reached by the next four jumps **in metres**. Use the formula to find the value of the final missing jump.



START → **27cm** → **50cm** → **73cm** → **96cm**

Jumping rule = _____

formula = (23 × jump number) + 4

Jump 5	Jump 6	Jump 7	Jump 8	Jump 53

START → **2.5m** → **4m** → **5.5m** → **7m**

Jumping rule = _____

formula = (1.5 × jump number) + 1

Jump 5	Jump 6	Jump 7	Jump 8	Jump 76

START → **155cm** → **275cm** → **395cm** → **515cm**

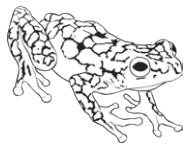
Jumping rule = _____

formula = (120 × jump number) + 35

Jump 5	Jump 6	Jump 7	Jump 8	Jump 85

Jumping Sequences **Answers**

Find the rule that describes the distance of each creature's jump. Be careful! None of the creatures start jumping from zero! Write the distances reached by the next four jumps **in metres**. Use the formula to find the value of the final missing jump.



START → **27cm** → **50cm** → **73cm** → **96cm**

Jumping rule = ***+23cm***
formula = (23 × jump number) + 4

Jump 5	Jump 6	Jump 7	Jump 8	Jump 53
1.19m	***1.42m***	***1.65m***	***1.88m***	***12.23m***

START → **2.5m** → **4m** → **5.5m** → **7m**

Jumping rule = ***+1.5m***
formula = (1.5 × jump number) + 1

Jump 5	Jump 6	Jump 7	Jump 8	Jump 76
8.5m	***10m***	***11.5m***	***13m***	***115m***

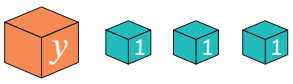
START → **155cm** → **275cm** → **395cm** → **515cm**

Jumping rule = ***+120cm***
formula = (120 × jump number) + 35

Jump 5	Jump 6	Jump 7	Jump 8	Jump 85
6.35m	***7.55m***	***8.75m***	***9.95m***	***102.35m***

1) Rhys uses cubes to write expressions for function machines. Draw the missing cubes and write the missing inputs and expressions. The first one has been completed for you.

a)

Input	+ 3	Output
	→	
y	→	$y + 3$

b)

Input	+ 5	Output
	→	
	→	

c)

Input	× 3	Output
	→	
	→	

d)

Input	× 5	Output
	→	
	→	

e)

Input	× 3, + 1	Output
	→	
y	→	$3y + 1$

f)

Input	+ 5, × 2	Output
	→	
	→	

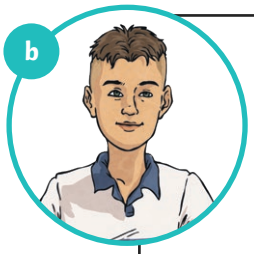
1) Four children write expressions to describe their pocket money for the week. Are their expressions correct or incorrect? If an expression is incorrect, write the correct expression.

a

I spent half my pocket money going to the cinema. Then, I washed the car and earned £7.

$y \div 2 + 7$

b



I cleaned my bedroom and earned £4 to add to my pocket money. Then, my mum tripled my total pocket money for getting a great school report!

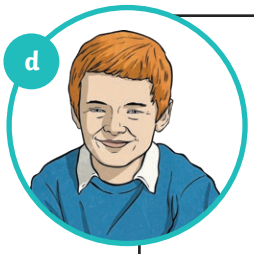
$3(y + 5)$

c

I spent £3 of my pocket money on a magazine. Then, I completed my paper round and earned £10.

$10(y - 3)$

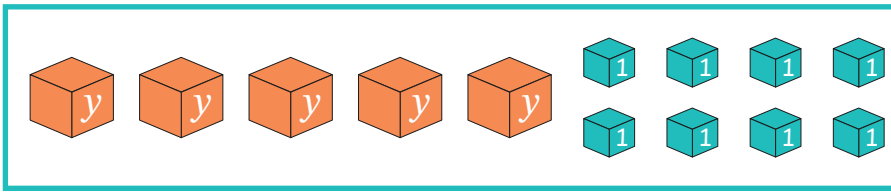
d



My grandpa gave me £12 to add to my pocket money. Then, I gave half of all my pocket money away to charity.

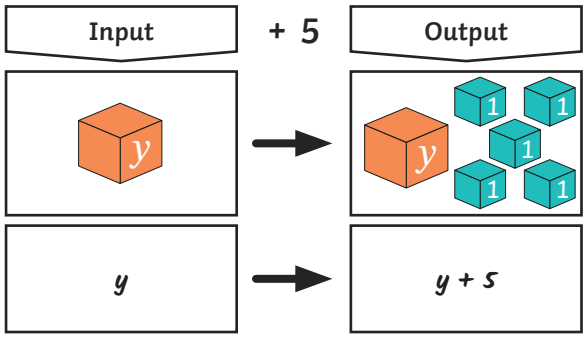
$y + 12 - 2$

1) Harry is using the following cubes to form expressions.

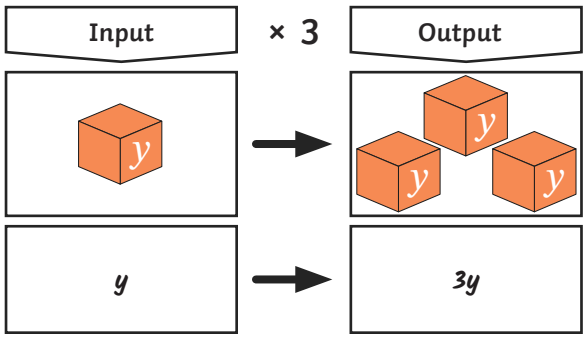


Using any amount of the cubes, how many different expressions can you write that use addition and/or multiplication?

