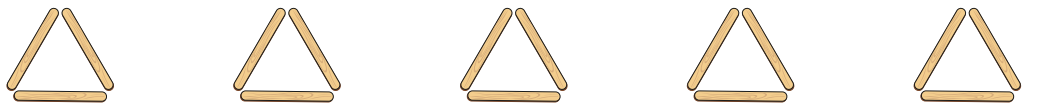


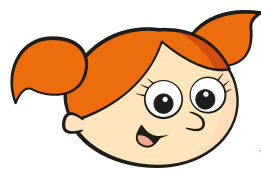
Find a rule – one step

- 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)

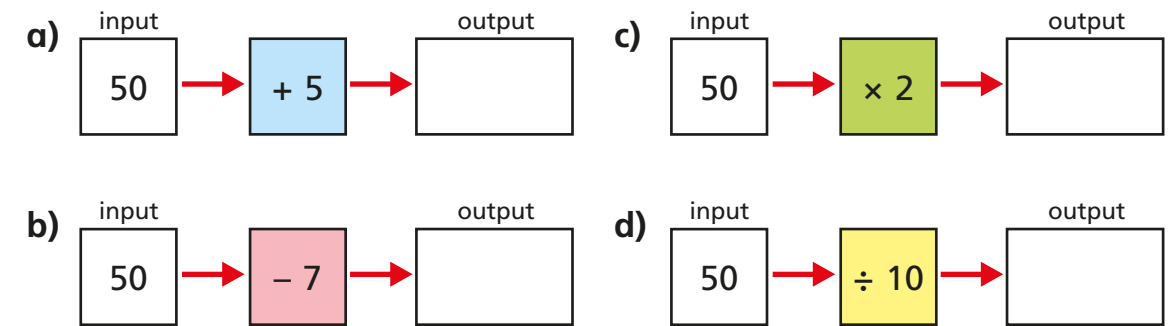
Number of bicycles	1	2	5			16
Number of wheels	2			18	24	

b)

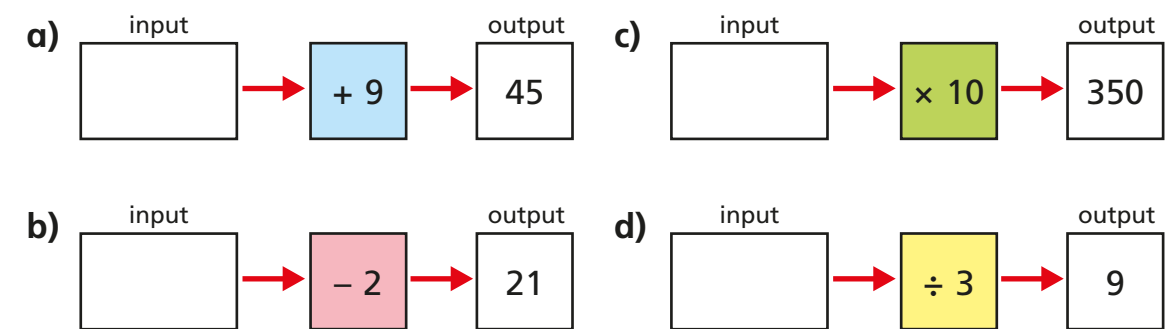
Number of ants	1	2	5			16
Number of legs		12		18	24	

Explain how to find the number of legs.

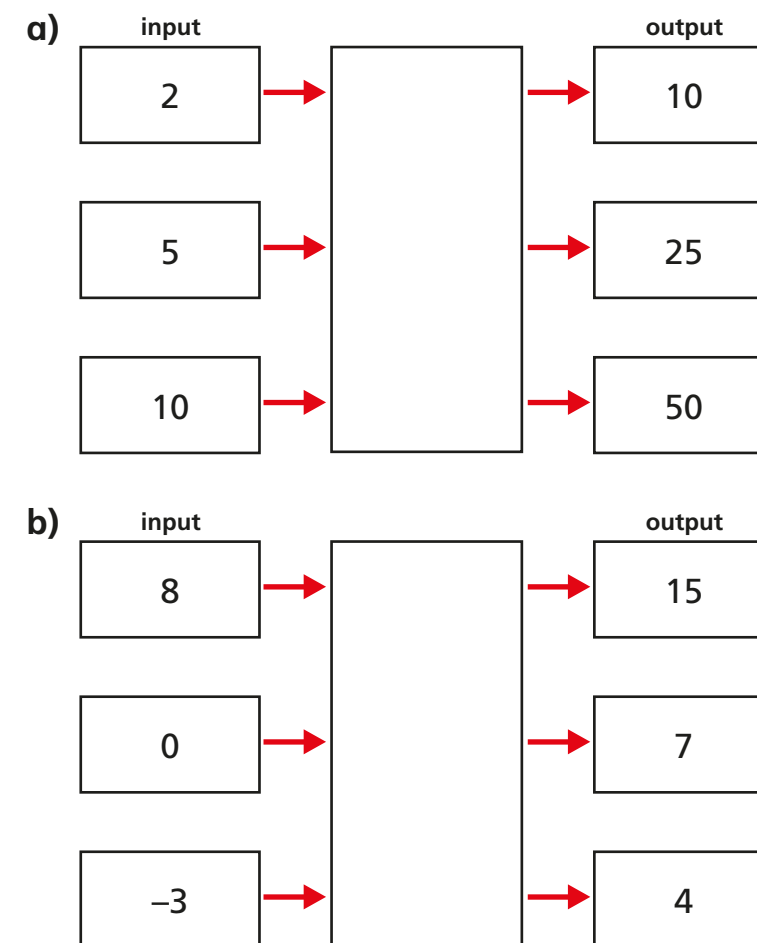
- 3 Calculate the outputs for the function machines below.



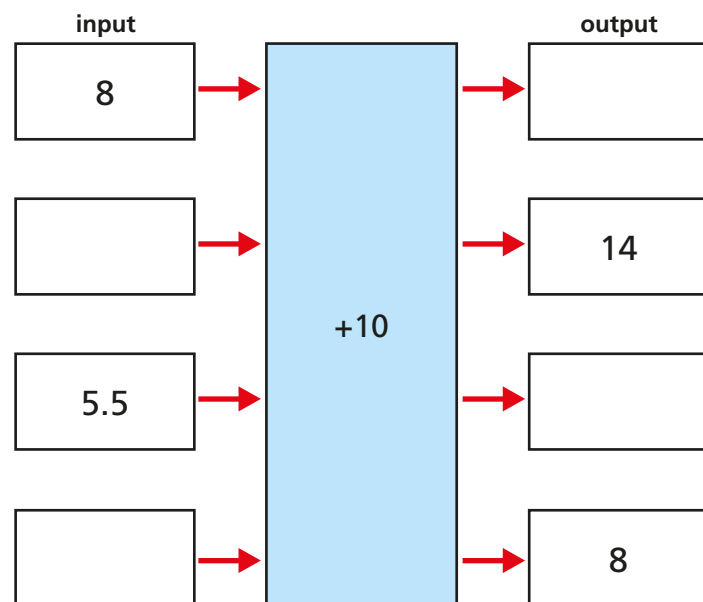
- 4 Calculate the inputs for the function machines.



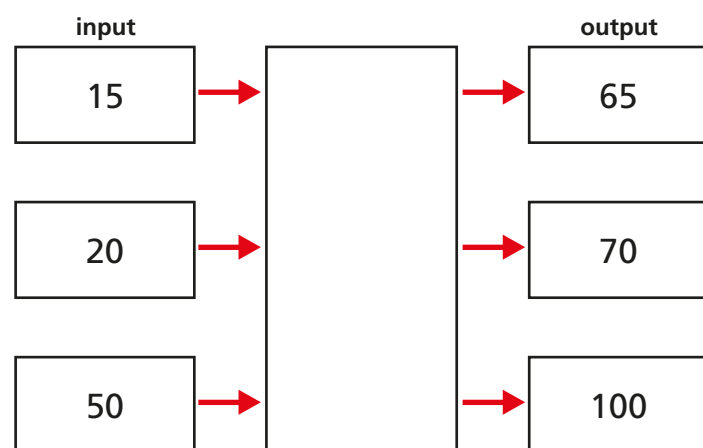
- 5 Write the missing functions in the function machines.



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



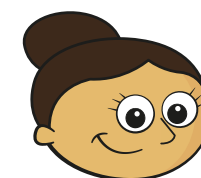
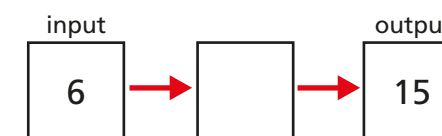
7 Look at the function machine.



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

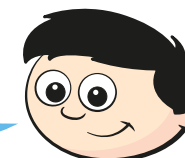
b) What is the input, if the output is zero?

