

## Weekly Learning for Year 6

### 15<sup>th</sup> 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 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. The reading answers are attached below.
- For SPaG, mark your work using the answers provided.

##### Spelling

This week's spelling words are words that tricky to spell but are important to know how to spell.

**Attached, available, average, competition, conscience, controversy, correspond, embarrass, especially, exaggerate**

1. Look up the definitions for each spelling
2. Practice using each spelling by using it in a sentence.

##### Reading

This week, we would like you to **read chapter 4 of Rumpel Stiltskin on Purple Mash**. Once you have read it you can complete the following on Purple Mash:

- 1) Chapter 4: Multiple Choice
- 2) Chapter 4: Sequencing
- 3) Chapter 4: Open Ended Questions
- 4) Chapter 4: 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 1 section. You do not need to print the questions out, just write your answers on a piece of paper and we will send you the answers for you to

##### Spelling, Punctuation and Grammar

During this year, in English we looked expanded noun phrases. This week, we would like you to answer questions about this topic on **pages 22–23 of your SPaG question books**.

To remind yourself watch these videos below:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f>  
<https://www.youtube.com/watch?v=j0e6Odjo-bk>

Noun phrase = The car

Expanded noun phrase = The muddy, blue car

##### Writing

Last week, you began to plan your own mystery story based on the book 'The Mysteries of Harris Burdick' by Chris Van Allsburg. If you want to remind yourself of the book, you can read it here (it's very short!):

[https://mrsgraveswebsite.weebly.com/uploads/1/2/6/8/12686140/the\\_mysteries\\_of\\_harris\\_burdick.pdf](https://mrsgraveswebsite.weebly.com/uploads/1/2/6/8/12686140/the_mysteries_of_harris_burdick.pdf)

**This week you are going to be using your plan to write a story for the following picture and title:**



**THE HOUSE  
ON MAPLE  
STREET**  
 It was a perfect lift-off.

To help you, we have attached a model text to give you some ideas and support but use your imaginations – your story could be anything at all to explain the picture! The model text shows you how you could use some higher level punctuation in your writing – for example you could use a colon or semi-colon. For further support, do get in touch with your class teachers.

##### Maths

Use the links below to revise the topic of 'Multiplying and Dividing'. Remember, you need to think about the order of operations carefully.

Revise this with these links:

<https://www.youtube.com/watch?v=dAgfnK528RA>  
<https://www.youtube.com/watch?v=qBC5-1HQolc>  
<https://www.youtube.com/watch?v=Qd-q7IC24qE>

Then, complete pages 36 and 37 of your Maths workbooks. If you have any questions, or get stuck please get in touch.

**Transition to Secondary School** – With only one term left until you go to secondary school, it is important to start thinking about your journey ahead. Use the website below to learn more about secondary school life, and email any questions you have to your teachers. We'd love to hear from you. Follow this link: <https://www.bbc.co.uk/bitesize/articles/z12nri6>

### Purple Mash

You all now have access to Purple Mash. We have emailed you your login details. Use your login details to log in following this link:

<https://www.purplemash.com/sch/laurance>

This week we would like you to focus on 'Art' and recreate a typical summers day. When you are painting your picture, consider the following things:

- What colours will you use to have impact?
- How will you try and blend colours to create a visual effect?
- What will be the main focus of your picture?
- What will be in the foreground?
- What will be in the background?
- What message do you want to convey in your 'Summers day picture'?

Once you have completed your pictures, don't forget to submit them, so we can take a look at the wonderful work that you have been doing.

### Jigsaw

This week in Jigsaw, we would like you to revisit how 'thoughts, feelings and actions' are related.

Can you think of a time when you were thinking positively?

How did you feel at that time?

What did you do after this feeling?

Write a couple of your examples down and discuss them with your family.

For example:

I was thinking about my best friend. (THOUGHT)

This made me feel happy and safe because I know that I have a friend who can support me. (FEELING)

So, I sent her a text message asking how she was, and reminding her that I was thankful for her friendship. (ACTION)

### Eco Challenge –

This week we would like you to think about the 'biodiversity' of our world. Remember, this means all the different types of animals and plants that live in our world. We would like you to pick one animal/insect or plant (absolutely whatever you like) and sketch this. For example, Miss Haider would pick a bumble bee and sketch this thinking carefully about the light/dark areas of shading and pencilling.

