

Year 6 - PACK 2 - Week 5 – Week Beginning 29.06.2020

Monday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Letter Writing and Subordinate Clauses Maths – Multiply Unit Fractions by an Integer Thematic – Transition – Getting Organised
Tuesday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Writing Subordinate Clauses Maths – Multiply Mixed Numbers by an Integer Science – Animals including humans – Session 5 – Healthy Heroes
Wednesday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Parenthesis Maths – Fractions of Amounts PE - Circuits for Super Strength Computing – Learn to Code with Harry Potter
Thursday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Letter Drafting Maths – Using Fractions as Operators Art – Mystic Roses
Friday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Letter Writing Editing Maths – Fractions Assessments Spanish – Talking about my family

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 – ‘Mr. Gum’ by Andy Stanton Writing – Letter Writing and Subordinate Clauses Maths – Multiply Unit Fractions by an Integer Thematic – Transition – Getting Organised
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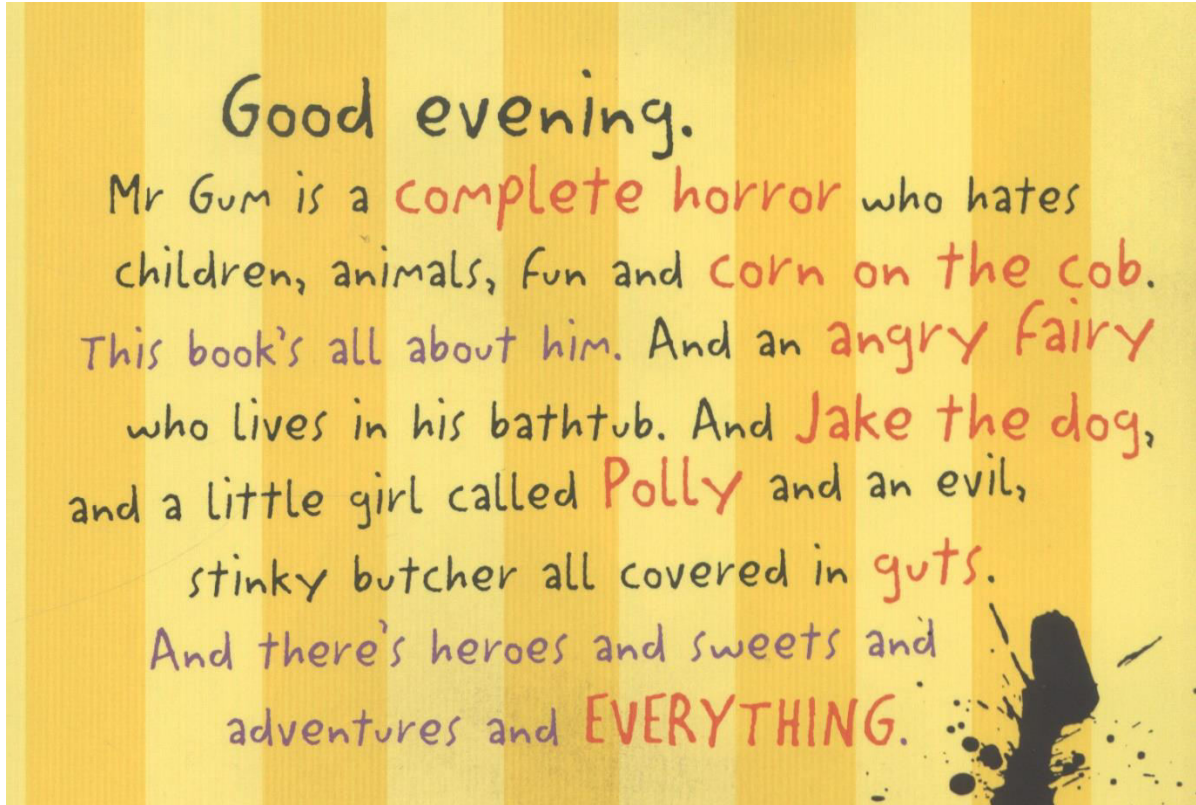
READING Monday 29th June 2020 – ‘Mr. Gum’ by Andy Stanton

Session 1 – Blurb:

The piece of writing we will be focusing on for our reading this week is from a book called ‘You’re a Bad Ma, Mr Gum’ by Andy Stanton

Activity 1:

Read the blurb carefully to get an idea of what the story may be about, then answer the questions below.



1. What does the writer mean when he describes Mr Gum as a ‘**complete horror**’?

2. Name 3 other characters that are discussed in the book:

3. Based on this short piece of information in the blurb, make a prediction on what you think may happen in this book between the characters.

WRITING - Monday 29th June – Letter Writing and Subordinate Clauses

During your English lessons this week, you will be looking at a range of vocabulary to create your own personal letter to your future self.



Letter Definition:

A **letter** is a **written** message that can be **handwritten** or printed on paper. It is usually sent to the recipient via mail or post in an envelope, although this is not a requirement as such. Any such message that is transferred via post is a **letter**, a **written** conversation between two parties.

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>
fragrance	
savour	
impositions	

Task 1: - Highlight key features

Today's activity is to read the following letter and highlight the key features in different colours and label them.

(greeting, rhetorical questions, informal language, explanations of events, advice for the future, key vocabulary, punctuation, sign off)

MODEL LETTER:

Dear Future Self,

Take a breath. Look down at your two feet. Where are they right now? Look around you. Do you see nature? Go touch the leaves – we aren't allowed to do that now. Pick a flower and deeply inhale its beautiful fragrance. Do you hear birds? Stop and take a moment to go listen to their music, because not everyone is so fortunate enough to be able to hear and enjoy that experience. Do you feel the sunshine on your skin? If not, go step outside and be grateful for the fact that it is constantly shining down on you, and that you are alive. Unfortunately, we have not been able to do that, not since the lockdown started. Go take a bite of something delicious and savour every. Not everyone is so privileged to have access to food, so superficial aesthetics should be the least of your worries regardless of the deep societal impositions. How have you been of service to others today?

You spent your whole childhood yearning to be an adult, impatiently waiting for the rite of passage that would grant you the maturity, respect, and validation you so desperately sought. Now that you're an adult, all you crave is the sweetly uninhibited moments of play and lack of responsibility that childhood granted you. Life isn't a sprint, it's a long race and you're not in it just to "win." Be gentle with yourself. Be messy sometimes. Let it all go. Embrace all of your learnings and cherish your experiences because they truly are divinely fated.

ENJOY IT. ALL OF IT. You will have enough time to do everything that you love, so stop stressing so much. You miss the beauty when you are stressed. Be here now, with those that you love. Hug those around you, not standing at least 2m apart. Ask them how they are doing, and truly listen (without plotting your response at the same time). The inexplicable sensation of true connection and understanding is the best feeling in the entire world. Money is just a number. It comes and it goes. Love is the true currency, that is one thing I have learnt during the 'Covid-generation'.

No one lives forever so be sure to cherish every moment. Life is a gift, not something that is a given, so enjoy every second while you're here.

From

Me

Subordinate clauses:

Definition:

A *conjunction* is a word, or words, used to connect two clauses together. ... A *subordinating clause* is a part of a sentence that adds additional information to the main *clause*.

A *subordinating conjunction* is simply the word/words that is used to join a *subordinating clause* to another *clause* or sentence.

A *subordinate clause* contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.

Examples:

In the following examples, the subordinating conjunctions are in bold for easy identification:

1. **As** Sherri blew out the candles atop her birthday cake, she caught her hair on fire.
2. Sara begins to sneeze **whenever** she opens the window to get a breath of fresh air.
3. **When** the doorbell rang, my dog Skeeter barked loudly.

Task 3 - Conjunctions:

The following task will help you gain greater understanding about how subordinating conjunctions work. Choose the best answer to complete each sentence.

1. _____ the basement flooded, we spent all day cleaning up.

After / Although / Before / Even if

2. I don't want to go to the movies _____ I hate the smell of popcorn.

Although / Because / Whenever / So that

3. I paid Larry, _____ garden design work is top-notch.

Whenever / Whose / After / If

4. _____ spring arrives; we have to be prepared for more snow.

