



## Week beginning 11.5.20

Year 6

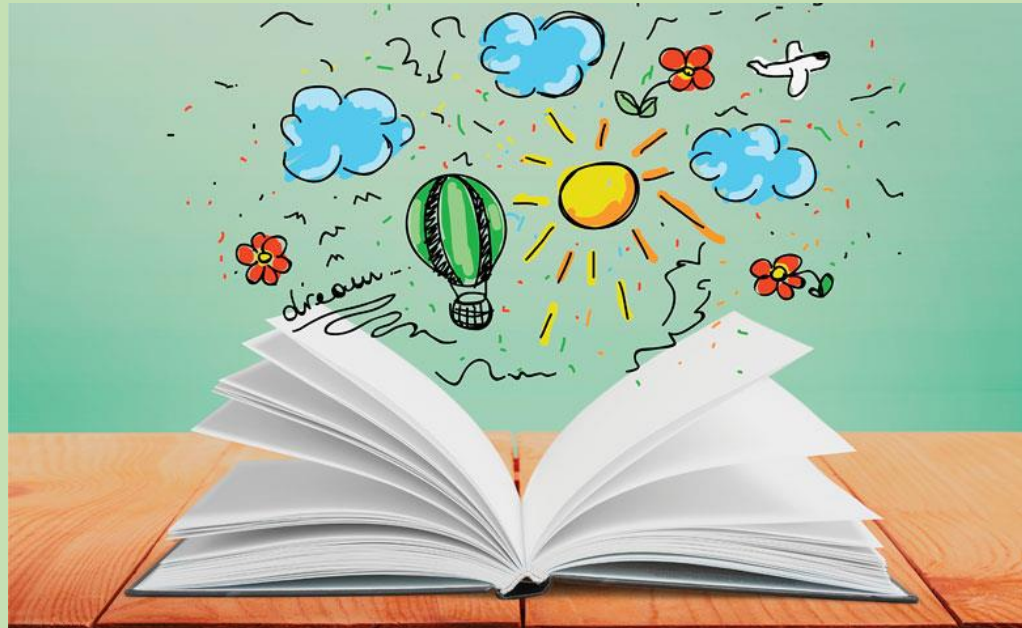
We hope you and your families are keeping well. Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax and exercise.

Take care and keep smiling,  
Mrs Jones and Mr Morgan

# Monday 11<sup>th</sup> May 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.



# Maths

## 11.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $1925 \times 31 =$

2.  $\frac{3}{8} \times \frac{3}{4} =$

3. 25% of 460

4.  $8^2 =$

5.  $5 - 0.12 =$



## Answers:

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $1925 \times 31 = 59,675$

2.  $\frac{3}{8} \times \frac{3}{4} = \frac{9}{32}$  (remember to multiply the numerators and then multiply the denominators)

3.  $25\% \text{ of } 460 = 115$  (remember you can find 25% by dividing by 4)

4.  $8^2 = 64$  (remember  $8^2$  is the same as  $8 \times 8$ )

5.  $5 - 0.12 = 4.88$





## Maths

### 11.5.20

#### LO: Converting fractions to percentages

#### Key facts and vocabulary:

Remember 'percent' means 'out of 100'

Denominator – bottom number of a fraction

Numerator – top number of a fraction

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{1}{4}$$

#### Steps to Success:

1. Find a number that you can multiply the denominator of the fraction by to get 100
2. Multiply the denominator and numerator by the number (step 1)
3. The new numerator is the equivalent percentage

# Maths

## 11.5.20

### LO: Converting fractions to percentages

#### How do we convert fractions to percentages?

Example 1: Convert  $\frac{3}{4}$  to a Percent

Step 1: We can multiply 4 by **25** to become 100

*(why 25? because 100 divided by 4 is 25)*

Step 2: Multiply top and bottom by 25:

$$\begin{array}{ccc} & \times 25 & \\ & \curvearrowright & \\ \frac{3}{4} & = & \frac{75}{100} \\ & \curvearrowleft & \\ & \times 25 & \end{array}$$

Step 3: Write down 75 with the percent sign:

Answer = 75%

#### Task 1 – quick recall

Can you find the equivalent percentages for these fractions. Remember you should be able to recall these ones without working out.

Fraction	Percentage
$\frac{1}{2}$	
$\frac{1}{4}$	
$\frac{1}{10}$	
$\frac{1}{5}$	

Can you remember what  $\frac{1}{8}$  as a fraction?

# Answers

## Task 1 – quick recall

Can you find the equivalent percentages for these fractions. Remember you should be able to recall these ones without working out.

Fraction	Percentage
$\frac{1}{2}$	50%
$\frac{1}{4}$	25%
$\frac{1}{10}$	10%
$\frac{1}{5}$	20%

Can you remember what  $\frac{1}{8}$  as a fraction?  
12.5%

# Maths

## 11.5.20

### LO: Converting fractions to percentages

#### Task 2 - Fluency

Use the strategy shown to help you find the missing numbers.

$\frac{3}{4} = \frac{75}{100}$

$\times 25$

$\times 25$

percent sign:

Answer = 75%

Fill in the missing numbers.

$\frac{12}{100} = \square \%$

$\frac{\square}{100} = 35\%$

$\frac{12}{50} = \frac{\square}{100} = \square \%$

$\frac{44}{\square} = \frac{22}{100} = 22\%$



# Maths

## 11.5.20

### LO: Converting fractions to percentages

#### Task 3 – Reasoning and problem solving

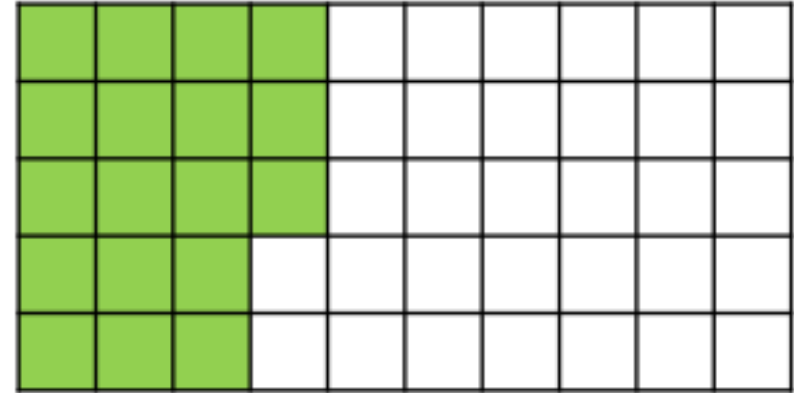
Now try answering these questions using the same strategy.

In a Maths test, Tommy answered 62% of the questions correctly.

Rosie answered  $\frac{3}{5}$  of the questions correctly.

Who answered more questions correctly?

Explain your answer.



Amir thinks that 18% of the grid has been shaded.

Dora thinks that 36% of the grid has been shaded.

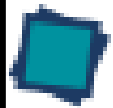
Who do you agree with?

Explain your reasoning.

# Answers

## Task 2 - Fluency

Use the strategy shown to find the missing numbers.



Fill in the missing numbers.

$$\frac{12}{100} = \boxed{12} \%$$

$$\frac{\boxed{35}}{100} = 35\%$$

$$\frac{12}{50} = \frac{\boxed{24}}{100} = \boxed{24} \%$$

$$\frac{44}{\boxed{200}} = \frac{22}{100} = 22\%$$

# Answers

## Task 3 – Reasoning and problem solving

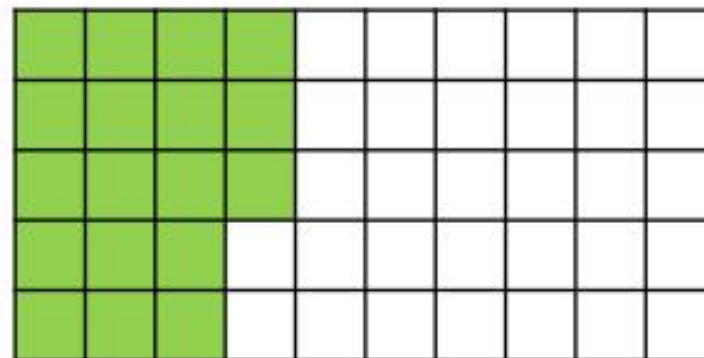
In a Maths test, Tommy answered 62% of the questions correctly.

