

Home Learning Pack

Monday 15th June – Friday 19th June

Where should I do my work?





















If you do not have access to Microsoft Teams, you can complete all learning in your home learning book.

We will ask you to complete **some** lessons in your home learning book – it is important you practice your handwriting.

Other lessons we will ask you to complete as an assignment directly on Microsoft Teams.

If possible, upload a picture of any of the learning you have completed in your book and post this on Microsoft Teams.

Timetable for Home Learning - Week Beginning 15.06.20

		9:30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1:20 -2.00	2:00-3:00	3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast EXERCISE with Joe! Check Microsoft team	Maths 	B	 Reading day 1	 English Day 1	L	Spellings	LQ: To know what prejudice and discrimination mean. 	HAND IN any work/pictures onto Microsoft Teams
Tues	Wake up Wash Get dressed Breakfast EXERCISE with Joe! Check Microsoft team	Maths 	R	 Reading day 2	 English Day 2	U	Spellings	LQ: To understand the events that have led to protests around the world. 	HAND IN any work/pictures onto Microsoft Teams
Wed	Wake up Wash Get dressed Breakfast EXERCISE with Joe! Check Microsoft team	Maths 	E	 Reading day 3	 English Day 3	N	Spellings	French  Enrichment	HAND IN any work/pictures onto Microsoft Teams
Thurs	Wake up Wash Get dressed Breakfast EXERCISE with Joe! Check Microsoft team	Maths 	A	 Reading day 4	 English Day 4	C	Spellings	 Art	HAND IN any work/pictures onto Microsoft Teams
Fri	Wash Get dressed Breakfast EXERCISE with Joe! Check Microsoft team	Maths 	K	 Reading Day 5	English Day 5 	H	Spellings	 Campaign Lesson	HAND IN any work/pictures onto Microsoft Teams

Our theme this week is: Discrimination



Key Questions to think about:

Is the world fair?

Do some people suffer more **discrimination** than others?

How can we stand up against prejudice?

Concepts: Discrimination, Fairness, Racism, and Prejudice





This week we are going to spend some time thinking about the key concepts above in addition to reflecting on the Black Lives Matter movement and the protests that are currently taking place around the world.

Discrimination is when a person or group of people is treated unfairly compared to others. Most commonly, **discrimination** happens because of one's gender, religion, nationality, ethnicity, race, or another personal characteristic.

Has anyone ever discriminated against you? Why? How did this make you feel?



Monday 15th June 2020

		9:30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1:20 -2.00	2:00-3:00	3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast EXERCISE with Joel Check Microsoft team	Maths 	B	 Reading day 1	 English Day 1	L	Spellings	LQ: To know what prejudice and discrimination mean. 	HAND IN any work/pictures onto Microsoft Teams

MATHS DAY 1 – All Year 6 Maths Groups

LO: To convert fractions to percentages.

STARTER (Canada/England)

$2.6 - 0.04 =$

$7 \times 3 \times 6 =$

$4^3 + 3^2 =$

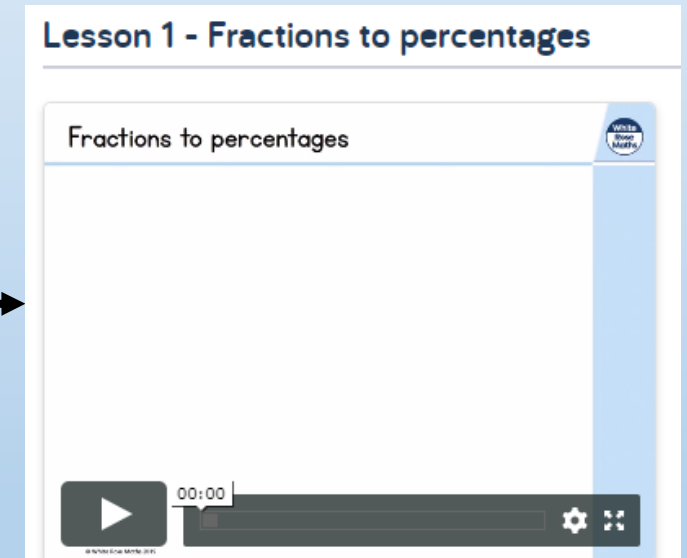
STARTER (Spain)

$49 \times 32 =$

$\frac{1}{8} \times \frac{3}{5} =$

$5117 \div 17 =$

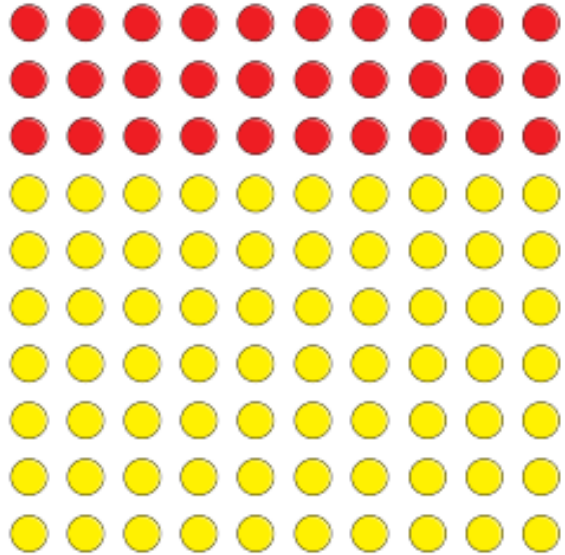
- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 6 (w/c 1st June) +
and click the + (The dates are behind)
 - Now find Lesson 1 (Fractions to percentages)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it 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.



MATHS DAY 1 – Tasks (ALL groups to complete)

LO: To convert fractions to percentages.

1

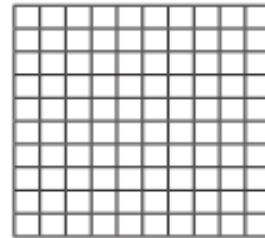


- a) What fraction of the array of counters is red?
- b) What fraction of the array of counters is yellow?
- c) What percentage of the array of counters is red? %
- d) What percentage of the array of counters is yellow? %
- e) What do you notice about the two percentages?

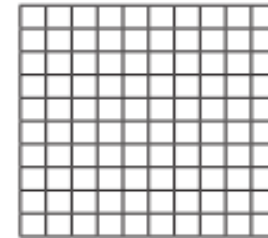
2

a) Shade the hundred squares to represent the fractions.

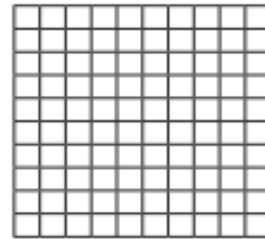
$$\frac{40}{100}$$



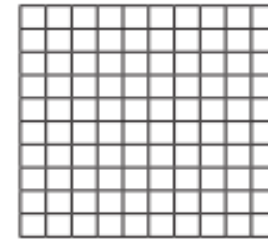
$$\frac{65}{100}$$



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



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \text{ } \%$$

$$\frac{65}{100} = \text{ } \%$$

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

$$\frac{7}{10} = \text{ } \%$$

c) Compare your shaded grids with a partner's.
What is the same and what is different?

MATHS DAY 1 – Tasks (Spain group to complete)

LO: To convert fractions to percentages.

3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\boxed{}}{100} = \boxed{}\%$

c) $\frac{9}{50} = \frac{\boxed{}}{100} = \boxed{}\%$

b) $\frac{9}{20} = \frac{\boxed{}}{100} = \boxed{}\%$

d) $\frac{9}{25} = \frac{\boxed{}}{100} = \boxed{}\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \boxed{}\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = \boxed{}\%$

b) $\frac{1}{5} = \boxed{}\%$

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

$\frac{2}{5} = \boxed{}\%$

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

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

c) $\frac{16}{20} = \boxed{}\%$

d) $\frac{45}{50} = \boxed{}\%$

$\frac{8}{20} = \boxed{}\%$

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

$\frac{4}{20} = \boxed{}\%$

$\frac{18}{20} = \boxed{}\%$

e) What do you notice?

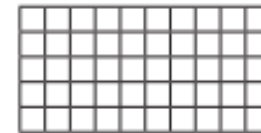
6 a) Shade the grid in the given proportions.

• $\frac{3}{5}$ green

• 14% red

• $\frac{4}{20}$ blue

• the rest yellow



b) What percentage of the grid is yellow?

$\boxed{}\%$

MATHS DAY 1 – Challenge

LO: To be challenged!

7 a) Use each digit card once to make the statements correct.

1 2 3 4 5

$\frac{\square}{\square} > \square\%$ $75\% = \frac{\square}{4}$ $\frac{3}{\square} < 65\%$

b) Are there any other solutions?

Challenge 8

Here are three boxes.



Each box contains 60 counters.

The same number of counters are moved from box 1 and box 2 into box 3.

70% of the counters are now in box 3.

How many counters were moved from box 2 to box 3?

Challenge 7

A college has a vending machine that only sells crisps.

Crisps cost 55p per bag.

The table shows the amount of different coins taken in one day.



Coin	Number of Coins
£2	4
£1	19
50p	26
20p	11
10p	33
5p	25

How many bags of crisps were sold?

Reading: Monday 15th June 2020

LO: To make a prediction

1. Look at the front cover of the book we will be looking at in our reading and English lessons this week.

Answer the following questions:

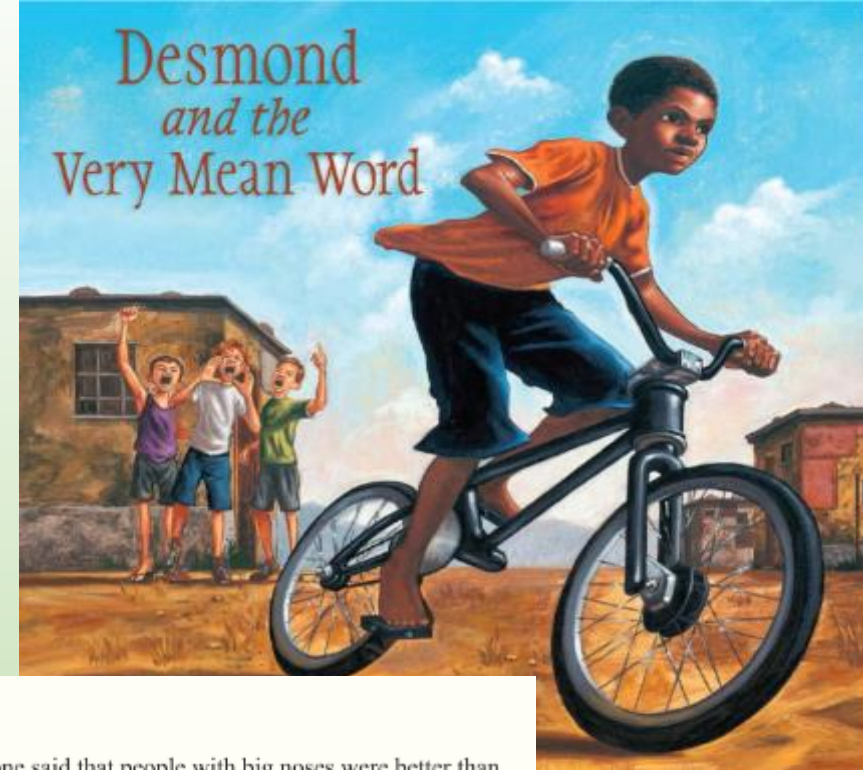
**What do you think might happen in this book?
Why do you think that?**

2. Now read the letter from the author.

How does this letter make you feel?

