Home Learning: Year 6 Maths **wk/c 15th June**

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	Compare and order fractions https://uk.ixl.com/math/year-6/put-fractions-in-order	Compare and order fractions https://uk.ixl.com/math/year-6/put-decimal-numbers-in-order	Identify what percentage is shown https://uk.ixl.com/math/year-8/what-percentage-is-illustrated	Identify what percentage is shown https://uk.ixl.com/math/year-5/percent-of-a-number	Compare between fractions, decimals and percentages https://uk.ixl.com/math/year-6/convert-between-percents-fractions-and-decimals
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 8 (w/c 15 June) https://whiterosemaths.com/homelearning/year-6/ Extension Tasks are below for pupils who normally work with Mrs T OR who have **competed** the daily task and feel like a challenge	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If your child struggles with maths, they could work on the learning set for year groups lower down the school. Worksheets and answers can be found below.			
Friday	Revise aspects of this week's learning that you are not sure of sure of. You can simply repeat a lesson or revisit questions and redo.				

Home Learning: Year 6 English

Year Six	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing & thinking	**LO: to understand mottos and axioms** **Warm up** **Watch the video** which shows Auggie's first ever lesson at school. Although only a short clip, the film maker makes very good use of the 'show don't tell' technique. Rewatch the clip carefully, using the pause button carefully and make a note of all the different body language the characters display and how his behaviour shows how they are feeling. Some of the body language is obvious and some is more subtle. (see resource below) **Main Task** What is a precept? How does Mr Browne introduce it to the class? You might like to look it up in a dictionary. Think about Mr Brown's precept (see below), What do you think it means? Discuss the other precepts that are listed below and choose your favourite to present in poster form (see instructions below) **Finally…** Create your own precept (with explanation) in your exercise book. Make it your personal motto: it can be a song lyric, quotation from a novel, a famous saying or something personal between your friends and family.	**LO: to infer meaning from a text.** Read the text below and answer the questions	**LO: to reflect upon and review a book** Wonder is a very thought provoking book. Below you will find two reviews that were written just after the book was published. They are both positive but which do you most agree with? What do you think are the main themes of the book? Your task today is ***either*** to write your own review of Wonder ***or*** to write an explanation of the main themes of the book and how they are presented in the story. If this is something that you are finding hard, there is a template below that you might like to use to help you. You can be artful and creative in the way that you present your work. Remember to upload to ClassDojo if you are still working at home.	**LO: to compose a poem.** One of the reviews that you read yesterday suggested that the title of ***Wonder*** came from the idea that the book makes you wonder about a lot of things. This may be true. It may also come from the idea, that human beings are all unique – we are all 'wonders' made up of our unique and personal qualities. Your task to today is to write a ***Wonder*** or ***I am*** poem. Begin by listing your personal qualities eg: I am funny I am brave I am resilient I am motivated I am tolerant etc and build your poem around these simple statement. If you are struggling there is a template you can follow below. You can present your poems however you like. Use art and get creative!	Now that Y6 have been welcomed back to school they are being taught four English lessons a week as well as a number of Shakespeare rehearsals. If you are still learning at home, you should spend this time on an activity from ***Everything is Interesting.***

Home Learning: Year 6

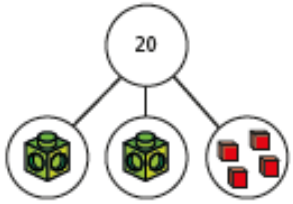
Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
LO: Revise knowledge of Biomes What do I know about a biome? • Watch this news report **here.** • Use your research from previous sessions to write a news report about your chosen biome. There is a writing template with examples of sentence starters to support you below. • Read your news report to a class or family members and ask them what they have learnt	**LO Understand scientific description** • Match the descriptions in the resources to the strange living things around the world. • Notice the formal scientific language used in the descriptions. • Write your own description of one of the animals (any unknown details can be imagined).	**LO: understand the impact on the Iron Age** • Make notes of the strengths of iron as a material and the changes in life you can see in this **video** and here https://www.dkfindout.com/uk/history/iron-age/ ***(you may have to cut and paste this link into you browser bar)*** • Create a poster to explain to someone in your house the impact of the discovery of iron and how it changed life for humanity	**LO: What do the Miracles of Jesus teach us?** Read the Bible story below about how Jesus heals the Roman Centurion's Servant. Think about what this miracle shows about the character of Jesus. Then answer the questions in your books. Can you remember any other Bible stories about the miracles that Jesus performed?	**Spanish** Watch this video about hobbies! https://rockalingua.com/videos/hobbies 1- Write the days of the week in Spanish! 2- Make a list of hobbies that you like (ME GUSTA), you love (ME ENCANTA), and you don't like (NO ME GUSTA) **Art**: **Colour and Line drawings (see resources below)** *You will need: Paper, pencil, Colouring materials (pencils, chalk, felt tips paint etc.) Small objects to draw* • Arrange a group of small objects together on a flat surface. • Pick one of the objects. Put down a block of colour on your paper, using your chosen colouring material, in the shape inspired by your objects. • When you are happy with your coloured shape create a line drawing of your object, using pencil on top of your colour. Take your time – look for the little details.
***Everything is Interesting* – are you ready for a challenge?**				

Day 1

Solve two-step equations

1 Here is a part-whole model.



a) Write an equation for the part-whole model.

b) Solve the equation to work out the value of 

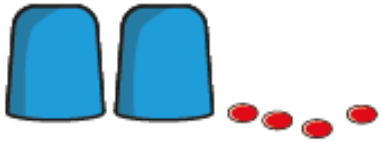
 = ☐

2 If each multilink cube represents x, form and solve an equation to find the value x.

x = ☐

3 There is the same number of counters under each cup.

There are 16 counters in total.



a) Use y to represent the number of counters under each cup.

Write an equation in terms of y.

b) Solve the equation to find the value of y.

y = ☐

c) How many counters are under each cup? ☐

4 Write an algebraic equation to represent each bar model.

Find the values of a and b.

a)

21		
a	a	9

b)

46	
$3b$	10

a = ☐ b = ☐

5 Solve the equations.

a) $5x + 1 = 31$

$x =$ ☐

b) $3x - 3 = 9$

$x =$ ☐

c) $4p - 11 = 3$

$p =$ ☐

d) $9 = 2y + 8$

$y =$ ☐

e) $10g - 2 = 46$

$g =$ ☐

f) $4 + 3y = 28$

$y =$ ☐

6 Dani thinks of a number.

She doubles it and adds 3

She gets the answer 15

a) Write an equation to represent Dani's problem.

