



Week beginning 15.6.20

Year 6,

We hope you and your families are still keeping well.

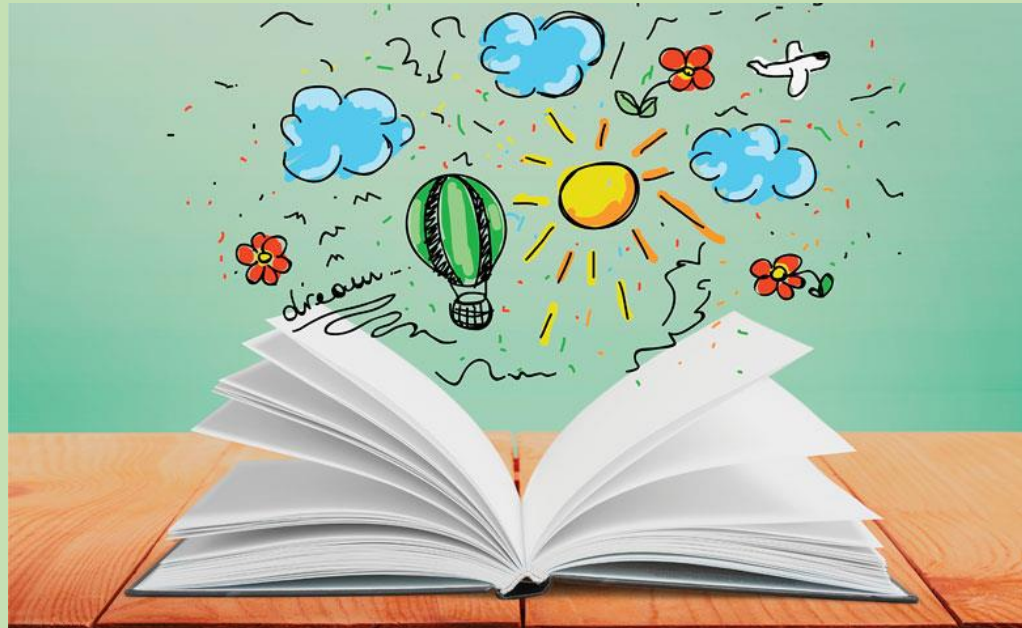
Remember to keep active and take time to look after your health and well-being.

Stay safe and keeping smiling

,  
Mrs Jones and Mr Morgan

# Monday 15<sup>th</sup> June 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

## 15.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $9761 \times 19 =$

2.  $89\% \times 25 =$

3.  $\frac{3}{8} \times 448 =$

4.  $6188 \div 17 =$

5.  $5^3 \times 8 - (78 - 48) =$



# Maths

## 15.6.20

### LO: to express ratios.

#### Key vocabulary:

A ratio compares values, telling us how much of one thing there is compared to another thing.

Proportion is not the same thing as ratio, as it tells us about a number in relation to a whole.

For example, they might be shown the following diagram and would need to know that the ratio of blue shapes to pink shapes is **three to four**. They would need to know to write this as **3:4**.



What is the ratio of  
● to ▲ ?

For proportion, we would say there are 4 pink shapes in every 7 shapes, or 3 blue shapes in every 7 shapes.

# Maths

## 15.6.20

### LO: to express ratios.

#### Steps to Success:

1. Ratio compares one amount to others
2. We write a ratio with a colon representing 'to' – for example there are 3 bananas to every 4 apples in a fruit bowl, which would be written like 3:4
3. The ratio must be written in the order of the statement – for example 3 bananas to every 4 apples = 3:4. But 4 apples to every 3 bananas = 4:3
4. If comparing three ratios, it follows the same format – for example 3 red crayons to every 5 blue crayons to every 2 green crayons would be written 3:5:2

#### Example:



Complete:



The ratio of red counters to blue counters is  :

The ratio of blue counters to red counters is  :

red:blue  
4:5

blue:red  
5:4

Fluency:

Write down the ratio of:

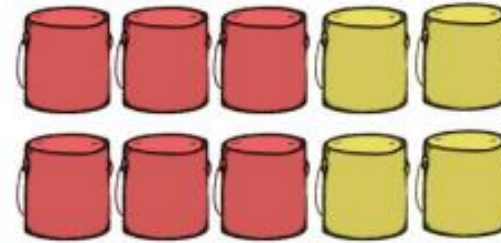
- Bananas to strawberries
- Blackberries to strawberries
- Strawberries to bananas to blackberries
- Blackberries to strawberries to bananas



- The ratio of red to green marbles is  $3 : 7$   
Draw an image to represent the marbles.  
What fraction of the marbles are red?  
What fraction of the marbles are green?

Reasoning and problem solving:

Tick the correct statements.



- There are two yellow tins for every three red tins.
- There are two red tins for every three yellow tins.
- The ratio of red tins to yellow tins is  $2 : 3$
- The ratio of yellow tins to red tins is  $2 : 3$

Explain which statements are incorrect and why.

In a box there are some red, blue and green pens.

The ratio of red pens to green pens is  $3 : 5$

For every 1 red pen there are two blue pens.

Write down the ratio of red pens to blue pens to green pens.

## Answers:

### 15.6.20

#### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $9761 \times 19 = 185,459$

2.  $89\% \times 25 = 22.75$

3.  $\frac{3}{8} \times 448 = 168$

4.  $6188 \div 17 = 364$

5.  $5^3 \times 8 - (78 - 48) = 970$



# Answers:

## Fluency:



Write down the ratio of:

- Bananas to strawberries 3:2
- Blackberries to strawberries 6:2
- Strawberries to bananas to blackberries 2:4:6
- Blackberries to strawberries to bananas 6:2:4



The ratio of red to green marbles is 3 : 7

Draw an image to represent the marbles.

What fraction of the marbles are red?

What fraction of the marbles are green?

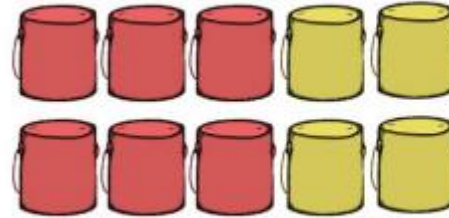


3/10 are red

7/10 are green

## Reasoning and problem solving:

Tick the correct statements.



- There are two yellow tins for every three red tins.
- There are two red tins for every three yellow tins.
- The ratio of red tins to yellow tins is 2 : 3
- The ratio of yellow tins to red tins is 2 : 3

Explain which statements are incorrect and why.

The first and last statement are correct. The other statements have the ratios the wrong way round.

In a box there are some red, blue and green pens.

R : G

3 : 5

The ratio of red pens to green pens is 3 : 5

R : B

1 : 2 or

For every 1 red pen there are two blue pens.

3 : 6




Write down the ratio of red pens to blue pens to green pens.

R : B : G

3 : 6 : 5



Further practise:

| Fluency  | Reasoning  |
|--|--|
| <ul style="list-style-type: none"> <li>In 1 week I eat 2 ice creams.<br/> </li> </ul> <p>How many ice creams will I eat in:</p> <ol style="list-style-type: none"> <li>2 weeks?</li> <li>4 weeks?</li> <li>8 weeks?</li> <li>14 weeks?</li> </ol> <ul style="list-style-type: none"> <li>For every 2 apples Sally eats,<br/> <br/> she eats 1 banana.<br/> </li> </ul> <p>Fill in the missing numbers in the sentences below.</p> <p>For every 4 apples, Sally eats ____ bananas.</p> <p>For every ____ apples, Sally eats 8 bananas.</p> | <ul style="list-style-type: none"> <li>1:2 and 3:6 are equivalent ratios. Circle the ratios below that are also equivalent to 1:2 and 3:6<br/> 4:5   8:16   4:8   3:9   2:6</li> </ul> <p>Explain how you know.</p> <ul style="list-style-type: none"> <li>Finish the sequence of ratios:<br/> 3:4, 6:8, 8:12, _____, _____</li> </ul> <p>Explain how you found the missing numbers.</p> <p>What is the rule for the sequence?</p> <ul style="list-style-type: none"> <li>Orange paint is made from red and yellow paint in the ratio of 3:5</li> </ul> <p>To make 40 litres of orange paint how much would I need of each colour?<br/> Explain your thinking.</p> |

**Further challenge:**

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/use-ratio-notation-and-simplify>

# English

15.6.20

## LO: to generate ideas and vocabulary.



### Starting Game: The City of Silence

Have you ever wondered what it is like in ...

- ★the mountain of imagination,
- ★the castle of doom,
- ★the city of wonder,
- ★the maze of wishes,
- ★or the cellar of despair?

Well, you are about to find out! In this game, we are going to create our own unique settings by combining places and things. Let's get started by making a list of places.

[Please click on this link to access the tasks and activities or use the slides:](https://www.talk4writing.com/wp-content/uploads/2020/04/Y6-James.pdf)

<https://www.talk4writing.com/wp-content/uploads/2020/04/Y6-James.pdf>

### Activity 1: Make a list of place

- ★ Here we want as many different type of places as possible – the more the better. For example: wood, city, shed, street, station, maze, cellar ...



- ★ Top Tip: generic places are what we are looking for here, not the actual names of particular places: we want city not London, planet not Jupiter.



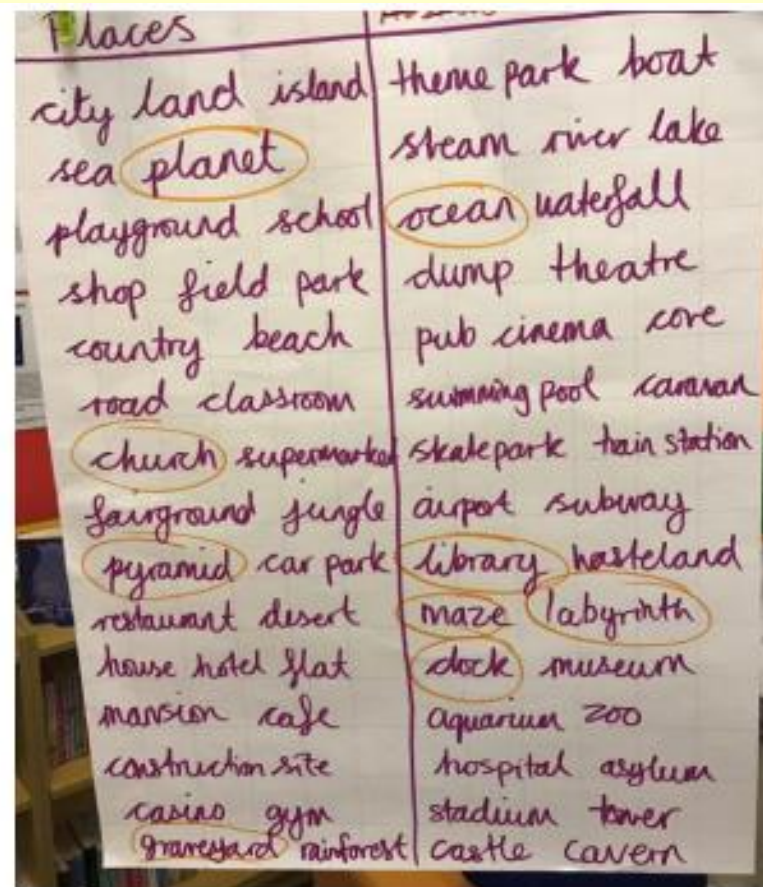
#### Sorting your ideas

One way to sort your places is to put them into categories. This often helps you to think of more ideas as one idea can lead to another and so on.

| Water | Where people live | Buildings   | Outer space |
|-------|-------------------|-------------|-------------|
| lake  | town              | shed        | moon        |
| river | house             | supermarket | planet      |

- ★ Now over to you to make your lists of places. Can you get more than 50?

