### Home Learning Grid – Year 6 – Week 4 WC/ 25/01/21

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<th>Days</th>
<th>Monday Task 1:</th>
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<th>Wednesday Task 1:</th>
<th>Thursday Task 1:</th>
<th>Friday Task 1:</th>
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<td><strong>Maths</strong></td>
<td>Plot coordinate positions</td>
<td>Calculate coordinates halfway on a line</td>
<td>Draw shapes using coordinates</td>
<td>Translating shapes using coordinate</td>
<td>Reflecting shapes using coordinates</td>
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<td><strong>Topic</strong></td>
<td>Conflicting historical accounts</td>
<td>Mindfulness – The Present moment</td>
<td>RE – Eid Ul Fitr</td>
<td>Science - Light</td>
<td>Computing</td>
</tr>
<tr>
<td><strong>Additional</strong></td>
<td>Make bread in a bag! The instructions will be on a page at the very end of the pack.</td>
<td>Crooked coordinates</td>
<td>Art – Refugee Day Drawing</td>
<td>Music – Complete the music lesson on finding the beat.</td>
<td>Just Dance work out challenge!</td>
</tr>
<tr>
<td></td>
<td>Try and bring your creation to zoom tomorrow!</td>
<td></td>
<td>Follow this tutorial and recreate this artwork – Search ‘world refugee day drawing, pen &amp; pencil art’ on YouTube. Or click here.</td>
<td>Click here.</td>
<td>Spend 1 hour doing Just Dance! You can either do your favourites on Youtube, or there are premade compilations on Youtube.</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>Reading every day please- a mixture of fiction and non-fiction.</td>
<td>Log on to TT Rock Stars and play 15 minutes a week</td>
<td>Play the Gallery and Soundcheck regularly.</td>
<td>Practise these words: accommodate, achieve, aggressive, appreciate, category, committee, communicate, conscience, correspond, criticise, desperate, disastrous, equip, equipped, equipment, familiar, foreign, develop, government, guarantee, harass, necessary, neighbour, nuisance, occupy, opportunity, profession, pronunciation, queue, recognise, secretary, signature, sincerely, sufficient, soldier, system, vehicle, thorough</td>
<td></td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>You can also access readtheory.org and keep building your knowledge points!</td>
<td></td>
<td></td>
<td>Log on to spelling shed and play 15 minutes a week</td>
<td></td>
</tr>
</tbody>
</table>
Monday Task 1: T4R – The Boy at the Back of the Class – Chapter 3

1. Watch the taught video on Seesaw to hear Chapter 3 and an explanation of your task.
2. Complete the questions as directed.
3. Upload to Seesaw

Forty Winks

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>What does ‘forty winks’ generally mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does it mean to narrow your eyes?</td>
</tr>
<tr>
<td></td>
<td>Define ‘rascal’.</td>
</tr>
<tr>
<td></td>
<td>What are ‘rumours’?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Infer</th>
<th>Why did she look like she needed a doctor?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Why do you think Ahmet’s plant made him happy?</td>
</tr>
<tr>
<td></td>
<td>Why do you think Mrs Khan smiled at the note?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Predict</th>
<th>Predict what seclusion is.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>Do you think Mrs Khan is a good teacher? Why?</td>
</tr>
<tr>
<td>Retrieve</td>
<td>What did the narrator do to the new boy every day?</td>
</tr>
<tr>
<td></td>
<td>What was Mrs Khan teaching the children about?</td>
</tr>
<tr>
<td></td>
<td>Who is the school bully?</td>
</tr>
<tr>
<td></td>
<td>What rumours spread about Ahmet?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summarise</th>
<th>Draw 3 pictures to summarise the key events in this chapter</th>
</tr>
</thead>
</table>
Monday Task 2: Maths – Plot coordinate positions

Success criteria:
- Go across the x axis by the first number
- Go up or down the y axis by the second number
- Draw a dot where the two lines meet

Choose a level or progress through all the levels by plotting these coordinates on the axis above

