

Maths

L.O To know how to calculate the perimeter of shapes.

What can you remember about how to calculate the perimeter of shapes? Watch this video to remind yourself.

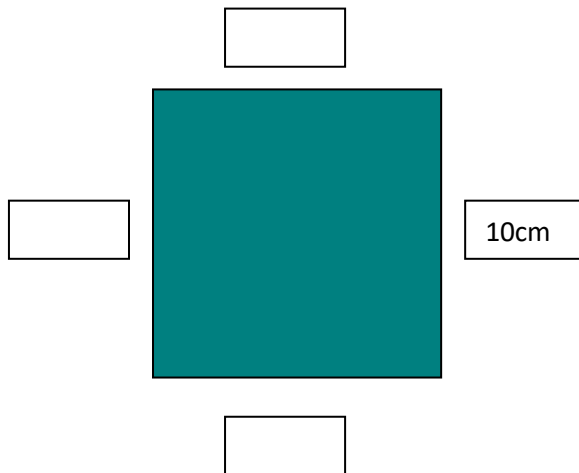
<https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/zsr4k7h>

Follow these S2S to help you answer the questions below

- * Identify the shape
- * Count the number of sides
- * Record length of each side
- * Add together the length of all the sides
- * Use an appropriate strategy (x4, double then add etc)

Mrs Mynott/ Miss Danilewicz set:

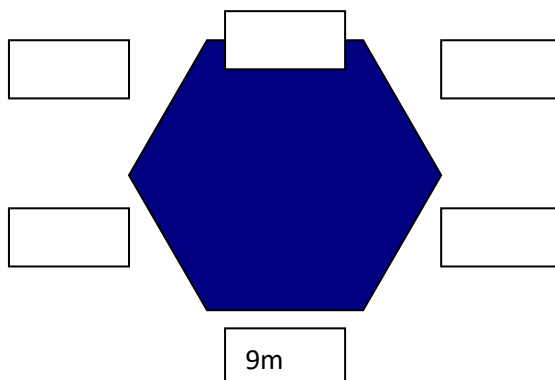
1)



Name of this shape:

Perimeter:

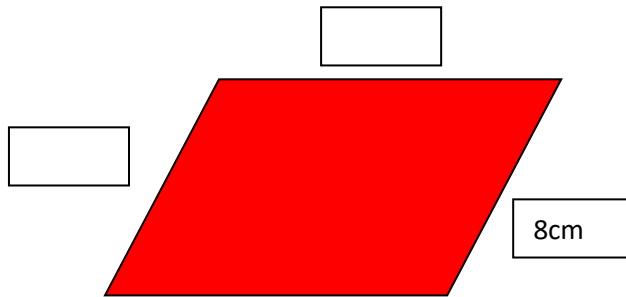
2)



Name of this shape:

Perimeter:

3)



4) This square has a perimeter of 4.4cm.

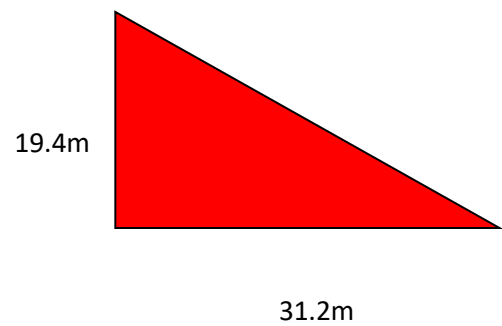
How long is each side?



Show how you worked this out:

5) This triangle has a perimeter of 81m.

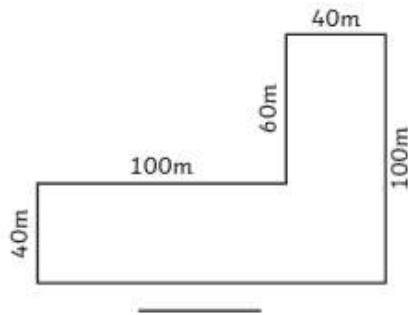
How long is the missing measurement?



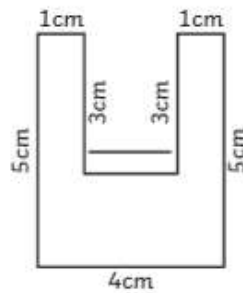
Mrs Beckett's maths group



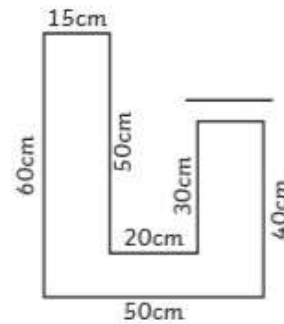
- 1) a) Use the labelled sides to find the length of the unlabelled side on each of these shapes.
 b) Calculate the perimeter of each shape.



