Dear Kahlo and Riley Class,

I can't believe that I have been at King Athelstan for almost a whole term! The time has gone so quickly! It has been lovely to meet some of you and your families over this time and I can't wait to see everybody back together again in September.

I have had the pleasure of reading some of your reports over the last few weeks and have been really pleased with your progress and achievements. I have also been helping the teachers plan a lively and enjoyable curriculum for your return in September and I can't wait to hear all about the amazing learning you have been doing at home. Remember you can still enrol in the Summer Reading challenge at: https://summerreadingchallenge.org.uk/.
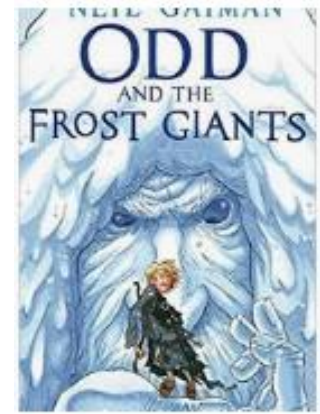
 I have been reading a really gripping book called 'Odd and the Frost Giants'. It is about a Viking boy called Odd, who goes on an adventure in the wild and finds three talking animals that are actually gods: Odin, Loki and Thor. This is a wonderfully wintry, magical, mythical story and is a fantastic read for fans of the Norse myths. I wonder what you are reading at the moment?

On Friday and next Tuesday we will be saying goodbye to our children in Year 6 – 'Our Class of 2020'. A new adventure lies just around the corner as you start your new secondary schools. We will miss every single one of you! Hold on to your butterfly dreams and thank you for making me feel so welcome this term.

Have a great week everyone and look after each other.

From Mrs Mastrocola

Welcome

Dear Year 6,

Wow, we are getting close to the end of year 6 now! We feel really sad that you are leaving King Athelstan...but also really happy at the thought of all the wonderful opportunities you will have next year – you are all ready for the new adventure of secondary school!

We loved seeing some of you on our Zoom call this week. Make sure that you all attend the next one as it will be a chance for us to share memories and see everyone together again: Mrs Ross - Monday 1pm; Miss Meggitt – Friday 2pm!

Rainy weather has made us yearn for cosy evenings and comfort and relaxation after rushing around making the most of the sunnier weather last week. We have curled up comfortably and watched a couple of films that we have recommended to each other and then compared reviews! What films would you recommend to a friend?

Summer holidays are nearly here – it's time to get planning! Think of something new that you can do. Remember to look after your family at home and be kind to each other during this time of change.

Look out for the Y6 letter that went to your parents and carers! It has lots of important information in it.

From Miss Meggitt and Mrs Ross xxx

Bit random – but reminds us a little of you lot: our lovely, funny, lively Year 6 Team!

Did you get it right?

It was a close-up of a tuning peg on a guitar!

=

This week's close-up!

Have a go at guessing what this is a close-up photograph of…remember to give reasons for your answer.

Thinking prompts:
Man-made or natural?   Edible or not?
Dead or alive?   Does the colour give a clue?
Animate or inanimate?   Every day item or unusual?

Try these 'Thunks' out on people at home – remember there are no wrong answers but make sure you give **reasons** for yours and discuss the different opinions and ways of looking at them.

Is there more happiness or more sadness in the world?

If elephants ruled the world, what changes would you see?

THUNKS
Unusual questions to make you think.
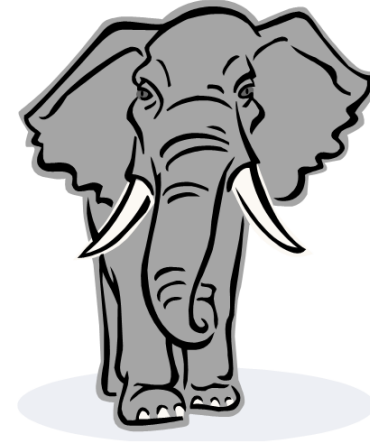
Is there more future or more past?

If you could take a pill that meant you would never fail, would you?

Wellbeing Activity

work HARD
dream BIG
never GIVE UP

Remember you will always be part of the King Athelstan family ☺
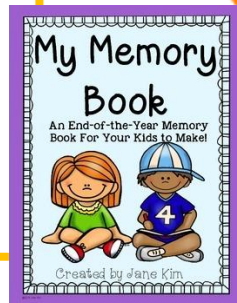
Year 6

It's time to reflect on your time spent at King Athelstan. Create a 'Spiral Journey' marking all the wonderful things you have achieved at primary school and the people that have helped you along the way.

Continue, by looking forward to the challenge of Year 7 with **confidence and resilience**.

My Memory Book
An End-of-the-Year Memory Book For Your Kids to Make!
Created by Jane Kim

Year 3

Year 2

EYFS

ABC

SPORTS DAY

Year 7 ☺

Year 1

Year 4

Year 5

Year 6

FRIENDSHIP

WEDNESDAY 15th July

Pick up and drop off!

For those of you not in school, don't forget that Wednesday the 15th July is the day that your parent or carer needs to come to school to drop off the books and resources you borrowed during lockdown and to pick up any belongings you left at school like P.E kits. If you are attending school in a bubble you can do this any day that you are in school.
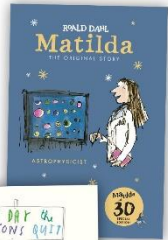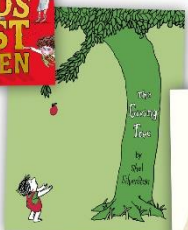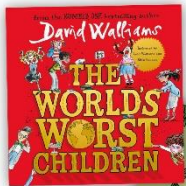
Please come in your surname slot					
Time	9am – 10am	10am – 11am	11am – 12pm	12pm – 1pm	1pm – 2:00 pm
Surname	A – E	F – J	K – O	P - U	V - Z

Moving from Primary to Secondary School

This is such an exciting time! Next academic year, you're going to make new friends, learn new subjects and have loads of opportunities to try new clubs and activities! However, it can also be very daunting and **EVERYONE** has some worries about the change. Last year, we (year 6 teachers) wrote down some of the common worries that children in year 6 had when thinking about Secondary school. Here are some of them:

- "I'm going to miss my best friends as they are going to a different school."
- "What if the lessons get much harder?"
- "My new school is so big – what if I get lost?"
- "Will the older children be nice to me?

