



THE DEAN TRUST  
Partington Central Academy

# Week 2 – Home Learning Year 6.

Remember to email some photos of your work to your teacher each week.

**(This doesn't need to be every task!)**

- Record all of your work on paper.
- Ensure it is neat.
- Think about your presentation- remember: neat cursive handwriting, punctuation and spellings- Just like you would in school!

## Website Links:

<https://classroom.thenational.academy>

<https://www.onceuponapicture.co.uk>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<https://www.purplemash.com/sch/forest-m31>

<https://www.mymaths.co.uk>

<https://www.spag.com>

# Monday - Spelling

- On the next slide you will see your spellings for this week.
- Read them out loud to yourself.
- If you are unsure ask a grown-up to help you.
- Cover them up one by one and try to write them down correctly.
- Look at them to check they are correct or ask a grown up to check them for you.

# Monday - Spelling

Spelling patterns **-able, -ably (-ation); -able** after **-ce** or **-ge**; **extension**; word list



Isn't it adorable that we have changeable mobile covers that match our outfits?



Spellings	Write	Write	Cover and write	Cover and write
adore				
ador <b>ation</b>				
ador <b>able</b>				
ador <b>ably</b>				
change <b>able</b>				
notice <b>able</b>				
tang <b>ible</b>				
forc <b>ible</b>				
definite				
desperate				

# Monday - Guided Reading

## Victorian Toys

Victorian toys were usually made from wood, metal and paper. The toys that Victorian children had depended on how much money their family had.

Children from rich families had toys like clockwork train sets, toy soldiers and tea sets whereas children from poorer families normally played with home-made toys (e.g. peg dolls).



### To Make a Peg Doll:

1. Paint the peg, including a face.
2. Cut out circular piece of fabric double the height of the peg. Cut a small hole in the middle.
3. Pull the fabric over the head of the peg, using a rubber band or piece of string to secure the fabric in place.
4. Use a pipe cleaner to create arms.
5. Cut wool for hair; glue the hair onto the doll's head.
6. Add beads and sequins for decoration.



## Quick Questions

1. Give two examples of toys that a child from a rich family might have?

\_\_\_\_\_

2. Find two adverbs of frequency in the text.

\_\_\_\_\_

3. Why do you think that poorer children played with home-made toys?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Why has the author used imperative verbs?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Monday - English

## Lesson 1

Write all work on a piece of paper.

English

LO: To analyse a film clip and generate vocabulary

Lesson 4 of 10



Miss Vincent



OAK  
NATIONAL  
ACADEMY

Copy and paste the website link into internet browser to access or click the link below

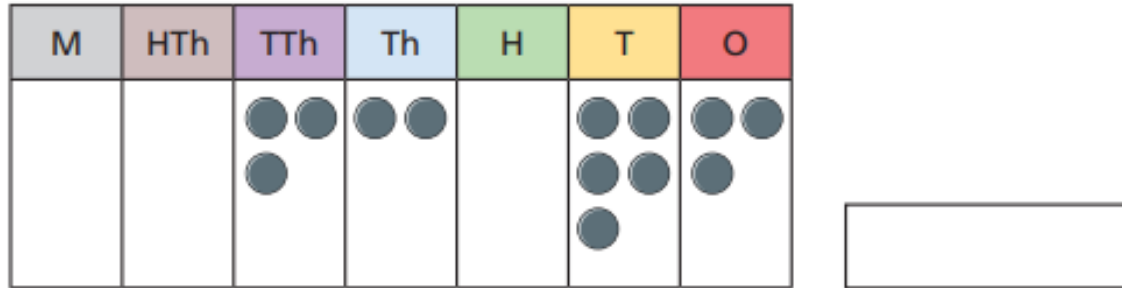
[To analyse a film clip and generate vocabulary \(thenational.academy\)](https://thenational.academy)

