

# **Home Learning**

**YEAR 6**

**Week 3**

Dear Parent/Carer,

As you receive this home learning pack for week 3, please know that we are sending it alongside a huge thank you! You are all doing an amazing job at home and we cannot thank you enough for supporting both your children and our school community through such difficult times.

We have loved receiving your emails, pictures and pieces of work to let us know about all of the brilliant things that are taking place at home. We are all missing the children terribly – our classrooms just aren't the same without them! We really do love to hear from you so please continue to let us know how you and your family are getting on.

We hope that you are still able to find some time during the 'home school' week to take care of yourselves and give time to your own health and wellbeing as well as that of the children. The children will always be ready for a playtime whenever you feel you need a tea or coffee break!

As always, we are here to help and support you and your family in any way that we can so please do not hesitate to contact us if you would like to speak to someone.

Keep going, you are doing a fantastic job!

Thank you,

The Year 5/6 Team

"We have a long way to go" sighed the boy.  
"Yes but look how far we have come" said the horse.



# WEEKLY ACTIVITIES

Children can work on these activities throughout the week or complete the activity a number of times during the week.

During the week, there are various activities taking place online:

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Mon, Weds, Fri – Joe Wicks Live Workouts – 9am

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

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Online lessons and resources from BBC Bitesize

<https://www.bbc.co.uk/bitesize>

Televised lessons will also be shown on CBBC.

Spellings				
bellowed				
complained				
demanded				
disagreed				
exclaimed				
growled				
grumbled				
hissed				
howled				
quipped				
retorted				
screamed				
screeeched				
shrieked				
whispered				

**Choose three of these words to complete the sentences below - remember your punctuation!**

**As** \_\_\_\_\_

**When** \_\_\_\_\_

**If** \_\_\_\_\_

demanded complained screeched disagreed  
hissed grumbled retorted bellowed howled  
quipped whispered screamed growled  
exclaimed shrieked

w d i s a g r e e d x c a u j  
q u i p p e d h i s s e d s g  
k w g r u m b l e d d e j u h  
i a s c r e e c h e d q p c z  
r e a g i u b d r e p i i t k  
g d s e t y e e n d d j t o z  
k y a c v m p i a e f p d v g  
e n n o a s a d l w y d l o r  
c k c e i l e w d o p e g j o  
w y r h p t o m n l r d o h w  
p c w m r h b e a l e n e v l  
s j o o a u b e b e h a v a e  
t c t s e c a d i b o m m o d  
b e y y e x c l a i m e d h g  
r s h r i e k e d z q d w g o

A		B		C		D	
12 x 1		8 x 1		4 x 1		9 x 12	
5 x 12		4 x 4		9 x 10		5 x 11	
2 x 8		12 x 2		8 x 2		4 x 2	
11 x 5		7 x 5		3 x 6		9 x 11	
6 x 8		2 x 9		12 x 3		8 x 3	
4 x 3		11 x 6		7 x 6		3 x 7	
10 x 8		6 x 9		2 x 10		12 x 4	
8 x 4		4 x 5		11 x 7		7 x 7	
3 x 8		10 x 9		6 x 10		2 x 11	
12 x 5		8 x 5		4 x 6		11 x 8	
7 x 8		3 x 9		10 x 10		6 x 11	
2 x 12		12 x 6		8 x 6		4 x 7	
11 x 9		7 x 9		3 x 10		10 x 11	
6 x 12		1 x 1		12 x 7		8 x 7	
4 x 8		11 x 10		7 x 10		3 x 11	
10 x 12		5 x 1		1 x 2		12 x 8	
8 x 8		4 x 9		11 x 11		7 x 11	
3 x 12		9 x 1		5 x 2		1 x 3	
12 x 9		8 x 9		4 x 10		11 x 12	
7 x 12		2 x 1		9 x 2		5 x 3	
1 x 4		12 x 10		8 x 10		4 x 11	
10 x 1		6 x 1		2 x 2		9 x 3	
5 x 4		1 x 5		12 x 11		8 x 11	
4 x 12		10 x 2		6 x 2		2 x 3	
9 x 4		5 x 5		1 x 6		12 x 12	
8 x 12		3 x 1		10 x 3		6 x 3	
2 x 4		9 x 5		5 x 6		1 x 7	
11 x 1		7 x 1		3 x 2		10 x 4	
6 x 4		2 x 5		9 x 6		5 x 7	
1 x 8		11 x 2		7 x 2		3 x 3	
10 x 5		6 x 5		2 x 6		9 x 7	
5 x 8		1 x 9		11 x 3		7 x 3	
3 x 4		10 x 6		6 x 6		2 x 7	
9 x 8		5 x 9		1 x 10		11 x 4	
7 x 4		3 x 5		10 x 7		6 x 7	
1 x 12		9 x 9		5 x 10		1 x 11	

**MONDAY**

**18.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><i>This week we are going to be focussing on the moon in Literacy. Our reading activities will help us to get further information about the moon and its landscape and then, later in the week, we will be able to include this knowledge into our writing.</i></p> <p><b>Reading Comprehension</b></p> <p>1. Read the text: 'The Moon'. <i>Try to find a quiet space so that you can read the text out loud – this will help your brain to process the words in the text and it will give you extra reading practise too!</i> <b>We will answer the questions tomorrow.</b></p> <p>2. Underline any vocabulary that you are unsure of.</p> <p>3. Use a dictionary or online research to find the meaning of the following words/phrases from the text:</p> <p>civilisations equator 'staple of horror stories' gravitational pull</p>	<p><i>'The Moon' text is on the following pages.</i></p> <p><a href="https://dictionary.cambridge.org/">https://dictionary.cambridge.org/</a></p>
2	<p><b>SPaG</b></p> <p><b>6</b> Choose a preposition to complete each sentence and write it in the space. Use each preposition only once.</p> <p>to      on      from      with</p> <p>The decoration must be placed _____ the cake.</p> <p>This chocolate is different _____ my usual choice.</p> <p>This hat is dear compared _____ that one.</p> <p>My coat is similar _____ the one you wear.</p>	<p><u>1 mark</u></p>

# The Moon

The Moon has fascinated human beings since the dawn of time. The Ancient Egyptians believed that their god, Khonsu, was responsible for helping it travel across the sky each night. The link between a full moon and werewolves has been a staple of horror stories for centuries. Whatever civilisations have believed, they have always recognised the important role that the Moon plays on Earth.

