

Thursday 7th January 2021

Year 6 Remote Learning

Hello Year 6!

Please see below the list of important resources that you will need access to for Remote Learning. These links can also be found on the Year 6 homepage of DB Primary for easy access.

I have included the individual passwords for each student, please do email me at y.6@arkbentworthprimary.org if you have any problems accessing these sites.

Thank you

Miss Oudomvilay



Maths

Complete Q 1- 4 on the squared paper in your folder.

Quick practice – Circle the correct answers

* 5, 2 and 3 are factors of: 10, 30, 45, 60

* 120 is a multiple of: 5, 7, 9 and 10

* The highest common factor of 25 and 40 is: 1, 2, 3, 4 or 5.

Question 1

As efficiently as possible, find the simplest form of each fraction.

Draw a factor bug if you need to for the numerator and denominator of the fraction and find the highest common multiple.

- a) $\frac{12}{30}$ c) $\frac{7}{35}$
b) $\frac{9}{36}$ d) $\frac{14}{26}$

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Oak National Aci

Question 2

Miss Parsons asked pupils in all year groups to complete a survey.

Here are the number of responses from the total number of pupils in each year group.

Can you find the fractions in their simplest form to find out which year group had the highest response rate?

Year group	Fraction of responses	Simplified fraction
3	$\frac{25}{30}$	
4	$\frac{33}{55}$	
5	$\frac{32}{48}$	
6	$\frac{45}{60}$	

Question 3

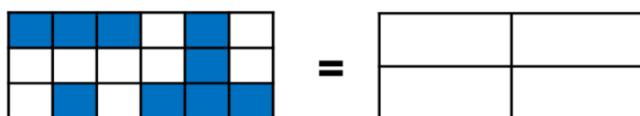
Find the value of a, b and c.

$$\frac{5}{a} = \frac{b}{c} = \frac{20}{60}$$

$$a + b = 16$$

Reasoning with Equivalent Fractions – Explain how you know

10a. Colour the second image to show an equivalent fraction. Write the fractions underneath.

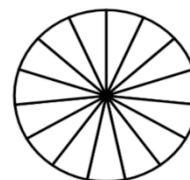


$$\frac{\square}{\square} = \frac{\square}{\square}$$



VF

10b. Colour the second image to show an equivalent fraction. Write the fractions underneath.



$$\frac{\square}{\square} = \frac{\square}{\square}$$

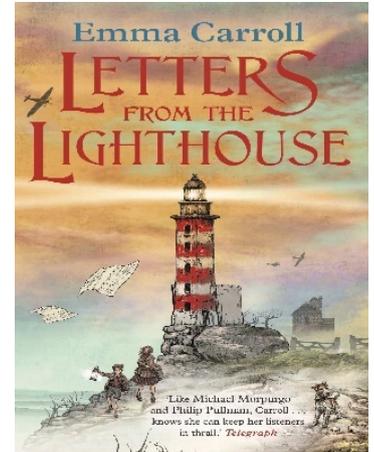


VF

Reading

Read chapter 2 (pp. 25 -32) of ‘Letters from the Lighthouse’ and answer the following questions (full sentences please)

- 1) What 2 clues does the reader get that Olive has been injured pp.14 -15
- 2) What does the phrase ‘for pity’s sake mean’? p.15
- 3) What does the word ‘grimaced’ mean? p.21
- 4) Summarise three reasons that Olive was feeling ‘fed up’ p.22
- 5) What symbol represented Jewish people at this time p.23



Writing

Success Criteria for a Year 6 Fictional Recount

L.O	I can write a fictional recount
S.C 1	Use capital letters, full stops, question marks, all commas, apostrophes for contraction mostly correctly.
S.C 2	Writing for a range of purposes (fiction/ non-fiction) and audiences using appropriate devices.
S.C 3	Spell and use Year 6 common exception/statutory spelling words
S.C 4	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)
S.C 5	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

Read each success criteria and think carefully about what that means for your writing. If we are writing a recount, how will each of these criteria improve your writing?

