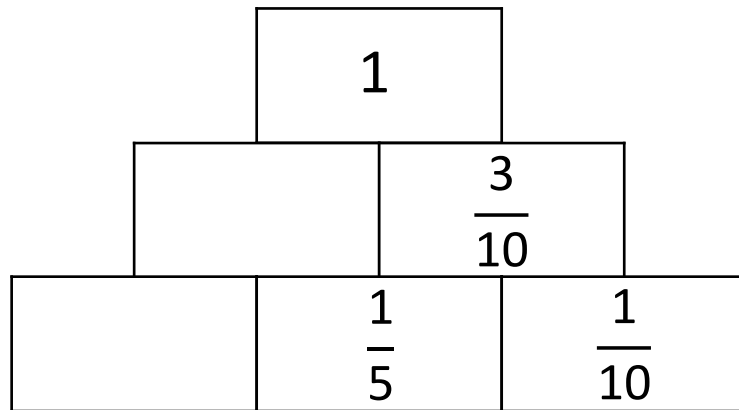# Year 6 Home Learning

18.11.21 - Thursday

# Maths

1) $3\frac{3}{5} - \frac{2}{5} =$

2) $\frac{5}{9} - \frac{1}{3} =$
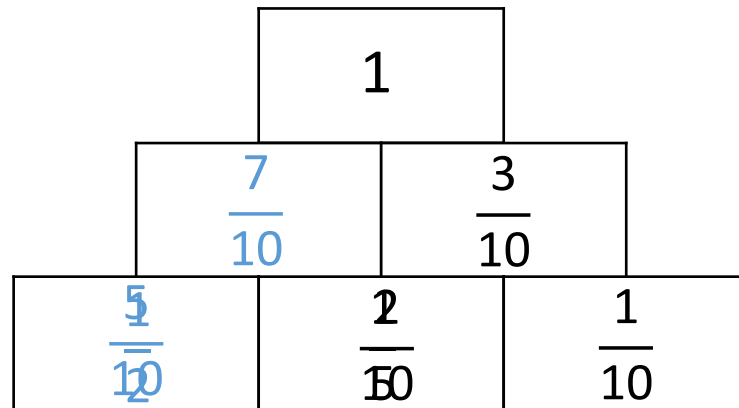
3) Complete the addition pyramid – a number is the sum of the two numbers below it.

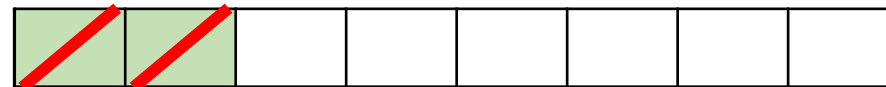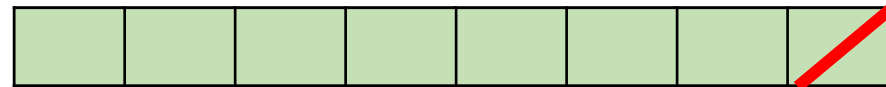| | 1 | |
|---|---|---|
| | | $\frac{3}{10}$ |
| | $\frac{1}{5}$ | $\frac{1}{10}$ |

1) $3\frac{3}{5} - \frac{2}{5} = 3\frac{1}{5}$
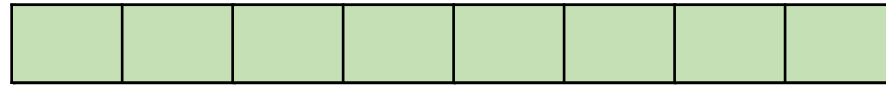
2) $\frac{5}{9} - \frac{1}{3} = \frac{5}{9} - \frac{3}{9} = \frac{2}{9}$

3) Complete the addition pyramid – a number is the sum of the two numbers below it.

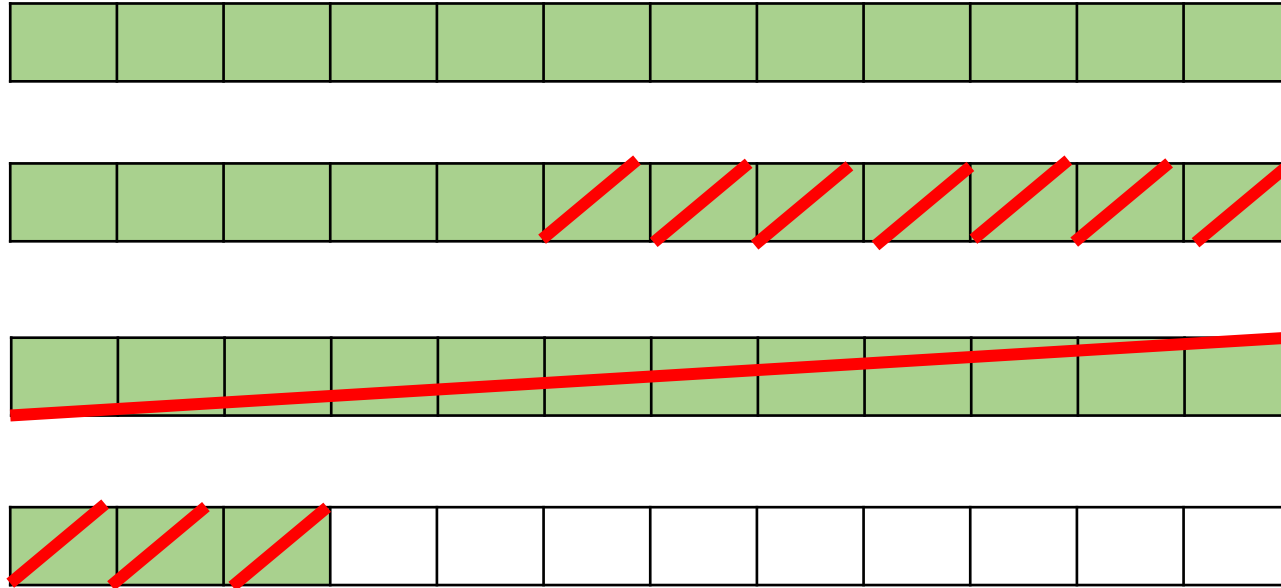|  | 1 |  |
|---|---|---|
|  | $\frac{7}{10}$ | $\frac{3}{10}$ |
| $\frac{5}{10}$ | $\frac{2}{10}$ | $\frac{1}{10}$ |

