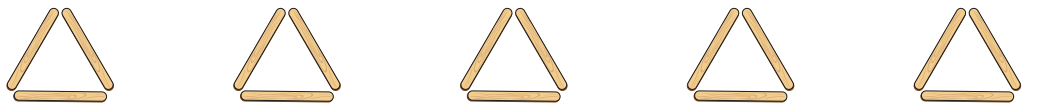


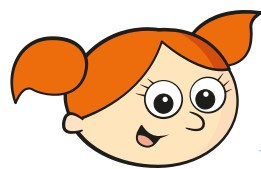
Find a rule – one step

- 1 Whitney makes a pattern of triangles using sticks.
Complete the table below.



Number of triangles	1	2	3	4	5	10	
Number of sticks							90

- 2 Complete the tables.



To find the number of wheels, you multiply the number of bicycles by 2

a)

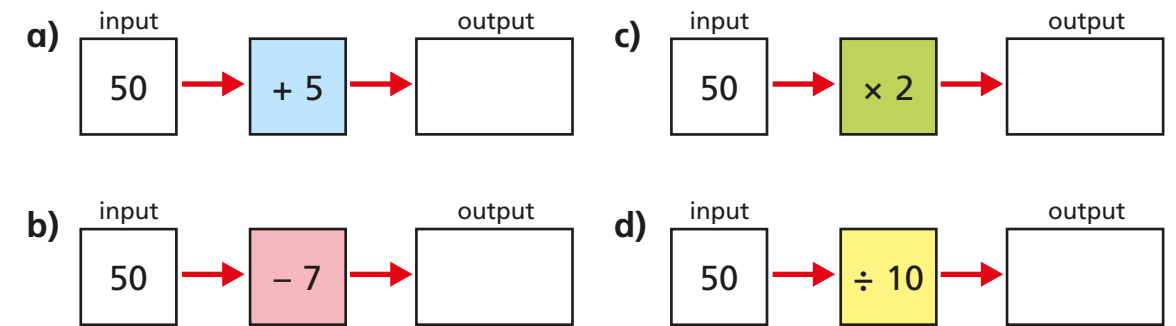
Number of bicycles	1	2	5			16
Number of wheels	2			18	24	

b)

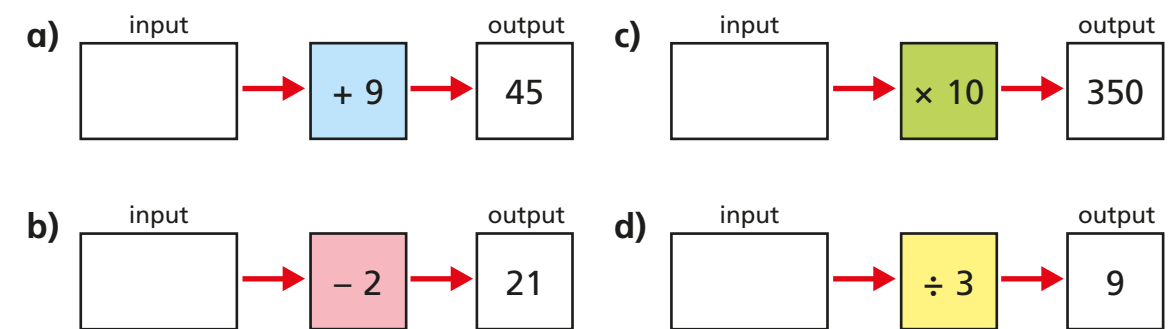
Number of ants	1	2	5			16
Number of legs		12		18	24	

Explain how to find the number of legs.

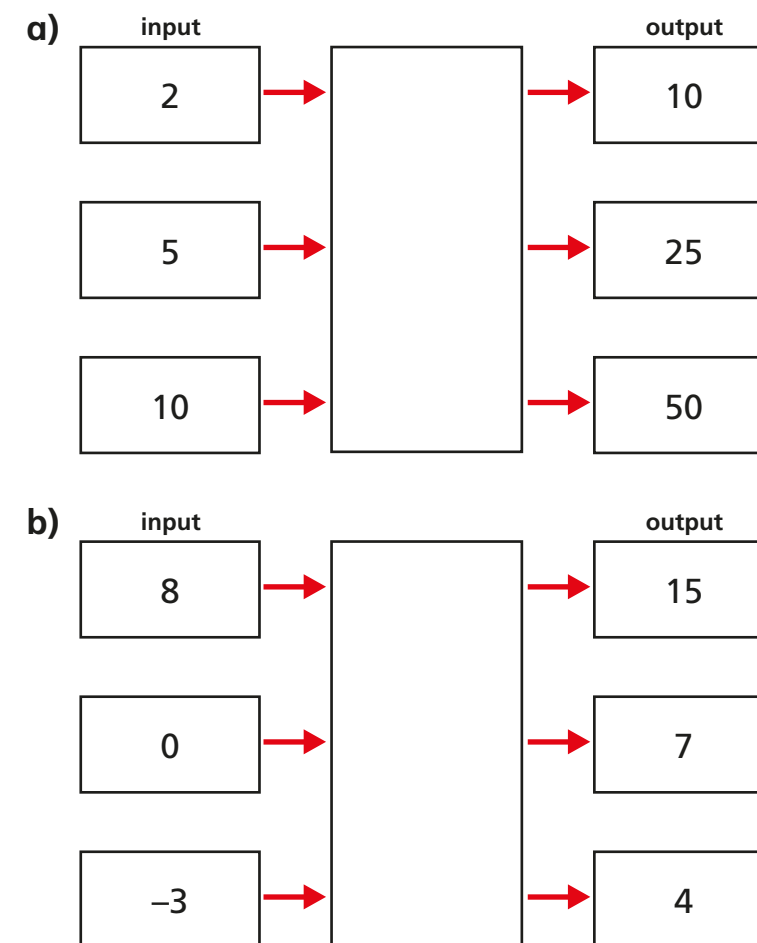
- 3 Calculate the outputs for the function machines below.



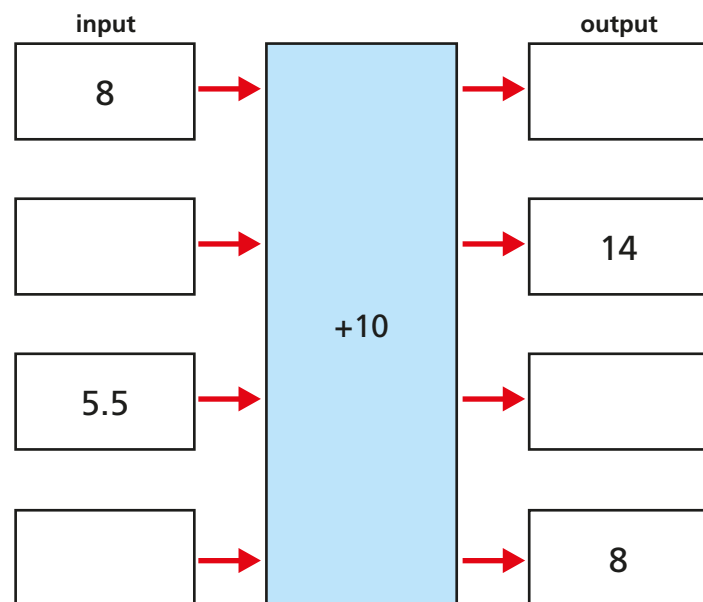
- 4 Calculate the inputs for the function machines.



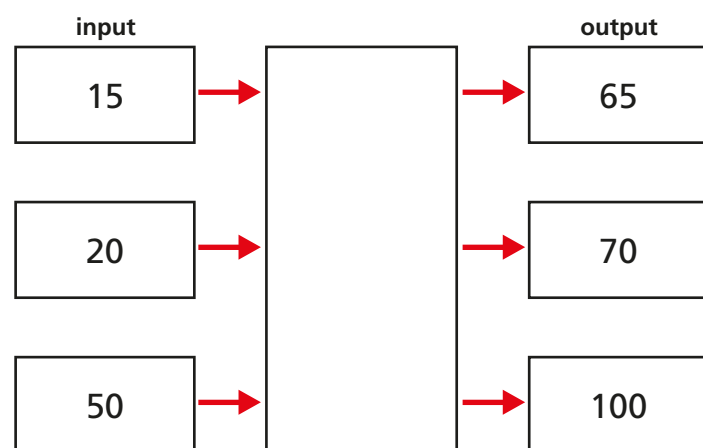
- 5 Write the missing functions in the function machines.



6 Calculate the missing inputs and outputs for the function machine.



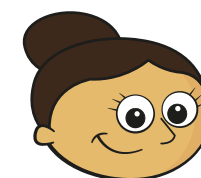
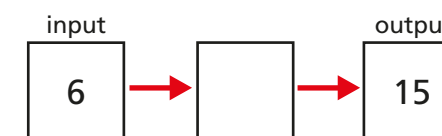
7 Look at the function machine.



a) What is the output, if the input is zero?

b) What is the input, if the output is zero?

8 Here is a function machine.



Dora

The rule is add 9



Dexter

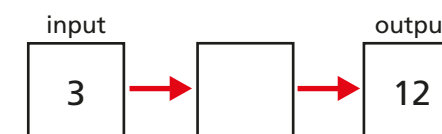
The rule is multiply by 2.5

Who do you agree with? _____

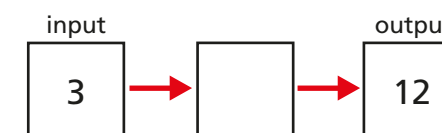
Explain your answer.

9 In a function machine, if the input is 3 and the output is 12, what could the function be?

Write two different functions and complete the table of outputs for each function.



Input	3	4	5	10	20	100
Output	12					



Input	3	4	5	10	20	100
Output	12					

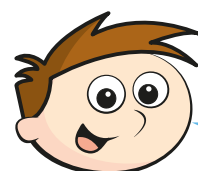
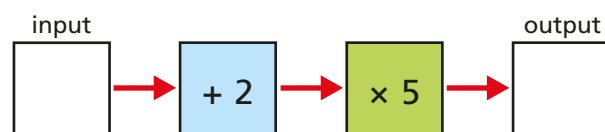
Find a rule – two step

1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

2 Here is the same function machine with the steps in the reverse order.



Teddy

The outputs will be the same.



Jack

The outputs will be different.