# Monday - Maths - Recap numbers to 10 million.

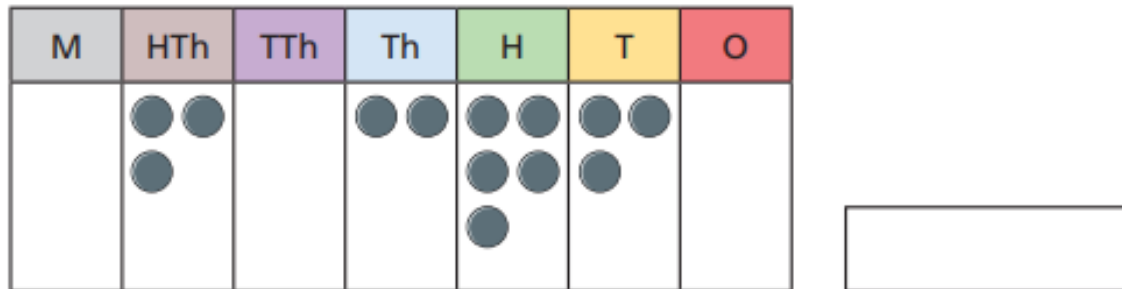
Warm up! Complete the questions before you watch the video.

What numbers are represented in each place value chart?

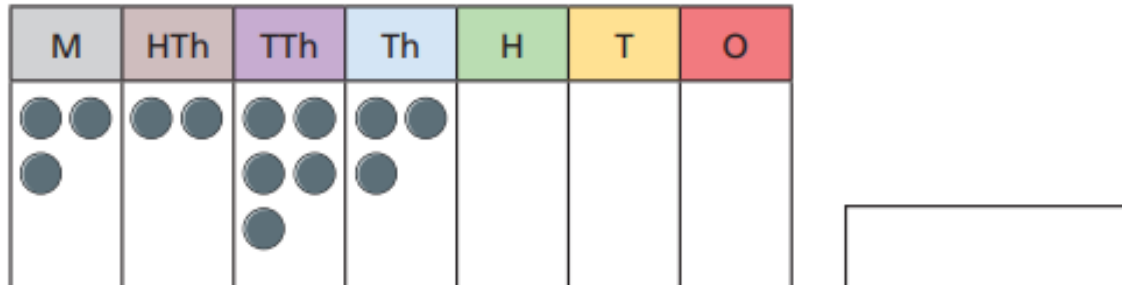
a)



b)



c)



Please click on the link below to access the video for your learning.

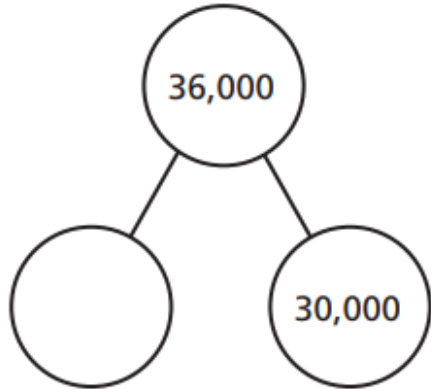
<https://whiterosemaths.com/homelearning/year-6/week-1/>

# Monday - Maths - Recap numbers to 10 million.

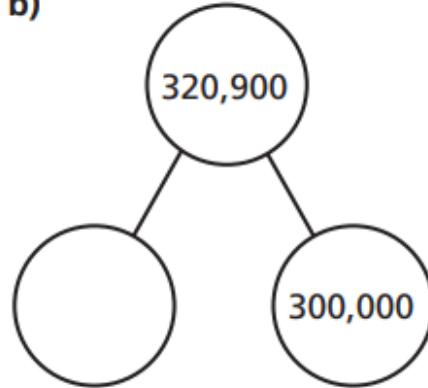
Now complete the work below on paper.

