



Summer 2 Week 10

Year 6

This pack includes:

- Suggested Timetable
- Daily Reading session - approx. 30mins.
- Daily Spelling session - approx. 30 mins
- Daily Maths session - approx. 45 mins
- Topic Grid with activities to choose from

These activities in the grid cover the full range of subjects across the curriculum. We recommend that you choose 2 activities per day in addition to spellings, reading and maths but please do spend longer if particular tasks suit your interests.

Please upload learning to Microsoft Teams when finished.

What's coming up?



We hope this slide is helpful but please get in touch on Teams or through school admin if you have any questions. 😊

The Year 5/6 Team would like to start by saying a huge thank you for all the hard work and commitment that has gone into home schooling over the past few months. We have been really impressed with the commitment and perseverance from all! However, we appreciate that recent weeks may have been a challenge with some children in school and some not, changing guidelines and many other uncertainties surrounding us. In order to accommodate while we are all adjusting to new routines, we would like to provide a more flexible approach to learning. For this reason, from the 29th June until the end of term, the packs will look a little different. Thank you for all your support. Miss Rolls, Ms Sherfield, Mr Hempson-Jones, Mrs Coulstock and Mr Hatton.

Instead of multiple lesson slides, your pack will include daily maths, reading, and spelling activities that will also be set as daily assignments on Microsoft Teams and then a **topic grid** filled with activities to choose from. This way you can personalise the learning to suit your child's individual interests and although we advise two activities per day, this is just a guideline. If a particular project engages your child please do work on it over a number of sessions.

Each week will continue to have a theme. In 5/6 these are:

Week 5 = Inspire week - Be the best you can be.

Week 6 = Charity Week

Week 7 = Reflection and Transition/Festival Week

	Reading	Maths	Break	Pick an activity from the grid	Lunch	Spelling	Pick an activity from the grid	3.00 - 3.15
Mon								HAND IN your learning
Tues								HAND IN your learning
Wed								HAND IN your learning
Thurs								HAND IN your learning
Fri								HAND IN your learning

This week's theme is: Inspire

This week we are hoping to inspire you to think about what you would like to be when you are older?

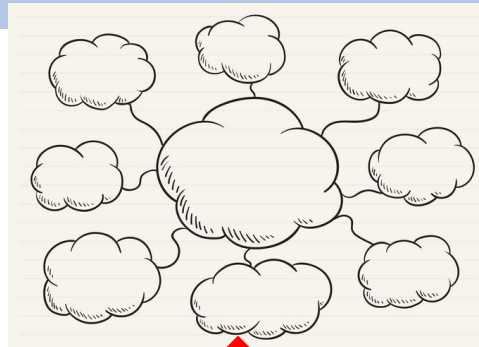
Key Words: Inspire, aspiration, occupation, profession, motivation

Key Questions: What would you like to be when you are older? How can you be the best version of you?



"Your real strength comes from being the **BEST YOU** you can be.

Who are you?
What are you good at?
WHAT MAKES YOU, YOU?"



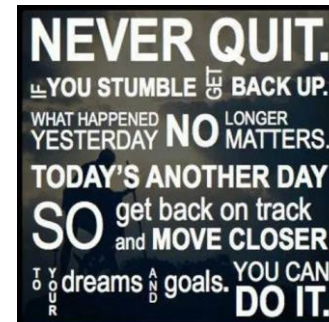
If you are unsure of the definition of some of these words, can you look them up in a dictionary?

Optional Activity:




































How many different types of job can you think of?

Can you create a mind map?

Check out these inspirational quotes. Take some time to reflect. What do they mean to you? Which one do you like the best?



Year 5 and 6 Timetable

								3.00 - 3.15
Mon	<p>Reading</p> 	<p>Maths</p> 	<p>Break</p> 	<p>Pick an activity from the grid</p> 	<p>Lunch</p> 	<p>Spelling</p> 	<p>Pick an activity from the grid</p> 	<p>HAND IN your learning</p>
Tues	<p>Reading</p> 	<p>Maths</p> 	<p>Break</p> 	<p>Pick an activity from the grid</p> 	<p>Lunch</p> 	<p>Spelling</p> 	<p>Pick an activity from the grid</p> 	<p>HAND IN your learning</p>
Wed	<p>Reading</p> 	<p>Maths</p> 	<p>Break</p> 	<p>Pick an activity from the grid</p> 	<p>Lunch</p> 	<p>Spelling</p> 	<p>Pick an activity from the grid</p> 	<p>HAND IN your learning</p>
Thurs	<p>Reading</p> 	<p>Maths</p> 	<p>Break</p> 	<p>Pick an activity from the grid</p> 	<p>Lunch</p> 	<p>Spelling</p> 	<p>Pick an activity from the grid</p> 	<p>HAND IN your learning</p>
Fri	<p>Reading</p> 	<p>Maths</p> 	<p>Break</p> 	<p>Pick an activity from the grid</p> 	<p>Lunch</p> 	<p>Spelling</p> 	<p>Pick an activity from the grid</p> 	<p>HAND IN your learning</p>

Aim: 1) To learn about different occupations

2) To consider how you can be the best you can be

Tasks in red are worth house points or super commendations if completed to a high standard

Learn about being a musician Go to page 34	<u>All about you activity</u> Spend some time reflecting on what makes you happy and unhappy Go to page 40+41	Learn about being a photographer for luxury cars Go to page 34	Write a job application Go to page 36, 37 + 38	Budgeting lesson Go to pages 46-50
Learn about working for Greenpeace Go to page 34	Learn about being a farmer Go to page 34	Learn about being a doctor Go to page 34	Learn about being a graphic designer Go to page 34	Jobs word search Page 51
Learn about owning a dog walking company Go to page 34	Create a poster about your dream job Go to page 39	Art/PSHE mind map activity Go to page 35	You all must complete this task Write a thank you letter to one of the people you met in the video. Go to page 42	French lesson Page 45

The Year 5&6 staff have asked their friends and family to make videos just for you about their jobs!!

Day 1 - Reading

Monday 29th June 2020

Reading task

LO: To talk about a book you are reading

20 mins – read your book to a family member or friend over the phone, facetime or face to face.

Before you read: Tell them all about the story so far.

After reading: discuss why you are enjoying or not enjoying the story.
Do they have any questions for you?

Ask an adult at home to sign your reading record

MATHS DAY 1 – All Year 6 Maths Groups

LO: To solve 2 step equations

STARTER (Canada/England)

$$5571 + 938 = \quad 8 \times 4 \times 3 = \quad 2.001 + 0.11 =$$

STARTER (Spain)

$$31 \times 38 = \quad \frac{1}{6} \times \frac{1}{4} = \quad 3289 \div 13 =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find:
and click the + (The dates are behind)
 - Now find Lesson 1 (Solve-2-step equations)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
 2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
 3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.

Lesson 1 - Solve 2-step equations

Solve 2-step equations

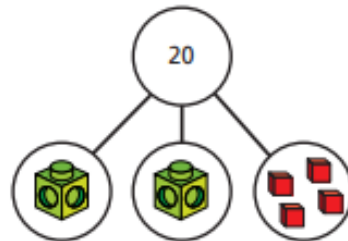
Mo and Tommy go to the shop.




MATHS DAY 1 – Tasks (ALL groups to complete)


LO: To solve 2 step equations

1 Here is a part-whole model.

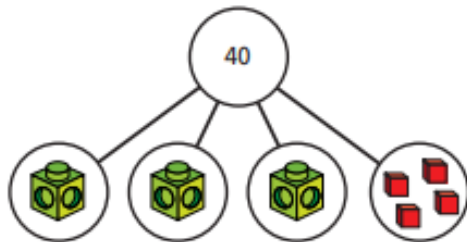


a) Write an equation for the part-whole model.

b) Solve the equation to work out the value of 

 =

2 If each multilink cube represents x , form and solve an equation to find the value x .



$x =$

3 There is the same number of counters under each cup. There are 16 counters in total.



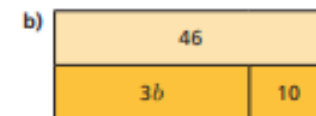
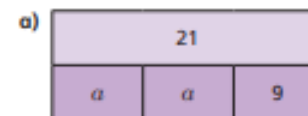
a) Use y to represent the number of counters under each cup. Write an equation in terms of y .

b) Solve the equation to find the value of y .

$y =$

c) How many counters are under each cup?

4 Write an algebraic equation to represent each bar model. Find the values of a and b .



$a =$

$b =$

MATHS DAY 1 – Tasks (Spain group to complete)

LO: To solve 2 step equations

5 Solve the equations.

a) $5x + 1 = 31$

$x =$

b) $3x - 3 = 9$

$x =$

c) $4p - 11 = 3$

$p =$

d) $9 = 2y + 8$

$y =$

e) $10g - 2 = 46$

$g =$

f) $4 + 3y = 28$

$y =$

6 Dani thinks of a number.
She doubles it and adds 3
She gets the answer 15

a) Write an equation to represent Dani's problem.

b) Solve the equation to find her number.

7 Alex is y years old.
Her friend Brett is 3 years older.
The total of their ages is 25
How old are Alex and Brett?

Alex is

Brett is

MATHS DAY 1 – Challenge

LO: To be challenged

8



a) Work out the cost of one banana and one orange.

One banana costs

One orange costs

b) Compare methods with a partner.

Ramesh is exploring three sequence-generating rules.

Rule A is: 'Start at 30, and then add on 7, and another 7, and another 7, and so on.'

Rule B is: 'Write out the numbers that are in the seven times table, and then add 2 to each number.'

Rule C is: 'Start at 51, and then add on 4, and another 4, and another 4, and so on.'

What's the same and what's different about the sequences generated by these three rules?

Explain why any common patterns occur.

Roshni and Darren are using sequence-generating rules.

Roshni's rule is: 'Start at 5, and then add on 9, and another 9, and another 9, and so on.'

Darren's rule is: 'Write out the numbers that are multiples of 3, starting with 3, and then subtract 1 from each number.'

What might Roshni and Darren notice about the numbers in the sequences generated by each of these rules?

Explain your reasoning.

Monday 29th June 2020

LO: to spell words from the year 5/6

spelling list

Copy words into your home learning book. Use look, say, cover, write, check

You should write each word 3 times

Make sure you join your handwriting

1	according
2	definite
3	interrupt
4	rhyme
5	appreciate
6	embarrass
7	muscle
8	sincere
9	bruise
10	existence
11	opportunity
12	system
13	competition
14	government
15	profession
16	critic
17	sincerely
18	twelfth
19	thorough
20	temperature

These are the spellings you will be working on this week



Look , Say, Cover

Write, Check

Write, Check

Write, Check

Write, Check

1 according

2 definite

3 interrupt

4 rhyme

5 appreciate

6 embarrass

7 muscle

8 sincere

9 bruise

10 existence

11 opportunity

12 system

13 competition

14 government

15 profession

16 critic

17 sincerely

18 twelfth

19 thorough

20 temperature

Day 2 - Reading

Tuesday 30th June

Reading task

LO: to investigate the meaning of new vocabulary

Reading 20 mins – read independently or to a family member.

Write LO and date

10 min task

Go through your reading book and write down any new vocabulary or words you are unsure about.

Either ask a family member to explain them to you or use a dictionary to find the meanings

Ask your grown up to sign your reading record.

MATHS DAY 2 – All Year 6 Maths Groups

LO: To find pairs of values

STARTER (Canada/England)

$5^3 =$

$6011 \div 1000 =$

$70 \times 70 =$

STARTER (Spain)

$23\% \text{ of } 320 =$

$8 \times 5 \frac{1}{4} =$

$2007 \times 65 =$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find:
and click the + (The dates are behind)
 - Now find Lesson 2 (Find pairs of values)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
 2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
 3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.

Lesson 2 - Find pairs of values

Find pairs of values

The circle and the square represent positive integers



00:00



MATHS DAY 2 – Tasks (ALL groups to complete)

LO: To find pairs of values

1 Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)



Dexter

The triangle could be 3 and the circle could be 4

Do you agree with Dexter? _____

Explain why.

b)

The triangle is worth 4



Dora

What is the value of the circle in Dora's number puzzle?

$$\bigcirc = \square$$

c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

2 a and b are whole numbers.

$$2a + b = 14$$

Complete the table to show different possible values for a and b .

a	0	1	2	3	4	5	6	7
$2a$	0	2						
b	14							
$2a + b$	14	14	14	14				

3 c and d are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for c and d .

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

b) Explain why there are no other possible values for c and d .

MATHS DAY 2 – Tasks (Spain group to complete)

LO: To find pairs of values

- 4 x and y are both multiples of 5 less than 100
If $2x = y$, circle the possible values of x and y .

$x = 20, y = 20$

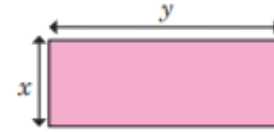
$x = 10, y = 20$

$x = 20, y = 10$

$x = 35, y = 70$

$y = 90, x = 45$

- 5 Here is a rectangle.
 x and y are both integers.



The rectangle has a perimeter of 28 cm.

- a) Write an equation to represent the perimeter of the rectangle.

- b) List all the possible pairs of values for x and y .

Compare answers with a partner. How do you know you have found all the possible values?

- 6 Aisha is buying some stationery for school.
She spends exactly £1
List the possible combinations of pencils and pens that Aisha could have bought.



MATHS DAY 2 – Challenge

7 Ron has four digit cards.

- Two of the cards have the same value.
- All of the cards are less than 10 but greater than zero.
- All of the cards are odd.
- The sum of the four cards is 24

Find two possible sets of cards.

