

Home Learning: Year 6 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-6/multiply-numbers-ending-in-zeroes Multiply by multiples of 10 (numbers ending in zero)	https://uk.ixl.com/math/year-6/multiply-a-two-digit-number-by-a-two-digit-number Multiply by a two digit number	Relate multiplication and division facts https://uk.ixl.com/math/year-2/relate-multiplication-and-division-for-equal-groups then https://uk.ixl.com/math/year-6/division-facts-to-12	https://uk.ixl.com/math/year-6/divide-by-one-digit-numbers-word-problems Divide by 1 digit numbers to warm up	https://uk.ixl.com/math/year-6/divide-by-one-digit-numbers-interpret-remainders Practise interpreting remainders
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 6(w/c 1 st June) https://whiterosemaths.com/homelearning/year-6/ Extension Tasks are below for pupils who normally work with Mrs T OR who have completed the daily task and feel like a challenge	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If your child struggles with maths, they could work on the learning set for year groups lower down the school. Worksheets and answers can be found below.			
Friday	Revise aspects of this week's learning that you are not sure of sure of. You can simply repeat a lesson or revisit questions and redo.				

Home Learning: Year 6 English

Year Six	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	<p>LO: To infer meaning from a text</p> <p>The questions below are based on short extracts from your class book <i>Wonder</i>. Answer the questions giving as much detail as possible.</p>	<p>LO: Write character profiles</p> <p>https://www.google.com/search?q=wonder+scene+the+tour&rlz=1C1CHBF_en-GBGB865GB869&og=wonder+scene+the+tour&ags=chrome..69i57j0.6845j0j7&sourceid=chrome&ie=UTF-8</p> <p>Watch the video clip which shows August's first visit to school. He is taken on a tour by three pupils – Charlotte, Jack, Will and Julian.</p> <p>What do you learn about the personalities of all four characters?</p> <p>Use the character log to help you make notes whilst you watch.</p> <p>HANDY HINT: watch once and then watch again, using the pause button so that you can make detailed notes.</p> <p>Remember to make use of quotes to back up your ideas. If you have a copy of the book, you could also use this.</p>	<p>LO: Write from a different viewpoint.</p> <p>Read the extract <i>Lunch</i> (see below). Clearly, the recount is written in from the viewpoint of August. Answer the question prompts; these will help give you an insight into how August thinks and feels during his ordeal.</p> <p>Writing Task.</p> <p>Plan and write a recount of lunch time through the eyes of SUMMER as she writes her diary that evening. See below for a reminder of the FEATURES of a diary entry and for an example of a diary entry</p> <p>Remember:</p> <ul style="list-style-type: none"> • that you don't ONLY have to focus on lunchtime – you could write a little bit of extra info about August (the new boy) and also about the way other classmates are treating him (think about your character profiles from yesterday). • take time to plan your ideas before you start writing your final draft • re-read and edit before uploading to ClassDojo. 	<p>LO: Revise understanding and use of parenthesis</p> <p>Complete the tasks set below</p>	

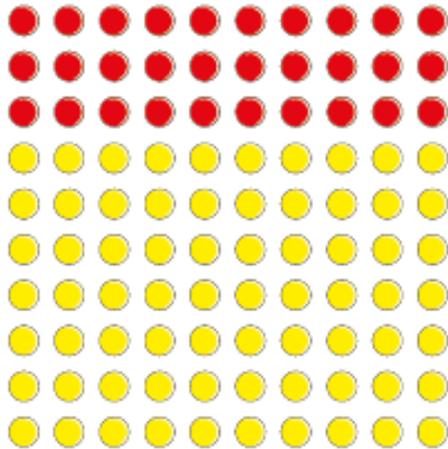
Home Learning: Year 6 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
<p>LO: Compare climate zone</p> <p>How are climate zones different?</p> <ul style="list-style-type: none"> ● Select a mission to identify the different climates in different biomes. https://earthobservatory.nasa.gov/experiments/biome Details of the climates are on the right – select the climate zone to find out more about it. ● Create one of the following with the title: Climate Zones. Possible options: a PowerPoint, a video weather report from between 2 and 5 of the regions (click link to see an example) or a classic poster. https://www.bbc.co.uk/programmes/p07qyd8y 	<p>LO: explore classification of living things</p> <ul style="list-style-type: none"> ● Watch this video on classification https://vimeo.com/409175054/4f76e6a188 ● Classify the cats using the cat classification key from the resources below (use this video if you need some help). https://vimeo.com/409175529/5605b42d43 ● Identify the plants in the meadow habitat. All the instructions will be on the screen. https://fergusonfoundation.org/btw-students/plant-identification/ 	<p>LO: Research people from the Stone Age</p> <p>People in the Stone Age</p> <ul style="list-style-type: none"> ● Read this link and take notes about Otzi the Iceman. https://kids.kiddle.co/%C3%96tzi the Iceman ● Draw a labelled picture based on Otzi the Iceman to explain to someone in your house what people in the Stone Age looked like. 	<p>The Christian festival of Pentecost was celebrated on Sunday 31st May. Watch the video to find out what the Bible tells us happened at Pentecost. http://request.org.uk/restart/2017/07/12/pentecost-2/ Can you imagine what it was like when the Holy Spirit landed on the followers of Jesus? Christians also celebrate Pentecost as the birthday of the Church. Learn more about how the Church began here: https://request.org.uk/restart/2014/06/10/pentecost/ See below for some activities linked to Pentecost.</p>	<p>Abstract portraits inspired by Hannah Hoch.</p> <p><i>You will need:</i> ● <i>Old magazines or newspapers.</i> ● <i>Paper, scissors, glue, pencil</i></p> <ul style="list-style-type: none"> ● Create a Photo montage portrait ● Use old magazines or newspapers to cut out face features. Draw features if you don't have magazines or newspapers. ● Use your collage portrait to make an abstract drawing (see resources below).
Everything is Interesting – are you ready for a challenge?				

