

The Mystery of the Super Snack

Rosie and Toby have been busy in their lab researching the best snack to eat before their class quiz night to ensure they are at their very best to tackle the quiz questions. After weeks of testing, they thought they had found the perfect snack.

Unfortunately, members of a rival quiz team have stolen their work! The sneaky suspects have left a series of clues for Toby and Rosie to solve if they are to get their results back before the quiz night!

Can you help Toby and Rosie solve the problems and find the clues to rediscover the super snack in time for the quiz?



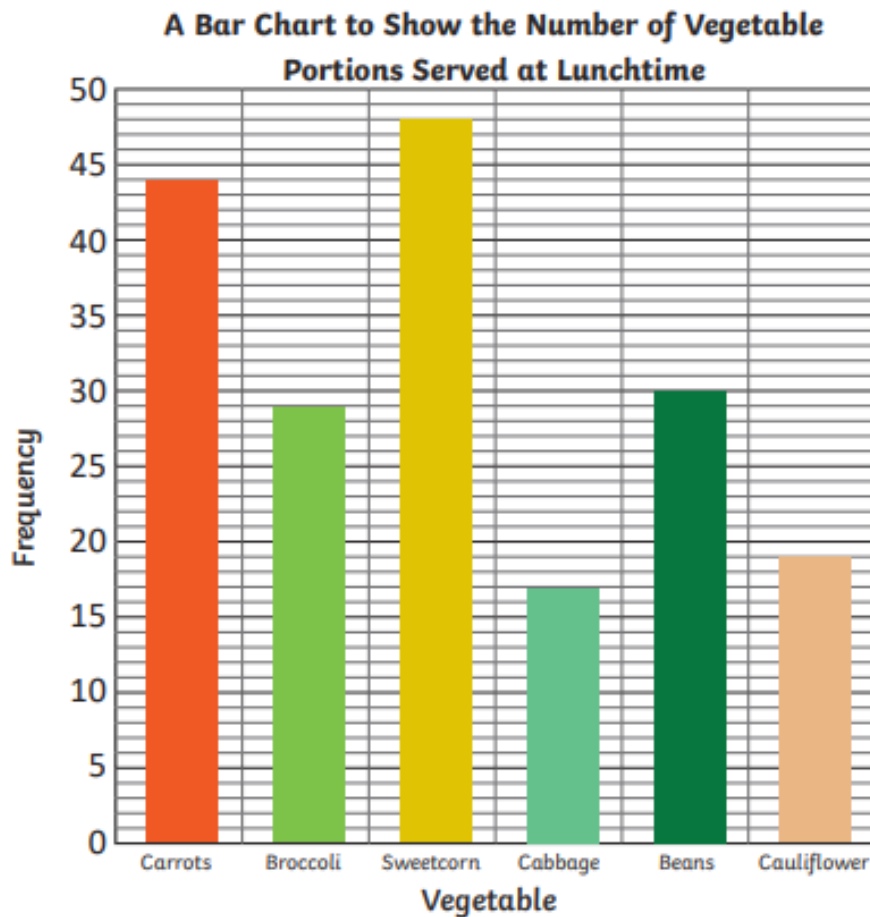
The Mystery of the Super Snack

Snack	Fruit or Vegetable?	Fibre Content	Good Source of Vitamin C?	Calories per 100g
Amazing Apple Bites	fruit	high	no	52
BBQ Beetroot Balls	vegetable	high	no	43
Crazy Celery Chunks	vegetable	high	no	16
Delicious Date Diamonds	fruit	high	no	282
Fabulous Fig Fingers	fruit	high	no	107
Giant Green Gherkins	vegetable	low	no	11
Happy Honeyed Parsnip Hoops	vegetable	high	yes	75
Iced Kiwi Ingots	fruit	high	yes	61
Jellied Juniper Drops	fruit	low	yes	5
Luscious Lemon Loops	fruit	high	yes	29
Marvellous Melon Mice	fruit	low	yes	36
Popping Pea Pods	vegetable	high	yes	81
Super Satsuma Slices	fruit	low	yes	53
Tasty Turnip Salsa	vegetable	low	yes	28
Vanishing Veg Mix	vegetable	low	no	51
Wonderful White Grape Wheels	fruit	low	no	67

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Clue 1

Answer the questions about the bar chart and colour in the boxes with the correct answers. Use the words to work out the next clue.



