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Home Learning Pack Year 6

Week 4

11/05/2020

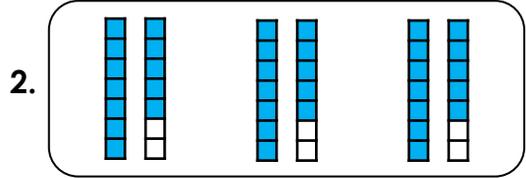
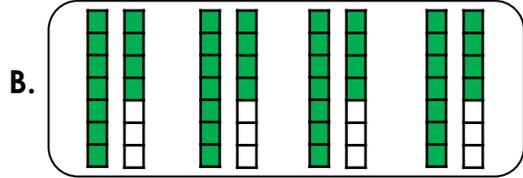
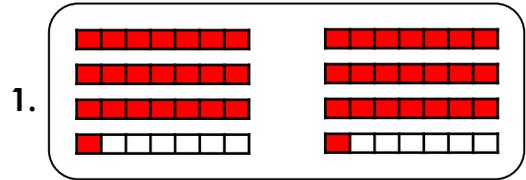
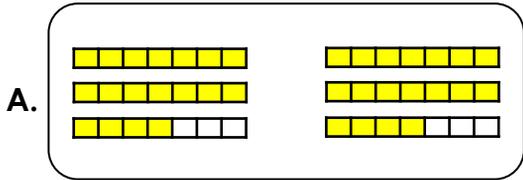
Classroom
secrets★



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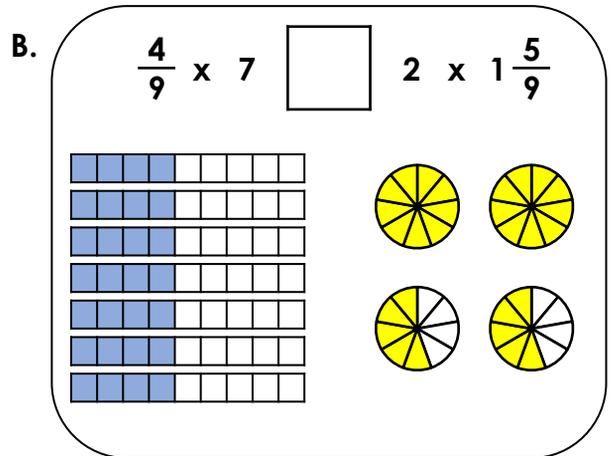
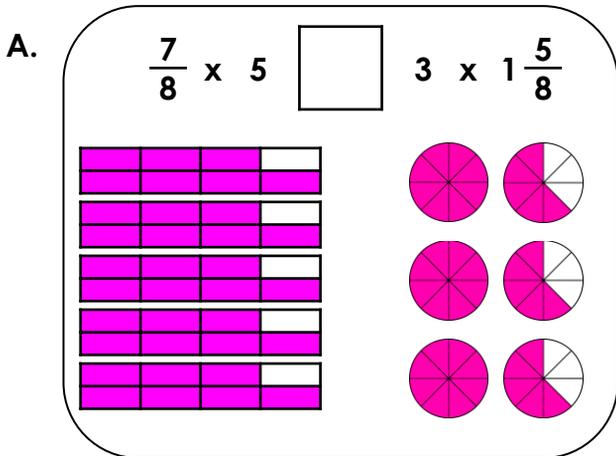
Monday – Multiply Fractions by Integers

1. Match the images that have the same answer.



Write the answers to the calculations.

2. Insert $<$, $>$ or $=$ to complete the number sentences.



3. Sarah is playing a video game and needs to solve a problem.



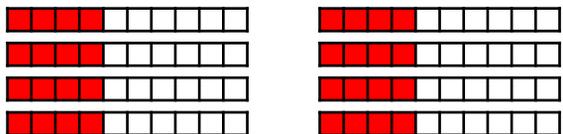
I need to pick the largest amount so that I can finish the level I am on.



A. $2 \times 1\frac{4}{5}$



B. $\frac{4}{10} \times 8$



Which option should Sarah choose? Convince me.

Monday – Non-chronological Report

Write a non-chronological report of a subject that interests you.

A non-chronological report is a non-fiction text that focuses on one subject.

It should include lots of facts about that subject.

It should not be written in time order.

You might want to write a non-chronological report about polar bears for example.

You might include facts about what they look like, where they live, what they eat etc.

