

Year 6

Home Learning

Pack

4/1/21





English -2

Beowulf: An Epic Poem

Introduction

The story of the hero Beowulf is the only surviving complete poem from Anglo-Saxon times. It is over 3000 lines long and was written by an Anglo-Saxon poet (minstrel) in the language of Old English. The tale tells of the life and adventures of the Swedish hero Beowulf who spends his time fighting monsters (Grendel and his mother in particular) across Denmark, Norway and Sweden (Scandinavia).



The Poem

The poem is set in three parts and opens with Grendel terrorising the people of Denmark. In the nearby country of Sweden, the prince of the Geats (in southern Sweden), Beowulf, hears of the monster and takes his soldiers with him setting sail to help the King (Hrothgar) and his people.

Unarmed, Beowulf fights the monster and after a long battle, he eventually wins by ripping off its arm. The Danish people are overjoyed and celebrate in the King's hall with Beowulf, but Grendel's mother has plans of her own.

She takes revenge on Hrothgar by attacking the King's hall, killing the King's best friend and taking his body away, along with the arm of her dead son. Beowulf follows her to her underwater lair (home) and fights another long and exhausting battle. At last, he grabs a magical sword from her and kills her too. Beowulf and his soldiers set sail for home in Sweden.



50 years later, Beowulf is now king of the Geats and his own kingdom is being threatened by a fierce dragon. Once more, Beowulf takes his soldiers and sets off to fight. The battle is fierce and all of the soldiers except one run for their lives. Beowulf is wounded, but still manages to cut the beast in half with his sword.

A translation of part of the poem

Grendel the Murderer

{Grendel attacks the sleeping heroes}

When the sun was sunken, he set out to visit
The lofty hall-building, how the Ring-Danes had used it
For beds and benches when the banquet was over.
Then he found there reposing many a noble
Asleep after supper; sorrow the heroes,
Misery knew not. The monster of evil
Greedy and cruel tarried but little.

{Grendel drags off thirty of them, and devours them}

Fell and frantic, and forced from their slumbers
Thirty of thanemen; thence he departed
Leaping and laughing, his lair to return to,
With surfeit of slaughter sallying homeward.
In the dusk of the dawning, as the day was just breaking,
Was Grendel's prowess revealed to the warriors.



When was the poem composed and written down?

In Anglo-Saxon times, poems and stories were told by a travelling minstrel as most people could not read or write. The poem must have been passed down through the generations, being changed by each storyteller, until the existing copy was written down by two scribes somewhere in Anglo-Saxon England over 1000 years ago.

Questions

1. Who is the text about and what nationality was he?

2. Which group of people was he prince of?

3. In the text, what are the sub-headings for?

4. Look at the poem in the text box; what are the unusual shaped brackets { } for? Where might you have seen them before?

5. Look at the poem in the text box. Can you find and record words which tell you when the monster arrived at the King's hall and when he returned to his lair?

6. Using clues from the text, what do you think the word 'banquet' and 'slumber' mean?

7. If the poem was not written down for many years, how did minstrels remember it? How much can you remember of the verse in the text box? Get a friend to test you.

8. How can historians tell us how old something is by looking at the writing?

Hint: think about the vocabulary that is written down?

9. From the poem in the text box, find and record examples of words that tell you the order of some of the events.

A decorative border of yellow stars surrounds the page. The stars are arranged in a rectangular frame, with one star at each corner and a row of stars along each side.

Beowulf: An Epic Poem

10. How do you think that historians knew that two people wrote the poem down?

11. Find and copy part of the text that interests you. Explain why you chose that part.

English-3

Read the copy of Beowulf below and the copy of Theseus and the Minotaur.

Use the table to compare the two myths.

Compare:

- **Characters**
- **Settings-** talk about how settings impact on events or change throughout the myth.
- **Challenges**
- **Resolutions**
- **Villains**
- **General Similarities and Differences**

BEOWULF

Hrothgar king of the Danes erected a great mead hall. It was a symbol of wealth and power and the king intended to fill it with laughter, music and merry making. Huge banquets were held with tables groaning under the piles of food. The mead and ale ran freely as minstrels played and bards wove their tales. For at time all went well. But as the music filtered out into the night and across the great marshes, it fell on ears that did not appreciate it.

The marsh was home to a troll called Grendel. He loathed the mead hall and the audacity of the humans who dared to invade his swampy fastness. He blanched at the sound of music but drooled at the thought of man flesh. Heaving himself up from the bog he lumbered into the night following his twitching nostrils.

Grendel slipped through the swamp like an icy shadow until he reached Hrothgar's hall. By now the revellers had fallen asleep and the troll heard them snoring. Lifting his massive fists, he shattered the mead hall's doors and bounded through. He was a fearful sight. Even with his stooping gait he was over eight feet tall. He looked somewhere between an ape and a man, covered with shaggy hair damp with the reeking black water of the swamp.

The troll snatched the nearest man before he could react and bit off his head. In the mad panic he had slain two more before the Danish warriors could arm themselves. Little good it did them as no spear point or sword or axe blade could hack through his shaggy hide. He rended left and right with his sharp claws and baboon like fangs. Grendel's skin was protected by a magic charm that made it hard as stone. The dying embers of the fires lit up a ghastly scene. Soon the floors of the mead hall ran red with blood. Having sated himself Grendel turned and waddled back into the night his gut filled with human meat.

The next night Hrothgar and the surviving warriors did not sleep but lay in wait to trap Grendel. Once again there was a massacre. The troll crushed his opponents as if they were dolls and gorged himself on the remains. Hrothgar abandoned his great hall.

News of the troll and his evil doings spread far and wide. The awful story attracted the attention of a mighty warrior king called Beowulf. Beowulf was the king of a tribe of Vikings called the Geats who lived in Sweden. He had wild eyes and unlike most Vikings he wore no beard. Beowulf has an uncanny strength unmatched by any man. He resolved to help the Danish king and took fourteen of his greatest warriors to help him. They crossed the sea in a longship and were received by a grateful and hospitable Hrothgar. Even so the king of the Danes doubted Beowulf and his men could defeat the nocturnal prowler.

The Geats were shown to the abandoned mead hall where upon they immediately began to prepare for a feast. The men made merry well into the night before settling down to sleep.

In the swamp Grendel was enraged to hear music on the night air once more. He came stalking out of the marshes his eyes burning like two green lamps in the moonless night.

Tearing down the door again he snatched up the nearest man and wrung his neck like a chicken till his head was torn off. As he reached down to grasp the next victim he was surprised when the man spun round and grabbed his wrist. The man was no other than Beowulf.

Beowulf had a grip of iron and he wrapped his arms about Grendel's limb like twin pythons. The troll had never felt such a grip! He heaved Beowulf off the floor and smashed him against the wall but still he hung on. Grendel slammed him down on a table smashing it asunder but the warrior king hung on.

Beowulf's men scrambled to his aid thrusting with spear and sword but they could not pierce the troll's hide. Having no success at shaking his foe loose Grendel decided to rip him to shreds. He raised his free claw to slash down at Beowulf but at that moment he slipped upon the blood of his first victim and went crashing down. Seizing his chance Beowulf twisted the troll's arm up behind him so that he could not claw or bite him.

Confused Grendel decided to retreat but as he pulled away Beowulf heaved in the opposite direction. There was a revolting tearing sound and Grendel's arm was torn clean from its socket. Bellowing like a speared bull and dripping vile black blood the monster rushed back out of the door and off into the night.

In the morning Beowulf brought Grendel's severed arm to Hrothgar and the Danes as proof of victory. Beowulf was hailed as a hero and handsomely rewarded with gold, jewels, weapons and furs but the celebrations were premature.

