




# St Margaret's-at-Cliffe CP School

## Home Learning Class 6

Class 6 w/b 16 <sup>th</sup> Nov	Monday 16 <sup>th</sup> November	Tuesday 17 <sup>th</sup> November	Wednesday 18 <sup>th</sup> November	Thursday 19 <sup>th</sup> November	Friday 20 <sup>th</sup> November
Vocab Ninja	<p>A new word of the day on each PowerPoint screen – starting with Shinobi words for years 5/6. These can be found in PowerPoint or pdf format <a href="#">here</a>.</p> <p>Children write the word, write the definition and use the word in their own unique sentence. They also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others they can find.</p>				
Spelling Punctuation & Grammar (SPAG)	<p><u>Spelling</u> <u>WALT: understand the difference between 'cious' and 'tious' word endings</u></p> <p><u>Using words such as:</u> Vicious Delicious Ambitious Infectious Precious Malicious Cautious Nutritious Conscious Suspicious Fictitious</p> <p>Can you identify the root word for each? E.g. vicious = vice, malicious = malice.</p> <p>Do you notice anything about the rule for adding 'cious' or 'tious'? Write down what you notice. Are there any exceptions to this rule?</p>	<p><u>PaG</u> <u>WALT: use and identify active and passive voice</u></p> <p>Remind yourself of the differences between active and passive voice <a href="#">here</a>.</p> <p>Identify active or passive voice in the sentences on the worksheet below. Answers are included below so that you may self-mark.</p>	<p><u>Spelling</u> <u>WALT: understand the difference between 'cious' and 'tious' word endings</u></p> <p>You should have noticed the rule that if the root word ends in 'ce', the suffix should be 'cious'. <u>Exceptions:</u> anxious and suspicious</p> <p>Using the words in the list from Monday, write each word out in neatest handwriting, three times. (carefully considering the spelling rule)</p> <p>If you are at home, ask a grown-up to read the words to you so that you can correctly spell them.</p>	<p><u>PaG</u> <u>WALT: use and identify active and passive voice</u></p> <p>Remind yourself of the differences between active and passive voice <a href="#">here</a>.</p> <p>Change sentences from active to passive using the worksheet below.</p>	<p><u>Spelling</u> <u>WALT: understand the difference between 'cious' and 'tious' word endings</u></p> <p>Remembering the spelling rule, apply this to the dictation.</p> <p>If you are at home, ask a grown-up to read this to you, allowing you to carefully consider the correct spelling rule to apply.</p> <p>Dictate the following sentences: <i>The last dragon in Middle-earth was precious yet vicious and malicious. The dwarves were suspicious and cautious of this fictitious beast. One bite was said to cause terrible, infectious boils.</i></p>

