

Y6 Quick starts

1. $13 \times 4 \frac{2}{6} =$
2. $5 \times 7 \frac{2}{3} =$
3. $2 \frac{4}{5} \times 20 =$
4. $2 \frac{6}{8} \times 16 =$
5. $7 \frac{1}{6} + 9 \frac{9}{12} =$
6. $1 \frac{1}{8} - \frac{4}{8} =$
7. $25\% \text{ of } 180 =$
8. $84\% \text{ of } 380 =$
9. $84\% \text{ of } 420 =$

Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		
		30%
2/5		
1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

10 Order the numbers below:

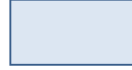
- 0.1 0.09999 $\frac{4}{10}$ 41% $\frac{3}{5}$

1 (a) The area of a square is 64m^2



What is the perimeter of the square?

(b) A rectangle is 2cm longer than it is wide.



The perimeter of the rectangle is 44cm.
Find the area of the rectangle.

(You may find it useful to draw a bar model)

2 Maria has three number cards.



One of the cards has a value of 35.
The other cards have a smaller value.
When you add the cards you get.

$$\text{Red card} + \text{Purple card} = 62$$

$$\text{Green card} + \text{Purple card} = 38$$

$$\text{Red card} + \text{Green card} = 46$$

What is the value of each card?

Y6 Quick starts

1. $3 \times 4 \frac{5}{6} =$
2. $5 \times 2 \frac{2}{3} =$
3. $2 \frac{1}{5} \times 2 =$
4. $2 \frac{6}{8} \times 10 =$
5. $7 \frac{1}{6} + 9 \frac{9}{12} =$
6. $1 \frac{1}{8} - \frac{4}{8} =$
7. $25\% \text{ of } 300 =$
8. $8\% \text{ of } 380 =$
9. $4\% \text{ of } 420 =$

Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		
		30%
2/5		
1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

10 Order the numbers below:

- 0.1 0.09999 $\frac{9}{10}$ 51% $\frac{1}{5}$

Order from smallest to largest:

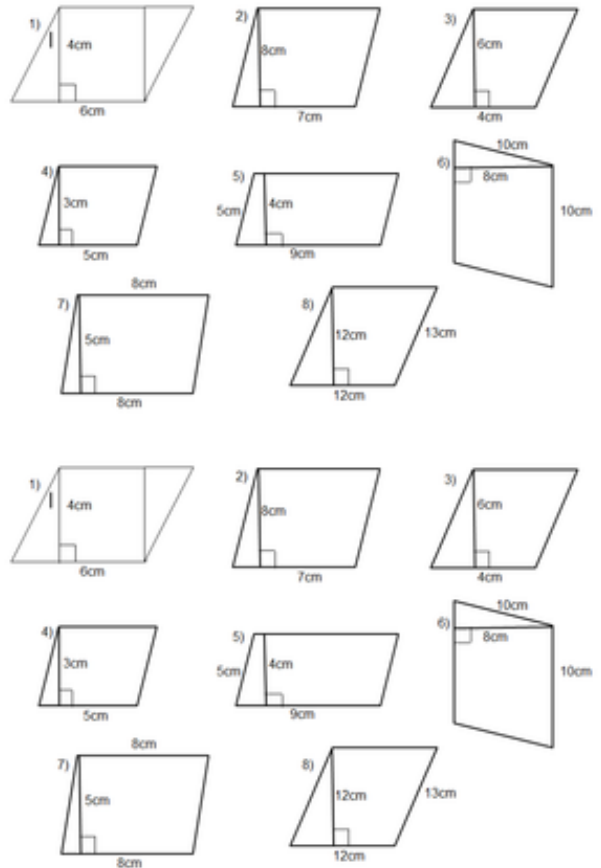
50%

$\frac{2}{5}$

0.45

$\frac{3}{10}$

54%



Nanny, Rolling.

"You'd laugh if my hair was on fire," my dad said to me once. He was probably right! You can't help it when you're young, can you? Any mishap that someone has is amusing and you just can't stop laughing about it. The story I'm about to tell you is true, and even now, thirty years later, it still makes me smile. If I'm honest, it makes me giggle a little bit.

Our Nan was tiny. She was literally about the size of a Year 6 girl - and a short one at that! She had wiry grey, curly hair, a hooked nose and wore thick-lensed glasses that were way too big for her face compared to the size of her head. All of this made her look like a small witch. Despite all of this, we loved her dearly and she had a great sense of humour.