_____

b) Solve the equation to find her number.

☐

7 Alex is y years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is ☐ Brett is ☐

8

a) Work out the cost of one banana and one orange.

One banana costs ☐ One orange costs ☐

b) Compare methods with a partner.

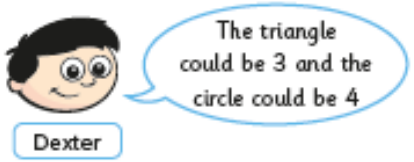
Day 2

Find pairs of values (2)

1 Class 6 are trying to solve a number puzzle.

▲ + ▲ + ● = 10

a)



Do you agree with Dexter? _____

Explain why.

_____

_____

b)

What is the value of the circle in Dora's number puzzle?

● = □

c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

▲ = □ ● = □ ▲ = □ ● = □

▲ = □ ● = □

2 a and b are whole numbers.

$2a + b = 14$

Complete the table to show different possible values for a and b.

a	0	1	2	3	4	5	6	7
$2a$	0	2						
b	14							
$2a + b$	14	14	14	14				

3 c and d are both integers less than 15 but greater than zero.

$3c - d = 2$

Complete the table to show different possible values for c and d.

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

b) Explain why there are no other possible values for c and d.

_____

_____

4 x and y are both multiples of 5 less than 100

If $2x = y$, circle the possible values of x and y.

$x = 20,\ y = 20$

$x = 10,\ y = 20$

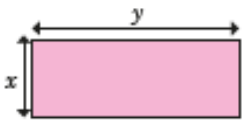
$x = 20,\ y = 10$

$x = 35,\ y = 70$

$y = 90,\ x = 45$

5 Here is a rectangle.

x and y are both integers.



The rectangle has a perimeter of 28 cm.

a) Write an equation to represent the perimeter of the rectangle.

b) List all the possible pairs of values for x and y.

Compare answers with a partner. How do you know you have found all the possible values?

6 Aisha is buying some stationery for school.

She spends exactly £1

List the possible combinations of pencils and pens that Aisha could have bought.

7 Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

Set 1 ☐ ☐ ☐ ☐

Set 2 ☐ ☐ ☐ ☐

8 $2ab = 48$

a) Find a pair of possible values for a and b.

$a =$ ☐ $b =$ ☐

b) Work with a partner to find as many pairs of values as you can.

Day 3

Convert metric measures

1 How many centimetre cubes can you fit along a metre stick?

What does this tell you?

2 Complete the sentences.

a) There are _____ grams in 1 kilogram.

There are _____ kilograms in one tonne.

b) There are _____ millilitres in 1 litre.

c) There are _____ millimetres in 1 centimetre

There are _____ centimetres in 1 metre.

There are _____ metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

There are _____ m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g				

There are _____ g in $6\frac{1}{2}$ kg.

4 Complete the conversions.

a) 2 kg = _____ g

5 kg = _____ g

10 kg = _____ g

12kg = _____ g

b) 1 l = _____ ml

5 l = _____ ml

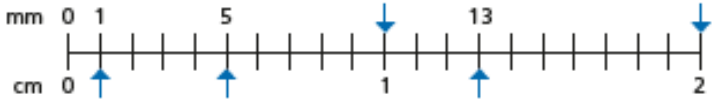
11 l = _____ ml

5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.

6 What measurements are the arrows pointing to?

Label them on the number line.



7 Complete the conversions.

a) 10 mm = ☐ cm ☐ mm = 1.1 cm

11 mm = ☐ cm ☐ mm = 10.1 cm

☐ mm = 11 cm

b) 2.1 km = ☐ m 2.01 km = ☐ m

2.001 km = ☐ m 2.011 km = ☐ m

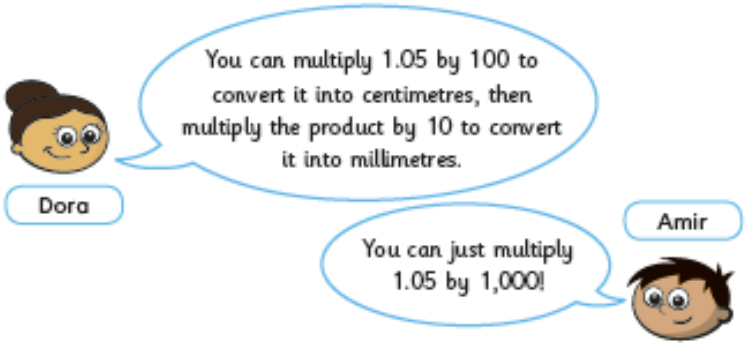
8 Write >, < or = to complete the statements.

a) 100 m ◯ 1 km b) 5.1 l ◯ 5,100 ml

10 m ◯ 10 cm 607 l ◯ 0.607 ml

10.1 mm ◯ 101 cm 0.05 l ◯ 5 ml

9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Who do you agree with? _____

Explain your thinking.

10 What is the mass of one of the boxes?

Give your answer in grams.

☐

11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

☐

b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

☐

Day 4

Miles and kilometres

1 Tick the statements that are true.

Use the bar model to help you.

1 mile	1 mile	1 mile	1 mile	1 mile

1 km	1 km	1 km	1 km	1 km	1 km	1 km	1 km

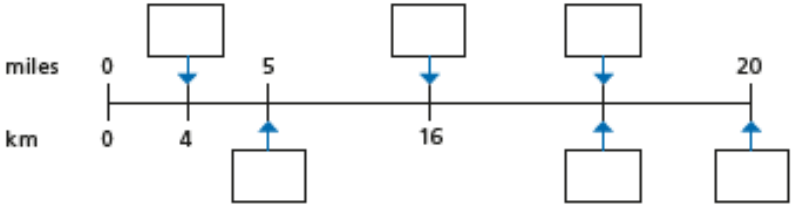
a) 5 miles is approximately equal to 8 kilometres. ☐

b) 1 mile is longer than 1 kilometre. ☐

c) 2 kilometres is longer than 1 mile. ☐

d) 2 kilometres is longer than 2 miles. ☐

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

a) 5 miles = ☐ kilometres

10 miles = ☐ kilometres

15 miles = ☐ kilometres

b) ☐ miles = 16 kilometres

☐ mile = 1.6 kilometres

☐ miles = 0.8 kilometres

4 Complete the conversions.

a) ☐ miles = 160 km

b) 45 miles = ☐ km

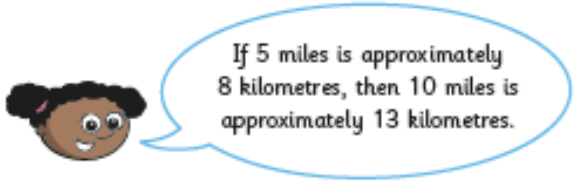
c) ☐ = 640 km

d) 95 miles = ☐ km

e) 7.5 miles = ☐ km

f) 2 miles = ☐ km

5



Here is Whitney's working out.

