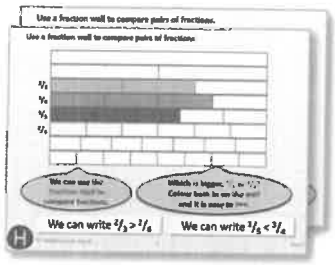
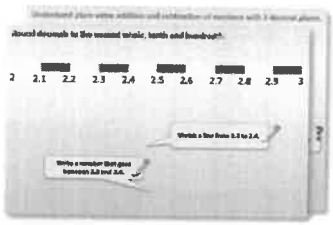
Year 6: Week 4, Day 1
Use equivalence to compare fractions

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

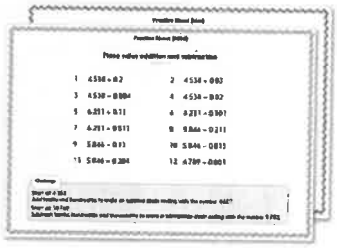
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



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

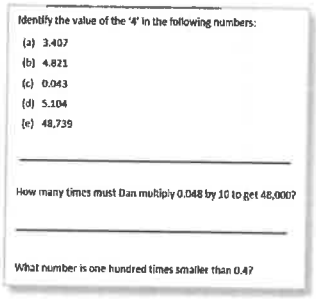


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.



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

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


Identify the value of the '4' in the following numbers:

(a) 3.407

(b) 4.821

(c) 0.043

(d) 5.104

(e) 48,739

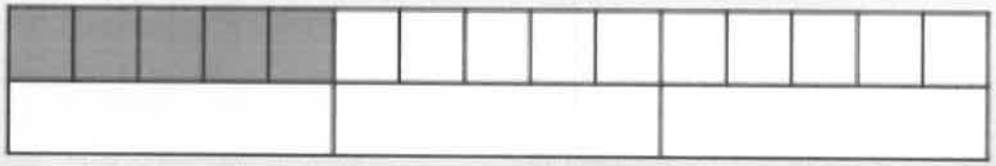
How many times must Dan multiply 0.048 by 10 to get 48,000?

What number is one hundred times smaller than 0.4?

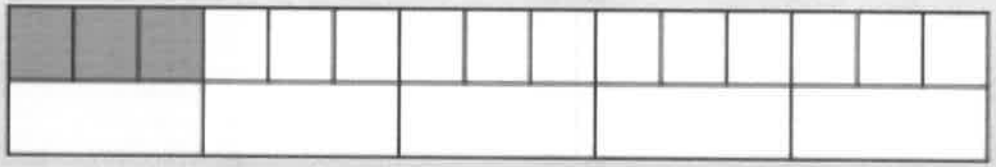
Learning Reminders

Compare fractions with different denominators using equivalence.

Which fractions with denominators less than 15 can be written as $^1/_{15}$s?



$^1/_3 = {}^5/_{15}$



$^1/_5 = {}^3/_{15}$

$^2/_3$ and $^3/_5$

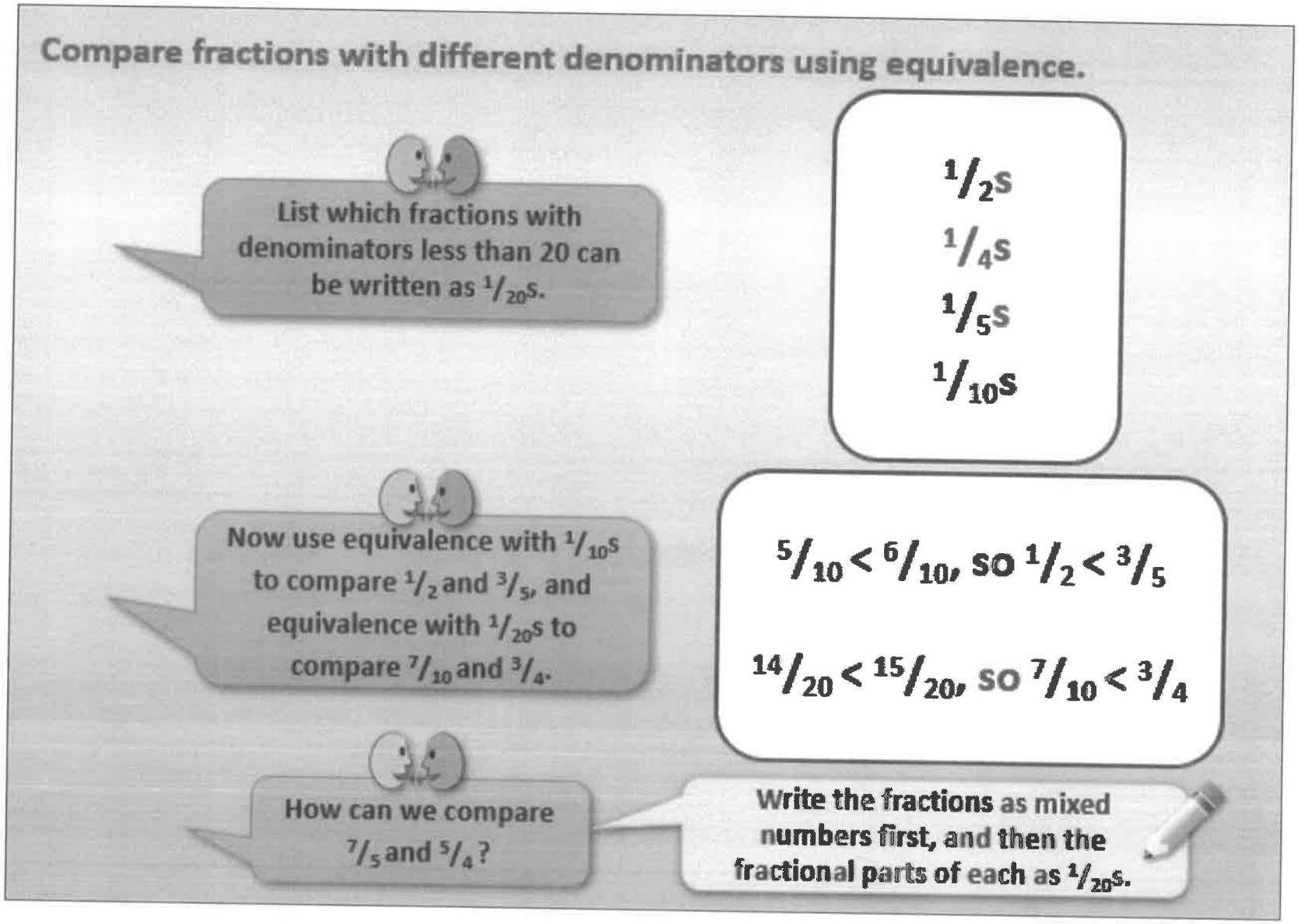
We can write these as the same 'sort' of fractions, i.e. fractions with a common denominator, in this case $^1/_{15}$s, to compare them.

Write both fractions as $^1/_{15}$s, then write > or < to compare $^2/_3$ and $^3/_5$.

$^{10}/_{15}$ and $^9/_{15}$

$^2/_3 > {}^3/_5$

Learning Reminders



Practice Sheet Mild
Equivalent fractions

Use the fraction wall to help you join each fraction on the left to the equivalent fraction in its simplest form.

$\frac{2}{8}$	
	$\frac{1}{2}$
$\frac{3}{6}$	
$\frac{3}{9}$	
$\frac{3}{12}$	$\frac{1}{3}$
$\frac{4}{12}$	
$\frac{5}{10}$	$\frac{2}{3}$
$\frac{4}{8}$	
$\frac{6}{8}$	
	$\frac{1}{4}$
$\frac{2}{6}$	
$\frac{4}{6}$	
$\frac{8}{12}$	$\frac{3}{4}$
$\frac{9}{12}$	

Challenge

Write some fractions which are equivalent to $\frac{1}{4}$ but not on the fraction wall.

Practice Sheet Mild
Comparing fractions

Write these fractions as $\frac{1}{6}$s. Then write them in order, starting with the smallest first.

$\frac{2}{3}$ $\frac{1}{2}$ $\frac{1}{3}$

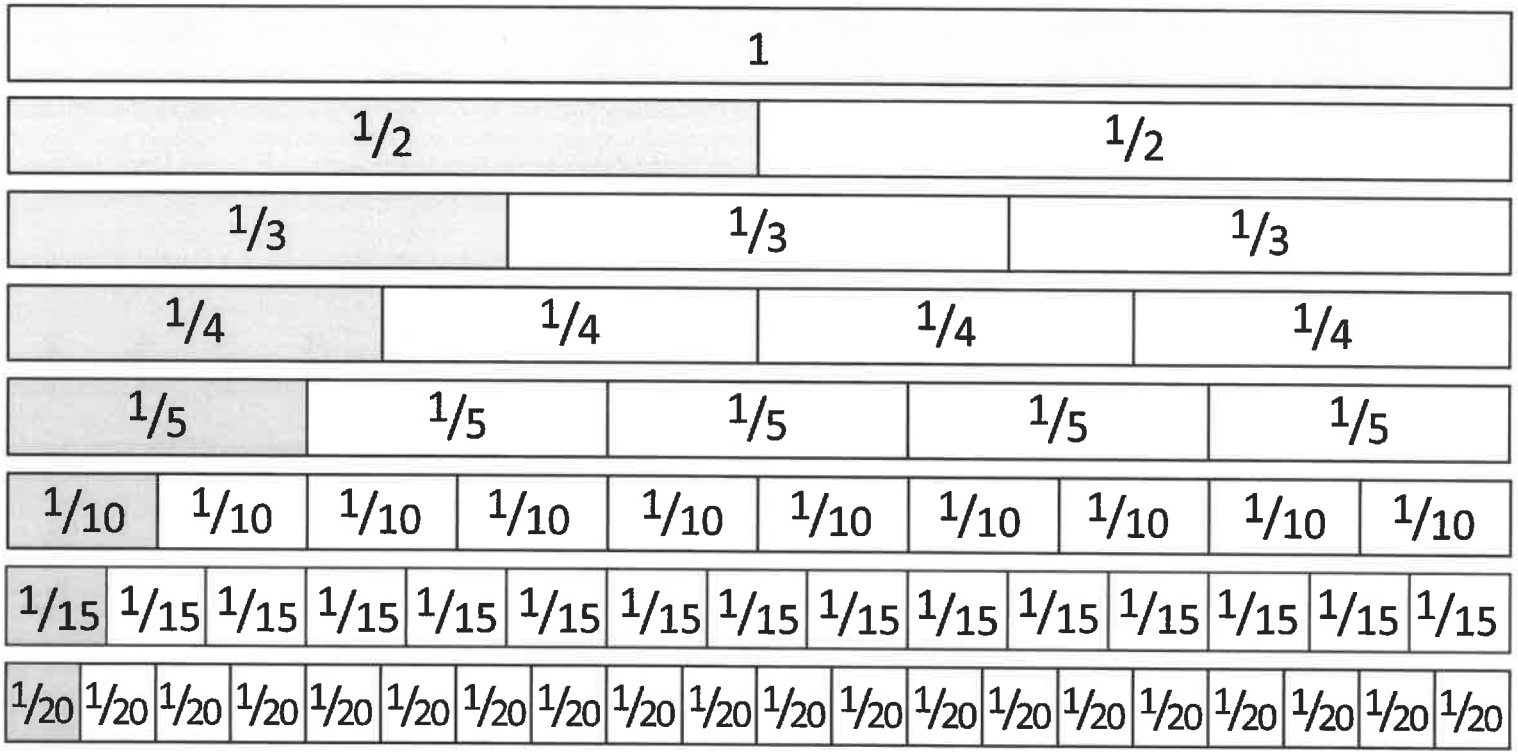
Write these fractions as $\frac{1}{10}$s. Then write them in order, starting with the smallest first.

$\frac{1}{2}$ $\frac{2}{5}$ $\frac{3}{5}$

Write these fractions as $\frac{1}{12}$s. Then write them in order, starting with the smallest first.

$\frac{2}{3}$ $\frac{3}{4}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{6}$ $\frac{5}{6}$ $\frac{1}{2}$

Resource
Fraction wall



Practice Sheet Hot
Equivalent fractions

Ring all the fractions that are equivalent to $\frac{1}{4}$

$\frac{2}{8}$ $\frac{2}{7}$ $\frac{3}{12}$ $\frac{4}{20}$ $\frac{5}{20}$ $\frac{10}{30}$ $\frac{10}{40}$ $\frac{4}{16}$ $\frac{4}{100}$

Ring all the fractions that are equivalent to $\frac{1}{3}$

$\frac{3}{12}$ $\frac{3}{6}$ $\frac{2}{6}$ $\frac{4}{12}$ $\frac{4}{9}$ $\frac{10}{30}$ $\frac{3}{9}$ $\frac{5}{15}$ $\frac{6}{15}$

Ring all the fractions that are equivalent to $\frac{1}{5}$

$\frac{5}{15}$ $\frac{2}{10}$ $\frac{3}{15}$ $\frac{4}{20}$ $\frac{5}{20}$ $\frac{5}{100}$ $\frac{20}{100}$ $\frac{10}{50}$ $\frac{4}{25}$

Complete this list of fractions equivalent to $\frac{3}{4}$

$\frac{3}{4}$ $\frac{\square}{8}$ $\frac{\square}{12}$ $\frac{\square}{16}$ $\frac{\square}{20}$ $\frac{30}{\square}$ $\frac{\square}{60}$ $\frac{\square}{100}$ $\frac{21}{\square}$ $\frac{\square}{\square}$

Challenge 1

Ava says that she can write $\frac{1}{2}$, $\frac{3}{4}$, $\frac{2}{5}$ and $\frac{2}{3}$ as an equivalent number of fiftieths. Do you agree with her?

Challenge 2

Write at least 5 fractions which are equivalent to $\frac{2}{5}$.

Practice Sheet Hot
Comparing fractions

Write these pairs of fractions as the same type of fraction to help compare them.