Do you share any of these thoughts? What other ones can you add? I bet someone else is thinking of the same thing!

Last year, we had children in year 7 come to chat to year 6 and that really helped because they answered questions and reassured them. We will try to do something similar this year. In the meantime, we've included some links to go on **with your parents** to start talking about this very Important and exciting time in your lives. Enjoy some of the video clips and maybe have a go at some of the activities to get you organised and ready for September!

- https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q
- https://youngminds.org.uk/resources/school-resources/?f2=10143#listing
- https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf

Music Activity

Song Review

This week spend some time enjoying your favourite music.

Pick one of your favourite songs and create a review – a bit like a book review!

Things to include:

Song title
Artist/Composer
Type/genre of music – pop/rock/classical…
How it makes you feel
Why you like it
Star rating/Score out of 10
Draw a picture – what comes to mind?

You could also include:

Instruments you can hear
Key features – dynamics, tempo etc (can you remember these from last week?)
Favourite part

Playing, listening or singing along to music can be a great way to relax!

Song Review

Title: _____

Artist/Composer: _____

Genre: _____

How does it make you feel?

_____

Which is your favourite part? Why?

_____

Would you/would you not recommend the song? Why?

Would recommend☐
Would not recommend☐

Why?

_____

Rating: ☆ ☆ ☆ ☆ ☆

Illustration

You can lay it out however you like – you could write it like a book review with a section for each part, or you could design it like a brainstorm/mindmap diagram.

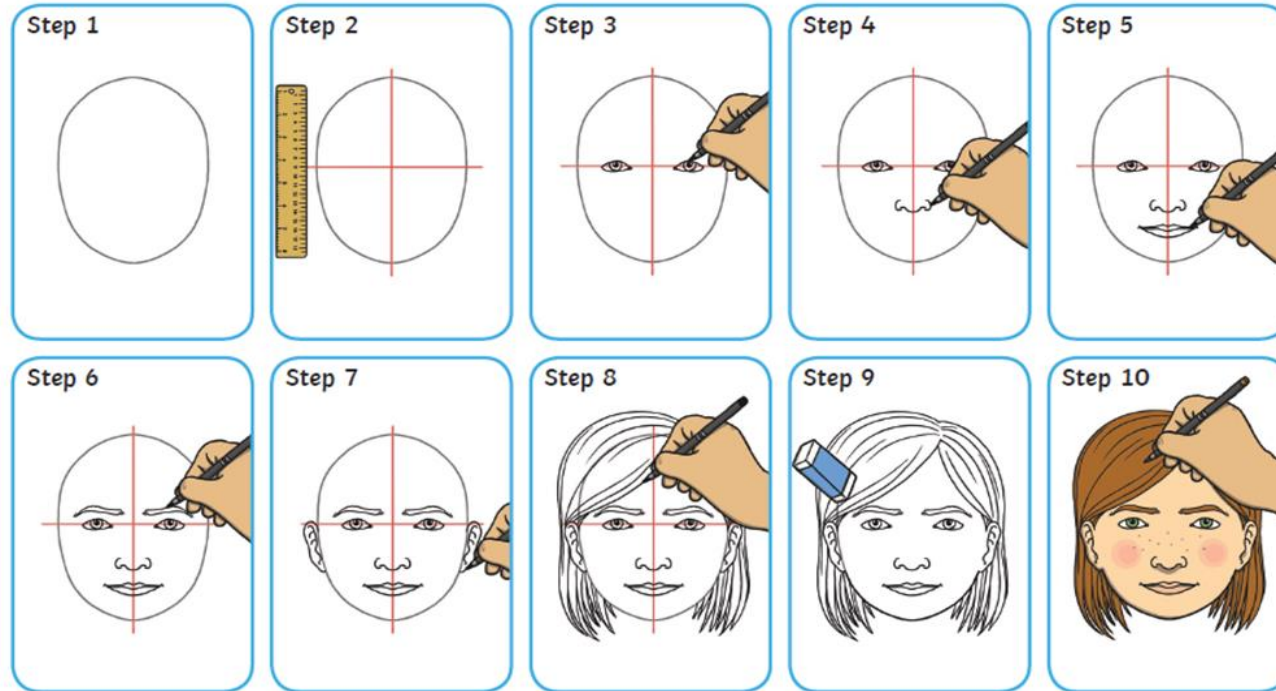Share your chosen song with a friend and talk about why you like it.
What do they think?

Art Activity

SELF PORTRAITS

Have a go at drawing a self portrait using these step by step instructions. You will need a mirror and a pencil.

Watch this video for some more tips and ideas.

https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw

How to Draw a Self-Portrait

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Step 9

Step 10

Try to look carefully at your different features.

You could draw someone else in your home or even create a family portrait!

You can use pencils or crayons to add colour to your drawing or you could just use pencil to create shading.

Physical Activity

Athletics – Sustaining longer periods of running

- There are so many great running initiatives such couch to 5K, the daily mile and the parkrun.
- This week you will be aiming to improve your stamina in running.
- Run a distance of 2km (same distance as the junior park run).
- Time your run. Can you improve your time after each run?

Key Points:-

- **When running for prolonged periods of time remember the following:-**

-head up.

-low knee lift.

-easy arm swing.

- **Towards the end of the 2km try and increase the speed you are running at:-**

-pump arms.

-high knee lift.

Additional support:-

- Try the Nike Run or Strava apps. There are also many other great apps you can use.
- Nike has guided runs, a coach will talk to you giving you handy tips on how to improve.
- Don't worry if you do not have access to running apps, you could run with a member of your family who can encourage you.

Tennis – Volley

- Last week one of your challenges was to use the volley, you were asked to try and win points by using this as an attacking shot.
- This week we are going to look at the technique.

Key Points – Volley:-

- Normally played close to the net.
- Racket head above wrist.
- Punching movement.
- Contact point in front of the body.

Challenge 1

- A partner will need to feed the ball to you (remember the ball needs to go straight to the racket, it should not bounce).

