

Weekly Overview of Learning

Year Group: 5

Week beginning: 11.03.24

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English	Monday	Tuesday	Wednesday	Thursday	Friday
<u>Reading and Writing</u>	<u>LI: We are learning to draft a narrative poem.</u>	<u>LI: We are learning to write a narrative poem.</u>		<u>LI: We are learning to evaluate our narrative poem.</u>	<u>LI: We are learning to understand what cohesion is and why we use it in our writing.</u>
Speaking and Listening Focus	Children will articulate and justify answers, arguments and opinions. Children will give well-structured descriptions and narratives for different purposes.	Hot Task - children will work independently to create their piece of writing.		Children will give well-structured explanations for different purposes, including for expressing what they did well and how to improve.	Children will use prior knowledge and new information given to build up on their knowledge of cohesion and why it is important to use it in our writing.
Key vocabulary and Key Bloom's higher order thinking questions	<u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme Layout <u>Blooms questioning</u> Can you recall the key elements you planned for your narrative poem? What specific details or images	<u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme Layout Format Key features Grammar Punctuation Spelling Handwriting		<u>Key Vocabulary</u> Narrative poem Characters Plot Setting Storyline Figurative language Stanza Rhyme Layout Format Key features Grammar Punctuation Spelling Handwriting	<u>Key Vocabulary:</u> Cohesion Cohesive devices Pronouns Conjunctions Transition words Demonstrative pronouns Reference words Repetition Synonyms Adverbials Time connectives <u>Blooms questioning</u> Can you recall what cohesion means in the

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	<p>do you want to include in your poem? Can you explain the purpose of each stanza in your narrative poem? How does the choice of words contribute to the overall meaning of your poem? Apply your understanding of rhyme and rhythm. How will you use them to create a musical flow in your poem? How might you apply descriptive language to bring the characters and setting to life in your narrative poem? How does the organisation of stanzas contribute to the development of the story? Break down the plot into different events. How does each event contribute to the overall narrative? Evaluate the effectiveness of your use of dialogue. Does it enhance the characterization and move the plot forward? Assess the pacing of your narrative poem. Is it</p>	<p><u>Blooms questioning</u> Can you recall the key elements you planned for your narrative poem? What specific details or images do you want to include in your poem? Can you explain the purpose of each stanza in your narrative poem? How does the choice of words contribute to the overall meaning of your poem? Apply your understanding of rhyme and rhythm. How will you use them to create a musical flow in your poem? How might you apply descriptive language to bring the characters and setting to life in your narrative poem? How does the organisation of stanzas contribute to the development of the story? Break down the plot into different events. How does each event contribute to the overall narrative? Evaluate the effectiveness of your use of dialogue. Does it enhance the characterization and move the plot forward? Assess the pacing of your narrative poem. Is it engaging, or should certain parts be expanded or condensed? If you were to add a new twist to the plot, what might it be, and how would it impact the overall story?</p>	<p><u>Blooms questioning</u> What features did I use well in my narrative poem? What steps of learning did I use to improve my narrative poem? What writing outcomes did I include? What am I most proud of? What writing targets do I need to continue to work on?</p>	<p>context of writing? What are some examples of words or phrases that help create cohesion in a piece of writing? Can you explain why it's important for a story or paragraph to have cohesion? How do cohesive devices, like pronouns or conjunctions, help readers follow the flow of a text? How might you use transition words to make the sentences in a paragraph flow more smoothly? How does the use of repetition enhance cohesion in a poem or story? Evaluate the effectiveness of a paragraph in terms of cohesion. Are there areas that could be improved, and how?</p>
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	<p>engaging, or should certain parts be expanded or condensed?</p> <p>If you were to add a new twist to the plot, what might it be, and how would it impact the overall story?</p>			
Activities	<p>In this lesson, children will discuss what important elements they have included in their plan. Children will peer-check plans to make sure they have included everything on the success criteria.</p> <p>Following this, children will draft a narrative poem relating to the text using their plans.</p>	<p>In this lesson, children will use their draft and feedback from peers and their teacher to write up a showcase piece to demonstrate their ability to create a narrative poem.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> • Children should be able to tell a story through their poems. • Children should be able to organise their poem into stanzas (verses) • Children should be able using a rhyme scheme - can you use sensible rhyming couplets or ABAB rhyme • Children should be able to use figurative language such as similes, metaphors, alliteration, onomatopoeia, imagery and personification. • Children should be able to write in the past tense. 	<p>In this lesson, children will look back on their narrative poem and reflect on what they did well and where they need to improve using the Year 5 Writing Composition Outcomes. Children will look at the technical features, language features and structural features of their writing as well as grammar, punctuation and spelling. Children will identify any further areas of development.</p>	<p>In this lesson, Children will explore what cohesion is and what cohesive devices are. We will look at some examples and children will practise sentences on their mini-whiteboards with cohesive vocabulary as well as punctuation. With their knowledge will complete independent worksheets and the lesson will come to an end with a mini-plenary test which will be done as a class to assess how children have build on their knowledge of how to use cohesion in their writing.</p>