English	<p><u>WALT: edit, improve and publish</u></p> <p>Last week we took an extra lesson to write our stories so today will be spent editing in green pens and publishing.</p> <ul style="list-style-type: none"> <li>- Carefully proof-read your writing – are there any errors?</li> <li>- Can you check your spelling in a dictionary?</li> <li>- Can you use a thesaurus to uplevel your language?</li> <li>- Are your tenses consistent?</li> </ul>	<p><u>WALT: read and discuss an increasingly wide range of texts (poetry)</u></p> <p>We will be focusing on the poem ‘Dulce et decorum est’ this week which is printed below but you can also listen to <a href="#">here</a>.</p> <p>‘Dulce et decorum est pro patria mori’ is a Latin phrase and translates to ‘It is sweet and fitting to die for one’s country’.</p> <p>Wilfred Owen, who was a soldier during WWI, writes the poem. This poem was written during his time in the trenches.</p> <p>Please spend some time reading through and analysing the meaning within each line. You should add annotations to the poem to indicate meaning.</p> <p>Do you think there is any irony in the title of the poem, based on the content?</p> <p>Once you have analysed, you may like to watch this <a href="#">animation</a>. It is deeply</p>	<p><u>WALT: learn a wider range of poetry by heart and prepare to read aloud and perform</u></p> <p>In groups of 4 or 5 we are going to spend some time learning the poem off by heart.</p> <p>Think about how you can do this in your group. Will each person learn each line? One person per stanza (verse)? One person say a line, then the next person?</p> <p>How could you change your voice as you read the poem? Will you add more emotion to certain points? How will you show your understanding of the poem through your expression?</p> <p>Can you add role-play and/or actions to the reading?</p> <p>If you are learning at home, maybe you could ask a grown-up to team up with you to learn the poem and recite it together?</p> <p>You could make use of the YouTube clip to team up so</p>	<p><u>WALT: write for a range of purposes and audiences</u></p> <p>Imagine now that you are Wilfred Owen (or one of his peers) and you have become incredibly tired, frightened and fed up of the war.</p> <p>Write a diary entry to express your feelings of the day.</p> <ul style="list-style-type: none"> <li>- What have you seen?</li> <li>- How did it make you feel?</li> <li>- What’s going on around you as you write?</li> <li>- How is your body feeling?</li> <li>- Do you feel like a hero?</li> </ul>	<p><u>WALT: use skills of skimming, scanning, text marking and knowledge of the genre to identify main points.</u></p> <p>Read through the text of WWII – Golden Skies that can be found as a PDF <a href="#">here</a>.</p> <p>It is divided into three chapters so you should focus on chapter 1, which includes the test and questions for you to answer across pages 1-6.</p> <p>Answers can also be found on pages 3 and 6 for self-marking.</p>
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		emotive and powerful and shows what it may have been like to have been in the trenches at this time.	that you say a part and the clip says a part.		
Maths	Take a look at the 'BARVEMBER' challenges uploaded daily on to White Rose throughout November, which you can find here. The use of the bar method is a very visual way to help you represent and understand the way to solve a problem. Have a look <a href="#">here</a> .				
	<u>WALT: convert mixed number fractions to improper fractions</u>  Last week we looked at improper fractions and were able to convert them to improper. Today we will be doing this in reverse.  Have a look at the video link <a href="#">here</a> .  Complete either Mild, Spicy or Hot below. The denominators become more tricky as the sheets progress.  For an extra challenge, try Extra Hot which involves some problem solving and reasoning questions which require you to think about and justify your ideas. (see below)	<u>WALT: write fractions on to a number line.</u>  Have a look at the video link <a href="#">here</a> .  In class, we will be working in groups to write as many fractions as possible on to big paper.  We will work systematically to include as many fractions as we can between 0 and 1.  We know that 2 halves (or $\frac{2}{2}$ ) is equal to one whole. We also know where to position one half ( $\frac{1}{2}$ ) on our number line. We know that the denominator tells us how many parts the whole is divided into. We can use this information to position thirds. I know thirds must be divided into three equal parts and so I can use this to	<u>WALT: compare and order fractions (denominator)</u>  Have a look at the video link <a href="#">here</a> .  Look at the worksheets included below to complete today's tasks.	<u>WALT: compare and order fractions (numerator)</u>  Have a look at the video link <a href="#">here</a> .  Look at the worksheets included below to complete today's tasks.	<u>WALT: add and subtract fractions)</u>  Have a look at the video link <a href="#">here</a> .  Use Target book page 45. Choose A, B or C. (See <b>below</b> )

		<p>position 1/3, 2/3 and 3/3 on my number line.</p> <p>Can you continue using this method to position quarters, fifths, sixths and so on? Remember, you may come across many equivalent fractions e.g. <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math> so these could be positioned one above the other at the same point to show they are equivalent.</p> <p>How far can you go?</p>			
Topic AM	<p><u>Ukulele practice</u> WALT: learn and play ukulele chords</p> <p>New song for the upcoming weeks to learn on ukulele:</p> <p>Banana boat song – <a href="#">ukulele chords</a>, <a href="#">music</a>.</p> <p>Focus on revisiting the F chord as this is one we have been finding tricky.</p> <p>Split class into groups – some playing C, some playing G7 and some playing F for the banana boat song.</p>	<p><u>RE</u> WALT: understand that <u>peace is valued by Christians and Humanists</u></p> <p>Two weeks ago, we looked at some well-known hymns, which feature the theme of peace.</p> <p><b>TASK:</b> Your challenge this week is to write your own piece of writing based on the theme of peace. You can use the two songs from the previous lesson as inspiration.</p> <p>You could choose to write a prayer, a song, a poem or a peace mediation.</p>	<p><u>History</u> WALT: understand events of the Holocaust</p> <p><b><i>Please be aware that the Holocaust was one of the most tragic events in human history and that you may find some of the information very harrowing. Please do talk to your grown-ups at home or to me at school if you find this troubling.</i></b></p> <p><u>TASK:</u> Read through the Holocaust PowerPoint presentation. (If you are learning at home, I can email this to you separately)</p>	<p><u>Big Life Journal</u> WALT: be grateful</p> <p><u>TASK:</u> Read through the story below and complete the tasks for chapter 1 of 'be grateful'.</p> 	<p><u>DT</u> WALT: use technical vocabulary when designing and making a product</p> <p>During WWII, many foods were rationed, as we already know. Two of the main foods that could be grown easily here were carrots and potatoes. You may remember the cartoon characters – 'Potato Pete' and 'Doctor Carrot' - on some of the government propaganda, to encourage children to eat potatoes and carrots.</p> <p>Find out more about the use of carrots during WWII <a href="#">here</a>.</p>