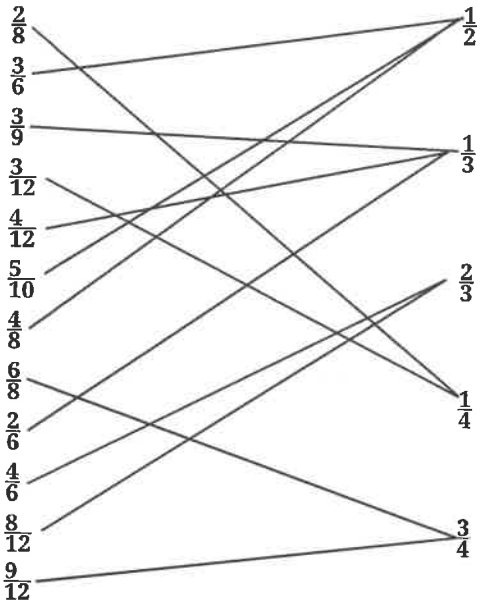
1. $\frac{1}{2}$ and $\frac{2}{5}$
2. $\frac{1}{3}$ and $\frac{2}{5}$
3. $\frac{2}{3}$ and $\frac{4}{5}$
4. $\frac{1}{4}$ and $\frac{2}{5}$
5. $\frac{3}{4}$ and $\frac{4}{5}$
6. $\frac{5}{6}$ and $\frac{7}{9}$
7. $\frac{5}{6}$ and $\frac{3}{4}$
8. $\frac{1}{3}$ and $\frac{2}{7}$

Write the groups of fractions as the same type of fraction, then write each group in order from least to greatest.

1. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{4}{15}$
2. $\frac{1}{2}$ $\frac{2}{3}$ $\frac{5}{6}$
3. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{2}{3}$
4. $\frac{1}{2}$ $\frac{4}{5}$ $\frac{3}{4}$
5. $\frac{1}{2}$ $\frac{5}{6}$ $\frac{7}{9}$

Practice Sheet Answers

Equivalent fractions (mild)



Challenge

Write some fractions which are equivalent to $\frac{1}{4}$ that are not on the fraction wall.
e.g. $\frac{2}{8}$ $\frac{3}{12}$ $\frac{4}{16}$ $\frac{5}{20}$ $\frac{6}{24}$, etc.

Ordering fractions (mild)

$\frac{2}{3} = \frac{4}{6}$
$\frac{1}{2} = \frac{3}{6}$
$\frac{1}{3} = \frac{2}{6}$
Order smallest first: $\frac{1}{3}$ $\frac{1}{2}$ $\frac{2}{3}$

$\frac{1}{2} = \frac{5}{10}$
$\frac{2}{5} = \frac{4}{10}$
$\frac{3}{5} = \frac{6}{10}$
Order smallest first: $\frac{2}{5}$ $\frac{1}{2}$ $\frac{3}{5}$

$\frac{2}{3} = \frac{8}{12}$
$\frac{3}{4} = \frac{9}{12}$
$\frac{1}{4} = \frac{3}{12}$
$\frac{1}{3} = \frac{4}{12}$
$\frac{1}{6} = \frac{2}{12}$
$\frac{5}{6} = \frac{10}{12}$
$\frac{1}{2} = \frac{6}{12}$
Order smallest first: $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{2}{3}$ $\frac{9}{12}$

Practice Sheet Answers

Equivalent fractions (hot)

The fractions equivalent to $\frac{1}{4}$ are: $\frac{2}{8}$ $\frac{3}{12}$ $\frac{5}{20}$ $\frac{10}{40}$ $\frac{4}{16}$

The fractions equivalent to $\frac{1}{3}$ are: $\frac{2}{6}$ $\frac{4}{12}$ $\frac{10}{30}$ $\frac{3}{9}$ $\frac{5}{15}$

The fractions equivalent to $\frac{1}{5}$ are: $\frac{2}{10}$ $\frac{3}{15}$ $\frac{4}{20}$ $\frac{20}{100}$ $\frac{10}{50}$

$\frac{3}{4}$ $\frac{6}{8}$ $\frac{9}{12}$ $\frac{12}{16}$ $\frac{15}{20}$ $\frac{30}{40}$ $\frac{45}{60}$ $\frac{75}{100}$ $\frac{21}{28}$ The final fraction in this list can be any that is equivalent to $\frac{3}{4}$.

Challenge 1

Ava is partly correct: $\frac{1}{2} = \frac{25}{50}$ and $\frac{2}{5} = \frac{20}{50}$. but $\frac{2}{3}$ and $\frac{3}{4}$ cannot be writen as fiftieths, because the denominators are not factors of 50.

Challenge 2

Fractions equivalent to $\frac{2}{5}$ could include: $\frac{4}{10}$ $\frac{6}{15}$ $\frac{8}{20}$ $\frac{10}{25}$ $\frac{12}{30}$ and so on

Comparing fractions (hot)

1. $\frac{1}{2} = \frac{5}{10} > \frac{2}{5} = \frac{4}{10}$
2. $\frac{1}{3} = \frac{5}{15} < \frac{2}{5} = \frac{6}{15}$
3. $\frac{2}{3} = \frac{10}{15} < \frac{4}{5} = \frac{12}{15}$
4. $\frac{1}{4} = \frac{5}{20} < \frac{2}{5} = \frac{8}{20}$
5. $\frac{3}{4} = \frac{15}{20} < \frac{4}{5} = \frac{16}{20}$
6. $\frac{5}{6} = \frac{45}{54} = \frac{15}{18} > \frac{7}{9} = \frac{42}{54} = \frac{14}{18}$
7. $\frac{5}{6} = \frac{20}{24} = \frac{10}{12} > \frac{3}{4} = \frac{18}{24} = \frac{9}{12}$
8. $\frac{1}{3} = \frac{7}{21} < \frac{2}{7} = \frac{14}{21}$

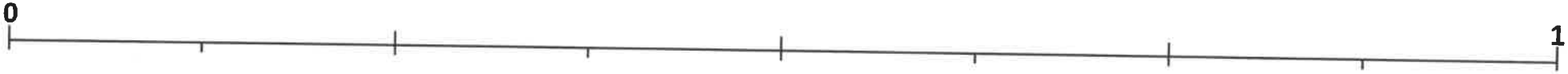
1. $\frac{1}{5} = \frac{3}{15}$ $\frac{4}{15}$ $\frac{1}{3} = \frac{5}{15}$
2. $\frac{1}{2} = \frac{3}{6}$ $\frac{2}{3} = \frac{4}{6}$ $\frac{5}{6}$
3. $\frac{1}{2} = \frac{6}{12}$ $\frac{2}{3} = \frac{8}{12}$ $\frac{3}{4} = \frac{9}{12}$
4. $\frac{1}{2} = \frac{10}{20}$ $\frac{3}{4} = \frac{15}{20}$ $\frac{4}{5} = \frac{16}{20}$
5. $\frac{1}{2} = \frac{9}{18}$ $\frac{7}{9} = \frac{14}{18}$ $\frac{5}{6} = \frac{15}{18}$

A Bit Stuck?
Fraction families

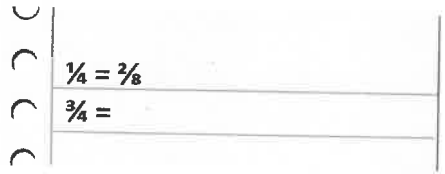
Things you will need:
- A pencil

What to do:

1. Label the quarters above this line. Label the eighths below it.



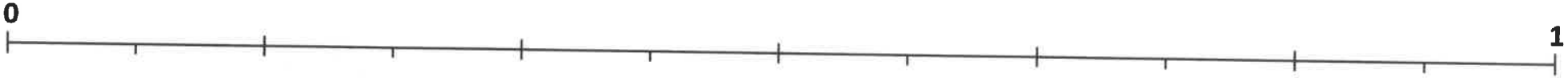
Now write as many pairs of equivalent fractions as you can.



2. Label the fifths above this line. Label the tenths below it.

Now write as many pairs of equivalent fractions as you can.

3. Label the sixths above this line. Label the twelfths below it.



Now write as many pairs of equivalent fractions as you can.

S-t-r-e-t-c-h:
Write as many fractions as you can which are equivalent to ½, ¼ and ⅓.

Learning outcomes:
- I can identify pairs of equivalent fractions on a fraction line.
- I am beginning to identify fractions which are equivalent to ½, ¼ and ⅓, without the help of fraction line.

Check your understanding
Questions

Write the missing numbers.

$\square/6 = {}^{4}/\square$

$^{6}/\square = \square/20$

$\square/10 > {}^{1}/\square$

$\square/32 > \square/8$

Write three fractions which are equivalent to $^{3}/_{4}$.

Write three fractions which are equivalent to $^{2}/_{5}$.

Now add $^{3}/_{4}$ and $^{2}/_{5}$.

Fold here to hide answers

Check your understanding
Answers

Write the missing numbers.

$^{2}/_{6} = {}^{4}/_{12}$

$^{6}/_{10} = {}^{12}/_{20}$

$\square/10 > {}^{1}/\square$ e.g. $^{6}/_{10} > {}^{1}/_{2}$, $^{4}/_{10} > {}^{1}/_{3}$

$\square/32 > \square/8$ e.g. $^{20}/_{32} > {}^{1}/_{8}$, $^{5}/_{32} > {}^{1}/_{8}$.

For the 3rd and 4th of these many different answers are possible, are children able to explain their choice?

Write three fractions which are equivalent to $^{3}/_{4}$.

E.g. $^{6}/_{8}$, $^{9}/_{12}$, $^{12}/_{16}$, $^{15}/_{20}$, $^{30}/_{40}$.

Write three fractions which are equivalent to $^{2}/_{5}$.

E.g. $^{4}/_{10}$, $^{6}/_{15}$, $^{8}/_{20}$, $^{10}/_{25}$, $^{20}/_{50}$.

Now add $^{3}/_{4}$ and $^{2}/_{5}$. $1^{3}/_{20}$.

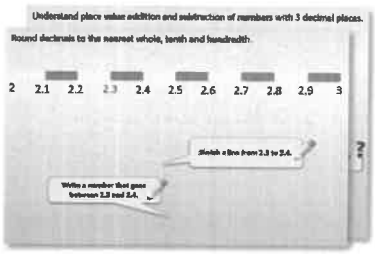
The lowest common denominator is twentieths:

$^{3}/_{4} + {}^{2}/_{5} = {}^{15}/_{20} + {}^{8}/_{20} = {}^{23}/_{20} = 1^{3}/_{20}$.

Year 6: Week 4, Day 2
Ratio (1)

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.



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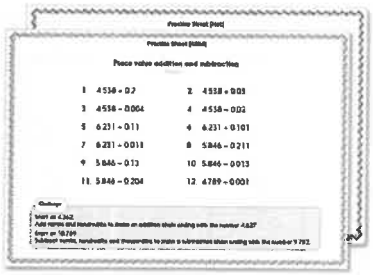
2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



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

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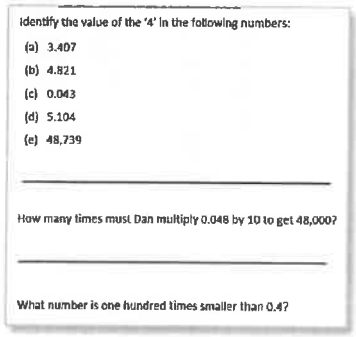
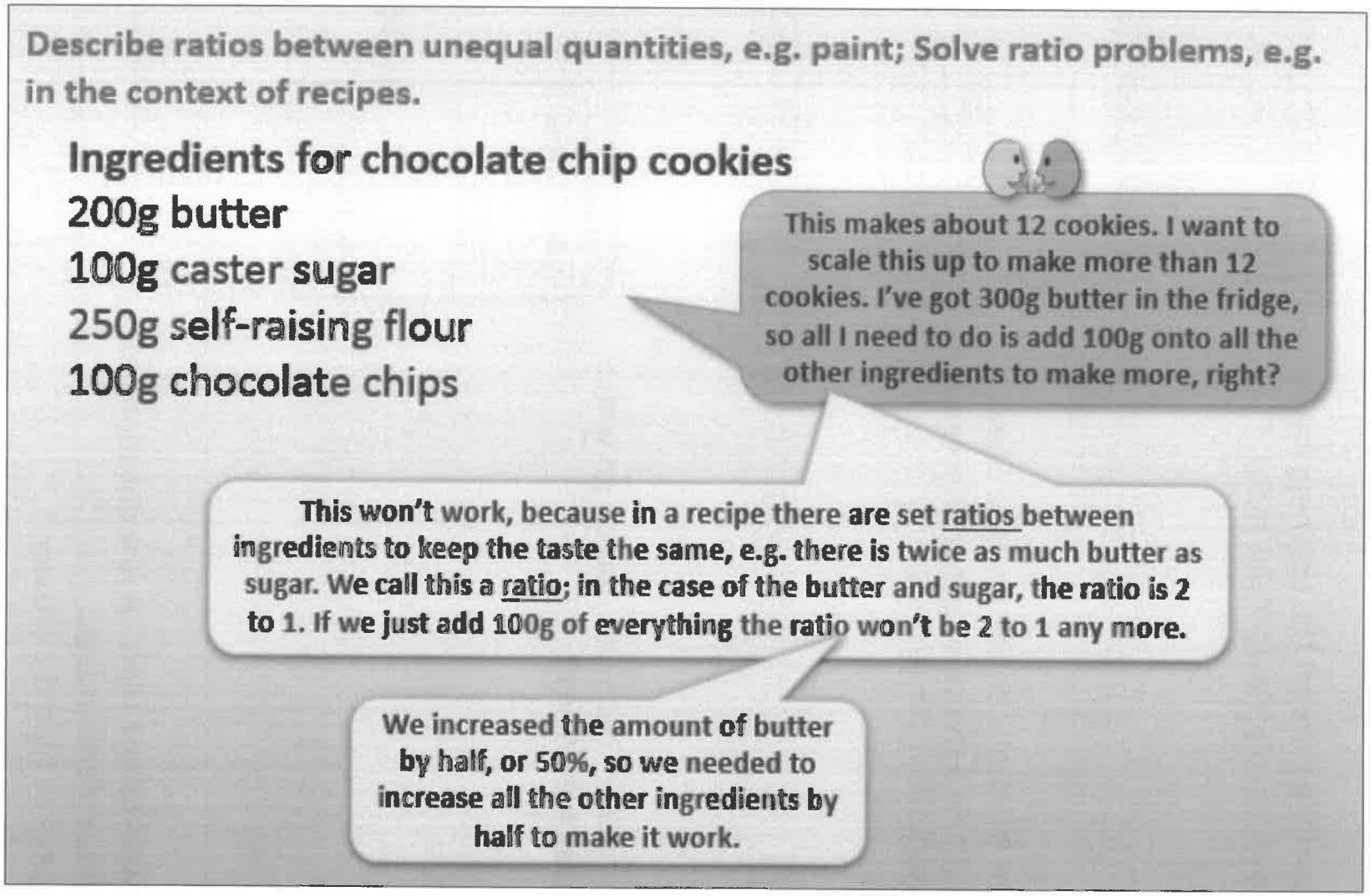
4. Have I mastered the topic? A few questions to **Check your understanding**.
   Fold the page to hide the answers!



