Year 6 Home Learning

15.11.21 - Monday

Maths

1) Convert these mixed numbers to improper fractions:

$2\frac{1}{4}$ $\qquad\qquad\qquad$ $3\frac{3}{5}$

2) Convert these improper fractions to mixed numbers:

$\frac{16}{5}$ $\qquad\qquad\qquad$ $\frac{18}{7}$

1) Convert these mixed numbers to improper fractions:

$$2\frac{1}{4} = \frac{9}{4}$$

$$3\frac{3}{5} = \frac{18}{5}$$

$$2 \times \frac{4}{4} = \frac{8}{4} \qquad \frac{8}{4} + \frac{1}{4}$$

$$3 \times \frac{5}{5} = \frac{15}{5} \qquad \frac{15}{5} + \frac{3}{5}$$
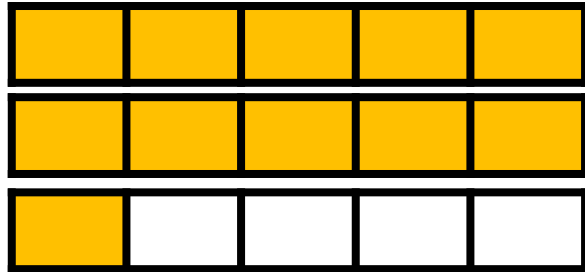
2) Convert these improper fractions to mixed numbers:

$$\frac{16}{5} = 3\frac{1}{5}$$
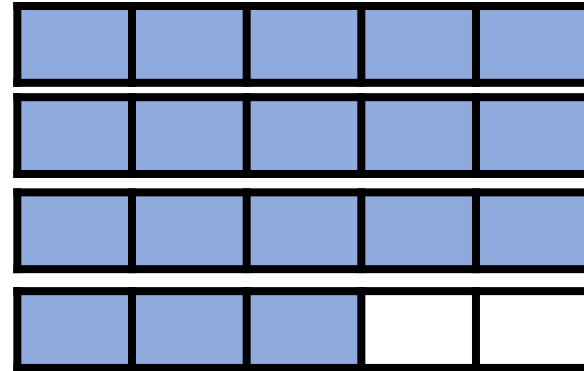
$$\frac{18}{7} = 2\frac{4}{7}$$

I'm going to convert them both to improper fractions first

$$2\frac{1}{5} = \frac{11}{5} \qquad\qquad 3\frac{3}{5} = \frac{18}{5}$$
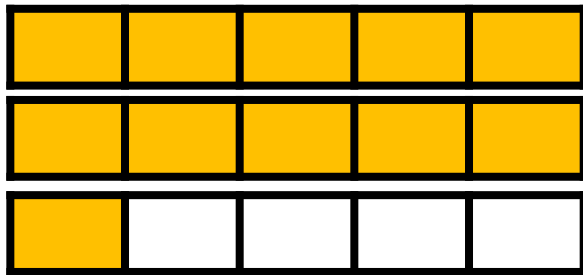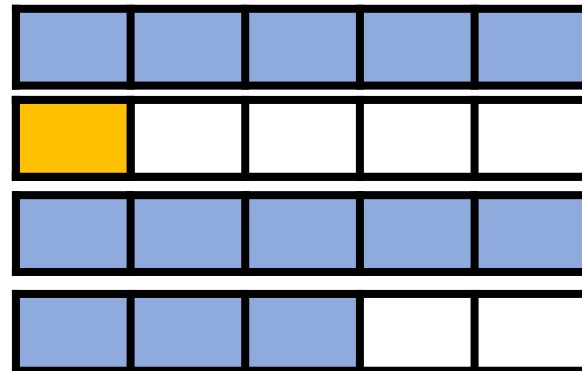
$$2\frac{1}{5} + 3\frac{3}{5} = \frac{29}{5} \text{ or } 5\frac{4}{5}$$

I'm going to add my whole numbers and fractions separately.

$$2 + 3 = 5 \qquad\qquad \frac{1}{5} + \frac{3}{5} = \frac{4}{5}$$

$$2\frac{1}{5} + 3\frac{3}{5} = 5\frac{4}{5}$$

Whose method do you prefer? Why?