### LO: to generate ideas and vocabulary.



Here are some ideas to magpie.

### Activity 2: Make a list of abstract nouns



Before we make our list for the game, you might need to brush up on the four types of nouns:

- **Concrete nouns:** the general names for people, places and things that you can see/touch/taste/smell etc. e.g. *ball, table, grass, pony, child*
- **Proper nouns:** special names starting with capital letters e.g. *Sarah, Dr Foster, Spain*
- **Collective nouns:** a word for a group of animals, people or things e.g. *gang, swarm, crowd, pair*
- **Abstract nouns:** something that exists but you cannot see/touch e.g. *love, dream, fear, hope*

For our game, we want lots and lots of **abstract** nouns. Here are some top tips for your list:

**Happy feelings:** *hope, love, joy, friendship, happiness,*

**Sad feelings:** *regret, pain, doom, sadness, dread*

**Fantasy:** *curse, premonition, vision, dream, nightmare,*

**Attitude words ending in -tion/-sion:** *determination, ambition, trepidation, passion, confusion*

### LO: to generate ideas and vocabulary.

Important:

Question? Is the word happy an abstract noun? Let's try it out in a sentence:

The man felt very **happy** as it was his birthday.

Here the word **happy** is describing the man. We call those words **adjectives**.

We can change happy to an abstract noun by adding a suffix:

happy – happiness. The church filled with **happiness** on their wedding day.

- So the adjective **sad** becomes the abstract noun **sadness**.
- And the adjective **lonely** becomes the abstract noun **loneliness**

★ **Now over to you to make your list of abstract nouns. If you're stuck, magpie from the ones above or ask your family if they can think of any.**



### Activity 3: Making your first combinations!

Now comes the fun part! Choose one word from each list and put them together to make an interesting combination. Here's how it works:

| Places  |   | Abstract Nouns | Combinations          |
|---------|---|----------------|-----------------------|
| church  | + | love           | The church of love    |
| village | + | dreams         | The village of dreams |
| station | + | pain           | The station of pain   |
| tunnel  | + | hope           | The tunnel of hope    |
| river   | + | anxiety        | The river of anxiety  |

Each place can be paired up with any of the abstract nouns so the possibilities are endless! At this stage, try not to worry about whether they are 'good' or not just generate lots and lots of ideas so we have plenty to choose from later.



- ★ **Now make as many combinations as you can!**
- ★ **Top Tip: You could choose ONE setting and then combine it with 5-10 abstract nouns and see which one surprises, entertains or interests you most.**

*The school of doom*  
*The school of laughter*  
*The school of determination*

### LO: to generate ideas and vocabulary.

#### Activity 4: Try some alliteration

Let's make some more combinations but this time try to make them alliterative: this means both your place and your abstract noun need to start with the same sound:

*The cave of curiosity*

*The temple of terror*

*The office of honesty*

*The motorway of mischief*

*A star of sorrow*

*The fairground of fear*



Now have a go at your own alliterative combinations

Make sure you keep these ideas safe for tomorrow. We will be asking you to email your work in tomorrow for us to see.

#### Activity 5: Judging your ideas

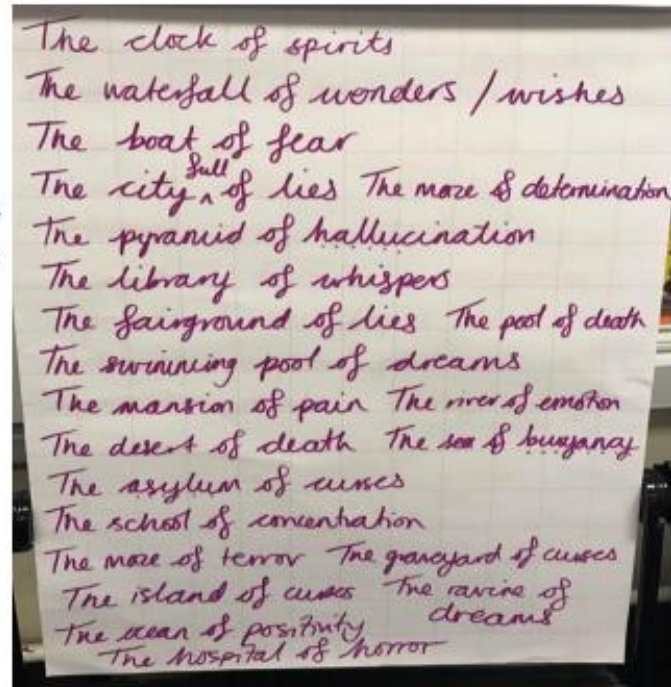


Now you have generated your list, you can start judging which ideas stand out. Reading your ideas out loud can help here to listen to the effect on the ear. Which ones might surprise your reader? Which ones have you never heard before? Which ones immediately conjure up an image in your mind's eye?

★ Now pick your top 10 combinations and keep them somewhere special



**BONUS!** Here is a photo of a list I made with my class. If you had to choose 5 to steal/magpie, which ones would you go for?



# Spelling

## 15.6.20

For the spelling tasks you are going to do this week, you need to know the Year 5 and 6 spelling list words. Therefore, today we want you to spend some time practising and looking over them.

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

# Creative – Ancient Maya Civilisation

15.6.20

LO: to explain the significance of maize and cacao to the ancient Maya people.

## Steps to Success:

1. Identify the foods farmed and eaten by the Ancient Maya people.
2. Read about the importance of maize.
3. Read about the importance of cacao.
4. Research the two foods further and list 5 reasons why each was important.
5. Decide which you think was the most important and why.

## Other Maya Foods

Maize or corn was the main food of the Maya people and made up to 80% of their diet. Examples of other foods eaten include:



### Fact

They would plant beans next to the maize so that the vines would wrap around the growing maize stalks.

### Fact

The Maya people ate out of bowls made of pottery.

# Creative – Ancient Maya Civilisation

## 15.6.20

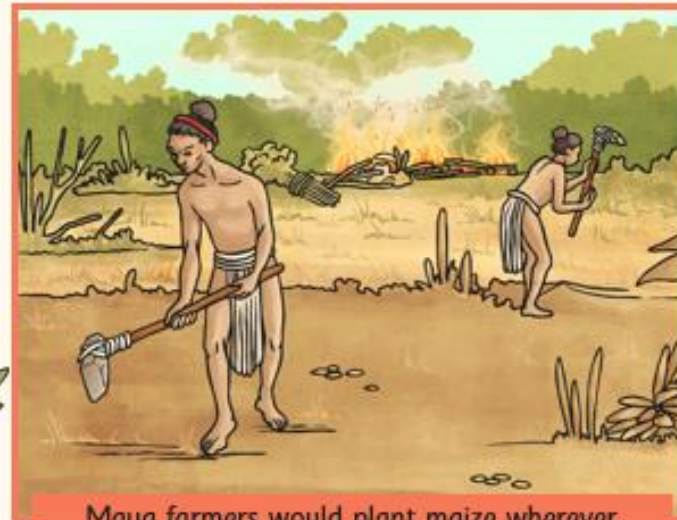
### LO: to explain the significance of maize and cacao to the ancient Maya people.

## Maize

Maize was a very important crop, and formed up to 80% of their diet.

To plant the maize, holes would be made in the soil with a sharp bladed, wooden digging stick called a dibble. The soil was very dry and if the May rains didn't come, a whole year's crop would be lost.

For thousands of years, the Maya worshipped the maize god. They believed that the first humans were made by the gods from maize dough! Because of this, when suffering from severe illness, they would eat nothing but corn.



Maya farmers would plant maize wherever they could. Maize is more commonly known as corn.



# Creative – Ancient Maya Civilisation

15.6.20

LO: to explain the significance of maize and cacao to the ancient Maya people.

## Chocaholics!

Cacao trees sprout cacao pods directly from their trunks. The pods are then opened to reveal the cacao beans inside. The Maya were using these beans to make a chocolatey drink from as far back as the fourth century AD. However, it was not the sweet, chocolatey flavour we crave today, but a more bitter tasting version, often laced with chilli or vanilla and other spices.



The drink was enjoyed by the rich and noble members of society, and the cacao beans were highly valued. They were even used as a form of currency later on in Maya history.

The Maya word for chocolate is Kakaw.



The Maya used chocolate in religious ceremonies, and they also mixed them with herbs to make medicines.

# Creative – Ancient Maya Civilisation

15.6.20

**LO: to explain the significance of maize and cacao to the ancient Maya people.**

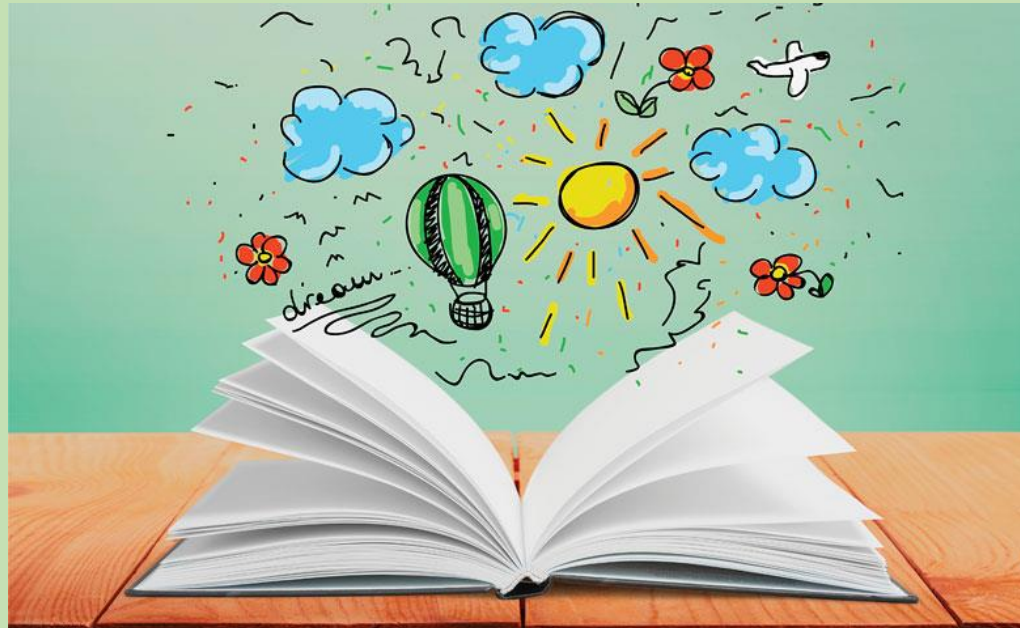
Task: Research the importance of corn and chocolate to the Ancient Maya people. Find 5 reasons why maize was significant and 5 reasons why cacao was significant. Record them in a table like the one below. Then use the information to decide which food you think was the most important and then explain why you think that in as much detail as possible.

| Corn | Chocolate |
|------|-----------|
|      |           |

I think \_\_\_\_\_ was the most important food to the ancient Maya people because...

