

Morning Challenge:

1) $456 \times 22 =$

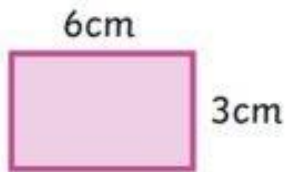
2) $620 \times 35 =$

3) 455 divided by 5 =

4) 22, 384 divided by 7 =

5) 10% of 200 = 20% of 200 = 40% of 200 =

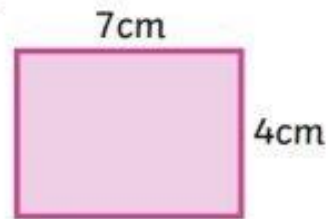
1.



area =

perimeter =

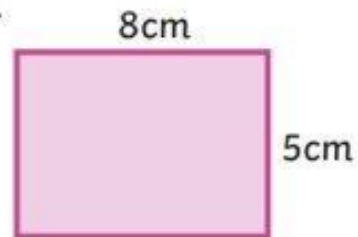
2.



area =

perimeter =

3.



area =

perimeter =

24.6.26

TBAT- calculate the area of compound shapes.

3 in 3

1. $3,798 \div 9 =$

1 m

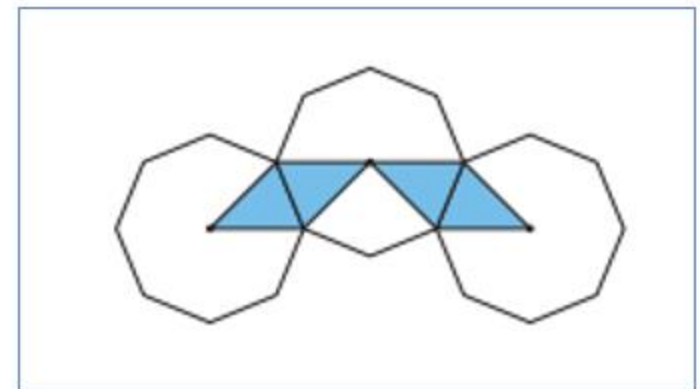
2. $4 \times \frac{2}{5} =$

3. Complete the table for this shape.



Name of shape	Number of edges	Number of faces	Number of vertices

Challenge: What fraction is shaded?



Key Information

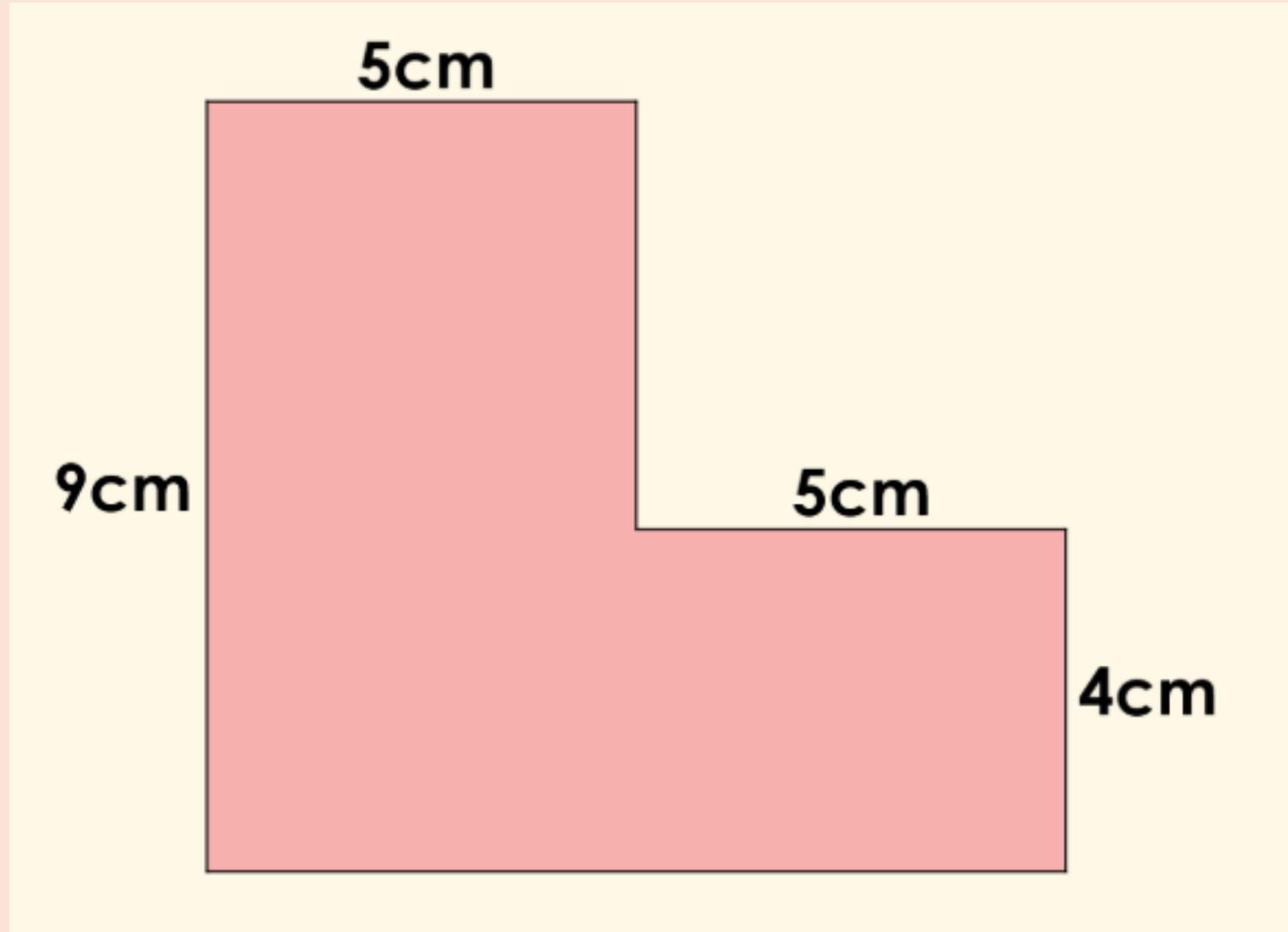
The **area** is the measurement of the surface of a 2D shape. It is measured in unit squares such as centimetres squared (cm^2).

A **rectilinear shape** is a polygon where all lines meet at right angles (90°).

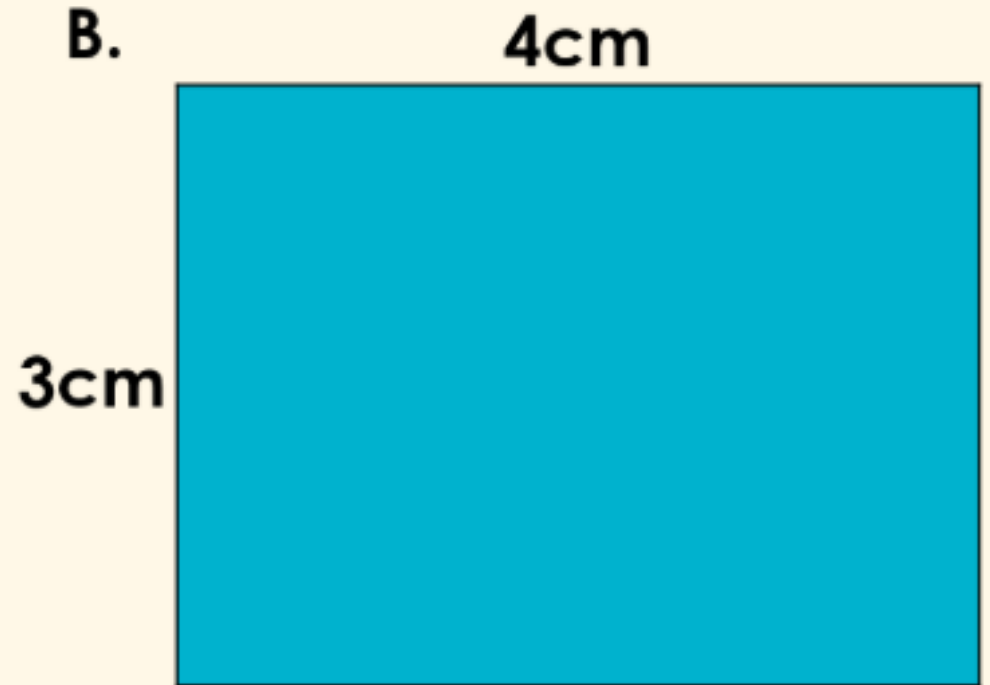
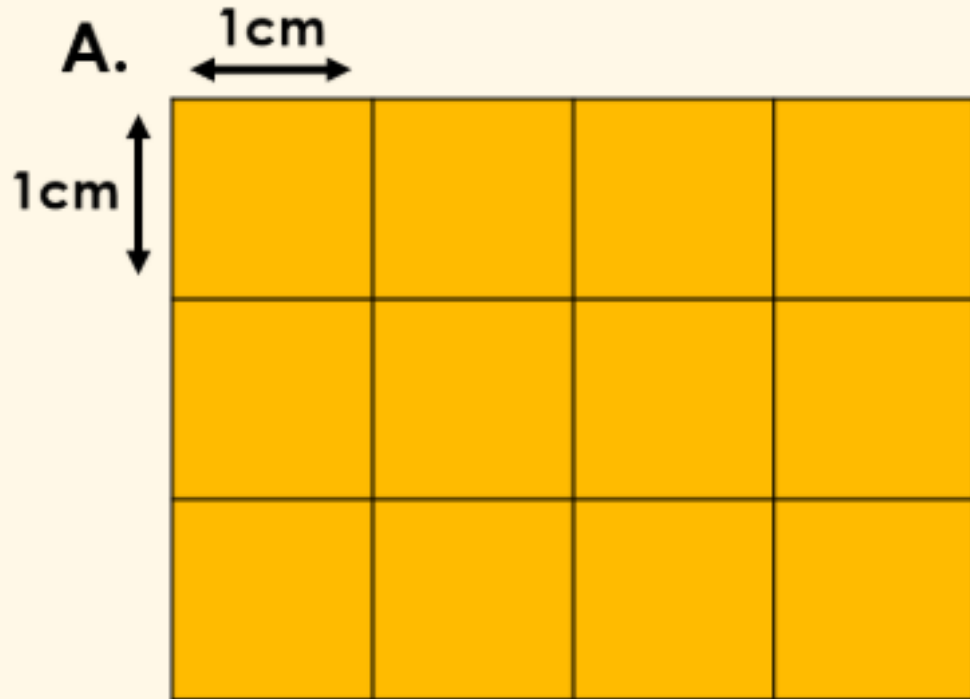
A **composite** or **compound shape** is any shape that is made up of two or more geometric shapes.

