

Year 6
Home Learning Pack
Week Beginning:
8th February

Live Lesson Timetable WC 08.02.2021

Y6 Live Lesson Timetable - WC 08.02.2021











Hi Year 6! This is your live lesson timetable for the last week of this term!

Please complete the work set for you each day on Google Classroom.








Your teachers will be delivering live lessons through the Google Meetings link at the top of your class page!

Have a lovely week, we are very proud of you!!

Miss Hinds & Mrs Danyadi-Elliott x

Monday - 08.02.21	Tuesday - 09.02.21	Wednesday - 10.02.21	Thursday - 11.02.21	Friday - 12.02.21
<p>9am - Join your teacher on a live video call for a really fun game! Which one will it be today?</p> <p>5</p>	<p>9am - Join your teacher on a live video call for a really fun game! Which one will it be today?</p> <p>5</p>	<p>9am - Join your teacher on a live video call for a really fun game! Which one will it be today?</p> <p>5</p>	<p>9am - Join your teacher on a live video call for a really fun game! Which one will it be today?</p> <p>5</p>	<p>9am - Join your teacher on a live video call for a really fun game! Which one will it be today?</p> <p>5</p>
<p>VIPERS - 9.15am</p> <p>VIPERS live lessons will begin straight after morning games!</p> 	<p>VIPERS - 9.15am</p> <p>VIPERS live lessons will begin straight after morning games!</p> 	<p>VIPERS - 9.15am</p> <p>VIPERS live lessons will begin straight after morning games!</p> 	<p>VIPERS - 9.15am</p> <p>VIPERS live lessons will begin straight after morning games!</p> 	<p>VIPERS - 9.15am</p> <p>VIPERS live lessons will begin straight after morning games!</p> 
<p>Writing - 10.00am</p> <p>Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!</p> 	<p>Writing - 10.00am</p> <p>Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!</p> 	<p>Writing - 10.00am</p> <p>Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!</p> 	<p>Writing - 10.00am</p> <p>Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!</p> 	<p>Writing - 10.00am</p> <p>Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!</p> 

Live Lesson Timetable WC 08.02.2021

<p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 	<p>5</p> <p>Maths - 11.15am</p> <ul style="list-style-type: none"> - Miss Hinds' group to join the Orange Google Meet Link - Mrs Danyadi & Mrs HT's class to join the Purple Google Meet Link! 
<p>1.30pm - 2.30pm Join your teacher for a live history lesson! You will then complete some work on what you have learnt!</p> 	<p>1.00pm - 1.30pm Join your teacher for a live French lesson!</p> <p>2.30pm - 3.00pm Afternoon 'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? 	<p>1.30pm - 3.00pm Afternoon 'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? - Fancy a game? 	<p>1.30pm - 2.30pm - Science Join your teacher for a live science lesson! You will then complete some work on what you have learnt!</p> 	<p>1.30pm - 3.00pm Afternoon 'drop-in' sessions LIVE with your teacher.</p> <ul style="list-style-type: none"> - Get help with any work from the day! - Ask questions! - Need extra challenges? - Fancy a game?

It started as any other ordinary evening - if you could call bombings, air-raid sirens, rationing and devastation ordinary, that is. When the piercing wail of the air-raid sirens filled the skies, we knew exactly what to do. We may have been living through the Blitz, but for us, life was ordinary - we didn't know any different.

At five o'clock I stood at my window and watched the street below. The occasional car whizzed past and children clung to their mother's skirts as they rushed to be indoors before night shrouded the streets in its velvet blanket. Above the rooftops of the houses across the road, darkness seemed to rise in a fury. It quickly became apparent that it wasn't night that was approaching, but a thick, black smoke which rapidly filled the air and consumed everything within its reach. Fire. Burning. Something was wrong.

Before long, the sinister wail of air-raid sirens filled the air. How I hated that persistent, undulating sound which brought with it a hideous sense of foreboding. Every instance was a false alarm, like a naughty child banging on the door and running away - the bombs never fell near us. "I shan't take cover." I whispered to myself. "The smoke is from fire a long way from here. I'm safe. I shall watch and see what happens."

VIPERS Text Week 6

A cry interrupted my thoughts, "Lights out! Turn the lights out!" Across the street, curtains were pulled and lights extinguished. We were truly in darkness. I shivered in anticipation as I stood, watching, waiting to see what happened.

Searchlights scoured the sky for enemy planes, their beams stretching far into the blackness. Nothing, of course. "False alarm!" I shouted at them, "There's nothing there!" As the words left my mouth a shape emerged from the rooftops in front of me: a huge, winged monster, with a roar so loud and so deep that the windows rattled. Then another, and another and another. This was no false alarm! I stood, paralysed by fear, watching as enemy planes poured over the houses. Fire filled the sky. Crashes and booms accompanied violent explosions, resonating overhead.

"Thomas! Thomas!" Never had the frantic cry from my mother been so welcoming.

Running to the door I whimpered back,

"I'm coming Mother, I'm coming." One last glance at the window revealed an angry, red sky over the burning city. I turned and ran to the sanctuary of my mother's arms, safe at last.



I am learning to present an oral overview or summary of text.

In order to prepare an oral overview of your summary of the text you must first write it - it will be much better to read out your answer than try to make it up as you go along !!

The easiest way is to re-read the story and answer the questions as you go in note form - then you can use this information to help you write your summary.

Let's put some of our ideas together to help you write your summary.

Don't forget, some of you will be asked to present your summary to the rest of the class at the end of the session.

N.B. - this is a SUMMARY - it does not need to be very long - but it does need to contain lots of information.

I am learning to present an oral overview or summary of the text.



Here are some questions which might help you to write your summary.

What is the setting ? (Is there more than one?)

Who is the main character? (description/details) (Other characters?)

Monday VIPERS Task

I am learning to present an oral overview or summary of the text.



What are the events in the text? (What happens at the start, middle and end?)

Start

Middle

End

I am learning to present an oral overview or summary of the text.



What are the emotions of the characters in the text?

Now we have made some notes from the text, you can summarise these and be ready to share your answer - to present an oral overview - with the rest of the class. Over to you.....

Monday VIPERS Task

My summary of 'Blitz Story' Vipers 08/02/2021

If your summary is longer than a page then it is too long - make sure you use font size 12 and use the Arial font please. (N.B I am also expecting more than ten words !!)

I am learning to use meaning-seeking strategies to explore words in context.

Question One

‘How I hated that persistent, undulating sound which brought with it a hideous sense of foreboding’

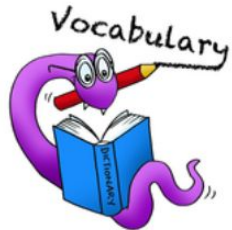
Which of the following would be a correct synonym of foreboding?

Unease

Distress

Happiness

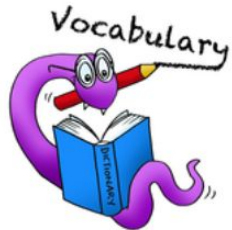
Readiness



I am learning to use meaning-seeking strategies to explore words in context.

Question Two

‘Darkness seemed to rise in fury.’ What does this sentence suggest?

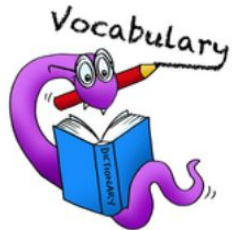


I am learning to use meaning-seeking strategies to explore words in context.