Has this changed your prediction?

What do you think the book might be about now?



Dear Child,

What if someone said that people with big noses were better than people with small noses? Wouldn't that be silly? Well, when I was growing up in South Africa, we were told something just as strange. We were told that people with darker skin were not quite as wonderful as people with lighter skin. Can you imagine? But that's the way it was for a long time, and many mean things were said and done during those bad old days.

You are about to read a story about a young boy named Desmond who looks a lot like me —although he doesn't have all this funny gray hair. In this story, Desmond learns the power of words and the secret of forgiveness.

Desmond Tutu

English Lesson 1

LO: To find out about the author of our class text this week.

1. Read a letter from Desmond Tutu (the author of our book this week).

Dear Children of the World,

My name is Desmond Tutu and I have led a busy and rewarding life. I have achieved many great things. But my life has not always been like this.

I grew up in a society that was deeply divided. The white people in South Africa imposed unfair and cruel laws on black people, called apartheid, which meant black people were separated from white people, and they received poor education and health care too.

One day, when I was nine years old, my mother and I were walking down the street when we saw a tall white man dressed in a black suit coming towards us.

In those days, when a black person and a white person met while walking on a footpath, the black person was expected to step into the gutter to allow the white person to pass and nod their head as a gesture of respect.

But, before mother and I could step off the path, the white man stepped off the path and, as my mother and I passed, he tipped his hat in a gesture of respect to her!

The white man was called Father Trevor Huddleston, and he was an Anglican priest who was bitterly against apartheid.

This was the moment that changed my life.

When my mother told me that he had stepped off the path because he was a man of God, I found my calling. When she told me that he was an Anglican priest, I decided there and then that I wanted to be an Anglican priest too.

When I was fourteen years old, I became very ill and had to spend two years in hospital. During this time, I thought a lot about my beliefs and decided to become a committed Christian.

My decision was influenced by priest Father Huddleston. When I was in hospital, he visited me on a regular basis, and we became lifelong friends.

He did not judge me by the colour of my skin but treated me as an equal.

Since then, I have fought for harmony and peace amongst all the people of the world. My belief is that Jesus taught us that we all belong to one another, and are all sisters and brothers, members of one family, God's family.

I became an Archbishop in the church. In my fight against the unfairness of apartheid in South Africa, I have encouraged black and white people to work together peacefully to bring about change.

In 1984, I won the Nobel Peace prize for all the work I have done.

I have written books and become an inspiration to many people.

Children, I wonder if you could now write a letter back to me telling me about any examples of your own behaviour that make you a good role model and also makes a difference to the people around you?

Time to reflect

Think about some of our key questions and discuss them with an adult if possible:

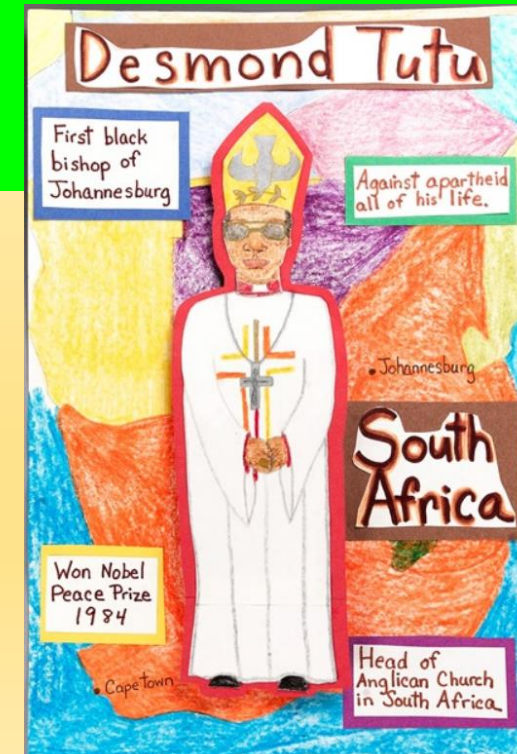
- In what ways was the world unfair for Desmond?
- How was Desmond Tutu discriminated against?

You must all complete task 1

Task 1: Create an information poster about Desmond Tutu

Task 2 (Optional): Write a letter back to Desmond telling him about yourself and you own behaviour.

How are you a good role model?



SPAG LESSON Monday - Spelling

Activity:

1. Write out the definition of each of these spelling words.

2. Write a sentence with each word to help you practice.

Challenge: Can you write a paragraph that includes ALL of these words?

We will be working on our spellings this week.

By the end of year 6 you should know all of the spellings from the year 5/6 spelling list. Here are the ones you will be learning this week and be tested on.

1	accommodate
2	criticise
3	individual
4	relevant
5	ancient
6	dictionary
7	marvellous
8	shoulder
9	awkward
10	exaggerate
11	occupy
12	suggest
13	communicate
14	forty
15	prejudice
16	variety
17	convenience
18	identify
19	recognise
20	recommend

As extra practice
print off this page
and use the
format to help you
remember how to
spell these words

Look, Say, Cover

1 accompany

2 curiosity

3 interfere

4 restaurant

5 apparent

6 disastrous

7 mischievous

8 signature

9 bargain

10 occur

11 symbol

12 community

13 frequently

14 privilege

15 vegetable

16 correspond

17 immediate

18 yacht

19 vehicle

20 excellent

Write, Check

Write, Check

Write, Check

Write, Check

LO: To know what prejudice and discrimination mean.

Success Criteria

To consider to what extent does prejudice and discrimination still exist

To think about how we can stop discrimination

What do the following words mean?

Prejudice

Prejudice is when you pre-judge someone or a group of people.

Stereotype

Stereotypes are a commonly held public belief about specific social groups or types of individuals. This can be done through the simplified representation of character, appearances and beliefs. E.g. All girls love pink. Only boys play football.

Discrimination

Discrimination is when you act on a prejudice. It's treating someone or a group of people in a different way because of who they are.

Has anyone ever showed discrimination towards you? Why? How did it make you feel?

PSHE

Monday 15th June

LO: To know what prejudice and discrimination mean.

How do each of these pictures link to the idea of prejudice?



LO: To know what prejudice and discrimination mean.

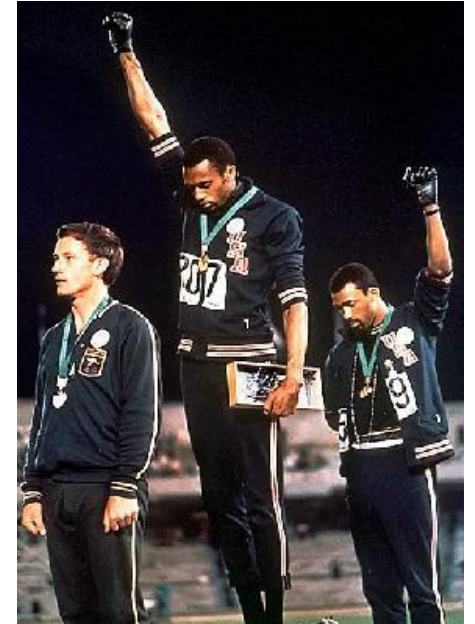
How do each of these pictures link to the idea of prejudice?



This is a picture from the UK of the suffragettes from the early 20th century. The suffragettes were a group of woman who wanted equal rights for both men and woman.



This photo of a sign was taken in Texas in South Africa where white people used to be treated better than black people.

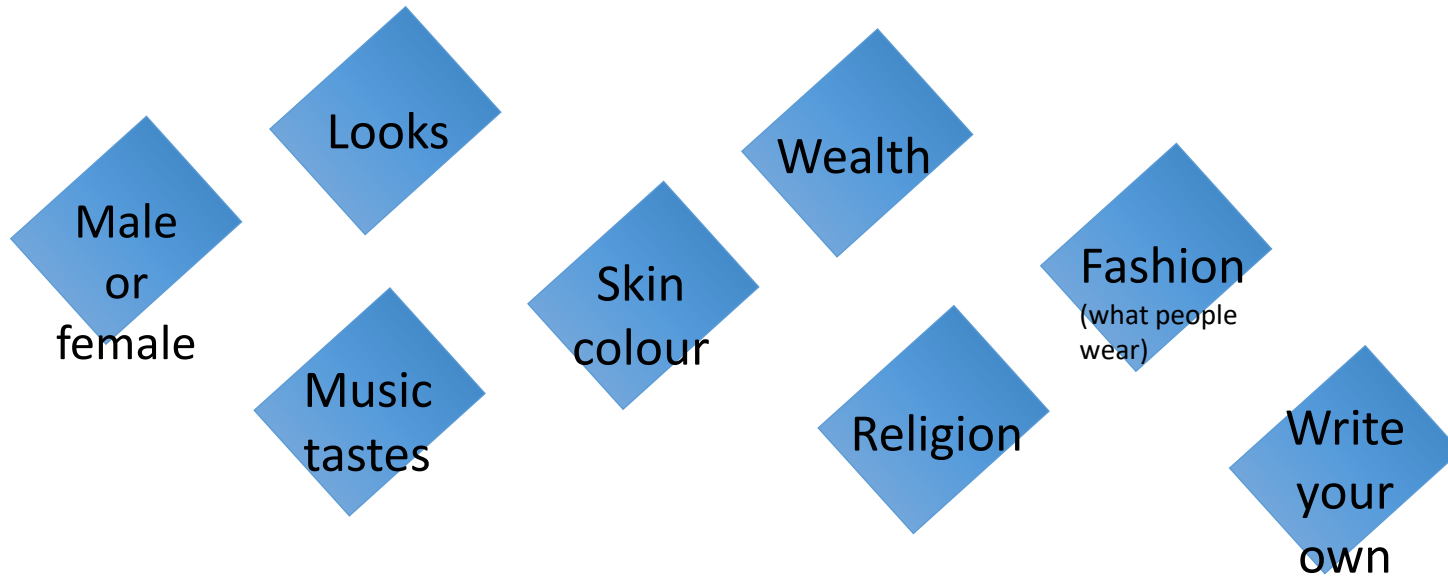


At the 1968 Olympics in Mexico two black US athletes raised their hands on the podium in protest to the way black people were treated in America. They were expelled from the Olympic village due to this.

