

Wk 3 T4 Year 6 Home Learning Monday 18th October

If you finish your work quickly or need extra work –

1. Lexia 20 minutes 2. Prodigy 3. Read for 20 minutes

WATCH YOUR TEACHER'S VIDEOS ON GOOGLE CLASSROOM

The Bottom of the Stairs

Catherine had never been afraid of the dark. To her, the dark night was where adventures happened, where ogres fought each other in the forest, and where dragons flew through the blackened sky. She had never been afraid of the dark before, so why should she start being afraid now?



Catherine trod carefully, the air was becoming warm and wet as she descended into the basement. She arrived at the bottom of the stairs and a long, tiled corridor stretched out before her. At the end of the corridor was a door with a deep red glow shining through. "The dragon," she said to herself, and crept towards the door.

Questions

1. What two adjectives describe the air?

2. What did Catherine say to herself in the corridor?

3. How might Catherine have felt going down the stairs?

4. Why would Catherine need to creep towards the open door?

5. What question does the writer ask in the story?

6. Why might the writer have described a deep red glow shining through the door?

7. Do you think the writer tells us that Catherine is not afraid of the dark for a reason?

8. How would you describe this text type? Choose two descriptions.

website

romance

fiction

adventure story

information text

non-fiction

Test 1

Choose the correct spelling of the word in brackets and write it correctly in the space.

- | | | | |
|----|---|----------------------|----|
| 1 | A possum has a (powch, pouch, poush). | <input type="text"/> | 1 |
| 2 | We cooked the meal in the (kitchen, kikchen, kichen). | <input type="text"/> | 2 |
| 3 | An (orchid, orkid, owkid) is a beautiful flower. | <input type="text"/> | 3 |
| 4 | The scientist studied the (fosill, fossel, fossil). | <input type="text"/> | 4 |
| 5 | This book is (educational, edgeucation, educationael). | <input type="text"/> | 5 |
| 6 | A (mammal, mammel, mamil) feeds its young on milk. | <input type="text"/> | 6 |
| 7 | We kept the wine in a wooden (barel, barrol, barrel). | <input type="text"/> | 7 |
| 8 | She tripped and injured her (ankle, ancle, ankel). | <input type="text"/> | 8 |
| 9 | The baby is asleep in the (cradel, cradle, craydle). | <input type="text"/> | 9 |
| 10 | A (hachit, hatchit, hatchet) is a small axe. | <input type="text"/> | 10 |
| 11 | The (rabit, rabbet, rabbit) ran to its burrow. | <input type="text"/> | 11 |
| 12 | I kept the notes in my (wollat, wallit, wallet). | <input type="text"/> | 12 |
| 13 | This orange (juice, jooce, juisse) is sweet. | <input type="text"/> | 13 |
| 14 | I got a (serprise, surprise, surprise) when he arrived. | <input type="text"/> | 14 |
| 15 | In the (ballot, ballat, ballit) he got the most votes. | <input type="text"/> | 15 |

Total correct _____

Using Different Types of Conjunction

L.O: To recognise and use different types of conjunctions.

Choose a **coordinating conjunction** from the box to complete these sentences.

and but or so

1. I went to bed very late _____ I am tired today.
2. I listened to the weather forecast _____ put an umbrella in my bag.
3. I enjoy playing hockey _____ it's not my favourite sport.
4. We could go to the park _____ to the cinema.

Choose a **subordinating conjunction** from the box to complete these sentences.

although because so that even if whenever

1. My dad has fixed my bike _____ I can take it to the park.
2. My brother is grumpy _____ he has got to do his homework.
3. I will always support my local team, _____ they always lose!
4. He goes abroad on holiday, _____ he doesn't like flying.

Choose a pair of **correlative conjunctions** from the box to complete these sentences.

whether/or either/or both/and not only/but

1. I'm not sure _____ I'm going to the match _____ not.
2. My mum is _____ a brilliant doctor, _____ she is a great runner too.
3. The weather is forecast to be _____ hot _____ humid.
4. We are having _____ pasta _____ curry for dinner.

FRACTIONS

NUMBER

1. Represent each of the following.

$\frac{3}{4}$	$\frac{2}{5}$	$\frac{4}{8}$	$\frac{2}{3}$	$1\frac{1}{2}$
---------------	---------------	---------------	---------------	----------------

2. Write an equivalent fraction for each.

(a) $\frac{1}{2} = \frac{\square}{\square}$ (b) $\frac{2}{3} = \frac{\square}{\square}$ (c) $\frac{6}{8} = \frac{\square}{\square}$ (d) $\frac{4}{12} = \frac{\square}{\square}$
(e) $1 = \frac{\square}{\square}$ (f) $\frac{2}{5} = \frac{\square}{\square}$

3. Use $<$, $>$ or $=$.

(a) $\frac{1}{4} \square \frac{1}{3}$ (b) $\frac{2}{3} \square \frac{1}{2}$ (c) $\frac{3}{5} \square \frac{2}{6}$ (d) $\frac{5}{10} \square \frac{1}{2}$
(e) $\frac{3}{4} \square \frac{2}{8}$ (f) $\frac{6}{10} \square \frac{4}{5}$

