As recommended by gov.uk

Home Learning Pack

Year 6

Guidance and Answers

Week 8
15/06/2020

Classroom secrets★ KIDS

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Monday

Maths – Two-Step Equations (page 2)

Question 1 – In this question, children are asked to circle the odd one out. An **equation** has been represented in many ways, but one of them is different. An equation is a collection of numbers, symbols and operators (+, –, x, ÷) that are grouped together and includes and equals sign. For example: $y + 3 = 16$, where y has a specific value to produce the answer 16. Children should be encouraged to look carefully at each part of the equation to check for differences.

Circle the odd one out. The correct answer is: C is the odd one out as it represents $6x + 7 = 19.5$, whereas the others represent $5x + 7 = 19.5$.

Question 2 – This question asks children to circle the equations that don't match the **bar model**. Bar models show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models show the relationship between the whole model and the parts. From the bar model, we can see that 7 lots of y and an 8 are equal to the whole, which is 29. The letter y is representing a value. We can write 7 lots of y as $7y$.

Circle the equations that do not match the bar model. The correct answers are: A and C

Question 3 – This question asks children to use the clues to identify Alistair's equation and the value of a. We know that Alistair's number (a) must be multiplied by 5 and then added to 7 ($5a + 7$) to give an answer which has 1 decimal place and is less than 30. To ensure that 1 decimal place is included in the answer, the unknown value (a) must also include 1 decimal place. Children may want to start by choosing a value for a to see if it achieves an appropriate answer once multiplied by 5 and added to 7. For example, they might decide that a represents the value 1.5. The equation would then be 5 x 1.5 + 7 = 14.5. This produces an answer which has 1 decimal place and is less than 30.

Find 3 possible values of a and write the equations. Various answers, for example: 5 x 2.5 + 7 = 19.5; 5 x 1.5 + 7 = 14.5; 5 x 4.5 + 7 = 29.5

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Monday

English – Identifying Verbs in Sentences (page 3)

Question 1 – In this question, children are asked to circle the correct **verb tense** to complete the sentence. A verb is an action word such as jump, skip, shout. The tense tells us whether the verb was done in the past, is being done in the present or will be done in the future.

Circle the correct verb tense to complete the sentences below. The correct answers are:
A. were, spending, cleaning; B. Running, catch, waved; C. been, work, complete

Question 2 – This question asks children to identify which sentences include a **linking verb** and an **action verb**. Action verbs are commonly called 'doing words' because they name an action that someone does, for example: *Tyler <u>ran</u> for the bus*. Note that this can be a way of recognising verbs but it doesn't reliably distinguish verbs from nouns, as nouns can be used to name the action, for example: *The <u>run</u> for the bus was tiring*. Linking verbs link the noun (or pronoun) to the rest of the sentence, for example: She <u>likes</u> ice cream. A simple way to identify linking verbs is to substitute the verb for a form of 'be' (e.g. is, was, are). If the sentence still makes sense, it is a linking verb.

Place an 'x' in the boxes of the sentences which include a linking and an action verb. The correct answers are: A and C

Question 3 – This question asks children to firstly identify the verbs in each sentence, and then replace them with an **antonym** to change the meaning of the sentence. Antonyms are words that have an opposite meaning. For example: 'cold' is an antonym of 'warm'.

Replace the verbs in the sentences below with an antonym to change the meaning of the sentence. Various answers, for example:
A. Lisa and Kelly <u>aren't</u> the best of friends, which is why they <u>loath</u> spending time together.
B. We <u>weren't</u> happy about the changes made to our timetable as we really <u>disliked</u> spending Friday afternoon completing tests.

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

3

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Find Pairs of Values 1 (page 4)

Question 1 – In this question, Thomasz thinks there are 10 possible pairs of values for c and d where, when added together, they total 15. Children are asked to list all of the possible whole-number values to check if Thomasz is correct. A **whole number** contains no fractions or decimals. It would help for the children to work systematically, for example: 1 + 14 = 15, meaning that c has the value of 1 and d has a value of 14. Next would be 2 + 13 = 15 and so on.