Set 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Set 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

8

$$2ab = 48$$

a) Find a pair of possible values for a and b .

$a =$ $b =$

b) Work with a partner to find as many pairs of values as you can.

On New Year's Eve, Polly has £3.50 in her money box. On 1 January she puts 30p into her money box. On 2 January she puts another 30p into her money box. She continues putting in 30p every day.

On what date is there exactly £8 in Polly's money box?

On what date does Polly's money box first contain more than £15?

Write a sequence-generating rule for working out the amount of money in the money box on any day.

Tuesday Spelling

Y5/6 Spellings Word Search



relevant

cemetery

sacrifice

achieve

rhyme

committee

soldier

interrupt

secretary

determined

Complete the word search and log onto classroom secrets to complete this game

<https://kids.classroomsecrets.co.uk/resource/year-6-spellings-and-definitions-matching-activity-3/>

Day 3 - Reading

LO: To complete a reading comprehension

Evelyn Glennie – a short biography

Evelyn Glennie is a well-known musician who plays many different percussion instruments. She is the first ever solo fulltime percussionist. She has played all around the world with famous orchestras and musicians. Below you can read from her autobiography, *Good Vibrations*; but first, here is a short outline of her life so far.

Evelyn was born in 1965 and grew up with her two brothers on a farm in northeast Scotland. From an early age, when she started to learn the piano, recorder and clarinet, it was clear that Evelyn was unusually gifted in music.

While still at primary school, Evelyn started to lose her hearing. By the age of 12, she was almost completely deaf. At secondary school, she stopped playing most other instruments in order to put her effort into percussion. Here she began to excel as a talented musician, with support from family and teachers, especially Mr Forbes, her percussion teacher.

In those days, because of her deafness, it was difficult for Evelyn to be allowed to attend the local secondary school. Later on, in 1981, she had an even bigger struggle to get into the Royal Academy of Music in London, where she wanted to continue her studies in music. At first, the Royal Academy was unwilling even to interview her but she was finally accepted. She did better than anyone expected and completed her studies while still exceptionally young – before her 20th birthday.

In 1988 Evelyn won the *Young Musician of the Year* competition and since then her career has taken off. She has become an outstanding professional musician, winning countless prizes and awards, and has performed with many world class musicians all over the globe. Evelyn appears on television frequently, presenting music programmes such as 'Soundbites'. She has also written and performed music – not only for television, but also for film. She has even developed her own musical instrument – a new range of cymbals.

Some of Evelyn's major achievements:

- gives around 110 concerts a year
- has recorded 18 albums
- has performed in over 40 countries
- has collected over 1800 instruments
- uses up to 60 instruments in a live performance
- was the first classical musician to have her own website.

1. Which of these instruments did Evelyn learn as a child?

Tick one.

flute

recorder

guitar

violin

1 mark

2. This table shows the dates of some important events in Evelyn's life. Fill in the three gaps.

Date	Event
1965	
1977	Went to secondary school
	Went to the Royal Academy of Music
1984	Completed studies
	Won Young Musician of the Year

2 marks

3. The text says that Evelyn was the first person to do two things.

Give one of them: _____

1 mark

4. The writer used descriptions such as *unusually gifted* to describe Evelyn.

Find and copy two other words or phrases showing that Evelyn had a special gift.

1. _____

2. _____

2 marks

MATHS DAY 3 – All Year 6 Maths Groups

LO: To convert metric measures

STARTER (Canada/England)

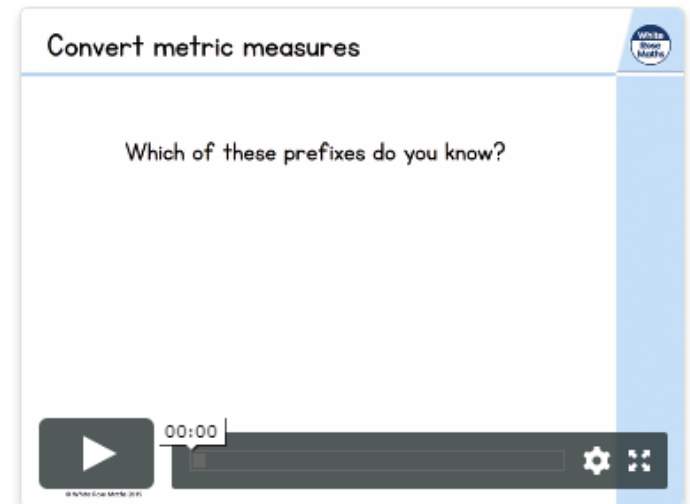
$$5.3 \times 1000 = \quad 4 \times 3.04 = \quad 10\% \text{ of } 5980 =$$

STARTER (Spain)

$$\frac{5}{6} \div 5 = \quad 24 \div (10 - 4) = \quad \frac{9}{10} + \frac{4}{5} =$$

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 - Now find Lesson 3 (Convert metric measures)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
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Lesson 3 - Convert metric measures



Convert metric measures

Which of these prefixes do you know?

00:00

MATHS DAY 3 – Tasks (ALL groups to complete)

LO: To convert metric measures

1 How many centimetre cubes can you fit along a metre stick?



What does this tell you?

2 Complete the sentences.

a) There are grams in 1 kilogram.

There are kilograms in one tonne.

b) There are millilitres in 1 litre.

c) There are millimetres in 1 centimetre

There are centimetres in 1 metre.

There are metres in 1 kilometre.

3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

There are m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g				

There are g in $6\frac{1}{2}$ kg.

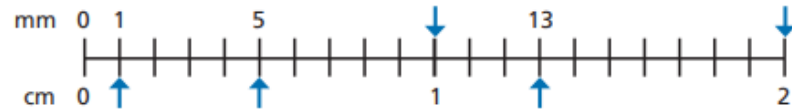
MATHS DAY 3 – Tasks (Spain group to complete)

LO: To convert metric measures

- 5 A bag of dog food weighs 2.5 kg.
Write this weight in grams.



- 6 What measurements are the arrows pointing to?
Label them on the number line.



- 7 Complete the conversions.

- a) $10 \text{ mm} = \boxed{} \text{ cm}$ $\boxed{} \text{ mm} = 1.1 \text{ cm}$
 $11 \text{ mm} = \boxed{} \text{ cm}$ $\boxed{} \text{ mm} = 10.1 \text{ cm}$
 $\boxed{} \text{ mm} = 11 \text{ cm}$
- b) $2.1 \text{ km} = \boxed{} \text{ m}$ $2.01 \text{ km} = \boxed{} \text{ m}$
 $2.001 \text{ km} = \boxed{} \text{ m}$ $2.011 \text{ km} = \boxed{} \text{ m}$

- 8 Write $>$, $<$ or $=$ to complete the statements.

- a) $100 \text{ m} \bigcirc 1 \text{ km}$ b) $5.1 \text{ l} \bigcirc 5,100 \text{ ml}$
 $10 \text{ m} \bigcirc 10 \text{ cm}$ $607 \text{ l} \bigcirc 0.607 \text{ ml}$
 $10.1 \text{ mm} \bigcirc 101 \text{ cm}$ $0.05 \text{ l} \bigcirc 5 \text{ ml}$

- 9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Dora

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.

Amir

You can just multiply 1.05 by 1,000!



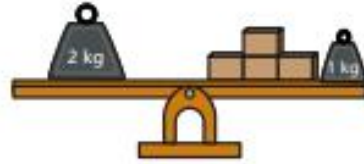
Who do you agree with? _____

Explain your thinking.

MATHS DAY 3 – Challenge

LO: To be challenged

- 10 What is the mass of one of the boxes?
Give your answer in grams.

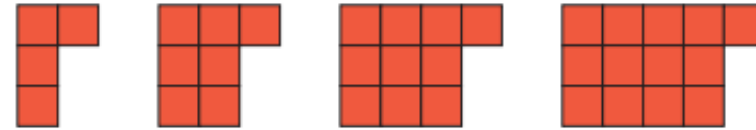


- 11 There are 1,000 kg in one tonne.
a) How many grams are there in one tonne?

- b) A car weighs 1.3 tonnes.
Write the weight of the car in grams.

Ali has made three sequences of shapes by sticking coloured squares together.

The sequence of red shapes starts



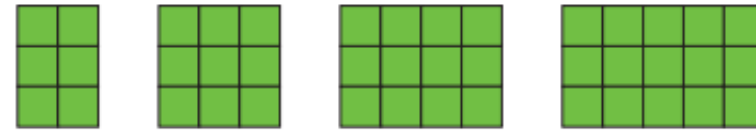
and so on.

The sequence of blue shapes starts



and so on.

The sequence of green shapes starts



and so on.

Ali says, 'If I put two shapes of the same colour together, they make a shape that is the same as one of the shapes in a different colour.'

Do you think that Ali's claim is always, sometimes or never true?

Explain your reasoning.

Wednesday Spelling Task

Word Map

Choose the spelling word that you are finding the trickiest to spell correctly and create a word map!

Chosen word: _____

Write down three words with the same or similar meaning (synonyms):

Copy down a dictionary definition for your word:

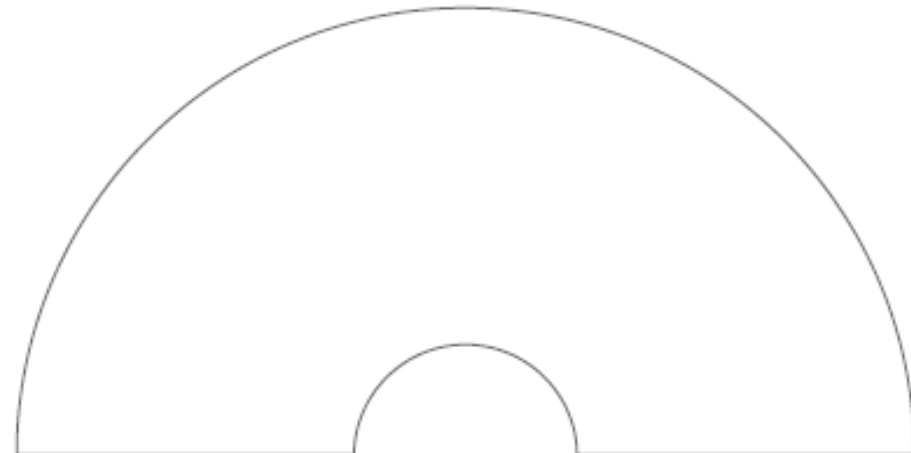
Challenge Task

Use your word in a direct speech sentence.

Draw an illustration to represent your word:



Use different coloured crayons or pens to 'rainbow write' your word:



On The Road



Introducing Sharon Brown

Sharon Brown always had an unusual ambition – she wanted to be a lorry driver. Now, Sharon leads the life of which she has always dreamed. Once or twice a week she drives an LGV (Large Goods Vehicle) across long distances, delivering large loads to distant places.

After years of trying to discourage her, Sharon's friends and family finally gave in, realising how determined she was.

Training for lorry drivers can start only at the age of 21, so Sharon took a course in electrical engineering first and then worked for a haulage company until she was able to start the LGV training. Later on, she took a test that allowed her to drive articulated lorries. She passed all her tests first time.

Nowadays, she's away from home for three to five days at a time, travelling all over Europe.



On the next pages are extracts from a diary Sharon kept on a journey to Spain, transporting a load of tennis balls for the Spanish Open tennis championship. She wrote a few lines at most of her stopping points.

Monday

05.00 Nottingham Lorry Depot, England

Just picked up lorry. Glad to see that I'll be driving the new Charger, with all the latest equipment. Checked load. 20 crates of tennis balls bound for Barcelona, Spain.

09.15 Dover Ferry Port, England

A really bad start – motorway was painfully slow, but got here in the end. Then STUPID ME – got stuck behind lorry with orange warning plates carrying a full load of highly dangerous chemical. Had to wait hours for it to be checked, but I was through border control in minutes and allowed on board the ferry.

10.15 On ferry

Met Carl and Eddie. Carl reminded me about our time on the training course years ago – how I'd said then that the idea of working on the move had been my ambition since childhood. Good to see friends and talk about old times.

14.00 Laon, France

Have stopped for lunch at truck stop. At last, fantastic food! Chocolate mousse was heaven. Long stretch ahead of me, want to cover at least 300 km before next stop.

19.00 Limas Lorry Park, France

Just checked the tachograph – don't want to break any laws about how long I spend at the wheel. Have done over 700 km since getting off the ferry and been at the wheel for 7 hours. Time to stop for the night.

20.30

Made soup in microwave – yuck! Phoned home and chatted to kids. All OK. Lorry park very full and getting into bay took a bit of work. Reminded me about the course and how hard some of the training seemed then. Reversing the lorry was like trying to thread a needle with gloves on – now I can do it with my eyes closed! Tuned into some local TV stations on my portable but couldn't understand much, so listened to some French music instead and read my book. Now ready to turn in for the night in my cosy cab. Spain tomorrow.

Tuesday

07.00 E15 Motorway Services, France

Great to be on the move again. Feel like the king of the road, towering 2 metres above the rest of the traffic, with hundreds of miles of empty road ahead and behind me. French motorways great – no traffic. Free as a bird, as long as I get these tennis balls to Barcelona. Days like this reminded me why I always wanted to become a lorry driver.



09.00 Somewhere on the E15 Motorway, France

Had to make an unexpected stop as several drivers were flashing their lights at me. Discovered that my right indicator was on the blink. Checked the bulb, fuse and wires.

Seems to be all right now.

12.00 Le Boulou (15 km from Spanish border)

Good place for lunch. Will stop here another time. Have just had the best steak and chips since the one I cooked for the kids last Sunday.

17.00 Gerona, Spain

Border control very friendly and let me through without fuss. Hot, sticky weather gave way to a tremendous storm. Had to slow right down – one lorry in front skidded. Parked and sat in cab, safe, dry and comfy, for an hour, watching the fantastic forks of lightning hit the ground all around, the lorry shaking with each clap of thunder. What an experience. Won't delay any longer now, as want to get to Barcelona before dark.

21.00 Barcelona, Spain

Got to Barcelona in the dark – really hard to find your way in a strange place at night, but found it in the end. Unloaded the tennis balls. Exhausted at end of a long day but took the chance to have a quick look round a new city – love seeing new places. Tomorrow start journey home with a full load of oranges. Tonight Spanish food, music and a good night's rest.

1. What was Sharon's ambition?

1 mark

2. Why did Sharon's friends and family eventually stop trying to discourage her?

1 mark

3. Look at the diary entry for Monday at 20.30.
 How does Sharon's description make her cab seem like home?
 Give **two** ways.
 1. _____
 2. _____

2 marks

4. Complete the table to show Sharon's journey.

Day	Time	Place	Event
Monday	05.00	Nottingham	Picked up lorry
	10.15		Met Carl and Eddie
	14.00	Lan	
	19.00	Limas	Stopped for the night
Tuesday	09.00	E15 Motorway	
		Le Boulou	Lunch

2 marks

5. Sharon compares learning to reverse a lorry to *trying to thread a needle with gloves on*.
 Why is this a good way to describe what it is like to reverse a lorry?

6. What is the purpose of the text on page 1?
 Tick one.

- to persuade you to become a lorry driver
- to explain why travelling is so important
- to give you background information
- to give you instructions about driving a lorry

1 mark

7. What evidence is there in the diary that Sharon wants to do her job carefully and safely?
 Find **two** things.
 1. _____
 2. _____

2 marks

8. What do you think Sharon enjoys about her life as a lorry driver?
 Use the text to help you explain.

3 marks

MATHS DAY 4 – All Year 6 Maths Groups

LO: To convert miles and kilometres

STARTER (Canada/England)


$$560 \div 8 = \quad 3084 \div 6 = \quad 10\,000 - 3300 =$$

STARTER (Spain)

$$2728 \div 31 = \quad \frac{7}{10} \div 3 = \quad 2\frac{1}{3} - \frac{3}{4} =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find:
and click the + (The dates are behind)
 - Now find Lesson 4 (Miles and kilometres)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
 2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
 3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.

Lesson 4 - Miles and kilometres



Miles and kilometres

Miles

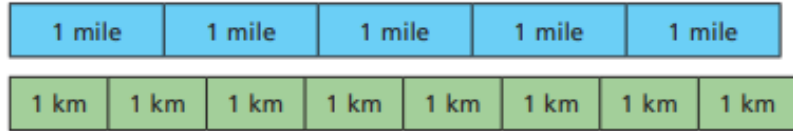
00:00

MATHS DAY 4 – Tasks (ALL groups to complete)

LO: To convert miles and kilometres

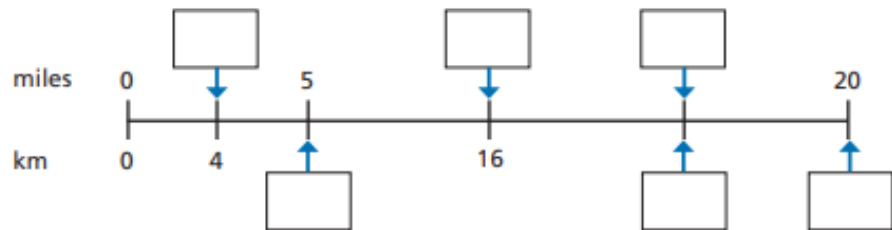
1 Tick the statements that are true.

Use the bar model to help you.



- a) 5 miles is approximately equal to 8 kilometres.
- b) 1 mile is longer than 1 kilometre.
- c) 2 kilometres is longer than 1 mile.
- d) 2 kilometres is longer than 2 miles.

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

- a) 5 miles \approx kilometres
- 10 miles \approx kilometres
- 15 miles \approx kilometres
- b) miles \approx 16 kilometres
- mile \approx 1.6 kilometres
- miles \approx 0.8 kilometres

4 Complete the conversions.

- a) miles \approx 160 km
- b) 45 miles \approx km
- c) \approx 640 km
- d) 95 miles \approx km
- e) 7.5 miles \approx km
- f) 2 miles \approx km

5



If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.

$$\begin{array}{c}
 +5 \left\{ \begin{array}{l} 5 \text{ miles} \approx 8 \text{ km} \\ 10 \text{ miles} \approx 13 \text{ km} \end{array} \right. +5
 \end{array}$$

Explain Whitney's mistake.

MATHS DAY 4 – Tasks (Spain group to complete)

LO: To convert miles and kilometres

- 6 A marathon is approximately 26.2 miles.
How far is this in kilometres?

- 8 Esther cycles 70 miles over 4 days.
On day 1 she cycles 14 miles.
On day 2 she cycles 32 km.
On day 4 she cycles twice as far as she does on day 3
How far does she cycle on day 4?
Give units with your answer.

- 7 The maximum speed limit on residential roads in the UK is 30 miles per hour.



In France, the maximum speed limit on residential roads is 50 kilometres per hour.

- a) Which country has the higher speed limit for these roads?

- b) What is the difference between the speed limits in miles per hour?

MATHS DAY 4 – Challenge

9 Use a map of your local area.

Find something that is approximately:

a) 1 mile away from your school

b) 1 km away from your school

c) 5 miles away from your school

d) 5 km away from your school

Compare answers with a partner.

Imagine we talked about time using decimals.

Would 2.3 hours be:

- 2 hours and 3 minutes
- 2 hours and 20 minutes
- 2 and a half hours, or
- 2 hours and 18 minutes?

Explain your decision.

Sarah is 0.2 m taller than Jack.

Ella is 15 cm taller than Sarah.

Their combined height is 3.25 m.

How tall is Ella?

Thursday Spelling

Speed Spell

Choose 4 tricky spellings from this week's list. Give yourself 30 seconds to write the word accurately as many times as possible. Do this in your home learning book.

Thursday Spelling

Extension SPAG activity

Please complete the challenge cards to test your knowledge of prefixes

Grammar and Punctuation

Which **prefixes** would you add to these verbs?

___agree ___behave ___turn
___trust ___allow

Write out some sentences using these words.



2

twinkl.co.uk

Grammar and Punctuation

What do these **prefixes** mean?

Dis con tele bi mono semi

Now write down the meaning of these words:

Bilingual –

Contract –

Semicircle –

Telegram –

Dislike –

Monologue –



19

Day 5 Reading

Friday 3rd July 2020

Read a text of your choice today.

You may like to consider one of these options.

