HOME LEARNING

YEAR 6

09/06/2020

Morning Message

Good morning Year 6,

We hope you have invented some interesting gadgets to pitch to the shops – we are looking forward to hearing about them when we are back at school!

The answer to yesterday's riddle is: *the future.* Today's riddle is from Alisha: *What starts with an 'p' and ends with an 'e' and has thousands of letters in it?*

Have a great day,

Mr Larke and Ms Yerlisu

Week's Picture

Writing

Tuesday LO: to write an introduction to a persuasive speech

purpose of the introduction is to:
a) grab the listener's attention by providing a solution to a problem
b) summarise product

Example (for robot speech)
Imagine it is a baking hot summer's day. The sun is pouring through your living room window, sweat is dripping down your forehead and you are desperate, just desperate, for an ice-cold milkshake. What do you do? Go to the shops? No thank you: it's too far; it's too hot; you're too tired. Make your own? You can't summon the energy to haul yourself to the kitchen and dig out that useless blender. No, what you need is Maurice the Milkshake Man: a voice-activated, fully automated milkshake-making robot that makes delicious, creamy milkshakes and brings them to wherever you are sitting!

Task: write the introduction to your speech. As a heading for your speech, write:

LO: to write a persuasive speech

Success criteria
- use informal, colloquial language to make a connection with your audience
- include rhetorical questions to introduce problem
- include a brief, enticing description of the product

Reading

Day 2: Glossary

For the words you did not understand (or would find harder to define). Here are a couple of the trickier words:
cascaded, parchments

1. Write what type of word it is e.g. noun, verb etc
2. Write a definition
3. Use the word in a sentence. Try to show you understand the word by how you use it e.g. for *angry*

The man was angry does not show that I understand the word

The man was angry and threw pots and pans all over the kitchen in a rage shows that I do.
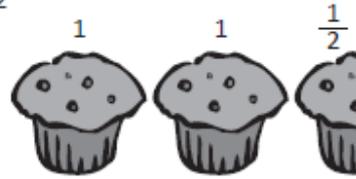
Maths

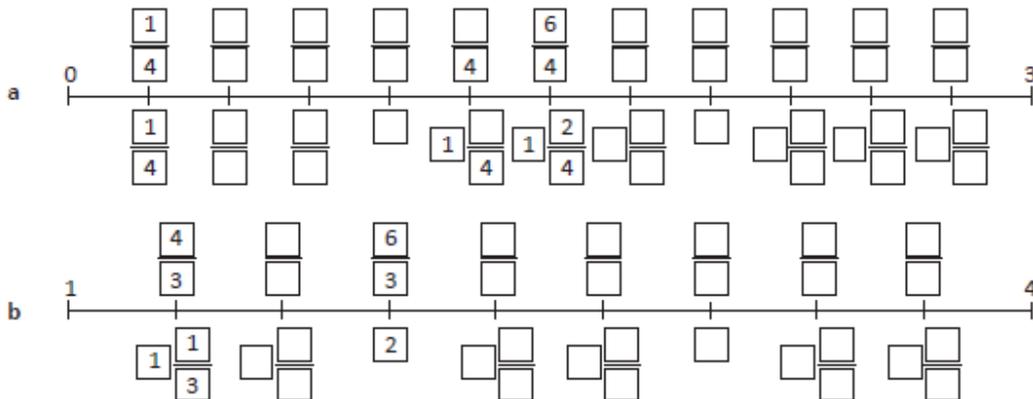## Fractions – mixed numbers and improper fractions

Mixed numbers are made up of whole numbers and fractions. $2\frac{1}{2}$ is a mixed number.

Mixed numbers can also be expressed as improper fractions. Improper fractions are fractions where the numerator is bigger than the denominator.

$2\frac{1}{2}$ can also be written as $\frac{5}{2}$.

1   Complete the number lines by filling in the boxes:

2 Use the number lines above to help you find the mystery fractions. Score 5 points for a correct answer. Lose 3 points for a wrong answer. For some questions, more than 1 answer is correct. The first one has been done for you.

My score

Q1 This improper fraction is equivalent to 2.

A1 _____ $\frac{6}{3}$ *or* $\frac{8}{4}$ _____

Q2 This improper fraction comes directly before $1\frac{2}{4}$.

A2 _____

Q3 This improper fraction is one third greater than $3\frac{1}{3}$.

A3 _____

Q4 This mixed number is the same as $\frac{10}{4}$.

A4 _____

Q5 This improper fraction is equivalent to 3.

A5 _____

Q6 This mixed number comes directly after $\frac{9}{3}$.

A6 _____

Q7 This improper fraction is equivalent to 4.

A7 _____

Q8 This improper fraction is equivalent to 6.

A8 _____

Q9 This improper fraction is equivalent to $2\frac{2}{3}$.