+ 5 ⟶ 5 miles ≈ 8 km ⟶ + 5

10 miles ≈ 13 km

Explain Whitney's mistake.

6 A marathon is approximately 26.2 miles.

How far is this in kilometres?

7 The maximum speed limit on residential roads in the UK is 30 miles per hour.

In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

_____

b) What is the difference between the speed limits in miles per hour?

8 Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km.

On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

Give units with your answer.

9 Use a map of your local area.

Find something that is approximately:

a) 1 mile away from your school

_____

b) 1 km away from your school

_____

c) 5 miles away from your school

_____

d) 5 km away from your school

_____

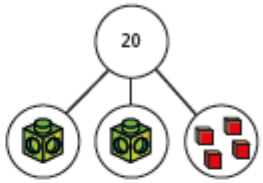
Compare answers with a partner.

Answers

1)

Solve two-step equations

1 Here is a part-whole model.



a) Write an equation for the part-whole model.

$2a + 4 = 20$

b) Solve the equation to work out the value of 

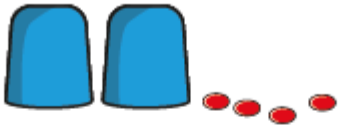
 = 8

2 If each multilink cube represents x, form and solve an equation to find the value x.

x = 12

3 There is the same number of counters under each cup.

There are 16 counters in total.



a) Use y to represent the number of counters under each cup.

Write an equation in terms of y.

$2y + 4 = 16$

b) Solve the equation to find the value of y.

y = 6

c) How many counters are under each cup? 6

4 Write an algebraic equation to represent each bar model.

Find the values of a and b.

a)

21		
a	a	9

b)

46	
$3b$	10

a = 6

b = 12

5 Solve the equations.

a) $5x + 1 = 31$

$x =$ 6

b) $3x - 3 = 9$

$x =$ 4

c) $4p - 11 = 3$

$p =$ 3·5

d) $9 = 2y + 8$

$y =$ 0·5

e) $10g - 2 = 46$

$g =$ 4·8

f) $4 + 3y = 28$

$y =$ 8

6 Dani thinks of a number.

She doubles it and adds 3

She gets the answer 15

a) Write an equation to represent Dani's problem.

$2x + 3 = 15$

b) Solve the equation to find her number.

6

7 Alex is y years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is 11 Brett is 14

8

a) Work out the cost of one banana and one orange.

One banana costs 32p One orange costs 28p

b) Compare methods with a partner.

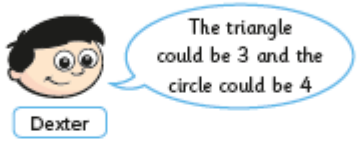
2)

Find pairs of values (2)

1 Class 6 are trying to solve a number puzzle.

▲ + ▲ + ● = 10

a)



Do you agree with Dexter? yes

Explain why.

3 + 3 + 4 = 10

b)

What is the value of the circle in Dora's number puzzle?

● = 2

c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

▲ = 1 ● = 8

▲ = 5 ● = 0

▲ = 2 ● = 6

2 a and b are whole numbers.

$2a + b = 14$

Complete the table to show different possible values for a and b.

a	0	1	2	3	4	5	6	7
$2a$	0	2	4	6	8	10	12	14
b	14	12	10	8	6	4	2	0
$2a + b$	14	14	14	14	14	14	14	14

3 c and d are both integers less than 15 but greater than zero.

$3c - d = 2$

Complete the table to show different possible values for c and d.

c	1	2	3	4	5
$3c$	3	6	9	12	15
d	1	4	7	10	13
$3c - d$	2	2	2	2	2

b) Explain why there are no other possible values for c and d.

If c was 16 d would be greater than 15

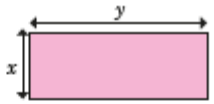
4 x and y are both multiples of 5 less than 100

If $2x = y$, circle the possible values of x and y.

- $x = 20, y = 20$
- $x = 10, y = 20$ ✓
- $x = 20, y = 10$
- $x = 35, y = 70$ ✓
- $y = 90, x = 45$ ✓

5 Here is a rectangle.

x and y are both integers.



The rectangle has a perimeter of 28 cm.

a) Write an equation to represent the perimeter of the rectangle.

$2x + 2y = 28$

b) List all the possible pairs of values for x and y.

$x = 1$ $y = 13$ $x = 5$ $y = 9$

$x = 2$ $y = 12$ $x = 6$ $y = 8$

$x = 3$ $y = 11$

$x = 4$ $y = 10$

Compare answers with a partner. How do you know you have found all the possible values?

6 Aisha is buying some stationery for school.

She spends exactly £1

List the possible combinations of pencils and pens that Aisha could have bought.

10 pencils 6 pens & 1 pencil

2 pens & 7 pencils

4 pens & 4 pencils

7 Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

Set 1	1	5	9	9
Set 2	1	7	7	9

8

$2ab = 48$

a) Find a pair of possible values for a and b.

e.g. $a = 6$ $b = 4$

b) Work with a partner to find as many pairs of values as you can.

3)

Convert metric measures

1 How many centimetre cubes can you fit along a metre stick?

100

What does this tell you?

2 Complete the sentences.

a) There are 1,000 grams in 1 kilogram.

There are 1,000 kilograms in one tonne.

b) There are 1,000 millilitres in 1 litre.

c) There are 10 millimetres in 1 centimetre

There are 100 centimetres in 1 metre.

