

Year 6
Remote Learning Pack

11.05.20

Reading Comprehension

Martin Luther King Jr.

Martin Luther King Jr. was the leader of the African- American civil rights movement. He spoke out against laws which kept black and white people separate and led marches demanding fair laws for all people. Martin Luther King Jr. was determined to ensure that all Americans had the same rights, regardless of their race.



He was born on January 15th 1929 in Atlanta, Georgia, USA. His father was a pastor and his mother had been a teacher. Martin Luther King Jr. loved to play with his friends but, as his friends got older, two of them stopped playing with him. The father of one of the boys didn't like his son playing with him because he was African-American. Martin Luther King Jr. was deeply hurt and upset and couldn't understand why the colour of his skin would make any difference.

For African-Americans living in the USA, life was challenging. There were separate areas for African-Americans and white people on public transport, in parks, restaurants and even in public toilets. This was called segregation. Up until the 1960s, African-Americans in some states of the US could not vote in elections.

In some states, African-American children had to go to separate schools from their white peers. These schools were often poorly funded and equipped.

The 1955 Bus Boycott

In 1955, Rosa Parks, an African-American woman, was arrested after refusing to give up her seat on a bus to a white man in the city where Martin Luther King Jr. preached. Martin Luther King Jr. called on African- Americans to protest by not travelling on buses in that area. The boycott lasted for 385 days and the situation became so tense that Martin Luther King Jr.'s house was bombed. Other people were furious and wanted to retaliate with violence but Martin Luther King Jr. said that things needed to be solved peacefully and talked about the importance of white and black people working together. The boycott ended with a United States court ruling that ended racial segregation on all Montgomery public buses.



Martin Luther King Jr.

Martin Luther King Jr. went on to organise other non-violent demonstrations against the unfair treatment of African-Americans. In 1963, he led an enormous march on Washington DC, the US capital. The march on Washington involved 250,000 people travelling to the Lincoln Memorial (Abraham Lincoln was the president who abolished slavery in America). Here, in front of the enormous crowd, King made his famous 'I Have a Dream' speech. Here are some short extracts:



"I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character."

"I have a dream that one day ... little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers."

Did You Know...?

In 1964, King became the youngest person at the time to receive the Nobel Peace Prize for his efforts to end racial prejudice in the United States.

Due to the actions of King and others like him, rules in America began to change. The US government brought in laws to ensure equal rights for all US citizens and to give everybody the chance to vote.

Tragically, on 4th April 1968, King was shot and killed outside his motel room. His funeral was attended by 300,000 mourners.

In 1983, US President Ronald Reagan declared that the third Monday in January each year would be a holiday to remember King's achievements and the ideas of living in a world which was fair for everyone, no matter what the colour of their skin.

"The time is always right to do what is right."

- Martin Luther King Jr., 1965

Questions

1. Where was Martin Luther King Jr. born?

2. **Find** and **copy one** word which means the same as **separation based on race**.

3. Give three examples of how African-Americans were treated differently from white people.

1. _____

2. _____

3. _____

4. Why do you think that Martin Luther King Jr. believed it best to carry out non-violent demonstrations?

5. Which definition best fits the word **assassinate**? Tick **one**.

- to attend a funeral
- to protest
- to be a president
- to kill an important person for religious or political beliefs

6. Where did the march in Washington DC travel to? Tick **one**.

- The White House
- The Lincoln Memorial
- The Empire State Building
- The US government

7. Martin Luther King Jr.'s funeral was well attended. Why do you think this was the case?

8. **“The time is always right to do what is right.”**

Explain Martin Luther King Jr.'s quote in your own words.

Answers

1. Where was Martin Luther King Jr. born?

Atlanta, Georgia.

2. Find and copy one word which means the same as **separation based on race**.
segregation

3. Give three examples of how African-Americans were treated differently from white people.
Accept any three of the following: There were separate areas for African-Americans and white people on public transport, parks, restaurants and in public toilets; Up until the 1960s, African-Americans in some states of the US could not vote in elections; African-Americans were not allowed to go to school with white children; In certain parts of the USA, African-American children weren't allowed to go to school at all; African-Americans had to give up their seats for white people on public transport.

4. Why do you think that Martin Luther King Jr. believed it best to carry out non-violent demonstrations?

Pupils' own responses, such as: I think Martin Luther King Jr. believed that they wouldn't be listened to if they protested with violence. He wanted to show how the African-American community was willing to get along with the white community.

5. Which definition best fits the word **assassinate**? Tick **one**.

- to attend a funeral
 to protest
 to be a president
 to kill an important person for religious or political beliefs

6. Where did the march in Washington DC travel to? Tick **one**.

- The White House
 The Lincoln Memorial
 The Empire State Building
 The US government

7. Martin Luther King Jr.'s funeral was well attended. Why do you think this was the case?

Pupils' own responses, such as: I think his funeral was well attended because his words and actions had a positive effect on people's lives and they wanted to pay their respects for what he had done to help them; I think his funeral was so well attended because he had inspired so many people to stand up for what they believe in.

8. "The time is always right to do what is right."

Explain Martin Luther King Jr.'s quote in your own words.

Accept any suitable explanation of the quote, such as: I think that Martin Luther King Jr. is encouraging others to stand up for what is right, whenever it is necessary; I think Martin Luther King Jr. meant that there is never a wrong time to do what is right.

SPELLING

Day 1 – read over the information sheet and make notes (you can create a poster if you want to).

Day 2 – ‘Dots and Dashes’

Day 3 – Word changers

Day 4 – Find the right word

Day 5 – ask an adult to test you on the words that you have been practising.

Unit 3: Suffixes (3)

A suffix is a letter or group of letters that can be added to the end of a word to change its meaning.

Suffixes can begin with a **vowel sound**. Here are some examples:

-ing -ed -er -est -ible -able
-ion -ian -ant -ent -ous -y

Remember, **y** is unusual because it's a consonant letter but it sounds like a vowel in some words, like 'shiny'. Suffixes can also begin with a **consonant**. Here are some examples:

-ful -less -ment
-ness -ly

Before we add a suffix we *always* have to think about whether we need to make any changes to the root word first. **Swap, double** or **drop**?

Let's do some word building with the suffixes that begin with a consonant: **-ful** and **-less**. Remember to look out for whether we are swapping, doubling or dropping any letters.:

root word	root word + suffix
power	power less
care	care less
flavour	flavour less
hope	hope ful

thought	thoughtful
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Did the root words need to be changed before we added **-less** and **-ful**?

The answer is 'no'. There were no letters to swap, double or drop from the root words because the suffixes began with a consonant.

Now let's do some word building with more suffixes that begin with a consonant: **-ment** and **-ness**. Remember to look out for whether we need to swap, double or drop any letters.

root word	root word + suffix
arrange	arrangement
amaze	amazement
achieve	achievement
replace	replacement
sad	sadness
mean	meanness
plain	plainness
late	lateness

Did the root words need to be changed before we added **-ment** and **-ness**?

The answer is 'no' – there were no letters to swap, double or drop from the root words because the suffixes began with a consonant.

So amaze**e** became amaz**e**ment with the final **e** in the root word still there and mean**n** became mean**n**ness with the final **n** in the root word still there.

Weird Word Warning

For some words ending in **y** we swap the **y** for an **i** before adding the suffixes **-less**, **-ful**, **-ness** and **-ment**:

pity + less = pit**i**less
 beaut**y** + ful = beaut**i**ful
 lazy + ness = laz**i**ness

merry + ment = merriment

Now let's do some word building with our last suffix that begins with a consonant: **-ly**. Remember to look out for whether we need to swap, double or drop any letters.

root word	root word + suffix
normal	normally
strange	strangely
leisure	leisurely
definite	definitely
neighbour	neighbourly

There were no letters to swap, double or drop from the root words because the suffix began with a consonant. If a suffix starts with a **consonant**, it is added onto most root words without any changes to the last letters of those words.

