Home Learning Pack

Year 6

Guidance and Answers

Week 10
29/06/2020

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Monday

Maths – Introducing the Ratio Symbol (page 2)

Question 1 – In this question, children are asked to complete statements to match the image provided. **Ratio** shows the relationship between two values and can describe how one is related to another. A **colon** (:) is used to show that 'for every…, there are…' For example, if there are 2 stars for every 3 squares, the ratio would be 2:3. Children are required to write a ratio in its **simplest form**, for example: a ratio of 4 squares to 2 circles could be simplified to 2:1 because both amounts can be divided by 2.

Look at the set of objects below and complete the statements, using the ratio in its simplest form. The correct answers are: A. For every <u>3</u> squares, there are <u>4</u> circles and <u>1</u> triangle; B. 3:4; C. 4:1; D. 3:4:1

Question 2 – This question asks children to draw a line to match each image to the fraction of squares it contains, and to the ratio of the two shapes represented. To do this, children need to be clear that calculating ratio is different to calculating a fraction.

A ratio of 2 apples for every 3 bananas (2:3) is not the same as $\frac{2}{3}$.

The fraction of apples would be $\frac{2}{5}$ as there are 5 pieces of fruit in total.

Some ratios are represented in their simplest form.

Draw a line to match each image with the fraction of squares it contains, and the ratio of the two shapes represented. The correct answers are:

A = ◆◆◆●●●●●● = 1:2

B = ◆◆◆●●●●●●● = 3:7

C = ◆◆◆◆●●●●● = 4:5

Question 3 – This question asks children to use the digit cards provided to write a statement and ratio to match the given picture. **Digit cards** refers to a physical resource which can be used to create numbers. Children may compare the fruit in any order they wish and simplify their ratio if desired. Multiple answers will satisfy this question.

Use the digit cards to write a ratio to match the given picture. Write the statement to go with it. Various answers, for example: The ratio of strawberries to pears to oranges is 2:3:1.

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Monday

English – Paragraphs in Non-Fiction (pages 3 and 4)

Question 1 – In this question, children are asked to identify which sub-heading could be used as an alternative for paragraph two. A **sub-heading** is a mini headline that can capture the reader's interest and allow the text to be divided into subjects. It should give the reader an idea of what the text that follows it is about. It is usually smaller in size than the main headline. A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme. To complete this question, children must read the paragraph and identify its main subject.

Mark the sub-heading that could be used as an alternative for paragraph two with an 'x'. The correct answer is: What is the Difference Between a Tornado and a Hurricane?

Question 2 – This question asks children to identify the correct function of a bullet point. **Bullet points** are used to draw attention to important information and make it stand out from the rest of the text. They allow the reader to access key facts or issues quickly.

Mark an 'x' in the box to indicate the correct function of the bullet points. The correct answer is: Breaks paragraph into easy to read sections.

Question 3 – This question asks children to decide whether a given sentence could be included in the paragraph entitled 'Safety Tips'. They will need to read this paragraph and identify the main subject before deciding whether the sentence could be included.

True or false? The following sentence could be added to the paragraph under the sub-heading 'Safety Tips'. The correct answer is: True

Question 4 – This question asks children to add one more sub-heading and opening sentence to extend the text. The sub-heading must be relevant to the overall theme of what makes the UK great.

Add one more sub-heading to extend the text above. Write the opening sentence of your new paragraph. Various answers, for example:
<u>Famous Britons</u>
Over the years, the UK has produced many famous individuals that have become world leaders in their area of expertise.

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Monday

English – Paragraphs in Non-Fiction Continued (pages 3 and 4)

Question 5 – In this question, children are asked to rewrite paragraph three to include bullet points. Children are required to separate the main information into individual points. An independent sentence, followed by a **colon (:)** usually comes before a bullet pointed list.

Rewrite paragraph three to include bullet points. Add or remove words if necessary and use a colon to introduce the bullet pointed list. Various answers, for example:
The royal family continues a tradition that dates back over a thousand years. They benefit the UK in the following ways:
- They support hundreds of charities each year.
- They are deemed to strengthen national unity and stability.
- Thousands of tourists flock to the UK each year, enticed by their fascination with royalty.

Question 6 – This question asks children to decide which sub-heading they would place a given sentence under and to explain why. They are required to identify the main theme of each paragraph in order to complete this question.

Under which sub-heading should it be placed? Explain your answer. The correct answer is:
The sentence should be added under the sub-heading 'Food and Drink' as it references the country's changing tastes in food.

