



HOME LEARNING

YEAR 6

08/06/2020

Morning Message

Good morning Year 6!

We hope you had a great weekend. We are looking forward to hopefully seeing you all soon.

Just to remind you: you took your reading SATs revision books home when the school closed. They are very useful for those of you who would like extra practice with your comprehension skills – work through the sections we had not yet visited, as you wish.

Thanks to everyone who submitted a joke/riddle last week – we ended up with more riddles than jokes in the end – it seems they are very popular! We will include both in the home learning this week. Please continue to send with your Purple Mash work if you would like to.

Today's riddle is from Daniel: *What is always right in front of you, but can never be seen?*

Have a great day,

Mr Larke and Ms Yerlisu

Week's Picture



Writing

You have invented a brand new gadget aimed at kids. You want it to be sold in all the biggest gadget shops in the U.K. Your job, this week, is to write a speech persuading these shops to buy your product. Imagine you will be standing up in front of a room full of buyers from these shops: how will you persuade them your product is amazing?

Monday LO: to plan a product

Using the above pictures as inspiration, decide on the gadget that you have invented. Be as creative as you like!

1. Write a short description of your product using bullet points. Include descriptions of how it looks, sounds, and what it can do.

Here is an example of an idea I had based on the robot above:

- metallic silver robot
- 2 feet high
- caterpillar tracks
- automatic milk-shake-making robot
- understands human voice commands e.g. bring me a strawberry milkshake and robot will travel to voice and make required milkshake
- contains fridge on back to keep ingredients cold e.g. milk, chocolate etc.

2. Plan the main body of your speech. This will consist of 3 or 4 paragraphs each about a different aspect of your product (do not worry about an introduction – we will look at that tomorrow). Write a few bullet points for each heading planning ideas.

If I were planning paragraphs for my robot I might decide on:

1. It's appearance and movement

- sleek, futuristic, human facial features e.g. eyes and a mouth, etc.
- navigates around spaces without bumping in to anything
- quiet when moving and mixing shakes, no loud motors

2. How easy it is to use

- simply fill the cold section with milk and flavours.
- use simple voice commands
- battery lasts 24 hours before needs recharging

3. Cheap price

- all this for the amazing price of £200
- only have to buy milk and flavourings once you have bought robot

4. Very safe

- no small components hazardous to young children
- approved by the Uk Electrical association

Reading

The following extract is taken from *The Last Spell Breather* by Julie Pike

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

Chapter 1: THE MUD BOOK

The Spell wouldn't stay on the shelf. It bounced on the floor and rolled under the kitchen table. Rayne sighed and picked it up for the third time, feeling the scroll softly vibrate. 'Stay there,' she muttered, wedging it underneath a pile of scrolls on the shelf. It was always the same with the Spell of Energy, it could never wait to be released.

She turned to a stack of parchments lying on the table. On top, beautifully inked in Mam's golden script, was the Spell of Sleep. She rolled it up, tied it with twine, and tried to stop herself yawning. Sunlight streamed through the window, brightening the dimly lit kitchen. Its playful beams danced across the copper pans hanging from the ceiling, reminding her she was stuck inside while Tom and the others were in the orchard. The school bell had rung ten minutes ago. Everyone would be outside now, helping with the apple harvest. Rayne's mouth turned up at the corner. Well, maybe not helping. More like hanging upside down and sneaking apples into their pockets.

She struggled to tie a knot around the last scroll. The Spell of Strength felt heavier than the others, and it took both hands to hoist it onto the shelf. 'All done, Mam,' she said, wiping her hands on her apron. 'Can I go down to the orchard now?'

Mam sat at the other end of the table, hunched over a blank parchment. Her long braids draped across her back out of the way. Deep lines of concentration crinkled the corners of her eyes. 'Just a minute, love,' she said, not taking her eyes off the sheet. Her face began to glow with a golden light; a light Rayne knew had nothing to do with the candles on the table. The light glowed outwards, radiating from deep inside. It shone brighter and brighter.