Some words can have two suffixes added to them at the same time! Take a look...

thought
thought + **ful** = thoughtful
thoughtful + **ly** = thoughtfully

care
care + **less** = careless
careless + **ly** = carelessly

Did you notice that adding **-ly** to these words has changed them into adverbs?

Dots and Dashes:

Spelling 6 Unit 3 File 3.2 Dots and dashes

govern	
achieve	
thorough	

neighbour	
thought	
deceit	

normal	
hope	
leisure	

Answers:

g <u>o</u> vern	5
ach <u>ie</u> ve	4
th <u>o</u> rou <u>gh</u>	4

ne <u>igh</u> bour	4
th <u>ou</u> ght	3
de <u>ce</u> it	5

no <u>r</u> mal	5
h <u>o</u> pe	3
le <u>i</u> s <u>u</u> re	4

Word Changers:

root word	suffix	root word + suffix
beauty	-ful	
		thoughtless
govern	-ment	
		powerful

root word	suffix	root word + suffix
definite	-ly	
		thoroughness
judge	-ment	
		immediately

Choose the right word:

- definite definitely thoughtless thoughtful
- thought

- 1 We are going on holiday this year.
- 2 It is now that the competition will go ahead.
- 3 Jazz that the cat looked adorable.
- 4 Imran looked as he read the letter.

- careful careless achievement achieve

- 5 You must be when you handle those ancient books.
- 6 It was to let the dogs in when their paws were muddy.
- 7 His teacher always said he could great things if he worked hard.
- 8 The athlete's was rewarded with a medal.

Spelling Test:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

SPAG

Monday and Tuesday – Parenthesis

Wednesday and Thursday – Expanded Noun Phrases

Friday – write some examples of your own using parenthesis and expanded noun phrases.

Introduction

Underline the extra information in each of the sentences below.

Miranda, who had grown even taller over the summer, stood in the back row for the class picture.

The dog, a Dalmatian named Fredders, won first place in the dog show on Sunday.

Spanish class, which is for experienced speakers only, takes place on Tuesday nights.

Varied Fluency 1

Underline the parenthesis in the sentence below.

The tall man – all 10 feet of him – sat despondently in a chair because he couldn't find any trousers to fit him.





Insert suitable parenthesis to add extra information to the sentence below.

We finally got to enjoy the film (_____) after enduring 40 minutes of nonsense adverts.

Various answers; for example: We finally got to enjoy the film (an action-packed adventure) after enduring 40 minutes of nonsense adverts.

Parenthesis

Parenthesis

<p>5a. Underline the parenthesis in the sentence below.</p> <p>Tamara, an 11 year old girl, was delighted to learn that she'd won the competition.</p> <p> VF</p>	<p>5b. Underline the parenthesis in the sentence below.</p> <p>The two best friends (Ava and Mia) walked out of school for the last time that year.</p> <p> VF</p>
<p>6a. True or false? The parenthesis in the sentence below is punctuated correctly.</p> <p>Trixie a white and brown chihuahua (tiptoed daintily into the room).</p> <p> VF</p>	<p>6b. True or false? The parenthesis in the sentence below is punctuated correctly.</p> <p>The previous winner of the race (18 year old Sammy) was a little reluctant to hand over her trophy.</p> <p> VF</p>

7a. Insert commas around the parenthesis in the sentence below.

Sasha scared that she would be left behind grabbed her coat quickly and rushed after the others.



VF

7b. Insert commas around the parenthesis in the sentence below.

I raced down the path which was rough and uneven in order to catch up with my runaway dog.



VF

8a. Rewrite the sentence below using brackets to punctuate the parenthesis.

Kiwifruit an edible berry contains more vitamin C than an orange.



VF

8b. Rewrite the sentence below using dashes to punctuate the parenthesis.

Ben who was in a foul mood slammed the door behind him and stormed upstairs.



VF

The winner of this year's competition (_____) should hopefully go on to have a successful singing career.



A

I'm delighted that Gabi (_____) will be able to come to my 13th birthday party next weekend.



A

5a. Using brackets, commas or dashes, combine the sentences below so that they include parenthesis. You may need to omit or change words.

The branches of the old tree were laden with ripe apples. The tree was over 100 years old.



A

5b. Using brackets, commas or dashes, combine the sentences below so that they include parenthesis. You may need to omit or change words.

The solar eclipse cast an ethereal glow on the abandoned village. It was the first solar eclipse in many years.



A

6a. Has parenthesis been used correctly in the sentence below? Explain why.

The staggering sum of money raised by the local school, will be used to provide shelter, for homeless people.



6b. Has parenthesis been used correctly in the sentence below? Explain why.

The newly installed electric gates, funded by the PTA, trapped the desperate teachers and pupils in school on Friday afternoon.



Answers

Expected

5a. **Tamara, an 11 year old girl, was delighted to learn that she'd won the competition.**

6a. **False, it should be: Trixie (a white and brown chihuahua) tiptoed daintily into the room.**

7a. **Sasha, scared that she would be left behind, grabbed her coat quickly and rushed after the others.**

8a. **Kiwifruit (an edible berry) contains more vitamin C than an orange.**

Expected

5b. **The two best friends (Ava and Mia) walked out of school for the last time that year.**

6b. **True**

7b. **I raced down the path, which was rough and uneven, in order to catch up with my runaway dog.**

8b. **Ben – who was in a foul mood – slammed the door behind him and stormed upstairs.**

Expected

4a. **Various answers, for example: The winner of this year's competition (Saskia Turner from Bolton) should hopefully go on to have a successful singing career.**

5a. **Various answers, for example: The branches of the old tree (which were over 100 years old) were laden with ripe apples.**

6a. **No, because the if the information inside the commas was removed from the sentence, it would no longer make sense. The sentence should be: The staggering sum of money, raised by the local school, will be used to provide shelter for homeless people.**

Expected

4b. **Various answers, for example: I'm delighted that Gabi (my best friend) will be able to come to my 13th birthday party next weekend.**

5b. **Various answers, for example: The solar eclipse (the first one in many years) cast an ethereal glow on the abandoned village.**

6b. **Yes, because if the parenthesis was removed from the sentence, it would still make sense.**

Expanded Noun Phrases

Choose suitable adjectives to describe these nouns.

Various answers, for example:

A. the **old, dilapidated** house

B. a **stunning, clever** fox

C. the **quick, agile** acrobat

D. a **small, colourful** garden

E. an **old, battered** jacket

Underline the expanded noun phrase in the sentences below.

A. The large, broken-down bus had to pull up at the side of the road while it waited.

B. The insects that were destroying Farmer John's crops were in for a nasty surprise!

C. The cute, new-born puppies stayed close to each other, nestling up to their mother for comfort.

Expanded Noun Phrases

5a. Underline the expanded noun phrase in the sentences below.

A. The old car with the rusty door had been left abandoned in the carpark.

B. The ravens soared majestically in the clear, cloudless sky.

C. The over-excited, friendly dog circled my legs before pouncing onto my lap.



VF

Expanded Noun Phrases

5b. Underline the expanded noun phrase in the sentences below.

A. The large, over-grown garden was full of weeds and wild flowers.

B. The injured athlete that was sat with the medics watched over the race enviously.

C. The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.



VF

6a. Which sentence below gives the most concise information?

A. The abbey was old and abandoned and had been empty for years which meant that it was falling in to disrepair.

B. The old, abandoned abbey, which had been empty for years, was falling into disrepair.



VF

6b. Which sentence below gives the most concise information?

A. Amsterdam is an interesting place to visit because it has a rich culture and it also has a fascinating history.

B. With its fascinating history and rich culture, Amsterdam is said to be an interesting place to visit.



VF

7a. Insert the most suitable expanded noun phrase into the sentence below.

old, decrepit house

newly-built, detached house

The _____ was scheduled to be demolished by the council as it was unsafe.



VF

7b. Insert the most suitable expanded noun phrase into the sentence below.

round, brilliant cut diamond

damaged, dull diamond

The ring with the _____ was bought by the gentleman who wanted to propose to his partner.



VF

8a. Change the adjectives in the sentence below to create a new sentence.

