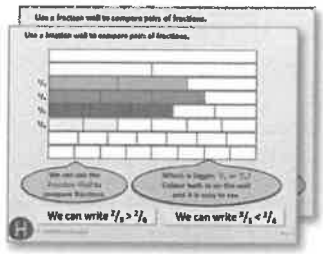
Week 6, Day 1

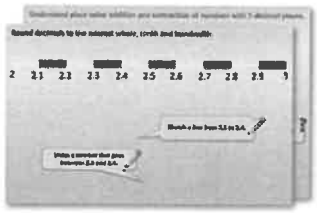
Use mental strategies to multiply by 5, 20, 6, 4 and 8.

Each day covers one maths topic. It should take you about 1 hour or just a little more.

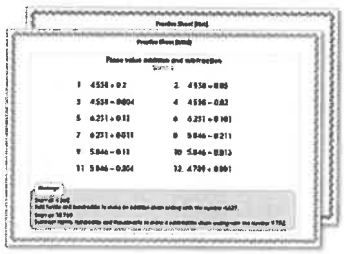
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



OR start by carefully reading through the **Learning Reminders.**



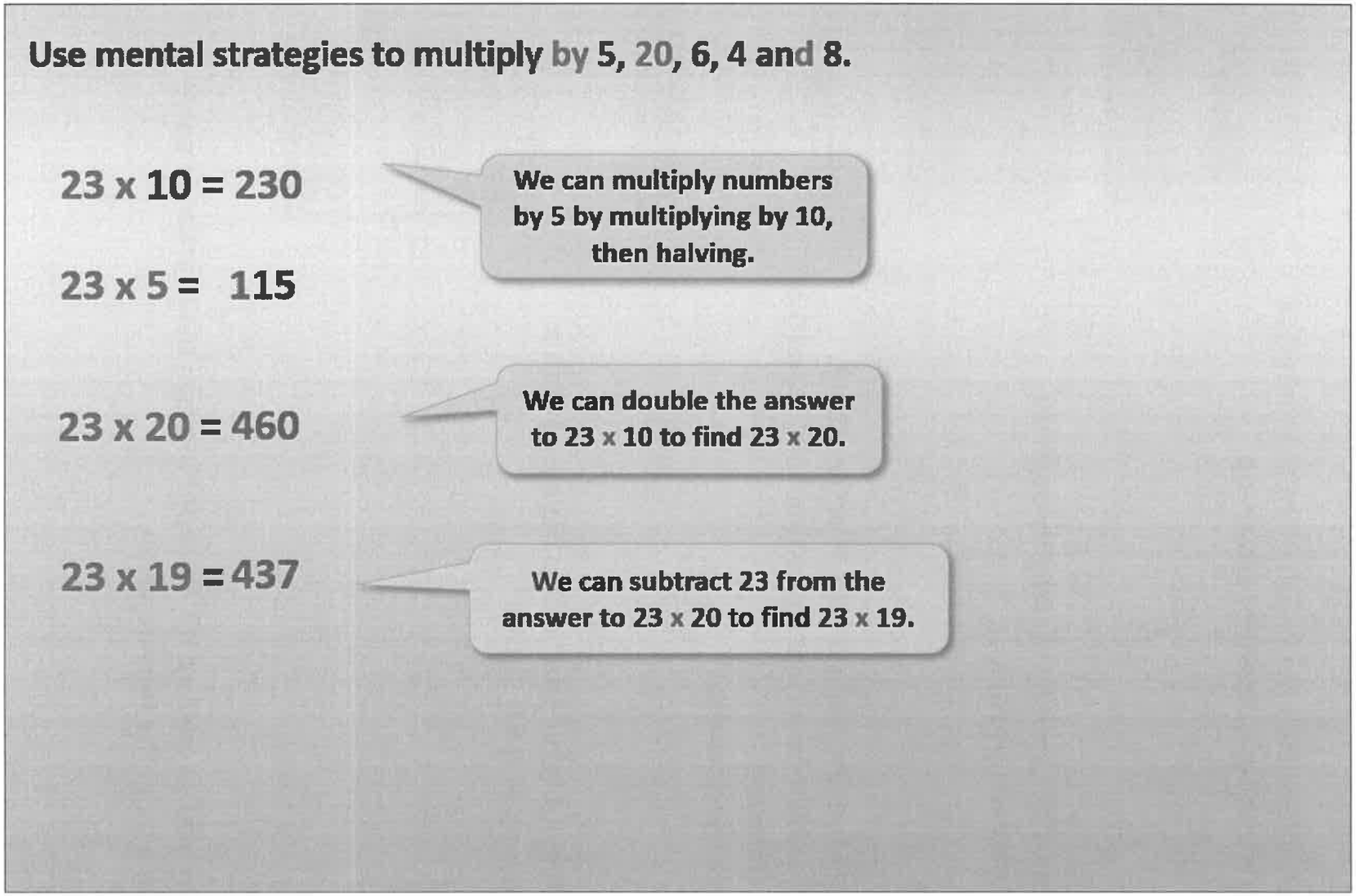
2. Tackle the questions on the **Practice Sheet.**
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



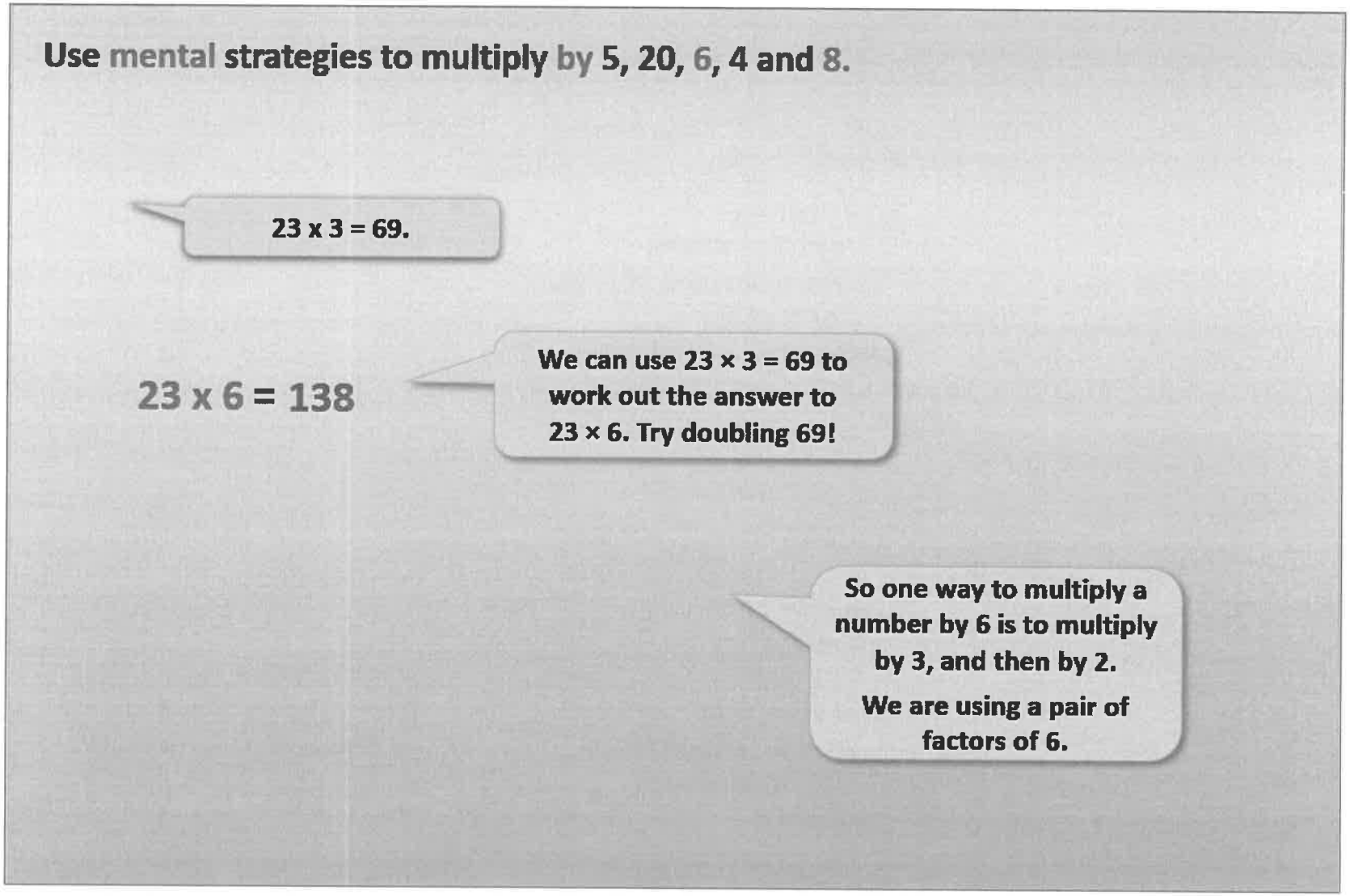
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

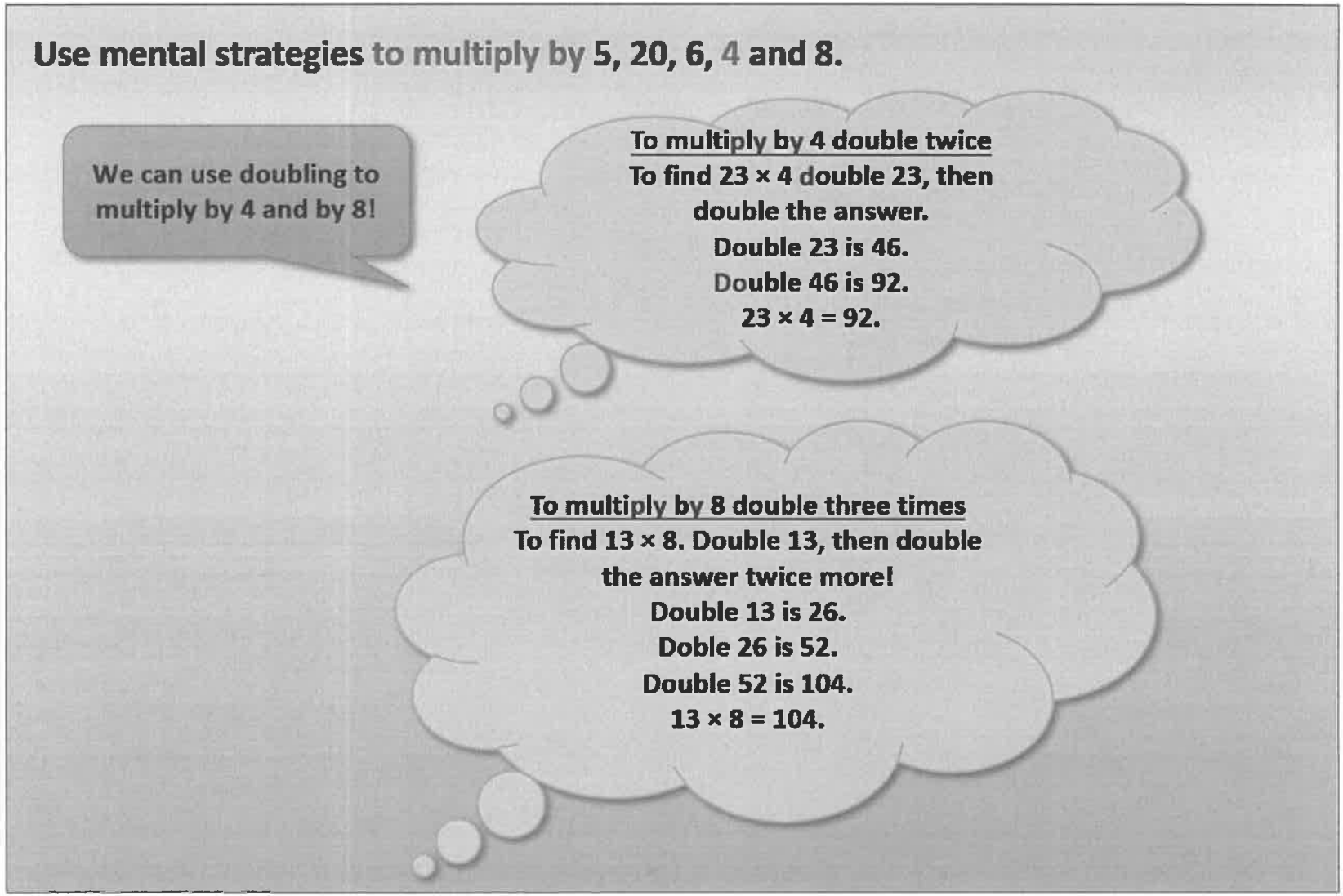
Learning Reminders



Learning Reminders



Learning Reminders



Practice Sheet Mild
Using mental strategies to multiply

1. Solve these:

   34 × 10 34 × 2 34 × 3

2. Use your answers from question 1 to make it easy to solve these:

   34 × 5 34 × 20 34 × 4 34 × 8 34 × 6

3. Use similar strategies to solve the following:

   62 × 5

   51 × 20

   43 × 6

   31 × 4

   26 × 8

Note down what you did to find the answer to each question, e.g. 'Multiplied by 10 and then doubled'.

Challenge

Does 24 x 30 give the same answer as 34 x 20?
Make a prediction.
Use mental strategies to solve each multiplication and test your prediction.

Practice Sheet Hot
Using mental strategies to multiply

1. Solve these:

   36 × 10 36 × 2 36 × 3

2. Use your answers from question 1 to easily solve:

   36 × 5 36 × 20 36 × 4 36 × 8 36 × 6

3. Use similar strategies to solve the following:

   76 × 5

   64 × 20

   53 × 6

   82 × 4

   37 × 8

   153 × 5

   240 × 20

   In each case note down what you did to find the answer, e.g. 'Multiplied by 10 and then doubled'.

4. Does 24 x 30 give the same answer as 34 x 20?
   Make a prediction.
   Use mental strategies to solve each multiplication and test your prediction.

Challenge

Can you find a strategy for quickly solving these:
36 × 50 36 × 200 36 × 60

(Hint! Look at what you already know.)

Practice Sheets Answers

Using mental strategies to multiply (mild)

1. 34 × 10 = 340
   34 × 2 = 68
   34 × 3 = 102

2. 34 × 5 = 170
   34 × 20 = 680
   34 × 4 = 136
   34 × 8 = 272
   34 × 6 = 204

3. 62 × 5 = 310
   51 × 20 = 1020
   43 × 6 = 258
   31 × 4 = 124
   26 × 8 = 208

Challenge

30 x 24 = 720. 20 x 34 = 680

Using mental strategies to multiply (hot)

1. 36 × 10 = 360
   36 × 2 = 72
   36 × 3 = 108

2. 36 × 5 = 180
   36 × 20 = 720
   36 × 4 = 144
   36 × 8 = 288
   36 × 6 = 216

3. 76 × 5 = 380
   64 × 20 =1280
   53 × 6 = 318
   82 × 4 = 328
   37 × 8 = 296
   153 × 5 = 765
   240 × 20 = 4800

4. 30 x 24 = 720 20 x 34 = 680

Challenge

36 × 50 = 180 36 × 200 = 7200 36 × 60 = 2160
Students should notice that these multiplications are similar to the first three multiplications in Question 2, except the second number has been multiplied by ten. This means that students simply need to add on a zero to the answers they already have.

A Bit Stuck?
Moving multiplications

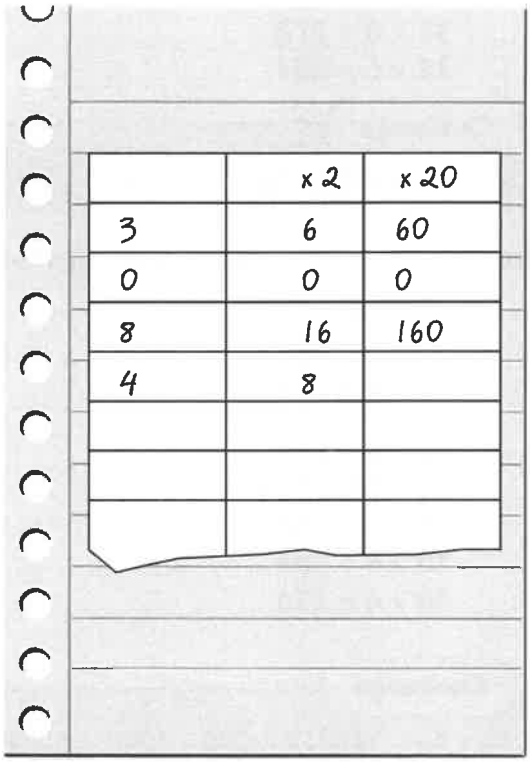
Work in pairs

Things you will need:

- A set of 0 to 12 cards
- Multiples strips
- A pencil

What to do:

- Choose a pair of times tables. Find that table.
- Shuffle a pack of 0 to 12 cards and place face down.
- Turn the cards over one at a time.
- Write the number in the left column of the table.
- Multiply that number by the two numbers in the table, e.g. 2 and 20.
- Write the answers on the table.
- Repeat with another pair of tables.



	x 2	x 20
3	6	60
0	0	0
8	16	160
4	8	

S-t-r-e-t-c-h:

Try and fill in ALL the tables!

Learning outcomes:

- I can use times tables and place value to multiply by 20 and 50.
- I am beginning to multiply by 30 and 40.

A Bit Stuck?
Moving multiplications

	x2	x20

	x5	x50

A Bit Stuck?
Moving multiplications

	x3	x30

	x4	x40

Investigation
Mega mental multiplications

1. Make a bank of useful calculations...
   Write the answer to:
   - 42 × 10
   - 42 x 3
   - 42 x 2

2. Use these to solve at least 5 of the following multiplications:
   42 x 5
   42 x 6
   42 x 20
   42 x 12
   42 x 19
   42 x 8
   42 x 11

Explain your mental strategy for each calculation you chose.

