

READING

Week commencing: 16.11.20

Year group: 6

Teacher: MH/CC

Monday – Once Upon a Picture/ Literacy Shed

Teaching points

The Heart In History: information text.

Child will learn to:

- identify new words when you read and discuss their meaning in context
- explain and justify using evidence from the text
- retrieve simple facts

Ask your child to read the text and while doing so, underline and identify any new, unknown words and underline any interesting facts.

Questions

1. Quick fire retrieval questions

With your child discuss:

- 1) Which spells in the Book of the Dead describe the weighing of the heart rite?
- 2) What were the Ancient Egyptians often buried with?
- 3) What did many Old Norse tribes believe about warriors?
- 4) What do Richard the Lion Heart, Robert the Bruce and Anne Boleyn all have in common?

2. Vocabulary Check

Discuss these the meaning of these words and phrases:

- 1) They believed that it could tell a person's **true character**...
- 2) She was said to **personify** order and truth.
- 3) Ideas like this are why we still **associate** the heart with emotions...
- 4) It might be because they believed a coward's heart would **quiver** and jump...

3. Vocabulary Synonyms

1. Many Greek philosophers **idolised** the Egyptians and their ideas...

What does the word **idolised** mean in this sentence?

Tick one:

- a. Thought
- b. Revered
- c. Vilified
- d. Denigrated

2. and had a **vital** role to play on their way to the afterlife...

What does the word **vital** mean in this sentence?

Tick one:

- a. Unimportant
- b. Vile
- c. Similar
- d. Important

4. Independent Questions

Ask you child to independently complete the set of questions below the text

Resources

Text: The Heart in History plus questions below



The Heart In History

Throughout history, the heart has been recognised as an important part of the human body. From the Ancient Egyptian Book of Death through to the Ancient Greeks and right up to today, scientists and philosophers have linked the heart to a whole range of human emotions.

The Weighing Of The Heart

The Egyptians were no strangers to removing organs once somebody had died, but they believed the heart to be the seat of a person's soul and so it was left inside the body. They believed that it could tell a person's true character and had a vital role to play on their way to the afterlife. In their Book of Death, the Ancient Egyptians had "spells" (which were much like chapters in a book today) that discussed things that happened to a soul in the afterlife. Spells 30 and 125 described the weighing of the heart rite. In it, the heart of the deceased was placed on an enormous set of scales and weighed against a feather from the goddess, Maat. She was said to personify order and truth. If the heart weighed more than the feather, or the god Anubis declared it to be impure, then it was immediately eaten by the monster Ammit. To help with the ceremony, Ancient Egyptians were often buried with models of scarab beetles engraved with the words from Spell 30.

A Heart Is For Thinking

Much like the Ancient Egyptians, the Ancient Greeks thought that the heart was the area where a person's personality lived. Many Greek philosophers idolised the Egyptians and their ideas, so it's no surprise that they had similar thoughts about the body. Aristotle took these ideas even further. During his life (he died in 323 BCE), he believed that the heart acted like we now know the brain does and was responsible for thought and personality. He believed that the brain was just a giant radiator whose only function was to cool the blood as it passed through it. It's easy to see why he would have thought this: the heart is a lot more active to look at than the brain. He believed that this meant that more complex creatures produced more heat than simple ones such as insects. The fact that we had large brains was obvious to him: our great intellect meant that we needed a bigger "radiator" to cool it down. Ideas like this are why we still associate the heart with emotions such as love and describe somebody as broken-hearted.

A Small-Hearted Hero

Having a big heart hasn't always been seen as a good thing. Old Norse tribes, such as the Danes and the Goths, believed that brave warriors had much smaller, colder hearts than normal men. It is unsure why they believed this. It might be because they believed a coward's heart would quiver and jump about nervously. They thought that this was only possible with a big heart.

Heart Burial

The common belief that the heart controlled the emotions, thoughts and reasoning led to some strange customs during the middle ages. Having your heart buried separately to the rest of your body was quite common. When warriors died during the Crusades, they fell in places that were far from home. The heart and the inner organs were then removed and sent back to loved ones in small boxes filled with spices and flowers. In later centuries, it became common for important figures, such as kings and queens, to ask that their hearts be buried in their favourite spot! Richard the Lion Heart, Robert the Bruce and Anne Boleyn all had their hearts buried in a separate place to their body.

RETRIEVAL FOCUS

1. Which culture believed that the heart was weighed after death?
2. What did the heart need to be lighter than?
3. Who thought that the brain cooled the blood down?
4. Who commonly asked for their heart to be buried separately to their body?
5. Which type of heart was said to jump around?

Which word means closest to "looked up to or worshiped them"?

Why was it not surprising that the Ancient Greeks believed a lots of the same things as the Ancient Egyptians?

Why do we still use language that links the heart to emotions?

Find and copy a word from the text that means to shake and wobble.

Choose one group of people from the text and explain how you know they thought the heart was important.

Tuesday – Cracking Comprehension

Teaching points

1. Introduce the text *'Just William'* and read with your child the text, thinking about what type of text it may be. (narrative). Ask your child to list features they might find in a Narrative Text eg description of characters or settings, direct speech, actions and events. Ask them to underline or highlight any unfamiliar words and talk about their meaning together. Go through each question together, discussing and answering together
2. Introduce the second text *'Why the Whales Came.'* Again, think about the type of text and its' features. This time your child needs to read the text independently and independently answer the questions below. Highlight any key words in both the questions and the text that may help with the answers.

Questions

Just William – discussion questions

1. Why is William not in school on this afternoon?
2. Why do you think the Outlaws' favourite drink was liquorice water?
3. What are the words that William's mother said to the baby?

Why the Whales Came – independent questions below

Resources

Text - Just William by Richmal Crompton

Text and questions below - Why the Whales Came by Michael Morpurgo

Just William by Richmal Crompton

It was a half-holiday and William was in his bedroom making careful preparations for the afternoon. On the mantelpiece stood in readiness half a cake (the result of a successful raid on the larder) and a bottle of liquorice water. This beverage was made by shaking up a piece of liquorice in water. It was much patronised by the band of Outlaws to which William belonged and which met secretly every half-holiday in a disused barn about a quarter of a mile from William's house.

So far the Outlaws had limited their activities to wrestling matches, adventure seeking and culinary operations. The week before, they had cooked two sausages which William had taken from the larder on Cook's night out and had conveyed to the barn beneath his shirt and next to his skin. Perhaps "cooked" is too euphemistic a term. To be quite accurate, they had held the sausages over a smoking fire till completely blackened, and then consumed the charred remains with the utmost relish.

William put the bottle of liquorice water in one pocket and the half-cake in another and was preparing to leave the house in his usual stealthy fashion – through the bathroom window, down the scullery roof, and down the water pipe hand over hand to the back garden. Even when unencumbered by the presence of a purloined half-cake, William infinitely preferred this mode of exit to the simpler one of walking out of the front door. As he came out on to the landing, however, he heard the sound of the opening and shutting of the hall door and of exuberant greetings in the hall.

