



# St Margaret's-at-Cliffe CP School



## Home Learning Class 6

Hello class six! Well done for getting to the half way point of this term! It is now week 4. Any resources that I have used from Twinkl this week can be accessed by clicking [this link https://www.twinkl.co.uk/go](https://www.twinkl.co.uk/go) and entering the 6-digit pupil PIN code: RN9316. (If you are using Internet Explorer, you might find it is not fully compatible so I have given each individual lesson its own PIN, which you can find within each lesson below.) Then you should be able to open and use the PowerPoints and worksheets as we would in class. Please do get in touch if you have any difficulties in accessing these – I can save as PDFs and email to you separately if required.

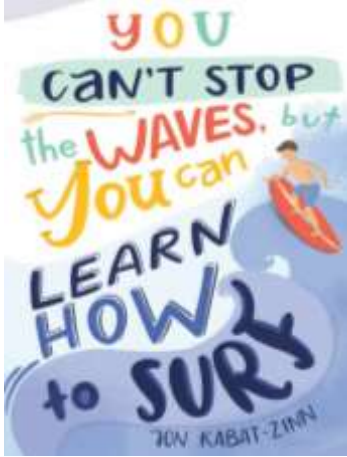
Please note that there is no expectation on you to be printing everything out at home. If you want to, that is fine but if you do not have access to a printer or ink, you can use the activities on the screen and write into an exercise book. These are available from the school shed if you do not have one at home. It has been wonderful to see all of the learning you have been completing at home. Please do continue to email me daily in the usual way at [c.class6@st-margarets-dover.kent.sch.uk](mailto:c.class6@st-margarets-dover.kent.sch.uk)  
Miss Brett

Class 6 25 <sup>th</sup> Jan	Monday 25 <sup>th</sup> January	Tuesday 26 <sup>th</sup> January	Wednesday 27 <sup>th</sup> January	Thursday 28 <sup>th</sup> January	Friday 29 <sup>th</sup> January
Vocab Ninja	A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format <a href="#">here</a> . You should write the word, write the definition and use the word in your own unique sentence. You can also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
SPAG	<p><u>Spelling:</u> <u>WALT: revise spellings from statutory word list</u></p> <p>I have used some of the words from your word list and created a wordsearch for you to complete! It can be accessed either online <a href="#">here</a> or further down this page. If you are unable to print, can you find the words on the screen?</p>	<p><u>PaG</u> <u>WALT: use a range of clauses structures</u></p> <p><a href="#">Click here</a> to recap subordinate and relative clauses.</p> <p>You should watch the videos and complete activity 1.</p> <p>I will be looking for your varied clauses in your writing this week!</p>	<p><u>Spelling</u> <u>WALT: revise spellings from statutory word list</u></p> <p>Now it's your turn! Pick 10-15 words from the word list (see below) to hide within your own wordsearch.</p> <p>You can either draw your own grid, use the one available below or click <a href="#">here</a> to use the wordsearch generator. You just need to input your title and description and then add</p>	<p><u>PaG</u> <u>WALT: use a range of clauses structures</u></p> <p><a href="#">Click here</a> to recap subordinate and relative clauses.</p> <p>You should watch the videos and complete activities 2 and 3.</p> <p>I will be looking for your varied clauses in your writing this week!</p>	<p><u>Spelling</u> <u>WALT: revise spellings from statutory word list</u></p> <p>How well have you learned your spellings by using the wordsearches this week?</p> <p>Ask a grown up to test you on the spellings you included in your wordsearch.</p> <p>How well did you do?</p>

			<p>the words (correctly!) to be included in the word search.</p> <p>You could then ask a grown-up to complete it and you can check if they found all of the words.</p>		
English	<p><u>WALT: clearly identify and retrieve relevant points and key ideas from different points in a text</u></p> <p><a href="#">Click here</a> and open the William Shakespeare reading comprehension.</p> <p>Choose either 1 star, 2 star or 3 star level of challenge. (Scroll down the document for 1, 2, 3 star)</p> <p>Each level of difficulty has its own text, questions and answers.</p> <p>You can self-mark using the answers that match the star challenge you choose.</p>	<p><u>WALT: summarise main ideas, identifying key details</u></p> <p>We will be studying the very famous play 'Macbeth' which is a tragedy, written by William Shakespeare.</p> <p>As you will know from your reading comprehension, Shakespeare was a playwright and lived around 400 years ago. Lots of the language he uses is different to modern day English. In the coming weeks, when we read some of the scenes, we will be able to use a website, which features the play in its original Shakespearian language, but it also features the play in modern day English alongside it, so there should be no issues in reading or understanding.</p> <p>For today, have a look at these summarising videos. One is a cartoon and one is a bit of a silly play, put together</p>	<p><u>WALT: summarise main ideas, identifying key details</u></p> <p>Watch the clips again from yesterday to refresh your memory of the storyline of Macbeth. Using what you have learned from these, I would like you to write a brief summary of the storyline of Macbeth, to show your understanding so far.</p> <p>Key points to include:</p> <ul style="list-style-type: none"> <li>• The witches and their prophecies</li> <li>• King Duncan's death</li> <li>• Banquo's death</li> <li>• Lady Macbeth's madness</li> <li>• What happens to Macbeth?</li> </ul> <p>This writing should be about a page long in your exercise book or about half a page typed.</p>	<p><u>WALT: plan a narrative</u></p> <p>Today we are going to focus on Act 4 Scene 1, which is where Macbeth goes to speak to the witches. The witches are chanting together in their cave around a cauldron as they make a potion. You can read it <a href="#">here</a>:</p> <p>Shakespeare wrote Macbeth as a play however this week you are going to write this scene as a narrative. I would like you to focus on:</p> <ul style="list-style-type: none"> <li>• Setting the scene</li> <li>• Introducing the characters (witches)</li> <li>• Interweaving some speech with some action)</li> </ul> <p>You will write up until the point that Macbeth walks into the cave.</p> <p>Have a look at the <b>vocabulary sheet included below</b>. I have begun this for you but today I would like you to add to it.</p>	<p><u>WALT: write for a range of purposes (narrative)</u> <u>WALT: use a wide range of clause structures</u></p> <p>Today you will be writing your scene as a narrative. Remember I would like you to begin with the setting description, then move on to the witches and describe their action with their speech.</p> <p><b>I have begun an example for you further down.</b></p> <p><b>I have also included some good examples</b> - these were written by year 6 children before you so they may not be perfect but they give you a good idea of the style in which you could write.</p>