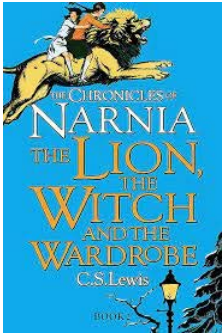
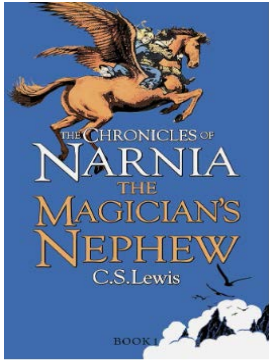
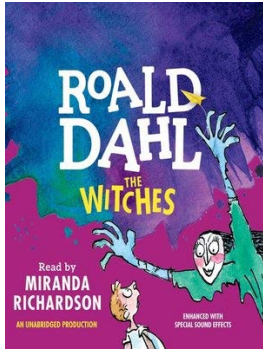
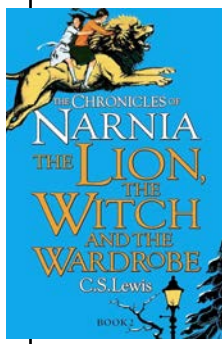
Class Text - Reading Aloud 10-15	Diamond TEXT - The Lion, the Witch and the Wardrobe. Author - C.S. Lewis	Emerald TEXT - The Magician's Nephew Author - C.S. Lewis	Jade TEXT - The Witches Author - Roald Dahl	Pearl TEXT - The Lion, The Witch and The Wardrobe Author - C.S. Lewis
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Maths -	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
	<u>LI: We are learning to draw and interpret line graphs.</u>	<u>LI: We are learning to read and interpret line graphs.</u>	<u>Practicing PIXL arithmetic and reasoning questions.</u>	<u>LI: We are learning to read and interpret two-way tables.</u>	<u>LI: We are learning to read and interpret timetables.</u>
Key vocabulary and key questions	Key vocabulary graph line graph x-axis y-axis scale interval title increase decrease trend interpret summarise	Key vocabulary graph line graph x-axis y-axis scale interval title increase decrease trend interpret summarise	Key vocabulary Decide Assess Back it up Problem solving Calculations Evidence Accurate Reasonable Justify Prove Operation	Key vocabulary tables read interpret interval title increase decrease trend interpret summarise column row	Key vocabulary tables read interpret interval title increase decrease trend interpret summarise column row

