

Home Learning Pack

Monday 1st June – Thursday 4th 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 01.06.20

Friday 5th June is an inset day – No school

		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 01.06.20	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 1 	R	 Reading day 1	 English lesson 1 Interview	U	SPELLING TASK 2	Design your own time capsule	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker	
Tues 02.06.20	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 2 	E	 Reading day 2	English lesson 2 Plan 	N	SPELLING TASK 3	Handprint Art - Create a handprint picture of you and your family in lockdown 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker	
Wed 03.06.20	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 3 	A	 Reading day 3	English Lesson 3 Write letter 	C	SPELLING TASK 4	French 	Enrichment afternoon	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Thur 04.06.20	Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 4 	k	 Reading Day 4	English Lesson 4 Write/Edit/Improve 	H	SPELLING TASK 5	PSHE/Computing	PE	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

Afternoon Tasks

You may complete these tasks on different days if you wish to – but here is a timetable of tasks to complete in the afternoons.

DAY	TASK
MONDAY	DT - Design your Own time capsule - (other activities may be posted in Teams)
TUESDAY	ART – Family Handprints (posted in Teams)
WEDNESDAY	FRENCH and Enrichment – Complete French workbook and outdoor activity (posted in Teams)
THURSDAY	PSHE/Computing and PE – Complete tasks (posted in Microsoft Teams)
FRIDAY	INSET DAY

Remember – Spend 10 minutes at the end of each day on your 10 minute tests, TTRS or Checking Microsoft Teams!

Our theme this week is: Reflection



Being reflective means to consider how something has impacted on us.

This could mean we think about the following questions -

How successful was it?




How difficult/easy was it?

How did it make me feel?

Has it changed the way I will act in the future?



Monday 1st June 2020

Tues	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 1 	R	 Reading day 1	 English lesson 1 Interview	U	SPELLING TASK 2	Design your own time capsule	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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MATHS DAY 1 – All Year 6 Maths Groups

LO: To multiply fractions by integers.

STARTER (Canada/England)

$7^2 =$

$10\% \text{ of } 6340 =$

$9.15 \times 9 =$

STARTER (Spain)

$27 \times 62 =$

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


$\frac{2}{3} + \frac{1}{4} =$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 4 (w/c 11th May) +
 - and click the + (The dates are behind)
 - Now find Lesson 1 (Multiply fractions by integers)
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 - Multiply fractions by integers

Multiply fractions by integers

There are 3 flowers in a vase.




If there are 4 vases, how many flowers will there be?

MATHS DAY 1 – Tasks (ALL groups to complete)

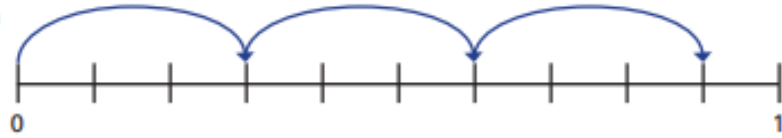
LO: To multiply fractions by integers.

1 Complete the calculations.

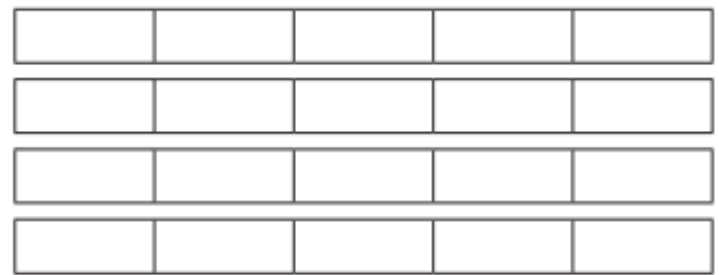
a) $\frac{2}{7} \times 2 = \square$



b) $3 \times \frac{3}{10} = \square$



2 a) Shade the bar models to show $\frac{2}{5} \times 4$



b) Complete the multiplication.

$\frac{2}{5} \times 4 = \square$

3 Complete the calculations.

a) $\frac{1}{3} \times 1 = \square$

$\frac{1}{3} \times 2 = \square$

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

$\frac{1}{3} \times 4 = \square$

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

$\frac{1}{3} \times 6 = \square$

b) $\frac{3}{4} \times 1 = \square$

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

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

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

$\frac{3}{4} \times 5 = \square$

$\frac{3}{4} \times 6 = \square$

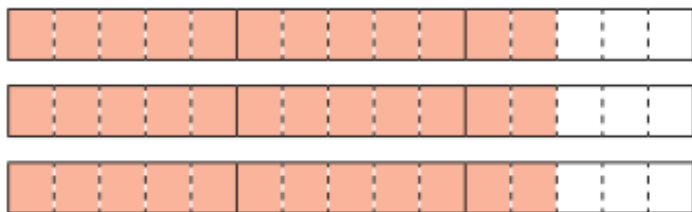
What patterns do you notice?

MATHS DAY 1 – Tasks (Spain group to complete)

LO: To multiply fractions by integers.

4 Complete the multiplication.

$$2\frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?