42 x 6

42 x 3 can be completed mentally by partitioning:

(40 x 3) + (2 x 3) = 120 + 6 = 126

Doubling this product gives the answer to 42 x 6:

double 126 = 252

3. Now try the same thing with 62.

4. Now try the same thing with 123.

Challenge

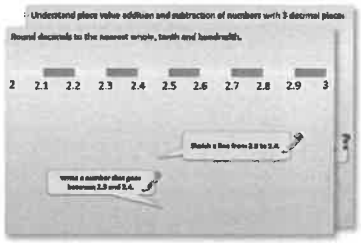
Can you suggest a strategy to multiply a number by 15? Try it with four different starting numbers.

Week 6, Day 2

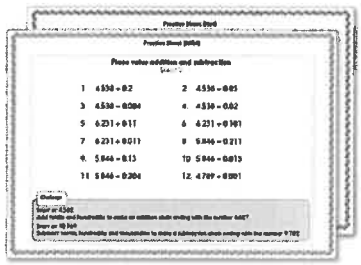
Use mental strategies to divide by 5, 20, 6, 4 and 8.

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



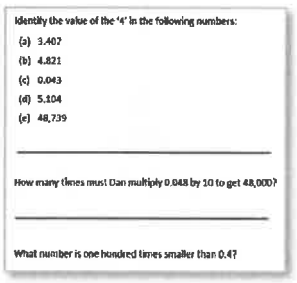
2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

5. Have I mastered the topic? A few questions to **Check your understanding**.
   Fold the page to hide the answers!



Learning Reminders

Use mental strategies to divide by 5, 20, 6, 4 and 8.

240 ÷ 10 = 24

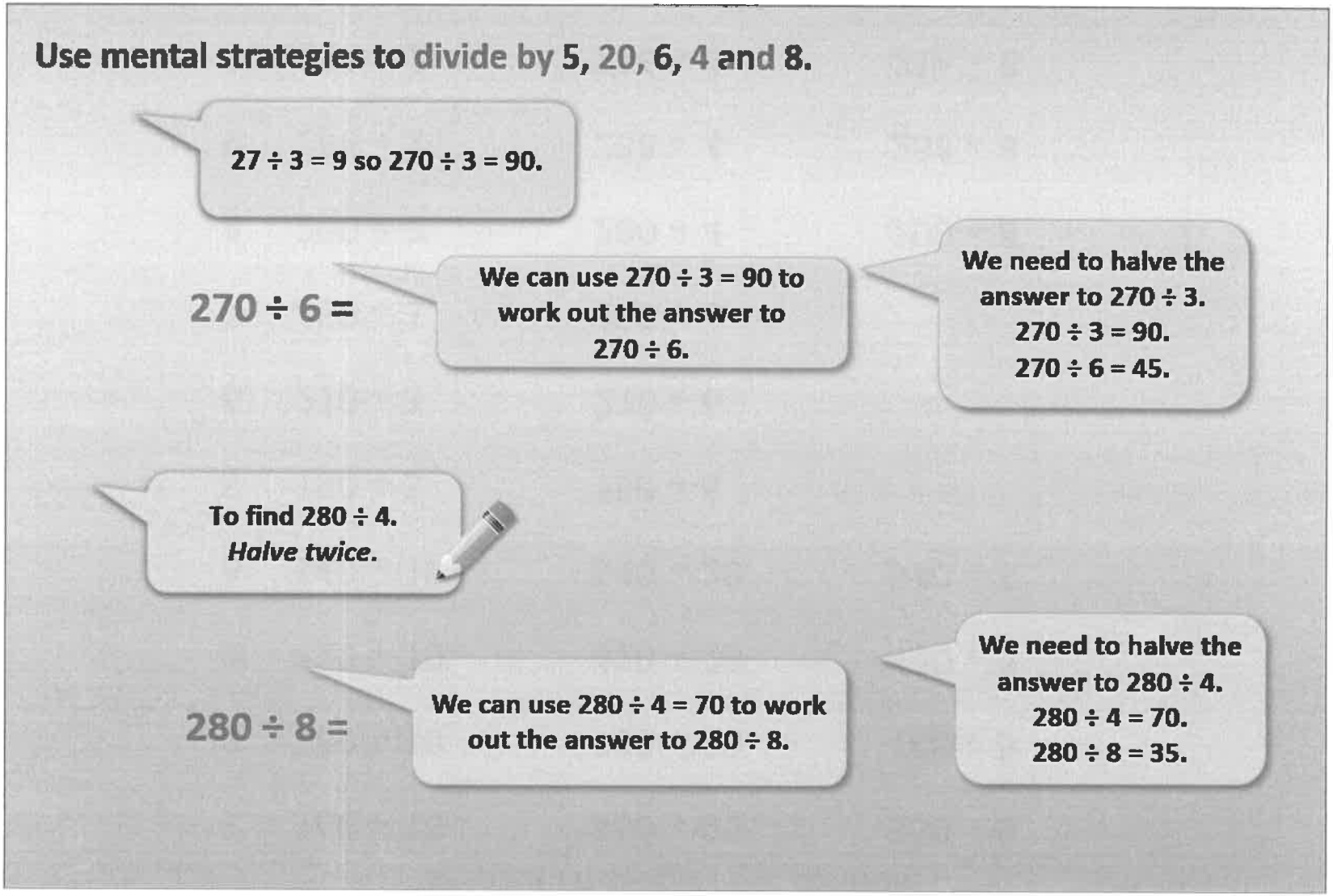
240 ÷ 5 = 48

We can divide numbers by 5 by dividing by 10, and then doubling.
We can double the answer to 240 ÷ 10 to find 240 ÷ 5.
If a number is split into smaller groups, there will be more groups, so dividing by a smaller number gives a bigger answer.

240 ÷ 20 = 12

We can divide numbers by 20 by dividing by 10, and then halving.
We can halve the answer to 240 ÷ 10 to find 240 ÷ 10 .
If a number is split into bigger groups, there will be fewer groups, so dividing by a bigger number gives a smaller answer.

Learning Reminders



Practice Sheet Mild
Mental strategies for division

1.	360 ÷ 10	360 ÷ 20	360 ÷ 5
2.	180 ÷ 10	180 ÷ 20	180 ÷ 5
3.	420 ÷ 10	420 ÷ 20	420 ÷ 5
4.	540 ÷ 10	540 ÷ 20	540 ÷ 5
5.	150 ÷ 3	150 ÷ 6	
6.	210 ÷ 3	210 ÷ 6	
7.	450 ÷ 3	450 ÷ 6	
8.	200 ÷ 2	200 ÷ 4	200 ÷ 8
9.	288 ÷ 2	288 ÷ 4	288 ÷ 8
10.	216 ÷ 2	216 ÷ 4	216 ÷ 8

Practice Sheet Hot
Mental strategies for division

1.	780 ÷ 10	780 ÷ 20	780 ÷ 5
2.	430 ÷ 10	430 ÷ 20	430 ÷ 5
3.	370 ÷ 10	370 ÷ 20	370 ÷ 5
4.	270 ÷ 3	270 ÷ 6	
5.	312 ÷ 3	312 ÷ 6	
6.	123 ÷ 3	123 ÷ 6	
7.	336 ÷ 2	336 ÷ 4	336 ÷ 8
8.	656 ÷ 2	656 ÷ 4	656 ÷ 8
9.	172 ÷ 2	172 ÷ 4	172 ÷ 8
10.	260 ÷ 2	260 ÷ 4	260 ÷ 8

Challenge

Which of these three statements is true? Estimate first then use mental strategies to check.

A. $240 \div 6 < 480 \div 12$ B. $240 \div 6 > 120 \div 3$ C. $240 \div 6 < 360 \div 2$

Practice Sheets Answers

Mental strategies for division (mild)

1.	360 ÷ 10 = 36	360 ÷ 20 = 18	360 ÷ 5 = 72
2.	180 ÷ 10 = 18	180 ÷ 20 = 9	180 ÷ 5 = 36
3.	420 ÷ 10 = 42	420 ÷ 20 = 21	420 ÷ 5 = 84
4.	540 ÷ 10 = 54	540 ÷ 20 = 27	540 ÷ 5 = 108
5.	150 ÷ 3 = 50	150 ÷ 6 = 25	
6.	210 ÷ 3 = 70	210 ÷ 6 = 35	
7.	450 ÷ 3 = 150	450 ÷ 6 = 75	
8.	200 ÷ 2 = 100	200 ÷ 4 = 50	200 ÷ 8 = 25
9.	288 ÷ 2 = 144	288 ÷ 4 = 72	288 ÷ 8 = 36
10.	216 ÷ 2 = 108	216 ÷ 4 = 54	216 ÷ 8 = 27

Mental strategies for division (hot)

1.	780 ÷ 10 = 78	780 ÷ 20 = 39	780 ÷ 5 = 156
2.	430 ÷ 10 = 43	430 ÷ 20 = 21.5	430 ÷ 5 = 86
3.	370 ÷ 10 = 37	370 ÷ 20 = 18.5	370 ÷ 5 = 74
4.	270 ÷ 3 = 90	270 ÷ 6 = 45	
5.	312 ÷ 3 = 104	312 ÷ 6 = 52	
6.	123 ÷ 3 = 41	123 ÷ 6 = 20.5	
7.	336 ÷ 2 = 168	336 ÷ 4 = 84	336 ÷ 8 = 42
8.	656 ÷ 2 = 328	656 ÷ 4 = 164	656 ÷ 8 = 82
9.	172 ÷ 2 = 86	172 ÷ 4 = 43	172 ÷ 8 = 21.5
10.	260 ÷ 2 = 130	260 ÷ 4 = 65	260 ÷ 8 = 32.5

Challenge

A is false as 240 ÷ 6 = 480 ÷ 12 B is false as 240 ÷ 6 = 120 ÷ 3.
C is true. 240 ÷ 6 = 40 and 360 ÷ 2 = 180

A Bit Stuck?
Multiplying 10s and 100s by 1-digit numbers

Section 1

6 × 2 = ☐	6 × 20 = ☐	☐ ÷ 6 = 20
3 × 5 = ☐	3 × 50 = ☐	☐ ÷ 3 = 50
4 × 9 = ☐	4 × 90 = ☐	☐ ÷ 4 = 90
2 × 2 = ☐	2 × 200 = ☐	☐ ÷ 2 = 200
9 × 3 = ☐	9 × 300 = ☐	☐ ÷ 9 = 300
5 × 4 = ☐	5 × 400 = ☐	☐ ÷ 5 = 400

Section 2

4 × 4 = ☐	4 × 40 = ☐	☐ ÷ 4 = 40
3 × ☐ = 21	3 × ☐ = 2100	2100 ÷ 3 = ☐
6 × 8 = ☐	6 × 80 = ☐	☐ ÷ 6 = 80
☐ × 6 = 54	☐ × 600 = 5400	5400 ÷ ☐ = 600
7 × 9 = ☐	7 × 900 = ☐	☐ ÷ 7 = 900
8 × ☐ = 24	8 × ☐ = 240	240 ÷ 8 = ☐

A Bit Stuck? Answers

Multiplying 10s and 100s by 1-digit numbers

Section 1

6 × 2 = 12	6 × 20 = 120	120 ÷ 6 = 20
3 × 5 = 15	3 × 50 = 150	150 ÷ 3 = 50
4 × 9 = 36	4 × 90 = 360	360 ÷ 4 = 90
2 × 2 = 4	2 × 200 = 400	400 ÷ 2 = 200
9 × 3 = 27	9 × 300 = 2700	2700 ÷ 9 = 300
5 × 4 = 20	5 × 400 = 2000	2000 ÷ 5 = 400

Section 2

4 × 4 = 16	4 × 40 = 160	160 ÷ 4 = 40
3 × 7 = 21	3 × 700 = 2100	2100 ÷ 3 = 700
6 × 8 = 48	6 × 80 = 480	480 ÷ 6 = 80
9 × 6 = 54	9 × 600 = 5400	5400 ÷ 9 = 600
7 × 9 = 63	7 × 900 = 6300	6300 ÷ 7 = 900
8 × 3 = 24	8 × 30 = 240	240 ÷ 8 = 30

Investigation
Exploring mental methods for division

- Choose one of these numbers.
- Divide the number by...

- What strategies did you use? Write a sentence or two to explain for each.
- Repeat for each of the other numbers.
- Which did you find the easiest? Can you explain why?
  Write an even easier question to solve using the same strategies.
- Which did you find the hardest? Can you explain why?
  Write an even harder question to solve using the same strategies.

Challenge

- Make two 3-digit multiples of 10 in which the first two digits are reversed, e.g. Choose 3 and 6; the numbers would be 360 and 630.
- Try dividing each number by 5, 20, 6, 4 and 8, using mental strategies.
- Which number did you find easier to work with? Why?
- Repeat for another pair of 3-digit numbers

Check your understanding
Questions

If 42 × 10 is 420, calculate 42 × 5, 42 × 20 and 42 × 19.

Find double 31, then use the answer to find 31 × 4 and 31 × 8.

If 350 ÷ 5 is 70, calculate 350 ÷ 10, 350 ÷ 20 and 350 ÷ 70.
So, what is 350 ÷ 2.5?

Fold here to hide answers

Check your understanding
Answers

If 42 × 10 is 420, calculate 42 × 5, 42 × 20 and 42 × 19.
Answers are 210, 840 and 798 respectively.

Find double 31 then use the answer to find 31 × 4 and 31 × 8.
Answers are 62, 124 and 248 respectively.

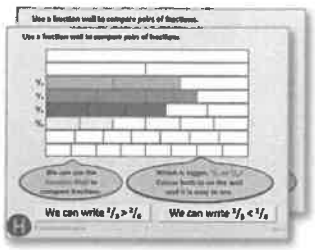
If 350 ÷ 5 is 70, calculate 350 ÷ 10, 350 ÷ 20 and 350 ÷ 70.
Answers are 35, 17.5 and 5 respectively.
So, what is 350 ÷ 2.5? 140.

Week 6, Day 3

Describe properties of 2-D shapes, including polygons.

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



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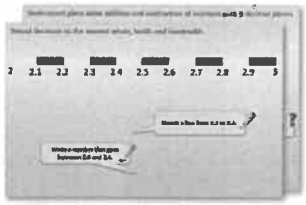

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There might be a choice of either Mild (easier) or Hot (harder)!
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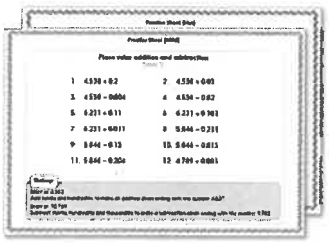


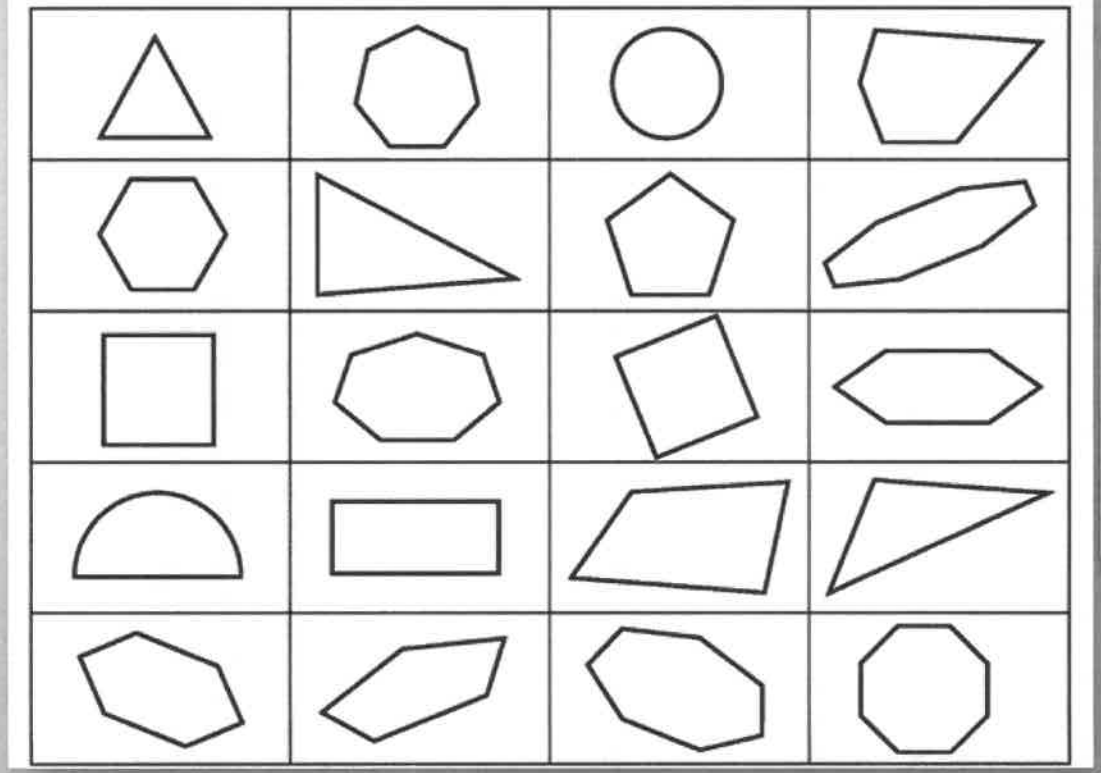
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders

Describe properties of 2-D shapes including polygons.

Guess the shape



Note how most of the shapes are polygons. Shapes with all straight sides are called polygons. Circles, ovals and semicircles are not polygons even though they are 2-D shapes.

Learning Reminders

Describe properties of 2-D shapes including polygons.