$$2\frac{1}{4} - \frac{3}{8} = 1\frac{7}{8}$$

$$\times 2 \quad 2\frac{2}{8}$$

$$\frac{18}{8} - \frac{3}{8} = \frac{15}{8}$$

$$3\frac{1}{4} - 1\frac{5}{6}$$

$$\times 3 \quad \times 2 \quad = 1\frac{5}{12}$$

$$3\frac{3}{12} - 1\frac{10}{12}$$
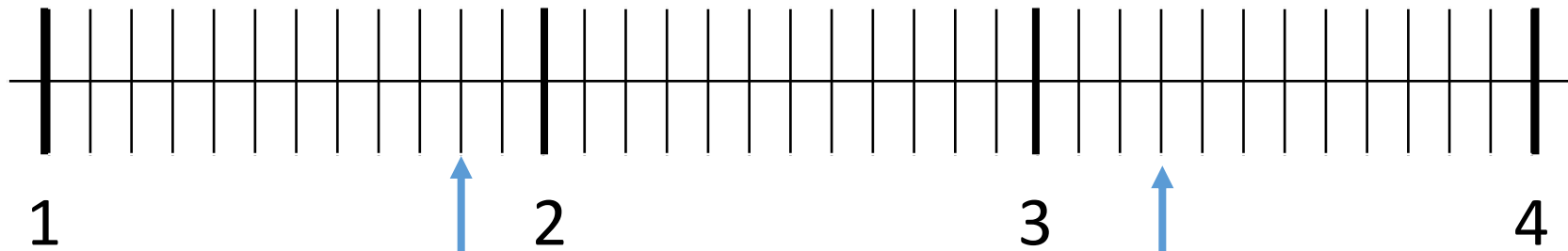


$$\frac{39}{12} - \frac{22}{12} = \frac{17}{12} = 1\frac{5}{12}$$

$$3\frac{1}{4} - 1\frac{5}{6}$$

$\times 3$    $\times 2$

$$3\frac{3}{12} - 1\frac{10}{12}$$

$+\frac{2}{12}$    $+1$    $+\frac{3}{12}$



1    2    3    4

$1\frac{10}{12}$    $3\frac{3}{12}$

$$\frac{2}{12} + \frac{3}{12} + 1 = 1\frac{5}{12}$$

$$2\frac{1}{4} - 1\frac{7}{10}$$

$\times 5$ $\qquad$ $\times 2$

$$2\frac{5}{20} - 1\frac{14}{20}$$

$+\frac{6}{20}$ $\qquad$ $+\frac{5}{20}$



1 $\qquad$ 2
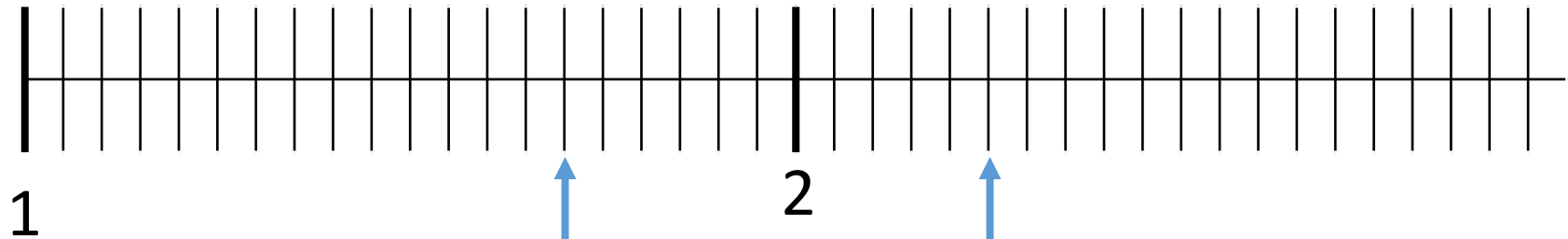
$1\frac{14}{20}$ $\qquad$ $2\frac{5}{20}$

$$\frac{6}{20} + \frac{5}{20} = \frac{11}{20} \qquad\qquad \frac{45}{20} - \frac{34}{20} = \frac{11}{20}$$

Have a go at questions
1 - 4 on the worksheet

$$3 - \frac{3}{5}$$



$2\frac{2}{5}$

$$3 - \boxed{\phantom{4}}\,1\frac{4}{5} = 1\frac{1}{5}$$

Have a think ⏸
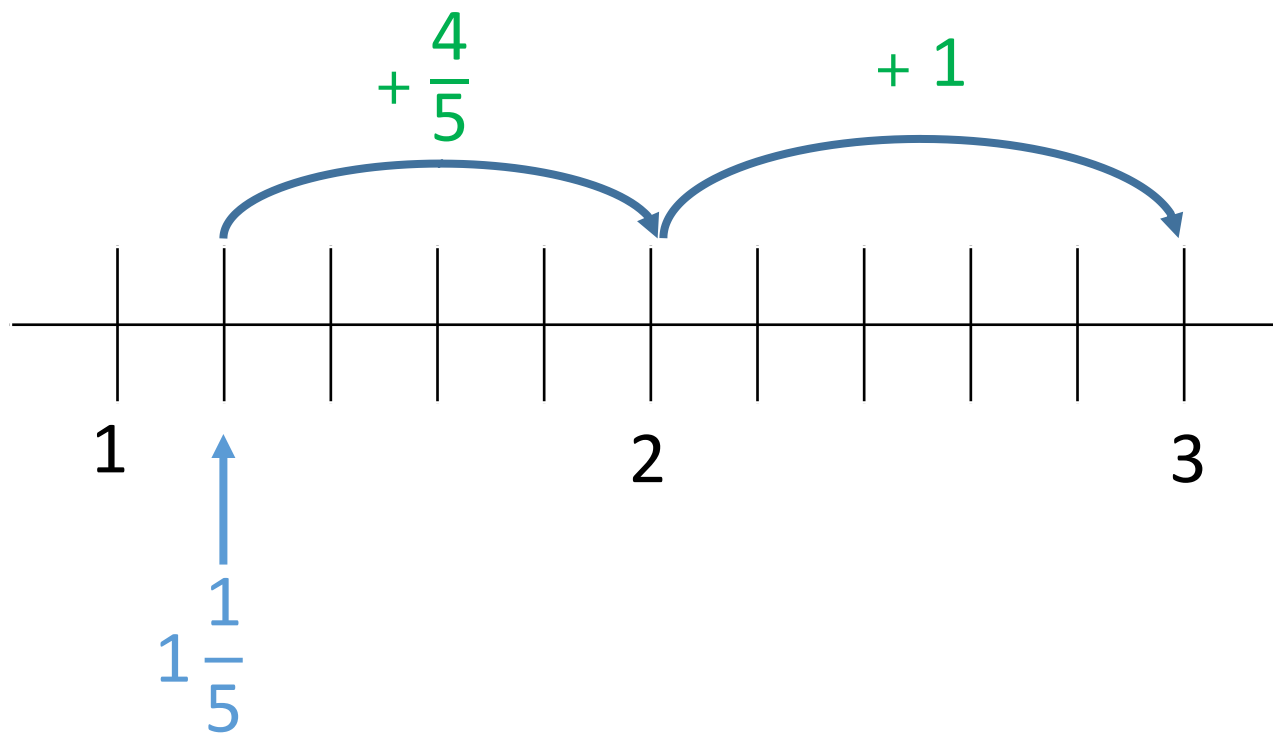
Dexter runs $1\frac{2}{3}$ km on Monday.