Question Three

‘Searchlights scoured the sky’

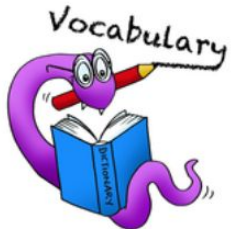
What does the word ‘scoured’ mean in this sentence ?



I am learning to use meaning-seeking strategies to explore words in context.

Question Four

Find and copy a word from the third paragraph that means something is continuing over a long period of time.



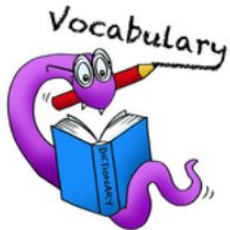
I am learning to use meaning-seeking strategies to explore words in context.

Question Five

‘Shrouded the street in it’s velvet blanket’

What type of figurative language is used here?

CLUE Types of figurative language include; Alliteration, Simile, Hyperbole, Metaphor, Personification and Onomatopoeia.





I am learning to identify the point of view in a narrative - Challenge.

YOUR TURN

How does the point of view in our narrative change as the story continues?

Beginning-Middle-End

Has the point of view of our main character changed from the beginning to at the end? What quotes from the text can you provide in your answer to evidence this point of view?



I am learning to identify the point of view in a narrative.

Your Turn

How does the point of view in our narrative change as the story continues?



‘Blitz Story’ Challenge - My point of view

Yesterday we looked at the narrative (story) from the point of view of the main character. Today we are going to look at a different point of view - YOUR point of view.

Today’s challenge - What do you think about the story ?

How does it make you feel?

Would you want to read more of the story to find out what happens?

Do you want to know what was on fire?

What was interesting about the story ?



‘Blitz Story’ Challenge - My point of view

If you did NOT like the story...

Why?

Did you not like the setting?

Did you not like what was happening?

Did it make you feel uncomfortable/sad/upset? WHY?

Is it the use of imagery the writer uses to help tell his story that you didn't like?

How might this story be better - so that you might like it?

Thursday VIPERS Task

My viewpoint of 'Blitz Story'





I am learning to understand why a writer wanted the character to respond in a certain way.

Now we have seen how the writer has built up the story - how he has made Thomas feel and how he has responded to events in the story, we can now look at answering our main challenge question.

Why has the writer made Thomas respond the way he does at the end of the story?

We can look at the evidence we have gathered together;

Thomas's feelings. What Thomas sees. The way Thomas reacts.

All of this will help you answer our challenge question - Why the writer made Thomas respond the way he does at the end of the story?

Friday VIPERS Task



I am learning to understand why a writer wanted the character to respond in a certain way.

Why has the writer made Thomas respond the way he does at the end of the story?

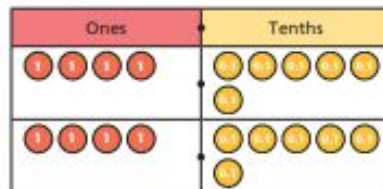
Multiply decimals by integers

- 1 Use place value counters to solve the calculations.

a) $3.2 \times 3 = \square$



b) $4.6 \times 2 = \square$



- 2 Solve the multiplication. Draw your answer.

$12.2 \times 3 = \square$

Tens	Ones	Tenths



- 3 Nijah uses long multiplication to solve 3.72×3

		3	7	2
	x			3
		0	0	6
		2	1	0
		9	0	0
		1	1	6

Use long multiplication to work out the calculations.

a)

		4	8	6
	x			4

b)

		2	0	9
	x			6

- 4 Work out the multiplications.

a) $5.2 \times 4 = \square$

d) $\square = 2.34 \times 3$

b) $14.3 \times 3 = \square$

e) $11.505 \times 4 = \square$



c) $6 \times 9.1 = \square$

f) $9.602 \times 6 = \square$

5

0.25 kg of flour is needed to make one cake.

How much flour is needed to make four cakes?

6

Work out the multiplications.

a) $7.2 \times 2 =$

$7.2 \times 4 =$

$14.4 \times 4 =$

$7.2 \times 8 =$


b) $= 3.45 \times 3$

$= 34.5 \times 3$

$= 345 \times 3$

7

Amir is solving 3.4×4



To solve this, I did 34×4 , which was 136
Then I multiplied my answer by 10 to get an answer of 1,360

Do you agree with Amir? _____

Explain why.

8

Use the digits 1, 2, 3 and 4 once each to create a calculation.

1

2

3

4

•

×

a) How many different products can you make?

b) What is the greatest possible product?

c) What is the smallest possible product?

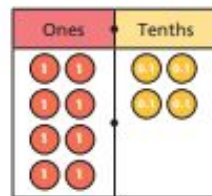
d) What is the product closest to 12?

Compare answers with a partner.

Divide decimals by integers

1 Use place value counters to work out the divisions.

a) $8.4 \div 4 =$

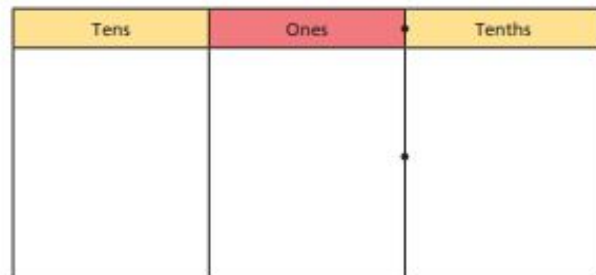


b) $12.3 \div 3 =$



2 Work out the division. Draw your answer.

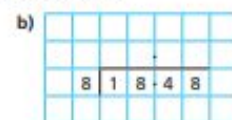
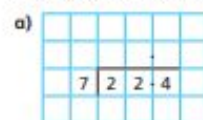
$16.4 \div 4 =$



3 Brett uses short division to work out $13.2 \div 6$



Use short division to work out the calculations.



4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

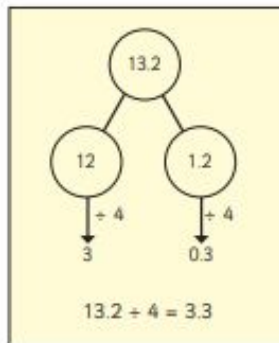
b) $14.8 \div 4 =$

e) $202.35 \div 3 =$

c) $18.48 \div 6 =$

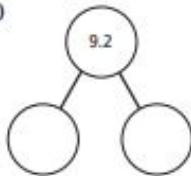
f) $105.12 \div 9 =$

- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.

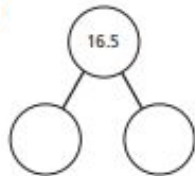


Use Esther's method to complete the part-whole model and calculation.

a)



b)



$$9.2 \div 4 = \square$$

$$16.5 \div 3 = \square$$

Compare answers with a partner. Did you partition your numbers in the same way?

- 6 Work out the divisions.

a) $9.64 \div 4 = \square$

$$96.4 \div 4 = \square$$

$$0.964 \div 4 = \square$$

$$9.64 \div 8 = \square$$

b) $19.44 \div 9 = \square$

$$19.53 \div 9 = \square$$

$$19.62 \div 9 = \square$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \square$$

$$3.6 \div 4 = \square \div 8$$

- 8 Complete the calculation.

$$8.4 \div \square = 4.2 \div \square$$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.



Wednesday -
Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

Division to solve problems

- 1 There are 1,360 children in a school.
A quarter of the children walk to school.
How many children walk to school?
- 2 Huan has saved his pocket money for 5 weeks.
He gets the same pocket money every week.
He has saved £16.65
How much pocket money does Huan get each week?
- 3 Tom is running a 6-kilometre race.
He has run one-third of the race so far.
How many more kilometres does Tom have left to run?