<table>
<thead>
<tr>
<th>One quadrant</th>
<th>Four quadrants</th>
<th>Four quadrants with fractions and decimals</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 2,1</td>
<td>I. 1, -1</td>
<td>I. 1.5, 2</td>
</tr>
<tr>
<td>II. 1,2</td>
<td>II. 3, -4</td>
<td>II. -2, 1.5</td>
</tr>
<tr>
<td>III. 4,2</td>
<td>III. -5, 4</td>
<td>III. -3.1, -2.5</td>
</tr>
<tr>
<td>IV. 6,3</td>
<td>IV. -2, -2</td>
<td>IV. 3 and ½, -5</td>
</tr>
<tr>
<td>V. 7,5</td>
<td>V. -6, 5</td>
<td>V. -2 5/8, -4.4</td>
</tr>
<tr>
<td>VI. 4,7</td>
<td>VI. 5, -6</td>
<td>VI. 1/3 of 6, 1/2 of -2</td>
</tr>
<tr>
<td>VII. 5,0</td>
<td>VII. -7, -3</td>
<td>VII. -6.7, -5 3/4</td>
</tr>
<tr>
<td>VIII. 0,0</td>
<td>VIII. -4, 2</td>
<td></td>
</tr>
</tbody>
</table>
Keep on practising by accessing this website

https://www.transum.org/Maths/Activity/Coordinates/Picture.asp?Level=1
(or google – Transum coordinates picture) work through all of the different levels which are shown on the bar at the top.
What pictures do you uncover?

Picture 1 –

Picture 2 –

Picture 3 –

Picture 4 –

Picture 5 –

Final challenges

Marie has written the co-ordinates of point A, B and C.
A (1, 1)  B (2, 7)  C (3, 4)
Mark Marie's work and correct any mistakes.

Draw the shape with the following co-ordinates (-2, 2), (-4, 2), (-2, -3) and (-4, -2).
What kind of shape have you drawn?

Jamie is drawing a trapezium.
He wants his final shape to look like this:

Jamie uses the co-ordinates (2, 4), (4, 5), (1, 6) and (5, 6).
Will he draw a trapezium that looks correct?
If not, can you correct his co-ordinates?

Self-assess against the success criteria so that you can pick the correct level for tomorrow's maths lesson

<table>
<thead>
<tr>
<th>LO: Can I plot coordinate positions?</th>
<th>I think:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go across the x axis by the first number</td>
<td></td>
</tr>
<tr>
<td>Go up or down the y axis by the second number</td>
<td></td>
</tr>
<tr>
<td>Draw a dot where the two lines meet</td>
<td></td>
</tr>
</tbody>
</table>
Monday Task 3: Conflicting historical accounts

The city of Baghdad was destroyed by the Mongol Empire. Genghis Khan was the leader of the Mongol Empire. Different historians have different accounts of his actions. Iraqi historians describe him as evil, bloodthirsty and savage who destroyed their beautiful city while Mongolian historians describe him as brave, a tactical genius and one of the greatest leaders the world has ever known. Group these sentences into whether an Iraqi historian would use them or a Mongolian historian would use them to describe Genghis Khan’s and his actions.

| The rivers turned black due to the destruction of the precious inked-recordings kept in the library. |
| Even the Gobi desert could not hold back the spread of the empire. |
| The peace and prosperity of Baghdad would be lost forever. |
| Once a shining beacon of hope, Baghdad was destroyed with very little remains. |
| The impenetrable walls were forced open. |
| Even though Baghdad was on the far side of the continent, Genghis managed to lead his armies there. |
| All soldiers were mercilessly slaughtered. |
| Gold, silver and a rich amount of treasure were plundered from every part of Baghdad |
| Great treasures were brought back to Mongolia. |
| The soldiers chanted Genghis’ name after they took their treasure from the sieged city. |
| The number of horses that the Mongol Empire had was beyond counting. |
| The walls of Baghdad were no match against the tenacity of the Mongolian raiders. |
| Clouds of dark smoke blazed across the sky as the glory of Baghdad was turned into rubble. |
| All the history, all the science, all the discoveries were burned by this man’s evil desire. |
| The guardians of Baghdad were caught off guard as the Mongolian raiders attacked. |
Tuesday Task 1: Refugee story – how does the author create danger?

1. Watch the Seesaw task for today’s lesson. Complete the tasks as directed.
2. Upload your ‘danger’ mind map to Seesaw.

Starter – write a 100 word prediction story. Look at the five words below which have been taken from the story we will be looking at this week. Think about what each one might mean and how they fit together. Write a story in roughly 100 words which uses these 5 words as inspiration!

<table>
<thead>
<tr>
<th>Cold</th>
<th>Fury</th>
<th>Boat</th>
<th>Relentlessly</th>
<th>Europe</th>
</tr>
</thead>
</table>

Section 1 – Read the story slowly and carefully to ensure you understand what is happening.

Cold salty water stings my eyes and soaks my T-shirt. I cling to the clammy wooden edge of the boat as a huge wave swells towards me. The boat tips and I gasp as people slide against me and the air is pressed from my chest.

The sky is turning from light to dark grey; white foam tops the waves. The wind pushes relentlessly against my face, and with the next rolling wave the boat dips so low that buckets of water gush in over the side, soaking me again with freezing water. I feel it creeping above my ankles. No one cries out. Even the baby strapped to the mother beside me is quiet.

Green-grey waves make a wall around us. We rise to the top of another but there is nothing to see except spray blowing like rain in the icy wind. Europe is sprawled somewhere in front of us but I can’t see land. As we slide into the trough, more water rushes over the side of the boat. It is up to my knees. My feet are numb but I can tell that my shoes are heavy with water. I look up again and see a swirling wave bigger than the others rolling towards us in fury. The boat tips. This time we keep on tipping. The boat is full of water so it doesn’t roll up on the wave—it rolls into it, and the wave crashes over us like we are on the shore, only we’re in the middle of the sea. I hear screaming and then nothing as water rushes over my head.

I can’t tell which way is up to sky and wind, and which way is down towards the metres of sea beneath. I open my eyes and they sting but show me nothing more than cloudy bubbling water and the legs of someone just out of reach. I kick up once, my chest burning. I kick up again, knowing that in a second I can no longer fight the desperate urge to breathe in. I kick one last time, my legs tingling. I am about to black out just as wind blasts my face; I suck in air and some spray.

Choking, I pant and gasp; the currents tug me left and right as the swell lifts me up and down. I cannot swim but instinct makes me kick my feet to stay afloat. The shoes my mother bought with three weeks’ wages are so heavy I try to push them off without going under. I know I can’t kick water for long. Already my thighs and arms feel tired. I see four, maybe five, other heads swirling in the waves. How can three hundred people disappear so quickly?

A yellow plastic bag washes towards me. There are clothes inside. The knot has been tied tightly so that the bag is like a floating pocket of air. I cling to it.

A boy appears next to me, bobbing up from under the waves like I did seconds before. I reach out my hand to him. He looks at me. His eyes are big and oval-shaped and he reminds me of Bini. My best friend at home. I reach my hand out to him again and he tries to grab it but instead sinks beneath the waves. He doesn’t come back up.

Who will come to save me? Who knows where I am apart from the others tossing and bobbing in the waves like me? What would Bini do now?

Section 2 – Fill in the table below with words and phrases from the text that are used to make the text seem dangerous.
<table>
<thead>
<tr>
<th>How is the sea made to appear dangerous?</th>
<th>How is the weather made to appear dangerous?</th>
<th>How is the boy made to seem in danger?</th>
<th>Any other methods the author has used to create danger</th>
</tr>
</thead>
</table>
Tuesday Task 2: Maths – Use coordinates to calculate a midpoint on a line

Success criteria
- Measure the coordinates of the point by counting across then counting up or down
- Add the x axis points together and add the y axis points together
- Divide the totals by 2
- Plot the halfway mark by counting across then counting up or down

