

# Week 6 Home school work

<https://stories.audible.com/discovery>



Listen to the second chapter of The Mystwick School of Musicraft

## Sonata in Oops Minor

There are questions and tasks to challenge you based on this chapter. These should take you a few English lessons to complete (in other words, don't tackle them all at once!).

## Count backwards through zero to include negative numbers

Work through the booklet and then try some of the Mastery and Extension Cards. I have included number lines to help you count on and back on a number line. I have also included a power point presentation and pdf. Document with the same information. Look at one of these first to remind you of strategies to help you answer the questions.

## Spellings

Read through the spelling rule and complete the practise exercise.

Then, practise the ten spellings using the read, cover, write and then check method.

## Maths

### Counting in tenths and hundredths

*Look at the power point presentation first as a reminder if you can. I have also included the same presentation as a pdf. Document if you can't access the power point.*

Next, choose the type of question that suits you: yellow, green, lilac or blue. Challenge yourself and if you complete the blue questions, try the questions in the white challenge box. For the yellow, green and lilac questions, you need to write down the numbers as you count.

*Some of us will even solve word problems that involves counting in tenths and hundredths*

*Some of us will count in hundredths increasing and decreasing*

*Most of us will count in tenths increasing and decreasing*

*All of us will understand what tenths and hundredths are and how they can be represented using physical items*

## History

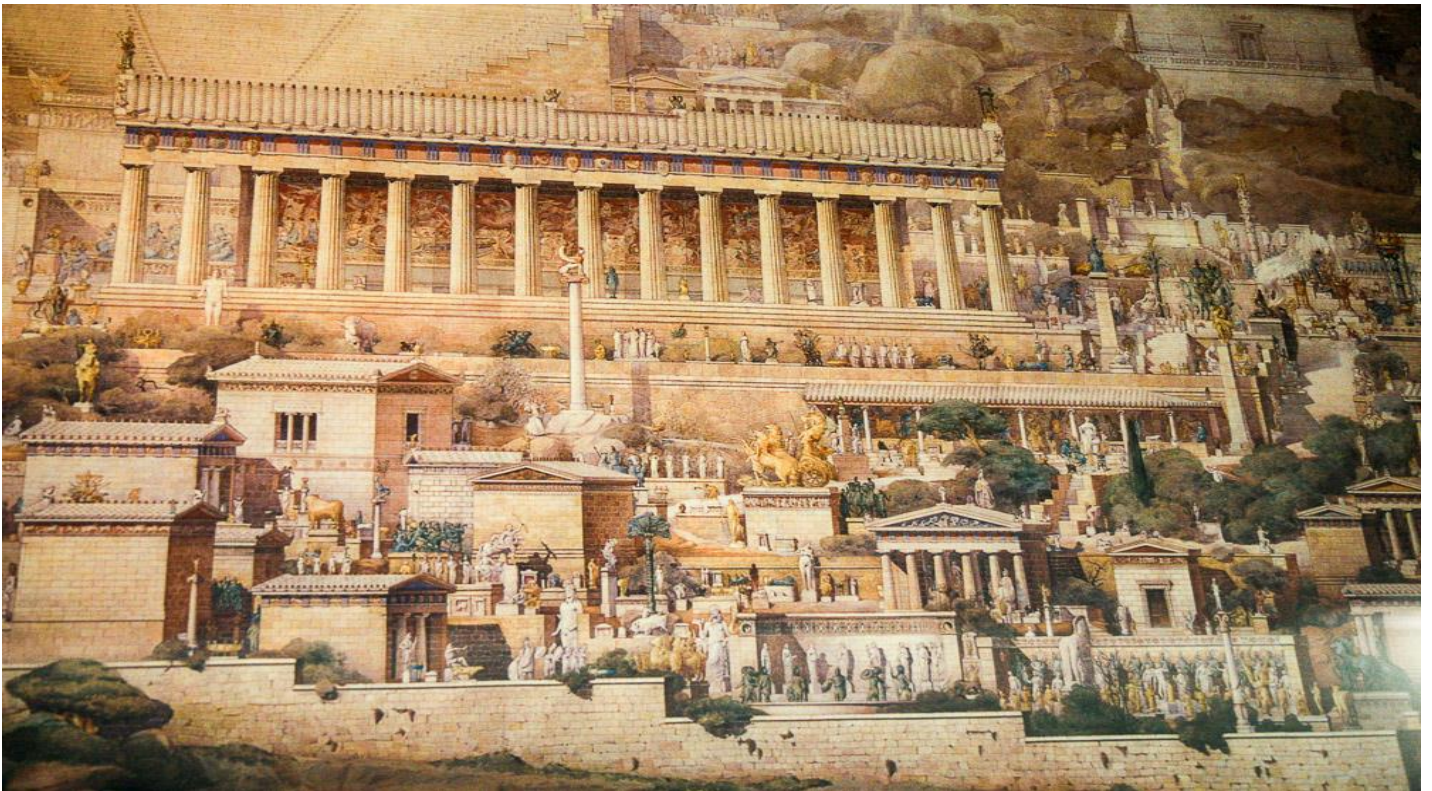
Our topic is Ancient Greece. Ancient Greece was comprised of (made up of) 'city states' which were like small countries with their own rules and government but they were all part of Ancient Greece and spoke the same language. Two of these city states were Athens and Sparta. Which one would you have preferred to live in? Read the information below about them and do some of your own research. Give three reasons for your final choice.

