





Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading comprehension</p> <p>Take a look at last year's SATs reading test and see how you would have done!</p> <p>https://www.gov.uk/government/publications/key-stage-2-tests-2019-english-reading-test-material</p> <p>Read the first 2 sections: The Park and Factsheet: About Bumblebees</p> <p>Answer questions 1-27</p> <p>(you can finish the third section next Monday)</p>	<p>The Piano</p> <p>Watch this short film by Aidan Gibbons https://www.youtube.com/watch?v=gEAnre-s4-o</p> <p>What did you like/dislike about the film? Why?</p> <p>What did the film remind you of? Did it remind you of anything you have ever seen or read, or did it remind you of anything that has happened to you?</p> <p>What patterns did you spot in the film?</p> <p>What puzzles and questions did the film leave you with?</p> <p>Bronze: Write a caption for each of the film stills</p> <p>Silver: Write a caption using uplevelled vocabulary</p> <p>Gold: Add more detail using conjunctions</p>	<p>Storyboard.</p> <p>Watch the film again and make a list of the scenes</p>  <p>Storyboard: Sequence the events of the film and create a storyboard explaining the story</p> <p>Bronze: Write a sentence explaining each picture</p> <p>Silver: use conjunctions to add subordinate clauses</p> <p>Gold: Vary the position of your subordinate clause by using the conjunction at the beginning or middle of your sentence</p>	<p>Story draft.</p> <p>Use your storyboard to help you to write the story of 'The Piano'. Write a paragraph for each picture. Use high quality vocabulary to describe what you see and how the old man is feeling</p> <p>Bronze: Use adjectives to describe</p> <p>Silver: Use adjectives and adverbs to describe</p> <p>Gold: Use a combination of powerful verbs and adjectival and adverbial phrases to describe</p>	<p>Edit and publish.</p> <p>Look at the writing targets and edit and improve your story - maybe you can get someone with your family to help with this?</p> <p>When you are happy with your story, write out a final copy in your neatest handwriting.</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
<p>Somewhere quiet where you can concentrate!</p>	<p>High level vocabulary list</p> <p>Look up the meaning of any words from the high level list that you don't already know</p> <p>https://kids.wordsmysht.net/we/</p>	<p>Use the list of conjunctions to help you</p> <p>Remember to use commas if your subordinating conjunction is at the beginning or in the middle of your sentence</p>	<p>Verb - action/doing word</p> <p>Adjective – describes the noun</p> <p>Adverb – describes the verb</p> <p>e.g. The man played the piano</p> <p>The old man's bony fingers played the piano.</p> <p>The old man's gnarled fingers fluttered shakily across the yellowing piano keys</p>	<p>Vocabulary - How many words from the vocabulary bank can you use to uplevel your writing?</p>



Week 2				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Reading comprehension</p> <p>https://www.gov.uk/government/publications/key-stage-2-tests-2019-english-reading-test-material</p> <p>Read the third section: Music Box</p> <p>Answer questions 28-39</p>	<p>Read author profiles</p> <p>Read these three author profiles from their websites:</p> <p>http://jennifergraybooks.com/about-me/ https://www.anthonysrowitz.com/about https://www.juliadonaldson.co.uk/about.htm</p> <p>Take notes as you read their profiles. What do you think are the most important facts about each author?</p> <p>How formal/informal is the style of each profile? Give examples from the text to demonstrate</p> <p>Formal/informal writing</p>	<p>Active /passive voice</p> <p>Look at the revision for active/passive voice Which of the sentences are passive voice and which are active?</p> <p>Bronze: Which of the sentences are passive or active</p> <p>Silver: Find 3 examples of passive and three of active in your reading book</p> <p>Gold: Sentences using passive voice do not always include the word 'by' . Think of, or find in your book, 3 examples that prove this</p>	<p>Formal/informal writing</p> <p>Read Naughty Dog Blog</p> <p>Look at the informal writing features. Which of these features can you find in the blog-post?</p>  <p>Re-write the paragraph Bad Dog! much more formally.</p> <p>Bronze: rewrite a paragraph</p> <p>Silver: Use an formal, style</p> <p>Gold: Change active to passive and use more formal vocabulary</p>	<p>Write a blog post</p> <p>Can you write your own blog post using an informal style? It doesn't have to be about pets – choose something you are interested in and know a lot about</p> <p>Bronze: Write a paragraph on a chosen topic</p> <p>Silver: Use an informal, chatty style</p> <p>Gold: Use a range of informal writing features</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
<p>When you have finished, use the mark scheme to go through your answers.</p> <p>How did you do?</p>	<p>Use the formal/ informal writing features provided to help you</p>	<p>Active /passive voice revision card</p> <p>Active passive sentences</p> <p>Reading book</p>	<p>formal/ informal writing features</p>	

Week 1

The Piano

- What do you think is happening in each film still?
- Write a caption for each one to explain.



- Watch the film again and make a storyboard of the key scenes in the film. You can draw pictures with a sentence to explain, or just write if you prefer. This will be the plan for tomorrow's writing

Bank of high level vocabulary

Colours: saffron, indigo, scarlet, azure, emerald, hazel, turquoise, jaundiced, pea green, cyan, magenta, burgundy, cherry, ruby, sapphire, crimson, bloodshot, vermilion, maroon, auburn, chestnut, cobalt, aquamarine, navy, khaki, camouflage, vanilla, , pearly white, antique white, violet, beech, cadet blue, firebrick, tomato, coral, orchid, honeydew, ivory, lemon, peach, plum, gold, lavender, beige, fuchsia.

Dramatic Verbs: snared, disturbed, smashed, blazed, swayed, tormented, straggling, lacerating, plunged, clashed, crackled, penetrated, blistering, jolted, splitting, darted, collapsed, trembled, engulfed, scurried, flickered, twitched, shattered, obliterated, throbbing, shuddered, exploded, oozed, quivered, gushed, raged, toiled, twisting, , writhed, swelled, crept, flapped, collided, pummelled, punctured, dissolved, clenched.