5 Match the calculations.

$$\frac{2}{3} + \frac{2}{3}$$

$$\frac{1}{2} \times 6$$

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

$$18 \times \frac{1}{4}$$

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

$$\frac{1}{6} \times 10$$

$$\frac{5}{12} \times 4$$

$$12 \times \frac{1}{2}$$

$$1\frac{1}{2} \times 3$$

$$\frac{1}{3} \times 4$$

6 Write each answer as a mixed number in its simplest form.

a) $1\frac{1}{5} \times 2 = \square$

d) $2\frac{2}{5} \times 5 = \square$

b) $2\frac{1}{6} \times 3 = \square$

e) $7 \times 3\frac{1}{2} = \square$

c) $2\frac{2}{5} \times 4 = \square$

f) $\frac{11}{15} \times 7 = \square$

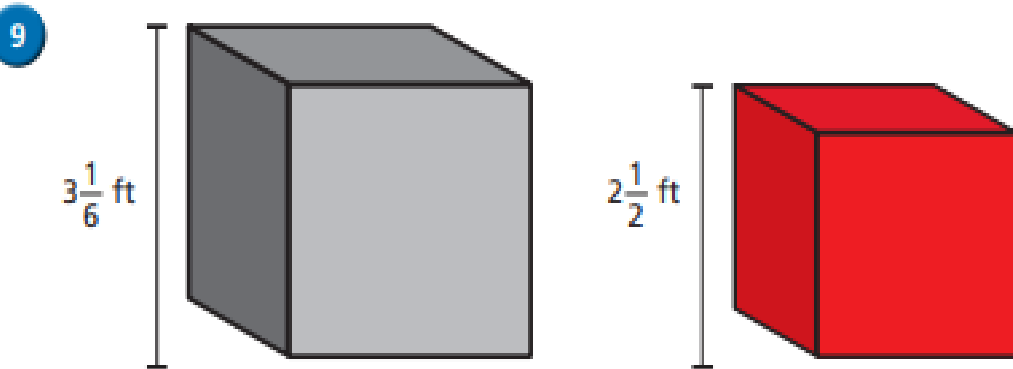
7 Fill in the missing numbers.

a) $2\frac{\square}{7} \times 3 = 6\frac{6}{7}$

b) $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

MATHS DAY 1 – Challenge

- 8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.
How many tins does she eat in a year?



Jack builds a tower using grey blocks.
Alex builds a tower using red blocks.
The towers are exactly the same height.
How many blocks could they each have used?

Challenge 4

Here are 3 containers.



- The jug can hold **1500 ml**.
- The bucket can hold **2 litres**.
- The barrel can hold **15 litres**.

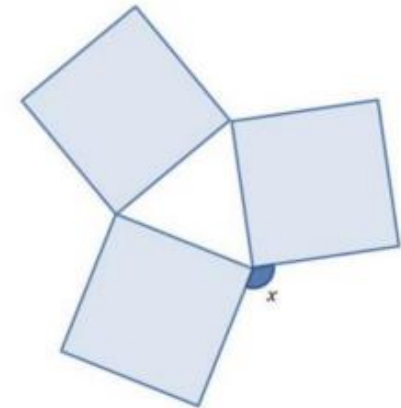
Anisa wants to fill the barrel with water.

Find 2 ways that Anisa can fill the barrel using the jug and bucket.

LO: To be challenged!

Challenge 5

Three identical squares are arranged to make this pattern.



What is the size of the angle marked x ?

Reading Day Monday

Log on to READTHEORY and complete your reading.

<https://readtheory.org/>

English Lesson 1

LO: To discuss your lock down experience with a member of your family.

Our lives have changed a lot over the last few weeks. It is important we talk about life in lockdown and take the time to reflect.

This week the whole of KS2 are going to be completing the same writing project about life in lockdown. 😊

With a parent, grandparent, brother or sister, answer the following questions:



Can you remember your first thought when you heard that schools were closing? Were you excited? Worried? Frightened? Why?



What did you miss most about normal life?



A large writing area with two sections. The top section has seven horizontal dotted lines for writing. The bottom section has seven horizontal dotted lines for writing.

Did you learn or do anything new while in lockdown?



Four sets of horizontal dotted lines for writing.

What was your favourite thing about lockdown?



Four sets of horizontal dotted lines for writing.

What was your least favourite thing?



Four sets of horizontal dotted lines for writing.

Did you do anything new or different with your family?



Four sets of horizontal dotted lines for writing.

How did you feel through lockdown, most of the time? Happy? Scared? Something else?



Four sets of horizontal dotted lines for writing.

What did you most look forward to doing when life returned to normal?



Four sets of horizontal dotted lines for writing.

And finally, do you think living through lockdown changed you? How?



Four sets of horizontal dotted lines for writing.

SPAG LESSON Monday

L.O. To use I or me

When do we use
I or me ?

The sentence should
make sense if you take
all the other people
out of the sentence!

Watch this video for help! –
<https://www.youtube.com/watch?v=BG78CT8OefI>

Example:

Miss Rolls and _____ had fun creating lessons this week.

Is it I or me?

If you ignore Miss Rolls what should the sentence be?

I had fun creating lessons this week. OR me had fun creating lessons this week.

We know that it should be - I had fun creating lessons this week.

So the correct answer is: Miss Rolls and **I** had fun creating lessons this week.

TASK:

Complete the task on the next slide

Next log on to classroom secrets to complete a SPELLING GAME – your username and password is in your pack –

<https://kids.classroomsecrets.co.uk/resource/year-5-and-year-6-spelling-game-6/>

WARM UP:

Pick the correct word or words from the options for each sentence below:

1. The window was **broke / broken / broked / breaked** by the ball.
2. Mandy **writ / wrote / witten / has wrote** a letter.
3. Benjie has **eaten / eated / ate / eaten** a large cucumber.

TASK:





Please rewrite these sentences into your workbooks with the correct I or me.

Use **I** or **me** for each sentence below:

1. I wanted Dad to watch _____ in the football match.
2. He walked to school with Danny and _____.
3. My teacher told Terry and _____ to collect the books.
4. Eddie came to school with Jim and _____.
5. Ben and _____ are going to the cinema tomorrow.