Fractions to percentages



1



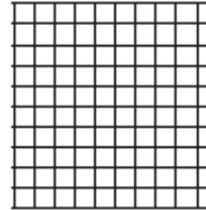
- a) What fraction of the array of counters is red?
- b) What fraction of the array of counters is yellow?
- c) What percentage of the array of counters is red? %
- d) What percentage of the array of counters is yellow? %
- e) What do you notice about the two percentages?



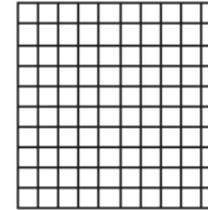
2

a) Shade the hundred squares to represent the fractions.

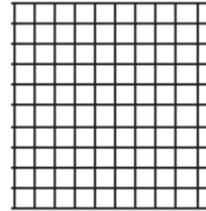
$$\frac{40}{100}$$



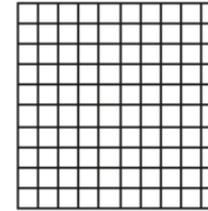
$$\frac{65}{100}$$



$$\frac{1}{2}$$



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \text{ } \%$$

$$\frac{65}{100} = \text{ } \%$$

$$\frac{1}{2} = \text{ } \%$$

$$\frac{7}{10} = \text{ } \%$$

c) Compare your shaded grids with a partner's.
What is the same and what is different?



3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

c) $\frac{9}{50} = \frac{\square}{100} = \square\%$

b) $\frac{9}{20} = \frac{\square}{100} = \square\%$

d) $\frac{9}{25} = \frac{\square}{100} = \square\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = \square$

b) $\frac{1}{5} = \square$

$\frac{1}{2} = \square$

$\frac{2}{5} = \square$

$\frac{3}{4} = \square$

$\frac{4}{5} = \square$

c) $\frac{16}{20} = \square$

d) $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

$\frac{9}{10} = \square$

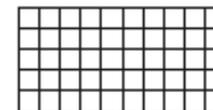
$\frac{4}{20} = \square$

$\frac{18}{20} = \square$

e) What do you notice?

6 a) Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- 14% red
- $\frac{4}{20}$ blue
- the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

7 a) Use each digit card once to make the statements correct.



$\frac{\square}{\square} > \square\%$

$75\% = \frac{\square}{4}$

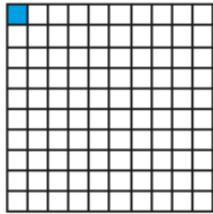
$\frac{3}{\square} < 65\%$

b) Are there any other solutions?

Equivalent FDP



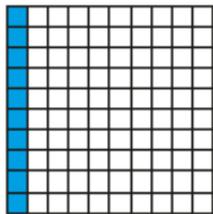
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =

decimal =

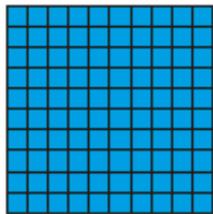
percentage =



fraction =

decimal =

percentage =



fraction =

decimal =

percentage =

2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$

0.05

5%

$\frac{1}{20}$

0.5

15%

$\frac{1}{5}$

0.2

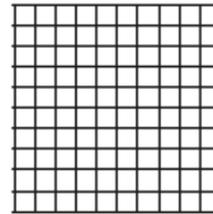
50%

$\frac{1}{2}$

0.15

20%

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = decimal = percentage =



- 4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

- 5 Amir was asked to complete the statement using $<$, $>$ or $=$.

