

Tuesday 19th January 2021

Year 6 Home Learning

9am	9:30	10:15	10:30	11:00	11:15	11:30	12:30	1:30	2:00	3:00
English	English Drop-in Zoom Meeting	Spelling	Reading	Break	Maths	Maths Drop-in Zoom Meeting	Lunch	PE	PE Drop-in Zoom Meeting	Story Time

Invite to Join Year 6 English Drop-in Zoom Meeting (09:30)

<https://zoom.us/j/94734792979?pwd=YStZRU1FdnM3N1gwZXV0cmNld2owQT09>

Meeting ID: 947 3479 2979

Passcode: 0Qg37p

Video input to English lesson:

https://www.youtube.com/watch?v=YV8Y5-h_Gu4

English Task

SPaG: LC: Linking paragraphs using repetition.

Linking Paragraphs Using Repetition

Repeating a word or phrase is another way to link sentences and paragraphs together.

My sister **Ava** was born at 5:30 am.
When **Ava** was born, I went to stay with my aunt and uncle for the night.

1 **Link** these paragraphs together using **one** of the repeated phrases on the right.

Living in London is fantastic because there's loads to do, including the theatre.

→ is also good because it's easy to travel by bus.

Loads to do
Living in London

Saturday is the best day of the week. I spend it at the football with Uncle Joe.

→ I buy a programme because I collect them.

At the football
The best day is

2 **Write the first sentence of the next paragraph** in each story. Include **one repeated word or phrase**.

Mrs Harrison knitted her grandson, Ben, a new bobble hat for winter. She thought it would match the lime green jumper she gave him last year.

.....

.....

Maisy had been staring out of the window of the car for what felt like ten years. They were still hours away from the hotel.

.....

.....

Today we continue to innovate our model text with making sure that you replace Rumpelstiltskin with your character including their description and characteristics. You know that at this point that you change what you believe that you should change to improve the story and make it your own. Use your vocabulary knowledge and your grammar knowledge, have confidence to change and improve what you believe is needed to make the story better. Tomorrow will be the last day of innovation so please ensure that you have read over and checked your work and that it says what you want it to so far and that it reads correctly. Read it word for word and read it out loud.

Rumpelstiltskin

A year later, she brought a beautiful child into the world and she no longer gave a thought to the little man. However one fateful morning, he suddenly stepped into her chamber, saying, "Now give me what you promised." The queen was stricken with fear and offered the little man all the riches of the kingdom if he would leave her child with her. But the little man said, "No, I would rather have a living creature than all the treasure in the world." Then the queen began to weep and wail so sorrowfully that the little man took pity on her. "I'll give you three days," he declared, "and if by that time you know what my name is, you shall keep your child."

All night long, the queen called to mind all the names she had ever heard and she sent a messenger far and wide throughout the land to find out what other names there might be.

The next day, when the little man came, she began with Kaspar, Melchior, Balzar and listed all the names she knew, one after another, but at each one the little man declared, "That's not what I'm called."

The second day she inquired all around the neighbourhood to find out what names people were called there and recited the strangest and most peculiar names to the little man. "Are you called Skinnyribs perhaps, or Sheepshanks, or Pegleg?"

But each time he answered, "No, I'm not."

My innovated opening:

The following winter, she brought an adorable child into the world and any thoughts about her encounter with that mysterious creature soon faded away. Then one fateful evening, he quietly appeared in her chamber, saying, "I have come to collect what I am owed." Scared and confused, the queen fell to her knees and offered the little creature all the riches of the kingdom if he would only leave them alone and let them live their life in peace.

Spelling

Here are the spellings for this week:

Mr Emmerson's Spelling Group: draft, draught, father, farther, guessed, guest, heard, herd, led, lead, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desert, desperate, determined.

(There are a number of homophones in these spellings so please ensure that you use the correct definition for the correct spelling)

Mrs Oakley's Spelling Group: co-ordinate
re-enter, co-operate, co-own, semi-skimmed, mother-in-law, cul-de-sac, free-for-all, left-handed, right-handed, eighteen-year-old

Focus on the spellings from your group and complete the following activities:

Spelling Activity

Look, Cover, Write, Check: test yourself following the look, cover, write, check order and see how well you are doing.

