

Year 6 - PACK 1 - Week 6 – Week Beginning 06.07.2020

Monday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – What is a Biography? Maths – Vertically Opposite Angles Thematic – Transition – Coping with change
Tuesday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Formal and Informal Language Maths – Angles in a Triangle Thematic – Transition – Routine
Wednesday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Pronouns Maths – Angles in a Triangle – Special cases PE – Keep on the Move
Thursday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Drafting a biography Maths – Missing angles in triangles RE – What Matters to Jewish People?
Friday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Writing a biography Maths – ANGLES ASSESSMENT Music – Exploring Emotion Through Music

This timetable is flexible. Some days will be more productive than others. We ask that you do the core subjects (reading, writing, maths) daily, and then balance the foundation subjects as suits you. You may find that doing all of the days work in one go works best (remember to take a short break, though) or splitting it into morning and afternoon suits you better.

If you are unable to complete everything then do not worry. Do your best and that will be good enough. Remember the assembly on routines – try to start at the same time every day, in a quiet place if possible. Have a clear plan for the day.

There will be some QR codes (barcodes) that you will be able to scan. These will take you to a website with further information or activities on. Any scanning app, eg Barcode Scanner, on a mobile device or tablet will enable you to do this.

Monday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – What is a Biography? Maths – Vertically Opposite Angles Thematic – Transition – Coping with change
---------------	--

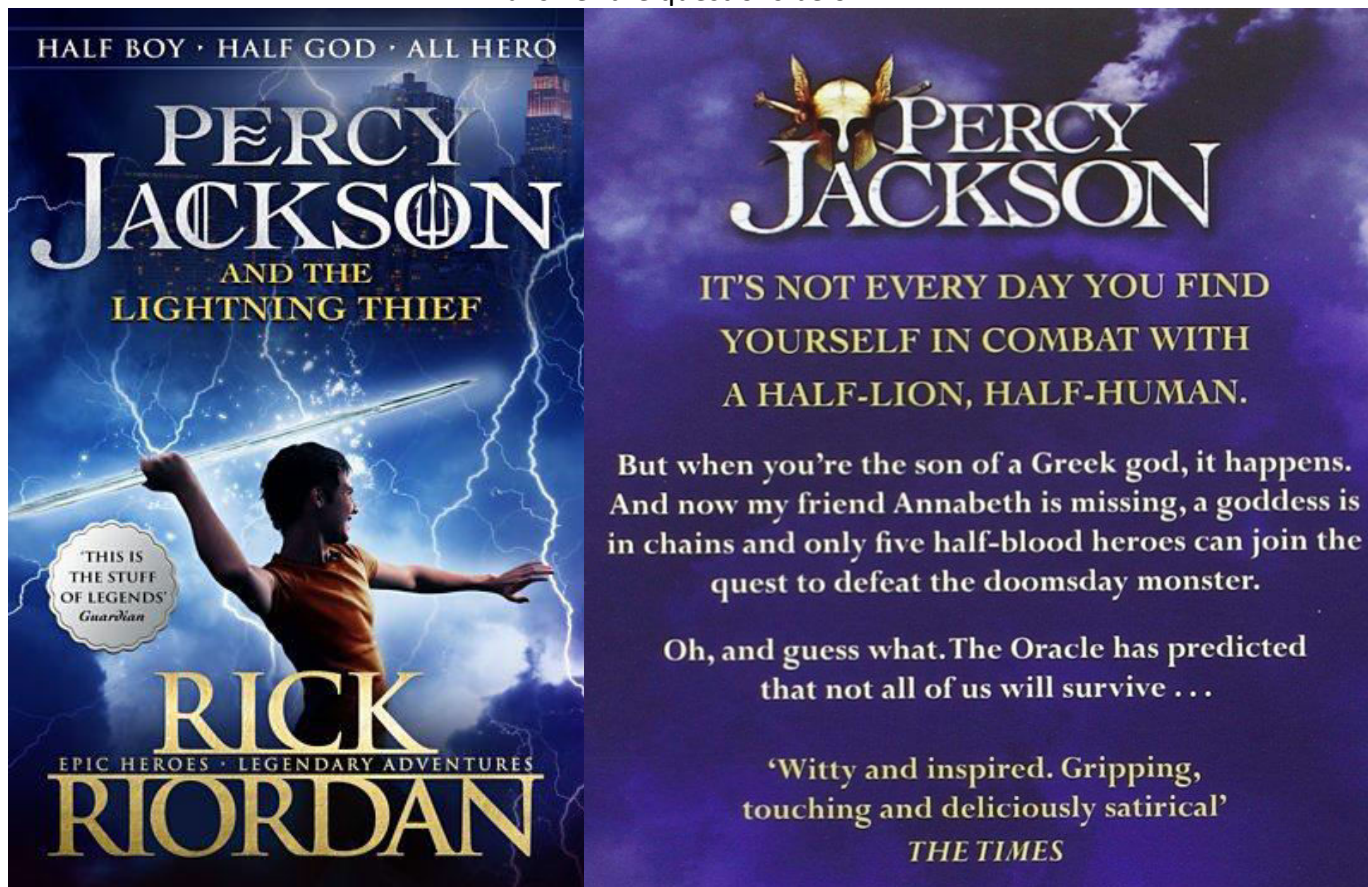
READING Monday 6th July – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan

Session 1 – Front Cover and Blurb Analysis:

The piece of writing we will be focusing on for our reading this week is from a book called ‘Percy Jackson and the Lightning Thief’ by Rick Riordan.

Activity:

Look at the front cover and read the blurb carefully to get an idea of what the story may entail, then answer the questions below.



1. What does the writer mean by ‘...in combat with...?’

1. What two adjectives can you spot hidden within the author’s name? How does this entice us to want to read the book?

2. ‘Half-lion, half-human.’ Based on these quotes, make a prediction on what genre of writing you think this story is and what may happen to our character during his ‘quest’.

WRITING – Monday 6th July – What is a Biography?

During your English lessons this week, you will be looking at a range of vocabulary to create a biography about a famous person of your choice.

What is a Biography?

An account of someone's life written by someone else.

Task 1: - Highlight key features

Today's activity is to read the following biography and highlight the key features in different colours. (*main events, past tense, 3rd person, key events, key achievements, passive voice, personality*)

Usain Bolt

Biography

So, how do you become the greatest sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' He first showed sprinting potential at a very young age and became the fastest 100m runner at his school by the age of 12. Whilst at secondary school, Usain was encouraged to concentrate on sprinting, which led him to win his first High School Championships medal. Since then, he has set new world records, overcome injuries, won numerous medals, become a national treasure in his home country of Jamaica and he hasn't even finished yet!



Usain was born on 21st August 1986, in Jamaica, to parents Walleley and Jennifer Bolt. He grew up with his brother and sister, and adored playing football and cricket.