He runs $3\frac{1}{4}$ km on Tuesday.

How much further does he run on Tuesday?

Have a think

$$3 \frac{1}{4} - 1 \frac{2}{3}$$

$\times 3$      $\times 4$

$$3 \frac{3}{12} - 1 \frac{8}{12}$$
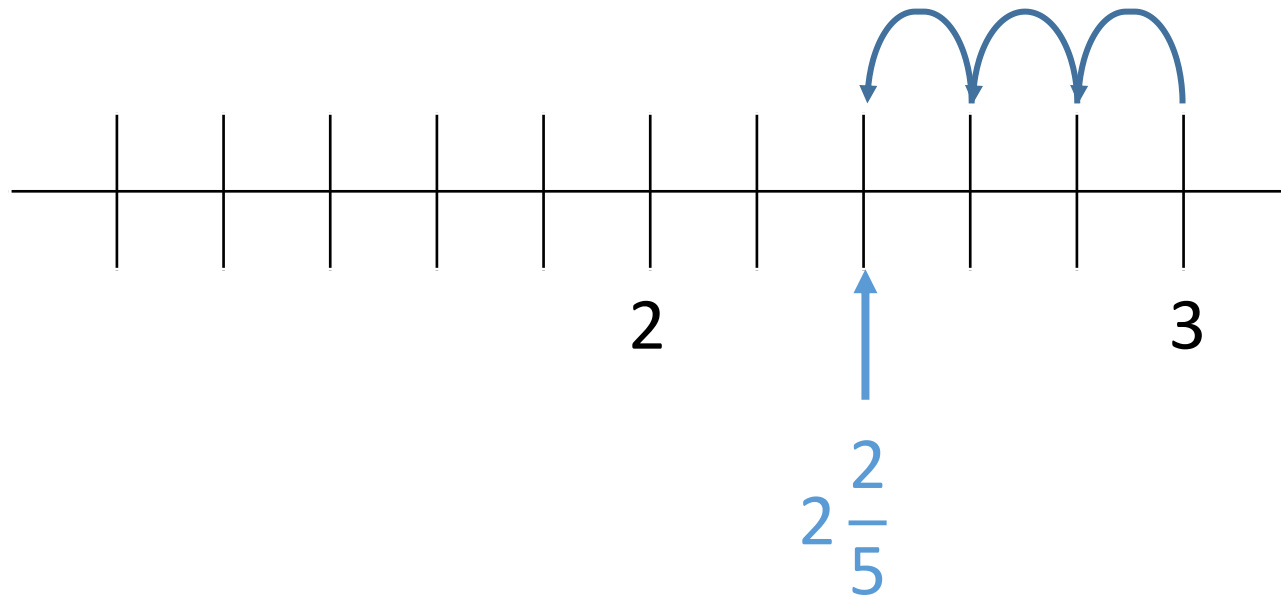
$+ \frac{4}{12}$          $+ 1 \frac{3}{12}$

2

$1 \frac{8}{12}$          $3 \frac{3}{12}$

Dexter runs $1 \frac{7}{12}$ km further on Tuesday.

$$3\frac{1}{4} - 1\frac{2}{3}$$

$\times\,3$ $\qquad$ $\times\,4$
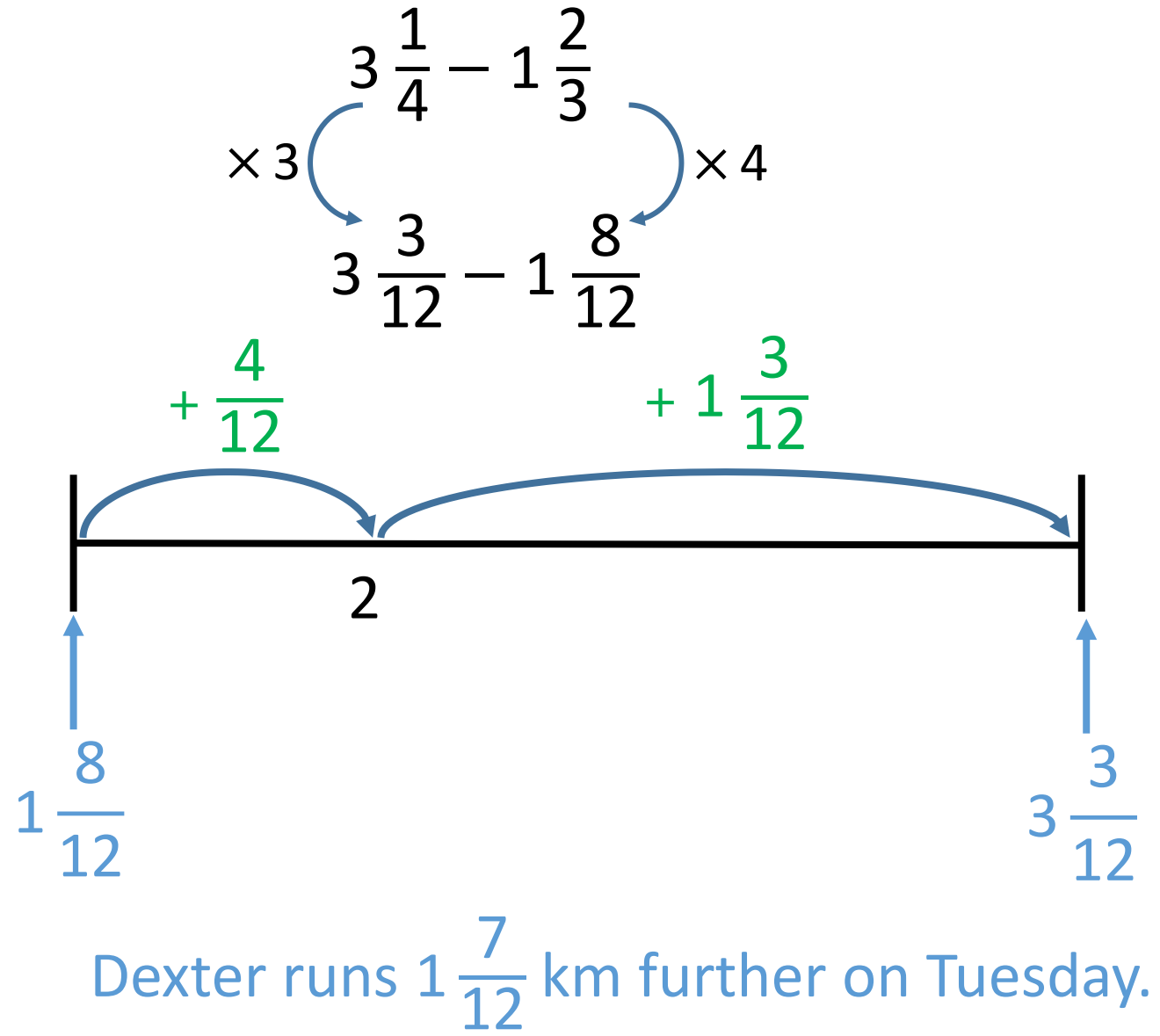
$$3\frac{3}{12} - 1\frac{8}{12}$$