"Oh! I'm so glad you've come, dear. And is this the baby! The *duck*! Well den, how's 'oo, den? Go-o-oo."

This was William's mother.

"Oh, crumbs!" said William and retreated hastily. He sat down on his bed to wait till the coast was clear.



Why the Whales Came

Michael Morpurgo

- 1 Mother was sitting in the kitchen, her chair rocking back and forth. The lamp was on the table beside her and her sewing lay in her lap. I expected a wiggling from her for being out after dark but she looked up vacantly at us as we came in and seemed neither annoyed nor surprised that we were late.
- 5 "Well," she said, a weak smile on her face. "You're back." And then, "I'm afraid your Mr Wellbeloved was right after all, Gracie. I thought he might be, you know. I didn't want to believe him, no one did, your father least of all; but he's an educated man, Mr Wellbeloved, he could see it coming."
- 9 "Right about what, Mother?" I asked. "What's happened?"
- 10 "Where is everyone?" Daniel asked. "Can't find anyone at home."
- 11 "They've all gone to a meeting in the church, Daniel. Father's gone too, Gracie. They called an island meeting as soon as they heard the news this afternoon."
- 13 "It's the war, isn't it?" Daniel said. "They've started the war, Gracie, like old Welly Belly said they would." And Mother lowered her head.
- 15 There was such a storm that first night of the war, a violent thunderstorm that flashed and rolled around the island as if it wanted to uproot it from the sea. The wind moaned and howled horribly through the house. White sheet lightning turned the night to day outside my window heralding each new rumbling crescendo of thunder.



1 Circle the correct option to complete each sentence.

a) At the start of the extract, Mother is:
annoyed anxious busy surprised

b) The narrator is:
Mother Gracie Mr Wellbeloved Daniel

2 Find and copy one piece of evidence from the first paragraph that shows the story is not set in modern times.

3 Mother "looked up vacantly at us".

Which word is closest in meaning to "vacantly" in this sentence? Tick one.

angrily ☐ happily ☐ blankly ☐ comfortingly ☐

4 Look at paragraph 2, which begins "'Well,' she said."

Find and copy two words or phrases that show Mother is anxious and unsure.

5 Who do you think "old Welly Belly" is?

6 Do you think Gracie and Daniel are sister and brother?

Yes ☐ No ☐

Explain your answer using evidence from the text.

7 Number these events to show the order in which they happened – this may not be the order in which you read about them.

Event	Order
Gracie and Daniel came into the kitchen.	
Father went to the church.	
Mr Wellbeloved predicted there would be a war.	
They called an island meeting.	

8 Look at the paragraph describing the storm. Find and copy four different words and phrases that show how severe the storm was.

9 Why do you think the writer decided to write a violent storm at this point in the text? Use evidence from the text in your answer.

2d

1 mark

3f

1 mark

2a

1 mark

2d

1 mark

2d

1 mark

2d

3 marks

2c

1 mark

2g

1 mark

2f

1 mark

Teaching Points

Remember:

Literal questions : ‘Who what where, literally right there’

Eg. On Tuesday John was wearing a jumper which was blue in colour.

Question: What colour was John’s jumper?

Answer: Blue

Inference Questions: reading between the lines, being a text detective.

Eg. Ben was shuffling along the street. His head was down, his shoulders were hunched and his hands were tucked into his pockets.

Question: How was Ben feeling?

Answer: Ben was feeling sad because of the way in which he was walking....

Questions

Using skill from the beginning of the week, complete the SAT style questions to accompany the text below.

Resources

Text and questions: A Day at the Zoo.

SATs Practice

A Day At The Zoo

It was Tuesday, which meant one thing: school trip day! Florence bounded out of bed and slid down the banister. She heard her mum shout something behind her, but she didn't have time to listen to that: she was going to the zoo!

"I want to see the giraffes, and the elephants!" Florence mumbled through mouthfuls of half-chewed toast. Her dad looked at her with a glazed expression as she listed all of the animals she was desperate to see. "The ostriches are amazing, and the flamingos. Oh, and they've just got a new baby rhino!"

Florence had barely swallowed her toast before she leapt from the table and mounted the stairs three at a time. She snatched a handful of clothes from her wardrobe and struggled into them. "No school uniform, today," she sang to herself as she hopped around the floor trying to pull on a troublesome sock.

There was a map of the zoo from the last time the family had visited, pinned to the corkboard by the back door. Florence grabbed it and thrust it into her backpack. Her lunch was waiting on the counter, and that went in as well. Chocolate spread sandwiches: her favourite.

Outside, the streets were cloaked in a thin frost, and the air seemed filled with the steam-engine breaths of people racing to work. Florence loved living in the city, especially on days like this. There was something special about the crisp air and autumnal leaves. It seemed to wash away the grime and dirt that usually made it seem so murky.

The car-ride to school seemed endless. "Stop pestering me, dear," her dad said after Florence had encouraged him to go a bit faster for the tenth time. "We'll be there soon."

Eventually, the car bumped against the curb outside the school. Florence gave her dad a quick kiss and erupted out of the car. She gave her best friend, Ingrid, a high-five and they rushed into the classroom together; the bell sounded just as they took their seats.

It looked like some of the class had decided to wear fancy-dress. Theo was wearing a jumper with an enormous lion on the front, and Amara had chosen a headband with floppy zebra ears. Florence made sure she sat up as straight as possible: she didn't want anything to jeopardise the day.

With a quiet cough, Mr Barrington stood up in front of the class. He didn't look happy. "I'm very sorry class," he began. Florence's heart sank. "There has been a small fire at the zoo. All of the animals are fine, but we've had to postpone the trip. We won't be going to the zoo today."

Florence stared straight ahead. Her stomach felt heavy, and she had to fight to hold back tears. All the excitement had been for nothing. She was aware that the teacher was still talking, but she couldn't focus on any of the words, until she heard: "So we will be going tomorrow, instead."

Suddenly, everything seemed happy again. Florence smiled and gave Ingrid another high-five. They knew they could wait one more day. After all, it meant she could eat chocolate spread sandwiches twice.

SATs Practice



1

On what day of the week is the school trip taking place?

1 mark

2

How does Florence feel about the trip?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

3

Why is the trip to the zoo postponed?

1 mark

SATs Practice



4

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

	True	False
Florence's family had been to the zoo before.		
Amara is Florence's best friend.		
The teacher doesn't know when they will get to go on the trip.		
Florence's mum drove her to school.		

2 marks

5

Read the paragraph beginning: "Florence stared straight ahead."

Which word would best complete Florence's feelings at this point?

2 marks

	Tick one.
Disappointed	<input type="checkbox"/>
Overjoyed	<input type="checkbox"/>
Elated	<input type="checkbox"/>
Indifferent	<input type="checkbox"/>

6

Look at the paragraph beginning: "It looked like some of the class had decided to wear fancy-dress."

