

Year 6 Isolation work - Week 3

There are lots of activities planned here for you to do at home. This is a suggested timetable so please don't worry if you don't do it all – you just need to do what you can. If you can do a bit of English and maths every day, that would be fantastic as it will help you to be ready for when you come back to school.

There are also a range of topic and science resources that you may wish to do in the afternoons.

You do not need to print anything off (though you can if you want to) and should be able to do most of it with a pen/pencil and paper. If you've an A4 pad of paper or a notebook at home, that would be great.

If you cannot access the online resources, there are plenty of other activities here that you can do. Remember, there are lots of other things you can do that you don't need the internet for, like reading a variety of books/newspapers/magazines, practising your times tables, practising the year 5/6/ spellings (available in your reading record), working through the SATS revision guides if you have those, writing a diary entry for every day, artwork etc.

If you do some work that you're really proud of, you can send it us at year6@lps.hereford.sch.uk for us to look at!

DAY	ENGLISH	READING	SPAG	MATHS More activities below
MON DAY	<p>LO: To develop initial responses.</p> <p>https://classroom.thenational.academy/lessons/to-develop-initial-responses-cgvp2d?activity=video&step=1</p>	<p>Have a go at the reading comprehension 'Battle of the Somme'. If you don't have a printer, just write your answers out on a piece of paper.</p>	<p>Choose 5 year 5/6 spellings. Try writing them in rainbow colours. Write each one 5 times in the air! Try using all 5 in a short paragraph.</p>	<p>As well as these lessons, use some time in this session to practise on 'TT Rockstars'.</p> <p>Watch the video, then have a go at answering the questions! You don't need to print them out – you can just copy and answer them on paper. If you get through these lessons quickly, there are arithmetic questions and reasoning challenge cards below to have a go at. You could do one or two these per day as extra. If you love maths as much as we do, you may also want to explore the 'my mini maths' and 'nrich' websites to really challenge yourself!</p> <p>https://myminimaths.co.uk/year-6-week-6-rounding-whole-numbers-monday/</p>
TUES DAY	<p>LO: To explore complex sentences.</p> <p>https://classroom.thenational.academy/lessons/to-explore-complex-sentences-c8r34r?activity=video&step=1</p>	<p>Read the 'Mo Farah' fact sheet and have a go at answer the questions.</p>	<p>Choose 5 year 5/6 spellings. Write them out but make sure all the vowels (a,e,i,o,u) are in red.</p>	<p>https://myminimaths.co.uk/year-6-week-6-rounding-whole-numbers-tuesday/</p>

WEDNESDAY	<p>LO: To describe 2 contrasting settings and characters.</p> <p>https://classroom.thenational.academy/lessons/to-describe-two-contrasting-settings-and-characters-6ru3er?step=1&activity=video</p>	<p>Inspired by yesterday's reading activity, write out your own fact sheet on a famous person. It could be a sports star (footballer, horse rider etc), musician (singer, member of a band), political figure, inventor or anything you like!</p>	<p>Use each word in a silly sentence. Underline the spelling word in each sentence.</p>	<p>https://myminimaths.co.uk/year-6-week-6-rounding-whole-numbers-wednesday/</p>
THURSDAY	<p>LO: To write the opening of a narrative.</p> <p>https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-narrative-6xk36r?activity=video&step=1</p>	<p>Use the fact sheet you wrote yesterday to write 10 questions about your famous person. Go back and look at the Mo Farah questions to help you. Try to write some questions that need short answers (fact retrieval) and some that need longer answers (inference). See if you test a member of your family!</p>	<p>Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.</p>	<p>https://myminimaths.co.uk/year-6-week-6-rounding-whole-numbers-thursday/</p>
FRIDAY	<p>To plan the build up of a narrative.</p> <p>https://classroom.thenational.academy/lessons/to-plan-the-build-up-of-a-narrative-6djkge</p>	<p>Science: Have a go at 'The circulatory system' comprehension below.</p>	<p>How often can you write the word correctly in one minute?</p> <p>SEE BELOW FOR SPAG MATS!</p>	<p>https://myminimaths.co.uk/year-6-week-6-rounding-whole-numbers-friday/</p>

Battle of the Somme

The Battle of the Somme took place during the First World War in France by the River Somme. It began on 1st July 1916 and ended on 18th November 1916. The French army had lost many soldiers to the German army at Verdun. The British Army were ordered to help the French army defend themselves against the Germans.

