

Tuesday 21st April, Year 6

News from Mrs Gogarty: I hope that you have all had fun over the holidays. I've enjoyed my talks with you and your parents on the phone. It would be great if you could have a piece of news ready for me to put into the daily home learning bulletin. Lexie broke her toe in the garden when she was playing football, and Ellie has been having lots of fun with her dog. Naina has been decorating eggs and making delicious-looking cakes.

Spanish and/or French

I'd like you to have a go at doing 5 minutes of Spanish and/or French each day by signing up to Duolingo. It's absolutely free and is tons of fun. I have been doing 5 minutes of Spanish every day. If you do practise for a few minutes a day, you'll be really confident soon!

English

In week 1 of home learning, our focus was on writing; in week 2, it was on reading. This week, we are revising a SPaG topic: punctuation. Remind yourself about apostrophes here:

<https://www.youtube.com/watch?v=oqLGLXD8ZHU>

Now, please answer these questions about punctuation in your book. Use this as an opportunity to practise your handwriting as well. I will send you the answers tomorrow.

Q1.

Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals
he has read many books about exotic creatures
jellyfish interest him the most and he would
would like to study them when he is older

Q2.

Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go
to Emma's house first.

Q3.

Insert the missing **full stops** and **capital letters** in the passage below to make two correct sentences.

two people were playing tennis we watched the ball go
back and forth over the net

Q4.

Place **three** full stops and **three** capital letters in the correct places in the text below.

it was hot and dry richard could feel the sun on his
back he took a long drink of water

Q5.

Put a tick in each row to show how the **apostrophe** has been used in the sentence.

One has been done for you.

Sentence	To replace a missing letter	To show something belongs to someone / something
It doesn't go there.	✓	
We're cold.		
Anita's coat is very warm.		
Ruby's hair is brown.		
I mustn't forget my homework.		

Q6.

Which sentence uses an **apostrophe** correctly?

Tick **one**.

The children's clothes were hanging up.

The childrens' clothes were hanging up.

The childrens clothe's were hanging up.

The childrens clothes' were hanging up.

Q7.

Which sign uses the **apostrophe** correctly?

Tick **one**.

This shop is open on Saturday's.

Print photo's from your camera here.

The children's play area is closed.

Dog's are not allowed on the beach.

Q8.

Add the missing **full stops** and **capital letter** to the text below. One has been done for you.

It was a cold morning there was frost on the trees and

ice on the lake

Q9.

Tick one box in each row to show whether the underlined noun is **singular** or **plural**.

	Singular	Plural
The <u>customers'</u> hunger was satisfied by the pizza.		
The <u>princess's</u> slippers were made of glass.		
Those are the <u>boys'</u> books.		

Q10.

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

Spellings

This week's spellings:

1. delicious 2. malicious 3. suspicious 4. unconscious 5. gracious 6. precious
7. vicious 8. conscious 9. spacious 10. ferocious

Write these words in sentences in your home learning book.

Maths: Today we are revising division. Please spend 45 minutes on this work, and then stop (unless you want to finish). Please write all your calculations in your home learning book. I will give you the answers tomorrow.

Maths

LO: To divide decimals by integers

Starter activity 1

$$\boxed{} = 5,776 - 855$$

Starter activity 2

- Fill in the table.

	X10	X100	X1000
0.1			
3.42			
5.36			
1.872			

Fluency 1

1. Complete these divisions

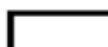
a) $11.9 \div 7 =$



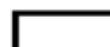
b) $26.4 \div 8 =$



c) $28.5 \div 5 =$



d) $19.8 \div 9 =$



e) $31.8 \div 6 =$



f) $78.4 \div 4 =$



LO: To solve division problems with decimals

Starter activity 1

9	7	8	8	2	7

Starter activity 2

Solve:

$$4.32 \times 5 =$$

$$6.72 \times 8 =$$

$$9 \times 4.35 =$$

$$7 \times 5.21 =$$

Starter activity 3

- Ali says,

"To multiply by 100, you should add two zeros."

Do you agree with Ali?
Explain your thinking.

