HOME LEARNING

YEAR 6

21/05/2020

Morning Message

Good morning Year 6!

The answer to yesterday's riddle: *all the survivors were married/couples.* Today's riddle is from George: *I am taller when I'm young, but grow shorter when I'm old. What am I?*

We were inspired by all the Haiku writing yesterday to have a go at writing a few about lockdown:

Stunning sunny day
Another one in lockdown
Stuck inside again ☹

When I was younger
Never thought I would say this
I really miss school

At home, out of school
Out of flour, eggs and hand gel
Out of toilet roll

If you are looking for something else to do today, have a go at writing your own about your own experience of lockdown. We would love to hear them when we are back at school!

Have a great day,

Mr Larke and Ms Yerlisu

Writing

Like a venomous snake coiled before making a deadly strike, they waited…

Bang! The gunshot echoed around the stadium, and the athletes sprang out of the starting blocks. Within moments, they were tearing up the track with ferocious speed.

She could hear the pounding footsteps of the athletes around her, and out of the corner of each eye she caught a glimpse of their presence beside her.

She streamlined her thoughts, channelled her energy, and focused on the one thing that meant more to her than anything: winning the gold medal…

Your task today is to write one scene around one 400m race. You can choose to carry on from what is written above or you can begin in your own way. The challenge of today's task is writing as much as you can about one single event– you will need to break individual aspects up and describe/explain them in detail. Perhaps you will decide to set it in the Olympics; perhaps you will set it at a school. You might write about:

- the athlete becoming aware of the crowd in the stand. What can she see? Hear?

- the exhaustion she feels as she nears the end

- how her position changes throughout the race

- her feeling at the end – did she win? Was she narrowly defeated?

- what happens at the end? Does she run to celebrate with her family? Collapse in a heap to be consoled by another competitor?

Day 4: Pupil-led questions

Write:
3 on-the-line questions
2 beyond-the-text questions
1 beyond-the-text

Maths

Units of Length

In this lesson, you will convert between metric and imperial units of length measurement, including measurements that involve decimals. You need to be confident multiplying and dividing numbers by 10, 100 and 1000. You can use a place value chart with decimals.

Units of length – metric and imperial

Most measurements used today in the UK (and in almost every country in the world apart from the USA) are metric, such as kilograms, metres and litres. They are based on the decimal number system, meaning that multiples of units are 10s, 100s or 1,000s. You will still come across some of the old 'Imperial' units of measurement, though; in particular, miles, which continue to be used to measure longer distances on road signs. Therefore, it's useful to know how to convert between metric and imperial units and back. Most of the equivalents below have been rounded to 1 decimal place.

	Imperial	to	Metric		Metric	to	Imperial
Length:	1 inch	=	2.5 cm		1 centimetre	=	0.4 inches
	1 foot (12 inches)	=	30.5 cm		1 metre	=	3.3 feet
	1 yard (3 feet)	=	91 cm		1 kilometre	=	0.6 miles
	1 mile (1,760 yards)	=	1.6 km				

15 miles		km

1 mile is 1.6 km   15 x 1.6 = 24 km

The largest bubble-gum bubble blown has a diameter of 20.3 inches. Convert this measurement to centimetres.

1 inch is 2.5 cm   20.3 x 2.5 = 50.75 cm

Units of length – convert measurements

Measurements can be expressed using different units.
When we convert from a larger unit to a smaller unit, we multiply:

cm ⟶ mm   34 cm = (34 × 10) mm = 340 mm

When we convert from a smaller unit to a larger unit, we divide:

cm ⟶ m   34 cm = (34 ÷ 100) m = 0.34 m

Express these cm measurements first in mm and then in m:

a 50 cm   [mm]   [m]   b 8,400 cm   [mm]   [m]

c 112 cm   [mm]   [m]   d 1.3 cm   [mm]   [m]

a) 50 cm to mm multiply by 10 50 x 10 = 500 mm
   50 cm to m divide by 100 ÷ 100 = 0.50 m
   Example

Th	H	T	O	•	Tth	Hth
4	8	0	0	•		
			4	•	8	

4800 ÷ 1000 = 4.8

TASK

1 Convert these measurements from imperial to metric or metric to imperial:

a 2 metres   = [feet   ]   b 3 inches   = [centimetres   ]

c 10 yards   = [metres   ]   d 5 centimetres = [inches   ]

e $1\frac{1}{2}$ miles = [kilometres   ]   f 3 feet   = [centimetres   ]

g 20 millimetres = [inches   ]   h 3,520 yards   = [kilometres   ]

....

