

Year 6 - Week 13

1

Miss J and Miss P's set:

You probably know some well-known children stories and fairy tales. I'm talking about stories such as Little Red Riding Hood, Hansel and Gretel, The Three Little Pigs and The Ginger Bread Man. What I want you to do is to create an alternative ending to one of these well-known stories.

Firstly, I would choose exactly which story it is that you are going to decide to change.

Thought shower – what is it that you could actually change about the story. Do you want to just change it from a particular point or do you want to change a number of aspects from the very beginning. For example, Cinderella could always be a male character if you wish. Consider all of the changes that you want to make and make a plan for this.

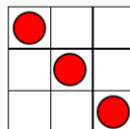
Miss J's set:



Puzzle time

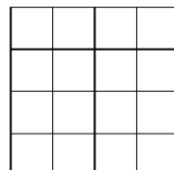
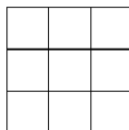
Not three in a line!

This 3 x 3 square has three counters in it in a row.



But what I want to know is how many counters you can place without getting three in a row! You can have one or two in a row but not three!

And then...how many counters can you put in a 4 x 4 square without getting three in a row!



Miss P's set:

M, M and M

Age 11 to 14 ★

There are several sets of five positive whole numbers with the following properties:

- Mean = 4
- Median = 3
- Mode = 3

Can you find **all** the different sets of five positive whole numbers that satisfy these conditions?

Can you explain how you know you've found them all?

PSHE/Wellbeing

Think positively about yourself. Think about things such as:

What are you good at?

What have you achieved this year?

Which topics have you really enjoyed?

Remember to think on a personal level – not just academically.

Draw a picture of yourself and stick it into the middle.

Ask everyone in your family to give you a compliment – something that you are good at – it does not have to be school related/academic. You can then write these around the outside



Reflection:

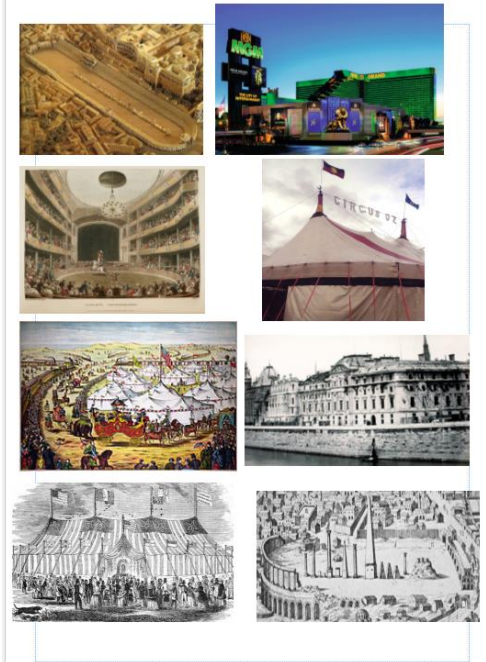
Consider the comments on their Hall of Fame sheet. Use the words to describe how you felt reading these. Were you surprised by the comments others gave you? If so why/why not?

[illegible]

Year 6 - Week 13

Topic

We would have been studying the circus through the film 'the greatest showman' if we had all been in school for the summer term. If you're able to watch this at home, please do so. Have a look at these circuses. Can you put them in order from which one you believe is the oldest to which is the newest? Can you make justifications for your choices? Explain why you think this



Can you then make an informed choice as to which of these labels match with which circus – this may change your first choices – and help you organize them

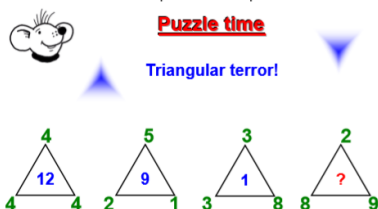
Can you create and put these onto a timeline? Make sure you use your Maths – the scale for the years needs to be correct!

2

Make a story map of your new ‘twisted tale’ including the changes that you have made to the original. Map it out a little like we did when we thought of the next chapter with Lu Si-Yan so that you can see the little pictures that tell the story. A little like this one:



© MathSphere www.mathsphere.co.uk



Now all you have to do is work out what number should go in the fourth triangle.

