

## Weekly Learning for Year 6

**11<sup>th</sup> May 2020– Weekly Learning**

### **One-week project: Junk modelling with a TWIST!**

#### **Self-Marking:**

We have provided the answers for last week's tasks. Please use the answer sheets provided to mark your answers.

- For maths, we have suggested a method for each question so if you have got an answer incorrect look at how you could have worked it out and have another go.
- For reading, we have written example answers for you to self-mark please use this to correct and amend your answers. The reading answers are attached below.
- For SPAG, mark your work using the answers provided.

**Community Collage –** As part of a whole school project, we would like to ask you to draw and colour a picture of yourself with your arms outstretched (scroll down for some examples). Try to do this on an A4 piece of a paper. This is because we would like to create a whole school project to show how we are all connected, despite this difficult time. Take a picture of your drawing and email this to your teachers. We would like everyone to do this, so at school we create one big collage where everyone is holding hands together. So, start drawing and emailing those pictures in!

#### **Spelling** –Look at the spellings below.

**Referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference**

Look up the meaning of these words.

1. Write the definitions.
2. Try to use each word in a sentence.

#### **Challenge** –

Can you use each of these words, in your conversations at home during the week?

#### **Reading** –This week we would like you to read **'Love your heart'**.

Try your best to complete the following:

- Retrieval questions (p.22 + 23)
- Whole text questions (Q6 + 7 p.27 + Q4 on p.41)
- Inference questions (p.35 +Q6 p.43)

Remember, to use your skimming and scanning techniques to help you look for keywords and PEE structure that you have been taught for longer 2/3 mark questions.

**Spelling, Punctuation and Grammar** – In SPaG we have looked at modal verbs. Answer questions about this topic on pages 14–15 this week from your SPaG question books. If you need a reminder about this topic use this link to help you:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

#### **Writing** – This week in English we would like you to **neatly write up your letters to Mr Johnson about the statement 'home learning should be banned.'**

You planned your letters last week. You will need to write the school address on the right hand side, with Mr Johnson's address on the left with the date. See the attached [model text](#) for how to layout your and how we would like you to write your letters. You may want to [magpie some ideas](#) from the model letter for your own writing. Once you have finished writing, re-read your work, [and using a different colour pen, edit your work to show us that you have 'edited'.](#)

Remember, when self-editing, think about using an online thesaurus to up-level your vocabulary or about changing the structure of your sentences to make them flow better. Don't forget using AFOREST techniques, such as alliteration, rhetorical questions, repetition and power of three. If you would like some support with editing, send a photo in of your work to us via email and we can then help you to 'purple pen' your work just like we do at school. [When you are finished send your writing pieces to our school emails – so that we can read them!](#) You may see some of your letters being shared on twitter. So keep an eye out in case your wonderful writing is shared!

**Maths** – This week, complete **written addition and subtraction problems** on pages 22–27. Before you do this, recap your knowledge using the PowerPoint slides using this link:

[https://drive.google.com/file/d/19Z1fxhex-T2PvmfWTn\\_hAeiMxAt0et7b/view](https://drive.google.com/file/d/19Z1fxhex-T2PvmfWTn_hAeiMxAt0et7b/view). Please press the link and then **download** the PowerPoint by pressing the small arrow on the right hand side corner. The slides may not load until you press download. Then, press **play** the slideshow from the beginning to hear the teacher explanations. **Try and open this link via your web browser on a laptop,** as it may not work on your mobile browser.

**Transition to Secondary School** – With only one term left until you go to secondary school, it is important to start thinking about your journey ahead. [Use the website below to learn more about secondary school life, and email any questions you have to your teachers.](#) We'd love to hear from you. Follow this link: <https://www.bbc.co.uk/bitesize/articles/zj2grj6>

**Vegetarian Week** – This week, we would love for you to share your favourite recipe for a vegetarian meal with us! If you bake anything with veggies, then take a snap, write your recipe and share this with us. We'd love to see what you're making!

