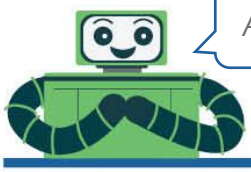

As recommended by gov.uk

Home Learning Pack

Year 6

Guidance and Answers

Week 7
08/06/2020

Classroom secrets KIDS

Take a picture while you work through this booklet and tweet us **@ClassroomSecLtd** using the hashtags **#CSKids** and **#HomeLearningHero** to be in with a chance of winning a month's subscription to **classroomsecrets.co.uk**.

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Monday

Maths – Find a Rule – Two Step (page 2)

Question 1 – In this question, children are asked to complete a function machine. A **function machine** is a diagram that represents a machine that takes an input, applies a rule to it, such as addition, subtraction, multiplication or division, and then delivers the answer as an output. Children are asked to complete one missing **input** (a starting number that a rule in the machine is applied to) and one missing **output** (the answer that is delivered after the rule or rules have been applied to the starting number). For part A, children will need to multiply the starting number by 4 and then add 10.5 to the find the output. For part B, children will need to start with the output and use inverse operations to work backwards. They should multiply the output by 2 and then subtract 15 to find the input.

Complete the missing input and output to the two-step function machine. The correct answers are: A. 70.5; B. 29

Question 2 – This question asks children to draw lines to match an input to a function and output. Children may wish to start with an input, such as 17.5 and then apply a function to it, such as x 2 and + 10, to see if the answer matches one of the outputs given. If not, then another of the functions should be applied to 17.5 to see if that matches one of the given outputs. Children should continue this approach until all the inputs, functions and outputs are matched.

Draw lines to match the inputs and outputs to the correct two-step function. The correct answers are: 17.5 – 10 x 2 = 15; 11 x 2 + 10 = 32; 8 ÷ 2 – 9 = -5

Question 3 – This question asks children to complete the missing function to ensure that the output is a number between 0 and 50. Children should begin by multiplying the starting number by 9 to establish what needs to be added, subtracted, multiplied or divided to achieve an output of between 0 and 50. Children are asked to find 3 possible answers.

Complete the missing function in order to work out what the output could be. Find 3 possibilities. Various answers, for example: + 50, 41; + 49, 40; + 48, 39

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Monday

English – Using Apostrophes (page 3)

Question 1 – In this question, children are asked to underline any words that use an apostrophe for contraction. A **contraction** is a word that has been formed by putting two words together and replacing one or more letters with an apostrophe, for example 'you are' becomes 'you're'. Once this is done, children are then asked to write the full form of each contracted word in the box provided. For example, the full form of shan't is shall not. Be careful, as some apostrophes have been used to show possession and not contraction.

Underline the words in the sentences below that use an apostrophe for contraction. In each box, write out the full forms of each contracted word. The correct answers are: A. shan't = shall not; B. won't = will not, we've = we have; C. wasn't = was not, didn't = did not

Question 2 – This question asks children to explain whether Nathan has used just one apostrophe for contraction only and none for singular possession. A **possessive apostrophe** is used to show something belongs to someone or something. If it belongs to one person this is a **singular possessive**, for example, Joe's bike. If it belongs to more than one person this a **plural possessive**, for example, The girls' cloakroom.

Is he correct? Explain your answer. The correct answer is: Nathan is incorrect because whilst he has used an apostrophe for contraction once (wasn't), he has also used an apostrophe for singular possession (Becky's) and an apostrophe for plural possession (girls').

Question 3 – This question asks children to identify any mistakes Georgia could have made when using apostrophes in her sentences. Children should be encouraged to check her use of apostrophes for contraction, singular possession and plural possession.

Explain and correct Georgia's mistakes. The correct answers are: Georgia has made four mistakes:
Lucas and Haleys should be **Lucas and Haley's** because it is missing an apostrophe for singular possession.
Theyd should be **They'd** because it is a contracted form of **they had**.
Guests invitation's should be **guests' invitations** because the apostrophe is for plural possession and indicates many invitations belonging to many guests.
Would'nt should be **wouldn't** because the apostrophe replaces the missing 'o' from 'not'.

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Tuesday

Maths – Forming Expressions (page 4)

Question 1 – In this question, children are asked to draw a line to match each function machine to the correct expression. **Expressions** are numbers, symbols and operators (+, –, x, ÷) that are grouped together to show the value of something (e.g. $2y + 6$). In this question, the input is an unknown value and is represented by the letter x. Using an unknown value in a function machine will lead children to form an expression. The images of triangles and circles can be used to aid understanding. Children will also need to know that when an unknown variable is multiplied by a number, e.g. x multiplied by 6, then the expression is written as $6x$.

