



HOME LEARNING

YEAR 6

15/06/2020

Morning Message

Good morning Year 6!

One more week of home learning before we will be welcoming some of you back into school!

Thank you to everyone who is submitting the tasks on Purple Mash – we are reading some fantastically researched and well-presented leaflets on a variety of topics.

Today's joke from Tristan: *Yesterday, I saw a man spill his scrabble set all over the road. I asked him, 'What's the word on the street?'*

Here's an anagram for you to get you thinking. The theme is countries: Altair USA

Have a great day,

Mr Larke and Ms Yerlisu

Week's Picture



Writing

We need to get out here and fast, Oscar! If those people catch us, we're in big trouble"

Tom and his dog, Oscar, have been out on their daily walk. They went further into the woods than they do normally, Oscar enjoying chasing rabbits and Tom looking to find the juiciest blackberries, and stumbled upon a sight that means they have to escape...and fast.

Monday LO: to plan the story

Your job today is to plan 3 parts of the story. Below are some ideas but please be inventive and creative: try and think of your own!

Part 1: Tom and Oscar are enjoying their walk. They witness something that means they have to run away.
e.g. A man and a woman burying stolen goods into a hole in the ground. A museum was robbed of some precious artefacts recently and Tom thinks he has found the culprits. The man and woman hear Tom sneeze. They begin to chase...

Part 2: A chase happens and Tom and/or Oscar are cornered
e.g. They run through the wood, tripping on roots, getting covered in dirt, desperately trying to escape. Their followers are getting closer and closer – they can hear them shouting threats. They find a home in a clearing in the woods and a kindly, old lady lets them in.

Part 3: The problem is solved. Tom and Oscar are able to escape.
e.g. The lady, despite her age and infirmity, helps Tom to keep the attackers at bay until the police arrive. She and Tom set up the house to defend against the criminals. Perhaps they set up trip wires and leave slippery oil on the paths? Perhaps they throw nets over them from the windows?

Task: think about how you want your story to go. There should be 3 parts like above.

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):

Tom Oscar Any other characters you have thought of (e.g. criminals, old lady)

Use bullet points

3. Write descriptions of the settings:

Woods What Tom witnesses Anywhere they go

Reading

The following is an extract from *The Tale of Angelino Brown* by David Almond

Day 1: Initial reading and comprehension

Read the text and underline words you do not understand

Here we go. All aboard. This is Bert, on his bus. He's been driving the same bus on the same road for ten long years. Ten years! That's longer than some of us have been alive! And for the ten years before that he drove another bus along another road on the other side of town. I know some folk would love to drive a bus. Mebbe you would. Mebbe Bert did when he started, way back in the distant days when he was young and bright and full of hope. But not now. Oh no, not now! Mr Bertram Brown has had quite enough. What a way to spend a life! Start stop start stop start stop start stop. Brakes sighing, doors creaking, engine throbbing. Traffic lights, traffic jams, hold-ups, roadworks, glaring sun, fog and puddles, ice and bloomin' snow.

And bus stops! What's the point of bus stops? All them people waiting, all them bloomin' hands held out. "Stop here, Bus Driver! Let us onto your cosy bus!" Passengers! Who invented passengers? Old ladies with their sticks; smelly old blokes with their wobbly hands and dribbly gobs; dippy mothers with their screaming toddlers and babies puking in their arms. Wheelchairs and shopping bags and pushchairs and parcels. Lads with their lasses and lasses with their lads making lovey-dovey eyes and going coo coo coo and holding bloomin' hands. And kids! Kids! Don't get Bert started about kids! Who on earth invented them? Cheeky snottynosed creatures. "Let us off with ten pence, Mister! I dropped me money in the gutter, Mister! I'm not fifteen, I'm only eight! Look out! Your back wheel's catching up with your front wheel! Stop the bus I want a wee-wee! Stop the bus I want a—" Kids! What's the point of them?

