

Monday 18th May

Dear Year 6,

We hope you and your families are keeping well and have had a good week.

Here are the activities for this week for you to follow and complete. Our focus is upon 'Our Special People' in PSHE and we know that we are all getting through these difficult times with the love, help and support from our special people.

Try to read for at least 20 minutes a day and take Accelerated Reader quizzes from home by using this link [Howley Grange Renaissance at home](#) and logging on as usual using your username and password. To check that the book you are reading has a quiz, you can check it using on [Accelerated Reader Bookfinder](#). It's okay to read books which haven't got a quiz - just keep a record of what you have read. There are lots of online books at <https://readon.myon.co.uk/> if you have run out at home - and these all have quizzes too!

As always, remember to take time to relax, exercise and be kind to yourselves and each other.

Take care and keep smiling,

Mrs Graham and Mrs North

English Activity 1 - Reading comprehension



When food rationing began in Britain in January 1940, butter, bacon and sugar were the first to be restricted. Other items were added to the rationing list during the war until 1954 when restrictions ended.

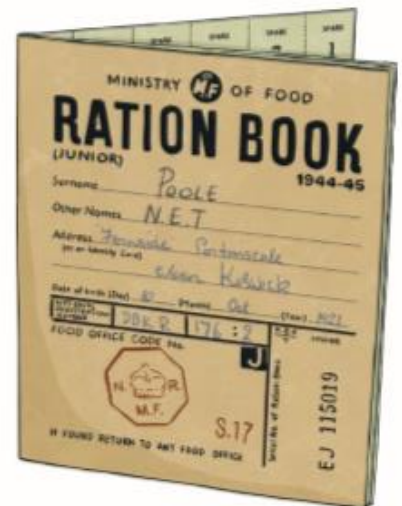
Ration Books

Rationing books were used to make sure everyone got their fair share.

Everyone was split into three groups with different allowances given to:

- Adults
- Children between the ages of five and sixteen were given more eggs and milk but less meat
- Children under five were given extra eggs and milk and a first pick of fruit.

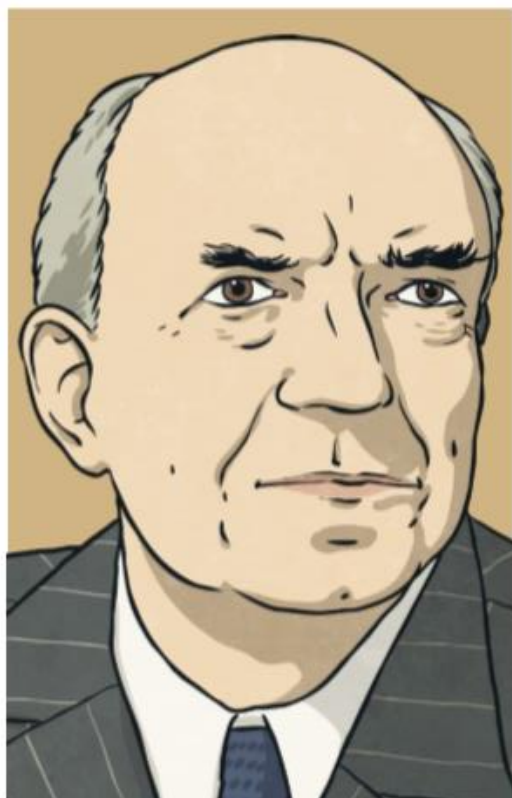
As there were no big supermarkets, people had to travel to different shops to buy different items e.g. bakers for bread, greengrocers for vegetables. The shop keeper would stamp or remove coupons in ration books which showed that they had had their 'ration' of that item.



The Ministry of Food

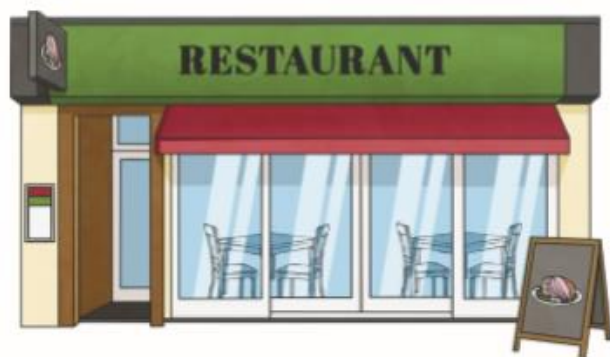
During the war, a Ministry of Food was appointed by the government who would help to control and regulate the food supplies available. Between April 1940 and November 1943, the Ministry of Food was Fredrick Marquis, the Lord Woolton.

