# Tuesday 13<sup>th</sup> July

8.45 - 9.00: Chn arrive and complete maths questions on whiteboards

9.00 - 9.10: Register

9.10 – 9.15: Go through maths answers

9.15 – 9.30: Assembly

9.30 – 10.30: Maths

10.35 – 10.50: Playtime

11.00 – 12.00 English

12.00 – 12.30: Reading

12.30 – 1.30: Lunchtime

1.30 – 2.15: Computing

2.15 – 3.00: PE

1.45 – 3.00: 3.00 – 3.20: Ready for home

# Maths Starter

## Place Value

Reveal answer

What is this number? **DCCXXVIII**

## + and –

Reveal answer

```
  1 1 7 4 1
+ 8 8 4 2 0
_____
      1 1
```

## × and ÷

Reveal answer

Use a written method to solve this calculation:
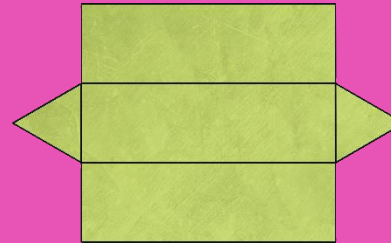
**4896 ÷ 6 =**

## Fractions

Reveal answer

What number is hidden in these equivalent fractions?

$$\frac{3}{\text{🏐}} = \frac{12}{16}$$
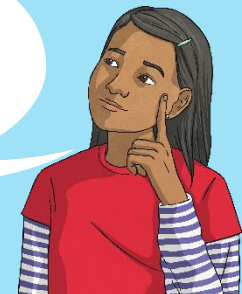
## Problem Solving

Reveal answer

What 3D shape will be formed by this net?

## Reasoning

**If I count in tenths, one number that I say will be twelve tenths or one and two tenths.**

Is Saniya correct?

**Explain your reasoning.**

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## Place Value

Reveal answer

What is this number? **DCCXXVIII**

**728**

## + and −

Reveal answer

```
    1 1 7 4 1
  + 8 8 4 2 0
  _____
  1 0 0 1 6 1
      1 1
```

## × and ÷

Reveal answer

Use a written method to solve this calculation:
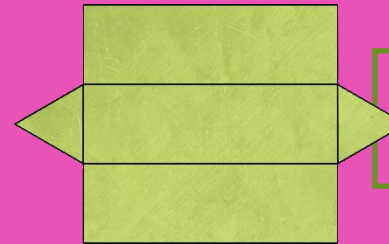
**4896 ÷ 6 = 816**

## Fractions

Reveal answer

What number is hidden in these equivalent fractions?

$$\frac{3}{4} = \frac{12}{16}$$
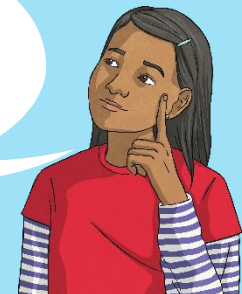
## Problem Solving

Reveal answer

What 3D shape will be formed by this net?

