Wednesday 29th April

Dear Year 6

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

Here are the suggested activities for this week for you to follow and complete.

Please also remember to take time to relax, exercise and be kind to yourselves.

Take care and keep smiling,

Mrs Graham and Mrs North

Reading

As always, you should be aiming to read for **at least 20 minutes everyday**. Find some time today to sit quietly and read.

Remember you can now 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.

Keep reading and exploring new worlds and adventures!

English Activity 3a – semi-colons

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.

   _____

2. Sam was desperately tired and he wanted to go home to bed.

   _____

3. It was pouring outside so I needed to bring my umbrella to school today.

   _____

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

   _____

5. My team are at the top of the league so I expect we will win our match today.

   _____

English Activity 3a

Write a second related clause after the semi-colon in the sentences below:

6. It was getting very late; _____

   _____

7. Holly looked outside and saw that it was snowing; _____

   _____

8. Larkin did not like getting up in the mornings; _____

   _____

9. Yan loved dark chocolate; _____

   _____

10. The birds were singing sweetly; _____

    _____

English Activity 3b – semi-colons

Read this extract from *The Snow-Walker's Son* by Catherine Fisher. You can listen to the extract here: https://soundcloud.com/talkforwriting/doors

The door was the last one in the corridor.

As the flames flickered over it, they showed it was barred; a hefty iron chain hung across it, and the mud floor beneath was red with rust that had flaked off in the long years of locking and unlocking.

The keeper hung his lantern on a nail, took the key from a dirty string around his neck, and fitted it into the keyhole. Then he looked behind him.

'Get on with it!' the big man growled. 'Let me see what she keeps in there!'

The keeper grinned; he knew fear when he heard it. With both hands he turned the key, then tugged out the red chain in a shower of rust and pushed the door. It opened, just a fraction. Darkness and a damp smell oozed through the black slit.

He stepped well back, handed the stranger the lantern, and jerked his head. He had no tongue to speak with; she'd made sure he kept her secrets.

The stranger hesitated; a draught moved his hair and he gazed back up the stone passageway as if he longed suddenly for warmth and light. And from what I've heard, the keeper thought, you won't be seeing much of those ever again.

Then the man held up the lantern and pushed the door. The keeper watched his face intently in the red glow, and his great hand, as it clutched a luck-stone that swung at his neck. The man went in, slowly. The door closed.

English Activity 3b

A semicolon can be used between independent clauses that are closely related in theme. In the following sentences, Catherine Fisher chooses to use semicolons in both of these sentences rather than using a joining word (conjunction) like *because*.

- The keeper grinned; he knew fear when he heard it.

- He had no tongue to speak with; she'd made sure he kept her secrets.

★ In your opinion, why has she made this choice and what impact does it have on you as the reader?

★ Can you write two or three sentences of your own that illustrate the power of the semicolon over the use of a conjunction?

Maths Activity 3a – ten in ten ☺

1) 206 + _____ = 596
2) 180 minutes = _____ hours
3) 0.1 of 490 =
4) 3/9 of 540 =
5) _____ = 8793 - 5476
6) 11 - 6.36 =
7) 357.65 x 100 =
8) 4.25kg = _____ g
9) 50% of 430 =
10) 0.25 x 240 =

You know the rule!

Ten minutes to answer ten questions ☺

Maths Activity 3b - Multiplying and Dividing Fractions

We have included Learning Reminders that will help you with answering today's questions.
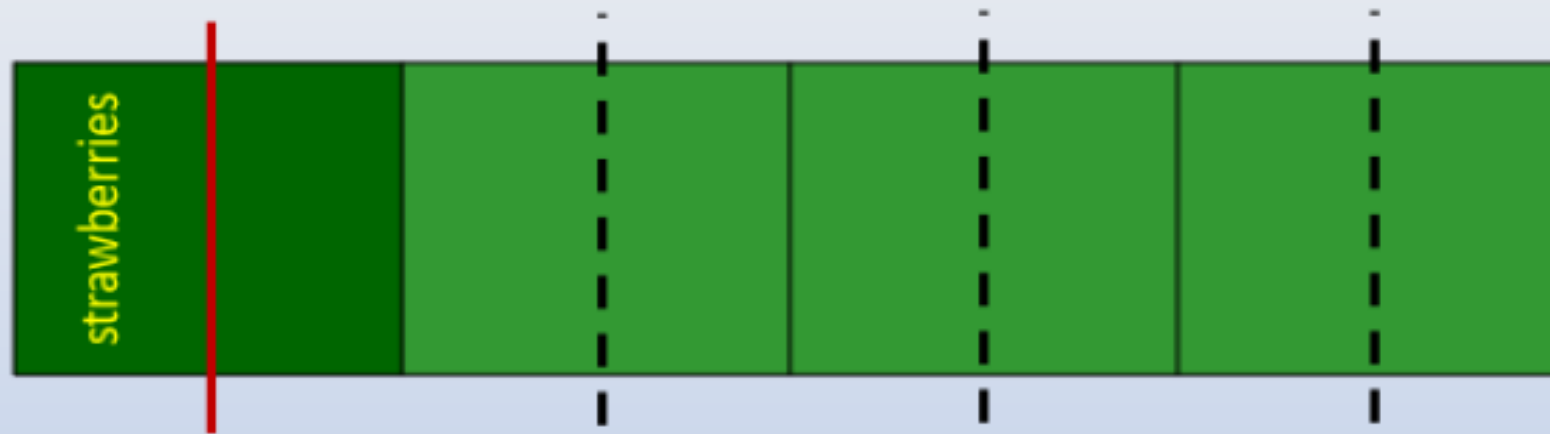
Don't forget that you can also use your Maths revision book to help you.