Lord Woolton was responsible for the rationing system and he encouraged people to make the most of what they had. He worked alongside the Ministry of Agriculture who established the 'Dig for Victory' propaganda campaign which encouraged people to grow their own food. This was a very successful campaign.



Lord Woolton also worked hard to encourage people to be creative and try new things including whale meat.

The head chef at the Savoy Hotel in London tried to encourage people to use home – grown vegetables and developed a meat – less pie. This was known as the Woolton Pie and Lord Woolton himself even helped to advertise it.



Eating Out

Restaurants were not rationed at the beginning of the war and so some people who could afford it would eat out and save their ration coupons.

However, some people complained that it was unfair that people who could afford to eat out were also able to eat better. So the government made restaurants restrict their prices to no more than five shillings meaning eating out was more accessible to everyone.

People who worked were usually able to eat a good meal fairly cheaply during their working day and Lord Woolton ensured that children attending school got a free lunch each day and extra milk.

Other Rationing

It wasn't only food that was rationed during the war. Petrol, soap, clothes and timber were also in limited supply. Clothing ration books were issued and people were encouraged to 'make do and mend'.



Rationing questions

1. When did food rationing begin and why?
2. How did ration books vary?
3. Why do you think children would have got more eggs and milk?
4. Who was the Minister of Food needed and what did they do?
5. What do you think was likely to be in a Woolton Pie?
6. How were people encouraged to help during food shortages?
7. Do you think people had a healthy diet during the war? Why/why not?
8. Why do you think clothing might have been rationed during the war?
9. Explain what you think might be meant by the term 'make do and mend'?



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Maths Activity 1a - ten in ten 😊

- 1) $257 \times 7 =$
- 2) $8/12 - 4/12 =$
- 3) $6/9 \times 5/6 =$
- 4) $0.56 \times 7 =$
- 5) $\quad - 456 = 386$
- 6) $7 \times 9 \times 10 =$
- 7) $4.25\text{kg} = \quad \text{g}$
- 8) $12.6\text{L} = \quad \text{ml}$
- 9) $1/8$ divided by 6 =
- 10) $67.92 + 2.046 =$

You know the rule!

Ten minutes to answer ten questions 😊

Maths Activity 1b - Capacity and Mass

We have included Learning Reminders that will help you with answering today's questions.

Don't forget that you can also use your Maths revision book to help you.

Learning Reminder

Convert between grams and kilograms.

? How else can we write one kilogram?

Remember that 'kilo' means 1000 (as in kilometre = 1000m).

1kg

1000g

0

Write these in order, lightest to heaviest. If the amount written is in grams write the same amount in kilograms and vice versa if the amount is in kilograms.

$\frac{1}{2}$ kg

250g

0.7kg

785g

100g

0.458kg

0.2kg

300g

0.9 kg

500g

0.4kg

0.678kg

Convert between millilitres and litres.

Just as weights can be written two ways, so can other measures.

How else can we write two litres?

2000ml

2 litres

0

Write these in order, least to greatest. If the amount written is in millilitres write the same amount in litres and vice versa if the amount is in litres.