Rose
Maths

- 4 Dora, Ron and Teddy are making paper chains.



Dora

My paper chain
is 1.1 m long.

Dora's paper chain
is twice as long
as mine.



Ron



Teddy

My paper chain
is three times longer
than Ron's.

- a) How long is Ron's paper chain?

- b) How long is Teddy's paper chain?

- 5 A water bottle holds 2 litres.
A leak in the bottle means 25 ml drips out each day.
How many days will it take until the bottle is empty?

 days

Wednesday - Mrs Danyadi-Elliott's and Mrs HT's maths.

- 6 a) A school bus can hold 30 people.
There are 726 children going on a school trip.
How many buses are needed?



- b) A cake needs 4 eggs.
How many cakes can be made from 345 eggs?



- 7 Shop A sells 5 tins of paint for £23.40
Shop B sells 3 tins of the same paint for £14.01



Which shop should Aisha buy her paint from? _____
Explain your reasoning.

- 8 $146 \div 5 = 29$ remainder 1
 $117 \div 4 = 29$ remainder 1



This means that
 $117 \div 4 = 146 \div 5$

Do you agree with Whitney? _____
Explain your thinking.

- 9 I'm thinking of a 3-digit number.
When I divide it by 5, I am left with a remainder of 3
When I divide it by 10, I am left with a remainder of 8
It rounds to 200 to the nearest 100
It has one hundred.
What could my number be?

Create your own problem like this for a partner.

1 Complete the sentences.

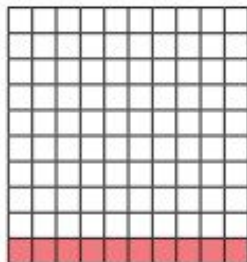


The whole has been divided into equal parts.

Each part is worth

This is equivalent to

b)



The whole has been divided into equal parts.

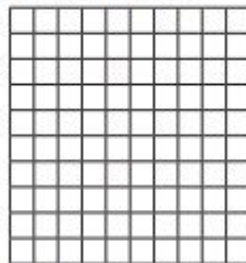
Each part is worth

parts out of are shaded.

This is equivalent to

2

a) Shade 0.17 of the hundred square.



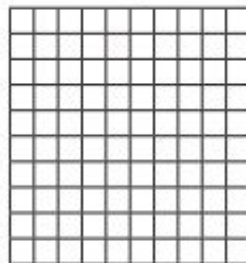
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



Complete the sentence.

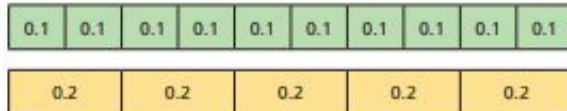
parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =

Thursday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

3



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\boxed{}}{10} = \frac{1}{\boxed{}}$$

$$0.4 = \frac{\boxed{}}{10} = \frac{2}{\boxed{}}$$

$$\boxed{} = \frac{\boxed{}}{10} = \frac{4}{5}$$

4

Fill in the missing numbers.

a) $0.54 = \frac{\boxed{}}{100} = \frac{\boxed{}}{50}$

b) $0.6 = \frac{\boxed{}}{10} = \frac{\boxed{}}{5}$

c) $0.3 = \frac{\boxed{}}{10} = \frac{\boxed{}}{100}$

d) $\boxed{} = \frac{9}{100}$

e) $\boxed{} = \frac{9}{10}$

f) $\frac{21}{50} = \frac{\boxed{}}{100} = \boxed{}$

5

Use the bar models to fill in the missing numbers.



6



$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

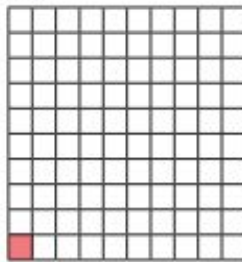
Draw a diagram to show that Ron is wrong.

Friday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

Fractions to decimals (1)

1 Complete the sentences.

a)

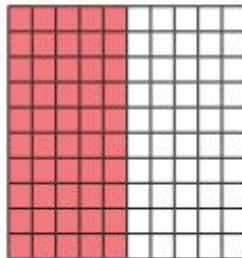


Each square represents $\frac{\square}{100}$

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

This is equivalent to \square as a decimal.

b)

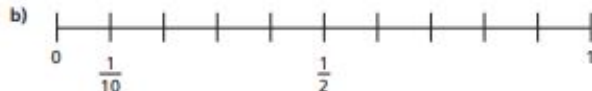


$\frac{\square}{100}$ of the whole square is shaded.

This can be simplified to $\frac{\square}{\square}$

This is equivalent to \square as a decimal.

2



What is the same and what is different about the number lines?

3

To convert a fraction to a decimal, you can use equivalent fractions to make the denominator 100

$$\frac{12}{50} \xrightarrow{\times 2} \frac{24}{100} = 0.24$$

Use this method to find the equivalent decimals for the fractions.

a) $\frac{28}{50} = \frac{\square}{100} = \square$

c) $\frac{9}{25} = \frac{\square}{100} = \square$

b) $\frac{6}{20} = \frac{\square}{100} = \square$

d) $\frac{24}{200} = \frac{\square}{100} = \square$

Friday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

- 4 Some fractions can be converted to have a denominator of 1,000 to find their decimal equivalent.

$$\frac{62}{500} \xrightarrow{\times 2} \frac{124}{1000} = 0.124$$

a) $\frac{27}{500} = \frac{\boxed{}}{1000} = \boxed{}$

b) $\frac{62}{250} = \frac{\boxed{}}{1000} = \boxed{}$

c) $\frac{51}{200} = \frac{\boxed{}}{1000} = \boxed{}$

d) $\frac{128}{2,000} = \frac{\boxed{}}{1000} = \boxed{}$

- 5 Convert the fractions to their decimal equivalents.

a) $\frac{1}{5} = \boxed{}$

b) $\frac{1}{20} = \boxed{}$

$\frac{1}{10} = \boxed{}$

$\frac{2}{20} = \boxed{}$

$\frac{1}{20} = \boxed{}$

$\frac{3}{20} = \boxed{}$

$\frac{1}{40} = \boxed{}$

$\frac{6}{20} = \boxed{}$

- 6 Tommy, Alex and Eva are working out the decimal equivalent of $\frac{60}{200}$



Tommy

You need to convert it to have a denominator of 100 to find the decimal equivalent.



Alex

I disagree. You need to convert it to have a denominator of 1,000



Eva

Both of you are right!

Who do you agree with? _____

Explain your thinking.

- 7 0.5 is equivalent to $\frac{1}{2}$, $\frac{5}{10}$, $\frac{50}{100}$

Are these the only fractions that are equivalent to 0.5?

How many fractions can you find?

Compare answers with a partner.

Fractions to decimals (2)

Maths

- 1 Fractions can be expressed as divisions.

For example, $\frac{1}{2} = 1 \div 2$

Write the fractions as divisions.

a) $\frac{1}{3} = \square \div \square$

d) $\frac{\square}{\square} = 3 \div 5$

b) $\frac{2}{3} = \square \div \square$

e) $\frac{\square}{7} = 3 \div \square$

c) $\frac{4}{7} = \square \div \square$

f) $\frac{1}{10} = \square \div \square$

- 2 Use place value counters to find the decimal equivalent of $\frac{2}{5}$.
You can draw on the place value chart to help you with exchanging.

$\frac{2}{5} = 2 \div 5 = \square$

Ones	Tenths
1 1	

- 3 Fractions can be converted to decimals by using the short division method.