There are 1,000 metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m	1,000 m	1,000 m

There are 4,000 m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g	1,000 g	1,000 g	1,000 g	500 g

There are 6,500 g in $6\frac{1}{2}$ kg.

4 Complete the conversions.

a) 2 kg = 2,000 g

5 kg = 5,000 g

10 kg = 10,000 g

12kg = 12,000 g

b) 1 l = 1,000 ml

5 l = 5,000 ml

11 l = 11,000 ml

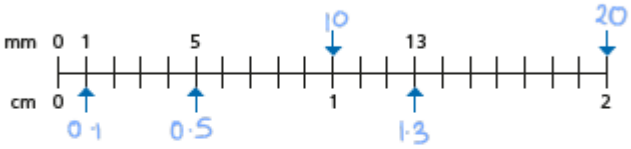
5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.

2,500g

6 What measurements are the arrows pointing to?

Label them on the number line.



7 Complete the conversions.

a) 10 mm = 1 cm

11 mm = 1·1 cm

110 mm = 11 cm

11 mm = 1.1 cm

101 mm = 10.1 cm

b) 2.1 km = 2,100 m

2.001 km = 2,001 m

2.01 km = 2,010 m

2.011 km = 2,011 m

8 Write >, < or = to complete the statements.

a) 100 m < 1 km

10 m > 10 cm

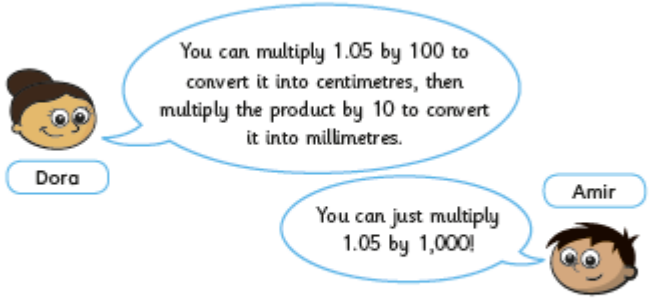
10.1 mm < 101 cm

b) 5.1 l = 5,100 ml

607 l > 0.607 ml

0.05 l > 5 ml

9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Who do you agree with? Both

Explain your thinking.

10 What is the mass of one of the boxes?

Give your answer in grams.

250 g

11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

1,000,000 g

b) A car weighs 1.3 tonnes.

Write the weight of the car in grams.

1,300,000 g

4)

Miles and kilometres

1 Tick the statements that are true.

Use the bar model to help you.

1 mile	1 mile	1 mile	1 mile	1 mile

1 km	1 km	1 km	1 km	1 km	1 km	1 km	1 km

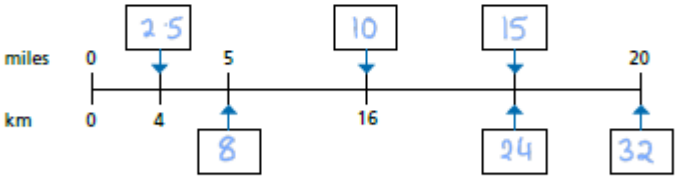
a) 5 miles is approximately equal to 8 kilometres. ☑

b) 1 mile is longer than 1 kilometre. ☑

c) 2 kilometres is longer than 1 mile. ☑

d) 2 kilometres is longer than 2 miles. ☐

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

a) 5 miles = 8 kilometres

10 miles = 16 kilometres

15 miles = 24 kilometres

b) 10 miles = 16 kilometres

1 mile = 1.6 kilometres

0.5 miles = 0.8 kilometres

4 Complete the conversions.

a) 100 miles = 160 km

b) 45 miles = 72 km

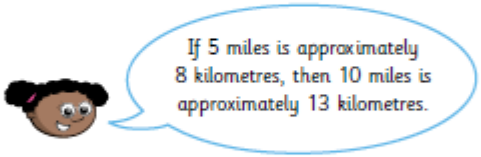
c) 400 = 640 km

d) 95 miles = 152 km

e) 7.5 miles = 12 km

f) 2 miles = 3.2 km

5



Here is Whitney's working out.

+ 5 ← 5 miles ≈ 8 km → + 5

10 miles ≈ 13 km

Explain Whitney's mistake.

6 A marathon is approximately 26.2 miles.

How far is this in kilometres?

41·92km

7 The maximum speed limit on residential roads in the UK is 30 miles per hour.

In France, the maximum speed limit on residential roads is 50 kilometres per hour.

a) Which country has the higher speed limit for these roads?

France

b) What is the difference between the speed limits in miles per hour?

1·25mph

8 Esther cycles 70 miles over 4 days.

On day 1 she cycles 14 miles.

On day 2 she cycles 32 km.

On day 4 she cycles twice as far as she does on day 3

How far does she cycle on day 4?

Give units with your answer.

16 miles

9 Use a map of your local area. Various answers.

Find something that is approximately:

a) 1 mile away from your school

_____

b) 1 km away from your school

_____

c) 5 miles away from your school

_____

d) 5 km away from your school

_____

Compare answers with a partner.

English Day One

Watch the Video Clip.
What do you learn about the thoughts and feelings of these characters from your observations of their body language?

English Resources – Day One

WHY is your precept a good rule to live by?

When given the choice between being right
and being kind, choose kind.

Famous Precepts (and some not so famous)

Think about these precepts and discuss what they actually mean. What impact would they have upon your life if your adopted them as a personal impact. Choose the precept that you find the most inspiring and design an illustrated poster to promote its message.

- It is hard to fail, but it is worse never to have tried to succeed. ***Theodore Roosevelt***
- It is our choices that show what we truly are, far more than our abilities. ***J. K Rowling***
- You miss 100 percent of the shots you never take. ***Wayne Gretzky (ice-hockey player)***
- The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark. ***Michelangelo***
- The butterfly counts not months but moments, and has time enough. ***Rabindranath Tagore (Bengali poet)***
- Accept what you can't change. Change what you can't accept. ***Unknown***
- If there is no struggle, there is no progress. ***Frederick Douglas (social reformer)***
- I don't believe you have to be better than everybody else. I believe you have to be better than you thought you could be. ***Ken Venturi (professional golfer)***
- Turn your wounds into wisdom. Oprah Winfrey ***(chat show host)***
- We make our world significant by the courage of our questions and the depth of our answers. ***Carl Sagan (philosophy and sci-fi writer)***

English Day Two

Mr Tushman's Graduation Speech.