He competed in his first race whilst at primary school, but sprinting wasn't his first love. Bolt has often said that if he hadn't have become a sprinter, he would have loved to have been a fast bowler, having been inspired by Waqar Younis, a former international cricket player.

Whilst at high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and enjoyed playing practical jokes.

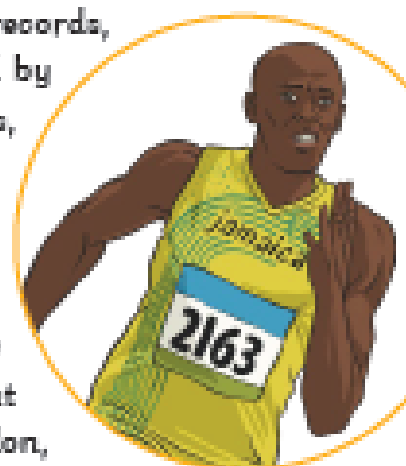
The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals, but he did set a new personal best in the 200m race. The Jamaican Prime Minister recognised Bolt's talent and arranged for him to move to Kingston to train with the Jamaican Amateur Athletic Association.

The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist. He continued to win medals in 2003, when he competed at the World Youth Championships.

In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and was chosen to compete in the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a recurring leg injury ruled him out of winning any medals. He received offers to go and train in America but Bolt wanted to stay true to his roots and despite the basic facilities available to him, remained in Jamaica. For some time, injuries thwarted him, but he came back even stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records, winning gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin where he improved his times, running the 100m race in 9.58 seconds and the 200m in 19.19 seconds.

Bolt competed in the 100m, 200m and relay events at the London 2012 Olympic Games, where he won three golds once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow competitor said, 'There's no doubt he's the greatest sprinter of all time.'



Bolt amazed everyone yet again during the 2016 Rio Olympics, by claiming not only gold in all three races (100m, 200m and relay) but also the title the 'triple-triple' meaning he had won gold in 3 sprinting races in 3 consecutive Olympic Games. However this amazing achievement didn't last long as in 2017, Bolt and his team mates were stripped of the gold medals from the 100m relay in the Beijing Games due to one of his teammates being disqualified for taking a banned substance.

In 2017, at the World Athletics Championships, Bolt's winning streak was over as he was beaten by just 0.03 seconds putting him in 3rd place for the first time in 10 years. And to make things worse, whilst taking part in another race at the Championships, Bolt collapsed on the track with a hamstring injury and had to be helped across the finish line by his teammates. This was Bolt's final ever race.

Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold
2016 Rio De Janeiro	100m, 200m, relay	Gold

Standard English:

Definition:

Standard English is the correct **English** we use when we want to make a good impression. **Standard English** is more **formal** when written than when spoken.

Examples:

- The concert is scheduled to commence at seven o'clock.
- We attended our grandmother's eightieth birthday celebration.
- Guster reviewed the information he knew so far: human houses were not circles anymore, they were rectangles.

Task 2:

Using the examples above, along with your own ideas for your biography, generate at least 3 sentences using standard English that could be used later in the week to draft your biography.

1. _____

2. _____

3. _____



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1 $427 \div 7 =$

2 $40 \times 80 =$

3

			3	2	1	9			
x					8	7			

4 $1 \frac{8}{12} - \frac{5}{6} =$

Main Activity – Vertically Opposite Angles

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining how to calculate vertically opposite angles

Go to **Summer Term Week 1 Lesson 1**

Vertically opposite angles

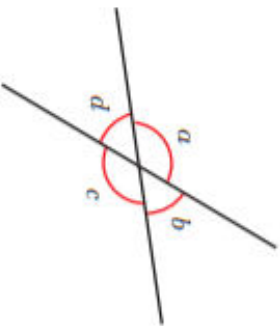
What are the sizes of angles x and y ?

01:36



Vertically opposite angles

1 The diagram shows four angles formed by two straight lines.



a) Measure the sizes of the angles.

$a =$ $b =$ $c =$ $d =$

b) What is the total of angles a and b ?

Explain why.

Do any other pairs of angles have this same total?

c) Angles a and c are vertically opposite angles.

What do you notice about the sizes of angles a and c ?

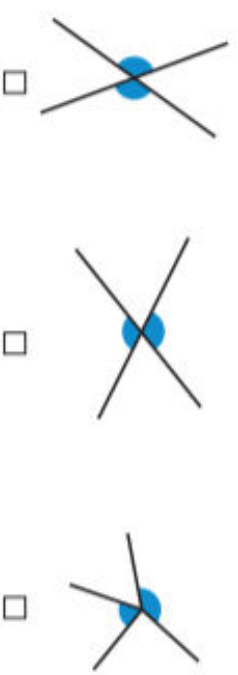
d) Angles b and d are also vertically opposite angles.

What do you notice about the sizes of angles b and d ?

e) Complete the sentence.

Vertically opposite angles _____

2 Tick the pairs of angles that are vertically opposite.

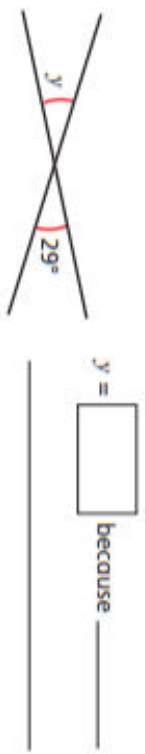


Compare answers with a partner.

3 Work out the sizes of the unknown angles.

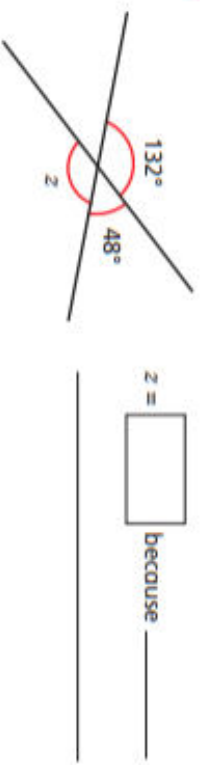
Give reasons for your answers.

a)



$y =$ because _____

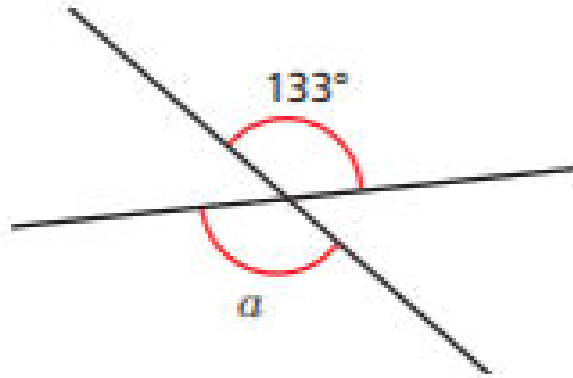
b)