The newly-qualified pilot landed the plane safely despite the dangerous weather conditions.



VF

8b. Change the adjectives in the sentence below to create a new sentence.

The tall girl with the athletic frame smiled happily as she took to the podium after winning first place.



VF

4a. Rewrite the sentence below using expanded noun phrases.

The boy finished third in the race, just seconds behind his friend.

Write your sentence again using different adjectives.



A

4b. Rewrite the sentence below using expanded noun phrases.

Johnny picked up his rucksack and prepared himself for the hike.

Write your sentence again using different adjectives.



A

5a. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

As they approached the castle, they noticed the door was already open.

5b. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

The cat sat under the tree at the end of the garden, trying to find some shade.

6a. Steph says,



I have used a good expanded noun phrase because it includes three adjectives.

I had to remove some items from my large, over-sized, huge suitcase as it was over the weight limit.

Is she correct?
Explain why.



R

6b. Sean says,



I have used a good expanded noun phrase because it includes three adjectives.

The rare, red-crested tree rat, thought to be extinct, has been sighted for the first time in decades.

Is he correct?
Explain why.



R

Answers

Expected

5a. A: The old car with the rusty door had been left abandoned in the carpark.

B: The ravens soared majestically in the clear, cloudless sky.

C: The over-excited, friendly dog circled my legs before pouncing onto my lap.

6a. Sentence B.

7a. old, decrepit house

8a. Various possible answers, for example:

The experienced pilot landed the plane safely despite the treacherous weather conditions.

Expected

5b. A: The large, over-grown garden was full of weeds and wild flowers.

B: The injured athlete that was sat with the medics watched over the race enviously.

C: The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.

6b. Sentence B

7b. round, brilliant cut diamond

8b. Various possible answers, for example:

The lanky girl with the petite frame smiled happily as she took to the podium after winning first place.

Expected

4a. Various answers, for example: The short, athletic boy finished third in the race, just seconds behind his friend.

5a. Various answers, for example: As they approached the castle with the broken tower, they noticed the mighty, oak door was already open.

6a. She is incorrect. All three of the adjectives used have a similar meaning and therefore don't add any new information to the sentence or make it any more concise.

Expected

4b. Various answers, for example: Johnny picked up his rucksack and prepared himself for the hike that was sure to be a challenge.

5b. Various answers, for example: The lazy ginger cat sat under the blossoming tree at the end of the garden, trying to find some shade.

6b. He is correct. He has used a range of different adjectives to describe the noun and creates a concise sentence.

Now write some examples of your own using parenthesis and expanded noun phrases.

ENGLISH

Monday

Session 9: Planning a portal story

Nearly all portal stories follow a similar pattern:

- | |
|---------------------------------------------------------------------------------|
| • Main character (MC) finds magical portal & enters new world |
| • Describe new world |
| • MC explores this new world & encounters a problem |
| • MC has to escape & return through the portal |
| • MC cannot find portal again
(sometimes brings back a memento of new world) |

Once you have identified the pattern of the story, the possibilities are endless. Let your imagination run free. Brainstorm lots of ideas and then decide which captures your interest as a writer. Before you start, take a look at my top tips.

Top tips for story writing:

- **Start in a world/a setting that you know well** – it is far easier to describe something familiar to you, e.g. a garden, your school, your local town, etc.
- **Use a stimulus (e.g. picture) for the new world** – an image will help you focus in on the detail and describe what is there.
- **Let your ideas flow** – don't worry about spelling, handwriting or presentation ... you can go back and edit this later.

Here are a couple of ideas to open your mind to the world of possibility:

Underlying Pattern	Story idea 1	Story idea 2
Main character (MC) finds magical portal and enters new world	Elif is playing in her Grandmother's garden and notices a small fairy door. Touches door and shrinks/ enters.	Josh and Archie playing hide and seek in their house. Archie opens hatch in the roof and discovers new world.

Describe new world	Arrives in an underground world full of caves, giant toadstools and magical creatures.	Transported to life onboard an enormous sailing ship in Tudor England.
MC explores new world and encounters a problem	Elif explores new world and enters an area strictly forbidden. Picks magical flower.	Ship is thrown into battle.
MC has to escape and return through the portal	Alarms sound and Elif runs. She is chased through the magical world by unknown threat and escapes.	Archie desperately searches for portal and way back to own world.
MC cannot find portal again (sometimes has brought back a memento of new world)	Elif cannot find fairy door again, but the cut flower lives on forever reminding her of her journey.	Archie escapes with small pouch of gunpowder in his pocket.

★ Using this underlying pattern, plan a few portal stories of your own. You may like to draw upon your own personal experience as well as your wider reading and imagination. I have also included two pictures in case they help you.



Tuesday and Wednesday

Session 10: Writing your own story

You now have all of the tools required to write your own portal story. You may like to write about a more traditional portal that leads you to a magical world, or you may prefer to draw upon your personal experiences, as we have explored throughout this unit.

To recap on all the key points we've been learning:

- a. **Describe the portal in detail.** You may want to show the portal through the eyes of the main character.
- b. **Think about what lies on the other side of the door.** Allow yourself the opportunity to write about what interests you and what is important to you.
- c. **Great writers steal ideas ('magpie') from other great writers.** Reflect upon the portal stories that you have loved reading and consider what made these so engaging. Try to bring in some of these skills and techniques into your own work.
- d. **Enjoy it.** Writing is all about sharing a passion for words, stories and the world of possibility. If you love the story you are writing – so too will your reader.

★ Now write your portal story, drawing on all that you have learned. Don't forget to share or publish your work – great writing deserves an audience!



Thursday

The Hole in the Fence

Questions

What do you think the boy can see through the hole in the fence?

If you could take a photograph of the 5 happiest memories of your life so far, what would they be?

What 5 events of your future would you like to take a photograph of?



Look at the 2 possible story openers. Choose 1 and continue the story or write a story of your own based upon the picture.

I was puzzled. Things just kept disappearing from our garden. At first it was just small things, like my toy car , then larger things began to go missing. Dad's lawnmower vanished. Mum's favourite plant pot with her favourite plants in. Gone! Just gone!

My parents kept saying that there were thieves on our street. I believed them. Of course I believed them! Why wouldn't I believe them, they're my parents?! Sneakily, I got into the habit of looking out of my bedroom window with my camera, in the hope that I would catch a snapshot of the crooks in action ...

Or

... One afternoon, after I had got in from school and done my homework, I stood at my bedroom window. I was ready. I had my camera in hand. I then watched in amazement and shock as the giant oak tree, that had stood in our garden since before I was born, was dramatically wrenched from the ground by an unseen force. Its great branches and straggling roots and shaking, green leaves began to be pulled towards a hole, the size of a pound coin, in our garden fence. I watched as the tree began to be squeezed, again by this unseen force, through the hole in the fence.

A minute later I was standing with my camera at the ready, peering through the hole in the fence, desperate to find out what had happened to all the things from our garden. Then...I felt it...My eye began to feel as if it was being squeezed. My head felt as if it was being pulled towards the fence. My whole body seemed to be moving. Suddenly...Pop!

Friday

Floating Citadel

Look at the picture and answer the questions. Then look at the story opener and continue the story. You can write your own story from scratch if you want to.



Question time!

- ▶ How big do you think the citadel is?
- ▶ Who lives inside?
- ▶ Where do you think the palace will land?
- ▶ What does 'banished' mean?
- ▶ Why have they been 'banished' do you think?
- ▶ How do you think the people inside the palace feel?

Story starter!

It was the moment they had been dreading.

Chains had bound their citadel; link after link of brutal, cold steel.

As they poked their heads out of their windows, they drank in the view through eyes squinted against the icy, punishing wind. The world they knew appeared as insignificant specks, hundreds of metres below.

They had ben banished. It was time to find a new home.

Can you continue the story?
Who are 'they'? Why had 'they' been banished?

Maths

Monday – Order of operations

When you work out a calculation with more than one operation (eg $8 + 2 \times 3$) follow the **BIDMAS** rule. Without this rule you could get different answers - so getting the order of operation correct is important.

