



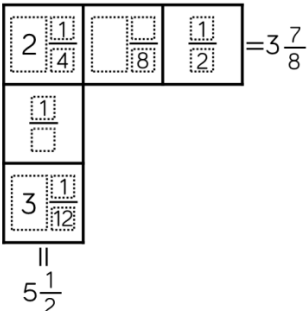
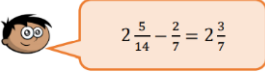
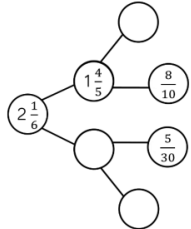
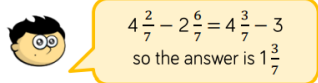

St Mary's C of E Primary School Dover

Week Beginning: 7.12.2020

Class: 6

Teacher: Miss Loges

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Complete these fluent in 5 questions day 1: https://www.jennettspark.bracknell-forest.sch.uk/wp-content/uploads/2020/03/Fluent-in-Five-Year-6-Week-11.pdf</p> <p>Watch the learning video: Add mixed numbers. https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</p> <p> $1\frac{1}{3} + 2\frac{1}{3} = 3 + \frac{2}{3} = 3\frac{2}{3}$ or $3\frac{2}{3}$ Add the fractions by adding the whole first and then the fractions. Give your answer in its simplest form. $3\frac{1}{4} + 2\frac{3}{4}$ $4\frac{5}{8} + 3\frac{3}{8}$ $2\frac{5}{12} + 2\frac{1}{3}$ $1\frac{2}{5} + 2\frac{1}{5} = \frac{7}{5} + \frac{17}{5} = \frac{24}{5} = 4\frac{4}{5}$ Add the fractions by converting them to improper fractions. $1\frac{1}{4} + 2\frac{3}{4}$ $2\frac{1}{5} + 1\frac{1}{5}$ $2\frac{1}{6} + 2\frac{2}{6}$ Add these fractions. $4\frac{2}{9} + 2\frac{1}{3}$ $\frac{17}{6} + 1\frac{1}{3}$ $\frac{15}{8} + 2\frac{1}{4}$ How do they differ from previous examples? </p>	<p>Complete these fluent in 5 questions day 2: https://www.jennettspark.bracknell-forest.sch.uk/wp-content/uploads/2020/03/Fluent-in-Five-Year-6-Week-11.pdf</p> <p>Watch the learning video: Add fractions. https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</p> <p> $1\frac{1}{2} + 2\frac{1}{6} = 3 + \frac{2}{6} = 3\frac{2}{6} = 3\frac{1}{3}$ Use Tommy's method to add the fractions. $3\frac{1}{2} + 2\frac{3}{8}$ $3\frac{4}{9} + 5\frac{2}{5}$ $12\frac{5}{12} + 2\frac{1}{7}$ Whitney is also adding mixed numbers. She converts them to improper fractions, adds them, and then converts them back to a mixed number. $1\frac{1}{2} + 2\frac{1}{6} = \frac{3}{2} + \frac{13}{6} = \frac{9}{6} + \frac{13}{6} = \frac{22}{6} = 3\frac{4}{6} = 3\frac{2}{3}$ Use Whitney's method to add the fractions. $3\frac{1}{2} + 2\frac{3}{8}$ $2\frac{1}{9} + 2\frac{2}{9}$ $2\frac{2}{5} + 2\frac{2}{5}$ $4\frac{3}{4} + 3\frac{11}{15}$ Jug A has $2\frac{3}{4}$ litres of juice in it. Jug B has $3\frac{5}{8}$ litres of juice in it. How much juice is there in Jug A and Jug B altogether? </p>	<p>Complete these fluent in 5 questions day 3: https://www.jennettspark.bracknell-forest.sch.uk/wp-content/uploads/2020/03/Fluent-in-Five-Year-6-Week-11.pdf</p> <p>Watch the learning video: Subtract mixed numbers. https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</p> <p> $1\frac{3}{4} - \frac{5}{8} = 1\frac{6}{8} - \frac{5}{8} = 1\frac{1}{8}$ Use this method to help you solve: $2\frac{2}{5} - \frac{3}{10}$ $1\frac{2}{3} - \frac{1}{6}$ $1\frac{5}{6} - \frac{7}{12}$ Use a number line to find the difference between $1\frac{2}{3}$ and $\frac{3}{10}$. $1\frac{2}{3} = 1\frac{4}{6}$ $\frac{3}{10} = \frac{1}{10}$ Use a number line to find the difference between: $3\frac{5}{6}$ and $\frac{1}{12}$ $5\frac{7}{9}$ and $\frac{1}{18}$ $2\frac{5}{9}$ and $\frac{11}{18}$ Solve: $1\frac{2}{3} - \frac{5}{6}$ $1\frac{3}{4} - \frac{7}{8}$ $2\frac{2}{3} - \frac{11}{18}$ </p>	<p>Complete these fluent in 5 questions day 4: https://www.jennettspark.bracknell-forest.sch.uk/wp-content/uploads/2020/03/Fluent-in-Five-Year-6-Week-11.pdf</p> <p>Watch the learning video: Subtract fractions. https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</p> <p> $3\frac{1}{4} - 1\frac{3}{4} = 2 + \frac{1}{4} - \frac{3}{4} = 2 - \frac{2}{4} = 2 - \frac{1}{2} = 1\frac{1}{2}$ Annie is calculating $3\frac{1}{4} - 1\frac{3}{4}$. I can't subtract the wholes and fractions separately because $\frac{1}{4}$ is less than $\frac{3}{4}$. I will exchange 1 whole for 4 quarters. $3\frac{1}{4} = 2\frac{5}{4}$ Use Annie's method to calculate: $3\frac{1}{8} - 1\frac{2}{8}$ $3\frac{1}{8} - 1\frac{1}{8}$ $3\frac{1}{8} - 1\frac{1}{5}$ $3\frac{1}{8} - 1\frac{2}{5}$ Amir is calculating $3\frac{2}{5} - 1\frac{7}{10}$. He converts the mixed numbers to improper fractions to subtract them. $3\frac{2}{5} - 1\frac{7}{10} = \frac{17}{5} - \frac{17}{10} = \frac{34}{10} - \frac{17}{10} = \frac{17}{10} = 1\frac{7}{10}$ Convert the mixed numbers to improper fractions to calculate: $4\frac{4}{5} - 1\frac{9}{10}$ $2\frac{3}{5} - 1\frac{1}{5}$ $3\frac{5}{12} - 1\frac{7}{9}$ $3\frac{5}{11} - 1\frac{2}{11}$ </p>	<p>Complete these fluent in 5 questions day 5: https://www.jennettspark.bracknell-forest.sch.uk/wp-content/uploads/2020/03/Fluent-in-Five-Year-6-Week-11.pdf</p> <p>Using everything you have learnt this week, work out these questions using your addition and subtraction knowledge.</p> <p> Alex has 5 bags of sweets. On Monday she eats $\frac{2}{5}$ of a bag and gives $\frac{1}{5}$ of a bag to her friend. On Tuesday she eats $1\frac{1}{5}$ bags and gives $\frac{2}{5}$ of a bag to her friend. What fraction of her sweets does Alex have left? Give your answer in its simplest form. Here is a vegetable patch. $\frac{1}{5}$ of the patch is for carrots. $\frac{2}{5}$ of the patch is for cabbages. What fraction of the patch is for carrots and cabbages altogether? What fraction of the patch is for potatoes? What fraction more of the patch is for potatoes than cabbages? Give your answers in their simplest form. The vegetable patch has an area of 80 m². What is the area covered by each vegetable? </p>