Rosie answered  $\frac{3}{5}$  of the questions correctly.

Who answered more questions correctly?

Explain your answer.

Tommy answered more questions correctly because  $\frac{3}{5}$  as a percentage is 60% and this is less than 62%



Amir thinks that 18% of the grid has been shaded.

Dora thinks that 36% of the grid has been shaded.

Who do you agree with?

Explain your reasoning.

Dora is correct

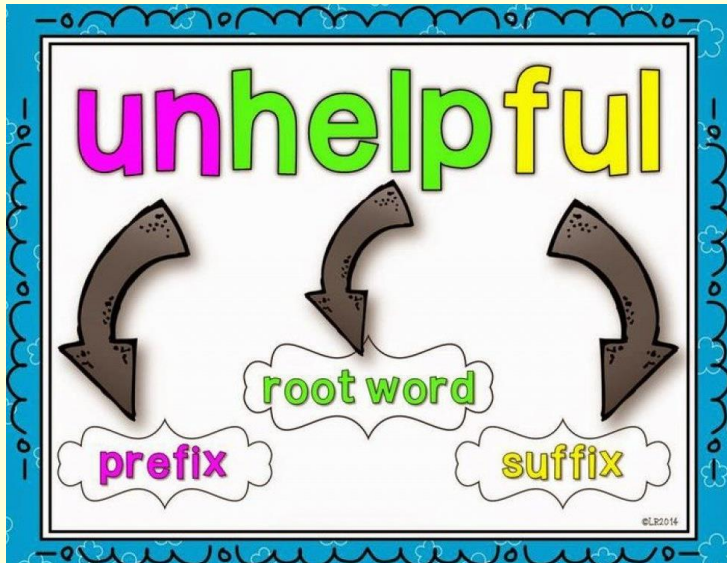
because  $\frac{18}{50} = \frac{36}{100}$

# Spelling

Monday 11<sup>th</sup> May 2020

LO: Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel.

Reminder: prefixes are a group of letters that change the meaning of a word when they are added to the start.



This weeks spellings:

co-operate  
co-ordinate  
co-own  
co-author  
re-enter  
re-educate  
re-examine  
re-evaluate  
re-energise  
re-elect

**All of these spellings have a hyphen because the prefix ends in a vowel and the root word also starts with a vowel.**

**Task: write the definition for each of these words. Use a dictionary to help you.**

## Answers

### The definitions for this weeks words are:

<b>co-operate</b>	To work together as a team.
<b>co-ordinate</b>	A group of numbers used to indicate the position of a point on a grid.
<b>co-own</b>	To own something jointly.
<b>co-author</b>	A joint writer of a book, poem or article.
<b>re-enter</b>	To enter into something again.

<b>re-educate</b>	To try and educate or train someone into a different way of thinking.
<b>re-examine</b>	To look back over the evidence.
<b>re-evaluate</b>	To go back over your ideas.
<b>re-energise</b>	To give fresh enthusiasm to.
<b>re-elect</b>	To choose a leader for a further term of office.

**Monday 11<sup>th</sup> May 2020**

**LO: to note and develop initial ideas.**

## **Introduction**

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.



# English

Monday 11<sup>th</sup> May 2020

LO: to note and develop initial ideas.

## Steps to Success:

- Activity 1 – use bullet points to make a list of activities/things that you currently miss whilst in Lockdown.
- Activity 2 – Read the poem ‘The Magic Box’ by Kit Wright. You can listen to it here: <https://www.bbc.co.uk/bitesize/clips/zkpmhyc>
- Activity 2 continued – Mind map ideas of what you might find behind the door – let your imagination run wild! There is no right answer.
- Activity 2 continued – use your list to create a poem using the repeated opener ‘I opened the magical door and saw...’

Try the writing challenge at the bottom of Page 5.

[Please click on this link to access the tasks and activities:](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf)

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Today complete tasks 1 and 2 – Pages 3 – 5



If you are proud of your poem, email it to us, we'd love to read it: [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk)

# Science

Monday 11<sup>th</sup> May 2020

LO: to explain the scientific concept of inheritance.

## Task 1 – key vocabulary

Define the words below. It is important you understand each of these words for this topic.

Variation

Parent

Identical

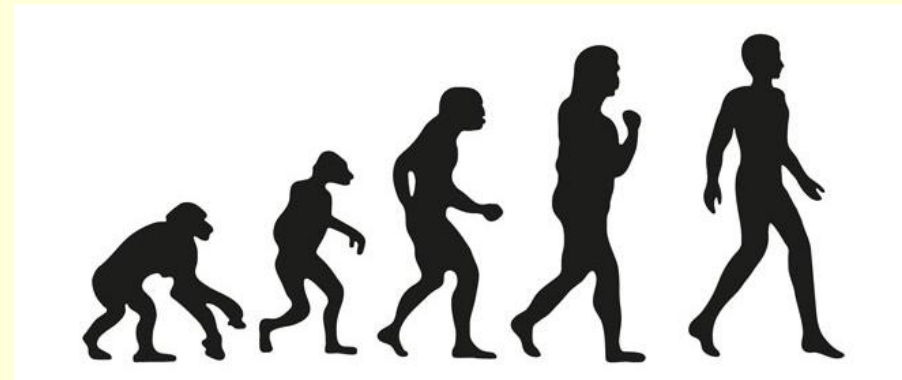
Evolution

Offspring

Adaptation

Inheritance

Environment





# Science

Monday 11<sup>th</sup> May 2020

LO: to explain the scientific concept of inheritance.

## What does inheritance mean in science?

*In science, inheritance refers to the genes that are passed on from parents to offspring. When we refer to inherited characteristics we tend to focus on physical characteristics as these are easy to spot but inherited characteristics include abilities such as taste and smell.*

## Task 2:

Match the parent with its offspring.



How did you match the parent to their offspring?

What physical characteristics can you see that the offspring has inherited?

What abilities do you think the animal may have inherited?

Extension – have a look at different animals and their offspring. What inherited characteristics can you spot?

# Tuesday 12<sup>th</sup> May 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.



# Maths

## 12.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $9786 - 977 =$

2.  $30 \times 60 =$

3.  $11\% \times 120 =$

4.  $3 \times (24 \div 2) =$

5.  $0.02 \times 1000 =$



# Answers

## Fluent in 5

Complete these 5 questions in 5 minutes

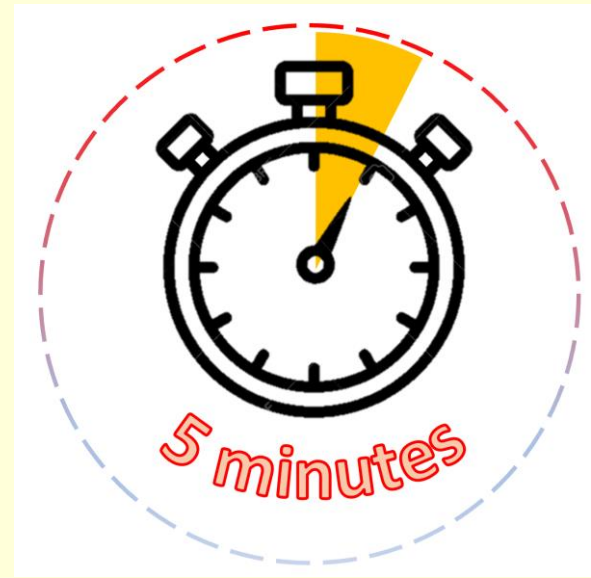
1.  $9786 - 977 = 8809$

2.  $30 \times 60 = 1800$

3.  $11\% \times 120 = 13.2$  (remember it's the same as 11% of 120)

4.  $3 \times (24 \div 2) = 36$  (remember to apply BODMAS)

5.  $0.02 \times 1000 = 20$



# Maths

## 12.5.20

### LO: find percentages of an amount.

#### Recap

We should now be able to recall the following equivalences:

Fraction	Percentage
$\frac{1}{2}$	50%
$\frac{1}{4}$	25%
$\frac{1}{10}$	10%
$\frac{1}{5}$	20%

It is important you remember these as it will help with the work for today.