She always came round to our house on a Wednesday evening to help our mum out - there were five of us after all. Around ten o'clock mum would take her home, even though our dad would always suggest that she flew home on her broomstick!

Well, that summer's evening, I stood at the bottom of the driveway balancing on the small wall that separated our drive from the neighbour's drive. The wall was needed because our house was about a metre and a half higher than next door's. Their drive was flat but ours was about four metres long but rose by about a metre up to the house. The rest of the height difference was made up by three steps of varying heights. These unevenly spaced steps were, ultimately, Nan's downfall.

I remember looking up at the front door as nan and mum appeared. They were talking about something and nan clearly wasn't paying attention. She missed the first step completely, making her legs appear to 'dance' down to the next step. Sadly, neither leg was expecting this, so it looked like one leg was waiting for the other leg to react. Neither did she until she started to fall. Then both legs reacted, trying to find somewhere to land safely. Whilst this was happening, nan dropped her handbag and flailed her hands around trying to find something to hold onto. Mum tried to grab her to stop her falling but only ended up giving her an extra 'shove' that she didn't need. All in all, it was very funny to watch (especially when you're fourteen), but the best bit was yet to come!

Nan was now completely out of control and was travelling like some kind of badly prepared gymnast. I'm sure she would have been glad of a broomstick at this point, it may have saved her. She seemed to travel like she was in a slow-motion clip from an action film. Nan twisted awkwardly through the air, hit the floor, bounced a couple of times, then landed flat on her side. She then started to roll down the drive, just like children do on a grassy hill. What made it all the funnier was that the contents of her handbag that were capable of rolling, did so after her. They looked almost magnetically frantic. Not wanting to be left behind, they criss-crossed each other's path as if racing to see which could get back to her the quickest. Could you imagine such a sight?

As she rolled, she seemed to pick up speed, faster and faster until she ploughed into the wall on which I was standing. She just lay there looking up at me, her glasses at a very strange angle indeed. In fact, I'm sure one of the arms of her glasses was actually up her nose! One by one, her personal possessions came to rest behind her, bumping into her. The last thing to stop was her hairbrush that ironically positioned itself perfectly under one of her large curls almost like it knew it was now needed.

To say that my brothers and sister and I laughed would be an understatement! We howled and tears rolled down our faces. Mum came racing down the drive to help her mother and scolded us appropriately. We all slinked off to hide our shame, still giggling as we went.

As for poor old nan, she went to A and E and had an X-Ray. She'd broken her hip and ended up spending weeks in hospital!

We all felt really bad for laughing... but we just couldn't help ourselves.

These questions are about Nanny, Rolling.

Circle the correct answer.

How did the author's father suggest that Nan could get home?

Walk

In a taxi

On her
broomstick

Drive herself

(1)

In the second paragraph, what does the author compare the height

Tick true or false

The story took place in the Summertime

Nan often visited on Wednesdays.

Nan arrived on a broomstick.

Nan was a large woman.

Nan had a good sense of humour.

T	F

(2)

The author describes his house as being higher than that of his neighbour's house. How much higher does he say it is?

(1)

These questions are about Nanny, Rolling.

In paragraph 2, how does the author describe his Nan? (2)

The author's mother tried to help Nan as she fell, but what did she

Number these statements to put them in the correct order.

Nan and mom were talking as they left the house.

Nan landed on her side and rolled down the drive.

Nan's belongings bumped into her.

Nan lost her footing on the step.

Mom accidentally pushed Nan down the steps

1

(1)

'I'm sure she would have been glad of a broomstick at this point...'

Why do you think the author says this? (1)

These questions are about Nanny, Rolling.

The author writes, 'Mum came racing down the drive to help her mother and scolded us appropriately'.

What do you think is the closest meaning to the word 'scolded'?

Tick **one**.

Burn with hot water

Trying not to laugh.

Chastise someone.

Asking for help in an emergency.

(1)

What two words or phrases are used to describe how the contents of Nan's handbag appeared to move? (2)

Why does the author use the word 'ironic' to describe the final resting place of Nan's hairbrush? (2)

Should men and women be treated equally?

This question has suddenly become a hot topic which has hit the news headlines in a seemingly endless onslaught on men, (being seen as the privileged ones) as a result of the leaking of scandal around a director in Hollywood. But beyond the outrage and the gossip has sprouted a multitude of questions as to the treatment of men and women, not just in America, but in our own society.