Useful websites:

<https://greece.mrdonn.org/city-states.html>

[https://www.ducksters.com/history/ancient\\_greece/greek\\_city\\_state.php](https://www.ducksters.com/history/ancient_greece/greek_city_state.php)

<https://www.bbc.co.uk/bitesize/topics/z87tn39>



## Missing Numbers on Number Lines

Look carefully at the number lines below.

Work out the difference between the numbers given and calculate what each step is.

Then write down the value of each letter.

## Science

We are thinking about habitats and how climate change affects these habitats. Read the formal letter below or ask an adult to read it to you. It is addressed to your local MP and it asks the government to take action against climate change. Can you fill in the blank space by writing down some suggestions for the government, in a paragraph, in your book? Here are some ideas to start you off.

1. Reduce carbon dioxide from coal fired power plants
2. Reduce pollution from transport
3. Fund alternative and renewable energy (what could this be?)

You could start your sentences in your paragraphs with phrases such as,

You must...

You should...

Think about...

Why don't you/doesn't industry

It would be a far better alternative to...

Why not...?

## R.E

Look at the instructions on how to set out a formal letter. Then, read the power point or pdf. document that explains about what you can find in a Christian church.

Now, write a formal letter to Sister Dorothy explaining that you would like 4D to visit St Paul's Peel Parish Church and ask some questions about the church itself and the various items in the church. Think carefully about the questions you might like to ask and give some examples of them in the letter. Remember to give reasons for wanting to visit the church and use polite and respectful language in order to persuade Sister Dorothy to invite the class to visit the church and answer your questions



## Week 6 English Comprehension

<https://stories.audible.com/discovery>



Listen to the third chapter of The Mystwick School of Musicraft

### Sonata in Oops Minor

1. Choose three adjectives of your own to describe the audition room (the room Emilia walks into). You can use synonyms, words that are different but mean the same.
2. How many people are sat behind the table?
3. What is a tuxedo?
4. Why do you think the Maestros' faces are blank?
5. How do the Maestros make Emilia feel about herself?
6. Why do you think Ji came out of the audition smiling?
7. What does Emilia mean when she says her 'face is on fire'?
8. Why does Emilia 'tighten her jaw'?
9. What does 'clear her throat' mean?

10. There is a clay pot with an acorn full of soil on it on the table. Why is it there?
11. What does 'tempo' mean?
12. What's the musical term for slow and steady?
13. Listen to Handel's Flute Sonata in E Minor on 'You tube' with adult supervision. Close your eyes and describe what you see when you listen. Do different images come into your mind as the piece continues?
14. Finish the sentences:  
'With all your soul do play your ...'  
'For magic rises from the ...'
15. What two things control the music?
16. What colour of light do sweet tones turn into?
17. What does the magic smell like?
18. What does allegro mean?
19. What does the change in tempo do to the green curls of light?
20. What are the table, flute and Emilia's skin illuminated with?
21. What do the mirrors and walls reflect?
22. What colour is the shoot that prises its way free?
23. Are the maestros impressed?
24. Emilia thinks:  
'What if I'm...'  
'What if I've...'  
'What if they don't...'  
'What if they decided...'