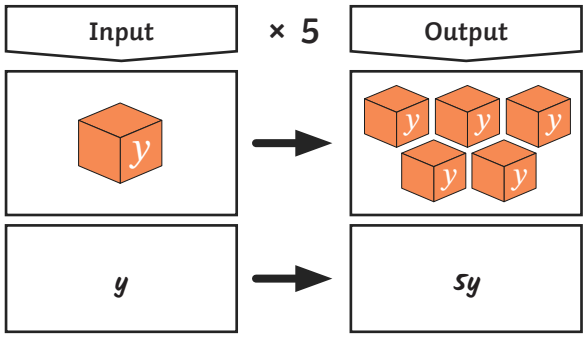
1) b)



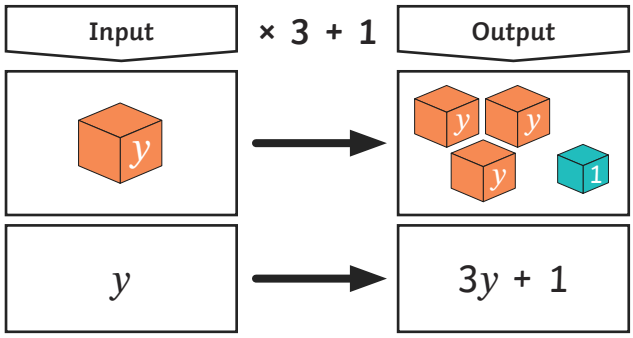
c)



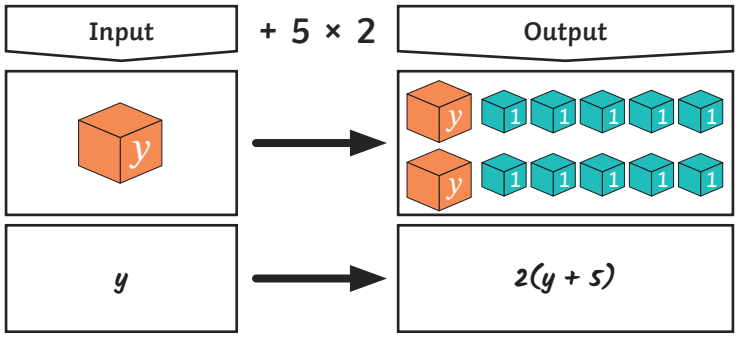
d)



e)



f)



1) a) *This is correct.*

b) *Incorrect – the correct expression is 3(y + 4).*

c) *Incorrect – the correct expression is y – 3 + 10.*

d) *Incorrect – the correct expression is y + 12 ÷ 2.*

1)

y	y + 6	2y + 8	4y + 2	5y + 4	3(y + 2)
2y	y + 7	3y + 1	4y + 3	5y + 5	4(y + 1)
3y	y + 8	3y + 2	4y + 4	5y + 6	4(y + 2)
4y	2y + 1	3y + 3	4y + 5	5y + 7	5(y + 1)
5y	2y + 2	3y + 4	4y + 6	5y + 8	2(2y + 1)
y + 1	2y + 3	3y + 5	4y + 7	2(y + 1)	2(2y + 2)
y + 2	2y + 4	3y + 6	4y + 8	2(y + 2)	2(2y + 3)
y + 3	2y + 5	3y + 7	5y + 1	2(y + 3)	2(2y + 4)
y + 4	2y + 6	3y + 8	5y + 2	2(y + 4)	
y + 5	2y + 7	4y + 1	5y + 3	3(y + 1)	

Forming Expressions

I can draw and write algebraic expressions.

1. Draw representations of the expressions in these formulae.

$2a + 12 = b$	$3a + 10 = b$	$2(a + 5) = b$

2. Write the expressions to complete these formulae.

multiply **a** by 4 and add 20		= b
multiply **a** by 3 and subtract 5		= b
add 12 to **a** then multiply by 2		= b
find 3 less than **a** then multiply by 5		= b

3. Find the value of **b** in these formulae if **a** = 15.

$2a + 16 = b$	b =
$3a - 7 = b$	b =
$6(a + 10) = b$	b =
$3(a - 4) = b$	b =

Forming Expressions **Answers**

1. Draw representations of the expressions in these formulae.

2a + 12 = b	3a + 10 = b	2(a + 5) = b
Multiple answers possible.	**Multiple answers possible.**	**Multiple answers possible.**

2. Write the expressions to complete these formulae.

multiply **a** by 4 and add 20	4a + 20	= b
multiply **a** by 3 and subtract 5	3a - 5	= b
add 12 to **a** then multiply by 2	2(a + 12)	= b
find 3 less than **a** then multiply by 5	5(a - 3)	= b

3. Find the value of **b** in these formulae if **a** = 15.

2a + 16 = b	b = 46
3a – 7 = b	b = 38
6(a + 10) = b	b = 150
3(a – 4) = b	b = 33

Maths-Whizz
Teachers' Resource

Name: . . . . . Class: . . . . . .

Equations, Formulae and Identities

F is the length of a fence and L is the number of logs.
C is the cost and n is the number of people.
S is the amount of sugar and p is the number of people.

Q1
Find F if L = 7
F = 4L + 1
F = ☐ m

Q2
Find C if n = 6
C = 5 + 2n
C = £☐

Q3
Find S if p = 3
S = 3p + 7
S = ☐ kg

Q4
Find F if L = 4
F = 4L + 1
F = ☐ m

Q5
Find C if n = 8
C = 5 + 2n
C = £☐

Q6
Find S if p = 7
S = 3p + 7
S = ☐ kg

Q7
Find F if L = 6
F = 4L + 1
F = ☐ m

Q8
Find C if n = 9
C = 5 + 2n
C = £☐

Q9
Find S if p = 6
S = 3p + 7
S = ☐ kg

Q10
Find F if L = 8
F = 4L + 1
F = ☐ m

Q11
Find C if n = 14
C = 5 + 2n
C = £☐

Q12
Find S if p = 13
S = 3p + 7
S = ☐ kg

Q13
Find F if L = 12
F = 4L + 1
F = ☐ m

Q14
Find C if n = 18
C = 5 + 2n
C = £☐

Q15
Find S if p = 22
S = 3p + 7
S = ☐ kg

Q16
Find F if L = 11
F = 4L + 1
F = ☐ m

Q17
Find C if n = 21
C = 5 + 2n
C = £☐

Q18
Find S if p = 25
S = 3p + 7
S = ☐ kg

Maths-Whizz
Teachers' Resource

Name: . . . . . Class: . . . . . .

Equations, Formulae and Identities

F is the length of a fence and L is the number of logs.
C is the cost and n is the number of people.
S is the amount of sugar and p is the number of people.