5 Complete the part-whole models and number sentences.

a)



b)



c)  $23,700 = 20,000 + 3,000 + \boxed{\phantom{000}}$

d)  $104,039 = 100,000 + \boxed{\phantom{000}} + \boxed{\phantom{000}} + \boxed{\phantom{000}}$

e)  $\boxed{\phantom{000000}} = 200,000 + 40,000 + 9,000 + 70 + 3$

f)  $\boxed{\phantom{000000}} = 52,000 + 600$

6 Complete the calculations.

$$42,000 = 40,000 + \boxed{\phantom{000}}$$

$$42,000 = 30,000 + \boxed{\phantom{000}}$$

$$42,000 = \boxed{\phantom{00000}} + 10,000 + \boxed{\phantom{00000}}$$

7 Mo uses 7 counters to make a number on a place value chart.

a) Write 5 numbers Mo can make.

b) What is the greatest number Mo can make?

c) What is the smallest number Mo can make?

d) What do you notice about the sum of the digits?

8 Write these numbers in words.

a) 5,360    b) 800,325    c) 3,412,016



Monday - Maths - Recap numbers to 10 million.

*Now complete the work below on paper.*

9 a) Dexter has written a set of clues to describe a number.

What is the number?

- It has 5 tens.
- It has one more thousand than it does tens.
- It has 7 digits.
- It starts with a 9
- The rest of the digits are zeros.

b) Write a set of clues for the number 2,843,003

Check your clues with a partner's clues.

What is the same and what is different?

c) Choose a number of your own and write a set of clues.

Can your partner work out your number?

# Monday - Maths - Recap numbers to 10 million.

5	<ul style="list-style-type: none"><li>a) 6,000</li><li>b) 20,900</li><li>c) 700</li><li>d) <math>4,000 + 30 + 9</math></li><li>e) 249,073</li><li>f) 52,600</li></ul>
6	<p><math>42,000 = 40,000 + 2,000</math> <math>42,000 = 30,000 + 12,000</math> <math>42,000 = 30,000 + 10,000 + 2,000</math></p>
7	<ul style="list-style-type: none"><li>a) five numbers each with a digit total of 7, e.g. 123,010    42,001    2,201,020</li><li>b) 7,000,000</li><li>c) 7</li><li>d) They all add up to 7</li></ul>
8	<ul style="list-style-type: none"><li>a) five thousand, three hundred and sixty</li><li>b) eight hundred thousand, three hundred and twenty-five</li><li>c) three million, four hundred and twelve thousand and sixteen</li></ul>
9	<ul style="list-style-type: none"><li>a) 9,006,050</li><li>b) children's clues and discussion about their clues</li><li>c) open-ended activity</li></ul>

*Answers - see how you did!*

*Don't worry if you made a mistake!*

Monday - PE - Get moving with some yoga!

[https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo\\_GsiqbQ?reload=9](https://www.youtube.com/channel/UC5uIZ2KOZZeQDQo_GsiqbQ?reload=9)

# Monday - Geography



Can you guess what our Geography Topic might be about from these pictures?



# Monday - Geography



*We will be looking at Pollution with a focus on plastic pollution.*

# Monday - Geography

Watch the following video:

<https://www.youtube.com/watch?v=xLx4fVsYdTI>

Note down the issues that the video raises.

# Monday - Geography

## Where Is Plastic Found?

Plastic is *versatile* and cheap to make, so it is used to make lots of things. It is quite easy to tell when some items are plastic, such as drinks bottles and shopping bags.

However, plastic can be found in some surprising places:

- Some shampoos, face washes and toothpaste have plastic in them.
- Clothes made from material like nylon, polyester and lycra come from plastic.
- The outside of golf and tennis balls are made from plastic.



### Glossary

**versatile:** Can be used in lots of different ways.

# Monday - Geography

## Why Does Plastic Damage the Environment?

The main problem with plastic is that it takes an extremely long time to **decompose**. A plastic bottle can last for up to 500 years. That means that a bottle dropped in the ocean or put in a **landfill site** today could still be there in the year 2518!