8 Here is a function machine.



Dora

The rule is add 9



Dexter

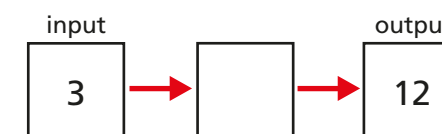
The rule is multiply by 2.5

Who do you agree with? _____

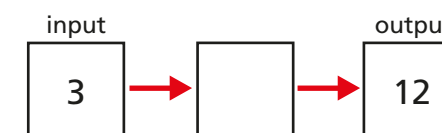
Explain your answer.

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					

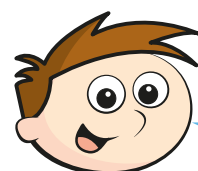
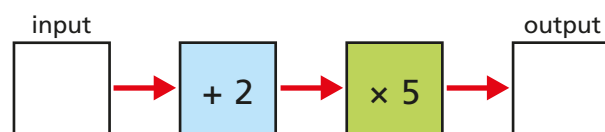
Find a rule – two step

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.

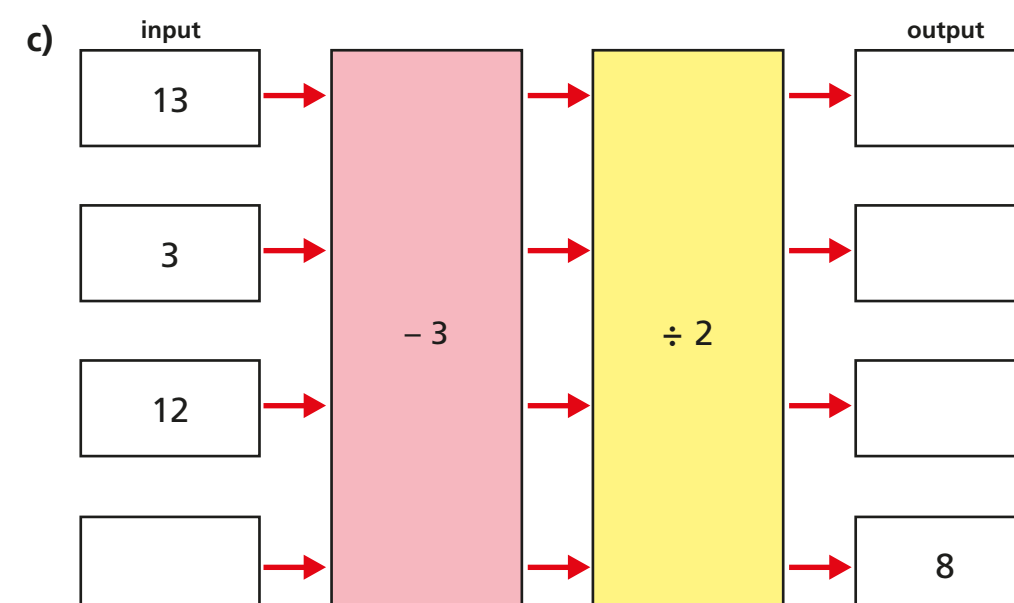
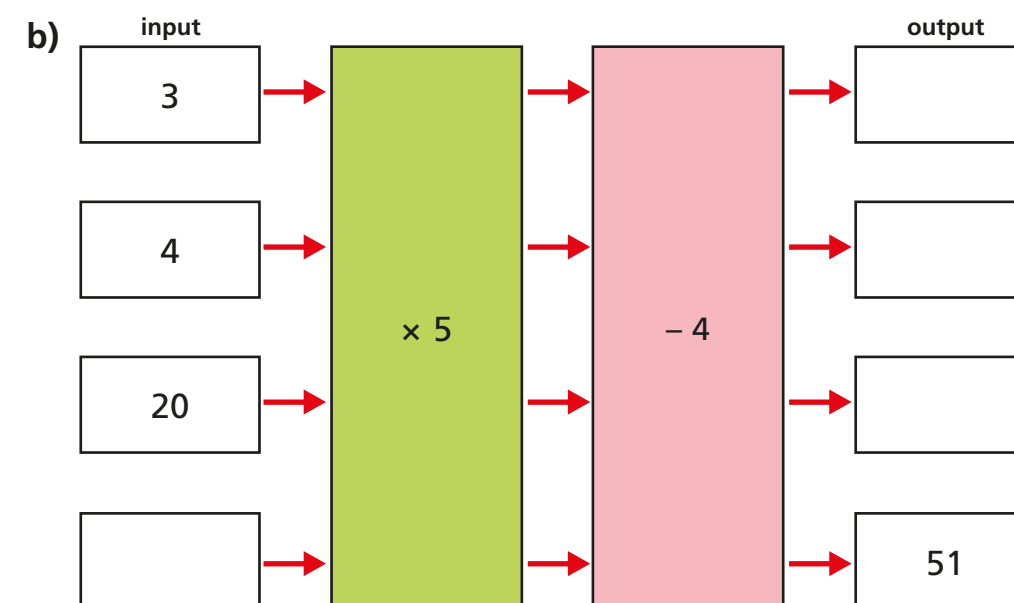
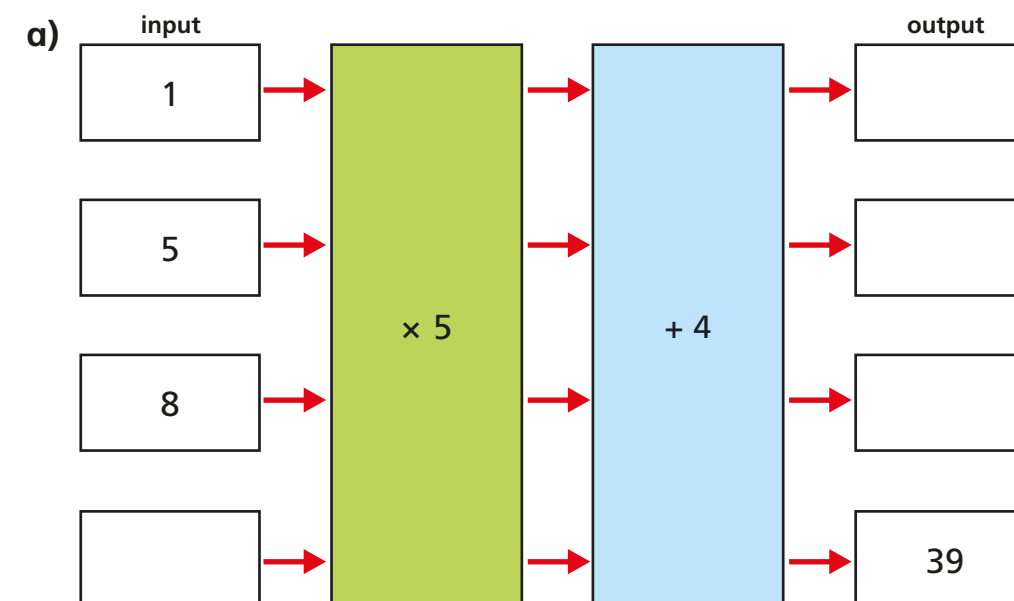
Explain to a partner who you think is correct.

Use the function machine to complete the table.

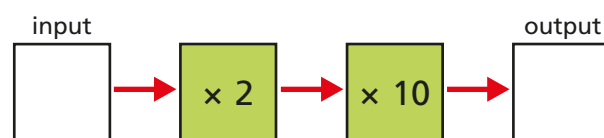
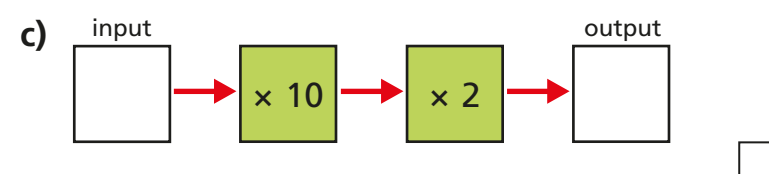
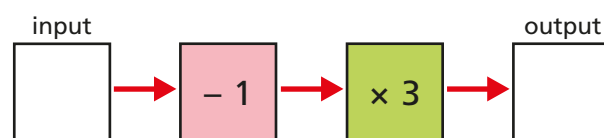
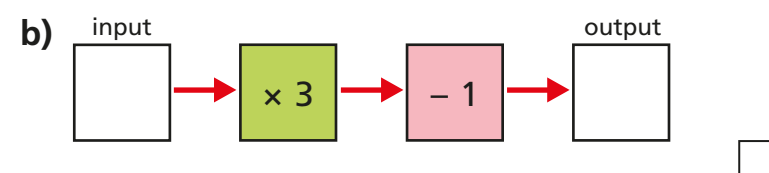
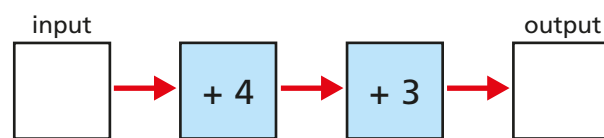
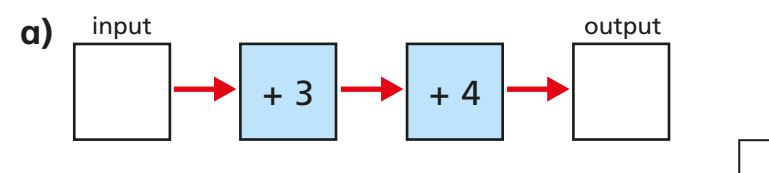
Input	1	2	3	5	10	50
Output						

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.

