Friday 15th 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	Spelling	Reading	Break	Maths	Maths	Lunch	C'puting	C'puting	Story
	Drop-in					Drop-in			Drop-in	Time
	Zoom					Zoom			Zoom	
	Meeting					Meeting			Meeting	

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

https://zoom.us/i/91254465499?pwd=TUY4eTIESUZONWpIN3V4RkZYL3IIdz09

Meeting ID: 912 5446 5499

Passcode: xC3ZX7

Video input to English lesson:

https://www.youtube.com/watch?v=HiIAJN7Dy9Y

English Task
SPaG: LC: Conjunctions
Section 3 — Linking Ideas
<u>Conjunctions</u>
Conjunctions are words or phrases that join two sentences or two parts of a serience. They help your writing to flow amoothy, which is called cohesion. He didn't want it. I ate it myself. It was delicious. The down way will. He didn't want it, so I ate it myself and it was delicious. The down way will. Image: the didn't want it. I ate it myself and it was delicious. The down way will. Image: the didn't want it. To I ate it myself and it was delicious. The down way will. Image: the didn't want it. To I ate it myself and it was delicious. The down way will. Image: the didn't want it. To I ate it myself and it was delicious. The down way will. Image: the didn't want it. To I ate it myself and it was delicious. The down way will. Image: the didn't want it. To I ate it myself and it was delicious. The down was delicious. Image: the didn't want it. To I ate it myself and it was delicious. The down was delicious. Image: the didn't want it. To I ate it myself and it was delicious. Image: the down was delicious. Image: the didn't want it. To I ate it myself and was delicious. Image: the down was delicious. Image: the didn't was delicious. Image: the down was delicious. Image: the down was delicious. Image: the didn't was delicious. Image: the down was delicious. Image: the down was delicious. Image: the passage below by adding some conjunclions to make it flow better.
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In English today we are going to continue innovating our model text. I am going to show you underneath here the part of the text we are going to innovate but when we watch the video I will go into further depth with regards how I would like you to innovate and what your innovation options could be.

<u>Rumpelstiltskin</u>

As soon as the sun rose, the king came and when he saw the gold he was astonished and delighted but his heart grew still more gluttonous for gold. He had the miller's daughter taken to another room full of straw – one that was much bigger – and he commanded her to spin that overnight as well, if her life was dear to her.

The girl didn't know what to do and began to cry; the door opened again and the little man appeared, saying, "What will you give me if I spin the straw into gold for you?"

"The ring on my finger," answered the girl. The little man took the ring, began whirring again with the wheel and by morning he had spun all the straw into shining gold. The king was delighted beyond bounds by the sight but he still did not have his fill of gold so instead had the miller's daughter taken to an even bigger room full of straw.

Spelling
Here are the spellings for this week:
Mr Emmerson's Spelling Group: bridle, bridal, cereal, serial, compliment, complement, descent, dissent, dessert, desert, average, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience. (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: pregnancy, fancy, redundancy, consultancy, tenancy, expectancy, discrepancy, vacancy, accountancy, occupancy, infancy, truancy, hesitancy, poignancy vibrancy, buoyancy Focus on the spellings from your group and complete the following activities:
Spelling Activity Today is your spelling test. Please be honest with yourself, test your spellings and see how well you have done.
All of these spellings are on Spelling Shed under either Spring Week 2 Mrs Oakley or Spring Week 2 Mr Emmerson
Reading Activity

The Lord of the Rings

The Lord of the Rings by J.R.R.Tolkien is one of the most popular novels ever written. Approximately 150 million copies have been sold since it was published in the 1950s. In this extract, Gandalf (a wizard) is travelling to the city of Minas Tirith with Pippin (a hobbit)

Pippin looked out from the shelter of Gandalf's cloak. He wondered if he was awake or still sleeping, still in the swift-moving dream in which he had been wrapped so long since the great ride began. The dark world was rushing by and the wind sang loudly in his ears. He could see nothing but the wheeling stars and away to his

right vast shadows against the sky where the mountains of the South marched past. Sleepily, he tried to reckon the times and stages of their journey but his memory was drowsy and uncertain.