Calculate the number which is halfway between these two numbers
I. 3 and 5
II. 7 and 11
III. 9 and 3
IV. 15 and 31
V. 150 and 680
VI. 10 and 21
VII. 36 and 75
VIII. 94 and 578
IX. 3.2 and 3.8
X. 7.24 and 10.3

https://www.transum.org/Maths/Activity/Coordinates/ (or google transom coordinates plotter) Continue to practise plotting coordinates so that you are ready for upcoming coordinate lessons. Try to work through all the levels.
Calculate the midpoints of these lines in this single quadrant

Calculate the midpoints of these lines in four quadrants

Remember to self-assess so that you access the right level for tomorrow’s maths lesson.
Tuesday Task 3: Mindfulness the present moment

Play some calm music [https://www.youtube.com/watch?v=qFZKK7K52uQ](https://www.youtube.com/watch?v=qFZKK7K52uQ) is a link or whatever you find calming. Try and find a calm place where you are on your own and work through the activities.

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**THE PRESENT MOMENT**

What does it mean to be present?

The word “present” can mean a gift, and it also describes what is happening right now, in the moment.

Sit quietly and pay attention to what is going on right now using your five senses.

Reflect on what you experience below.

1. Right now I see ...

2. Right now I hear ...

3. Right now I am touching ...

4. Right now I smell ....

5. Right now I feel ...
THE PRESENT MOMENT

What is the difference between the past, the present, and the future?
Below, write and/or draw about something that took place in the past, something that might take place in the future, and something that is happening right now.

Past: ____________________________________________

Present: ________________________________________

Future: _________________________________________
Tuesday additional activity – crooked coordinates
Wednesday - Task 1: Refugee story – danger vocabulary

1. Watch the taught lesson on Seesaw.
2. Upload your completed shades of meaning and sentences to Seesaw.

Starter – Re-read the story carefully. Select and retrieve from the text to sketch the scene. Re-read the text, slowly. Find all the items, objects, characters and other important elements. Use this to draw the scene to the best of your ability, focus on getting all the details that described within the text.

Cold salty water stings my eyes and soaks my T-shirt. I cling to the clammy wooden edge of the boat as a huge wave swells towards me. The boat tips and I gasp as people slide against me and the air is pressed from my chest.

The sky is turning from light to dark grey; white foam tops the waves. The wind pushes relentlessly against my face, and with the next rolling wave the boat dips so low that buckets of water gush in over the side, soaking me again with freezing water. I feel it creeping above my ankles. No one cries out. Even the baby strapped to the mother beside me is quiet.

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Who will come to save me? Who knows where I am apart from the others tossing and bobbing in the waves like me? What would Bini do now?

Section 2 – Danger words, shades of meaning. Organise these dangerous words into their shades of meaning.

Use the coloured charts to organise them from least to most dangerous.

1. Sting, prickle, tingle, wound, burn
2. Cling, hold, clutch, clasp, grip
3. Scream, yell, shriek, roar, shout
4. Tip, topple, capsize, empty, spill
5. Blast, bang, crack, smash, slam
6. Disappear, fade, sink, perish, leave
7. Choke, suffocate, drown, gasp, strangle
8. Push, force, bulldoze, bump, knock

Section 3 – take your most dangerous word and write a sentence that would fit the story using it.

Tuesday – Additional Activity – Crooked coordinates
Wednesday Task 2: Maths - Draw shapes using coordinates

Success criteria:
- Plot the given coordinates by counting across then up or down
- Connect the lines to draw the shape
- Match the missing corner by lining it up with the given coordinates

Draw the shape with the given coordinates and name what the shape is

A. (2, 2) (8, 2) (8, -2) (2, -2) (2, 2)
B. (-7, 5) (-7, 8) (-3, 5) (-7, 5)
C. (-7, -2) (-9, -4) (-7, -6) (-5, -4) (-7, -2)
D. (5, -4) (3, -6) (5, -9) (7, -6) (5, -4)
E. (4, 9) (2, 6) (7, 6) (9, 9) (4, 9)
Use the given coordinates to draw three corners of a rectangle. Plot the coordinate of the missing corner.