**A triangular prism**

## Reasoning

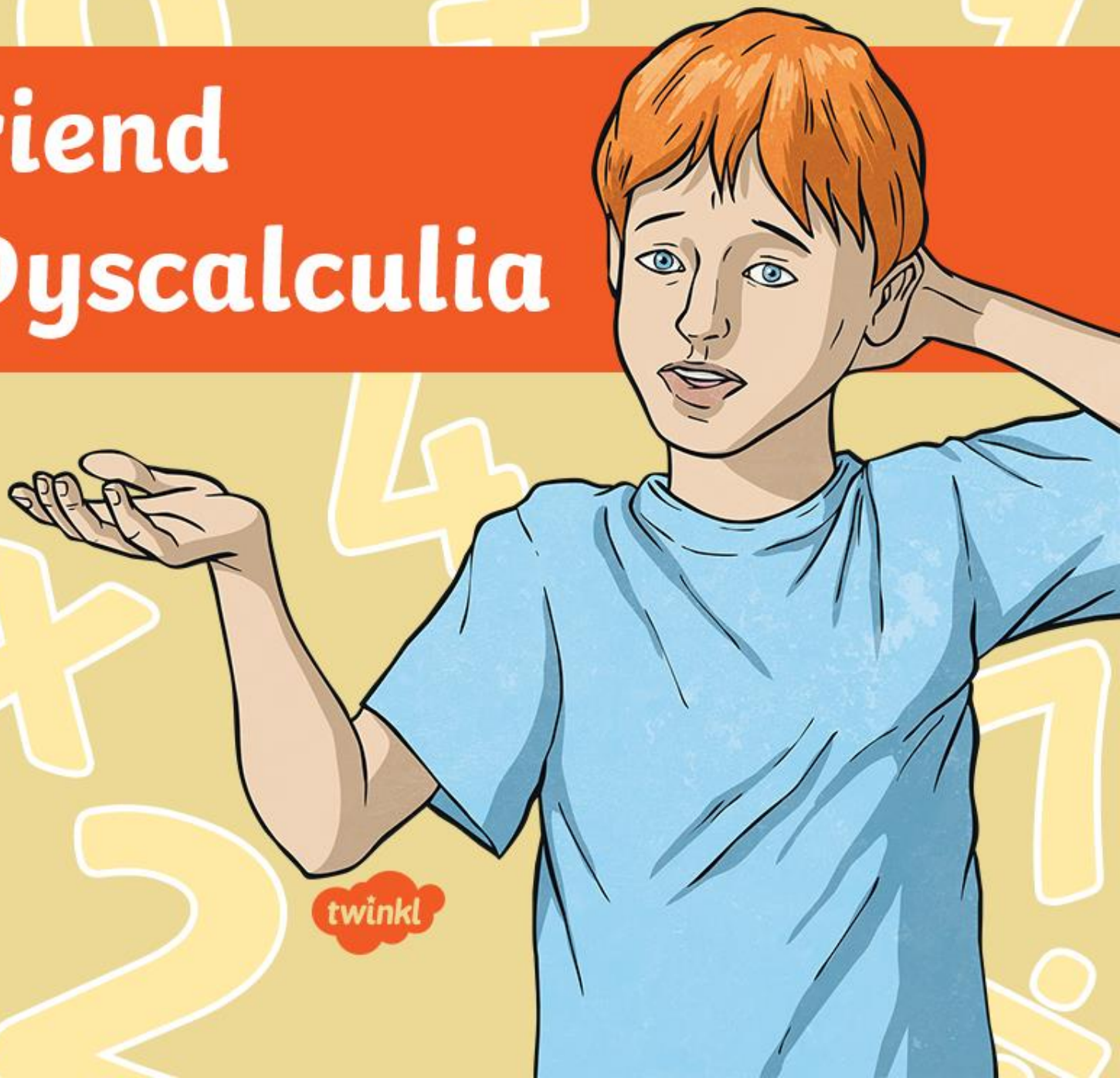If I count in tenths, one number that I say will be twelve tenths or one and two tenths.