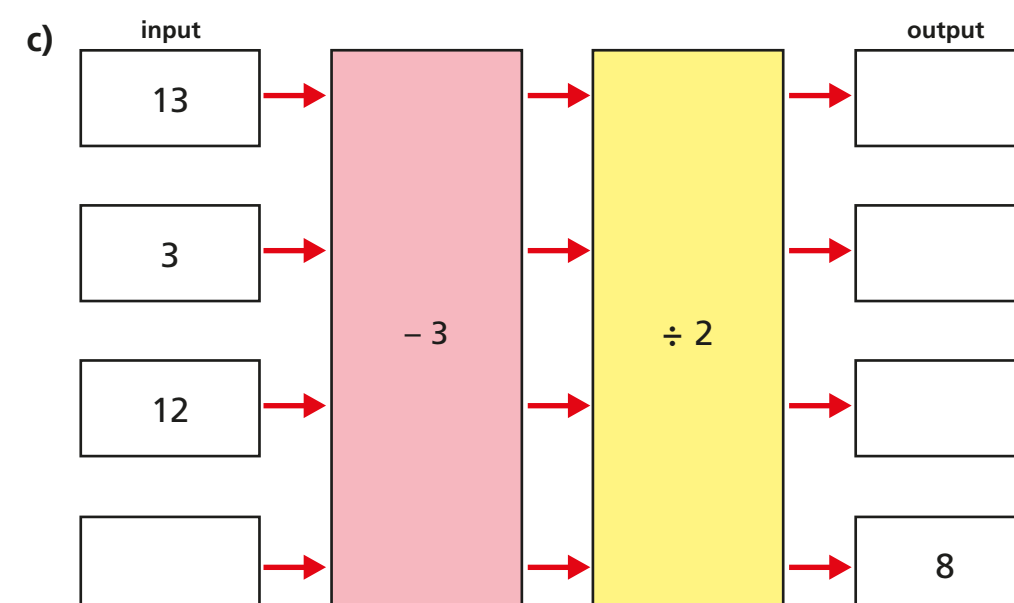
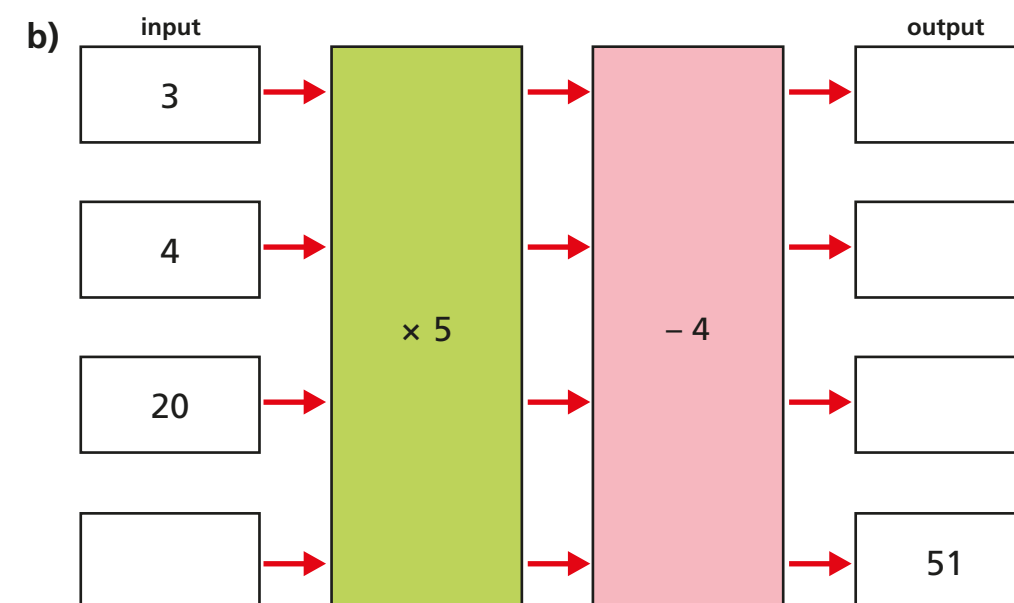
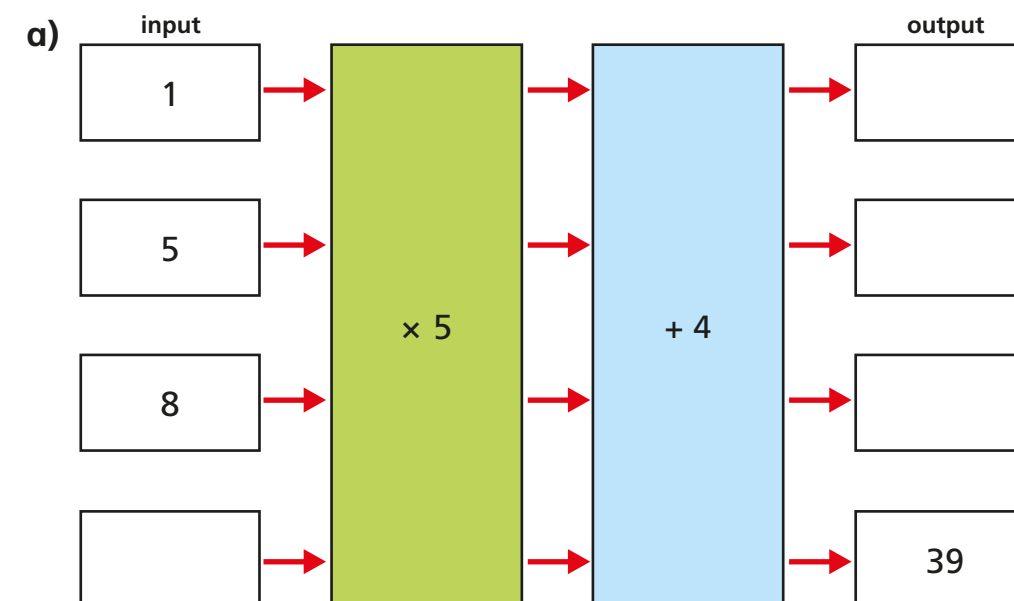
Explain to a partner who you think is correct.

Use the function machine to complete the table.

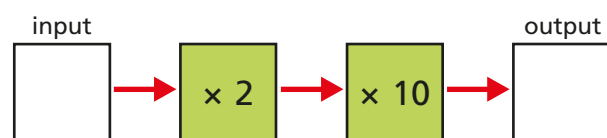
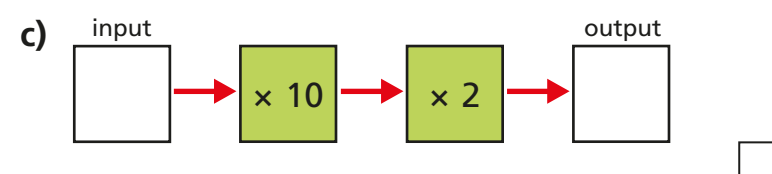
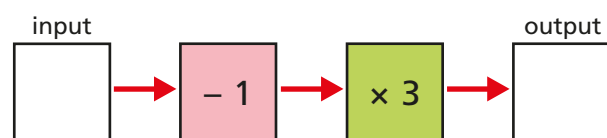
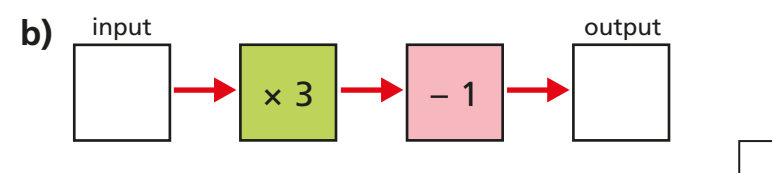
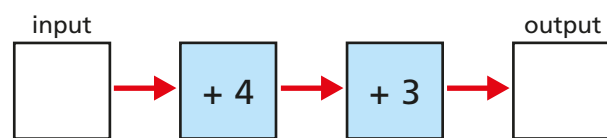
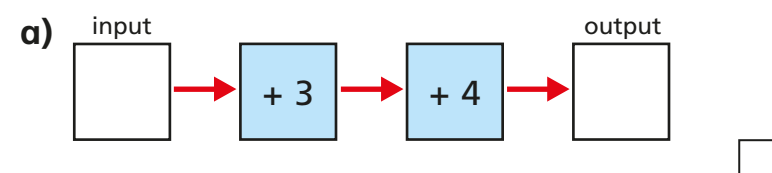
Input	1	2	3	5	10	50
Output						

Who is correct? _____

3 Work out the missing outputs and inputs.



- 4 Tick the pairs of function machines that will give the same outputs for a given input.

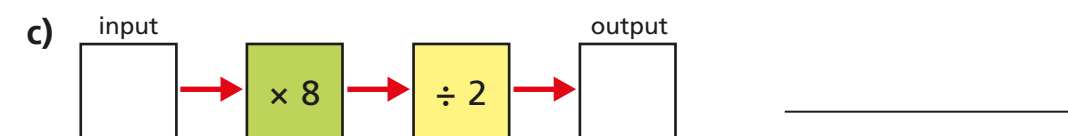
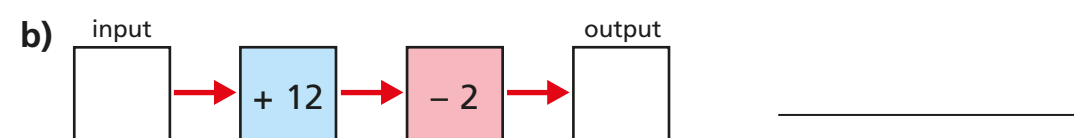
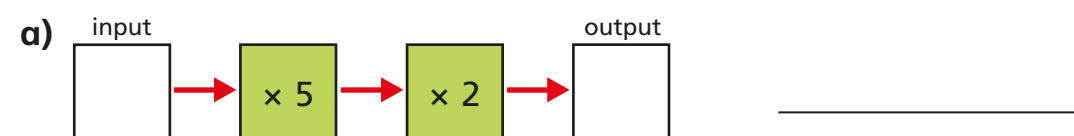


Explain your reasoning to a partner.



- 5 Here are some 2-step function machines.
For each machine, write a single step that would give the same output.

Check your answers by inputting values.

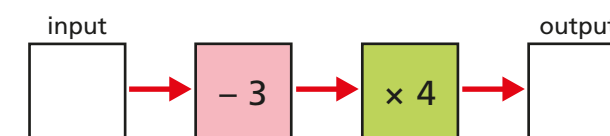


Can all 2-step function machines be written as a 1-step function machine?

Talk about it with a partner.



- 6 Here is a function machine.



- a) Complete the table.

Input	10	3		
Output			40	280

- b) Rosie puts a number into the machine and she gets out the same number.

Work out Rosie's number.

- 7 Mr Hall and Mrs Rose order some photos online.

- a) Mr Hall orders 16 photos.

How much does he pay?

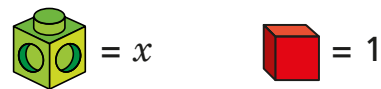


- b) Mrs Rose pays £6.05

How many photos did she order?

Forming expressions

- 1 Tommy uses multilink cubes to represent an unknown number and base ten ones to represent 1

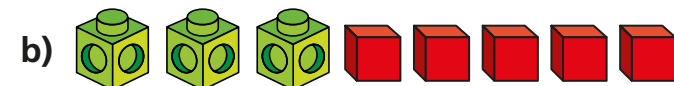


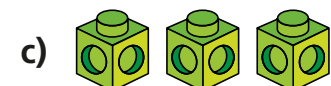
Write algebraic expressions to describe the sets of cubes.

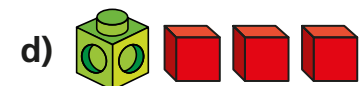
The first one has been done for you.

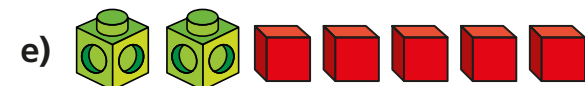


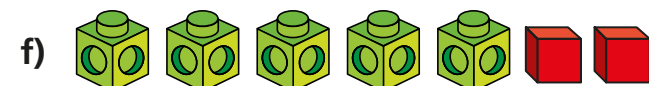
2x + 3

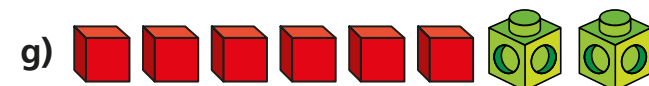


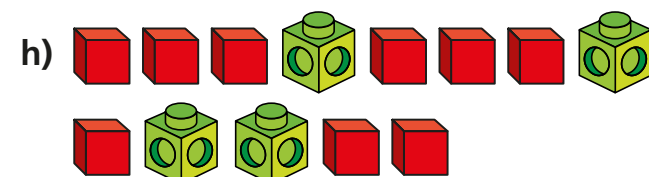














- 2 Use Tommy's method to represent these expressions.

a) $x + 2$

c) $3x + 1$

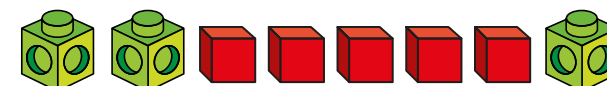
b) $2x$

d) $x + 6$

Compare answers with a partner.

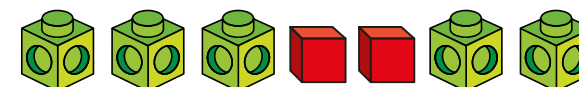
- 3 Use cubes to help you simplify the following expressions.
The first one has been done for you.

a) $2y + 5 + y$



3y + 5

b) $3a + 2 + a + a$

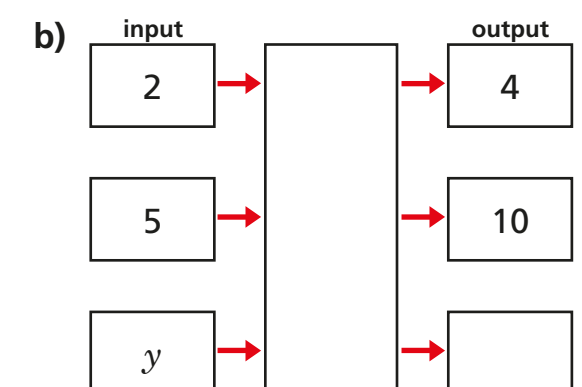
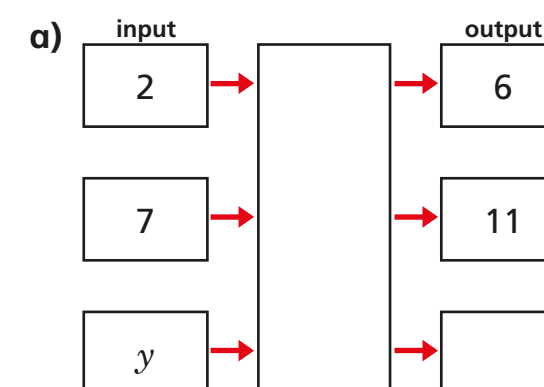


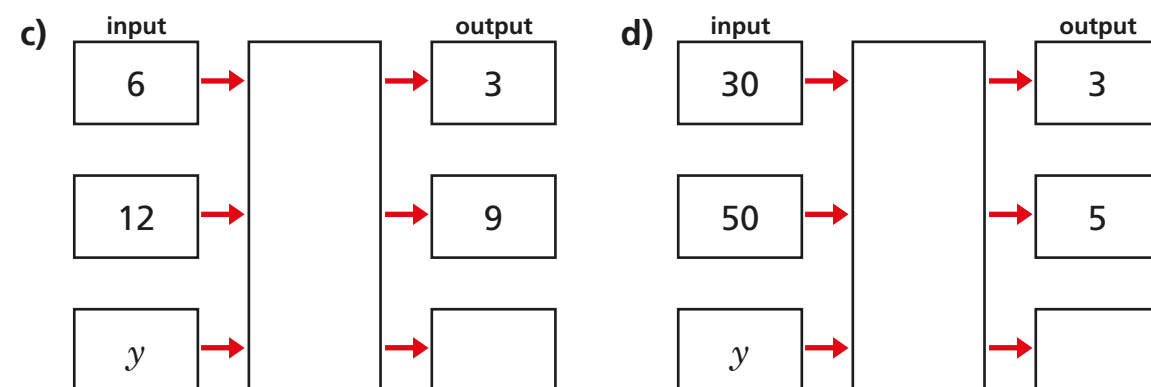
c) $6p + 2 - 2p$



d) $m + 4 + 3m - 3$

- 4 Complete the function machines.

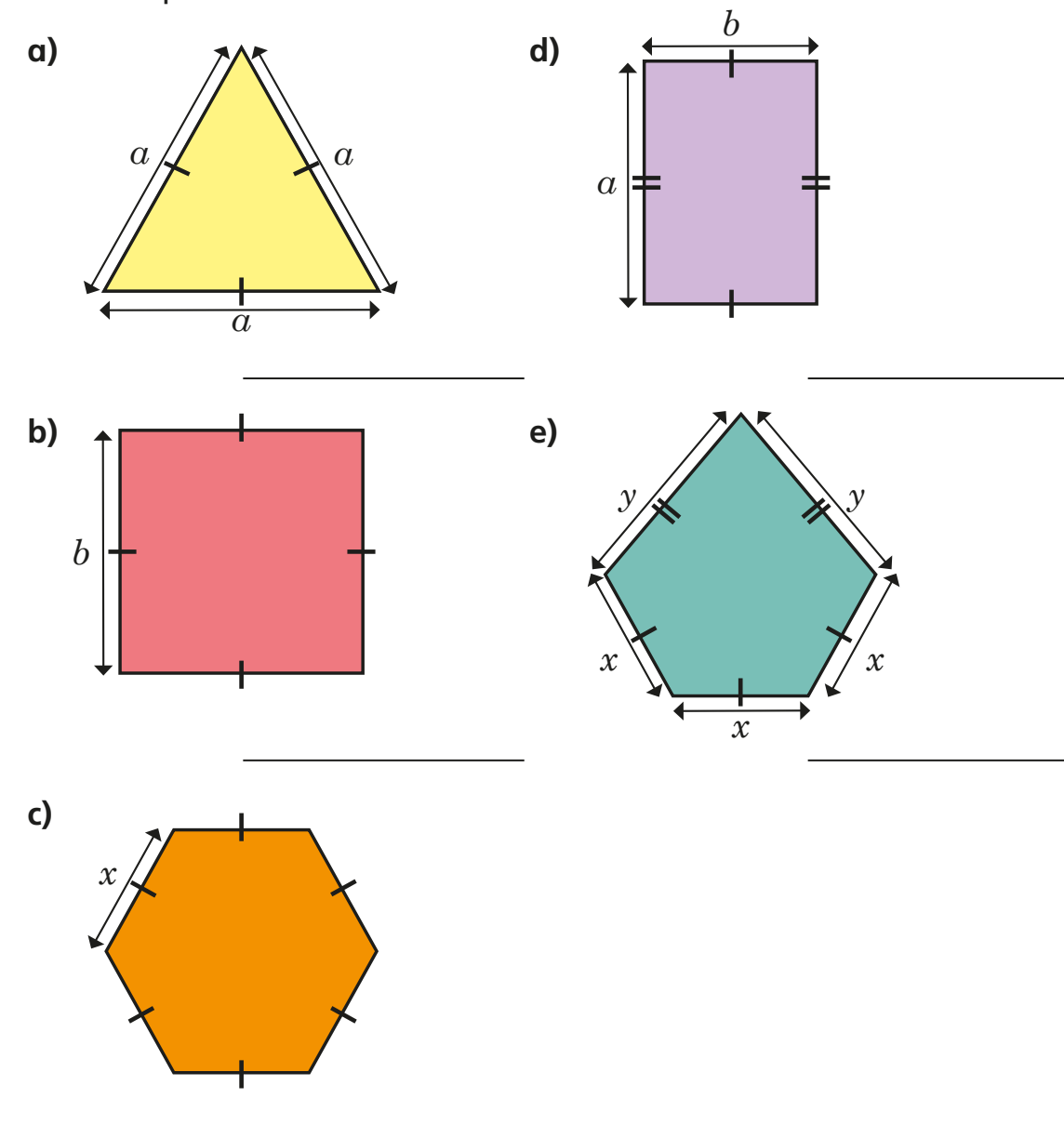




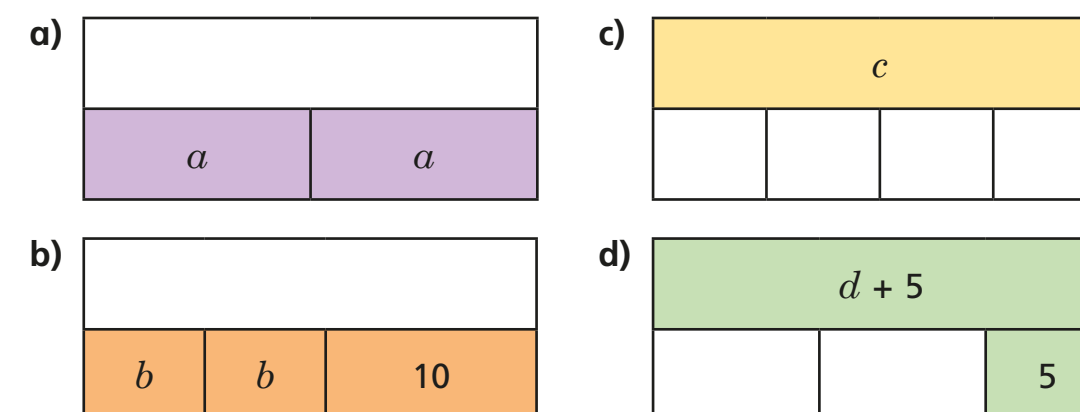
- 5 Match each statement to the equivalent algebraic expression.
Write the missing statements.

5 more than y	$2y$
y less than 5	$y - 5$
y multiplied by 5	$5 - y$
y divided by 5	$y + 5$
double y	$5y$
	y^2
	$\frac{y}{5}$

- 6 Write an algebraic expression to represent the perimeter of each shape.



- 7 Complete the bar models.



Substitution

1

 = 4  = 5

Use the given facts to work out the calculations.

a)  +  + 

b)  +  - 

c)  +  +  +  + 

2

 = 12  = 5

Use the given facts to work out the calculations.

a)  - 

b)  × 

c) Create your own calculation that will be equal to 22

3

If $x = 5$, write the values of the expressions in the corresponding grid.

The first one has been done for you.

$3x$	x^2	$2x - 5$
$4x + 2$	$\frac{x}{2}$	$2(x + 1)$
$7x$	$x + 9$	$x - 7$

15		

4

If $a = 10$ and $b = 6$, work out the values of the expressions.

a) $a + b =$

d) $2a + b =$

b) $a - b =$

e) $3a - 17 =$

c) $2a =$

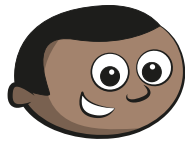
f) $2(a - b) =$

5

If $m = \frac{4}{5}$ and $k = 0.1$, work out the value of $m + 2k$



6



Mo

It does not matter what p and q are, $p + q$ and $q + p$ will always give the same answer.

Do you agree with Mo? _____

Explain your answer.

7

$m = 7 \quad n = 5$

Write $>$, $<$ or $=$ to compare the expressions.

a) $2m$ 10

b) $n - 1$ 5

c) $2n + m$ $2m + n$

d) $7n$ $5m$

8

$a = 10$

Write the expressions in order, starting with the smallest value.

$5a$

$a + 5$

$\frac{a}{5}$

a^2

9

$a = 15$

Write three different algebraic expressions that give a value of 40

10

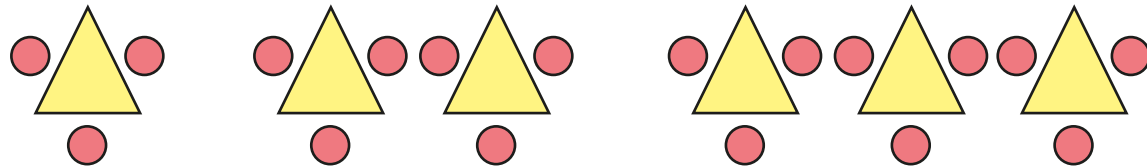
Complete the table.

x	$5x$	$5x - 1$
2		
10		
12		
	25	
		34
		99



Formulae

- 1 Scott builds a pattern using triangles and circles.



- a) Draw the next diagram in the pattern.

- b) Scott records the number of triangles and circles in a table.

Complete the table.

Number of triangles	1	2	3	4	5
Number of circles	3				

- c) c = number of circles and t = number of triangles

Circle the formula that describes the pattern.

$c = t + 3$

$c = 3t$

$t = 3c$

$t = 3 + c$

- d) How many circles will there be with 10 triangles?

Show your working.

- 2 a) Complete the table.

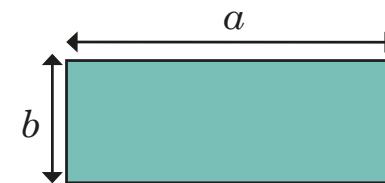
Number of weeks	1	2	3	5	10
Number of days	7				

- b) Complete the formula to show the relationship between days (d) and weeks (w).

$$d = \boxed{} w$$

- c) How many days are there in 32 weeks?

- 3 a) Write a formula for the area and perimeter of the rectangle.



area = _____

perimeter = _____

- b) Work out the area and perimeter of the rectangle if

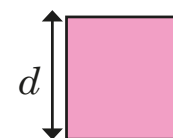
$a = 17$ cm and $b = 8$ cm

Show your workings.

area =

perimeter =

- 4 a) Write a formula for the area and perimeter of the square.



area = _____

perimeter = _____

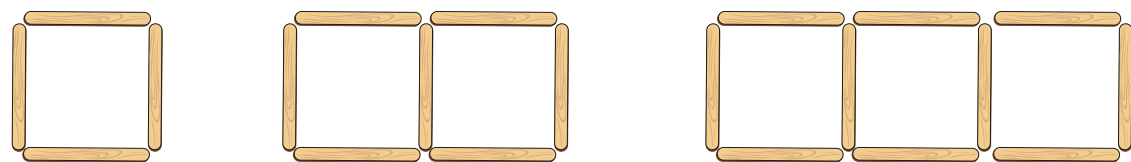
- b) Work out the area and perimeter of the square if $d = 8.5$ cm

Show your workings.

area =

perimeter =

- 5 Dora makes a square pattern using lolly sticks.

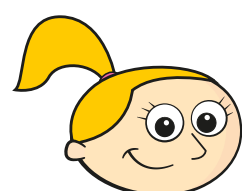


She records the number of squares and sticks in a table.

- a) Continue the pattern and complete the table.

Number of squares, s	1	2	3	4	5
Number of lolly sticks, l	4	7			

- b)



Eva

You need 35 lolly sticks to make 10 squares. I multiplied the number needed for 2 squares by 5

Show that Eva is wrong.

How many sticks are needed to make 10 squares?

- c) Circle the formula that describes the pattern.

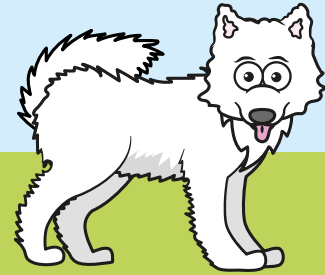
$$l = 3s + 1$$

$$l = 4s + 1$$

$$l = 3(s + 1)$$



- 6 Here are a dog walker's prices.



Walkies

Dog Walker

£12 per hour
plus £5 travel

- a) How much does the dog walker charge for a 2-hour job?

- b) Write a formula to show the cost (c) for (h) hours.

- 7 The Wooden Letter Company sells wooden letters for £2 each, plus £1.50 for delivery of each order.



- a) Whitney places an order for the letters to spell out her name.

How much does it cost?

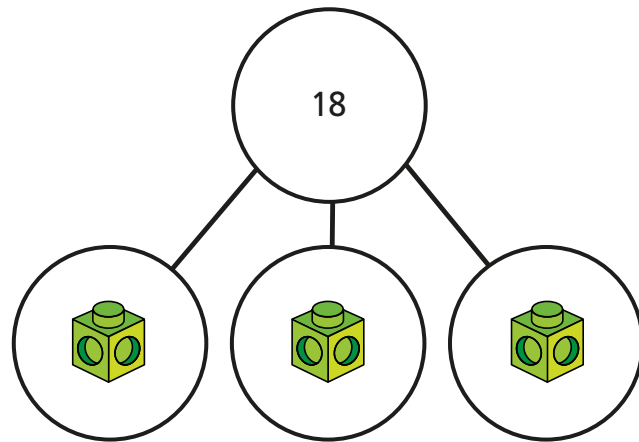
£

- b) Write a formula to show the cost (c) for the number of letters (n).

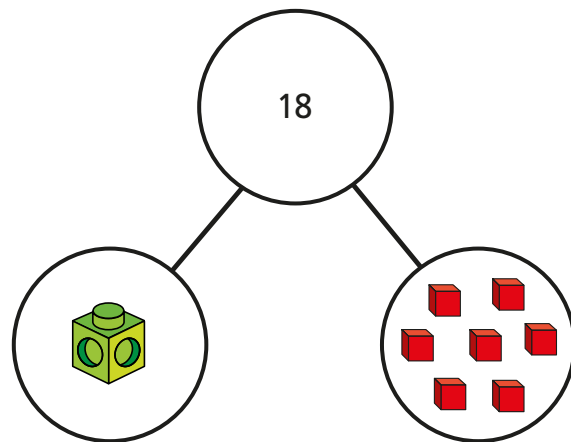
Forming equations

- 1 Match each equation to the part-whole model it represents.

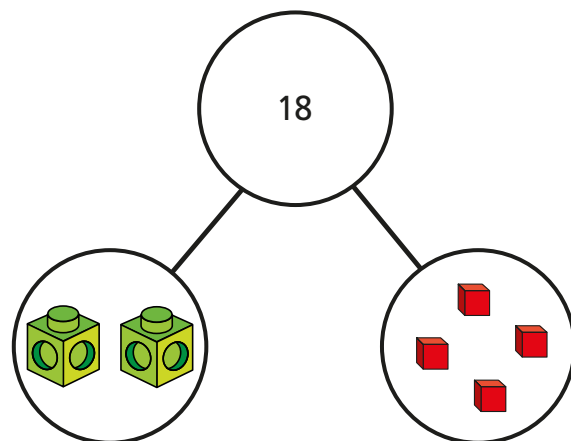
$$y + 7 = 18$$



$$2y + 4 = 18$$



$$3y = 18$$



- 2 A shop sells these items.



