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Home Learning Pack Year 6

Week 3

04/05/2020



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Monday – Simplify Fractions

1. Paul is simplifying fractions but he has spilt paint over his work.

A. $\frac{18}{36} = \frac{\text{[orange paint]} \text{ [blue paint]}}{\text{[blue paint]}}$

B. $\frac{\text{[yellow paint]} \text{ [red paint]}}{24} = \frac{\text{[red paint]}}{6}$

C. $\frac{12}{\text{[blue paint]}} = \frac{\text{[green paint]}}{4}$

D. $\frac{30}{\text{[brown paint]}} = \frac{\text{[blue paint]}}{5}$

E. $\frac{\text{[yellow paint]} \text{ [green paint]}}{\text{[green paint]}} = \frac{1}{3}$

F. $\frac{\text{[orange paint]} \text{ [pink paint]}}{\text{[pink paint]}} = \frac{3}{7}$

Calculate possible solutions below.

A. $\frac{18}{36} = \frac{\square}{\square}$

B. $\frac{\square}{24} = \frac{\square}{6}$

C. $\frac{12}{\square} = \frac{\square}{4}$

D. $\frac{30}{\square} = \frac{\square}{5}$

E. $\frac{\square}{\square} = \frac{1}{3}$

F. $\frac{\square}{\square} = \frac{3}{7}$

Monday – Investigate Setting Descriptions

Make a list of all the different types of settings you can think of (for example, the jungle, the tundra, a haunted castle, an abandoned fairground etc) and write expanded noun phrases, similes and metaphors that you could use when describing them.

Vocabulary

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as using adjectives to describe it. For example: the tall, beautiful roses.

A **simile** uses 'like' or 'as' to describe something by comparing it to something else. For example: The clouds were like castles in the sky.

A **metaphor** is a word or phrase used to describe something as if it were something else. For example: The calm lake was a mirror, reflecting the landscape around it.

Tuesday – Compare and Order Denominators

1. Circle the fractions that are less than $\frac{3}{4}$.

A.

$$\frac{5}{10}$$

C.



B.



D.

$$\frac{10}{12}$$

2. The sequence below is in ascending order. Draw a line from each fraction below to the correct place in the sequence.

$$\frac{2}{6}, \frac{1}{2}, \square, \square, \frac{9}{12}, \square$$

$$\frac{5}{6}$$

$$\frac{2}{3}$$

$$\frac{6}{10}$$

3. Ryan has three fractions. He says,



My third fraction has a denominator of 4 and is greater than both of my other fractions.

$$\frac{6}{10} \quad \frac{4}{8}$$

What is his third fraction? Explain your answer.

Tuesday – Setting Description

The Little House over the Bridge

Write a story called 'The Little House over the Bridge' using the image below. Remember to include all the features of a story. Think about the language used when describing settings and use expanded noun phrases and personification in your story. Remember to punctuate your story accurately and organise your ideas using paragraphs.



Extension ideas:

- Take a well-known fairy tale and give it a completely different ending.
- Write the story of 'The Little House over the Bridge', but write it for a child in Nursery or Reception.
- Imagine someone living in the little house finally leaves and discovers the world beyond the woodland. Write their diary entry detailing everything they see, think and feel.

Wednesday – Add and Subtract Fractions 2

1. Draw a line to match each calculation to the correct answer.

A. $\frac{3}{7} + \frac{4}{5}$

$\frac{7}{18}$

B. $\frac{2}{3} + \frac{3}{4}$

$\frac{17}{12}$ or $1\frac{5}{12}$

C. $\frac{3}{5} - \frac{1}{8}$

$\frac{19}{40}$

D. $\frac{5}{6} - \frac{4}{9}$

$\frac{43}{35}$ or $1\frac{8}{35}$

2. Harry and Alice are solving the calculation below.

$$\frac{2}{3} - \frac{3}{8} = ?$$



Harry

The answer is $\frac{7}{24}$.



Alice

The answer is $\frac{1}{5}$.

Who is correct?

3. Work out the numbers that are hidden by the splats.

$$\frac{5}{9} + \frac{\text{splat}}{\text{splat}} = \frac{\text{splat}}{72}$$

Find 3 possible answers.

Wednesday – Relative Clauses

1. Circle the relative pronoun.

the

through

that

2. Write in the relative pronoun that will fit in the sentence below.

The cafe, _____ is open, has no electricity.

which

when

who

3. Underline the relative clause in the sentence below.

My friend, whose name is Kyle, is in my class.

4. Write in a relative clause that will fit in the sentence below.

At 3pm, _____ , it's time to go home.

where the bell rings

when the bell rings

that the bell rings

5. Using one of the relative pronouns, rearrange the sentence fragments below to create a sentence. Punctuate your sentence correctly.

dad was a teacher,

loved school

the boy,

where

whose

6. Rewrite the two sentences below as one sentence using when as the relative pronoun.

The game will finish after 90 minutes.

The referee blows the whistle.

7. Would the sentence below still make sense if you removed the underlined section? Explain your answer.

My brother, who's good at snooker, has taught me how to play.