Because / Until / Although / Now that

4-a-Day Arithmetic Practice

1 $48 + 193 =$

2 $26 - 16 =$

3 $5,307 - 288 =$

4 $\frac{3}{5} + \frac{4}{5} =$

Main Activity – Multiply Unit Fractions by an Integer

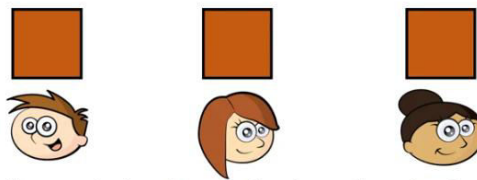
Follow the link <https://whiterosemaths.com/homelearning/year-5/> or scan the QR Code to watch the video explaining how to **Multiply Unit Fractions by an Integer**

Go to **Summer Term Week 6 Lesson 1**



Multiply unit and non-unit fractions by integers

3 children are given $\frac{1}{4}$ of a chocolate bar.



How much chocolate do they have altogether?

05:34

Multiply unit fractions by an integer

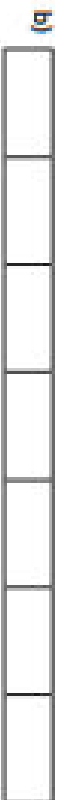
1 Complete the calculations.

Use the bar models to help you.



$$\frac{1}{5} + \frac{1}{5} + \frac{1}{5} = \square$$

$$3 \times \frac{1}{5} = \square$$



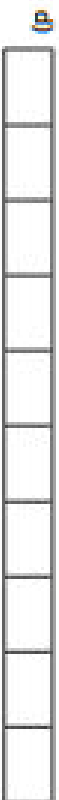
$$\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7} = \square$$

$$4 \times \frac{1}{7} = \square$$



$$\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} = \square$$

$$5 \times \frac{1}{8} = \square$$



$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} = \square$$

$$7 \times \frac{1}{10} = \square$$



2 Complete the multiplications.

a) $3 \times \frac{1}{8} = \square$

e) $\frac{1}{5} \times 4 = \square$

b) $3 \times \frac{1}{10} = \square$

f) $\frac{1}{9} \times 8 = \square$

c) $\frac{1}{8} \times 5 = \square$

g) $8 \times \frac{1}{11} = \square$

d) $9 \times \frac{1}{10} = \square$

h) $\frac{1}{11} \times 10 = \square$

3 Match the addition to the equivalent multiplication.

$\frac{1}{3} + \frac{1}{3}$

$2 \times \frac{1}{3}$

$\frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

$\frac{1}{4} \times 3$

$\frac{1}{5} + \frac{1}{5}$

$3 \times \frac{1}{5}$

$\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$2 \times \frac{1}{3}$



Getting organised



For any journey you need to do lots of preparation – planning how you'll get there, what to take with you, what to wear and what you need to buy. So now is your chance to talk to your family and get organised.



Getting to School

Your new school is probably further away from where you live and it is important to plan and practice your new journey to school ready for September.



Talk about it together... What is the best way to get there?

Read the bubbles together, then shade in the ones you will need to think and talk about.

18 speech bubbles with questions:

- How am I getting to school?
- Where am I going?
- Who will drive me?
- What is the quickest way?
- Where is the bus stop?
- Will I go with a friend?
- Is the route well lit?
- What time do I have to leave?
- Is there a school bus?
- Where can I leave my bike?
- How much does the train/bus cost?
- Do I get a pass?
- How long will it take?
- How can I get to school?
- Where can I leave my helmet?
- Will I get a lift home?
- Should I get a bike lock?
- Is my jacket bright enough?



Now write down your plan for how you might get there (and rough timings if you can)

My journey plan

5 location pins with horizontal lines for notes:

- Location pin 1: _____
- Location pin 2: _____
- Location pin 3: _____
- Location pin 4: _____
- Location pin 5: _____

Once you have decided the safest and quickest way to and from your new school, set a date to practice the journey.

Date Time

Who is going?

How long did it take you?

What time do I need to leave the house?

(remember that there might be more traffic in September so leave some extra time)

Having done the journey once with a parent or helper, organise to do it on your own with a friend.

Always of course letting your parents know...



Uniform

Schools have different uniforms for lots of different reasons. It shows other people which school you go to, and it saves having to decide what to wear each school day! Look together at the information from your High School.

If you do not have look it up on the school website or contact the school office and ask to be sent the list.

Make a list together of what you need to buy. Tick it off when you have got it.

Remember to write your name on all your uniform in case it gets lost



My uniform shopping list

For some subjects you might need special items or kit. Look at what you need for:

PE



Science



Technology



As your parents/carers or other family members about what they wore at school.

Have they got any photographs they can show you?

Have they got any funny stories they can tell you about their uniform?

My wore
(write or draw a diagram, right)



Equipment

What you need to take to High School will be different from Primary school – you may well also need a bigger bag as you will be carrying lots of things around with you as you move to different classrooms

Which of these objects will you need (and be allowed) to take to your new school ?

Tick the box next to the drawing and to make sure you have the right answer look at the information you have been given or on the school website. If you're not sure put a ? and check when you start at school in September. No one will expect you to have all the right things in the first week !

Books



Ruler



Bag



Pencils



Calculator



iPod



Money



Pens



Dictionary



Sweets



Cuddly toy



Planner



Door key



Lunch box



Make up



Mobile phone



What do I need to buy?

(tick it off when you have got it) ...

First impressions – what impression do you want to give when you start your new school?

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

Tuesday

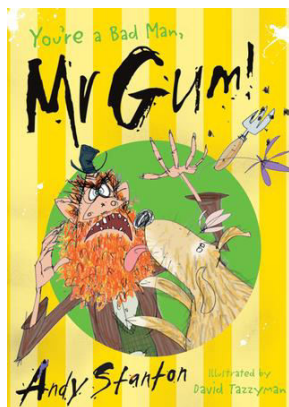
Reading – ‘Mr. Gum’ by Andy Stanton

Writing – Writing Subordinate Clauses

Maths – Multiply Mixed Numbers by an Integer

Science – Animals including humans – Session 5 – Healthy Heroes

READING Tuesday 30th June 2020 – ‘Mr. Gum’ by Andy Stanton



Mr Gum hates children, animals, fun and corn on the cob. This book is about him, an angry fairy, a dog called Jake and a little girl called Polly.

TASK 1 - READING:

Watch actress Joanna Lumley read extract 1 from *You're a Bad Man, Mr Gum* by scanning the QR code or by reading the extract below:

EXTRACT 1:

Mr Gum's bedroom was absolutely grimsters. The wardrobe contained so much mould and old cheese that there was hardly any room for his moth-eaten clothes, and the bed was never made. (I don't mean that the duvet was never put back on the bed, I mean the bed had never even been MADE. Mr Gum hadn't gone to the bother of assembling it. He had just chucked all the bits of wood on the floor and dumped a mattress on top.) There was broken glass in the windows and the ancient carpet was the colour of unhappiness and smelt like a toilet.

Anyway, I could be here all day going on about Mr Gum's house but I think you've got the idea. Mr Gum was an absolute lazer who couldn't be bothered with niceness and tidying and brushing his teeth, or anyone else's teeth for that matter.

BUT (and as you can see, it's a big but) he was always extremely careful to keep his garden tidy. In fact, Mr Gum kept his garden so tidy that it was the prettiest, greeniest, floweriest, garden in the whole of Lamonib Bibber.

TASK 2 – Reflection Questions:

1. What do you learn about Mr Gum's personality in this opening extract? What evidence is there to support this based on his house?

2. What is surprising about his garden and why?



Do not forget to share your answers with us on ClassDojo.

WRITING - Tuesday 30th June – Writing Subordinate Clauses



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>
yearning	
the rite of passage	
validation	

Task 2:

Using the examples from yesterday's lesson to help you, along with your own ideas for your letter, generate at least 3 subordinate clause examples that could be used later in the week to draft your letter.

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 $2.9 + 4.09 =$

2 $139 \times 4 =$

3 $44 \times 8 =$













4 $4 - 3.04 =$

Main Activity – Multiply Mixed Numbers by an Integer

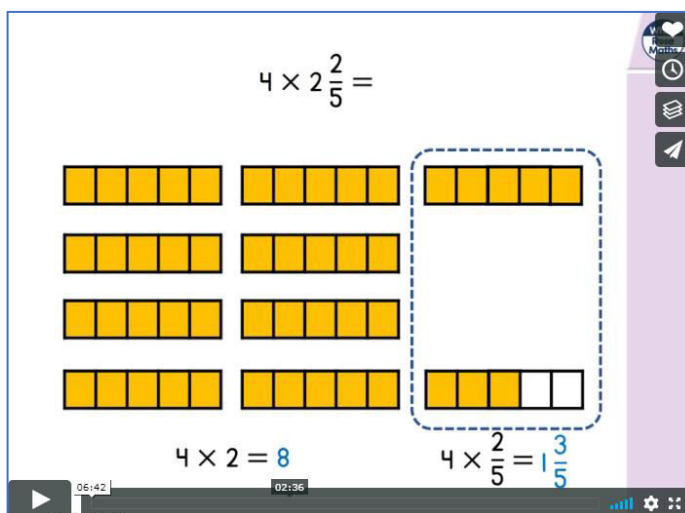
Follow the link <https://whiterosemaths.com/homelearning/year-5/> or scan the QR Code to watch the video explaining how to **Multiply Mixed Numbers by an Integer**
Go to **Summer Term Week 6 Lesson 2**



$4 \times 2\frac{2}{5} =$

$4 \times 2 = 8$ $4 \times \frac{2}{5} = 1\frac{3}{5}$



Multiply mixed numbers by integers



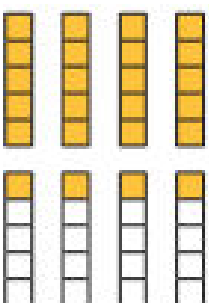
1 Complete the calculations.

a) $4 \times 1\frac{1}{5}$

$4 \times 1 = \square$

$4 \times \frac{1}{5} = \square$

$\square + \square = \square$

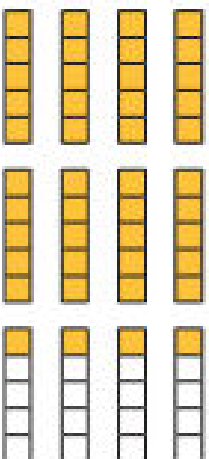


b) $4 \times 2\frac{1}{5}$

$\square \times 2 = \square$

$4 \times \square = \square$

$\square + \square = \square$

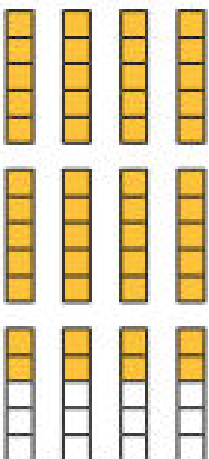


c) $4 \times 2\frac{2}{5}$

$\square \times \square = \square$

$4 \times \square = \square$

$\square + \square = \square$

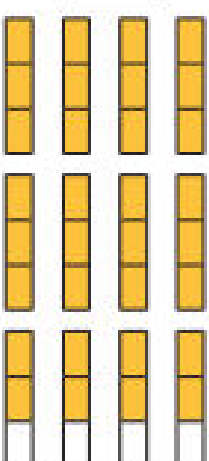


d) $4 \times 2\frac{2}{3}$

$\square \times \square = \square$

$\square \times \square = \square$

$\square + \square = \square$



2 Complete the multiplications.

a) $3 \times 8\frac{2}{7} = \square$

d) $4 \times 6\frac{3}{19} = \square$

b) $2 \times 12\frac{2}{11} = \square$

e) $2\frac{2}{25} \times 12 = \square$

c) $6\frac{2}{11} \times 4 = \square$

f) $3\frac{1}{15} \times 8 = \square$

What is the same and what is different about your answers?

3 One bag of potatoes weighs $1\frac{3}{4}$ kg.

How much do 5 bags of potatoes weigh?



kg

Tuesday 30th June Science – Animals including humans – Session 5 – Healthy Heroes

As we grow into adults, there are lots of things we should be doing to help keep our bodies strong and healthy.

Exercise

It is important that we exercise regularly. This includes in our free time! Children exercise all the time without realising. Anything that makes your body work is exercise, even walking around the playground at playtime!

Did you know?

Children should be doing at least 60 minutes of exercise each day!


Healthy Diet


Next thing to keep us healthy is to ensure we have a healthy diet.


Our diet is what food we eat to give us energy. However, there are lots of foods to choose from and they are not all healthy.

A Balanced plate

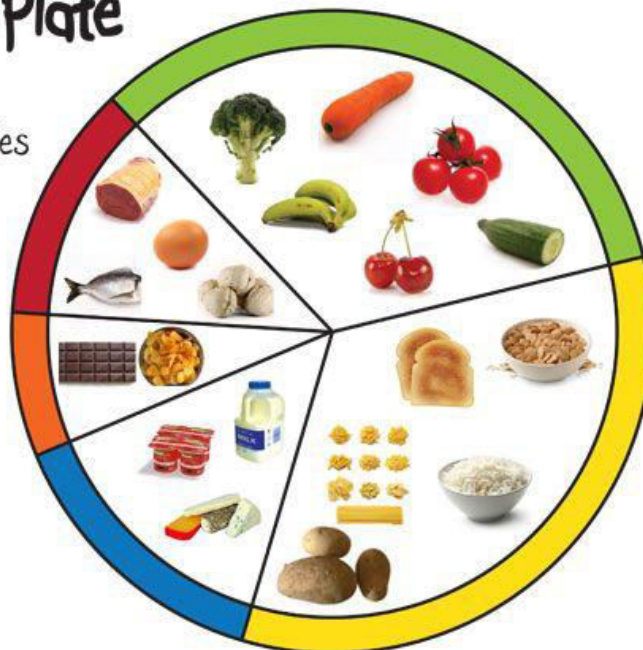
 Fruit and vegetables

 Grains, cereals and potatoes

 Dairy products

 Meat, fish, nuts and eggs

 Fats and sugars



Adults and children need lots of energy to help them keep moving and keep their bodies healthy! Children also need food to help them grow.

There are 5 main food groups.

- Fruit and vegetables
- Protein,
- Carbohydrates
- Dairy
- Fat and sugar.

Healthy or Unhealthy?

To be healthy, we need to make sure that we are eating a healthy, balanced diet. This means that we should be eating a variety of foods. We can still have treats if we are not eating them too much or too often. We need to ensure we are absorbing all the nutrients and vitamins that our bodies need.

Personal Hygiene

Another way we can lead a healthy lifestyle is by looking after our bodies. We need to ensure we have good hygiene.

Being ill...



Keeping ourselves clean



Eating a balanced diet



Being active

Sometimes, even if we do all of these things, we can still become ill because germs are attacking our bodies all the time.

How can you tell if someone is feeling ill?

If you are feeling ill, you could have;

- Pale skin
- High temperature
- Tiredness
- Loss of appetite
- Spots or a rash
- Runny nose
- Headache
- Nausea

Did you know?

Chicken pox is an illness that spreads easily around children. What are the symptoms of chicken pox?

Medicines

Medicines can come in all different shapes, sizes, and colours.

One medicine might be a pink liquid, another medicine might come in a special mist, another might be a blue pill, and still another might come out of a yellow tube. But they are all used for the same purpose — to make you feel better when you are ill. Most medicines today are made in laboratories by scientists. Once a medicine is created, it is tested over and over in many ways. This allows scientists to make sure the medicine is safe for people to take and that it can fight or prevent a specific illness.

Caution!

Medicines can help you BUT medicines can harm you if they are not used properly. Too much of a medicine can be harmful, and old or outdated medicines may not work or can make people sick. Taking the wrong medicine or medicine prescribed for someone else is also very bad news. You should always follow your doctor's instructions for taking medicine — especially for how long. If your doctor says to take medicine for 10 days, take it for the whole time, even if you start to feel better sooner.

Those medicines need time to finish the job and make you better!

NEVER take a medicine unless your parents have told you to!

Independent Task

Create a poster that we could put up around school that explains how we can lead a healthy lifestyle. You could even include your own Healthy Hero if you want!

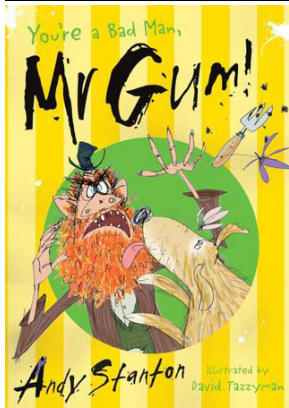
Share your healthy poster on ClassDojo so that we can spread these around the school and promote healthy living for the rest of the school.



How can you lead a healthy lifestyle?

Wednesday	Reading – ‘Mr. Gum’ by Andy Stanton Writing – Parenthesis Maths – Fractions of Amounts PE - Circuits for Super Strength Computing – Learn to Code with Harry Potter
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READING Wednesday 1st July 2020 – ‘Mr. Gum’ by Andy Stanton



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TASK 1 - READING:

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EXTRACT 1:

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BUT (and as you can see, it's a big but) he was always extremely careful to keep his garden tidy. In fact, Mr Gum kept his garden so tidy that it was the prettiest, greeniest, floweriest, garden in the whole of Lamonic Bibber.

TASK 2 – Retrieval Questions:

1. According to the text, what could Mr Gum '***not be bothered...***' with?

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

	True	False
There was lots of room in his wardrobe for his clothes		
The ancient carpet was a pleasant colour		
Mr Gum was very proud of his garden		

3. Write down **three** adjectives that are used to describe Mr. Gum's garden.

WRITING - Wednesday 1st July – Parenthesis



Task 1 – 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>
uninhibited	
divinely	
inexplicable	

Parenthesis

DEFINITION:

A word or phrase inserted as an explanation or afterthought into a passage which is grammatically complete without it, in writing usually marked off by brackets, dashes, or commas.

EXAMPLES:

- *My friend Chloe (who is three months older than me) is coming to my house tonight.*
BRACKETS
- Blue Peter, a popular children's programme, has been on the TV since the 1960's.
COMMAS
- Whenever we go to the seaside – or a theme park – I'm too small for the best rides.
DASHES

Task 2:

Using the examples above to help you, along with your own ideas about your letter, generate at least 3 examples of parenthesis being used correctly within a sentence, that could be used later in the week to draft your letter.

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 - 100 = 4,815

2 $5 \times 25 =$

3

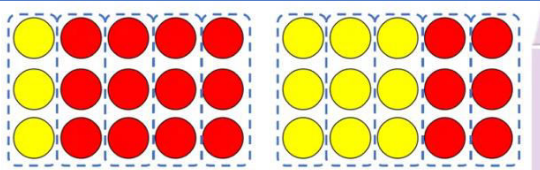
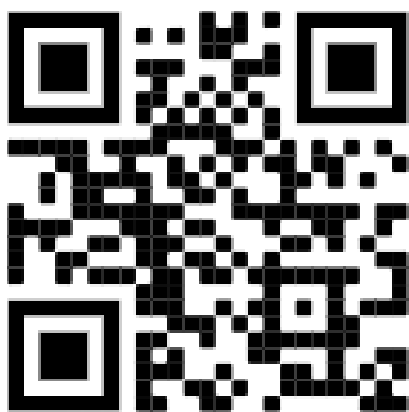
			4	1	4				
x			6	5					
<hr/>									

4 $369 \div 9 =$

Main Activity – Fractions of Amounts

Follow the link <https://whiterosemaths.com/homelearning/year-5/> or scan the QR Code to watch the video explaining how to **Fractions of Amounts**

Go to **Summer Term Week 6 Lesson 3**



$15 \div 5 = 3$ $15 \div 5 = 3$
 $3 \times 1 = 3$ $3 \times 3 = 9$
 $\frac{1}{5}$ of 15 = 3 $\frac{3}{5}$ of 15 = 9

What do you notice?

What's the same? What's different?

11:51 04:44

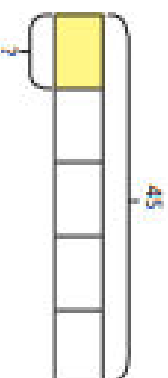
Fractions of an amount

Maths

1 Annie and Mo are finding fractions of amounts.

a) Annie is trying to find $\frac{1}{5}$ of 45

She draws this bar model.

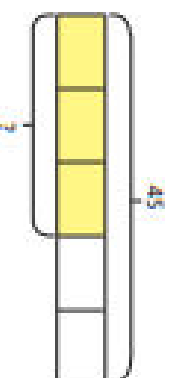


How does the bar model represent the calculation?

What is $\frac{1}{5}$ of 45?



b) Mo is trying to find $\frac{3}{5}$ of 45



How does the bar model represent the calculation?

What is $\frac{3}{5}$ of 45?



c) What is the same and what is different about Mo and Annie's questions?



2 Complete the calculations.

a) $\frac{1}{3}$ of 27 = b) $\frac{1}{3}$ of 72 = c) $\frac{1}{3}$ of 90 =

$\frac{2}{3}$ of 27 = $\frac{1}{6}$ of 72 = $\frac{2}{6}$ of 90 =

$\frac{3}{3}$ of 27 = $\frac{1}{12}$ of 72 = $\frac{3}{9}$ of 90 =

What patterns do you notice?

3 Match the calculations to the correct amounts.

$\frac{5}{8}$ of 48 32

$\frac{2}{3}$ of 48 40

$\frac{5}{6}$ of 48 30

$\frac{3}{4}$ of 48 36

4 Write $<$, $>$ or $=$ to compare the calculations.

a) $\frac{5}{7}$ of 56 $\frac{5}{8}$ of 56

c) $\frac{2}{3}$ of 63 $\frac{5}{8}$ of 64

b) $\frac{4}{7}$ of 56 $\frac{5}{8}$ of 56

d) $\frac{7}{10}$ of 350 $\frac{5}{7}$ of 350

5 165 children and adults go on a school trip.

Two thirds of the people are children.

a) How many adults are on the school trip?

b) $\frac{3}{5}$ of the children are boys.

How many boys are on the school trip?

c) $\frac{7}{10}$ of the children have an apple for lunch.

How many children do not have an apple for lunch?

Super Strength

Home Physical Education

Can you complete the circuit with a partner, encouraging each other?

How to play:

- Layout 5 markers in a space around your area. These are your 5 strength circuit activities.
- **Station 1:** Perform 10 squat jumps.
- **Station 2:** Perform 10 lying ball lifts.
- **Station 3:** Perform 10 push outs.
- **Station 4:** Perform 10 sit ups.
- **Station 5:** Perform 10 box press ups.
- How many times can you repeat the circuit?



Can you keep trying even if you feel tired?

Top Tips

Work Hard!

By working hard we will improve our strength
'Muscular strength is defined as the maximum amount of force that a muscle can exert against a form of resistance in a single effort.'

Let's Reflect

Do you understand why working hard will help improve the strength of your muscles?

Do you understand why it is important to be strong when playing sport?

What are 'squat jumps' and 'box press ups'?

Watch the following video from a coach at Complete PE to give you some tips on what some of these exercises are and how this can be done in all types of homes and outdoor areas.

Share some pictures of your exercises with us on ClassDojo, along with your fastest times and how many times you can complete the circuit!



Harry Potter



Follow the link or scan the QR code to practice your coding skills with Harry Potter themed games:

<https://hoc-2018.kano.me/challenges/home>

Learn to code and make magic on screen with creative challenges inspired by the Wizarding World. Connect code blocks, see the Javascript and learn how to make feathers fly, fireworks fizz and bang, compose music, and more in our Harry Potter Coding challenges.



Levitate a Feather



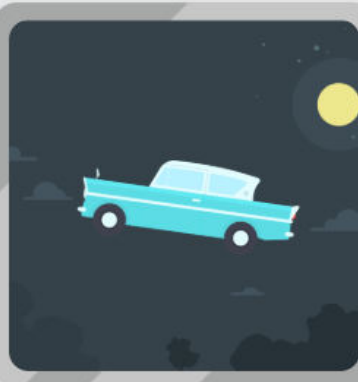
Summon Bertie Bott's Every-Flavour Beans



Create Fireworks that Fizz and Bang

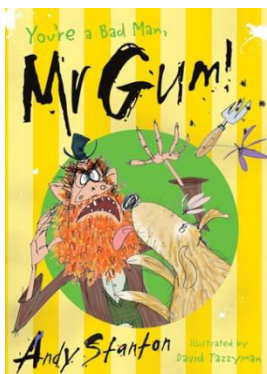


Play Music with the Yule Ball Instruments



Control the Flying Car

	Writing – Letter Drafting Maths – Using Fractions as Operators Art – Mystic Roses
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TASK 1 - READING:

Watch actress Joanna Lumley read **EXTRACT 2** from *You're a Bad Man, Mr Gum* by scanning the QR code or by reading the extract below:

EXTRACT 2:

Sort out the garden, you lazy snorer! yelled the fairy, and down came the frying pan.

Mr Gum was too fast this time and shot out of bed like a guilty onion. PFFF! went the frying pan as it hit the bedcovers, sending up a little cloud of dust and ants.

Mr Gum legged it out of the bedroom and went hurtling down the stairs. He stepped on an old slice of pizza lying in the hall and half skidded into the kitchen, riding it like a cheese and tomato surfboard. He could hear the fairy right behind him, shrieking with fury.

'I 'aven't done nothin' wrong! I kept the flippin' garden TIDY!' shouted Mr Gum as he flung open the back door and ran outside. He started to say something else but when he saw the garden the words got stuck in his throat. They tasted horrible.

The garden was not tidy. The garden was a total wreck. The lawn was tufted up and torn. The flowerbeds were trampled and chewed. Rose petals and sunflower heads lay scattered all over the place like rose petals and sunflower heads. There was something lying under the oak tree that Mr Gum did not even want to think about. And in the centre of the wreckage played the most monstrous dog Mr Gum had ever seen.

TASK 2 – Vocabulary Questions:

1. 'Mr Gum legged it out of the bedroom and went hurtling down the stairs' What does this phrase show about how Mr. Gum moved?

2. Find and copy one phrase from the third paragraph that shows that the fair was angry.

3. 'The garden was a total wreck'. Which word has the closest meaning to the phrase **total wreck** in this sentence?

beautiful damaged

clean tidy

During today's session, you will be writing your first draft of your letter 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:

Greeting		Explanations of how life has been different during lockdown (home, school, shopping, seeing friends, seeing family etc).	
Rhetorical questions		Advice for the future (based on these differences)	
Informal Language		Punctuation (, ? ! () - : ;)	
parenthesis		Key vocabulary	
paragraphs		Sign off	

A series of horizontal blue lines for writing, with a vertical red margin line on the left side.

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



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 $7.1 + 2.83 =$

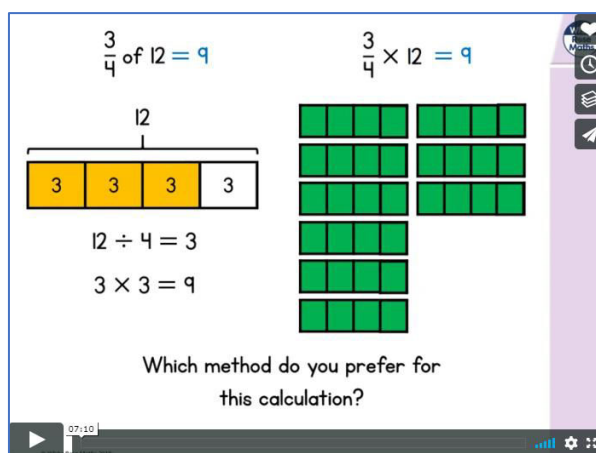
2 $214 \times 4 =$

3 $7 \times 35 =$

4 $\frac{5}{7} + \frac{6}{7} =$

Main Activity – Using Fractions as Operators

Follow the link <https://whiterosemaths.com/homelearning/year-5/> or scan the QR Code to watch the video explaining how to **Using Fractions as Operators** Go to **Summer Term Week 6 Lesson 4**



$\frac{3}{4}$ of 12 = 9

$\frac{3}{4} \times 12 = 9$

12

3 3 3 3

$12 \div 4 = 3$

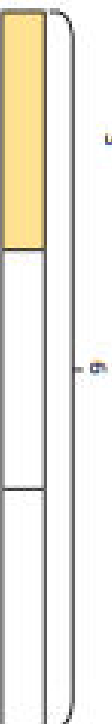
$3 \times 3 = 9$

Which method do you prefer for this calculation?

- 1 a) Work out $\frac{1}{3} \times 6$

$$\frac{1}{3} \times 6 = \frac{\square}{3} = \square$$

- b) Work out $\frac{1}{3}$ of 6



$$\frac{1}{3} \text{ of } 6 = \square \div \square = \square$$

- c) What is the same about these calculations?

- d) Work out $\frac{2}{3}$ of 6

$$\frac{2}{3} \text{ of } 6 = \square \div \square \times 2 = \square$$

- e) Work out $\frac{2}{3} \times 6$

$$\frac{2}{3} \times 6 = \square = \square$$



- 2 Complete the calculations.

a) $\frac{1}{3} \times 12 = \square$

$\frac{1}{3}$ of 12 = \square

b) $12 \times \frac{1}{4} = \square$

$\frac{1}{4}$ of 12 = \square

c) $12 \times \frac{2}{3} = \square$

$\frac{2}{3}$ of 12 = \square

d) $\frac{3}{4} \times 12 = \square$

$\frac{3}{4}$ of 12 = \square

What do you notice?

- 3 Tick the calculation in each pair that is easier to work out.

a) $\frac{1}{5} \times 7$

$\frac{1}{5}$ of 7

b) $\frac{1}{5} \times 10$

$\frac{1}{5}$ of 10

c) $\frac{3}{5} \times 10$

$\frac{3}{5}$ of 10

d) $\frac{3}{10} \times 5$

$\frac{3}{10}$ of 5

Compare answers with a partner.

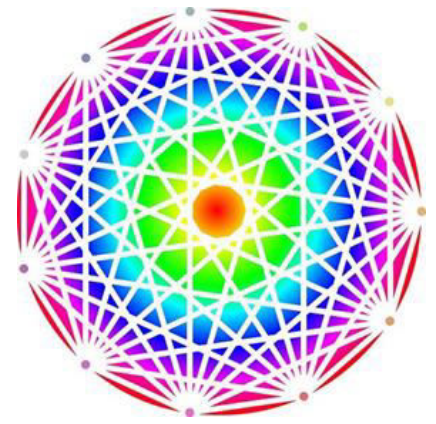
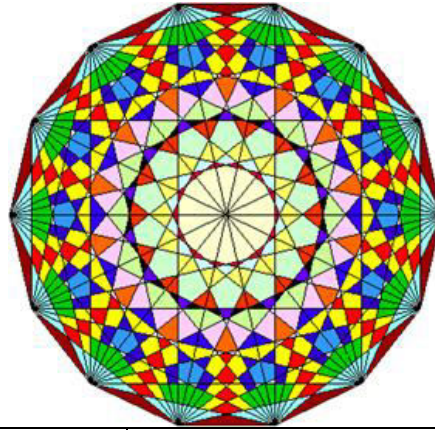
Thursday 2nd July Art – Mystic Roses

Have you ever created a mystic rose before? It is a great way to construct various geometric shapes and lets you play with patterns to create math-based art.

It is not difficult to make a mystic rose, and the end product is impressive! Watch the video to learn the steps and read the directions below.