Plastic has **toxins** in it that are harmful to wildlife.

### Glossary

**decompose:** Rot, decay, break down.

**landfill site:** Rubbish sites where refuse is buried underground.

**toxins:** Poisonous substances.





# Monday - Geography

## Why Does Plastic Damage Oceans?

Sea creatures can get stuck in plastic bags or the rings that hold drinks cans together. This can cause suffocation, starvation (because they can't get to food), or means that they cannot escape predators.

Sea turtles sometimes confuse plastic bags with jellyfish and eat them. This damages their insides and they can die. Around 70% of dead sea turtles are found to have eaten plastic.

### Did You Know...?

- It is thought that by the year 2050, there will be more plastic than fish in the seas.
- 99% of seabirds have eaten plastic.



Monday - Geography



## Monday - Geography

Coral reefs are not just beautiful, brightly coloured backgrounds for serene snorkelling experiences — they are vital to life on earth. At least a quarter of the world's marine life needs coral reefs for some part of their life cycle. Despite their beauty and importance, coral reefs around the world are disappearing fast. Water pollution, overfishing and coastal development are taking their toll on coral reefs at the local level, while carbon pollution threatens reefs worldwide and remains their biggest threat.

# Monday - Geography



## Monday - Geography

Nowadays, too much plastic ends up in our oceans. This can damage our coral reef, it can harm animals in the sea and on land. For example, turtles can become entangled in plastic found on cans. 8 million tonnes of plastic end up in the ocean every single year. Unfortunately, plastic can take 500 years to decompose.

# Monday - Geography

Create a thought shower of things that humans can do to help reduce plastic pollution.



Tuesday - Complete the spellings from the sheet on to paper. 😊

The **-able/-ably** endings are far more common than **ible/-ibly** endings. As with **-ant, -ance** or **-ancy**, the **-able** ending is used if there is a related word ending in **-ation**. If it is used for words ending in **-ce** or **-ge**, then the **e** must be kept. Remember: there are always exceptions to this guidance. Complete the words below.

These words all have a related word ending in **-ation**, so end in **-able** and **-ably**.

Root word!



<b>adore</b>	adoration	ador.....	ador.....
.....	toleration	toler.....	toler.....
.....	consideration	consider.....	consider.....
.....	application	applic.....	applic.....

These words end in **-ce** or **-ge**. Keep the **e** and add **-able**.



change	changeable
notice	.....
manage	.....
charge	.....
knowledge	.....

These words all end in **-ible**. They are exceptions.



<b>forcible</b>
leg.....
illeg.....
invinc.....
sens.....

# Tuesday - Guided Reading

## World Travel





Tuesday - Guided Reading

Write all answers onto paper.

World Travel - Follow-Up Work

1. What does the image represent?

2. What do the landmarks represent?

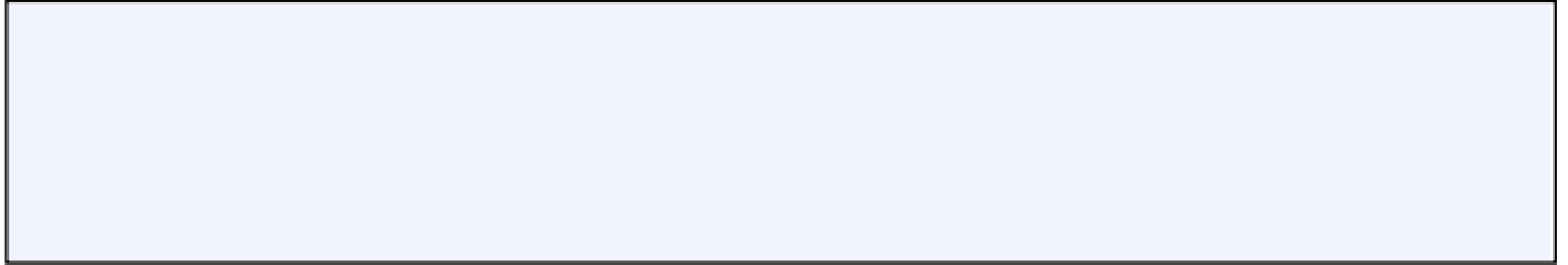
3. If the image were used as an advert, what might it be advertising?