Complete Emilia's thoughts.

25. What mistake does Emilia make?
26. Emilia then plays another wrong note and a squeaky 'A'. Sweat runs down her face and neck. How does she describe what the sweat does to her palms?
27. What is a 'stony' expression? Use your own words.
28. Why does Emilia stop playing altogether?
29. What has happened to the man's moustache? Why has this happened?
30. What has the last wrong note done to the plant?
31. Why are the waiting children's eyes 'wide'?
32. Why is the pressure building in Emilia's chest?
33. Write down the meaning of the following vocabulary in your own words or you can collect/draw pictures to show the meaning.

fragment

prism

elegant

century

speck

refund

illuminate

ample

vague

seep

transition

trill

to strain

technique

	1 <sup>st</sup> attempt	2 <sup>nd</sup> attempt	3 <sup>rd</sup> attempt	4 <sup>th</sup> attempt
musician				
magician				
electrician				
politician				
mathematician				
technician				
optician				
beautician				
physician				
dietician				

# Spelling Practice

## Week 6

The suffix '-cian' used instead of '-sion'  
when the root word ends in 'c' or 'cs'  
Underline all the root words that take  
the suffix 'cian'

omission	electrician	selection
magician	beautician	transmission
occupation	action	politician
technician	injection	discussion
permission	selection	confession



LO: To count in tenths and hundredths

21.04.2020

**Some of us will even** solve word problems that involves counting in tenths and hundredths  
**Some of us will** count in hundredths increasing and decreasing  
**Most of us will** count in tenths increasing and decreasing  
**All of us will** understand what tenths and hundredths are and how they can be represented using physical items

Which style of question suits you?

Make sure you write down the colour of the question that you are working on in your maths book

1. Start at 0.1 and count in tenths until you arrive at 0.8
2. Start at 0.5 and count in tenths until you arrive at 0.9
3. Start at 0.8 and count backwards in tenths until you arrive at 0.1
4. Start at 0.6 and count in tenths until you arrive at 1.3
5. Start at 1.4 and count in tenths until you arrive at 3.1

1. Start at 5.1 and count in tenths until you arrive at 7.1
2. Start at 8.3 and count in tenths until you arrive at 9.9
3. Start at 6.2 and count backwards in tenths until you arrive at 4.9
4. Start at 9.1 and count in tenths until you arrive at 11.3
5. Start at 11.2 and count backwards in tenths until you arrive at 9.7

1. Start at 0.01 and count in hundredths until you arrive at 0.11
2. Start at 0.05 and count in hundredths until you arrive at 0.21
3. Start at 0.12 and count backwards in hundredths until you arrive at 0.01
4. Start at 0.22 and count backwards in hundredths until you arrive at 0.15
5. Start at 0.45 and count in hundredths until you arrive at 0.59
6. Start at 0.91 and count in hundredths until you arrive at 1.12
7. Start at 1.04 and count backwards in hundredths until you arrive at 0.91
8. Start at 1.15 and count in tenths until you arrive at 1.55
9. Start at 3.56 and count backwards in tenths until you arrive at 1.36

1. Daniel ate 0.16 of a pizza and Harry 0.34 of the same pizza.  
a) Write as a decimal the total amount of pizza eaten  
b) Write as a fraction the amount of pizza eaten
2. Rex eats 0.56 of his dog food in the morning and 0.34 during the rest of the day. Write as both a fraction and a decimal the amount of food left.
3. How many one hundredth steps are there between 0.14 and 0.45?
4. Simplify these fractions then convert them to decimals.  
a)  $\frac{5}{1000} =$       b)  $\frac{50}{1000} =$
5. Write the following as fractions  
a) 0.006 =      b) 0.012 =  
c) 0.013 =      d) 0.134 =