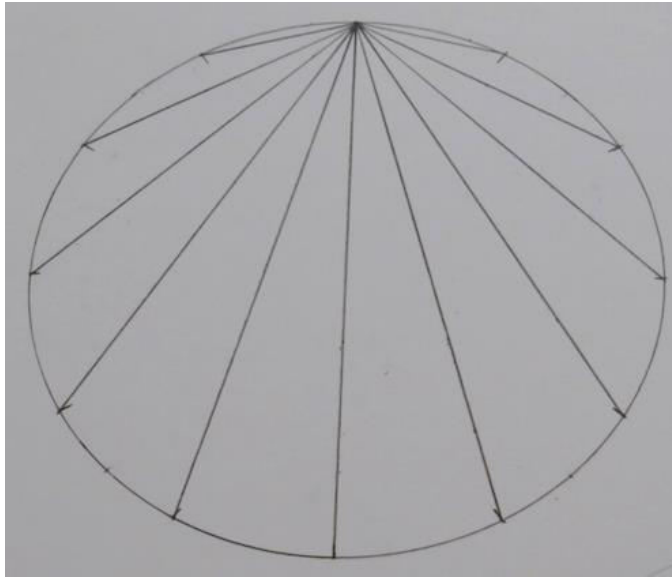


<https://youtu.be/JKv3RdDtGEY>



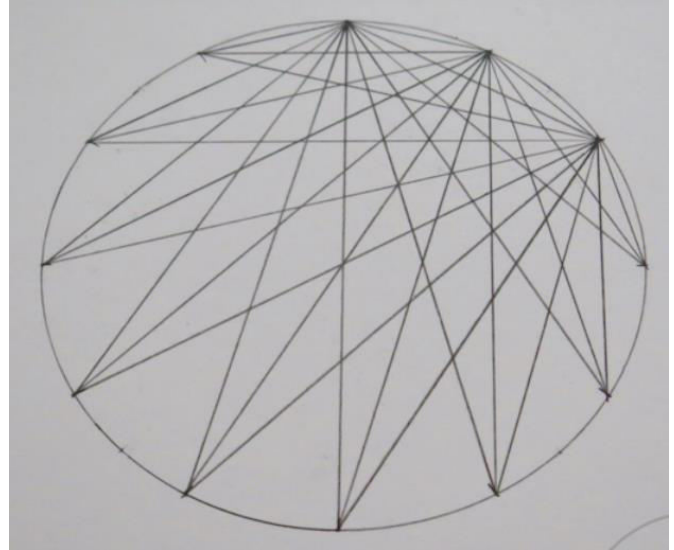
STEP 1:

To create the design, you will need to use a sharp pencil or marker. You need to carefully rule in all the diagonals from each point across the circle. It will look like the pictures below.



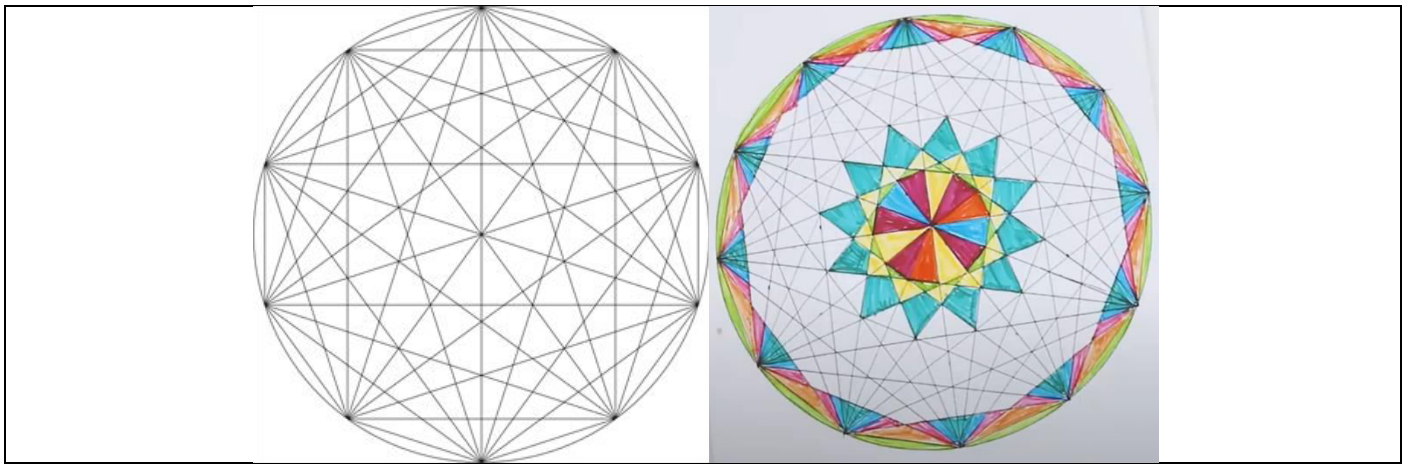
STEP 2:

You then need to repeat this process from each point on the circle until you have drawn lines from each of the points.