"…When you reflect on this past year, I want you all to look at where you are now and where you've been. You've all gotten a little taller, a little stronger, a little smarter… I hope.

"But the best way to measure how much you've grown isn't' by inches or the number of laps you can now run around the track, or even you grade point average – though those things are all important, to be sure. It's what you've done with your time, how much you've chosen to spend your days, and whom you have touched this year. That, to me, is the greatest measure of success.

"There's a wonderful line in a book by J. M. Barrie – and no, it's not Peter Pan, and I'm not going to ask you to clap if you believe in fairies…

"But in another book by J. M. Barrie called The Little White Bird… he writes… 'Shall we make a new rule in life…always to try to be a little kinder than is necessary?'

"Kinder than is necessary. What a marvelous line, isn't it? Kinder than is necessary. Because it's not enough to be kind. One should be kinder than needed. Why I love that line, that concept, is that it reminds me that we carry with us, as human beings, not just the capacity to be kind, but the very choice of kindness. And what does that mean? How is that measured? You can't use a yardstick. It's like I was saying just before: it's not like measuring how much you've grown in a year. It's not exactly quantifiable, is it? How do we know we've been kind? What is being kind, anyway?

"There's another passage in a different book I'd like to share with you, if you'll bear with me while I find it… Ah here we go. In Under the Eye of the Clock, by Christopher Nolan, the main character is a young man who is facing some extraordinary challenges. There's this one part where someone helps him: a kid in his class. On the surface, it's a small gesture. But to this young man, whose name is Joseph, it's…well, if you'll permit me… 'it was at moments such as these that Joseph recognizes the face of God in human form. It glimmered in their kindness to him, it glowed in their keenness, it hinted in their caring, indeed it caressed in their gaze.'

"It glimmered in their kindness to him. Such a simple thing, kindness. Such a simple thing. A nice word of encouragement given when needed. An act of friendship. A passing smile.

"Children, what I want to impart to you today is an understanding of the value of that simple thing called kindness and that's all I want to leave you with today. I know I'm kind ofinfamous for my…um…verbosity…but what I want you, my students, to take away from your middleschool experience, is the sure knowledge that, in the future you make for yourselves, anything is possible. If every single person in this room made it a rule that wherever you are, whenever you can, you will try to act a little kinder than is necessary – the world really would be a better place. And if you do this, if you act just a little kinder than is necessary, someone else, somewhere, someday, may recognize in you, in every single one of you, the face of God."

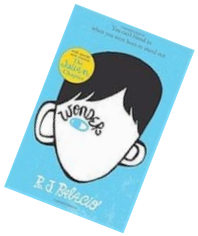
Questions

1. **This graduation ceremony comes at the end of Auggie's first ever year at school. What similarities are there between Mr Tuchman's speech and Mr Browne's precept lesson (which was Auggie's first ever lesson in school?).**
2. **In his speech Mr Tushman apologises for his 'verbosity'. What does this mean? What other words of phrases could he have used instead of this one.**
3. **Auggie admits to 'zoning' out from Mr Tushman's speech. Why do you think he might have done this? If you were writing a review of Mr Tushman's speech, what would you have written? Write a short paragraph, mentioning things such as suitability for the audience, humour, interest, length (i.e. not too long!), content (was it a good message). Remember: a review can be honest but it should also be fair.**
4. **Later in the graduation ceremony, Auggie receives a reward for courage. What evidence can you find throughout this opening speech that Mr Tushman had Auggie on his mind when he wrote it. You can use quotes to support your answer.**
5. **How does Mr Tushman suggest to the children that they should reflect and measure their personal success over the past year and what is the difficulty in doing this?**
6. **What are the two books that he quotes from in his speech?**
7. *'it was at moments such as these that Joseph recognizes the face of God in human form'.* **What is this quote, from the book by Christopher Nolan tell us about Josephs feelings?**
8. **What precept does Mr Tushman suggest Auggie and his classmates should live by?**

Answers

1. This graduation ceremony comes at the end of Auggie's first ever year at school. What similarities are there between Mr Tushman's speech and Mr Browne's precept lesson (which was Auggie's first ever lesson in school?).
   Both teachers talk about rules or mottos against which the students should measure their lives. They also both mention kindness as an important human quality.
2. In his speech Mr Tushman apologises for his 'verbosity'. What does this mean? What other words of phrases (synonyms) could he have used instead of this one.
   Verbosity is from the adjective verbose and means 'to use more words than is needed.' Mr Tushman could have used 'wordy' or 'long winded' or 'loquacious' instead.
3. Auggie admits to 'zoning' out from Mr Tushman's speech. Why do you think he might have done this?
   Because although he was trying hard to listen to Mr Tushman's speech and although it was interesting, it was also very long and not all of it was interesting to someone of his age group *(or other answers that express a reasonable opinion)*
   If you were writing a review of Mr Tushman's speech, what would you have written? Write a short paragraph, mentioning things such as suitability for the audience, humour, interest, length (ie not too long!), content (was it a good message). Remember: a review can be honest but it should also be fair.
4. Later in the graduation ceremony, Auggie receives a reward for courage. What evidence can you find throughout this opening speech that Mr Tushman had Auggie on his mind when he wrote it. You can use quotes to support your answer. Answers that focus on the retelling of Joseph's story and the emphasis upon kindness and its value in our society.
5. How does Mr Tushman suggest to the children that they should reflect and measure their personal success over the past year? By focusing upon what they have done with their time and who they have touched rather than what they have achieved.
6. What are the two books that he quotes from in his speech? Under the Eye of the Clock, by Christopher Nolan and The Little White Bird by JM Barrie
7. *'it was at moments such as these that Joseph recognizes the face of God in human form'.* What does this quote, from the book by Christopher Nolan tell us about Josephs feelings? It explains how overwhelmed he was by the kindness that was shown to him by a fellow human being and also how rare this kindness must have been. It also goes to show how ***important*** kindness is.
8. What precept does Mr Tushman suggest Auggie and his classmates should live by? Act just a little kinder than necessary.

Book Review
'It is called Wonder because it makes you wonder – if you were him, or them'
St George's Book Club
R J Palacio, Wonder



There is a boy called August. He isn't any different from any of us - his heart, his soul. But his face – yes, that is different.

