






Year group email:
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 Please email any work you would like your teacher to mark and feedback on.

Year 6 – Online Daily Activities Week Commencing 6th January






Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Resource Links
<p>Maths</p> 			<p>Add and subtract fractions. Use the example to help you to work out how to add and subtract fractions. Then complete the questions, which are attached. For more help on how to do this, watch: https://vimeo.com/470094960</p>	<p>Multiply fractions by integers. Watch the video for a reminder on how to multiply fractions. Then complete the attached questions https://vimeo.com/475426110</p>	<p>Multiplying fractions by fractions Watch the video for a reminder on how to multiply fractions. Then complete the attached questions. https://vimeo.com/476253821</p>	<p>Mymaths https://www.mymaths.co.uk/</p> <p>Maths.co.uk https://www.maths.co.uk/</p> <p>Purple MASH https://www.purplemash.com/login/</p>
<p>English</p> <p>read</p>  <p>write</p>			<p>To recap a range of sentence structures.</p> <p>Today, we will revise a number of sentence structures that you have used throughout KS2 and maybe even explore some which you may not have seen before.</p> <p>Watch the music video 'Faded' using the link below. https://www.literacyshed.com/faded.html</p> <p>This will be our stimulus for writing this week. Now have a look at the sheet provided which will give you examples of each Alan</p>	<p>To use a range of sentence structures effectively within narrative writing.</p> <p>Task: Look back at your work from yesterday. Using sentence structures of your choice, along with your own ideas, write a short extract from the 'Faded' music video.</p> <p>Take a look at the sheet below to see a modelled example.</p>	<p>Comprehension</p> <p>Complete the short comprehension task, Danegeld, by Rudyard Kipling.</p> <p>This should also give you a little information about our new history topic – Vikings.</p>	<p>TTRockstars https://trockstars.com/</p> <p>Spag https://www.spag.com/</p> <p>Read Theory https://readtheory.org/</p> <p>BBCBitesize https://www.bbc.co.uk/bitesize</p>

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			<p>Peat sentence structure. Use these examples to help you write your own sentences about the music video you have watched today.</p> <p>Don't worry about writing a paragraph today – we are just focusing on revising different structures and how we can use them effectively.</p>			<p>Reading https://www.getepic.com/</p> <p>MFL https://www.linguascope.com/</p>
	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	
<p>RE</p> 			<p><u>Celebrating Jesus</u></p> <p>The wise men travelled a long way to find the baby Jesus. When they found Him, they were very happy.</p> <p>Jesus, everything that is good comes from you. With you, we can be happy.</p> <p>Lord, you give us all that we need. Help us not to worry.</p> <p>Lord Hear Us.</p> <p>Lord Graciously Hear Us.</p>	<p><u>Giving to Jesus</u></p> <p>When the wise men found the baby Jesus, they gave Him gifts of gold, frankincense and myrrh.</p> <p>Jesus, we offer you this day today.</p> <p>With your help, we know that we can be loving and kind to everyone we meet.</p> <p>Lord, the best gift that we can give you is our love. Help us to be loving to others today.</p> <p>Lord Hear Us.</p> <p>Lord Graciously Hear Us.</p>	<p><u>Spending Time with Jesus</u></p> <p>The wise men saw Jesus with his mother Mary and knelt down in front of Him.</p> <p>The wise men just wanted to be with Jesus.</p> <p>Let's take a moment to be with Jesus now.</p> <p>Lord, we love and adore you. Help us to spend time today quietly thinking about you and how you love us with perfect love.</p> <p>Lord Hear Us.</p> <p>Lord Graciously Hear Us.</p>	

