

Dear Year 6,

It was fantastic to see you all last Friday, I know it was not the end to year 6 that any of us could have predicted at the start of the year, but I (and the school) were really keen to provide the opportunity for you to come back into school one more time to celebrate your primary school journey, and of course year 6. I started teaching you back at the beginning of year 5, and you were the first class I taught at the school and I thank you again for making me feel very welcome! I have thoroughly enjoyed teaching you over the last 2 years and I'm very proud of all your hard work, accomplishments and how much you've all grown in that time.

Year 7 presents a new challenge, and I'm confident that you will embrace it with the same spirit and energy in which you embraced year 6. You know where we are, so please feel free to drop by and say hello! I wish you all the best for the future.

Mr McCarthy ☺

### Maths

Similar to last week, try this *ultimate* times tables challenge!

$2 \times \_ = 8$	$40 = \_ \times 10$	$12 \times \_ = 144$	$11 \times 7 = \_$	$\_ \times 3 = 21$	$48 = 12 \times \_$
$\_ \times 1 = 3$	$\_ \times 4 = 24$	$\_ \times 5 = 30$	$35 = \_ \times 5$	$8 \times \_ = 72$	$8 \times \_ = 24$
$\_ = 5 \times 2$	$3 \times \_ = 21$	$4 \times \_ = 44$	$\_ \times 8 = 40$	$5 \times 4 = \_$	$120 = \_ \times 10$
$4 \times \_ = 16$	$8 \times 11 = \_$	$48 = 6 \times \_$	$9 \times \_ = 36$	$11 \times \_ = 121$	$\_ \times 4 = 16$
$10 \times \_ = 60$	$7 \times \_ = 35$	$9 \times \_ = 90$	$1 \times \_ = 8$	$18 = 3 \times \_$	$9 \times \_ = 18$
$\_ \times 4 = 8$	$\_ \times 9 = 18$	$\_ \times 6 = 12$	$12 \times 6 = \_$	$\_ \times 6 = 48$	$30 = \_ \times 5$
$16 = 8 \times \_$	$8 \times \_ = 80$	$7 \times 7 = \_$	$\_ \times 9 = 63$	$\_ \times 9 = 27$	$9 \times \_ = 36$
$5 \times 3 = \_$	$\_ \times 2 = 12$	$\_ \times 1 = 8$	$\_ \times 10 = 30$	$24 = 4 \times \_$	$2 \times \_ = 14$
$\_ \times 3 = 30$	$20 = \_ \times 5$	$\_ \times 9 = 81$	$9 \times \_ = 54$	$\_ \times 7 = 49$	$8 \times 5 = \_$
$\_ \times 1 = 12$	$12 \times \_ = 72$	$36 = 12 \times \_$	$\_ \times 4 = 12$	$12 \times \_ = 144$	$3 \times \_ = 12$
$3 \times \_ = 18$	$\_ = 3 \times 3$	$10 \times 12 = \_$	$8 \times \_ = 64$	$6 \times \_ = 18$	$\_ \times 6 = 36$
$\_ \times 4 = 44$	$8 \times \_ = 32$	$8 \times \_ = 56$	$\_ = 2 \times 7$	$8 \times \_ = 56$	$\_ \times 9 = 99$
$7 \times \_ = 14$	$\_ \times 4 = 16$	$\_ \times 10 = 30$	$12 \times \_ = 132$	$4 \times 10 = \_$	$28 = 4 \times \_$
$8 \times 3 = \_$	$\_ \times 7 = 70$	$5 \times \_ = 40$	$25 = \_ \times 5$	$\_ \times 2 = 16$	$9 \times 3 = \_$
$20 = 4 \times \_$	$5 \times \_ = 25$	$\_ \times 2 = 4$	$\_ \times 8 = 16$	$\_ \times 4 = 28$	$5 \times \_ = 25$
$11 \times \_ = 99$	$\_ \times 3 = 33$	$9 \times 5 = \_$	$24 = 8 \times \_$	$9 \times \_ = 45$	$7 \times \_ = 21$
$\_ \times 3 = 12$	$\_ \times 4 = 36$	$3 \times \_ = 12$	$77 = 11 \times \_$	$\_ \times 6 = 72$	$\_ \times 4 = 24$
$5 \times 10 = \_$	$\_ \times 11 = 66$	$\_ \times 9 = 45$	$\_ = 11 \times 8$	$8 \times \_ = 48$	$\_ \times 5 = 45$
$\_ \times 2 = 6$	$\_ \times 6 = 36$	$48 = \_ \times 4$	$12 \times \_ = 144$	$5 \times \_ = 60$	$7 \times \_ = 49$
$\_ \times 3 = 21$	$10 \times \_ = 50$	$5 \times \_ = 10$	$15 = \_ \times 3$	$4 \times \_ = 12$	$\_ \times 8 = 96$
$8 \times \_ = 40$	$18 = \_ \times 3$	$9 \times 1 = \_$	$2 \times \_ = 12$	$7 \times \_ = 42$	$3 \times \_ = 24$
$11 \times 2 = \_$	$9 \times \_ = 27$	$\_ \times 7 = 14$	$9 \times \_ = 27$	$66 = \_ \times 6$	$5 \times \_ = 15$
$\_ \times 12 = 60$	$10 \times 10 = \_$	$12 \times \_ = 84$	$\_ \times 2 = 16$	$32 = 8 \times \_$	$\_ \times 12 = 144$

Have a go at these Sudoku problems!

Sudoku is played on a grid. Within the rows and columns are 16 “squares” (made up of 4 x 4 spaces). Each row, column and square needs to be filled out with the numbers 1-9, without repeating any numbers within the row, column or square. As you can see from the image below of an actual Sudoku grid, each Sudoku grid comes with a few spaces already filled in; the more spaces filled in, the easier the game – the more difficult Sudoku puzzles have very few spaces that are already filled in.

Each row and column contains all the digits 1 to 4.

4			3
3	1		
2			1
		2	

	1		2
2		1	4
1	4	2	
	2		

4	1	3	
		1	
1			4

2	4	1	3
3	1		4
		4	

Each row and column contains all the digits 1 to 9.

6	8				5	4	3	1
		7	9		4	2	6	5
4		5	1				7	9
2	5	8	4				9	3
				9		1		4
			8	6	3			7
7	1	3				9	4	
	9		6					8
8						7		2

2			8	1		4		
7	4	6	5	2	3	9		8
			4		6			
	6	7	3					1
	2	4	6		1			5
		1	7	4	2			3
4	8				7		2	
	1		2	6		8	7	
6	7	2		3	8	1		

Answers

4	<b>2</b>	<b>1</b>	3
3	1	<b>4</b>	<b>2</b>
2	<b>4</b>	<b>3</b>	1
<b>1</b>	<b>3</b>	2	<b>4</b>

<b>4</b>	1	<b>3</b>	2
2	<b>3</b>	1	4
1	4	2	<b>3</b>
<b>3</b>	2	<b>4</b>	<b>1</b>

<b>3</b>	<b>2</b>	<b>4</b>	<b>1</b>
4	1	3	<b>2</b>
<b>2</b>	<b>4</b>	1	<b>3</b>
1	<b>3</b>	<b>2</b>	4

2	4	1	3
3	1	<b>2</b>	4
<b>1</b>	<b>3</b>	4	<b>2</b>
<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>

6	8	<b>9</b>	7	2	5	4	3	1
<b>1</b>	<b>3</b>	7	9	<b>8</b>	4	2	6	5
4	2	5	1	<b>3</b>	<b>6</b>	<b>8</b>	7	9
2	5	8	4	<b>7</b>	<b>1</b>	<b>6</b>	9	3
<b>3</b>	<b>7</b>	<b>6</b>	5	9	<b>2</b>	1	<b>8</b>	4
<b>9</b>	<b>4</b>	<b>1</b>	8	6	3	<b>5</b>	<b>2</b>	7
7	1	3	2	5	8	9	4	6
<b>5</b>	9	<b>2</b>	6	<b>4</b>	<b>7</b>	<b>3</b>	<b>1</b>	8
8	<b>6</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>9</b>	7	<b>5</b>	2

2	3	5	8	1	<b>9</b>	4	<b>6</b>	7
7	4	6	5	2	3	9	<b>1</b>	8
<b>1</b>	<b>9</b>	<b>8</b>	4	7	6	<b>5</b>	<b>3</b>	<b>2</b>
<b>8</b>	6	7	3	<b>9</b>	<b>5</b>	<b>2</b>	4	1
3	2	4	6	<b>8</b>	1	7	<b>9</b>	5
<b>9</b>	5	1	7	4	2	<b>6</b>	<b>8</b>	3
4	8	<b>9</b>	<b>1</b>	5	7	<b>3</b>	2	<b>6</b>
5	1	<b>3</b>	2	6	<b>4</b>	8	7	<b>9</b>
6	7	2	<b>9</b>	3	8	1	5	4

Reading**The Shepherd Boy Who Called Wolf**

Read the playscript below and answer the questions that follow.

**Scene 1**

**TIME:** *middle of the afternoon*

**PLACE:** *a hillside near the village*

[The SHEPHERD BOY watches a flock of sheep.]

BOY: I am tired of watching sheep! I will play a joke on someone! I will play a joke on everyone!

5

(He calls in a loud voice.)

Wolf! Wolf! Wolf! Wolf!

[Enter the VILLAGERS with clubs.]

MASTER: Where is the Wolf?

BOY: Ha, ha, ha! There is no wolf!

10

PASTOR: I do not like to leave my church!

MERCHANT: I do not like to leave my store!

BAKER: I do not like to leave my dough!

BUTCHER: I do not like to leave my ox!

BOY: Ha, ha, ha! There is no wolf! Ha, ha, ha!

15

MASTER: You must not play that joke again! Do you hear? You must never play that joke again!

**Scene 2**

**TIME:** *a week later*

**PLACE:** *same as in Scene 1*

[The BOY watches his sheep.]

20

BOY: I will play that joke again. I like to see them come running.

*(He calls in a loud voice.)*

Wolf! Wolf! Wolf! Wolf!

*[The VILLAGERS come with clubs.]*

MASTER: Where is the wolf?

25

BOY: Ha, ha, ha! There is no wolf!

PASTOR: I do not like to leave my church!

MERCHANT: I do not like to leave my store!

BAKER: I do not like to leave my dough!

BUTCHER: I do not like to leave my ox!

30

BOY: Ha, ha, ha! There is no wolf! Ha, ha, ha!

MASTER: Boy, boy, you must not joke about a wolf! Do you hear? You must never joke about a wolf!

### **Scene 3**

**TIME:** *a week later*

**PLACE:** *same as Scene 2*

35

*[The BOY watches the sheep. A wolf comes and begins to kill the sheep.]*

BOY: Wolf! Wolf! Wolf!

*(No one comes or answers.)*

Master! Pastor! Merchant! Baker! Butcher! Come! Come! Wolf! Wolf! Wolf! Wolf!

*(No one comes or answers.)*

40

What shall I do? They think I am playing a joke again. What shall I do? I cannot save my sheep! I must run to save myself!

*From Children's Classics in Dramatic Form, Book 2 by Augusta Stevensen*

Ⓐ Why do the villagers enter *with clubs*? [1]

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Ⓑ Circle the word from the text that means someone who is a religious leader. [1]

baker                      merchant                      pastor                      butcher

Ⓒ How do the villagers feel in Scene 1 when they realise there is no wolf? Explain how you know using evidence from the text. [2]

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Ⓓ What does the baker imply he was doing before he came to help? [1]

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Ⓔ Describe **two** ways the text shows how the boy calls the villagers in Scenes 1 and 2. [2]

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Ⓕ *Boy, boy, you must not joke about a wolf!*

What does the master mean by this? [1]

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Ⓖ Why does no one come when the boy calls again in Scene 3? [1]

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Ⓗ Circle which of these statements about Scene 3 is true: [1]

The boy is playing a trick.

The villagers are playing a trick.

The wolf runs away.

The boy runs away.

Ⓘ What should the boy learn from this story? Explain what the moral of this story is in your own words. [3]

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Answers

- Ⓐ They think there is a wolf / they want to scare away the wolf. [1]
- Ⓑ Pastor [1]
- Ⓒ 1 mark for each: They are cross / because they want to be getting on with their jobs (answer could also refer to use of exclamation marks). [2]
- Ⓓ making bread / kneading his dough for bread [1]
- Ⓔ Answers should mention both: stage direction *He calls in a loud voice* / use of exclamation mark after 'Wolf!' [2]
- Ⓕ He means a wolf is a serious matter / dangerous / nothing to laugh about. [1]
- Ⓖ He has tricked them before so they don't believe him. [1]
- Ⓗ The boy runs away. [1]
- Ⓘ Refer to both of the following elements and refer to the story itself for 3 marks: making jokes about serious matters / people not believing something when it does happen if they've been tricked before / reference to the boy calling wolf three times in the story. [3]



## Writing

This week we will be looking at persuasive speech.

A persuasive text encourages you to do something. It may:

- Use capital letters, exclamation marks, questions and repeated words to catch your attention
- Use adjectives to make something sound more attractive
- Give only one side of the argument
- Take the form of an advert

The picture below is a good example of persuasion. It combines an enticing picture with a short punchy statement.



We are going to focus on writing an advert for a well-known 7-star hotel – the Burj Al Arab Jumeirah in Dubai, United Arab Emirates. You may recognise it from the picture below.





Here are a few pictures of the hotel from the inside.











Photo source: chainimage.com



Home Learning 12



The world's most luxurious hotel

You are going to write an advert for the hotel to persuade somebody to go there on holiday.

What sort of things would you talk about to advertise the hotel? You could research the hotel to learn more about what it provides its customers. Below is a list of some of the features that the hotel offers.

- The world's 4<sup>th</sup> tallest hotel
- Reportedly the world's only 7-star hotel
- A fleet of white Rolls Royce cars
- 28-storeys
- The Royal Suite costs \$18,716 a night!
- There are 17 types of pillow available to guests on the 'pillow menu'
- It sits on a man-made island
- The interiors are gilded in 24-carat gold
- The ceiling in the hotel's Japanese restaurant, 'Junsui', is adorned with 21,000 crystals
- The hotel's helipad has been used as a tennis court, a boxing ring, and a place for wedding ceremonies
- It is surrounded by a man-made luxury beach
- Its two top chefs hold five Michelin stars between them

There are many more incredible facts about this hotel!

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Below is an example paragraph which describes the hotel. Think about how to use effective vocabulary. Try to *persuade* the reader in to visiting the hotel - think of a interesting title to catch the reader's eye.

Gracefully sitting alongside the Persian Gulf with the **finest** white sand beaches and **clearest crystal blue** waters. This is the Burj Al Arab. With wonderful weather, temperatures here are always reliable.

What can our hotel offer you?

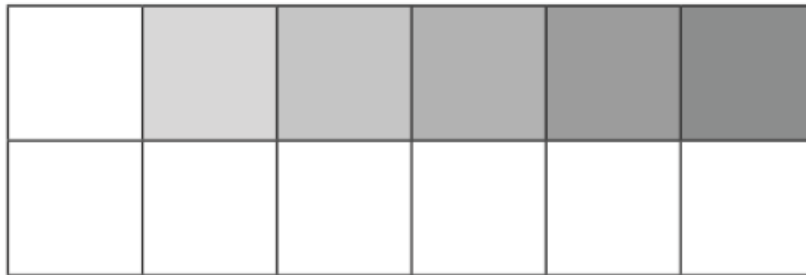
- **Luxurious** accommodation
- Water sports for the **entire** duration of your holiday
- The most **opulent** cuisine possible
- Chauffeur-driven **limousine** to and from the airport



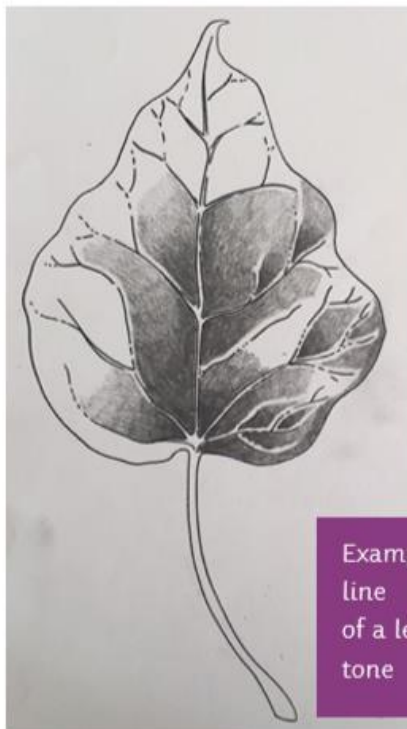
Art & Design

## Applying Tone to a Line Drawing

Your task today is to apply light, medium and dark tones to a variety of leaves. Before you begin, warm up by showing off your blending skills in the boxes below.



Now try shading the leaf below, using dark tones at the centre and blending to lighter tones at the edges. Remember you can use the tip of your finger or a blending tool to smooth your tones together



Example of a line drawing of a leaf using tone



Using red and orange coloured pencils, try to blend the colours together. Start with the red pencil crayon at the center of the leaf, blending it out to orange; you could try to incorporate yellow too.



**Early Finishers Task:** Once you have finished, choose a real leaf and try to draw it from observation. Draw the shape and outline from real leaves, then apply tone and colour to your drawing.