Challenge 2

- With a partner try and volley the ball to each other as many times as you can. Try this 1-2m away from your partner.
- How many times can you hit the ball?

Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon! Mr McLaughlin

Year 5 and 6 – les sports

French Activity

France

French Sports Board Game!

Allons-y!

Le basket

Le tennis

L'equitation

La natation

Le ski

Le football

La danse

La gymnastique

Le golf

Le judo

Le rugby

Le hockey

Le basket

Le tennis

L'equitation

La natation

Le ski

Le football

La danse

La gymnastique

Le golf

Le judo

Le rugby

Le hockey

Le basket

Le tennis

Fini!

L'equitation

Le tennis

Le basket

Le hockey

Le rugby

Le judo

Le golf

La gymnastique

Roll a dice to see how many spcaes you can move. When you land on a space, give your opinion on the sport. Race to the finish and see how many different sports you land on!
J'adore - I love, J'aime - I like, Je n'aime pas - I don't like, Je déteste - I hate. E.g. Je n'aime pas le tennis.

It's a race to the finish! Remember to say the sport you land on in your best French accent.

J'adore
J'aime
Je n'aime pas
Je déteste

If you don't have a dice at home, you could write 1-6 on pieces of paper, scrunch them up in a bowl then take one out at random.

Computing Activity

Be a Teacher!
We need some help to give the best advice and tips to next year's year 6 pupils. They need to know everything about being in year 6 – the chance to be prefects, where they sit in assembly, the expectations about Reading Records, the rules, the FUN….. Etc.

Your job is to create a presentation (this could be poster on a word document or on publisher; a typed up list; or it could be a powerpoint presentation, taking them through each aspect of year 6, page by page.
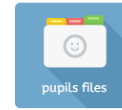
Please try to save your work on j2e:https://www.j2e.com/ **so that we can show it to the year 5 children coming up – you are the best teachers for this as you have experienced it for real from a child's point of view!**
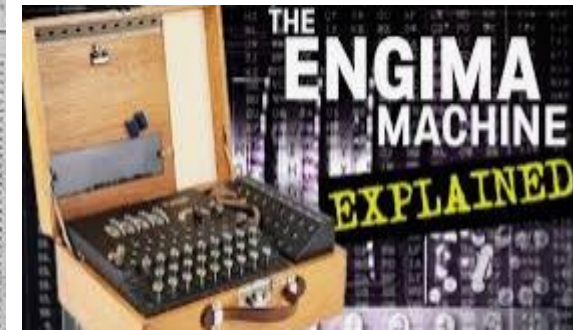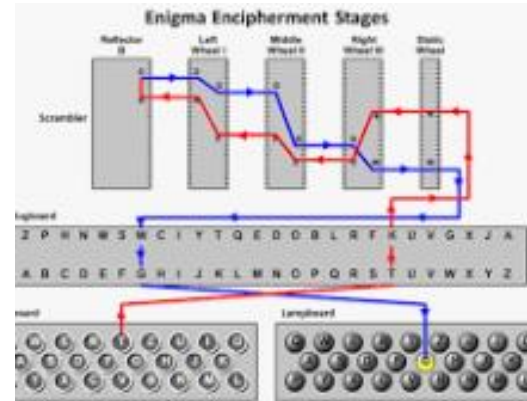
If you are in school, we will be doing some of this together in class.
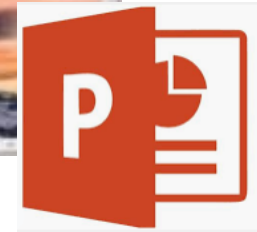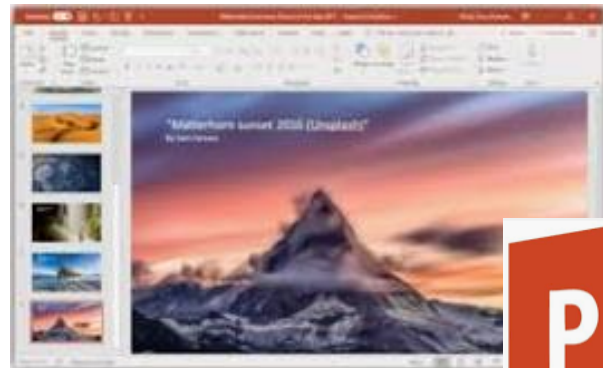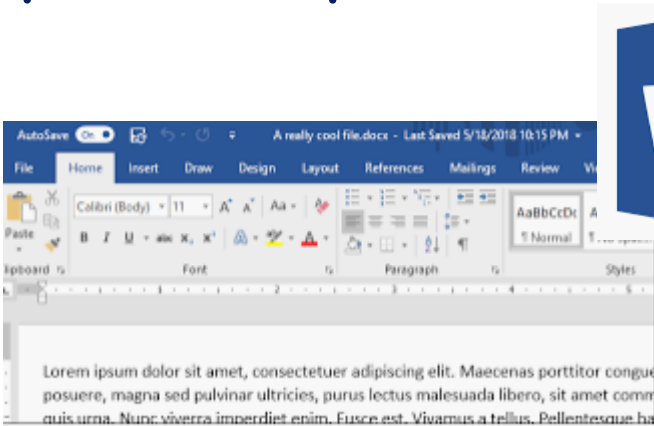
World War 2 Codes: Cracking the Enigma Code!

During the Second World War, codes were needed to prevent the opposition from infiltrating plans and finding out attack strategies! Research the Enigma Cade here: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-codebreaking-in-world-war-two/zdq2jhv

Go to the **'Enigma Code' power point** on the year 6 learning section on our website to learn more and follow the instructions for your task! You'll be code cracking! If you have a printer, you can print out the **PDF: 'Enigma Machine'** with the code circles we have also saved in the year 6 learning section ...if not, you could try and make your own. You could also make your own code up as an extension task...