14% $>$ 0.4



14 is greater than 4

What mistake has Amir made?

- 6 Match the decimal cards to the people.



My decimal is $\frac{4}{10}$ less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

- 7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



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How many other answers can you find?

Order FDP

1 Write $<$, $>$ or $=$ to complete the statements.

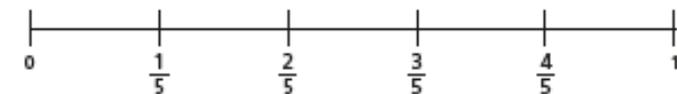
- | | |
|---|--|
| a) 64% <input type="text"/> 0.46 | d) 0.8 <input type="text"/> 80% |
| b) 0.96 <input type="text"/> $\frac{97}{100}$ | e) 67% <input type="text"/> $\frac{7}{10}$ |
| c) $\frac{3}{5}$ <input type="text"/> 35% | f) $\frac{7}{20}$ <input type="text"/> 0.3 |

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

- a) 9% $\frac{9}{10}$ 0.99 19%



- b) $\frac{2}{5}$ 0.52 45% 0.2



3 Write the fractions, decimals and percentages in ascending order.

- a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

- b) 0.6 61% $\frac{37}{50}$ 0.66

- c) 47% 0.89 $\frac{63}{100}$ 12%

d) Which part was easiest to order: a), b) or c)? _____
Why?

e) Which set was most difficult to order: a), b) or c)? _____
Why?

f) Compare answers with a partner.
What is the same and what is different?



- 4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% $\frac{3}{5}$ 0.6 $\frac{4}{10}$

- 5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



Who drank the most? Show your working.

_____ drank the most.

Who drank the least? Show your working.

_____ drank the least.

- 7 a) Use the digit cards to make the statement correct.

1 2 3 4 5 6 7 8 9 10

$$0.3 < \frac{\square}{10} < 80\%$$

How many different solutions can you find?

- b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

0 2 3 4 6 7

$$\frac{2}{5} < \frac{\square}{\square} < 0.75$$

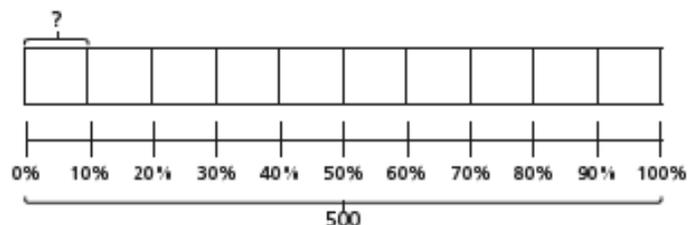
How many different percentages can you find?

Compare answers with a partner.



Percentage of an amount (2)

- 1 a) Use the bar model to find 10% of 500



10% of 500 =

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 =

70% of 500 =

90% of 500 =

60% of 500 =

30% of 500 =

100% of 500 =

2



To find 5% you can find 10% and then halve it.



Use Dora's method to complete the calculations.

a) 5% of 40 =

d) 5% of 2,000 =

b) 5% of 400 =

e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?



3

- Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = d) 15% of 1,000 =

20% of 550 = 15% of 300 =

20% of 40 = 15% of 30 =

b) 90% of 1,000 = e) 55% of 1,000 =

90% of 4,230 = 55% of 4,400 =

90% of 90 = 55% of 8 =

c) 60% of 1,000 = f) 40% of 1,000 =

60% of 400 = 40% of 400 =

60% of 98 = 40% of 98 =

5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 25% of 60 =

40% of 20 = 60% of 25 =

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.



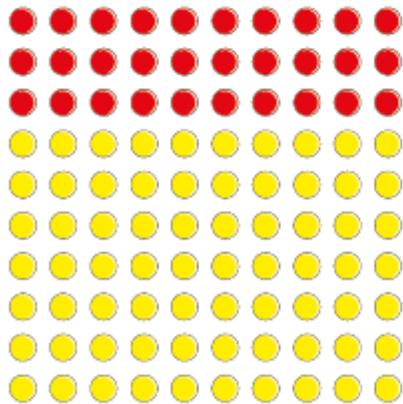
Answers

1)

Fractions to percentages



1



a) What fraction of the array of counters is red?

$\frac{3}{10}$

b) What fraction of the array of counters is yellow?

$\frac{7}{10}$

c) What percentage of the array of counters is red?

30 %

d) What percentage of the array of counters is yellow?

70 %

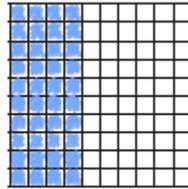
e) What do you notice about the two percentages?



