



St Mary's C of E Primary School Dover

Week Beginning: 16.11.2020

Class: 6

Teacher: Miss Loges

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Complete these fluent in 5 questions day 1: https://www.stjames.tgacademy.org.uk/files/2020/07/Fluent-in-Five-Year-6-Week-9.pdf</p> <p>What are equivalent fractions?</p> <p>Watch the learning clips and complete the worksheets. https://www.bbc.co.uk/bitesize/articles/zv798xs</p> <p>Complete the problem solving question: Here are some fraction cards. All of the fractions are equivalent.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">$\frac{4}{A}$</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">$\frac{B}{C}$</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">$\frac{20}{50}$</div> </div> <p>$A + B = 16$ Calculate the value of C.</p>	<p>Complete these fluent in 5 questions day 2: https://www.stjames.tgacademy.org.uk/files/2020/07/Fluent-in-Five-Year-6-Week-9.pdf</p> <p>Complete these questions to simplify fractions using the two different methods:</p> <p>Alex is simplifying $\frac{8}{12}$ by dividing the numerator and denominator by their highest common factor.</p> <p>Factors of 8: 1, 2, 4, 8 Factors of 12: 1, 2, 3, 4, 6, 12 4 is the highest common factor.</p> <div style="text-align: center;"> </div> <p>Use Alex's method to simplify these fractions:</p> <div style="display: flex; justify-content: space-around;"> $\frac{6}{9}$ $\frac{6}{18}$ $\frac{10}{18}$ $\frac{10}{15}$ $\frac{15}{50}$ </div> <p>Mo has 3 boxes of chocolates. 2 boxes are full and one box is $\frac{4}{10}$ full.</p> <div style="border: 1px solid orange; padding: 5px; margin: 5px;"> <p>To simplify $2\frac{4}{10}$ keep the whole number the same and simplify the fraction $\frac{4}{10}$ simplifies to $\frac{2}{5}$</p> <p>$2\frac{4}{10} = 2\frac{2}{5}$</p> </div> <p>Use Mo's method to simplify:</p> <div style="display: flex; justify-content: space-around;"> $3\frac{5}{8}$ $5\frac{9}{21}$ $2\frac{7}{21}$ $\frac{32}{10}$ $\frac{32}{6}$ </div>	<p>Complete these fluent in 5 questions day 3: https://www.stjames.tgacademy.org.uk/files/2020/07/Fluent-in-Five-Year-6-Week-9.pdf</p> <p>Converting improper fractions to mixed numbers.</p> <p>Watch the learning video and complete the worksheets. https://www.bbc.co.uk/bitesize/articles/z4ypscw</p> <p>Complete the reasoning question.</p> <p>Spot the mistake</p> <ul style="list-style-type: none"> $\frac{27}{5} = 5\frac{1}{5}$ $\frac{27}{5} = 8$ $\frac{27}{4} = 5\frac{7}{4}$ $\frac{27}{10} = 20\frac{7}{10}$ <p>What mistakes have been made? Can you find the correct answers?</p>	<p>Complete these fluent in 5 questions day 4: https://www.stjames.tgacademy.org.uk/files/2020/07/Fluent-in-Five-Year-6-Week-9.pdf</p> <p>Watch the learning clip which shows you how to convert mixed numbers to improper fractions: https://www.youtube.com/watch?v=D6dPjXdiZjI</p> <p>Complete the worksheet found here: https://www.k5learning.com/worksheets/math/grade-5-mixed-numbers-to-improper-fractions-a.pdf</p> <p>Complete the challenge question:</p> <p>Fill in the missing numbers. How many different possibilities can you find for each equation?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> $2\frac{\square}{8} = \frac{\square}{8}$ </div> <div style="text-align: center;"> $2\frac{\square}{5} = \frac{\square}{5}$ </div> </div> <p>Compare the number of possibilities you found.</p>	<p>Complete these fluent in 5 questions day 5: https://www.stjames.tgacademy.org.uk/files/2020/07/Fluent-in-Five-Year-6-Week-9.pdf</p> <p>Watch the learning video on how to place fractions on a number line: https://www.youtube.com/watch?v=AC8azAncb4E</p> <p>Complete these questions:</p> <p>Place $\frac{1}{4}$, $\frac{1}{2}$, $\frac{5}{8}$, $\frac{7}{8}$ and $\frac{3}{16}$ on the number line.</p> <div style="text-align: center;"> </div> <p>Which fractions were the easiest to place? Which fractions were the hardest to place? Which fraction is the largest? Which fraction is the smallest? What is the difference between the largest and smallest fraction?</p> <p>Plot the sequences on a number line.</p> <p>$3\frac{1}{2}$, $4\frac{1}{2}$, $5\frac{1}{2}$, 6</p> <p>$\frac{13}{4}$, $\frac{15}{4}$, $\frac{17}{4}$, $\frac{19}{4}$, $\frac{21}{4}$</p> <p>$5\frac{2}{5}$, $4\frac{2}{5}$, $4\frac{1}{5}$, $3\frac{2}{5}$, $3\frac{1}{5}$</p> <p>$3\frac{1}{3}$, $3\frac{2}{3}$, $3\frac{1}{2}$, $3\frac{1}{4}$, $4\frac{1}{4}$</p> <p>Which sequence is the odd one out? Explain why.</p> <p>Can you think of a reason why each of the sequences could be the odd one out?</p>



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English	<p>Spelling Practise:</p> <p>Malicious Although Noticeable Develop Exist Progression Possession Procession Confession Discussion</p> <p>Read chapter 3 of the book: https://www.youtube.com/watch?v=bjKXZaxrTLI</p> <p>Answer these questions:</p> <table border="1"><thead><tr><th colspan="2">Chapter Three</th></tr></thead><tbody><tr><td>Vocabulary</td><td>What does it mean if the house is a 'sightly'?</td></tr><tr><td></td><td>What does it mean if you look 'furtively'?</td></tr><tr><td></td><td>Define 'venture'.</td></tr><tr><td>Infer</td><td>Why do you think the children were flustered about the note that Count Olaf left them?</td></tr><tr><td></td><td>Do you think the 'presence of friends' is needed when you're upset?</td></tr><tr><td></td><td>Find and copy a phrase which shows Justice Strauss's house was grand.</td></tr><tr><td></td><td>Why do you think the children were unable to concentrate on cooking?</td></tr><tr><td>Predict</td><td>Predict what the children will do in the next chapter.</td></tr><tr><td>Explain</td><td>Explain how life was uncomfortable for the children at Count Olaf's.</td></tr><tr><td></td><td>Why does the author write 'note' in italics?</td></tr><tr><td>Retell</td><td>How did Violet make a bed for Sunny?</td></tr><tr><td></td><td>Find and copy three things Count Olaf was described as.</td></tr><tr><td></td><td>What did Count Olaf do during the day?</td></tr><tr><td></td><td>What expression did father used to use?</td></tr><tr><td></td><td>What does Klaus miss doing?</td></tr><tr><td></td><td>What does it mean if Sunny bites you hard?</td></tr><tr><td></td><td>Find and copy three things the children desired.</td></tr><tr><td></td><td>What did they ask Justice Strauss for?</td></tr><tr><td>Summarise</td><td>Summarise Justice Strauss in one word. Then, explain why you chose this word.</td></tr></tbody></table>	Chapter Three		Vocabulary	What does it mean if the house is a 'sightly'?		What does it mean if you look 'furtively'?		Define 'venture'.	Infer	Why do you think the children were flustered about the note that Count Olaf left them?		Do you think the 'presence of friends' is needed when you're upset?		Find and copy a phrase which shows Justice Strauss's house was grand.		Why do you think the children were unable to concentrate on cooking?	Predict	Predict what the children will do in the next chapter.	Explain	Explain how life was uncomfortable for the children at Count Olaf's.		Why does the author write 'note' in italics?	Retell	How did Violet make a bed for Sunny?		Find and copy three things Count Olaf was described as.		What did Count Olaf do during the day?		What expression did father used to use?		What does Klaus miss doing?		What does it mean if Sunny bites you hard?		Find and copy three things the children desired.		What did they ask Justice Strauss for?	Summarise	Summarise Justice Strauss in one word. Then, explain why you chose this word.	<p>Spelling Practise:</p> <p>Malicious Although Noticeable Develop Exist Progression Possession Procession Confession Discussion</p> <p>Grammar: Active and passive voice. https://www.youtube.com/watch?v=ZnL689Mpzew</p> <p>Read the information on the website for extra guidance: https://www.theschoolrun.com/what-are-active-and-passive-sentences</p> <p>Write sentences about the Baudelaire children or Count Olaf using the active and the passive voice.</p>	<p>Spelling Practise:</p> <p>Malicious Although Noticeable Develop Exist Progression Possession Procession Confession Discussion</p> <p>Read chapter 4: https://www.youtube.com/watch?v=L58HYbJwFMM</p> <p>Write a diary entry as count Olaf after he has had the theatre troupe dinner.</p> <p>Make a plan which gives details on what each paragraph is going to be about.</p>	<p>Spelling Practise:</p> <p>Malicious Although Noticeable Develop Exist Progression Possession Procession Confession Discussion</p> <p>Use your plan to write a diary entry as Count Olaf at the theatre dinner party.</p> <p>See if you can use time adverbials to link your paragraphs.</p>	<p>Spelling Test:</p> <p>Malicious Although Noticeable Develop Exist Progression Possession Procession Confession Discussion</p> <p>Write a diary entry as one of the Baudelaire children for the theatre troupe dinner.</p>
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Other	History	Art	Computing	Science	RE
	<p>Learning Question: What was it like for the rich and poor in Victorian times?</p> <p>Divide a piece of paper into two. On one side write Rich, and on the other side write Poor.</p> <p>Watch the learning clips and make notes for each side. https://www.youtube.com/watch?v=djKzhSB EbX4</p> <p>Use the websites to add more information to your notes. http://www.primaryhomeworkhelp.co.uk/victorians/poor.html http://www.primaryhomeworkhelp.co.uk/victorians/children/index.htm</p>	<p>We are creating stable scenes for the church to display at Christmas time. Can you draw a stable scene picture like this one?</p> 	<p>Complete your hour of coding! https://studio.code.org/s/aquatic/stage/1/puzzle/1</p> <p>PSHE</p> <p>Answer these questions:</p> <p>Is it betraying a friend to have a different opinion from them?</p> <p>Does being honest have to mean hurting another person's feelings?</p> <p>Can you be friends with someone who has a very different opinion from you?</p>	<p>Learning Question: Does wire length affect the brightness of the bulb?</p> <p>What do you predict will happen? Will using longer or shorter wires make the bulb brighter or dimmer? Write down your prediction.</p> <p>Watch the learning clip to see what happens: https://www.youtube.com/watch?v=GibhmFd5mfs</p> <p>Draw a circuit in your book to explain what happens and write a short explanation next to it about how the length of wires affects the brightness of a bulb.</p>	<p>Watch the clip about Peter and Jesus. Can you make any links and connections to the last lesson?</p> <p>https://www.youtube.com/watch?v=Ppb9bKX1r7k</p> <p>Rewrite the story in your own words. You could choose to create a story board with pictures or write the story out into paragraphs – it is up to you!</p>

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	<p>Write a description about how the lives of rich and poor people were different during the Victorian Era. Start with the sentence: The lives of rich and poor Victorians were different because...</p> <p>Each paragraph will need to have a theme and follow the PEE (point, evidence, explain) structure.</p>		<p>Is it possible to move on and still be friends after a disagreement?</p>		
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These activities are linked to the work that is being completed in class this week.

If you have any questions or would like to share with me what your child has done then please feel free to email me at kloges@stmarysprimary.net

Please continue to read with your child using resources online, Kent Libraries or books from home.