Oh heck, here he is at St Mungo's yet again. And here they come, the little brats. "One at a time! Keep in order! Sit down! Stop that giggling! Stop that screeching! Stop that racket!" Kids! Lock them up and chuck away the bloomin' key! Kids! "Shut up! Sit down! Sit down!" At least it's nearly over.

Bert's getting on. Look at him. Hardly any hair at all. It'll soon be time for retirement. Freedom at last! No more driving for old Bert. No more bus stops! No more passengers! No more kids! No more rotten cheeky kids! But hang on... What's this? What's up? There's a fluttering in Bert's chest! He's gone all wibbly and wobbly and wiggly and waggly! His jacket's getting tighter. He can hardly breathe. His head's a-spinning. His heart's a-thumping, bang bang bang! Bang bang bang! Must be a heart attack! Bert's having a bloomin' heart attack! He slams his foot down on the brake. The bus swivels to a stop where there's not a bus stop to be seen.

"What's the problem, Bert?" the passengers yell. "There's no bus stop here. We've got homes to go to. We've got jobs to get to! The wheels on the bus don't go round and round and round..." Get an ambulance! Bert wants to yell. But he cannot speak. And the fluttering's getting faster and his heart is banging harder and his jacket's getting tighter. This is it! he thinks. He turns off the engine. The passengers are yelling but he cannot hear a word. Everything goes silent: beautifully, wonderfully silent. So this is how it ends! thinks Bert. Bye-bye, sweet world!

But ... wait a sec. Yes, there's all that banging and fluttering and flickering around his chest. Yes, there's all that wibbling and wobbling in his head. But there's not a drop of pain. It's not a heart attack. It can't be. What a relief. Phew! So what is it, then? Oh! It's something in his chest pocket. It's something in there with the pens and the timetables. It's something moving. He reaches in, he fiddles around. Bloomin' heck. What's this little thing, jumping and fluttering about inside his jacket pocket? He pulls it out. Lifts it up. It's alive! It stands there on his hand. It's got wings. It's wearing a white dress thing. It can't be... Can it? "What's that?"

A girl in a yellow jumper and yellow jeans appears. She's standing beside the driver's compartment, even though there's a sign right above her head that says: IT IS FORBIDDEN TO TALK TO OR OTHERWISE DISTRACT THE ATTENTION OF THE DRIVER

"What is it?" she says. Bert frowns. "Nothin'," he says. "It's not nothing. It's a—"

"Sit down!" he says. He stares at the thing in his hand. It stares back at him. It is! It's a bloomin' angel. He puts it back into his chest pocket.

"What's going on, Driver?" shouts somebody from the back of the bus.

"Little problem with the engine!" Bert calls. "Panic over!" He switches the engine on again.

"What's his name?" says the girl.

"Whose name?"

"His name." She points at Bert's pocket. The angel's moving about in there. "Is he your little boy?" she says.

"I haven't got a little boy!" snaps Bert.

"You have! In there! In your pocket!"

"Sit down, you, or you'll be off my bus!" The girl sits down but she keeps staring at Bert. Bert feels the angel fluttering about beside his heart. At the first set of traffic lights he peeps into his pocket and sees two shiny little eyes peeping back at him.

"I'll take you home to Betty," Bert whispers. "She'll know what to do."

"Get a move on, Driver!" somebody shouts. The lights have changed. Bert drives. He heads through the streets towards the depot. Passengers get on and off. He takes the fares, he gives the change. He doesn't moan. He says "please" and "thank you".

"What's up with him today?" somebody whispers.

"He's getting on," answers her friend. She taps her head and winks. "Losing his marbles," she says. They giggle together.

"Poor old Bert," they say.

"I have to get off here," says the girl in yellow.

"Off you go, then," says Bert.

"Here's a midget gem," she says.

"A what?"

"For your little boy." Bert glares at her. She laughs. A tiny hand is reaching upwards from his pocket. The girl puts the sweet into it. The hand and the sweet disappear. The girl laughs again.

"He's lovely!" she says.

"Off!" snaps Bert. She gets off. She waves.

