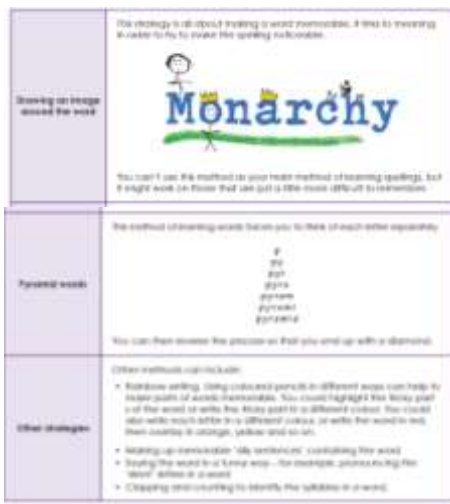# St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 23rd Nov	Monday 23rd November	Tuesday 24th November	Wednesday 25th November	Thursday 26th November	Friday 27th November
Vocab Ninja	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 here. You should write the word, write the definition and use the word in your own unique sentence. You should also look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
Spelling, Punctuation and Grammar (SPAG)	Spelling WALT: develop strategies to spell statutory words Have a look at the statutory word list here. Identify 10 words from the list that you perhaps find tricky to spell, to work on this week. Can you write each word three times, in your neatest handwriting, making sure to spell it correctly?	PaG To use and understand determiners Determiners are words that introduce a noun. Look at the types of determiners word mat below. Can you understand the different categories? We already looked at the articles and these are the three things to determine whether an object should be definite (the) or indefinite (a/an) Now think about when you might use the other determiners in a sentence. Can you write 5 sentences? Each one using a determiner from a different column.	Spelling WALT: develop strategies to spell statutory words Using the words from the statutory word list that you found on Monday, get creative with how you remember the spellings for these words. Here are some examples: 	PaG WALT: use and understand determiners Look at the worksheet below and work out which demonstrative and possessive determiners are being used in the sentences. Complete this online worksheet to see how well you have understood determiners this week.	Spelling WALT: develop strategies to spell statutory words Today we will be asking our partners to test us on our ten words from earlier in the week. Partner A will read the word and partner B will write it down. Then partners will swap over. If you're at home, can you ask your grown up to read the words for you to spell?

| English | WALT: read and discuss an increasingly wide range of texts (poetry)

Look at the examples of world war two poetry.(If you're working from home I will email this pack to you separately)

 In class we will be working in groups to discuss the poetry, find the meaning, and give our responses to it.

At home you could pick one or two of the poems to look into and find the meaning like we did last week with Dulce et decorum est. | WALT: write for a range of purposes (poetry)

Now we have studied a range of world war poetry, it is your turn!

With poetry you can write freely, if you want your poem to rhyme, it can, if not – do not worry!

It should show emotion and it may be about life during the war or a celebration of war being over. | WALT: edit, improve and publish

Work to edit your poetry and then write it up in best. At school, we will be writing into publishing books.

. | BIG WRITE
WALT: write for a range of purposes (narrative)

Watch the video here. It was made in 2014 by Sainsbury and the Royal British Legion to commemorate 100 years since the start of WW1. It shows the story of some of the soldiers at Christmas 1914 and is called 'The Christmas Truce'.

I would like you to use all of your writing devices to tell this story. You could write either in first person as Jim telling his story or in third person.

Spend time planning the elements of what you will want to include:
- 'Silent night' in the trenches on Christmas Eve including setting description
- Jim holding up his arms in offer of a truce (character?)
- German soldiers coming to shake hands (atmosphere)
- Football game
- Chocolate sharing | WALT: identify and retrieve relevant points and key ideas from different points in a text

We are going to continue with 'the golden skies' WWII related reading comprehension this week which can be found here.

Read page 7 then answer questions on page 8. Then read page 10 and answer questions on page 11.