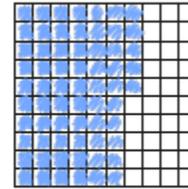
2

a) Shade the hundred squares to represent the fractions.

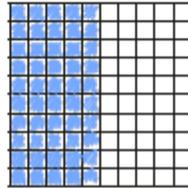
$\frac{40}{100}$



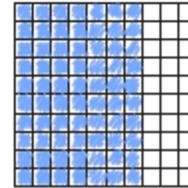
$\frac{65}{100}$



$\frac{1}{2}$



$\frac{7}{10}$



b) Write the fractions as percentages.

$\frac{40}{100} = 40\%$

$\frac{65}{100} = 65\%$

$\frac{1}{2} = 50\%$

$\frac{7}{10} = 70\%$

c) Compare your shaded grids with a partner's.

What is the same and what is different?



3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{90}{100} = 90\%$

c) $\frac{9}{50} = \frac{18}{100} = 18\%$

b) $\frac{9}{20} = \frac{45}{100} = 45\%$

d) $\frac{9}{25} = \frac{36}{100} = 36\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = 5\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = 25\%$

b) $\frac{1}{5} = 20\%$

$\frac{1}{2} = 50\%$

$\frac{2}{5} = 40\%$

$\frac{3}{4} = 75\%$

$\frac{4}{5} = 80\%$

c) $\frac{16}{20} = 80\%$

d) $\frac{45}{50} = 90\%$

$\frac{8}{20} = 40\%$

$\frac{9}{10} = 90\%$

$\frac{4}{20} = 20\%$

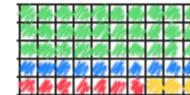
$\frac{18}{20} = 90\%$

e) What do you notice?

6

a) Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- 14% red
- $\frac{4}{20}$ blue
- the rest yellow



b) What percentage of the grid is yellow?

22%

7

a) Use each digit card once to make the statements correct.



$\frac{1}{2} > \frac{4}{5} 0\%$ $75\% = \frac{3}{4}$ $\frac{3}{5} < 65\%$

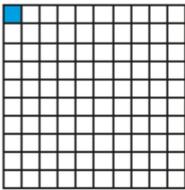
b) Are there any other solutions?

2)

Equivalent FDP



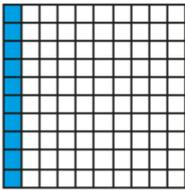
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction = $\frac{1}{100}$

decimal = 0.01

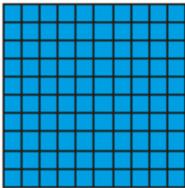
percentage = 1%



fraction = $\frac{1}{10}$

decimal = 0.1

percentage = 10%

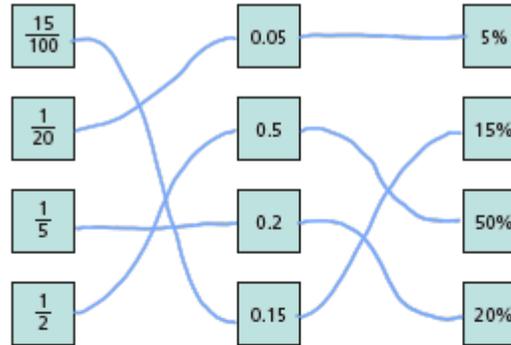


fraction = $\frac{100}{100}$

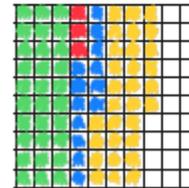
decimal = 1

percentage = 100%

2 Match the equivalent fractions, decimals and percentages.



3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = $\frac{6}{35}$ decimal = 0.24 percentage = 24%

- 4 Complete the table.

Fraction	Decimal	Percentage
$\frac{21}{100}$	0.21	21%
$\frac{3}{25}$	0.12	12%
$\frac{2}{10}$	0.2	20%
$\frac{2}{5}$	0.4	40%
$\frac{11}{25}$	0.44	44%
$\frac{1}{25}$	0.04	4%
$\frac{3}{4}$	0.75	75%
$\frac{99}{100}$	0.99	99%

- 5 Amir was asked to complete the statement using $<$, $>$ or $=$.

14% $>$ 0.4



What mistake has Amir made?

He hasn't compared them in the same form. $0.4 = 40\%$
and $40\% > 14\%$ so $14\% < 0.4$

- 6 Match the decimal cards to the people.

Person 1: My decimal is $\frac{4}{10}$ less than 100%. **0.65**

Person 2: My decimal cannot be simplified when it is written as a fraction. **0.57**

Person 3: My decimal is 10% less than $\frac{3}{4}$. **0.61**

Person 4: My decimal is greater than 60%. **0.6**

- 7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



Eg. 0.24

How many other answers can you find?