A **conversion** is a change in the form of a measurement.

Recap: Calculate the perimeter of the compound shape.

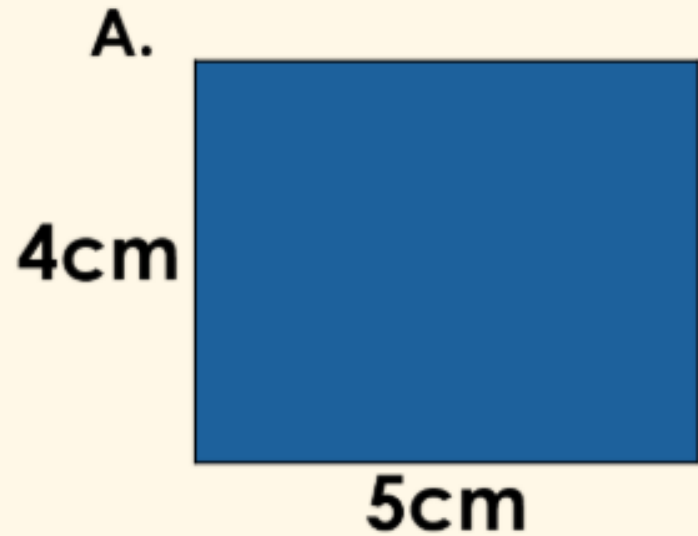


Talk partners: Calculate the area of shape A and B.



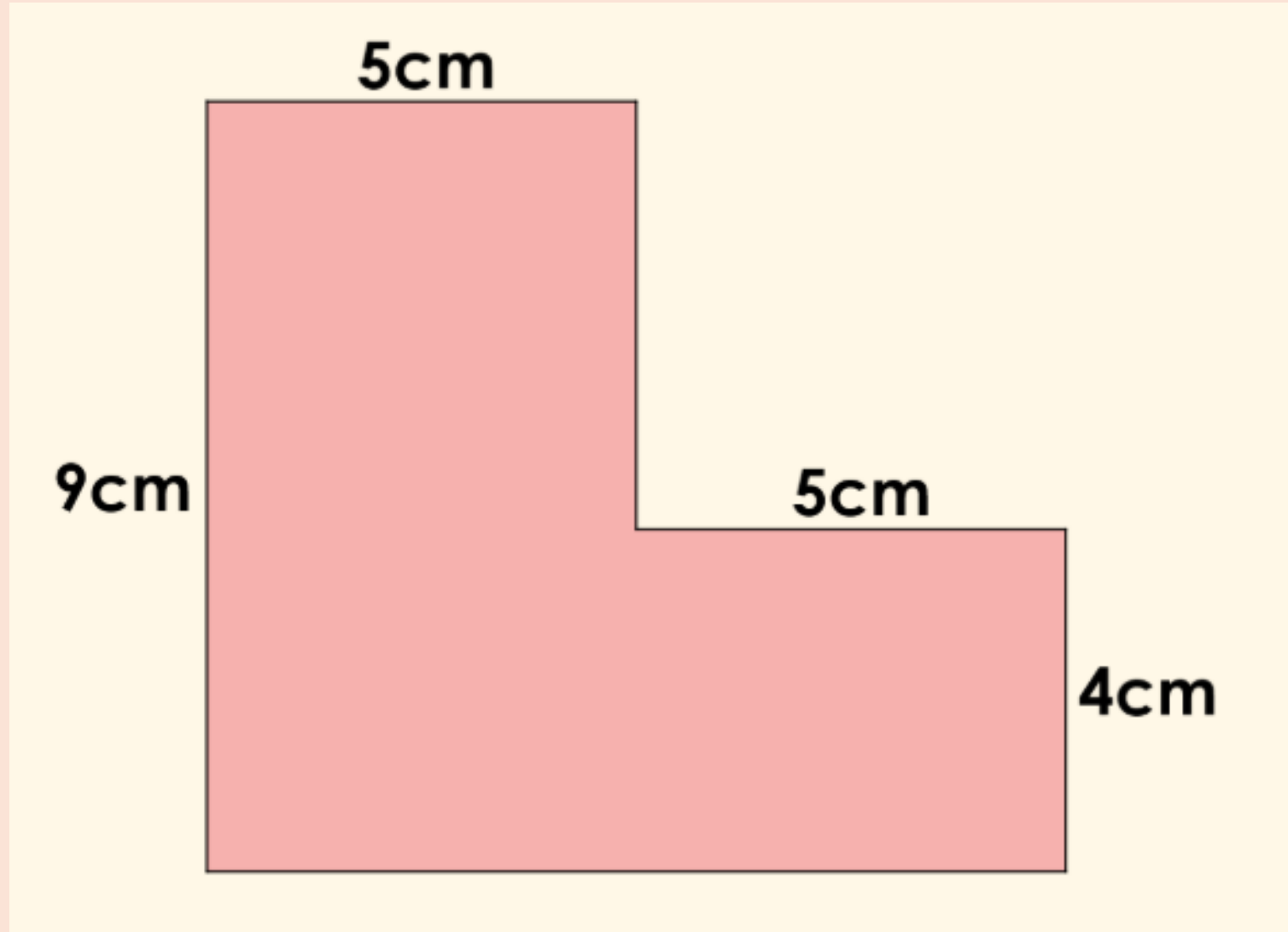
What do you notice?

In books: calculate the area of your rectilinear shape.

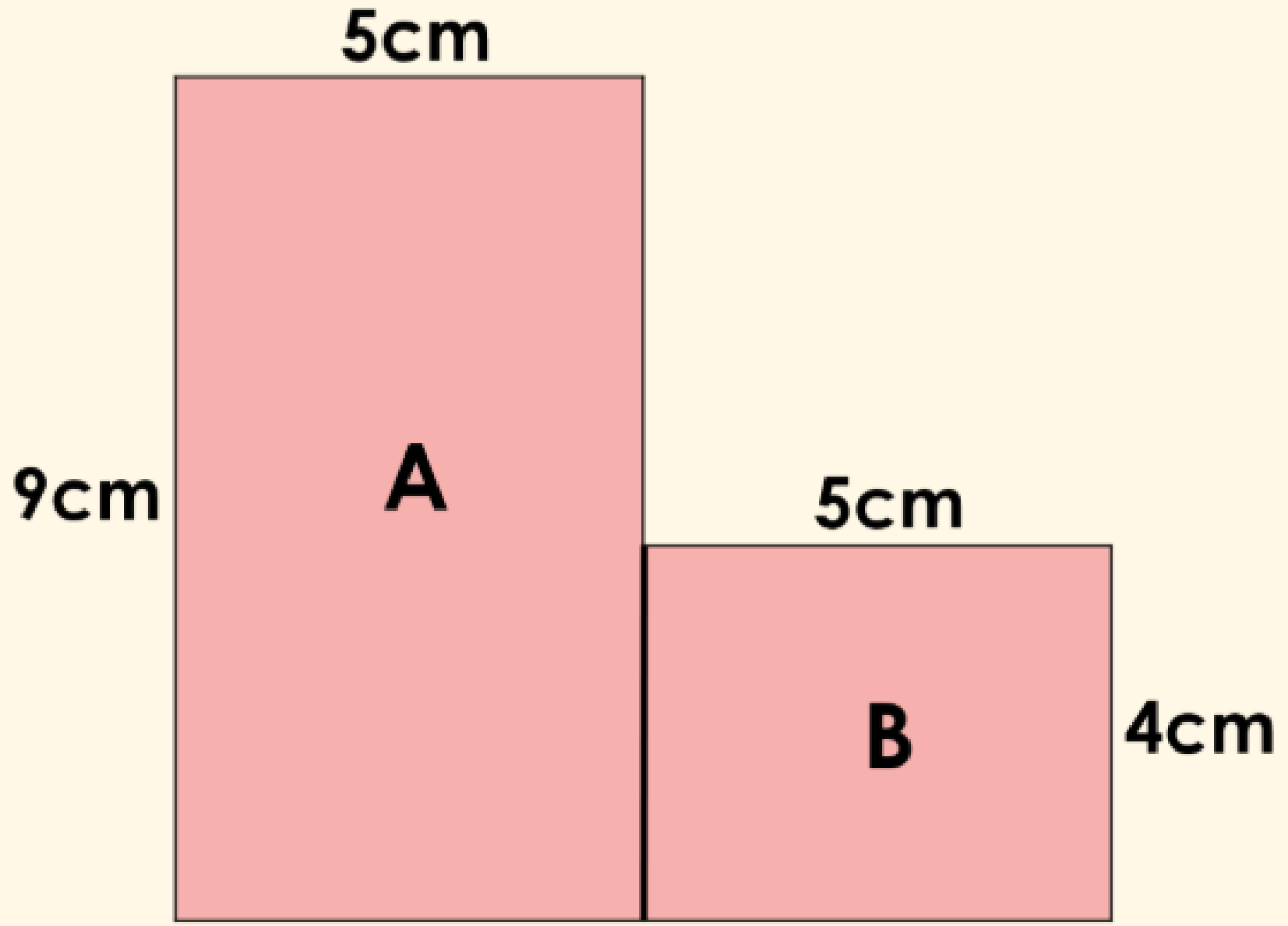


Challenge: Write the formula for calculating the area of a rectilinear shape.

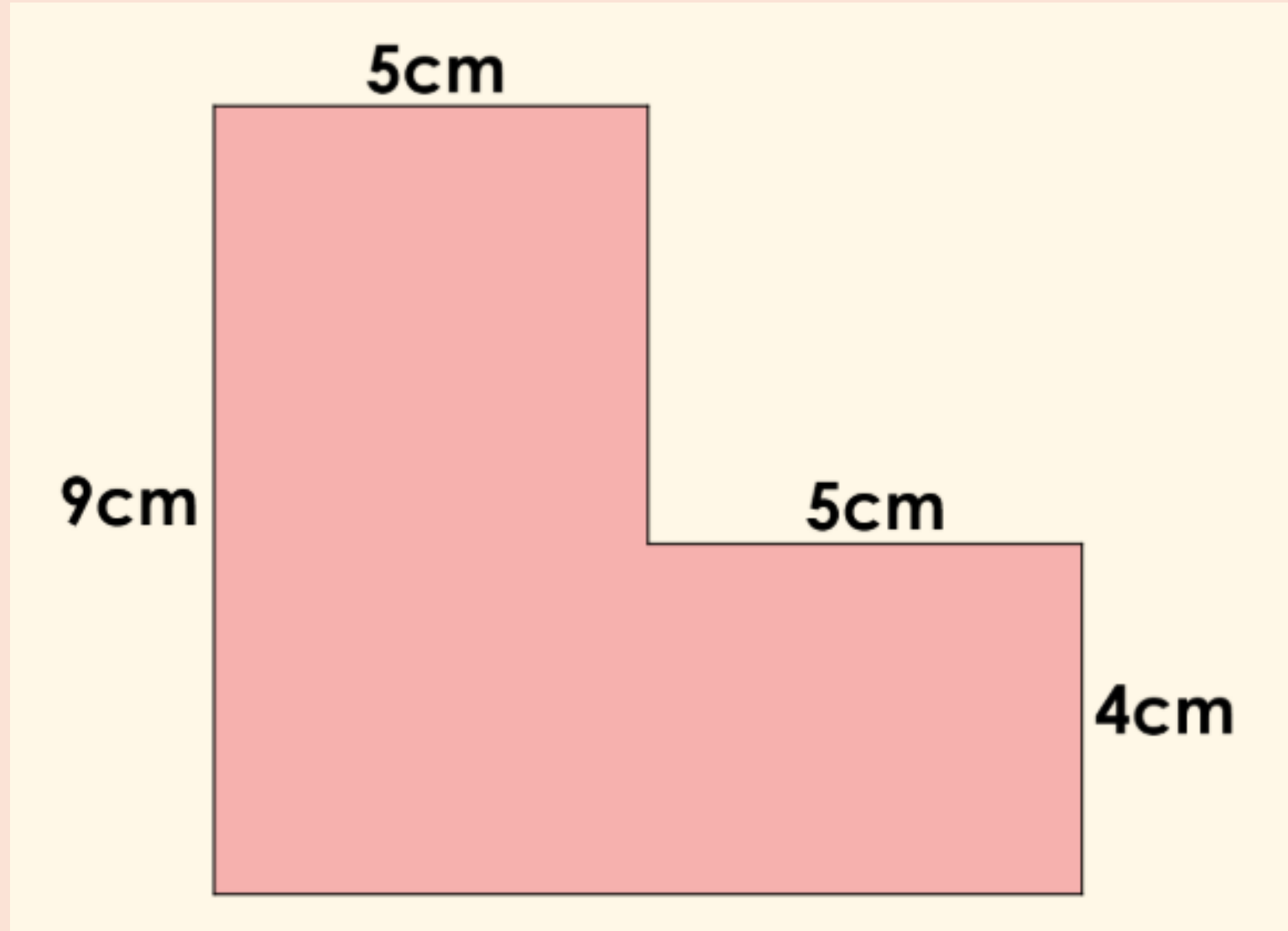
Talk partners: How would we calculate the area of the compound shape?



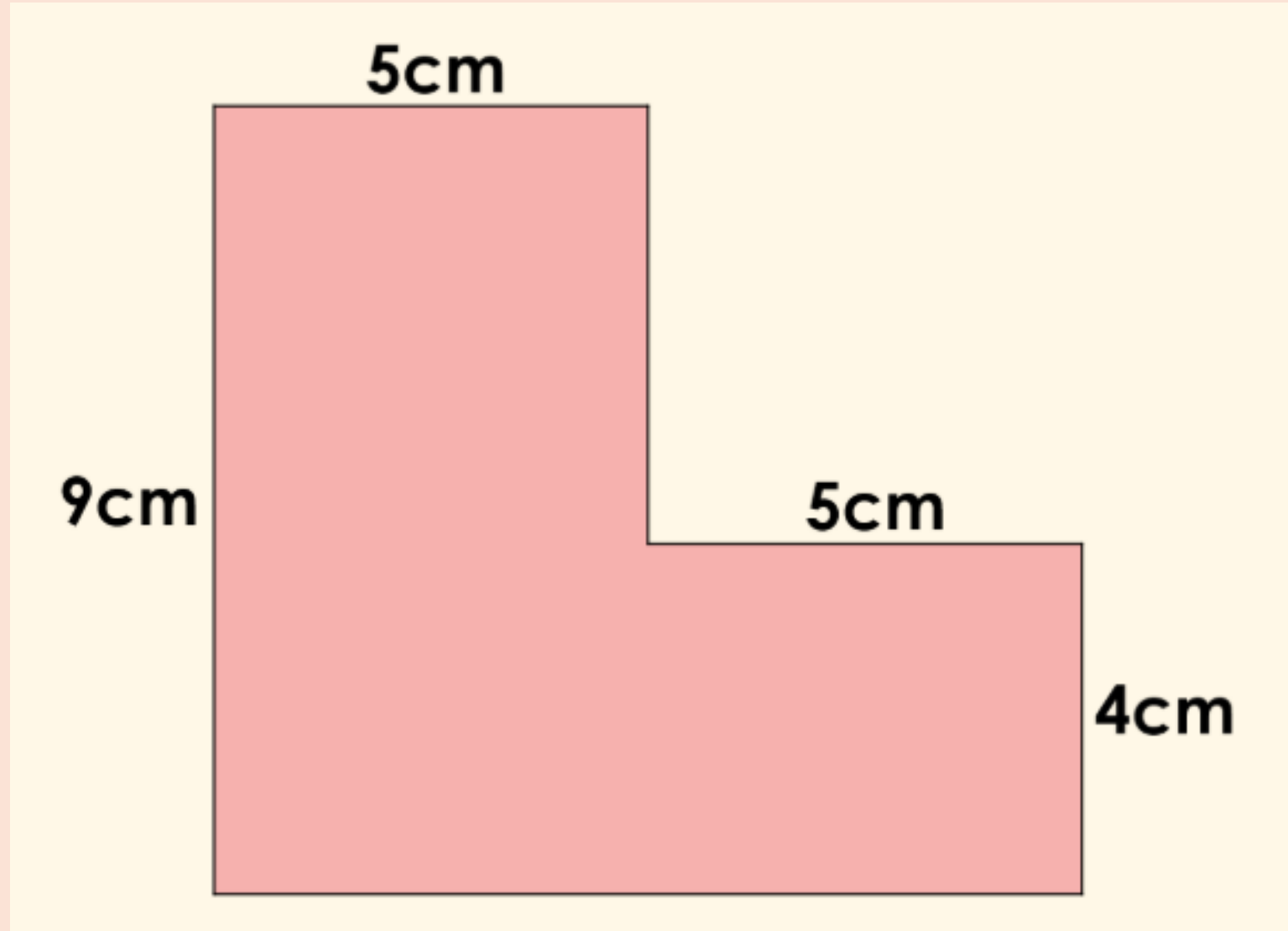
Class work:



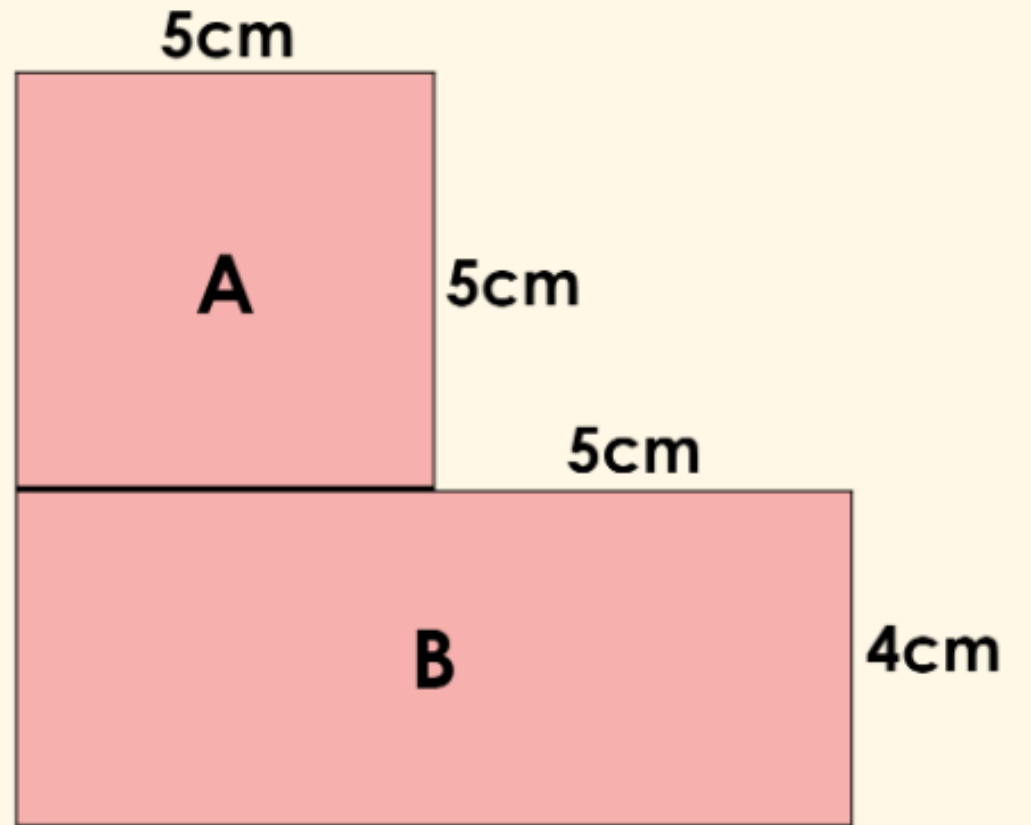
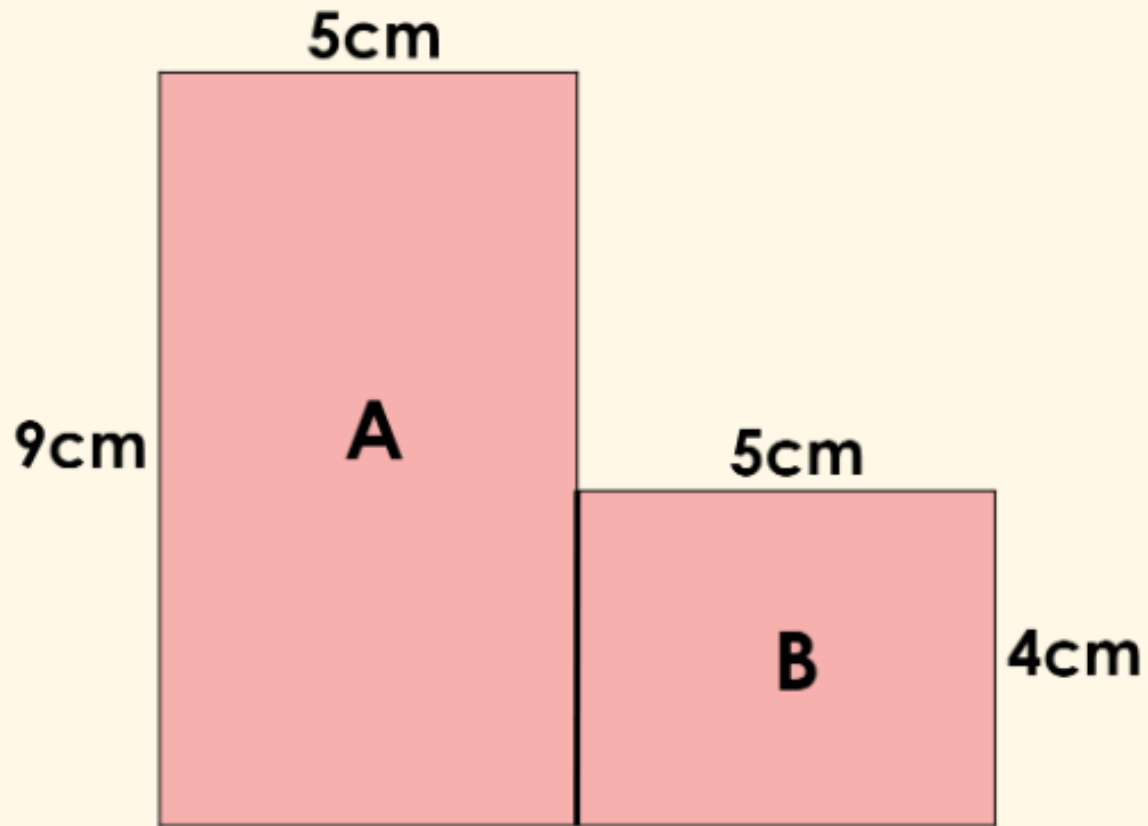
What is the first thing we must do before we can calculate the area of this shape?



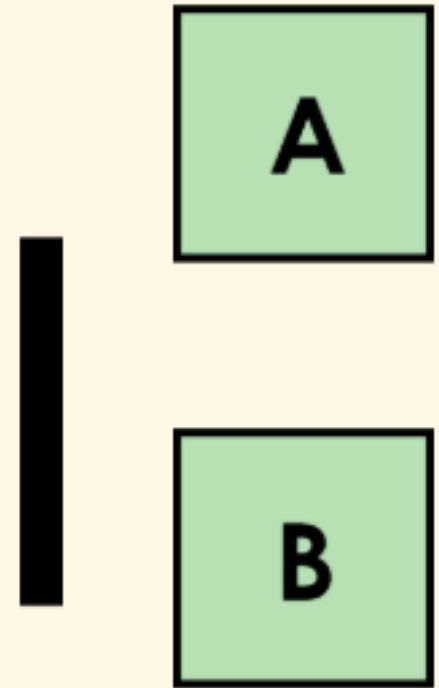
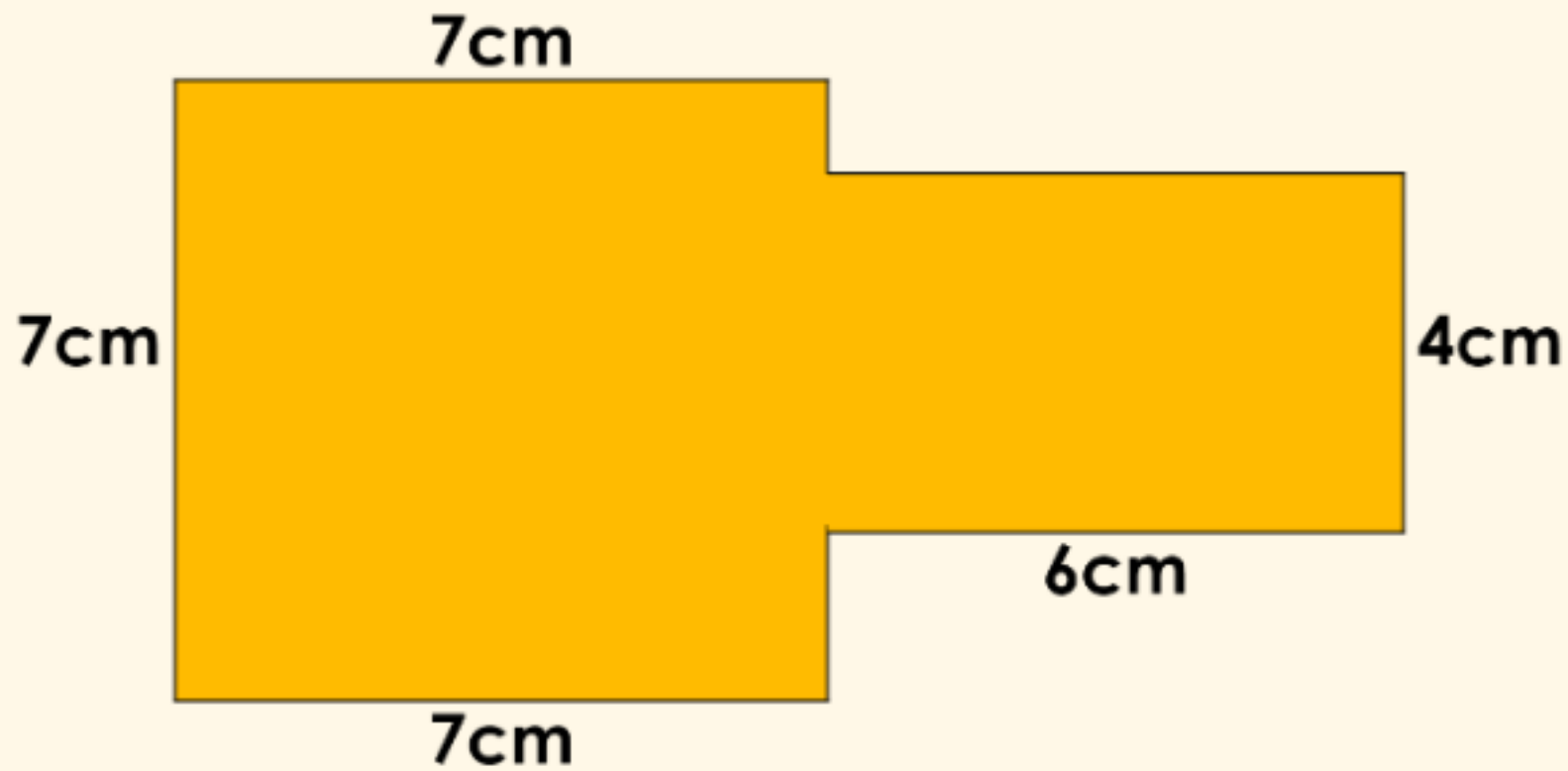
Talk partners: In pairs decide where we would partition this shape to calculate the area.



Does it make a difference to the answer?

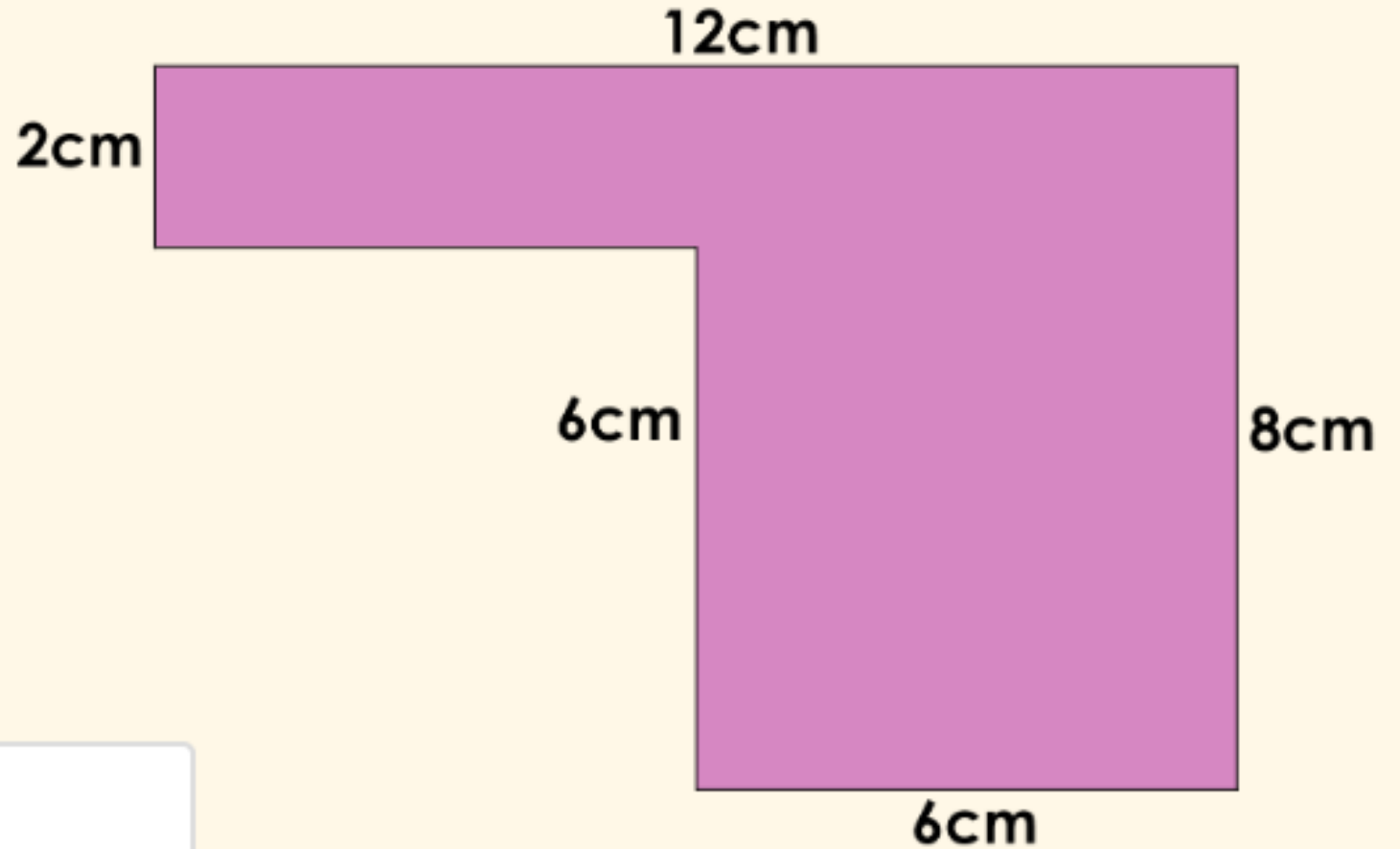


Use the labels to split the shape.



Whiteboard work:

The area of the compound shape is 64cm^2 . True or false?

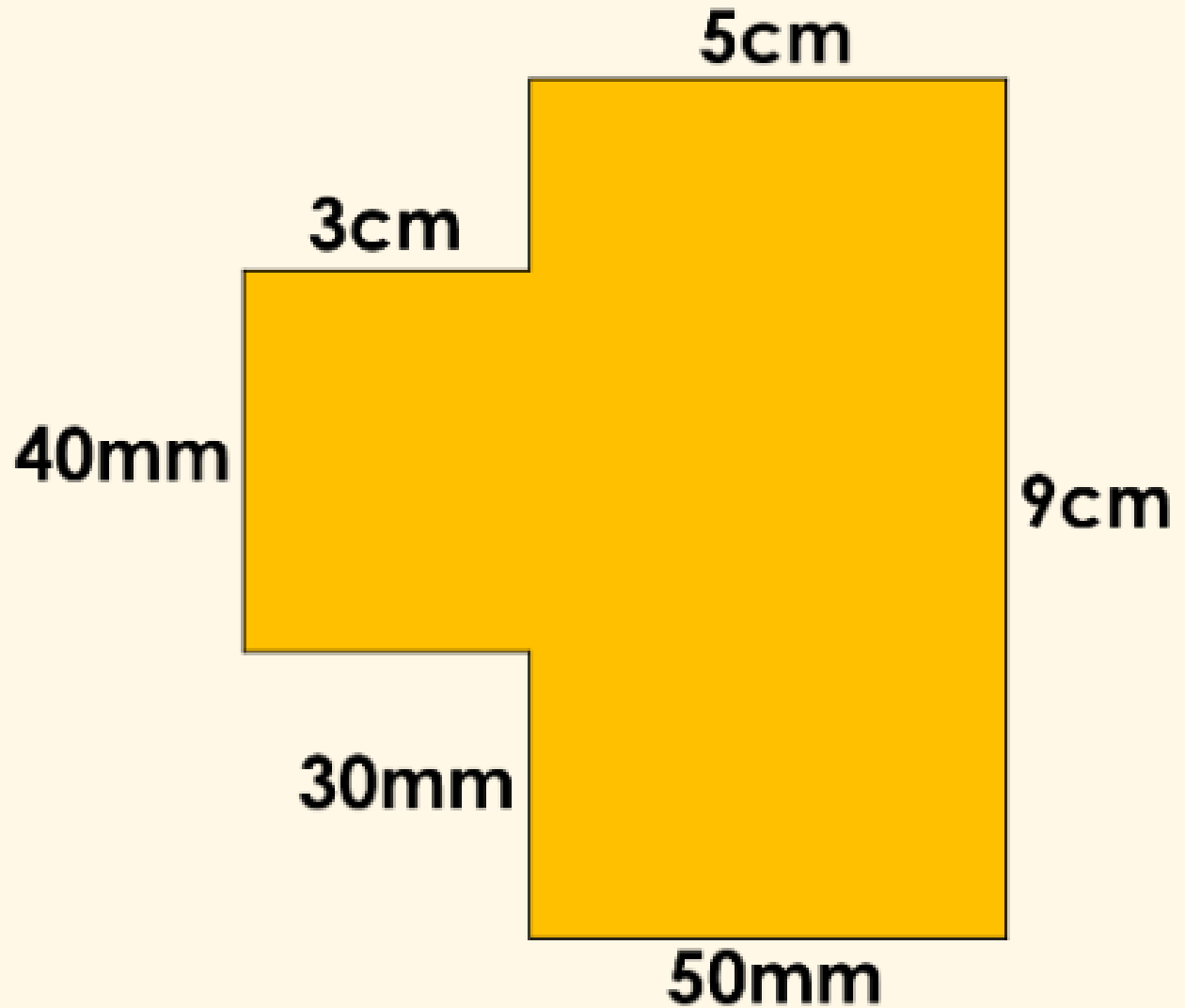


True

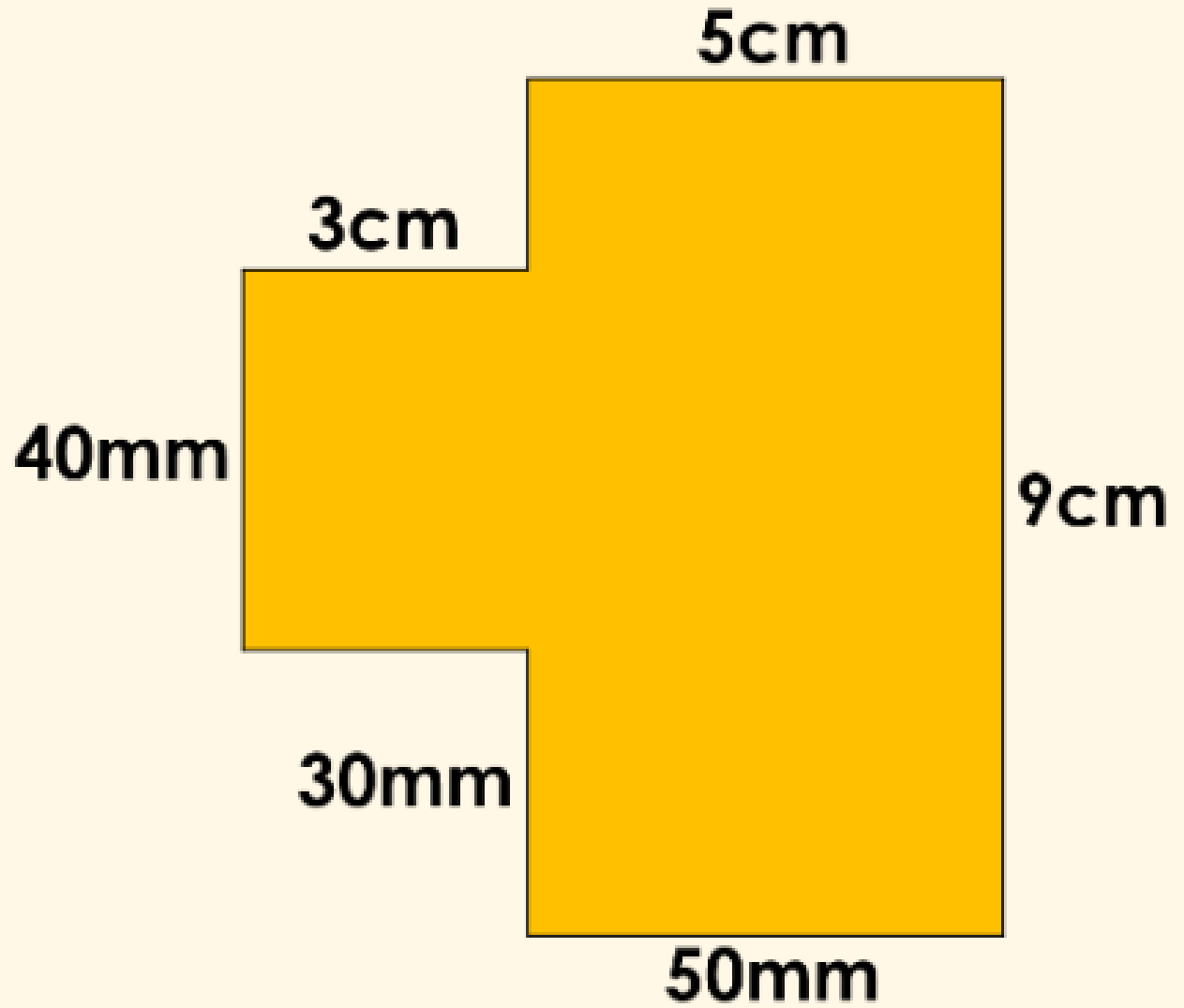
False

What are the steps
to success to
calculating the area
of this shape?

Look carefully!

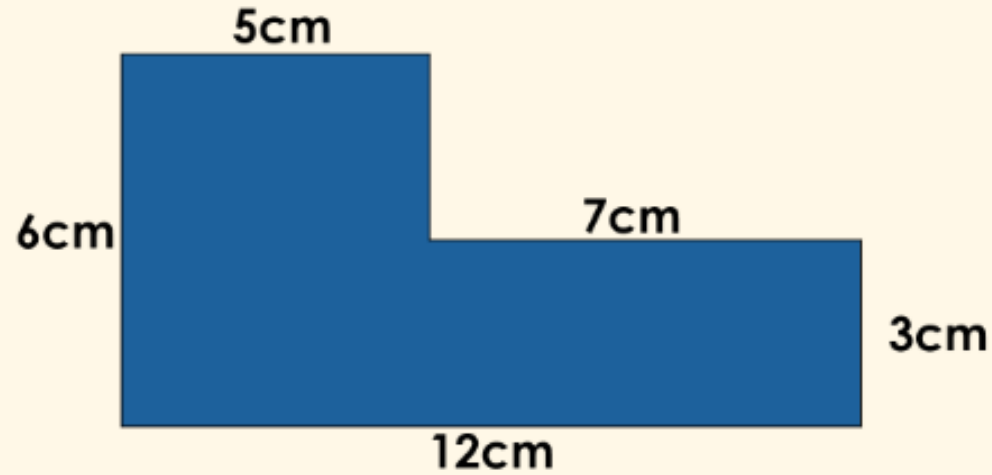


Whiteboard work:



Whiteboard work:

Aimee is investigating the area of this compound shape.

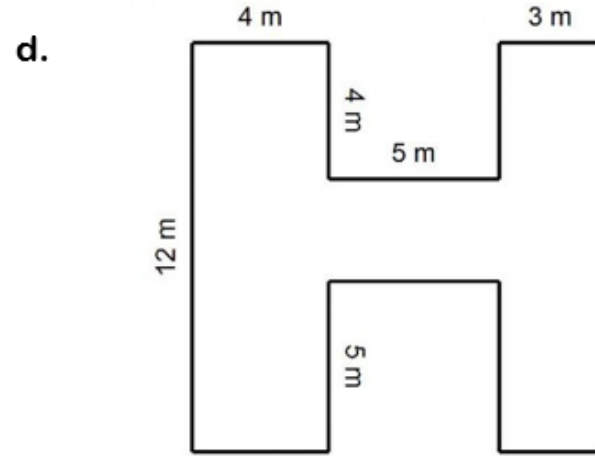
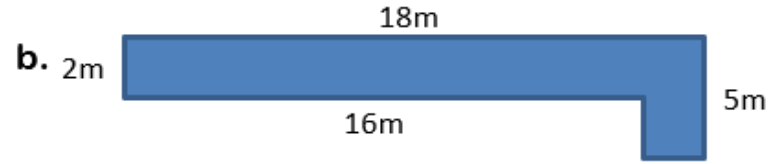
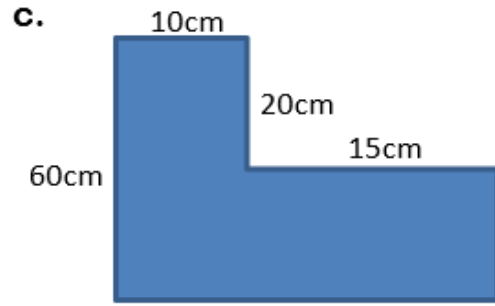
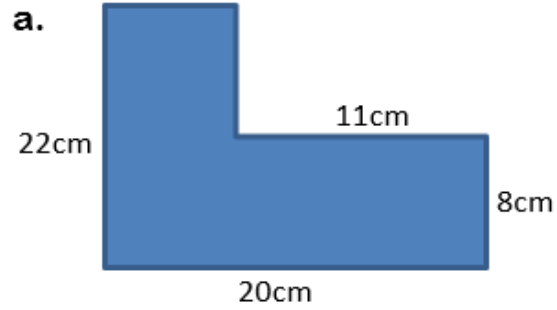


Aimee

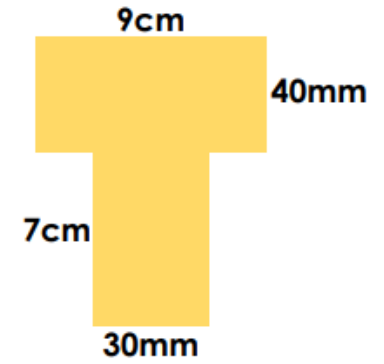
The area of this compound shape is 66cm^2 . I know this because $6\text{cm} \times 5\text{cm}$ is 30cm^2 and $12\text{cm} \times 3\text{cm} = 36\text{cm}^2$. When I add these together, the total area of the compound shape is 66cm^2 .

Is Aimee correct? Convince me.

Independent:

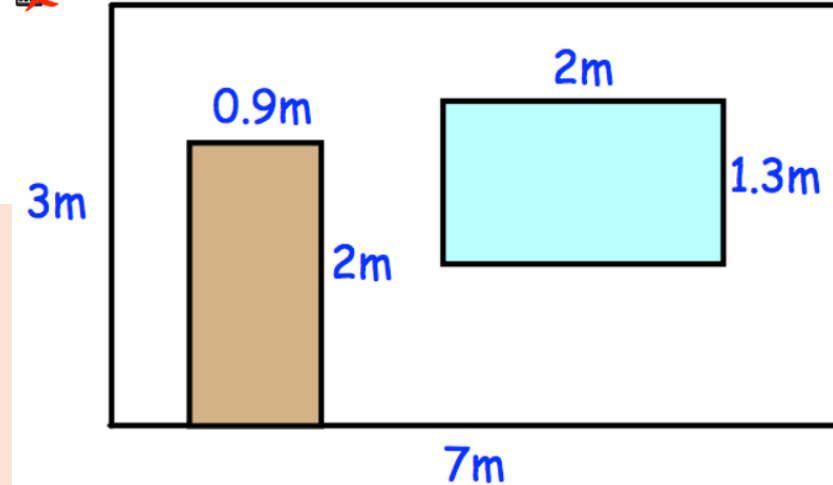


6a. Oscar thinks the area of the shape is 57mm^2 .



Is he correct? Convince me.

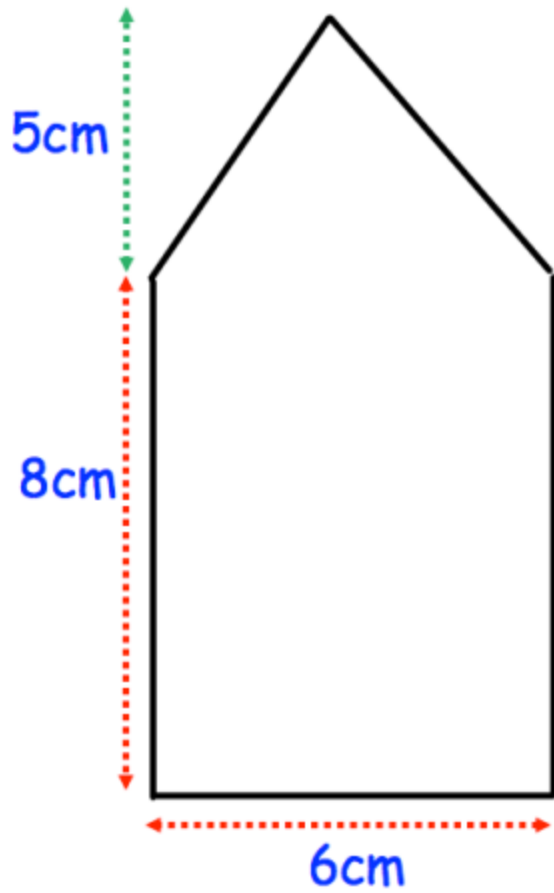
5. Connor is painting the front of his house.



The tin of paint he has can cover 16m^2 .

Will he have enough paint?
You **must** show your workings.

Challenge:



Calculate the area of the shape above.

Mastery:

The shape below is made from five identical squares.



The area of the shape is 180cm^2 .

Work out the length of side y .

Paint : no, only cover 16

Ch: 63

Mastery: 6

Thursday 25th June

TBAT: use descriptive devices to create powerful images for the reader.

3 in 3

In the dim, crumpled streets of the old city, the man moved slowly, feeling a wave of desolation settle over him like a heavy blanket. The buildings rose in soaring, sculpted shapes, yet their beauty felt translucent, fading each time he blinked. Shadows undulated across the walls in erratic, unfamiliar patterns, making him feel a deep disorientation as though the ground itself was shifting beneath his feet. Even the wind seemed to whisper warnings, curling around corners like a creature alive. Nothing here felt familiar, and the city—a maze of darkness and doubt—pressed in on him, urging him to leave before it swallowed him completely.

1. Identify the subordinate clause in this sentence from the paragraph:

"Even the wind seemed to whisper warnings, curling around corners like a creature alive."

2. Add parenthesis to this sentence to give extra detail:

The man stepped through the undulating shadows of the street.

3. What words or phrases show that the man feels lost or unsettled in the city?

Explain how they create this feeling.

TBAT: use descriptive devices to create powerful images for the reader.

Talk partners:

Pick your favourite descriptive sentence from your planning sheet from:

Paragraph 1

Paragraph 2

Paragraph 3



Be prepared to share (lollipop sticks)

TBAT: use descriptive devices to create powerful images for the reader.

Checklist:

Sentence Openers

I used fronted adverbials (e.g. *In the distance, As the sun rose, Through the shadows,*).

I used a range of sentence starters so my writing doesn't sound repetitive.

Descriptive Features

I used expanded noun phrases (e.g. *the towering, sculpted buildings*).

I used ambitious vocabulary to create atmosphere.

I used figurative language, including:

Simile (e.g. *like a maze of shadows*)

Metaphor (e.g. *the city was a labyrinth*)

Personification (e.g. *the wind whispered warnings*)

Alliteration (e.g. *silent stone streets*)

Grammar & Sentence Structure

I used subordinate clauses (e.g. *Although he felt afraid, he kept walking.*).

I used comparative conjunctions where needed:

whereas, although, however, on the other hand

I used parenthesis to add extra detail (brackets, dashes or commas).

I checked that my sentences make sense when I read them aloud.

TBAT: use descriptive devices to create powerful images for the reader.

Checklist:

Punctuation

I used capital letters and full stops correctly.

I used commas for:

fronted adverbials

lists

extra information (parenthesis)

Paragraphing & Structure

I wrote three clear paragraphs:

The dark city

The bright owl-shaped city

A comparison

Each paragraph has a clear focus and builds atmosphere.

I used linking words to connect ideas smoothly.

Atmosphere & Effect

I created a mood (gloomy, hopeful, tense, mysterious).

I showed the man's feelings (fear, loneliness, hope, disorientation).

I used details that help the reader picture the scene clearly.



TBAT: use descriptive devices to create powerful images for the reader.

Paragraph 1:

In the fading darkness, the man walked through the gloomy, crumbling streets of the old city, where the towering, twisted buildings seemed to lean over him like watching giants. The air was thick and heavy and the shadowy streets whispered with cold winds that crept along the ground. The city felt alive, but not in a comforting way—the windows glared like angry eyes and the silent, empty alleyways made him feel small and forgotten. Although he tried to stay brave, the man knew he could not remain in this place any longer; the dark city (once his home) had become a cage of fear and loneliness.

TBAT: use descriptive devices to create powerful images for the reader.

Paragraph 2:

As the sun rose, the man stepped into the bright, breathtaking city perched on the cliffs, where a colossal owl-shaped structure, with wide, glowing eyes and carved stone feathers, watched over everything like a gentle guardian. High above the rooftops, flocks of delicate birds drifted gracefully and the spiralling, stacked houses shimmered in the warm light. The city felt strange yet hopeful, as if it were a new world waiting to welcome him. **Even though he felt foreign and unsure**, the man sensed that this place—with its soft winds, warm colours and peaceful boats—might finally offer him safety.

TBAT: use descriptive devices to create powerful images for the reader.

Paragraph 3:

Compared to the dark city he left behind, the new owl-shaped city felt alive with hope. The old city was cold, silent, and threatening, **whereas** the new city was bright, welcoming, and full of gentle movement. The man still felt nervous, **although** he could sense that this strange place might help him rebuild his life. The dark city trapped him in fear, **however**, the new city seemed to open its arms to him. The old streets were empty and unfriendly, **on the other hand**, the new pathways—filled with light and life —made him feel that he might finally belong.

**How can we
respect different
relationships?**

During this lesson we will:

Learn
about different
types of
relationships.

Consider
how relationships
might be different
to one another.

Consider
Why it is important
to respect other
people's
relationships.

Develop
our skills of
respect.

Talk about it...

Family relationships
(immediate family, wider family circle)

Professional relationships
(school, work, society)

Personal relationships
(friends, romantic partners)

How many different relationships can you identify in three minutes?

E.g. sister, uncle, doctor, teacher, best friend and boyfriend.



Learn about it...

People will have lots of different relationships with a wide range of humans throughout their lifetime. Some of these relationships will be with people who are like us, others with people that are different to us. Your relationships won't necessarily look the same as other people's.



Family relationships:

Include groups of people who care for each other. They can be related by birth, marriage, or adoption, and usually live together or spend a lot of time together.

Professional relationships:

Include the people you will work and communicate with at school, college, university or within a job. It also includes people that help us professionally like doctors.

Personal relationships:

Include connections with people you choose to spend time with, like friends, boyfriends, girlfriends, or husbands and wives.

Learn about it...

How are the relationships similar and how are they different?

"I have lots of different groups of friends, from school, my church, my street and dance club, they're all great."

"Cool! I have one small group of friends. We have been mates for years and we have such a laugh."

"Oh, I would love a sister! I live with my mum, The two of us are really close."

"What about your family? I live with my mum, dad and older sister, who can be a bit annoying."

"My nan is coming to live with us soon as she needs extra help."

"That's nice. My sister's moving out soon as she is going to live with her boyfriend."

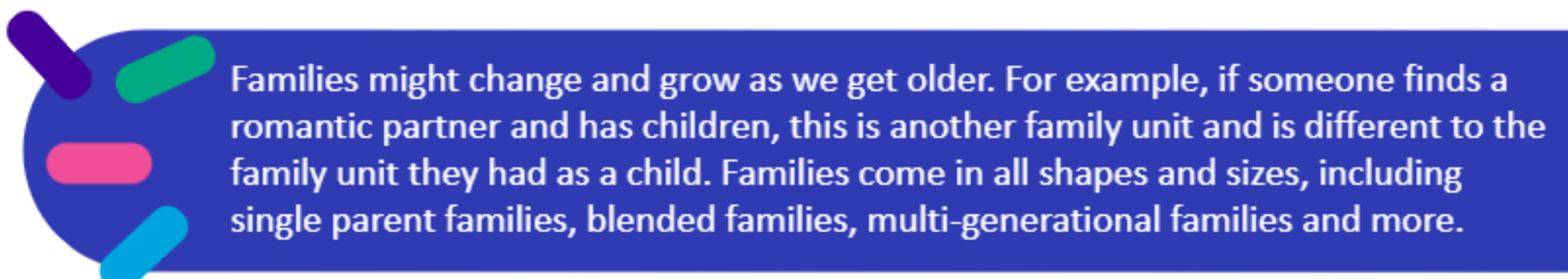
"Exciting! My family always ask my cousin when she is going to get married, but she is happy being single."

"Yeah, I guess it's not for everyone, my sister's always wanted a husband and babies. I'm excited for her."

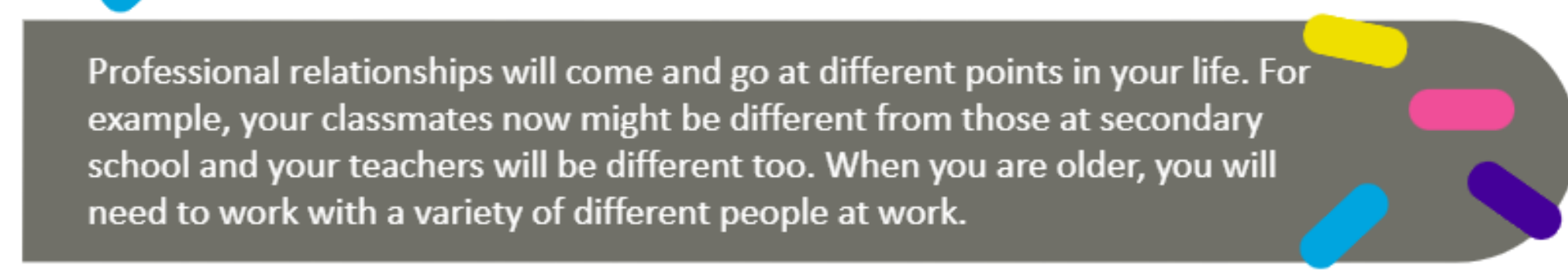


Learn about it...

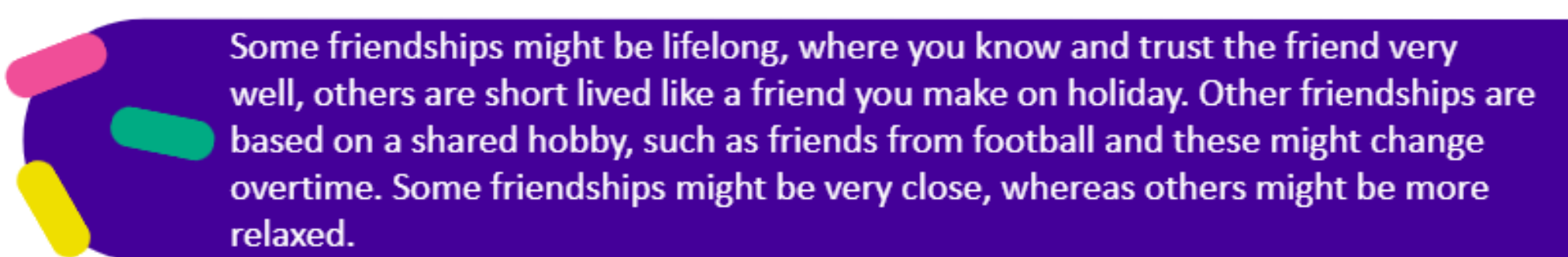
Relationships can vary from person to person and change throughout our lives. It is important we respect and value other people's relationships, even if they are different to our own.



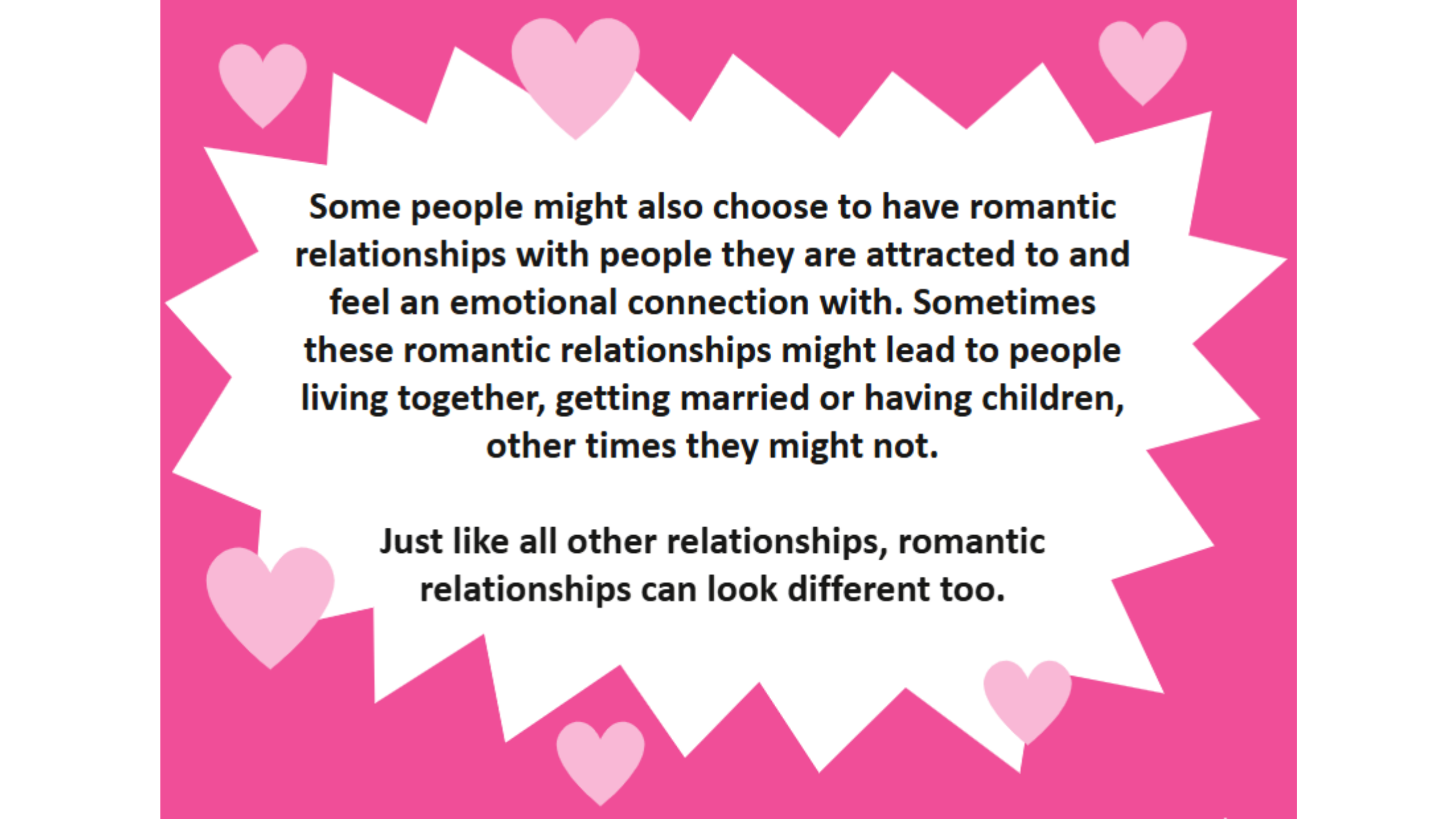
Families might change and grow as we get older. For example, if someone finds a romantic partner and has children, this is another family unit and is different to the family unit they had as a child. Families come in all shapes and sizes, including single parent families, blended families, multi-generational families and more.



Professional relationships will come and go at different points in your life. For example, your classmates now might be different from those at secondary school and your teachers will be different too. When you are older, you will need to work with a variety of different people at work.

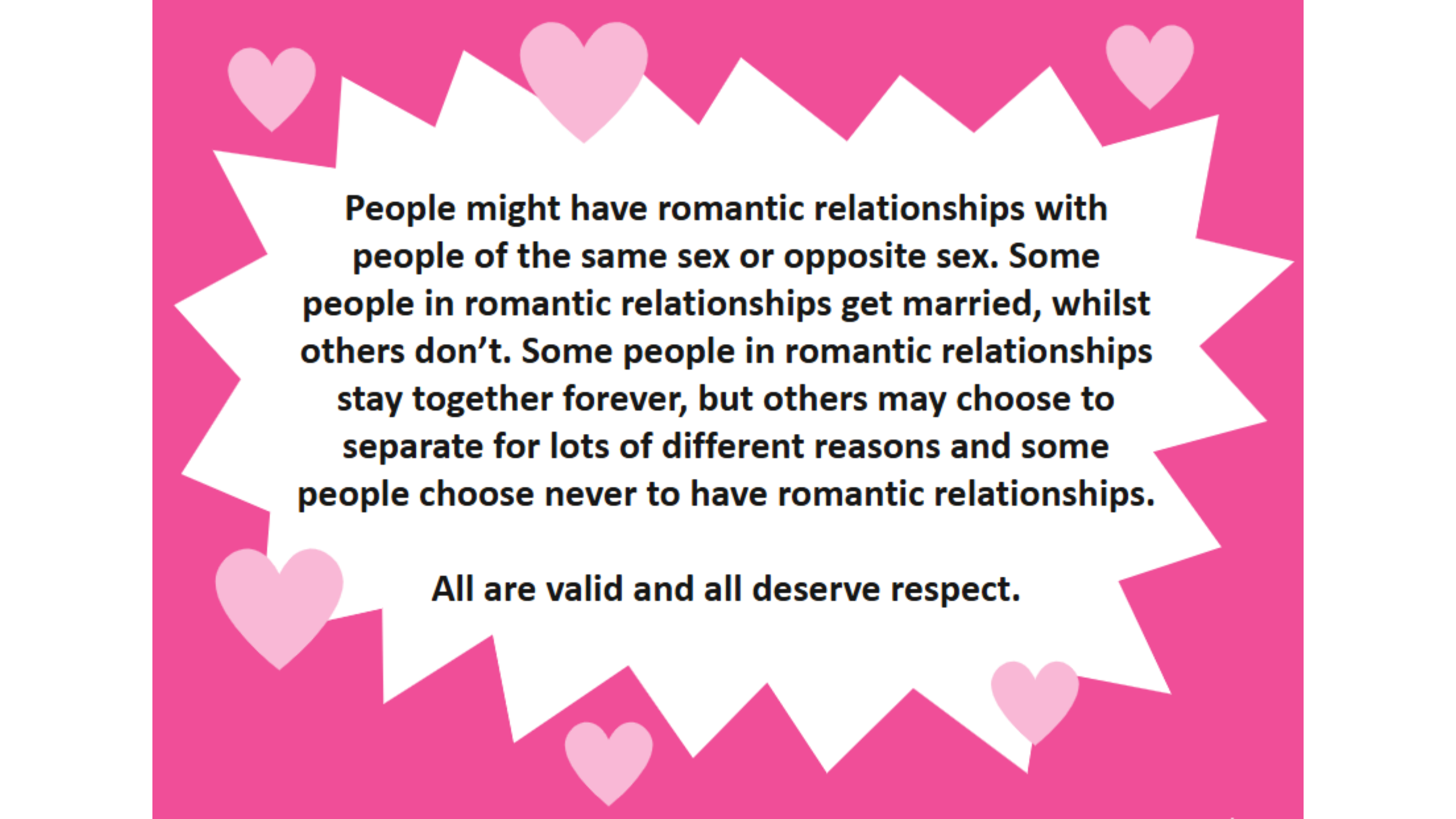


Some friendships might be lifelong, where you know and trust the friend very well, others are short lived like a friend you make on holiday. Other friendships are based on a shared hobby, such as friends from football and these might change overtime. Some friendships might be very close, whereas others might be more relaxed.



Some people might also choose to have romantic relationships with people they are attracted to and feel an emotional connection with. Sometimes these romantic relationships might lead to people living together, getting married or having children, other times they might not.

Just like all other relationships, romantic relationships can look different too.



People might have romantic relationships with people of the same sex or opposite sex. Some people in romantic relationships get married, whilst others don't. Some people in romantic relationships stay together forever, but others may choose to separate for lots of different reasons and some people choose never to have romantic relationships.

All are valid and all deserve respect.

Talk about it...

The different romantic relationships people have and the ways these can change overtime mean that families may look different.

Just because a family may look different, this doesn't make it any better or any worse.

It's important to respect all different types of families. How are the children's families in these case studies not being respected and how might this make them feel?

I have two mums and sometimes other children in my class say it's weird. My mums are great, and I love them both so much, I don't understand why other children find it so funny.

My parents are divorced and have both remarried, This means I have stepparents and lots of step siblings. My friends say it must be loud, messy and chaotic.

My parents separated two years ago. I live with my dad but spend every other weekend with my mum. My best friend always goes on about how I must feel really sad.

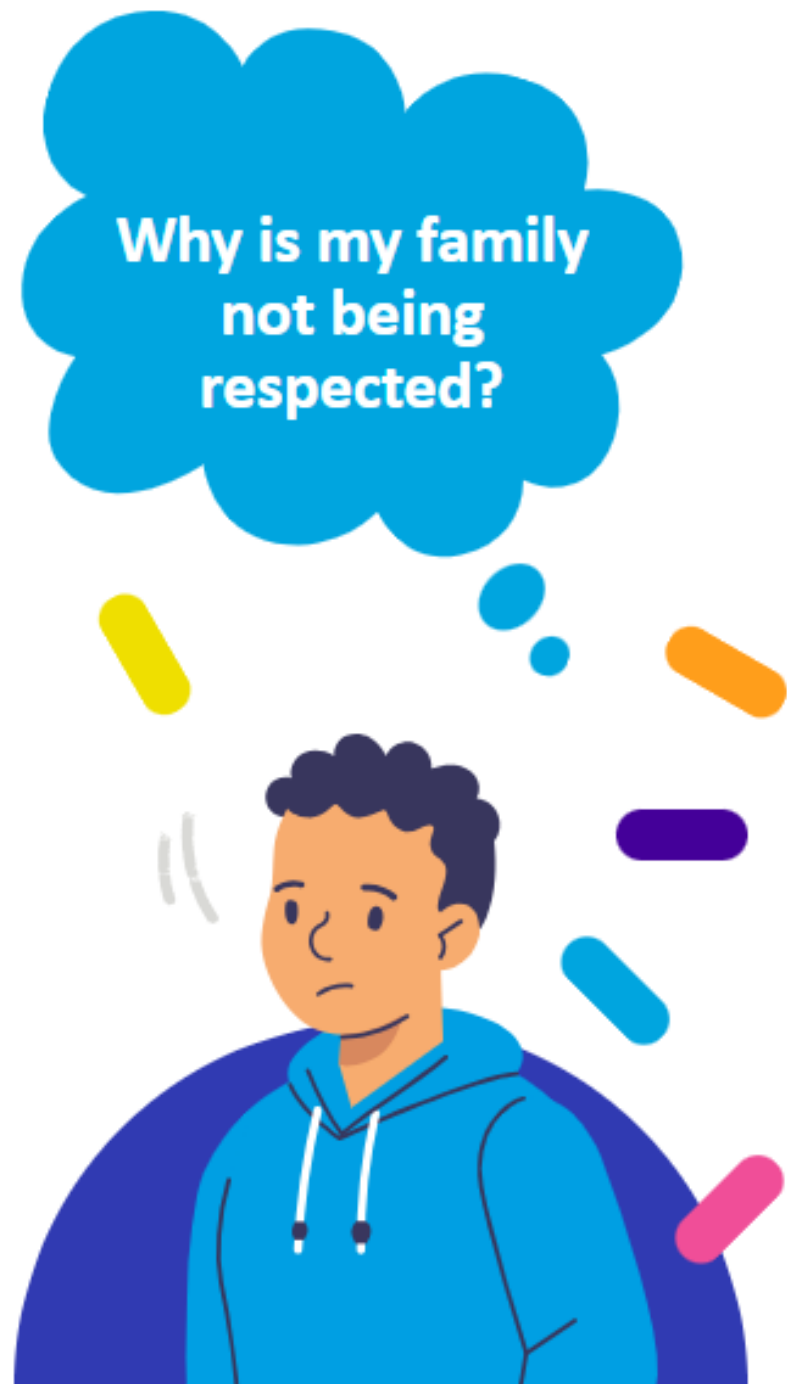
Think about it...

Hearing other people make fun of your family just because it looks different to theirs can be very hurtful.

Families come in all shapes and sizes, they may look different, but they all have the same purpose, to love and care for one another.

The same applies for other relationships, such as friendships. Some people like to have lots of friends, whereas others prefer just one or two, both choices are valid, and both should be respected.

People's relationships are special and important to them, just as yours are special and important to you. Remember to speak about other people's relationships with respect as you would hope people would speak about yours.



Art – The Chokey