Audio Books For Free

audiobook

Year 6: This week, listen to Viva Durant and the secret of the silver buttons,' by Ashli St. Armant.
https://stories.audible.com/pdp/B07WW91GLG?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-2
We are coming to the end of the year – make a list of everything you have read in Lockdown; have you read more than you thought? Articles and poems, etc, count. Send recommendations of good texts in to school. We can use these next year!
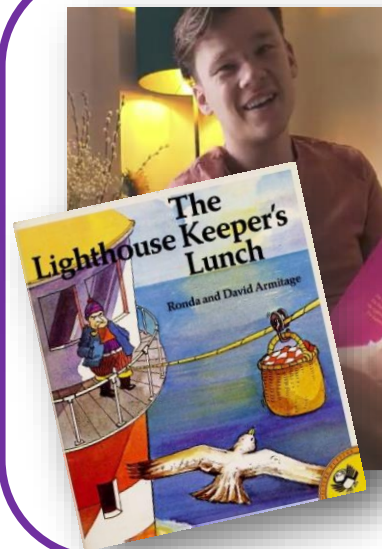
Make sure you are making yourselves comfy and making the most of listening to different stories. Try to discuss the themes with a friend or someone at home.

audible ORIGINAL
VIVA DURANT
and the Secret of the Silver Buttons
ONLY FROM audible

This week's story time is Miss Meggitt reading the next part of 'The Jam Doughnut That Ruined My Life' by Mark Lowery.

https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-13-7-20/

Click here to get Started

One of this week's mystery readers is Mr Barson reading 'The Lighthouse Keeper's Breakfast' by David Armitage.

https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-13-7-20/

Remember to keep using the links at the bottom of page to explore new texts and enjoy listening to books being read aloud
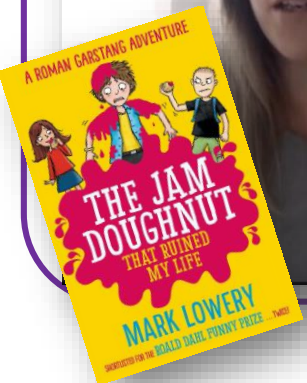
(You many need to open in Google Chrome.)

https://stories.audible.com/start-listen

https://www.worldofdavidwalliams.com/elevenses/

https://www.allyoucanbooks.com/

Click here to get Started

Reading Activity

'The Lion, the Witch and the Wardrobe' by C.S. Lewis

When the Pevensie children - Peter, Susan, Edmund and Lucy - step through a wardrobe door in the strange country house where they are staying, they find themselves in the land of Narnia. Frozen in eternal winter, Narnia is a land of snow and pine forests, and its creatures are enslaved by the terrible White Witch.

Tempted by the promise of endless Turkish Delight, Edmund becomes the White Witch's servant - and its up to his brother and sisters to release him from his enchantment and to rid Narnia of the witch. But just when it seems that all hope is lost, the Great Lion Aslan returns to help the children to save Narnia.

This classic story is certain to capture young imaginations, cleverly blending elements of fairy-tale and fantasy to create a wonderfully engaging adventure.

1. What genre do you think this book belongs to?
2. How is Edmund lured to become the White Witch's servant?
3. Who assists the children in their quest to help Narnia?
4. Rewrite the review at the bottom with new words but so that the same sentiment is conveyed.

Thinking point:
Is this a book you would pick up in a library and bookshop? Why/ why not?
If you read the blurb, would you want to borrow or buy this book to read?

If you are in school this week we will be doing this in class!

THE CHRONICLES OF NARNIA
THE LION, THE WITCH AND THE WARDROBE
C.S.Lewis
BOOK 2
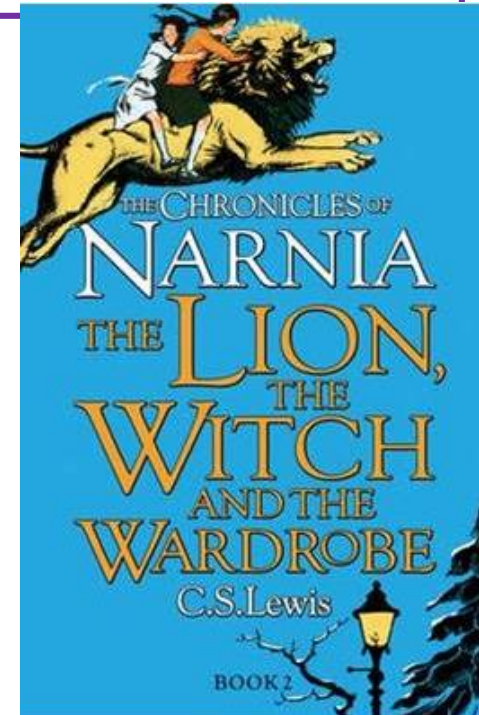
ONCE there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it. As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

"We've fallen on our feet and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like."

"I think he's an old dear," said Susan.

"Oh, come off it!" said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. "Don't go on talking like that."

"Like what?" said Susan; "and anyway, it's time you were in bed."

"Trying to talk like Mother," said Edmund. "And who are you to say when I'm to go to bed? Go to bed yourself."

"Hadn't we all better go to bed?" said Lucy. "There's sure to be a row if we're heard talking here."

"No there won't," said Peter. "I tell you this is the sort of house where no one's going to mind what we do. Anyway, they won't hear us. It's about ten minutes' walk from here down to that dining-room, and any amount of stairs and passages in between."

Answer these questions

1.) From the description of where the house is located, what impression do you get?

2.) What are the children's first feelings towards the old Professor? How do you know?

3.) How does the author 'talk' to the reader and draw them in?

4.) Write a sentence about the personality of each child based on this extract. What are their personalities like? Use the dialogue to help you.

6.) Who do you like best so far? Why?

Grammar focus:

1.) Find and write a word meaning 'ragged'

2.) Why does the apostrophe come after 'girls' when it is used for possession in the sentence '...the boys came into the girls' room...'?

3.) Using this extract, make a list of adjectives in one column, a list of adverbs in another and a list of nouns in another
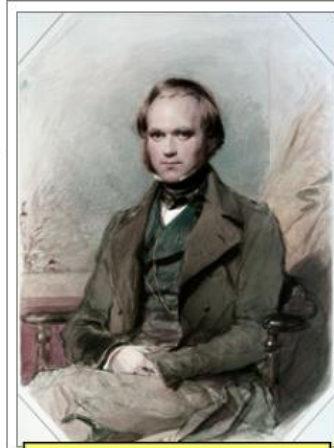
Who was Charles Darwin?