1000ml

0.5 l

1500ml

1.9 l

1100ml

1.6 l

1.25 l

1700ml

1.425 l

1300ml

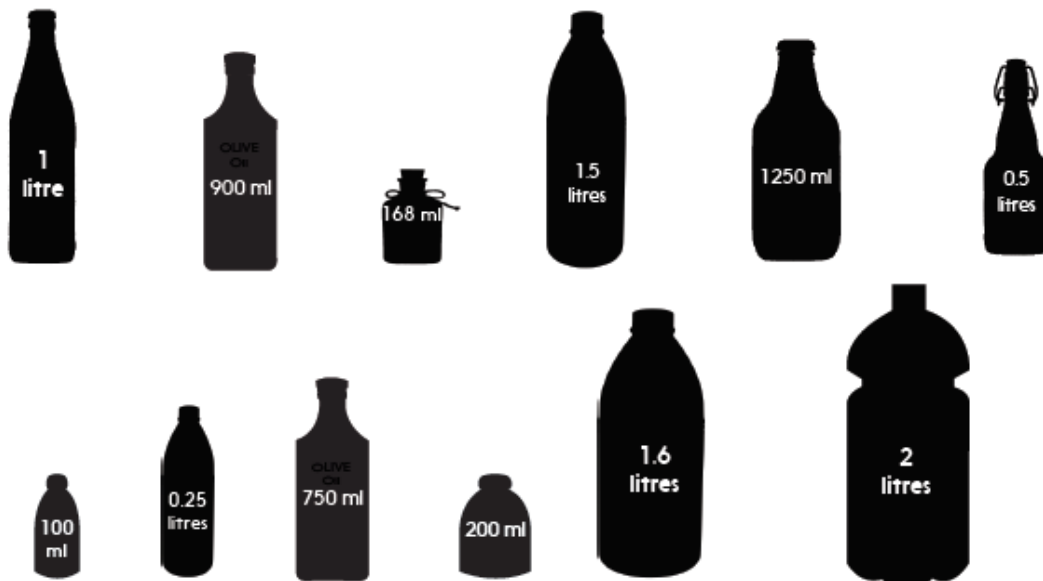
1875ml

Maths Activity 1b ** and ***

Practice Sheet Mild

Converting between millilitres and litres

Convert the capacities written in litres to millilitres, and vice versa.



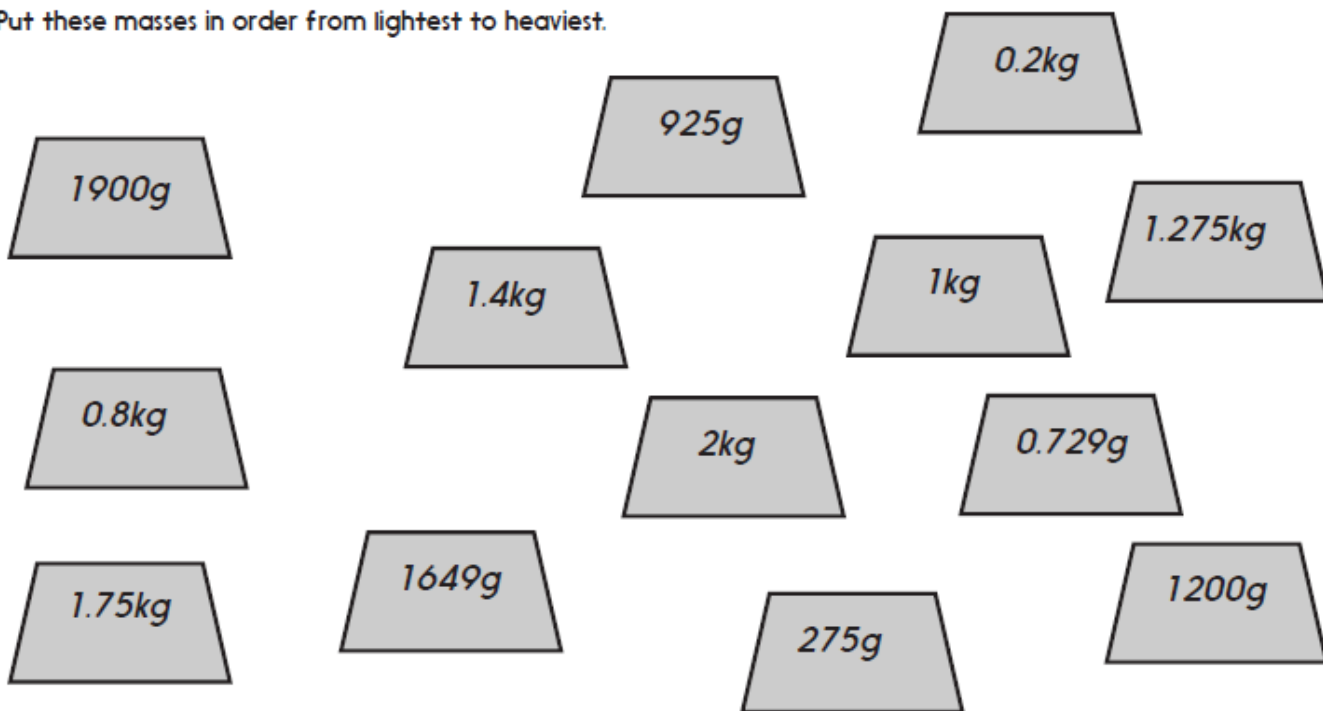
Challenge

Write all the capacities in order, from least to greatest.

Practice Sheet Hot

Ordering mass

Put these masses in order from lightest to heaviest.



Maths Activity 1c - Challenge

Check your understanding *Questions*

True or false?

- 10 lots of 100 grams are 10 kilograms
- One tenth of a litre is 10ml
- $1.6\text{kg} > 1489\text{g}$
- $1500\text{ml} < 1.275\text{ litres}$
- $\frac{1}{4}\text{kg} = 250\text{g}$
- $\frac{3}{4}\text{ litres} = 75\text{ml}$

Write a mass in grams which is between 2.5kg and 2.6kg.

Write a capacity in litres which is between 3000ml and 3100ml.

Science - Adaptation

What Does Adapted Mean?

'Adapted' means to adjust to new conditions – like a new home or school.

'Adapted' is when you turn a book into a TV programme or a film!!



'Adapted' means making something suitable for a new purpose - like cutting off the legs of jeans to make them into shorts.

What do you think? Discuss with your talk partner.

Correct Answer: All three of them! But none of these is the scientific meaning.

Adaptation Scientific Definition

When you see a fish swimming in its **habitat**, it is noticeable that it is suited to it.

Can you think of two ways that fish are suited to living in the water?

Examples: It has gills to breathe in oxygen in the water.

It has fins that allow it to move through water easily.

It has a special bladder called a swim bladder which allows it to remain buoyant.

Adaptation Scientific Definition

So it's easy to think that the fish has adapted (changed) - to suit its habitat or environment. But this is incorrect! No living thing changes deliberately to adapt to an environment.

Think about it - if you wanted to change and live in the sea would you be able to choose to grow fins? If you were in the water long enough would you start to develop gills? The answer for both is no!

Even though it may seem hard to believe, this fish has developed all of these features accidentally, not intentionally or deliberately.

The adaptations, each of which have occurred over time (which is called evolution) make it easier for the fish to live in water and survive.

We only see the fish as it is now and not the other fish who started off similar to it but whose adaptations made it harder, rather than easier, to live in the water. These fish have become extinct as a result.

The successful adaptations allowed the fish to survive in the water better. Hence the fact that this fish is still alive now. Adaptation is not a part of a living thing, it is a process. The parts, such as gills, are called the 'adaptive traits'.

Environment and Habitats

Sometimes the words 'environment' and 'habitat' are used as though they have the same meaning. However, there are important differences:

A habitat refers to a specific area or place in which animals and plants can live.

An environment contains many habitats and includes areas where there are both living and non-living things.

So a bird may live in the woods, its habitat, but its environment could include a stream and a mountain, which are habitats in their own right.

What different types of habitats are there?

adaptation	An adaptation is a trait (or characteristic) changing to increase a living thing's chances of surviving and reproducing.
habitat	Refers to a specific area or place in which particular animals and plants can live.
environment	An environment contains many habitats and includes areas where there are both living and non-living things.

Adaptive Traits

Characteristics that are influenced by the **environment** the living things live in. These **adaptations** can develop as a result of many things, such as food and climate.



Habitats









A good **habitat** should provide shelter, water, enough space and plenty of food.



Environments

There are many types of **environment** around the world. Polar regions, deserts, rainforests, oceans, rivers, and grasslands are all **environments**.



Living Things		Habitat		Adaptive Traits
polar bear		arctic		Its white fur enables it to camouflage in the snow.
camel		desert		It has wide feet to make it easier to walk in the sand.
cactus		desert		It stores water in its stem.
toucan		rainforest		Its narrow tongue allows it to eat small fruit and insects.

Adaptive Traits







Adaptive Traits

Adaptive traits enable a living thing to survive better in its habitat or environment.

As it lives longer, it means that it has a greater chance of reproducing and so the adaptive trait gets passed on.

Your task is to identify adaptive traits in living things.

Living Things	Habitat	Adaptive Traits

 Polar Bear	 Desert	It has spines to protect itself. It has down to enable it to drink water if necessary.
 Toucan	 Forest	It has a cap on the top of its head so that it can't get too hot to drink the water to breathe. It has a strong heart rate when doing.
 Ain Tree	 Rainforest	It has some leaves that make it easier to get to certain branches. Its prongs have needles and some have a sticky substance.
 Cactus	 Ocean	It has broad leaves, which makes it to catch more sunlight. They can develop secondary roots if there isn't a good one and there is too much oxygen in the water.

