

Home Learning Activities for Year 6
Monday 12th and Tuesday 13th October

I hope you are all safe and well. I am looking forward to returning on Wednesday 14th October so that we can get back to learning together.

Before we return, I would like you to complete the following activities for Monday and Tuesday.

Stay safe and see you on Wednesday.

Mrs Cochrane x

Reading Journal
The Boy in the Striped Pyjamas



Please read the following passage and answer the questions so that we can begin Chapter 4 when we return.

End of Chapter 3

Bruno looked around the room. There was a window here but Gretel's room was on the opposite side of the hall, facing his, and so looked in a totally different direction. Trying not to appear too obvious, he strolled casually towards it. He placed his hands in the pockets of his short trousers and attempted to whistle a song he knew while not looking at his sister at all.

'Bruno?' asked Gretel. 'What on earth are you doing? Have you gone mad?'

He continued to stroll and whistle and he continued not to look until he reached the window, which, by a stroke of luck, was also low enough for him to be able to see out of. He looked outside and saw the car they had arrived in, as well as three or four others belonging to the soldiers who worked for Father, some of whom were standing around smoking cigarettes and laughing about something while looking nervously up at the house. Beyond that was the driveway and further along a forest which seemed ripe for exploration.

Bruno, will you please explain to me what you meant by that last remark?' asked Gretel.

'There's a forest over there,' said Bruno, ignoring her.

'Bruno!' snapped Gretel, marching towards him so quickly that he jumped back from the window and backed up against a wall.

'What?' he asked, pretending not to know what she was talking about.

'The other children,' said Gretel. 'You said they don't look at all friendly.'

'Well, they don't,' said Bruno, not wishing to judge them before he met them but going by appearances, which Mother had told him time and time again not to do.

'But what other children?' asked Gretel. 'Where are they?'

Bruno smiled and walked towards the door, indicating that Gretel should follow him. She gave out a deep sigh as she did so, stopping to put the doll on the bed but then changing her mind and picking it up and holding it close to her chest as she went into her brother's room, where she was nearly knocked over by Maria storming out of it holding something that closely resembled a dead mouse.

'They're out there,' said Bruno, who had walked over to his own window again and was looking out of it. He didn't turn back to check that Gretel was in the room; he was too busy watching the children. For a few moments he forgot that she was even there.

Gretel was still a few feet away and desperately wanted to look for herself, but something about the way he had said it and something about the way he was watching made her feel suddenly nervous. Bruno had never been able to trick her before about anything and she was fairly sure that he wasn't tricking her now, but there was something about the way he stood there that made her feel as if she wasn't sure she wanted to see these children at all. She swallowed nervously and said a silent prayer that they would indeed be returning to Berlin in the foreseeable future and not in a month as Bruno had suggested.

'Well?' he said, turning round now and seeing his sister standing in the doorway, clutching the doll, her golden pigtails perfectly balanced on each shoulder, ripe for the pulling. 'Don't you want to see them?'

'Of course I do,' she replied and walked hesitantly towards him. 'Step out of the way then,' she said, elbowing him aside.

It was a bright, sunny day that first afternoon at Out-With and the sun reappeared from behind a cloud just as Gretel looked through the window, but after a moment her eyes adjusted and the sun disappeared again and she saw exactly what Bruno had been talking about.

- 1) **Why did Bruno *'casually stroll towards the window?'***
- 2) **Bruno *'indicated'* to Gretel to follow him. What does indicate mean?**

SPAG – Pronouns and relative pronouns

- Pronouns are a subclass of nouns because they can sometimes replace a noun in a sentence.

e.g. **John** got a new job.

He got a new job.

Children should watch less television.

They should watch less television.

1st person pronouns

- E.g. I, me, my, us, we

Can you use each of the above in your own sentence?

Relative pronouns

These can be used to add extra information.

e.g. ***who, which, where, whose*** or ***that***

Bruno, who had indicated to Gretel to follow him, strolled casually to her window.

Write some sentences about Bruno and Gretel using some relative pronouns.

English – Nelson Mandela Long Walk to Freedom

Do you remember what Apartheid was?