4. Add each, then simplify the answer.

(a) $\frac{1}{8} + \frac{3}{8} = \frac{\square}{\square} = \frac{\square}{\square}$ (b) $\frac{1}{6} + \frac{2}{6} = \frac{\square}{\square} = \frac{\square}{\square}$ (c) $\frac{4}{10} + \frac{6}{10} = \frac{\square}{\square} = \frac{\square}{\square}$
(d) $1\frac{3}{5} + 2\frac{2}{5} = \frac{\square}{\square} = \frac{\square}{\square}$ (e) $4\frac{1}{6} + 3\frac{3}{6} = \frac{\square}{\square} = \frac{\square}{\square}$ (f) $5\frac{4}{8} + 2\frac{2}{8} = \frac{\square}{\square} = \frac{\square}{\square}$

5. Subtract each, then simplify the answer.

(a) $\frac{5}{8} - \frac{3}{8} = \frac{\square}{\square} = \frac{\square}{\square}$ (b) $\frac{9}{10} - \frac{4}{10} = \frac{\square}{\square} = \frac{\square}{\square}$ (c) $\frac{5}{6} - \frac{3}{6} = \frac{\square}{\square} = \frac{\square}{\square}$
(d) $5\frac{3}{6} - 2\frac{1}{6} = \frac{\square}{\square} = \frac{\square}{\square}$ (e) $4\frac{3}{4} - 3\frac{1}{4} = \frac{\square}{\square} = \frac{\square}{\square}$ (f) $6\frac{7}{8} - 4\frac{1}{8} = \frac{\square}{\square} = \frac{\square}{\square}$

6. Round each to the nearest whole number.

(a) $1\frac{3}{4} \square$ (b) $5\frac{3}{8} \square$ (c) $2\frac{1}{3} \square$ (d) $5\frac{6}{7} \square$ (e) $4\frac{2}{6} \square$ (f) $8\frac{4}{5} \square$

7. In a class of 20, $\frac{3}{4}$ were girls. How many were boys?

8. Molly saved $\frac{1}{4}$ of her \$100 birthday money. How much did she spend?

9. Ruby had $5\frac{1}{2}$ metres of fabric. If she used $2\frac{1}{4}$ metres, how much did she have left?

10. Kayde used $2\frac{3}{4}$ litres of white paint and $1\frac{1}{4}$ litres of blue paint. How many litres did he use altogether?

STUDENT NAME

DECIMALS

NUMBER

1. Round these decimals to the nearest whole number.

(a) $8.7 = \square$ (b) $11.1 = \square$ (c) $25.5 = \square$ (d) $47.7 = \square$ (e) $50.5 = \square$
(f) $6.44 = \square$ (g) $8.01 = \square$ (h) $12.75 = \square$ (i) $15.50 = \square$ (j) $21.21 = \square$

2. Round these to one decimal place.

(a) $2.51 = \square$ (b) $8.79 = \square$ (c) $13.09 = \square$ (d) $18.15 = \square$ (e) $20.05 = \square$
(f) $34.45 = \square$ (g) $42.11 = \square$ (h) $45.95 = \square$ (i) $24.89 = \square$ (j) $212.95 = \square$

3. Write an equivalent decimal for these fractions.

(a) $\frac{5}{10} = \square$ (b) $\frac{45}{100} = \square$ (c) $\frac{3}{4} = \square$ (d) $\frac{1}{4} = \square$ (e) $\frac{20}{100} = \square$
(f) $2\frac{1}{10} = \square$ (g) $3\frac{1}{2} = \square$ (h) $7\frac{7}{10} = \square$ (i) $5\frac{75}{100} = \square$ (j) $8\frac{25}{100} = \square$

4. Add the following decimal numbers.

(a)	5.8	(b)	12.6	(c)	24.8	(d)	51.7	(e)	260.8
	$+ 2.5$		$+ 16.9$		$+ 25.8$		$+ 29.9$		$+ 197.9$
	_____		_____		_____		_____		_____
	_____		_____		_____		_____		_____
(f)	32.51	(g)	79.84	(h)	0.781	(i)	9.684	(j)	72.758
	$+ 46.68$		$+ 28.96$		$+ 0.597$		$+ 6.597$		$+ 48.965$
	_____		_____		_____		_____		_____
	_____		_____		_____		_____		_____

5. Subtract the following decimal numbers.

(a)	9.3	(b)	27.4	(c)	50.6	(d)	64.2	(e)	125.4
	$- 2.5$		$- 16.8$		$- 28.8$		$- 58.9$		$- 64.8$
	_____		_____		_____		_____		_____
	_____		_____		_____		_____		_____
(f)	27.42	(g)	60.60	(h)	7.045	(i)	9.701	(j)	42.505
	$- 14.56$		$- 35.55$		$- 4.156$		$- 7.852$		$- 23.066$
	_____		_____		_____		_____		_____
	_____		_____		_____		_____		_____

STUDENT NAME

Staying Safe Scenario

Look at each picture and identify the dangerous or uncomfortable situation. Suggest strategies you may use to deal with the situation.



Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:

CAPA Follow this link to complete the directed drawing activity.

<https://www.youtube.com/watch?v=lzrDNNX5G3o>

Remember to take a photo and upload on your Google Classroom



How To Draw Spooky Spaghetti

Wk 3 T4 Year 6 Home Learning Tuesday 18th October

If you finish your work quickly or need extra work –

1. Lexia 20 minutes 2. Prodigy 3. Read for 20 minutes

WATCH YOUR TEACHER'S VIDEOS ON GOOGLE CLASSROOM

The Rainbow Serpent

The following story is based on a traditional Aboriginal Dreaming story involving the Rainbow Serpent.