Find and **copy a phrase** that shows Florence didn't want anything to go wrong.

1 mark

Teaching points

Literal questions : ‘Who what where, literally right there in the text.’
Find the information in the text.

Activities

Answer the following questions using the text *Hamlet, Prince of Denmark*.

1. What was the ghost of a man seen doing at Elsinore Castle, Denmark?
2. Who had reported seeing the ghostly figure?
3. Where was Hamlet’s father when he was bitten by a serpent?

Have a go at writing your own questions which can be answered using the text.

Who...?

What...?

Where...?

Resources

Text – Hamlet, Prince of Denmark



Long ago in Denmark, the ghost of a man was seen to walk the high, bleak, windswept battlements of Elsinore Castle. He uttered not a word and his footsteps made no sound

against the crashing of the surf on the cliffs below. Twice now, the night guards had reported seeing the ghostly figure walk silently along the battlements. He was dressed in full armour and a long cloak whipped the wind behind him. The guards were certain he was not a figment of their imagination. Indeed, they believed he was the spirit of their late king.

The king had been dead for two months and good sense told the guards that his spirit would not return to haunt them, yet they could not shake the idea. Brave as they were, the night soldiers trembled with fear at the unnatural sight. The phantom looked so sad and troubled, but he would not speak, even when a watchman cried out, “What art thou? By heaven, I charge thee, speak!”

Hamlet, Prince of Denmark, son of the late king and heir to his crown, had idolized his father and was completely devastated by his sudden death. His father had been bitten by a serpent while sleeping in his orchard, so his death was unexpected and untimely. The old king had been a great monarch, loved and honoured by all the people of Denmark.

Friday – home reader

Teaching points

Ask your child to choose a book from home, it may be a story book, a poetry book, a non-fiction book, a comic or a magazine. Enjoy reading and sharing their chosen book.

Activity

When your child is reading the text, ask them the meaning of certain words and question what is happening in the text. When they have read for at least 30 minutes, ask your child to complete the book review below.

Resources

Reading book from home.

Book review.

Book Review

My name: _____

Title of Book: _____

Author: _____

Non fiction ☐

Fiction ☐

What is the book about?

Did you enjoy the book? Why/Why not? (use the words to help you)

Would you/would you not recommend the book?
Why? (use the words to help you)

Rating: ☆☆☆☆☆

Personal opinion helpful words:



Could not put it down Uplifting Magical
Engrossing Inspiring Gripping read Unforgettable
Thrilling Well-written Carefully crafted Charming
Page-turner Beautifully told Gut-wrenching
Vivid and realistic development of... Elevates your spirit
Wholeheartedly recommend Fascinating Non-stop read
Action-packed Highly satisfying Fast-paced
Addictive Breath-taking Magnificent tale



Disappointing Wasn't sure where it was heading
Ridiculous read A little lacking in.... Unbelievable
Left feeling numb and unsure It fell short in these areas: ...
Underdeveloped characters Tedious Clumsy
Couldn't connect with it Unrealistic Dull Boring
Plot was feeble and predictable Disconnected in parts
Uninspiring Failed to enlist empathy

WRITING

Week commencing: 16.11.20	Year group: 6	Teacher: MH/CC
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Text for the week: Archie's War

Monday	
Teaching points	
<p>GP starter</p> <p>Colons can also be used to introduce a list or an explanation. The playground has lots of items: a slide, a roundabout and swings.</p> <p>Colons can be used to mark the boundary between independent clauses. In an explanation, the first part is explained by the second part. I'm so tired: I didn't sleep last night.</p> <p>1. Rewrite the information below, correctly using a colon. For my birthday, we bought my Grandma her favourite flowers (daffodils, tulips and roses).</p> <p>2. Which sentences use colons correctly? Nadine has three best friends: Nina, Cat and Molly. I am stuck on this game I can't: get past the first level. I can't wait for tomorrow: we're going to the beach. Mr Mac is feeling miserable he's hurt: his back.</p>	<p>Writing task</p> <p>Read the letter from Archie's Uncle Teddy (attached below).</p> <p>Sum up what Teddy is saying – key words and illustrations.</p> <p>Plan out a response from Archie to his Uncle Teddy.</p>
<p>Resources</p> <p>Uncle Teddy's letter.</p>	

Someewhere in France,
Christmas 1914

Dear Family,

Well, you wouldn't believe how we spent Christmas! On Christmas Eve, the Germans hung lights from their bayonets and held them above the trenches while they sang some carols. At first we thought it was a trick, then one or two of us put up lights and started singing too.