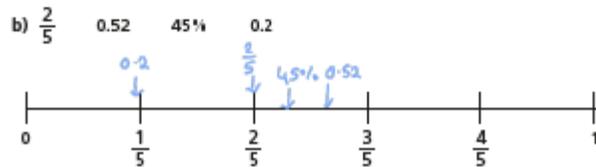
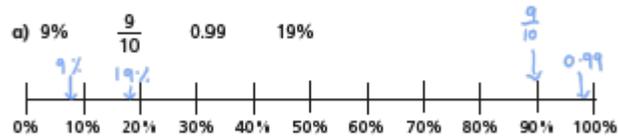
3)

Order FDP

1 Write $<$, $>$ or $=$ to complete the statements.

- a) 64% $>$ 0.46 d) 0.8 $=$ 80%
 b) 0.96 $<$ $\frac{97}{100}$ e) 67% $<$ $\frac{7}{10}$
 c) $\frac{3}{5}$ $>$ 35% f) $\frac{7}{20}$ $>$ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.



3 Write the fractions, decimals and percentages in ascending order.

a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

$\frac{13}{100}, 21\%, \frac{7}{10}, 0.9$

b) 0.6 61% $\frac{37}{50}$ 0.66

$0.6, 61\%, 0.66, \frac{37}{50}$

c) 47% 0.89 $\frac{63}{100}$ 12%

$12\%, 47\%, \frac{63}{100}, 0.89$

d) Which part was easiest to order: a), b) or c)? _____
 Why?

Various answers.

e) Which set was most difficult to order: a), b) or c)? _____
 Why?

Various answers.

f) Compare answers with a partner.
 What is the same and what is different?



- 4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78
 51%
 $\frac{3}{5}$
 0.6
 $\frac{4}{10}$

- 5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? No

Explain your answer.

$\frac{40}{50} = 80\%$ and $80\% > 78\%$ so Tommy did better.

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



Who drank the most? Show your working.

Scott drank the most.

Who drank the least? Show your working.

Huan drank the least.

- 7 a) Use the digit cards to make the statement correct.



$$0.3 < \frac{4}{10} < 80\%$$

How many different solutions can you find?

Various answers.

- b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.



$$\frac{2}{5} < 0.43 < 0.75$$

How many different percentages can you find?

Various answers.

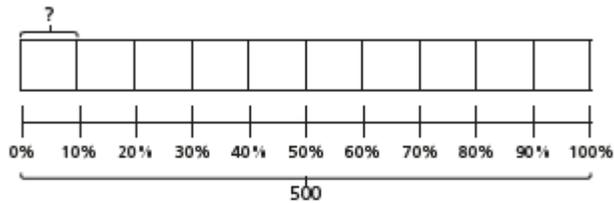
Compare answers with a partner.

4)

Percentage of an amount (2)



- 1 a) Use the bar model to find 10% of 500



10% of 500 = 50

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 = 100

70% of 500 = 350

90% of 500 = 450

60% of 500 = 300

30% of 500 = 150

100% of 500 = 500

2



To find 5% you can find 10% and then halve it.



Use Dora's method to complete the calculations.

a) 5% of 40 = 2

d) 5% of 2,000 = 100

b) 5% of 400 = 20

e) 5% of 6,000 = 300

c) 5% of 4,000 = 200

What do you notice about your answers?



- 3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340

255



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340

255



I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

255

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = 200 d) 15% of 1,000 = 150

20% of 550 = 110 15% of 300 = 45

20% of 40 = 8 15% of 30 = 4.5

b) 90% of 1,000 = 900 e) 55% of 1,000 = 550

90% of 4,230 = 3,807 55% of 4,400 = 2,420

90% of 90 = 81 55% of 8 = 4.4

c) 60% of 1,000 = 600 f) 40% of 1,000 = 400

60% of 400 = 240 40% of 400 = 160

60% of 98 = 58.8 40% of 98 = 39.2



5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 8 25% of 60 = 15

40% of 20 = 8 60% of 25 = 15

b) What do you notice about the answers?

Each column is the same.

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.



English Lesson One Extracts from Wonder by RJ Palacio

Chapter One (Ordinary)

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at wherever they go.

1. List 3 things that August classifies as 'ordinary.'
2. To what extent does the use of the noun 'stuff' suggest that August does not value these things as being truly important?
3. How do other kids react to August? List 2 ways.
4. Why do you think August has chosen to use the adjective 'ordinary' to describe the way that he feels on the inside?
5. Why do you think the writer uses the minor sentence 'inside.'? How would the text be different if this minor sentence was not included?
6. To what extent are the verbs 'screaming' and 'stared' used to evoke a sense of pity?
7. What does the repetition of the phrase 'I know' suggest about August?
8. In your opinion, what is the most important thing that we learn in this paragraph and why?

