

Weekly Learning for Year 6

22nd June 2020– Weekly Learning

Project: Enterprising Entrepreneurs!

Self-Marking:

We have provided the answers for last week's tasks. Please use the answer sheets provided below to mark your answers.

- For maths, we have suggested a method for each question so if you have got an answer incorrect look at how you could have worked it out and have another go.
- For reading, we have written example answers for you to self-mark please use this to correct and amend your answers.
- For SPAG, mark your work using the answers provided.

Spelling

This week's spelling words all end in 'cial' which makes the sound shul. Your spellings are:

official, special, artificial, social, racial, crucial, facial, beneficial, superficial, antisocial.

1. Look up the definitions for each spelling
2. Practice using each spelling by using it in a sentence.
3. Complete 2Do: Spellings W12 task on purple mash. Look at the word and once it is hidden try to spell it using the tiles.

Reading

This week, we would like you to **read chapter 5 of Rumpelstiltskin on Purple Mash**. Once you have read it you can complete the following on Purple Mash:

- 1) Chapter 5: Multiple Choice
- 2) Chapter 5: Sequencing
- 3) Chapter 5: Open Ended Questions
- 4) Chapter 5: SPaG

Task 1 is online in your To-Do's. To find task 2, 3 and 4 type Rumpel Stiltskin into the search bar and look in the Chapter 5 section. You do not need to print the questions, just write your answers on a piece of paper and we will send you the answers for you to self-mark. your work next week.

Spelling, Punctuation and Grammar

This week we would like you to revise sentence types. We had learnt that there are 4 types of sentence including: a question, a statement, a command and an exclamation.

To remind yourself watch the following videos:

https://www.youtube.com/watch?v=BWiwftl8pqE&feature=emb_logo

https://www.youtube.com/watch?v=n_foMADqjSc

Then, **answer the questions on pages 24–25** in your Grammar. Punctuation and Spelling book.

Keep active challenge

To keep active this week we would like you to use the 'Active Alphabet' to spell out your name. Look at the 'Active Alphabet' sheet below. Do the activity for each letter of the alphabet that is in your name. Can you do your whole name? We would love to hear how you got on.

Writing

This week we would like you to **write the next part of the Rumpelstiltskin story** that you have been reading on purple mash as if you are Rumpelstiltskin. We have set it as a 2 do on purple mash but if you are not able to do it on purple mash you can do it on some lined paper. The last paragraph of Chapter 5, which you read this week, reads:

"Come now," I urged. "Make your final guess for today. Fear not, for if you get it wrong you will have three more chances again tomorrow."
"Tobias?"

I laughed again and, through the cackle, I disappeared, leaving the maiden far behind.

You need to decide whether the queen will lose her baby to Rumpelstiltskin and write the next part of the story. We do not want you to find out what the author wrote next but want to know what you would write as the next part of the story. **We did something similar when we wrote the ending to Rose Blanche.**

Think about:

- You are Rumpelstiltskin – what is running through your mind? How will you spend your evening?
- Will the queen correctly guess the baby's name? Will she have to hand her baby over to Rumpelstiltskin?
- Will the king catch Rumpelstiltskin talking to his wife? What is the king doing when his wife goes to talk to Rumpelstiltskin?
- How will Rumpelstiltskin react when she guesses correctly or incorrectly?

Try to include speech, fronted adverbials, different words for said, relative clauses, a variety of short and long sentences, similes/metaphors. **We have provided a model text below to help you** but try to make your version unique!

Maths – Written Multiplication

This week our focus is written methods of multiplication. Use the video links to help you revise the different methods.

Grid method: <https://www.youtube.com/watch?v=RTT3PR6EzUK>

Long multiplication:

<https://www.youtube.com/watch?v=joSEl7f4yiM&list=PLEdsRNNMQYUxu40XBGMZ3m99oFaRMb1lZ&index=3>

Multiplication with decimals:

<https://www.youtube.com/watch?v=dSFja7Jsg6c>

Complete the 2Do: Written Multiplication Practice on purple mash & have a go at the questions on **pages 38–39** in your maths book.