Have a think

$$3\frac{1}{4} + 4\frac{5}{12} =$$
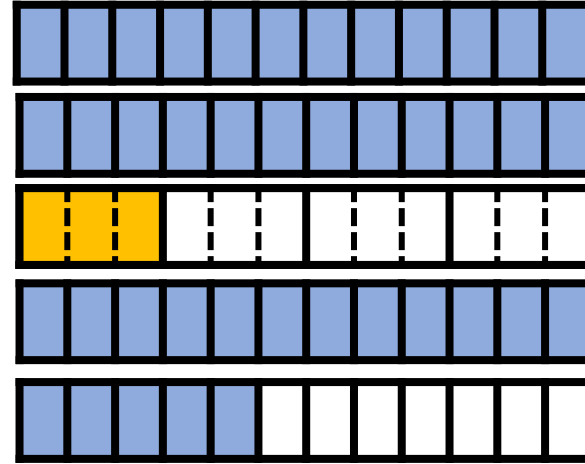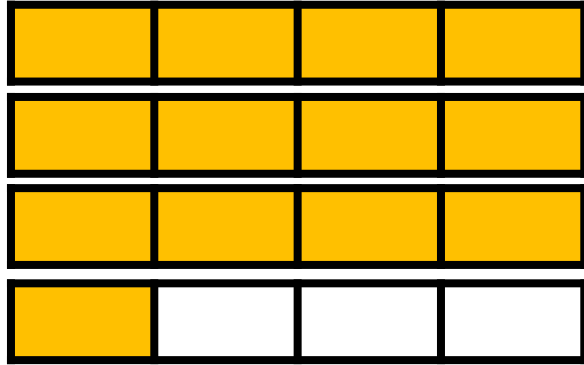
$$3 + 4 = 7$$

$$\times 3 \begin{array}{c} \frac{1}{4} + \frac{5}{12} \\ \frac{3}{12} \end{array}$$

$$\frac{3}{12} + \frac{5}{12} = \frac{8}{12}$$

$$3\frac{1}{4} + 4\frac{5}{12} = 7\frac{8}{12}$$

$$3 + 4 = 7$$

$$\times 3 \begin{array}{c} \dfrac{1}{4} + \dfrac{5}{12} \\[6pt] \dfrac{3}{12} \end{array}$$
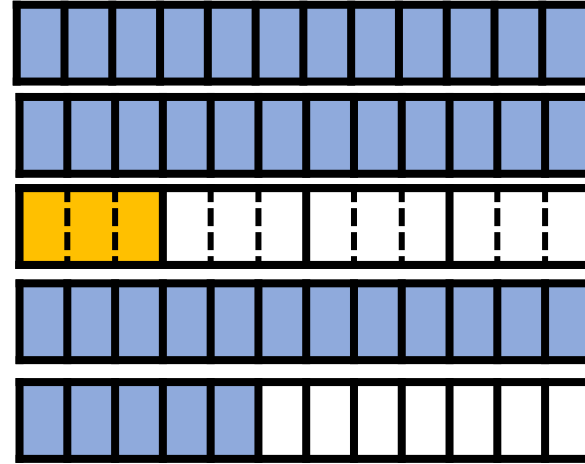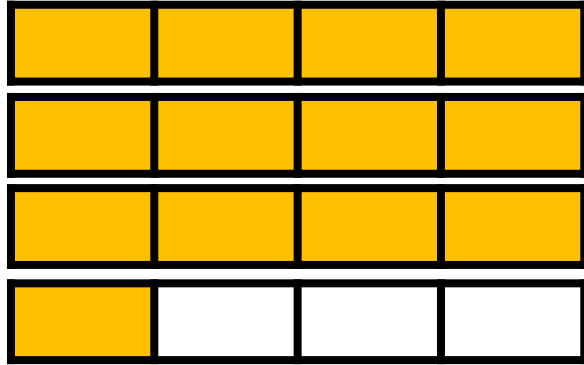
$$\frac{3}{12} + \frac{5}{12} = \frac{8}{12}$$

Have a go at questions
1 - 2 on the worksheet

$$2\frac{1}{4} + 1\frac{7}{8} =$$

$$2 + 1 = 3 \qquad \frac{1}{4} = \frac{2}{8} \qquad \frac{2}{8} + \frac{7}{8} \qquad 3\frac{9}{8}$$

$$2\frac{1}{4} = \frac{9}{4} \qquad 1\frac{7}{8} = \frac{15}{8} \qquad \frac{18}{8} + \frac{15}{8} \qquad \frac{33}{8} = 4\frac{1}{8}$$

