

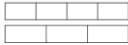




St Mary's C of E Primary School Dover

Week Beginning: 23.11.2020

Class: 6

Teacher: Miss Loges

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Complete these fluent in 5 questions day 1: https://files.schudio.com/selwood-academy/files/documents/Fluent-in-Five-year-6-week-10.pdf</p> <p>Watch the learning video: Compare and Order (denominator). https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/</p> <p>Complete these comparing fractions questions.</p> <p>Use the bar models to compare $\frac{2}{4}$ and $\frac{2}{3}$  _____ is greater than _____ _____ is less than _____</p>	<p>Complete these fluent in 5 questions day 2: https://files.schudio.com/selwood-academy/files/documents/Fluent-in-Five-year-6-week-10.pdf</p> <p>Watch the learning video: Compare and Order (Numerator). https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/</p> <p>Complete these comparing fractions questions.</p> <p>Compare the fractions.  $\frac{1}{5} \bigcirc \frac{1}{4}$ $\frac{1}{5} \bigcirc \frac{3}{5}$ $\frac{1}{4} \bigcirc \frac{3}{4}$ $\frac{3}{5} \bigcirc \frac{3}{4}$</p> <p>Jack is comparing $\frac{2}{5}$ and $\frac{4}{10}$ by finding the LCM of the numerators.  The LCM of 2 and 4 is 4 $\frac{2}{5} = \frac{4}{10}$ $\frac{4}{10} < \frac{4}{7}$</p> <p>Use Jack's method to compare the fractions. $\frac{3}{5} \bigcirc \frac{12}{17}$ $\frac{6}{11} \bigcirc \frac{3}{5}$ $\frac{5}{9} \bigcirc \frac{4}{7}$ $\frac{8}{5} \bigcirc \frac{12}{7}$</p>	<p>Complete these fluent in 5 questions day 3: https://files.schudio.com/selwood-academy/files/documents/Fluent-in-Five-year-6-week-10.pdf</p> <p>Watch the learning video: Add and Subtract Fractions (1). https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/</p> <p>Complete these adding and subtracting fractions questions.</p> <p>Whitney is calculating $\frac{5}{8} + \frac{3}{16}$. She finds the lowest common multiple of 8 and 16 to find a common denominator. LCM of 8 and 16 is 16 $\frac{5}{8} = \frac{10}{16}$ $\frac{3}{16} = \frac{3}{16}$ $\frac{10}{16} + \frac{3}{16} = \frac{13}{16}$</p> <p>Use this method to calculate: $\frac{1}{3} + \frac{2}{5} = \frac{2}{15} + \frac{4}{15} = \frac{6}{15} = \frac{2}{5}$ $\frac{8}{15} + \frac{1}{5} = \frac{8}{15} + \frac{3}{15} = \frac{11}{15}$</p> <p>Find a common denominator for each pair of fractions by using the lowest common multiple. Subtract the smaller fraction from the larger fraction in each pair. $\frac{3}{4} - \frac{5}{6} = \frac{9}{12} - \frac{10}{12} = -\frac{1}{12}$ $\frac{7}{12} - \frac{1}{3} = \frac{7}{12} - \frac{4}{12} = \frac{3}{12} = \frac{1}{4}$ $\frac{11}{16} - \frac{3}{4} = \frac{11}{16} - \frac{12}{16} = -\frac{1}{16}$ $\frac{14}{15} - \frac{2}{3} = \frac{14}{15} - \frac{10}{15} = \frac{4}{15}$ $\frac{8}{9} - \frac{1}{3} = \frac{8}{9} - \frac{3}{9} = \frac{5}{9}$</p> <p>Eva has a full tin of paint. She uses $\frac{1}{3}$ of the tin on Friday, $\frac{1}{4}$ on Saturday and $\frac{1}{5}$ on Sunday. How much paint does she have left?</p>	<p>Complete these fluent in 5 questions day 4: https://files.schudio.com/selwood-academy/files/documents/Fluent-in-Five-year-6-week-10.pdf</p> <p>Victorian Day:</p> <p>Write out all your times tables. Once you have written them out, practise reciting them.</p>	<p>Complete these fluent in 5 questions day 5: https://files.schudio.com/selwood-academy/files/documents/Fluent-in-Five-year-6-week-10.pdf</p> <p>Complete these adding and subtracting fractions questions.</p> <p>Amir is calculating $\frac{1}{3} - \frac{1}{5}$. He finds the lowest common multiple of 3 and 5. LCM of 3 and 5 is 15 $\frac{1}{3} = \frac{5}{15}$ $\frac{1}{5} = \frac{2}{15}$ $\frac{5}{15} - \frac{2}{15} = \frac{3}{15} = \frac{1}{5}$</p> <p>Use this method to calculate: $\frac{2}{4} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6} = \frac{1}{6}$ $\frac{3}{4} - \frac{2}{5} = \frac{15}{20} - \frac{8}{20} = \frac{7}{20}$ $\frac{3}{4} - \frac{7}{12} = \frac{9}{12} - \frac{7}{12} = \frac{2}{12} = \frac{1}{6}$</p> <p>Eva has a bag of carrots weighing $\frac{5}{8}$ kg and a bag of potatoes weighing $\frac{3}{4}$ kg. She is calculating how much they weigh altogether. The LCM of 4 and 5 is 20. I will convert the fractions to twentieths. $\frac{5}{8} + \frac{3}{4} = \frac{15}{20} + \frac{15}{20} = \frac{30}{20} = 1\frac{3}{20}$ kg</p> <p>Use this method to calculate: $\frac{1}{4} + \frac{2}{5} = \frac{5}{20} + \frac{8}{20} = \frac{13}{20}$ $\frac{6}{8} + \frac{5}{7} = \frac{21}{28} + \frac{20}{28} = \frac{41}{28}$</p> <p>On Friday, Ron walks $\frac{5}{8}$ km to school, $\frac{1}{4}$ km to the shops and $\frac{1}{5}$ km home. How far does he walk altogether?</p>



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	<p>Dora is comparing $\frac{5}{6}$ and $\frac{3}{4}$ by finding the lowest common multiple of the denominators.</p> <p>Multiples of 6: 6, 12, 18, 24 Multiples of 4: 4, 8, 12, 16 12 is the LCM of 4 and 6</p> <p>Use Dora's method to compare the fractions.</p> <p>Order the fractions in descending order.</p> <p>Which fraction is the greatest? Which fraction is the smallest?</p> <p>Teddy is comparing $\frac{3}{8}$ and $\frac{5}{12}$</p> <p>To find the lowest common multiple, I will multiply 8 and 12 together. $8 \times 12 = 96$ I will use a common denominator of 96</p> <p>Is Teddy correct? Explain why.</p>	<p>Two different pieces of wood have had a fraction chopped off.</p> <p>Here are the pieces now, with the fraction that is left.</p> <p>Which piece of wood was the longest to begin with? Explain your answer. Can you explain your method?</p>	<p>Use the same digit in both boxes to complete the calculation. Is there more than one way to do it?</p> $\begin{array}{r} \square \\ 20 \end{array} + \begin{array}{r} 1 \\ \square \end{array} = \begin{array}{r} 9 \\ 20 \end{array}$		
English	<p>Spelling Practise:</p> <p>Judgement Argument Government Amazement Treatment Bruise Symbol Signature Profession Occurred</p> <p>Read chapter 5 of the book: https://www.youtube.com/watch?v=xed8DFYncUE Answer these questions:</p>	<p>Spelling Practise:</p> <p>Judgement Argument Government Amazement Treatment Bruise Symbol Signature Profession Occurred</p> <p>Recap what modal verbs are: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk Write a summary of the events that have happened</p>	<p>Spelling Practise:</p> <p>Judgement Argument Government Amazement Treatment Bruise Symbol Signature Profession Occurred</p> <p>Recap using direct speech: https://www.bbc.co.uk/bitesize/topics/zr6bxyz/articles/zhqh92p</p>	<p>Spelling Practise:</p> <p>Judgement Argument Government Amazement Treatment Bruise Symbol Signature Profession Occurred</p> <p>Victorian Day</p> <p>Practise your handwriting by writing out this poem:</p> <p>Good, better, best, Never let it rest,</p>	<p>Spelling Test:</p> <p>Judgement Argument Government Amazement Treatment Bruise Symbol Signature Profession Occurred</p> <p>Write a non-chronological report of your Victorian day.</p> <p>Watch the clip to help you: https://www.bbc.co.uk</p>



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	<p>Chapter Five</p> <p>Vocabulary Define 'weeping'. What is a 'predicament'?</p> <p>Infer What does it mean if you're 'invigorated'?</p> <p>Inter Find and copy a sentence which shows Klaus doesn't want to live at Count Olaf's. Why do you think adoption is an important decision? Do you agree with what Mr Poe says in this chapter about giving Count Olaf 'more time'?</p> <p>Predict How do you think the children felt when they left the bank? Predict what the children will do to escape Count Olaf.</p> <p>Explain Why do you think the author talks directly to the reader at the start of each chapter?</p> <p>Retrieve What did Count Olaf order the children to do today? What did Klaus wish for? Why was Klaus reluctant to see Mr Poe? Where were the children forbidden to go? What three districts did the children walk through? What bank did Mr Poe work at? What does 'in loco parentis' mean according to Mr Poe? What's the difference between 'literally' and 'figuratively'?</p> <p>Summarise Summarise the chapter in no more than two sentences.</p>	<p>so far in a series of statements in chronological order. You must write a modal verb response sentence for each statement which gives an alternative event. E.g. 'The Baudelaire children became orphans when their parents were killed in a fire.'</p> <p>Underneath this, write the modal verb response sentence 'This would never have happened if Mr. and Mrs. Baudelaire had gone to the beach with their children.'</p>	<p>Write a conversation between the Baudelaire children about them solving a problem. It must include modal verbs.</p>	<p>Til your good is better, And your better, best.</p> <p>Once you have written the poem out, learn it off by heart.</p>	<p>uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw</p>
Other	<p>History</p> <p>Watch the learning clips and make notes about the jobs and schooling for a Victorian child. https://www.youtube.com/watch?v=aXOcArf8seg</p>	<p>Art</p> <p>Draw a picture of a traditional Victorian home then colour in using complementary colours. Take a look at these examples:</p>	<p>Computing</p> <p>Complete your hour of coding! https://studio.code.org/g/s/aquatic/stage/1/puzzle/1</p>	<p>Victorian Day</p> <p>Research what it would be like as a child to go to school in Victorian times.</p> <p>You can present your research in any format. You may choose a PowerPoint presentation, poster, diary entry, picture montage!</p>	<p>RE</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>





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<p>https://vimeo.com/27817973 https://www.bbc.co.uk/bitesize/clips/z73b4wx https://www.bbc.co.uk/bitesize/clips/zsdw2hv</p> <p>Read the website for extra information: http://www.primaryhomeworkhelp.co.uk/victorians/children/working.htm</p> <p>Write a diary entry as if you were a working child.</p>		<p>PSHE</p> <p>Take a look at this picture:</p>  <p>Create a list of ideas that the child could do to react in this situation.</p>		<p>Read through these bible verses. https://www.biblegateway.com/passage/?search=John%2021%3A1-19&version=NIV</p> <p>What are the parallels/similarities between the stories? E.g. The fire is a feature in both.</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.