Q1
Find F if L = 7
F = 4L + 1
F = 29 m

Q2
Find C if n = 6
C = 5 + 2n
C = £ 17

Q3
Find S if p = 3
S = 3p + 7
S = 16 kg

Q4
Find F if L = 4
F = 4L + 1
F = 17 m

Q5
Find C if n = 8
C = 5 + 2n
C = £ 21

Q6
Find S if p = 7
S = 3p + 7
S = 28 kg

Q7
Find F if L = 6
F = 4L + 1
F = 25 m

Q8
Find C if n = 9
C = 5 + 2n
C = £ 23

Q9
Find S if p = 6
S = 3p + 7
S = 25 kg

Q10
Find F if L = 8
F = 4L + 1
F = 33 m

Q11
Find C if n = 14
C = 5 + 2n
C = £ 33

Q12
Find S if p = 13
S = 3p + 7
S = 46 kg

Q13
Find F if L = 12
F = 4L + 1
F = 49 m

Q14
Find C if n = 18
C = 5 + 2n
C = £ 41

Q15
Find S if p = 22
S = 3p + 7
S = 73 kg

Q16
Find F if L = 11
F = 4L + 1
F = 45 m

Q17
Find C if n = 21
C = 5 + 2n
C = £ 47

Q18
Find S if p = 25
S = 3p + 7
S = 82 kg

Maths-Whizz Teachers' Resource

Name: . . . . . Class: . . . . . .

Solving Problems

Draw a line to link each box on the left to its algebraic expression.

Q1

Think of a number	n
Multiply it by 4	4n + 20
Add 20 to it	n
Divide it by 4	4n
Subtract 5 from it	n - 5
	n + 5

Q2

Think of a number	n
Multiply it by 12	36n
Add 24 to it	n + 2
Divide it by 12	12n + 24
Subtract 2 from it	12n
	n

Q3

Think of a number	n
Multiply it by 10	n - 3
Subtract 30 from it	10n - 30
Divide it by 10	20n
Add 3 to it	n
	10n

Maths-Whizz Teachers' Resource

Name: . . . . . Class: . . . . . .

Solving Problems

Draw a line to link each box on the left to its algebraic expression.

Q4

Think of a number	n
Multiply it by 7	7n
Subtract 28 from it	14n
Divide it by 7	7n - 28
Add 4 to it	n
	n - 4

Q5

Think of a number	n
Multiply it by 2	n
Subtract 16 from it	2n
Divide it by 2	n - 8
Add 8 to it	2n - 8
	2n - 16

Q6

Think of a number	n
Multiply it by 9	9n + 36
Add 36 to it	n + 4
Divide it by 9	n
Subtract 4 from it	9n
	n + 8

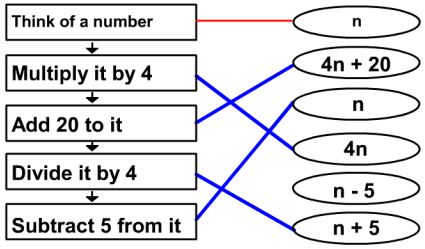
Maths-Whizz Teachers' Resource

Name: . . . . . Class: . . . . . .

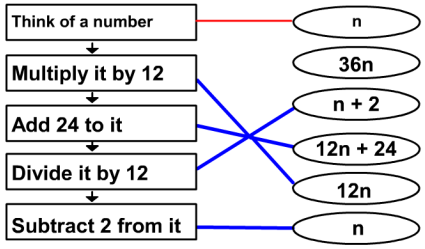
Solving Problems

Draw a line to link each box on the left to its algebraic expression.

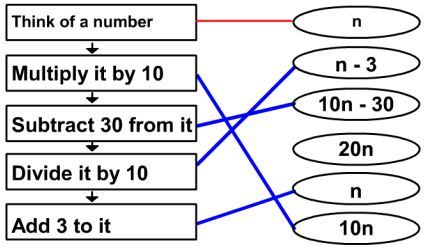
Q1



Q2



Q3



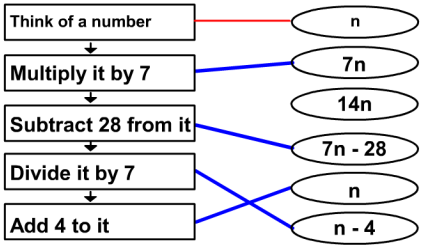
Maths-Whizz Teachers' Resource

Name: . . . . . Class: . . . . . .

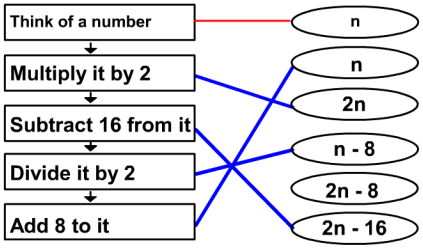
Solving Problems

Draw a line to link each box on the left to its algebraic expression.

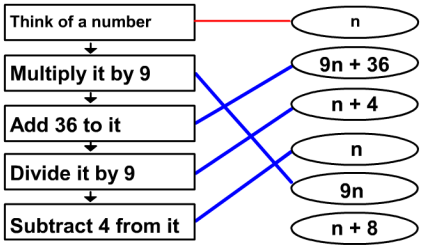
Q4



Q5



Q6



Calculating with time in football

Level 1

Maths resource

Upper KS2: Ages 9-11

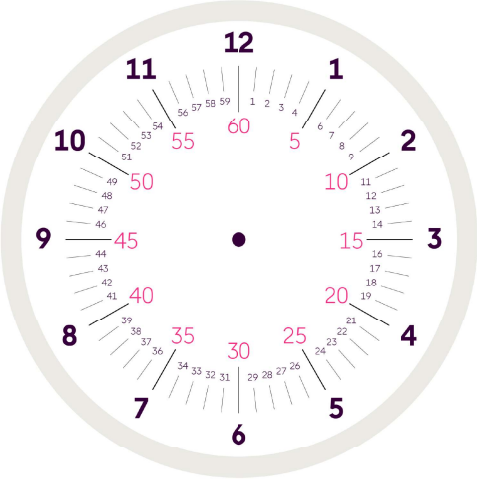
Level 1

Being able to calculate with time is an important part of football!

Practise calculating with time. Answer the questions on a piece of paper, making sure you show your working.

Use the blank clock face like a number line to help you work out each answer.

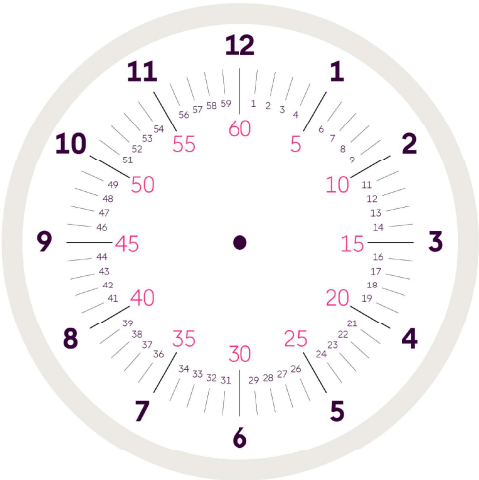
You can use the **Calculating with time in football: The Maths** presentation to help you understand how to do this.



