



HOME LEARNING

YEAR 6

01/06/2020

Morning Message

Good morning Year 6!

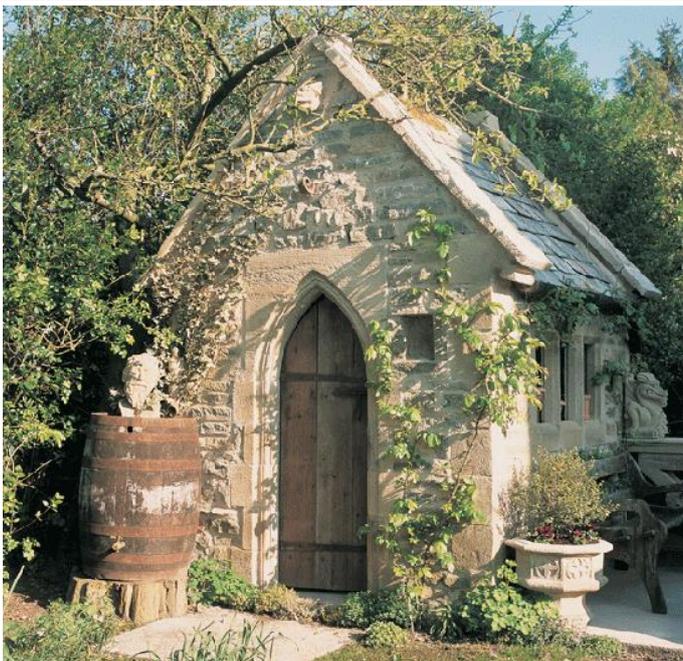
We hope you had an enjoyable break from home learning and are looking forward to our final half-term. We enjoyed our break: Mr Larke decided he would learn to bake cookies – they were a little bit burnt, but he blames the oven. They say a bad workman always blames his tools, but his oven really is rubbish. Ms. Yerlisu has been enjoying practising perspective drawing like she used to do years ago.

The way we write is going to be changing this half term. There will be one picture on a Monday and we will build throughout the week towards a piece of writing. We will then have a new picture on the following Monday. If you miss a day for any reason then, as Friday is a day to finish and check our work, you should still have time to catch up.

Have a great day,

Mr Larke and Ms Yerlisu

Week's Pictures



Writing

This week we will be writing an adventure story based on the pictures above.

Imagine a child has just moved to a new home in the country with their family. The child explores the huge garden of their new home with their pet dog and discovers the little building above tucked away. The child enters the building. Inside it is much bigger than it looks outside. They meet the wizard pictured above. The wizard utters a single sentence...

Monday LO: to plan the story

Your job today is to plan 3 parts of the story

Part 1: the child is exploring the garden, finds the building, meets the wizard. This scene should end with whatever you decide the wizard says. Try to make it mysterious and to make the reader want to read on
e.g. "Come, follow me. The door is open and you need to hurry"

Part 2: A problem is revealed.

e.g. The wizard asks hero to travel through a portal into The Land of the Forests and rescue a spellbook from his enemy: the evil wizard.

Part 3: The character and his/her dog solve whichever problem you have thought of.

e.g. the character and dog travel into the world, find the wizard's cottage, sneaks in and steal the spell book back

Task: think about how you want your story to go. There should be 3 parts like above but you can make up how you want the story to go. If you have no ideas use the above as inspiration!

1. Now speak your story out loud to a friend/family member. Tell them what is going to happen.

2. In your books, plan characters. You can plan it as you wish – we decided to use bullet points but you might use a mind map or spider web.

Write descriptions for these characters (appearance and personality):

Main character Wizard Dog Any other characters you have thought of

Here is an example for a main character:

Molly

- 10 years old
- fiery red hair and freckles all over nose
- loves to climb trees and get dirty outside
- miserable that she's had to move house
- intrigued by large garden

3. Write descriptions of these settings:

The garden The interior of the little building The place that your character goes in story

Here is an example for the little building:

- much larger inside than out – like a tardis
- glow of hundreds of candles lit up the darkness
- frogs hopped across the cold, tiled floor
- strange instruments, cobwebs and dust covered the tables
- cauldron full of steaming, green liquid bubbling away in corner

Reading

The following extract is taken from *Half a Man* by Michael Morpurgo

Day 1: Initial Reading. Underline any words you do not understand. Make notes on areas of the text that you wish to comment on.

When I was very little, more than half a century ago now, I used to have nightmares. You don't forget nightmares. This one was always the same. It began with a face, a twisted, tortured face that screamed silently, a face without hair or eyebrows, a skull more than a face, a skull which was covered in puckered, scarred skin stretched over the cheekbones. It was Grandpa's face and he was staring at me out of his scream. And always the face was on fire, flames licking out of his ears and mouth.

