

Good Morning Year 6!

I hope you all had a good weekend. One more week and then, it's Half Term!

The weather forecast is good this week so please use the opportunity to stay active. Remember, the USSP challenge is on the Sports' Page of the website – it's the last one so why not give it a go!

Also, this week would have been Walk to School week so instead, Mrs White has produced an 'Walk at Home' activity log that she would like you to complete. The KS2 one is on our Class Page and it would be great if you could make a special effort to do more physical activity than usual. I am going to try and not spend so much time sitting down this week so I hope you will too.

We will be Zooming again tomorrow so I am looking forward to seeing as many of you as possible. Make sure you look out for the invitation, meeting ID and Password which will be forwarded by email later this afternoon. The topic for our chat will be 'First Impressions.' I'd like you to think about these questions in advance:

What is a 'first impression'?

Are they important /why?

What makes a good impression on you when you meet someone for the first time?

Happy Home-Learning today,  
Best wishes, Mrs Starbuck



# Quick Maths

Friday 15th May

$$① \frac{2}{3} \div 3 = \frac{2}{3} \times \frac{1}{3} = \frac{2}{9}$$

$$② 2\frac{1}{2} - \frac{3}{4} = \frac{5}{2} - \frac{3}{4}$$

$$③ 36\% \text{ of } 450 = 162$$

$$④ 1\frac{3}{4} \times 10 = 17\frac{1}{2}$$

$$⑤ \frac{5}{6} \times 540 \left( \frac{1}{6} = 90 \right) \times 5 = 450$$

$$⑥ 8051 \div 83 = 96 \quad \begin{array}{r} 96 \\ 83 \overline{) 8051} \\ \underline{747} \phantom{1} \\ 581 \end{array} \quad \begin{array}{r} 83 \\ 166 \end{array}$$

$$⑦ 81 \times 3 \quad \begin{array}{r} 3 \times 80 = 240 \\ 3 \times 1 = 3 \\ \hline = 243 \end{array}$$

$$⑧ 965 + 100 = 1065$$

$$⑨ 3.3 + 0.3 = 3.6$$

$$\begin{array}{lcl} ③ & 10\% \text{ of } 450 & = 45 \\ & 30\% & = 45 \times 3 = 135 \\ & 5\% & = 22.5 \\ & 1\% & = 4.5 \end{array}$$

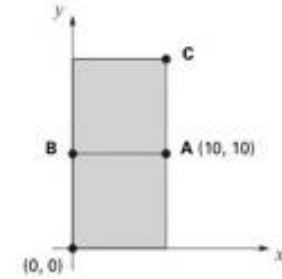
$$135 + 22.5 + 4.5 = 162$$

$$\begin{array}{lcl} ④ & \frac{7}{4} \times \frac{10}{1} & = \frac{70}{4} \\ & & = 17\frac{2}{4} = 17\frac{1}{2} \end{array}$$

Challenge

See separate image.

The diagram shows two identical squares.



A is the point (10, 10)

What are the coordinates of B and C?

B is ( , )

C is ( , )

[2 marks]

B=(0,10) C=(10, 20) As they are squares, you know all the sides are the same length. Remember along the corridor and up the stairs so the x coordinate comes first.

Choose a  
SPAG mat  
To complete

## Summer Term 1

6

**a**  
Write a subjunctive mood sentence about what may happen if you become a parent in the future.

If I were to become a parent, \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**b**  
Mr Whoops has accidentally jumbled up an adverb of time. Can you help him to unjumble it?

ayotd



\_\_\_\_\_

**c**  
The word 'type' belongs to two different word classes. Tick the sentence that uses 'type' as a verb.

☐

The office assistant began to **type** the letter.

☐

An emu is a **type** of flightless bird.

**d**  
Tick the box to say whether the underlined word is an adverb or an adjective.

	adverb	adjective
She arrived <u>early</u> for the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
They had an <u>early</u> morning meeting.	<input type="checkbox"/>	<input type="checkbox"/>

**e**  
Add in the missing word class and punctuation labels.

The clumsy waiter dropped soup in

my lap – I certainly didn't give

him a tip!

**f**  
Replace the underlined words with a synonym. Use a thesaurus to help.

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.



\_\_\_\_\_

\_\_\_\_\_

# Summer Term 1

6

Write a subjunctive mood sentence about what may happen if you become a parent in the future.

If I \_\_\_\_\_ to become a parent,

\_\_\_\_\_

a

Mr Whoops has accidentally jumbled up **two** adverbs that show time. Can you help him to unjumble them?

ayotd

eercnyltr



\_\_\_\_\_

\_\_\_\_\_

b

The word 'type' belongs to two different word classes. How is the word 'type' used in these sentences?

The office assistant began to **type** the letter. \_\_\_\_\_

An emu is a **type** of flightless bird.

