

Wednesday 13th 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	History	History Drop-in Zoom Meeting	Story Time

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

<https://zoom.us/j/91254465499?pwd=TUY4eTIESUZONWpIN3V4RkZYL3lldz09>

Meeting ID: 912 5446 5499

Passcode: xC3ZX7

Video input to English lesson:

https://www.youtube.com/watch?v=4uvu5P_Usm0

English Task

SPaG: LC: Using a relative clause

A relative clause is a type of subordinate clause that is often introduced by a relative pronoun.

Job 1: Create a list of relative pronouns you could use.

Look at my examples of relative clause use below. The relative clause will be in green beginning with the relative pronoun in red:

Lord Thompson, **who** is 76, has just retired.

Charles Dickens, **whose** work is read all over the world, is the one of England's greatest ever writers.

Job 2:

Add a suitable relative clause to complete the sentence:

I looked at Caroline,, and ran.

Eric read the sign,, very slowly.

We went to the shop,, with Shaun.

He met Sasha,, last year.

Job 3: Now create 2 of your own.

Today's work in English is a simple one and continues from yesterday's work. That is why I have left the writing considerations and the model text from yesterday. I will number your tasks below:

1. Complete your character description.
2. Polish your character description (This includes reading through your written piece, word for word, and absolutely ensuring that it reads correctly, any unfamiliar spellings checked, verb tenses checked and anything that you are unhappy with successfully altered)
3. Create a key underneath your work and look for different sentence openers, different sentence types, different forms of punctuation and any other grammar considerations for example embedded clauses,

noun phrases etc Let your colour key and underling in that colour show me how much you have included.

Yesterday's guidance I have kept included underneath:

This is what I want you to consider to when writing your character description:

- Am I using a range of sentence openers?
- Am I using a range of sentence types?
- Am I using a broad range of punctuation?
- Am I expanding noun phrases accurately?
- Am I using paragraphs correctly?
- Am I considering main/ subordinate, complex/compound, multi-clause sentence use?
- Is my work well presented?

I am going to provide an example of my own to describe my character:

LC: To write a character description for a traditional tale character

Jumpelstiltskan

With his tangled, brown hair and broad, gap-toothed grin, Jumpelstiltskan is not a character you would want to encounter too many times within your life. An evil glint in his eye will tell you that at first glance. Loudly dressed and an obvious target for the fashion police, Jumpelstiltskan stands out in any crowd. With his curled up shoes with which he could pick his teeth, his balloon shaped pantaloons which looks like they are full of wind and a yellow neck scarf to round it all up, he is quite a sight. There is no part of him which doesn't shout look at me. Surprising as it may seem, Jumpelstiltskan is selfish by nature but with magical skills that he is happy to use for evil deeds. So please be aware of him! Don't, under any circumstances, befriend him. But most important of all, do not invite him round to your house for Christmas!

Spelling

Here are the spellings for this week:

Mr Emerson'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

Mini spelling test: take 10 spellings and check how you are doing.

Then, split your page down the middle. Left hand / right hand. (You know the score) Ensure that you are making yourself aware of the spelling rules whilst you undertake this.

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

Reading Activity

Bungee Jumping

Definition

Bungee jumping is the sport of leaping from a high structure while attached to a stretchy cord. The cord is called a bungee: it is attached to the person's ankles at one end and the structure they are jumping off at the other. The bungee is just long enough to allow the jumper to spring back just above the ground without touching it. The cord springs the jumper back up into the air several times – making them look like a human yo-yo. When it does finally stop, the jumper then has to wait to be lowered safely to the ground.

Famous Jump Sites

Bungee jumps are performed from sites all over the world, including from cranes, bridges, dams and even hot-air balloons. The Verzasca Dam in Switzerland is one of the highest permanent jumping sites in the world, with jumpers plunging approximately 220m.

The Kawarau Bridge jump in New Zealand is only 43m high, but thousands of people flock to this jumping site since this is where commercial bungee jumping first began. Tandem jumps take place here too; couples can plunge together towards the turquoise river below.

One of the world's most famous jumps is from the Victoria Falls Bridge in Zambia. Not only is there the thrill of jumping, but with the largest waterfalls on Earth behind and the Zambezi River below, it is a truly spectacular experience.