Maybe you might like to listen to a David Walliams story on this link:

<https://www.worldofdavidwalliams.com/?s=elevenses>

Also, scroll to the bottom of this webpage for some free audio books.

<https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>

MATHS DAY 5 – All Year 6 Maths Groups

LO: To practice my times tables.

Log on to Times Table Rockstars and have a go at practicing some times tables!

Challenges:

Can you earn 200 coins? 400?

Can you get in the top 5 players in a 'festival' battle?



Friday spellings

Task 1 – Complete the handwriting practice in your home learning book (Also posted on Teams)

according

definite

interrupt

rhyme

appreciate

embarass

muscle

sincere

bruise

existence

opportunity

system

competition

government

profession

critic

sincerely

twelfth

temperature

thorough

Task 2 – Spelling Test

Ask a family member to read out your spellings and type them into the word document if you have teams – Do not use spell check!

Spelling TEST Friday 3rd June 2020

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

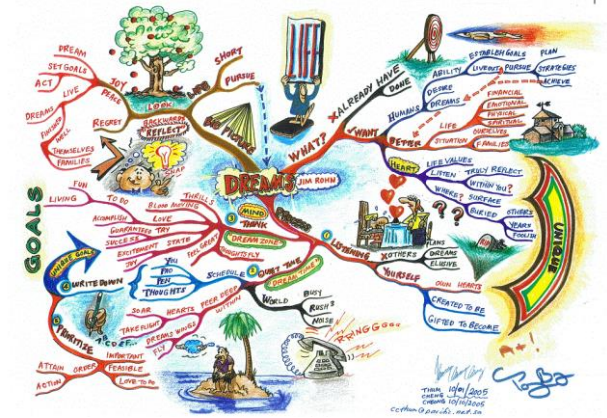
/20 marks

Decide which job you would like to learn about

Task from Grid	Instructions
<p>LO To learn about being a photographer</p> <p>https://www.youtube.com/watch?v=bSQpmTLuRmU&feature=youtu.be&fbclid=IwAR1LvUuZU_gmn_XHPWzEdgk8KtpKfs6toxldfR2IGGNrHEKAqI875dN60fi</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about being a musician</p> <p>https://studio.youtube.com/video/OKjDRPtA974/edit?utm_campaign=upgrade&utm_medium=redirect&utm_source=%2Fmy_videos</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about being a farmer</p> <p>https://studio.youtube.com/video/4KfbYogKaHs/edit?utm_campaign=upgrade&utm_medium=redirect&utm_source=%2Fmy_videos</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about being a graphic designer</p> <p>https://drive.google.com/file/d/1MAngZqy9RojMwM6wb6ZaqVWVn-H_DNEs/view?usp=sharing</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about being a doctor</p> <p>https://www.youtube.com/watch?v=TdsUpc9a3H0</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about owning a dog walking business</p> <p>https://www.youtube.com/watch?v=O6t0qNV8654</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.
<p>LO: To learn about working for Greenpeace</p> <p>https://www.youtube.com/watch?v=TC5BW6inBWo</p>	<ol style="list-style-type: none"> 1) Watch the video to learn about this person's occupation. 2) Write a paragraph explaining whether you'd like this job or not. Explain your answer in full. 3) Write down any questions you'd like to ask this person.

Art/PSHE

Time to get creative! Think about your own hopes, dreams and what your goals are for the future. Can you create an artistic mind map that represents you? You can use a chosen medium such as felt tips, crayons, pencils or paints or even mixed media. Try to include as much detail as possible and remember it is your mind so there are no 'wrong' ideas!



Top Tips:

- Start with a central picture. This could be something realistic like a self-portrait or something more abstract that represents your thinking.
- Choose some central themes e.g. hopes, dreams, wishes, likes, dislikes, fears, worries. Can you use different bubble writing styles and colour to portray these words appropriately?
- When you have structured your mind map with these key themes start filling the different sections with related words and pictures.
- One idea can lead to the next which you can show with a line or arrow.

Have fun and don't forget to share your finished mind map on Teams. 😊

Key Words:**Employer:** The person or company who are hiring.**Employee:** The person who has been hired by the company to fulfil a job role.**Vacancy:** A position is available.**Vacancies:** More than one position is available.**Job advert:** The text the employer creates to let people know about the job vacancy.**Applicant:** The person applying for the job.**Application:** The paperwork the person applying for the job (the applicant) hands to the employer.**LO: To write a job application****Starter:** Complete the sentence stem:*When I grow up, I would like to be...*

What skills do you need to fulfil this dream?

Take some time to reflect. Do you have these skills already? Is it possible to practise and improve these skills?

Remember you can achieve incredible things with hard-work and determination!

Today we will be looking at job applications. Do you agree with the statement? Yes or no? Explain your thinking.

Here are some ideas
<https://www.youtube.com/watch?v=RUup841pZrs>



Job applications just need to include your name, address, contact details and date of birth.

Agree or disagree?

Mary Smith
Age 18
8 GCSE's

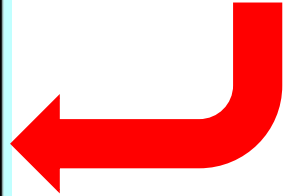


I believe I would be a suitable candidate for the position of Dog Handler within the armed forces. I have plenty of experience with animals as I own 2 dogs and a cat and have done work experience at the local vets.

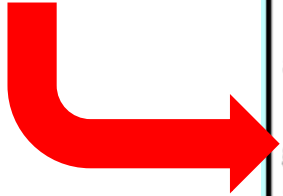
I am physically fit as I regularly take part in marathons and attend gym classes twice a week. In the winter time I also play for my local football club.

I am very keen to learn and would work hard at developing the skills required for this important job. I have also experienced working in teams and leading small groups of people so I feel I could communicate well with other soldiers.

Two people have decided to apply for this job. Read the job advert below. Who would you want to interview? Why?



A job application should be written in a formal tone.



Rick Jones
Age 21
8 GCSE's

39



I think I'd be good at this job cos I like animals and my Nan owns a dog which I take for walks sometimes. I am very good with horses and tortoises, they are my favourite animals.

I used to play football at school but don't really exercise very much any more. I would go to the gym if I got the job.

I like learning stuff and I can work with other people if you need me to.

My hobbies include watching tv, going shopping with my mates and going to the beach. I don't like wasps, cheese and heights.

Please give me the job.

DOG HANDLER/TRAINER

Royal Army Veterinary Corps
Soldier

Responsible for the operational handling, welfare and training of protection and detection dogs

The Job

The Dog Trainer trade is primarily responsible for the handling, welfare and veterinary care of their Military Working Dog (MWD), which initially involves handling Protection Dogs in a MWD Support Unit. You will be responsible for the security and safety of key strategic assets and security bases and may serve wherever the Army is deployed. Later in your career, you may be selected to handle a Specialist Dog, responsible for the detection of Arms and Explosives, or with other MWD classifications that the Army employ.