2 Draw a line between the equivalent distances in miles and kilometres:

30 miles   4 miles   6 miles   16 miles   20 miles   9 miles
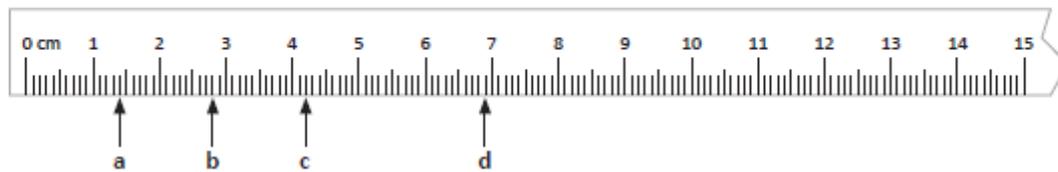

6.4 km   32 km   48 km   9.6 km   25.6 km   14.4 km

....

1 Express the lengths shown on the ruler in 2 ways:

a [mm   ] [cm   ]   b [mm   ] [cm   ]

c [mm   ] [cm   ]   d [mm   ] [cm   ]

....

2 Convert these lengths to centimetres:

a 200 mm = [cm   ]   b 405 mm = [cm   ]   c 8,238 mm = [cm   ]

d 2 m   = [cm   ]   e 19 m   = [cm   ]   f 450 m   = [cm   ]

3 Convert these lengths to metres:

a 400 cm   = [   ] m   b 28 cm   = [   ] m

c 3,250 mm = [   ] m   d 482 cm   = [   ] m

e 123 cm   = [   ] m   f 7,777 mm = [   ] m

g 4,341 mm = [   ] m   h 187 cm   = [   ] m

i 198 mm   = [   ] m

> **Remember these key facts!**
> 10 mm = 1 cm
> 100 cm = 1 m
> 1,000 m = 1 km

REMEMBER

Units of length – convert measurements

> When we order lengths it's easiest to convert them into the same unit first. Here, we are converting to cm:
>
> 14 cm   128 mm   1.1 m   convert ⟶   14 cm   12.8 cm   110 cm
>
> Now we can clearly see the order of these lengths.

4 Put these measurements in order from shortest to longest:

a	13 cm	120 mm	3 m	
b	5,700 mm	5 m	540 cm	
c	3.25 m	300 cm	325 mm	

5 Use these *Guinness World Record* facts to fill in the missing values.

Source: *Guinness World Book Records 2008*

	metres	centimetres	millimetres
Longest tongue	0.095 m	cm	95 mm
Tallest living person	2.57 m	257 cm	mm
Longest hair	m	5,267 cm	mm
Longest fingernails	7.513 m	cm	7,513 mm
Smallest tooth	m	cm	3 mm
Longest leg hair	0.127 m	cm	mm

Extension

I run a 10km race in 56 minutes. What is my average speed for the race in:
         a) kilometres per minute   b) miles per minute

Divide numbers up to 2 decimal places. Round to the 1 decimal place.

Check Mathletics

You should continue to revise words/spelling patterns that you have identified as necessary. We have provided another 15 tricky words if you need them. Remember, it is more important that you revise all the spelling patterns from the KS2 National Currciulum first.

1. bacteria
2. cafeteria
3. criteria
4. advantageous
5. flamboyant
6. campaign
7. liaison
8. eerie
9. questionnaire
10. courtesy
11. accessible
12. conceit
13. pneumatic
14. obey
15. quarrel

Foundation Topic Work (for the week)

Ms. Greenaway has kindly provided a follow up task for the evolution module that she taught earlier in the year. You will find a PDF of the task on the school website next to home learning. There are a few slides reminding us what evolution is and some questions to answer in your home learning book. The most exciting part of the task is the extension and the chance to make models of human and chimpanzee skulls!

Diary

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