



**Welwyn
St. Mary's**

School and Home Learning Grid

Week 11 – 1st June, 2020

Year 6

Dear parents and children. We hope you have had a lovely half-term and enjoyed the fabulous weather. We are changing the format of our home-learning grid so that our school and home learning becomes the same. For families working at home, we are also picking whole school focuses - to make life a little easier for you. In the mornings, we will be focussing on brushing up on our maths and literacy skills - ready for secondary school - and in the afternoons, we will be picking ideas from: the family themed grid (see below), French and Year 6 'Other'. Obviously, if you are at home, it may be more difficult to do everything! Please do not worry - just do whatever you can. If your free trial with 'twinkl' has ended, try re-registering with a different email address, or choose the alternative task. Stay safe and well everyone and we hope to see you all soon.

Day	I can....	Activities and links
Maths (School focus in red)	Monday (multiplication)	<p>Warm-up: Each day start with a times tables activity to improve fluency. Focus on the multiplication facts e.g. 9×4, 9×8 etc.. If you're at home: use the times tables grid below (or create your own), TTRockstars, Purple Mash or try: https://www.timestables.co.uk/ Find as many maths words as you can that could be associated with 'multiplication'.</p> <p>Revise the following terminology: multiples, factors, prime numbers, common factors and highest common factor (videos: 38, 22, 51) https://corbettmathsprimary.com/content/</p> <p>Main teaching focus: Revise short multiplication and then focus on long multiplication. If you're at home, see corbett video 39. Activities: Target Maths pages 13-14. Plus word problems.</p> <p>At home: Roll a dice to generate some sums or try: https://www.twinkl.co.uk/resource/t2-m-1456-long-multiplication-practice-4-digits-x-2-digits word problems: https://www.twinkl.co.uk/resource/t2-m-4165-long-multiplication-word-problems-differentiated-activity-sheets Or see below.</p> <p>Support: short multiplication, page 12. At home: roll a dice to generate numbers - 347×8, 6342×7</p> <p>Extension: decimals page 15 or if at home, choose an activity from: https://nrich.maths.org/8956</p>
	Tuesday (multiplication)	
	Wednesday (division)	<p>I can divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division.</p> <p>Warm-up: For the next couple of days, using the above websites for multiplication, focus on division facts e.g. $36 \div 4$, $72 \div 9$. Or you could try: https://www.twinkl.co.uk/resource/t2-m-1376-new-mixed-multiplication-and-division-tests-up-to-12x-tables As above, find as many maths words as you can that could be associated with 'division'.</p> <p>Main teaching focus: Revise short division (bus stop) and then move on to long division. At home: watch video 19. Can you remember the bring down method? See the examples below. Activities: Target Maths pages 16-19. At home: Generate your own sums and make up some word problems or try: https://www.twinkl.co.uk/resource/t2-m-1455-long-division-practice-worksheet and https://www.twinkl.co.uk/resource/t2-m-4165-long-division-word-problems-differentiated-activity-sheets. Support: short division pages 16/17. At home - make up your own sums. $2568 \div 8$.</p> <p>Extension: decimals page 22 or if at home, choose an activity from: https://nrich.maths.org/8956</p>
	Thursday (division)	