That very night, whilst Beowulf and his friends were entertained at Hrothgar's castle an even larger troll was seen prowling the swamplands. It was Grendel's mother. Grendel had only been a youngster; his mother was a full-grown troll over twelve feet tall. She returned to the mead hall and killed the people she found there. Realizing his job was only half-done Beowulf resolved to destroy the adult troll as well. He followed her huge tracks from the mead hall into the swamp. Finally, he came across an oily green pool rimmed with dead trees. The troll's tracks entered

the water.

Diving in fearlessly Beowulf swam down and down until he came to a cave. He swam in and found that the waters receded revealing an underground cavern. The cave was filled with gnawed human bones and piles of skulls, all victims of the trolls. On a stack of bones lay a huge and ancient sword. In another corner of the cave lay the corpse of Grendel.

Suddenly, out of the shadows came Grendel's mother her mad eyes burning with rage and vengeance. She was twice as tall as Beowulf and had savage tusks jutting up from her jaw like some oversized boar. In her right claw she held a sword that she wielded like a dagger.

The Geat's breastplate turned back the troll's blade and he swung his own sword dashing the weapon from her grasp. But the monster swatted Beowulf's sword from his hands. The warrior tried to grapple with her as he had done Grendel but Grendel had been a child of his race. The brute strength of an adult troll was too much even for Beowulf.

The monster's huge hands crushed him and forced him down to the ground. Looking around him desperately he saw the great sword he noticed earlier. He madly reached for the blade hoping to grasp it before the life was crushed out of him. Fastening a hand on its hilt he swung up blindly and the long blade cut deep into the she troll's fat belly.

Unprotected by magic as Grendel had been she released Beowulf whilst screaming in agony. He swung the blade again and once more it buried itself deep into the unwholesome flesh of the monster. Mortally wounded the staggered off into the labyrinthine caverns.

Beowulf noticed that her blood was beginning to corrode the metal blade. Realizing that he would need proof of his deeds he walked over to Grendel's body and began to hack off his head. Finally, the ugly head rolled free of the body but the black blood had all but eaten away the sword.

The King of the Geats swam up to the surface world again bringing the troll's head with him. Once more there were celebrations and feasts. Beowulf's praise was sung by many a bard and he was heralded as the greatest of heroes. Never again did trolls bother Hrothgar or his great mead hall



Theseus and the Minotaur

A long time ago, on an island called Crete, there lived a king named Minos. King Minos had a powerful navy, a beautiful daughter and huge palace. However, King Minos still grew bored. Whenever he got bored, he took his navy across the sea to attack a town called Athens.

The King of Athens grew tired of King Minos attacking his town, and in desperation made a deal with him. If Minos would leave Athens alone, Athens would send seven Athenian girls and seven Athenian boys to Crete every nine years to be eaten by the Minotaur.

The Minotaur was a monster that was half human and half bull. He lived in the centre of a huge maze on the island of Crete. King Minos loved his horrible monster and liked to give it a treat every now and again. He knew that his people would prefer it if he fed his monster Athenian children, so King Minos accepted the deal.

Nine years passed very quickly. It was just about time for Athens to send seven boys and seven girls to Crete to be eaten by the Minotaur. Seven girls and six boys had taken their place to go to Crete, everyone in Athens was upset.

Prince Theseus of Athens knew the importance of keeping your word. However, he also knew that it was wrong of his father to send small children to Crete to be eaten by a monster, just to avoid a battle with King Minos. Theseus told his father that he was going to Crete as the seventh Athenian boy. He swore that he would kill the monster and end the terror.

His father begged him not to go, but the prince did not listen. Theseus took his place as the seventh Athenian boy. Along with the six other Athenian boys and seven Athenian girls, Prince Theseus sailed towards Crete.

When the prince and the children arrived on the island of Crete, King Minos and his daughter, the Princess Ariadne came to greet them and welcomed them into their palace. The king told the children they would not be eaten until the next day, and in the meantime they should enjoy themselves in the palace.


Later on that night, Princess Ariadne wrote Prince Theseus a note and slipped it under his bedroom door. The note read;

Dear Theseus,

I am a beautiful princess as you probably noticed the moment you saw me. I am also very bored of my life here. Without my help the Minotaur will surely eat you. I know how to save your life. If I help you kill the Minotaur, you must promise to take me away from this island. If you are interested in this deal, meet me by the gate to the maze in one hour.

*Yours truly,
Ariadne*

Prince Theseus decided that this was a fair deal, so he slipped out of the palace and waited patiently by the gate to the maze. Princess Ariadne finally showed up a few minutes later. In her hands she carried a sword and ball of string.



Ariadne gave the sword and the ball of string to Prince Theseus. "Hide these inside the entrance to the maze. Tomorrow, when you and the other Athenian children enter the maze, wait until the gate is closed, then tie one end of the string to the door. Unravel it as you move through the maze. When you reach the Minotaur, kill it with this sword. Then find your way back again by following the unravelled string." Theseus thanked her for her kindness. "But don't forget," the princess warned, "you must take me with you."

The next morning, Prince Theseus and the Athenian children were taken to the maze and shoved inside. The door was locked firmly behind them. Following Ariadne's instructions, Theseus tied one end of the string to the door. He told the children to stay by the door so that they could make sure the string stayed tied, so that Theseus could make his way back. He took the sword and started to make his way through the maze, unravelling the string as he went.

Theseus found his way to the centre of the maze. The Minotaur charged at Theseus, and he raised the sword that Princess Ariadne had given him and killed the horrible monster. Prince Theseus began to make his way back to the gate, following the string he had unravelled along his way.

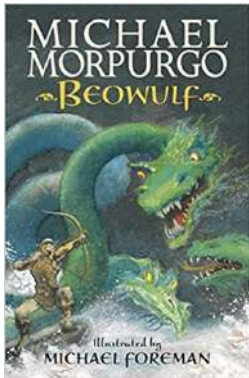
Princess Ariadne was waiting for Theseus at the gate. Theseus and Ariadne gathered the children and took them to their ship, and sailed away quietly without anyone noticing. On the way back, they stopped off at a small island called Naxos for supplies.

However, Princess Ariadne insisted on coming ashore to rest. There was nothing to do on the island, and soon she fell asleep. Theseus gathered all the children and quietly sailed away from the island towards Athens, leaving Princess Ariadne asleep on Naxos. After all, he did keep his word.

Comparing Myths

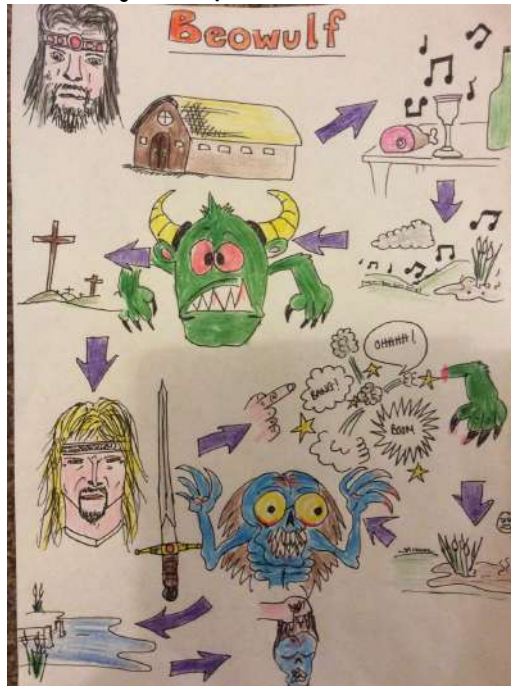
Beowulf

Theseus and the Minotaur



English- 4

Look at the example of the Beowulf story maps below. Your challenge today is to complete your own story map of the Beowulf myth. Think about the key events, characters and vocabulary in the myth that may need to feature in your story map. Post a picture of your story map on class dojo to your teacher!