$$\frac{39}{12} - \frac{20}{12} = \frac{19}{12} = 1\frac{7}{12}$$

Dexter runs $1\frac{7}{12}$ km further on Tuesday.

Have a go at the rest of the questions on the worksheet

Name:_____

## Times Tables
## Rock Stars

**8**
## Times Tables

Licensed to East Ayton Primary School

| 1 | 8 × 11 = _____ | 21 | 8 × 8 = _____ | 41 | 48 ÷ 8 = _____ |

**Time taken**

:

⏱ 3 minute time limit ⏱

| 2 | 8 × 3 = _____ | 22 | 8 × 11 = _____ | 42 | 64 ÷ 8 = _____ |
| 3 | 8 × 2 = _____ | 23 | 8 × 4 = _____ | 43 | 8 ÷ 8 = _____ |
| 4 | 8 × 12 = _____ | 24 | 8 × 12 = _____ | 44 | 88 ÷ 8 = _____ |

**Score**

**60**

| 5 | 8 × 12 = _____ | 25 | 8 × 8 = _____ | 45 | 16 ÷ 8 = _____ |
| 6 | 8 × 8 = _____ | 26 | 8 × 5 = _____ | 46 | 56 ÷ 8 = _____ |
| 7 | 8 × 4 = _____ | 27 | 8 × 6 = _____ | 47 | 80 ÷ 8 = _____ |

**Add up your time**

**Mins**

S1 _____
S2 _____
S3 _____
S4 _____
Total _____

| 8 | 8 × 5 = _____ | 28 | 8 × 5 = _____ | 48 | 24 ÷ 8 = _____ |
| 9 | 8 × 8 = _____ | 29 | 8 × 6 = _____ | 49 | 40 ÷ 8 = _____ |
| 10 | 8 × 12 = _____ | 30 | 8 × 6 = _____ | 50 | 88 ÷ 8 = _____ |
| 11 | 8 × 12 = _____ | 31 | 24 ÷ 8 = _____ | 51 | 88 ÷ 8 = _____ |

**Secs**

S1 _____
S2 _____
S3 _____
S4 _____
Total _____

| 12 | 8 × 4 = _____ | 32 | 16 ÷ 8 = _____ | 52 | 40 ÷ 8 = _____ |
| 13 | 8 × 12 = _____ | 33 | 64 ÷ 8 = _____ | 53 | 96 ÷ 8 = _____ |
| 14 | 8 × 3 = _____ | 34 | 80 ÷ 8 = _____ | 54 | 8 ÷ 8 = _____ |
| 15 | 8 × 1 = _____ | 35 | 16 ÷ 8 = _____ | 55 | 40 ÷ 8 = _____ |

**Add up your score**

S1 _____
S2 _____
S3 _____
S4 _____
Total _____

| 16 | 8 × 1 = _____ | 36 | 96 ÷ 8 = _____ | 56 | 16 ÷ 8 = _____ |
| 17 | 8 × 11 = _____ | 37 | 88 ÷ 8 = _____ | 57 | 16 ÷ 8 = _____ |
| 18 | 8 × 8 = _____ | 38 | 88 ÷ 8 = _____ | 58 | 96 ÷ 8 = _____ |
| 19 | 8 × 1 = _____ | 39 | 96 ÷ 8 = _____ | 59 | 72 ÷ 8 = _____ |
| 20 | 8 × 7 = _____ | 40 | 56 ÷ 8 = _____ | 60 | 24 ÷ 8 = _____ |

**1** Complete the diagrams to show the subtractions.

**a)** $2\frac{1}{4} - \frac{3}{4} = \boxed{\phantom{xx}}$
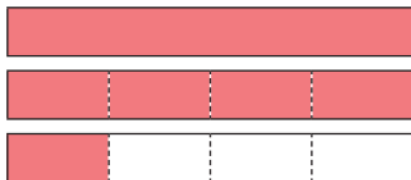
**b)** $3\frac{2}{5} - \frac{3}{5} = \boxed{\phantom{xx}}$
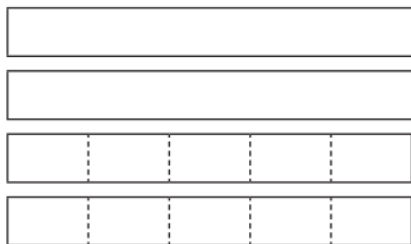
**2** Draw a diagram to represent $3\frac{1}{6} - \frac{5}{6}$

Complete the calculation. $3\frac{1}{6} - \frac{5}{6} = \boxed{\phantom{xx}}$

**3** Complete the calculation.

$2\frac{2}{3} - 1\frac{2}{9} = \boxed{\phantom{xx}}$

You can use the diagrams to help you.
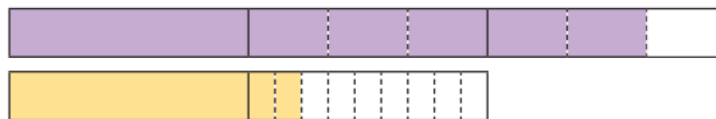
Did you use the same method as your partner?