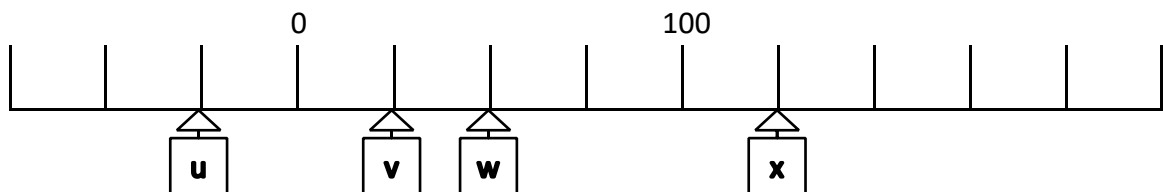
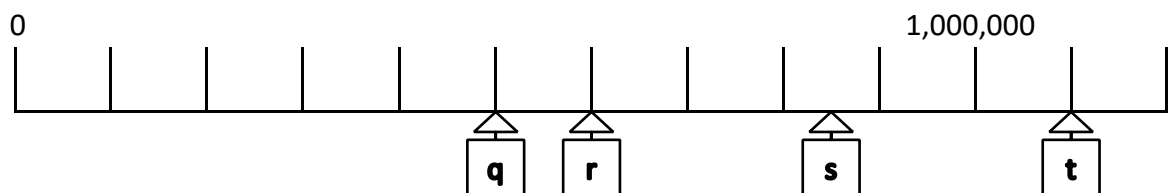
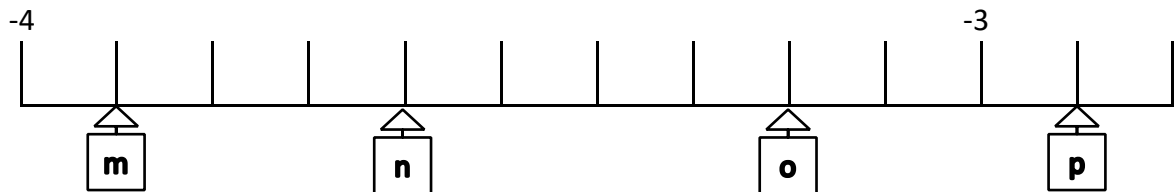
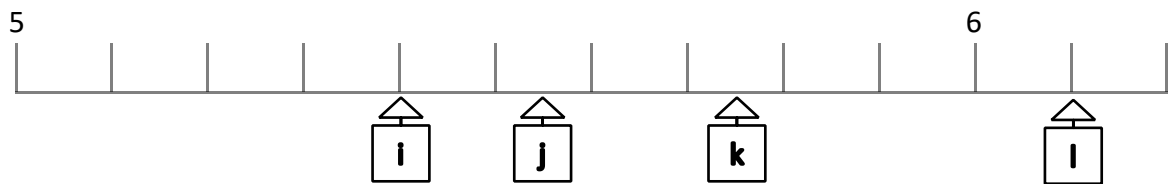
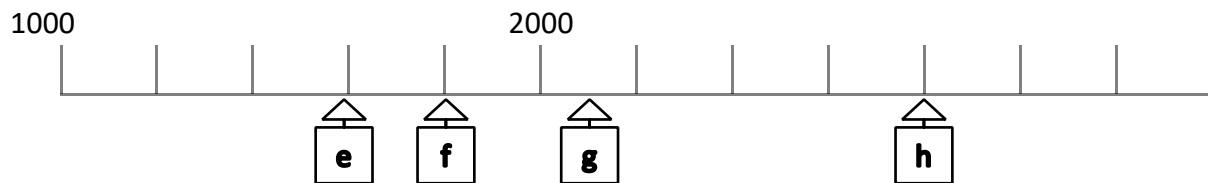
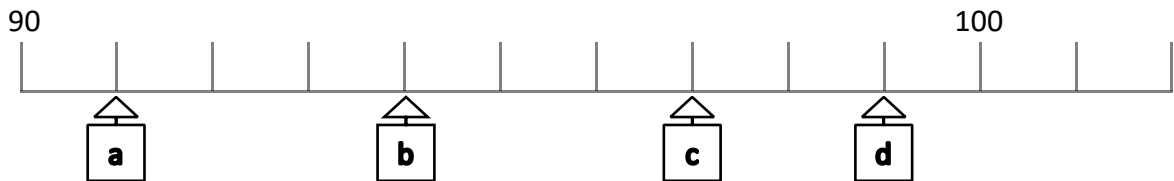
White Box Challenge:

An ant travels  $\frac{1}{100^{\text{th}}}$  of a mile every five minutes.  
How many hours will pass before the ant travels 3 miles?