	<p>Jack and Whitney have some juice.</p> <p>Jack drinks $2\frac{1}{4}$ litres and Whitney drinks $2\frac{5}{12}$ litres.</p> <p>How much do they drink altogether?</p> <p>Complete this using two different methods.</p> <p>Which method do you think is more efficient? Why?</p>	<p>Each row and column adds up to make the total at the end.</p> <p>Use this information to complete the diagram.</p> 	<p>Amir is attempting to solve $2\frac{5}{14} - \frac{2}{7}$</p> <p>Here is his working out:</p>  <p>Do you agree with Amir? Explain your answer.</p>	<p>Complete the part-whole model.</p>  <p>Jack is calculating $4\frac{2}{7} - 2\frac{6}{7}$</p> <p>He adds $\frac{1}{7}$ to both numbers.</p>  <p>Explain why Jack is correct.</p>	<p>The mass of Annie's suitcase is $29\frac{1}{2}$ kg.</p> <p>Teddy's suitcase is $2\frac{1}{5}$ kg lighter than Annie's.</p> <p>How much does Teddy's suitcase weigh? How much do the suitcases weigh altogether?</p> <p>There is a weight allowance of 32 kg per suitcase.</p> <p>How much below the weight allowance are Annie and Teddy?</p> 
English	<p>Spelling Practise:</p> <p>Sincere Interfere Relevant Physical Secretary Triumphant Extravagant Elegant Important Constant</p> <p>Read chapter 7 and 8 of the book:</p>	<p>Spelling Practise:</p> <p>Sincere Interfere Relevant Physical Secretary Triumphant Extravagant Elegant Important Constant</p> <p>Watch the video clip: https://www.literacyshed.com/chaperon-rouge.html</p>	<p>Spelling Practise:</p> <p>Sincere Interfere Relevant Physical Secretary Triumphant Extravagant Elegant Important Constant</p> <p>Create a word bank of vocabulary and phrased you could use</p>	<p>Spelling Practise:</p> <p>Sincere Interfere Relevant Physical Secretary Triumphant Extravagant Elegant Important Constant</p> <p>Write your retelling of the story in the style of Lemony Snicket.</p>	<p>Spelling Test:</p> <p>Sincere Interfere Relevant Physical Secretary Triumphant Extravagant Elegant Important Constant</p> <p>Publish your story.</p> <p>You could choose to do this in a book</p>



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	<p>https://www.youtube.com/watch?v=QqvjqwIEgRA</p> <p>https://www.youtube.com/watch?v=HeovAiXMqOs</p> <p>Answer these questions:</p> <p>Chapter Seven and Chapter Eight</p> <p>Vocabulary: What does the word 'incentive' mean? Define 'raggedy'. What is a 'housewren'? What does it mean if you're 'struggling'? What does 'rugged' mean?</p> <p>Infer: Find and copy a sentence which shows Justice Strauss was excited for this play. How did Klaus think Count Olaf would react after he told him about what he knew from the book? How do you think Klaus felt when we pulled away the curtain?</p> <p>Predict: Predict what has happened to Sunny.</p> <p>Explain: Explain how the book-ended poem made Klaus feel scared. Why does the author repeat 'Vio found himself reading the same sentence over and over'?</p> <p>Believe: What type of book does practically no one like to read? What incentive did the children have to read the book? How did Klaus feel when his sister left the library? What did Klaus believe of his life? Why don't Klaus tell his siblings about the book? What did Klaus do with the great scrap of paper? What is the only legal requirement of marriage in this community?</p> <p>Summarise: Summarise these chapters in no more than two sentences.</p>	<p>Make a story board to sequence the key events of the story.</p>	<p>in your retelling of the story. Remember, we will be using describe don't tell style of writing.</p>	<p>Think carefully about the grammatical features you will include!</p>	<p>format with illustrations, on a computer or just written out in your neatest handwriting.</p>
Other	<p>History</p> <p>Watch the learning clip: https://www.bbc.com/teach/class-clips-video/history-ks1-ks2-thomas-barnardo/zky7pg8</p> <p>Read the information about Thomas Barnardo on this</p>	<p>Art</p> <p>Use your work from the last art lesson and create your own William Morris design that could be used as Christmas wrapping paper.</p>	<p>Computing</p> <p>Complete your hour of coding! https://studio.code.org/s/aquatic/stage/1/puzzle/1</p> <p>PSHE</p>	<p>Science</p> <p>Create a poster which includes everything you have learnt about electricity.</p> <p>You can be as creative as you like!</p>	<p>RE</p> <p>Watch the learning clip: https://www.youtube.com/watch?v=nleiAfrp2kY</p> <p>What was the good news? What did the good news create? What was Jesus teaching Christians?</p>



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	<p>website: https://www.kidadl.com/articles/dr-barnardo-ks2-everything-you-need-to-know</p> <p>Make a fact file about Dr Thomas Barnardo.</p>		<p>List all the characteristics of a good friend. Think of a time you were a good friend. Has there been a time where you were a bad friend? How could you have acted differently?</p> <p>Draw a picture to represent being a good friend.</p>		<p>Write a short paragraph about what the good news was for Christians.</p> <p>Write one paragraph about how some Christians share the teaching of good news in their lives today.</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.