For example, $\frac{1}{8} = 1 \div 8$

		0	.	1	2
8	1	0	0	0	

$\frac{1}{8} = 0.125$

Use the short division method to find the decimal equivalent of the fractions.

a)

		.			
4	1	0	0		

$\frac{1}{4} = \square$

b)

		.			
5	4	0			

$\frac{4}{5} = \square$

c)

		.			
8	3	0			

$\frac{3}{8} = \square$

Friday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

- 4 Find the decimal equivalents for these fractions.

a) $\frac{7}{8} =$

c) $\frac{1}{16} =$

b) $\frac{7}{5} =$

d) $\frac{9}{16} =$

5



To find $\frac{19}{20}$ as a decimal,
I found $\frac{1}{20}$ as a decimal, then
took it away from 1

Here is Dora's working out.

			0	0	5	
2	0	1	0	0		

$$1 - 0.05 = 0.95$$

$$\frac{19}{20} = 0.95$$

Use Dora's method to find the decimal equivalent for $\frac{49}{50}$

6



I converted $\frac{1}{2}$ to
a decimal and got the
answer 2

Jack is incorrect.

Explain the mistake that Jack has made.

7

Filip is thinking of a fraction.

When he converts it to a decimal, it is smaller than 0.5 but greater than 0.4

What fraction could Filip be thinking of?

Are there any other possible answers? Talk to a partner.

8

Use the short division method to find the decimal equivalent of $\frac{1}{3}$

Compare answers with a partner.

Convert pounds and pence



1 a) Circle £1



b) Circle £1



c) Circle £1



d) Circle £10



2 How many 1p coins do you need to make £1?

3 Write the price of each item in pence.



£1 and 24p

 p


£2 and 24p

 p


£6 and 45p

 p

4 Write each amount in pounds and pence.

a) 274p = £ and p b) 592p = £ and p

374p = £ and p 591p = £ and p

474p = £ and p 590p = £ and p

- c) 111p = £ and p
- d) 405p = £ and p

5 Annie has some coins.



- a) How much money does Annie have? £ and p
- b) What is 10p more? £ and p
- What is 10p less? £ and p
- c) What is 100p more? £ and p
- What is 100p less? £ and p

6 What amount is represented in each box?



£ and p £ and p £ and p



7 Eva empties out her money box.



How much money was in her money box? £ and p

How did you count the coins? Compare with a partner.

- 8 a) What is the fewest number of coins you can use to represent 315p?
- _____
- b) Use 6 coins to make an amount that is more than £3, but less than £4. Draw your answer.



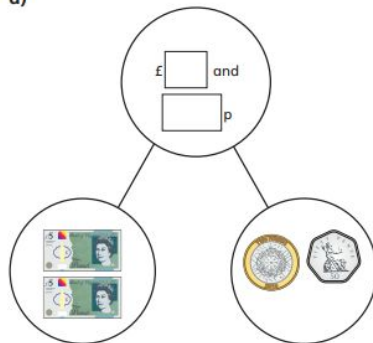
Compare answers with a partner.



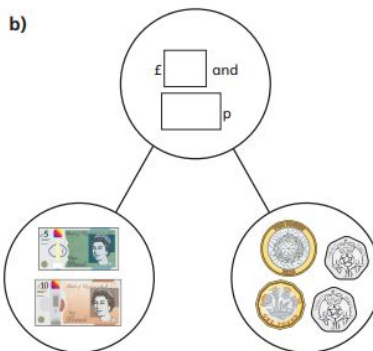
Add money

1 Complete the part-whole models.

a)



b)



2 Dora buys two birthday cards.



Complete the sentences to show how much money Dora spends.

$$£ [] + £ [] = £ []$$

$$[] p + [] p = [] p$$

Dora spends £ [] and [] p.

3 Complete the number sentences.

a) £3 and 12p + £5 and 12p = £ [] and [] p

b) £3 and 30p + £5 and 30p = £ [] and [] p

c) £3 and 50p + £5 and 50p = £ [] and [] p

d) £4 and 50p + £5 and 50p = £ [] and [] p


What do you notice?

Tuesday - Miss Hinds' Maths Group

- 4 Brett has £6 and 55p.
Aisha has £2 and 55p.
How much money do they have altogether?

£ and p

- 5 Annie and Alex are having pizza for lunch.

Tomato pizza	£5 and 40p	
Vegetable pizza	£7 and 75p	
Potato wedges	£1 and 79p	
Cheese bites	£2 and 83p	

- a) Annie orders a tomato pizza and cheese bites.
How much does it cost?

£ and p

- b) Alex has £10

She wants to buy potato wedges and a vegetable pizza.

Does she have enough money? _____

Explain your answer.

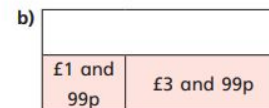


- 6 Mo buys a cap for £6 and 50p.
He also buys a key ring.
He spends £10 in total.
How much does the key ring cost?



£ and p

- 7 Complete the bar models.



- 8 Eva has £6 to spend.



What can Eva buy?

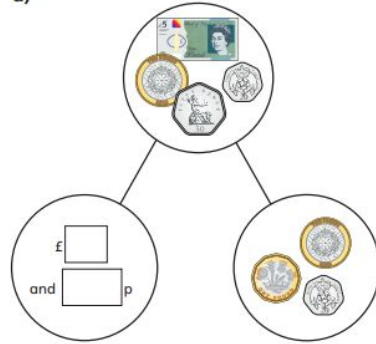
Compare answers with a partner.



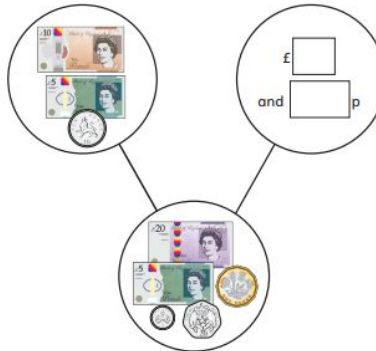
Subtract money

1 Complete the part-whole models.

a)



b)



2 Tommy has £5 and 75p in his pocket.



He puts £2 and 50p in his money box.

How much is left in his pocket?

£ and p

3 Whitney has £4 and 80p.

She buys this pair of socks.

How much money does Whitney have left?



£ and p

Wednesday - Miss Hinds' Maths Group

4 Complete the statements.

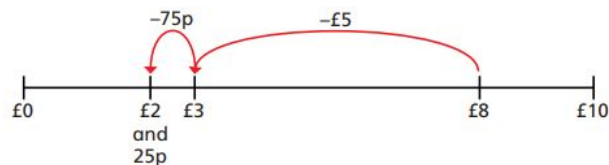
a) £8 and 65p – £5 and 25p = £ and p

b) £8 and 65p – £5 and 65p = £ and p

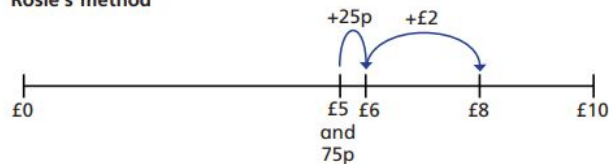
c) £8 and 65p – £8 and 30p = £ and p

5 Amir and Rosie use a number line to subtract £5 and 75p from £8

Amir's method



Rosie's method



Amir and Rosie both get £2 and 25p as their answer.

a) Explain each of these methods to a partner.

b) Whose method do you prefer? _____

Explain why.