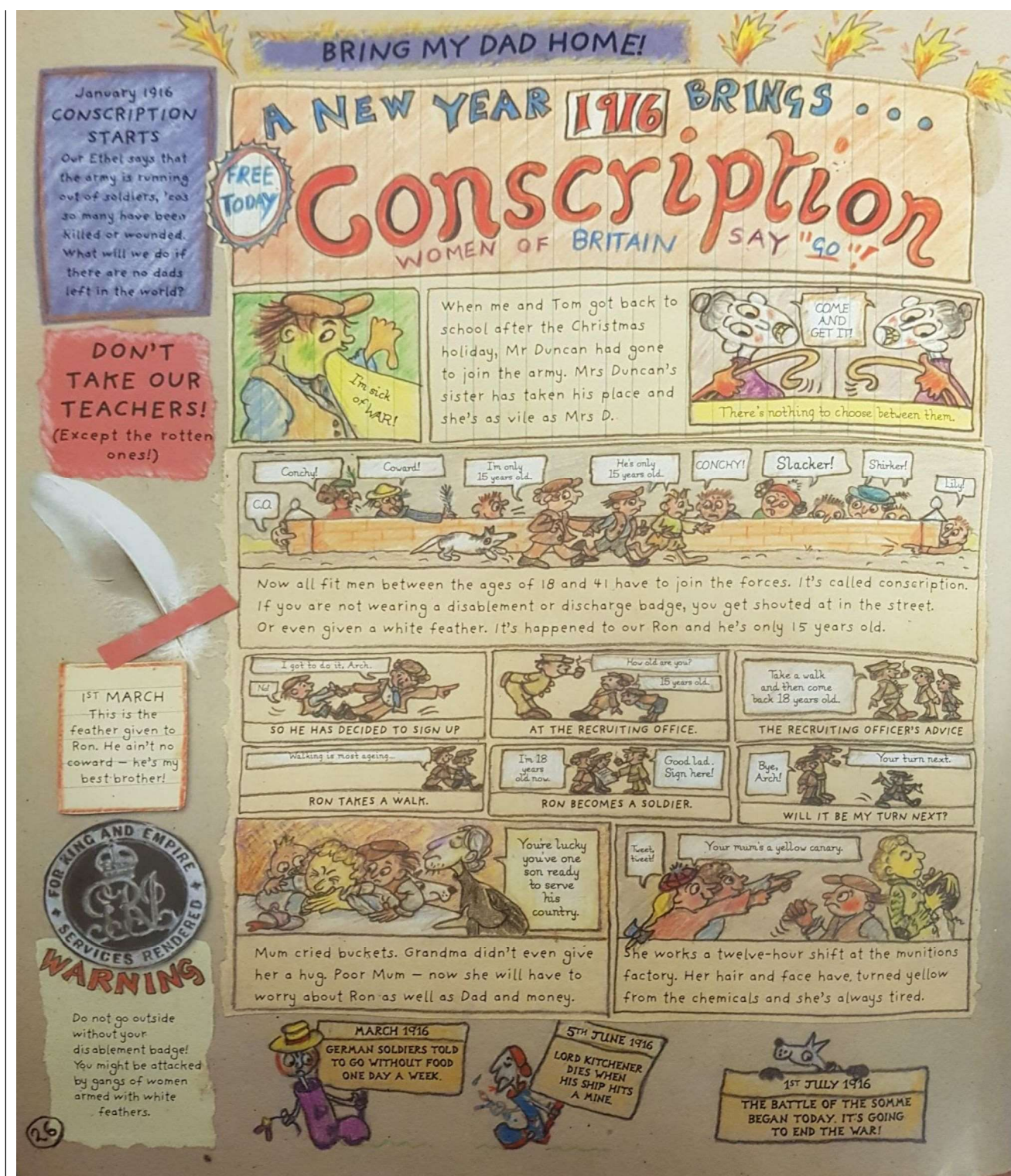
The Germans cheered and there was no firing all night. You can't imagine how peaceful it seemed, lying there under the stars after days and nights of noisy shell-fire. The next morning we held up a sign saying "Happy Christmas" and the Germans held one up that said "Thank you and Happy Christmas to you too!" Then an incredible thing happened. Soldiers on both sides started to climb out of the trenches and walk towards each other. I was one of them. I don't know why I did it, it just seemed right at the time. We shared sweets, ciggies and food; some of my mates even played a game of football. I asked a German for his shoulder board for our Archie's scrapbook and - would you believe it - he ripped one off for me! He showed me a photograph of his son, who is nearly the same age as Archie. The next morning, both sides fired three shots in the air and the fighting started again. Although, between you and me, we try not to kill anyone.

I have adopted a stray dog. He reminds me of Old Georgie. I've named him Ratty, because he's a right good ratter! Give O.G. a pat from me.

Best love, Teddy

Tuesday	
Teaching points	
<p>GP starter</p> <p>Semi-colons can separate long phrases or clauses in a list. At the vets, I saw three tiny, ginger cats; two dogs with broken legs; and a long-haired rabbit.</p> <p>Semi-colons can also be used to join two clauses in a sentence instead of using a conjunction. They both have to be main clauses, equally important and about the same thing. Jake hated the film; Helena thought it was hilarious.</p> <p>1. Which sentence is correctly punctuated? Daniel went to the doctors; with a dreadful cough. He was given medicine to take daily. Daniel went to the doctors with a dreadful cough; he was given medicine to take daily. Daniel; went to the doctors with a dreadful cough. He was given medicine to take daily. Daniel went to the doctors with a dreadful cough, He was given medicine to take; daily.</p> <p>2. Match the main clauses then write the sentences out fully with a semi-colon. I got a new bike my cousin loves tap dancing. I love ballet my Mam is German. My Dad is English my brother got a car.</p>	<p>Writing task</p> <p>Using yesterday's letter and plan, write a response from Archie to his Uncle Teddy.</p>
<p>Resources</p>	

Wednesday	
Teaching points	
<p>GP starter</p> <p>Recap use of colons and semi-colons. Explain to someone at home what they are then write some of your own sentences.</p>	<p>Writing task</p> <p>Read the conscription information attached below.</p> <p>What is your opinion of conscription?</p> <p>Create a list of reasons for and against conscription.</p>
<p>Resources</p> <p>Conscription information, attached below.</p>	



Thursday

Teaching points

GP starter

Hyphens are used to show which word an adjective describes.

a second-hand torch

a second hand-torch

Writing task

Using your reasons for and against conscription, write a discussion text.

Title

Introduction

Reasons for

Reasons against

Conclusion

<p>Hyphens are also used to join words together or add a prefix. Some words are written with a hyphen so they aren't confused with similar words.</p> <p>I re-covered the sofa. I've recovered form the flu.</p> <p>1.Add one hyphen in the correct place in each sentence. My bad tempered sister slammed the door. The price of a second class stamp has risen dramatically. Sugar free doughnuts just don't taste right. Our local restaurant only serves home made food.</p> <p>2. Which words completes the sentences so they make sense? Ravi had to research/re-search Henry VIII for his homework. Our postman forgot to resort/re-sort the letters. Ed asked David for the votes to be re-counted/recounted. My Gran can still recall/re-call the day I was born.</p>	<p>Remember a discussion text isn't about you giving your own opinion – it is about you presenting reasons for and against a subject.</p>
<p>Resources</p>	

Friday	
Teaching points	
<p>GP starter Write some sentences of your own using hyphens (both purposes).</p>	<p>Writing task We have now finished our work based on Archie's War. Create a poster (words/illustrations) all about the book.</p> <p>You could include: Plot Author Illustrator Opinions from readers Key words</p>
<p>Resources</p>	

MATHS

Week commencing: 16.11.20

Year group: 6

Teacher: MH/CC

Learning focus: Fractions

Monday

Teaching points

Adding unlike fractions

Explain the method to add unlike fractions.

E.g. Add $\frac{1}{2}$ and $\frac{2}{7}$.

Step 1: List the multiples of the denominators, e.g.

2, 4, 6, 8, 10, 12, 14, 16, 18, 20.

7, 14, 21, 28

Step 2: Find the lowest common multiple of both denominators.

2, 4, 6, 8, 10, 12, **14**, 16, 18, 20.

7, **14**, 21, 28

Step 3: Multiply so the denominators are the same. Whatever you do to the bottom must be done to the top.

$\frac{1}{2}$ Numerator and denominator must both be multiplied by 7 because $2 \times 7 = 14$. So $\frac{1}{2} = \frac{7}{14}$.

$\frac{2}{7}$ Numerator and denominator must both be multiplied by 2 because $7 \times 2 = 14$. So $\frac{2}{7} = \frac{4}{14}$.

Step 4: Add the two equivalent fractions.

$\frac{7}{14} + \frac{4}{14} = \frac{11}{14}$.

Activity

Pages 65 and 66 – Adding unlike fractions.

Resources

Pages 65 and 66.

