John Randall

Be Ready, Be Respectful, Be Safe

Year 6
Daily learning- Part 1
15.1.21

How are you feeling?

Changing feelings

Emotions and feelings change throughout the day and over time. Taking care of our mental health helps us to manage.

Feelings can grow or get stronger with time.

Some feelings seem to fade or pass over time.

Usually feelings that don't feel so good, don't last long.

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Thinking about mental health

Mental health can be thought of as a scale that can move up or down, a bit like a thermometer.

We can move along the scale at any time, between being healthy or unwell.

There are things we can do to help us stay healthy.

There are things that can be put in place if someone is not feeling so good, is struggling or unwell.

UNWELL
STRUGGLING
COPING
HEALTHY

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Who can help?

Friend

Teacher

Parent

Childline website www.childline.org.uk

No-one

Childline text / phone line 0800 1111

Someone else

If your emotions feel all mixed up or you often have feelings that make you feel bad, talk to a trusted adult — they can help you find the right support.

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Please make sure you talk to your grown ups about how you are feeling regularly. Remember you can also talk to myself using seesaw as well if you want to.

Friday 15th January 2021
Spelling

Week beginning 11.1.21 'Snips week' words	Week beginning 11.1.21 'pro' words	Week beginning 11.1.21 'pro' words	Week beginning 11.1.21 'pro' words
Snips	Group 1	Group 2	Group 3
1. must	1. probate	1. probable	1. procedural
2. out	2. probes	2. proactive	2. probabilities
3. saw	3. proceed	3. probation	3. proclamations
4. take	4. problem	4. procedure	4. procrastinated
5. two	5. process	5. proceedings	5. procurements
6. where	6. profess	6. procession	6. productiveness
7. sister	7. proclaim	7. processor	7. profitableness
8. them	8. prodder	8. proclaimed	8. profoundness
9. time	9. prodigy	9. problematic	9. programmability
	10. produce	10. production	10. professionalism

Check the spelling definitions in your dictionary and use your spellings within a sentence. Could you also use a thesaurus to find and locate better synonyms for these words.

lyly lyly

ly

fully
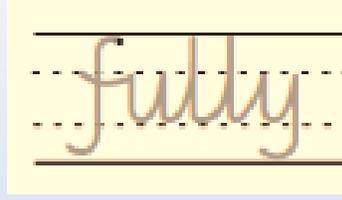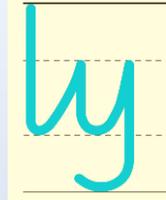
Punctuation ladder

Year 6
. C
?
!
: and , list
, clause ,
Fronted adverbial,
, "Speech."
' possess
' contract
' plural possession
(extra) (clause)
- dash
- hyphen
: introduce
; sentence
; in lists
*bullets
Modal verb
Formality change

Add capital letters, semi-colons and fullstops to the following sentences:

carter was a clever man he knew where to dig

the cimate of Egypt is very hotter than the uk this is because it is nearer to the equator

Vocabulary we have learnt this week:

Tier 3

Tier 2

Tier 1
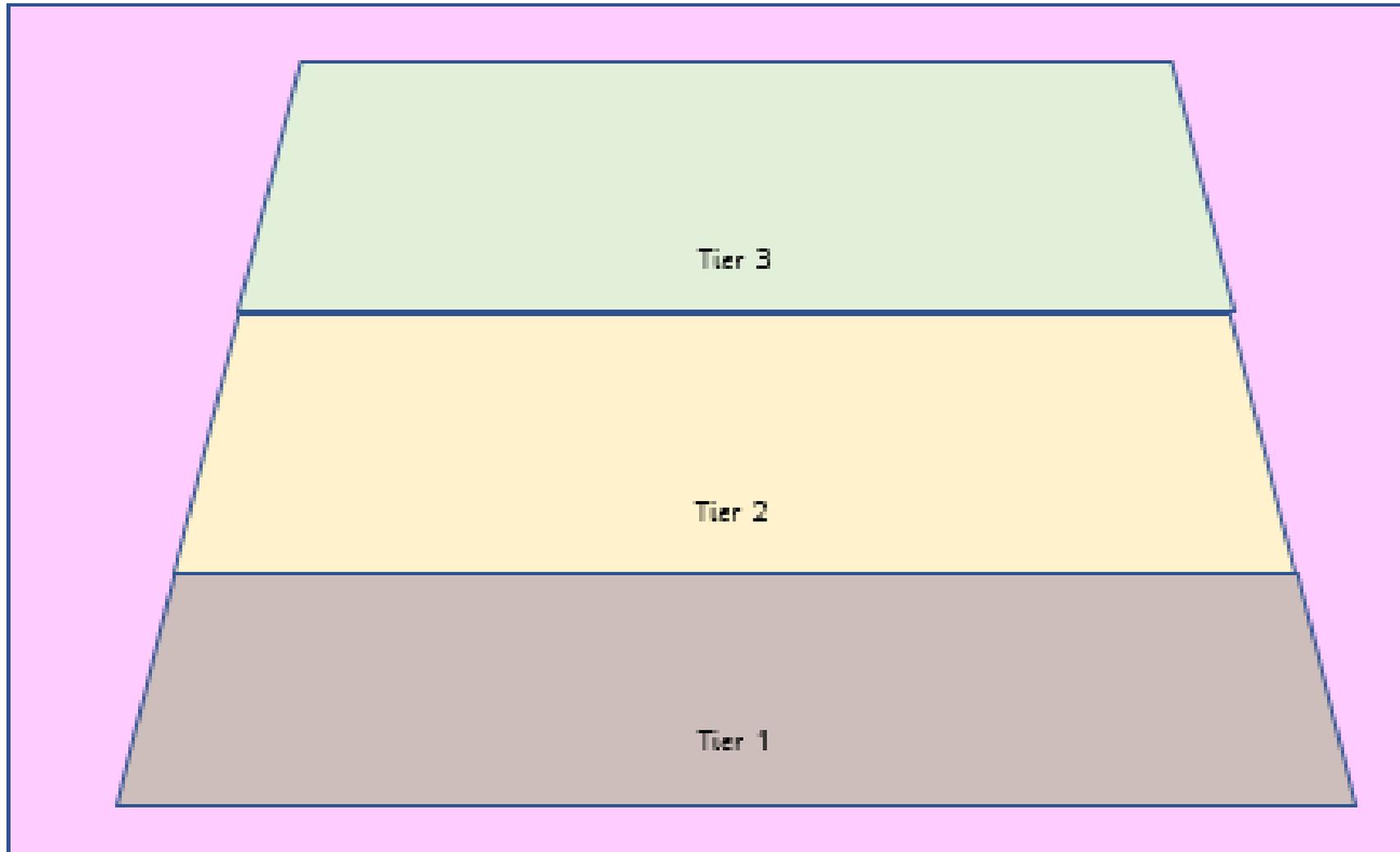
Below are some of the new words we have encountered in class this week.

Where do you think they should be paced on the tier pyramid?

lopsided   anxious

Rapidly   withered

struggled   jagged

Swarmed

Have you encountered any new words? Where do you think they should go?

Now choose two of the words from the pyramid above and use each of them in a complex sentence with an embedded clause.

and shrink, and when Sheba looked down she could see minute hairs pushing their way out of her skin again. Mrs Crowley tied the neckerchief back around her mouth.

'That is why we are here today,' she said. 'The doctor has found a means to make the change permanent.'

'Yes,' said the doctor, blinking his eyes behind the huge lenses of his spectacles. 'The problem is in the subject material. I discovered that only children's would work, but dead ones were all I could obtain from the Resurrection Men — bodysnatchers or grave-robbers, you might call them. I realised that, to make the cream have permanent effect, I would need live tissue to combine with my compound. That, and a substantial electrical charge to "activate" the cells. To bring them to life, as it were. I tried a range of generating devices of my own design, but I couldn't create a powerful enough current. That is why we required Faraday's engine, here. A spectacular piece of engineering. Truly revolutionary. I think the man only realised its potential himself recently, which is why he was about to remove it from the exhibition.'

'What *material* are you talking about?' asked Sheba, trying to keep calm. 'What is it you're taking from the children?'

'Why, brains, of course!' The doctor looked at her as if she were stupid. 'Precisely, the cells from the brain stem. In the correct solution, and with an electrical impulse to stimulate them, they somehow repair the body's cells. Make them "normal" again.'