Perimeter = _____



Perimeter = _____



Perimeter = _____

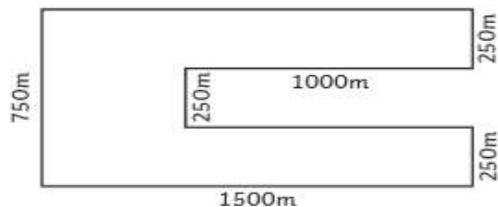
- 2) Are these statements true or false? Explain how you know.

a) A rectangle with sides 2cm and 8cm, will have the same perimeter as a square with 5cm sides.

b) A long, thin rectangle will always have a longer perimeter than a shorter, wider rectangle.

c) If you put a square with sides of 4cm and a square with sides of 6cm side by side on a straight line, they make a rectilinear shape with a perimeter of 40cm.

Toby says, "This shape has a perimeter of 4000m."



- a) Explain his mistake:

English:

L.O To know how to innovate ideas for a warning story

Look at the plot pattern points below and some suggested alternatives for shared writing:

Something goes wrong in the present tense

- Spaceship console explodes
- MC wakes up and doesn't know where he/she is
- MC cannot move
- MC has no control over their actions/movements

Flashback – introduce the problem

- Energy crisis (emperor wants to abdicate)
- Someone is missing (queen is ill with worry/evil sorcerer will take over)
- Important equipment is broken (city will be destroyed)
- Something has been lost (school will be closed forever)

Plan decided but not revealed

- MC wants to solve the energy crisis – use new spaceships
- MC wants to find missing person – borrow magic relic
- MC wants to fix broken object – seek advice from powerful being
- MC wants to locate missing object – needs more time

Reveal plan/warning given

- Use new spaceships – don't press yellow button
- Borrow magic relic – don't let it get wet
- Seek advice from powerful being – don't look him in the eye
- Need more time – don't listen to mermaid song

Consequence

- Spaceship travels through time and is lost
- Relic transports MC back in time
- Powerful being freezes MC
- Mermaid song hypnotises MC

1. See if you can add any other ideas from the things you have read, seen on TV or from your imagination?

2. Your task is to plan your own journey story, using the structure of the model text but using different ideas.

- Look at my example on the grid on the next page and fill in the 'My story' section.
- Remember to use bullet points and write notes.

<u>Plot pattern</u>	<u>Shared Story</u>	<u>My Story</u>
Something goes wrong in the present.	<ul style="list-style-type: none"> • MC wakes up and doesn't know where she is (Kate) • Everything is strange and unknown • Friend (Sam) is not with her 	
Flashback-introduce the problem.	<ul style="list-style-type: none"> • Queen's daughter has mysteriously disappeared • Queen is dying from grief • Kingdom will be taken over by evil sorcerer if she dies 	
Dialogue to develop characters. Plan decided but not revealed.	<ul style="list-style-type: none"> • MC wants to find queen's daughter to save her city and family • MC thinks she knows where princess might be • Discussion with friend, Sam 	
Reveal plan to reader. Warning given.	<ul style="list-style-type: none"> • MC needs to borrow magic staff to look into past to find where princess is • Only MC can use magic staff – inherited powers • Warned by queen not to let it get wet 	
Flashforward. Fear develops. Consequence for not following warning.	<ul style="list-style-type: none"> • MC drops staff into puddle • Transports her and her friend back in time • Wake up in same place but everything looks different – older • Sam is missing 	

Science

L.O To understand where light comes from

<https://www.bbc.co.uk/bitesize/topics/zbssgk7/articles/z2s4xfr>

Watch the video clip above. Think back to your learning about light in year 4 – if you can remember!

Where does light come from?

A source of light is something which GIVES out light. Some of these sources occur naturally and some are man-made.

<https://www.bbc.co.uk/bitesize/clips/zjkc87h>

1. Sort these light source examples into two categories: natural and man-made.



Sun



candle



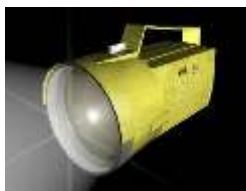
lamp



computer



lightning



Torch



firefly



neon light



fire

2. Is the moon a source of light? Explain your answer.

3. Do some research about reflection and make some notes

4. Find out about how our eyes work, ready for your science learning next week.

Mrs Mynott's/ Miss Danilewicz maths set - please do questions 1 - 16

Mrs Beckett's maths set - please do all of the questions.

