

25 May 2020

Hello P7B boys and girls 😊



*I hope you and your families are keeping well.
We are all getting exciting about the upcoming changes.
Things will look a little bit brighter for us soon. I hope you are getting plenty
of exercise, that helps to keep your body and mind healthy.
However, we have to make sure we take baby steps – follow the advice -
stay safe and yes... also keep learning from home.
Hope to see you soon.*

Building Resilience

**EXPECT THE
UNEXPECTED**

*Be happy! Keep smiling! Keep learning! Have fun!
Look after yourselves and your families.
Miss you all very much
Mrs Short*

*Ps. Just to note that I am checking your BigMaths, ReadTheory and SumDog
results on Friday 2pm.*

GILMERTON PRIMARY SCHOOL: CERTIFICATE OF EXCELLENCE



Primary 7B



★ ★ ★ Stars of the Week ★ ★ ★

In no particular order, the children who accessed the online home-learning resources this week are:

Big Maths: Eilidh, Logan, Georgia, Brady, Noah, Ava, Brodie, Murray, Riley and Tayla.

Read Theory: Noah, Ray, Brady, Logan, Georgia, Ava, Cara, Jaromir and Murray.

Sumdog: Murray, Logan, Jaromir, Miriam, Noah, Ava, Eric, Brodie and Leon.

Well done to ALL of you whether you're working on screen or on paper!

YOU are all STARS!!!



100% in BigMaths
Ultimate challenge
72/72 in 90 sec

Jaromir

Logan, scored 10/10
in both CLIC and SAFE. Well
done!



Thank you for sharing your brilliant Lion King art work!

Newsround

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children
and young people. Be up to date
what is happening in the world
and around you.*

<https://www.bbc.co.uk/newsround>

<https://subscribe.firstnews.co.uk/free-downloadable-issue/>



Assessment ANSWERS

- 1 Measure the line with a ruler.



Varied answers _____ cm

- 2 From the list, choose an appropriate unit of measure for the height of each object.

centimetres metres millimetres



Lighthouse

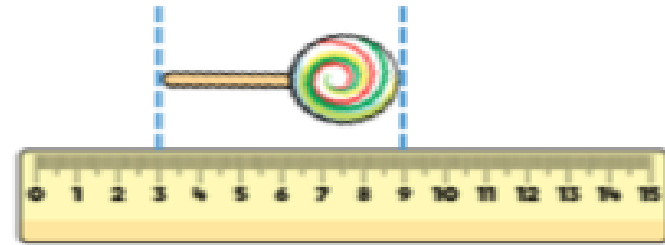
_____ metres



Tin of beans

_____ centimetres

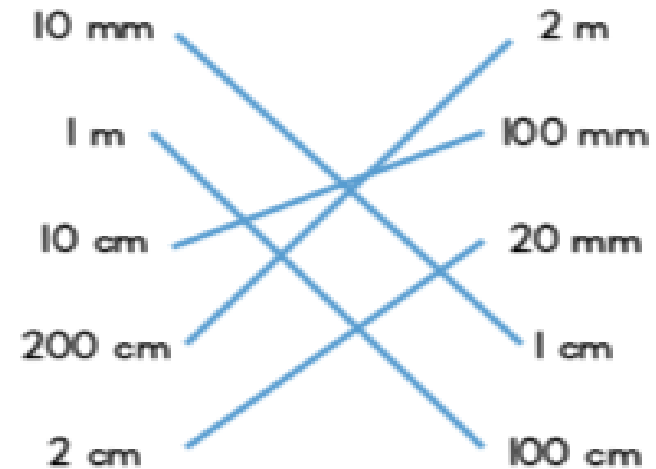
- 3 How long is the lollipop?



MILD

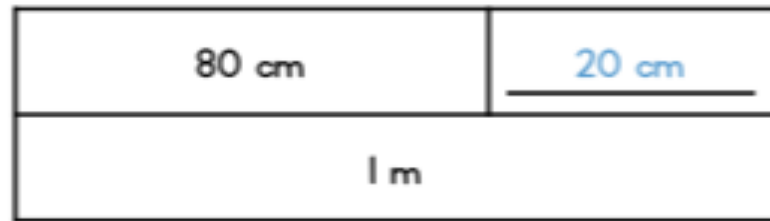
_____ 6 cm

- 4 Match the equivalent measurements.
One has been done for you.

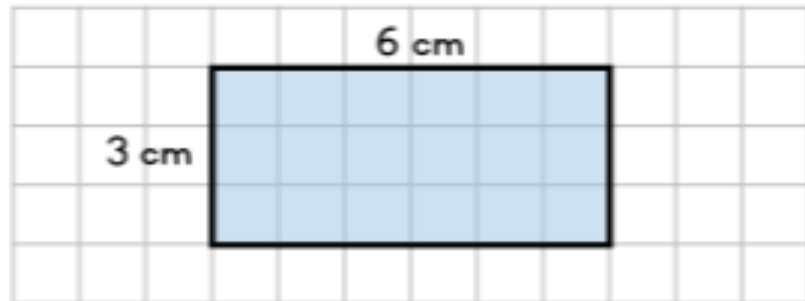


1 mark for 2 correct.

- 5 Complete the bar model



- 6 Calculate the perimeter of the rectangle.
Write units with your answer.



1 mark for 18 with no units.

18 cm

- 7 Write the lengths in order of size starting with the shortest.

1 m

16 cm

61 mm

61 mm

16 cm

1 m

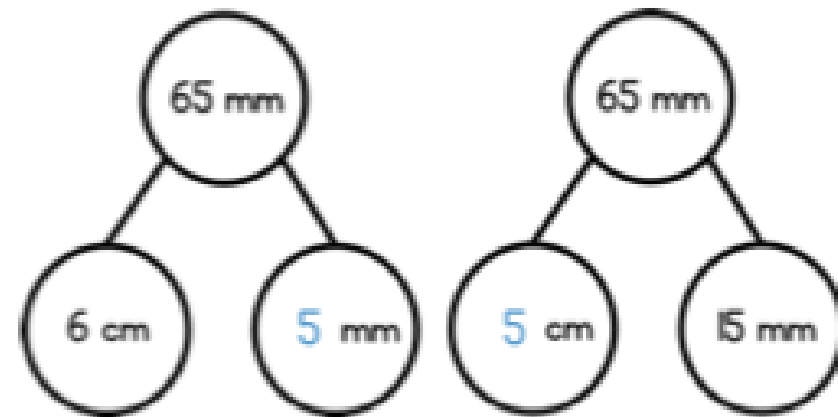
shortest

longest

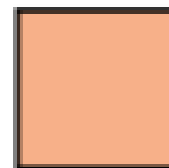
- 8 Complete the part-whole model.



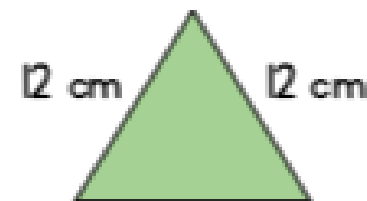
MILD



- 9 The perimeter of the triangle is equal to the perimeter of the square.
What is the length of the square?



? cm

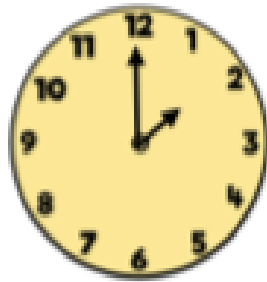


12 cm

1 mark for perimeter of triangle is 36 cm.

9 cm

1 Here is a clock.



Use the words to complete the sentences.

minute

hour

day

time

The shortest hand is the hour hand.

The longest hand is the minute hand.

2 Complete.

There are 60 minutes in an hour.

There are 15 minutes in a quarter of an hour.