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Tuesday

Maths – Calculating Ratio (page 5)

Question 1 – In this question, children must use the image to complete the ratio statements to show the relationship between apples and bananas (see page 2). They are also asked to identify how many bananas there will be if there were 12 apples. To do this, children need to recognise that for every 4 apples, there are 9 bananas (4:9), so for every 8 apples, there are 18 bananas (8:18), and for every 12 apples, there are 27 bananas (12:27).

Use the image below to complete the ratio statements. The correct answers are: 4 apples, 9 bananas. Ratio = 4:9
If there are 12 apples, there will be 27 bananas.

Question 2 – This question asks children to firstly identify the ratio of horses to giraffes. Then, they must use this information to calculate how many giraffes there will be if there were 20 horses (see question above). Once this has been identified, they can add the number of giraffes to the 20 horse to answer how many animals there will be altogether.

What is the ratio of horses to giraffes? The correct answer is: 5:2

Use the ratio to calculate how many animals there will be altogether if there are 20 horses. The correct answers are: 8 giraffes, 28 animals altogether.

Question 3 – For this question, children are told that for every 4 boys, there are 3 girls in the classroom (4:3). They need to establish how many girls there will be if there were 16 boys, for example: for every 8 boys, there will be 6 girls (8:6), and for every 12 boys, there will be 9 girls (12:9), and for every 16 boys, there will be 12 girls (16:12). As half of the boys leave the classroom, children will need to half the number of boys, but the number of girls stays the same.

What is the new ratio of boys to girls? The correct answer is: 8:12 (simplified to 2:3)

What is the new total number of pupils? The correct answer is: 20 pupils (8 boys, 12 girls).

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Tuesday

English – Avoiding Repetition (pages 6 and 7)

Question 1 – Children must read the text carefully first. In this question, they are asked to list all of the personal, indefinite and relative pronouns that appear in paragraph two. Firstly, it is important for them to know that a **pronoun** is a word that replaces a noun in a sentence. A **personal pronoun** takes the place of a person or object, for example: him, her, it. An **indefinite pronoun** refers to people or things without saying exactly who or what they are, for example: anybody, everybody, something etc. A **relative pronoun** refers back to a noun already mentioned in a sentence, for example: who, whose, which, that.

List all of the personal, indefinite and relative pronouns that appear in paragraph two. If a pronoun appears several times, write it only once. The correct answers are:
Personal: it, they, them
Indefinite: everyone, most
Relative: who

Question 2 – This question asks children to identify whether the relative pronoun 'which' relates to Tommy, Tarit, the bike or the gate. To do this, children need to decide whether the sentence would still make sense if 'which' was replaced by any of those options.

In paragraph three, does the relative pronoun 'which' refer to Tommy, Tarit, the bike or the gate? The correct answer is: the gate

Question 3 – For this question, children are asked to insert an appropriate relative pronoun to complete the sentence. Options are given to choose from. The relative pronouns 'who' and 'whom' are used when referring to people. The relative pronoun 'whose' refers to possession, and the relative pronoun 'which' refers to animals or objects.

Insert an appropriate relative pronoun from the options below to complete the sentence. The correct answer is: which

Question 4 – For this question, children are asked to change the proper nouns to pronouns to avoid repetition. A **proper noun** is the name of a person, place or organisation. The proper noun in this instance is 'Lara'.

Change the proper nouns to pronouns to avoid repetition. The correct answer is:
Lara had thought about telling them to shut up, but <u>she</u> decided that <u>she</u> should remain unnoticed under <u>her</u> cardboard boxes.

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Tuesday

English – Avoiding Repetition Continued (pages 6 and 7)

Question 5 – In this question, children are asked to rewrite the first sentence of paragraph two to include a relative clause. A **relative clause** adds extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and therefore must be related to the noun.

Rewrite the first sentence of paragraph two to include a relative clause.
Various answers, for example: Lara, <u>who had slept badly</u>, woke in her favourite spot.

Question 6 – This question asks children to explain whether Petra has used relative and personal pronouns accurately in her sentence. See above for definitions and examples of these words.

Has she used relative and personal pronouns accurately? Explain your answer. The correct answer is: No. Petra needs to replace the personal pronoun 'her' with 'she' and the relative pronoun 'who' with 'which'.

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Wednesday

Maths – Calculating Ratio (page 8)

Question 1 – In this question, children are asked to decide whether shape A has been increased by a scale factor of 3 to create shape B. We use the term **scale factor** when enlarging the size of a 2D shape. For example, if a rectangle has the measurements 4cm and 3cm and it is enlarged by a scale factor of 2, the new measures will by 8cm and 6cm. It is important to note that both the width and height need to be increased by the scale factor.

True or false? Shape A has been increased by a scale factor of 3 to create shape B. The correct answer is: False. It has not been enlarged by a scale factor of 3 as the width has been doubled, but the height has been quadrupled.