Learning Reminders



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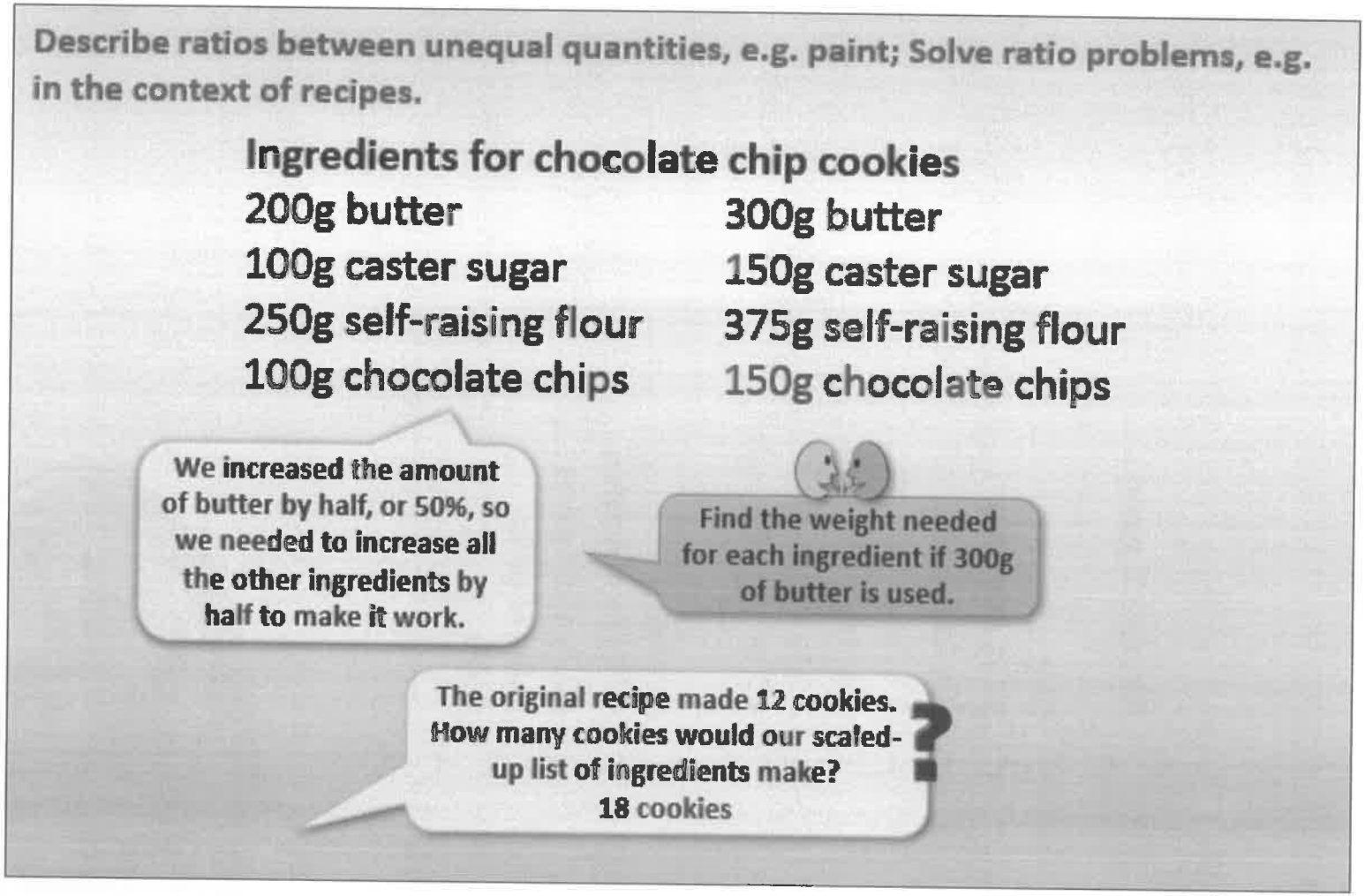


Practice Sheet Mild
Pizza recipe

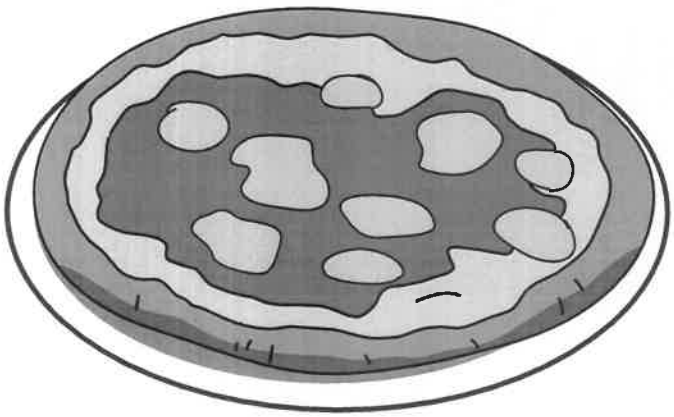
Adapt the recipe to make:

2 pizzas
8 pizzas
1 pizza

Recipe for 4 pizzas

Base:
500g strong flour
10g dried yeast
1/2 teaspoon of salt
1/2 teaspoon of sugar
4 tbsp of olive oil
250ml lukewarm water

Topping:
400g tin of tomatoes
200g grated cheese
1 clove of garlic
1 onion



Practice Sheet Hot
Pizza recipe

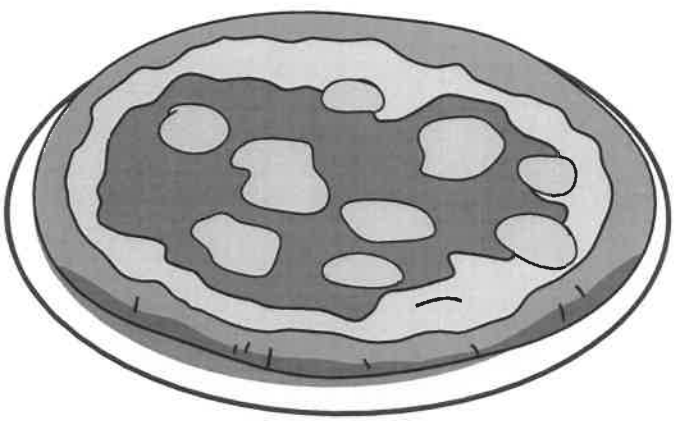
Adapt the recipe to make:

2 pizzas
8 pizzas
6 pizzas

Recipe for 4 pizzas

Base:
500g strong flour
10g dried yeast
1/2 teaspoon of salt
1/2 teaspoon of sugar
4 tbsp of olive oil
250ml lukewarm water

Topping:
400g tin of tomatoes
200g grated cheese
1 clove of garlic
1 onion



Practice Sheets Answers

Pizza recipe (mild and hot)

Base	4 pizzas	1 pizza	2 pizzas	6 pizzas	8 pizzas
Flour	500g	125g	250g	750g	1000g/1kg
Yeast	10g	2.5g	5g	15g	20g
Salt	1/2 tsp	1/8 tsp	1/4 tsp	3/4 tsp	1 tsp
Sugar	1/2 tsp	1/8 tsp	1/4 tsp	3/4 tsp	1 tsp
Oil	4 tbsp	1 tbsp	2 tbsp	6 tbsp	8 tbsp
Water	250ml	62.5ml	125ml	375 ml	500 ml
Topping					
Tomatoes	400g	100g	200g	600g	800g
Cheese	200g	50g	100g	300g	400g
Garlic	1 clove garlic	1/4 clove garlic	1/2 clove garlic	1 1/2 cloves garlic	2 cloves garlic
Onions	1 onion	1/4 onion	1/2 onion	1 1/2 onions	2 onions

A Bit Stuck?
Taste Test

Things you will need:
- Two glasses
- Squash
- Ruler

What to do:

1. Pour 1cm of squash into a straight glass, then top up with another 6cm of water (7cm total).

2. Look at the colour and taste it.

3. Pour 2cm of squash into an identical glass.
   How much water do you predict needing to add for it to **taste the same**?

   Try it! If it tastes the same (and the colour/shade is the same), the squash and water have **the same ratio** as the first glass you made.

4. If you were to make double the amount again in a really tall glass, what quantity of squash and water would you need?

5. Complete this table, including a few of your own rows **using the same ratio**.

Water	Squash
1cm	6cm
2cm	
2.5cm	
	24cm
	33cm

S-t-r-e-t-c-h:
To be really accurate, you could weigh the squash and water... How much does 1cm of water – in your chosen glass – weigh? So, what weight of water should you add...?

Check your understanding
Questions

Orange paint is mixed using this ratio of red and yellow paints:

red : yellow

2 : 7

Sam uses 4 litres of red.

Assuming he uses the correct amount of yellow, how many litres of orange paint will he make?

This list of ingredients for chilli soup recipe is for 4 people. Adapt it for 6 people.

2 garlic cloves
2 chillies
1 onion
2 red peppers
200g sweet potato
400g tinned tomatoes
500ml vegetable stock

Fold here to hide answers

Check your understanding
Answers

Orange paint is mixed using this ratio of red and yellow paints:

red : yellow

2 : 7

Sam uses 4 litres of red.

Assuming he uses the correct amount of yellow, how many litres of orange paint will he make? 18 litres If he uses 4 litres of red then he must use 14 litres of yellow to maintain the red : yellow ratio.

This list of ingredients for chilli soup recipe is for 4 people. Adapt it for 6 people.

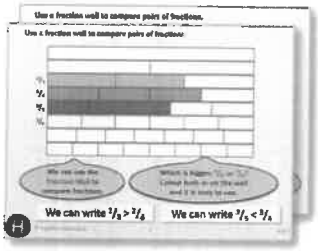
2 garlic cloves	3 garlic cloves
2 chillies	3 chillies
1 onion	$1^1/_2$ onion
2 red peppers	3 red peppers
200g sweet potato	300g sweet potato
400g tinned tomatoes	600g tinned tomatoes
500ml vegetable stock	750ml vegetable stock

All amounts are 'scaled up' by a factor of 1.5, or multiplied by 1.5.

Year 6: Week 4, Day 3
Ratio (2)

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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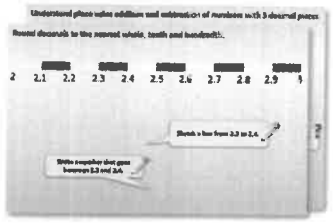

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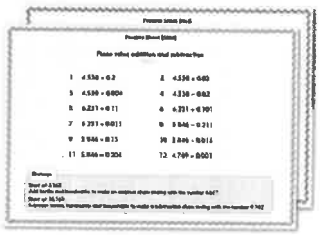

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4. Have I mastered the topic? A few questions to **Check your understanding**.
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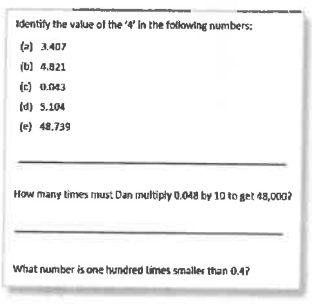
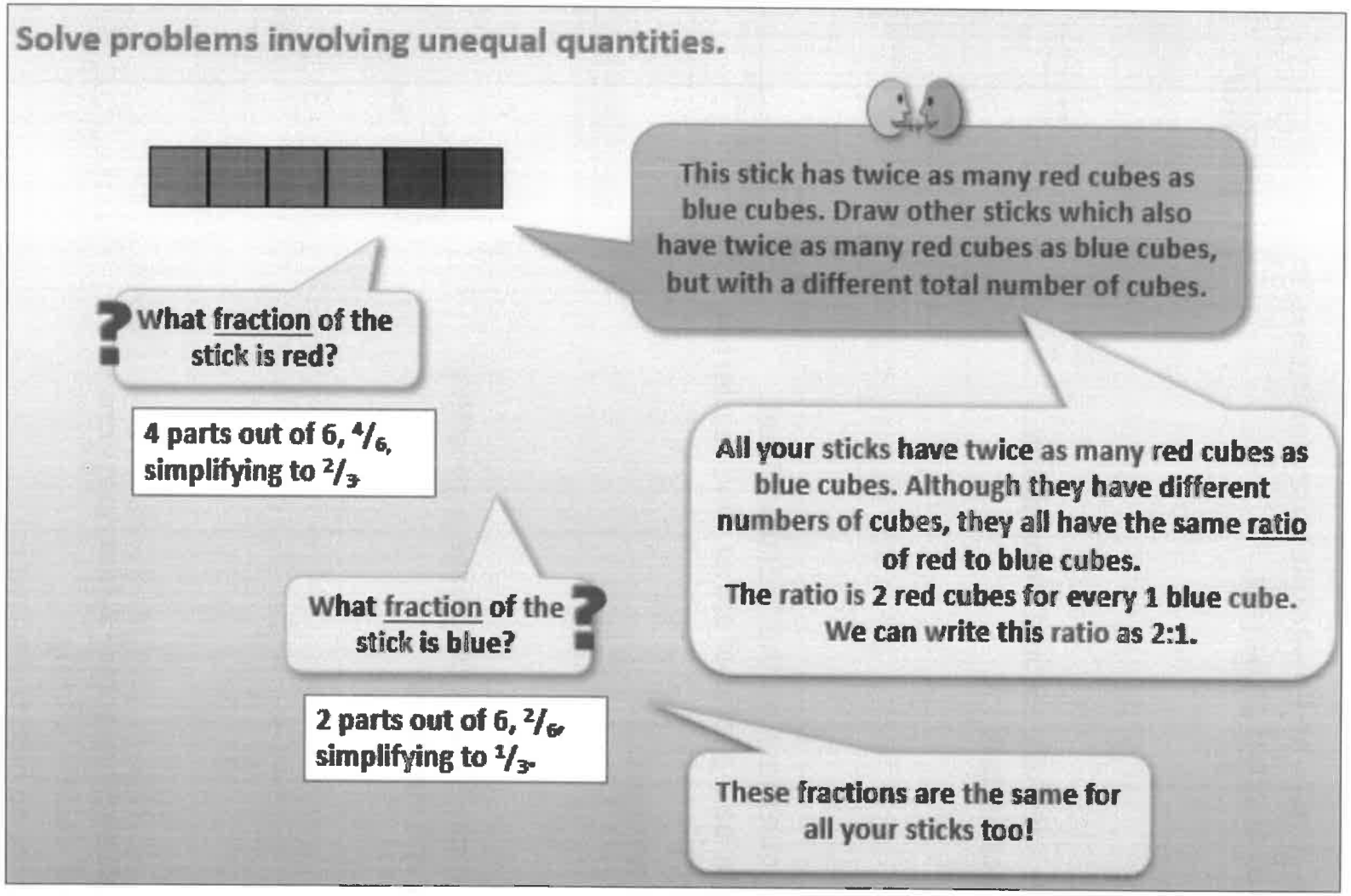
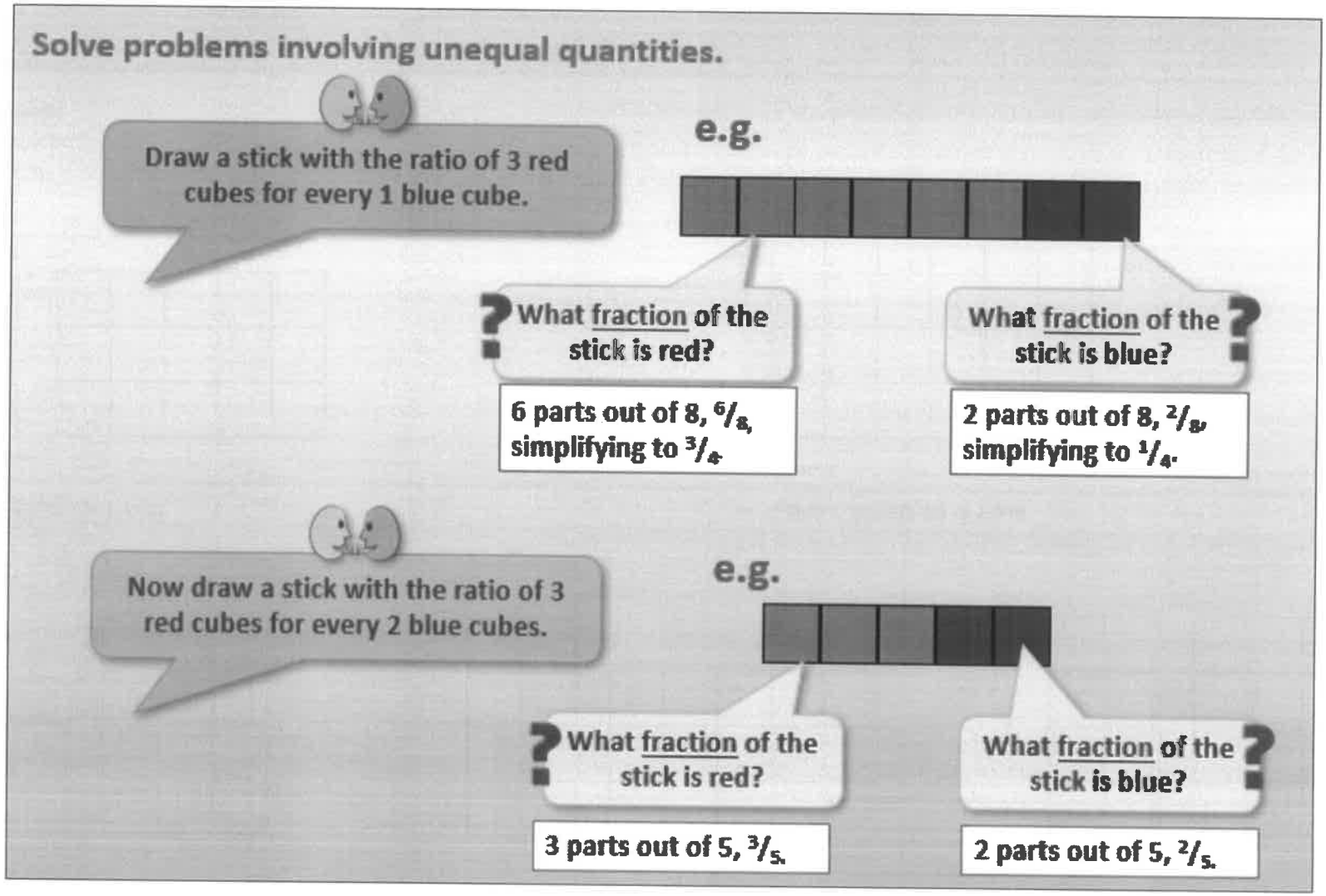