Remember your Steps to Success:

- Copy out the questions carefully
- What operation do I need to use? + - x or \div
- THINK! What do I already know?
- Estimate the answer
- Use an appropriate method
- Calculate
- Check for accuracy

1. 92 mm = ___ m	2. $-3 + 10 =$
3. $\frac{6}{8} - \frac{3}{8} =$	4. $0.289 \times 1000 =$
5. $700 + 0.2 + 30 + 9 =$ _____	6. $90 - 1.83 =$
7. simplify $\frac{4}{12}$	8. $234 \times 12 =$
9. $350 + 29.7 =$	10. $\frac{2}{5}$ of £600 =
11. $\frac{3}{5} \times \frac{2}{4} =$	12. 10% of 275 =
13. $\frac{1}{10} =$ _____ %	14. $\frac{2}{7} \div 4 =$
15. $2036 \div 100 =$	16. 27% of 2837
17. $283.9 \times 15.6 =$	18. $3\frac{2}{6} + \frac{2}{3} =$
19. $300 \times 900 =$	20. $45628 \overset{\cdot}{\div} 24 =$ _____ r _____

The Quest of Medusa's Head

The Brass Prison

There was once a king of Argos, who had a daughter. The king was growing old and he had been told that the son of his daughter (his grandson) would cause his death. To prevent this prophecy coming true, he locked his daughter away in a prison made of brass. She had no one to talk to but her old nurse.

Time passed by and Danae grew more beautiful every day. From his heavens, the god Zeus looked down and saw her and fell in love with her. They were married and had a son, called Perseus.

In spite of all that he had done, Danae's father began to think the words of the prophecy might come true. So, Danae and her son Perseus were put to sea in a wooden chest. The king thought that if they died together, the prophecy couldn't come true. But, they didn't die. After several days at sea, they drifted ashore on a distant island and were found by a kind man, who sheltered and cared for them for many years.

The Magic Sandals

The cruel king of the island wanted to marry the beautiful Danae and when she refused he plotted to send Perseus away in revenge. He challenged Perseus to bring him the head of the Medusa. She was one of three monster sisters, who each had the bodies and faces of women but with golden wings, terrible brass claws and snakes for hair. Anyone who looked at their faces was instantly turned to stone.

Without weapons or any idea where to find Medusa, Perseus went to the shore to plan his quest. Two mysterious people told him where to set off on his journey and that he must get directions from the Grey Sisters and collect three things from the Maidens of the West before challenging Medusa. They gave him magic winged sandals so that he could travel quickly and easily. He realised the people were the gods Athena and Hermes, although he didn't understand why they were helping him.



The Quest of Medusa's Head



The Grey Sisters

Hermes' winged sandals flew Perseus to the sisters. These three creatures were so old that they had forgotten their own age and nobody could count the years which they had lived. The long hair which covered their heads had been grey since they were born. They had between them only a single eye and a single tooth which they passed back and forth from one to another. Perseus heard them mumbling and crooning in their dreary home, and he stood very still and listened. Tricking them, Perseus made the old women tell him where to travel to find the Western Maidens.

The Western Maidens

Once more Perseus put on his winged sandals and set off. When he arrived in the Western Lands, he saw the three Maidens of the West guarding a tree which was full of golden apples. Perseus spoke to the Maidens about his challenge. Once they heard his plight, they willingly agreed to help him but they offered not three but four things to help him kill Medusa: a sword, a shield, a magic pouch and a magic cap of invisibility.

Again, he put on the magic sandals and flew off to find Medusa and her gorgon sisters.

The Dreadful Gorgons

With the sharp sword at his side and the bright shield upon his arm, Perseus flew bravely onward in search of the dreadful Gorgons. He wore the Cap of Invisibility upon his head, making him as invisible as the wind.

Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters whilst they slept. Very stealthily, he went



The Quest of Medusa's Head

nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go. He drew his sharp sword and, dashing quickly, struck a blow, so sure, so swift, that the head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.

Quick as a thought, he thrust the terrible head into his magic pouch and leaped again into the air, flying away with the speed of a lightning flash. Escaping under his Invisibility Cap and with the help of his magic sandals, Perseus left the anguished screams of Medusa's sisters behind him as he made his way to safety and set off for home.

Questions

1. What did Perseus use to get to where the Grey Sisters lived?

2. Describe the Grey Sisters using as many appropriate adjectives as you can.

hair: _____

eye: _____

tooth: _____

3. What could the three sisters be mumbling about?

Use speech marks to record their conversation.