		<p>to summarise quickly what happens throughout the play of Macbeth.</p> <p>Key words:</p> <ul style="list-style-type: none"> <li>• Prophecy (like a prediction of the future)</li> <li>• Thane (a royal official, like a Lord or nobleman) <i>(please note the American summary on Youtube calls this a 'Chieftan')</i></li> </ul> <p><a href="#">Video 1</a>  <a href="#">Video 2</a>  <a href="#">Video 3</a></p> <p>I would like you to show how each of the characters in the play are linked together. This may be through marriage, friendship, family or through what happens to them i.e. murdered by someone.</p> <p>The key characters to focus on are:  Macbeth, Lady Macbeth, The Witches, Macduff, King Duncan (and sons Malcolm and Donalbain), Banquo (and son, Fleance)</p> <p>You could show these links through words or pictures, in a mind map or with writing. I have included some examples below of some of the ways</p>		<p>Think of other interesting vocabulary that you could use to describe the witches' scene. You could use a thesaurus if you have one at home, or thesaurus online to help you.</p> <p>Tomorrow you will be writing this scene as narrative so I would like you to feel confident in knowing what you'd like to write.</p> 	
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		you could present this learning however I know lots of you are far more creative than me!			
Maths  Please keep playing TTRS	<p><u>WALT: understand 'percent' means number of parts per 100.</u></p> <p>Recap and understand percentages today. Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p> <p>Please see below for some Target pages if you would like some *optional* extra challenges.</p>	<p><u>WALT: write fractions as percentages</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p> <p>Please see below for some Target pages if you would like some *optional* extra challenges.</p>	<p><u>WALT: find and recall equivalences between fractions, decimals and percentages</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p> <p>Please see below for some Target pages if you would like some *optional* extra challenges.</p>	<p><u>WALT: recall and use FDP equivalences.</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p> <p>Please see below for some Target pages if you would like some *optional* extra challenges.</p>	<p><u>WALT: calculate percentages of an amount</u></p> <p>Watch the video <a href="#">here</a>.</p> <p>Complete the true or false activity <a href="#">here</a>. Can you explain why you think it is true or false?</p> <p>Download the worksheets <a href="#">here</a>.</p> <p>Answers can be found <a href="#">here</a> so that you can self-mark. Let me know how you get on!</p> <p>Please see below for some Target pages if you would like some *optional* extra challenges.</p>
Topic AM	<p><u>Music:</u> <u>WALT: know the history of music – the Romantic period</u></p> <p>Look through the PowerPoint to find out information about the Romantic period of music. This can be found <a href="#">here</a>. Remember to enter the PIN: RN9316. (If on</p>	<p><u>Big Life Journal</u> <u>WALT: know that challenges make us stronger</u></p> <p>Complete part one of the chapter below.</p>	<p><u>PE</u> <u>WALT: improve gymnastics skills.</u></p> <p><a href="#">The Little Gym at Home</a> is a fantastic YouTube channel designed for children in lockdown to be able to do gymnastics at home.</p>	<p><u>PE</u> <u>WALT: stay fit and healthy</u></p> <p>Choose one type of physical activity of your choice that you can do at home to keep fit. It might be:</p> <ul style="list-style-type: none"> <li>- A bike ride with your family</li> <li>- Playing football or tennis in your garden</li> </ul>	<p><u>RE</u> <u>WALT: make connections between beliefs and behaviour in Hindu religions.</u></p> <p>Ghandi was a Hindu man who was committed to the principle of '<b>Ahimsa</b>'. This is the concept of</p>

	<p>Internet Explorer, enter PIN: FG6047).</p> <p>Can you show me what you have learned? It is up to you how you choose to present it.</p>		<p>There are lessons for your age group but also lots of 'how to' videos such as how to cartwheel or how to handstand.</p> <p>Have a go!</p>	<ul style="list-style-type: none"> <li>- Just Dance</li> <li>- More gymnastics</li> <li>- <a href="#">Joe Wicks</a> (Live on Mondays, Wednesdays and Fridays but lots on his YouTube channel)</li> </ul>	<p>harmlessness or non-violence.</p> <p>Find out about Ghandi and his teachings. Read the information sheet (see below)</p> <p>Some of Ghandi's more famous quotes:</p> <ul style="list-style-type: none"> <li>· <i>"In a gentle way you can shake the world."</i></li> <li>· <i>"If all Christians acted like Christ, the whole world would be Christian."</i></li> <li>· <i>"First they ignore you, then they laugh at you, then they fight you, then you win."</i></li> <li>· <i>"An eye for an eye and everyone shall be blind."</i></li> <li>· <i>"Whenever you are confronted with an opponent, conquer him with love."</i></li> </ul> <p><b>TASK:</b> Are there any situations that you think are unfair in the world? How would applying the quotes or principles of Gandhi help?</p> <p>Choose one of these situations and split your page into 3 pieces. Draw a picture of your situation on the top third of the paper. Use speech bubbles or a short description to help describe clearly what is happening in the picture. In</p>
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					<p>the middle of the paper, write a quote from Gandhi that would help to improve the situation. At the bottom, draw the improved situation.</p> <p>Find more quotes from Ghandi <a href="#">here</a>.</p>
Topic PM	<p><u>Science</u> WALT: recognise differences between living things and their offspring</p> <p><u>I have made a narrated video to accompany this lesson – please see school website.</u></p> <p>Think back to the inheritance among animals we thought about last week. This week you will be thinking about the inheritance within your own family.</p> <p>Design your own family tree – if you have photos you can stick of each family member then that’s wonderful but if you don’t you can draw them.</p> <p>Next to each person, write the things about their physical appearance that you think are similar to their siblings. Then think about how they are similar to the parents. How are the parents similar to their own</p>	<p><u>Art:</u> WALT: develop sketching techniques</p> <p>Using a mirror – or sitting in front of one – I’d like you to sketch a self-portrait. You should take up a whole page for this.</p> <p>Take the time to study your face in detail. Take in to consideration your own eye shape/size, your nose, your unique features etc.</p> <p><a href="#">This video</a> will help you with proportions and positions.</p>	<p><u>ICT</u> WALT: use user input</p> <p>Have a look at lesson 4 of the teacher guide for coding <a href="#">here</a>.</p> <p>It gives step-by-step instructions for each step of the lesson with clickable links to take you to the correct part within Purple Mash. You will need your login details.</p>	<p><u>French</u> WALT: describe people, places and actions in the context of landmarks of Paris</p> <p>Visit <a href="#">Twinkl go</a> to download the lesson pack for today. Use PIN RN9316 or if on IE try PIN: BC2381</p>	<p><u>PSHE</u> WALT: work with others to make a difference to the world.</p> <p>Think back to the photos we used in last week’s lesson to show difficult situations in the world (see below.)</p> <p>Now have a think about some of the charities who help the people in these situations. Watch the TV ads: <a href="#">Oxfam</a> <a href="#">WaterAid</a> <a href="#">Cllic Sargent</a></p> <p>Think about a cause that you would like to support. Why do you choose this cause?</p> <p>Now think about a charity event that (if we were not in lockdown) that you could hold to raise money or</p>