$z =$ because _____

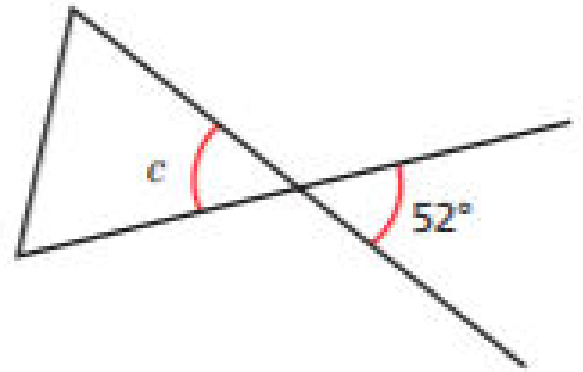
Work out the unknown angles.

a)



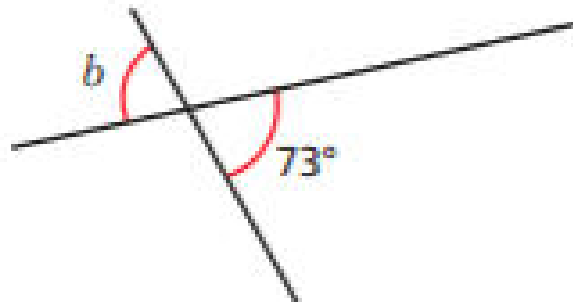
$$a = \boxed{}$$

c)



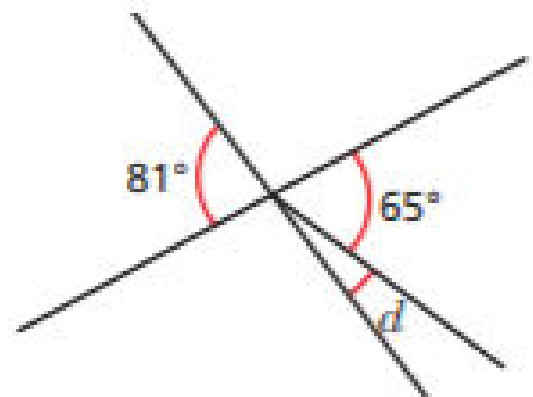
$$c = \boxed{}$$

b)



$$b = \boxed{}$$

d)



$$d = \boxed{}$$



Coping with Change

Changes ahead



Use the 'Changes' sheet



With a family member **talk** about what will stay the same when you move to secondary school and then write or draw it inside the middle section of the Changes sheet. e.g *my cat Smudge will still sleep on my bed! My favourite tea will still be pizza, I will still live at...*



Then **talk together** about what it's like at primary school (write that in the primary school half) and how it's different at secondary school (write that in the secondary school half) e.g *I have one teacher (at primary school) ... I will have lots of different teachers (at secondary school).*

Looking at what you have written about the changes how are you both feeling about the changes that going to secondary school will bring?

Me

What we're excited about/looking forward to...

Family

A large, empty speech bubble shape for writing.A large, empty speech bubble shape for writing.

Me

What we're a bit worried about...

Family

A large, empty speech bubble shape for writing.A large, empty speech bubble shape for writing.

Talk with your family about what you're worried about: **Listen, think and talk** together about possible solutions that could calm both your worries.

Write your possible solutions in the box, right.

Eg: Worried about friends? A solution could be to meet up with someone starting the same school over the summer holidays



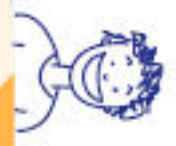


Changes

Primary School



$$3 + 5 = 8$$



Me: Staying the same!



Secondary School



Staying



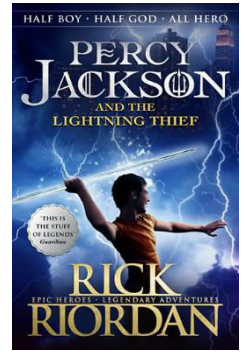
Tuesday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Formal and Informal Language Maths – Angles in a Triangle Thematic – Transition – Routine
----------------	---

READING Tuesday 7th July – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan

Percy Jackson and the Lightning Thief is the first book in Rick Riordan's phenomenally successful Percy Jackson series. *Half boy. Half God. All Hero.* Follow the adventures of Percy Jackson - featuring monsters, Greek Gods, laughs and terrified screams!

Task 1:

Watch actor and TV presenter Stephen Fry read **extract 1** from *Percy Jackson and the Lightning Thief* by scanning the QR code or read the extract below:



Extract 1

Look, I didn't want to be a half-blood. If you're reading this now because you think you might be one, my advice is: stop listening right now.

Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life. Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.

If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened. But if you recognize yourself in these pages – if you feel something stirring inside – stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

My name is Percy Jackson. I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid? Yeah. You could say that.

Session 2 – First Impressions:

1. What impressions do you have of Percy so far? Use the example to help you find evidence from the text to support your answers:

IMPRESSION	EVIDENCE
1. He is very confident	1. <i>'believe whatever lie your mum and dad told you'</i>

2. What is the first piece of advice Percy gives to the reader?

3. What do you notice about this style of writing? Is it written in the 1st/2nd/3rd person, is it formal/informal? How do you know?

4. *'Am I a troubled kid? Yeah. You could say that.'* What do you think this final quote from the extract tells you about the kind of character Percy is and how his is likely to act when faced with dangerous situations?



Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people's answers and the answers sent out at the end of the day.

WRITING - Tuesday 7th July – Formal and Informal Language

Task 1 – Vocabulary Definitions:

Find the definitions of these words to help you with your understanding of the letter: <https://kids.wordsmyth.net/we/>



<u>WORD</u>	<u>DEFINITION</u>
association	
amateur	
thwarted	

Task 2:

Today you will need to decide which famous person you would like to write a biography about.

My Chosen Famous Person is: _____

Formal/informal

Definitions:

Formal: In composition, **formal** style is a broad term for speech or **writing** marked by an impersonal, objective, and precise use of language. A **formal** prose style is typically used in orations, scholarly books and articles, technical reports, research papers, and legal documents.

Informal: **Informal writing** may include slang, figures of speech, broken syntax, asides and so on. **Informal writing** takes a personal tone as if you were speaking directly to your audience (the reader). ... Simple – Short sentences are acceptable and sometimes essential to making a point in **informal writing**.



Scan code and watch video

Examples:

FORMAL VS. INFORMAL ENGLISH

FORMAL



INFORMAL



She has the ability



She can

Revision should be done



You should revise

Secondly/ Besides/ Furthermore,



Another good thing is/
What's more/ Not only that,

Should you require any assistance,
please feel free to contact us.



If you need any help, give us
a call.

This appeared to rectify the
problem.



This seemed to fix the problem.

The experiment was carried
out/ performed.



They did the experiment.

The plan was implemented /
carried out.



They put the plan into action.

Thank you for your courtesy and
cooperation regarding this matter.



Thank you!

Thank you for your email of the
10 of March.



Thanks for your mail on 10
Mar.

Should you need any further information,
please do not hesitate to contact me.



If you need any more info, just
drop me a line.