Learning Reminders

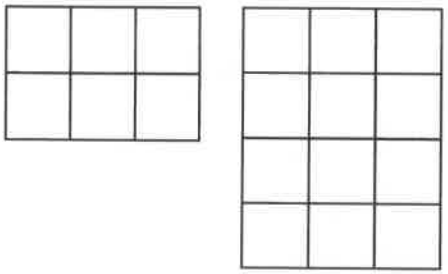


Learning Reminders

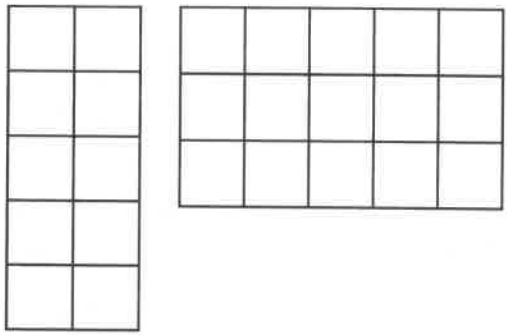


Practice Sheet Mild
Ratio

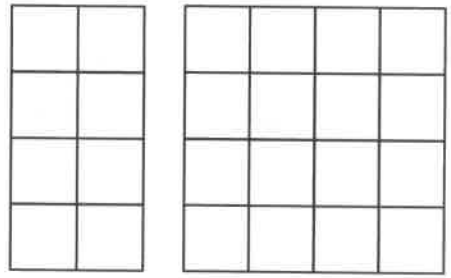
Colour 2 red to 1 blue



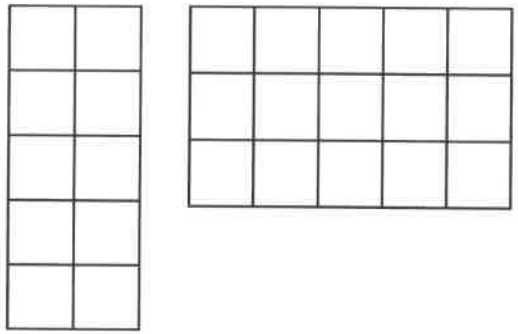
Colour 3 blue to 2 red



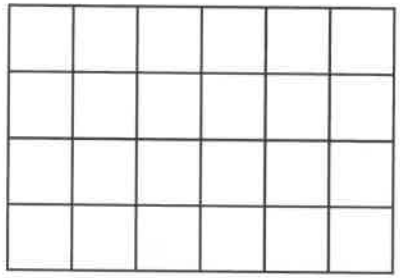
Colour 3 blue to 1 red



Colour 4 blue to 1 red



Colour 5 red to 3 blue



Challenge

Draw and colour your own different rectangle on squared paper for each ratio.

Practice Sheet Hot
Ratio word problems

1. In a class of 28 children, $\frac{1}{4}$ are aged 10 and $\frac{3}{4}$ are aged 11. How many are 10 and how many are 11? What is the ratio of 11 year old children to 10 year old children?

2. In a class of 27 children $\frac{2}{3}$ of children have school dinners and $\frac{1}{3}$ have packed lunches. How many have each? And what is the ratio?

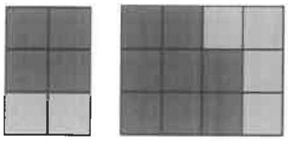
3. There are 30 children in a class. There are twice as many boys as girls. How many boys and girls are there?

4. If a year group of 60 children has the same ratio of boys to grils, how many boys and girls would there be?

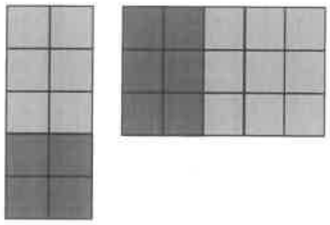
Practice Sheets Answers

Ratio (mild)

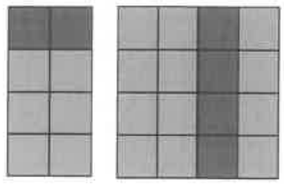
Colour 2 red to 1 blue



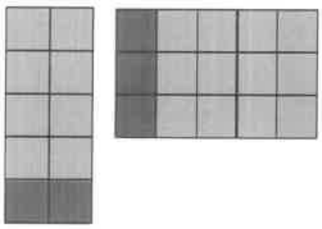
Colour 3 blue to 2 red



Colour 3 blue to 1 red

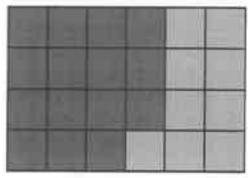


Colour 4 blue to 1 red



Colour 5 red to 3 blue

Accept a of shadin there are 15 red squares and 9 blue squares (15:9 is equivalent to 5:3)



Ratio word problems (hot)

1. In the class of 28 children 7 are aged 10 and 21 are aged 11.
   The ratio of 11 year old to 10 year old children is 21:7 or 3:1

2. In a class of 27 children 18 have school dinners and 9 have packed lunch.
   The ratio is 18:9 or 2:1.

3. In the class there are 20 boys and 10 girls.

4. In a class of 60 there are 40 boys and 20 girls.

A Bit Stuck?
Car Wash

Things you will need:
- A pencil
- 20 pound coins

What to do:

- Jess and Emily wash Mum's car. They are paid £8. Jess takes £6 as she did most of the work and Emily has £2.
- Calcuate how much they each should be paid for washing these cars. They split the work up in the same way. Use the coins to help you.

£4 Jess earns ____ Emily earns ____

£12 Jess earns ____ Emily earns ____

£16 Jess earns ____ Emily earns ____

- Sunil and Harprit wash their big brother's car. They are paid £5. Sunil earns £3 and Harpit earns £2.
- Calculate how much they each should be paid for washing these cars. They split the work up in the same way.

£10 Sunil earns ____ Harprit earns ____

£15 Sunil earns ____ Harprit earns ____

£20 Sunil earns ____ Harprit earns ____

S-t-r-e-t-c-h:
What was the ratio of what Jess earned compared to Emily? ___ : ___
What was the ratio of what Sunil earned compared to Harprit? ___ : ___

Learning outcomes:
- I can solve ratio problems.
- I am beginning to describe the relationship between quantities as a ratio.

Check your understanding
Questions

Harprit has coloured 2 squares in red and the rest in blue.
The ratio of red to blue squares is 1 to 2.
How many squares are blue?
How many squares has she coloured in total?

Faith has coloured 6 squares red and the rest in blue.
The ratio of red to blue is 3 to 1.
How many squares did she colour altogether?

Write three pairs of numbers with the ratio 3 to 2.

Fold here to hide answers

Check your understanding
Answers

Harprit has coloured 2 squares in red and the rest in blue.
The ratio of red to blue squares is 1 to 2.
How many squares are blue? 4
How many squares has she coloured in total? 6

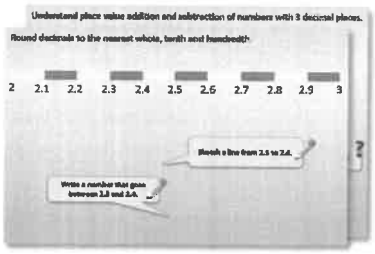
Faith has coloured 6 squares red and the rest in blue.
The ratio of red to blue is 3 to 1.
How many squares did she colour altogether? 6 + 2 = 8

Write three pairs of numbers with the ratio 3 to 2.
e.g. 6 and 4, 9 and 6, 12 and 8

Year 6: Week 4, Day 4
Circles

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.



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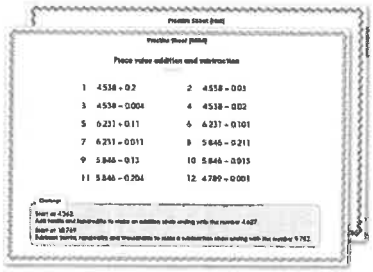
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

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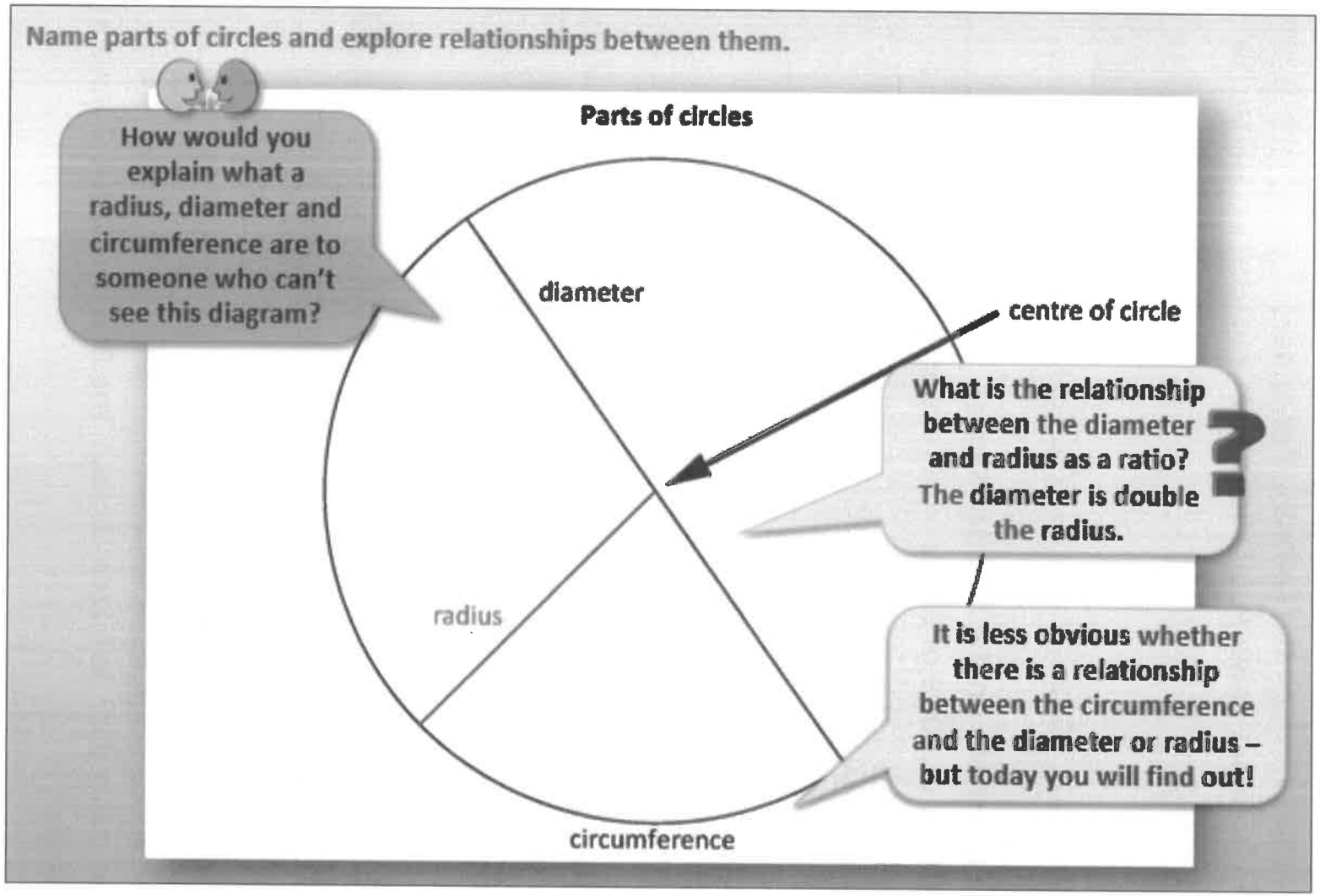
4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders



Practice Sheet for All (Mild)
Investigating circle relationships

Some children have been drawing and measuring circles.
They measured the radius and diameter with a ruler, then the circumference as accurately as possible with a piece of string.
They recorded their measurements in the table below.