List all the possible positive whole-number values which could be used to satisfy this equation to check if Thomasz is correct. The correct answers are: There are 14 possible pairs for c and d. 1 + 14; 2 + 13; 3 + 12; 4 + 11; 5 + 10; 6 + 9; 7 + 8; 8 + 7; 9 + 6; 10 + 5; 11 + 4; 12 + 3; 13 + 2; 14 + 1. Thomasz is incorrect.

Question 2 – This question asks children to identify the value of each letter using the numbers on the digit cards only. **Digit cards** are a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be ordered to make different numbers. They are especially useful when investigating the value of digits. Children may wish to begin by investigating which pairs of digit cards equal 20 when multiplied together. As each letter has a different value, trial and error may be involved when assigning a digit card to each letter. Careful attention should also be paid to the operation (+, –, x, ÷) used in each equation.

Using only the numbers on the digit cards, complete the value of each letter. The correct answers are: a = 9; b = 4; c = 5; d = 54; e = 2

Question 3 – This question asks children to find values for p and q which must satisfy each of the statements. The value for p and q must be a **positive whole number** (so no negative numbers, fractions or decimals). p must also be a **square number** (a product of a number multiplied by itself, such as 9 which is 3 x 3). q must be a 2-digit number less than 13, and if p and q are multiplied together, the answer must be less than 100. Children are asked to find 5 possible values for p and q.

Find 5 values for p and q to satisfy the statements. Various answers, for example: p = 4 and q = 11; p = 9 and q = 10; p = 1 and q = 12; p = 4 and q = 10; p = 4 and q = 12

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** **Group: Coronavirus Home Learning Support for Teachers and Parents**

4

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Tuesday

Maths – Find Pairs of Values 2 (page 5)

Question 1 – In this question, children are asked to match pairs of values to the correct equation. For example, they may wish to start by checking whether $a = 11$ and $b = 38$ matches to $2b + 6 = a$. When the letters in the equation are substituted for the given values, it leads to the following calculation: $2 \times 38 + 6 = 11$. This is incorrect, so children must check if another pair of values satisfy the equation, and so on.

Draw lines to match the pairs of values to the equations to make them correct. The correct answers are:

$2b + 6 = a$		$a = 11$ and $b = 38$
$6b - 4 = a$		$a = 66$ and $b = 30$
$3a + 5 = b$		$a = 68$ and $b = 12$
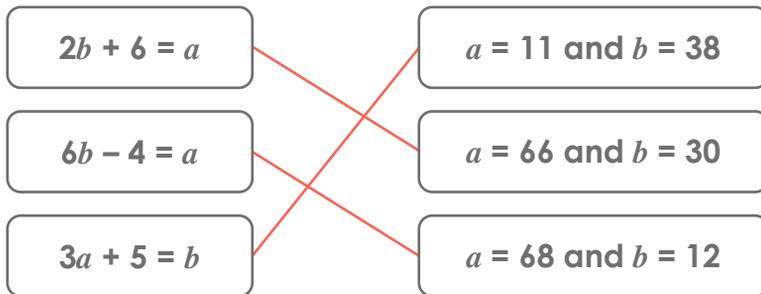
Question 2 – This question asks children to finds pairs of values which satisfy the equation. They may wish to start by choosing a value for b which, when added to the equation, will establish the value of a. If they decide the value of $b = 5$ for instance, it will lead to the following calculation: $3 \times 5 \div 5 = 3$, thus establishing that $a = 3$. It is worthwhile noting that an answer to $3b$ which is not a multiple of 5, will result in a being a decimal number.

Fill in the blanks below to find pairs of values which satisfy the equation. Various answers, for example: $a = 3$, $b = 5$; $a = 6$, $b = 10$; $a = 9$, $b = 15$; $a = 12$, $b = 20$; $a = 15$, $b = 25$

Question 3 – This question asks children to apply the values found by James to the equation to check if they are correct. The symbol **<** means less than. For example: James thinks that $a = 2$ and $b = 10$. When these values are applied to the equation, they lead to the calculation $2 \times 2 + 10 < 4 \times 10 - 2$. These values are correct as 14 is less than 38. Each pair of values need to be applied to the equation to check if they are correct.