I. (-1, 2) (-1, -2) (-5, -2)
II. (-1, -3) (-1, -6) (1, -6)
III. (-6, -6) (-2, -6) (-2, -4)
IV. (6, 4) (4, 2) (2, 4)
V. (4, -6) (-6, 4) (-4, 6)
Using the given line and making sure all corners are on a grid-line, draw 10 right-angled triangles.

Self-assess so that you access the right level for tomorrow’s maths lesson

<table>
<thead>
<tr>
<th>LO: Can I draw shapes using coordinates?</th>
<th>I think:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plot the given coordinates by counting across then up or down</td>
<td></td>
</tr>
<tr>
<td>Connect the lines to draw the shape</td>
<td></td>
</tr>
<tr>
<td>Match the missing corner by lining it up with the given coordinates</td>
<td></td>
</tr>
</tbody>
</table>
Wednesday Task 3: Eid Ul Fitr

1. Last week, we learnt about the importance of Ramadan to Muslims. At the end of Ramadan, they celebrate Eid Ul Fitr.

2. Watch this video about the events and importance of Eid Ul Fitr to Islam - https://www.youtube.com/watch?v=1h4Go3CwF3Y&list=PLBYuGhasfH9_y4j_p3L9qbJN5W3HnXXN&index=8 (or search ‘Eid Ul Fitr – True Tube’ on Youtube.)

3. Watch carefully, and answer the film questions below.

4. Use what you have learnt about Eid Ul Fitr to write a diary entry as a Muslim child, experiencing the joy of Eid.

---

Eid ul-Fitr
Film Questions

1. How do Muslims usually say “Happy Eid”? 

2. When does Eid ul-Fitr start?

3. What is fasting?

4. When do Muslims break their fast?

5. Why does the girl say that Ramadan is “so beautiful”?

6. What is the first event of Eid ul-Fitr?

7. Complete Danya’s sentence: “Now is a whole day of celebration and...

8. What sort of things do Muslims do on the day?

9. What is an Eidi? (Or Eidiya?)

10. What is the difference between “Zakat” and “Sadaqat”?

11. Why do you think that Muslims remember the less fortunate at Eid ul-Fitr?

12. Complete the girl in glasses’ sentence: “We’re going to go to a restaurant during daylight... _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _!”
What to include in your diary entry:

- Key events during the day – where do you go?
- Key people you see – who do you meet up with?
- Why is Eid happening?
- How do you feel about Eid? Why is it a special time for Muslims?

Here is my example of the first section of a diary to help you - WAGOLL:

Dear Diary,

Today is finally the day! It is Eid Ul Fitr! The very first thing I did was run down stairs and screamed “EID MUBARAK!” to my family. After that, I ran back upstairs and got myself dressed. I wore my finest emerald green hijab as I knew we were visiting the Mosque today. We picked up my whole family in the car on the way to morning prayer and we sang all about Allah the whole way there! After a whole month of Ramadan, where we fasted from dawn til dusk, I feel so close to Allah, it really reminds us how lucky we are...
Thursday Task 1: Refugee story – planning

1. **Beginning – how will you set the scene?**
   - Where does your story start?
   - Who is there?
   - What are they doing?

2. **Middle – build up the tension**
   - What is the problem?
   - What happens? (Lots of action)

3. **End – ‘cliff hanger’ ending**
   - What happens to the main characters at the end of the story?
   - What might your last line be?