A decorative border of yellow stars surrounds the entire page. The stars are arranged in a grid-like pattern, with 15 stars per row and 15 stars per column, forming a frame around the central content.

My Story Map

English- 5

Silent Letters Word Activity Mat

1. Write a definition for the word: **archaeology**.
Underline the silent letter.

archaeology

2. Underline the silent letters in the following words:

wrestle doubt rhyme dumb knuckle disguise

3. Add in the missing silent letters in the following words:

cas_le sa_mon w_ale

com_ s_issors _nat

4. How many words can you think of that have the spelling pattern 'bt'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'mn'? Write them in the space below.

6. Trace the word 'exhausting' and underline the silent letter.

exhausting

7. Fill in the gaps in the sentences below with a word with a silent letter:

My sister loves to dance and her favourite type is _____.

_____ is my favourite month of the year.

It is important to take care when using a _____ because they are very sharp.

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Silent Letters Word Activity Mat

1. Write a definition for the word: **miscellaneous**.
Underline the silent letter.

miscellaneous

2. Underline the silent letters in the following words:

wrong thumb vehicle calm design built

3. Add in the missing silent letters in the following words:

whis_le go_k w_at

_neel tong_e orc_id

4. How many words can you think of that have the spelling pattern 'gn'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'mb'? Write them in the space below.

6. Trace the word 'colleague' and underline the silent letter.

colleague

7. Fill in the gaps in the sentences below with a word with a silent letter:

When I am in Italy, I love to eat _____.

We are currently shooting _____ one of the film.

The bell wasn't working so I _____ on the door instead.

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Silent Letters Word Activity Mat

1. Write a definition for the word: **resuscitate**.
Underline the silent letter.

resuscitate

2. Underline the silent letters in the following words:

asthma solemn dialogue balmy guide crumb

3. Add in the missing silent letters in the following words:

fas_en fo_k w_ether
_our cha_k rei_n

4. How many words can you think of that have the spelling pattern 'h'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'lk'? Write them in the space below.

6. Trace the word 'champagne' and underline the silent letter.

champagne

7. Fill in the gaps in the sentences below with a word with a silent letter:

I read the _____ but I still got lost.

When making bread, it is important to _____ the dough for at least 15 minutes.

I always give my _____ fresh towels when they come to stay.

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Silent Letters Word Activity Mat

1. How many silent letter patterns can you think of? Write them in the space below with an example for each. One has been done for you.

mn - hymn

2. Underline the silent letters in the following words:

wrinkle debt rhubarb lamb knight guitar

3. Add in the missing silent letters in the following words:

bom_ so_ten s_ience
g_ost s_ord _nome

4. How many words can you think of that have the spelling pattern 'wr'? Write them in the space below.

5. How many words can you think of that have the spelling pattern 'kn'? Write them in the space below.

6. Trace the word 'baguette' and underline the silent letter.

baguette

7. Fill in the gaps in the sentences below with a word with a silent letter:

I never tell lies because I am a very _____ person.

The doctor gave me a cream to _____ my hand so that I wouldn't feel the needle.

My granny taught me how to _____ so I have made a scarf.

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Maths-1

Lesson 1

Finding the Percentage of a Number

In Focus

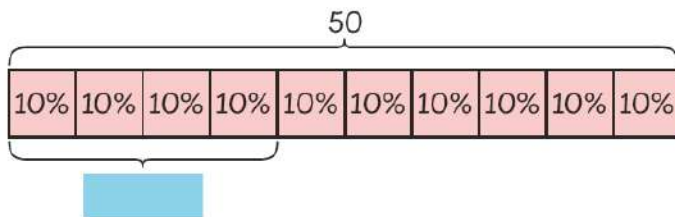
The rules for a sports competition state that no more than 40% of each team can be Year 6 pupils.



Find the greatest number of Year 6 pupils allowed in each team.

Let's Learn

1 40% of 50 =

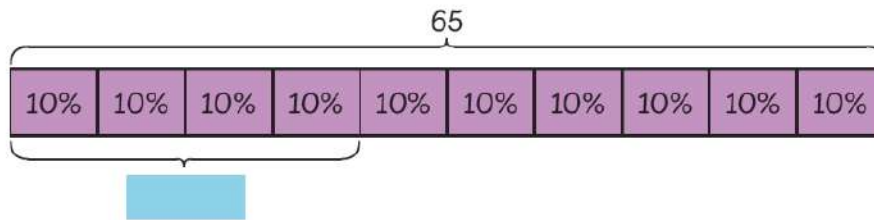


$$10\% \rightarrow 50 \div 10 = 5$$

$$40\% \rightarrow 4 \times 5 = 20$$

Team Alpha can have up to 20 Year 6 pupils.

2 40% of 65 =

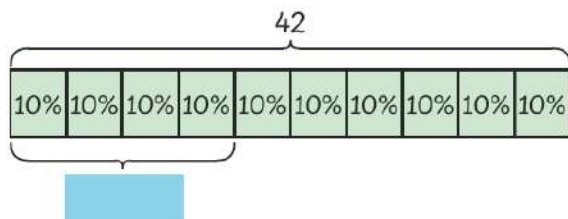


10% $\rightarrow 65 \div 10 = 6.5$

40% $\rightarrow 4 \times 6.5 = 26$

Team Beta can have up to 26 Year 6 pupils.

3 40% of 42 =



10% $\rightarrow 42 \div 10 = 4.2$

40% $\rightarrow 4 \times 4.2 = 16.8$

Team Gamma can have up to 16 Year 6 pupils.

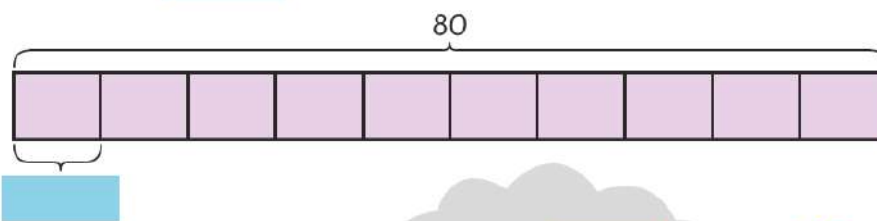
Guided Practice

This table shows the results of a survey among Year 6 pupils.

Ice cream flavours	Per cent choosing as favourite
chocolate	40%
vanilla	35%
strawberry	10%
others	15%

80 pupils were surveyed.

(a) 10% of $80 =$



(b) 40% of $80 =$

$10\% \rightarrow$
 $40\% \rightarrow$

(c) 15% of $80 =$

$10\% \rightarrow$
 $5\% \rightarrow$
 $15\% \rightarrow$

(d) 35% of $80 =$



Percentage

Chapter 7

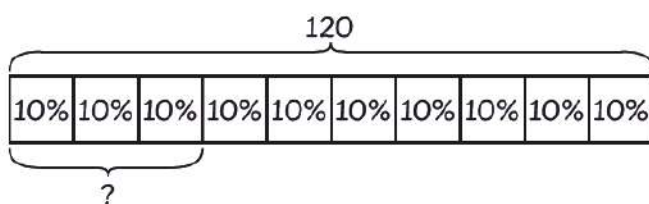
Name: _____ Class: _____ Date: _____

Worksheet 1

Finding a Percentage of a Number

Find the value of each of the following.

1 30% of 120



2 60% of 300

3 70% of 65

- 4 The table shows the percentage of each type of cookie a baker made.