Charles Darwin was one of the most important scientists and played a major role in developing the theory of **natural selection**. Here is a first-person account of his life and work. This account is fictitious, but the information is correct.

I was born in Shrewsbury, Shropshire, on 12th February 1809. My family were wealthy, and open to new scientific ideas.

One of the key scientific problems at the time was how to explain **fossils** - they appeared to show the remains of living things that no longer existed. How could we explain 'transmutation' - one species changing into another?

My family wanted me to become a medical doctor, so I attended medical school at the University of Edinburgh. However, I did not enjoy my time there and soon began a different degree at Christ's College, Cambridge. I had plenty of free time to indulge my hobby of studying the natural world, in particular collecting different varieties of beetle.

In 1831, after graduation, I was offered the opportunity to join the crew of the **Beagle**. The ship's mission was to map the coastline of South America. My job was to act as a 'naturalist' - an early form of natural scientist - and study the rocks and living things that we encountered.

In total, we spent five long years at sea. I had plenty of time on land to investigate the local wildlife, and plenty of time at sea to think about what I had observed.

Darwin in the 1830s

Science Activity
The Knowledge:

https://www.youtube.com/watch?v=JBEPLuU6q0E&list=PLcvEcrsF_9zKr7CcVz2rCChchI5CPT36F&index=2

One of our most important stops was at the **Galapagos Islands**, near Ecuador. I noticed that there were a variety of turtles and finches on the islands which were all similar but had unique differences.
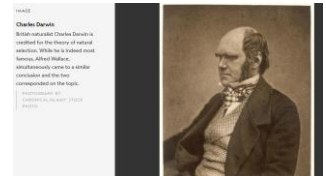

HMS Beagle at the Tierra Del Fuego
Conrad Martens

When I returned home in 1836, I had come up with an idea which explained transmutation. It occurred to me that not all individuals reproduce, and those that do so successfully tend to have beneficial traits which they pass on to their offspring through heredity. Inspired by the **artificial selection** of animal and plant breeders, I called this idea **natural selection**.

https://www.nationalgeographic.org/encyclopedia/charles-darwin/

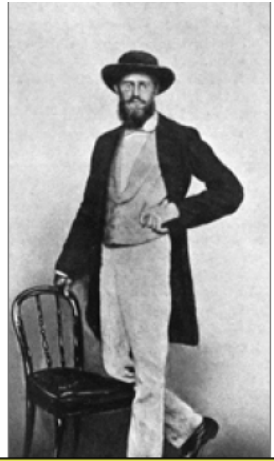https://www.nationalgeographic.org/media/legacy-idea/

Who was Charles Darwin?

One of the problems that I foresaw with my theory was that it disagreed with accepted ideas about the age of the Earth and the creation of life. In the 19th century, most people in England accepted the Christian Biblical idea that the Earth had been created only a few thousand years ago, along with all currently living species in their present forms. I anticipated that many people would be hostile to my theory and spent a long time trying to come up with the best way to present it.

While I was thinking about how to publish my theory, I received a letter from another naturalist, Alfred Russel Wallace. He had come up with a similar theory on his own. I decided to publish my work quickly, making sure that I gave Wallace some credit.

Alfred Russel Wallace independently developed a similar theory.

In November 1859, I published my most famous work - 'On The Origin of Species', setting out my theory. In it, I used the example of the species of finches on the Galapagos Islands, each of which had a different, specialised beak. I explained that these different species all shared a **common ancestor**, but on each island, the finches evolved different beaks because there were different types of food in the environment.

1. Geospiza magnirostris.
2. Geospiza fortis.
3. Geospiza parvula.
4. Certhidea olivacea.
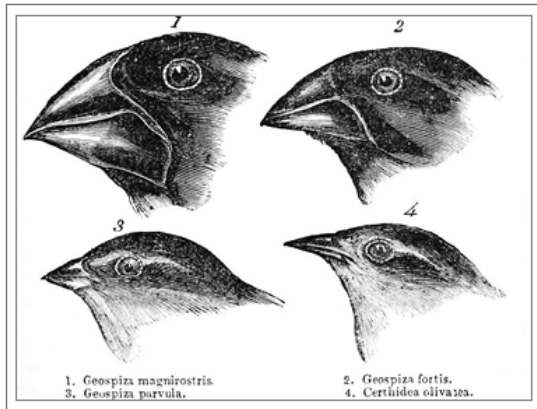
The book drew a lot of criticism, especially from the Church, because it seemed to suggest that human beings were descended from animals, rather than being God's special creation. I made this idea even clearer in another of my publications, '**The Descent of Man**'.

After suffering from ill health for most of my life, I died in 1882. As time went on, more and more people found the courage to agree with and develop my theory. Ideas such as **natural selection**, **survival of the fittest**, **evolution**, **extinction** and the **common ancestry of living things** became generally accepted by the mid-20th Century.
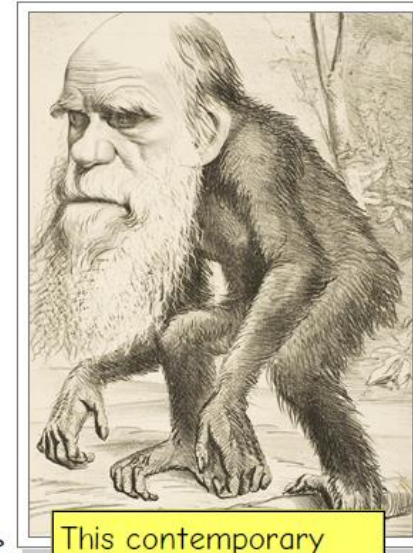
This contemporary cartoon pokes fun at Darwin and his theory.