"See you again!" she calls. "Me name's Nancy Miller." Bert drives on. His pocket is peaceful now. He peeps in and sees the angel licking the midget gem. It seems to be humming a little tune. Bert finds himself humming along with it. At last the bus is nearly empty. Nearly at the journey's end. There's just one young bloke left, a bloke in black with a black moustache and black sunglasses. He stands at the door, waiting to get off. Bert puts the brake on. The doors open.

"Last stop," says Bert. The bloke doesn't move. "End of the line, mate," says Bert.

"What you got in there?" says the bloke. He points to Bert's pocket.

"Nothing," says Bert. "Off you go." The bloke gets off, but he keeps on watching as the doors close and the bus moves away. "Passengers!" mutters Bert. He drives on. The bloke takes a phone out of his pocket. He dials a number.

"It's me, Boss," he says. "I've just seen something we might be very interested in."

Maths

In this lesson, you will extend your understanding of simplifying fractions and convert between mixed numbers and improper fractions. Also, you will use your understanding of fractions to count up and down on a number line, place missing fractions on a number line and find missing numbers in a fractional sequence.

Improper fractions and mixed numerals

An improper fraction has a bigger numerator (top) than denominator (bottom)

$$\frac{3}{2} \longleftarrow \text{Improper fractions} \longrightarrow \frac{5}{4}$$

numerator > denominator

> means 'bigger than'



Mixed numerals have a whole number and a proper fraction.

$$1\frac{1}{2} \longleftarrow \text{Mixed numerals} \longrightarrow 1\frac{1}{4}$$

A 'mix' of whole numbers and proper fractions.

Mixed numerals are simplified improper fractions.

Simplify these

Improper fractions to mixed numerals

(i) $\frac{5}{3}$

$$\frac{5}{3} = 5 \div 3$$

$$\frac{\text{numerator}}{\text{denominator}} = \text{numerator} \div \text{denominator}$$

$$= 1r2$$

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

Whole number answer → 1
remainder → 2
same denominator → 3



picture form

(ii) $\frac{14}{4}$

$$\frac{14}{4} = \frac{7}{2} = 7 \div 2 \quad \text{Simplify if possible}$$

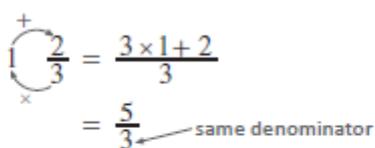
$$= 3r1$$

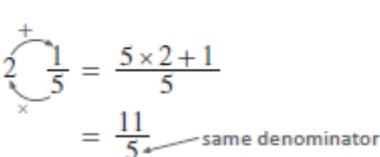
$$\Rightarrow 3\frac{1}{2}$$

Whole number answer → 3
remainder → 1
same simplified denominator → 2



Mixed numerals to improper fractions

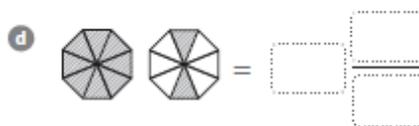
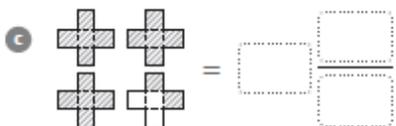
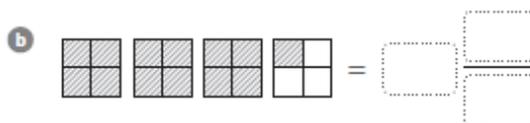
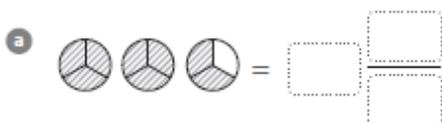
(i) $1\frac{2}{3}$ 

(ii) $2\frac{1}{5}$ 

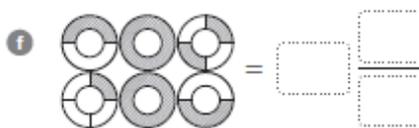
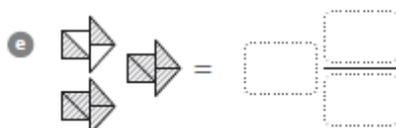


Improper fractions and mixed numerals

1 Write the mixed numerals represented by these shaded diagrams:



Make sure you write the fraction in simplest form where possible.