**4** Complete the calculations.

**a)** $5\frac{3}{4} - 1\frac{3}{8} = \boxed{\phantom{xx}}$  **c)** $6\frac{1}{5} - 1\frac{3}{4} = \boxed{\phantom{xx}}$

**b)** $4\frac{7}{20} - 2\frac{7}{10} = \boxed{\phantom{xx}}$  **d)** $6\frac{5}{6} - 4\frac{2}{9} = \boxed{\phantom{xx}}$

**5** Complete the calculations.

**a)** $8 - \frac{1}{4} = \boxed{\phantom{xx}}$  **b)** $8\frac{1}{8} - \frac{1}{4} = \boxed{\phantom{xx}}$

$8 - 1\frac{1}{4} = \boxed{\phantom{xx}}$  $8\frac{1}{8} - 1\frac{1}{4} = \boxed{\phantom{xx}}$

$8 - \boxed{\phantom{xx}} = 3\frac{3}{4}$  $8\frac{1}{8} - \boxed{\phantom{xx}} = 2\frac{7}{8}$

$8 - \boxed{\phantom{xx}} = 3\frac{1}{4}$  $8 \boxed{\phantom{xx}} - 3\frac{1}{4} = 5\frac{5}{8}$
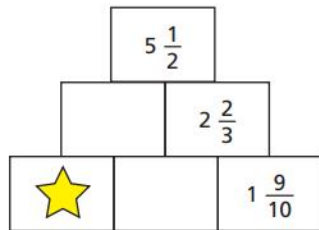
**6** Filip has $4\frac{2}{5}$ kg of potatoes.

He has $2\frac{3}{4}$ kg of carrots.

How much heavier are the potatoes than the carrots?

_____

**7** What is the difference between A and B?

A       B

999                  1,001

**8** In this addition pyramid, a number is the sum of the two numbers below it.

$5\frac{1}{2}$

$2\frac{2}{3}$

⭐         $1\frac{9}{10}$

Work out the value of the star.

**9** The table shows the distance each child lives from the park.

| Name | Annie | Brett | Teddy | Huan | Eva |
|---|---|---|---|---|---|
| Distance from park | | $3\frac{1}{4}$ km | | $4\frac{1}{10}$ km | |

Eva: I live $\frac{9}{10}$ km nearer to the park than Brett does.

Teddy: I live $2\frac{1}{5}$ km nearer to the park than Huan does.

Annie: I live 750 m nearer to the park than Teddy does.

Complete the table.

Use the space below to show your workings.

# Guided Reading

Use the Firebird text from Monday's PDF to support you.

# Summarise Chapter 1

**Part A**

Can you sum up the main points of what you have read? Complete the following sentence starters to develop this skill.

In the first paragraph of the chapter, we are told that _____

_____

The characters that appear in this chapter are _____

_____

The main thing that happens in this chapter is _____

_____

At the end of the chapter _____

_____

If I had to give this chapter a name, I would call it _____

because _____

If I had to sum up what happens in this chapter in under ten words, I would say _____

_____

| **Key words to help you:** |
| firebird, brothers, tsar, golden apples, catch, thief. |

# Summarise Chapter 1

**Part B**

Write a précis for the following section of text. A précis is a summary of a longer text.

Read through the passage, check you understand it and then underline the most important information. (Remember to look up any words you are not sure about.) Next, look at this important information and use this to help you write sentences for your précis. Work on one paragraph at a time.

Your précis should be about a quarter/a third of the length of the original text below.

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 not been able to?"

"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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

**Challenge Task**

Write a prediction of what you think will happen in Chapter 2.

Think about these things to help you:

Who will catch the firebird?

How will they catch the firebird?

Will they catch the firebird in the next chapter?

Who will be the main character in the next chapter?

_____

_____

_____

_____

English

# Year 6 Grammar Revision



Main and Subordinate Clauses
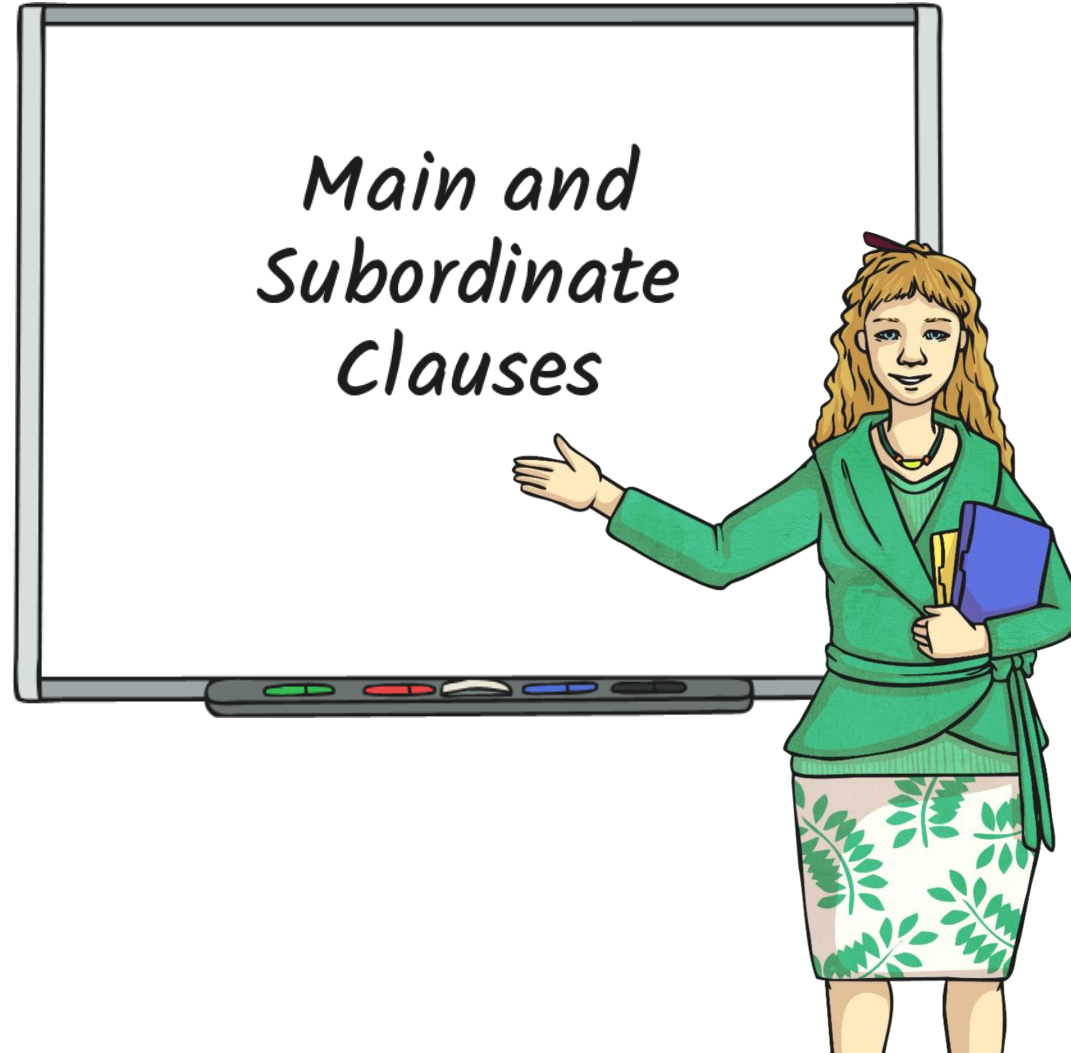
# Main Clauses: The Rules

