Class: Stingray
Group: Year 6
Week beginning: 01/06/20

Live, love and learn in a caring Catholic community.

Welcome to home learning.

Dear Parents/ Carers

Now that we have had confirmation of school closure by the Government, I would like to provide you with information regarding distance learning. However, we appreciate that children completing work is dependent on children being well enough to do so.

This information can be found on the school website – please follow the tab on the front screen labelled 'Coronavirus'. When working at home, our expectation for learning will be set for the week, by the class teacher, every Monday morning by 9:30am. This will be emailed via Class Dojo and will also be posted on the school website, on the Coronavirus tab under Home Learning. The class teacher will outline the learning for the coming week and will break down the learning into the days of the week. We will modify and improve Home Learning as the weeks go by. We have also included a possible timetable to show how you may like to structure your day around home learning. We recognise this may not work for everyone but is a starting point.

Whilst communication with your child's class teacher is important during these unprecedented times, we do ask that parents remember that teacher's will be working in school with children of the Key Workers, who are critical in the effective delivery of the government's response to COVID-19. Teachers will be communicating with many families and therefore all communications should be essential and succinct. Teaching staff will aim to respond to all communications within two working days and during working hours.

We continue to take this situation very seriously and I am very proud of the team who, with their own worries and questions, continue to provide a calm and safe space for our Key Workers' children whilst providing home learning for those unable to come to school. May we keep in our prayers our families and staff members who are self-isolating or unwell at the present time. Thank you for your continued support and understanding.

God bless,

Kelly Dunne

Establishing a routine.

We recognise that quality learning can occur at a distance without solely relying on computers. Our aim is for all children to read, communicate and engage in a range of learning experiences while continuing to be physically active; the range of learning opportunities provided by your child's class teacher reflects this. Below is a possible routine that you may wish to adopt/ adapt with your children.

Time	Event	Possible Activity
Before 9am	Wake up	Eat breakfast, make your bed, get dressed
9 am – 9.30 am	Morning Exercise	Joe Wicks Daily PE lesson online (YouTube The Body Coach TV) or try and get some fresh air/ garden time.
9.30 – 10.30 am	Academic Time	Work through the day's learning activities set by your class teacher
10.30 – 11.30 am	Creative time	Complete a creative activity, this could be linked to your topic. You could draw, paint or bake!
11.30 – 12.00	Quiet time	Reading
12 – 1 pm	Lunch time	Remember to offer to help prepare lunch and lay the table.
1 – 1.30 pm	Chore time	Help to wipe down tables and surfaces, clear away items no longer needed and offer to help with chores around the house.
1.30– 2.30pm	Academic Time	Work through the days learning activities set by your class teacher
2 .30 - 3 pm	Quiet time	Read/ puzzles/ colouring
3 – 4 pm	Family Time	Spend time doing something as a family.
4 – 5 pm	Afternoon exercise	What can you do to get moving? Perhaps have a dance with gonoodle.com
5– 6pm	Dinner time	Remember to offer to help to prepare dinner and lay the table. Talk about your day: What did you enjoy? What have you learnt?

Stingray Class
Top Daily Learning Tips!

- **Read your book every day.**
- **Times Table Rock Stars or the Transum website.**
- **Try to learn 3 spellings a day.**
- **Keep in touch with google classroom if you can (don't worry if you can't)**

Play board games or games with dice.
Watch CBBC News round.
Remember to keep practicing telling the time throughout the day.

MONDAY

Live, love and learn in a caring Catholic community.

Maths - Monday 1ˢᵗ *June*

Daily Practice – 44

1) $570.89 + 184.57 =$

2) $19,816 - 5,486 =$

3) $91 \times 56 =$

4) $66,790 \div 5 =$

5) $1\frac{2}{7} + \frac{1}{3} =$

6) $20\% \text{ of } 120 =$

7) $4\frac{1}{5}$ as an improper fraction:

8) $\frac{3}{5} \div 5 =$

Live, love and learn in a caring Catholic community.

St. Joseph's Catholic Primary School

Maths - Monday 1ˢᵗ June

This week we are going to follow the White Rose Daily Maths Challenge for each year group.

I have added a direct link on the bottom of the worksheets for you to link to the help video for the maths each day.

White Rose Maths is the planning we follow in school, you should be familiar with the methods use.

Good Luck

Live, love and learn in a caring Catholic community.

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth

a) $2.3 \times 10 =$ ☐

When the number is multiplied by 10 the counters move ☐ place to the left.

b) $2.3 \times 100 =$ ☐

When the number is multiplied by 100 the counters move ☐ places to the left.

c) $2.3 \times 1,000 =$ ☐

When the number is multiplied by 1,000 the counters move ☐ places to the left.

2 Complete the diagram.

| 3.06 | × 10 → | ☐ | × 10 → | ☐ |

3 a) Draw counters on the place value charts to represent each calculation.

4.4×1

Th	H	T	O	Tth	Hth

4.4×10

Th	H	T	O	Tth	Hth

4.4×100

Th	H	T	O	Tth	Hth

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth

b) Complete the calculations.