**Eco Challenge** – As part of your learning, we would like you to think about what art you can make using nature. This is all about thinking of the natural beauty around us and re-using it in creative ways to help us to remember to protect the earth. You could use sticks, leaves and stones from your garden (or create your own) to make a collage or piece of art to remind us to protect our nature. Think nature and think creatively! Get going and email these to your teachers and you may even see your work appearing on twitter!

**Purple Mash** – You all now have access to Purple Mash which has lots of fun and fantastic learning opportunities. We have emailed you your login details. Use these login details to log in following this link: <https://www.purplemash.com/sch/laurance>

Once you are logged in you can:

- Explore the website for any activities you enjoy
- Click 2Dos to try the activities set for this week.
- Click my work and upload images of other work you do for your teacher to see.

If you have any issues, or need help contact your teachers.

**Jigsaw** – This week in Jigsaw, we would like you to continue and develop your learning from last week about ‘stress’. Remember, there are lots of other ways to deal with stress and pressure that are better for your mind and body. E.g exercise, eating well, ensuring you have enough sleep and doing things that you enjoy, finding people who can help. This week, you will be using your spider-grams from last week to help you to make a ‘dice’ which can be a helpful and fun reminder for how to de-stress.

For this you will need to use the cube template attached. Then, follow these steps:

1. Cut out the template
2. Use the flaps to create a cube – watch the video to help you:
3. Then on a separate piece of paper, you will need to decide on six ways of de-stressing.
4. Cut these out and stick these onto each face of the cube.
5. You will then have a dice, which can be rolled to help you to find ways to de-stress.

**Keep in touch:** We are really looking forward to keeping up to date with your learning. Please keep in touch via the bog and share work or discuss the learning with us via email and twitter:

[sayyedamaryamgangji@lhaines.herts.sch.uk](mailto:sayyedamaryamgangji@lhaines.herts.sch.uk)  
[bushrahaider@lhaines.herts.sch.uk](mailto:bushrahaider@lhaines.herts.sch.uk)  
[carolinesimmons@lhaines.herts.sch.uk](mailto:carolinesimmons@lhaines.herts.sch.uk)  
[rachaelmartin@lhaines.herts.sch.uk](mailto:rachaelmartin@lhaines.herts.sch.uk)  
[shukcheung@lhaines.herts.sch.uk](mailto:shukcheung@lhaines.herts.sch.uk) **Twitter:** @MrsJessa1  
 @haider\_miss MsSimmons@Lhaines

**Project** – This week for your project, we would like you to look into your recycling bins and do some **fantastic junk modelling**. However, this will be junk modelling with a twist – you will need to use whatever recycled materials that you have to make a **famous landmark from around the world**. This could be the [London Eye](#), the [Eiffel Tower](#), the [Louvre](#), the [Tower of London](#), the [Roman Colosseum](#)– absolutely any [landmark](#) from around the world.

You will need to think carefully about what recycled materials you will use and how you will use them. Have a look at some of these images below for some inspiration!

[We look forward to receiving pictures of your work!](#)



**Keep Active Challenge** – It is important that we all stay active and healthy, even if we are at home and indoors. Remember, there is a 9am live workout with Joe Wicks every day and he has uploaded lots of previous videos if you have missed any. Find the link here, and send in photos or videos of yourselves participating: <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ> We look forward to seeing you in action!

**E- Safety** –This week have a go at this online safety game and share your safety tips with us! After, the online virtual assembly with google this week, we want you to explore Interland – a great game based around the themes of being sharp, alert, secure, kind and brave when online: [https://beinternetlegends.withgoogle.com/en\\_uk/interland](https://beinternetlegends.withgoogle.com/en_uk/interland). Have a go and share your tips with us!

**Maybe you would like to try:**

Below are a list of links + online websites (sorted by subject) that you can use to help keep yourself busy (should you find yourself with some spare time!)

**Please see these two NEW links for some fantastic resources!**

Online Learning provided by teachers who provide explanations for a range of subjects including English and Maths

<https://www.thenational.academy/online-classroom>

Online Daily Learning for children in a range of subjects including Maths, English and Science –  
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

**Maths**

- IXL to practise and revise key topics–  
[https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS\\_8kCFQbnwgodgOIB6A](https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A)
- Times Table Rock stars–  
<https://trockstars.com/>
- BBC bite size to revise/revisit different subjects such as maths topics–  
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- Maths games to help you consolidate your understanding of maths concepts–  
<https://www.sheppardsoftware.com/math.htm>
- Online maths worksheets for different types of maths topics–  
<https://www.math-drills.com/>
- Online maths quizzes –  
<https://www.educationquizzes.com/ks2/maths/>

**Reading + English**

- Online website with lots of quizzes for different subjects including English and maths  
<https://www.educationquizzes.com/ks2/>
- Free e-book Library where you can read over 100 books –  
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Try a creative writing challenge –  
<https://home.oxfordowl.co.uk/blog/harriet-muncasters-creative-writing-challenge/>
- Stories to listen to online which you can review/–  
<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- Reading Rocks Reviews listen to the reviews of different books before you have a read –  
<https://www.youtube.com/channel/UCDBwXRaWOGPaKd9Hogt5C-w>
- Free audio book from David Walliams–  
<https://www.worldofdavidwalliams.com/elevenses/>

**SPaG**

- A website providing a range of grammar activities to improve SPaG–  
<http://www.crickweb.co.uk/ks2literacy.html>
- A website to practise spelling rules and lists –  
[https://www.spellzone.com/word\\_lists/index.cfm](https://www.spellzone.com/word_lists/index.cfm)
- Online grammar quizzes –  
<https://www.educationquizzes.com/ks2/english/>

**PE**

- Jo Wicks PE channel – live 9am workout  
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Online workout for children  
[https://www.youtube.com/watch?v=L\\_A\\_HiHZxfl](https://www.youtube.com/watch?v=L_A_HiHZxfl)

**Music**

- Lots of activities to do, including with the family.  
<http://www.hertsmusicservice.org.uk/online-resources>

House of Commons  
Westminster  
London  
SW1A 0AA

Laurance Haines School  
Vicarage Road  
Watford  
WD18 0DD

26<sup>th</sup> March 2020

Dear Mr Johnson,

My name is Sarah and I am Year 6 pupil of Walnut class at Laurance Haines School. I am writing to because I would like you to consider changing your ruling that home learning is mandatory should be completed by all primary age children. You must consider the consequences that your idea of 'home learning' is having because it is having a detrimental and disastrous impact upon the children, parents and the people of this country. Therefore, within this letter to you, I intend to explain the three key reasons for why you must re-consider your decision and ban all home learning.

One reason why you must consider banning home learning is due to the amount of psychological stress it is causing children. This is because, in addition to being isolated at home, children are now being forced to complete arduous tasks such as IXL, timestable rockstars and writing projects. This is unfair, exhausting and tiresome. You could do something about this – you must act now. Furthermore, it is not healthy for pupil's mental wellbeing or physical health. Do you want children's mental health to suffer at the expense of having to complete work at home? Instead, children should be engaging in fun, motivating and upbeat physical work outs and exercise – to relieve stress and develop body muscle.

A further reason why you should consider removing home learning is because it is leading to a deterioration in the relationship between parents and children. This is because, when parents have to force their children to do work, this can cause feelings of resentment, anger and frustration amongst children. This should not be happening, this should change, you have the ability, power and status to change this. This is particularly because, in the current climate, with the rise of Covid-19, children and parents must stay at home – they are trapped within the vicinity of their own homes. You must encourage the development of a positive relationship between families or otherwise we will risk facing a breakdown in relationships across society.

Lastly, the third reason that I would urge you to consider banning home learning is because children at home do not have enough support and expertise to complete the home learning. This can lead to poorly completed work because children are not fully engaged and do not fully understand. For example, research has found without direct support, guidance and knowledge of teachers 75% of children do not fully understand key concepts within their learning, which can be demotivating and stressful for both parents and children, as well as negatively impacting pupil's self – esteem. Would it not be better, to abolish the preposterous idea of so called 'home learning'?

I am certain, that having read my letter you will carefully consider the implications of your home learning ruling. I am sure, that you will consider banning 'home learning', therefore ensuring that children and their parents are provided with enough time to relax, rest and refocus in this time of unprecedented change. I look very much to hearing from you.

Yours sincerely,  
Sarah King

## Reading Answers

Please find the answers to the reading below. Remember, to self-mark your work and amend any that you got wrong. **If you require support or are unsure get in touch with your teachers via email who will be able to help you.**

### Reading Answers 'Moonfleet' Home learning (5)

#### Page 11

Question 4) It tells us that the narrators emotion were so strong that they made his heart beat faster.

Question 5) It tells us that there was very little room in the opening of the passage, so the boy has to wriggle to get his body through it.

Question 6) Hole, cavity, cave, passage

#### Page 12

Question 1) observed

Question 2) store

#### Page 13

Question 3) widened

Question 4) It tells us that the narrator thought about the story a lot/all of the time.

Question 5) You should have CIRCLED abandoned

Question 6) It suggests that lots/many people have walked along the passage.

#### Page 16

Question 1) The story takes place at four o'clock in the afternoon.

Question 2) Mr Glennie

Question 3a) two paces and as high as a tall man

Question 4) the soil

#### Page 17

Question 5) Something heavy has been dragged over the floor which has made a trail.

Question 6a) edge b) feet-first c) earth d) darkness

#### Page 25

Question 4)

Box 1 – True

Box 2 – False

Box 3 – True

Box 4 – False

#### Page 26

Question 1) The boy knows that it is after four o'clock in the afternoon because he was on his home for tea.

Question 2) Two ways that he does this are that he reaches out his hands in front of him and he slides his feet slowly.

### Page 31

Question 1) In the text the narrator says that he is going 'home' to his aunt's. This tells the reader that he lives with his aunt and he does not therefore live with his parents.

Question 2) As readers we know that the boy is not the first person to discover the tunnel. This is because in the text it says that the tunnel is not 'mouldy or cob-webbed'. This tells the reader that the tunnel is clean, meaning that somebody must have been there before the boy.

You could also have said the following points (using the evidence) to get the marks:

The tunnel had obviously been used by a lot of people, because the floor was 'trodden with the prints of many boots.'

There is a mark on the floor caused by someone dragging 'some heavy thing' over it.

### Page 32

Question 3)

The boy is sure that the tunnel will lead to something exciting because in the text it says that, the passage will 'certainly lead to great things, perhaps even Blackbeard's hoard'.

OR

The boy thinks a lot about the wealth Blackbeard's treasure 'was to bring' him. This tells us that he is certain that the treasure is there and so he wants to find it

Question 4) These words suggest that the boy notices how pleasant the air in the churchyard is. In contrast, it also tells us that the air inside the passage/tunnel was not sweet and may have been unpleasant.

Question 5)

You can tell that the aunt is angry, because the narrator explains that the aunt says very little when she is angry. In the text, the narrator also says that the aunt is not speaking because she is angry.

### Page 39

Question 2)

The boy might go to explore. This is because in the text it says that 'I knew that I must fetch a candle if I were ever to search out the passage' this tells us that the boy intends to take a candle to go back to explore the passage. This also tells us that the boy realises that the passage is dark and so he will need a candle to light the way and discover the different parts of the passage.

### Page 41

Question 3a) The boys emotions change from eager/surprised to fright and being afraid.

Question 3b)

1. The darkness grew so black that I was frightened
2. a horror of the darkness seized me



## SPaG Answers

Pages 10–11 Prepositions		
1	It's best to leave for the bus before 8:00am. ✓ Mum wrote her appointment time on the calendar. ✓ We found a little bird under the tree. ✓	1
		1

2	<u>During</u> lunch time, we practised our spellings <u>in</u> the classroom.	1
3	Answers will vary. Examples: We looked <b>under/beneath/below</b> the table and <b>behind</b> the door yet we still couldn't find our new kitten.	1
4	Answers will vary. Examples: <b>into; onto/across/over/along; in/around</b>	1
5	Freddy and I went home after the game had finished. <u>after</u> as a <b>subordinating conjunction</b> . Mum was pleased that I had cleaned the kitchen after the party. <u>after</u> as a <b>preposition</b> .	1
6	Our dog Monty dug a hole <u>in</u> the garden then hid <u>behind</u> the shed!	1
7	We played in the snow <u>until</u> we couldn't bear the cold. <u>until</u> used as a <b>subordinating conjunction</b> . On holiday, Dad said we could stay up <u>until</u> 9:00pm. <u>until</u> used as a <b>preposition</b> .	1

