


## Year 6 - Home Learning Project - Week 11 - 15/06/2020: Perilous Peaks

### Daily activities:

<b>English worksheet and tasks</b> Read ' <a href="#">Monstrous Devices by Damien Love</a> ' and complete the tasks below.	<b>Maths</b> Complete the <a href="#">White Rose Maths</a> tasks at the end of this document - 1 per day. <b>Ensure you watch the video before you complete the task.</b>	<b>Reading Plus</b> Log into <a href="#">Reading Plus</a> and complete your weekly reading comprehension tasks and vocabulary tasks. <i>Site code: rpendea2</i>	<b>TTRS and Numbots</b> Working on <a href="#">Times Table Rockstars</a> - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?	<b>PE session</b> Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.	<b>A Topic activity from the choices below.</b> Try to complete all of the tasks and send your work to your teacher.
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This week's themed learning is based around our new topic of **Perilous Peaks**.

<p><b><u>Geography: Locate mountain ranges around the world</u></b></p>  <p>We've all seen the famous images of Mount Everest - the tallest Mountain in the world but what other mountains or mountain ranges (a group of mountains close together) do you know? Where are they located around our globe? Take a look at this <a href="#">BBC video</a> for more information.                  Look at the world map below - can you use google maps to locate the mountain ranges and label these correctly?</p>	<p><b><u>Geography: How are mountains formed?</u></b></p> <p>Begin by taking a look on this <a href="#">BBC Bitesize</a> page and watching the video to gain an understanding of what mountains are. Complete the quiz to check your understanding!</p> <p>Mountains can be formed in several different ways. As a result of this, different types of Mountains are formed. These include: <b>Fold Mountains, Fault-Block Mountains, Dome Mountains, Volcanic Mountains and Plateau Mountains.</b></p> <p>Investigate how these mountains are formed by completing the activities below and then completing the table. You can find extra information and video to support your investigation in the links below.</p>	<p><b><u>Music: In the Hall of the Mountain King</u></b></p> <p>We're going to begin a music project focusing on a fantastic piece of music by a Norwegian composer called Edvard Grieg. You're going to begin by watching the introductory film with Dan Starkey from the <a href="#">BBC ten pieces website</a>. 'In the Hall of the Mountain King' is about a man called Peer Gynt creeping around in the home of an evil troll called the Mountain King. Do you think Peer made it out safely? Play the video and watch and listen again, this time to the full orchestral performance film rather than the introduction. While you listen draw one of the following things</p> <ol style="list-style-type: none"> <li>a) The Hall of the Mountain King - i.e. his grand palace</li> <li>b) The Mountain King himself - i.e. a scary, ugly monster</li> <li>c) Peer Gynt running away down a twisty path</li> <li>d) The full story, featuring all of the above!</li> </ol>
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### Science: Label the parts of a flower

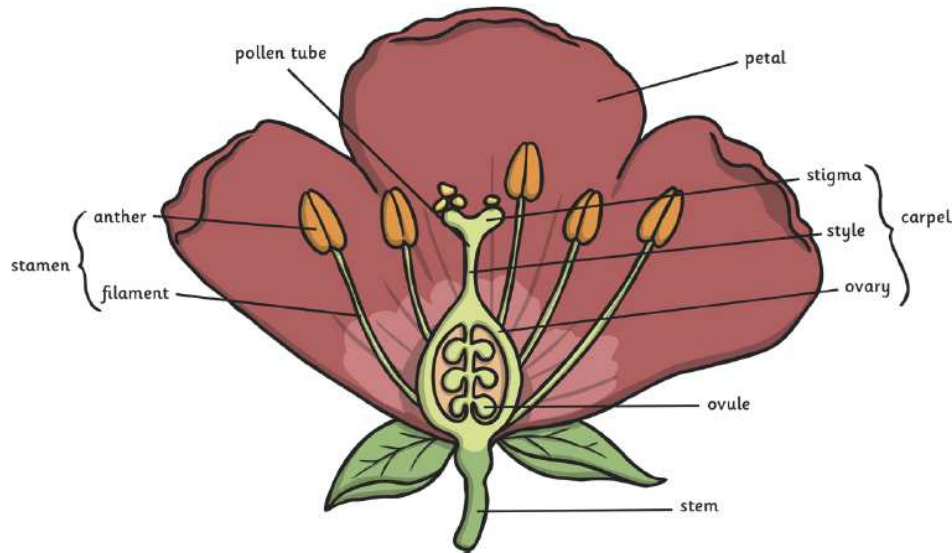
We often take flowers and their role in nature for granted. What is inside a flower? What are the different parts and their functions?

Watch these [BBC videos](#)

**Video 1** - Parts of a plant and **Video 3** - The anatomy of a flower.

Take a walk outside and collect any flowers you see growing wild or flowers you may have in your garden. Can you dissect (take apart) the flower carefully and see the different parts? Are all flowers the same inside? What do your flowers have in common? What are the differences? We'd love to see photographs of any flowers you dissect. You could even try drawing some sketches of the different parts.

When you have finished looking at the different parts use this diagram to label the blank flower sheet found below. Then describe the function of each part in your own words. You can find more information about the different parts of a flower [here](#).



### Science: The pollination process (insects)



Insects don't pollinate on purpose; it's just something that happens as they collect nectar from flowers to feed on. Insects are incredibly important when it comes to pollination. For example did you know that nearly all chocolate relies on midges pollinating the cocoa plant? Thank goodness for that!

But how does pollination take place? This [BBC video](#) will explain how pollination by insects occurs and will also look at other types of plant and flower pollination.

Read the detailed information about pollination below and then:

- 1) Put the mixed up stages of pollination in eth correct order.
- 2) Use the word bank to complete a description of insect pollination.

### English: Grammar

A **hyphen** joins two or more words together while a **dash** separates words into parenthetical statements.

The two are sometimes confused because they look so similar, but their usage is different. **Hyphens** are not separated by spaces, while a **dash** has a space on either side.

Watch the video [here](#) for how to use hyphens and dashes then complete the worksheet below.

### English: Writing

This 'Ridiculous Writers' competition lets kids be kids. It will encourage you to be creative, imaginative and original whilst having fun and enjoying writing! Adding the challenge of planning and writing a mini saga, a story told in just 100 words, means that you are using your technical skills box too. Use the worksheets below to create your mini saga then send to your teacher or submit your entry yourself.

Watch the video [here](#) which introduces you to the activity.

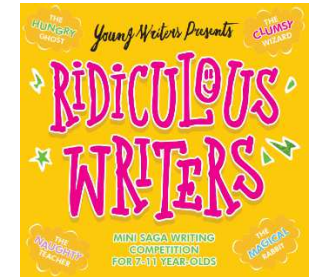
#### **PRIZES:**

**1ST PRIZE:** £500 Hope Education Voucher & The Young Writers' Award of Excellence

**2ND PRIZE:** £250 Hope Education Voucher

**3RD PRIZE:** £100 Hope Education Voucher

School prizes are awarded from entries received in the 2019/2020 academic year.