Type of cookies	Percentage
Chocolate Chip	35%
Oatmeal Raisin	10%
Almond	55%

She made a total of 500 cookies.

- (a) How many oatmeal raisin cookies did she make?
- (b) How many chocolate chip cookies did she make?
- (c) How many almond cookies did she make?

Maths-2

Lesson 2

Finding the Percentage of a Quantity

In Focus

Ingredients for lemonade

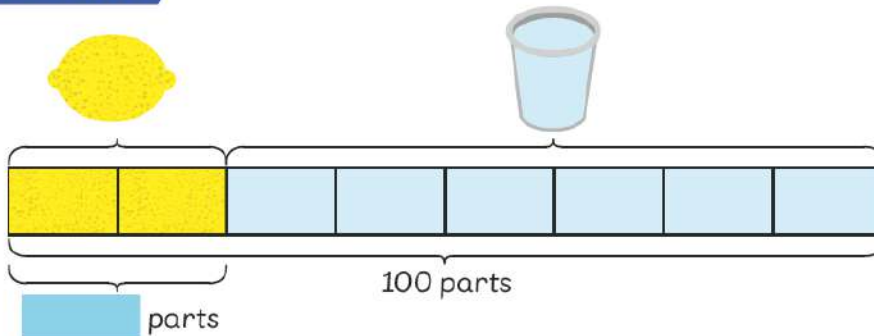
6 cups (1.35 l) cold water
2 cups (450 ml) lemon syrup
a pinch of salt



mixes the cold water and the lemon syrup. Out of 100, how many parts of the mixture is lemon syrup?

Let's Learn

1



$$100 \div 4 = 25$$

25 out of 100 parts of the mixture is lemon syrup.

25% of the mixture is lemon syrup.

That means for every 100 ml of mixture, 25 ml is lemon syrup.





2


 wants to prepare a 2-litre batch of lemonade. How much lemon syrup does he need?

$2 \text{ l} = 2000 \text{ ml}$

Method 1

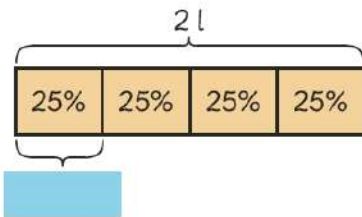
For every 100 ml,  needs 25 ml of lemon syrup.

For every 1000 ml,  needs 250 ml of lemon syrup.

For every 2000 ml,  needs 500 ml of lemon syrup.



Method 2



$$2 \text{ l} \div 4 = 2000 \text{ ml} \div 4 \\ = 500 \text{ ml}$$

Method 3

$$\begin{aligned} 25\% \text{ of } 2 \text{ l} &= \frac{25}{100} \times 2000 \text{ ml} \\ &= \frac{1}{4} \times 2000 \text{ ml} \\ &= 500 \text{ ml} \end{aligned}$$

Guided Practice

1



has been saving for a holiday. His savings can be represented by:

(a) Shade to show 50% of  's savings.

(b) Shade to show 20% of  's savings.

(c) Shade to show 25% of  's savings.

(d) Shade to show 80% of  's savings.

2 Calculate the discounted price.

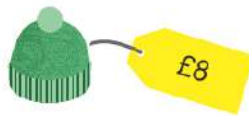
(a) 10% discount




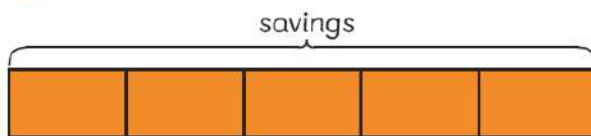
(b) 25% discount



(c) 20% discount



3  spent 20% of her savings on a gift and 75% of the rest on a book.



At the end,  had £29 left. How much did she have before she bought the gift and the book?

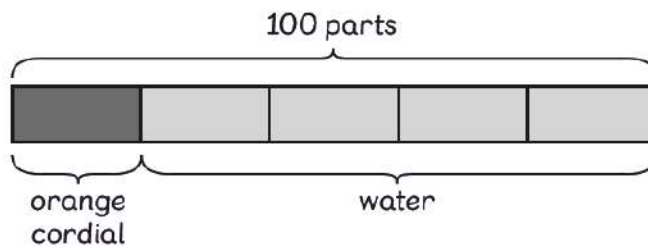
Name: _____ Class: _____ Date: _____

Worksheet 2

Finding a Percentage of a Quantity

- 1 Lulu made some orange squash by mixing 2 l of water with 500 ml of orange cordial.

(a) Out of 100, how many parts of the mixture is orange cordial?



5 units = parts

1 unit = ÷ 5

= out of 100 parts of the mixture is orange cordial.

There is ml of orange cordial in every 100 ml of the drink.

% of the mixture is orange cordial.

- (b) Lulu wants to make 4 l of the squash drink. How many ml of orange cordial will she need?

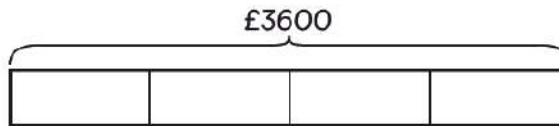
2

represents Mr Smith's monthly salary.

Answer these questions.

- (a) Mr Smith spends 40% of his monthly salary on rent. Shade to show 40% of his salary.

- (b) Mr Smith's monthly salary is £3600. He spends 25% of his monthly salary on food. How much does he spend on food?



3 Calculate the prices of these items after the discount.

(a)



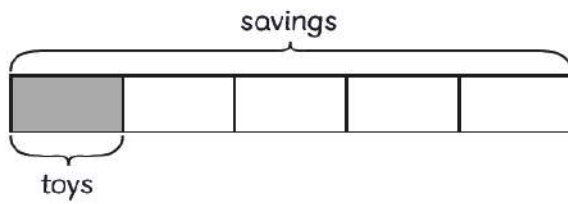
(b)



(c)



4 Elliott spent 20% of his savings on toys and 50% of the rest on food. He then had £80 left. How much did Elliott have in savings to begin with?



Maths-3

Lesson 3

Finding Percentage Change

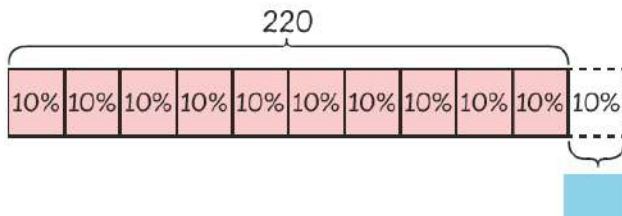
In Focus

The number of pupils in a school has been increasing by about 10% each year since 2010. In 2011, the number of pupils was 220.



Let's Learn

1 10% of 220 =



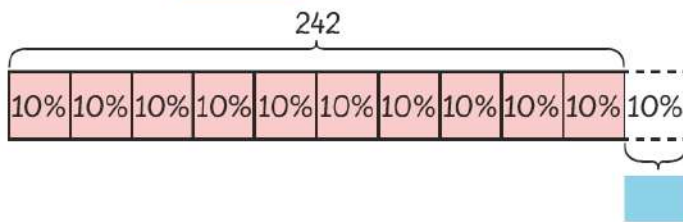
10% of 220 =

$$220 \div 10 = 22$$

In 2012, the number of pupils was $220 + 22$ or 242.



2 10% of 242 =



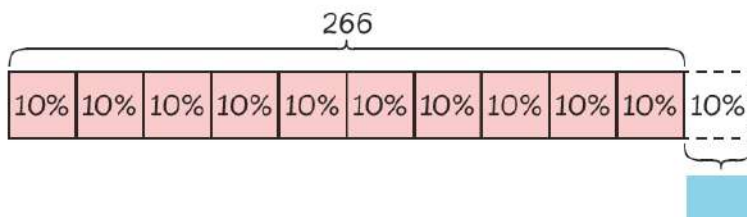
$242 \div 10 = 24.2 \approx 24$ (to the nearest whole number)

In 2013, the number of pupils was $242 + 24$ or 266.