I remember I always tried to force myself to wake up, so that I wouldn't have to endure the rest of it. But I knew every time that the rest would follow however hard I tried to escape – that my nightmare would not release me, would not allow me to wake until the whole horrible tale had played itself out. I saw a great ship ablaze on the ocean. There were men on fire jumping overboard as she went down, then swimming in a sea where the water burned and boiled around them. I saw Grandpa swimming towards a lifeboat, but it was packed with sailors and there was no room for Grandpa. He begged them to let him on, but they wouldn't. Behind him, the ship's bow lifted out of the sea, and the whole ship groaned like a wounded beast in her death throes. Then she went down, slipping slowly under the waves, gasping great gouts of steam in the last of her agony. A silence came over the burning sea. Grandpa was clinging to the lifeboat now, his elbows hooked over the side. That was when I realized that I was in the lifeboat with the other sailors. He saw me looking down at him and reached out his hand for help. It was a hand with no fingers.

I would wake up then, shaking in my terror and knowing even now that my nightmare was not over. For my nightmare would always seem to happen just a day or two before Grandpa came to stay. It was a visit I always dreaded. He didn't come to see us in London very often, every couple of years at most, and usually at Christmas. Thinking about it now, I suppose this was part of the problem. There were perfectly good reasons why we didn't and couldn't see more of him. He lived far away, on the Isles of Scilly, so it was a long way for him to come, and expensive too. Besides which, he hated big cities like London. I'm sure if I'd seen him more often, I'd have got used to him – used to his face and his hands and his silent, uncommunicative ways.

I don't blame my mother and father. I can see now why they were so tense before each visit. Being as taciturn and unsmiling as he was, Grandpa can't have been an easy guest. But, even so, they did make it a lot worse for me than they needed to. Just before Grandpa came there were always endless warnings, from Mother in particular (he was my grandpa on my mother's side), about how I mustn't upset him, how I mustn't leave my toys lying about on the sitting-room floor because he didn't see very well and might trip over them, how I mustn't have the television on too much because Grandpa didn't like noise. But most of all they drummed into me again and again that whatever I did, I must not under any circumstances stare at him – that it was rude, that he hated people staring at him, particularly children. I tried not to; I tried very hard. When he first arrived I would always try to force myself to look at something else. Once I remember it was a Christmas decoration, a red paper bell hanging just above his head in the front hall. Sometimes I would make myself look very deliberately at his waistcoat perhaps, or the gold watch chain he always wore. I'd fix my gaze on anything just as long as it was nowhere near the forbidden places, because I knew that once I started looking at his forbidden face or his forbidden hands I wouldn't be able to stop myself.

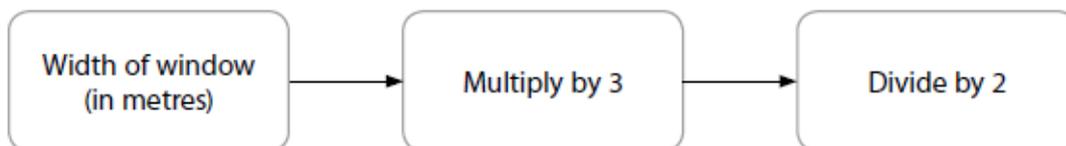
Maths

FUNCTIONAL MATHS IN THE HOME

Functional Mathematics aims to promote mathematical thinking and transferable skills in real life situations. You will cover Maths that is useful in everyday situations and the world of work. Your first task is IN THE HOME. You will apply different types of topics and use your arithmetic skills.

In first question, you need to use the formula. For each section you have to show your method and calculations. Every question requires a formal method (long multiplication, short division etc.)

- 1 Amy moves into a new house.
She needs to buy curtains.
She knows this rule to calculate the width of a curtain.



The width of a window is 3 m.

(a) What width of curtain does she need?

(2)

Amy sees a curtain that she likes.
The curtain is 4 m wide.

(b) Will the curtain fit the window?

(1)

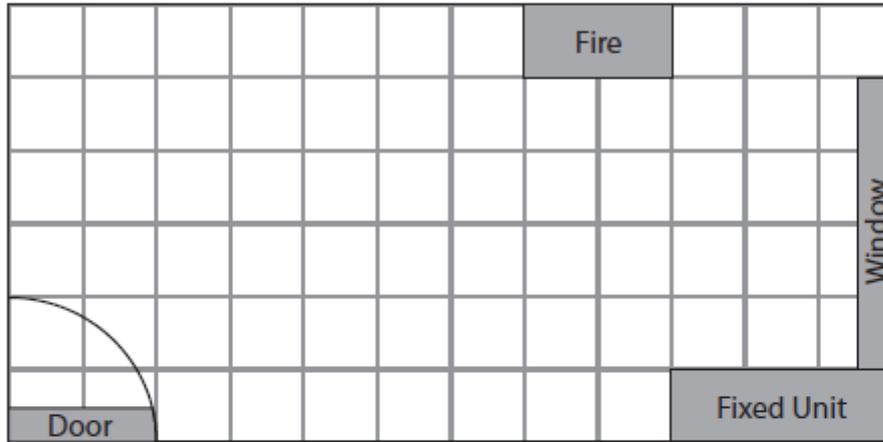
Explain your answer for part b. Why?