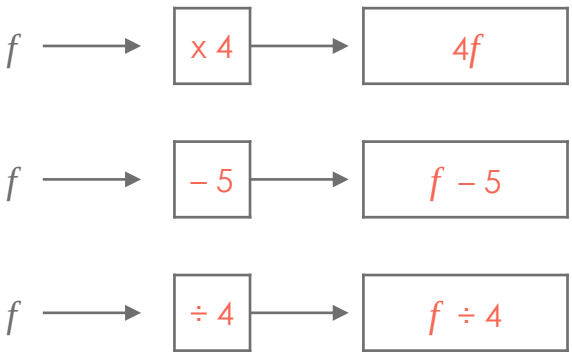
Draw a line to match each function machine to the correct expression. The correct answers are: A. $3x + 3$; B. $5x$; C. $4x$

Question 2 – This question asks children to complete the missing functions in order to achieve the given outputs. For question A, children know that the input is y and the output is $3y – 7$. Children should use their understanding from the previous question to recognise that y needs to be multiplied by 3 to produce and output of $3y$. This must then be subtracted by 7 to give the final output of $3y – 7$.

These are the outputs for the given function machines. Complete the functions. The correct answers are: A. x 3, – 7; B. ÷ 3; C. x 2, + 6

Question 3 – This question asks children to use just the digit cards provided to create a function and an output for the input f. They will need to apply the skills practised in the previous two questions.

Use the digit cards to create functions for the given input and write the expression. Various answers, for example:



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Tuesday

English – Direct and Indirect Speech (page 5)

Question 1 – In this question, children are asked to read the paragraph. They must then underline sentences written in direct speech in green and underline sentences written in indirect speech in red. **Direct speech** is shown by writing exactly what is spoken between inverted commas. For example: Mum asked, "Have you done your homework yet?" **Indirect speech** reports what has been said without writing the speech in full. It can also be called **reported speech**. For example: Nervously, she asked if it was safe to come out.

Underline the direct speech sentences in green. Underline the indirect speech sentences in red. The correct answers are:
As they approached the abandoned house, Jake looked round at his friends. Cautiously, he asked them if they were scared. (indirect speech) Zoe responded, "No, I've been looking forward to this for weeks!" (direct speech)

All of a sudden, they heard a loud bang from behind the door. They froze and stared at each other in horror. Mike yelled, "Run!" at the top of his lungs. (direct speech) Zoe reluctantly admitted that she was absolutely terrified. (indirect speech)

Question 2 – In this question, children are asked to circle where inverted commas are missing in the paragraph. **Inverted commas** (" ") are punctuation marks which show where speech begins and ends, previously known as speech marks. For example "Watch out!" shouted the girl.

Circle to show where inverted commas are missing from the paragraph below. The correct answers are:
Dipping her toes into the warm, glittering ocean, Arya smiled to herself. She turned and mischievously asked her brother if he was up for a challenge.°What have you got in mind?°he questioned curiously. With a wide grin on her face, she pointed to the buoys bobbing in the water and announced,°I'll race you there and back!°

Question 3 – In this question, children are asked to identify the incorrect sentence. They must explain why it's incorrect and rewrite it correctly. They should be looking at whether direct and indirect speech have been used correctly.

Which sentence in the paragraph below is incorrect? Explain why and re-write the sentence correctly. The correct answer is: The second sentence is incorrect because it includes indirect speech so the inverted commas are not needed and it should be joined with the next sentence. The correct sentence is: When Professor Dorwin told him what an incredible scientist he had become, Greg couldn't stop himself from beaming with pride.

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Wednesday

Maths – Substitution (page 6)

Question 1 – In this question, children are asked to complete the values of the expressions by substituting the letters in each expression for a given value. **Expressions** are numbers, symbols and operators (+, –, x, ÷) that are grouped together to show the value of something. For example: $2y + 6$

To calculate the value of the expression in part A, children need to replace p and r with 3.25 and one half (0.5). They also need to remember that when a letter and a number are placed next to one another, for example $3p$, it represents 3 multiped by p. Their calculation should be: (3 x 3.25) + (4 x 0.5), remembering to calculate the brackets first. Children should complete the values for the rest of the questions, paying close attention to the operation required.