There are 30 minutes in half an hour.

3 Match the clocks to the correct times.



9 o'clock

5 past 6

Half past 1

Quarter to 12



MILD

4 Order the times from shortest to longest.

1 hour
10 minutes

A

B

Shortest

Three
quarters of
an hour

B

C

55 minutes

C

A

Longest

- 5 Aisha leaves her house at sixteen minutes past 4
She walks 10 minutes to the bus stop.
What time does she reach the bus stop?
Write your answer in words.

Twenty-six minutes past 4

Henry is walking from his house to school.

- The walk is 18 minutes long.
- He arrives at 8 minutes past 8

What time does he leave the house?
Draw the time on the clock.



- 6 Circle am or pm for each statement.



MILD



It is five o'clock in the
afternoon.

am

pm

I am eating my breakfast
before school.



am

pm

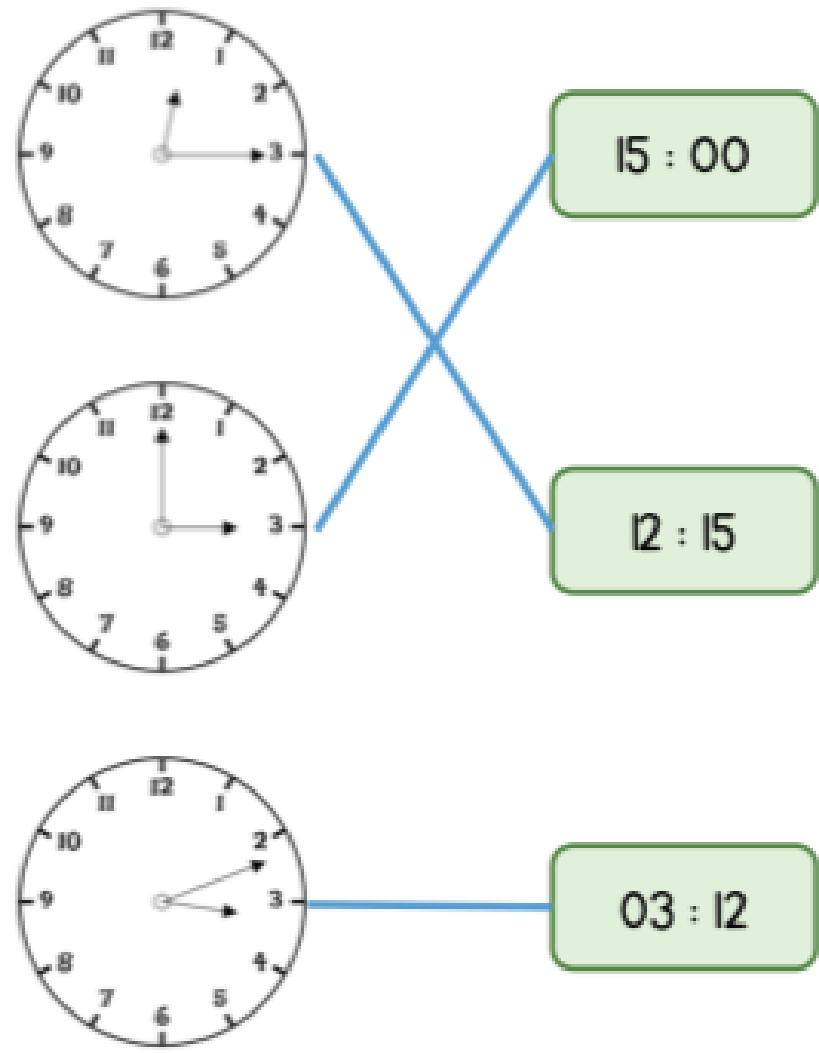
- 7 There are 24 hours in a day.
How many hours are in 3 days?

72 hours

How many days is 120 hours?

5 days

1 Match the analogue and digital clocks that show the same time.



2 Complete the table.

Month	Number of Days
March	31
November	30
February	28 or 29



MILD

3 Jack sets off to the shop at twenty past nine. He arrives at the shop 35 minutes later.

Draw the times on the clock faces.

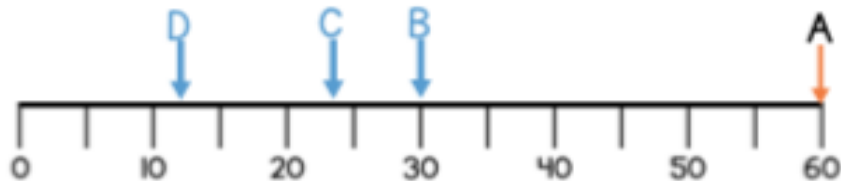
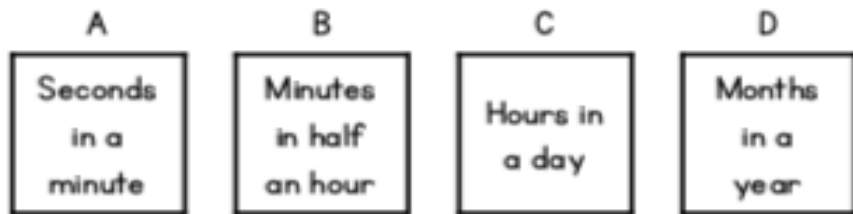


Sets off



Arrives

- 4 Draw arrows to match the statements to the correct position on the number line. One has been done for you.



- 5 Circle the times that match the time shown on the digital clock.

17 : 45

quarter to six in the evening

5:45 p.m.

5:45 a.m.

7:45 p.m.



- 6 A machine makes one gadget every 20 seconds. How many gadgets does it make in 5 minutes?

15 gadgets

- 7 Tim and Jemima both walk 12 kilometres. Tim takes 4 hours and 10 minutes. Jemima takes 270 minutes. Who takes the longest?

Tim

Jemima

How much longer?

20 minutes

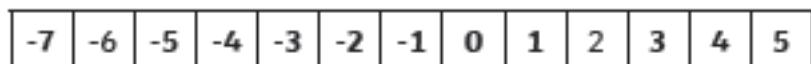
MILD



SPICY

Section 1

Complete this number line:



Section 2

A bag contains 120 potatoes. A grocer has 7 bags. To the nearest 100, how many potatoes are there in the bags?

800 potatoes

Section 3

Calculate:

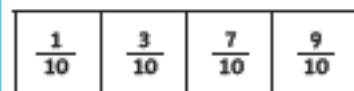
$$\begin{array}{r} 671 \\ + 285 \\ \hline 956 \end{array}$$

$$\begin{array}{r} 612 \\ - 339 \\ \hline 273 \end{array}$$

Section 4

Order the following fractions from smallest to largest:

$$\frac{7}{10} \quad \frac{3}{10} \quad \frac{9}{10} \quad \frac{1}{10}$$

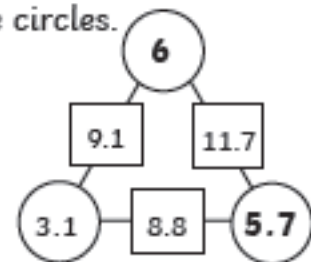


smallest

largest

Section 5

The numbers in the squares are the sum of the numbers in the adjacent circles. Find the numbers in the circles.



Section 6

1 inch = 2.5cm

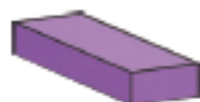
Complete the following:

$$12 \text{ inches} \approx \boxed{30} \text{ cm}$$

$$\boxed{40} \text{ inches} \approx 1 \text{ m}$$

Section 7

Write the names of these shapes:

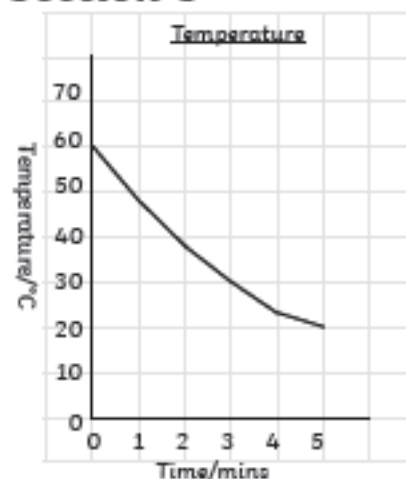


Cuboid



Square-based pyramid

Section 8



Some children measure the temperature of some hot water as it cools. They draw this line graph.

How far does the temperature fall in the first 4 minutes?

37°C



SPICY

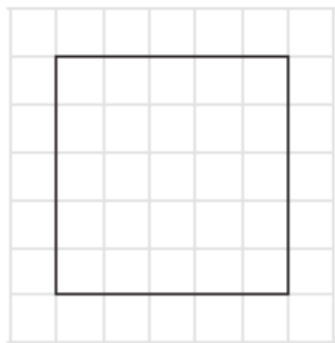
Section 1

A spinner is divided into 16 sections. 3 sections are red, 6 are blue, 5 are purple and 2 are orange. If you spin the spinner once, what is the probability that you will land on orange? Show this as a fraction.

$$\frac{2}{16} = \frac{1}{8}$$

Section 2

Draw a square to represent the number 25.



Section 3

Complete these calculations:

	5	0	6						
x			5			8	2		
2	5	3	0		3	2	4	6	

Section 4

Calculate:

$$\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

$$\frac{7}{8} - \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$$

Section 5

Write the following decimals as fractions:

$$0.4 = \frac{2}{5} = \frac{4}{10}$$

$$0.25 = \frac{1}{4} = \frac{25}{100}$$

$$0.9 = \frac{9}{10} = \frac{90}{100}$$

Section 6

One pint of milk is 568ml. How many litres is 2 pints?

1.136l

Section 7

acute



obtuse

acute

Section 8

Sydney Town Hall	0045
Central Station	0049
Regent Street	0054
Banksia	0059
Rookdale	0105
Kogarah	0110

How long is the journey from start to finish?

25 minutes

The bus leaves Regent Street as 1am. How late is it running?

6 minutes

Section 1

In the number 576 213, which digit represents the number of ten thousands?

7

In the number 923 648, what place value does the digit '3' represent?

thousands, 3 thousands
or 3000

Section 2

Calculate the following in your head:

$56 + 67 = 123$

$48 + 36 = 84$

$72 - 26 = 46$

$91 - 67 = 24$

Section 3

Calculate:

$4.3 \times 100 = 430$

$5.61 \times 100 = 561$

$912 \div 100 = 9.12$

$6002 \div 100 = 60.02$

Section 4

Use the < or > signs to compare these fractions:

$\frac{2}{3}$	=	$\frac{4}{6}$
$\frac{1}{4}$	>	$\frac{3}{16}$
$\frac{17}{20}$	>	$\frac{4}{5}$



SPICY

Section 5

In order from smallest to largest, write the following numbers in digits:

four point seven two

four point seven

forty point six nine

4.7

4.72

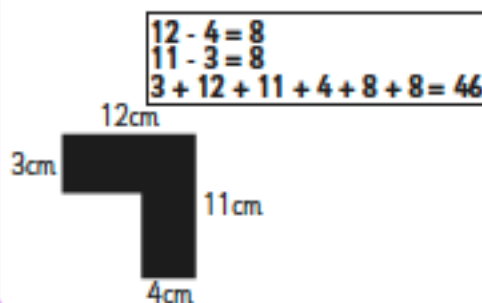
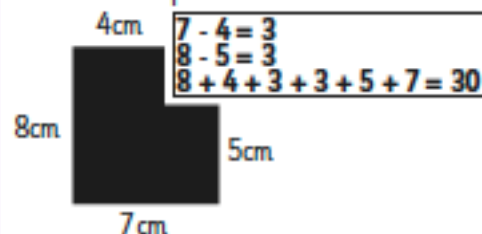
40.69

smallest

largest

Section 6

Calculate the perimeter of these composite rectilinear shapes.



Section 7

Explain why this shape is regular.



All sides are of equal length and

the internal angles are equal.

Explain why this shape is irregular.



Either of or both the length of the sides

and internal angles are not equal.

Section 8

Here is a table showing the number of boys and girls in each year group.

	Y3	Y4	Y5	Y6	Total
Boys	34	52	45	48	179
Girls	47	37	44	39	167
Total	81	89	89	87	346

Complete the table.

Section 1

Order the following numbers from the smallest to largest:

1 101 011 1 110 101 1 100 111 1 010 011

1 010 011 1 100 111 1 101 011 1 110 101

Section 2

Four classes share 3 boxes of 500 pencils. Ring the amount which is a good estimate of how many pencils each class will have.

42 420 380 38 450 45

Section 3

A box holds six eggs.
There are 532 eggs.
How many full boxes
will there be?

88 boxes

Section 4

Simplify the following
fractions:

$$\frac{8}{12} = \frac{2}{3}$$

$$\frac{15}{25} = \frac{3}{5}$$

Section 5

Calculate:

$$0.4 \times 100 = 40$$

$$0.9 \times 100 = 90$$

$$0.7 \times 100 = 70$$

Section 6

Convert the following:

$$0.2\text{kg} = 200\text{g}$$

$$1.49\text{kg} = 1490\text{g}$$

$$1.2\text{kg} = 1200\text{g}$$

$$1.35\text{kg} = 1350\text{g}$$

Section 7

Draw two shapes that will go into each area of this Venn Diagram, including outside the circles.

Example shapes that could appear in each section:

One right angle: Irregular pentagon and hexagon with at least one right angle

Four or less sides: Equilateral triangle, isosceles triangle (no right angle)

Both: Right angled triangle, square

Outside: Regular hexagon, regular octagon

Section 8

Class A researched children's favourite flavour of crisps. They presented the results in a pie chart.

Eight children chose Ready Salted as their favourite. How many children chose Cheese and Onion, Salt and Vinegar and Smokey Bacon?

Cheese and Onion: 4

Salt and Vinegar: 12

Smokey Bacon: 8



HOT

Section 1

Round the following numbers to the nearest 10 million:

12 341 727 →

10 000 000

25 000 000 →

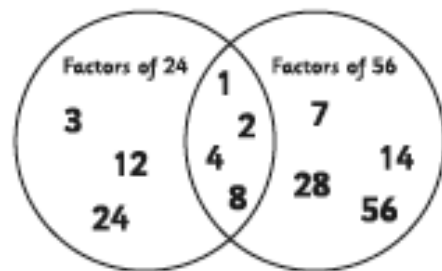
30 000 000

50 500 000 →

50 000 000

Section 2

Draw a Venn Diagram to show the common factors of 24 and 56.



Section 3

What number, when multiplied by 5, is one third of the sum of 64 and 56?

8

Section 4

Calculate:

$$\frac{3}{4} \times \frac{1}{6} = \frac{3}{24} \text{ or } \frac{1}{8}$$

$$\frac{2}{3} \times \frac{2}{3} = \frac{4}{9}$$

$$\frac{3}{8} \times \frac{8}{15} = \frac{24}{120} \text{ or } \frac{1}{5}$$

Section 5

Calculate, writing the answer as a decimal:

$$4 \overline{) 729}$$

182.25

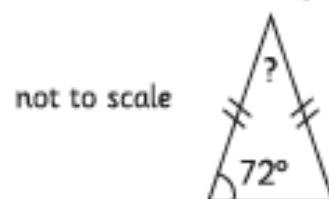
Section 6

Draw (not to scale) two rectangles with the same area and different perimeters, writing the length of the sides.

Accept any reasonable answer.

Section 7

Calculate the unknown angle in this triangle:



36°

Section 8

A range of answers. Here are some examples:

$$2a + b = 8$$

a =

1

b =

6

$$2c - d = 8$$

c =

5

d =

2



HOT

Section 1

In the number 3 927 381, what is the value of the two 3 digits?

3 000 000, 300

Section 2

A stationery store has 2543 pencils in stock. The shop orders a further 1 368 pencils, and then sells 928 pencils in a month. How many pencils does that shop have left?

2983 pencils

Section 3

Calculate:

				5	8	3			
	1	7	9	9	1	1			
			8	5					
			1	4	1				
			1	3	6				
					5	1			
					5	1			
						0			

Section 4

Use <, =, or > to compare these fractions:

$\frac{7}{4}$	>	$\frac{3}{2}$
$\frac{7}{6}$	<	$\frac{4}{3}$
$\frac{13}{2}$	=	$\frac{39}{6}$



HOT

Section 5

Calculate:

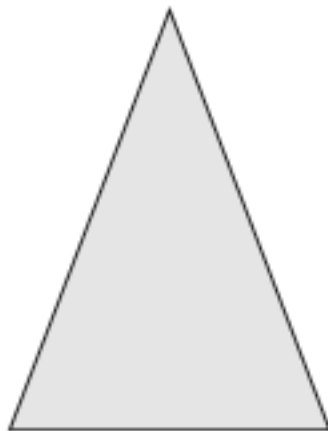
$0.02 \times 7 =$ **0.14**

$0.06 \times 5 =$ **0.3**

$0.08 \times 6 =$ **0.48**

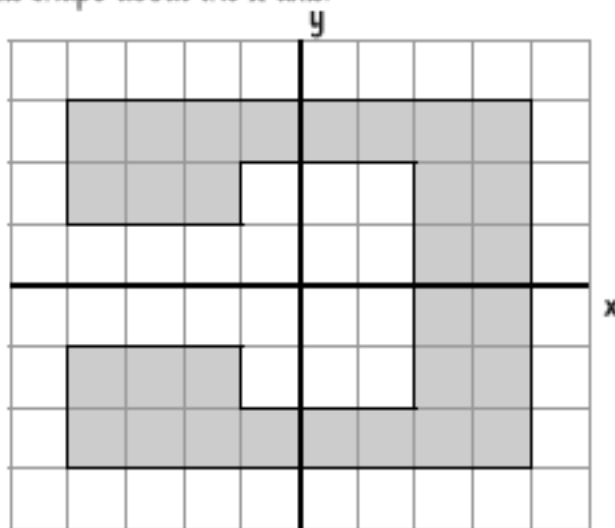
Section 7

Draw an isosceles triangle.



Section 8

Reflect this shape about the x axis.



Section 6

5 miles = 8 km

How many kilometres in 205 miles?

328km

*Please log on to **Sumdog** to warm up before you do your Maths tasks 😊*

<https://pages.sumdog.com>

Also try:

<https://www.topmarks.co.uk/maths-games/7-11-years/>

<https://www.transum.org/Software/Game/>

www.nrich.maths.org

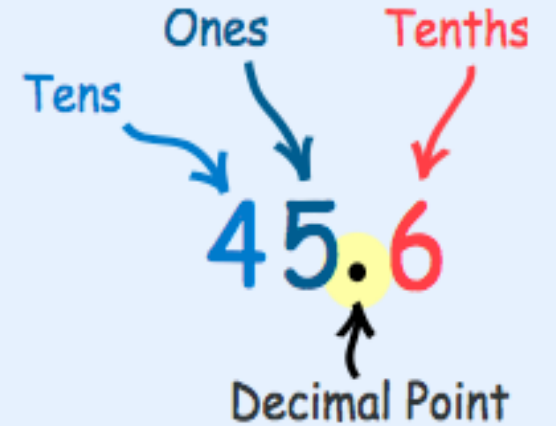


Maths

Let's remind ourselves what a decimal number is.

First, let's have an example:

Here is the number *"forty-five and six-tenths"* written as a decimal number:



The decimal point goes between Ones and Tenths.

45.6 has 4 Tens, 5 Ones and 6 Tenths, like this:

$$\begin{array}{l} \mathbf{45.6} \\ \text{Decimal Number} \end{array} = 40 + 5 + \frac{6}{10}$$



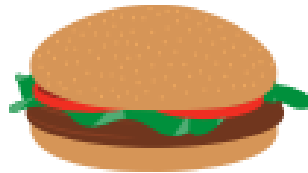
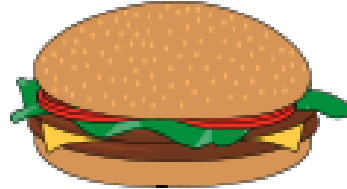

The base ten blocks represent the number 45.6. There are four tens rods (each with 10 small cubes), five ones units (each with 1 small cube), and six tenths units (each with 1 small cube).

This week in Maths we will be revising fractions, decimals and money problems.

Maths



MILD

 Pizza Slice £1	 Hot Dog £1.50	 Beef Burger £2	 Cheese Burger £2.50	 Fish and Chips £2
---	--	--	---	--

*Solve the following
Money problems.*

*Show your working
out.*

*Remember, the
decimal point is very
important.*

- 1) How much would it cost to buy a slice of pizza and a beef burger?
- 2) Shella bought a hot dog and a cheese burger. How much did it cost?
- 3) Tyler bought a beef burger, some fish and chips and a hot dog. How much did she spend?
- 4) A bacon butty costs 50p less than a beef burger. What item does a bacon butty cost the same as?

Maths



MILD

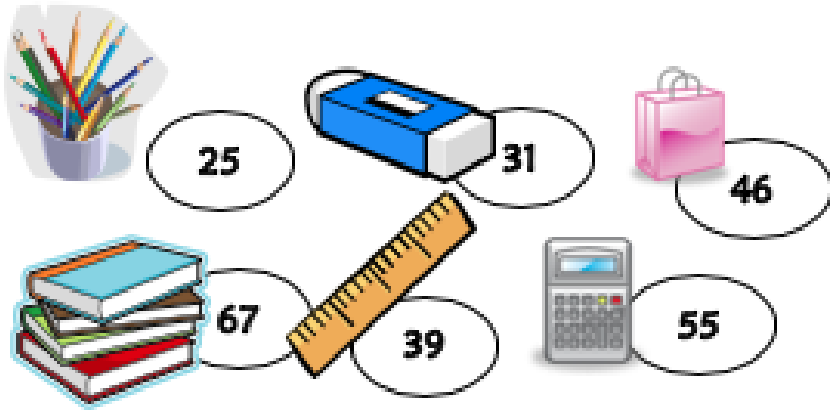
*Solve the following
Money problems.*

*Show your working
out.*

*Remember, the
decimal point is very
important.*

- 5) Nina bought three Hot Dogs. How much change did she get from £5?
- 6) Which three meals can you buy for exactly £5?
- 7) Saleh had £2.50 to spend. How much more would he need if he wanted to buy some fish and chips and a slice of pizza?
- 8) Abdul wants to buy three slices of pizza and three lots of fish and chips. He has £7. Does he have enough money?
- 9) Ria had £5. She got £3.50 change when she bought a meal. What did she buy?
- 10) Shakur goes out to buy a beef burger, a cheese burger and two slices of pizza. How much change would he get from £10?

Maths



Solve the following
Money problems.

Show your working
out.

Remember, the
decimal point is very
important.



MILD

1. If you buy a rubber for 31p and a bag for 46p, how much will it cost?

2. Saira bought two pencils and a calculator, how much did it cost altogether?

3. How much will it cost if Tabiha bought a bag, a ruler and a pencil?

4. If you bought two bags for 46p, a pencil for 25p and a ruler for 39p, how much would you have to pay?

5. Mariya bought two books and a ruler, how much did she spend?

6. How much change will you get from £1 if you bought a calculator for 67p?

Maths



MILD

*Solve the following
Money problems.*

*Show your working
out.*

*Remember, the
decimal point is very
important.*

- | |
|---|
| 1. I went to the shop and bought 10 packs of biscuits. Each pack cost <u>£1.50</u> . How much did I spend? |
| 2. Amanda is given £35 for her birthday and pops it into her purse. She already had £7.72 in her purse. How much does she have in her purse? |
| 3. Peter has these coins in his pocket: 50p, 20p, 10p. He spends a quarter of his money on some sweets and also gives his sister 5p. How much does he have left? |
| 4. Rosie buys three apples for 36p each, two bananas for 17p each, five mangoes for 25p each and a pineapple for £1.12. She pays with a £10 note. How much change does she receive? |

Maths



SPICY



HOT

Fractions and decimals are similar because they both represent part of a whole number. In decimals, this part is shown in tenths, hundredths, thousandths of a number, and so on.

$\frac{1}{1}$		$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
Unit		Tenths	Hundredths	Thousandths
1	.	1	1	1

This means that the decimal for one half is 0.5 because five tenths is equal to one half.

Two fifths is equivalent to four tenths so the decimal would be 0.4.
Seven tenths is equivalent to 0.7.

Maths



SPICY



HOT

Sometimes, we are able to use what we know about fractions to work out its equivalent as a decimal. For example, we know that three quarters of 100 is 75.

This means that three quarters as a decimal is 0.75.

However, it is not always that simple to work out what a fraction is as a decimal.

Maths

You are allowed to use a calculator.



SPICY



HOT

To work out what any fraction is as a decimal, all you need to do is divide the numerator by the denominator.

$$\frac{2}{5} \quad 2 \div 5 = 0.4$$



Sometimes, this can be really tricky so we can use a calculator to help us. Can you use a calculator to work out what $\frac{7}{8}$ is as a decimal?

Maths

You are allowed to use a calculator.



SPICY



HOT

$$\frac{7}{8} = 0.875$$

Well done!



Can you find out what $\frac{1}{3}$ is as a decimal?

Maths

You are allowed to use a calculator.



SPICY



HOT

$$\frac{1}{3} = 0.3333333333$$

Did you know that the 3 in this decimal repeats forever? There is no end to the number!



This is known as a **recurring decimal**. Many fractions are represented by recurring decimals. Try this one...

Can you find out what $\frac{1}{7}$ is as a decimal?

Maths

You are allowed to use a calculator.

$$\frac{1}{7} = 0.142857142857$$

The pattern of '142857' in this decimal is recurring and will go on forever.

When we get a long decimal like this, we often round the number to the nearest hundredth to make it shorter.



What would 0.142857 be to the nearest hundredth?



SPICY



HOT

0.142857 rounded to the nearest hundredth is 0.14.

Did you get that right?



Maths

Watch the video below to recap how to convert a fraction to a decimal before you do the activities on the next page.



SPICY



HOT

https://www.youtube.com/watch?v=do_lbHld2Os

math
Antics

Fractions
and
Decimals

Section 3
Converting Any Fractions

To convert $\frac{1}{2}$ into a decimal divide 2 by 1.

$$\begin{array}{r} 0.5 \\ 2 \overline{) 1.0} \\ \underline{-10} \\ 0 \end{array}$$

Show your working out in a column method.

Maths

Show your working
out in a column
method.



SPICY



HOT



Write these fractions as a decimal. Which can you work out in your head and which do you need a calculator for?

$$\frac{1}{5} =$$

$$\frac{3}{5} =$$

$$\frac{4}{5} =$$

$$\frac{1}{8} =$$

$$\frac{3}{8} =$$

$$\frac{6}{8} =$$

$$\frac{2}{7} =$$

$$\frac{5}{7} =$$

$$\frac{4}{7} =$$

$$\frac{3}{6} =$$

$$\frac{5}{6} =$$

$$\frac{2}{6} =$$

$$\frac{1}{9} =$$

$$\frac{3}{9} =$$

$$\frac{7}{9} =$$

$$\frac{3}{10} =$$

$$\frac{6}{10} =$$

$$\frac{9}{10} =$$

$$\frac{3}{11} =$$

$$\frac{6}{11} =$$

$$\frac{7}{11} =$$

$$\frac{6}{12} =$$

$$\frac{2}{12} =$$

$$\frac{10}{12} =$$

$$\frac{3}{15} =$$

$$\frac{14}{15} =$$

$$\frac{9}{15} =$$

$$\frac{2}{14} =$$

$$\frac{13}{14} =$$

$$\frac{9}{14} =$$

Maths



Write these fractions as a decimal. Which can you work out in your head and which do you need a calculator for?

Show your working out in a column method.

$$\frac{1}{2} =$$

$$\frac{1}{4} =$$

$$\frac{3}{4} =$$

$$\frac{1}{5} =$$

$$\frac{3}{5} =$$

$$\frac{1}{10} =$$

$$\frac{3}{10} =$$

$$\frac{3}{8} =$$

$$\frac{1}{3} =$$

$$\frac{2}{3} =$$

$$\frac{1}{6} =$$

$$\frac{4}{6} =$$

$$\frac{1}{7} =$$

$$\frac{4}{7} =$$

$$\frac{1}{8} =$$

$$\frac{4}{8} =$$

$$\frac{1}{9} =$$

$$\frac{3}{11} =$$

$$\frac{5}{12} =$$

$$\frac{7}{15} =$$



SPICY



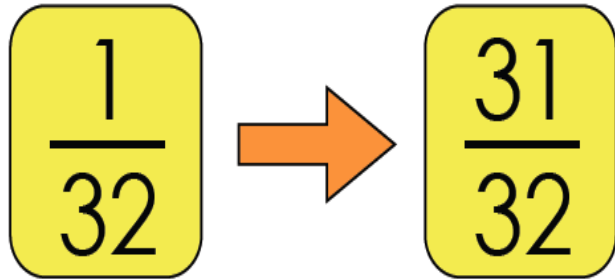
HOT

Maths Challenge

Use a calculator to convert the following fractions to decimals. Remember, the fraction line means division.

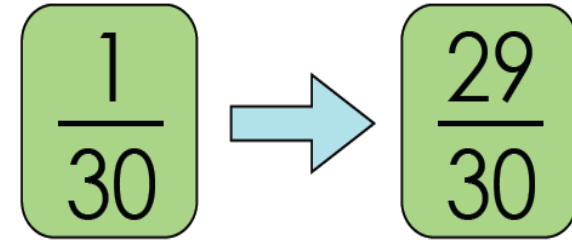
$$\frac{1}{2} = 1 \div 2 = 0.5$$

Write out all the decimals from $\frac{1}{32}$ to $\frac{31}{32}$.


$$\frac{1}{32} \rightarrow \frac{31}{32}$$

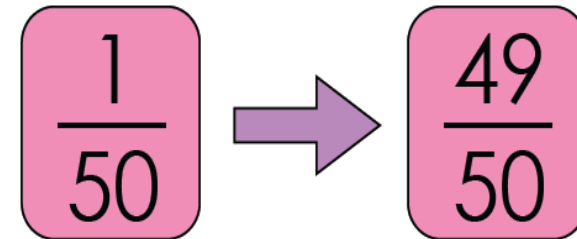
What patterns can you see?
Write a report on what you found out.

