

## Wednesday 1<sup>st</sup> April, Year 6

A joke from Mrs Gogarty:

Knock, knock.

Who's there?

Ice cream.

Ice cream who?

Ice cream so people can hear me!

### English

Here are the answers to yesterday's comprehension about Charlie Small.

1. Award **2 marks** for four correct.

Award **1 mark** for two or three correct.

<b>Name</b>	<b>Charlie Small</b>
<b>Age</b>	(he is still) eight / 8 (years old)
<b>Friend</b>	(the inventor) Jakeman
<b>Worst enemy</b>	(my arch enemy) Joseph (Craik) (my arch enemy Joseph) Craik
<b>Most exciting adventure</b>	(The) Mummy's Tomb (when I got chased by a smoke demon) (when I got) chased by a smoke

2. Award **1 mark** for:

- (he writes / keeps a) diary.

**Also accept:** journal

**1 mark**

3. Award **1 mark** for **both**:

1. incredible (inventor)

2. marvellous (machines).

**Also accept** (my) pal.

**1 mark**

4. Award **1 mark** for answers that recognise **any** of the following:

1. his eyes ached, eg:

- *it made his eyes hurt.*

2. he was in danger of heatstroke / sunstroke, eg:

- *he was getting heatstroke.*

3. he needed to get out of the sun, eg:

- *he wanted to get out of the sun.*

**Do not accept** simple references to Charlie getting / feeling hot.

**1 mark**

5. Award **1 mark** for reference to speed, eg:

- *that he was going quickly*
- *things that zoom go fast.*

**Do not accept** answers that refer to travelling directly / getting closer to the trees, eg:

- *he went straight there.*

**1 mark**

6. Award **1 mark** for reference to him parking it:

1. (in the) woodland / trees, eg:

- *in the woods*
- *next to some trees.*

2. under / beside a tree, eg:

- *under the branches of a tree.*

3. (in the cool) shade, eg:

- *in a shady place.*

**1 mark**

7. Award **1 mark** for reference to each of the following, up to a maximum of **2 marks**:

1. the sudden appearance / opening of the flowers, eg:
  - *they pop out at your face*
  - *the way the flowers sprang out of the ground very suddenly.*
2. the flowers spraying (Charlie), eg:
  - *they sprayed powdery mist into his face*
  - *they kept squirting that mist.*
3. the unpleasant effect the flowers had on Charlie, eg:
  - *they made him cough and splutter*
  - *it made him pass out.*
4. the unusual appearance of the flowers, eg:
  - *they looked strange*
  - *the purple rubbery petals looked weird.*
5. the flowers surrounding him, eg:
  - *they were crowded round him*
  - *they surrounded him.*

**Accept** relevant responses in the first person, or quotations that meet one acceptable point, eg:

- *a large flower sprang up towards me.*

**Also accept** general responses about the flowers attacking Charlie / Charlie trying to get away from the flowers.

**up to 2 marks**

8. Award **1 mark** for:

A gorilla carries Charlie into the trees.

4

A gorilla stands looking down at Charlie.

5

Flowers spring up, spraying a mist.

2

Charlie feels extremely tired.

3

Charlie drives across a wide plain.

1

1 mark

9. Award **1 mark** for responses which recognise that we are left with questions about: the gorilla / what the gorilla might do / how Charlie will react to the gorilla, eg:

- *the gorilla suddenly arrives but we don't know who he is*
- *we want to know how he knows Charlie's name*
- *we are left wondering why the gorilla has rescued Charlie*
- *we don't know if Charlie will be safe with him.*

**Also accept** answers referring to not knowing who is waking Charlie up, eg:

- *It says 'a deep voice' and you don't know who that is.*

**Do not accept** general answers about endings, eg:

- *it's a cliff-hanger*
- *we want to know what's going to happen.*

1 mark

10. Award **1 mark** for reference to each of the following, up to a maximum of **2 marks**:

1. Charlie has been King of Gorillas, eg:

- *he was the Gorilla king.*

2. Charlie speaks / understands Gorilla, eg:

- *it says he can speak Gorilla*
- *you can't speak Gorilla without meeting one.*

