Good morning Year 6!

We hope you all had a lovely weekend!

Please find your space. You will need to put your bag on the floor underneath your table.

You can either read your own book from home, complete the colouring sheet on your table or talk quietly with others – but you must remain in your seat at all times.
Have a look at the words on the next slide – what do you think the focus will be this week?
What do these words all have in common?

Say these words aloud:

Erupt
Corrupt
Abrupt
Disrupt
Interrupt
What does it mean?

Erupt
Corrupt
Abrupt
Disrupt
Interrupt

Knowing the meaning of ‘-rupt-’ will help us to know the meaning of unknown words.
What does this root word mean?

Erupt
Corrupt
Abrupt
Disrupt
Interrupt

‘-rupt’ comes from Latin, where it meant "break."
If someone is corrupt, they have shown or are showing a willingness to act dishonestly and break the rules or law.

If someone disrupts something, they are breaking the peace by causing a disturbance.

How does this picture link to the meaning of interrupt?

How does this picture link to the meaning of erupt?
Grouping words

Use this Venn diagram to sort this week’s spelling words. Give each circle a title and use the middle section to sort any words which fit under both headings. Use the space outside the circles to sort any words which don’t fit under any heading. How many different ways can you use this diagram?

Erupt
Corrupt
Abrupt
Disrupt
Interrupt

Title 1 + 2

You could think about the number of letters, number of syllables, if certain suffixes can be added...
LO: To use simple formulae

Outcome: by the end of this lesson you will have substituted numbers into simple formulae to find a particular value.
Learning from home? Don’t worry!

For those of you who are learning from home, the maths lessons may look quite long! Please remember that in school we would spend a lot of time discussing questions together and you wouldn’t be expected to answer every single question in your book. If there is someone at home who you can talk to about this maths, that would be great! If not, then please work through the slides and have a go at the Do It and Twist It tasks. You can try the Deepen It if you want!
LO: To use simple formulae

#The Learning Dip

How would you feel about...

Matching the statements to the correct mathematical term?

- $9 + 3y$
- $V = 4r + s$
- $25 = 100 \div 4$

What could you do to help someone in the pit?
LO: To use simple formulae

Katie’s Key Vocabulary

What is a calculation?
What is an algebraic expression?
What is an algebraic formula?

The expression is a combination of numbers, symbols and operators (e.g. + or -) that are grouped together to show the value of something. There is no answer given.

The formula is a rule or a fact written with symbols. It usually has an = sign and two or more variables, e.g. x and y. The formula to calculate area of a rectangle is $A = b \times h$.

The calculation shows the entire process – we know all of the numbers and we can see what process has enabled us to reach the answer.
LO: To use simple formulae

Match each box on the left to the correct label on the right.

- **P = 2a + 2b**: formula
- **36 + 56 = 92**: calculation
- **27 – f**: formula
- **35 ÷ 7 – 3 = 2**: calculation
- **R = 2h x 4**: calculation

**Billy** is correct because:

- **6a + 2b**: not a formula.

Explain why Billy is correct.
LO: To use simple formulae

Hattie needs to take a taxi to the airport, which is 12 miles from her house. She would like to know how much it is going to cost her.

There is a £1.50 charge for booking the taxi. It will then cost £0.80 per mile travelled.

She could use the formula:

\[ C = 1.50 + 0.8m \]

In this formula, what does \( C \) represent?

In this formula, what does \( m \) represent?

What do we have to do when we see \( 0.8m \)?
LO: To use simple formulae

Because the journey is 12 miles from her house we need to substitute 12 into the formula.

\[ C = 1.50 + 0.8m \]
\[ C = 1.50 + 0.8 \times 12 \]
\[ C = 1.50 + (0.8 \times 12) \]

It might be easier to add the brackets in as a reminder to complete the multiplication first, although you wouldn’t have to if you remember BODMAS!

Do it!

Calculate the cost of the journey.
How much would it cost if she lived 6 miles from the airport? How much would it cost if she lived 18 miles from the airport?

 Twist it!

Another taxi company charge £2.75 as a booking fee, then £0.50 for every mile travelled. Write this as a formula to calculate the cost of travel.

 Deepen it!