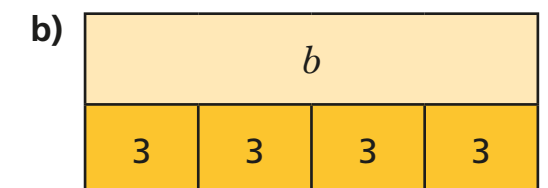
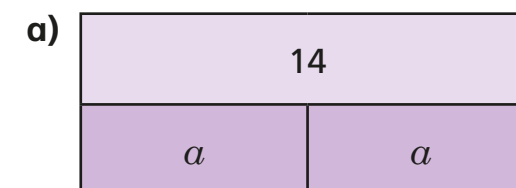
- a) The total cost of a scarf and a book is £17
Form an equation to represent this information.

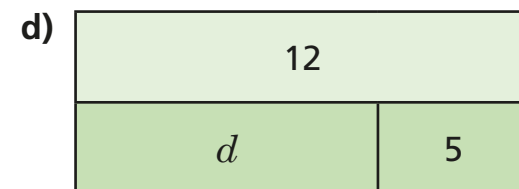
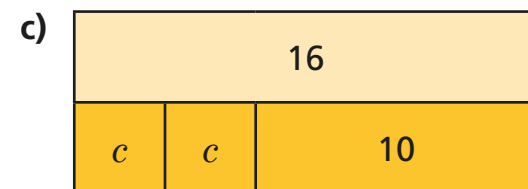
- b) The total cost of 2 packets of balloons and a hat is £11
Form an equation to represent this information.

- c) The total cost of a pair of headphones, a scarf and 2 boxes of marbles is £39
Form an equation to represent this information.

Create your own problem like this for a partner.

- 3 Write equations to represent the bar models.





Is there more than one possible equation for each?

4 Draw a bar model to represent each equation.

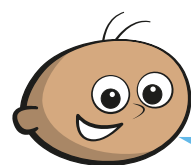
a) $3a = 21$

c) $6 + 9 = c$

b) $2b + 6 = 10$

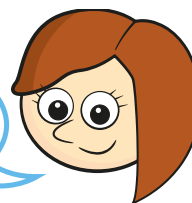
d) $\frac{d}{2} = 7$

5 Tommy and Rosie are thinking of a number each.
Write an equation to represent each problem.

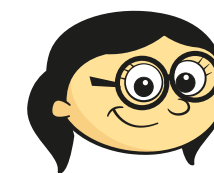


I subtract 3 from
my number. I get the
answer 10

I have doubled
my number and added 5
My answer is 19



6 Annie has a number trick.



Whatever number
you choose, I will make
your answer be 5

Here is Annie's trick.

Step 1: think of a number
Step 2: double it
Step 3: add 10
Step 4: divide by 2
Step 5: take away the number
you first thought of

a) Pick a starting number and follow the steps.

Did you get the answer 5?

b) Use multilink cubes and base 10 ones to represent each step of Annie's trick.

What do you notice?

c) Write an expression for each step of Annie's trick.

d) Create your own problem like this for a friend.

Solve simple one-step equations



- 1 Write an equation for each part-whole model.
Work out the value of the multilink cube in each equation.

a)

A part-whole model with a top circle containing the number 6. It branches down to three circles, each containing a green multilink cube.

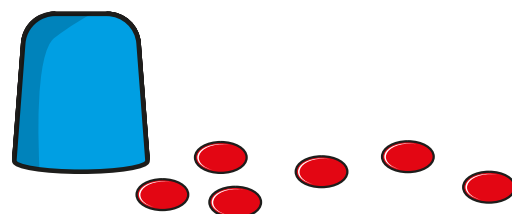
=

b)

A part-whole model with a top circle containing the number 18. It branches down to two circles. The left circle contains a green multilink cube, and the right circle contains four red counters.

=

- 2 There are some counters under the cup.



There are 10 counters in total.

- a) If c is the number of counters under the cup, explain why
 $c + 6 = 10$

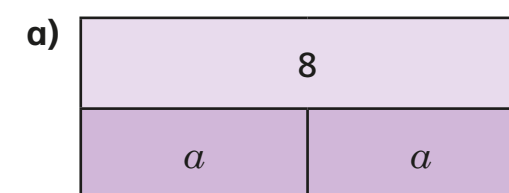
- b) Work out the value of c .

$c =$

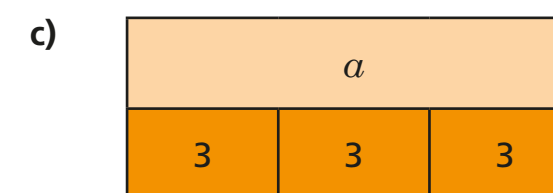
- c) How many counters are under the cup?



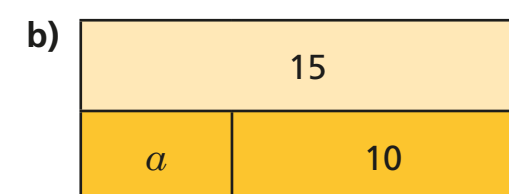
- 3 Write algebraic equations to represent the bar models.
Find the value of a in each one.



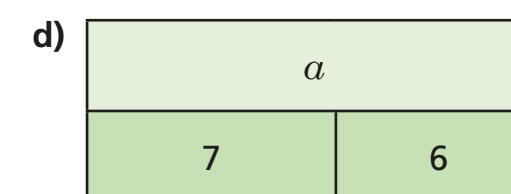
$a =$



$a =$



$a =$



$a =$

- 4 Nijah is solving the equation $x - 8 = 20$

$$x - 8 = 20$$

$$x = 20 - 8$$

$$x = 12$$

What mistake has Nijah made?

5 Solve the equations.

a) $x + 7 = 20$

$x =$

b) $10y = 80$

$y =$

c) $4m = 22$

$m =$

d) $g - 3 = 15$

$g =$

e) $32 = t - 5$

$t =$

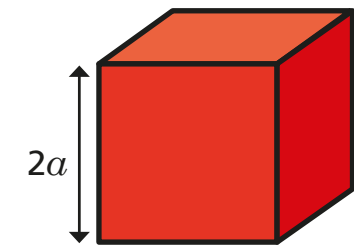
f) $\frac{u}{6} = 3$

$u =$

6 Filip thinks of a number.
He subtracts 5 from his number.
He ends up with 10
Write an algebraic equation to represent Filip's problem.

Solve the equation to work out his number.

7 Dexter builds a tower.
Each block is $2a$ high.
He uses 7 blocks.



The total height of his tower is 42 cm.
Write an equation to represent the height of Dexter's tower and find the value of a .

$a =$ cm

8 Work out the value of each shape.
Write the equations that you solved to find the value of each shape.

				= 40
				= 20
				32

=

=

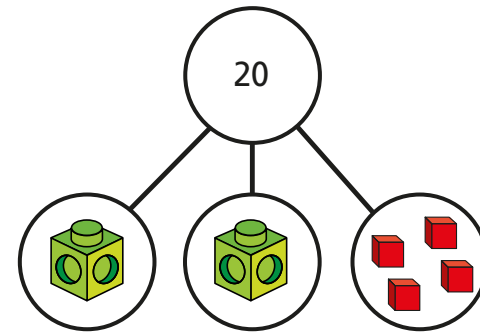
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Work out the missing total of each row and column.
Compare answers with a partner.



Solve two-step equations

- 1 Here is a part-whole model.

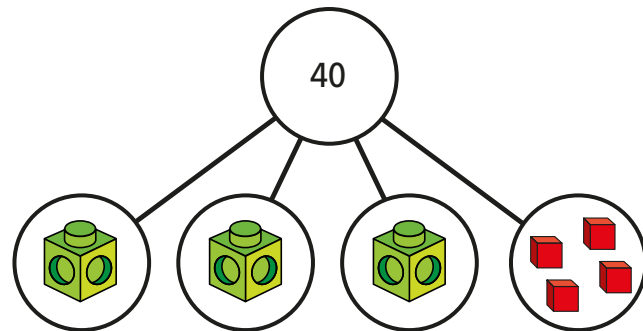


- a) Write an equation for the part-whole model.

- b) Solve the equation to work out the value of 

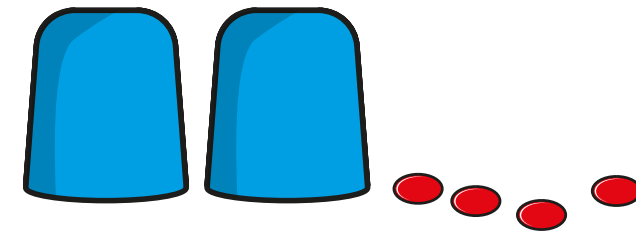
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- 2 If each multilink cube represents x , form and solve an equation to find the value x .



$x =$

- 3 There is the same number of counters under each cup.
There are 16 counters in total.



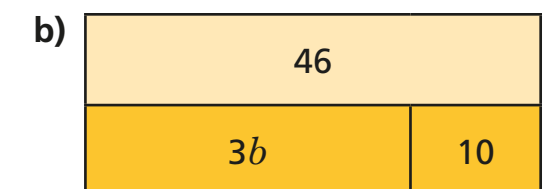
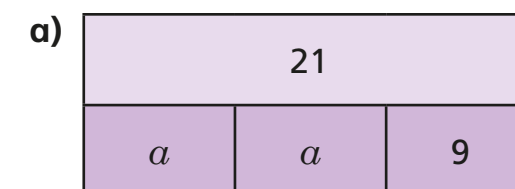
- a) Use y to represent the number of counters under each cup.
Write an equation in terms of y .

- 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 .



$a =$

$b =$

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) $4 + 3y = 28$

$y =$

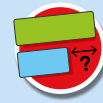
6 Dani thinks of a number.

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.



Find pairs of values (1)

- 1 a) Here is an equation.

$$\text{Green Circle} + \text{Blue Square} = 12$$

Find six possible pairs of values for the circle and square.

Green Circle						
Blue Square						

- b) Here is another equation.

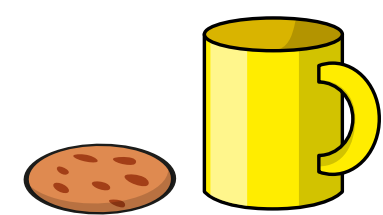
$$x + y = 12$$

Find six possible pairs of values for x and y .

x						
y						

- c) What is the same and what is different about part a) and part b)?

- 2 Kim buys these two items from a cafe.
The total cost is 90p.