4. The image has a key message in it. Explain what you think this message is.

# Tuesday - Guided Reading

Write all answers onto paper.

5. Use three adjectives to describe the image.



6. Why do you think different modes of transport are shown in the image?



# Tuesday - Guided Reading

7. The image represents different countries around the world. What else could it represent?



8. What key landmarks are in the image?



9. Are there any key landmarks that you think should be included in the image? Why?



# Tuesday - English

## Lesson 2

Write all work into your workbook or on a piece of paper.



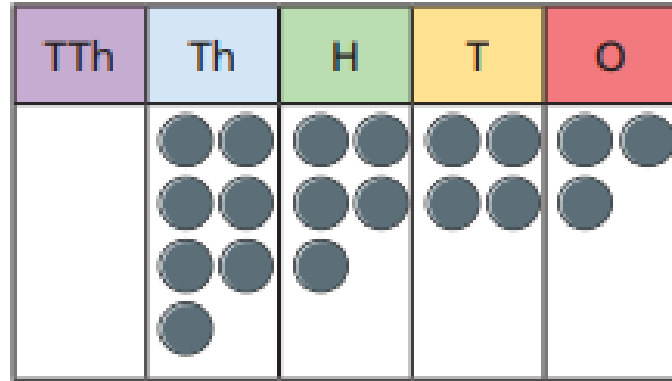
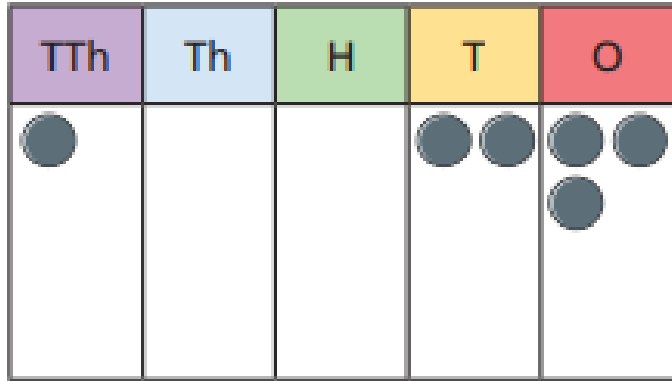
Copy and paste the website link into internet browser to access or click the link below

[To develop a rich understanding of words associated with meals \(thenational.academy\)](https://www.thenational.academy)

Tuesday - Maths - Recap comparing and ordering numbers.

Warm up! Complete the questions before you watch the video.

Which place value chart represents the greater number?



Please click on the link below to access the video for your learning.

<https://whiterosemaths.com/homelearning/year-6/week-1/>

Complete the questions on paper.