Activity
Use the information in this fictitious autobiography to create an information text on Darwin. Remember to write in the third person, in the past tense. Think of some section headings to help you plan and organise your work. These might include **Early life**, **The Voyage of the Beagle**, **The Galapagos Islands**, **Natural Selection**, **Opposition to Darwin's Theory**, **Publications** and **Darwin's Legacy**.
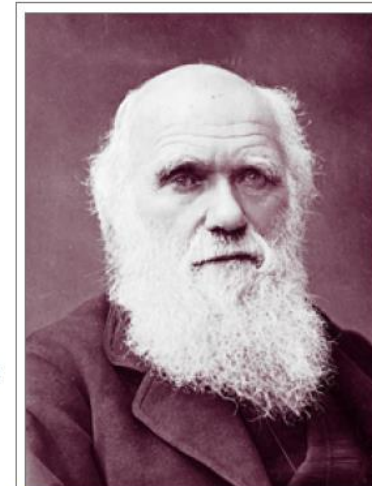
The last portrait of Darwin (1881)

Science Activity

Task: Write an acrostic poem about King Athelstan School to show people what it has been like for you to be a pupil here

If you are coming in to school, we may be doing this in class at some point – ask your teacher about which ones to do at home.

Introduction to task: In an acrostic poem, the first letter of each line spells a word. The word is the subject of the poem. Have a look at this website to help: https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/ztdvw6f There is a lot online to help – there are some links below – see page 2 here for some examples of acrostic poems.

https://www.kidzone.ws/poetry/acrostic.htm

https://www.youtube.com/watch?v=mhtzu2qKTIU

https://www.poetry4kids.com/lessons/how-to-write-an-acrostic-poem/

Top tip: Don't try to make your poem rhyme for the sake of it! Not all poems rhyme and you are already focussing on the first word of each line.

☐ using paragraphs to organise ideas
✓ describing settings and characters
✓ using different verb forms mostly accurately
✓ using capital letters . ? ! , (for list) ' for contraction
✓ spelling most 3/4 words and some 5/6 words

✓ creating atmosphere
☐ dialogue to convey character/advance action
✓ select appropriate vocabulary and grammatical structures
✓ co-ordinating & subordinating conjunctions/synonyms/adverbials
☐ using passive and modal verbs
✓ vary sentence length + embedded clauses
✓ adverbs/preposition phrases/expanded noun phrases
✓ " " . , ! ? ... : ; ice-cream (hyphen) – dash
✓ Most 5/6 words

Focus on the targets with ticks ✓ for this task.

Your task is to write an acrostic poem based on your experience of being at this school:

•You can use 'King Athelstan' as your words down the side, or just 'Athelstan.' Or you can use a phrase like 'The best School' ! Make sure the title is **'King Athelstan Primary school'** though. We might use these to show to new pupils! And to year 5 coming up.

•Think of positive things and nice memories to leave for us so that we can remember your lovely, positive influence on the school

•Think about the school values and ethos – the school website might help you with key phrases and message

Task: Write an acrostic poem about King Athelstan School

If you are coming in to school, we may be doing this in class at some point – ask your teacher about which ones to do at home.

Some examples of acrostic poems:

L is for 'laughter'
O is for 'optimism'
V is for 'value'
E is for 'eternity,'

- JOHN PETER READ

Thunk goes the strudel as it drops
Out of sight while I
Anticipate
Strawberry cream cheese.
Time passes slowly, then it finally
Ejects!
Ready for that first delicious bite.

Monsters

Many different creatures walk around
On a night like tonight
Not because it's Christmas
So lets all stop singing jingle bells
Tis because it is Halloween so
Everyone beware
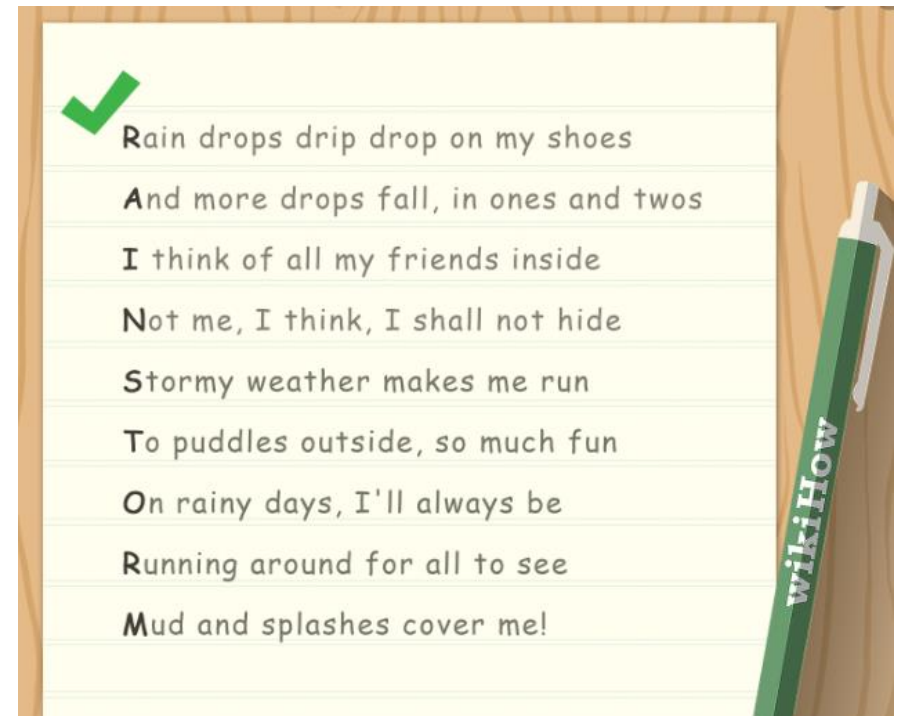Real monsters walk around
Saying trick or treat everywhere

The acrosTic poem is

not tOo hard to write;

yoU only need

thinkinG and a little

pusH

You could also decorate your poem with pictures or symbols. Think about using colours and different writing styles and/ or fonts to add even more feeling.

Rain drops drip drop on my shoes
And more drops fall, in ones and twos
I think of all my friends inside
Not me, I think, I shall not hide
Stormy weather makes me run
To puddles outside, so much fun
On rainy days, I'll always be
Running around for all to see
Mud and splashes cover me!

wikiHow
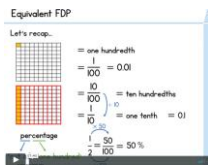
Maths Activity

Daily Maths Video Lesson and Activity sheet
Try one every day!

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There are 4 lessons on converting between fractions, decimals and percentages – don't worry about the date- this is a week we missed earlier. Try one every day.