\_\_\_\_\_

c

Tick the box to say whether the underlined word is an adverb or an adjective.

	adverb	adjective
She arrived <u>early</u> for the meeting.		
They had an <u>early</u> morning meeting.		

Use 'late' as an adverb in your own sentence.

\_\_\_\_\_

\_\_\_\_\_

d

Add in the missing word class and punctuation labels.

The clumsy waiter dropped soup in

\_\_\_\_\_

\_\_\_\_\_

my lap – I certainly didn't give

\_\_\_\_\_

\_\_\_\_\_

him a tip!

e

Replace the underlined words with a synonym.

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.



\_\_\_\_\_

\_\_\_\_\_

f



# Summer Term 1

6

**a**  
Write a subjunctive mood sentence about what may happen if you become a parent in the future.

---



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**d**  
Tick the box to say whether the underlined word is an adverb or an adjective.

	adverb	adjective
She arrived <u>early</u> for the meeting.	<input type="checkbox"/>	<input type="checkbox"/>
They had an <u>early</u> morning meeting.	<input type="checkbox"/>	<input type="checkbox"/>

Use 'late' as an adverb in your own sentence.

---

Use 'late' as an adjective in your own sentence.

---

**b**  
Mr Whoops has accidentally jumbled up **three** adverbs that show time. Can you help him to unjumble them?

ayotd eercnyltr eefrob

---



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**c**  
The word 'type' can be used as a noun and a verb. Write one sentence where it is used as a noun and one sentence where it is used as a verb.

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**e**  
Add in the missing word class and punctuation labels.

The clumsy waiter dropped soup in

my lap – I certainly didn't give

him a tip!

Now, write and label your own sentence on the back of your mat.

**f**  
Replace the underlined words with a synonym.

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.




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# Maths answers from Friday

LO: To use simple formulae.

**Fantastic Challenge**  
Find the totals of the missing rows and columns:

😊	★	😊	★	54
△	△	😊	😊	46
★	△	😊	△	49
★	😊	😊	△	50
53	49	48	49	

**Marvelous Challenge**  
Calculate the value of the letter in each equation:

$3a = 15$	$a = 5$
$5b = 10$	$b = 2$
$6c = 90$	$c = 15$
$12d = 48$	$d = 4$

Calculate the value of the letter in each equation.

$20 = 4a + 4$	$a = 4$
$3b + 5 = 11$	$b = 2$
$14 = 6c - 4$	$c = 3$
$2d - 5 = 5$	$d = 5$

A function machine adds 7 to any number that is inputted.

What is the output when the input is:

a) 15 **22**  
b) 12 **19**

What is the input when the output is:

a) 25 **32**  
b) 42 **49**

**Super Challenge**  
If a stands for a number, complete the table below:

a	4a	4a + 2
17	68	70
25	100	102

If the largest number in the table above was 684, what would the largest total of a be?

Helen says: "If there is a number before a letter, you multiply. E.g. 5b. If there is a number after a letter, you divide. E.g. c2".  
Is Helen correct? Explain your reasoning.

Kat substitutes  $b = 3$  into the formula  $4b + 5$ . She gets the answer 17.  
Is she correct? Explain your answer.

Helen is wrong  
5b is shorthand for  $5 \times b$  but  
 $c2$  means  $c \times c$

$4 \times 3 = 12$   
 $12 + 5 = 17$   
Kat is correct

## Fantastic

$$\begin{aligned} 7p + 1b &= 57 \\ 3b + 1p + 2a &= 41 \\ 1p + 2a + 2b &= 33 \end{aligned}$$

\* This was tricky!

$$\begin{aligned} 3b + 1p + 2a &= 41 \\ 2b + 1p + 2a &= 33 \end{aligned}$$

difference of 8

$\therefore b = 8$

$$\begin{aligned} 1p + 1b &= 57 \\ 1p + 8 &= 57 \\ -8 &-8 \\ 1p &= 49 \end{aligned}$$

$\therefore p = 7$

## Marvelous

$$\begin{aligned} 20 &= 4a + 4 \\ -4 &-4 \\ 16 &= 4a \\ 4 &4 \end{aligned}$$

$$\begin{aligned} 3b + 5 &= 11 \\ -5 &-5 \\ 3b &= 6 \\ 3 &3 \end{aligned}$$

$$\begin{aligned} 14 &= 6c - 4 \\ +4 &+4 \\ 18 &= 6c \\ 6 &6 \\ 3 &= c \end{aligned}$$

$$\begin{aligned} 2d - 5 &= 5 \\ +5 &+5 \\ 2d &= 10 \\ 2 &2 \\ d &= 5 \end{aligned}$$

$$\begin{aligned} 1p + 2a + 2b &= 33 \\ 7 + 2a + 16 &= 33 \\ -23 &-23 \\ 2a &= 10 \\ 2 &2 \end{aligned}$$

$\therefore a = 5$

# This week will be **All About You!**

So, with SATs week done, this week is always when we start to think about your move to Secondary School.