74 a	11 not	55 isn't	13 is
44 the	45 vegetable	10 snack	65 fruit

How many portions of carrots were served?

How many more portions of broccoli were served than cauliflower?

How many fewer portions of cabbage were served than beans?

How many portions of sweetcorn and cabbage were served altogether?

How many portions of carrots and beans were served altogether?



Clue 1: _____

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Clue 2

Check these maths calculations. If a calculation is right, put a tick. If it is wrong, put a cross. Count up the number of ticks and crosses.

If there are more ticks than crosses, the snack is high in fibre.

If there are more crosses than ticks, the snack is low in fibre.

	Right ✓	Wrong ✗
$306 + 59 < 309 + 56$		
$96 \times 10 = 960$		
$231 \times 4 = 824$		
$\frac{1}{2}$ of 72 is 36		
$618 - 54 = 544$		
$£12.40 \div 4 = £4.10$		
$7 \times 5 \times 2 = 70$		
$\frac{2}{3}$ of 21 is 14		
$12 \times 8 = 32 \times 3$		
Total		

Clue 2: _____

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Clue 3

How many of these fractions are equal to 0.5?

$\frac{1}{2}$	$\frac{2}{4}$	$\frac{5}{10}$	$\frac{3}{4}$	$\frac{4}{8}$	$\frac{55}{90}$
$\frac{5}{11}$	$\frac{5}{8}$	$\frac{7}{14}$	$\frac{7}{12}$	$\frac{60}{100}$	$\frac{18}{38}$
$\frac{25}{44}$	$\frac{52}{100}$	$\frac{9}{18}$	$\frac{12}{24}$	$\frac{50}{100}$	$\frac{36}{72}$
$\frac{22}{44}$	$\frac{19}{36}$	$\frac{30}{50}$	$\frac{16}{30}$	$\frac{25}{40}$	$\frac{45}{90}$
$\frac{30}{60}$	$\frac{28}{56}$	$\frac{100}{200}$	$\frac{19}{38}$	$\frac{11}{22}$	$\frac{15}{30}$
$\frac{35}{70}$	$\frac{16}{30}$	$\frac{12}{25}$	$\frac{30}{56}$	$\frac{40}{90}$	$\frac{200}{500}$

Number of Fractions equal to 0.5	Clue
< 15	The snack is a good source of vitamin C.
> 15	The snack is not a good source of vitamin C.

Clue 3: _____



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Clue 4

Sort the numbers into the correct box. Some numbers will belong in more than one box.

The box with the most numbers will give you a clue about the calorie content in a 100g portion of the super snack.

1 4 5 8 10 15
20 40 55 80 100

Even numbers	Multiples of 5	Factors of 40
Less than 100 calories per 100g	Between 100 to 200 calories per 100g	More than 200 calories per 100g

Clue 4: _____

The super snack is: _____



Fire Drills

Fire drills are an essential part of school logistics as they are designed to keep everyone safe in the event of a fire. A drill simply means doing the same thing until it becomes second nature. This is what you do in your school when carrying out a fire drill, so everyone knows what to do should there be a real fire. Sometimes, you will have prior warning about a drill, whereas others times you might not. Nevertheless, at any time there could be a genuine fire and you would need to carry out the drill perfectly to keep everyone safe.



Responding to a Fire Drill

The drill commences with the sound of your fire bell or fire alarm. This will be different from school to school, however, it will be louder and will not sound similar to the bells you are used to. This is to make it crystal clear that it is a fire alarm. In a drill, it will be the premises manager or the headteacher that will usually trigger the alarm. Someone will also start a timer to see how long it takes everyone to get out of the building to safety.

On hearing the alarm, everyone immediately stops what they are doing, stands up, puts chairs back under tables and walks to the nearest exit. Children should not talk so that if teachers need to give instructions, everyone can hear. If you are not in close proximity to your usual exit or your exit is blocked, then you should look for the green emergency exit signs which will direct you to the nearest exit. These signs can be found in all public building, not just schools.

As everyone leaves the building, all the doors will be shut behind them – this is because closed doors stop fires spreading from one room to the next quickly and limits air and oxygen circulating around the building, which would help a fire grow and spread quicker.



Once everyone is out of the building, the whole school (including all staff) will assemble, lined up in classes, so that teachers can check everyone is present and out of the building. Again, it is really important to keep silent so that any messages or instructions can get through. The teachers will tell the headteacher, or the person in charge of the drill, if their class are all there. If anyone was missing in a real fire, then the fire brigade would need to know that someone was still in the building, so they could be rescued.