<p>siblings? What about their parents?</p> <p>You might have stepmums and stepdads that you include in your family. Include them on your family tree if you would like. It is up to you who in your family you wish to include on there.</p> <p>You can have a look at mine further down this document.</p> <p>Things to consider:</p> <ul style="list-style-type: none"><li>- Hair colour</li><li>- Eye colour</li><li>- Skin colour</li><li>- Facial shape (including nose shape, jaw line, position of eyes)</li><li>- Body shape/size</li><li>- Your parents' hair colour may have changed since childhood.</li><li>- Your parents may dye their hair – will you inherit your parents dyed hair colour or natural hair colour?</li></ul> <p>You should be able to recognise that many features are inherited among siblings and parents. However, no two people are completely identical. Even identical twins!</p>				<p>awareness to support your cause.</p> <p>What would it be and how would you raise money?</p>
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## Statutory Words Year 5 and 6

I	C	O	M	M	U	N	I	C	A	T	E	D	E
A	D	I	I	A	W	K	W	A	R	D	S	I	M
G	V	I	N	A	Y	B	E	T	A	P	I	C	F
G	C	A	U	T	L	O	R	O	I	R	M	T	R
R	O	P	I	L	E	I	S	U	R	E	A	I	A
E	M	F	C	L	T	R	N	S	I	B	R	O	G
S	P	O	V	R	A	I	R	R	C	S	V	N	N
S	E	R	I	M	I	B	O	U	I	V	E	A	I
I	T	E	U	E	D	T	L	N	P	I	L	R	D
V	I	I	B	G	E	O	I	E	E	T	L	Y	R
E	T	G	U	B	M	R	E	C	R	A	O	T	O
I	I	N	D	L	M	R	E	M	I	I	U	T	C
C	O	N	S	C	I	O	U	S	S	S	S	C	C
T	N	E	I	C	N	A	A	R	R	I	E	L	A

CRITICISE  
ACCORDING  
IMMEDIATELY  
LEISURE  
AGGRESSIVE  
COMMUNICATE  
CONSCIOUS  
MARVELLOUS  
DICTIONARY  
AVAILABLE  
AWKWARD  
COMPETITION  
FOREIGN  
INTERRUPT  
ANCIENT  
BRUISE