You have been sent your 'All About Me' booklets and this week, we will use the Home Learning time to fill these in.

This booklet is the first thing your new school will see that comes directly from you so it is important that everyone completes it.

We are going to chat about 'First Impressions' over Zoom tomorrow and this is part of *your* first impression.

Today, please **fill in your name on the front** and then complete the sections: '**Reflection on your time at Primary School**' and '**A New Start**'. I HIGHLY recommend drafting your responses first – although if you are doing this electronically, you can obviously correct it but it is worth making some notes on your thoughts first so you don't forget anything. Make sure you read everything you have written through, check spellings and grammar too. If you have printed out the booklet, make sure you use your best handwriting!

Also, start to think about your own feelings about the move. You may be really excited, there may be one or two aspects of it that you have questions about or you may be a bit apprehensive and worried about the change – all feelings are completely normal and I promise you, every class I have taught, have a range of different feelings about it every year. The important thing is to think about it so that you are as prepared as possible when you start. We will be talking about this more but have a conversation with your parents about anything that concerns you.

## Spelling

### Word endings: al, el, il, le

To achieve 100 you need to correctly spell words with these letters at the ends.

1 Circle the correct **spelling** for each sentence.

- a) The gymnast won a gold medal / meddle.
- b) A rumble / rumbel of thunder could be heard.
- c) A stone had to be removed from the child's nostrul / nostril.
- d) Can you put these words in alphabetical / alphabeticle order?
- e) Here is an exampul / example of what you need to do.

1  
(1 mark)

2 Add two letters to each of the words below to complete the spellings.

- a) Some food contains added chemic\_\_s.
- b) If you swiv\_\_ round on your chair, you will be able to see.
- c) The cab\_\_s behind the computer are in a mess.
- d) People in the desert still use cam\_\_s for transport.
- e) It is tradition\_\_ to give presents on birthdays.

2  
(1 mark)

3 Check the spelling of the el / al ending words in the passage below. Underline the **incorrect spellings** and write them correctly below.

3  
(2 marks)

We were playing marbels in the garden but the gravle on the path kept making them tumble in the wrong directions. However, while so close to the ground, I saw a beautiful beetel with colours like jewles on its back. It was possibel to pick it up so I put it in a jar to show my teacher. She said it was not a regional example, but a tropicel one. What a discovery!



Monday 18<sup>th</sup> May

## L.O. To find numbers in a sequence

Continuing with algebra, we are now moving to Number Sequences. You have done some of this with Mrs McCullough but that was a little while ago !

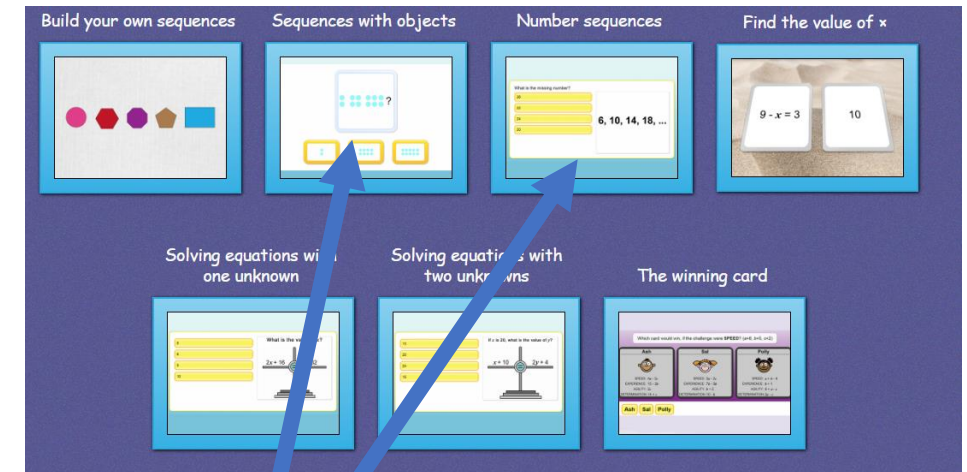
[www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)

Username: student11677

Password: chesterford

Key stage 2/ Maths/ Algebra (upper)/ Activities

No quick maths today as there are two online activities instead.



First, do the activities here

Please read:

## Shapes make patterns



[Enlarge image](#) Patterns appear in many places  
© Thinkstock/Digital Vision

Algebra is about finding the unknown. Sometimes the unknown is a number, but it can also be a missing geometric shape in a pattern.

The picture shows an example of a pattern of shapes.

Can you spot the pattern? Square, circle, triangle, square, circle and...? Triangle! We use logic to work out what the missing shape is.

Each new shape is called a *term*.