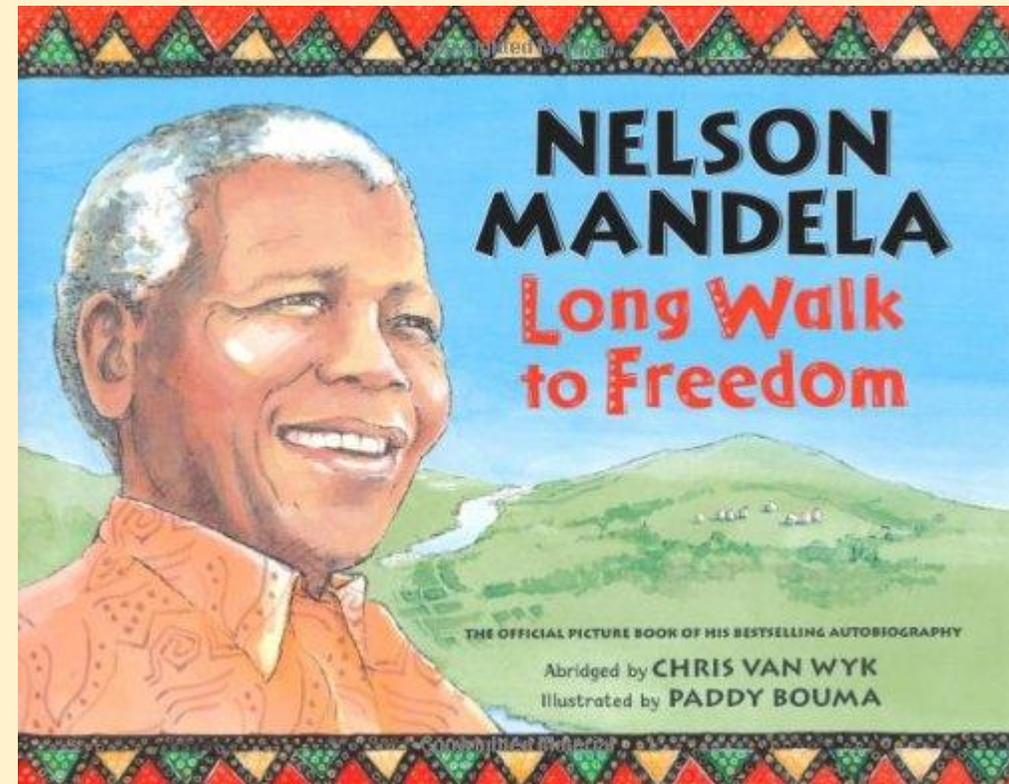
In his book, Nelson told us that it *'was a cruel system as it classified every person in South Africa according to their race and controlled the lives of those who were not white.'*

Nelson Mandela thought that these laws were wrong so he became involved with a political party called the African National Congress or ANC.

The ANC opposed apartheid and encouraged people to resist the unfair laws. They believed in equal rights for everyone.

Nelson Mandela and the ANC protested peacefully at first. However, in 1960 police opened fire on a peaceful protest in Sharpeville, killing 69 black Africans and wounding 186.

Nelson Mandela realised that non-violent protests would not end the system of apartheid and formed the Spear of the Nation.



- In 1962, Nelson returned to South Africa, using a false passport. He stayed in hiding for many months while the police searched everywhere for him. One day, he was found and arrested. He was sentenced to 5 years in prison for leaving the country illegally. His comrades were also arrested. Nine months into his sentence, Nelson was told he would stand trial again. He was charged with planning to go against the government and if he was found guilty he would be sentenced to death.
- The trial began in 1963, and in 1964 Nelson spoke in his defence. He told the court that his ANC were a peaceful organisation but because the government had banned it, they had no peaceful way to protest.
- He told the court, *'I have cherished the ideal of democracy and it is an ideal for which I am prepared to die.'*

- Nelson and some of his comrades were found guilty but they were not sentenced to death. Instead, they were told they would spend the rest of their lives in prison. Life in prison!
- Nelson wondered if he would ever see his wife, mother and children ever again.

Your task:

Imagine you were Nelson. Write a letter to your wife (Winnie). What would you say to her? Would you want her to worry? Think carefully about what you would say.

Use your 1st person pronouns and some relative pronouns.

Maths

I would like you to revise some of the work you did in Y5 on fractions and decimals so that we can begin our Y6 work on Wednesday. Please visit the following website and complete the activities on the next slides.

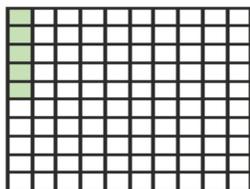
Week 1 – lessons 2, 3 and 4

<https://whiterosemaths.com/homelearning/summer-archive/year-5>

Decimals as fractions (1)



- 1 The hundred square represents 1 whole.

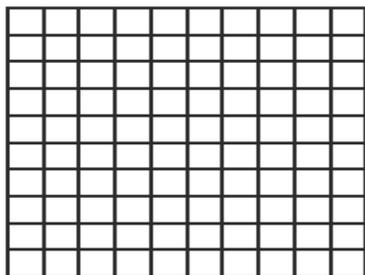


a) What fraction is represented by the shaded squares?