Apply your spellings into sentences. Try to consider a different sentence type every time to test how well you know them. Try to include a couple of different sentence openers to stretch yourself further.

All of these spellings are on Spelling Shed under either Spring Week 3 Mrs Oakley or Spring Week 3 Mr Emmerson

Reading Activity

Reading Books

Please use the Oxford Owl reading site to download reading books for your child to read. Alternatively, if you wish to change your child's reading book, please send me an email and we can arrange a date and time for you to come to school.

Should we use tablet computers in the classroom

A local primary school is considering using tablet computers in all classrooms from next year. The following text has been written by a teacher at the school.

The use of tablet computers (or simply 'tablets') in the classroom has become an increasingly popular option in many primary schools across the country, including many in our local area. It is important that we consider this opportunity but we must also be aware of the drawbacks.

On the one hand, there are many positives to using tablets in the classroom. Firstly, tablets could improve productivity during the school day. Because of their familiarity with computers and mobile phones, many of our students can type faster than they can write by hand; therefore, using tablets in the classroom could reduce the time it takes for them to complete tasks. Additionally, there are endless tablet functions which could provide interesting teaching activities. For example, we could play interactive games to teach maths or make simple animations to show how magnets behave. Alternatively, students could take photos outdoors and use them as a prompt for writing tasks.

However, we must also consider the potential problems with introducing tablets to our classrooms. Some students may become distracted by their tablets and play with the device instead of focusing on their work. Another issue is that, whilst many students can use tablets already, many of our teachers are not as competent and would need to be trained. We may also have problems with the tablets breaking which would be both frustrating and expensive to fix. This is in addition to the cost of buying the tablets in the first place.

Overall, despite these potential downsides, it seems that using tablets in the classroom would be a wonderful opportunity for students and teachers at our school. There are costs involved but it would almost certainly prove to be a worthwhile investment.

Questions:

- 1) What is the main purpose of this text?

- 2) According to the author, why might using tablets in the classroom be a good idea? Tick two reasons.
 - They could help students to use mobile phones.
 - They could help students to work more quickly.
 - They could provide new teaching methods.
 - They could distract students from their work.
 - They could improve students' handwriting.

- 3) *Additionally, there are endless tablet functions which could provide interesting teaching activities.* Which word in this sentence suggests that there are many ways in which tablets can be used in the classroom?

- 4) What does the author say would be *frustrating* about using tablets?

5) **Find** and **copy** one word that the author uses to help the reader follow the order of ideas in the text.

6) Look at the final paragraph of the text.

Using your own words, summarise what the author thinks about using tablets in the classroom.

Today within our comprehension we are looking at a discussion text. All of the text and questions are above.

If you decide to put the work into your book then please write the date, title of the text and question numbers and then give your answers. You do not need to rewrite the question. Look at the mark weight for each question. For question 6, you can gain 2 marks which means that you will need to 2 points about what the author thinks about using tablets in the classroom and use evidence from the text to support that.

Join Year 6 Maths Drop-in Zoom Meeting (11:30)

<https://zoom.us/j/99137303016?pwd=WnkwU1F3dy9RV1BVcHNHCUReUYxZz09>

Meeting ID: 991 3730 3016

Passcode: i4hgZJ

Video Input to the maths lesson:

<https://www.youtube.com/watch?v=OKCA49AHL78>

Maths Activity

Maths Meeting:

$$? = 836 - 8$$

$$53 \times 5 =$$

$$6 - 11 =$$

$$9.8 - 0.5 =$$

$$25646 + 7453 =$$

Maths:

Today we are looking at 2-step word problems in maths and we are going to be considering:

- Finding the percentage for a part of a whole and the percentage of a quantity.
- Involving discount, service charges and annual interest

Before we look at this first problem, please be aware that 'insurance' is not part of the whole but an additional payment for goods.

Within Question 1, we are finding percentage to discover how much Cheng's dad pays to purchase this television set.

Question 1 is informing us that Cheng's dad bought a television set for £1500. However, in addition to that, he insured it for 10% of its price.

We want to find a) how much the insurance was and b) how much Cheng's dad paid for the television set in total.

Method 1: as previously, we need to find the 100% which is the cost of the TV. The TV was £1500, so £1500 is our 100%.