Calculate the price difference between the two companies to travel 12 miles.
LO: To use simple formulae

Twist it! Level 1

Work out the area (A) of this shape using the formula $A = b \times c$, if $b = 5\text{cm}$ and $c = 8\text{cm}$

Work out the perimeter (P) of this shape using the formula $P = 2a + 2b$, if $a = 4\text{cm}$ and $b = 9\text{cm}$

Which is the correct formula for doubling a number?
- $D = n \times n$
- $D = 2n$
- $D = \frac{n}{2}$

Which is the correct formula for halving a number?
- $H = n \div n$
- $H = 2n$
- $H = \frac{n}{2}$

Work out the perimeter (P) of this shape using the formula $P = 2(y + z)$, if $y = 1.5\text{cm}$ and $z = 5.2\text{cm}$

Work out the area (A) of this shape using the formula $P = 4y$, if $y = 2.3\text{cm}$
LO: To use simple formulae

Twist it! Level 2

When baking cupcakes, Sara needs half the amount of sugar \( s \) to flour \( f \). This is expressed as the formula:

\[
    s = \frac{f}{2}
\]

How much sugar will she need if she used 250g of flour?

Which is the correct formula for finding a squared number?

- \( a = 2b \)
- \( a = b \times b \)
- \( a + \frac{b}{2} \)

Substitute into \( P = 2(l + w) \) to find the perimeter of the following rectangles and squares.

Use the formula for area of a rectangle to also find the area.
LO: To use simple formulae

Deepen it!

Joe and Nadia are using the following formula to work out what they should charge for four hours’ cleaning.

\[ \text{Cost in pounds} = 20 + 10 \times \text{number of hours} \]

Joe writes down £60
Nadia writes down £120

Who do you agree with? Why?
LO: To use simple formulae

Deepen it!

Joe and Nadia are using the following formula to work out what they should charge for four hours’ cleaning.

Cost in pounds = 20 + 10 × number of hours

Joe writes down £60
Nadia writes down £120

Who do you agree with?
Why?

Joe is correct as multiplication should be performed first.

Nadia has not used the order of operations.
LO: To use simple formulae

#The Learning Dip

Matching the statements to the correct mathematical term?

- $9 + 3y$  
  - formula
- $V = 4r + s$  
  - expression
- $25 = 100 \div 4$  
  - calculation

What could you do to help someone in the pit?
This week we are going to press pause on Macbeth because you have been set a task by your secondary schools!

This is a fun piece of writing based on hope and will help your new English teachers plan fun and exciting lessons for you in year 7.

Try to remember everything you have learned during your time at Charlton and try to produce a piece of work that shows off all your skills as a writer.
At Secondary School, you will use Big Questions to help you understand why you are learning. The books you study are not just for exams; they give you ideas and experiences which are important for life outside school. Let's discuss these questions:

What is hope?

How can stories give us hope?
Consider this →

What does the word ‘hope’ mean to you?

When do you use the word ‘hope’?

What suffixes could you add to make new words --? What do these new words mean?
This book is a collection of lots of different short stories, poems and pictures all about hope. It has been put together by many famous authors and illustrators during lockdown.

Lets read a few of the extracts together...

https://literacytrust.org.uk/family-zone/9-12/book-hopes/
I met an old man once
In a store full of magical things
Whistling while he watched me
His crooked hat on his head
“What are you buying little miss?”
He asked in his cheerful voice
“There is a clock that can send you anywhere
in the world,
An elephant that can fly,
A bar of chocolate that you can never finish....
Or a smile that can never fade.”
So much to choose from
In a store full of magical things,
But once I looked at it,
What I take with me anywhere
What I am sending to you,
A smile that can never fade
A smile that can never fade.
When I’m sad, I read murder mysteries. This might seem a bit strange, but I promise you is isn’t. murder mysteries are exciting, terrifying shocking and twisty – but all of those scares and surprises only work because we always know absolutely everything will be all right in the end. The murderer will always be caught. They will always be punished. Everyone else (apart from the murder victim, whose death always matters) will be safe, and the world will go back to being OK.

There is no problem in a murder mystery that can’t be solved. Only one thing ever goes wrong at any one time, and ordinary people can take care of it. It’s all gloriously simple compared to the real world, which, I’ve realised more and more throughout my life, refuses to follow the rules of a mystery story. Big, bad, unfixable things have a way of happening around me, and they can be difficult to get my head around. And that’s why I write murder mysteries as well as read them.

When I write my Murder Most Unladylike Mysteries, I’m creating a world where good wins, where wickedness is punished and where even the smallest people can make a huge difference. It’s the world I’d like to live in, a world I still believe is under all the confusion, and it’s a gift I’m giving to my readers. You’re allowed to step away from messy, bewildering reality and live safely with my detectives Daisy and Hazel for a while. Dark and terrible things happen to them all the time because a world without dark and terrible things really would be a fantasy. It’s impossible to know you’re happy if you don’t remember what it is like to be sad. I need to let my characters took monsters in the eye – but I always know they can defeat them.