Sheba suddenly realised she had some cream on her

Tier 3

Tier 2
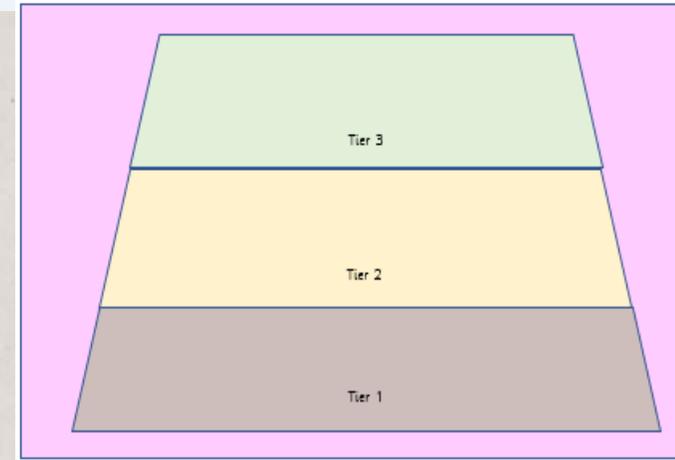
Tier 1

Whilst reading these two pages from our class story book each day, can you try to identify examples of Tier 1, 2 and 3 vocabulary. These will be useful next Friday when we examine some of the vocabulary we have learnt this week. Remember Tier 1 is basic vocabulary eg, big; Tier 2 focuses on improved vocabulary that might not be used in every day language eg,gargantuan; and Tier 3 is subject specific vocabulary eg, transparent is linked to the subject of Science.

English Learning Objective

T	I	Paired	Group	JH	ML

Independent writing		

For two days we have been writing our non-chronological reports. These are your tasks today:

1. Finish writing your report. Make sure it has a concluding paragraph.
2. Edit your work with a red pen and make any alterations and improvements which you feel are necessary. (Use the next slide to help you consider possible alterations and changes). Also check any spellings you may be unsure about still.
3. Self assess your work based on the features you have and have not ticked off on your punctuation ladder.
4. Make sure identify three strengths of your work as well as three targets to improve upon.

Editing and improving my sentences

-Have you started all sentences/ paragraphs/ examples of direct speech with capital letters?
-Do proper nouns begin with capital letters?
-Have you written in the correct tense/ tenses throughout your work?
-Have you written in the correct person throughout your work?
-Have you varied your sentence and paragraph openers?
-Can you turn a short sentence into a compound sentence?
-Can you choose a better conjunction to replace an existing one in a compound sentence?
-Can you turn a short/ compound sentence into a complex sentence with an embedded clause?
-Can you turn a short/ compound sentence into a complex sentence with a subordinate clause?
-Can you move the subordinate clause of a complex sentence to the start/ end of the sentence?
-Can I turn an active sentence into a passive sentence?

Editing and improving my punctuation marks

-Do all of your sentences end with a fullstop/ exclamation mark/ question mark/ ellipsis?
-Have you used a colon to introduce a list?
-Have you used commas in a list accurately?
-Have you added apostrophes in the correct places for contraction, singular possession and plural possession?
-If you have used commas to demarcate an embedded clause within a complex sentence can these be turned into brackets/ dashes?
-Can any of your fullstops be turned into an exclamation mark?
-Can any of your fullstops be turned into a semi-colon?
-If you have used an abbreviation, have you used brackets to explain what it means?

15.1.2021

Fluent in five

99999999999999999
00000000000000000

Four operations:

1. 2637+8263=
2. 6070-8272=
3. 8923x4=
4. 2632 divided by 4 =

11 and 12 timestable practise

1 $780 \div 100 =$	**4** $\boxed{} + 84.32 = 193.22$
2 $\begin{array}{r} 9\ 4 \\ \times \quad 2\ 3 \\ \hline \end{array}$	**5** $8.1 \div 0.9 =$
3 $(3+8) \times 3 + 2 =$	**6** $\dfrac{3}{5} \times 5 =$

Four operations:

1. 2637+8263= **10,900**
2. 6070-4372= **1,698**
3. 8923x4= **35,692**
4. 2632 divided by 4 = **658**

11 and 12 timestable practise

11	12
22	24
33	36
44	48
55	60
66	72
77	84
88	96
99	108
110	120
121	132
132	144

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $8.4 + 2.3 = \mathbf{10.7}$ (M)

2. $\dfrac{6}{10} - \dfrac{2}{5} = \mathbf{\dfrac{2}{10}}$ or $\mathbf{\dfrac{1}{5}}$ (M)