### 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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### Project – Enterprising Entrepreneurs!

Last week we started our project '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 what money is – you looked at the history of money and some of the features of bank notes today. You even designed your own bank note! This week we have some new challenges for you.

#### **Week 2: Banking and borrowing**

We have set you the challenge of completing the following tasks. A sheet is attached which explains them in more detail and gives you more help with each one. Don't forget to get in touch with your teacher if you are still stuck.

**Task 1: What is a bank?** Visit some high street bank websites and see what services they offer.

**Task 2: Borrowing money** A look at why you might borrow and what the golden rule of borrowing is

**Task 3: Credit cards and debit cards.** Understanding how these are different and researching the best credit card deals

**Task 4: Is your money safe in a bank?** Knowing how the UK government protects your money

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

### E- Safety

This week we would like you to have a go at the internet safety 2DO set on purple mash. The focus this week is on whether children should be able to use social networking sites. This includes websites such as Facebook, twitter and Instagram.

This week, you will be asked to think of reasons why children should and why they shouldn't and list these for a debate.

You should type your answers into the 2DO box. Take a look at some of the ideas below to help you.

#### Should children use social networking sites?

Yes	No
I think that children should be able to because they can make new friends/meet new people and learn to communicate with them. This will allow them to develop their social skills which are important for future life.	I believe that children should not use social networking sites, because they are too young to understand the dangers of online social networking. For example, exposed to a lot when they use social media such as inappropriate images/content.
I strongly believe that social media network sites enable children to self-educate and be able to tell the difference between fact and bias and plain 'fake news' much easier than the previous generations.	I think that children shouldn't use social networking sites due to safety concerns. They may meet people who are pretending to be their age.
It is important to remember....	My belief is that...

**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](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.sheppardsoftware.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=Mjk5MzQ6MTpUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- 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](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\\_HiHZxfl](https://www.youtube.com/watch?v=L_A_HiHZxfl)

**Music**

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

## Model Text: The House on Maple Street Model

Here is a model text – Look out for the following features:

Good vocabulary/phrases

Use of higher level punctuation such as dashes/brackets/commas/hyphens/colons and semi-colons.

Fronted adverbials/different ways to start sentences

Dr. Fleinstein lived alone in his 1800s style house on Maple Street.

Every day, he would get up very early for work. He worked only in his house in the attic. He never stepped outside, except to shuffle out in the mornings in his slippers and dressing gown to get his paper and mail from the mailbox at the front gate. Many neighbours wondered about him. Some didn't even know his name – or what he looked like. Gossip on the street was rife: who was he, what did he do all day, was there anyone else living there?

He was not a spy. He did not work for the government. He was not even an alien, as some neighbours wanted to think! Dr. Fleinstein was actually an inventor. The doctor had many ideas; some were completely useless once built, but some were very helpful in everyday life. One of his past inventions involved a motor, a frying pan and some metal hands, which he used daily to help him make his breakfast: fried eggs, bacon and a cup of tea.

His latest top-secret invention was building a house rocket. What is a house rocket, you might ask? Dr. Fleinstein would describe it as "The new way to outer space!" His new invention was all about getting to space, in the most comfortable way possible (Dr. Fleinstein liked his home comforts as you may have already realised). However, he had always been obsessed with the universe. His house was mostly decorated with satellite pictures of the earth and other planets. His new theory was to make some kind of rocket in his basement of the house, strong enough to lift the entire house off the ground and take it – and himself – into space. On a bright Saturday morning, Dr. Fleinstein got up and set his motor off to make his usual breakfast. Then, after collecting the mail from the mailbox, he went off to his office in the attic. His office consisted of old antiques and many, many small gadgets scattered over every work surface and all over the carpet.

As Dr. Fleinstein sat down at his desk, he turned on the lamp and there, in his happy place, his ideas began to flow. He started drawing shapes and numbers across many reams of paper: once he had an idea, he had to put on paper immediately, or else the idea would be gone and he'd never remember it again. Slowly and surely, ideas for his house rocket began to come together. Once he had all his ideas down, he knew it was time: he started off to the basement.

It had been a while since he had stepped foot in the bottom story of the house, so most of it was filled with cobwebs and boxes. However, Dr. Fleinstein did not even notice: he got straight to work. He measured and cut every piece of metal to its needed shape. Over the

following weeks, the rocket began to take shape. The neighbours became even more suspicious – so many bangs, whirrs and sparks were flying out of the basement windows.

Weeks later, Dr. Fleinstein had finished his most treasured project. It was 11:30 PM. A grand series of pipes, containers, buttons, wheels and flashing screens filled his basement. He was ready.

Dr. Fleinstein clicked a series of buttons. Screens turned on, beeping noises began, wheels started to turn and a large rumbling sound echoed around the neighbourhood. A count down sounded:

10–9–8... People began to peer out of their windows at the house. Dr. Fleinstein slowly and calmly climbed the basement stairs up to his living room, sat down on his sofa and strapped himself in.

7–6–5... The house began to shake.

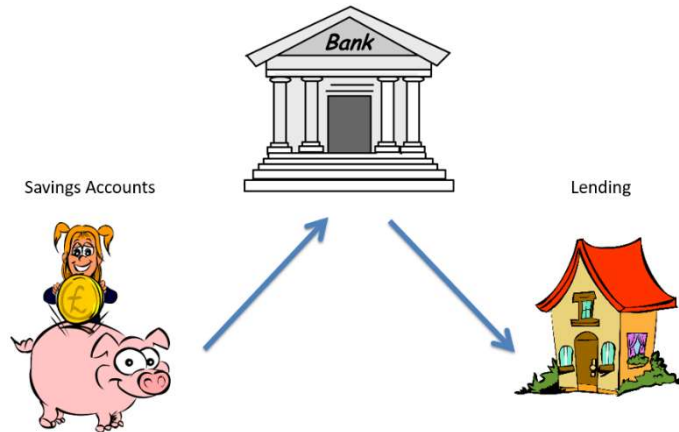
4–3–2... Dr. Fleinstein smiled to himself.

...1! The house shot upwards. It was the perfect lift-off.

## Enterprising Entrepreneurs! Task details and help sheet

### Task 1: What is a bank?

A bank uses money from savers (you!) to lend to people and businesses.



- How many high street banks can you name? List as many as you can.
- Visit some of their websites online. What services do they provide? See if you can spot the following words:  
**current account**  
**savings account**  
**credit cards**  
**overdraft**  
**mortgages**  
**loans**  
**borrowing**  
**investing**  
**insurance**

### Task 2: Borrowing money

- Can you name five things that someone might want to borrow money from a bank for? (for example, a new car)

Answers: there are many but you could have listed new house, new car, wedding, holiday, medical fees, business loan, new furniture, money for education e.g. university...

- What is **debt**? Try to find out what this means by using the internet.

Answer: Debt is when you borrow money from someone which has to be repaid.

When borrowing money from a bank, you always need to remember the GOLDEN RULE:

*If you borrow money, you always have to pay it back **PLUS interest**.*

- What is **interest**? Try to find out what interest and Annual Percentage Rate (or **APR**) means using the internet.

Answer: APR is the annual rate charged by the bank on the amount you borrow. If, for example, you borrow £1000 at 10% APR you will have to pay back £100 each year in interest (as well as paying back the original £1000!)

So when you borrow money, you will be in debt to the bank, and you will always have to repay the money you borrowed and more, depending on the interest rate.

### **Task 3: Credit cards and debit cards**

Credit and debit cards look very similar and the way a consumer uses them to pay at the till is the same. But, what happens behind the scenes is very different!

- A debit card pulls money directly from your bank account.
- A credit card however, uses money that the bank **lends** to you up to a pre-agreed amount. If you borrow money using a credit card, don't forget the **GOLDEN RULE**: you always have to pay back the amount you borrowed plus interest.

Credit cards are one way the banks make lots of money from users. They offer lots of deals to try to get people to sign up and use their cards.

- Do some research on a selection of credit cards. Look at the APR offers, the annual fees and any other features such as points or air miles. Which credit card would you choose and why?

### **Task 4: Is your money safe in a bank?**

- Do you feel your money is safe in a bank? List some reasons why or why not?

Your bank account is protected!!



Under UK law, all bank saving accounts  
are protected up to £85,000

- You might want to research how, under UK law, all bank accounts are protected up to £85,000. Why do you think it is important for savers to have



that protection? Would society's confidence in the banking system change if this protection stopped?

### SPAG Answers

hungry, we still managed to eat a huge dinner.		
Pages 20–21 Active and Passive Voice		
1	The snow fell all through the night. ✓	1
2	The holiday prize was won by my parents.	1
3	A group of volunteers rebuilt the fire-damaged building.	1
4	The dogs were taken for a good long walk. ✓	1
5	The heavy rainfall flooded the farmer's fields. <b>Active voice</b> The farmer's fields were flooded by the heavy rainfall. <b>Passive voice.</b> Explain how you know. Accept answers that show understanding that in the active voice sentence, the subject 'The heavy rainfall' is doing the action, and in the passive voice sentence, the subject 'The farmer's fields' are having the action 'done' to them.	1



## Reading Answers

### Comprehension Questions (Answers)

1. What did Rumplestiltskin see when he looked into the fire?  
**a** the girl in a cold cellar surrounded by straw  
b the girl returning to her father, the Miller  
c the girl sitting next to the gold sovereigns  
d the girl running away from King Steffan  
e the girl exchanging her gold for freedom
  
  2. What did the girl give to Rumplestiltskin in exchange for turning the straw into gold?  
a a ring  
b her laughter  
**c** a necklace  
d some golden coins  
e her dress
  
  3. What did Rumplestiltskin like best about turning the straw into gold?  
**a** the sound of the girl's laughter  
b the coins erupting in handfuls  
c the feeling of power  
d the sight of the girl's dress billowing out playfully  
e seeing the king's face
  
  4. After turning the straw into gold, Rumplestiltskin...  
a returned to his fire.  
**b** hid behind a pile of gold.  
c threatened the king.  
d turned the gold back to straw.  
e stood out of sight behind the door.
-

5. The king was an arrogant man. Which of the following words is a synonym of arrogant?
- a meek
  - b smug**
  - c angry
  - d strong
  - e greedy

## 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.

The girl danced and laughed with joy.

4

The distressed girl said that she had to prove her ability to the king by turning more straw into gold.

2

Rumplestiltskin found himself by the girl's side for a second time.

1

The king strode into the cellar, brash and bold, his long fur-lined cape dragging behind him.

5

Rumplestiltskin agreed to help the girl.

3



## Spelling, Punctuation and Grammar (Answers)

1. Choose the correct **spellings** to complete the sentences below.

The king had been greedy and selfish during his rain/rein/reign.

It was obvious to Rumplestiltskin that the king was not being fair/fare.

Rumplestiltskin decided to medal/meddle in the girl's affairs.

2. Rewrite the sentence below using the **present perfect tense**.

Rumplestiltskin saw the girl.

Rumplestiltskin has seen the girl.

3. Underline the two **adverbs** in the sentence below.

*Back at my fire I idly twisted the maiden's ring, spinning it clumsily round my thick finger.*

4. Rewrite the sentence below so that it starts with a **fronted adverbial**.

*The girl said nothing, and lowered her eyes.*

Lowering her eyes, the girl said nothing.

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5. Complete the sentences below using either **was** or **were**.

The coins were taken to the treasury.

The maiden was laughing with joy.

His voice was too loud, as if forced through him.

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## Open-Ended Questions (Answers)

1. She started a little when she saw me suddenly appear next to her.

What does the word started mean in the sentence above?