$4.4 \times 1 =$ ☐

$4.4 \times 10 =$ ☐

$4.4 \times 100 =$ ☐

$4.4 \times 1,000 =$ ☐

What do you notice?

Video link to help Monday Video

4 Complete the calculations.

a) $13.44 \times 10 = \boxed{}$

d) $4.4 \times \boxed{} = 4{,}400$

b) $41.4 \times 100 = \boxed{}$

e) $\boxed{} = 1.03 \times 100$

c) $0.415 \times 1{,}000 = \boxed{}$

f) $30.44 = \boxed{} \times 10$

5 Complete the diagrams.

$\boxed{7.039} \xrightarrow{\times\ 10} \boxed{} \xrightarrow{\times\ 10} \boxed{} \xrightarrow{\times\ 10} \boxed{}$

$\boxed{7.039} \xrightarrow{\times\ 100} \boxed{} \xrightarrow{\times\ 10} \boxed{}$

$\boxed{7.039} \xrightarrow{\times\ 1{,}000} \boxed{}$

What do you notice? Why does this happen?

_____

_____

_____

_____

6 Write >, < or = to compare the number sentences.

$1.4 \times 10 \times 10 \times 10 \quad \bigcirc \quad 1.4 \times 1{,}000$

$1.4 \times 10 \times 100 \quad \bigcirc \quad 1.4 \times 1{,}000$

$1.4 \times 10 \times 10 \quad \bigcirc \quad 1.4 \times 1{,}000$

$1.4 \times 10 \times 2 \quad \bigcirc \quad 1.4 \times 100$

7 Kim is calculating 14.3×200

She writes this as her answer.

$$14.3 \times 200 = 28.600$$

Explain Kim's mistake.

_____

_____

_____

8 Use the cards to complete the calculation.

You can use each card more than once.

| $\times\ 1$ | $\times\ 10$ | $\times\ 100$ | $\times\ 1{,}000$ |

$0.002 \ \boxed{} \ \boxed{} \ \boxed{} = 2{,}000$

How many ways is it possible to complete this calculation?

Talk about it with a partner.

© White Rose Maths 2019

Video link to help Monday Video

Divide by 10, 100 and 1,000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	•	Tth	Hth
	●	●● ●●		•		

a) 140 ÷ 10 = [ ]

When the number is divided by 10 the counters move [ ] place to the right.

b) 140 ÷ 100 = [ ]

When the number is divided by 100 the counters move [ ] places to the right.

c) 140 ÷ 1,000 = [ ]

When the number is divided by 1,000 the counters move [ ] places to the right.

2 Complete the diagram.

[43] —÷ 10→ [ ] —÷ 10→ [ ]

3 a) Draw counters to represent the calculations.

123 ÷ 1

H	T	O	•	Tth	Hth	Thth
			•			

123 ÷ 10

H	T	O	•	Tth	Hth	Thth
			•			

123 ÷ 100

H	T	O	•	Tth	Hth	Thth
			•			

123 ÷ 1,000

H	T	O	•	Tth	Hth	Thth
			•			

b) Complete the calculations.

123 ÷ 1 = [ ]

123 ÷ 10 = [ ]

123 ÷ 100 = [ ]

123 ÷ 1,000 = [ ]

What do you notice?

Video link to help Monday Video

4 Complete the calculations.

a) $16 \div 10 = \boxed{}$

b) $43.4 \div 100 = \boxed{}$

c) $614 \div 1{,}000 = \boxed{}$

d) $332 \div \boxed{} = 0.332$

e) $2.4 \div 200 = \boxed{}$

f) $5.09 = \boxed{} \div 20$

5 Complete the diagrams.

$\boxed{314} \xrightarrow{\div 10} \boxed{} \xrightarrow{\div 10} \boxed{} \xrightarrow{\div 10} \boxed{}$

$\boxed{314} \xrightarrow{\div 100} \boxed{} \xrightarrow{\div 10} \boxed{}$

$\boxed{314} \xrightarrow{\div 1{,}000} \boxed{}$

What do you notice? Why does this happen?

_____

_____

_____

_____

6 Write >, < or = to compare the number sentences.

$5{,}400 \div 10 \div 10 \div 10$ ◯ $5{,}400 \div 1{,}000$

$60 \div 100 \div 10$ ◯ $600 \div 100$

$5.7 \div 10$ ◯ $57 \div 100$

$5{,}601 \div 1{,}000$ ◯ $5.601 \div 10$

7 Dexter is solving the calculation $5{,}400 \div 100$

I think the answer is 54.00

Is Dexter correct? _____

Explain your reasoning.

_____

_____

8 Rosie is solving the calculation $3{,}600 \div 200$

I think the answer is 0.36

Is Rosie correct? _____

Explain your reasoning.

_____

_____

Video link to help Monday Video

Using hyperbole, similes and metaphors

Hyperbole, similes and **metaphors** are all types of **figurative language** that help to make your writing more interesting.

They can be particularly helpful for creating an image of what you are writing about in the reader's mind.

What is a metaphor?

A metaphor is a word or a phrase used to describe something as if it is something else.