Science Activity 1



Adaptive Traits

Complete the table by matching the living thing with its habitat, then identify one or two of its adaptive traits.

Living Things	Habitat	Adaptive Traits

Science Activity 1 continued



Living Things	Habitat	Adaptive Traits

Science Activity 1 continued



Camel



Coral Reef

Its white fur enables it to camouflage in the snow.

Its nostrils can close up so that water does not enter when it is swimming.



Dolphin



Desert

It has wide feet to make it easier to walk in sand.

It can last a week without drinking water.



Coral



Arctic

It stores water in its stem.

It has spines instead of leaves, which reduces the amount of water that evaporates.



Hedgehog



Woods

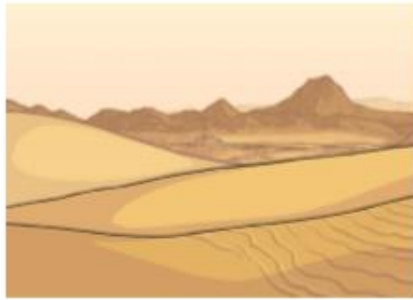
Its narrow tongue allows it to eat small fruit and insects.

It has strong sharp claws (two at the front and two at the back) which allow it to grip branches firmly.

Science Activity 1 continued



Polar Bear



Desert

It has spines to protect itself.

It has claws to enable it to climb trees if necessary.



Toucan



Forest

Its nostrils are on the top of its head so that it only has to break the water to breathe.

It has a slower heart rate when diving.



Ash Tree



Rainforest

It contains toxins that makes it unappetizing to certain predators.

Its polyps have tentacles and some have stinging abilities.



Cactus



Ocean

It has broad leaves, which enables it to catch more sunlight.

They can develop secondary roots if there has been a flood and there is too much oxygen in the water.

ANSWERS English Activity 1 - Reading comprehension

1. When did food rationing begin and why?

Food rationing began in 1940. Over two-thirds of British food was imported before the war and Nazi bombers targeted supply ships to try and 'starve out' the enemy. Britain had to conserve and produce as much of the own food as possible and manage on limited supplies.

2. How did ration books vary?

Children between the age of five and sixteen had more eggs and milk coupons but less meat coupons than adults and children under five got more eggs, milk and fruit than adults.

3. Why do you think children would have got more eggs and milk?

Children may have got more eggs and milk because they are a good source of protein and dairy which are important as a child is still growing.

4. Who was the Minister of Food needed and what did they do?

The Minister of Food was Fredrick Marquis, the Lord Woolton. He was responsible for organising the rationing system and encouraging people to make the most of what food they had.

5. What do you think was likely to be in a Woolton Pie?

Woolton Pie contained a mixture of home-grown vegetables. It almost always contained carrots and potatoes. Other vegetables might include cauliflower, onion, swede, or whatever was available at the time.

6. How were people encouraged to help during food shortages?

People were encouraged to help with the food shortage by growing their own fruit and vegetables. Some people also reared chickens and pigs in their gardens too. They were also encouraged to be creative and frugal with the supplies they had in order to make rations go further.

7. Do you think people had a healthy diet during the war? Why / why not?

People would have had a healthy diet during the war because they wouldn't have been able to have big portions. Their diet would have included lots of fresh fruit and vegetables.

8. Why do you think clothing might have been rationed during the war?

Clothing might have been rationed during the war because the materials needed to make new clothes were in limited supply and providing new clothes for the military would have been a higher priority.

9. Explain what you think might be meant by the term 'make do and mend'.

The term 'make do and mend' was used to encourage people to repair rather than throw away damaged or perishing clothes. It also encouraged people to wear clothes as long as they could; to pass down clothes to younger siblings and to adapt clothes for different purposes, e.g. turn an old dress into a blouse or scarf.