Question 2 – This question asks children to increase the given shape by a scale factor of 2 and draw it on the grid provided. Children will need to multiply the width and height by 2 in order to establish the new dimensions.

Enlarge the shape below by a scale factor of 2. Use the 1cm² grid provided. The correct answer is: Accept a rectangle that has a width of 6cm and a height of 4cm. For example:
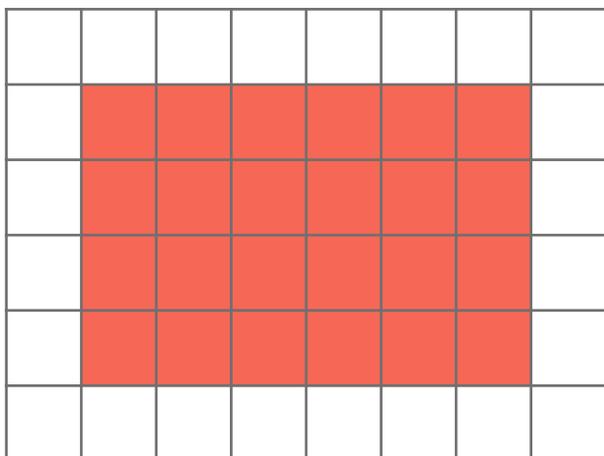
Question 3 – For this question, children are given a shape that has already been enlarged by a scale factor of 4. They need to calculate the measurements of the original shape. To do this, children will need to divide each measurement by 4.

What were the measurements of the original triangle? The correct answers are: A: 2.2cm, B: 4.1cm, C: 3.2cm

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Wednesday

English – Organising Paragraphs within Texts (pages 9 and 10)

Question 1 – Children must read the text carefully first. Then, they must list the adverbials used to open the fourth and final paragraphs. An **adverbial** is a word or phrase used as an adverb to modify (change) a verb (doing word) or clause. Adverbials are used to explain how, where or when something happened.

List the adverbials used to open the fourth and final paragraphs. The correct answers are: On the other hand; Meanwhile

Question 2 – This question asks children to identify a word which is repeated in the fourth paragraph to emphasise it as a key word in the narrative. **Narrative** is another word for story.

Which word is repeated through the fourth paragraph to emphasise it as a key word in the narrative? The correct answer is: struggle/struggled

Question 3 – For this question, children are asked to decide whether the story would still make sense if they swapped the third and fourth paragraph around. Children need to decide whether the order of events would still make sense.

True or false? If the third and fourth paragraphs were swapped, the story would still make sense. The correct answer is: False, the order of events would not make sense. The fourth paragraph opens with 'On the other hand', which suggests that this paragraph follows on from a point made in the pervious paragraph, so switching the order would not make sense.

Question 4 – For this question, children are asked to change the adverbials in the sentence. Their alternative adverbial must not change the meaning. To do this, they will need to identify the adverbials first. See above for a definition.

Rewrite the sentences below, changing the adverbials without changing the meaning. Various answers, for example:
<u>Currently</u>, Inspector Medford was seated in her home on Cook Street, looking over notes on a recent mystery in the city.
<u>Unsurprisingly</u>, Mr. Hudson was stunned.

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Wednesday

English – Organising Paragraphs within Texts Continued (pages 9 and 10)

Question 5 – For this question, children must write the next two sentences in the story using the given sentence starter. Their sentences must make sense within the context of the story and must serve to add to the events that have occurred so far.

Write the next two sentences in the story, starting with the sentence opener below. Various answers, for example: Slowly, Inspector Medford began to explain the story. "You see, Hudson, it's really quite simple."

Question 6 – This question asks children to explain why the writer chose to repeat the word 'mystery' throughout the text.

Why might the writer have chosen to repeat the word mystery throughout the text? Various answers, for example: To let the reader know that this is a mystery story and that they should look for clues.

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Thursday

Maths – Ratio and Proportion Problems (page 11)

Question 1 – In this question, children are asked to calculate the missing measurements for shapes B, C and D, using their knowledge of scale factors. To calculate the missing length for shape B, they will need to identify what scale factor was used to increase the width of shape A to measure 12cm. To calculate the missing width for shape C, they will need to identify what scale factor was used to increase the length of shape A to measure 15cm. To calculate the missing width for shape D, they will need to identify what scale factor was used to increase the width of shape A to measure 30cm.

Calculate the missing measurements. The correct answers are: B 9cm, C 20cm, D 40cm

Question 2 – For this question, children are told that the ratio of strawberries to grapes is 3:2. They are asked to calculate the number of strawberries and grapes if there are 25 pieces of fruit in total. This can be achieved by using the bar model. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole model and the parts. The bar model represents the ratio 3:2. This represents 5 equal parts, and the whole is the 25 pieces of fruit. Children must divide 25 by 5 to calculate what each section of the bar model is worth.