Have a think ❚❚

$$2\frac{1}{4} + 1\frac{7}{8} =$$
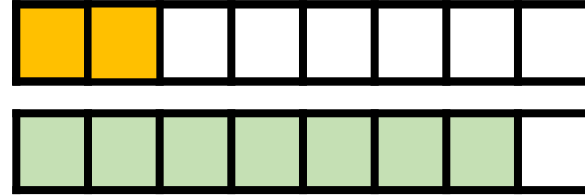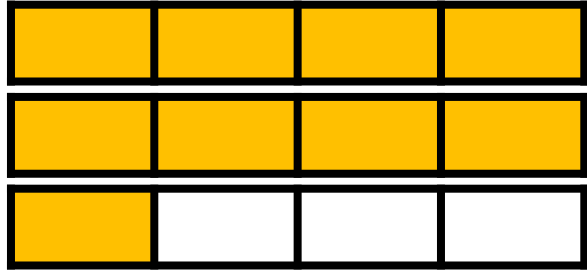
Have a go at questions
3 - 6 on the worksheet and the rest
of the worksheet

Add mixed numbers

1 Teddy and Mo are adding mixed numbers.

Teddy: $3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$

Mo: $3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$

Whose method do you prefer? _____

Talk about it with a partner.

2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \boxed{}$

b) $2\frac{2}{5} + 2\frac{3}{10} = \boxed{}$

c) $1\frac{3}{4} + 3\frac{3}{20} = \boxed{}$

e) $4\frac{1}{4} + 2\frac{11}{16} = \boxed{}$

d) $1\frac{3}{16} + 4\frac{3}{4} = \boxed{}$

f) $1\frac{4}{15} + 3\frac{2}{3} = \boxed{}$

3

Ron: $2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$

How can Ron improve his answer?

_____

_____

4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \boxed{}$

b) $3\frac{2}{3} + 2\frac{7}{12} = \boxed{}$

c) $5\frac{1}{6} + 3\frac{11}{12} = \boxed{}$

d) $6\frac{7}{15} + 3\frac{3}{5} = \boxed{}$

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5 A blue ribbon is $2\frac{4}{9}$ metres long.
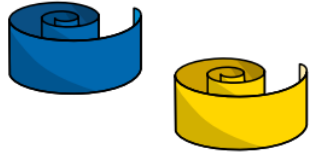
A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

$\boxed{}$ m

b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?

$\boxed{}$ m

6 Calculate the perimeter of the triangle.

$8\frac{4}{7}$ cm

$3\frac{2}{7}$ cm

$6\frac{11}{14}$ cm
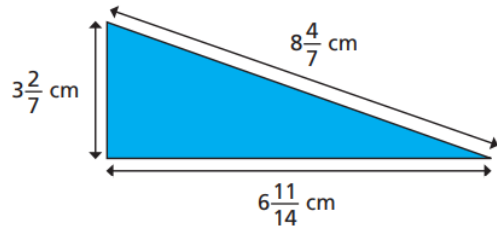
$\boxed{}$ cm

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7 Complete the calculation in three different ways.

$\boxed{}\dfrac{\boxed{}}{5} + \boxed{}\dfrac{\boxed{}}{15} = 6 + \dfrac{11}{15} = \boxed{}$

$\boxed{}\dfrac{\boxed{}}{5} + \boxed{}\dfrac{\boxed{}}{15} = 6 + \dfrac{11}{15} = \boxed{}$

$\boxed{}\dfrac{\boxed{}}{5} + \boxed{}\dfrac{\boxed{}}{15} = 6 + \dfrac{11}{15} = \boxed{}$

Compare answers with a partner.

8 Here are some number cards.

| $3\frac{1}{6}$ | $2\frac{11}{12}$ | $2\frac{5}{6}$ | $3\frac{5}{6}$ | $4\frac{1}{12}$ | $4\frac{1}{3}$ |
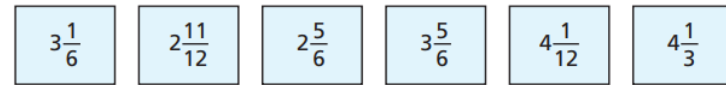
a) What is the greatest total you can make with two cards?