Draw a line to connect the matching pairs

Success Criteria
1
2
3
4
5

Example in a text
My stomach was bruised from the fall.
‘I say, what on Earth were you thinking?’
Mum’s coat was an emerald green colour.
Today was the first day that we saw the bombs.
Perhaps it was going to be the last time we saw them.

Model text – Historical Recount

This recount is based on the short film 'Beyond the Lines.' Please watch it as many times as you need to familiarise yourself with the plot.

Red pen edit the recount with evidence of the success criteria mentioned.

Our trip to France was at night. We drove along the roads to the coast and onto the ships as we sailed into the darkness, not knowing what we were going to find when we got there.

I couldn't believe my eyes. I didn't know where to look, I didn't know what I was going to see. We were a bunch of strangers sitting close together in our green uniforms. None of us knew where we were going or what to expect. We just had to follow orders and look out for trouble. The bloke next to me was called Ned and he was from Bolton. We got talking when we were changing over from the bus to the ship. He was 18 and this was his first time out of his hometown. I liked Ned, he was a good guy. I never did see him again.

We arrived on the shoreline and immediately we were under attack. The steps of each boot landed on the soil like an explosion. We charged forward and there was so much noise. I couldn't think straight and it was hard to see anything or anyone. The sand got in my mouth and the water in the puddles made my feet wet. We didn't have anytime to stop.

Each soldier seemed to go in a different direction, it was still hard to see where we were going. There were parts of planes that had been shot down from the sky, some of the parts were still smoking and whirring. I tried to run around them but I stumbled. The uniform was heavy and my backpack with my supplies and equipment made it even worse. I stopped to take a breath and felt sick to my stomach. I looked at the other soldiers and their faces were blank... Or perhaps I just couldn't see from the ash and fire around me?

Without warning, shots were firing. Bodies began to drop to the ground. It felt like I was in a movie, but this was real. It became difficult to separate the films I had seen to what I could now see with my own eyes. I didn't understand. We continued to run, stopping occasionally to look around us. The memories of loved ones at home were flying in the air towards the clouds, like letters written on pieces of paper.

A big blast went off at our feet and we were thrown to the ground. We saw the face of someone we knew. We waved, trying to get their attention as we ran towards them. Everything around us was happening in slow motion, people were leaving this Earth, their friends were trying to help them or get cover from the rain of bullets to save themselves.

We were caught in No Mans' Land and could not go any further. We sat and waited in silence. The noise was overwhelming, and it began to interfere with our senses, what were we to do? All we could do was sit and watch as this horrible battle played out in front of us, we felt helpless and hopeless. My muscles ached and I realised my arms were bruised from the impact of the explosions. My breaths were getting shorter and shorter and I knew I was going to have to do something soon.

We hugged each other tight, not knowing if this was going to be the last thing we ever did. A hand reached out and we turned around. We saw his face and we knew that we would be okay.

Magpie some words and phrases that remind you of the film, and that you might use in your own version of the recount



Music

Read following slides and watch this link <https://tinyurl.com/y6smvbu4>

BBC TEN PIECES

Background – the composer



Leonard BERNSTEIN
(1918 - 1990)

- American composer, pianist, conductor, educator
- Wrote musicals, operas, songs, symphonies and film scores
- Had a popular TV show in which he explained music to children

BBC TEN PIECES

Lesson 1
Watching and listening

BBC TEN PIECES

Background – the music

'Mambo' from West Side Story



- Written in 1957 for a musical re-telling of Romeo & Juliet
- The story is set in New York and about rival gangs – the Jets and the Sharks
- Much of the music is inspired by Central American (Latin) rhythms

BBC TEN PIECES

Watch the orchestral performance



<https://www.bbc.co.uk/programmes/p03bvq37>

BBC TEN PIECES

Response

- Did you like the film?

What was your favourite part?

What might the music be describing?

BBC TEN PIECES

Let's draw!

