# HOME LEARNING

# YEAR 6

# 21/04/2020

## Morning Message

Good morning Year 6!

We hope that resuming home learning after the Easter break was not too difficult! We are looking forward to seeing the information leaflets you are making about Paris on Purple Mash.

Remember to check Mathletics today.

The answer to yesterday's riddle is *towel.* Did you get it? Today's riddle is: *What is so fragile, even saying its own name will break it?*

Have a great day and enjoy the sunshine,

Mr Larke and Ms. Yerlisu

## Today's Picture

## Writing

Poppy's father was a pilot. He had been taking her up in planes since she was a little baby and she was always at her happiest soaring above the clouds. Today was the first day that her dad had let her take the plane up by herself.  She had been flying for half an hour with her dog, Skipper, when she saw the most incredible sight of her life.

Write a story that includes this scene  You might want to start the scene as her father sees her off: the tension as she takes solo control of an aeroplane for the first time, the lift off, soaring into the sky.  Then describe the incredible sight and you can the take the story wherever you would like:

- perhaps she sees an island of such beauty that she just has to land there and investigate…

- perhaps she sees a hot air balloon in trouble, falling to the ground.  She flies underneath and rescues the occupant who jumps into the cockpit.  Who is the person?  What is their story?

Tips for success:

- use a range of descriptive vocabulary to describe the scene

- use a variety of sentence lengths and structures for effect

-  create an interesting character in Poppy – is she fearless? Inquisitive?  Angry?  What is her backstory?  Why does she love flying?

Don't feel you have to use the names above.  Make your own up if you'd prefer.

## Reading

**Day 1: Glossary.  Choose words you didn't understand yesterday. Then write:**
**- what types of word it is e.g. noun, verb, adverb etc.**
**- write a definition**
**- use the word in a sentence**
**- if the word is a verb then write a few different sentences using different tenses e.g. *walk, walked, walking***
**- if the word can be used as more than one type of word, then use it in different ways e.g. *shoot* can be used as verb or as a noun (as in green shoots grew in the soil)**

**If you think you understood every word, then choose at least three of the more challenging words and use them.**

# Maths

In this lesson, you will apply your understanding of fractions to help you identify, compare and calculate. You will draw on knowledge of equivalent fractions to help solve problems and use reasoning skills to make decisions.

Tips

- Think how you use equivalent fractions to solve problems. Example- 2/5 is equivalent 4/10 or 6/15.
- How calculate with fractions, using equivalence to help find common denominators or to simplify a fraction. Example- 4/12 is 1/3
- Think about pairs of fractions that total one whole, recognising 1 as a fraction. Example- 6/6=1 or 14/14=1

## ⚡ Power Up

Complete each group of calculations, then arrange the answers in order from smallest to largest.

$3{\cdot}4 \times 6 = \boxed{\phantom{00}}$　　$2{\cdot}7 \times 9 = \boxed{\phantom{00}}$　　$4{\cdot}3 \times 5 = \boxed{\phantom{00}}$　　$8{\cdot}44 \times 2 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} < \boxed{\phantom{00}} < \boxed{\phantom{00}} < \boxed{\phantom{00}}$

$7{\cdot}9 \times 3 = \boxed{\phantom{00}}$　　$5{\cdot}6 \times 4 = \boxed{\phantom{00}}$　　$9{\cdot}27 \times 2 = \boxed{\phantom{00}}$　　$6{\cdot}83 \times 7 = \boxed{\phantom{00}}$

$\boxed{\phantom{00}} < \boxed{\phantom{00}} < \boxed{\phantom{00}} < \boxed{\phantom{00}}$

Example- $8.6 \times 6 =$

$8 \times 6 = 48$　　$0.6 \times 6 = 3.6$　　$48 + 3.6 = 51.6$

OR

$8.6 \times 6 = 51.6$

# Problem solving – fractions

## Discover



**1** a) Who won the race?

Order the fractions from largest to smallest to prove your answer.

b) Each bucket can hold 4,800 ml of water.

How many millilitres of water did Olivia and Bella collect in total?

# Share

a) Compare fractions with the same denominator:

$$\frac{5}{8} > \frac{3}{8}$$

$\frac{5}{6}$ and $\frac{5}{8}$ share the same numerator:

$$\frac{5}{6} > \frac{5}{8}$$

| $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ | $\frac{1}{6}$ |
|---|---|---|---|---|---|

| $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ | $\frac{1}{8}$ |
|---|---|---|---|---|---|---|---|

Compare $\frac{2}{5}$ and $\frac{5}{8}$ on a number line.

You can say $\frac{2}{5}$ is less than $\frac{1}{2}$ as the numerator is less than half the denominator.