$\boxed{}$

b) What is the smallest total you can make with two cards?

$\boxed{}$

Name:_____

Times Tables Rock Stars

8

Times Tables

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#		#		#	
1	$8 \times 4 =$ _____	21	$8 \times 7 =$ _____	41	$9 \times 8 =$ _____
2	$8 \times 10 =$ _____	22	$8 \times 11 =$ _____	42	$10 \times 8 =$ _____
3	$8 \times 7 =$ _____	23	$8 \times 2 =$ _____	43	$11 \times 8 =$ _____
4	$8 \times 9 =$ _____	24	$8 \times 1 =$ _____	44	$3 \times 8 =$ _____
5	$8 \times 11 =$ _____	25	$8 \times 9 =$ _____	45	$10 \times 8 =$ _____
6	$8 \times 12 =$ _____	26	$8 \times 8 =$ _____	46	$9 \times 8 =$ _____
7	$8 \times 9 =$ _____	27	$8 \times 11 =$ _____	47	$9 \times 8 =$ _____
8	$8 \times 10 =$ _____	28	$8 \times 10 =$ _____	48	$2 \times 8 =$ _____
9	$8 \times 12 =$ _____	29	$8 \times 3 =$ _____	49	$12 \times 8 =$ _____
10	$8 \times 2 =$ _____	30	$8 \times 1 =$ _____	50	$12 \times 8 =$ _____
11	$8 \times 11 =$ _____	31	$10 \times 8 =$ _____	51	$6 \times 8 =$ _____
12	$8 \times 8 =$ _____	32	$9 \times 8 =$ _____	52	$5 \times 8 =$ _____
13	$8 \times 6 =$ _____	33	$3 \times 8 =$ _____	53	$3 \times 8 =$ _____
14	$8 \times 6 =$ _____	34	$10 \times 8 =$ _____	54	$2 \times 8 =$ _____
15	$8 \times 1 =$ _____	35	$2 \times 8 =$ _____	55	$12 \times 8 =$ _____
16	$8 \times 10 =$ _____	36	$5 \times 8 =$ _____	56	$9 \times 8 =$ _____
17	$8 \times 12 =$ _____	37	$3 \times 8 =$ _____	57	$3 \times 8 =$ _____
18	$8 \times 12 =$ _____	38	$12 \times 8 =$ _____	58	$10 \times 8 =$ _____
19	$8 \times 4 =$ _____	39	$10 \times 8 =$ _____	59	$4 \times 8 =$ _____
20	$8 \times 11 =$ _____	40	$11 \times 8 =$ _____	60	$7 \times 8 =$ _____

Time taken

:

⏱ 3 minute time limit ⏱

Score

60

What's your rock status?