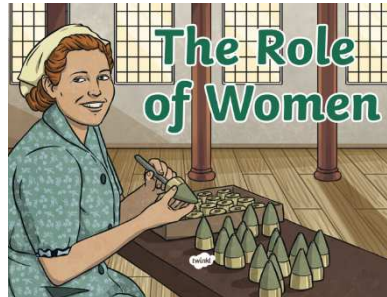


### Sticky Knowledge (remembering our previous learning):

#### History: WW2

Read the information on the role of women pre and post WW2 then complete the table below.

Click [here](#) for more information.



#### Geography: Structure of the Earth and Earthquakes

Can you remember what's under your feet?

Label the diagram of the Earth's layers and complete the sentences explaining how earthquakes happen.

Take a look at this [video](#) to deepen your understanding.

Why exercise? What are the benefits?

#### Science: exercise



Why do we exercise? What benefits are there from an active lifestyle? Watch this video from [The British Heart Foundation](#) and make notes.

Imagine you're a doctor and a patient has come to you asking for advice about why they should exercise. Write them a list of benefits using clear scientific vocabulary.

## Website links mentioned above:

<https://www.bbc.co.uk/bitesize/clips/z27tfg8> - BBC video showing mountain ranges around the world

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4g3qp3> - BBC Bitesize information on Mountains and how they are formed

<http://primaryhomeworkhelp.co.uk/mountains/types.htm> - Information on types of mountains

<http://primaryhomeworkhelp.co.uk/mountains/types.htm> - Types of mountains and formation video

<https://www.bbc.co.uk/teach/ten-pieces/KS2-edvard-grieg-in-the-hall-of-the-mountain-king-from-peer-gynt/z7nf3k7> - In the Hall of the Mountain King

<https://www.bbc.co.uk/programmes/articles/Mf5rhbTkHLZ3fbJzScyDvC/primary-science-plants> - BBC video on parts of a flower

<https://www.dkfindout.com/uk/animals-and-nature/plants/parts-flower/> - information on the functions of the different flower parts

<https://www.youtube.com/watch?v=j-S5ui9Us7U>- the pollination process

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7> - Grammar: Hyphens and dashes

[https://www.youtube.com/watch?time\\_continue=3&v=0LOaMGnHcO4&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=3&v=0LOaMGnHcO4&feature=emb_logo) - English writing competition

<https://www.bbc.co.uk/teach/did-ww2-change-life-for-women/zbktwty> - History: WW2 - Sticky Knowledge

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zj89t39> - Structure of the Earth and Earthquakes

<https://www.youtube.com/watch?v=wWGullAa000> - Science sticky knowledge why do we exercise?



*Geography: Investigate how the different types of mountains are formed by completing the activities then complete the table.*

# How Mountains are Made

## Fold Mountains

**You will need:**

- Photocopier paper
- Tissue paper
- Thicker, more scratchy material

**What to do:**

For each material on your table:

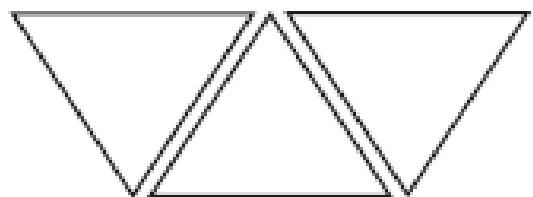
- Push from the outside of the materials in until they make a fold.
- How easily do they fold?
- What kinds of fold do they make?
- What difference if any does the different types of material make?
- Make a note of anything else you find interesting.

# How Mountains are Made

## Fault-block Mountains

**You will need:**

- 3 triangular prisms
- 5 or 6 hardback books



**What to do:**

- Arrange your three triangular prisms as shown in the diagram above.
- Slowly, slide the left prism away from the others.
- What happens to the prism in the middle?
- What would happen if you tried to push the prisms back together again?
- Stand your books on the table so that they are all lined up with the spines at the top. Slowly allow the books to tilt from upright to an angle of  $45^\circ$ .
- What happens to the books in the middle?
- What would happen if you tried to push the books back together again?
- Make a note of anything else you find interesting.

# How Mountains are Made

## Dome Mountains

### You will need:

- Tissues
- A variety of fabrics
- Balloons
- Balloon pumps

### What to do:

- Make a small hole in the tissue.
- Feed your balloon through the hole.
- Begin to blow up your balloon slowly.  
What happens to the tissue? What happens to the balloon?
- Layer the different fabrics over the balloon and tissue.
- Make a note of anything else you find interesting.

# How Mountains are Made

## Volcanic Mountains

### You will need:

- Tinfoil
- Red butter cream in piping bags

### What to do:

- **Wash your hands!**
- Put the tinfoil flat across the icing bag, then slowly move the bag upwards. Make a small hole in the foil and release the icing.
- Note what happens.
- Does the butter cream stay in one place?
- What will happen if the butter cream dries?
- What will happen if the butter cream is then pushed out again?
- What happens to the tinfoil?
- What happens to the butter cream?
- Make a note of anything else you find interesting.

### Butter Cream Ingredients:

- 70g soft spreadable butter
- 140g icing sugar
- 1 tbsp milk
- Few drops red food colouring

### Butter Cream Method:

- Beat the butter in a large bowl until soft. Add half of the icing sugar and beat until smooth.
- Add the remaining icing sugar and one tablespoon of the milk and beat the mixture until creamy and smooth. Beat in the milk, if necessary, to loosen the mixture.
- Stir in the food colouring until well combined.

# How Mountains are Made

## Plateau Mountains

### You will need:

- Wooden blocks (3D cubes/cuboids would do)
- Tray of sand
- Larger tray
- Jug of water

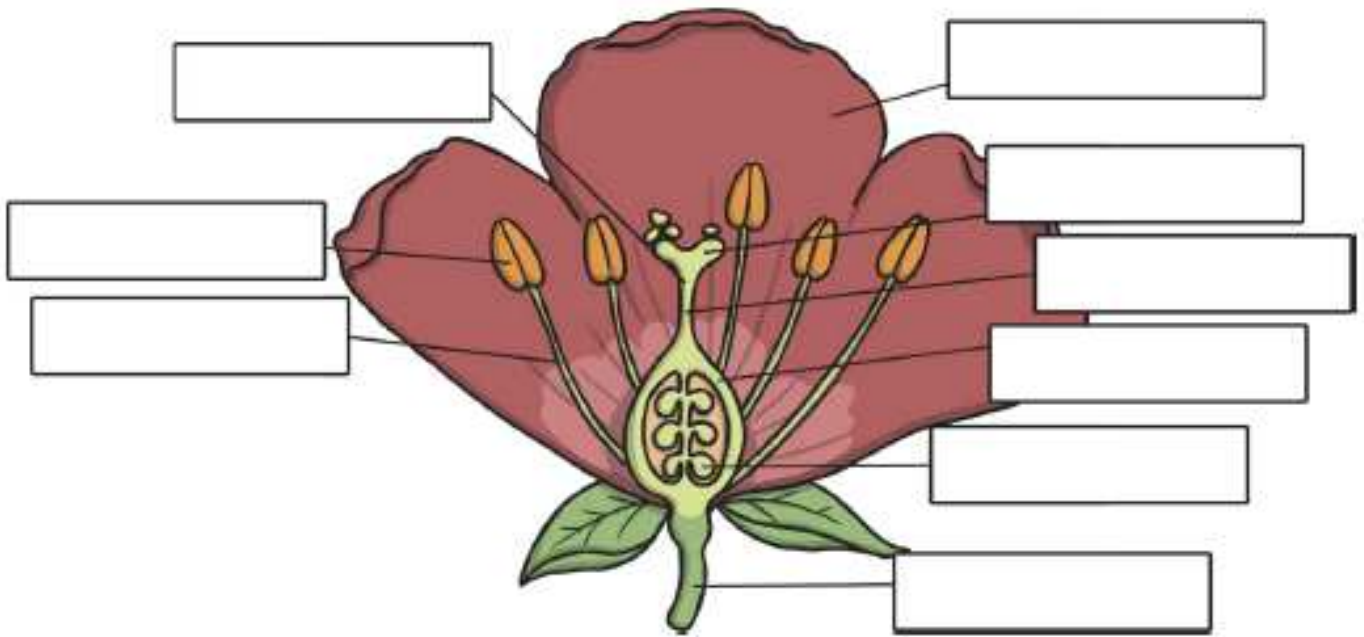
### What to do:

- Put the tray of sand inside the larger tray.
- Put your blocks so your tray of sand is slightly higher at one end than at the other. Slowly pour the water into the higher end of the sand tray.
- What happens to the sand?
- What happens to the water?
- If you carried on pouring the water what would happen?
- Make a note of anything else you find interesting.



Mountain Type	What I Noticed Happening	Sketch of the Results	Other Interesting things
Fold Mountain			
Fault-block Mountain			
Dome Mountain			
Volcanic Mountain			
Plateau Mountain			

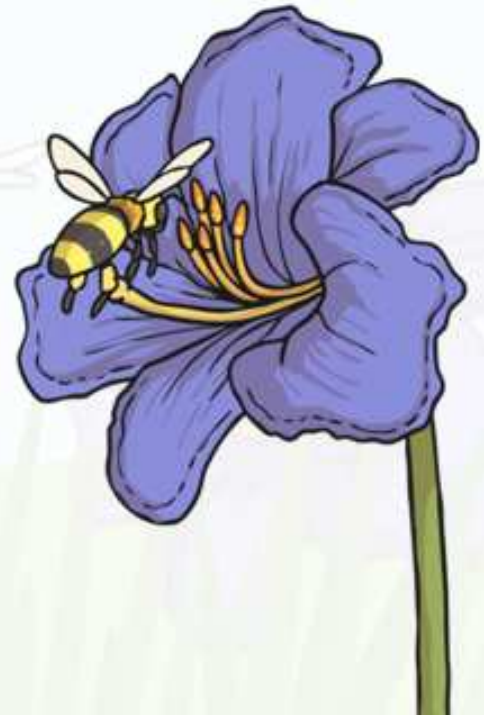
Science: Label the parts of a flower and describe their function



<b>anther</b> _____ _____ _____	<b>filament</b> _____ _____ _____	<b>stem</b> _____ _____ _____
<b>ovule</b> _____ _____ _____	<b>ovary</b> _____ _____ _____	<b>style</b> _____ _____ _____
<b>stigma</b> _____ _____ _____	<b>petal</b> _____ _____ _____	<b>pollen tube</b> _____ _____ _____

## The Pollination Process

1. The flower petal's bright colours and fragrant scents attract insects.
2. The insect arrives on the flower to collect nectar. This nectar is a sweet liquid which makes perfect insect food.
3. As the insect is gathering the nectar, it rubs against the anthers, which rub pollen onto the insect.
4. After the insect is done feeding on the flower's nectar, it gets hungry and gets attracted by another flower's bright colours.



5. As the insect feeds on the nectar in this new flower, the pollen stuck to the insect from the first flower rubs off onto the female parts of the second flower (the stigma).
6. Part of this pollen travels down the style and then into the ovary.
7. The tiny piece of pollen joins onto an ovule in the ovary. The plant has now been fertilised.
8. The ovary of the flower turns into seeds which will then be dispersed so that new plants will be able to grow somewhere else.

*Science Pollination: The different stages of insect pollination are all mixed up.  
Can you cut them out and put them in the right order?*

The tiny piece of pollen joins onto an ovule in the ovary.  
The plant has now been fertilised.

When the insect gets hungry again, it gets attracted to another  
flower's bright colours and fragrant scent.

As the insect is gathering the nectar it rubs against the anthers  
which rub pollen onto the insect.

The ovary of the flower turns into seeds which will then be  
dispersed so that new plants will be able to grow somewhere else.

Part of this pollen travels down the style and then into the ovary.

The insect arrives on the flower to collect nectar.  
This is a sweet liquid which makes perfect insect food.

The flower petal's bright colours and fragrant scents attract an insect.

As the insect is gathering the nectar it rubs against the  
anthers which rub pollen onto the insect.

As the insect feeds on the nectar in this new flower, the pollen stuck to the insect from the  
first flower rubs off onto the female parts of the second flower (the stigma).

*Science pollination: use the word bank below to fill in the blanks to complete the information*

<b>Word Bank</b>				
petal	nectar	anthers	ovule	seeds
stigma	pollen	fertilised	ovary	dispersed

1. The flower \_\_\_\_\_ 's bright colours and fragrant scents attract an insect.
2. The insect arrives on the flower to collect \_\_\_\_\_.  
This is a sweet liquid which makes perfect insect food.
3. As the insect is gathering the nectar it rubs against the \_\_\_\_\_  
which rub \_\_\_\_\_ on the insect.
4. When the insect gets hungry again, it gets attracted to another  
flower's bright colours and fragrant scent.
5. As the insect feeds on the nectar in this new flower, the \_\_\_\_\_  
stuck to the insect from the first flower rubs off onto the female parts of  
the second flower (the \_\_\_\_\_).
6. Part of this pollen travels down the style and then into the \_\_\_\_\_.
7. The tiny piece of pollen joins onto an \_\_\_\_\_  
in the ovary. The plant has now been fertilised.
8. The ovary of the flower turns into \_\_\_\_\_ which will then  
be \_\_\_\_\_ so that new plants will be able to grow somewhere else.

## Grammar - Hyphens and Dashes

Put the dashes and hyphens in the correct places and then copy the sentences into your workbook. Write the reason why the dashes have been used after the sentences.

Either for:

1. Repetition
2. Subordinate Clause
3. or Suspense

Use red for dashes and green for hyphens.

For example:

"*You-you evil king!*" cried the *blue-eyed* Aztec woman. (*repetition*)

1. Sacrificing her was a mistake a mistake that could have been avoided.
2. As the temple door opened, I peered inside the pitch black room and saw nothing.
3. It was only when I squinted that I could see what lay at the bottom of Lake Texcoco gold, lots of gold.
4. When we get there if we get there I will have something to say about this terrible journey to Tenochtitlan.
5. As I wondered through the city on this damp cold night I found two Aztec farmers cultivating crops on a Chinampa which they co owned together.
6. " Go Go away!" the red faced, murderous priest shouted.
7. Aztec children respected their elders most of the time as this was important in their civilized Aztec society.

Now use the picture below to write some sentences about what is happening using dashes and hyphens.





# Writers are you ready?



It's time to get ridiculous! Plan your story here...

What crazy combo did you pick?

1

Draw it here!

2

Where will your silly story be set?

3

4 How does your story start?

What happens?  
Will there be absurd adventures, mixed-up mischief or dizzy dramas?

How does it end?



Get as ridiculous and crazy as you like, just remember the Golden Rules

1. Be original! You can be inspired by other stories, but add a twist, make it your own!
2. Keep to the 100-word limit - make every word count!
3. Remember that mini sagas must have a beginning, a middle and an end and all make sense!

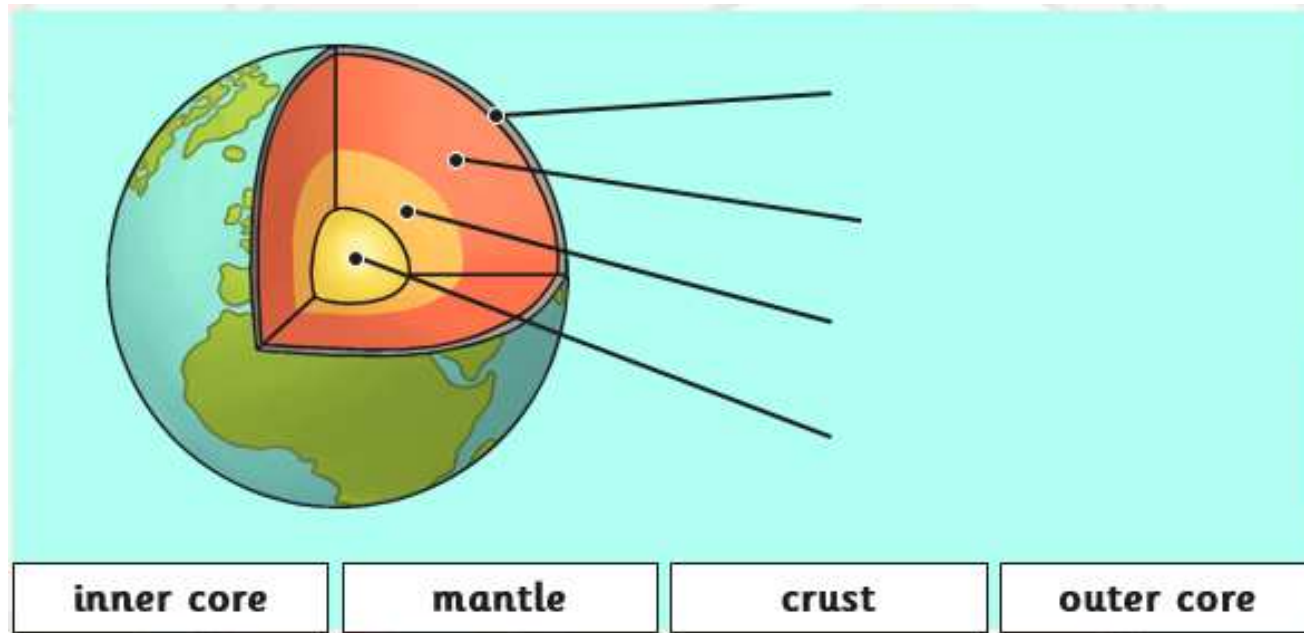






## Geography: Structure of the Earth and Earthquakes

Label the diagram:



Complete the sentences:

The Earth's \_\_\_\_\_ are always moving. They move so slowly that we usually can't feel it. The edges of plates are called \_\_\_\_\_. Faults can rub together, \_\_\_\_\_ towards each other, or \_\_\_\_\_ away from each other. These kinds of \_\_\_\_\_ can cause \_\_\_\_\_.

**Movements**

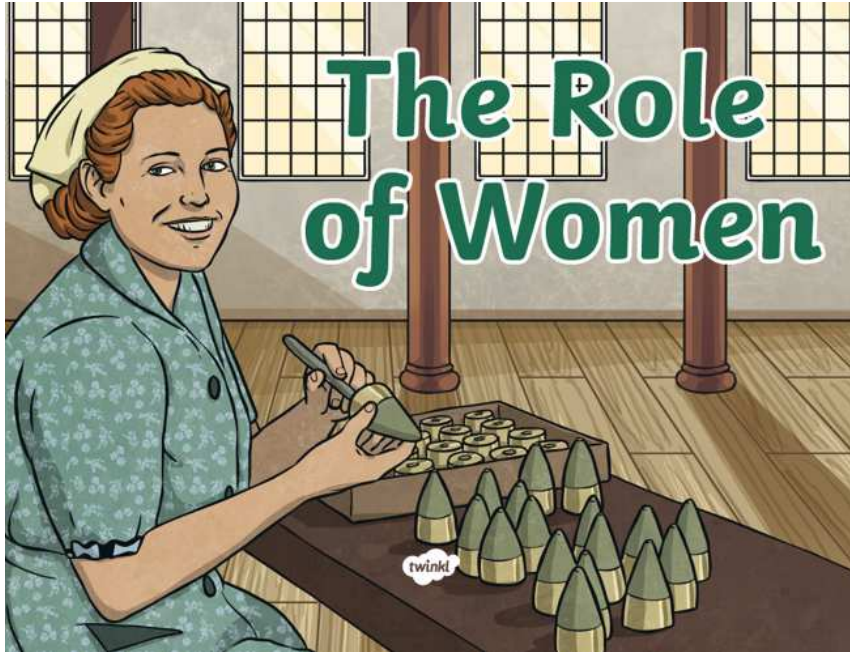
**Faults**

**Pull**

**Plates**

**Push**

**Earthquakes**



History: WW2  
Sticky  
Knowledge

The Role of Women  
Pre-World War II



Life for most women before the war was quite different than it is today. Typically, most women stayed at home and did not go out to work.

Some younger women did go out to work but if they married, they had to give up their job. Women were paid less than men and they were generally only employed to do 'women's jobs', such as nursing or working as a shop assistant.

Men and women's roles were very stereotypical and even from a young age, boys and girls were brought up quite differently.

Lessons in school taught girls how to cook, sew and look after the home while boys were taught woodwork and other practical skills to equip them for the workplace.

How do you think men and women felt about their roles?



Changing Roles



With men called up for active service, there was a great need for women to undertake the jobs that the men had previously done. Suddenly, women became more than just homemakers and were given the opportunity to become patriotic heroines. They would contribute significantly to the war effort in a variety of ways.



Land Girls working on a farm

Changing Roles



During the war, women were employed in a wide range of jobs. Some became munition factory workers (making weapons); others joined the armed forces (army, navy and air force); many worked as Land Girls; some drove buses or trains; some worked on the canals; they worked as nurses or ambulance drivers; they built ships and worked in other engineering industries; they worked as searchlight operators and some became air raid wardens.

The Women's Voluntary Service also employed women, who assisted with a wide range of duties.



A WVS volunteer running a mobile canteen

## Changing Roles



At the start of the war, the government relied on women to volunteer for work.