**Who are your characters?**

**Setting**
- Where is your refugee now?
- What can be seen there?
- What can be heard there?
- How might your characters feel there?
Thursday Task 2: Maths - Translating shapes using coordinates

Success Criteria:
- Measure the position of the vertices
- Add or subtract to match the translation
- Plot the new position of the vertices
- Check that the shape has not changed

Rectangles in one direction
Use the axis below to draw where these shapes should be after they have been translated

I. Shape one → 2 right
II. Shape two → 5 down
III. Shape three → 4 left
IV. Shape four → 8 up
V. Shape five → 9 down
VI. Shape six → 6 right
Mixed shapes in two directions

Use the axis below to draw where these shapes should be after they have been translated

I. Shape one → 3 left, 2 down
II. Shape two → 2 right, 1½ up
III. Shape three → 2 left, 5 down
IV. Shape four → 7 right, 9 up
Compound shapes in two directions

Use the axis below to draw where these shapes should be after they have been translated:

I. Shape one → 3 left, 2 up
II. Shape two → 4 ½ right, 6 down
III. Shape three → 1 right, 6 up
IV. Shape four → 8 right, 1 ½ up
V. Shape five → 8 ½ left, 3 down
VI. Shape six → 4 ½ right, 4 down

Make sure you self-assess so that you access the right level tomorrow.
Thursday – Task 3 – Light

1. Work through the different sections of this lesson, completing the tasks as directed.
2. Upload your completed explanation on light and colour to Seesaw.

Section 1 – Newton discovers the colours – read this section

In the 1670s, Newton discovered colour. Not that everything was black and white before then! It was just that no-one had worked out why different things are different colours.

Newton shone light on a prism - a triangle block of glass - and found that the light separated into different colours. He discovered that white light is actually made of all the colours of the rainbow mixed together. Things look green or red or blue when white light shines on them because they reflect the green, red or blue part of the white light.

Section 2 - Watch this video for an explanation of Newton’s experiment - https://www.youtube.com/watch?v=--b1F6jUx44

Section 3 – Complete your own light investigation. There are two options on the next page, choose the one you have the resources to do. For number 1, you’ll need a mirror small enough to put into a glass, and for number two, you’ll need colouring pens/pencils.

Section 4 – Watch this video for an explanation of how we actually see light – the first part is quite wordy so you can skip to 1:33 if you like! https://www.youtube.com/watch?v=UZ5U6nU7oOI

Section 5 – Prove me wrong! I made a statement below. You must write an explanation, using what you have learned about light this lesson, which proves me wrong. You should also draw a diagram, which supports your explanation.

‘Light has no colour’

That is incorrect. Light is made up of all colours. I know this because

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Evidence to prove me wrong (what did you see in your experiment?):

Key words:
Light, refract, prism, waves, reflects

A diagram to prove me wrong (How do I see a yellow pencil?):
Option 1:

Make a rainbow

You will need...

A glass of water
A mirror that will fit in the glass
Some sunlight

What to do...

Fill the glass with water and put the mirror in it so it lies on its edge.

Let sunlight fall on the mirror and watch as it forms a rainbow outside the glass. Sometimes the rainbow will fall on the table, or on a wall or ceiling, so have a good look for it.

Be careful! Do NOT look directly at the sun or at the reflected sunlight from your mirror. It can permanently damage your eyes.

What is happening?

The light from the sun bends as it enters the water, just like it bent when it entered Newton’s glass prism. White light is made up of all the colours of the rainbow. Blue light bends more than red light, so the colours are spread out.

Option 2
Friday Task 1: Refugee Story – Writing your story
1. Watch the video on Seesaw, ensure you have your plan nearby as you will need it.
2. Submit your finished story to Seesaw.

<table>
<thead>
<tr>
<th>Expanded noun phrases</th>
<th>Personification</th>
<th>Tension building</th>
</tr>
</thead>
<tbody>
<tr>
<td>The once mighty, joyful city was destroyed.</td>
<td>The sea spat waves into my face.</td>
<td>Senses/turn out the lights/ keep it building/ vary the pace</td>
</tr>
</tbody>
</table>

WAGOLL:

Destroyed remains of my once powerful, loving city crunched beneath my feet. We walked. Walked. Surrounding me were familiar faces that I had seen all of my life, however none seemed friendly now. I pull my brother closer to me, feeling his small, soft palm tighten around my index finger. The dust from the floor spits in our faces every step we take: we try to shield our eyes but it doesn’t work. The sneering remains of war glare at us from behind as we walk. Walk. Walk. Ahead of us, stretching for miles, is just dust and hope.