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<p><i>Curriculum</i></p> 			<p style="text-align: center;">History</p> <p>Happy New year. 2020 was an unusual year and although some things overshadowed the year, lots of other events took place.</p> <ul style="list-style-type: none"> • Brexit • American elections • Wildfires in Australia • Prince Harry and Megan <p>Create a TIMELINE of the past year. Include some events of your own to make it personal.</p>	<p style="text-align: center;">Computing</p> <p><u>Spreadsheets</u></p> <p>Log onto Purple Mash. Open up the 2Calculate program. Make sure you click the Upper KS2 option. The video will help to guide you to use 2Calculate. Complete the task. Further support is attached.</p>		
<p><i>Wellbeing</i></p> 			<p>To develop an understanding of 'growth mindset'.</p> <p>Watch the video using the link below. Take part using the worksheets attached. https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382</p>	<p>Call a friend or family member that you may not have seen for a while. They'll be so pleased to hear your voice and have a chat with you.</p>	<p>Take some time to read the book that you are currently reading. Maybe you might want to start something new?</p> <p>What do you like about the book? Who would you recommend it to?</p>	
<p><i>PE/Exercise</i></p> 			<p style="text-align: center;">Ping Towel Pong</p> <p>YOU WILL NEED: Family or friends A space to play A towel A small ball</p> <p>Divide into two teams. Each team stands holding</p>	<p style="text-align: center;">Yoga</p> <p>YOU WILL NEED Family or friends</p> <p>Each person chooses a balance to practise until they can perform it with control, without wobbling. Each person then teaches their move to the others.</p>	<p style="text-align: center;">Balloon ball</p> <p>YOU WILL NEED:- Family or friends A scarf or a skipping rope A balloon</p> <p>Divide the group into two teams – A and B.</p>	

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			<p>the opposite corners of the towel. Keeping it flat, place a small ball in the middle of the towel. Tip the towel to try to make the ball run off the other team's end. The winner is the one who manages to get the ball to run off the other team's end.</p>	<p>Remember to help each other to be the best you can. Try performing the moves in a sequence, moving fluently from one to the next. When someone has held a balance for as long as they can, give them a high five!</p>	<p>Create a net between the teams using a rolled-up scarf or a skipping rope. Players must remain seated at all times. Team A starts with the balloon and 'serves' (throws) it across the net to try to get it to bounce on the floor on the other side. Team B must try to stop it from touching the floor and pass it back across the net. If the balloon bounces on the floor on the other side, the serving team scores a point and serves again. If the balloon bounces on the servers' side of the net they lose the serve. A team can only score when serving. The aim is to get the balloon to bounce on the floor on the other side of the net.</p>	
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Wednesday

Example

Adding fractions with different denominators:-

$$\frac{7}{12} + \frac{1}{4} \rightarrow \frac{3}{12} \times 3$$

$$\frac{7}{12} + \frac{3}{12} = \frac{10}{12} = \frac{5}{6}$$

Example

Subtracting fractions with different denominators:-

$$\frac{5}{6} - \frac{3}{4} \rightarrow \frac{10}{12} - \frac{9}{12} \times 2$$

True or false?

$$\frac{1}{4} + \frac{4}{5} = \frac{21}{20} = 1 \frac{1}{20}$$

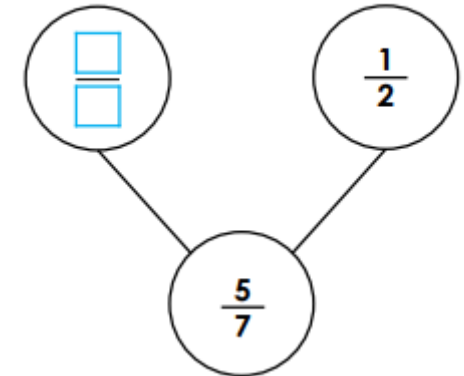
Use <, > or = to compare the calculations below.

A. $\frac{2}{3} - \frac{1}{4}$ ○ $\frac{1}{2} - \frac{2}{5}$

B. $\frac{7}{8} + \frac{1}{10}$ ○ $\frac{3}{5} - \frac{4}{7}$

C. $\frac{5}{9} - \frac{5}{12}$ ○ $\frac{1}{4} + \frac{2}{9}$

Complete the part-whole model.



8a. Tenkai is making slime.
He adds $\frac{3}{5}$ cups of shampoo and $\frac{3}{4}$ cups of saline.

How much liquid does he have altogether?

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Wednesday – Wellbeing

ACTIVITY ONE: RECOGNISING AND EXPRESSING YOUR EMOTIONS

Circle how you're feeling right now.

 CURIOUS	 CONTENT	 INTERESTED
 FRUSTRATED	 WORRIED	I'm feeling something different: DRAW HERE

ACTIVITY TWO: DEVELOPING RESILIENCE

Pick **ONE** scenario and think about the advice you would give that person:



MAX



HENRY



ARIANA

What advice would you give to _____?

Create (draw or write) something to express an emotion you have felt in the past:

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Wednesday – L.O. To use a range of sentence structures

Look at the examples of the sentence structures shown below. Use the examples to help you create your own sentences about the music video 'Faded'.

2A Sentence

A 2A sentence has 2 adjectives before the first noun followed by 2 more adjectives before the second noun. It helps to create a picture in the reader's mind.

- **He was a tall, awkward man with an old, crumpled jacket.**
- **It was an overgrown, messy garden with a lifeless, leafless tree.**

<https://www.literacysshed.com/faded.html>

3 ed (3 related adjectives)

A 3_ed sentence begins with 3 related adjectives, each of which ends in _ed. Ed words must be followed by commas. Most _ed words used to start this sentence type describe emotions.

- **Frightened, terrified, exhausted, they ran from the creature.**
- **Amused, amazed, excited, he left the circus reluctantly.**
- **Confused, troubled, worried, she didn't know what had happened.**

De:de (Description:details)

A De:de sentence is a compound sentence in which 2 independent clauses are separated by a colon. The first clause is a description and the second adds further details. Remember – you don't need a capital letter after a colon.

- **I was exhausted: I hadn't slept for more than two days.**
- **The vampire is a dreadful creature: it kills by sucking blood from its victims.**
- **Snails are slow: they take hours to cross the shortest of distances.**

2 Pairs

A 2 pairs sentence begins with 2 pairs of related adjectives. Each pair is followed by a comma and separated by a conjunction.

- **Exhausted and worried, cold and hungry, they did not know how much further they had to go.**
- **Injured and terrified, shell-shocked and lost, he wandered aimlessly across the battlefield.**
- **Angry and bewildered, numb and fearful, he couldn't believe that this was happening to him.**

O. (I.)

An O.(I.) sentence stands for 'outside' and 'inside'. They are made up of 2 related sentences. The first tells the reader what a character is doing. This is what happens on the outside, the character's outward actions. The second sentence, which is always placed inside brackets, lets the reader know the character's real inner feelings.

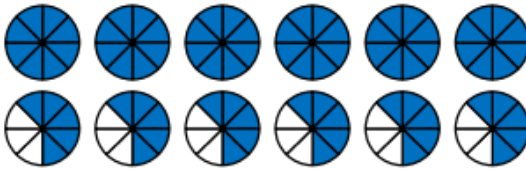
- **He laughed heartily at the joke he had just been told. (At the same time, it would be true to say he was quite embarrassed.)**
- **She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done.)**
- **Jonathan said how pleased he was to be at the party. (It wasn't the truth – he longed to be elsewhere!)**

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Thursday

Which calculation is represented by the image below?



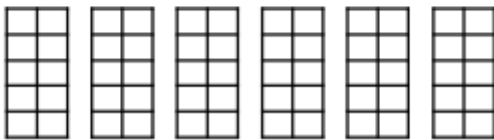
A. $1 \frac{5}{8} \times 6$

B. $\frac{5}{8} \times 5$



Shade in the image below to find the answer to the calculation.

$$\frac{6}{10} \times 6 = \square$$



Answer the question below.

What are 6 lots of $2 \frac{5}{11}$?