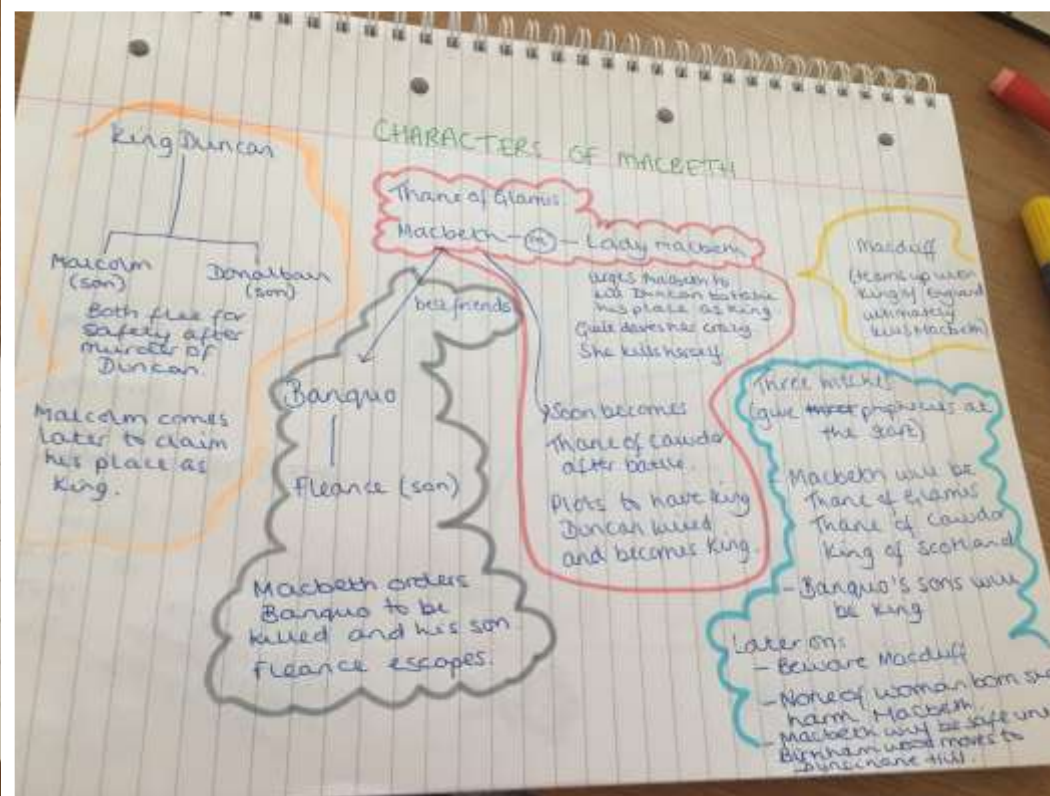
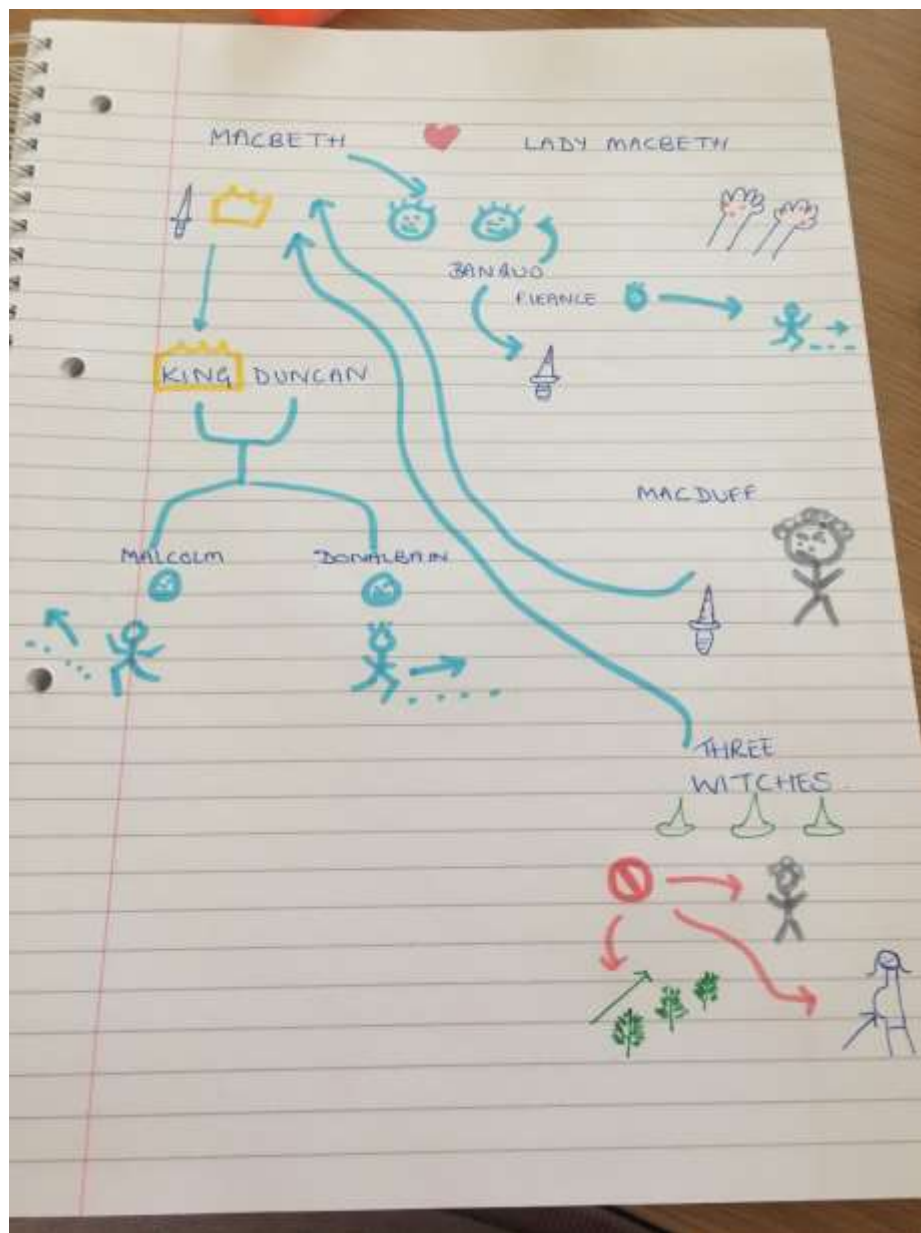
Play this puzzle online at : <https://thewordsearch.com/puzzle/1870695/>



WEDNESDAY - SPELLINGYear 5 and 6 Statutory Words Spelling List

<b>accommodate</b> <b>accompany</b> <b>according</b> <b>achieve</b> <b>aggressive</b> <b>amateur</b> <b>ancient</b> <b>apparent</b> <b>appreciate</b> <b>attached</b> <b>available</b> <b>average</b> <b>awkward</b> <b>bargain</b> <b>bruise</b> <b>category</b> <b>cemetery</b> <b>committee</b> <b>communicate</b> <b>community</b> <b>competition</b>	<b>conscience</b> <b>conscious</b> <b>controversy</b> <b>convenience</b> <b>correspond</b> <b>criticise</b> <b>curiosity</b> <b>definite</b> <b>desperate</b> <b>determined</b> <b>develop</b> <b>dictionary</b> <b>disastrous</b> <b>embarrass</b> <b>environment</b> <b>equipped</b> <b>equipment</b> <b>especially</b> <b>exaggerate</b> <b>excellent</b> <b>existence</b>	<b>explanation</b> <b>familiar</b> <b>foreign</b> <b>forty</b> <b>frequently</b> <b>government</b> <b>guarantee</b> <b>harass</b> <b>hindrance</b> <b>identity</b> <b>immediately</b> <b>interfere</b> <b>interrupt</b> <b>language</b> <b>leisure</b> <b>lightning</b> <b>marvellous</b> <b>mischievous</b> <b>muscle</b> <b>necessary</b>	<b>neighbour</b> <b>nuisance</b> <b>occupy</b> <b>occur</b> <b>opportunity</b> <b>parliament</b> <b>persuade</b> <b>physical</b> <b>prejudice</b> <b>privilege</b> <b>profession</b> <b>programme</b> <b>pronunciation</b> <b>queue</b> <b>recognise</b> <b>recommend</b> <b>restaurant</b> <b>rhyme</b> <b>rhythm</b> <b>sacrifice</b> <b>secretary</b>	<b>shoulder</b> <b>signature</b> <b>sincere</b> <b>sincerely</b> <b>soldier</b> <b>stomach</b> <b>sufficient</b> <b>suggest</b> <b>symbol</b> <b>system</b> <b>temperature</b> <b>thorough</b> <b>twelfth</b> <b>variety</b> <b>vegetable</b> <b>vehicle</b> <b>yacht</b>
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TUESDAY – ENGLISH (examples of mindmaps you could do to link the characters)



# CHALLENGES make you STRONGER

## PART I

Everyone faces big and small challenges every day. Challenges are very important because they help us grow and make us stronger!