Write out all the decimals from $\frac{1}{30}$ to $\frac{29}{30}$.


$$\frac{1}{30} \rightarrow \frac{29}{30}$$

What patterns can you see?
Write a report on what you found out.

Write out all the decimals from $\frac{1}{50}$ to $\frac{49}{50}$.


$$\frac{1}{50} \rightarrow \frac{49}{50}$$

What patterns can you see?
Write a report on what you found out.

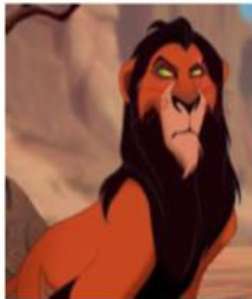


SESSION 5: SPACE

Simba



Scar



Nala



Pumba



Timon



In Session 5 we will:

- Become familiar with the nine parts of a stage and other theatrical vocabulary.
- Understand what blocking is and how it is recorded.

WATCH: ⌚ 10 minutes

Play the video for *The Lion King: Experience: Session 5*.

<https://www.lionkingexperience.com/sessions/kids/5>

THE LION KING EXPERIENCE:

SESSION 5: SPACE

EXPLORE: ⌚ 10 minutes

Imagine the room you are in is now a stage! Choose where the audience would sit. Using a pen and index cards (or cut up pieces of paper), create labels for the parts of the stage and place them in the appropriate spots in the room to match the below diagram:

AUDIENCE		
DSL (downstage left)	DSC (downstage center)	DSR (downstage right)
SL (stage left)	CS (center stage)	SR (stage right)
USL (upstage left)	USC (upstage center)	USR (upstage right)

THE LION KING EXPERIENCE:

SESSION 5: SPACE

Now, move to the different parts of the stage, using the following prompts. For an added level of difficulty, try it without the labels!

- Move to UPSTAGE RIGHT as though you are tall grass
- Move to UPSTAGE LEFT as though you are a lion on the hunt
- Move UPSTAGE CENTER as though you are flowing water
- Move STAGE LEFT as though you are an elephant
- Move STAGE RIGHT as though you are a gazelle
- Move CENTER STAGE as though you are caught in a thunderstorm
- Move DOWN STAGE RIGHT as though you are walking through an extremely hot jungle
- Move DOWN STAGE LEFT as though you are a giraffe
- Move DOWN STAGE CENTER as though you are caught in a stampede

AUDIENCE

DSL	DSC	DSR
SL	CS	SR
USL	USC	USR

Simba



Scar



Nala



Pumba



Timon



THE LION KING EXPERIENCE:

SESSION 5: SPACE

CREATE: 🕒 10 minutes

Create your own blocking for the following scene: Timon and Pumbaa enter, chased by a hungry Nala. Simba steps in to protect his friends. Write at least five steps of blocking, using these rules:

- Include at least one entrance.
- Include at least one exit.
- Use the parts of the stage (example: upstage right).
- Write using the standard abbreviations (example: USR).

Simba



Scar



Nala



Pumba



Timon



THE LION KING EXPERIENCE:

SESSION 5: SPACE

- Imagine a room in your home is a set onstage. Draw a picture of how that might look.
- Next, imagine there is a buried treasure center stage. Write blocking to explain how someone would get to the treasure. Remember to use the parts of the stage (upstage, stage right, etc.) to instruct people to walk around furniture!

AUDIENCE

DSL	DSC	DSR
SL	CS	SR
USL	USC	USR

Simba



Scar



Nala



Pumba



Timon



THE LION KING EXPERIENCE: SESSION 6: LANGUAGE

In Session 6 we will:

WATCH: ⌚ 10 minutes

Play the video for *The Lion King: Experience: Session 6*.

- Identify how a playwright uses character voice.
- Experiment with dialogue and stage directions.



<https://www.lionkingexperience.com/sessions/kids/6>

EXPLORE: ⌚ 10 minutes

Write birthday cards for Simba from three different characters in *The Lion King*: Zazu, Pumbaa, and Scar. How would the language each character use differ? Write these messages so that Simba would know exactly who sent it, even if they were not signed. What image would be on the front of each card?

Once you've finished the cards, try reading them aloud in each character's voice!

Simba



Scar



Nala



Pumbaa



Timon



THE LION KING EXPERIENCE: SESSION 6: LANGUAGE

How to write a play script?

<https://www.youtube.com/watch?v=3A1zCPWILgM>



FEATURES OF A PLAY SCRIPT

1. Scene or act number
2. Character list
3. Prop list
4. Setting/orientation
5. Dialogue (with stage directions)

FOR EXAMPLE:

ACT 1 SCENE 1

Scene number

Setting description

Ginny and Thomas are playing on the floor with their Lego. Their mum sits on the couch watching TV.

THOMAS: *(angrily)* Ginny, stop hogging all the cool Lego and give me a turn!

GINNY: Fine, here you go! *(throws a piece of Lego across the room).*

MUM: Kids, be quite and play nicely!

Character dialogue

Stage directions in brackets

Kitchen of a little cottage

Setting the scene

In the kitchen, *Mother* packing a basket on the kitchen table, whilst *Red Riding Hood* puts on her cape.

Now write the script (*directions in brackets*)

Mother: (*Firmly*) Be sure to carry the basket carefully not to damage the cakes.

RRH: (*Kindly*) Of course mother, they are so prettily decorated. I wouldn't want to spoil them.

Mother: (*Looking at RRH*) You know the way? We've been so many times together, you should do.

RRH: Yes, mother I know the way.

Mother: Be sure to keep to the path now, don't wander off and get lost.

RRH: No mother. I'll keep to the path. (*Happily*)

Mother: And don't talk to any strangers.

RRH: I won't. (*As an aside to the audience.*) Not that there is ever any one in the woods.

Mother: (*Giving the basket to RRH and kissing her on the cheek*) Do be careful, and give Grandma my love won't you. RRH:

(*With hand on door handle, turning to face mother*)

I'll be back before you know it. Bye!

Mother: (*Waving*) Bye love! Take care! (*Quietly to self*) I do hope she'll be O.K. I don't like her being in those woods all alone. You never know what might happen.

SESSION 6: LANGUAGE

How to write a play script?

<https://www.youtube.com/watch?v=3A1zCPWILgM>

Copy the extract from the Little Red Riding Hood play script.

Remember:



MILD

- *Layout is important*
- *Describe the setting*
- *Name:*
- *New character - New line*
- *No speech marks needed*
- *Stage directions (*characters' actions*)*
- *Capital letters for names and to begin a sentence.*

THE LION KING EXPERIENCE: SESSION 6: LANGUAGE

SCRIPT EXCERPT: THE STAMPEDE

MUFASA

Aaaaaaah!

(The RAFIKIS part to reveal MUFASA's body, represented by his crown. YOUNG SIMBA runs in.)

YOUNG SIMBA

Dad! Dad?

(rushes to MUFASA's side and tries to be playful)

Dad...? Come on. Dad.

(starts to panic when MUFASA doesn't respond)

Come on, Dad. You gotta get up. Please. Help! Somebody! Anybody? Please! Help me!

(SCAR enters)

SCAR

Simba. What have you done?

YOUNG SIMBA

There were wildebeest...It was an accident. I didn't mean for—

SCAR

Of course you didn't. But the king is dead. And if it weren't for you, he'd still be alive. Oh, what will your mother think?

YOUNG SIMBA

(guilty panic)

What am I gonna do?

SCAR

Run! Run away, Simba. Run away and never return.



Copy the extract from the Lion King play script.