Some useful vocabulary for describing shapes, this will help you with today's activities.

polygon

regular/irregular

number of vertices

number of sides

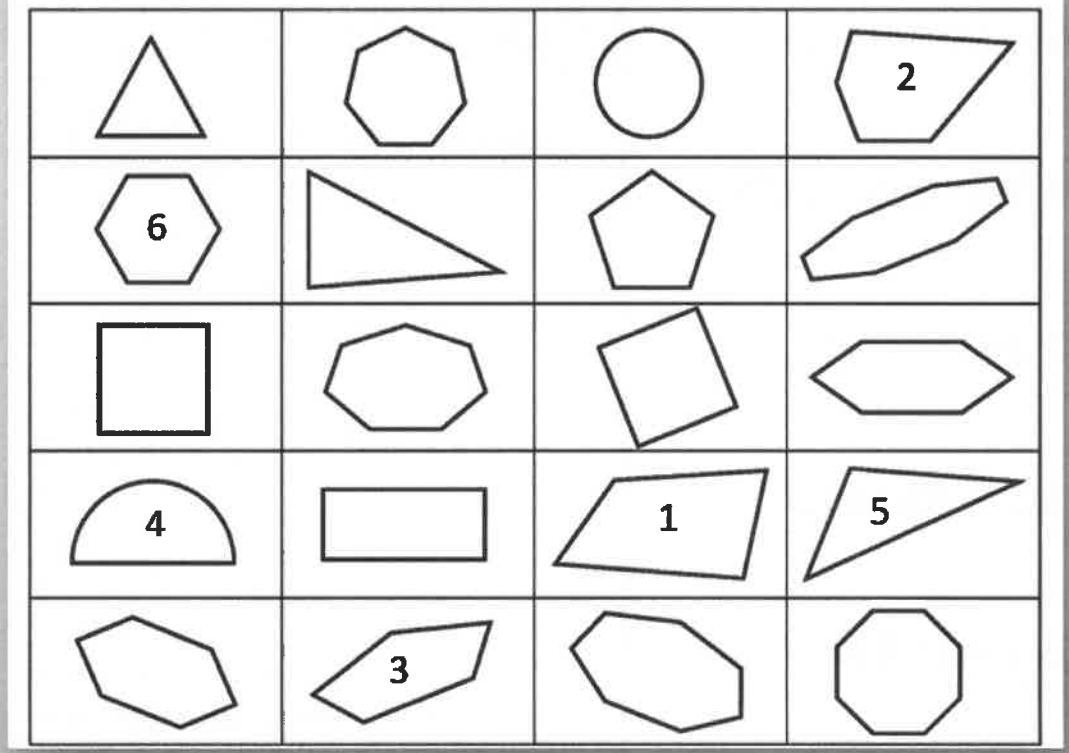
right/obtuse/acute angles

lines of symmetry

Learning Reminders

Describe properties of 2-D shapes including polygons.

Guess the shape



Shape properties – some examples. Can you name the shapes?

1. This has 4 sides and no lines of symmetry.

2 and 3. These shapes are irregular polygons with 5 sides.

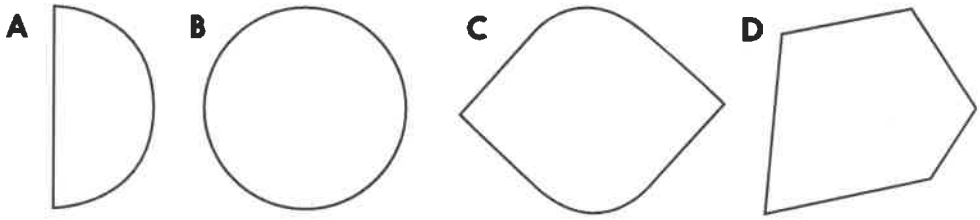
4. This shape is not a polygon and has one line of symmetry.

5. This shape has 3 vertices and 1 obtuse angle.

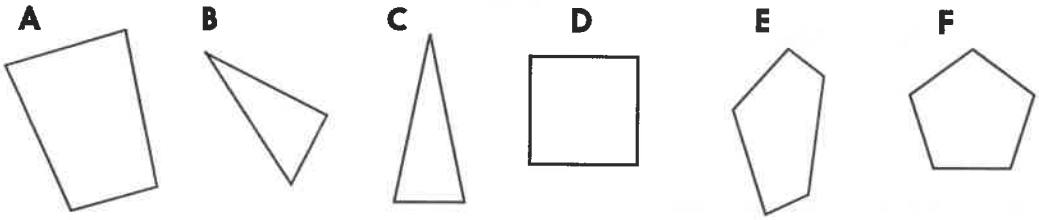
6. This shape has 6 vertices and all the sides are the same length.

Practice Sheet Mild
Properties of 2-D shapes

1. i) Which of these is a polygon? _____
   ii) Why? _____



2. Look at these shapes.

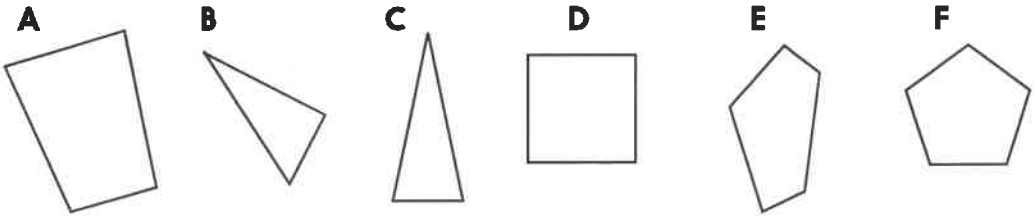


Match the shapes to each description below:

A triangle: _____ and _____
A quadrilateral: _____ and _____
A pentagon: _____ and _____
A symmetrical polygon: _____, _____ and _____
A regular polygon: _____ and _____
An irregular polygon: _____, _____, _____ and _____

Practice Sheet Hot
Properties of 2-D shapes

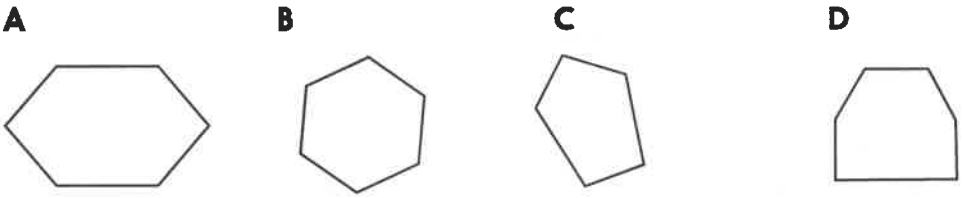
1. Look at these shapes.



Match the shapes to each description below:

A triangle: _____ and _____
A quadrilateral: _____ and _____
A pentagon: _____ and _____
A symmetrical polygon: _____, _____ and _____
A regular polygon: _____ and _____
An irregular polygon: _____, _____, _____ and _____

2. Which shape is <u>not</u> a hexagon? _____



Challenge

Draw four polygons with different numbers of sides.
Label them A, B, C and D.
Make up a quiz to test whether a partner can describe and identify each,
e.g. 1. How many pairs of parallel sides does it have?
2. Name three different types of this shape.
3. How many of me do you need to build a square based pyramid?

Practice Sheets Answers

Properties of 2-D shapes (mild)

1. i) D
   ii) It has all straight sides

2. Match the shapes to each description:
   A triangle: B and C
   A quadrilateral: A and D
   A pentagon: E and F
   A symmetrical polygon: C, D and F
   A regular polygon: D and F
   An irregular polygon: A, B, C and E

Properties of 2-D shapes (hot)

1. Match the shapes to each description:
   A triangle: B and C
   A quadrilateral: A and D
   A pentagon: E and F
   A symmetrical polygon: C, D and F
   A regular polygon: D and F
   An irregular polygon: A, B, C and E

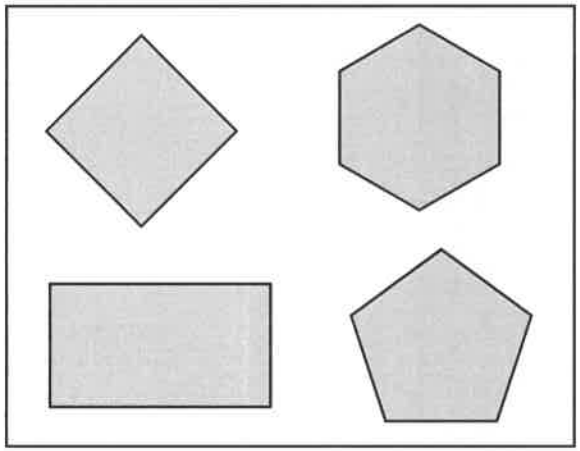
2. C

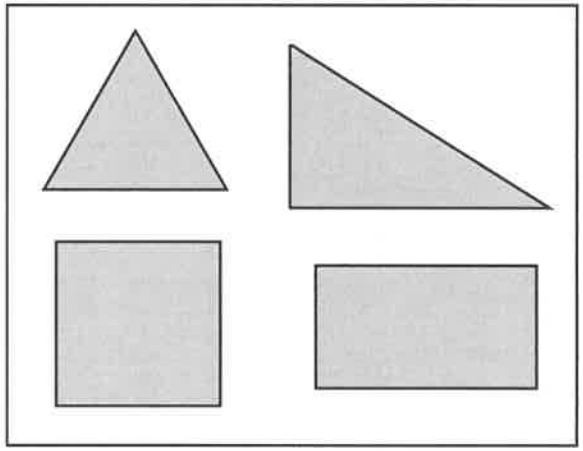
Challenge

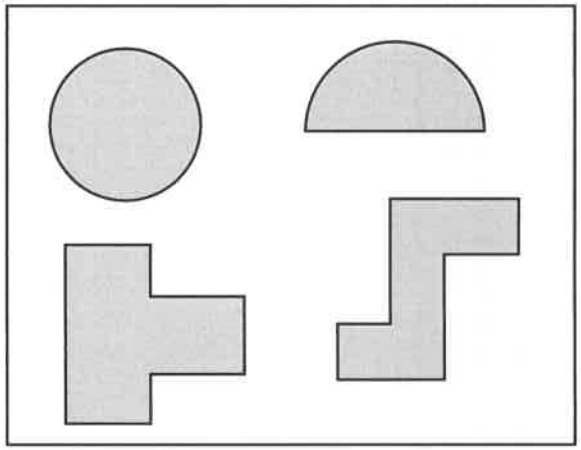
Children should draw four polygons with different numbers of sides and create a quiz to test whether their partner can identify and describe these shapes.

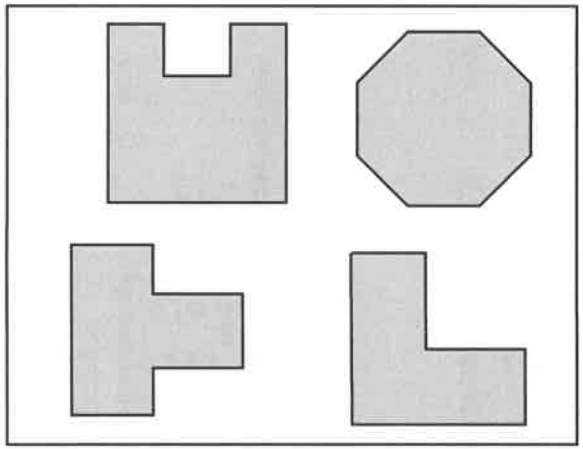
A Bit Stuck?
Odd one out

Ring the odd one out in each set. Write why that shape is different.







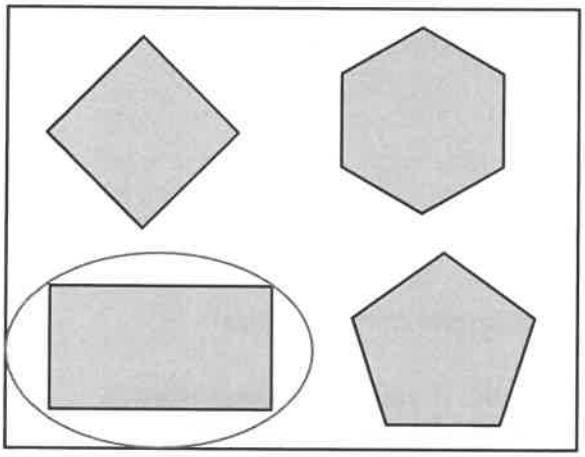


Challenge

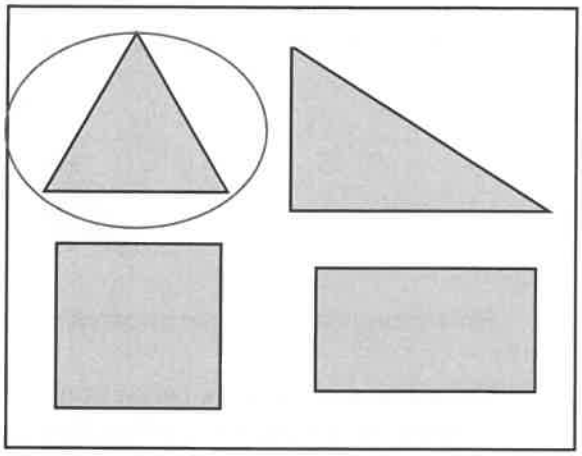
Draw your own set of four shapes, where one is the odd one out. Ring the odd one out. Write why that shape is different.

A Bit Stuck? Answers

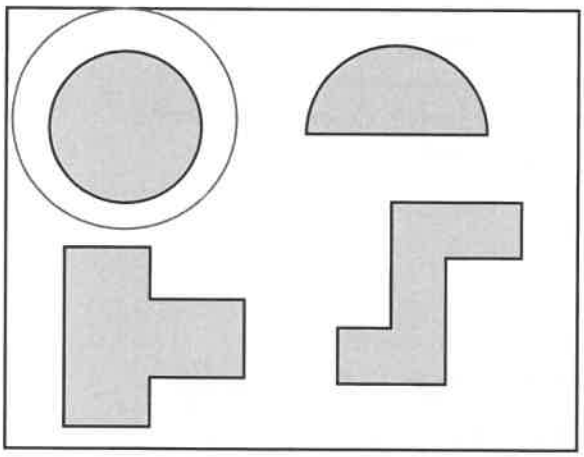
Odd one out



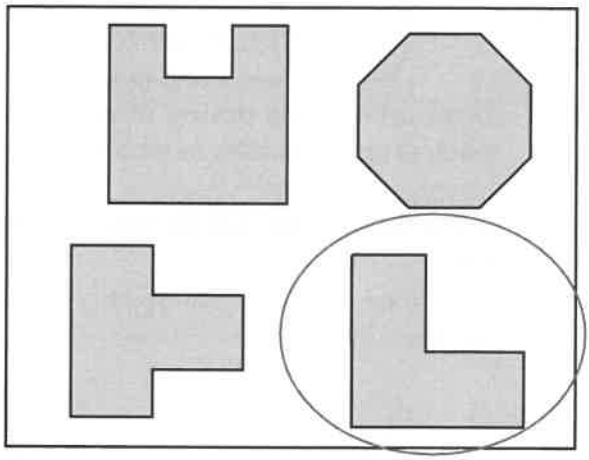
The other shapes are regular polygons.



The other shapes all have at least one right angle.



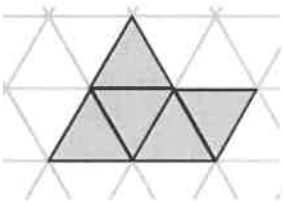
This is the only shape which doesn't have at least one straight side.
The semicircle could also be the odd one out as it has both straight and curved sides.



The other shapes are all octagons.
The top right could also be the odd one out as it is the only regular polygon.

Investigation
How many different polygons can you make?

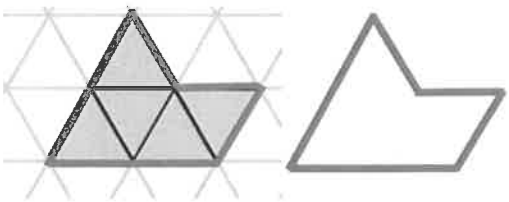
- Using the 'isometric' paper, draw five equilateral triangles, where at least one side of every triangle is directly adjacent to another, e.g.



- How many different arrangements of five triangles can you make?
- Eliminate any repeats, reflections and rotations. If you are in doubt about whether one shape is a reflection or rotation of another use this tip!

TOP TIP!
Cut out the shape, then try to lay it on top of the other shape by rotating it or flipping it over!

- Draw around the outline of each shape in a different colour, then name each shape and decide whether it is regular or not.
- If it is not regular, is it symmetrical or not?
  e.g.
  This is an irregular pentagon with no lines of symmetry.



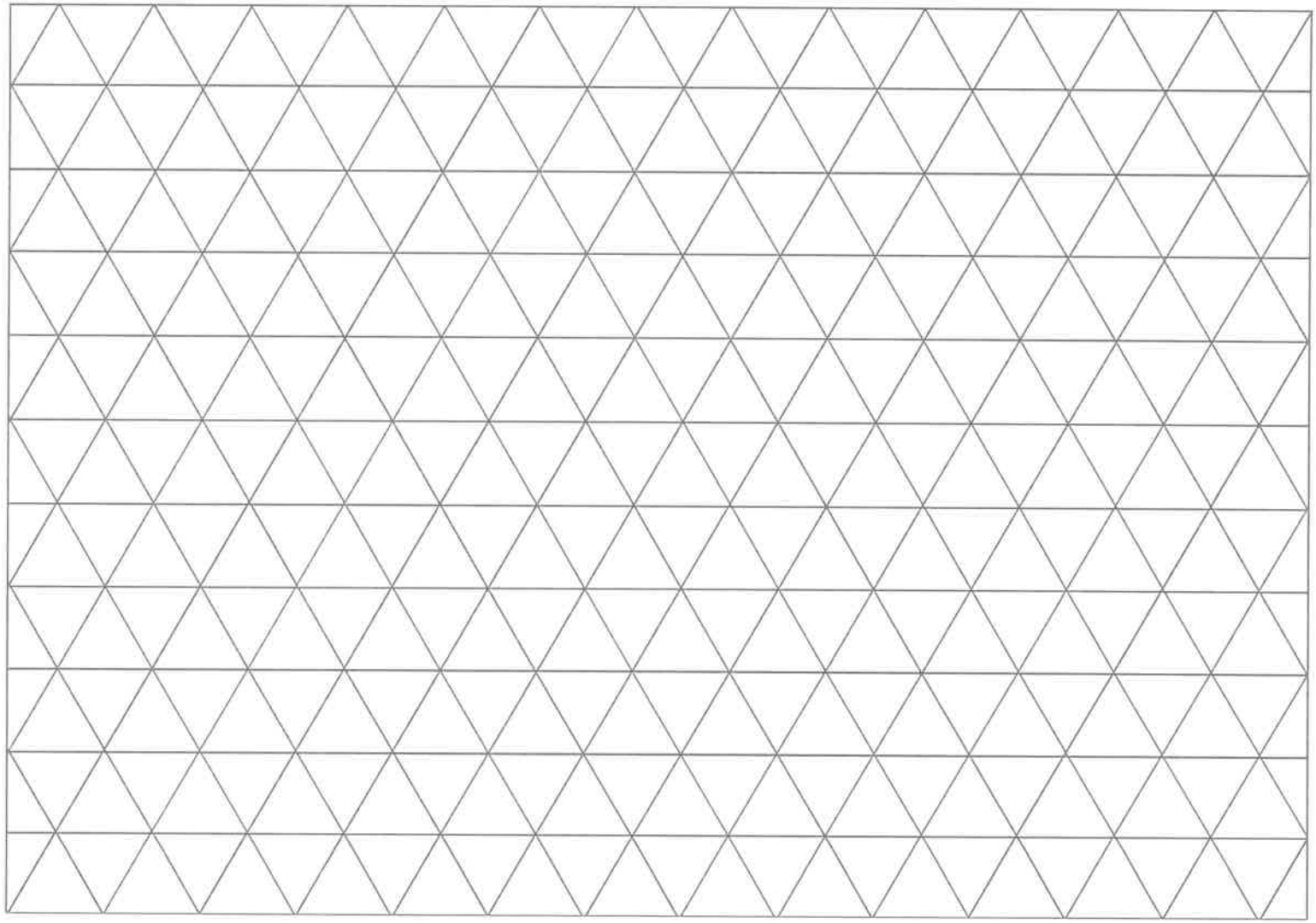
- Can you find and describe at least 6 different shapes?

Challenge

Complete the same activity with three, then four equilateral triangles.
Do you see any patterns or links between the number of triangles used, the number of possible shapes and the number of sides on the polygons created?

Investigation

How many different polygons can you make?

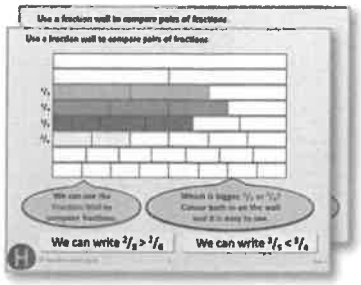


Week 6, Day 4

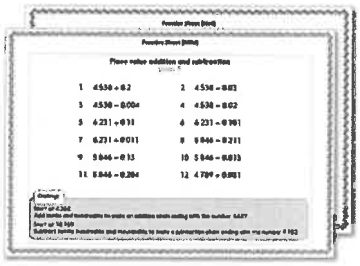
Describe properties of polygons

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

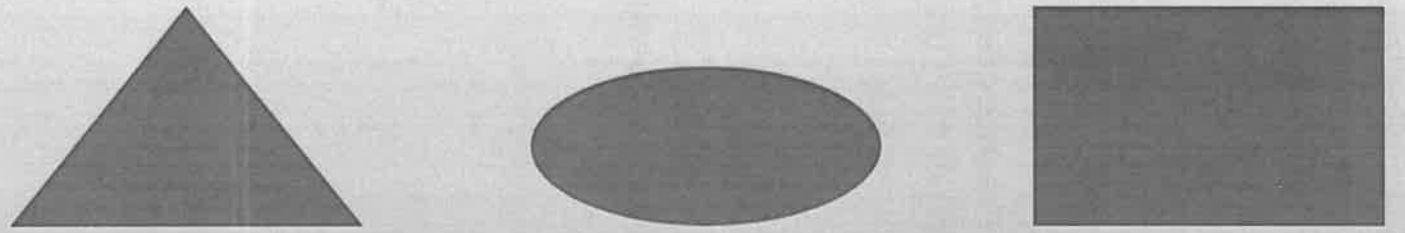
4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders

Describe properties of polygons.

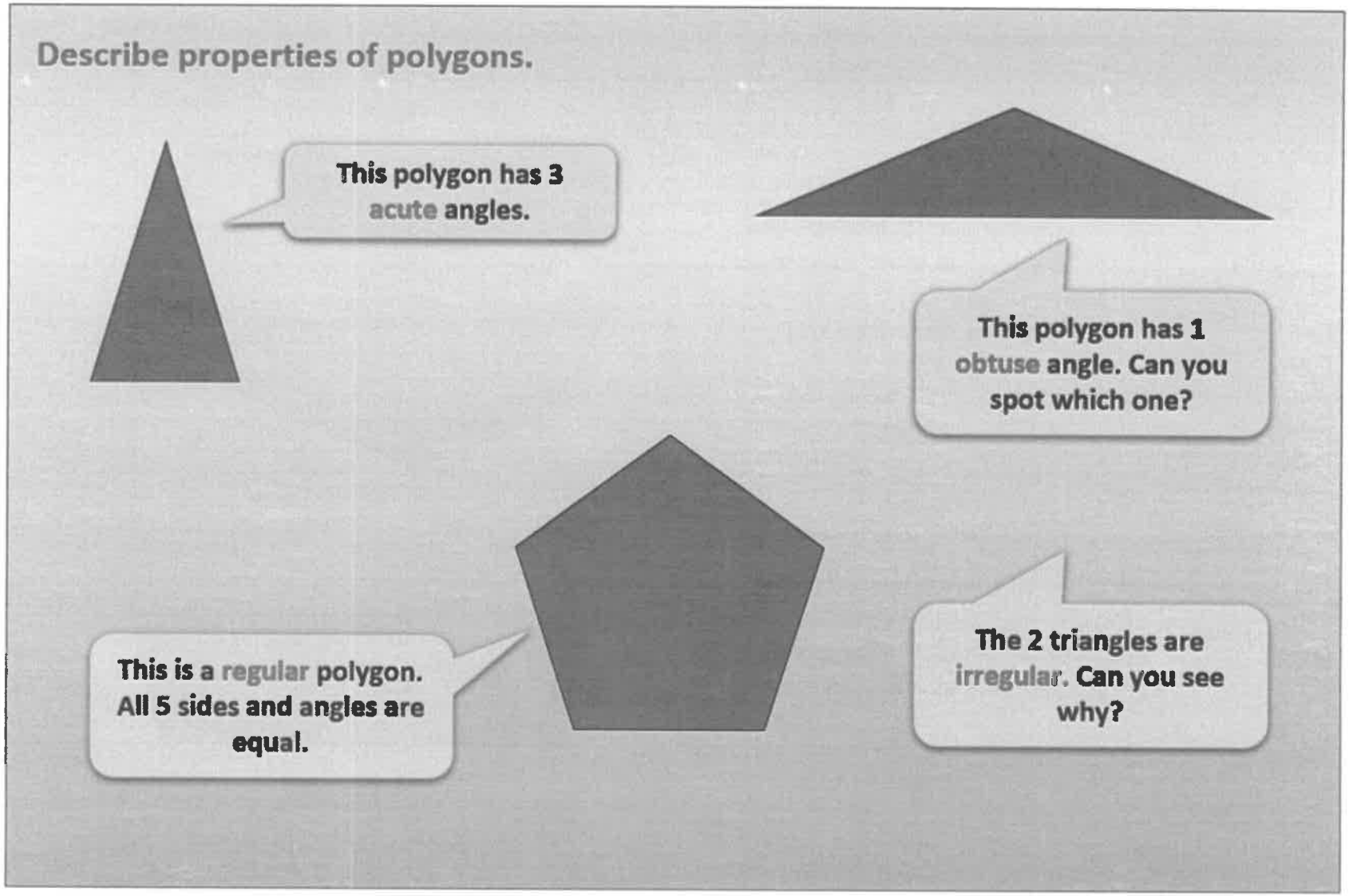
What makes a shape a polygon?

A polygon is a straight-sided, closed, 2-D shape.



Which one is NOT a polygon?

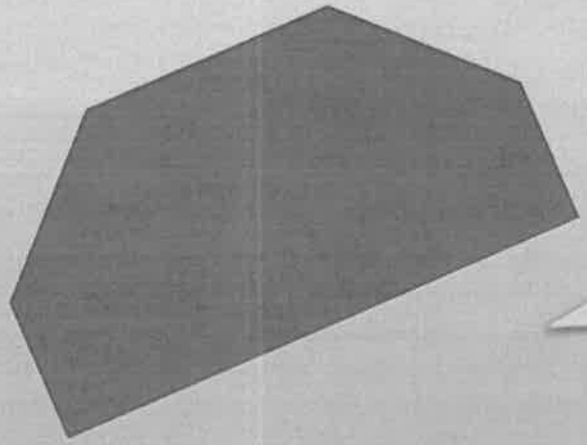
Learning Reminders



Learning Reminders

Describe properties of polygons.

This shape has one a pair of parallel sides, if they were extended they would never meet (like railway tracks) can you see which ones?



This shape has some perpendicular sides. This is where 2 of the sides meet at right angles, can you see where that is?

Practice Sheet Mild

Properties of polygons

Complete this table by writing a tick in each box that is 'true'.

	Square 	Equilateral triangle 	Irregular pentagon 	Regular hexagon 	Regular pentagon 
All sides the same length					
One pair of paralllel sides					
More than 1 pair of parallel sides					
5 sides					
More than 4 sides					
Less than 5 vertices					

Was there a column that was difficult to complete? Why?

Challenge

Draw a polygon with three sets of parallel sides... And another, with two right angles... And another, with 7 sides.

Practice Sheet Hot
Properties of polygons

Complete this table by writing a tick in each box that is 'true'.

	square 	equilateral triangle 	irregular pentagon 	regular hexagon 	regular pentagon 	octagon 
all sides the same length						
one pair of parallel sides						
more than 1 pair of parallel sides						
5 sides						
more than 4 sides						
less than 5 vertices						
no perpendicular sides						

Was there a column that was difficult to complete? Why?

Challenge

- Sometimes, Always or Never? A polygon with parallel sides also has perpendicular sides.
- Draw a polygon with three sets of parallel sides... And another, with two right angles... And another, with 7 sides.

Practice Sheets Answers

Properties of polygons (mild)

	square 	equilateral triangle 	irregular pentagon 	regular hexagon 	regular pentagon 
all sides the same length	✓	✓		✓	✓
one pair of parallel sides			✓		
more than 1 pair of parallel sides	✓			✓	
5 sides			✓		✓
more than 4 sides			✓	✓	✓
less than 5 vertices	✓	✓			

Challenge

Children's drawings will vary but a shape with 3 sets of parallel sides will be a regular hexagon.

Properties of polygons (hot)

	square 	equilateral triangle 	irregular pentagon 	regular hexagon 	regular pentagon 	octagon 
all sides the same length	✓	✓		✓	✓	✓
one pair of parallel sides			✓			
more than 1 pair of parallel sides	✓			✓		✓
5 sides			✓		✓	
more than 4 sides			✓	✓	✓	✓
less than 5 vertices	✓	✓				
no perpendicular sides		✓		✓	✓	✓

Challenge

- A polygon with parallel sides **sometimes** has perpendicular sides. (For example rectangles have both parallel and perpendicular sides but the regular hexagon drawn on the grid has parallel sides but no perpendicular ones).
- Children's drawings will vary but a shape with 3 sets of parallel sides will be a regular hexagon.

A Bit Stuck?
Shape properties

Draw a shape to match each description.
Write the name of your shape.

1. Has four sides, all four sides are the same length, and has four right angles.

2. Has six sides, all six sides are the same length, and has six obtuse angles.

3. Has five sides and one line of symmetry.

4. Has seven sides, has two right angles and no lines of symmetry.

5. Has five sides, all five sides are the same length, and has at least one line of symmetry.

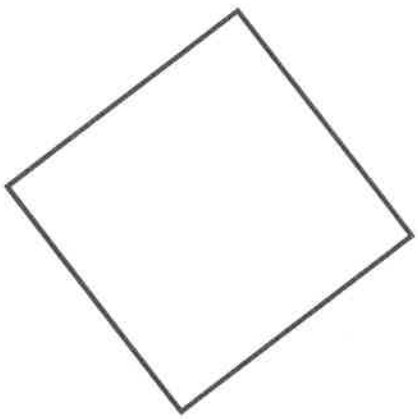
6. Has eight vertices and no lines of symmetry.

7. Has seven vertices, has seven sides all the same length, has no acute angles or right angles.

8. Has six sides and six vertices, has three right angles.

e.g.

1)



Name: Square

A Bit Stuck?
Shape properties

1)

Name: _____

2)

Name: _____

3)

Name: _____

4)

Name: _____

5)

Name: _____

6)

Name: _____

7)

Name: _____

8)

Name: _____

A Bit Stuck? Answers

Shape properties

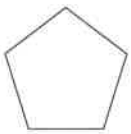
1. Square

2. Regular hexagon

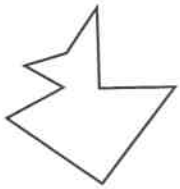
3. Irregular pentagon
e.g.

4. Irregular heptagon
e.g.

5. Regular pentagon
e.g.

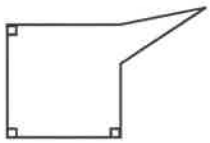


6. Irregular octagon
e.g.



7. Regular heptagon
e.g.

8. Irregular hexagon
e.g.



Investigation
Draw your own

1. Have a go at drawing polygons with:

3 sides **4 sides** **5 sides** **6 sides** **8 sides**

with the following properties:

- one pair of parallel sides
- two pairs of parallel sides
- one pair of perpendicular sides
- two pairs of perpendicular sides.

Make a note of which combinations are and which aren't possible...

Handy Hints!

Try drawing a pair of parallel lines or perpendicular lines, *then* extending this to form a polygon...

Investigate systematically, maybe exploring each shape in order of the number of sides

2. Triangle Challenge!

What happens if you try to draw:

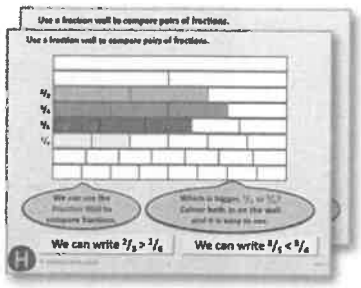
- A triangle with a pair of parallel lines?
- A triangle with two pairs of perpendicular lines?
- A triangle with two right angles?

3. Can you identify any 'impossible' quadrilaterals?

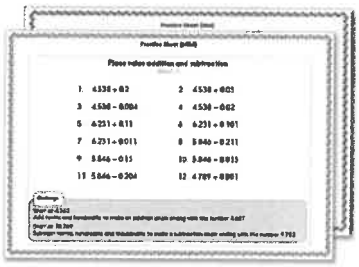
Week 6, Day 5
Properties of quadrilaterals

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

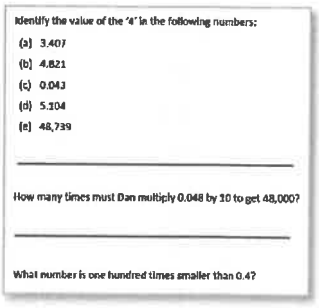


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

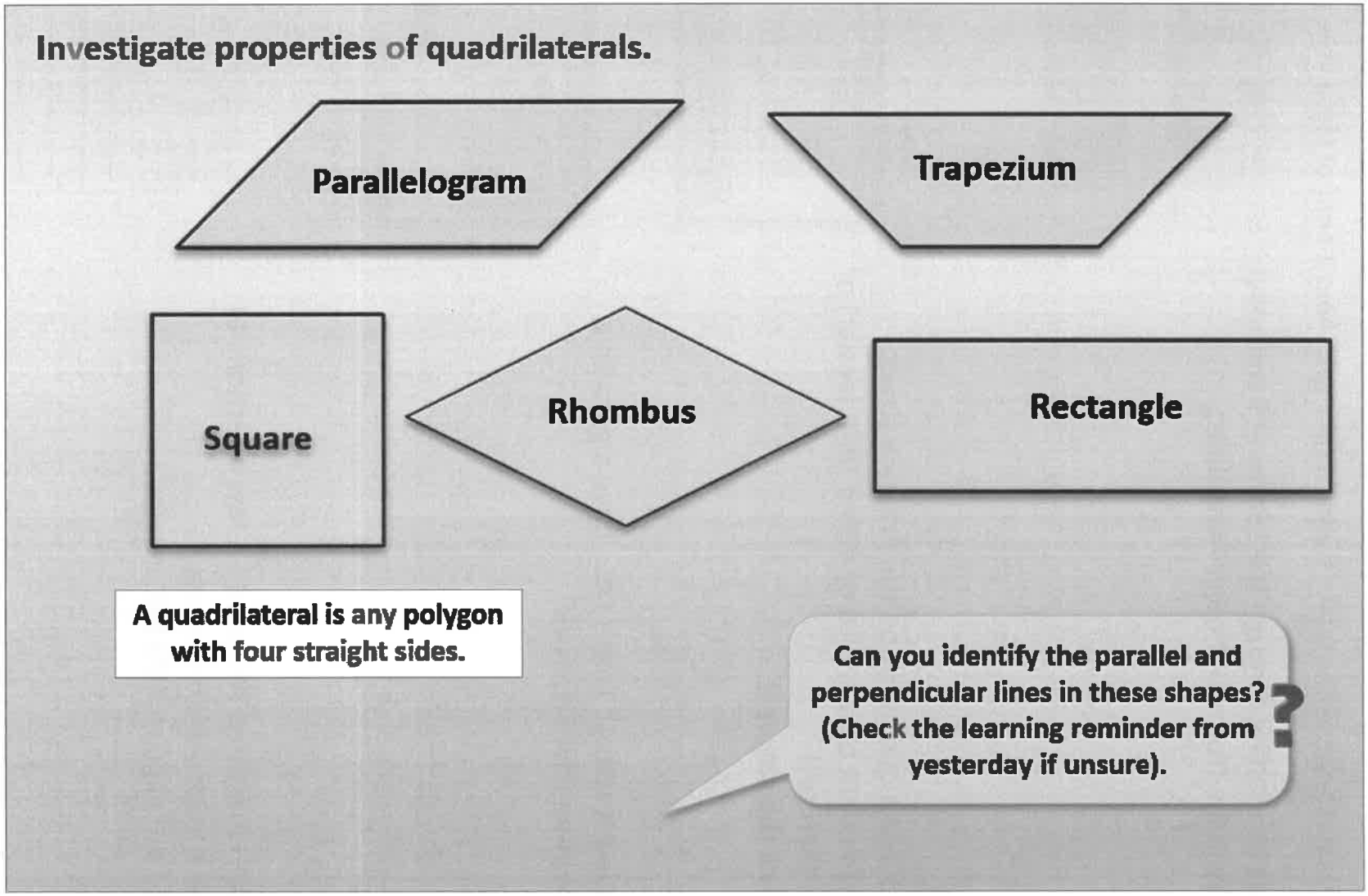


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding.** Fold the page to hide the answers!

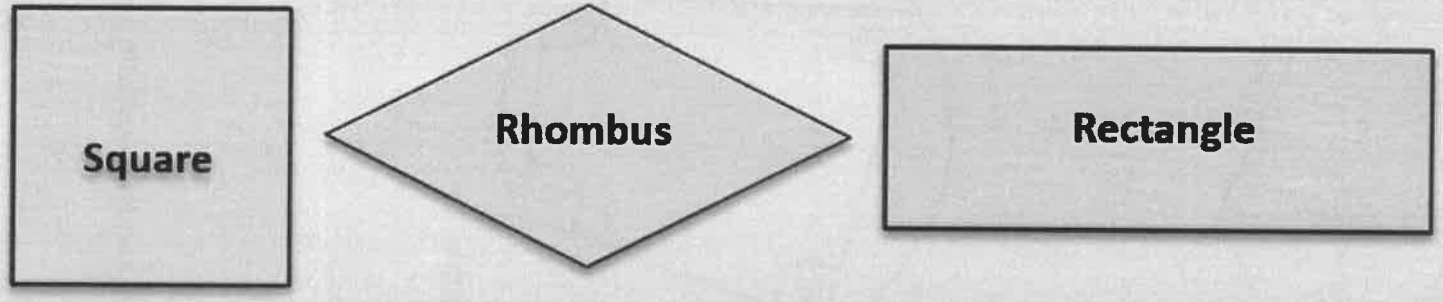


Learning Reminders



Learning Reminders

Investigate properties of quadrilaterals.



A rectangle and square have all right angles. A square and a rhombus have all sides the same length. BUT only a square has both – all equal angles AND all sides the same length. A square is THE regular quadrilateral.

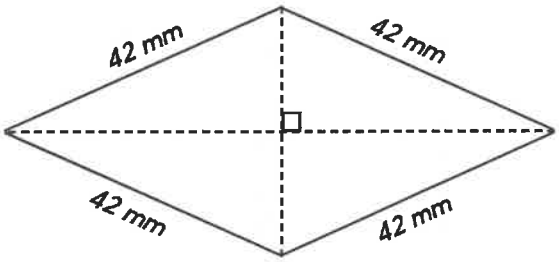
Practice Sheet Mild

Properties of polygons - quadrilaterals

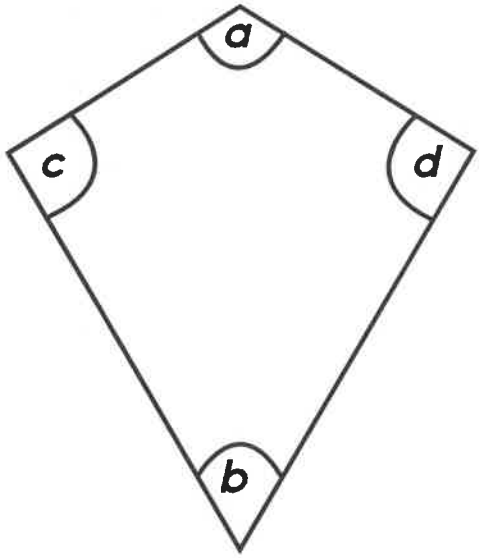
Complete this sheet if you have a **protractor** at home.

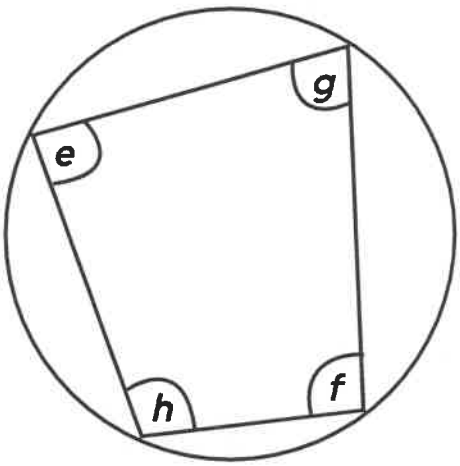
1.

What is this shape?
How do you know?



2.





Use a protractor to measure the angles in these shapes.
Write them down.

What do you notice about:

i) *c* and *d*,
ii) the total of *e* and *f*,
iii) the total of *g* and *h*?

3. In your book or on the back of this sheet, draw a quadrilateral with one pair of perpendicular sides.

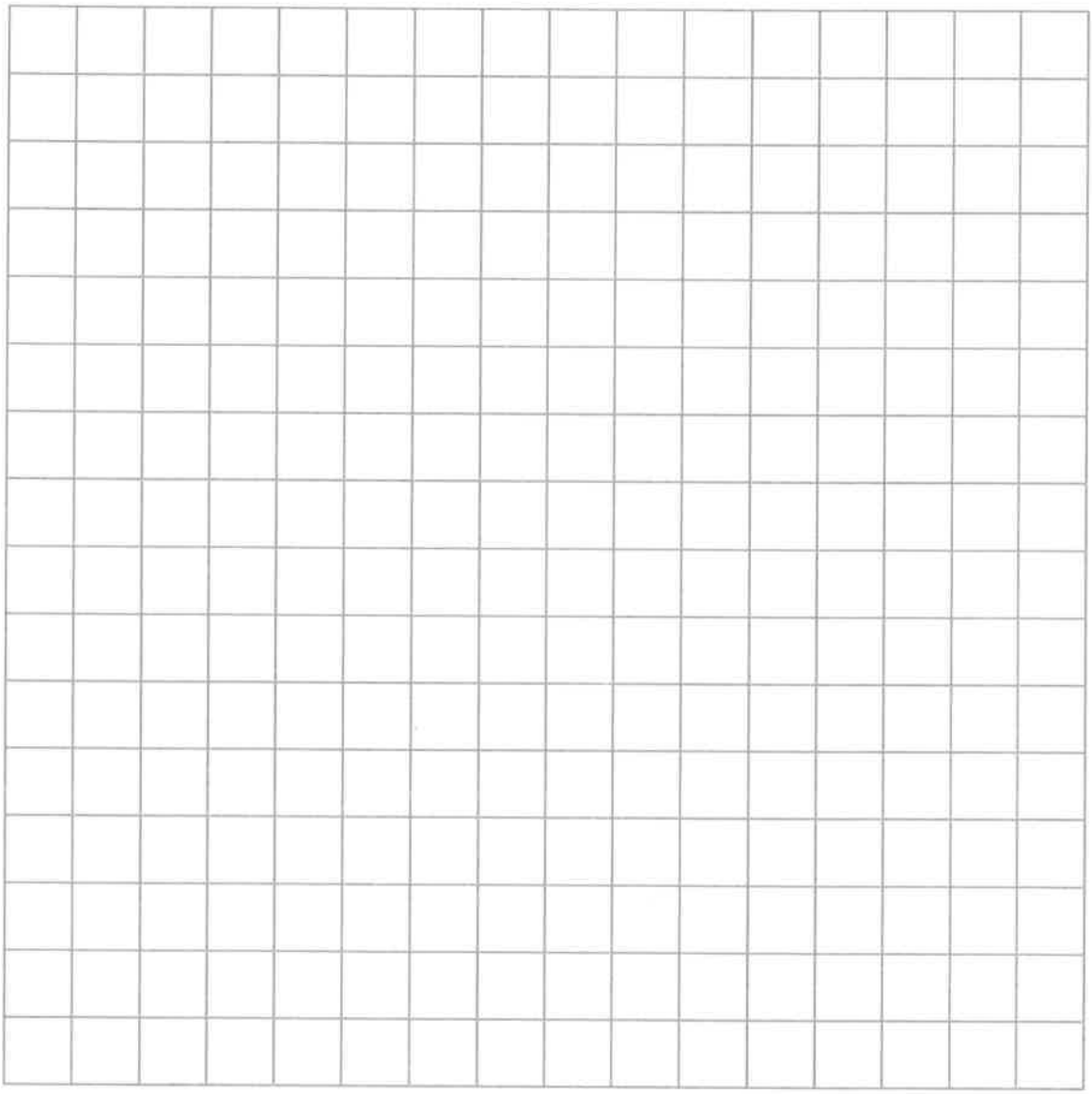
Challenge

Draw two more quadrilaterals.
Measure and add up the four angles in each shape. What do you notice?

Practice Sheet Mild
Investigating quadrilaterals

- With a ruler draw five or six different quadrilaterals on the squared paper (see examples on the Learning Reminders).
- Use a ruler to join opposite vertices of the quadrilaterals.
- Investigate what is special about diagonals of different types of quadrilateral.

Which have diagonals that cross each other at right angles?
Which have diagonals that bisect (cut in half) each other?



PCL XL error
Error: IllegalOperatorSequence
Operator: LineRelPath
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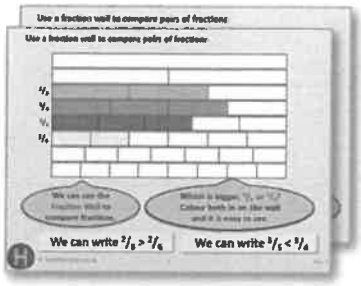
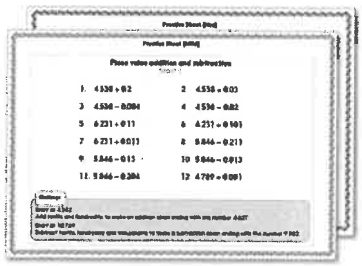
Week 6, Day 5
Properties of quadrilaterals

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.

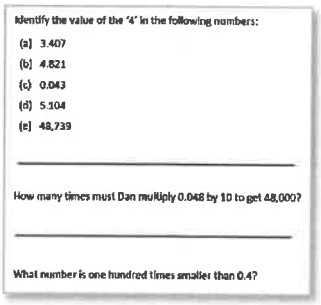


2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

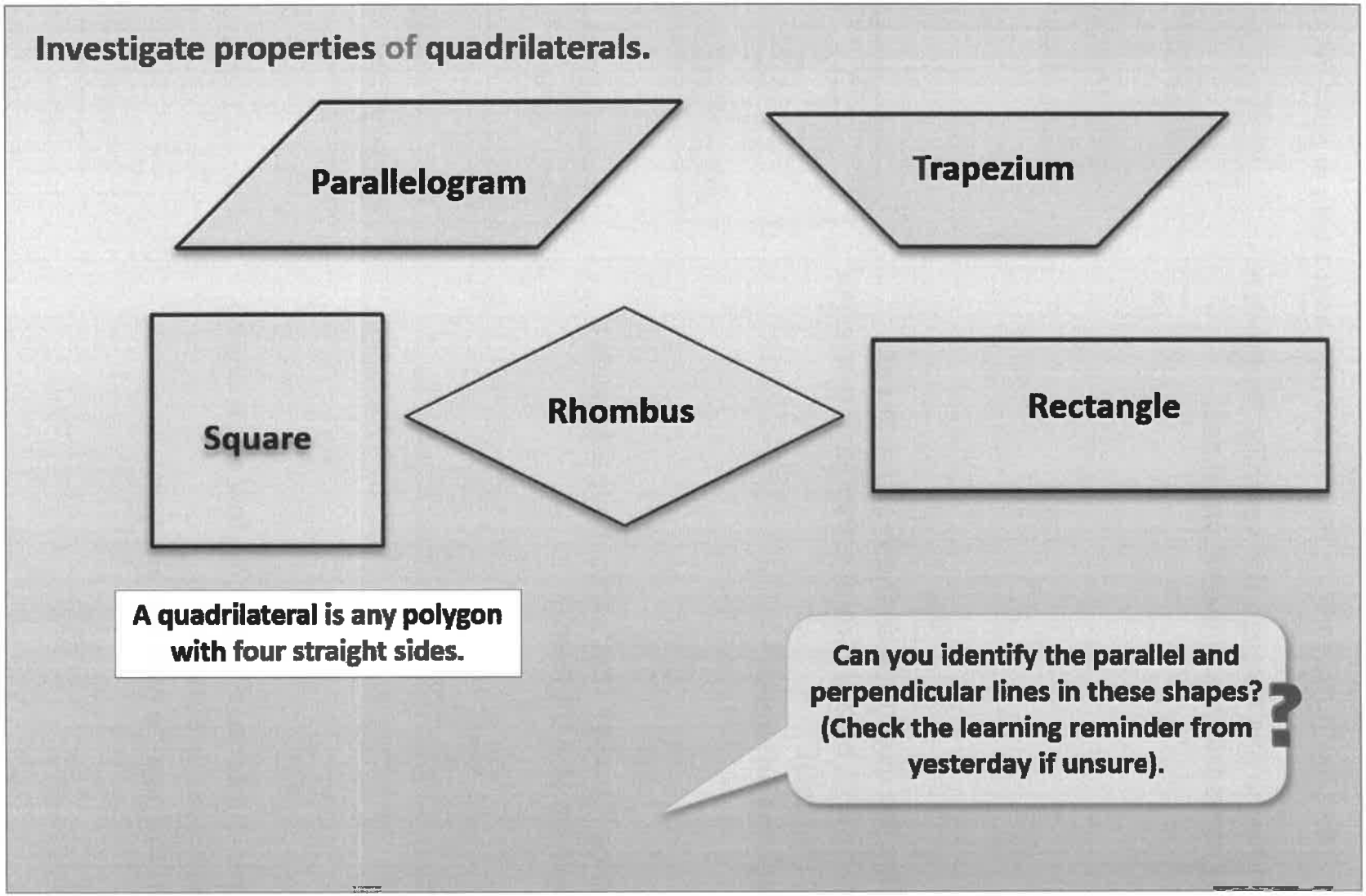


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

4. Have I mastered the topic? A few questions to **Check your understanding**. Fold the page to hide the answers!

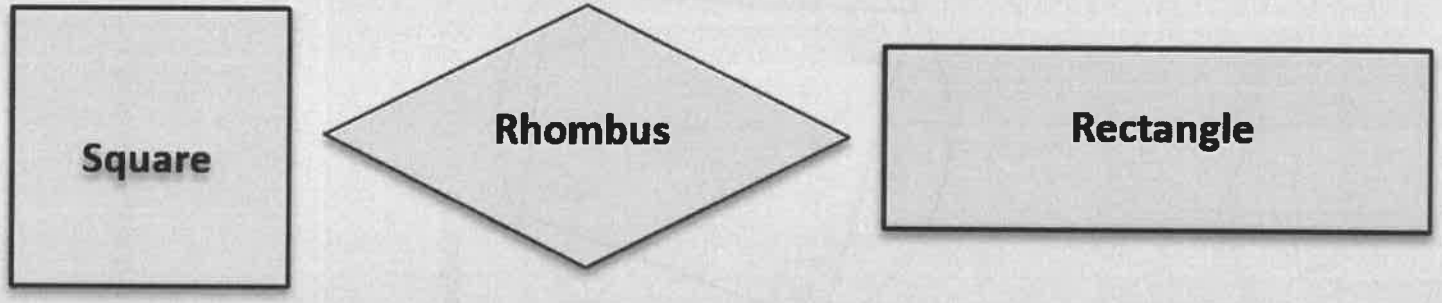


Learning Reminders



Learning Reminders

Investigate properties of quadrilaterals.



A rectangle and square have all right angles. A square and a rhombus have all sides the same length. BUT only a square has both – all equal angles AND all sides the same length. A square is THE regular quadrilateral.

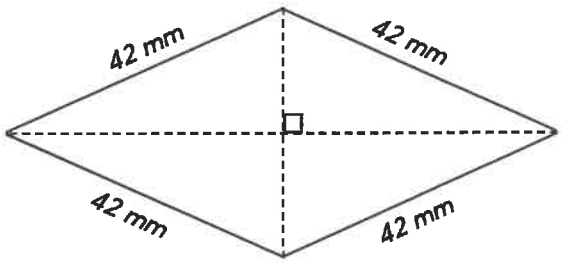
Practice Sheet Mild

Properties of polygons - quadrilaterals

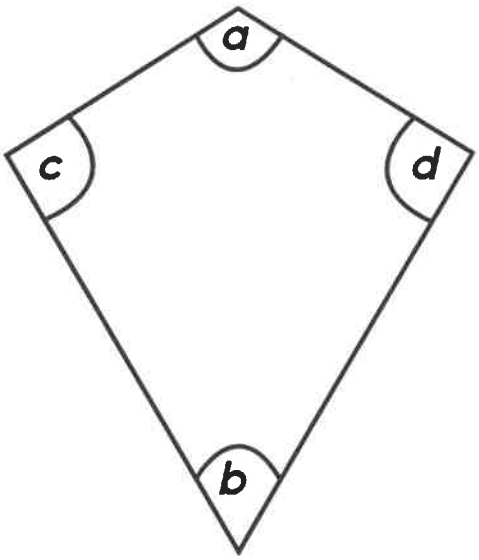
Complete this sheet if you have a **protractor** at home.