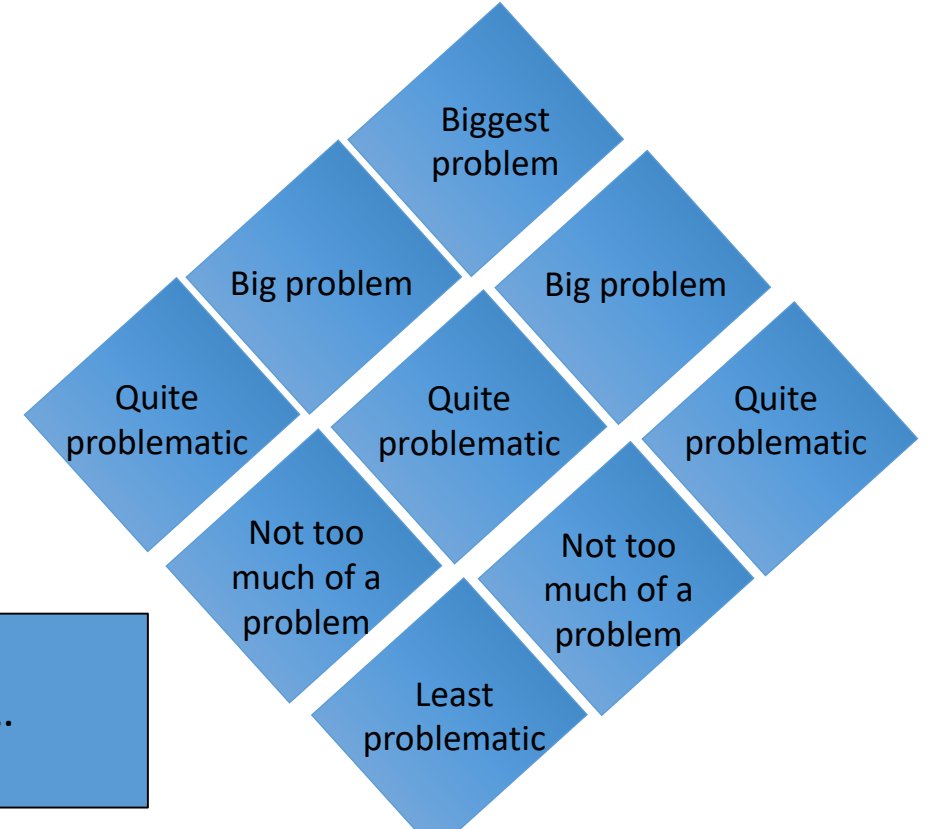
Reflection/Discussion = What could you do to help stop prejudice?

LO: To know what prejudice and discrimination mean.

Here is a list of reasons why people might be prejudiced against others. Place the 9 diamonds in order of what you think are most to the least discriminated group of people in the UK today. There is no right or wrong to this but you will be asked to explain your opinion.



Your diamond 9 should end up like this



Complete this sentence:
I think the biggest problem is...
This is because...



Tuesday 16th June 2020

Tues	Wake up Wash Get dressed Breakfast EXERCISE with Joel Check Microsoft team	Maths 	R	Reading day 2 	English Day 2 	U	Spellings	LQ: To understand the events that have led to protests around the world. 	HAND IN any work/pictures onto Microsoft Teams
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MATHS DAY 2 – All Year 6 Maths Groups

LO: To find equivalent fractions, decimals and percentages.

STARTER (Canada/England)

$$809.3 \div 100 =$$

$$7.01 \times 1000 =$$

$$\frac{1}{8} + \frac{3}{8} + \frac{3}{8} =$$

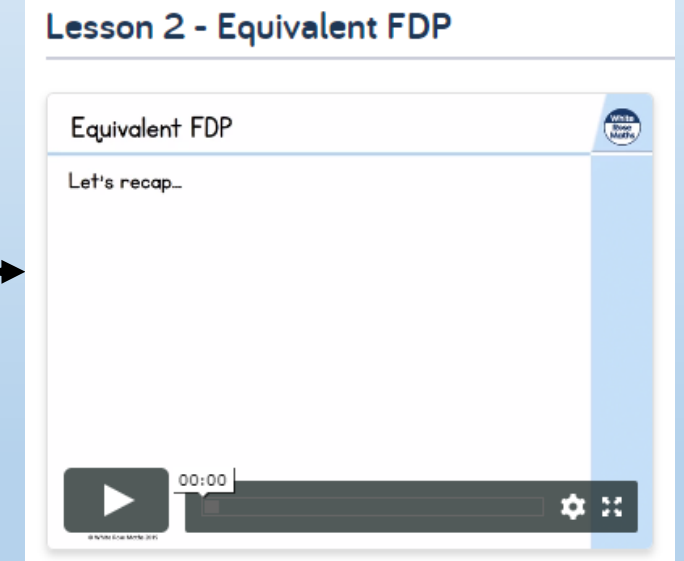
STARTER (Spain)

$$(4 + 8) \times 5 =$$

$$312\,227 - 87\,653 =$$

$$3091 \times 45 =$$

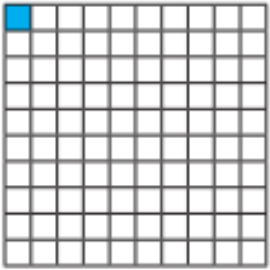
- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 6 (w/c 1st June) + and click the + (The dates are behind)
 - Now find Lesson 2 (Equivalent FDP)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if 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.



MATHS DAY 2 – Tasks (ALL groups to complete)

LO: To find equivalent fractions, decimals and percentages.

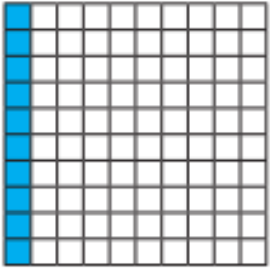
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =

decimal =

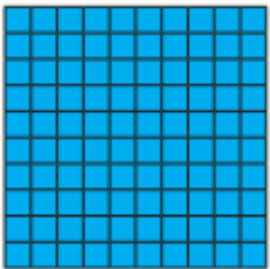
percentage =



fraction =

decimal =

percentage =



fraction =

decimal =

percentage =

2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$

0.05

5%

$\frac{1}{20}$

0.5

15%

$\frac{1}{5}$

0.2

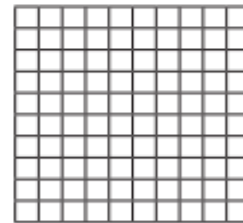
50%

$\frac{1}{2}$

0.15

20%

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = decimal = percentage =

MATHS DAY 2 – Tasks (Spain group to complete)

LO: To find equivalent fractions, decimals and percentages.

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

5 Amir was asked to complete the statement using $<$, $>$ or $=$.

14% $>$ 0.4



14 is greater than 4

What mistake has Amir made?

6 Match the decimal cards to the people.



My decimal is $\frac{4}{10}$ less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

MATHS DAY 2 – Challenge

LO: To be challenged!

- 7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



How many other answers can you find?

Challenge 9

Annie has some 10p, 20p and 50p coins in her money box.



I have twice as many 20p coins as 10p coins.

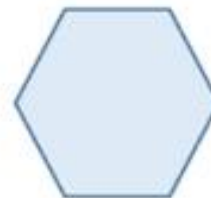
I have three times as many 50p coins as 10p coins.

In total she has **£54** in her money box.

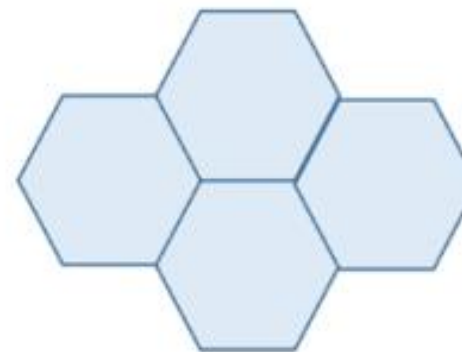
How many **20p** coins does she have?

Challenge 4

The perimeter of this regular hexagon is 42 cm.



Four of these hexagons are put together to make this shape.



What is the perimeter of the shape?

Reading Day 2 Tuesday 16th June 2020

LO: To infer meaning, explain and retrieve information

1) Read the beginning of Desmond and the very mean word.

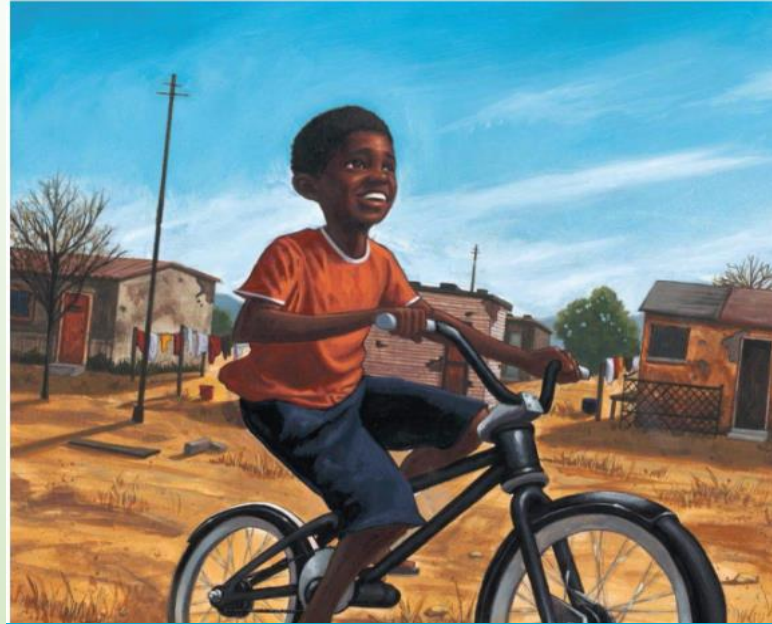
Answer the following questions:

1. Find **two** pieces of evidence that show that Father Trevor treated everyone fairly.

2. What impression do you get of the gang of boys? Use evidence from the text to support your answer.

3. How did Desmond feel when he saw the gang of boys? How do you know?

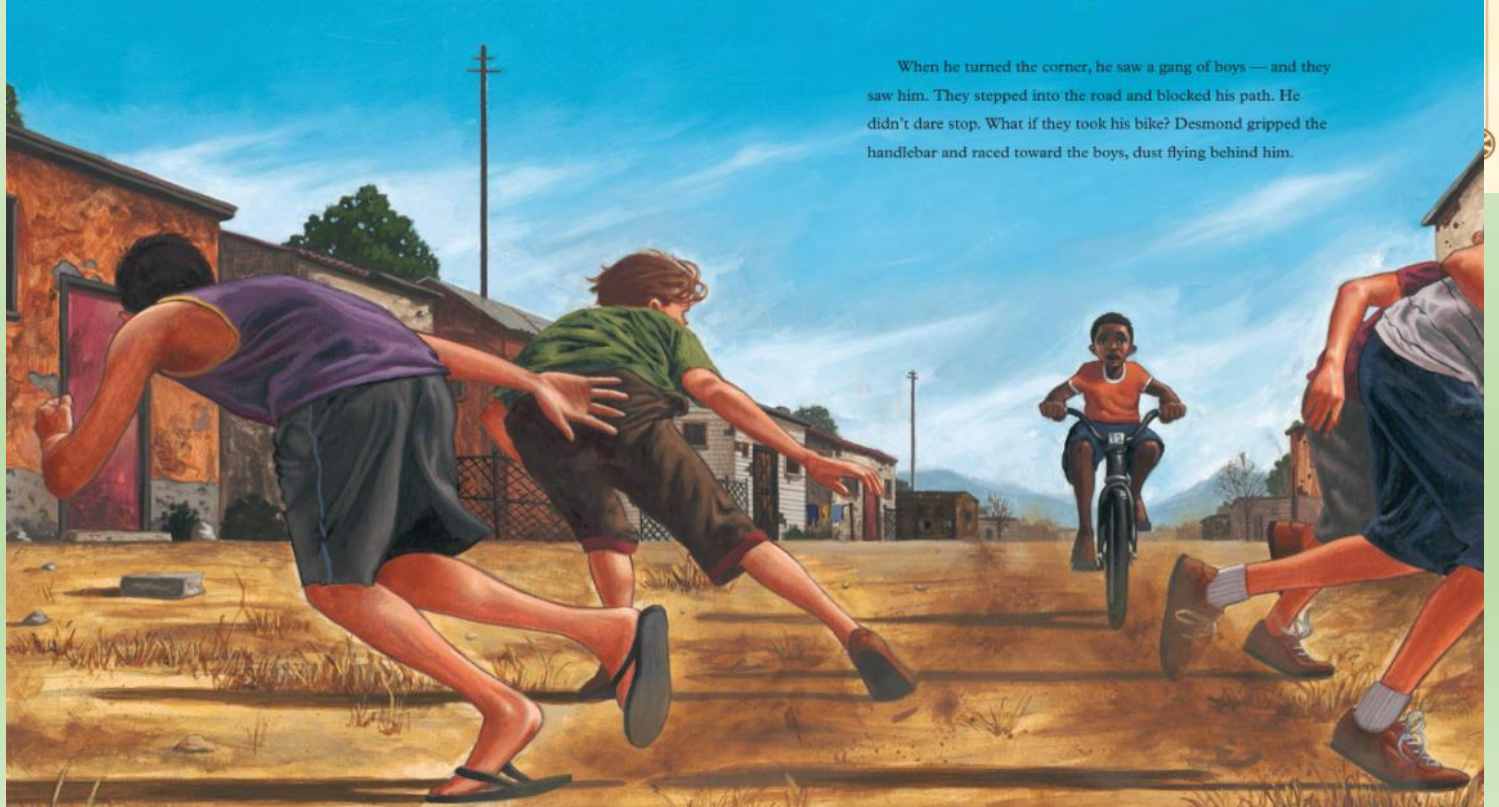
4. Find and copy a phrase that shows you Desmond was cycling fast.



DESMOND WAS VERY PROUD of his new bicycle. He was the only child in the whole township who had one, and he couldn't wait to show it to Father Trevor.

Father Trevor was kind and loving, and when he laughed, his eyes sparkled and his whole body shook. Father Trevor didn't care if you were rich or poor, black or white, old or young. He raised his hat and smiled at everyone he met. He especially loved the children and would even let them play marbles on the floor of his office, where he met with the many important people who came to visit.

As Desmond sped down the dirt road, he admired the bicycle's shiny black body and the white stripe on the rear fender. Oh, it was beautiful!



When he turned the corner, he saw a gang of boys — and they saw him. They stepped into the road and blocked his path. He didn't dare stop. What if they took his bike? Desmond gripped the handlebar and raced toward the boys, dust flying behind him.

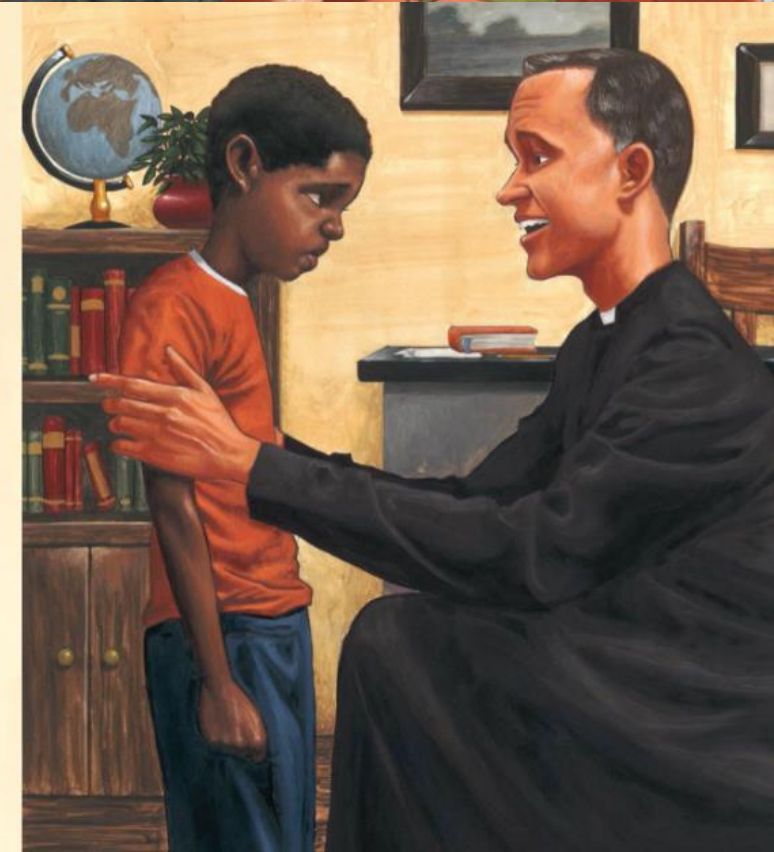
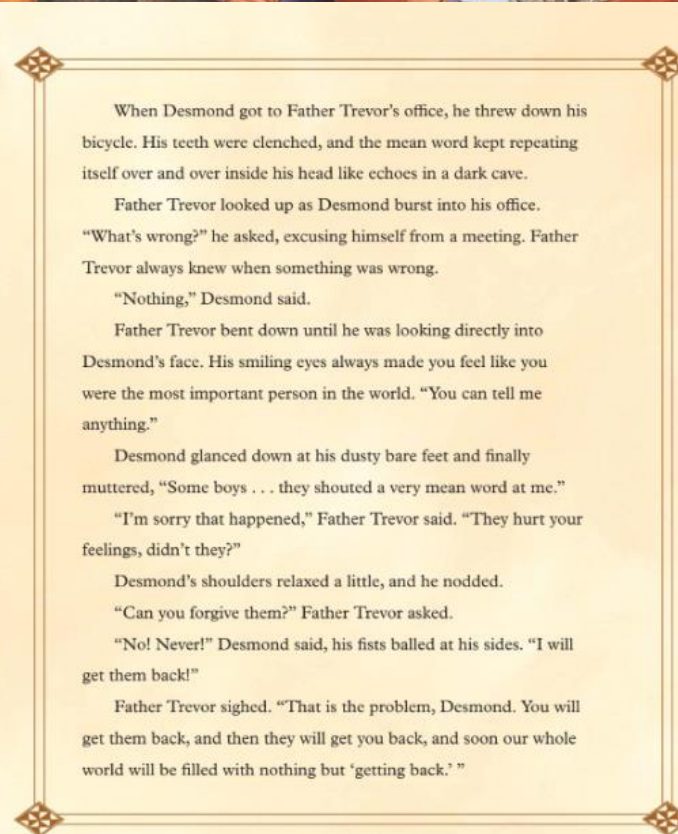
English Lesson 2

LO: To describe two contrasting characters.

Read the next two pages of the story.
All to complete task 1 and 2 today 😊

Task 1: Answer these questions.

1. What does the word 'spat' tell you about the way the red-haired boy said the mean word?
2. How does Desmond feel after hearing the word? Support your idea with evidence from the text.
3. How does it make you feel when someone says mean things to you?
4. Explain what Father Trevor meant when he said, 'soon our whole world will be filled with nothing but 'getting back.'



English Lesson 2

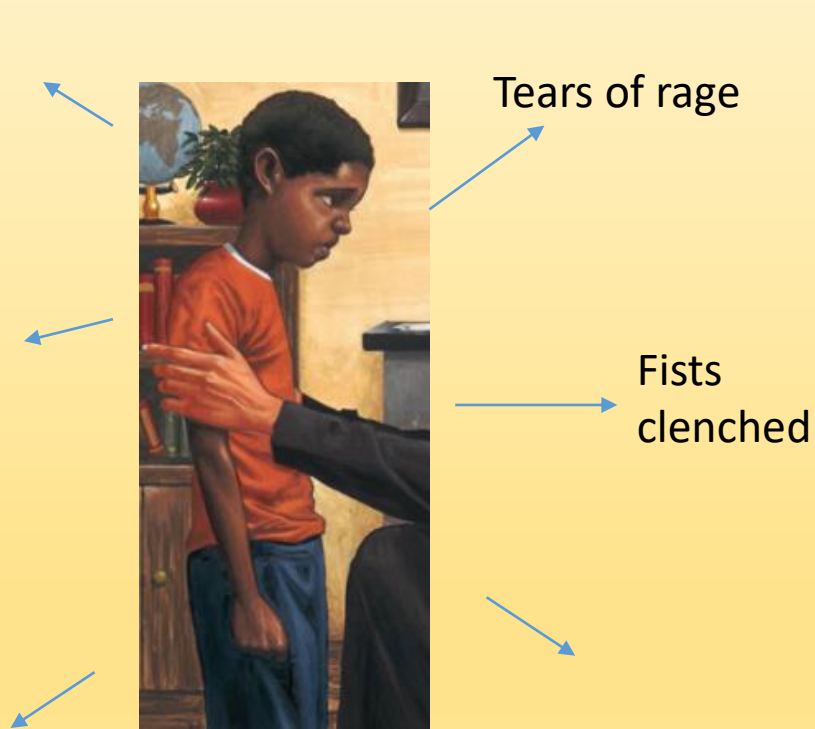
LO: To describe two **contrasting** characters. Contrast means different

In the section we have just read, we were introduced to a very calm and kind Father Trevor and an upset and angry Desmond because someone had been unkind to him.

Task 2: Describe two contrasting characters.

Write descriptive words and phrases around the images to describe these characters.

Success Criteria	
Describe appearance	
Describe how they feel by using Show not tell	e.g. fists clenched (instead of saying angry) gently placed a hand on his shoulder (rather than saying kind)
Consider what else they might they say?	e.g. It's not fair!



Warm smile



His voice shook

PSHE Tuesday 16th June 2020

LO: To understand more about the events that took place in the US and the Black Lives Matter movement.

What happened in America and why are there huge protests in America and around the world?

Anti-racism protests and demonstrations have been taking place around the globe.

The protests began in reaction to the death of a man named George Floyd in Minneapolis, in the United States, after he was stopped by police.

Four officers were sacked and later charged in connection with his death.

There followed several nights of protests - and some violent clashes between police and protesters - as demonstrations swept across cities in the US.

George Floyd was an African-American man who died after being held in police custody on 25 May.

Officers said he was suspected of using fake money and they stopped him and held him down by kneeling on his neck.

Despite saying he couldn't breathe, he wasn't released and soon afterwards he died.

Four police officers have been sacked. One of them, Derek Chauvin, has been charged with second-degree murder. Three others, Thomas Lane, J Alexander Kueng and Tou Thao, face charges of aiding and abetting.

What happened to Mr Floyd has again raised the issue of racism in American society and the unfair treatment that many African-American communities feel they face in the US, particularly when it comes to the police.

This information is from BBC Newsround. It is important we use a trusted source.



****TASK: How do you feel now? Jot your ideas down on a piece of paper.****

LO: To understand more about the events that took place in the US and the Black Lives Matter movement.

CHANGE
BEGINS WITH
YOU

What can I do to help?

Take it all in and truly absorb the information and situation that is around you.

Remember, George Floyd may have been thousands of miles away. But unfortunately, racism is all around us - here in the UK as well.

Take a stand. Change begins with you!

This is everybody's problem; reach out to those who you think are discriminated against. Don't ignore discrimination. Sign petitions. Write to leaders. **Above all else: TALK ABOUT IT. Take that piece of paper that you wrote on, and share your own views and responses with someone today.**

Find out more: <https://www.bbc.co.uk/newsround/52813673>



Wednesday 3rd June 2020

Wed	Wake up Wash Get dressed Breakfast EXERCISE with Joel Check Microsoft team	Maths 	E	 Reading day 3	English Day 3 	N	Spellings	French 	Enrichment	HAND IN any work/pictures onto Microsoft Teams
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MATHS DAY 3 – All Year 6 Maths Groups

LO: To order fractions, decimals and percentages.

STARTER (Canada/England)

$$3000 \times 7 = \boxed{} = 80\,000 + 9014 \quad 1320 \div 11 =$$

STARTER (Spain)

$$9 \times 3\frac{1}{3} = \quad 2\frac{1}{2} - 1\frac{1}{4} = \quad \frac{2}{9} \div 2 =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 6 (w/c 1st June) + and click the + (The dates are behind)
 - Now find Lesson 3 (Order FDP)
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 3 - Order FDP

Order fractions, decimals and percentages

Which would shade more squares?

MATHS DAY 3 – Tasks (ALL groups to complete)

LO: To order fractions, decimals and percentages.

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

a) 64% 0.46

d) 0.8 80%

b) 0.96 $\frac{97}{100}$

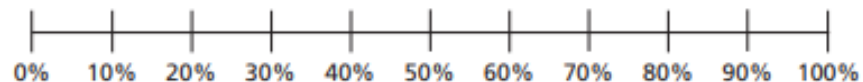
e) 67% $\frac{7}{10}$

c) $\frac{3}{5}$ 35%

f) $\frac{7}{20}$ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

a) 9% $\frac{9}{10}$ 0.99 19%



b) $\frac{2}{5}$ 0.52 45% 0.2



3 Write the fractions, decimals and percentages in ascending order.

a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

b) 0.6 61% $\frac{37}{50}$ 0.66

c) 47% 0.89 $\frac{63}{100}$ 12%

d) Which part was easiest to order: a), b) or c)? _____
Why?

e) Which set was most difficult to order: a), b) or c)? _____
Why?

f) Compare answers with a partner.
What is the same and what is different?

MATHS DAY 3 – Tasks (Spain group to complete)

LO: To order fractions, decimals and percentages.

4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% $\frac{3}{5}$ 0.6 $\frac{4}{10}$

5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



Who drank the most? Show your working.

_____ drank the most.

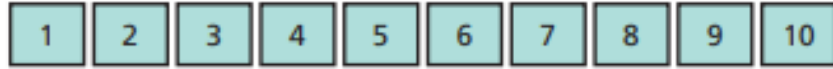
Who drank the least? Show your working.

_____ drank the least.

MATHS DAY 3 – Challenge

LO: To be challenged!

- 7 a) Use the digit cards to make the statement correct.



$$0.3 < \frac{\square}{10} < 80\%$$

How many different solutions can you find?

- b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.



$$\frac{2}{5} < \square < 0.75$$

How many different percentages can you find?

Compare answers with a partner.

Challenge 5

Charlie has a tin of paint.

The tin is half full and weighs 5.8 kg. Charlie paints a wall in his house.

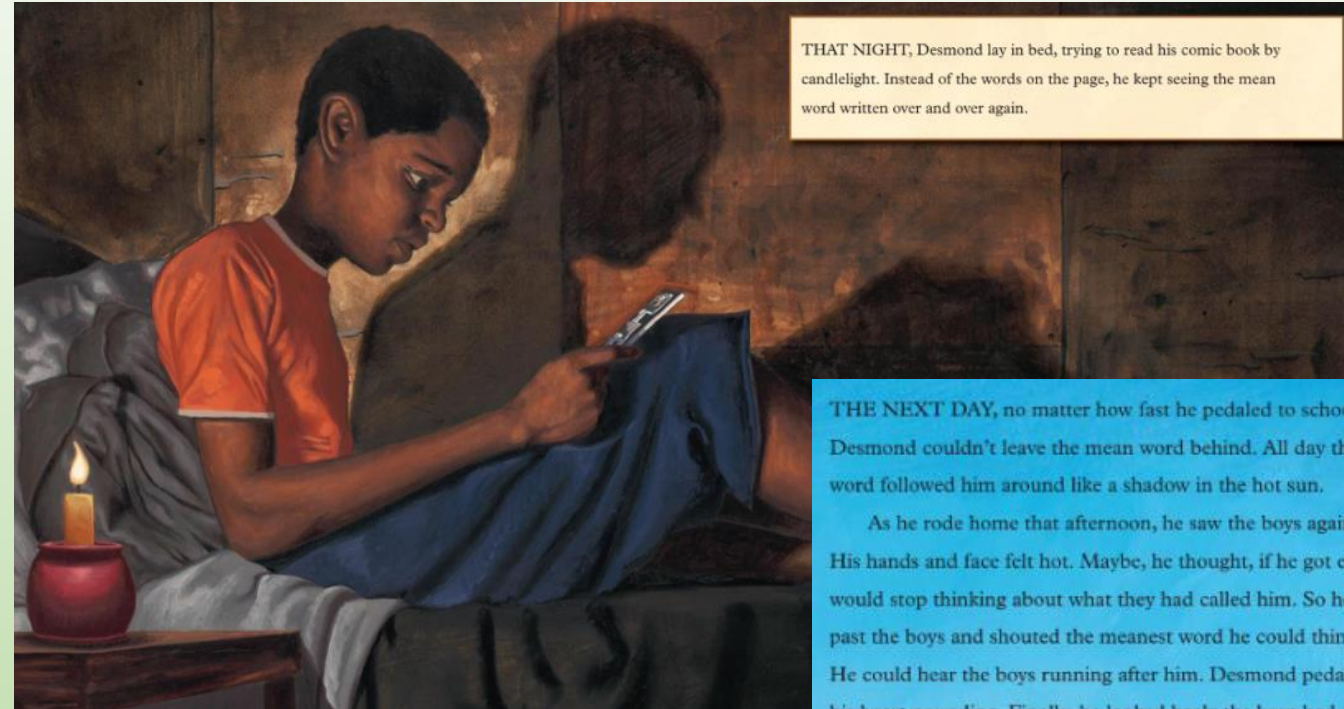
The tin is now a quarter full and weighs 3.1 kg.

How much does the empty tin weigh?



Reading Day 3 Wednesday 17th June 2020

Book Talk



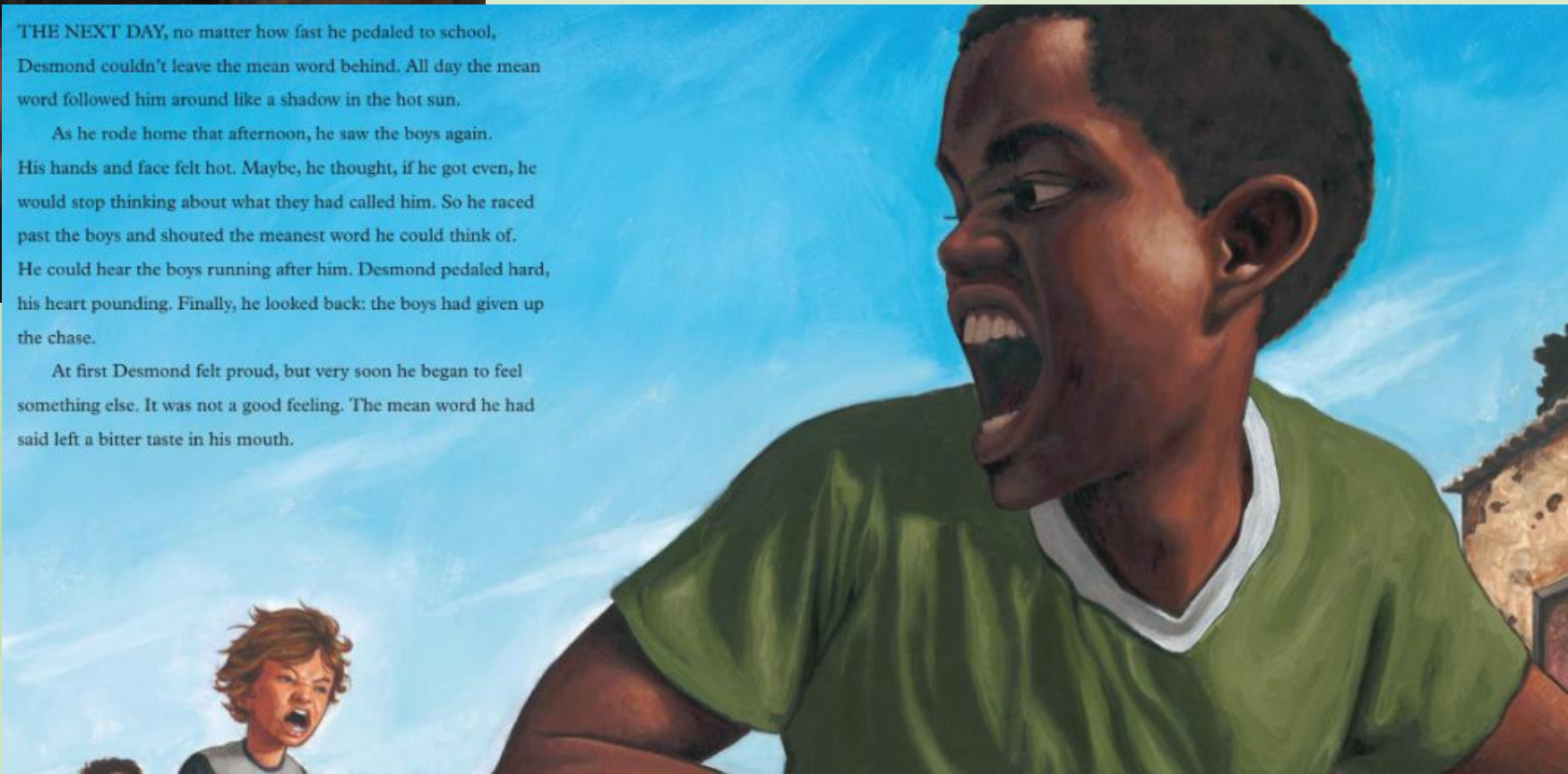
THAT NIGHT, Desmond lay in bed, trying to read his comic book by candlelight. Instead of the words on the page, he kept seeing the mean word written over and over again.

Re-read the story from yesterday to remind yourself what has happened so far.

THE NEXT DAY, no matter how fast he pedaled to school, Desmond couldn't leave the mean word behind. All day the mean word followed him around like a shadow in the hot sun.

As he rode home that afternoon, he saw the boys again. His hands and face felt hot. Maybe, he thought, if he got even, he would stop thinking about what they had called him. So he raced past the boys and shouted the meanest word he could think of. He could hear the boys running after him. Desmond pedaled hard, his heart pounding. Finally, he looked back: the boys had given up the chase.

At first Desmond felt proud, but very soon he began to feel something else. It was not a good feeling. The mean word he had said left a bitter taste in his mouth.



Wednesday 17th June 2020

Book Talk

Quick fire question:

What does Desmond do to get even with the boys?

Complete the following sentences in Your book.

AFTER SCHOOL the next day, Desmond went to Father Trevor's.

"Are you feeling any better, Desmond?" Father Trevor asked as he sat on the floor shooting marbles with the children.

Desmond shook his head from side to side and frowned.

"When people say mean words to us, we often feel ashamed of who we are," Father Trevor said. "They can make us feel a little less lovable, but it's not true." Lowering his face close to the floor, Father Trevor lined up a marble in the chalk circle. "Desmond, everything we do matters — if we smile or if we frown, if we say something nice or something mean." Father Trevor flicked the shooter with his thumb and hit the marble out of the circle.

"When we hurt someone," Father Trevor said as he got up, "it hurts us, too."



1) The overriding feeling at this part of the story is

2) Positive relationships in this story are

3) Negative relationships in this story are

English Lesson 3

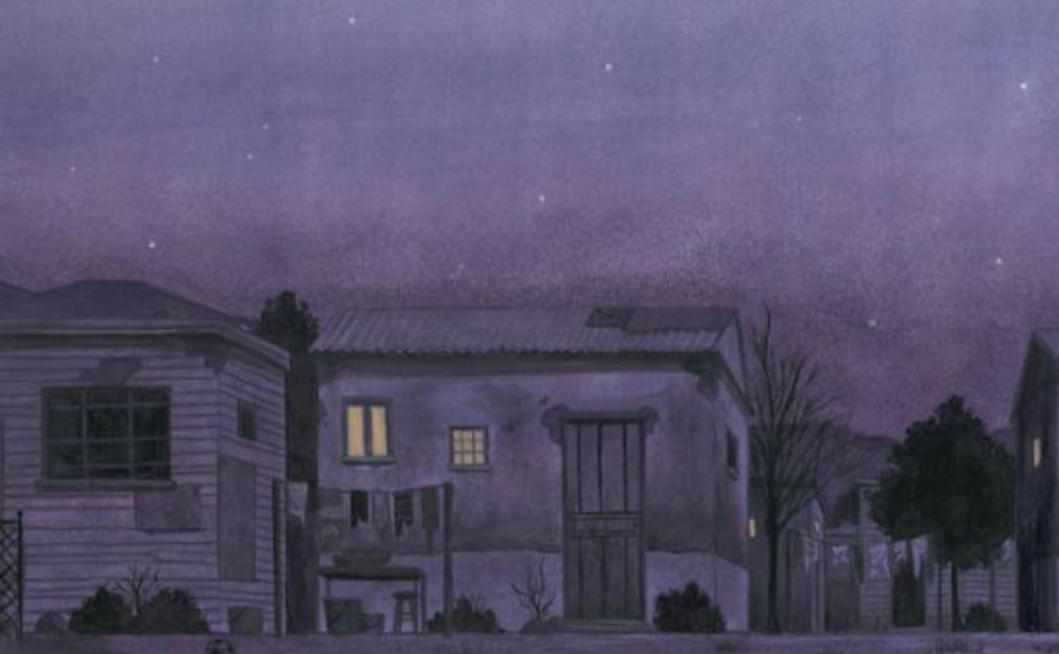
LO: To identify and use adverbs.

Task one: Read the next two pages of the story

THAT NIGHT, Father Trevor dropped in to see Desmond's parents. Desmond carried a pot of tea into the living room and then went outside. Usually he would try to listen to what the adults were saying, but tonight he just wanted to be alone. Sitting on the doorstep, Desmond looked up at the starry sky, an empty ache in his chest. He thought he could even see the mean word written on the face of the moon.

"That's a very nice bicycle you have," Father Trevor said as he sat down next to Desmond. The black paint gleamed in the moonlight.

Desmond had forgotten to show his bike to Father Trevor. It didn't matter now. He just shrugged and turned his back. He didn't want to talk, not even to Father Trevor.



"Still thinking about that mean word?" Father Trevor asked.

Desmond slowly nodded.

"Our hearts are fragile and easily hurt. This is why we were given a way to heal them — it's called forgiveness."

"How can I forgive them? They haven't said they're sorry."

"You don't need to wait until someone says they're sorry to forgive them. You have the power to forgive whenever you are ready."

"I'm not ready," Desmond said.

"That's fine, Desmond. Only you will know when you are."

Father Trevor got up to leave.

Desmond felt a lump in his throat.

Father Trevor said very softly, "Let me tell you a secret, Desmond. When you forgive someone, you free yourself from what they have said or done. It's like magic."

Why do you think Desmond wants to be alone when Father Trevor comes to visit?

English Lesson 3

LO: To identify and use adverbs.

Task Two: Complete these two activities about adverbs.

An adverb is a word that adds meaning to a verb. An adverb of manner tells *how* something is done.

"I forgive you," said Desmond quietly.

What did Desmond do?

He *said* "I forgive you." (This is a verb)

How did he say it?

He said it *quietly*. (This is an adverb)

Circle the adverbs in the sentences below.

1. He especially loved the children and would even let them play marbles on the floor of his office.
2. Father Trevor bent down until he was looking directly into Desmond's face.
3. Desmond glanced down at his dusty feet and finally muttered, "Some boys... they shouted a very mean word at me."
4. Desmond slowly nodded.
5. Father Trevor said softly, "Let me tell you a secret, Desmond. When you forgive someone, you free yourself from what they have said or done. It's like magic."

Think of an adverb to add to the verbs below to tell *how* it was done.

1. Desmond pedalled _____.
2. The boys shouted _____.
3. Father Trevor smiled _____.
4. Desmond spread his arms _____.

SPAG Day 3 Wednesday

Find all the words hidden in
the wordsearch


Next find out the meanings to
all of these words.

How do they relate to what we
have been learning about the
Black Lives Matter Movement?

★ Martin Luther King Jr. ★

v	b	o	y	c	o	t	t	n	f	q	e
c	a	m	p	a	i	g	n	o	g	l	c
i	c	d	r	e	a	m	d	h	e	b	i
a	s	s	a	s	s	i	n	a	t	e	d
z	p	m	b	a	p	t	i	s	t	y	u
u	k	w	g	p	m	z	c	m	v	g	j
t	z	a	f	h	c	e	e	p	s	f	e
n	o	i	t	a	g	e	r	g	e	s	r
b	a	r	e	t	s	i	n	i	m	h	p
r	e	d	a	e	l	k	u	w	c	r	v
b	g	u	s	b	f	w	j	f	b	a	x
z	n	t	o	r	o	q	t	i	l	u	n

American	campaign
Baptist	prejudice
dream	segregation
leader	boycott
minister	
speech	



French Lesson

Bonjour year 6!



- This week we are going to look at a poem written by a man called Leopold Sedar Senghor. Your first task will be to translate the poem into English (with the help of a word bank and the online dictionary).

<https://www.collinsdictionary.com/dictionary/english-french>

- The poem is about discrimination, which you have been learning about in English this week.
- For your second task, I would like you to find out something about the poet and write 3 facts, in English, about him.

Cher frere blanc

Word bank:

Quand = when

Grandir = to grow up

Mourir = to die

Tandis que = whilst

Ne = born

Vas comes from aller which means to go

Peur = fear/scared

Alors= so, or well then

De nous deux = out of us two

Qui = who

I haven't translated the colours because you know these and we met 'je suis' last week when describing ourselves.

Also, please note, the words 'ne' and 'etait' both have an accent on the 'e' which I can't put on because of the keyboard.

- Quand je suis ne, j'étais noir
- Quand j'ai grandi, j'étais noir
- Quand je suis au soleil, je suis noir,
- Quand je suis malade, je suis noir
- Quand je mourrai, je serai noir.

- Tandis que toi, homme blanc,
- Quand tu es ne, tu etais rose
- Quand tu as grandi, tu etais blanc
- Quand tu vas au soleil, tu es rouge
- Quand tu as froid, tu es bleu
- Quand tu as peur, tu es vert
- Quand tu es malade, tu es jaune,
- Quand tu mourrais, tu seras gris.

- Alors, de nous deux, qui est l'homme de couleur?

Enrichment

Turn off your computer and complete an activity that does not require any technology.

Here are some ideas:

Build a den, read a book, make a cake, do some gardening, play a board game, make up your own game, go on a bike ride, go for a walk and look out for some birds....

Post a picture on teams. We'd love to see what you decided to do.



Thursday 4th June 2020

Thurs	Wake up Wash Get dressed Breakfast EXERCISE with Joel Check Microsoft team	 Maths	A	 Reading day 4	 English Day 4	C	Spellings	 Art	HAND IN any work/pictures onto Microsoft Teams
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MATHS DAY 4 – All Year 6 Maths Groups

LO: To find percentages of an amount.

STARTER (Canada/England)

$$2 - 0.22 =$$

$$1.241 \times 5 =$$

$$1111 - 999 =$$

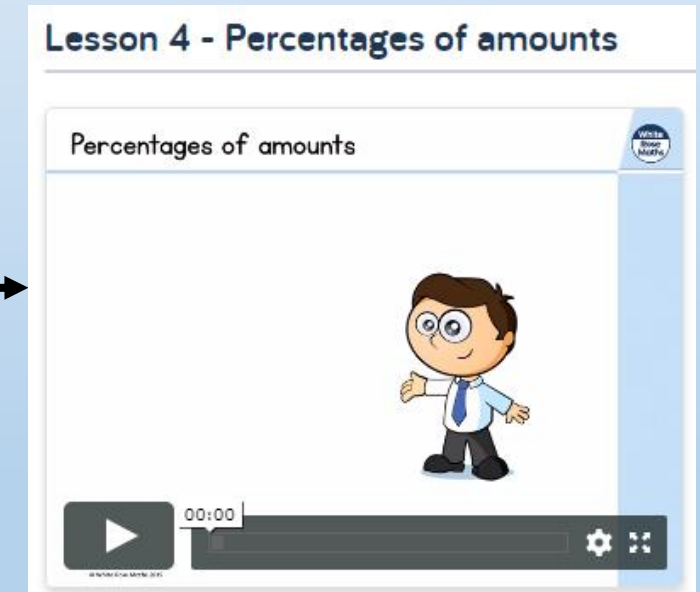
STARTER (Spain)

$$\frac{3}{10} + \frac{7}{8} =$$

$$2924 \div 34 =$$

$$\frac{5}{6} \div 4 =$$

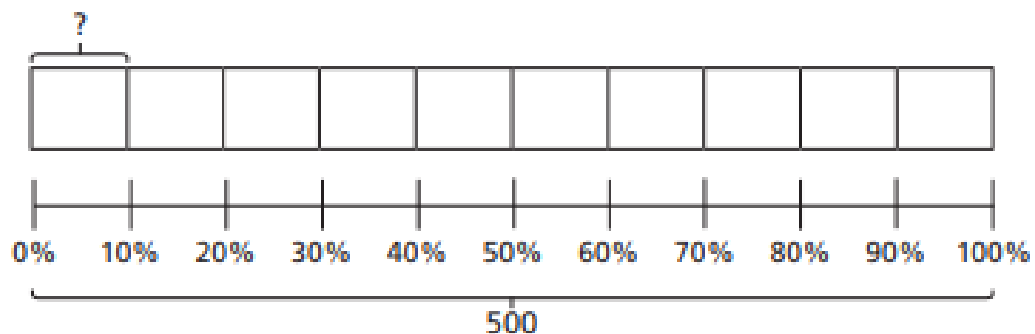
- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 6 (w/c 1st June) + and click the + (The dates are behind)
 - Now find Lesson 4 (Percentages of amounts)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again 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.