The videos are available on:

https://whiterosemaths.com/homelearning/year-6/

Summer Term - Week 6 (w/c 1st June)

The worksheets are now available on the KAPS website :

http://www.kingathelstan.kingston.sch.uk/covid-19-maths/
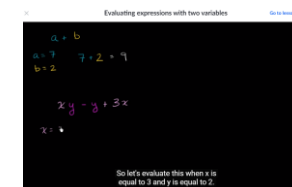
Keep Practising

your timetables!

Algebra – working with two variables
Look at the examples and answer the questions on the following slide. If you are anxious, try questions 1-6. If you're feeling confident, try questions 1-8. If you're raring to go, try the challenge too!

Tip :Watch this video on working with two variables.

https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:foundation-algebra/x2f8bb11595b61c86:substitute-evaluate-expression/v/evaluating-expressions-in-two-variables?modal=1

If 2 rectangles both have the same area, they must also have the same perimeter

- ☐ Always
- ☐ Sometimes
- ☐ Never

Algebra – working with two variables

1. Two numbers add to give 12. Write down all the possible numbers.

2. Find all the possible solutions to the following equations:

   a. $x + y = 10$

   b. $x - y = 5$ (both numbers positive and less than 10)

3. Fill in the gaps for each of these equations:

   a. $x + y = 12$

      i. $x = 5$, $y = $ ....

      ii. ii $x = $ .... , $y = 9$

   b. $4x + y = 20$

      i. i.$x = 3$, $y = $ ....

      ii. $x = $ .... , $y = 12$

4. In the equation, $4p = q$, both p and q are whole numbers less than 30.
   Write down all the possible solutions for the equation.

Build up the 4 times table:						
q	1	2				
p	4	8				

5. If $3g - 2h = 7$, find the value of:

   a. g when $h = 4$ $g = $ ....

   b. h when $g = 7$ $h = $ ....

6. Write down 2 possible solutions to the following:

   a. $4x + 3y = 30$

   b. $4x - 3y = 12$

7. Write down four possible pairs of numbers for the equation $3s - 5 = t$.

s = ... , t = ...	s = ... , t = ...
s = ... , t = ...	s = ... , t = ...

Maths Activity

Example:

Example 1	Example 2	Example 3
Two numbers add up to 28. Both numbers are less than 20. What could they be? **Answer** $x + y = 28$ Start with $19 + 9 = 28$ $18 + 10 = 28$ $17 + 11 = 28$ $16 + 12 = 28$ $15 + 13 = 28$ $14 + 14 = 28$ ... then repeats ...	If $5m - 3n = 14$, find a. the value of n when $m = 4$ b. the value of m when $n = 7$ **Answer** a. $5 \times 4 - 3n = 14$ $20 - 3n = 14$ $(20 - 14)$ $3n = 6$ $(6 \div 3)$ $n = 2$ b. $5m - 3 \times 7 = 14$ $5m - 21 = 14$ $(14 + 21)$ $5m = 35$ $(35 \div 5)$ $m = 7$	Find two solutions to $6c - 5d = 19$ **Answer** Build tables for $6c$ and $5d$: $6c$: 6, 12, 18, 24, 30, 36, 42, 48,... $5d$: 5, 10, 15, 20, 25, 30, 35, 40,... The first one is $24 - 5 = 19$ where $c = 4$, $d = 1$. The second one is $54 - 35 = 19$ where $c = 9$, $d = 7$.

8. In the equation, $3e - 2f = 4$, both numbers e and f are less than 12. Find all the possible pairs of e and f that satisfy this equation:

Challenge Question:

1. Find **one** solution that is true for the pairs equations.

   a. $r + s = 16$, $r - s = 6$

      $r = $ .... $s = $ ....

   b. $v + w = 7$, $3v + 2w = 16$

      $r = $ .... $s = $ ....

Algebra – working with two variables

1.
$1 + 11 = 12;$ $2 + 10 = 12;$ $3 + 9 = 12;$ $4 + 8 = 12;$
$5 + 7 = 12;$ $6 + 6 = 12$ … then repeats

2. **a.**
$x + y = 10$ … $1 + 9 = 10;$ $2 + 8 = 10;$ $3 + 7 = 10;$
$4 + 6 = 10;$ $5 + 5 = 10.$

b.
$x - y = 5$ … $9 - 4 = 5;$ $8 - 3 = 5;$
$7 - 2 = 5;$ $6 - 1 = 5;$ $5 - 0 = 5$

3. **a.** $x + y = 12$ …
  i. when $x = 5$, $y = 12 - 5 = 7$
  ii. when $y = 9$, $x = 12 - 9 = 3$

b. $4x + y = 20$ …
  i. when $x = 3$, $4x = 12$, $y = 20 - 12 = 8$
  ii. when $y = 12$, $4x = 20 - 12 = 8$, $x = 8 \div 4$. $x = 2$

4. Build up the 4 times table:

q	1	2	3
p	4	8	12

q	4	5	6	7
p	16	20	24	28

5. $3g - 2h = 7$
  a. When $h = 4$, $2h = 8$, $3g = 7 + 8 = 15$
  $g = 15 \div 3 = 5$
  b. When $g = 7$, $3g = 21$, $2h = 21 - 7 = 14$
  $h = 14 \div 2 = 7$

If 2 rectangles both have the same area, they must also have the same perimeter

☐ Always
☒ Sometimes
☐ Never

6. **a.** $4x + 3y = 30$ … trying $x = 1, 2, 3$ …
When $x = 3$, $4x = 12$, $3y = 30 - 12 = 18$; $y = 18 \div 3 = \mathbf{6}$
When $x = 6$, $4x = 24$, $3y = 30 - 24 = 6$; $y = 6 \div 3 = \mathbf{2}$

b. $4x - 3y = 12$ … trying $x = 1, 2, 3$ …
When $x = 6$, $4x = 24$, $3y = 24 - 12 = 12$; $y = 12 \div 3 = \mathbf{4}$
When $x = 9$, $4x = 36$, $3y = 36 - 24 = 12$; $y = 24 \div 3 = \mathbf{8}$