There had been the first ride at terrible speed without a halt and then in the dawn he had seen a pale gleam of gold and they had come to the silent town and the great empty house on the hill. And hardly had they reached the shelter when the winged shadow had passed over once again and the men wilted in fear. But Gandalf had spoken with soft words to him and he had slept in a corner, tired but uneasy, dimly aware of the comings and goings and of men talking and Gandalf giving orders. And then again riding, riding in the night. This was the second, no, third night since he had looked in the Stone. And with that hideous memory he woke fully and shivered and the noise of the wind became filled with menacing voices.

A light kindled in the sky, a blaze of yellow fire behind dark barriers. Pippin cowered back, afraid for a moment, wondering into what dreadful country Gandalf was bearing him. He rubbed his eyes and then he saw that it was the moon rising above the eastern shadows, now almost at the full. So the night was not yet old and for hours the dark journey would go on. He stirred and spoke.

"Where are we, Gandalf?" he asked.

"In the realm of Gondor,' the wizard answered. "The land of Anorien is still passing by."

There was silence again for a wile. Then, "What is that?" cried Pippin suddenly, clutching at Gandalf's cloak. "Look! Fire, red fire! Are there dragons in this land? Look, there is another!"

Questions:

- 1) Find and copy an example of personification from the first paragraph.
- 2) In the first paragraph, how does Tolkien show that Gandalf and Pippin are moving quickly.
- 3) What does the phrase 'men wilted with fear' in line 10 mean?
- 4) Why do you think Tolkien repeats the word 'riding' in line 12?
- 5) What do you think the word 'menacing' (line 15) means? Check your answer in a dictionary.
- 6) How do you think Pippin feels in the last paragraph of the extract? Explain your answer.
- 7) Do you think Pippin trusts Gandalf? Explain your answer.

Today within our comprehension we are looking at a piece of fantasy fiction. 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. Each question is worth 1 mark for a total of 10 marks.

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

https://zoom.us/j/99281560292?pwd=KzNXcTVDNmplK2dBVDJldHJSL1lnUT09

Meeting ID: 992 8156 0292

Passcode: QU5uW9

Video Input to the maths lesson:

https://www.youtube.com/watch?v=du3A3TLN1GE

	Maths Activity
Maths Meeting:	
2354 ÷ 16 =	(Can you show your answer as a decimal?)
325.64 – 1.25 =	
3/5 + 7/8 =	
3 4/5 + 3 4/5 =	
21 ¾ + 4 3/8 =	

Maths:

We are moving on today to look at 'Percentage of a quantity' where you will look to find a quantity of subset given its percentage and the value of the whole set. We will looking at the part-whole concept to help us solve these problems. To make it easier for yourself identifying what is the whole and what are the parts is the key to success.

Within question 1, we look at 2 different methods.

Method 1 shows us how to draw a model to help us answer the question, to then understand the total number of seats is 100% and to then proceed to follow the method by understanding that dividing the 400 seats by the 100 seats (total number of seats ÷ the 100%) will give us the 1% which equals 4 seats. Then as we know that 60% of the seats on the plane were economy class and that we are looking for the number of seats that 60 represents so by multiplying the 4 (1% of the seats) by the 60 (the % we are looking for) we will find the total number of seats in economy is 240.

Method 2 looks at the 'part of the whole concept' (how many percent of the whole) by us knowing that 60% of 400 is 60/100 x 400 and by cancelling the zeroes from the 100 and then the zeroes from the 400 we are left with 60 x 4 which equals 240. Again we discover that there are 240 seats in economy class. Questions:.



Question 2 is a practice question for you to develop the skills learnt in question To solve this you ned to:

- (i) Identify the 'whole' which is equivalent to 100%
- (ii) Identify the 'part' in percent and its value.
- (iii) Sketch/complete the model
- (iv) Give the correct mathematical statement and solve using this method.

You may not need a calculator to solve this if you are a super mathematician but the option is there if it is required.