2 Simplify these improper fractions by writing them as mixed numerals.

a $\frac{12}{5}$

b $\frac{14}{3}$

c $\frac{23}{2}$

3 Write these fractions in simplest form first, then change to the mixed numerals.

a $\frac{15}{9}$

b $\frac{21}{14}$

c $\frac{18}{16}$

4 Write the equivalent improper fraction for these mixed numerals.

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

b $2\frac{3}{4}$

c $4\frac{4}{5}$

Fractions on the number line

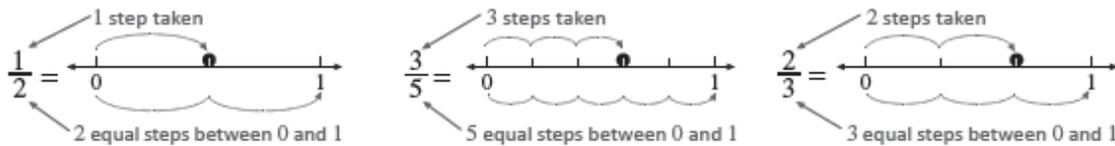
Proper fractions represent values between 0 and 1 on a number line.

$$\frac{1}{2} \leftarrow \text{number of equal steps taken between 0 and 1}$$

$$\frac{1}{2} \leftarrow \text{total number of equal steps between 0 and 1}$$

Mark equal-sized steps matching the denominator between 0 and 1, then plot the fraction using the numerator.

Display the fractions $\frac{1}{2}$, $\frac{3}{5}$ and $\frac{2}{3}$ on these number lines:

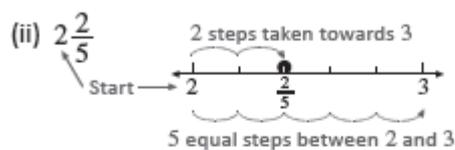
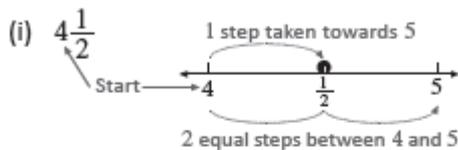


For mixed numerals, plot the fraction between the given whole number and the next whole number.

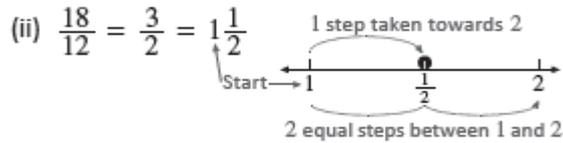
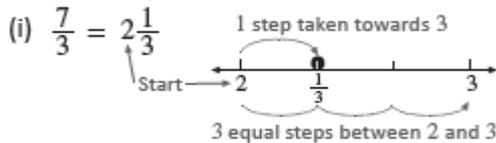
Start from this whole number $\rightarrow 3 \frac{1}{2}$ \leftarrow number of equal steps towards the next whole number '4'
 \leftarrow total number of equal steps between '3' and the next whole number '4'

Display and read these fractions on a number line:

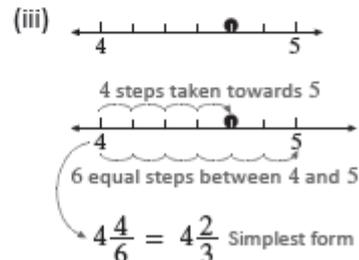
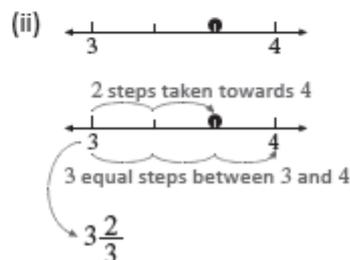
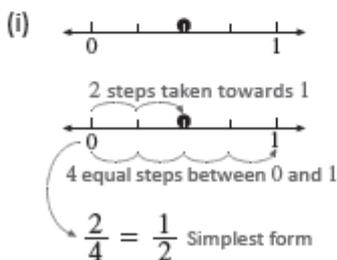
Mixed numerals