**For today you will also need to know:**

$$\frac{1}{100} = 1\%$$

# Maths

## 12.5.20

### LO: find percentages of an amount.

#### Steps to Success:

1. To find 10% of an amount we divide by 10 because  $10\% = 1/10$
2. To find 50% of an amount we divide by 2 because  $50\% = 1/2$
3. To find 25% of an amount we divide by 4 because  $25\% = 1/4$
4. To find 1% of an amount we divide by 100 because  $1\% = 1/100$

# Maths

## 12.5.20

### LO: find percentages of an amount.

#### Example:

##### **Find 50% of 420**

50% is equivalent to  $\frac{1}{2}$

As the denominator of  $\frac{1}{2}$  is 2, to find 50% I divide by 2.

Calculation:  
 $420 \div 2 = 210$

50% of 420 = 210

##### **Find 25% of 420**

25% is equivalent to  $\frac{1}{4}$

As the denominator of  $\frac{1}{4}$  is 4, to find 25% I divide by 4.

Calculation:  
 $420 \div 4 = 105$

25% of 420 = 105

##### **Find 10% of 420**

10% is equivalent to  $\frac{1}{10}$

As the denominator of  $\frac{1}{10}$  is 10, to find 10% I divide by 10.

Calculation:  
 $420 \div 10 = 42$

10% of 420 = 42

##### **Find 1% of 420**

1% is equivalent to  $\frac{1}{100}$

As the denominator of  $\frac{1}{100}$  is 100, to find 1% I divide by 100.

Calculation:  
 $420 \div 100 = 4.2$

1% of 420 = 4.2

## 12.5.20

### LO: find percentages of an amount.

Now try the tasks below. You can start on Task 1 or choose to start straight on Task 2 if you're confident.

### Task 1 – Fluency



Find:

50% of 300	25% of 300	10% of 300	1% of 300
50% of 30	25% of 30	10% of 30	1% of 30
50% of 60	25% of 60	10% of 60	1% of 60

### Task 2 – Reasoning and problem solving

Mo says,

To find 10% you divide by 10, so to find 50% you divide by 50

Do you agree? Explain why.



Eva says to find 1% of a number, you divide by 100

Whitney says to find 1% of a number, you divide by 10 and then by 10 again.

Who do you agree with?  
Explain your answer.

Complete the missing numbers.

$$50\% \text{ of } 40 = \underline{\quad}\% \text{ of } 80$$


$$\underline{\quad}\% \text{ of } 40 = 1\% \text{ of } 400$$

$$10\% \text{ of } 500 = \underline{\quad}\% \text{ of } 100$$




# Answers:

## Task 1 – Fluency

 Find:							
50% of 300	=150	25% of 300	=75	10% of 300	=30	1% of 300	=3
50% of 30	=15	25% of 30	=7.5	10% of 30	=3	1% of 30	=0.3
50% of 60	=30	25% of 60	=15	10% of 60	=6	1% of 60	=0.6

## Task 2 – Reasoning and problem solving

<p>Mo says,</p> <p>To find 10% you divide by 10, so to find 50% you divide by 50</p> <p>Do you agree? Explain why.</p> 	<p>Possible answer:</p> <p>Mo is wrong because 50% is equivalent to a half so to find 50% you divide by 2</p>	<p>Complete the missing numbers.</p> <p>50% of 40 = ___% of 80</p> <p>___% of 40 = 1% of 400</p> <p>10% of 500 = ___% of 100</p>	<p>25</p> <p>10</p> <p>50</p>
<p>Eva says to find 1% of a number, you divide by 100</p> <p>Whitney says to find 1% of a number, you divide by 10 and then by 10 again.</p> <p>Who do you agree with?</p> <p>Explain your answer.</p>	<p>They are both correct.</p> <p>Whitney has divided by 100 in two smaller steps.</p>		

# Spelling

Tuesday 12<sup>th</sup> May 2020

LO: Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel.

This weeks spellings:

co-operate

co-ordinate

co-own

co-author

re-enter

re-educate

re-examine

re-evaluate

re-energise

re-elect

**Insert the correct spelling (spelt correctly!) in to each sentence. You may have to make it plural for some of the sentences.**

1. The police had to \_\_\_\_\_ the evidence.
2. If you left the theatre, you were not allowed to \_\_\_\_\_ without your ticket.
3. John agreed to \_\_\_\_\_ with the rest of his team mates.
4. Mary successfully plotted the map \_\_\_\_\_.
5. An afternoon nap \_\_\_\_\_ the toddler.

## Answers:

### This weeks spellings:

co-operate

co-ordinate

co-own

co-author

re-enter

re-educate

re-examine

re-evaluate

re-energise

re-elect

**Insert the correct spelling (spelt correctly!) in to each sentence. You may have to make it plural for some of the sentences.**

1. The police had to **re-examine** the evidence.
2. If you left the theatre, you were not allowed to **re-enter** without your ticket.
3. John agreed to **co-operate** with the rest of his team mates.
4. Mary successfully plotted the map **co-ordinates**.
5. An afternoon nap **re-energised** the toddler.

# English

**Tuesday 12<sup>th</sup> May 2020**

**LO: to consider the impact and purpose of different language features.**

## **Task 4**

### **Steps to Success:**

1. Idioms - a common word or phrase which means something different from its literal meaning but can be understood because of its popular use
2. Read the idiom - have you heard it before? If not, ask someone else in your house or research it
3. Think about its meaning – then clearly write the meaning

Extension – Can you think of any different idioms? They don't have to be about doors.

**Please click on this link to access the tasks and activities:**

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Optional – task 3 (P.6)  
Complete tasks 4 and 5 (P. 7 – 8)

# English

**Tuesday 12<sup>th</sup> May 2020**

**LO: to justify our opinions about a text.**

## Task 5

### Steps to Success:

1. Read the poem
2. Listen to the two clips:  
<https://www.youtube.com/watch?v=bazJvnuOLMM4>  
<https://www.bbc.co.uk/programmes/p011kx3r>
3. Answer the questions – remember to justify your opinion.  
There are not right or wrong answers it is your point of view.
4. Try performing the poem yourself – think about the expression you use and the pace you read it. Maybe record yourself and watch it back.

**Please clip on this link to access the tasks and activities:**

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Optional – task 3 (P.6)  
Complete tasks 4 and 5 (P. 7 – 8)

# Science

Tuesday 12<sup>th</sup> May 2020

LO: to identify inherited and acquired characteristics.

## Activity:

Using the images on the next slide, decide which of the characteristics are inherited and which characteristics are acquired.