Fluency 1

- Mrs Forbes has saved £4,960
She shares the money between her 15 grandchildren.
How much do they each receive?
- Modelling clay is sold in two different shops.
Shop A sells four pots of clay for £7.68
Shop B sells three pots of clay for £5.79
Which shop has the better deal?
Explain your answer.
- A box of chocolates costs 4 times as much as a chocolate bar.
Together they cost £7.55



How much does each item cost?
How much more does the box of chocolates cost?

Problem solving

Each division sentence can be completed using the digits below.

1 2 3 4 5 6

$$\square . 3 \div \square = 0.26$$

$$12 . \square \div \square = 4.2$$

$$4 . \square 8 \div \square = 1.07$$

Extras

Don't forget to read!

Practise your times tables – look at <https://www.timestables.co.uk/games/> and create a free account.

Log onto NumBots and Times Table Rock Stars.

Have a look on David Walliams' website - there are activities to do, and, until the 23rd April, he is going to be releasing a free audio story each day.

The toilet roll keepie-uppie challenge:

Can you keep up with the likes of Lionel Messi in

the #stayathomechallenge for keepie-uppie with a toilet roll?

https://www.youtube.com/watch?time_continue=6&v=LRcQzT1jVQ&feature=emb_logo

Fancy a classic board game, but don't have one in the house? Check out Pictionary, which is a charades-inspired word-guessing game. You can make it with paper and pens and play with your family.

<https://icebreakerideas.com/pictionary-game/>

Whole week projects: History.

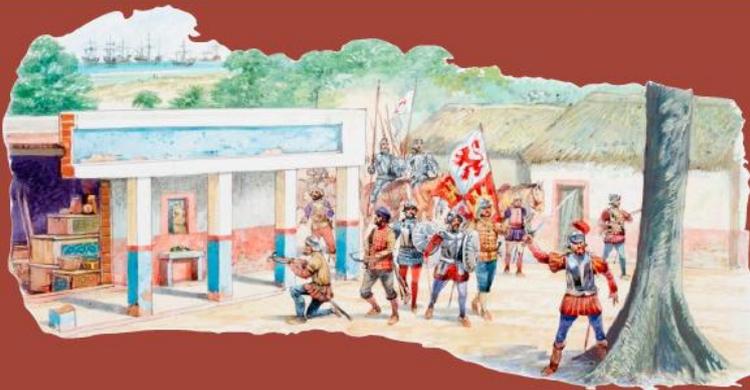
In our last lesson at school on the Maya, we discussed possible reasons for the decline of the Mayan civilisation: deforestation; drought; fighting between different tribes. Now read this information about the arrival of the Spanish. By the time they arrived, many of the Mayan cities were in ruins. Please read the information really carefully!

The Maya

Learning Objective:

To consider the effects and implications of the Spanish invasion of Mayan lands.

The Spanish conquistadors were explorers who came to the New World to gain lands and riches. They came to Mesoamerica in the sixteenth century and discovered the ruins of the ancient Mayan cities.



However, they also discovered the Maya who had remained in the area after the collapse of the great cities. These people lived in small farming settlements and lived in the same way as the Maya had done in the first century.



Do you think it was a good thing that the Spanish came to Mesoamerica?

What might the positive and negative effects of this have been on the Maya?



What were the effects of these changes brought about by the arrival of the conquistadors?



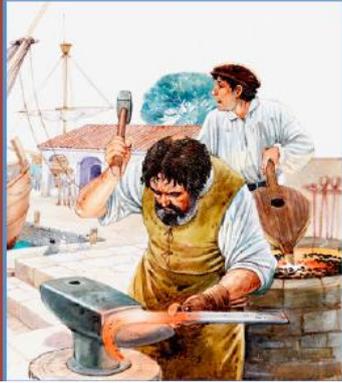

The Spanish brought new foods such as wheat and sugar to Mesoamerica.

The Spanish used violence to conquer the Maya.




The Maya adopted many Spanish Christian beliefs.

The Spanish brought new technologies, including metalwork.



The Spanish destroyed Maya art and writings as they thought they were evil.

The arrival of the Spanish conquistadors had a number of implications for the Maya.



Do you think the Spanish invasion was a good thing or a bad thing for the Maya?

Here are some more pros and cons.

