



Reading  
30 minutes

## Trappers Hill

Den paused for breath at the first ring of earthworks. He could feel his heart rate finally returning to normal, despite the hard climb, so he reckoned he had put enough distance between himself and home. Of course, he would go back – just not yet. Everyone would need a little more time to calm down.

Looking around, he could see the sun edging closer to the horizon. Even so, he felt there was enough time to stay out a little longer and still get home before darkness descended completely. He would certainly appreciate the solitude. He relaxed as he watched the last day-visitors departing through the gate far below, leaving him the last living soul on the hill.

He had always loved this sacred place. Centuries ago, Trappers Hill had been an Iron Age hill fort – hence the earthworks. A small chapel had once stood at the top where now there was a small copse of beech and horse chestnut. It had even been the sight of a gallows, offering a warning to any who considered highway robbery to be a worthwhile occupation.

Having regained his breath, Den decided to see if he could find the shallow old maze that lay beyond the copse. Local legend said that it had been cut into the rabbit-cropped turf of the hillcrest by a lonely pupil from the ancient boarding school down in the town. Desperate to escape the jibes of his privileged classmates and the beatings of his strict masters, the poor lad would flee to this spot whenever he could.

Emerging from the trees, Den saw through the gathering gloom a figure standing in the middle of the maze. Trying to mask his disappointment, he approached with a mixture of caution and curiosity. Who else could possibly want to be up here at this time? The silence was shattered by the squabbling rooks high in the trees. The figure turned to look at Den. It was a boy – pale, thin, probably around ten or eleven. There was a sadness in his eyes, yet he managed a smile, saying, “Now I’ve got to find my way out again. I say, could you help me?”

“Why don’t you just walk straight across?” replied Den, feeling suddenly rather chilly and noticing that he was now in the shadow of the woods.

“Ah, now that wouldn’t be playing the game, would it?” countered the boy with a hint of a smile. “The right thing would be for you to follow the maze into the centre and then you can lead me out.”

“Well, I really ought to ...”

“Go on, I dare you,” interrupted the lad. “You’re right by the beginning. How difficult could it be?”

Against his better instincts, he took a first step into the shallow trench that marked the entrance. He was now approaching the first turn.

Suddenly, Den was struck by a deep sense of foreboding. He tried to cut across the maze but, strangely, he couldn’t. He turned and retraced his footsteps.

“Wait! What are you doing?” cried the boy but Den didn’t stop to answer. By the time he was back at the entrance, he was sprinting. He bolted back through the copse and stumbled down the hill.

Back on the hilltop, the rooks squawked their disappointment and the figure disappeared.



### Vocabulary:

1. Look at the third paragraph. **Find** and **copy** a word that is similar in meaning to the word *holy*.

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2. ... a small copse of beech and horse chestnut ... What does *copse* mean in this sentence? **Circle one.**

**small mound of earth  
hilltop**

**grassland**

**small group of trees**

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3. *He bolted back through the copse ...* What does the word *bolted* mean in this sentence?

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**Retrieval:**

4. Why were there earthworks at the top of the hill?

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5. What lay beyond the copse?

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6. What sort of birds broke the silence?

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**Inference:**

7. What made Den think he had calmed down?

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8. What made Den think he was alone at the top of the hill?

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9. Why did Den sprint out of the maze?

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**Meaning as a whole:**

10. Draw lines to match each part of the story with the correct quotation from the text.

Past events	<i>"Well, I really ought to ..."</i>
Setting	<i>It was a boy – pale, thin, probably around ten ...</i>
Dilemma	<i>Everyone would need a little more time to calm down.</i>
Character	<i>... Trappers Hill had been an Iron Age hill fort – hence the earthworks.</i>

**Authorial intent:**

11. *"I say, could you help me?"* What do phrases like *I say* tell us about the boy?

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**Compare:**

12. How does Den feel at the end of the text compared with the beginning?

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GPS warm-up  
10 minutes

***The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise books.***

***If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.***

1. Circle the correct **pronoun** to complete each sentence below so that it is written in **Standard English**.

Where are (them / those) socks that I bought yesterday?

He looked hard but he couldn't find (them / those) amongst the rubbish.

"I like (them / those) ones," he said to his grandmother.

\_\_\_\_\_   
 1 mark

**CHALLENGE: Identify all the adverbs in the sentences above.**

2. Rewrite the underlined verbs in each sentence below so that they are written in the **simple past** tense.

I am reading a book about a witch and a wizard who have to battle dark forces.

↑

My mum is bringing me a new book home from the library.

↑

\_\_\_\_\_   
 1 mark

**CHALLENGE: Rewrite each sentence in the simple present tense.**

3. Replace the underlined words in each sentence with an appropriate **contraction**.

You are not permitted to wear your football boots inside.

Unless you concentrate, I shall not help you.

Mine is the only coat left on the peg.

\_\_\_\_\_   
 1 mark

**CHALLENGE: Name all of the punctuation that can be used to indicate parenthesis.**

Writing  
30 minutes

*Continuing on from Yesterday.*

***Activity 3: Making your first combinations!***

*Now comes the fun part! Choose one word from each list yesterday and put them together to make an interesting combination. Here's how it works:*

***Places + Abstract Nouns = Combinations***

*church + love = The church of love*

*village + dreams = The village of dreams*

*station + pain = The station of pain*  
*tunnel + hope = The tunnel of hope*  
*river + anxiety = The river of anxiety*

*Each place can be paired up with any of the abstract nouns so the possibilities are endless! At this stage, try not to worry about whether they are 'good' or not just generate lots and lots of ideas so you have plenty to choose from later.*



★ *Now make as many combinations as you can!*

★ *Top Tip: You could choose ONE setting and then combine it with 5-10 abstract nouns and see which one surprises, entertains or interests you most.*

*The school of doom*  
*The school of laughter*  
*The school of determination*  
*The school of hope*  
*The school of fun*  
*The school of dreams*  
*The school of pride*  
*The school of friendship*  
*The school of possibilities*

**Activity 4: Try some alliteration**

*Let's make some more combinations but this time try to make them alliterative: this means both your place and your abstract noun need to start with the same sound:*

*The cave of curiosity*  
*The temple of terror*  
*The office of honesty*  
*The motorway of mischief*  
*A star of sorrow*  
*The fairground of fear*

★ *Now have a go at your own alliterative combinations*



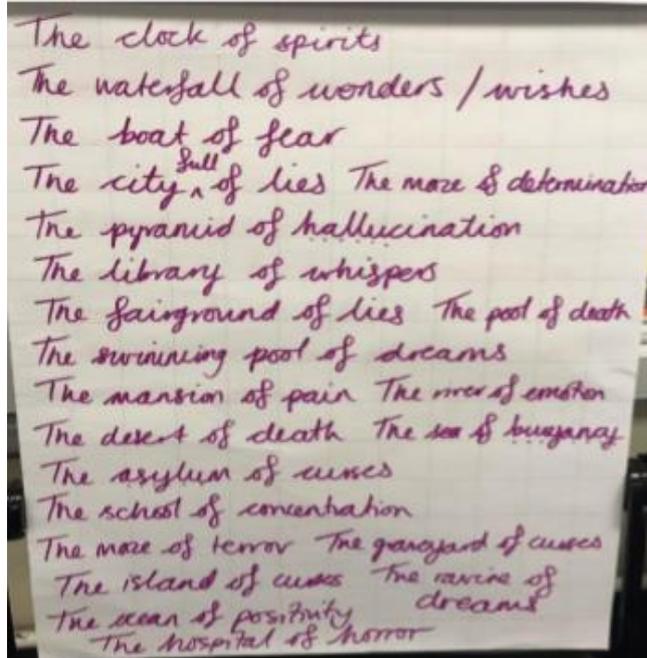
**Activity 5: Judging your ideas**

*Now you have generated your list, you can start judging which ideas stand out. Reading your ideas out loud can help here to listen to the effect on the ear. Which ones might surprise your reader? Which ones have you never heard before? Which ones immediately conjure up an image in your mind's eye?*



★ Now pick your top 10 combinations and keep them somewhere special.

★ **BONUS!** Here is a photo of a list I made with my class. If you had to choose 5 to steal, which ones would you go for?



#### **Activity 6: Can you judge my ideas?**

Fancy being a teacher for a minute? Have a go at judging some of the ideas above or your own. Number these combinations in order from 'best' to 'worst'. Note down why you have chosen the top one as your favourite? What is it about it that you like?

- The city of kindness
- The living room of boredom
- The factory of creativity
- The farm of hunger
- The forest of premonitions

You could even get a second opinion and ask an adult or sibling. Do they agree with your judgements?

Arithmetic  
10 minutes

$$1\frac{1}{4} \times 24 =$$

$$5^3 =$$

$$35\% \times 3,000 =$$

$$3,652 \times 48 =$$

$$\underline{\hspace{2cm}} \div 1,000 = 0.039$$

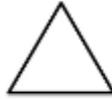
30 minutes

**Lesson starter:**

**Pay close attention to detail because it may help you with your main activity.**

**Let's review**

The internal angles in a triangle sum to  $180^\circ$



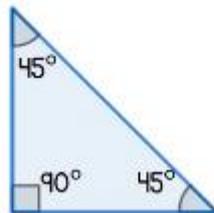
The internal angles in a quadrilateral sum to  $360^\circ$



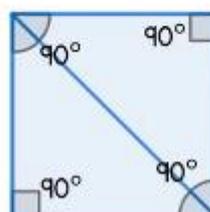
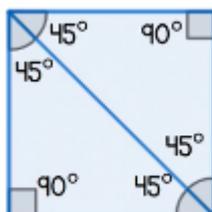
Number of sides of polygon	Name of polygon	Sum of internal angles
3	Triangle	$180^\circ$
4	Quadrilateral	$360^\circ$
5	Pentagon	

What do you predict will be the sum of the internal angles of a pentagon? Why?

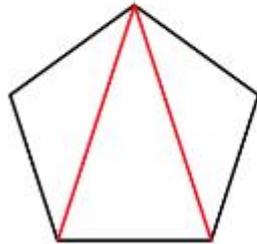
Number of sides of polygon	Name of polygon	Sum of internal angles
3	Triangle	$180^\circ$



Number of sides of polygon	Name of polygon	Sum of internal angles
3	Triangle	$180^\circ$
4	Quadrilateral	$360^\circ$

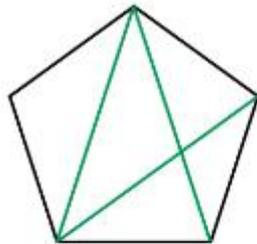


Number of sides of polygon	Name of polygon	Sum of internal angles
3	Triangle	$180^\circ$
4	Quadrilateral	$360^\circ$
5	Pentagon	$540^\circ$



3 triangles  
 $180^\circ \times 3 = 540^\circ$

**More to think about:**

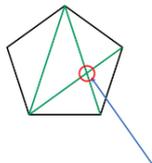


I can split the pentagon into 5 triangles, so it must be  $180^\circ \times 5$

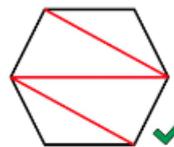
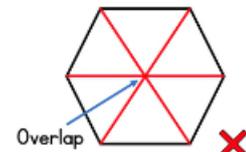
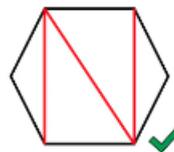
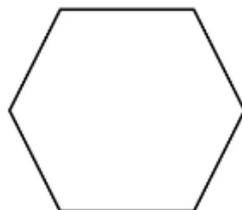


Whitney

Do you agree with Whitney?



Because a pentagon has 5 sides, there are 5 vertices and there are 5 internal angles. Unfortunately for Whitney, she has added in an extra angles. So there will be  $360^\circ$  degrees more than we need.

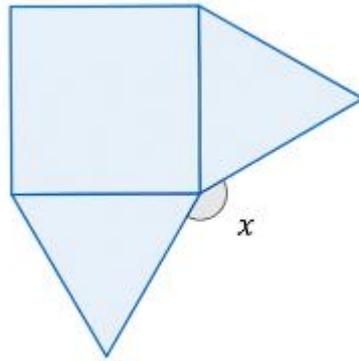


How can we split the hexagon into triangles **without** overlapping any lines?

A hexagon can be divided into 4 triangles

Number of sides of polygon	Name of polygon	Number of triangles	Sum of internal angles
3	Triangle	1	$180^\circ$
4	Quadrilateral	2	$360^\circ$
5	Pentagon	3	$540^\circ$
6	Hexagon	4	$720^\circ$

$$4 \times 180 = 720^\circ$$

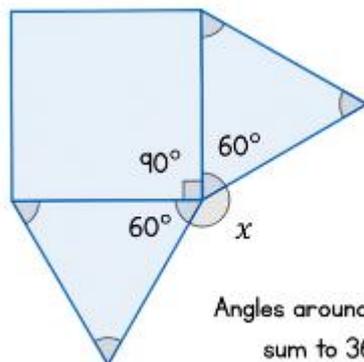


The shape is made of regular polygons.

Calculate the size of angle  $x$

*This shape is made of regular polygons.*

*Remember regular means all the sides are the same length and all the angles are the same. To work this out you will need to recognise that angle  $x$  meets 3 other angles. The total of four angles- a full turn- is  $360^\circ$ . You will also need to recognise that there is a regular square and each angle of a square is  $90^\circ$ . Lastly, there are two equilateral triangles. All angles of a triangle add up  $180^\circ$ . So each angle is  $60^\circ$ . You are then able to work out angle  $x$ .*



Angles around a point  
sum to  $360^\circ$

$$360^\circ - (90^\circ + 60^\circ + 60^\circ) = 150^\circ$$

**Main activity:**

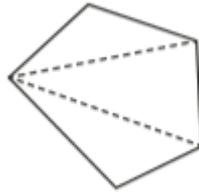
1)

The sum of the interior angles of a triangle is  $180^\circ$ .

Split the polygons into triangles to work out the sum of their interior angles. Your lines should not overlap.

The first one has been done for you.

a)



number of sides =

number of triangles =

$3 \times 180 =$

The sum of the interior angles of a pentagon is

b)



number of sides =

number of triangles =

$\times 180 =$

The sum of the interior angles of a hexagon is

1

c)



number of sides =

number of triangles =

$\times 180 =$

The sum of the interior angles of a heptagon is

What do you notice about the number of sides compared to the number of triangles?

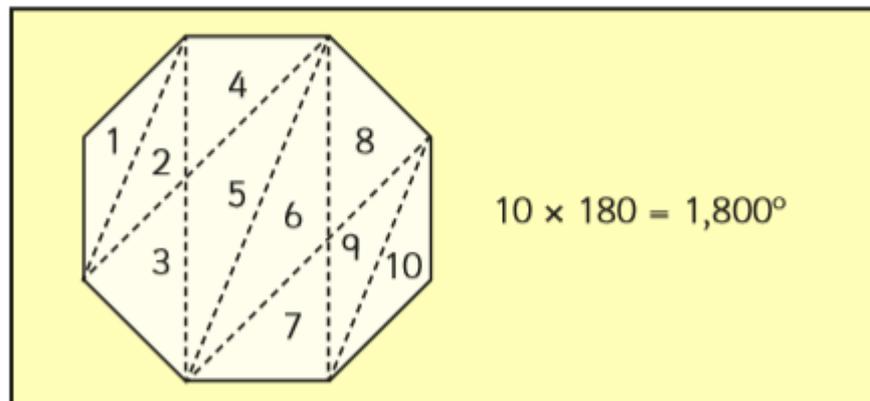
2)

Complete the table.

Shape	Number of sides	Number of triangles	Sum of interior angles
quadrilateral	4	2	360°
pentagon			
nonagon			
decagon			
	6		
		6	
			1,800°

3)

Dani is working out the sum of the interior angles of a polygon. Here are her workings.



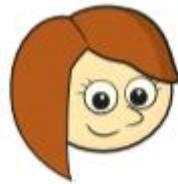
Do you agree with Dani? \_\_\_\_\_

Explain your answer.

4)

Rosie, Amir and Eva are drawing polygons.

a)



Rosie

I have split my polygon into four triangles.

What polygon has Rosie drawn?

\_\_\_\_\_

b)

The sum of the interior angles of my polygon is  $1,080^\circ$ .

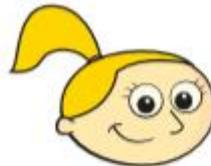


Amir

What polygon has Amir drawn?

\_\_\_\_\_

c)



Eva

My polygon has more sides than Rosie's but fewer than Amir's.

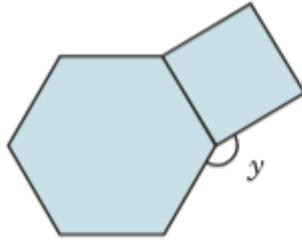
What is the sum of the interior angles of Eva's polygon?

5)

Each compound shape is made up of regular polygons.

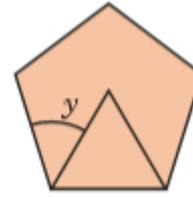
Work out angle  $y$  in each case.

a)



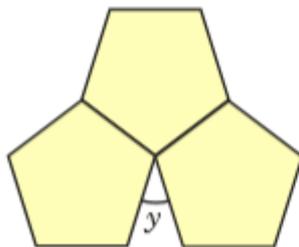
$y =$

d)



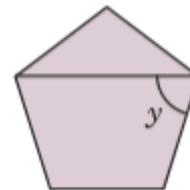
$y =$

b)



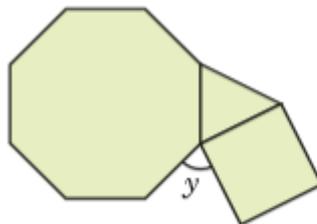
$y =$

e)



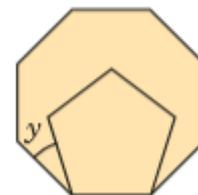
$y =$

c)



$y =$

f)



$y =$

Enquiry/Project work  
30 minutes

**ART**

*Self portraits*

*Today, I would like you to draw a detailed portrait of yourself. Use a mirror to get a good look at the main details, such as eyes, skin and teeth. When you have finished, why not use recycling, old magazines and other materials to make a collage of your portrait?*

*If you can, use the link below to help you with your portraits:*

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytscw>

*Don't forget, if you would like to show me your portraits and/or collage you can take a picture and send them to the Year 6 support email address 😊*