3 Write  $<$ ,  $>$  or  $=$  to compare the numbers.

a) 345  543

d) 2,098  2,097

b) 30,990  30,099

e) 20,000  19,999

c) 1 million  1,553,680

f) 2.2 million  2,200,000

4 Write the missing digits to complete the number sentences.

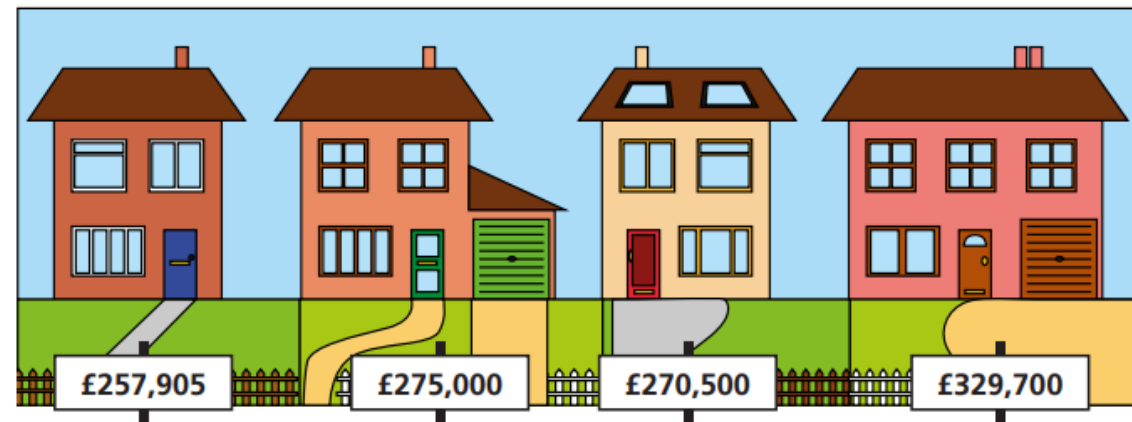
a)  $201 > 20\_$     b)  $911 < \_99$     c)  $63\_ < 631$

5 The table shows the lengths of 5 rivers.

River	Length (km)
Amazon	6,992
Congo	4,700
Grande	1,360
Fraser	1,368
Seine	776

Write the names of the rivers in order starting with the shortest.

6 Write the house prices in order starting with the most expensive.



- 7 Write these numbers in ascending order.
- a) 4,300    3,900    3,090    4,003    3,799
- b) 7,606,700    7,006,000    7,600,700    7,000,666

- 8 Write these numbers in descending order.
- a) 325,906    328,000    325,960    33,000
- b) half a million    25,000    2,000,000    600,000

- 9 Eva has ordered eight 6-digit numbers.
- The smallest number is 542,900
  - The greatest number is 547,000

What could the other six numbers be?

Write the numbers in ascending order.

Tuesday - Maths - Recap comparing and ordering numbers.

3	a) < b) > c) < d) > e) > f) =
4	a) 0 b) 9 c) 0
5	Seine, Grande, Fraser, Congo, Amazon
6	£329,700   £275,000   £270,500   £257,905
7	a) 3,090   3,799   3,900   4,003   4,300 b) 7,000,666   7,006,000   7,600,700   7,606,700
8	a) 328,000   325,960   325,906   33,000 b) 2,000,000   600,000   half a million   25,000
9	any six numbers greater than 542,900 and less than 547,000 placed in the correct ascending order

Answers - see how you did!

Don't worry if you made a mistake!



Tuesday -PE

It's time to dance! Click on the link below for access to Just Dance videos on You Tube.