	Friday (time)	I can solve problems involving converting between units of time I can read, write and convert time between analogue and digital 12- and 24-hour clocks.	Warm-up and Teaching: https://mathsframe.co.uk/en/resources/resource/116/telling_the_time# Can you find other time games? Share them on your class blog. How many days are there in January, February...? Can you find a memorable rhyme? How many seconds in a minute? Minutes in an hour? Hours in a day? Days in a week/month/year? Activities: Complete the questions from old SATs papers - see below. Ask an adult for help, if unsure. Extension: Complete one of these, if you have time: https://nrich.maths.org/9027
Literacy	Reading: Find time to read daily and continue to share your reading with an adult - use a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials, author websites and so on. Spellings: see below <i>"Reading is essential for those who seek to rise above the ordinary" - Jim Rohn</i>		
<p>School focus: Building a series of sentences to create a whole text and develop cohesion (narrative).</p> <p>Demarcation to mark sentence boundaries</p>	Monday	<p>I can identify word class.</p> <p>I know the basic story structure, I can make predictions and offer opinions about a text. I can identify and look up unknown words. I can write a sentence to show my understanding of new vocabulary.</p>	<p>Early Morning work: Settling in - what did you enjoy (or are enjoying) most about being in lockdown? What did you miss (or are missing) most about being in lockdown? Discuss. Blog about it, if at home. Grammar starter: How rusty are you? Go through the different word classes: nouns, verbs, adjectives, adverbs, pronouns, proper nouns prepositions, conjunctions. If you are at home - look them up in your blue grammar book. Do task: https://www.twinkl.co.uk/resource/t2-e-41397-under-the-lights-recognising-word-classes-differentiated-activity-sheets Alternatively, find a paragraph in your book - can you identify the word class? Main lesson: If you are at home we are working through this booklet: (yes - it is year 5, but that's ok!) https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf (we have donated). Watch the original trailer for Jumanji in 1995. Discuss. Discuss the basic structure of a story - Opening, Build up, Problem, Resolution, Ending Listen to the story - The Game https://soundcloud.com/talkforwriting/game/s-7MBlxRcz8zL Read part 1: Discuss. Make your predictions - what happens next? (Page 5). Read part 2. Discuss. What did you like/dislike about the text? (Page 10) Independent task. Go through the text and underline 10 words that you are not sure of the meaning of, or you just like! Look up definitions and then re-write the words into a new sentence, correctly punctuated. See examples given. Discuss. (Page 7-9).</p>
	Tuesday	<p>I know the difference between a phrase and a clause.</p> <p>I can answer questions about a text.</p>	<p>Early Morning work: Watch Newsround https://www.bbc.co.uk/newsround/news/watch_newsround Handwriting (cursive). Use the spelling words below. Grammar starter: What's a phrase? What's a clause? Quiz. Or at home, use your blue grammar book. https://www.bbc.co.uk/bitesize/guides/zpqnfg8/revision/1 https://www.twinkl.co.uk/resource/t2-e-548-identifying-phrases-and-clauses-spag-grammar-powerpoint-quiz Main lesson: Re-read the text. Check your understanding of the vocabulary from yesterday. Independent task: answer the comprehension questions. (Page 11-13) Extn: make up some of your own questions. Discuss answers. If time, practise reading the text aloud, to improve your fluency.</p>

	<p>Wednesday</p>	<p>I know what relative clauses and relative pronouns are.</p> <p>I can identify and write different sentence types, using the correct punctuation.</p>	<p>Early Morning work: Watch Newsround https://www.bbc.co.uk/newsround/news/watch_newsround Do a Year 5/6 spelling wordsearch. https://www.twinkl.co.uk/resource/t2-e-1317-year-5-6-spelling-list-wordsearch-pack or alternatively, create your own – using the spelling words below.</p> <p>Grammar starter: What is a relative clause? What is a relative pronoun? Use your blue grammar book or https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt https://www.twinkl.co.uk/resource/t2-e-3780-year-5-relative-clauses-warm-up-powerpoint</p> <p>Independent task. Complete pages 14-15.</p> <p>Main lesson: Look at the two ways the author has opened her sentences - opening a story with names and a short sentence and a sentence of three for action. This can also be used for character descriptions. Complete page 15. Read aloud your sentences. Go through the text, identifying different sentence structures.</p>
	<p>Thursday</p>	<p>I know what a noun, noun phrase, adjective, adverb antonym and synonym are.</p> <p>I can build a series of sentences together to write a new problem. I can punctuate my sentences correctly.</p>	<p>Early Morning work: Watch Newsround https://www.bbc.co.uk/newsround/news/watch_newsround Handwriting (cursive). Use the spelling words below.</p> <p>Grammar starter: Revisit: noun, adjective and noun phrase. Revise synonym and antonym. If at home, use your blue grammar book. Work through page 16.</p> <p>Main lesson and tasks: Revisit the story structure: Opening, Build up, Problem, Resolution, Ending. Box up the story. Focus on 'the problem'. What other problems could the game cause? What else could come out of the game and what would it do? Discuss with an adult, if possible. Complete Page 16/17. Explore this new problem... page 18. If you're in school, we'll look at the opening sentence together and then you can write your own. If at home, continue with page 19. Look up what an idiom is. Which groups of words is this? Can you find other examples? (use the internet to help).</p>
	<p>Friday</p>	<p>I can revise grammar terminology.</p> <p>I can identify settings and create my own setting.</p> <p>I can write about a problem, in a new setting.</p>	<p>Early Morning work: Create your own wordsearch, using words from the text we are using: The Game https://www.twinkl.co.uk/resource/t-l-2249-wordsearch-template Watch Newsround https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>SPELLING TEST Give out words for next week's test.</p> <p>Grammar starter: Revisit all the grammar we have looked at this week: nouns, noun phrases, verbs, adjectives, adverbs, pronouns, proper nouns, prepositions, conjunctions, phrases, clauses, relative clauses, antonyms and synonyms. You could make a poster, if you have time.</p> <p>Main lesson and tasks: Talk about setting. If at home, think about where your favourite books are set. Where else could your story take place? Complete page 20. You could draw your setting and the problem and annotate (make notes) around your drawings. Have a go at writing about this new problem, in the new setting.</p> <p>Next week - you can write a whole new story, based on the game. Perhaps we will make a book!</p>