Task 3

Using the examples above, along with your own ideas for your biography, generate at least 3 formal sentences **ABOUT YOUR FAMOUS PERSON** that could be used later in the week to draft your biography.

1. _____

2. _____

3. _____



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1 $1 - 0.41 =$

2 $0.1 \div 100 =$

3 25% of 460 =

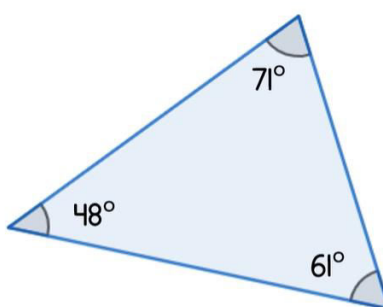
4

2 2 7 0 4

Main Activity – Angles in a Triangle

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining how to calculate missing angles within a triangle

Go to Summer Term Week 1 Lesson 2



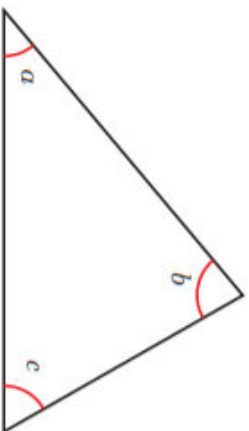
What about the angles inside this triangle?

$$48^\circ + 71^\circ + 61^\circ = 180^\circ$$

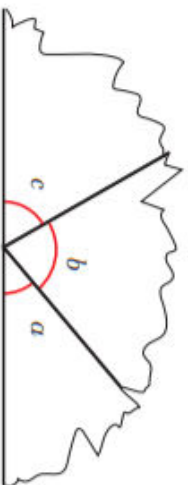
Angles in a triangle

1

Here is a triangle.



a) The three vertices are torn off the triangle and arranged on a straight line.



What is the sum of the three angles?

How do you know?

b) Now measure the sizes of angles a , b and c in the triangle.

$a =$

$b =$

$c =$

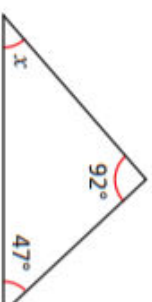
c) What is the total of angles a , b and c ?

2

Work out the sizes of the unknown angles.

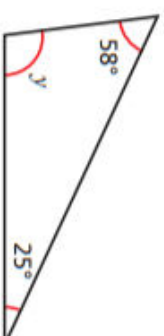
Give reasons for your answers.

a)



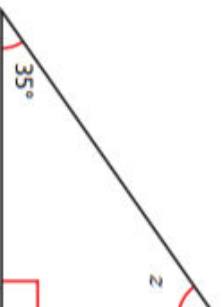
$x =$ because _____

b)



$y =$ because _____

c)



$z =$ because _____

d)

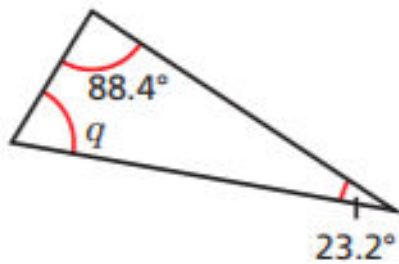


$w =$ because _____

3

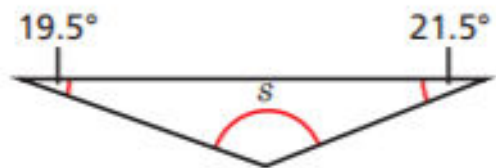
Work out the unknown angles.

a)



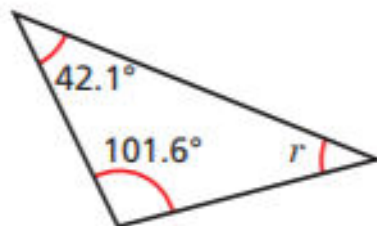
$$q = \boxed{}$$

c)



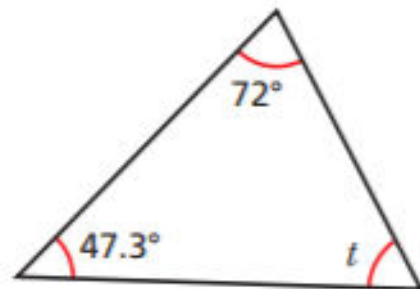
$$s = \boxed{}$$

b)



$$r = \boxed{}$$

d)



$$t = \boxed{}$$

4

a) Two angles in a triangle are 42° and 57° .

What is the size of the third angle?

b) Two of the angles in a triangle are 12° .

What is the size of the third angle?

c) One of the angles in a triangle is 38° . Another angle is twice the size of the first angle.

What is the size of the third angle?



Routines

Your routine will change when you start secondary school . Talk together and try and work out what your new routine will look like.

Fill in your routine for a school day (roughly) - write down what you will do and when on the digital clocks below.

My daily routine...

You can write your own routine in here in you prefer!



Breakfast is the most important meal of the day



Time to wake up	∞∞
Washing	∞∞
Getting dressed	∞∞
Breakfast	∞∞
Brushing teeth	∞∞
Leaving for school	∞∞
Arrive at school	∞∞
End of school	∞∞
After school clubs/sports	∞∞
Arrive home	∞∞
Homework	∞∞
Evening meal	∞∞
Leisure / family time	∞∞
Get bag ready for next day	∞∞
Brushing teeth	∞∞
Bed time	∞∞



Z
Z
Z

Adolescents need between 8 – 10 hours sleep a night



∞∞
∞∞
∞∞



Some top routine tips . . . follow and you can't go wrong!

- ★ Make sure all your belongings have your name on.
- ★ Pack your bag the night before – always use your timetable to help you
- ★ If your school uses a diary/planner always take it with you.
- ★ Set the alarm clock leaving enough time to have breakfast, and make sure you are clean, and smart wearing the correct uniform.
- ★ Leave the house with plenty of time for your journey to school.





Routines



Keeping healthy and safe

Screen Time

It's very important to agree on how much time you will spend on screen and how to keep safe. Make an agreement together – and for things to think about see the bubbles below:



Screen Time agreement

1. _____

2. _____

3. _____

4. _____



Record of exercise taken

Remember: to be ready for secondary school you need to be healthy and fit. Keep a record of exercise you have taken and any family members that have been involved

Date	Exercise	How long for ?	Any other family members involved?



Share your ROUTINES on ClassDojo and we will share everyone's ideas on their routines for secondary school **What is the same about your routines? What is different? Is there anything that you had not thought about?**

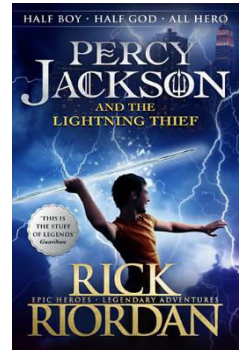
Wednesday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Pronouns Maths – Angles in a Triangle – Special cases PE – Keep on the Move
------------------	---

READING Wednesday 8th July – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan

Percy Jackson and the Lightning Thief is the first book in Rick Riordan's phenomenally successful Percy Jackson series. *Half boy. Half God. All Hero.* Follow the adventures of Percy Jackson - featuring monsters, Greek Gods, laughs and terrified screams!