In the second question, there is a scale drawing. 1 cm is equal to 50cm in the real room. Also, you need to apply area of rectangle formula. You can count the squares when you find the area of the room. Remember each square is 1cm^2 on the plan. $1 \times 1 = 1\text{cm}^2$
In real living room $1 \text{ cm} = 50 \text{ cm}$ $50 \times 50 = 2500 \text{ cm}^2$ or 2.5m^2 area of each square

Area of Rectangle= Length x Width

- 2 Amy wants new furniture for the living room.
She needs to plan how the furniture will fit in the room.

She draws a plan of the living room on a centimetre squared grid.



Key: 1 cm on the grid = 50 cm in the living room.

Amy wants a sofa and a table for her living room.

The sofa is 200 cm long and 100 cm wide.

It needs a rectangular floor space.

Amy wants to put the sofa along the wall opposite the fire.

The table is 150 cm by 100 cm.

It needs a rectangular floor space.

The table needs to be at least 100 cm away from the fire.

Draw the sofa and the table on the plan.

(4)

Remember each line is 1 cm on the grid = 50 cm in the living room. How many squares you can use for the sofa and the table?

Extension Questions

1. Find the area of the plan room in cm. (Include fixed unit, door, window and fire)
2. Find the area of the real room in m. (Include fixed unit, door, window and fire)
3. Find the area of white space in plan. Fixed unit, door, window and fire place not included.
4. What is the area of the sofa and the table in the plan? Remember plan is 50 times smaller.
5. After drawing the sofa and the table on the plan, what is the area of the white space in the living room? In real dimensions.

In question three (below), you will calculate the total cost of each credit plan. You need to use a formal method for each calculation.

Example- If the monthly cost is £86 per mo for 1 year
1 year is 12 months no deposit

$$\begin{array}{r} 86 \\ \times 12 \\ \hline 172 \\ + 860 \\ \hline \text{£ } 1032 \end{array}$$

Deposit must be added to cost of the year.

Think about how many weeks a year.

- 3 Amy can buy her furniture from one of three shops.
Each shop has a different credit plan.

**Top Store
Credit plan**

Deposit: none
Monthly cost: £98 per month for 1 year

**House Style
Credit plan**

Deposit: £350
Weekly cost: £13 per week for 1 year

**Furniture Place
Credit plan**

Deposit: £200
Monthly cost: £72 per month for 1 year

Compare the total cost of these credit plans.
Which is the cheapest plan for Amy?

(5)

In question four, first use the record of the hours and find the total hours of work.
Check the bill and find out where the mistake is. When you find the mistake you need
to calculate the bill again by using a formal method.

- 4 Amy hires Jason to paint a room.
She keeps a record of the hours he works.

Monday 9 am-11 am
Tuesday 2 pm-5 pm
Friday 10 am-11 am

Jason sends this bill to Amy.

Item	Details	Total
labour	8 hours @ £15 per hour	£120
materials	blue paint £26.65	£33.30
	green paint £5.75	
Total to pay		£153.30

Amy says there are some mistakes on the bill.

She knows:

labour costs £15 per hour
blue paint costs £26.65
green paint costs £5.75

Check **all** the information on the bill.
What is the correct total to pay?

(4)

Extension questions

1. How much would 10% of blue and green paint cost?
2. If the labour cost goes up by 5% what would be the new labour cost?

Weekly Spellings

You should continue to revise words/spelling patterns from the KS2 National Curriculum that you have identified as necessary. We have provided a bank of words for you to begin learning if you feel you are totally secure in your knowledge of KS2 words. Remember, it is more important that you revise all necessary spelling patterns first.

The following words are from word banks that you will begin to learn at secondary school. These particular words contain what are known as 'unstressed' vowels. That means when you speak the words, you don't sound out all the vowels e.g. *abominable* You don't really hear the *i* vowel when reading it. Your job for week 1 is to learn the words in first list ie. from *abandoned* to *compromise*

abandoned	conference	easily	generous	library	offering	similar
abominable	consonant	explanatory	geography	literacy	original	skeleton
alcohol	corporal	extra	grammar	literate	parallel	smuggler
animal	deafening	factory	heaven	literature	parliament	stationary
astronomy	definite	familiar	history	locomotive	poisonous	stationery
benefit	definitely	family	holiday	lottery	predict	telephone
boundary	describe	fattening	hospital	margarine	prepare	television
business	description	February	illiterate	marvellous	primary	vegetable
carpet	desperate	flattery	interest	mathematics	prosperous	voluntary
category	dictionary	formal	interested	medicine	reference	Wednesday
Catholic	difference	freedom	January	memorable	Saturday	widening
centre	different	frightening	jewellery	messenger	secretary	
company	disinterest	general	journalist	miniature	separate	
compromise	doctor	generally	lettuce	miserable	signature	

Foundation Topic Work (for the week)

Our topic for humanities this half-term is the country of Wales. Your task this week to carry out some independent research about its capital city: Cardiff. Then write a tourist brochure advertising 3 of Cardiff's main attractions. The task has been set for you on Purple Mash.

Diary

Write a diary of what work and activities you did today. Remember to include your thoughts, feelings and opinions.