To give you a clue, you have to do something (or some things) to the three numbers round the outside of the triangle to get the number in the middle.

You then have to use the same rule for all the triangles.

Good luck - it's easy if you see what needs doing, but impossible if you don't!!



Miss P's set:

Eating Beans

Age 11 to 14 Short ★

The Bean family are very particular about beans. At every meal all Beans eat some beans. Pa Bean always eats more beans than Ma Bean but never eats more than half the beans.

Ma Bean always eats the same number of beans as both children together, and the two children always eat the same number of beans as each other.

At their last meal they ate 23 beans altogether.
How many beans did Pa Bean eat?

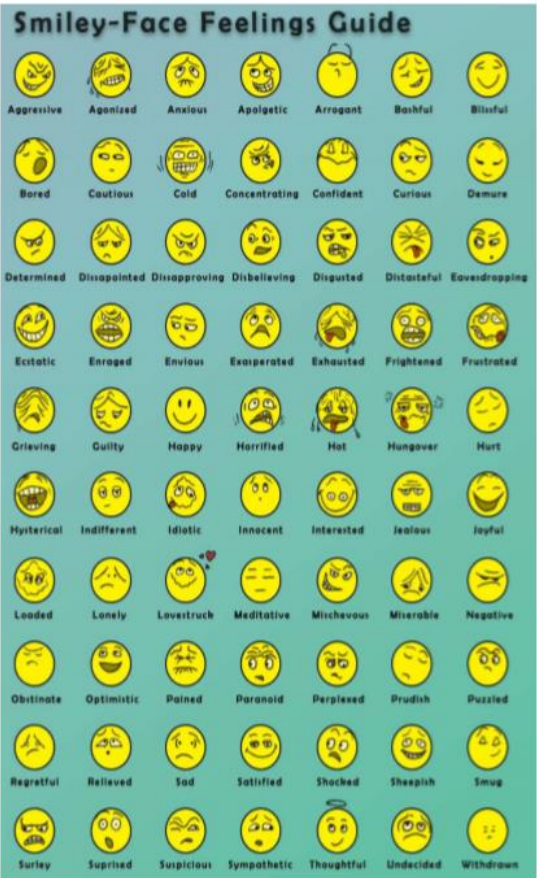
Discussion game: discuss with someone at home
I feel ... about going to secondary school. I hope ... I am
worried that ...

Discussion game:

Focus with someone at home on your responses to the 'I am worried that ...' round.

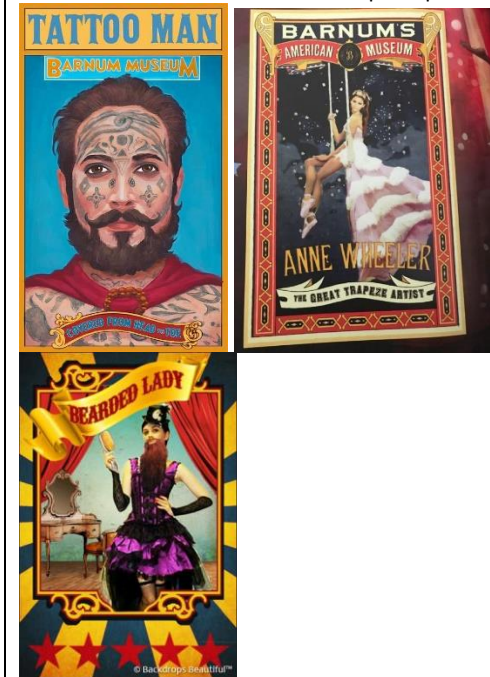
Which of these feelings below are you having and why? What are they in relation to? How do they relate to your worries about high school?