Multiply pairs of fractions.

A school are growing their own fruit and vegetables.
$^1/_4$ of the plot is for fruit and $^3/_4$ of the plot is for vegetables.

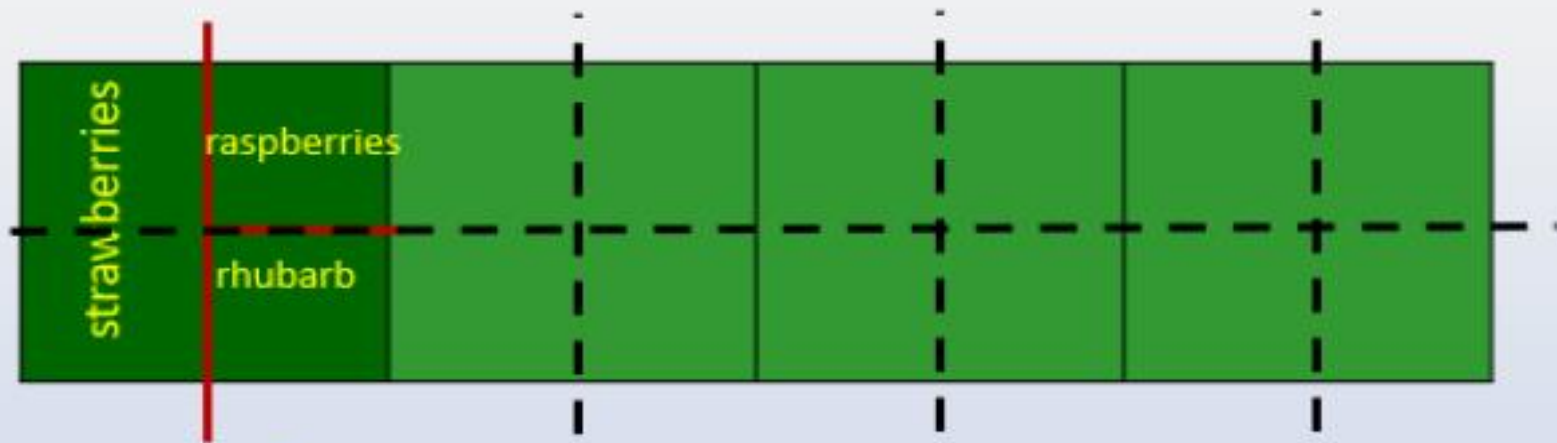If $^1/_2$ of the fruit area is for growing strawberries, what fraction of the whole plot is that?

$^1/_2 \times {}^1/_4 = {}^1/_8$ strawberries

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Multiply pairs of fractions.

A school are growing their own fruit and vegetables.
$1/4$ of the plot is for fruit and $3/4$ of the plot is for vegetables.

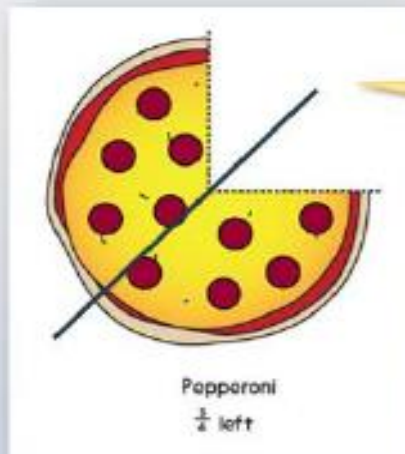**?** $1/4$ of the fruit area is for raspberries, the other $1/4$ is for rhubarb. What fraction of the whole plot are each of these?

We can calculate a quarter of a quarter by finding

$$1/4 \times 1/4 = 1/16$$

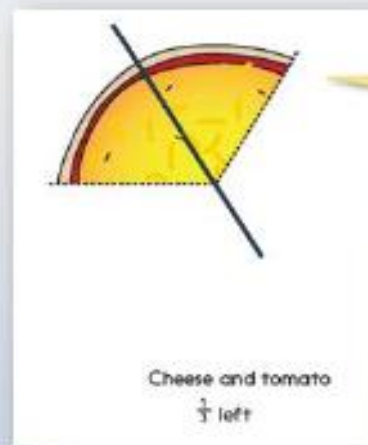@Hamilton Trust

Divide fractions by whole numbers.

Two children are going to share what's left of the pepperoni pizza.

? ■They each have half of what's left, but what fraction of the whole pizza do they have each?

Pepperoni
¼ left

Dividing $^3/_4$ between 2 is the same as finding $^1/_2$ of $^3/_4$ ($^1/_2$ × $^3/_4$) so, $^3/_4$ ÷ 2 = $^1/_2$ × $^3/_4$.

$$^3/_4 ÷ 2 = ^3/_8$$

Divide fractions by whole numbers.

Two children are going to share what's left of the cheese and tomato pizza.

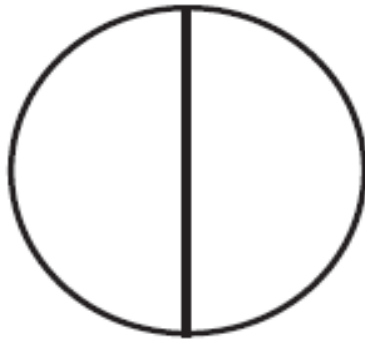**?** ■They each have half of what's left, but what fraction of the whole pizza do they have each?

Cheese and tomato
⅓ left

$$^2/_3 ÷ 2 = ^1/_3$$

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Maths Activity 3b - Multiplying and Dividing Fractions

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Find fractions of fractions

Calculate the fractions of these fractions for each circle. What do you notice about the denominators of your answers?

$\frac{1}{2}$ of $\frac{1}{2}$ is
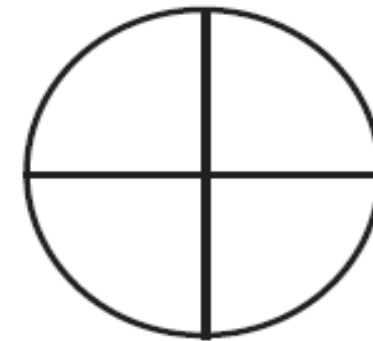
$\frac{1}{3}$ of $\frac{1}{2}$ is

$\frac{1}{4}$ of $\frac{1}{2}$ is

$\frac{1}{2}$ of $\frac{1}{3}$ is

$\frac{1}{3}$ of $\frac{1}{3}$ is

$\frac{1}{4}$ of $\frac{1}{3}$ is

$\frac{1}{2}$ of $\frac{1}{4}$ is

$\frac{1}{3}$ of $\frac{1}{4}$ is

$\frac{1}{4}$ of $\frac{1}{4}$ is

Now try these:

$\frac{1}{2} \times \frac{1}{5}$

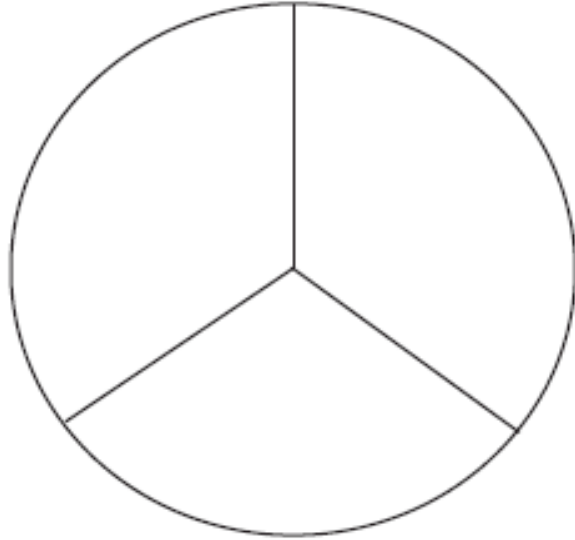$\frac{1}{2} \times \frac{1}{6}$

$\frac{1}{2} \times \frac{1}{10}$

$\frac{1}{3} \times \frac{1}{5}$

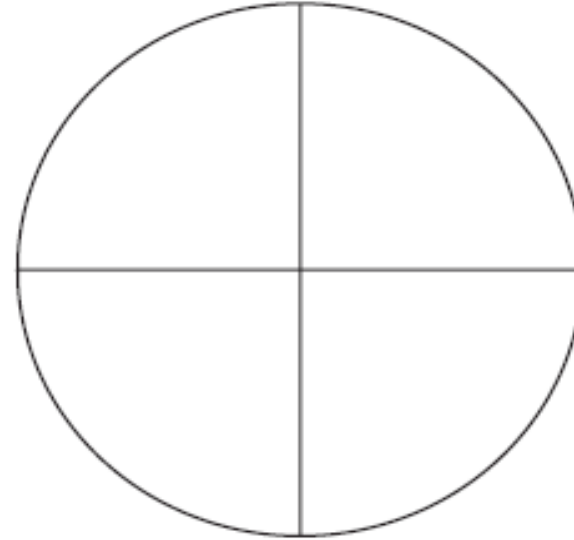@Hamilton Trust $\frac{1}{3} \times \frac{1}{6}$

**

Dividing fractions

$\frac{1}{3} \div 2 =$

$\frac{1}{3} \div 3 =$

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

$\frac{2}{3} \div 4 =$
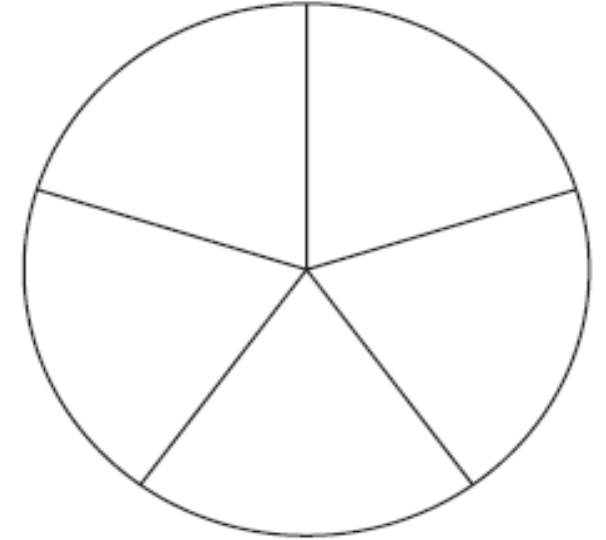
$\frac{1}{4} \div 2 =$

$\frac{1}{4} \div 3 =$

$\frac{3}{4} \div 3 =$

$\frac{3}{4} \div 2 =$

$\frac{1}{5} \div 2 =$

$\frac{2}{5} \div 2 =$

$\frac{2}{5} \div 4 =$

$\frac{4}{5} \div 2 =$

Maths Activity 3b - Multiplying and Dividing Fractions

***

Multiplying fractions

$\frac{1}{2} \times \frac{1}{3}$

$\frac{1}{2} \times \frac{2}{3}$

$\frac{1}{4} \times \frac{2}{3}$

$\frac{2}{3} \times \frac{2}{3}$

$\frac{1}{2} \times \frac{1}{5}$

$\frac{1}{3} \times \frac{1}{5}$

$\frac{2}{3} \times \frac{1}{5}$

$\frac{1}{5} \times \frac{3}{5}$

Now try these:

$\frac{1}{3} \times \frac{3}{4}$ $\frac{2}{5} \times \frac{1}{4}$

$\frac{2}{3} \times \frac{3}{4}$ $\frac{5}{6} \times \frac{2}{3}$
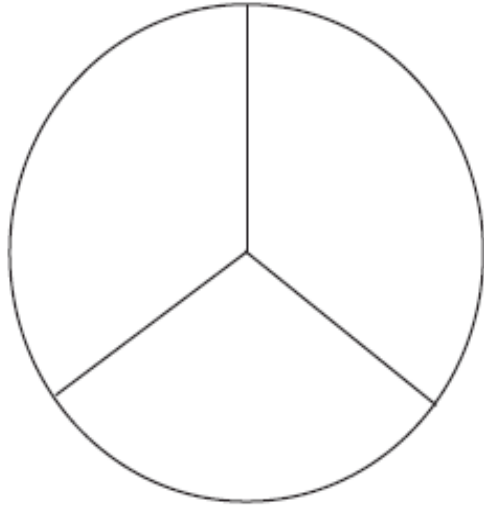
$\frac{1}{5} \times \frac{1}{4}$ $\frac{3}{5} \times \frac{3}{4}$

Challenge

Write your own multiplications with an answer of $\frac{6}{15}$.

Maths Activity 3b - Multiplying and Dividing Fractions

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Dividing fractions
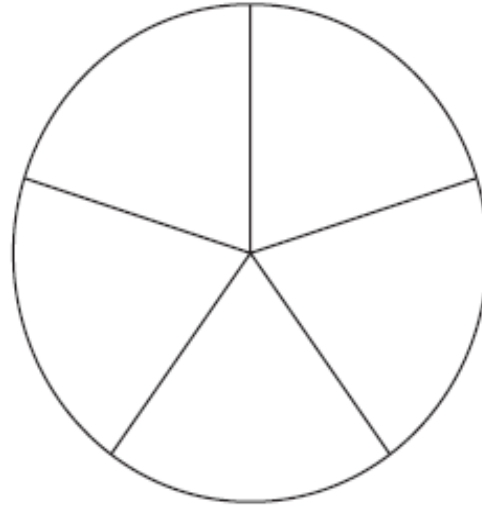

$\frac{1}{3} \div 2 =$

$\frac{1}{3} \div 3 =$

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

$\frac{2}{3} \div 4 =$

$\frac{1}{5} \div 3 =$

$\frac{2}{5} \div 2 =$

$\frac{2}{5} \div 4 =$

$\frac{3}{5} \div 2 =$

$\frac{4}{5} \div 2 =$
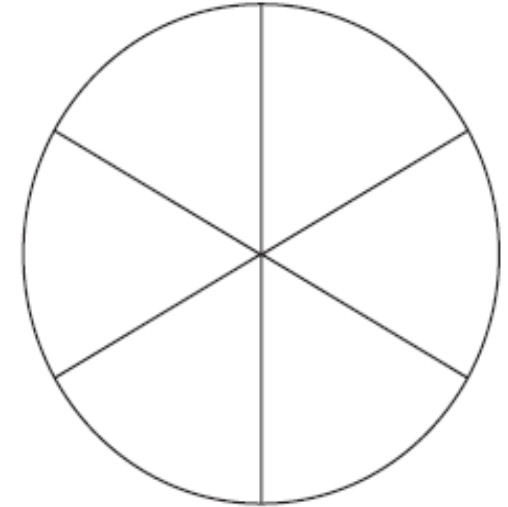
$\frac{1}{6} \div 2 =$

$\frac{1}{6} \div 3 =$

$\frac{5}{6} \div 2 =$

Activity 3c -Challenge

Check your understanding

Questions

Find one quarter of...

(a)   ¹/₃
(b)   ²/₅
(c)   ³/₈

.

A large cake is divided into ten equal pieces.
One piece is split into thirds. What fraction is each smaller piece?
Another piece is split into quarters. What fraction is each of these smaller pieces?

We divide a quarter of a pie into five pieces.

What fraction is each piece?

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PSHE Activity

Sleep is very important for us all, especially at this unusual time in our lives.

We are continuing to think about your sleeping patterns and how you can improve them. We covered the first part of these activities in last week's home-learning pack.

Read through what you write down last week to remind you of your learning so far. You will need to refer to this in this week's activities.
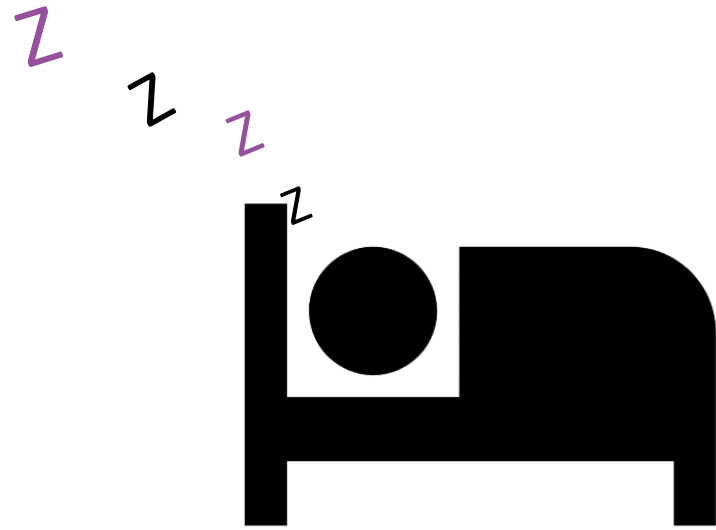
Taking care of myself:
getting a good night's sleep

We are continuing to learn about the importance of good sleep
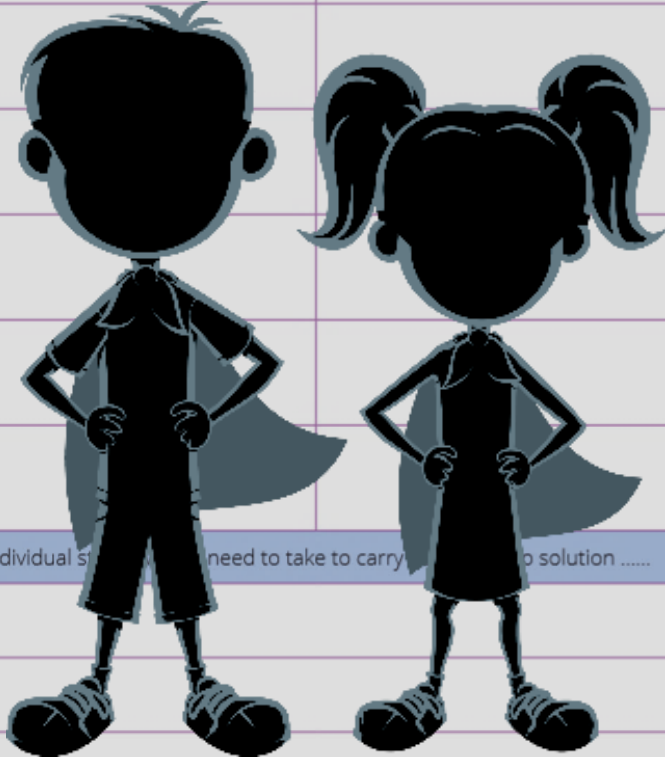
We will be able to:

- explain why sleep is important for a healthy lifestyle

- describe bedtime routines that help improve sleep

- identify how our sleep patterns and needs might change as we grow up

Activity 2 : Sleepbusters

Complete the sleep buster solutions grid on the next slide by coming up with some possible solutions to the problems people might have when trying to go to sleep.

Can you think of any additional problems and solutions? Add them to the table.

It is difficult to go to sleep when…	A solution to this might be….
Someone has been watching TV, or playing games online before bed	
Someone is nervous or worried about something, e.g. a test at school	
Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed	

Individual steps I would need to take to carry out the sleep solution ……

✎
✎
✎
✎

What instructions could you give somebody to help them carry out their solutions?

E.g. They could create a bedtime schedule to follow, so that they know when to turn off the TV etc.
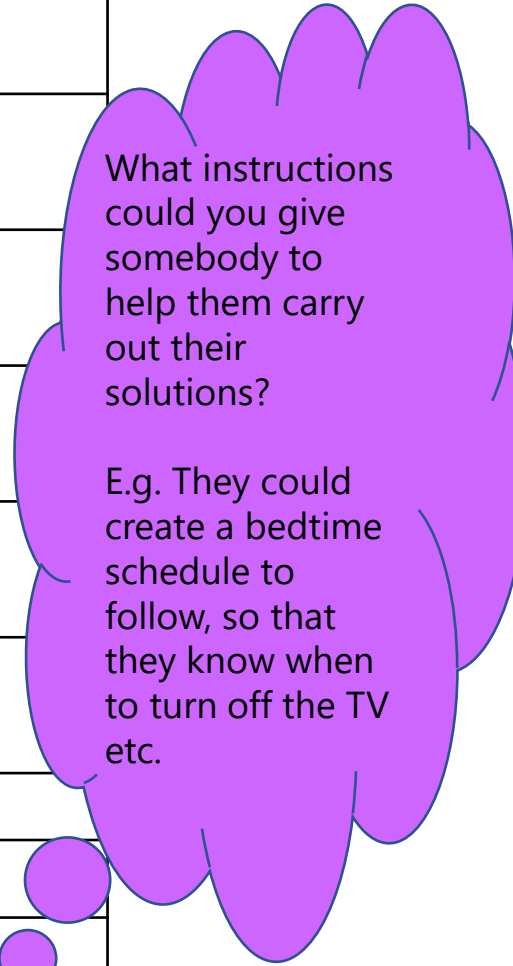
Sleep: Where are we now?

Go back to the first activity that we did last week 'What's our starting point?'

Use a different colour pen or pencil to change your draw and write...

Is there anything you would like to change about your pictures?

Is there anything you would like to add to your pictures?

Can you think of one thing that you could change about your bedtime routine to help you to get better sleep?

Remember…

Finding it hard to get to sleep or not wanting to get up in the morning are all typical experiences as part of growing up. Many adults can sometimes find it hard too. It can sometimes happen when people feel worried or feel stressed about something.

If you're worried about your sleep, you should always speak to your parent or a trusted adult so they can help you.

The **ChildLine website** also has advice about sleep for young people: www.childline.org.uk

Click here to discover Childline's 8 tips for better sleep!

Challenge activity

Give me 10

Create a poster of 10 top tips for a good night's sleep that you can share with your family and friends. Put it somewhere that everyone can see because a good night's sleep is important to everybody in your house.

10 TOP TIPS

Answers – 29/4/20

English Activity 3a – semi-colons

Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.
   I am starving; I can't wait until dinner.

2. Sam was desperately tired and he wanted to go home to bed.
   Sam was desperately tired; he wanted to go home to bed.

3. It was pouring outside so I needed to bring my umbrella to school today.
   It was pouring outside; I needed to bring my umbrella to school today.

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

   Fiona went to meet her friend at the airport; she hadn't seen her for ages.

5. My team are at the top of the league so I expect we will win our match today.

   My team are at the top of the league; I expect we will win our match today.

Write a second related clause after the semi-colon in the sentences below:
Accept pupil's responses where a related clause has been added after the semi-colon.

Maths Activity 3a – ten in ten ☺

1) 390
2) 3 hours
3) 49
4) 180
5) 3317
6) 4.64
7) 35765
8) 4250g
9) 215
10) 60

Activity 3b ** and ***

Practice Sheets Answers

Find fractions of fractions (mild)

$\frac{1}{2}$ of $\frac{1}{2}$ is $\frac{1}{4}$ $\frac{1}{2}$ of $\frac{1}{3}$ is $\frac{1}{6}$ $\frac{1}{2}$ of $\frac{1}{4}$ is $\frac{1}{8}$

$\frac{1}{3}$ of $\frac{1}{2}$ is $\frac{1}{6}$ $\frac{1}{3}$ of $\frac{1}{3}$ is $\frac{1}{9}$ $\frac{1}{3}$ of $\frac{1}{4}$ is $\frac{1}{12}$

$\frac{1}{4}$ of $\frac{1}{2}$ is $\frac{1}{8}$ $\frac{1}{4}$ of $\frac{1}{3}$ is $\frac{1}{12}$ $\frac{1}{4}$ of $\frac{1}{4}$ is $\frac{1}{16}$

$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$

$\frac{1}{2} \times \frac{1}{6} = \frac{1}{12}$

$\frac{1}{2} \times \frac{1}{10} = \frac{1}{20}$

$\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$

$\frac{1}{3} \times \frac{1}{6} = \frac{1}{18}$

Dividing fractions (mild)

$\frac{1}{3} \div 2 = \frac{1}{6}$ $\frac{1}{4} \div 2 = \frac{1}{8}$ $\frac{1}{5} \div 2 = \frac{1}{10}$

$\frac{1}{3} \div 3 = \frac{1}{9}$ $\frac{1}{4} \div 3 = \frac{1}{12}$ $\frac{2}{5} \div 2 = \frac{2}{10} = \frac{1}{5}$

$\frac{2}{3} \div 2 = \frac{2}{6} = \frac{1}{3}$ $\frac{3}{4} \div 3 = \frac{3}{12} = \frac{1}{4}$ $\frac{2}{5} \div 4 = \frac{2}{20} = \frac{1}{10}$

$\frac{2}{3} \div 4 = \frac{2}{12} = \frac{1}{6}$ $\frac{3}{4} \div 2 = \frac{3}{8}$ $\frac{4}{5} \div 2 = \frac{4}{10} = \frac{2}{5}$

Multiplying fractions (hot)

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ $\frac{1}{2} \times \frac{2}{3} = \frac{2}{6} = \frac{1}{3}$ $\frac{1}{4} \times \frac{2}{3} = \frac{2}{12} = \frac{1}{6}$

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

$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$ $\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$ $\frac{2}{3} \times \frac{1}{5} = \frac{2}{15}$

$\frac{1}{5} \times \frac{3}{5} = \frac{3}{25}$

$\frac{1}{3} \times \frac{3}{4} = \frac{3}{12} = \frac{1}{4}$ $\frac{2}{3} \times \frac{3}{4} = \frac{6}{12} = \frac{1}{2}$ $\frac{1}{5} \times \frac{1}{4} = \frac{1}{20}$

$\frac{2}{5} \times \frac{1}{4} = \frac{2}{20} = \frac{1}{10}$ $\frac{5}{6} \times \frac{2}{3} = \frac{10}{18} = \frac{5}{9}$ $\frac{3}{5} \times \frac{3}{4} = \frac{9}{20}$

Challenge

Accept answers where two fractions have been multiplied to give $\frac{6}{15}$. e.g.

$\frac{2}{3} \times \frac{3}{5}$ or $\frac{1}{5} \times \frac{6}{3} = \frac{6}{15}$

Dividing fractions (hot)

$\frac{1}{3} \div 2 = \frac{1}{6}$ $\frac{1}{5} \div 3 = \frac{1}{15}$ $\frac{1}{6} \div 2 = \frac{1}{12}$

$\frac{1}{3} \div 3 = \frac{1}{9}$ $\frac{2}{5} \div 2 = \frac{2}{10} = \frac{1}{5}$ $\frac{1}{6} \div 3 = \frac{1}{18}$

$\frac{2}{3} \div 2 = \frac{2}{6} = \frac{1}{3}$ $\frac{2}{5} \div 4 = \frac{2}{20} = \frac{1}{10}$ $\frac{5}{6} \div 2 = \frac{5}{12}$

$\frac{2}{3} \div 4 = \frac{2}{12} = \frac{1}{6}$ $\frac{3}{5} \div 2 = \frac{3}{10}$

$\frac{4}{5} \div 2 = \frac{4}{10} = \frac{2}{5}$

Check your understanding
Answers

Find one quarter of...

(d) $1/3$ $1/12$
(e) $2/5$ $2/20$ or $1/10$
(f) $3/8$ $3/32$

.

A large cake is divided into ten equal pieces.
One piece is split into thirds. What fraction is each smaller piece? $1/30$
Another piece is split into quarters. What fraction is each of these smaller pieces? $1/40$

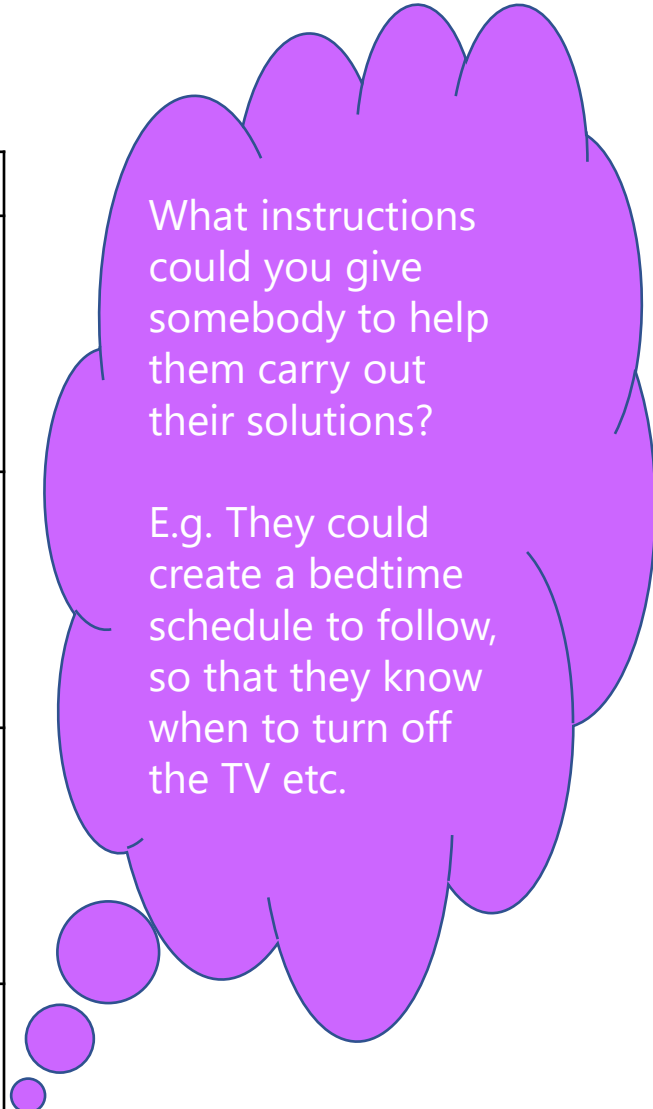We divide a quarter of a pie into five pieces.   What fraction is each piece?
$1/20$ Note in this and all of the previous questions that multiplying by a fraction results in a smaller fraction

Activity 2: Possible solutions

It is difficult to go to sleep when…	A solution to this might be….
Someone has been watching TV, or playing games online before bed	Turning off all electronic screens like the TV, computer, tablet, mobile phone at least an hour before bedtime.
Someone is nervous or worried about something, e.g. a test at school	Do something relaxing before bed, e.g. reading a book, cuddling a pet, listening to a story
Someone drinks a sugary drink, such as orange juice or hot chocolate, before bed	Avoid drinking anything sugary and with caffeine in it before bed

Individual steps I would need to take to carry out the sleep solution ……
✏
✏
✏

What instructions could you give somebody to help them carry out their solutions?

E.g. They could create a bedtime schedule to follow, so that they know when to turn off the TV etc.