Spellings	<p><i>By the end of year 6, children are expected to be able to spell most of the words from the year 3/4 and year 5/6 spelling lists. Therefore, we thought that the best thing to do, in the time that we have left, is to focus on these key words. Your secondary school will be expecting you to be familiar with them. We know that you have already started learning them, but we need to check that they are embedded. In school, there will be a test <u>every Friday</u>. New words (for the next week) will be given out on a Friday. If you are at home, ask an adult to test you. N.B. Where there are two (or three) words e.g. accident/accidentally, either word may be tested!</i></p>			
Choose your level: 1 or 2	LEVEL 1 - Year 3 and 4 Words		LEVEL 2 -Year 5 and 6 Words	
	<ol style="list-style-type: none"> 1. accident/accidentally 2. caught 3. eighth 4. heard 5. minute 6. possible 7. strange 8. centre 	<ol style="list-style-type: none"> 9. enough 10. heart 11. natural 12. potatoes 13. strength 14. actual/actually 15. century 	<ol style="list-style-type: none"> 1. accommodate 2. communicate 3. equip/equipped/equipment 4. immediately 5. physical 6. sincerely 7. accompany 8. community 	<ol style="list-style-type: none"> 9. individual 10. prejudice 11. soldier 12. according 13. competition 14. interfere 15. privilege
<p>Ongoing homework task: Make a list of ambitious vocabulary. These could be words from your current reading book, or words from anywhere! Use a dictionary to check the meaning of these words and then write your own sentences - using the words correctly. Keep a mini-book of these words to show us.</p>				
Afternoon Work				
French	<p>Bonjour les enfants I hope you are all well and have had a good holiday. J'espere que tout va bien et vous avez passe les bonnes vacances? This week our theme is people who changed the world and I am going to ask you to find out about a famous French person. You can use Euroclub schools https://www.euroclub-schools.org/famous-french-people to choose who you would like to find out more information about. Please write 5 facts that you have discovered about your person. Please write a fact-file about your person If you read all the information on the Euroclub page you can complete the famous French person worksheet by clicking on the PDF at the top right of the page. This link also has information about many more famous French people including the scientist Louis Pasteur and Marie Curie and Louis Braille. http://www.primaryhomeworkhelp.co.uk/france.html</p>			
Year 6 'Other'	<p>We loved our trip to RAF Hendon. This week, if we get time, we are going to have a go at their poster competition: https://www.rafmuseum.org.uk/documents/Cosford/Educational-Visits/Online_Resources/FamilyResources/RAFM_Poster_Activity.pdf</p>			

Afternoon work: family challenge project for the week beginning 1.06.20

People Who Changed The World

If you are at home - what would you like to find out? You choose.

Science	<p>There are many scientists who changed are world. Find out how these scientists changed the world. Choose 1 to focus on. Create a fact file, mini-book or a powerpoint to share what you have found out.</p> <p>Nikola Tesla Michael Faraday Sir Isaac Newton Albert Einstein Louis Pasteur Thomas Alva Edison Charles Darwin Galileo Marie Curie Archimedes Aristotle</p> <p>https://www.science-sparks.com/activities-for-learning-about-famous-scientists/</p>
History and Geography	<p>Rosa Park Martin Luther King</p>
Art and DT	<p>Portraits (Vincent Van Gogh – thick paint) Vs Pablo Picasso and Cubism</p> <p>Picasso started a new style of art called Cubism. Cubism is a style of art which aims to show objects and people from lots of different angles all at one time. He changed the concept of a portrait.</p> <p>Create your own cubism portrait, using your emotions and face guide and dice create your own portrait. Remember to use different proportions and designs for your cubism face.</p>

	Escher - tessellations
RE	
Music	Music/Art - Paul Klee (twittering Machine)
Other ideas	

Word Problems

Use a formal method to calculate the answers to these questions.

1. There are 77 biscuits in a packet. A supermarket orders 9778 packets. How many biscuits will be in the 9778 packets?
2. A school supplier buys 5540 boxes of pencils. Each box has 56 pencils. How many pencils has the supplier bought?
3. A wholesaler sells pineapples for 96p each. The wholesaler sells 3990 pineapples in one week. How much money will the wholesaler receive for the pineapples?
4. It takes 78 hours for a satellite to go around the Earth. How many hours will it take for the satellite to go around the Earth 9859 times?
5. A machine makes 8521 dice in a week. In a 52-week working year, how many dice are made in a year?
6. A cinema chain has 28 cinemas. The average weekly attendance is 9828 people. What is the total attendance across the whole chain?
7. Sacks of potatoes contain an average of 95 potatoes. In a year, a farmer sells 4911 sacks. How many potatoes does she sell in one year?
8. A crate of screws contains 5193 nails. A DIY chain orders 52 crates for all its stores. How many nails are in the 52 crates?
9. There are 43 children in year 6. Each child pays £75.60 for a school trip. How much do they pay altogether?
10. A rugby club has an average attendance of 6962 people to each match. What is the total attendance for the 39 matches played in a season?

X	7	4	3	9	6	8	5	12
11								
4								
8								
7								
3								
9								
5								
2								
6								
Time: 2 minutes					Score: <u> </u> / 72			

$$\begin{array}{r}
 2 \\
 15 \overline{) 3640} \\
 \underline{- 30} \\
 6
 \end{array}$$

15 into 3 doesn't go, so look at the next digit

15 goes into 36 two times, so put a 2 above the 6.
 $15 \times 2 = 30$

Take that 30 away from the 36 to get your remainder.
 $36 - 30 = 6$

$$\begin{array}{r}
 24 \\
 15 \overline{) 3640} \\
 \underline{- 30} \\
 64 \\
 \underline{- 60} \\
 4
 \end{array}$$

Next, carry the 4 down to make 64.
 15 goes into 64 four times, so put a 4 above the 4.
 $15 \times 4 = 60$

Take 60 from the 64 to get your remainder.
 $64 - 60 = 4$

$$\begin{array}{r}
 242 \\
 15 \overline{) 3640} \\
 \underline{- 30} \\
 64 \\
 \underline{- 60} \\
 40 \\
 \underline{- 30} \\
 10
 \end{array}$$

Carry the 0 down to make 40.
 15 goes into 40 two times, so put a 2 above the 0.
 $15 \times 2 = 30$

Take 30 from the 40 to get your remainder.
 $40 - 30 = 10$

Example

			1	5	0	r2	1
2	4	3	6	2	1		
		—	2	4	↓		
			1	2	2		
			1	2	0		
				2	1		

Q1.



Holly takes **half an hour** to walk from home to school.

She arrives at school at 8:25am.

At what time did she leave home?

1 mark



Dev leaves school at half past three.

He arrives home at ten past four.

How many minutes did it take him to get home?

1 mark

Q2.

What is 444 minutes in hours and minutes?

1 mark

Q3.

These are all times on the same morning.

A 7:56 am

B quarter to eight

C six minutes to eight

D half past seven

Write the letters for the times in order, starting with the earliest.

1 mark

Q4.

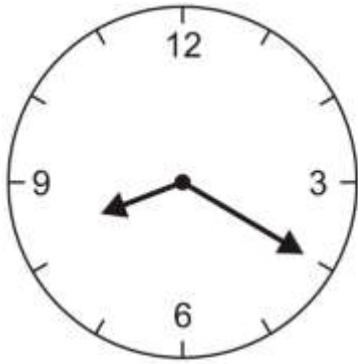
Tick the months that have 31 days.

January	<input type="checkbox"/>	July	<input type="checkbox"/>
February	<input type="checkbox"/>	August	<input type="checkbox"/>
March	<input type="checkbox"/>	September	<input type="checkbox"/>
April	<input type="checkbox"/>	October	<input type="checkbox"/>
May	<input type="checkbox"/>	November	<input type="checkbox"/>
June	<input type="checkbox"/>	December	<input type="checkbox"/>

1 mark

Q5.

Here are two clock faces. Join each clock face to the correct digital time.



9:20

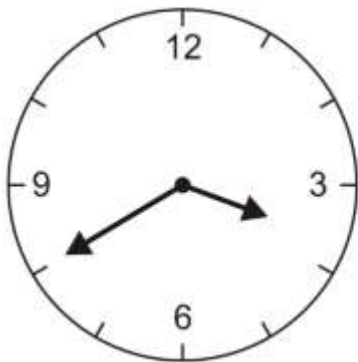
3:40

4:40

8:40

8:20

4:20



Q6.