Unit 3

Fractions (I)

Date: _____

Practice I Adding unlike fractions

- 1 Find two equivalent fractions for each of the following:

Example

$$\frac{2}{3} = \frac{4}{6} = \frac{6}{9}$$

a $\frac{3}{4} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

b $\frac{2}{5} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

c $\frac{5}{6} = \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

- 2 Express each fraction in its simplest form.

a $\frac{6}{8} = \underline{\hspace{1cm}}$

b $\frac{8}{20} = \underline{\hspace{1cm}}$

c $\frac{10}{15} = \underline{\hspace{1cm}}$

d $\frac{9}{21} = \underline{\hspace{1cm}}$

- 3 For each pair of fractions, change the denominator of one fraction so that both fractions have the same denominator.

Example

$$\frac{1}{2}, \frac{1}{4} \quad \frac{2}{4}, \frac{1}{4}$$

a $\frac{1}{4}, \frac{5}{12}$

b $\frac{1}{10}, \frac{2}{5}$

c $\frac{5}{9}, \frac{2}{3}$

- 4 Write equivalent fractions for each fraction below. Then find a common denominator of the fractions.

a $\frac{1}{2} = \frac{2}{4} =$

$\frac{2}{3} =$

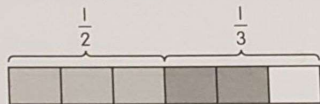
A common denominator
is _____.

b $\frac{2}{3} =$

$\frac{3}{4} =$

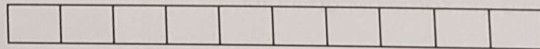
A common denominator
is _____.

- 5 a The model has been shaded to show $\frac{1}{2}$ and $\frac{1}{3}$. Look at the model and complete the addition sentence.



$$\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$$

- b Shade to show $\frac{1}{5}$ and $\frac{1}{2}$ on the model. Then complete the addition sentence.



$$\frac{1}{5} + \frac{1}{2} = \frac{2}{10} + \frac{5}{10} = \frac{7}{10}$$



Tuesday

Teaching points

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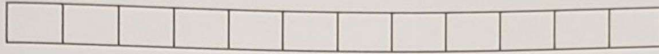
Activity

Pages 67 and 68 – Adding unlike fractions.

Resources

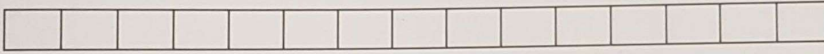
Pages 67 and 68.

- c Shade to show $\frac{1}{6}$ and $\frac{1}{4}$ on the model. Then complete the addition sentence.



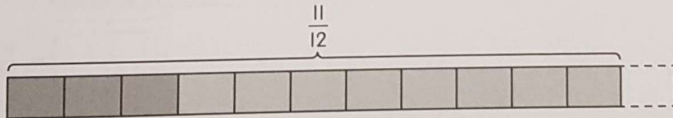
$$\frac{1}{6} + \frac{1}{4} = \underline{\quad} + \underline{\quad}$$
$$= \underline{\quad}$$

- d Shade to show $\frac{1}{5}$ and $\frac{2}{3}$ on the model. Then complete the addition sentence.



$$\frac{1}{5} + \frac{2}{3} = \underline{\quad} + \underline{\quad}$$
$$= \underline{\quad}$$

- 6 Look at the model below. Then write two addition sentences.



Addition sentence 1:

$$\frac{\square}{12} + \frac{\square}{12} = \frac{\square}{12}$$

Addition sentence 2 (fractions in their simplest form):

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

7 Add. Express your answer in its simplest form where necessary.

a $\frac{1}{3} + \frac{1}{9} =$

b $\frac{1}{8} + \frac{2}{4} =$

c $\frac{1}{3} + \frac{3}{8} =$

d $\frac{4}{8} + \frac{1}{5} =$

e $\frac{1}{2} + \frac{3}{7} =$

f $\frac{1}{6} + \frac{3}{10} =$

g $\frac{2}{3} + \frac{2}{10} =$

h $\frac{3}{9} + \frac{1}{7} =$

Wednesday

Teaching points

Subtracting unlike fractions

Explain the method to subtract unlike fractions.

E.g. Subtract $\frac{1}{5}$ from $\frac{2}{3}$.

Step 1: List the multiples of the denominators, e.g.

5, 10, 15, 20

3, 6, 9, 12, 15, 18

Step 2: Find the lowest common multiple of both denominators.

5, 10, **15**, 20

3, 6, 9, 12, **15**, 18

Step 3: Multiply so the denominators are the same. Whatever you do to the bottom must be done to the top.

$\frac{1}{5}$ Numerator and denominator must both be multiplied by 3 because $5 \times 3 = 15$. So $\frac{1}{5} = \frac{3}{15}$.

$\frac{2}{3}$ Numerator and denominator must both be multiplied by 5 because $3 \times 5 = 15$. So $\frac{2}{3} = \frac{10}{15}$

Step 4: Subtract the two equivalent fractions.

$$\frac{10}{15} - \frac{3}{15} = \frac{7}{15}$$

Activity

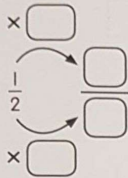
Pages 69 and 70 – subtracting unlike fractions.

Resources

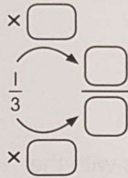
Pages 69 and 70.

Practice 2 Subtracting unlike fractions

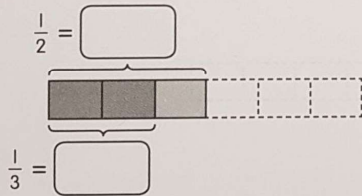
- 1 Here are two fractions: $\frac{1}{2}$ and $\frac{1}{3}$. Convert them to fractions with the same denominator.



What is the first common multiple of 2 and 3?



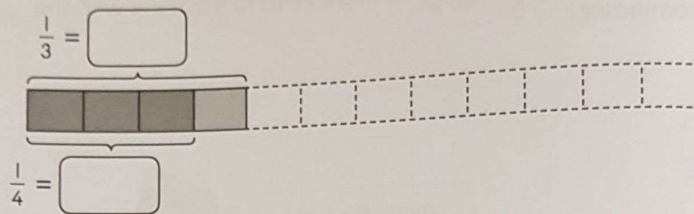
Write the equivalent fractions of $\frac{1}{2}$ and $\frac{1}{3}$ in the boxes.



Now complete this subtraction sentence.

$$\frac{1}{2} - \frac{1}{3} = \frac{3}{6} - \frac{2}{6}$$
$$= \frac{1}{6}$$

- 2 Here are two fractions: $\frac{1}{3}$ and $\frac{1}{4}$. Convert them to fractions with the same denominator. Write their equivalent fractions in the boxes.