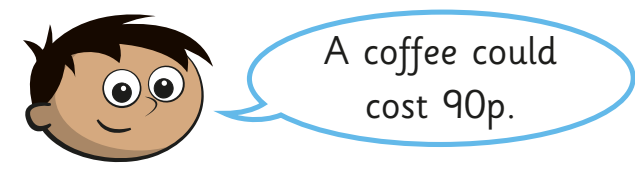


- a) What could the cost of each item be?

Cookie						
Mug						

- b) Compare answers with a partner.

- c)



Is this possible? _____

Explain your answer.

- 3 a and b are whole numbers.

$$a + b = 8$$

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

a	0	1	2					
b								
$a + b$	8	8						

What patterns do you notice?

- 4 c and d are both numbers less than 20

$$c - d = 4$$

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

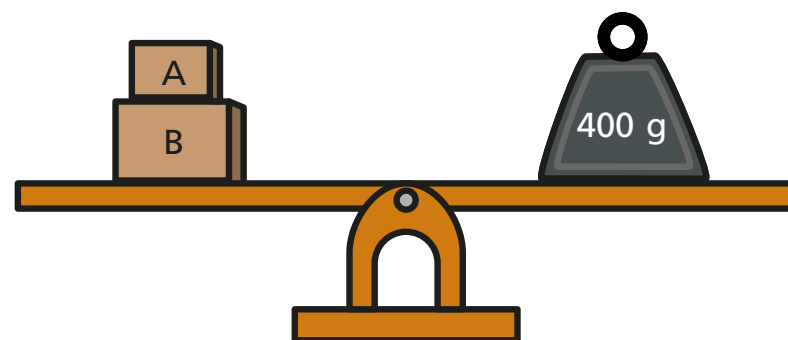
c								
d								
$c - d$								

- 5 a and b are integers.

$$ab = 24$$

List all the possible values for a and b .

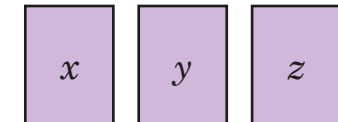
- 6 Some scales are balanced.



What could the masses of the boxes be?

A = B =

- 7 Rosie has three number cards.

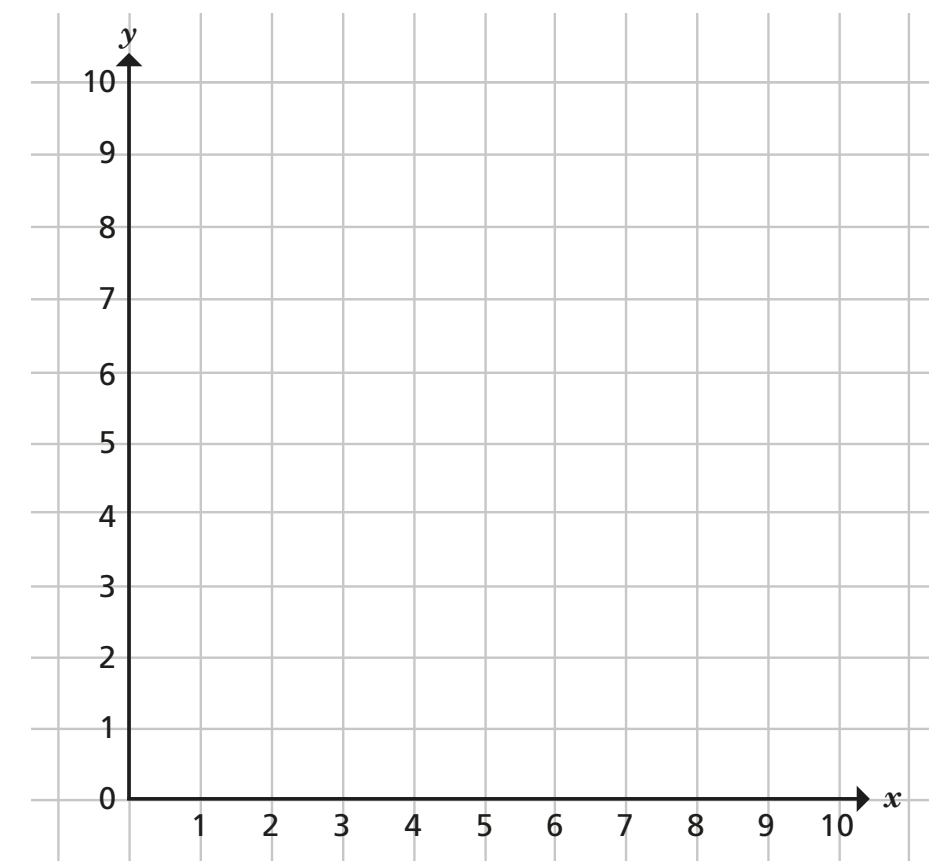


- The sum of the cards is 12
- x is greater than y and y is greater than z .
- All the numbers are greater than zero.

List all the possible values of x , y and z .

x							
y							
z							

- 8 Eva is plotting co-ordinates (x, y) on a grid.
She is only plotting co-ordinates where $x + y = 10$
Plot all the points Eva can plot on the grid.



Find pairs of values (2)



- 1 Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)



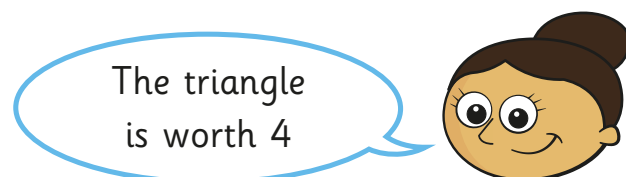
Dexter

The triangle could be 3 and the circle could be 4

Do you agree with Dexter? _____

Explain why.

b)



Dora

The triangle is worth 4

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

$$\bigcirc = \square$$

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

Find three pairs.

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

- 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 .

$$x = 20, y = 20$$

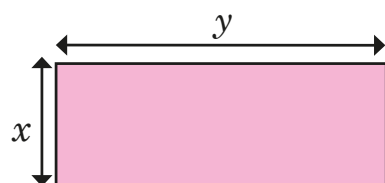
$$x = 10, y = 20$$

$$x = 20, y = 10$$

$$x = 35, y = 70$$

$$y = 90, x = 45$$

- 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 .

$$a = \boxed{}$$

$$b = \boxed{}$$

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



English - Narrative – Week 1

Day 1

L.O. To explore a narrative genre

Use the following clue and your skills of inference to work out what sort of narrative we are dealing with:



Ahoy there, landlubber!

>What sort of story could this be?

>Where might it be set?

>When might it be set?

>What sort of characters might we encounter?

>Quick write: You have 7 minutes to write a description of this character:



>Read the following introduction to the story:

Ahoy there, landlubber!

What brings you aboard? Beggin' your pardon, but these murky waters ain't for the faint-hearted and if I were you I'd turn around and keep my boots on dry land.

Not convinced, eh? Well, sit yerself down on that there apple barrel and pin back those ears. When we reach the open sea I'll tell you all the pirate tales I know: walking the plank and digging for gold; seafaring crooks and clashing blades.

And if that don't frighten yer back ashore, you're welcome anytime! Hang onto yer hat my friend and watch ye don't go overboard...

>What do you think we can expect from these stories? Use at least 3 pieces of evidence from the text to support your answer.

Lesson 2

L.O To begin to describe a character

Yesterday we met the guide / narrator of the stories. But today I am going to introduce you to the main character of our story, Sneerstout:



When describing a character, a technique we can use is to focus on one or two of their features in great detail – for example their eyes or mouth. Collect some ideas about Sneerstout in the table below:

Hair	Eyes
Skin / Face	Lips <i>Jutting out bottom lip</i> <i>Scowl</i> <i>Straight line</i> <i>Big chin</i>

>Use your ideas to **write a description of Sneerstout, focusing on those features**. Here is an example, just focussing on his mouth/lips:

His lips were pursed in a permanent scowl; the bottom lip jutting out on top of the enormous double, nay, triple chin that wobbled as he breathed and expanded like a frog's vocal sac when he was angry.

Lesson 3:

L.O. To use hyphens to avoid ambiguity

Watch this video to understand what hyphens and dashes are:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7>

So: *man eating tiger* means a man is eating a tiger (yuck) but a *man-eating tiger* means a tiger that can eat men (oh no!). The hyphen is important because it makes our meaning clear.

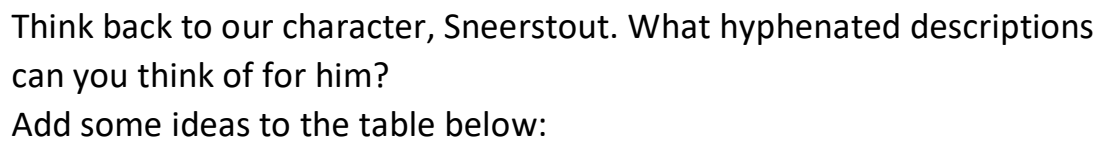
Look at these pairs of sentences. Explain the difference between the descriptions:

- She was a quick-thinking woman.
- She was a quick, thinking woman.
- He was a steely-hearted fellow.
- He was a steely, hearted fellow.



We can use hyphens in descriptions. Here are some examples:
(a participle is a type of verb)

Noun + adjective	Noun + participle	Adjective + participle
Ear-piercing Accident-prone Sport-mad	Dog-loving Grog-drinking Letter-writing	Fair-haired Good-looking Open-mouthed



Now put your ideas together to write a really powerful descriptive sentence.
e.g. *Sneerstout was grim-looking, rum-drinking, trigger-happy brigand.*

Lesson 4:

L.O. To describe a character by showing their actions

>Think back to our character, Sneerstout.

>How do you think he might order a drink at a tavern? Give an example and explain your idea:

>Imagine Sneerstout is meeting a new person in the tavern. What do you think he might be thinking, feeling and saying?

e.g. I think he might say, 'Well, who are you then? Come on, answer me!'

I think he might be thinking, 'I wonder what I can get from this little maggot?'

I think he might be feeling powerful – trying to intimidate the other person.

>Fill in what you think Sneerstout might say, think and feel when he meets a new person.



Show, don't tell

When describing a character, it is important we show a character by describing their actions / movements, then just saying they are sad, angry, happy etc...

How they do the action is also important – it tells the reader more about the character without telling them everything.

Sneerstout was happy.

With his eyes crinkling at the corners, a slow, wide sneer began to form on Sneerstout's face, crooked teeth appearing above his protruding bottom lip.

How do we show these feelings? (Think about body language)

fear	anger	sympathy
jealousy	surprise	happiness
thoughtfulness	suspicion	triumph

Sneerstout – show, don't tell.



>Pick two or three feelings and SHOW how Sneerstout might act when he feels them (look at my happy example to help you out)

>Without telling them the feeling, read your description to an adult at home. Can they work out what feeling Sneerstout was showing from your description? If not, add some finer detail to make that feeling really clear.

Lesson 5

L.O. To retrieve information from a text and make inferences

Our short story is called **The Tenth Man**.

Here is the opening line:

*Ten men went to sea. Nine of them
knew that one would not return.*

Oooh, that's a good one!

>How does this hook you into the story?

>Read the following story introductions. For each one, explain how it hooks you into the story. Do you notice any similarities between these introductions?

1. The Ruby in the Smoke

On a cold, fretful afternoon in early October, 1872, a hansom cab drew up outside the offices of Lockhart and Selby, Shipping Agents, in the financial heart of London, and a young girl got out and paid the driver. She was a person of sixteen or so – alone, and uncommonly pretty. She was slender and pale, and dressed in mourning, with a black bonnet under which she tucked back a straying twist of blond hair that the wind had teased loose. She had unusually dark brown eyes for one so fair. Her name was Sally Lockhart; and within fifteen minutes, she was going to kill a man.

2. The Graveyard Book

There was a hand in the darkness, and it held a knife. The knife had a handle of polished black bone, and a blade finer than any razor. If it sliced you, you might not even know you had been cut, not immediately.

The knife had done almost everything it was brought to that house to do, and both the blade and the handle were wet.

3. Aboard the Armadillo

I shall not forget that glaring look. Not shall I forget the grip of those icy fingers upon me and the fear I held which was like no feeling I had ever had.

4. Shadow Jack

There was a man made of midnight, and his name was Shadow Jack.

The name suited him well; his clothes were dark and his hair was darker. His eyes were pools of shadow. As he slipped through the winding labyrinth of the slums, you could barely tell the difference between him and the darkness.

>They were all very powerful, mysterious hooks, weren't they? How did they hook you in?

>Now, read the first part of a story

Ten men went to sea. Nine of them knew that one would not return.

The first of the ten was Sneerstout. Another eight of them were a crew of cut-throats he had gathered at the docks. They were young wastrels, looking for work at sea and not worrying about the company they kept as long as their journey brought them handfuls of gold, and there was free grog and wild adventure ahead.

Sneerstout was the worst of pirates, the mad type with nothing to lose. A crazy maverick who would stop at nothing, reckless and thoughtless with every breath and without a speck of compassion or common decency.

He eyed the crew over and matched his hulking frame alongside each of them, one by one, making sure he had the upper hand of each man. He didn't want mutiny when the crew saw his riches. If things turned sour, he wanted to be sure he could deal with the boldest of them. But no one came near to his huge frame.

'Now, here's the deal,' he began, telling them curtly what the job would be. He wanted a crew to take him on a trip and bring him back again. There was work to be done when they got there. Hard work. Digging. And he agreed a price for the whole voyage, there and then. But there was to be no cut of the riches. They all belonged to Sneerstout. And he warned that the last man who laid claim to a share of Sneerstout's gold was still lying on the seabed.

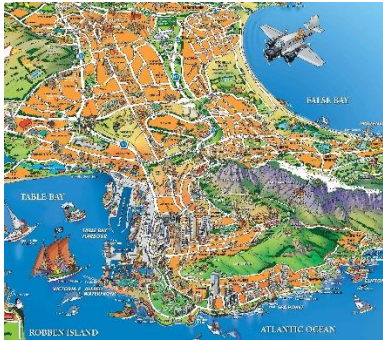
>What have we learnt about Sneerstout?

>Fill out the table below:

Facts (Things we know)	Inferences (Things we have worked out)
Questions (Things we'd like to know)	Possible Answers (What are the likely answers to the questions?)

Stunning scenery, gorgeous beaches and intriguing culture – Cape Town has it all!

South Africa's 'Mother City' rests between the iconic backdrop of Table Mountain and the country's most visited tourist attraction: The V&A Waterfront.



V & A Waterfront

The V&A (Victoria and Alfred) Waterfront is one of Cape Town's biggest attractions, if one is to judge by the crowds of people that come here looking for a place to eat, shop and be entertained. Alive and busy, vibrant and touristy, with lots of things to see and do, it's worth visiting even if you don't plan to eat or shop there because you can still enjoy the charming setting of the old harbour, the mishmash of old and new buildings and the views of the Table Mountain as a backdrop.

Cape Town

Things to see and do:



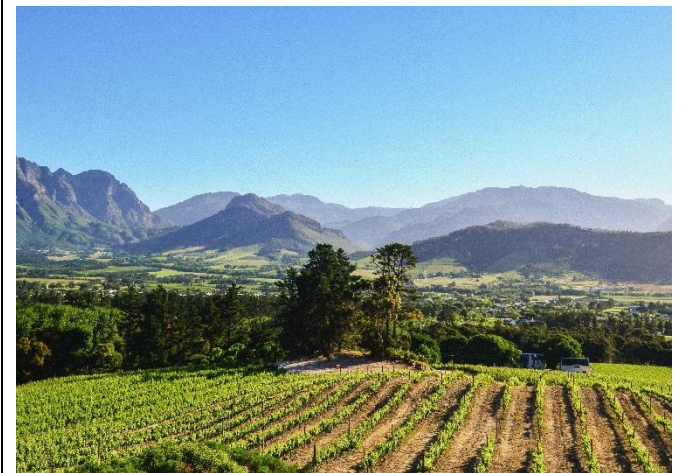
Cable Cars, Table Mountain

If you could visit only one sight in Cape Town than this would be it. Table Mountain is by far the city's number one attraction, a must see for all those visiting. The quick ride will give you a bird's eye view of the City Bowl. The summit can also be reached on foot through a multitude of beautiful albeit exhausting, trails.



Winelands

The Winelands stretch far and wide from Cape Town, but for us the main routes are around Stellenbosch and Franschhoek. Although Stellenbosch is a traditional Cape Dutch town, it has a large university so feels very youthful and fun. It's great for al fresco dining at street side bars and cafés.



A bit further on Franschhoek has a traditional, upmarket French village feel, and our own Sir Richard Branson even has a hotel here - Mont Rochelle. It's the 'foodie' capital of South Africa, and people come from far and wide to try the local wines and restaurants on offer.

Wildlife

Penguins - Boulders Beach



A visit to Cape Town is not complete without a drive around the beautiful Cape Peninsula. At Boulders Beach, which is located south of Simon's Town, is home to a large colony of African penguins. The colony started with just two pairs in 1982 but now over 2000 penguins call this place home.

Hermanus

The land-based Whale Watching capital of the world, Hermanus is great for watching whales in the bay from April-October. You may be lucky out of season too, as a few whales often calf late and stay here all year. A few miles down the road is Gansbaai, the departure point for the Great White Shark cage dive.

Food and drink

The foodie capital of South Africa, Cape Town's flavoursome cuisine reflects its rich cultural heritage while its award-winning wines deserve a toast.

A cultural melting pot, Cape Town's cuisine is influenced by Dutch East Indies from far-off days to modern British-Indian cooking, appealing to intrepid foodies. The local wine industry is thriving too - the nearby rolling Winelands keep visitors happy with superb tasting menus, pairing award-winning wines with a great selection of local cheeses and olives.



Visit - www.mccholidays.com for more information and book your city break today!

Essential Information:

Local Time

+2hrs

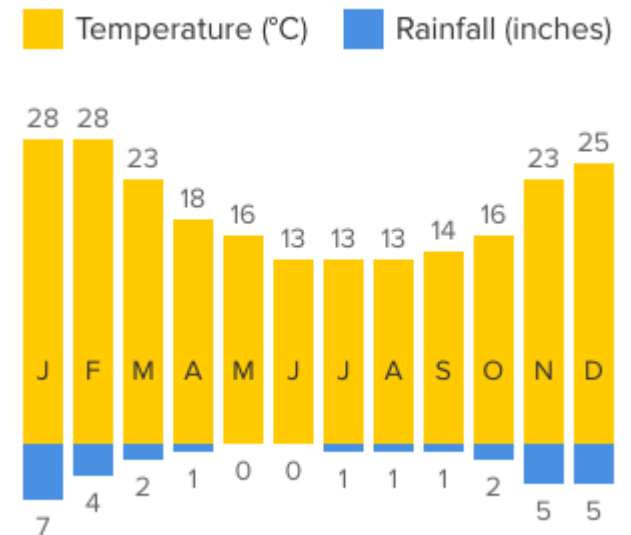
Language



English and Afrikaans

Currency

Rand (Zar)



Customers who liked Cape Town also liked:

- Winelands
- Kruger National Park
- The Garden route

Retrieval: Cape Town holiday brochure



1. Between which two places can you find Cape Town?
2. Name 3 places you can visit in and around Cape Town.
3. What is Cape Town's **number one** attraction?
4. Who owns the Mont Rochelle hotel?
5. Where can you go whale-watching?
6. Name 3 countries that have influenced the types of food you can find in Cape Town.
7. True or False?
____ Visitors can hike up Table Mountain.
____ The V&A Waterfront is named after Queen Victoria and Prince Albert.
____ Visitors can do a Great White Shark cage dive from Boulders Beach.
____ The hottest months in Cape Town are January and February.

Vital Vocabulary: Cape Town holiday brochure



1. In the first paragraph, find and copy a word that means '**fascinating**'.
2. Which of the following words means the same as '**vibrant**'?
colourful / crowded / noisy / lively
3. In the V&A section, find and copy a word which means the same as '**mixture**'.
4. Look at the Winelands paragraph. What do you think '**al fresco**' means?
5. What is a '**foodie**'?
6. Look at the Food and Drink section. Match up the following words to their meaning:

cuisine	adventurous
heritage	a style or method of cooking
intrepid	flourishing
thriving	ethnic, cultural, national identity / history
7. Why is the information in the last section called 'essential'?

Thinking Caps: Cape Town holiday brochure



1. Take one minute to write down all the positive words you can spot in the text. Then take one minute to write down all the negative words you can spot in the text. What do you notice? Why is this?
2. What sort of people do you think this brochure is aimed at? Give 3 pieces of evidence from the text to support your ideas.
3. Cape Town can be described as 'multicultural.' Use evidence from the text to support this statement.
4. Which tourist attraction sounds the most appealing? Why?
5. Would you like to visit Cape Town now you have read this brochure? Use the text to explain your opinion.