Risks

Bungee jumping is considered to be a dangerous sport by some people and there have been fatalities. Most injuries occur when the bungee isn't attached to the jump platform or the jumper properly. However, it's quite rare for things to go wrong and most jumpers say the experience is thrilling, with many admitting they would do it again!

Questions:

1. What is a bungee attached to? Mention two things. (2 marks)

1)

2)

2. Circle the correct option. (1 mark)

The phrase *like a human yo-yo* is an example of:

Quotation Simile Clause Metaphor

3. Why do people choose to jump off the Kawarau Bridge in New Zealand? (1 mark)

4. How do most bungee jumping injuries occur? (1 mark)

5. Write down how you might feel if you were about to do a bungee jump. Give answers from the text to support your answer. (2 marks)

Today within our comprehension we are looking at a piece of non-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. Please look at the marks given for each question. So for question 5, to gain the 3 marks, you need to find 2 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=jFDFGxuOuM>

Maths Activity

Maths Meeting:

0.63 as a percentage =

$2357 \times 51 =$

$2/3 \div 1/5 =$

$1 \frac{1}{2} + 2 \frac{1}{3} =$

$\pounds 1.37 + \pounds 332.25 =$

Maths:

Today we are looking at converting fractions percentages. Please watch the video for this so I can guide you through.

Questions:.

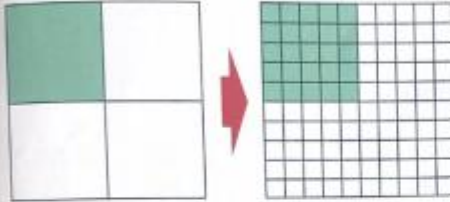
Let's Learn!



Converting more fractions to percentages

- 1 Emma spent $\frac{1}{4}$ of her money on a book. What percentage of her money did she spend on the book?

Method 1



$$\frac{1}{4} = \frac{25}{100} = 25\%$$

First convert the denominator of the fraction to 100. Multiply the numerator and denominator by 25.

$$\frac{1}{4} = \frac{25}{100}$$



Method 2

Whole	Spent
$1 = \frac{4}{4}$	$\frac{1}{4}$
100%	?%

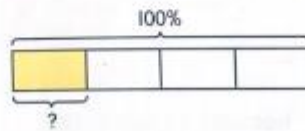
There is more than one method to convert a fraction to a percentage.

A whole is $\frac{4}{4}$ or 100%.

1 whole \rightarrow 100%

4 parts \rightarrow 100%

1 part $\rightarrow \frac{100}{4}\% = 25\%$



Method 3

$$\frac{1}{4} = \frac{1}{4} \times 100\% = 25\%$$

2 Use the models to express each fraction as a percentage.

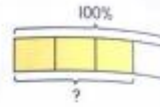
a Express $\frac{3}{4}$ as a percentage.

4 parts \rightarrow 100%

1 part \rightarrow % = %

3 parts \rightarrow $3 \times$ % = %

So $\frac{3}{4} =$ %.



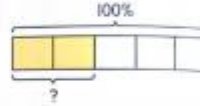
b Express $\frac{2}{5}$ as a percentage.

5 parts \rightarrow 100%

1 part \rightarrow %

2 parts \rightarrow %

So $\frac{2}{5} =$ %.



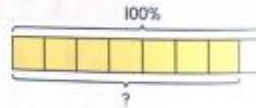
c Express $\frac{7}{8}$ as a percentage.

8 parts \rightarrow %

1 part \rightarrow % = %

7 parts \rightarrow $7 \times$ % = %

So $\frac{7}{8} =$ %.



3 Express each fraction as a percentage.

a $\frac{3}{5} = \frac{\text{input}}{100}$
= %

OR

$\frac{3}{5} = \frac{3}{5} \times$ %
= %

b $\frac{7}{20} = \frac{\text{input}}{100}$
= %

OR

$\frac{7}{20} = \frac{\text{input}}{20} \times$ %
= %

4 Mr Lee had 500 pineapples for sale. He sold 200 of them to Mr Simms.

- a What percentage of the pineapples were sold to Mr Simms?
- b What percentage of the pineapples were left?

a Fraction of pineapples sold = $\frac{200}{500} = \frac{2}{5}$
Percentage of pineapples sold = $\frac{2}{5} \times 100\% = 40\%$
40% of the pineapples were sold to Mr Simms.



b Percentage of pineapples left = $100\% - 40\% = 60\%$
60% of the pineapples were left.

5 A baker bought 250 kg of flour to make bread. She used 120 kg of flour to make bread on Monday and the rest on Tuesday.

- a What percentage of the flour was used on Monday?
- b What percentage of the flour was used on Tuesday?



a Fraction of flour used on Monday = $\frac{120}{250} = \frac{12}{25}$
Percentage of flour used on Monday = $\frac{12}{25} \times 100\%$
= %

of the flour was used on Monday.

b Percentage of flour used on Tuesday = % - %
= %

of the flour was used on Tuesday.

Challenge

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

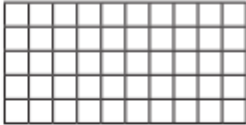
Explain the mistake that Ron has made.

What is the correct answer?



6 a) Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- $\frac{4}{20}$ blue
- 14% red
- the rest yellow



b) What percentage of the grid is yellow?

7 a) Use each digit card once to make the statements correct.

1 2 3 4 5

$\frac{\square}{\square} > \square$ 0% 75% = $\frac{\square}{4}$ $\frac{3}{\square} < 65\%$

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

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

Meeting ID: 931 5735 2457

Passcode: c3EDVV

You Tube History Input Video:

<https://www.youtube.com/watch?v=znGR4umXID8&feature=youtu.be>

History

For history today it is very important that you watch the video where I will talk through the power-point and tell you a bit about 'Anglo-Saxon Laws and Justice'.

Then I would like you to read through the 4 case studies below. (This would have normally been done in groups but I am adapting it slightly for your learning at home)

I would like you to consider at least 2 of the case studies and write that case study down in your book. For example:

Case Study 1: A man has killed a woman because he was angry. What should he do?

Then I want you to look at the Anglo-Saxon punishment, take the role of an Anglo-Saxon and then write down why you believe that may be a good idea with clear reasons written in full, correctly punctuated sentences.

Then take the role of a Modern British Person and then again write down why you believe that punishment is the correct one.

Then finally take the role of Jury and you must decide which of the punishments should take place.

Consider the reasons and really think them through before you write them down.

I will explain further in the video.

Anglo-Saxon Vs Modern British Justice System Case Studies



Read through each case study. Look at the group you are in (Anglo-Saxon people; modern British people; or Jury) and think about what you need to say to persuade the people in the other groups to agree with you.

Case Study One

A man has killed a woman because he was angry. What should we do?

Anglo-Saxon People

The man should pay a wergild fine of 200 shillings to the woman's family and then be free to go.

Talk about reasons why you think this should happen to this man.

Modern British People

The man should go to prison for 25 years.

Talk about the reasons why you think this would be the best punishment for this man.

Jury

Think about and listen to both arguments.

Which option do you think should happen? Why?

Case Study Two

A child has stolen a sheep. What should we do?

Anglo-Saxon People

The child should have his hand chopped off.

Talk about the reasons why you think this should happen to the child.

Modern British People

The child should be given a warning by the police not to do it again.

Talk about the reasons why this is the best thing to do to stop the child from stealing again.

Jury

Think about and listen to both arguments.

Which option do you think should happen? Why?

Case Study Three

A woman has been accused of being a witch. People say that she has cursed her village with an illness, as she is the only person not to fall ill. What shall we do?

Anglo-Saxon People

The woman should do a trial by ordeal, by being tied and thrown into a lake. If she sinks to the bottom, she is innocent. If she floats, she is guilty and will be killed.

Talk about the reasons why this should happen to this woman.

Modern British People

There is no evidence. She should be free to go. Talk about the reasons why this should happen to this woman.

Jury

Think about and listen to both arguments.
Which option do you think should happen? Why?

Case Study Four

A child is naughty at the local market and upsets his mother. What should we do?

Anglo-Saxon People

The child should be whipped. Talk about the reasons why this should happen to this child.

Modern British People

The child should be spoken to sternly by his mother and they should talk about why he should not behave like that. Talk about the reasons why this should happen to this child.

Jury

Think about and listen to both arguments.
Which option do you think should happen? Why?

Storytime

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