Identify and explain his errors. The correct answers are: The pairs $a = 9$ and $b = 4$, and $a = 6$ and $b = 5$ are incorrect. This is because b needs to be greater than a for the statement to work.

Visit **kids.classroomsecrets.co.uk** for online games to support learning.

© Classroom Secrets Limited 2020   Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**   5

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Tuesday

English – Recognising the Passive Verb (page 6)

Question 1 – In this question, children are asked to decide whether the passive sentences have been labelled correctly. 'The pizza was eaten by the children' is an example of a **passive sentence**. This is because the **subject** of the sentence (the pizza) has an action done to it by somebody or something. In this example, the children are the **object** of the sentence as they are involved in the action being done, and 'was eaten' is the **passive verb**.

True or false? The passive sentences below have been correctly labelled. The correct answers are: A = False because 'the heavy, wooden door' is the subject.
B = True
C = True

Question 2 – This question asks children to identify and underline a passive sentence included within a passage of other sentences. Remember – a passive sentence includes the subject of the sentence having an action done to it **by** somebody or something.

Underline the passive sentence in the passages. The correct answers are:
A. The robbery was now being investigated by the local police.
B. A big cheque was presented to us by a celebrity.

Question 3 – This question asks children to rearrange the words to create a sentence written in the passive form. Children will need to use the skills they have practised in the previous questions and the information above.

Rearrange the words to create a sentence written in the passive form. The correct answer is: The colourful flowers had been picked by the old woman.

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Wednesday

Maths – Convert Metric Measures (page 7)

Question 1 – In this question, children are asked to circle the incorrect conversions. A **conversion** is a change in the form of a measurement, without a change in size or amount, for example: 10mm can be converted to 1cm by dividing by 10; 100cm can be converted to 1m by dividing by 100; 1,000m can be converted to 1km by dividing by 1,000; 1,000g can be converted to 1kg by dividing by 1,000; and 1,000ml can be converted to 1L by dividing by 1,000. Multiplication can be used to convert larger units of measure to smaller units of measure, for example 1cm can be converted to 10mm by multiplying by 10 etc.

Circle the incorrect conversion. The correct answers are: A. (1.6m), B. (5,050cm), D. (1,000ml), E. (0.562kg), F. (0.5km), G. (0.075L)

Question 2 – This question asks children to match each unit of length to the correct conversion using the skills they practised in question 1 and the information about conversions above. It is worth noting that some conversions may require two steps, for example: 500mm ÷ 10 = 50cm, then 50cm ÷ 100 = 0.5m.

Draw lines to match the units of length to the correct conversions. The correct answers are:

710cm	7m
700cm	0.5m
500mm	71m
7,100cm	5.02m
502cm	7.1m

(710cm → 7.1m; 700cm → 7m; 500mm → 0.5m; 7,100cm → 71m; 502cm → 5.02m)
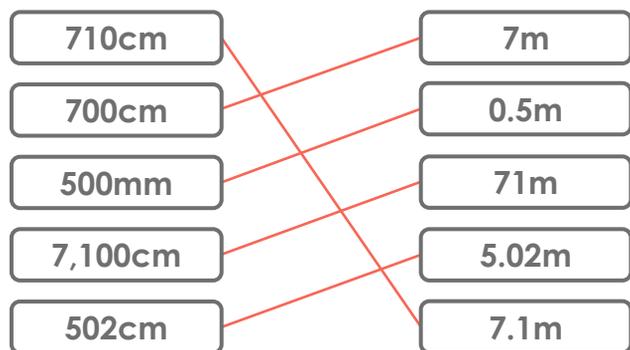
Question 3 – This question asks children to identify which child has converted 3.657L correctly into ml. To convert litres to millilitres, children must multiply by 1,000. To multiply a number by 1,000, each digit is moved three places to the left.