True or false?

$$7 \times 1 \frac{4}{9} > 3 \frac{5}{6} \times 2$$

4a. There are 7 children at a party.

Each child needs 2 cans plus an extra $\frac{2}{5}$ of another can.

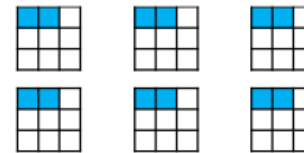


How many full cans need to be ordered?

Prove it.

5a. Nolan created an image to represent his calculation.

$$2 \frac{2}{9} \times 6 = 13 \frac{1}{3}$$



Find and correct Nolan's mistake.

6a. Rachel is practising for a school play.



Rachel

I need to practise for more than 15 hours.
I can practise for $4 \frac{3}{4}$ hours a week.

What is the minimum number of weeks Rachel should practise for?
Explain your answer.

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Thursday – To use a range of sentence structures effectively within narrative writing.

Task: Using sentence structures of your choice, along with your own ideas, write a short extract from the ‘Faded’ music video. You can choose which section of the video you would like to describe – remember you can add a fictional element (make up what you think is happening or what might happen next).

Modelled Writing

Wandering through the deserted streets, he stopped for a moment to peer at a boarded-up building ahead of him. Its shabby exterior, which repelled anyone walking by, intrigued him. Had he been here before? seen it before? lived here before? Curious, he decided to take a closer look. He moved using great strides as he approached the peculiar setting. (Inside, however, his stomach churned at the thought of the unknown.) The more he tried to remember his past, the more vague it seemed to be in his mind. It was a dusty, barren, stony path that led to the defaced door at the front of the building. He turned the handle. This was it.

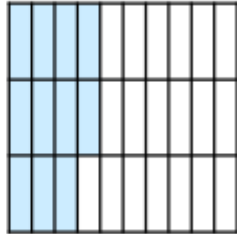
My Writing

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Friday

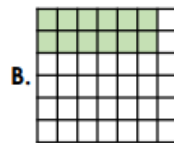
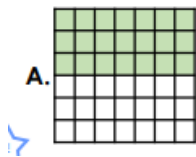
1. True or false? The answer to the calculation is shaded below.

$$\frac{2}{3} \times \frac{9}{10} =$$



2. Which shaded representation correctly shows the answer to the calculation below?

$$\frac{2}{6} \times \frac{6}{7} =$$



3. Work out the answer to the question below. Give the answer in its simplest form.

What is $\frac{4}{5}$ multiplied by $\frac{5}{12}$?

4. Fill in the missing numbers so that the calculation below is correct.

$$\frac{\square}{11} \times \frac{2}{\square} = \frac{18}{44}$$

5. Look at the calculation below.

$$\frac{1}{4} \times \frac{2}{5} = \frac{3}{20}$$

Is it correct? Explain how you know.

- 6.

Stacy is trying to find pairs of proper fractions which multiply together to make the answer below.

$$\frac{?}{?} \times \frac{?}{?} = \frac{12}{30}$$

She finds 3 pairs. What could her pairs be?

7. Rose is thinking about multiplying fractions.



Rose

If the answer to a fraction multiplication is $\frac{4}{16}$, one of the fractions which was multiplied could have been $\frac{2}{7}$. The answer has not been simplified.

Is she correct? Explain how you know.

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Friday – Comprehension

Danegeld by Rudyard Kipling

Fierce and brutal Vikings sailed to Britain in longboats,
'Let's go Viking!' they yelled so they did,
With axes high and a glint in their eyes,
Many Britons just ran and hid!

When a new wave of Viking raids started,
Poor King Ethelred struggled to cope,
So Danegeld he paid to try and stop raids,
But Vikings came back in their boats.

The Danegeld tax couldn't contain them,
And Ethelred got called 'the un-ready',
"It's not funny, they're after more money!
I'm fleeing abroad instead!"

In the end some Vikings liked Britain,
They enjoyed the British way,
They sent for their wives and started new lives,
Vikings were here to stay!



Quick Questions

1. How did Vikings travel to Britain?

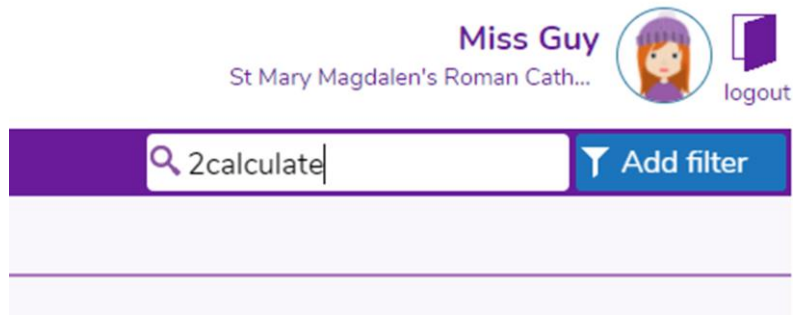
2. Which word means the same as 'leaving a place of danger'?

3. Why do you think 'many Britons just ran and hid'?

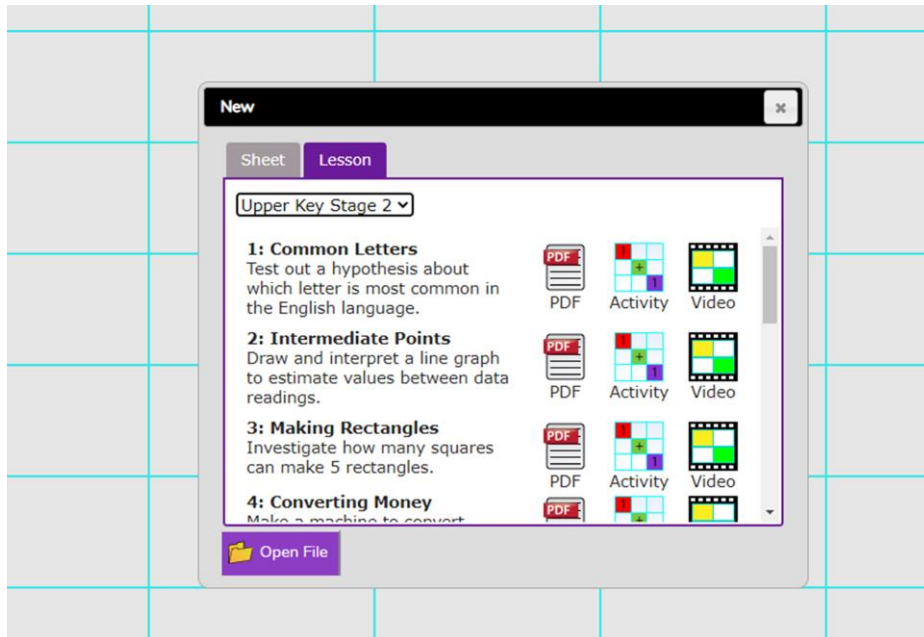
4. How did some of the Vikings change?

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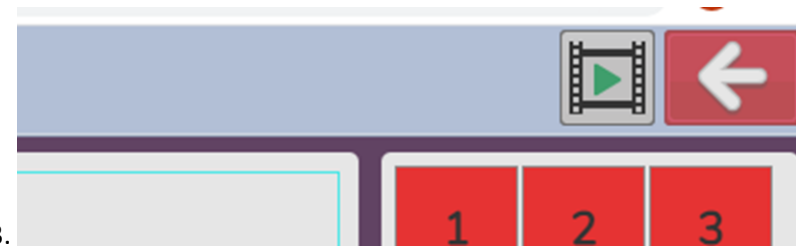
1.



2.



3.



4. The video from step 3 will guide you through how to use 2Calculate. Once you have seen this, complete task 1 – Common letters.