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Home Learning Pack Year 6

Guidance and Answers

Week 3

04/05/2020

Classroom
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KIDS



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This week's pack supports the Week 3 timetable on Classroom Secrets Kids.

Monday

Maths – Simplify Fractions (page 2)

Fractions are amounts that are not whole numbers; they are made up of a **numerator** (the top part of a fraction, which shows how many parts of the whole are being considered) and a **denominator** (the bottom part of a fraction, which shows how many equal parts the whole has been split into).

$$\frac{2}{16}$$

← Numerator
← Denominator

Fraction

Simplified fractions are fractions where the numerator and denominator cannot be made any smaller, although they must still be whole numbers. To find a simplified fraction, the numerator and denominator must be divided by the same number.

The fraction below can be simplified by dividing both the numerator and the denominator by 2.

$$\frac{2}{16} \xrightarrow{\div 2} \frac{1}{8}$$

Original
Fraction

Simplified
Fraction

Although both fractions look different, they are worth the same (these are referred to as **equivalent fractions**). The example below uses **bar models** (numbers in the form of bars or boxes used to solve number problems) to show this in more detail; although both fractions use different numerators and denominators, they both represent the same part of a whole, and hold the same value.



Question 1 - This question is an open-ended question with multiple answers that could be correct. This question focuses on the skill of identifying possible **numerators** and **denominators** that create **equivalent fractions** to the **fractions** shown. It may be useful to draw **bar models** to help find equivalent fractions if needed.

This week's pack supports the [Week 3 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Simplify Fractions (continued)

To work out **equivalent fractions**, try dividing the **numerators** and **denominators** by different whole numbers to see whether it is possible or not. Remember, both the numerator and the denominator in a fraction needs to be divided by the same number when **simplifying** fractions. This rule must also be followed when multiplying the numerators and denominators in fractions.

Possible answers to the question have been provided below.

A. $\frac{18}{36} = \frac{1}{2}$

B. $\frac{4}{24} = \frac{1}{6}$

C. $\frac{12}{16} = \frac{3}{4}$

D. $\frac{30}{75} = \frac{2}{5}$

E. $\frac{5}{15} = \frac{1}{3}$

F. $\frac{12}{28} = \frac{3}{7}$

English – Investigate Setting Description (page 3)

A **setting** is a place or type of surroundings where an event takes places. For example, at school, in a museum, in a castle, etc...

This task asks children to create and write **expanded noun phrases** (see task for definition), **similes** (see task for definition) and **metaphors** (see task for definition) based on their chosen **setting**. Answers will differ due to the open-ended nature of this task, however, it is important that **expanded noun phrases**, **similes** and **metaphors** are created specifically to describe the **setting** that has been chosen.

This week's pack supports the Week 3 timetable on Classroom Secrets Kids.

Tuesday

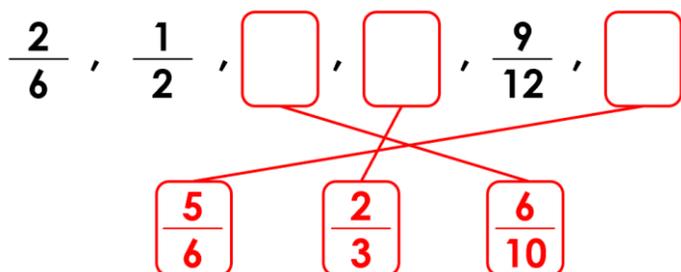
Maths – Compare and Order Denominators (page 4)

Question 1 - For this question, children will need to identify which of the four fractions shown are less than three quarters. In order to do this, children will need to compare the **denominator** (see page 2) of each fraction, and when needed, **simplify** (see page 2) them so that they can compare the fractions to each other more accurately. The correct answer is **A, B and C**.

Question 2 – This question requires children to draw lines from the bottom three fractions and place them in the correct place within the given **sequence** (a series of numbers or images that follow a set pattern. For example, a sequence may increase by 2 each time).

In this question, the sequence is given to them and is ordered in **ascending order** (when numbers are arranged from the smallest to the largest). Children may find **simplifying** (see page 2) all possible fractions first before deciding the correct places for each fraction.

The correct answer is shown below:



Question 3 – This question requires children to give a possible fraction that matches Ryan's clues. Two of his fractions are given, however, the missing fraction needs to have a **denominator** (see page 2) of 4, and is worth more than both of his given fractions ($\frac{6}{10}$ and $\frac{4}{8}$). Children will then need to provide an explanation as to why they have chosen their fraction as an answer. In order to work this out, children will need to find the **lowest common denominator** for the three fractions, which will allow them to work out the missing fraction.