Who is correct? Explain why. The correct answer is: Aelin is correct because to convert L to ml, you need to multiply by 1,000.
3.657 x 1,000 = 3,657

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**

© Classroom Secrets Limited 2020

7

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Wednesday

English – Recognising Formal and Informal Writing (page 8)

Question 1 – In this question, children are asked to read the extract and identify the intended **audience** (who it is written for). They need to think about the **context** (what its about) of the writing and the type of language included. Is it chatty and friendly or is it more formal and serious?

Circle the intended audience. The correct answer is: headteacher

Question 2 – This question asks children to list the differences they notice between the two extracts. They need to think about audience, **purpose** (the reason for writing), **structure** (how its set out), language and **genre** (different types of writing, such as a biography, a newspaper report or a persuasive argument).

Formal writing such as reports, formal letters, information texts and newspaper articles have a common layout and structure to follow. For example: Newspaper articles are set out in columns with headlines; formal letters include the address at the top; information texts include sub-headings. Each formal style has language appropriate to the subject and may include factual language, sophisticated vocabulary, **jargon** (technical or subject specific language and vocabulary) and a formal tone.

Informal writing may use a more relaxed style which may include **colloquial language** (words or phrases used in informal speech), slang and **contractions** (e.g. can't instead of cannot).

List the differences between the two extracts below. Think about the genre, audience, purpose, structure and language used. Various answers, for example:
Text A is a diary which is used to record private thoughts, feelings and personal experiences. As such, it is written in a casual, jovial manner and includes informal language, for example: mega, numpty, shoving etc.
Text B is a factual report, possibly written for the police or insurance company. As such, it contains paragraphs, specific facts and formal language, for example: approximately, approached, witnessed etc.

Question 3 – This question asks children to decide whether James's sentence if written in a formal or informal style. They may want to refer to the information above to help.

Is James correct? Explain your answer. The correct answer is: James is incorrect as his sentence has an informal tone. He has used contracted words like 'you've' and 'wasn't'. He has also used informal language such as 'mate', 'bust' and 'loo'.

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our **f** Group: **Coronavirus Home Learning Support for Teachers and Parents**   8

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Thursday

Maths – Miles and Kilometres (page 9)

Question 1 – In this question, children are asked to use the symbols **<** (less than), **>** (more than) or **≈** (approximately equal to) to compare distances. Children need to know that 5 miles is approximately equal to 8km (5 miles ≈ 8km). From this, we can calculate that 1 mile is approximately 1.6km (1 mile ≈ 1.6km). This knowledge should be used to find approximate conversions from miles to km and from km to miles.

Compare the distances below using <, > or ≈. The correct answers are: 8 miles > 12.5km; 0.8km ≈ 0.5 miles; 17.5 miles < 28.5km; 2.5km ≈ 1.5 miles

Question 2 – This question asks children to convert the calculations to find the answer. To do this, they must convert all parts of the question to the same unit of measure as the answer. For example: The answer for A is in miles, so 1.6km must be converted into approximate miles also.

Convert the calculations to find the answer. The correct answers are: A. 8 miles; B. 2km; C. 7.1 miles

Question 3 – This question asks children to calculate whether Jonas is correct. Jonas thinks that if he runs 1.5 miles a day for 25 days, he will have run 50km in total. First, children need to multiply 1.5 miles by 25 to establish how many miles he intends to run. This answer then needs converting to km. Using the knowledge that 1 mile ≈ 1.6km, the total miles need to be multiplied by 1.6 to give the answer in kilometres.

Do you agree with Jonas? Explain why. The correct answer is: Jonas is incorrect. If he runs 1.5 miles per day for 25 days he will have completed around 60km.

Visit kids.classroomsecrets.co.uk for online games to support learning.
Join our f **Group: Coronavirus Home Learning Support for Teachers and Parents**

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Thursday

English – Formal and Informal Vocabulary (page 10)

Question 1 – In this question, children are asked to identify whether a sentence includes formal or informal vocabulary.