Chapter 6 (Paging Mr Tushman)

"Hi", I mumbled, dropping my hand into his hand while I looked down at his feet.

1. Why do you think he is looking down at Mr Tushman's feet?
2. What does the verb 'mumbled' tell us about how August speaks?
3. What do you think "dropping my hand" means? Why do you think it is phrased like that?
4. What does the verb "dropping" suggest about August's frame of mind?
5. How would the effect be different if it said "shaking his hand firmly"?
6. Why might Palacio have included that information?
7. How would it be different if it said "looked him right in the eye"?

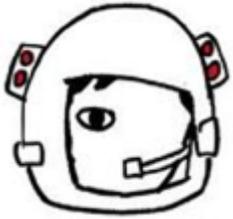
Chapter 8 (Jack Will, Julian & Charlotte)

We followed Mr Tushman into a small room across from Mrs. Garcia's desk. He was talking as he closed the door to his office and sat behind his big desk, though I wasn't paying much attention to what he was saying. I was looking around at all the stuff on his desk. Cool stuff, like a globe that floated in the air and a Rubiks-type cube made with little mirrors. I liked his office a lot.

1. What was August not doing?
2. The adjective "small" is used to describe Mr Tushman's office. What does this suggest about how he views his role at the school?
3. The adjective "big" is used to describe Mr Tushman's desk. What does this suggest about his work?
4. Why do you think Palacio has used juxtaposition here?
5. What does Mr Tushman have on his desk?
6. What adjective does August use to describe these objects?
7. Why do you think Mr Tushman has these things on his desk? How might they make students or other adults feel?

English Lesson Two - Character Profiles

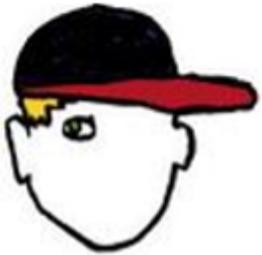
August



Julian



Jack Will



Charlotte



Lunch

Via had warned me about lunch in middle school, so I guess I should have known it would be hard. I just hadn't expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchroom teachers said something about no seat-saving allowed, but I didn't know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here."

So I moved to an empty table and just waited for everyone to finish stampeding and the lunchroom teacher to tell us what to do next. As she started telling us the cafeteria rules, I looked around to see where Jack Will was sitting, but I didn't see him on my side of the room. Kids were still coming in as the teachers started calling the first few tables to get their trays and stand on line at the counter. Julian, Henry, and Miles were sitting at a table toward the back of the room.

Mom had packed me a cheese sandwich, graham crackers, and a juice box, so I didn't need to stand on line when my table was called. Instead, I just concentrated on opening my backpack, pulling out my lunch bag, and slowly opening the aluminum-foil wrapping of my sandwich.

I could tell I was being stared at without even looking up. I knew that people were nudging each other, watching me out of the corners of their eyes. I thought I was used to those kinds of stares by now, but I guess I wasn't.

There was one table of girls that I knew were whispering about me because they were talking behind their hands. Their eyes and whispers kept bouncing over to me.

I hate the way I eat. I know how weird it looks. I had a surgery to fix my cleft palate when I was a baby, and then a second cleft surgery when I was four, but I still have a hole in the roof of my mouth. And even though I had jaw-alignment surgery a few years ago, I have to chew food in the front of my mouth. I didn't even realize how this looked until I was at a birthday party once, and one of the kids told the mom of the birthday boy he didn't want to sit next to me because I was too messy with all the food crumbs shooting out of my mouth. I know the kid wasn't trying to be mean, but he got in big trouble later, and his mom called my mom that night to apologize. When I got home from the party, I went to the bathroom mirror and started eating a saltine cracker to see what I looked like when I was chewing. The kid was right. I eat like a tortoise, if you've ever seen a tortoise eating. Like some prehistoric swamp thing.

The Summer Table

"Hey, is this seat taken?"

I looked up, and a girl I never saw before was standing across from my table with a lunch tray full of food. She had long wavy brown hair, and wore a brown T-shirt with a purple peace sign on it.

"Uh, no," I said.

She put her lunch tray on the table, plopped her backpack on the floor, and sat down across from me. She started to eat the mac and cheese on her plate.

"Ugh," she said after the swallowing the first bite. "I should have brought a sandwich like you did."

"Yeah," I said, nodding.

"My name is Summer, by the way. What's yours?"

"August."

"Cool," she said.