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	<p>draw plot</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What information do you want to show with your line graph? • What does the vertical/horizontal axis on the graph represent? • What information will go on which axis? Why? • Will you join the points with a solid line or a dashed line? Why? • What scale would be most appropriate for the vertical axis? • How can you use multiples to support your choice of intervals for the vertical axis? 	<p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What information is being presented on the line graph? • What does each axis on the line graph show? • How can you summarise what the graph shows? • What lines can you draw to help read the graph? • Why do you think the direction of the line changes at this point in the line graph? • Is your answer exact or an estimate? 		<p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What information is given in this table? • What are the column/row headings of the table? • Why is it important to include the units of measure in the table? • What is the total of ? • How can you find the difference between two pieces of information given in the table? • How is a table similar to/different from a line graph? 	<p>line graph axis vertical horizontal timetables</p> <p><u>Blooms questioning</u></p> <ul style="list-style-type: none"> • What information does this timetable tell you? • How is a timetable the same as/different from a two-way table? • What is the same and what is different about each row/column of the timetable? • What does the row/column tell you? • At what time does the from get to ? • How many are there? • What does a blank space in a timetable mean?
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<p>Activities</p>	<p>In Year 4, children interpreted and drew line graphs for the first time, focusing on examples where the horizontal axis was a measure of time. In this small step, they revisit this learning and build upon it by looking at other types of graph, for example conversion graphs. Encourage children to join points using a straight dashed line and discuss the fact that this is used because they cannot be certain of exact values between the given values at two points. However, this does not apply to conversion graphs. Explore different sets of data that call for a range of intervals on the vertical axis. Children can decide what intervals to use by looking at the greatest and lowest values and using an appropriate scale.</p>	<p>In the previous step, children drew their own line graphs. In this small step, they interpret information that has been presented on a line graph and answer questions and solve problems using them. Children read the graph at specific points to get information about one variable based on the other. They also find the difference between two points, the amount of time spent above/below certain points and make inferences based on information presented to them. Model questions such as the difference between two points by drawing straight lines between the graph points and the axis and then reading the scales accordingly. Children should also explore estimating points between</p>	<p>As a class, children will be going through five arithmetic and five reasoning questions from the recent Pixl maths papers. Questions will be modelled so that children can feel confident in attempting exam style questions. As a class, we will go over each question thoroughly and children will get time to work them out on whiteboards and talk through their strategies.</p>	<p>In this small step, children read and interpret data presented in a table. They look at the data in a table and work out the information that they need to extract from the table to answer questions on the data. Look at a range of questions that can be asked about information in a table, beginning with simple retrieval questions and moving on to comparing amounts, inferring reasons behind information and grouping information. Encourage children to generate their own questions that can be answered using the table. This step is a good opportunity for children to practise their addition and subtraction skills, as well as making comparisons. This learning can be linked to Science and topic work.</p>	<p>In this small step, children explore timetables, which are a special type of two-way table. Start by showing children a timetable they are familiar with, such as their school day. Explain why it is important to have this information available and how anyone can read the timetable to understand information they may wish to know. Move on to other timetables that may be relevant to the children's lives, such as TV guides and timetables for local buses and swimming pools. For this step, the questions will mainly focus on interpreting timetables.</p>