As before we will then try to find our 1%. To do that we divide the 1500 by 100. $£1500 \div 100 = £15$. So £15 is our 1%

Cheng's dad paid 10% on top of the price of the TV for insurance. Well we have 1% so if we multiply that by 10 we will get the 10%. $£15 \times 10 = £150$. So that is our answer to a). Cheng's dad paid £150 insurance.

To answer part b) we need to add the price of the insurance to the price of the TV. $£1500 + £150 = £1650$. So Cheng's dad paid £1650 for the TV in total.

Method 2: shows us how to solve by multiplying the percentage by the value. So $10\% \div 100\% = 0.1$. We then multiply that 0.1 by £1500 (the price of the TV) we then get 150 which is £150, the price of the insurance.


(a) We then as before add that £150 to the £1500 to find the total price paid for the TV. $£150 + £1500 = £1650$. (b) Please show a closing statement for all your word problems.

Word problems

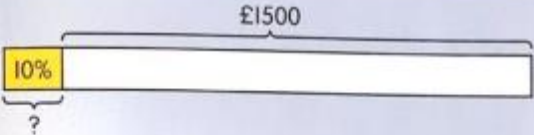
1 Cheng's dad bought a television set that cost £1500. In addition, he insured it for 10% of the price.

a How much was the insurance?


b How much did Cheng's dad pay for the television set in total?



a Method 1



$100\% \rightarrow £1500$
 $1\% \rightarrow \frac{1500}{100} = £15$
 $10\% \rightarrow 10 \times £15 = £150$
The insurance was £150.



Method 2

Insurance paid = 10% of £1500
 $= \frac{10}{100} \times £1500$
 $= £150$
The insurance was £150.

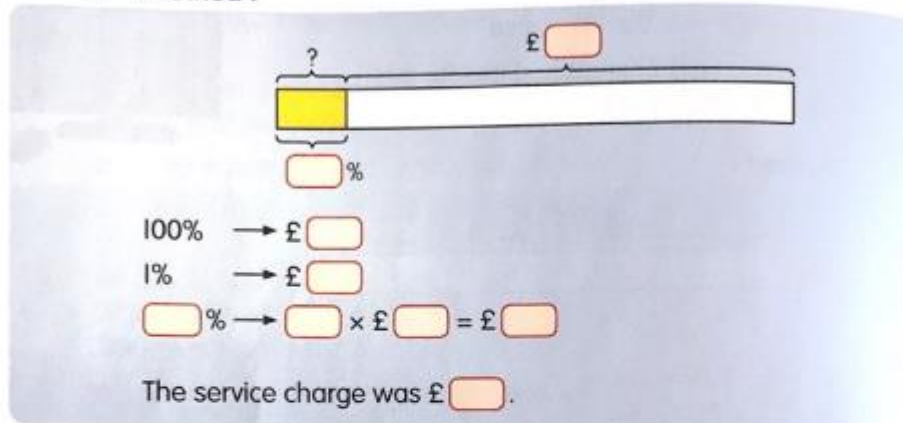
b Total cost of the television set = $£1500 + £150$
 $= £1650$
Cheng's dad paid £1650 in total for the television set.

Using the skills from Question 1, please independently answer question 2. Note: a service charge is a charge added to the value of the meal.

- 2 Sophia's family went out for a meal. The cost of the food they ordered was £82. In addition, they paid a 15% service charge.

- a How much was the service charge?
b How much did they pay for the meal in total?

a Method 1



Method 2

Service charge paid = [] % of £ []

$$= \frac{[]}{100} \times £ []$$

$$= £ []$$

The service charge was £ [].

b Total cost of the meal = £ [] + £ []

$$= £ []$$

They paid £ [] in total for the meal.

In Question 3: we are looking at discount when and finding the percentage of when we are purchasing items.

Let me clarify some terms we are going to use.

Usual price: this is the price you would normally pay for an item before the discount is put in place.

Discount: this is an amount/percentage taken off the usual price of an item.

Sale price: this is the new price after the discount has been applied.

Question 3 shows us how Mrs White was buying a computer and the usual price of that computer was £2000. However, Mrs White was given 15% discount on this occasion which means that she will get 15% knocked off the price of the item.

Part a) wants us to find the discount given and part b) wants us to find the new price after the discount has been applied.

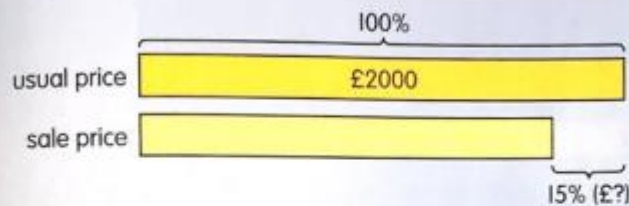
So to solve this problem Method 1 shows that we need to first of all find the 100%. The 100% is the usual price for the item which on this occasion is £2000. So £2000 is our 100%. It then shows how we need to find our 1%. To find the 1% we need to divide our £2000 (our 100%) by 100. $£2000 \div 100 = £20$. So, £20 = 1%. However, Mrs White got 15% discount so we need to multiply our £20 (our 1%) by 15. $£20 \times 15 = £300$. $15\% = £300$. That answers part a). Mrs White was given £300 discount. So to answer part b) we need to remove that discount from the usual price so we will take £300 away from £2000. $£2000 - £300 = £1700$. So that answers part b). Mrs White paid £1700 for her computer.

Method 2: show us how we can divide the discount percent we are looking for (15%) by 100%. $15 \div 100 = 0.15$. We then multiply that by the usual price. $0.15 \times 2000 = 300$. That is the discount that will be removed and answers part a). As before, answer part b), we then subtract that from the usual price to find the price paid by Mrs White. $\pounds 2000 - \pounds 300 = \pounds 1700$.

3 The usual price of a computer was $\pounds 2000$. At a computer shop, Mrs White bought the computer and was given a 15% discount.

- a How much was the discount given to Mrs White?
- b How much did she pay for the computer in total?

a Method 1



$$100\% \rightarrow \pounds 2000$$

$$1\% \rightarrow \frac{2000}{100} = \pounds 20$$

$$15\% \rightarrow 15 \times \pounds 20 = \pounds 300$$

The discount given to Mrs White was $\pounds 300$.

Method 2

Discount = 15% of usual price

$$= \frac{15}{100} \times \pounds 2000$$

$$= \pounds 300$$

The discount given to Mrs White was $\pounds 300$.

$$\begin{aligned} \text{b Amount of money paid} &= \pounds 2000 - \pounds 300 \\ &= \pounds 1700 \end{aligned}$$

Mrs White paid $\pounds 1700$ in total for the computer.

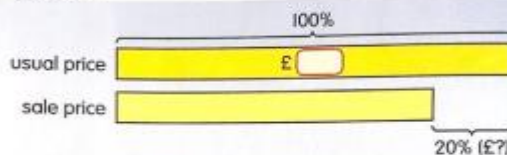
Using the skills from Question 3, please independently answer question 4 looking at how much discount was applied and how much the bike cost following the removal of the discount.

- 4 The usual price of a bicycle was £150. At a sale, Miss Williams bought the bicycle and was given a discount of 20%.

- a How much was the discount?
b How much did she pay for the bicycle in total?



a **Method 1**



100% → £

1% → = £

% → × £ = £

The discount was £ .

Method 2

Discount = % of £

= × £

= £

The discount was £ .

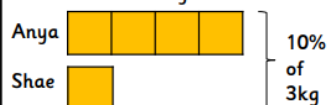
- b Amount of money paid = £ - £
= £

Miss Williams paid £ in total for the bicycle.

Challenge

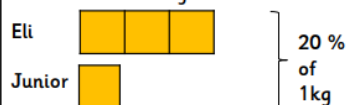
Reasoning and Problem Solving – Percentage of an Amount 1

5. Anya and Shae shared 10% of a 3kg bar of chocolate. Shae ate a quarter of the amount that Anya ate. How much did they each eat?



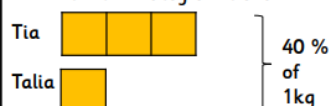
How much less did Amit eat than June?

6. Eli and Junior shared 20% of a 1kg bar of chocolate. Junior ate a third of the amount that Eli ate. How much did they each eat?