6 Complete the number sentences.

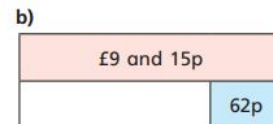
a) £3 and 50p – £1 and 20p = £ and p

b) £3 – £1 and 50p = £ and p

c) £6 and 15p – £2 and 85p = £ and p

d) £8 and 7p – £3 and 54p = £ and p

7 Complete the bar models.



Give change



1 How much change would you get from a £10 note?



£ and p



£ and p



£ and p



£ and p



£ and p

2 Annie buys some crayons.



She pays with this money.



She gets this change.



Has Annie been given the correct amount of change?

Explain your answer.

3 Huan buys a hot chocolate for £2 and 60p.

He pays with a £5 note.

How much change does he get?

£ and p

Thursday - Miss Hinds' Maths Group

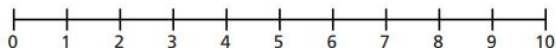
- 4 Dani buys a milkshake.
She pays with a £5 note.
She gets £2 and 60p change.
How much did the milkshake cost?

£ and p

- 5 Ms Hall has £9 to buy breakfast.
She gets £4 and 25p change.

Waffles	£4 and 75p
Omelette	£5 and 75p

Which breakfast does Ms Hall buy?
Use a number line to explain your answer.



Ms Hall buys the _____ for breakfast.



- 6 A train ticket costs £3 and 60p.
A bus ticket costs £2 and 85p.
Mr Khan buys a train and a bus ticket.
He pays with a £10 note.
How much change does he get?

£ and p

- 7 Mrs Dean buys a T-shirt.
She pays with a £10 note.
She gets four coins in change.
Each coin is different.



a) What is the lowest possible price of the T-shirt?

£ and p

b) What is the highest possible price of the T-shirt?

£ and p

Compare answers with a partner.

English - Monday-Friday

Introduction - Spies

I love films and books about spies! Some of my favourites are Alex Rider, Johnny English, Jane Blonde, Spy Kids and, of course, James Bond - 007. Which is yours? One reason I enjoy them is finding out about the incredible gadgets they use on their missions.



- ★ Let's start by having some spy fun!
- ★ Can you crack these spy codes to reveal the hidden messages?

CODE 1

REVOCREDNU KROW SEIPS

YTITNEDI EURT RUOY LAEVER REVEN

TERCES A NOISSIM EHT PEEK

CODE 2

1) 20-8-5 6-9-18-19-20 1-12-5-24 18-9-4-5-18
2-15-15-11 9-19 19-20-15-18-13-2-18-5-1-11-5-18

2) 10-1-13-5-19 2-15-14-4-19 2-15-19-19 9-19
3-1-12-12-5-4 13

3) 19-16-9-5-19 1-18-5 20-18-1-9-14-5-4 1-20
7-3-8-17

Hint: to move forwards, sometimes you need to move backwards.

Clue: M = 13 and Y = 25

★ Now find out your own spy name!

Take the first letter of your first name **AND** then the first letter of your surname:

A : PHOENIX	N : ACE	A : KODAK	N : ESPIONAGE
B : FLASH	O : ROGUE	B : COBRA	O : BOND
C : NEO	P : GUNNER	C : YELLOWFINGER	P : FIRESTAR
D : SPARTAN	Q : HOLT	D : NITRO	Q : ZAPMAN
E : WINCHESTER	R : TRIGGER	E : LIBERTY	R : DANGER
F : ORLANDO	S : KRAVEN	F : BRIDGE	S : KNIGHT
G : CHIP	T : INDIGO	G : QUICKSILVER	T : ARCHER
H : LIGHTNING	U : XAVIER	H : ORANGE	U : HUNTER
I : HAWK	V : BUSTER	I : ULTRA	V : CARTER
J : ZED	W : AGENT	J : 'X'	W : MOONRAKER
K : DIRK	X : MARSHALL	K : WONDER	X : VIPER
L : QUENTON	Y : DEPUTY	L : ROGUE	Y : JONES
M : VIC	Z : ULYSSES	M : STORM	Z : INSTINCT

My name (James Walker) becomes: **Zed Moonraker**.
What would yours become?

Introduction - Persuasive Writing

In this workbook, we are going to create a state-of-the-art gadget for a spy, or one for school, or even one to use around your house. We are going to be **persuading** our reader to buy one, a bit like an advert you might get on TV, in a magazine or even on the side of a bus!



English - Monday-Friday

Model text for persuasion



Any good unit starts with a cracking model text and here is ours! It is a good example of a persuasive text which we can use as a starting point to write our own advert. Have a read or a listen here: <https://soundcloud.com/talkforwriting/multi/s-UGaRuBfv42i>

The Multi-Function Mobile Phone

Are you a spy interested in the latest, state-of-the-art gadgets? If so, you will need the new Multi-Function Mobile Phone. Don't be the only spy left stranded on your next mission unable to contact those back home.

The Multi-Function Mobile Phone is the ideal phone for all spies as it boasts a host of amazing features. Firstly, it has worldwide access so that you can always be in contact with HQ. Additionally, it has a cloaking mode allowing you to make untraceable calls.

This ideal mobile phone has the added bonus of a hidden tranquillizer dart that can be fired through the aerial. It is guaranteed to leave your enemies stunned (though with no serious after effects). A further feature is that the phone is made from titanium steel; it is unbreakable, working both underwater and in outer space!

Perhaps the most essential reason for purchasing this 'must-have' phone is that it can only be used by the owner. Access to the phone is restricted using a Fingerprint Recognition Scanner (or F.R.S. for short). Your secret missions and evidence will be safe using this phone as it is simply impossible to hack into.

Don't just take our word for it! Listen to what James Bond - who is known by his code number 007 - has to say about this must-have phone: "I thought I had every gadget I required until Q invented the magnificent Multi-Function Mobile Phone. Now I wouldn't possibly attempt a mission without it."

If that weren't enough, the Multi-Function Mobile Phone comes complete with a wireless charger and free leather case. Make sure you don't miss out: buy it today from any good spy shop!

Activity 1: Vocabulary

Re-read The Multi-Function Mobile Phone. The words below are from the model text. I want you to write down a definition and a synonym (a word that means the same or similar). If you are stuck, you could ask someone else in your home, use a dictionary or the internet.

Word	Definition that fits the model text	Synonym
state-of-the-art		
stranded		
boasts		
HQ		
cloaking		
untraceable		
tranquillizer		
guaranteed		
essential		
required		

English - Monday-Friday

Activity 2: Persuasive games



We will need to be really persuasive in our writing. Let's warm up by playing a couple of persuasive games

★ Crazy Persuasions

You could do this in a pair taking it in turns, on your own or even try to write the little persuasions down.

Take one minute to try to persuade ...

- ✓ A cat to make friends with a dog
- ✓ A parent to let you stay out late
- ✓ A teacher to cancel all homework
- ✓ A prince/princess to marry you
- ✓ The England manager to pick you for the team
- ✓ A wicked witch to change her ways

★ Estate Agent Role Play

Take the role of an estate agent whose job it is to try and sell houses. You have a difficult challenge here to sell the run-down property in the picture.

- Write your own persuasive paragraph
- Use the writing frame and add in pushy, persuasive language
- Design the poster that would be stuck in the estate agent's window

The estate agent role play



For sale! A ____ opportunity to buy this ____ house. This ____ building is perfect for people who like _____. It is ____ placed for the ____ and railway. The ____ garden and ____ car parking is a ____ bonus. It comes complete with a ____ that money just cannot buy. The ____ adds that ____ factor. The ____ price means that it won't last

Activity 3: Underlying pattern of adverts

Let's go back to the model text. I have picked out the underlying pattern for you in the box-up underneath; this will help guide your writing. Remember this is just a guide and if you are confident you could add in extra paragraphs, different sections, diagrams etc.

