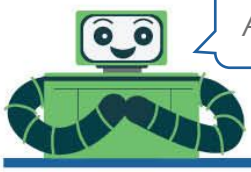


As recommended by gov.uk

Home Learning Pack

Year 6

Guidance and Answers

Week 5
18/05/2020

Classroom secrets KIDS

Take a picture while you work through this booklet and tweet us **@ClassroomSecLtd** using the hashtags **#CSKids** and **#HomeLearningHero** to be in with a chance of winning a month's subscription to **classroomsecrets.co.uk**.

Guidance for Parents/Carers

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

Maths – Multiply by 10, 100 and 1,000 (page 2)

Question 1 – This question asks children to put an 'X' in the boxes to show whether the **calculations** (a way to determine an amount which may involve addition, subtraction, multiplication or division) are true or false. To do this, they will have to multiply the decimal numbers by either 10, 100 or 1,000. When multiplying by 10, each digit will move one place to the left, for example: 1.246 x 10 = 12.46

T	O	t	h	h
	1	2	4	6
1	2	4	6	

This same principle can be used for multiplying by 100 and 1,000. When multiplying by 100, each digit moves 2 places to the left and when multiplying by 1,000, each digit moves 3 places to the left.

Complete the multiplications and put a 'X' in the true or false box. The correct answers are: True: A and D; False: B and C

Question 2 – This question asks your child to solve the **calculations** (see above) to complete the statements using **>** (greater than), **<** (less than) or **=** (equal to). For example:

2 < 3 ← This reads, 'Two is less than three.'

Complete the calculation on each side, to be able to complete the statements using <, > or =. The correct answers are: <, =, >

Question 3 – In this question, children need to complete both **calculations** (see above) to see if Steph is correct. They can then use their working out to prove their answer.

Complete both calculations to identify whether Steph is correct. The correct answer is: Steph is correct. Steph's calculation gives an answer of 128 whereas Sean's calculation gives an answer of 32.

Guidance for Parents/Carers

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

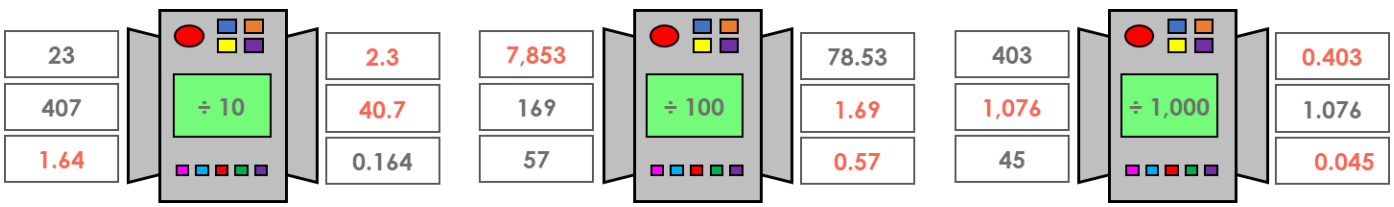
Maths – Divide by 10, 100 and 1,000 (page 3)

Question 1 – This question asks children to use the instructions on the **function machines** to complete the calculations. A **function machine** is a way of applying a rule. A number goes in, a rule is a applied (e.g. divide by 10) and the output is the answer to the calculation. For this activity, children also need to remember that the **inverse** (opposite) of division is multiplication. To divide by 10, each digit is moved one place to the right, for example: 13.57 ÷ 10 = 1.357

T	O	t	h	h
1	3	5	7	
	1	3	5	7

This same principle can be used for dividing by 100 and 1,000. When dividing by 100, each digit moves 2 places to the right and when dividing by 1,000, each digit moves 3 places to the right.

Complete the calculations using the instructions on the function machines:



Question 2 – This question asks children to identify which calculation in each row is incorrect, and to write the correct answer in the box on the right. To complete the question, children need to work out each calculation on the row to find the incorrect one.

Complete the calculations to identify the incorrect one on each row, writing the correct answer in the box. The correct answers are:
A: 945 ÷ 1,000 = 9.45 is incorrect. The correct answer is 0.945.
B: 2.03 ÷ 10 = 0.23 is incorrect. The correct answer is 0.203.
C: 450 ÷ 100 = 4.05 is incorrect. The correct answer is 4.5.

Question 3 – In this question, children need to use the cards to record 3 different ways of making the decimal given. Each of the three calculations will need to use a different number card, for example: one calculation will be dividing by 10, another will be dividing by 100 and the third calculation will be dividing by 1,000.

Use the digit cards to create 3 calculations that make 1.065. The correct answer is:
10.65 ÷ 10 = 1.065, 106.5 ÷ 100 = 1.065, 1,065 ÷ 1,000 = 1.065

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Monday

English – Using Similes, Metaphors and Hyperbole (page 4)

Question 1 – This question asks children to put an 's' in the box next to any **similes**, an 'm' next to any **metaphors** and an 'h' next to **hyperbole**.

A **simile** is when something is being compared to something else using like or as. For example, The gold sparkled like the sun. The girl was as quiet as a mouse.

A **metaphor** is when something is described as if it is something else. For example, The dancer was a graceful swan.

Hyperbole is a great exaggeration of something. For example, I'm so hungry I could eat a horse.

Read the sentences to check if they use similes, metaphors, or hyperbole:
A. h; B. s; C. h; D. m

Question 2 – This question asks children to write a sentence for each of the **similes**, **metaphors** or **hyperbole** given (see above). To do this, your child will need to think about the meaning of the phrase given.

Think about the meaning of the simile, metaphor or hyperbole and write it in a sentence. There are various answers for this question. An example for each is as follows:
A. He had a heart of stone, so he would feel no remorse for his actions.
B. He was as old as the hills, but he still managed to walk his dog each day.
C. She is small and slight in stature, but she has the heart of a lion.
D. This present is the greatest thing in the history of the universe.

Question 3 – In this question, children first needs to identify whether a **simile** or a **metaphor** (see above) has been used in each sentence. Once they have done this, they need to rewrite the sentence, changing the **simile** to a **metaphor** or vice versa.

Identify if the sentence includes a simile or metaphor and rewrite it as the other. The correct answers are:
A. Her eyes were sparkling diamonds that twinkled and shone.
B. The lake was like a mirror, reflecting the landscape around it.
C. He wasn't to be trusted, for he was a cunning fox.
D. The mountain was as terrifying as a giant, towering over the village below.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

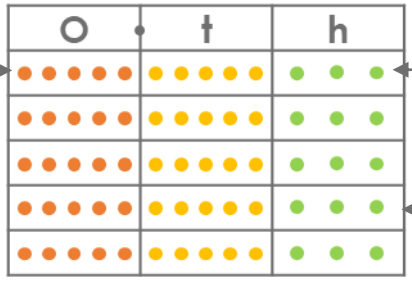
Tuesday

Maths – Multiply Decimals by Integers (page 5)

An **integer** is a term used for a whole number. For example, 3.

Question 1 – This question asks children to match the **calculations** (see page 2) to the answers. They have been provided with an image to help them complete the multiplications. For example:

Each counter is worth one of that amount. E.g. if there are 5 counters in the ones column, the amount is 5.



One row is one number.

The number of rows is the integer the number is being multiplied by.

Use the images to help you complete the multiplications and match the calculation to the answers. The correct answers are: A. 2; B. 3; C. 1

Question 2 – This question asks children to circle the correct **bar model**. To do this, your child will need to complete the multiplication in the question and match their answer to the bar model which has the same number in its top section. **Bar models** show how numbers can be split into different parts, by splitting them into bars or boxes. Bar models can be used to solve a wide variety of calculations, showing the relationship between the whole and the parts. For example, in this question:

The number in the top is the answer to the multiplication.

The number of bars is the integer the number is being multiplied by.

Complete the multiplication and match your answer to the correct bar model. The correct answer is: B. 44.622kg

Question 3 – In this question, children first need to complete each calculation. Once all three calculations are complete, they can be ordered from heaviest to lightest. Finally, children can then compare their answer to the statement Charles has given to identify if he is correct. They can use their working out to help them explain how they know.

Complete each calculation to identify if Charles is correct. The correct answer is: Charles is incorrect. The correct order (from heaviest to lightest) should be: Delivery 1, Delivery 3 and Delivery 2. Delivery 1 weighs 79.62kg, Delivery 3 weighs 64.372kg and Delivery 2 weighs 64.18kg.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

English – Using Punctuation to Mark Boundaries (page 6)

A **colon (:)** is used to introduce a list or to separate two clauses where the second **clause** following the colon explains or gives examples illustrating the first.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb.

A **semi-colon (;)** is used to separate a list when commas are used as part of the objects in the list. A semi-colon can also be used to join two independent **clauses** which are closely linked or related.

Question 1 – This question asks children to put an 'X' in the box that has used the punctuation (**colon** or **semi-colon**) correctly. They might want to think about the type of sentence it is, for example, is it a list? This will help them know what type of punctuation is needed.

Use your knowledge of punctuation to put an 'X' in the box next to the sentence that has used the colon or semi-colon correctly. The correct answer is: A

Question 2 – This question asks children to insert the three missing pieces of punctuation (**colon** or **semi-colon**) in the sentence given. They might want to think about the type of sentence it is, for example, is it a list? This will help them know what type of punctuation is needed and where.

Put a colon or semi-colon in each box within the sentence using your knowledge of punctuation. The correct answers are: : ; ;

Question 3 – In this question, children are asked to decide if the statement is true or false. To do this, they will need to decide whether a **colon** or **semi-colon** is needed within the sentence.

Decide if the statement is true or false by identifying what type of punctuation is needed. The correct answer is: False, it should be a colon.

Question 4 – In this question, children need to match the sentence to its missing punctuation. They need to think about the type of sentences they are and use their knowledge of punctuation to identify whether it needs a **colon** or **semi-colon**.

Decide which type of punctuation is missing in the sentence and match the sentence with that punctuation. The correct answers are: A - : and B - ;

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Tuesday

English – Using Punctuation to Mark Boundaries – continued (page 6)

Question 5 – This question asks children to identify if the correct punctuation has been used and explain their choice. To do this, they will need to use their knowledge of **colons** and **semi-colons** and how they are used within sentences (see page 6 for an explanation of these terms).

Use your knowledge of colons and semi-colons to identify if the correct punctuation has been used. The correct answer is: Stefan is incorrect. He should have used a colon because they can be used to emphasise the previous clause. A semi-colon is used to mark the boundary between main clauses. The word 'chocolate' is not a main clause.

Question 6 – This question asks children to write a sentence that uses a **colon** or **semi-colon**. The sentence they write also needs to include up to three **clauses**. For definitions on these terms please refer to page 6.

Use the word bank to help you write a sentence that includes a colon or semi-colon and up to three clauses. There are various answers for this question, for example: The football spectators were ecstatic when their striker sprinted towards the goal to score in the final minutes of the match; today their team would be triumphant for the first time this season.

Question 7 – In this question, children need to rewrite the sentences as one sentence using a **colon** or **semi-colon** to join the **clauses** together (see page 6 for definitions of these terms).

Identify where the clauses will be joined and whether a colon or semi-colon is needed to join them. The correct answer is: Even though it was midnight, they could see the outline of the ruined house; they were going to have to move quickly if they were to get there on time.

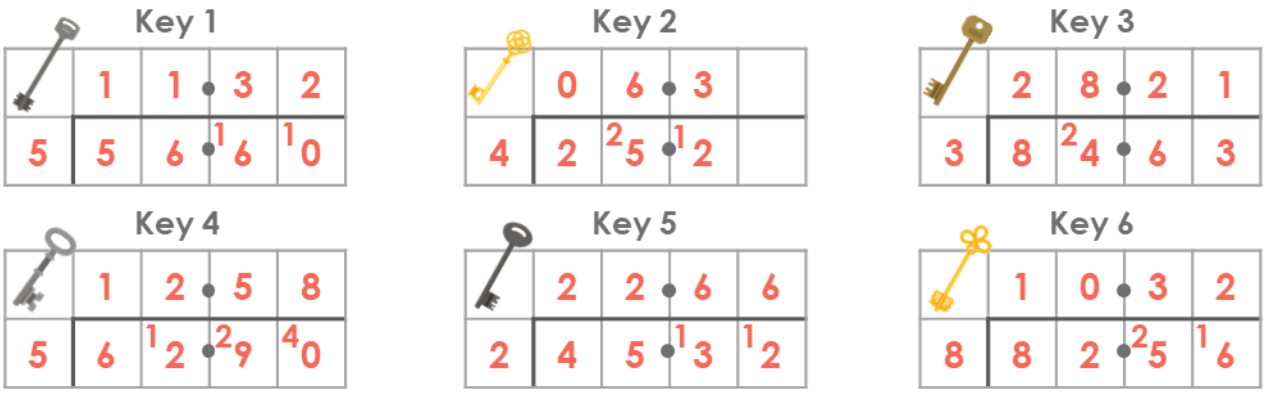
This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

Maths – Divide Decimals by Integers (page 7)

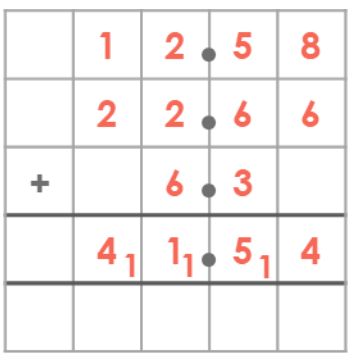
Question 1 – This question requires children to problem solve. First they will need to find the values of each key by completing the divisions of decimals by **integers** (see page 5). Next, they will need to add three different keys together that will give a total between 40 and 50.

Find the value of each key and use these values to find three keys that will give a total of between 40 and 50 when added together. The values of each of the keys are:

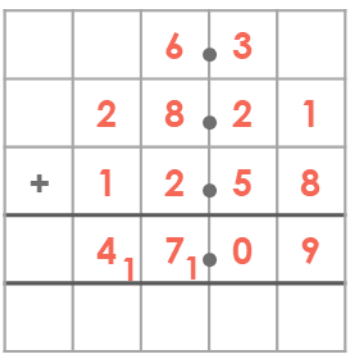


There are then various different combinations that children can find, for example:

Combination of Keys		
1	3	6



Combination of Keys		
4	5	2



Combination of Keys		
2	3	4

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Wednesday

English – Planning a Letter (page 8)

This activity asks children to plan a letter to a healthcare hero to say thank you for what they are doing. The activity is broken down into three different sections. In the first box, children need to think about the features and structure of a letter and list them within the box. These might include features such as:

Address – In a letter your address is written in the top right corner of the page, with the date underneath.

A **greeting** – At the beginning of a letter, a greeting is needed for who you are writing the letter to. For example, 'Dear….'.

Introductory paragraph – This is the first paragraph of the letter that introduces who you are and why you are writing to them.

Paragraph – A paragraph is a group of sentences that have the same theme. In a letter, a new paragraph is started when making a new point.

Formal or **informal** tone – A formal tone is used when you are writing to someone that you don't know or for a professional purpose; an informal tone is used when you are writing to someone you know well.

Conjunctions – These are words that are used to join ideas together. For example: because, after, as, if.

Concluding paragraph – This is the last paragraph of the letter that sums up the key points within the letter.

Sign off – This is the final part of the letter. For example: 'Yours sincerely…' or 'Kind regards…' could be used in a formal letter.

In the second box, children need to list three reasons why they are thanking the healthcare hero. It is suggested that they include examples of how they have helped your child or others. The third box asks children to list some useful phrases, **conjunctions** (see above), or **sentence starters** that could be included within their letter. **Sentence starters** are different ways of starting a starting a sentence so not every sentence starts in the same way, for example: 'With that in mind…' or 'Because of you…'.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

Maths – Decimals as Fractions (page 9)

The **numerator** shows how many parts out of the whole there are.

The **denominator** shows the number of equal parts the whole has been divided into.

$\frac{1}{2}$

Simplified fractions are fractions where the numerator and denominator cannot be any smaller, although they must still be whole numbers. To find a simplified fraction, the numerator and denominator must be divided by the same number. For example:

The **numerator** and **denominator** have both been divided by the same number.

$\frac{4}{8} \xrightarrow{\div 4} \frac{1}{2}$

This fraction is the simplified fraction as the numbers cannot be any smaller.

Question 1 – This question asks children to circle the statements that are correct. To do this, they will need to use their knowledge of converting decimals into fractions.

O	t	h
0	6	5

$\frac{65}{100} \xrightarrow{\div 5} \frac{13}{20}$

This decimal can first be made into a fraction out of 100 as there are 65 parts of 1 whole.

This fraction can then be simplified.

Complete the conversions so you can identify and circle the correct statements: A, C and D are correct.

Question 2 – This question requires three different steps. The first step is to convert the decimals into fractions. The second step is to see if any of these fractions can be simplified. Once your child has simplified the fractions, the third step will be to identify which of the simplified fractions has a **prime number** for its numerator. A **prime number** is a number that can only be divided by itself and 1. For example, 19.

Convert the decimals into fractions and simplify them to find the fractions with a prime number for their numerator. The correct answers are:

A. $\frac{8}{25}$; B. $\frac{1}{20}$; C. $\frac{3}{4}$; D. $\frac{11}{20}$; C and D have prime numbers as their numerators.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Thursday

Maths – Decimals as Fractions – continued (page 9)

Question 3 – In this question, children need to convert the decimal into a fraction to be able to identify who is correct. Children may also need to **simplify** (see page 10) the fraction to be able to complete the question completely. Once they have identified who is correct, they can use their working out to help explain their answer.

Complete the conversion of the decimal into a fraction to identify who is correct.
The correct answer is:
Both children are correct because 0.15 is equivalent to $\frac{15}{100}$ and $\frac{3}{20}$. Rhian's fraction is in its simplest form.

English – Writing a Letter (page 10)

This activity asks children to write the letter they planned in their Wednesday activity to a healthcare hero to say thank you for what they are doing. Children are provided with a checklist of features found in a letter, which they need to use to check they have included them within their writing. The definitions of all features on the checklist can be found on page 9. It is suggested that children use the checklist to help them **edit** (change to improve) and **redraft** (rewrite the letter to include the changes made whilst editing) their letters.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Friday

Maths – Three Decimal Places

Click on the link to watch the learning video clip on three decimal places. As the video progresses, it will provide questions to answer. Pause the video and answer the questions. Underneath the video, you will find information on the questions and their answers. https://classroomsecrets.co.uk/free-three-decimal-places-year-6-decimals-learning-video-clip/

English – Revision

Click on the link to play an interactive game which revises some of the grammar taught so far in Year 6. https://kids.classroomsecrets.co.uk/resource/year-6-spring-revision-set-03/

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading Comprehension – Healthy Eating Workshop (page 11 - 14)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or find the definition in a dictionary. Children may find it easier to read the questions first, read the text and then answer the questions. In order to answer the questions, it is common to read the text once in full and then for a second time to find the answers. Help your child practise skimming and scanning by getting them to read the first line of each paragraph and predict if they will find the answer to the question they are looking for in that paragraph.

The answers to the questions are given below.

1. What type of text is this? What is its purpose?
   A persuasive leaflet. It is attempting to persuade the reader to attend a healthy eating workshop.

2. What features would you expect to find in this text type?
   Answers could include: an appeal to the audience, rhetorical questions, flattery, facts and opinions, exaggerated and emotive language, bargains/offers, time limits, adverbs, alliteration, active voice etc.

3. Why has the author used lots of questions at the beginning?
   To encourage the reader to consider the answers and to read on to see if the answers are revealed or explained.

4. Identify some examples of exaggerated language.
   E.g. craves, hearty, delights, gleaming, flame-red Ferrari, top-notch, wholesome, appetising, fabulous, loveliness, incredible, awesome, flabbergasted etc.

5. Identify an example of flattering the reader.
   'Only the best will do for your body!'

6. What does the word 'nourish' mean?
   Provide with the food or other substances necessary for growth, health and good condition.

7. Identify TWO examples of alliteration.
   Answers could include: 'avocado, apricot or almond', 'delightfully delicious', 'fabulous food fact' or 'taste-tingling tips'.

This week's pack supports the Week 5 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading Comprehension – Healthy Eating Workshop – continued (page 11 - 14)

8. What is the intended purpose of the brackets?
   It acts as a direct challenge to the reader in hopes of provoking a response.

9. What type of word is 'delightfully'?
   An adverb.

10. What is the word 'loveliness' referring to in the context of this text?
    Fruit and vegetables.

11. What does the prefix 'anti-' mean? Think of TWO more words that include this prefix.
    The prefix 'anti-' means opposed to or against. Examples might include: antibiotics, antifreeze, antibodies, antibullying, anticlockwise, antisocial, anticlimactic etc.

12. Why has the author stated that 'limited spaces are available'?
    It might rush people into making a decision about attending.