Emotions: apprehension, solemnity, melancholy, underlying guilt, nausea, ennui, jealous, depressed, heartbroken, crestfallen, despondent, anxiety, vexed, morose, confused, hostile, ecstatic, elated, hatred, shame, contempt, pity, envy, benevolence, boredom, restlessness, bewilderment, awe, humiliation, suspicious, impatient, panic-stricken, disbelief, exasperation, resentment, defiance, curiosity, expectation, remorse, exhilaration,

Adjectives: rigorous, merciless, relentless, arduous, rigid, vile, deformed, jagged, serrated, furtive, repulsive, monstrous, intolerable, distinct, prodigious, perilous, ghastly, vast, transparent, ruinous, obscure,

Words to create an interesting character: mute, hesitant, aloof, prodigious, insolent, dispassionate, timid, bashful, surreptitious, indifferent, detached, unapproachable, intriguing, negligent, irresponsible, isolated, irritable, impudent, compelling, edgy, cantankerous, evasive, deceitful, fiery, impulsive, fervent, introverted, eccentric, callous, amoral, immoral, fickle, sentimental, compassionate, eager, inquisitive, indecisive, naïve, infatuated, affectionate, threatening, vicious, unpredictable, cynical, pessimistic, impertinent,

Adjectives for describing food: bittersweet, acidic, peppery, spicy, tangy, sweet, flavoursome, fruity, bitter, sour, salty, sapid, citrus, appetising, sharp, sugary, insipid, bland, stale, watery, succulent, unpalatable, savoury, lukewarm, tingle, aftertaste,

Sound Nouns: click, whisper, hush, silence, tiptoe, creak, tap, thud, knock, din, tone, resonance, vibration, ring, toll, chime, echo, scream, thump, yell, bawl, screech, wail, yelp, roar, shriek, bang, shout, uproar, babble, clunk, tick, inaudible, rattle, plod, hum, whirr, rev, crunch, beep, rumble, squeak, clatter, snore, bleep, yawn, snorted,

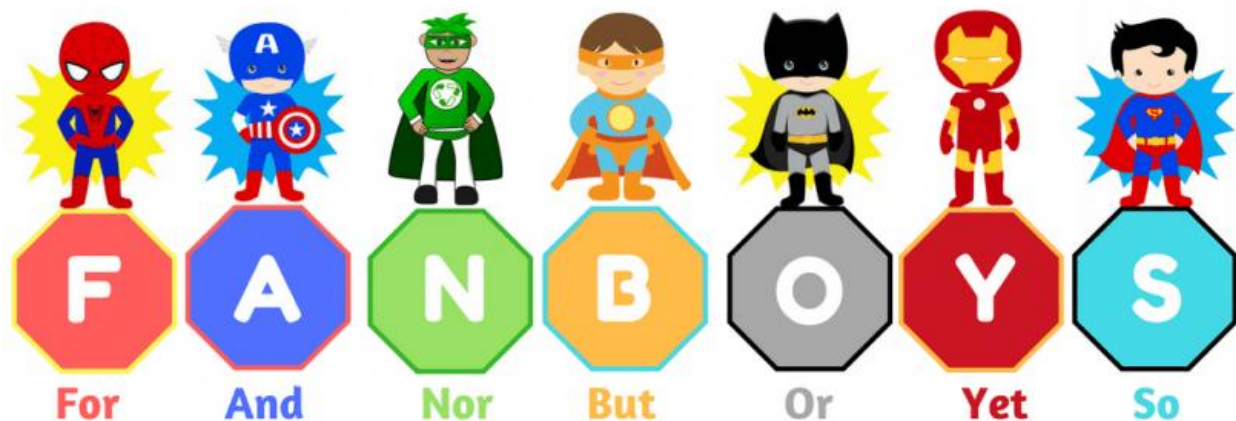
Subordinating conjunctions

A subordinating conjunction joins a subordinate clause to a main clause.

after	if	though
although	in order that	unless
as	now that	until
because	once	when
before	since	whenever
even if	so that	where
even though	than	wherever
how	that	while



Co-ordinating Conjunctions



These words join words, phrases and clauses.

Informal Writing Features

<i>Feature</i>	<i>Example</i>
<p>Colloquial, non-Standard English vocabulary</p> <p>Looks and sounds very much like spoken English</p> <p>Rhetorical questions and asides</p> <p>Contains contractions and abbreviations</p> <p>May use onomatopoeic words</p> <p>Makes use of clichés, idiomatic expressions and other figures of speech</p> <p>Short sentences, sometimes incomplete and using parenthesis, dashes or dots</p> <p>Frequently written in the first person form and making use of second person pronouns</p> <p>Often uses the active voice</p>	<p>mates <i>rather than</i> acquaintances grabbed the spuds <i>rather than</i> collected the potatoes</p> <p>Making a paper plane? The best way to use a piece of A4 – ever!</p> <p>So, what's new in the world of sport?</p> <p>The weather forecast was good (yeah, right!).</p> <p>should've <i>rather than</i> should have telly <i>rather than</i> television wanna <i>rather than</i> want to</p> <p>Whoosh, zingy, kaboom!</p> <p>You could have knocked the boffins down with a feather <i>rather than</i></p> <p>Scientists were extremely surprised by the results</p> <p>Mind you, you never know...</p> <p>So – let's check out what's new.</p> <p>Football (boring!)</p> <p>I'm going to tell you why you and your friends will love it <i>rather than</i></p> <p>It is anticipated that many people will be delighted.</p> <p>You then join the pieces of wood together <i>instead of</i> The pieces of wood are then joined together.</p>

Week 2 – Wednesday

Active Voice/Passive voice revision

Active Voice

Active voice is when the **subject** 'does' the **verb**.

Max was doing the *pulling*.

Max pulled the cart.

The *dog* was doing the *eating*.

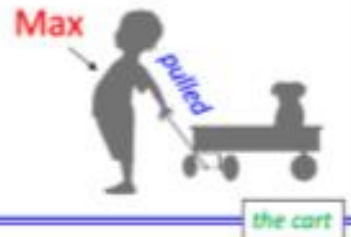
The dog ate the sandwich!

The *dog* was doing the *chasing*.

The dog chased the cat.

SUBJECT **VERB** **OBJECT**

The **subject** 'acts' out the **verb** in the active voice.



ACTIVE:
SUBJECT DOES
THE **VERB**

Choosing Active and Passive Voice

PASSIVE:
VERB DONE
TO **SUBJECT**

You can *change the emphasis* of a sentence through the **voice** you use.

emphasis on **the dog**

The dog chewed the carpet.

emphasis on **the carpet**

The carpet was chewed by the dog.

emphasis on **the carpet** –
dog off the hook!

The carpet was chewed.

ACTIVE

PASSIVE

PASSIVE



Week 2 – Wednesday


Active Voice/Passive voice revision

Passive Voice

Passive voice changes the emphasis of a sentence.

Passive voice is when the **verb** is done to the **subject**.