Calculate the number of strawberries and grapes. The correct answer is:
15 strawberries, 10 grapes

Question 3 – For this question, children are told that 3 cherries, 5 grapes and 2 bananas are needed to make a smoothie for 2 people. Jaxon and Harry think they know the quantity of ingredients needed to make a smoothie for 8 people. Children are asked to identify who is correct and explain why. To do this, they need to recognise that each ingredient needs to be multiplied by 4 to increase the recipe from 2 to 8 people. The recipe needs increasing by a scale factor of 4.

Who is correct? Explain your answer. The correct answer is: Harry is correct because the recipe has increased by a scale factor of 4 so there will be 12 cherries, 20 grapes and 8 bananas, which is 40 pieces of fruit in total.

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Thursday

English – Instructions (page 12)

Children are tasked with writing a set of instructions that can be used to keep themselves and their families safe during the coronavirus pandemic.

They may wish to focus on just one aspect, such as handwashing, and break down the steps needed to wash your hands as effectively as possible. Or, they may wish to identify several things that can be done to keep themselves healthy.

Children are given a helpful list of features they should include in their writing. These include:

- A title that begins with 'How to…'
- An introduction to outline why the instructions are necessary. A list of materials/ equipment may also be included depending on what their focus is.
- Numbers or bullet points used to break information down into individual steps.
- Imperative verbs used at the beginning of each step. An **imperative verb** is a verb that tells someone to do something. For example, wash, stand and wear, once added to the beginning of a sentence, are imperative verbs.
- **Modal verbs** are another type of special verb that show the level of possibility, obligation or give permission. Should, ought to and must are some examples of modal verbs.
- Children should attempt to include **technical vocabulary**. This refers to vocabulary that is specific to the subject they are writing about.

Children should be encouraged to re-read and edit their writing once complete.

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Friday

Maths – Reasoning

Follow the link to play a reasoning game which revises some of the skills covered in Year 6 so far. https://kids.classroomsecrets.co.uk/resource/year-6-reasoning-test-practice-2/

English – Revision

Follow the link to play an interactive game which revises some of the spellings and how to use them in a sentence from the Year 5 and Year 6 spelling list.
https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-3/

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Assembly Activity

Celebration certificate

On the following page in this pack (page 15), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

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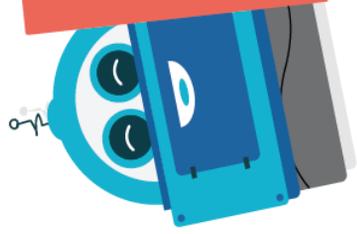
Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

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Additional Resources

English – Reading Comprehension – Elite Equipment (pages 13 – 16)
Children should read the extract and answer the questions, giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check it using a dictionary.

The answers to the questions are as follows:
1. What does the word 'cousins' mean in the context of the first paragraph? It means that Tour bikes are 'relatives' of 'normal' bicycles; they have many similarities but also some crucial differences.

2. Why do you think the author chose to compare the weight of Tour bicycles to a housecat? Is it an effective comparison? It is a comparison which a large majority of readers will be able to understand. The second half of the question is a personal opinion.

3. Define the word 'aerodynamic'. If something is aerodynamic, it cuts through air easily and generates little air resistance.

4. Choose three words which summarise what top-level riders look for in a bicycle frame. Any synonyms of the following words: light, strong, stiff, rigid, aerodynamic.

5. What does the writer mean when they say that 'carbon fibre is king here as well'? The writer means that carbon fibre is the dominant or top choice of material.

6. List three special design features you might find in a Tour de France bicycle wheel. Made of carbon fibre; deeper (rims stretch closer to the centre of the wheel); asymmetrical; different shaped wheels for front and back; aerodynamic.

7. What is 'jargon'? Jargon is special words or language used by a particular group, which other people might not understand.

8. What is a derailleur? A derailleur is the small 'arm' which holds the chain away from the gear cogs.

9. To whom or what do the words 'whole Tour' refer to at the end of the first paragraph about the groupset? All the riders (and mechanics) who take part in the Tour de France.

10. Of the three parts of a bicycle discussed in the text, which two have the most similarities when it comes to the special features developed for Tour de France bikes? Explain your answer. Frame and wheels. Both have specially developed shapes and are made from carbon fibre in an attempt to make them as strong and light as possible.

11. Summarise why a Tour de France bike is more expensive than a 'normal' bicycle. Any of the following points may be raised: specialised materials; research and development costs; greater use of specialist technology.

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