Task 1:

Watch actor and TV presenter Stephen Fry read **extract 1** from *Percy Jackson and the Lightning Thief* by scanning the QR code or read the extract below:



Extract 1

Look, I didn't want to be a half-blood. If you're reading this now because you think you might be one, my advice is: stop listening right now.

Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life. Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.

If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened. But if you recognize yourself in these pages – if you feel something stirring inside – stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

My name is Percy Jackson. I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid? Yeah. You could say that.

Session 3 – Retrieval Questions

1. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Being a half-blood is quite safe		
If you recognize yourself in the pages you should stop reading		
Percy warns the reader		

2. According to the text, what happens to you most of the time if you are a **half-blood**? Why do you think this may be?

3. Look at the paragraph beginning '**My name is Percy Jackson...**' Write down **three** things you are told about Percy's life.

1) _____

2) _____

3) _____

4. '*I didn't want to be a half-blood...*' Give one reason as to why Percy might not have wanted to be a half-blood.



Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people's answers and the answers sent out at the end of the day.

WRITING - Wednesday 8th July – Pronouns



Task 1:

Find the definitions of these words to help you with your understanding of the letter: <https://kids.wordsmyth.net/we/>

<u>WORD</u>	<u>DEFINITION</u>
consecutive	
doubt	
disqualified	

Pronouns

DEFINITION:

A word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. *I, you*) or to someone or something mentioned elsewhere in the discourse (e.g. *she, it, this*).

This avoids the **repetition** of the name of the person, object or place.

EXAMPLES:

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1st person	I	me	my	mine	myself
2nd person	you	you	your	yours	yourself
3rd person (male)	he	him	his	his	himself
3rd person (female)	she	her	her	hers	herself
3rd thing	it	it	its	(not used)	itself
1st person (Plural)	we	us	our	ours	ourselves
2nd person (Plural)	you	you	your	yours	yourselves
3rd person and thing (Plural)	they	them	their	theirs	themselves

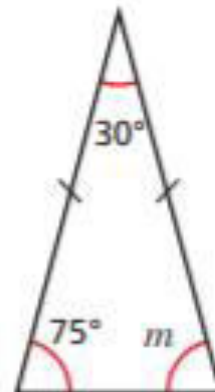
Task 2 – Identifying pronouns:

Using the examples above to help you, circle two pronouns in each of the sentences below:

He went to the football game by himself.	Someone told me it was going to snow later.
Everyone told Sean he should become a writer.	It took us a long time to put the tent up, as we struggled.
Mum told him off for staying out too late, so he apologised.	They all want to come to the party, when we decide on a date.
They are competing against us this afternoon.	He showed the photo of himself at camp.

Angles in a triangle – special cases

1 Here is a triangle.



a) What type of triangle is it?

How do you know?

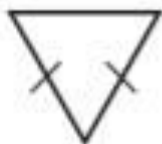
b) Work out the size of angle m .

c) What do you notice?

d) Complete the sentence to describe the angles in an isosceles triangle.

In an isosceles triangle _____

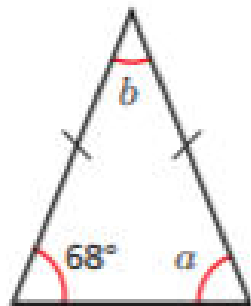
2 Identify and label the angles that will be equal in each triangle.



3

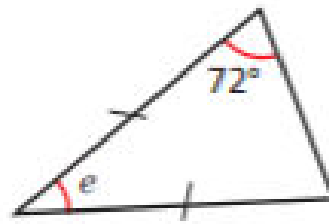
Work out the sizes of the unknown angles.

a)



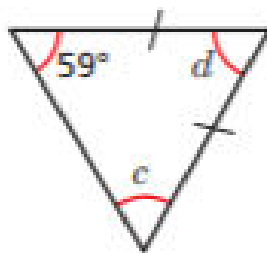
$$a = \boxed{} \quad b = \boxed{}$$

c)



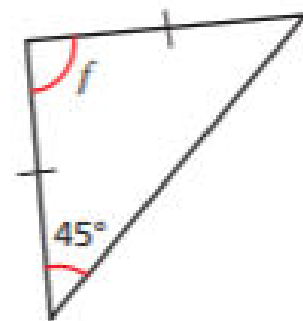
$$e = \boxed{}$$

b)



$$c = \boxed{} \quad d = \boxed{}$$

d)

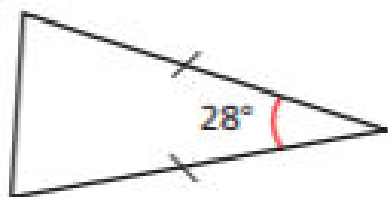


$$f = \boxed{}$$

Talk about your reasons with a partner.

4

Dexter is working out the unknown angles in triangles.



I can't work out either of the missing angles because I don't have enough information.



Do you agree with Dexter? _____

Explain your answer.

Keep on the Move

Home Physical Education

Can you make sure everyone is moving around in a space?

How to play:

- Place 3 pairs of socks, 3 cushions and 3 toys in different places on the floor around your living space .
- Players move around the space in a creative way.
- When a player reaches a pair of socks they jump 10 times. When a player reaches a cushion they hop 10 times. When a player reaches a toy they jog on the spot and count up to 10.
- Can you think of your own movement ideas? Can you move at different levels?



Can you keep trying even if you feel tired?

Top Tips

Breathing

Make sure that you breathe in through your nose and out through your mouth when performing the activities.

Let's Reflect

Why did you move around the way you did?

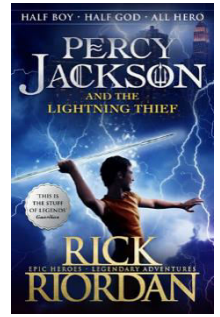
Which way was the most challenging way of moving and why?

Thursday	Reading – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan Writing – Drafting a biography Maths – Missing angles in triangles RE – What Matters to Jewish People?
-----------------	--

READING Thursday 9th July – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan

Task 1:

Watch actor and TV presenter Stephen Fry read **extract 2** from *Percy Jackson and the Lightning Thief* again by scanning the QR code or read the extract below:



Extract 2

Mrs Dodds lunged at me.

With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn't a pen anymore. It was a sword – Mr Brunner's bronze sword, which he always used on tournament day.

Mrs Dodds spun towards me with a murderous look in her eyes. My knees were jelly. My hands were shaking so bad I almost dropped the sword. She snarled, 'Die, honey!'

And she flew straight at me. Absolute terror ran through my body. I did the only thing that came naturally: I swung the sword. The metal blade hit her shoulder and passed clean through her body as if she were made of water.