This clause is about the glass .	<i>The glass was broken by the dog.</i>	The verb to drop happened to the glass .
This clause is about the pie .	<i>The pie was eaten by the dog.</i>	The verb to eat happened to the pie .
This clause is about the cat .	<i>The cat was chased by the dog.</i>	The verb to chase happened to the cat .



Choosing passive voice

ACTIVE:
SUBJECT DOES THE VERB

Passive voice is sometimes used in **formal** or **generalised** writing...

Five portions of fruit should be eaten every day. — By people in general.

Care must be taken when using power tools. — It does not matter who stirred it.

The mixture was stirred.


or when elements are **unknown**

My bag has been stolen. — I do not know who stole it.

or to **hide** information

The hospital was unavoidably closed. — I don't want you to know who was responsible.

Football cards have been banned at our school.



Week 2 - Wednesday

Active and Passive Voice Practice

1. Copy each of these sentences and indicate whether it is active or passive.
The first one has been done for you.

John posted his comments on the blog. **Active**

The stick was carried home by the dog.

Abi picked up her towel.

Rain lashed the windows all night.

Lunch was cooked by Mrs Darwin in the school kitchen.

The roof was covered by moss.

The party was given by Ben, Chris's big brother.

2. Rewrite these **active** sentences as **passive** sentences. *The first one has been done for you.*

The cat scratched the girl. **The girl was scratched by the cat.**

The teacher rang the bell.

The rain soaked my coat and boots.

The vast mountain overshadowed the tiny cottage.

The manager threw open the doors at 9am.

The sea wall held back the waves all night.

Week 2 - Thursday

Naughty Dog Blog

Has anyone else got this dog trouble? I love my dog **BUT**...

Honestly... I just cannot believe it! Turn your back for just 5 mins and that's it! Another catastrophe has occurred.

Here's my week so far!

Monday – removed my oldest, most P R E C I O U S, soft toy (yes! I have had it since I was a baby!) from my bed and took it downstairs.

She's not even supposed to GO upstairs ...

How she got the crown I honestly DO NOT KNOW! I can only assume that she crawled under the desk in my room and it fell on her. Princess or what?



Not a good start to the week – mine not hers I mean!

Tuesday – got into the rubbish bin in the kitchen and created H A V O K, and I mean havoc! She practically destroyed the bin **AND**

stinky horrible yukky slimy bits of old food half-eaten sandwiches rotten fruit disgusting remains potato peelings ancient cheese mum had thrown out and yes, even some porridge that my baby sister hadn't eaten

were all over the floor!

To add insult to injury, the dog had been sick – ON the sofa!

I ask you. What can an owner do?

Week 2 - Thursday

Rewrite this paragraph in a more formal style

Bad Dog!

You come home from work and it looks like the rubbish men have tipped the entire street's rubbish into your kitchen? Yep, your dog has probably got into the bins and had a huge feast. In the process they have spread rubbish all over your kitchen. One of the worst things about your dog getting into the rubbish is worrying about what they might have eaten. If you are really unlucky they will get a funny tummy from eating things they really shouldn't have. If this happens it's probably best to invest in a doggy proof bin.



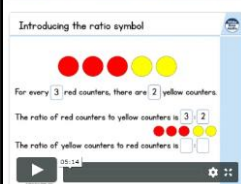
Week 1

Monday

Introducing the Ratio symbol

Watch video (summer term wk 10, lesson 1)

Lesson 1 - Introducing the ratio symbol



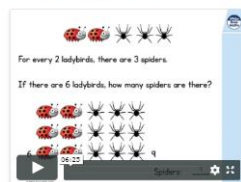
Bronze: Use the ratio symbol : with 'for every...there are...' language to compare 2 sets of objects
Silver – Use the ratio symbol : with 'for every...there are...' language, and linking ratio and fractions knowledge to compare 3 objects out of sequence.
Gold – Solve ratio word problems

Tuesday

Calculating Ratio

Watch video (summer term wk 10, lesson 2)

Lesson 2 - Calculating ratio



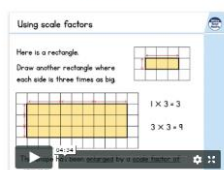
Bronze - Calculate ratios of two groups, scaling up using 2 and 10 times tables. Using pictorial representations to support.
Silver - Calculate ratios of up to three groups, where ratios may need simplifying.
Gold – Solve ratio word problems

Wednesday

Using Scale Factors

Watch video (summer term wk 10, lesson 3)

Lesson 3 - Using scale factors



Bronze - Use scale factors involving whole numbers only.
Silver - Use scale factors involving whole numbers and decimals and some scaled factors increased by a half.
Gold Identify the measurements of the original shape using the given scale factor.

Thursday

Ratio and Proportion Problems

Watch video (summer term wk 10, lesson 4)

Lesson 4 - Ratio and proportion problems



Bronze - Solve ratio and proportion problems involving 2 objects, where scale factors are double, half or ten times.
Silver – Solve ratio and proportion problems. Using 3 objects, where scale factors are not always direct multiples or factors, and where some ratios are simplified.
Gold - Calculate the perimeter of 2 shapes. Scale factors are not always direct multiples. Some measurements are decimals.

Friday

Friday maths Investigation

Persuade the people you live with to play cards and use your maths skills to win!

If you don't have a pack of cards, you can use home made digit cards

Things to help you:

<https://whiterosemaths.com/homelearning/year-6/>

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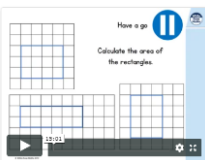
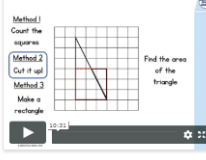
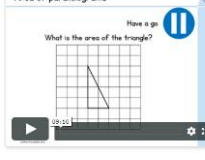
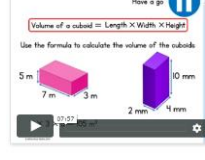
Things to help you:

<https://whiterosemaths.com/homelearning/year-6/>

Things to help you:



Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Area and Perimeter of compound shapes Watch video (summer term wk 9, lesson 1)</p> <p>Lesson 1 - Area and perimeter</p>  <p>Bronze: Find perimeter of a compound shape with measurements given Silver: Find area and perimeter of a compound shape with missing values Gold: Look at the gold challenge and explain your reasoning</p>	<p>Area of a triangle Watch video (summer term wk 9, lesson 2)</p> <p>Lesson 2 - Area of triangles</p>  <p>Bronze: Find the area of a triangle Silver: Find and correct an error Gold: Solve a multi-step problem</p>	<p>Area of a parallelogram Watch video (summer term wk 9, lesson 3)</p> <p>Lesson 3 - Area of parallelograms</p>  <p>Bronze: Find the area of a parallelogram Silver: Find and correct an error Gold: Solve a multi-step problem</p>	<p>Volume of cuboids Watch video (summer term wk 9, lesson 4)</p> <p>Lesson 4 - Volume of cuboids</p>  <p>Bronze: Find the volume of a cuboid with cubes drawn in Silver: Use a formula to find the volume of a cuboid Gold: Solve a multi-step problem</p>	<p>Friday maths investigation</p> <p>How many different cuboids can you find that have a volume of 48cm³?</p> <p>How do you know that you have found all possibilities?</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
https://whiterosemaths.com/homelearning/year-6/ Area – space inside a 2D shape Perimeter – distance around a 2D shape	https://whiterosemaths.com/homelearning/year-6/ Area of a triangle: $\frac{\text{Base} \times \text{height}}{2}$	https://whiterosemaths.com/homelearning/year-6/ Area of a parallelogram: Base x height	https://whiterosemaths.com/homelearning/year-6/ Volume of a cuboid: Length x width x height	

Monday - Week 1

Introducing the ratio symbol

Bronze

2a. Match the cards to the correct image.

A. 1:9 pens to pencils	
B. 4:1 pens to pencils	
C. 3:2 pencils to pens	

3a. Write a statement to describe the ratio of 4:1 shown below.

4a. Circle the odd one out by matching the ratios to the description.

1:5	striped sock to spotty sock
5:1	spotty sock to striped sock
5:2	

Silver

10a. Match the statements that mean the same thing.

A. 1:3:5 apples to oranges to pears	1. For every apple, there are 2 oranges and 4 pears.
B. 5:3:1 apples to pears to oranges	2. For every apple, there are 5 pears and 3 oranges.
C. 1:2:4 apples to oranges to pears	3. For every orange, there are 5 apples and 3 pears.

11a. Write a statement to describe the ratio of 1:3:4 shown below.

12a. Circle the odd one out by matching the ratios to the description.

2:2:5	corn to peas to carrots
2:5	
5:2:2	corn to carrots

Gold

<p>9a. For every 12 geese on a farm, there are 6 sheep and 4 goats. There are 44 animals on the farm altogether.</p> <p>One third of the geese go missing one morning.</p> <p>What is the new simplified ratio of geese to sheep and goats?</p> <p>What is the new total number of animals?</p>	<p>9b. For every 2 three year old boys at nursery, there are 4 two year old boys and 2 four year old boys. There are 24 boys altogether.</p> <p>The number of two year old boys increases by half.</p> <p>What is the new simplified ratio of 3, 2 and 4 year old boys?</p> <p>What is the new total number of boys?</p>
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Tuesday - Week 1

Calculating ratio

Bronze

1a. Use the image below to complete the ratio statements.



For every ___ oranges, there are ___ pears.

:

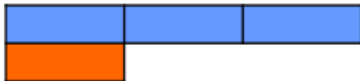
If there are 8 oranges, how many pears will there be?



VF

2a. There are 40 pencils and pens in a box. For every 1 pencil, there are 3 pens. Use the bar model to help you calculate:

How many pencils altogether?
How many pens altogether?



VF

Silver

8a. There are 24 goals scored during a match. For every 3 goals scored by the home team, there is 1 goal scored by the away team. Use the bar model to help you calculate:

How many home goals altogether?

How many away goals altogether?



VF

9a. What is the simplified ratio of crisps to chocolate to sweets?

There are 4 bags of crisps for every 8 chocolates and 2 sweets.

: :

Use the ratio to calculate how many treats there will be altogether if there are 12 bags of crisps.

chocolates

sweets

treats altogether



VF

Gold

8a. A shopkeeper is organising the drinks shelf. She wants the drinks to follow the ratio 3 cherry to every 2 cola and 1 soda.

Have the drinks been arranged correctly?



Explain your answer.



R

9a. For every 12 geese on a farm, there are 6 sheep and 4 goats. There are 44 animals on the farm altogether.

One third of the geese go missing one morning.

What is the new simplified ratio of geese to sheep and goats?

What is the new total number of animals?

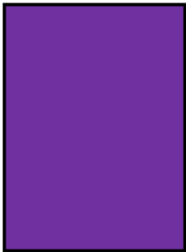

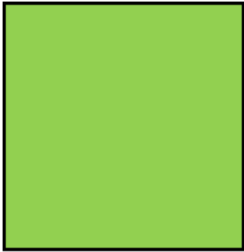



PS



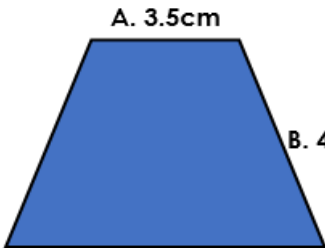

Wednesday – Week 1

Using Scale factors

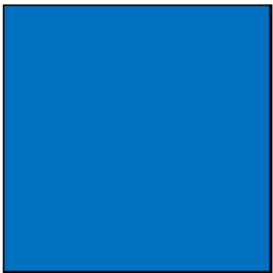




Bronze

<p>1a. Enlarge this shape by a scale factor of 3.</p>  <p>3cm</p> <p>5cm</p> <p> Not to scale VF</p>	<p>1b. Enlarge this shape by a scale factor of 4.</p>  <p>4cm</p> <p>4cm</p> <p> Not to scale VF</p>
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Silver

<p>7a. Enlarge this shape by a scale factor of 3.</p>  <p>4.15cm</p> <p>3.25cm</p> <p> Not to scale VF</p>	<p>9b. Enlarge this shape by a scale factor of 2.</p>  <p>A. 3.5cm</p> <p>B. 4.15cm</p> <p>C. 5.25cm</p> <p> Not to scale VF</p>
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Gold

<p>7a. This square has been enlarged by a scale factor of 4. Find the perimeter of the original shape.</p>  <p>12.08cm</p> <p> Not to scale PS</p>	<p>8a. Ashleigh says,</p>  <p>If I enlarge the shape by a scale factor of 3.5, the new area will be 112.7cm^2.</p>  <p>4.6cm</p> <p>2cm</p> <p>Is she correct? Explain your answer.</p> <p> Not to scale R</p>
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Thursday - Week 1

Ratio and Proportion Problems

Bronze

Silver

1a. Shape A has been enlarged by different scale factors to make shapes B and C.