Look carefully at the number lines below.

Work out the difference between the numbers given and calculate what each step is.

Then write down the value of each letter.



Barbara Keeley MP

Worsley & Eccles South

37 Manchester Road,

Manchester

M28 3NS

[your address]

Dear Barbara Keeley,

I am writing to express my concern about the threat of climate and how it impacts on the future of children. A lot of scientists agree, that climate change is occurring much faster than we thought. We have only a few critical years before the changes become irreversible.

Therefore, the Government should be making every effort to:

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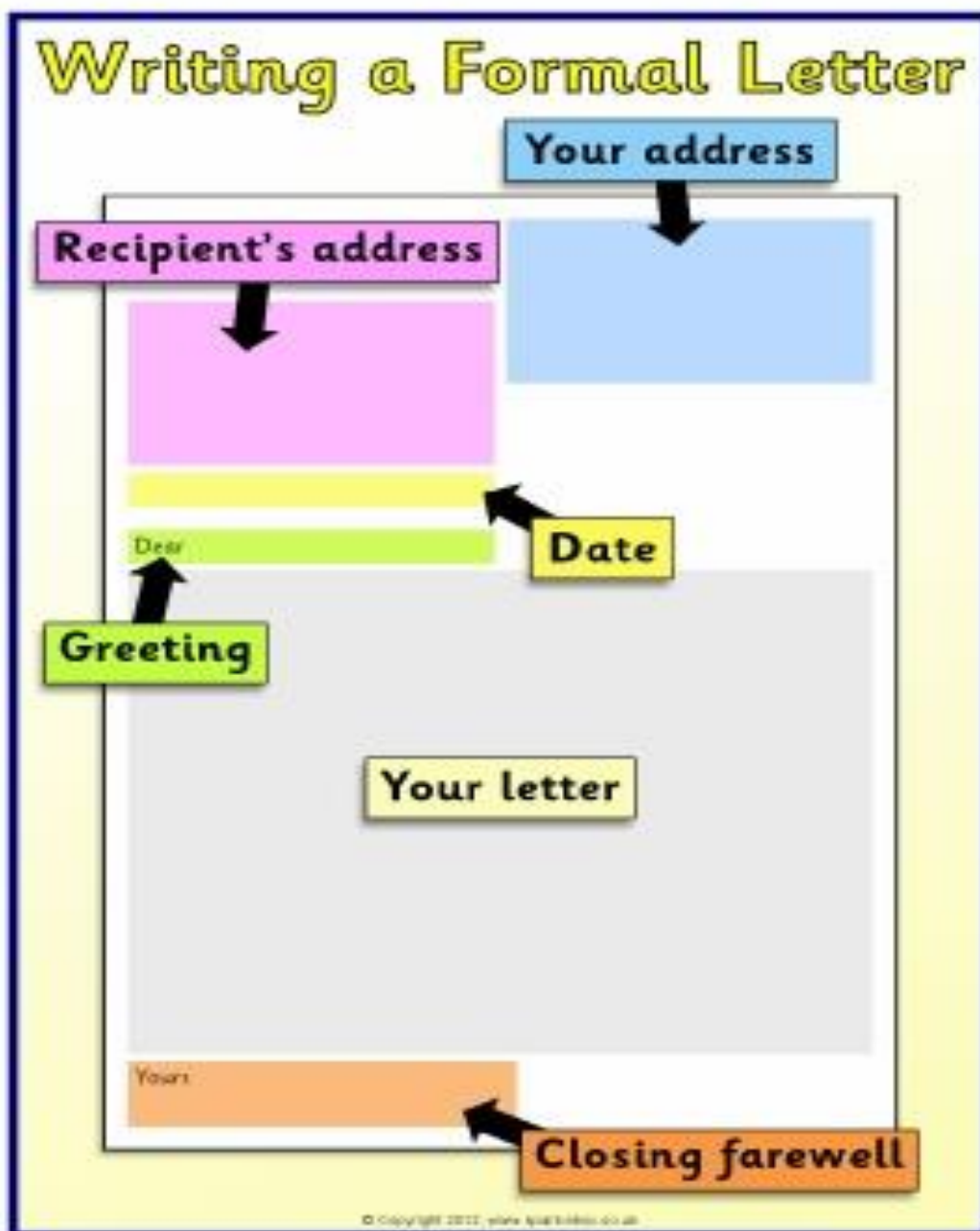
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Our addiction to fossil fuel harms human health, causes global warming, degrades land and marine ecosystems, and pollutes the earth. We need energy systems that provide clean, renewable, and reliable energy that does not threaten human health or the environment. We create our futures.