Ask your JOURNAL BUDDY to talk about a challenge they overcame recently.

**NOW IT'S YOUR TURN!**

Think about a challenge you recently faced. For example, an argument with a friend, a difficult test, performance in sports, sickness, or something else.

Describe what happened below.

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How did you feel when you were going through the challenge? Circle the words which apply and write your own in the open spaces.

disappointed

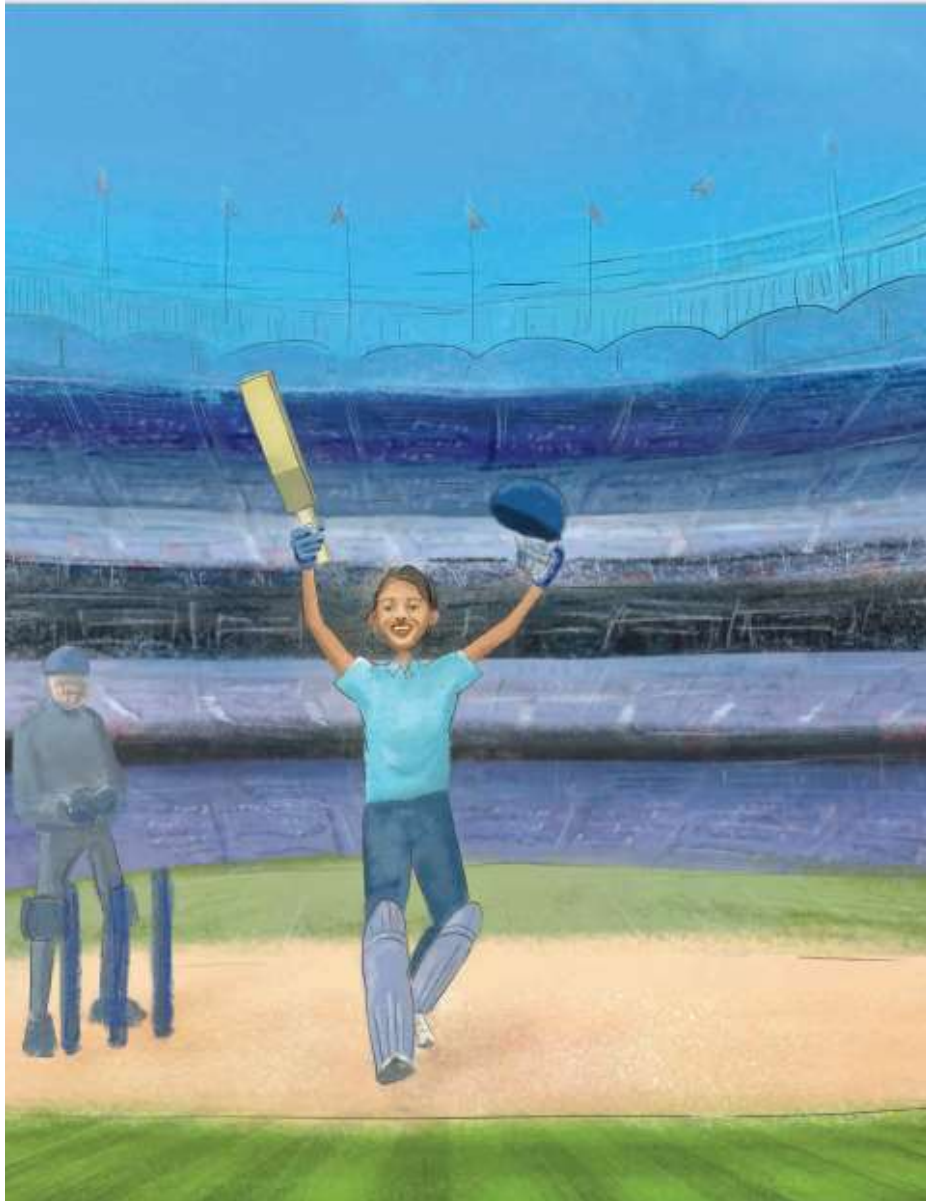
tired

calm

brave

prepared

scared



## Never Back Down!

From an early age, **Smriti Mandhana** learned to face challenges head-on. Growing up in India, she loved to play her country's most popular sport: cricket. In fact, she dreamed of becoming a professional cricket player.

Since most professional players are male, she knew it was going to be especially difficult to reach her goal. But she didn't let that discourage her! Smriti knew she could become a great cricket player, as long as she embraced every challenge she faced.

Smriti grew up in a small city called Sangli, known for its sugar cane and spice fields but not for its cricket players!

At the age of five, Smriti regularly walked to the cricket nets with her father and older brother to watch them practise. Smriti's job was to collect the balls and, as a reward, they would let her hit 10 balls at the end of each day.

As her brother began to play professionally, she became even more inspired to keep practising. Smriti practised alongside her brother endlessly until she was finally chosen for her state's u15 (under 15 years old) cricket team. She was just nine years old!

Having been chosen to play with older kids was a challenge, but it would ultimately make Smriti a better player.







Smriti continued to dream of one day playing professional cricket in India but knew it wouldn't be an easy goal to reach. There are one billion people living in India and only 11 people on the national cricket team!

Smriti used this challenge as her motivation; she would always wake up early for cricket practise before school, then go for a final practice at night, just before the sunset. Then, at 11 years old, Smriti was selected to play for Maharashtra's u19 professional team.

She faced many challenges on her journey toward becoming a professional athlete. She listened to her coaches, kept making an effort, and improved her performance day by day.

At the age of 17, Smriti became the first Indian woman to score 200 in a one-day cricket match. In 2018, she was voted the world's best female cricketer of the year. She is the most successful cricketer in her family and her brother now fetches the cricket balls for her to hit when she plays!