When the number of pupils went up by 24 from 242, that's about a 10% increase.



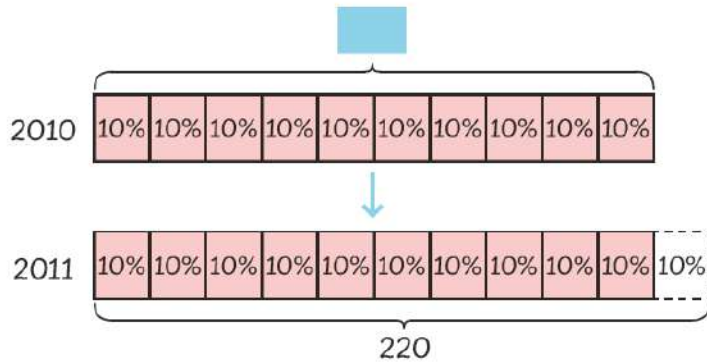
3 10% of 266 =



$266 \div 10 = 26.6 \approx 27$ (to the nearest whole number)

In 2014, the number of pupils was $266 + 27$ or 293.

- 4 Calculate the number of pupils in 2010.



$$220 \div 11 = 20$$

$$10 \times 20 = 200$$

In 2010, the number of pupils was 200.



If the number of pupils continues to increase by 10% each year, in which year do you expect it to reach about 430 pupils?

Check.
 $10\% \text{ of } 200 = 20$
 $200 + 20 = 220$



Guided Practice

- 1 The price of breakfast at a café has increased by 15%. It used to be £4.50. Find the new price.
- 2 The price of lunch at a restaurant has increased by 20%. It is now £9.60. Find the old price.

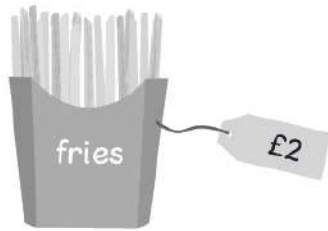
Name: _____ Class: _____ Date: _____

Worksheet 3

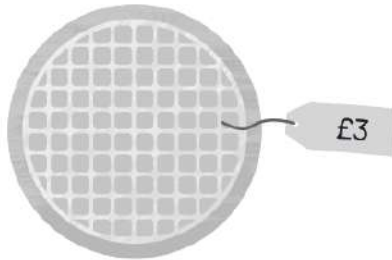
Finding Percentage Change

- 1 Miss Meharg wants to increase the price of the food in her café by 20%. Find the new prices of these items.

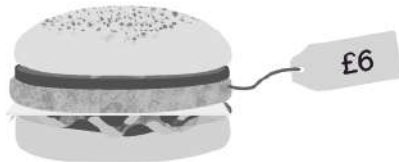
(a)



(b)



(c)



- 2 The price of a concert ticket has increased by 10%. The new price is £220. What was the price of the ticket before the increase?



- 3 The price of a watch has increased by 50%. What was the original price of the watch?




Maths-4

Lesson 4

Using Percentage to Compare

In Focus

 has 50 coins in his collection.

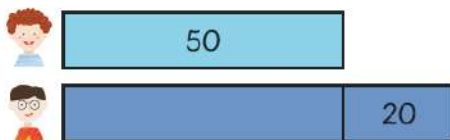
 has 20 more coins than  has.

Describe, in different ways, how many more coins  has than .

Let's Learn

1

's method





2

's method

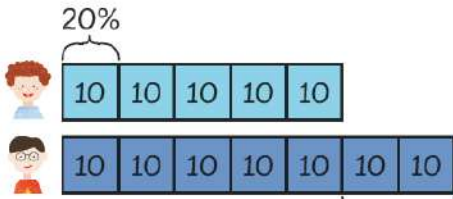
I say the number of coins.



 has more coins than . 20 more.

3

's method



This is % of the number of 's coins.

has 40% more coins than .

I use per cent.

4

's method

Can I say has $\frac{2}{5}$ more coins than has or...

has 0.4 more coins than has?

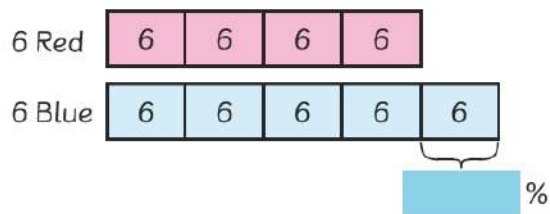
You can say has $1\frac{2}{5}$ times as many coins as or has 1.4 times as many coins as .

Guided Practice

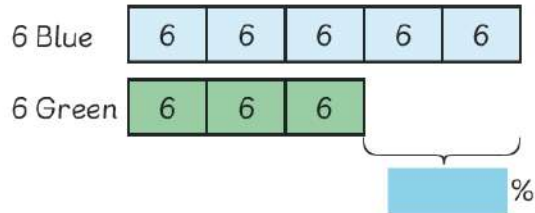
1

Class	Number of pupils
6 Red	24
6 Blue	30
6 Green	18

(a) 6 Blue has % more pupils than 6 Red.



(b) 6 Green has % fewer pupils than 6 Blue.



Name: _____ Class: _____ Date: _____

Worksheet 4

Using Percentage to Compare

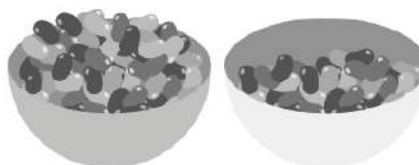
1	Class	Number of pupils
	A	28
	B	35
	C	42

(a) Class B has % more pupils than Class A.

(b) Class C has % more pupils than Class B.

(c) Class C has % more pupils than Class A.

2 The grey bowl contains 120 jelly beans and the white bowl contains 96 jelly beans.



The white bowl contains % fewer jelly beans than the grey bowl.

3



and his friends went fruit picking in an orchard.



I picked 50 raspberries.



I picked 30% more raspberries than .

I picked 30% fewer raspberries than .



(a) How many raspberries did  pick?

(b) How many raspberries did  pick?

Maths-5

Comparing Quantities

Lesson
1

In Focus



Compare the number of boys and the number of girls in different ways.

Let's Learn

1



The number of girls is 3 times the number of boys.



The number of boys is $\frac{1}{3}$ the number of girls.

The number of boys is 25% of the number of children.



The number of boys is $\frac{1}{4}$ the number of children.



2



For each boy,
there are 3 girls.



Guided Practice

1

The number of  is times the number of .



For every 1 , there are .



2

The number of  is times
the number of .

For every , there are .

3

The number of  is times the number of
.

For every , there are .

Ratio

Chapter 8

Name: _____ Class: _____ Date: _____

Worksheet 1

Comparing Quantities

1 Fill in the blanks.



The number of apples is times the number of oranges.

The number of oranges is $\frac{\text{input}}{\text{input}}$ the number of apples.

For every 1 orange, there are apples.



The number of candles is times the number of cakes.

The number of cakes is % of the number of candles.

For every cake, there are candles.

(c)



The number of girls is times the number of boys.

The number of boys is $\frac{\text{input}}{\text{input}}$ the number of children.

For every 1 boy, there are girls.

For every girls, there are 2 boys.

(d)



The number of buttons is times the number of cotton reels.

The number of cotton reels is $\frac{\text{input}}{\text{input}}$ the number of buttons.