A **main clause** is a group of words that contains a **verb** and a **subject** which makes **complete sense on its own**. Main clauses could also be called **simple sentences**.

Can you spot the verbs and subjects in these main clauses?

Karina swam fifty lengths.

The classroom was empty.

The family were trekking.

# Subordinate Clauses: The Rules

A **subordinate clause** is a group of words that is **dependant** on the main clause because it **doesn't make sense on its own**. When main clauses and subordinate clauses are used together to form a sentence, it is called a **complex sentence**.

Can you spot the main clauses and subordinate clauses?

The girls fed the ducks
before they walked around the lake.

The windmill sails turned quickly
because it is very windy today.
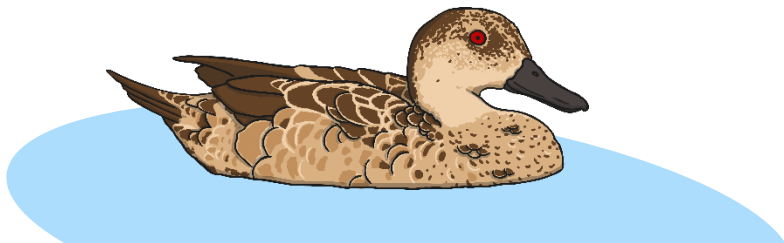
# Subordinate Clauses: The Rules

**Subordinate clauses** can often start with a **subordinating conjunction**.

after

though

because

so that

before

until

while

provided

if

since

once

even though

whether

unless

although

when

as

# Subordinating Conjunctions

Creating complex sentences by using subordinate clauses that begin with a subordinating conjunction.

| I | | S | A | W | | A | | W | A | B | U | B |

is an acronym to help you remember the first letters of some of the most important subordinating conjunctions.

| If | Since | As | When | Although |

| While | After | Before | Until | Because |

# Subordinate Clauses: The Rules

*Where in a sentence?*

In the sentences we've looked at so far, the subordinate clauses have been **after** the main clause e.g.

The snow was thick on the ground because it had snowed heavily.

The children laughed happily as snowballs flew.

Subordinate clauses don't always have to be after the main clause.

# Subordinate Clauses: The Rules

*Where in a sentence?*

Look at these sentences where the subordinate clause comes **before** the main clause...

Although she hated them,
Jenny ate the sprouts.

Before the campfire was lit,
the children were shivering in the cold.

When we use a subordinate clause at the beginning of a sentence, we must **add a comma** before the main clause.
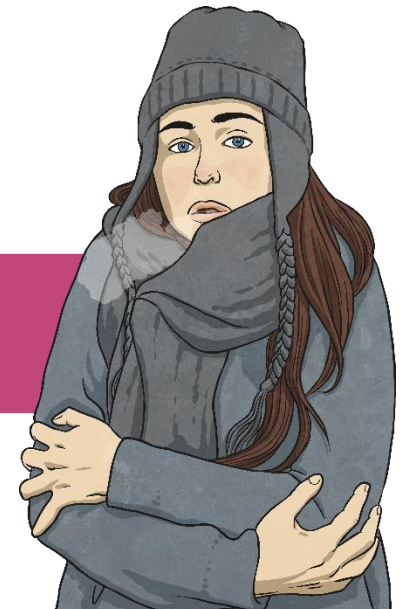
# Subordinate Clauses: The Rules

*Fronted Adverbials*

Subordinate clauses used at the beginning of a sentence can also be called **fronted adverbials**. Fronted adverbials can start in many ways including with **subordinating conjunctions**, **prepositions**, **-ing verbs** or **-ed verbs**.

As the sun shone, the cows ate the grass.

Out in the field grazing, they mooed happily.

Lying down in the sun, the cows began to snooze.

Summoned by the farmer, Daisy walked towards the milking shed.
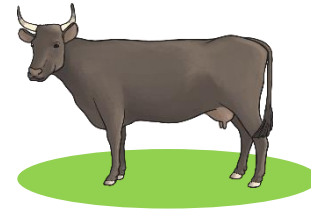
The fronted adverbial subordinate clause will always need to be followed by a **comma** to separate it from the main clause.

# Subordinate Clauses: The Tricky Bits

Subordinate clauses can also split the main clause. This is also called an **embedded clause** or (if the clause starts with a relative pronoun) a **relative clause**.
Look at these examples...

The Eiffel Tower, which is in Paris, is one of the busiest tourist attractions in the world.

*Which* is a **relative pronoun** so this subordinate clause can also be called a **relative clause**. It contains non-essential information so needs demarcating with commas.

Billy, gasping for air, tried to run from the charging bull.