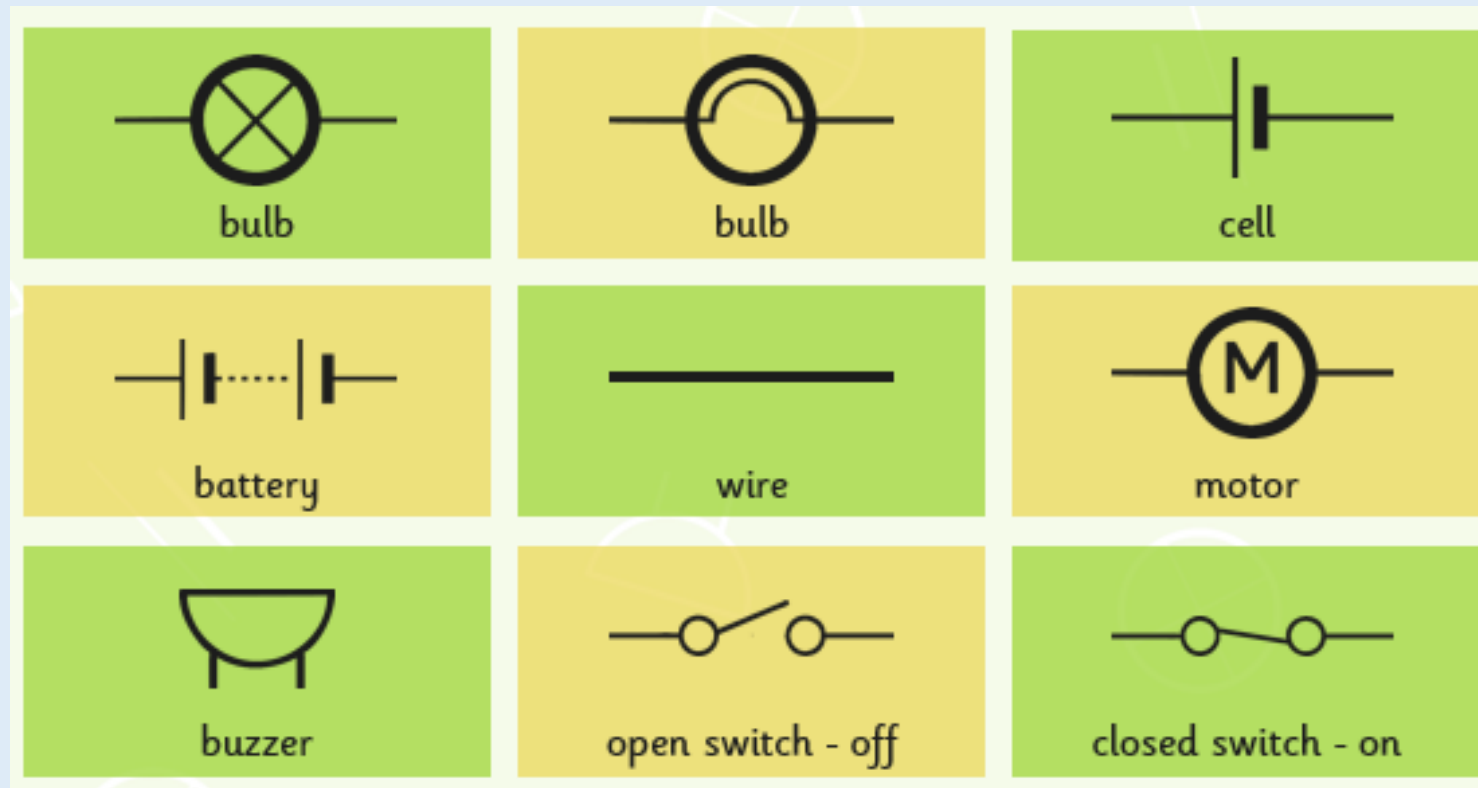
There are many to choose from and I know you are all fantastic dancers, so off you go!

[https://www.youtube.com/watch?v=gVfgTw\\_W\\_JY](https://www.youtube.com/watch?v=gVfgTw_W_JY)

Tuesday - Science - Draw circuit diagrams using correct symbols.

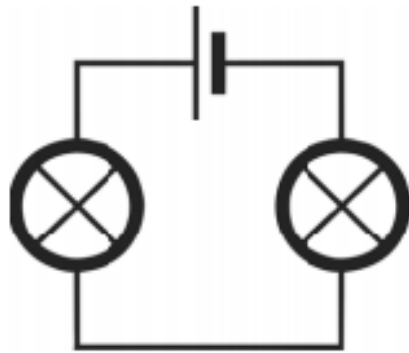
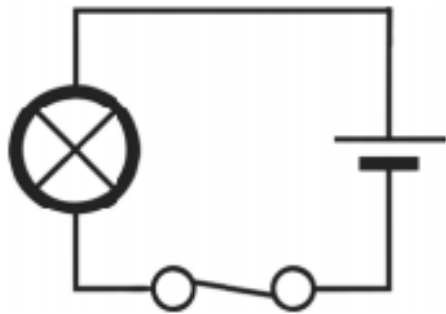
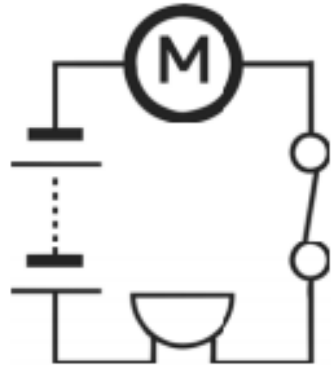
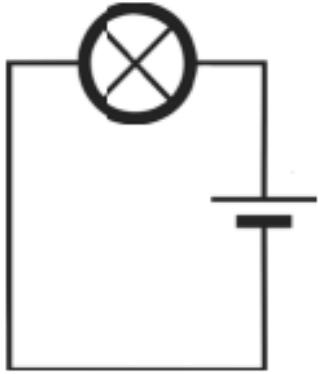
Remember these symbols from last week?

Now you are going to use them to help you label and draw circuit diagrams. Make sure you use a ruler or something with a straight edge to draw the circuit diagrams.

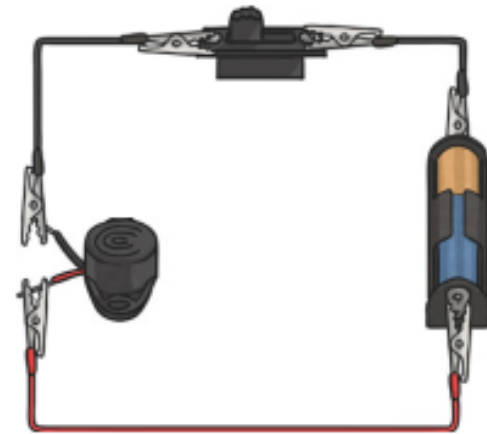
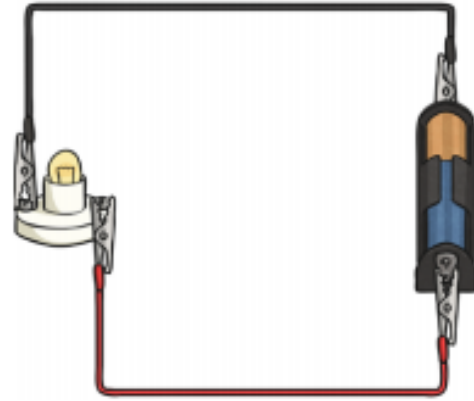


Tuesday - Science - Draw circuit diagrams using correct symbols.

Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.



# Wednesday - Spelling

Use the words below to complete the sentences.

adorable    tolerable    considerably    applicable  
changeable    manageable    rechargeable    noticeable

Do you think the spot on my face is .....



You might be getting older, but you are still .....



The weather in this country is so .....



These calculators use .....



The playground rules are ..... to everyone at school.



Your handwriting has improved .....



Once I've finished this marking, my workload should be .....



When you're not talking, you're actually quite .....



Wednesday - Guided Reading

A Week in Chloe's Shoes

Monday 15<sup>th</sup> May 2017

Well, I did my first hour of soundless life today after school. Tomorrow, I'm *definitely* picking a different time! Trying to walk home from school with ear plugs in was like signing up to be hit by a car. I never realised how much I use my ears when I'm crossing a road. I got panicked every time I had to step out, even on little cul-de-sacs like Johnson Close. I just kept second-guessing myself, taking a third look, a fourth look, a fifth... If I was actually deaf, I don't know if I'd be brave enough to leave the house!

Also, I was so frustrated on the way home. Keenan, Millie and Baz were merrily chatting about who-knows-what all the way back from school, but I still have no idea what was going on. They kept laughing but what if they were laughing at me? They kept on moving their heads and turning their faces away. How am I supposed to lip read that?

This is *way* harder than I thought it was going to be. I'm so glad I got to take the earplugs out after an hour!

Wednesday - