

Maths

22.6.20

Fluent in 5

Complete these 5 questions in 5 minutes

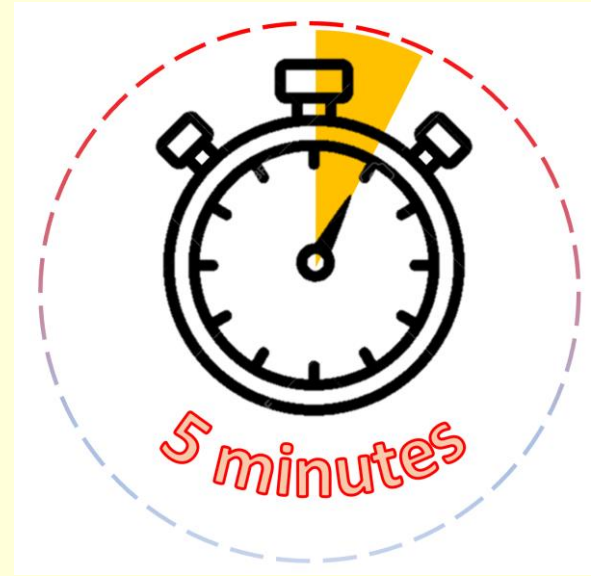
1. $718 \times 32 =$

2. $1,150 \div 100 =$

3. 12% of $360 =$

4. $384 \div 16 =$

5. $1,000 - (5 \times 5) + 1 =$



Answers:

Fluent in 5

Complete these 5 questions in 5 minutes

1. $718 \times 32 = 22,976$

2. $1,150 \div 100 = 11.5$

3. $12\% \text{ of } 360 = 43.2$

4. $384 \div 16 = 24$

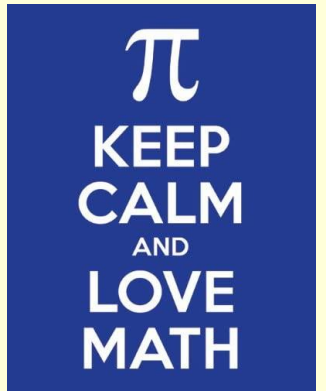
5. $1,000 - (5 \times 5) + 1 = 976$ (BODMAS – brackets first)



Maths

22.6.20

LO: To find missing values using percentage facts



Watch the following links to refresh your memory when finding missing values using percentages:

<https://www.youtube.com/watch?v=9QKc5bZPLv0> - Percentages without a calculator
– Corbettmaths

<https://www.youtube.com/watch?v=NS0HYrIPVSw> – Finding percentages of amounts

https://www.youtube.com/watch?v=CReZJe_Qj5Y - Key Stage 2 (KS2) English is Easy - Understanding Percentages

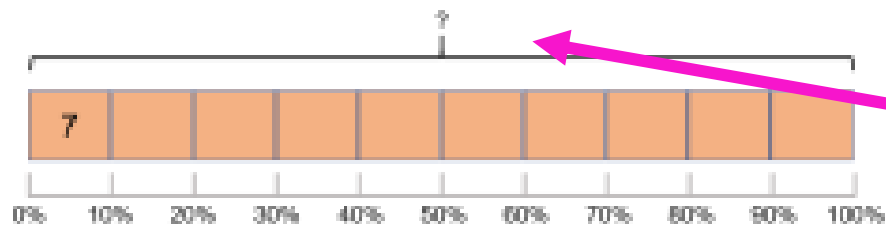
WHEN YOU FEEL CONFIDENT MOVE ON TO THE QUESTIONS!

Varied Fluency

- 350,000 people visited the Natural History Museum last week.
15% of the people visited on Monday.
40% of the people visited on Saturday.
How many people visited the Natural History Museum during the rest of the week?

- If 7 is 10% of a number, what is the number?

Use the bar model to help you.



Remember, there are 350,000 total visitors to the Natural History Museum.
Total = 100%

$100\% - 40\% - 15\% =$ Percentage of people who visited during the rest of the week.

Draw the bar model.
Can you think of your own similar question?

 Complete:

$10\% \text{ of } 150 = \square$

$30\% \text{ of } 300 = \square$

$30\% \text{ of } \square = 45$

$30\% \text{ of } \square = 900$

Can you see a link between the questions?



Remember our percentage facts.

10% = divide by 10

20% = divide by 5

25% = divide by 4

50% = divide by 2

1% = divide by 100

Answers

1. 157,500 (This is 45% of the total number, so you had to find 45% of 350,000)

2. If 7 = 10% of a number, you must find 100% of the number.

$$7 \times 10 = 70$$

The number is 70

3. a) 15 b) 90 c) 150 d) 3,000



Challenge



- Use the digits 1, 2 and 3 to fill in the missing digits below.

$$\frac{\square}{8} = 0.\square25 = \square.25\%$$

$$\frac{\square}{5} = 0.\square = 20\%$$

$$\frac{\square}{8} = 0.\square75 = \square.75\%$$

You can only use the digits 1, 2 and 3 to fill in the missing digits.

You can use each digit as many times as you want

Answers

1. $1/8 = 0.125 = 12.5\%$

2. $1/5 = 0.2 = 20\%$

3. $3/8 = 0.375 = 37.5\%$



Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on percentages. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/percentage-of-an-amount>

Monday 22nd June 2020

LO: To identify the features of a Haiku

This week, we are going to be writing our own poems – the style of poems we will be looking at are called Haikus. On the right side of the slide, you can see an example of a verse from a Haiku called ‘Beaches’ by Kaitlyn Guenther.

Read the Haiku and write down the answers to the following questions:

1. How many lines?
2. Is there the same amount of words on each line or does it change?
3. Does it rhyme?
4. How many syllables (beats) are on each line (e.g, scat-ters would be 2 syllables).
5. Do any lines have the same amount of syllables?

Beaches by Kaitlyn Guenther

Sand scatters the beach
Waves crash on the sandy shore
Blue water shimmers



Hopefully you have found out that . . .

Haikus

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

A haiku poem originates from Japan and has only 3 lines. The poems are used to create a picture in the reader's mind. Each line has a certain number of syllables.

melloo

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They also don't need to rhyme, or have a certain amount of words on each line.



You moths must leave now;
I am turning out the light
and going to sleep.

The leaves fell slowly
To the unforgiving ground
Too soon-summer's gone!

Going yesterday
Today, tonight...the wild geese
Have all gone, honking.

Tonight the moon shines bright;
and shows the owls
eating a meal in the field.

Bee's buzz slowly on the roses
they take the nectar
for their honey in their hive.

Ivy grows so fast
and totally covers the tree
it looks so beautiful.

Read these six
Haiku verse and see
if you can spot the
features we
identified earlier.

Have a go at writing
your own verse
about anything of
your choice!

Monday 22nd June 2020

LO: To add suffixes to words ending in –fer (Recap from last week)

Success Criteria

1. Read through the guidance and example spellings on the next slide.
2. The r is doubled if the –fer is still stressed when the ending is added.
3. The r is not doubled if the –fer is no longer stressed.
4. Draw a 'look, cover, write, check' table and complete for the spellings on the next slide.
5. Ext – use these words in your own sentences



Adding suffixes beginning with vowel letters to words ending in -fer

Rules and Guidance

The r is doubled if the -fer is still stressed when the ending is added.

The r is not doubled if the -fer is no longer stressed.

Example Words

referring, referred, referral,
preferring, preferred, transferring,
transferred

reference, referee, preference,
transference



Look!



Cover



Write



Check

Spelling	First Try	Second Try	Third Try

Write sentences which include some of the spellings you have been practising.

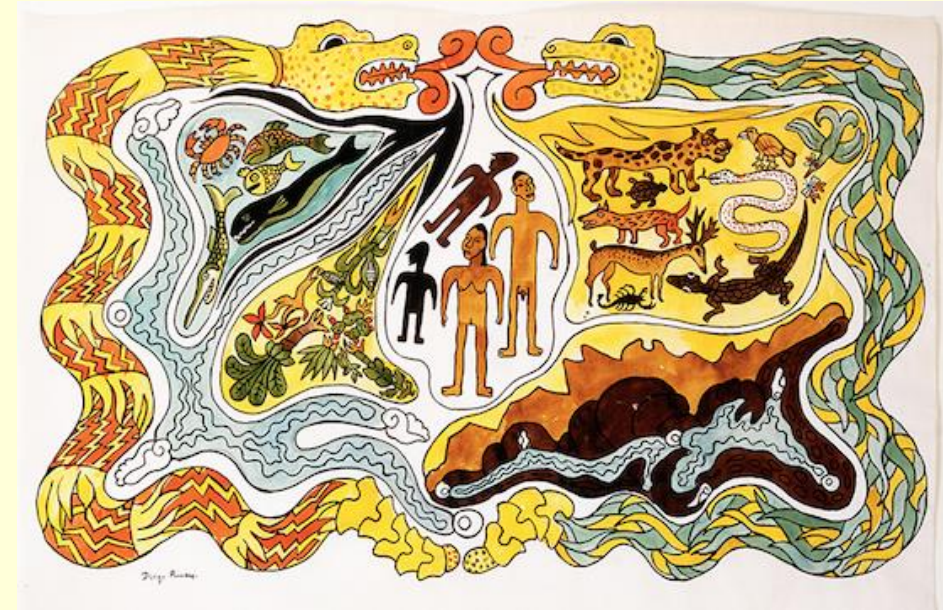
Monday 22nd June 2020

LO: To retell a creation story from another culture.

Steps to success

1. Watch the video of the Mayan Creation Story on this slide.
2. Make notes as you are watching: you will need to have the names of any Gods and key events written down.
3. You will then retell the story using one of the following options: comic strip, story, flowchart, mini-saga (exactly 100 words).

<https://www.youtube.com/watch?v=CmCrf4acWmY> – Creation Story



Maya Creation Story

Before the world had a true form, there were two Gods. These Gods were Tepeu, the Maker and Gucumatz, the Feathered Spirit. While the world around them was dark, the two Gods glittered with brilliant blue and green feathers. They came together to create the world.

Whatever they thought came into being. When they thought "Earth", land formed in the darkness. They thought of mountains and valleys, pine trees and sky. All of these things appeared the instant they thought them, and thus the Earth was formed.

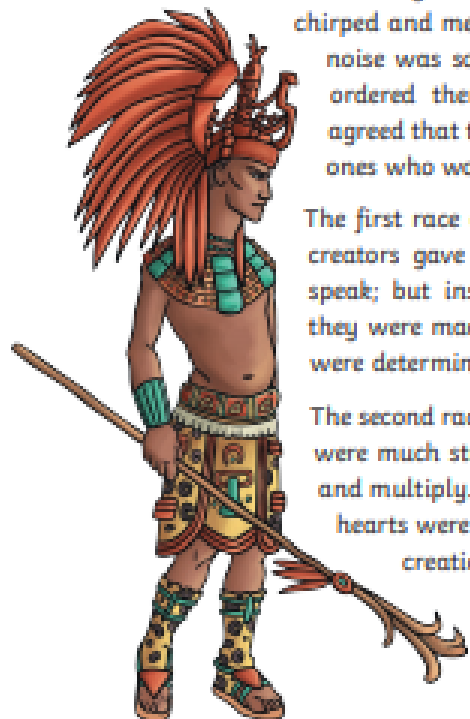
Tepeu and Gucumatz decided that they needed beings there to look after their vast creation, and to praise their names as the creators. So they created deer and birds and panthers and serpents, all the creatures that roam the Earth today.

"Now praise us! Say our names!" commanded the creators.

But the animals could only roar or howl, bleat, bark, twitter or moan. They tried as hard as they could to speak, but they could not. They chirped and mewled at the top of their lungs until the noise was so deafening, that Tepeu and Gucumatz ordered them to stop. Disappointed, the makers agreed that they would have to create better beings, ones who would be able to worship them properly.

The first race of men were made from wet clay. The creators gave them life, and the first men tried to speak; but instead they crumbled apart soon after they were made. The Maker and the Feathered Spirit were determined to create a hardier race of men.

The second race of men were carved from wood. These were much stronger, and were able to walk and talk and multiply. But these men had no minds and their hearts were empty. They had no memories of their creation and when they spoke their words were just as empty and meaningless. They could not praise their Gods.



Tepeu and Gucumatz sent a great flood down to destroy them. They commanded the animals to attack the survivors and tear them to pieces. The few who managed to escape fled to the woods and became monkeys. The creators left them there as an example to the next race of men.

The Maker and the Feathered Spirit thought for a long time about how they should make the race of men they wanted. There seemed to be no perfect material to build them. Finally some animals brought the Gods a stack of white corn which grew on the far side of the Earth. Tepeu and Gucumatz ground this into a paste and from this formed four individual men.

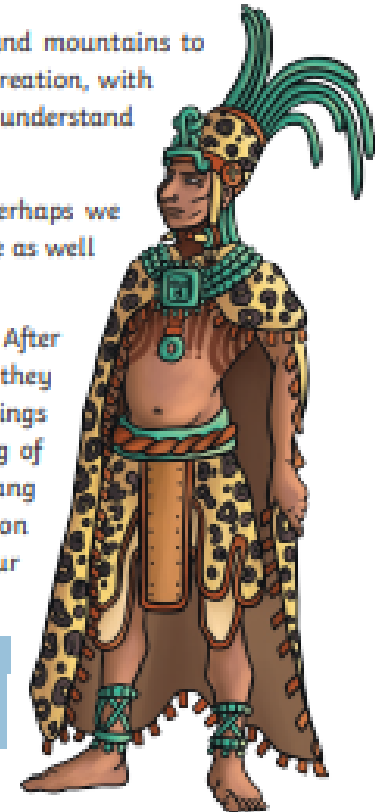
The new beings seemed perfect. They were sturdy enough to last and their minds were rich with thoughts and feelings. Their first act after their creation was the immediately worship Tepeu and Gucumatz, and thank them for their lives. Tepeu and Gucumatz were pleased. "What do you see?" they asked the corn men.

"We can see forever, through rocks and trees and mountains to the edges of the Earth. We can see your entire creation, with all of its animals and plants. We can see and understand everything!"

Tepeu and Gucumatz looked at each other, "perhaps we made these beings too well... they should not see as well as WE do!"

The makers removed some of the men's vision. After that they could only see things close to them, and they were no longer able to see through or above things that they should not. Thus their understanding of the world was weakened. But the men still sang their creators' praises and settled down to live on the new land. Tepeu and Gucumatz made four women to be their mates.

These eight men and women were the ancestors of all Quiche men and women today. Even today their sight and understanding of the world is not perfect.



Maths

23.6.20

Fluent in 5

Complete these 5 questions in 5 minutes

1. $14 \times 3 \times 3 =$

2. $0.07 \times 1,000 =$

3. $760 \div 95 =$

4. $\frac{1}{5} \times \frac{9}{10} =$

5. $\frac{11}{12} \div 7 =$



Answers:

Fluent in 5

Complete these 5 questions in 5 minutes

1. $14 \times 3 \times 3 = 126$

2. $0.07 \times 1,000 = 70$

3. $760 \div 95 = 8$

4. $\frac{1}{5} \times \frac{9}{10} = \frac{9}{50}$

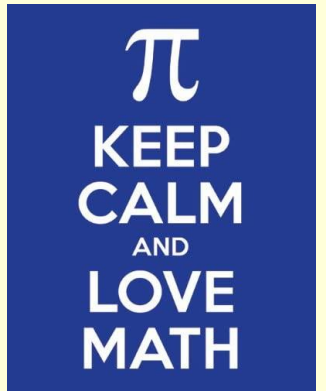
5. $\frac{11}{12} \div 7 = \frac{11}{84}$ (Numerator remains the same, multiply denominator by the whole number)



Maths

23.6.20

LO: To find missing values using percentage facts



Watch the following links to refresh your memory when finding missing values using percentages:

<https://www.youtube.com/watch?v=9QKc5bZPLv0> - Percentages without a calculator
– Corbettmaths

<https://www.youtube.com/watch?v=NS0HYrIPVSw> – Finding percentages of amounts

https://www.youtube.com/watch?v=CReZJe_Qj5Y - Key Stage 2 (KS2) English is Easy - Understanding Percentages

WHEN YOU FEEL CONFIDENT MOVE ON TO THE QUESTIONS!

Reasoning & Problem Solving

$3.5 = 1/5$ of the total number

Possible questions . . .

1) If 3.5 is 20% of the number what is 100%?



Both values must be the same . . .

25% of ____ IS THE SAME AS ____% of 60

What percentage questions can you ask about this bar model?



Fill in the missing values to make this statement correct.

Can you find more than one way?

25% of = % of 60

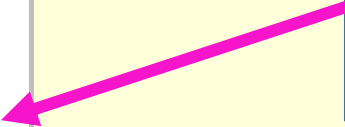
A golf club has 200 members.

58% of the members are male.

50% of the female members are children.

- (a) How many male members are in the golf club?
- (b) How many female children are in the golf club?

These are word problems that are asking you to find a percentage of an amount.
Use your percentage facts.
Read the problems closely and carefully.



Challenge

- **Would you rather:**
Be given 60% of two cakes or 26% of 5 cakes.
Be surrounded by 25% of 40 snakes or 40% of 25 snakes?

Explain your reasons clearly for each choice.

Can you make up some of your own 'Would you rather?' questions?

When you have created your own 'Would you rather . . .?' questions ask a family member or a friend and check their answers!

Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/percentage-increase-cc80c1>

Answers

What percentage questions can you ask about this bar model?



Possible answer:
If 20% of a number is 3.5, what is the whole?
What is 60%?
What is 10%?

Fill in the missing values to make this statement correct.
Can you find more than one way?

$$25\% \text{ of } \square = \square \% \text{ of } 60$$

Possible answers:
 $25\% \text{ of } 60 = 25\% \text{ of } 60$
 $25\% \text{ of } 120 = 50\% \text{ of } 60$
 $25\% \text{ of } 24 = 10\% \text{ of } 60$
 $25\% \text{ of } 2.4 = 1\% \text{ of } 60$
 $25\% \text{ of } 180 = 75\% \text{ of } 60$

A golf club has 200 members.

58% of the members are male.

50% of the female members are children.

- (a) How many male members are in the golf club?
- (b) How many female children are in the golf club?

116 male members

42 female children



Tuesday 23rd June 2020

LO: To use personification as a poetic device

We are going to focus on the Mexican 'Day of the Dead; festival for our Haiku poems. Today, we will be creating our own sentences of personification; as this is something we would love to see come through in your poems.

Personification is when you give human characteristics or traits to an object or thing that is not human. The following videos might be good to watch to refresh your memory:

<https://www.youtube.com/watch?v=YhleJRpyb-Y> - Personification | Award Winning Personification Teaching Video | What is Personification?

<https://www.youtube.com/watch?v=1Mb6NxixRk8> – What is personification?

If you want to learn more about Day of the Dead, I have attached a teaching PowerPoint.



Día de los Muertos



The Mexican fiesta of *Día de los Muertos*, or Day of the Dead, takes place over the first two days of November.



It is a Catholic Christian ritual intermixed with folk culture and going to mass is an essential aspect of this celebration.

Spanish conquistadors introduced All Saints' Day (*Día de Todos los Santos*) and All Souls' Day (*Día de Todos las almas*) to Mexico.

The conquered Native Americans took the opportunity to incorporate their own traditions for honoring the dead into these two days. The resulting holiday is a unique mixture of the two cultures.



The fiesta includes spending time in cemeteries, making shrines to the dead, and displaying artistic skulls and skeletons.

However, the occasion is festive, rather than morbid. Death isn't seen as the end of one's life in Mexico but as a natural part of the life cycle. The day of the dead fiesta is not only a chance to remember relatives and friends that have died but to celebrate their life and celebrate being alive.

It is about Love not Fear and the fiesta incorporates lots of music, laughter and dancing.

Día de los Muertos is not the Mexican version of Halloween. Mexicans have celebrated the Day of the Dead since the year 1800 B.C !

While Day of the Dead and Halloween are both associated with All Saints' and All Souls' Days, their tones couldn't be more different. Halloween's images of skeletons and spirits emphasise the spooky, gruesome, and macabre. On Day of the Dead, the focus isn't on threatening spooks and ghouls, it's on celebrating with one's family—alive and dead—and remembering those who are no longer alive. It's on seeing death as another stage following life, not something to be faced with fear.

It is not a "strange" ritual. It is very similar to going to a grave and leaving flowers or stuffed animals, lighting a candle to remember the deceased.



It is not a sad ritual. It's a day of happiness because they are remembering loved ones.

Ofrendas are an essential part of the Day of the Dead celebrations. The word *ofrenda* means offering in Spanish.



The *ofrenda* is set on a table, covered with a fine tablecloth, preferably white. Then the *papel picado*, cut tissue paper, is set over the cloth.



Food is specially prepared for the souls. Their preferred dishes are cooked for them and placed on the altar along with items representing the four elements: candles for fire, drinks for water, fruit for earth, and fluttering tissue-paper decorations for wind.



Sometimes a cross is made with petals of the *cempasúchil* flower

Incense, *Copal*, is burned and is thought to elevate prayers to God.



The major feature of Day of the Dead decorations is skeletons (*esqueletos* or *calacas*). Skeletons are everywhere, from tissue-paper scenes to tiny plastic toys, from cardboard puppets to ceramic sculptures, from posters to paper mache.



This skeleton theme extends to the day's food and treats. The Day of the Dead feast typically includes a special "bread of the dead, *pan de muerto*. It is often decorated with strips of dough resembling bones.



Also common are skulls and skeletons made of sugar or candy. Some school pupils get sugar skulls made to resemble themselves, or with their names inscribed on them.



Vocabulario

Iluminación The ceremony that takes place in the graveyard, when hundreds of candles are lighted to guide the souls.

Altar de Muertos The offering that the family sets for their special relatives.

Calavera Sugar skulls prepared for the Day of the Dead celebrations.

Ofrenda Offerings set out for the returning souls.

Pan de Muerto Sweetbread made for the Festival.

Cempasúchil Day of the Dead flower - yellow marigold.

Papel Picado Cut tissue paper for decorations.

Golletes A doughnut shaped bread, glazed with pink coloured sugar which symbolizes the cycle of life and death.

Día de Todos los Santos All Saints' Day.

Let's have a go . . .

Try and write one sentence using personification about each of the photographs below. I will give you an example for each one . . .



Tissue paper esqueletos (skeletons) with black, soulless eyes **stare deep into your soul** .



Beckoning you towards it, the delicious smell of 'pan de muertos' wafts through the cobbles, brightly-coloured streets.



Gravestones of the deceased **stand proud and satisfied** in the cemetery, while loved-ones decorate them with vibrant flowers.

Tuesday 23rd June 2020

LO: To spell words with double consonants

A consonant is any letter that is not a vowel (a, e, i, o, u)

Double consonants create short vowel sounds in words.

Can you think of any words that have double consonants? (They must appear next to each other in the word).

These are your spellings for today:

apprehensive, common, different, difficult, excellent.

- Word pyramids
- Look, see, cover, write, check
- Use in a sentence

Tuesday 23rd June 2020

LO: To sing a traditional Spanish song.

Steps to success:

1. Watch the lyric video of 'La Cucharacha'
2. Read the Spanish and English lyrics
3. Sing along to either the Spanish or English version of the song (links below).

La Cucharacha (Spanish) –

<https://www.youtube.com/watch?v=Yfka9m6NhzE>

La Cucharacha (English) -

<https://www.youtube.com/watch?v=osz86Dssp8>



La cucaracha
Canción tradicional
(Spanish)

(Coro)

La cucaracha, la cucaracha,
ya no puede caminar
porque no tiene,
porque le falta
las dos patitas de atrás.

Dicen que la cucaracha
Es un animal pequeño
Y cuando entra en una casa
Se tiene que quedar dueño.

(Coro)

Cuando uno quiere a una
Y esta una no lo quiere,
Es lo mismo que si un calvo
En la calle encuentra un peine

(Coro)

The Cockroach
Traditional Song
(English)

(Chorus)

The cockroach, the cockroach,
Can't walk anymore
Because it doesn't have,
Because it's missing
Two little back legs.

People they say the cockroach
Is a very small animal
And when it gets into a house,
It'll soon be the master of it all.

(Chorus)

When a boy loves a girl
And she doesn't love him back
It's the same as if a bald man
Finds a comb on the railroad track*.

(Chorus)

Maths

24.6.20

Fluent in 5

Complete these 5 questions in 5 minutes

1) $2\frac{1}{2} + \frac{3}{5} =$

2) 97% of 900 =

3) $\frac{3}{4} \div 13 =$

4) $100,000 - 98,225 =$

5) $300 - 7^2 + 3^3 =$



Answers:

Fluent in 5

Complete these 5 questions in 5 minutes

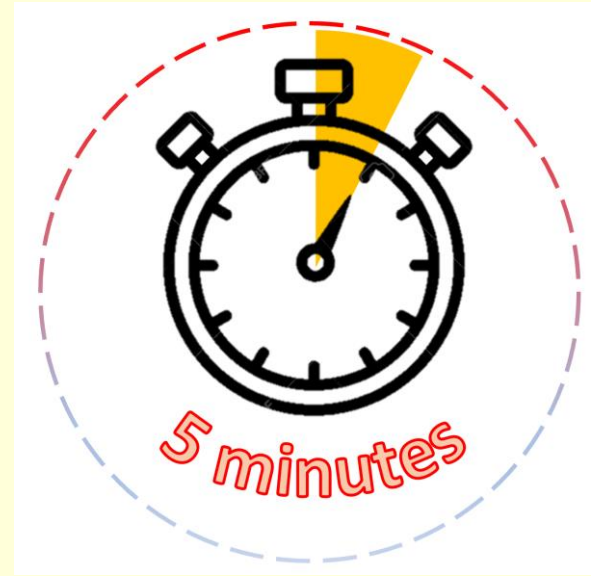
1) $2\frac{1}{2} + \frac{3}{5} = 2\frac{1}{10}$ (convert both fractions to a common denominator)

2) 97% of $900 = 873$

3) $\frac{3}{4} \div 13 = \frac{3}{52}$

4) $100,000 - 98,225 = 1,775$

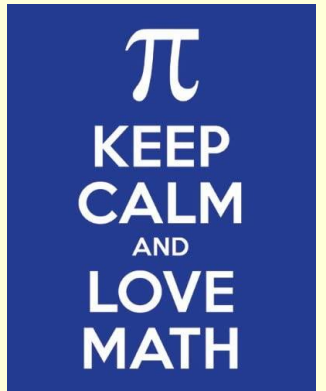
5) $300 - 7^2 + 3^3 = 224$ ($7^2 = 7 \times 7$ and $3^3 = 3 \times 3 \times 3$)



Maths

24.6.20

LO: To solve word problems involving percentages



Steps to success:

1. Read each problem carefully, underline any key words.
2. Picture the problem! A bar model could be useful for this
3. Show workings out
4. Use percentage facts – e.g. $50\% = \frac{1}{2} =$ divide 100% by 2

10

[2003]



250 000 people visited a theme park in one year.

15% of the people visited in April and
40% of the people visited in August.

How many people visited the park in the rest of the year?

Show your method

[2 marks]

If 15% visited in April, and 40% visited in August . . .
What percentage visited in the rest of the year?
How many people visited in total?



13

[2017]

A cat sleeps for 12 hours each day.

50% of its life is spent asleep.



Write the missing percentage.

A koala sleeps for 18 hours each day.

%

of its life is spent asleep.



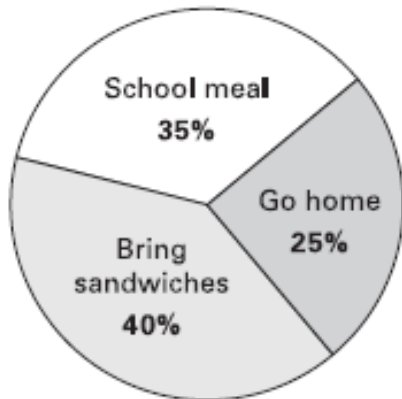
[1 mark]

A sleeps for 12 hours out of 24 hours. In other words, it spends 50% of its life asleep ...





This pie chart shows the lunch choices of year 6 children at a school.



28 children in year 6 have a school meal.

How many **go home** for lunch?

Show your method

A large grid area for showing the method, with a small rectangular box at the bottom right.

28 children = 35%

If we know what 35% of a number is, how could we find 25%?

Find 1%?

Find 2%?

Find 5%?



Answers

1. We needed to find 45% of 250,000 – which is **112,500**

2. $18/24$ is equivalent to $\frac{3}{4}$. $\frac{3}{4}$ as a percentage is **75%**

3. 28 children : 35%

$\div 7$

4 children: 5%

$\times 5$

20 children: 25%

Challenge

I am thinking of a new number.

85% of my number is 255. What is my number?

Can you explain your strategy?

Test your Teacher!

Create your own 'I am thinking of a number percentage' question and email it to the Y6 address at school.

I will reply with the answer A.S.A.P!



Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/percentage-decrease-42b8e1>

Wednesday 24th June 2020

LO: To use metaphor as a poetic device

We are going to focus on the Mexican 'Day of the Dead; festival for our Haiku poems. Today, we will be creating our own sentences of metaphor; as this is something we would love to see come through in your poems.

Metaphor is when we make a comparison between two things that aren't alike but to have something in common. We do not use the words 'like' or 'as' to compare.

https://www.youtube.com/watch?v=kVNal4_izVU - Metaphors for Kids | Language Arts Learning Vide

<https://www.youtube.com/watch?v=JPEmb8Qoy0> - What Are Metaphors?

Try and write one sentence using metaphor about each of the photographs below. I will give you an example for each one . . .



The partygoers danced frantically, they elegantly floated around the picturesque city centre.



Everywhere you turned, chilling masks met your gaze; it was a true nightmare come to life.

Brightly-lit graveyards were a sanctuary of calm in the surrounding madness.



Wednesday 24th June 2020

LO: To spell words with double consonants

A consonant is any letter that is not a vowel (a, e, i, o, u)

Double consonants create short vowel sounds in words.

Can you think of any words that have double consonants? (They must appear next to each other in the word).

These are your spellings for today:

follow, million, opposite, passenger, pollution,

- Word pyramids
- Look, see, cover, write, check
- Use in a sentence

Wednesday 24th June 2020

LO: To greet someone in Spanish



Today, you are going to learn some basic Spanish greetings.