"Summer!" Another girl came over to the table carrying a tray. "Why are you sitting here? Come back to the table."

"It was too crowded," Summer answered her. "Come sit here. There's more room."

The other girl looked confused for a second. I realized she had been one of the girls I had caught looking at me just a few minutes earlier; hand cupped over her mouth, whispering. I guess Summer had been one of the girls at that table, too.

"Never mind," said the girl, leaving. Summer looked at me, shrugged-smiled, and took another bite of her mac and cheese.

"Hey, our names kind of match," she said as she chewed.

I guess she could tell I didn't know what she meant.

"Summer? August?" she said, smiling, her eyes open wide, as she waited for me to get it.

"Oh, yeah," I said after a second.

"We can make this the 'summer only' lunch table," she said.

"Only kids with summer names can sit here. Let's see, is there anyone here named June or July?"

"There's a Maya," I said.

"Technically, May is spring," Summer answered, "but if she wanted to sit here, we could make an exception." She said it as if she'd actually thought the whole thing through. "There's Julian. That's like the name Julia, which comes from July."

I didn't say anything.

"There's a kid named Reid in my English class," I said.

"Yeah, I know Reid, but how is Reid a summer name?" she asked.

"I don't know," I shrugged. "I just picture, like, a reed of grass being a summer thing."

"Yeah, okay." She nodded, pulling out her notebook.

"And Ms. Petosa could sit here, too. That kind of sounds like the word 'petal,' which I think of as a summer thing, too."

"I have her for homeroom," I said.

"I have her for math," she answered, making a face.

She started writing the list of names on the second-to-last page of her notebook.

"So, who else?" she said.

By the end of lunch, we had come up with a whole list of names of kids and teachers who could sit at our table if they wanted. Most of the names weren't actually summer names, but they were names that had some kind of connection to summer. I even found a way of making Jack Will's name work by pointing out that you could turn his name into a sentence about summer, like "Jack will go to the beach," which Summer agreed worked fine.

"But if someone doesn't have a summer name and wants to sit with us," she said very seriously, "we'll still let them if they're nice, okay?"

"Okay," I nodded.

"Even if it's a winter name." "Cool beans," she answered, giving me a thumbs-up.

Summer looked like her name. She had a tan, and her eyes were green like a leaf.

English Lesson Three - Question Prompts

Via had warned me about lunch in middle school, so I guess I should have known it would be hard. I just hadn't expected it to be this hard. Basically, all the kids from all the fifth-grade classes poured into the cafeteria at the same time, talking loudly and bumping into one another while they ran to different tables. One of the lunchroom teachers said something about no seat-saving allowed, but I didn't know what she meant and maybe no one else did, either, because just about everybody was saving seats for their friends. I tried to sit down at one table, but the kid in the next chair said, "Oh, sorry, but somebody else is sitting here." So I moved to an empty table and just waited for everyone to finish stampeding and the lunchroom teacher to tell us what to do next.

1. Why do you think Via 'warned' August about lunch?
2. How does August find lunch time? Can you provide evidence to support this inference?
3. What does the verb 'poured' tell us about the way that they entered the cafeteria?
4. How does the tricolon of verbs 'talking', 'bumping' and 'ran' further develop this imagery?
5. How does August describe the table that he sat at? What emotions does that evoke and why?
6. Which word is used to compare the students to animals? Why is this an effective comparison?
7. How does August deal with the lunch time situation at the end of the extract? What does this tell us about him?

English Day Three and Four

Features of a Diary Entry

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

Wednesday 4th September

Aleia here. I started at my new school on Monday - it is Wednesday now but I have been too tired to write in my diary every night AND I've had SO much homework.

The first day was scary - I was worried that people wouldn't understand what I was saying and that they would laugh at me for being different. In the end it was fine - there were a few children in school who were refugees like me. My teacher, Miss Khan, really looked after me, and although she didn't speak my language, she was really good at making sure that I understood everything. She buddied me up with a girl called Elisa (not good) but I made friends with a girl called Tallulah (really cool and we had lunch together each day). School lunch is a bit gross! Food that is nothing like the food mum and gran cook at home. - yuk! I've been hungry the whole time.

I still feel lonely at home. This afternoon after school I watched other children playing out in the street. I wanted to play out with them. They laughed, ran around - it looked fun and made me homesick for my old friends before we had to leave my country. I really wanted to go outside but I felt scared of them and I worried that they wouldn't like me. Instead I opened my window and tried to understand what they were saying. Will I ever understand? One of the girls looked up and saw me watching so I hid behind my curtains so that she wouldn't see me. She has the same uniform as mine. She looked kind.... Anyway - time for bed

SPAG – Parenthesis

There are 3 forms of ‘parenthesis’:

1. a pair of commas
2. a pair of dashes
3. a pair of brackets

They are used to add extra information in a sentence and they are usually interchangeable – you can use whichever takes your fancy! It doesn’t matter which you choose, as long as you remember to use them in **pairs**, at the **beginning** and **end** of the extra information that you are adding.