The Right Job For Me?

Dog Trainers are soldiers first and must be competent in their military skills before they can be teamed with a Military Working Dog. Handlers must be physically fit and have the patience and affiliation with dogs that ensures you put the dog's needs first. You should be mature, confident, self-motivated and show leadership qualities, including eagerness and a capacity to learn, as your job will involve briefing commanders and troops at all levels and training other handlers. You must have a desire to work with dogs in every environment which often requires you to work long, unsociable hours.

What Skills Will I Learn?

Veterinary Care and Husbandry, including the health, welfare and continuation training of MWDs Protection Dog handling skills including security of personnel and equipment, detection and apprehension of intruders. Specialist Dog handling skills, including the detection of arms, explosives, drugs or tracking intruders. The management of Protection and Specialist Dog teams around the world Military Working Dog training skills in a variety of dog classifications



The aim is to show your best traits.

Always refer to the skills asked for in the application.

LO: To write a job application

Naval Nurse

Naval Nurse What you do

Put your nursing qualification to good use – keep everyone in the Naval Service team fit, healthy and effective, anywhere in the UK or overseas.

What we look for

You need a bright, cheerful personality and plenty of common sense. It's crucial that you can remain calm, but react quickly in an emergency. Above all, Naval Nurses need to be committed, enthusiastic team players.*

Firefighter

Firefighters attend a wide range of incidents including car accidents, chemical spills and, yes, even rescuing pets. They don't just fight fires!

Firefighters also visit homes and community groups in order to advise and educate people about minimising the risks of fire.

With such a varied job, firefighters need a combination of physical strength and stamina, intelligence, bravery, strength of character and compassion.

The training is intense and thorough and includes theoretical lectures as well as plenty of practical exercises. There are many examinations that must be passed on the way to becoming a firefighter.

You will need to work hard, do regular study and pass formal assessments on each module of the course.

Zoo Keeper

- Someone who is deeply interested in animals and their welfare, but not sentimental about them
- Someone who is not afraid of hard work
- Someone who is dedicated to their work and to the conservation of wildlife
- You will need to be reasonably fit and healthy as the work is often physically demanding, and you need to be prepared to work long hours and regular weekends.

Keepers must also enjoy working with people as they frequently meet visitors in the course of their day's work and have to answer their questions. Keepers may also be required to take part in public presentations on animal matters. Each keeper is attached to one of the animal houses or sections, but may move to another if the need arises or to gain wider experience with a different group of animals.

Practical skills in animal care, good observation and record keeping are very important.

Holiday Rep

To apply for this job you will need a variety of different skills. You will need to have excellent communication skills in order to deal with holiday makers and workers in our hotels. You will need to be patient, well organised and hardworking. An enjoyment of working outdoors and of hot weather is desirable. Additionally you will need to be enjoy organising activities for holiday makers and have plenty of ideas. If you desire to be a children's rep then you will need to be creative, active and hold the relevant qualifications for child care.

Chef

This job requires an applicant who is willing to work hard and is dedicated to creating interesting and delicious meals. They will need to show that they have a love of food and have some basic skills in cookery. We will develop these once in the job. You must be able to follow instructions, work under pressure and have an eye for detail. An ability to plate food up creatively and make it look presentable would be helpful.

LO: To write a job application

Read these job applications and highlight the key skills as shown in the Firefighter application example. Which job do you feel best suits you?

Task: Can you write a job application for one of these positions?

You can use the example application written by Mary Smith on the previous slide to help structure your work.

Remember to sell yourself and give examples of times you have demonstrated the skills asked for.

LO: To create a poster about your dream job

Success Criteria

Research your dream job

Describe skills

Describe qualifications

Say why it is your dream job

Draw a picture of you doing your dream job

Task:

Find out some more information about your dream job. What skills and qualifications will you need? What would a typical day look like? Why is it your dream job? Draw a picture of you doing your dream job and add information about the job around the outside.

All about me

LO: To explain my thinking using paragraphs

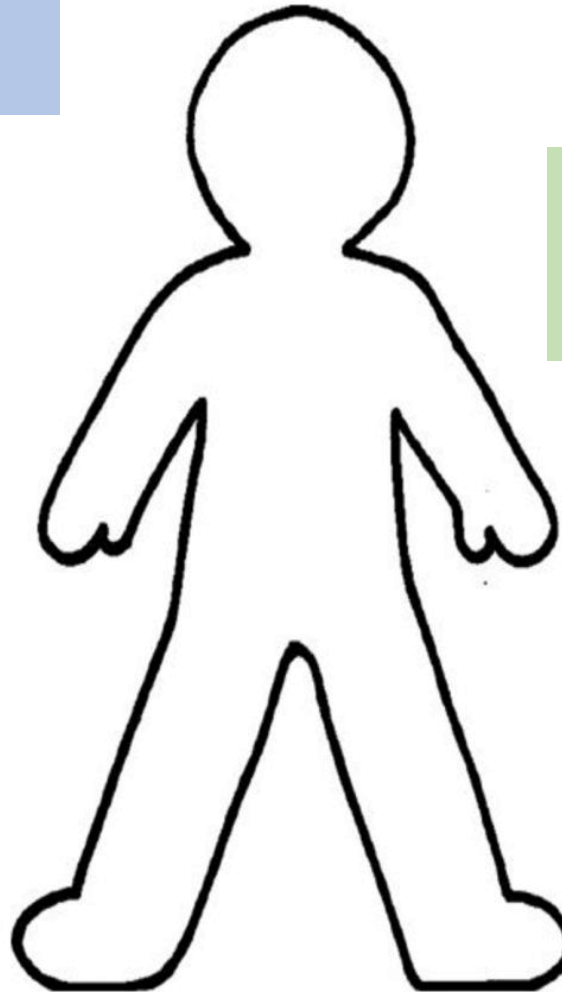
Starter: Use this template or draw a picture of yourself in the centre of your page.

On the left hand side write down things you feel unhappy about.

Remember the power of **positivity**, your challenge is to write more on the positive side than the negative side.

On the right hand side, write down just as many things you are happy about or grateful for.

It's fine to feel **sad, worried or anxious** sometimes but remember for every negative, **there is always a positive**. It's about training your mind to think of it. This is called **positive reframing**.



Dictionary Check:

It would be useful for you to understand the meaning of these key words. Look them up in a dictionary or online before starting this activity.

- Unique
- Adversity
- Belonging
- Overcome



Please watch this short film,
then answer the reflection
questions.

https://www.youtube.com/watch?v=yu24PZlBk_oY

Please respond to at least 3 out of 5 of these questions with extended answers. You should aim to write a short paragraph for each. Remember to add examples.

- Can you describe what happened in the film?
- What makes you special and unique?
- What has been your greatest challenge and how have you overcome this?
- Is it good to be different? Explain your views.
- How can you help others feel like they belong?

Presentation Tip:

Use the questions as
sub-headings.

