

Wednesday 2nd February 2022 2-2-22

Handwriting and Spelling

Write each word three times.

After each word has been written, put it into a sentence that shows its meaning.

Word of the Day = **conserve**.

reliable

What does it mean?

suitable

Does it have more than one meaning?

sociable

Which word type is it?

remarkable

How do we use it?

incapable

Literacy

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I can plan for my story and collect useful phrases.

So, think through about your story process so far...

- Think about your setting.
- Think about your characters.
- Think about your dilemma.

We have looked at settings and character descriptions. Today, let's think about how to build that build-up, up! What skills do you think have been used to create tension? Write a list of them.

At last everything quietened: the last teacher's car drove from the car park, the lights flickered off and darkness fell. After a few, breathless moments, when nothing but silence filled the school, Emlyn emerged from the dusty maths cupboard. He pressed himself tightly to the corridor wall and slid stealthily along it. The beady eye of the sleepless movement detector gazed towards him. It blinked.

Emlyn froze. One more blink from that lidless eye and the alarm would screech. Time ground to halt. One more second... The red eye blinked off. Breathing nervously, Emlyn took a breath and began to squirm down the corridor once more. Could he at last get to the library, where the tools he needed were kept in a drawer, and open the lock?

Turning the corner of the corridor - heart racing - Emlyn was just a few metres from his destination. Suddenly, a swathe of light cut across the darkness. "Hide, hide!" Emlyn thought. But where? The alarm's eye blinked.

Sprinting along the endless corridor, Emlyn (whose heart was pounding wildly) felt the lock slip from his hand. It smashed on the floor and sprang open.

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I can plan for my story and collect useful phrases.

Your task today is to decide how your story will end.

If we do this, we know where our story has got to get to.

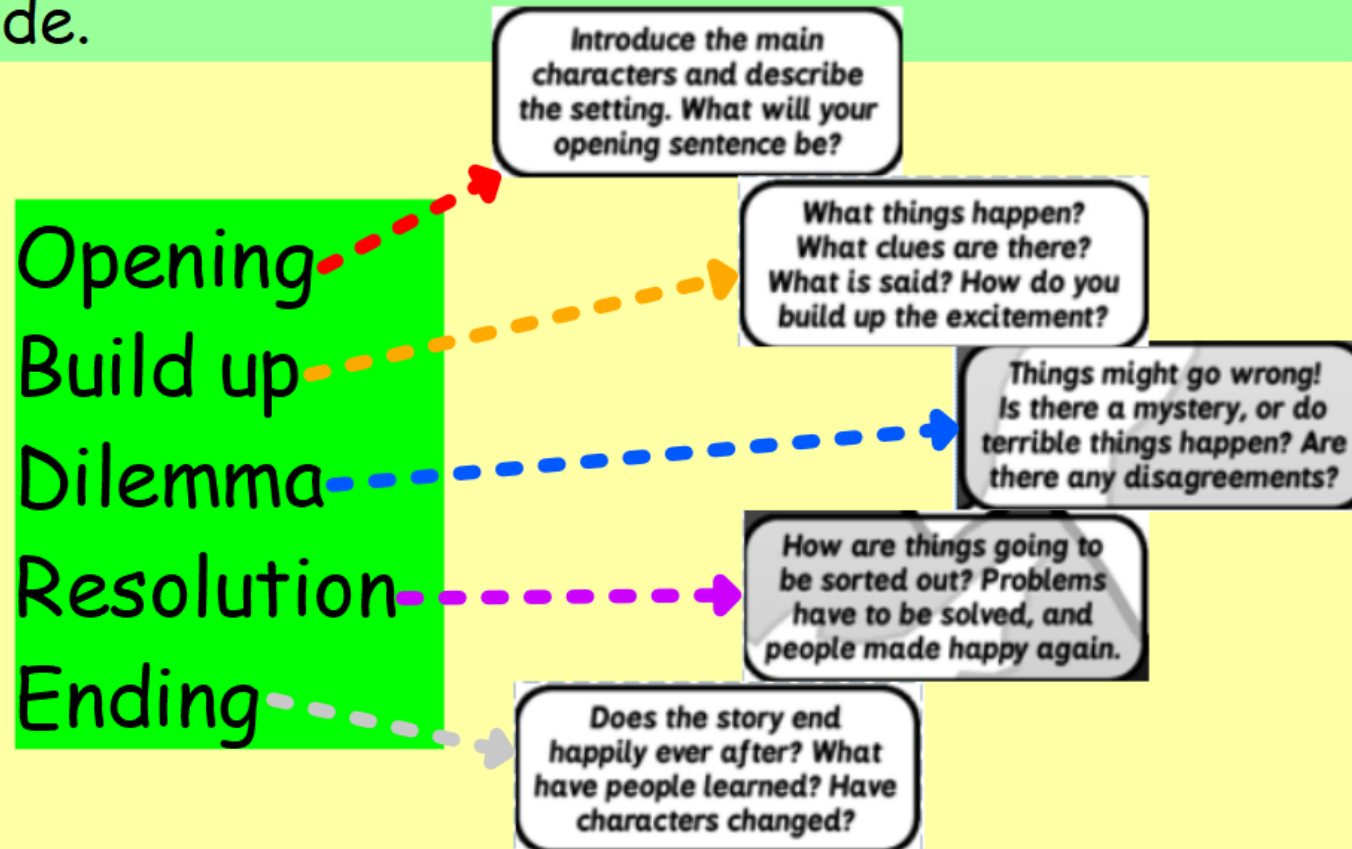
We'll need to make decisions about the stages on the next slide...