The Spanish developed better trade routes.	The Spanish taught the Maya to write using an alphabet.	The Maya learnt to speak Spanish.
The Spanish used violence to conquer the Maya.	Many Maya died in battle defending their lands and their families.	Many Spanish died in battle when they were attacking the Maya.
The Spanish brought new diseases with them, such as smallpox.	The Maya eventually stopped the practice of human sacrifice.	The Maya adopted many Spanish Christian beliefs.
The Spanish brought new foods, such as wheat and sugar, to Mesoamerica.	The Spanish brought cattle, horses and sheep to Mesoamerica.	The Spanish brought gunpowder to Mesoamerica.
The Spanish brought new ideas for architecture and art.	The Spanish brought a new system for ruling society that replaced Maya kings.	The Spanish destroyed Mayan art and writings as they thought they were evil.
The Spanish took Mayan gold, silver and jewels to keep for themselves.	The Spanish brought new technologies, including metalwork.	The Spanish tried to make the Maya more civilised, like themselves.

Now decide which of the changes brought by the Spanish were good, and which were bad. Draw the table below out in your book, and fill it in carefully.

The Maya: PSHE
Worksheet 18

Name: _____ Date: _____

Choose three **PROS** and three **CONS** of the Spanish conquest of the Mayan lands. Explain why each one is a positive thing or a negative thing.

Pros	Cons
Pro 1: This is a positive thing because	Con 1: This is a negative thing because
Pro 2: This is a positive thing because	Con 2: This is a negative thing because
Pro 2: This is a positive thing because	Con 2: This is a negative thing because

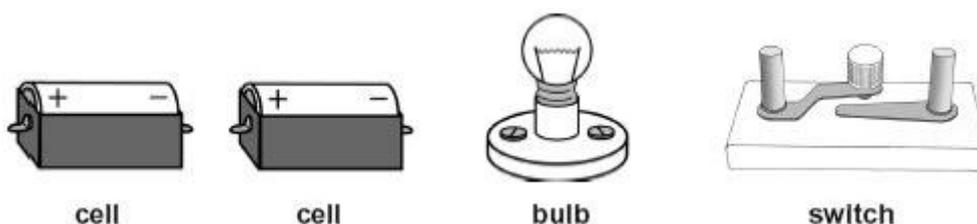
Science: Series and Parallel Circuits. Watch this brilliant clip!

<https://www.youtube.com/watch?v=js7Q-r7G9ug>

Please write the answers to these questions about electricity in your book. I will send you the mark scheme on Monday.

Q1.

Ben makes a series circuit using two identical cells, a bulb and a switch to turn the bulb on and off.



- (a) Draw a circuit diagram of Ben's circuit. Use the correct symbols.

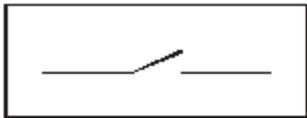
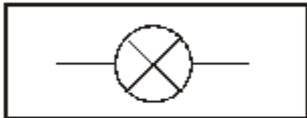
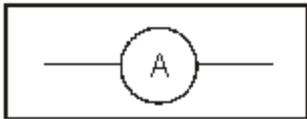
The cells have been drawn for you.



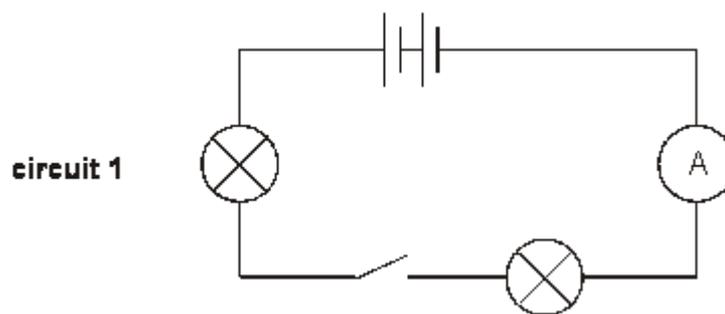
- (b) Which part of the circuit supplies the energy?
- (c) Ben adds another identical bulb to the circuit in series. How does the **brightness** of the first bulb change?

Q2.

- (a) Draw a line from each circuit symbol below to the correct name.
Draw only four lines.

