

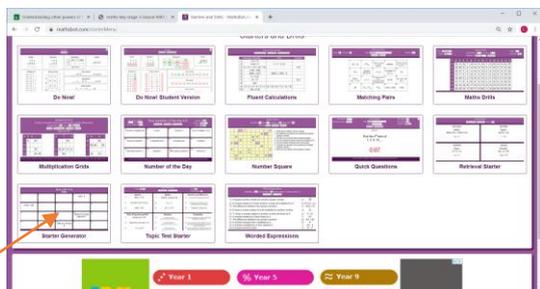
## Year 6 remote learning for 21/01/2021

### Mathematics lesson:

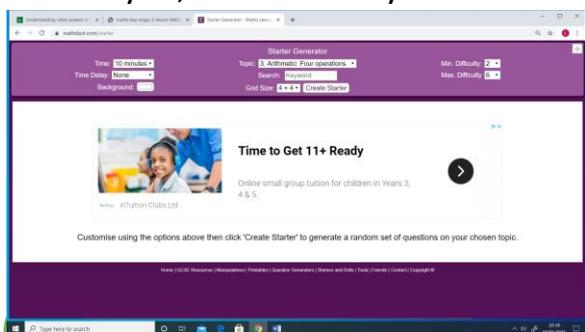
5-a-day booklet first. Answers can be found on: <https://corbettmathsprimary.com/2018/05/30/5-a-day-november-answers/>

### Mental maths:

Use mathsbot as we normally do in class. <https://mathsbot.com/starterMenu>



Choose starter generator. Then choose time: 10 minutes, topic: four operations, min difficulty: 2, max difficulty 6. Then click create starter.



You will have 10 minutes to complete the starter as we would do normally in class. Once the time has run out, click each box to reveal the answers.

### **Main part of the lesson – dividing by 10, 100, 1000 and 10,000**

**Activity 1:** Today we will recap our knowledge of dividing by 10, 100, 1000 and 10,000.

- 1) This video recaps rounding if you are still a little unsure. There is also a quiz and a written description to help you. You could also have a go at the game.

<https://www.bbc.co.uk/bitesize/articles/z7r492p>

**Activity 2:** Have a go at these questions below.

★★		★★★	
B1.၁	$3 \div 100$	C1.၁	$94.8 \div 100$
B2.၁	$9.3 \div 10$	C2.၁	$7.4 \div 100$
B3.၁	$9.8 \div 10$	C3.၁	$9.2 \div 100$
B4.၁	$5.8 \div 100$	C4.၁	$14.2 \div 10$
B5.၁	$7.6 \div 10$	C5.၁	$15.9 \div 1000$
B6.၁	$1.9 \div 100$	C6.၁	$77.1 \div 1000$
B7.၁	$8.6 \div 100$	C7.၁	$95.4 \div 100$
B8.၁	$7.5 \div 100$	C8.၁	$80.4 \div 1000$
B9.၁	$7.7 \div 100$	C9.၁	$75.7 \div 10$
B10.၁	$5 \div 100$	C10.၁	$73.5 \div 10$

Answers on the next page

★★		★★★	
B1.б	0.03	C1.б	0.948
B2.б	0.93	C2.б	0.074
B3.б	0.98	C3.б	0.092
B4.б	0.058	C4.б	1.42
B5.б	0.76	C5.б	0.0159
B6.б	0.019	C6.б	0.0771
B7.б	0.086	C7.б	0.954
B8.б	0.075	C8.б	0.0804
B9.б	0.077	C9.б	7.57
B10.б	0.05	C10.б	7.35

### English lesson:

**Activity 1:** Yesterday you wrote a newspaper article about the incident from the video 'Titanium'. Hopefully you remembered to follow the checklist and wrote the piece in a formal tone. Today we are going to practise our use of informal language. I would like you to now imagine that you are the boy. Look at the image below. This is the boy the day after the incident at the school. Where is he? How did he get there? How is he feeling? What is he thinking?



**Activity 2:** Below is an example of a diary entry. Read it through. What do you notice? Hopefully you will be able to identify that it is written using informal language. But why?

Once you have read the diary entry through, have a go at writing your own diary entry as if you were him. Your diary entry will be related to the first image, the day after the incident occurred. Remember to use informal language – a diary is a personal piece of writing, it reflects what and how someone is feeling. It doesn't need to have lots of amazing adjectives, adverbs etc. It is written as though you are talking to a friend.

### WAGOLL – Diary entry

**Wednesday 19<sup>th</sup> April 2018**

**Dear Diary,**

**It's happened again. I feel numb. This time it came from nowhere and it all happened so quickly that I'm not even sure where it came from. I just know I'm in trouble, real trouble.**

**So, it went like this. I was in school and Bailey Jones came up to me and slammed me into the corner- again. Aghhh! I HATE that kid. I've told everyone who will listen what he is like, but he always plays the sympathy card and tells them that he is really struggling after their house fire and he seems to just keep getting away with it. This time he had his arms above my shoulders, pressing down on me, and I felt so trapped and helpless. I seriously couldn't stand it anymore. He was threatening me- something about getting me at lunchtime- then he brought up my Mum. He said he saw me getting out of her car earlier in the week and that it looked like something that belonged in the junk yard... and that so did she. That was it. I saw red. Mum works two jobs to keep a roof over our heads and to put fuel in that heap of junk.**

**I don't remember much, but I remember that awful feeling like my palms were burning again, really burning, and my heart felt like it was going to explode out of my chest. I closed my eyes and tried to control it, but before I realised what had happened, Bailey had disappeared and the corridor was blown to bits. It was chaos. The other kids were screaming and running out of the doors, locker doors were hanging off, the notice boards were blown clean off the walls, the ceiling tiles caved in and wires dangled from the gaps and there was dust everywhere. It hurt my chest to breathe it in. Poor Mrs. Mezarelli got caught up in it; I saw her hiding in the classroom when I ran out. Man, I feel so bad about that. She's my favourite teacher. She just...gets me.**

**So here I am now, on the run. They caught up with me yesterday just after it happened but I managed to escape using that power again. It just bubbled up and before I knew it, I had done it again. They think I'm some kind of monster or alien freak; I think I'm some kind of monster or alien freak. I need to try to get hold of Mum. I need help. It's serious this time. She'll know what to do. Why does this keep happening to me? How can I make it stop? I just want my old life back!**

**Better go, can't stop long in case they're following me.**

## Spellings for the week:

### **Mrs. Rudd's group**

#### **(Silent letters)**

Doubt

Island

Lamb

Solemn

Thistle

Knight

Numb

Thumb

Whistle

Wrestle

### **Mrs. Switzer's group**

#### **(Prefixes)**

Appoint

Disappoint

Agree

Disagree

Obey

Disobey

Behave

Misbehave

Lead

Mislead

## VIPERS lesson:

Our focus for this week is Inference

### **Activity 1:**

Today we are going to draw inferences from the extract as a whole. Answer the questions below:

- 1) The title of the book is 'The girl who became a tree'. Why do you think the book is called this?
- 2) What does the tree represent? Use evidence from the text when discussing your answer.
- 3) When I think of a tree, words that come to my mind to describe the tree are silence, strength and wisdom. What words do you think of when imagining a tree?
- 4) What could the tree be a metaphor for?

## **Science lesson:**

This term we are finding out about the human body. So far we have identified the organs and explored how the heart and the circulation system works.

As a little fun activity, have a go at this. If you don't have chalk, water and a paintbrush work just as well.

How does our body work? Go outside and use chalk to draw around someone's body. Can you draw what goes on inside your body? [www.stem.org.uk/rx34f3](http://www.stem.org.uk/rx34f3)

The main focus for this lesson is about the blood. Follow the link below and have a go at the quiz.

<https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zqv4cwx>

The website below also gives some information about your blood.

<https://kidshealth.org/en/kids/blood.html>

Can you draw a diagram of our blood? See if you can label the important parts.