For example:

Mrs Ross, our SPAG teacher, is stuck at home at the moment.

Mrs Ross (our SPAG teacher) is stuck at home at the moment.

Mrs Ross - our SPAG teacher - is stuck at home at the moment.

Task 1

Find the page(s) on Parenthesis in your SATS Revision Guides (the orange books). Read through the text and answer the questions.

Task 2

Watch the following short film clips and try some of the activities:

How to use brackets:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg6xb82>

How to use hyphens and dashes:

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zg8gbk7>

Task 3

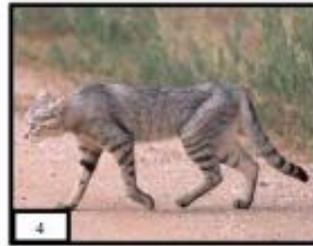
Find the page(s) on Parenthesis in the SATS Question Workbook and answer the questions.

Task 4

Mark your work and go over any questions you’ve got wrong. You can email Mrs Ross if you have any questions: cross@ccht.rbkc.sch.uk

Resource 1
Science

Cats for classification



Art Resources



This is Hannah Hoch (1889 – 1978), a German artist who was one of the first artists to work with photomontage. This means she would cut up photos and collate them together into a new and strange image. She didn't worry about the size of the pieces she stuck together to make new characters. What do you think of her work?

- Make a photomontage collage inspired by Hannah Hoch
- If you don't have any magazines or newspapers to cut up, ask each member of your house to draw a facial feature on different pieces of paper like an eye or a nose and then you cut them out and make a new face.
- You could also mix up drawings and cut out images
- Your collage could then inspire an abstract pencil drawing of a face.

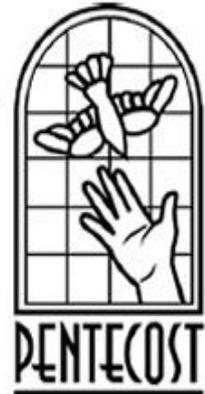


Pentecost Wordsearch

The Day of Pentecost

All of them were filled with the Holy Spirit and began to speak in other languages, as the Spirit gave them ability. Acts 2:4 (NIV)

Based on Acts 2:1-21



Y K J T N K H J G A M A Z E D
T Q B F F P E N T E C O S T U
L P I Q H C I D Q I E S T R G
H R J C I W D F B E Q V C O G
H E A R O S T F I L L E D A R
P W S L G T P O C C K R X X S
Y S B P P F H I N U W I P F L
L V C D E N D E R G U I J C W
K A Z Z I A U W R I U L N R Y
I W N M O L K X Q U T E D D U
C F H G H E A V E N C I S A D
J O I O U E Z A E X G H T N O
R E Q R L A D E W E E N U Y Y
C H J P E Y G H I N T O H F H
F A H T I M L E U Y S T R G B

SPEAK	LANGUAGE	PENTECOST	HEAVEN	BLOWING
SOUND	OTHER	HOLY	SPIRIT	HEAR
FILLED	WIND	FIRE	TONGUES	AMAZED

Mrs T's Maths Groups – Year 6

Week beginning: 1st June 2020

Tasks 1, 2 & 3.) LO: Circles - Pi – Area – Circumference - Revisited

A.) Click on the following link – Listen to the song explain how to find the area & circumference of a circle.

<https://www.youtube.com/watch?v=icrzF3zl5A&list=PL57pneHQXdPY-2c9OnFHEHS4Nqtn2oAe9>

Task: Listen to the song a few times and see if you can figure out the formula for finding the area and circumference of a circle – Write down each formula.

B.) Click on the following link and learn more about Circles:

<https://www.youtube.com/watch?v=O-cawByg2aA>

C.) Go to following site:

https://www.mathgoodies.com/lessons/vol2/challenge_unit2

- 1.) Complete the worksheet on page one.
- 2.) Go to the bottom of the page and click on the various links to other circles related worksheets and learning. Have a go at these.

Task 4.) LO: Problem Solving

Click on the following link: <https://nrich.maths.org/7405>

Task: Have a go at the problem and see solution.

Task 5) LO: Maths Test

Print out test on link below and have a go:

<https://www.elevenplusexams.co.uk/assets/195/CGP11+MathsTest.pdf>

Answers:

<https://www.elevenplusexams.co.uk/assets/197/CGP11+MathsAnswers.pdf>