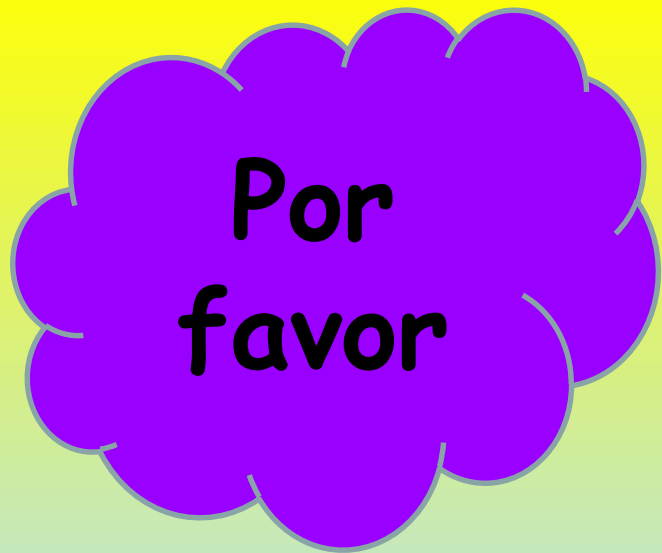
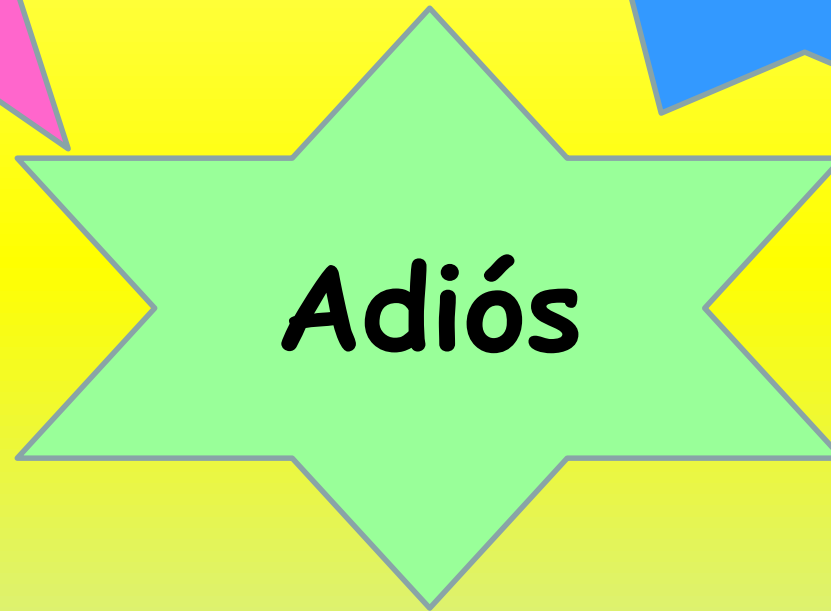
Spanish is the most commonly spoken language in Mexico, but not the only spoken language.

The following slides contain the words for you to learn and repeat . . .

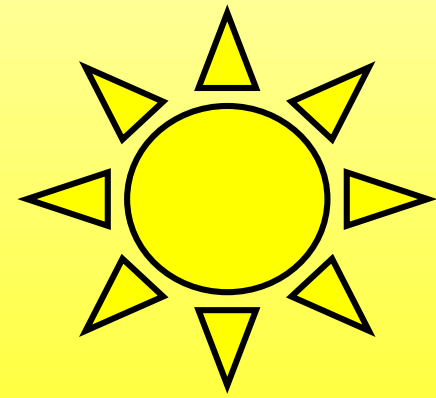
The video link below may help with pronunciation:

<https://www.youtube.com/watch?v=bDGNBkVHGrQ> - Spanish Greetings for Kids | Spanish Academy TV

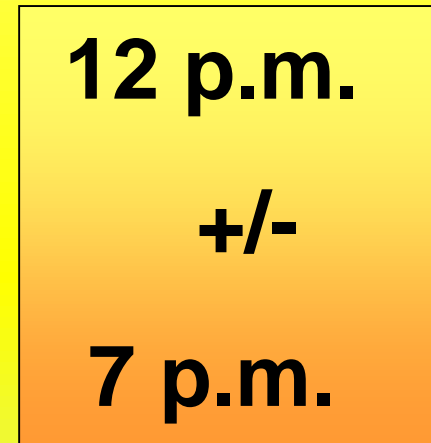




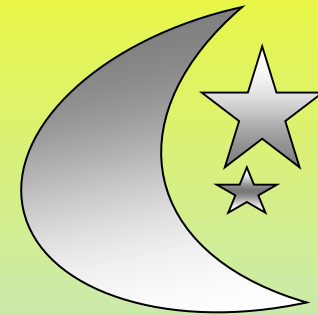
Buenos días



Buenas tardes



Buenas noches



So how do you say?

Good day

Buenos días

Good afternoon

Buenas tardes

Good evening

Buenas noches

Maths

25.6.20

Fluent in 5

Complete these 5 questions in 5 minutes

1) 55% of $1,500 =$

2) $12^2 \times 0 =$

3) $414 \div 23 =$

4) $\frac{1}{2} + \frac{1}{3} + \frac{1}{6} =$

5) $(500 \div 10) + 400 =$



Answers:

Fluent in 5

Complete these 5 questions in 5 minutes

1) 55% of $1,500 = 825$

2) $12^2 \times 0 = 0$

3) $414 \div 23 = 18$

4) $\frac{1}{2} + \frac{1}{3} + \frac{1}{6} = \frac{6}{6} = 1$

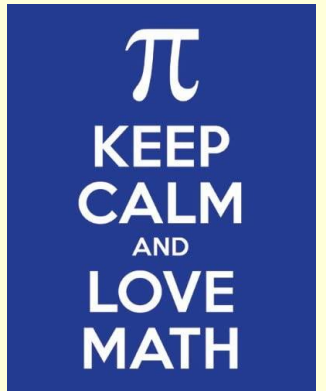
5) $(500 \div 10) + 400 = 450$



Maths

25.6.20

LO: To increase an amount by a percentage



This is a skill we have practiced this year, but we have not revisited for a while. Watch the video clips below to refresh your memory, it could be useful to take some notes while you watch!

<https://www.youtube.com/watch?v=tUtgC7ZrsRc> - Increasing Decreasing by a Percentage – Corbettmaths

<https://www.youtube.com/watch?v=Q2gRAS08fE0> - Percentage Change - Corbettmaths

	10%	50%	25%	15%
£16				
£22				
£70				
£5.40				
£25.80				
£80.40				

Complete this grid as it will help you with the questions on the next slide.

Just find the percentages of the given amounts.



Questions



- 1) Increase £16 by 15% =
- 2) Decrease £70 by 10% =
- 3) A t-shirt costs £25.80 originally. The price drops by 50%, what is the new price of the t-shirt?
- 4) £22 is increased by 10%, £25.80 is decreased by 15%. What is the difference between the two new prices?