$\frac{5}{8}$ is greater than $\frac{1}{2}$ as the numerator is greater than half the denominator.

$$\frac{5}{8} > \frac{2}{5}$$

Find a common denominator to compare $\frac{2}{5}$ and $\frac{3}{8}$: $\frac{16}{40} > \frac{15}{40}$

$$\frac{2}{5} > \frac{3}{8}$$

$$\frac{2}{5} = \frac{16}{40} \quad (\times 8)$$

$$\frac{3}{8} = \frac{15}{40} \quad (\times 5)$$

Bella won the race because $\frac{5}{6} > \frac{5}{8} > \frac{2}{5} > \frac{3}{8}$.

b) Bella collected $\frac{5}{6}$ of 4,800 ml.

4,800

I will find the amount of water in each bucket first.

$4,800 \div 6 = 800$

| 800 | 800 | 800 | 800 | 800 | 800 |

$800 \times 5 = 4,000$ ml

Olivia collected $\frac{3}{8}$ of 4,800 ml.

$4,800 \div 8 = 600; \ 600 \times 3 = 1,800$ ml

$4,000$ ml $+ 1,800$ ml $= 5,800$ ml

I can see another way to solve the problem. I will find the total fraction of a bucket they collected.
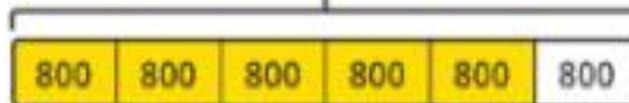
$\frac{5}{6} + \frac{3}{8} = \frac{20}{24} + \frac{9}{24} = \frac{29}{24} = 1 \frac{5}{24}$

1 bucket = 4,800 ml

$\frac{5}{24}$ of 4,800 ml = 1,000 ml

4,800 ml + 1,000 ml = 5,800 ml

Olivia and Bella collected 5,800 ml of water in total.

## Think together

1 Bella collected more water than Mo, in her bucket.

What fraction of a bucket more did Bella collect?

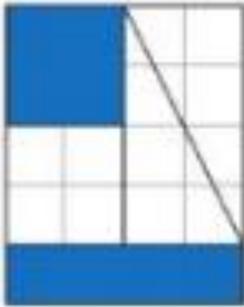$\frac{5}{6}$  Bella

$\frac{2}{5}$  Mo

2 In the next race, Mo collects $\frac{3}{4}$ of a bucket.

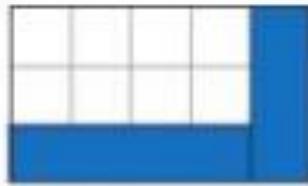Danny collects half as much as Mo.

What fraction of a bucket does Danny collect?

**3** Which shape has the greatest fraction shaded?

A              B              C



**4** Olivia has some money to make lemonade for her friends.

She spends £2·20 on sugar and £2·80 on lemons.

She has $\frac{2}{5}$ of the money left.

How much money did she have to start with?

CHALLENGE

> Think about how this problem can be represented using a bar model.



Power Maths Book- 60, 61, 62

Check Mathletics

# Weekly Spellings

This week we will be learning/revising the third 25 words from the spelling list.  Learn from *identity* to *pronunciation.*

## Word list – years 5 and 6

| | | |
|---|---|---|
| accommodate | embarrass | persuade |
| accompany | environment | physical |
| according | equip (–ped, –ment) | prejudice |
| achieve | especially | privilege |
| aggressive | exaggerate | profession |
| amateur | excellent | programme |
| ancient | existence | pronunciation |
| apparent | explanation | queue |
| appreciate | familiar | recognise |
| attached | foreign | recommend |
| available | forty | relevant |
| average | frequently | restaurant |
| awkward | government | rhyme |
| bargain | guarantee | rhythm |
| bruise | harass | sacrifice |
| category | hindrance | secretary |
| cemetery | identity | shoulder |
| committee | immediate(ly) | signature |
| communicate | individual | sincere(ly) |
| community | interfere | soldier |
| competition | interrupt | stomach |
| conscience* | language | sufficient |
| conscious* | leisure | suggest |
| controversy | lightning | symbol |
| convenience | marvellous | system |
| correspond | mischievous | temperature |
| criticise (critic + ise) | muscle | thorough |
| curiosity | necessary | twelfth |
| definite | neighbour | variety |
| desperate | nuisance | vegetable |
| determined | occupy | vehicle |
| develop | occur | yacht |
| dictionary | opportunity | |
| disastrous | parliament | |

## Foundation Stage Work (for the week)

### France

Our geography topic this half-term is France. This week you will be researching details about the city of Paris and creating an information leaflet.

This task has been set for you on Purple Mash. Go to the red To Do button at the top left of your screen. When you have finished your work for the day, click on the red arrow at the top right of the screen and then save and exit. You will be asked if you want to continue the work or hand it in. Only hand it in when you have finished your weekly task and then your teacher can look at your work.

### Diary

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