We walked silently until the darkness. It was an unsettling, menacing darkness, full of dancing shadows and the occasional bang of the war surrounding us. Mama had packed me a torch she had found for the journey. The batteries in my torch were running low and the beam kept flickering and fading as I moved it from side to side, ensuring we were heading in the right direction. All of a sudden, a beam of light hit the ground. Triumphant, I thought my torch had come back to life; the beam was not from my torch. The thump thump thump of the helicopter overhead was deafening. Out of the menacing night, torch beams were pointing at us from all directions, the wielders yells instructions to get down on the ground, closing in like a pack of hyenas. I grabbed my brother and we hid inside a bush, the sharp, scratching thorns dug into our skin and I covered his mouth with my hand to stop his inevitable complaints. Through the prickled, knotted branches I could see my fellow citizens being arrested by the armed soldiers.

Seconds felt like minutes, minutes felt like hours and hours felt like days as the soldiers rounded up our terrified, hopeless neighbours until it finally seemed they had finished. The branches of the bush held us tight in its arms, not allowing us to move, only watch. Peering through the gap, I watched the soldier closest to me ticking a list. What was it for? What will they do with them now they’d been caught? Why did we do this? Seemingly unsatisfied, the soldier began to pace the surrounding area again, his torch darting left to right. I huddled closer to my brother. I closed my eyes and kissed his head. Stay still. Stay quiet. Stay safe. Not knowing how much time had passed, I risk taking a peak – just then, the piercing torch beam shone into my eyes.
Friday Task 2: Maths - Reflecting shapes using coordinates

Success criteria:
- Measure the vertices
- Turn a positive into negative or a negative into positive
- Plot the new point and connect the points

Reflect rectangles
Reflect the pink rectangles in the x axis
Reflect the red rectangles in the y axis
Reflect complex shapes
Reflect the pink shapes in the x axis
Reflect the red shapes in the y axis
Translate and reflect complex shapes

I. Shape 1 → 3 right, 2 down then reflect
II. Shape 2 → 2 left, 3 down then reflect
III. Shape 3 → 4 right, 5 up then reflect
IV. Shape 4 → 3 right, 1 down then reflect
V. Shape 5 → 3 down, 4 left then reflect
VI. Shape 6 → 3 right, 3 up then reflect
Friday Task 3: Computing

2. Open an online scratch project (see picture below)
3. Follow the green tabs to complete the project. (See below)
4. Upload either a video of your project working, or a screenshot of the code, when you are finished.

Click here to open an online scratch project.

Use these green tabs to follow the instructions.

Once you have reached this screen, you have completed the project and you can upload a video of your project working, or a screenshot of your code to Seesaw.

If you'd like to keep improving, you can follow the challenges and keep improving! Upload a video of your game working or a screenshot of your code when you have finished.
**Bread in a bag**

1 big resealable plastic bag – ziplock if possible
3 cups flour (3x 160g)
3 tablespoons sugar
1 packet yeast (rapid rise or regular)
1 cup warm water (200ml)
3 tbsp oil
1 teaspoon salt (this can be to taste)

- In a resealable plastic bag place 1 Cup of flour, sugar and yeast and add in warm water.
- Squeeze air out of the bag and seal.
- Squish with your hands until well mixed together.
- Let it rest for 10 minutes at room temperature. Bubbles will form.
- Open bag and put in 1 Cup of flour, oil and salt.
- Seal bag again and squish until well blended.
- Add last cup of flour and continue mixing in the same manner until well blended.
- Remove dough from bag and put onto a lightly floured surface.
- Knead for 5-10 minutes or until smooth.
- Divide dough in half and place each half into a greased mini loaf pan or make one large loaf
- Cover with a towel and allow to rise for about 30 minutes.
- Bake in a 180 degree oven for 25-30 minutes or until bread is golden brown.

We tested this recipe and this is how it came out!

Don’t forget to take a picture of your attempt to share on your class Zoom – or even better, bring the real thing!