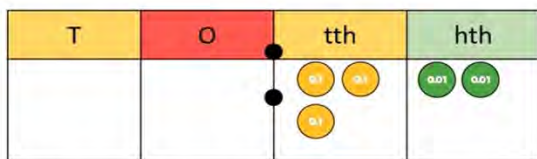


Maths – Adding fractions with different denominators



1) What number is represented in the place value chart? Write it in words and numerals.



What fraction is represented on the bar model? Can you write it as a decimal?

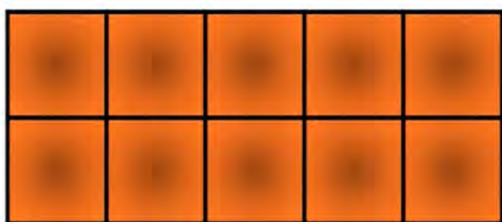
3) What is the value of the digit 5? 46.95

1) 3 quarters + 3 quarters + 3 quarters = 9 quarters

2) $\frac{5}{6} + \frac{5}{6} + \frac{5}{6} + \frac{5}{6} = \frac{20}{6}$

3) $\frac{7}{9} - \frac{4}{9} =$

4) $\frac{8}{11} - \frac{5}{11} - \frac{1}{11} =$



Charlie eats $\frac{1}{5}$ of the chocolate bar.

Suzie eats $\frac{3}{10}$ of the chocolate bar.

How much have they eaten altogether?

Quick Practice – working out box

Same denominators - working out box

Different denominators - working out box

Thursday 14th January 2021

Year 6 Remote Learning

Here is a strip of paper.



$\frac{2}{5}$ of it will be shaded red.

$\frac{1}{2}$ of it will be shaded blue.

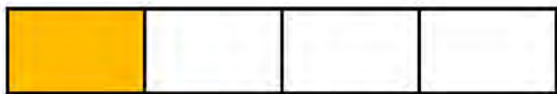
The rest will be left white.

What fraction will be left white?

Different denominators - working out box

Use the bar models to solve:

Have a think



$$\frac{7}{12} - \frac{1}{4} =$$

$$\frac{7}{12} + \frac{1}{4} =$$

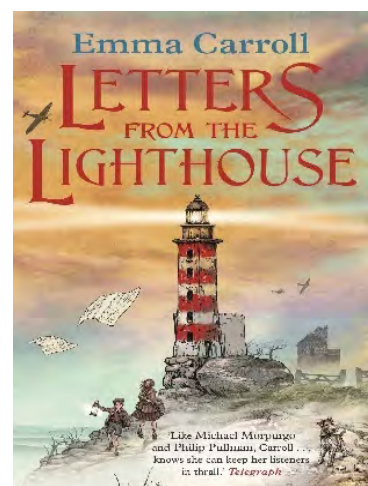
Different denominators - working out box

**** Challenge Complete two Mathletics challenges and explore Meritopia**

Reading – Chapter 7

Read chapter 7 (pp. 55 - 64) of 'Letters from the Lighthouse' and answer the following questions (full sentences please)

1. On page 65, Olive says something that suggests that she is suspicious of Queenie. She says 'No one British would starve children like this.' What do you think Olive means?
2. On page 69, Olive and Cliff refer to a letter that they think has been sent to Sukie. It is not a love letter, predict what you might think the letter might be.
3. On page 70, there is a detailed description of the area around the light house. Re read this section and find and copy three phrases that describe what the setting looks like.
4. On page 73, the characters in the text start to hear the familiar sound of planes flying over head. What impression does the reader get about their feelings about the planes?



Writing – Edit/Build your recount

In today's lesson, we will be building our recount by the sentence and eventually paragraphs.

The example that I give you will be a good example but there will be lots of ways that we can make it better.

I will use the plan to sequence the events from the film. You can follow my example, or you can use your own ideas. Writing with your own ideas will always mean that your writing will be better!

Remember that a recount is someone's experience and memory of an event.

Below I have borrowed the first two paragraphs of the text that you annotated last week. I have double spaced the text so that you can red pen/highlight what you want to change and then write your improved version on the lines.

If it makes more sense to you, you can use the examples below and write your ideas on the lined paper in your pack.

Your writing, your choice, you are in charge!

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.

Humanities – Who fought in the first World War?

Session 2 – Primary and Secondary Sources

This activity was **accidentally** included in Wednesday's pack. It was supposed to be included in Thursday's pack. I apologise for any confusion.

The infographic is divided into two main sections: Primary Sources and Secondary Sources. Each section has a title in a banner at the top, a definition, and a circular diagram of examples.



Primary Sources
Primary sources are original materials that have not been changed or altered. They are created at a specific time in history.

Examples of Primary Sources:
- Artifacts: A gold coin, a small plant growing in soil, a rock.
- Original documents and records: A passport, a document with a map.
- Journal and newspaper articles: A newspaper clipping labeled 'NEWS'.
- Audio and video recordings: A vintage television set.
- Survey research: A clipboard with a checklist and a pen.
- Interviews: Two children talking.
- Works of art, architecture, literature and music: A painting of a globe, a musical score, a building facade.
- Speeches: A girl standing on a podium.
- Diaries and letters: A girl writing in a diary, an envelope.
- Photographs: Two Polaroid photos of a parrot and a landscape.

Secondary Sources
Secondary sources are accounts that have been written about an event later on by someone who was not present at the time.

Examples of Secondary Sources:
- Bibliographies: A book with a list of references.
- Biographical works: A book titled 'Life on the farm' with a farmer illustration.
- Commentaries and criticisms: A newspaper clipping labeled 'OPINIONS' with a person's photo.
- Dictionaries and encyclopedias: A red book with 'Aa' on the cover.
- Textbooks: A book titled 'Ocean Habitats'.
- Websites: A computer monitor displaying a search engine.
- Journal articles: A stack of books including 'SCIENCE', 'JOY', 'ME', and 'EDUCATION JOURNAL'.
- Magazine and newspaper articles: A magazine titled 'Running' and a newspaper clipping labeled 'NEWS'.

Primary and secondary sources can reveal different types of information about a topic. Using the examples above, complete the table about Walter Tull and Bal Bahadur.

	
Possible primary sources	Possible primary sources
Possible secondary sources	Possible secondary sources

Humanities – Who fought in the First World War?



A hero - Bal Bahadur

A hero- Bhaaz Gul of the 58th Sindh Rifles, who was promoted in the field for gallantry at Neuve Chapelle. The story of his gallant exploit is as follows. With an officer and two other men he was in a captured German trench at Neuve Chapelle, when volunteers were called for to rescue some wounded men who were in front of the trench. He volunteered and although exposed to a heavy fire, succeeded in rescuing one man, and went back again to rescue a second, when he was hit by a German bullet, and severely wounded.

This is a primary source. A primary source is some information or an object that is from the time it was made. What three clues can you see that makes it a primary source?

1) _____

2) _____

3) _____