For example:

- **A wave of terror washed over him.**

The terror isn't actually a wave, but a wave is a good way of describing the feeling.

- **The lady told George, 'You are my sunshine'.**

George isn't sunshine, but it's a way for the lady to explain how great she thinks he is.

Live, love and learn in a caring Catholic community.

English – Monday 1st June

You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zhcc92p
There are some video clips here to help you.

What is hyperbole?

Hyperbole is used to exaggerate, intensify and emphasise different points in your writing - it is not meant to be taken literally!

For example:

- **The doctor's care was _out of this world._**
- **The nurses always _gave it 200%!_**

What is simile?

A simile describes something by comparing it to something else, using the words **like** or **as.**

For example:

- **The carer was _as gentle as a dove._**
- **The man was _as tall as a skyscraper._**
- **Jess was graceful _like a gazelle._**

Live, love and learn in a caring Catholic community.

Change the Simile to a Metaphor

Put these similes into new sentences where they become metaphors.

1. **Simile:** She danced like she was floating on air.

   Metaphor: _____

2. **Simile:** The waves crashed on to the beach like charging horses.

   Metaphor: _____

3. **Simile:** He was eating like he was shovelling cement into a mixer.

   Metaphor: _____

Live, love and learn in a caring Catholic community.

4. **Simile:** Katie was as powerful as a train when she crossed the finish line.

   Metaphor: _____

5. **Simile:** James swam as gracefully as a dolphin.

   Metaphor: _____

6. **Simile:** Mr. Jones sang like the sound of water going down a drain!

   Metaphor: _____

Live, love and learn in a caring Catholic community.

Science – **Monday 1st June**

You can use the link https://www.bbc.co.uk/bitesize/articles/zfrxhbk *to help*

Magnetic forces

When two magnets are close, they create pushing or pulling forces on one another.

These forces are strongest at the ends of the magnets. The two ends of a magnet are known as the north pole and the south pole.

Same poles repel

If you try to put two magnets together with the same poles pointing towards one another, the magnets will push away from each other. We say they repel each other.

Some magnets are stronger than others. Strong magnets will create bigger pushing or pulling forces than weak magnets.

Different poles attract

If you put two magnets together with different poles pointing towards one another, the magnets will pull towards each other. We say they attract each other.

Live, love and learn in a caring Catholic community.

Science – Monday 1ˢᵗ June

You can use the link https://www.bbc.co.uk/bitesize/articles/zfrxhbk *to help*

Is It Magnetic?

In the prediction column below write whether you think each object will be attracted to a magnet or not. Test the objects with a magnet and fill in the results column.

Object	Prediction	Test Result
fork		
knife		
spoon		
'copper' coin		

Live, love and learn in a caring Catholic community.

Science – Monday 1st June

You can use the link https://www.bbc.co.uk/bitesize/articles/zfrxhbk *to help*

'silver' coin		
pencil		
drink can		

Live, love and learn in a caring Catholic community.

A prayer for the world:

God of love and hope,
you made the world and care for all creation,
but the world feels strange right now.

The news is full of stories about Coronavirus.
Some people are worried that they might get ill.
Others are anxious for their family and friends.
Be with them and help them to find peace.

We pray for the doctors and nurses and scientists,
and all who are working to discover the right medicines
to help those who are ill.

Thank you that even in these anxious times,
you are with us.
Help us to put our trust in you
and keep us safe.
Amen.

TUESDAY

Live, love and learn in a caring Catholic community.

Maths - Tuesday 2nd June

Daily Practice – 45

1) $161,379 + 554,178 =$

2) $748.4 - 379.31 =$

3) $144 \times 35 =$

4) $8,903 \div 6 =$

5) $2\frac{3}{4} - \frac{4}{5} =$

6) $14.25 \times 100 =$

7) $25 - k - k = 15 \qquad k = \underline{}$
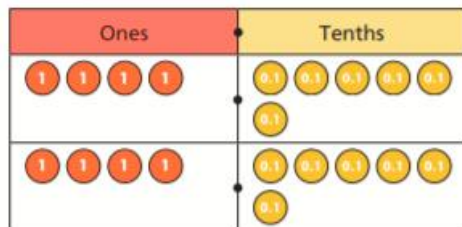
8) $\frac{1}{3} \times \frac{4}{5} =$

Live, love and learn in a caring Catholic community.

Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 =$ ⬚

Ones	Tenths
1 1 1	0.1 0.1
1 1 1	0.1 0.1
1 1 1	0.1 0.1

b) $4.6 \times 2 =$ ⬚

Ones	Tenths
1 1 1 1	0.1 0.1 0.1 0.1 0.1 / 0.1
1 1 1 1	0.1 0.1 0.1 0.1 0.1 / 0.1

2 Solve the multiplication. Draw your answer.

$12.2 \times 3 =$ ⬚

Tens	Ones	Tenths

3 Nijah uses long multiplication to solve 3.72×3

		3	.	7	2
	×				3
		0	.	0	6
		2	.	1	0
		9	.	0	0
	1	1	.	1	6

Use long multiplication to work out the calculations.

a)

	4	.	8	6
×				4

b)

	2	.	0	9
×				6

4 Work out the multiplications.

a) $5.2 \times 4 =$ ⬚

b) $14.3 \times 3 =$ ⬚

c) $6 \times 9.1 =$ ⬚

d) ⬚ $= 2.34 \times 3$

e) $11.505 \times 4 =$ ⬚

f) $9.602 \times 6 =$ ⬚

© White Rose Maths 2019

Video link to help Tuesday Video

5 0.25 kg of flour is needed to make one cake.

How much flour is needed to make four cakes?

Flour

[ ]

6 Work out the multiplications.

a) 7.2 × 2 = [ ]

7.2 × 4 = [ ]

14.4 × 4 = [ ]

7.2 × 8 = [ ]

b) [ ] = 3.45 × 3

[ ] = 34.5 × 3

[ ] = 345 × 3

7 Amir is solving 3.4 × 4

To solve this, I did 34 × 4, which was 136

Then I multiplied my answer by 10 to get an answer of 1,360

Do you agree with Amir? _____

Explain why.

_____

_____

_____

8 Use the digits 1, 2, 3 and 4 once each to create a calculation.

| 1 | 2 | 3 | 4 |

[ ] . [ ] [ ] × [ ]

a) How many different products can you make?

b) What is the greatest possible product?

[ ]

c) What is the smallest possible product?

[ ]

d) What is the product closest to 12?

[ ]

Compare answers with a partner.

© White Rose Maths 2019

Video link to help Tuesday Video

Using semicolons

Semicolons in sentences

A semicolon can also replace a coordinating conjunction that links two independent clauses together.

For example:

- **The doctor's superhero cape is yellow and the nurse's cape is green.**

Becomes...

- **The doctor's superhero cape is yellow; the nurse's cape is green.**

We don't use a capital letter after a semicolon as it isn't a new sentence.

The only time we would use a capital letter after a semicolon is when the word is **a proper noun** (the name of a person or place, eg **Sophia**).

Live, love and learn in a caring Catholic community.

Semicolons and lists

Semicolons have another important job! They help keep sentences in order, especially when separating information about items in a list. Use them instead of a comma in lists to show which items are grouped together.

For example:

Maham scanned through her list for the trip to the seaside: food, for the picnic; toys, for the beach; a swimsuit, for going in the sea and a sunhat, to protect her head.

Live, love and learn in a caring Catholic community.

1) Match the sentences/clauses together.

2) Rewrite the pairs you matched up using a semicolon.

For example: **Florence sat with anyone that needed comforting; she read to them and helped them to write home.**

Sentence 1	Sentence 2
Florence founded modern nursing	but it helped Florence to learn even more skills.
Florence worked in a hospital in London	yet she always checked on her patients at night (with the help of a lamp).
Infection killed lots of soldiers	she always wanted to be a healer.
She was often tired by the evening	Florence realised that hygiene was important!
Nursing in the Crimean war was difficult	and became head nurse within a year.

Live, love and learn in a caring Catholic community.

Top tips!

Remember, a semicolon should only be used to link together sentences that are related to each other.

In the example below, a semicolon has been used incorrectly because the two sentences are not directly related.

Florence healed lots of soldiers; she liked to eat fruit.

27

Live, love and learn in a caring Catholic community.

History – Tuesday 2nd June
There is a link to some information at
https://www.bbc.co.uk/bitesize/articles/z4b8jhv

Who was King Henry VIII?

Henry VIII and religion

Henry wanted a son to be king when he died. But he and the Queen, Catherine of Aragon, only had a daughter. Henry wanted to divorce Catherine and marry Anne Boleyn instead. But the Pope said, "No!"

Henry was furious! He made everyone agree that in England, he, not the Pope, was in charge of the Church. His new Church was called the Church of England, and this event was called 'The Reformation'.

In 1536 Henry used his new power to begin to close down the monasteries and take their land and money.

In 1536 he united Wales with England, and in 1541 he declared himself King of Ireland. Henry had a series of wars with France, which cost him greatly.

A portrait of Henry VIII. GOOGLE ART PROJECT

Live, love and learn in a caring Catholic community.

History – Tuesday 2nd June
There is a link to some information at
https://www.bbc.co.uk/bitesize/articles/z4b8jhv

Activity 1

Using information from the guide, make a fact file about King Henry VIII. You could include information about Henry VIII's hobbies, wives, or even the Reformation.

Live, love and learn in a caring Catholic community.

A prayer for when a friend is ill:

Dear God,
(Name of friend) is ill.
I'm sad because I miss them.
They must be feeling miserable and lonely as well.
Please be close to them.
Please be with the people
who are looking after them.
Please help them to get better
and to know that you love them.
Amen.

WEDNESDAY

Live, love and learn in a caring Catholic community.

Maths - Wednesday 3rd June

Daily Practice – 46

1) $542.84 + 672.49 =$

2) $914{,}751 - 641{,}832 =$

3) $78 \times 45 =$

4) $78{,}931 \div 7 =$

5) What's larger: $\frac{2}{7}$ or $\frac{1}{3}$

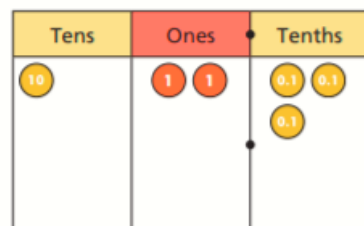6) 25% of 600 =

7) $5^3 =$

8) $\frac{4}{9} \div 2 =$

Live, love and learn in a caring Catholic community.

Divide decimals by integers

1 Use place value counters to work out the divisions.

a) 8.4 ÷ 4 = ☐

Ones	Tenths
1 1 1 1 1 1 1 1	0.1 0.1 0.1 0.1

b) 12.3 ÷ 3 = ☐

Tens	Ones	Tenths
10	1 1	0.1 0.1 0.1

2 Work out the division. Draw your answer.

16.4 ÷ 4 = ☐

Tens	Ones	Tenths

3 Brett uses short division to work out 13.2 ÷ 6

```
    0 2 . 2
6 | 1 ¹3 . ¹2
```

Use short division to work out the calculations.

a)
```
7 | 2 2 . 4
```

b)
```
8 | 1 8 . 4 8
```

4 Work out the divisions.

a) 25.6 ÷ 8 = ☐

d) ☐ = 19.45 ÷ 5

b) 14.8 ÷ 4 = ☐

e) 202.35 ÷ 3 = ☐

c) 18.48 ÷ 6 = ☐

f) 105.12 ÷ 9 = ☐

Video link to help Wednesday Video

5 Esther solves 13.2 ÷ 4 by partitioning 13.2 into two numbers that are easier to divide.

13.2

12   1.2

÷ 4   ÷ 4

3   0.3

13.2 ÷ 4 = 3.3

Use Esther's method to complete the part-whole model and calculation.

a)

9.2

9.2 ÷ 4 = ☐

b)

16.5

16.5 ÷ 3 = ☐

Compare answers with a partner. Did you partition your numbers in the same way?

6 Work out the divisions.

a) 9.64 ÷ 4 = ☐

96.4 ÷ 4 = ☐

0.964 ÷ 4 = ☐

9.64 ÷ 8 = ☐

b) 19.44 ÷ 9 = ☐

19.53 ÷ 9 = ☐

19.62 ÷ 9 = ☐

7 Fill in the missing numbers.

3.6 ÷ 4 = 36 ÷ ☐

3.6 ÷ 4 = ☐ ÷ 8

8 Complete the calculation.

8.4 ÷ ☐ = 4.2 ÷ ☐

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.

Video link to help Wednesday Video

Preparing and drafting a letter

Homophones and paragraphs are both important in letter writing as they help you make your meaning clear and break up the ideas in your writing.

Paragraphs are a collection of sentences. They are used in writing to introduce new sections of a story, characters, ideas or pieces of information.

Homophones are words that sound the same but have different meanings. They also have different spellings like here and hear or see and sea.

Live, love and learn in a caring Catholic community.

English – Wednesday 3rd June
You can find a link to resources https://www.bbc.co.uk/bitesize/articles/zmbr47h
Don't worry if you can't go online it's not essential!

Don't be afraid to make mistakes!

Writing, editing and redrafting are all part of the writing process. Writing is a journey of change where mistakes mean you are on your way to a great piece of work!

Preparing (or planning) your writing is important because it helps you to build a clear picture of your piece in terms of:

- its content (what you will write)

- structure (how you will put your writing together)

Live, love and learn in a caring Catholic community.

English – Wednesday 3rd June
You can find a link to resources https://www.bbc.co.uk/bitesize/articles/zmbr47h
Don't worry if you can't go online it's not essential!

Key features to check when preparing and redrafting

Collecting ideas

- Have you gathered your ideas together? For example, if you were writing a thank you letter to our Healthcare Heroes, this could be all the reasons you are grateful to them.

Structure

- Have you used the correct structure for the text type?
- For example, a formal letter (like a thank you) has a strict structure.

Vocabulary and language

- Check your language style, should it be formal or informal?
- Have you made strong vocabulary choices? Are adjectives and figurative language (eg similes and metaphors) needed to illustrate your point?

Punctuation and spelling

- Proofread - check for spelling mistakes and accurate punctuation.

Live, love and learn in a caring Catholic community.

Fix the Sentence

Can you help Mr Whoops to fix these sentences?

before every spelling test i trying to memorate each word but I often do'nt get full marks?

_____

_____

Are healthy took shop which cells a range of nutricious snacks were open for busyness every morning brake.

_____

_____

in his briefcase the spesial agent was keeped all of his confidenshul documents!

_____

_____

Fix the Sentence

Can you help Mr Whoops to fix these sentences?

Thomas mainly to urn more pocket money had gave the liveing room a through clean, which included vacuuming dusting and removing the cobwebs from the sealing lights.

_____

_____

If i was to be offerred the job, on the school counsel i would except it greatfully as I'd love to be a politision when I'am older.

_____

_____

In high spirits Janelle enter the classroom and imediatelly announced, What a marvvelous day it is."

_____

_____

Fix the Sentence

Can you help Mr Whoops to fix these sentences?

Even, from an young age the twin's parents was always dettermined to dress the boy's in diffurent clothes to express there own personalitys;

_____

_____

Wayne biggins the world champion cycleist was throne from his saddle, the other riders taken their oppurtunity to pass him.

_____

_____

The Venus flytrap the fameus insect eating plant attracting dissuspecting flies with it's sweet nectar!

_____

_____

Geography – Wednesday 3rd June
There is a link you can use at https://www.bbc.co.uk/bitesize/articles/z6p8jhv

Natural resources

Learn

What are natural resources?

Natural resources are materials or substances that are produced by the environment.

Humans use natural resources to survive.

They can be used to heat our homes, transport us around the world, feed us and clothe us.

Live, love and learn in a caring Catholic community.

Geography – Wednesday 3ʳᵈ June

There is a link you can use at https://www.bbc.co.uk/bitesize/articles/z6p8jhv

Natural resources in the UK

The UK has a lot of natural resources, including **fossil fuels** for energy, **crops** for food, and **livestock** for food as well as clothes.

Resources related to **farming** are called **agricultural resources,** these include:

- crops which produce wheat and barley
- livestock such as cows, pigs and chickens which produce dairy, eggs and meat
- sheep which produce wool and leather

Agricultural resources in Chan'gou, China

He Ruiqin lives in Chan'gou, a remote mountain village about three hours from the ancient city of Lijiang.

Her parents are subsistence farmers, making a living from the crops of wheat, potatoes and barley grown on the steep terrace slopes surrounding their house.

Watch this short film to find out more about life in this mountain village in the Yunnan Province of China.

Live, love and learn in a caring Catholic community.

Geography – Wednesday 3rd June
There is a link you can use at https://www.bbc.co.uk/bitesize/articles/z6p8jhv

Geological resources

Resources found **underground** are called **geological resources,** these include:

- minerals like china clay
- metals like tin
- fossil fuels like gas and oil

Live, love and learn in a caring Catholic community.

Remember: Tell your audience about how it is important to save natural resources.

Geography – Wednesday 3rd June

There is a link you can use at https://www.bbc.co.uk/bitesize/articles/z6p8jhv

Task: Make a presentation or poster to show what natural resources are and how we use them.

Live, love and learn in a caring Catholic community.

A prayer remembering God is with us:

Lord God, you are always with me.
You are with me in the day and in the night.
You are with me when I'm happy and when I'm sad.
You are with me when I'm healthy and when I am ill.
You are with me when I am peaceful and
when I am worried.

Today I am feeling *(name how you are feeling)*
because *(reasons you are feeling this way)*.
Help me to remember that you love me
and are with me in everything today.
Amen.

THURSDAY

Live, love and learn in a caring Catholic community.

Maths -Thursday 4th June

Daily Practice – 47

1) $649{,}091 + 231{,}899 =$

2) $908.72 - 256.61 =$

3) $532 \times 71 =$

4) $17{,}426 \div 2 =$

5) $2\frac{3}{10} - \frac{3}{4} =$

6) $89.02 \div 10 =$

7) $2^3 =$

8) $\frac{5}{7} \times 4 =$

Live, love and learn in a caring Catholic community.

Decimals as fractions

1 Complete the sentences.

a)

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

The whole has been divided into ☐ equal parts.
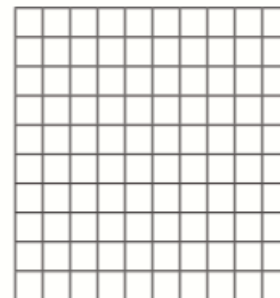
Each part is worth ☐

This is equivalent to ☐

b)

The whole has been divided into ☐ equal parts.

Each part is worth ☐

☐ parts out of ☐ are shaded.

This is equivalent to ☐

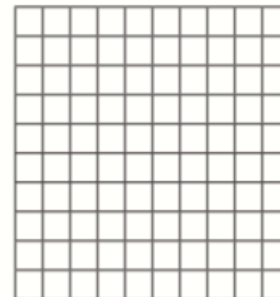**2** a) Shade 0.17 of the hundred square.

Complete the sentence.

☐ parts out of ☐ are shaded.

Write 0.17 as a fraction.

0.17 = ☐

b) Shade 0.2 of the hundred square.
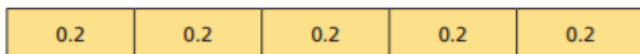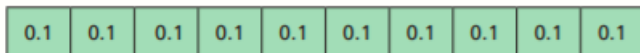
Complete the sentence.

☐ parts out of ☐ are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 = ☐

Video link to help Thursday Video

3

| 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |

| 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |

Use the bar models to fill in the missing numbers.

$0.2 = \dfrac{\square}{10} = \dfrac{1}{\square}$

$0.4 = \dfrac{\square}{10} = \dfrac{2}{\square}$

$\square = \dfrac{\square}{10} = \dfrac{4}{5}$

4 Fill in the missing numbers.

a) $0.54 = \dfrac{\square}{100} = \dfrac{\square}{50}$

b) $0.6 = \dfrac{\square}{10} = \dfrac{\square}{5}$

c) $0.3 = \dfrac{\square}{10} = \dfrac{\square}{100}$

d) $\square = \dfrac{9}{100}$

e) $\square = \dfrac{9}{10}$

f) $\dfrac{21}{50} = \dfrac{\square}{100} = \square$

5 Use the bar models to fill in the missing numbers.

a)

$\dfrac{1}{2} = \dfrac{\square}{10} = \square$

b)

$\square = \dfrac{\square}{10} = \dfrac{\square}{20}$

6

$0.3 = \dfrac{3}{10}$ so $0.37 = \dfrac{37}{10}$

Draw a diagram to show that Ron is wrong.

Video link to help Thursday Video

Writing a thank you letter

When writing, its important to use the right tone to suit who you're writing for and your reason for writing. This can be either **formal** or **informal.** A thank you letter can be either depending on who you're writing to. If you're writing a letter to someone you don't know then you will use formal language, if you're writing to a friend or family member then you will use informal language.

Enjoy listening to this entertaining story based around a series of letters between Little Red Riding Hood and Mr Wolf.

Can you spot who is writing their letters formally and who is writing informally?

Live, love and learn in a caring Catholic community.

English – Thursday 4th June
You can find a link to resources https://www.bbc.co.uk/bitesize/articles/z69mt39
Don't worry if you can't go online it's not essential!

Key features of a formal thank you letter

Layout - including address and date

- Your address should be written in the top-right corner of the page.
- The date should be written below your address.
- Below the date on the left hand side of the page, write the recipients address.

Who are you writing to?

- If you *do* know the person; use their name, eg **Dear Ms M Coles.**
- If you *don't* know the person/people then use **Dear Sir/Madam.**
- Remember, add a comma after.

Beginning the letter Your opening sentence should get to the point and clearly state why you are writing:

- **I am writing to say thank you for ...**
- **I write to share my gratitude for...**

51

Live, love and learn in a caring Catholic community.

Tone (the way the letter sounds)

- In a thank you letter, finding the correct tone can be tricky.
- The aim is to sound 'business like' whilst also being warm and friendly.
- Avoid using too much language that seems casual or chatty.

Paragraphs

- Include all the relevant details of why you are thankful.
- Make sure that each point you make has a separate paragraph.

Closing statement

- Restate the main point of your letter.
- Make sure that you provide an action for the reader; eg **keep smiling and take care.**

Ending your letter

- Use **yours sincerely** if you *do* know the person.
- Use **yours faithfully** if you *don't* know the person.

Live, love and learn in a caring Catholic community.

Write your very own thank you letter to our wonderful Healthcare Heroes. Good luck!

Remember to use the correct features of a thank you letter.

Top tip!

- Make a plan for your letter before you write.

- Remember, checking your work and redrafting is part of the writing process. Don't be scared to make mistakes!

Super challenge

Think back to the other lessons from this week. In your letter, can you include:

- Figurative language including hyperbole, similes and metaphors.

- A sentence including a **semicolon.**

Live, love and learn in a caring Catholic community.

Francais – jeudi le quatre de juin
Food
Match the French word for a food with the same word in English

le lait	le chocolat
le fromage	les pâtes
le poulet	le jus d'orange
la glace	le jambon
le yaourt	le poisson
le pain	le gâteau

chicken	milk
orange juice	yoghurt
pasta	ham
cheese	cake
ice-cream	chocolate
fish	bread

Live, love and learn in a caring Catholic community.
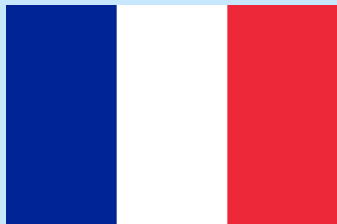
A prayer remembering God is with us:

Lord Jesus Christ, you said to your disciples,
"I am with you always".
Please be with me today.
Hear my prayers for others and for myself,
and keep me in your care.

Christ be with me, Christ within me,
Christ behind me, Christ before me,
Christ beside me, Christ to win me,
Christ to comfort and restore me.
Christ beneath me, Christ above me,
Christ in quiet, Christ in danger,
Christ in hearts of all that love me,
Christ in mouth of friend and stranger.

Extract from Saint Patrick's Breastplate

Live, love and learn in a caring Catholic community.

Maths - Friday 5th June

Daily Practice – 48

1) $461.72 + 49.8 =$

2) $56,187 - 25,972 =$

3) $72 \times 45 =$

4) $8,903 \div 3 =$

5) $\frac{2}{9} + 1\frac{1}{3} =$

6) 25% of $140 =$

7) $42 - 6 \times 3 =$

8) $\frac{2}{7} \div 4 =$

Live, love and learn in a caring Catholic community.

Challenge 3

If

$$70 + \bigcirc = 100$$

$$50 + \triangle = 100$$

$$\bigcirc + \triangle + \square = 100$$

What is the value of the blue square?

Challenge 4

The perimeter of this regular hexagon is 42 cm.

Four of these hexagons are put together to make this shape.

What is the perimeter of the shape?

Challenge 5

Charlie has a tin of paint.