Smriti's determination to improve every day means she is always seeking challenges. She once said, "No one ever thought that a girl from Sangli would ever play for India — challenge accepted, and completed!"



Smriti had a very big goal and overcame lots of challenges on her way to achieving it.

Can you think of your BIG goal — something you would be very proud to become, do, or achieve? Describe or draw it below.



What might get in the way of you achieving your goal?

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Who could help you overcome this challenge?

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WEDNESDAY – SPELLING

A grid to use for your wordsearch if you would like.

[illegible]

English – THURSDAY - Macbeth Vocabulary – Act 4 Scene 1 – The Witches

These words are used in the scene:

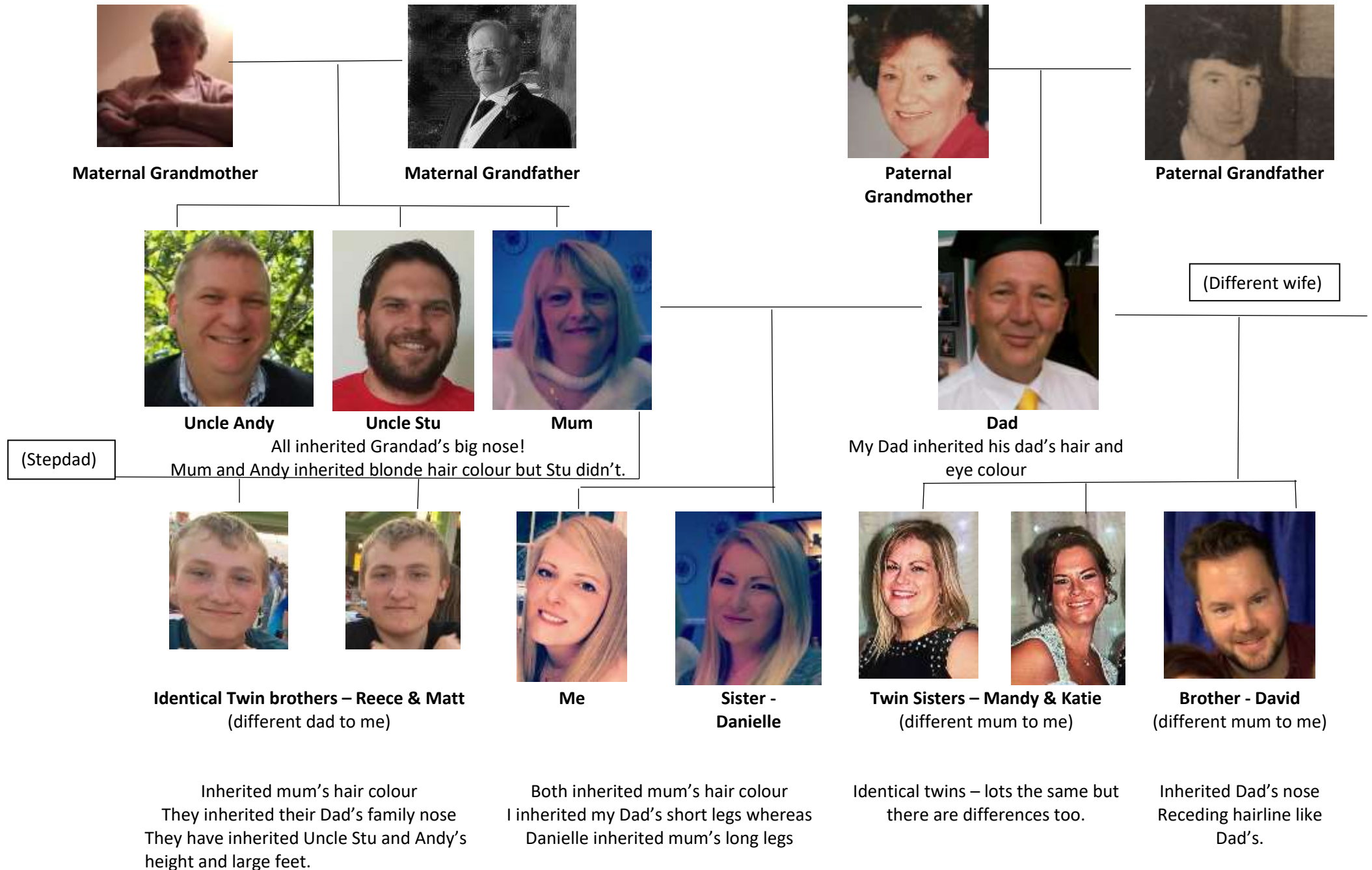
Word	Definition	Example sentence
whine	Make a high-pitched screeching noise	Thrice and once the hedge-pig whined
swelter	Be uncomfortably hot	Swelter'd venom sleeping got
toil	Productive work (especially physical work done for money)	Double, double, toil and trouble
gruel	A thin porridge	Make the gruel thick and slab
howlet	A young owl	Lizards's leg and howlet's wing
Brindled cat	A cat with black/brown streaked fur	Thrice the brindled cat hath mew'd

Other words you could use:

Add some of your own!

Setting	Witches	Potion
cavern abyss scraggy musty stagnant	evil eerie loud troublemaking prophetic manipulative weathered hideous	poisoned venom eye of newt tongue of dog wool of bat toe of frog hell-broth maw and gulf (stomach and throat) steaming

MONDAY: SCIENCE: My family tree and family inheritance





**B**

**1** Copy and complete the table.

Fractions	Decimals	%ages
$\frac{1}{10}$	0.1	10%
		50%
		32%
		90%
	0.18	
	0.25	
	0.02	
	0.4	
$\frac{7}{50}$		
$\frac{3}{4}$		
$\frac{6}{100}$		
$\frac{11}{25}$		
	0.95	1%

What percentage could be used in each sentence.

- Half the tissues in the box had been used.
- Nineteen of the twenty horses in the race were brown.
- The basketball team won four in every five matches played.
- Twenty-nine hundredths of the Earth's surface is water.
- Ella and Elysia achieved full marks in the Maths Test.
- Darren has read three quarters of his book.
- Twenty-seven in every fifty visitors to the Museum stayed for more than two hours.
- Nine out of the twenty-five balloons in the packet were yellow.
- Three in every five chocolates had a soft centre.