ANSWERS Maths Activity 1a - ten in ten 😊

1) 1799

2) $4/12$

3) $30/54$

4) 3.92

5) 842

6) 630

7) 4250g

8) 12600ml

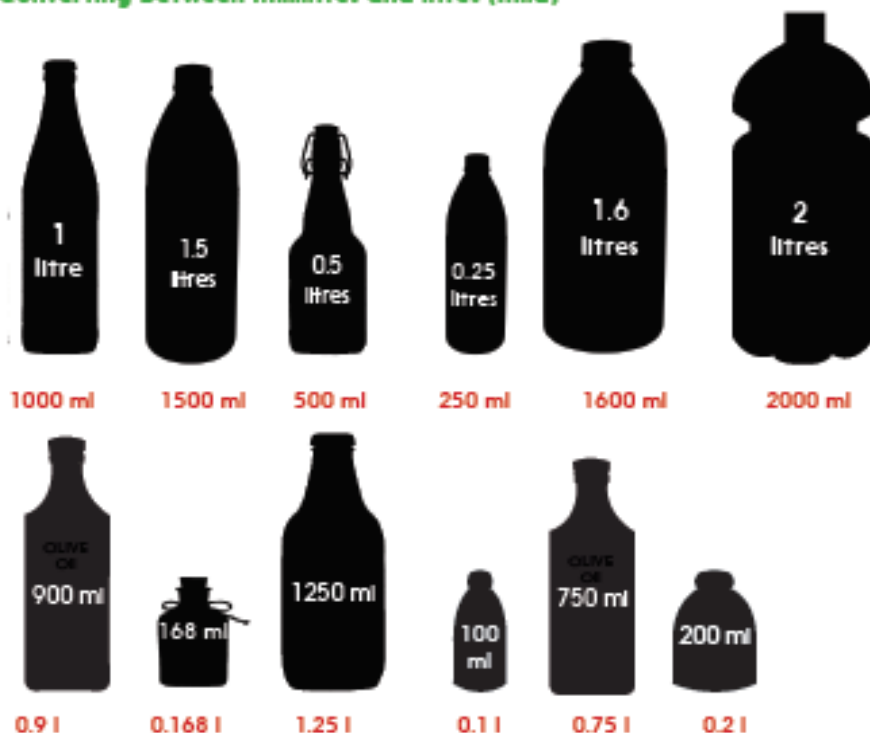
9) $1/48$

10) 69.996

ANSWERS Maths Activity 1b ** and ***

Practice Sheets Answers

Converting between millilitres and litres: (mild)



Challenge

Capacities in order:









100 ml 168 ml 200 ml 250 ml 500 ml 750 ml
900 ml 1000 ml 1250 ml 1500 ml 1600 ml 2000 ml

Ordering mass: (hot)

Lightest to heaviest:









0.2kg
275g
0.729kg
0.8kg
925g
1kg
1200g
1.275kg
1.4kg
1649g
1.75kg
1900g
2kg

Science Answers

Living Things	Habitat	Adaptive Traits
 <p data-bbox="254 768 384 799">Polar Bear</p>	 <p data-bbox="679 768 751 799">Arctic</p>	<p data-bbox="953 530 1276 602">Its white fur enables it to camouflage in the snow.</p> <p data-bbox="953 679 1282 783">Its nostrils can close up so that water does not enter when it is swimming.</p>
 <p data-bbox="279 1100 351 1131">Camel</p>	 <p data-bbox="679 1100 751 1131">Desert</p>	<p data-bbox="953 861 1282 934">It has wide feet to make it easier to walk in sand.</p> <p data-bbox="953 1031 1282 1104">It can last a week without drinking water.</p>
 <p data-bbox="279 1431 351 1462">Cactus</p>	 <p data-bbox="679 1431 751 1462">Desert</p>	<p data-bbox="953 1214 1282 1245">It stores water in its stem.</p> <p data-bbox="925 1342 1310 1446">It has spines instead of leaves, which reduces the amount of water that evaporates.</p>
 <p data-bbox="279 1763 351 1794">Toucan</p>	 <p data-bbox="658 1763 765 1794">Rainforest</p>	<p data-bbox="925 1529 1310 1601">Its narrow tongue allows it to eat small fruit and insects.</p> <p data-bbox="925 1663 1310 1798">It has strong sharp claws (two at the front and two at the back) which allow it to grip branches firmly.</p>

Science Answers continued



Living Things	Habitat	Adaptive Traits
 Hedgehog	 Woods	It has spines to protect itself.
		It has claws to enable it to climb trees if necessary.
 Dolphin	 Ocean	Its nostrils are on the top of its head so that it only has to break the water to breathe.
		It has a slower heart rate when diving.
 Coral	 Coral Reef	It contains toxins that makes it unappetizing to certain predators.
		Its polyps have tentacles and some have stinging abilities.
 Ash Tree	 Forest	It has broad leaves, which enables it to catch more sunlight.
		They can develop secondary roots if there has been a flood and there is too much oxygen in the water.