Kayleigh makes a good generalisation, saying, *"The circumference of the circles always gets bigger as the diameter gets bigger."*
Jay has also spotted something interesting, saying, *"The circumference of the circle with a diameter of 10cm was almost exactly 30cm – that's neat because 30 is 3 times 10."*

Was Jay's observation just a coincidence or is there a pattern here? Investigate the ratio of the circumference of each circle to its diameter, filling in the last column of the table. You can use a calculator - divide the circumference by the diameter to give an accurate ratio.

Circle radius (cm)	Diameter (cm)	Circumference (cm)	Ratio of circumference: diameter
3	*6*	*19.2*	
3.9	*7.8*	*22.9*	
6.5	*13*	*40.5*	
2.3	*4.6*	*14.5*	
5	*10*	*30.1*	
8.4	*16.8*	*53.7*	
7.5	*15*	*47.8*	
3.5	*7*	*22.0*	

Use this space to tell Jay whether he's really onto something, or if his observation was a coincidence after all:

Practice Sheet for All (Hot)
Investigating circle relationships - Challenge!

So, the ratio of the circumference to the diameter in any circle is always approximately 3.1. This 'constant' value is called 'Pi' – the Greek letter π.
It is an *irrational* number – the decimal places go on and on without repeating.
The value of Pi to 2 decimal places is 3.14.

We can write this relationship in words:

The circumference (C) of a circle is equal to Pi (π) multiplied by the diameter (d).

Or we can write a formula using symbols:

$C = \pi \times d$

Taking a value of 3.1 for π (or 3.14 if you are happy multiplying with 2 decimal places), use this formula to answer these questions:

1. What is the circumference of a circle with diameter 10cm?
2. What is the circumference of a circle with diameter 100cm?
3. What is the circumference of a circle with diameter 3cm?
4. What is the circumference of a circle with radius 4cm?
5. What is the circumference of a circle with diameter 12cm?
6. The London Eye has a radius of 70m.
   Roughly how far do you travel when you go once round it?
7. A wheel is 1m round the edge and is used to measure distances.
   What is the distance from the edge to the middle?

Practice Sheet Answers

Investigating circle relationships (mild)

Circle radius (cm)	Diameter (cm)	Circumference (cm)	Ratio of circumference: diameter
3	*6*	*19.2*	*3.2*
3.9	*7.8*	*22.9*	*2.94*
6.5	*13*	*40.5*	*3.12*
2.3	*4.6*	*14.5*	*3.15*
5	*10*	*30.1*	*3.01*
8.4	*16.8*	*53.7*	*3.2*
7.5	*15*	*47.8*	*3.19*
3.5	*7*	*22.0*	*3.14*

All the ratios of circumference to diameter round to 3, therefore Jay was onto something with his observation.

Investigating circle relationships - Challenge! (hot)

1. 3.14 x 10 = 31.4cm (or 31cm if Pi is 3.1).
2. 3.14 x 100 = 314cm (or 310cm if Pi is 3.1).
3. 3.14 x 3 = 9.42cm (or 9.3cm if Pi is 3.1).
4. Diameter = 2 x 4 therefore 3.14 x 8 = 25.12cm (or 24.8cm if Pi is 3.1).
5. 3.14 x 12 = 37.68cm (or 37.2 cm if Pi is 3.1).
6. Distance once around London eye = 3.14 x 140 = 439.6m (or 434m if Pi is 3.1).
7. The distance from the edge to the middle is roughly 15.9cm (or 16.1cm if Pi is 3.1).

A Bit Stuck?
Going around in circles

Things you will need:

Pencil, ruler, circular objects, string, scissors

What to do:

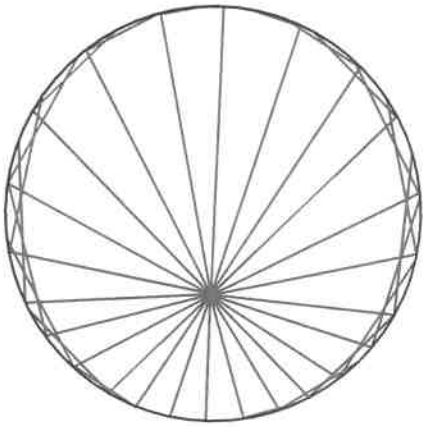
1. Draw a circle – you could draw around a mug/small plate, etc.
2. Label the radius and diameter.
3. Explain how you could find the diameter if you know the length of the radius.
4. Go ahead and measure the radius, then calculate the diameter. Measure the diameter to check your calculation.
5. Use damp string to measure the circumference of a small plate.
6. Now measure its diameter.
   Calculate the circumference by multiplying the diameter by 3.14.
   How close was your damp string measurement?
7. Repeat with other plates/ cups etc.

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

Alfie measured the circumference of a football centre-circle. It was 55metres!
If he has to mark out the centre circle on a different pitch, what should the radius of the circle be?

Investigation
Ellipse in a circle

1. Draw a circle of radius 5cm.
2. Pick a point about 1.5 or 2cm in from the circumference of the circle at the bottom. Draw straight line rays to the edge of the circle. You need to draw about 24 of these.



3. Using a sharp coloured pencil draw a line at right angles to the ray, where each ray reaches the circle. Draw it so that this line touches the circumference of the circle.
4. Sometimes you will need to draw this line from the ray to the left and sometimes you will need to draw it to the right.
5. When you have drawn all 24 lines, you will have created an ellipse.

Compare your ellipse with your partners.
Discuss what you notice about the shape of the ellipse in relation to where you drew your original point.

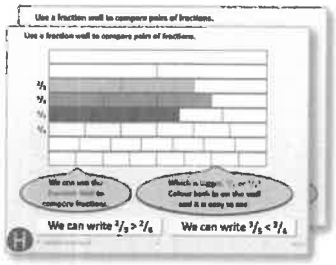
Challenge

Create a new ellipse that is 'shorter and wider' or 'longer and thinner' than your first one.

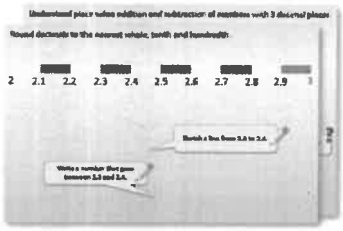
Year 6: Week 4, Day 5
Quadrilaterals

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

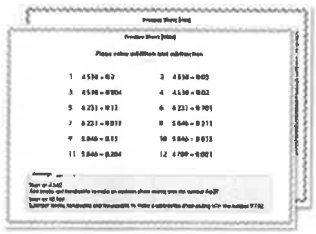
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



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

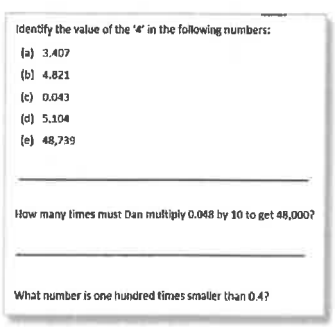


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

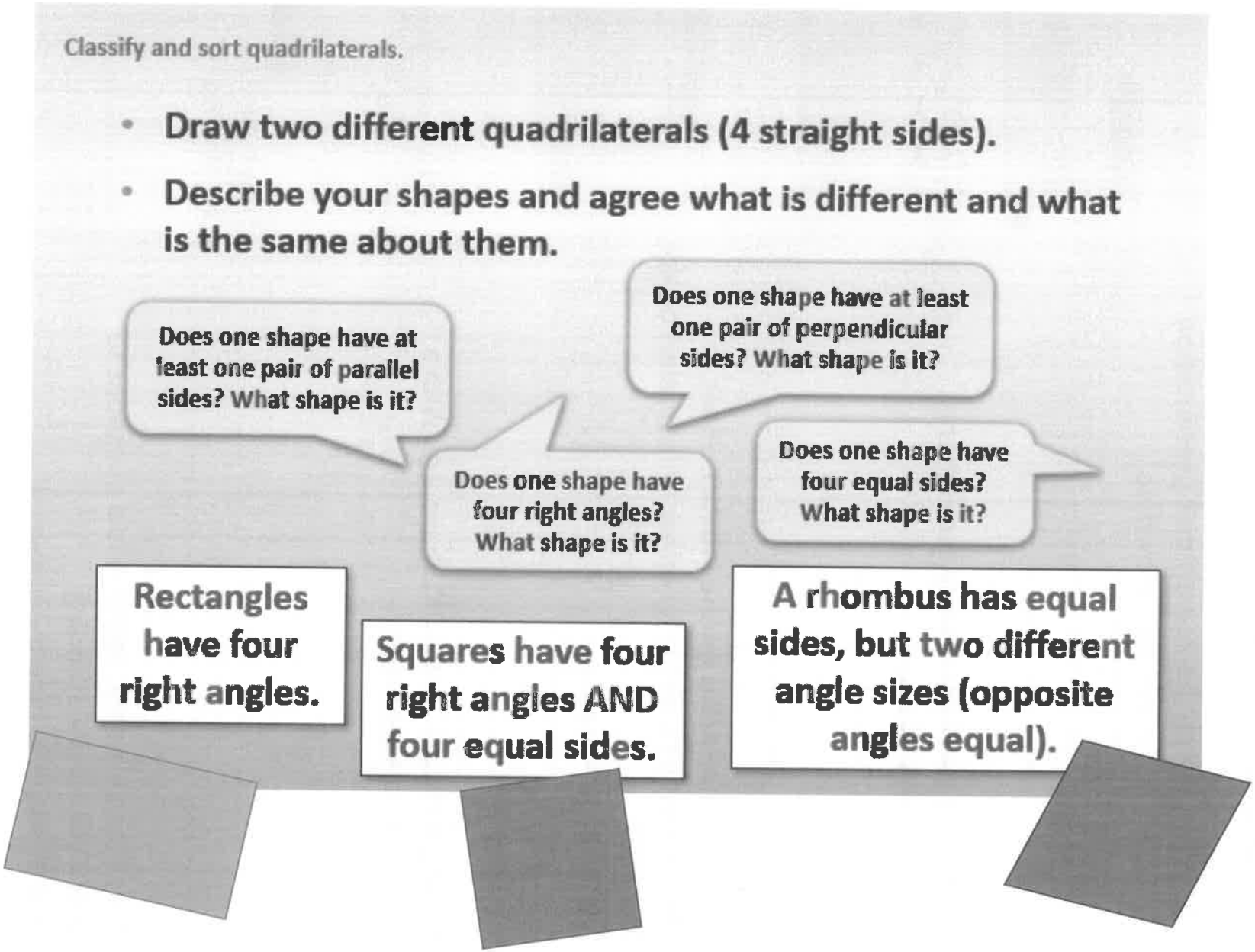


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

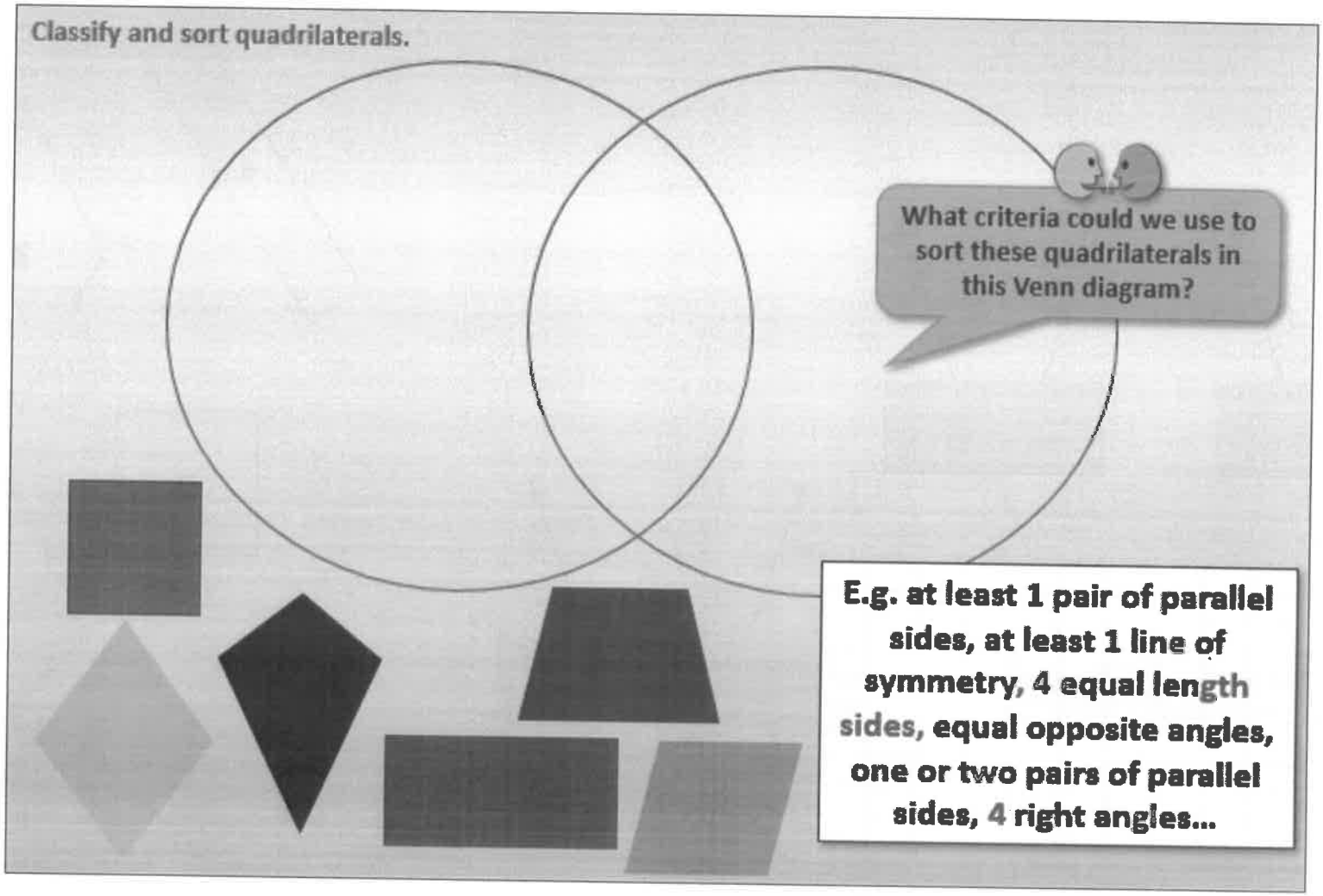
4. Have I mastered the topic? A few questions to **Check your understanding**.
Fold the page to hide the answers!



Learning Reminders

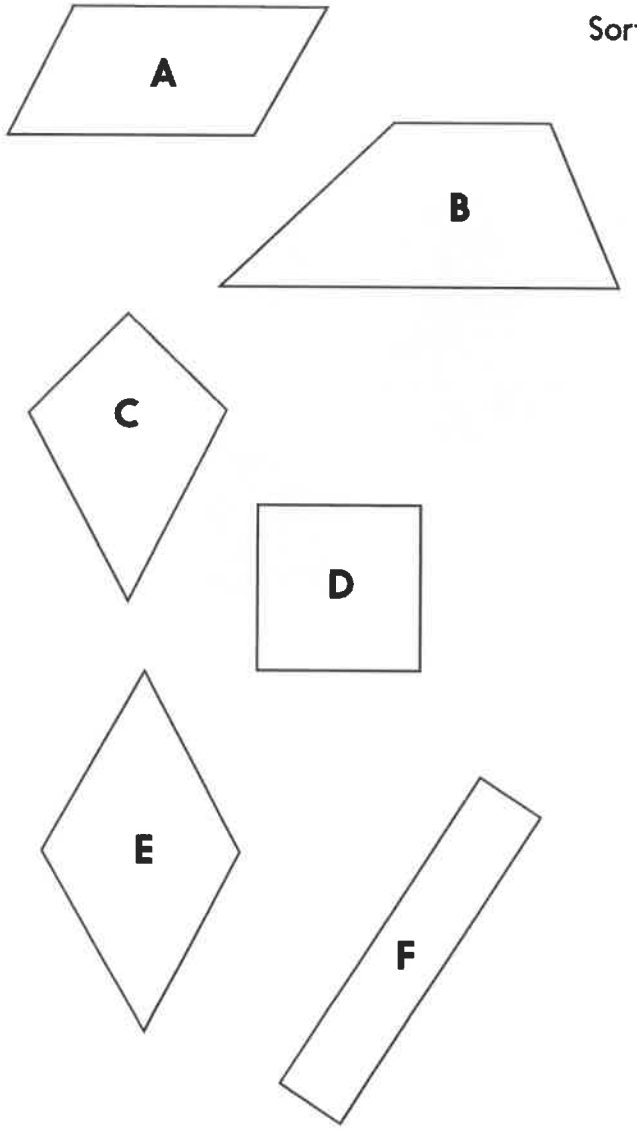


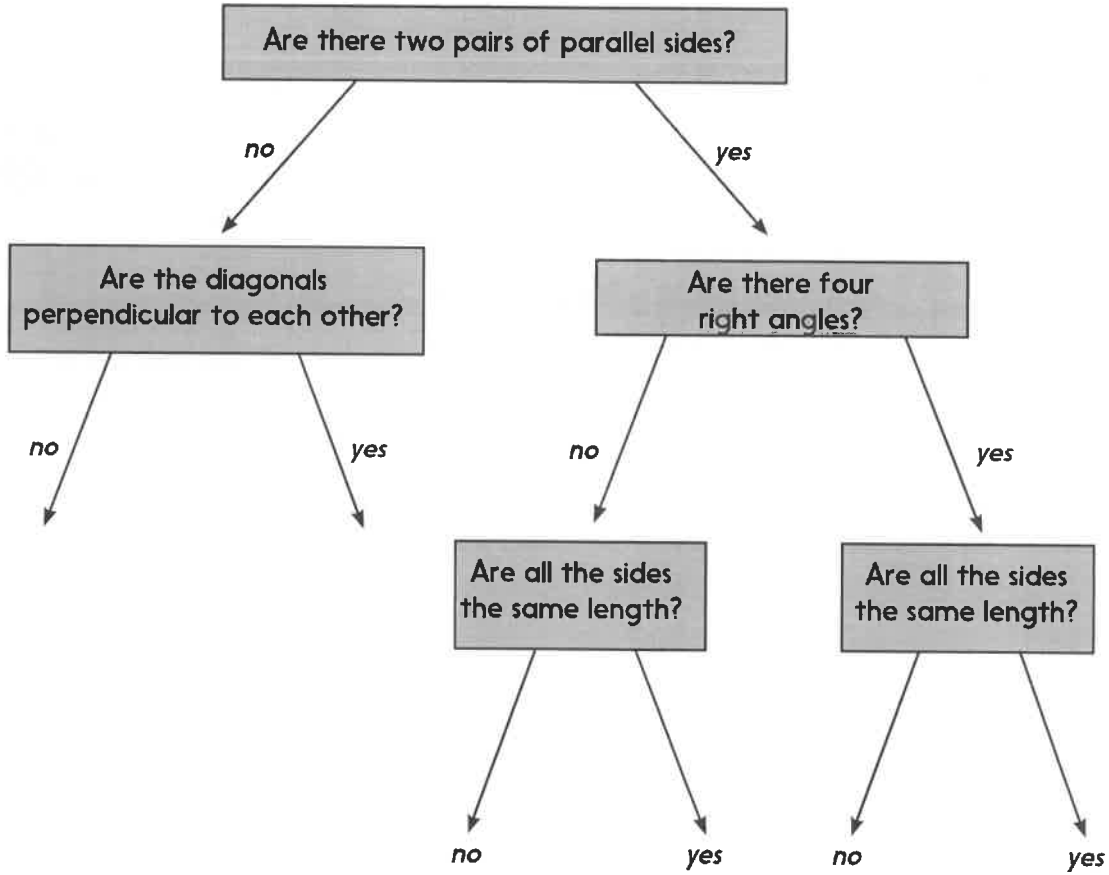
Learning Reminders



Practice Sheet Mild
Quadrilateral sort

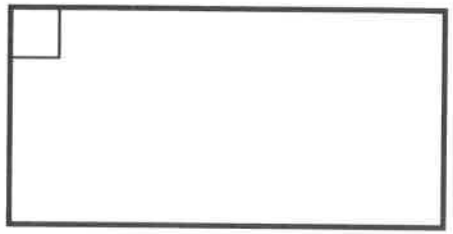
Sort each of the shapes using the diagram - what is the name of each?





Practice Sheet Hot
Quadrilateral challenge

Discuss the questions below with a partner. Write your answers in your book, and use diagrams to illustrate your answers.



Can you draw a...

1. Quadrilateral with exactly 3 right angles? If so can you name it?
2. Quadrilateral with exactly 2 right angles? If so can you name it?
3. Symmetrical quadrilateral with exactly 1 right angle? If so can you name it?
4. Quadrilateral with exactly 3 equal sides? If so can you name it?
5. Quadrilateral with no right angles and two pairs of equal sides that are next to each other. If so, can you name it?
6. Quadrilateral with two pairs of opposite equal sides and no right angles. If so can you name it?
7. Trapezium with no lines of symmetry.
8. A quadrilateral with no equal sides or angles.

Challenge

Does the quadrilateral you drew in (8) tesselate?
Tesselate means that repeated copies of it fit together with no gaps.

Practice Sheets Answers

Quadrilateral sort (mild)

A = Parallelogram
B = Trapezoid
C = Kite
D = Square
E = Rhombus

Quadrilateral challenge (hot)

1. No quadrilateral can have exactly 3 right angles. Exactly 2 are possible (see Q2), as are exactly 4, but not 3.
2. Shapes created will either be a form of trapezium, or a kite, or an irregular quadrilateral.
3. Kite
4. No quadrilateral can have exactly 3 equal sides. Exactly 2 are possible (e.g. trapezoid), as are exactly 4 (square, rhombus) but not 3.
5. Kite
6. Parallelogram
7. Yes, various examples may be drawn
8. Yes, various examples may be drawn

A Bit Stuck?
What's special?

Things you will need:

- A sheet of quadrilaterals
- Scissors
- Ruler
- Right angle measurer (you could use the corner of a sheet of paper or a book)
- A Carroll diagram sheet
- Glue stick
- A pencil

What to do:

1. Cut out the quadrilaterals.
2. Take one and discuss where it belongs on the diagram.
3. Once you are agreed, stick it in the correct place on the sheet.
4. Repeat with each quadrilateral, one at a time.

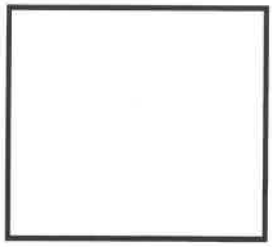
S-t-r-e-t-c-h:

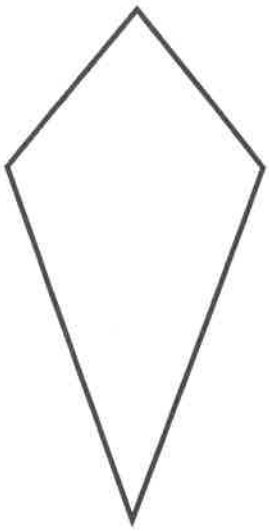
Choose a different way to sort the quadrilaterals.

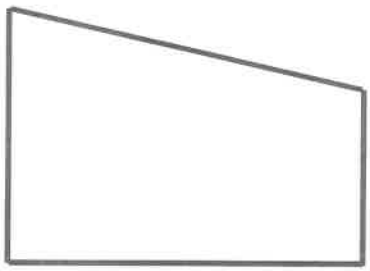
Learning outcomes:

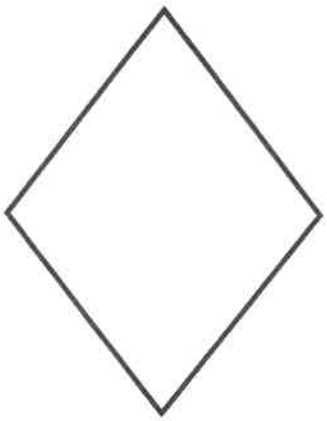
- I can identify and describe properties of quadrilaterals.
- I can sort quadrilaterals according to their properties.
- I am beginning to find my own way to sort quadrilaterals.

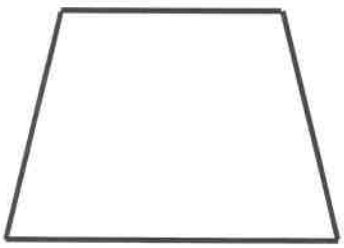
A Bit Stuck?
What's special?

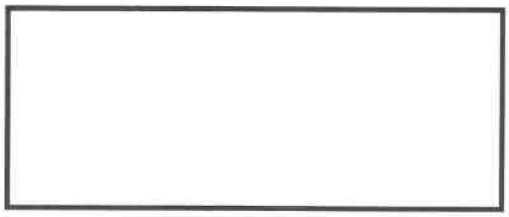












A Bit Stuck?
What's special?

	Symmetrical	Not symmetrical
Has a right angle		
Does not have a right angle		

Check your understanding
Questions

Mystery quadrilaterals

- I have one pair of non-equal parallel sides. What am I?
- I have two pairs of equal sides, but no sides are parallel. Two opposite angles are equal but not the other two. What am I?
- I have four equal sides but no right angles. What am I?
- I have two pairs of parallel sides and no right angles. What am I?

Fold here to hide answers

Check your understanding
Answers

Mystery quadrilaterals

- I have one pair of non-equal parallel sides. What am I? A trapezium.
- I have two pairs of equal sides, but no sides are parallel. Two opposite angles are equal but not the other two. What am I? A kite.
- I have four equal sides but no right angles. What am I? A rhombus.
- I have two pairs of parallel sides and no right angles. What am I?
  A parallelogram.

Children will find it helpful to sketch the shapes in questions like these.

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 a formal job application

- Read *Big Cats Job Application*
- What strengths has Fred got that will fit the job? What three things would you ask him to tell you more about if you interviewed him?

2. Learn about the Subjunctive Form

- Use the *PowerPoint* or *Revision Card* to learn about the subjunctive form.
- Look back in the *Big Cats Job Application* and try to highlight examples where the subjunctive has been used for requests or the 'if...were' pattern.
- Now use *Subjunctive Practice* and write some of your own sentences.

Well done. Share your highlighting and answers with a grown-up.

3. Now for some writing.

- Pick one of the *Possible Jobs*. Write a letter like Fred's to apply for it. (You can make things up!)
- Include some sentences that use the subjunctive.

Try the Fun-Time Extras

- Role-play a job interview for one of the Possible Jobs. Can you include one character who would be really good and one who would be really terrible?
- Think of your dream job. Write and draw about what it would involve doing.

Big Cats Job Application

Fred Fletcher

Post applied for	Keeper of big cats at London zoo
Start date	1st January 2020

Please give your reasons for applying below.
Explain why you believe you are suited to this post.

I believe that if I were appointed, I would be an excellent zookeeper, especially if I were working in the big cat enclosure.

I am a person who will obey instructions to the letter. I prefer that things be explained carefully and that reasons be given so that I understand the instructions clearly. But, once this has happened, I will never forget what I have been asked to do and I will keep doing it faithfully and consistently.

I love animals and, in particular, members of the cat family. Everyone who knows me, including my teachers, insist that I listen most carefully when the subject has anything to do with cats. I have always loved cats – the bigger the better as far as I am concerned. If I were to work with big cats, that would fulfil my life's dream.

I do not mind messy work or unpleasant tasks. I suggest that some people avoid smelly environments or get uncomfortable working in hot or enclosed spaces. My own brother is like this. If I ask that he help to muck out the pigs' enclosure on our farm, he will refuse! But I have plenty of experience in this sort of task and do not mind.

I ask that I be considered as a very strong candidate for this post. You will never find someone who will work harder or be more diligent, or more conscientious and committed to the animals.

Signed and dated	*Fred Fletcher 20th June 2019*

Revision Card – Subjunctive

Subjunctive Form

If I were a teacher, I would be kind.

We insisted that he sit still.

She requested that she run the race again.

Requests

Look at these requests.
What do you notice?

We ask <u>that</u> students walk in school.

I demand <u>that</u> he answer my question.

We request <u>that</u> doorways be kept clear.

The Head insists <u>that</u> everyone write in pen.

I suggest <u>that</u> he listen carefully to me.

Verbs in simple form (*walk, answer, be*)

Request Verbs
ask
command
demand
insist
request
suggest

The word ***<u>that</u>*** joins the parts of the sentence.

If...were

Look at these sentences.
What do you notice?

I would go <u>if</u> I were younger.

If he were not so mean, he would buy one.

I wish the computer were working.

Suppose she were here. What would you say?

She acts as if she were the Queen.

Always *were* whoever it's about. (Instead of *was*). Formal sounding.

if
as if
wish
suppose

The sentences are about something desired or imagined.

Subjunctive Practice

Subjunctive - Requests

Make your own formal sentences using **that** and these verbs. (Remember: to keep the verb in the simple form whoever is doing it)

1. demand e.g. I demand that she listen to my reasons.
2. request
3. suggest
4. insist
5. recommend
6. propose

Re-read your sentences. Which sound ok without 'that'? Can you change the verb form to make them more informal?

Subjunctive – If/Were

Make your own formal sentences using these patterns. (Remember, in the subjunctive: always use the word 'were', never use the word 'was')

1. if/were
2. I wish/were
3. Suppose/were
4. As if/were

Possible jobs

Professional pet-cuddler	Snake venom milker
Iceberg mover	Dog surfing instructor
Professional queuer	Pet food taster
Fortune cookie writer	Colour-inner for comic books

Letter of Application

Write to apply for one of the jobs.
Try to use at least one example of the ***subjunctive as a request*** *and at least one of the* ***subjunctive in the if…were pattern****.*

Job Application - ANSWERS

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Start date	1st January 2020

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Explain why you believe you are suited to this post.

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I am a person who will obey instructions to the letter. I prefer that things be explained carefully and that reasons be given so that I understand the instructions clearly. But, once this has happened, I will never forget what I have been asked to do and I will keep doing it faithfully and consistently.
I love animals and, in particular, members of the cat family. Everyone who knows me, including my teachers, insist that I listen most carefully when the subject has anything to do with cats. I have always loved cats – the bigger the better as far as I am concerned. If I were to work with big cats, that would fulfil my life's dream.
I do not mind messy work or unpleasant tasks. I suggest that some people avoid smelly environments or get uncomfortable working in hot or enclosed spaces. My own brother is like this. If I ask that he help to muck out the pigs' enclosure on our farm, he will refuse! But I have plenty of experience in this sort of task and do not mind.
I ask that I be considered as a very strong candidate for this post. You will never find someone who will work harder or be more diligent, or more conscientious and committed to the animals.

Signed and dated	*Fred Fletcher 20th June 2019*

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 and think about an advert

- Read the child president advert and *Applicant Information*.
- Do you think this (imaginary) scheme is a good idea? What could be its advantages? What problems could it create?

2. Practise finding the subjunctive

- Use the *Revision Card* to remind yourself about the subjunctive,
- Find and highlight examples of the ***subjunctive*** in *Applicant Information*.
- Challenge yourself to find examples of the ***passive voice*** and ***formal vocabulary*** as well.

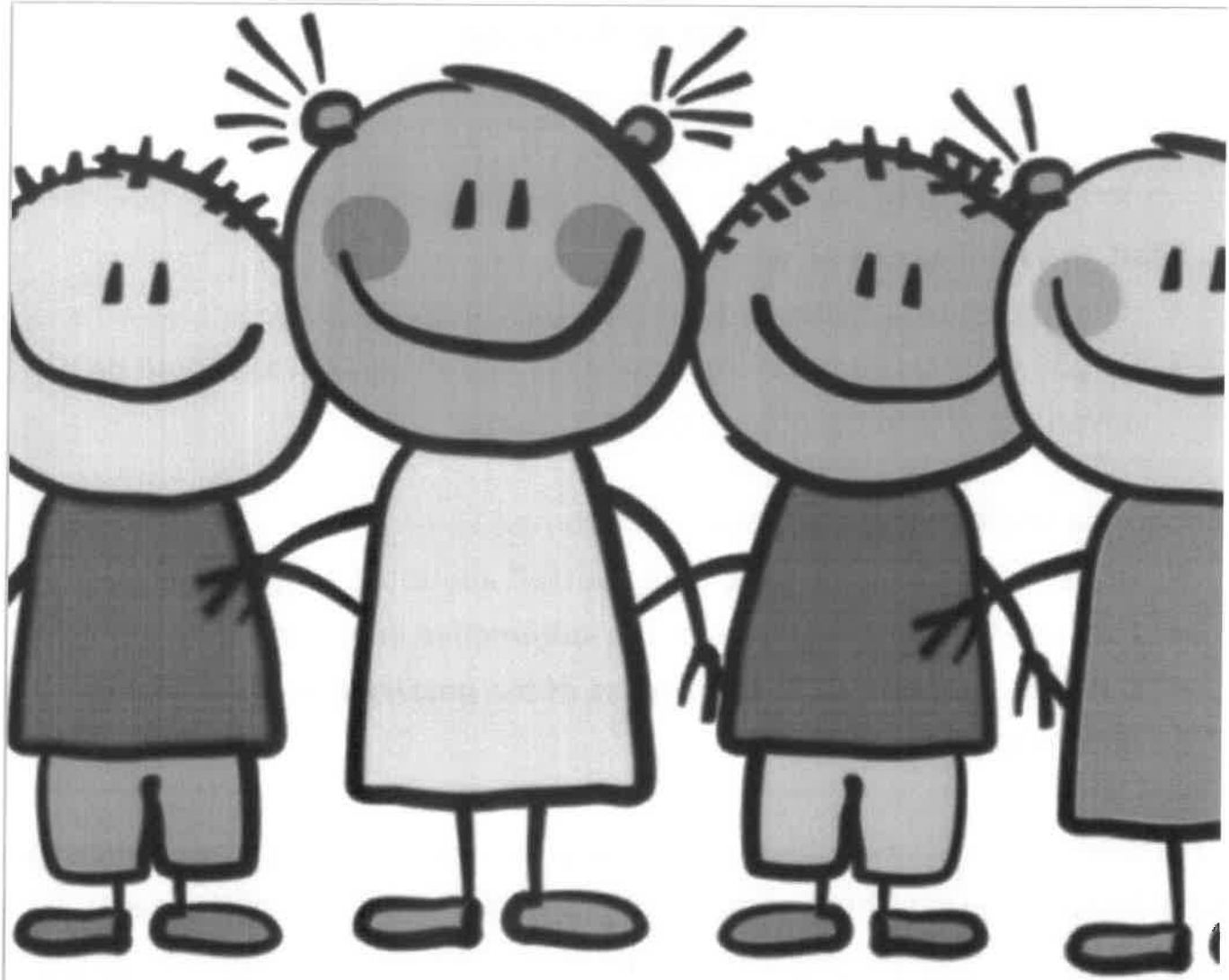
Well done. Share your highlighting with a grown-up. Explain to them what you have found. (You can check some of your answers at the end of the pack)

3. Now for some writing

- Decide 3-5 actions that you would take if you were president.
- Use *Writing prompts* to plan some writing.
- Write your application.

Try the Fun-Time Extras

- Interview other people to find out what they would do if they were president.
- Make a drawing to show how the world would have improved a year after you were president.



CHILD PRESIDENT REQUIRED

- Must be between 7 and 11 years old
- Must have a clear vision for their presidency
- Term of presidency will be for one week and will include full law-making, financial and organisational resources

Interested applicants should contact childpresident@wgo.org

Applicant Information

Applications may be received from any child. The committee insists that applicants be aged between 7 and 11 years old at the point of application. No other ages are eligible for entry. Applications must be written in standard English and should directly address the title: 'If I were president...' Applications will be judged for their clarity and the originality of their content. The judging committee recommends that applicants describe between three and five actions they would take. The committee also requires that applications be not more than 300 words in length. It is also essential that applicants be not related in any way to the judging committee.

Upon receipt of the application, the committee shall give due and careful consideration to the merits contained. It is vital that the applicant's vision for the presidency be clearly conveyed. Were an application to be successful, the applicant will be contacted at the address provided, and arrangements will be made for them to commence their presidency.

The presidential term shall be for one week. Appropriate law-making powers and associated resources will be assigned to the Child President during this term.

Revision Card – Subjunctive

Subjunctive Form

If I were a teacher, I would be kind.

We insisted that he sit still.

She requested that she run the race again.

Requests

Look at these requests.
What do you notice?

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The Head insists that everyone write in pen.

I suggest that he listen carefully to me.

Verbs in simple form (*walk, answer, be*)

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suggest

The word ***that*** joins the parts of the sentence.

If...were

Look at these sentences.
What do you notice?

I would go if I were younger.

If he were not so mean, he would buy one.

I wish the computer were working.

Suppose she were here. What would you say?

She acts as if she were the Queen.

Always *were* whoever it's about. (Instead of *was*). Formal sounding.

if
as if
wish
suppose

The sentences are about something desired or imagined.

Writing prompts

Write about your proposed 3-5 actions. Describe why they are important. You are trying to sound credible and clear.*

Compose as many sentences as you can using the **subjunctive form**.

These sentence stems may help you:

If I were president for the day, I would...
If I were successful, I would
I would insist that ...
It would be vital that ...

CHALLENGE: Can you also write some of your sentences in the **passive voice**?

CHALLENGE: Can you include some particularly **formal vocabulary**?

*credible means believable, able to be trusted to do what they say.

Child President Application

Applicant Information - Analysis

Applications may be received from any child. The committee insists that applicants be aged between 7 and 11 years old at the point of application. No other ages are eligible for entry. Applications must be written in standard English and should directly address the title: 'If I were president...' Applications will be judged for their clarity and the originality of their content. The judging committee recommends that applicants describe between three and five actions they would take. The committee also requires that applications be not more than 300 words in length. It is also essential that applicants be not related in any way to the judging committee.

Upon receipt of the application, the committee shall give due and careful consideration to the merits contained. It is vital that the applicant's vision for the presidency be clearly conveyed. Were an application to be successful, the applicant will be contacted at the address provided, and arrangements will be made for them to commence their presidency.

The presidential term shall be for one week. Appropriate law-making powers and associated resources will be assigned to the Child President during this term.

Subjunctive Form

Passive Voice (not every example)

Formal Vocabulary (not all examples)

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 a poem

- Read *If I were a king*. It's a poem that uses the subjunctive.
- Highlight some examples of the subjunctive in the poem.
- What do you like about the poem? Is there anything that you dislike about it? Can you spot any patterns? Which is your favourite verse?

2. Learn the poem by heart

- Read *Top Tips for Learning a Poem by heart*.
- Try learning at least three verses by heart. Challenge yourself to learn the whole poem.

3. Now for some writing

- Make up some extra verses for the poem.
- Choose new countries and make up lines that rhyme with them. Use *Country names* if that helps. Try to come up with at least six new ideas.
- Choose your best ideas and write your poem out carefully.

Try the Fun-Time Extras

- Make a recording or film of you performing your poem or of you reciting the original off by heart. Send it to somebody else.
- Make illustrations to accompany your poem or the original.
- Find out more poems by AA Milne. You may know some already. You could start looking here: https://www.familyfriendpoems.com/poet/aa-milne/poems/

If I Were King

By A. A. Milne

I often wish I were a King,
And then I could do anything.

If only I were King of Spain,
I'd take my hat off in the rain.

If only I were King of France,
I wouldn't brush my hair for aunts.

I think, if I were King of Greece,
I'd push things off the mantelpiece.

If I were King of Norroway,
I'd ask an elephant to stay.

If I were King of Babylon,
I'd leave my button gloves undone.

If I were King of Timbuctoo,
I'd think of lovely things to do.

If I were King of anything,
I'd tell the soldiers, "I'm the King!"

Top tips for learning a poem by heart

- Read the poem aloud several times slowly.
- Copy the poem out a couple of times.
- Be strategic. Pick a poem with a pattern, metre and rhyme are much easier to learn by heart than free verse.
- Learn and internalise the 'story' in the poem
- Understand the poem by knowing every word's meaning
- With a card, cover everything but the first line of the poem. Read it. Look away, see the line in the air, and say it. Look back. Repeat until you've 'got it.'
- Uncover the second line. Learn it as you did the first line, but also add second line to first, until you've got the two.
- Then it's on to three. Always repeat the first line on down, till the whole poem sings.

Country names

There are 195 countries in the world. Here are some to get you going.

Afghanistan
Albania
Algeria
Andorra
Angola
Antigua and Barbuda
Argentina
Armenia
Australia
Austria
Azerbaijan
The Bahamas
Bahrain
Bangladesh
Barbados
Belarus
Belgium
Belize
Benin
Bhutan
Bolivia
Bosnia and Herzegovina
Botswana
Brazil
Brunei
Bulgaria
Burkina Faso
Burundi
Cabo Verde
Cambodia
Cameroon
Canada
Central African Republic
Chad
Chile
China
Colombia
Comoros
Congo
Costa Rica
Côte d'Ivoire
Croatia
Cuba
Cyprus
Czech Republic
Denmark
Djibouti
Dominica
Dominican Republic
East Timor
Ecuador
Egypt
El Salvador
Equatorial Guinea
Eritrea
Estonia
Eswatini
Ethiopia
Fiji
Finland
France
Gabon
The Gambia
Georgia
Germany
Ghana
Greece
Grenada
Guatemala
Guinea
Guinea-Bissau
Guyana
Haiti
Honduras
Hungary
Iceland
India
Indonesia
Iran

If I were king

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 a poem

- Read *Jack's Tale by Judith Nicholls*.
- Read the *Poetry Questions*. Think about your answers and then write them as clear sentences.

2. Learn about performing a poem

- Watch Michael Rosen's tips about performing a poem. https://www.youtube.com/watch?v=RvV23xoZRkI
- Use *Performing Notes* to make notes about what he says.

3. Prepare a performance

- Read *Jack and the Beanstalk by Roald Dahl.*
- Pick either of the poems and prepare a performance. Try to think about all of Michael Rosen's tips.
- Giver your performance to somebody else. Ask them to give you feedback using the *Evaluation Sheet*.