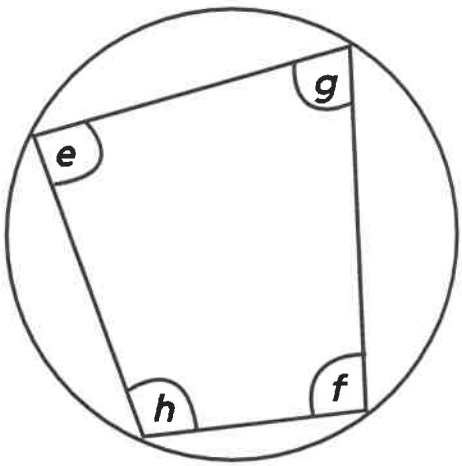
1.

What is this shape?
How do you know?



2.





Use a protractor to measure the angles in these shapes.
Write them down.

What do you notice about:
i) *c* and *d*,
ii) the total of *e* and *f*,
iii) the total of *g* and *h*?

3. In your book or on the back of this sheet, draw a quadrilateral with one pair of perpendicular sides.

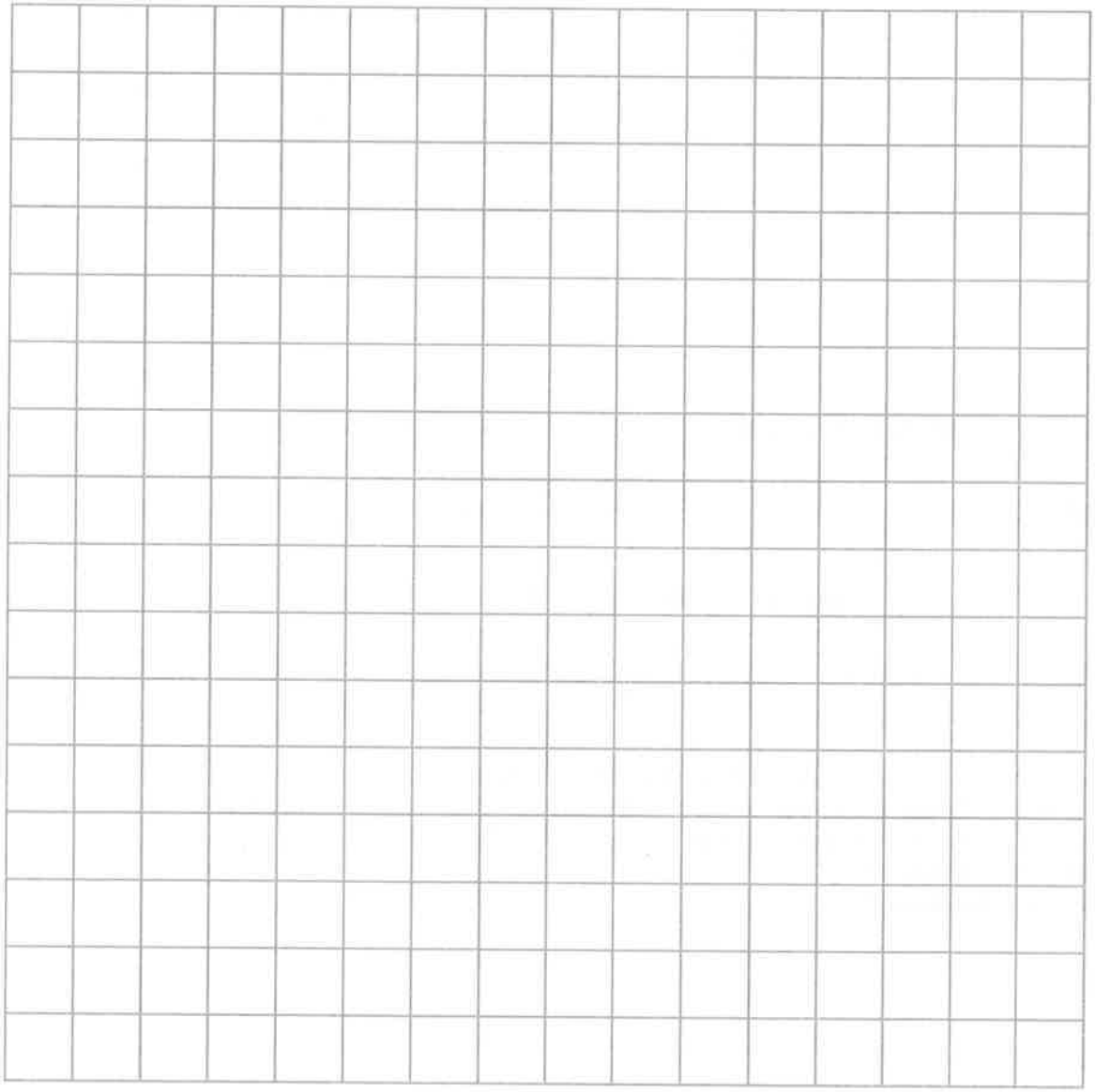
Challenge

Draw two more quadrilaterals.
Measure and add up the four angles in each shape. What do you notice?

Practice Sheet Mild
Investigating quadrilaterals

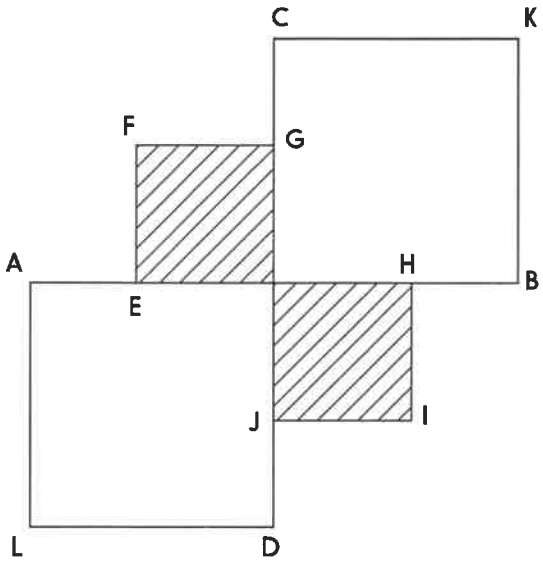
- With a ruler draw five or six different quadrilaterals on the squared paper (see examples on the Learning Reminders).
- Use a ruler to join opposite vertices of the quadrilaterals.
- Investigate what is special about diagonals of different types of quadrilateral.

Which have diagonals that cross each other at right angles?
Which have diagonals that bisect (cut in half) each other?



Practice Sheet Hot
Exploring quadrilaterals

The grey shapes and the white shapes each have four equal sides and four equal angles.



TRUE or FALSE...?

a) The grey shapes and the white shapes are squares.

b) The grey shapes and the white shapes are all regular quadrilaterals.

c) None of the shapes are polygons.

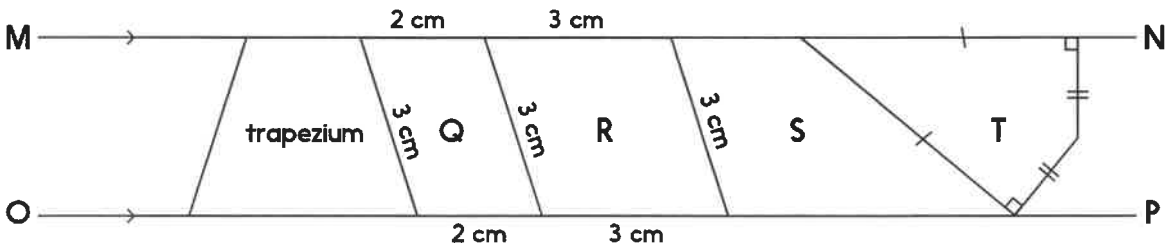
d) Lines AB and CD are perpendicular to each other.

e) Lines CK, AB and LD are all perpendicular to each other.

f) Lines FE, AB and IJ are all parallel to each other.

g) Lines AL and KB are parallel to AB.

2. The lines MN and OP are parallel. Some shapes and lengths are labelled.



a) How many pairs of parallel sides does the trapezium have?
b) Q and R show a rhombus and a parallelogram. Which is the parallelogram?
c) How many paris of parallel sides do Q and R each have?
d) Describe shape S.
e) Describe shape T.

Challenge

Draw and label your own pattern using perpendicular and parallel lines. Describe the lines, shapes and angles in your books.

Practice Sheet Answers

Properties of polygons - quadrilaterals (mild)

1. Rhombus. It has four equal sides, the opposite sides are parallel and the diagonals bisect each other at right angles.

2. $a = 116°$ $b = 60°$ $c = 92°$ $d = 92°$
   $e = 86°$ $f = 94°$ $g = 76°$ $h = 104°$
   i) c and d are equal *ii)* e and f add up to 180° *iii)* g and h add up to 180°

3. Check that the children have drawn a four-sided shape with two sides perpendicular (at right angles) to one another.

Challenge

Check the children have drawn two more quadrilaterals and that they have noticed that all the internal angles always add up to 360°.

Investigating quadrilaterals (mild)

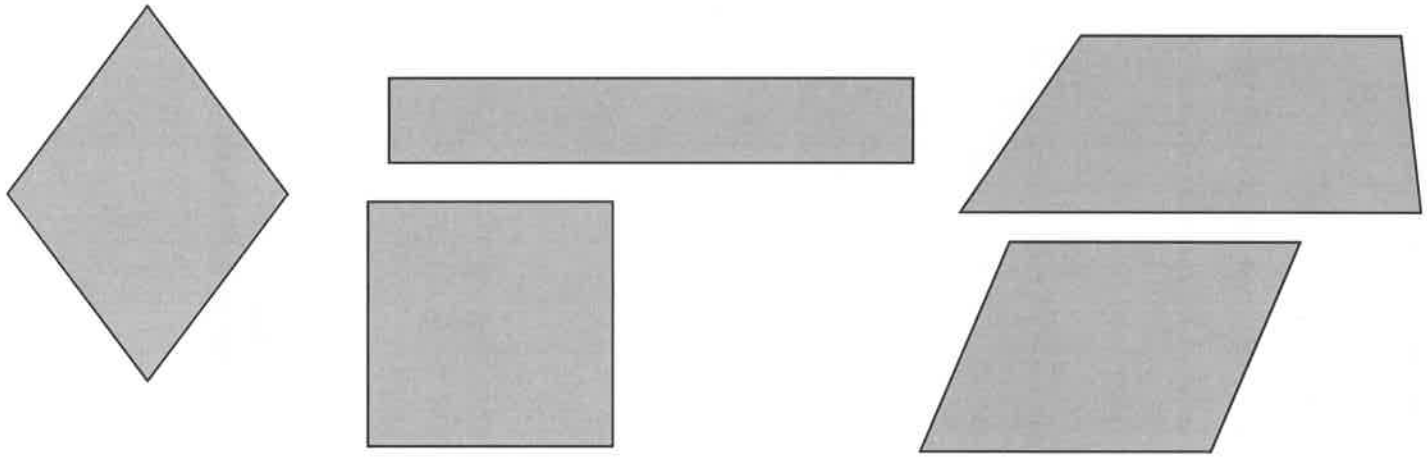
The diagonals of a square and rhombus cross at right angles; the diagonals of a square, rhombus, rectangle and parallelogram bisect each other.

Exploring quadrilaterals (hot)

1.
a) True
b) True
c) False
d) True
e) False
f) False
g) False.

2
a) 1 pair
b) Q
c) 2 pairs: making them both parallelograms
d) Trapezium: one pair of parallel sides
e) Kite: 2pairs of adjacent equal sides, has 2 right angles
(not all kites have this latter property), diagonals bisect at right angles

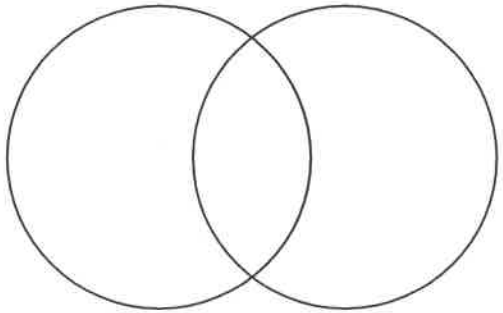
A Bit Stuck?
Sorting quadrilaterals



Cut out the quadrilaterals. Copy the Venn diagram and sort the shapes into the correct places.

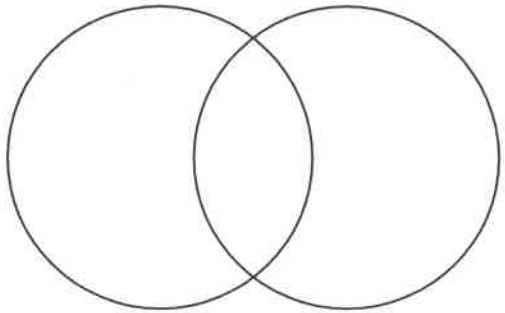
All sides are the same length

Four right angles



Has at least one pair of parallel sides

Symmetrical



Challenge

Now find your own way to sort the quadrilaterals. Your Venn diagram might even have 3 hoops!

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Watch and think about a speech

- Watch this clip explaining about a famous speech: https://www.bbc.co.uk/programmes/p00wwkvn
- Had you ever heard of the 'I have a dream' speech. Where did you hear about it?
- Now watch this second clip about the language in the speech. Make notes on *Language Features* about what you learn. https://www.bbc.co.uk/programmes/p00wwq4t

2. Read other famous speeches

- Read *Two Famous Speeches* and answer the questions.
- Challenge yourself to read one of the speeches in the next set: *Three Famous Speeches* and to answer the questions on that speech as well.

3. Practise reading a speech out loud.

- Pick one of the speeches and practise reading it out loud. Practise until your words flow and you are able to speak really expressively.

Well done! Share read the speech that you have chosen to a grown-up. You can check your answers to the questions too at the back of this pack.

Try the Fun-Time Extra

- Watch and listen to some of the speeches. Are they as you expected?
  John F Kennedy - https://www.youtube.com/watch?v=5_K8PGvZ5_Y
  Barack Obama - https://www.c-span.org/video/?c4504854/barack-obama-victory-speech This is a longer section from Obama's victory speech so listen from about 2.28 to about 3.46 for the section transcribed in the resources.
  Winston Churchill - https://winstonchurchill.org/resources/speeches/1940-the-finest-hour/we-shall-never-surrender/ This is a recording of the full speech, listen from around 10.42 onwards for the section transcribed in these resources.

Language Features

https://www.bbc.co.uk/programmes/p00wwq4t

Watch the clip and make notes here.

Two Famous Speeches

John F. Kennedy - *The Decision to go the Moon 1961*
(President of USA in 1960s)

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organise and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

1. What is Kennedy explaining?
2. Why do you think he repeats the phrase "We choose to go to the moon"?

   ...not because they are easy, but because they are hard...
3. Does this reason surprise you?
   Why do you think he uses contrasts such as *easy* and *hard* in his speech?

Barack Obama - *Victory speech 2008*
(President of USA 2009-2017)

The road ahead will be long. Our climb will be steep. We may not get there in one year or even in one term, but America - I have never been more hopeful than I am tonight that we will get there. I promise you - we as a people will get there.

There will be setbacks and false starts. There are many who won't agree with every decision or policy I make as president, and we know that government can't solve every problem. But I will always be honest with you about the challenges we face. I will listen to you, especially when we disagree.

And above all, I will ask you to join in the work of remaking this nation the only way it's been done in America for 221 years - block by block, brick by brick, calloused hand by calloused hand.

4. Who is Obama talking to?

   The road ahead will be long. Our climb will be steep.
5. Is he really talking about an actual road? What is he describing with this image?

   ...block by block, brick by brick...
6. What affect does this alliteration (repeating the beginning sound) have and why does he use it?

7. **Both speakers** say things *will* happen rather than *might* or *may* happen.
   Why do they use this modal verb in their speech?
8. Which speech do you think is most persuasive? Explain why, giving examples.

Three Famous Speeches

Winston Churchill - *We shall fight on the beaches* 1940
(Prime minster of Britain during WWII)

...we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were **subjugated** and starving, then our Empire beyond the seas, armed and guarded by the British **Fleet**, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

subjugated - taken control of, dominated **Fleet** - A number of warships

Elizabeth I - *Speech to the Troops* 1588
(Queen of England during Tudor times)

I am come amongst you, as you see, at this time, not for my **recreation and disport**, but being resolved, in the midst and heat of the battle, to live and die amongst you all; to lay down for my God, and for my kingdom, and my people, my honour and my blood, even in the dust. I know I have the body but of a weak and feeble woman; but I have the heart and stomach of a king, and of a king of England too. I myself will take up arms, I myself will be your general, judge, and rewarder of every one of your **virtues** in the field.

Recreation and disport - amusement, fun **Virtues** – good qualities

William Lyon Phelps - *The Pleasure of Books* 1933
(American speaker and university lecturer)

A borrowed book is like a guest in the house; it must be treated with **punctiliousness**, with a certain **considerate formality**. You must see that it sustains no damage; it must not suffer while under your roof. You cannot leave it carelessly, you cannot mark it, you cannot turn down the pages, you cannot use it familiarly. And then, some day, although this is seldom done, you really ought to return it.

Punctiliousness - care **Considerate formality** – kind/proper behaviour

Three Famous Speeches - Questions

Winston Churchill

1. What phrase is repeated most in this speech?
   Why does he use repetition?

   ...in God's good time...
2. Why do you think he uses this alliteration?