Topic – I have a dream

Music L1

L.O. To explore slave songs

Before 1865, almost all of the first Africans who arrived in the New World (America) were slaves. They came from several regions of the West African Coast.

There are hundreds of spiritual folk songs of African-American slave origin and the stories behind them. Many of these songs influenced music today such as blues, folk, rock and hip-hop.

Here is a very well-known call-and-response song (you may have heard it before). Many believe it is about the Underground Railroad – the transport that helped runaway slaves escape:

<https://www.youtube.com/watch?v=Thz1zDAytzU>

**Swing low, sweet chariot
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home**

**I looked over Jordan, and what did I see
Coming for to carry me home
A band of angels coming after me
Coming for to carry me home**

**Swing low, sweet chariot
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home**

**If you get there before I do
Coming for to carry me home
Tell all my friends I'm coming, too
Coming for to carry me home**

**Swing low, sweet chariot
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home**

**I'm sometimes up and sometimes down
Coming for to carry me home
But still my soul feels heavenly bound
Coming for to carry me home**

**Swing low, sweet chariot
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home
The brightest day that I can say
Coming for to carry me home**

**When Jesus washed my sins away
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home
Swing low, sweet chariot
Coming for to carry me home**

**If I get there before you do
Coming for to carry me home
I'll cut a hole and pull you through
Coming for to carry me home**

>This song is also frequently sung at British rugby games. In more recent years, it has been discussed that this song is not really appropriate due to its connection with the slave trade.

>Challenge 1: Learn this song. You could get everyone in your house to learn the song with you, then record yourselves singing it and submit it onto Classroom Dojo.

If you're not feeling that brave...

Challenge 2: Learn how to play this song. You can use the link below or an instrument you can play at home. When you have mastered it, record a video of you playing the song and upload it to ClassDojo.

<https://www.onlinepianist.com/virtual-piano>

Swing low, sweet chariot	A F A F F D C
Coming for to carry me home	F F F F A A C C
Swing low, sweet chariot	D C A C F F D C
Coming for to carry me home	F F F F A A G F

Topic – I have a dream

Music L2

L.O. To create a soundscape composition

>Listen to this song:

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

>What is the song about?

>What do you notice about the rhythm and sounds of the song?

You should notice that the song actually sounds like a steam train!

>What sort of sounds link to a steam train?

Challenge: Using instruments, objects, inventions, and your voice, try and make a steam train soundscape introduction to The Gospel Train song. (You might need some family members to help out).

For example, you might make a ‘chuff, chuff’ sound with your voice, someone may blow a whistle, you might roll a pencil across a table to get the sound of the wheels... Be as inventive as you like!

When you have rehearsed this a few times, record your introduction and submit it as a video onto your Classroom Dojo portfolio page.

Safer Internet Day 2021



Watch the virtual assembly and complete the questions / activities:

<https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/work-7-11s/virtual-assembly-7-11s>

Choose 1, 2 or 3 of the following activities to complete. Once done, take a photo and add to your ClassDojo page

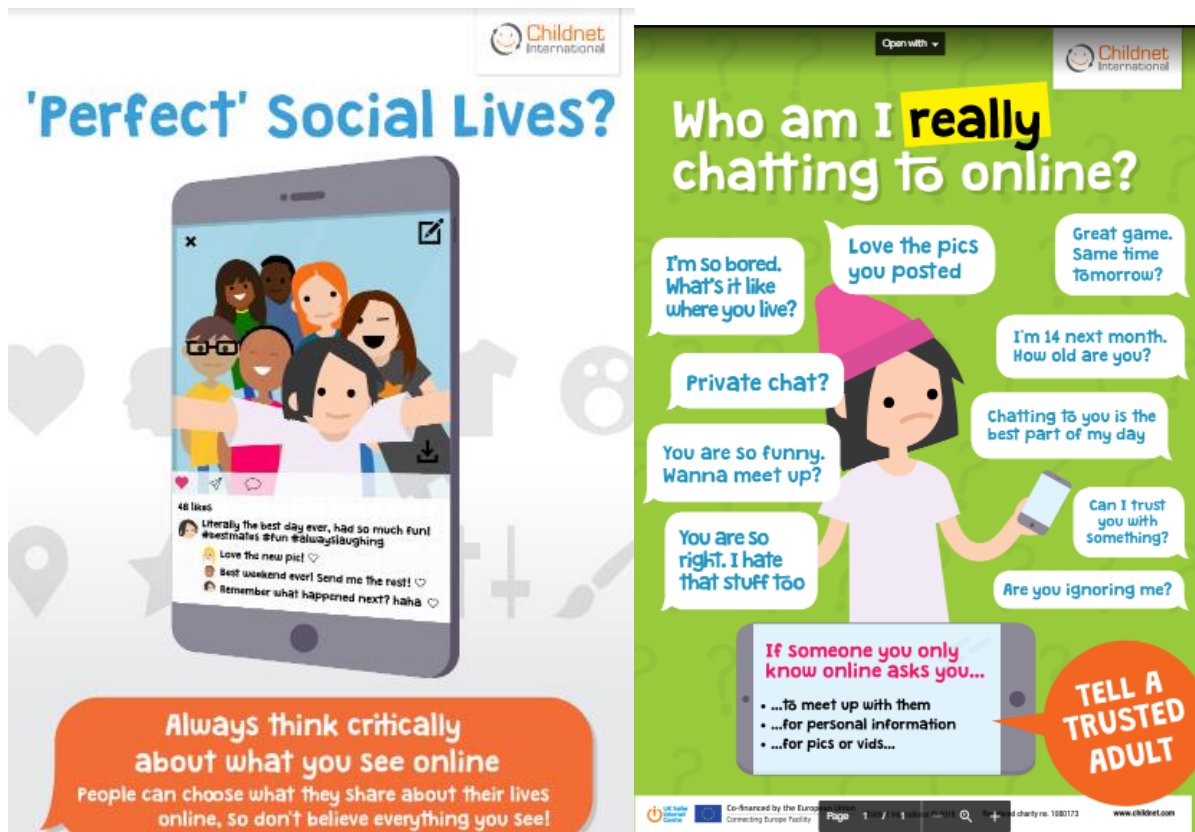
- 1) Motives – watch the presentation and complete the activities to understand what motives are and how to spot them.
- 2) Participate in the BBC Safer Internet Day Live Lesson and complete any activities.
<https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb>
- 3) Answers these questions, then complete the activity:
 - a) Who can you trust online?
 - b) What do you really know about a person if you have only met them from online?
 - c) How do you present yourself online? (e.g. username, avatar, pictures you show, comments you make, things you like...)
 - d) Is that always the real you?
 - e) So, do you think others present their real selves?

Below are 2 examples of internet safety posters, based around the theme of trust.

Create your own poster, thinking about:

- >The message you want to share
- >What age group you are aiming the poster for
- >Design and making your message clear

Your poster can be done on paper or you can design one on the computer.





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An internet we trust

Exploring reliability in the online world

Lesson Slides for
Ages 7-11

**Where have you seen adverts before?
What did they look like?**





Turn around! That's it! Now come here!

People can profit from the things they do online...



Get something they didn't have before



Money paid to
advertise or
promote things



Things that
cost money
given for free



New likes, views,
subscribers or
followers



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Unboxing



Will the creator profit?

**They
might**



A video where someone
unpacks a product on camera

Giveaway



Will the creator profit?

**They
might**



A competition where a
free prize can be won



Collab



Will the creator profit?

**They
might**



**Collaboration – Where two or more
people or companies work together**

Merch



Will the creator profit?

Yes



Merchandise – products available to buy, connected with a popular person or brand

Affiliate link



Will the creator profit?

Yes



A link to another website (often a shop) where the creator earns money every time someone clicks on it



Did you know?



It's the law!



People posting things like videos online must tell you if they've been paid to advertise or promote something.

Ad

Gifted

**Sponsored
Content**

Advert



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So there could be more to your favourite YouTuber than you thought...

It's always helpful to think about motive



A **motive** is why someone does something.

Why would someone do this? What is their motive?



To make
people
laugh



Post a video
on YouTube



To advertise
a product



To share their
opinion about
something



To make
money

It could be more than one!

Why would someone do this? What is their motive?



To support an article or some information



Share a photo online



Because they want to sell something shown in the picture



Because they find it funny

Because they want their family or friends to see it



It could be more than one!

Why would someone do this? What is their motive?



To get more
likes or
subscribers



Run a
giveaway



To reward their
followers



To celebrate a
big achievement



Because they're
being paid to
advertise a
product

It could be more than one!



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When you see something online



Ask...



Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?

This will help you find the **motive**
(The reason why)

Let's put those skills to the test... what is the motive?



FIRST LOOK: Unboxing my new merch designs!!

MaddieeeeVlogs 1 day ago 85k views

Hey guys! Thanks for watching. Super excited to share my brand new merch designs – totally inspired by you all! Don't forget to preorder. They're gonna sell out fast! www.maddieeeeV.com/merch/preorder



Remember:

Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



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Let's put those skills to the test... what is the motive?



Rainbow toys

Welcome to the family!

Thank you for shopping with us!
We would like to give you a
surprise gift from us...

Fill in your email and we will send you a discount
code to use on your next purchase...

No thanks, I want to continue shopping...



Remember:

Where has this come from?

Who created or shared it?

What do they want me to do?

Will they gain anything?

Let's put those skills to the test... what is the motive?



WE MADE 1 MILLION SUBS + giveaway |AD

4BoysGamezz 3 days ago 1.5m views

WE DID IT!! Thanks so much for all your amazing support on this epic journey! Subscribe and comment below to enter the giveaway – thanks to Totally Wild Games for the amazing prize!! #ad #giveaway



Remember:

Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



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Let's put those skills to the test... what is the motive?

17:07PM · GoldenFire4

Wow – you were great in that round!
You've got skills! 🤩

17:08PM · YOU

Thanks! I was lucky on that last
one

17:08PM · GoldenFire4

What's your phone number? I've got
a cool gaming group I can add you to!

Remember:



Where has this come from?



Who created or shared it?



What do they want me to do?



Will they gain anything?



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Let's play...

Heads Up!

We're going to reflect on what we've learnt today by playing a game of Heads Up!



**Safer
Internet
Day 2021** | **Tuesday**
9th February
saferinternetday.org.uk



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Appendices and resources provided in next slides