**That she was startled as she didn't expect him.**

2. Look at the paragraph beginning: There was a tiny... to the paragraph ending: ...such a man.

What did Rumpelstiltskin find strange about the way the girl spoke about the king?

**He found it strange that she wasn't angrier/upset at the King, because he had broken his promise of sending her back home after she had turned the straw into gold.**

3. Look at the paragraph beginning: Perhaps it was...

What did Rumpelstiltskin do when he heard the door being unlocked?

**He darted behind a pile of gold, because he wanted to know how the king would react.**

4. Look at the paragraph beginning: At this the maiden's... to the paragraph ending: ...after a fire! Why was Rumpelstiltskin annoyed with the girl for speaking in a small voice?

**He was annoyed because he wanted her to stand up for herself and show her anger/power. But she didn't. Instead she sounded weak.**

5. At the end of the chapter, the king told the girl that if she turned straw into gold for a third time, he would take her as his wife.

Do you think the girl wanted to be the king's wife?

Give a reason for your answer.

**Yes, I think the girl did want to be the king's wife. This is because when Rumpelstiltskin appears, the girl is not angry at the king and when the king says thank you to the girl, a blush appears on her face. This is because in the text it says, 'I snuck a glance at the maiden and was horrified to witness a bashful blush forming over her pearl-white skin, starting at her neck and spreading across her face like a rash. She dipped her head in a weak attempt to hide her face underneath the shadow of her shoulder. The gesture made me feel sick.' Rumpelstiltskin was saddened that the girl could love a king who said that he was going to kill her, and now was praising her for turning straw into gold.**

## Maths Answers

### Prime, Square and Cube Numbers

#### Challenge 1

① a)  $7^2 = 7 \times 7 = 49$   
 b)  $6^2 = 6 \times 6 = 36$   
 c)  $5^2 = 5 \times 5 = 25$

② a)  $2^3 = 2 \times 2 \times 2 = 8$   
 b)  $3^3 = 3 \times 3 \times 3 = 27$   
 c)  $4^3 = 4 \times 4 \times 4 = 64$

③ A prime number can only be divided by 1 and itself.  
 Peter is wrong because 26 can be divided by 1, 2, 13 and 26 whereas if it was a prime number you would only be able to divide it by 1 and 26.

④ a)  $4^2 > 2^2$   
 $4 \times 4 > 2 \times 2$   
 $16 > 4$

b)  $8^2 = 4^3$   
 $8 \times 8 = 4 \times 4 \times 4$   
 $64 = 64$

c)  $3^3 > 5^2$   
 $3 \times 3 \times 3 > 5 \times 5$   
 $27 > 25$

#### Challenge 2

① a)  $2^3 + 5^2 = (2 \times 2 \times 2) + (5 \times 5) = 8 + 25 = 33$

b)  $4^2 + 2^3 = (4 \times 4) + (2 \times 2 \times 2) = 16 + 8 = 24$

c)  $7^2 - 2^3 = (7 \times 7) - (2 \times 2 \times 2) = 49 - 8 = 41$

② 132    96    144    45    169    36    25  
                          12 × 12                           13 × 13                           6 × 6                           5 × 5

③ a)  $5^3 > 9^2$   
 $5 \times 5 \times 5 > 9 \times 9$   
 $125 > 81$

b)  $3^3 < 6^2$   
 $3 \times 3 \times 3 < 6 \times 6$   
 $27 < 36$

c)  $7^2 < 4^3$   
 $7 \times 7 < 4 \times 4 \times 4$   
 $49 < 64$



### Challenge 3

① a)  $3^2 + 4^3 - 5^2 = (3 \times 3) + (4 \times 4 \times 4) - (5 \times 5)$   
 $= 9 + 64 - 25$   
 $= 48$

b)  $4^3 - 8^2 + 7^2 = (4 \times 4 \times 4) - (8 \times 8) + (7 \times 7)$   
 $= 64 - 64 + 49$   
 $= 49$

②

Prime number + square number = square number

$5 + 4 = 9$

$7 + 9 = 16$

③

Prime numbers

Multiples of 3



④ Circle the prime numbers.

63   47   36   57   79   85   43