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<ul style="list-style-type: none"> Scott records the temperature every day for a week. Use his results to draw the line graph. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Day</th> <th>Temperature (°C)</th> </tr> </thead> <tbody> <tr><td>Monday</td><td>2</td></tr> <tr><td>Tuesday</td><td>3</td></tr> <tr><td>Wednesday</td><td>3</td></tr> <tr><td>Thursday</td><td>5</td></tr> <tr><td>Friday</td><td>4</td></tr> <tr><td>Saturday</td><td>2</td></tr> <tr><td>Sunday</td><td>1</td></tr> </tbody> </table> <ul style="list-style-type: none"> The table shows the average rainfall in Leicester over a year. Draw the graph using the information from the table. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Month</th> <th>Rainfall (mm)</th> <th>Month</th> <th>Rainfall (mm)</th> </tr> </thead> <tbody> <tr><td>Jan</td><td>55</td><td>Jul</td><td>69</td></tr> <tr><td>Feb</td><td>45</td><td>Aug</td><td>64</td></tr> <tr><td>Mar</td><td>49</td><td>Sep</td><td>58</td></tr> <tr><td>Apr</td><td>57</td><td>Oct</td><td>63</td></tr> <tr><td>May</td><td>60</td><td>Nov</td><td>61</td></tr> <tr><td>Jun</td><td>66</td><td>Dec</td><td>60</td></tr> </tbody> </table>	Day	Temperature (°C)	Monday	2	Tuesday	3	Wednesday	3	Thursday	5	Friday	4	Saturday	2	Sunday	1	Month	Rainfall (mm)	Month	Rainfall (mm)	Jan	55	Jul	69	Feb	45	Aug	64	Mar	49	Sep	58	Apr	57	Oct	63	May	60	Nov	61	Jun	66	Dec	60	<p>two intervals and should be able to explain why these are only estimates.</p> <ul style="list-style-type: none"> The line graph shows the population growth of a town. <ul style="list-style-type: none"> In what years was the population recorded? How do you know? What was the population in 1985? What year did the population reach 80,000? Is it possible to know the exact population in 1997? Why? Estimate the year that the population reached 50,000 Estimate the population in 2003 	<ul style="list-style-type: none"> Mo collects information from children about their favourite colour. He puts the information into a table. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Colour</th> <th>Red</th> <th>Yellow</th> <th>Green</th> <th>Blue</th> <th>Orange</th> <th>Purple</th> </tr> </thead> <tbody> <tr> <td>Number of children</td> <td>3</td> <td>7</td> <td>5</td> <td>17</td> <td>6</td> <td>7</td> </tr> </tbody> </table> <ul style="list-style-type: none"> How many children prefer orange? What is the most popular colour? What is the least popular colour? How many children did Mo ask? How many more children like purple than like green? What other questions could you ask about this table? <ul style="list-style-type: none"> Use the table to answer the questions. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>City</th> <th>Leeds</th> <th>Wakefield</th> <th>Broadford</th> <th>Liverpool</th> <th>Coventry</th> </tr> </thead> <tbody> <tr> <td>Population</td> <td>720,000</td> <td>316,000</td> <td>467,000</td> <td>440,000</td> <td>305,000</td> </tr> </tbody> </table> <ul style="list-style-type: none"> What is the difference between the highest and lowest populations? Which two cities have a combined population of 621,000? How much larger is the population of Liverpool than Coventry? 	Colour	Red	Yellow	Green	Blue	Orange	Purple	Number of children	3	7	5	17	6	7	City	Leeds	Wakefield	Broadford	Liverpool	Coventry	Population	720,000	316,000	467,000	440,000	305,000	<p>Calculations using timetables will be covered in detail later in the year.</p> <ul style="list-style-type: none"> This is Alex's school timetable. <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th></th> <th>1 09:15-09:55</th> <th>2 09:55-10:45</th> <th>3 11:05-11:55</th> <th>4 11:55-12:45</th> <th>5 13:45-14:35</th> <th>6 14:35-15:25</th> </tr> </thead> <tbody> <tr> <td>Mon Daily Assembly (09:00-09:15)</td> <td>Literacy</td> <td>English</td> <td>Maths</td> <td>ICT</td> <td>PSHCE</td> <td>Geog</td> </tr> <tr> <td>Tue</td> <td>English</td> <td>Art</td> <td>French</td> <td>Science</td> <td colspan="2">DT</td> </tr> <tr> <td>Wed</td> <td>Literacy</td> <td>DT</td> <td>Art</td> <td>Drama</td> <td>ICT</td> <td>Science</td> </tr> <tr> <td>Thur</td> <td>PE</td> <td>Maths</td> <td>RE</td> <td>English</td> <td>History</td> <td>PSHCE</td> </tr> <tr> <td>Fri</td> <td>Literacy</td> <td>Maths</td> <td>Art</td> <td>Science</td> <td colspan="2">PE</td> </tr> </tbody> </table> <ul style="list-style-type: none"> How many Literacy lessons does Alex have in a week? Which afternoons does she only have one subject? How many more Maths lessons does Alex have in a week than ICT lessons? At what time does Alex's Science lesson on Friday start? What other questions can you think of for Alex's timetable? 		1 09:15-09:55	2 09:55-10:45	3 11:05-11:55	4 11:55-12:45	5 13:45-14:35	6 14:35-15:25	Mon Daily Assembly (09:00-09:15)	Literacy	English	Maths	ICT	PSHCE	Geog	Tue	English	Art	French	Science	DT		Wed	Literacy	DT	Art	Drama	ICT	Science	Thur	PE	Maths	RE	English	History	PSHCE	Fri	Literacy	Maths	Art	Science	PE	
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Music - Sing Up