Try the Fun-Time Extras

- Film your performance and share it with somebody else.
- Find some more poetry by Judith Nicholls, Roald Dahl or Michael Rosen. You could start looking here:

https://childrens.poetryarchive.org/poet/judith-nicholls/
https://www.michaelrosen.co.uk/videos/
https://www.michaelrosen.co.uk/hypnotiser/
https://allpoetry.com/Roald-Dahl

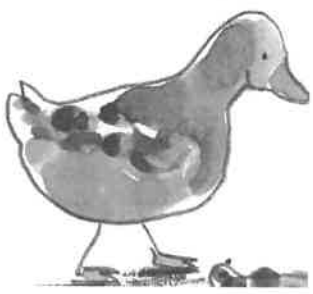
Jack's Tale
Judith Nicholls

Sun rises before me,
dazzles pathless flight.
In the corner of each eye
mists drift and fade,
dissolve against a lightening sky;
the tops of oaks sprawl
like giant undergrowth below.
I dare not pause to gaze,
I dare not fall!

Behind, as if in smoke,
the castle disappears.
My life is ruled by noise:
heart drums inside my chest,
the giant thud of angry steps
invades my ears.

Beneath one arm
a squirming weight of feathers,
crooked between waist and elbow,
squawks our whereabouts into the dawn,
scratches tales of panic into flesh.
All thoughts are on escape;
all golden dreams have flown!

Ahead, at last,
green stalks emerge from cloud
then cobwebs downwards,
stitching earth to sky.
I leap, grasp branches urgently
with outstretched hand;
half-slide, half fall
to blessed earth below,
to blessed land.



Poetry Questions

What do you **like** about this poem? Is there anything you **dislike** about this poem?	What does this poem **remind** you of? Another poem? A different piece of writing? A person?
What **patterns** can you find in this poem?	What **puzzles** or questions does this poem raise?

Performing Notes

Roleplay Character and Stories	**Tone and Emphasis**	**Speed and Pacing**
Sound Effects	**Expression and movements**	**Enthusiasm** -
Rhyme and Repetition	**Be silly**	**Perform the Story**

Titles taken from: https://www.youtube.com/watch?v=RvV23xoZRkI

Jack and the Beanstalk

Roald Dahl

Jack's mother said, 'We're *stony broke*!

Go out and find some wealthy bloke

Who'll buy our cow. Just say she's sound

And worth at least a hundred pound.

But don't you dare to let him know

That she's as old as billy-o.'

Jack led the old brown cow away,

And came back later in the day,

And said, 'Oh Mumsie dear, guess what

Your clever little boy has got.

I got, I really don't know how,

A super trade-in for our cow.'

The mother said, 'You little creep,

I'll bet you sold her much too cheap.'

When Jack produced one lousy bean,

His startled mother, turning green,

Leaped high up in the air and cried,

'I'm *absolutely stupefied*!

You crazy boy! D'you really mean

You sold our Daisy for a bean?'

She snatched the bean. She yelled, 'You chump!'

And flung it on the rubbish-dump.

Then summoning up all her power,

She beat the boy for half an hour,

Using (and nothing could be meaner)

The handle of a vacuum-cleaner.

At ten p.m. or thereabout,

The little bean began to sprout.

By morning it had grown so tall

You couldn't see the top at all.

Young Jack cried, 'Mum, admit it now!

It's better than a rotten cow!'

The mother said, 'You lunatic!

Where are the beans that I can pick?

There's not *one bean*! It's bare as bare!'

'No, no!' cried Jack. 'You look up there!

Look very high and you'll behold

Each single leaf is solid gold!'

By gollikins, the boy was right!

Now, glistening in the morning light,

The mother actually perceives

A mass of lovely golden leaves!

She yells out loud, 'My sainted souls!

I'll sell the Mini, buy a Rolls!

Don't stand and gape, you little clot!

Get up there quick and grab the lot!'

Jack was nimble, Jack was keen.

He scrambled up the mighty bean.

Up up he went without a stop,

But just as he was near the top,

A ghastly frightening thing occurred –

Not far above his head he heard

A big deep voice, a rumbling thing

That made the very heavens ring.

It shouted loud, 'FEE FI FO FUM

I SMELL THE BLOOD OF AN ENGLISHMAN!'

Jack was frightened, Jack was quick,

And down he climbed in half a tick.

'Oh mum!' he gasped. 'Believe you me,

There's something nasty up our tree!

I saw him mum! My gizzard froze!

A Giant with a clever nose!'

'A *clever nose*!' his mother hissed.

'You must be going round the twist!'

'He smelled me out, I swear it, mum!

He said he *smelled* an Englishman!'

The mother said, 'And well he might!

I've told you every single night

To take a bath because you smell,

But would you do it? Would you hell!

You even make your mother shrink

Because of your unholy stink!'

Jack answered, 'Well, if you're so clean

Why don't *you* climb the crazy bean.'

The mother cried, 'By gad, I will!

There's life within the old dog still!'

She hitched her skirts above her knee

And disappeared right up the tree.

Now would the Giant smell his mum?

Jack listened for the *fee-fo-fum*.

He gazed aloft. He wondered when

The dreaded words would come . . .

And then . . .

From somewhere high above the ground

There came a frightful crunching sound.

He heard the Giant mutter twice,

'By gosh, that tasted very nice.

Although' (and this in grumpy tones)

'I wish there weren't so many bones.'

'By Christopher!' Jack cried. 'By gum!

The Giant's eaten up my mum!

He smelled her out! She's in his belly!

I had a hunch that she was smelly.'

Jack stood there gazing longingly

Upon the huge and golden tree.

He murmured softly, 'Golly-gosh,

I guess I'll *have* to take a wash

If I am going to climb this tree

Without the Giant smelling me.

In fact, a bath's my only hope . . .'

He rushed indoors and grabbed the soap

He scrubbed his body everywhere.

He even washed and rinsed his hair.

He did his teeth, he blew his nose

And went out smelling like a rose.

Once more he climbed the mighty bean.

The Giant sat there, gross, obscene,

Muttering through his vicious teeth

(While Jack sat tensely just beneath),

Muttering loud, 'FEE FI FO FUM,

RIGHT NOW I CAN'T SMELL ANYONE.'

Jack waited till the Giant slept,

Then out along the boughs he crept

And gathered so much gold, I swear

He was an instant millionaire.

'A bath,' he said, 'does seem to pay.

I'm going to have one every day.'

Evaluation Sheet

Roleplay Character and Stories	**Tone and Emphasis**	**Speed and Pacing**
Sound Effects	**Expression and movements**	**Enthusiasm**
Rhyme and Repetition	**Be silly**	**Perform the Story**

Titles taken from: https://www.youtube.com/watch?v=RvV23xoZRkI

Michael Rosen's Tips for Performing Poetry - POSSIBLE ANSWERS

Roleplay Character and Stories - do different voices - show different facial expressions for each character	**Tone and Emphasis** - vary volume - use high & low tones - emphasise certain words	**Speed and Pacing** - change the speed - build tension by slowing down - show excitement or danger by speeding up
Sound Effects - use non-word utterances – *mmm, aargh!* - use sound effects - make noises	**Expression and movements** - use your face, hands and whole bodies to tell the story	**Enthusiasm** - show you are enjoying it - show that you are interested, and the audience will be too
Rhyme and Repetition -say repeating words/phrases differently each time to build up and engage the audience	**Be silly** -be confident -forget that it is you	**Perform the Story** - lose yourself in the poem - do a show - be the narrator or the character - try not to be self-conscious

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 two poems

- Read *Fuss Fuss Fuss* and *Goldilocks on CCTV*
- What do you like about the poems? Is there anything that you dislike about them? Can you spot any patterns? Do they raise any questions or leave any puzzles?

2. Answer questions

- Read and think about *Questions A and B*. the questions get harder so challenge yourself to keep going. Don't give up too easily!
- Write your answers in clear sentences.

3. Now for some writing

- Read the *Writing Brief*, choose one of the poems and make notes to plan your writing.
- Write your recommendation for Year 5 carefully.

Try the Fun-Time Extras

- Can you make up a new poem based on a fairy-tale character?
- Can you practise performing either of these poems?

Fuss Fuss Fuss or **The Goldilocks Rap**

James Carter

Hey everybody, listen, yo!
here's a tale you might just know
it's all about the 3 Bears 3
and the fussiest girl you ever did see
who went by the name of Little Miss G

Now G was out in the woods one day
when after a while she lost her way
and deeper and deeper into the wood
she followed the smell of something good

Soon she came to a dreamy cottage
and three hot bowls of creamy porridge –

Fuss Fuss Fuss!

One too lumpy, one too hot
but one just right – she scoffed the lot!

Fuss Fuss Fuss!

Next 3 chairs – and two weren't right
the other she broke – it served her right!

Fuss Fuss Fuss!

Next 3 beds, it was number 3
where G took a nap so peacefully

Fuss Fuss Fuss!

The bears came back before too long
crying 'What the ding dong's going on?!?'
and finding G in the tiny bed
it made those 3 Bears 3 see red

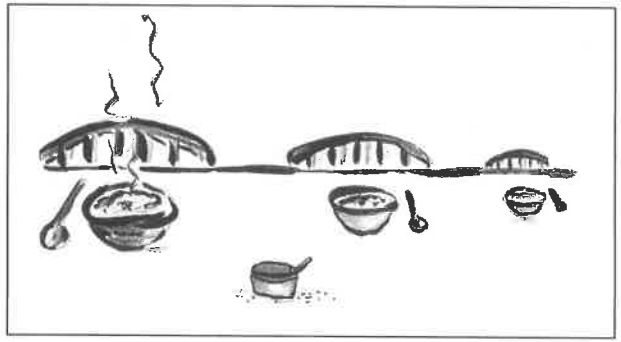
'Hey Goldie girl, you keep it real –
you can't just barge in here and steal
our food! – you go and cook some more
you lazybod – you know the score'

Never before in the dreamy cottage
had tastier bowls of creamy porridge
been cooked (by the bears or anyone)
so the bears said, 'G – it'd be such fun

to open a diner!' they did, it was cool
and G's food made those wood folk drool
and the fussiest girl you ever did see – went
Fuss Fuss Fuss?

well, no actually –

the fussiest girl you ever did see
cooked porridge ever after (quite happily)



Goldilocks on CCTV

John Agard

There she was on the news,
Miss Goody Two Shoes
caught on CCTV.

Don't look so shocked.
Of course you know who –
who else but Goldilocks!

Broke into a house
of suburban grizzlies,
a nuclear family

from the sound of it.
Daddy Bear, Mummy Bear
and whiz kid Baby Bear.

There she was, tucking in
to a bowl of their muesli.
Every move on CCTV.

How she vandalised a chair
in the nursery
then tried out their jacuzzi

not to mention the towels
marked His and Hers.
And everywhere a trail

of golden curls mixed with fur.
A forensic goldmine.
It appears the police found her

in perfect slumber
at the scene of the crime –
which wasn't very clever.

But the Bears decided to drop
charges for the sake of
happy-ever-after.

And so fairy-tale justice
was seen to be vindicated
and Goldie's parents were sedated.

Questions A - Fuss Fuss Fuss or The Goldilocks Rap

1) Which fairy tale is the poem based on?

2) How does the first line grab our attention?

3) Can you think of two reasons why Goldilocks might be called 'G' in the poem?

4) What is the refrain? Why do you think these words were chosen?

5) What do you notice about the language used in this poem. Is it formal or informal? Give an example from the text when you explain what you think.

6) How does the poem twist the original fairy tale ending?

7) Describe the rhythm of the poem. How could this help perform it aloud?

8) This poem has a choice of titles. Which would you choose? Explain why.

Questions B - Goldilocks on CCTV

1) What clues are there that this version of Goldilocks and the Three Bears is set in the modern world?

2) Why do you think the words, 'Miss Goody Two Shoes' start with capital letters? What does it mean?

3) Look at the third stanza. What two separate noun phrases are used to refer to the three bears?

4) What do you think of 'fairy-tale justice'? Does Goldilocks get away with her crimes?

5) What do you notice about the rhyme scheme and rhythm of this poem? What is the impact of this?

6) Does the poet want us to like Goldilocks? Give examples from the poem which justify your answer.

Writing Brief

Write a short recommendation for one of these poems to suggest it to a Year Five group who wants to perform a poem for an assembly.

Tell them why it would be good to perform and give them some ideas as to what they could do.

You could use your notes from Michael Rosen from yesterday.

Make notes to plan your writing here.

Recommended Poem:
Reasons it would be good to perform (3-5):
Ideas for performance (3-5):

Recommendation

POSSIBLE ANSWERS

Questions A

Fuss Fuss Fuss or The Goldilocks Rap

1) Which fairy tale is the poem based on?
Goldilocks and the Three Bears
2) How does the first line grab our attention?
It talks to us; it says 'Hey' to get our attention; the exclamation mark means that it must be said loudly or energetically
3) Can you think of <u>two</u> reasons why Goldilocks might be called 'G' in the poem?
It sounds cooler/like a rap name & fits in with the rhythm easier/easy to rhyme
4) What is the refrain? Why do you think these words were chosen?
Fuss Fuss Fuss! It draws attention to the fussy nature of Goldilocks; the poem is about her and this is what she does all of the time
5) What do you notice about the language used in this poem. Is it formal or informal? Give an example from the text when you explain what you think.
The language is informal – any example including slang, contractions
6) How does the poem twist the original fairy tale ending?
Instead of running away, Goldilocks makes the bears porridge so tasty that they decide to open a diner with Goldilocks as cook.
7) Describe the rhythm of the poem. How could this help perform it aloud?
It has a strong, regular rhythm. It would be easy to say as the words fit well into the rhythm; you could say them quickly like a rap
8) This poem has a choice of titles. Which would you choose? Explain why.
Any answer that is justified by examples from the text.

Questions B

Goldilocks on CCTV

1) What clues are there that this version of Goldilocks and the Three Bears is set in the modern world?
References to technology – on the news, CCTV, jacuzzi/ references to modern culture – muesli, police, scene of crime, his and hers towels/ modern terms and slang- 'whiz kid', 'suburban grizzlies', 'drop charges'
2) Why do you think the words, 'Miss Goody Two Shoes' start with capital letters? What does it mean?
It is like Goldilocks's name/nickname; it means that she is very well-behaved or too good to be true.
3) Look at the third stanza. What two separate noun phrases are used to refer to the three bears?
suburban grizzlies & a nuclear family
4) What do you think of 'fairy-tale justice'? Does Goldilocks get away with her crimes?
It was not fair. She got away with her crimes – there were no consequences or compensation
5) What do you notice about the rhyme scheme and rhythm of this poem? What is the impact of this?
They are irregular /keep changing, it sounds more like everyday speech/ it is harder to say with a strong rhythm
6) Does the poet want us to like Goldilocks? Give examples from the poem which justify your answer.
No. He calls her 'Miss Goody Two Shoes'. He says that we should not be 'shocked' that she has been caught in the act. He uses the word 'vandalised' to make the breaking of the chair sound deliberate. She does not seem to feel guilty 'perfect slumber' and is not 'very clever'.