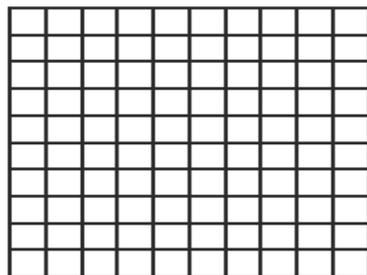
b) Convert the fraction to a decimal.

- 2 Colour the grid to represent the fraction and the decimal.

a) $\frac{7}{100}$



b) 0.17



- 3 What fractions and decimals do the counters represent?

a) $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$

fraction =

decimal =

b) $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$ $\frac{1}{100}$

fraction =

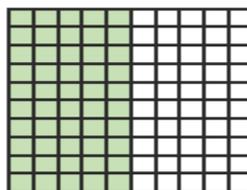
decimal =

c) $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$ $\frac{1}{10}$

fraction =

decimal =

- 4 Amir has coloured part of a hundred square.



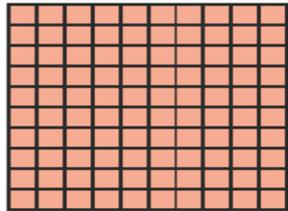
a) What fraction is represented by the coloured squares? $\frac{\quad}{100}$

b) Write this fraction in a different way.

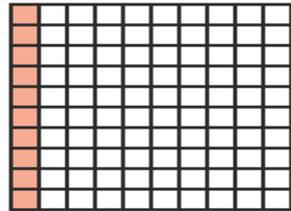
c) Write the fraction as a decimal.

Decimals as fractions (2)

- 1 This grid represents 1

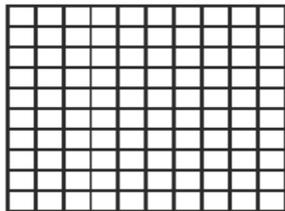


This grid represents 0.1 or $\frac{10}{100}$ or $\frac{1}{10}$

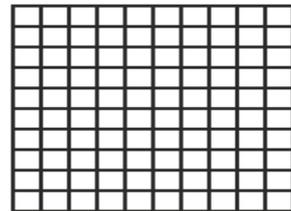


Colour the hundred squares to represent the fractions.

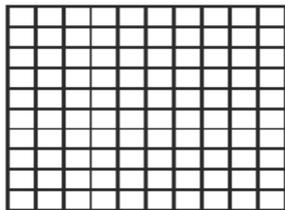
a) $\frac{2}{100}$



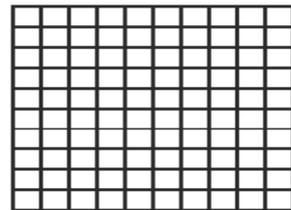
c) $\frac{20}{100}$



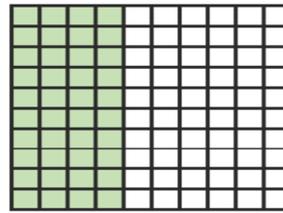
b) $\frac{2}{10}$



d) $\frac{90}{100}$



- 2 Complete the numbers to show how much of the square is shaded.



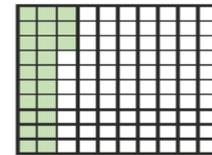
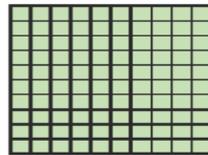
$$\frac{\square}{100}$$

$$\frac{\square}{10}$$

$$0.\square$$

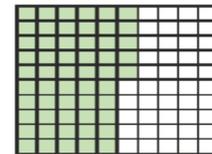
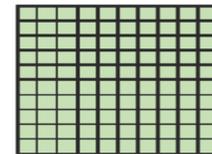
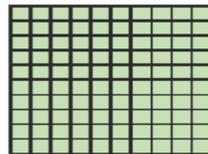
- 3 What fractions and decimals are represented?

a)



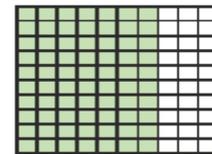
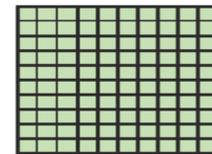
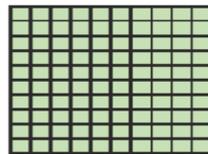
$$1 \frac{23}{100} = \square$$

b)



$$\square \frac{\square}{100} = \square$$

c)



$$\square \frac{\square}{10} = \square$$

Understand thousandths

1 Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

He uses  to represent $\frac{1}{10}$ or 0.1

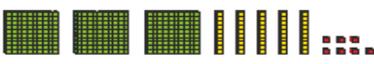
He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001