Trenches

During WWI, huge trenches were dug into the ground wherever there was a battle. The soldiers would live in the trenches and, when ordered to, had to climb up out of the trenches and run towards the enemy troops.

This was called "going over the top". Trenches were muddy, narrow and damp.

1. In which season did the battle of the Somme begin?

2. How long did the battle last?

3. Describe what you think it would have been like in the trenches.



The British Plan

The plan was to fire at the German lines and then advance towards them on foot and fight face to face.

Many British commanders did not think this was a very good strategy, but others like the British General, Douglas Haig, thought it was the best thing to do.

On that first day, the British Army fired 1 738 000 shells at the German trenches. Then they advanced towards them.

It was catastrophic.

Battle of the Somme

The Germans were hardly affected as they hid deep in their trenches. They stayed where they were, and as the British Army came towards them, they started firing.

The British soldiers were mown down by German machine gunfire.

The British Army suffered 20 000 casualties on that first day!

4. Why do you think some commanders didn't think the British plan sounded like a very good strategy?

5. Name two other countries where soldiers from the British Army came from.

The British Plan

Many people in Britain were angry at the huge loss of so many young men, and called it 'The Lost Generation'.

Back in Britain, people began to build simple war shrines in honour of the fallen soldiers. These were simple, wooden tablets with the names of the men carved into them.

Journalists were given misinformation about the battle, and reported that, "German prisoners are surrendering freely and a good many have already fallen into our hands." This was not true.

6. What do you think a 'Lost Generation' means?

7. Why did people build war shrines?

Did you know?

The British Army had soldiers from other countries fighting with them. The men came from Ireland, Newfoundland, South Africa and India.

Battle of the Somme

The End of the War

Winter was closing in. The terrible weather meant men were trying to fight in muddy, boggy fields. Fighting was suspended. The plan was to carry on fighting in February, but the Germans decided to retreat. The battle was officially over on 18th November 1916.

Battle of the Somme Facts

- It had been a terrible battle, with 420 000 casualties for the British Army.
- The French lost 200 000 men.
- The Germans lost 500 000 men.
- Many men from Britain had been grouped together in battalions from the same town. The groups were called British Pals.

8. What does 'fighting was suspended' mean?

9. Why was it a terrible battle?

10. What is your opinion of the Battle of the Somme?



Mo Farah Fact Sheet

Name: Mohamed Muktar Jama Farah
Born: 23 March 1983 in Mogadishu, Somalia

Childhood

Although Mo was born in Somalia, he grew up in West London from the age of 8. He began running at school when his talent was spotted by his PE teacher. He didn't always want a big career in athletics. Instead, Mo's main dreams were actually to become either a car mechanic or to play for Arsenal football club. In his teens, he joined the Borough of Hounslow Athletics Club. He became a very successful junior athlete and won the European Junior 5000m title in 2001.

Achievements

In 2008, Mo travelled to the Beijing Olympic Games but much to his disappointment, he did not make it to an Olympic final. For the next four years, this made Mo train even harder so he could have another go at achieving his ambition of becoming an Olympic champion. On the 4th August 2012, Mo's dream came true at the London Olympic Games. In front of his home fans in the Olympic Stadium, he easily made the finals for both his events - the 5000 and 10,000 metres. In his first final, Mo won the 10,000 metre gold. On the same night, which people went on to call 'Super Saturday', two other gold medals were won for Great Britain by Jessica Ennis and Greg Rutherford. Just a week later on the 11th August 2012, Mo also won the 5000 metres event. This meant Mo made Olympic history as the only athlete to ever win the 5000/10,000m double in their own country. Mo famously celebrated his wins with his own dance pose called the 'Mobot'.

Life after the Olympics

Following his 2012 successes, Mo was given a CBE in The Queen's 2013 New Year Honours List. In Teddington, West London (Mo's hometown), a post box was painted gold to commemorate his Olympic victories.

