

Dear Year 6, I hope you are keeping safe and active. I've been keeping busy with Jo Wick's workouts in the morning and I've also been making the most of spending some time in the garden! In maths this week we will look at volume and times tables; in art we will focus on textures and shading, and in English we will try a reading comprehension and Big Write.

Maths

Try this mixed times tables challenge to get warmed up!

Name:

Number Correct:

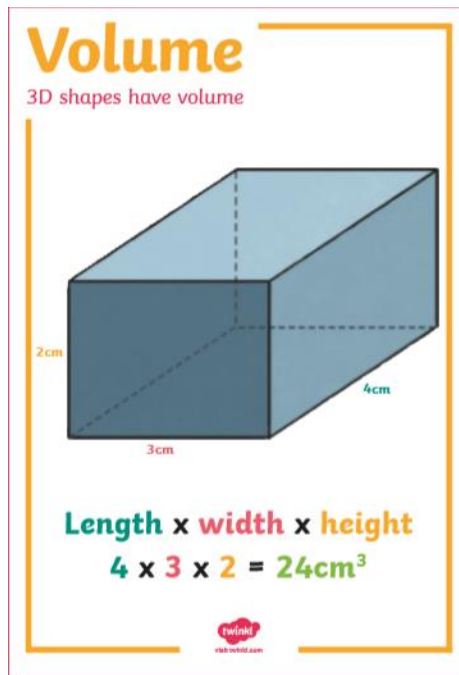
Time Taken:

Previous Score:



$1 \times 1 =$	$11 \times 12 =$	$10 \times 12 =$	$3 \times 5 =$	$1 \times 9 =$	$7 \times 1 =$
$1 \times 5 =$	$1 \times 2 =$	$2 \times 5 =$	$4 \times 1 =$	$2 \times 9 =$	$4 \times 5 =$
$3 \times 1 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$6 \times 1 =$	$3 \times 11 =$
$1 \times 4 =$	$4 \times 3 =$	$1 \times 3 =$	$11 \times 7 =$	$4 \times 9 =$	$3 \times 9 =$
$5 \times 1 =$	$8 \times 9 =$	$5 \times 5 =$	$8 \times 12 =$	$2 \times 7 =$	$5 \times 11 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$5 \times 3 =$	$9 \times 7 =$	$7 \times 5 =$	$7 \times 7 =$	$7 \times 9 =$	$10 \times 5 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$8 \times 11 =$
$9 \times 1 =$	$9 \times 3 =$	$3 \times 10 =$	$9 \times 9 =$	$4 \times 7 =$	$8 \times 7 =$
$11 \times 9 =$	$6 \times 8 =$	$6 \times 11 =$	$10 \times 7 =$	$10 \times 9 =$	$10 \times 11 =$
$11 \times 1 =$	$11 \times 3 =$	$11 \times 5 =$	$2 \times 3 =$	$4 \times 11 =$	$8 \times 5 =$
$12 \times 5 =$	$12 \times 12 =$	$5 \times 4 =$	$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$
$2 \times 1 =$	$8 \times 3 =$	$6 \times 7 =$	$1 \times 12 =$	$1 \times 10 =$	$7 \times 3 =$
$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$	$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$
$11 \times 4 =$	$3 \times 4 =$	$5 \times 9 =$	$12 \times 2 =$	$2 \times 4 =$	$1 \times 6 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$	$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$
$5 \times 2 =$	$10 \times 2 =$	$12 \times 1 =$	$5 \times 8 =$	$3 \times 6 =$	$7 \times 11 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$	$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$
$7 \times 2 =$	$9 \times 2 =$	$2 \times 10 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$9 \times 8 =$	$12 \times 8 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$7 \times 12 =$	$10 \times 10 =$	$12 \times 6 =$	$7 \times 10 =$	$4 \times 8 =$	$10 \times 8 =$

When trying to find the volume of a shape you need to multiply the length, width and height together (don't forget the unit of measurement! – mm, cm, m).

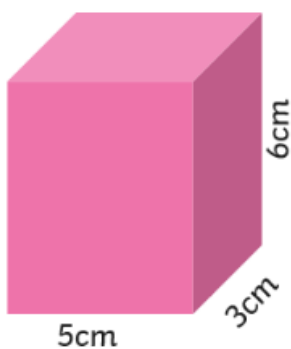


Using the example above, can you solve the questions below?

Use the formula length \times width \times height to calculate the volume of a cuboid.