**63**

**C**

Write each fraction as:

- a decimal
- a percentage.

- $\frac{2}{10}$  **3**  $\frac{87}{100}$  **5**  $\frac{2}{3}$  **7**  $\frac{21}{24}$
- $\frac{4}{50}$  **4**  $\frac{3}{20}$  **6**  $\frac{126}{200}$  **8**  $\frac{18}{40}$

Write each percentage as:

- a fraction in its simplest form
- a decimal.

- 9** 23% **13** 71%
- 10** 35% **14** 0.5%
- 11** 60% **15** 30%
- 12** 9% **16** 17.5%

- 17** Eight children competed for the title School Master Chef. Their task was to produce cakes for the School Fête. Complete the list of results.

Name	Cakes made	Cakes sold	%age sold	%age unsold
Ailsa	50	39		
Bilal	54		50%	
Carmen	40			30%
Digby	60	39		
Esmé	45		80%	
Fred	56			25%
Gail	48	30		
Harry	55		60%	

- 18** Use squared paper.  
Draw a  $6 \times 10$  grid of 60 boxes.

- Colour 25% red.
- Colour 20% blue.
- Colour 9 boxes yellow.
- Write down the percentage of the boxes not coloured.

## PERCENTAGES

**TARGET** To recall and use equivalences between fractions, decimals and percentages.

Per cent means out of 100.  
Percentages are fractions with a denominator of 100.

The symbol for per cent is %.

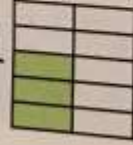
**Example**



$$\frac{47}{100} = 47\% = 0.47$$

To express fractions as percentages, change them to equivalent fractions with denominators of 100.

**Examples**



$$\frac{3}{10} = \frac{30}{100} = 30\%$$



$$\frac{3}{4} = \frac{75}{100} = 75\%$$

To express decimals as percentages, multiply by 100.

**Examples**

$$0.2 = 20\% \quad (0.2 \times 100 = 20)$$

$$0.85 = 85\% \quad (0.85 \times 100 = 85)$$

It is useful to know that:

$$\frac{1}{100} = 0.01 = 1\%, \quad \frac{2}{100} = 0.02 = 2\%, \text{ etc.}$$

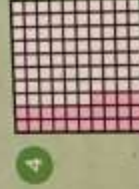
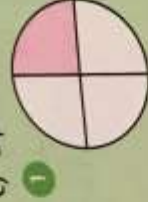
$$\frac{1}{10} = 0.1 = 10\%, \quad \frac{2}{10} = 0.2 = 20\%, \text{ etc.}$$

$$\frac{1}{4} = 25\%, \quad \frac{1}{2} = 50\%, \quad \frac{3}{4} = 75\%$$

**A**

Express each shaded area as:

- a fraction
- a decimal
- a percentage.



11 What percentage of the boxes contain:

- ticks
- crosses
- dots
- triangles?

x		✓	•
✓	•		✓
		△	✓
•	✓		x

12 What percentage of the boxes are blank?



# PERCENTAGES OF AMOUNTS

65

**TARGET** To solve problems involving the calculation of percentages of amounts.

*Examples*

$$10\% \text{ of } 800 \text{ m}$$

$$\frac{1}{10} \text{ of } 800 \text{ m}$$

$$800 \text{ m} \div 10$$

$$80 \text{ m}$$

$$30\% \text{ of } 800 \text{ m}$$

$$(10\% \text{ of } 800 \text{ m}) \times 3$$

$$80 \text{ m} \times 3$$

$$240 \text{ m}$$

$$5\% \text{ of } 800 \text{ m}$$

$$(10\% \text{ of } 800 \text{ m}) \div 2$$

$$80 \text{ m} \div 2$$

$$40 \text{ m}$$

$$75\% \text{ of } 800 \text{ m}$$

$$\frac{3}{4} \text{ of } 800 \text{ m}$$

$$(800 \text{ m} \div 4) \times 3$$

$$200 \text{ m} \times 3$$

$$600 \text{ m}$$

**A**

Find 10% of:

1 30

5 150

2 80

6 200

3 50

7 420

4 100

8 500

Find 10% of:

9 40p

13 £2.00

10 70p

14 £4.60

11 £1.00

15 £12.00

12 £1.80

16 90p.

Find 10% of:

17 20 cm

21 1 m

18 60 cm

22 5 m

19 400 g

23 1 kg

20 1000 g

24 3 kg.

25 There are 240 trees in a wood. 10% are oak trees. How many oak trees are there in the wood?

26 A fridge costs £450. In a sale there is 10% off. What is the new price?

**B**

For each of the following amounts find:

a) 10% b) 5% c) 20%.

1 £2.00

3 3 kg

2 500 ml

4 15 m

Find:

5 20% of 300

6 70% of 250

7 30% of 600

8 60% of 25

9 5% of 500 g

10 5% of 2 kg

11 5% of 380 ml

12 5% of 8 litres

13 Toyah makes 5 litres of soup. 70% is used. How much is left?

14 There are 140 rooms in a hotel. 20% have been decorated since the hotel opened. How many have not been redecorated?

15 A tracksuit costs £25. The price goes up by 5%. What is the new price?

**C**

Find:

1 1% of £240

2 4% of £8

3 25% of 34 cm

4 15% of 2 m

5 11% of 500 g

6 15% of 4 kg

7 99% of 10 litres

8 95% of 600 ml

Copy and complete:

9 10% of  $\square$  = 25

10 20% of  $\square$  = 7

11 90% of  $\square$  = 18

12 25% of  $\square$  = 13

13 1% of  $\square$  = 1.4

14 2% of  $\square$  = 0.8

15 5% of  $\square$  = 12

16 75% of  $\square$  = 360

17 Latrice has £15 000 in a savings account at the start of the year. How much will she have in her account at the end of the year if the annual interest rate is:

a) 1% b) 5% c) 7.5%?