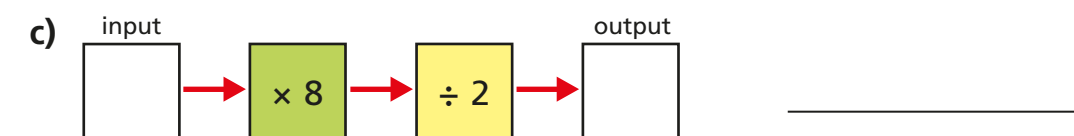
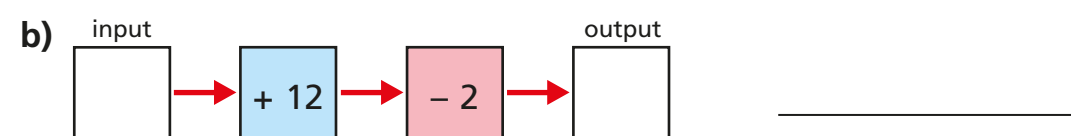
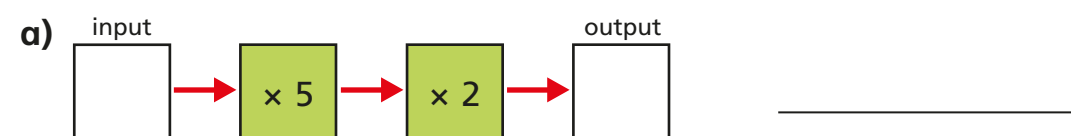


Explain your reasoning to a partner.



- 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.

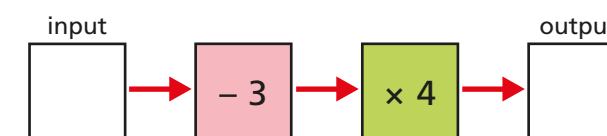


Can all 2-step function machines be written as a 1-step function machine?

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?

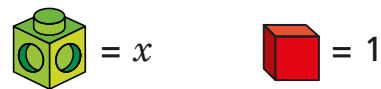


- b) Mrs Rose pays £6.05

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.

a) $2x + 3$

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____



- 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) $2y + 5 + y$

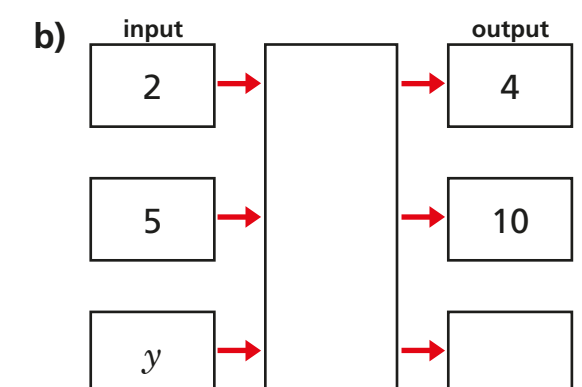
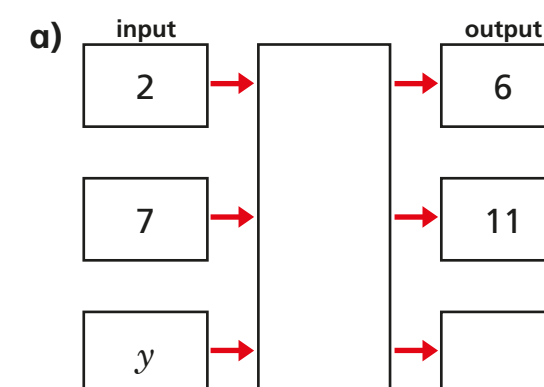
$3y + 5$

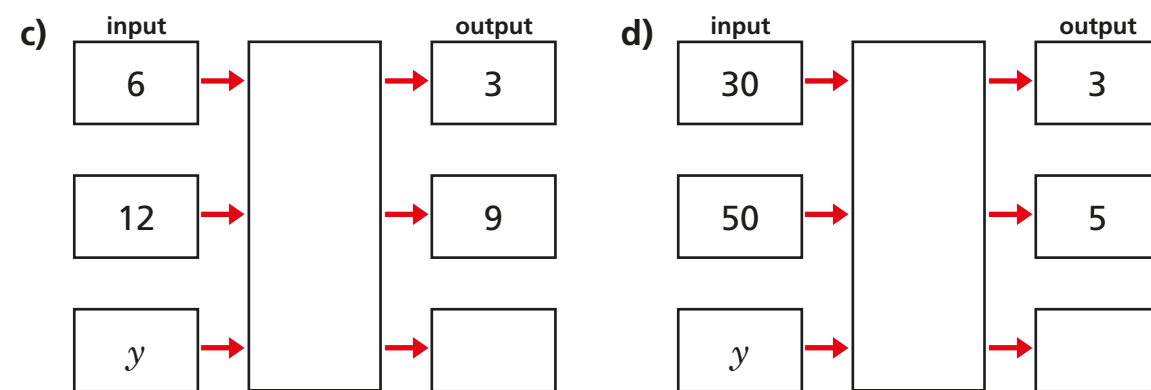
b) $3a + 2 + a + a$

c) $6p + 2 - 2p$

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

- 4 Complete the function machines.