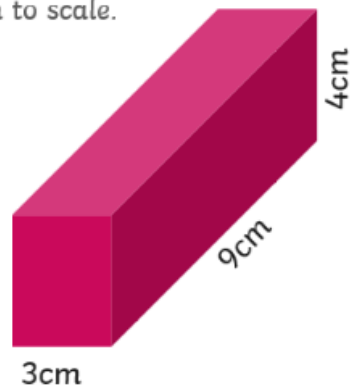
Calculate the volume for each of these cuboids.

Not drawn to scale.



$$\square \times \square \times \square = \square \text{ cm}^3$$

Not drawn to scale.

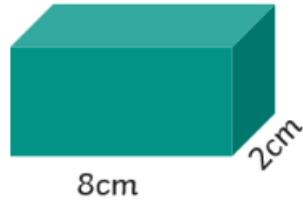


$$\square \times \square \times \square = \square \text{ cm}^3$$

Use the formula $\text{length} \times \text{width} \times \text{height}$ to calculate the volume of a cuboid.

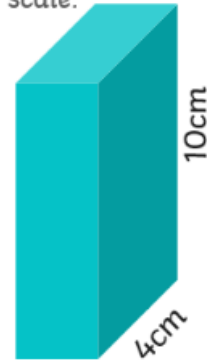
Calculate the missing values for each of these cuboids

Not drawn to scale.



$$8 \times 2 \times \square = 64\text{cm}^3$$

Not drawn to scale.



$$\square \times 4 \times 10 = 120\text{cm}^3$$

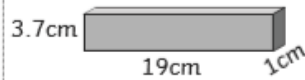
Calculate the volume of the following cuboids.

1.



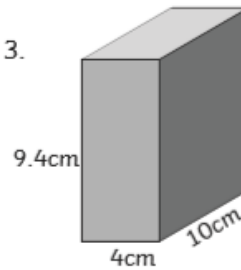
Volume =

2.



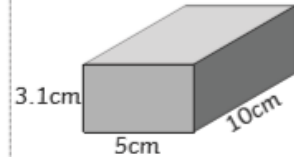
Volume =

3.



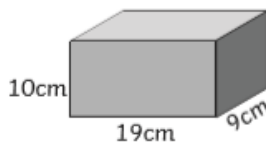
Volume =

4.



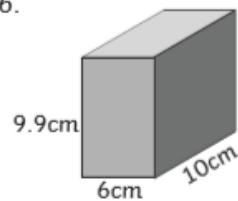
Volume =

5.



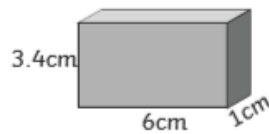
Volume =

6.



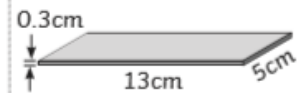
Volume =

7.



Volume =

8.



Volume =

Reading

“This is Carole giving a huge shout out to the Octopus Club. The ‘Inflatable Challenge’ will start in ten minutes on the Lido Deck.”

“Nan, come and watch us!” Beth shouted with excitement.

Rose smiled and grabbed her mobile so she could take photographs of Beth and Ben. This holiday was a once-in-a-lifetime adventure and she wanted them to remember every second of it, but suddenly the tannoy changed. **5**

“This is your Captain speaking, please return to your cabins immediately to collect your life jacket, warm clothing, a hat and shoes. Then go to your Muster Station. Do not run. Do not panic. Follow the emergency procedures.”

Beth blinked and looked around. Did she really just hear the Captain? The emergency alarm sounded. Holidaymakers began moving off the sun-loungers and gazing around at each other as they moved towards their cabins. Rose held the hands of Beth and Ben and pulled them carefully towards the stairs while her mind raced. **10**

Rose walked purposefully down the corridor and into their cabin. Without speaking, the children pulled on their socks and shoes and put on their hooded coats before grabbing their life jackets. Rose tried to stop her hands from shaking as she knotted Ben’s laces and pulled her own hooded fleece and rain-mac over her head. They could hear the sound of someone crying in a cabin above them and this made Ben panic. **15**

Rose tried to smile brightly as she ushered them out of their cabin. “I’m sure the Inflatable Challenge will be on later so don’t worry, but first we have another challenge and this is a really fun adventure.”

Beth held Ben’s hand and joined in with the ‘challenge’ story.

“Do you remember the emergency drill we did on the first day? We all put on our life jackets and gathered at our Muster Station,” Beth said to her brother. **20**

“What’s Mustard Station?” asked Ben.

“Not mustard, it’s muster!” Beth said.

“It’s where we gather ready to join the lifeboats,” Rose added.

Ben's eyes grew huge and scared, "Gonna go lifeboats?" 30

"I don't know," Rose said swallowing hard. "We're about to find out."