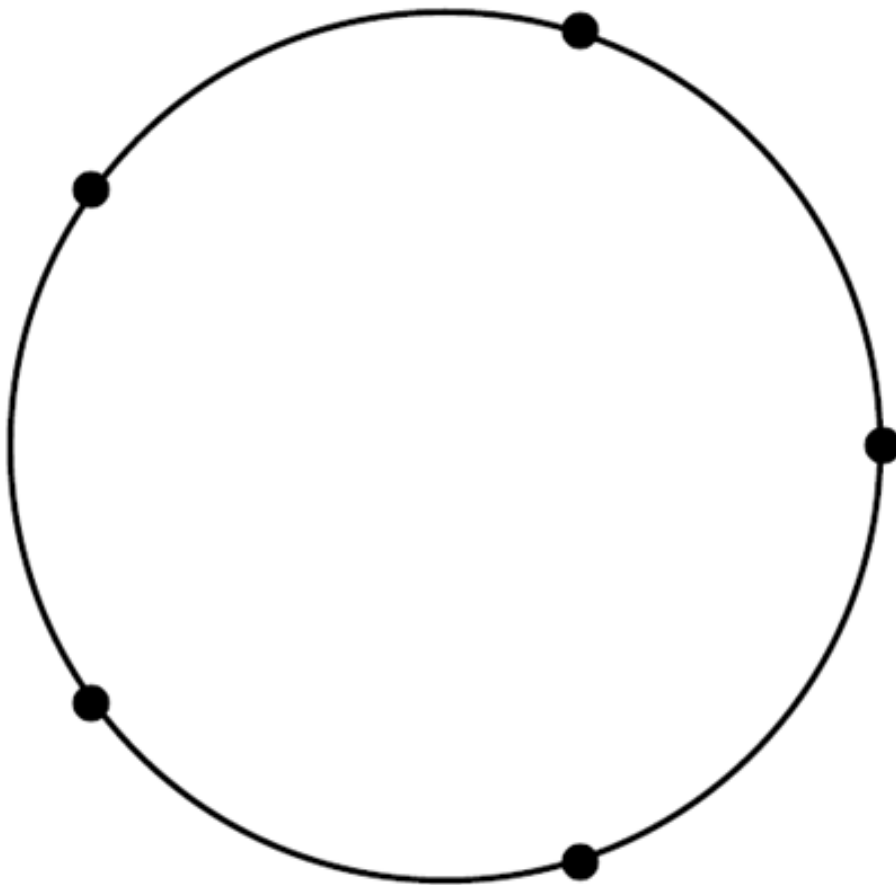


STEP 3

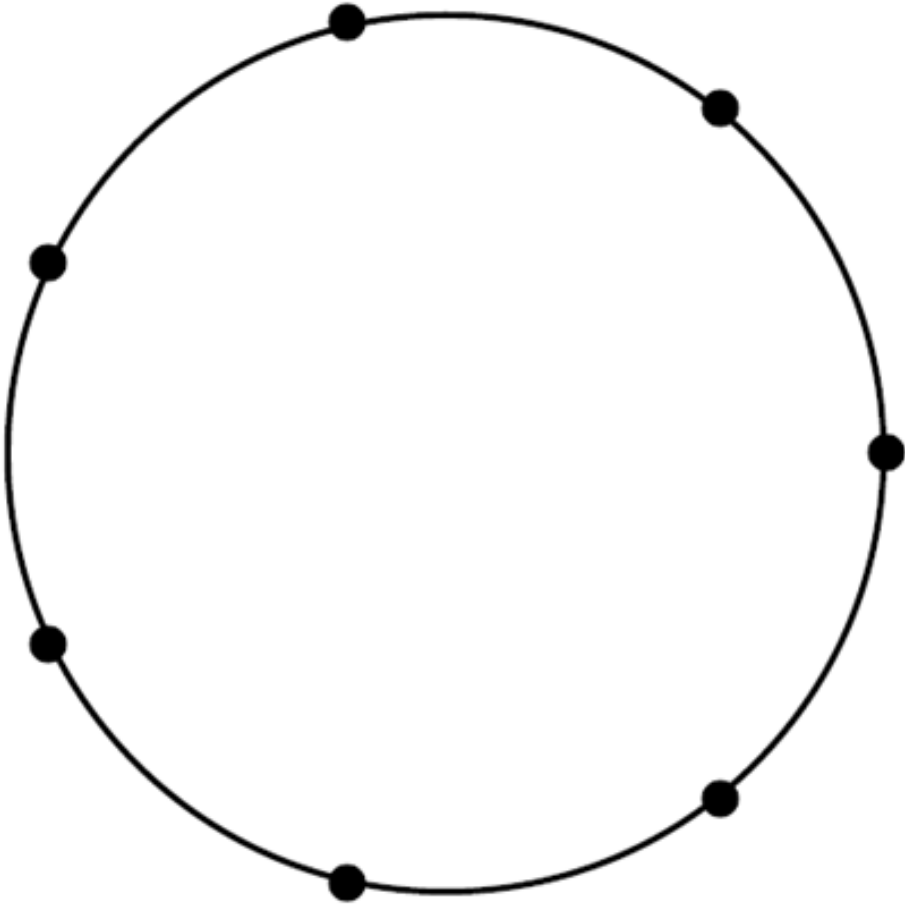
Once you have completed your mystic rose, begin to experiment with colour patterns to generate a fantastic piece of art using geometric (shape-based) shapes.



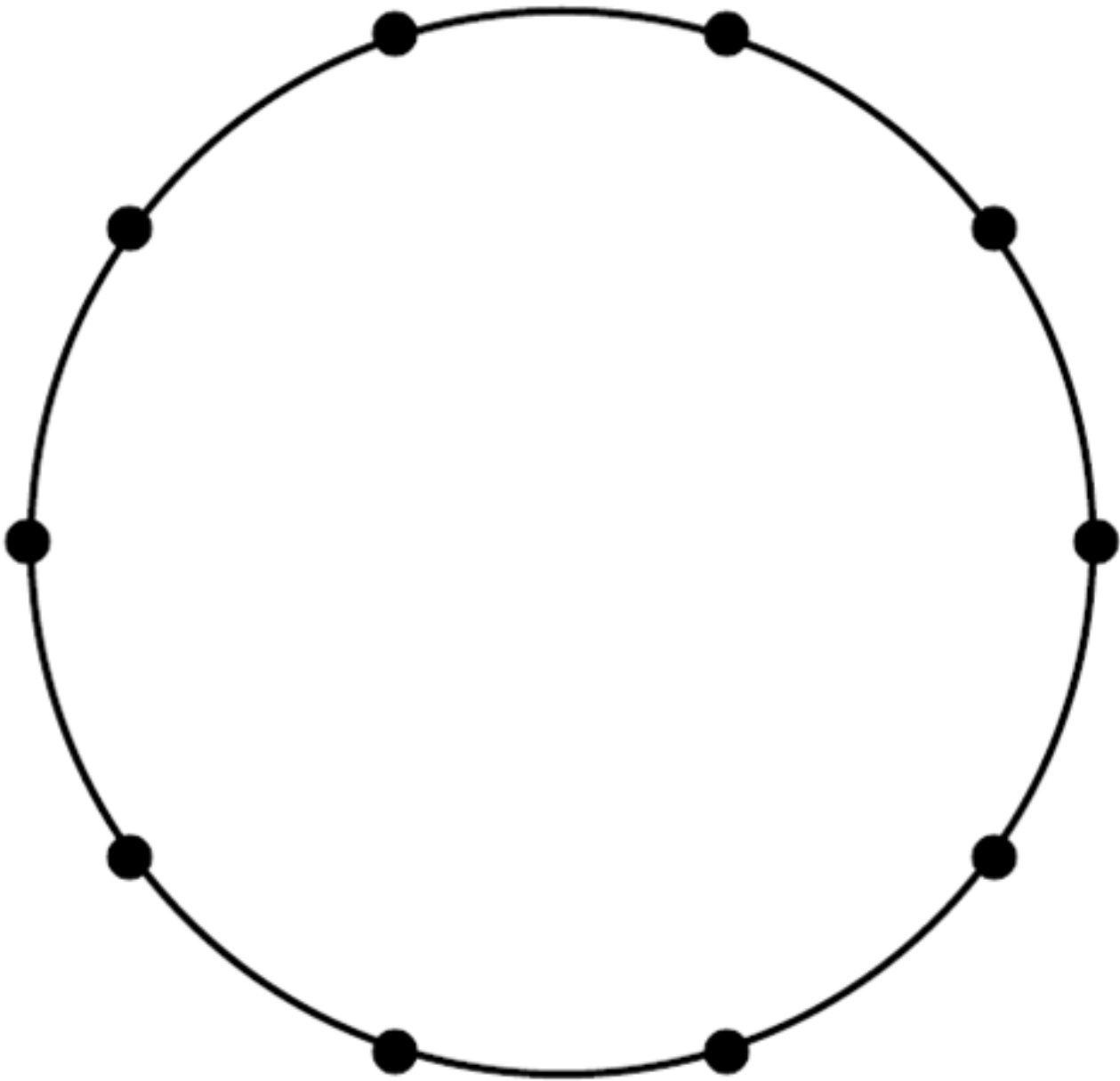
CHALLENGE 1 – 5 Point Mystic Star



CHALLENGE 2 – 7 Point Mystic Star

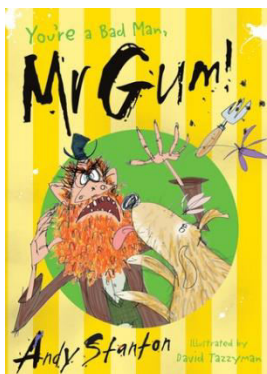


CHALLENGE 3 – 10 Point Mystic Star



Share some pictures of your exciting outdoor art with us on ClassDojo and we can share it with the rest of the class and school!

	Writing – Letter Writing Editing Maths – Fractions Assessments Spanish – Talking about my family
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TASK 2 – Inference Questions:

1. *'Sort out the garden, you lazy snorer!' yelled the fairy, and down came the frying pan'*
What do you think has happened to the frying pan at this point in the story?

_____because_____

2. Look at paragraph 4. It says *'...the words got stuck in his throat...'* What do you think is meant by this phrase?

_____because_____



Do not forget to share your answers with us on ClassDojo.

WRITING – Friday 3rd July – Letter Writing Editing

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:

- Exciting and emotive adjectives
- More personal opinions
- More exciting and varied sentence openers
- More advanced punctuation (, ? ...)

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?
- Is there anything that is not relevant at all?