Q1.

Use the blank clock face like a number line to help you work out each answer.

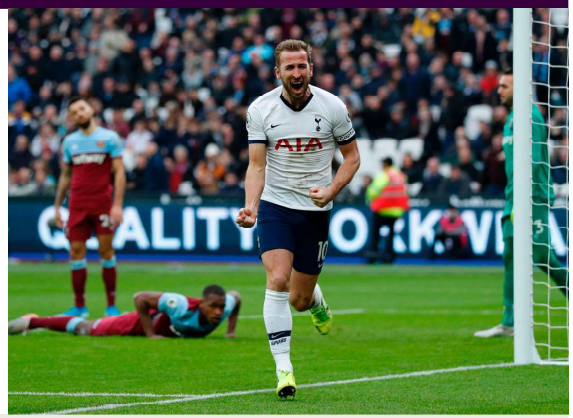
a) 14 minutes + 23 minutes
b) 6 minutes + 19 minutes
c) 36 minutes + 24 minutes
d) 42 minutes + 34 minutes
e) 39 minutes + 56 minutes
f) 19 minutes + 31 minutes + 27 minutes
g) 36 minutes + 42 minutes + 51 minutes

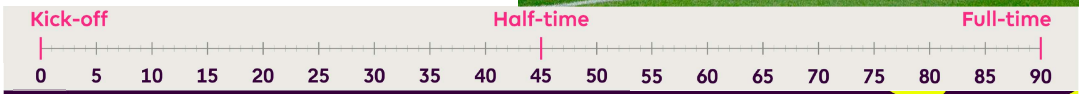


Q2.

During a football match, Harry Kane plays 86 minutes of the match.

How long is this in hours and minutes?

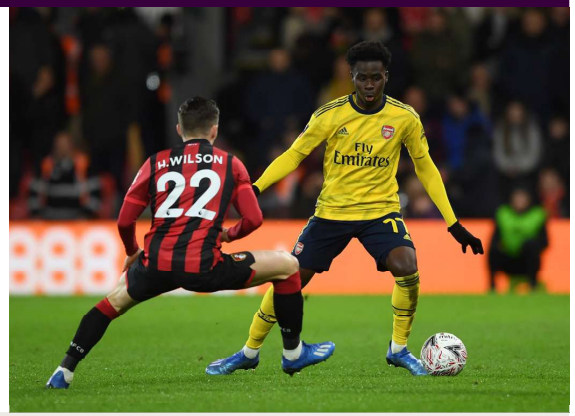


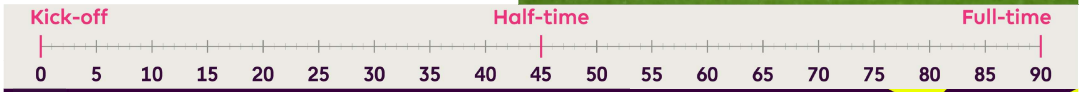


Q3.

Harry Wilson plays 75 minutes of the match.

How long is this in hours and minutes?





Premier League Primary Stars
Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 1

Q4.

How long do Harry Kane and Harry Wilson play in total?

Harry Kane	86 minutes
Harry Wilson	75 minutes

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Premier League Primary Stars

Calculating with time in football

Level 2

Maths resource

Upper KS2: Ages 9-11

Premier League Primary Stars
Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 2

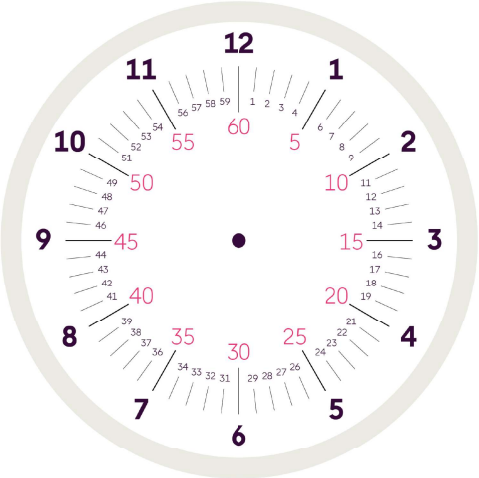
Level 2

Being able to calculate with time is an important part of football!

Practise calculating with time. Answer the questions on a piece of paper, making sure you show your working.

Use the blank clock face like a number line to help you work out each answer.

You can use the **Calculating with time in football: The Maths** presentation to help you understand how to do this.



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Q1.

Use the blank clock face like a number line to help you work out each answer.

How much time is there between:

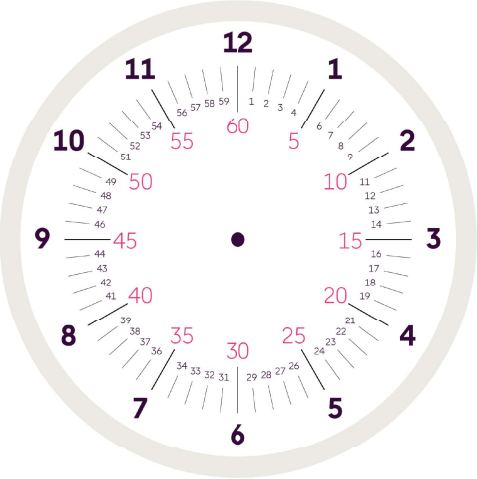
a) 17 minutes and 29 minutes?

b) 12 minutes and 51 minutes?

c) 47 minutes and 1 hour 15 minutes?

d) Which is the biggest time difference?

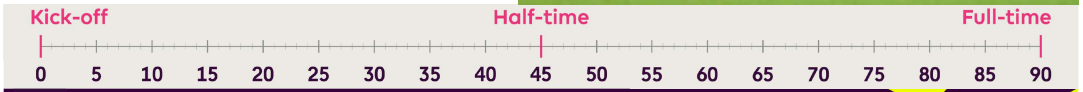
- 35 minutes and 1 hour 15 minutes
- 26 minutes and 1 hour 10 minutes



Q2.

During a football match, Arsenal score in the 15th minute. West Ham United score in the 32nd minute.

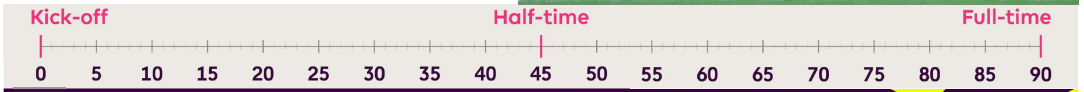
How many minutes are between the two goals?