The scraggy entrance to the cavern was hardly noticeable in the black abyss of the forest. Hanging vines and rotting leaves enticed undesirables to the lair.

Inside, the damp, musty odour permeated the suffocating air that stood stagnant in the hollow rock. Cobwebs and ancient dirt obscured the true evil that hid in the wall's cracks and grooves. Rats sat scowling; toads frowned and mythical-like serpents made their discontent known. Death was in the air. Pain and horror waited.

Holding its breath, the cavern froze in anticipation as a murmur and cackle encroached. The hair-like vines were swept aside and a weathered woman brashly entered.

"Come, come," she called, as she gestured a calling motion with her claw like hands. Her voice was hoarse; her hair wirey.....

## English - Friday - Past Y6 Examples...

Tuesday 29<sup>th</sup> April  
Can I write narratives? yes

As a damp cloud lingered around the cave, a thick blanket of mist forbade the wild animals to see. A crag of frost sent a shiver down their spines. Death and pain was in the air. Naked trees huddled together as they feared for their lives.

In the impenetrable darkness, three hunched up silhouettes cackled menacingly... it was witches. Hopping cautiously around an impatient cauldron, it bubbled with ferocity.

"Pass me a frog sister," the witch snapped. Creaking its last creak, the frog wimpered with pain as he drowned in the boiling heat. Juning eagerly around the cauldron they sang.

"Dabble, dabble, tail and trouble.  
Fire burn and cauldron bubble."

Cooking up a broth of hell, the mob menicing with creaked.

"Add a dog from a bag, add a snake and a rat." Stirring up a storm, the caged creatures shivered with fear. Shadows danced around the cauldron, urging with what

they were doing. Rustling, leaves glated down from the trees. Scurrying over to the cages she shouted.

"Sister!" her ear peining voice echoed around the forest.

"Add a ear wig of a pig." Cautiously the creatures moved to the back of the cages with their teeth baring.

Appearing from nowhere a flash of lightening ripped through the sky as a man approached... it was Macbeth.

- Excellent use of vocabulary
- Good use of dialogue, description and action.
- Double check all your speech punctuation.
- \*1.!



Thursday 21st May

Can I write narrative? Yes (E4)

Withered Kharri leaves covered an abyss cave as the three devilish witches inside chased rats. Destroying the hideout whilst the food was in the children, the witches had almost completed the unnecessary potion.

Inside, the golden antique spitting reviled the hollow boulder. Cobwebs stretched over the haunted cavern. Rats sat on the pots of the enchanted women. "Eye of newt and toe of frog" that went into the potion.

"Ball of goat, and slip of you,  
Silkweed in the moon's eclipse." The witches chanted as the ingredients went in the cauldron. Their evil codes mixed out of the cave.

"O well done!" exclaimed Hecate as he entered. "Like elves and gnomes in a ring, enchanting all that you put in." A clap of thunder boomed, disturbing them as a figure appeared.

It was Macker!

Some good descriptive language.  
Does this make sense? - went in

Tuesday 29th April 2014  
Can I write narrative? Yes

In the hollowness of the cave disguised within the rotting vines of the dark forest the impenetrable darkness echoed around the evil cavern.

Witch craft was close by and 3 hags blood around a shiny cauldron. The crystalline on the ceiling eliminated that single area. In the cauldron an irregular liquid bubbled like lava.

One old hag sang an enchanted song about all the ingredients she threw in that was under stone, smelted venom and more unknown materials. All 4 witches joined in on a strange awkward spell "Double, Double toil and trouble, Fire burn, and cauldron bubble."

More ingredients soon joined the liquid the Witch Sisters sang. Slice of Swamp, Snake, newt's eye, frog for from bat and gnomes tongue. The witches danced around the gloomy cave and after a very abnormal routine a witch cackled.

"We'll cool the mixture with baboons blood, then the charm is finished. Suddenly the door opened and a silhouette entered."

Some good descriptive vocabulary

FRIDAY –





# Mahatma Gandhi and Non-Violence

Mohandas Karamchand Gandhi was born in 1869 in India during the era of British colonial rule. This meant that India was governed by Britain and Indians had no choice in this matter. Gandhi campaigned throughout his life for India to gain independence as a country, which was finally realised in 1947.

Gandhi had trained as a lawyer and it was not until he experienced racism in South Africa that he started his journey towards campaigning for equal rights and then Indian independence.

He was knowledgeable about all religions. He was impressed by the Sermon on the Mount in the Bible and the idea of non-violence being a moral force, which was also the basic idea proposed by Leo Tolstoy (a Russian writer) with whom Gandhi corresponded. Tolstoy read widely on Christianity, Buddhism and Hinduism and made connections between them. He believed 'non-resistance to evil' was necessary because violence was a wrong in itself. To act violently even when one is being treated unjustly only led to two wrongs being committed.



Gandhi was a practising Hindu, this influenced his beliefs in two fundamental ways.

1. Satyagraha is the idea of discovering the truth (satya) and the need to live one's life by doing the right thing. This is a moral force not the physical force of violence. Violence gets in the way of highlighting the truth of suffering and injustice by causing more suffering and injustice.
2. Ahimsa has a long history in Indian religious thought and was explored in the Hindu Vedas. The word comes from the Sanskrit 'hims' which means to strike and 'himsa' to injure or harm. Ahimsa is the opposite of both of these and is a belief that one should not cause injury or harm.

The non-violence Gandhi encouraged included peaceful demonstrations and protests and non-cooperation with laws that discriminated against Indians. A famous example of this was the Salt March. By going to the sea and teaching people how to make their own salt, it meant that Indians did not have to buy salt and pay taxes to the British government.

Gandhi made a distinction between following 'just' and 'unjust' laws. Where laws were unjust it was acceptable to not cooperate. He thought that the British could only rule India while Indians cooperated and complied with laws that were unjust. If they stopped doing that and acted peacefully it would cause two problems. Firstly, it would be hard to rule them and secondly, it would highlight the problems faced and use moral force to push for a just outcome. If the British reacted with violence to non-violent protesters they alone would have to face the criticism that such actions bring. If those protesting also acted violently then it was easier to dismiss the wrong that was being done to them because they could be criticised over their actions.