[Enlarge image](#) A pattern of shapes© Espresso

## Number sequences

**1, 10, 100, 1 000, 10 000, ...**

**1, 6, 11, 16, ..., 26, 31, ...**

**3, 6, 12, 24, 48, 96, 192, ...**

**100, 84, 68, 52, 36, 20, ...**

1, 2, 4, 8, 16, 32, 64, ...

This is a number sequence. The numbers in a number sequence can increase or decrease in different patterns. Each number is called a *term*. The first number is called the *first term*, the second number the *second term* etc.

Can you see the pattern of the number sequence? What would the 8th term be? When trying to solve a number pattern – remember to ask yourself questions like: What do I notice? What's the same? What's different? How does each term change? Compare the numbers.

Now try some of these questions. There are four slides try to complete at least two.

### Sequences

Continue these sequences to the tenth term.

1

2

3

4

5

6

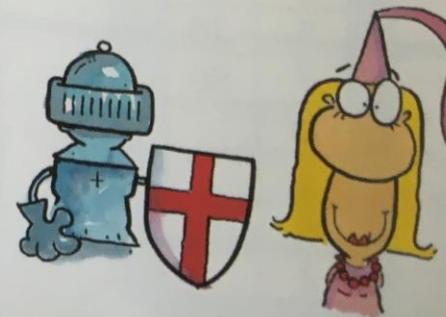
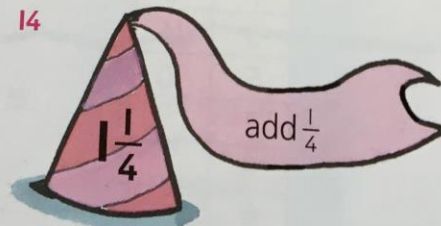
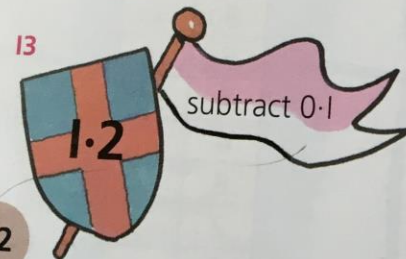
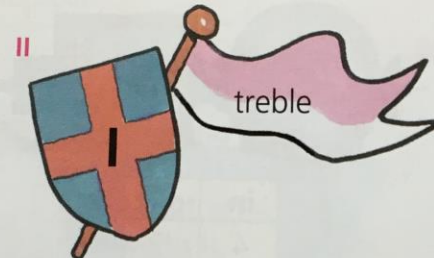
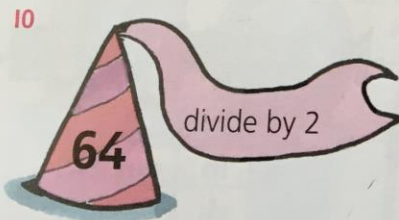
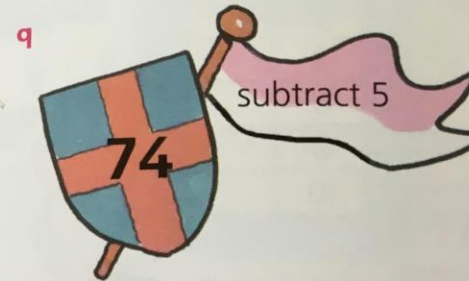
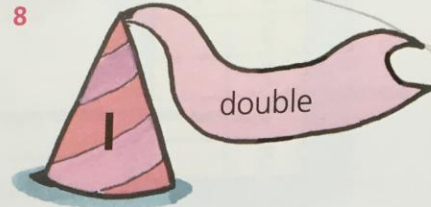
Algebra

A9

Write the first six terms of these sequences

Write the first six terms of these sequences. Start at the numbers given and use the rules shown.

7. 2, 5, 8, 11, ...





# sequences

Each of these sequences has a rule involving adding or subtracting only. Write the first six numbers of each sequence.



Algebra

A9



start	5th term
2	10

2

start	4th term
5	17

3

start	4th term
56	41

start	4th term
0.3	1.05

5

start	6th term
7	37

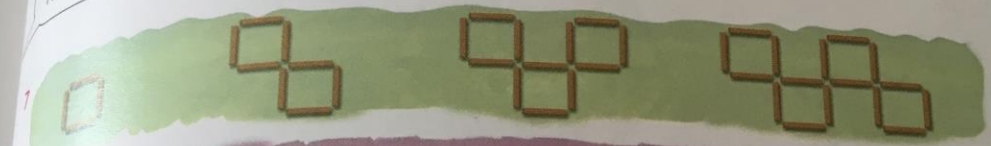
6

start	3rd term
90	64

e Describe the rule for each sequence.



Write the number of matchsticks used to make each shape. Write the number of matchsticks needed for the next three shapes in each sequence.



Describe the rule for each sequence.