Despite his advancing age, Mo is still a major competitor in international athletics and, as recently as 2015, he repeated his long-distance gold medal double at the Athletics World Championships. He also does a lot of charity work for The Mo Farah Foundation, which helps provide life-saving aid to millions of starving and diseased people in Mo's birthplace of Somalia. Very generously, every time anyone posts a YouTube video copying his 'Mobot' pose, Mo donates £2 to his charity!

Amazing Fact!

Mo's secret training weapon is his underwater treadmill which he runs on while wearing scuba-diving equipment. He uses this machine three or four times a week when he's in competition training!

Olympic Games and Medals

2012 London Games:

2 gold medals (10,000 metres and 5000 metres)



Mo Farah Comprehension

Answer the following questions using full sentences that give as much detail as possible.

1. Did Mo dream of athletics success from a young age?

2. What was the name of the athletics club that Mo joined as a junior?

3. Why did Mo have a major disappointment in 2008?

4. Name the three GB athletes that won gold medals on 'Super Saturday'.

5. Why was Mo's double Olympic win so special? How did he celebrate?

6. Choose an adjective to describe Mo Farah's character. Explain your choice.

I think Mo is _____ because...

7. Give TWO reasons why you think Mo's charity raises money for Somalia.

8. Explain what Mo Farah has promised to do that proves he is very generous.

The Circulatory System

The circulatory system is in our body. The word 'circulatory' means something that is going round and round in a circle or loop. This is exactly what is happening in our bodies all the time.

What Circulates and Why?

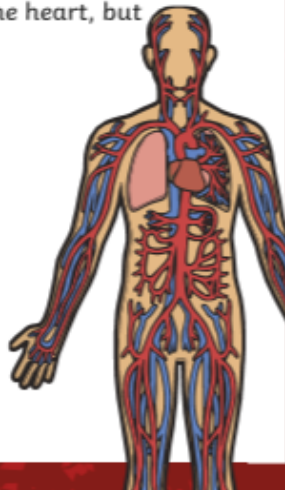
It is your blood that is circulated all around your body, and the blood is doing a really important job...it is taking oxygen all around your body to all the places it needs to go. The oxygen gets collected into your body when we breathe in, and it goes straight to your lungs. It's in the lungs that this oxygen goes into our blood and starts its journey around the body. You could think of the blood cells a bit like delivery drivers that drop off the oxygen to where it needs to be. Oxygen is dropped off all around the body to the capillaries, which are fine blood vessels that transfer the oxygen to all the cells in the body.

The Heart

Literally, the heart is at the heart of it all! Without the heart, no blood would get anywhere around your body. The heart is basically a big pump that constantly pumps the blood around the circulatory system. This happens all the time (even when you are asleep) to keep you alive. There are two loops in the circulatory system; the first goes to and from the heart visiting the lungs to collect oxygen and get rid of carbon dioxide. The other loop is much larger and goes to and from the heart, but travels all around the body in between.

Did you know?

- In the average person, the heart beats about 2,500,000,000 times during a lifetime.
- Amazingly, it only takes about 20 seconds for one red blood cell to go round the whole body.
- Red blood cells last about 4 months before your body makes new ones.



The Other Half of the System

We've talked about the blood in your system collecting oxygen and delivering it all around the body, but it also does another important job. It takes carbon dioxide from your body and back to the lungs to be let out when you breathe out. If we think of our red blood cell delivery drivers again, they also collect the waste and take it away again. So, they are delivery drivers and waste disposers all in one!

Did you know?

- If you put one adult's veins, capillaries and arteries in one long line it would stretch 60,000 miles which would circle the Earth two and a half times!



The Circulatory System Questions

1. Why is it called a 'circulatory system'?

2. What pumps the blood around your body?

3. How long does it take for one red blood cell to go round the body?

4. What is it that your body needs that gets delivered by the blood?

5. What is the final thing your body needs to do to get rid of unwanted carbon dioxide?

6. The larger loop of the circulatory system goes all around to and from your heart, where does the other one visit?

7. In the final paragraph, the author has used an apostrophe to create a contracted word. What should the full words be?

8. Find three conjunctions in the text.

9. What are the blood cells compared to? Why?

What is the most interesting piece of information you have read in this text and why?