Tuesday 2nd June 2020

Wed	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 2 	E	 Reading day 2	English lesson 2 Plan 	N	SPELLING TASK 3	Handprint Art - Create a handprint picture of you and your family in lockdown 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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MATHS DAY 2 – All Year 6 Maths Groups

LO: To multiply fractions by fractions.

STARTER (Canada/England)

$$\frac{7}{10} - \frac{1}{10} =$$

$$478.2 \times 10 =$$

$$5621 \div 7 =$$

STARTER (Spain)

$$21 \times 1\frac{1}{2} =$$

$$3267 \div 11 =$$

$$\frac{4}{7} \div 2 =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 4 (w/c 11th May) + and click the + (The dates are behind)
 - Now find Lesson 2 (Multiply fractions by fractions)
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 2 - Multiply fractions by fractions

Multiply fractions by fractions

Sally eats $\frac{1}{2}$ of the chocolate bar.

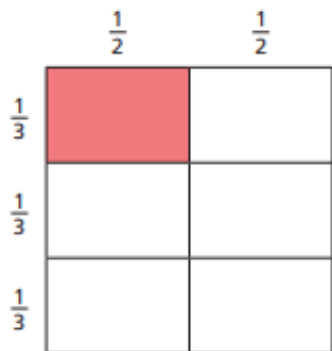
She then eats $\frac{1}{2}$ of what is left.

As a fraction, how much of the chocolate bar is left?

MATHS DAY 2 – Tasks (ALL groups to complete)

LO: To multiply fractions by fractions.

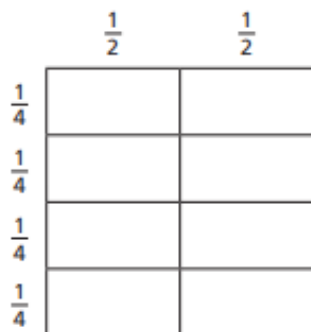
1 Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



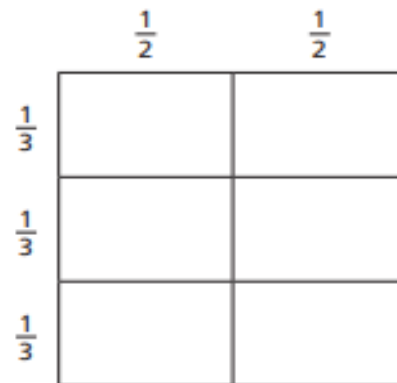
Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

2 Shade the diagrams to show the fraction multiplications. Complete the multiplications.

a) $\frac{1}{2} \times \frac{1}{4} = \square$



b) $\frac{1}{2} \times \frac{2}{3} = \square$



3 a) Divide the square to show that $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



b) Mo says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Mo correct? _____

Explain your answer.

4 Complete the calculations.

a) $\frac{1}{4} \times \frac{1}{5} = \square$

e) $\frac{3}{4} \times \frac{1}{5} = \square$

b) $\frac{1}{5} \times \frac{1}{6} = \square$

f) $\frac{2}{5} \times \frac{5}{6} = \square$

c) $\square = \frac{1}{7} \times \frac{1}{8}$

g) $\frac{5}{7} \times \frac{5}{8} = \square$


d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} = \square$


h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} = \square$

MATHS DAY 2 – Tasks (Spain group to complete)

LO: To multiply fractions by fractions.

5 Use the diagram to complete the calculations.

a) $\frac{1}{3}$ of $\frac{1}{4}$ = 

b) $\frac{2}{3}$ of $\frac{3}{4}$ = 

c) What do you notice about your answers?
Talk to your partner.

6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\square}$

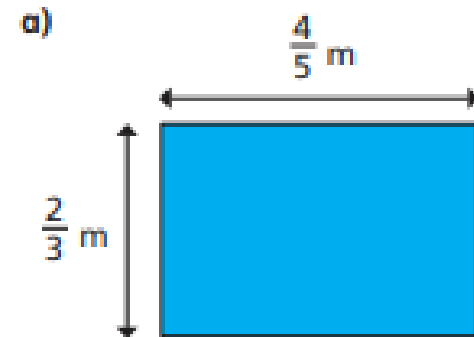
b) $\frac{1}{5} \times \frac{\square}{3} = \frac{2}{15}$

7 Fill in the missing numbers.

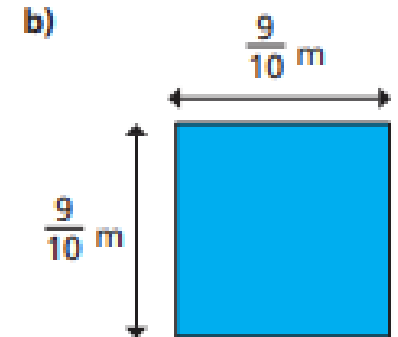
a) $\frac{1}{10} = \frac{\square}{4} \times \frac{\square}{5}$

b) $\frac{1}{4} = \frac{\square}{4} \times \frac{\square}{5}$

8 Calculate the area of the shapes.



Area = m²

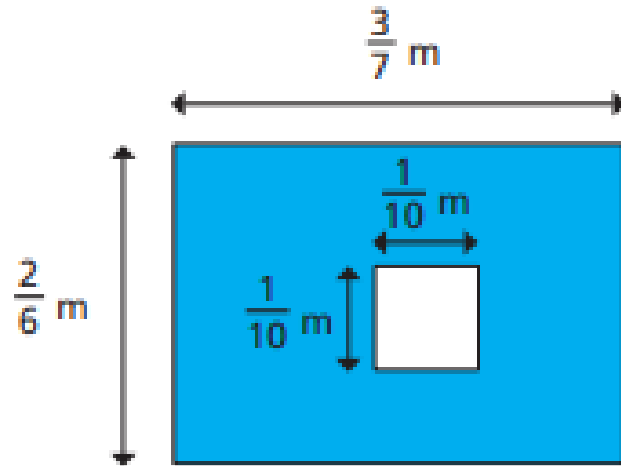


Area = m²

MATHS DAY 2 – Challenge

LO: To be challenged!