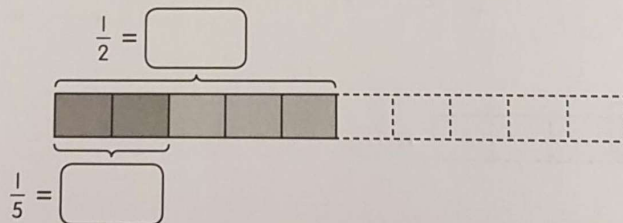


Now complete this subtraction sentence.

$$\frac{1}{3} - \frac{1}{4} = \underline{\quad} - \underline{\quad}$$

$$= \underline{\quad}$$

- 3 Here are two fractions: $\frac{1}{2}$ and $\frac{1}{5}$. Convert them to fractions with the same denominator. Write their equivalent fractions in the boxes.



Now complete this subtraction sentence.

$$\frac{1}{2} - \frac{1}{5} = \underline{\quad} - \underline{\quad}$$

$$= \underline{\quad}$$

Thursday

Teaching points

Subtracting unlike fractions

Explain the method to subtract unlike fractions.

E.g. Subtract $\frac{1}{5}$ from $\frac{2}{3}$.

Step 1: List the multiples of the denominators, e.g.

5, 10, 15, 20

3, 6, 9, 12, 15, 18

Step 2: Find the lowest common multiple of both denominators.

5, 10, **15**, 20

3, 6, 9, 12, **15**, 18

Step 3: Multiply so the denominators are the same. Whatever you do to the bottom must be done to the top.

1/5 Numerator and denominator must both be multiplied by 3 because $5 \times 3 = 15$. So $1/5 = 3/15$.

2/3 Numerator and denominator must both be multiplied by 5 because $3 \times 5 = 15$. So $2/3 = 10/15$

Step 4: Subtract the two equivalent fractions.

$$10/15 - 3/15 = 7/15$$

Activity

Page 71 – Subtracting unlike fractions.

Resources

Page 71.

4 Subtract. Express your answer in its simplest form where necessary.

a $\frac{7}{12} - \frac{2}{4} =$

b $\frac{7}{9} - \frac{1}{3} =$

c $\frac{5}{6} - \frac{1}{12} =$

d $\frac{4}{5} - \frac{1}{3} =$

e $\frac{2}{3} - \frac{3}{8} =$

f $\frac{7}{9} - \frac{1}{4} =$

g $\frac{8}{10} - \frac{3}{4} =$

h $\frac{5}{12} - \frac{1}{9} =$

Friday

Teaching points

Recap the teaching points from earlier in the week:

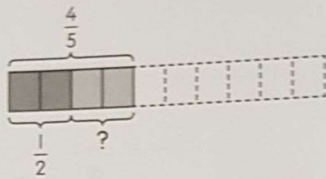
- Adding unlike fractions
- Subtracting unlike fractions

Activity

Page 72 – Maths journal

- 1 Millie drew a model to find $\frac{4}{5} - \frac{1}{2}$.

She drew the model incorrectly. Explain her mistakes. Then draw the correct model to find the answer.



Millie's model is wrong because:

The correct model is:

Weekly planner

Week commencing: 16.11.20	Year group: 6	Teacher: MH/CC
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Religious Education

Teaching points

New Topic – Expectation. Our Big question: *'Should we have expectations in life?'*

The meaning of expectation. Children will:

- Show an understanding of how own and other's decisions are informed by beliefs and moral values
- Express a point of view and give reasons for it

KEY VOCABULARY: expectation, Maranatha, Messiah, Isaiah certainty, advent, Christmas, Emmanuel, angelus (Some words from) incarnation – Word made flesh, John the Baptist, Second Advent of Christ. 'all shall be well', Waiting in expectation, '...as we wait in joyful hope for the coming of our Saviour, Jesus Christ.', 'Get the road ready for the Lord; make a straight path for him to travel', 'Stay awake, stand firm.'

Talk about the difference between *'I would like/wish for'* and *'I expect'*. What is the same and what is different?
What is the difference between :

'I would like/ wish for' a bike for my birthday'

And

'I expect' to get a bike for my birthday'.

To expect something means there is a strong possibility, even a certainty that it is going to happen.

There is a lot of difference between: *'I would like/wish for'* and *'I expect'*.

Suppose I am expecting visitors to arrive at my house for a party. I am not just wishing that they will come, I am expecting them to come and because of my expectation, I have made sure that there are enough food and party bags etc.

It is good to have high expectations of a person. It gives them confidence. However, expectations of yourself and others have to be realistic.

Activities

Big question: 'Should we have expectations in life?'

1. I think, I know, I wonder clouds based on the big question and Key Vocabulary
2. Read the story about Grandad and answer the following Key Questions:

KEY QUESTIONS

1. What do you wish for?
2. What do you expect of yourself?
3. What kind of expectations do people have of you and why?
4. Why is it good to trust and believe in one another?
5. What do you think of Grandad's expectations of Harry & Emma?
6. What happens if you let people down or others let you down?
7. Which friend or adult never or rarely lets you down? Why do you think they can be relied on?
8. Where do you think patience comes into expectations?

3. Prepare a short talk about the importance of having high expectations of you and of others. Include the reasons why, showing the effect this has on others.

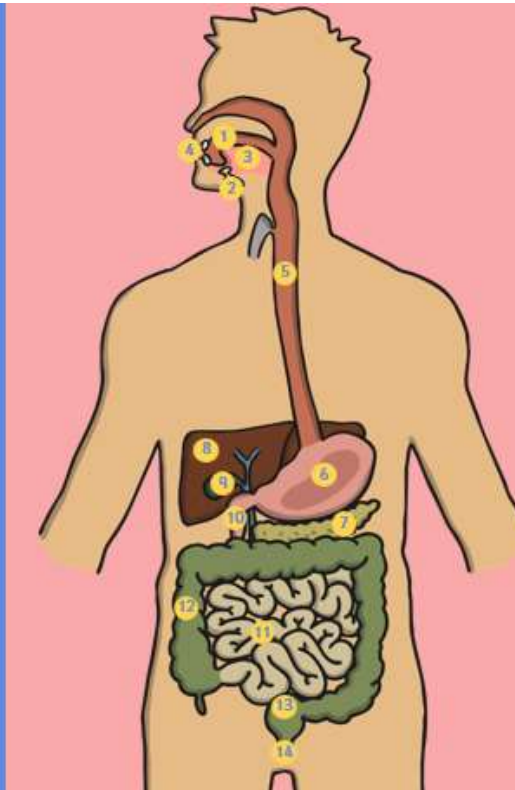
4. Look at a range of situations from everyday life.

Eg. Completing some homework, preparing for an event. **On the grid below**, list the expectations you have of yourself and what others, such as parents and teachers expect.

<u>Expectations</u>		
<u>Everyday situations</u>	<u>Expectations you have of yourself</u>	<u>What do other people expect of you.</u> <u>E.g. Parents, teachers, friends</u>
Completing some homework		
Preparing for an event		

Question – How are nutrients and water transported around the body?

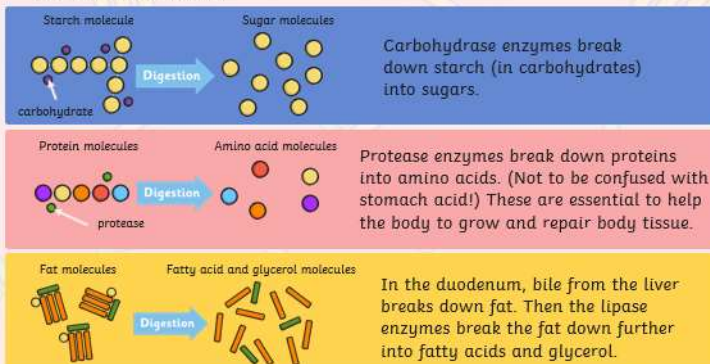
1. **Mouth:** Food enters the system.
2. **Salivary glands:** Produce saliva which contain an enzyme called amylase. This breaks down starch in carbohydrates.
3. **Tongue:** Mixes food with saliva.
4. **Teeth:** Tear, cut and grind food.
5. **Oesophagus:** Tubes that leads food to the stomach.
6. **Stomach:** Produces enzymes and acids to break food down. Churns food into small pieces. The mixture of stomach acids, enzymes and food is called 'chyme'
7. **Pancreas:** Produces enzymes to break down fats, carbohydrates and proteins which are released into the duodenum.
8. **Liver:** Produces bile that breaks down fats.
9. **Gall Bladder:** Stores bile and releases it to the Duodenum when needed.
10. **Duodenum:** First part of the small intestine. Food is broken down by bile and enzymes.
11. **Small Intestine:** Nutrients are absorbed into the bloodstream here. Remaining food is passed to the large intestine.
12. **Large Intestine:** Absorbs water from remaining food. This food forms into stools.
13. **Rectum:** Stores stools and signals to the brain that there are stools that need releasing.
14. **Anus:** Stools are released out of the body.



How Does It Work?

How Are Nutrients Broken Down?

Stomach acids break food down into a substance called chyme. This passes through to the duodenum where bile and enzymes break up larger molecules into their smaller parts.

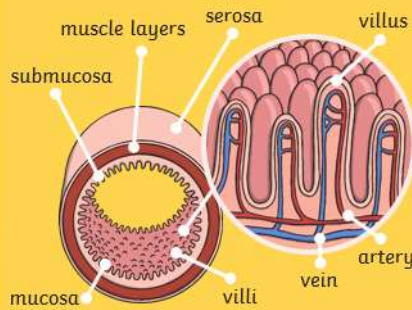


How Does It Work?

A Closer Look

After the nutrients have been broken down into smaller separate molecules in the duodenum, they can then pass through to the rest of the small intestine, where they are absorbed into the blood stream.

Inside the Small Intestine



The small intestine is a muscular tube with several layers. It is lined with tiny hair like villi which are attached to arteries and veins.

The chyme (which now contains smaller broken down nutrient molecules) is moved back and forth in the small intestine. The nutrients pass through the villi and are absorbed into the blood vessels.

Bacteria in the large intestine break down waste food for any more nutrients which are absorbed. This process also leads to gas which is eventually passed through the anus.

How Does It Work?

What about Water?

Water enters the body in the mouth. Unlike other nutrients it is not broken down by enzymes or bile.

A small amount of water is absorbed through the stomach but the majority passes through to the small intestine.

Water is absorbed in the small intestine in the exact same way as other nutrients are absorbed – through the villi into bloodstream via the blood vessels.

The large intestine (also called the colon) is similar to the small intestine in structure except that it does not contain villi. By the time waste material reaches the large intestine, 90% of water has already been absorbed.

The waste food enters into the cecum which is the first part of the large intestine. It moves through the large intestine through a series of **mass movements**. These are long, slow moving waves of muscles contracting and relaxing. The rest of the water in the waste food is absorbed in all the different parts of the colon. The resulting stool and any gases are moved to the sigmoid colon. It is this part of the large intestine that enables gases to be released without releasing stools at the same time. The stools then enter the rectum before expulsion through the anus.



How Does It Work?

How Does It All Fit?



Nutrients and water are absorbed in the system in the stomach, small and large intestines.

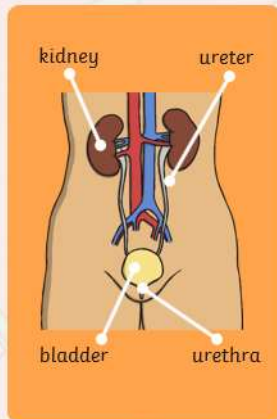
They enter the blood stream via the capillaries where they are passed through to the arteries.

The blood is circulated throughout the body (including being oxygenated in the lungs and the heart).

Nutrients are absorbed by the cells that need them and water is absorbed by all cells.

How Does It Work?

How Is Waste Expelled from the Body?



There are kidneys are responsible for getting rid of waste from blood in two ways.

1. Veins collect waste from cells. Most of the waste is released into the liver. The liver then uses it to create bile. This goes into the duodenum to break down food into chyme. The waste that is not turned into bile is made water soluble (dissolves in water) and goes to your kidneys.
2. The kidneys perform a function called **filtration**. The renal vein delivers blood to the kidneys which it filters for waste. This is called ultrafiltrate and is turned into urine which is passed through to the bladder.

The bladder serves the same function as the rectum, in that it sends signals to the brain. It sends signals to indicate that urine needs to be expelled.

Urine is then released through the urethra.

Activities

Create diagrams explaining how nutrients and water are transported around the body.

Resources

History/Geography/Art

Teaching points

The Assassination of Archduke Franz Ferdinand

Who Was Archduke Franz Ferdinand?

- Franz Ferdinand was born in a city called Graz in Austria.
- He was born on 18th December 1863.
- He became heir to the throne of Austria-Hungary after the death of his father and cousin.



The Assassination Plan

- Serbia and Bosnia were both regions south of Austria-Hungary.
- They were not ruled by their own king or queen, but by the leader of Austria-Hungary.
- Some of the Serbian and Bosnian people did not want to be ruled by another country and wanted their own leader.



The Assassination Plan

- A group of Serbian men called 'The Black Hand' decided to attempt to assassinate Franz Ferdinand while he was visiting Sarajevo in Bosnia and Herzegovina.
- They recruited a Bosnian assassin called Gavrilo Princip.
- He was the man who eventually killed Franz Ferdinand.



The Assassination

- On 28th June 1914, Franz Ferdinand and his wife, Sophie, were visiting Serbia.
- They were travelling within a group of vehicles called a motorcade.
- There were lots of people along the route who all wanted to see the future king and queen.

The Assassination

- The Black Hand had several people set up along the route to try and kill the Archduke.
- While they were on the way to the town hall, a man threw a bomb at the car.
- However, the bomb bounced off the car and the Archduke and his wife were at that point unharmed.



The Assassination

- After this attempt, it was decided that the Archduke's convoy should change their route in case there were other people trying to kill him.
- Unfortunately though, on the return route, the motorcade took a wrong turn and Gavrilo Princip was able to take a clear shot at the Archduke. Franz Ferdinand and his wife were both tragically killed.

Why Did This Lead to the First World War?

- The Austria-Hungary government threatened to go to war with Serbia as it was people from their country that had killed their future king.
- Russia were on the side of Serbia.
- Austria-Hungary placed demands on Serbia. When these were not met, they declared war.



Why Did This Lead to the First World War?

- Due to the alliances between countries, this meant that Germany defended Austria-Hungary.
- Germany then declared war on Russia to support Austria-Hungary.
- Consequently, France joined the conflict to help their ally Russia.
- Subsequently, Germany declared war on France.



Why Did This Lead to the First World War?

- On 4th August 1914, Britain then entered the war to help their allies Russia and France.
- The First World War had officially begun.



Activities

Write a newspaper report about the assassination of Archduke Franz Ferdinand and how this led to the outbreak of World War One.

Resources

SPELLING

Week commencing: 16.11.20

Year group: 6

Teacher: MH/CC

Spelling rule this week: Suffixes

Monday

Teaching

Read the information below about this week's spelling rule.

Complete dots and dashes activity below.

Activity

As you know, if we add a suffix to a root word we make a new word. The exciting thing is that a tiny suffix can change a word's meaning or change the task it has in a sentence – its 'word class'. Quite amazing.

A suffix can change the meaning of a word:

fear + **less** = **fearless** thought + **less** = **thoughtless**

A suffix can also change the class of a word. It can change the job it has in a sentence, for example:

A **verb** can be made into a **noun**:
dance (verb) + **er** = **dancer** (noun)

A **noun** can be made into an **adjective**:
poison (noun) + **ous** = **poisonous** (adjective)

An **adjective** can be made into an **adverb**:
slow (adjective) + **ly** = **slowly** (adverb)

Well, today you will be learning how to add different suffixes to root words ending in the letter **y**.

Let's go! I have been studying lists of root words that end in a **consonant** + **y**.

Let's say some of them:

bus y	car y
happ y	cop y
heav y	merc y
fanc y	beaut y
hur y	myster y

What sound is the letter **y** making in these words?
y is making the **ee** sound in those words.

Here are some more words, but in these the **y** is making the **igh** sound.

cr y	tr y
sp y	rel y
reply	apply

There are lots of different suffixes we can add to these root words but as usual with suffixes, it is a good idea to say the short suffix jingle first...

Swap, double or drop?

Now let's do some word building with suffixes that begin with a consonant. Remember to look out for whether we need to **swap, double or drop** any letters.

Say the root words and new words.

root word	root word + suffix
bus y	busi ness
happ y	happi ly
heav y	heavi ness
heav y	heavi ly
beaut y	beauti ful

Did the root words need to be changed before we added a suffix beginning with a consonant?

The answer is 'yes' – we had to **swap** the **y** for **i** in the root words before adding a suffix beginning with a consonant.

Let's do some word building with some suffixes that begin with a vowel. Remember to look out for whether we need to swap, double or drop any letters.

root words	root word + suffix
carry y	carri er
copy y	copi es
happy y	happi est
hurry y	hurri ed
myster y	mysteri ous
try y	tri ed
rely y	reli ant
apply y	appli ance

Did the root words need to be changed before we added a suffix beginning with a vowel?

The answer is 'yes' – we had to **swap** the **y** for an **i** in the root words before adding a suffix beginning with a vowel.

Did you notice that the suffix **-ing** is missing from the chart we just looked at? The suffix **-ing** begins with the vowel letter **i** so we don't change the **y** to an **i** when we add **-ing** otherwise we would have double **i** in some words ending in a consonant plus **y**.

We can add **-ing** to some of these words but we don't swap, double or drop any letters.

crying	trying
spying	relying
replying	applying
carrying	copying
hurrying	

copy	
busy	
rely	
happy	
heavy	

hurry	
baby	
mystery	
apply	
fly	

cry	
reply	
spy	
carry	
mercy	

Spelling rule this week: Suffixes

Tuesday

Teaching

Re-read the information above about your spelling rule this week.

Complete word changers.

Activity

root word	suffix	root word + suffix
		happily
copy	-er	
		applied

root word	suffix	root word + suffix
mystery	-ous	
		spying
busy	-ness	

root word	suffix	root word + suffix
		heavier
try	-ing	
beauty	-ful	

Spelling rule this week: Suffixes

Wednesday

Teaching

Re-read the information above about your spelling rule this week.

Read each sentence below and find the correct word that fits into the gap. Read all the sentences before making a final decision.

Activity

hurry

hurried

hurries

try

tried

trying

1 Zac likes to be at the front of the queue at lunchtime, so he always to get there first.

2 Please up – I don't want to miss the start!

3 I'm something out in an important experiment, so please don't interrupt.

4 Dad my new skateboard, with disastrous results!

business

busy

busily

mysterious

mystery

5 Isha said that she was too to come out.

6 I know it's not my , but I couldn't help overhearing.

7 It was a complete to everyone how the keys had ended up in the fridge!

8 I loved the story because there was something exciting and about the opening.

Spelling rule this week: Suffixes

Thursday

Teaching

Explain this week's spelling rule to somebody at home.

Use the spelling cards below to test yourself with the spelling rule. Sort the words into hardest to spell on the bottom of the pile and easiest to spell on the top. Then ask someone at home to read out the spelling and you write it down. Look at the spelling and mark your answer. Correct it if you have spelt it incorrectly.

Activity

Spelling 6 U5

applied

Spelling 6 U5

beautiful



Spelling 6 U5

beautifully

Spelling 6 U5

busily

Spelling 6 U5

business

Spelling 6 U5

busy

Spelling 6 U5

copier

Spelling 6 U5

crying



Spelling 6 U5

happily

Spelling 6 U5

happiness

Spelling 6 U5

heavier

Spelling 6 U5

heavily

Spelling 6 U5

hurried

Spelling 6 U5

hurries



Spelling 6 U5

hurry

Spelling 6 U5

mysterious

Spelling 6 U5

mystery

Spelling 6 U5

reliable

Spelling 6 U5

replied

Spelling 6 U5

spying



Spelling 6 U5

tried

Spelling 6 U5

tries

Spelling 6 U5

trying

Spelling rule this week: Suffixes

Friday

Teaching

Today, our focus is on orange words. These words don't necessarily follow a pattern or rule but we need to be able to spell them.

These are tricky words that do not follow a rule. Practise spelling these words at home. You can try writing them in different coloured pens or pencils, pyramid spellings, make a wordsearch or using neumonics. Make sure you look up any meanings/definitions you are unsure of.

Sacrifice

Harass

Guarantee

Neighbour

Interfere

Queue

Activity