

Year 6 - Week 6

1

Miss J's Set:

You will probably remember one week in assembly, Miss Small got her class to describe Beowulf but without mentioning that it was Beowulf until the end. Therefore, I want you to choose a mythical creature or design and create your own scary monster that you could describe. BUT as mentioned before – you cannot tell me that it is a monster until the end.

If you want to change the task, you could do this with everyday objects at home – it's a little bit like the riddles you get. i.e. I have hands and arms, what am I? A clock. But obviously you are going into a lot more detail here.

Think:

What can you compare it to, so that you don't give it away?

Can you use similes or metaphors to achieve your description?

If it's not a living object, can you personify it? A little bit like what we spoke about with Shackleton's boat and the death of it.

Miss P's Set:

Imagine that during this lockdown, a strange creature enters London. Draw this creature and colour it in.

Miss J's Set:

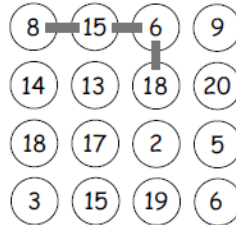
Joins

Join any four numbers.

Find their total.

Joins can go up, down or sideways, but not diagonally.

The score shown is $8 + 15 + 6 + 18 = 47$.



Find the highest possible score.

Find the lowest possible score.

Try joining five numbers.

Now try joining five numbers using only diagonal joins.

Miss P's Set:

★ ★ is a prime number. ♥ is a multiple of 10

The fraction can be simplified.

What could each number be? Explain your reasoning.

Get involved with Joe Wicks' P.E lesson this morning

Challenge:

Design and build you own rollercoaster challenge. You do not have to use the resources that it suggests and you could make it larger/smaller than it shows here

STEM: Straw Roller Coaster

Introduction

Roller Coaster Challenge is a mind-bending three-dimensional playground for engineers. Your goal is to create a functioning roller coaster that can get the car to safely glide to the end of the track.



Your Challenge!

Build a Straw Roller Coaster for a ping pong ball to roll down! Drinking straws and hot glue, and that's it. Use a low temp gun and kids can make this themselves.

What you'll need:

- To build this straw roller coaster you will need:
- A cardboard box or a piece of cardboard for the base
- Straws – solid color ones are fun!
- Scissors
- A hot glue gun and glue sticks
- A ping pong ball
- A bowl to catch the ball at the bottom (optional)

Things to think about

- How high are you going to start your roller coaster?
- How are you going to make sure that your ball doesn't move that fast it falls off?
- How are you going to make your ball go round corners?
- Is it better to have your ball moving fast or slow?
- How are you going to connect your straws together

Reflection Questions

What should I do first?

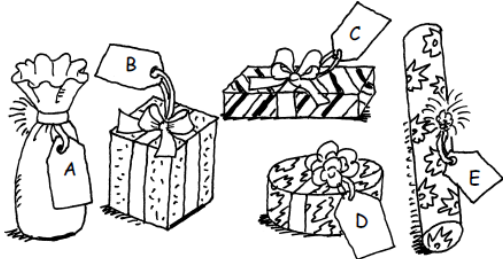
Is something confusing me?

Where can I look for help?

How can I do it better?



Year 6 - Week 6

			
2	Miss J's Set: Continue your description. Have you varied your sentence starters, sentence types and punctuation throughout? If you are trying to create a scary piece, what may need to happen to the sentences? Miss P's Set: Who is this strange creature? Write a descriptive paragraph. Use similies, metaphors, personification and expanded noun phrases (adjectives)	Miss J's Set: Presents Gurmit paid £21 for five presents.  For A and B he paid a total of £6. For B and C he paid a total of £10. For C and D he paid a total of £7. For D and E he paid a total of £9. How much did Gurmit pay for each present? Miss P's Set	Get involved with Joe Wicks' P.E lesson this morning Challenge: Continue with rollercoaster challenge project

Year 6 - Week 6

Write <, > or = to compare the fractions.

a) $\frac{3}{4}$ ○ $\frac{5}{6}$

d) $\frac{3}{5}$ ○ $\frac{5}{7}$

b) $\frac{2}{3}$ ○ $\frac{5}{9}$

e) $\frac{9}{10}$ ○ $\frac{3}{4}$

c) $\frac{2}{3}$ ○ $\frac{7}{8}$

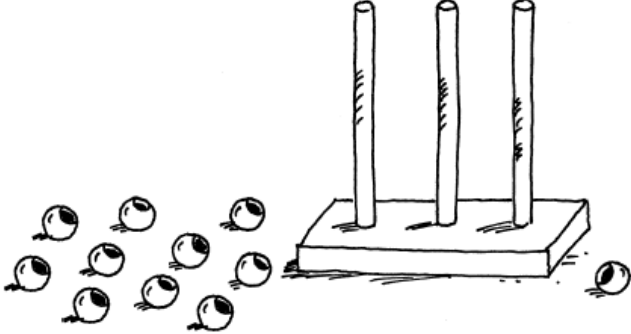
f) $\frac{9}{10}$ ○ $\frac{19}{20}$

Annie, Tommy and Kim are making flags for the school fair.

