

Friday 3rd April, Year 6

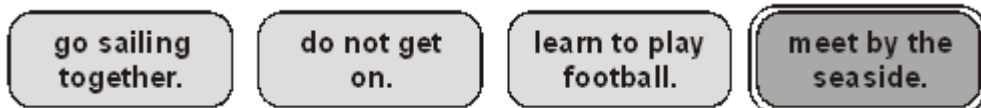
News from Mrs Gogarty: Zahra has sent postcards to elderly members of her family as part of the Community Cards project. Have a look at their website. You could make someone's day! Grace has been very busy and has built a greenhouse!

Answers for yesterday's English

Here are the answers to yesterday's comprehension, The Boy From Far Away.

1. Award **1 mark** for each correctly identified option.

(a)



(b)



(c)



Up to 3 marks

- 2.
- he meant that it always seems to rain / usually rains when you go on a camping holiday.
 - it always rains.
 - the weather was bad;
 - he meant it was raining and muddy.

up to 2 marks

- 3.
- because people usually get to know each other before they become best friends – Oran and Joe didn't know each other;
 - you wouldn't have to tell your best friend your name;
 - he had never met him before and yet he said he was his best friend.
 - they had only just met / they hardly knew each other;
 - because he had suddenly said 'You are my best friend'.

up to 2 marks

4. Award **2 marks** for reference to any **three** of the following:
Award **1 mark** for reference to any **two** of the following:

- **unusual abilities:** standing on the wall, body horizontal, ability to influence the weather, could kick a ball high;
- **unusual boots** (with special powers), funny / yellow / weird;
- **unusual appearance:** young face and old man's hands, sparse wispy hair;
- **unfamiliarity** with ordinary things (holiday / sea / football / intro);
- **reluctance** to reveal where he is from / had no address.

Do not accept:

- he came from far away.

up to 2 marks

5. Award **2 marks** for answers that show recognition of the fact that the word 'break' can have another meaning of which Oran was not aware, eg:

- because Oran thought that break meant something was broken;
- because 'break' can mean two things – a holiday or a snap;
- because he didn't realise that we call a holiday a break.

Award **1 mark** for answers that simply refer to Oran's ignorance of the term 'holiday', eg:

- because he didn't know what a holiday was;
- because he didn't understand what Joe meant / the language.

Up to 2 marks

6. Award **1 mark** for carefully

1 mark

7. Award **1 mark** for answers that explain why Oran thought Joe hated water, eg:

- he thought that Joe hated water because he said he didn't like the rain;
- because he didn't like the rain.
- because he thought that Joe hated (didn't like) water / getting wet.

Do not accept:

- Oran didn't understand about swimming.

1 mark

- 8.
- he hadn't seen the sea before and didn't know that the hills and ridges were waves;
 - because Oran is a stranger here and can't say what waves really are;
 - to show that Oran didn't know what waves were;
 - because he is writing about what Oran thinks / from Oran's point of view.
 - because it had ripples / waves;
 - because it looks like it has hills.

Up to 2 marks

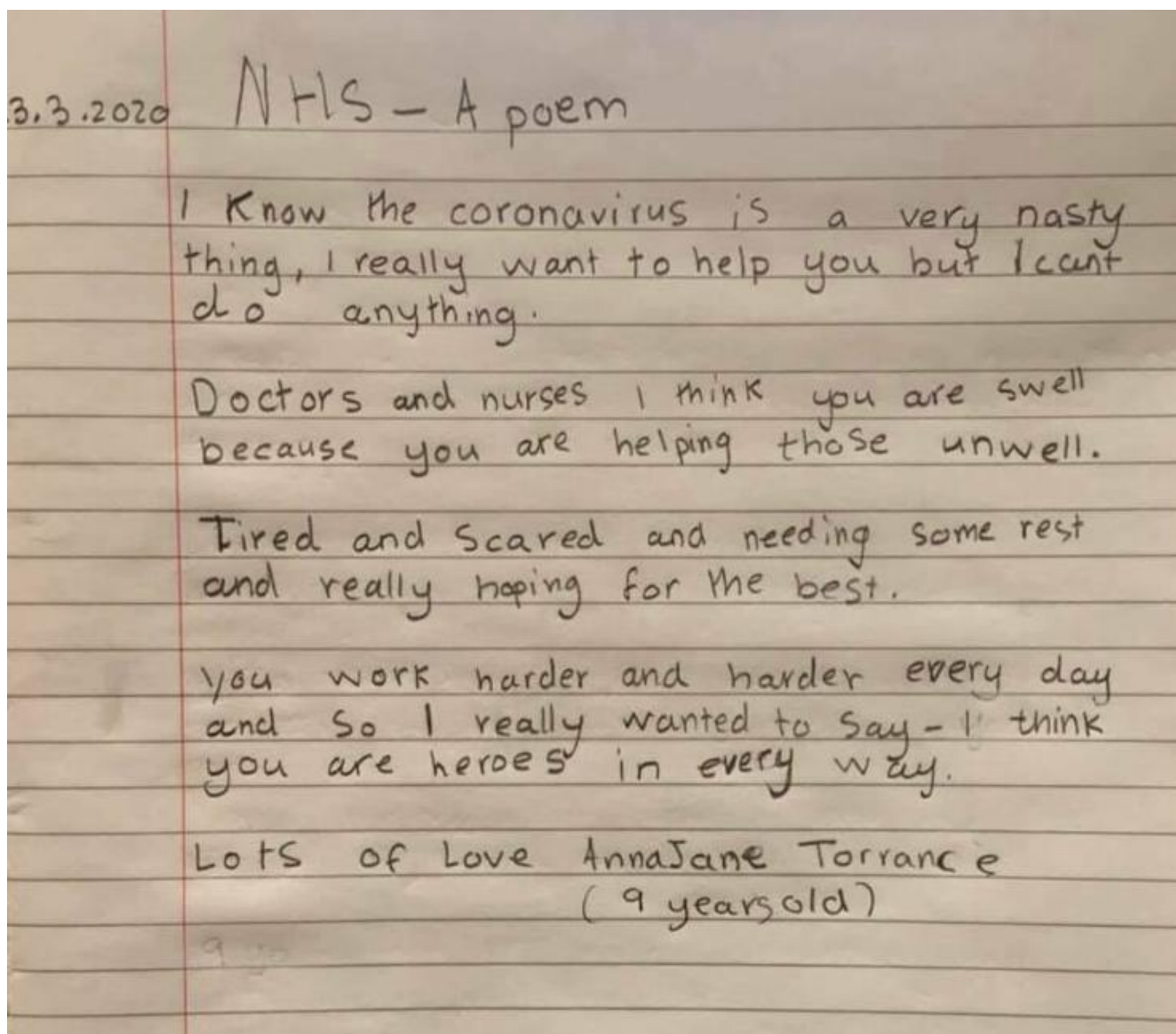
9. Answers may refer to:

- **friendship / attachment** – they had become friends / liked each other, he didn't want him to go / would miss him / might never see him again;
- **fun / shared activities** – time they spent together, sharing, things they did / finding out about each other (or not knowing each other long);
- **Oran's unique character** (including influence on the weather) – how interesting / unusual he was, how Oran made it sunny (or Oran was strange).
- Joe was sad about Oran leaving because they had become good friends and he wished he could stay. His holiday was much more fun after he came and the weather was better too;
- it was surprising in a way because, at first, Joe thought Oran was strange. But he got used to him and made friends. When you get close to someone you don't want them to leave.

How did you get on?

English

Today I found this thank you poem, and I thought I would share it with you. When you have read it, please write your own thank you poem. It can be written to NHS staff, or any of the key workers who are helping us all so much at the moment.



Spellings

disappointed

dissatisfied

dissimilar

unsure

unnecessary

unnatural

overseas

overrule

overreact

impatient

immobile

immovable

Write these words in sentences in your home learning book.

Maths

Your main task today surrounds weight/mass.

First of all, have a listen to this song. It's one of my favourites for Year 6. It includes length, weight and capacity in both metric (metres, centimetres, millilitres, litres, grams, kilograms etc).

It talks about inches, feet and yards to measure length; ounces, pounds and stones to measure weight/mass; and pints to measure capacity.

Have a listen and enjoy.

<https://www.youtube.com/watch?v=136iVEwxBCM>

I hope you enjoyed it!

Today, we're going to focus on weight/mass. We're going to have another "measure hunt." Hurray! Please make sure that this is convenient for your family though.

Some scales – bathroom or kitchen – would be helpful for this. If you're looking at items of food, they will probably have the weight on them.

Challenge one

First answer these questions:

How many grams in a kilogram?

How many grams in two and a half kilograms?

3000g =kg

4500g =kg

1.2kg =g

Now for the measure hunt . Please find the following:

1. An item that is less than 500g

2. An item that is between 500g and 1kg
3. An item that is around 5kg
4. An item that is more than 10kg

Challenge two

First answer these questions:

$$2.7\text{kg} = \dots\dots\dots\text{g}$$

$$3250\text{g} = \dots\dots\dots\text{kg}$$

How many ounces (oz) in one pound (lb)?

How many pounds (lb) in a stone?

Now for the measure hunt. Please note that 1 stone = 2.2kg.
Please find the following:

1. An item that is less than 250g
2. An item that is between 500g and 1kg
3. An item that is 10kg
4. An item which is around a stone

Challenge 3

First answer these questions:

How many ounces (oz) in 1 pound (lb)?

How many pounds (lbs) in 1 stone?

$$1 \text{ stone} = \dots\dots\dots\text{kg}$$

$$7\text{lbs} = \dots\dots\dots \text{Kg}$$

Now for the measure hunt. Please find the following:

1. An item that is between 8 oz and 16 oz
2. An item that is about 7lbs
3. An item that is about 2 stones
4. An item that is more than 10 stones

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.