

Monday 11th 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	Art	Art 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=vnqc2HeFEIQ&list=PLx_zmN5Pw-4VjMC9zGgN5rSYW-ktGnPkH&index=3

English Task

SPaG: Identify the conjunctions. Your job today is to identify whether a coordinating or subordinating conjunction has been used within these sentences. You need to tick the correct option.

1 The men dug a hole in the road and they mended a burst water pipe.

co-ordinating ☐ subordinating ☐

2 I wouldn't watch a football match even if you paid me.

co-ordinating ☐ subordinating ☐

3 I'll let the dog out when we get home.

co-ordinating ☐ subordinating ☐

4 We could eat here or we could find another restaurant.

co-ordinating ☐ subordinating ☐

5 It was the middle of summer yet it didn't feel very warm.

co-ordinating ☐ subordinating ☐

6 You can have a mug of hot chocolate as it's bedtime.

co-ordinating ☐ subordinating ☐

7 I hate washing up so I will do the ironing.

co-ordinating ☐ subordinating ☐

8 I'm going to leave early because of the awful traffic in town.

co-ordinating ☐ subordinating ☐

9 I want to go out but I don't have my coat.

co-ordinating ☐ subordinating ☐



10 She told me that she had hurt her arm.

co-ordinating ☐ subordinating ☐

Today in English I have a nice little task for you. When you innovate your text over the next few days you are going to replace Rumpelstiltskin with a character of your own. Your job today is to design that character making sure you aim to make him as weird and wonderful as your mind will let you and come up with a name. Remember, it needs to be a name that the princess will struggle to guess. Make sure that it has plenty of colour and stick it in your book.

Following that, what I would like you to do is consider your character. It is yours and nobody knows them better than you. Consider their visible characteristics, their personality and what they are able to do and surround them with descriptive sentences and phrases that you will be able to use within a full character description and also within your innovated text.

<p style="text-align: center;">Spelling</p> <p style="text-align: center;">Here are the spellings for this week:</p> <p>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.</p> <p>(There are a number of homophones in these spellings so please ensure that you use the correct definition for the correct spelling)</p> <p>Mrs Oakley's Spelling Group: pregnancy, fancy, redundancy, consultancy, tenancy, expectancy, discrepancy, vacancy, accountancy, occupancy, infancy, truancy, hesitancy, poignancy, vibrancy, buoyancy</p> <p style="text-align: center;">Focus on the spellings from your group and complete the following activities:</p> <p style="text-align: center;">Spelling Activity</p> <p>It is Monday morning and an introduction to this week's spellings. Write them all down for the first time. Check how many syllables each one has and look up their definitions. Make sure you understand the definitions. (You don't have to write them down just ensure you understand them and if you don't, then please ask)</p> <p>All of these spellings are on Spelling Shed under either Spring Week 2 Mrs Oakley or Spring Week 2 Mr Emmerson</p>

<p style="text-align: center;">Reading Activity</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Jemima-After-Dark- Jemima-After-Dark- Comprehension-Sto Comprehension-Qu</p> <p>Today within our comprehension we are looking at a piece of fiction within our reading comprehension and today the answers come in a multiple-choice format. However, don't let this catch you out. Use the same model we always use by ensuring that you have the next question in your head as you are reading through the text. Take your time and check your answers.</p>

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=2gkH63GEDaA&feature=youtu.be>


Maths Activity

Today in maths we are moving onto 'Percentage' and hopefully the input video for this will help you along the way and of course, if needed, the Zoom drop-in sessions may be of use here.


Instead of me writing out what you need to do for this lesson, I would like you to follow the input video and return to it as and when you need to refresh your memory.

There are 4 pages of work here taken from the Inspire book and they look at percentage, expressing a fraction as a percentage, expressing a decimal as a percentage, expressing a percentage as a fraction and then showing this fraction in its simplest form and then finally expressing a percentage as a decimal.

Unit 10 Percentage

Let's Learn! 

Per cent


1 

In a garden, there are 100 tulips.
75 of them are red.
So 75 out of 100 tulips are red.
There are three ways to express this.

Compare the number of red tulips with the total number of tulips.

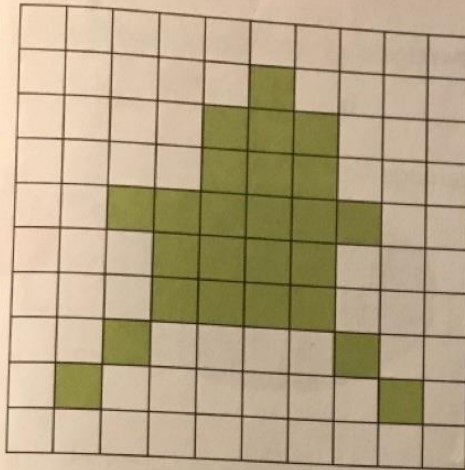
$$\frac{\text{Number of red tulips}}{\text{Total number of tulips}} = \frac{75}{100}$$

As a Fraction	As a Decimal	As a Percentage
$\frac{75}{100}$	0.75	75%



We read 75% as **75 per cent**.
75% means 75 out of 100.

2



The big square is divided into 100 equal parts.
25 parts are shaded.

So 25 out of 100 parts are shaded.

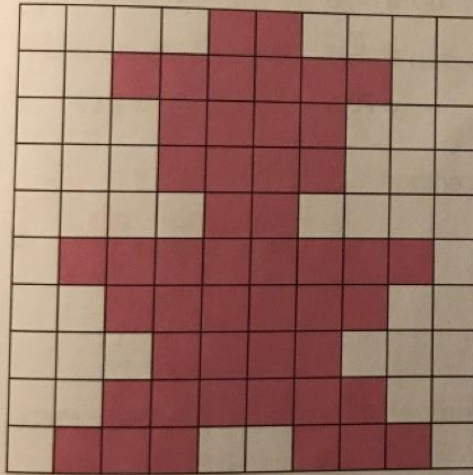
$\frac{25}{100}$ of the big square is shaded.

25% of the big square is shaded.

What percentage of the whole is shaded?
What percentage of the whole is not shaded?



3



% of the big square is shaded.

% of the big square is **not** shaded.

4

Express each of the following as a percentage.

a 72 out of 100 is %.

b 39 out of 100 is %.

5 Express each fraction as a percentage.

a $\frac{17}{100} = \boxed{}\%$

b $\frac{68}{100} = \boxed{}\%$

6 Express each fraction as a percentage.

a $\frac{7}{10} = \frac{70}{100} = \boxed{}\%$

b $\frac{3}{10} = \frac{\boxed{}}{100} = \boxed{}\%$

Find the equivalent fraction of $\frac{7}{10}$ that has 100 as its denominator.



7 Express each decimal as a percentage.

a $0.45 = \frac{45}{100}$
 $= 45\%$

b $0.7 = 0.70$
 $= \frac{70}{100}$
 $= 70\%$

c $0.03 = \frac{3}{100}$
 $= 3\%$

8 Express each decimal as a percentage.

a $0.56 = \frac{\boxed{}}{100}$
 $= \boxed{}\%$

b $0.9 = \frac{\boxed{}}{10} = \frac{\boxed{}}{100}$
 $= \boxed{}\%$

c $0.4 = \frac{\boxed{}}{\boxed{}}$
 $= \boxed{}\%$

d $0.08 = \frac{\boxed{}}{\boxed{}}$
 $= \boxed{}\%$

9 Express a 8% and b 64% as a fraction in its simplest form.

a $8\% = \frac{8}{100} \times \frac{25}{25}$
 $= \frac{2}{25}$

b $64\% = \frac{64}{100} \times \frac{16}{16}$
 $= \frac{16}{25}$

10 Express each percentage as a fraction in its simplest form.

a $94\% = \frac{\boxed{}}{100}$

$= \frac{\boxed{}}{\boxed{}}$

b $88\% = \frac{\boxed{}}{100}$

$= \frac{\boxed{}}{\boxed{}}$

c $42\% = \frac{\boxed{}}{\boxed{}}$

d $56\% = \frac{\boxed{}}{\boxed{}}$

e $12\% = \frac{\boxed{}}{\boxed{}}$

f $78\% = \frac{\boxed{}}{\boxed{}}$

g $34\% = \frac{\boxed{}}{\boxed{}}$

h $66\% = \frac{\boxed{}}{\boxed{}}$

11 Express **a** 48% and **b** 79% as a decimal.

a $48\% = \frac{48}{100}$

$= 0.48$

b $79\% = \frac{79}{100}$

$= 0.79$

Remember, when dividing a number by 100, just shift the decimal point 2 places to the left.



12 Express each percentage as a decimal.

a $38\% = \frac{\boxed{}}{100}$

$= \boxed{}$

b $4\% = \frac{\boxed{}}{100}$

$= \boxed{}$

c $97\% = \frac{\boxed{}}{100}$

$= \boxed{}$

d $60\% = \frac{\boxed{}}{100}$

$= \boxed{}$

Challenge

In question 3, can we still write the percentage as 48% for the shaded part if the total number of squares is 75 instead of 100 and the total number of shaded squares is:

- (i) Unchanged
- (ii) 36

Explain as clearly as possible why.

Art

Romero Britto is a Brazilian artist, painter and sculptor.

He was born on October 6th 1963 in Brazil and is married with 1 child.

His artwork combines elements of cubism, pop art and graffiti painting. He uses vibrant colours and bold patterns and his focus is on hope, dreams and happiness.

This artist will be our focus artist for this half term and we are going to use his style alongside our focus on Traditional Tales to create some wonderful, colourful pieces of art.

Please look at some of the examples of his work below:





What you need to do today, by adopting one of these styles, is create a design of your own. So for example, you may replace the butterfly with a bird on the bottom design or with the picture of the boy with his arms out, you may decide to replace him with a character of your choice. This part of the afternoon is up to you. However, what you need to ensure that you do is adopt the style of Romero Britto focusing on the bright colours and the bordered black areas. (If you look at the butterfly for example, you will see the coloured sections that he wants to stand out are bordered with a black outline – this is important for his style. Most of all enjoy your creative Monday afternoon.

Storytime

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