The BIDMAS rule

BIDMAS stands for **B** rackets, **I** ndices, **D** ivision and **M** ultiplication, **A** ddition and **S** ubtraction.

So the order you should do your calculations in is:

- Brackets
- Indices
- Division and Multiplication (start on the left and work them out in the order that you find them)
- Addition and Subtraction (when only addition and subtraction are left in the calculation, work them out in the order you find them - starting from the left of the calculation and working towards the right)

All of these terms are fairly obvious except for 'Indices' - which are just powers (eg 2^3 or 4^2). 'Indices' are also known as 'orders'. So you might also know this rule as **BODMAS** (**B** rackets, **O** rders, **D** ivision and **M** ultiplication, **A** ddition and **S** ubtraction).

Example 1

What is $4 + 2 \times 3$?

If you calculate the $4 + 2$ part first you get:

$$4 + 2 \times 3 = 6 \times 3 = 18$$

If you calculate the 2×3 part first you get:

$$4 + 2 \times 3 = 4 + 6 = 10$$

These are two very different answers, but only one is correct.

In BIDMAS, multiplication comes before addition, so multiply **2** by **3** first:

$$4 + 2 \times 3 = 4 + 6 = 10, \text{ so this is the right answer.}$$

Example 2

What is $9 - 4 + 3$?

This calculation has only addition and subtraction. So work them out from left to right:

$$9 - 4 + 3 = 5 + 3 = 8$$

Notice that if you didn't go from left to right you would get a different answer:

$$9 - 4 + 3 = 9 - 7 = 2$$

That would be incorrect, which is why we work them out from left to right.

Activities:

Draw lines to match the calculations with their answers.

Q1 $(2 + 3) \times 4$ $2 + (3 \times 4)$ Q2 $(5 \times 2) + 3$ $5 \times (2 + 3)$

14

20

13

25

Q3 $(8 \div 4) - 2$ $8 \div (4 - 2)$ Q4 $(60 - 15) \div 3$ $60 - (15 \div 3)$

0

4

55

15

Find the answers to these calculations.

Q5 $(2 + 3) \times 4 = \square$

Q6 $4 + (5 \times 3) = \square$

Q7 $(6 + 3) \times 4 - 2 = \square$

Q8 $6 + (3 \times 4) - 2 = \square$

Q9 $6 + 3 \times (4 - 2) = \square$

Q10 $4 + 4 \div (2 - 1) = \square$

Q11 $4 + (4 \div 2) - 1 = \square$

Q12 $(4 + 4) \div 2 - 1 = \square$

Q13 $3 + 24 \div (3 + 5) = \square$

Q14 $(3 + 24) \div 3 + 5 = \square$

Q15 $3 + (24 \div 3) + 5 = \square$

Q16 $(24 - 4) \times 5 - 3 = \square$

Q17 $24 - (4 \times 5) - 3 = \square$

Q18 $24 - 4 \times (5 - 3) = \square$

Tuesday – What can you remember about fractions?

Create a poster or notes about what you can remember.

Wednesday – Simplifying fractions

You can simplify a fraction if the numerator (top number) and denominator (bottom number) can both be divided by the same number.

Six twelfths can be simplified to **one half**, or **1 over 2** because both numbers are divisible by **6**.



6 goes into **6** once and **6** goes into **12** twice.



$$\frac{6}{12} \div 6 = \frac{1}{2} \div 6$$

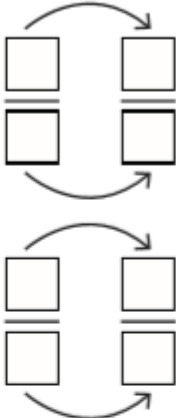
YOU NEED TO FIND A COMMON FACTOR

Activities:

1) Use the bar models to help you simplify the fractions.

a)  

b)  



2) Join pairs of equivalent fractions.

$\frac{4}{5}$	$\frac{2}{3}$	$\frac{1}{6}$	$\frac{3}{7}$
---------------	---------------	---------------	---------------

$\frac{20}{25}$	$\frac{4}{24}$	$\frac{27}{63}$	$\frac{10}{15}$
-----------------	----------------	-----------------	-----------------

$\frac{30}{36}$ in its simplest form is $\frac{10}{12}$

1) Is this statement correct? Explain your answer.

2) Marlon is blowing bubbles in the park.

- 8 bubbles landed on the grass.
- 10 bubbles floated away.
- 6 bubbles popped straight away.



The fraction of bubbles that floated away is $\frac{5}{12}$ in its simplest form.

Is Marlon correct? Explain your answer.

1) I'm thinking of a fraction.

- The denominator is a multiple of 30.
- The denominator is less than 1000.
- The fraction simplifies to $\frac{3}{5}$.

What could my fraction be? Find all the possibilities.

2) Using any of the numbers in the bubbles, explore how many fractions you can make that cannot be simplified. Find all the possibilities. Can you explain any patterns you notice?



Thursday – Ordering and comparing fractions

We're going to look at how to compare and order fractions with different denominators.

Look at the fractions below. Can you easily work out which is the biggest?

$$\frac{4}{5} \quad \frac{7}{10} \quad \frac{3}{4}$$

Is it a bit tricky? Don't worry, that's because all of these have a different denominator.

To be able to order these fractions, we need to make them all have the same denominator.

To make all of the fractions have the same denominator, we need to find the lowest common multiple of 5, 4 and 10.

$$\frac{4}{5} \quad \frac{7}{10} \quad \frac{3}{4}$$

The multiples of 5 are 5, 10, 15, 20 and 25.

The multiples of 10 are 10, 20, 30, 40 and 50.

The multiples of 4 are 4, 8, 12, 16 and 20.

We can see that the lowest common multiple is 20.

Now we need to rewrite these fractions with 20 as the denominator. When we change the denominator, we have to change the numerator as well.

$$\frac{?}{20} \quad \frac{?}{20} \quad \frac{?}{20}$$

To get from 5 to 20, we multiplied 5 by 4.

$$\frac{4}{5} \times 4 = \frac{16}{20}$$

So we must also multiply the numerator by 4.

$4 \times 4 = 16$, so the numerator is now 16.

We can repeat this with both the other fractions.

$$\frac{7}{10} \times 2 = \frac{14}{20}$$

$7 \times 2 = 14$, so the numerator is now 14.

$$\frac{3}{4} \times 5 = \frac{15}{20}$$

$3 \times 5 = 15$, so the numerator is now 15.

Now that all of these fractions have the same denominator, we can easily order them from smallest to biggest.

$$\frac{14}{20} \quad \frac{15}{20} \quad \frac{16}{20}$$

Smallest



Biggest

Task

Compare these fractions using the < and > symbols. Simplify the fractions if necessary.

$$\frac{10}{20} \square \frac{2}{5}$$

$$\frac{1}{2} \square \frac{10}{16}$$

$$\frac{3}{8} \square \frac{8}{20}$$

$$\frac{14}{20} \square \frac{5}{8}$$

$$\frac{3}{12} \square \frac{1}{5}$$

$$\frac{3}{4} \square \frac{21}{30}$$

$$\frac{1}{8} \square \frac{5}{25}$$

$$\frac{24}{30} \square \frac{3}{4}$$

$$\frac{6}{24} \square \frac{3}{8}$$

$$\frac{7}{8} \square \frac{22}{24}$$

Friday – arithmetic test

1	$495 + 1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
2	$345 + 10 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
3	$82 \times 1 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
4	$\frac{1}{5}$ of 20 =	<input type="text"/>	<input type="checkbox"/> 1 mark
5	$36 \times 0 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
6	$\begin{array}{r} 5813 \\ + 1359 \\ \hline \end{array}$	<input type="text"/>	<input type="checkbox"/> 1 mark

7	$87 \div 3 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
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Year 6 Core Arithmetic Test 1



8	$424 - 51 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
9	$5^2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
10	$12 \times 5 \times 4 =$	<input type="text"/>	<input type="checkbox"/>

11	$729 \times 4 =$ <input data-bbox="812 297 992 367" type="text"/>	<input data-bbox="1083 288 1150 353" type="checkbox"/> 1 mark
12	$5\% = \frac{?}{100}$ <input data-bbox="812 497 992 566" type="text"/>	<input data-bbox="1083 488 1150 553" type="checkbox"/> 1 mark
13	$7624 - 931 - 87 =$ <input data-bbox="812 685 992 754" type="text"/>	<input data-bbox="1083 676 1150 741" type="checkbox"/> 1 mark
14	$2.6 \times 10 =$ <input data-bbox="812 887 992 956" type="text"/>	<input data-bbox="1083 878 1150 943" type="checkbox"/> 1 mark

15	$0.3 \times 3 =$	<input type="text"/>	<input type="text"/> 1 mark
16	$\frac{1}{7} = \frac{?}{21}$	<input type="text"/>	<input type="text"/> 1 mark
17	$36.4 - 27.8 =$	<input type="text"/>	<input type="text"/> 1 mark
18	15% of 90 =	<input type="text"/>	<input type="text"/> 1 mark
19	$\begin{array}{r} 729 \\ \times 54 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 2 marks
20	$\frac{7}{9}$ of 45 =	<input type="text"/>	<input type="text"/>

21

$221 + 17 =$

2 marks

Year 6 Core Arithmetic Test 1

testbase

22	$23.8 + 1000 =$	<input type="text"/>	<input type="text"/> 1 mark
23	$63.6 \times 7 =$	<input type="text"/>	<input type="text"/> 1 mark
24	$\frac{5}{6} - \frac{2}{3} =$	<input type="text"/>	<input type="text"/>

25	$0.6 = \frac{?}{20}$	<input type="text"/>	<input type="text"/> 1 mark
26	$\frac{4}{7} + 2 =$	<input type="text"/>	<input type="text"/> 1 mark
27	$\frac{1}{4} \times \frac{3}{7} =$	<input type="text"/>	<input type="text"/> 1 mark
28	$2\frac{1}{8} - \frac{1}{4} =$	<input type="text"/>	<input type="text"/> 1 mark

MATHS ANSWERS

Draw lines to match the calculations with their answers.

Q1 $(2 + 3) \times 4$ $2 + (3 \times 4)$ Q2 $(5 \times 2) + 3$ $5 \times (2 + 3)$

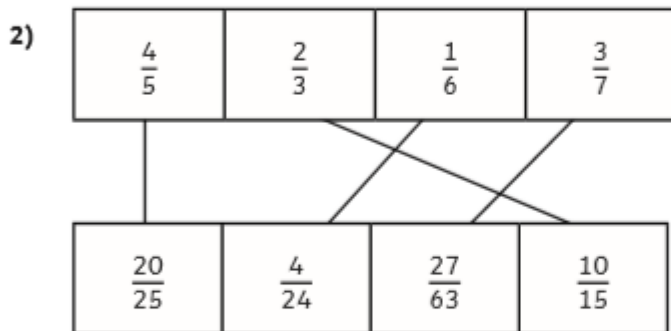
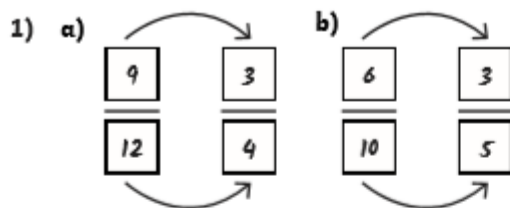
14 20 13 25

Q3 $(8 \div 4) - 2$ $8 \div (4 - 2)$ Q4 $(60 - 15) \div 3$ $60 - (15 \div 3)$

0 4 55 15

Find the answers to these calculations.

- Q5 $(2 + 3) \times 4 = \boxed{20}$ Q6 $4 + (5 \times 3) = \boxed{19}$
 Q7 $(6 + 3) \times 4 - 2 = \boxed{34}$ Q8 $6 + (3 \times 4) - 2 = \boxed{16}$
 Q9 $6 + 3 \times (4 - 2) = \boxed{12}$ Q10 $4 + 4 \div (2 - 1) = \boxed{8}$
 Q11 $4 + (4 \div 2) - 1 = \boxed{5}$ Q12 $(4 + 4) \div 2 - 1 = \boxed{3}$
 Q13 $3 + 24 \div (3 + 5) = \boxed{6}$ Q14 $(3 + 24) \div 3 + 5 = \boxed{14}$
 Q15 $3 + (24 \div 3) + 5 = \boxed{16}$ Q16 $(24 - 4) \times 5 - 3 = \boxed{97}$
 Q17 $24 - (4 \times 5) - 3 = \boxed{1}$ Q18 $24 - 4 \times (5 - 3) = \boxed{16}$



1) *This is incorrect.*

$\frac{10}{12}$ is equivalent to $\frac{30}{36}$ but to simplify it completely, the correct answer is $\frac{5}{6}$.

2) *Marlon is correct.*

$\frac{10}{24}$ simplifies to $\frac{5}{12}$.

- 1) Children should find all multiples of 30 that are divisible by 8 to find possible denominators, e.g. 120, 240, 360, 480, 600, 720, 840, 960.



They should then use understanding of multiples and equivalent fractions to find all the possible fractions:

- 2) $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}, \frac{1}{7}, \frac{1}{8}, \frac{1}{9}, \frac{1}{10}, \frac{1}{11}, \frac{1}{12}$
 $\frac{2}{3}, \frac{2}{5}, \frac{2}{7}, \frac{2}{9}, \frac{2}{11}$
 $\frac{3}{4}, \frac{3}{5}, \frac{3}{7}, \frac{3}{8}, \frac{3}{10}, \frac{3}{11}$
 $\frac{4}{5}, \frac{4}{7}, \frac{4}{9}, \frac{4}{11}$
 $\frac{5}{6}, \frac{5}{7}, \frac{5}{8}, \frac{5}{9}, \frac{5}{11}, \frac{5}{12}$
 $\frac{6}{7}, \frac{6}{11}$
 $\frac{7}{8}, \frac{7}{9}, \frac{7}{10}, \frac{7}{11}, \frac{7}{12}$
 $\frac{8}{9}, \frac{8}{11}$
 $\frac{9}{10}, \frac{9}{11}$
 $\frac{10}{11}, \frac{10}{12}$

All the fractions that cannot be simplified will have at least one odd number. Fractions with a numerator of 1 (unit fractions) cannot be simplified.

Compare these fractions using the < and > symbols. Simplify the fractions if necessary.

$$\frac{10}{20} \quad > \quad \frac{2}{5}$$

$$\frac{1}{2} \quad < \quad \frac{10}{16}$$

$$\frac{3}{8} \quad < \quad \frac{8}{20}$$

$$\frac{14}{20} \quad > \quad \frac{5}{8}$$

$$\frac{3}{12} \quad > \quad \frac{1}{5}$$

$$\frac{3}{4} \quad > \quad \frac{21}{30}$$

$$\frac{1}{8} \quad < \quad \frac{5}{25}$$

$$\frac{24}{30} \quad > \quad \frac{3}{4}$$

$$\frac{6}{24} \quad < \quad \frac{3}{8}$$

$$\frac{7}{8} \quad < \quad \frac{22}{24}$$

1. 496 [1]
2. 355 [1]
3. 82 [1]
4. 4 [1]
5. 0 [1]
6. 7172 [1]
7. 29 [1]
8. 373 [1]
9. 25 [1]
10. 240 [1]
11. 2916 [1]
12. 5 [1]
13. 6606 [1]
14. 26 [1]
15. 0.9 [1]
16. 3 [1]
17. 8.6 [1]
18. 13.5 or $13\frac{1}{2}$ [1]

19. For 2 marks: 39 366 [2]

For 1 mark:

$$\begin{array}{r} 729 \\ \times 54 \\ \hline 2916 \\ 36450 \\ \hline 39366 \end{array}$$