MATHS DAY 4 – Tasks (ALL groups to complete)

LO: To find percentages of an amount.

1 a) Use the bar model to find 10% of 500



10% of 500 =

b) Use your answer to part a) to help you complete the calculations.

20% of 500 =

70% of 500 =

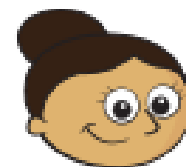
90% of 500 =

60% of 500 =

30% of 500 =

100% of 500 =

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 =

d) 5% of 2,000 =

b) 5% of 400 =

e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?

MATHS DAY 4 – Tasks (Spain group to complete)

LO: To find percentages of an amount.

3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

- | | |
|----------------------------------------|----------------------------------------|
| a) 20% of 1,000 = <input type="text"/> | d) 15% of 1,000 = <input type="text"/> |
| 20% of 550 = <input type="text"/> | 15% of 300 = <input type="text"/> |
| 20% of 40 = <input type="text"/> | 15% of 30 = <input type="text"/> |
| b) 90% of 1,000 = <input type="text"/> | e) 55% of 1,000 = <input type="text"/> |
| 90% of 4,230 = <input type="text"/> | 55% of 4,400 = <input type="text"/> |
| 90% of 90 = <input type="text"/> | 55% of 8 = <input type="text"/> |
| c) 60% of 1,000 = <input type="text"/> | f) 40% of 1,000 = <input type="text"/> |
| 60% of 400 = <input type="text"/> | 40% of 400 = <input type="text"/> |
| 60% of 98 = <input type="text"/> | 40% of 98 = <input type="text"/> |

5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

MATHS DAY 4 – Challenge

LO: To be challenged!

6 a) Complete the calculations.

$$20\% \text{ of } 40 = \square \quad 25\% \text{ of } 60 = \square$$

$$40\% \text{ of } 20 = \square \quad 60\% \text{ of } 25 = \square$$

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

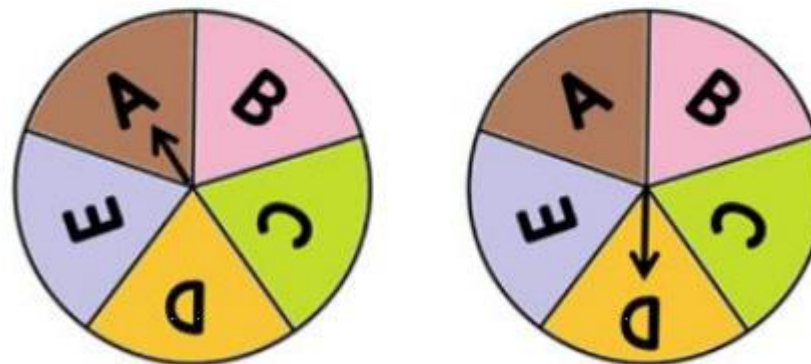
d) Talk about your findings with a partner.

Challenge 6

A spinner has 5 equal sections. The sections are labelled A to E.



The arrow is pointing to the centre of section A.



Tom rotates the arrow clockwise so that the arrow is now pointing to the centre of section D.

What angle has the arrow been rotated through?

Reading Day 4

Continue reading the story of Desmond and the very mean word.



A WEEK LATER, Desmond was riding his bicycle down the street when he saw the boy with red hair surrounded by two older boys.

"That'll teach you," one of them said, dunking the head of the red-haired boy into a bucket of water. Seconds later, the boy managed to raise his head, his wet hair standing up like a carrot top. He looked like he was about to cry.

A woman appeared at the door. "Leave your brother alone. You are as bad as your father. Now, get in this house before I —"

She didn't finish her sentence before the brothers were inside and the door had slammed shut. To Desmond's surprise, he felt sorry for the red-haired boy.

A FEW DAYS LATER, Desmond ran into the neighborhood market to buy his father a newspaper. Out of the corner of his eye, he saw a flash of red. Turning, Desmond realized it was the red-haired boy. He was standing alone in front of the candy counter. It was filled with lollipops and delicious chocolates.

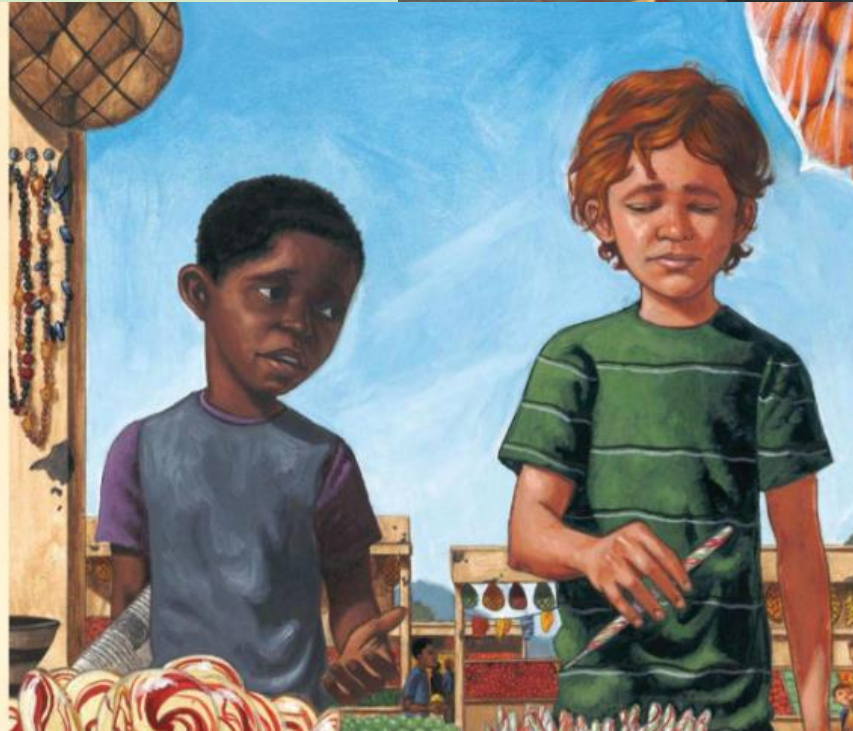
Desmond wanted to say something, but what?

Thinking of the mean word he had shouted at the boy, Desmond finally blurted out, "I'm sorry for what I said."

The boy looked at him, speechless. Finally he stammered, "I guess . . . I'm . . . well . . ."

Desmond didn't need the boy to say he was sorry. It would have been nice, but as Father Trevor had said, it really wasn't necessary.

"I forgive you," Desmond said quietly. As soon as the words were out of his mouth, Desmond felt a little stronger and a little braver and stood up a little taller.



After buying the newspaper, Desmond went outside. The red-haired boy was sitting on a milk crate under a shady tree. The boy stood up and moved toward him. Desmond froze. The boy looked around to see if anyone was watching and then handed Desmond a piece of candy. For just a moment, Desmond looked into the other boy's eyes and smiled. Then he hurried to get back on his bike, first popping the piece of chocolate in his mouth.



Answer the following questions in full sentences:

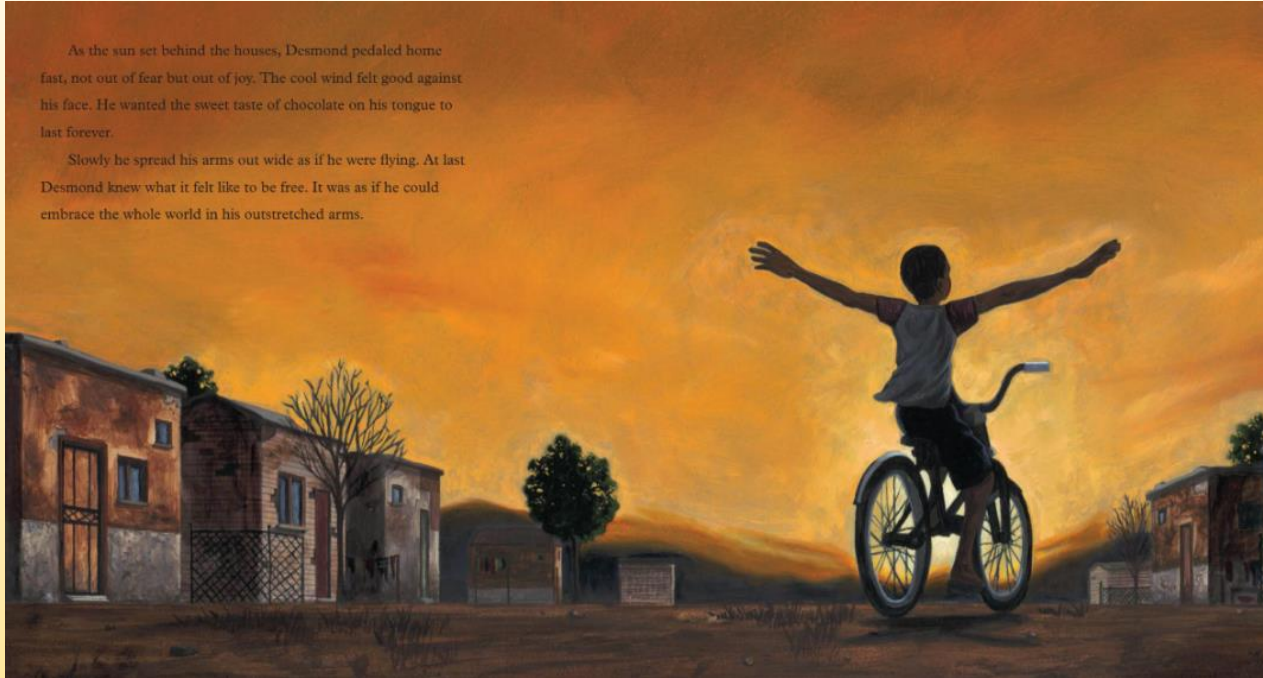
What made Desmond change his mind about forgiving the boy?

What did the boy do when Desmond apologised for what he had said?

How do you think the red-haired boy felt after Desmond apologized? Support your answer with evidence from the text.

English Lesson 4

LO: To infer meaning characters feeling.



1. Read the final page of Desmond and the very mean word.
2. Complete the activity on the right. You need to think about Desmond's feelings at different parts of the story.

e.g. Desmond felt angry when the boys called him a mean word.