Rayne's heart skipped a beat as bright inky words swept from Mam's forehead and cascaded onto the parchment like a waterfall. They jostled and circled each other, forming themselves into the lines of a Spell. As the ink dried, the words stilled, and their shimmer dissipated.

Mam sat back in her chair, closing the Spell book at her elbow. 'Sorry, the orchard will have to wait. I need your help in the village this afternoon. Market day is always busiest with people wanting Spells breathed over them.' 'Can't I go out? Just for a bit? I haven't seen my friends for weeks.'

Mam shook her head. 'You knew how it would be when you became my apprentice. You've got too much to learn. There's no time for playing games.'

'But we wouldn't be playing. We'd be helping Farmer Wyn with the harvest.'

Mam grinned. 'I'm not sure Wyn sees it that way.' She held out her freshly written parchment. 'Come on. Roll that up and I'll make us a nice cup of tea.'

Rayne took the Spell. Word-magic tingled into her hand and the muscles in her legs twitched. 'What's this one?'

'What does it feel like?'

Rayne shrugged. 'I don't know.' Lightning quick, she rolled the parchment and put it with the others. 'It's the Spell of Speed.'

Mam rose from her chair and went to the fire. Using a tea towel, she unhooked a steaming copper kettle. 'Winter will be here soon. The village council want the Spell to help finish ploughing the fields out by the barrier.'

Rayne rubbed her hands to dispel the tingle of word-magic. 'You could've warned me it was a weird one.'

Mam poured hot water into the teapot. 'If you concentrate on your studies, you'll soon get used to the way each Spell feels.'

Rayne sighed and turned back to the sunlit window, wondering what Tom and Jenna and the others were up to without her.

Mam stirred the pot thoughtfully. 'Perhaps it's time you learned to mindwrite a Spell. You'll recognize them faster then.'

Rayne's eyes slid to the Spell book on the table. She bit her lip. 'Shouldn't we wait? I mean, you always said the Great Library was the best place to learn to mindwrite.'

'It is. But you know the place has been abandoned for years. There's no apprentice school now.' Mam lifted two cups from the dresser and poured the tea.

'Maybe it'll re-open soon?' Rayne murmured. The teapot clunked on the table.

'It won't. The place is crawling with monsters.' Mam's chair creaked as she sat down. 'You can't put it off any longer.'

I can try, thought Rayne. Mam spooned honey into both cups. 'I've told you a million times, there's nothing to worry about.' She patted the chair beside her. Rayne's mouth went dry. She perched next to Mam, her eyes fixed on the book. It was as wide as her hand and covered in a thick layer of dried mud. She hadn't been this close to it for years, not since she was a toddler. Not since Mam had accidentally left it in reach of her curious fingers. Mam pushed a cup forwards. 'Drink up, and we'll make a start.' Rayne tore her gaze from the mud book. She didn't feel like drinking tea. She felt sick.

Maths

In this lesson, you will use known multiplication facts to find common factors and use multiples to find equivalent fractions. You will apply your knowledge of factors to use common factors to simplify fractions. A **common factor** is a number that can be divided into two different numbers, without leaving a remainder.

The multiples of a number are the numbers that belong to that number's times table.

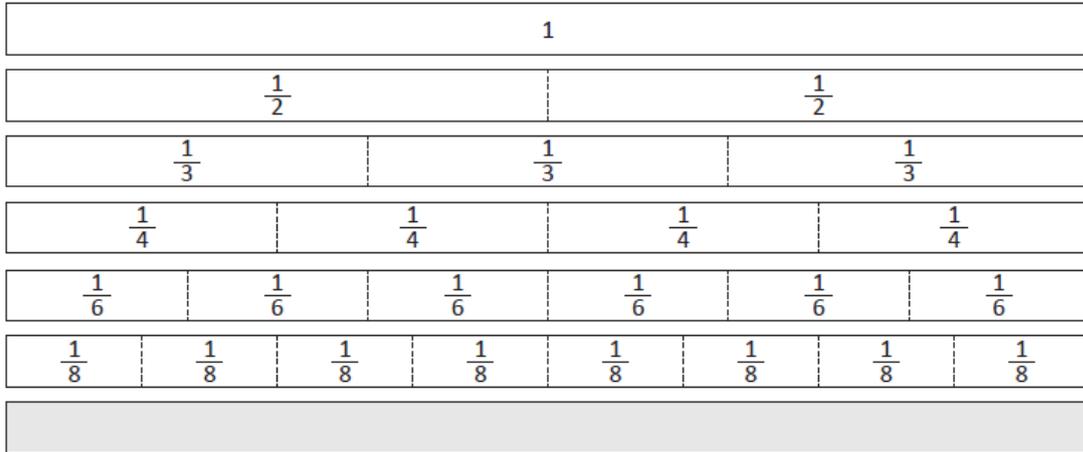
The multiples of **5** are **5, 10, 15, 20, 25, 30, 35, 40 ...**

