



St Margaret's-at-Cliffe CP School

Home Learning Class 6

Class 6 w/b 10 May	Monday 10 th May <i>Miss Brett making parent phone calls</i>	Tuesday 11 th May	Wednesday 12 th May	Thursday 13 th May	Friday 14 th May
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. Look at the synonyms, antonyms, prefixes and suffixes associated with the word and see if there are any others you can find.				
SPAG	<p><u>PaG</u> <u>WALT: revise word class definitions</u></p> <p>Share your games that you made last week with your new talk partner for this week. Explain the rules and then play along.</p>	<p><u>PaG</u> <u>WALT: use prepositional phrases effectively to add detail, qualification and precision</u></p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p> <p>There is a PowerPoint to talk you through prepositional phrases and there are also some prepositions and prepositional phrase worksheets to complete.</p>	<p><u>Spelling</u> <u>WALT: understand root words and their meanings</u></p> <p>In class, we will be taking a quiz on root words, prefixes and suffixes.</p> <p>If you are at home, take the quiz too. (see below)</p>	<p><u>PaG</u> <u>WALT: use prepositional phrases effectively to add detail, qualification and precision</u></p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p> <p>Continue working through the PowerPoint and completing the worksheets that you began on Tuesday.</p>	<p><u>Spelling</u> <u>WALT: understand root words, prefixes and suffixes</u></p> <p><u>Look at the list of root words (see below)</u></p> <p>How many prefixes or suffixes can you add to these words to make a new word? You must also be able to define the new word! <u>e.g.</u> dict = root word pre = prefix predict – new word predict: means to think about what might happen in future</p>
English	<p><u>WALT: develop ideas for writing, drawing on reading and secondary resources</u></p> <p>This week you will be writing your own 'Floodland-inspired' stories. Can you come up with a plot? Your story will be based on</p>	<p><u>WALT: describe character</u></p> <p>Work on your character today. Draw your character (perhaps you have your main character e.g. Zoe and</p>	<p><u>WALT: describe setting</u></p> <p>Focus on your setting today. Zoe describes Eel's Island as she approaches it. She then describes the cathedral in some depth once she is there.</p>	<p><u>WALT: ensure the consistent and correct use of tense throughout a piece of writing</u> <u>And</u> <u>WALT make some correct use of semicolons, dashes, hyphens and colons</u></p>	<p><u>WALT: ensure the consistent and correct use of tense throughout a piece of writing</u> <u>And</u> <u>WALT make some correct use of semicolons, dashes, hyphens and colons</u></p>

	<p>the sea levels rising and causing flooding to the hometown, just like Zoe's. Your story will need 5 main parts:</p> <ul style="list-style-type: none"> - A beginning, introduce the character and the setting - A build up; introduce the problem - A main middle part (the problem or dilemma) - A resolution (how is the problem solved?) - A suitable ending <p>TASK: create a story mountain on a double page. Lightly draw the mountain and use this as your plan. Add boxes of detail to your plan.</p>	<p>then your secondary character e.g. Dooby)</p> <p>Add labels and use descriptive language. Use thesauruses and your colour map sheets.</p> <p>Write a short description of your character that you could use in your story.</p>	<p>What will your main setting be? Draw it, then add descriptive labels.</p> <p>Write a short setting description that you could use in your main story.</p>	<p>Today you will be writing your story.</p> <p>Use your story mountain plan to help you and use your character and setting work.</p>	<p>Today you can finish your story if you didn't finish it yesterday and then begin editing in your green pen. Have you managed to meet your WALTs?</p>
Maths	<p><u>WALT: solve problems involving the calculation of percentages</u></p> <p>Recap how to find a percentage of a number from last week. e.g. 63% of 500.</p> <p>50% of 500 = 250 10% of 500 = 50 1% of 500 = 5 1% of 500 = 5 Total = 250+50+5+5+5=315 So 63% of 500 = 315</p>	<p><u>WALT: partition decimal numbers up to 3 decimal places and state the value of each digit.</u> <i>and</i> <u>Multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places.</u></p> <p>Using digit cards or a dice, can you generate your own decimal numbers up to 3dp? e.g. 2.547 Identify the value of each digit e.g. 2 = 2 ones,</p>	<p><u>Maths – Arithmetic</u> We will be practising our arithmetic skills using a test paper. Answers are included so you can self-mark at home. There is no need to print, just write the answers on paper. Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p><u>PE with Mr Castle</u> <u>WALT: gain control over the ball</u></p> <p>Recap how to keep control over the ball with the tennis racket. Apply skills to partner matches.</p>	<p><u>WALT: solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate</u></p> <p>Use your knowledge of decimals now to solve problems. They will include some conversion of measure. Remember: 1l = 1000ml 1km=1000m 1kg=1000g 1m=100cm 1cm=10mm</p>