An error in one row, then added correctly, or an error in the addition

20. 35 [1]

21. For 2 marks: 13 [2]

For 1 mark: Evidence of either a long division method or short division method with only one error (carry figures must be seen in a short division method)

22. 0.0238 [1]

23. 445.2 [1]

24. $\frac{1}{6}$ [1]

25. 12 [1]

26. $\frac{2}{7}$ [1]

27. $\frac{3}{28}$ [1]

28. $1\frac{7}{8}$ [1]

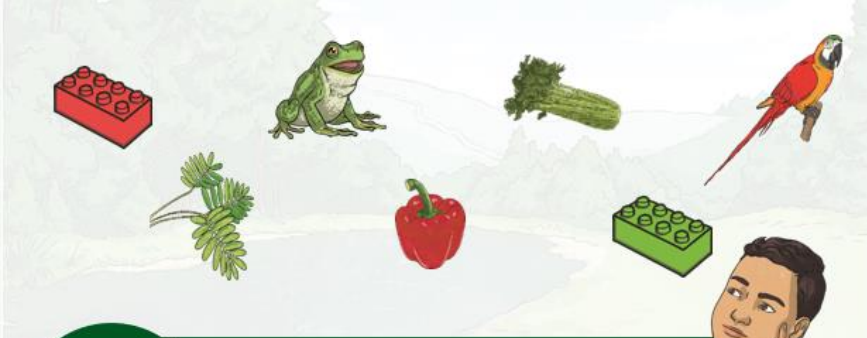
Science

The Animal Kingdom.


Last week we looked at vertebrates and invertebrates.

Now all the animals with backbones, vertebrates can be split into smaller groups called 'classes' (amphibians, reptiles, birds, fish, mammals, etc)

Sorting




Talk About It Imagine you had to sort these things into two groups. How would you decide on the groups? What would you call each group?



Sorting

There are lots of ways the objects could be grouped:

- plastic and non-plastic
- green things and red things
- living things and non-living things
- edible things and non-edible things
- animals and non-animals



Sorting

Grouping the things would be useful if:

- you wanted something to eat;
- you needed to work out what things needed to be cared for.

Living things can be grouped. We call this classifying and each group is called a class. Classifying living things is called taxonomy and people who do this classifying are called taxonomists.

Talk About It

Why would putting the things into groups be useful?



Classifying

Look at these living things. How could we classify them?



Killer whale



flower



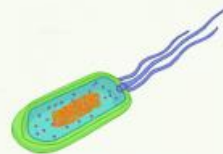
lion



phytoplankton



ivy



virus

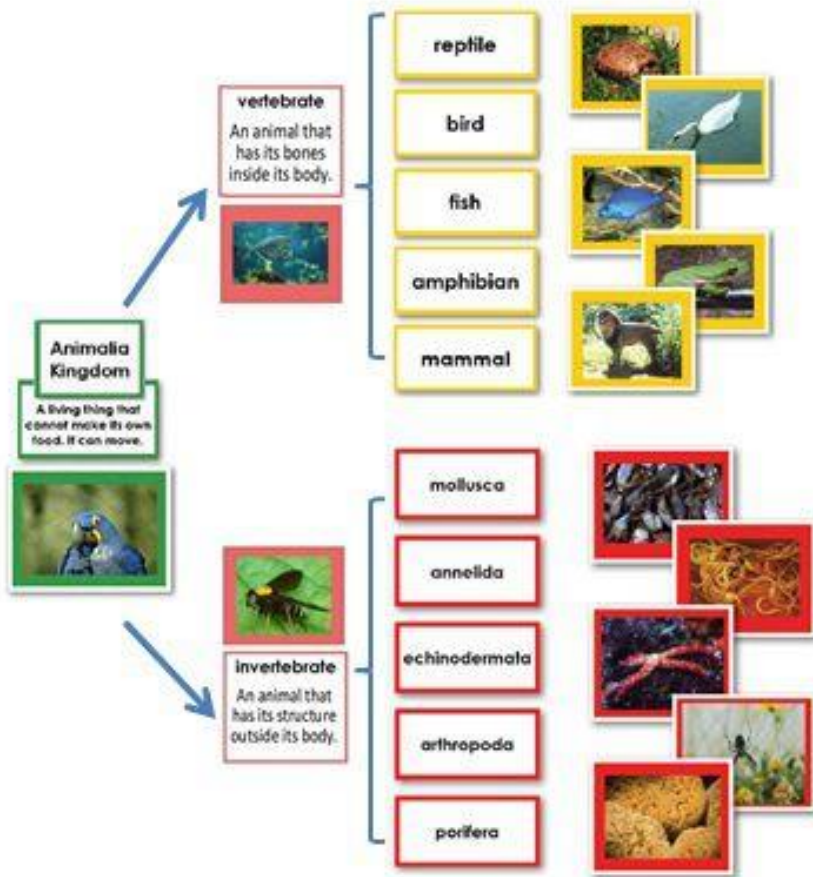
Classifying Animals

Animals can be classified into the following groups:

- **Mammals** – whales, cows and humans are mammals;
- **Amphibians** – toads and frogs are amphibians;
- **Reptiles** – snakes, lizards and crocodiles are reptiles;
- **Fish** – salmon, tuna and clownfish are fish;
- **Birds** – owls, eagles and finches are birds;
- **Insects** – caterpillars, beetles and ants are insects;
- **Crustaceans** – crabs and lobsters are crustaceans;
- **Arthropods** – many insects and crustaceans are arthropods;
- **Molluscs** – octopus, squid and slugs are molluscs;
- **Arachnids** – spiders are arachnids;
- **Annelids** – earthworms and leeches are annelids.



----- ANIMALS -----



Animal Groups



Mammals: warm-blooded, hair or fur, give birth to live young.



Amphibians: cold-blooded, moist skin, lay eggs.



Reptiles: cold-blooded, have scales, lay eggs.



Birds: warm-blooded, have beaks, feathers and wings, lay eggs.



Insects: cold-blooded, two antennae, six legs.



Fish: cold-blooded, live in water, most lay eggs.



Arthropod: cold-blooded, invertebrate, segmented bodies.



Molluscs: cold-blooded, tentacles or a muscular foot to move, lay eggs.

Task:

Complete the animal fact sheet. What do they have in common? This will help you classify /identify what is unique to that class.

What type of animal are the statements below true for?

	Statement	mammal	bird	reptile	amphibians	fish
1	It is cold-blooded.					
2	It is warm-blooded.					
3	It has scales and fins.					
4	It lays eggs.					
5	It gives birth to live young.					
6	It can live on land and under water.					
7	It has webbed feet and wet skin.					

8	It has feathers and wings.					
9	It has scales and dry skin.					
10	The mother provides babies with milk.					
11	It has fur.					

Use your list of animals from last week and place them in the correct group.

Answers

	Statement	mammal	bird	reptile	amphibians	fish
1	It is cold-blooded.			X	X	X
2	It is warm-blooded.	X	X			
3	It has scales and fins.					X
4	It lays eggs.		X	X *Usually	X	X
5	It gives birth to live young.	X		X *Rarely		
6	It can live on land and under water.				X	

7	It has webbed feet and wet skin.				X	
8	It has feathers and wings.		X			
9	It has scales and dry skin.			X		
10	The mother provides babies with milk.	X				
11	It has fur.	X				