3. $4.3 \times 3 = \mathbf{12.9}$ (M)

4. $456 \div 19 = \mathbf{24}$ (W)

5. $453.21 + \mathbf{390.03} = 843.24$ (W)

6. $6^2 \times 2 + 3 = \mathbf{75}$ (M)

Maths Learning Objective

L.O. Examine and analyse the wording of maths word problems

I know how to apply my knowledge of key mathematical vocabulary to help me explain how a problem can be solved.	
I understand the need to identify the key information needed to solve a given problem.	
I can examine and analyse the wording of maths word problems.	

T   TA   TA   IND   Paired

How to use common multiples to create fractions with the same denominators.

Problem

Dora is comparing $\frac{5}{6}$ and $\frac{3}{4}$ by finding the lowest common multiple of the denominators.

Step 1

Identify the denominators of each fraction which are 6 and 4. Next, write the multiples of 6 and 4 (see below):

Multiples of 6: 6, 12, 18, 24
Multiples of 4: 4, 8, 12, 16,

Step 2

Identify the lowest common multiple (LCM) which in this case is the number 12 (see above)
The new common denominator for each original fraction is now 12.

Step 3

Ask yourself how many times 6 fits into twelve. The answer is twice. Now multiply the numerator by two to generate the new numerator. $\frac{5}{6}$ has become $\frac{10}{12}$

$$\frac{5}{6} = \frac{10}{12}$$

Step 4

Ask yourself how many times 6 fits into twelve. The answer is twice. Now multiply the numerator by two to generate the new numerator. $\frac{3}{4}$ has become $\frac{9}{12}$

$$\frac{3}{4} = \frac{9}{12}$$

Step 5

Now the new fractions have been created with the same denominators you can determine which is the largest fraction

$$\frac{10}{12} > \frac{9}{12}$$

Guided reading for Maths

1, Use your knowledge of denominators and common multiples to order the following fractions in descending order?

$$\frac{1}{4} \quad \frac{7}{12} \quad \frac{16}{24} \quad \frac{7}{8} \quad \frac{4}{6} \quad \frac{2}{3} \quad \frac{1}{2}$$

1. Underline what you feel to be the key words of the problem?
2. Find and copy the mathematical vocabulary used in this problem.
3. Now can you write a definition of each mathematical word you identified in answer 2?
4. What is an alternative synonym for descending?
5. What is an antonym for descending?
6. Now answer the question in your maths book showing your workings.
7. What if the fractions changed to these below? What would the descending order be now?

$$\frac{3}{4} \quad \frac{10}{12} \quad \frac{22}{24} \quad \frac{7}{8} \quad \frac{5}{6} \quad \frac{2}{3} \quad \frac{1}{2}$$

Guided reading for maths answers

1, Use your knowledge of denominators and common multiples to order the following fractions in ascending order?

$$\frac{1}{4} \quad \frac{7}{12} \quad \frac{19}{24} \quad \frac{7}{8} \quad \frac{2}{6} \quad \frac{2}{3} \quad \frac{1}{2}$$

Generate new fractions by working out how many times each denominator fits into twenty-four. Rmemeber what you do to the denominator you do to the numerator. You should then have generated thses new fractions. Then all you have to do to oder them is to compare the numerators.

$$\frac{6}{24} \quad \frac{14}{24} \quad \frac{19}{24} \quad \frac{21}{24} \quad \frac{8}{24} \quad \frac{16}{24} \quad \frac{12}{24}$$

Write the original fractions for your final answer:

$$\frac{1}{4} \quad \frac{2}{6} \quad \frac{1}{2} \quad \frac{7}{12} \quad \frac{2}{3} \quad \frac{19}{24} \quad \frac{7}{8}$$

7. What if the fractions changed to these below? What would the ascending order be now?

$$\frac{3}{4} \quad \frac{10}{12} \quad \frac{22}{24} \quad \frac{7}{8} \quad \frac{5}{6} \quad \frac{1}{3} \quad \frac{1}{2}$$

Generate new fractions by working out how many times each denominator fits into twenty-four. Rmemeber what you do to the denominator you do to the numerator. You should then have generated thses new fractions. Then all you have to do to oder them is to compare the numerators.

$$\frac{18}{24} \quad \frac{20}{24} \quad \frac{22}{24} \quad \frac{21}{24} \quad \frac{20}{24} \quad \frac{8}{24} \quad \frac{12}{24}$$

Write the original fractions for your final answer:

$$\frac{1}{3} \quad \frac{1}{2} \quad \frac{3}{4} \quad \frac{10}{12} \quad \frac{5}{6} \quad \frac{7}{8} \quad \frac{22}{24}$$

Now can you answer these mental arithmetic calculations?

Weekly Written Arithmetic Questions

1. $\square + 38 = 58$	**10.** $^8/_{10} \div ^2/_{10} =$	**19.** $7.5 + 9.6 =$	**28.** $23 \times 79 =$
2. $1 \times 184 =$	**11.** 10% of $940 =$	**20.** $2{,}538 \div 3 =$	**29.** $^1/_3 + ^3/_{12} =$
3. $7^2 + 4 =$	**12.** $29 \div 10 =$	**21.** $8.6 - 6.2 =$	**30.** $25\% \times 180 =$
4. $8 - \square = 2$	**13.** $^1/_8 = 0.$	**22.** $9.1 - 1.85 =$	**31.** $7.9 + 0.06 =$
5. $^1/_2 \times 33 =$	**14.** $\square \times 50 = 600$	**23.** $4.1 + 14.26 =$	**32.** $8^2 \times 9 =$
6. $2 \times 529 =$	**15.** $^2/_8 - ^1/_8 =$	**24.** $1^3/_8 + 1^6/_8 =$	**33.** $273 \times 11 =$
7. $\square \div 7 = 4$	**16.** $1{,}000{,}000 - 9 =$	**25.** $7 \times \square = 4{,}865$	**34.** $2{,}471 \times 26 =$
8. $(17 - 7) \times 2 =$	**17.** $79 + 625 =$	**26.** $^1/_2 + ^9/_{10} =$	**35.** $9{,}060 \div 12 =$
9. $60 \times 30 =$	**18.** $700 - 471 =$	**27.** $4{,}001 + 8{,}410 =$	**36.** $4{,}140 \div 18 =$

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Answers

Book F Week 13 — **Answers**

1. $20 + 38 = 58$

2. $1 \times 184 = 184$

3. $7^2 + 4 = 53$

4. $8 - 6 = 2$

5. $\frac{1}{2} \times 33 = 16\frac{1}{2}$ or 16.5

6. $2 \times 529 = 1{,}058$

7. $28 \div 7 = 4$

8. $(17 - 7) \times 2 = 20$

9. $60 \times 30 = 1{,}800$

10. $\frac{8}{10} \div \frac{2}{10} = \frac{80}{20}$ or $\frac{8}{2}$ or 4

11. $10\% \text{ of } 940 = 94$

12. $29 \div 10 = 2.9$

13. $\frac{1}{8} = 0.125$

14. $12 \times 50 = 600$

15. $\frac{2}{8} - \frac{1}{8} = \frac{1}{8}$

16. $1{,}000{,}000 - 9 = 999{,}991$

17. $79 + 625 = 704$

18. $700 - 471 = 229$

19. $7.5 + 9.6 = 17.1$

20. $2{,}538 \div 3 = 846$

21. $8.6 - 6.2 = 2.4$

22. $9.1 - 1.85 = 7.25$

23. $4.1 + 14.26 = 18.36$

24. $1\frac{3}{8} + 1\frac{6}{8} = \frac{25}{8}$ or $3\frac{1}{8}$

25. $7 \times 695 = 4{,}865$

26. $\frac{1}{2} + \frac{9}{10} = \frac{14}{10}$ or $\frac{7}{5}$ or $1\frac{4}{10}$ or $1\frac{2}{5}$

27. $4{,}001 + 8{,}410 = 12{,}411$

28. $23 \times 79 = 1{,}817$

29. $\frac{1}{3} + \frac{3}{12} = \frac{7}{12}$

30. $25\% \times 180 = 45$

31. $7.9 + 0.06 = 7.96$

32. $8^2 \times 9 = 576$

33. $273 \times 11 = 3{,}003$

34. $2{,}471 \times 26 = 64{,}246$

35. $9{,}060 \div 12 = 755$

36. $4{,}140 \div 18 = 230$

RE- Please look at the other slide show that has been uploaded today to complete your RE work.