4. Sort the similarities and differences between the Grey Sisters and the Western Maidens.

Tick if describes the Grey Sisters or the Western Maidens. If it describes both, tick both.

Grey Sisters	Description	Western Maidens
	three in number	
	mumbling and crooning	
	old	
	singing and dancing	
	young	
	women	
	pleasant	
	unpleasant	
	protecting something	

5. What did the Western Maidens give the Perseus to help him? Which do you think is the most useful? Give reasons for your choice.

6. In *The Dreadful Gorgons*, find and copy a phrase that includes a simile.

7. Underline the adjectives in this part of the text.

Cleverly using the shiny shield as a mirror, Perseus saw the reflection of the hideous snake-haired monsters whilst they slept. Very stealthily, he went nearer and nearer, always with his back towards the monsters and always looking into his bright shield to see where to go.

8. Underline the alliteration in this part of the text.

The head of Medusa was cut from her shoulders and the black blood gushed like a river from her neck.

9. In the last paragraph, how does the author use language to good effect in describing the speed that the action takes place?

Write your own version of what happened to Perseus next in the adventure.

PE

If you are able to, go for a fast-paced walk as part of your daily exercise. Before you go, see if you can take your pulse (count the beat for 15 seconds then multiply this by 4 to get your beats per

minute like we did in science). Half way through your walk, take your pulse again and think about how it has changed.

If you are not able to go for a walk outside, have a go at moving around inside in different ways. See how many ways you can move (jumping, skipping, side-stepping etc). Have a go at taking your pulse before and after each one to see which exercise increases it the most.

Topic-

L.O.- To know the meaning of democracy and how Ancient Greece was governed

L.O- To create comparisons between governance then and now

What does the word democracy mean? See if you can look up the meaning.

Dictionary definition- a government by the people: a form of government in which power is vested in the people (given to the people). Think about when we have democracy days in school- you have a class vote for who will have positions within school (school council, eco warrior etc).

Origins of the word "Democracy"

Greek English

Demos - People

Kratos - Rule

Use the following links and the information below to do some research into how Ancient Greece was governed and make notes on what you find.

Focus on:

- How Ancient Greece was governed (how it was ruled)
- Roles of men, women and children in democracy

-What is similar and what is different between Ancient Greek governance (the way the country was ruled) and ours today?

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn>

https://www.ducksters.com/history/ancient_greek_government.php

Maths L.O. To understand what a percentage is

What is a percentage (%)? What does cent mean? Watch the video below to remind yourself (at the bottom of this webpage there is a short percentage quiz you might like to have a go at too).

<https://www.bbc.co.uk/bitesize/topics/zfr3nrd/articles/z8ws3k7>

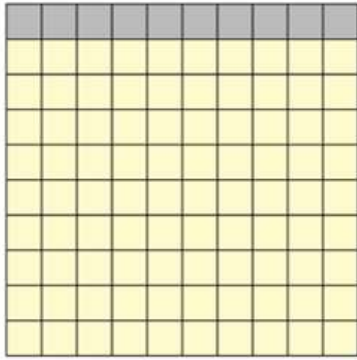
Remember cent means 100, this will help you remember that percentage means out of 100. Today you are going to be looking at different shaded shapes and working out what percentage is shaded and what percentage has been left unshaded.

Your task: If you are less confident, have a go at working on the green or orange questions. You can count the small squares that are shaded to find the percentage that is shaded (you are working on a grid that is 100 squares in total). For some questions, you might be able to work out the percentage that is shaded without counting.

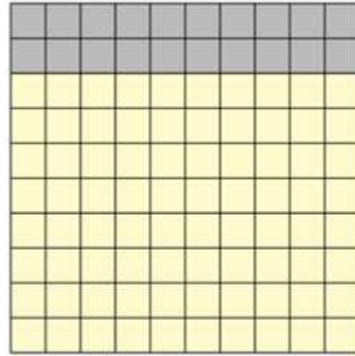
If you feel more confident, have a look at the purple questions. Your shapes are not made of 100 small squares, so you will need to use other maths knowledge to work out the percentage that is shaded.

Green:

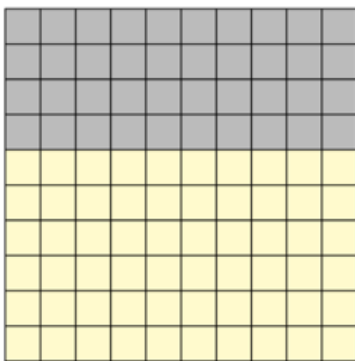
Each box is cut up into 100 small squares. Find the percentage (%) that is shaded for each question. You can count the squares to help you.