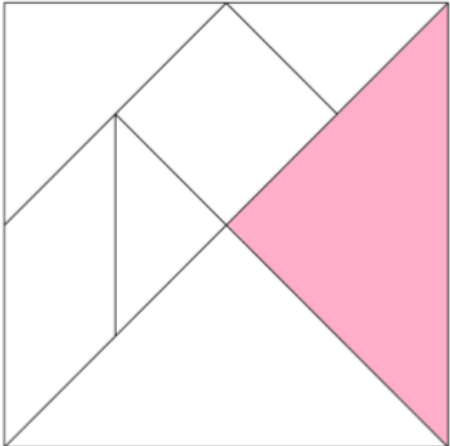
Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags
and Kim has completed $\frac{18}{5}$ flags.

Who has completed the most flags?

Year 6 - Week 6

3	Miss J's Set: Continue with your description. Have you chosen vocabulary for effect on the reader? Does it reflect the intended description you had in mind? You can begin to edit this too if you're at that stage Miss P's Set: Imagine you meet this strange creature. Write a story about you meeting this creature.	Miss J's Set: Three digits Imagine you have 25 beads. You have to make a three-digit number on an abacus. You must use all 25 beads for each number you make.  How many different three-digit numbers can you make? Write them in order. Miss P's Set:	Get involved with Joe Wicks' P.E lesson this morning Challenge: Continue with rollercoaster challenge project
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Year 6 - Week 6

		What fraction of the whole shape is shaded here?  Shade in more of the diagram so 75% is shaded.	
4	Miss J's Set: Continue and begin to edit your piece. Have you appealed to your reader? Miss P's Set: Continue your story. You can add illustrations to your story too.	Miss J's Set:	Get involved with Joe Wicks' P.E lesson this morning Challenge: Try this challenge to make your own floating home. Again, it doesn't matter if you don't have the resources they show – do what you can with what you have at home. Please, when using water – if you are using the bath – make sure you have an

Year 6 - Week 6

Make five numbers

Take ten cards numbered 0 to 9.



Each time use all ten cards.

Arrange the cards to make:

- five numbers that are multiples of 3
- five numbers that are multiples of 7
- five prime numbers

Make up more problems to use all ten cards to make five special numbers.

Miss P's Set:

adult's supervision at all times.

STEM: Beat the Flood

Introduction

Floating houses are permanently in the water, while amphibious houses are situated above the water and are designed to float when the water levels rise. If the water level rises, they can move upwards and float. The fastenings to the mooring posts limit the motion caused by the water.



Your Challenge!

Design a home for your community on a low lying island able to withstand the effects of flooding, and make a model of your design so you can test it.

Reflection Questions

What should I do first?

Is something confusing me?

Could I explain this to someone else?

Where can I look for help?

How can I do it better?

Can I explain the importance of each part?

Do I know why it might be important to think about floating houses?

Things to think about

- How will you make your house float?
- How will you cut down on the weight of the house?
- How are you going to provide your house with electricity?
- How are you going to make sure your house doesn't float off?
- How will you provide your house with clean water?



Year 6 - Week 6

		Ron and Eva are working out $\frac{1}{4} + \frac{5}{6}$ Ron's method $\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$ Eva's method $\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$ a) What is the same about Ron's and Eva's methods? _____ _____ b) What is different about their methods? _____ _____ c) Which method do you prefer? Why?	
5	Miss J's Set: Continue to edit and please do publish your piece, even if it is the book that you were given when you were left, or it seems a scrap piece of paper. I'd love to read some of these and see them on the website/gallery	Miss J's Set:	Get involved with Joe Wicks' P.E lesson this morning Challenge: Continue with floating house challenge project

Year 6 - Week 6

Thank you to those of you who have been sending them in – I have seen a couple of pieces of work on the website, so well done to those of you. I'd love to see some more.

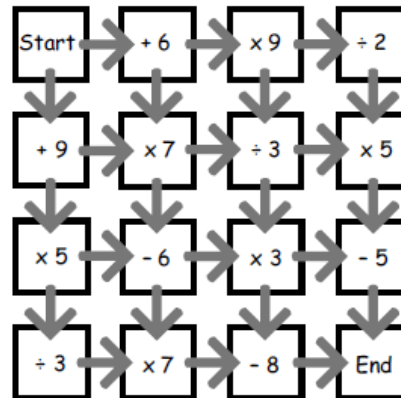
Miss P's Set:

Edit and publish your pieces. Please send them too and we can read them on the website/gallery.

Maze

Start with zero.

Find a route from 'Start' to 'End' that totals 100 exactly.



Which route has the highest total?

Which has the lowest total?

Now try some different starting numbers.

Miss P's Set

Year 6 - Week 6

	Look at these additions. $\frac{1}{2} + \frac{1}{3} = \square$ $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = \square$ $\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} = \square$ a) When does this pattern first give an answer greater than 2? _____ _____ b) Do you think the pattern will ever give an answer greater than 100?	
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