# Tuesday 16<sup>th</sup> June 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

## 16.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

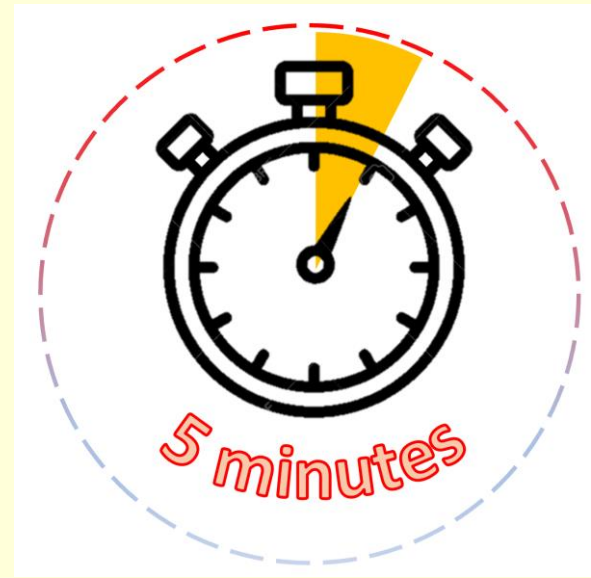
1.  $(120 \div 8) + (90 \div 3) =$

2.  $\frac{3}{5} \times \frac{3}{7} =$

3.  $1 \frac{7}{8} - \frac{3}{4} =$

4.  $15 - 14.239 =$

5. 33% of 85 =



# Maths

16.6.20

LO: to solve problems involving ratio.

Example question:

A farmer plants some crops in a field.

For every 4 carrots he plants 2 leeks.

He plants 48 carrots in total.

How many leeks did he plant?

How many vegetables did he plant in total?



## Steps to Success:

1. Begin with the known ratio. For example – 4 carrots to every 2 leeks

2. Identify other known numbers in the questions. For example: 48 carrots

3. Calculate the number difference between the ratio and known number. For example:

$\times 12 \quad \left( \begin{array}{l} 4:2 \\ 48: \_ \end{array} \right)$  48 carrots are planted, which is 12 times more than the initial ratio.

4. Multiply the opposite side of the ratio by the same amount. For example:

$\times 12 \quad \left( \begin{array}{l} 4:2 \\ 48:24 \end{array} \right) \times 12$  There are 48 carrots and 24 leeks planted.

5. Add together the new ratios to find total amount. For example:

$48 + 24 = 72$  There are 72 vegetables planted in total.

# Maths

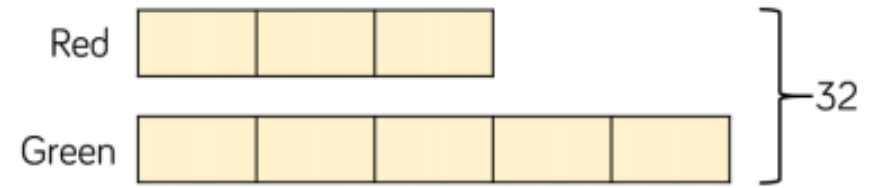
## 16.6.20

### LO: to solve problems involving ratio.

#### Fluency:

Jack mixes 2 parts of red paint with 3 parts blue paint to make purple paint.  
If he uses 12 parts blue paint, how many parts red paint does he use?

Eva has a packet of sweets.  
For every 3 red sweets there are 5 green sweets.  
If there are 32 sweets in the packet in total, how many of each colour are there?  
You can use a bar model to help you.



#### Reasoning and problem solving:

Teddy has two packets of sweets.



In the first packet, for every one strawberry sweet there are two orange sweets.

In the second packet, for every three orange sweets there are two strawberry sweets.

Each packet contains 15 sweets in total.

Which packet has more strawberry sweets and by how many?

Annie is making some necklaces to sell.  
For every one pink bead, she uses three purple beads.



Each necklace has 32 beads in total.

The cost of the string is £2.80  
The cost of a pink bead is 72p.  
The cost of a purple bead is 65p.

How much does it cost to make one necklace?

## Answers:

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $(120 \div 8) + (90 \div 3) = 45$

2.  $\frac{3}{5} \times \frac{3}{7} = \frac{9}{35}$

3.  $1 \frac{7}{8} - \frac{3}{4} = 1 \frac{1}{8}$

4.  $15 - 14.239 = 0.761$

5.  $33\% \text{ of } 85 = 28.05$



# Answers:

Jack mixes 2 parts of red paint with 3 parts blue paint to make purple paint.  
If he uses 12 parts blue paint, how many parts red paint does he use?

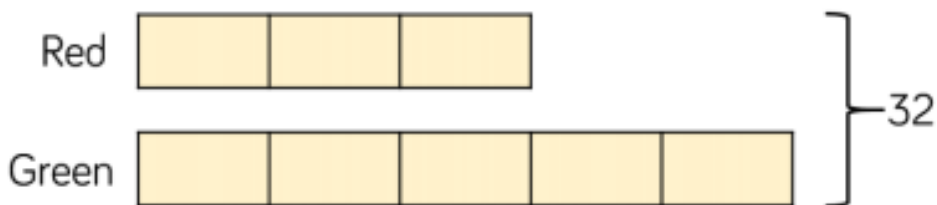
8 parts red

Eva has a packet of sweets.  
For every 3 red sweets there are 5 green sweets.



If there are 32 sweets in the packet in total, how many of each colour are there?  
You can use a bar model to help you.

12 red and 20 green



$$\times 4 \quad \left( \begin{array}{l} 2 : 3 \\ 8 : 12 \end{array} \right) \quad \times 4$$

$$\begin{array}{l} \times 4 \quad \left( \begin{array}{l} 3 : 5 = (3+5) 8 \\ 12 : 20 = (\_ + \_) 32 \end{array} \right) \quad \times 4 \end{array}$$



# Answers:

Teddy has two packets of sweets.



In the first packet, for every one strawberry sweet there are two orange sweets.

In the second packet, for every three orange sweets there are two strawberry sweets.

Each packet contains 15 sweets in total.

Which packet has more strawberry sweets and by how many?

The first packet has 5 strawberry sweets and 10 orange sweets. The second packet has 6 strawberry sweets and 9 orange sweets. The second packet has 1 more strawberry sweet than the first packet.

Annie is making some necklaces to sell. For every one pink bead, she uses three purple beads.



Each necklace has 32 beads in total.

The cost of the string is £2.80

The cost of a pink bead is 72p.

The cost of a purple bead is 65p.

How much does it cost to make one necklace?

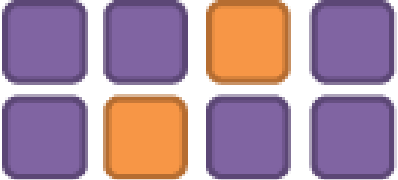
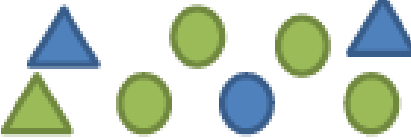



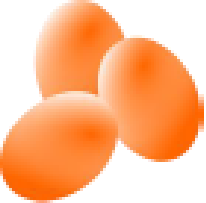

Each necklace has 8 pink beads and 24 purple beads.

The cost of the pink beads is £5.76

The cost of the purple beads is £15.60

The cost of a necklace is £24.16

## Further practise:

| Fluency  | Reasoning   | Problem Solving  |
|--|---|--|
| <p>• Look at the set of shapes. Circle the statements that are true.</p>  <ol style="list-style-type: none"> <li>There are two orange squares for every six purple squares.</li> <li>There are three purple squares for every orange square.</li> <li>The ratio of orange to purple is 1:3</li> <li>The ratio of purple to orange is two to six.</li> </ol> <p>• Complete the sentences to describe the set of objects.</p>  <p>There are 3 _____ for every 5 _____.</p> <p>There are _____ for every _____.</p> | <p>• Danyal makes a necklace using green and orange beads. He makes a repeating pattern of 2 green beads and 3 orange beads.</p>  <p>If he has 14 green beads and 25 orange beads, can he make a necklace without any beads being left over?</p> <p>Explain your answer.</p> <p>• Sarah makes a necklace using the repeating pattern shown below:</p>  <p>Which of the following statements is true?</p> <ol style="list-style-type: none"> <li>If Sarah uses 12 green beads, she will use more than 30 orange beads.</li> <li>If Sarah uses 12 green beads, she will use exactly 30 orange beads.</li> <li>If Sarah uses 12 green beads, she will use less than 30 orange beads.</li> </ol> <p>Explain your reasoning.</p> | <p>• A coach holds 50 people. Most of the seats are taken.</p> <p>Junior tickets cost £13 and Adult tickets cost £23</p> <p>The total amount paid for tickets is approximately £900</p> <p>How many people on the coach were adults and how many were juniors?</p> <p>Can you find more than one option?</p>  <p>• A shopkeeper spent exactly £10 on 100 eggs for her shop.</p> <p>Large eggs cost 50p each.<br/>Medium eggs cost 10p each.<br/>Small eggs cost 5p each.</p> <p>For two of the sizes, the shopkeeper bought the same number of eggs.</p> <p>How many of each size did the shopkeeper buy?</p>   |

## Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/dividing-an-amount-into-a-given-ratio>

### LO: to select appropriate vocabulary.

Look back at your ideas from yesterday and add any new ideas you may have.



[Please click on this link to access the tasks and activities or use the slides:](https://www.talk4writing.com/wp-content/uploads/2020/04/Y6-James.pdf)

<https://www.talk4writing.com/wp-content/uploads/2020/04/Y6-James.pdf>

#### Activity 6: Can you judge my ideas?



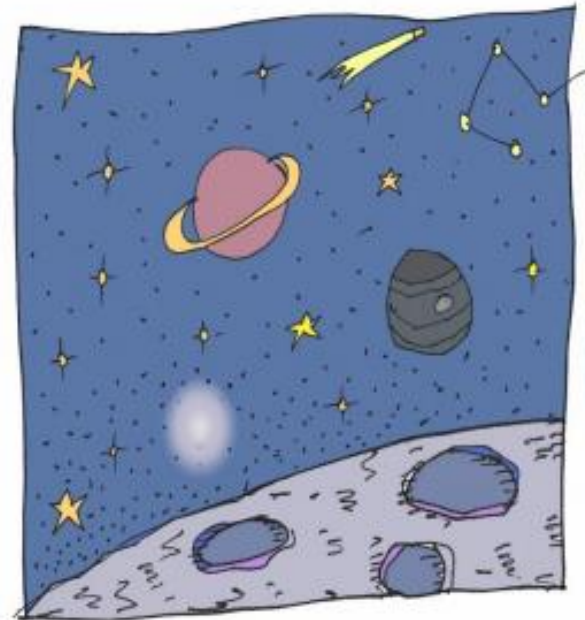
Fancy being a teacher for a minute? Have a go at judging some of these ideas. Number these combinations in order from 'best' to 'worst'. Can you say why you have chosen the top one as your favourite? What is it about it that you like?

- *The city of kindness*
- *The living room of boredom*
- *The factory of creativity*
- *The farm of hunger*
- *The forest of premonitions*

Challenge – what does premonitions mean? If you're not sure, look it up to find a definition.

#### Activity 7: Creating a simple list poem

Let's have a go at writing a simple poem now from your favourite 10 or so ideas. They could be around a theme (e.g. space, happiness, darkness) or just the combinations that really caught your eye. Why not add some illustrations around your list poem ideas on the previous page?



#### Space

The planet of doom  
The star of freedom  
The black hole of light  
The moon of isolation  
The galaxy of hope  
The universe of infinity  
The sun of nightmares  
The solar system of confusion

★ Now have a go writing your own simple list poem



Send your poems to [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk) for us to see.

# Grammar and Spelling

16.6.20

## Revision task:

### Section 1

Can you write a passive sentence about the picture?

---

---

---

---



### Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

### Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The school council (disgust/ discussed) their ideas for the new playground equipment.

Not being a lover of vegetables, Aaron looked at the sprouts on his plate with (disgust/ discussed).

### Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR    SRIASTUODS



---

---

### Section 5

Add a suffix to the word 'excite' to create a noun:

---

### Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform \_\_\_\_\_

---

---

---

---



# Answers:

## 16.6.20 Revision task:

### Section 1

Can you write a passive sentence about the picture?

Accept any passive sentence with the verb 'to be' + a past participle (with or without the agent, i.e. 'by the girl'), e.g. The rope was being climbed [by the girl].



### Section 3

Read the sentence below and underline the two words that are synonyms of each other:

Sprinting for his life, Gary was running away from a rampaging bull.

### Section 4

Mr Whoops has accidentally jumbled up two adjectives that he used to describe his latest clumsy accident. Can you help him to unjumble them?

DWKWAAR      SRIASTUODS  
AWKWARD  
DISASTROUS



### Section 5

Add a suffix to the word 'excite' to create a noun:

**excitement**

### Section 6

Add a semicolon to mark the end of the independent clause, then add another related clause to the sentence.

The train rushed past the station platform \_\_\_\_\_.

Accept any sentence with a semicolon and another added independent clause relating to the first, e.g. The train rushed past the station platform; no passengers wanted to get on.



# Creative – Ancient Maya Civilisation

## 16.6.20

**LO: to understand the importance of farming for the ancient Maya civilisation.**

### **Steps to Success:**

1. Read the information and watch the video on the BBC bitesize link.
2. Do your own research into ancient Maya farming.
3. Draw a diagram and explain the 3 types of farming that the ancient Maya civilisation used.
4. Explain why important was farming.

### **Task:**

Use the link below to access a video and information about Maya farming.

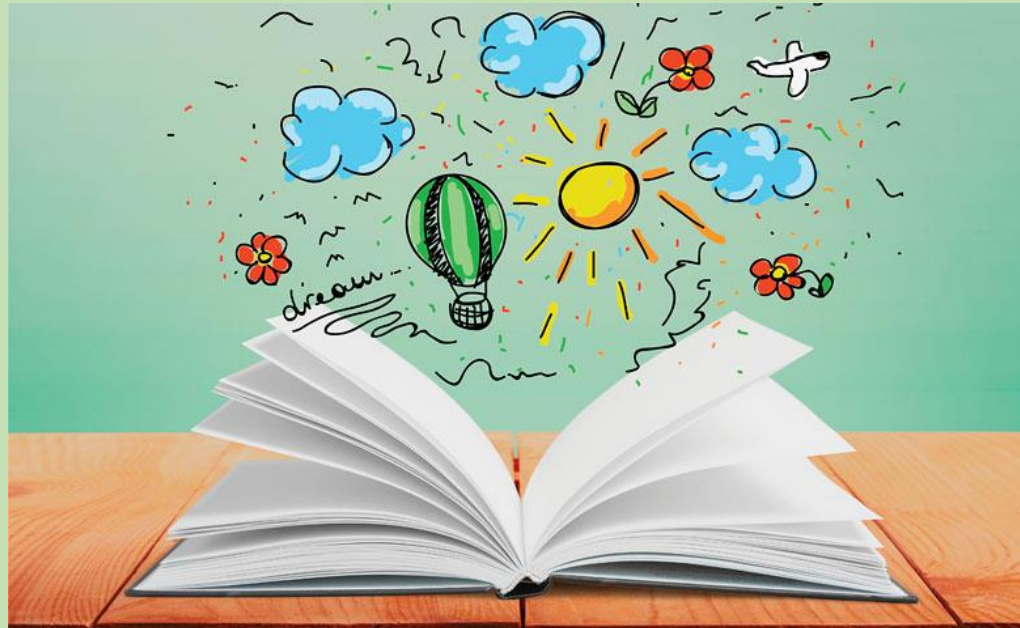
<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zd844qt>

Then draw diagrams and explain 3 types of farming used by the ancient Maya people.

Finally, write why farming was so important.

# Wednesday 17<sup>th</sup> June 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

## 17.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

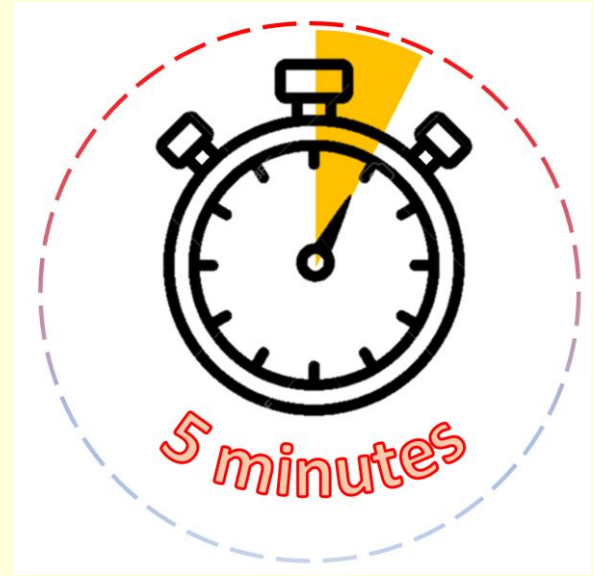
1. \_\_\_\_\_ =  $32 \times 142$

2.  $3\% \times 8 =$

3.  $5.5 \times 230 =$

4.  $9 \frac{1}{2} + 2 \frac{5}{8} =$

5.  $2,142 \div 63 =$





# Maths

## 17.6.20

LO: to solve problems involving ratio and proportion.

### Key vocabulary reminder:

A ratio compares values, telling us how much of one thing there is compared to another thing.

Proportion is not the same thing as ratio, as it tells us about a number in relation to a whole.

For example, they might be shown the following diagram and would need to know that the ratio of blue shapes to pink shapes is **three to four**. They would need to know to write this as **3:4**.



What is the ratio of  
● to ▲ ?

For proportion, as there are 7 shapes in each pattern, we would say there are 4 pink shapes in every 7 shapes, or 3 blue shapes in every 7 shapes.

# Maths

## 17.6.20

### LO: to solve problems involving ratio and proportion.

#### Steps to Success:

1. Read the question – what information do we know? What do we need to find out?
2. Look at the price/measurement given and see how many items/people that amount is for. For example – 5 pens costs £2.50. Price is £2.50 and that is for 5 pens.
3. Now look again at what the question is asking – do you need to find the cost/measurement for 1 person/item? Do you need to find the cost/measurement for 10 people/items?
4. Identify how to get from the given quantity to the desired quantity in the question. For example: 5 pens costs £2.50 – to find out the cost of 1 pen:  $5 \div 5 = 1$  so I would do  $£2.50 \div 5$ . If I needed to find out the cost of 10 pens, I know  $5 \times 2 = 10$ , so I would do  $£2.50 \times 2$ .
5. Check your calculation work and that your answer is written in the correct units.

# Maths

## 17.6.20

### LO: to solve problems involving ratio and proportion.

#### Example:

##### Recipe for 6 people

- 1 onion
- 60 g butter
- 180 g lentils
- 1.2 litres stock
- 480 ml tomato juice

How much of each ingredient is needed to make this recipe for 4 people?

This recipe is for 6 people – I know 4 is not a multiple or factor of 6. So I am going to find the quantities for 1 person by dividing each quantity by 6, then multiply that by 4 to find the quantities for 4 people.

$$1 \text{ onion} \div 6 = 1/6 \text{ of an onion} \times 4 = 4/6 \text{ of an onion}$$

$$60\text{g butter} \div 6 = 10\text{g} \times 4 = 40\text{g butter}$$

$$180\text{g lentils} \div 6 = 30\text{g} \times 4 = 120\text{g lentils}$$

$$1.2 \text{ litres stock} \div 6 = 0.2 \times 4 = 0.8 \text{ litres stock}$$

$$480\text{ml tomato juice} \div 6 = 80 \times 4 = 320\text{ml tomato juice}$$

For more help with this concept, there is a fantastic video on BBC, follow this link:

<https://www.bbc.co.uk/programmes/p08b5hn7>

### LO: to solve problems involving ratio and proportion.

#### Fluency:

How much of each ingredient is needed to make soup for:

- 3 people
- 9 people
- 1 person

What else could you work out?

#### Recipe for 6 people

- 1 onion
- 60 g butter
- 180 g lentils
- 1.2 litres stock
- 480 ml tomato juice

Two shops sell the same pens for these prices.

#### Safeway

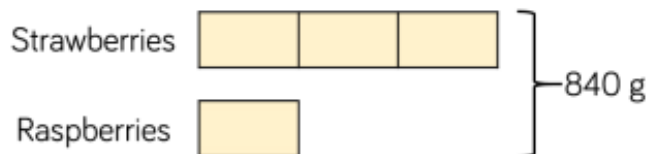
4 pens £2.88

#### K-mart

7 pens £4.83

Which shop is better value for money?

The mass of strawberries in a smoothie is three times the mass of raspberries in the smoothie. The total mass of the fruit is 840 g. How much of each fruit is needed.



#### Reasoning and problem solving:

This recipe makes 10 flapjacks.

#### Flapjacks

- 120 g butter
- 100 g brown sugar
- 4 tablespoons golden syrup
- 250 g oats
- 40 g sultanas

Amir has 180 g butter.

What is the largest number of flapjacks he can make?

How much of the other ingredients will he need?

Alex has two packets of sweets.



In the first packet, for every 2 strawberry sweets there are 3 orange.

In the second packet, for one strawberry sweet, there are three orange.

Each packet has the same number of sweets.

The second packet contains 15 orange sweets.

How many strawberry sweets are in the first packet?

## Answers:

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $\underline{4,544} = 32 \times 142$

2.  $3\% \times 8 = 0.24$

3.  $5.5 \times 230 = 1,265$

4.  $9 \frac{1}{2} + 2 \frac{5}{8} = 12 \frac{1}{8}$  ( $\frac{1}{2} - \frac{5}{8} = \frac{9}{8}$  which is  $1 \frac{1}{8} + 9 + 2 = 12 \frac{1}{8}$ )

5.  $2,142 \div 63 = 34$



# Answers:

## Fluency:

How much of each ingredient is needed to make soup for:

- 3 people
- 9 people
- 1 person

What else could you work out?

### Recipe for 6 people

- 1 onion
- 60 g butter
- 180 g lentils
- 1.2 litres stock
- 480 ml tomato juice

Two shops sell the same pens for these prices.

**Safeway**

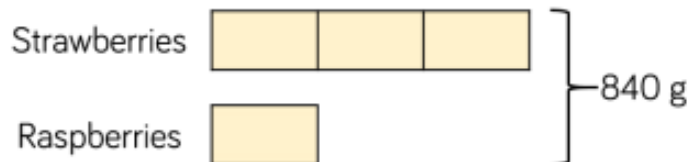
4 pens £2.88

**K-mart**

7 pens £4.83

Which shop is better value for money?

The mass of strawberries in a smoothie is three times the mass of raspberries in the smoothie. The total mass of the fruit is 840 g. How much of each fruit is needed.



**3 people:**

1/2 onion  
30g butter  
90g lentils  
0.6 litres stock  
240 ml tomato juice

**9 people:**

1 1/2 onion  
90g butter  
270g lentils  
1.8 litres stock  
720 ml tomato juice

**1 person:**

1/6 onion  
10g butter  
30g lentils  
0.2 litres stock  
80 ml tomato juice

Safeway: 1 pen costs  $\text{£}2.88 \div 4 = \text{£}0.72$

K-mart: 1 pen costs  $\text{£}4.83 \div 7 = \text{£}0.69$

K-mart is better value for money as it costs less per pen.

840g = total mass

Ratio is 3:1, so added together  $3+1 = 4$  equal parts

1 part =  $840\text{g} \div 4 = 210\text{g}$

Raspberries = 210g

Strawberries =  $210\text{g} \times 3 = 630\text{g}$

# Answers:

This recipe makes 10 flapjacks.

## Flapjacks

120 g butter  
100 g brown sugar  
4 tablespoons golden syrup  
250 g oats  
40 g sultanas

Amir has 180 g butter.

What is the largest number of flapjacks he can make?

How much of the other ingredients will he need?

He has enough butter to make 15 flapjacks. He will need 150 g brown soft sugar, 6 tablespoons golden syrup, 375 g oats and 60 g sultanas.

Alex has two packets of sweets.



In the first packet, for every 2 strawberry sweets there are 3 orange.

In the second packet, for one strawberry sweet, there are three orange.

Each packet has the same number of sweets.

The second packet contains 15 orange sweets.

How many strawberry sweets are in the first packet?

Second packet:  
15 orange  
5 strawberry.

So there are 20 sweets in each packet.

First packet:  
8 strawberry  
12 orange

The first packet contains 8 strawberry sweets.

## Further practise:

### Problem Solving

- I measured my stride when walking and found it to be 80cm. If I walk for 16m, how many strides do I take?
- Idina is making buns. Can you fill in the missing quantities in the table below?

|         | Butter | Sugar | Eggs | Flour |
|---------|--------|-------|------|-------|
| 12 buns | 120g   |       | 2    |       |
| 24 buns |        | 200g  |      |       |
| 30 buns |        |       |      | 375g  |
| 84 buns |        |       |      |       |

- In Year 6, there are 38 children with blonde hair and 48 children with brown hair. There are half as many children with black hair as there are with blonde hair. What is the overall ratio for blonde to brown to black hair in Year 6? Can you simplify this ratio?



## Further challenge:

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/ratio-involving-a-given-quantity>





### LO: to understand an authors vocabulary and structural choices.

Below is a poem written by Pie Corbett using The City of Silence game called The Cave of Curiosity. It is a great example of a poem using a repetitive pattern; this time he starts each verse with the phrase: In the cave of curiosity. We are going look closely at this poem and write some responses.

#### **The Cave of Curiosity**

In the cave of curiosity, I created  
an angry ant ambling along,  
a terrified tarantula tickling a tornado  
and a curious computer calling cautiously to the King.

In the cave of curiosity, I created  
the sound of silence closing its lips,  
a hummingbird's wings flickering,  
as the sea silently scrapes the pebbles and ten tired lorries trundle by.

In the cave of curiosity, I created  
the touch of smooth stones from the summer beach,  
the stickiness of honey on a fingertip  
and the heat from a teaspoon as it stirs my morning tea.

In the cave of curiosity, I created  
the coldness of frost as it freckles the windowpane,  
the sharpness of a saw as it crunches through wood  
and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity, I captured  
the moon's cold gleam imprisoned in a box,  
the joy of a merry-go-round as it spins like a feral ferris wheel  
and the force of a rainbow as it dazzles the sky with a smile that stuns.

© Pie Corbett

# LO: to understand an authors vocabulary and structural choices.

Now answer these questions using about the poem:

1) Which is your favourite word, line or verse? And why?

.....

2) Which line would you like to change? What would you change it to?

.....

3) Which part of the poem did you find scariest, saddest or most unusual?

.....

4) Find a part of the poem that uses alliteration really effectively.

.....

5) Write Pie a short piece of feedback about his poem. It could follow this structure: 1. Give some praise 2. Offer some advice 3. Ask a question



Now have a go at responding to Pie's poem.

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# Spelling

## 17.6.20

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 13 of his Y5/Y6 key spelling words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



### **Activity 1**

Last week, I entered a photography competision in my local newspaper. I was desparate to win because the marvelous prize was some new, state-of-the-art equiptment. As a very keen amituer photographer, I was determined to win. The task was to take a photograph in my local enviroment to cumminicate the beauty and history of my hometown of Whoopsville. I decided to take a photograph of the war memorials that commemorate the brave soljers that gave their lives in battle at my local cematarary. My first attempt at getting a picture was disastrous because I got caught up in an agressive thunder and lighting storm. But once the rain had ceased, I managed to get an excellant shot of a gravestone surrounded in poppies with a glorious sunny backdrop. They must have loved it - I won first prize!

## Answers: Spelling

The spellings you should have identified and spelt correctly for him are:

### Activity 1

competition

amateur

communicate

disastrous

desperate

equipment

cemetery

aggressive

excellent

marvellous

environment

soldiers

lightning

If you didn't identify any of these or you spelt them incorrectly for him, then please practise them daily. It is important you know these spellings.

## Creative – Art

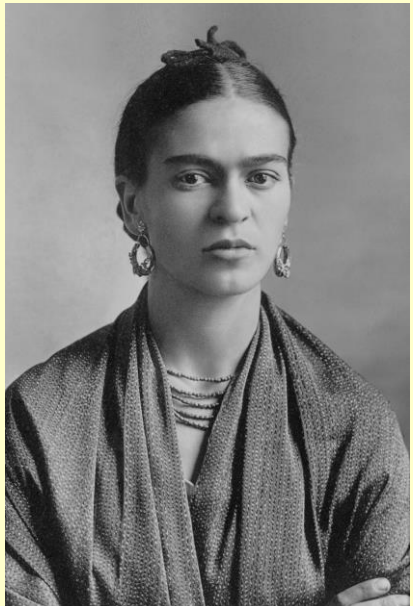
17.6.20

LO: to study a famous artist

We are going to start a small art project about a famous Mexican artist.

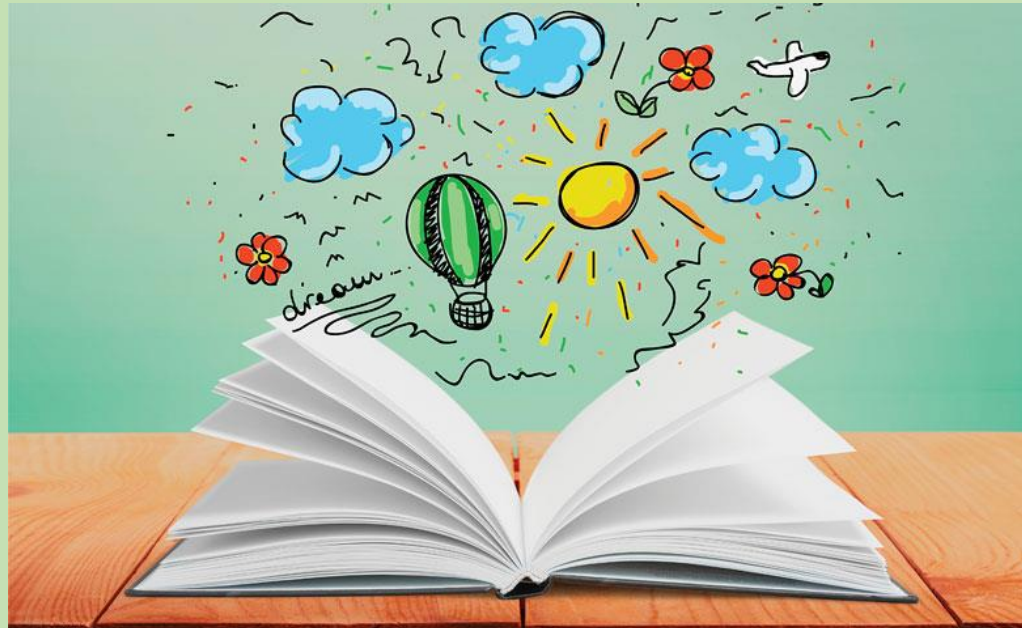
Today we want you to find out who the artist is, learn about her background and how she became an artist. Then have a look yourself at her artwork.

*The artist we are studying is Frida Kahlo*



# Thursday 18<sup>th</sup> June 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

## 18.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $8,316 \div 42 =$

2.  $3^3 \times (63 \div 9) =$

3.  $2/7 \times 84 =$

4.  $669 \times 39 =$

5.  $15.9 - 2.32 =$



# Maths

## 18.6.20

### LO: to solve problems involving ratio and proportion.

**Today's problems are more practising of the skills we did yesterday but in different contexts.**

#### Steps to Success:

1. Read the question – what information do we know? What do we need to find out?
2. Look at the price/measurement given and see how many items/people that amount is for. For example – 5 pens costs £2.50. Price is £2.50 and that is for 5 pens.
3. Now look again at what the question is asking – do you need to find the cost/measurement for 1 person/item? Do you need to find the cost/measurement for 10 people/items?
4. Identify how to get from the given quantity to the desired quantity in the question. For example: 5 pens costs £2.50 – to find out the cost of 1 pen:  $5 \div 1 = 5$  so I would do  $£2.50 \div 5$ . If I needed to find out the cost of 10 pens, I know  $5 \times 2 = 10$ , so I would do  $£2.50 \times 2$ .
5. Check your calculation work and that your answer is written in the correct units.



# Maths

## 18.6.20

### LO: to solve problems involving ratio and proportion.

#### Example:

Two different shops are selling the same cans of drink. Each shop is running a different special offer.

The diagram illustrates two shops, Shop 1 and Shop 2, each with a special offer on cans of drink. Shop 1 is shown in a light blue box and features two blue cans. A price tag below the first can shows £1.20. Below the cans, the text reads 'SPECIAL OFFER Buy one get one free!'. Shop 2 is shown in a light orange box and features five blue cans. A price tag below the first can shows 90p. Below the cans, the text reads 'SPECIAL OFFER Get 5 cans for the price of 3!'.

a) I decide to buy 20 cans of drink for a party. If I use the special offers, how much will it cost me to buy the drinks from each shop?

b) Which shop will give me the cheapest price for each individual can of drink and by how much?

#### Question A

Shop 1: The offer is buy one get one free. So for every one I buy, I get one free – therefore I am only paying for 10 cans. Therefore:  
 $£1.20 \times 10 = £12.00$

Shop 2: The offer is 5 cans for the price of 3.  $20 \div 5 = 4$ , for every group of 4, we are going to pay for 3, so  $3 \times 4 = 12$ , so we will pay for 12 cans.  $12 \times 90p = £10.80$ .

#### Question B

Shop 1 –  $£1.20 \div 2 = £0.60$

Shop 2 –  $90p \times 3 = £2.70 \div 5 = £0.54$

There are two sets of questions to choose from. You can do both, or if you are feeling really confident just do the set on the next page.

## Challenge 1

- 1) Freya is making fruit smoothies using this recipe:



### Recipe for Fruit Smoothie (serves 4 people)

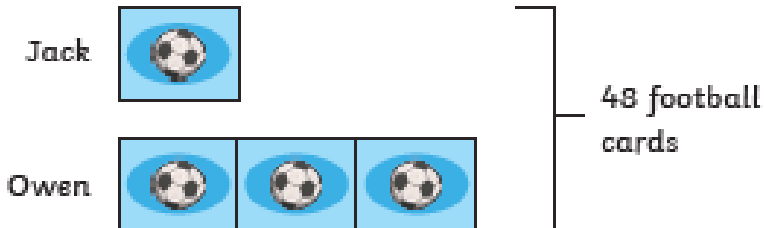
- 500g bananas 
- 200g strawberries 
- 180g raspberries 
- 360ml milk 
- 80ml natural yogurt 

- a) Write the quantities of each ingredient Freya will need if she makes a smoothie for herself and her friend.
- b) Freya is making smoothies for 6 people. Write the quantities of each ingredient she will need.
- c) Freya holds a birthday party for a total of 16 people. Give the quantities of each ingredient she will need for the party.
- d) Freya is using 400ml of natural yogurt. How many people is she making smoothies for?

- 2) A beef stew is cooked for 40 minutes for every 1 litre of stew. For how many hours will it need to be cooked if there is  $4\frac{1}{2}$  litres of stew?

- 3) Two friends are sharing a collection of 48 football cards. Jack gives Owen three cards for every one card that he keeps for himself.

How many football cards does Jack keep for himself?



- 4) There are two shops that sell the same glue sticks.

#### Special Offer

Only £2.96 for  
4 glue sticks!

The Stationery Shop

#### Special Offer

Just £6.57 for  
9 glue sticks!

Cheap Stationery

Which shop sells glue sticks for the lowest price?  
Explain how you know.

# Challenge 2

- 1) Two different shops are selling the same cans of drink. Each shop is running a different special offer.



Shop 1:

**SPECIAL OFFER**

Get 3 cans for the price of 2!



90p

Shop 2:

**SPECIAL OFFER**

Get 5 cans for the price of 3!



£1.10

- Which shop will give me the cheapest price for each individual can of drink and by how much?
- I decide to buy 30 cans of drink for a party. If I use the special offers, how much will it cost me to buy the drinks from each shop?
- Shop 3 sells 6 cans for the price of 4.

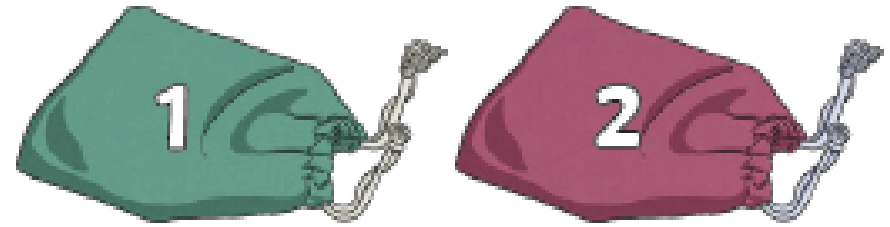
Shop 3:



90p

Out of the three shops, which is it cheapest for me to buy 30 cans from?

- 2) There are two bags of marbles.



In the first bag, for every 3 red marbles there are 2 green marbles.

In the second bag, for every 1 red marble there are 2 green marbles.

There are the same number of marbles in each bag.

The second bag of marbles contains 10 green marbles.

How many red marbles are in the first bag?

twinkl.com

## Answers:

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $8,316 \div 42 = 198$

2.  $3^3 \times (63 \div 9) = 189$

3.  $2/7 \times 84 = 24$

4.  $669 \times 39 = 26,091$

5.  $15.9 - 2.32 = 13.58$



## Challenge 1 answers:

- 1) a) 250g bananas  
100g strawberries  
90g raspberries  
180ml milk  
40ml natural yogurt

- b) 750g bananas  
300g strawberries  
270g raspberries  
540ml milk

120ml natural yoghurt

- c) The ingredients list could be multiplied by 4:

- 2000g or 2kg bananas  
800g strawberries  
720g raspberries  
1440ml or 1.44l milk

320ml natural yogurt

- d) Freya is making a smoothie for 20 people.

- 2) 1 litre: 40 mins

$\frac{1}{2}$  litre = 20 mins

4 litres =  $4 \times 40 = 160$ mins

$4 \frac{1}{2}$  litres = 180mins or 3 hours

- 3) Jack keeps 12 football cards for himself while Owen is given 36 cards.

- 4) The Stationery Shop sells glue sticks for 74p each whereas Cheap Stationery sells glue sticks for 73p each so Cheap Stationery sells them for the lowest price.

## Challenge 2 answers:

- 1) a) Shop 1 gives the best price per can by 6p a can.

Shop 1 (Get 3 cans for the price of 2):  $\pounds 1.80 \div 3 = 60$ p per can

Shop 2 (Get 5 cans for the price of 3):  $\pounds 3.30 \div 5 = 66$ p per can

- b) Shop 1 (Get 3 cans for the price of 2):  $\pounds 1.80 \times 10 = \pounds 18$

Shop 2 (Get 5 cans for the price of 3):  $\pounds 3.30 \times 6 = \pounds 19.80$

- c) Shop 3 (6 cans for the price of 4):  $\pounds 3.60 \times 5 = \pounds 18$

Shop 3 is the same price as Shop 1 and they are both the cheapest.

- 2) The ratio of red to green marbles in bag 1 is 3:2 whereas the ratio in bag 2 is 1:2.

Bag 2 has 10 green marbles so there must be 5 red ones. Therefore, there are 15 marbles in bag 2 and 15 marbles in bag 1.

With 15 marbles in bag 1 there will be 9 red marbles and 6 green marbles.



### **Further challenge:**

If you want to challenge yourself, you can follow this link for a lesson aimed at Y7 on ratio. Please only use this link if you have been really confident with the ratio work today. This is only for the children that want to do challenge work. It is aimed at Y7 so please don't get disheartened if you find it difficult.

<https://classroom.thenational.academy/lessons/solving-ratio-problems-when-the-difference-is-given>



## LO: to add detail to our writing.

Now let's be a bit more adventurous! Go back to your list of combinations and I am going to show you 3 different ways of extending them:

### a. Adding in more detail

Here we want to describe more about either the place or the abstract noun and we will do this by adding in **well-chosen adjectives**.

Example: The city of silence

The city of silence ... The *forgotten* city of silence

The city of silence ... The city of *frozen* silence

The city of silence ... The *forgotten* city of *frozen* silence

★ Top Tip: sometimes using too many adjectives can cause your writing to be overwritten: The huge, gigantic, massive, ugly city of silence.



So, add some effective adjectives and make sure that the adjective you choose actually adds something to the writing.

Pie tells us, "Every word should earn its place."

### b. Add in a character

This could be you or someone else and you'll need a verb telling the reader what they are doing in your place.

#### The Ocean of Truth

*I sailed on the the ocean of truth and met a truthful turtle.*

#### The River of Lies

*I swam in the river of lies and met a very dishonest shoal of fish.*

Example: The forest of nightmares

- *I got lost in the forest of nightmares.*
- *She went into in the forest of nightmares and never came back.*
- *Blake wandered into the forest of nightmares by mistake.*
- *Someone whispered in my ear stories about the forest of nightmares.*



Try adding a character into a new idea like the example here or add it into your favourite descriptive ideas from a) above.

### LO: to add detail to our writing.

Finally:

#### c. What it is like in your place

Here we are telling the reader what might be in your place, what could happen if you went there or how it got its name!

Example: **The castle of curses**

The castle of curses is home to all evil in the kingdom.  
The castle of curses looms over the city forever watching.  
Once you enter the castle of curses, you can never escape.

★ Now try adding all the ideas together and creating some powerful verses. Here's one example – as you can see, I've been influenced by the lock down.

*I walked softly into the forgotten city of silence, staring at empty streets, abandoned shops and scary emptiness.*



★ Top tip: Remember poems don't have to rhyme – and they're often more powerful if they don't!

#### Activity 10: CHALLENGE! Try some juxtaposition

If you haven't heard of this term before, **juxtaposition** means having two opposite or contrasting ideas next to each other. This can surprise the reader as they might not be expecting it or have never heard it before.

The title of our game – *The City of Silence* – is actually an example of juxtaposition because a city is not normally silent but full of noise. Here are some other examples to help you think of your own.

The sun of darkness  
The dungeon of love  
The black hole of light  
The cave of dreams  
The waterfall of pain



Now have a go at coming up with some ideas that use juxtaposition.



# Grammar and Spelling

18.6.20

## Revision task:

### Section 1

Can you place dashes around the additional detail (parenthesis) in this sentence:

Usain Bolt the outstanding Jamaican sprinter won the first heat of the 100 metres.



### Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

You should always look both ways before crossing a road and never cross from behind a parked vehicle.

### Section 3

Can you invent Adam's reply and write it in a direct speech sentence that uses inverted commas?



Would you like an apple, Amy?

---

---

### Section 4

Rewrite the sentence below with an embedded relative clause about Billy. Don't forget to mark it with commas!

Billy let the spider he had caught go free in his back garden.

---

---

---

---

### Section 5

Match the prefix to the correct root word:

ir

secure

il

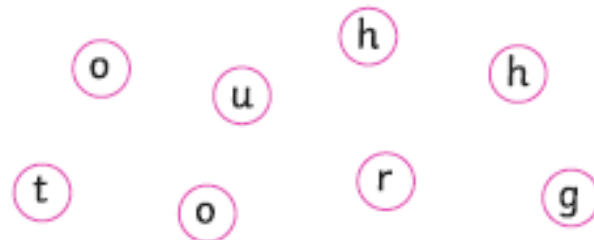
legal

in

regular

Which of the words you have made is a synonym of unlawful? \_\_\_\_\_

### Section 6



Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

t\_\_\_\_\_h

# Answers:

## Section 1

Can you place dashes around the additional detail (parenthesis) in this sentence:

Usain Bolt the outstanding Jamaican sprinter won the first heat of the 100 metres.

**Usain Bolt- the outstanding Jamaican sprinter- won the first heat of the 100 metres.**



## Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

You should always look both ways before crossing a road and never cross from behind a parked vehicle.

**always never**

## Section 3

Can you invent Amy's reply and write it in a direct speech sentence that uses inverted commas?



Would you like an apple, Amy?

**Accept any accurately-punctuated reply, e.g. "That would be lovely," replied Amy.**

## Section 4

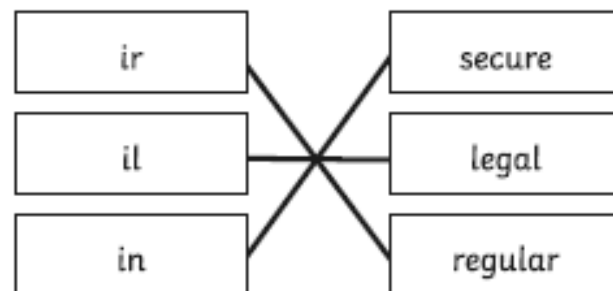
Rewrite the sentence below with an embedded relative clause about Billy. Don't forget to mark it with commas!

Billy let the spider he had caught go free in his back garden.

**Accept any relevant embedded relative clause that begins with who, whom or whose with the correct use of commas, e.g. Billy, who was a lover of animals, let the spider he had caught go free in his back garden.**

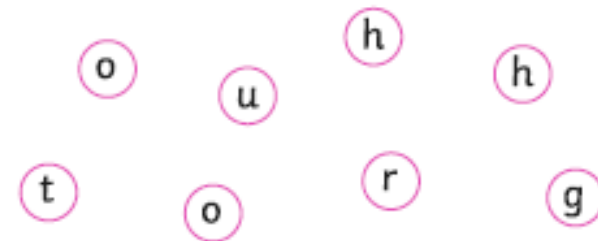
## Section 5

Match the prefix to the correct root word:



Which of the words you have made is a synonym of unlawful? **illegal**

## Section 6



Mr Whoops has been juggling with the letters from one of his Y6 spelling words- can you spot what it is?

**thorough**

## Creative – Art

18.6.20

LO: to study the work of a famous artist

### Task:

Pick at least two of the pictures on the next slide, which are all pieces of art by Frida Kahlo.

**Then answer these questions about the pictures:**

- What can you see in the picture?
- What colours has the artist used?
- How does the painting make you feel?
- Why do you think the artist painted it?
- Think of 3 adjectives to describe the picture.

**Pick at least two of these pictures and answer the questions.**

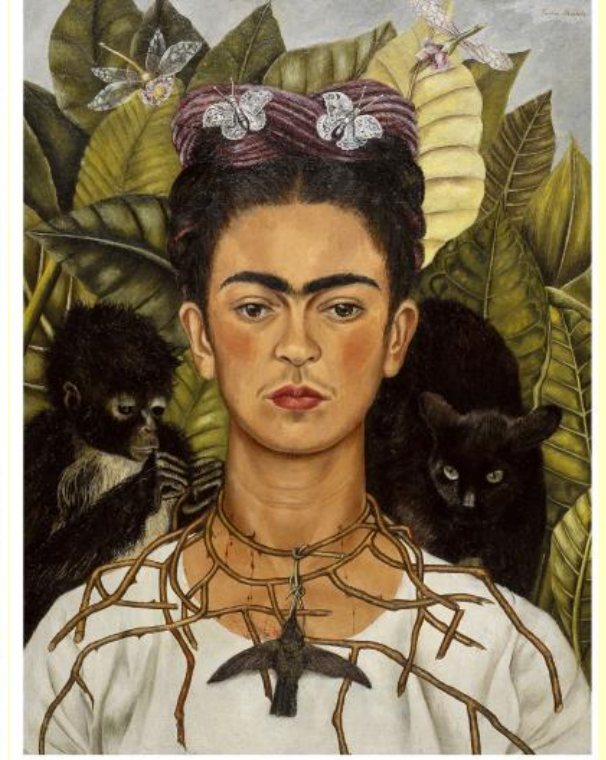
- What can you see in the picture?
- What colours has the artist used?
- How does the painting make you feel?
- Why do you think the artist painted it?
- Think of 3 adjectives to describe the picture.



Self-Portrait Dedicated to Dr. Eloesser  
Frida Kahlo



Self-Portrait with Monkeys  
Frida Kahlo



Self-Portrait with Necklace of Thorns  
Frida Kahlo



Fruits of the Earth  
Frida Kahlo

# Friday 19<sup>th</sup> June 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

## 19.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $7,884 + 1,299 =$

2.  $9^2 + 4^3 =$

3.  $9718 - 1999 =$

4.  $2699 \times 20 =$

5.  $6,171 \div 17 =$



# Maths

## 19.6.20

### Fluent in 5

Complete these 5 questions in 5 minutes

1.  $7,884 + 1,299 = 6,585$

2.  $9^2 + 4^3 = 145$

3.  $9718 - 1999 = 7,719$

4.  $2699 \times 20 = 53,980$

5.  $6,171 \div 17 = 363$



# Maths

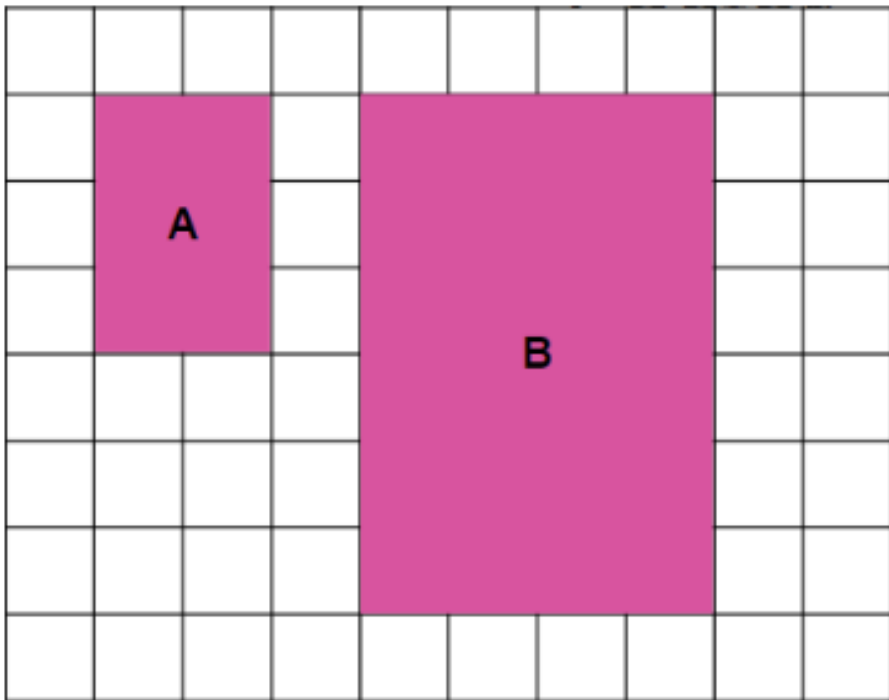
## 18.6.20

### LO: to use scale factors.

#### **Key vocabulary:**

**Scale factor:** We use scale factor when we talk about increasing the size of a 2D shape. The size by which we make the shape larger is described by its scale factor.

**Enlarge:** the act of making something larger.



In rectangle A, the length is 3 squares and the width 2 squares.

In rectangle B, the length is 6 squares and the width 4 squares.

The width and length has doubled ( $\times 2$ ). We call this **scale factor 2**.

#### **Steps to Success:**

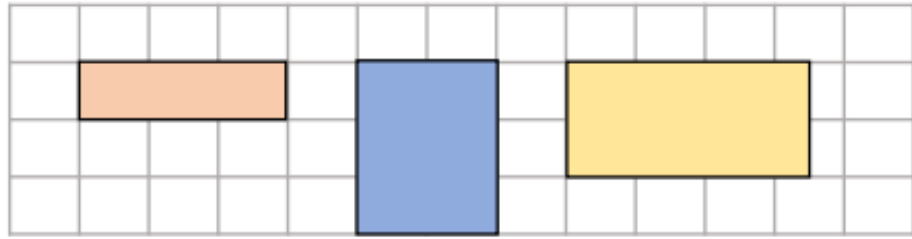
1. Identify the lengths of the sides of the shape.
2. Identify the scale factor.
3. Multiply the lengths of the sides by the scale factor.
4. Draw the new shape using the new lengths.



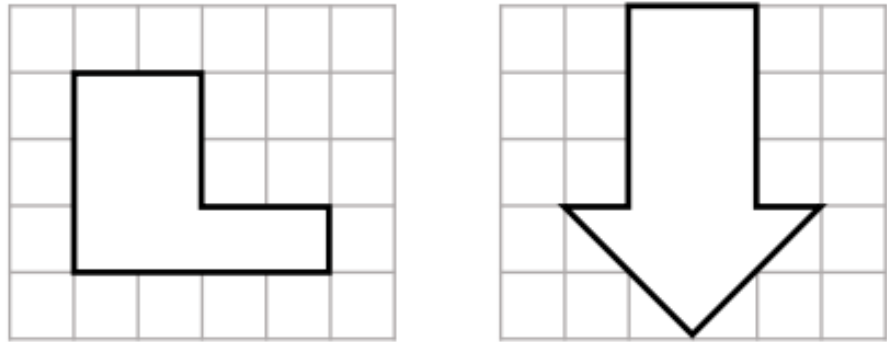
There will be two sets of questions again today. You can do both sets, or if you're confident move straight on to set 2.

## Set 1:

Copy these rectangles onto squared paper then draw them double the size, triple the size and 5 times as big.



Copy these shapes onto squared paper then draw them twice as big and three times as big.



Enlarge these shapes by:

- Scale factor 2
- Scale factor 3
- Scale factor 4

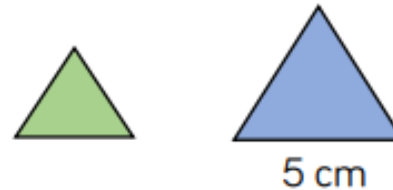


Draw a rectangle 3 cm by 4 cm.

Enlarge your rectangle by scale factor 2.

Compare the perimeter, area and angles of your two rectangles.

Here are two equilateral triangles. The blue triangle is three times larger than the green triangle.



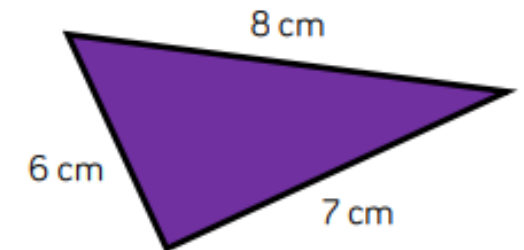
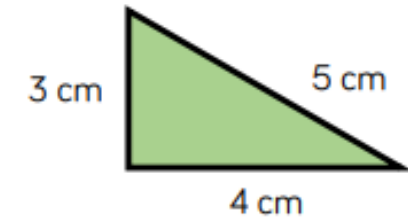
(Not drawn to scale)

Find the perimeter of both triangles.

Jack says:



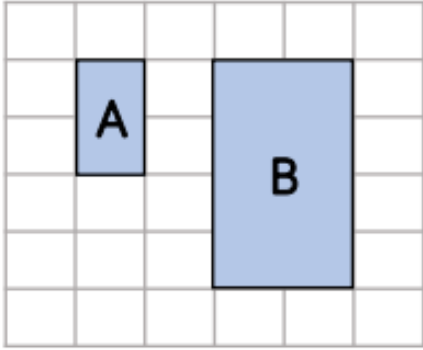
The purple triangle is green triangle enlarged by scale factor 3



Do you agree?  
Explain why.

## Set 2:

Complete the sentences.



Shape B is \_\_\_\_\_ as big as shape A.

Shape A has been enlarged by scale factor \_\_\_\_\_ to make shape B.

The rectangles described in the table are all similar to each other. Fill in the missing lengths and widths and complete the sentences.

| Rectangle | Length | Width |
|-----------|--------|-------|
| A         | 5 cm   | 2 cm  |
| B         |        | 4 cm  |
| C         | 25 cm  |       |
| D         |        | 18 cm |

From A to B, the scale factor of enlargement is \_\_\_\_\_

From A to C, the scale factor of enlargement is \_\_\_\_\_

From A to D the scale factor of enlargement is \_\_\_\_\_

From B to D, the scale factor of enlargement is \_\_\_\_\_

A rectangle has a perimeter of 16 cm. An enlargement of this rectangle has a perimeter of 24 cm.

The length of the smaller rectangle is 6 cm.

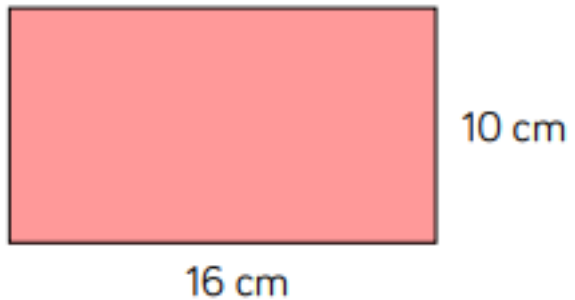
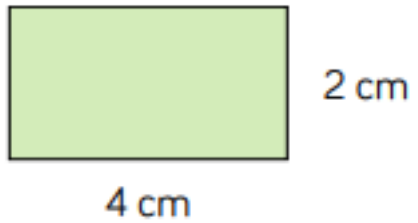
Draw both rectangles.

**Always, sometimes, or never true?**

To enlarge a shape you just need to do the same thing to each of the sides.

## Set 2:

Ron says that these three rectangles are similar.



Do you agree?  
Explain your answer.

Further challenge:

If you want to challenge yourself further, check out this link for work on scale factors in Year 7/8:

<https://www.bbc.co.uk/bitesize/guides/zkw2pv4/revision/6>

# Set 1 answers:

For the first 3 questions, you will need an adult to check or you can email them to us on the Year 6 email and we will look at the them for you.

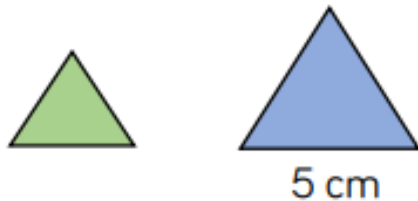
Draw a rectangle 3 cm by 4 cm.

Enlarge your rectangle by scale factor 2.

Compare the perimeter, area and angles of your two rectangles.

The perimeter has doubled, the area is four times as large, the angles have stayed the same.

Here are two equilateral triangles. The blue triangle is three times larger than the green triangle.



(Not drawn to scale)

Find the perimeter of both triangles.

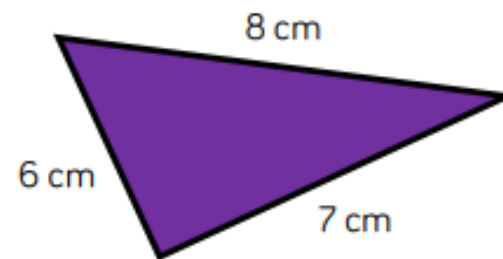
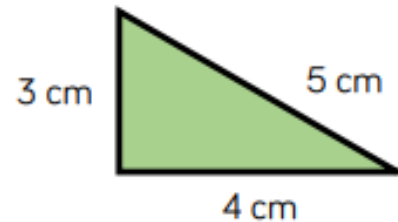
The blue triangle has a perimeter of 15 cm.

The green triangle has a perimeter of 5 cm.

Jack says:



The purple triangle is green triangle enlarged by scale factor 3

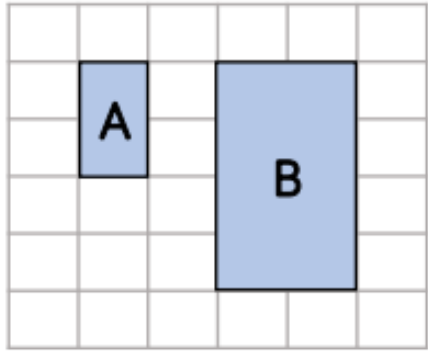


Do you agree?  
Explain why.

Possible answer  
I do not agree because Jack has increased the green shape by adding 3 cm to each side, not increasing it by a scale factor of 3

## Set 2 answers:

Complete the sentences.



Shape B is twice as big as shape A.

Shape A has been enlarged by scale factor 2 to make shape B.

The rectangles described in the table are all similar to each other. Fill in the missing lengths and widths and complete the sentences.

| Rectangle | Length       | Width       |
|-----------|--------------|-------------|
| A         | 5 cm         | 2 cm        |
| B         | <u>10cm</u>  | 4 cm        |
| C         | 25 cm        | <u>10cm</u> |
| D         | <u>45 cm</u> | 18 cm       |

From A to B, the scale factor of enlargement is 2  
From A to C, the scale factor of enlargement is 5  
From A to D the scale factor of enlargement is 9  
From B to D, the scale factor of enlargement is 4.5

A rectangle has a perimeter of 16 cm. An enlargement of this rectangle has a perimeter of 24 cm.

The length of the smaller rectangle is 6 cm.

Draw both rectangles.

Smaller rectangle:  
length – 6 cm  
width – 2 cm

Larger rectangle:  
length – 9 cm  
width – 3 cm

Scale factor: 1.5

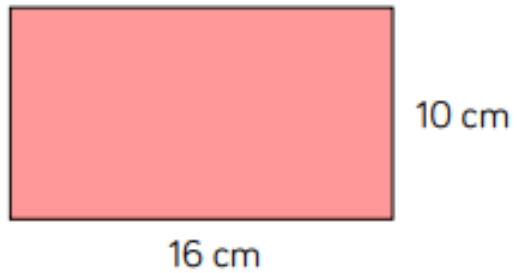
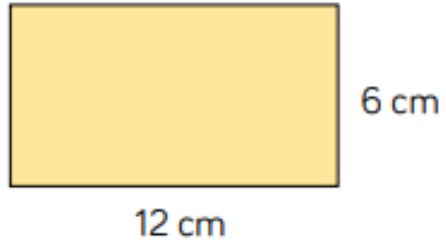
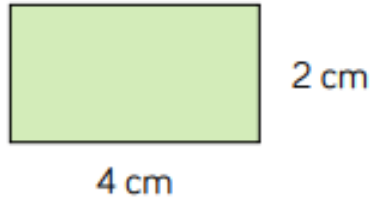
**Always, sometimes, or never true?**

To enlarge a shape you just need to do the same thing to each of the sides.

Sometimes. This only works when we are multiplying or dividing the lengths of the sides. It does not work when adding or subtracting.

## Set 2 answers:

Ron says that these three rectangles are similar.



Do you agree?  
Explain your answer.

Ron is incorrect. The orange rectangle is an enlargement of the green rectangle with scale factor 3. The red rectangle, however, is not similar to the other two as the side lengths are not in the same ratio.



## LO: to apply our ideas to a piece of writing.

Using your ideas that you have put together over the week, we would now like you to apply these to a piece of writing. You have the choice to represent your ideas in a poem or in a written description (or you can do both and compare, if you prefer!). At the end, we would like you to send your piece of writing to: [year6@westfield.staffs.sch.uk](mailto:year6@westfield.staffs.sch.uk) for us to see – you could send a written copy or you could record yourself reading it aloud for us to listen to.

### Steps to success:

1. Decide either to write a poem or description/narrative (or both!)
2. Decide on the place (city, castle, desert...)
3. Apply your combinations from Monday and Tuesday
4. Apply your combinations with added detail from Thursday
5. Apply juxtaposition
6. Remember to check and edit your writing, until you are happy with and ready to share your final piece

**On the next page is an example of each type of writing.**

### LO: to apply our ideas to a piece of writing.

#### Examples of the two types of writing you can produce:

For this poem, you will need a repeating phrase chosen from one of the ideas above. Here are some examples so you get the idea:

##### **I Got Lost**

**I got lost in the** castle of curses and never came out,  
**I got lost in the** maze of confusion as....  
**I got lost in the** land of dreams where....  
**I got lost in the** field of fear because....

##### **In the Castle of Dreams**

**In the castle of dreams** there are....  
**In the castle of dreams** you will....  
**In the castle of dreams** no-one....  
**In the castle of dreams** I.....

##### **The Dungeon of Doom**

**The dungeon of doom** is home to....  
**The dungeon of doom** wants you to.....  
**The dungeon of doom** is a place where.....  
**The dungeon of doom** can.....

To extend this poem, each verse could be 4 lines on a different threatening setting. E.g. *Dungeon of doom* followed by *Cave of Death*, *Forest of Dread* and *Cavern of Fear*.

One activity you could try now is to write a narrative or descriptive paragraph based around one of your favourite combinations. Try to describe the setting and how the character reacts to what they see. Remember to keep re-reading your writing to see if it works and if it needs a tweak here or there with the spelling or punctuation.

##### **The City of Silence**

I took a trip to the city of silence where the streets were silent and no-one could utter a word. Cars passed by me without a sound and songless birds flew overhead. My feet didn't even make a sound on the pavement when I walked: it sounded as if everything was made of cotton wool or had had the volume turned down to zero. I tried to talk to the people but I couldn't even manage a squeak. An evil lord ruled over the city and had cast a spell on the people making it impossible for them to talk. Who could save them from this terrible fate? And who could save me?



# 19.6.20

## Spelling

Mr Whoops is a little bit clumsy...OK, OK, he's a lot clumsy! Even though he's really trying hard with his writing, he's still accidentally misspelt 13 of his Y5/Y6 key spelling words. Can you spot his mistakes?

Highlight them in the passage of text.

Could you then correct the words at the bottom of the sheet and create a list for Mr. Whoops to practise?



### **Activity 3**

Monday April 1st

Dear Diary,

I hate April Fool's Day! I have to spend my whole day looking over my shoulder waiting for my mischevous naybour, Peter Pest, to play one of his usual pathetic tricks! He's a complete hinderence with absolutely no consunce, even when he manages to embaras the people on his own street. Acording to him, we should all have a better sense of humour - what a joke! This year, my day started when I walked out of my house to one of Peter's familiar daft grins, so straight away, I knew he was up to something. I wearily had a thourar look around for any signs that might sugestt trouble but I didn't notice anything...that was until I opened my viercule door. He'd managed to inturfear with my car and had atached a cream pie inside. So as I opened it...SPLAT...the pie launched straight into my face. You just wait for next year, Peter Pest!

## Answers: Spelling

These are the incorrect spellings from Mr Whoops letter.

### Activity 3

shoulder  
hindrance  
according  
thorough

mischievous  
conscience  
familiar  
vehicle  
attached

neighbour  
embarrass  
suggest  
interfere

Again, if you didn't spot these were incorrect, then please spend some time practising the words you spelt incorrect.

# Creative – Art

19.6.20

LO: to draw in the style of an artist.

Many of Frida Kahlo's paintings were self portraits. Today we would like you to try and replicate one of her self portraits. Choose on the paintings from below. Look carefully at the expression on her face and the detail in the background. Take time and care over this portrait. We would love to see what you create so remember to email them to us.