The multiples of **8** are **8, 16, 24, 32, 40, 48, 56 ...**

So **the Lowest Common Multiple** of **5** and **8** is **40**.

Fractions – equivalent fractions

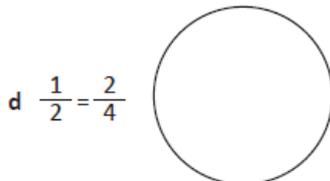
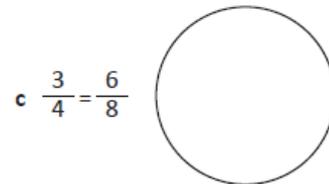
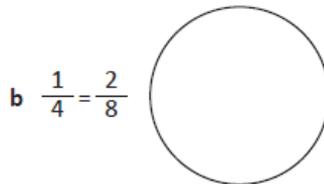
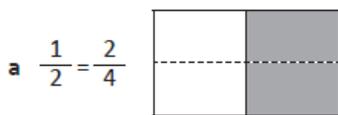
Equivalent fractions have the same value but they have different numerators and denominators. This means they have been divided into a different number of parts.



1 Use the wall to find the equivalent fractions:

- a What fractions can you find that are equivalent to $\frac{2}{3}$? _____
- b What fractions can you find that are equivalent to $\frac{3}{4}$? _____
- c How many eighths are equivalent to $\frac{1}{2}$? _____
- d How many quarters are equivalent to $\frac{4}{8}$? _____
- e Divide the bottom row into twelfths. Find some equivalent fractions for $\frac{4}{12}$. _____

2 Divide and shade the shapes to show the following equivalent fractions. The first one has been done for you.



Fractions – equivalent fractions

To find equivalent fractions without drawing diagrams we use the numerators and denominators to guide us.

Imagine your share of a cake is half. It is too big to pick up so you cut your half into halves. You now have 2 quarters of the cake. So you can see that 2 quarters are equivalent to 1 half. You have doubled the number of parts (the denominator) and by doing this you have doubled the number of parts (the numerator).

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

$\begin{array}{c} \times 2 \\ \curvearrowright \\ \times 2 \end{array}$

This method can be used to find all equivalent fractions. Whatever you do to the numerator, you do the same to the denominator, and vice versa.