In the Dreaming, the earth lay flat and still. One day, the Rainbow Serpent woke up from her sleep and came out from under the ground.



She formed mountains, valleys and rivers with her slithering body. The Rainbow Serpent was the Dreaming creature who shaped the earth. After all of her travelling, she grew tired and curled up and slept.



After some rest, she returned to the place she had first appeared and called out to the frogs, "Come out!" The frogs woke up very slowly because they had so much water in their bellies. The Rainbow Serpent tickled their stomachs and the water began to fill the tracks that the Rainbow Serpent had left. This is how the lakes and rivers were formed.

Then, water, grass and trees began to grow. All the other animals that lived in rocks, on the plains, in the trees and the air began to wake up and follow the Rainbow Serpent. They were all happy with the earth.

The Rainbow Serpent made laws that they all had to follow. Some did not like this and began to cause trouble. The Rainbow Serpent said, "Those who obey will be rewarded; I shall give them human form. But, for those who don't, they will be punished and turned to stone".

The tribes lived together on the land given to them by the Rainbow Serpent. They knew that the land would always be theirs, as long as they took care of it. They believed that no one should ever take it away from them.



Questions

1. The following passage comes from the story, "The Rainbow Serpent".
Fill in the missing words.

The Rainbow Serpent was the _____ creature who shaped the earth. After all of her travelling, she grew tired and curled up and slept. After some rest, she returned to the place she had first appeared and called out to the _____, "Come out!" The frogs woke up very slowly because they had so much _____ in their _____. The Rainbow Serpent tickled their stomachs and the water began to fill the _____ that the Rainbow Serpent had left. This is how the _____ and _____ were formed.

2. Use the passage above to do the following:
- Highlight the pronouns in blue. Pronouns are used to replace nouns.
For example: they, them, us.
 - Circle the nouns in red. Nouns are words that tell us a person, animal, thing, thing or idea. For example: tree, ring, apple.
3. Circle the words that have the long "a" sound
- rainbow, creature, shaped
 - travelling, after, place
 - ate, aboriginal, Dreaming

Which of the following occurred first? Choose a or b.

- The Rainbow Serpent woke up from her sleep and came out from under the ground.
 - The tribes lived together on the land given to them by the Rainbow Serpent.
- The water began to fill the tracks that the Rainbow Serpent had left.
 - The Rainbow Serpent called out to the frogs.
- The tribes knew they had to take care of the land.
 - The Rainbow Serpent grew tired and curled up and slept.

Test 2

In each sentence one word is spelled incorrectly. Find the incorrect word and write it on the line.

- | | | | |
|----|---|----------------------|----|
| 1 | Sally hopes to one day be a fashion modal. | <input type="text"/> | 1 |
| 2 | A lot of peepel were at the party. | <input type="text"/> | 2 |
| 3 | The magnat stuck to the iron. | <input type="text"/> | 3 |
| 4 | In the band she plays the trumpit. | <input type="text"/> | 4 |
| 5 | The author has written a sequil to this book. | <input type="text"/> | 5 |
| 6 | The material is now sterrile. | <input type="text"/> | 6 |
| 7 | A large expensive jowel was in the glass cabinet. | <input type="text"/> | 7 |
| 8 | He felt so sick he thought he might vommet. | <input type="text"/> | 8 |
| 9 | The coast was hit by a tidel wave. | <input type="text"/> | 9 |
| 10 | Mike lives in the city but Jan lives in a rurel area. | <input type="text"/> | 10 |
| 11 | He is a member of the city council. | <input type="text"/> | 11 |
| 12 | I stuck a lable on the case. | <input type="text"/> | 12 |
| 13 | I'm sure there will be ampel room for us all. | <input type="text"/> | 13 |
| 14 | The miners were looking for nickle. | <input type="text"/> | 14 |
| 15 | He would simply whistel to get the dogs to come. | <input type="text"/> | 15 |

Total correct _____

15

Powerful Adjectives

Rewrite and improve these sentences by changing the bold adjective into a powerful and impressive description.

1. Janine was sitting in a **nice** chair.

2. Mum's new hairstyle was **bad**.

3. The weather today is **not nice**.

4. Lorna's new puppy was **cute**.

5. The story written by Fred was **good**.

6. Jake made some **silly** jokes at school today.

7. Barney's new computer was **fun** to play on.

8. The birds' cage was **dirty**.



PERCENTAGES

NUMBER

1. Complete the table to show each equivalent percentage, decimal and fraction.

	Percentage	Decimal	Fraction
(a)	100%	1.0	
(b)			$\frac{30}{100}$
(c)	1%		
(d)		0.75	
(e)		0.05	
(f)			$\frac{1}{4}$

	Percentage	Decimal	Fraction
(g)		0.50	
(h)	10%		
(i)			$\frac{80}{100}$
(j)		1.25	
(k)	20%		
(l)			$1\frac{1}{2}$

2. Order these from smallest to largest

(a) 90%, 25%, 7%, 100%, 89%, 45%, 37%, 2%

(b) 0.5, 80%, 0.25, 1.0, 55%, 30%, 0.99, 98%

(c) $\frac{20}{100}$, 60%, 75%, $\frac{7}{100}$, $\frac{70}{100}$, 37%, 77%, $\frac{17}{100}$