As they reached their Muster Station, instead of being taken to the lifeboats, the passengers were directed through the staff doorways and down white, metal stairs to the staff decks. Some passengers were crying and they all looked worried. This was not an exciting adventure. 35

"Please sit on the floor next to the wall here," said the staff member who looked calm, but serious. He called out passengers' names and crossed off cabin numbers, radioing confirmation to the Captain's bridge.

"What's happening?" Beth asked, her lower lip trembling.

"We have three small pirate boats nearby. It is very rare for pirates to attack cruise ships, but ships like ours have a silent alarm to connect us to the closest ship that can help us and until then, the safety of the ship, the passengers and the staff is the Captain's sole concern." 40

Beth looked around at the other passengers, unable to take it in.

Everyone looked at each other in stunned silence. Without warning, the ship turned sharply in one direction as everyone leant to the right and then it swung to the opposite direction throwing everyone back to their initial position. Sitting on the shiny floor with nothing to hold on to made balance impossible. This zigzagging lasted for some time and Beth understood the sensation of seasickness. Then loud shouts from the ship's crew could be heard on the radio. 50

Ben clung to Rose and she tried to calm him. There were enough passengers on this corridor who were crying and several children and babies were clearly terrified. One mother attempted a group sing-along of 'Ten Green Bottles', but most passengers did not want to be distracted. They wanted to know how this was going to end. The staff were constantly on their walkie-talkies and still the shouting could be heard and the ship continued to zigzag until, at last, there was news. 55

"The Captain has made contact with the navy and they are coming to our rescue. We are being escorted to safety right now. Please remain where you are until the Captain gives further announcements." 60

"Nan," began Beth nervously, "are we okay?"

Rose couldn't stop her hand from shaking; an involuntary reaction to the shock. "Yes darling, we're okay."

Ⓐ Where was the Inflatable Challenge taking place?

Tick **one**. [1]

At the Octopus Club

At Carole's

On the Lido deck

Along the corridor

Ⓑ What are the **four** items that passengers had to take to the Muster Station? [1]

Ⓒ What made Ben panic when he was in the cabin?

Tick **one**. [1]

He wanted to do the Inflatable Challenge.

He heard someone crying.

He had to put his warm clothes on.

He was scared of the lifeboats.

Ⓓ Find and copy **one** sentence that shows the holiday was no longer enjoyable. [1]

Ⓔ Ben is three years old. Find **three** examples in the text to support this. [3]

Ⓕ What is the main purpose of a Muster Station?

Tick **one**. [1]

A place to read information

A place to find the Captain

A place to store life jackets

A place to meet

Ⓖ Why does Rose tell Ben a 'challenge' story?

Tick **one**. [1]

To make Ben walk faster towards the Muster Station

To distract Ben to stop him from being upset

To give Ben something to look forward to later on

To give Rose something to focus on

Ⓕ Write down **three** things that you are told about the pirates. [3]

Ⓖ Why does the ship zigzag? [1]

Ⓙ We are being **escorted** to safety right now.

Tick the word below which is closest in meaning to the word *escorted* in this sentence.

Tick **one**. [1]

accompanied

isolated

ignored

sailed

Ⓚ How does Beth change from the beginning of the story to the end? [1]

- Ⓐ On the Lido deck. [1]
- Ⓑ All correct for 1 mark: life jacket / warm clothing / a hat / shoes. [1]
- Ⓒ He heard someone crying. [1]
- Ⓓ *This was not an exciting adventure.* [1]
- Ⓔ 1 mark each for any three, with an example to support it: Ben doesn't speak in proper sentences, e.g. "*Gonna go lifeboats?*" / Ben confuses his words, e.g. "*Mustard Station*" / Ben needs help tying his laces, e.g. *as she knotted Ben's laces* / Ben needs to hold hands, e.g. *Beth held Ben's hand.* [3]
- Ⓕ A place to meet. [1]
- Ⓖ To distract Ben to stop him from being upset. [1]
- Ⓗ 1 mark each for any three: There are *three pirate boats* / The pirates are *nearby* / They are in small boats / Pirate attacks on cruise ships are rare. [3]
- Ⓘ A ship that is zigzagging makes it a moving target and means it is harder to catch, board or attack. [1]
- Ⓙ accompanied [1]
- Ⓚ Beth begins the story excited and happy. At the end she is nervous and needs reassurance. [1]

Writing

For this week's Big Write we are revisiting the very first Big Write we looked at in Year 5!

Think about the following questions:

Where does the pathway lead? What is at the end?

Can you use the 5 senses to describe the picture? If your character discovered this place, what would they be able to see, smell, hear, taste and touch?