The **lowest common denominator** is the smallest number that is a **multiple** of two or more given numbers. A **multiple** is the number produced when a number is multiplied by another. For example, 12 is the lowest common multiple of 2, 3 and 4.

Ryan's third fraction is $\frac{3}{4}$. This is because if all the fractions are multiplied, the lowest common denominator would be 40. This would mean $\frac{6}{10}$ is equivalent to $\frac{24}{40}$, $\frac{4}{8}$ is equivalent to $\frac{20}{40}$ and $\frac{3}{4}$ is equivalent to $\frac{30}{40}$.

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Tuesday

English – Setting Description (page 5)

This task asks children to create and write a story titled 'The Little House over the Bridge'. Answers will differ due to the open-ended nature of this task, however, it is encouraged that children include **expanded noun phrases** (see Monday's task) in order to help them describe their setting in detail. Children should also be encouraged to include **personification** (describing something with human traits and characteristics. For example, 'The sunflower danced as the wind blew gently') in their writing, along with punctuating and paragraphing their sentences correctly.

Extension ideas have also been provided on the bottom of the sheet to allow opportunities for further writing challenges.

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Wednesday

Maths – Add and Subtract Fractions 2 (page 6)

Question 1 – For this question, children will need to work out the answer to each calculation and match them to the correct fraction given. Answers are given as both **improper fractions** and as **mixed numbers**.

An **improper fraction** is a fraction where the **numerator** is larger than the **denominator**. You may have learned this as a top heavy fraction.

For example, $\frac{4}{3}$.

A **mixed number** is a whole number and a proper fraction represented together.

For example, $1\frac{1}{3}$.

When adding or subtracting fractions with different **denominators** (see page 2), multiply both the **numerator** (see page 2) and **denominator** by the same number in each fraction until each fraction shares the same **denominator**. The calculation performed on the **denominator** must also be performed on the **numerator** (see page 2). For example:

$$\begin{array}{ccccccc} \frac{3}{7} & + & \frac{4}{5} & = & \frac{15}{35} & + & \frac{28}{35} & = & \frac{43}{35} & \text{or} & 1\frac{8}{35} \\ (x5) & & (x7) & & & & & & & & \end{array}$$

The answer to question 1 is shown below:

A. $\frac{3}{7} + \frac{4}{5}$	$\frac{7}{18}$
B. $\frac{2}{3} + \frac{3}{4}$	$\frac{17}{12}$ or $1\frac{5}{12}$
C. $\frac{3}{5} - \frac{1}{8}$	$\frac{19}{40}$
D. $\frac{5}{6} - \frac{4}{9}$	$\frac{43}{35}$ or $1\frac{8}{35}$

Question 2 – This question requires children to work out whether Harry or Alice has the correct answer to the given calculation. As with question 1, children should multiply the given fractions by whole numbers in order to create similar **denominators** before deciding on their answer.

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Wednesday

Maths – Add and Subtract Fractions 2 (continued)

Harry is correct. Alice has not worked out the correct numerator or denominator. The working out is shown below.

$$\frac{2}{3} - \frac{3}{8} = \frac{16}{24} - \frac{9}{24} = \frac{7}{24}$$

(x8) (x3)

Question 3 – This question allows for various answers; children are required to find 3 possible fractions and answers in order to correctly complete the given calculation.

As with the previous questions, use the given clue to work out the target amount that the fractions will need to reach when multiplied by whole numbers (when multiplied, the **denominators** should all equal 72). Children can then use their knowledge of **simplifying fractions** (see page 2) to find a variety of possible answers. They may begin by converting the fraction given so that it has a denominator of 72. They could then choose a numerator for the answer fraction and work out the missing numerator from this. Three possible answers are provided below:

$$\frac{5}{9} + \frac{1}{8} = \frac{49}{72} \quad \frac{5}{9} + \frac{2}{8} = \frac{58}{72} \quad \frac{5}{9} + \frac{3}{8} = \frac{67}{72}$$

English – Relative Clauses (page 7)

A **relative clause** adds extra information to a sentence by using **relative pronouns** such as 'who', 'that' or 'which'. It adds extra information about the **noun** in the sentence and must therefore be related to the noun. For example: My brother, who is ten years old, has brown hair. 'Brother' is the noun and 'who is ten years old' is the relative clause as it adds extra information about the noun 'brother'.