## Steps to Success:

1. Draw a table, like the one below:

Inherited characteristics	Acquired characteristics

2. Write or cut and stick each characteristic under the correct heading.

3. Then try to add your own inherited and acquired characteristics under each heading.



Skin colour



Hair colour



Drawing



Dimples



Playing a musical instrument



Swimming



Cleft chin



Reading



Eye Colour



Singing



Riding a bike



Freckles

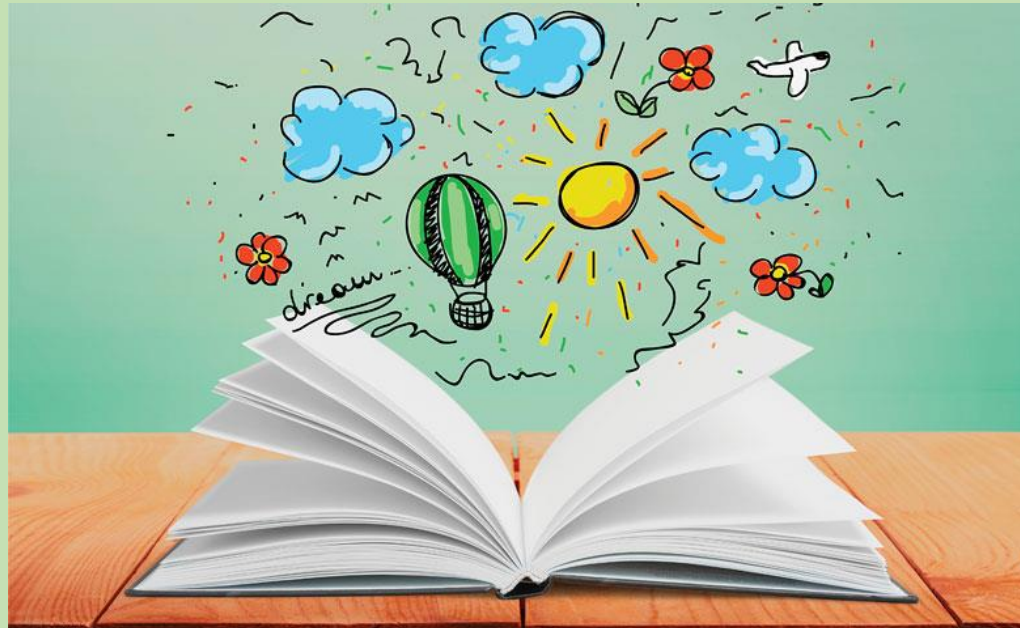
# Answers

<b>Inherited characteristics</b>	<b>Acquired characteristics</b>
Skin colour	Playing a musical instrument
Hair colour	Reading
Eye colour	Riding a bike
Cleft chin	Swimming
Freckles	Singing
Dimples	Drawing



# Wednesday 13<sup>th</sup> May 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.



# Maths

## 13.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $5112 \div 24 =$

2.  $23 \div 100 =$

3.  $2^3 =$

4.  $\frac{1}{4} + \frac{3}{8} =$

5.  $5.1 + 0.952$



# Answers

## Fluent in 5

Complete these 5 questions in 5 minutes

1.  $5112 \div 24 = 213$

2.  $23 \div 100 = 0.23$

3.  $2^3 = 8$  (remember  $2^3$  is the same as  $2 \times 2 \times 2$ )

4.  $\frac{1}{4} + \frac{3}{8} = \frac{5}{8}$

5.  $5.1 + 0.952 = 6.052$



# Maths

## 13.5.20

### LO: find percentages of an amount.

Once we know how to calculate 10% and 1%, we can calculate any percentage of an amount.

#### Quick recap:

To find 10% of an amount we divide by 10, because 10% is equivalent to  $1/10$ .

To find 1% of an amount we divide by 100, because 1% is equivalent to  $1/100$ .

#### Example:

We can use our knowledge of 10% to help with all percentages that are multiples of 10.

#### **Find 70% of 200**

1. Find 10% of 200 -  $200 \div 10 = 20$
2. Multiply your answer by 7  
(because  $7 \times 10 = 70$ ) -  $20 \times 7 = 140$
3. Answer: 70% of 200 = 140

**200**

#### **Find 30% of 200**

1. Find 10% of 200 -  $200 \div 10 = 20$
2. Multiply your answer by 3  
(because  $3 \times 10 = 30$ ) -  $20 \times 3 = 60$
3. Answer: 30% of 200 = 60

# Maths

## 13.5.20

### LO: find percentages of an amount.

#### Example:

We can also use our knowledge of finding 10% to find 5%.

$10 \div 5 = 2$ . Therefore we can find 10% and then divide our answer by 2 to find 5%.

#### **Find 5% of 200**

1. Find 10% of 200 -  $200 \div 10 = 20$
2. Divide the answer by 2 (because  $10 \div 5 = 2$ ) -  $20 \div 2 = 10$
3. Answer: 5% of 200 = 10

Now try these tasks. You can start on Task 1 or choose to start straight on Task 2 if you're confident.

#### Task 1 – Fluency

■ 10% of 220 = 22, so 30% of 220 =  $3 \times 22 = 66$

Use Mo's method to calculate:

40% of 220    20% of 110    30% of 440    90% of 460

■ To find 5% of a number, divide by 10 and then divide by 2  
Use this method to work out:

(a) 5% of 140    (b) 5% of 260    (c) 5% of 1 m 80 cm

How else could we work out 5%?

■ Calculate:

15% of 60 m    35% of 300 g    65% of £20

## LO: find percentages of an amount.

### Task 2 – Reasoning and problem solving

Four children in a class were asked to find 20% of an amount, this is what they did:



Whitney

I divided by 5 because 20% is the same as one fifth

I found one percent by dividing by 100, then I multiplied my answer by 20



Amir



Alex

I did 10% add 10%

I found ten percent by dividing by 10, then I multiplied my answer by 2



Jack

Who do you think has the most efficient method? Explain why.

Who do you think will end up getting the answer incorrect?

How many ways can you find 45% of 60?

Use similar strategies to find 60% of 45

What do you notice?

Does this always happen?

Can you find more examples?

## Task 1 – Fluency

10% of 220 = 22 , so 30% of 220 =  $3 \times 22 = 66$

Use Mo's method to calculate:

40% of 220	20% of 110	30% of 440	90% of 460
= 88	= 22	= 132	= 414

Calculate:

15% of 60 m	35% of 300 g	65% of £20
= 9m	= 105g	= £14

To find 5% of a number, divide by 10 and then divide by 2  
Use this method to work out:

(a) 5% of 140      (b) 5% of 260      (c) 5% of 1 m 80 cm

a) = 7	b) = 13	c) = 1m 80cm is 180 cm 5% of 180cm = 9cm
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How else could we work out 5%?

Find 1% by dividing by 100, then multiply the answer by 5.

## Task 2 – Reasoning and problem solving

Four children in a class were asked to find 20% of an amount, this is what they did:



Whitney

I divided by 5 because 20% is the same as one fifth

I found one percent by dividing by 100, then I multiplied my answer by 20



Amir



Alex

I did 10% add 10%

I found ten percent by dividing by 10, then I multiplied my answer by 2



Jack

Who do you think has the most efficient method? Explain why.

Who do you think will end up getting the answer incorrect?

All methods are acceptable ways of finding 20%. Children may have different answers because they may find different methods easier. Discussion could be had around whether or not their preferred method is always the most efficient.

How many ways can you find 45% of 60?

Use similar strategies to find 60% of 45

What do you notice?

Does this always happen?

Can you find more examples?

Possible methods include:

$$10\% \times 4 + 5\%$$

$$25\% + 20\%$$

$$25\% + 10\% + 10\%$$

$$50\% - 5\%$$

To find 60% of 45

$$10\% \times 6$$

$$50\% + 10\%$$

$$10\% \times 3$$

Children will notice that 45% of 60 = 60% of 45

This always happens.