For many years women were (and were seen to be) the second-rate members of society; they were the ones that bore children, brought them up and kept the house clean. But as the availability of education expanded to both of the sexes, more women were becoming discontent with their lot in the house and wanted to work in the wider world. During the second world war women took on the roles previously occupied by men who were away in the trenches and were very successful. They showed that they were just as capable as men in most areas. When the men returned from the war, they wanted to walk back into their old jobs (whilst the women return to cleaning the house) and this proved to be a difficult situation which caused many broken marriages.

In a society which is meant to be free, democratic and liberal, can it be true that half of it's members are treated as second class citizens? But many hold this view due to a number of reasons.

Firstly, women do not receive equal pay. An example of this can be found in the latest revelations from the BBC pay award, outlining that many women presenters- doing an important and equal job to their male counterparts- receive way below their fellows. Could it be that the BBC do this because they think that they can get away with it? And they have for many years. Or is it that the BBC consider female presenters not quite as good? On the other hand, is the real reason that men perform better under pressure and bring a sense of authority to the occasion?

Secondly, women do not get the same opportunities as men. This can be seen in the world of tennis. Not only are there not as many tournaments for women but there is a huge difference in prize money. Arguably, this is seen by many as the result of the very fact that men play a physically faster and more dynamic game than the ladies.

Consider the attributes that women are supposed to possess: for example, the ability to cook. Even in this area, men are seen to dominate and be impressive as they travel around the world cooking the speciality dishes (initially introduced by their mothers.)

But is it all the man's fault? What is the answer to this problem? Should women start to act more like men? Should men start to act more like women? Perhaps one answer lies in the reality that women are not the same as men but different. It is the very view that society has of women as someone weaker that needs to alter. Importantly, it is their own view of themselves that women need to change if they are to change society's.

Highlight:

- * Key vocabulary
- * Questions
- * Structure
- * Features

Planning your own discussion text

1. Choose a topic to debate
2. Research it - find facts and statistics to support both arguments for and against
3. Vocabulary - highlight sentence starters and key words given in the model
4. Structure - plan each paragraph following the model
5. Questions - include the same style conclusion as in the model given

Suggested ideas:

Should schools re-open on the 1st of June for Y6?

Should children wear uniform to school?



Semicolon

Separates items in a list where the items are longer phrases

I packed several pairs of sandals; all my swimwear; a patterned maxi dress and my beautiful leopard print scarf.

Task: Write your own examples.

Semicolon

Separates items in a list where the items are longer phrases

I packed several pairs of sandals; all my swimwear; a patterned maxi dress and my beautiful leopard print scarf.

Separates two closely related main clauses

The moon was gleaming silver; it looked like an enormous lantern.

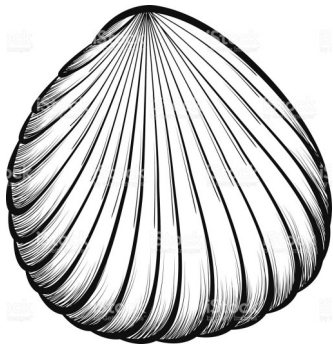
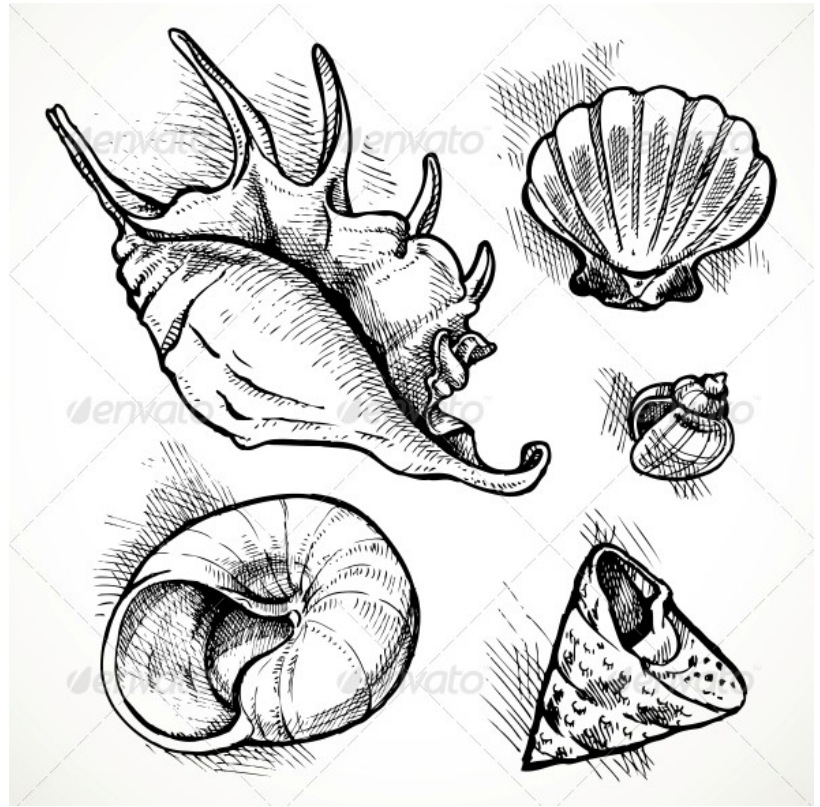
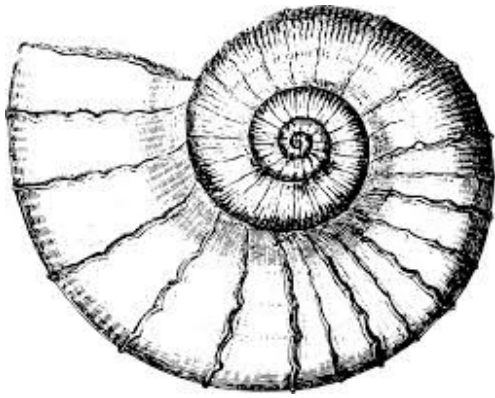
Miss Northen's hair is blonde; it used to be as grey as her Grandma's.

