

Remote Learning - 6

Friday 5th February, 2020

Good morning 6 Trinity,

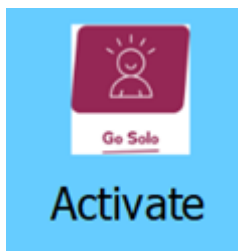
Go to your work you collected. If you're confused, email me straight away: year6.year6@hovingham.org

8.30 - 9: Wake up, get dressed and have your breakfast.

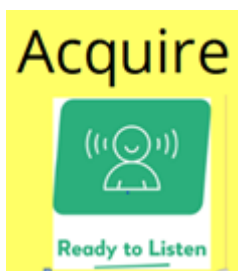
9 - 9.45: Maths

Aim

LI: To add and subtract numbers with decimals



Complete the Maths Mania sheet in your pack. If you don't have your new pack or have a go on TTRS.



When you are adding and subtracting with decimals you must remember to line up the decimals.

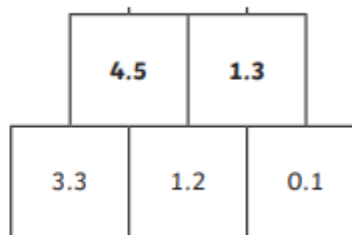
Line up the decimal points...

$$\begin{array}{r} 3.21 \\ + 4.5 \\ \hline 7.71 \end{array}$$

and just drag that decimal point straight down!

Add as usual!

#1 Example: $3.3 + 1.2 = 4.5$ --->

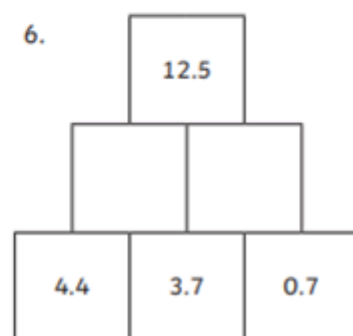
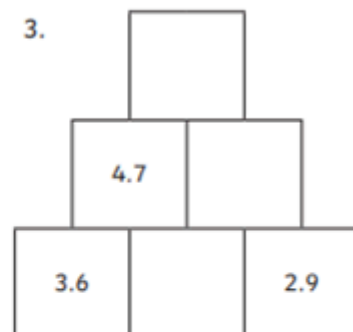
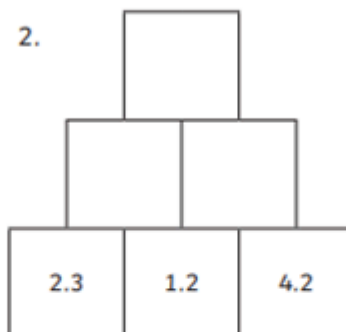
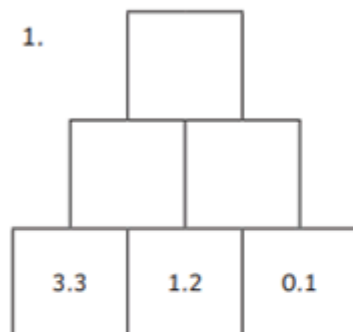


Ready to Practise

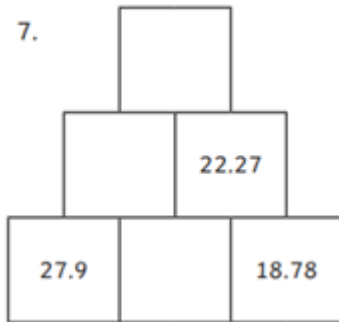


Go Solo

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing decimals and complete the steps.



7.



Reasoning:

David is doing some DIY. He buys a 2 m length of wood.

He needs to cut two pieces of wood - one of length 0.6 m and one of length 1.02 m .

What is the total length of wood that David needs to cut?

Hint:



You can add zeros to the end of a decimal without affecting its value, so 0.6 is the same as 0.60 .

Reasoning:

Assess

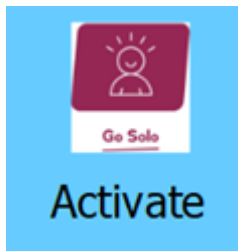
Check your answers!

9.45 – 10.30: Grammar/Writing

Aim

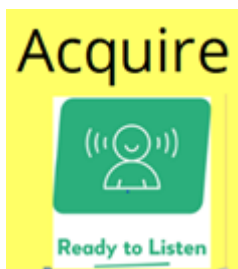
LI: to learn about model

verbs and how to use them accurately



What is the difference between a compound sentence and a complex sentence? Write an example.

*review lesson from yesterday for the answer.



Visit the website below for a lesson and a video clip on modal verbs.

<https://www.bbc.co.uk/bitesize/articles/znd26v4>

Modal verbs are words like **can/could, may/might, will/would, shall/should** and **must**. They are a special type of verb that impact other verbs in a sentence.

Modal verbs can be used to show:

- Possibility (**might, should**)
- Ability (**can, could**)
- Obligation (**must, have to**)
- Give permission (**can, may**)

For example

- The Sea Monster must go away.
- We should celebrate the work of our healthcare heroes.



Write a modal verb in each of the blank spaces to complete the sentences.

1. Neeta _____ tidy her bedroom before she can go out to play.
2. Paul was so tired that he _____ keep his eyes open.
3. You _____ eat too many sweets as it's bad for your teeth.
4. I _____ like to be an astronaut when I am older.
5. After you have finished all your food, you _____ leave the table.
6. I _____ say my three times table confidently.
7. I _____ like to travel the world in the future.
8. Ask Harriet - she _____ know the right answer.
9. I don't want to go but I _____ to.

Task2:

Negative Nancy

Nancy is a contrary young girl. She likes to say the opposite of what other people say to her. Below is a list of sentences that Nancy has heard during the day. Please write her reply by changing the modal verb in each sentence to its negative form. For example:

Hattie **can** do a handstand. (positive sentence)

Hattie **can't** do a handstand. (negative sentence)



1. Ffion can do column addition.

2. Connor could swim a full length of the pool.

3. It might rain later this evening.

4. You may go to the ball at the palace.

5. I will take more care next time.

Assess

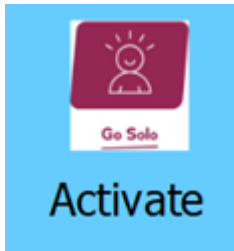
Check your answers!

10.30 – 11: Break-time. Have a snack and a drink of water or juice, play some games, draw or read!

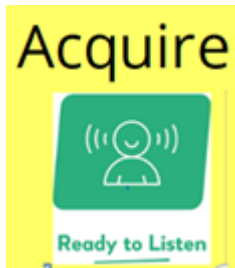
11:00- 12:00 – Reading

Aim

LI: to analyze and interpret information in a text.



Look at the text. What type of writing is it? How do you know?



Read the story out loud to your parents or siblings if they are around.

Heap: a large messy pile

Swarm: move somewhere in large numbers

Personification: giving a human trait to something non-human



I'll tell you how the leaves came down.
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer May;
Dear Father Tree, behold our grief,
'Tis such a very pleasant day
We do not want to go away."

So, just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering all their sports among,

"Perhaps the great Tree will forget
And let us stay until the spring
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

"Come, children all, to bed," he cried;
And ere the leaves could urge their prayer
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed-clothes heaped upon her arm,
Should come to wrap them safe and warm.
The great bare Tree looked down and smiled.
"Good-night, dear little leaves" he said;
And from below each sleepy child
Replied "Good-night," and murmured,
"It is so nice to go to bed."

By Susan Coolidge



Ready to Practise



Go Solo

27. What season is the poem about? Tick **one** box.

spring

☐

autumn

☐

summer

☐

winter

☐

.....

28. In line 29 the author uses 'white bedclothes' to refer to what? Tick **one** box.

sheets

☐

leaves

☐

snow

☐

hail

☐

.....

29. The poet uses the words 'frolicked' and 'danced' to describe the leaves.

What do these words tell you about the way the leaves moved?

30. Find and copy **two** sentences from the poem that show the relationship of the tree to the leaves to be similar to a parent and child relationship.

1. _____
2. _____

31. The poet uses personification to make the leaves seem alive.
Find and copy **two** sentences from the poem that show this.

1. _____

2. _____

.....

32. *'It is so nice to go to bed.'*

How does this compare to the way the leaves felt at the beginning of the poem?
Explain your answer in full using **evidence** from the poem.

Assess

Check your answers!

12 - 1: Lunch-time. Can you help the adults make lunch and tidy it away?

1 - 1.30: Spelling practice.

Spelling words:

1. adorable

2. valuable

3. advisable

4. believable

5. desirable

6. excitable

7. knowledgeable

8. likeable

9. changeable

10. noticeable

Write your spelling words out 3 times each in your neatest handwriting, then have a parent, carer or sibling test you on them!

1:30 - 2:00

P.E with Joe

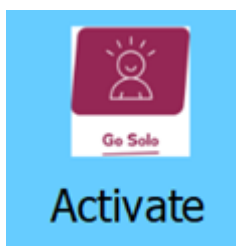
<https://www.youtube.com/watch?v=-8o8wMgAT-Y>

2:00 - 3:00

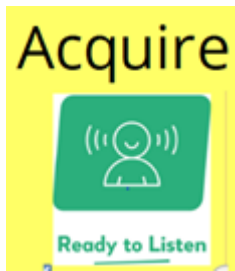
PSHE

Aim

LI: To complete a mindful doodling activity



What is mindfulness?



Mindfulness means paying full attention to something. It **means** slowing down to really notice what you're doing. Being **mindful** is the opposite of rushing or multitasking. When you're **mindful**, you're taking your time. You're focusing in a relaxed, easy way.

Mindfulness Doodling

Take your pencil for a walk!

There is no right or wrong way to do this – just have fun!



Use different types of lines

- thin
- thick
- horizontal
- vertical
- diagonal
- dotted



Add your own pattern

- spiral
- wavy
- zigzag
- arches
- straight lines

Use the techniques you have practiced and fill in the shape below.



Mindfulness Doodling