Question 3 Solve independently.

Question 4 has 3 parts compared to the 2 part problem previously. It is best to use the 'part of the whole' strategy to solve this problem. We are looking at Mr Smith's monthly salary (£2400) and that from that salary he spends he spends 25% on rent and 30% on food. We need to find 2 things: a) What <u>percentage</u> of his salary was left and b) How much money does he have left? The bar model shows us the whole (100%) and the 2 parts (25% and 30%) The lighter yellow/unmarked segment of the bar model is the salary that Mr Smith has left. We can see that just by starting with our 100% and then taking away 25% and taking away from that 30% (100% - 25% - 30%) we end up with 45%. This answers question a in that Mr Smith has 45% of his salary left.

B is a bit trickier and shows us 2 methods to solve. We know that we have 4% left, we know that 100% =£2400 so if we divide the 2400 by 100 (2400 ÷ 100) we end up with our 1% which equals 24 (£24). If we then multiply that 24 (our 1%) by the 45 (the percentage of money that Mr Smith had left from his salary) we will find his remaining money in pounds. We can then see that Mr Smith has £1080 left from his salary. Method 2 shows us that:

45% of £2400 = 45% x £2400

= $45/100 \times £2400$ so as before we need to cancel out the zeroes.

This leaves us with 45 x f	224
= £1080.	
2 methods here to help s	solve this problem.
Question 5 is a practice of	question which asks you to use both methods to solve the problem.
2	Forha's mum had £750. She spent 25% of her money. How much money did she spend? f f f f f f f f
	Farha's mum spent £
3	On Sunday morning, 800 people visited a wildlife park. 75% of the visitors were children. How many children visited the wildlife park on Sunday morning? Total number of visitors = 800
	75% of the visitors = 75% ×
	children visited the wildlife park on Sunday morning.
0	Mr Smith earns £2400 monthly. He spends 25% of the money on rent and 30% of the money on food.
	a What percentage of his salary is left?
	b How much money does he have left?
	g 100%-
	0.50 200
	23% 30%
	2 100% - 25% - 30% = 45%
78	45% of his salary is left.
1000	
-	

		0	
	55%	45%	
		?	3
	Method I	Method	2
	100% → £2400	45% of £	2400 = 45% × £2400
	$1\% \longrightarrow \frac{2400}{100} = £24$		$=\frac{45}{100} \times £2400$
	45% → 45 × £24 = £	1080	$=45 \times \pounds24$
			= £1080
	Mr Smith has £1080 left		and we are a set
3	Maria has 1200 apple, pear 20% of the trees are apple to beach trees are there in the 100% – \bigcirc % – \bigcirc % = \bigcirc	and peach trees alt rees and 45% are p orchard?	together in her orchard. ear trees. How many
	% of Maria's trees are	peach trees.	
	1200		
	20% 45%	5%	
		?	
	Method I	Method	2
	100%	<u> %</u> c	of 1200 = 🦳 % × 1200
			$=\frac{100}{100} \times 1200$
	_%→_x_=(= _ × _
			=
	There are peach trees	in the orchard.	
se see below you	r challenge question which	<u>Challenge</u> I would like you und	dertake without guidance.
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Join Year 6 Afternoon Drop-in Zoom Meeting (2:00)

https://zoom.us/j/93157352457?pwd=aFY4TmVoeDFDZUt3TnAzKzZHSXVYZz09

Meeting ID: 931 5735 2457

Passcode: c3EDVV

Computing

What I would like you to do in computing today is take on some on-line study and research. Using this website:

Cyber bullying | Bullying UK

I would like you read the through the subheadings: What is cyber bullying? What to do if you are being bullied on a social network. Effects of cyber bullying. How to deal with cyber bullying. How to stay safe online.

There is a lot of information here and I don't want anything written down or sent in. Please take your time reading through the details under these headings and ensure you understand the rights and wrongs and what you can do to keep yourselves safe.

Storytime

Spend the last part of the day reading a book that you know you are going to enjoy.