9 Work out the area of the shaded part.



Challenge 6

Here is a 3 x 3 grid with some shapes in.

			108
			102
			95

Each shape represents a number.

The sum of each row is shown at the right of the table.

Find the value of each of the shapes.

Challenge 7

Megan puts 4 fractions in order, starting with the smallest.

$$\frac{1}{2} \quad \frac{\text{blue circle}}{8} \quad \frac{7}{\text{blue circle}} \quad \frac{\text{blue circle}}{5}$$

She has spilt some paint on some parts of the fractions.

What could the missing numbers be?

Reading Day 2 Tuesday

[Activity also posted on Microsoft Team](#)

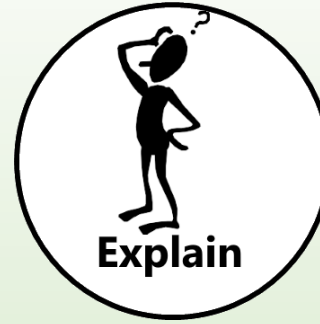
LO: To infer meaning, explain and retrieve information

Watch the clip which is a short animation from Toy Story



<https://www.youtube.com/watch?v=9pgkP2Vb9XM&list=PLDDgDivGG7nUWFobKzjiysXBOgiZkPA1X&index=1>

Remember to get your reading records signed by an adult.



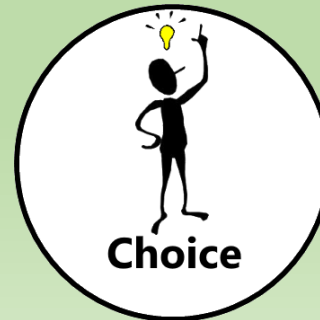
What does the term “peer pressure” mean?



What bath toy was ‘in distress’ and needing saving?



How do you know that Rex was upset by being called “Party Pooper Rex”?



What do you think the moral message was from this short film?

English Lesson 2

LO: To plan a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in a time capsule – hopefully to be found years later.

Today's Task: Use your notes from yesterday to plan your letter using a boxed up plan. Read the questions on the left to help you.



Success criteria:

Write notes (not full sentences)

Include AT LEAST 3 notes for each section

Include emotive vocabulary (thrilled, distraught)

Paragraph	Notes
<u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)	
<u>Education</u> How did this change? Include how you felt when you first found out about school closing. How is learning different now? What does learning look like at home?	
<u>Family Life</u> How did life at home change? What was it like? Did you do anything new or different? How do you and your family spend the extra time you have together?	
<u>Feelings</u> How did lockdown make you feel? What was your favourite thing and least favourite thing? How do you contact family and friends that you miss?	
<u>Looking to the future</u> What are you looking forward to when life returns to normal? Has living in lockdown changed you or the way that you might live your life in the future?	

This week the whole of KS2 going to be completing the same writing project about life in lockdown. 😊

SPAG LESSON 2

L.O. To understand the difference between verbs, adverbs and nouns

Task

Sort these words into 3 columns: nouns, verbs and adverbs.

quickly

to run

very

eat

monster

casually

slowly

child

forest

be

am

cake

ruin

annoyed

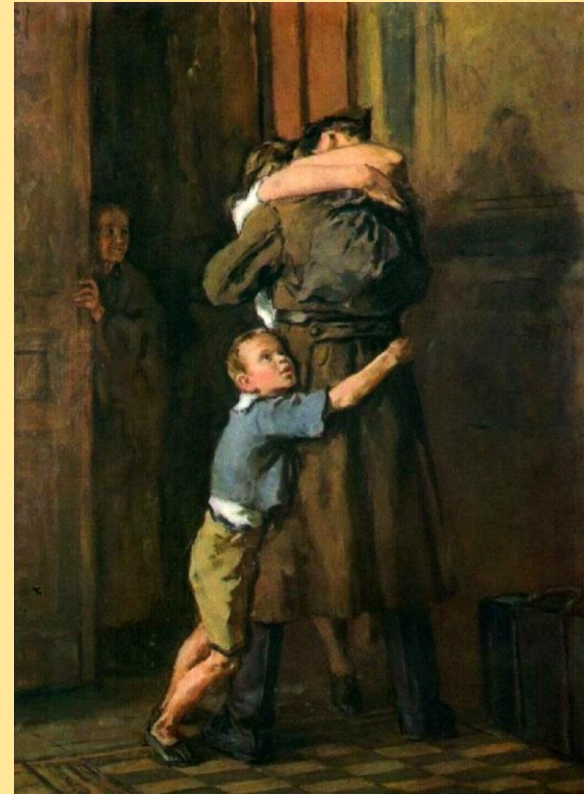
cat

Now write 5 silly sentences using the words above.