This book will take you deep into his life and the life of people around him - how they have changed and developed through knowing him. He is so strong - coping with operations and bullies; stronger than all the others put together.

This book shows other people doing good and bad. It is called Wonder because it makes you wonder – if you were him, or them. It will make you laugh and cry. If you want to reflect on how you react in this to others or to situations then this book is for you.

One year in August's life changed his life forever. Please read this book for August or to change your own life. One decision changed his life and your decision to read this book could change your life too.

Wonder' Book Review

R.J. Palacio's Novel of Bullying and Acceptance

Style

Some books are action-packed, compelling the reader to turn the page to find out what happens next. Other books are compelling because they invite readers to engage with characters who are real, who come alive off the page, and who pull the reader into their story. "Wonder" is the latter kind of book. In fact, very little "action" happens within its pages, and yet readers will find themselves deeply affected by the story.

About R.J. Palacio

An art director by profession, R. J. Palacio first thought of the idea for "Wonder" when she and her children were on vacation. While there, they saw a young girl who had a condition similar to Auggie's. Her children reacted badly, which got Palacio thinking about the girl and what she goes through on a daily basis. Palacio also thought about how she could have better taught her children to respond to situations like this.

Review

It's the straightforward, non-sentimental manner in which Palacio approaches her topic that makes this such an excellent book. Auggie might have an extraordinary face, but he's a regular kid, and that makes him relatable, in spite of his challenges. Palacio also shifts her point of view, telling the story through the eyes of characters other than Auggie. This allows the reader to get to know characters like Auggie's sister, Via, who talks about the way her brother takes over the family's life. However, some of the other viewpoints—especially of Via's friends—feel somewhat unnecessary and bog down the middle of the book.

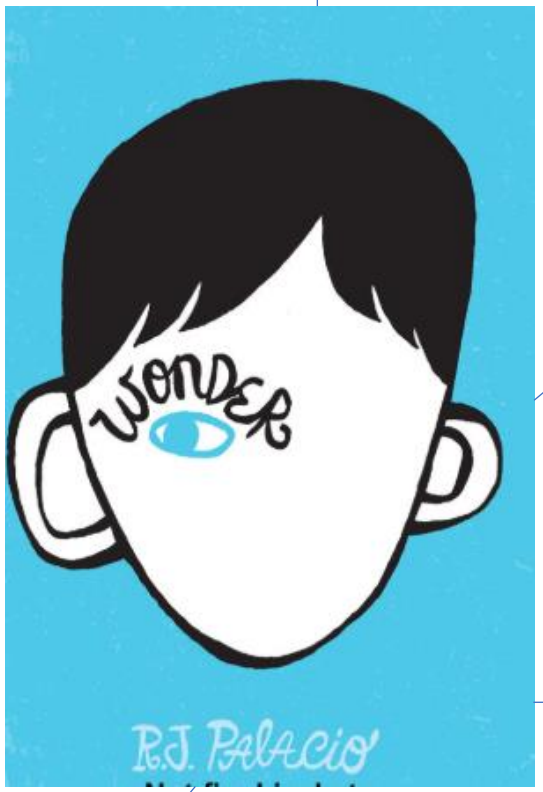
The power of the book likes in how Palacio creates such a normal, relatable character from a boy living with such an extraordinary physical affliction. Even though "Wonder" is recommended for children ages 8 through 12, the book's themes of identity, bullying, and acceptance make it interesting reading for a wide audience as well.

Wonder on

Wonder on courage

Wonder on kindness

Wonder on family



Wonder on acceptance

English Day 4 – Poem Template

"I am" poem

This poem is all about you, with a very specific format. It is really easy to write, but I'd like you to choose wisely what you say, as this is a reflection of you! Feel free to use figurative language. You will be sharing this with the class.

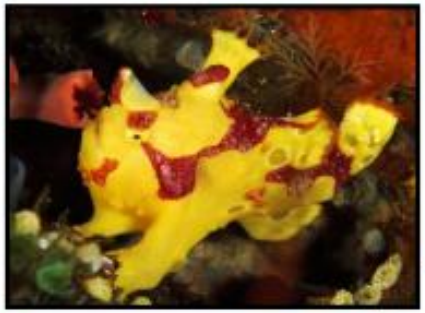
I Am (Your Whole Name)

I am (two special characteristics)
I wonder (something you are actually curious about)
I hear (an imaginary sound)
I see (an imaginary sight)
I want (an actual desire)
I am (the first line of the poem restated)
I pretend (something you pretend to do)
I feel (a feeling about something imaginary)
I touch (an imaginary touch)
I worry (something that really bothers you)
I cry (something that makes you very sad)
I am (the first line of the poem repeated)
I understand (something you know is true)
I say (something you believe in)
I dream (something you actually dream about)
I try (something you make an effort to do)
I hope (something you actually hope for)
I am (the first line of the poem repeated)

Geography

Paragraphs for your newspaper report	Examples
1. Introduce your chosen biome	The Tundra biome is the coldest of all biomes.
2. Explanation of your biome – why it's important	There are many reasons why the Tundra biome is important; however one important reason is there are many animals which have adapted to live in the harsh habitat.
3. Threats/risks for biome	Unfortunately, one major risk to the Tundra biome is climate change as the warm conditions melt the icy environment.
4. Consequences/impact around the World	Without the Tundra biome, many animals will become extinct, such as the polar bear which relies on the ice and snow to hunt and survive.
5. Solution – how we can reduce threat to the biome	Humans can reduce the threat to the Tundra biome by reducing harmful, planet-warming pollution.

What on Earth?



Science Resources

1.) Try to work out which animal is which, out of the following names:

Naked mole rat	Clown frogfish
Dugong	Living stones
Venus flytrap	Latticed stinkhorn

2.) Play "guess who". Use the descriptions below. Can you work out which is which?

a.) This animal has two long protruding teeth. Its skin only has a tiny amount of hair and is pink in colour.

b.) This plant has two hinged leaf lobes with prongs attached. The leaf blade is green on the outside and red on the inside

c.) This plant has one or more pairs of bulbous leaves and practically no stem. The plant resembles pebbles or stones.

d.) This animal lives in the sea. It has a fusiform body shape (tapers at both ends) with paddle-like flippers. Its snout is turned down.