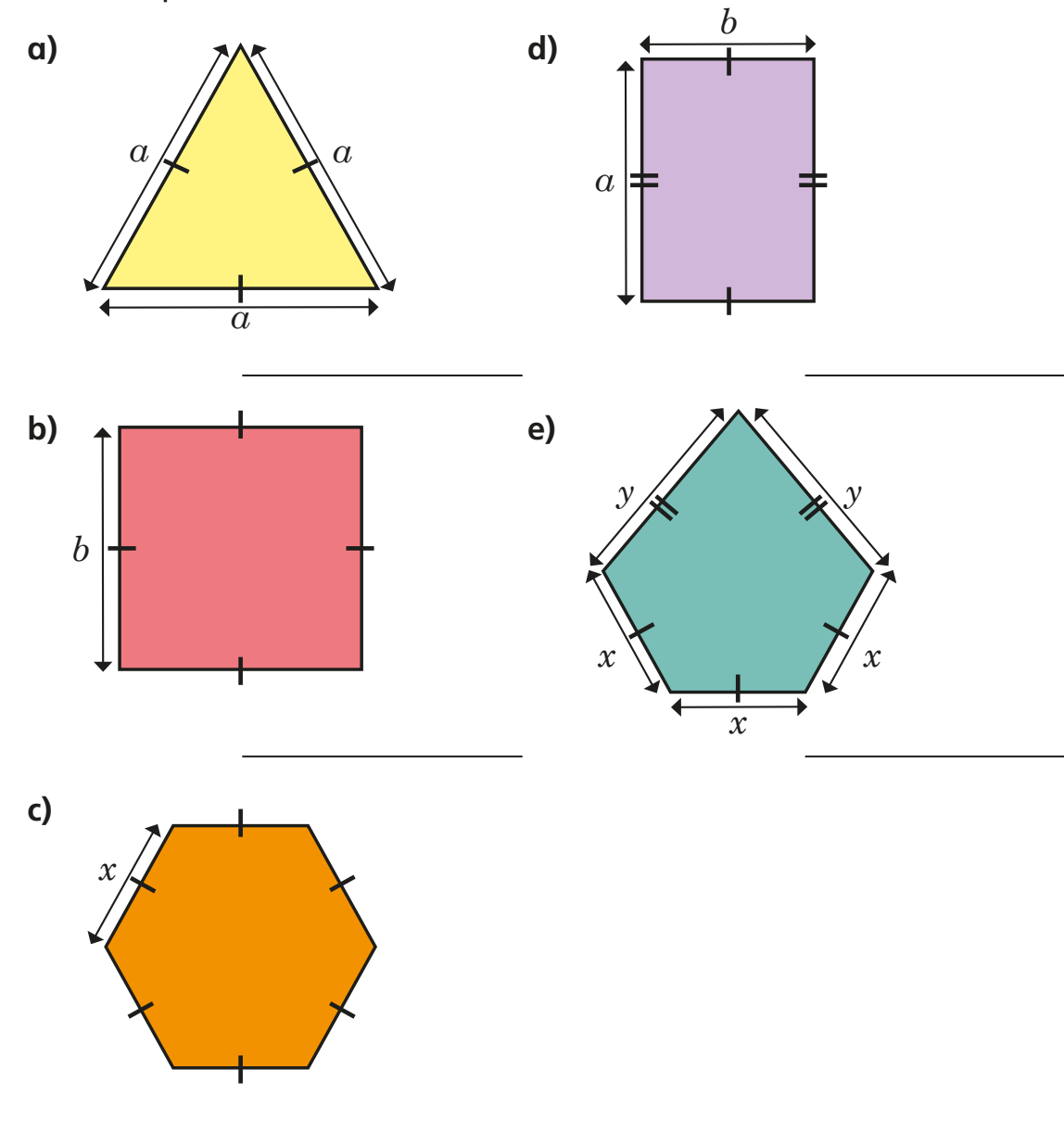




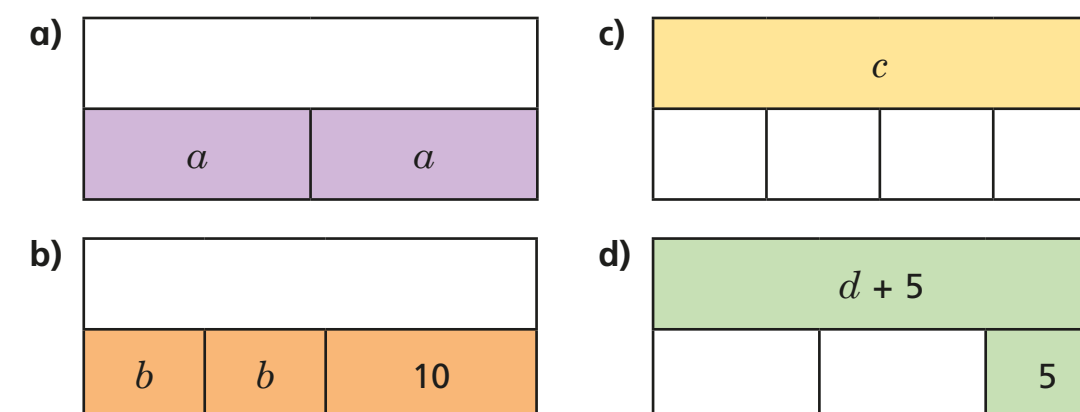
- 5 Match each statement to the equivalent algebraic expression.
Write the missing statements.

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) $2a =$

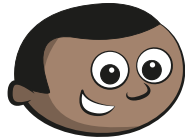
f) $2(a - b) =$

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

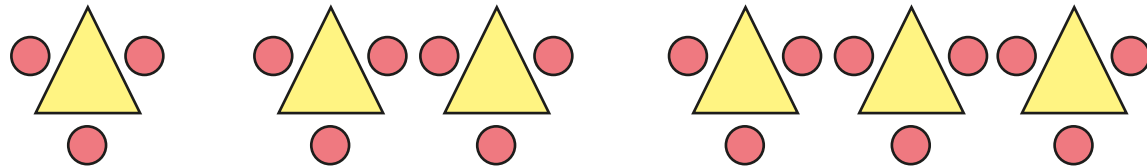
Complete the table.

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.

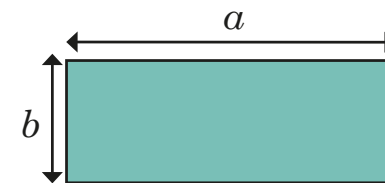
Number of weeks	1	2	3	5	10
Number of days	7				

- 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 = _____

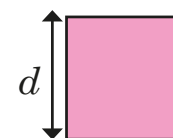
- b) Work out the area and perimeter of the rectangle if

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

Show your workings.

area = perimeter =

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



area = _____

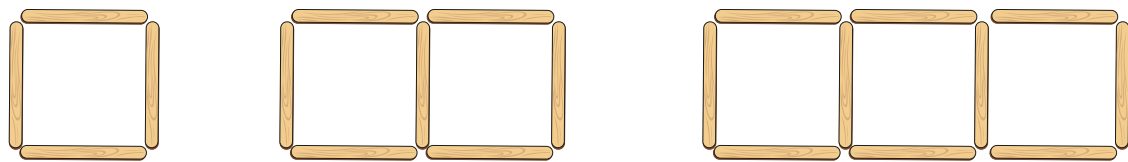
perimeter = _____

- 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.

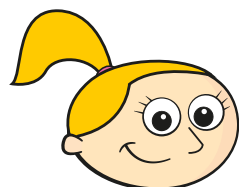


She records the number of squares and sticks in a table.

- 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?

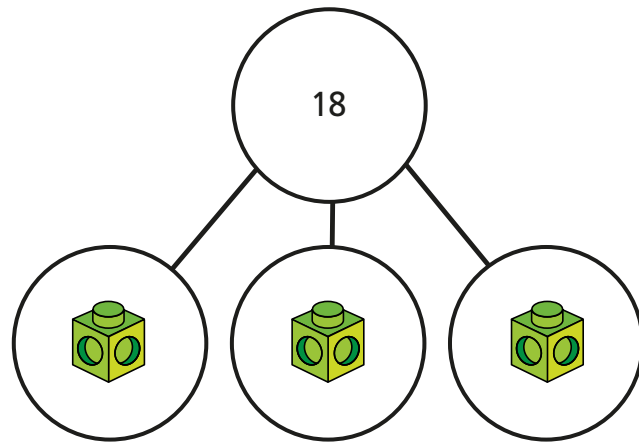
£

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

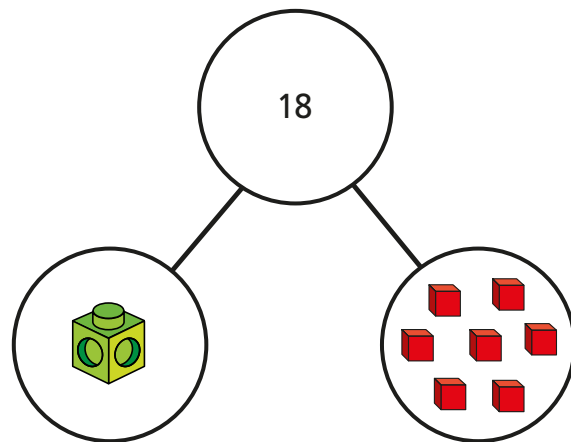
Forming equations

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

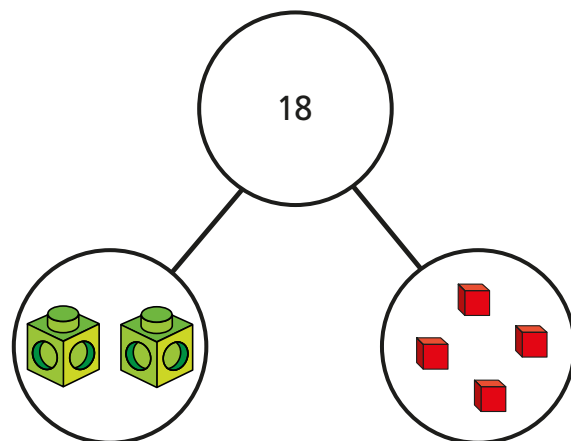
$$y + 7 = 18$$



$$2y + 4 = 18$$



$$3y = 18$$



- 2 A shop sells these items.



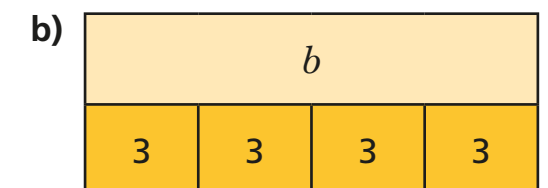
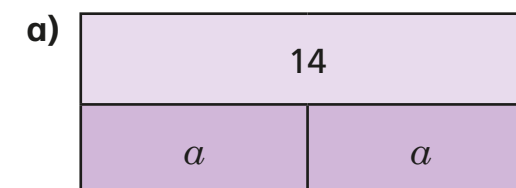
- a) The total cost of a scarf and a book is £17
Form an equation to represent this information.

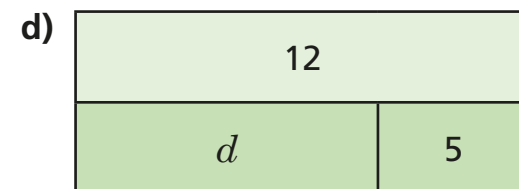
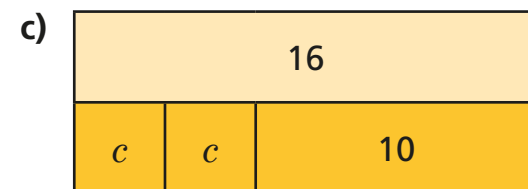
- b) The total cost of 2 packets of balloons and a hat is £11
Form an equation to represent this information.

- 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.