Try to think of story ideas and build a bank of vocabulary before you start to help you with your descriptive writing.

Check out the next page for some information about relative clauses – can you include them in your writing?



For this week's writing focus we are looking at relative clauses. We are first introduced to relative clauses in year 5, but it is something we must continue to practise in year 6.

Can you try and include some relative clauses in your sentences? Don't forget to include your relative pronouns! Use the information below to support you.

What is a relative clause?

A **relative clause** is a specific type of **subordinate clause** that adapts, describes or modifies a noun.

Relative clauses **add information to sentences by using a relative pronoun** such as who, that or which.

Relative pronoun	Noun that the pronoun refers to
who	Refers to a person
which	Refers to an animal, place or thing
that	Can refer to a person, place or thing

The relative clause is used to add information about the noun, so it must be 'related' to the noun.

Here are some examples of relative clauses (in purple):

She lives in Worcester, which is a cathedral city.

That's the girl who lives near school.

I don't like the clown that has a bright red nose.

I am cross with the cat, which has pooped in the garden.

Rachel liked the new chair, which was very comfortable.

A relative clause can also be an **embedded clause** if it is positioned in the middle of a sentence, for example:

My gran, who is 82, still goes swimming every day.

Jamie, who scored the winning goal, was congratulated by his team.

Art & Design

Tonal Shading

Remember to have the following equipment ready for this task:

HB pencil, eraser and a sharpener



Using an HB pencil, shade each box with the required tone, copying the box above.



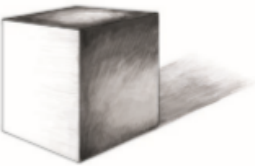
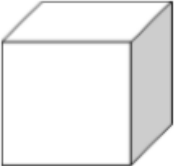

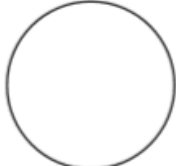
Think about the pressure you apply with the pencil and the direction of your lines. You can also make your shading appear smoother by blending the pencil with your finger or the edge of an eraser.

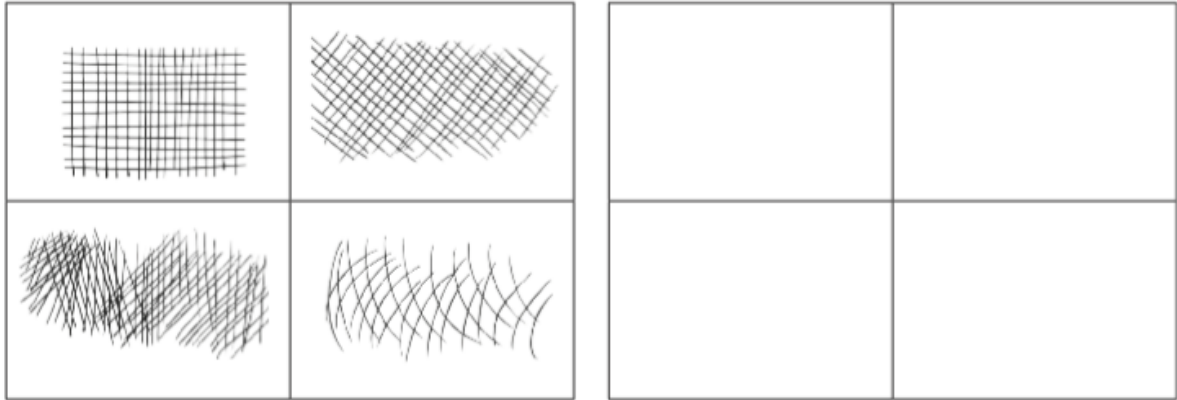
Now try to use cross-hatching to achieve tone. Copy the direction of lines in each box using a pencil.

Using tone on a 3D object

Your next task is to use tone to make an object appear 3D.

- Remember to shade in the direction of the shape.
- Use an eraser to achieve a highlight and a heavier pressure to achieve a shadow beneath the sphere.
- Think about where the light is shining on your object and where the shadow needs to be.

<p>Example of a tonal shaded cube:</p> 	<p>Now copy the image of the shaded cube in the blank example below:</p> 	<p>Example of a tonal shaded sphere:</p> 	<p>Now copy the image of the shaded sphere in the blank example below:</p> 
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Now give three top tips you would tell another aspiring artist when they are learning how to use tone successfully:

1. _____
2. _____
3. _____

Extension Activity – Tone

Now you have had practice using tone and cross-hatching, your next task is to use either technique to add a range of tone, shadows and highlights to each template.

Can you find any of these objects in the classroom to draw from?