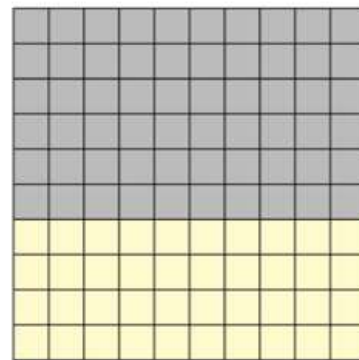
1)



2)



3)



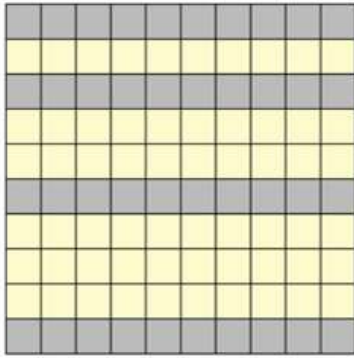
4)

Orange:

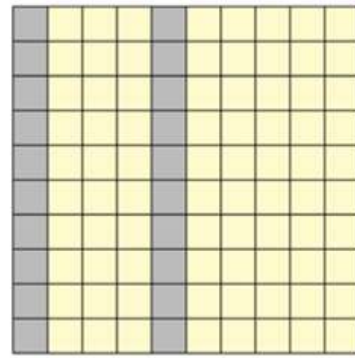
Each box is cut up into 100 small squares. Find the percentage (%) that **is** shaded and the percentage that **is not** shaded for each question. You can count the squares to help you if you need to (each row has 10 small squares so you might be able to use 10 times tables to help!)

Year 6 Home Learning

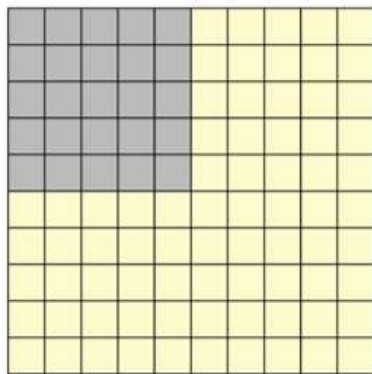
1)



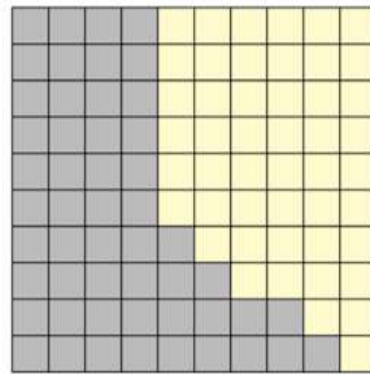
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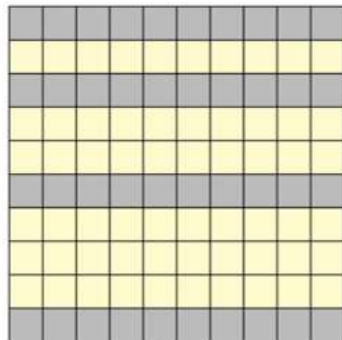
3)



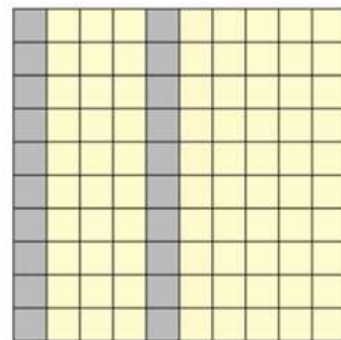
4)



5)

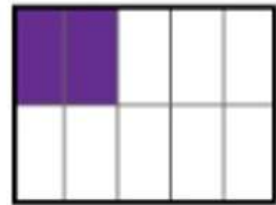
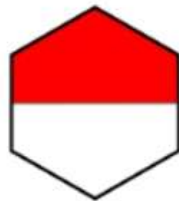
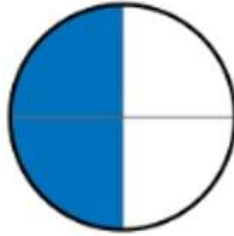


6)



Purple:

Work out what percentage (%) of each shape is shaded and what percentage (%) is not shaded.



Extension questions:

- 1) If I have read 19% of my book, what percentage of my book is left to read?
- 2) Two friends have saved some money. Sam has spent 27% of it and Raj has spent 45% of it. What percentage of their money is left to spend?
- 3) In a recipe, 27.5% is flour, 17.8% is butter and 34.9% is sugar. The remaining percentage is egg. What percentage of the mixture is egg?