

Year 6



Learning for the week beginning Monday 13th July

Monday

Maths

[This Pied Piper of Hamelin](#)

"The Pied Piper of Hamelin" is a story you may have heard or read. This man, who is often dressed in very bright colours, drives the many rats out of town by his pipe playing - and the children follow his tune.

Suppose that there were 100 children and 100 rats. Supposing they all have the usual number of legs, there will be 600 legs in the town belonging to people and rats.

But now, what if you were only told that there were 600 legs belonging to people and rats but you did not know how many children/rats there were?

The challenge is to investigate how many children/rats there could be if the number of legs was 600. To start you off, it is not too hard to see that you could have 100 children and 100 rats; or you could have had 250 children and 25 rats. See what other numbers you can come up with.

Remember that you have to have 600 legs altogether and rats will have 4 legs and children will have 2 legs.

When it's time to have a look at all the results that you have got and see what things you notice you might write something like this:

- a) 100 Children and 100 Rats - the same number of both,
- b) 150 Children and 75 Rats - twice as many Children as rats,
- c) 250 Children and 25 Rats - ten times as many Children as Rats.

This seems as if it could be worth looking at more deeply. I guess there are other things which will "pop up", to explore.

Then there is the chance to put the usual question "I wonder what would happen if ...?"

Mathletics: 15 minutes  
TTRS: 15 minutes

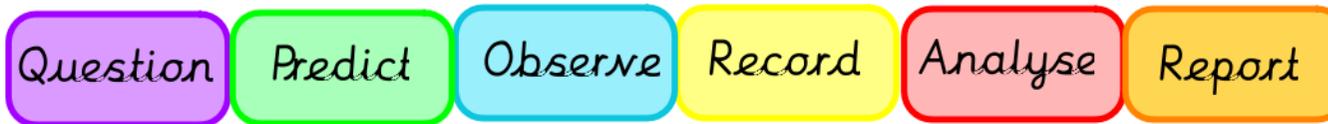
English

LO: To edit and improve your letter

Task: Reread your letter from last week. Can you uplevel it? Are there any spellings that you need to check? Read your letter to yourself and think about any ways in which you can improve your letter. Maybe you need to change some of the language as it needs to be more formal or maybe you want to change some of the verbs and adjectives you used. Once you have completed it, share it with your teacher.

Guided Reading	LO:To complete a reading comprehension Task: Complete the attached reading comprehension about chapters 44 and 45.
Humanities	<p><b><u>L.O: Comparing Geographical Places</u></b></p> <p><b>Younger Children:</b> Have you ever been on holiday to a place you really liked or visited a relative or a friend somewhere outside of Ealing? What was it like there?</p> <ul style="list-style-type: none"> <li>• Draw a picture of the place you went to.</li> <li>• Label some of the geographical features you have drawn on the picture e.g. beach, cliff, hill, mountain, sea, river, church</li> <li>• How was the place you visited different from where you live? How was it the same? Talk about the similarities and differences with an adult.</li> </ul> <p><b>Older Children:</b> It is nearly the summer holidays! If you could go anywhere in the world on holiday where would you go and why?</p> <ul style="list-style-type: none"> <li>• Choose a place you would like to go on holiday (it could be somewhere you have been before and want to visit again)</li> <li>• Find out how far away it is from where you live, how you would travel there, and what you would see when you get there. Think about both human geographical features (e.g. landmarks like the Statue of Liberty in New York) or physical geographical features (e.g. the River Nile in Egypt)</li> <li>• Imagine you have arrived in your dream holiday destination. Write a travel blog entry describing where you are, explain how you got there, how far away it is from London, what the climate is like there and what you can see. Explain how the place is similar to where you live, and how it is different.</li> </ul>
<b>Tuesday</b>	
Maths	LO:To divide - Long Division Book KS2 SAT Busters Arithmetic Task 1: Complete page 20 Task 2: <a href="#">Long Division (1) White Rose</a>
Guided Reading	LO: Read chapter 46. Task: Write 2 facts you learn from the chapter and 2 opinions.
English	LO:To make a prediction Task: Read chapter 47. The briefcase says Stanley's name. Predict why that might be. Use evidence from the text to support your answer.
Science	<b>L.O:</b> Can you separate colours? Cut kitchen paper into long thin strips. Wrap one end around a pencil and hang over a cup

2 cm from the bottom of the paper draw a line.  
Place a dot from a colouring pen on the line.  
OR wet a smartie and make a dot  
Place water in the cup so that it covers 1cm of the paper (not the dot).  
Wait and observe what happens.



**Younger children:** Record your observations on a labelled diagram of your experiment. What equipment did you use? Which colours appeared?

**Older children:** Take accurate measurements of the distance travelled by each colour. Record your results and compare. Write a list of questions that you could ask about what is happening and why? Have a go at answering some of them.

**Challenge:** Which colours split into the most colours? Is this the same for every type of coloured pen? Eg. Does a black biro split the same amount as a black felt-tip?

Can you separate the colours of skittles?

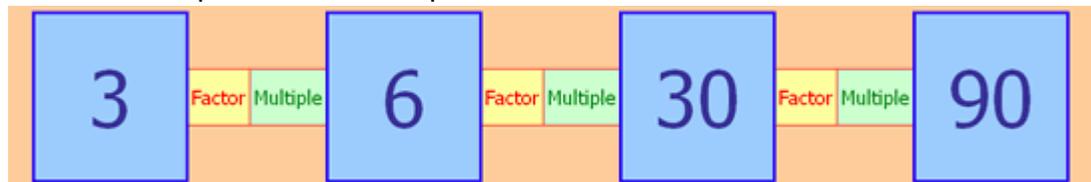
<https://www.youtube.com/watch?v=TI VhYSLscul&list=PLIBVuTSjOrcn93J-lfhR8WSRcID6Cj6Rx&index=8>

## Wednesday

Maths

### Factor-multiple Chains

Here is an example of a factor-multiple chain of four numbers:



Can you see how it works? Perhaps you could make some statements about some of the numbers in the chain using the words "factor" and "multiple".

In these chains, each blue number can range from 2 up to 100 and must be a whole number.

You may like to experiment with this [spreadsheet](#) which allows you to enter numbers in each box. Perhaps you can make some more chains for yourself.

What are the smallest blue numbers that will make a complete chain?

What are the largest blue numbers that will make a complete chain?

What numbers cannot appear in any chain?

What is the biggest difference possible between two adjacent blue numbers?

What is the largest and the smallest possible range of a complete chain? (The range is the difference between the largest and smallest values.)

Mathletics: 15 minutes

TTRS: 15 minutes

Guided Reading

LO: To read a chapter  
Task: Read chapter 48.

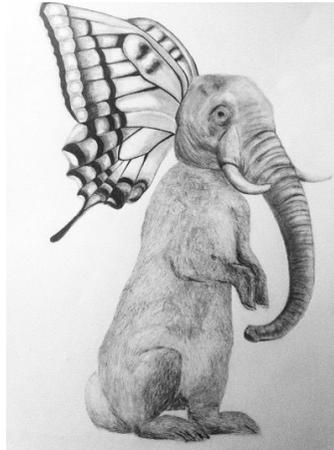
English

LO: To state an opinion

Task: Imagine you are Stanley's lawyer. What opinion might you have of the camp and the staff who work there? Write down some ideas and use evidence from the text to support your opinions. For example, the staff don't care about the children because they let two of them run away without reporting it.

Art/DT

LO: to create a surreal drawing



You will need:

Paper

A pencil

Colouring pencils or pens

1. Pick 3 or 4 different animals, birds or insects
2. Combine the animals together to create a fun surreal creature.
3. Add colour, texture and pattern thinking about animals fur, skin, scales etc.
4. Think of a creative name for your creature.

### Thursday

Maths

LO: To divide - Long Division

Book KS2 SAT Busters Arithmetic

Task 1: Complete pages 21 and 22

Task 2: [Long Division \(2\) White Rose](#)

English

LO: To create a book review

Task: Read chapters 49 and 50.

Write a book review about Holes. Use the template or create your own.

RE

L.O: Forgiveness

Read the story of 'The Parable of the Unforgiving Servant' from the Bible - (Luke 18 vs 21 - 35) or listen to the story:

<https://www.youtube.com/watch?v=ED3fzkS-bhA>

Choose one of the following activities to do:

- Draw a picture of how you can forgive someone - Write down what your picture is about underneath.
- Create a cartoon strip of a time when you had to forgive someone, remember to include speech bubbles of what the characters are saying and feeling.
- Is forgiveness the hardest Christian value to live out? Explain why forgiveness can be difficult. Can you think of a time when you have struggled to forgive someone? Can you give a suggestion to help people to forgive?

**Reflection** - *We all do things wrong and we all need forgiveness. Say sorry to God for anything you know you have done wrong. Thank God that he always forgives us if we are truly sorry.*

## Friday

Maths

### Curious Number



Are you curious about numbers? Can you use your mathematical skills to find some solutions to the problems below?

Can you order the digits 1, 2 and 3 to make a number which is divisible by 3?

And when the final digit is removed again it becomes a two-digit number divisible by 2, then finally a one-digit number divisible by 1?

Can you order the digits 1, 2, 3 and 4 to make a number which is divisible by 4?

And when the final digit is removed it becomes a three-digit number which is divisible by 3.

And when the final digit is removed again it becomes a two-digit number divisible by 2, then finally a one-digit number divisible by 1?

Can you order the digits 1, 2, 3, 4 and 5 to make a number which is divisible by 5?

And when the final digit is removed it becomes a four-digit number which is divisible by 4.

And when the final digit is removed it becomes a three-digit number which is divisible by 3.

And when the final digit is removed again it becomes a two-digit number divisible by 2, then finally a one-digit number divisible by 1?

What systems are you using?

What do you know about numbers which can be divided by 3, 4, 5?

Now what about taking this further for digits 1, 2, 3, 4, 5, and 6?

What do you know about numbers which can be divided by 6, 7, 8 and 9?

	<p>You might now like to have a go at the problem <a href="#">Dozens</a>.</p>
English	<p><b>LO:</b>To ask questions about secondary school  <b>Task:</b> Have a think about September and the new school you will be attending, do you still have questions about your new school?  Take some time to sit with an adult and discuss how you are feeling about secondary school. Consider:</p> <ul style="list-style-type: none"> <li>● Do you know the bus route?</li> <li>● What equipment will you need?</li> <li>● What time do you need to be at school and how long will it take you to get there?</li> <li>● Are you bringing your own lunch or buying it at school?</li> <li>● How will you ensure you make a good first impression?</li> <li>● Are there any specific targets you want to set yourself for Year 7? How will you achieve those?</li> </ul>
PSHE	<p><b><u>L.O:To express likes and dislikes</u></b>  God made each of us unique. That means we don't all like and dislike the same things. You might like playing football but your friend might like playing tennis! Being unique is what makes us special.</p> <p><b>Younger Children:</b> Create a drawing of all the things that you like and the things that you like to do. Make it really bright and colourful. Show it to someone else and see if they like any of the same things you do.</p> <p><b>Older Children:</b> Turn your page so it is horizontal and split it in half. On one side write and draw lots of things that you like and that you like doing, on the other side write and draw some things that you don't like. Show your image to someone else and see if they share any of the same likes and dislikes.</p> <p><b>Challenge:</b> Even though you may not share the same likes or dislikes with someone it is still important to respect their opinion. Think of a time when you have disagreed with someone. How did you solve this conflict? Write a paragraph explaining what happened and how you solved the conflict and why it is important to solve conflicts.</p>