Q3.

Watford score a goal in 10 minutes. One of their players gets a yellow card after 21 minutes.

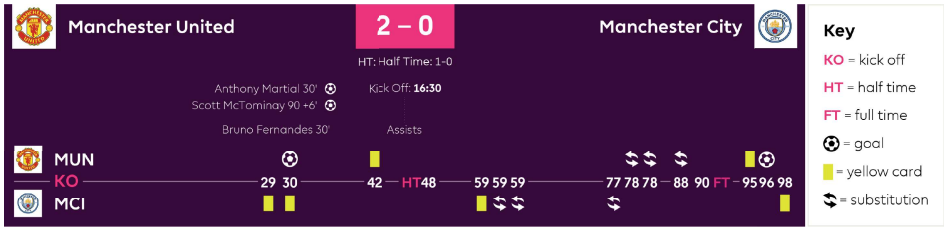
How much time passes between the goal and the yellow card?



Q4.

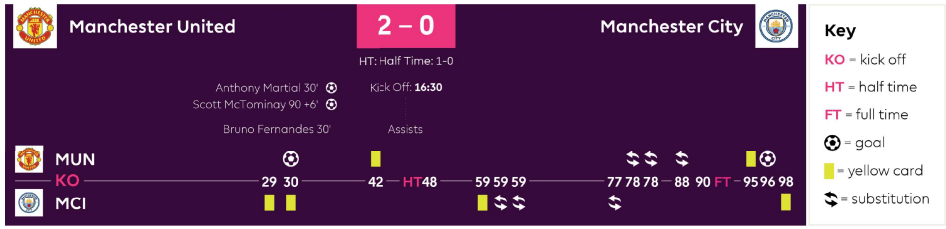
Look at the information about the Manchester United versus Manchester City game.

How much time is there between Manchester United's first and last goal?



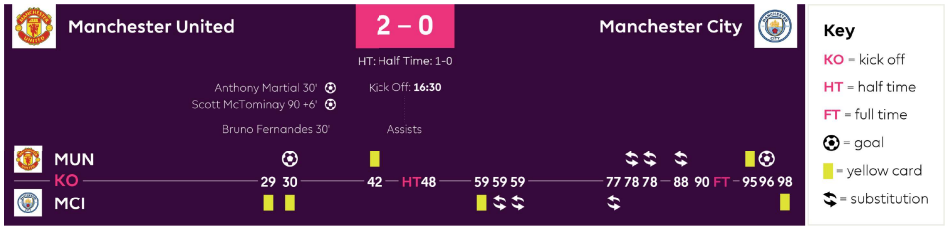
Q5.

How much time passes between the first goal and half time?



Q6.

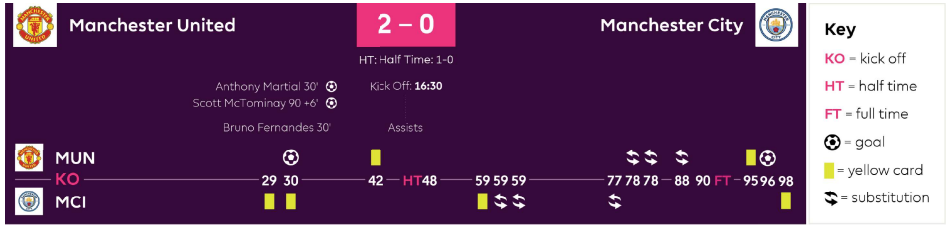
Looking at the timeline, after half-time how much time did the teams have to score a winner before the final whistle?



Q7.

What is the longest interval of time:

- Between kick off and the first goal
- Between the first goal and half-time
- Between half-time and the second goal



Calculating with time in football

Level 3

Maths resource

Upper KS2: Ages 9-11

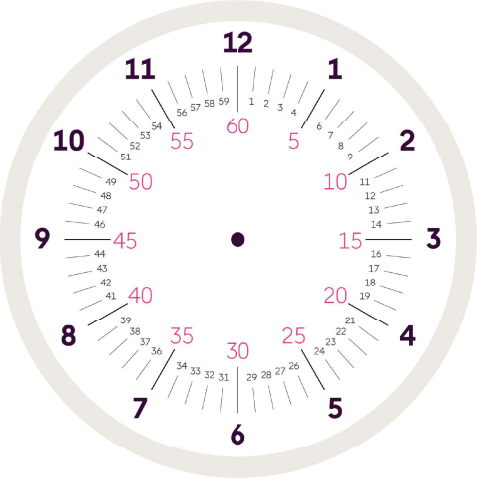
Level 3

Being able to calculate with time is an important part of football!

Practise calculating with time. Answer the questions on a piece of paper and make sure you show your working.

Use the blank clock face like a number line to help you work out each answer.

You can use the **Calculating with time in football: The Maths** presentation to help you understand how to do this.



Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 3

Q1.

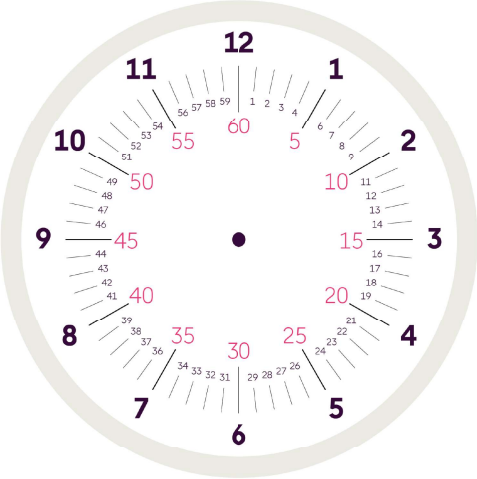
Use the blank clock face like a number line to help you work out each answer.

a) What is 12:30pm + 22 minutes?

b) How much time is there between 9:25am and 9:56am?

c) What is 2:45pm + 36 minutes?

d) How much time is there between 3:25pm and 5:15pm?



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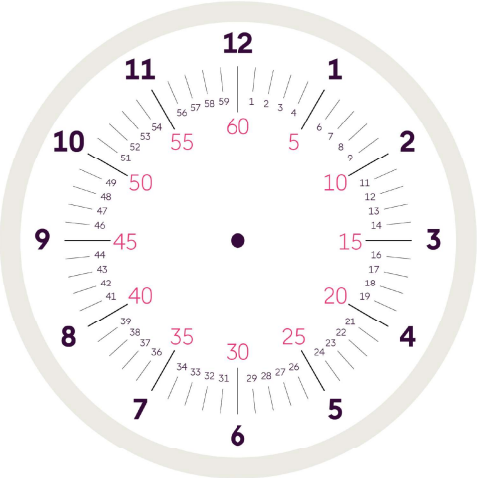
Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 3

Q2.