However, by late 1941, it became necessary to introduce conscription (making working compulsory).

Initially this only applied to single women between the ages of 20 and 30, but later in the war this was extended to women between the ages of 18 and 50.

In 1943, almost 90% of single women and 80% of married women were in employment.

## After the War



When the war finished, many women lost their jobs when the men returned to the positions they had left. Other jobs, which were specific to the war effort, were simply not necessary any longer.

For lots of women, going back to the way they were before the war was quite difficult. They had got used to working and leading more independent lives and they were keen for the liberation of women to continue.

Do you think it was difficult for women who lost their jobs after the war? Why/why not?

What might women miss about their lives during the war?



## After the War



In the 1940s and 1950s, Britain's economy was on the up and more employment opportunities were opened to women.

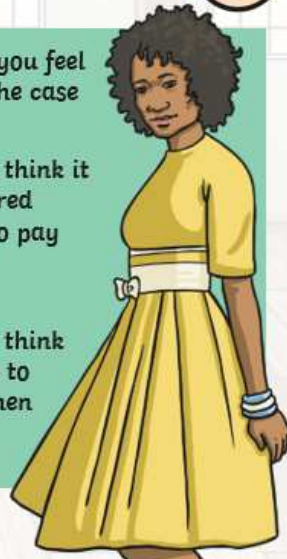
However, jobs done by women were viewed as secondary to jobs done by men. It was common for women to be sacked if they got pregnant and women were still paid less than men even if they were doing exactly the same job!

Advertisements in the 1950s actually tried to encourage women to go back to being housewives!

How would you feel if this was the case today?

Why do you think it was considered acceptable to pay women less than men?

Why do you think society tried to exclude women from the workplace?



## After the War



Times were changing and women no longer accepted their inequality to men. They had proved during and after the war that they were as capable as men and they wanted this to be acknowledged.

In the 1950s and 1960s, women campaigned for equal working rights and pay. However, it was not until 1961 that the very first occupation (teaching) paid its male and female workers the same rate.



How would you feel if this was the case today?

Why do you think it was considered acceptable to pay women less than men?

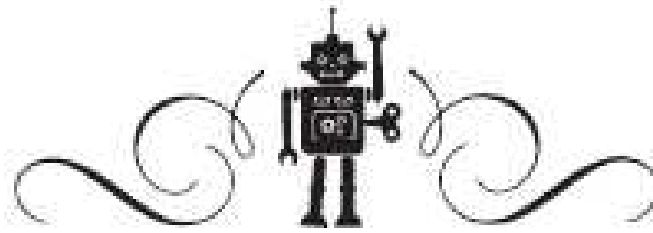
Complete the Role of Women Pre and Post World War II Activity Sheet.

# The Role of Women Pre and Post World War II

Complete the table to describe how and why the role of women differed before, during and after World War II.

	<b>Before World War II</b>	<b>During World War II</b>	<b>After World War II</b>
<b>Number of women in paid employment</b>			
<b>Women's job status compared to men</b>			
<b>Women's pay and working conditions</b>			
<b>Attitudes to women working</b>			

*Read the text below then complete the tasks. Remember to send your work to Miss Harris on Teams so she can give you feedback.*



## A PROLOGUE IN PRAGUE

SNOW IS FALLING on the city of Prague.

Soft white against a sharp black skyline, it dances around the castle spires and wisps past the patient statues of the church of St. Nicholas. It flurries over fast-food restaurants' glowing signs, drifts down on cobblestones, tarmac and tram-lines. Old women in headscarves shiver and street vendors selling hot sausages stamp their feet in Wenceslas Square. Bleary young tourists' teeth chatter outside bars in the Old Town.

A tall man and a small girl stalk through the snow. The man wears a long black coat and a homburg hat. He clutches a cane. The girl's black coat reaches her ankles, where purple-and-black-striped socks disappear inside heavy black boots. She looks nine or ten, with a pale, round face framed by long black hair.

They cut briskly across the Old Town Square: past grumbling workmen struggling to erect a huge, eighty-foot Christmas

tree; past the house where a famous writer lived an unhappy life long ago; past an ancient cemetery crammed with graves like a smashed mouth filled with broken teeth.

For each of the man's long strides, the girl must take three, yet she easily matches his angry pace. The city grows older around them as they walk. The light is fading, the day turning blue beneath a heavy slate sky. The snow is beginning to lie. It crumps under their feet. It frosts her hair like icing sugar. It gathers in the nooks and crannies of the strange metal straps that encase each of his boot-heels like heavy surgical supports.

They come eventually to a narrow street, barely more than an alley between ageing buildings, dark, save for a single yellowy light burning in a shop window bearing a sign painted in cheerful red:

BECKMAN'S TOYS

Behind the words, heavy red curtains frame a dusty display. Monkeys wearing fez hats brandish cymbals. Ventriloquists' dummies leer secret smiles at blushing Victorian dolls. Black bats hang from black threads alongside ducks with propellers on their heads and wooden policemen with bright red noses. Machine guns and ray guns, farting cushions, furry spiders and fake bloody fingers.

A line of robots marches through this chaos. Tiny cowboys

and cavalrymen battle rubber dinosaurs at the feet of fat tin spaceships.

The man in the long black coat pushes open the door, ushering the girl in ahead. A bell actually rings, a pleasing old sound of polished brass in the musty dim as they step inside. Around them, the little shop is a cluttered cosmos of toys. Squadrons of fighter planes and hot air balloons swarm the ceiling. Sailboats and rocket ships patrol shelves. Teddy bears are crammed into corners with rocking horses and dogs on wheels. Bright things new and old, of plastic, lead and wood, fake fur and cheap metal.

When they are certain there is no one else in the shop, the girl flips the sign from OPEN to CLOSED. Snapping the lock, she stands with her back to the door and folds her arms.

The man strides to the counter, heading on towards the back room, when a figure emerges from in there, pushing through the rattling hanging beads holding scissors and a roll of brown tape. A small man with severely cropped grey hair and big, round glasses, thick lenses reflecting the light, shabbily dressed but for an incongruously bright-yellow-with-black-polka-dots silk scarf knotted at his throat. A torn-off strip of brown tape hangs from the end of his nose.

"Snow is falling," this little Beckman sings in a high burble, still frowning down at the tape in his hands. "Christmas is coming—"

Looking up to blink happily at his visitors, he stops abruptly.

The roll of tape drops from his hands. He swallows with difficulty.

“Eh . . .” He licks his lips. “Did you get him?”

The girl solemnly shakes her head. Pouting a frown that mockingly mirrors Beckman’s own, she twists her knuckles at the corners of her eyes in a *boo-hoo* pantomime, before refolding her arms.

Beckman swallows again as the tall man leans across the counter.

“You had it.”

“No. Please. I-I can explain,” Beckman begins, backing away.

The man looms farther over him, reaching out a sharp, pale hand. Beckman flinches, grabs protectively at the scarf around his neck and lets out a girlish shriek – it could be the word *no* – as the man rips the tape from his nose. Beckman laughs, a nervous and treacly too-loud giggle. He pretends to relax as the tall man rubs the tape into a ball between his slender grey fingers and lets it drop.

“Tape,” Beckman babbles. “On my nose. Always I’m putting it there. Forgetting. Packaging up a gift. A horse. Going to a little girl in Germany. Near my old hometown. A lovely little horsey. For a lovely little girl.”

He tries a grin on the girl. It curdles and dies as she glares back. She picks a toy revolver from a shelf. Still unsmiling, she aims at him, pulls the trigger. Without a sound, a tiny flag unfurls from the snout bearing a single word: **BANG.**



“Now,” Beckman stumbles on, faster. “Please. I can explain. Yes, you just have to believe me . . .” He trails off. In the toy shop silence, he has heard a small, distinct *click*.

Now the girl starts smiling.

“You *had* it,” the tall man in black says once more. “And you let it *go*.” He raises his arm again and there is something small and sharp, silvery and slivery in his hand, arcing down through the warm reddish air as all the monkeys and cowboys and ducks and dogs and dolls look on with their glass and painted eyes.

For the next few seconds, the sounds inside this toy shop are muffled and breathy, desperate, wet and horrid.

Outside, snow is falling on the city of Prague.

Lights are flickering on in the streets and squares and up in the mysterious windows of the high castle. White globe lamps glow along black bridges over the river, reflections restless in the cold, dark water.

The snow falls.

People hurry through the streets and it covers all their tracks.

## Reading

### On page 1:

1. What are the workmen struggling with?
2. What is the small girl wearing?

### On page 2:

1. Find and copy a word or phrase that shows how the man and the girl are feeling.
2. Find and copy three things that are in the toy shop display.

### On page 3:

1. Why do you think the girl flips the sign from open to closed?
2. What do you think '*a cluttered cosmos of toys*' means?
3. Abruptly is closest in meaning to:
  - a) slowly
  - b) suddenly
  - c) calmly

## Writing

**Re-write this chapter in past tense.** Change the season to summer.

### Below are some suggested timings for each lesson:

**Reading:** 30 minutes (this includes time to re-read, look up unknown words and ask questions)

**Writing** - 45 minutes

**Grammar** - 5 minutes

**Spelling** - 10 minutes

### How parents, carers or siblings can help:

- Read the extract aloud with you.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display to support your amazing writing.
- Help with ideas for planning your writing.
- Write a story at the same time as you. You could then compare your stories and give each other feedback. **(Remember: Be Kind, Be Specific, Be Helpful)**

### Grammar

Insert the correct prefix: use re- or anti-

\_\_\_play      \_\_\_social      \_\_\_appear

Write a synonym for these words. Then write sentences using each of your words.

shout      hot      small      angry      special

Write two sentences for each word. First, use it as a noun. Then, use it as a verb.

flood    bargain    heat

Rewrite this passage in the future tense. I go to the shop on Monday. It is raining, so I take my spotty umbrella and wear my matching coat. I browse for a while and buy some chocolate and a magazine. I get home and curl up on the sofa.

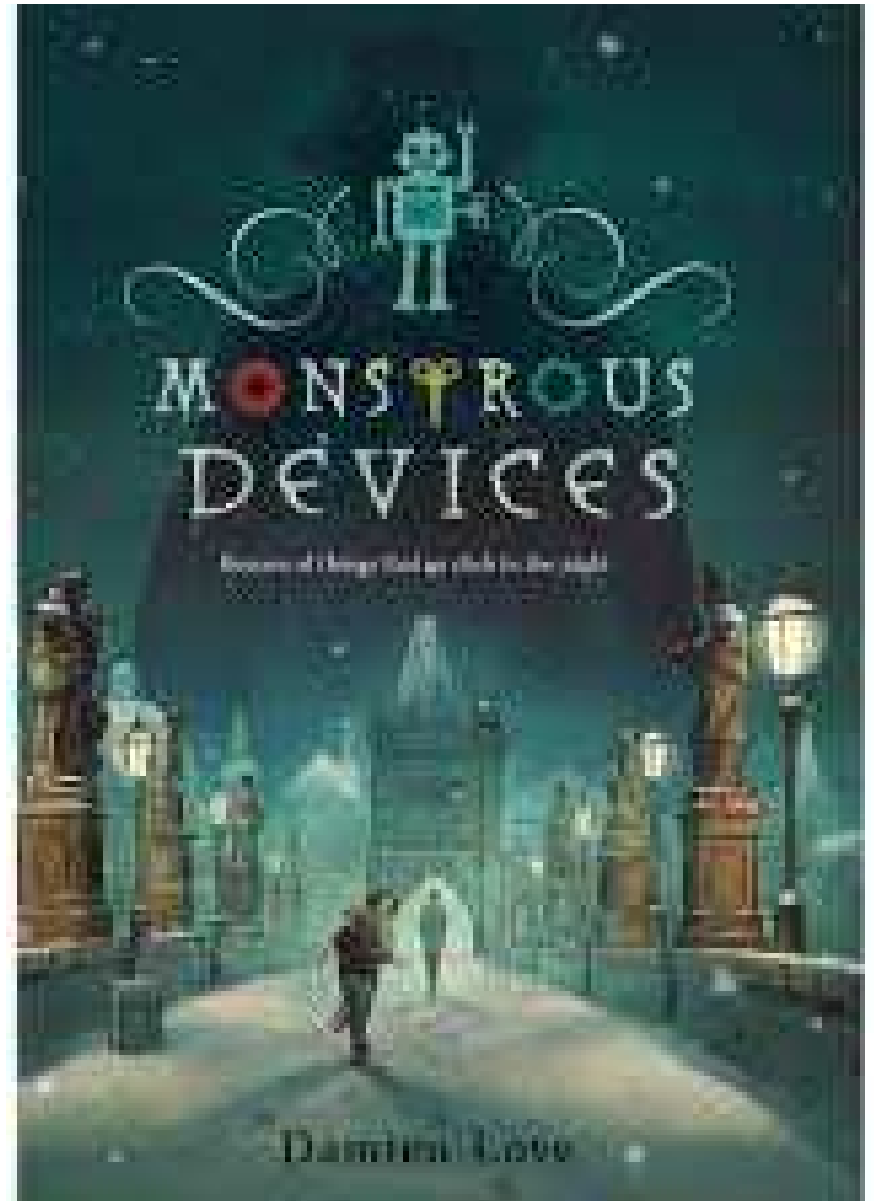
Circle the modal verbs in these sentences.

- a) Tomorrow, I might go to the cinema although I know I should complete my homework.
- b) Sarah will make it to the end of the marathon.

### Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

profession      recognise      restaurant  
programme      recommend      rhyme  
pronunciation      relevant      rhythm      queue



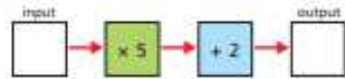
Year 6 Home Learning - Maths: Find a rule - Monday 15<sup>th</sup> June 2020

Please watch the video first: <https://vimeo.com/425603587>

Find a rule – two step

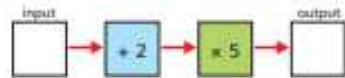


1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

2 Here is the same function machine with the steps in the reverse order.



The outputs will be the same.