A **relative pronoun** such as 'who', 'that' or 'which', refers back to a noun already mentioned in a sentence.

Nouns are naming words. It is a person, animal, thing or place.

Question 1 – Children will need to circle the correct **relative pronoun** from a choice of three. Children may find it helpful to use each word in a sentence to see which word best suits the purpose of a **relative pronoun**.

The correct choice is **that**.

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Wednesday

English – Relative Clauses (continued)

Question 2 – Children will need to select the correct **relative pronoun** (from a choice of three) that will correctly fit and complete the given sentence. Children may find it helpful to read the sentence aloud with each word in order to find the **relative pronoun** that best fits.

The correct choice is **which**.

Question 3 – Children will need to underline the **relative clause** in the given sentence. Children may find it helpful to remind themselves of the definition of a **relative clause**, and use that knowledge to find the answer to the question.

The **relative clause** that needs to be underlined is '**whose name is Kyle**.'

Question 4 – Children will need to select and write the correct **relative clause** from the choice of three to complete the sentence. Children may find it helpful to read the sentence aloud with each clause in order to find the **relative clause** that best fits.

The correct **relative clause** is '**when the bell rings**.'

Question 5 – Children will need to rearrange the sentence parts and place them in order so that it creates a complete sentence. There is a choice of two **relative pronouns** given, and children will need to select the correct one when creating their sentence. Children may find it helpful to read the sentence aloud with each **relative pronoun** in order to find the correct one.

The completed sentence should read, '**The boy, whose dad was a teacher, loved school**.'

Question 6 – Children will need to rewrite the two sentences as a single sentence, using the **relative pronoun** 'when' to join them together. Extra words can be added before or after each sentence, as long as the **relative pronoun** is used correctly to create one, single sentence.

Various answers can be created, two of which, are provided below:

'**After 90 minutes, when the referee blows the whistle, the game will finish**.'

'**The game will finish in 90 minutes, when the referee blows the whistle**.'

Question 7 – Children will need to provide an explanation as to whether the underlined part of the sentence can be taken out, without affecting the meaning of the sentence. An example of an appropriate answer is provided below:

No, it does not make sense because the subject of the sentence has been removed, which is essential to ensure that the sentence make sense.

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Thursday

Maths – Adding Fractions (page 8)

>, < and = are comparison symbols used to represent more than (>), less than (<) and equal to (=).

Question 1 – This question requires children to use the >, < and = symbols to compare the addition calculations given. The calculations include both **improper fractions** (see page 6) and **mixed numbers** (see page 6). Children may find it helpful to find the **lowest common denominator** (see page 4), for each calculation first, before trying to work out the answers to each calculation.

The correct answers are shown below:

$$\frac{9}{5} + \frac{12}{11} < \frac{12}{5} + \frac{11}{11}$$

$$3\frac{2}{3} + 4\frac{4}{5} > 5\frac{1}{3} + 1\frac{3}{5}$$

$$\frac{7}{6} + \frac{9}{4} < 1\frac{5}{6} + 3\frac{3}{4}$$

Question 2 – This question requires children to find the correct number statement that provides the same answer as the calculation in the box. Children may find it helpful to convert the **improper fractions** (see page 6) in all the calculations to **mixed numbers** (see page 6), or vice versa, so that they can more easily compare them.

The correct calculation that matches is C; both calculations equal $\frac{37}{12}$ or $3\frac{1}{12}$.

Question 3 – This question requires children to provide an explanation as to whether Robert or Shanice has provided a correct answer to the calculation shown. Children may find it useful to work out the calculation as both **a mixed number** (see page 6) and as an **improper fraction** (see page 6) as both Robert and Shanice have provided their answers in different ways.

Various explanations, for example: **Robert and Shanice are both correct because Robert's mixed number and Shanice's improper fraction are equal to one another.**

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Thursday

Maths – Subtracting Fractions (page 9)

Question 1 – This question requires children to identify whether each of the matched subtraction calculation and answer is correct or incorrect. In order to check these calculations, children will find it useful to see whether they can multiply the **denominators** (see page 2) of each fraction in the calculations by a whole number so that they are the same **denominator** found in the answer. If this is not possible, the calculation has been incorrectly matched.

The answers are: A = **correct**; B = **incorrect**; C = **incorrect**.