Answers

- 1) Increase £16 by 15% = $(£16 - £2.40) = \text{£}13.60$
- 2) Decrease £70 by 10% = $(£70 - £7) = \text{£}63$
- 3) A t-shirt costs £25.80 originally. The price drops by 50%, what is the new price of the t-shirt? $(£25.80 - £12.90 \text{ or } £25.80 \div 2) = \text{£}12.90$
- 4) £22 is increased by 10%, £25.80 is decreased by 15%. What is the difference between the two new prices?

$$(\text{£}22 + \text{£}2 = \text{£}24)$$

$$(\text{£}25.80 - \text{£}21.93)$$

The difference between the two new prices is **£2.07**



Challenge



Extension

- a. A teacher's starting salary for is £21 500. This increases by 2% every year. What will the teacher's wage be after 3 years?

- b. The population of lions in Africa is currently 15000. It is decreasing by 7% every year. In how many years will the population have halved in size?

Halved in size compared to the original number of 15,000.
How many years until the population reaches or goes below 7,500?

Challenge Answers

Extension

a. A teacher's starting salary for is £21 500. This increases by 2% every year. What will the teacher's wage be after 3 years?

£22815.97

b. The population of lions in Africa is currently 15000. It is decreasing by 7% every year. In how many years will the population have halved in size? 10



Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/problems-involving-percentages>

Thursday 25th June 2020

LO: To use the poetic features of a Haiku

Haikus

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

A haiku poem originates from Japan and has only 3 lines. The poems are used to create a picture in the reader's mind. Each line has a certain number of syllables.

melloo

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Today, you are going to write at least 3 or 4 verses of your Haiku.

It must:

- Be based on a Mexican 'Day of the Dead' festival.
- Follow the Haiku rules that you can see on the left hand side of this slide.
- Include basic (capital letters, full stops) and more complex (: ; - ? !) punctuation.
- Have spellings checked by yourselves.
- Include personification and metaphors (we have worked on these in previous lessons).

Mr Morgan's Examples

Street sellers everywhere, (5)

The smell of quesadillas, (7)

Dancing down the street. (5)



Brightly lit gravestones, (5)

The ground covered in candles, (7)

People working hard. (5)



Thursday 25th June 2020

LO: To spell words with double consonants

A consonant is any letter that is not a vowel (a, e, i, o, u)

Double consonants create short vowel sounds in words.

Can you think of any words that have double consonants? (They must appear next to each other in the word).

These are your spellings for today:

press, slippery, still, successful, sunny, permission, currency, common, opportunity

- Word pyramids
- Look, see, cover, write, check
- Use in a sentence

Thursday 25th June 2020

LO: To say the numbers 1-20 in Spanish



Today, you are going to learn the Spanish words for the numbers 1-20

Spanish is the most commonly spoken language in Mexico, but not the only spoken language.

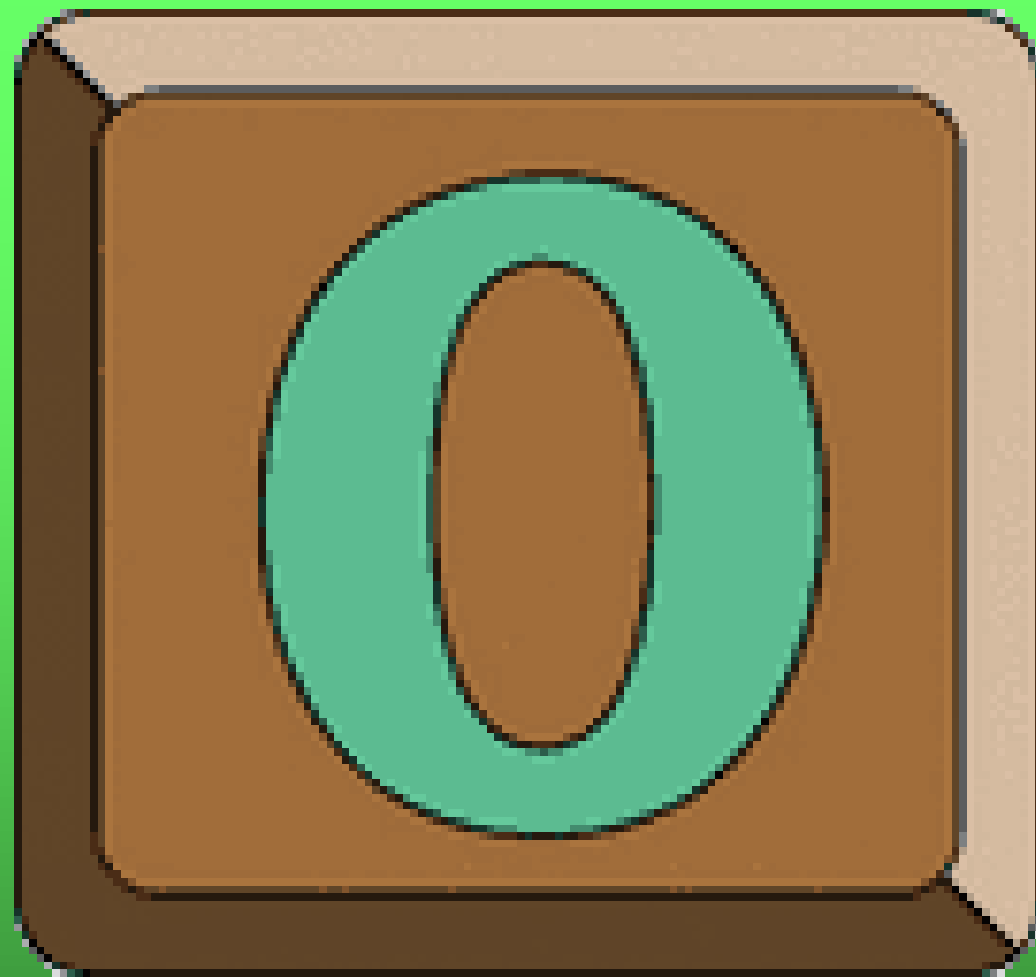
The following slides contain the words for you to learn and repeat . . .

Extension – Write some Spanish arithmetic questions with answers!

The video link below may help with pronunciation:

<https://www.youtube.com/watch?v=C58QilFeKow> - Crash Course,
Module 1: Spanish Numbers 1-20





zero



uno



dos



tres



cuatro



cinco



seis



siete



ocho



nueve



diez

Uno, dos, tres...