How much less did Junior eat than Eli?

7. Tia and Talia shared 40% of a 1kg bar of chocolate. Talia ate a third of the amount that Tia ate. How much did they each eat?



How much less did Talia eat than Tia?

8. Sabah and Tim shared 10% of a 600g bar of chocolate. Tim ate a fifth of the amount that Sabah ate. How much did they each eat?



How much less did Tim eat than Sabah?

Join Year 6 Afternoon Drop-in Zoom Meeting

<https://zoom.us/j/99861469500?pwd=V0p5WTBmK0xaYmY4TWVhTjc1p6QT09>

Meeting ID: 998 6146 9500

Passcode: y2GkUs

PE

For PE today, what I would like you to do is join in with a Joe Wicks PE lesson on You Tube. He delivered a live lesson yesterday (Monday 18th January) and it would be a great idea to consider that one because it is new and fresh.

At a time like this when we are enduring a Lockdown, ensuring that you get the correct amount of exercise is of great importance and this is a way you can ensure you are getting what you need and within your own home.

Obviously, there is no need for you to send me any evidence from this lesson but please do it for yourself and for your health and well-being.

Make sure you follow the order of the lesson and that you warm and cool down, as guided, so you don't hurt yourself in any way. But of course, most of all enjoy your afternoon of energy.

Last week, a number of you chose to go for a walk incorporating your daily exercise with your PE lesson. I think that this is a great idea as fresh air is of value especially when we spend so much of our trapped in doors these days.

Storytime

A Song of Gladness by Michael Morpurgo

I've been talking every morning to a blackbird, telling him why we are all so sad at the moment. He sits on his branch and he listens.

It was the blackbird's idea. He sang out at dawn from his treetop in the garden, to fox half-asleep behind the garden shed. She thought it a good idea too. It was a wake up call. Fox was on her feet at once and trotting through Bluebell Wood, where she barked it to dear who ran off across a stream. Kingfisher was there, otter and dipper too. They heard and piped it on and swallow swooped down over the meadow and passed it on to cows waiting to go into milking and to sheep resting quietly under a hedge with her lambs in the corner of the dew-damp field.

And they all agreed, bleating it out to bees already busy at their flowers, to weaving spiders, and grasshoppers, and scurrying mice. Trees heard sheep calling too, the whole flock of them, and waved their budding leaves in wild enthusiasm; and high above, the clouds wandered through the skies driven by wind, and wind took blackbird's idea over the cliffs across heaving seas, where gulls and albatross cried it out, and whales and dolphins and porpoises heard it, and wailed and whooped it down into the deep, where turtles listened and they too loved the idea. So did the plankton and every fish and crab and sea urchin and whelk, they all whispered that it was a fine notion, the best they ever heard. And the whisper went over the sea on the curling waves to the shores of Africa, where lions roared their approval, and elephants trumpeted it, leopards yawned it, water buffalo belched it, wild dogs yelped it. Wildebeest murmured it out across the savannah and storm lifted the idea out over the rainforest, where rain took it and poured it down on the gorillas in the mist, on chimpanzees in their sleeping nests. Howler monkeys and gibbons echoed their calls loud over all the earth – they are that loud; and then from far up high, sun heard it too and shone it down over deserts where oryx stamped her foot, impatient to be getting on with it and doing it – she loved the idea that much. Even camel, who rarely joined in anything, thought this was the best and most beautiful idea he had ever heard.

Back in the garden, blackbird waited until everyone was ready. And then he began to sing. And the whole carnival of animals, every living thing on this good earth, joined in, until the globe echoed with the joy of it. And the blackbird was very pleased.

But I was still lost in sadness as I heard the earth singing around me. It was a song of forgiveness. I knew that. So I asked blackbird if I could join in. And he sang his answer back to me.

'Why do you think we are doing this you silly man? We want you and yours to be happy again. Only then will you treat us and the world right again as you know you should. Only then will all be well. Sing silly man, sing, sing. Our song is your song, your song is our song.

So I sang, we all sang, sang away our sadness. In every house and flat and cottage, we clapped and sang, in every hut and tent, in every palace and hospital and prison, And they heard and we heard our song of gladness echoing all together, in glorious harmony across the universe.

