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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 6 HOMEWORK Pack 14

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

☐☐☐ Practise your common exception words - reading and spelling them

☐☐☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!

☐☐☐ Reading - read your book at home to an adult/family member and discuss your reading.

Maths:

☐☐☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed

250 free eBooks (now tablet friendly)

Oxford Reading Tree

Times Tables Rock Stars

BBC Bitesize

Topmarks

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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.
https://classroom.thenational.academy/

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 6 - WEEK 11 (6th July):

https://classroom.thenational.academy/schedule-by-year/year-6

We expect children at home to complete a daily maths, english and PSHE/foundation subject lesson alongside their weekly tasks (from the first page).

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L - Monday's lesson - Reading focus: Structure
Additional video available on:
https://classroom.thenational.academy/lessons/reading-focus-structure

Read the text and answer the questions

Neil Armstrong

Imagine being the very first person to walk on the moon; to take a step where no person had ever stepped before; to be watched by approximately six hundred million people on TV: Neil Armstrong was that person.

Early Life

Neil Armstrong was born on August 5th 1930 in a place near Wapakoneta, Ohio. His parents were Stephen Koenig and Viola Louise Armstrong (née Engel) and he had a younger sister (June) and a younger brother (Dean). Because his father worked as an auditor for the Ohio State Government, the family moved around the state repeatedly: they lived in sixteen different towns during the first fourteen years of Armstrong's life. At a very early age, believed to be around two-years-old, Armstrong's father took him to an air show which ignited his passion for flying. When he was five or six, Armstrong experienced his first airplane flight. This early exposure to flying is thought to be the driving force behind Armstrong's goal to become a pilot. Shortly before his sixteenth birthday, he qualified as a pilot.

Navy Service

Due to his passion for flying, Armstrong began studying Aeronautical engineering at Purdue University in 1947. In order to have his tuition paid under the Holloway plan, Armstrong committed to two years study, followed by two years of flight training and one year of service in the U.S Navy as an aviator, then completion of the final two years of his bachelor's degree. His time in the navy began in early 1949 and was littered with accomplishments and achievements: he first soloed (flew the plane by himself) in September 1949; he made his first aircraft carrier landing on USS Cabot in March 1950 (an achievement he considered comparable to his first solo flight) and he was a fully qualified naval aviator by August 1950.

During his time in the Navy, Armstrong saw action in the Korean War where he flew fighters from aircraft carriers. It is believed that at one point his plane was hit by an anti-aircraft missile which tore off his wing. According to Armstrong, he was making a low bombing run at 350mph when he collided with a cable that was strung across the hills as a booby trap. He managed to navigate the plane back to friendly territory but due to the damage, ejection was his only option. Armstrong's regular commission was terminated in February 1952 and he became a reserve which he remained until he resigned in October 1960. After his service with the Navy, Armstrong returned to Purdue to complete his degree.

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Astronaut Career

Following his graduation, Armstrong became an experimental test pilot and was successful wherever he was employed. Over the course of seven years (from 1955-1962), he piloted many successful projects and was held in high esteem by colleagues in the engineering community. In 1962, Armstrong applied to become an astronaut; had it not been for Dick Day his application would have been rejected as it arrived after the deadline. Day, a flight simulator Armstrong had worked closely with previously, saw the late arrival and slipped it into the pile before anyone noticed. On September 13th 1962, Armstrong was offered a position and accepted without any hesitation.

As part of the Gemini 8 mission, Armstrong became the first American civilian in Space: Valentina Tereshkova of the Soviet Union had become the first civilian—and first woman—nearly three years earlier. In his final assignment as part of the Gemini program, Armstrong was the back-up Command Pilot for Gemini 11 where he took on a teaching role for the rookie backup pilot. The mission launch was on September 12th 1966 and successfully completed the mission objectives while Armstrong served as a capsule communicator (CAPCOM). Following the flight, President Lyndon B. Johnson asked Armstrong - along with his wife, other astronauts and government officials - to undertake a 24-day goodwill tour of South America.

Apollo Program

On April 5th 1967, Armstrong and 17 other astronauts gathered for a meeting with Deke Slayton (NASA's Director of Flight Crew Operations). The first thing Slayton said was, "The guys who are going to fly the first lunar missions are the guys in this room." According to a fellow astronaut, only Armstrong showed no reaction to the statement. To Armstrong it came as no surprise - the room was full of veterans of Project Gemini and the only people who could fly the lunar missions. Over the course of the following two years, Armstrong was involved in lunar landing training, simulations of a variety of scenarios that could develop during a real lunar landing and briefings with geologists at NASA.

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Questions

1) Draw lines to match each section to the main content.

Section	Content
Early life	Explains the mission and the training that took place.
Navy Service	Highlights the key events that led to Neil becoming an astronaut.
Astronaut career	Summarises what happened at the start of Neil's life.
Apollo Program	Tells the reader how his passion for flying led to the Navy.

Read the text and answer the questions

2) When did Neil Armstrong begin his service in the Navy?

3) Find a piece of evidence from the text that shows that Neil Armstrong expected the men in the room to be chosen to fly the first lunar missions.

4) *'On September 13th 1962, Armstrong was offered a position and accepted without any hesitation.'*
What does the word 'hesitation' mean in this sentence?

5) Which of the following would be a suitable heading for the section called 'Astronaut career'? Tick **one**.

- Successful pilot ☐
- Landing on the moon ☐
- Becoming an astronaut ☐
- Welcome to space ☐

6) How many days was the tour of South America?

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Monday's lesson - Solve problems involving the relative sizes of two quantities - Part 1

Additional video available on:

https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-sizes-of-two-quantities-part-1

Question 1

Makes 20 cookies

100 g butter
125 g caster sugar
1 large egg
5 ml vanilla extract
200 g flour
100 g chocolate

a) Scale the ingredients to make:
- 10 cookies
- 60 cookies
- 1 cookie

b) How many cookies can be made with 625 g of caster sugar? Explain how you know.

Question 2

Makes 6 bowls of soup

2 carrots
2 sticks of celery
2 medium onions
2 cloves of garlic
2 stock cubes
900 g of tomatoes
6 large tomatoes
½ a bunch of basil

a) Scale the ingredients to make:
- 30 bowls of soup
- 120 bowls of soup

b) How many bowls are made from 2.7 kg of tomatoes? Explain how you know.

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Question 3

Makes 2 bracelets
50 cm elastic
20 blue beads
10 red beads
10 purple beads
6 star beads

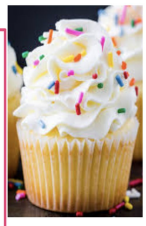
a) How many bracelets can I make if I have 42 star beads?

b) How many of each other item would I need?

Question 4

Recipe for 12 cakes

200 g caster sugar
115 g margarine
200 g self raising flour
2 eggs
2 tsp vanilla extract
2 tsp baking powder
120 ml milk



Fatma wants to make 120 cakes.
She has looked in her cupboard and found a bag of flour. It is half full, and originally contained 3 kg of flour.
Does Fatma have enough flour to make 120 cakes? If not, how many cakes could she make?

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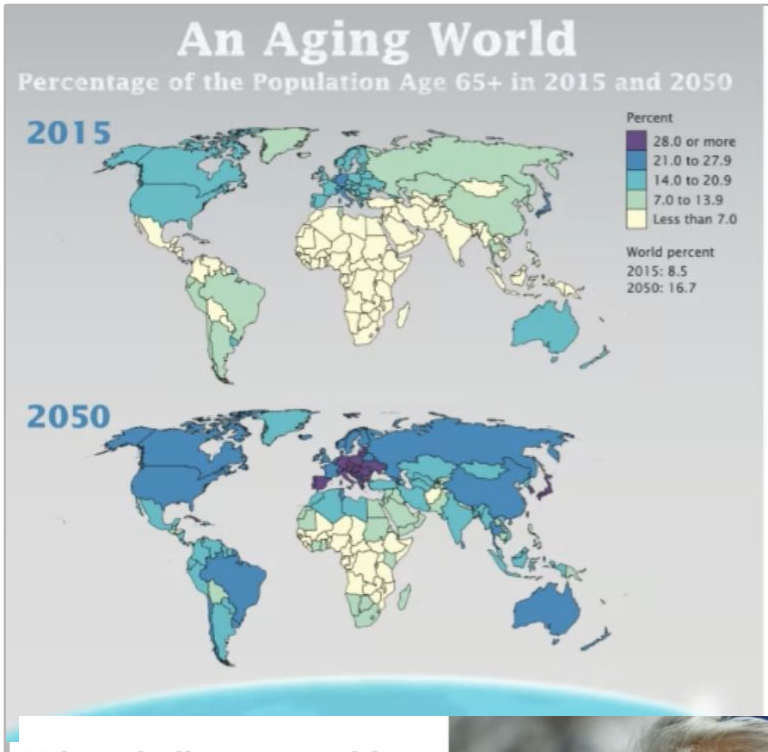
YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

PSHE - Monday's lesson - What challenges can an ageing population present?

https://classroom.thenational.academy/lessons/what-challenges-can-an-ageing-population-present/activities/2



What differences do you notice between the age of the populations in 2015, and predicted age of population in 2050?

What challenges could an ageing population present?

- Many elderly people live on their own.
- Elderly people are more likely to have physical difficulties.
- Elderly people are more likely to have illnesses, or be affected by disease.
- Elderly people are more likely to be lonely.
- Elderly people are far less likely to be working.
- A large proportion of welfare payments goes to elderly people.