3. What difficulty does Churchill predict and how does he make it seem less of a problem?

Elizabeth I

4. What is happening at the time of this speech?

5. Find an example of Elizabeth using contrast in her speech.
   Why does she use it?

6. What words to do with the human body does she use and why?

William Lyon Phelps

7. What simile does Phelps use to describe a borrowed book?
   How is this imagery effective?

8. What modal verbs does he use and how do they make him more persuasive?

9. How is Phelps' speech very different to the others?
   Why do you think that is?

10. Which speech do you think is the most persuasive?
    Explain why, giving examples.

Guide to Comprehension Answers

Two Famous Speeches

1. **What is Kennedy explaining?** *The reasons for going to the moon*
2. **Why do you think he repeats the phrase "We choose to go to the moon"?** *This is the main point of his speech. Repeating the phrase helps to make it stand out/be memorable.*
3. **Does this reason surprise you?** *Yes/no* **Why do you think he uses contrasts such as *easy* and *hard* in his speech?** *The contrast makes it stand out. It is surprising. It seems like a bigger achievement.*
4. **Who is Obama talking to?** America, the American people
5. **Is he really talking about an actual road? What is he describing with this image?** *It is a metaphor. He is describing the next few years as a journey taken together with the American people.*
6. **What affect does this alliteration (repeating the beginning sound) have and why does he use it?** *The words block and brick stand out. He makes it sound like he is building something. (It sounds like a physical task which hard work but will achieve something solid).*
7. **Both speakers say things *will* happen rather than *might* or *may* happen. Why do they use this modal verb in their speech?** *They are talking about the future so can't be sure but use **will** as it sounds more certain. They sound confident that they will achieve their goals. It is more persuasive.*
8. **Which speech do you think is most persuasive? Explain why, giving examples.** *Any reasonable answer justified with examples from the text.*

Three Famous Speeches

1. **What phrase is repeated most in this speech? Why does he use repetition?** *'we shall fight' – it makes it stand out/be memorable. It is the main point of the speech. To build up momentum – like a chant. To inspire those who will be fighting/will deal with hardship as a result of the fighting.*
2. **Why do you think he uses this alliteration?** *To make the words stand out. To make the link between God and his actions. To give his actions legitimacy.*
3. **What difficulty does Churchill predict and how does he make it seem less of a problem?** *Britain might be taken over by a foreign power and the people starve. He does not believe it will happen even 'for a moment'. The country would be rescued by the Empire/New World and British fleet.*
4. **What is happening at the time of this speech?** *Troops of soldiers are preparing to go into battle.*
5. **Find an example of Elizabeth using contrast in her speech.** *'to live and die', 'recreation and disport' 'midst and heat of the battle' 'a weak and feeble woman' 'heart and stomach of a king'* **Why does she use it?** *To make the words stand out. To challenge those who accuse her of playing or being weak. To emphasise her strength and resolve.*
6. **What words to do with the human body does she use and why?** *'blood', 'heart' 'stomach' The soldiers are about to risk their lives in battle – these are apt terms which everyone can relate to. The heart, blood and stomach are associated with courage and strength. Elizabeth wants to seem like a strong, brave leader. (Some children may identify 'arms'. Make links to the term 'armed' as in holding a weapon.)*
7. **What simile does Phelps use to describe a borrowed book?** *A book is like a house guest.*
   How is this imagery effective? *There are expectations in the way we treat guests. We look after them. We are careful with them. We don't expect them to stay forever.*
8. **What modal verbs does he use and how do they make him more persuasive?** *'must' 'cannot' 'ought to'. He makes it seem that you are obliged to treat books carefully. It is not possible to damage them.*
9. **How is Phelps' speech very different to the others? Why do you think that is?** *It is calmer. The images are less dramatic. It seems less serious. The context and content of the speech is very different to the previous ones. This is about books. The previous were about life and death and during a time of war.*
10. **Which speech do you think is the most persuasive? Explain why, giving examples. Any reasonable answer which gives examples to justify the choice.**

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Find out about Malala Yousafzai

- Read this webpage about Malala Yousafzai www.bbc.co.uk/newsround/46865195
- Make notes on *Five Important Facts* about the five most important things that you learn about her.

2. Read and reflect on a speech

- Watch the first minute of Malala's speech at the United Nations. https://www.malala.org/newsroom/archive/malala-un-speech
- Read *Malala's Speech*.
- Think about the *Reflection Prompts*. Write answers on *Reflection Notes*. (You may find *Persuasive Features* helpful)

3. Now for some writing

- Write to Malala about her speech. Tell her a little about yourself. Explain what you liked and noticed about her speech. Ask her some questions.

Well done! Share your writing with a grown-up. Show them Malala's Speech and the most important things that you noticed about it.

Try the Fun-Time Extra

- Find out more about Malala Yousafzai. You could start with this website: www.malala.org
- Can you make a poster summarising what you learn about Malala?

Malala Yousafzai – Five Important Facts

Read the webpage and make notes.

https://www.bbc.co.uk/newsround/46865195

Malala Yousafzai's – *Speech to the United Nations* 2013

Extracts of Malala Yousafzai's speech that gave to the United Nations in 2013, the date of her 16th birthday and "Malala Day" at the UN.

Dear brothers and sisters, do remember one thing: Malala Day is not my day. Today is the day of every woman, every boy and every girl who have raised their voice for their rights. There are hundreds of human rights activists and social workers who are not only speaking for their rights, but who are struggling to achieve their goal of peace, education and equality. I am just one of them. So here I stand, one girl, among many. I speak not for myself, but so those without a voice can be heard. Those who have fought for their rights. Their right to live in peace. Their right to be treated with dignity. Their right to equality of opportunity. Their right to be educated.

Dear friends, on 9 October 2012, the Taliban shot me on the left side of my forehead. They shot my friends, too. They thought that the bullets would silence us, but they failed. And out of that silence came thousands of voices. The terrorists thought they would change my aims and stop my ambitions. But nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage were born.

I am the same Malala. My ambitions are the same. My hopes are the same. And my dreams are the same. Dear sisters and brothers, we realize the importance of light when we see darkness. We realize the importance of our voice when we are silenced. In the same way, when we were in Swat, the north of Pakistan, we realised the importance of pens and books when we saw the guns. The wise saying, "The pen is mightier than the sword," is true. The extremists are afraid of books and pens. The power of education frightens them.

Peace is a necessity for education. In many parts of the world, terrorism, war and conflicts stop children from going to schools. We are really tired of these wars. Dear brothers and sisters, we want schools and education for every child's bright future. We will continue our journey to our destination of peace and education. No one can stop us. We will speak up for our rights and we will bring change to our voice. We believe in the power and the strength of our words. Our words can change the whole world because we are all together, united for the cause of education. And if we want to achieve our goal, then let us empower ourselves with the weapon of knowledge and let us shield ourselves with unity and togetherness.

So let us wage a global struggle against illiteracy, poverty and terrorism and let us pick up our books and our pens. They are our most powerful weapons. One child, one teacher, one book and one pen can change the world. Education is the only solution. Education first.

Reflection Prompts

Who is the **audience**?

What is the **purpose** or main point of the speech?

How **persuasive** do you find the speech? *Explain why.*

What **persuasive features** can you spot? *Give examples.*
What impact do they have?

Which persuasive techniques are **not used**?
Can you think of a reason why Malala did not use them?

Persuasive Features

Can you find any of these in Malala's speech?

Persuasive Language Features

- Present tense
- Conjunctions for cause, contrast, condition
- Adverbs for lists, cause, contrast, attitude
- Emotive language
- Strong images/word play*
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

Word Play/Imagery*

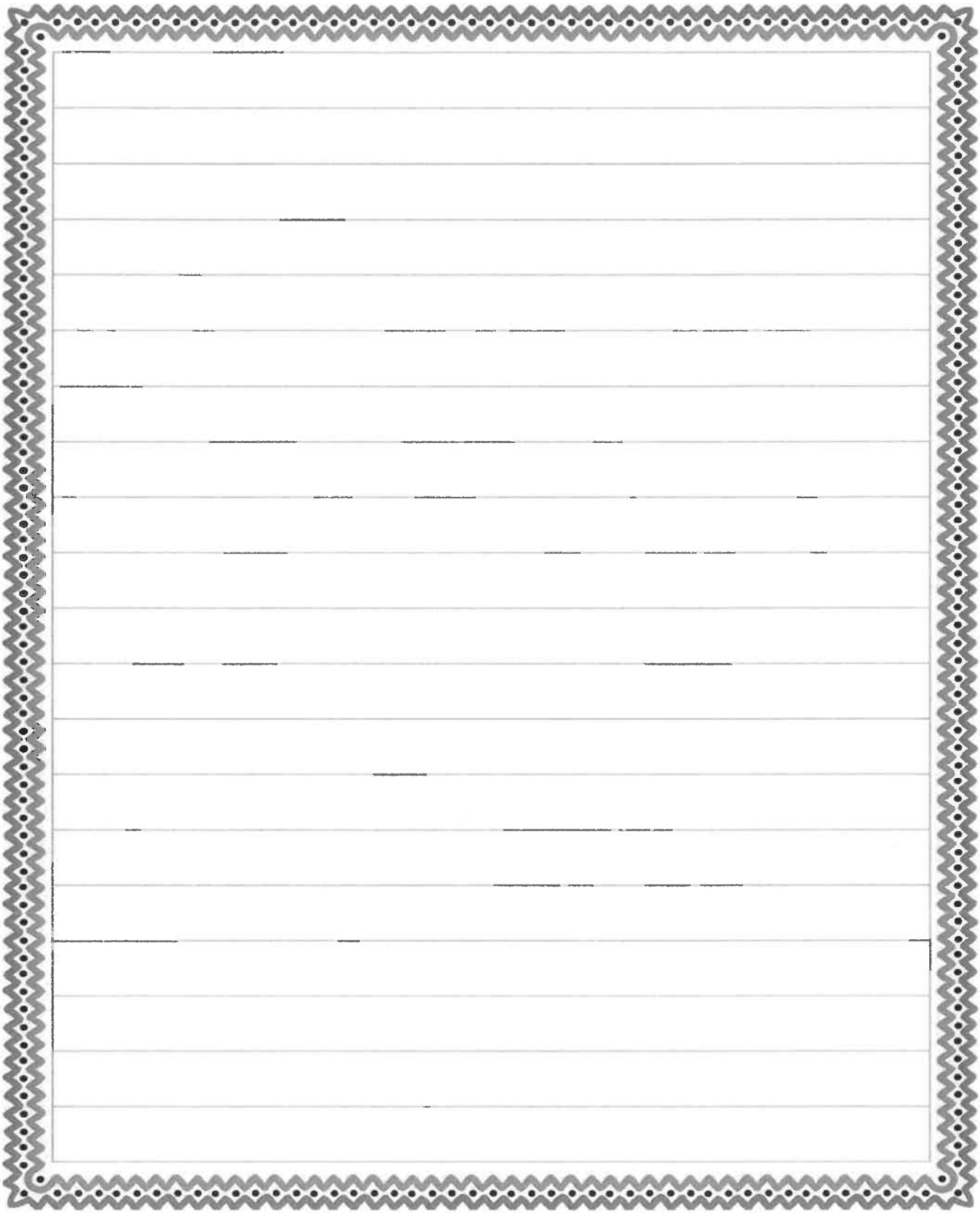
- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration/hyperbole
- Contrasting pairs
- Lists (esp. of 3)

Reflection Notes

Audience
Purpose
How persuasive?
Features
Missing features

Letter to Malala

Write your letter to Malala. Tell her about yourself and what you noticed in her speech. Ask her any questions that you have.



What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Listen to a protest song

- Listen to 1960s song 'Streets of London'. Read the lyrics as you do. https://www.youtube.com/watch?v=5Dk1O1Tyhu4
- How would you sum up the message of the song? Could you write it in just three sentences?

2. Highlight language features

- Read the *Lyrics* of the song.
- Look for any of the *Persuasive Features.*
- Highlight and annotate the *Lyrics* to show them. Check what you find against the *Annotated version*.

3. Now for some writing

- Read *Adapting Lyrics.* Change the words of the song to make a new song about a different issue that you care about.
- Write out a verse of your new song.

Well done! Share your writing with a grown-up.

Try the Fun-Time Extra

- Can you record your new song and share it with someone else?
- Can you make a list of other songs with a message like this? Ask people in your house for ideas.

Lyrics

Have you seen the old man in the closed down market,
Kicking up the papers with his worn out shoes?
In his eyes you see no pride, hand held loosely by his side
Yesterday's papers telling yesterday's news

So how can you tell me you're lonely
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the streets of London
I'll show you something
To make you change your mind.

Have you seen the old girl who walks the streets of London?
Dirt in her hair and her clothes in rags?
She's no time for talkin', she keeps right on walkin',
Carrying her home in two carrier bags.

Chorus

In the all-night café at a quarter past eleven
same old man sitting there on his own.
Looking at the world over the rim of his teacup.
Each tea lasts an hour then he wanders home alone.

Chorus

Have you seen the old man outside the seaman's mission?
Memory fading with the medal ribbons that he wears?
In our winter city, the rain cries a little pity
For one more forgotten hero and a world that doesn't care.

'Streets of London' By **Ralph McTell**
(1969)

Persuasive Features

Can you find any of these in the Streets of London song?

Persuasive Language Features

- Present tense
- Conjunctions for cause, contrast, condition
- Adverbs for lists, cause, contrast, attitude
- Emotive language
- Strong images/word play*
- Deliberate ambiguity
- Rhetorical questions
- Daring reader to disagree
- Opinion as fact

Word Play/Imagery*

- Alliteration
- Repetition
- Onomatopoeia
- Simile
- Metaphor
- Exaggeration/hyperbole
- Contrasting pairs
- Lists (esp. of 3)

Lyrics – annotated

Have you seen the old man in the closed down market,
Kicking up the papers with his worn out shoes?
In his eyes you see no pride, hand held loosely by his side
Yesterday's papers telling yesterday's news

So how can you tell me you're lonely
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the streets of London
I'll show you something
To make you change your mind.

- Emotive language = blue
- Present tense = green
- Strong images = yellow
- Daring the reader to disagree = grey
- Adverbs = pink
- Rhetorical questions = red question mark ?

Have you seen the old girl who walks the streets of London?
Dirt in her hair and her clothes in rags?
She's no time for talkin', she keeps right on walkin',
Carrying her home in two carrier bags.

Chorus

In the all-night café at a quarter past eleven
same old man sitting there on his own.
Looking at the world over the rim of his teacup.
Each tea lasts an hour then he wanders home alone.

Chorus

Have you seen the old man outside the seaman's mission?
Memory fading with the medal ribbons that he wears?
In our winter city, the rain cries a little pity
For one more forgotten hero and a world that doesn't care.

Adapting Lyrics

Have you seen the **old man** in the **closed down market**,
Kicking up the papers with his **worn out shoes**?
In his eyes you see no pride, hand held loosely by his side
Yesterday's **papers telling** yesterday's **news**

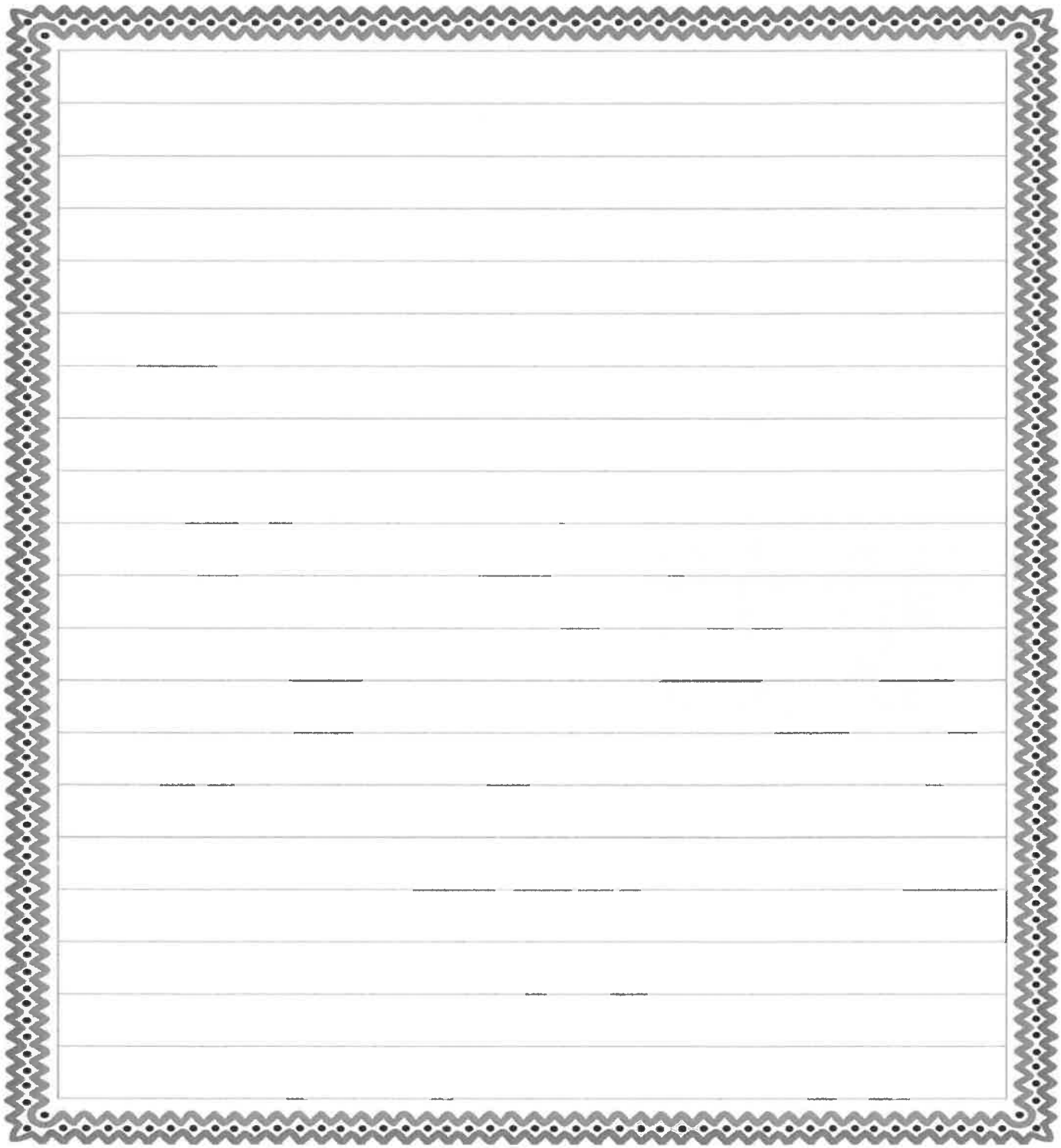
So how can you tell me you're **lonely**
And say for you that the sun don't shine?
Let me take you by the hand
And lead you through the **streets of London**
I'll show you something
To make you change your mind.

Try changing the words in bold to adapt this song for a new audience and purpose.
Try to keep the rhythm and rhyme scheme the same.

Extract from 'Streets of London' By **Ralph McTell** (1969)

New Verse

Write your new verse here:



What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read part of a poem

- Read the first two verses of *Old Deuteronomy* by TS Eliot. Even though some of the words are tricky, can you work out what is happening?
- Answer *Old Deuteronomy Questions*.
- Watch a reading of the poem. Does it sound like you expected? https://www.youtube.com/watch?v=2b1Wsy3XfA0

2. Revise Relative Clauses

- Use the ***PowerPoint****: Relative Clauses* to hear the teaching or, if that isn't possible, remind yourself using the *Revision Card*.
- Complete *Relative Clause 1.*
- Challenge yourself to complete *Relative Clause 2.*

3. Now for some writing

- Look closely at the illustration of Old Deuteronomy on market day.
- Use the Relative Pronouns List and write some sentences with relative clauses about what you can see in the illustration.

Well done! Share your writing with a grown-up. Show them the illustration. Point out the relative pronouns that you have used in your writing.

Try the Fun-Time Extras

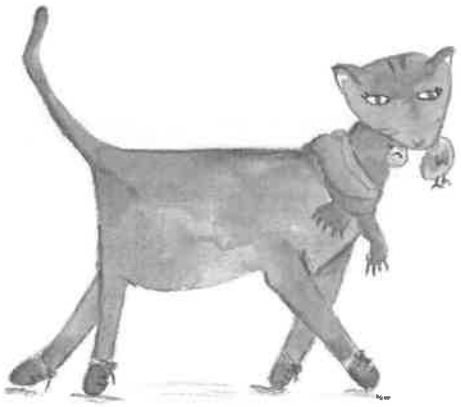
- Can you create an illustration to go with the first verse of the poem?
- Can you practise reading the poem out loud? You could even try to learn one of the verses off by heart.

Old Deuteronomy – First Verse

Old Deuteronomy's lived a long time;
He's a Cat who has lived many lives in succession.
He was famous in proverb and famous in rhyme
A long while before Queen Victoria's accession.
Old Deuteronomy's buried nine wives
And more - I am tempted to say, ninety-nine;
And his numerous progeny prospers and thrives
And the village is proud of him in his decline.
At the sight of that placid and bland physiognomy,
When he sits in the sun on the vicarage wall,
The Oldest Inhabitant croaks: "Well, of all . . .
Things. . . Can it be . . . really! . . . No!. . . Yes!. . .
Ho! Hi!
Oh, my eye!
My sight may be failing, but yet I confess
I *believe* it is Old Deuteronomy!"

by T.S. Eliot

Old Deuteronomy – Second Verse



Old Deuteronomy sits in the street,
He sits in the High Street on market day;
The bullocks may bellow, the sheep they may bleat,
But the dogs and the herdsmen will turn them away.
The cars and the lorries run over the kerb,
And the villagers put up a notice: ROAD CLOSED -
So that nothing untoward may chance to disturb
Deuteronomy's rest when he feels so disposed
Or when he's engaged in domestic economy:
And the Oldest Inhabitant croaks: "Well, of all . . .
Things. . . Can it be . . . really! . . . No!. . . Yes!. . .
Ho! Hi!
Oh, my eye!
I'm deaf of an ear now but yet I can guess
That the cause of the trouble is Old Deuteronomy!"

by T.S. Eliot

Old Deuteronomy Questions

1. What phrases tell you that Old Deuteronomy is an old cat?

2. What do the people of the village feel about this very old cat?

3. What does the oldest person in the village say when they see Old Deuteronomy?

4. Where does the cat sit on market day?

5. What do the villagers do?

Revision Card – Relative Clauses

Relative Pronouns

Relative pronouns are used differently to other **pronouns**.
They introduce a **relative clause**.

Relative Pronouns
who, which, where, when, whose, that

Relative Pronouns

They can *relate* the **clause** to a **noun.**

Old Deuteronomy, ***who*** *was sleepy*, licked his tail.
Old Deuteronomy licked his tail ***which*** *he coiled towards him.*
Old Deuteronomy, ***whose*** *tongue was very rough*, licked his tail.
Old Deuteronomy licked the bite ***that*** *the mouse had given him.*

Relative Pronouns
who, which, where, when, whose, that

Relative Clauses

Relative clauses can also *relate* to a **whole clause.**

The cat caught the canary.

This is a clause.

The cat caught the canary,
which annoyed its owner.

It is not the *cat which annoyed the owner*. It is the catching of the canary. The **relative clause** relates to the whole clause.

Relative Clauses 1

1) Can you add a relative clause to any of these sentences? Look at the pronouns in the box and try to use a different one each time.

e.g. Old Deuteronomy sat on the wall, which he found very comfortable.

He has had nine wives ....

He was famous before Queen Victoria...

The villagers are glad to see him...

He sits in the street....

The villagers put up a notice...

Relative pronouns

which
who
where
when
whose
that

Relative Clauses 2

Can you embed a relative clause in these sentences?
You could use one of the clauses from the box.

Old Deuteronomy, ..., has lived a very long time.

The village, ..., is very proud of him.

The wall, ..., is flooded with the sunshine.

The Oldest Inhabitant, ... , croaked 'Well of all things!'

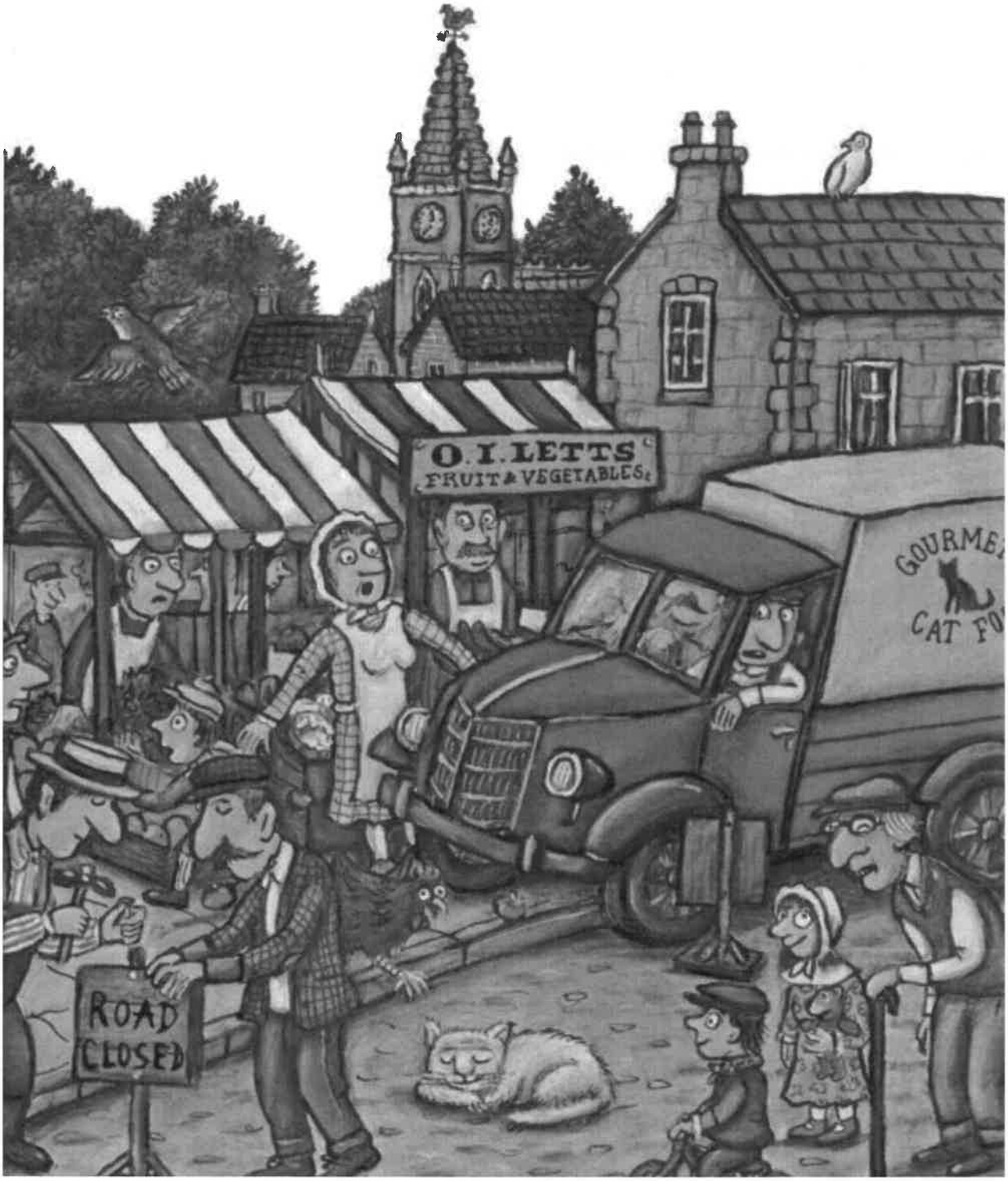
Queen Victoria, ..., came to the throne in 1837.

when seeing old Deuteronomy
which he sits upon
who is the hero of this poem
where he lives
whose reign was after old Deuteronomy was famous

3) Can you make up your own relative clause to embed in these sentences?

On market day, ..., he sits in the street.
The sheep, ..., start to bleat.
The villagers, ..., close the road.
Old Deuteronomy, ..., simply sleeps and sleeps.
The Oldest Inhabitant, ..., is deaf in one ear.

Old Deuteronomy Illustration



By Axel Schefller – from Old Possum's Book of Practical Cats

Relative Pronouns List

who

which

where

when

whose

that

Sentences

Write some sentences about the illustration. Include relative clauses in your sentences.

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read the third verse of the poem

- Read *Old Deuteronomy – Third Verse*.
- Answer *Third Verse Questions*.

2. Compare performances of the poem

- Listen to and watch two versions of the poem. One is the poet reading the poem himself, one is from a musical based on the poem.
  https://www.youtube.com/watch?v=zYiPsc6cAYM
  https://www.youtube.com/watch?v=8qZcl6nEsRg
- Write *Notes* about what you notice about each performance. What do you like about them? Is there anything that you dislike? Which parts of the poem do they help you to notice?

3. Now for some writing

- Read *Writing Brief*. Imagine a fourth scene for Old Deuteronomy. Where might he sleep? What problems could he cause there? What will the villagers do?
- Write about your fourth scene carefully using relative clauses in some of your sentences. Use the *Relative Pronoun List* to help you.

Well done! Share your writing with a grown-up. Show them the features that you have included.

Try the Fun-Time Extras

- Make an illustration to match your new scene.
- Act out your scene.
- Find out about some of T.S. Eliot's other poems about cats.

Old Deuteronomy – Third Verse

Old Deuteronomy lies on the floor
Of the Fox and French Horn for his afternoon sleep;
And when the men say: "There's just time for one more,"
Then the landlady from her back parlour will peep
And say: "Now then, out you go, by the back door,
For Old Deuteronomy mustn't be woken -

I'll have the police if there's any uproar" -
And out they all shuffle, without a word spoken.
The digestive repose of that feline's gastronomy
Must never be broken, whatever befall:
And the Oldest Inhabitant croaks: "Well, of all . . .
Things. . . Can it be . . . really! . . . No!. . . Yes!. . .
Ho! Hi!
Oh, my eye!
My legs may be tottery, I must go slow
And be careful of Old Deuteronomy!"

by T.S. Eliot

Third Verse Questions

1. Where does Old Deuteronomy sleep this time?

2. What does the landlady do when he falls asleep in her pub?

3. What do you think 'digestive repose' might mean?

4. How does this verse fit the pattern of the other two verses?

Notes

T.S. Eliot reading

Cats the Musical

Writing Brief

Think of a fourth scene for Old Deuteronomy. Think about:

- Where he falls asleep
- Why this is comfortable for him
- Why this is inconvenient to others
- What people do to prevent him from being disturbed
- What ailment the Oldest Inhabitant feels this time

Write sentences to describe your scenario. Include:

- Relative pronouns, introducing relative clauses.
- Embedded relative clauses

Remember to use commas to keep the meaning clear.

Relative Pronouns List

who

which

where

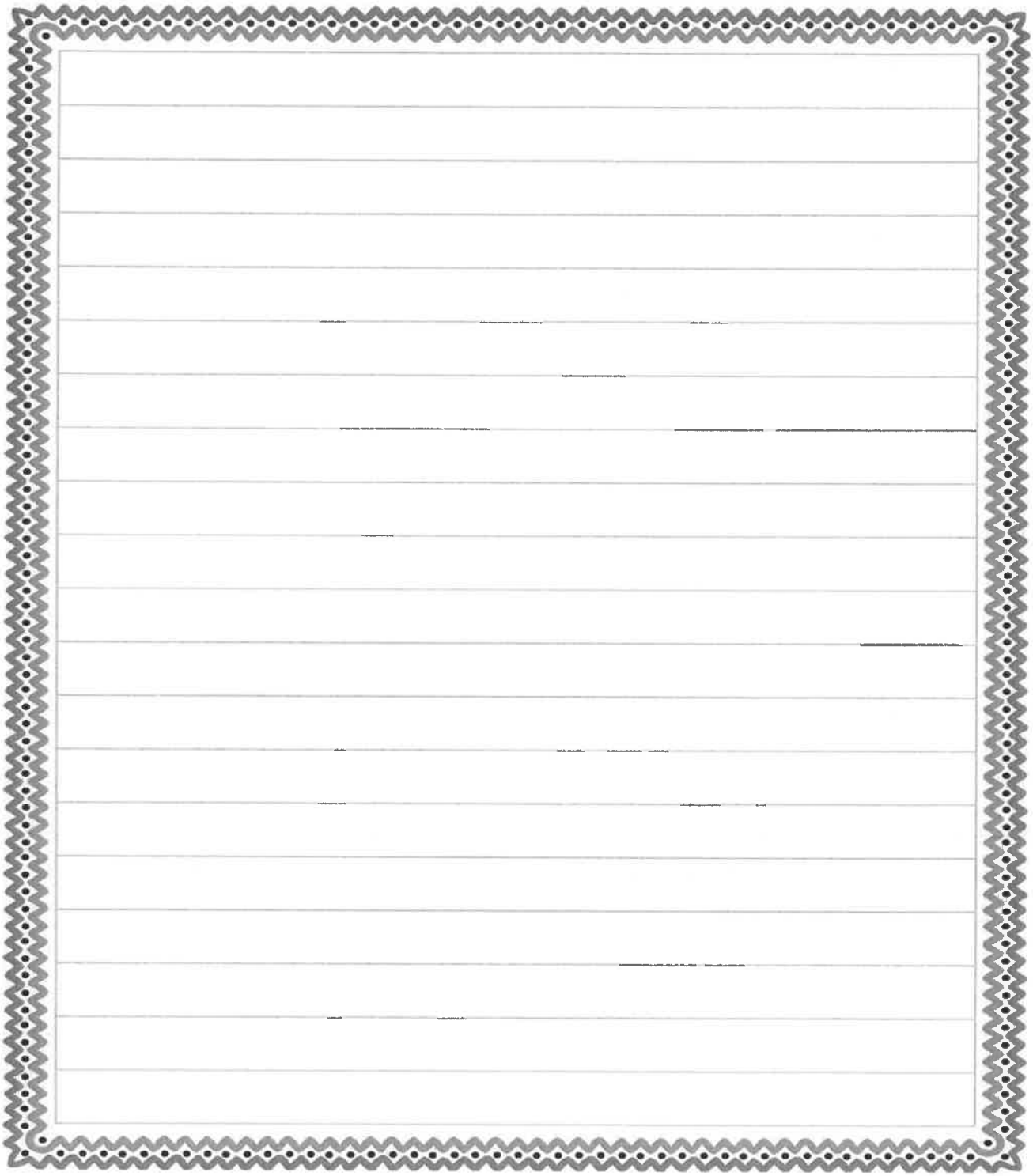
when

whose

that

Where Old Deuteronomy slept next

Think of another place for Old Deuteronomy to sleep. What problems will he cause? What will the villagers do? What will the oldest inhabitant say?



Third Verse - ANSWERS

1. Where does Old Deuteronomy sleep this time?

In a pub called 'The Fox and French Horn'

2. What does the landlady do when he falls asleep in her pub?

She makes sure he is undisturbed. She sends customers away.

3. What do you think 'digestive repose' might mean?

It means a rest after a meal to help the body to digest the meal.

4. How does this verse fit the pattern of the other two verses?

The rhyme pattern is the same. The cat sleeps in a place which he finds comfortable but which is inconvenient to others. The villagers don't disturb him. The oldest villager says almost the same thing again.