# Spelling

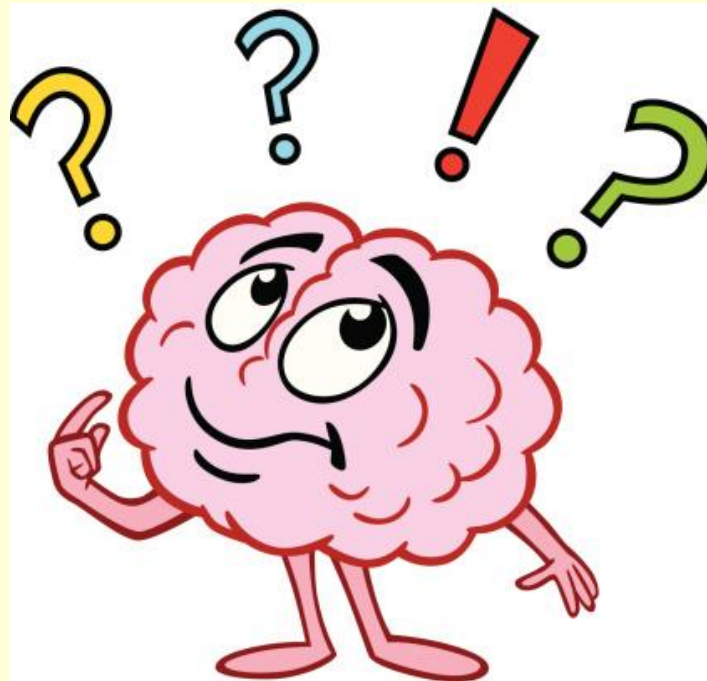
Wednesday 13<sup>th</sup> May 2020

LO: Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel.

## Words Scramble

Some of the words from this weeks spellings have been scrambled – can you put them back into the correct order to spell the word correctly. All of these words are on this weeks spelling list.

1. tern-eer
2. oo-wnc
3. pet-racooe
4. late-ravee
5. leer-cet
6. cat-houro
7. max-erenie
8. diner-coato
9. ductee-are
10. singer-eree



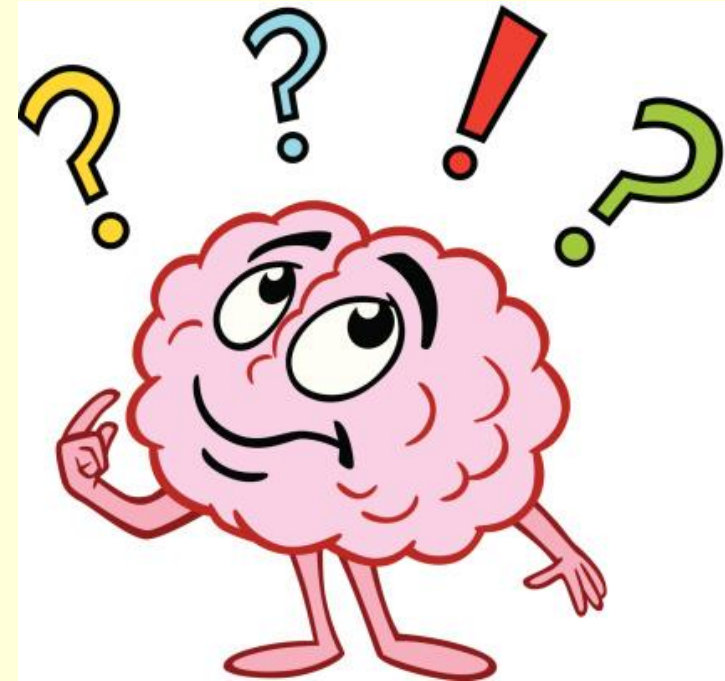
# Answers:

## Words Scramble

Some of the words from this weeks spellings have been scrambled – can you put them back into the correct order to spell the word correctly. All of these words are on this weeks spelling list.

1. tern-eer
2. oo-wnc
3. pet-racooe
4. late-ravee
5. leer-cet
6. cat-houro
7. max-erenie
8. diner-coato
9. ductee-are
10. singer-eree

1. re-enter
2. co-own
3. co-operate
4. re-evaluate
5. re-elect
6. co-author
7. re-examine
8. co-ordinate
9. re-educate
10. re-energise



# English

Wednesday 13<sup>th</sup> May 2020

LO: to understand the impact of an authors language choices.

## Steps to Success:

1. Read the text (on the next slide or go on to the link and P.9)
2. Underline/list any words you do not know the meaning of
3. Find the meaning of any words underlined/listed
4. Read the questions (on the next slide or go on to the link and P.9)
5. Look back at the text for key words/phrases
6. Read around the words/phrases
7. Go back to the question – answer using the text to answer
8. Check your answer, answers the question

Please clip on this link to access the tasks and activities:

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Activity 6 – P. 9

# English

Wednesday 13<sup>th</sup> May 2020

## LO: to understand the impact of an authors language choices.

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: <https://soundcloud.com/talkforwriting/doors>

**The door was the last one in the corridor.**

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

© Catherine Fisher 2011 from *The Snow Walker's Son*, published by Red Fox, by permission of the author.

1. ***The door was the last one in the corridor.***

What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. ***Darkness and a damp smell oozed through the black slit.***

How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

© Talk for Writing

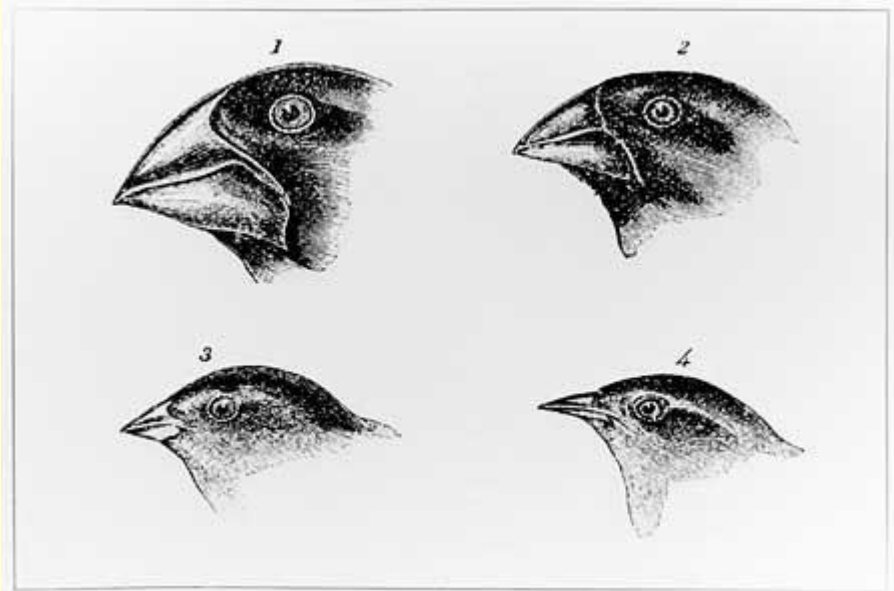
9

# Science

Wednesday 13<sup>th</sup> May 2020

LO: investigate animal adaptations.

Whilst on the Galápagos Islands, Darwin observed there were lots of different types of finches. People believed that these were different species of the bird that happened to have some similarities. However, Darwin believed they were all varieties of the same species and were related. He believed that they had all originated from one type of finch, but their offspring varied. His observations led him to believe that the finches had adapted to survive in the different parts of the island. For example, one part of the island had plants with much larger seeds, so the finches there had slightly larger beaks so they were able to eat the seeds. Those with smaller beaks could not survive there – this is where he came up with his theory ‘Survival of the fittest’.



‘Survival of the fittest’ – means those that are most suited to their environment (as a result of their inherited or adaptive traits) survive while others do not. Whilst it is hard to believe now, as we know so much about animal adaptations, Darwin’s theories were revolutionary at the time.

This link gives you more information about Darwin’s theories:

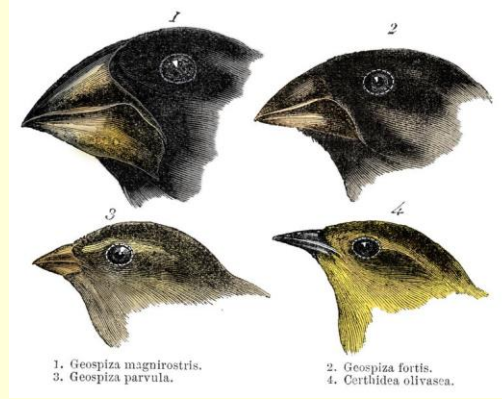
<https://www.bbc.co.uk/programmes/articles/2L3mmGh5hjbpXXBH1PPbd0y/charles-darwin-evolution-and-natural-selection>

# Science

Wednesday 13<sup>th</sup> May 2020

LO: investigate animal adaptations.

Task – Investigate how a bird's beak is adapted to eat specific foods.



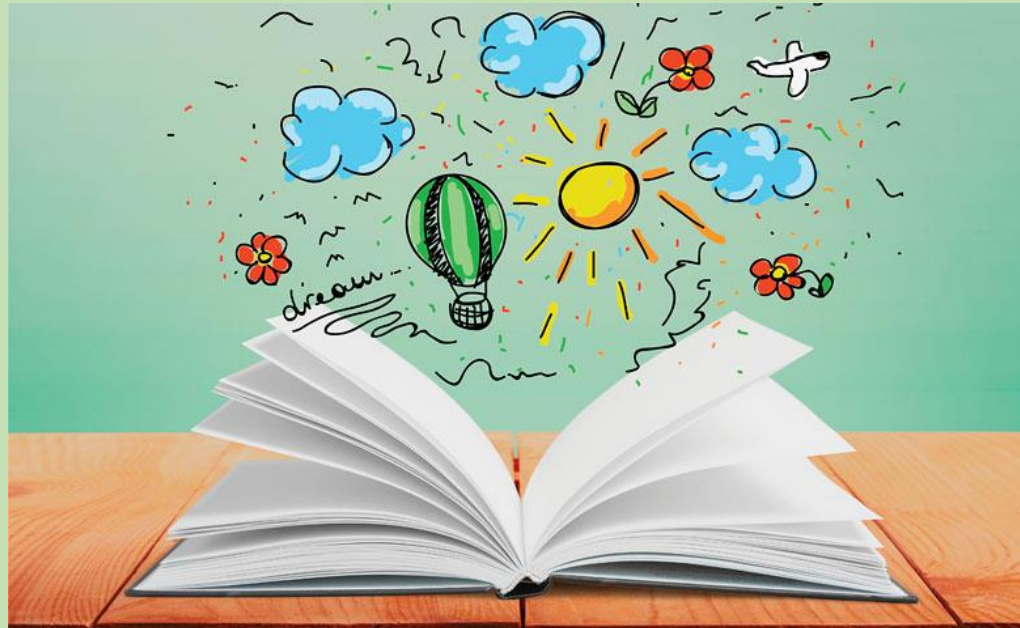
## Steps to success:

1. Fill a series of trays/containers with seeds of varying size and shape, such as sunflower, dried peas, pumpkin, lentils, sesame and poppy seeds (or other objects of a similar shape/size).
2. Use pegs, tweezers and chopsticks (or any other similar objects) as beaks to pick up as many seeds from each tray as possible.
3. Before you start, make a prediction – which 'beak' do you think will be the most suitable for collecting the different seeds? Remember the 'most suitable' will be the beak that can collect a variety of different seeds quickly and easily.
4. Record how many you collect with each 'beak' and display results graphically.
5. Explain which seeds you collected easily and talk about why and how it relates to bird beak adaptations.

If you create a fantastic graph or write a super explanation, email it to us to see: [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk)

# Thursday 14<sup>th</sup> May 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.



# Maths

## 14.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $0.03 \times 10 =$

2.  $600 \times 8 =$

3.  $6 + 8 \times 4 =$

4.  $1\frac{1}{2} \times 44 =$

5.  $7416 \div 18 =$





## Answers:

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $0.03 \times 10 = 0.3$

2.  $600 \times 8 = 4800$

3.  $6 + 8 \times 4 = 38$  (remember to apply BODMAS)

4.  $1\frac{1}{2} \times 44 = 66$  (remember  $\frac{1}{2} \times 44$  is the same as  $44 \div 2$ )

5.  $7416 \div 18 = 412$



# Maths

## 14.5.20

### LO: problem solving with percentages

#### Steps to Success:


1. Read the question carefully – what information are you given?
2. What is the question asking?
3. Break the problem into steps – what can I work out first? What next? How will I get my final answer?

# Maths

## 14.5.20

### LO: problem solving with percentages

#### Example:

 350,000 people visited the Natural History Museum last week.  
15% of the people visited on Monday.  
40% of the people visited on Saturday.  
How many people visited the Natural History Museum during the rest of the week?

What do I know?

350,000 visited in total

15% on Monday

40% on Saturday

Therefore:

$350,000 = 100\%$

Monday = 15%

Saturday = 40%

Rest of the week =  $100\% - (40\% + 15\%) = 45\%$

Working out:

Rest of the week = 45%

45% of 350,000 (apply yesterday's learning)

$40\% = 350,000 \div 10 = 35,000 \times 4 = 140,000$

$5\% = 350,000 \div 10 = 35,000 \div 2 = 17,500$

$45\% = 140,000 + 17,500 = 157,500$

**Answer: 157,500 people visited the museum during the rest of the week.**

# Maths

## 14.5.20

### LO: problem solving with percentages

#### Task:

200 children went on holiday.

10% of the children went to Wales.

25% of the children went to Scotland.

- a) How many more children went to Scotland than Wales?
- b) How many of the 200 children went to neither Wales or Scotland?

Emily makes 250g of a snack mixture. 15% of the weight is raisins, 25% of the weight is banana chips and the rest is peanuts.

How many grams of peanuts does she use?

**Read this question carefully – it's trickier than it first looks!**

**A golf club has 200 members. 58% of the members are male. 50% of the female members are children.**

- a) How many male members are in the golf club?
- b) How many female children are in the golf club?

# Answers:

## Task:

200 children went on holiday.

10% of the children went to Wales.

25% of the children went to Scotland.

a) How many more children went to Scotland than Wales?  $10\% = 20$  children,  $25\% = 50$  children.  $50 - 20 = 30$ .

Answer: 30 more children

a) How many of the 200 children went to neither Wales or Scotland? Wales = 20 children, Scotland = 50 children.  $20 + 50 = 70$ .  $200 - 70 = 130$ .

Answer: 130 children went to neither Wales or Scotland.

Emily makes 250g of a snack mixture. 15% of the weight is raisins, 25% of the weight is banana chips and the rest is peanuts.

How many grams of peanuts does she use?

$$15\% + 25\% = 40\%$$

$$100\% - 40\% = 60\%$$

$$60\% \text{ of } 250\text{g} = 250 \div 10 = 25 \times 6 = 150\text{g}$$

Answer: She uses 150g of peanuts.

**A golf club has 200 members. 58% of the members are male. 50% of the female members are children.**

a) How many male members are in the golf club?

$$50\% = 100 \quad 8\% = 200 \div 100 = 2 \times 8 = 16. \quad 100 + 16 = 116$$

Answer: There are 116 male members.

b) How many female children are in the golf club?

$$100\% - 58\% = 42\% - 42\% \text{ of the members are female.}$$

$$42\% \text{ of } 200 = (40\% = 80) + (2\% = 4) = 84$$

$$50\% \text{ of } 84 \text{ females are children} = 84 \div 2 = 42.$$

Answer: 42.

# Spelling

Thursday 14<sup>th</sup> May 2020

LO: Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel.

This weeks spellings:

co-operate

co-ordinate

co-own

co-author

re-enter

re-educate

re-examine

re-evaluate

re-energise

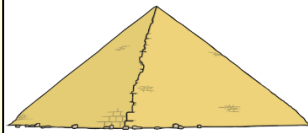
re-elect

Today is the last day to practise these spellings before you get tested on them tomorrow.

You can choose how to practise them. Here are some suggestions of different strategies you could use:

## Pyramid Writing

Write each of your words like a pyramid:



s  
so  
som  
some

twinkl

## Backwards Words

Write your words out **forwards** then **backwards**.

backwards  
sdrawkcab

## Across and Down

Write your words **across** and **down**, sharing the same first letter.

example  
x  
a  
m  
p  
l  
e

twinkl

## Blue Vowels

Write out each of your words. Go over the vowels in each word using **blue** pencil.

literacy

## Join the Dots

Write each of your words using **dots**. Then, **join the dots** with a coloured pencil to make your word.

HELLO

#### Three action sentence

Fisher uses the pattern of three actions in a sentence to advance the action and inject a sense of pace into her writing.

One example in her writing is:

*The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole.*

Can you find 2 more examples of three action sentences in the text?

[Please clip on this link to access the tasks and activities:](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf)

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Activity 7 a – P. 10

**The door was the last one in the corridor.**

**As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.**

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.



# English

Thursday 14<sup>th</sup> May 2020

LO: vary sentence structures.

## Three action sentence

Fisher uses the pattern of three actions in a sentence to advance the action and inject a sense of pace into her writing.

## Here are the other two examples in the text:

- With both hands he **turned** the key, then **tugged** out the red chain in a shower of rust and **pushed** the door.
- He **stepped** well back, **handed** the stranger the lantern, and **jerked** his head.

## Task:

Write three of your own 'Three action' sentences.

Challenge – up-level your verbs using a thesaurus

[Please clip on this link to access the tasks and activities:](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf)

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Activity 7 a – P. 10



# Computing – E-Safety

Thursday 14<sup>th</sup> May 2020

LO: understand the consequences of our actions online.

**E-Safety is so important, but especially now, whilst your only form of contact with friends, classmates and family is through text, phone calls or online.**

**Please remember the importance of being a responsible and kind online citizen.**

Reflect on this phrase 'Think before you send...'

What does it mean?

Why is it important?

What could be the consequences of not thinking before you send?

Thursday 14<sup>th</sup> May 2020

LO: understand the consequences of our actions online.

## ‘Think before you send...’

Whether you’re sending a text message, an email or talking through online games you **MUST** think carefully about the words and emoji's you use.

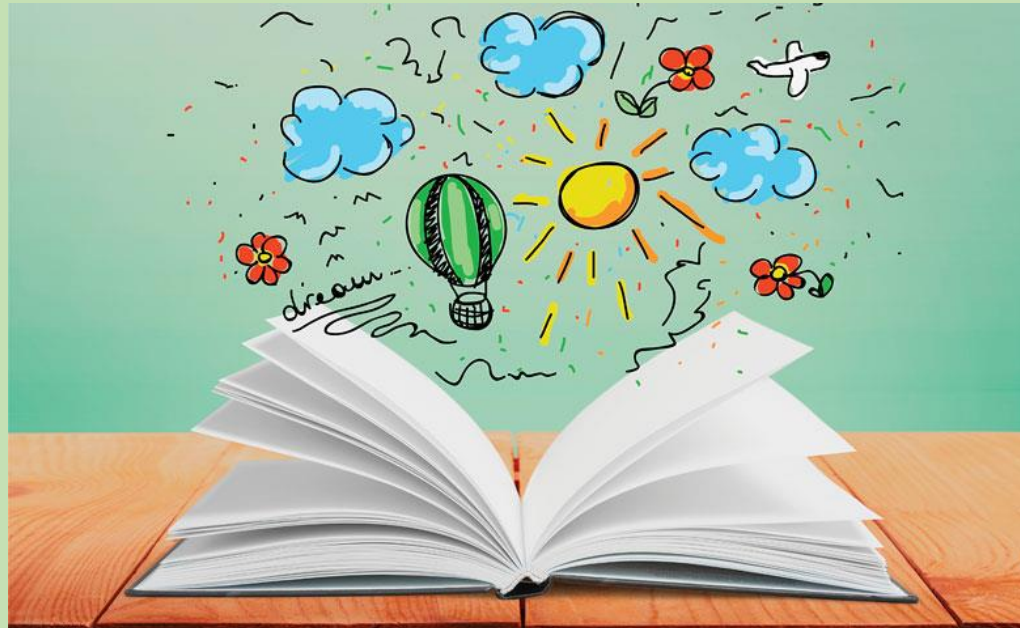
### Task

Design a ‘Think before you send/click/post’ poster. Below are some examples. Once you’re done, if you’re proud of it, send it to us: [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk)



# Friday 15<sup>th</sup> May 2020

Please remember it is really important for you to read everyday for at least 10 minutes. It is a good idea to read lots of different texts, not just fiction.



# Maths

## 15.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $6421 \times 17 =$

2.  $4 \times 3^3 =$

3.  $2.5 \times 14 =$

4.  $420 \div 7 =$

5.  $\frac{1}{2} \times \frac{1}{8} =$



# Maths

## 15.5.20

### Fluent in 5

Complete these 5 questions in 5 minutes



1.  $6421 \times 17 = 109,157$

2.  $4 \times 3^3 = 108$  (remember  $3^3 = 3 \times 3 \times 3$  and this must be done before multiplying by 4)

3.  $2.5 \times 14 = 35$

4.  $420 \div 7 = 60$

5.  $\frac{1}{2} \times \frac{1}{8} = \frac{1}{16}$

# Maths

15.5.20

LO: problem solving

Friday Challenge – Beat the Nation!

**Mr Barton Maths have create a Beat the Nation Challenge. Below is a link to the video:**

<https://youtu.be/pQXuuWaL4qw>


You can watch the video and he will explain the challenge and the answers, which is the best option, but if you can't get on his video I have put some information on the next slide so you can have a try without the video.

## Friday Challenge – Beat the Nation!

Mr Barton has put three of the worst answered Year 6 questions in an online quiz taken by thousands of children. See the task below:

WhiteRoseMaths

What fraction of the shape is not shaded?  
Give your answer in its simplest form.



A B C D

$\frac{1}{3}$   $\frac{3}{6}$   $\frac{3}{8}$   $\frac{3}{9}$

© White Rose 2017

WhiteRoseMaths

A box contains 120 counters.  
The counters are red or blue.  
 $\frac{3}{5}$  of the counters are red.

How many red counters are there?

A B C D

72 24 60 48

© White Rose 2017

WhiteRoseMaths

$$\frac{A}{10} = \frac{9}{15}$$

What is the value of A?

A B C D

3 4 6 9

© White Rose 2017

1000s of students are struggling with these three questions

1. Can you get each question right?
2. Which do you think is the worst answered question?
3. What do you think is the most popular choice of wrong answer for each question?
4. Can you explain why other students might choose these wrong answers?
5. How would you help them?

### Steps to Success:

1. Read the question
2. Look at the possible answers
3. Use a strategy to work out the answer – do not just guess!
4. Check the answer you have is one of the options.
5. If it is, great! If not, try again.


<http://mrbartonmaths.com/btn/>

<https://youtu.be/pQXuuWaL4qw>

# Answers:

White Rose Maths

What fraction of the shape is not shaded?  
Give your answer in its simplest form.



A  $\frac{1}{3}$       B  $\frac{3}{6}$       C  $\frac{3}{8}$       D  $\frac{3}{9}$

© White Rose 2017

White Rose Maths

A box contains 120 counters.  
The counters are red or blue.  
 $\frac{3}{5}$  of the counters are red.

How many red counters are there?