1

$4 \times 3 \times 10 =$

2

$63 + 276 =$

3

$\frac{2}{7} + \frac{6}{7} =$

4

$307 \div 1 =$

5

$48 - 25 =$

1 mark

6

$3.8 + 2.19 =$

1 mark

7

$430,010 = 400,000 + \boxed{} + 10$

1 mark

8

$62 \times 6 =$

1 mark

Problem 1

Toby has saved up £52.85.
His big sister has saved up £123.60.

How much have they both saved up altogether?

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Problem 2

The total perimeter of a regular octagon is 296cm.

What is the length of one side?

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Problem 3

Can you find two numbers that add up to 250?

123	222	109	78	115
239	86	72	148	
201	136	129	97	114

twinkl.co.uk

Problem 4

Anne has £8.97.
She buys some fruit. Now she has £5.34.

How much did her fruit cost?

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Problem 5

A factory makes 3.8 litres of lemonade a minute.

How much lemonade is made in 7 minutes?

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Problem 6

A factory uses 112 kilograms of sugar to make 16 batches of lemonade.

How much sugar is used per batch?

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Problem 7

For every 7 eggs that Chicken A lays, Chicken B lays 12.

If Chicken A lays 84 eggs, how many eggs does Chicken B lay?

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Problem 8

Which is greater?

25% of 76

20% of 84

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Problem 9

2357 people go to a concert.
The tickets cost £4.70.

How much money was made?

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Problem 10

Jane travelled 17.6km on a bus,
8.2km by train and then a further
1300m by foot.

How many kilometres has Jane
travelled?

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Problem 11

What is the total of £113.56,
£8.79 and £281.24?

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Problem 12

An apple costs £0.36.

How much would 12 apples cost?

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Problem 13

There is a 25% reduction off of the price of a table.

The original price was £300.

How much is it now?

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Problem 14

There are 92 children in year 6.

One quarter of the year walk to school. 18 children are driven. 23 children cycle.

How many children use other forms of transport?

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Problem 15

831 are getting on a train.

Each carriage seats 60 people.

How many carriages are needed for everyone to be able to sit?

How many spare seats are there?

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Problem 16

1272 people have bought tickets for a concert.

The venue has 30 rows of 42 seats.

How many people will have to stand?

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Year 6 Autumn Term 1 SPaG Mat

4

Section 1

Rewrite this sentence in Standard English.

I didn't see nothing.

Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

apology _____

false _____



Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in', 'im' or 'il' prefixes?



literate

mobile

Section 4

In the spaces, write the word class of each of the underlined words. Use the words from the list given. The first one has been done for you!

The owl and the pussycat went (verb) to sea in a beautiful (_____), pea-green boat. They (_____) took some (_____) honey and (_____) plenty of money wrapped up in (_____) a five-pound note.

preposition verb pronoun adjective
determiner conjunction

Section 5

Can you place the commas in the correct place in these sentences:

The mischievous cat was stuck up the highest tree in the street which meant Mrs Brown had to phone the fire brigade.

Isabelle was learning to play the drums the recorder the piano and the ukulele.

Section 6

Can you add the correct form of the verb to make this a subjunctive mood sentence.

If I _____ a NASA astronaut, I would be brave enough to go on an expedition to Mars.



Year 6 Autumn Term 1 SPaG Mat

5

Section 1

Correct these sentences that are written in non-standard English:

You done good in your work.

I seen you yesterday.

Section 2

The car was stuck in the snow _____

Add a subordinating conjunction and continue the complex sentence.

Section 3

Can you think of the correct 'ei' words to match the definitions?

A person that lives next door _____

The proof of a purchase _____

Section 4

Mr Whoops has got in a terrible muddle turning these root words into new words using the prefixes 'ir' or 'anti'. Can you help him?

relevant _____

social _____



Section 5

Look at the sentences below. Tick all the sentences that are commands.

Where did Benji run off to?

My new trainers are cool.

Take your dishes into the kitchen.

Come back here.

Section 6

Can you mark the parenthesis in this sentence with dashes?

The evil witch a jealous and bitter woman wanted to cast her spells.



Year 6 Autumn Term 1 SPaG Mat

6

Section 1

Circle all the modal verbs in this passage:

Jake might not go to school tomorrow because he has a terrible cold. If he goes to bed early, he could feel better in the morning.



Section 3

Mr Whoops has accidentally jumbled up TWO adverbs that show frequency. Can you help him to unjumble them?

IMESOMSTE VRENE



Section 4

Match each word class label to the correct word in the sentence.

determiner

plural noun

Most of the children had forgotten their kit but Mia had remembered hers.

coordinating
conjunction

possessive
pronoun

Section 2

Write a main clause to go with these subordinate clauses. Add in commas where necessary.

When she arrived at the hotel _____

_____.

even though it was freezing.

Section 5





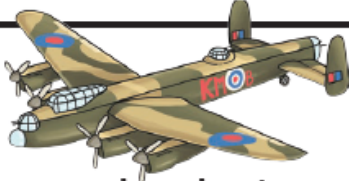




Rewrite this informal sentence in a more formal way.

When the alarm rings, it'd be cool if you got out of bed fairly sharpish.

Section 6

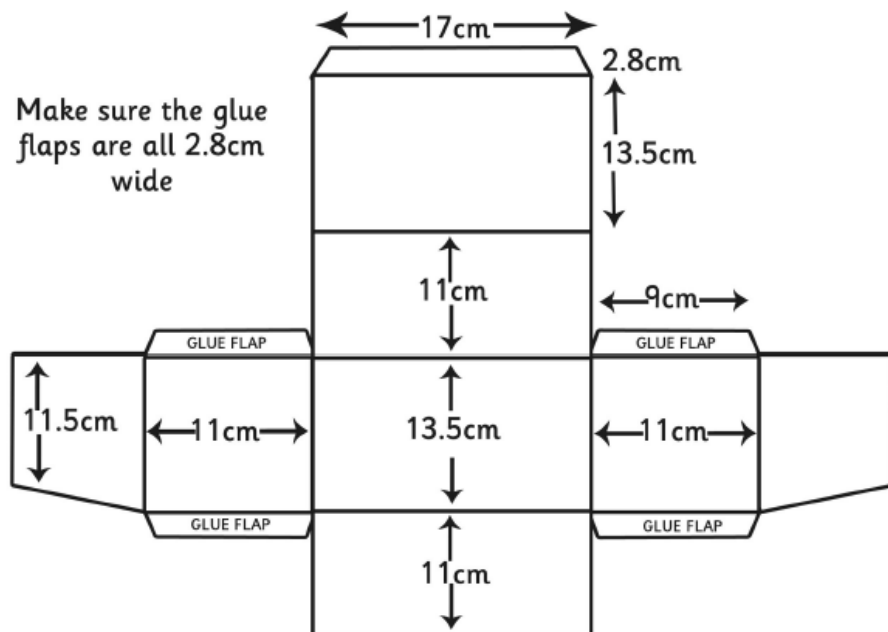
'Change' can be used as a verb and a noun. Write a sentence where 'change' is used as a noun.

SCIENCE AND FOUNDATION SUBJECTS: Choose some of these activities about your WW2 topic. See other ideas below!

<p>Numeracy</p> <ul style="list-style-type: none"> • Research old British currency and write some Second World War maths money problems. • Design a gas mask box; you will need to make a net for a cube or cuboid and construct. • Bake or cook a wartime recipe (remember to be careful when weighing and measuring ingredients). 	<p>Out and About!</p> <ul style="list-style-type: none"> • Write 10 facts about how life has changed since the 1940s. • Research and play outdoor games which would have been played by children in the 1940s. • Design and test out a parachute (using a toy or weight) that would allow a member of the RAF to land safely. • Visit your local library and find information books on the Second World War. 	<p>Literacy</p> <ul style="list-style-type: none"> • Imagine you have been evacuated. Write a letter home to your parents. • Read a Second World War novel and discuss with a friend or family member. • Write a biography on a significant individual from the Second World War. • Write a newspaper report about a significant event during the Second World War. 
<p>Working with Others</p> <ul style="list-style-type: none"> • Play a game of battleships with a friend or family member. • Write a message to a friend or family member using Morse code. • Design your own code with a friend and write messages to each other. • Talk to relatives about members of your family who were alive during the Second World War. Share any exciting stories with the class! 	 <p>Homework Choice Grid The Second World War</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • Write a song to boost morale. • Make a drawing, painting or collage of a Second World War scene. • Make a Second World War artefact, e.g. a medal or a ration book. • Research popular styles of dance in the 1940s. • Learn a wartime song and perform to friends or family members. 
<p>Let's Get Technical!</p> <ul style="list-style-type: none"> • Make a model of an air raid shelter. • Draw and label a plane or tank from the Second World War. • Design a Second World War themed game. • Make do and mend; create a toy using only recycled materials. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Write a dinner menu only using ingredients available during rationing. • Design a safety propaganda poster telling people how to stay safe during the blackout. 	<p>Social Studies</p> <ul style="list-style-type: none"> • Draw or trace a map of the world and mark the countries which were involved in the Second World War. • Research information about conflicts happening right now. • Research and write 10 facts about Anne Frank. • Research the Jewish faith. Write 10 facts about it. 

Make Your Own Gas Mask Box

Using the measurements and the diagram below, along with a ruler, make your own gas mask box and then cut out the instruction label to stick on the back of it.



PACKING OF RESPIRATOR

The respirator should be in box with heavy end standing on bottom of the box.

The transparent eyepiece should lie evenly on top of the container and at full length without any deformation.

WHEN RESPIRATOR IS REQUIRED FOR USE

1. Hold Respirator by the straps.
2. Put on by first putting chin into the facepiece and then draw the straps over the head.
3. Take off by pulling the straps over the head from the back.

DO NOT TAKE THE RESPIRATOR OFF BY PULLING THE CONTAINER UPWARDS OVER THE FACE.

Second World War Cryptogram Facts

1. How many weeks did people believe Second World War would last?

20 23 15 23 5 5 11 19

2. Wartime meals included squirrel tail soup and...

3 18 15 23 16 9 5

3. What were children not allowed to fly in case they were mistaken for enemy planes?

11 9 20 5 19

4. Anderson shelters were covered in soil. What did people grow on top of them?

22 5 7 5 20 1 2 12 5 19
1 14 4 6 12 15 23 5 18 19

5. What did children wear as part of their school uniform?

8 1 20 19

6. One year before Second World War what did the government give out 40 million of?

7 1 19 13 1 19 11 19

7. By 1941 there were 1.3 million...

5 22 1 3 21 5 5 19

8. Who carried dustbin lids with them to shield against heat when putting out fire bombs?

6 9 18 5

23 1 20 3 8 5 18 19

m	13	z	26
l	12	y	25
k	11	x	24
j	10	w	23
i	9	v	22
h	8	u	21
g	7	t	20
f	6	s	19
e	5	r	18
d	4	q	17
c	3	p	16
b	2	o	15
a	1	n	14

Science

Fireworks in a Glass

You Will Need

- Warm Water
- Oil*
- A Tall Glass
- Food Colouring



This is a very cool, simple and fun experiment, and also completely safe, just don't drink the water!

Method

- 1 Fill the tall glass with warm water.
- 2 Pour a small amount of oil into another container and add a few drops of food colouring.
- 3 Give it a good stir, if it doesn't mix, add a bit of water.
- 4 Pour the food colouring and oil mixture into the warm water and watch the fireworks!

The Science Bit

Oil and water don't mix. Also oil is less dense than water (meaning there is less of it in the same volume) and therefore floats on top of water in a nice layer. The food colouring we used was water based and therefore does not mix with the oil, instead it sinks through the oil into the water below. Since the addition of the colouring makes the food colouring heavier than the water, it sinks to the bottom leaving trails (resembling fireworks) as some of the colour diffuses into the water.

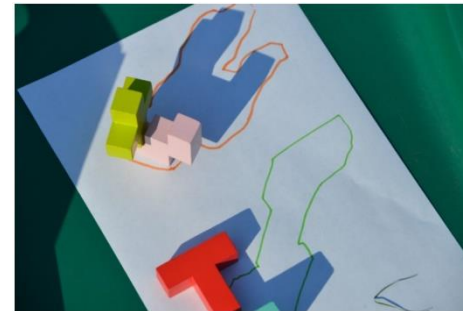
SHADOW FRAME

Make a **shadow frame** using cardboard and contact paper. This is great for experimenting with different shapes and types of materials. Try **translucent** and **opaque** materials to investigate how the colour of the shadow changes.

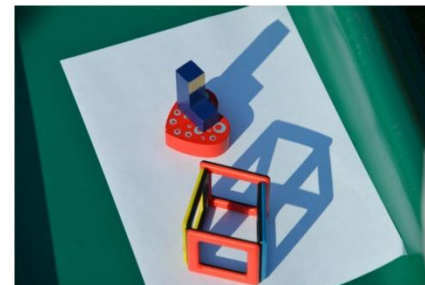


DRAW SHADOWS

Use building blocks to make shapes you can draw around. How does the shadow change if you rotate the block? Is the shadow different at different times of day?



Can you make some 3D shapes shadows to draw?



Only do cooking at home with an adult!



The recipe card is titled "Halloween Pumpkin Pie" in a large, stylized font. The background features a Halloween-themed illustration with a haunted house, a witch flying on a broom, and a jack-o'-lantern. The card is divided into three main sections: Ingredients, Equipment, and Method. The Ingredients section lists items like pumpkin, shortcrust pastry, flour, sugar, salt, nutmeg, cinnamon, eggs, butter, milk, and optional chocolate. The Equipment section lists items like a hob, oven, saucepan, colander, rolling pin, tart tin, baking paper, beans, fridge, bowls, spoon, blender, and a bowl for melting chocolate. The Method section contains 11 steps, from preheating the oven to serving the chilled pie. There are also small illustrations of a slice of pie and a whole pie.

Halloween Pumpkin Pie

Ingredients

- 750g pumpkin (peeled, deseeded and cut into chunks)
- 350g sweet shortcrust pastry
- plain flour for dusting
- 140g caster sugar
- $\frac{1}{2}$ tsp salt
- $\frac{1}{2}$ tsp fresh nutmeg (grated)
- $\frac{1}{2}$ tsp cinnamon
- 2 eggs (beaten)
- 25g butter (melted)
- 175ml milk
- 150g chocolate (optional)

Equipment

- hob and oven
- large saucepan
- colander
- rolling pin
- 22cm loose-bottomed tart tin
- baking paper and baking beans
- fridge
- two large bowls
- wooden spoon
- hand blender
- saucepan and bowl to fit on top for melting chocolate if using

Method

1. Put on an apron, wash your hands and then preheat the oven to 180°C (160°C fan).
2. Boil the chopped pumpkin in a saucepan of water for about 15 minutes, or until tender, and then drain.
3. Roll out the pastry on a floured surface. Once rolled, line the tart tin with the pastry and chill in the fridge for 15 minutes.
4. Line the chilled pastry with baking paper, add baking beans and bake in the oven for 15 minutes.
5. Once cooled, remove the beans and paper and cook for a further 10 minutes, until the base is golden.
6. Take the pastry base out of the oven and let it cool, before turning up the oven to 220°C (200°C fan).
7. Put the cooled, drained pumpkin in a large bowl and blend until smooth.
8. In a different bowl, mix the sugar, nutmeg, salt and cinnamon. Then, add the eggs, butter and milk and stir.
9. Finally, add the pumpkin purée to the bowl and mix well.
10. Pour the mixture into the tart casing and cook for 10 minutes. Then, turn down the temperature to 180°C (160°C fan) before baking for a further 35-40 minutes, until the filling has set. Leave to cool.
11. For optional decoration, melt the chocolate in a bowl over a saucepan of hot water and then use to create a spooky Halloween pumpkin face! Serve chilled.