Seb has to see the doctor at 10:05 am.

He gets to the doctor's surgery at 9:52 am.

How many minutes **early** is he?

minutes

1 mark

He leaves the doctor's surgery at 10:25 am.

He gets to school 45 minutes later.

What time does he arrive at school?

am

1 mark

Q7.

Liam hires a bike.

He has to return it by 3 pm.

The time is 2:25 pm.

How many minutes has he got left?



1 mark

Amy hires a bike for 45 minutes.

She takes the bike out at 3:30 pm.

At what time must she return the bike?

1 mark

Q8.

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast



What is the correct time?

1 mark

Q9.

A clock shows this time twice a day.



Tick the two digital clocks that show this time.

03:45

02:45

09:45

21:45

14:45

1 mark

Q10.

Here is the morning timetable for Chen's class this week.

Time	Mon	Tue	Wed	Thu	Fri
9:00 am – 10:30 am	Maths	English	Maths	English	Maths
10:30 am – 11:00 am	Break	Break	Break	Break	Break
11:00 am – 12:00 pm	English	Maths	Science	Maths	English

What is the **total** number of hours for **English** on this timetable?

hours

1 mark

Q11.

William wants to travel to Paris by train.

He needs to arrive in Paris by **5:30 pm**.

Circle the **latest time** that William can leave London.

Leaves London	Arrives Paris
12:01	15:22
12:25	15:56
13:31	16:53
14:01	17:26
14:31	17:53
15:31	18:53
16:01	19:20

Q12 Write the missing numbers.

60 months = years

72 hours = days

84 days = weeks

Q13.

Jack finished a sponsored run in 53 minutes 25 seconds.

Ally finished 3 minutes 50 seconds **after** Jack.

How long did Ally take?

min	sec
------------	------------

1 mark

Layla finished the run 8 minutes 45 seconds **before** Jack.

How long did Layla take?

min	sec
------------	------------

1 mark

Mark scheme

Q1.

(a) 7:55am

The answer is a specific time.

1

(b) 40 minutes

The answer is a time interval.

1

Q2.

7 hours and 24 minutes

[1]

Q3.

D B C A

*Accept alternative unambiguous indications of the correct order,
eg*

7:30 7:45 7:54 7:56

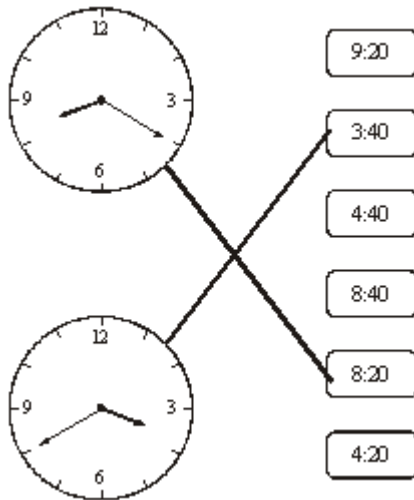
[1]

Q4.

January, March, May, July, August, October, December, all ticked.

[1]

Q5.



Do not award the mark if additional incorrect lines are drawn.

Lines need not touch the clocks or times, provided the intention is clear.

(a) First clock joined to 8:20

1

(b) Second clock joined to 3:40

1

[2]

Q6.

13

The answer is a time interval

1

11:10

The answer is a specific time

1

[2]

Q7.

(a) 35

The answer is a time interval.

1

(b) 4:15

The answer is a specific time.

1

[2]

Q8.

7 minutes to 9 **OR** 8:53

[1]

Q9.

Both clocks ticked, as shown:

03:45	02:45	09:45
	✓	
21:45	14:45	
	✓	

Accept alternative unambiguous positive indications, e.g. clocks circled or underlined.

[1]

Q10.

5

Do not accept 300 (minutes).

Q11.

The correct time circled as shown:

Leaves London	Arrives Paris
12:01	15:22
12:25	15:56
13:31	16:53
14:01	17:26
14:31	17:53
15:31	18:53
16:01	19:20

Accept alternative unambiguous positive indications, e.g. 14:01 ticked or underlined.

Accept 17:26 circled in addition to 14:01, provided no other time is circled.

Do not accept only the arrival time 17:26 circled.

[1]

Q12.

Award **TWO** marks for three boxes completed correctly as shown:

60 months = years

72 hours = days

84 days = weeks

If the answer is incorrect, award **ONE** mark for two boxes completed correctly.

Up to 2m

[2]

Q13.

(a) 57 min 15 sec

The answer is a time interval (see the guidance).

1

(b) 44 min 40 sec