WANNABE
< 18 correct in 3 mins

GARAGE ROCKER
18-19 correct in 3 mins

BUSKER
20-21 correct in 3 mins

GIGGER
22-24 correct in 3 mins

UNSIGNED ACT
25-29 correct in 3 mins

BREAKTHROUGH ARTIST
30-35 correct in 3 mins

SUPPORT ACT
36-44 correct in 3 mins

HEADLINER
45-59 correct in 3 mins

ROCK STAR
All correct in ≤ 3mins

ROCK LEGEND
All correct in ≤ 2min

ROCK HERO
All correct in ≤ 1 min

TIMES TABLES ROCK STARS

Guided Reading
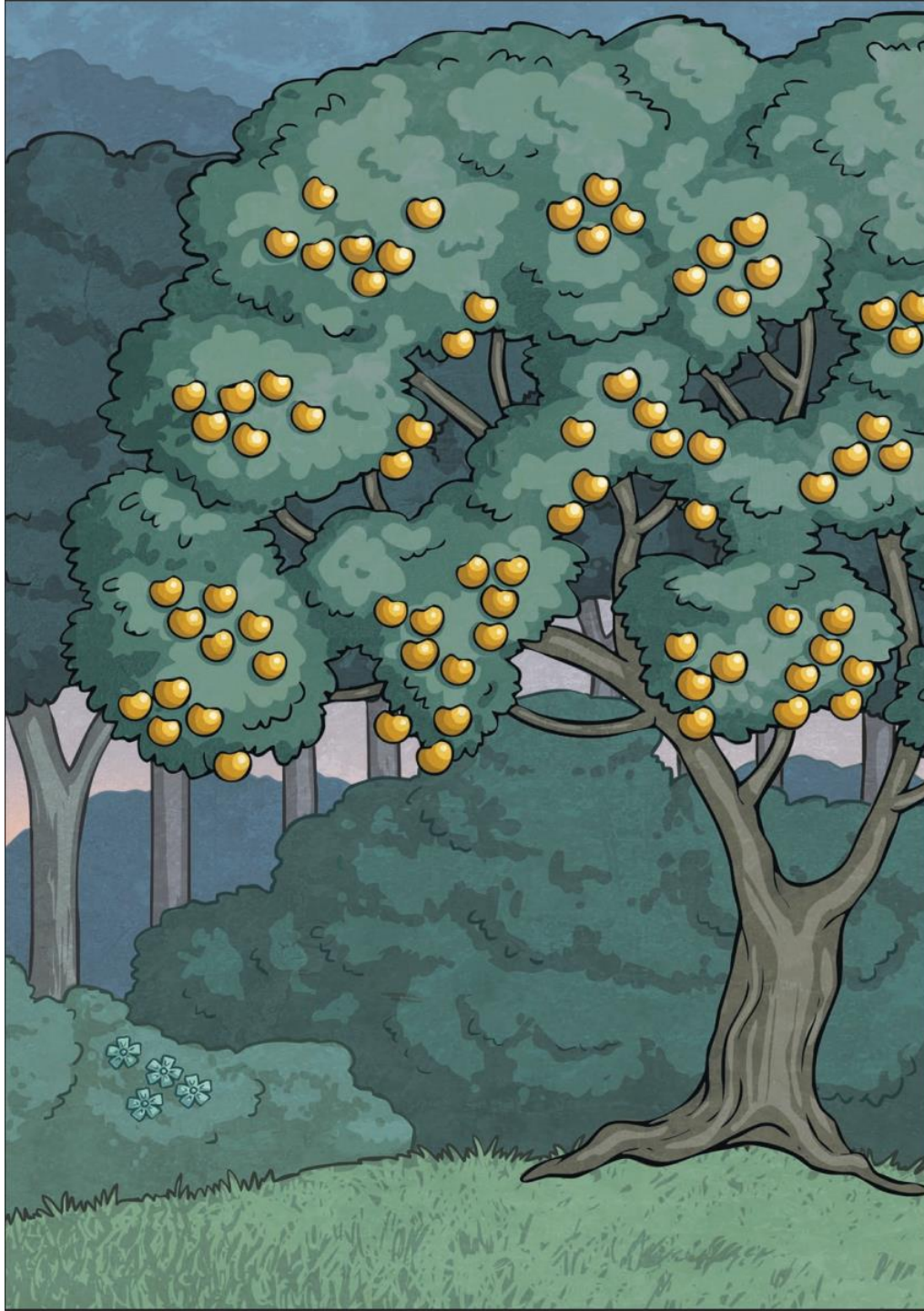
Chapter 1

Many years ago, there lived a rich and powerful tsar. Tsar Vislav had three sons, each very different to the other two. Tsar Vislav had something else precious to him too. In the glorious grounds which surrounded his great palace, there was a beautiful orchard. Within this orchard stood one tree that was more special than all of the others because it bore apples of pure gold.

The tsar delighted in strolling in this orchard, gazing upon the apples as they grew plumper day by day, and finally, he would pick them. Only he was permitted to pick the ripened golden apples, and should a golden apple fall to the ground while the tsar was not present, he allowed only Erik, his trusted old gardener, to pick it up and bring it to him immediately.

One day, to Tsar Vislav's horror, his guards brought him news that a golden apple had gone missing from his beloved golden

apple tree. The tsar was filled with rage to think that someone had dared to steal one of his apples, and his anger was directed towards his guards for the breach of security. "This must never happen again!" bellowed the tsar. "The culprit must be caught and punished. Bring me my sons and my gardener."

The group gathered in the orchard and as Erik the gardener approached, the tsar could see that he was holding a glowing feather. It looked a little like the feather of a peacock, but it was the colour of a blazing fire and he held it delicately at the tip as it appeared to be alight. "Your Majesty," bowed Erik. "This clue tells us who has taken your golden apple – it was the firebird! I had thought the existence of such a creature was just a legend, but I found this feather by the orchard wall and it can only have come from a firebird."