11. once
12. doce
13. trece
14. catorce
15. quince
16. dieciséis
17. diecisiete
18. dieciocho
19. diecinueve
20. veinte

Maths

26.6.20

Fluent in 5

Complete these 5 questions in 5 minutes

1) 1.5% of 250 =

2) $\frac{3}{5} \div 20 =$

3) $595 \times 16 =$

4) $3,524 \times 52 =$

5) $377 + \underline{\hspace{2cm}} = 1,000$



Answers:

Fluent in 5

Complete these 5 questions in 5 minutes

1) 1.5% of 250 = 3.125 ($0.5\% = \frac{1}{2}$ of 1%)

2) $\frac{3}{5} \div 20 = \frac{3}{100}$

3) $595 \times 16 = 9,520$

4) $3,524 \times 52 = 183,248$

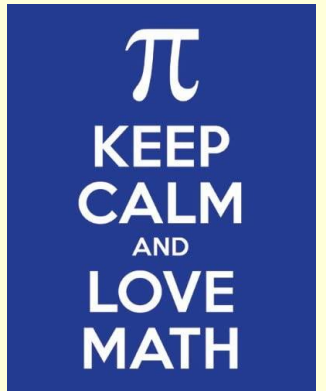
5) $377 + \underline{623} = 1,000$ (Inverse – $1,000 - 377 =$ missing number)



Maths

26.6.20

LO: To increase an amount by a percentage



This is a skill we have practiced this year, but we have not revisited for a while. Watch the video clips below to refresh your memory, it could be useful to take some notes while you watch!

<https://www.youtube.com/watch?v=tUtgC7ZrsRc> - Increasing Decreasing by a Percentage – Corbettmaths

<https://www.youtube.com/watch?v=Q2gRAS08fE0> - Percentage Change - Corbettmaths

Red

- a. Increase 80 by 10%
- b. Increase 92 by 6%
- c. Decrease 2300 by 15%
- d. Decrease 15.5 by 67%
- e. Increase 150 by 17.5%

Amber

- a. Decrease 75 by 5.6%
- b. Enlarge 24 by 0.5%
- c. Reduce 5 by 0.1%
- d. Increase 60 by 150%
- e. Lessen 8000 by 100%

Green

- a. A number has been increased from 120 to 139.2, by what percentage has it grown?
- b. A number has been decreased from 80 to 60.4, by what percentage has it been reduced?
- c. A number has been increased by 9%. The result is 218.
What was the original number?
- d. A number has been reduced by 20%. The answer is 280.
What was the starting figure?

You can select a list of questions that suits your confidence level.

The questions become slightly more challenging as you move from red to amber to green.

If you get stuck, look at the videos on the previous slide for some teaching points.

Answers

Red

- a. Increase 80 by 10% **88**
- b. Increase 92 by 6% **97.52**
- c. Decrease 2300 by 15% **1955**
- d. Decrease 15.5 by 67% **5.115**
- e. Increase 150 by 17.5% **176.25**

Amber

- a. Decrease 75 by 5.6% **70.8**
- b. Enlarge 24 by 0.5% **24.12**
- c. Reduce 5 by 0.1% **4.995**
- d. Increase 60 by 150% **150**
- e. Lessen 8000 by 100% **0**

Green

- a. A number has been increased from 120 to 139.2, by what percentage has it grown? **16%**
- b. A number has been decreased from 80 to 60.4, by what percentage has it been reduced? **24.5%**
- c. A number has been increased by 9%. The result is 218.
What was the original number? **200**
- d. A number has been reduced by 20%. The answer is 280.
What was the starting figure? **350**



Challenge

The owner of this fast-food restaurant wants to reduce all of his prices by 25%.

They know that this reduction won't work with some of their prices.

Can you explain why this is?

They decide to round all of their prices to the nearest £0.10 and then reduce by 25%.

Can you find the new prices of all the items on the menu?

Are there any that you still cannot find the new price for?



CHUBBY'S

KIDS MENU

Grilled Cheese Sandwich	5.99
Hamburger 1/4 lb.	6.99
Fried Steak Fingers	6.99
Chubby's Chicken Fingers	6.50
Fried Popcorn Shrimp	7.99
Corn Dog	4.50
Foot Long Hot Dog	5.50
Macaroni & Cheese	5.00
Chopped Beef Sandwich	5.99
Chubby's Rib Plate	5.99

All orders come with soda & fries.
For 12 and under only, please.

A photograph of a burger with lettuce, tomato, and cheese, a side of golden fries, and a glass of dark soda with a straw.

Friday 26th June 2020

LO: To use power and pace to perform a poem

Today, you are going to read your Haiku aloud.

It would be great if you could record this and send it to the Year 6 email address; it would be great to see your poem performances.

Consider **POWER** and **PACE** when you are performing your poems.

- **Power** - This focuses on volume and stress. When is the character loud/quiet? What effect does this have? Are they loud or quiet for any particular reason? Which words are you going to emphasise and stress? More importantly, why are you going to stress them?

- **Pace** - How fast are you going to read your message? When might you want to quicken up or slow down your speech? What effect will this have upon the listener? Are there certain parts of the poems that are quite measured?



Friday 26th June 2020

LO: To spell words with double consonants

A consonant is any letter that is not a vowel (a, e, i, o, u)

Double consonants create short vowel sounds in words.

Can you think of any words that have double consonants? (They must appear next to each other in the word).

These are your spellings for today:

apprehensive, common, different, difficult, excellent, follow, million, opposite, passenger, pollution, press, slippery, still, successful, sunny, permission, currency, common, opportunity

- Word pyramids
- Look, see, cover, write, check
- Use in a sentence

Friday 26th June 2020

LO: To say the days of the week in Spanish



Today, you are going to learn the Spanish words for the days of the week.

Spanish is the most commonly spoken language in Mexico, but not the only spoken language.

The following slides contain the words for you to learn and repeat . . .

Extension – Write some Spanish arithmetic questions with answers!



The video links below may help with pronunciation:

<https://www.youtube.com/watch?v=SQbspMMdJU8> – Days of the Week
Song

<https://www.youtube.com/watch?v=XZB5qFN6Z9Y> - The days of the week
in Spanish

lunas

Spanish Miss Alos

martes

Spanish Miss Alos

miércoles

Spanish Miss Alos

jueves

Spanish Miss Alos

viernes

Spanish Miss Alos

Sábado

Spanish Miss Alos

domingo