## You Spin Me Right Round

There are two different and equally important cycles of the Moon. The Moon has phases because it orbits the Earth once every 27.3 days. However, because the Earth is also orbiting the Sun at the same time, it takes the Moon 29.5 days to complete a cycle from new Moon to new Moon.

In each cycle, there are 8 phases of the Moon. Each complete cycle is called a "lunation".



New  
Moon



Waxing  
Crescent



First  
Quarter



Waxing  
Gibbous



Full  
Moon



Waning  
Gibbous



Third  
Quarter



Waning  
Crescent

## Wave Hello

The Moon plays a vital role in creating the tides on Earth, along with the Sun. The gravitational pull of the Sun is about 178 times stronger than the pull of the Moon, but the Moon is a lot closer. This means that the Moon has a more significant effect on the tides.

Wherever the Moon is in its orbit, the tides will be high. This is because the pull of the Moon causes the tides to "bulge" towards the Moon, it also causes the tides to bulge on the exact opposite side of Earth. Therefore, two places at any one time will have a high tide. The sites in between these two high tides will be at low tide. Can you imagine a beach without any waves?

## Fantastic Facts

Man first landed on the Moon in 1969, when the NASA Apollo 11 mission successfully touched down. Neil Armstrong and Buzz Aldrin became the first humans to set foot on a foreign planetary body. Michael Collins stayed aboard the shuttle and piloted it around the Moon during their moonwalk.

The Moon is the fifth-largest satellite (the technical term for a moon) in the solar system. There are more than 200 satellites in our solar system, and scientists are finding more all of the time.

On average, the Moon is roughly 384,000km from the Earth. This changes throughout its cycle. It is nearly 11,000km around at its equator. The temperature varies between -173c and 127c. Bring a coat and your suncream!

Due to the way it orbits Earth, we always see the same face of the Moon. It doesn't matter where you are on Earth, the Moon will look just the same as always. The surface of the Moon is actually very dark - similar in colour and reflectiveness to an old tarmac road. It is only the Sun shining on it and the darkness of the sky around it that makes it seem so bright.

Unfortunately, we are saying goodbye to the Moon, albeit very slowly. It is drifting away from Earth by about 4cm per year. Don't worry, though, this won't affect us for a very long time.

It is widely believed by scientists that the Moon was created roughly 4.5 billion years ago when a rock the size of Mars crashed into Earth. The impact caused many rocks to fly off into space. Many of them fell into orbit and compressed together to form the Moon. Scientists have named the giant rock that crashed into Earth, Theia.

## RETRIEVAL FOCUS

1. What was Theia?
2. Which Apollo 11 astronaut didn't walk on the Moon?
3. How long does it take the Moon to complete a full cycle?
4. What is the scientific name for a complete cycle?
5. Which mythical creature is linked to the cycle of the Moon?

## VIPERS QUESTIONS

- S** Describe how the Moon causes tides on Earth.
- V** Which word is used to describe the different stages of the Moon's cycle?
- V** Complete this sentence: The technical term for a moon is a \_\_\_\_\_
- I** Why does the author joke that you might need a coat and suncream on the Moon?
- S** Why would the Moon look the same for everyone on Earth?

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>French – Talking About Yourself</b>  <i>We've learnt quite a few French phrases that help us to provide information about ourselves.</i></p> <p>1. Practise these phrases by working through the activities on BBC Bitesize.</p> <p>2. Once you've practised saying them aloud (use the sound clips on the site to hear the correct pronunciation if you need a reminder), create a French fact file about yourself.  <i>Try to write each sentence in French, using the website as a guide for spelling and grammar.</i></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zgnwr2p">https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zgnwr2p</a></p> <p><i>You may want to answer:</i></p> <ol style="list-style-type: none"> <li>1. What is your name?</li> <li>2. How old are you?</li> <li>3. When is your birthday?</li> <li>4. Where do you live?</li> </ol>
2	<p><b>PE</b>  <i>This session could certainly be fun for all the family so try and get everyone at home involved!</i></p> <p>Access 'Go Noodle' using the link provided.</p> <p>Choose some of the videos to have a go at (you can do as many as you like!).  <i>Some of our favourites are:</i>  <i>Trolls – Can't Stop This Feeling</i>  <i>Banana Banana Meatball</i>  <i>Young Dylan Dance Along – Repeat the Beat</i></p> <p>If you are feeling energised and super-creative, you could even have a go at creating your own routine!  <i>We would love to see a short clip of your routine if you would like to email it to us!</i></p>	<p><a href="https://www.youtube.com/c/GoNoodle">https://www.youtube.com/c/GoNoodle</a></p>

**5-a-day**

1.  $5 \times 4 \times 10$
2.  $7,064 - 502$
3.  $56.38 + 24.7$
4.  $270 \div 3$
5.  $3,050,020 = 3,000,000 + \underline{\hspace{2cm}} + 20$

**Using Ratio Language**

Please note that this is new learning. The linked videos will greatly help your understanding of this new concept. Don't worry though if you're finding anything tricky. We're here to help so please get in touch if you need any further explanation.

1. Watch this clip that introduces you to what ratio is and the language we use to describe ratio: <https://vimeo.com/398595118>
2. Complete the activities on the next page.

**Extra challenge:**

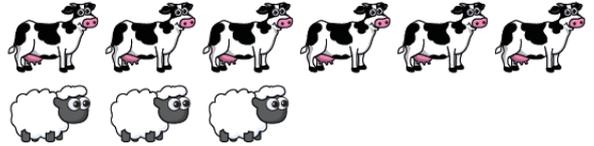
Challenge yourself to complete the Ultimate Times Tables Test (a copy of the sheet is in your pack). How fast can you complete it? Let us know your time when you return your work.

Complete the sentences.



For every two blue flowers there are \_\_\_\_ pink flowers.  
 For every blue flower there are \_\_\_\_ pink flowers.

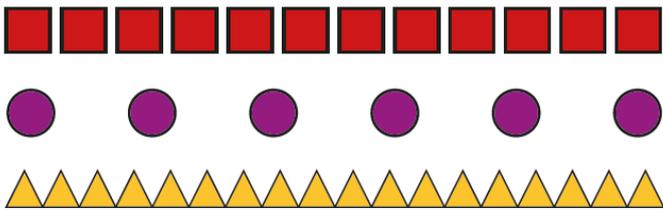
Complete the sentences.



For every 3 sheep there are  cows.

For every 2 cows there is  sheep.

Here are some shapes.



Complete the sentences.

For every 6 squares there are  circles.

For every 6 squares there are  triangles.

For every 1 square there is  a circle.

For every 2 pencils there are 3 rulers.

Draw a picture to show this.

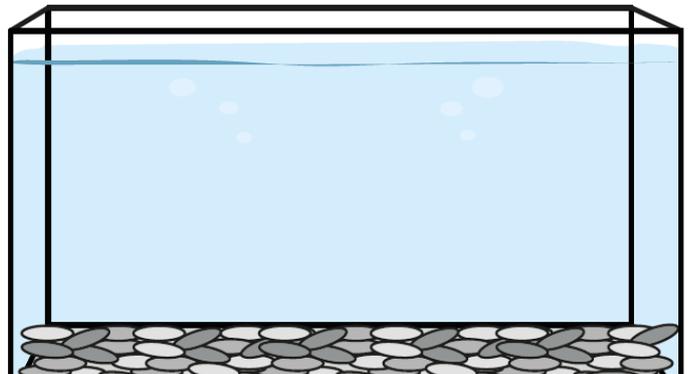


Filip has some fish.

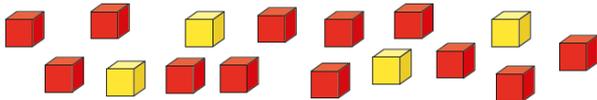
For every 3 red fish he has 1 goldfish.

Tommy counts at least 20 fish in the tank.

Draw the fish in the tank.



Write three different 'For every ...' sentences for the cubes.




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**TUESDAY**

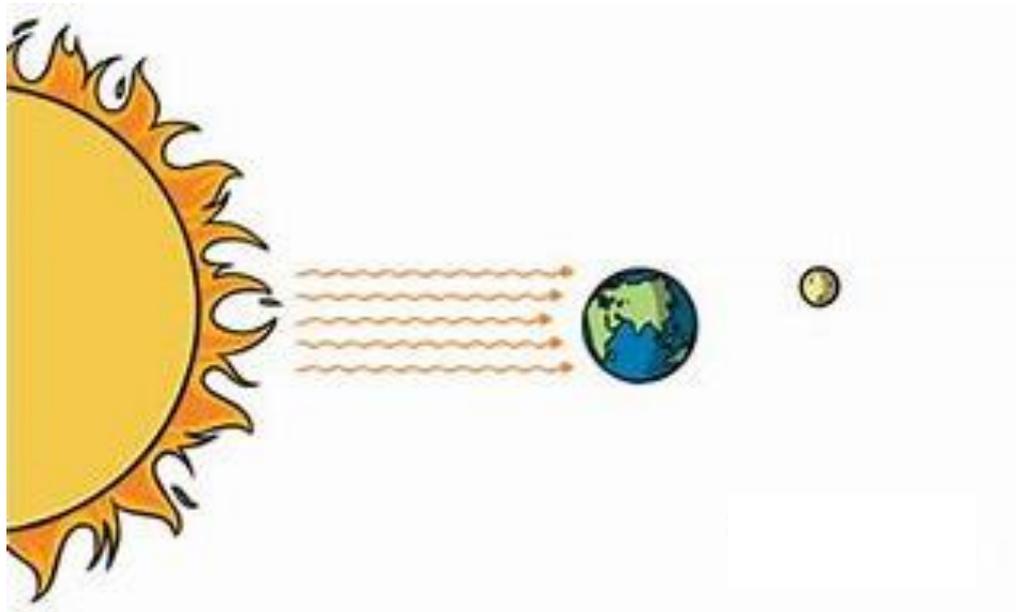
**19.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<b>Reading Comprehension</b>  <i>Today, we are going to answer the comprehension questions on the text 'The Moon'.</i>  Answer both sets of questions on the text. Try to include detail in your answer where necessary.	<i>'The Moon' comprehension text – Monday's resource.</i>
	<i>If you would like to do some further research on the Moon to help with your writing, then explore the links in the 'Resources' section.</i>	<a href="https://www.bbc.co.uk/bitesize/clips/zvw8q6f">https://www.bbc.co.uk/bitesize/clips/zvw8q6f</a>  <a href="https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/">https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/</a>
2	<b>SPaG</b>  Complete the set activity on Learning by Questions.	<a href="https://www.lbq.org/">https://www.lbq.org/</a> <b><i>The activity code will be sent via Marvellous Me this morning.</i></b>

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Science - Day and Night</b></p> <p>Watch Clip 1 to learn more about how Earth orbits the sun. Whilst watching the clip, think about how the position of the Earth during its orbit enables day and night to happen.</p> <p><i>When would you experience day time during the orbit?</i></p> <p><i>When would you experience night time?</i></p> <p>Watch Clip 2 which shows a practical demonstration of how the Earth rotates to face towards and away from the sun to create day and night.</p> <p><b>Draw and label</b> a diagram to show your understanding of how night and day occur. Use the image below to give you some idea of what your diagram could look like.</p>	<p><b>Clip 1:</b> <a href="https://www.bbc.co.uk/bitesize/clips/z6vfb9q">https://www.bbc.co.uk/bitesize/clips/z6vfb9q</a></p> <p><b>Clip 2:</b> <a href="https://www.bbc.co.uk/bitesize/clips/zkynvcw">https://www.bbc.co.uk/bitesize/clips/zkynvcw</a></p>



**5-a-day**

1.  $6^2 + 10$
2. \_\_\_\_\_ - 10 = 298
3.  $5,400 \div 9$
4.  $\frac{5}{7} + \frac{3}{21}$
5.  $785 \times 23$

**Introducing the Ratio Symbol**

Yesterday, we used the language, “for every.....there are...”. For example, in this picture, for every one blue flower, there are two   pink flowers. Today we’re going to introduce the ratio symbol (which is a colon : ). To describe the ratio of blue to pink flowers, we would say 1:2. This is read as “one to two”. The ratio of pink to blue flowers is 2:1. This is read as “two to one”.

1. Watch the clip to practise describing ratio using the ratio symbol:  
<https://vimeo.com/432268424>
2. Complete the activities on the next page.

**Extra challenge:**

Complete the “Compare Two Quantities” task on [www.lbq.org](http://www.lbq.org). The code will be sent out via Marvellous Me on Tuesday morning.

Complete:



The ratio of red counters to blue counters is  :

The ratio of blue counters to red counters is  :

Write down the ratio of:



- Bananas to strawberries
- Blackberries to strawberries
- Strawberries to bananas to blackberries
- Blackberries to strawberries to bananas

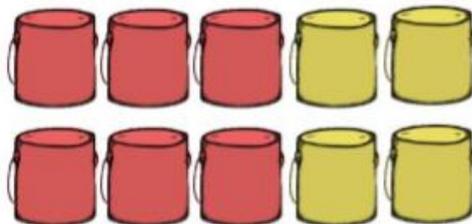
The ratio of red to green marbles is 3 : 7

Draw an image to represent the marbles.

What fraction of the marbles are red?

What fraction of the marbles are green?

Tick the correct statements.



- There are two yellow tins for every three red tins.
- There are two red tins for every three yellow tins.
- The ratio of red tins to yellow tins is 2 : 3
- The ratio of yellow tins to red tins is 2 : 3

Explain which statements are incorrect and why.

**WEDNESDAY**

**20.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Writing</b></p> <p><i>This week we are going to produce a piece of narrative writing based on an image titled: 'Moon Landing'. You can choose to write in whatever narrative style you wish (e.g. a setting description, a story, a diary entry etc.). We are going to focus particularly on powerful vocabulary choices.</i></p> <p>1. Look at the image and begin to think about what might have happened before and after the image was taken. Who has taken the image? Was it you? Or have you found the image somewhere? <i>The possibilities are endless!</i></p> <p>2. Begin to develop a collection of adjectives and descriptive phrases (<i>you might want to make a mind map or write a list</i>) to describe the image. <i>Remember to consider all of your senses: sight, sound, touch, taste and smell.</i></p> <p>3. Use a thesaurus or online research to gather powerful descriptive phrases and vocabulary. <i>You may want to choose 5 of your words and try to find more powerful synonyms for them.</i></p>	<p><i>Image provided on following page.</i></p> <p><a href="https://www.thesaurus.com/">https://www.thesaurus.com/</a></p>

2	<p><b>SPaG</b></p> <p style="text-align: center;"><u>Adverbs and Adjectives</u></p> <p>Tick one box in each row to show whether the underlined word is an adjective or adverb.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Sentence</th> <th style="width: 10%;">Adjective</th> <th style="width: 10%;">Adverb</th> <th style="width: 25%;">Sentence</th> <th style="width: 10%;">Adjective</th> <th style="width: 10%;">Adverb</th> </tr> </thead> <tbody> <tr> <td>It was a <u>beautiful</u> day.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>huge</u> spider terrified me!</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>He spoke <u>clearly</u> in assembly.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>glamorous</u> lady walked into the room.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>She gave <u>generously</u> to the charity.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>He spoke <u>quietly</u> in the library.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Our <u>happy</u> dog loves to play.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>He walked <u>nervously</u> onto the stage.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>He waited <u>anxiously</u> for the results.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>She spoke <u>kindly</u> about the boy.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The <u>courageous</u> man rescued the cat from the tree.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>fierce</u> wind hurt my face.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Sentence	Adjective	Adverb	Sentence	Adjective	Adverb	It was a <u>beautiful</u> day.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>huge</u> spider terrified me!	<input type="checkbox"/>	<input type="checkbox"/>	He spoke <u>clearly</u> in assembly.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>glamorous</u> lady walked into the room.	<input type="checkbox"/>	<input type="checkbox"/>	She gave <u>generously</u> to the charity.	<input type="checkbox"/>	<input type="checkbox"/>	He spoke <u>quietly</u> in the library.	<input type="checkbox"/>	<input type="checkbox"/>	Our <u>happy</u> dog loves to play.	<input type="checkbox"/>	<input type="checkbox"/>	He walked <u>nervously</u> onto the stage.	<input type="checkbox"/>	<input type="checkbox"/>	He waited <u>anxiously</u> for the results.	<input type="checkbox"/>	<input type="checkbox"/>	She spoke <u>kindly</u> about the boy.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>courageous</u> man rescued the cat from the tree.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>fierce</u> wind hurt my face.	<input type="checkbox"/>	<input type="checkbox"/>
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## Curriculum Activities

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Space: Shadows Investigation</b></p> <p><i>Today we're going to investigate how the Earth's orbit affects the shape of shadows thorough the day. This investigation will work best on a sunny day so feel free to do it another day if there's too many clouds!</i></p> <p>Here's what to do:</p> <p>Find a spot in your house that receives the most sun through the day. At 9am, set up a toy (a small Lego figurine or something similar will do perfectly) on a plain piece of paper.</p> <p>Face the paper due North (<i>you can use Google Maps or use the compass app on a phone to find this direction</i>). Draw the shadow it creates onto the paper.</p> <p>Check on the paper every hour and draw the shadow each time.</p> <p>Record your findings on a piece of paper:</p> <ol style="list-style-type: none"> <li>1. <i>What do you notice about the shadows?</i></li> <li>2. <i>What time was the shadow shortest?</i></li> <li>3. <i>What time was the shadow longest?</i></li> <li>4. <i>What direction was the shadow facing in the afternoon?</i></li> </ol> <p>Watch the clip for an explanation as to why the shadows change through the day.</p>	 <p style="text-align: center; margin-top: 20px;"> <a href="https://www.youtube.com/watch?v=1SN1BOpLZAs">https://www.youtube.com/watch?v=1SN1BOpLZAs</a> </p>
2	<p><b>DT</b></p> <p><i>This year, NASA are going to send a 'Rover' to Mars, which will move around the planet carrying out experiments and collecting information.</i></p> <p>Design your own Rover, which could be used on a mission to Mars.</p> <p><i>Draw and label its key features, thinking about what technology you might use, how the Rover would be powered and what materials you would use.</i></p>	<p><i>Information and video clips about the Mars Rover 2021</i></p> <p style="text-align: center; margin-top: 10px;"> <a href="https://mars.nasa.gov/mars2020/">https://mars.nasa.gov/mars2020/</a> </p>

**5-a-day**

1. \_\_\_\_\_ = 5, 776 – 855
2. 10 – 5.4
3. 6, 329 + 56, 731
4. 63 x 25
5. 60 ÷ 15

**Calculating Ratio**

Today we're going to  
 may be helpful to draw  
 models to help you visualise

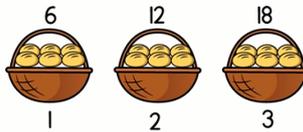
1. Watch the clip and  
 examples:

A basket holds 6 bread rolls.



For every 1 basket, there are 6 bread rolls.

If you have 3 baskets, how many bread rolls do you  
 have?



Bread rolls: 18

calculate ratio. It  
 diagrams or bar  
 the ratio.  
 work through the

<https://vimeo.com/432268547>

2. Complete the activities on the next page.

**Extra challenge:**

Play the Ratio Blaster game:

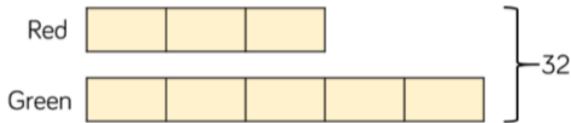
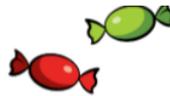
[https://www.mathplayground.com/ASB\\_RatioBlaster.html](https://www.mathplayground.com/ASB_RatioBlaster.html) to show how  
 fractions could be represented as ratios.

A farmer plants some crops in a field.  
 For every 4 carrots he plants 2 leeks.  
 He plants 48 carrots in total.  
 How many leeks did he plant?  
 How many vegetables did he plant in total?



Jack mixes 2 parts of red paint with 3 parts blue paint to make purple paint.  
 If he uses 12 parts blue paint, how many parts red paint does he use?

Eva has a packet of sweets.  
 For every 3 red sweets there are 5 green sweets.  
 If there are 32 sweets in the packet in total,  
 how many of each colour are there?  
 You can use a bar model to help you.



Teddy has two packets of sweets.



In the first packet, for every one strawberry sweet there are two orange sweets.

In the second packet, for every three orange sweets there are two strawberry sweets.

Each packet contains 15 sweets in total.

Which packet has more strawberry sweets and by how many?

**THURSDAY**

**21.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><i>We will be using the same image as yesterday so please make sure that you have taken time to have another good look at the image before today's activity.</i></p> <p><b>Planning</b> <i>Today, you are going to plan your text based on the image. Remember, there is no right or wrong answer in writing – just use your wonderful imagination! You may have decided to write a story or a setting description, you may have chosen to do a diary entry or a letter – write whatever you are inspired to write!</i></p> <p>Plan your piece of writing.</p> <p><i>You could base your writing on the opening:</i></p> <p><i>'Houston! Houston come in! Houston we have a problem...'</i></p>	<p><i>Narrative planning sheet on following page.</i></p>
2	<p><b>SPaG</b></p> <p>Complete the set activity on Learning by Questions.</p>	<p><a href="https://www.lbq.org/">https://www.lbq.org/</a> <b><i>The activity code will be sent via Marvellous Me this morning.</i></b></p>

Narrative Planning Sheet

Title

Top 5 Vocabulary/Phrases

*Try your best to use all of these!*

Characters

*Include brief descriptions of the character/s*

Setting Description/Opening – *describe your surroundings/set the scene for the story.*

Build Up – *introduce your characters. What are they doing there? Who are they? Write about their normal day.*

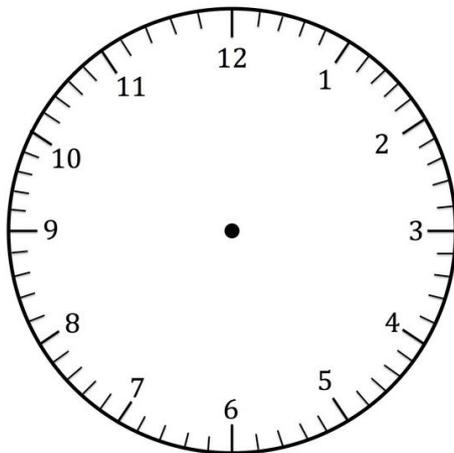
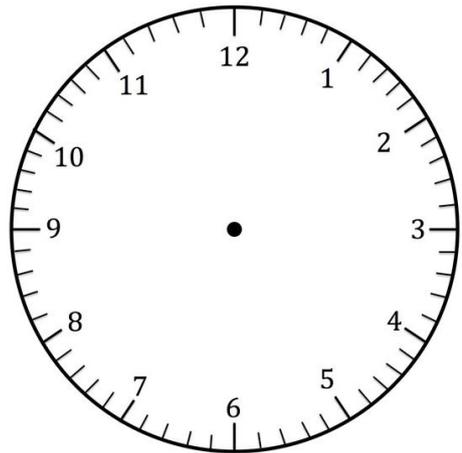
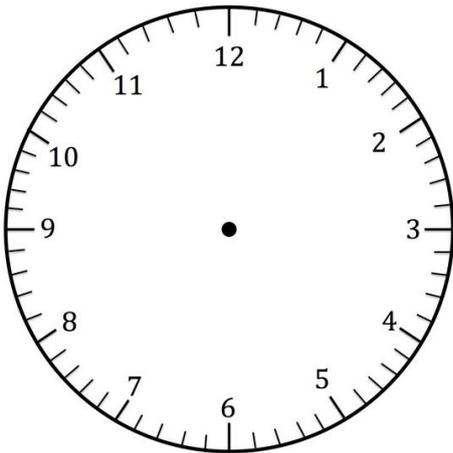
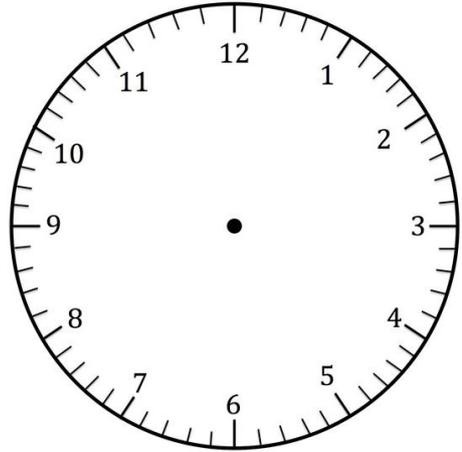
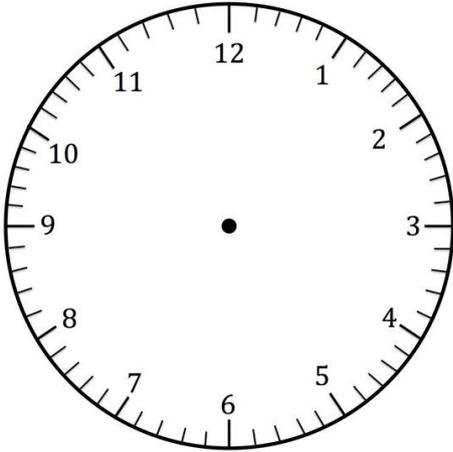
Problem/Action – *something unusual has happened! What's happened? Are the characters safe? What do they say/feel/do?*

Resolution/Ending – *how does the story end? Is the problem solved? Will there be a cliffhanger?!*

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Geography - Time Zones</b></p> <p><i>Think about the knowledge that you discovered in yesterday's activity about the position of Earth towards the Sun changes throughout each day.</i></p> <ol style="list-style-type: none"><li>1. Use the BBC Bitesize link to discover information about different time zones.</li><li>2. View the world map and time zones online. <i>Explore the times for cities that you know and have a look for some unheard of destinations.</i></li><li>3. Choose 5 cities and record their times on the clocks.</li></ol>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</a></p> <p><a href="https://www.worldclock.com/">https://www.worldclock.com/</a></p> <p>Activity sheet is on the following page.</p>
2	<p><b>e-Safety</b></p> <p><i>Sometimes, we can spend an awful lot of time using technology without even realising how much time we have spent! This is quite often the case for gaming and when using mobile phones.</i></p> <ol style="list-style-type: none"><li>1. Watch the video about addictive behaviour – it shows how some of the characters become 'addicted' to a game they are playing and find themselves missing out on other things instead.</li><li>2. Create a poster to show what you could do to avoid becoming 'addicted' to technology.</li></ol>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-addictive-behaviour/zd87t39">https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-addictive-behaviour/zd87t39</a></p>

# Time Zones around the World



**5-a-day**

1.  $0.1 \div 100$
2.  $6 - 5.738$
3.  $457 \times 36$
4. \_\_\_\_\_ =  $5,789 + 6,472$
5.  $\frac{1}{2} + \frac{1}{5}$

**Scale Factors**

A **scale factor** is when you and each side is multiplied by number. This number is factor.

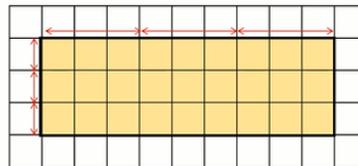
1. Watch the clip and work examples:

Here is a rectangle.

Draw another rectangle where each side is three times as big.



enlarge a shape the same called the scale



$1 \times 3 = 3$

$3 \times 3 = 9$

through

This shape has been enlarged by a scale factor of 3

<https://vimeo.com/432268677> If you're still unsure, you can also use the BBC Bitesize website to help you:

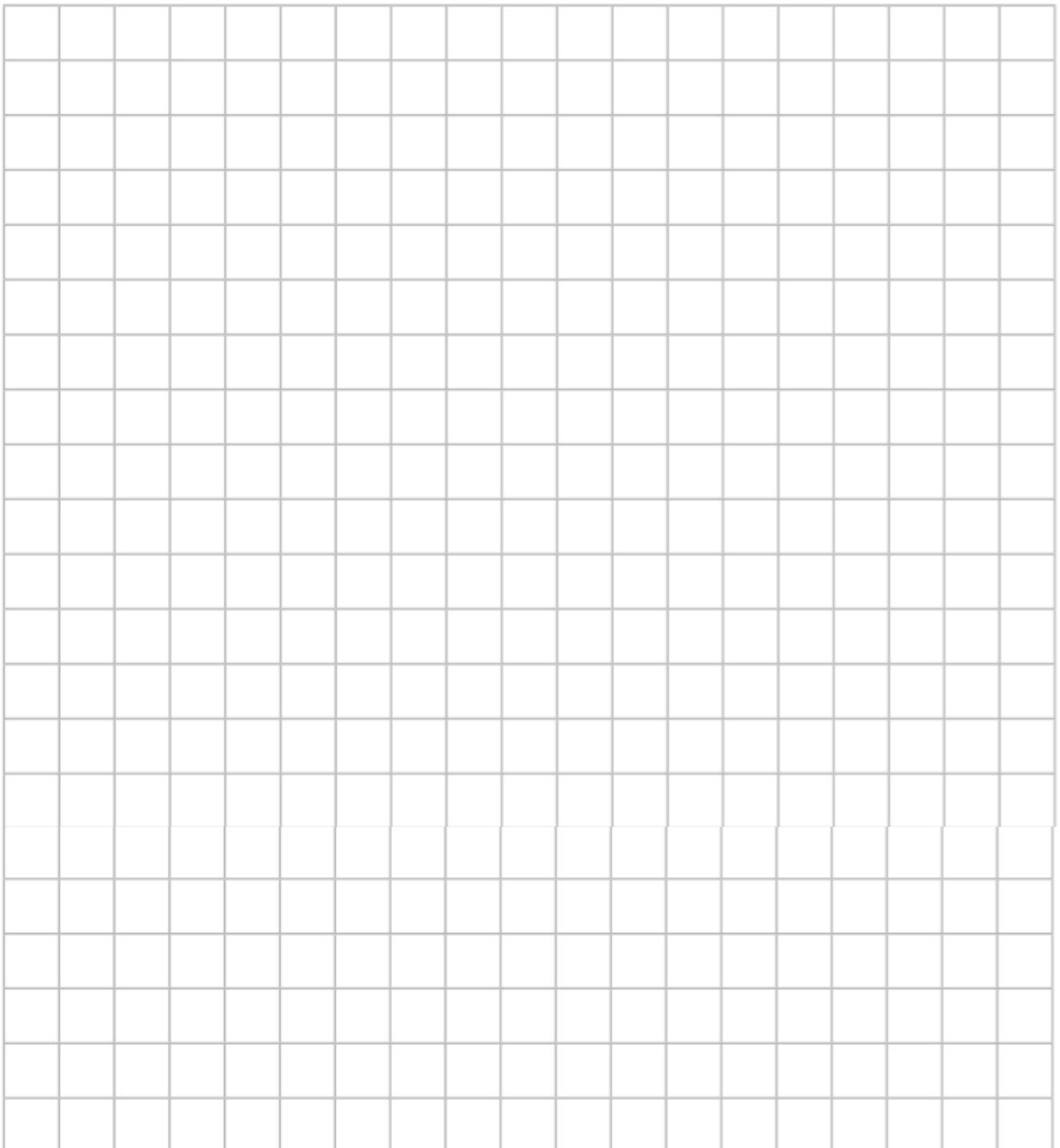
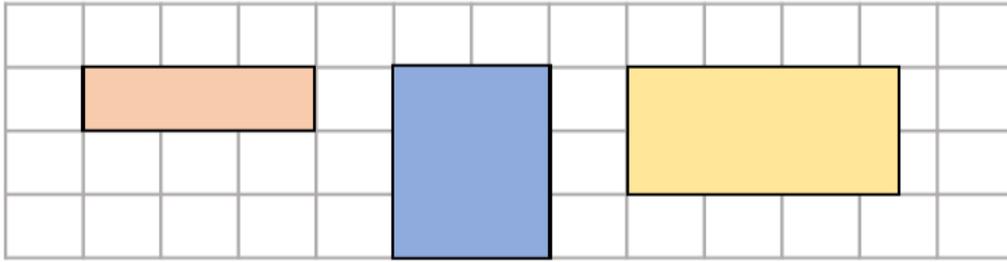
<https://www.bbc.co.uk/bitesize/articles/z2vm8hv>

2. Complete the activity below. If you're unable to print the sheet to work on it, you can complete the extra challenge instead.

**Extra challenge:**

Go to [www.lbq.org](http://www.lbq.org) to complete the Scale Factor quiz. The code will be sent on Thursday morning via Marvellous Me.

Copy these rectangles onto squared paper then draw them double the size, triple the size and 5 times as big.



**FRIDAY**

**22.01.21**

## Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>Writing</b></p> <p><i>Today, you are going to write your narrative! Remember to use what you have planned and try to include all of the brilliant vocabulary that you have found throughout the week.</i></p> <p><i>Work hard to present your work neatly.</i></p> <p><i>We would love to read your finished pieces so please don't forget to either email them to us or drop them into school!</i></p> <p>Write your narrative based on the image 'Moon Landing'.</p>	

## Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p><b>PE</b></p> <p>Yoga and stretching can be a great way for us to calm ourselves down if we're feeling anxious. To end off a week of working super hard on your home-learning, have a go at the Rocket Yoga activity. All the moves are space themed!</p>	<p><a href="https://www.youtube.com/watch?v=8cLWrEOxWHc">https://www.youtube.com/watch?v=8cLWrEOxWHc</a></p>
2	<p><b>PSHE</b></p> <p>It's really important to look after our mental health during this time. On the following page there is a mindfulness colouring sheet for you to complete to help you feel more relaxed.</p> <p>Alternatively, you can colour a picture online. Use the link to colour in an alien-themed picture!</p>	<p><i>Colouring sheet on following page.</i></p> <p><a href="https://www.online-coloring.com/coloring-page/aliens-population-201.html">https://www.online-coloring.com/coloring-page/aliens-population-201.html</a></p>
3	<p><b>Family Time</b></p> <p>Plan an activity that you could enjoy doing with your family over the weekend.</p> <p><i>You may decide the route for a family walk, plan a family movie night or even plan and help to prepare a family meal. We'd love to know what you get up to!</i></p>	



**5-a-day**

1.  $\frac{3}{4}$  of 1,000
2.  $645 \div 43$
3.  $5,413 \times 86$
4.  $19,060 - 7,439$
5.  $1\frac{3}{4} + \frac{3}{4}$

**Ratio and Scale Factors - Review**

Look back at your work from this week to remind you about the new things we have learnt. Rewatch the video clips if there's anything in particular you're still not 100% confident with.

Complete the questions below – using all the knowledge and skills that you've learnt this week.

**Extra challenge:**

Go to [www.lbq.org](http://www.lbq.org) and complete the Topic Review quiz to recap what you've learnt this week. The code for the quiz will be sent out on Friday morning via Marvellous Me.

1 Complete the sentences.

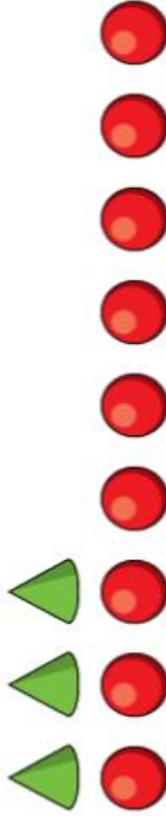


For every 1 apple, there are  pears.



For every 2 oranges, there are  lemons.

2



Complete the sentence.

For every 1 cone, there are  spheres.

3 Pat has these coins.

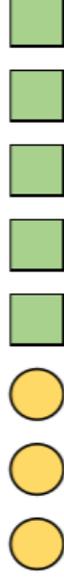


Harry has these coins.

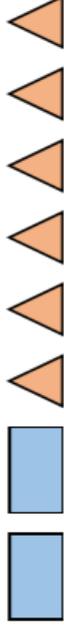


Pat says that for every 3 coins she has, Harry has 5 coins. Is Pat correct? Explain your answer.

4



The ratio of circles to squares is  :



Complete the sentences two ways.

The ratio of rectangles to triangles is  :

The ratio of rectangles to triangles is  :

5 Circle the equivalent ratios.

2 : 8      4 : 1      3 : 12      1 : 4      3 : 16

- 6 Part of a bar is shaded.



What fraction of the bar is shaded?

\_\_\_\_\_

What is the ratio of shaded parts to non-shaded parts?

\_\_\_\_\_

- 7 For every 3 boys in a class, there are 2 girls.



If there are 20 children in the class, how many girls are there?

\_\_\_\_\_

- 8 The ratio of red to blue cubes in a tower is 1 : 5  
There are 8 red cubes in the tower.

How many blue cubes are there in the tower?

\_\_\_\_\_

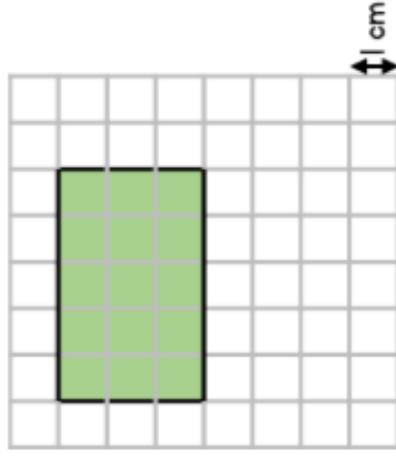
- 9 Ellie has some red and green grapes.

For every 3 green grapes she has 5 red grapes.  
She has 24 green grapes.

How many more red grapes than green grapes does Ellie have?

\_\_\_\_\_

- 10 A field is drawn to scale 1 cm on the grid represents 4 metres in real life.



What is the length of the field?

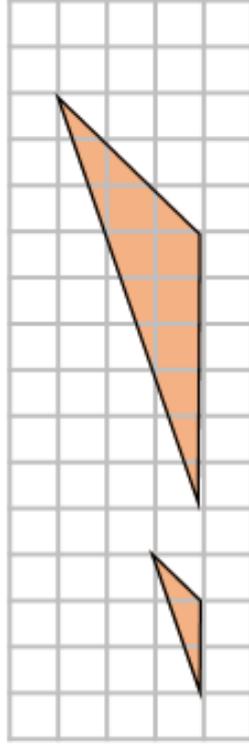
\_\_\_\_\_ m

Another field is 10 m long and 8 m wide.  
Draw this field on the grid above.

- 11

Here are two triangles.

Triangle A is an enlargement of Triangle B.



What is the scale factor of enlargement?

\_\_\_\_\_