3. The gorilla seems to know him / knows his name, eg:

- *the gorilla knows what he is called*
- *the Gorilla says "Wake up Charlie".*

4. Charlie's apparent lack of surprise / fear (at being woken up by a gorilla), eg:
- *the way Charlie describes the gorilla is really calm*
  - *he's not afraid of it.*

up to 2 marks

Now read the text below carefully and then answer the questions in your book.

## Fact Sheet: About Bumblebees

**At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.**

### Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.



At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

### What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

### Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only

do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



### **Buzz pollination**

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

### **Did you know that bumblebees have smelly feet?**

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

### **Things you can do to help**

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

### **Why not try planting these?**



### Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



### Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: [www.bumblebeeconservation.org](http://www.bumblebeeconservation.org)

### Q2.

1. What is the name of the organisation that produced this fact sheet about bumblebees?

1 mark

2. Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks

3. *In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.*

This suggests that...

Tick **one**.

farming has helped bees.

paved gardens are attractive.

bees are good at finding their way.

bees have only started struggling recently.

1 mark

4. Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

1 mark

5. Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

1 mark

6. In what way is *buzz pollination* more useful than other forms of pollination?

1 mark



7. Look at page 2.

Why is it important for bumblebees to leave a smelly scent on some flowers?

Tick **one**.

so that others avoid it

because it smells better than nectar

so others know it has pollen

because bees give flowers their scent

1 mark

8. Look at the section headed: ***Things you can do to help.***

**Find** and **copy one** word that shows how essential flowers are to bees.

1 mark

9. Look at page 2.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender	<input type="checkbox"/>	<input type="checkbox"/>
pansy	<input type="checkbox"/>	<input type="checkbox"/>
herbs	<input type="checkbox"/>	<input type="checkbox"/>
wild rose	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

(b) Explain why the flowers that are not bee-friendly do not attract bees.

1 mark

10. Look at the section headed: **Energy drink for bees.**

These instructions suggest that the reader...

Tick **one**.

enjoys preparing food.

has lots of energy.

is willing to handle bees.

is skilled at gardening.

1 mark

11. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Wasps can be aggressive.		
Male bumblebees sometimes sting.		
Bumblebees only go outside when it is warm.		
You need a big garden to help bumblebees.		

2 marks

12. Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____	1. _____ _____
2. _____ _____	

2 marks

13. Give **one** example of the use of humour in the fact sheet.

1 mark

14. Bumblebees are very important to the human race.

Give **two** ways they are important.

1.

2

2 marks

**I will give you the answers tomorrow.**

**Spellings**

disappointed

dissatisfied

dissimilar

unsure

unnecessary

unnatural

overseas

overrule

overreact

impatient

immobile

immovable

Write these words in sentences in your home learning book.

## Maths

Today we are going to do an arithmetic paper, which is out of 39. Try to beat your score! (Mr Graham says it is very hard.) Please write your calculations in your book.

**Q1.**

$$\boxed{\phantom{00000}} = 8,275 + 82$$

1 mark

**Q2.**

$$826 = 800 + \boxed{\phantom{0000}} + 6$$

1 mark

**Q3.**

$$60 \div (30 - 24) =$$

1 mark

**Q4.**

$$36\% \text{ of } 450 =$$

1 mark

**Q5.**

$$\frac{5}{6} \times 540 =$$



**Q11.**

$$\frac{1}{5} + \frac{3}{4} =$$

1 mark

**Q12.**

$$\frac{8}{9} - \frac{1}{4} =$$

1 mark

**Q13.**

$$51\% \text{ of } 900 =$$

1 mark

**Q14.**

$$35\% \text{ of } 320 =$$

1 mark

**Q15.**

$$1\frac{1}{5} + 2\frac{1}{10} =$$

1 mark

Q16.

