Oakwood Primary Academy

Year 6

Remote Learning Workbook

Week Beginning

8th February 2021

Name……

'Being Better Every Day'

Year 6 Remote Learning Overview - Week beginning: 01/02/21

All learning can be completed online or in your exercise book. There is no expectation or need to print out any of these learning activities below.

Photographs of your favourite piece of English, Maths and Wider curriculum work can be submitted throughout the week, by emailing Miss Elms or Mr Spiers.

lelms@auroraacademies.org or aspiers@auroraacademies.org

Or by handing these in at school each **Monday,** should you wish to.

Contents:

- 'Weekly Welcome' from the Year 6 Team
- 'News Page – What have you been learning this week?
- Weekly Timetable
- Reading Log
- Purple Mash 'To Do's
- Daily sections of Maths, English and Wider Curriculum.
- Friday Quiz
- Other links and activities

Weekly Welcome

Monday 8th - 12th February 2021

Hello again Year 6,

Welcome to a new week of learning. We still miss you very much at school and hope that you are safe at home.

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and can't wait to hear all about what you've learnt! **You will see that some tasks have been split up in mild, hot and spicy.** When you see this, you only need to do one of these. Choose the one that you feel is at your level. You can always have a go at a second one if you want to challenge yourself even more.

We are expecting you to send an email with pictures of the work you have done or a few sentences telling us what you have learnt this week. It may be a good idea to choose your favourite piece of work from the week to send in! We'll share some of your photographs next week!

For this week, Mr Spiers and Miss Elms will be sharing the teaching and planning of remote learning. so, please email us with any questions, queries and with your work, so we can keep in contact as much as possible.

We'll be announcing our next 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you when it is safe to do so.

Best wishes and enjoy half term,

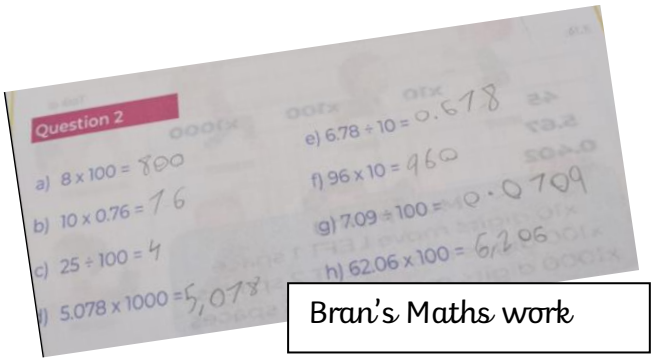
Mr Spiers and Miss Elms.

aspiers@auroraacademies.org

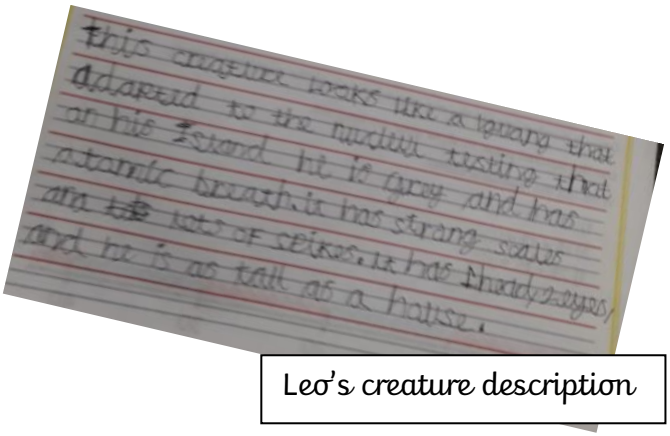
lelms@auroraacademies.org

Our News Page - Let's see what Year 6 have been up to across the past week, at home and in school!

Stars of the week last week: Roshan and Kitty!

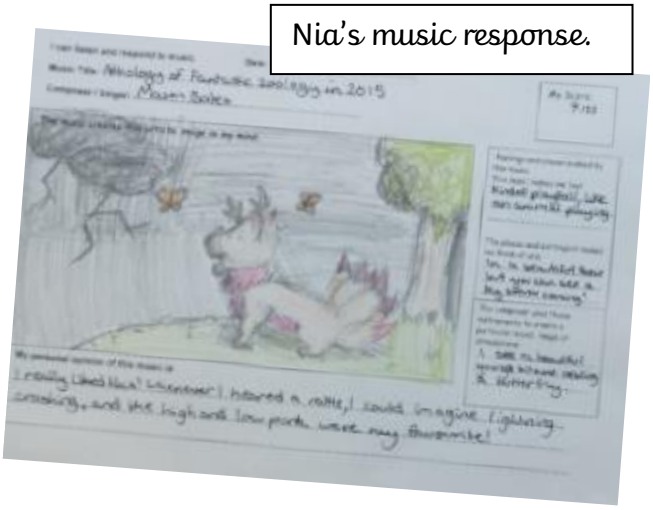


Bran's Maths work

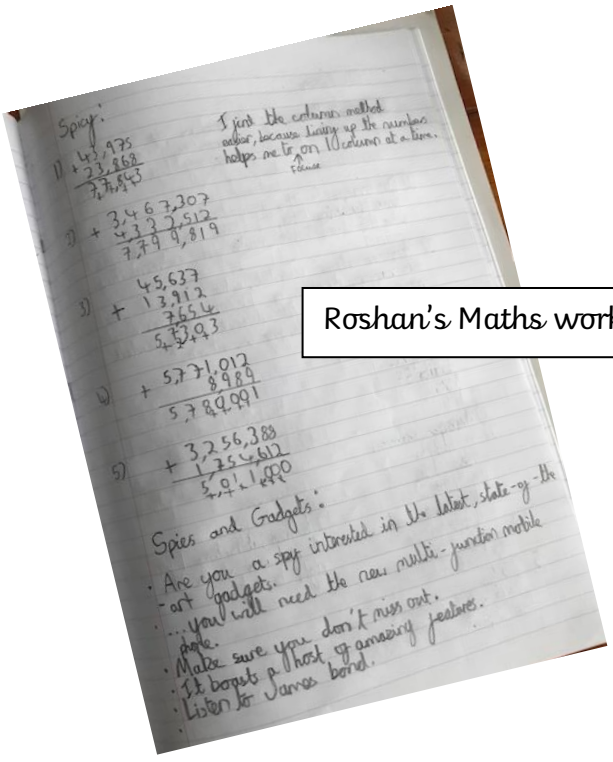


Leo's creature description

Yoga!



Nia's music response.



Roshan's Maths work

Kyra's arctic art!

Our Learning Timetable for This Week

	Maths	English	Wider Curriculum / Other activities
Monday	Arithmetic Day	Doors Poetry	Music: BBC 10 Pieces: Dr Who
Tuesday	5 Daily Questions Multiply and divide by 10, 100 and 1000 in context.	Idioms and Door Poetry comprehension.	PSHE/JIGSAW: Expressing your feelings
Wednesday	5 Daily Questions Common multiples and common factors.	Reading comprehension: Snow Walker's Son.	Spanish: Definite and Indefinite articles Talavera tiles.
Thursday	5 Daily Questions Identify properties of number.	Grammar session: Pattern of 3, Semi colon, Adverbs.	PE: Interval training Designing your own workout.
Friday	5 Daily Questions Multiply a decimal number by a whole number.	Quick writes: Through the eyes of a character.	Valentine's Day Art.

Click here to access the Sway for this week

Reading Log: Don't forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

Date	Title / Name of Book	Pages	Comments

Purple Mash To Do's:

- Ambleford Marbles Chapter 3
- Ambleford Marbles Chapter 3 Questions.
- Multiplication and division, 13, 14, 15.
- Addition
- Winter (Art).

If you do not have or have forgotten your login details, please contact us so we can pass your detail over to you.

Click the link below to take you to Purple Mash

Purple Mash Login Page

Times Tables Rock Stars

Also remember to log on to your Time Tables Rock Stars account to practice to tables facts to keep them at the front of your mind – it will really help you with your maths!

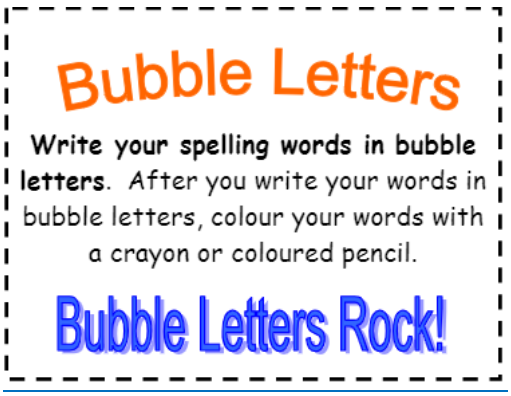
Click the link below to take you to TT Rock Stars

Times Table Rock Stars Login Page

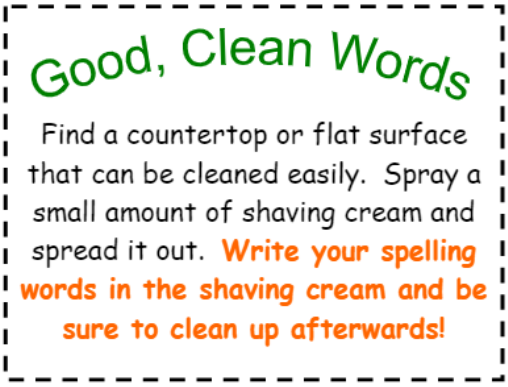
Monday 8th February 2021: Spelling

Choose either 10, 15 or 20 spellings to focus on this week. Over the course of the week play different games to help you learn them such as:

Bubble words: Grab a pen and try to write them in a bubble style This will make you remember them!



Finger painting: Ask permission first because this could be messy! You could use sand or flour too.....!



Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Monday 8th February: Maths

Arithmetic Monday

Today we are focusing on Arithmetic. Watch the online clips on the Sway Page to complete some of the questions in your task. Give the other questions your best shot.

Remember- Choose the correct level for you –mild, hot OR spicy. YOU DO NOT HAVE TO DO THEM ALL.

Watch the videos on the Sway Page to help you with this.

Tasks:

Mild

441 × 2 = _____

15 × 3 = _____

48 ÷ 6 = _____

5 x 6 x 6 = _____

$\frac{3}{4} - \frac{1}{4}$ = ____

630 ÷ 9 = _____

9.78 x 100 = _____

4^2 = _____

400 x 400 = _____

1440 ÷ 12 = _____

Hot

4^2 = _____

400 x 400 = _____

1440 ÷ 12 = _____

20% of 1500 = _____

1.42 x 6 = _____

$\frac{3}{8} + \frac{3}{8}$ = ____

5005 ÷ 5 = _____

62 x 66 = _____

13|5200 = _____

$\frac{1}{2} \times \frac{1}{4}$ = ____

Spicy

$\frac{2}{4} \div 2$ = ____

$1\frac{1}{6} - \frac{1}{5}$ = ____

37|2405 = _____

$\frac{3}{2} + \frac{3}{4}$ = ____

$\frac{9}{4} \div 2$ = ____

$\frac{1}{2} \times \frac{1}{4}$ = ____

95% of 620 = _____

323 x 34 = _____

$16 \times 2\frac{1}{2}$ = ____ or _____

30 – 3 x 4 = _____

Monday 8th February: English

This week we are starting a whole new unit. This is one of my favourites because we get to use our imaginations and get really creative!

Doors
-the world of possibility
Year 6 Workbook
by Jamie Thomas

Introduction

Have you ever looked at a door and wondered what might be on the other side? Where may it lead? What may be hiding within? At first glance, a door is just a piece of wood, glass or metal that is opened and closed so that people can get in and out of a room, a vehicle or a space. But in the hands of a writer, a door represents a world of possibility, a world where things are not only hidden but often closed off and restricted. Together, through poetry, text games and narrative, we shall explore the potential that a door offers to you, the writer.

© Talk for Writing

Activity 1: The world we live in

As I write this, the world is in lockdown, shut behind doors for our own safety and the safety of everyone else. Covid-19 has closed schools, closed shops and temporarily closed some of the things we take for granted, like playing in the park with our friends.

★ **Make a list of all the things that you miss doing. You may like to think about some of the following categories:**

- seeing family
- seeing friends
- day to day things
- playing sports
- exploring your interests
- places you love to visit

Throughout these sessions, you may like to use these personal reflections to inspire and influence your writing.

Activity 2: I opened the magical door and saw …

This is an idea inspired by Kit Wright's poem 'The Magic Box' (you could search for this on the internet to read his poem). In the poem, Kit imagines what may be contained inside a magical box. We can use this idea to connect to what could be behind the magical door.

★ **Before you begin, brainstorm a list of ideas for what might be behind the door. Let your imagination run wild as there is no wrong answer. Once you have your list, have a go at writing a poem, using the repeating opener:** *I opened the magical door and saw …*

Here's an example to help you get going:

I opened the magical door and saw shadows dancing.
I opened the magical door and saw a rainbow leading to another world.
I opened the magical door and saw people crying.
I opened the magical door and saw a magical fairground flooded in lights.

*****Make sure you complete these two activities before you start the verses*****

★ **Have fun adding to your ideas and let your imagination run wild. Have a read of this poem I created with some Y6 children to help you get ideas:**

The Magical Door

I opened the magical door and saw …
a world turned upside down:
the sea, now a floating ceiling,
the clouds, an inviting carpet.

I opened the magical door and saw …
the reflection of myself:
standing, searching, staring,
questioning how this was possible.

I opened the magical door and saw …
a sweet-treat paradise:
clouds of candy floss,
drifting across a bubble gum sky.

I opened the magical door and saw …
a field of waves:
blue potatoes were leaping,
playing in white foam,
as puzzled farmers watched from sunny shores

I opened the magical door and saw …
The image of a street I used to know,
But as I entered, everything changed;
As I reached out, everything had gone.

I opened the magical door and saw…
A feast of my favourite foods
Guarded by monster chips
Waiting to fight off all invaders.

I opened the magical door and saw …
Monstrous mobile phones
Herding people into little houses
And laughing, laughing, laughing.

I opened the magical door and saw…
The future.

Using the opening sentence, write 3 things that you might see when you opened the magical door. Start with the item that you saw, then use verbs to say what the thing was doing or add more description to the item.

Eg **I opened the magical door and saw…….**

A long, brown sausage dog:

Doing cartwheels,

Barking, jumping and grinning

While chasing a ball.

You could also use other senses:

Eg I opened the magical door and I smelt/heard/touched/found/felt……

Be as wild as you can with your ideas! Some things might be impossible but you can include them in your poem-that's why poetry is fun!

Some impossible things:

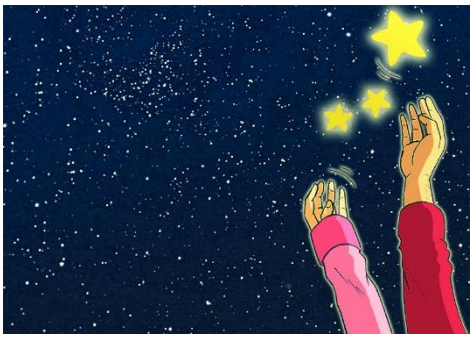
and heard a butterfly giggling

and saw the moon dancing

and touched the Milky Way

and smelt the perfume from a rare orchid

and felt like a meerkat huddling in a den



QUICKWRITE:

Now it's time for you to have a go:

Write the title **'The magical Door'**

Start each verse with:

I opened the magical door and (saw/felt/smelt/touched/heard/found)

Each verse should have 4 lines

And a comma after each line (unless you are going over to the next line) and a full stop at the end of the last line.

Monday 8th February Music: BBC Ten Pieces

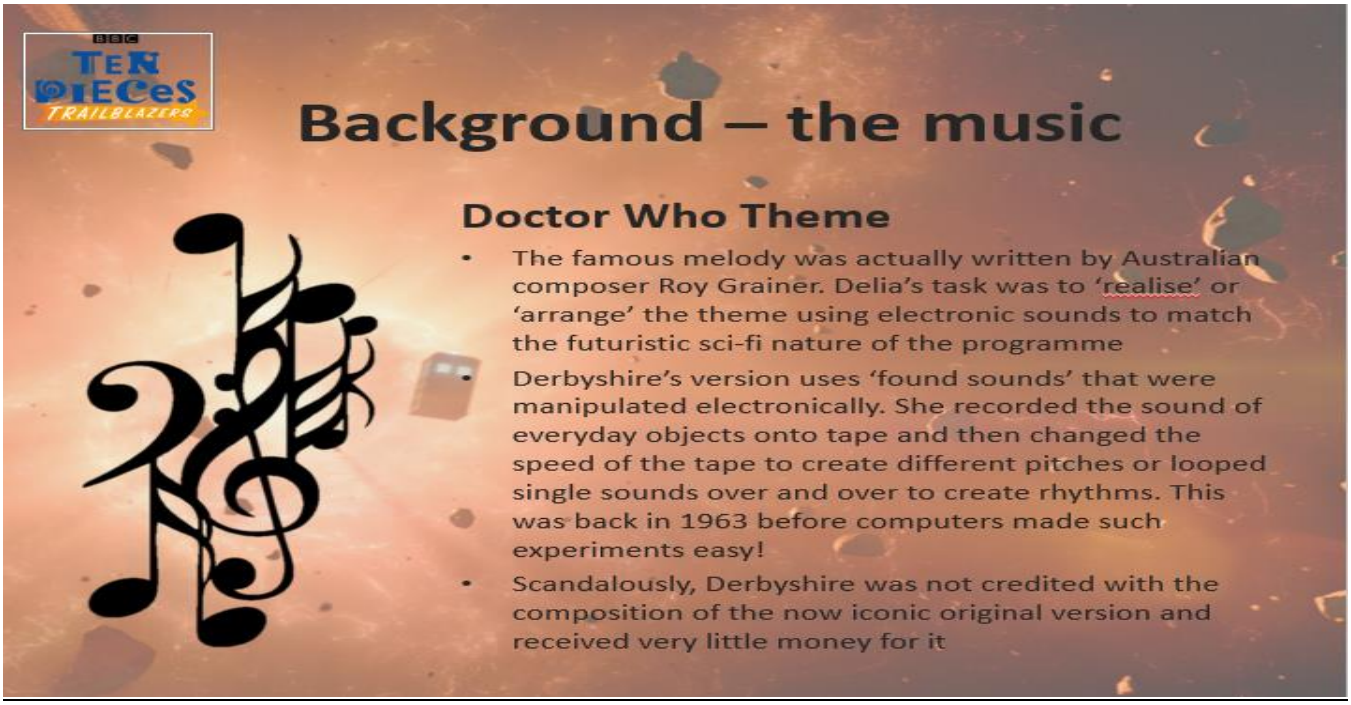
We hope you enjoyed last week's piece. We are looking forward to see the art work you produced.

This week, we are looking at a very famous piece of music that you will definitely recognise!

First activity: Listen to this...

https://www.bbc.co.uk/teach/ten-pieces/doctor-who-theme-by-delia-derbyshire-ks2-lesson-plans/zdkp2sg

Did you recognise it???

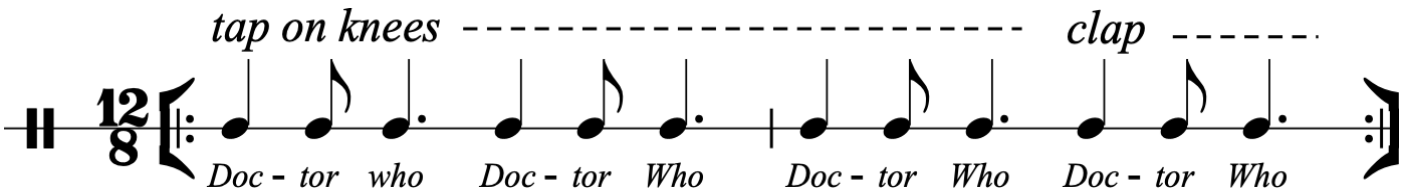


Now watch this for more information:

https://www.bbc.co.uk/teach/ten-pieces/classical-music-delia-derbyshire-doctor-who-theme/zfh792p

Isn't amazing how she managed to make those sounds from everyday objects! Also, the tune has developed a lot but is still very recognisable.

Now it's your turn to respond to the music:



1)Try to create a pattern from the base line. Use colours to represent the tone.

Eg darker colours for bass notes

1) Now add the melody. The pattern is different, it doesn't stab like the bass line-it swirls. Play the music again and add to your pattern work.

Some alternatives (fun!):

https://www.youtube.com/watch?v=8YxtPmUaFRI

https://www.youtube.com/watch?v=Yc23LmJ1HPg

Tuesday 9th February: Maths

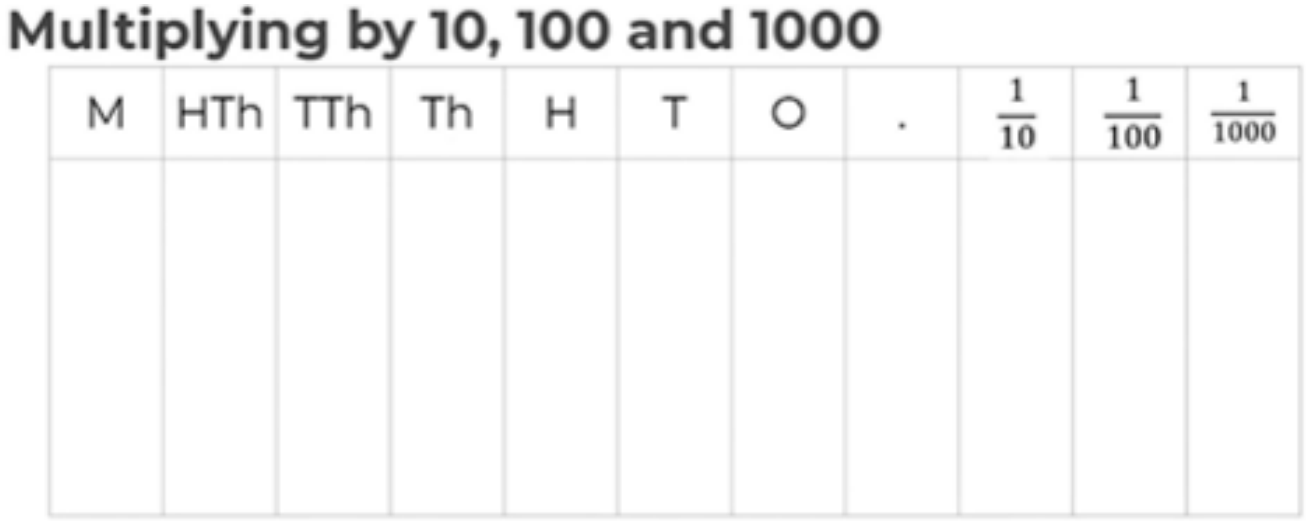
Starter: 5 Daily Questions

1. Write in the 24-hour clock: 6.24pm
2. Write 0.134litres in millilitres.
3. What number is halfway between 8 and 12
4. Round £4.55 to the nearest tenth.
5. 2962 ÷ 3 =

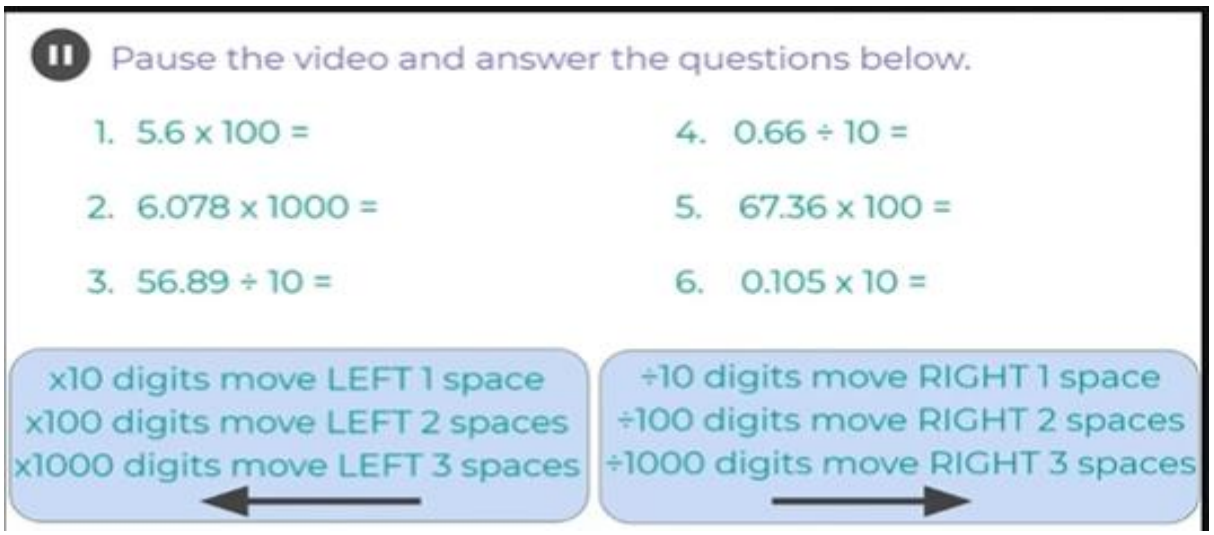
Tuesday 9th February: Maths – Multiply and divide by 10, 100 and 1000 in context

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

Place value chart



At 6.54:



At 10.30:

Pause the video and find the mass of each animal in the given units.

÷ 1000
1000 g = 1 kg
x 1000

Adult male lion
195 000 g

What is its mass in kilograms?

Eagle owl
2.65 kg

What is its mass in grams?

Source: Close up portrait of lion, Pixabay, Pexels
Close up shot owl, Vincent M.A. Janssen, Pexels

At 13.15:

Pause the video and solve the conversion problems

x100
£1 = 100p
÷100

a) £2.35 = _____ p

b) 45p = £_____

c) _____ p = £10.56

d) £0.67 = _____ p

e) 567p = £_____

Remember- Choose the correct level for you –mild, hot or spicy. YOU DO NOT HAVE TO DO THEM ALL.

Mild: Divide these by 100 to convert to £s.

1.	56p	6.	891p
2.	516p	7.	799p
3.	143p	8.	465p
4.	8p	9.	999p
5.	39p	10.	7p

Hot

Question 1

Convert the masses below into the desired units.

÷ 1000
1000 g = 1 kg
x 1000

Body Mass: 60 kg

What is the chimpanzee's body mass in grams?

Body Mass: 45000 grams

What is the cheetah's body mass in kilograms?

Question 2

x100
£1 = 100p
÷100

Convert the masses below into the desired units.

a) £4.56 = ____ p

b) 672 p = £ ____

c) ____ p = £24.67

Question 3

Who spent more money?

I spent £2.75

I spent 280 p

Question 4

Sam buys a stack of paper containing 100 sheets.

Each stack costs £24.00. How much does each sheet of paper cost?

Spicy

Convert to metres:

(1000mm = 1m; 100cm = 1m; 0.001km = 1m)

1) 200cm = ____m
2) 7000mm = ____m
3) 650cm = _____m
4) 0.004km = _____m
5) 40cm = _____m

Convert to litres:

(1000ml = 1l; 100cl = 1l)

1) 900cl = _____l
2) 10 000ml = ____l
3) 500ml = _____l
4) 25cl = _____l

Convert:

1) 4000g = _____kg
2) 8kg = _____g
3) 9m = _____cm
4) 1.2l = _____ml
5) 0.5m = _____cm
6) 800mm = _____m
7) 6.35kg = _____g
8) 2 000 000mm = _____km
9) 4260mm = _____m

Tuesday 9th February: English

Activity 4: Idioms

An idiom is a common word or phrase which means something different from its literal meaning but can be understood because of its popular use, e.g.

Idiom	Meaning
Beat around the bush	Avoid saying what you mean, usually because it is uncomfortable
Bite the bullet	To get something over with because it is inevitable

★ **Below is a list of idioms about doors. Can you work out what they mean?**

Idiom	Meaning
as one door closes, another opens	
at death's door	
behind closed doors	
through the back door	
dead as a doornail	
foot in the door	
keep the wolf from the door	
knocking on heaven's door	
leave the door open	
show somebody the door	
slam the door in somebody's face	

Stuck?

Ask an adult because we are always using these sayings or look them up on the internet if you are confused.

Activity 5: 'The Door'

In this session, we are going to consider the importance of fluency and expression when we read. Begin by reading Miroslav Holub's poem *The Door*. You may like to listen to these two contrasting performances:

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

https://www.bbc.co.uk/programmes/p011kx3r

★ **Decide which reading you prefer and why and jot down your response.**

Now make some notes on the poem:

a. What did you like about the poem? What was your favourite line and why?
b. How did the poem make you feel?
c. Which line in the poem did you find the most interesting and why?
d. Are there any parts of the poem that leave you with unanswered questions?
e. What questions would you like to ask the poet, Miroslav Holub?

★ **Decide how you would perform this out loud and have a go at performing at home**

The Door
by Miroslav Holub

Go and open the door.
Maybe outside there's
a tree, or a wood,
a garden,
or a magic city.
Go and open the door.
Maybe a dog's rummaging.
Maybe you'll see a face,
or an eye,
or the picture
of a picture.

Go and open the door.
If there's a fog
it will clear.

Go and open the door.
Even if there's only
the darkness ticking,
even if there's only
the hollow wind,
even if
nothing
is there,
go and open the door.

At least
there'll be
a draught.

Miroslav Holub, 'The door' trans. Ian Milner, Poems Before & After: Collected English Translations (Bloodaxe Books, 2006)
www.bloodaxebooks.com

Answer the questions in your workbook. Don't forget to back yourself up with evidence form the text. Also, remember handwriting and punctuation.

Tuesday 2nd February: Wider Curriculum: PSHE/JIGSAW

Last week was Mental health Week and, especially at the moment, this is something we have to look after. The theme is Express Yourself.

WHAT DOES 'EXPRESS YOURSELF' MEAN?

*[corresponds to **slide 2**]*

TEACHING POINT

'EXPRESS YOURSELF' *is about finding creative ways to share feelings, thoughts, or ideas, through things like art, writing, music, dance and doing things that make you feel good.*

NB. Being able to express yourself is not about being the best at something or putting on a performance for others. It is about finding a way to show how you are feeling that can help you feel good about yourself.

Link to watch:

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

WE CAN FIND CREATIVITY IN MANY DIFFERENT WAYS

What about art, writing, singing, acting, dancing, doing sport...! There are so many ways.

Have go at this one today.

Activity link:

https://www.youtube.com/watch?v=ozKW1M97JXE&feature=youtu.be

Wednesday 10th February: Maths

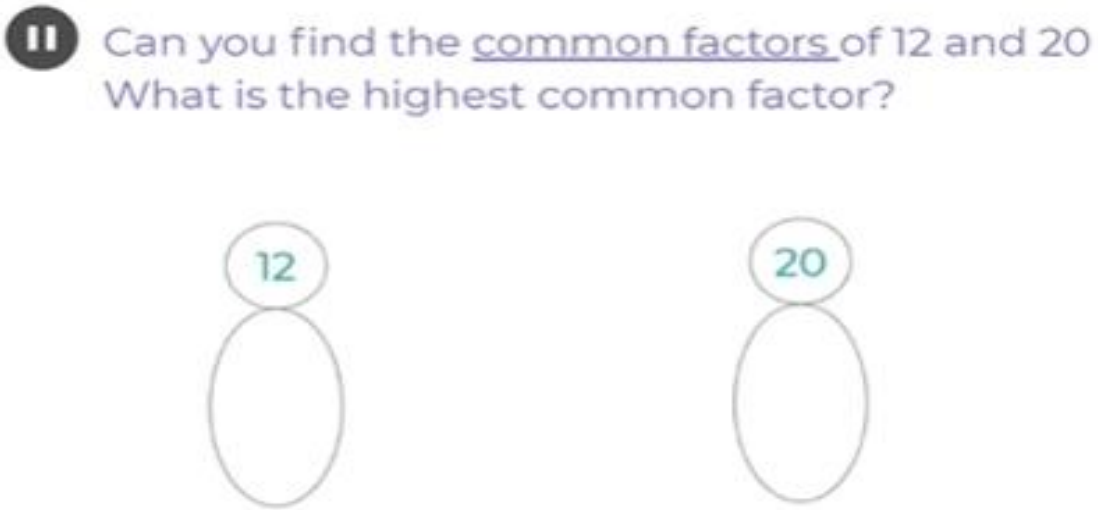
Starter: 5 Daily Questions

1. Write in the 12-hour clock: 19.03
2. Write 0.25kg in grams.
3. What number is halfway between 21 and 27
4. Round 16.49 to the nearest whole number.
5. 3111 ÷ 4 =

Wednesday 10th February: Common multiples and Common Factors.

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

At 11.20:



Choose either to complete the mild, hot or spicy task for today's learning

Mild:

1) Circle the numbers below which are multiples of 4:

22 34 32 28 14 41 44

2) Circle the numbers below which are factors of 20:

1 2 5 10 12 20 40

3) Fill in the table below

NUMBER	MULTIPLE OF 3	FACTOR OF 36
15	YES	NO
13		
6		
10		
4		
21		
12		

Hot:

Question 1

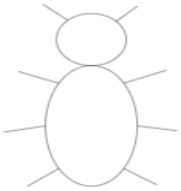
List the factors of:

a) 10

b) 18

c) 25

d) 40



Question 2

List the first six multiples of:

a) 8

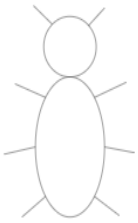
b) 4

c) 7

d) 9

Question 3

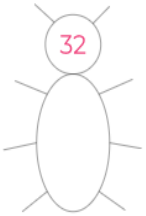
Write three factors of 40 which are also factors of 30.



Question 4

Zaara has 32 sweets and is able to share them equally between her friends. She has more than 5 friends but less than 20 friends.

How many friends might Zaara have?



Spicy: Put each number in the correct box.

	Factors of 60	Factors of 126	Numbers less than 13	Numbers more than 12	Multiples of 5
Prime Numbers					
Odd Numbers					
Square Numbers					
Multiples of 3					
Even Numbers					

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 20 21 25 30 45 60 64

Wednesday 10th February: English Reading comprehension day

Link to listen to extract.https://soundcloud.com/talkforwriting/doors/s-ItAy0hpt715

Answer these questions fully, using evidence from the text.

The door was the last one in the corridor.
As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.
The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.
'Get on with it!' the big man growled. 'Let me see what she keeps in there!'
The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.
He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.
The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.
Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

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1. ***The door was the last one in the corridor.***
   What is the significance of the word *last*? Can you think of another context where the word *last* has a significant meaning? e.g. *the last chance*.

2. How do the opening lines (highlighted above) set the mood of the story? What are your immediate impressions?

3. Having spent a great deal of time reflecting on the significance of doors and their appearance, what does this description suggest to you?

4. Why has Fisher described the iron chain as being 'hefty'? What could the significance of this word be in the context of the story?

5. ***Darkness and a damp smell oozed through the black slit.***
   How does this make you feel as a reader? What is the relevance of both darkness and a damp smell? Do either of these surprise you; if so, why?

Challenge: What happened next? What was behind the door?

Write some sentences about your prediction in your workbook.

Wednesday 10th February: Spanish – This week Mrs. Meredith has prepared you a Spanish Session.

Task 1: Definite and indefinite articles- **Watch** the clip from the Sway page and complete the online quiz.

Task 2: Talavera Tiles: Take a look at the BBC page link on the Sway Page and the attached pages to learn all about them. Then use the template to make your own.

MAKE YOUR OWN...

Talavera tiles

What are Talavera tiles?

Talavera is a city (**una ciudad**) in central Spain. It has been known since the 15th century for its creative patterns in ceramics. Traditionally hand-painted, no two tiles (**losas**) are ever the same.

You will need :

- an A4 sheet of thin card (**una cartulina**)
- a pair of safety scissors (**tijeras**)
- coloured pencils (**lápices de colores**)

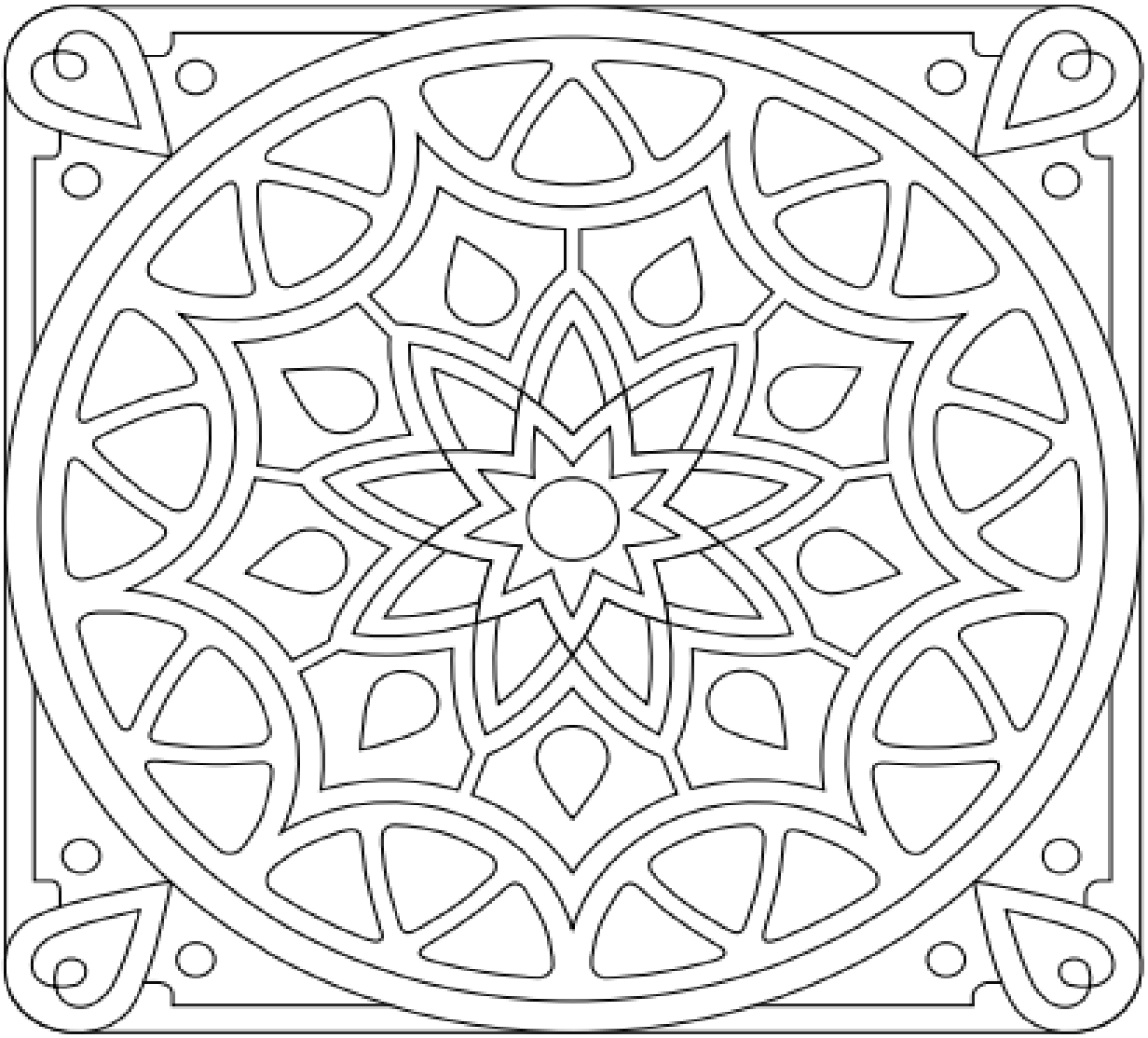
Method :

1. Print out (imprimir) the template (plantilla) onto an A4 sheet of thin card.

2. Colour in (colorear) the tile using lots of different colours (colores).

BBC Bitesize

Cut along the dotted lines.



Los colores

black — negro
white — blanco
blue — azul
pink — rosa
orange — naranja
green — verde
yellow — amarillo
red — rojo
brown — marron
purple — violeta
grey — gris

Thursday 11th February: Maths

Starter: 5 Daily Questions

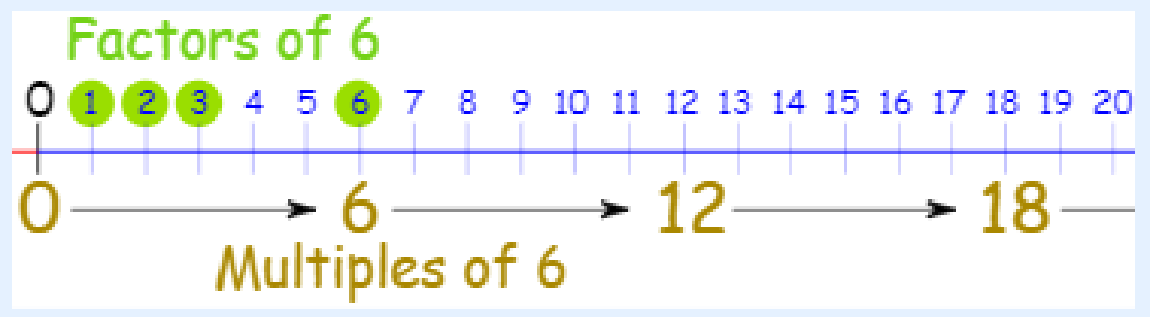
1. Write in the 24-hour clock: 12.12am
2. Write 0.2m in cm.
3. What number is halfway between 25 and 35?
4. Round 4.86kg to the nearest tenth.
5. 5737 ÷ 6 =

Thursday 11th February: Identify Properties of Number

Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

7:06:

Mild:



Use this numberline to circle the multples and factors of 4 (like in the picture above).

1 2 3 **4** 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Hot AND Spicy:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Factors and Multiples Game

The aim of the game is to make the longest possible chain where each number is a factor or a multiple of its predecessor. Each number may be used once only.

Thursday 11th February: English

In the text extract form yesterday, the writer uses lots of language devices for effect. One of those is a sentence of three that you have heard of before.

a. Pattern of three:
Fisher uses the pattern of three actions in a sentence to advance the action and inject a sense of pace into her writing. This helps to balance description, action and dialogue. e.g.

- **The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole.**

- **With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door.**

- **He stepped well back, handed the stranger the lantern, and jerked his head.**

★ Can you come up with three of your own sentences using this skill?

b. Semicolon for independent clauses
A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semicolons in both of these sentences rather than using a joining word (conjunction) like because.

- **The keeper grinned; he knew fear when he heard it.**

- **He had no tongue to speak with; she'd made sure he kept her secrets.**

★ In your opinion, why has she made this choice and what impact does it have on you as the reader?

★ Can you write two or three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?

c. Adverbs
In the sentences below, the adverb 'slowly' is used to describe how the man enters the room. Adverbs can be moved around the sentence to create different effects, e.g.

a. The man went in, slowly

b. Slowly, the man went in.

c. The man went slowly in.

d. The man slowly went in.

By changing the position of the adverb, we can often either alter the meaning or add emphasis to a sentence. In this instance, by placing the slowly a t the end, we infer that the character has a heightened awareness of the situation they are in and therefore deliberately enters with caution.

★ Try playing around with the adverb position in the following sentences. Consider how it alters the meaning and where the emphasis is best placed.

1. Cautiously, Samantha crept towards the door that stood before her.

2. Sadly, the boy stared out of the window.

★ Now try this out with a sentence of your own.

Thursday 8th February, 2021: PE

Interval training – Click the link on the Sway Page and complete the 7-minute warm up.

Have a short break and a drink.

Join in with the Joe Wicks lesson from last week. As you go, try to remember some of the exercises he does. Could you create or google some more moves?

Have a go at designing your own workout with at least 12 moves. Video it and send it to us!

Friday 12th February: Maths

Starter: 5 Daily Questions

1. Write in the 24-hour clock: 11.59pm
2. Write 0.2km in m.
3. What number is halfway between 14 and 30?
4. Round 4.44l to the nearest whole.
5. 6355 ÷ 6 =

Friday 12th February: Maths – Multiply a decimal number by a whole number.

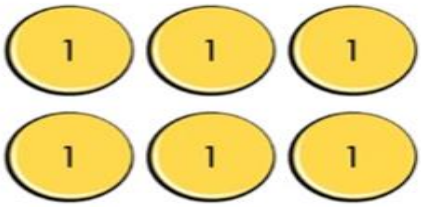
Watch the lesson video on the Sway Page link. These images will help you with tasks during the lesson:

At 1.08: Complete the multiplication grid.

x	5	3	2	7	2		10	6	11	8		1	4
7											84		
6						54							
9						81					108		
8													

At 2:00:

What multiplication and division facts could this represent?



At 3.53:

What multiplication facts could this represent?

At 6.25:

What multiplication facts could this represent?

The value of each part is _____ times smaller,
so the whole is _____times smaller.

At 8.14:

11 Use different strategies to calculate.

A group of friends had a pizza party, they had seven pizzas and ate $\frac{7}{10}$ of the pizzas. How much pizza did they eat?

At 10.26:

Zakia has 3 litres of water and she drinks $\frac{2}{10}$ of this.

- ***How many litres of water did she drink?***
- ***What do we need to do to work this out?***

At 14:40:

Solve the calculation below - draw representations that will help you.

- **4.2 × 3**

As always, choose your level of work. Only do one level.

Mild:

Complete each calculation in more than one way. Represent with area models and with arrays made from place value counters.

1. 12 x 7
2. 24 x 6
3. 13 x 4 =
4. 31 x 5 =

Hot:

Complete each calculation in more than one way. Represent with area models and with arrays made from place value counters.

10.8 x 7

24.3 x 6

6.5 x 3

3.9 x 4

Spicy: Use a method of your choice.

Spicy

Write the question in your book before answering.

1. 2.96 x 5 =
2. 84.4 x 7 =
3. 27.5 x 9 =
4. 288.66 x 5 =
5. 857.12 x 8 =

Cut out and stick in books before answering.

Joe buys 4 books for £4.72 each. He pays with a £20 note. How much change does he receive?	Miss Dodd buys 3 pairs of jeans that cost £24.87. She hands the cashier 4 £20 notes. How much changes does she get?

Cut and stick into your book.

Fill in the missing digits.

6 . _ 2	_ 6 . 3	9 4 . 2 8
X 6	X 7	X _
_ 9 . 1 2	3 9 4 . _	_ 4 8 . 5 2

Friday 12th English

Activity 8: Through the eyes of a character

One of the things I love exploring when I'm writing is what must be going on in a character's mind. Whenever I read great portal stories, I always try to put myself into the shoes of the character, to try to imagine how they must be feeling as they discover this passageway to a new world. How must Alice have been feeling as she fell through the never-ending tunnel into Wonderland?

First, think of your character – it's easier if you base this on someone you know.

- What are they called?
- What do they look like?
- What sort of a person are they (miserable/friendly/kind/aggressive)?
- What do they say?
- What do they do?
- How do they treat other people?
- How do other people treat them?

Now compose a short piece of descriptive writing based on seeing a mysterious door through the eyes of your character. To do this, we will use a simple opener to drop the reader straight into the action:

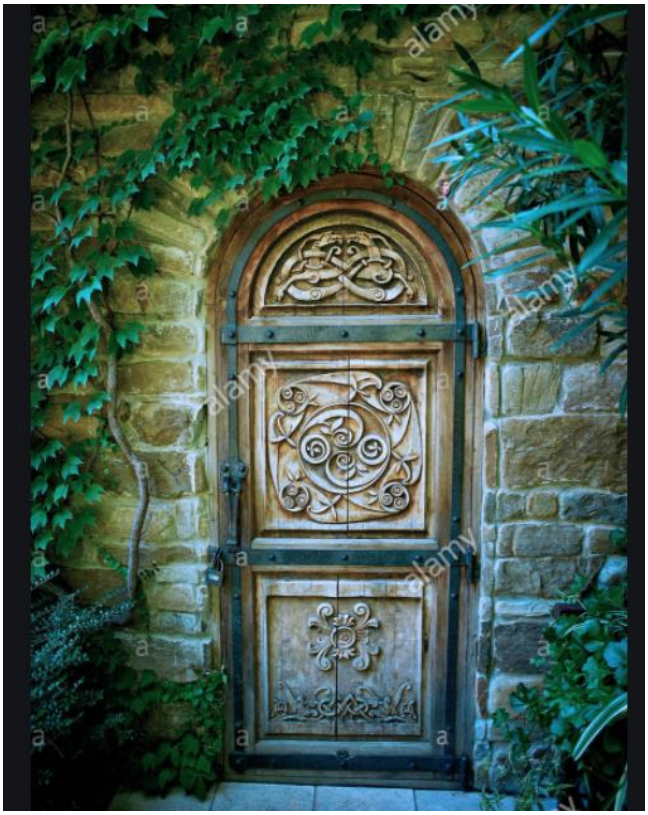
Samantha stared. …
Ali hesitated. …

In this extract, I have tried to use the skills we practised in the grammar activity. Can you spot them?

Samantha stared. There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust. Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze. Slowly, Samantha gazed all around her, took a deep breath and stepped forward.

Did you find them and highlight them?

★ **Now Imagine your main character is walking along the road when they come across a mysterious doorway. Describe this through their eyes. Have look at the next page for the box up used for the extract.**



• Show the setting through the eyes of the main character (MC)	Samantha stared.
• Describe the door/portal. (You may like to use two sentences that are closely linked in meaning and connect them with a semicolon.)	There, rising out of the cliff, was an unfamiliar door; its metallic panels were tarnished in rust.
• Add some more detail.	Paint flaked off the brittle walls that made up its frame and the door handle rattled in the bitter breeze.
• Include an adverb to hint at how the MC feels. Remember, you can move the position within the sentence.	Slowly,
• Use the pattern of three to advance the action and inject a sense of pace into your writing.	Samantha gazed all around her, took a deep breath and stepped forward.

Friday 12th ART:

Next week is Valentine's day. This is a chance to let our loved ones know ewe care about them. It isn't just for 'Lovers'! So, we thought you might want to make something to give to someone you care about. It could be your mum, dad, carer, auntie, granny, friend...

1)As you are year 6s, at the top of the school, we thought you would love a challenge so have a go at this 'simple' pop-up card tutorial.

https://www.youtube.com/watch?v=hdrVW12-3vM

You don't have to make the whole thing if you don't want to. You could just use the cover idea or the pop-up; it's up to you.

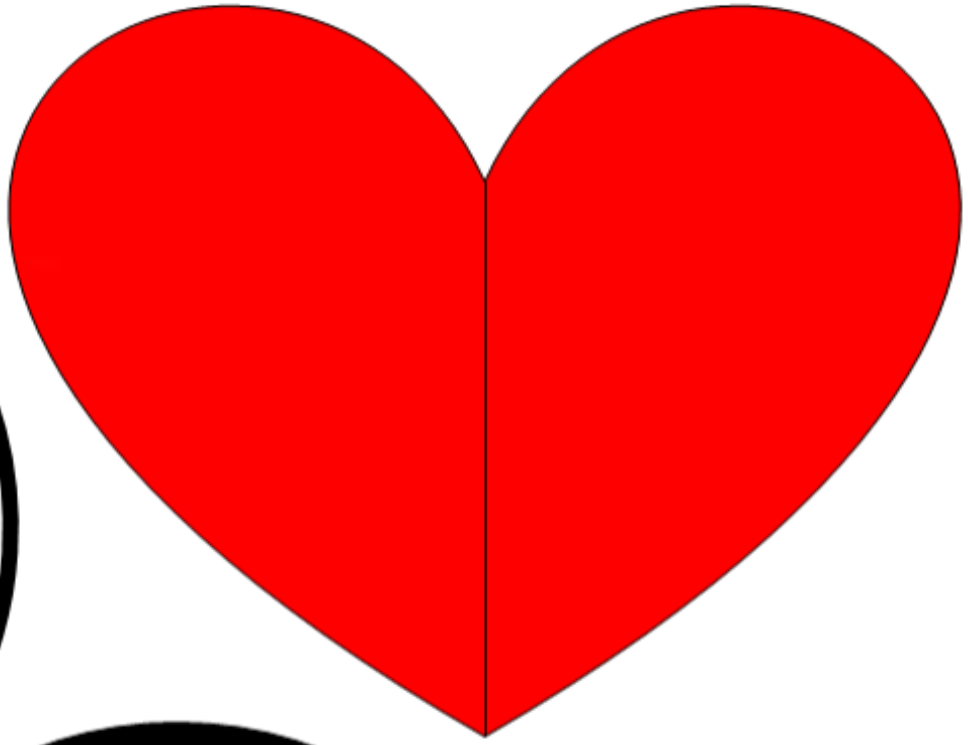
There is some paper for you to use at the end of the booklet.

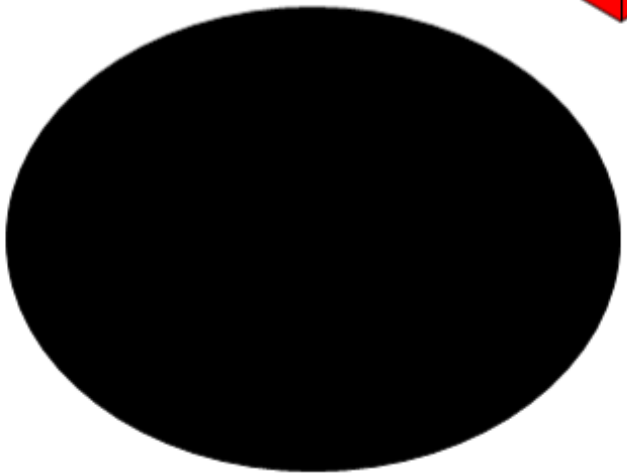
For an easier card, go to this site and watch this video and follow the step by step instructions on the web page:

https://simplemomproject.com/ladybug-craft/

Template attached at end of this booklet as well as some other colouring/cutting pout pages for you too use as you like.

Cut and Paste
LADY BUG





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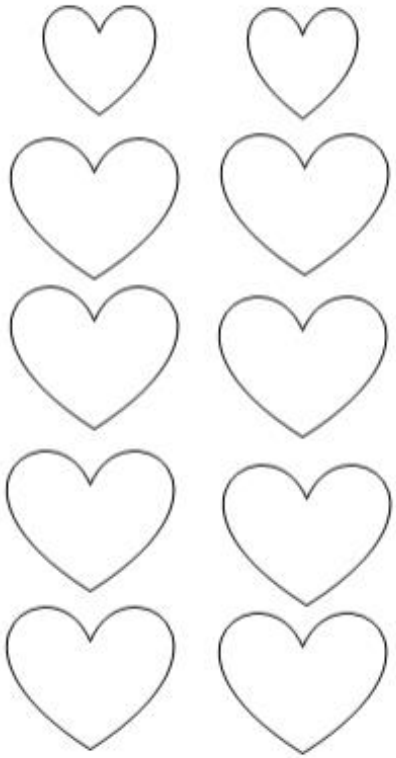
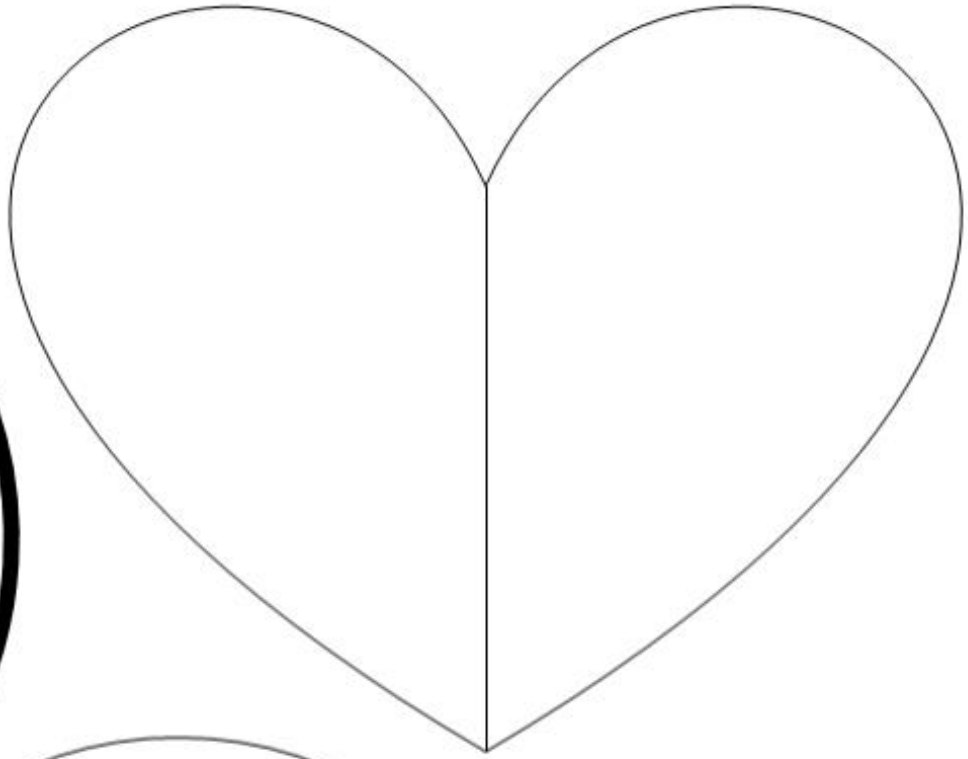
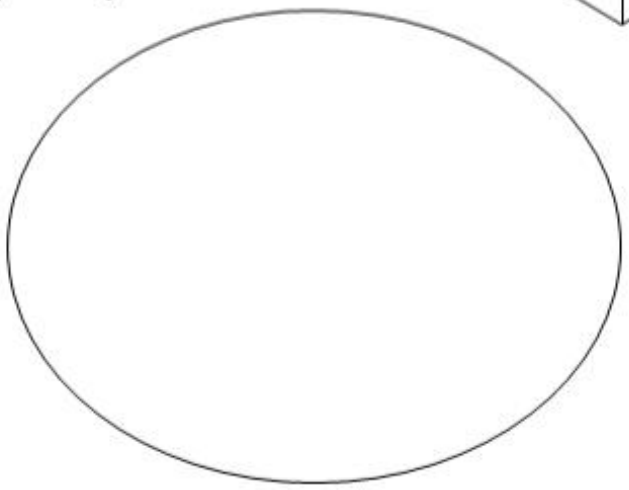
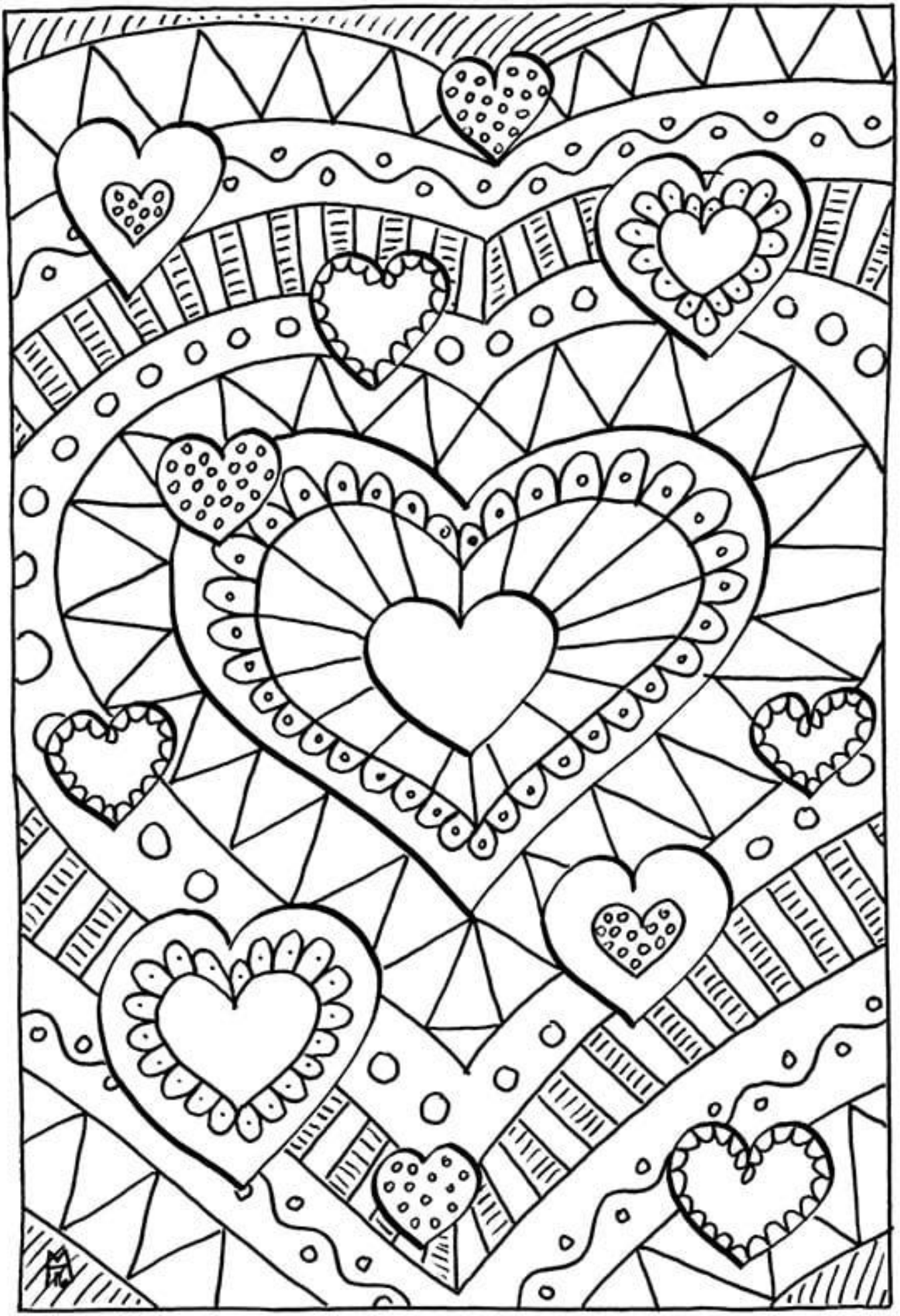
Cut and Paste

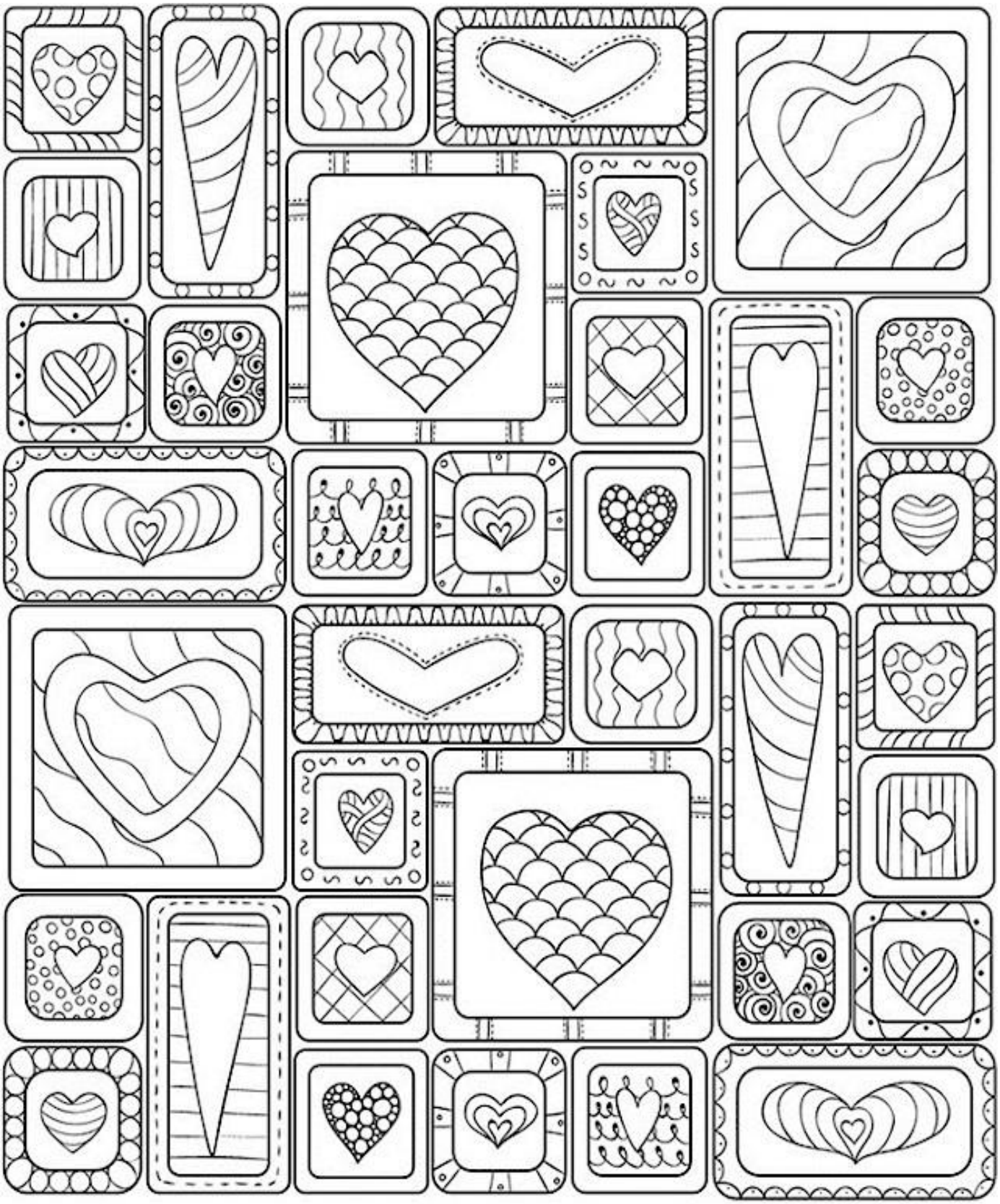
LADY BUG











NSPCC LINK

https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-suppport-children-families-parents/