What decimals are represented?

a) 

b) 

c) 



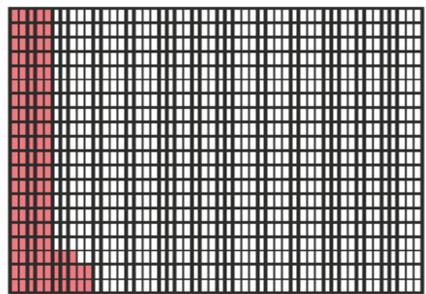
- 2 a) Represent each number using base 10
 0.512 1.352 2.003
- b) Use your representations to help you complete the statements.

$0.512 = 0.5 + 0.01 + \boxed{}$

$1.352 = 1 + \boxed{} + \boxed{} + \boxed{}$

$2.003 = \underline{\hspace{2cm}}$

- 3 Here is a thousand square.
 Part of the square has been coloured.



- a) Why do you think it is called a thousand square?

- b) What fraction of the square has been coloured? / 1000
- c) Write the fraction as a decimal.

Leave question 2a as the equipment needed is in school.

Science



We have learnt a lot about classifying different types of organisms! What can you remember about different groups of animals, plants and micro-organisms?

Choose a country or location that is different to your own. Use the internet to see if you can find at least one organism that fits into each of the categories below:

Plant

Mammal

bird

Fish

Reptile

Amphibian

Insect

Mollusc

Crustacean

Arachnid

Myriapod

Echinoderm

annelid

Black History Month

I would like you to finish by reading the text on the next slide about an inspirational lady called Mary Seacole. See if you can answer the questions too.

READING AND USING TEXTS – MARY SEACOLE

Mary Seacole was born in Kingston, Jamaica in 1805. When she died in 1881, her story was forgotten. But today, Mary Seacole is very well known for her bravery and determination.

For someone living more than 150 years ago, Mary had an adventurous life travelling across many lands to run businesses and help people in need.

Her dad was a Scottish soldier and her mum was Jamaican, so Mary was mixed race. Mary's mum ran a hotel where wounded soldiers sometimes stayed. She taught Mary how to use plants to help care for them. As a young adult, Mary travelled all over the world (including Britain), to learn more about modern medicine.

She later returned to Jamaica when a terrible disease called *cholera* spread across Kingston. Mary helped those who were sick. Later, Mary travelled to Panama to help their people with an outbreak of the awful disease.

When Britain sent soldiers to war in Crimea (now called Ukraine) in 1853, disease was more dangerous than the enemy. Thousands of soldiers died from it. Mary knew how to treat cholera; therefore, she wanted to go to Crimea as a military nurse. After travelling all the way to England, she wasn't chosen.

Mary went anyway, using her own money to pay for her journey. When she reached Crimea, she set up a make-shift hotel right on the battlefield. This wasn't like a hotel you would stay in on your holidays; it was just a hut made from metal. She sold hot meals and looked after the wounded and sick soldiers. Bravely, she also went onto the dangerous battlefield to help soldiers.

But helping the soldiers cost so much money that when the war ended Mary was very poor. To pay her debts, she wrote a book called 'The Wonderful Adventures of Mrs Seacole in Many Lands'. After she died, people forgot Mary Seacole, but we remember her today as a woman of mixed race who lived an exciting and unusual life. In 2004, she was voted the *Greatest Black Briton*.

QUESTIONS

1. Was Mary Seacole remembered *throughout* history?
Use the text to support your answer.
2. When and where was Mary Seacole born?
3. Why was Mary's life considered as 'adventurous'?
Use the text to support your answer.
4. Was it important that Mary travelled as a young adult?
Explain your answer
5. Which disease was Mary particularly good at caring for?
6. Why do you think Mary was needed in Panama?
7. Explain what is meant by '*disease was more dangerous than the enemy*'
8. What type of personality do you think Mary had?
Use the text to explain your answer
9. Can you find an *expanded noun-phrase* within the text?
Find and copy from the text.
10. Why did it cost Mary money to look after the soldiers?
Explain your answer.
11. Mary was forgotten for many years. Why do you think this was?
Explain your answer.
12. In what year was Mary voted *The Greatest Black Briton*?
13. Why did Mary write a book?



*Remember...
Look for the V.I.W
(very important word)
in the question.
Then, use your scanning
skills to find that word
(or one similar) in the
text!*



Finally...

Please return any completed work to me on Wednesday.

See you then

Mrs Cochrane