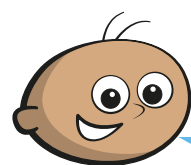
a) $3a = 21$

c) $6 + 9 = c$

b) $2b + 6 = 10$

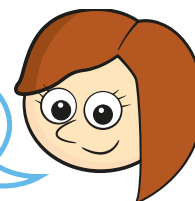
d) $\frac{d}{2} = 7$

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

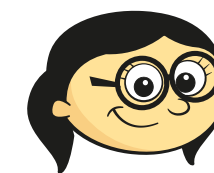


I subtract 3 from my number. I get the answer 10

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.

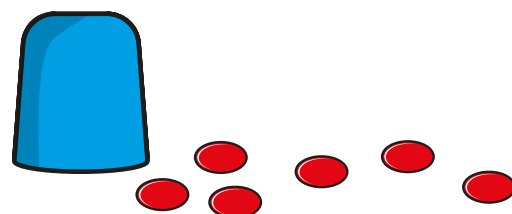
a)

=

b)

=

- 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
 $c + 6 = 10$

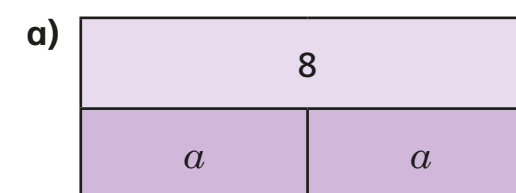
- b) Work out the value of c .

$c =$

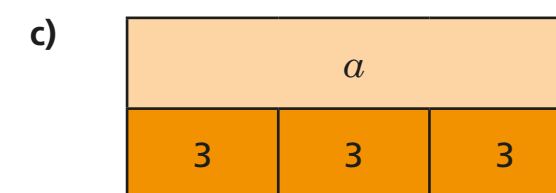
- c) How many counters are under the cup?



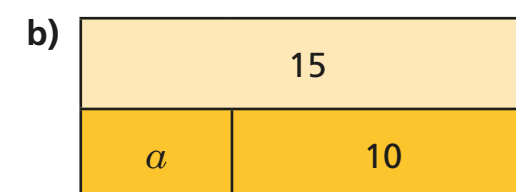
- 3 Write algebraic equations to represent the bar models.
Find the value of a in each one.



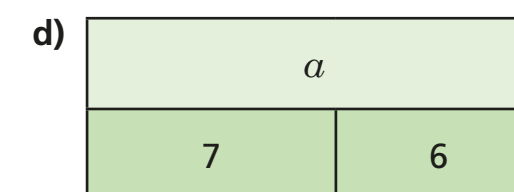
$a =$



$a =$



$a =$



$a =$

- 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) $32 = t - 5$

$t =$

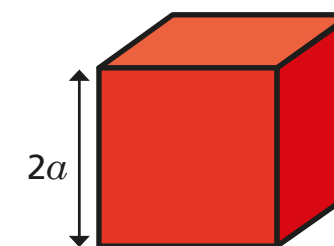
f) $\frac{u}{6} = 3$

$u =$

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

=

=

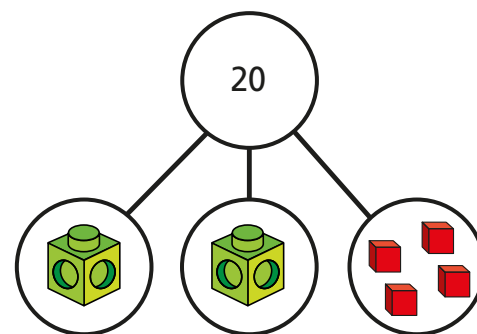
=

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.

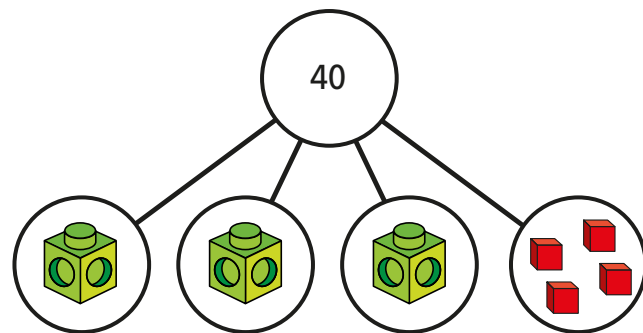


- a) Write an equation for the part-whole model.

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

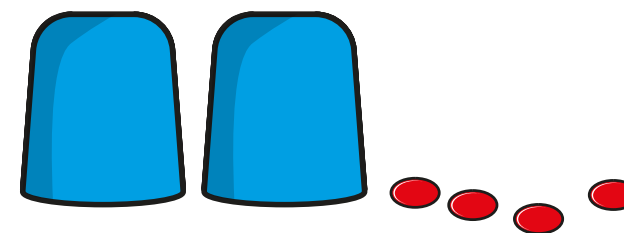
=

- 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.



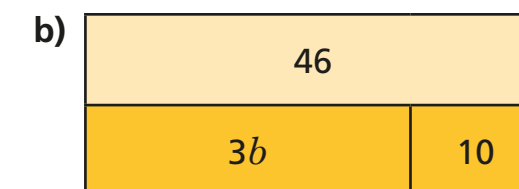
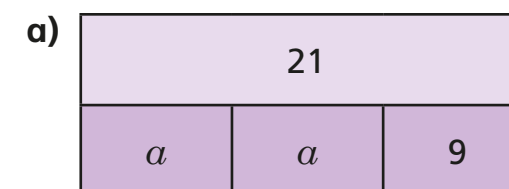
- a) Use y to represent the number of counters under each cup.
Write an equation in terms of y .

- 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) $4 + 3y = 28$

$y =$

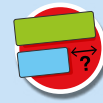
6 Dani thinks of a number.

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.

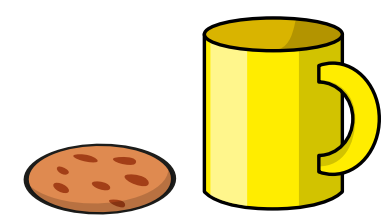
$$x + y = 12$$

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.

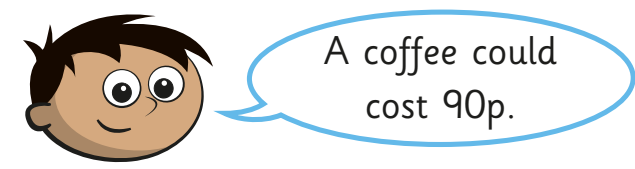


- a) What could the cost of each item be?

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 .

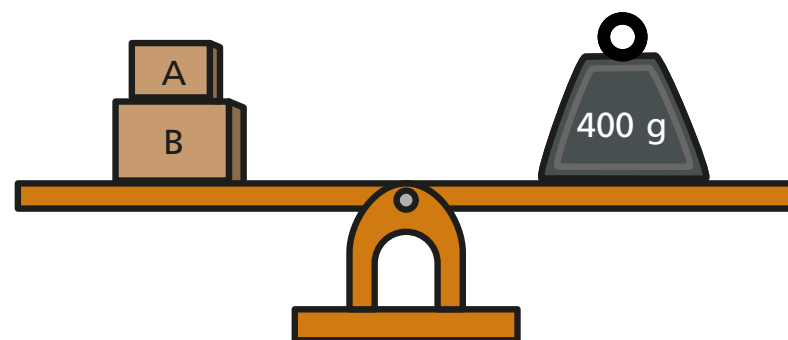
c								
d								
$c - d$								

- 5 a and b are integers.

$$ab = 24$$

List all the possible values for a and b .

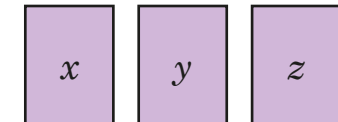
- 6 Some scales are balanced.



What could the masses of the boxes be?

A = B =

- 7 Rosie has three number cards.