I understand that focusing on climate change is just one of many issues during these challenging times. However, we cannot wait until tomorrow. We must take strong action now.

Sincerely

[your name]



Remember to put a comma after 'Dear'

Close the letter with 'Yours Sincerely' and then your name below.

## Information on the city States of Ancient Greece

### Athens and Sparta

#### Athens

Athenians thought of themselves as the shining star of the Greek city-states. They were famed for their literature, poetry, drama, theatre, schools, buildings, and government.

Before the Greek dark ages, Athens was a small village, home to a tribe of Ionian people. After the Greek dark ages, Athens grew rapidly until Athens was one of the two most powerful city-states in the ancient Greek world. (The other was Sparta.)

The Athenian was very different from the ancient Spartans.

- The Spartans were famed for their military strength.

Athenians were famed for their commitment to the arts and sciences.

The Greeks believed that each city-state in ancient Greece had a god or a goddess in charge of it, their special patron. For Athens, the patron was Athena, goddess of wisdom. Perhaps because Athena was their patron, Athenians put a great deal of emphasis on education.

Girls learned at home from their mothers. They learned how to run a home, and how to be good wives and mothers.

Boys were educated quite differently. Until age 6 or 7, boys were taught at home by their mothers. From 7-14, boys attended a day school outside the home. There, they memorized Homeric poetry and learned to play the lyre. They learned drama, public speaking, reading, writing, math, and perhaps even how to play the flute. After middle school, they went to a four year high school and learned more about math, science, and government. At 18, they attended two years of military school. There was just cause for Athens to be proud of its system of education for its citizens.

Each city-state chose its own form of government. Most Greek city-states were ruled by kings. In Athens, citizens (the men) met each week to discuss problems. They worked on solutions. The men of Athens experimented with government. For about 100 years, Athens was a direct democracy!

## Sparta

Life was very different in ancient Sparta than it was in the rest of ancient Greek city-states. The Spartans were proud, fierce, capable warriors. No great works of art came out of Sparta. But the Spartans, both men and women, were tough, and the Greeks admired strength.

Sparta's government was an oligarchy. The people were ruled by a small group of warriors. The Spartans spoke Greek, wrote Greek, thought of themselves as Greeks, but they were different.

In most of the other Greek city-states, the goal of education was to create a strong citizen of that city-state. In Sparta, the goal of education was to create a strong warrior.

All of the ancient Greeks were warriors, but Sparta's warriors were legendary.

In Sparta, boys were taken away from their parents at age 7. They lived a harsh and often brutal life in the soldier's barracks. Younger children were beaten by older children who started fights to help make the younger boys strong. Children were often whipped in front of groups of other Spartans, including their parents, but they were not allowed to cry out in pain.

Girls went to school too, to learn how to fight. They lived at home during training. Their training was not as harsh as the boy's, but it was harsh enough. Sparta women were warriors.

Children, during their training process, were given very little food. They were encouraged to steal food, instead. If caught stealing, they were beaten. Spartan children learned to be cunning, to lie, to cheat, to steal, and how to get away with it!

As adults, Spartan men did not live with their families. They visited their families, but men lived in the soldiers' barracks.

As adults, Spartan women, unlike women in the rest of Greek world, had a great deal of freedom. Many ran businesses. Sparta women were free to move about and visit neighbours without permission from their husbands. How would they get permission? The men were often off fighting.