How much time does it take you to get to the stadium for a match if you leave at 11:15am and arrive at 2:35pm?



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Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 3

Q3.

A football match starts at 12:30pm. The first half is 45 minutes long.

When is the half time whistle blown?

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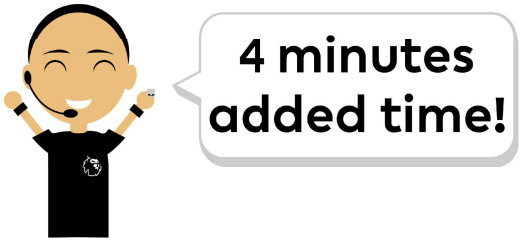
Q4.

Another match kicks off at 3:00pm.

There is an injury in the first half and four minutes are added on.

When is the half time whistle blown?



Q5.

The half-time whistle for a match is blown at 6:18pm.

There were three minutes of added time.

At what time was kick-off?

Q6.

A match will kick off at 20:00.

Football matches last 90 minutes, and there is a 10 minute break between the two halves.

What time is the match due to finish?

Q7.

A football match started at 3:00pm.

The match was 90 minutes long.

At half-time there was a ten minute break.

Two minutes were added to the first half and four minutes were added to the second half.

What time did the match finish?

Answers

- **Q1.**
  a) 12:52pm
  b) 31 minutes
  c) 3:21pm
  d) 1 hour 50 minutes
- **Q2.** 3 hours 20 minutes
- **Q3.** 1:15pm
- **Q4.** 3:49pm
- **Q5.** 5:30pm
- **Q6.** 21:40
- **Q7.** 4:46pm

Answers

- **Q1.**
  a) 14 minutes + 23 minutes = **37 minutes**
  b) 6 minutes + 19 minutes = **25 minutes**
  c) 36 minutes + 24 minutes = **60 minutes** or **1 hour**
  d) 42 minutes + 34 minutes = **76 minutes** or **1 hour 16 minutes**
  e) 39 minutes + 56 minutes = **95 minutes** or **1 hour 35 minutes**
  f) 19 minutes + 31 minutes + 27 minutes = **77 minutes** or **1 hour 17 minutes**
  g) 36 minutes + 42 minutes + 51 minutes = **129 minutes** or **2 hours 9 minutes**
- **Q2.** 1 hour 26 minutes
- **Q3.** 1 hour 15 minutes
- **Q4.** 86 +75 = 161 minutes or 2 hours 41 minutes

Answers

- **Q1.**
  a) 12 minutes
  b) 39 minutes
  c) 28 minutes
  d) 40 minutes < 44 minutes, so the second interval is greater
- **Q2.** 17 minutes
- **Q3.** 11 minutes
- **Q4.** 66 minutes
- **Q5.** 18 minutes
- **Q6.** 50 minutes
- **Q7.** Between half-time and the second goal (48 minutes)

Premier League Primary Stars
Maths Resource: Calculating with time in football (Upper KS2: Ages 9-11)
Level 3

Answers

- **Q1.**
  a) 12:52pm
  b) 31 minutes
  c) 3:21pm
  d) 1 hour 50 minutes
- **Q2.** 3 hours 20 minutes
- **Q3.** 1:15pm
- **Q4.** 3:49pm
- **Q5.** 5:30pm
- **Q6.** 21:40
- **Q7.** 4:46pm

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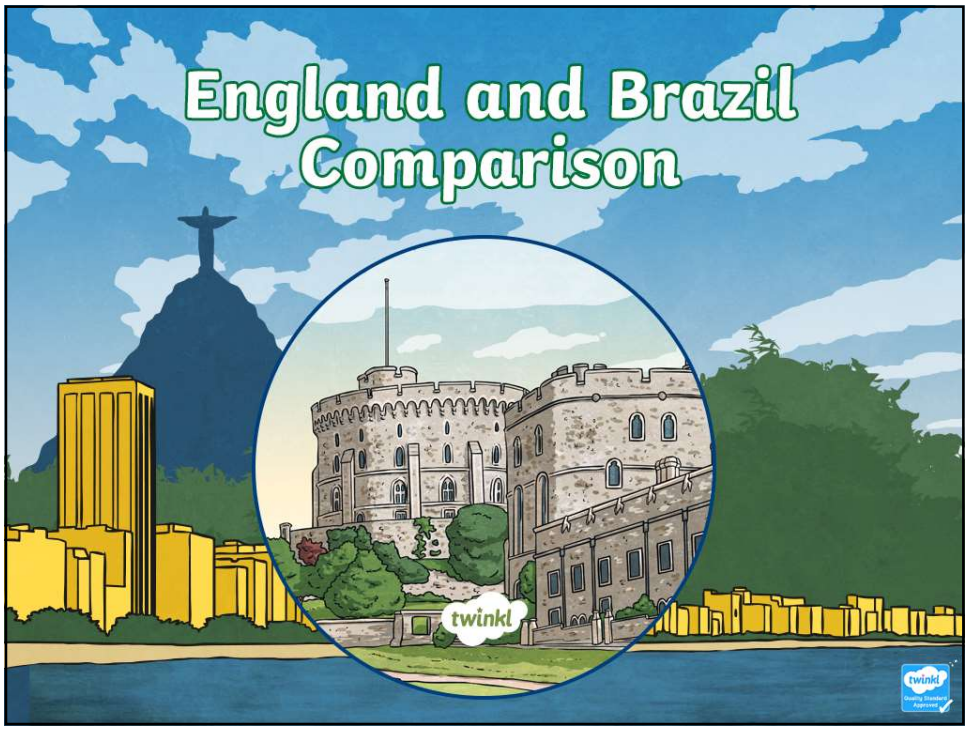
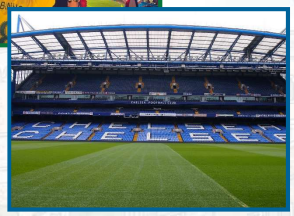


Similarities and Differences

Draw two columns in your book and label them as the table shows below.

Similarities	Differences



Talk to your partner and write down things that you think may be similar about England and Brazil and things that may be different.
As you read the information in this presentation, add to your columns.