A 72      B 24      C 60      D 48

© White Rose 2017

White Rose Maths

$$\frac{A}{10} = \frac{9}{15}$$

What is the value of A?

A 3      B 4      C 6      D 9

© White Rose 2017

1000s of students are struggling with these three questions

1. Can you get each question right?
2. Which do you think is the worst answered question?
3. What do you think is the most popular choice of wrong answer for each question?
4. Can you explain why other students might choose these wrong answers?
5. How would you help them?

The correct answer  
is circled in red.

<http://mrbartonmaths.com/btn/>

<https://youtu.be/pQXuuWaL4qw>



# Spelling

Friday 15<sup>th</sup> May 2020

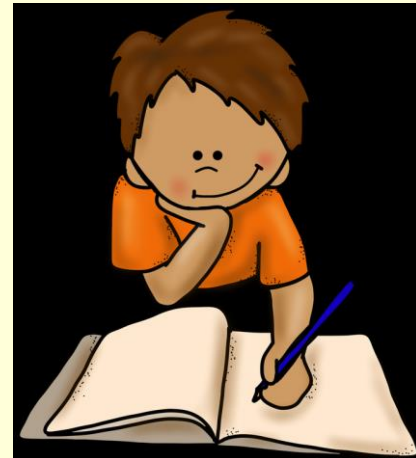
LO: Use hyphens to join a prefix ending in a vowel to a root word beginning with a vowel.

Today is test day – how many of this week spellings can you spell correctly?

Please ask someone in your house to read out the words from the spelling list for you. You need to write them down. Then score yourself out of ten.

Good luck!

Any spellings you are still not sure of, remember to keep practising them.



English

Friday 15<sup>th</sup> May 2020

LO: semi colons for independent clauses

**A semi colon looks like this ;**

A semi colon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semi colons in both of these sentences rather than using a conjunction like 'because'.

1. ***The keeper grinned; he knew fear when he heard it.***

*The keeper grinned because he knew fear when he heard it.*

2. ***He had no tongue to speak with; she'd made sure he kept her secrets.***

*He had no tongue to speak with because she'd made sure he kept her secrets.*

**Please clip on this link to access the tasks and activities:**

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Activity 7 b – P. 10

Activity 7c - optional

# English

Friday 15<sup>th</sup> May 2020

LO: semi colons for independent clauses

[Please click on this link to access the tasks and activities:](https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf)

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf>

Activity 7 b – P. 10

Activity 7c - optional

**Task – write three sentences using a semi colon for independent clauses.**

## Steps to Success:

- A semi colon looks like this ; - make sure the comma sits on the line and the top dot is the same height as a lowercase vowel.
- Think of two independent clauses that relate to each other. Independent clauses are simple sentences that make sense on their own. **For example: Fearful, the boy turned and ran. He knew he had to get out of there quickly.**
- Check to make sure the two sentences relate to each other. You can test this by replacing the full stop with a conjunction like 'because'. If they don't make sense together in one sentence, you need to re-think your sentences.
- If they do relate, then you can replace the full stop with a semi colon. **For example: Fearful, the boy turned and ran; he knew he had to get out of there quickly.**

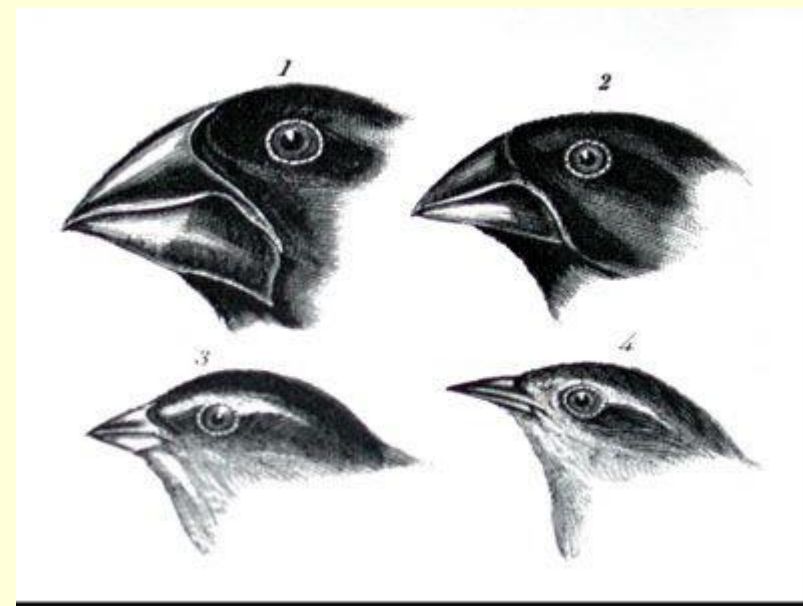
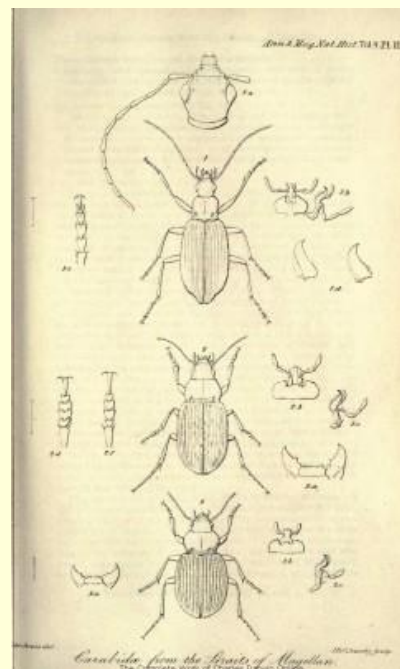
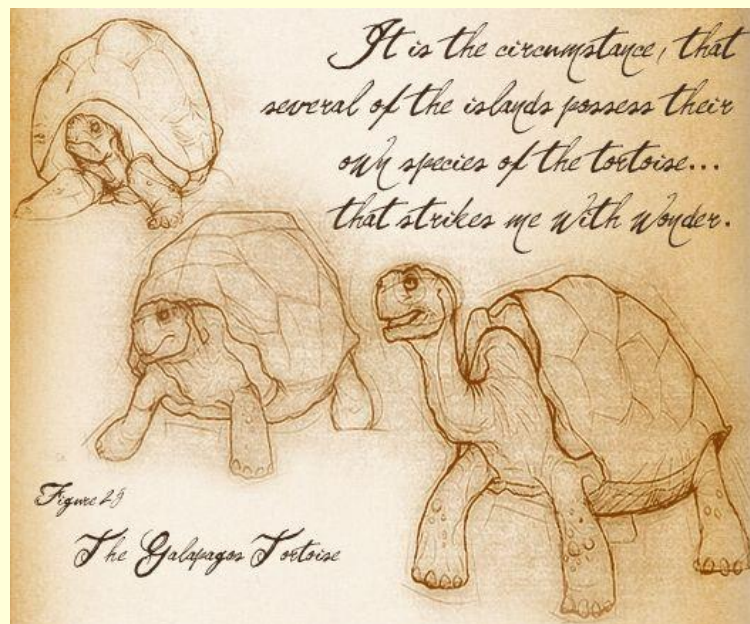
If you want more help or practise visit: <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs>

# Creative – art

Friday 15<sup>th</sup> May 2020

LO: detailed observational pencil drawings.

Charles Darwin's visit to the Galapagos Islands led to the discovery of a variety of different species that had not been seen before. He always made detailed observational drawings of the plants and animals he saw, so when he returned home he could look back at them to get the information he needed. Here are some examples:



# Creative – art

Friday 15<sup>th</sup> May 2020

LO: detailed observational pencil drawings.

## Task:

Research the unique species that live on the Galapagos Islands. Pick one animal and spend time creating detailed pencil drawings of the animal. Try to do it from different angles or do more in depth sketches of certain body parts.



Remember if you are proud of your work, email it to us to see: [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk)