

Good morning Class 6 as it is a Thursday, this is Mrs McCullough setting you work for today again.

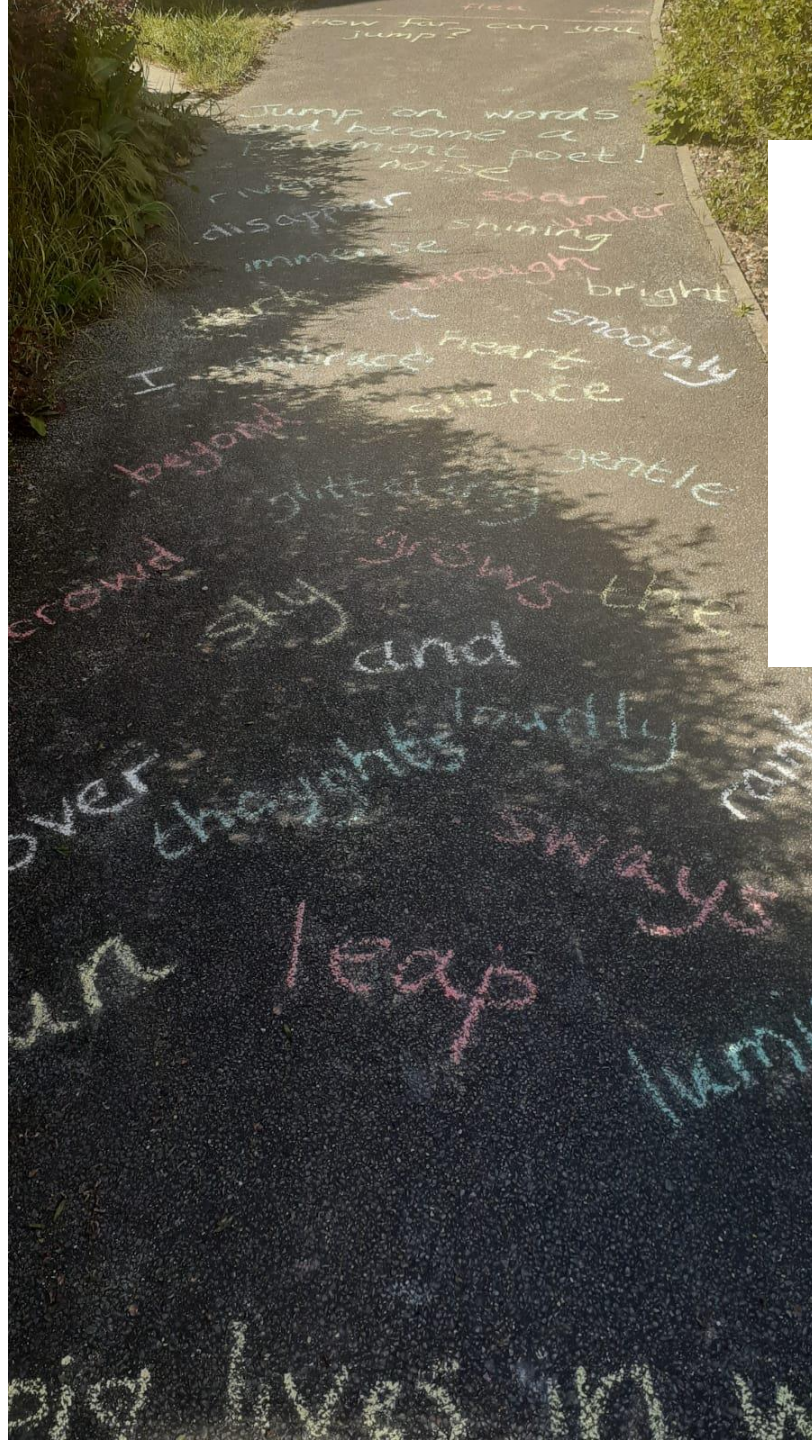
I hope you have had a nice week so far and have remembered to put on sun cream and sunhats if you're outside, what lovely weather we have been having.

I thought you might like to see how the rainbow birthday cake I made for my son turned out, here is a picture. I was quite pleased with it in the end!

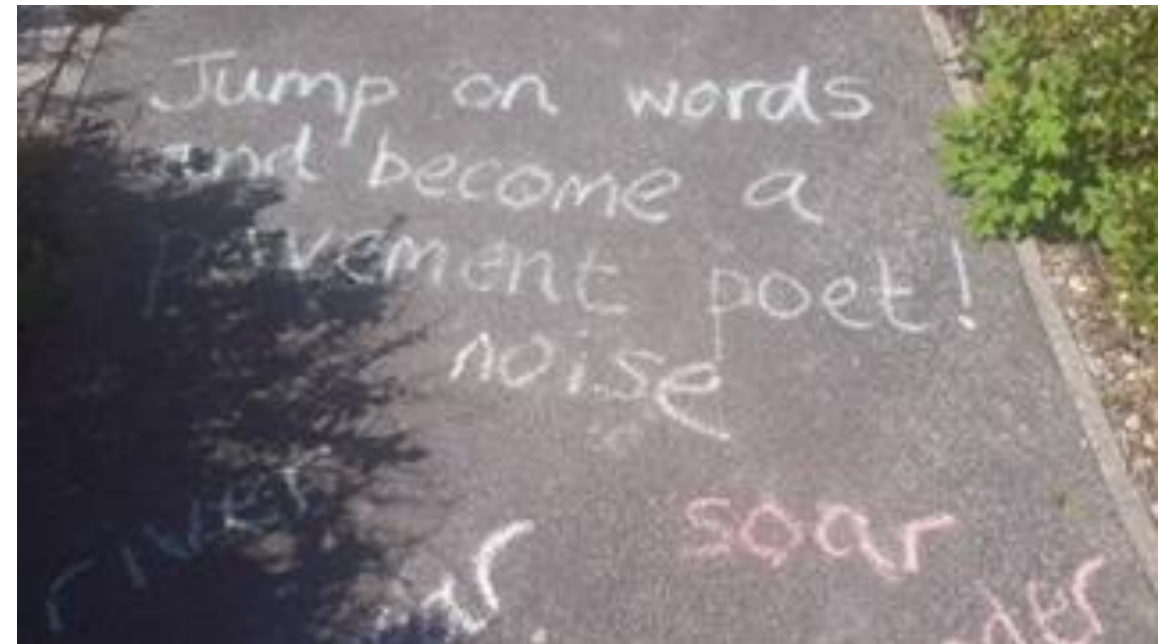


This is Mrs Starbuck...I just wanted to let you know that as he is not able to deliver a service at school this week, Reverend Alex has left a message on the Worship page of the website for you all. He also reads out some lovely prayers written by Year 4 – well he reads 3 out of 4 of them....





At home we have had fun this week using chalk to write on the pavement outside our house and set challenges for passers-by. Have a look at this photo of our pavement poetry words. We asked people to jump on words and say them aloud to make their own poem. You could have a go if you like – choose some words from the picture and make up a very short poem (just a few lines) - if you want to add in your own words that's fine too. I'd love to hear what you come up with. We also did some research and found out how far different animals could jump (including the human long jump record) We used a tape measure and marked them out on the pavement then challenged people to see how far they could jump. If you have any chalk in your house perhaps you could set your own jumping or poetry challenge or think of something else you could draw on the pavement for people to enjoy.



I will be setting you some investigative Maths and Reading Comprehension work today. Remember there are five different science activities on the Year 6 home learning grid you could have a go at and also some fantastic science documentaries on BBC iplayer you might want to ask your parents if you can watch such as The Planets with Brian Cox and Planet Earth with David Attenborough (Especially Episode 8: Jungles)

I will be keeping an eye on the class email all day (as well as supervising my three children) so do contact me that way if you have any questions or would like to show me your work or tell me about what you have been getting up to.

Mrs McCullough

## MATHS INVESTIGATION

Today's task will challenge you to think about how you might solve a problem, to consider what maths will be useful and to find ways to keep track of your calculations and communicate them to others. Remember I am interested as much in your thinking and how you work through a problem as I am in correct answers. Organise your calculations any way that makes sense to you but remember I would like to be able to understand what you have done and see a clear solution to the problem solved if you get that far.

Peter, the pumpkin eater, wanted to make two pies for a party. His mother, a professional pie maker, had a recipe for him to use. However, she always made 80 pies at a time. She used:

10 dozen eggs  
27 litres of condensed milk  
480 tablespoons of sugar  
100 teaspoons of cinnamon  
140 cups of pumpkin



Peter looked in the cupboard and found:

4 cups of pumpkin  
2 eggs  
112 teaspoons of cinnamon  
23 of a litre of condensed milk  
15 tablespoons of sugar

Did Peter have enough ingredients to make two pumpkin pies for the party or did he need to buy more?

## ENGLISH – READING COMPREHENSION

Read the poem OZYMANDIAS OF EGYPT which you can find below then answer the questions set out on the following page.

This is a very famous poem but the language is a little tricky. Read it through first and have a think about what it might be about. You may wish to discuss it with a parent or older brother or sister. I have also included a picture to go with the poem which might help you find your way in. Don't worry if you do not understand all of the words, I hope as you work through the questions things will become a little clearer. If you want an extra challenge you could try to learn this poem off by heart (or perhaps just a part of it)





## OZYMANDIAS OF EGYPT

*I met a traveler from an antique land  
Who said; Two vast and trunkless legs of stone  
Stand in the desert. Near them on the sand,  
Half sunk, a shatter'd visage lies, whose frown  
And wrinkled lip and sneer of cold command  
Tell that its sculptor well those passions read  
Which yet survive, stamp'd on these lifeless things,  
The hand that mock'd them and the heart that fed.  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!"  
Nothing beside remains: round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.*

Written by P.B. Shelley (1792-1822) in 1817

Answer the following questions in sentences. Where you can, try to use evidence from the text to explain just like we have been practicing in class.

1. Who wrote this poem? When was it written?

2. Where is the poem set?

3. Underline the following phrase: Two vast and trunkless legs of stone

Using the picture and other clues in the text what do you think the poet means by “trunkless legs of stone” (Hint: Look up the definition of the word “trunk” in a dictionary – it has more than one meaning)

4. Underline the following phrase: Half sunk, a shatter'd visage lies

Look up the meaning of the word “visage”. Why do you think the poet describes it as half sunk? What might have caused this?

5. Underline the following phrase: And on the pedestal these words appear:

What is the meaning of the word pedestal? What is written on the pedestal?

6. Find two words that mean huge in this poem.

7. Fill in the blanks in these sentences. Use the word bank to help (one word appears three times)

This poem is about a \_\_\_\_\_ in Egypt. The \_\_\_\_\_ is  
\_\_\_\_\_. It has a \_\_\_\_\_ and \_\_\_\_\_ but the  
\_\_\_\_\_ is missing. It once stood on a \_\_\_\_\_ with an \_\_\_\_\_.  
The \_\_\_\_\_ is half buried in the \_\_\_\_\_ and must have been there a  
very long \_\_\_\_\_.

Word Bank: sand head time statue pedestal time ruined inscription body huge

8. Look at lines 4, 5 and 6. How did the sculptor carve Ozymandias' face?
9. Read the words written on the pedestal again. Thinking about these words and how the sculptor carved Ozymandias what kind of ruler do you think he was? Explain why you think this.
10. Find the old English word in the inscription on the pedestal. What does this word mean?
11. Who do you think Ozymandias imagined reading the inscription below his statue?



12. What message do you think he was trying to communicate with this statue? Why do you think this?
13. Where do you think a statue like this originally stood?
14. Read the last 3 lines of the poem. What surrounds the ruined statue now?
15. What do you think will happen to Ozymandias's statue eventually?
16. The poet has deliberately put the pedestal inscription in lines 10 and 11 just before lines 12, 13 and 14 (the last 3 lines) It is a deliberate contrast (also known as a juxtaposition) Can you explain the two contrasting images?
17. What do you think is the theme or message of the poem?