England and Brazil: Key Facts

England

Population: 53 million

Location: Western Europe

Currency: British Pound (Sterling)

Area: 130,279 km²

Capital City: London

Language: English

Brazil

Population: 207.7 million

Location: South America

Currency: Brazilian real

Area: 8.516 million km²

Capital City: Brasilia

Language: Portuguese

England and Brazil: Climate

England does not experience extreme changes in weather and generally has warm summers and cool winters.

The climate in England is called temperate maritime, which means that temperatures don't usually drop much below 0°C in winter and don't often rise above 32°C in summer.

On average, England experiences around 133 days of precipitation (rain or snowfall) each year.

England and Brazil: Climate

Brazil's temperature rarely drops below 20°C all year long, except for in mountainous regions.

Due to its size, the climate varies from one region to another. It tends to be hot and arid in central Brazil and more humid and sticky in the tropical areas of the Amazon rainforest.

England and Brazil: Famous Landmarks

Stonehenge
In around 2500 BC, Stonehenge was created in Salisbury, Wiltshire. No one really knows why it was built but some historians believe that it may have been a site for burials, healing, ceremonies, or as a temple to the sun.

The larger stones around the outside of the circle are called the Sarsen Stones, the largest of which weighs about 35 tonnes!

The smaller stones in the centre came from Wales and are called the Blue Stones.

England and Brazil: Famous Landmarks

Christ the Redeemer
Christ the Redeemer is a statue of Jesus Christ which stands proudly above the city of Rio de Janeiro, Brazil. The statue was built as a Roman Catholic monument and symbol of Brazilian Christianity.

It was designed by a French Sculptor called Paul Landowski and built by a Brazilian engineer Heitor Da Silva Costa in 1922.

Construction of the statue took ten years and stands 30 metres tall. The outstretched arms of Jesus span 28 metres, making it the largest art-deco style sculpture in the world.

England and Brazil: Highest Point

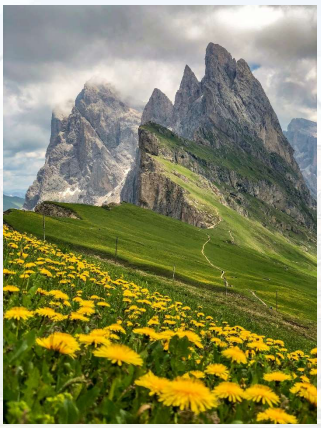
Scafell Pike
Scafell Pike is the highest mountain in England. It stands 978 metres above sea level and is in the Lake District, Cumbria.

Formed 450 million years ago, Scafell Pike is an igneous rock formation.

The quickest route to the summit takes two to three hours and once at the top, you get 360° views of the surrounding area.

England and Brazil: Highest Point

Pico da Neblina
Pico da Neblina is the highest mountain in Brazil. It is 2995 metres above sea level and is found on the Brazil-Venezuela border. In English, Pico da Neblina means 'peak of the mists', which reflects the fact that the summit is normally covered by clouds.
The mountain is home to 200 species of hardwood trees and is a habitat for reptiles, such as turtles, caiman and snakes as well as the blue-and-yellow macaw birds.



England and Brazil: Famous Buildings

Buckingham Palace
Buckingham Palace is the Queen's official home in London. The palace was built in 1703 but Queen Victoria was the first monarch to take up residence there on 13 July 1837.
The palace has hundreds of rooms, including its own post office and cinema.

When the Queen is in the palace, the Royal Standard (the royal flag) can be seen flying from the flagpole on top of Buckingham Palace. Famously, soldiers wearing red jackets and tall, furry hats (bearskins) guard the palace 24 hours a day. The palace is a popular tourist site in London.

England and Brazil: Famous Buildings

Teatro Amazonas
The Amazon Theatre is an opera house in the heart of the Brazilian rainforest. Work on the building began in 1884 and was finished 15 years later. The grand building has 198 chandeliers and materials were found from all over the world to create the building.

The opera house is an important part of Brazilian history and culture and today, hosts many events including the Amazonas film festival.

England and Brazil: Rivers

River Severn
England's longest river is the River Severn, which is 220 miles long. Its source is in the Welsh highlands and its mouth is near Bristol in the south of England. There are over 100 bridges along the length of the Severn as it flows through many towns and cities.

The River Thames is England's second longest river and only five miles shorter than the Severn, at 215 miles long. The River Thames famously runs through the capital city of London and eventually runs into the North Sea at the Thames Estuary.

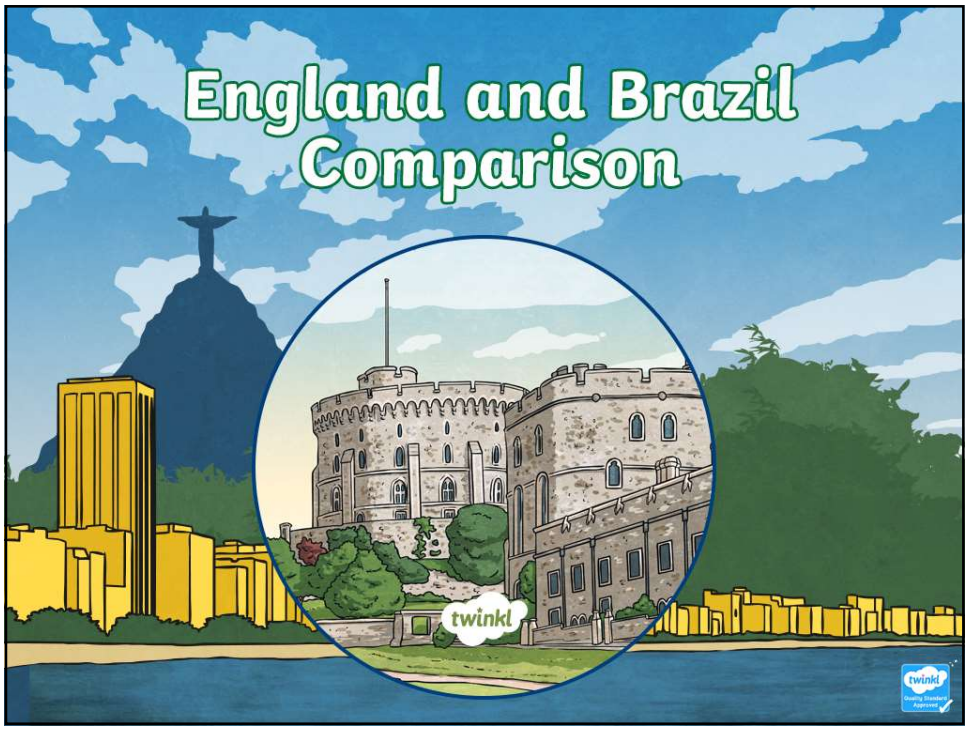
England and Brazil: Rivers

Amazon River

The Amazon River is the world's largest river by volume and is approximately 4000 miles long, making it one of the world's longest rivers.