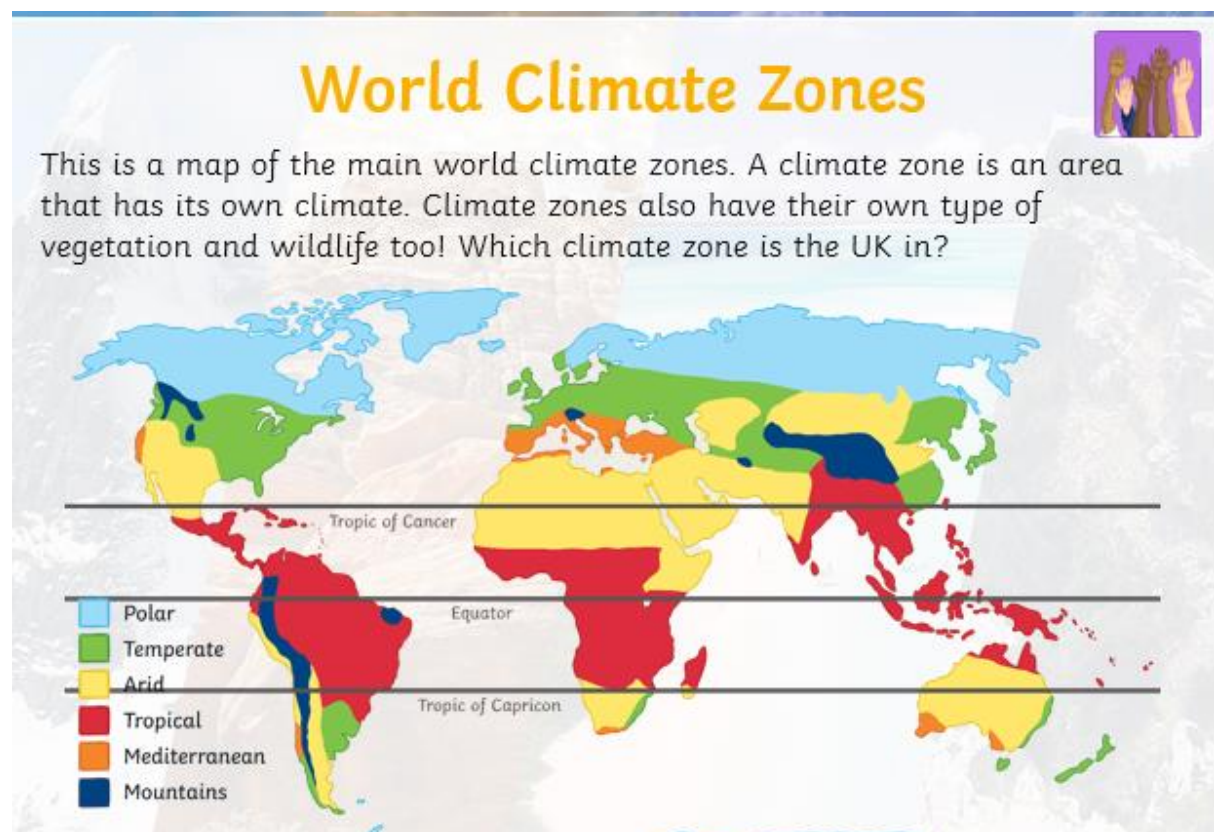
Topic

Climate Zones

Name one place that is...

- hotter
- colder
- drier
- wetter

... than the UK!



Polar Climate Zone



How would you describe a polar climate?



Polar climates have temperatures which are usually below freezing and can reach -60°C in winter. Polar areas are usually covered by snow and ice throughout the year.

Temperate Climate Zone



How would you describe a temperate climate?



Temperate climates vary greatly at different times of year, with four distinct seasons.

Mediterranean Climate Zone



How would you describe a Mediterranean climate?



Mediterranean climates have long, warm, dry summers and wet winters.

Arid Climate Zone



How would you describe an arid climate?



Arid climates lack natural water sources, with little rainfall. They are very dry and hot.

Tropical Climate Zone



How would you describe a tropical climate?



Tropical climates have high temperature rainfall and humidity all year. Some areas may have a wet and dry season.

Mountain Climate Zone



How would you describe a mountain climate?



Mountains have a different climate to their surrounding areas. The temperature on mountains becomes colder the higher the altitude gets. They also tend to have much wetter climates than the surrounding land.

World Climate Zones

Shade in the different climate zones and complete the key. Add a short description of each climate zone in the boxes.

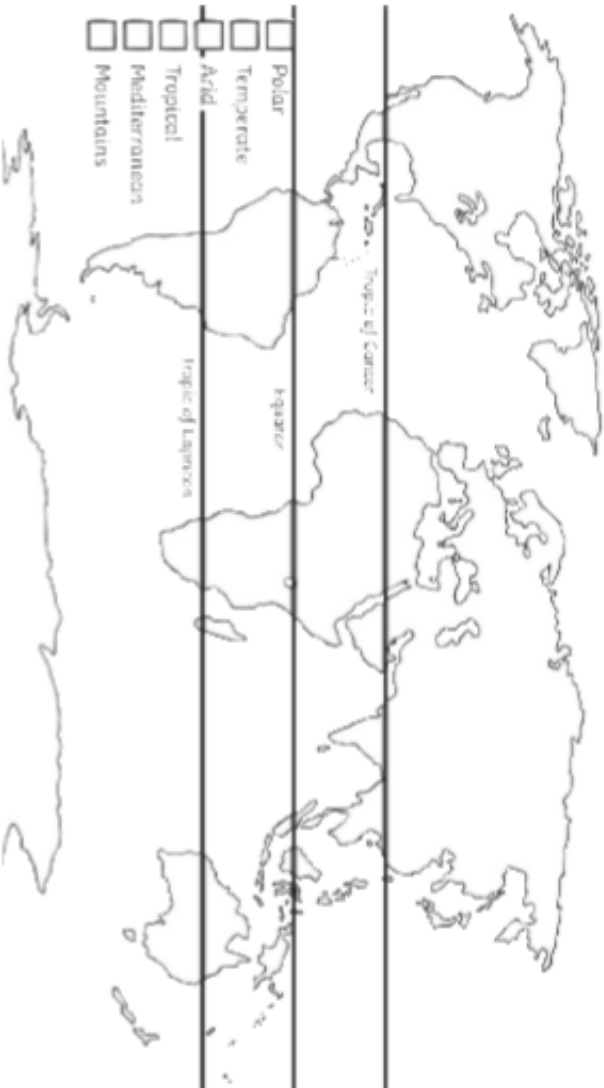
Polar Climate Zone

Temperate Climate Zone

Mountain Climate Zone

Arid Climate Zone

- Polar
- Temperate
- Arid
- Tropical
- Mediterranean
- Mountains



Mediterranean Climate Zone

Tropical Climate Zone

Complete the following:

PE

Athletics challenge card

Work through the 'Jumps' challenges – can you earn the 'Gold Medal'? Have you been able to improve your scores from last week?

#stayhomestayactive
#PEatHome

EXPLORE

Find about 10 small objects - balls of screwed up paper, rolled up socks, or small soft toys will do. Spread them out on the floor/ground. Put some in pairs and some on their own.

Bright ideas:

- Jump over the paired objects with 2 feet, and the single objects on one foot.
- Find as many different ways of jumping over your objects on 2 feet or 1 foot.
- Can you create a route or circuit for your jumping?

Add in doing this to music for some extra fun!

PRACTICE

Use your objects to make a V shape

Start at the narrow end and jump across from one side to the other. Try using 1 foot and 2 foot jumps first. Then just jump 2 feet to 2 feet.

See how far along you can jump across your 'V'.

How did it feel when you jumped further each time you practiced this?

Maths Challenge:

Measure the distance of your longest jump. Can you write that as metres (m), centimetres (cm) and millimetres (mm)?

Which is the best unit of measure to use for measuring standing long jump? Why do you think this?

Standing Long Jump was last in the Olympic Games in 1912

- * Can you find out who won the Gold medal and how far they jumped?
- * Can you find out who the World Record holder is now?
- * What other sport does this person play?
- * What is the current World Record and when was it achieved?

DEVELOP

Use these Top Tips to help you jump further:

- * Start with your knees bent.
- * Swing your arms and reach forwards as you jump.
- * EXPLODE up and forwards using your legs and toes to push off.

Can you create an instructions poster for practicing and improving a standing long jump?

Give your instructions to someone in your family and ask them to use them to improve their technique.

Parent's Tip!

Start with a narrow 'V' and gradually increase it as your child improves.