Is Saniya correct?
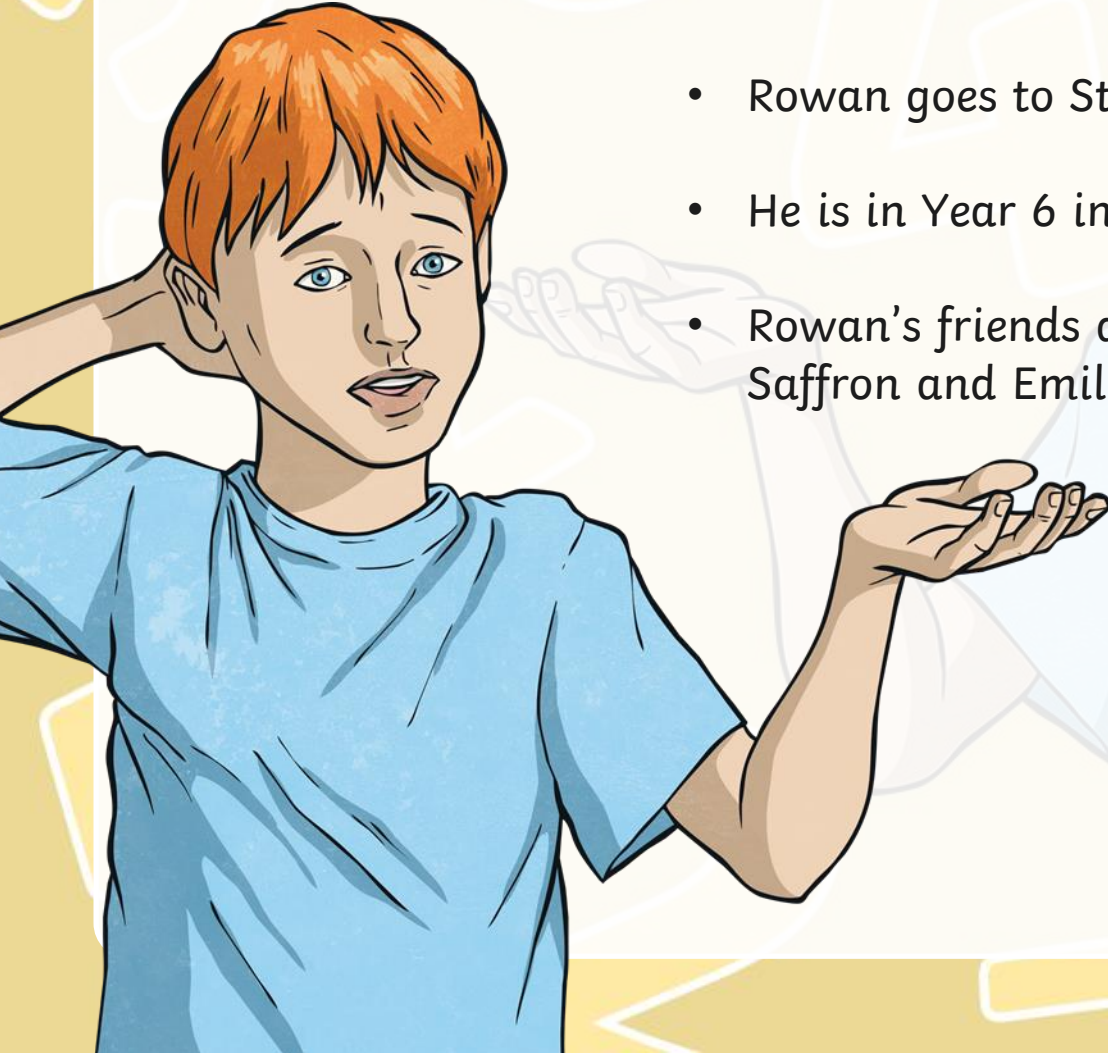
**Explain your reasoning.**

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# Assembly

# My Friend Has Dyscalculia

# My Friend - Rowan

- Meet Rowan.

- Rowan goes to St Clare's Junior School.

- He is in Year 6 in Hardwick Class.

- Rowan's friends are called Harley, Huan, Saffron and Emily.

# All About Rowan

- Rowan is part of the Year 6 class, the same as his friends and many other children. His teacher is called Mrs Mistry.

- Rowan has many talents, such as leading the gardening and sensory area. He is also on the school council and is a sports team leader.

- Rowan has dyscalculia. Dyscalculia is a specific learning difficulty which affects the way a person learns number facts, performs calculations and remembers information.

- Rowan shares many similarities to other children in his class and across the school but there are some ways in which Rowan is different and unique.

**What do you know about dyscalculia already?**

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# What Is Dyscalculia?

- Dyscalculia can affect a person's numeracy skills. It may take them longer to learn and remember number facts and times tables, perform calculations and solve problems in maths.

- Children with dyscalculia can experience difficulty with maths and number work. They may also find it difficult to remember information, sequence ideas and retrieve information that they have learnt.

- Children with dyscalculia can also find it especially hard to count backwards, spot patterns and estimate. They may find maths lessons very challenging.

**What do you know about dyscalculia already?**

# What Is Dyscalculia?

- Some children with dyscalculia may have difficulty following instructions or listening in the classroom. They may need extra time to complete activities along with extra thinking time.

- You might know friends, family or members of your community with dyscalculia.