		<p>Try to vary your language and use of adjectives. Peace should be the key theme, evident in your writing.</p>	<p>You will be making notes based around the information you have found. This week we will be planning a newspaper report to provide readers with information about the Holocaust (see planning sheet below)</p> <p>Next week we will be writing the reports.</p> <p>Here is some further information you may find useful:</p> <ul style="list-style-type: none"> <li>- <a href="#">CBBC newsround</a></li> <li>- <a href="#">Ducksters</a></li> </ul>		<p>TASK: I'd like you to think about a savoury dish that you could design, which uses either carrots, potatoes or both as its main ingredients.</p> <p>You could look <a href="#">here</a> and <a href="#">here</a> for some recipe inspiration.</p> <p>You should draw your food that you've designed and think about the ingredients and the method for the recipe.</p>
Topic PM	<p>Science</p> <p><u>WALT: understand why shadows take the same shape as the objects that cast them</u></p> <p>In class we will be carrying out this experiment. You could do this at home too if you have the following:</p> <ul style="list-style-type: none"> <li>- White paper</li> <li>- Torch</li> <li>- Rulers or spaghetti pasta!</li> </ul> <p>In pairs, one of the children can hold a small opaque square shape a few centimetres above a piece of white paper on a table surface. The other child can hold a torch above the square so that it shines down at it. The children can then use</p>	<p><u>PE with Mr Castle</u></p> <p><u>WALT: pass the ball between zones</u></p> <p>Explain that the ball cannot go over a complete zone. Scoring must be done in the attacking zone. Movement to find space and communication.</p>	<p>ICT</p> <p><u>WALT: to create a program with an object that repeats actions indefinitely</u></p> <p>What do you understand by the terms: sequence, repeat, input and output?</p> <p><b>Sequence</b> - When a computer program repeats a sequence of commands. In 2Code this could be done using "REPEAT", "REPEAT UNTIL" or using a "Timer"</p> <p><b>Repeat</b> – In 2Code a "repeat" command can be used to make a block of commands run a set</p>	<p>French</p> <p><u>WALT: use the correct form of adjectives to describe nouns</u></p> <p><u>TASK:</u> Using the vocabulary below, can you draw various items of clothing in different colours and write the correct French to describe these?</p> <p>e.g. if I had drawn black trousers, I would write: <a href="#">un pantalon noir</a></p> <p>If I had drawn a light green coat, I would write: <a href="#">Un manteau vert clair.</a></p>	<p><u>PE</u></p> <p><u>WALT: pass the ball between zones</u></p> <p>We will be practicing the techniques learned with Mr Castle on Tuesday and applying these to a match.</p>

	<p>spaghetti to show the path of the light from the torch and around the square. They could draw the shape created by where the spaghetti has touched the paper (i.e. a square).</p> <p>To increase the challenge, ask the child to make another drawing on the paper of a square when the square shape is moved a particular distance towards the torch.</p> <p>Again, to extend the children's thinking, ask them to make four small holes in their shape; one near each of the corners. Ask them to draw on the paper what they think the shadow of this object will now look like. They can then carry out the test to see if they were correct.</p> <p><u>TASK</u>: write up what you did and draw your experiment. Explain your findings, what does this show about shadows and why they take the shape of the objects that cast them?</p> <p>You might also enjoy <a href="#">this video</a> showing how a puppeteer makes a shadow puppet show.</p>		<p>number of times or to repeat a block of commands forever.</p> <p><b>Input</b> – Information going into the computer. An input could be user the moving or clicking the mouse, or the user entering characters on the keyboard. On tablets, there are other forms of input such as finger swipes, touch gestures and tilting the device.</p> <p><b>Output</b> - Output is information that comes out of the computer. This could be items that appear on the screen or sound that comes out of the speakers. Examples of output are "Print to screen" and "Sound".</p> <p>Look <a href="#">here</a> at how we could get a character to repeat an action. But how could we make the character go up and down forever? Check <a href="#">here</a>. Note that the timer says 'every' rather than 'after'.</p> <p>Have a look at this <a href="#">code</a>. Can you read the code to see how the actions are repeated?</p>	<p>If I had drawn a dark red skirt, I would write: <a href="#">une jupe rouge fonce</a>.</p> <p>Notice how the word order changes when you translate.</p>	
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			<p><u>TASK:</u> Have a look in your Alerts or 2Dos and you should see the worksheet 'What does it do?'. Complete the worksheet, and then open up 'Free code gorilla' and have a go at making some characters repeat actions as above.</p>		
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# MATHS – MONDAY

Mild:




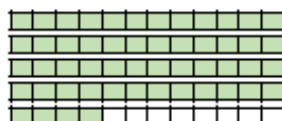

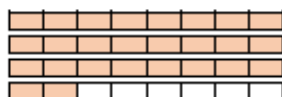
$1\frac{1}{8} = \text{—}$ (1)	$4\frac{1}{2} = \text{—}$ (11)	$2\frac{6}{8} = \text{—}$ (21)
$4\frac{2}{5} = \text{—}$ (2)	$8\frac{3}{4} = \text{—}$ (12)	$8\frac{5}{8} = \text{—}$ (22)
$3\frac{2}{5} = \text{—}$ (3)	$7\frac{7}{8} = \text{—}$ (13)	$7\frac{1}{2} = \text{—}$ (23)
$6\frac{3}{4} = \text{—}$ (4)	$6\frac{2}{3} = \text{—}$ (14)	$3\frac{2}{3} = \text{—}$ (24)
$1\frac{2}{5} = \text{—}$ (5)	$3\frac{7}{8} = \text{—}$ (15)	$2\frac{1}{2} = \text{—}$ (25)
$8\frac{1}{10} = \text{—}$ (6)	$3\frac{4}{8} = \text{—}$ (16)	$2\frac{1}{2} = \text{—}$ (26)

Spicy:


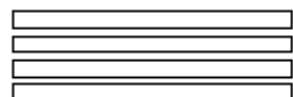

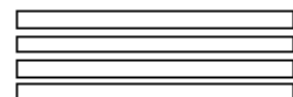
$9\frac{3}{5} = \text{—}$ (1)	$5\frac{1}{2} = \text{—}$ (11)	$6\frac{2}{4} = \text{—}$ (21)
$7\frac{9}{10} = \text{—}$ (2)	$9\frac{2}{8} = \text{—}$ (12)	$1\frac{2}{4} = \text{—}$ (22)
$3\frac{3}{10} = \text{—}$ (3)	$5\frac{5}{6} = \text{—}$ (13)	$3\frac{5}{6} = \text{—}$ (23)
$3\frac{2}{3} = \text{—}$ (4)	$8\frac{1}{10} = \text{—}$ (14)	$5\frac{2}{10} = \text{—}$ (24)
$2\frac{2}{4} = \text{—}$ (5)	$1\frac{5}{10} = \text{—}$ (15)	$3\frac{2}{6} = \text{—}$ (25)
$8\frac{4}{6} = \text{—}$ (6)	$2\frac{3}{6} = \text{—}$ (16)	$9\frac{2}{10} = \text{—}$ (26)



Hot:

Mixed Numbers to Improper Fractions	Mixed Numbers to Improper Fractions
<p>4a. Use the clues to find the missing digits.</p> <p>A factor of 8.      These 2 digits add together to make 5.</p> $5 \frac{\boxed{\phantom{00}}}{6} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  <p>Show your working and complete the image.</p> <p>☆ PS</p>	<p>4b. Use the clues to find the missing digits.</p> <p>A square number.      One digit is twice as much as the other digit.</p> $4 \frac{\boxed{\phantom{00}}}{5} = \frac{\boxed{\phantom{00}}}{\boxed{\phantom{00}}}$  <p>Show your working and complete the image.</p> <p>☆ PS</p>
<p>5a. Lucille says,</p>  <p><math>4 \frac{4}{12}</math> as an improper fraction is <math>\frac{48}{12}</math>.</p>  <p>Do you agree with Lucille? Explain your answer.</p> <p>☆ PS</p>	<p>5b. Karl says,</p>  <p><math>3 \frac{2}{8}</math> as an improper fraction is <math>\frac{26}{8}</math>.</p>  <p>Do you agree with Karl? Explain your answer.</p> <p>☆ PS</p>
<p>6a. Oscar has a mixed number.</p> <p>A. It includes 3 wholes.</p> <p>B. The denominator is <math>3 \times 4</math></p> <p>C. The numerator is a prime number between 5 and 10.</p> <p>What could Oscar's fraction be when it is converted to an improper fraction?</p> <p>Find one possibility.</p> <p>☆ PS</p>	<p>6b. Ivan has a mixed number.</p> <p>A. It includes 4 wholes.</p> <p>B. The denominator has a digit sum of 2.</p> <p>C. The numerator is an even number between 3 and 7.</p> <p>What could Ivan's fraction be when it is converted to an improper fraction?</p> <p>Find one possibility.</p> <p>☆ PS</p>

Extra Hot:

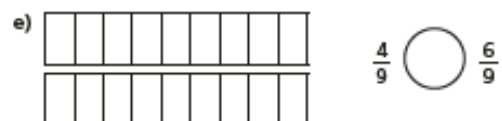
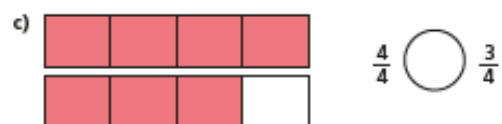
Mixed Numbers to Improper Fractions	Mixed Numbers to Improper Fractions
<p>7a. Use the clues to find the missing digits.</p> <p>An odd number.      These digits add together to make 9.</p> $6 \frac{\boxed{\phantom{00}}}{12} = \frac{\boxed{\phantom{00}}}{4}$ <p>Show your working.</p> <p>☆ PS</p>	<p>7b. Use the clues to find the missing digits.</p> <p>The numerator is a factor of the denominator.      These digits have a difference of 7.</p> $7 \frac{\boxed{\phantom{00}}}{8} = \frac{\boxed{\phantom{00}}}{4}$ <p>Show your working.</p> <p>☆ PS</p>
<p>8a. Sue says,</p>  <p><math>3 \frac{6}{11}</math> as an improper fraction is <math>\frac{39}{11}</math>.</p>  <p>Do you agree with Sue? Explain your answer.</p> <p>☆ PS</p>	<p>8b. Simon says,</p>  <p><math>4 \frac{2}{9}</math> as an improper fraction is <math>\frac{28}{9}</math>.</p>  <p>Do you agree with Simon? Explain your answer.</p> <p>☆ PS</p>
<p>9a. Alifa has a mixed number.</p> <p>A. It includes 5 wholes.</p> <p>B. The denominator is less than 12 but more than 4.</p> <p>C. The numerator is half the denominator.</p> <p>What could Alifa's fraction be when it is converted to an improper fraction?</p> <p>List all the possibilities.</p> <p>☆ PS</p>	<p>9b. Vicky has a mixed number.</p> <p>A. It includes 3 wholes.</p> <p>B. The denominator is less than 15 and has a digit sum of 3.</p> <p>C. The numerator is a third of the denominator.</p> <p>What could Vicky's fraction be when it is converted to an improper fraction?</p> <p>List all the possibilities.</p> <p>☆ PS</p>

## Compare and order (denominator)



- 1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

Use the bar models to help you.



- f) What do you notice about your answers?

- g) Complete the sentence.

When the denominators are the same, the \_\_\_\_\_  
the numerator, the \_\_\_\_\_ the fraction.



- 2 a) Colour the bar models to show the fractions.



- b) Use the bar models to sort these fractions in order from greatest to smallest.

$$\frac{14}{20}$$

$$\frac{9}{10}$$

$$\frac{4}{5}$$

$$\frac{3}{4}$$



greatest

smallest

- c) Order the fractions from smallest to greatest.

$$\frac{7}{10}$$

$$\frac{1}{2}$$

$$\frac{2}{5}$$

$$\frac{3}{10}$$



smallest

greatest



- 3 Amir is comparing the fractions  $\frac{4}{15}$  and  $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$  is greater than  $\frac{8}{30}$

$\frac{3}{10}$  is greater than  $\frac{4}{15}$

Explain Amir's method.

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- 4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30



I did not miss as many as you, so I should take the penalties.

I scored more than you, so I should take penalties for the school team.



Compare fractions to explain who should take penalties for the school team.

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- 5 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{3}{4}$    $\frac{5}{6}$

d)  $\frac{3}{5}$    $\frac{5}{7}$

b)  $\frac{2}{3}$    $\frac{5}{9}$

e)  $\frac{9}{10}$    $\frac{3}{4}$

c)  $\frac{2}{3}$    $\frac{7}{8}$

f)  $\frac{9}{10}$    $\frac{19}{20}$

- 6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed  $3\frac{3}{4}$  flags, Tommy has completed  $3\frac{2}{3}$  flags and Kim has completed  $\frac{18}{5}$  flags.

Who has completed the most flags?

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## Compare and order (numerator)



- 1 Use strips of paper to represent the fractions and complete the sentences.

a)  $\frac{1}{3}$ ,  $\frac{1}{5}$  and  $\frac{1}{6}$

The smallest fraction is

The greatest fraction is

b)  $\frac{2}{3}$ ,  $\frac{2}{5}$  and  $\frac{2}{6}$

The smallest fraction is

The greatest fraction is

c)  $\frac{3}{3}$ ,  $\frac{3}{5}$  and  $\frac{3}{6}$

The smallest fraction is

The greatest fraction is

- d) What do you notice about your answers?

- e) Complete the sentence.

When the \_\_\_\_\_ are the same, the \_\_\_\_\_  
the denominator, the \_\_\_\_\_ the fraction.



- 2 a) Colour the bar models to compare  $\frac{3}{4}$  and  $\frac{6}{10}$



- b) Write <, > or = to complete the statement.



- 3 Which is the greatest fraction? Circle your answer.

$$\frac{3}{100}$$

$$\frac{3}{1000}$$

$$\frac{3}{500}$$

How do you know?



- 4 Write < or > to compare the fractions.

a)  $\frac{1}{7}$    $\frac{1}{9}$

d)  $\frac{11}{12}$    $\frac{11}{11}$

b)  $\frac{4}{5}$    $\frac{4}{7}$

e)  $\frac{19}{5}$    $\frac{19}{6}$

c)  $\frac{3}{13}$    $\frac{3}{8}$

f)  $\frac{107}{53}$    $\frac{107}{40}$

- 5 Explain how can you compare  $\frac{2}{3}$  and  $\frac{4}{5}$  using the same numerator rule.

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Complete the sentence to compare  $\frac{2}{3}$  and  $\frac{4}{5}$

is greater than

- 6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7

Compare their scores.

Explain who you think did best and why.

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- 7 Write  $<$ ,  $>$  or  $=$  to complete each statement.

a)  $\frac{2}{5}$    $1\frac{1}{3}$     b)  $\frac{2}{5}$    $\frac{6}{11}$     c)  $3\frac{2}{3}$    $\frac{11}{4}$

$1\frac{2}{5}$    $\frac{1}{3}$      $1\frac{2}{5}$    $3\frac{6}{11}$      $11\frac{2}{9}$    $\frac{101}{3}$

$1\frac{2}{5}$    $1\frac{1}{3}$      $3\frac{2}{5}$    $3\frac{6}{11}$      $11\frac{1}{9}$    $\frac{100}{8}$

$\frac{12}{5}$    $\frac{12}{3}$      $\frac{12}{5}$    $\frac{36}{11}$      $27\frac{3}{4}$    $\frac{111}{3}$

- 8 Explain how you know when it is best to compare the numerators or denominators of two fractions.

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## Active and Passive Voice

### Active verbs

Verbs can have an **active** or **passive** voice. When a verb is **active**, the **subject** of the sentence is doing the action. For example:

The cat sat on the mat.

Here, cat is the **subject**, sat is the **active** verb, and the mat is the **object**.

### Passive verbs

Contrast this with the **passive** voice of the verb:

The mat was sat on by the cat.

Here, the mat is the **subject** and is suffering the action of being sat on by the cat.

Complete the following table, inserting a check mark showing whether the verb is **active** or **passive**.

Verb	Active	Passive
The school <b>arranged</b> a visit.		
A visit was <b>arranged</b> by the school.		
The dog <b>buried</b> the bone.		
The bone was <b>buried</b> by the dog.		
The man <b>painte</b> d the wall.		
The wall was <b>painte</b> d by the man.		
The ball was <b>thrown</b> at the window by the naughty girl.		
The naughty girl <b>throw</b> the ball at the window.		
You must not run across the road.		
You could get run over!		

Read each sentence and tick to show whether it is written in the active or the passive. See answers below to self-mark.

## Active or Passive Voice - Answers

Verb	Active	Passive
The school <b>arranged</b> a visit.	✓	
A visit was <b>arranged</b> by the school.		✓
The dog <b>buried</b> the bone.	✓	
The bone was <b>buried</b> by the dog.		✓
The man <b>painted</b> the wall.	✓	
The wall was <b>painted</b> by the man.		✓
The ball was <b>thrown</b> at the window by the naughty girl.		✓
The naughty girl <b>threw</b> the ball at the window.	✓	
You must not <b>run</b> across the road.	✓	
You could get <b>run</b> over!		✓

I can change a sentence from active to passive.



Annotate this sentence to explain why it is passive.

The car was washed by Dad.

Now change the following active sentences to passive.

1. Simon Cowell glared at the X Factor contestant.

2. The year 6 children run a tuck shop.

3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

6. John gave his old toys.

7. Freddie saw the Harry Potter film.

8. Mr Mitchell spoke about the playground incident.

9. The new vicar replaced Father Peter.

10. Sarah took the hamster to the vet.



ENGLISH – Dulce et decorum est

Bent double, like old beggars under sacks,  
Knock-kneed, coughing like hags, we cursed through sludge,  
Till on the haunting flares we turned our backs,  
And towards our distant rest began to trudge.  
Men marched asleep. Many had lost their boots,  
But limped on, blood-shod. All went lame; all blind;  
Drunk with fatigue; deaf even to the hoots  
Of gas-shells dropping softly behind.

Gas! GAS! Quick, boys!—An ecstasy of fumbling  
Fitting the clumsy helmets just in time,  
But someone still was yelling out and stumbling  
And flound'ring like a man in fire or lime.—  
Dim through the misty panes and thick green light,  
As under a green sea, I saw him drowning.

In all my dreams before my helpless sight,  
He plunges at me, guttering, choking, drowning.

If in some smothering dreams, you too could pace  
Behind the wagon that we flung him in,  
And watch the white eyes writhing in his face,  
His hanging face, like a devil's sick of sin;  
If you could hear, at every jolt, the blood  
Come gargling from the froth-corrupted lungs,  
Obscene as cancer, bitter as the cud  
Of vile, incurable sores on innocent tongues,—  
My friend, you would not tell with such high zest  
To children ardent for some desperate glory,  
The old Lie: *Dulce et decorum est*  
*Pro patria mori.*



# Holocaust Report

**Imagine:**

**It is December 1945. You are a journalist, who has been asked to write a report about the Holocaust at the end of the war.**

**You have been asked to investigate the following:**

- What is the Holocaust?
- Who was affected by the Holocaust?
- How did it feel to be a Jewish person living during the war?
- What did Jewish people do to try and protect themselves?
- Did all Germans agree with Hitler and the Nazi party?
- Why was the persecution of Jews and other minority groups allowed to continue? Why did people not try to stop what was happening?
- How many people died in the Holocaust?
- What happened in the concentration camps?

Think carefully about the details you will need to include. Plan your report carefully keeping related information together. Consider what you will write about in each paragraph.

You can use the PowerPoint to gather information and answer these questions in bullet point form.



## PART I

It is fun to find things for which you are grateful. You can be grateful for a person, a place, or something else, like a family trip or the sunset. When you remind yourself to be grateful, you are happier, healthier, and more present.



Ask your JOURNAL BUDDY what they are grateful for today.

**NOW IT'S YOUR TURN!**

Starting with each letter, write down something you're thankful for which begins with that letter. For example, T — my Toys, H — our House, and so on...

T  
H  
A  
N  
K  
F  
U  
L

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## Wong and the Amazing Sun Bears

Wong Slew Te was born in Malaysia, a country known for its amazing wildlife and mighty rainforests.

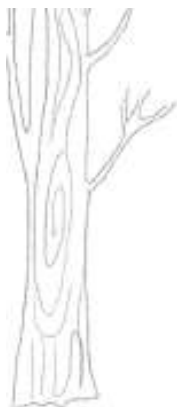
As a young boy, Wong learned how to nurse baby birds that had fallen from their nests. He soon discovered his passion for bird-watching and always felt grateful for the incredible nature around him.


Wong's love and gratitude for animals inspired him to study wildlife biology. One day, while studying in the USA, Wong met a bear biologist who told him something interesting. In Malaysia, there lived a type of bear called the sun bear, and nobody was studying it at the time.

More importantly, sun bears were in danger! Wong already knew he wanted to dedicate his life to preserving wildlife, so he decided to investigate.

The more Wong learned about sun bears, the more he grew to love them. He discovered how important they were to the ecosystem.

Sun bears keep trees healthy by eating the bugs that feed on the wood. They help new trees grow by spreading seeds throughout the forest with their big claws. When sun bears dig for food, they create homes for rare birds. Wong realised sun bears are like the doctors, farmers, and engineers of the forest!







However, not everyone appreciated the sun bears' work — many people would catch them and keep them in cages as pets.

Wong knew these bears were meant to live in the forest and not as pets, so he decided to take action. He created a conservation centre, a place that protects animals and keeps them safe.

So far, the Sun Bear Conservation Centre has saved 61 sun bears from cruel lives in cages and zoos. Wong and his volunteers teach the bears how to climb trees and find their own food so they are able to live by themselves in the rainforests.





The first sun bear Wong ever saved was a playful bear called Natalie. Natalie's mother had been taken when she was just three months old.



Wong cared for Natalie for the next four years. He played, walked, and climbed with her amongst the trees and helped her become brave enough to meet other bears.

When Natalie had all the skills she needed to live in the wild, Wong released her into the rainforest. He was sad to say goodbye but he knew it was the right thing to do for the ecosystem and for Natalie.

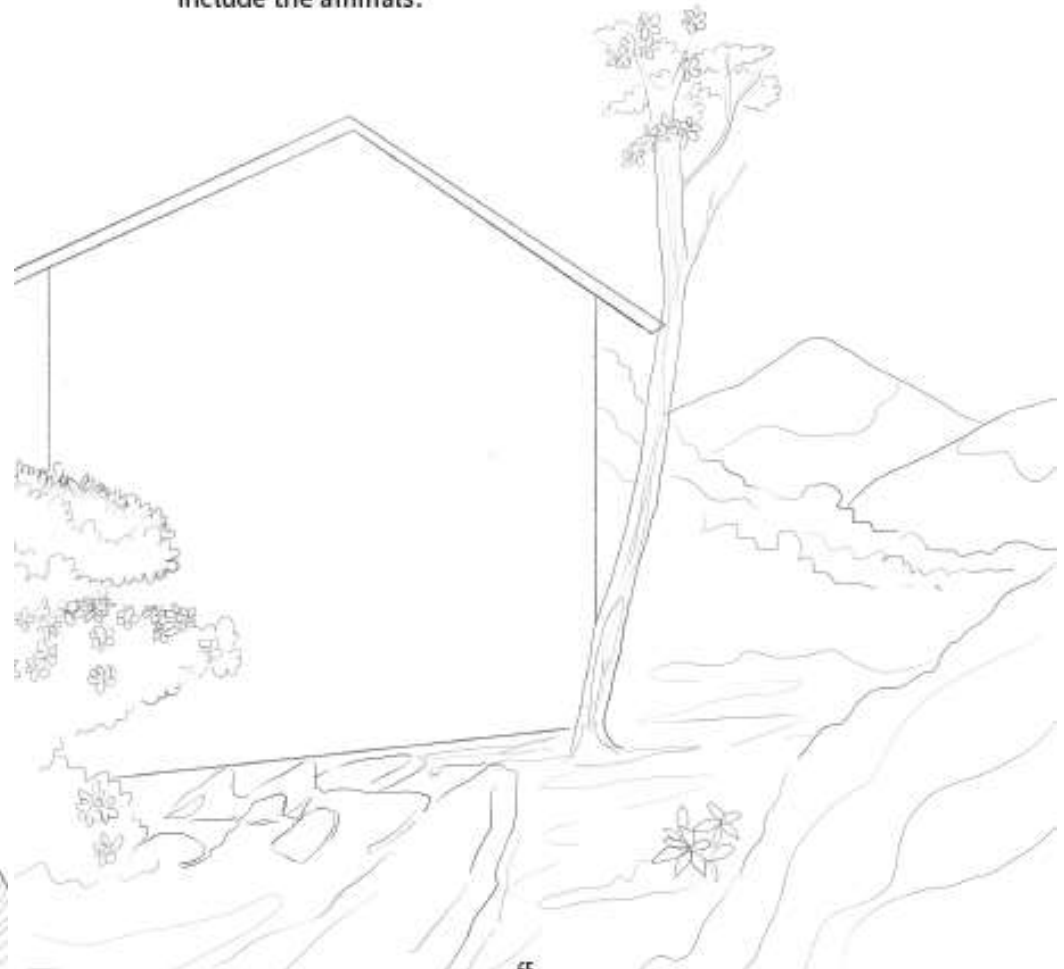
Wong's gratitude for the bears helped him positively impact their lives, which in turn positively impacted his own...because when we do good things for the world, we feel good about ourselves.



Imagine you were volunteering in a conservation centre. What wild animals would you be helping to raise?

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Complete the drawing of the conservation centre and include the animals.



## FRENCH

### Colours:

blanc	white
violet	purple
noir	black
gris	grey
bleu	blue
orange	orange
vert	green
rouge	red
rose	pink
jaune	yellow
fonce	dark
clair	light

### Les vêtements

### Clothes

un manteau	coat	un pantalon	trousers
un pull	jumper	un jean	jeans
une jupe	skirt	un short	shorts
une chemise	blouse	une robe	dress
des chaussettes	socks	une cravate	tie
des sandales	sandals	de chaussures	shoes