Year 6 - Week 13



Topic
What drew people to watch the circus?
How did Barnum sell his acts? He exaggerated! If they were

Year 6 - Week 13

			tall, he made them taller, if they were old, he made them older. But why? Can you create your own poster to exaggerate an act that is in P.T Barnum's to persuade people to go and watch the show? Remember you need to exaggerate but only so much that it is still believable. You can create your own act – it could be a fortune teller or a sword swallower perhaps? 
3	Miss J and Miss P's set: Start to write your alternative twisted tale. Remember our usual requirements for narrative writing please:	Miss J's set:	PSHE/Wellbeing Can you fill this out based upon how you feel? Think about the worries that you expressed yesterday

Year 6 - Week 13

A variety of sentence types
A full use of the range of punctuation
A variety of sentence starters
Consideration of your reader – how do you want to make them feel?
What can you keep to the element of surprise? Do you need to tell your reader absolutely everything – what can you hold on to until the last minute to keep the suspense and the excitement of the reader going



Puzzle time

20 Golden rings

King Ratticus was coming up to his 20th birthday. He decided he wanted a special treat so he called for Goldie, his goldsmith, who could make anything out of gold.

"Goldie, I want you to make me 20 gold rings, one for each year of my life, to fit on my fingers and toes. Oh, and by the way, see Queen Ratticus for payment."

Goldie went away and made the 20 gold rings. He then went to see the Queen for payment.

"Well, Goldie, they are excellent, but how much will they cost?" asked the Queen.

"My dear Queen, they are not cheap!" said Goldie, "they are one million pounds in all....or you could pay £1 for the first ring, £2 for the second, £4 for the third, £8 for the fourth and so on, doubling the cost for each ring."

"I can't afford a million pounds," said the queen, "so I will pay by the second way, it will be much cheaper!"

Was she right ?

Did she save money or not?

Miss P's set:

Two and Two

Age 11 to 16 ★★★★★

Each of the different letters below stands for a different number.



How many solutions can you find to this cryptarithm?
How can you be sure you have found them all?

Can you create other similar cryptarithms?

Here are some suggestions to start you off.

ONE + ONE = TWO

ONE + TWO = THREE

ONE + THREE = FOUR

FOUR + FIVE = NINE



How can you tell at a glance that some will be impossible?

Finding solutions to concerns and worries

Think about something that concerns or worries you about moving to secondary school. Write your worry or concern in this box.

I am worried / concerned:

On a scale of nought to 10 how worried or concerned are you? Put a cross on the continuum below:



Very worried

Not worried / completely confident

Think about a time when you were worried before. What did you do then to make yourself feel less worried (move you up the scale?)

At what number would you like to be on your first day of secondary school?

How will you know when you have reached this point?

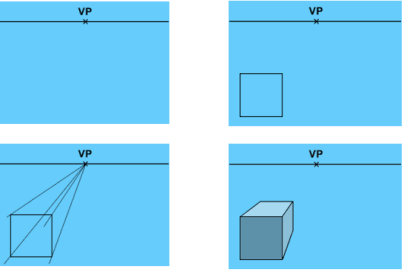
What can you do this week to move one point closer to this number?

What can you do over the summer holidays to move one point closer to this number?

Topic

In Art we are going to learn more about perspective and how to draw 3D objects

Year 6 - Week 13

			<u>1 Vanishing Point = 1 Point Perspective</u> Draw a cube using a vanishing point  3. Using a vanishing point try drawing your 3D cube from a higher or lower angle. 4. Now try draw a 3D rectangle. 5. Draw a few rectangles in 3D to resemble a group of buildings on a street. 
4	Miss J and Miss P's set: Continue with your alternative twisted tale, you may be at the – consider: Your usage of language – is it appropriate for your intended audience? Is there anything ambiguous in your chapter/s will the reader understand and follow everything you've written? Have you included a balance of action, description and dialogue (ADD?) Therefore, if it doesn't add, do you need it?	Miss J's set:	PSHE/Wellbeing Carrying on from yesterday, ask yourself: 'Where do these worries come from?' Talk about the issue of gossip and rumours, and play the gossip game to demonstrate. In the manner of whispers, each person has to pass on what they hear to their neighbour, until everyone has had a go. However, instead of passing on what they hear, each member must try to change the message very slightly to