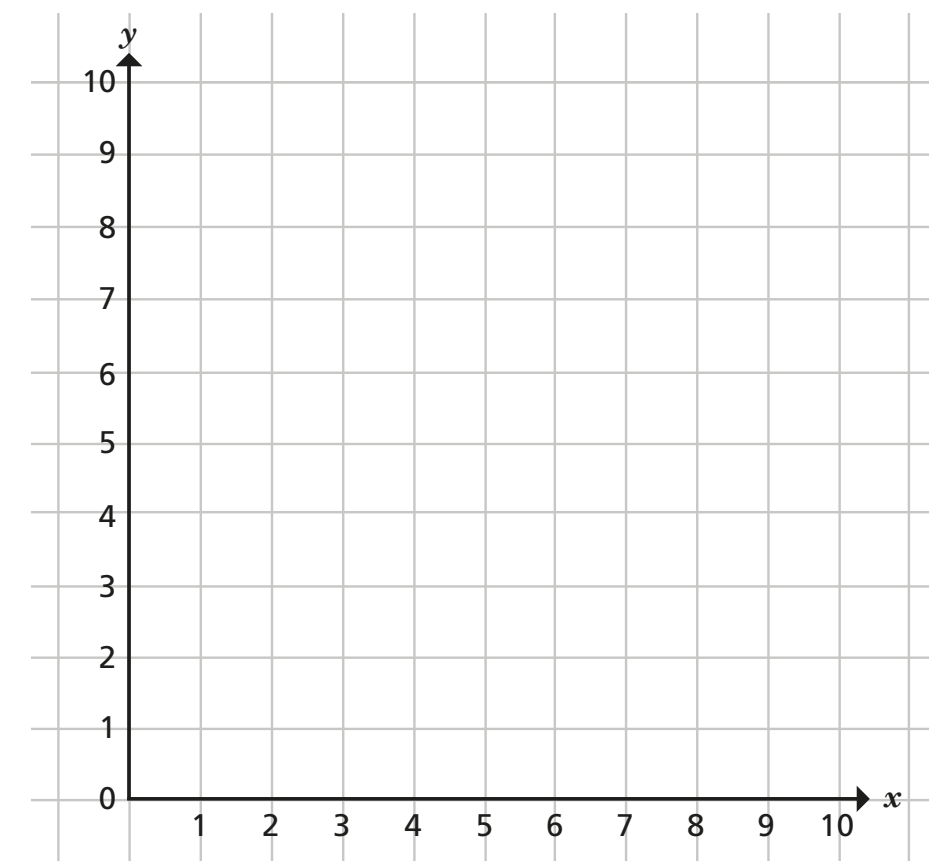


- The sum of the cards is 12
- x is greater than y and y is greater than z .
- All the numbers are greater than zero.

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)



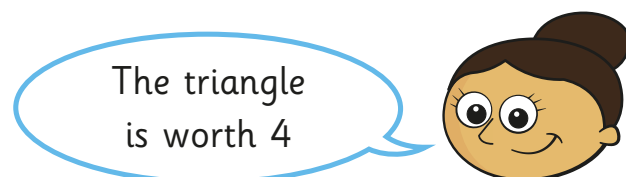
Dexter

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 .

$$x = 20, y = 20$$

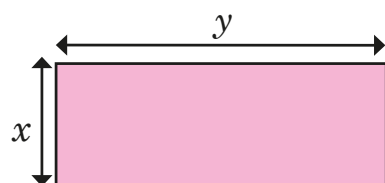
$$x = 10, y = 20$$

$$x = 20, y = 10$$

$$x = 35, y = 70$$

$$y = 90, x = 45$$

- 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 – Pirates ‘n’ Pistols – Week 2

Day 6 (video lesson)

L.O. To explore a character

>Re-read the start of our story from last week. (Read the whole section)

These are the first few lines:

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.

>So, who is the tenth man? Jot your ideas down below:

>Which one of your ideas sounds the most likely, considering what we know about Sneerstout?

>Read the next section of the story to find out...

And so to the tenth man. To be blunt, the tenth man wasn't needed. The Octopus was a fine ship; but a small one, with just enough room for the crew that Sneerstout had hired. So why was this extra man aboard?

It was the night before the Octopus set sail. The crew were getting the ship ready to leave, having already brought their own belongings aboard, when a gentleman appeared on the quay. He was smartly dressed in a frock coat and lace and he carried bags with him. He seemed out of place among the dockworkers and fishermen.

'Permission to come aboard, Sir,' he hollered and set off up the gangplank without waiting for a reply.

Sneerstout stood before him with his hands held at the hip, but Doctor Percival seemed not the slightest bit overawed by the might of the man. He peered over his glasses and smiled.

'Ah, there you are, my fine fellow,' he said. 'Allow me to introduce myself. My name is Doctor Percival and I am a scientist and botanist. A student of plants.'

>Around the picture below, jot down what we have learnt about Dr. Percival.

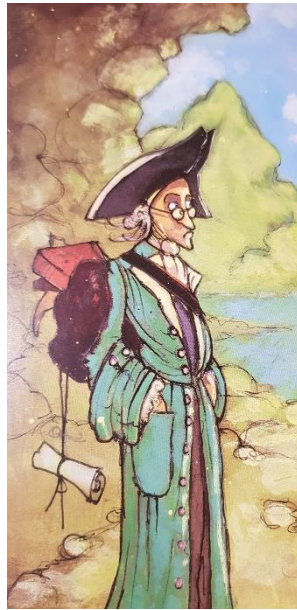
-Facts

-How he acts

-What he says /how he says it

-What we can work infer (work out) about him

-Any questions you have



>Compare the characters of Sneerstout and Dr. Percival – looks, personalities, characteristics, the way they talk, dress, act...

Sneerstout	Dr. Percival

Day 7 (video lesson)

L.O. To make predictions

>Summarise our story so far. (Who, what, when, where, why?)

>Using what you have learned so far, make a prediction about what you think is going to happen in the rest of the story:

>Read the next section of the story:

And he went on to explain that he wanted to go in search of new species to create medicines for his practice. Not being a seafaring man, he knew nothing of the oceans and sailing and so he was looking for a ship's company to take him abroad.

Sneerstout snorted and jeered at the man. He was not a transport service and he cared little for Dr. Percival's quest. And because Sneerstout didn't feel like taking the doctor, he was asked to leave the ship. But money talks, and Sneerstout was a man to listen to it.

The doctor made him a handsome offer to come on board. And it was even more handsome by the time Sneerstout had doubled and trebled it.

And so, odd as it seemed to the rest of the crew, Doctor Percival joined the men on board.

The journey began well. The weather was bright and a good wind sent the vessel on its way. The men were in good spirits and even Sneerstout seemed to relax as they sailed smoothly under a hot sun across the endless ocean.

It has to be logged that Doctor Percival spent most of his time below deck. He stood at the helm when they left port but only for a short time. It was soon obvious that he was a hopeless sailor and he was very seasick. He explained to Sneerstout that he would be spending time below deck to recover, and to everyone's amusement, from then on he only ventured out when the sea was at its calmest, looking pale and drawn.

Doctor Percival kept his distance from the crew. He ate alone in his cabin and spent much of his time writing in his diary along the way. Now and then, he would surface to take in a gulp of sea air and bid the crew a good day. But before long the rocking and swaying of the boat would send him scurrying below again.

The other nine men spent their days at the capstan bars and the help, the rigging and the crow's nest. At night they retired to the cabin and made foolery, or sat drinking Sneerstout's grog and listening to tales of his wild adventures.

Sneerstout boasted how he had gained his riches and many of his stories of the seven seas made uneasy listening, even to his crew, for his tales were grim and tasteless, full of mindless cruelty and sudden death.

In the days ahead, the journey drew to a close and land appeared out of the ocean. Excitement filled the deck. It had been an agreeable journey and the prospect of riches filled Sneerstout with excitement.

I shall not bore you with the details of how the ship's company came ashore and made camp, but in short, there was soon a fire burning and wood smoke curling up from the beach. Shelter was assembled while the boat listed lazily in the bay, its anchor pitted in the white sand.

Then Doctor Percival made an announcement. He was delighted to feel his feet touching dry land (although he was already dreading the journey home) and if they would excuse him, he set about hunting for plants. Immediately he took out glass bottles and tubes, began setting up his instruments and soon set out on his quest.

Doctor Percival came late to the camp, He was quiet and made nods here and there, politely thanking the crew for food and drink.

The following day was the one that brought surprise. The crew awoke to Sneerstout pacing up and down, measuring steps and looking at his map. He spent a good while mumbling to himself and reading through his papers over breakfast.

By midday, his crew were sweating as they dug a huge hole, as deep as a man is high. But it was not deep enough. Sneerstout was cursing. 'Keep going, you scum,' he yelled. 'And careful. There's gold in that pit.'

At long last, the shovel speared a chunk of half-rotted wood. A ship's casket showed itself, emerging slowly from the sandy earth. It took all nine of them and all their strength to haul the container out of the hole with rope and pulleys, such was the weight of the prize.

It was at that moment that Doctor Percival appeared. He was reading his notes and he seemed not to notice the huge, now empty hole, until some shouted, 'Ahoy there, landlubber! Watch where you're putting your feet!' He turned to greet them.

'Well, well gentlemen! My goodness. It seemed you had a better day than me,' he said, peering over the top of his spectacles.

>What is your prediction now?

>Here is the next paragraph:

Now, as I said at the beginning, Sneerstout was the worst of pirates. He was reckless, unpredictable and cruel. But this story is not only about him. It is also a tale of those who take us by surprise. Whom we would never suspect of ill doing. The ones who perhaps we had seen as mild and gentle. Trustworthy, even.

>What do you think now?

