



HOME LEARNING

YEAR 6

16/06/2020

Morning Message

Good morning Year 6!

A challenge courtesy of Marcello (I've adapted it a little to make it a little easier): Look at the word *starting*. Now remove one letter at a time so that you are always left with a real word each time a letter is removed. It is possible to make eight words in this way.

Today's joke: *What did the ground say to the Earthquake? You crack me up.*

The answer to yesterday's anagram: *Australia*

Today's anagram: GUT POLAR

Have a great day,

Mr Larke and Ms Yerlisu

Week's Picture



Writing

Tuesday LO: to set the scene to a story

Today we will be writing the first scene of our story. This will include the scene where Tom and Oscar witness what the event that makes them need to run.

First of all, tell a family member (or say in your head) what happens in your story to remind yourself.

Now, write the first scene. Write LO: To write a dramatic story. When you continue your story, do not write new LOs each day – just carry on from where you left off.

Example

Tom leant down to pluck the ripe, red raspberry from the bush. 'One for me, one for the box', he thought, popping the sweet fruit into his mouth and enjoying the explosion on his tastebuds. Oscar had bounded off around a corner chasing yet another poor rabbit. Tom sighed and stood up, following Oscar into a clearing in the woods. What he saw made his heart freeze and his blood go cold: a heavyset, greasy-haired man with a scar running down his right cheek was holding Oscar tightly.

A cruel looking woman holding a spade asked him, "Where has that little rascal come from? He's probably got an owner".

The man looked warily around. "He must have, yes. And if he's got an owner then they might 'ave seen us burying this", he indicated to the glittering ornament in his free hand.

Tom didn't want to think too hard about what was going on. He just wanted to get out of there....and quickly! He whistled to Osar. The man, shocked into surprise, relaxed his grip briefly and Oscar was able to run back to Tom.

"After them!" shouted the man. "They can't get away!"

You should end the scene as the chase begins

Tips for success:

- create drama and tension
- use a variety of descriptive vocabulary to set the scene
- vary sentence lengths and structures

Reading

Day 2: Glossary

With the words you did not understand yesterday, find definitions and use in sentences as normal. If the word is a verb then use it in a variety of tenses.

Here are some of the trickier words: *lasses, fluttering*

Maths

In this lesson, you will learn to multiply fractions by a whole number and multiply a fraction by a fraction by multiplying the numerators and multiplying the denominators.

Calculating – multiplying fractions by whole numbers

We can use repeated addition to multiply fractions by whole numbers.

$$3 \times \frac{2}{8} \longrightarrow 3 \text{ lots of two eighths is } \frac{2}{8} + \frac{2}{8} + \frac{2}{8} = \frac{6}{8}$$
$$3 \times \frac{2}{8} = \frac{6}{8}$$

1 Use repeated addition to multiply these fractions. Show each of the steps:

a $3 \times \frac{3}{12}$

$$= \frac{3}{12} + \frac{3}{12} + \frac{3}{12}$$

$$= \frac{\boxed{}}{\boxed{}}$$

b $3 \times \frac{2}{7}$

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

d $3 \times \frac{2}{9}$

2 Try these. Convert your answers to whole numbers:

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

b $5 \times \frac{2}{5}$

c $8 \times \frac{2}{4}$

d $15 \times \frac{3}{5}$

- 3 Sam thinks that $6 \times \frac{2}{6}$ is the same as $5 \times \frac{2}{5}$. Is he right? Show how you know:

- 4 Sam's dad helped him with his homework. And we all know how that works out ... Here is what his dad did. Is he right? If not, explain to him where he went wrong.

$$3 \times \frac{3}{8}$$

$$\frac{3}{8} + \frac{3}{8} + \frac{3}{8} = \frac{9}{24}$$

$$3 \times \frac{3}{8} = \frac{9}{24}$$

Calculating – multiplying fractions by whole numbers

There is another way to multiply fractions by whole numbers. Look at $3 \times \frac{3}{5}$.

We have 3 lots of three fifths. We can express this as $\frac{3 \times 3}{5} = \frac{9}{5}$

We don't multiply the fifths because these don't change – we still have fifths.

- 5 Multiply these fractions by whole numbers. Express the answers as improper fractions:

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

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

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

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

c $5 \times \frac{2}{4}$

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

d $3 \times \frac{3}{6}$

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

e $2 \times \frac{4}{5}$

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

f $5 \times \frac{2}{3}$

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

Our answers are all improper fractions. How do we convert these to mixed numbers?

Look at $\frac{9}{4}$. This is nine quarters.

To change this to a mixed number we divide the numerator by the denominator:

$9 \div 4 = 2$ with 1 quarter left over. $\frac{9}{4}$ is the same as $2\frac{1}{4}$.

6 Warm up with these problems. There will be no remainders.

a $\frac{8}{4}$

$$\square \div \square = \square$$

b $\frac{9}{3}$

$$\square \div \square = \square$$

c $\frac{12}{6}$

$$\square \div \square = \square$$

d $\frac{15}{5}$

$$\square \div \square = \square$$

e $\frac{16}{4}$

$$\square \div \square = \square$$

f $\frac{14}{7}$

$$\square \div \square = \square$$

g $\frac{8}{2}$

$$\square \div \square = \square$$

h $\frac{10}{5}$

$$\square \div \square = \square$$

7 Now take your answers from Question 5 and write them here. Divide the numerators by the denominators to find their mixed number equivalents:

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

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

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

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

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

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

Calculating – multiplying pairs of fractions

To multiply two fractions you multiply the numerators of both, then multiply the denominators. The calculation below is asking, 'What is a half of a third?'

$$\frac{1}{3} \times \frac{1}{2} = \frac{1 \times 1}{3 \times 2} = \frac{1}{6}$$



Sometimes you will need to simplify the answer.

$$\frac{2}{5} \times \frac{1}{4} = \frac{2 \times 1}{5 \times 4} = \frac{2}{20} = \frac{1}{10}$$

1 Solve these multiplication problems:

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

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

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

$$\text{d } \frac{1}{7} \times \frac{1}{6} = \frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square}$$

2 Solve these multiplication problems and simplify the answers:

$$\text{a } \frac{2}{3} \times \frac{1}{6} = \frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

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

$$\text{c } \frac{2}{5} \times \frac{3}{4} = \frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

$$\text{d } \frac{3}{4} \times \frac{6}{7} = \frac{\square}{\square} \times \frac{\square}{\square} = \frac{\square}{\square} = \frac{\square}{\square}$$

3 Find the missing numbers in these multiplication problems:

$$\text{a } \frac{1}{4} \times \frac{1}{\square} = \frac{1}{8}$$

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

$$\text{c } \frac{1}{\square} \times \frac{1}{3} = \frac{1}{33}$$

$$\text{d } \frac{2}{5} \times \frac{\square}{4} = \frac{6}{\square} = \frac{3}{\square}$$

$$\text{e } \frac{3}{\square} \times \frac{5}{6} = \frac{\square}{30} = \frac{\square}{\square}$$

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.