## Maths Answers

### Number Problems

#### Challenge 1

① a)  $28 + 22 = 50$  because  $50 - 28 = 22$

b)  $34 + 16 = 50$  because  $50 - 34 = 16$

c)  $22 + 28 = 50$  because  $50 - 22 = 28$

② a)  $65 + 19 = 84$       b)  $33 - 9 = 24$       c)  $79 + 7 = 86$

$$\begin{array}{r} 65 \\ + 19 \\ \hline 84 \end{array}$$

$$\begin{array}{r} 33 \\ - 9 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 79 \\ + 7 \\ \hline 86 \end{array}$$

③ a)  $75 + 50 = 125$  because  $125 - 75 = 50$

b)  $100 - 19 = 81$        $100 - 20 = 80$  so  $100 - 19 = 81$

c)  $175 - 85 = 90$        $175 - 90 = 85$  so  $175 - 85 = 90$

d)  $75 - 19 = 56$        $75 - 20 = 55$  so  $75 - 19 = 56$

#### Challenge 2

① a)  $328 + 672 = 1000$  because  $1000 - 328 = 672$

b)  $174 + 826 = 1000$        $1000 - \overset{174}{\cancel{826}} = 826$

c)  $17 + 983 = 1000$        $1000 - 17 = 983$



② a)  $1299 + 53 = 1352$

$$\begin{array}{r} 1299 \\ + 53 \\ \hline 1352 \end{array}$$

or  $1300 + 53 = 1353$   
so  $1299 + 53 = 1353 - 1 = 1352$

b)  $101 - 75 = 26$

$$\begin{array}{r} 100 - 75 = 25 \\ \text{so } 101 - 75 = 25 + 1 = 26 \end{array}$$

c)  $1502 - 61 = 1441$

$$\begin{array}{r} 1502 \\ - 61 \\ \hline 1441 \end{array}$$

or  $1500 - 61 = 1439$   
so  $1502 - 61 = 1439 + 2 = 1441$

③ a)  $57 + 63 = 120$

$$\begin{array}{r} 57 \\ + 63 \\ \hline 120 \end{array}$$

$120 - 57 = 63$   
so  $57 + 63 = 120$

b)  $450 - 139 = 311$

$450 - 140 = 310$   
so  $450 - 139 = 310 + 1 = 311$

c)  $235 - 45 = 190$

$235 - 35 = 200$  and  $200 - 10 = 190$   
so

$235 - 35 - 10 = 190$  so  $235 - 45 = 190$

OR  $235 - 190 = 45$

### Challenge 3

① a)  $325 + 675 = 1000$  because  $1000 - 325 = 675$

b)  $811 + 189 = 1000$  because  $1000 - 811 = 189$

c)  $493 + 507 = 1000$  because  $1000 - 493 = 507$

② a)  $2465 + 59 = 2524$  or b)  $5199 - 175 = 5024$

$$\begin{array}{r} 2465 + 60 = 2525 \\ \text{so } 2465 + 59 = 2525 - 1 = 2524 \end{array}$$

$$\begin{array}{r} 5199 \\ - 175 \\ \hline 5024 \end{array}$$

c)  $1999 + 78 = 2077$

$2000 + 78 = 2078$  so  $1999 + 78 = 2078 - 1 = 2077$

$$\begin{array}{r} \phantom{0}1\phantom{0}1\phantom{0} \\ \text{or } 1999 \\ + \phantom{0}78 \\ \hline 2077 \end{array}$$