A9 _____

Q10 This mixed number is one third less than $\frac{8}{3}$.

A10 _____

Fractions – comparing and ordering fractions

Comparing and ordering fractions with like numerators and denominators is a simple process: When the denominators are different, we need to change the fractions so they have the same denominator. This lets us compare like with like.

Which is larger? $\frac{3}{4}$ or $\frac{5}{8}$

To convert quarters to eighths we double the denominator and numerator, so $\frac{3}{4}$ becomes $\frac{6}{8}$. $\frac{6}{8}$ is larger than $\frac{5}{8}$, so $\frac{3}{4}$ is larger then $\frac{5}{8}$.

1 Order these fractions:

$1\frac{1}{2}$ $\frac{5}{4}$ $\frac{3}{4}$ $\frac{2}{4}$ $1\frac{3}{4}$ $\frac{1}{4}$ $\frac{4}{4}$

Hmm ... I had better make the mixed numbers into improper fractions as well. That will make them easier to compare.

THINK

2 Rename a fraction in each group so that you can compare them more easily. Circle the larger fraction:

a $\frac{1}{2}$ $\frac{2}{8}$ b $\frac{4}{8}$ $\frac{3}{4}$ c $\frac{2}{6}$ $\frac{1}{2}$ d $\frac{10}{12}$ $\frac{3}{4}$

3 Write or draw a fraction on the left that would result in the scale looking like this:

Remember with equivalent fractions, we think about what we did to get from one to the other:

$$\frac{2}{3} \stackrel{\times 4}{=} \frac{8}{12}$$
$$\times 4$$

REMEMBER

Fractions – renaming and ordering fractions

> Sometimes we have to order and compare fractions with different numerators and denominators such as $\frac{1}{4}$, $\frac{1}{6}$ and $\frac{1}{5}$.
>
> To do this, we have to find one common denominator for all the fractions.

1 You have 2 cakes for a class party. One has been cut into halves and one into thirds. The problem is that you want each slice to be a fair fraction of the cakes.

a Continue cutting the cakes so that each cake has the same number of fair slices:

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

b If you had one of these new slices, what fraction of the cake would you receive?

That is an example of how we rename fractions. We find a way to re-divide the wholes so that they have the same **number of parts**. To do this efficiently we find the smallest shared multiple. This is then called the **Lowest Common Denominator (LCD)**:

$\frac{1}{2}$ The multiples of 2 are 2, 4, 6, 8, ...

$\frac{1}{3}$ The multiples of 3 are 3, 6, 9, 12, 15, ...

6 is the LCD so we convert both fractions to sixths:

$$\frac{1}{2} \begin{array}{c} \times 3 \\ = \\ \times 3 \end{array} \frac{3}{6} \qquad\qquad \frac{1}{3} \begin{array}{c} \times 2 \\ = \\ \times 2 \end{array} \frac{2}{6}$$

2 Rename these fractions by first finding the shared LCD and then converting the fractions. Use the multiplication table on the right to help you find the LCD:

a $\quad \frac{1}{2} \qquad \frac{1}{4} \qquad \frac{1}{3}$

b $\quad \frac{3}{6} \qquad \frac{1}{2} \qquad \frac{1}{3}$

c $\quad \frac{1}{3} \qquad \frac{1}{4} \qquad \frac{1}{6}$

(a: first bottom box shows 12)

× 2	× 3	× 4	× 5	× 6
2	3	4	5	6
4	6	8	10	12
6	9	12	15	18
8	12	16	20	24
10	15	20	25	30
12	18	24	30	36
14	21	28	35	42
16	24	32	40	48
18	27	36	45	54

3 Look at each group of fractions. Predict which you think is the largest and circle your prediction. Now, rename the fractions in the work space below so that each fraction in the group has the same denominator. Use a different colour to circle the largest fraction. Are there any surprises?

a $\quad \frac{1}{2} \qquad \frac{2}{3} \qquad \frac{3}{9}$

b $\quad \frac{2}{5} \qquad \frac{1}{2} \qquad \frac{1}{3}$

c $\quad \frac{3}{4} \qquad \frac{2}{3} \qquad \frac{4}{8}$

d $\quad \frac{3}{4} \qquad \frac{3}{6} \qquad \frac{3}{8}$

4 This time, rename the fractions and circle the largest. Underline the smallest.

a $\quad \frac{3}{8} \qquad \frac{2}{4} \qquad \frac{5}{6}$

b $\quad \frac{4}{7} \qquad \frac{1}{2} \qquad \frac{11}{14}$

c $\quad \frac{1}{3} \qquad \frac{5}{8} \qquad \frac{4}{6}$

d $\quad \frac{3}{4} \qquad \frac{2}{3} \qquad \frac{1}{2}$

Check Mathletics

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.