Question 2 – This question requires children to work out the answer to the three given calculations, and place them in the correct columns in the table. The calculations involve subtracting a mixture of **mixed numbers** (see page 6) and **improper fractions** (see page 6). Children may find it helpful to convert the **improper fractions** to **mixed numbers** (or vice versa) so that they can more easily subtract the fractions.

The answers are: A = **less than 3**, B = **greater than 3**, C = **equal to 3**

Question 3 – This question requires children to identify potential missing **numerators** (see page 2) and **denominators** from the two comparison statements given. The first statements uses the $<$ symbol (see page 9), whereas the second statements uses the $>$ symbol (see page 9), so it is important for children to remind themselves of the different meaning of the two symbols.

To work out potential answers, it may be useful for children to convert the **mixed numbers** to **improper fractions**, and then think about the **numerators** or **denominators** that they choose – can they be multiplied so that each can be changed to share the same numerator/denominator? (see the example of multiplying fractions by whole numbers on page 6).

This question has a variety of potential answers; 3 potential answers to each calculation has been provided below:

Potential answers for A:

$$3 \frac{2}{5} - 1 \frac{1}{3} < 4 \frac{2}{3} - 2 \frac{1}{5} ; 3 \frac{1}{5} - 1 \frac{1}{2} < 4 \frac{2}{3} - 2 \frac{1}{10} ; 3 \frac{2}{5} - 1 \frac{1}{10} < 4 \frac{2}{3} - 2 \frac{1}{15}$$

Potential answers for B:

$$5 \frac{4}{5} - 3 \frac{1}{4} > 6 \frac{3}{4} - 4 \frac{2}{5} ; 5 \frac{4}{5} - 3 \frac{2}{4} > 6 \frac{3}{4} - 4 \frac{3}{5} ; 5 \frac{4}{5} - 3 \frac{1}{4} > 6 \frac{3}{5} - 4 \frac{2}{5}$$

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Thursday

English – Subordinating Conjunctions (page 10)

A **subordinating conjunction** is a word that introduces a **subordinating clause**, for example: although, because.

A **subordinating clause** is a part of a sentence that does not make sense by itself.

Direct speech is the actual words of a speaker, for example: 'I'm going,' she said.

Reported speech (sometimes referred to as **indirect speech**) is speech that is not directly said by the speaker. For example: He said he was coming.

This task asks children to create and write a story titled 'The Day my Bedroom Changed'. Answers will differ due to the open-ended nature of this task, however, it is encouraged that children include a variety of **subordinating conjunctions** in order to vary sentence length throughout the piece of writing. Children should also be encouraged to include both **direct** and **reported speech** at some point within their piece of writing.

Extension ideas have also been provided on the bottom of the sheet to allow opportunities for further writing challenges.

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Friday

Maths – Simplify Fractions

Click on the link to watch the learning video clip on simplifying fractions. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Underneath the video, you will find information on the questions and their answers.

<https://classroomsecrets.co.uk/free-simplify-fractions-year-6-fractions-learning-video-clip/>

English – Revision

Click on the link to play an interactive game and answer the questions about the grammar you have learned so far in Year 6.

<https://kids.classroomsecrets.co.uk/resource/year-6-autumn-revision-set-2/>

This week's pack supports the Week 3 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading – Poetry for the Great Fire (pages 11-13)

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:

In the haiku, which part of the body does the poet use to personify the fire? What is the effect of this? **The mouth. It creates the idea that the fire is a living thing hunting for and eating food.**

The free verse poem has no rhymes until the final two lines. What is the effect of finishing the poem with a rhyming couplet? **It makes the last two lines stand out and stick in a reader's memory. It makes the warning easier to remember.**

How does the free verse poet use death imagery to move from burning wood to the ruins the fire leaves behind? **The poet describes the wood as 'dry as a bone' and therefore easy to ignite. The use of the word 'bone' then links into the imagery of the ruins as skeletons in a graveyard.**

Is the limerick more or less serious than the other poems? **Less serious**

What other word or phrase could you use instead of 'bore' in the sonnet? **Gave birth to; made; created etc.**

Why does the word 'sacked' make it sound as though the fire is like an invading army? **The word can be used to mean 'plunder and destroy' in the sense of a battle.**

What is the message spelled out by the acrostic poem? **The Great Fire of London**

Which is your favourite of these poems? Why? **Personal answer; must be explained.**