③

a)  $203 + 1214 = 1417$

$1417 - 200 = 1217$   
 so  $1417 - 203 = 1217 - 3 = 1214$

or 
$$\begin{array}{r} 1417 \\ - 203 \\ \hline 1214 \end{array}$$

b)  $2211 - 139 = 2072$

$$\begin{array}{r} \phantom{0}10 \\ 2\cancel{2}\cancel{1}1 \\ - \phantom{0}139 \\ \hline 2072 \end{array}$$

or  $2211 - 140 = 2071$   
 $2211 - 139 = 2071 + 1 = 2072$

c)  $5239 - 5118 = 121$

$5239 - 120 = 5119$   
 $5239 - 121 = 5119 - 1 = 5118$

or 
$$\begin{array}{r} 5239 \\ - 5118 \\ \hline 121 \end{array}$$



## Mental Calculations

### Challenge 1.

① a)  $50 + 30 = 80$

b)  $130 - 90 = 40$

because  $130 - 100 = 30$

so  $130 - 90 = 30 + 10 = 40$

②

a)  $199 - 50 = 149$

$90 - 50 = 40$

so  $199 - 50 = 149$

b)  $199 + 30 = 229$

$200 + 30 = 230$

$199 + 30 = 230 - 1 = 229$

1 less than 200

③

$£1.99 + 65p = £2.64$

$£2 + 65p = £2.65$

so  $£1.99 + £65p = £2.65 - 1p = £2.64$

1p less than £2.

④

$£1 - 19p = 81p$  or  $£0.81$

$£1 - 20p = £80p$

$£1 - 19p = 80p + 1p = 81p$

1 less than 20p

⑤

$345 - 120 = 225$

$345 - 100 = 245 \rightarrow 245 - 20 = 225$

### Challenge 2

① a)  $2100 - 50 + 180 = 2230$

$2100 - 50 = 2050$

$2050 + 100 = 2150$

$2150 + 80 = 2230$

b)  $3600 + 850 = 4450$

$850 = 400 + 400 + 50$

so  $3600 + 400 = 4000$

$4000 + 400 = 4400$

$4400 + 50 = 4450$

②

$$£5 - £2.36 = £2.64$$

$$£5 - £2 = £3 \xrightarrow{30p \text{ } 6p} £3 - 30p = £2.70 \xrightarrow{6p} £2.70 - 6p = £2.64$$

③

a)  $8334 - 1300 = 7034$

b)  $1600 + 145 = 1745$

$$8334 - 1000 - 300 = 7034$$

④ a)

$$£1.99 + 65p + £2.05 = £4.69$$

$$£1.99 + £2.70$$

$$£2.00 + £2.70 = £4.70$$

so  $£1.99 + £2.70 = £4.69$  (1p less than £4.70)

1p less than £2

~~Challenge~~

b)

$$£10 - £4.69 = £5.31$$

$$£10 - £4 = £6$$

$$£6 - 70p = £5.30 \text{ so } £6 - 69p = £5.31$$

### Challenge 3

① a)  $68p + 37p + 91p = £1.96$

$$68p + £1.28$$

$$70p + £1.28 = £1.98$$

so  $68p + £1.28 = £1.96$   
 2p less than 70p      2p less than £1.98

b)  $£5.00 - £1.96 = £3.04$

$$£5 - £2 = £3$$

so  $£5 - £1.96 = £3 + 4p = £3.04$   
 4p less than £2



② a)  $230 - 60 + 180 = 350$   
 $180 - 60 = 120$   
 $230 + 120 = 350$

b)  $550 - 60 + 170 = 660$   
 $170 - 60 = 110$   
 $550 + 110 = \cancel{440} 660$

③ a)  $4600 - 750 = 3850$

$$\begin{aligned} 4600 - 600 - 100 - 50 &= 3850 \\ 4600 - 600 &= 4000 \\ 4000 - 100 &= 3900 \\ 3900 - 50 &= 3850 \end{aligned}$$

b)  $9345 - 99 = 9246$

$$\begin{aligned} 9345 - 100 &= 9245 \\ \text{so } 9345 - 99 &= 9245 + 1 = 9246 \\ &\quad \text{1 less than 100} \end{aligned}$$

④ 19th birthday in 2014, so born in 1995

$$2014 - 19 = 1995$$

$$2014 - 20 = 1994$$

$$2014 - 19 = 1995$$

⑤  $299 - 61 - 89 = 149$  stamps

$$61 + 89 = 150$$

$$299 - 150 = 149$$