Underlying structure of advert/persuasion	Model Text
• Punchy/catchy title	The Multi-Function Mobile Phone
• Opening hook – to make reader feel must have this item	Are you a spy interested in the latest, state-of-the-art gadgets? If so, you will need the new Multi-Function Mobile Phone. Don't be the only spy left stranded on your next mission unable to contact those back home.
• List main features in persuasive manner	The Multi-Function Mobile Phone is the ideal phone for all spies as it boasts a host of amazing features. Firstly, it has worldwide access so that you can always be in contact with HQ. Additionally, it has a cloaking mode allowing you to make untraceable calls.
• Extra features or bonuses	This ideal mobile phone has the added bonus of a hidden tranquillizer dart that can be fired through the aerial. It is guaranteed to leave your enemies stunned (though with no serious aftereffects). A further feature is that the phone is made from titanium steel; it is unbreakable, working both underwater and in outer space!
• Key reason for purchasing gadget	Perhaps the most essential reason for purchasing this 'must-have' phone, is that it can only be used by the owner. Access to the phone is restricted using a Fingerprint Recognition Scanner (or F.R.S. for short). Your secret missions and evidence will be safe using this phone as it is simply impossible to hack into.
• Supporting quotation from a well-known person	Don't just take our word for it! Listen to what James Bond – who is known by his code number 007 – has to say about this must-have phone: "I thought I had every gadget I required until Q invented the Multi-function Mobile Phone. Now I wouldn't possibly attempt a mission without it."
• Free offers plus necessary information (where to buy it)	If that weren't enough, the Multi-function Mobile Phone comes complete with a wireless charger and free leather case. Make sure you don't miss out: buy it today from any good spy shop!

English - Monday-Friday

Activity 4: Making a toolkit for persuasion



Before we start thinking about our own ideas for advertising our gadget, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours.

★ Below I've given you a list of all the key tools for persuasion plus one example. STOP and go back to the text and find at least one example from the text and add them to the toolkit below:

To persuade our reader we can ...

★ **Hook the reader** – start with a question or exclamation to tempt your reader in - *Do you always feel bored?*

★ **Use imperative/bossy verbs** – *Buy now!*

★ **Talk to the reader** – 2nd person – *Would YOU like to be ...*

★ **Boast** – *The finest gadget ...*

★ **Include testimonials/quotations** – *As recommended by Harry Kane...*

Activity 5: Quotation practice

You might already be an expert at writing down quotations, especially if you have had done a unit on this before at school. If so, you could skip past the next activity and start thinking of your own ideas for your gadget. But I'm going to show you how to include a quotation from an expert, witness or previous owner. Let's look at the example from our model:

Listen to what **James Bond** – who is known by his code number 007 – has to say about this must-have phone: "I thought I had every gadget I required until Q invented the Multi-function Mobile Phone. Now I wouldn't possibly attempt a mission without it."

- 1) **Choose the person you want to quote:** it shouldn't be someone random! They need to have something useful to say about what you are writing about or be very well known to back you up.
E.g. a scientist a doctor a previous owner
 an inventor a witness an expert on topic
- 2) **Tell the reader more about them:** As you can see in the example, you can use punctuation to drop in extra information about the person. This could be where they are from, where they work or their experience on the subject. Brackets, dashes or commas can be used to do this.
- 3) **Get your speech punctuation right:** As you can see in the example, we need to have the speech marks or inverted commas before the person starts talking and ending when they stop talking after the full stop!
- 4) **Introduce your speech with a colon:** If you have introduced your speech with a full sentence that makes sense on its own, you should use a colon.

Have a go at writing at least 3 quotations following or imitating the pattern of the model below. You could do it about some of the gadgets on the next page. I've done another one to show you how:

Dr Marc Newton, the gadget supremo from Oxford University, has been testing spy gadgets for decades: "Of all the gadgets I have tested, the Spy Car 3,000 is the greatest invention. It is a mind-blowing contraption."

English - Monday-Friday

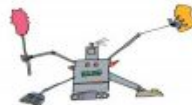


Activity 6: New ideas

Now comes the fun part! You need to come up with your own gadget. Here are a few options to choose from. However, if you have your own idea, go for that!



1) **A different gadget for a spy:** watch, glasses, car, pen, suitcase,



2) **A gadget for your home:** bedroom-cleaner, chore-completer, sister-trapper...



3) **A gadget for school:** homework machine, teacher-pleaser, exam-cheater, classroom-tidier....

Design yours!

4) **The Teacher-Pleaser Machine**



5) **Spy Watch 2,000**



6) **Automatic bedroom-cleaner**



7 **Spy Car T4000**

It can be very helpful to gather your ideas into sections to help you plan. Start jotting them down under the headings below. The more the better as you can choose your best soon:

Who is the gadget for?

Catchy name for the gadget

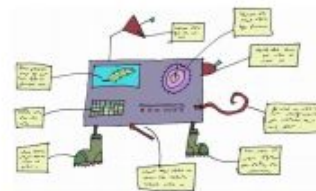
Features

Bonuses/extras

Quotation/testimonial

Key reason for purchasing

Activity 7: Draw your gadget



To help you get a real picture of what your gadget is like, why not have a go at drawing a diagram of it. Make sure to label your diagram with the different features it offers. As you are drawing, you might come up with new ideas that you haven't thought of yet. Get ready to add them to your plan.

English - Monday-Friday



Activity 8: Planning Now we are going to organise our ideas into a box-up planner to help structure your writing. You can just write your ideas in bullet points or try to draft your writing in sentences. The more you get on your plan, the easier your writing will be!

Underlying structure of and advert/persuasion	Jot down notes on your ideas for your gadget
Punchy/catchy title	
Opening hook – to make reader feel must have this item	
List main features in a persuasive manner	
Extra features or bonuses	
Key reason for purchasing gadget	
Supporting quotation from a well-known person/expert	
Free offers plus necessary information (website, phone number, price)	

Activity 9: Talk your plan through



It is really important to have a good read through your plan to make sure that it makes sense. Why not read it aloud to someone in your house and see if they have any suggestions for how to improve it.

Activity 10: Time to write your advert/persuasion

To help you with your writing, you have lots of different things to help you:

- ✓ The original model text of an advert – The Multi-Function Mobile Phone
- ✓ The toolkit for persuasion
- ✓ Your ideas page
- ✓ Your diagram
- ✓ The vocabulary we learned from the model
- ✓ And most importantly, your plan



English - Monday-Friday

Activity 11: Re-read, polish and improve

Re-reading is such an important part of writing but we sometimes miss out. Best practice is to write a couple of sentences, re-read, edit and polish as you go. Ask yourself:

- ✓ Does it fulfil its purpose and make sense?
- ✓ Should some of the sentences be rewritten or tightened?
- ✓ Are there secretarial errors: spellings, punctuation and grammar?
- ✓ Should the vocabulary be improved or thinned out?

Before having a go at editing your own work, why not practise on my paragraph below. You could use a different colour to make the changes OR re-write the paragraph with the errors corrected and writing improved.

Firstly all Spy-Car 2000s look like a top of the range cars. They are usually silver but can be a lite sapphire color. the majority of spy car's have rocket booster's, they can drive extra fast. Amazingly this means the spy car is the fastest car on the road! Stereotypically, they are made from big metal so it can survive any spy mission

Activity 12: Extension writing choices

You are not finished yet! There are lots of different bits of writing you could do if you are enjoying this unit:

- ✓ Write another advert about a different gadget
- ✓ Write an advert for a real-life gadget (Xbox, scooter etc)
- ✓ Persuade someone to become a spy
- ✓ Design an advertising poster for your gadget
- ✓ Have a go at building a model of your gadget using bits from round the house

Activity 13: Turn your writing into a radio advert



Writing comes alive when it is read out loud and performed. You could just do this for yourself, or for your family or record it and send it to other people you know to cheer them up or inspire them to do their own. I am sure that your teachers would be over-the-moon to hear your performances!



A few weeks ago Sasha's mum explained there were going to be some changes coming... Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.

How does a change like this affect a person's mental health? Add your ideas...

PSHE - 08.02.2021

An adult losing their job.

**What life events can cause
conflicting emotions?**

Write here..

Write here...

Write here...

Write here...

PSHE - 08.02.2021

Suggest how a person may feel overtime to one of the life changing situations you listed.

	At the time	A few weeks later	A few months later	A year later	A few years later
E.g. Moving house to a new area	Upset and concerned about making new friends	<div>Write here..</div>	<div>Making new friends; started Football at the local club.</div>	<div>Write here..</div>	<div>Write here..</div>

What could a person do to help themselves? Add your ideas.
E.g. introduce themselves to new people or join a new club.

French - 09.02.2021

French to English - Colour Exchange

Bleu is _____

Orange is _____

Marron is _____

Noir is _____

Vert is _____

Blanc is _____

Gris is _____

Rouge is _____

Rose is _____

Jaune is _____





**What can we learn from
Captain Sir Tom Moore?**

Resource

Read through the information below about Captain Sir Tom Moore's life. What do you think is his greatest achievement? What will he be remembered for the most? Why do you think he inspired so many?



Captain Sir Tom (pictured above) served in India and Myanmar during WW2.

Who was Captain Sir Tom Moore?

Captain Sir Tom Moore was born in Keighley, West Yorkshire on 30th April 1920. His mum was a teacher and his dad worked as a builder. Captain Sir Tom joined the British Army during WW2 and rose to the rank of captain while serving in India and Myanmar.

After the war, Captain Sir Tom took a job as a sales manager for a roofing company. After he retired, he needed treatment from the NHS for a broken hip; he hailed the excellent treatment he received from the NHS. When the UK went into the first lockdown last year, he saw a chance to give something back.

What was Captain Sir Tom Moore's famous challenge?

In April 2020, Captain Sir Tom decided to try to raise £1,000 for NHS charities by walking 100 laps of his garden before his 100th birthday. He raised £33 million. On his 100th birthday he received over 150,000 birthday cards from people all around the world!



Captain Sir Tom (pictured above) was awarded a knighthood at a special ceremony at Windsor Castle last summer.

We will get through it in the end but it might take time, at the end of the day we shall all be ok again...the sun will shine on you again and the clouds will go away.

Captain Sir Tom Moore sharing his thoughts on the coronavirus pandemic.



How does it
make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed	astonished astounded disconcerted distressed dumbfound ed horrified staggered startled stunned	alarmed apprehensive daunted fearful frantic horrified petrified terrified

Your Task

What can we learn from Captain Sir Tom Moore?

Picture News - 11.02.2021

- Look at the poster image. What do we know about Captain Sir Tom Moore and his achievements? Do we know much about his life before last year?

>>>

- Read through the information found on the resource about Captain Sir Tom Moore's life. What do you think is his greatest achievement? What will he be remembered for the most? Why do you think he inspired so many? Captain Sir Tom's main goal was not to be famous but to raise awareness of the NHS. He previously has said he remembers the days before its creation, when getting ill meant worrying about having to pay for treatment. Do you think Captain Sir Tom achieved his aim?

>>>

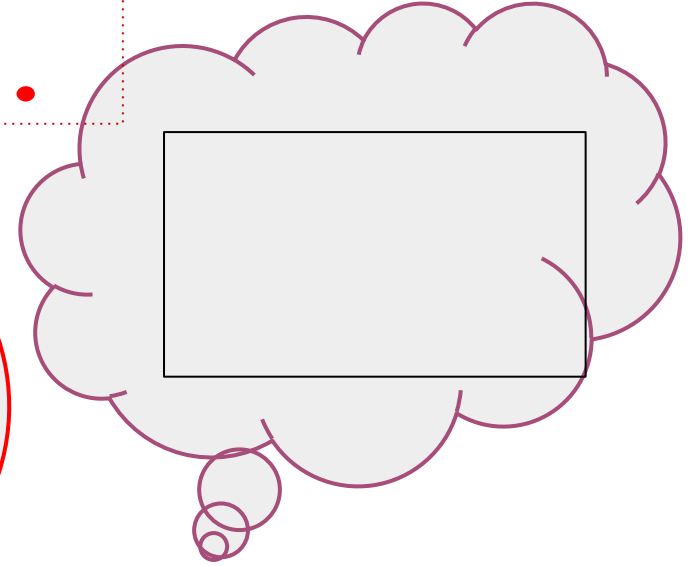
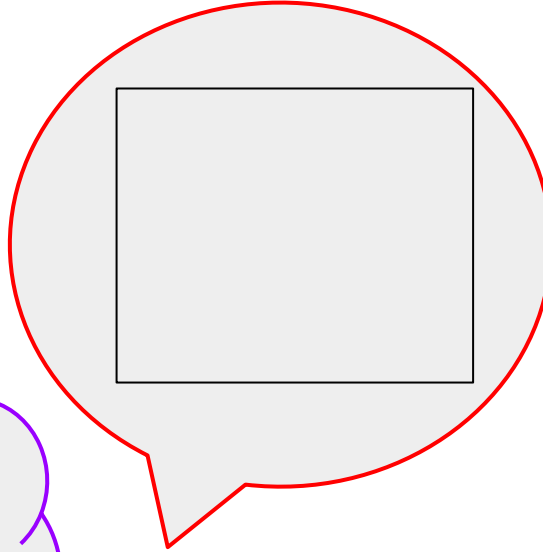
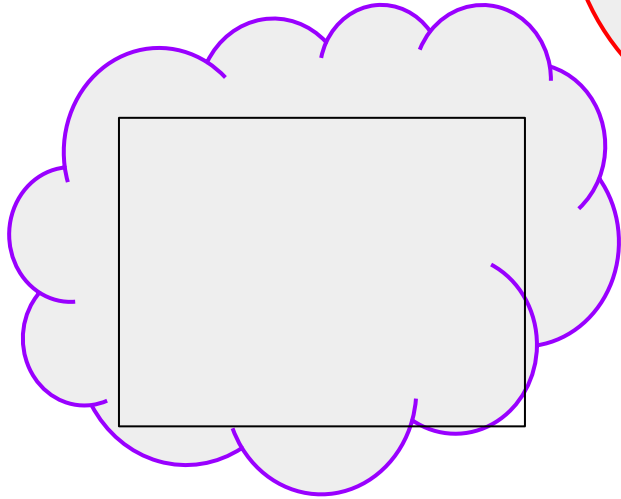
- Whilst undertaking his first challenge of completing 100 laps in his garden, initially hoping to raise £1,000 for charity, Captain Sir Tom had said, "One small soul like me won't make much difference". Why do you think he might have said this? Do you think he was right?

>>>

- Many people have said that Captain Sir Tom Moore will leave a huge legacy. What do you think we mean by legacy and what do you think the impact of Captain Sir Tom's lasting message will be?

>>>

I think...



Science - 11.02.2021
Thursday 11th February 2021

Can I remember?



1. The rib cage protects what 2 organs?

>

2. What effect will adding more cells/batteries to a circuit have?

>

3. Why do the size and shape of shadows change?

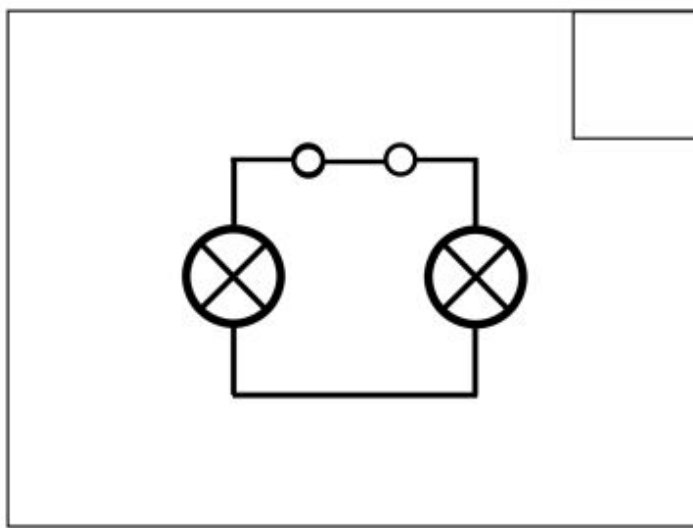
>

Your Task

1

Will this circuit work? Mark it with a tick if you think the bulb will light up and mark with a cross if you think it won't.

Explain why!

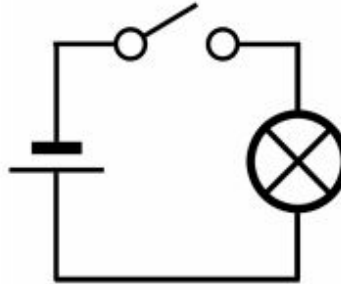


Your Task

2

Will this circuit work? Mark it with a tick if you think the bulb will light up and mark with a cross if you think it won't.

Explain why!

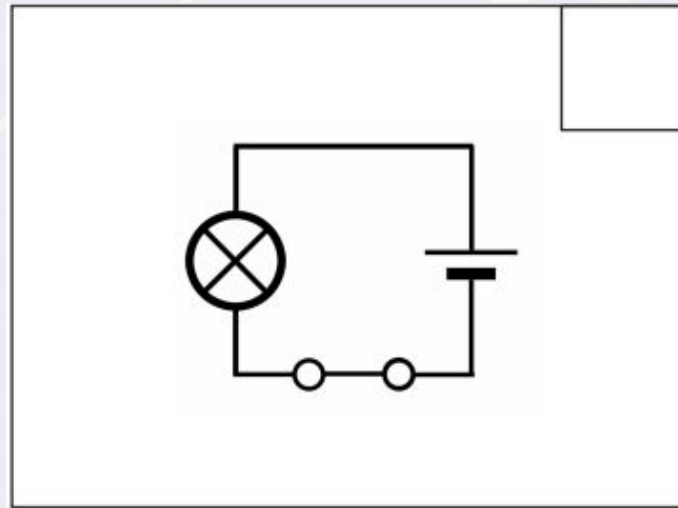
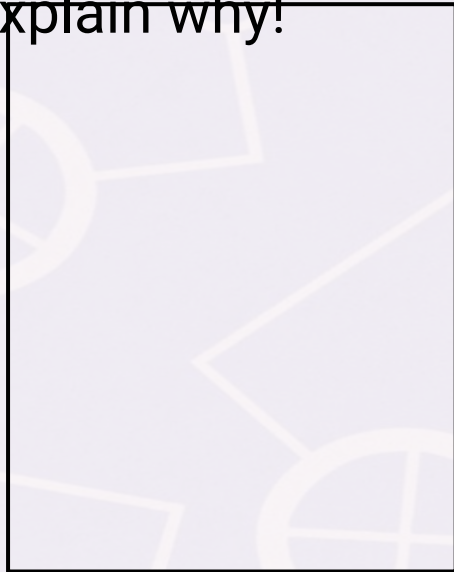


Your Task

3

Will this circuit work? Mark it with a tick if you think the bulb will light up and mark with a cross if you think it won't.

Explain why!

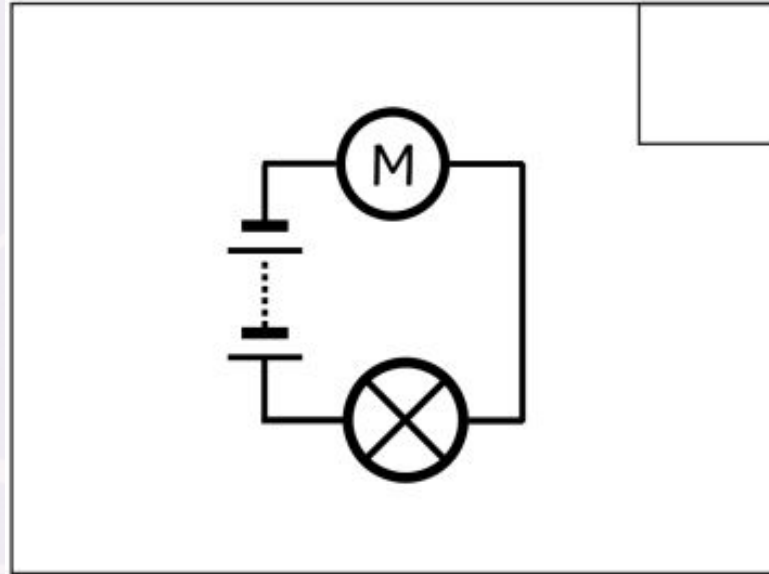


Your Task

4

Will this circuit work? Mark it with a tick if you think the bulb will light up and mark with a cross if you think it won't.

Explain why!



Art - 12.02.2021

Maybe you could recreate one of these images? You can also choose a WWII image of your own.

You are going to be creating your own version of a WWII image based on the style of L.S Lowry. First you need to research him.



All about L.S. Lowry: <http://www.bbc.co.uk/learningzone/clips/l-s-lowry-in-his-own-words/9321.html>
Look at selection of work by L S Lowry. Pay extra attention to VE Day - Image 57 of 214
<http://www.bbc.co.uk/arts/yourpaintings/artists/laurence-stephen-lowry/paintings/slideshow>

Click on these links for ideas on how to use different sketching techniques.

<http://www.bbc.co.uk/learningzone/clips/drawing-using-charcoal-graphite-and-pencil/10009.html>

<http://www.bbc.co.uk/learningzone/clips/drawing-shading-techniques-to-add-tone-and-the-illusion-of-three-dimensions/10006.html>

RE - 12.02.2021

Reflect upon what we have learnt about making good and bad choices and complete these sentences:

★ I believe in leading a good life because...

Muslims believe in leading a good life...

Motivations for a good life

★ Me

Muslims



Life after Death

Think of up to 3 questions you have about life after death.

Now use the internet to find the answers:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-cycle-of-birth-and-rebirth/zn68qp3> Hindus

<https://www.bbc.co.uk/bitesize/guides/z6mhqk7/revision/3> Muslims

<https://www.bbc.co.uk/bitesize/guides/zgqigdm/revision/2> Christians