Your task...

Plan for your story. Begin with deciding what the **dilemma** is.

Use the stages below as subheadings.

For each of them, make notes about what you will include.



Year Six Maths

Week 4 - Percentages

Lesson 3 - I can calculate any percentage of a number.

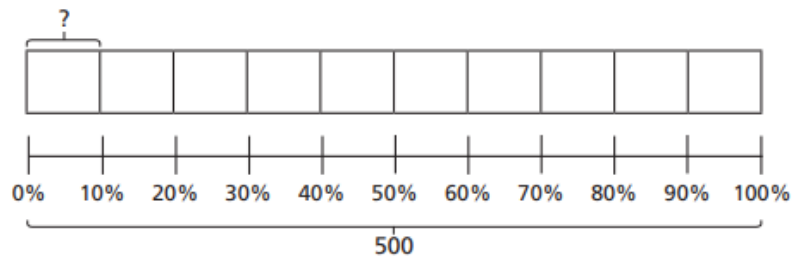
Videos to support the task can be found here.

<https://vimeo.com/497643107>

The worksheets for the lesson can be found below.

Percentage of an amount (2)

- 1 a) Use the bar model to find 10% of 500



10% of 500 =

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 =

70% of 500 =

90% of 500 =

60% of 500 =

30% of 500 =

100% of 500 =

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 =

d) 5% of 2,000 =

b) 5% of 400 =

e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?

3

- Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340





I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = d) 15% of 1,000 =

20% of 550 = 15% of 300 =

20% of 40 = 15% of 30 =

b) 90% of 1,000 = e) 55% of 1,000 =

90% of 4,230 = 55% of 4,400 =

90% of 90 = 55% of 8 =

c) 60% of 1,000 = f) 40% of 1,000 =

60% of 400 = 40% of 400 =

60% of 98 = 40% of 98 =



5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 25% of 60 =

40% of 20 = 60% of 25 =

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.

History

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I know what a Mayan city looked like.

What buildings would you expect to see in a city? Use the weblink and the next few slides to find out about Mayan buildings

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-ks3-what-did-maya-houses-and-buildings-look-like/zbjvrj6>

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I know what a Mayan city looked like.



Use the websites below to find out more about the cities and their buildings.



<https://mayas.mrdonn.org/cities.html>

<https://www.dkfindout.com/uk/history/mayans/mayan-cities/>

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I know what a Mayan city looked like.

Your task:

Use what you've seen and read of Mayan cities, **carefully** sketch an image of the centre of a Mayan city and label.

Use annotations to explain the purpose of the buildings.