Features often included in non-chronological reports:

- an introductory paragraph
- paragraphs with a different focus
- subheadings
- present tense
- labelled diagrams or pictures
- fun or interesting facts
- specific or technical vocabulary
- a glossary
- formal tone

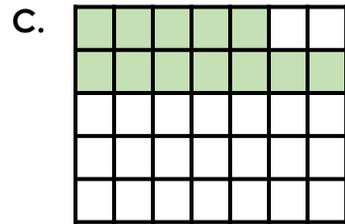
Tuesday – Multiply Fractions by Fractions

1. Circle the correct answer to the calculation below.

$$\frac{4}{7} \times \frac{3}{5} =$$

A. $\frac{7}{12}$

B. $\frac{20}{35}$

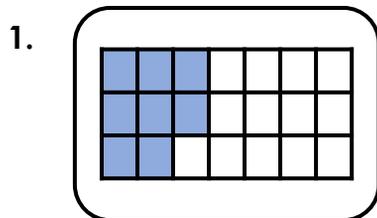


2. Match the calculations to the correct answers.

A. $\frac{2}{3} \times \frac{7}{8} =$

B. $\frac{2}{3} \times \frac{4}{7} =$

C. $\frac{11}{12} \times \frac{7}{9} =$



2. $\frac{77}{108}$

3. $\frac{7}{12}$

3. Choose the correct number cards to complete the calculation below. Each number card can only be used once.

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

- 2
6
8
10
18
24

Tuesday – Environmental Speech

Your task is to write a powerful speech about the environment.

Choose an aspect of the environment you would like to write about, for example:

- Deforestation
- Climate change
- Pollution
- Habitat destruction

Research facts about the topic.

Introduce your topic in the opening paragraph and state your reason for writing. Ask rhetorical questions to grab your reader's attention.

Start a new paragraph for each point made. Support each point with facts, quotes or statistics.

Use emotive language and personal opinion throughout. Repetition of your main points will ensure your message is understood.

Your conclusion should summarise your main points and leave your audience with a final thought to consider.

Tick the features that you have included.

• First person

• Facts or statistics

• Opinions

• Repetition

• Rhetorical questions

• Emotive language

• Metaphors or similes

• Quotes

Wednesday – Divide Fractions by Integers 1

1. Solve the calculations and then add a comparison symbol to make the statements correct.

A. $\frac{16}{25} \div 4$ $\frac{18}{25} \div 2$

B. $\frac{21}{32} \div 3$ $\frac{30}{32} \div 10$

2. Choose from the fraction cards below to complete the number sentence.

$\frac{5}{33}$ $\frac{10}{33}$ $\frac{20}{33}$ $\frac{25}{33}$

$$\frac{\square}{\square} \div 5 = \frac{\square}{\square}$$

3. Daya is multiplying fractions.



I think of a fraction and multiply it by 3.

The result is $\frac{12}{15}$.

What fraction did I think of?

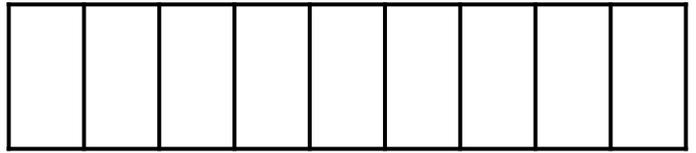
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Using your knowledge of dividing fractions, find the fraction Daya thought of. Prove it.

Wednesday – Divide Fractions by Integers 2

1. Complete these calculations. Use the bar models to help you.

A. $\frac{5}{9} \div 2 = \frac{\square}{\square}$



B. $\frac{4}{7} \div 3 = \frac{\square}{\square}$



2. Choose from the fraction cards below to complete the number sentence.

$$\frac{4}{6}$$

$$\frac{5}{8}$$

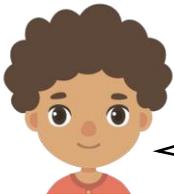
$$\frac{4}{24}$$

$$\frac{5}{24}$$

$$\frac{\square}{\square} \div 3 = \frac{\square}{\square}$$

3. Yumnah and Dawood are dividing fractions.

$$\frac{5}{7} \div 4 =$$



Dawood

I think the answer is $\frac{5}{21}$



Yumnah

I think the answer is $\frac{5}{28}$

Who is correct? Explain how you know.

Wednesday – Writing a Debate

Prepare a debate about home learning. Consider the following statement:

Children should not have to do school work while they're not at school.

- Write a list of points that support the statement above.
- Write a list of points that can be used as a counter argument to the statement.
- Create a word bank of useful conjunctions and sentence starters, for example: therefore, however, as a result of, on the other hand, consequently, for this reason, in addition, firstly, finally etc.

Extension Ideas

- Talk through the debate with somebody else. You could take one side of the argument each. Ask each other lots of questions!
- Write a balanced argument explaining both sides of the argument.
- Write your side of the argument. Try and persuade someone else to agree with you. You could write it as a letter and send it to your local MP.
- Write some *for* and *against* statements for another issue that interests you.

Thursday – Fractions of an Amount

1. Sasha, Oskar and Martha are playing a game of marbles. They have a bag of 63 marbles at the beginning of the game.

I have won $\frac{2}{7}$ of the marbles.



Sasha



Oskar

I have won $\frac{2}{9}$ of the marbles.

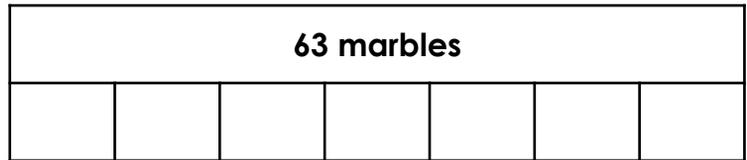
I have won $\frac{1}{3}$ of the marbles.



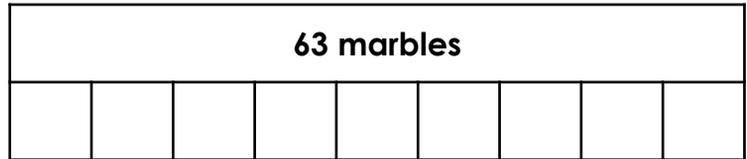
Martha

How many marbles has each person won? Use the bar models to help you.

Sasha has won marbles.



Oskar has won marbles.



Martha has won marbles.



Sasha, Oskar and Martha take the marbles they have won.

Sasha says that the bag now has $\frac{3}{21}$ of the marbles they started with.

Is she correct? Explain your answer.

Thursday – Writing a Recount

Write a diary entry recounting your week.

The purpose of a diary is to keep a record of personal experiences, feelings and events. As such, it should be written in an informal style and include a range of facts and opinions. The diary should reflect the range of emotions felt by the author throughout the week.

Use the checklist below to ensure you have included a good range of features in your writing.

Checklist:

- | | | | | | |
|-------------------------|--------------------------|------------------------|--------------------------|----------------------|--------------------------|
| • First person | <input type="checkbox"/> | • Past tense | <input type="checkbox"/> | • Time adverbials | <input type="checkbox"/> |
| • Chronological order | <input type="checkbox"/> | • Detailed description | <input type="checkbox"/> | • Informal language | <input type="checkbox"/> |
| • Similes and metaphors | <input type="checkbox"/> | • Self reflection | <input type="checkbox"/> | • Opinions and facts | <input type="checkbox"/> |

Additional Resources – Reading Comprehension

A Week in Chloe's Shoes

Read the text on pages 13, 14 and 15, then answer the questions below.

1. Why does the author use italics in the first diary entry?

2. What does the writer mean by the phrase 'soundless life'?

3. 'Keenan, Millie and Baz were merrily chatting about who-knows-what all the way back from school'. Explain the phrase 'who-knows-what'.

4. Why does Chloe have to lip read?

5. Which phrase shows you Sunni is not a very active student?

6. Which lesson did the writer get to use the earplugs in?

7. What does the phrase 'same old, same old' mean?

8. On what date can the writer collect the money?

9. What relation is Chloe to the writer? Explain how you know.

10. Sum up the diary by writing one sentence for each entry.

Additional Resources – Reading Comprehension

A Week in Chloe's Shoes

Monday 15th May 2017

Well, I did my first hour of soundless life today after school. Tomorrow, I'm *definitely* picking a different time! Trying to walk home from school with ear plugs in was like signing up to be hit by a car. I never realised how much I use my ears when I'm crossing a road. I got panicked every time I had to step out, even on little cul-de-sacs like Johnson Close. I just kept second-guessing myself, taking a third look, a fourth look, a fifth... If I was actually deaf, I don't know if I'd be brave enough to leave the house!

Also, I was so frustrated on the way home. Keenan, Millie and Baz were merrily chatting about who-knows-what all the way back from school, and I still have no idea what was going on. They kept laughing... but what if they were laughing at me? They kept on moving their heads and turning their faces away. How am I supposed to lip read that?

This is way harder than I thought it was going to be. I'm so glad I got to take the earplugs out after an hour!

Tuesday 16th May 2017

Obviously I can't wear these earplugs during lesson time, but I really wish I could give it a go. Maybe Mr. Reeves will let me put them in five minutes before the end of science tomorrow. Then at least I'll have a go at trying to understand what school would be like for a deaf person. While I'm doing this, I might as well find out as much as I can about the things Chloe has had to deal with her whole life.

I had them in for lunchtime today. It was more of the same. I couldn't have a conversation with anybody. When I try to speak, it sounds like my own voice is travelling through a thick wall before it reaches me. I gave up after a while and concentrated on trying to lip read. Even after telling Keenan to talk straight at me and not move his head, I still found it impossible. I've got no idea how Chloe can do it so well. She's been able to do it since she was really young.

It turns out I can still play football with them in, which is good, but I got ambushed *so many times* by defenders sneaking up on me. Everything is hitting my ears as a faint, muffled blur, so there's no way I could hear someone shout 'man on!' clearly enough for me to do something about it. It was embarrassing. Still pretty funny though.

I must remember to ask Mr. Reeves tomorrow.

Wednesday 17th May 2017

How does Chloe do it?

I asked Mr. Reeves at the beginning of the lesson and he seemed really keen for me to try out the earplugs while he taught. I found it pretty easy to get my head around what he was teaching while I didn't have the earplugs in. Something about the rock cycle and all the different ways rocks form and alter over massive amounts of time. I love science.

Anyway, everything was going really well until about ten minutes before the end of the lesson when Mr. Reeves instructed me to put my earplugs in. Immediately, everything became a bit nonsensical. I was trying to piece together the final parts of what he said from watching his lips, copying what he wrote on the whiteboard (which was fine, apart from the fact that I'm sure I missed lots of details about what was going on), and really obviously leaning over to look at Sunni's book to see if he'd got any more information written down (which of course, he hadn't). It was impossible. I know that children with hearing problems get some good help now at school, but I can't imagine what it must have been like for people who aren't as hard of hearing as Chloe and maybe got missed by the system. Imagine trying to learn how to read, write, speak and do maths if you could only properly hear one in every two words! I'm beginning to become really grateful for how much better we understand and treat deafness nowadays.

If Chloe had been born one or two hundred years ago, what would people have thought of her?

Thursday 18th May 2017

Just one more day to go. I won't really know how much this sponsored earplug challenge has raised for hearing disability charities until tomorrow. That's when I'm allowed to go around the school collecting people's pledges and donations. I hope it's a lot. I'm so thankful for the charities who have helped Chloe, and all the doctors and nurses who have treated her. I want to be able to hand in a huge amount to help them.

Nothing very different happened today with the earplugs in. It's all a bit 'same old, same old' now. It's just really, really hard!

Friday 19th May 2017

Oh, I'm SO glad I did this sponsored earplug challenge! I mean, I haven't really enjoyed actually having the earplugs in, but the end result has been even more than I hoped for!

In one week, I have raised a grand total of £347.50 for hearing disability charities in the UK! Now I get to decide which charity – or charities – to give the money to. I'm so excited! I think I'll make my decision with Chloe. She's been so kind over this week, and it's been so funny to talk to her about everything I've experienced! Mum and Dad think it's hilarious that I've found things so tricky.

“Chloe was able to lip read when she was just a little nipper!” Dad said today at tea. “And her big, clever brother can barely make sense of a few words, even after a week!”

I was glad I had the earplugs out for that, because it meant I got to give him a little punch on the arm.

He's right though. I thought this week would be much, much easier than it was. There are just so many everyday things that I take for granted which are seemingly impossible when you're deaf. I know they're not *actually* impossible (Chloe manages to overcome all those challenges every day) but for me, even at 15, I found it very difficult.

But it was definitely worth it. When I went around the classes today, I had my earplugs in for the last time. I couldn't hear what anyone was saying but people seemed very pleased!

Awkwardly, having the earplugs in meant that a lot of times after I knocked on a classroom door, I couldn't hear the teacher's response so just stood outside looking like a plonker. I knocked on Mr. Reeves's door at least 7 times. I reckon he just left me out there knocking as a joke.

That being said, he gave me £40! I saw the two rolled up twenties unfurl as he dropped them into my bucket. £40! Maybe he's got a deaf person in his family too. Or maybe he's just nice.

It's been a really good week. Hard, but good. Now this money can go to help people who can't just take earplugs out after an hour...