

Wednesday 22nd April, Year 6

News from Mrs Gogarty: Did you have a look at the keepie-uppie toilet roll challenge yesterday? It's fun but make sure that you check with the people at home first as toilet roll is precious at the moment! You can find it at https://www.youtube.com/watch?time_continue=6&v=LRcQzT1jIVQ&feature=emb_logo

Spanish and/or French

Did you have a go at Spanish and/or French on Duolingo? Try to do 5 minutes every day.

English answers

Here are the answers for yesterday's English.

Q1. Declan has always been fascinated by animals. **H**e has read many books about exotic creatures. **J**ellyfish interest him the most and he would like to study them when he is older.

Q2.

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

Emma's house first.

Q3. **T**wo people were playing tennis. **W**e watched the ball go back and forth over the net.

Q4. **I**t was hot and dry. **R**ichard could feel the sun on his back. **H**e took a long drink of water.

Q5.

Sentence	To replace missing letter	To show something belongs to someone / something
Example: 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.

The children's clothes were hanging up.

Q7.

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.

It was a cold morning. There was frost on the trees and ice on the lake.

Q9.

	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.

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.	✓	

English

Today in English, we are going to be revising how to punctuate parenthesis. Remember that you can surround an extra piece of information in a sentence by inserting a pair of brackets, commas or dashes. Please write the answers to the questions below in your home learning book. I will send you the answers tomorrow.

First watch this clip to remind yourself of parenthesis. Does the song remind you of another song?

<https://www.youtube.com/watch?v=AseBaZWID7w>

Q1. Insert a **pair of brackets** in the correct place in the sentence below.

Using public transport such as buses and trains can reduce pollution.

Q2. Add a pair of **brackets** in the most suitable place in the sentence below.

Mr Jones a governor at South Street Primary School will present the prizes .

Q3. Insert a pair of **brackets** in the correct place in the sentence below.

Lisa who had been playing the piano since she was nine had achieved Grade 7.

Q4. Insert a pair of **brackets** in the correct place in the sentence below.

The highest mountain in Great Britain is Ben Nevis 1,344metres in Scotland.

Q5. (a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

(b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

Q6. Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

There are some books – including story books – in the cupboard.

To make space, we moved the chairs, tables and the boxes of games.

Our classroom, at the end of the corridor, has a red door.

On Tuesday, we will be selling cakes for charity.

Q7. Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

I will be – running a half marathon – 13 miles next week!

I will be running a half marathon 13 – miles – next week!

I will be running a half marathon – 13 miles – next week!

Q8. Write the name of punctuation that could be used instead of commas in the sentence below.

Somehow, after much swaying and rocking, the tightrope walker managed to regain his balance.

Q9. Insert a **pair of commas** in the correct place in the sentence below.

I enjoy sitting in my bedroom even though it
is quite small and listening to music.

Q10. Insert a **pair of commas** in the correct place in the sentence below.

My father who works at the museum gave my class a guided tour.

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 answers

Here are the answers to yesterday's work.

Answers

Starter 1: 4921

Starter 2:

	X10	X100	X1000
0.1	1	10	100
3.42	34.2	342	3420
5.36	53.6	536	5360
1.872	18.72	187.2	1,872

Fluency 1

A: 1.7

B: 3.3

C: 5.7

D: 2.2

E: 5.3

F: 19.7

Answers

Starter 1: 91

Starter 2: 21.6, 53.76, 39.15, 36.47

Starter 3: This strategy does not work when multiplying decimal numbers

Fluency

A: £330.66

B: Shop A by 1p

C: Chocolate bar = £1.51, Box of chocolates = £6.04, difference = 4.53

Problem solving

$$1.3 \div 5 = 0.26$$

$$12.6 \div 3 = 4.2$$

$$4.28 \div 4 = 1.07$$

Maths

Today we are going to revise how to write decimals as fractions. Watch this clip to remind yourself of the connection between fractions, decimals and percentages.

<https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-decimal-dance-off-2-fractions-decimals-and-percentages/zk9ygwX>

LO: To write decimals as fractions

Starter activity 1

$$\frac{5}{7} + \frac{3}{21} =$$

Starter activity 2

Solve:

$$25 \div 4 =$$

$$237 \div 4 =$$

$$9462 \div 8 =$$

Fluency 1

Convert the following decimals to their equivalent fractions. Please write the fractions in their simplest form, where possible. The first one has been done for you.

1. $0.27 = \frac{27}{100}$

10. $0.66 = \text{---}$

2. $0.50 = \text{---}$

11. $0.54 = \text{---}$

3. $0.30 = \text{---}$

12. $0.35 = \text{---}$

4. $0.64 = \text{---}$

13. $0.51 = \text{---}$

5. $0.55 = \text{---}$

14. $0.89 = \text{---}$

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.

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?



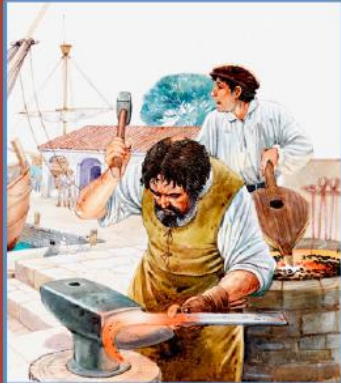
The Spanish brought new foods such as wheat and sugar to Mesoamerica.

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

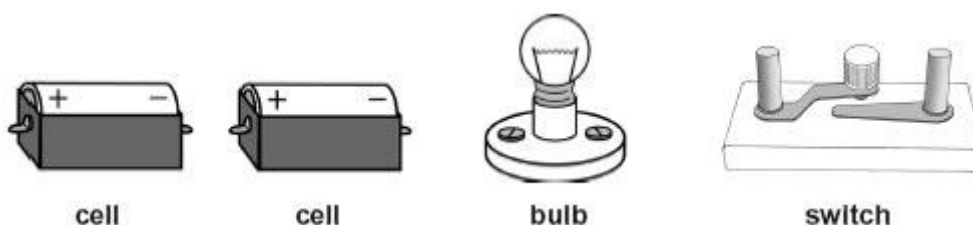
Science: Series and Parallel Circuits. Watch this brilliant clip!

<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.

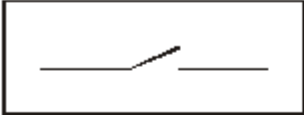
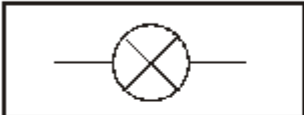
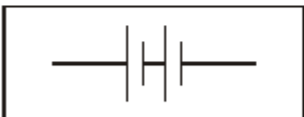
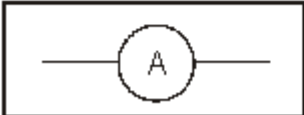
The cells have been drawn for you.



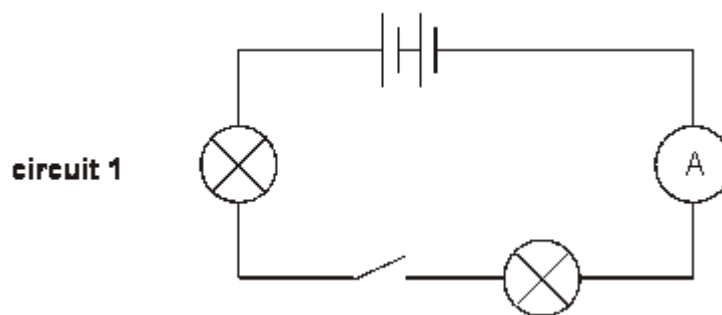
- (b) Which part of the circuit supplies the energy?
- (c) Ben adds another identical bulb to the circuit in series. How does the **brightness** of the first bulb change?

Q2.

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

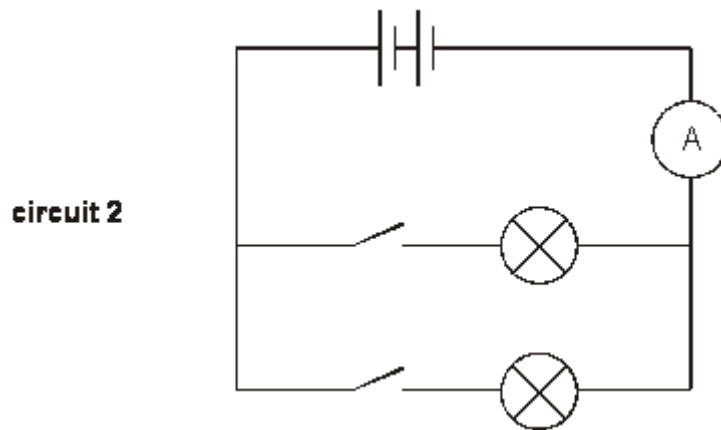
circuit symbol	name
	<input type="text" value="ammeter"/>
	<input type="text" value="switch"/>
	<input type="text" value="motor"/>
	<input type="text" value="battery"/>
	<input type="text" value="bulb"/>

- (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.



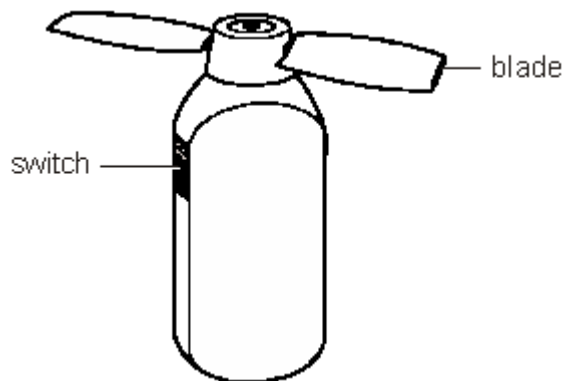
Draw this table in your book, and tick a box to show whether **circuit 1** and **circuit 2** are series or parallel circuits. Tick only **two** boxes.

	series	parallel
circuit 1		
circuit 2		

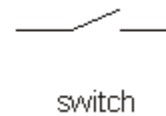
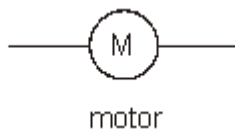
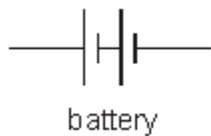
(d) What metal is usually used for wires in electric circuits?

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.

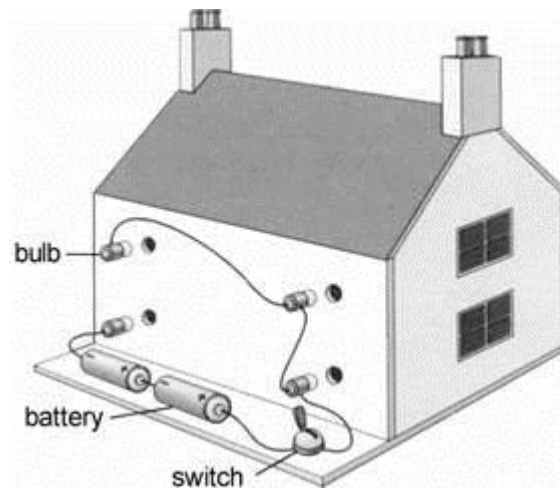


In your book, draw a series circuit diagram for the fan using these symbols.

- (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?