Shape	Length	Width
A	5cm	7cm
B		14cm
C	50cm	

Calculate the missing measurements.



VF

2a. True or false?

I need 1 banana for every 3 apples.

If I have 8 pieces of fruit, I will have 3 apples.



VF

11a. The ratio of cupcakes to donuts and cookies is 6:1:7

Sarah has 70 treats in total.

Calculate the number of cupcakes, donut and cookies.



VF

12a. Omar is buying baking ingredients.

The ratio of flour to sugar to butter is 125:150:90.

If he buys 750g of flour, how much sugar and butter will he need?



VF

Gold

8a. To create 10 cards the instructions say to use 20 straws, 50 sequins and 2 pots of glitter.

Lily says,



To make 3 cards I will need 6 straws, 15 sequins and two fifths of a pot of glitter.

Hafsa says,

To make 4 cards I will need 8 straws, 20 sequins and four fifths of a pot of glitter.



Who is correct? Explain your answer.



R

9a. Below are two isosceles triangles. Triangle B has been enlarged from triangle A by a scale factor of 2.5

Calculate the perimeter of each triangle.



A



B

17.5cm

12.5cm

Not to scale

PS

Friday week 1 – Card Games!

You will need:

- A set of playing cards with the pictures and tens cards removed,
OR four sets of 1-9 digit cards (see resources)

High/low

Deal three cards to each player, one facing up and two facing down.

The dealer says high or low, and then turns over his/her two remaining cards. (e.g. 4 and 5) multiplies them together and adds on the first card, e.g. $3 \times 4 + 5$.

Each person then does the same.

If the dealer said high, you earn a point if your answer is higher than the dealer's.
If the dealer said 'low' you earn a point if your answer is lower than the dealer's.

The winner is the person with most points after five rounds (or more if you wish!).

Singles

Deal four cards to each player.

Each player tries to use their cards with any operations to make a number sentence which gives a single-digit answer.

For example, if you have cards 3, 6, 8 and 9, you could have
 $9 + 8 - 6 - 3 = 8$, or $93 - 86 = 7$.

Remember to use brackets, if necessary, to show the correct order of operations.

Week 1 - Answers

Monday – Introducing the Ratio symbol

Bronze

- 2a. A: picture 3; B: picture 1; C: picture 2
3a. There are 4 bees for every 1 ladybird.
4a. 5:2 is the odd one out. .

Silver

10a. A: 2; B: 3; C: 1.

11a. For every plain sock, there are 3 spotty and 4 striped.

12a. 5:2:2 is the odd one out.

Gold

- 9a. Various answers, for example: 9:20:1, 9:19:2, 9:18:3
9b. Various answers, for example: 1:5:9, 2:5:8, 3:5:7

Tuesday – Calculating Ratio

Bronze

- 1a. 4 oranges, 2 pears (accept 2 oranges, 1 pear). Ratio = 4: 2 (2:1). 4 pears.
2a. 10 pencils, 30 pens.

Silver

- 8a. 18 home goals, 6 away goals.
9a. 2:4:1. 24 chocolates and 6 sweets, 42 treats altogether.

Gold

- 8a. No there are 1 too many sodas.
9a. 4:3:2, 36 animals (16 geese, 12 sheep, 8 goats).

Wednesday – Using scale factors

Bronze

- 1a. A rectangle; width 9cm; height 15cm
1b. A square; height 16cm; width 16cm

Silver

- 9a. A rectangle; height 9.75cm; width 12.45cm
9b. A trapezium; A: 7cm B: 8.3cm C: 10.5cm

Gold

- 7a. 12.08cm
8a. Yes because the sides increase to 16.1cm and 7cm. $16.1\text{cm} \times 7\text{cm} = 112.7\text{cm}$

Thursday – Ratio and Proportion Problems

Bronze

- 1a. B 10cm, C 70cm
2a. False. There will be 6 apple

Silver

- 11a. 30 cupcakes, 5 donuts, 35 cookies
12a. 900g sugar, 540g butter

Gold

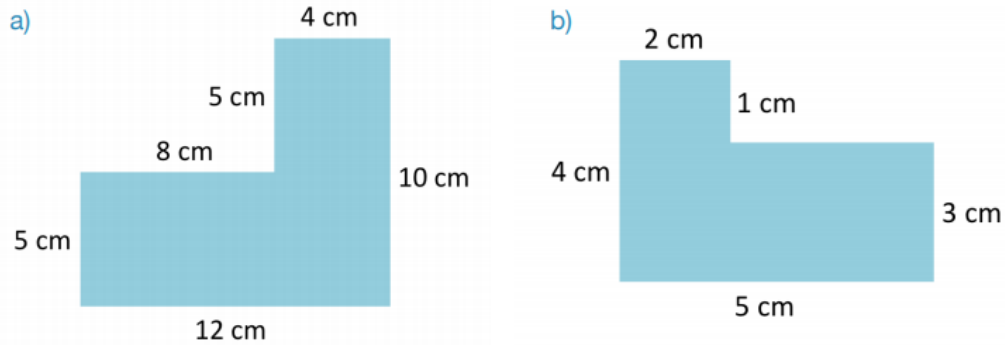
- 8a. Hafsa is correct; she has found the amount needed for one card and increased this by a scale factor of 4.
9a. A. P = 19cm, B. P = 47.5cm

Week 2

Monday - Area and Perimeter of compound shapes

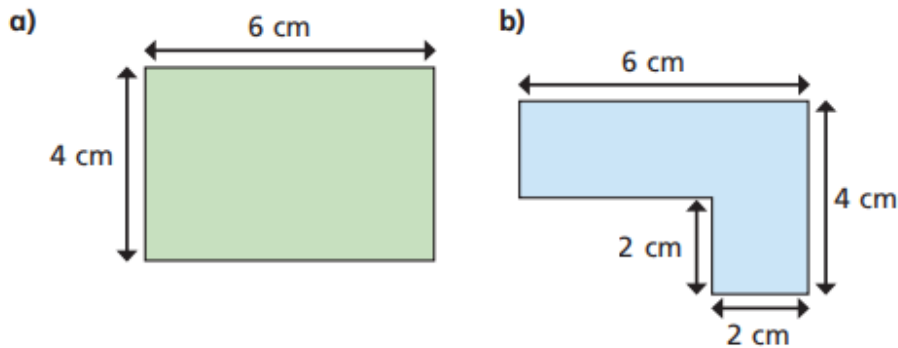
Bronze

Calculate the perimeters of the following compound shapes



Silver

Work out the areas and perimeters of the shapes.



Gold



Tommy

If you start with a rectilinear shape, when you increase the area, the perimeter will increase.

It depends on the shape.



Amir

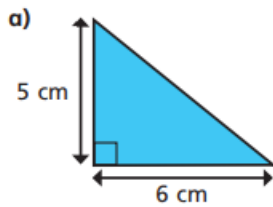
Who do you agree with? _____

Draw some examples to support your answer.

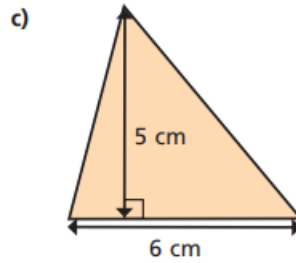
Tuesday - Area of a triangle

Bronze

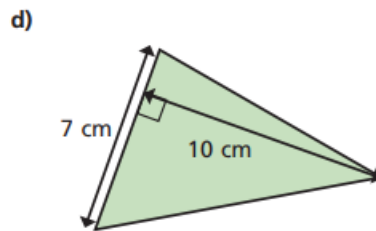
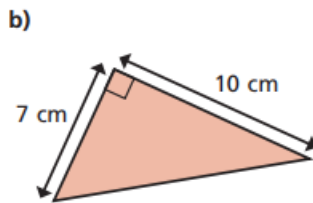
Calculate the area of the triangles.



area = cm²

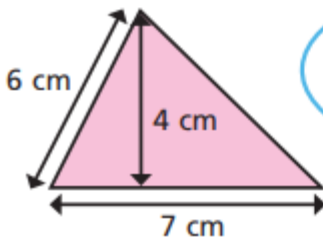


area = cm²



Silver

What mistake has Dora made?

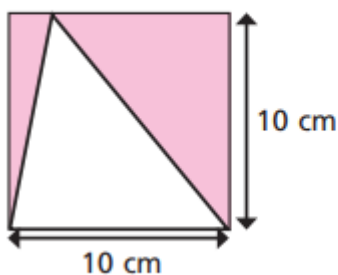


To find the area you do
 $7 \times 6 \div 2 = 21 \text{ cm}^2$



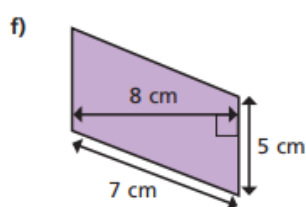
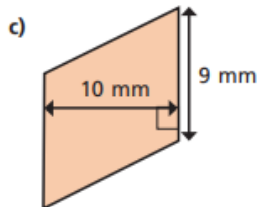
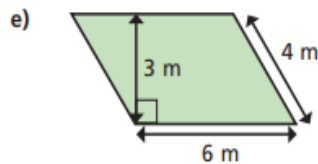
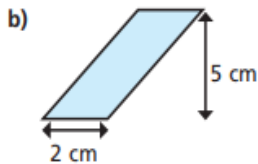
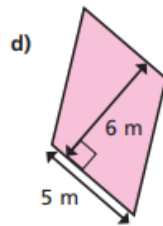
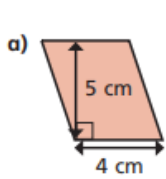
Gold

Find the area of the shaded region.

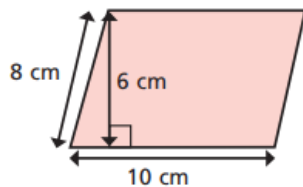


Wednesday – Area of a parallelogram

Bronze Calculate the areas of the parallelograms.



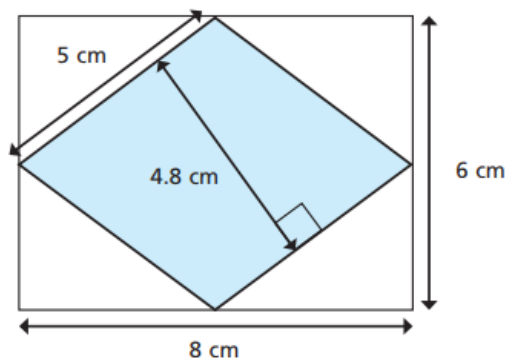
Silver Huan is finding the area of the parallelogram.



$$10 \times 8 = 80 \text{ cm}^2$$

a) What mistake has Huan made?

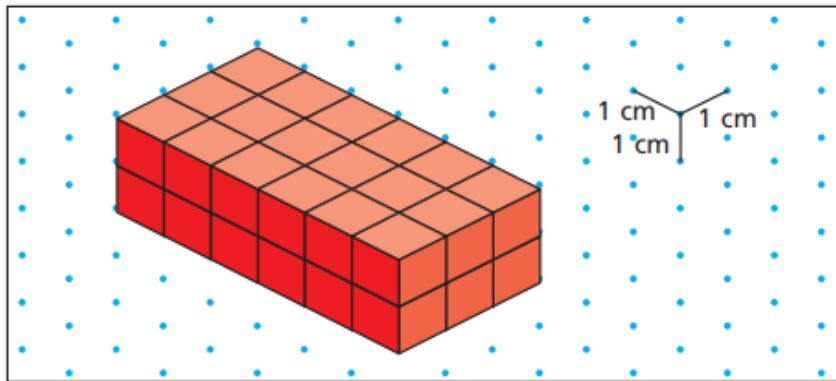
Gold Here is a rhombus inside a rectangle.



a) Calculate the area of the rhombus.

Thursday – Volume of a cuboid

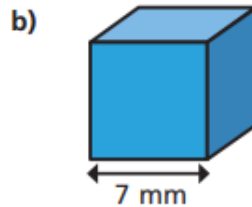
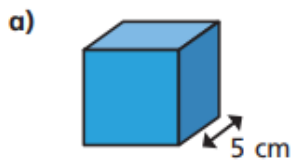
Bronze Here is a cuboid made up of cubes.



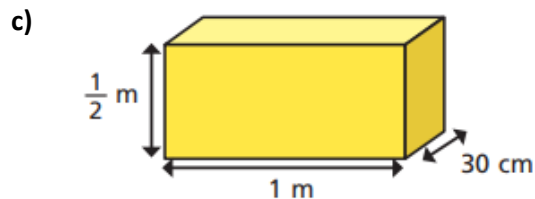
a) What is the volume of the cuboid?

volume = cm^3

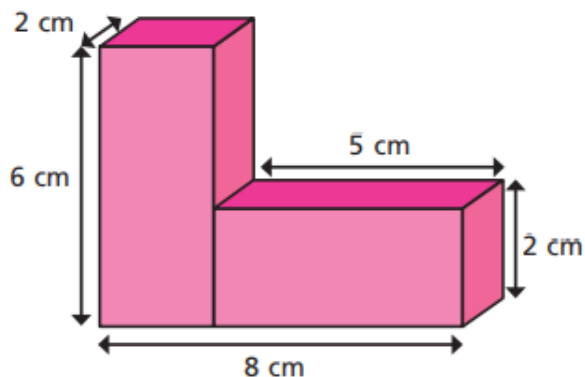
Silver Calculate the volumes of the cubes.



Calculate the volume of the cuboid.



Gold Calculate the total volume of the shape.



Week 2 - Answers

Monday - Area and Perimeter of compound shapes

Bronze:

- a) 44cm b) 18cm

Silver:

- a) $P = 20\text{cm}$, $A = 24\text{cm}$
b) $P = 20\text{cm}$, $A = 16\text{cm}$

Gold:

Amir is correct – various possible examples

Tuesday - Area of a triangle

Bronze:

- a) 15cm^2 b) 35cm^2 c) 15cm^2 d) 35cm^2

Silver:

Dora has not multiplied by the height,
the correct answer is $7 \times 4 \div 2 = 14\text{cm}^2$

Gold:

50cm^2

Wednesday - Area of a parallelogram

Bronze:

- a) 20cm b) 10cm^2 c) 90mm^2 d) 30m^2 e) 24m^2
f) 35cm^2

Silver:

Huan has not multiplied by the height,
the correct answer is $10 \times 6 = 60\text{cm}^2$

Gold:

24cm^2

Thursday - Volume of cuboids

Bronze:

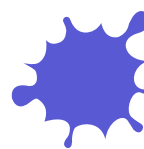
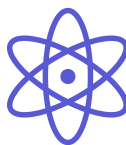
36cm^3

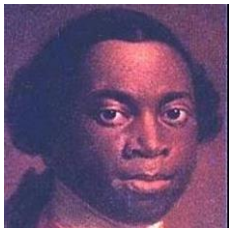





Silver:

- a) 125cm^3 b) 343cm^3 c) 15cm^3

Gold:


56cm^3



Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
History Find out about the life of George Africanus – Nottingham's first black entrepreneur  Decide how you want to present your research – it could be as a poster, a story/storyboard, an illustrated timeline or maybe a video report – you decide! Things to help you: http://www.bbc.co.uk/nottingham/content/articles/2007/02/08/george_africanus_dedication_feature.shtml https://www.bbc.co.uk/news/uk-england-nottinghamshire-29521856	Science Static Flyer – The Flying Bag Charge a balloon and use the electrical charges of static electricity to create flying objects!  https://www.stevespanglerscience.com/lab/experiments/static-flyer-flying-bag/ Record your experiment using the headings below	Transition <i>'I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game winning shot and missed. I've failed over and over again in my life. And that is why I SUCCEED'</i> Michael Jordan  Do you think Michael Jordan is a failure? Why? Write down what you can learn from your primary school that will help you at secondary school – How did you handle things when they went wrong? How did you react when you got stuck? Think about a time when you showed a positive attitude - write it down Write down the kind of person you want to be at secondary school.	Art/D&T Marbling originated in Japan in around the twelfth century. Have a go at making marbled paper with shaving foam!  https://www.tate.org.uk/kids/make/paint-draw/make-marbled-paper-foam You could use your paper to make something e.g. bunting 	Computing Create a piece of digital art https://www.tate.org.uk/kids/games-quizzes/tate-paint  you can submit it to their virtual gallery, and you can look at art work created by children from all around the world.and, of course, they can view yours! If you have access to a printer, you could frame it and put it on your wall, or you could make cards to send to people you haven't seen for a while
Things to help you: http://www.bbc.co.uk/nottingham/content/articles/2007/02/08/george_africanus_dedication_feature.shtml https://www.bbc.co.uk/news/uk-england-nottinghamshire-29521856	Things to help you: Aim – What do you want to find out? Equipment – what do you need? Prediction - What do you think will happen Method – What do you do? Results - What happens? Conclusion – Why did it happen?	Things to help you: Find out more about Michael Jordan here https://kids.kiddle.co/Michael_Jordan	Things to help you:	Things to help you:



Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Transition What could possibly go wrong? Everyone gets a little nervous when they're facing a new chapter in their lives e.g. beginning your new school. A good way to stop yourself from worrying is to be prepared and think ahead.</p> <p>Look at the scenario cards giving examples of things that could possibly go wrong, and consider what you could do to deal with the problem.</p> <p>Can you think of any other things that could go wrong?</p> <p>Talk to your parents, discuss what you could do and write it down.</p>  <p>Forewarned is forearmed!</p>	<p>Science Anti-Gravity Water - Amaze your family by making water defy gravity!</p> <p>https://www.stevespanglerscience.com/lab/experiments/anti-gravity-water/</p>  <p>Record your experiment using the headings below</p>	<p>MFL – Spanish Tell the time</p>  <p>Son las doce <u>menos diez</u>.</p> <p>Revise how to tell the time in Spanish here</p> <p>https://www.youtube.com/watch?v=XFvRh5PmUd4</p> <p>Now practise what you've learned using this quiz</p> <p>https://quizlet.com/154023186/learn</p>	<p>Art/D&T – Did you try our Facebook activity - creating a painting inspired by Japanese artist Yayoi Kusama?</p> <p>https://www.tate.org.uk/kids/explore/who-is/yayoi-kusama</p> <p>Why not try making a sculpture using materials from your recycling? Recipe for salt dough</p>  <p>Or you could make a salt dough sculpture of anything you like</p>  <p>The only rule is to include the theme of spots!</p>	<p>Geography Cloud investigation – What is a cloud? Research and write a short explanation</p> <p>Look up the main cloud types, and draw and label them</p>  <p>Carry out an investigation to see which clouds you see most at this time of year</p> <p>Observe at intervals over a week an record what you find.</p> <p>How have the cloud types related to the weather?</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
<p>A notebook to write down your answers (and any other important information) would be really useful so that you always know where to find what you need easily.</p>	<p>Aim – What do you want to find out? Equipment – what do you need? Prediction - What do you think will happen Method – What do you do? Results - What happens? Conclusion – Why did it happen?</p>	<p>https://kids.kiddle.co/Michael_Jordan</p> <p>Teach someone in your household to tell the time in Spanish It's one of the best ways for you to learn it!</p>	<p>Recipe for salt dough</p> <p>https://www.tate.org.uk/kids/make/sculpture/make-play-dough-sculpture</p>	<p>https://www.youtube.com/watch?v=QAqF5a60TE</p> <p>https://www.thoughtco.com/types-of-clouds-recognize-in-the-sky-4025569</p>

Week 2 – Transition

Consider the scenarios on these cards and write down what you would do if one of them happened to you.