Improper fractions – simply change to the equivalent mixed numeral first then show on the number line

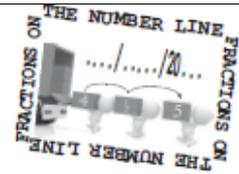


Write down the fraction displayed on these number lines





Fractions on the number line



1 What proper fraction do the following points on the number line represent?



$\frac{\square}{\square}$

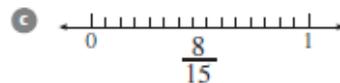
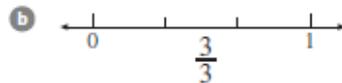
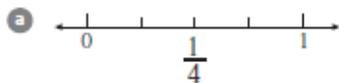


$\frac{\square}{\square}$



$\frac{\square}{\square}$

2 Display these fractions on a number line:



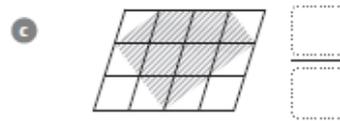
3 Write and display the fraction of equal shapes shaded on a number line for these diagrams:



$\frac{\square}{\square}$



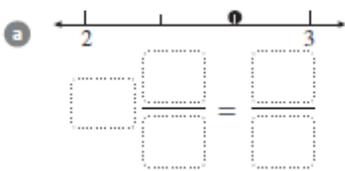
$\frac{\square}{\square}$



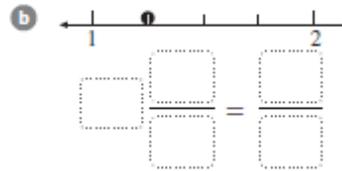
$\frac{\square}{\square}$



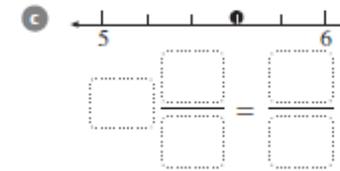
4 Write the mixed numeral and equivalent improper fraction for the dots plotted on these number lines:



$\square \frac{\square}{\square} = \frac{\square}{\square}$

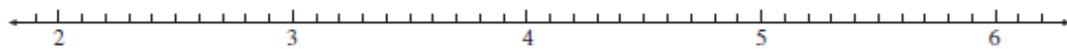
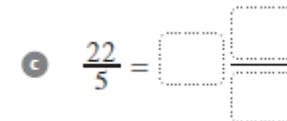
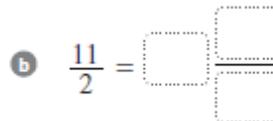
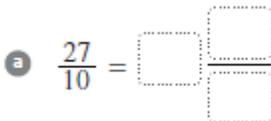


$\square \frac{\square}{\square} = \frac{\square}{\square}$

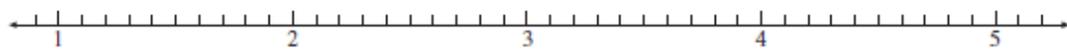
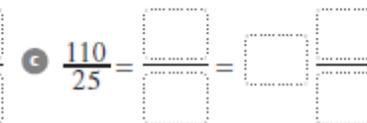


$\square \frac{\square}{\square} = \frac{\square}{\square}$

5 Display these improper fractions on the number line:



6 Display these on the number line after changing to equivalent fractions in simplest form first.



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 3 is to learn the words in the third list ie. from *easily* to *generally*

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)

Today's task on Purple mash is to use 2 Create a Story to illustrate the story that you write in English this week. When you open the app, click on 'My Adventure Story'. Experiment with creating 3 or 4 images which tell the main parts of the story, along with some brief text to summarise each – with younger readers in mind. If your first scene was Tom finding the robbers burying the treasure, you could paint the scene then write:

Tom and Oscar stumbled upon some evil people burying treasure.

Diary

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