For every buttons, there is 1 cotton reel.

For every 12 buttons, there are cotton reels.

Art-1

When you think of the seaside what do you think of? Create a mind map of words that you relate to the sea and the seaside (e.g. fish, shells, sand, water).



Art-2

Alfred Wallis



All About Alfred Wallis (1855-1942) Cornwall, England

Alfred Wallis usually made paintings about his memories.

He often painted on old pieces of wood, cardboard, lids from boxes or objects he had found, largely because he didn't have very much money.

He was also a fisherman.

He witnessed a local shipwreck in 1938 and painted what he had seen. This painting was called 'The Wreck of the Alba'. It shows a steamer ship running into stormy seas on its way to Italy. A Cornish lifeboat was launched to save the 23 Hungarian crew on board. However, a huge wave crashed into the lifeboat, capsizing it. Hundreds of very brave local people then put themselves in danger to rescue the men. Only 5 men drowned.

Alfred Wallis preferred using paint for ships or for houses, rather than artists' paints.

His paintings use similar colours: greys, greens, browns, blacks and whites.



Alfred Wallis



Look at your image.

What can you see in the picture?

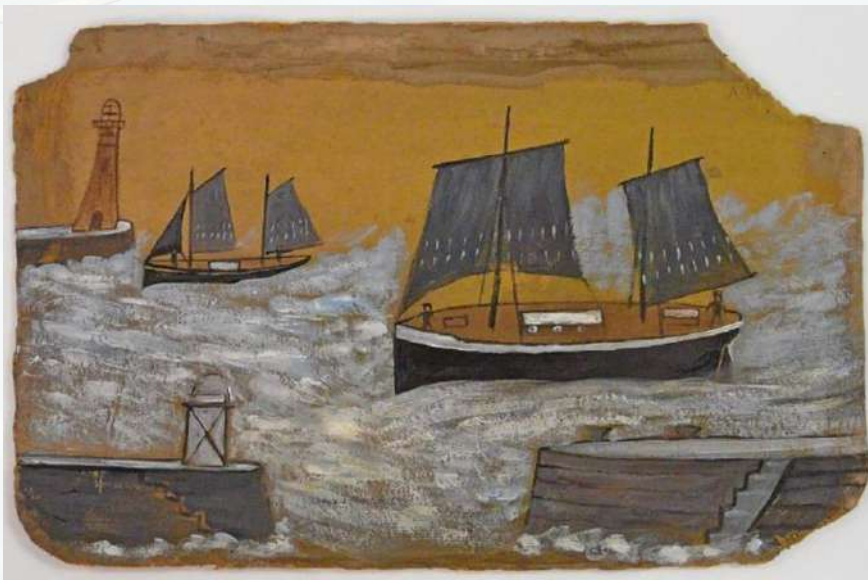
If there were sounds for this painting, what would the sounds be?

What has the artist made?

Why do you think the artist made it?

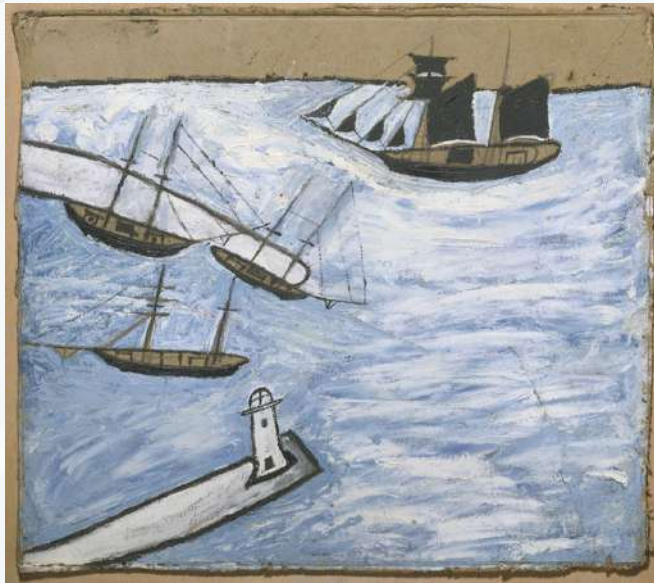
How does the image make you feel?

What shapes and colours can you see in the painting?



Harbour Scene
by Alfred Wallis

Photo courtesy of James Joel (@flickr.com) granted under creative commons licence - attribution



St Ives Harbour
by Alfred Wallis

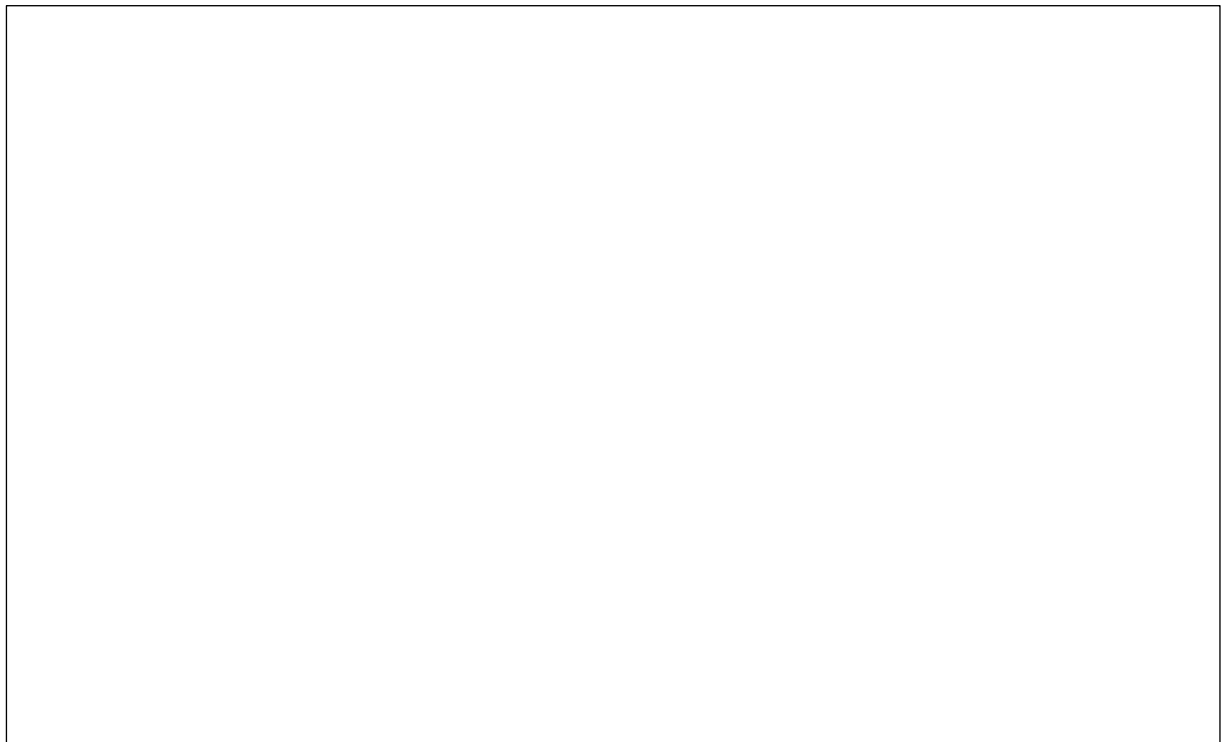
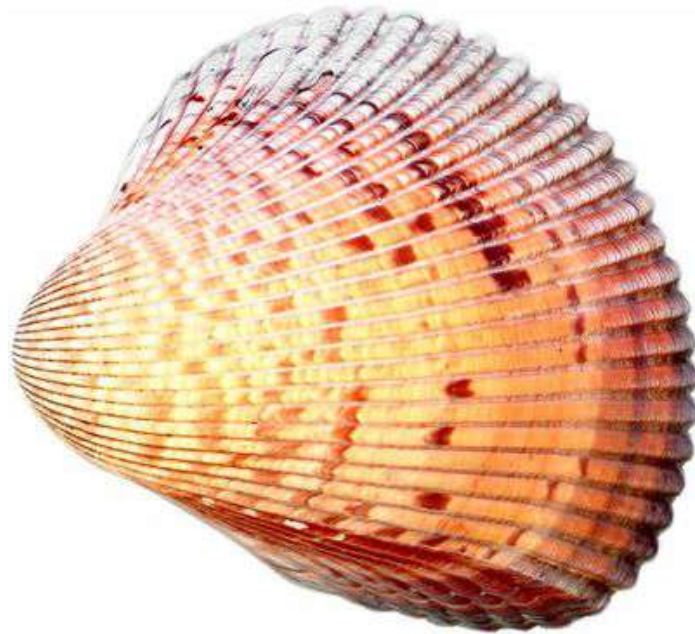
Photo courtesy of James Joel (@flickr.com) granted under creative commons licence - attribution