# How Can We Help?

- Be patient and understanding to friends with dyscalculia. You may need to give them extra thinking time to answer your questions.

- Friends with dyscalculia may become anxious in maths and need plenty of encouragement and reassurance. Be positive and support them if they need help.

# How Can We Help?

- Friends with dyscalculia may find it challenging when they are under pressure, for example during tests and in group problem-solving activities. They may set out their calculations incorrectly at times. Be supportive and encouraging, especially if you are marking or checking their work in maths.

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# How Can We Help?

It is OK to ask questions about dyscalculia.

It is OK to want to find out more about a friend in your class that has dyscalculia.

It is important to remember that everyone is different and everyone is unique, with their own talents, interests and qualities.

There are many ways in which we are different and many ways in which we are the same.

In what ways are we the same as each other?
In what ways are we different?

# How Are We Special?

We are all special in many different ways.



In what ways are we special in this class?

# Maths

# Recap Decimals

# Adding - Different Decimal Places

# Teach

Today we are recapping decimals with different number of decimal places.

Follow the link to watch the video and explore the website to introduce the lesson.

https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3
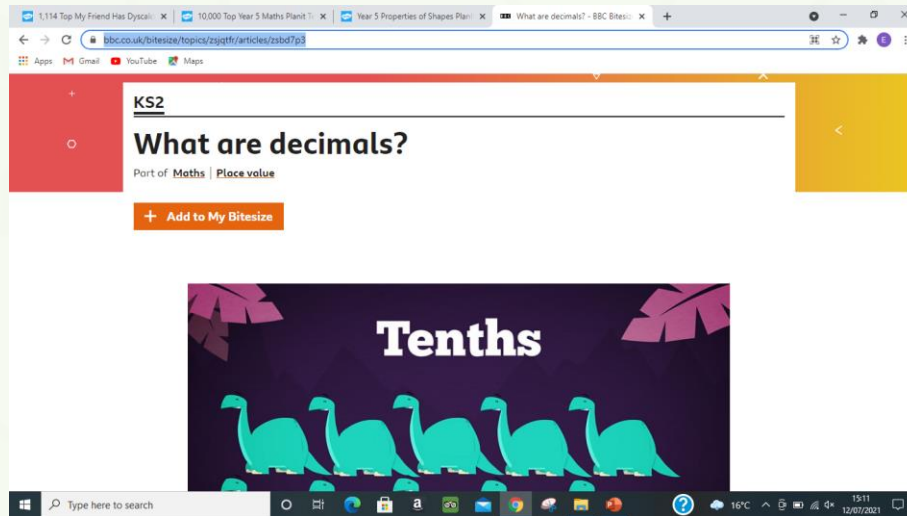
# Activity 1

Work through the next few slides on a piece of paper.

**Put the decimals in the correct place so that every circle adds up to 1.**



0.7

0.36

0.6

0.08

0.45

0.12

0.25

0.92

0.3

0.19

0.04

0.8

0.28

**Put the decimals in the correct place so that every circle adds up to 1.**

0.7

0.3

0.25

0.45

0.19

0.04

0.36

0.6

0.28

0.12

0.8

0.92

0.08

**Represent this addition on the place value chart 3.38 + 2.045**

| ones | tenths | hundredths | thousandths |
|------|--------|------------|-------------|
|      |        |            |             |
|      |        |            |             |

+

**Now calculate the answer.**

**Represent this addition on the place value chart  3.38 + 2.045**

| ones | tenths | hundredths | thousandths |
|------|--------|------------|-------------|
| ⬤ ⬤ ⬤ | ⬤ ⬤ ⬤ | ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ ⬤ | |
| ⬤ ⬤ | | ⬤ ⬤ ⬤ ⬤ | ⬤ ⬤ ⬤ ⬤ ⬤ |

**+**
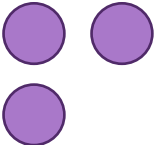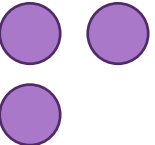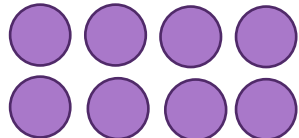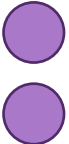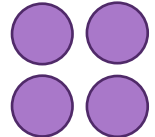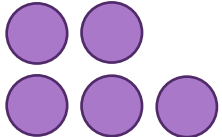
**Now calculate the answer.**