$$\boxed{\phantom{0000}} = 6,000 + 90$$

1 mark

Q17.

$$1\frac{3}{7} - \frac{4}{7} =$$

2 marks

Q18.

$$\begin{array}{r} \phantom{\times} \phantom{00} 836 \\ \times \phantom{00} 27 \\ \hline \end{array}$$

2 marks

Q19.

$$0.9 \div 100 =$$

1 mark

Q20.

$$9 - 1.9 =$$

1 mark

Q21.

$$3^3 =$$

1 mark

**Q22.**

$$7 - 2.25 =$$

1 mark

**Q23.**

$$20\% \text{ of } 3,000 =$$

1 mark

**Q24.**

$$101 \times 1,000 =$$

1 mark

**Q25.**

$$\boxed{\phantom{000}} + 5 = 341$$

1 mark

**Q26.**

$$9 \times 41 =$$

1 mark



**Q27.**

$$25.34 \times 10 =$$

1 mark

**Q28.**

$$\boxed{\phantom{000}} = 87 - 65$$

1 mark

**Q29.**

$$1,210 \div 11 =$$

1 mark

**Q30.**

$$602 - \boxed{\phantom{000}} = 594$$

1 mark

**Q31.**

$$91 \div 7 =$$

1 mark

**Q32.**

$$213 \times 0 =$$

1 mark

**Q33.**

$$120 \div 12 =$$

1 mark

**Q34.**

$$180 \div 3 =$$

1 mark

**Q35.**

$$5.87 + 3.123 =$$

I will send you the answers tomorrow!

### **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.

## Whole week projects: History. MAYA MATHEMATICS

### Challenge 1: Numbers under 19

Please draw this key out in your book. Use it to write your date of birth, phone number and 30 Maths questions in Maya numerals. (They must all use numbers that are less than 20.) Remember, the Maya invented the number 'zero'.













 0	 1	 2	 3	 4
 5	 6	 7	 8	 9
 10	 11	 12	 13	 14
 15	 16	 17	 18	 19

### Challenge 2: Numbers up to 399



Now, have a go at reading these higher numbers. Look really carefully at the explanation below. Then draw the Mayan numbers in your book and write their equivalent in our number system. (The answers are on the next page, but don't look until you've had a go at working them all out!)

## 0-399 Maya Number System

Can you work out these Maya numbers? Use the key to help you.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>




The Maya only counted up to 20. After that they would count in multiples of 20.

The symbols in the top row need to be added together and multiplied by 20:  
 $(1+5) \times 20 = ?$

The bottom row simply needs to be added together:  
 $1 + 1 + 5 + 5 = ?$

The total value of the symbols can be calculated by simply combining the two values together!  
 $(6 \times 20) + (1 + 1 + 5 + 5) = ?$

Key	
	0
	1
	5
Number of 20s	
Number of 1s and 5s	



## 0-399 Maya Number System Answers

 6	 49	 132
 160	 120	 325
 50	 347	 258
 118	 59	 109

## **Science**

### **L.O. To explain what electrical conductors and insulators are.**

Watch this clip about conductors and insulators.

<https://www.youtube.com/watch?v=qIF90dhqGPY>

Your challenges can now be written up in your book.

### **Challenge one**

**Conduct** electricity means to let electricity travel through it. Can you think of as many things as possible that conduct electricity, including items that you saw on the clip and things that you may have in your house? Put a heading of "Conductors of Electricity." Draw and label the items under this heading.

### **Challenge two**

An **insulator** means something that will not let electricity pass through it. Can you think of as many things as possible that will not allow electricity to pass through them? Put a heading of "Insulators of Electricity." Draw and label the items under this heading.

### **Challenge three**

Give a detailed explanation of the experiment that you saw in the clip.