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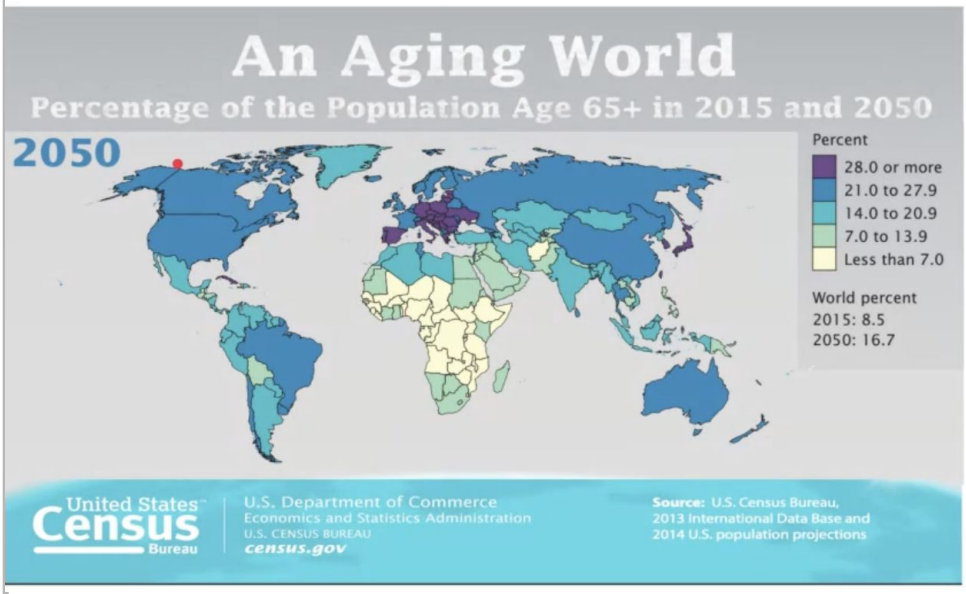

Can you name any countries which are predicted to have over 28% of the population aged over 65+?

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YEAR 6 HOMEWORK

L.O.L -Tuesday's lesson -Reading focus: Comprehension questions

Additional video available on:

https://classroom.thenational.academy/lessons/reading-focus-comprehension-questions-763245

Read the text and answer the questions

Apollo 11: The voyage to the Moon

After Armstrong served as backup commander for Apollo 8, Slayton offered him the post of commander of Apollo 11 on December 23rd 1968, as Apollo 8 orbited the Moon. It is believed that in March 1969 a meeting was held where it was determined that Armstrong would be the first person on the Moon: NASA Management saw him as a person who did not have a large ego. On July 16th 1969, at the Kennedy Space Center, a Saturn V rocket launched Apollo 11. During the launch, Armstrong's heart rate peaked at 110 beats per minute. The objective of Apollo 11 was to land safely on the Moon. As they approached the lunar surface, Armstrong noticed that they were heading towards an unsafe landing area and took manual control of the lunar module. Armstrong announced the landing to Mission Control with the words, "Houston, Tranquility Base here. The Eagle has landed."

Approximately 6 hours later, Armstrong made his way down the ladder and placed his left boot on the lunar surface before uttering the words which went on to become synonymous with the mission, "That's one small step for (a) man, one giant leap for mankind." At the time Armstrong made his proclamation, approximately 600 million people (20 percent of the world population) were viewing the event. About 19 minutes later, Buzz Aldrin joined him on the surface becoming the second human to walk on the Moon. Together, they began their tasks of investigating how easily a person could operate on the lunar surface and planted the flag of the United States. After they re-entered the lunar module, the hatch was closed and sealed. While preparing for liftoff, Armstrong and Aldrin discovered that, in their bulky space suits, they had broken the ignition switch for the ascent engine; using part of a pen, they pushed in the circuit breaker to start the launch sequence. The Eagle then continued to its rendezvous in lunar orbit, where it docked with Columbia, the command and service module. The three astronauts returned to Earth and splashed down in the Pacific Ocean, to be picked up by the USS Hornet.

Life after Apollo

Once they had been picked up by the USS Hornet, the astronauts were quarantined for eighteen days to ensure that they had not picked up any infections or diseases from the moon. They then undertook a 38-day tour across the United States and around the world in a tour labelled the 'Giant Leap' tour.

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L.O.L -Tuesday's lesson -Reading focus: Comprehension questions

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Read the text and answer the questions

Shortly after Apollo 11, Armstrong announced that he did not plan to fly in space again. He subsequently went into a teaching career - becoming a University Professor of Aerospace Engineering - which lasted until he resigned in 1980. During his teaching years, Armstrong also spent time working for NASA. He was part of an investigation into the explosion aboard Apollo 13. In 1986, President Ronald Reagan asked Armstrong to join the Rogers Commission investigating the destruction of the Space Shuttle Challenger. Armstrong was appointed to a fourteen-member commission by President Reagan to develop a plan for American civilian spaceflight in the 21st century.

After retiring from NASA, Armstrong acted as a spokesman for several businesses: this included Chrysler, General Time Corporation and the Bankers Association of America.

In 1985, professional expedition leader Mike Dunn organised a trip to take men he deemed the "greatest explorers" to the North Pole. Armstrong explained that he took part in the challenge as he was curious to see what it looked like from the ground, as he had seen it only from the Moon.

Legacy

Armstrong underwent bypass surgery on August 7th 2012, to relieve coronary artery disease. Although he was reportedly recovering well, he developed complications in the hospital and died on August 25th in Cincinnati, Ohio at 82 years of age. Through his life, and after his death, Neil Armstrong received many honours and awards including the Presidential Medal of Freedom (one of the highest civilian awards in the United states). He has also had many buildings, awards and places named after him.

Interesting Facts about Neil Armstrong

- Throughout his lifetime, Armstrong was an active member of the Boy Scouts and achieved the rank of Eagle Scout (the highest ranking attainable in the Boy Scouts of America programme). He even took a World Scout Badge with him amongst the few personal items he carried to the Moon.
- The footprints made by Armstrong and Aldrin are still on the moon. It is thought that the dust is thick, but there is no wind to remove them.
- In or around 1993, Armstrong stopped signing autographs after he found that they were being sold online. Prior to this, he would autograph everything except first day covers.
- Armstrong flew light aircraft for pleasure. He enjoyed gliders and before the moon flight had earned a gold badge with two diamonds from the International Gliding Commission. He continued to fly engineless aircrafts into his seventies.

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Questions

Read the text and answer the questions

1) Draw lines to match each section to the main content.

Section	Content
Apollo 11: the voyage to the moon	Explains what Neil did after going to the moon.
Life after Apollo	Selected information the reader may find fascinating.
Legacy	Summarises the key events on the journey to the moon.
Interesting facts	Tells the reader how Neil is remembered.

2) On what date was the Saturn V rocket launched?

3) '*NASA Management saw him as a person who did not have a large ego.*'
What does the author mean here?

4) Give an example from the text that shows Neil was well respected through his life and after he died.

5) '*Armstrong explained that he took part in the challenge as he was* ***curious*** *to see what it looked like from the ground, as he had seen it only from the Moon.*'
Which of the following could replace the word **curious** in this sentence. Tick **one**.

strange ☐

interested ☐

worried ☐

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Tuesday's lesson - Solve problems involving the relative sizes of two quantities - Part 2

Additional video available on:

https://classroom.thenational.academy/lessons/solve-problems-involving-the-relative-sizes-of-two-quantities-part-2

Question 1

Ronaldo is making his own ice cream.

To make his ice cream he needs:

400 ml cream
500 ml milk
4 egg yolks
120 g chocolate
100 g sugar

Ronaldo has only 300 ml of cream to make the ice cream.

How much of each ingredient should he use?

Question 2

Help Jannah make two pies using her mother's recipe.

Makes 80 pumpkin pies

10 dozen eggs
27 litres of condensed milk
480 tablespoons of sugar
100 teaspoons of cinnamon
140 cups of pumpkin

Hint: a dozen = 12

nrichmaths.org

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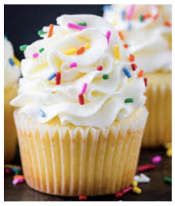
Question 3



Tasnia has a recipe for buttercream icing.

To ice six cakes, she needs:
285 g butter
570 g icing sugar
3 tablespoons of milk

For a party, Tasnia has to ice ten cakes.

What quantity of each ingredient will she need?

Question 4

This is Novie's recipe for breakfast:

50 g of oats
30 g of raisins
40 g of nuts

If she uses 125 g of oats, what other quantities does she need?

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Spanish - Tuesday's lesson - To be able to describe physical appearance in Spanish

Additional video available on:

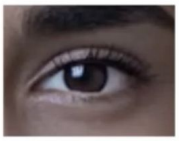
https://classroom.thenational.academy/lessons/to-be-able-to-describe-physical-appearance-in-spanish-e0e5ab

Actividad 3: Describe tu familia

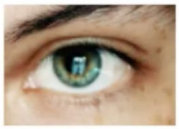
Activity 3: Describe your family

Have a go at drawing your family members. For each one, label their hair and eye colour.

Tengo los ojos azules.
I have blue eyes.



Tengo los ojos marrones.
I have brown eyes.



Tengo los ojos verdes.
I have green eyes.

Tengo el pelo marrón.
I have brown hair.

Tengo el pelo negro.
I have black hair.

Tengo el pelo rubio.
I have blonde hair.

Tengo el pelo pelirrojo.
I have ginger hair.

Tengo = *I have*

Tiene = *he / she has*

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OAK NATIONAL ACADEMY

Spanish - Tuesday's lesson - To be able to describe physical appearance in Spanish

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Mi madre	My mum	Mi abuela	My grandmother
Mi padre	My dad		
Mi hermano	My brother	Mi tío	My uncle
Mi hermana	My sister	Mi tía	My aunt
Mi abuelo	My grandfather	Mi primo Mi prima	My cousin

Mi _____ tiene los ojos _____.

My _____ has _____ eyes.

Mi madre	My mum	Mi abuela	My grandmother
Mi padre	My dad		
Mi hermano	My brother	Mi tío	My uncle
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Mi abuelo	My grandfather	Mi primo Mi prima	My cousin

Mi _____ tiene el pelo _____.

My _____ has _____ hair.

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Wednesday's lesson - Writing focus: Identify the key features

Additional video available on:

https://classroom.thenational.academy/lessons/writing-focus-identify-the-key-features-50c98d

A biography is a detailed account of a person's life written by someone else.

It will often include facts, background information and stories from their life.

Key grammatical features of a biography

Past tense

A biography is retelling events from a person's life and so will be written in the past tense. *The conclusion may be written in the present/future tense.*

Third person

It is written by someone else so will use third person pronouns such as he, she, they, himself, herself, their, them.

Things to also remember...

Range of clause structures

Using a range of clause structures allows you to expand and provide more detail.

This can be achieved through complex sentences including subordinate and relative clauses.

Range of punctuation

A wide range of punctuation used effectively contributes to a good biography.

Colons can be used to add more detail and to introduce a list.

Semi-colons can be used to separate independent clauses or items in a list.

Commas, brackets and dashes can be used for parentheses.

1) Find 10 examples of past tense verbs from the biography.
2) Find 3 different examples to show the biography is written in third person.
3) Find 3 examples of subordinate or relative clauses in the example biography.
4) Find 5 examples fronted adverbials (including prepositional) in the example biography.
5) Find an example of each of the following in the example biography.

●Colon to introduce a list ●Colon to separate independent clauses ●Semi-colon to separate independent clauses ●Brackets, commas and dashes for parenthesis

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Neil Armstrong

Imagine being the very first person to walk on the moon; to take a step where no person had ever stepped before; to be watched by approximately six hundred million people on TV: Neil Armstrong was that person.

Early Life

Neil Armstrong was born on August 5th 1930 in a place near Wapakoneta, Ohio. His parents were Stephen Koenig and Viola Louise Armstrong (née Engel) and he had a younger sister (June) and a younger brother (Dean). Because his father worked as an auditor for the Ohio State Government, the family moved around the state repeatedly: they lived in sixteen different towns during the first fourteen years of Armstrong's life. At a very early age, believed to be around two-years-old, Armstrong's father took him to an air show which ignited his passion for flying. When he was five or six, Armstrong experienced his first airplane flight. This early exposure to flying is thought to be the driving force behind Armstrong's goal to become a pilot. Shortly before his sixteenth birthday, he qualified as a pilot.

Navy Service

Due to his passion for flying, Armstrong began studying Aeronautical engineering at Purdue University in 1947. In order to have his tuition paid under the Holloway plan, Armstrong committed to two years study, followed by two years of flight training and one year of service in the U.S Navy as an aviator, then completion of the final two years of his bachelor's degree. His time in the navy began in early 1949 and was littered with accomplishments and achievements: he first soloed (flew the plane by himself) in September 1949; he made his first aircraft carrier landing on USS Cabot in March 1950 (an achievement he considered comparable to his first solo flight) and he was a fully qualified naval aviator by August 1950.

During his time in the Navy, Armstrong saw action in the Korean War where he flew fighters from aircraft carriers. It is believed that at one point his plane was hit by an anti-aircraft missile which tore off his wing. According to Armstrong, he was making a low bombing run at 350 mph when he collided with a cable that was strung across the hills as a booby trap. He managed to navigate the plane back to friendly territory but due to the damage, ejection was his only option. Armstrong's regular commission was terminated in February 1952 and he became a reserve which he remained until he resigned in October 1960. After his service with the Navy, Armstrong returned to Purdue to complete his degree.

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As part of the Gemini 8 mission, Armstrong became the first American civilian in Space: Valentina Tereshkova of the Soviet Union had become the first civilian—and first woman—nearly three years earlier. In his final assignment as part of the Gemini program, Armstrong was the back-up Command Pilot for Gemini 11 where he took on a teaching role for the rookie backup pilot. The mission launch was on September 12th 1966 and successfully completed the mission objectives while Armstrong served as a capsule communicator (CAPCOM). Following the flight, President Lyndon B. Johnson asked Armstrong - along with his wife, other astronauts and government officials - to undertake a 24-day goodwill tour of South America.

Apollo Program

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Apollo 11: The voyage to the Moon

After Armstrong served as backup commander for Apollo 8, Slayton offered him the post of commander of Apollo 11 on December 23rd 1968, as Apollo 8 orbited the Moon. It is believed that in March 1969 a meeting was held where it was determined that Armstrong would be the first person on the Moon: NASA Management saw him as a person who did not have a large ego. On July 16th 1969, at the Kennedy Space Center, a Saturn V rocket launched Apollo 11. During the launch, Armstrong's heart rate peaked at 110 beats per minute. The objective of Apollo 11 was to land safely on the Moon. As they approached the lunar surface, Armstrong noticed that they were heading towards an unsafe landing area and took manual control of the lunar module. Armstrong announced the landing to Mission Control with the words, "Houston, Tranquility Base here. The Eagle has landed."

Approximately 6 hours later, Armstrong made his way down the ladder and placed his left boot on the lunar surface before uttering the words which went on to become synonymous with the mission, "That's one small step for (a) man, one giant leap for mankind." At the time Armstrong made his proclamation, approximately 600 million people (20 percent of the world population) were viewing the event. About 19 minutes later, Buzz Aldrin joined him on the surface becoming the second human to walk on the Moon. Together, they began their tasks of investigating how easily a person could operate on the lunar surface and planted the flag of the United States. After they re-entered the lunar module, the hatch was closed and sealed. While preparing for liftoff, Armstrong and Aldrin discovered that, in their bulky space suits, they had broken the ignition switch for the ascent engine; using part of a pen, they pushed in the circuit breaker to start the launch sequence. The Eagle then continued to its rendezvous in lunar orbit, where it docked with Columbia, the command and service module. The three astronauts returned to Earth and splashed down in the Pacific Ocean, to be picked up by the USS Hornet.

Life after Apollo

Once they had been picked up by the USS Hornet, the astronauts were quarantined for eighteen days to ensure that they had not picked up any infections or diseases from the moon. They then undertook a 38-day tour across the United States and around the world in a tour labelled the 'Giant Leap' tour.

Shortly after Apollo 11, Armstrong announced that he did not plan to fly in space again. He subsequently went into a teaching career - becoming a University Professor of Aerospace Engineering - which lasted until he resigned in 1980. During his teaching years, Armstrong also spent time working for NASA. He was part of an investigation into the explosion aboard Apollo 13. In 1986, President Ronald Reagan asked Armstrong to join the Rogers Commission investigating the destruction of the Space Shuttle Challenger. Armstrong was appointed to a fourteen-member commission by President Reagan to develop a plan for American civilian spaceflight in the 21st century.

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Wednesday's lesson - Writing focus: Identify the key features
Additional video available on:
https://classroom.thenational.academy/lessons/writing-focus-identify-the-key-features-50c98d

After retiring from NASA, Armstrong acted as a spokesman for several businesses: this included Chrysler, General Time Corporation and the Bankers Association of America.

In 1985, professional expedition leader Mike Dunn organized a trip to take men he deemed the "greatest explorers" to the North Pole. Armstrong explained that he took part in the challenge as he was curious to see what it looked like from the ground, as he had seen it

Legacy

Armstrong underwent bypass surgery on August 7th 2012, to relieve coronary artery disease. Although he was reportedly recovering well, he developed complications in the hospital and died on August 25th in Cincinnati, Ohio at 82 years of age. Through his life, and after his death, Neil Armstrong received many honours and awards including the Presidential Medal of Freedom (one of the highest civilian awards in the United States). He has also had many buildings, awards and places named after him.

Interesting Facts about Neil Armstrong

- Throughout his lifetime, Armstrong was an active member of the Boy Scouts and achieved the rank of Eagle Scout (the highest ranking attainable in the Boy Scouts of America programme). He even took a World Scout Badge with him amongst the few personal items he carried to the Moon.
- The footprints made by Armstrong and Aldrin are still on the moon. It is thought that the dust is thick, but there is no wind to remove them.
- In or around 1993, Armstrong stopped signing autographs after he found that they were being sold online. Prior to this, he would autograph everything except first day covers.
- Armstrong flew light aircraft for pleasure. He enjoyed gliders and before the moon flight had earned a gold badge with two diamonds from the International Gliding Commission. He continued to fly engineless aircrafts into his seventies.

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Wednesday's lesson - Ratio problems.

https://classroom.thenational.academy/lessons/ratio-problems-c42b16

Question 1

This table shows the ratio of songs that different radio DJs play on the radio station throughout the day. Can you find the missing information?

Radio station	Ratio of songs New : Old	Songs played in a day		
		New	Old	Total
Orchestra FM	3 : 1	66		
Radio Rock	___ : 3		81	135
Pop Radio	3 : 5			48
Mindful Melodies	___ : ___	60	24	

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Wednesday's lesson - Ratio problems.

https://classroom.thenational.academy/lessons/ratio-problems-c42b16

Question 2

The Sugar Plum Bakery make delicious cupcakes and cakes.

There are three times as many unicorn cakes as rainbow cakes.

Will there still be three times as many if you:

a) Add 2 cakes of each type?
b) Halve the number of each type?
c) Double each type of cake?
d) Add one rainbow and two unicorn cakes?

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OAK NATIONAL ACADEMY

Maths - Wednesday's lesson - Ratio problems.

https://classroom.thenational.academy/lessons/ratio-problems-c42b16

Question 3

Amina planted some seeds.

For every 3 seeds Amina planted, only 2 seeds grew.

Altogether 12 seeds grew.

How many seeds did Amina plant?

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Science - Wednesday's lesson - Explain how to identify whether a chemical reaction has taken place

Additional video available on:

https://classroom.thenational.academy/lessons/explain-how-to-identify-whether-a-chemical-reaction-has-taken-place

Physical or chemical reaction?

Change state

Change shape

Mixed together

Answer the question:

1. Are the following examples chemical reactions or physical changes?
   a. Paper burning
   b. Ice melting
   c. Sugar dissolving

Planning an investigation

Follow these steps:

1. Place two teaspoons of sodium bicarbonate in a cup
2. Fill the cup ¼ with vinegar
3. Look at the reaction and write down your observations

Reactants	Observation	Chemical reaction or physical change?
Vinegar and bicarbonate of soda		

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YEAR 6 HOMEWORK

Science - Wednesday's lesson - Explain how to identify whether a chemical reaction has taken place

Additional video available on:

https://classroom.thenational.academy/lessons/explain-how-to-identify-whether-a-chemical-reaction-has-taken-place

Planning an investigation

Answer the questions:

1. What evidence do you have to support the conclusion that a chemical reaction took place?

2. In another reaction lead nitrate was added to potassium iodide. A yellow solid was formed. Is this a chemical or a physical reaction?

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Thursday's lesson - Writing focus: Cohesive devices
Additional video available on:
https://classroom.thenational.academy/lessons/writing-focus-cohesive-devices

Complete the task to show your understanding of cohesive devices.

Then, start thinking about who you would like to write your biography about in the final session. Find as much information about their life as possible.

Task 1 - Determiners

1) Identify the three determiners in the sentence below.

Jean didn't have any food in the cupboards, so he went out to buy some bread.

2) Complete each sentence with the correct determiner.

a the an

At the park we saw _____ owl.
There was also _____ cute baby squirrel.
I thought it was _____ best day ever.

3

Task 2 - Pronouns

1) Replace the underlined words with the correct pronoun.

When Paula's grandmother came to stay, she gave Paula some money. Paula used this money to buy an ice cream maker. Paula couldn't wait to get home and use the ice cream maker.

Task 3 - Conjunctions

1) Complete the sentence with an appropriate subordinating conjunction.

They listened to the radio _____ they were in the car.

2) Identify the conjunction in each sentence.

We like to eat sweets when we watch a film.

My brother doesn't like sweets, so he buys popcorn instead.

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OAK NATIONAL ACADEMY

L.O.L -Thursday's lesson - Writing focus: Cohesive devices
Additional video available on:
https://classroom.thenational.academy/lessons/writing-focus-cohesive-devices

Task 4 - Adverbials

1) Identify the adverbial in each sentence.

Last week, Jordan fixed the fence.

The alarm rang and Mohammed jumped out of bed immediately.

With no warning, the man locked the door and closed the windows.

Task 5 - Cohesive devices

1) Identify the cohesive devices from this session in the extract below.

Armstrong underwent bypass surgery on August 7th 2012, to relieve coronary artery disease. Although he was reportedly recovering well, he developed complications in the hospital and died on August 25th in Cincinnati, Ohio at 82 years of age. Through his life, and after his death, Neil Armstrong received many honours and awards including the Presidential Medal of Freedom (one of the highest civilian awards in the United States). He has also had many buildings, awards and places named after him.

Task 6 - Biography research

Think about who you would like to write your biography about in the final session. Find as much information about their life as possible.

- Early life
- Significant events
- Personal life
- Key dates

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Thursday's lesson - Unequal sharing.
Additional video available on:
https://classroom.thenational.academy/lessons/unequal-sharing

Question 1

The Digit Rovers

In their first season, they played a total of 54 games. They won $\frac{4}{9}$ of their games, but lost half the amount they won. They drew the remaining the games.

How many games did they win, lose or draw?

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OAK NATIONAL ACADEMY

Maths - Thursday's lesson - Unequal sharing.
Additional video available on:
https://classroom.thenational.academy/lessons/unequal-sharing

Question 2

The Digit Rovers

Their star striker, Katie Jones, scored $\frac{5}{8}$ of the total goals. Creative midfielder, Layla Coe, chipped in with $\frac{1}{8}$ of the goals and the other 16 goals were scored by a range of players.

How many goals did Katie and Layla score?

Question 3

Fran wins $\frac{1}{5}$ of the prize money and Zakia wins $\frac{4}{5}$.

How much do they each win?

£90

A jumper costs 65% of this and a pair of shoes costs 35%.

How much do they each cost?

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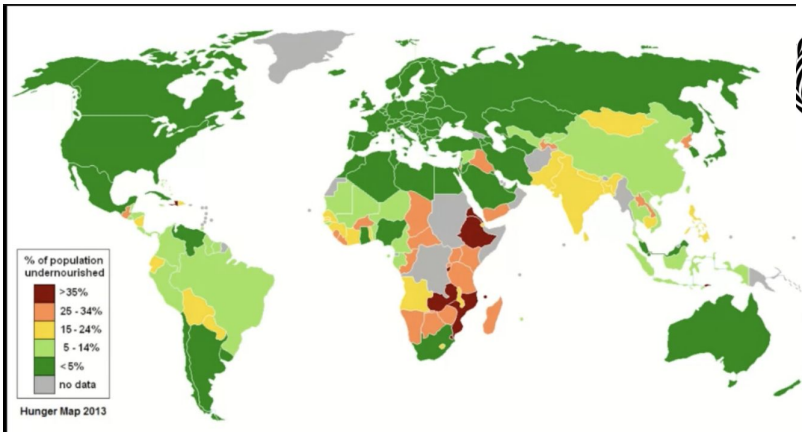
YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Geography - Thursday's lesson - How do we feed the people of the world?

Additional video available on:

https://classroom.thenational.academy/lessons/how-do-we-feed-the-people-of-the-world



The United Nations has set a target to end world hunger by 2030.

There is enough food produced around the world to provide everyone on earth with over 2,500 kCal per day.

- In 2017, **821 million people were undernourished** around the world. In 2014 the number of undernourished people was 784 million.
- In some developing countries, **1 in 3 children** are undernourished.
- Two thirds of undernourished people live in **sub-Saharan Africa**, or **southern Asia**
- At the same time, about **2 billion people are overweight**, with around 650 million adults affected by obesity.
- Roughly a third of food produced is currently **wasted**.

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YEAR 6 HOMEWORK

Geography - Thursday's lesson - How do we feed the people of the world?

Additional video available on:

https://classroom.thenational.academy/lessons/how-do-we-feed-the-people-of-the-world

True or false?

1. There is not enough food produced around the world to provide everyone with enough calories.

2. Over a third of the world's population is overweight.

3. People living in Europe are more likely to be affected by obesity than undernourishment.

4. Many developing countries face food insecurity.

15

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OAK NATIONAL ACADEMY

Geography - Thursday's lesson - How do we feed the people of the world?

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Food Production: Making sure enough food is produced

Food Distribution: Making sure the food gets to the people.

Not enough food being produced		Food not being evenly distributed	
Irrigation	• Water supply to land. • Makes sure crops can grow.	**Appropriate technology**	• Affordable and easy to use technology. • More reliable food across a region
Hydroponics and aeroponics	• Allow plants to grow without soil. • Expensive	**Supporting small scale farmers**	• Billions of farmers are small scale • Financial support • Investment

Match these photos with some of the solutions to food production and distribution challenges.




Supporting small scale farmers | **Irrigation** | **Hydroponics and aeroponics** | **Appropriate technology**

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

L.O.L -Friday's lesson - Writing focus: Write a biography

Additional video available on:

https://classroom.thenational.academy/lessons/writing-focus-write-a-biography

Success criteria

Structure

- Introduction
- Paragraphs with subheadings
- Chronological order
- Conclusion
- Images and captions
- Interesting fact box

Things to include

- Past tense
- Third person
- Subordinate clauses
- Relative clauses
- Conjunctions
- Determiners
- Pronouns
- Adverbials
- Fronted adverbials
- Prepositional phrases
- Colons - introduce a list and separate independent clauses
- Semi-colons - separate items in a list or clauses
- Commas, Brackets and Dashes for parenthesis

Introduction

What to include?

The introduction should be short and snappy but grab the reader's attention and summarise the life of the person you are writing about.

Early Life

What to include?

The early life section should include information about where the person was born, who their parents are and events that happened during their early life.

Key events

What to include?

Once you have written about the person's early life, you should work chronologically through the key events in the person's life.

This may be one key event or a number of key events.

Later life

What to include?

Your person may still be alive and active. If so, this may be a section where you can bring the reader up to date on the person's life in recent times.

If your person is not active, this may be the events after any key events or later life.

Legacy/ future

What to include?

If your person is not active, this may be the legacy that the person has left whether retired or died.

If your person is active, this may be looking to the future or back on any achievements.

Interesting Facts

What to include?

This should be few bullet points of interesting facts about the person that you may not have been able to fit into anywhere else in the biography.

Images and captions

Draw or find a couple of meaningful images and place them into your biography to provide visual representations of your person's life!

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YEAR 6 HOMEWORK

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YEAR 6 HOMEWORK

OAK NATIONAL ACADEMY

Maths - Friday's lesson - Unequal sharing problems

Additional video available on:

https://classroom.thenational.academy/lessons/unequal-sharing-problems

Question 1

A school hosts a reunion in two rooms. The large room holds seven times more people than the small room.

There are 512 people at the reunion.

How many people are in each room?

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OAK NATIONAL ACADEMY

Maths - Friday's lesson - Unequal sharing problems

Additional video available on:

https://classroom.thenational.academy/lessons/unequal-sharing-problems

Question 2

Elizabeth buys an apple and a mango. The mango is three times the price of the apple.

She spends £2.44 altogether.

How much does each piece of fruit cost?

Question 3

In a pack of pens, there are five primary coloured pens for every three pens of other colours.

a) A school buys a bumper pack containing 123 pens that are not primary colours. How many are primary colours?

b) A school buys a different pack containing 232 pens. How many primary coloured pens are there?

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OAK NATIONAL ACADEMY

Maths - Friday's lesson - Unequal sharing problems

Additional video available on:

https://classroom.thenational.academy/lessons/unequal-sharing-problems

Question 4

Ben has three siblings. James is a third of Ben's age. Sam is twice as old as James. Jane is five years older than Sam.

Their combined age is 117 years.

How old is each family member?

Question 5

The delivery driver has three parcels.

The red and blue parcel together weigh the same amount as the white parcel. The red parcel weighs half as much as the blue parcel.

Together, the three parcels weigh 486 g. What is the weight of each parcel?

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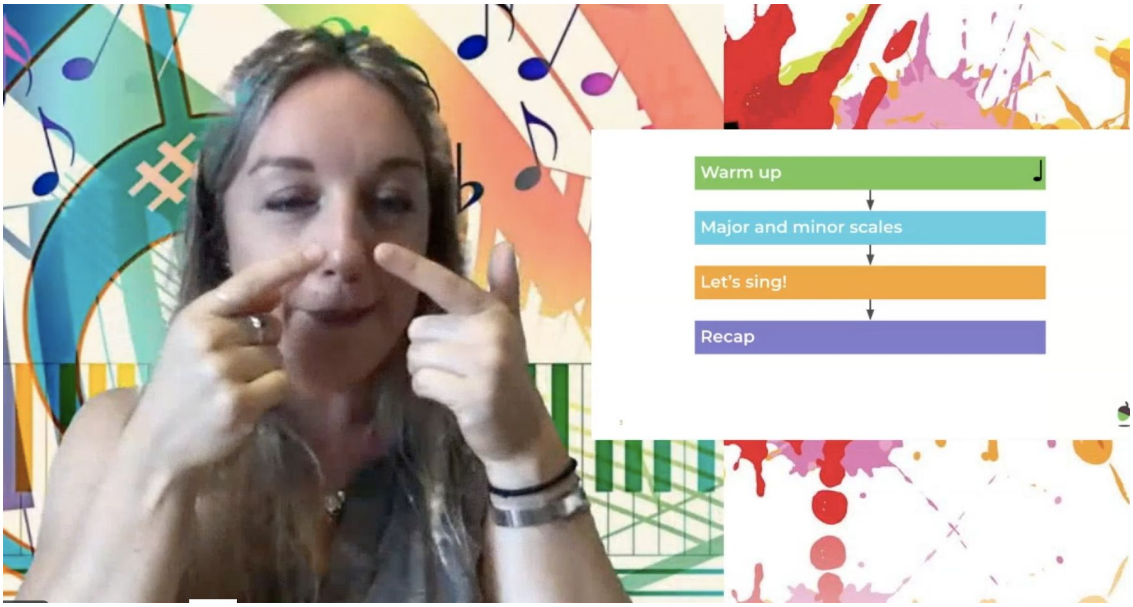
OAK NATIONAL ACADEMY

Music - Friday's lesson - To sing a major and minor scale

Additional video available on:

https://classroom.thenational.academy/lessons/to-sing-a-major-and-minor-scale-871a39



You must access the video for this activity...

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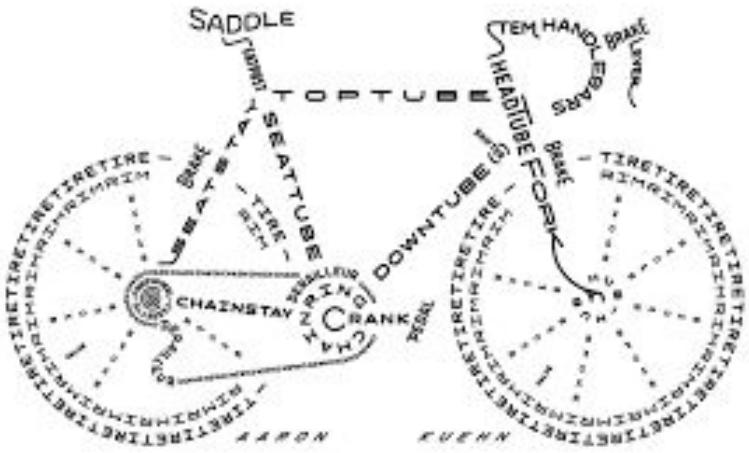
YEAR 6 HOMEWORK

Weekly spellings:

1. according
2. bargain
3. explanation
4. opportunity
5. sufficient
6. rhyme
7. disastrous
8. available
9. sacrifice
10. leisure

Using your spellings words, make a picture using the words as the lines of the image, be as creative as you wish and use the word more than once within your image.



If you don't want to draw, try creating a piece of writing that includes as many of your spelling words as possible. The challenge is to create a piece that makes sense..

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YEAR 6 HOMEWORK

Year 5/6 common exception words:

Years 5 and 6 Statutory Spellings

Aa
accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb
bargain
bruise

Cc
category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd
definite
desperate
determined
develop
dictionary
disastrous

Ee
embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff
familiar
foreign
forty
frequently

Gg
government
guarantee

Hh
harass
hindrance

Ii
identity
immediate
immediately
individual
interfere
interrupt

Ll
language
leisure
lightning

Mm
marvellous
mischievous
muscle

Nn
necessary
neighbour
nuisance

Oo
occupy
occur
opportunity

Pp
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq
queue

Rr
recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt
temperature
thorough
twelfth

Vv
variety
vegetable
vehicle

Yy
yacht

Why not try some of the following activities to help learn these important words.

Rainbow Write

First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a **DIFFERENT** color crayon. Trace neatly and you will see a rainbow!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!

Example: My dog wears a blue and purple dress when he takes a bath.

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

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YEAR 6 HOMEWORK

Additional learning: Place and Time

Mountains

Vocabulary

Physical Geography is the study of the natural features of the Earth.

A mountain is a landmass formed by tectonic plates interacting with one another.

A tectonic plate is one of seven large slabs of rock upon the Earth's crust and mantle.

You have 30 seconds to draw a mountain from memory!

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YEAR 6 HOMEWORK

Additional learning:

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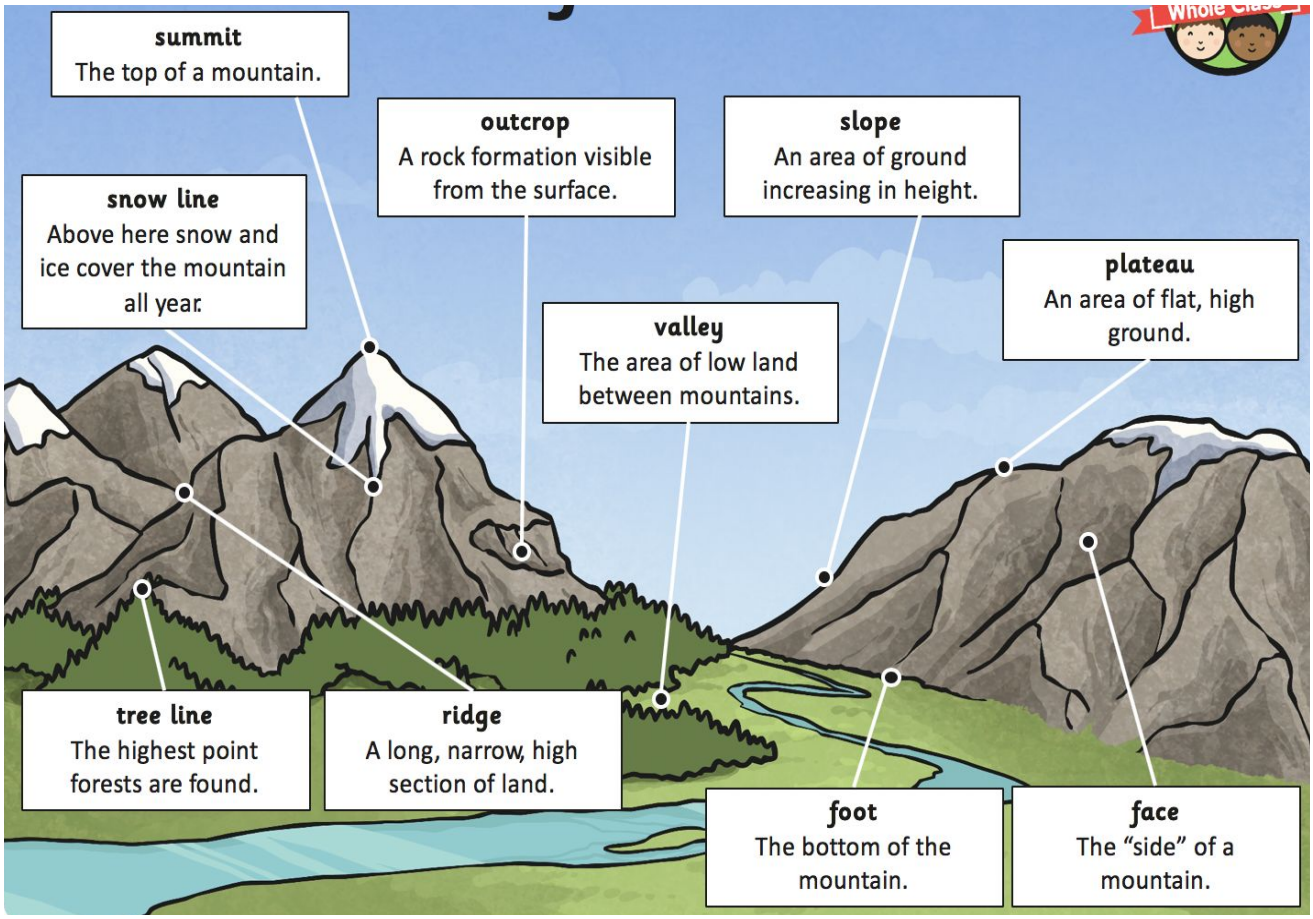
Additional learning:

What are the features of a mountain?



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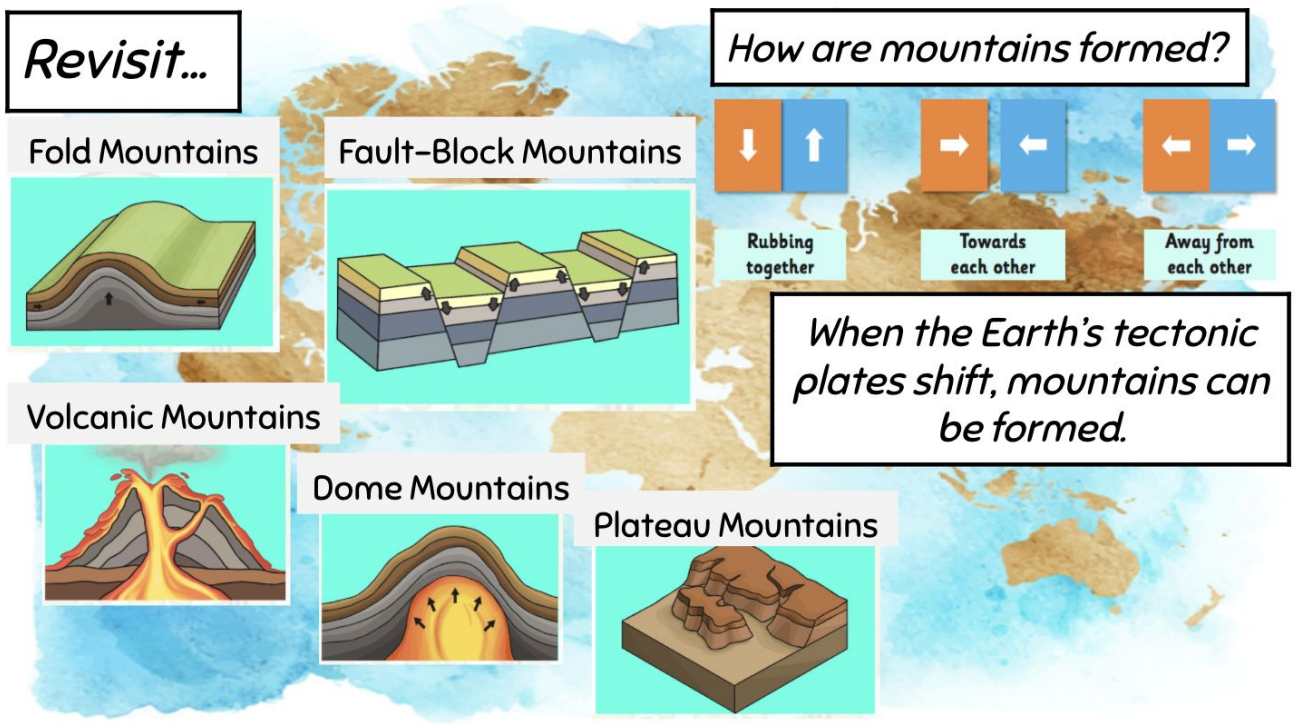
YEAR 6 HOMEWORK

Additional learning:



Challenge:

Write a fact file on a mountain of your choice.

Include information such as:
Where it is located, what type of mountain it is, when was it formed, how many metres high is it and any other interesting information you discover.

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Curiosity Confidence Courage Constancy

YEAR 6 Answers

Monday

Questions

1) Draw lines to match each section to the main content.

Section	Content
Early life	Explains the mission and the training that took place.
Navy Service	Highlights the key events that led to Neil becoming an astronaut.
Astronaut career	Summarises what happened at the start of Neil's life.
Apollo Program	Tells the reader how his passion for flying led to the Navy.

2) When did Neil Armstrong begin his service in the Navy?
Early 1949

3) Find a piece of evidence from the text that shows that Neil Armstrong expected the men in the room to be chosen to fly the first lunar missions.
'only Armstrong showed no reaction to the statement'
'To Armstrong it came as no surprise'

4) *'On September 13th 1962, Armstrong was offered a position and accepted without any hesitation.'*
What does the word 'hesitation' mean in this sentence?
delay/ pause/waiting

5) Which of the following would be a suitable heading for the section called 'Astronaut career'? Tick **one**.

Successful pilot	
Landing on the moon	
Becoming an astronaut	✓
Welcome to space	

6) How many days was the tour of South America? **24 days**

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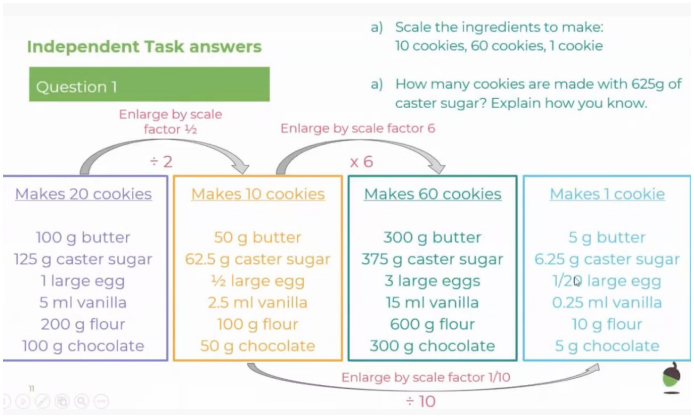
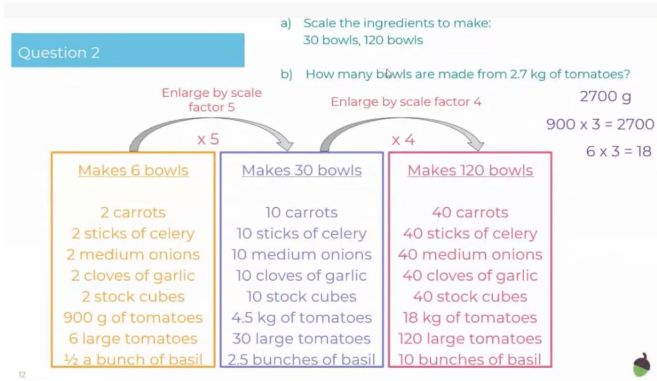
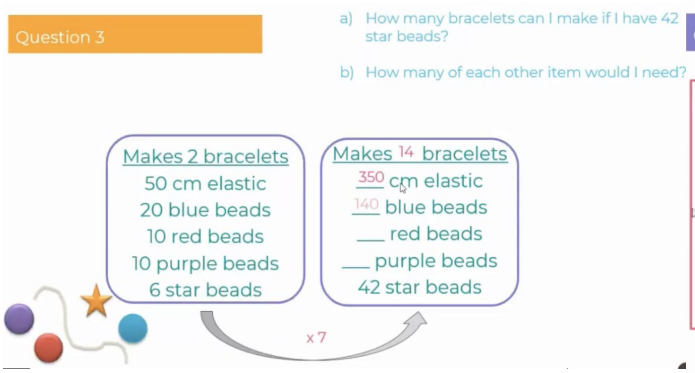
Curiosity Confidence Courage Constancy

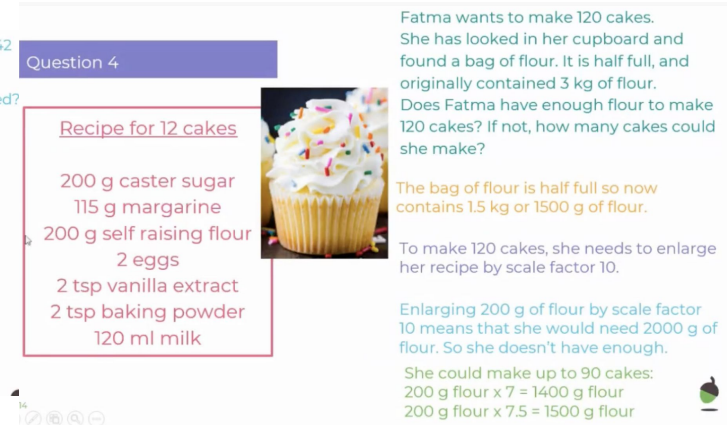
YEAR 6 Answers

Monday









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Curiosity Confidence Courage Constancy

YEAR 6 Answers

Tuesday

Questions

1) Draw lines to match each section to the main content.

Section	Content
Apollo 11: the voyage to the moon	Explains what Neil did after going to the moon.
Life after Apollo	Selected information the reader may find fascinating.
Legacy	Summarises the key events on the journey to the moon.
Interesting facts	Tells the reader how Neil is remembered.

2) On what date was the Saturn V rocket launched? **July 16th 1969**

3) *'NASA Management saw him as a person who did not have a large ego.'*
What does the author mean here? **It means that he wasn't likely to show off about it and make it all about him.**

4) Give an example from the text that shows Neil was well respected through his life and after he died.
He received many honours and awards.
He has also had many buildings, awards and places named after him.

5) *'Armstrong explained that he took part in the challenge as he was **curious** to see what it looked like from the ground, as he had seen it only from the Moon.'*
Which of the following could replace the word **curious** in this sentence. Tick **one**.

- strange ☐
- interested ☑
- worried ☐

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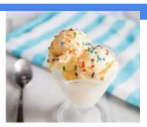
YEAR 6 Answers

Tuesday

Independent Task answers



Question 1

Ronaldo is making his own ice cream.
Ronaldo has only 300 ml of cream to make the ice cream.
How much of each ingredient should he use?

÷ 4 | x 3

400 ml cream 500 ml milk 4 egg yolks 120 g chocolate 100 g sugar	100 ml cream 125 ml milk 1 egg yolks 30 g chocolate 25 g sugar	300 ml cream 375 ml milk 3 egg yolks 90 g chocolate 75 g sugar

Question 2

Help Jannah make two pies using her mother's recipe.

÷ 40

Makes 80 pumpkin pies	Makes 2 pumpkin pies
10 dozen eggs (120) 27 litres of condensed milk 480 tablespoons of sugar 100 teaspoons of cinnamon 140 cups of pumpkin	3 eggs 0.675 litres of condensed milk 12 tablespoons of sugar 2.5 teaspoons of cinnamon 3.5 cups of pumpkin

Hint: a dozen = 12

Question 3

Tasnia has a recipe for buttercream icing.
For a party, she has to ice ten cakes.
What quantity of each ingredient will she need?

÷ 3 | x 5

To ice **six** cakes, she needs: 285 g butter 570 g icing sugar 3 tbsp of milk	To ice **two** cakes, she needs: 95 g butter 190 g icing sugar 1 tbsp of milk	To ice **ten** cakes, she needs: 475 g butter 950 g icing sugar 5 tbsp of milk

Question 4

Below is Novie's recipe for breakfast.
If she uses 125 g of oats, what other quantities does she need?

÷ 2 | x 5

50 g of oats 30 g of raisins 40 g of nuts	25 g of oats 15 g of raisins 20 g of nuts	125 g of oats 75 g of raisins 100 g of nuts

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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 6 Answers

Wednesday

Independent Task answers

Question 1

This table shows the ratio of songs that different radio DJs play on the radio station throughout the day. Can you find the missing information?

Radio station	Ratio of songs New : Old	Songs played in a day		
		New	Old	Total
Orchestra FM	3 : 1	66	22	88
Radio Rock	2 : 3	54	81	135
Pop Radio	3 : 5	18	30	48
Mindful Melodies	__ : __	60	24	84

Question 2

The Sugar Plum Bakery make delicious cupcakes.

There are three times as many unicorn cakes as rainbow cakes.

Rainbow : Unicorn

2 : 6

Will there still be three times as many if you:

a) Add 2 cakes of each type?

No, that changes the ratio to 4:8, so there are no longer three times as many unicorn cakes as rainbow cakes.

b) Halve the number of each type?

Yes, that simplifies the ratio to 1 : 3. It still means that there are three times as many unicorn cakes as rainbow

c) Double each type of cake?

Yes, that makes the ratio 4 : 12. It still means that there are three times as many unicorn cakes as rainbow cakes.

d) Add one rainbow and two unicorn cakes?

No, that makes the ratio 3 : 8, so there are no longer three times as many unicorn cakes as rainbow cakes.

Question 3

Amina planted some seeds.

For every 3 seeds Amina planted, only 2 seeds grew.

Altogether 12 seeds grew.

How many seeds did Amina plant?

Planted : Grew

x 6 → 3 : 2 → x 6

18 : 12

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YEAR 6 Answers

Wednesday

Mark your answer:

1.

a. Paper burning - **chemical**
b. Ice melting - **physical**
c. Sugar dissolving - **physical**

Planning an investigation

Mark your answers:

1. When sodium bicarbonate was added to vinegar I observed bubbles which indicates that a gas is being produced. This is evidence of a chemical reaction.

2. This is a chemical reaction as a solid precipitate was formed.

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YEAR 6 Answers

Thursday

Task 1 - determiners

1) Identify the three determiners in the sentence below.

Jean didn't have any food in the cupboards, so he went out to buy some bread.

2) Complete each sentence with the correct determiner.

a the an

At the park we saw an owl.
There was also a cute baby squirrel.
I thought it was the best day ever.

Task 2 - Pronouns

1) Replace the underlined words with the correct pronoun.

When Paula's grandmother came to stay, she gave her some money. She used this money to buy an ice cream maker. Paula couldn't wait to get home and use it.

Task 3 - conjunctions

1) Complete the sentence with an appropriate subordinating conjunction.

They listened to the radio when/whilst/as they were in the car.

2) Identify the conjunction in each sentence.

We like to eat sweets when we watch a film.

My brother doesn't like sweets, so he buys popcorn instead.

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YEAR 6 Answers

Thursday

Task 4 - adverbials

1) Identify the adverbial in each sentence.

Last week, Jordan fixed the fence.

The alarm rang and Mohammed jumped out of bed immediately.

With no warning, the man locked the door and closed the windows.

Task 5 - Cohesive devices

1) Identify the cohesive devices from this session in the extract below.

Armstrong underwent bypass surgery on August 7th 2012, to relieve coronary artery disease. Although he was reportedly recovering well, he developed complications in the hospital and died on August 25th in Cincinnati, Ohio at 82 years of age. Through his life, and after his death, Neil Armstrong received many honours and awards including the Presidential Medal of Freedom (one of the highest civilian awards in the United States). He has also had many buildings, awards and places named after him.

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YEAR 6 Answers

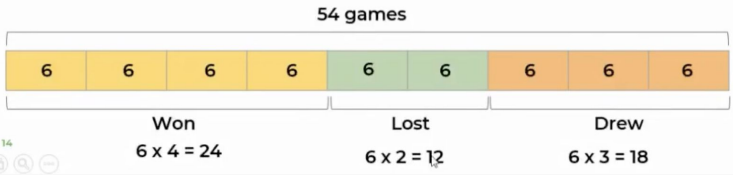
Thursday

Independent Task answers

Question 1

In their first season, they played a total of 54 games. They won $\frac{4}{9}$ of their games, but lost half the number they won. They drew the remaining the games.

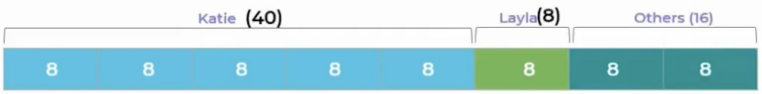
How many games did they win, lose or draw?



Question 2

Their star striker, Katie Jones, scored $\frac{5}{8}$ of the total goals. Creative midfielder, Layla Coe, chipped in with $\frac{1}{8}$ of the goals and the other 16 goals were scored by a range of players.

How many goals did Katie and Layla score?



Question 3

Fran wins $\frac{1}{5}$ of the prize money and Zakia wins $\frac{4}{5}$.

How much do they each win?

£90

5% = £90 ÷ 20 = £4.50
35% = £4.50 x 7 = £31.50
65% = £4.50 x 13 = £58.50

A jumper costs 65% of this amount and a pair of shoes costs 35%.

How much do they each cost?

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YEAR 6 Answers

Thursday

True or false?

1. There is not enough food produced around the world to provide everyone with enough calories.

   False

2. Over a third of the world's population is overweight.

   True

3. People living in Europe are more likely to be affected by obesity than undernourishment.

   True

4. Many developing countries have food security.

   False

Match these photos with some of the solutions to food production and distribution challenges.




Supporting small scale farmers

Irrigation

Hydroponics and aeroponics

Appropriate technology

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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 6 Answers

Friday

Independent Task answers

Question 1

A school hosts a reunion in two rooms. The large room holds seven times more people than the small room.

There are 512 people at the reunion.

How many people are in each room?

Small : Large

1 : 7

Small room is one eighth of the whole.
512 ÷ 8 = 64 people

Large room is seven eighths of the whole.
(512 ÷ 8) x 7 = 448 people

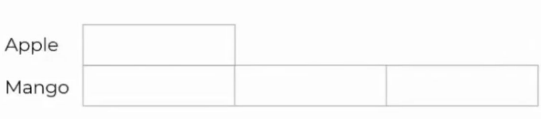
Question 2

Elizabeth buys an apple and a mango. The mango is three times the price of the apple.

She spends £2.44 altogether.

How much does each piece of fruit cost?

Apple : Mango
1 : 3



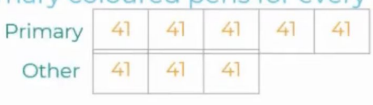
Apple costs one quarter of the whole amount.
£2.44 ÷ 4 = 61 p

Mango costs three quarters of the whole amount.
(£2.44 ÷ 4) x 3 = £1.83

Question 3

In a pack of pens, there are five primary coloured pens for every three pens of other colours.

Primary : Other
5 : 3



a) A school buys a bumper pack containing 123 pens that are not primary colours. How many are primary colours?

Non-primary represents ⅜. If 123 = ⅜ then ⅛ = 123 ÷ 3 = 41

Primary: 5 x 41 = 205

b) A school buys a different pack containing 232 pens. How many primary coloured pens are there?

Primary represents ⅝ of the whole. (232 ÷ 8) x 5 = 145

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YEAR 6 Answers

Friday

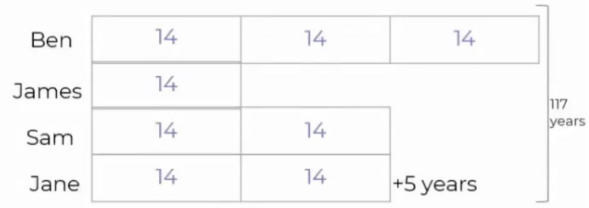
Question 4

Ben has three siblings.
James is a third of Ben's age.
Sam is twice as old as James.
Jane is five years older than Sam.

Their combined age is 117 years.

How old is each family member?

117 - 5 = 112
112 ÷ 8 = 14



Ben: 3 x 14 = 42
James: 14
Sam: 2 x 14 = 28
Jane: (2 x 14) + 5 = 33

Question 5

The delivery driver has three parcels.

The red and blue parcel together weigh the same amount as the white parcel. The red parcel weighs half as much as the blue parcel.

Together, the three parcels weigh 486 g. What is the weight of each parcel?

White: 486 ÷ 2 = 243 g

Red: 243 ÷ 3 = 81 g

Blue: 81 x 2 = 162 g

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Hampton Vale Primary Academy

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YEAR 6 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Six children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Transition into Secondary School

Information for parents and carers

be awe some GO big

Did you know?

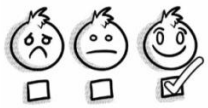
The move to secondary school brings lots of change, such as different classrooms, different teachers for each subject, bigger buildings, new travel arrangements, unfamiliar environments and mixing with new pupils. Studies suggest that when pupils are supported well, it increases attendance, academic progress, school engagement, confidence and self-esteem, and decreases symptoms of anxiety. This is good news as you can help with this, and your secondary school staff will be keen to help make this transition as smooth as possible, even in the current situation with COVID-19.

Research also suggests that pupils' concerns about transition to secondary school generally involve issues such as:

- Losing old friends.
- The size of their new school and getting lost.
- Rules, discipline and detention.
- Finding their way around.

Research highlights that children who kept the same friend during the transition period between primary to secondary school tend to do better. Supporting and encouraging friendships during the transition period and beyond may help pupils to improve attainment and behaviour.

Research also shows that the transition to secondary school can potentially be as difficult for parents as it is for their children.



What can you do?

- New experiences, coupled with your feelings about leaving your child in a new place, can be a stressful time in a family's life. It is normal and acceptable to feel anxious as a parent/carer, but it is important not to pass these feelings on to your child. Support your child and encourage them to keep in touch with their group of friends.
- Talk about up and coming change with your child and approach transitions in a positive and exciting way. Help your child express their feelings, worries and emotions about the change and acknowledge their feelings.
- Watch the video from Young Minds on YouTube and discuss its content. It reassures children that they're not alone when it comes to their worries about secondary school, that there are ways to cope with change and there are people to talk to when things get difficult. This can be found here.

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YEAR 6 END OF YEAR EXPECTATIONS

Getting Ready to Go Big

be awe some GO big

While you are working from home, try and complete AS MANY of these as possible. As you complete the activities, write the date or colour in the box to help you keep track. You can paste any photos/links to your work into a PowerPoint document.

If you or your parents use social media, please share photos of you doing any of the challenges and tag **#BeAwesomeGoBig**

GOOD LUCK!

Write a letter to your future self. You could put it somewhere safe to open in a year's time. What is happening right now? How do you feel about it all? What are your biggest hopes and fears about moving school?	Write a letter to a teacher who has had a positive impact on your life so far. What do you want to thank them for? How have they impacted on your life?	Write your own autobiography. You might include: • When and where you were born • Important events in your life and how they made you into the person you are now • Things you would have done differently, if you had the chance • What your hopes are for the future.	Write down three ways you can be kind to someone this week.	'I am' poem: you will be meeting a lot of new people and friends when starting secondary school. Write an 'I am' poem to introduce yourself. It should be a minimum of 5 lines and a maximum of 10. e.g. I am excited to see my friends I am nervous about the different lessons I am worried about finding my way around I am looking forward to new subjects I am going to take part in sport
Take your first name, or that of a family member/friend and write it vertically on different lines. Complete each line with something positive which starts with the letter given (for example strengths and skills they/you have). This could be one word or ten!	Write a Haiku – a 3-line poem (1st line 5 syllables, 2nd line 7 syllables, 3rd line 5 syllables) on what it means to be kind in school.	Create your own musical instrument using household objects. You could use items from your recycling, dried beans, elastic bands etc. Experiment with different ways you could use the items to create sounds.	Have a conversation with the oldest person you know about their life. This could be a grandparent, friend, aunt or uncle. Before you do, think about the questions you would like to ask, such as: • Tell me about the food you ate. What were your meals like? What were your favourite sweets? • What games did you play? • What was it like being at school? Who was your favourite teacher? Was it strict? Did you have a favourite lesson? Was there a lesson you hated? • What was your favourite book or comic when you were my age?	Make your interview into a radio or television programme. Or, if you prefer, turn it into a magazine article with photos. Send it to the person you interviewed as a memento.
Write down three things you would do if a friend of yours was anxious about starting a new school.	Come up with three questions about the world around you that you would like to ask your new science teacher. For example, why does my cat have stripes?	Watch your favourite film or read your favourite book again. Write a letter to a friend explaining why you think that they should read it.	You will be studying maths at secondary school. Can you identify five times you have used maths in your daily life?	Make your own map of the neighbourhood. Identify key buildings, parks, statues, schools and anything else you can think of/that you notice. Perhaps use contour lines to show the height of different areas.
You'll study science at secondary school and you will need to understand about managing risk. Make a list of hazards involved when cooking dinner.	Create a powerful speech on something you feel passionate about. It might be a local issue, something global or a topic relevant to only you.	Find a recipe and work out the ingredients needed for 30 people.	Write a letter to the reception children starting at your old primary school. Tell them the best things about the school and what they have to look forward to during their time there.	Learn to tie three different types of knots.
Design a flying car of the future, imagining you are living in the year 2300.	Design a new logo for your secondary school.	Turn a favourite song or story into a picture that summarises it.	Write a newspaper article persuading people why it is important to study maths.	Write down three things you would do if you saw someone being unkind.

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Hampton Vale Primary Academy

Curiosity Confidence Courage Constancy

YEAR 6 END OF YEAR EXPECTATIONS

Writing

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.[1]

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.[2]

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing[3] and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^

[There are no additional statements for spelling or handwriting]

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Hampton Vale Primary Academy

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YEAR 6 END OF YEAR EXPECTATIONS

Maths

Working at the expected standard

- The pupil can demonstrate an understanding of place value, including large numbers and decimals
  (e.g. what is the value of the '7' in 276,541?;
  find the difference between the largest and smallest whole numbers that can be made from using three digits;
  $8.09 = 8 + \frac{9}{?}$;
  $28.13 = 28 + \square + 0.03$).
- The pupil can calculate mentally, using efficient strategies such as manipulating expressions using commutative and distributive properties to simplify the calculation
  (e.g. $53 - 82 + 47 = 53 + 47 - 82 = 100 - 82 = 18$;
  $20 \times 7 \times 5 = 20 \times 5 \times 7 = 100 \times 7 = 700$;
  $53 \div 7 + 3 \div 7 = (53 + 3) \div 7 = 56 \div 7 = 8$).
- The pupil can use formal methods to solve multi-step problems
  (e.g. find the change from £20 for three items that cost £1.24, £7.92 and £2.55;
  a roll of material is 6m long: how much is left when 5 pieces of 1.15m are cut from the roll?;
  a bottle of drink is 1.5 litres, how many cups of 175ml can be filled from the bottle, and how much drink is left?).
- The pupil can recognise the relationship between fractions, decimals and percentages and can express them as equivalent quantities
  (e.g. one piece of cake that has been cut into 5 equal slices can be expressed as $\frac{1}{5}$ or 0.2 or 20% of the whole cake).
- The pupil can calculate using fractions, decimals or percentages
  (e.g. knowing that 7 divided by 21 is the same as $\frac{7}{21}$ and that this is equal to $\frac{1}{3}$;
  15% of 60;
  $1\frac{1}{2} + \frac{3}{4}$; $\frac{7}{9}$ of 108;
  0.8 x 70).
- The pupil can substitute values into a simple formula to solve problems
  (e.g. perimeter of a rectangle or area of a triangle).
- The pupil can calculate with measures
  (e.g. calculate length of a bus journey given start and end times; convert 0.05km into m and then into cm).
- The pupil can use mathematical reasoning to find missing angles
  (e.g. the missing angle in an isosceles triangle when one of the angles is given;
  the missing angle in a more complex diagram using knowledge about angles at a point and vertically opposite angles).