(d) 0.25, 20%, $\frac{2}{100}$, $\frac{12}{100}$, 0.52, 50%, 22%, 0.28

3. Complete the following.

(a) 50% of \$60 =

(b) 25% of \$24 =

(c) 75% of \$20 =

(d) 20% of \$40 =

(e) 50% of \$220 =

(f) 60% of \$100 =

(g) 30% of \$180 =

(h) 20% of \$60 =

(i) 40% of \$50 =

4. Riley needs to save \$250. If she already has 50%, how much has she saved?

5. Mr Russell had 100 students in his group. If 40% were girls, what number of boys were in the group?

6. An item was marked 20% off the regular price of \$80.

(a) How much was the discount?

(b) What was the new price?

7. The following prices were reduced by 10%. Find the new price for each.

(a) \$5.00

(b) \$20.00

(c) \$32.00

(d) \$100.00

8. The following prices were reduced by 25%. Find the new price for each.

(a) \$12.00

(b) \$24.00

(c) \$30.00

(d) \$120.00

STUDENT NAME

MONEY

NUMBER

STUDENT NAME

1. (a) $\begin{array}{r} \$748.75 \\ + \$297.50 \\ \hline \\ \hline \end{array}$ (b) $\begin{array}{r} \$2598.99 \\ + \$2695.55 \\ \hline \\ \hline \end{array}$ (c) $\begin{array}{r} \$38\,406.95 \\ + \$22\,595.59 \\ \hline \\ \hline \end{array}$ (d) $\begin{array}{r} \$55\,075.80 \\ + \$38\,955.99 \\ \hline \\ \hline \end{array}$

2. (a) $\begin{array}{r} \$48.20 \\ - \$27.55 \\ \hline \\ \hline \end{array}$ (b) $\begin{array}{r} \$749.50 \\ - \$237.65 \\ \hline \\ \hline \end{array}$ (c) $\begin{array}{r} \$804.65 \\ - \$716.99 \\ \hline \\ \hline \end{array}$ (d) $\begin{array}{r} \$5000.05 \\ - \$3842.99 \\ \hline \\ \hline \end{array}$

3. Over a four-month period, Shenay received the following mobile phone accounts – \$42.75, \$59, \$48.25 and \$39.55. What was the total?

4. An investor has properties worth \$429 000, \$358 750, \$410 500 and \$322 500. What is the total value?

5. Jess has a \$2000 credit card limit. Her last statement shows purchases totalling \$1289.49. How much credit does she have left?

6. The Harris family decided to purchase a new home for \$565 000. If they sold their current home for \$419 775, how much did they borrow?

7. Lucas paid a flat rate of \$49.50 a month for his mobile phone. How much did he pay in a year?

8. Dan was saving \$295 a month. How much would he save in three years?

9. Three charities were to benefit equally from \$89 760. How much did each charity receive?

10. Cassie saved \$1268.40 over six months. How much did she save each month?

11. Find the change from \$500.

- (a) \$350 (b) \$100.50 (c) \$406.25 (d) \$11.45

12. Find the change from \$1000.

- (a) \$540 (b) \$625.50 (c) \$212.75 (d) \$9.25

13. What would you like to buy if you had:

- (a) \$20? (b) \$100?
 (c) \$1000? (d) \$10 000?



Situation:

Strategy:



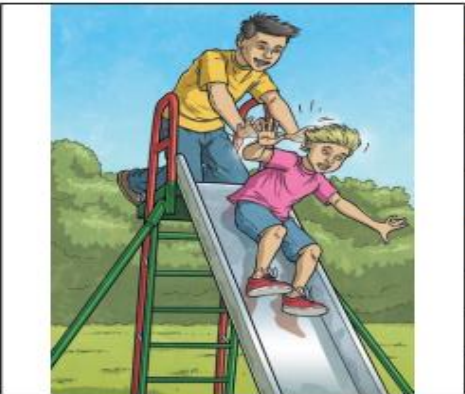
Situation:

Strategy:



Situation:

Strategy:



Situation:

Strategy:

CAPA Follow this link to complete the directed drawing activity.

<https://www.youtube.com/watch?v=iC6nDcGHQrA>

Remember to take a photo and upload on your Google Classroom



How To Draw Funny French Fries

Art for Kids Hub

2.6M views • 4 years ago

Year 6 Home Learning Wednesday 20th October

Well-Being Wednesday

Wellbeing Wednesday

Create your own scavenger hunt looking for different objects around the house	Rock painting Decorate some rocks using paint – then hide them at parks for people to find	Play your favourite board game with a sibling	Read a book for enjoyment
Create your own 'Olympic sport' with a piece of sporting equipment and household object	French Knitting	Create an amusement park out of Lego	Write a letter to a family member and post it
Create Kindness cards with nice messages for your neighbours and put in their letterbox	Collect three (3) objects from your home and/or backyard and draw a still life picture	Lie down in your backyard and look up to the sky – what pictures can you see in the clouds? Draw or paint these.	Do something nice for someone in your house – make them breakfast, help clean the dishes, etc.
Create a 'junk journal' – using different bits of craft and an old book.	Choreograph a dance and put on a performance for your family	Feng-Shui Organise and rearrange things in your bedroom	Go for a walk and count different animals or objects (birds, cars, streetlights)
Set up an exercise circuit and complete some physical activity.	Set 3 goals for the day – once you've achieved them, do something nice for yourself.	Try and finish off a puzzle	Create some jokes for you to share at dinner time with your family to make them smile

Wk 3 T4 Year 6 Home Learning Thursday 21st October

If you finish your work quickly or need extra work –

1. Lexia 20 minutes 2. Prodigy 3. Read for 20 minutes

WATCH YOUR TEACHER'S VIDEOS ON GOOGLE CLASSROOM

LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple won £275 000 back in February 2012, having bought their ticket at the last minute. Once they'd recovered from the shock, they gave a large part of their winnings to different charities, as well as making improvements to their home and treating their family and friends to special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. In the next moment, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000. Mr Mills added, 'We were all jumping around and dancing in the living room. We never believed it could happen again.' Alisha commented on the experience, 'I never knew my grandad could move like that!'



William and Betty Mills - are they the luckiest couple in the country?

When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers which mean something to us, like family birthdays or house numbers.'

The two winners have revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills, 'we'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

Lottery Comprehension Questions

1. How often do William and Betty play the lottery?

2. When did they win £275 000?

3. Why do you think they donated some of their prize to charities?

4. How do the couple choose their numbers?

5. Write down 2 adjectives to describe William and Betty. Give reasons for your choices.

6. How was their second win celebrated?

7. What would you do with £800 000? Explain your reasons.

8. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.

Past tense, regular verbs

Verbs have three tenses — present, past and future (**I like, I liked, I will like**). Many spelling errors are caused by the difficulty we sometimes have in changing the tense of words.

A common way of forming the past tense is to add **ed** (**scream, screamed**). However, when a word ends in **y**, you change the **y** to **i** before adding **ed** (**rely, relied**). For some words, you double the last letter before adding the **ed** (**hop, hopped**). These are called regular verbs.

A Write the past tense of the words in brackets to complete the sentences below.

1. Our team easily _____ our opponents. (defeat)
2. At lunch I cut the potatoes while Sam _____ the meat. (prepare)
3. I didn't hear what she said so she _____ herself. (repeat)
4. The drover _____ for his dogs to come. (whistle)
5. Because it was so hot and steamy we _____ a great deal. (perspire)
6. Yesterday a young boy nearly _____ in the pool. (drown)
7. The car _____ across the icy road. (skid)
8. The girls _____ by bus to the city. (travel)
9. The tap _____ constantly last night. (drip)
10. Michelle _____ the sugar into her tea. (stir)
11. The frightened prisoner _____ his captors for mercy. (beg)
12. Yesterday the dog _____ the bone in the yard. (bury)
13. This morning I _____ Sophie's homework sheet. (copy)
14. The burglar _____ taking the jewel. (deny)
15. Last year the insects in this area _____ greatly. (multiply)
16. The new house is presently _____ by foreigners. (occupy)

B Change these words to past tense and write them in sentences:

1. stop _____
2. hurry _____

Powerful Adjectives

Rewrite and improve these sentences by using powerful adjectives to describe each noun.

1. The lady was sitting in a chair.

2. My mum had a haircut.

3. The weather on the beach was blustery.

4. Lorna got a new puppy.

5. The story written by Fred was good.

6. We got on the coach to go on our school trip.

7. Miss Riley always tells jokes.

8. The birds played with their toys inside the cage.



MIXED PROBLEMS

NUMBER

1. (a) Find the total of these accounts: \$42.78, \$27.30, \$105.45, \$285 and \$68.72.

- (b) How much remains from \$1000 after paying the accounts?

2. 525 adults paid \$25 a ticket to attend a show. 265 children paid \$15 a ticket.

- (a) What was the total of adult sales?

- (b) What was the total of children sales?

- (c) What was the combined total?

3. Before setting off on a trip, the car odometer read 28 695 km. After a week of travelling, the odometer read 32 167.

- (a) How many km were travelled the first week?

- (b) If 2894 km were covered the second week, how many km were travelled in total?

- (c) What would the odometer reading be after the second week?

- (d) How many more km have to be travelled to reach 50 000 on the odometer?

4. Use the table which shows results of a local election to answer the questions.

Candidate	No. of votes
Fraser	4799
Martino	21 908
Atkins	6766
Sheldon	2909
Wilson	8339

- (a) Find the total number of votes.

- (b) If there were 387 invalid votes, how many people voted altogether?

- (c) What is the difference in the number of votes between the first and second?

- (d) How many voted against the winner? (Ignore the invalid votes.)

- (e) What is the difference in the number of votes between the two candidates who polled the lowest?

STUDENT NAME

MIXED MENTAL

NUMBER

A	B	C	D	E
$10 + 7 =$	$32 \div 4 =$	$2 \times 12 =$	$3 \times 3 =$	$9 \times 3 =$
$60 - 20 =$	$41 - 6 =$	$82 - 5 =$	$120 \div 12 =$	$51 + 5 =$
$6 \times 6 =$	$8 + 6 =$	$63 \div 7 =$	$6 \times 5 =$	$48 \div 4 =$
$36 - 9 =$	$12 \times 1 =$	$50 - 12 =$	$20 - 9 =$	$3 \times 7 =$
$88 \div 8 =$	$24 \div 12 =$	$32 + 11 =$	$5 + 40 =$	$73 + 8 =$
$100 - 40 =$	$80 - 4 =$	$8 \times 7 =$	$43 - 34 =$	$25 \div 5 =$
$11 + 14 =$	$25 + 10 =$	$6 + 32 =$	$84 \div 12 =$	$7 \times 6 =$
$3 \times 10 =$	$90 \div 9 =$	$88 - 8 =$	$5 + 36 =$	$15 - 7 =$
$16 - 8 =$	$65 - 20 =$	$43 + 0 =$	$81 - 8 =$	$80 \div 10 =$
$42 \div 7 =$	$56 \div 8 =$	$55 - 6 =$	$10 \times 9 =$	$79 + 12 =$
$12 \times 6 =$	$32 - 4 =$	$10 \times 3 =$	$52 - 32 =$	$12 \times 11 =$
$15 - 6 =$	$20 \div 4 =$	$60 \div 5 =$	$96 \div 8 =$	$33 \div 3 =$
$50 + 20 =$	$42 - 2 =$	$85 - 15 =$	$16 \div 2 =$	$7 + 7 =$
$81 \div 9 =$	$108 \div 9 =$	$4 \times 6 =$	$8 + 29 =$	$39 - 19 =$
$13 - 9 =$	$4 \times 9 =$	$20 \div 10 =$	$88 - 11 =$	$77 \div 11 =$
$14 + 0 =$	$21 + 9 =$	$38 - 14 =$	$40 \div 8 =$	$65 - 15 =$
$11 \times 10 =$	$10 - 7 =$	$5 \times 7 =$	$16 + 9 =$	$27 + 4 =$
$40 \div 5 =$	$78 + 11 =$	$35 - 25 =$	$11 \times 5 =$	$60 \div 6 =$
$8 \times 4 =$	$97 + 3 =$	$13 + 6 =$	$32 + 33 =$	$5 \times 4 =$
$56 - 8 =$	$9 \times 8 =$	$33 \div 11 =$	$110 \div 10 =$	$44 \div 4 =$
$3 + 27 =$	$35 \div 5 =$	$8 + 26 =$	$55 - 35 =$	$9 \times 1 =$
$15 \div 5 =$	$55 \div 11 =$	$48 \div 6 =$	$12 \times 12 =$	$100 - 9 =$
$8 \times 6 =$	$5 \times 10 =$	$9 - 8 =$	$48 \div 12 =$	$36 \div 6 =$
$54 + 4 =$	$7 + 7 =$	$99 + 0 =$	$15 + 16 =$	$9 + 9 =$
$9 \times 9 =$	$132 \div 11 =$	$12 \times 4 =$	$45 - 25 =$	$4 \times 5 =$

STUDENT NAME

1. Place the numbers 10 – 18 in a square so each row, column and diagonal adds up to 42.

17		
	14	

2. Use the code to solve the problems.

Z	Y	X	W	V	U	T	S	R	Q
0	1	2	3	4	5	6	7	8	9

(a) $RWZSS$ _____ (b) $VZSXQW$ _____
 $- UVWRR$ _____ $+ RXRTRQ$ _____
 $=$ _____ $=$ _____



Internet Safety



Across

2	So that strangers can't talk to me, I have my _____ settings restricted.
3	All of my _____ email goes into my junk mail.
5	I like to go on my _____ account to catch up with old friends.
6	I adjust my _____ to what I prefer.
8	My _____ and I keep in touch through Facebook.
9	I would call somebody a _____ who says horrible things online.
10	I constantly check my computer so I don't get a _____.

Down

1	I like to follow celebrities on my _____ account.
3	I have to be careful of my _____ when I am on the internet.
4	I have many different _____ just in case somebody finds one of them out.
7	A _____ hides behind the anonymity of the internet and winds people up.

CAPA Follow this link to complete the directed drawing activity.

https://www.youtube.com/watch?v=_jsCyY0xCfA

Remember to take a photo and upload on your Google Classroom



How To Draw A Haunted House

Art for Kids Hub

11M views • 4 years ago

Wk 3 T4 Year 6 Home Learning Friday 22nd October

If you finish your work quickly or need extra work –

1. Lexia 20 minutes
2. Prodigy
3. Read for 20 minutes

WATCH YOUR TEACHER'S VIDEOS ON GOOGLE CLASSROOM

The Great Plague

What was the Great Plague?

During the summer of 1665, London was affected by a horrible disease.

This became known as the Great Plague.

People were terrified of the plague, as there was no cure.

It lasted from 1665 until 1666.

Why was there no cure?

At this time, medicine and health care were very different than they are today.

Hygiene was often very poor; towns and villages could be dirty.

People had a different understanding of medicine at this time.



How did the plague spread?

- At first, people were not sure how the plague was spread.
- Some doctors felt that bad air was to blame, and breathing in made people ill.
- Others blamed farm animals for spreading the disease.
- However, the cause of the plague was rats.
- Rats carried bacteria and fleas.
- When the fleas bit people, they infected them.
- When people sneezed and coughed, they spread the disease even more.



The Great Plague

What happened if someone caught the plague?

The plague spread very quickly. Within three to four days of catching the disease, people were dying.

Some symptoms included:

- painful swelling of the skin;
- blisters;
- headaches;
- sickness.