Title Unknown
by Alfred Wallis

Photo courtesy of Martin Beek (@flickr.com) granted under creative commons licence - attribution

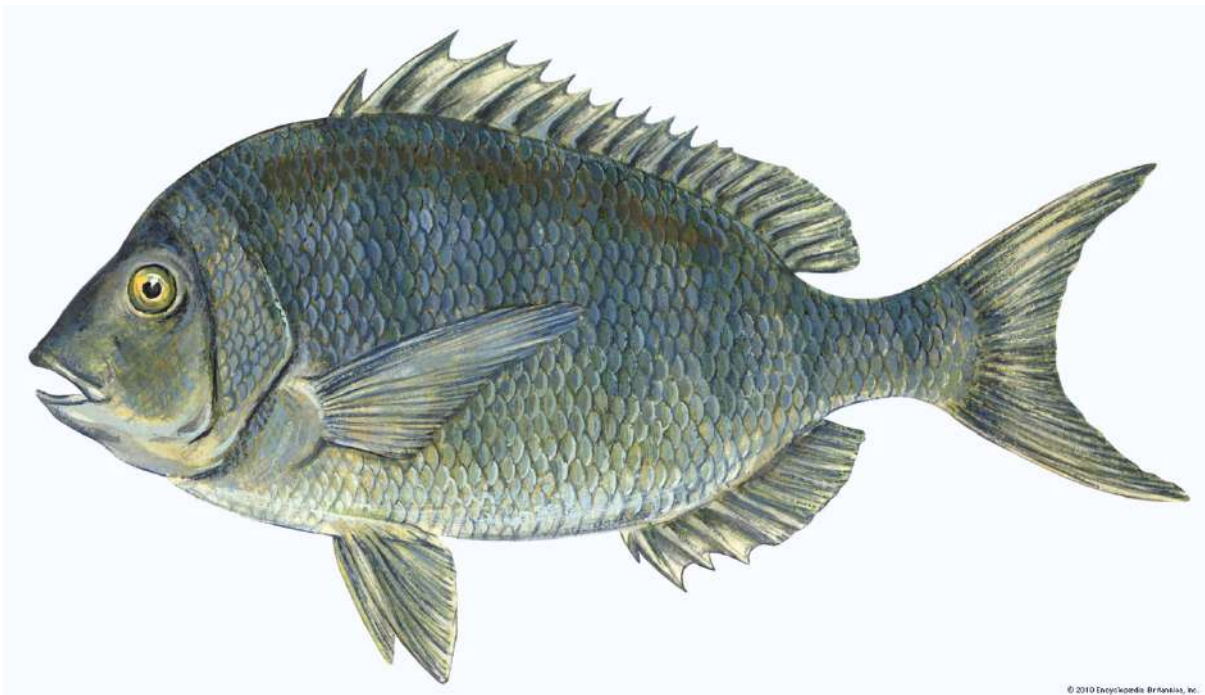
Look at the colours used in all of the paintings, what common colours are used? Is there a theme? What might the theme be? I would like you to have a go at sketching the shell below. Have a close look at the textures, colours patterns. You may choose to use any equipment you have at home to draw your shell or online technology!