>Now finish the story:

Doctor Percival took a shovel and dug it firmly into the back of Sneerstout, sending him head first into the empty pit. And then, amid his muffled shouts and screams, the doctor filled in the hole with the help of the crew from the Octopus. He also threw in his useless plants and notebooks and scientific instruments, as they carried on shovelling and kicking dirt into the grave.

Then Doctor Percival turned to his men and shook their hands. A job well done deserves a fine reward and there was enough gold in the casket to share between everyone, and enough grog aboard the Octopus to last the journey home.

>Surprised? What happened? Was your first prediction correct?

>So, who was the tenth man, man really?

>What type of story was this?

If you haven't worked it out yet, we are looking at mystery stories... with a twist!

Day 8

L.O. To retell a story

>Summarise the story, 'The Tenth Man,' in your own words.

>Here is a summary of the story, but it is out of order. Re-arrange the sections of the text so it is in the correct order. What clues can you use to help you?

A nerdy-looking scientist asks to travel with the pirates so he can study plants. He pays Sneerstout a lot of money to come on board.	The ship arrived at its destination and the pirates made camp. Doctor Percival went off on his quest.
The journey went well. The pirates shared stories of their adventures.	A pirate called Sneerstout hires a crew to sail with him on a job that will involve digging.
The following day, Sneerstout got his crew to start digging, deeper and deeper, until they reached a wooden box.	Dr. Percival takes a shovel and digs it into Sneerstout's back, knocking him into the hole and then burying him.
Ten men went to sea. Nine of them knew that one would not return.	Dr. Percival doesn't travel well and spends most of journey unwell in his cabin.
Dr. Percival returns just in time to see the crew hauling out a container filled with gold.	Dr. Percival shares out the gold between the crew and they sail back home.

>Now you have the plot points in order, use them to retell the story in more detail, embellishing the details and creating a sense of mystery.

>Video yourself retelling the story and submit this to your ClassDojo portfolio page.

Lesson 9(Live Lesson)

L.O. To develop a character

As you start developing your own mystery stories with a twist, you need to think of an interesting character.

Here are some pictures of some potential characters:



>Select a character. Start by looking closely at their appearance

>What do they look like? What does this tell you about their personality?

Exploring your character:

Question and answer	What does this tell you about the character?
What are they wearing?	
What are their eyes like?	
What is their hair like?	
What is their mouth like?	
What is their voice like?	
How would they order a drink at a tavern?	
How would they show they were happy?	
What is their most prized possession?	
What habits do they have?	
What hobbies do they have?	
Who is the closest person in their life?	

>Start developing their 'twist potential'. Do they have a secret? What have they not told the closest person in their life?

>Final job – come up with a SUITABLE character name. (Think back to naming our scientists). A name that suits their personality.

Lesson 10

L.O. To develop contrasting characters

>Look back at our comparison of Dr. Percival and Sneertstout from Lesson 6. Remember how different they were.

>If you have not already done so, decide if your character from last lesson is a genuine or a twist character.

>You now need to create your 'opposite' character e.g. if you have created a genuine character, then create your twist character and vice versa.

Question and answer	What does this tell you about the character?
What are they wearing?	
What are their eyes like?	
What is their hair like?	
What is their mouth like?	
What is their voice like?	
How would they order a drink at a tavern?	
How would they show they were happy?	
What is their most prized possession?	
What habits do they have?	

What hobbies do they have?	
Who is the closest person in their life?	

>Come up with a suitable name for your character

>Complete this character-comparison table

	Genuine character	Twist character
Name		
Characteristics		
Actions (What they do)		
How they speak		
What will your reader think of this character?		

Reading Masters - Treasure Island (extract)

The Old Sea-Dog at the 'Admiral Benbow'

I remember him as if it were yesterday, as he came plodding to the inn door, his sea-chest following behind him in a hand-barrow; a tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat; his hands ragged and scarred, with black, broken nails; and the sabre cut across one cheek, a dirty, livid white. I remember him looking round the cove and whistling to himself as he did so, then breaking out in that old sea-song that he sang so often afterwards:

‘Fifteen men on the dead man’s chest –

Yo-ho-ho, and a bottle of rum!’

in the high, old tottering voice that seemed to have been tuned and broken at the capstan bars. Then he rapped on the door with a bit of stick like a handspike that he carried, and when my father appeared, called roughly for a glass of rum. This, when it was brought to him, he drank slowly, like a connoisseur, lingering on the taste, and still looking about him at the cliffs and up at our signboard.

‘This is a handy cove.’ Says he, at length; ‘and a pleasant sittytated grog-shop. Much company, mate?’

My father told him no, very little company, the more was the pity.

‘Well then,’ said he, ‘this is the berth for me. Here you, matey,’ he cried to the man who trundled the barrow; ‘bring up alongside and help up my chest. I’ll stay here a bit,’ he continued. ‘I’m a plain man; rum and bacon and eggs is what I want, and that head up there for to watch ships off. What you mought call me? You mought call me captain. Oh, I see what you’re at – there’; and he threw down three of four gold pieces on the threshold. ‘You can tell me when I’ve worked through that,’ says he, looking as fierce as a commander.

Retrieval: Treasure Island



1. What was the name of the 'grog-shop' (pub/tavern)?
2. What caused the scar on the sailor's cheek?
3. What is the sailor's favourite drink?
4. True or false?
 - ___ The sailor had a hook for a hand.
 - ___ The sailor had dirty nails.
 - ___ The tavern was very busy.
 - ___ The sailor is called 'Captain.'

Vital Vocabulary: Treasure Island



1. Find 3 examples of words we would consider to be 'pirate language.'
2. What does the phrase, 'like a connoisseur,' tell us about **how** the sailor drinks his rum?
3. What are the correct forms of the following words?
 - sittyated
 - mought
 - matey
4. In the first paragraph, find and copy one word which means **moved slowly**.
5. In the last paragraph, find the word **trundled**. Which of the following words is closest in meaning to the word **trundled**?
 - shuffled squeezed pulled slid

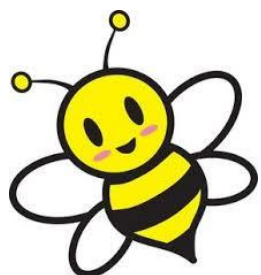
Thinking Caps: Treasure Island



1. Do you think the narrator likes the sailor? Use evidence from the text to support your answer.
2. How does the author show the sailor talks with an accent?
3. Why do you think the sailor decides to stay at the tavern?
4. It is widely though that the character described in this passage is what everyone now thinks all pirates were like (a stereotype). Do you agree? Use evidence from the text and your own knowledge to support your answer.



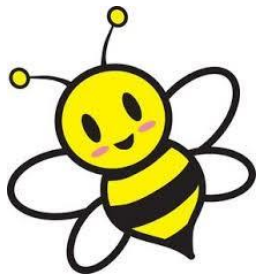
dessert	stationery	complement	principle	prophet
desert	stationary	compliment	principal	profit
superstar	television	bicycle	antiseptic	transform
supermarket	telephone	biannual	antifreeze	transport
graph	graphics	phone	phonetic	headphone
grapheme	autograph	phoneme	xylophone	microphone
available	average	awkward	conscience	controversy
symbol	bruise	bargain	cemetery	category
desperate	definite	environment	embarrass	foreign



Spelling Rules: → homophones

→ generating words from root words

→ generating words from prefixes



Spelling Rules: → homophones

→ generating words from root words

→ generating words from prefixes

R.E. Lesson 6

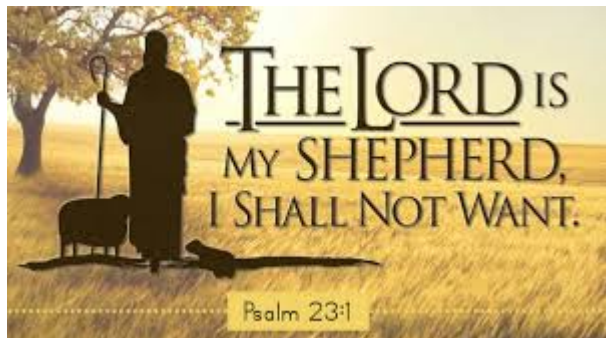
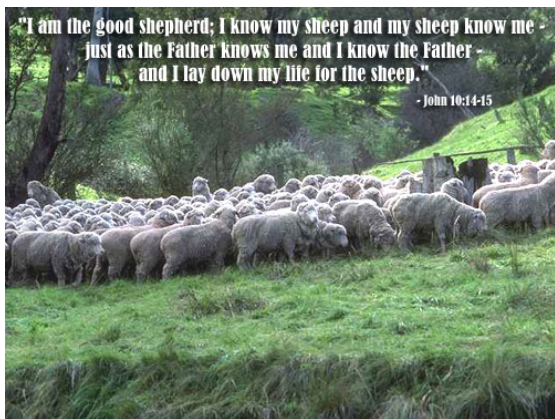
LO understand how Jesus can be seen as a “Good Shepherd” and investigate the Christian shepherd/sheep metaphor

The good shepherd.