Teddy



The outputs will be different.

Jack

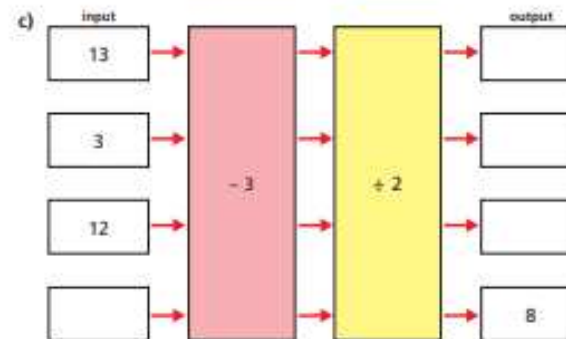
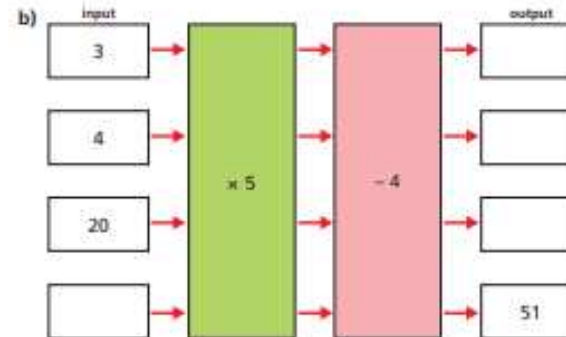
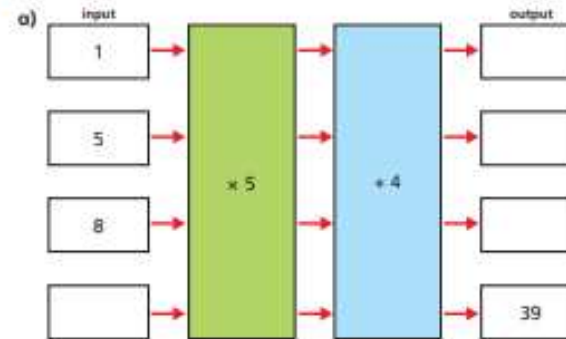
Explain to a partner who you think is correct.

Use the function machine to complete the table.

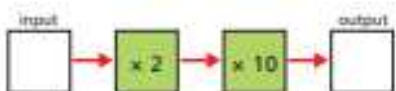
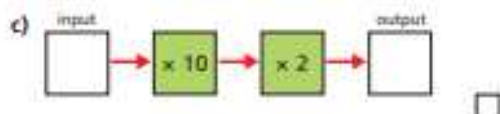
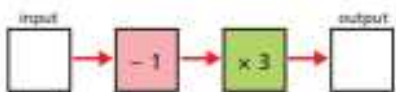
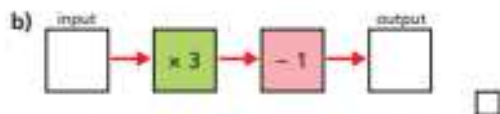
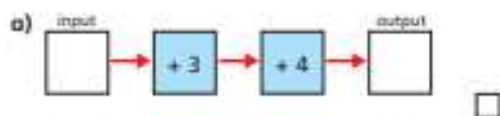
Input	1	2	3	5	10	50
Output						

Who is correct? \_\_\_\_\_

3 Work out the missing outputs and inputs.



- 4 Tick the pairs of function machines that will give the same outputs for a given input.

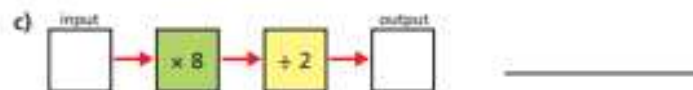
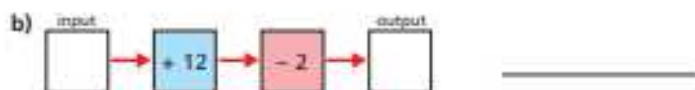


Explain your reasoning to a partner.

- 5 Here are some 2-step function machines.

For each machine, write a single step that would give the same output.

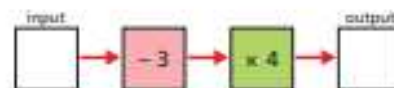
Check your answers by inputting values.



Can all 2-step function machines be written as a 1-step function machine?

Talk about it with a partner.

- 6 Here is a function machine.



- a) Complete the table.

Input	10	3		
Output			40	280

- b) Rosie puts a number into the machine and she gets out the same number.

Work out Rosie's number.

- 7 Mr Hall and Mrs Rose order some photos online.

- a) Mr Hall orders 16 photos.

How much does he pay?




- b) Mrs Rose pays £6.05

How many photos did she order?









6



It does not matter what  $p$  and  $q$  are,  $p + q$  and  $q + p$  will always give the same answer.

Do you agree with Mo? \_\_\_\_\_

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

$m = 7$     $n = 5$

Write  $>$ ,  $<$  or  $=$  to compare the expressions.

a)  $2m$  ○  $10$

b)  $n - 1$  ○  $5$

c)  $2n + m$  ○  $2m + n$

d)  $7n$  ○  $5m$

8

$a = 10$

Write the expressions in order, starting with the smallest value.

$5a$     $a + 5$     $\frac{a}{5}$     $a^2$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9

$a = 15$

Write three different algebraic expressions that give a value of 40

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10

Complete the table.

$x$	$5x$	$5x - 1$
2		
10		
12		
	25	
		34
		99

Year 6 Home Learning - Maths: Solve simple one step equations - Thursday 18<sup>th</sup> June 2020

Please watch the video first: <https://vimeo.com/425605040>

Solve simple one-step equations



1 Write an equation for each part-whole model.

Work out the value of the multilink cube in each equation.

a)

\_\_\_\_\_

=

b)

\_\_\_\_\_

=

2 There are some counters under the cup.



There are 10 counters in total.

a) If  $c$  is the number of counters under the cup, explain why  $c + 6 = 10$

b) Work out the value of  $c$ .  $c =$

c) How many counters are under the cup?



3 Write algebraic equations to represent the bar models.

Find the value of  $a$  in each one.

a) c)

$a =$    $a =$

b) d)

$a =$    $a =$

4 Nijah is solving the equation  $x - 8 = 20$

$$x - 8 = 20$$

$$x = 20 - 8$$

$$x = 12$$

What mistake has Nijah made?

\_\_\_\_\_

\_\_\_\_\_

5 Solve the equations.

a)  $x + 7 = 20$

$x =$

b)  $10y = 80$

$y =$

c)  $4m = 22$

$m =$

d)  $g - 3 = 15$

$g =$

e)  $32 = t - 5$

$t =$

f)  $\frac{u}{6} = 3$

$u =$

6 Filip thinks of a number.

He subtracts 5 from his number.

He ends up with 10

Write an algebraic equation to represent Filip's problem.

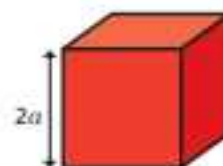
\_\_\_\_\_

Solve the equation to work out his number.

7 Dexter builds a tower.

Each block is  $2a$  high.

He uses 7 blocks.