Pages 9 and 12 have answers to each section so you can self-mark at home. |
|---|---|---|---|---|---|
| Mathe-matics AM | 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 here. | | | | |

	WALT: add and subtract fractions Watch the link here. Choose task A, B or C from below.	WALT: add mixed numbers Watch the video link here. See sheets below.	WALT: add fractions and mixed numbers We will be working in class on kahooit.it which is an interactive quiz site. You can go too and search for a year 6 adding fractions quiz to check your understanding!	WALT: subtract mixed fractions Watch the link here. Complete worksheet below.	WALT: add and subtract mixed numbers and fractions Can you demonstrate your knowledge you have learned this week? Explain to someone how to add and subtract fractions and mixed numbers. You could design an informative poster, or even a PowerPoint to show learning.
Topic AM	Ukulele practice WALT: learn and play ukulele chords This week we will be learning a new song as our class Christmas song. We will be learning 'Deck the Halls'. Firstly, we will need to learn new chord D7. Try here. You can find the backing music here. You can find the song lyrics here.	RE WALT: understand how peace is valued by Christians and Humanists In school last week, we thought about some lyrics for our 'peace' songs. Today we will be writing these and then performing in our groups. If you are at home, can you perform your 'peace' song to your family? If you have any instruments at home you could add to your performance then please do! If not, think	History WALT: understand the events of the Holocaust. Last week we used the PowerPoint and made notes all about the Holocaust. Today you will be writing a report, providing information about what the Holocaust was and how it affected people. Use your bullet point notes and turn these into structured paragraphs of information. You may wish to include sub-headings, diagrams and photos. Are there any other features of a	Big Life Journal WALT: to be grateful Complete chapter 2 of 'be grateful' using sheets below. - it's Not - HAPPY PEOPLE WHO ARE thankful. IT'S THANKFUL PEOPLE WHO ARE HAPPY	DT WALT: understand how products are grown in the UK and the seasonality of crops Keeping to the theme of carrots and potatoes, think about how each are grown in the UK. These sites might be useful: - Carrots - Potatoes TASK:

	We will be learning ukulele chords, which you can find here. If you are learning at home today, familiarise yourself with which chords should be played and try to learn the words to the song.	about how you could use body percussion to accompany your 'peace' song. E.g. foot tapping, clapping, clicking etc.	report that you think should be included? If you are working at home today but you made your notes in school last week, I can scan your notes and email them across to you. Here is some further information you may find useful: - CBBC newsround - Ducksters		Choose either carrots or potatoes and show how they are grown in the UK. You may present your learning in any way that you wish i.e. poster, information leaflet, bullet points, PowerPoint. It is up to you!
Topic PM	ART - CHRISTMAS HOOPS For our class Christmas hoops this year we will be making glittery string baubles. The hoops will be hung in the school hall. Watch the video here. If you're making these at home, you will need: - A balloon - String or wool - PVA glue - Glitter (optional) If you do not have these at home, think about another type of Christmas decoration you could make, using supplies you do have. You could try some of these ideas.	PE with Mr Castle - Netball WALT: understand the importance of finding space and good communication Mr Castle will demonstrate finding space: - Moving into gaps - Pulling opposition players out of position and then exploiting gaps. If you're at home, think about: - The reasons to find space in netball relating to game play and tactics. - The importance of **good** communication,	ART - CHRISTMAS HOOPS Today we will be popping the balloons inside our string. We will then be tying the ribbon in order to hang the baubles, as well as making a glittery name label to attach to the bauble. If you have made yours at home on Monday, it should be dry enough to pop the balloon now. If you did not make one at home, or yours is at school but you are at home today, look here for some other Christmas crafts you could do.	French WALT: engage in conversations in the context of role play We will be working in pairs to be a shopkeeper and a customer. Look at the items available to purchase and their prices. Role-play with your partner a conversation that you may have when you buy something. If you are at home, could you ask a grown-up to role-play with you? There are euros you could cut out and exchange with the shopkeeper. There is also a conversation prompt sheet, which may help you.	PE WALT: pass the ball to each other We will be practicing the techniques learned with Mr Castle on Tuesday and applying these to a match.

		not just shouting at the top of your voice, actually giving information and instructions to your teammates.			

1) Complete these part-whole models. Show your working out using common denominators. Simplify fractions where possible.

| $\frac{1}{3}$ | $\frac{2}{5}$ | $\frac{1}{4}$ | $\frac{7}{10}$ |

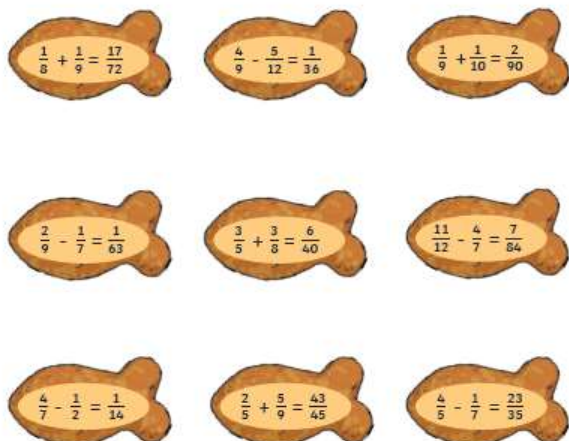| $\frac{13}{24}$ | | $\frac{25}{30}$ | |
| $\frac{1}{6}$ | | $\frac{2}{3}$ | |

2) Here is a pile of cat treats.

| Milo ate $\frac{3}{8}$ of the cat treats. | Bella ate $\frac{5}{12}$ of the cat treats. | Oscar ate $\frac{1}{16}$ of the cat treats. |

What fraction of the treats are left for Meeko?

---

1) Hifi has arranged his cat treats into fraction calculations.

$\frac{1}{8} + \frac{1}{9} = \frac{17}{72}$ $\frac{4}{9} - \frac{5}{12} = \frac{1}{36}$ $\frac{1}{9} + \frac{1}{10} = \frac{2}{90}$

$\frac{2}{9} - \frac{1}{7} = \frac{1}{63}$ $\frac{3}{5} + \frac{3}{8} = \frac{6}{40}$ $\frac{11}{12} - \frac{4}{7} = \frac{7}{84}$

$\frac{4}{7} - \frac{1}{2} = \frac{1}{14}$ $\frac{2}{5} + \frac{5}{9} = \frac{43}{45}$ $\frac{4}{5} - \frac{1}{7} = \frac{23}{35}$

Prove if each calculation is true or false. Show your reasoning.

2)

I think the shaded fraction of box C is five eighths.

a) one quarter

b) three eighths

c) ?

---

1)

2   9   3   8
4   7   5   6

$$\frac{1}{\square} + \frac{\square}{12}$$

The cats have completed this calculation in different ways using only the digits above.

Are their statements correct? Prove it.

a) There are seven fraction calculations that have an answer with a denominator of 12.

b) There are six fraction calculations that have an answer with a numerator of 7.

c) The biggest denominator number you can have in the answer is 84.

MATHS – TUESDAY

Add mixed numbers

1 Teddy and Mo are adding mixed numbers.

Teddy: $3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$

Mo: $3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$

Whose method do you prefer? _____

Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \boxed{}$

b) $2\frac{2}{5} + 2\frac{3}{10} = \boxed{}$

c) $1\frac{3}{4} + 3\frac{3}{20} = \boxed{}$

d) $1\frac{3}{16} + 4\frac{3}{4} = \boxed{}$

e) $4\frac{1}{4} + 2\frac{11}{16} = \boxed{}$

f) $1\frac{4}{15} + 3\frac{2}{3} = \boxed{}$

3

Ron: $2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$

How can Ron improve his answer?
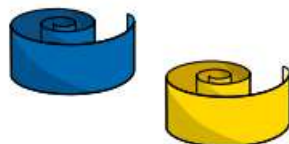
_____

_____

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \boxed{}$

b) $3\frac{2}{3} + 2\frac{7}{12} = \boxed{}$

c) $5\frac{1}{6} + 3\frac{11}{12} =$ ☐

d) $6\frac{7}{15} + 3\frac{3}{5} =$ ☐

5 A blue ribbon is $2\frac{4}{9}$ metres long.

A yellow ribbon is $3\frac{2}{3}$ metres long.

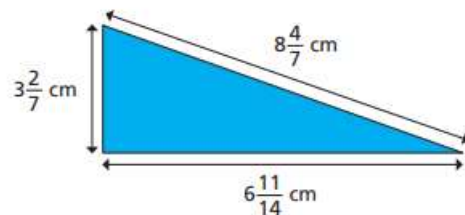**a)** What is the total length of the blue and yellow ribbon?

☐ m

b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?

☐ m

6 Calculate the perimeter of the triangle.

$8\frac{4}{7}$ cm

$3\frac{2}{7}$ cm

$6\frac{11}{14}$ cm

☐ cm

7 Complete the calculation in three different ways.

$$\boxed{}\,\frac{\boxed{}}{5} + \boxed{}\,\frac{\boxed{}}{15} = 6 + \frac{11}{15} = \boxed{}$$

$$\boxed{}\,\frac{\boxed{}}{5} + \boxed{}\,\frac{\boxed{}}{15} = 6 + \frac{11}{15} = \boxed{}$$

$$\boxed{}\,\frac{\boxed{}}{5} + \boxed{}\,\frac{\boxed{}}{15} = 6 + \frac{11}{15} = \boxed{}$$

Compare answers with a partner.

8 Here are some number cards.

| $3\frac{1}{6}$ | $2\frac{11}{12}$ | $2\frac{5}{6}$ | $3\frac{5}{6}$ | $4\frac{1}{12}$ | $4\frac{1}{3}$ |

a) What is the greatest total you can make with two cards?

☐

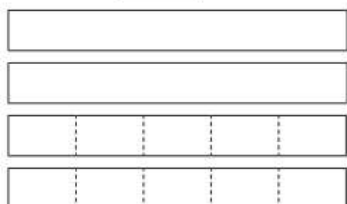**b)** What is the smallest total you can make with two cards?

☐

Subtract fractions

White Rose Maths

1 Complete the diagrams to show the subtractions.

a) $2\frac{1}{4} - \frac{3}{4} =$ ☐
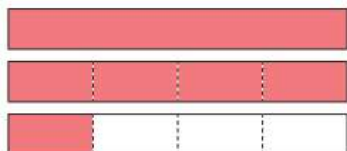
b) $3\frac{2}{5} - \frac{3}{5} =$ ☐

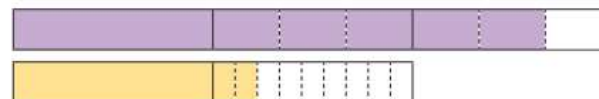**2** Draw a diagram to represent $3\frac{1}{6} - \frac{5}{6}$

Complete the calculation. $3\frac{1}{6} - \frac{5}{6} =$ ☐

3 Complete the calculation.

$2\frac{2}{3} - 1\frac{2}{9} =$ ☐

You can use the diagrams to help you.

Did you use the same method as your partner?

4 Complete the calculations.

a) $5\frac{3}{4} - 1\frac{3}{8} =$ ☐   c) $6\frac{1}{5} - 1\frac{3}{4} =$ ☐

b) $4\frac{7}{20} - 2\frac{7}{10} =$ ☐   d) $6\frac{5}{6} - 4\frac{2}{9} =$ ☐

5 Complete the calculations.

a) $8 - \frac{1}{4} =$ ☐   b) $8\frac{1}{8} - \frac{1}{4} =$ ☐

$8 - 1\frac{1}{4} =$ ☐ $8\frac{1}{8} - 1\frac{1}{4} =$ ☐

$8 - $ ☐ $= 3\frac{3}{4}$ $8\frac{1}{8} - $ ☐ $= 2\frac{7}{8}$
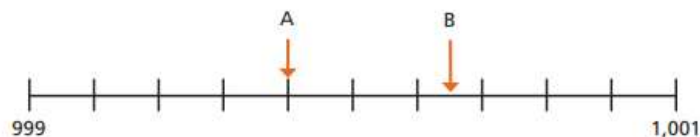
$8 - $ ☐ $= 3\frac{1}{4}$ 8 ☐ $- 3\frac{1}{4} = 5\frac{5}{8}$
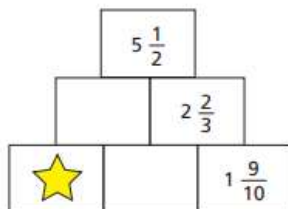
6 Filip has $4\frac{2}{5}$ kg of potatoes.

He has $2\frac{3}{4}$ kg of carrots.

How much heavier are the potatoes than the carrots?

_____

7 What is the difference between A and B?

A   B

999   1,001

8 In this addition pyramid, a number is the sum of the two numbers below it.

$5\frac{1}{2}$

$2\frac{2}{3}$

⭐ $1\frac{9}{10}$

Work out the value of the star.

9 The table shows the distance each child lives from the park.

Name	Annie	Brett	Teddy	Huan	Eva
Distance from park		$3\frac{1}{4}$ km		$4\frac{1}{10}$ km	

I live $\frac{9}{10}$ km nearer to the park than Brett does.

Eva

I live $2\frac{1}{5}$ km nearer to the park than Huan does.

Teddy

I live 750 m nearer to the park than Teddy does.

Annie

Complete the table.

Use the space below to show your workings.

Types of Determiners

Use this mat to help you to identify different types of determiners and to use them in your writing.

Definite and Indefinite Articles	Possessive Determiners	Interrogative Determiners	Demonstrative Determiners	Quantifiers	
the a an	her his our my your their	which what whose	this those these that	more less any few lots of some many	one, two, three, etc. all several enough
The boy sat on **a** chair.	**Their** house is in London.	**Which** street is it on?	**Those** books over there.	**Many** people celebrate at Christmas.	

There are four demonstratives: this, that, these and those.

That porridge was delicious. (That is a determiner)   That was delicious. (That is a pronoun)

Underline the demonstrative determiners in the sentences below:

I prefer this cheese to that Cheddar.

These grapes came out of that box.

I haven't been doing much – just a bit of this and that.

Those chocolates are just asking to be eaten.

These are much tastier than those apples.

Can you create a sentence of your own using article determiners?

Underline the possessive determiners in the sentences below, and then create a sentence of your own using possessive determiners.

My writing is neater than yours.

The dog ate its food quickly.

His class are so lazy.

Her singing was more tuneful than his.

Their team beat ours.

It's not their fault her coat got lost.

Deck The Halls

1.Deck the halls with boughs of holly,
Fa la la la la, la la la la.
'Tis the season to be jolly,
Fa la la la la, la la la la.
Don we now our gay apparel,
Fa la la, la la la, la la la.
Toll the ancient Yuletide carol,
Fa la la la la, la la la la.

2.See the blazing Yule before us,
Fa la la la la, la la la la.
Strike the harp and join the chorus.
Fa la la la la, la la la la.
Follow me in merry measure,
Fa la la la la, la la la la.
While I tell of Christmas treasure,
Fa la la la la, la la la la.

3.Fast away the old year passes,
Fa la la la la, la la la la.
Hail the new, ye lads and lasses,
Fa la la la la, la la la la.
Sing we joyous, all together,
Fa la la la la, la la la la.
Heedless of the wind and weather,
Fa la la la la, la la la la

GRATITUDE SCAVENGER HUNT

1

2

3

4

5

Let's see if you can complete this scavenger hunt from where you are sitting right now.

Look around the room you're in. See how many things you can find from the list below. As you find them, draw them on the previous page.

Something I am grateful for that...

1 I enjoy looking at.

2 I am thankful to have.

3 is my favourite color.

4 is useful to me.

5 I can share with someone else.

Ask your JOURNAL BUDDY about one good thing that happened to them today and why they're grateful for it.

NOW IT'S YOUR TURN!

Describe one good thing that happened to you today and why you're grateful it happened.

_____

_____

_____

How do you feel about today?

What can you do to make tomorrow a super day?

_____

_____

_____

JUST FOR FUN

What are three things (or people) that make you smile?

1. _____

2. _____

3. _____

Draw or describe one or more of them below.

Money Question and Answer Prompt Card ★

Shopper: C'est combien ?

Shopkeeper: C'est _____.

Shopper: Voici _____ euros.

100	200	300	400	500	50
cent	deux-cent(s)	trois-cent(s)	quatre-cent(s)	cinq-cent(s)	cinquante

Remember: When the number is a multiple of 100, there is an 's' on *cents*. However, if there are tens and/or ones after, then there is no 's' on the end of *cent*.

Money Question and Answer Prompt Card ★★

Shopper: C'est combien ?

Shopkeeper: C'est _____.

Shopper: Voici _____ euros.

Shopkeeper: Voici votre monnaie, _____.

0	zéro						
1	un	11	onze	21	vingt-et-un	40	quarante
2	deux	12	douze	22	vingt-deux	50	cinquante
3	trois	13	treize	23	vingt-trois	60	soixante
4	quatre	14	quatorze	24	vingt-quatre	70	soixante-dix
5	cinq	15	quinze	25	vingt-cinq	80	quatre-vingts
6	six	16	seize	26	vingt-six	90	quatre-vingt-dix
7	sept	17	dix-sept	27	vingt-sept	100	cent
8	huit	18	dix-huit	28	vingt-huit	200	deux-cent(s)
9	neuf	19	dix-neuf	29	vingt-neuf	300	trois-cent(s)
10	dix	20	vingt	30	trente	400	quatre-cent(s)

Remember: When the number is a multiple of 100, there is an 's' on *cents*. However, if there are tens and/or ones after, then there is no 's' on the end of *cent*.