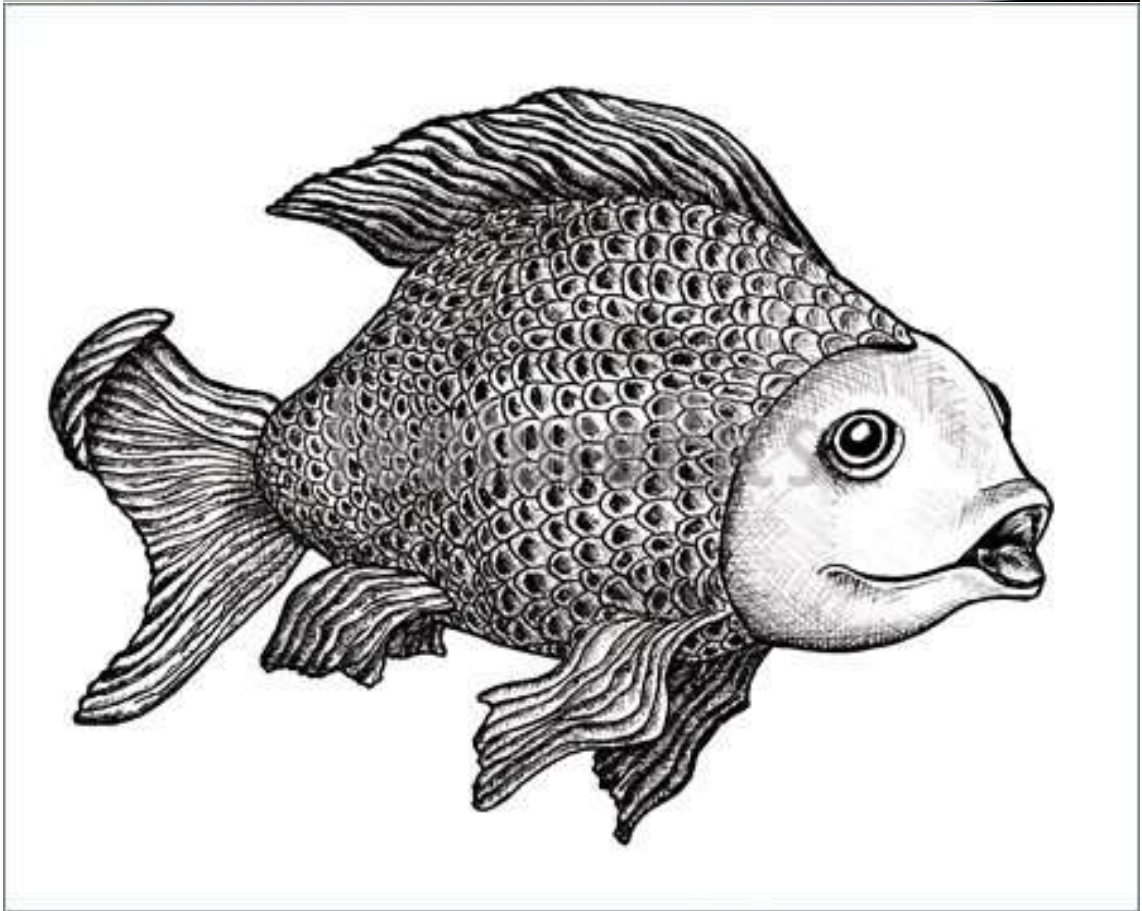
Art -3

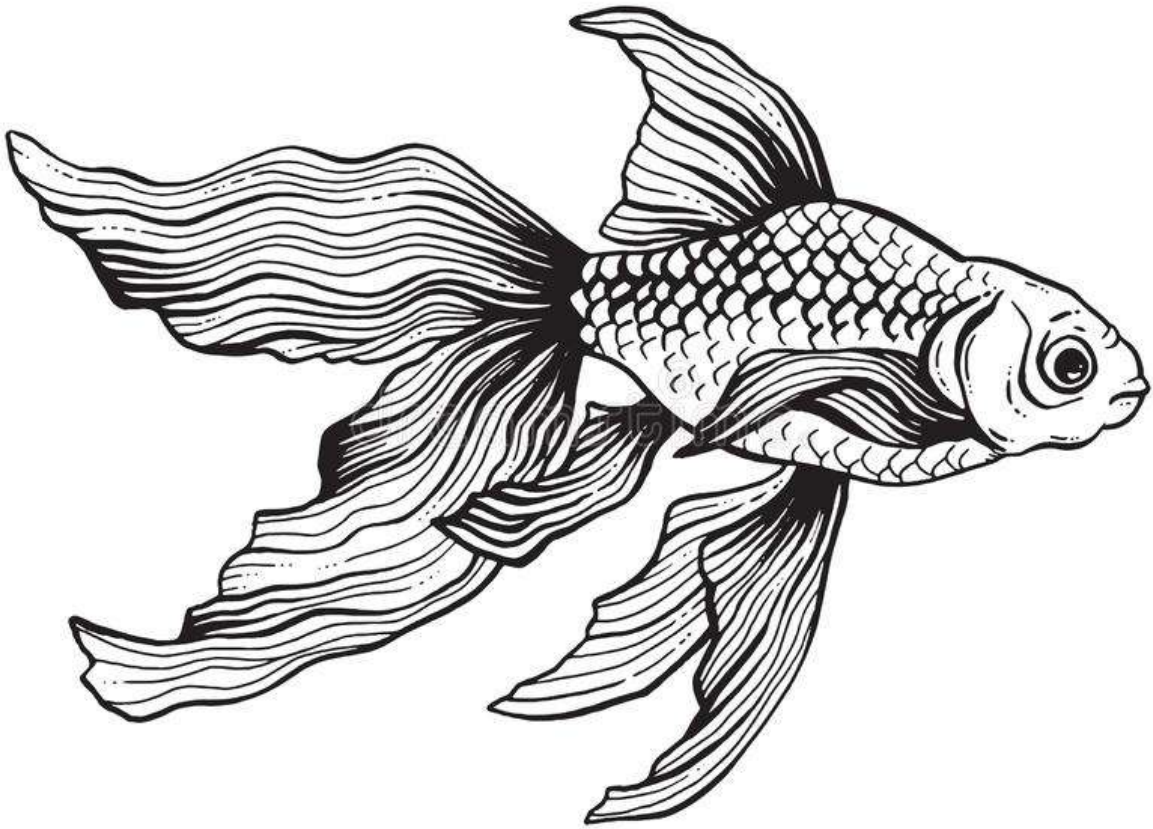
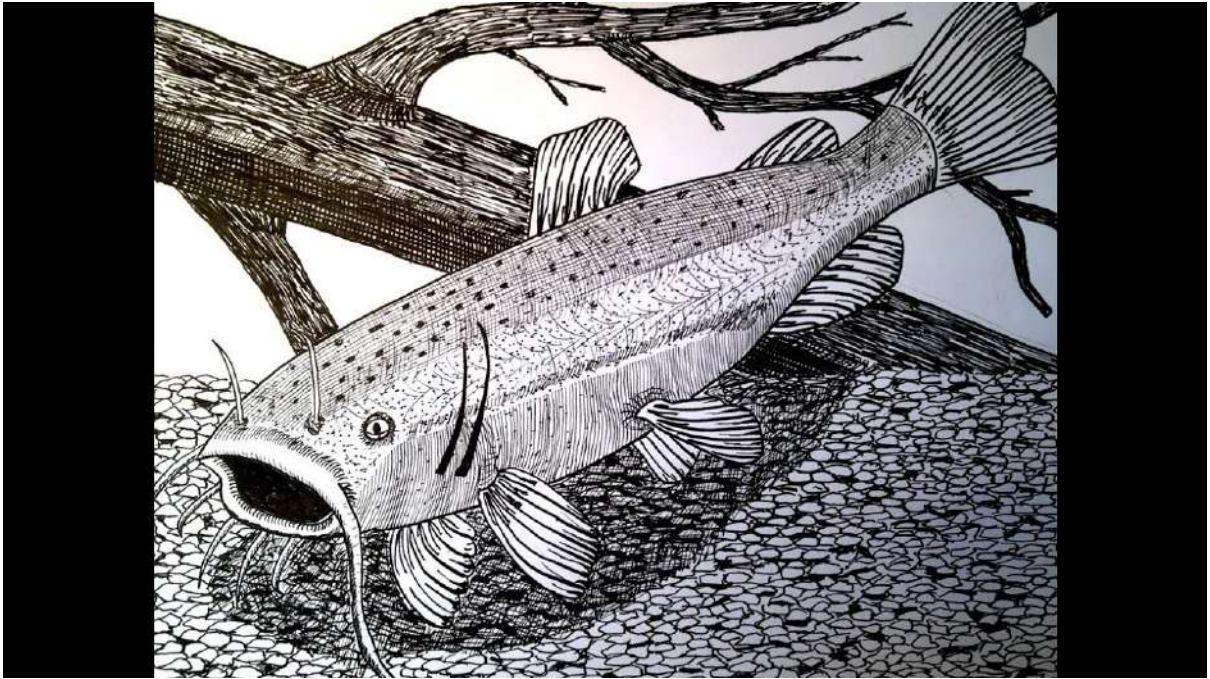
The focus of this lesson today in our Seaside topic is fish. Today you will be drawing a fish! Look at the images of fish below and the example drawings. Look at the level of detail that you should be aiming for. Go slowly as you draw, stopping and looking carefully for more detail in each area that you can see. Do large drawings that almost fill the page.

Make sure you do a big enough drawing so that the detail can be seen. Look for different types of marks e.g. hard, soft, light, heavy, jagged, smooth... Also, the more looking at the object, the more detailed the drawing will be.











RE-1

If possible, talk with someone at home about books and how people use them. Note that only a few hundred years ago, books were only for the very rich, as they were costly and written by hand by monks. Later, when printing was first invented, they were still expensive and also very few people could read. Nowadays, books are for everyone.

Could Kindle or electronic books ever completely replace actual books? Is it a book or not? What makes a book a book? What are the pros and cons? Is it possible to imagine a world without books? Make a few notes on this:

Think about how books enrich our lives, whether they are electronic or hard copies, how they can take us beyond our environment and our own thoughts and ideas. Discuss how books might have influenced your thinking, ideas or behaviour.

Photograph albums are books too. Why are they special?



RE-2



The word 'genre' means 'variety' or 'type'. Books come in many different genres, according to their purpose: information books, history books, storybooks etc.

SOME KEY QUESTIONS

Q Which book would you most like to own and why?

Q Which kind of books are the most helpful to you and why?

Q Which kind of book would you give a friend or a family member and why?

Q Why should we treat books with care?

Q If you wrote a book, what kind would it be and why?

Q How would you feel if you had a book of your own printed?

RE-3

- Keep a record for a few days of all the books you use in school, at home or elsewhere, and say what you use each one for:

Books I have used:

Why I have used them:

--	--