Remember:

- *Layout is important*
- *Describe the setting*
- *Name:*
- *New character - New line*
- *No speech marks needed*
- *Punctuation . , ! ? ...*
- *Stage directions (**characters' actions**)*



SPICY



HOT

SCRIPT EXCERPT: SCAR'S LAST STAND

Tell them the truth.

SIMBA

I killed Mufasa!

SCAR

You don't deserve to live.

SIMBA

But, Simba—I am family. The hyenas are the real enemy. It was their idea. You wouldn't kill your old uncle, would you?

SCAR

No, Scar. I'm not like you.

SIMBA

Oh, Simba, thank you. How can I make it up to you?

SCAR

Run. Run away, Scar. Run away and never return.

SIMBA

Yes. Of course. As you wish...Your Majesty.

SCAR

(As he exits, limping, he is surrounded by SHENZI, BANZAI, and ED.)

Ah, my friends, help me...

SHENZI

Friends? Friends?!?

BANZAI

I thought he said we were the enemy.

SHENZI, BANZAI

Ed?

(ED laughs manically. Gnashing their teeth, the HYENAS chase SCAR away.)

No! Let me explain! Nooooooooooo!!!

SCAR

SESSION 6: LANGUAGE



Copy the extract from the Lion King play script.

Remember:

- *Layout is important*
- *Describe the setting*
- *Name:*
- *New character - New line*
- *No speech marks needed*
- *Punctuation . , ! ? ...*
- *Stage directions (**characters' actions**)*



SPICY



HOT

The Lion King song

IBAMBENI NJALO

BAKITHI NINGADINWA

NINGAPHELELWA NGAMANDLA SIYA BABONA

NINGAPHELELWA NGAMANDLA SIYA BABONA

NGEKE BALUNGE ONE BY ONE

SIZO NQOBA ONE BY ONE

ZOBONA ZOBONA ZOBONA ZOBON'

UMHLABA WA BANTU

GAZI LA BANTU SIYA ZIDLA NGALO

KUMNANDI KWELA KITH'E AFRICA

Handwriting

*Write the new lines of the Lion King song twice in your **best** joined handwriting.*

Leave some space on your page so that you can add new lines to the song every week.



Reading and Comprehension

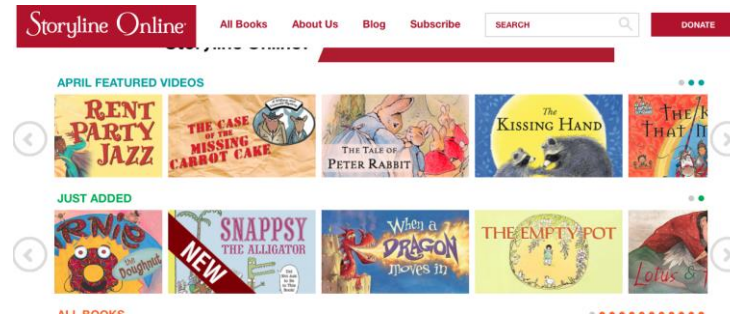
Remember to read every day!



<https://readtheory.org/auth/login>

Listen to stories

<https://www.storylineonline.net>



Learn more Spanish and French

<https://rockalingua.com>

<https://www.duolingo.com>



AFICIONES
HOBBIES
FREE



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DE COLORES / FRIENDSHIP
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SPRING
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New lessons every day!

We're adding videos and fun things to learn every weekday.

Bitesize

2nd level

Subjects

<https://www.bbc.co.uk/bitesize/levels/zr48q6f>



Art and Design



Computing Science and ICT



Dance



Drama



English and Literacy



Expressive Arts



French



German



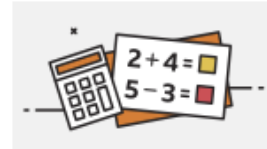
Health and wellbeing



Italian



Mandarin



Maths and Numeracy



Modern Languages



Music



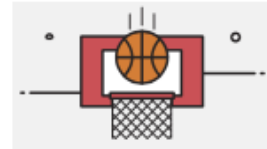
People in society, economy and business



People, past events and societies



People, place and environment



Physical Education



Religious and moral education



Science



Social Studies



Spanish



Technologies

EXPECT THE UNEXPECTED

Last week we learned that feelings are positive and negative or comfortable and uncomfortable rather than good and bad because all feelings are important, so even the most uncomfortable feeling is telling us something.

Answer the questions and write the answers in full sentences.

- Is it easier to talk about positive or negative feelings? Why?
- Is it important to talk about positive feelings? Why?
- Is it important to talk about negative feelings? Why?



On the next page, read a tiny extract from a story about Boz and Jaz, two children who are in the same class at school.

EXPECT THE UNEXPECTED



Jaz brought a swimming medal into school one day to show everyone. Boz thought Jaz was showing off a bit about winning the medal but didn't want to say anything.

After school, Boz was online on the latest social media site that they were all using and saw that Jaz and some other people from their class were chatting on Jaz's profile page.

One of them made a silly joke about Jaz turning into a frog with all that swimming and someone else added that Jaz already looked like a frog. Boz wanted to join in and so wrote that Jaz was a show-off and added some even nastier things to try and make the others laugh.



EXPECT THE UNEXPECTED

Answer the following questions in full sentences:

- Why do you think Boz didn't want to say anything about Jaz showing off whilst they were in school but did say it online?
- Do we sometimes say things in texts, emails, or chatting online that we would not say to someone's face?
- How do you think Jaz felt reading the nasty comments? How many words can we think of to describe those feelings?
- Think about when Boz was reading the other children's comments, how many feelings words can we think of to describe Boz's emotions at that time?

Think about the fact that even though we cannot see the other person, when we say things online, the emotions felt by the other person are the same, which is why it is so important to behave online as you would offline. It is easy to forget someone else's feelings when in front of a computer – but the person is still affected in the same way.

Write a text or email you could send to Jaz and Boz giving them some advice on managing their feelings in this situation.





Don't Worry



STARTING SECONDARY SCHOOL



This week we we will talk about the ways to make this transition journey easier.

The experience of moving from primary to secondary school is a key milestone in your life, it should be exciting and joyful. It's natural to feel worried and anxious right now. We're experiencing an unusual situation we've never experienced before in our lives. It's ok not to feel ok – so don't judge yourself for how you're coping.

Moving from primary to High school can be stressful sometimes, there is always nervous excitement around the new subjects, new teachers and of course new classmates. Don't worry!

STARTING SECONDARY SCHOOL



<https://open.online.clickview.co.uk/libraries/categories/26205234/videos/7594050/confidence>



Confidence is a concept that you might struggle with the most—so how can you improve it?

This videoclip follows Pablo as he navigates his confidence and self-esteem in a range of contexts. By following five simple tips, you'll see how setting goals, celebrating differences, persevering, and being constructive (instead of destructive!) will help you train your brain to be more confident!

Tips To Develop Your Confidence

Would you like to improve your confidence? Here are some handy tips to help you!

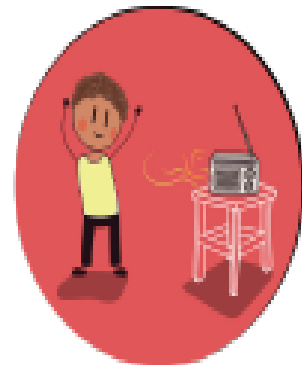
Tip 1:
Re-evaluate your goals.



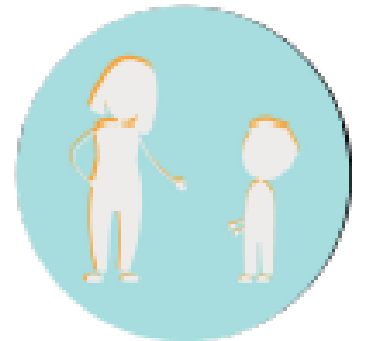
Tip 2:
Don't give up!