Task: Write your own examples of both

Semi Colons

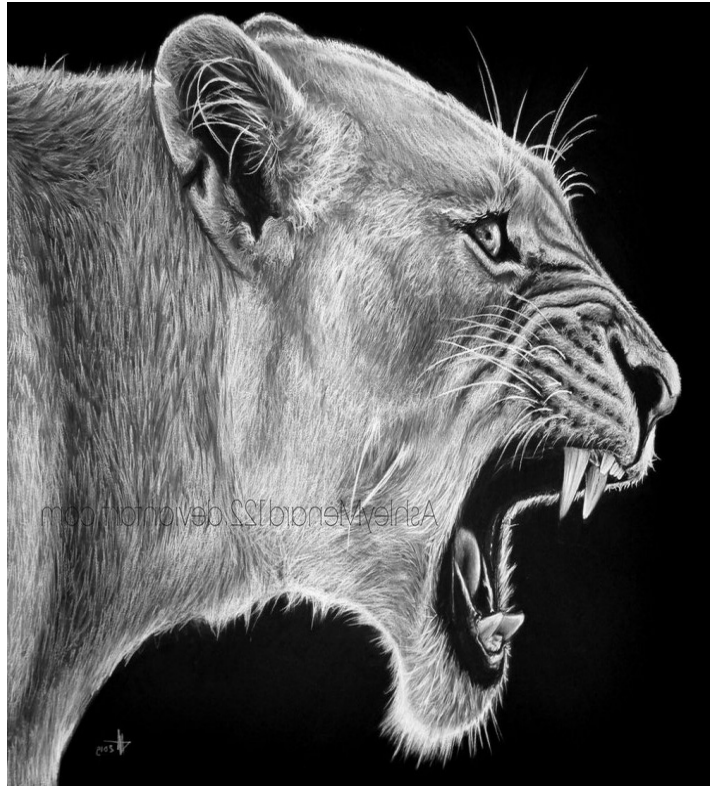
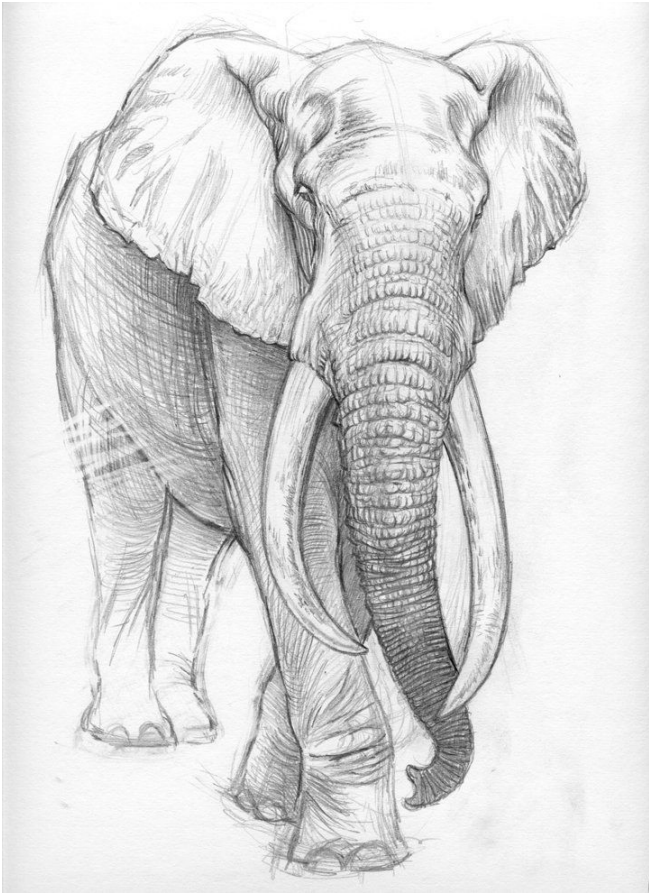
1. Exercising helps to keep you healthy and fit proper nutrition is also important.
2. I like going fishing I don't like putting worms on hooks!
4. Red is my favourite colour I like wearing blue sometimes.
5. I don't like doing homework my homework is always in math.
6. Memorize your speech you won't need your cheat notes.
7. Learn to use the semicolon properly your punctuation test mark will improve.
8. My dog likes to play with cats my dog likes most animals.
9. I have cable TV cable TV always has good movies!
10. I don't sleep well at night I'm always tired during the day.