	<p>Use Twinkl link below to access the questions. There are 1 star, 2 star or 3 star problems for you to try. Answers are included for self-marking.</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>	<p>5 = 5 tenths (0.5) 4 = 4 hundredths (0.04) 7 = 7 thousandths (0.007)</p> <p>Extra challenge: Can you then multiply each decimal number by 10, 100 and 1000? e.g. $2.547 \times 10 = 25.47$ $2.547 \times 100 = 254.7$ $2.547 \times 1000 = 2547$</p>			Choose A, B or C from Target page 106 – see below
Topic AM	<p><u>RE/ICT swap</u> <u><i>Class will be split in half and will alternate lessons today and tomorrow</i></u></p> <p><u>RE</u> <u>WALT: find out about examples of Muslim creativity</u></p> <p>See information included below. You will be creating 12 lines of poetry to express your own beliefs.</p>	<p><u>RE/ICT swap</u> <u><i>Class will be split in half and will alternate lessons today and tomorrow</i></u></p> <p><u>ICT</u> <u>WALT: to use a spreadsheet to model a situation and solve a problem</u></p> <p>Use lesson 3 of the guide (page 16 here) to support you at home with what you will need to do. You should use the spreadsheet we have been using all term. (If you are at home, I can email yours to you). You will need to use Microsoft Excel.</p>	<p><u>MATHS: Arithmetic</u></p> <p>In class we will go through test paper looking at strategies for improvement.</p> <p>If you are at home, make use of revision sites such as bbc or white rose to help you revise areas you struggled with in the paper.</p>	<p><u><i>Mrs Saynor teaching - PPA</i></u> <u>Maths</u> <u>WALT: read and write decimal numbers as fractions and vice versa</u></p> <p>Think about the fraction and decimal equivalents you should know by heart: $\frac{1}{2} = 0.5$ $\frac{1}{4} = 0.25$ $\frac{3}{4} = 0.75$ $\frac{1}{5} = 0.2$ $\frac{1}{3} = 0.333$ (recurring)</p> <p>How can we use these to find out how to find other fraction-decimal equivalents? Remember the line in the middle of the fraction means 'divide' so 1 divided by 2 = $\frac{1}{2}$.</p> <p>Think about $\frac{23}{50}$. It would be easier if I used equivalent fractions to make this out of 100. $\frac{23}{50} = \frac{46}{100}$. I can</p>	<p><u><i>Mr Wratten teaching</i></u> <u>History</u> <u>WALT: identify and use a range of evidence sources to help me understand more about the Maya civilisation.</u></p> <p>Look at the PowerPoint to find out more about how history is studied and recorded. An historian will use primary and secondary resources to find out more about how a civilisation lived. We will be looking at various sources to see if they are primary or secondary, then evaluating how effective they are to tell us about Maya life.</p> <p>Access this lesson using pin code: UP6413 at Twinkl Go</p>

				<p>then see that 46 divided by 100 would be 0.46.</p> <p><u>Choose A, B or C from page 49 of target. See below.</u></p>	
Topic PM	<p><u><i>Mr Wratten and Mrs Saynor team teaching</i></u></p> <p><u>Science</u></p> <p><u>WALT: compare and give reasons for variations in how components function, including the brightness of bulbs</u></p> <p><u>And</u></p> <p><u>To be able to plan a fair-test by recognising the control variables.</u></p> <p>Last lesson we looked at how more batteries in a circuit would affect the brightness of a bulb.</p> <p>Today, we will be thinking about and answering the question:</p> <p>'Will the number of bulbs in a circuit affect the brightness of the bulbs?'</p> <ul style="list-style-type: none"> - Which variables might affect the brightness of the bulb? - How could you measure/observe the brightness? - How will you work to make your test fair? 	<p><u><i>Mr Wratten teaching</i></u></p> <p><u>PE</u></p> <p><u>WALT: explore how to choose and apply skills and actions</u></p> <p><u>Kwik Cricket</u></p> <p>Concentrate at all times and look at what is around you. Remember to follow instructions</p> <p>Enhance 'hand/eye co-ordination</p> <p>Ask the children:</p> <ul style="list-style-type: none"> - what the techniques are and why they need to apply them - to explain what they are doing and why <p>Good communication and observation skills</p> <p>Apply skills to match.</p>	<p><u>ART</u></p> <p><u>WALT: develop skills in sculpture</u></p> <p>Today you will be using clay and tools to create your own Maya sculpture, including some Mayan writing, that you designed last lesson.</p> <p>Consider how you can sculpt this to look as though it is from the ancient Maya time period, as well as considering your Mayan lettering.</p>	<p><u><i>Mr Wratten and Miss Brett PPA – Mrs Saynor</i></u></p> <p>1.45-2.45</p> <p>Stagecoach Bus virtual presentation</p> <p>Continue reading Floodland until the end if time allows.</p>	<p>Yearbook</p> <p>Design your name to be included in the yearbook. You will need to write your name in a colourful and attractive way and we will take a photo of you holding it, for the year book. If you are at home, please email me your photo.</p> <p>2pm Golden time</p> <p>2.30 Zoom assembly</p>

	<p>Home learners: Can you plan how you would carry out this investigation fairly if you were in school with the electrical components? Make a prediction about what you would think would happen to the brightness of the bulb.</p>				
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FRACTIONS AND DECIMAL EQUIVALENTS

49

TARGET To calculate the decimal equivalent of a fraction by division.

Examples

- 1 To find the decimal equivalent of $\frac{3}{8}$ divide 3 by 8.

$$\begin{array}{r} 0.375 \\ 8 \overline{)3.000} \end{array}$$

$$\frac{3}{8} = 0.375$$

- 2 Use a calculator to find the decimal equivalent of $\frac{3}{7}$ rounded to 3 decimal places.

$$\frac{3}{7} \approx 0.428571428$$

$$\text{Answer} = 0.429$$

A

Copy and complete.

1 $\frac{2}{5} = 2 \div 5 = 0. \square$

2 $\frac{3}{12} = \square \div 12 = 0. \square$

3 $\frac{1}{2} = 1 \div \square = \square$

4 $\frac{6}{10} = \square \div \square = \square$

5 $\square = 3 \div 4 = \square$

6 $\frac{4}{8} = \square \div \square = \square$

7 $\frac{30}{100} = \square \div \square = \square$

8 $\square = 5 \div \square = 0.05$

For each fraction write the decimal equivalent.

9 $\frac{1}{10}$

13 $\frac{3}{5}$

10 $\frac{6}{12}$

14 $\frac{2}{4}$

11 $\frac{75}{100}$

15 $\frac{8}{10}$

12 $\frac{2}{8}$

16 $\frac{1}{1000}$

- 17 Use a calculator to check your answers.

B

For each fraction:

- a) write the decimal equivalent
b) calculate as in Example 1 above to check your answer.

1 $\frac{4}{10}$

7 $\frac{9}{12}$

2 $\frac{5}{8}$

8 $\frac{3}{6}$

3 $\frac{3}{4}$

9 $\frac{4}{5}$

4 $\frac{1}{5}$

10 $\frac{1}{4}$

5 $\frac{2}{8}$

11 $\frac{6}{8}$

6 $\frac{1}{8}$

12 $\frac{7}{10}$

Use a calculator to find the decimal equivalent. Round to 3 decimal places where necessary.

13 $\frac{1}{3}$

19 $\frac{7}{15}$

14 $\frac{9}{16}$

20 $\frac{4}{6}$

15 $\frac{7}{9}$

21 $\frac{8}{11}$

16 $\frac{1}{12}$

22 $\frac{5}{12}$

17 $\frac{5}{11}$

23 $\frac{4}{9}$

18 $\frac{2}{7}$

24 $\frac{5}{7}$

C

For each fraction:

- a) calculate the decimal equivalent as in Example 1 above, rounding to 3 decimal places where necessary
b) use a calculator to check your answers.

1 $\frac{5}{9}$

7 $\frac{2}{3}$

2 $\frac{11}{12}$

8 $\frac{5}{6}$

3 $\frac{2}{6}$

9 $\frac{1}{9}$

4 $\frac{3}{11}$

10 $\frac{6}{7}$

5 $\frac{1}{7}$

11 $\frac{2}{12}$

6 $\frac{7}{12}$

12 $\frac{6}{11}$

Use a calculator to find the decimal equivalent. Round to 3 decimal places where necessary.

13 $\frac{5}{16}$

19 $\frac{1}{18}$

14 $\frac{10}{13}$

20 $\frac{49}{99}$

15 $\frac{1}{15}$

21 $\frac{9}{28}$

16 $\frac{39}{40}$

22 $\frac{15}{24}$

17 $\frac{6}{19}$

23 $\frac{31}{36}$

18 $\frac{9}{14}$

24 $\frac{3}{52}$

WORD PROBLEMS – DECIMAL NOTATION

106

TARGET To solve word problems involving decimal notation of measures.

Example

A watering can has a capacity of 3.75 litres.
It is filled and emptied six times.
How much water has been used?

$$\begin{array}{r} 3.75 \\ \times 6 \\ \hline 22.50 \\ \hline \end{array}$$

Answer 22.5 litres has been used.



A

- 1 A greengrocer has 83.5 kg of potatoes. 56.2 kg are sold. How much is left?
- 2 On Monday Joyce used 78.9 litres of water. On Tuesday she used 13.6 litres more than she had the day before. How much water did she use on Tuesday?
- 3 Jack is driving 63 km. He is halfway. How far has he driven?
- 4 One coin weighs 7.4 g. What do six coins weigh?
- 5 David's fish tank holds 52.8 litres of water. He drains off 10 per cent. How much is left?
- 6 The annual rainfall in the Scottish Highlands was 3.12 m. In the next year it is 69 cm less. What was the rainfall in the second year?
- 7 Lydia runs 6.4 km every day for a week. How far does she run altogether?

B

- 1 Each roll of wallpaper is 6.25 m. Maxine buys eight rolls. What is the total length of her wallpaper?
- 2 Robert earns £2779 in four weeks. What does he earn each week?
- 3 A baby weighs 7.8 kg. The next time she is weighed her weight has increased by 5 per cent. What is the baby's new weight?
- 4 The planned length of a tunnel is 2.47 km. 875 m still needs to be dug. How long is the tunnel which has been dug?
- 5 Five identical bricks weigh 6.3 kg. What does one brick weigh?
- 6 One pot of soup holds 0.58 litres. What do nine pots hold?
- 7 A large bag of peas weighs 1.35 kg. A small bag weighs 685 g. How much heavier is the large bag?

C

- 1 Seven refrigerators are loaded onto a lorry. Each weighs 78.42 kg. What is the total weight of the load?
- 2 A saucepan holds 2.37 litres of water. 568 ml is poured away. How much water is left?
- 3 At 8 am the shadow of a tree is 50.4 m long. By midday it is a quarter as long. How long is the shadow at midday?
- 4 A dishwasher uses 238.5 litres of water in six washes. How much does it use in each wash?
- 5 A sheep weighs 26.32 kg before shearing. 1465 g of wool is removed. How much does the sheep weigh now?
- 6 Lloyd throws the javelin 67.5 metres. The winning throw is 6 per cent longer. What is the winning throw?



Use the 99 Beautiful Names as a way to understand what Islam teaches. Muslims make beautiful writing, but no pictures of Allah. Use the NATRE searchable database of pupil writing (www.natre.org.uk/db) to see what young British Muslims say about their beliefs.

Muslim Poetry: Al Ghazali on God, Muslim Art: Yasmin Kathrada and Ahemd Moustapha

Use the poetic lines of Al Ghazali (born 1058CE, over 950 years ago) to explore Muslim belief about Allah. You might record them being spoken, whispered or shouted: which works best to make sense of them? Which lines do you agree with, disagree with or not understand.

TASK: Create up to twelve lines of poetry that state your own key beliefs. Good examples can be found, free, here: www.natre.org.uk/aboutnatre/projects/spirited-arts/spirited-poetry/2011/

Ahmed Moustapha's painting has 99 small cubes, each one written beautifully with one of the beautiful names of Allah. Find out lots more on his website: www.fenoon.com/artist/artist.html



*"He in his essence is one, without any partner.
Single without any similar
Eternal without any opposite.
Separate without any like
He is one, prior with nothing before him
From eternity without any beginning
Abiding in existence without any after him
To eternity without an end
Subsisting without ending
Abiding without termination
Measure does not bind him
Boundaries do not contain him."
Al Ghazali*

Yasmin Kathrada's painting in gold on glass is like a mirror.



Find out lots more on her website: <http://ykartist.com/>

Two examples of Muslim art based on the 99 Names are a superb way to study Islamic rule art and explore the similarities and differences between different artists. Other examples could be used too.

Consider the main question of the investigation: art and architecture express the religion, but do charity and compassion express it better?

SPELLING – WEDNESDAY

1 If the prefix **inter-** means **between**, the portion of time between acts of play or during a concert is called an...

a bicycle **b** intermission **c** international **d** audience

2 If the prefix **crede-** means to **believe**, if you can believe someone, then that person has good...

a credibility **b** counterfeit **c** cycle **d** credit

3 If the prefix **dict-** means **speak**, a person's manner of speaking is called...

a benefit **b** diction **c** dictionary **d** prescription

4 If the prefix **tract-** means **to drag, draw**, the act of drawing or pulling a thing is known as...

a traction **b** attractive **c** demagogue **d** incredulous

5 If the prefix **inter-** means **between**, the trade between nations is referred to as...

a international **b** telescope **c** encyclopedia **d** television

6 If the root **script** means to **write**, a doctor's hand-written instruction for the preparation of medicine is known as a...

a manuscript **b** demagogue **c** prescription **d** television

7 If the suffix **-script** means **to write**, handwritten or typed text is also known as a...

a prescription **b** predict **c** manuscript **d** attractive

8 If the suffix **-cede** means **to go, to yield**, to receive more in return than you thought you would, then your expectations are...

a exceeded **b** proceed **c** succeed **d** preceded

9 If the suffix **-dict** means **speak**, when a person on a jury speaks and gives a truthful decision or judgment, the person is stating the...

a dictionary **b** predict **c** verdict **d** diction

10 If the prefix **tele-** means **distance, from afar**, communication over a distance by cable, telegraph or telephone lines is known as...

a contrary **b** telecommunication **c** auditorium **d** incredulous

11 If the prefix **audi-** means **to hear**, if you hear something clearly it is...

a external **b** audible **c** anachronism **d** democracy

12 If the root **demo** means **people**, a widespread occurrence of a disease within a group of people is called an...

a scribble **b** external **c** verdict **d** epidemic

13 If the prefix **vita-** means **life**, a compilation of several organic compounds essential for living organisms are known as...

a flexible **b** autograph **c** benefit **d** vitamins

Year 6 – Block 5 – Lesson 14

6.26

cyclo	chrono	tract	dict
script	fac	port	struct