Thursday – Adding Fractions

1. Fill in the symbols $>$, $<$ or $=$ to make the calculations correct.

$$\frac{9}{5} + \frac{12}{11} \quad \square \quad \frac{12}{5} + \frac{11}{11}$$

$$3\frac{2}{3} + 4\frac{4}{5} \quad \square \quad 5\frac{1}{3} + 1\frac{3}{5}$$

$$\frac{7}{6} + \frac{9}{4} \quad \square \quad 1\frac{5}{6} + 3\frac{3}{4}$$

2. Circle the number statement which will give the same answer as the calculation in the box below.

$$\frac{19}{12} + \frac{12}{8}$$

A. $1\frac{1}{6} + 1\frac{7}{8}$

B. $\frac{13}{12} + \frac{5}{4}$

C. $1\frac{3}{4} + 1\frac{4}{12}$

D. $\frac{2}{3} + \frac{14}{12}$

E. $1\frac{1}{2} + 1\frac{1}{12}$

F. $\frac{5}{4} + \frac{9}{6}$

3. Shanice and Robert have worked out the answer to the question below. Who is correct? Prove it.

$$\frac{12}{3} + \frac{15}{7}$$



I think the answer is

$$6\frac{3}{21}$$

I think the answer is

$$\frac{129}{21}$$



Shanice

Thursday – Subtracting Fractions

1. Jack has matched each calculation below to an answer.

A.	$4\frac{2}{5} - 1\frac{1}{3} =$	$4\frac{3}{10}$
B.	$6\frac{4}{5} - 2\frac{5}{10} =$	$3\frac{1}{15}$
C.	$2\frac{5}{9} - 1\frac{1}{4} =$	$1\frac{11}{36}$

Fill in each box to say if he is 'correct' or 'incorrect'.

A = B = C =

2. Write each letter in the correct box on the sorting table.

Less than 3	Equal to 3	Greater than 3

A.	$5\frac{1}{7} - 2\frac{9}{14} =$	B.	$4\frac{3}{7} - \frac{7}{5} =$	C.	$4\frac{4}{12} - 1\frac{1}{3} =$
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3. Some of the numerators and denominators have been missed out of the statements below.

A.	$3\frac{\square}{5} - 1\frac{1}{\square} < 4\frac{\square}{3} - 2\frac{1}{\square}$
B.	$5\frac{4}{\square} - 3\frac{\square}{4} > 6\frac{3}{\square} - 4\frac{\square}{5}$

Fill in the missing numerators and denominators to make each statement correct.

Thursday – Subordinating Conjunctions

The Day my Bedroom Changed!

You wake up one morning, and as you open your eyes, you notice something very peculiar! Your bedroom has completely changed! You are now in a completely different world!

Write a story using descriptive language to explain what happens next.

- Think about engaging your reader.
- Add in speech, both direct and reported.
- Use subordinating conjunctions to vary the structure of your sentences.
- Use words from the Y5/6 spelling list.

Extension ideas:

- Draw pictures of the world you ended up in. Create a word bank of descriptive words for your world.
- Create some text messages between yourself and a friend telling them about your adventure
- Write a newspaper report about reports of bedrooms changing overnight.
- Create a comic showing your adventures.

Poetry for The Great Fire

Read the following poems and answer the questions on page 13.

Haiku

Bright tongues lick night sky,
Belching smoke, coughing sparks high;
Consuming the streets.

Free Verse

Fingers clawing,
Scraping the city and rending street after street,
Grasping for new buildings to claim.
Glowing, striking orange and red,
With yellow-white tips flicking up into the sky,
Flicking.
Flickering.
Flashing in micro-explosions as wood hisses and pops,
Dry as a bone,
London left like a graveyard,
Barely-standing skeletons of what life once was.
When the beast dies, leaving the last trails of smoke,
Look on the scene, and remember the fury that ignorance awoke.

Limerick

London quickly was filling with flames,
Sparks were hissing as they hit the Thames,
'Who did it?' folks cried,
(Only six or so died),
And old Tom is who everyone blames!

Shakespearean Sonnet

Embers glowing silently at bedtime,
Farriner, the baker, never saw it,
The spark which flew from fire to fuel so prime,
Bore a blaze so great we can't ignore it,
Scorching, crackling, gorging on wood,
The long Summer had dried the city's walls,
Smoke clung and cloaked the town like Death's own hood,
Hear screams and cries as every building falls.
For days on end the blaze sacked the city,
The citizens distraught and seeking peace,
A sacrifice was made with no pity:
A swathe of homes destroyed to make it cease,
The fire died, though the remnants burned for weeks,
A warning left in time for him who seeks.

Acrostic

The city was not well planned;
Houses built, stacked higher,
Ever closer to one another.
Grabbing space in London, the push for more, left a
Recipe for the perfect feast for fire.
Everyone ignored the regulations meant for safety,
'Ah, no one else obeys them!'
The attitude filling London was
Fuel.
Ignition, so small, so insignificant,
Revealed the risks the city ignored,
Every street a fuse waiting to be lit.
Onward! Onward!
Fire, driven on by the wind,
Like an army let in through the gates,
Overwhelmed the city.
No one is richer or poorer when faced with fire,
Destruction does not care for social class,
Only for the fuel to feed its hunger.
No lessons learned; still fires come to pass.

In the haiku, which part of the body does the poet use to personify the fire? What is the effect of this?

The free verse poem has no rhymes until the final two lines. What is the effect of finishing the poem with a rhyming couplet?

How does the free verse poet use death imagery to move from burning wood to the ruins the fire leaves behind?

Is the limerick more or less serious than the other poems?

What other word or phrase could you use instead of 'bore' in the sonnet?

Why does the word 'sacked' make it sound as though the fire is like an invading army?

What is the message spelled out by the acrostic poem?

Which is your favourite of these poems? Why?