Hiss! Mrs Dodds was a sandcastle in a power fan. She exploded into yellow powder, vaporized on the spot, leaving nothing but the smell of Sulphur and a dying screech and a chill of evil in the air, as if those two glowing red eyes were still watching me.

I was alone. There was a ballpoint pen in my hand. Mr Brunner wasn't there. Nobody was there but me...

Session 4 – Vocabulary Questions

1. The word '**lunged**' in the first line suggests that Mrs Dobbs moved...Tick **one**.

slowly. quickly.

carefully. Silently.

2. Look at paragraph 3. Find and copy **one group of words** that shows the sword moved without much effort.

3. *And she **flew** straight at me* What does the word **flew** suggest about how she approached him in this sentence?

4. '*...vaporized on the spot...*' What does the word vaporized mean in this sentence?

5. '*...Mrs Dodds **was a sandcastle in a power fan**...*' This is an example of which type of figurative language? **Circle** the correct answer.

- a. Simile
- b. Metaphor
- c. Pathetic Fallacy
- d. Hyperbole



Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people's answers and the answers sent out at the end of the day.

WRITING – Thursday 9th July – Drafting a biography

During today's session, you will be writing your first draft of your biography on the paper provided (or in activity book), using the toolkit below as a checklist when you are working through.

REMEMBER: Your best idea is not usually your first, so spend some time playing with

TOOLKIT:

Opening question		Key influences	
Summarised main events (Born, childhood, education, etc)		Passive voice	
Past tense		Main achievements	
Third person		personality	
Key events		Cohesion (link paragraphs)	

A large area of lined paper for writing, featuring a vertical red margin line on the left and horizontal blue lines for the main text area.

A writing template consisting of a vertical red margin line on the left side and 28 horizontal blue lines for writing.



Share them on Class Dojo once you have finished so that we can share them with the class and you can magpie ideas from other people.

4-a-Day Arithmetic Practice

1 $\frac{1}{4} \times 540 =$

2 $\frac{25}{40} - \frac{3}{8} =$

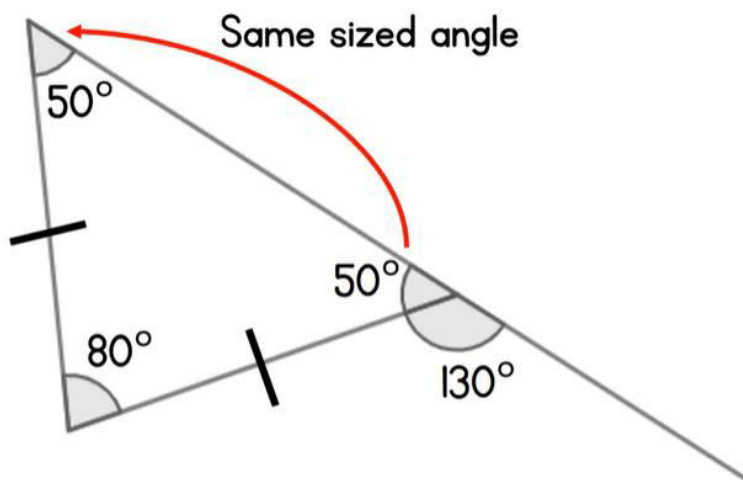
3 $\frac{11}{15} + \frac{2}{3} =$

4 $\frac{4}{30} \div 3 =$

Main Activity – Missing angles in triangles

Follow the link <https://whiterosemaths.com/homelearning/year-6/> or scan the QR Code to watch the video explaining how to calculate missing angles within a range of triangles

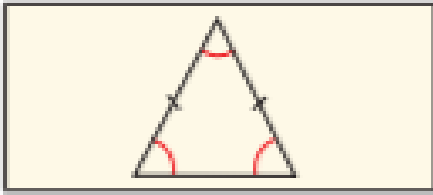
Go to **Summer Term Week 1 Lesson 4**



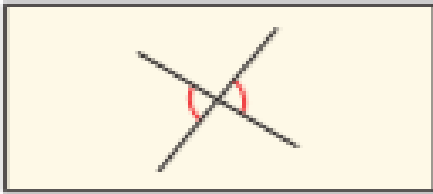
$$180^\circ - (50 \times 2) = 80^\circ$$

1

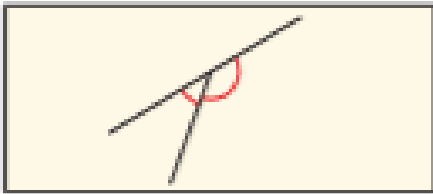
Match each diagram to the correct rule.



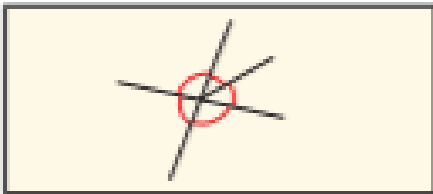
Angles on a straight line sum to 180°



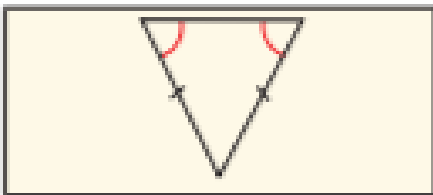
Angles around a point sum to 360°



Angles in a triangle sum to 180°



In an isosceles triangle, two angles are equal



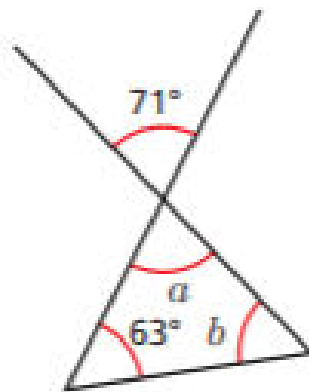
Vertically opposite angles are equal

2

Work out the sizes of the unknown angles.

Give reasons for each stage of your working.

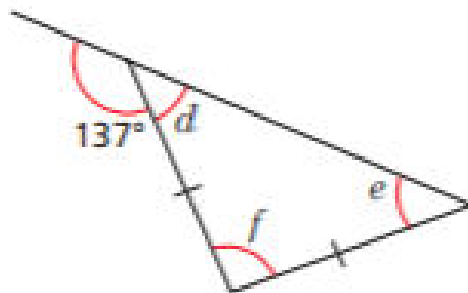
a)



$$a = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

$$b = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

b)

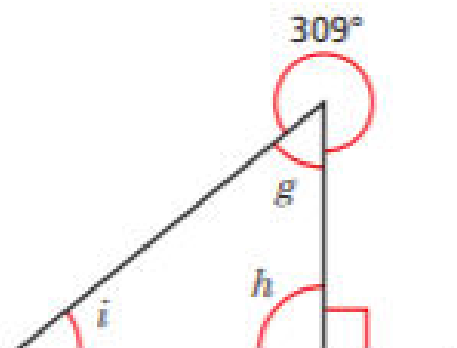


$$d = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

$$e = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

$$f = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

c)



$$g = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

$$h = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

$$i = \boxed{} \text{ because } \underline{\hspace{2cm}}$$

Thursday 9th July RE – What Matters to Jewish People?

