

## Friday 24<sup>th</sup> April, Year 6

### **News from Mrs Gogarty: Have a go at playing battleships with someone at home.**

#### **Battleships**

An old school classic: Create two grids and position your ships. Click on the link for instructions

<http://www.papag.com/show?1TMC>

#### **Spanish and/or French**

Did you have a go at Spanish and/or French on Duolingo? Try to do 5 minutes every day.

#### **English answers**

Here are the answers for yesterday's English.

**Q1.** Joshua had mastered two new skateboarding skills: he could do a perfect aerial jump and execute a complete 180 degree turn.

**Q2.** There are two places that I have always wanted to visit: the Arctic and Antarctica.

**Q3.** Tom needed to think carefully about his homework: it looked very difficult.

**Q4.**

I bought several beach toys: a bucket, a spade, a ball and a kite.

**Q5.** The school offered three clubs for its pupils: art and craft, dance and chess.

**Q6.** Frank would like to go to Cornwall next summer; he might also visit France in the spring.

**Q7.** There are Roman ruins near our village; they are being excavated next week.

**Q8.**

semi-colon

**Q9.** Come and see me tomorrow; I will not have time to see you today.

## English

Today in English, we are going to be revising how to use inverted commas and hyphens.

### Using inverted commas

*My boss said to me, "Your pay cheque was sent to you today."*

*"Are you going to finish that?" Shrek asked Fiona.*

When the speech comes second in the sentence, a comma has to be placed before the start of the direct speech. Next, comes the first part of the inverted commas, followed by the person's direct speech. It begins with a capital letter. Once you've written down what the person actually said, remember to put a suitable punctuation mark. Finally, finish off with the second half of the inverted commas.

### Using hyphens

Watch this clip to remind yourself of the use of hyphens.

<https://www.youtube.com/watch?v=g0WptlLhfU>

Please write the answers to the questions below in your home learning book. I will send you the answers on Monday.

**Q1.** Which sentence uses **inverted commas** correctly?

Tick **one**.

"Mr Nelson asked, Who is responsible for the sports equipment?"

Mr Nelson asked, "Who is responsible for the sports equipment?"

"Mr Nelson asked," Who is responsible for the sports equipment?"

Mr Nelson asked, "Who is responsible for the sports equipment"?"

**Q2.** Which sentence uses **inverted commas** correctly?

Tick **one**.

“Follow me! shouted the tour leader.”

“Follow me! “shouted the tour leader.”

“Follow me!” shouted the tour leader.

“Follow me”! shouted the tour leader.

**Q3.** Add the missing **inverted commas** to the passage below.

Maya whispered , I can see a baby hedgehog ! Keep quiet so we don't scare it .

**Q4.** Tick two boxes to show where the missing **inverted commas** should go.



Roman life was unlike modern life, the archaeologist said.

**Q5.** Which sentence is punctuated correctly?

Tick **one**.

Abdul called out, “will you come and help me?”

Abdul called out “Will you come and help me”

Abdul called out, “Will you come and help me”?”

Abdul called out, “Will you come and help me?””

**Q6.** Insert a hyphen in the sentence below.

The class teacher praised the well behaved and helpful group of year six children.

**Q7.** Insert one **hyphen** and one **comma** in the correct places in the sentence below.

My grandmother is a ballroom dancing champion poet and singer.

**Q8.** Insert two **hyphens** in the correct places in the sentence below.

The children have been busy cooking some healthy  
sugar free snacks and learning some well known traditional  
songs for visitors to enjoy.

**Q9.** Which sentence uses the **hyphen** correctly?

Tick **one**.

The sugar-free lollies are available in three flavours.

The sugar-free-lollies are available in three flavours.

The sugar-free lollies are available in three-flavours.

The sugar free-lollies are available in three flavours.

**Q10.** Which sentence uses the **hyphen** correctly?

Tick **one**.

There are thirty seven year-olds in Class 2.

There are thirty seven-year-olds in Class 2.

There are thirty-seven year olds in Class 2.

There are thirty-seven-year-olds in Class 2.

## **Spellings**

### **This week's spellings:**

1. delicious 2. malicious 3. suspicious 4. unconscious 5. gracious 6. precious  
7. vicious 8. conscious 9. spacious 10. ferocious

Write these words in sentences in your home learning book.

## **Maths answers**

**Here are the answers to yesterday's work.**

## Answers for self-marking

Multiply the following numbers by 10, 100 and 1000 to complete the table.

	$\times 10$	$\times 1000$	$\times 100$
0.003	0.03	3	0.3
1893.852	18 938.52	1 893 852	189 385.2
600.001	6000.01	600 001	60 000.1

Divide the following numbers by 10, 100 and 1000 to complete the table.

	$\div 100$	$\div 1000$	$\div 10$
4.08	0.0408	0.00408	0.408
215.9	2.159	0.2159	21.59
9.99	0.0999	0.00999	0.999
450.04	4.5004	0.45004	45.004

Complete the following table.

	$\div 1000$	$\times 100$	$\div 10$
6.45	0.00645	645	0.645
0.501	0.000501	50.1	0.0501
936	0.936	93 600	93.6
7180	7.18	718 000	718

Complete this table, using your own calculations.

	$\div$	$\times$	$\div$

Kate says,

When you divide by 10, 100 and 1,000 you just knock off the zeros or move the decimal point.

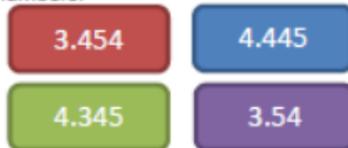


Do you agree?  
Explain why

Kate is wrong, the decimal point never moves. When dividing, the digits move to the right and each time they move one column to the right they get 10 times smaller.

You cannot just get rid of zeros as sometimes a number being divided by 10, 100 or 1,000 does not have any zeros to begin with e.g. 24

- Four children are thinking of four different numbers.



Yvonne: "My number has four hundredths."

Alex: "My number has the same amount of ones, tenths and hundredths."

Louise: "My number has more tenths and hundredths than ones."

Emily: "My number has 2 decimal places."

Can you match each number to the correct child?

Emily = 3.45, Alex = 4.445. Louise = 3.454, Yvonne = 4.345

## **Maths**

Today we are going to revise how to multiply decimal numbers. First remind yourself of the method with this clip.

<https://www.youtube.com/watch?v=dSFja7Jsg6c>

Now please answer these questions in your book. I will send you the answers on Monday.

## Maths

LO: To multiply decimals by integers

Starter Activity 1

$$60 \div 15 =$$

Starter Activity 2

- What is the value of the underlined digit in the following numbers?

3.42    4.562    34.621    54.36

Fluency 1

**a) £4.56 x 5**

**b) £10.25 x 8**

**c) £0.57 x 4**

### Fluency 2

Jess is saving her pocket money. Her mum says,

"Whatever you save, I will give you five times the amount."

If Jess saves £2.23, how much will her mum give her?

If Jess saves £7.76, how much will her mum give her?

### Reasoning

Amy says,



When you multiply a number with 2 decimal places by an integer, the answer will always have more than 2 decimal places.

Do you agree?  
Explain why.

### Problem solving/reasoning

Fill in the blanks

$$\begin{array}{r} \begin{array}{ccc} \boxed{3} & \bullet & \boxed{4} & \boxed{5} \\ & & & \boxed{\phantom{0}} \end{array} \\ \times \\ \hline \begin{array}{ccc} \boxed{0} & \bullet & \boxed{3} & \boxed{0} \\ \boxed{\phantom{0}} & \bullet & \boxed{4} & \boxed{0} \\ \boxed{1} & \boxed{\phantom{0}} & \bullet & \boxed{0} & \boxed{0} \\ \hline \boxed{\phantom{0}} & \boxed{\phantom{0}} & \bullet & \boxed{\phantom{0}} & \boxed{\phantom{0}} \end{array} \end{array}$$

**Extras** Don't forget to read! Practise your times tables – look at <https://www.timestables.co.uk/games/> and create a free account. Log onto NumBots and Times Table Rock Stars.

Check out Pictionary, which is a charades-inspired word-guessing game. You can make it with paper and pens and play with your family.

<https://icebreakerideas.com/pictionary-game/>

Whole week projects: History.

In our last lesson at school on the Maya, we discussed possible reasons for the decline of the Mayan civilisation: deforestation; drought; fighting between different tribes. Now read this information about the arrival of the Spanish. By the time they arrived, many of the Mayan cities were in ruins. Please read the information really carefully!

# The Maya

Learning Objective:

To consider the effects and implications of the Spanish invasion of Mayan lands.

The Spanish conquistadors were explorers who came to the New World to gain lands and riches. They came to Mesoamerica in the sixteenth century and discovered the ruins of the ancient Mayan cities.



However, they also discovered the Maya who had remained in the area after the collapse of the great cities. These people lived in small farming settlements and lived in the same way as the Maya had done in the first century.



Do you think it was a good thing that the Spanish came to Mesoamerica?

What might the positive and negative effects of this have been on the Maya?

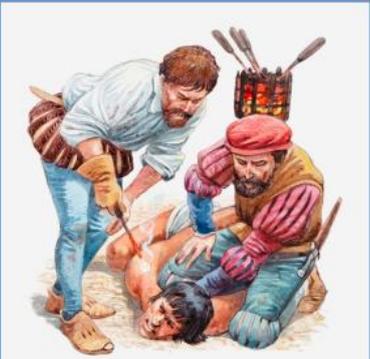


What were the effects of these changes brought about by the arrival of the conquistadors?



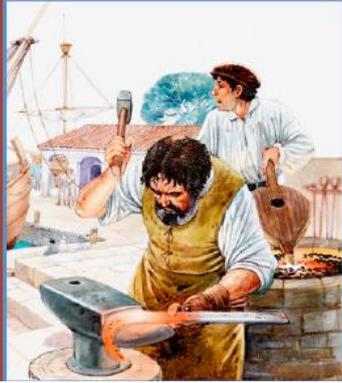

The Spanish brought new foods such as wheat and sugar to Mesoamerica.

The Spanish used violence to conquer the Maya.




The Maya adopted many Spanish Christian beliefs.

The Spanish brought new technologies, including metalwork.



The Spanish destroyed Maya art and writings as they thought they were evil.

The arrival of the Spanish conquistadors had a number of implications for the Maya.



Do you think the Spanish invasion was a good thing or a bad thing for the Maya?

Here are some more pros and cons.

The Spanish developed better trade routes.	The Spanish taught the Maya to write using an alphabet.	The Maya learnt to speak Spanish.
The Spanish used violence to conquer the Maya.	Many Maya died in battle defending their lands and their families.	Many Spanish died in battle when they were attacking the Maya.
The Spanish brought new diseases with them, such as smallpox.	The Maya eventually stopped the practice of human sacrifice.	The Maya adopted many Spanish Christian beliefs.
The Spanish brought new foods, such as wheat and sugar, to Mesoamerica.	The Spanish brought cattle, horses and sheep to Mesoamerica.	The Spanish brought gunpowder to Mesoamerica.
The Spanish brought new ideas for architecture and art.	The Spanish brought a new system for ruling society that replaced Maya kings.	The Spanish destroyed Mayan art and writings as they thought they were evil.
The Spanish took Mayan gold, silver and jewels to keep for themselves.	The Spanish brought new technologies, including metalwork.	The Spanish tried to make the Maya more civilised, like themselves.

Now decide which of the changes brought by the Spanish were good, and which were bad. Draw the table below out in your book, and fill it in carefully.

The Maya: PSHE
Worksheet 18

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Choose three **PROS** and three **CONS** of the Spanish conquest of the Mayan lands. Explain why each one is a positive thing or a negative thing.

Pros	Cons
Pro 1: This is a positive thing because  	Con 1: This is a negative thing because  
Pro 2: This is a positive thing because  	Con 2: This is a negative thing because  
Pro 2: This is a positive thing because  	Con 2: This is a negative thing because  

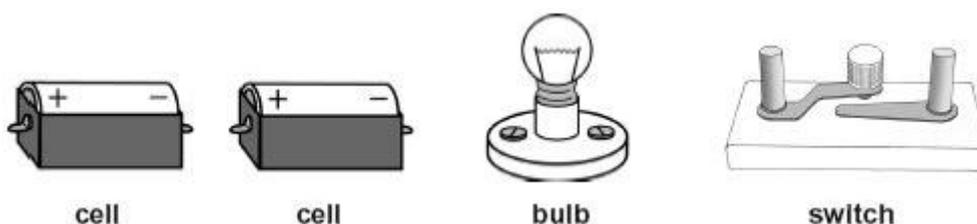
**Science: Series and Parallel Circuits. Watch this brilliant clip!**

<https://www.youtube.com/watch?v=js7Q-r7G9ug>

**Please write the answers to these questions about electricity in your book. I will send you the mark scheme on Monday.**

**Q1.**

Ben makes a series circuit using two identical cells, a bulb and a switch to turn the bulb on and off.



- (a) Draw a circuit diagram of Ben's circuit. Use the correct symbols.

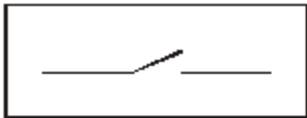
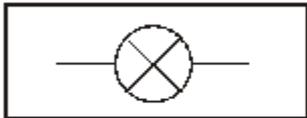
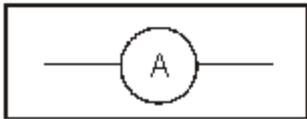
The cells have been drawn for you.



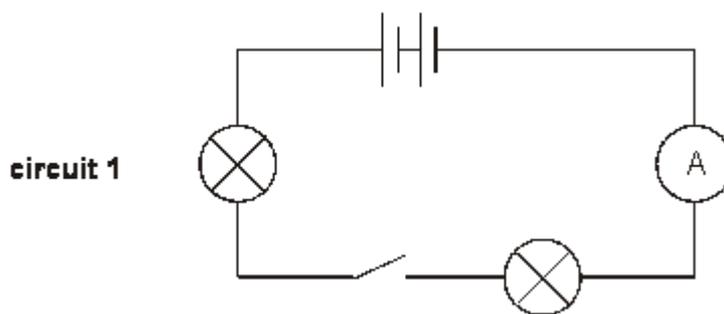
- (b) Which part of the circuit supplies the energy?
- (c) Ben adds another identical bulb to the circuit in series. How does the **brightness** of the first bulb change?

**Q2.**

- (a) Draw a line from each circuit symbol below to the correct name.  
Draw only four lines.

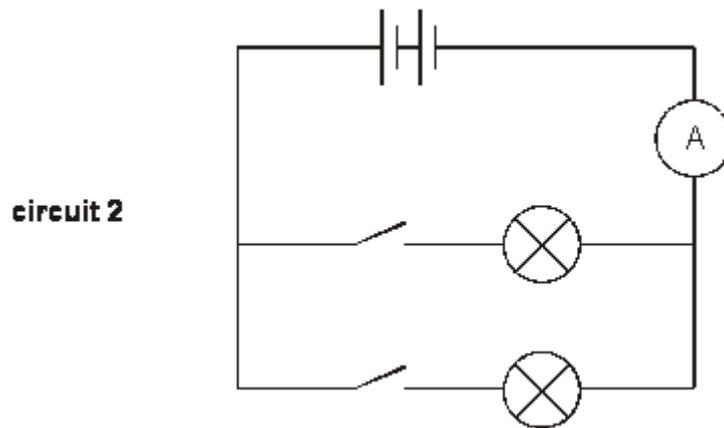
<b>circuit symbol</b>	<b>name</b>
	<input type="text" value="ammeter"/>
	<input type="text" value="switch"/>
	<input type="text" value="motor"/>
	<input type="text" value="battery"/>
	<input type="text" value="bulb"/>

- (b) Fred made **circuit 1** as shown below.



Give the name of the part that is the energy source for the circuit.

(c) Fred then made **circuit 2** as shown below.



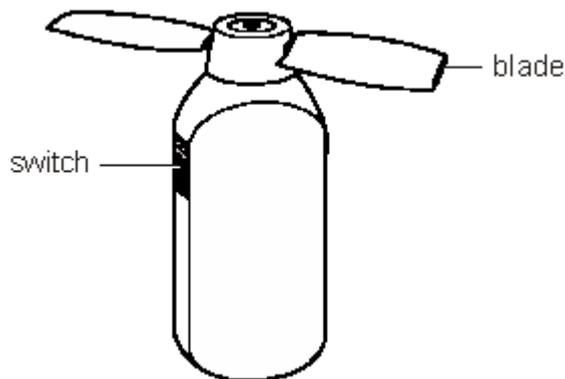
Draw this table in your book, and tick a box to show whether **circuit 1** and **circuit 2** are series or parallel circuits. Tick only **two** boxes.

	series	parallel
circuit 1		
circuit 2		

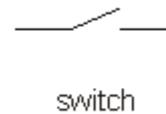
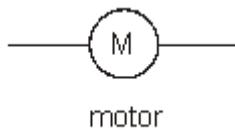
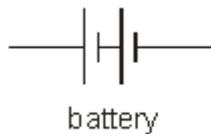
(d) What metal is usually used for wires in electric circuits?

**Q3.**

Susan has a small fan to keep herself cool.  
When she switches it on, a motor turns the blades to blow air.



- (a) The diagrams below show the symbols for a battery, a motor and a switch.

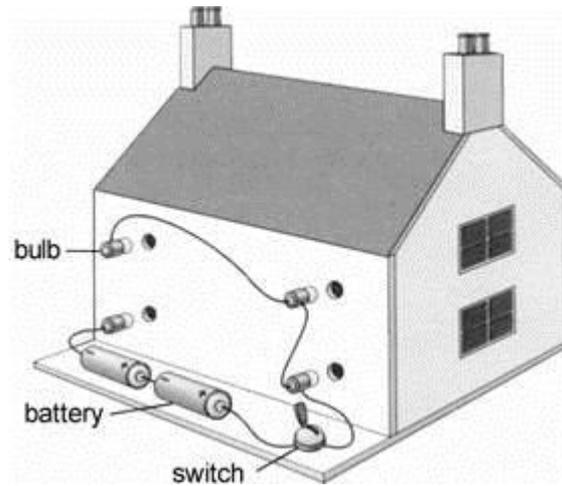


**In your book**, draw a series circuit diagram for the fan using these symbols.

- (c) Susan built a circuit using a battery, a motor and a switch.  
She closed the switch to turn the motor on.
- (i) Susan added a bulb to the circuit.  
The current in the circuit **decreased**.  
How did this affect the motor?
- (ii) Susan removed the motor from the circuit.  
The current in the circuit **increased**.  
How did this affect the bulb?

**Q4.**

Alice connects four light bulbs for her model house, as shown. She puts the bulbs into the holes in the back wall.



- (a) When Alice turns the switch on, the bulbs do **not** light up. The batteries are **not** flat. None of the bulbs is broken. Why do the bulbs **not** light up?