

Thursday 14th 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	PHSE	PSHE Drop-in Zoom Meeting	Story Time

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

<https://zoom.us/j/91254465499?pwd=TUY4eTIESUZONWpIN3V4RkZYL3lIdz09>

Meeting ID: 912 5446 5499

Passcode: xC3ZX7

Video input to English lesson:

https://www.youtube.com/watch?v=XFCq34l5H1U&list=PLx_zmN5Pw-4VjMC9zGgN5rSYW-ktGnPkh&index=8

English Task

SPaG: LC: Identifying a phrase

Clauses and sentences are built up of groups of words called phrases.

A phrase either doesn't have a verb or doesn't have a subject. (some phrases might have neither)

Examples:

on the wall

hundreds of spotty dogs

- 1) Circle the groups of words below which are phrase.

He met Alan

some pictures

a creepy goblin

these biscuits

I talk a lot

Kim goes fishing

very slowly

on the top shelf

it's raining

big birds of prey

Now write two of your own sentences using one of the phrases you have picked.

- 2) Circle the groups of words below that are phrases and underline the clauses.

on the wall

Jim plays golf

to the zoo

he knows Lucy

at the back

we hid from them

- 3) Write a phrase using each word below.

Ceiling:

Lizard:

In English today we are going to begin 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.

Rumpelstiltskin

There was once a miller who was poor and who had a beautiful daughter. Now it so happened, that he came to speak with the king and to make himself seem important he said to him, "I have a daughter who can spin straw into gold."

The king said to the miller, "That's an art much to my liking; if your daughter is as skilful as you say, bring her to my palace tomorrow and I will put her to the test." Now when the girl was brought to him, he led her into a room which was filled up with straw, gave her a spinning-wheel and reel and declared, "Set to work at once and if by morning you haven't spun this straw into gold, you shall die." Then he locked the room himself and she was left there alone.

The poor miller's daughter sat there and for the life of her she didn't know what to do; she had no idea how you could spin straw into gold. She grew more and more afraid so that in the end she began to cry. Then all at once the door opened and a little man stepped inside, saying, "Good evening, Miss Miller, why are you crying so much?"

"Oh dear," replied the girl, "I'm supposed to spin straw into gold and I don't know how to do it."

Immediately the little man replied, "What will you give me if I spin it for you?"

"My necklace," said the girl. The little man took the necklace, sat down at the wheel, and whirr, whirr, whirred, three times: the thread was drawn until the bobbin was full. Then he put on another and whirr, whirr, whirred, three times until the thread was drawn and the second one was full and so it went on until morning: all the straw was spun and all the bobbins were full of gold.

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

Choose an activity from your spelling pack within your wallet to complete. It is up to you. Practise your spellings and enjoy your chosen activity.

All of these spellings are on Spelling Shed under either Spring Week 2 Mrs Oakley or Spring Week 2 Mr Emmerson

Reading Activity

'The Sea' by Barry Cornwall

The sea! The sea! The open sea!
The blue, the fresh, the ever free!
Without a mark, without a bound,
It runneth the earth's wide regions round;
It plays with the clouds; it mocks the skies;
Or like a cradled creature lies.

I'm on the sea! I'm on the sea!
I am where I would ever be;
With the blue above, and the blue below,
And silence wheresoe'er I go.
If a storm should come and awake the deep
What matter? I shall ride and sleep.

I love, O, how I love to ride
On the fierce, foaming, bursting tide,
When every mad wave drowns the moon
Or whistles aloft his tempest tune,
And tells how goeth the world below,
And why the sou'west blasts do blow.

I never was on the dull, tame, shore,
But I lov'd the great sea more and more,
And backwards flew to her billowy breast,
Like a bird that seeketh its mother's nest;
And a mother she was, and is, to me;
For I was born on the open sea!

I've liv'd, since then, in calm and strife,
Full fifty summers, a sailor's life,
With wealth to spend and a power to range,
But never sought nor signed for change;
And Death, whenever he comes to me,
Shall come on the wind, unbounded sea.

Questions:

- 1) Circle the correct option.
Like a bird that seeketh its mother's nest is an example of:

stanza exclamation proverb simile
- 2) *With the blue above, and the blue below*
What **two** things does the blue refer to in this line
- 3) How old is the narrator?
- 4) What does the word *dull* suggest about the narrator's opinion of dry land?
- 5) **Find** and **copy** a word from the third verse that means storm.

6) How does the poet give the impression that the sea is a living thing?

Mention 3 things from the text.

Today within our comprehension we are looking at a piece of poetry. 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. Please look at the marks given for each question. So for question 6, to gain the 3 marks, you need to find 3 pieces of evidence from the text and refer to the text to answer your question.

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=JVe67Q56Q9o&list=PLx_zmN5Pw-4VjMC9zGgN5rSYW-ktGnPkh&index=9

Maths Activity
<p>Maths Meeting:</p> <p>0.4 as a percentage =</p> <p>$2357 - 321 =$</p> <p>$\frac{2}{3} \times \frac{1}{5} =$</p> <p>$2\frac{1}{3} - 1\frac{1}{5} =$</p> <p>$13 + (24 - 12) \div 3 =$</p> <p>Maths:</p> <p>Today we are looking at embedding our knowledge of converting more fractions to percentages. There is no new learning here and there also won't be a further challenge as the task gets progressively harder and by reaching the end you have challenged yourself sufficiently at this point. The video will aim to guide you further.</p> <p>Questions:.</p>

7 Express each fraction as a percentage.

Example

$$\frac{4}{10} = \frac{40}{100} = 40\% \quad \text{OR} \quad \frac{4}{10} = \frac{4}{10} \times 100\% = 40\%$$

a $\frac{3}{20}$

b $\frac{24}{25}$

c $\frac{9}{50}$

d $\frac{4}{5}$

e $\frac{21}{50}$

f $\frac{17}{25}$

g $\frac{3}{10}$

h $\frac{13}{20}$

i $\frac{11}{25}$

8 Express each fraction as a percentage.

a $\frac{78}{200}$


b $\frac{260}{400}$

c $\frac{237}{300}$

d $\frac{135}{500}$

e $\frac{100}{625}$

f $\frac{21}{140}$

9  Express each fraction as a percentage. Round your answer to the nearest whole number.

a $\frac{89}{140}$

b $\frac{26}{235}$

c $\frac{150}{305}$

d $\frac{390}{468}$

e $\frac{13}{507}$


f $\frac{99}{101}$

10 At a cake shop, a baker sold $\frac{2}{5}$ of his cakes. What percentage of the cakes were sold?

11 Michael painted $\frac{13}{25}$ of a rectangular wall.

a What percentage of the wall was painted?

b What percentage of the wall was not painted?

12  At a school, $\frac{11}{25}$ of the pupils walk to school, $\frac{7}{20}$ travel by bus, while the rest travel by car.




a What percentage of pupils do not travel by car?

b What percentage of pupils travel by car?



Let's Practise!

Solve these word problems. Show your workings clearly.

- 13 A chef has 20 kg of pasta. She cooks 7 kg of it. What percentage of the pasta does the chef cook?
- 14 There are 900 pupils in a school. 540 of them are boys. What percentage of the pupils in the school are boys?
- 15 In a certain school, $\frac{3}{20}$ of the pupils cycle to school and the rest of the pupils do not.
- a What percentage of the pupils cycle to school?
 - b What percentage of the pupils do not cycle to school?
- 16 Isabel's sister earns £800 a month. She gives £240 of it to her mum and keeps the rest.
- a What percentage of her money does she give to her mum?
 - b What percentage of her money does she keep?
- 17  There are 250 seats on an aeroplane. 225 of the seats are in the economy class section, while the rest are in the first class section. $\frac{24}{25}$ of the seats in the economy class section are occupied. 
- a What percentage of the seats are in the first class section?
 - b What percentage of the seats in the economy class section are occupied?
- 18  There were 28 500 visitors to a theme park in a week. 17 100 of the visitors were adults. $\frac{13}{20}$ of the adults were men.
- a What percentage of the visitors were children?
 - b What percentage of the total number of visitors were men?

Practice Book 58, p. 89

Challenge

There is no further challenge as the task get progressively harder and by reaching the end you have challenged yourself sufficiently at this point.

Join Year 6 Afternoon Drop-in Zoom Meeting (2:00)

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

Meeting ID: 931 5735 2457

Passcode: c3EDVV

PSHE

The United Nation's Convention on the Rights of the Child is an international agreement set out by all countries to set out the rights of all children regardless of age, race or ethnicity.

There are 54 articles in total.

If you look at the coloured poster below it shows all articles up to article 42.

I would like you to read through them and ensure you understand what they mean.

If you click on the link below that it will take you into a more detailed, but still child friendly, version of each article.

I would like you to consider the people within your house and their birthdays. Create a Birthday Rights Information Poster based on those birthdays. For example, if you have a sister whose birthday is on the 7th of the month then her Birthday Right will be 'to have a name and nationality'. Do this with each of your family members to help you develop a knowledge of these rights. (One Information Poster for all rights)

Remember, every child all over the world has these rights regardless of any circumstances.



<https://www.savethechildren.org.uk/content/dam/gb/reports/humanitarian/uncrc19-child-friendly.pdf>

Storytime

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