Transition to Secondary School

Starting at a new school can be challenging so it is important we start to prepare to ease this transition.

Use the website below to learn more about secondary school life, and email any questions you have to your teachers. Follow this link: <https://www.bbc.co.uk/bitesize/articles/zj2grj6>

Then, discuss the following questions with your family:

How might secondary school be different to primary school?

Will I be expected to do more work?

Will I be expected to do more homework?

Eco Challenge – wildlife wonder

For the next two weeks we would like you to take on the 'Wildlife Wonder' challenge. For this challenge, you need to either take photos or sketch the plants you see while you are out and about.

Once you get home try to research what the plant was called and list all the types of plant/tree that you saw. I wonder who will find the greatest variety of plants in Watford?

Here is a link that might help you to identify which plant/tree you have seen from its twigs and leaves: <https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>

E- Safety

We are so lucky to have access to so much information and be able to connect to people via the internet. However, if we don't use it carefully, the internet is not always safe.

It is important to think carefully about which behaviours are safe and which behaviours are unsafe when you are using the internet.

This week we would like you to **complete the 2Do: Internet Safety task on purple mash, sorting the behaviours into those which are safe and those which are unsafe.**

Keep in touch:

We are really looking forward to keeping up to date with your learning.

Please keep in touch via the bog and share work or discuss the learning with us via email and twitter:

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Twitter: @MrsJessa1 @haider_miss MsSimmons@Lhaines

Now you can also email us on purple mash! Here is how:

1. Log in to purple mash
2. Type '2Email' into the search bar
3. Click the 2Email icon 
4. To read an email click the email you want to read and it will open.
5. To write an email click compose
6. In the 'To' box type the name of the teacher you want to email (e.g. Mrs Jessa)
7. Type the message you want to send in the large box that says 'message' next to it. At the bottom there is the option to attach a file or picture to help you share what you've been up to and your home learning with us.
8. Once you are happy with your message and have attached the files you want, click send.

Project – Enterprising Entrepreneurs!

Recently we started our project titled, 'enterprising entrepreneurs!' We are learning all about money: what is money, how to keep it safe, and how to become financially clever. Last week you started to think about banking and borrowing money. This week we will look at Saving.

Saving – We have set you the challenge of completing the following tasks. Don't forget to get in touch with your teacher if you are still stuck.

Task 1: What is saving? What does it mean to save money? Go online to bank websites and find out what type of account do banks offer for children to save money in?

Task 2: What is interest? Imagine you had £50 to deposit. Which is the best bank to put your money in? Go online to bank websites and find a children's savings account with a good interest rate.

Task 3: Can you calculate interest? Have a go at calculating the interest on Enterprising Entrepreneurs Task 3 below.

Task 4: Why would someone save money in a bank? Is money safer in a bank or at home? Are there any other advantages to saving your money in a bank? Are there any disadvantages to saving your money in a bank?

Remember to scroll down to find the attached sheet with more details and help for each of these tasks.

Jigsaw

Challenges are a normal part of life and feeling some anger, anxiety, stress, sadness is normal at certain times in our life. It is important that we are aware how our actions, thoughts and feelings affect each other.

Our thoughts affect our feelings and our feelings affect our actions and our actions affect our thoughts.



If the cycle has negative thoughts, actions and feelings and carries on and on in a negative way, we would build up lots of feelings of anger and sadness and it may affect our mental health. It is important that we can spot clues of a negative cycle (e.g. being withdrawn, being moodier, being angrier than usual) to help us stop it from happening and help us return to a good mental health. Taking time to calm down and pause can help our brains to think about the situations more clearly. Once we have spotted we are in a negative cycle there are lots of actions we can take to help get the person's mental health back into balance (e.g. talk to someone, be more positive about yourself, spend time with someone who values you, do calming activities, spend time in nature or playing outside, play a sport or exercise, do some breathing activities, etc.).

Task – Scroll down to the Jigsaw section below.

1. Look at Claire's scenario and underline the actions, thoughts and feelings in different colours.
2. How might the cycle continue if Claire doesn't realise and no one steps in to help?
3. Write 3 things you could do to help Claire.
4. Write 3 things Claire could do to help herself.

Maybe you would like to try:

Below are a list of links + online websites (sorted by subject) that you can use to help keep yourself busy (should you find yourself with some spare time!)

Please see these two NEW links for some fantastic resources!

Online Learning provided by teachers who provide explanations for a range of subjects including English and Maths

<https://www.thenational.academy/online-classroom>

Online Daily Learning for children in a range of subjects including Maths, English and Science –
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Maths

- IXL to practise and revise key topics –
https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A
- Times Table Rock stars –
<https://trockstars.com/>
- BBC bite size to revise/revisit different subjects such as maths topics –
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- Maths games to help you consolidate your understanding of maths concepts –
<https://www.sheppardssoftware.com/math.htm>
- Online maths worksheets for different types of maths topics –
<https://www.math-drills.com/>
- Online maths quizzes –
<https://www.educationquizzes.com/ks2/maths/>

Reading + English

- Online website with lots of quizzes for different subjects including English and maths
<https://www.educationquizzes.com/ks2/>
- Free e-book Library where you can read over 100 books –
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Try a creative writing challenge –
<https://home.oxfordowl.co.uk/blog/harriet-muncasters-creative-writing-challenge/>
- Stories to listen to online which you can review/ –
<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpjUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- Reading Rocks Reviews listen to the reviews of different books before you have a read –
<https://www.youtube.com/channel/UCDBwXRaWOGPaKd9Hogt5C-w>
- Free audio book from David Walliams –
<https://www.worldofdavidwalliams.com/elevenses/>

SPaG

- A website providing a range of grammar activities to improve SPaG –
<http://www.crickweb.co.uk/ks2literacy.html>
- A website to practise spelling rules and lists –
https://www.spellzone.com/word_lists/index.cfm
- Online grammar quizzes –
<https://www.educationquizzes.com/ks2/english/>

PE

- Jo Wicks PE channel – live 9am workout
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Online workout for children
https://www.youtube.com/watch?v=L_A_HjHZxfl

Music

- Lots of activities to do, including with the family.
<http://www.hertsmusicservice.org.uk/online-resources>

Writing – Write your own version of the next part of the Rumplestiltskin story

“Come now,” I urged. “Make your final guess for today. Fear not, for if you get it wrong you will have three more chances again tomorrow.”

“Tobias?”

I laughed again and, through the cackle, I disappeared, leaving the maiden far behind.

All night, thoughts and images of victory raced through my mind. She thinks she has power because she is the queen but she will never guess my name! Then I will take the king’s first child. I will be victorious. The child will be mine.

Victory was in sight. I could feel it, I could smell it. Soon victory would be mine. Unable to contain my excitement, I jumped, twisted and danced around the fire, singing, “It’s Rumpelstiltskin’s time to shine, soon all victory will be mine.” The fire danced with me, crackling like sparklers and the logs glowed like my victory soon would. Tomorrow would be the day I would remember for years to come.

The next day, when the queen arrived, my eyes were glowing with excitement. Surprisingly, the queen looked calm. She was dressed in a long velvet robe which gave her an air of elegance. The longer I stared into her eyes, the more nervous I began to feel.

Before I could speak, she began with her first guess. “Mathew?” she asked. My smile started to widen as I saw a glimmer of my victory once again. I shook my head.

Her eyes glanced up as she thought carefully about what her next guess would be.

“You only have two guesses left,” I reminded her, wishing she would hurry up.

“John?” she enquired. “Is your name John?”

My smile had now grown – it beamed from ear to ear. I could no longer control myself. I glanced at the baby, who lay peacefully wrapped in a soft, knitted white blanket. In just moments he would be mine.

“Take one last look at your dear son, before your last guess,” I confidently sniggered.

I was surprised her eyes were not welling up at this point but was far too excited to think much about it.

A smile began to creep across her face as she queried, “Is it Rumplestiltskin?”

There was a short pause. It couldn’t possibly be. She can’t possibly have known. Had I heard her correctly?

“Rumplestiltskin, Rumplestiltskin! Just as you sang last night”

My jaw dropped. My fists were clenched. My skin began to heat up as anger flared up inside me like a vicious fire.

“I have won and I am no longer under your spell!” she gloated.

“You cheater!” I shouted in rage as I stomped my feet. “The boy is mine!”

“I won the bargain, fair and square” she replied firmly, taking the boy into her arms and holding him tightly. “I guessed your name. You will not take my son – he is mine!”

Active Alphabet

A = 40 Jumping Jacks

B = 20 Crunches

C = 30 Squats

D = 10 Pushups

E = 20 Mountain Climbers

F = 10 Burpees

G = 10 Arm Circles

H = 20 Squats

I = 30 Jumping Jacks

J = 30 High Knees

K = 10 Pushups

L = 25 Lunges

M = 20 Burpees

N = 20 Second Plank

O = 40 Jumping Jacks

P = 15 Arm Circles

Q = 30 Crunches

R = 15 Pushups

S = 15 Mountain Climbers

T = 30 Second Wall Sit

U = 15 Squats

V = 15 Burpees

W = 30 Jumping Jacks

X = 15 Crunches

Y = 10 Pushups

Z = 1-Minute Wall Sit

Enterprising Entrepreneurs

Task 3

Can you calculate interest?



- Your local bank is trying to attract new customers
- They want you to deposit your money with them and in return they will pay you interest
- In this case study, every year that you keep your money with the bank, you will be paid 5% in interest (in the real world today it is much less!)

What does a 5% interest rate really mean:

If you deposit this:

You will get this:

Example 1



Example 2



Example 3



Test yourself (5% interest)

If you deposit this:

What will you get?



Insert answer



Insert answer



Insert answer

Activity

How many high street banks can you name? Do a little internet research and see which banks pay the highest interest rate on savings accounts.

Did you know?

A recent study found that if you had deposited just £1 into a bank account 200 years ago, it would be worth about £1,000 today! Imagine if you deposited more than £1 a week...

Jigsaw

Claire posts a picture of herself in a new outfit online. Unfortunately, someone makes a mean comment about the picture. Claire thinks to herself, 'I hate who I am'. This makes her feel sad and angry feelings about herself. She feels silly and embarrassed. As a result she stops socialising with others in school. This leads to a negative thought that 'Nobody likes me' and the cycle can continue.

Task

1. Look at Claire's scenario and underline the actions, thoughts and feelings in different colours.



2. How might the cycle continue if Claire doesn't realise and no one steps in to help?
3. Write 3 things you could do to help Claire.
4. Write 3 things Claire could do to help herself.

Reading Answers

Chapter 4 of Rumpelstiltskin

Comprehension Questions (Answers)

1. Why did Rumpelstiltskin return to the cellar?
 - a he felt sorry for the girl
 - b he was hungry
 - c he wanted a child back in his life**
 - d he wanted to eat a leg of chicken
 - e he wanted to steal the gold

 2. What did the girl give Rumpelstiltskin in return for turning the straw to gold?
 - a a promise**
 - b a silver bracelet
 - c a brooch in the shape of a rose
 - d a pair of earrings
 - e a leather satchel

 3. What was the king's name?
 - a George
 - b Henry
 - c Steffan**
 - d Albert
 - e Alexander

 4. Watching from afar, through the flames, it was clear to Rumpelstiltskin that the queen...
 - a could see that her husband was pompous.
 - b was annoyed with her father.
 - c would be happy and willing to hand over her child.
 - d was deeply upset.
 - e had forgotten how cruel her husband had been to her.**
-

5. Rumplestiltskin didn't take the baby straight away because...
- a Rumplestiltskin was a patient character.
 - b the baby had emerald-green eyes.
 - c Rumplestiltskin wasn't able to feed the baby.**
 - d the baby had a thick and rounded body.
 - e the baby wasn't his own son.

Chapter Sequencing (Answers)

Put these events in the order in which they happened in the story, numbering them from 1 to 5. The first one has been done for you.

From afar, Rumplestiltskin watched as the queen married the king, surrounded by hundreds of guests.

5

Rumplestiltskin appeared next to the girl.

2

Rumplestiltskin agreed to help the girl on the condition that she gave him her firstborn child.

4

Sitting next to his fire, Rumplestiltskin watched the girl walking around the cellar, feeling the walls.

1

The girl offered Rumplestiltskin some food.

3

Spelling, Punctuation and Grammar (Answers)

1. Add the **suffix -ly** to the words in brackets to complete the sentences below.

Rumplestiltskin sat down ^(heavy) heavily next to the fire.

He spoke ^(blunt) bluntly to the girl.

Rumplestiltskin ate the chicken ^(greedy) greedily.

2. Which sentence has been **punctuated correctly**?

After, making the deal Rumplestiltskin watched the girl from afar.

After making, the deal Rumplestiltskin watched the girl from afar.

After making the deal, Rumplestiltskin watched the girl from afar.

After making the deal Rumplestiltskin, watched the girl from afar.

Tick
one.

✓



3. What does the **word it** refer to in the passage below?

She turned and swung a hand over to a table where a feast had been lavishly laid out. It was a magnificent sight to behold.

	Tick one.
the table	<input type="checkbox"/>
the feast	<input checked="" type="checkbox"/>
the sight	<input type="checkbox"/>
the girl	<input type="checkbox"/>

4. Explain how the position of the **apostrophe** changes the meaning of the second sentence.

1. What are your son's favourite snacks?
2. What are your sons' favourite snacks?

In the second sentence the apostrophe indicates that there is more than one son.

5. What is the **word class** of each underlined word?

The girl ate healthily. adverb

The girl ate healthy food. adjective



Open-Ended Questions (Answers)

1. Fury flung me from that cellar back to my fireside.

Write down a synonym that could be used in place of fury in the sentence above.

Anger

2. Look at the paragraph beginning: Fury flung me...

Why didn't Rumpelstiltskin want to help the girl again?

He didn't want to help her because he knew that it would just become a cycle again. Every time the King saw the gold, he would fill up more of the cellar with straw and make the girl do it all again.

3. Look at the paragraph beginning: Time passed and...

What did the Miller brag about?

His daughter's ability to change straw into gold.

4. What happened to the queen's skin when she was pregnant?

It changed from pearly white to healthy pink.

5. It was clear the girl was not happy about Rumpelstiltskin's request.

Why do you think the girl agreed to his demands?

The girl wanted to be Queen. So, she did anything that Rumpelstiltskin demanded, because she needed straw to be turned into gold, so that the King would fulfil his promise of making her Queen.

SPAG Answers: pages 22-23

Pages 22-23 Expanded Noun Phrases		
1	<u>My naughty brother</u> spilled milk all over the table.	1
2	My mum bakes <u>the best brownies in the world</u>	1
3	<u>Our long-awaited holiday to the seaside</u> was ruined by the bad weather. <u>My brother's high-tech racing bike</u> cost him a lot of money.	1
4	After <u>a very long journey</u> , the exhausted <u>hockey team</u> decided they would stay in <u>the hotel with luxury facilities</u> and return home later.	1
5	Answers will vary. As a minimum, noun should be modified by an adjective. Examples: the sparkling sea, my new car, those naughty children, some beautiful flowers	1

Maths Answers: pages 36-37

Multiplying & Dividing

Challenge 1

① **BIDMAS**

$$4 \times (3 + 5) = 4 \times 8 = 32$$

② a) $245 \div 10 = 24.5$ b) $51 \times 10 = 510$ c) $156 \div 100 = 1.56$

H	T	O.	t
2	4	5	
		↔	
	2	4	.5

H	T	O.	t
	5	1	
		↔	
5	1	0	

H	T	O.	t	h
	1	5	6	
		↔		
	1	.5	6	

d) $16 \times 100 = 1600$

Th	H	T	O
	1	6	
		↔	
1	6	0	0

③ a) $5.60 \times 100 = 560$ b) $1356 \div 100 = 13.56$
 because $560 \div 100 = 5.6$

Th	H	T	O.	t	h
	1	3	5	6	
		↔			
	1	3	.5	6	

c) $340 \div 10 = 34$
 because $34 \times 10 = 340$

d) $9.8 \times 10 = 98$

H	T	O.	t
	9	8	
		↔	
9	8		

④ a) $810 \div 9 = 90$ b) $50 \times 30 = 1500$

0	9	0
9		8
8	1	0

or

$$81 \div 9 = 9$$

$$\text{so } 810 \div 9 = 90$$

$$5 \times 3 = 15$$

$$\text{so } 50 \times 30 = 1500$$

c) $180 \div 3 = 60$

$$\begin{array}{r} 060 \\ 3 \overline{)180} \end{array}$$

d) $30 \times 10 = 300$

$$3 \times 1 = 3$$

$$3 \times 10 = 30$$

$$30 \times 10 = 300$$

⑤

4 chocolates \rightarrow 15p each

$$15p \times 4 = 60p$$

$$\begin{array}{r} 15 \\ \times 4 \\ \hline 60p \end{array}$$

Challenge 2

BIDMAS

Brackets Indices Division Multiply Add Subtract

① $6 \times (9 - 3) + 8$

$$6 \times (6) + 8$$

$$36 + 8 = 44$$

② a) $5.43 \times 100 = 543$

$$\begin{array}{r} \text{H T O. t h} \\ 5.43 \\ \xrightarrow{\quad} 543.0 \end{array}$$

b) $6.2 \times 10 = 62$

$$\begin{array}{r} \text{H T O. t} \\ 6.2 \\ \xrightarrow{\quad} 62 \end{array}$$

c) $941.8 \div 100 = 9.418$

$$\begin{array}{r} \text{H T O. t h th} \\ 941.8 \\ \xrightarrow{\quad} 9.418 \end{array}$$

d) $246 \div 10 = 24.6$

$$\begin{array}{r} \text{H T O. t h} \\ 246 \\ \xrightarrow{\quad} 24.6 \end{array}$$

③ a) $7291 \div 1000 = 7.291$
because $7.291 \times 1000 = 7291$

b) $100 \times 3.54 = 354$
because $354 \div 100 = 3.54$

c) $4.78 \times 10 = 47.8$
because $47.8 \div 10 = 4.78$

d) $569 \div 100 = 5.69$

④ a) $32 \times 20 = 640$

$32 \times 2 = 64$
 so $32 \times 20 = 640$

c) $300 \div 5 = 60$

$30 \div 5 = 6$
 $300 \div 5 = 60$

b) $3600 \div 6 = 600$

$36 \div 6 = 6$
 $360 \div 6 = 60$
 $3600 \div 6 = 600$

d) $60 \times 30 = 1800$

$6 \times 3 = 18$
 $60 \times 3 = 180$
 $60 \times 30 = 1800$

⑤ $168 \div 14 = 12$ tables

$$\begin{array}{r} 012 \\ 14 \overline{) 168} \end{array}$$

challenge 3

① a) $12 \times (6 - 4) + 2^3 = 32$

BIDMAS

$12 \times (2) + 2^3$
 $12 \times 2 + 8$
 $24 + 8 = 32$

② a) $6.754 \times 100 = 675.4$

H T O . t h h
 6.754
 675.4

b) $345.9 - 100 = 245.9$

H T O . t h h
 345.9
 245.9

c) $241.5 \div 1000 = 0.2415$

H T O . t h h
 241.5
 0.2415

d) $1.3 \times 1000 = 1300$

Th H T O . t
 1.3
 1300

③ $£45 \div £4.15$

$4500p \div 415p$

1 bracelet = £4.15

2 bracelets = £4.15 \times 2 = £8.30

3 bracelets = £8.30 + £4.15 = £12.45

10 bracelets = £4.15 \times 10 = £41.50

11 = £41.50 + £4.15 = £45.65

so she can buy 10 bracelets and would have £3.50 left.

④ $£3.20 \times 12 = £38.40$

$\begin{array}{r} / \quad \backslash \\ 10 \quad 2 \end{array}$

$£3.20 \times 10 = £32.00$

$£3.20 \times 2 = £6.40$

$$\begin{array}{r} £32.00 \\ + £6.40 \\ \hline 38.40 \end{array}$$

⑤	1	$\times 340 =$	10 \times	34
or	2	$\times 340 =$	10 \times	68
	3			102
	4			136
	5			170

and so on.