If someone from a family got the plague, the whole house was closed up and nobody was allowed to leave, or enter the house.

A red cross was marked on the front door of any these houses, so people knew that they had the plague.

As many as 100 000 people had died in London by the end of 1665.

How was the plague stopped?

Cold weather – Autumn 1666. This killed off many of the rats and the bacteria.

The Great Fire of London – 1666. This destroyed many rat-infested buildings. This meant there were less rats to spread the disease.



Plague Remedies

As there was no cure, people tried different methods to try to prevent them from getting the plague.

- Small bunches of flowers: people thought that holding them to their noses, would stop them from breathing in any bad air or bacteria.
- Lucky charms: people wore them to ward off the plague, one example is wearing a dead toad around the neck!
- Soaking money in vinegar: when paying for goods, money was soaked in vinegar before giving it to someone else.

Questions

1. When did the plague happen?

2. What reasons did people think caused the plague to spread?

3. What actually caused the spread of the plague?

4. How could people tell if a household was affected by the plague?

5. How did people try to prevent themselves from catching the plague?

6. What does prevent mean?

7. How did the cold weather help to stop the spread of the plague?

Past tense, irregular verbs

Verbs have three tenses — present, past and future (I play, I played, I will play). The past tense of many words causes difficulties in spelling. This is particularly so with those that change one or more letters. These are irregular verbs.

Example: Today I ring the bell. Yesterday I rang the bell.



A Write the past tense of the words in brackets to complete the sentences below.

- Yesterday I _____ the paper into thin strips. (tear)
- This morning I _____ ill at school. (become)
- When I was hit this morning my nose _____ a lot. (bleed)
- Paul _____ his father's car yesterday. (drive)
- Last night I _____ quite ill after eating the fish. (fall)
- It was so cold the water _____ in the taps. (freeze)
- The player was _____ on the nose by a bat. (strike)
- I _____ the toys from the children last week. (take)
- The teacher _____ to Mia about her good results. (speak)
- The detectives _____ answers to the crime. (seek)
- Last night a thief _____ my wallet. (steal)
- In the movie the boy _____ a donkey into town. (ride)
- The choir _____ the song sweetly. (sing)
- Yesterday our teacher _____ us about the need for good hygiene. (teach)
- The frightened mouse _____ quietly out of its hole. (creep)
- The soldiers _____ bravely in the last battle. (fight)

B Complete the past tense of these phrases:

Today ...	Yesterday ...	Today ...	Yesterday ...
1. I deal	I _____	5. I eat	I _____
2. I break	I _____	6. I flee	I _____
3. I begin	I _____	7. I drink	I _____
4. I blow	I _____	8. I am	I _____

I, Me, Mine, Myself - Do You Know Your Pronouns?

Re-write each sentence, replacing the **nouns** in **bold** with the correct pronoun.

e.g.

That pencil belongs to ~~Lucy~~. It is ~~Lucy's~~.

That pencil belongs to **her**. It is **hers**.

- 1 Khalil just loves maths; **maths** is his favourite lesson.
- 2 This book belongs to me (David). It is **David's**.
- 3 Peter and Amelia timed **Peter and Amelia** as they ran the race.
- 4 Mum smiled at Chiara, "I am so proud of **Chiara!**"
- 5 Ross and Piotrek drink lots of water because **water** keeps them hydrated.
- 6 Phillipa passed the ball to Zainab and **Zainab** passed **the ball** back.
- 7 This poster is by Sally, Leonie and me. It is **Sally's, Leonie's and mine**.
- 8 Mrs Naylor called Adam up to the front and she gave the prize to **Adam**.
- 9 Abdul poured **Abdul** a large glass of juice.
- 10 I think this pencil case belongs to Oscar because it looks like **Oscar's**.
- 11 Has Samantha brought her PE kit today? **PE** is this afternoon.
- 12 "I reckon we've done really well; we should give **you and me** a clap!"
- 13 Stacey held out her hand and said, "Give the books to **Stacey** please."
- 14 "Can you tell **Adam, Keiron and me** when it's 11 o'clock please?" I asked.
- 15 **Jane, Tara and I** are going to the party. Tara's mum is driving us there.
- 16 Bella gave the party invitations to **Sasha and Mya** at hometime.
- 17 Mrs Jones is really funny so **all the children** love her classes.
- 18 My hair is brown but **Taya's** is blonde.
- 19 I saw a great film on TV but I can't remember **the film's** title!
- 20 I caught my friend Jamelia admiring **Jamelia** in the mirror.

SPECIAL NUMBERS

NUMBER

STUDENT NAME

1. (a) Shade the prime numbers blue.
- (b) Shade the composite numbers green.
- (c) How many even numbers? _____
- (d) How many odd numbers? _____
- (e) Write 8 numbers divisible by 4.

- (f) Write 8 numbers divisible by 7.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Give an example when negative numbers might be used.