7.
$3s - 5 = t$ … starting with $s = 2, 3, 4,$ …
When $s = 2$, $t = 3 \times 2 - 5 = 6 - 5 = 1$ … **(2, 1)**
When $s = 3$, $t = 3 \times 3 - 5 = 9 - 5 = 4$ … **(3, 4)**
When $s = 4$, $t = 3 \times 4 - 5 = 12 - 5 = 7$ … **(4, 7)**
When $s = 5$, $t = 3 \times 5 - 5 = 15 - 5 = 10$ … **(5, 10)**

8.
$3e - 2f = 4$ … starting with $e = 2, 3, 4,$ …
When $e = 2$, $3e = 6$, $2f = 6 - 4 = 2$; $f = 1$ … **(2, 1)**
When $e = 4$, $3e = 12$, $2f = 12 - 4 = 8$; $f = 4$ … **(4, 4)**
When $e = 6$, $3e = 18$, $2f = 18 - 4 = 14$; $f = 7$ … **(6, 7)**
When $e = 8$, $3e = 24$, $2f = 24 - 4 = 20$; $f = 10$ … **(8, 10)**
When $e = 10$, $3e = 30$, $2f = 30 - 4 = 26$; $f = 13$ … too big

Challenge Question:

1. **a.** $r + s = 16$ … pairs are (1, 15); (2, 14); (3, 13); (4, 12); (5, 11); (6,10); (7, 9), (8, 8) and vice versa … (9, 7); (10, 6); **(11, 5)**
$r - s = 6$ … pairs are (7, 1); (8, 2); (9, 3); (10, 4); **(11, 5)**; (12, 6); …
$r = \mathbf{11}$ and $s = \mathbf{5}$

b. $v + w = 7$ … pairs are (1, 6); **(2, 5)**; (3, 4); (4, 3); (5, 2); (6, 1); …
$3v + 2w = 16$ … letting v have even numbers: 2, 4, 6, …
When $v = 2$, $3v = 6$, $2w = 16 - 6 = 10$; $f = 5$ … (2, 5)
When $v = 4$, $3v = 12$, $2w = 16 - 12 = 4$; $f = 2$ … (4, 2)
$v = \mathbf{2}$ and $w = \mathbf{5}$

A little extra, inspired by Scarlett…

For next week's Zoom session, try learning some British Sign Language. Start with some simple greetings and phrases, such as "My name is…."

Then try to learn to say the whole alphabet with your fingers!

Go to: https://www.british-sign.co.uk/ for tutorials – at the moment, you can sign up for **free** if you wish to!

There are lots of other good resources online as well:
https://www.bing.com/videos/search?q=how+to+introduce+yourself+in+british+sign+language&docid=60800980813 6504885&mid=23E7B8C391358FC30D4823E7B8C391358FC30D48&view=detail&FORM=VIRE
https://www.youtube.com/watch?v=gMNHvXSW4iE for basic, useful signs.
Notice how clear his movements and gestures are and how his facial expressions match what he is saying.

£ RATES

Learning BSL with us costs ~~just £25~~ whatever price you feel you are able to afford during this difficult time.

This one time enrolment-fee gives you free access to all of the online signing course material for 1 year so that you can come back at anytime to refresh your skills.
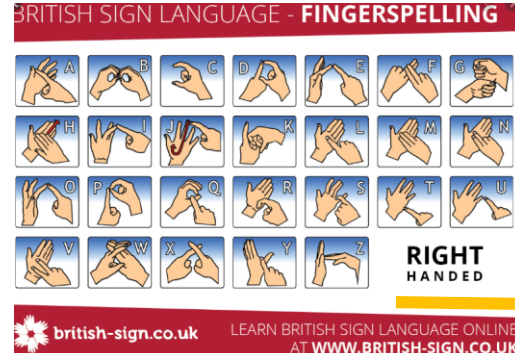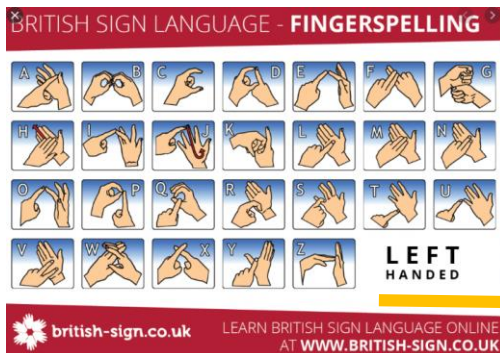
https://www.bing.com/videos/search?q=british+sign+language+alphabet&&view=d etail&mid=31A926C8BE30C433983031A926C8BE30C4339830&&FORM=VRDGAR&r u=%2Fvideos%2Fsearch%3Fq%3Dbritish%2Bsign%2Blanguage%2Balphabet%26FOR M%3DHDRSC3
This will help you with the alphabet.
And this one will help learn it from the signer's (your) point of view: https://www.youtube.com/watch?v=mkTeqA4kwUQ

These skills are especially useful when we are using Zoom. Did you know that up to about 90% of communication is non-verbal? We rely on gesture and expression a lot more than we think!
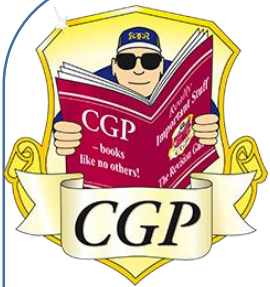
Extra Home Learning KS2

Here are some extra websites and resources you can access if you would like your child to be doing more at home.

https://www.kingathelstan.kingston.sch.uk/covid-19-maths/

White Rose Maths

Recommended Work Books

CGP

https://www.cgpbooks.co.uk/primary-books/ks2/english/reading/em6hsb23-year-6-home-learning-bundle-maths-en

Mental Arithmetic

The essential KS2 resource for fluency and confidence in mathematics

https://www.schofieldandsims.co.uk/key-stage-2-mental-arithmetic/

twinkl

https://www.twinkl.co.uk/resources/covid19-school-closures

OAK NATIONAL ACADEMY

The Oak National Academy has virtual lessons to follow!

https://classroom.thenational.academy/year-groups/

busy things.co.uk

Log on to Busy things for fun learning activities. Use your j2e login.

LGfL

https://www.busythings.co.uk/play/