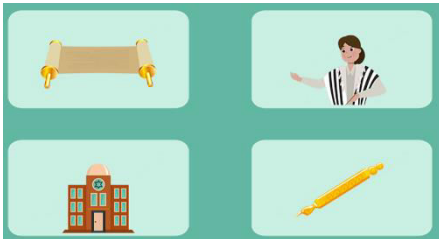
Scan the QR code or follow:

www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7



1. On the web page there is a labelling quiz. Try the quiz out. Can you label the items correctly?

Extension: Make a labelling quiz about Judaism for someone in your family to complete. Draw 4 items you have learnt about from this webpage. Write the correct names in the smaller boxes. Ask someone to draw the links between them. Can they get them right?



2. Read through the webpage. You will see a sign that says 'TAKE THE QUIZ!'. Try it out and see how many of the 5 quiz questions you can get right.

3. **Extension:** Write another quiz question about Judaism in the space below. Give 4 possible answers. One needs to be correct and the others need to be wrong. Who will you ask the question to?
4. You have learnt lots about Jewish people while you have been doing this work. Choose 2 things that you think are really important to Jewish people and draw and write about why you think they are important.

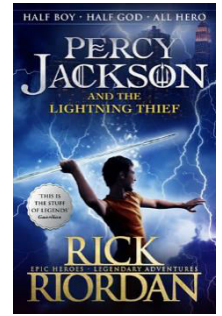
ITEM 1: _____	ITEM 2: _____

Friday	Reading – ‘Percy Jackson and the Lightening Thief’ – Rick Riordan Writing – Writing a biography Maths – ANGLES ASSESSMENT Music – Exploring Emotion Through Music
---------------	--

READING Friday 10th July – ‘Percy Jackson and the Lightning Thief’ – Rick Riordan

Task 1:

Watch actor and TV presenter Stephen Fry read **extract 2** from *Percy Jackson and the Lightning Thief* again by scanning the QR code or read the extract below:



Extract 2

Mrs Dodds lunged at me.

With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn't a pen anymore. It was a sword – Mr Brunner's bronze sword, which he always used on tournament day.

Mrs Dodds spun towards me with a murderous look in her eyes. My knees were jelly. My hands were shaking so bad I almost dropped the sword. She snarled, 'Die, honey!'

And she flew straight at me. Absolute terror ran through my body. I did the only thing that came naturally: I swung the sword. The metal blade hit her shoulder and passed clean through her body as if she were made of water.

Hiss! Mrs Dodds was a sandcastle in a power fan. She exploded into yellow powder, vaporized on the spot, leaving nothing but the smell of Sulphur and a dying screech and a chill of evil in the air, as if those two glowing red eyes were still watching me.

I was alone. There was a ballpoint pen in my hand. Mr Brunner wasn't there. Nobody was there but me...

Session 5 – Inference Questions

1. *'My knees were jelly'* What does this phrase suggest about how Percy is feeling?

2. **Mrs Dobbs** was feeling **aggressive** in paragraph 2... Give **one** piece of evidence from the text, which suggests this.

3. Look at paragraph 3. *'Absolute terror ran through my body'*. What does this phrase mean and why did Percy feel like this?

4. *'I was alone. There was a ballpoint pen in my hand. Mr Brunner wasn't there. Nobody was there but me...'* Based on what you have read in this extract, explain what you think has happened for Percy to be left like this. Use evidence from the text to support your answer.



Share your responses on Class Dojo to share with the rest of the class and make edits to yours based on other people's answers and the answers sent out at the end of the day.

WRITING – Friday 10th July – Writing a biography

Look back at your work from yesterday. It is important to never accept your first draft and to go back and edit your first piece of work to make sure that it is the best that it can be.

Edit and re-write using advanced vocabulary (provide examples) with toolkit

EDITING TECHNIQUES:

Adding More:

- Can you add more description to your cast list?
- More detailed and precise adjectives
- More exciting and varied sentence openers
- More advanced punctuation (, ? ...) for parenthesis

Moving Things:

- Starting a line with a better verb / adverb
- Would your paragraphs be better in a different order?
- Starting with a conjunction (Once this has...)

Cutting Out:

- Is there anything that does not make sense?
- Have you repeated the person's name or edited using pronouns?
- Is there anything that is not relevant at all?

Grammar and Spelling:

- Read your work aloud. Do all of the sentences make sense?
- Is your spelling accurate?
- Have you used your conjunctions on the right context?

Task – Editing and Final Publishing:

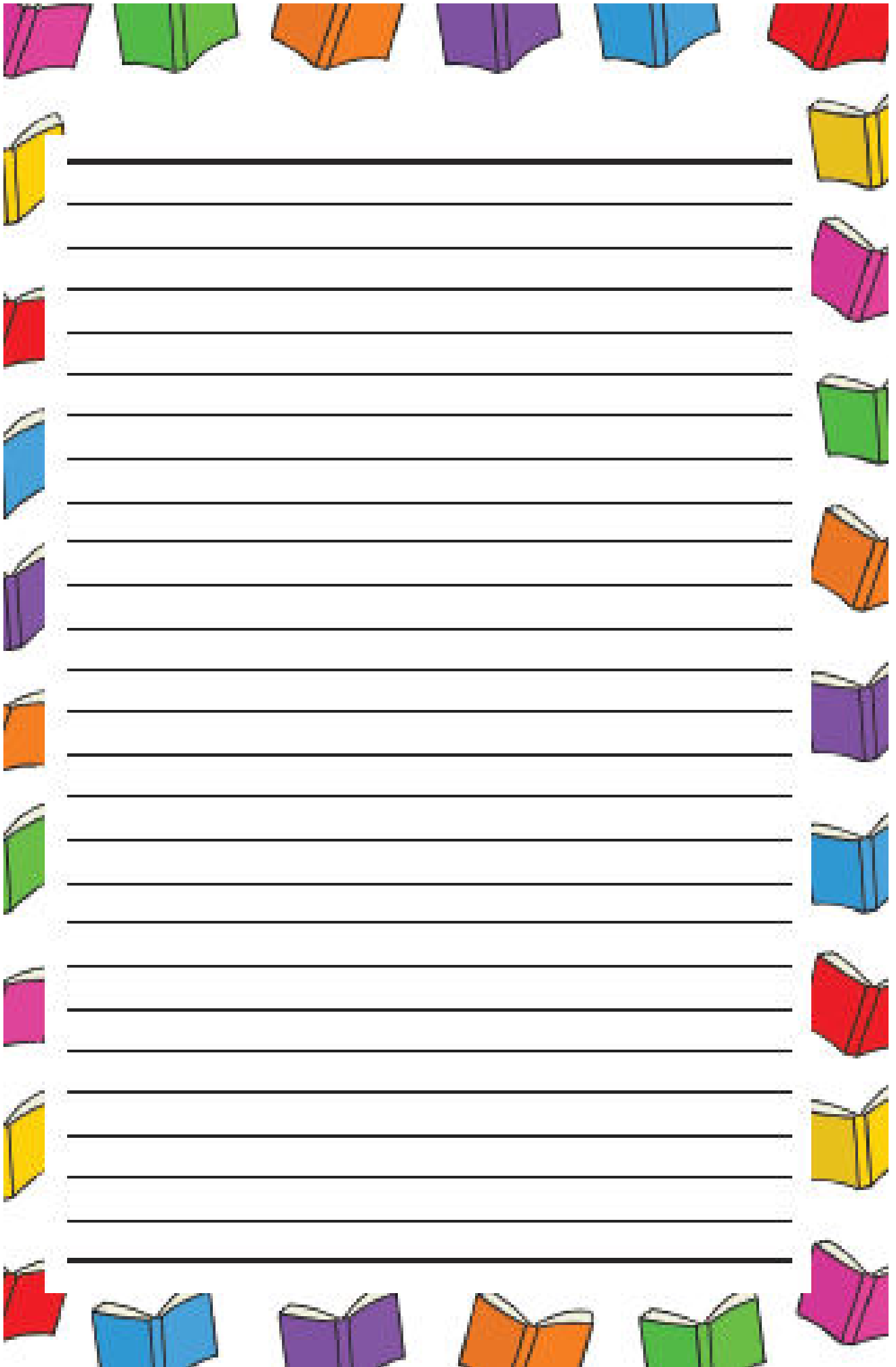
Edit and re-write your letter in your neatest handwriting, adding pictures and photographs also if you wish to add more excitement for your future self. Then share your work on ClassDojo so that we can celebrate your excellent writing with the rest of the class.





A writing template consisting of a series of horizontal lines. The top line is a solid black line. Below it are seven lines that form a rectangular box on the right side, leaving a margin on the left. The remaining lines are full-width horizontal lines for writing. The bottom line is a solid black line.





4-a-Day Arithmetic Practice

1 $4^2 + 90 =$

2

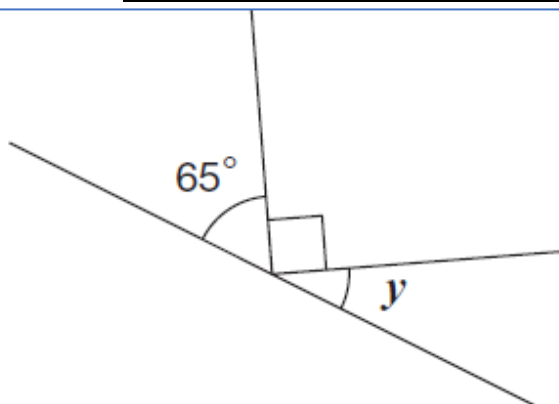
			6	2	6				
x				5	3				

3 $924 \div 33 =$

4 $\frac{5}{8} + 1\frac{5}{8} =$

ANGLES ASSESSMENT:

Not to scale

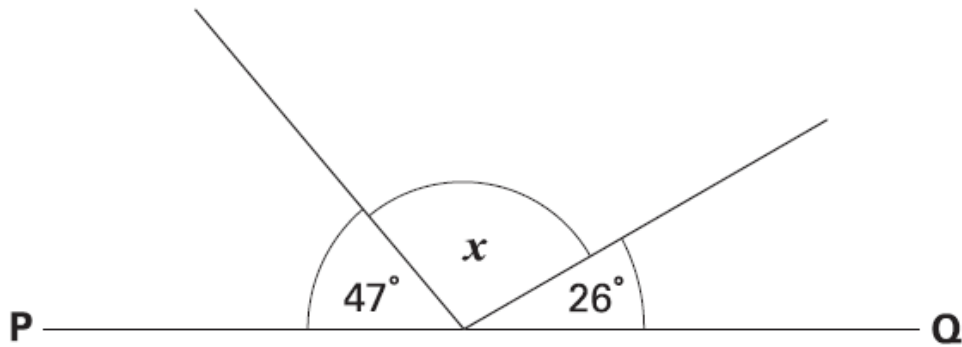


Calculate the size of angle y in this diagram.

Do **not** use a protractor (angle measurer).

 $y =$

PQ is a straight line.

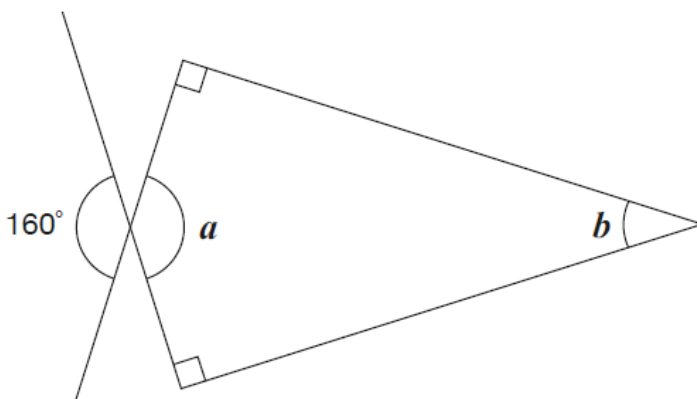


Calculate the size of angle x .



Do **not** use a protractor (angle measurer).

Calculate the size of angles a and b in this diagram.

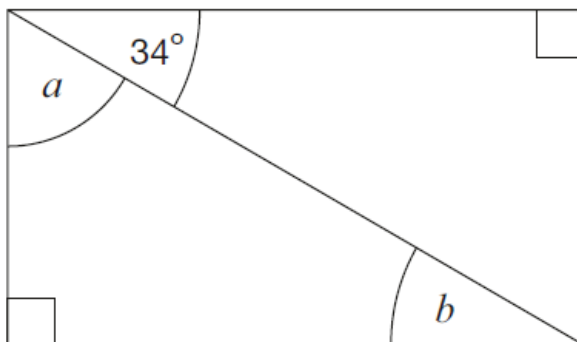


Not
to
scale

$$a = \text{[]}^\circ$$

$$b = \text{[]}^\circ$$

Here is a rectangle.



Calculate the size of angles a and b .



$$a = \text{[]}^\circ$$

Do not measure the angles.

$$b = \text{[]}^\circ$$

Friday 10th July Music – Exploring Emotion Through Music

Today you will be exploring the **emotions** that can be brought on by particular songs.

Watch the video at the following link by scanning the QR code:



MAIN ACTIVITY: Songs that mean something to you

1. Choose 3 of your own songs. Make sure they are different.
2. Write a sentence for each song describing how it makes you feel and what colour you think the song is.

Song Title	Artist	How it makes me feel and why	The colour the song makes me think of



Share your responses on Dojo so that we can see which songs you have chosen and which emotions they make you feel and why.