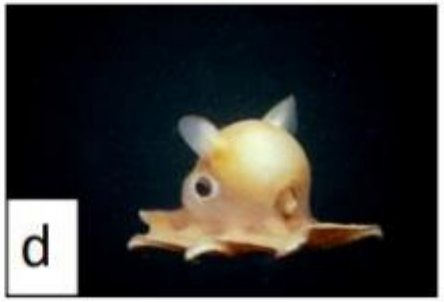
e.) This fungus is spherical with a hollow interior and latticed branches. Its colour ranges from pink through red, to orange.

f.) This animal has a globular body with small wart-like protrusions. Its colouring varies as it tends to match its environment. The example here is yellow and red.

3.) Now, write a detailed description of one of the animals here (a-f).

Remember to include:

- Habitat (be as specific as you can)
- Features of arms/ legs/ fins
- Fur/hair/scales/ horns
- Shape and size
- Placement and size of eyes/ ears
- Distinctive features
- Diet (this can be imagined!)



Science - Support

Remember to include:

- Habitat (be as specific as you can)
- Features of arms/ legs/ fins
- Fur/hair/scales/ horns
- Shape and size
- Placement and size of eyes/ ears
- Distinctive features
- Diet (this can be imagined!)

Example description:

This dog is domestic, so it primarily lives in homes with human-beings (although previous species of dog are known to be wild) and has a diet of various meats as it is carnivorous. It has four legs and a tail, which are covered in thick, matted fur. These dogs measure between 70cm and 1.5 metres in height when fully grown. Their eyes are heavily obscured by their thick hair and thus eyesight is limited. Their ears are long and floppy, protruding from the sides of the head and falling just below the jaw line. The most distinctive feature of this breed of dog is its thick, matted hair, which appears similar to dreadlocks on a human-being.

Art – Colour and Line drawing

We normally draw a pencil sketch first and then colour it in. However, with this method you reverse the process. It's an effective way to make you think about the overall shape of the object before focusing on the smaller details.

You can use any type of paper for this activity. When you become confident using this technique, why not try using the inside of used cardboard food packing. This can make a great canvas for your artwork.

Roll of Sellotape

Ball of string

Jesus heals the Roman centurion's servant

Jesus went into a city. There was an important man in the army, an officer in charge of 100 men, called a 'centurion'. The centurion had a servant who was very poorly. The servant was in a lot of pain and could not get out of bed.

Some friends of the centurion came to see Jesus.

'Please help', they begged. 'This Roman centurion is a good man. He is kind to us and helps us. Please help him.' Jesus said he would go straight away to see the centurion's servant.

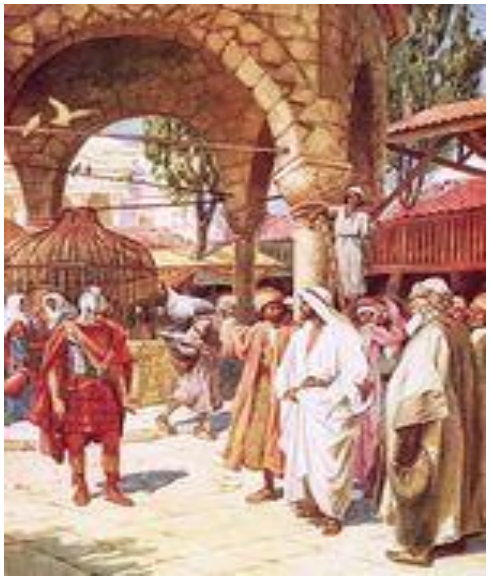
Before he got to the house, the Roman soldier came out to meet Jesus.
'I'm not good enough for you to come into my house,' he told Jesus. 'Please just give the order and I know my servant will be healed. I know you can do that.'

Jesus was amazed because the army officer had so much faith and trust in him. Jesus said to the army officer, 'Go home. Your servant will be well again.'

At that moment, the servant started to get better. He sat up, got out of bed, and began to move around. It was a miracle!

The servant had been healed because his master had so much faith and kindness.

Based on Luke 7:1-10



Answer the following questions in your books:

- What do you think about this miracle of Jesus?
- What was Jesus showing and teaching by performing this miracle?
- Why do you think the Centurion said 'Please just give the order and I know my servant will be healed.'
- What does this miracle tell us about Jesus?

Mrs T's Extension Maths

A + − × ÷ MIXED

WITH BRACKETS

*1) Always do the parts INSIDE the brackets first

e.g. $(2\frac{2}{3} + 3\frac{1}{6}) \div 5\frac{1}{4}$

$(\frac{8}{3} + \frac{19}{6}) \div 5\frac{1}{4}$

$(\frac{16}{6} + \frac{19}{6}) \div 5\frac{1}{4}$

$\frac{35}{6} \div 5\frac{1}{4}$

*2) Then do the other parts

$\frac{35}{6} \div \frac{21}{4}$

$\frac{35}{6} \times \frac{4}{21}$

$\frac{10}{9}$

$1\frac{1}{9}$

B WITHOUT BRACKETS

*1) Always do x or ÷ first

e.g. $1\frac{1}{3} - \frac{3}{10} \times 2\frac{1}{2}$

$1\frac{1}{3} - \frac{3}{10} \times \frac{5}{2}$

$1\frac{1}{3} - \frac{3}{10} \times \frac{5}{2}$

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

*2) Then do + or −

$1 \quad \frac{1}{3} - \frac{3}{4}$

$\frac{12}{12} + \frac{4}{12} - \frac{9}{12}$

$\frac{7}{12}$

C

If you are given a problem like

$$\frac{2\frac{3}{4} + 1\frac{1}{3}}{1\frac{1}{3} - \frac{2}{5}}$$ ← this line means DIVIDE

*1) Work out the top $2\frac{3}{4} + 1\frac{1}{3} = 4\frac{1}{12}$

*2) Work out the bottom $1\frac{1}{3} - \frac{2}{5} = \frac{14}{15}$

*3) DIVIDE top by bottom $4\frac{1}{12} \div \frac{14}{15} = 4\frac{3}{8}$

D REMEMBER 'B O M D A S'