There are no bridges over the Amazon River as there is no need for them because most of the river runs through the rainforest or unpopulated areas of Brazil.

The Amazon is home to the piranha and the anaconda, making it a pretty treacherous place for animals and livestock.



The Deforestation Debate

The Amazon Rainforest

What Is Deforestation?

Deforestation is the act of clearing away many trees by cutting or burning.

It is usually done in order to make way for growing crops or farming cattle, for building roads or towns, or to make use of the wood.

What Is Deforestation?

Trees are useful and valuable.

What things can you find in the room that rely on trees being cut down?

Woods like teak and mahogany are strong and are perfect for making furniture or building. Many of these unique tree species grow in tropical rainforests like the Amazon in South America and are cut down so that the wood can be sold. This is called **logging**.

Deforestation in the Amazon Rainforest

The Amazon rainforest is the world's largest tropical rainforest. It is so big that the UK and Ireland would fit inside it seventeen times.

The rainforest is home to 390 billion trees (16,000 species) and 10% of all animal species in the world live there. There are at least 40,000 different plant species in the Amazon rainforest.

Deforestation in the Amazon Rainforest

Humans are the biggest threat to the Amazon rainforest.

More than five billion trees are cut down across the tropics every year, according to a study published in 2015. (Roughly 3 football pitches every minute.)

This number increases every year and over half of the tropical forests worldwide have been destroyed since the 1960s.

Deforestation in the Amazon Rainforest

These are the main causes of deforestation in the Amazon rainforest.

Cause of deforestation	Percentage of deforestation caused
Cattle ranching	65-70%
Agriculture (growing crops)	25-30%
Logging	2-3%
Fires, mining, building, road creation, dams	1-2%

Cattle ranching produces beef and leather among other products. Logging usually results in **'degradation'**, not deforestation, meaning that specific types of tree are cut down and the forest can no longer provide certain fruit, leaves, habitats, etc. for its ecosystems.

The deforestation debate – sort the statements into for and against and discuss...

The Deforestation Debate: For and Against

Can you colour in the arguments **for** deforestation in one colour and those **against** in another colour?

Key

For	
Against	

Cutting down the rainforest provides fuel, wood, paper and land for farming, mining and cattle ranching.

Deforestation destroys the habitats of many animals.

With no trees to anchor it down, loose soil is being washed into rivers and polluting them with silt.

Wood is relied upon by many people for building things.

Many poorer countries depend on the money made by the logging industry.

We get a lot of our food from the rainforest, such as bananas, coffee, rice and potatoes.

There are protected areas of the rainforest where cutting down trees is not permitted.

The trees help to control the climate and water cycle.

The machinery used in deforestation adds to carbon emissions.

Even if trees are replanted, they take years to grow back, especially hardwoods.

Industries that remove trees from the rainforest, such as farming or logging, can provide work for people.

Where trees have been cut down, new ones can be replanted.

The Deforestation Debate: For and Against **Suggested Answers**

Can you colour in the arguments **for** deforestation in one colour and those **against** in another colour?

Key

For	orange
Against	green

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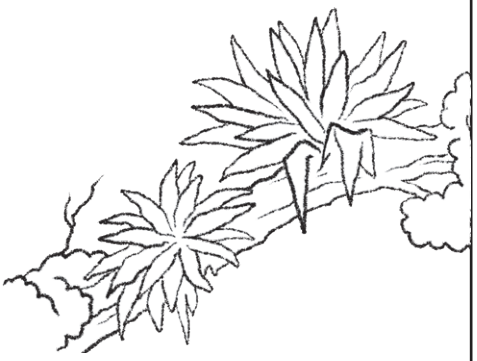
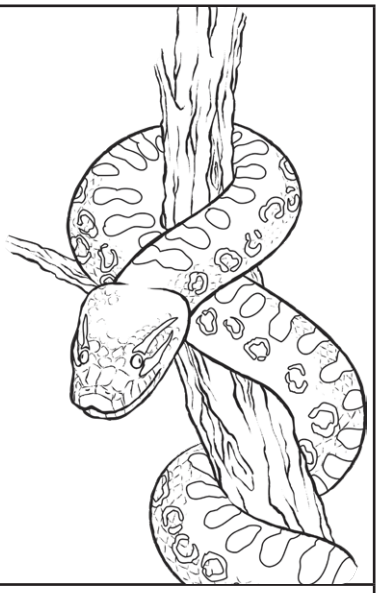
The Deforestation Debate: Point, Evidence and Explanation

Organise your notes into at least three points to use in the debate. For each point, include some evidence and an explanation of why this supports your take on the motion.

For example:

Point	Deforestation destroys the habitats of many animals and plants. 
Evidence	10% of all animal species in the world live in the Amazon rainforest and at least 40,000 different plant species. 
Explanation	These animals rely on the trees to maintain their carefully balanced ecosystems. Removing even a small selection of the trees could shift the balance enough to wipe out many species forever. 

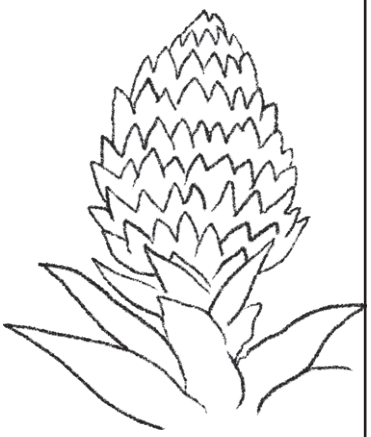
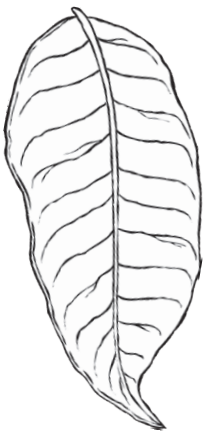
The Deforestation Debate: Point, Evidence and Explanation

Point	
Evidence	
Explanation	

The Deforestation Debate: Point, Evidence and Explanation

Point	
Evidence	
Explanation	

The Deforestation Debate: Point, Evidence and Explanation

Point	
Evidence	
Explanation	

Writing a Balanced Argument

Name: ..... Date: .....

What is the argument about?

First point for.

Second point for.

Writing a Balanced Argument

Name: ..... Date: .....

First point against.

Second point against.

Conclusion.

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