This subordinate clause could also be called an **embedded clause**. Embedded means 'in the middle of' as it is in the middle of the main clause. It also contains non-essential information so needs demarcating with commas.

# Quiz! Part 1

Put a tick in the correct column to show whether each group of highlighted words is a **main clause** or a **subordinate clause**.

| | Main Clause | Subordinate Clause |
|---|---|---|
| If it starts to rain, you can wear your new wellington boots. | | |
| Neil gasped for breath before setting off again. | | |
| The koala, which is native to Australia, is a mammal. | | |

# Quiz! Part 2

Rewrite this sentence with the subordinate clause used as a **fronted adverbial**. Add a comma if necessary.

**David didn't wear a coat
even though it was cold outside.**

# Quiz! Part 3

Underline the **main clauses** in the following sentences.

1. Running late for work, Mum frantically searched for her keys.

2. The setting sun, which looked beautiful, glistened in the sky.

3. The gerbil bit my finger before running back to its cage.

# Quiz! Part 4

On your whiteboards create your own complex sentence with a subordinate clause.

# Complex Sentence Hunt

Can you spot the complex sentences in this text?
How have they been created?

The sun was beginning to disappear behind the nearby mountain.  Philip's heart sank as he knew he was lost. The group of climbers, who Philip had started out with, were nowhere to be seen. Philip shouted for help but it was hopeless. While there was still a little light, Philip tried to make himself a bed using leaves and twigs. The temperature, which was now close to zero degrees, could be extremely hazardous. If he couldn't find a way to keep warm, he would be in serious danger.  It was going to be a long night.

# Complex Sentence Hunt

## Why aren't these sentences complex?

The sun was beginning to disappear behind the nearby mountain…

This is just a main clause (or you might call it a simple sentence). It is extended by using a prepositional phrase 'behind the nearby mountain', but this doesn't make it a complex sentence.

Philip shouted for help but it was hopeless.

This is a different type of multi-clause sentence: a compound sentence. It has two main clauses that are joined by a co-ordinating conjunction.

It was going to be a long night.

This again is just a main clause (simple sentence). It is still a good idea to include some of these in your writing for effect.

> I know what a subordinate clause is.

**1.** Finish off the sentences by adding more detail to these **subordinate clauses.**

**a)** While the rain poured down, _____

**b)** Before the party had started, _____

**c)** _____ before it's too late.

**d)** _____ because I don't know the answer.

**2.** Now try adding an embedded clause into this sentence.

**a)** Alan the footballer, _____ , scored the
first goal.

1) Copy these sentences into your book and using two different colours, underline the phrase and clause in each sentence (create a key showing which colour is which).

**Clauses include a verb.  Phrases usually do not include a verb and add extra information to a sentence.**

a) The knight battled a fearsome monster for many hours.

b) For four days the child had a terrible hacking cough.

c) The doctor did a thorough examination of the patient and decided he would need to rest, for at least a week.

d) There are a huge number of people living in the Borough of Barnet.

e) A mighty dragon flew through the clouds above the castle.

f) All through the night the rain fell.

g) I'd like to go to Disneyland for my dream holiday next summer.

h) Next Saturday evening, we're having pizza and chips.


2) Write a definition for both a phrase and a clause. How are they different?


3) Write 4 independent sentences which include a phrase and a clause. Underline the phrase and clause in different colours.

# Science

# Aim

- I can identify the characteristics of different types of animals.

- I can classify a creature based on its characteristics.

# Success Criteria

- I can identify different types of animals.

- I can match the types of animals to their characteristics.

- I can design a creature that has a set of characteristics of one type of animal.

- I can classify creatures based on their characteristics.

# Groups of Animals

In Year 4 you learnt about different types of animals. These animals can be classified into two groups, vertebrates and invertebrates.

Talk to your partner about the difference between the two groups.

Could you remember the difference? Vertebrates have a backbone, and invertebrates don't have a backbone.

The two groups can be split into further, smaller groups. Groups of invertebrates include insects, arachnids, annelids, molluscs, crustaceans and echinoderms.

What groups can vertebrates be sorted into? Talk to your partner about your ideas.

How many did you think of? Vertebrates can be sorted into mammals, birds, fish, reptiles and amphibians.

# Groups of Animals

There are lots of different groups of animals! Can you think of an example animal for each group? Think about what you learnt in Year 4. Use the pictures to help you.
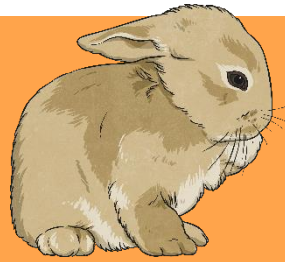
mammals

arachnids

fish

insects

molluscs
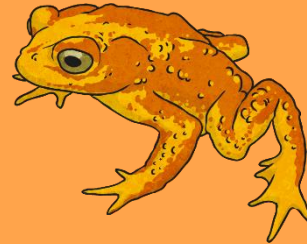
amphibians
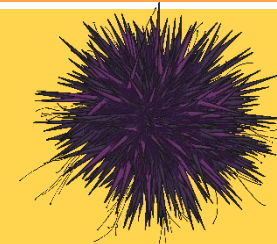
echinoderms

birds

crustaceans
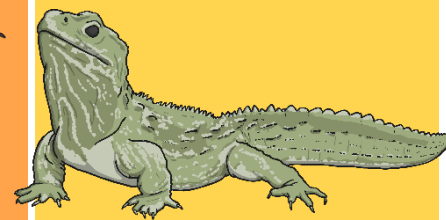
reptiles
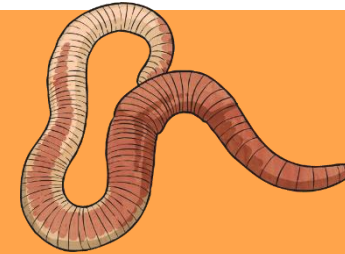
annelids

# Identifying Characteristics
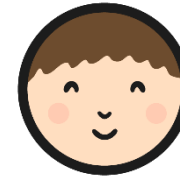
Each group of animals is defined by a set of characteristics. The animals in a particular group share similar characteristics, and are different to the animals in other groups. Can you recall any of the characteristics of each group of animals?

Cut out the statements on the Characteristics Activity Sheet and stick them on the table, on the sheet, to show the characteristics of each group of animals.

# Curious Creatures

When a new species of animal is discovered, taxonomists observe its characteristics to decide how to classify it. However, some animals are so unusual that taxonomists struggle to classify them.