Challenge: Write your own.



Y6 ART Project

Try and sketch the above shells. Pay careful attention to the shading. Once you have done this, have a search around your home and garden for other items you could do this for. Please share your work and tweet the school.



Y6 ART Project



Y6 ART Project

Year 3/year 4 statutory word list grouped by area

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s) fruit
'n' spelt as 'kn'	-ough letter strings enough though/although thought through (currently taught in Years 5/6)		
knowledge knowledgeable	Words from other countries	cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length	heard heart history imagine important increase island learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
-tion and -sion words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')		
'or' sound spelt 'ough' caught naughty (regional pronunciation)	'i' sound spelt as 'u' busy/business	's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
'el', 'ey' and 'elgh' sounds eight/eighth reign weight height (exception)	adding prefixes (dis)appear (dis)believe (re)build (re)position		
adverbials therefore	unstressed vowels different favourite February interest library ordinary separate		
-ous words famous various	double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose		

Spelling Champion 3/4 words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.

Year 5/year 6 statutory word list grouped by area

Unstressed vowels	Other words	ie are adjacent	-ous words
accommodate bruise category cemetery definite desperate dictionary embarrass environment exaggerate marvellous nuisance parliament privilege secretary vegetable	amateur average awkward bargain controversy curiosity develop forty guarantee harass hindrance identity individual interfere interrupt language leisure lightning muscle neighbour persuade programme queue recognise relevant restaurant rhyme rhythm shoulder signature stomach temperature twelfth vegetable vehicle yacht	soldier sufficient variety ancient foreign (exception to the pattern)	disastrous marvellous mischievous
		Double consonants	Words originating from other countries
		accommodate accompany according aggressive apparent appreciate attached committee communicate community correspond immediate occupy occur opportunity recommend suggest	conscience conscious desperate yacht
Unstressed consonants			Cross-curricular words
government			forty temperature twelfth
Suffixes and prefixes			-le words
according attached criticise (critic+ise) determined equip(-ment, -ped) especially frequently immediate(-ly) (un)necessary sincere(-ly)			available vegetable vehicle muscle
'i' before 'e' except after 'c' when the sound is 'ee'	-tion words	Word families	'c' makes 's' sound before 'l', 'e' and 'y'
achieve convenience mischievous (regional pronunciation, e.g. if use the 'ee' sound)	competition explanation profession pronunciation	familiar identity signature symbol (this is revision from year 3/year 4)	cemetery convenience criticise excellent existence hindrance necessary prejudice sacrifice
	-ough letter strings	'y' makes the 'i' as in 'bin' sound	
	thorough	physical symbol system (this is revision from year 3/year 4)	

Year 6

CHALLENGE!!!

Who out of Year 6 can find more words which are not on this list but follow the spelling rules? Tweet your responses.



Spelling Champion 5/6 spelling words

Task One: Write out any spelling words you need a quick reminder on.

Task Two: Write a variety of sentences using the above spellings.

Task Three: Play the Y6 Spelling Champion game against family members. Who will be the spelling champion? Tweet your results.