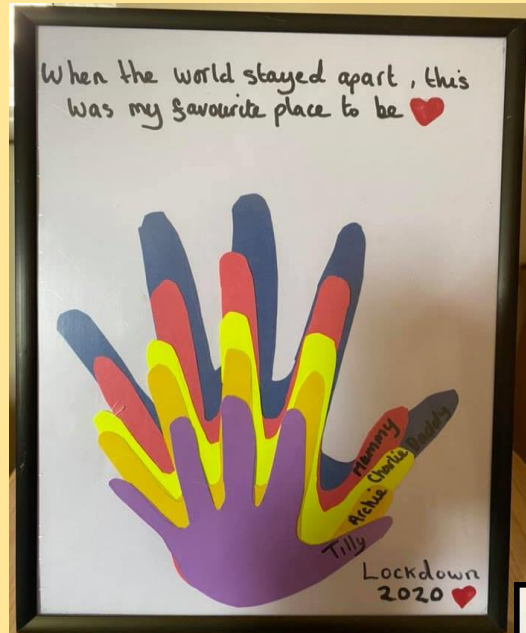
Art Lesson

LO: To use handprints to inspire reflective art

Art is often used to capture a moment in history. Historians look at art to give them an idea of people's personal experiences at important times. Look at the following pictures. What do they tell you about the lives of people living through WW2?



Over the last 8 weeks you have spent most of your time at home with members of your family. This lockdown is a highly unusual event, and one which people and historians will be reflecting on for years to come. Your art activity this afternoon is to create a piece of handprint art that will remind you of your time spent in lockdown and who you were with. If you want to, It could be placed in your time capsule.



Step 1 – Ask each member of your household to place their hand on a piece of paper. Draw around it and cut it out. (label the back so you don't forget whose it is!)

Step 2 – Plan a design using the handprints. They could create a picture or just a pattern. Decorate them. Maybe the decoration could reflect the person they belong to. Example – a favourite colour or pictures of their favourite things.





Step 3 – Add some words to your design. They could be individual words that reflect your family and the things you have done during lockdown, or a slogan.

- | | |
|--------|-------------|
| Hope | Clapping |
| Love | Home-school |
| Games | Gardening |
| Walks | Joe Wicks |
| Fun | Sunshine |
| Baking | Together |





Wednesday 3rd June 2020

Thurs	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 3 	A	 Reading day 3	 English Lesson 3 Write letter	C	SPELLING TASK 4	French 	Enrichment afternoon	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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MATHS DAY 3 – All Year 6 Maths Groups

LO: To divide fractions by integers.

STARTER (Canada/England)

$40\,000 - 6000 =$

$600 \times 8 =$

$15.1 - 8.45 =$

STARTER (Spain)

$12\% \text{ of } 350 =$

$836 \times 91 =$

$1\frac{1}{4} - \frac{2}{5} =$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 4 (w/c 11th May) +
and click the + (The dates are behind)
 - Now find Lesson 3 (Divide fractions by integers)
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 - Divide fractions by integers

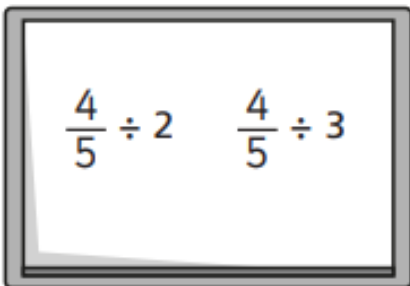
Divide fractions by integers



MATHS DAY 3 – Tasks (ALL groups to complete)

LO: To multiply fractions by integers.

1


$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

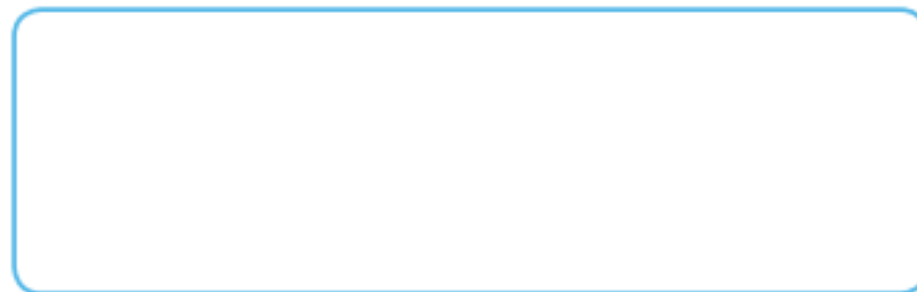
a) Write two things that are the same about the calculations.

b) Write one thing that is different about the calculations.

c) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 3$



2

Complete the divisions using the diagrams to help you.

a) $\frac{1}{3} \div 2 =$



b) $\frac{1}{3} \div 3 =$



c) $\frac{2}{3} \div 3 =$



MATHS DAY 3 – Tasks (Spain group to complete)

LO: To multiply fractions by integers.

3 $\frac{3}{4}$ of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

5 Write $<$, $>$ or $=$ to complete each statement.

a) $\frac{1}{3} \div 5$ $\frac{1}{5} \div 3$

b) $\frac{1}{3} \div 3$ $\frac{1}{5} \div 5$

c) $\frac{3}{5} \div 5$ $\frac{3}{5} \div 3$

4 Work out the divisions.

a) $\frac{1}{5} \div 7 =$

f) $= \frac{5}{6} \div 12$

b) $= \frac{1}{6} \div 3$

g) $\frac{8}{3} \div 7 =$

c) $\frac{1}{4} \div 9 =$

h) $= \frac{19}{20} \div 5$

d) $= \frac{1}{7} \div 6$

i) $\frac{1}{100} \div 25 =$

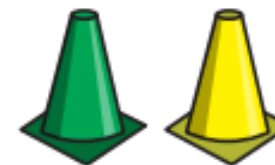
e) $\frac{4}{9} \div 7 =$

j) $= \frac{45}{50} \div 20$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	
Class 2	
Class 3	

MATHS DAY 3 – Challenge

7 a) Which of these statements are true? Tick your answers.

$$\frac{1}{2} \div 2 \text{ is equal to } \frac{1}{2} \times \frac{1}{2}$$

$$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$$

$$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3}$$

$$\frac{1}{2} \div 5 = \frac{1}{2} \times \frac{1}{5}$$

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

Challenge 8

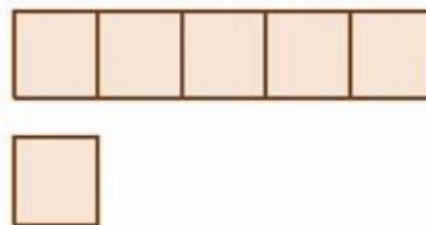
Connor has five times as much money as Jayden.