The tsar's two oldest sons sniggered at this, although they stared at the burning feather, obviously intrigued.

"Whoever is taking my golden apples must be caught," declared the tsar. "I will give half of my kingdom to the person who brings the thief to me!"

Dmitry, the tsar's oldest son, was quick to jump at a chance like this. "I shall keep watch in the orchard tonight, Father, and I will bring you the thief by dawn."

The tsar did not look convinced by this. He knew all too well that Dmitry usually had little motivation to do anything other than drink fine wines and play cards with his friends, but he agreed nevertheless.

At sunset, young Dmitry arrived in the orchard. He was wrapped up warmly, ready for the cold night ahead, and he settled himself under the apple tree, full of determination.

Dmitry had been partying the night before, and inevitably he found this boring night watch extremely dull. His eyelids grew heavy and though he jolted

himself awake a couple of times, it was not long before he fell into a deep sleep. He snored loudly, and the next sound he heard was the sound of his father's voice wailing in disbelief.

"How can you have let this happen?" the tsar cried. Dmitry rose to his feet but he knew straight away that he had failed to stay awake and that the thief had taken another of his father's apples.

The following night, it was the turn of the middle son, Vasily, to catch the thief. He was not particularly concerned with gaining half of his father's kingdom; he was a dreamer and an extremely talented musician. Although he enjoyed his comfortable life in the palace, he had no desire to become richer. He brought with him to the garden a delicious range of nuts and treats and a flute to help the time pass more quickly. Vasily did much better than his older brother had done as, at half past two in the morning, he was still dancing and playing lively tunes around the orchard. However, by three o'clock in the morning, he was slumped in an exhausted heap beneath his father's treasured tree. At some time between three and six in the morning, therefore, the thief must have struck again, because at six o'clock a very disappointed tsar stormed into the orchard and woke Vasily with a sharp poke in the ribs with his flute! To make matters worse for poor Vasily, his nuts and treats had also disappeared.

"Surely it is my turn now," exclaimed Ivan, the youngest son, as he met with his father later that day. "I should be allowed my chance to catch the thief."

"I see no point, Ivan," replied the tsar. "You are a good boy but you are still so young and foolish. Why would you be able to catch the thief when both your brothers have failed?"

"Well, I can assure you…" began the strong-willed prince, but his father was already waving him away, with a look of annoyance on his face.

Ivan made up his mind to keep watch that night in the orchard. At first, he settled himself beneath the apple tree but it soon became obvious to him that he was far too comfortable there and that he would surely fall asleep just as his brothers had done. He decided, therefore, to climb up into the branches and to keep watch from there.

The night felt long and, at times, Ivan longed to close his eyes just for a minute. However, he resisted and he was duly rewarded, for at about half past three, the whole orchard suddenly lit up with a soft rosy-orange hue. Ivan was sure that the sunrise had already arrived! He felt a sensation of warmth on his cheeks as he gazed upwards and saw the most remarkable sight.

The thief had come indeed and, as the gardener had suspected, it was the firebird. Its enormous plumes were glowing brightly in the sky, shining with a mixture of yellows, reds and oranges.

Although Ivan's instinct was to gape in wonder at this glorious beast, he quickly stretched out to grab the firebird as it reached with its arrow-like beak for one of the valuable fruits.

The firebird let out a huge squawk and frantically beat its wings in an attempt to fly upwards, away from Ivan's purposeful grasp.

The almighty bird was just too powerful for Ivan and it managed to escape, leaving Ivan holding a gleaming feather.

Comprehension

Answer these questions about Chapter 1 of Firebird.

Part A

1. Who is allowed to pick the golden apples from the tree? Tick one.

   ○ only the tsar

   ○ the tsar and the gardener

   ○ anyone, so long as they bring it to the tsar immediately

2. Why was the tsar angry with his guards?

   _____

3. Why does the gardener hold the firebird's feather 'delicately at the tip'?

   _____

4. Why is Dmitry quick to offer to catch the thief?

   _____

5. Why did Dmitry fall asleep so quickly? Give two reasons.

   _____

   _____

6. Why did Vasily bring his flute and nuts and treats along for his night watch?

   _____

   _____

7. If something was stolen from your school packed lunch, how would you react? How would you feel?

   _____

   _____

Comprehension

1. What information can we gather from the text about Erik?

   _____

   _____

2. How would you describe Vasily, the middle son, based on evidence from the text?

   _____

   _____

3. Why does the tsar not want Ivan to try to catch the thief?

   _____

   _____

4. Which of these statements about Ivan is not true? Justify your answer with evidence from the text.

   ○ Ivan is strong-willed.