**3.38 + 2.045 = 5.425**

**Look at the hundred square below. Coloured squares represent 0.01.**
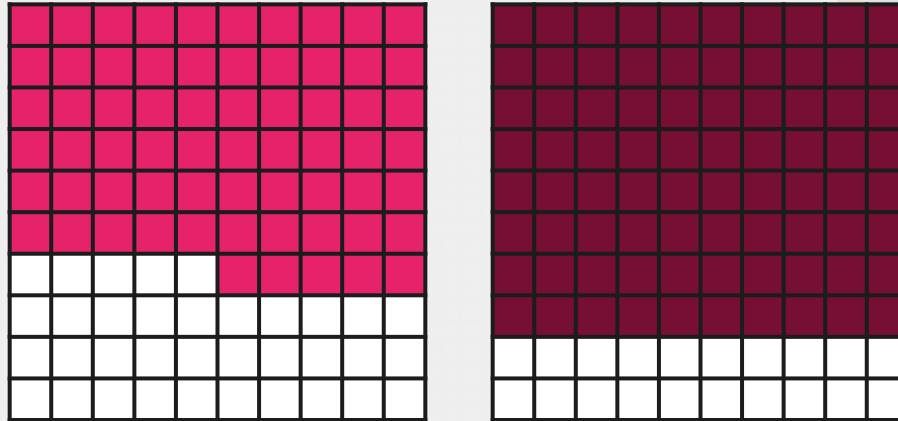
**Convert to a column addition and complete the calculation.**

**Look at the hundred square below. Coloured squares represent 0.01.**
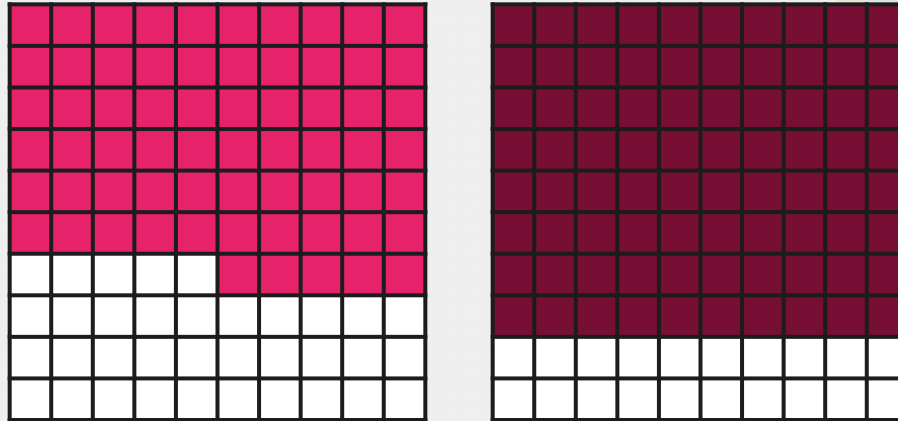
**Convert to a column addition and complete the calculation.**

|   | 0 | . | 6 | 5 |
|---|---|---|---|---|
| + | 0 | . | 8 | 0 |
|   | 1 | . | 4 | 5 |

**Without calculating the answer, which estimate seems most sensible?**

**3.421 + 2.13**

| 5.55 | 6 | 3.631 |

**Without calculating the answer, which estimate seems most sensible?**

$$3.421 + 2.13$$

| **5.55** | **6** | **3.631** |

Calculate the following and order the sum of the calculations from smallest to largest.

A.     2.302   +   1.09

B.       3.1    +   0.822

C.      1.19    +   1.43

**Calculate the following and order the sum of the calculations from smallest to largest.**

A.      2.302   +   1.09

B.       3.1     +   0.822

C.       1.19    +    1.43

A = 3.392, B = 3.922, C = 2.62
Order: C, A, B

# **Maths Activity**

- Complete Maths Activity Worksheet

- Red Activity: Page 1
- Yellow Activity: Page 2
- Green Activity: Page 3

# English

# Glaytonbury Leaflets

# Writing sequence

Mini Immersion

Finding key features

Writing skill

Plan

**Write**

Proof-read

Final draft

# What you will be doing today.

You are going to create/write your leaflets today. You are creating a leaflet for your area of Glaytonbury. Think about what people will see when they get to your area and what will people do when in your area of Glaytonbury.

What to include in your leaflet:

- The front of your leaflet will need a title and image.

- The inside will need text boxes and images informing the guests what they will find and what they can do at your area. You can use your planning sheet from yesterday to help you with what to write.

- The back page could be a map of the whole of Glaytonbury.

# Let's recap what we have learnt about leaflets...

# Key features of a leaflet

- **Title**
- **Sub-headings**
- **Introduction** – welcoming message, what is the purpose of this leaflet?
- **Imperative language** – giving the reader a direct command **!**
- **Key facts and information**
- **Direct Language –** use 'you' or 'your'
- **Rhetorical question**
- **Exaggeration** – making a big deal out of something
- **Eye-catching images**

# Recap writing skills for leaflets

- **Prepositional phrase:** A sentence in which something is referred to in relation to where or when something else is.

- Example: Next to the main stage, you can find the stand-up comedy tent.

- **Expanded noun phrase:** A 'described' noun: article + adjective + noun

- Examples: The spectacular event, a colourful site, the talented class...

# Plan your leaflet

Monday 12th July 2021

Lesson Objective: To plan the text and structure of a leaflet with the purpose to inform and persuade.

| ⭐ Success Criteria ⭐ | | Me | Miss A |
|---|---|---|---|
| ⭐ | | | |
| 1 | I can plan the text and structure of a leaflet with the support a template. | | |
| 2 | I can plan the text and structure of a leaflet, using my prior learning of key features and writing skills. | | |
| 3 | I can plan the text and design the structure of a leaflet, using my knowledge of key features and writing skills. | | |

Title: _____

Introduction/ welcoming message:
_____
_____
_____

Subheadings (Events, Activities, Where to find us):
_____    _____
_____    _____

Each subheading with two or three sentences to inform and persuade people to come to your festival:
_____
_____
_____

_____

You have already planned what you need to include in your leaflet using this template. Remember to include this in your leaflet today.

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# Create your leaflet
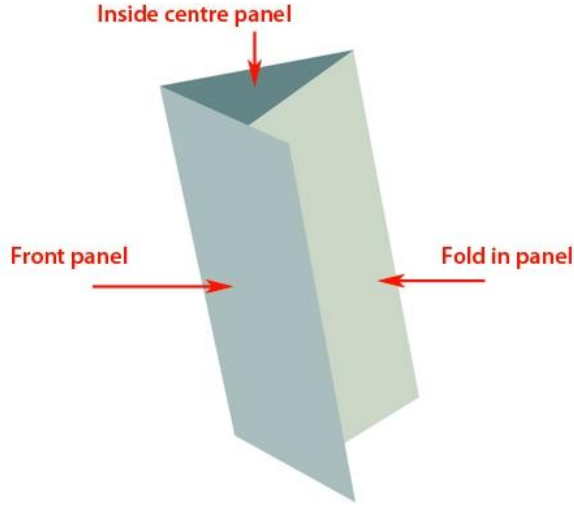