Connor gives some money to Jayden.

They now have £8.52 each.

How much did Connor have at the start?

Hint: The diagram below may help you.



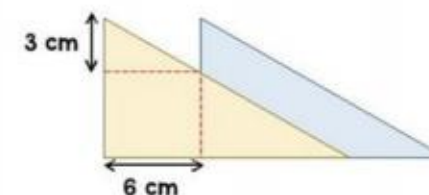
LO: To be challenged!

Challenge 9

Here are two triangles identical in size.



The two triangles are overlapped.



What is the area of the blue triangle showing?

Reading Day 3 Wednesday

Log on to READTHEORY and complete your reading.

<https://readtheory.org/>

English Lesson 3 (and 4)

LO: To write a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in a time capsule – hopefully to be found years later.

Today's Task: Use your notes in you boxed up plan to write a letter.



Miss Rolls has started her letter. Hopefully this will help you start yours 😊

Wednesday 3rd June 2020

<u>Paragraph</u>	<u>Notes</u>
<u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)	Miss Rolls Live in Hampshire Live with fiancé can cat. Love teaching at all saints Writing letter because life is not normal Lockdown Hope you learn about
<u>Education</u> How did this change? Include how you felt when you first found out about school closing.	Devastated when heard Treasure the memory of the last few days with my class School might be closed - learning continues Packs and online – (will explain what this is like) Use teams to talk to students and other teachers Sometimes I make video lessons too!
<u>Family Life</u>	

Dear friend from the future,

Hello from the past. My name is Miss Rolls and I live in Hampshire with my fiancé, Adam, and my cat (who is very mischievous). I work at All Saints, which is the best school in the world, as one of the Assistant Head teachers and I love it. I spend my time teaching Year 5 and finding out about what all children in the school have been learning. All the children in Key Stage two are truly amazing and we have decided to write a letter for a time capsule. We are writing this letter now because our life at the moment is not normal! Due to a virus, we have to stay at home (this is known as lockdown) to keep ourselves and others safe. This has meant that our way of life has changed drastically. We hope reading this letter will help you learn about life during a lockdown.

One of the biggest changes was school closing on the 20th March. It was devastating to hear this news. We did not know when schools might reopen and when we would see the children again. I treasure the last few days that I was able to spend teaching the Year 5 pupils. We had lots of fun and even video called Ms. Sheffield. Even though school was closed, this didn't mean that learning stopped!

SPAG LESSON 3

L.O. To correctly punctuate a sentence with commas

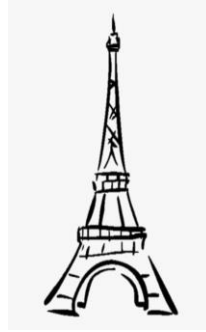
Rewrite these sentences below to include commas in the correct place. Remember use commas for a list, to separate a clause or phrase and to show beginning of speech.

1. He bought fish chips mushy peas and a can of coke.
2. James my brother likes eating cake.
3. We collected leaves twigs stones and seeds from the field.
4. His mother who enjoys snooker knitted me a waistcoat last week.
5. My brother ate cake an apple a banana a fish and a packet of pork scratchings.
6. Mrs Coulstock explained to the class "Please try your best."
7. Hillary the woman who lives down the road enjoys playing rugby.
8. In the bag I found pens pencils crayons and a ruler.
9. My favourite lessons are maths history and geography.
10. Elephants especially the big ones leave large footprints.

Can you write your own sentences that use colons and semi-colons?

French Lesson

Bonjour year 6!



- This is our final week on our Moi et Toi booklets!
- We are going to learn how to say our birthdays in French. This is a little song all about the months of the year that you may like to watch: https://www.youtube.com/watch?v=7_u2SigckNQ
- We will need to learn the language structure for the phrase “My birthday is.” As I always say, please **DON'T** use google translate otherwise it will come out all wrong. The phrase you need is:
- **Mon anniversaire, c'est le**
- Then you just put the number followed by the month. So if it's March 8th you would say: **Mon anniversaire, c'est le 8 mars.**
- You can learn how to say the numbers from 20-50 by watching this:
- <https://www.youtube.com/watch?v=wIYqz2unHKc>
- You should already know the numbers from 1-20 but if you need a little reminder, here is another little song: <https://www.youtube.com/watch?v=UsEz58BblMY>
- Please write your birthday and add it to your mini booklet.
- Please see next slide for a checklist to ensure you have all the pages you need for your booklet

Moi et toi booklet



Front cover – a picture of yourself with the title ‘Je m’appelle’

Brothers and sisters

Pets

Age and date of birth

Describe yourself – je suis grand/grande; je suis intelligent/e, sportif/sportive etc




What colour are your eyes/hair?

Likes and dislikes

You don't need to follow this page format, you can set it out however you wish, as long as you have included all this information.



Thursday 4th June 2020

Fri	Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 4 	k	 Reading Day 4	 English Lesson 4 Write/Edit/Improve	H	SPELLING TASK 5	PSHE/Computing	PE	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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MATHS DAY 4 – All Year 6 Maths Groups

LO: To find fractions of an amount.