LO: To write a thank you letter

Success Criteria

Say thank you

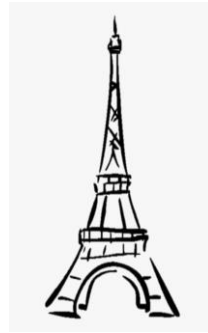
Say what you enjoyed and found interesting about the video

Say what inspired you

Ask any additional questions

Neat handwriting and check spellings

Bonjour year 6!



- This week we are going to continue with our new mini project, **to design a cartoon character**.
- <https://www.youtube.com/watch?v=mZFIR9Fsavc>
- You will be learning how to use some new verbs.
- First pause on slide 18 and listen carefully. The verb 'to have' is used with the pronouns 'he' and 'she'. Fill in the blanks in the sentences on slides 18 and 19.
- Continue watching and pause again on slides 21 and 22. You will be learning how to use the verb 'to wear'. When you have listened to the examples, please write two sentences of your own, one with each pronoun. Eg: **elle porte un chapeau bleu**.
- Continue watching to the end of the video. You will see the verb 'aimer' = to like (which we used in the moi et toi project) and 'adorer' = to love. Think about your own character and what he/she might like or love. Remember how to make a sentence negative in French using the verb sandwich. Practise writing a negative sentence, eg: **il n'aime pas le chocolat**.
- When the video is finished, make some notes (in english) for your own character.

Budgeting



L.O. To understand what a budget is and how to create one

Today we will be learning what a budget is, why it is important to budget and how we can create one.

Key Vocabulary
for this lesson:

- Budget → A budget is a document that records your way of dividing up your money and planning what you're going to do with it.
- Income → The amount of money you make from your job
- Expenses → What you spend your money on
- Balance/
Net Income → What you have left for the rest of the month or to spend next month

Task 1:

Here is what a real budget planner looks like:

Category	Budget Amount	Actual Amount	Difference
INCOME:			
Salary/Income			
Other Income			
INCOME SUBTOTAL			
EXPENSES:			
Taxes			
Rent/Mortgage			
Utilities (Gas, Electricity, Telephone etc)			
Food			
Clothes			
Shopping			
Going Out			
Transportation			
Savings			
Donations			
Miscellaneous/Other			
EXPENSES SUBTOTAL			
NET INCOME (Income - Expenses)			

Look at the Budget Amount column.

Here is where you are going to make an estimate (guess) of how much you will spend each month.

The average household in the UK earns around £2,400 a month - based on estimates from the Office for National Statistics's (ONS's)

£2,400 will be your Salary/Income
You will need to decide how much you are going to pay for

- Taxes (this goes to the government)
- Rent/Mortgage (how much you pay to live in your house)
- Food, Clothes, Going out etc.

Write each of your estimates in the **Budget Amount** column.

You can print this off or draw this into your workbooks.

Now have a look at what you are going to spend your money on this month.

Choose things from each column and remember that these will need to be put into the **Actual Amount** column on your budget planner – who will you go with? Aldi or Tesco? Vodafone or BT?? Will you choose NOT to have some of these things?

Utilities (Gas = £33 Electric = £34 Water = £35 Telephone = ?)	Food 	Clothes	Going Out	Transportation	Donations 	Other TV entertainment packages
BT : £30	Supermarket shop £200	Tshirt at Tesco £10	Eat at a restaurant £18	Bus pass : £63	£10 – Any charity	Freeview : £0 + £12 for TV licence
Vodafone : £20 Virgin media: £26	Takeaway: £20 average a week. A month = £80	Tshirt at Primark £4	Go to the cinema: Ticket £10 Food £10	Car : Insurance: £50 (lowest) Petrol: £200 (highest)	£20 – Any charity	Sky: £30 + £12 for TV licence
EE : £24 Plusnet : £23	Other snacks: £10 a week £40 a month	Tshirt at Nike £30	Go bowling: £10 per person	Bike : annual service and parts £20	£30 – Any charity	Netflix: £9 + £12 for TV licence
Sky: £37		Average person spends £100 online shopping a month	Other:	Walk : £0	£40 – Any charity	Amazon Prime: £8 + £12 for TV licence

Make sure you have put in your choices for your Actual Amount each month.

What was the **Difference** (subtract) between your estimate (guess) and the actual amount you ended up spending?

Task 2:

- Now you need to work out how much you have spent this month in TOTAL (add up all your expenses)

- Next, work out how much you have left (subtract) at the end of the month.

Income -
Expenses

Category	Budget Amount	Actual Amount	Difference
INCOME:			
Salary/Income			
Other Income			
INCOME SUBTOTAL			
EXPENSES:			
Taxes		£270	
Rent/Mortgage		£1000	
Utilities (Gas, Electricity, Telephone etc)		£33 + 34 + £35 +	
Food			
Clothes			
Shopping			
Going Out			
Transportation			
Savings			
Donations			
Miscellaneous/Other			
EXPENSES SUBTOTAL			
NET INCOME (Income - Expenses)			

Some questions for you to think about...

- Why do you think it is important that you have a budget?
- What is the most expensive thing to budget for each month?
- How can you save money each month?
- What might 'other income' be? How could you get some extra income?
- Which items did you have to pay for? These are your NEEDS
- Which items did you not have to have? These are your WANTS
- What is the difference between the things you NEED to pay for and the things you WANT to pay for?
- At the end of the month could you afford all of your WANTS?

G	A	R	D	E	N	E	R	O	G	R	R	S	R	P	D
T	B	U	S	D	R	I	V	E	R	D	E	F	E	O	D
A	D	E	N	T	I	S	T	P	Y	J	H	X	D	L	F
X	C	I	N	A	H	C	E	M	R	A	C	D	L	I	C
I	S	E	C	R	E	T	A	R	Y	V	A	D	E	C	I
D	J	M	P	D	O	C	T	O	R	I	E	G	W	E	D
R	E	V	I	R	D	N	I	A	R	T	T	U	P	O	E
I	S	M	L	C	M	A	N	A	G	E	R	Y	O	F	M
V	R	J	O	H	F	D	X	I	F	Q	N	C	R	F	A
E	U	R	T	E	N	A	D	Y	U	E	L	X	O	I	R
R	N	X	C	F	E	M	I	V	P	P	T	S	L	C	A
O	F	F	I	C	E	W	O	R	K	E	R	Q	H	E	P
W	N	P	O	O	U	X	E	T	O	L	C	R	C	R	D
S	H	O	P	A	S	S	I	S	T	A	N	T	N	P	Z
E	T	B	U	I	L	D	E	R	K	Q	L	A	W	U	K
K	I	G	F	I	R	E	O	F	F	I	C	E	R	U	S

car mechanic

doctor

pilot

police officer

shop assistant

dentist

taxi driver

fire officer

chef

gardener

nurse

paramedic

office worker

train driver

secretary

builder

teacher

bus driver

manager

welder