Complete the values of the expressions by substituting letters for the given values. The correct answers are: A = 11.75; B = 4.75; C = 8; D = 11.75

Question 2 – This question asks children to circle any expression that gives an answer < 5, with the symbol **<** meaning less than. As above, children will need to calculate the value of each expression to decide whether it gives an answer less than 5.

Circle any expression that gives an answer < 5. The correct answer is: A

Question 3 – This question asks children to decide whether they agree or disagree with the given statements. To do this, they must replace the letter with the given value to see if it solves the equation. For example, for part A, children should replace the letter x with 1.25 and then complete the equation 22 – (2 x 1.25) to check if it equals 18.

For each of the statements below say whether you agree or disagree. Explain your reasoning. The correct answers are: A is incorrect because 2 x 1.25 = 2.5 and 22 – 2.5 = 19.5 not 18.
B is correct because 3 x 2.5 = 7.5 and 13 + 7.5 = 20.5 or $20\frac{1}{2}$.

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Wednesday

English – Using Commas in a List (page 7)

Question 1 – In this question, children need to identify whether commas have been used correctly in each of the given sentences. A **comma** is a punctuation mark used to help the reader by separating parts of a sentence. Commas can be used to separate items in a list or to separate **clauses** (A clause contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses). However, they have many other uses too.

The commas have been used correctly in each sentence below. Write true (T) or false (F) next to each sentence. The correct answers are: A – True; B – True; C - False.
C is incorrect because there is an extra comma used after the word 'boxes'.

Question 2 – In this question, children are asked to underline the word, or words, in the sentence which require a comma after them. To answer this question, children should focus on the use of commas to separate items in a lists.

Underline the word(s) in the sentences below which require a comma after them. The correct answers are: A. supermarket, stores; B. crowded, comfortably; C. scones, pasties

Question 3 – In this question, children need to establish whether Tommy is correct in thinking that he will need to use 4 commas when converting his list into a full sentence. It would be helpful for the children to rewrite the list as a full sentence to check if Tommy's statement is correct.

Is Tommy correct? Explain how you know. The correct answer is:
Tommy is incorrect. If he converted his list into a full sentence, he would need two commas, not four. His sentence could be, 'My birthday wish list includes a computer game, new trainers, two packs of football cards and a set of dumbbells.

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Thursday

Maths – Forming Equations (page 8)

Question 1 – In this question, children are asked to form one-step equations. They need to know that an **expression**, like $y + 3$, can take different values depending on the value of y, whereas in an **equation** like $y + 3 = 16$, y has a specific value. In this question, children need to draw lines to match each word problem to the correct equation. The unknown number is represented as n in each of the questions.

Draw a line to match each word problem to the correct algebraic equation. The correct answers are:

A. Haz thinks of a number. He divides it by 2. The answer is 20.5.	$9n - 2 = 20.5$
B. Jassy thinks of a number. She adds 20.5. Her answer is 22.5.	$n \div 2 = 20.5$
C. Po thinks of a number. He multiplies it by 9 and subtracts 2. His answer is 20.5.	$n + 20.5 = 22.5$

Question 2 – This question asks children to write equations to match the information given. So for part A, the unknown quantity of biscuits can be replaced with b. This is shared between 6 people. The word 'shared' can be replaced by the operation '÷'. We know that the answer is 5, so the equations would be: $b \div 6 = 5$.

Write algebraic equations to match the information below. The correct answers are:
A. $b \div 6 = 5$; B. $s + 6 = 15$; C. $\frac{1}{2} n - 4 = 6$

Question 3 – This question asks children to decide whether Ellie's story matches the equation. Children should use the skills practised in previous questions to answer this. The letter m is used to represent the unknown quantity of marbles.

Ellie thinks that her story matches the equation below. The correct answer is: Ellie is incorrect. For her story to match the equation, Ellie should have taken one marble away from each friend, instead of giving them another one.

F.

A Sweet Escape!

D. Yesterday, two local children were reunited with their father following one of the strangest kidnaps in history.

B. Yesterday, just before sunset, Mr Cutt, the local Woodcutter, was reunited with his two children, Hansel and Gretel.

C. It all started last week when the children's mean stepmother is said to have ordered the poor children to leave their family home. Mr Cutt said that the family had been struggling to afford food for everybody. A neighbour said, "Mr Cutt loves those children and would never normally do anything like that but he was forced to take them deep into the woods and leave them there."