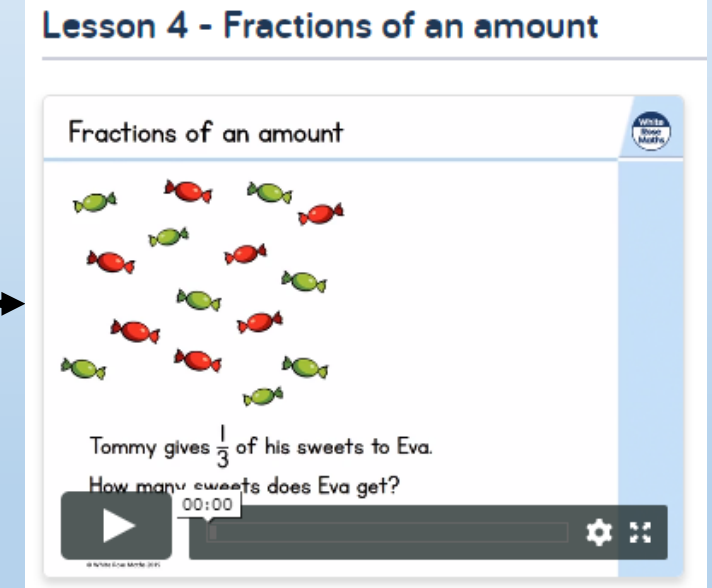
STARTER (Canada/England)

$$76\ 119 - 50\ 817 =$$
$$4.233 + 0.1 =$$
$$298 \times 1 =$$

STARTER (Spain)

$$(3 + 4) \times (11 - 4) =$$
$$3410 \div 55 =$$
$$\frac{1}{5} \div 3 =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
 - Find: Summer Term - Week 4 (w/c 11th May) +
and click the + (The dates are behind)
 - Now find Lesson 4 (Fractions of an amount)
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 - Fractions of an amount

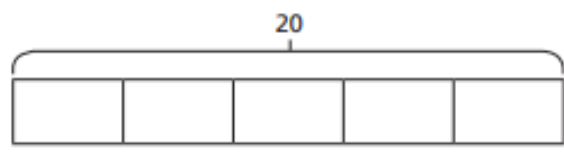
Fractions of an amount

Tommy gives $\frac{1}{3}$ of his sweets to Eva.
How many sweets does Eva get?

MATHS DAY 4 – Tasks (ALL groups to complete)

LO: To multiply fractions by integers.

1



- a) Shade $\frac{1}{5}$ of the bar model.
- b) What is $\frac{1}{5}$ of 20?

2

Use your times tables knowledge to solve the calculations.

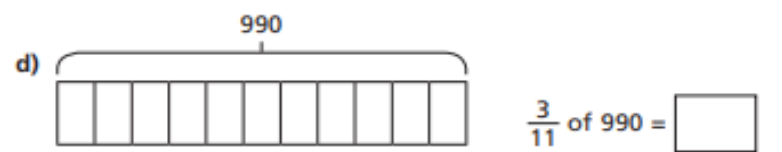
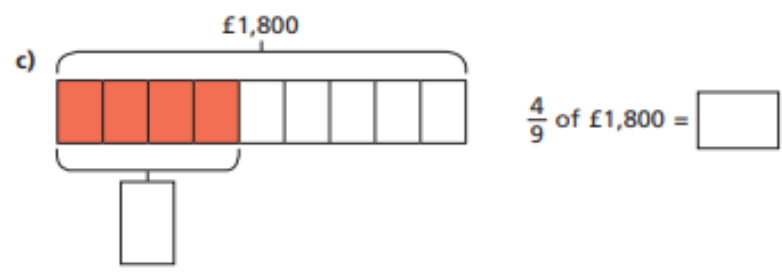
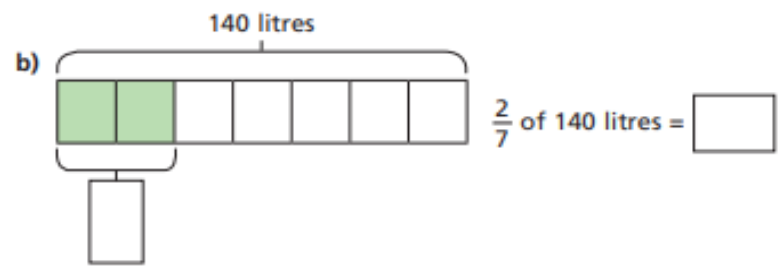
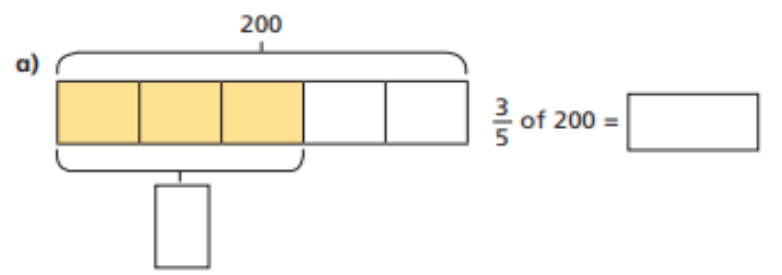
- a) $\frac{1}{3}$ of 12 =
- b) $\frac{1}{4}$ of £20 =
- c) $\frac{1}{5}$ of 35 m =
- d) $\frac{1}{10}$ of 80 cm =
- e) $\frac{1}{12}$ of 60 =
- f) $\frac{1}{7}$ of 84 kg =

Now use your answers to solve these calculations.