The platypus was discovered in 1797, and scientists around the world joined the attempt to classify this unusual animal. It seemed to have characteristics from several different types of animals!

Look at the Platypus Diagram and its characteristics and talk to your partner about which groups of animals this curious creature could fit into.

Use your completed Characteristics Activity Sheet to help you.

covered in fur

warm blooded

nostrils on top of snout to breathe air into its lungs

lays eggs

Snout in the shape of a duck's beak

webbed feet

feeds milk to its young

4 legs

feet have toes with a claw on each toe
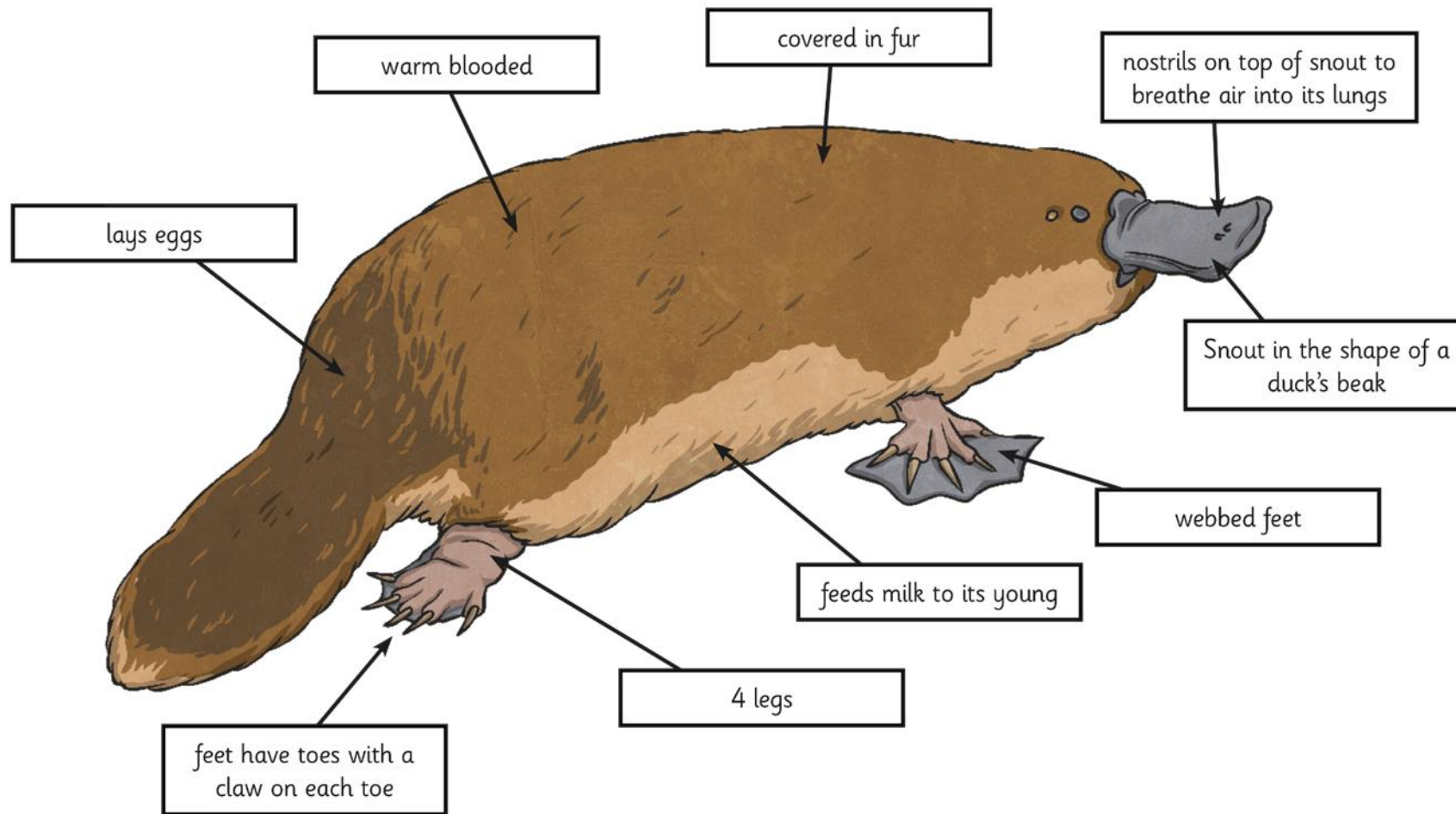
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Match the statements to the correct animal.

| Mammals | |
| Birds | |
| Fish | |
| Reptiles | |
| Amphibians | |
| Insects | |
| Arachnids | |
| Annelids | |
| Molluscs | |
| Crustaceans | |
| Echinoderms | |

These animals have hard, scaly skin, and are cold blooded. They use lungs to breathe air and they lay their eggs on land.

Most of these cold blooded animals have a soft body covered by a hard shell. Some live on land, and move slowly on a flat sole called a foot. Others live in water and attach themselves to rocks or other surfaces.

These animals live on land or in water. They are cold blooded. They use gills to breathe when they are young, and use lungs to breathe when they are adults. They have moist, smooth skin and have 4 legs. They lay eggs in water.

These animals have 2 legs and a beak. They have feathers and wings. Some can fly, while others can't. They lay eggs on land. They are warm blooded.

Most of these animals have 4 pairs of legs. The front pair of legs may be used for holding their prey and feeding. They have a hard exoskeleton and jointed legs for walking. They do not have antennae. They are cold blooded.

These animals have an exoskeleton covering their body. Their body is made from 3 parts: the head, the thorax and the abdomen. They have a pair of antennae on their head. They are cold blooded.

These creatures have scaly skin and live in water. They use gills to breathe. They have fins. They lay their eggs in water, and they are cold blooded.

These are marine creatures, which means they live in the ocean. They have arms or spines that radiate from the centre of their body. The central body contains their organs and their mouth. They are cold blooded.

These creatures do not have any limbs. Their body is divided into segments. Some of them have bristles on their skin, while others have very small bristles and their skin seems smooth. They are cold blooded.

These creatures have hair or fur. They breathe air through lungs. They feed milk to their young. They are warm blooded.

These creatures have a hard external shell that protects their body. They have a head and abdomen. Many of these animals have claws that help them with crawling and eating. They are cold blooded.