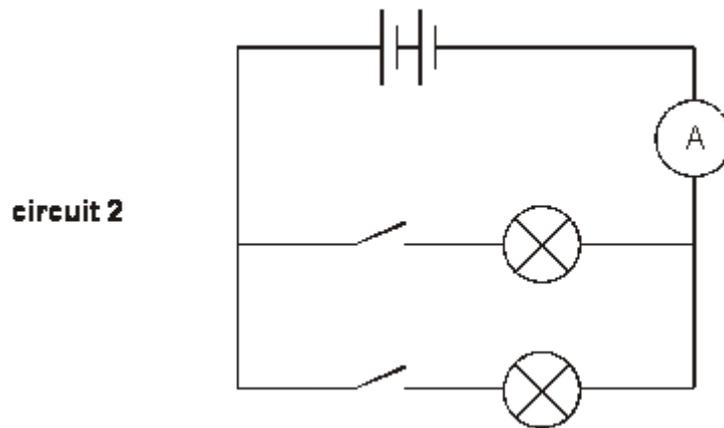
circuit symbol	name
	<input type="text" value="ammeter"/>
	<input type="text" value="switch"/>
	<input type="text" value="motor"/>
	<input type="text" value="battery"/>
	<input type="text" value="bulb"/>

- (b) Fred made **circuit 1** as shown below.



Give the name of the part that is the energy source for the circuit.

(c) Fred then made **circuit 2** as shown below.



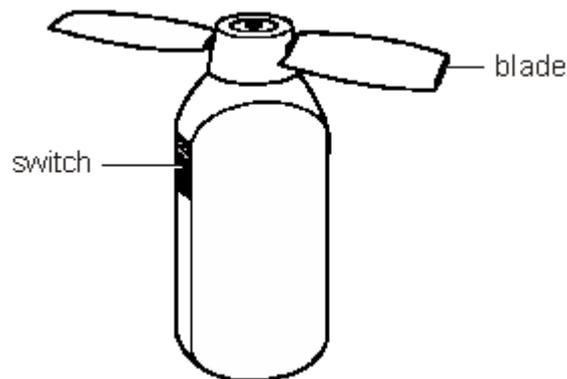
Draw this table in your book, and tick a box to show whether **circuit 1** and **circuit 2** are series or parallel circuits. Tick only **two** boxes.

	series	parallel
circuit 1		
circuit 2		

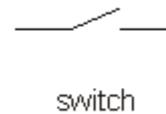
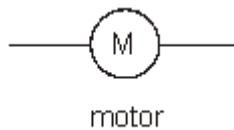
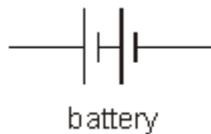
(d) What metal is usually used for wires in electric circuits?

Q3.

Susan has a small fan to keep herself cool.
When she switches it on, a motor turns the blades to blow air.



- (a) The diagrams below show the symbols for a battery, a motor and a switch.

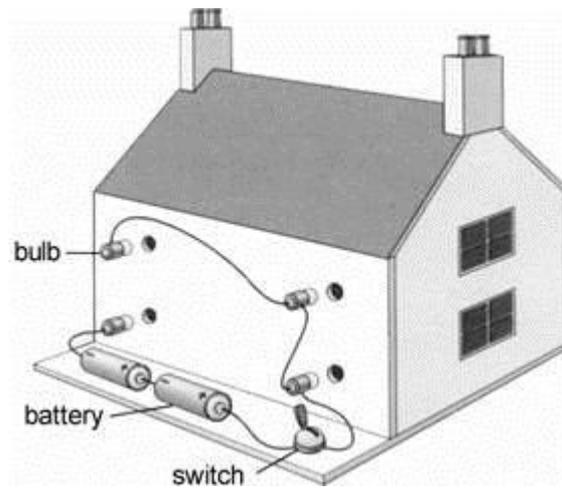


In your book, draw a series circuit diagram for the fan using these symbols.

- (c) Susan built a circuit using a battery, a motor and a switch.
She closed the switch to turn the motor on.
- (i) Susan added a bulb to the circuit.
The current in the circuit **decreased**.
How did this affect the motor?
- (ii) Susan removed the motor from the circuit.
The current in the circuit **increased**.
How did this affect the bulb?

Q4.

Alice connects four light bulbs for her model house, as shown. She puts the bulbs into the holes in the back wall.



- (a) When Alice turns the switch on, the bulbs do **not** light up. The batteries are **not** flat. None of the bulbs is broken. Why do the bulbs **not** light up?