RE - Widening Horizons

PE - Get Set 4 PE

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LI: We are learning to organise our own rehearsal of a song and make improvements to our work.

Within this lesson, children will use their learning of Three Little Birds to make up their own song in their small groups. Children will be asked to use a variety of keys and melodies to compose their music.

Children will use instruments using the chords G and D major.

Key words

- Duration: offbeat, 4-beats per bar.
- Pitch: chord, triad, D major, G major, melody, riff, bassline.
- Structure: repeating riff, verse, chorus, chord pattern.
- Timbre: electric guitar, bass guitar, drum kit, keyboard.
- Texture: melody/chords, bassline, riff.
- Other: Reggae, playing by ear, playing from a score.

LI. We are learning to retell the events which led to Jesus being arrested

LI. We are learning to link things that are important to me and other people with the way I think and behave.

Children in this lesson will be writing a recount of what happened when Jesus was arrested.

Key vocabulary:

Jesus	Garden of Gethsemane
pray	betrayed betrayal
disciples	pity soldiers sorrow
arrested	guilty disowned disappointed

Spring 2, lesson 4 / 02 / 24
LI. We are learning to retell the events which led to Jesus being arrested (AT1)
LI. We are learning to link things that are important to me and other people with the way I think and behave. (AT2)

Intro

Jesus prays

Soldiers arrive

Disciple cuts of ear of soldier

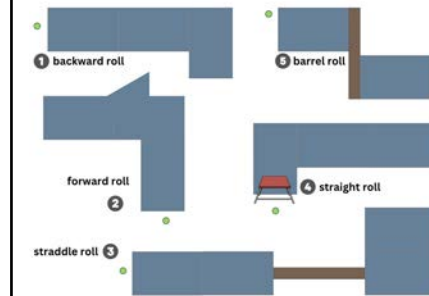
Arrest of Jesus

Trial of Jesus/ Conclusion

Gymnastics - Lesson 4

LI: We are learning to develop the straight, forward, straddle and backwards roll into a sequence.

In five groups, there will be five relevant 'What a Roll' card next to each station. Pupils will take turns to recap the given roll on the mats and travel if they have apparatus. Spend 3 minutes at each station.














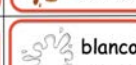










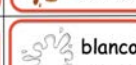











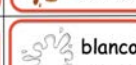
Rolling sequence: Pairs will be allocated to a station (three pairs at each). With their partner, pupils will create a sequence that includes at least three partner balances and three rolls. They can enter the space from wherever they choose. Performing: Children will be invited to perform. The other children will be the audience and will need to use gymnastic terminology to help structure their feedback e.g. quality, momentum, body tension, extension, shape etc.

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Art - Kapow	Spanish - Language Angels	PSHE - Jigsaw															
<p><u>LI: We are learning to apply knowledge and skills to create a mixed media self-portrait. (Mixed Media Portraits)</u></p> <p>In the previous lesson, children were given constructive feedback and trialled ideas to improve their final artwork. In this lesson, children will recap the key considerations: create an atmosphere, try different compositions, use more or less of the photo, think about the effect of colour and communicate something about themselves. After, they will build on their final piece of artwork using the ideas they trialled in the last lesson. Children will reflect on their artwork and the unit.</p> 	<p><u>Topic: La Ropa (Clothing)</u></p> <p><u>LI: We are learning to describe clothes in terms of colours and how colours may change spelling depending on gender and plurality (adjectival agreement).</u></p> <p>In this lesson, children will recap their previous learning of how to say and write the names of colours in Spanish. Using this recap, children will learn how to say items of clothing and describe the colours. This lesson, children will focus on the pronunciation and learn why and when the spelling and pronunciation of the colour depends on the gender and plurality of the noun (item of clothing).</p> <p>To consolidate, children will match the correct colours (with the correct adjectival agreement) to the item of clothing that they would pack in a suitcase to go on holiday.</p> <table border="1" data-bbox="817 1157 1254 1476"> <tr> <td colspan="3">Los Colores</td> </tr> <tr> <td> rojo (roh-ho)</td> <td> azul (ah-thoo)</td> <td></td> </tr> <tr> <td> verde (vair-day)</td> <td> amarillo (amar-ee-yo)</td> <td> naranja (nah-ran-ha)</td> </tr> <tr> <td> rosa (roh-sa)</td> <td> morado (mar-ad-oh)</td> <td> marrón (mahr-ron)</td> </tr> <tr> <td> gris (grees)</td> <td> negro (neg-roh)</td> <td> blanco (blan-ko)</td> </tr> </table>	Los Colores			 rojo (roh-ho)	 azul (ah-thoo)		 verde (vair-day)	 amarillo (amar-ee-yo)	 naranja (nah-ran-ha)	 rosa (roh-sa)	 morado (mar-ad-oh)	 marrón (mahr-ron)	 gris (grees)	 negro (neg-roh)	 blanco (blan-ko)	<p>PSHE - Healthy Me - Body Image</p> <p><u>LI: We are learning to understand how the media, social media and celebrity culture promotes certain body types</u></p> <p><u>LI: We are learning to reflect on our own body image and know how important it is that this is positive.</u></p> <p>Children will firstly think about what the phrase body image means and discuss their opinion about what is "looking normal". Children will be informed that there are altered images or commonly known as airbrushed or catfish photos. As a class, we will discuss what it means to alter images and why it is important to know that this occurs. Children will learn that on many social media sites, images are altered and this can affect the opinions we have of our body image.</p> <p>Children will look at messages from other children who have negative views of their body image and will create their replies to the message, encouraging them to think positive and be positive about their body image.</p> 
Los Colores																	
 rojo (roh-ho)	 azul (ah-thoo)																
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Weekly Overview of Learning