Can you think of any other things that could go wrong?

Talk to your parents and discuss what you could do.

What Could Possibly Go Wrong? Scenario Cards



What Could Possibly Go Wrong?

You miss the school bus.

What should you do?

What could you do to prevent this from happening again?



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Framework of Study](#).

What Could Possibly Go Wrong?

You hear a nasty rumour is going around about you.

What should you do?



What Could Possibly Go Wrong?

You have forgotten your French homework.

What should you do?

What could you do to prevent this from happening again?



What Could Possibly Go Wrong?

You get lost on your first day.

What should you do?

What could you do to prevent this from happening again?



What Could Possibly Go Wrong?

You feel unwell and think you might be sick.

What should you do?



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)

What Could Possibly Go Wrong?

An older child starts picking on you on the way home.

What should you do?



What Could Possibly Go Wrong?

You can't remember what you were supposed to bring in for your food technology lesson.

What could you do?

How can you prevent this from happening again?



What Could Possibly Go Wrong?

You don't know anyone and feel shy and lonely.

What could you do?



What Could Possibly Go Wrong?

You leave your bag on the school bus.

What should you do?

What could you do to prevent this from happening again?



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#)

What Could Possibly Go Wrong?

You have lost your school tie.

What should you do?



What Could Possibly Go Wrong?

Your laptop runs out of battery and switches off while you are doing your homework.

What should you do?

How can you prevent this from happening again?





Week 1				
Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Physical</u> Practise your dribbling skills- Place 2 markers 3m apart and dribble from one to the other. Keep the ball close to your foot for better control. Add another marker halfway between and dribble in a figure of 8 Add more markers if you have room</p> <p><u>Wellbeing</u> Tense and release muscle relaxation: starting at your feet, gently squeeze and tighten the muscles, then slowly relax them. Next , do the same with the calf muscles and gradually move up your body</p>	<p><u>Physical</u> Throw a ball in the air and count how many times you can catch it with both hands without dropping it. Use only your dominant hand Swap to your non-dominant hand Throw the ball and do a full turn before you catch it. Throw the ball from under your leg</p> <p><u>Wellbeing</u> Practise STOP mindfulness S: Stop T: Take a breath. O: Observe. Notice what is happening inside you, and outside of you? What do you feel? P: Proceed. Continue with your day</p>	<p><u>Physical</u> Place a container 1m away from you and throw a ball into it. Give yourself 1 point for hitting the container and 2 points for getting it into the container Double your points each time you move the container another metre away from you. How long does it take for you to get to 50?</p> <p><u>Well- being</u> What is your greatest talent? What is the best compliment you've ever received? Write about a unique quality you have that makes you special.</p>	<p><u>Physical</u> Watch this yoga video – it's a great way to energise yourself at the beginning of the day https://inspiredstudents.org/activity/energizing-yoga/</p> <p><u>Well-being</u> You may be surprised by the motivation you feel when you challenge yourself. Try something new for the next 30 days e.g. exercising, complimenting people, putting down your phone for part of the day, or taking a photo every day</p>	<p><u>Physical</u> Friday night is dance night!</p> <p>Learn a few more dance moves to add to the ones you learned last week. Teach some of your moves to family members</p> <p><u>Well-being</u> Have a dance party with members of your family – it's a really fun and a great way to keep fit too!</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
<p>A ball (football if possible) Markers</p> <p>Somewhere quiet and calm where you can lie down and practise the relaxation exercise</p>	<p>Ball 9 tennis sized ball of possible) Or You could make a ball from a rolled up pair of socks</p>	<p>Container Small ball Tape measure</p>	<p>Timer (you could ask the person who's timing you to count if you don't have a timer)</p>	<p>Choose your favourite song and create a dance routine for it.</p>



Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Physical Practise your jumping skills:</p> <p>Stand next to a wall and jump as high as you can from a standing position and make a mark on the wall with a piece of chalk.</p> <p>Repeat – and make a record of your scores</p> <p>Well-being Rainbow walk to help you to really notice your surroundings - when you next go for a walk, look for something red, orange, yellow, green, blue, indigo, and violet.</p>	<p>Physical Try this 15 minute fitness work out – can you persuade anyone in your household to join in?</p> <p>https://www.youtube.com/watch?v=5if4cjO5nxo</p> <p>Well-being Making something useful can be really satisfying. If you or your family members have any old T-shirts that are ready to be thrown away, why not use them to make a skipping rope for tomorrow's fitness task https://www.youtube.com/watch?v=IF-qEfxEveg</p>	<p>Physical Skipping is great for fitness! Use the rope you made yesterday to practise:</p> <p>Jump with both feet, swinging the rope going forward from behind your back. Try one-legged jumping, switching legs each time. Then try to do 2 per leg in a row. Then 3. Brave enough to try 5 in a row on one leg? 10? Try turning the rope backward, swinging it faster, crossing your arms, crossing your legs!</p> <p>Well-being Draw your breath - take a moment to notice your breathing. And then try to imagine it as a line and draw it. You can use anything to draw with – pencil, pen, chalk etc.</p>	<p>Physical Next time you go to the park, ask the person you are with to time you running an agreed course – it could be the distance between two trees or a circuit of the park (or you could do laps of your garden if you have room) Repeat and see if you can beat your time.</p> <p>Well-being Make a connections map. Draw yourself (or just write your name) in the middle and draw lines to all the people you are connected to: family, friends, teachers etc. Then draw lines from them to people that you know they are connected with.</p>	<p>Physical Friday night is dance night</p> <p>Choose your favourite song and create a dance routine for it. When you've perfected it, perform it to someone in your family.</p> <p>Well-being Maybe you could video your dance routine and send it to someone you haven't seen for a while to cheer them up</p>
Things to help you:	Things to help you:	Things to help you:	Things to help you:	Things to help you:
		Something to draw with paper	Timer Something to write/draw with Paper	