In the gospel John 10. 14-15 , Jesus says “I am the good shepherd.”

Also Psalm 23 refers to the Lord as my shepherd.

- There are any other references to shepherds and sheep too, can you find any others?



- Find out what a traditional shepherd does and how they care for their sheep.



- Then your task is to create two comparison pictorials or lists “What makes a good shepherd?” / “Why is Jesus a good shepherd?” making direct contrasts where possible e.g. physical food and spiritual food.

L.O. To know and identify how animals and plants are adapted to suit their environment in different ways

- Starter question: What is a biome? Visit this website to find out:
<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p>

Describe the following biomes:

Biome	Features
Savannah 	
Desert 	
Tropical rainforest 	
Woodland 	
Tundra 	

- Over time, plants and animals have adapted to survive better in their biome.
- Take a cactus plant you might find in a desert and a kapok tree you might find in a rainforest: (Think about how their adaptations link to their biome)



Adaptations of cacti:

- Deep, long roots to access any nearby water.
- Spines – so the plant doesn't lose water through its leaves. Also provide protection from animals eating it!
- Thick, waxy skin – prevents it from losing water.
- Stores water in its stems.

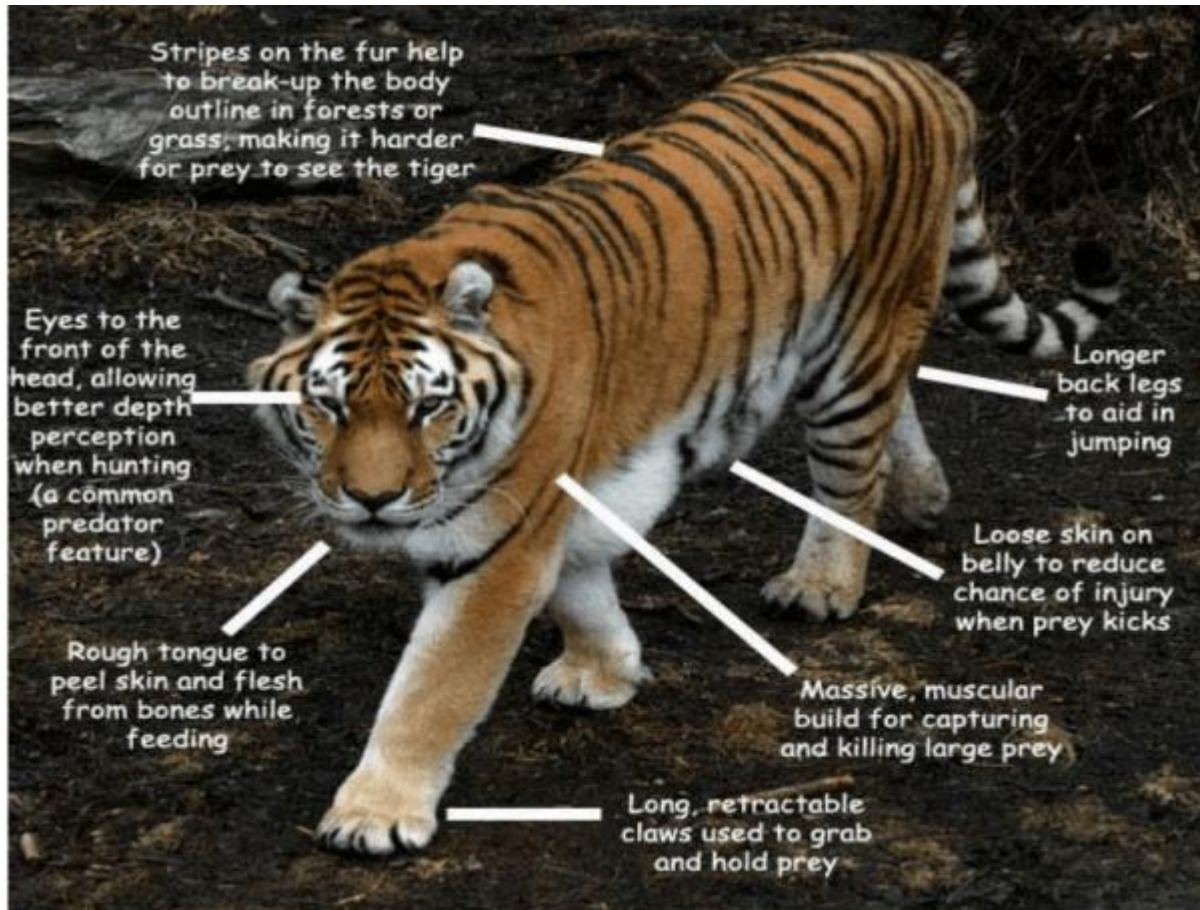
Adaptations of Kapok trees:

- Tall tree trunks - to allow leaves get the most sun.
- Smooth trunks to let water flow away easily.
- Drip tips – points of leaves for water to drip off easily.
- Big buttress roots to keep the tree upright (doesn't need deep roots).

- What do you notice about their adaptations?
- Visit this website to find out more about adaptation:
<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j>
- Plants aren't the only living thing that adapt to suit their environment – animals do too.
- Look at these foxes – they are the desert fox (Fennec) and the arctic fox. Can you spot some of their adaptations?



- Pick 2 different animals from 2 different biomes. Research and find out their adaptations. Some animals you may wish to use: camel, giraffe, lion, polar bear, penguin, tree frogs, geckos...
- Can you present your work in an interesting or colourful way?



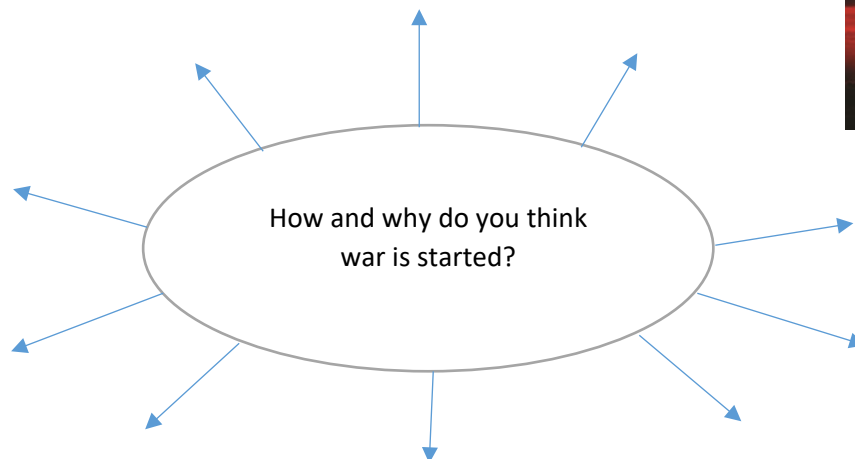
Wars of the World

Lesson 1

Catalyst Question:

How and why do you think a war is started?

Task 1: create your own mind map to answer the above question. Can you record ten different ideas?



Task 2: create a piece of remembrance art.

Although remembrance day was on the 11th November, we can still remember the fallen soldiers throughout the year. Although we haven't learnt anything about the topic as yet we felt it was important to start with an act of remembrance.

Your task is to create a piece of art which signifies remembrance. It may or may not include poppies. Try to think about the message the picture will give. Does it represent remembrance? Below are a few examples. You may choose to create something different.



War of the World

Lesson 2

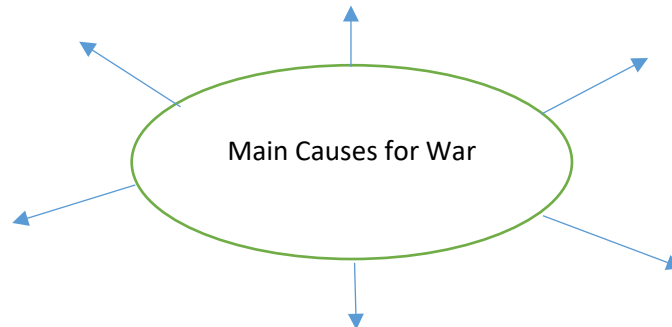
L.O. to know and understand why wars occur.

L.O. to summarise the Israel and Palestine conflict.

Key Questions:

Which is better, chocolate or crisps? Explain your reasons.

What do you think are the main causes for war? Create yourself a mind map.



Read through the following website: <https://owlcation.com/social-sciences/The-Main-Reasons-For-War> and then add the reasons to your mind map.

A specific example where an argument over territory is the main cause of conflict is the Gaza strip.

What do you know about this conflict?

You can find out more information on the following website:

<https://kids.britannica.com/kids/article/Palestine/353592>

Task 1:

Read through the information about the conflict between Israel and Palestine. Take a few notes as you go. Once you feel you know enough about it, write a short summary. You might want to use the same sub-headings as they used on the website.

Again, submit your work to class dojo. 😊