Detectives like mine are hopeful characters. They save people, they fix every problem they come up against – they are good and brave and (whether or not they always show it) kind. Watching them solve each case, I hope you know you are in good hands. I hope they make you ready to step out of the world of my books back into the real one, better and braver and more kind – and more able to face whatever life has to throw at you.
The Indigo Flamingo

Once, in a far off swamp,
Lived a sad little flamingo
Whose name was … Bob.

Bob was ALMOST exactly what
You would expect from a flamingo,
Named Bob or not.

He had loooooooong legs.
He had feathers.
He had the biggest beak in Mozambique.

But.

Continues on the next slide...
You might quite probably think
That Bob, like his pals,
Was a snazzy shade of pink.

If this IS what you think, then no:
Bob was not pink but indigo –
The most indigo flamingo you could ever wish to know.

That is:

He was a sort of purley blue.
Blue like the light of the rising moon,
Blue like the blue of the deep lagoon.

And did Bob like it?
Not one bit.
It made him mope and cry,
It made him moan and spit.

I wish, I hope, I wish, he’d think –
That I could not be indigo,
But a beautiful pink.

Oh, the other flamingos were OK.
During the day they’d chat to him,
And sing and dance and play.

But it was once there was no more sun
That being an indigo flamingo
Became not a lot of fun.

See:

When it was dark, Bob BLENDED IN.
His blue wasn’t odd then –
It was the colour of EVERYTHING.

*Then* it was like he wasn’t there,
Then he was suddenly nothing,
Just part of the midnight air.
The others would talk, right over his head,
They’d trample him, sometimes,
When he went to his bed.

Until one night.

Bob was moping, singing his sad song,
When a great hungry crocodile
Came sneaking along.

Bob was the only one who saw:
The others slept calmly on,
He heard them whistle and snore.

‘HEY!’ he shouted. ‘Hey Crocodile!
Get your slithery back
And your toothy smile
OUT
Of our swamp.
Go on, get lost,
Scarper, be gone!’

The crocodile panicked,
Its eyes bulging out,
It couldn’t see anyone,
But it could hear someone shout.

What was this ruckus?
A ghost, or some such?
The croc didn’t know,
But he didn’t like it much.

He turned on his tail,
Swam fast, swam faster,
With several great splashes
He was gone, he had scarpered.

Now all the other flamingos,
Hearing this loud din,
Woke up and came along,
To see this most amazing thing.
‘HOORAY!’ they shouted,
Standing in a row.
‘Bob, you’re our hero!
Thank GOODNESS you’re indigo!’

Yes, for once, Bob was happy to be blue.
For once he laughed and smiled,
He danced and capered too.
“Remember Peanut, wherever a flower blooms, so does hope...”

New classmate by Emily Gravett
Now we have had a look at a few of the pictures, poems and extracts lets think about these questions →

How do the writers of the stories and poems in this book show us different ideas about **hope** and where to find it?

How could you show your own thoughts about what **hope** means to you?
Every day after lunch we will be reading for between 20-30 minutes.
We are going to continue our work on one-point perspective today to create one of these:
Learning from home? Don’t worry!

For this science task, you will need paper, a ruler and a pencil. You might choose to add colour with pencil crayon, felt tip or paint.
LO: To use one point perspective

What is meant by one point perspective? What does it help us to achieve in our art work?

Where is the vanishing point in this image?
LO: To use one point perspective

In real life, you might find a vanishing point in the middle of a domed window.
LO: To use one point perspective

You are going to try and create one of these. Imagine you are lying in the middle of a busy street and the buildings around you are stretching up to the sky.
LO: To use one point perspective

First, you need to decide which buildings you would like to include and create a quick list. You might want to include your favourite place to visit, such as the cinema or library. You might want to add in your favourite place to eat or a shop you like to visit.

Consider the details you can add to the buildings. Buildings with lots of windows and detailed designs may look the most effective. You should also consider how tall you will make each building.
LO: To use one point perspective

Secondly, you need to draw a large circle on a piece of paper and add a vanishing point in the middle.
LO: To use one point perspective

Next, you need to add the buildings. Remember, you always need to use a ruler to keep the lines straight and you must always aim for the vanishing point.
LO: To use one point perspective

Now you need to add details such as doors, windows, signs etc. It’s difficult to create in powerpoint, so if you are in school your pod leader will show you how to do this!
**LO: To use one point perspective**

Finally you need to add colour to your design. Think about the colour you want for the buildings and the sky.

Sharing is caring! Who is happy to share their art work with their pod? Who has made effective use of a vanishing point? If you were to draw another one, would you do anything differently?
Before you leave the classroom to go home, you must wash your hands. You will need to take your bag, coat, water bottle and lunch box home with you. Please leave your pencil case in school.