- a) $\frac{2}{3}$ of 12 =
- b) $\frac{3}{4}$ of £20 =
- c) $\frac{3}{5}$ of 35 m =
- d) $\frac{7}{10}$ of 80 cm =
- e) $\frac{11}{12}$ of 60 =
- f) $\frac{6}{7}$ of 84 kg =

3

Calculate the missing values.



MATHS DAY 4 – Tasks (Spain group to complete)

LO: To multiply fractions by integers.

- 4 a) In a school of 480 pupils, $\frac{2}{3}$ are juniors.
How many juniors are in the school?

- b) A factory makes 256 cars.
 $\frac{3}{8}$ are electric cars.
How many electric cars does the factory make?

- c) Brett uses $\frac{2}{5}$ of his £180 savings to buy a train ticket.
How much of his savings does he have left?

5



- Alex has 288 m of fence to paint.
She paints $\frac{3}{12}$ of the whole fence on Monday. She then paints $\frac{1}{2}$ of what is left on Tuesday.
How much fence does she have left to paint?

- 6 Fill in the missing numbers.

a) $\frac{\square}{10}$ of \$500 = \$150

c) $42 = \frac{\square}{100}$ of 700

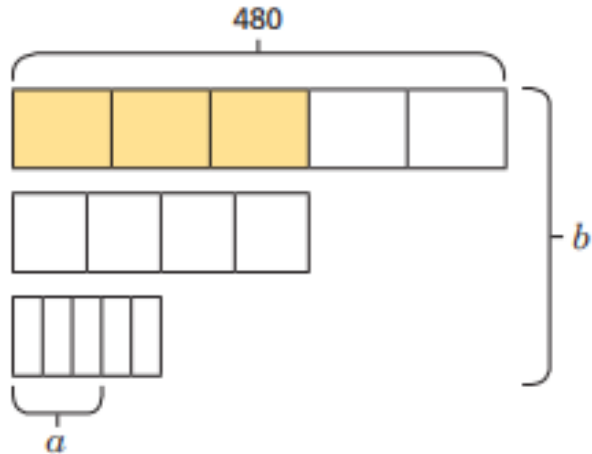
b) $\frac{\square}{4}$ of 100 kg = 75 kg

d) $450 = \frac{\square}{20}$ of 3,000

MATHS DAY 4 – Challenge

LO: To be challenged!

7 Find the values of a and b .



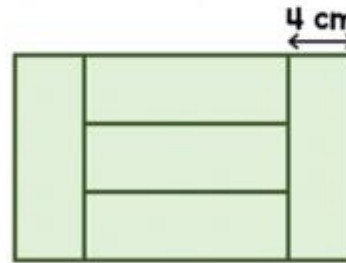
$a =$

$b =$

Challenge 4

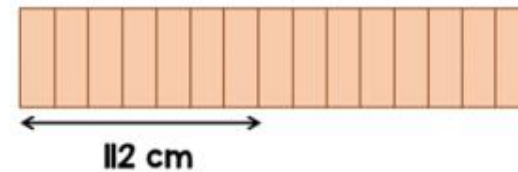
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



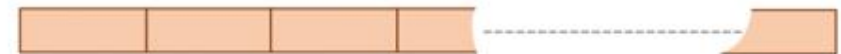
Challenge 5

15 identical blocks are lined up as shown.



The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?



Reading Day 4

Thursday 4th June

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/>



English Lesson 3 (and 4)

LO: To write a letter that can be included in a time capsule.

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Thursday 4th June 2020

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SPAG Day 4 Thursday

Complete Test on SPAG.COM

Please complete any tests you have not yet completed.

Computing

Thursday 4th June 2020

LO: To recognise links between technology and our health

Children now have access to technology like never before. Using a computer, games console, mobile phone, SMART TV or other SMART device is a daily feature in many of our lives.



Often we use these to relax, interact with others or learn. However, is this always good for our physical, mental and emotional wellbeing?

- What can be **positive** about children's use of technology in the home?
- What can be **negative** about this?
- How can technology make you **feel**? Why?



- What would your **advice** be for using technology at home?
- What do your **parents** or family members think of technology used within homes?

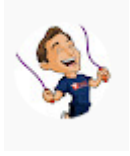
To share your ideas you could have a conversation with someone knowledgeable, make a poster (by hand or computer) or record a video.

If you choose to research information on the internet, remember the SMART rules.

BE SMART ONLINE
Remember the SMART RULES when going online, playing games or using apps.

- S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.
- M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.childnet.org.uk
- A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.
- R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.
- T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline - 0800 11 11 or www.childline.org.uk
- BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

Find out more at Childnet's website...
WWW.CHILDNET.COM/YOUNG-PEOPLE
Childnet International © 2012 Registered Charity no. 1089115 www.childnet.org.uk



P.E Lesson Thursday



Dan the Skipping Man Challenge!

1. Watch the video below where Dan explains how to complete the challenge.
2. You will need a stopwatch or something to time yourself with (30 seconds)
3. Fill in the grid and see if you can beat your own score!
4. Answer the questions to help you reflect on your progress!

https://www.youtube.com/watch?v=ygZ2VXEJOCY&list=PLDsXDaeQfmG-sWrm58za8mEJ3pZV4nA_M

This week is about **refletion!**

- What did you do to get better each time?
- What could you do to get a better score if you didn't?
- What skills/values do you have to have to get better?

Time	First attempt (1)	Second attempt (2)	Third attempt (3)
After 30 seconds			

Think back to when Dan the Skipping man came into school to help us learn how to skip!

What have you got better at since then?

Have you continued to skip?

What has this taught you about yourself?