Year 6 - Week 13

	 Puzzle time Ten tents A little bit of logical thinking needed for this one, I think! Each letter is worth a number of points. The points are added up to make the total for the word. Try to work out the number of points for each letter and then find the value of the last word. Clue: think about the double E !! TEE = 4 TEN = 6 NEST = 10 TENTS = ?  How many points would TENTS get?  Miss P's set:	make it more interesting or scarier, just as people do with rumours and gossip. Sample rumours you could use: Mr Vivien is so strict that you can't even talk in his lesson. The maths teacher shouts right in your face if you make a mistake. There is a ghost that lives in B block, who comes out after school. Most things you learn in high school, you'll never use again. Your grades really don't matter. Someone once got bullied in the toilets and had their head shoved in the toilet. The guy with the unibrow in year 10 is actually a werewolf. Rashid couldn't find his way to his English lesson and was late. One of the Maths teachers were on crime watch last night for stealing fast food. The new art teacher shoved the old one in a cupboard to get her job. Topic
--	---	--

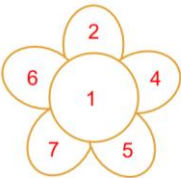
Year 6 - Week 13

Number Daisy

Age 11 to 14

1 = 1
2 = 2
3 = 1 + 2
4 = 4
5 = 5
6 = 2 + 4
7 = 1 + 2 + 4
8 = 5 + 1 + 2
9 = 4 + 5
10 = 7 + 1 + 2
11 = 5 + 4 + 2
12 = 5 + 4 + 2 + 1
13 = 7 + 6
14 = 7 + 6 + 1
15 = 7 + 6 + 2
16 = 7 + 6 + 2 + 1
17 = 7 + 5 + 4 + 1
18 = 7 + 5 + 4 + 2
19 = 7 + 5 + 4 + 2 + 1
20 = 5 + 7 + 6 + 2
21 = 5 + 7 + 6 + 2 + 1
22 = 4 + 5 + 7 + 6
23 = 5 + 7 + 6 + 1 + 4
24 = 5 + 7 + 6 + 2 + 4
25 = 5 + 7 + 6 + 2 + 4 + 1

This Daisy is special because you can make every number from 1 to 25. You are only allowed to add neighbours (numbers touching each other) and you can only use each number once in a sum.



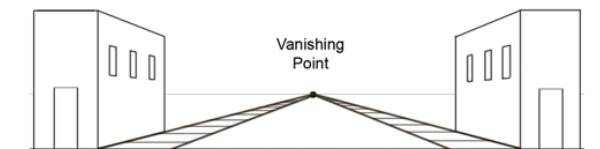
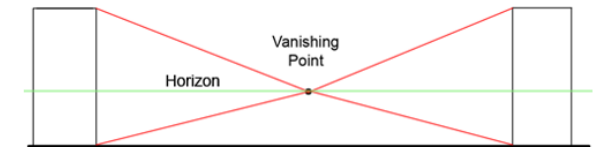
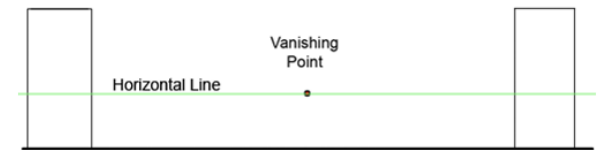
We can make all the numbers from 1 to 25 using this Daisy. Can you do better than this with a different set of numbers? The challenge is to find six numbers to go in the Daisy from which you can make all the numbers from 1 to a number bigger than 25.



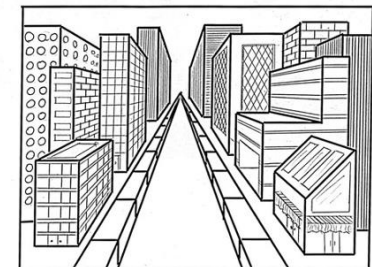
- What is a horizon line?
- What happens to the buildings as they get further away?
- Show examples of pieces of art where artists have used 1-point perspective
- Artist: Charles Sheeler (1920)
- Where is the vanishing point?
- Where is the horizon line?
- Draw a 1-point perspective drawing