First **B**rackets

Then **O**f, **M**ultiply, **D**ivide

Then **A**dd, **S**ubtract

a

1) $2\frac{1}{4} + 3\frac{2}{9}$
2) $1\frac{7}{8} \times 3\frac{3}{5}$
3) $1\frac{2}{9} + 2\frac{2}{8}$
4) $2\frac{5}{6} - \frac{1}{4}$
5) $1\frac{5}{7} \times 2\frac{5}{8}$
6) $2\frac{3}{4} + 3\frac{1}{7}$
7) $1\frac{7}{8} + 4\frac{1}{4}$
8) $4\frac{1}{3} - \frac{5}{6}$
9) $2\frac{3}{4} \times 3$
10) $3\frac{2}{5} + 1\frac{1}{4}$
11) $3\frac{3}{10} - 1\frac{4}{5}$
12) $\frac{5}{8} \times 4\frac{2}{3}$
13) $3\frac{1}{6} + \frac{14}{15}$
14) $6 - 2\frac{2}{9}$
15) $2\frac{1}{3} + 1\frac{3}{5}$
16) $2\frac{5}{12} + 3\frac{3}{4}$
17) $1\frac{1}{6} - \frac{3}{5}$
18) $3\frac{1}{5} \times 1\frac{1}{4}$
19) $2\frac{1}{3} + \frac{5}{8}$
20) $4\frac{1}{2} + 1\frac{7}{8}$

b

1) $(\frac{1}{4} + \frac{1}{3}) \times \frac{4}{5}$
2) $3\frac{2}{5} + (2\frac{1}{2} + \frac{1}{3})$
3) $(1\frac{1}{2} + 2\frac{2}{3}) \times 1\frac{1}{15}$
4) $1\frac{1}{10} \times (\frac{3}{4} - \frac{1}{3})$
5) $3\frac{1}{3} - (\frac{5}{6} + 2\frac{1}{2})$
6) $1\frac{1}{20} + (1\frac{1}{2} + 1\frac{1}{5})$
7) $(4\frac{1}{2} - 1\frac{3}{4}) + 7\frac{1}{3}$
8) $3\frac{1}{7} + 1\frac{3}{8} + \frac{1}{2}$
9) $4\frac{1}{6} \times (\frac{7}{8} - \frac{4}{5})$
10) $(\frac{3}{5} + 1\frac{1}{2}) \times 3$

c

1) $(1\frac{1}{6} - \frac{5}{9}) + 1\frac{2}{3}$
2) $6\frac{2}{3} \times (1\frac{5}{8} - \frac{4}{5})$
3) $(4\frac{5}{8} + 2\frac{1}{2}) \times 4\frac{1}{2}$
4) $3\frac{7}{8} + (4\frac{4}{9} + 1\frac{7}{12})$
5) $(3\frac{5}{8} + 1\frac{1}{2}) \times (1\frac{1}{6} - \frac{3}{4})$
6) $\dfrac{1\frac{1}{2} + 2\frac{1}{10}}{3\frac{3}{5}}$
7) $\dfrac{\frac{2}{3} - \frac{1}{5}}{\frac{11}{20} + 2\frac{1}{4}}$
8) $\dfrac{\frac{1}{7} + \frac{1}{4}}{3\frac{3}{10}}$
9) $\dfrac{2\frac{4}{5} + 3\frac{1}{2}}{\frac{1}{3} \times 1\frac{2}{5}}$
10) $\dfrac{2\frac{5}{8}}{2\frac{1}{2} - 1\frac{1}{3}}$

d

1) Multiply by $1\frac{7}{8}$ the sum of $1\frac{1}{5}$ and $2\frac{2}{3}$
2) Add $1\frac{3}{4}$ to the product of $2\frac{1}{4}$ and $1\frac{5}{6}$
3) Subtract $\frac{3}{4}$ from the sum of $\frac{7}{10}$ and $1\frac{3}{5}$
4) Multiply by $1\frac{4}{5}$ the difference between $2\frac{1}{4}$ and $\frac{7}{12}$
5) From the product of $5\frac{1}{3}$ and $\frac{5}{8}$ subtract $3\frac{1}{2}$
6) Divide by $5\frac{1}{5}$ the sum of $1\frac{1}{5}$ and $\frac{3}{4}$
7) Add $\frac{1}{2}$ to the product of $\frac{4}{9}$ and $3\frac{3}{5}$
8) Multiply the sum of $4\frac{1}{2}$ and $5\frac{3}{10}$ by $1\frac{3}{7}$
9) Divide the difference between $3\frac{2}{5}$ and $\frac{2}{3}$ by $5\frac{1}{8}$
10) Subtract $\frac{5}{6}$ from the product of $1\frac{7}{8}$ and $\frac{4}{5}$

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a. 1) $5\frac{11}{12}$ 2) $6\frac{3}{4}$ 3) $\frac{3}{4}$ 4) $2\frac{7}{12}$ 5) $4\frac{1}{2}$ 6) $\frac{7}{8}$ 7) $6\frac{1}{8}$ 8) $3\frac{1}{2}$ 9) $8\frac{1}{4}$ 10) $4\frac{13}{20}$ 11) $1\frac{9}{10}$ 12) $2\frac{11}{12}$ 13) $3\frac{3}{7}$ 14) $3\frac{7}{9}$ 15) $3\frac{14}{15}$ 16) $\frac{5}{9}$ 17) $\frac{21}{40}$ 18) 4 19) $3\frac{1}{8}$ 20) $2\frac{2}{5}$

b. 1) $\frac{7}{15}$ 2) $1\frac{1}{5}$ 3) $4\frac{4}{9}$ 4) $\frac{11}{24}$ 5) 0 6) $\frac{7}{18}$ 7) $\frac{3}{8}$ 8) $2\frac{11}{14}$ 9) $\frac{5}{16}$ 10) $6\frac{3}{10}$

c. 1) $\frac{11}{30}$ 2) $5\frac{1}{2}$ 3) 33 4) $\frac{9}{14}$ 5) $2\frac{2}{9}$ 6) 1 7) $\frac{1}{6}$ 8) $\frac{5}{42}$ 9) $1\frac{5}{7}$ 10) $2\frac{1}{4}$

d. 1) $7\frac{1}{4}$ 2) $5\frac{7}{8}$ 3) $1\frac{11}{20}$ 4) 3 5) 0 6) $\frac{3}{8}$ 7) $2\frac{1}{10}$ 8) 14 9) $\frac{8}{15}$ 10) $\frac{2}{3}$