Making Connections

Write down four emotions Desmond felt during the story and what caused these feelings.

Desmond felt

when _____

Desmond felt

when _____

Desmond felt

when _____

Desmond felt

when _____

Once you found out how the red-haired boy was treated by his brothers did it change your opinion of him? Why / Why not?

Why do you think the red-haired boy acted the way he did at the start of the story?

SPAG LESSON 4

Punctuation and Grammar

Grammar and Punctuation

Write the **antonym** of the following words in your own sentences.

old hot small
grow easy sad



1

Please complete these challenges on synonyms and antonyms

Grammar and Punctuation

Change the underlined words for different **synonyms**.

I was talking to my friend while we walked through the woods.

The choir were singing nicely.

I was surprised when I won first prize at the raffle.

The school trip promised to be an exciting one.



18

Grammar and Punctuation

Write down as many **synonyms** as you can for the following words.

talk said good ugly
pretty cry nice

Now use your synonyms in your own sentences.

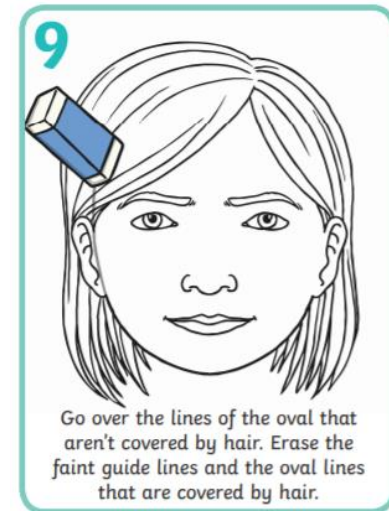
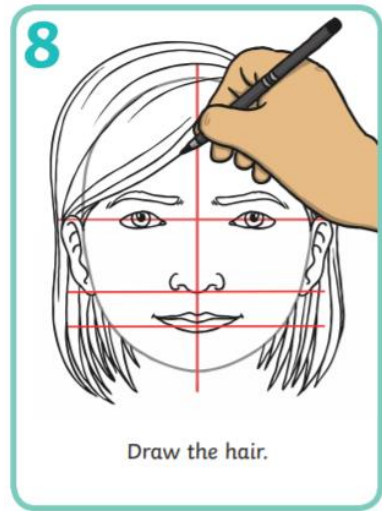
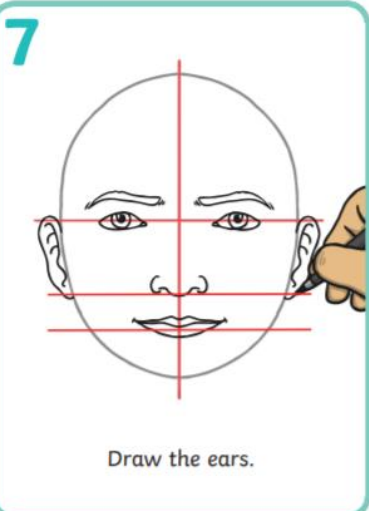
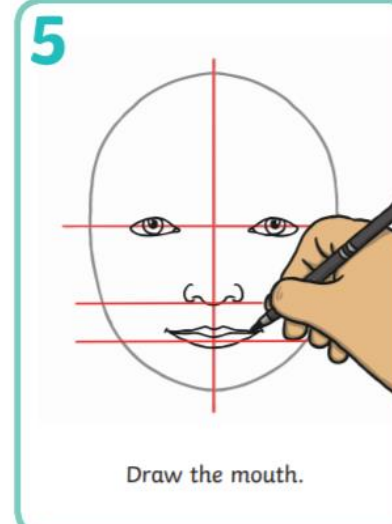
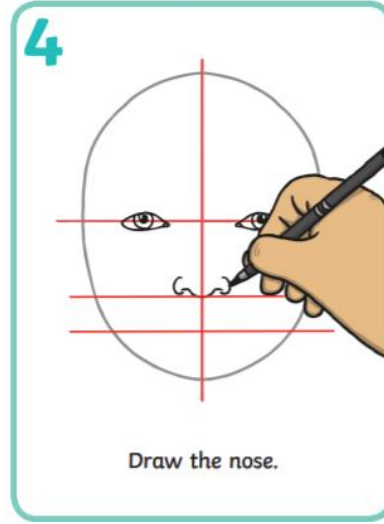
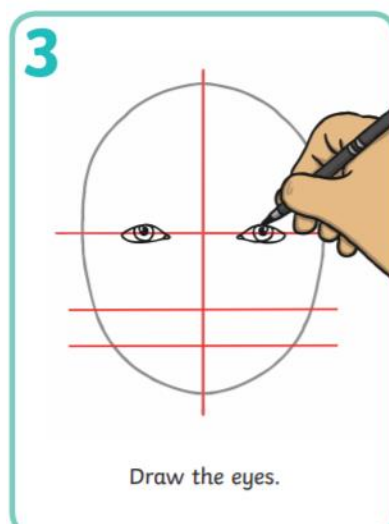
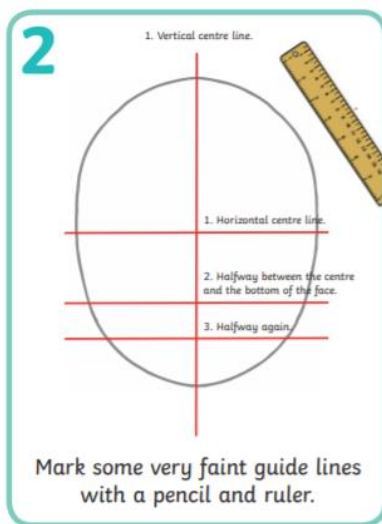
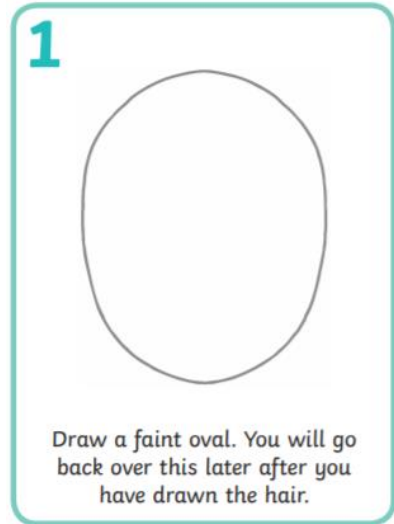


20

Art

We are all different, special and unique.





Today we would like to you create a self portrait by following the steps below.



Once you have finished, write adjectives around your portrait that describe your personality and values that are important to you. e.g. Sporty, happy, honest, Respectful



Friday 19th June 2020

Fri	Wash Get dressed Breakfast EXERCISE with Joel Check Microsoft team	 <p>Maths</p>	K	 <p>Reading Day 5</p>	English Day 5 	H	Spellings  <p>Campaign Lesson</p>	HAND IN any work/pictures onto Microsoft Teams
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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?



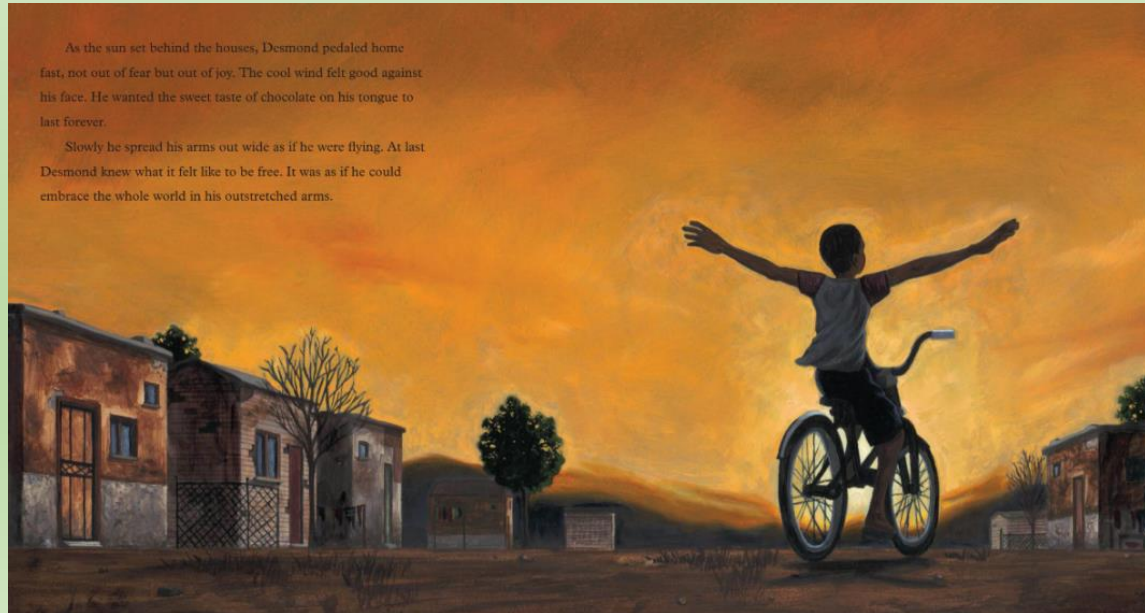
Reading Day 5

LO: To write a summary.

Re- read the story.

Today's task: Write a summary to tell someone what happened in the story.

Challenge: Can you make your summary 50 words long?



English Lesson 5

LO: To reflect on the story 'Desmond and the very mean word.'

- 1) Re-read the story Desmond and the very mean word.
- 2) Complete these reflection questions about the book.

Reflection

Has anyone ever said something really mean to you? What happened?

How did you deal with it?

There is a well-known saying: Two wrongs don't make a right. What does this mean?

Why is it hard to forgive others sometimes?

Explain what forgiveness does.

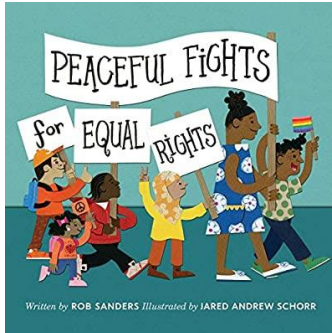
Day 5 - PSHE

CHANGE
BEGINS WITH
YOU

This week, through the story of 'Desmond and the Very Mean Word', we hope you have had an opportunity to reflect and think carefully about equality and kindness to all. Unfortunately racism and discrimination are issues that still cause great unrest around the world, as you may have seen in recent news. It is important to be aware of these issues and think carefully about what we can do to make a difference! Remember this can be as simple as remembering our school values of kindness, respect and inclusion, not just at school but whenever and wherever you go.



If you would like to find out more about the recent events in America watch this Newsround episode for further information: <https://www.bbc.co.uk/newsround/52813673>



Your task is to create a **campaign poster** to stand up for equal rights. Your poster can include; bubble writing slogans, important messages, advice, information and pictures to portray these. Make sure it is eye-catching to attract attention. When you finish you could display your poster up in your house or on a window.

Our theme this week is: Discrimination



Key Questions:

Is the world unfair? Why? Why not?

Do some people suffer more discrimination than others?

How can we stand up against prejudice?

Concepts: Discrimination, Fairness, Racism, and Prejudice

Record your thoughts to our key questions and spend some time reflecting on your learning this week.