   ○ Ivan has slow reactions.

   ○ Ivan is disobedient.

   _____

   _____

   _____

   _____

   _____

5. How would you describe the tsar, based on evidence from the text?

_____

_____

_____

6. Which phrase tells you that Ivan was determined not to let go of the firebird?

_____

Challenge Task

Write questions that you would like to ask Ivan at the end of the first chapter.

_____

_____

_____

_____

_____

English

English Sequence – Beowulf – Newspaper Report – Phase 1

Watch the entire video from start to finish.
https://www.youtube.com/watch?v=QKjcoFZmKuA&t=848s

- Did Beowulf have a choice to fight the dragon? Think about the themes of fate & destiny
- Why did he go in alone?
- Was Beowulf a good role model?

What if?
Complete the sentences below using your own imagination.

If the Geats had convinced their leader to avoid the challenge.
If Beowulf refused to fight the dragon.
If Beowulf had taken more men with him.

R.E

To understand how Hindus show their commitment to ahimsa through acts of service.

I can describe what ahimsa means to Hindu people.
I can explain the work of the charity 'Sewa UK'.
I can connect the work of the charity to the Hindu concept of ahimsa.

Ahimsa is about harmlessness but it is also about serving others generously.

Discuss the following questions:

When was the last time somebody did something kind for you?
Why do you think the person performed the act of kindness?
Do people need to have a motive to perform a kind act?

Who do these quotes belong to?

You must be the change you wish to see in the world.

Non-violence is a weapon of the strong.

I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.

In a gentle way you can shake the world.

Gandhi

Gandhi was a Hindu who believed in and was committed to non violence. Another important idea to Gandhi was that of 'sewa'.

Sewa

Sewa is a selfless service to humanity.

Service to God may include worship.

Service to humans may include giving money to charity or looking after those in need.

Sewa

Acts of sewa towards humans may be big, small, loud, quiet but must always be selfless – acts of kindness without expectation of anything in return.

Can you think of a big, small, loud, quiet act of sewa?

Charities

What charities do you know?

Which ones were religious charities?

In Hindu communities, sewa is often seen as part of dharma (duties).

Task

Using the information sheet you are going to research 'Sewa UK' and answer the following questions.

- What sort of projects is Sewa UK involved in?
- Would someone who supported Sewa UK be carrying out an act of sewa?
- Why might a Hindu support this charity?
- What do you think 'Service to Humanity is Service to God mean?'
- What is good about this charity?
- Would somebody who is not a Hindu support this charity? Why?

In the ancient Indian language of Sanskrit, Sewa means Service.

SEWA - Selfless Efforts for Welfare of All.

Sewa UK is a humanitarian organization which started in 1991. Sewa, involves performing an act of kindness without expectation of reward. It is performed selflessly and without ulterior motive. As a concept, Sewa is embedded in Indian traditions, and is actively promoted by different cultures and faiths – as the core belief is the same – to sacrifice your time and resources for the benefit of others without expectation of anything in return

Sewa UK is committed to working in the following areas:
1. Relief and rehabilitation following a disaster
2. Support and promote projects that cater for People with Disabilities (PWDs)
3. Projects in Healthcare, Women empowerment, Educations and Child Welfare

They limit their fundraising to disasters and humanitarian tragedies in India. Whilst, they would like to extend their reach to other parts of the world that require expertise and funding, they've worked with partners in India, and have built strong relationships. They believe their experience and understanding of India is the reason why people donate money to their appeals. Because of this, they've decided to focus on India. They fund programmes that provide immediate relief, rehabilitation and ultimately help to rebuild devastated communities by funding education and healthcare related projects.

Since 2010, Sewa UK have supported major projects to help people with disabilities. For example,
- A residential school – help children with disability gain get an education
- A treatment centre for children with Cerbral Palsy and disability
- Cochlea Pune for hearing and speech has been a growing charitable trust who specialise in supporting deaf children from the age of 0 through to 6 years.

Total spend for these projects has been in excess of £1.1million