The tin is half full and weighs 5.8 kg. Charlie paints a wall in his house.

The tin is now a quarter full and weighs 3.1 kg.

How much does the empty tin weigh?

Challenge 6

A spinner has 5 equal sections. The sections are labelled A to E.

The arrow is pointing to the centre of section A.

Tom rotates the arrow clockwise so that the arrow is now pointing to the centre of section D.

What angle has the arrow been rotated through?

English – Friday 5th June
You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zvhhnrd
Don't worry if you can't go online it's not essential!

Bitesize Daily Book Club: A Pocketful Of Stars by Aisha Bushby

Live, love and learn in a caring Catholic community.

English – Friday 5th June

You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zvhhnrd
Don't worry if you can't go online it's not essential!

A Pocketful Of Stars

Safiya loves playing video games. She and her mum do not see eye-to-eye, especially since her parents have split up. When her mum falls into a coma and Safiya sits by her bedside, she finds herself in an alternative world that looks a bit like one of her games.

Watch professional wrestling star Becky Lynch read an extract from *A Pocketful Of Stars.*

Think about the following:

- What do we find out about Safiya and her home life?

- Why does Safiya resent Elle coming around?

- How is Safiya feeling?

English – Friday 5th June

English – Friday 5th June
You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zvhhnrd
Don't worry if you can't go online it's not essential!

Extract 1

Elle and Mum walk off, talking about the rest of the play, heads bobbing enthusiastically. I hang back a step or two. They're both confident, so it makes sense that they get along, that their relationship is easy. I should be glad, but it's a bit like playing my favourite video game, 'Fairy Hunters', and my team wins even though I didn't cast a single good spell. I want to be happy, but then I feel like I don't belong, like I'm not good enough. And the bad feeling takes over the good.

I know it's weird not wanting Elle to come around, because she's my best friend. But Saturday nights are supposed to be our night. Mum and me.

Ever since Mum and Dad divorced, and I decided to live with Dad, they set up these Saturday visits as part of the custody agreement. Mum and I hang out in the afternoon, and then we have dinner together and a sleepover. Usually Mum cooks, sometimes it's a takeaway, but it's always just been the two of us.

Until today.

I can't help but think that maybe Elle's the daughter Mum should've had, the daughter she would've wanted.

But instead she ended up with me.

Live, love and learn in a caring Catholic community.

English – Friday 5th June

You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zvhhnrd
Don't worry if you can't go online it's not essential!

Activity 1

1. Read or watch extract 1 again. Elle is Safiya's best friend and they have just been to see a play with Safiya's mum.

2. Focus on the line *I hang back a step or two.*

Safiya does this so that she can reflect on what is happening.

3. Consider the following six statements:

- Safiya resents Elle.

- Safiya is jealous of the relationship that Elle has with her mother.

- Safiya overthinks everything.

- Safiya is insecure.

- Mum and Elle have isolated Safiya.

- Elle is a good friend.

English – Friday 5ᵗʰ June

You can find a link to resources at https://www.bbc.co.uk/bitesize/articles/zvhhnrd
Don't worry if you can't go online it's not essential!

4. Choose two of the statements to explore and give your opinion on whether you agree or disagree with them.

Use evidence from the extract to support you.

You might want to organise your answer in a table.

Statement	Agree Or Disagree?	Evidence
1.		
2.		

Live, love and learn in a caring Catholic community.

PE – Friday 5th June
Try some of the exercises shown below. How well can you do?

Dartmoor

Yoga exercises

Try holding these yoga poses.

If you like these poses below, try finding more on line.

| Mountain | hands to heart | Chair Pose | Forward Fold | Halfway Lift | Forward Fold |

| Padangustasana | Halfway Lift | Plank | Locust | Locust w/ Chest Expansion | Plank |

| Down Dog | Leg High | Lunge | Crescent Moon | Half Splits | Warrior 2 |

| Extended Side Angle | Reverse Warrior | Chaturanga | Up Dog | Down Dog | Mountain Pose |

Live, love and learn in a caring Catholic community.

From one who is ill or isolated:

O God,
help me to trust you,
help me to know that you are with me,
help me to believe that nothing
can separate me from your love
revealed in Jesus Christ our Lord.
Amen.

Websites you may wish to visit

Transum Tables

Times Table Rock Stars

Scratch (If you want to code)

Twinkl (Good for additional resources)

BBC Bitesize (Lots of learning here!)

BBC Bitesize Daily (Daily lessons to follow in lots of subjects)

White Rose Home Learning (Maths lessons and demo videos please note we are about a week behind)

Live, love and learn in a caring Catholic community.

SPELLING

Daily choose 3 words off the following spelling list.

Put them in sentences or challenge yourself
to write them in a paragraph.

Stingray class were able to achieve well and communicate frequently when working from home.

(I have used 3 spellings in red from the year 5/6 spellings)

Year 5 and 6 spelling words

Year 5 and 6 Word List (New Curriculum)

accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

We hope you are well and happy. We miss you and are looking forward to having you back in school as soon as possible.

Keep smiling!

God bless you.

Love from all the staff of St Joseph's.