PE at Home - ATHLETICS - JUMPS

KS2

Where can I go to take part in more athletics?
<http://www.birchfieldharrriers.co.uk>
<http://www.birchfieldharrriers.co.uk>
<http://www.birchfieldharrriers.co.uk>

BIRCHFIELD HARRIERS

Make sure you have enough room to complete the tasks!

@KESSPB
@awhitehousePE
@SarahLayPE

Art:

Continue with the task from last week:

Over the next few weeks, we would like you to build a portfolio of different animals. By the end of term, you will have to sketch one animal from each class of the vertebrate group of the animal Kingdom (this will make more sense as you work through the science activities).

DT

Continue to work on your chosen project

1. Soap dispenser
2. PPE face mask
3. Nutritious food
4. Protective and practical apron
5. Transportation device e.g. a trolley

You should now be on 'activity 3'.

<p>Wee k 4</p>	<p><u>Hand soap dispenser.</u></p> <p>It is important to wash your hands to make sure that you don't spread germs.</p> <p>Can you design a soap dispenser that will help to stop germs from spreading?</p>	<p><u>PPE Face mask</u></p> <p>Staff need protective face masks.</p> <p>Can you design and make a mask that will help protect them from catching a virus?</p>	<p><u>Nutritious food</u></p> <p>People who are on the front line need good healthy food that is easy to hold, doesn't get them messy but gives them the right balance of nutrition and energy.</p> <p>Can you create a healthy snack?</p>	<p><u>Protective and practical apron</u></p> <p>Staff that are working need to be protected but also need to be able to carry out their job safely.</p> <p>Design an apron or scrub that protects the user but gives them practical solutions to things like where to put pens, paper and equipment so they don't get lost.</p>	<p><u>How to transport goods around safely</u></p> <p>When working in hospitals, schools and care homes, staff have lots of equipment that needs to be transported from one place to another. Can you design a mode of transport that they can use to move the equipment around?</p>
<p>Wee k 5</p>	<p>You need to consider what is needed for this soap dispenser.</p> <ol style="list-style-type: none"> 1) How will you make the soap come out? 2) What will you make it of? 3) How do you fill it? 4) What sort of soap 	<p>You need to consider what is needed for a mask</p> <ol style="list-style-type: none"> 1) Think of its function, what it needs to do and how the mask will accomplish this 2) Think of how it will fit the wearer 3) Think of it being reusable 	<p>You need to consider what is needed for this snack</p> <ol style="list-style-type: none"> 1) Think about the needs of the consumer . They need to stay healthy but need energy. 2) How will they hold the snack? They 	<p>You need to consider what is needed for this apron.</p> <ol style="list-style-type: none"> 1)What is the job of the apron? 2)How will it keep people safe? 3)How will you clean it? 4)How will it stay on the wearer? 5)Is it adjustable to fit the wearer? 	<p>You need to consider what is needed from a good trolley to transport equipment.</p> <p>If you have trolleys at home e.g. a shopping basket or wheelie basket, study them as well as going online and researching what carts</p>

	<p>will it use?</p> <p>5) How do you make sure that parts that are touched don't pass on anything to the next person that uses it?</p> <p>Look at soap dispensers you might have at home and look at soap dispensers that you can get at supermarkets, online soap dispensers, even those you have used at school.</p> <p>Draw or print off pictures of them and see how they work.</p> <p>Compare them with the questions above and write comments to explain how they fit the questions above.</p>	<p>4) Think of comfort for the wearer.</p> <p>If you have masks at home, try them on to see how they feel - would you want to wear them for a long time? Look at different masks online, use these to help inform the information above. Record your findings</p>	<p>don't want lots of dirty plates and forks</p> <p>3) It can't be too messy - they don't want food all over their fingers, clothes or the floor.</p> <p>4) It needs to be tasty and can be either savoury or sweet.</p> <p>Look at a range of snacks online - it could be anything from cakes to tacos. Evaluate what is good about them and what you need to improve. Find the recipes and see if there are ideas you can use to create your snack.</p> <p>Record all your findings. You might even have to do some food tasting.</p>	<p>6)How will it allow the wearer to store equipment? Find aprons in your house and look online. Identify what is good and not so good about them. Record your findings and ideas about aprons. You can even draw and label them.</p>	<p>and trolleys look like. Draw or print what you find and evaluate it by annotating the picture to say what is good and what won't work for your needs. Think about 1)What has it got to carry? Bed linen, books, medical records, food, cleaning equipment? 2)How do these trolleys cope with this? 3)How will you make them move? 4)How will they manoeuvre around obstacles? 5)How will you make sure that they are sturdy? 6)How will you make sure that they are easy to clean? 7)What will you make it out of?</p>
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<p>Wee k 6</p>	<p>Design your own soap dispenser. A good design needs to answer the questions above and any others that might have come up when you were looking at soap dispensers. Draw it from the top, front and back. Think about the shape and how that will help. Annotate the design to explain each part.</p> <p>Make sure that you say what it is made of. How have you attached parts to it? How does it work? How it is kept clean?</p>	<p>Design your mask. A good design needs to answer all the questions that you posed and found out about last week. Draw it from several views: the front side and back. Annotate the design to explain each part. Make sure you identify what it is going to be made out of and why. How are you going to attach it together? Identify how you will make it comfortable for the wearer and how they can adjust it to fit them. Can you add something to make it look cool?</p>	<p>Design your Snack. A good design needs to answer the questions that you looked at last week and any that arose from investigating what makes a good snack. Draw the snack in three views: from the front, side and back. Annotate the design. Say how it is going to be easy to hold. How it will be designed so that if it has any filling it want fall out? Explain how it is going to be nutritious. Write out the ingredients and recipe for your snack. How will you design it to make it look appealing?</p>	<p>Design your Apron. A good design needs to answer the questions that you looked at last week and any that arose from your investigation of what makes a good apron. Draw the front and back of your apron. Annotate the design and say what you will make it out of and why. How you will attach it together? How will you clean it? Say what each part of the apron is for and how it will help the wearer.</p>	<p>Design your own trolley. A good design needs to answer the questions that you looked at last week and any that arose from your investigation. Draw the front, back and sides of the trolley. Annotate the trolley to answer the questions from the week before. Explain what material you used and how you joined it; how it moves; how you will keep the different pieces of equipment separate and clean.</p>
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Music

Listen to a range of music and sounds e.g. birds singing, the ticking of a clock or the banging of a hammer. List the sounds you heard then comment on how they made you feel and what they made you think about.

French


French Days of the Week

Look at the table below which explains what the days of the week are called in French, how to say them and what the literal translation of the French word is. Practise saying the French words out loud and see if you can find a rhythm to say them.

English	French	Phonetic Pronunciation	What does the word mean?
Monday	lundi	luhndee	Moon day
Tuesday	mardi	mahrdee	Mars day
Wednesday	mercredi	maircruhdee	Mercury day
Thursday	jeudi	juhdee	Jupiter day
Friday	vendredi	vahndruhdee	Venus day
Saturday	samedi	sahmdee	Sabbath day
Sunday	dimanche	deemahnsh	Day of the Lord

Be careful, in French, days of the week do not start with a capital letter and the week starts with Monday.



lundi	mardi
mercredi	jeudi
vendredi	samedi
dimanche	

French Days of the Week

When you have practised sorting the words, stick them down on this template and draw something that you might usually do on that day. You can keep and display your chart so you can use the French instead of English every day.

French	English	What I might do on this day

Aujourd'hui, c'est...

(Today is...)

RE

Cardboard Cathedral

Last week, we looked at the following images of a cathedral.

Here is a bit more information about this cathedral.



The Cardboard Cathedral (formally called the Transitional Cathedral) in New Zealand is the transitional pro-cathedral of the Anglican Diocese of Christchurch. It replaces the original Christchurch Cathedral, which was significantly damaged in the 2011 earthquake. It is made from cardboard tubes, timber and steel.

This was the original Cathedral:



Task:

What is your opinion of a stone Cathedral being replaced with one made out of recycled materials? Is it disrespectful towards God to create a holy building out of 'rubbish'?