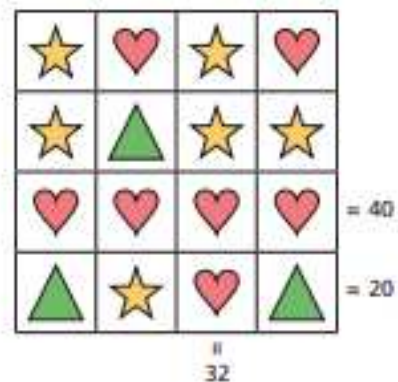
The total height of his tower is 42 cm.

Write an equation to represent the height of Dexter's tower and find the value of  $a$ .

$a =$   cm

8 Work out the value of each shape.

Write the equations that you solved to find the value of each shape.



=

=

=

Work out the missing total of each row and column.

Compare answers with a partner.

# Year 6 Home Learning - Maths recap: Scale Factors - Friday 19<sup>th</sup> June 2020

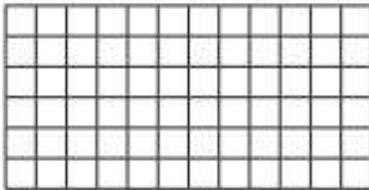
## Using scale factors



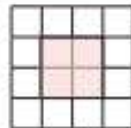
1 a) Here is a rectangle.



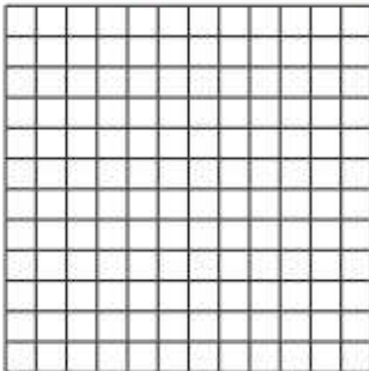
Draw another rectangle where each side is twice as big.



b) Here is a square.



Draw another square where each side is 4 times as big.

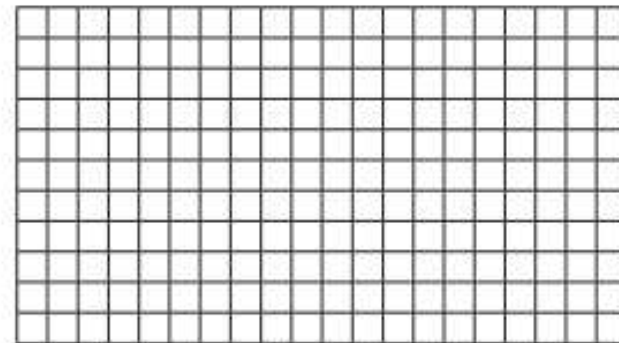
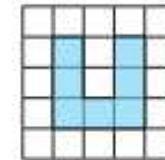
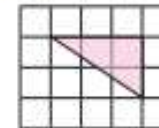


2 a) Explain what it means for a shape to be enlarged by a scale factor of 2.

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b) Enlarge the shapes by a scale factor of 2



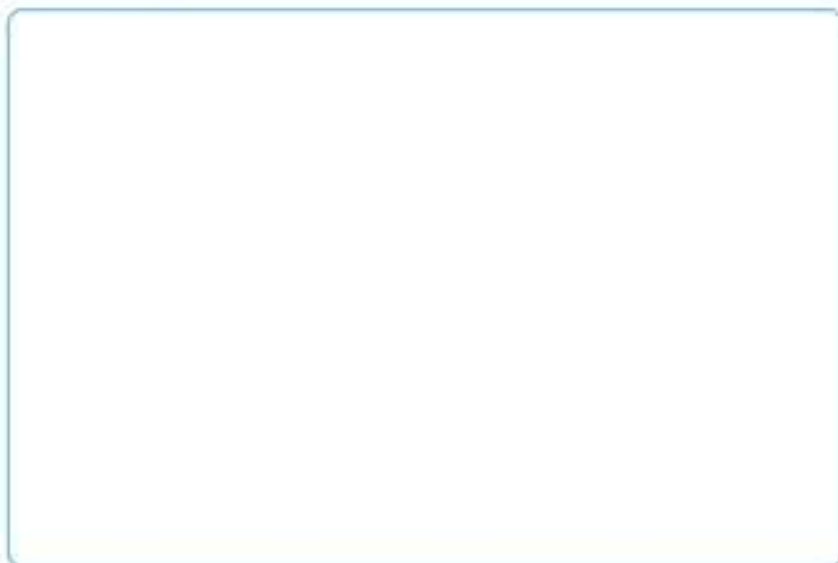
3 Complete the sentence.

A shape in which each side has tripled in size has been enlarged by a scale factor of

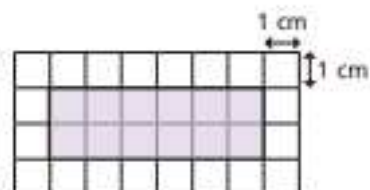
- 4 Here is a rectangle.



- a) Measure the side lengths of the rectangle and label them on the diagram.  
 b) Enlarge the rectangle by a scale factor of 3 and label the side lengths.



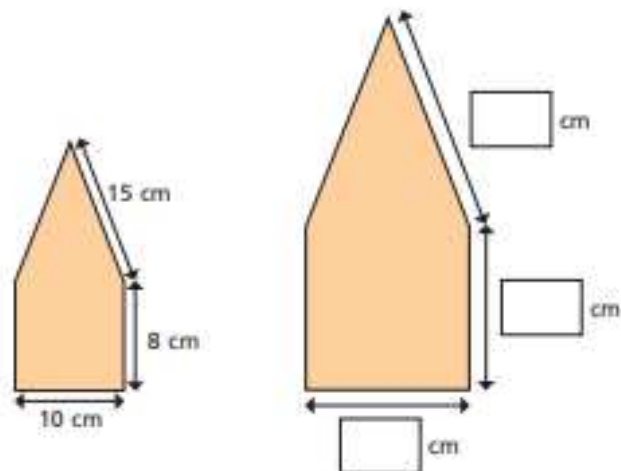
- 5 The sides of the rectangle are increased by a scale factor of 2. What is the perimeter of the new shape?



cm

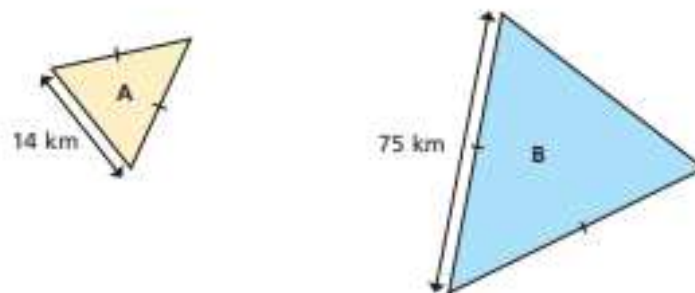


- 6 The shape has been enlarged by a scale factor of  $1\frac{1}{2}$ . Fill in the dimensions of the new shape.



- 7 Triangle A has been enlarged by a scale factor of 5 to make triangle B.

Find the perimeter of each triangle.



perimeter of A =  perimeter of B =