English and Maths

Year: 6 Teacher: Mr.Merrington Week Beginning: 20/4/20

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| **Weekly Reading Task:** | Everyone continue reading your book study and answering the VIPERS questions I gave you to go with it. If anyone is already finished their book and answered all of the questions to go with it then e-mail me to arrange a new book study. | |
|  | **English Activity/ Objective** | **Maths Activity/Objective** |
| **Monday** | Task 1: It will not be long until you’re all in secondary school! Keeping that in mind I would like you to think back over your time in primary school and try to remember a really interesting day/ lesson/ lunchtime/ school trip/ moment, anything at all really. You’re going to tell a story about this time with some extra made up details by the end of the week. Using full sentences write a paragraph to explain why you picked this moment. Think about your adjectives; make them interesting, you’re not allowed to use the words nice or good. | Starter: Use hit the button to practise your 6 times tables. Play at least 3 times and record your best score. <https://www.topmarks.co.uk/maths-games/hit-the-button>  Task 1: Create your own fraction wall starting with a bar for 1 whole at the top and work down to twentieths. Use a ruler and pencil to draw the wall. The wall must be drawn accurately, measure using the ruler. If your whole bar is 50cm then your half bars should be 25cm etc. |
| **Tuesday** | Task 2: Today you are going to expand on the moment you picked yesterday. You are going to plan a story about the day you picked. **Your story does not have to be rea**l, it doesn’t have to be exactly what happened in your memory. Remember every story should have a beginning, build up, problem or dilemma, resolution and an ending. Use this planning sheet to help if you wish: <http://www.primaryresources.co.uk/english/pdfs/StoryMountain_TL.pdf> Plan an interesting story about yourself writing in the first person. | Starter: Use hit the button to practise your 6 times tables. Play at least 3 times and record your best score. Try to beat yesterday’s best score. <https://www.topmarks.co.uk/maths-games/hit-the-button>  Task 2: <https://www.youtube.com/watch?v=8Lp0xrtq0co>  Watch this video to help with the task.  Use your fraction wall from yesterday to help you write down equivalent fractions e.g. ½ = 2/4 = 3/6 etc. 1/3 = 2/6 etc. You can add fractions beyond your fraction wall such as 50/100 etc. Once you have written at least 10 sets of equivalent fractions can you write a sentence to explain how to work another equivalent fraction in a sequence? |
| **Wednesday** | Task 3: Watch this clip first. <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/ztcp97h>  Your story is going to need some speech. Today you need to write out the speech that is going to be used in your story. Plan where you will need speech, who is going to say it, what are they going to say and remember to use synonyms for said. I don’t want to see said unless it is followed by and adverb e.g. she said suspiciously. You might use subheadings to show where the speech will be e.g.  Introduction  “How do you think we will ever get away with that?” inquired Joe nervously. | Starter: Use hit the button to practise your 6 times tables. Play at least 3 times and record your best score. Try to beat yesterday’s best score. <https://www.topmarks.co.uk/maths-games/hit-the-button>  Task 3: <https://www.bbc.co.uk/bitesize/guides/zgg4jxs/revision/4>  Use this link to revise some converting fractions, decimals and percentages; ignore the parts where it talks about using a calculator, you don’t need one.  Looking at yesterday’s work and your 10 sets of equivalent fractions can you now convert them into a fraction and a decimal? E.g. ½ = 50% = 0.5. Remember to use what you know already to help work out trickier ones, if you know what ¼ is then you can work out 1/8 or even 1/16. |
| **Thursday** | Task 4: Today you are going to write the introduction to your story. This must include a good description of the setting as well as introducing the reader to the characters. Watch this video to give you some ideas about story setting: <https://www.youtube.com/watch?v=3BVOIyUnk6s>  As you are writing your story setting think about using interesting adjectives, use a thesaurus to help you (if you don’t own a thesaurus you can use an online one too or even Google synonym for…). Once you have written your Introduction with a setting and characters check over your work using CUPS (Capital letters, Use of grammar, Punctuation and Spelling) and check for any boring words you could improve. | Starter: Use hit the button to practise your 7 times tables. Play at least 3 times and record your best score. <https://www.topmarks.co.uk/maths-games/hit-the-button>  Task 4: <https://nrich.maths.org/pelmanisms/main.html?game=fractionsanddecimalsa&timer=on&faceup=true> Play the game in the link and see how quickly you can match equivalent fractions, decimals and percentages. If you want to challenge yourself the link to level 2 of the game is below. <https://nrich.maths.org/pelmanisms/main.html?game=fractionsanddecimalsab&timer=on&faceup=true> Play the game a few times and record your best time. Imagine we have a new student in the class. Write step-by-step rules how to: a) convert a decimal into a percentage b) convert a percentage into a fraction c) convert a fraction into a percentage. |
| **Friday** | Task 5: Now you get to continue and complete your story. You don’t need to write your introduction again, just continue from yesterday. Follow your plan from Tuesday and don’t forget to use the speech you planned on Wednesday. Once you have finished your story check over your work just as you did yesterday using CUPS and improving any boring adjectives or adverbs. Think about your sentence openers too, an interesting story doesn’t start every sentence with the same word or phrase. | Starter: Use hit the button to practise your 7 times tables. Play at least 3 times and record your best score. Try to beat yesterday’s best score. <https://www.topmarks.co.uk/maths-games/hit-the-button>  Task 5: <https://nrich.maths.org/5061> Have a look at the problem on this link. Answer he questions on the page. What fraction of the total shape does each triangle take up? I recommend copying this or printing it and cutting out the shapes to try and help work out your answer. Look and the second shape below, do the same for this. |