1. Fold a piece of A4 paper into 3 sections
2. Make the front of your leaflet with a large title: Glaytonbury and picture to grab audience attention
3. 3. The inside needs to be filled with information about your area (you can include the other areas of Glaytonbury if you need to fill it)
4. 4. Back page will be a map of the whole of Glaytonbury – what you would like it to look like
5. You have two lessons to make your leaflets. We will then photocopy them and put a copy in your English books
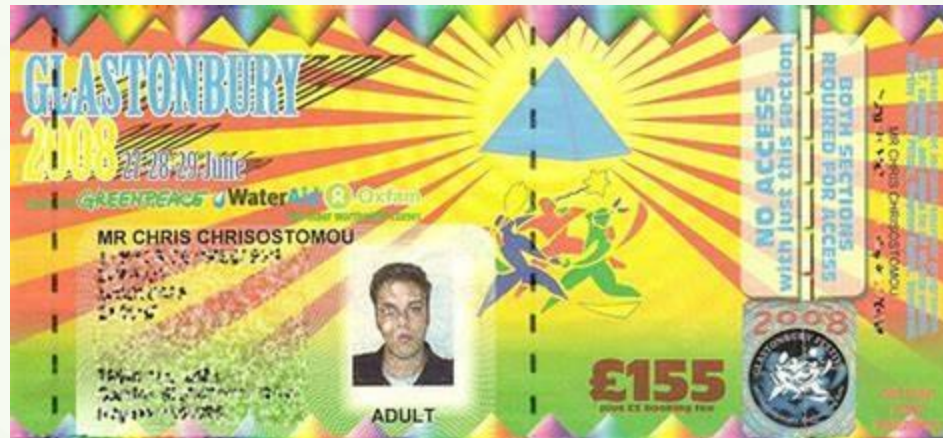
# Reading

# Reading
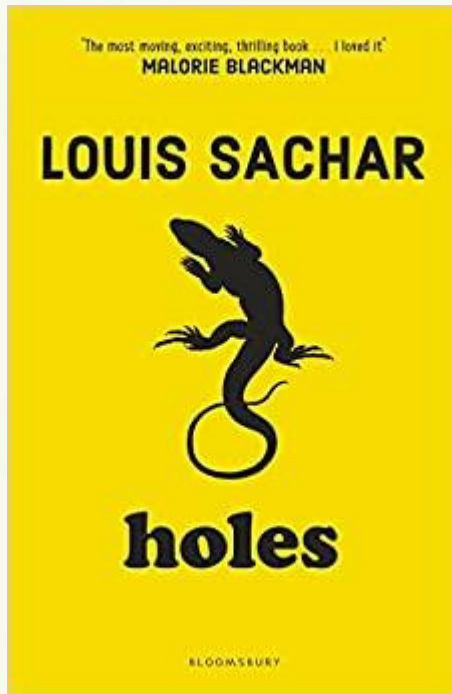


Read Holes.

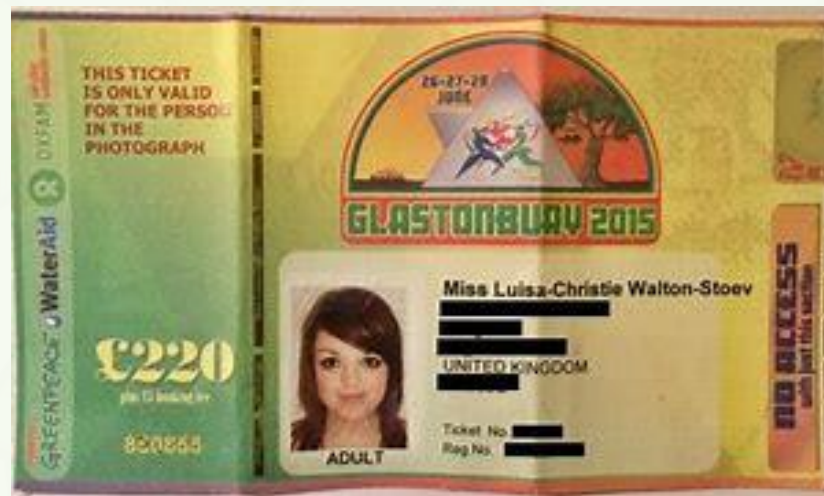Search on Youtube for the audio version of the chapter you are up to.

# Afternoon

# Computing

# Computing

## Lesson Objective: To create a Glaytonbury ticket on the computer

# What do you notice about these Glastonbury tickets?

# Glaytonbury Tickets



Instructions:

1. Make a rectangular text box
2. Add the text 'Glaytonbury Ticket'
3. Add the price (put all text in a new text box so it is easy to move around)
4. Change the background colour
5. Change the font type and size
6. Add a festival image by copy and pasting from google.

# PE

## Take part in the fitness online lesson.

https://www.youtube.com/watch?v=5if4cjO5nxo