Remember!

Fire drills are nothing to be too concerned about; think about them as being prepared. Listening and remembering what to do, however, will help to keep everyone safe!

Things you can do to help yourself and the school:

- If you hear the fire alarm, just go quickly and quietly (but don't run) to the nearest exit and out to the assembly point.
- If you've been sitting on a chair, push it back under the table.
- Listen to what all the adults are saying.
- Know what to do if you find a fire in school.
- Keep an eye out for things that could cause a fire in school.



Fire Drills Questions

1. Why are drills essential in fire safety?

2. How will you know that it's the fire alarm and not your normal school bell?

3. Why do you think doing many drills will help in a real fire situation?

4. Why do you think all public building need to have emergency exit signs?

5. Why do you think you need to put chairs back under tables if you've been sitting on them?

6. Why would shouting or panicking not help others or yourself in a fire drill or real fire situation?

7. In a real fire, when in the sequence of events would the fire brigade be called?

8. In the sixth paragraph, what does the word 'assemble' mean?

9. Name four things you can do to help yourself and others in a fire drill.

10. What reasons might you be separated from your class when the alarm goes and what would you do in this situation?

Have a go at growing a carton garden and share your progress on Class Dojo!

How to Grow a Carton Garden

You will need:

- An empty juice carton
- Scissors
- Seeds
- Potting compost



What To Do:



1 Cut out one side from your carton.



4 Water well.



2 Fill the carton with potting compost.



5 Leave in a greenhouse or on a windowsill. Water regularly.



3 Plant the seeds according to the instructions on the packet.

Top Tips:

- Plant out seedlings once they are big enough to be transferred.
- Smaller plants, such as herbs can be kept in the cartons.
- Use string to hang up your flowering plants outside.

Use one of the following images as inspiration for a story. Remember to use interesting **vocabulary**, vary your **openers** and use **connectives** and **punctuation** effectively.





Ultimate Times Table Challenge

Name:

Number Correct:

Time:

Previous Score:



$1 \times 1 =$	$11 \times 12 =$	$10 \times 12 =$	$3 \times 5 =$	$1 \times 9 =$	$7 \times 1 =$
$1 \times 5 =$	$1 \times 2 =$	$2 \times 5 =$	$4 \times 1 =$	$2 \times 9 =$	$4 \times 5 =$
$3 \times 1 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$6 \times 1 =$	$3 \times 11 =$
$1 \times 4 =$	$4 \times 3 =$	$1 \times 3 =$	$11 \times 7 =$	$4 \times 9 =$	$3 \times 9 =$
$5 \times 1 =$	$8 \times 9 =$	$5 \times 5 =$	$8 \times 12 =$	$2 \times 7 =$	$5 \times 11 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$5 \times 3 =$	$9 \times 7 =$	$7 \times 5 =$	$7 \times 7 =$	$7 \times 9 =$	$10 \times 5 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$8 \times 11 =$
$9 \times 1 =$	$9 \times 3 =$	$3 \times 10 =$	$9 \times 9 =$	$4 \times 7 =$	$8 \times 7 =$
$11 \times 9 =$	$6 \times 8 =$	$6 \times 11 =$	$10 \times 7 =$	$10 \times 9 =$	$10 \times 11 =$
$11 \times 1 =$	$11 \times 3 =$	$11 \times 5 =$	$2 \times 3 =$	$4 \times 11 =$	$8 \times 5 =$
$12 \times 5 =$	$12 \times 12 =$	$5 \times 4 =$	$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$
$2 \times 1 =$	$8 \times 3 =$	$6 \times 7 =$	$1 \times 12 =$	$1 \times 10 =$	$7 \times 3 =$
$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$	$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$
$11 \times 4 =$	$3 \times 4 =$	$5 \times 9 =$	$12 \times 2 =$	$2 \times 4 =$	$1 \times 6 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$	$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$
$5 \times 2 =$	$10 \times 2 =$	$12 \times 1 =$	$5 \times 8 =$	$3 \times 6 =$	$7 \times 11 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$	$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$
$7 \times 2 =$	$9 \times 2 =$	$2 \times 10 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$9 \times 8 =$	$12 \times 8 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$7 \times 12 =$	$10 \times 10 =$	$12 \times 6 =$	$7 \times 10 =$	$4 \times 8 =$	$10 \times 8 =$