Informal vocabulary is used in more relaxed spoken or written contexts, for example, a conversation between two friends. It often includes slang vocabulary (gross instead of disgusting) and contractions (can't instead of cannot).

Formal vocabulary is sophisticated, fact-based and includes the full and formal versions of all words. Depending on the intended audience, vocabulary can be scientific and specialist to the subject being written about.

Place an 'x' in the appropriate box to show whether the sentences below use formal (F) or informal (I) vocabulary. The correct answers are: A. formal; B. formal; C. informal

Question 2 – This question asks children to replace the underlined words with a more formal alternative from the options provided. A thesaurus may help them select an appropriate alternative.

Replace the underlined words or phrases in the sentences below using the alternative formal language provided. The correct answers are:
A. sufficient, accompany; B. maintain, range; C. sacrifice

Question 3 – For this question, children must decide which sentence includes the most formal vocabulary. They must give examples from the sentence when explaining their choice.

Whose sentence is the most formal? Give reasons for your choice. The correct answer is: Sean has written the most formal sentence. He has used formal vocabulary such as 'officer', 'suspect', 'halt', 'exit', 'vehicle' and 'bonnet', whereas Steph has used informal vocabulary such as 'get out' and 'on the front', and has used the contraction 'she'd'.

© Classroom Secrets Limited 2020

Visit kids.classroomsecrets.co.uk for online games to support learning.
Join our f Group: Coronavirus Home Learning Support for Teachers and Parents

10

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets Kids.

Friday

Maths – Arithmetic

Click on the link to play a reasoning game which revises some of the skills covered in Year 6 so far. <u>https://kids.classroomsecrets.co.uk/resource/year-6-sats-arithmetic-test-practice-01/</u>

English – Revision

Click on the link to play an interactive game which revises some of the spellings and their definitions from the Year 6 spelling list. <u>https://kids.classroomsecrets.co.uk/resource/year-6-spellings-and-definitions-matching-activity-3/</u>

© Classroom Secrets Limited 2020

Visit **kids.classroomsecrets.co.uk** for online games to support learning.
Join our f Group: **Coronavirus Home Learning Support for Teachers and Parents**   11

This week's pack supports the **Week 8 timetable** on Classroom Secrets Kids.

Assembly Activity

Celebration certificate

On the following page in this pack (page 13), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be
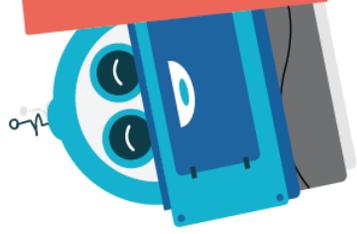
Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

This week's pack supports the <u>Week 8 timetable</u> on Classroom Secrets.

Additional Resources

English – Reading Comprehension – The Stone Enquirer (page 11)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary.

The answers to the questions are as follows:

1. What writing technique has been used in the headline and why? Alliteration has been used, creating rhythm and emphasis to make the headline memorable.

2. Which foods are gathered whilst travelling great distances? Berries, seeds and roots

3. In paragraph one, which word has a similar meaning to 'travellers'? Why do they travel? Nomads are travellers. Travelling allows families to find new sources of food every day and prevents them from depleting the resources in one area.

4. Why did Mr. Granite choose to create his 'farm'? He found the traditional way of life hard and wanted to find an easier alternative for producing food.

5. Look at the paragraph which begins, '*Granite explains…*'
Find and copy the adjective which describes animals being kept on a farm.
domesticated

6. Give two ways that Mr. Granite's farm will improve the way of life for his community.
They will not need to keep moving from place to place.
They will have a more consistent food source.

7. '*We have shared the labour between all the residents.*' In this sentence, explain what '*labour*' is referring to. Labour is referring to the workload. Men herd and farm the animals. Women raise the children and take care of the homes.

8. '*others are replicating his idea.*' Explain what this phrase means. It means others are copying his idea and creating their own small farming communities.

9. Summarise the final paragraph in one sentence. They are collaborating and sharing to ensure their new ideas benefit everyone.

10. Based on what has happened, what might the next newspaper article report on? How successful the farming communities have been.