Tip 3:
Turn down the volume on
negative self-talk.



Tip 4:
Be constructive,
not destructive.



Tip 5:
Believe in yourself and
celebrate your
differences.



STARTING SECONDARY SCHOOL



Don't Hate, Appreciate!

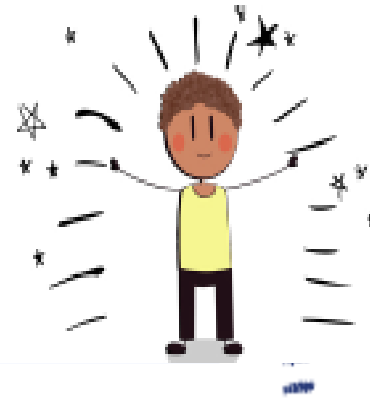
You can build confidence by appreciating yourself, others, and the world around you.



In the box below, write or draw some of the things you appreciate, or things that make you and your life special!

A large, light blue rectangular box with a decorative, scalloped top edge, intended for writing or drawing. The box is divided into two horizontal sections by a thin white line.

Remember - you're never going to be anybody else but you.
So celebrate yourself!



Confidence Boosters and Zappers

There are things that *boost* our confidence, and things that *zap* it.

For example, maybe you didn't get the marks you were hoping for on a recent class test? Or maybe a friend ignored you at lunchtime? These may be confidence *zappers*.

You might get a nice compliment, or finally master riding a bike after lots of practice. These are confidence *boosters*!



Write down some of your confidence boosters and zappers in the clouds below!

Boosters

+

+

Zappers

+

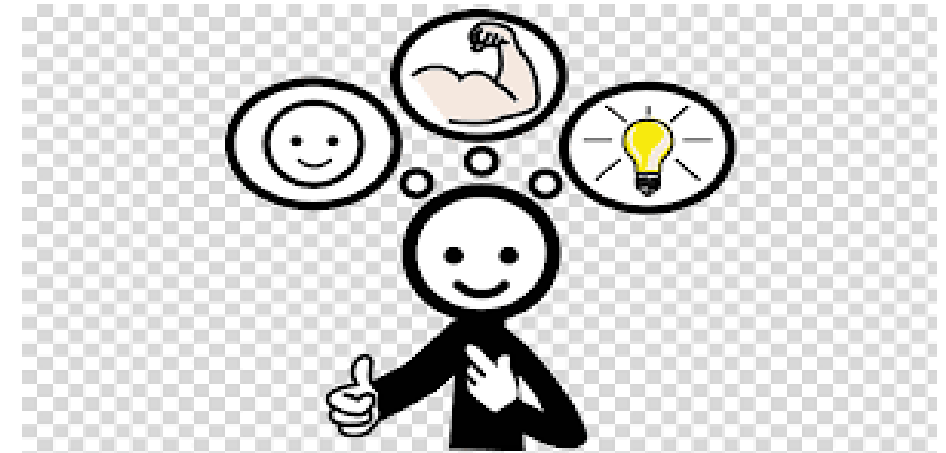
+

Self esteem

Something that affects your confidence is self esteem. Self esteem is how you see and value yourself.

If you have good self esteem, you are more likely to have better relationships, better confidence, and do the things you've dreamed of (because you believe you're worthy and capable of them)!

What do you think good **self esteem** looks like?



The Confidence Tree

Confidence is like a tree. It's always growing and it has many branches that make it whole!

So, what "branches" actually make up your confidence?

Here are the four main ones:



Physical Confidence

This is the confidence you feel about your body and its abilities.

It means you are willing to test your physical limits and have courage to try new activities.

Self Confidence

This is the belief you have in yourself!

It's what you tell yourself you are capable of, and who you think you are as a person.



Social Confidence

This refers to the skills you use to socialise, and how you think others see you.

Ability Confidence

This is your sense of accomplishment, and how confident you are in your ability to do well at different tasks.

How to Stop Comparing Yourself to Others!



You have probably compared yourself to others in the past. Sometimes you might think things like, "They're so much better at sports than me", or "I wish I looked like them", which are harmful and totally unproductive.

Comparing yourself to other people won't achieve anything. It won't change anything about the other person, and it won't necessarily change anything about you either. All it does is create unhappy thoughts that bring you down.

Tip #1: Focus on you and what you're doing

Focus on who you are as a person and the amazing qualities you have.

Stop worrying about what others around you are doing.

Being completely okay with who you are, without having to compare to others, is a great way to build confidence.

Tip #2: Celebrate other people's achievements

People who are confident in themselves are able to celebrate the achievements of others.

Instead of feeling jealous or threatened by someone else's success, celebrate it with them. Think about how great it is to be surrounded by such motivated and talented people!

Tip #3: Remember that everyone has their own insecurities!

Who do you look up to? In your mind, are they totally "perfect"?

Well, guess what? Nobody is perfect! Even though it might not look like it, everyone has their own insecurities and issues.

You might not even realise, but they might be comparing themselves to you as well!

Celebrate Others!

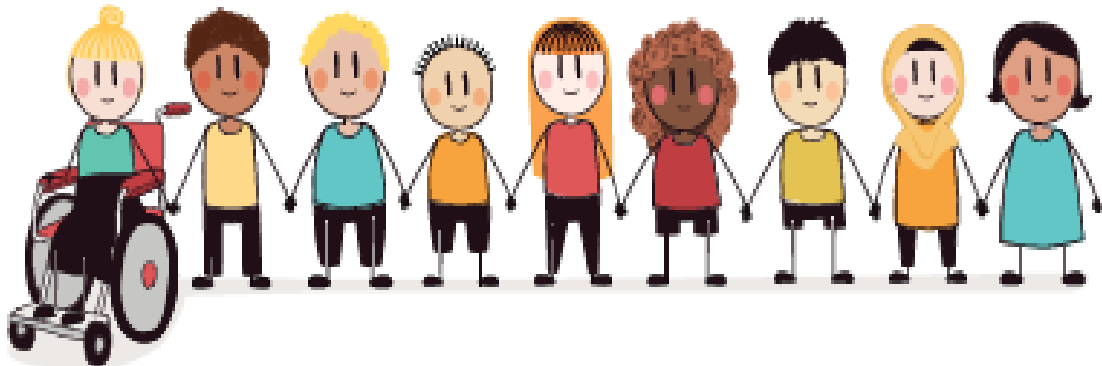
Recognising and celebrating the unique qualities of people around us is important. They help to make our lives fun and interesting, and can help motivate us!

Pick **three** students from your class and write a quality that you like about them.

Person 1:

Person 2:

Person 3:



Draw 4 big circles on your page.

Describe the qualities of three of your friends and yourself.

What would your friends say about you?

What do you have in common?

STARTING SECONDARY SCHOOL



<https://open.online.clickview.co.uk/libraries/videos/15492562/starting-secondary-school>

Follow the journey of nervous Blob as he wrestles with the looming storm ahead: high school. Follow Blob as he ventures from a place of fear and uncertainty to that of confidence and clarity, as the ins and outs of high school – including friendships, timetables, and navigating the building – are explained in poetic prose.

Say to yourself in a loud voice

**I BELIEVE IN
MYSELF.
I AM STRONG.
I AM CONFIDENT.
I AM READY FOR
HIGH SCHOOL!**



NO ONE IS YOU AND THAT IS YOUR POWER!

If you believe
in yourself,
other people
will believe
in you too.

(messages.365greetings.com)

Share with us
on Twitter 😊 or

admin@gilmerton.edin.sch.uk

IMPORTANT

Watch out for information or
tasks from your High School in
the *Transition* tab on the
website.



MILD



SPICY



HOT