3. Write the number for these Roman numerals.

- | | | | | |
|--|---|---|---|---|
| (a) III <input style="width: 30px; height: 20px;" type="text"/> | (b) X <input style="width: 30px; height: 20px;" type="text"/> | (c) XII <input style="width: 30px; height: 20px;" type="text"/> | (d) XV <input style="width: 30px; height: 20px;" type="text"/> | (e) XX <input style="width: 30px; height: 20px;" type="text"/> |
| (f) L <input style="width: 30px; height: 20px;" type="text"/> | (g) LXX <input style="width: 30px; height: 20px;" type="text"/> | (h) XL <input style="width: 30px; height: 20px;" type="text"/> | (i) C <input style="width: 30px; height: 20px;" type="text"/> | (j) CXV <input style="width: 30px; height: 20px;" type="text"/> |
| (k) XCIX <input style="width: 30px; height: 20px;" type="text"/> | (l) MC <input style="width: 30px; height: 20px;" type="text"/> | (m) MCM <input style="width: 30px; height: 20px;" type="text"/> | (n) CML <input style="width: 30px; height: 20px;" type="text"/> | (o) MMC <input style="width: 30px; height: 20px;" type="text"/> |

4. Write the Roman numerals for these numbers.

- | | | | | |
|---|--|--|--|--|
| (a) 26 <input style="width: 30px; height: 20px;" type="text"/> | (b) 32 <input style="width: 30px; height: 20px;" type="text"/> | (c) 54 <input style="width: 30px; height: 20px;" type="text"/> | (d) 121 <input style="width: 30px; height: 20px;" type="text"/> | (e) 66 <input style="width: 30px; height: 20px;" type="text"/> |
| (f) 150 <input style="width: 30px; height: 20px;" type="text"/> | (g) 450 <input style="width: 30px; height: 20px;" type="text"/> | (h) 501 <input style="width: 30px; height: 20px;" type="text"/> | (i) 1000 <input style="width: 30px; height: 20px;" type="text"/> | (j) 349 <input style="width: 30px; height: 20px;" type="text"/> |
| (k) 999 <input style="width: 30px; height: 20px;" type="text"/> | (l) 1024 <input style="width: 30px; height: 20px;" type="text"/> | (m) 3000 <input style="width: 30px; height: 20px;" type="text"/> | (n) 2040 <input style="width: 30px; height: 20px;" type="text"/> | (o) 3050 <input style="width: 30px; height: 20px;" type="text"/> |

5. If $2^2 = 4$, $3^2 = 9$ and $4^2 = 16$, find the next five square numbers.

$$5^2 = \underline{\quad}, \underline{\quad} = \underline{\quad}, \underline{\quad} = \underline{\quad}, \underline{\quad} = \underline{\quad}, \underline{\quad} = \underline{\quad}$$

6. (a) $5^3 = \underline{\quad} \times \underline{\quad} \times \underline{\quad} = \underline{\quad}$ (b) $2^4 = \underline{\quad} \times \underline{\quad} \times \underline{\quad} \times \underline{\quad} = \underline{\quad}$

7. Write these numbers in power form.

- | | | |
|--|---------------------------------------|---|
| (a) $3 \times 3 \times 3 \times 3 \times 3$ is _____ | (b) $50 \times 50 \times 50$ is _____ | (c) $9 \times 9 \times 9 \times 9$ is _____ |
| (d) $12 \times 12 \times 12 \times 12$ = _____ | (e) 100×100 is _____ | (f) $6 \times 6 \times 6 \times 6 \times 6 \times 6$ is _____ |

8. Write these numbers as powers of 10.

- | | | | | |
|---|--|--|---|---|
| (a) 100 <input style="width: 30px; height: 20px;" type="text"/> | (b) 1000 <input style="width: 30px; height: 20px;" type="text"/> | (c) 10 000 <input style="width: 30px; height: 20px;" type="text"/> | (d) 100 000 <input style="width: 30px; height: 20px;" type="text"/> | (e) 1 000 000 <input style="width: 30px; height: 20px;" type="text"/> |
|---|--|--|---|---|

LINES AND ANGLES

SPACE

1. Draw something that shows the following types of lines.

(a) vertical



(b) horizontal



(c) parallel



(d) perpendicular



(e) diagonal



2. Draw each of the following types of angles.

(a) acute



(b) obtuse



(c) right



(d) straight



(e) reflex



3. Complete the following

(a) A right angle equals _____.

(b) A straight angle equals _____.

(c) An obtuse angle is _____ than 90° .

(d) An acute angle is _____ than 90° .

(e) A _____ angle is greater than 180° .

(f) An obtuse angle is _____ than 180° .

4. Mark and name the angles on each shape.



(a) _____

(b) _____

(c) _____

(d) _____



(e) _____

(f) _____

(g) _____

(h) _____

STUDENT NAME

Bike Safety

night	middle	adult
hand	helmet	pathway
people	Bike riding	hazards
signals	important	straight

1. _____ is lots of fun but it is _____ to be safe while riding your bike.
2. Your _____ should be fitted properly and the strap fastened.
3. Ride with other _____ when you can.
4. Always tell an _____ where you are going and how long you will be there.
5. Ride on the _____ when you can, otherwise ride with the traffic.
6. Use _____ signals to show others what you plan to do.
7. Do not ride in the _____ of the road or swerve around cars. Ride in a _____ line.
8. Reflectors, on your clothes and bike, will help you be seen, especially at _____.
9. Be aware of _____ or obstacles around you.
10. Always follow the traffic _____ and lights.

CAPA Follow this link to complete the directed drawing activity.

<https://www.youtube.com/watch?v=ua6Pys1wvPE>

Remember to take a photo and upload on your Google Classroom



How To Draw A Vampire Coffin Folding Surprise

Art for Kids Hub

753K views • 1 year ago