O. We believe that Hansel Cutt, aged 11, left a trail of breadcrumbs from their home so that they could find their way back. But, the hungry birds ate all of the breadcrumbs and the children were lost in the dark, scary forest.

E. The children waited in the forest all night, praying that somebody would rescue them. Nobody came, so in the morning, they set off to try to find their own way home. The children think that they wandered around the forest for days before coming across a strange cottage made completely out of sweets!

A. Gretel, aged 8, said that they were so shocked and thought that they might have been dreaming. But they were so hungry that they started eating the biscuit walls and the chocolate windows.

L. It is thought that the children were then disturbed by an old lady who invited them into her cottage. However, the old lady turned out to be an evil old lady who kidnapped them and planned to eat them!

N. She kept them locked in cages for days, trying to fatten them up. Luckily, she had very bad eyesight so didn't realise that the children were not eating the food that she was giving them.

G. Tired of waiting for them to fatten up, the old lady apparently turned on the oven ready to roast the children. Luckily, Hansel had a plan. As the wicked lady let Hansel out of his cage, he pushed her into the oven and padlocked the door. He then released his terrified sister and they escaped.

I. The children were then rescued by Mr Score, a friend of the family. They were taken back to their father who was delighted to see them. It is believed that their evil stepmother is no longer living with them.

J. The local police have been investigating this strange but serious kidnap. Local children (and parents) have eaten the rest of the cottage made of sweets.

M. Reported by Philippa Wickens

K.

H. Mr Cutt was so happy to be reunited with his children.

F	D	B	C	O	E	A	L	N	G	I	J	M	K	H

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Friday

Maths – Arithmetic

Click on the link to play an arithmetic game which revises some of the skills covered in Year 6 so far. https://kids.classroomsecrets.co.uk/resource/year-6-sats-arithmetic-test-practice-01/

English – Revision

Click on the link to play an interactive game which revises some of the spellings and their definitions from the Year 6 spelling list. https://kids.classroomsecrets.co.uk/resource/year-6-spellings-and-definitions-matching-activity-1/

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Assembly Activity

Celebration certificate

On the following page in this pack (page 12), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be

Home learning

HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Date

Classroom secrets KIDS

This week's pack supports the Week 7 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading Comprehension – A Week on Galapagos (page 10)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary.

The answers to the questions are as follows:

1. Write the features that tell you this text is a diary. It is written in the first person, includes some chatty language, has dates as sub-headings and personal thoughts and feelings are included.

2. Look at the first paragraph. Find and copy the word which is a synonym of 'boat'. vessel

3. In what three ways was Jenny similar to Darwin? She writes about and studies the animals of the Galapagos Islands. She sailed to the Galapagos Islands. She is a naturalist.

4. Look at the diary entry for Tuesday 26th March. Find and copy the word which is similar in meaning to 'fearless'. intrepid

5. *'I'm glad I've shared some of their secrets.'* What were the secrets that Jenny was referring to? That the tortoise has adapted its shell to be either domed or saddleback shaped. That the tortoise feeds and forages differently on different islands depending on the sources of food available. That the tortoise has evolved to help the species survive.

6. Why does Jenny use the word *'intricate'* to describe the natural world? To show that the natural world can be complex.

7. Why did Jenny sketch the finches? To replicate Darwin's experience. To compare the beaks of the finches on different islands. She wanted a lasting memory of her trip and wanted to capture the beauty of the birds to remember forever.

8. *'Nature had dictated the fate of this species.'* What does this phrase mean? It means nature can be powerful and can control whether a species survives or becomes extinct.

9. Look at the diary entry for Friday 28th March. The text says the palaeontologists are like detectives. Find and copy the words which show this. investigate, clues, discover

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Additional Resources

English – Reading Comprehension – A Week on Galapagos – continued

10. Read the last diary entry. How did Jenny feel about the journey? Use evidence from the text to support your answer. She felt honoured to be able to witness the unique and distinctive wildlife with her own eyes. She felt excited to be following in Darwin's footsteps. She felt amazed at the evolution of the wildlife there. She felt in awe of the beauty she witnessed.

11. Write two facts for each animal mentioned in the text.

Tortoise
Can live for over 100 years.
Can have a dome or saddleback shell.

Finch
Can have delicate, pointy beaks to eat insects or flowers.
Can have robust beaks to eat hard-shelled nuts.

Iguana
Has a short, blunt nose.
They can shrink in length when food is scarce.