Year Group: 5

Week beginning: 11.03.24

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Science - Wellington Curriculum	Topic (History) - Wellington Curriculum	Computing - Programming A - Selection in physical computing												
<p><u>LI: We are learning to reflect what we have learned about Forces and Mechanisms.</u></p> <div data-bbox="118 598 792 1054" style="border: 1px solid black; padding: 10px; text-align: center;">  </div> <p>In this lesson, children will reflect on what they have learned about this topic. Children will update their thinking frame by adding new information. After this, children will take an end of topic assessment as an indication of what they have learned.</p>	<p><u>LI: We are learning to organise important information and detailed historical accounts using topic related vocabulary.</u></p> <p>In this lesson, children will discuss why people in the shang dynasty were successful warriors. They will be looking at different artefacts and how these objects might have helped warriors to be skillful. Children will then write an answer to the enquiry question, using headings, such as social structure, weapons, bronze, chariots, wealth and leadership, to structure their arguments</p> <p>Key words</p> <table border="0"> <tr> <td>China</td> <td>Civilisation</td> <td>Significance</td> </tr> <tr> <td>Shang</td> <td>Society</td> <td>Bronze</td> </tr> <tr> <td>Chariot</td> <td>Mythological</td> <td>Creatures</td> </tr> <tr> <td>Afterlife</td> <td></td> <td></td> </tr> </table> <div data-bbox="824 1315 1482 1528" style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	China	Civilisation	Significance	Shang	Society	Bronze	Chariot	Mythological	Creatures	Afterlife			<p><u>Lesson 4 - Starting with selection</u></p> <p><u>LI: We are learning to explain that a loop can be used to repeatedly check whether a condition has been met.</u></p> <p>In this lesson, learners will develop their understanding of how the flow of actions in algorithms and programs can be controlled by conditions. They will be introduced to selection and then represent conditions and actions using the 'if...then...' structure. Learners will create algorithms that include selection. They will use their algorithms to guide their program writing. Learners will see that infinite repetition is required to repeatedly check if a condition has been met.</p>
China	Civilisation	Significance												
Shang	Society	Bronze												
Chariot	Mythological	Creatures												
Afterlife														

Weekly Overview of Learning

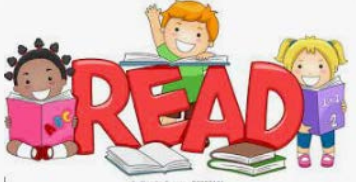






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Homework

Homework is set on a Thursday and uploaded to Google Classroom. Where applicable, it should be returned by the following Monday. **Due back 20.2.23**

Reading	English Homework Spelling and Grammar	Maths	Topic/Other foundation subjects including writing REMINDERS - trips/events/items to bring in
<p>Reading Tasks</p> <p>Please read for at least 20 minutes every day and complete tasks in your reading record or purple task book.</p> <p>Over the week, aim to read different text genres such as: a biography, classic novel, adventure story, poems, newspaper or cultural story.</p>  <p>Try and login to Bug Club and Reading Eggs.</p>  	 <p>English Homework - this week we would like you to complete your extras on Doodle English.</p> <p>Doodle Spell - this week, please go on to Doodle Spell and complete your Doodle Extras please.</p> <p>Converting Nouns or Adjectives into Verbs Using the Suffix</p> <p>criticise advertise capitalise finalise equalise fertilise terrorise socialise visualise</p>	 <p>Doodle Maths - Log on to your account at least three times this week.</p> <p>Work to reach your target - are you in the green zone yet?</p> <p>Times Tables Rockstars:</p>  <p>Take part in the weekly Year 5 Battle of the Bands! It will help you to practise your multiplication facts as well as compete with the other classes!</p> <p>Homework - this week you will have</p>	 <p>Talk Tuesday</p> <p>Log into your Google Classroom to discuss your Chatterbox Champions question of the week with your family.</p> <p>This week's question is -Discuss - If you could be the teacher for the day, what would you do</p> <p>Discuss your question with your family, ready for Talk Tuesday next week.</p> <p>Send in your reply on Google Classroom.</p>

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	vandalise	some questions to complete on decimals and negative numbers	
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