Year 6 - Week 13

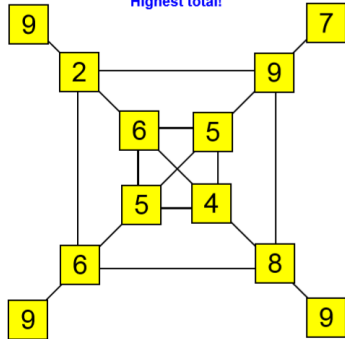
1 Point Perspective



Challenge:
Cityscape using 1 point perspective



Year 6 - Week 13

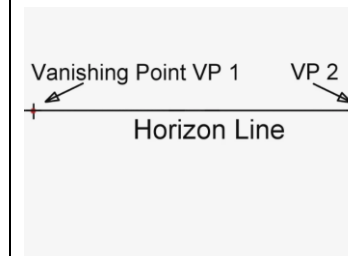
5	Miss J and Miss P's set: Continue editing your twisted tale and publish it Miss Jones is intrigued to see where you went with this – please do send them in!	Miss J's set:  Puzzle time Highest total!  Start anywhere and collect five numbers by following the paths - no jumping or going back over a path twice! What is the highest total you can make?
---	---	--

Year 6 - Week 13



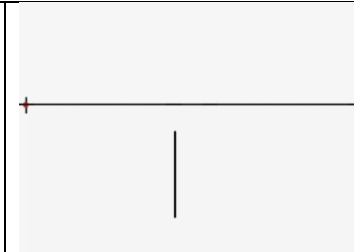
Topic

First, draw a horizon line about one-third of the way down your page. Place the vanishing points on the edges of your paper using a small dot or line.

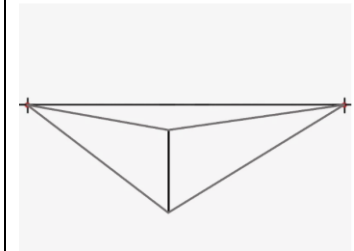


Now draw the front corner edge of your box, just a simple short line like this, leaving a space below the horizon line. Don't put it too close, or you'll end up with corners that are tricky to draw. Although this step looks simple, take your time and ensure your lines are precisely drawn, so you don't end up with compounding errors as your drawing progresses.

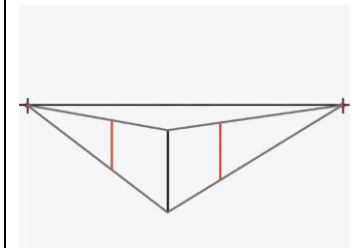
Year 6 - Week 13



Now draw a line from each end of the short vertical line to both vanishing points, like this. Make sure they are straight, touch the very end of the line, and finish exactly at the vanishing point.



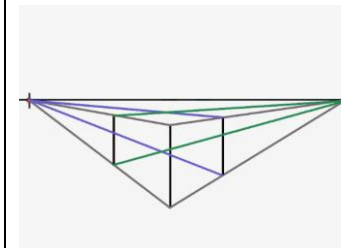
Now complete the visible sides of the box by drawing the corners, shown here with red lines. Draw yours likewise, making sure the lines are nice and square and at perfect right angles to the horizon line.



Year 6 - Week 13

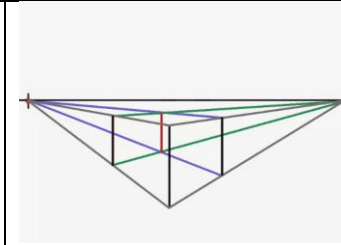
The tricky part is drawing the back, hidden sides of the box. You need to draw two sets of vanishing lines. One set goes from the right-hand corner line (top and bottom) to the left vanishing point. Another set goes from the left-hand corner line to the right vanishing point. They cross over.

Make sure you don't try to make any lines meet, don't draw lines to any other corners, and don't worry about any of the other lines they might pass through. Just draw straight from the end of each back line to its opposing vanishing point, as in the example.



Now you simply have to draw a vertical line from the where the lower two vanishing lines cross to the intersection of the upper two lines (the red line in the example). Sometimes this can be tricky, as the slightest of errors can make them a little off center. If this happens, either start again to make your drawing more accurate or make a "best fit," keeping your line vertical and fitting it between the corners as best you can. Don't just join the corners with a tilted line, because that will make the box misshapen.

Year 6 - Week 13



Finish off your two-point perspective box by erasing the excess vanishing lines. You can erase the lines of the box that would be hidden by the closed sides or leave them visible if it is transparent. In this example, the top of the box is open, so you can see part of the back corner.