3 Use the clues to help you make the equivalent fractions:

a $\frac{1}{3} = \frac{\square}{12}$

$\begin{array}{c} \times 4 \\ \curvearrowright \\ \times 4 \end{array}$

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

$\begin{array}{c} \times 3 \\ \curvearrowright \\ \times 3 \end{array}$

c $\frac{2}{3} = \frac{\square}{9}$

$\begin{array}{c} \times 3 \\ \curvearrowright \\ \times 3 \end{array}$

d $\frac{3}{8} = \frac{\square}{40}$

$\begin{array}{c} \times 5 \\ \curvearrowright \\ \times 5 \end{array}$

e $\frac{1}{3} = \frac{\square}{9}$

f $\frac{1}{4} = \frac{\square}{8}$

g $\frac{3}{4} = \frac{15}{\square}$

h $\frac{2}{4} = \frac{\square}{2}$

4 We can also reduce the number of parts in a whole. We divide to do this:

a $\frac{18}{24} = \frac{3}{\square}$

$\begin{array}{c} \div 6 \\ \curvearrowright \\ \div 6 \end{array}$

b $\frac{9}{21} = \frac{3}{\square}$

$\begin{array}{c} \div 3 \\ \curvearrowright \\ \div 3 \end{array}$

c $\frac{40}{48} = \frac{5}{\square}$

$\begin{array}{c} \div 8 \\ \curvearrowright \\ \div 8 \end{array}$

d $\frac{12}{18} = \frac{\square}{3}$

e $\frac{12}{21} = \frac{4}{\square}$

f $\frac{25}{40} = \frac{\square}{8}$

Whatever we do to the top, we do to the bottom. Whatever we do to the bottom, we do to the top.



CHECK

5 Answer the following:

- a Cassie's table won a pizza for having the most table points at the end of term. There are 6 pupils at the table. What fraction of the pizza will they each receive?

- b The pizza has been cut into 12 pieces. How many slices does each pupil get? _____

What is this as a fraction?

- c Stavros reckons that because they got 2 slices they got more than they would have if the pizza had been cut into 6 pieces. Is he right? Explain your answer with words or diagrams.

To find the simplest fraction, we divide both the numerator and the denominator by the same number. It makes sense for this to be the biggest number we can find so we don't have to keep dividing. This number is called the **Highest Common Factor (HCF)**.

Look at:

$$\frac{6}{18} = \frac{\boxed{?}}{\boxed{?}}$$

What is the biggest number that goes into both 6 and 18?

6 is the biggest number that goes into 18 and 6.

$$\frac{6 \div 6}{18 \div 6} = \frac{\boxed{1}}{\boxed{3}}$$

2 Find the highest common factor and then simplify:

a $\frac{15}{20}$ HCF is $\boxed{}$ $\rightarrow \frac{15 \div \boxed{}}{20 \div \boxed{}} = \frac{\boxed{}}{\boxed{}}$

b $\frac{9}{30}$ HCF is $\boxed{}$ $\rightarrow \frac{9 \div \boxed{}}{30 \div \boxed{}} = \frac{\boxed{}}{\boxed{}}$

c $\frac{16}{24}$ HCF is $\boxed{}$ $\rightarrow \frac{16 \div \boxed{}}{24 \div \boxed{}} = \frac{\boxed{}}{\boxed{}}$

d $\frac{12}{36}$ HCF is $\boxed{}$ $\rightarrow \frac{12 \div \boxed{}}{36 \div \boxed{}} = \frac{\boxed{}}{\boxed{}}$

3 Wally says he has simplified these fractions as far as he can. Is he right? If not, find the simplest fraction:

a $\frac{16}{20} \rightarrow \frac{8}{10}$

b $\frac{50}{100} \rightarrow \frac{25}{50} \rightarrow \frac{5}{10}$

c $\frac{24}{36} \rightarrow \frac{4}{6}$

d $\frac{15}{20} \rightarrow \frac{3}{4}$

4 Write the following fractions in their simplest form:

a $\frac{28}{49} = \frac{\boxed{}}{\boxed{}}$

b $\frac{12}{20} = \frac{\boxed{}}{\boxed{}}$

c $\frac{24}{42} = \frac{\boxed{}}{\boxed{}}$

d $\frac{13}{39} = \frac{\boxed{}}{\boxed{}}$

e $\frac{32}{36} = \frac{\boxed{}}{\boxed{}}$

f $\frac{9}{15} = \frac{\boxed{}}{\boxed{}}$

g $\frac{16}{48} = \frac{\boxed{}}{\boxed{}}$

h $\frac{15}{55} = \frac{\boxed{}}{\boxed{}}$

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 2 is to learn the words in first list ie. from *conference* to *doctor*

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)

This week, continuing with our science topic of electricity, we will be looking at the inventor Thomas Edison, who developed the first commercial light bulb. Your job is to research his life then write a fact file about his life and invention. 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.