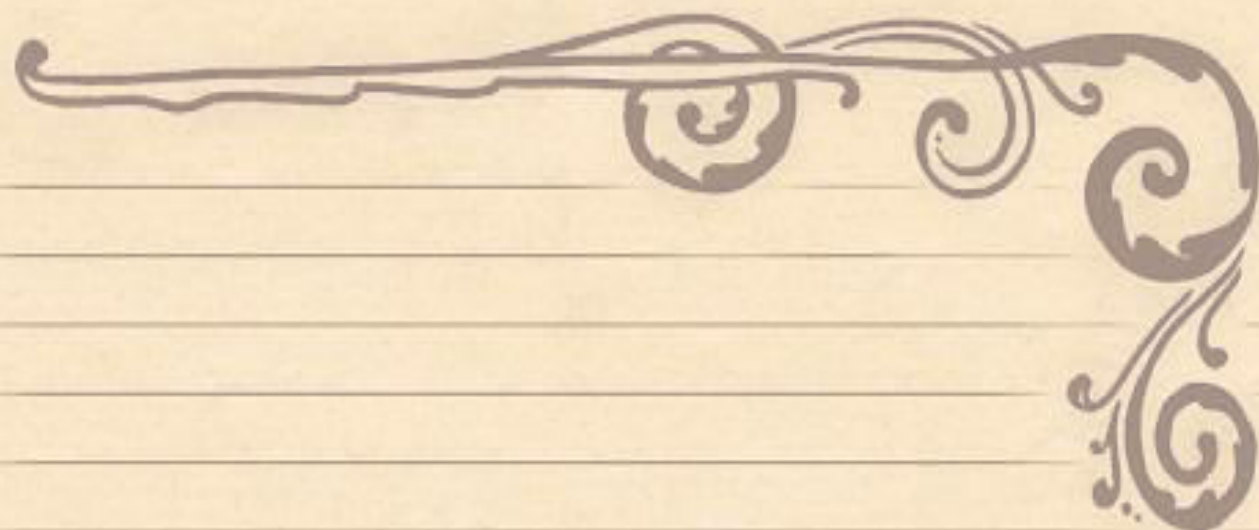
Grammar and Spelling:

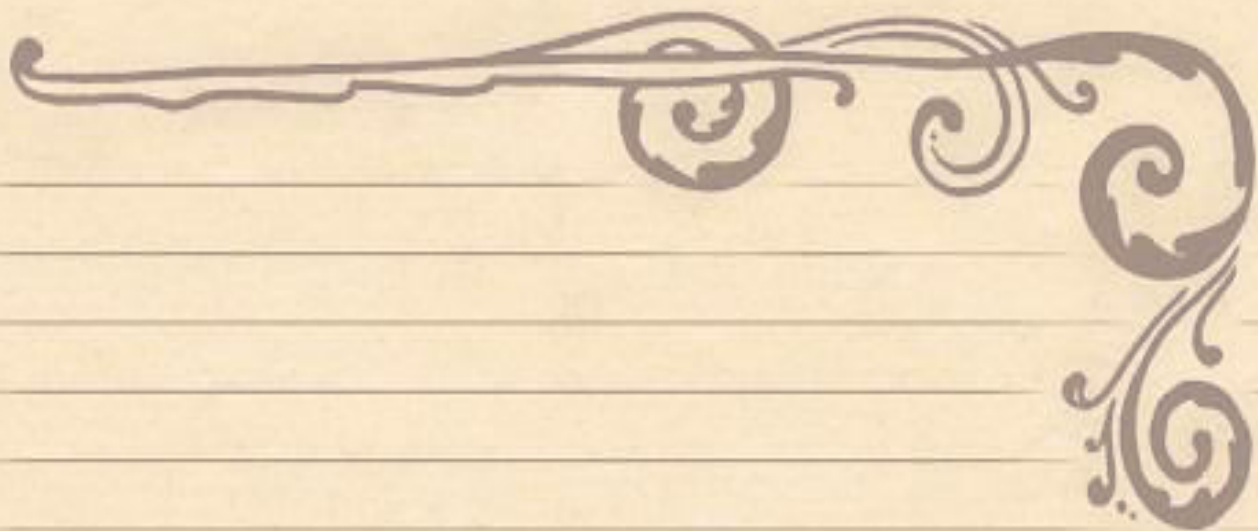
- Read your work aloud. Do all of the sentences make sense?
- Is your spelling accurate?
- Have you used your conjunctions on the right context?

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.







4-a-Day Arithmetic Practice

1 $33,587 - 16,394 =$

2 $1 - 0.41 =$

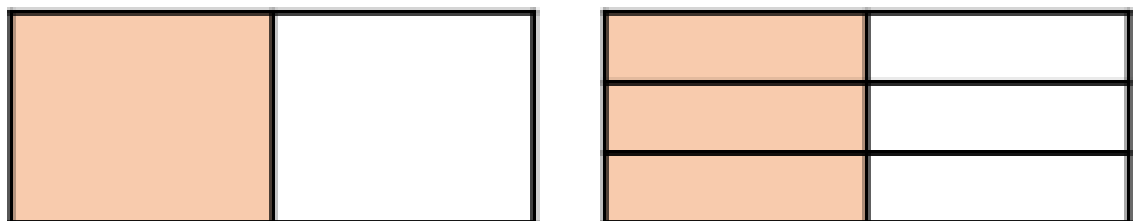
3 $427 \div 7 =$

4

			4	3	7				
x				1	9				

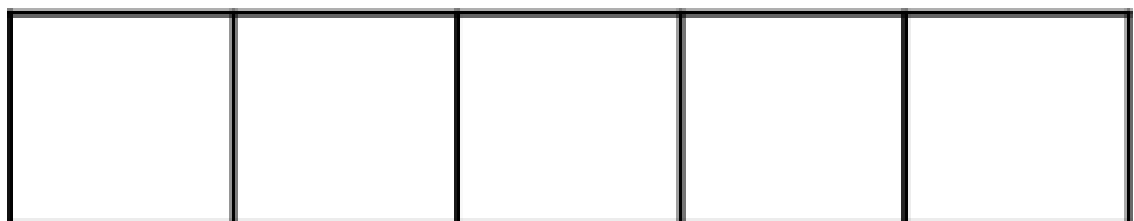
FRIDAY - Fractions Assessments:

1 Use the diagram to help you complete the equivalent fraction.



$$\frac{1}{2} = \frac{\square}{6}$$

2 Use the diagram to show that $\frac{3}{5}$ is equal to $\frac{6}{10}$



3 Complete.

$$\frac{10}{35} = \frac{\square}{7} \qquad \frac{\square}{27} = \frac{2}{3}$$

$$\frac{3}{5} = \frac{9}{\square} = \frac{\square}{35}$$

4 Jack uses a bar model to convert $\frac{5}{3}$ to a mixed number.



1 whole

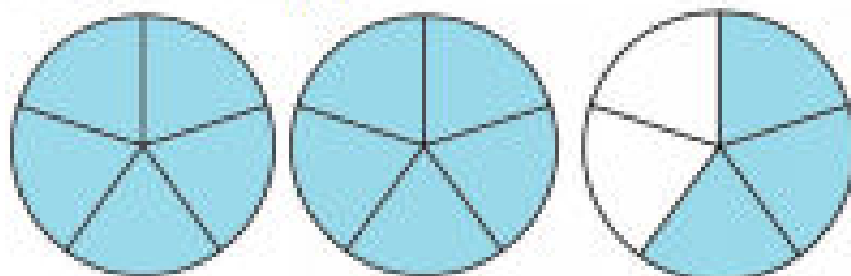
So $\frac{5}{3}$ is equal to $1\frac{2}{3}$

Convert $\frac{7}{3}$ to a mixed number.



5 Convert $2\frac{3}{5}$ to an improper fraction.

Use the diagram to help you.



Friday 3rd July - Spanish – Talking about my family

Today you are going to be learning how to talk about different people within your family.

Task 1:

Using the sheet below to help you, listen to the video and practice how to pronounce different members of your family.



<https://www.youtube.com/watch?v=bmY1lkG2BI>

Task 2:

Complete the worksheet and grid below, using the cheat sheet on the left to help you if you need.

La familia

A Write in the Spanish family words in the correct boxes. Don't copy. Look, cover, write and check.

1. father
2. mother
3. parents
4. brother
5. sister
6. family
7. grandfather
8. grandmother

la familia el abuelo la madre la hermana
 el hermano el padre los padres la abuela

B Complete the grid with the Spanish words.

		1	f						
		2	a						
3			m						
	4		i						
5			i						
	6		i						
		7	a						

1	family
2	father
3	sister
4	pet / animal
5	grandfather
6	family
7	mother

100%

La familia

un hermano	a brother
una hermana	a sister
un padre	a father
una madre	a mother
los padres	parents
una abuela	a grandmother
un abuelo	a grandfather
unos gemelos	twins
un gemelo	a twin brother
una gemela	a twin sister
(una)hija única	an only daughter
(un) hijo único	an only son
un medio hermano	a half-brother
una media hermana	a half-sister
un <u>hermanastro</u>	a step-brother
una <u>hermanastra</u>	a step-sister
un <u>padrastro</u>	a step-father
una <u>madrastra</u>	a step-mother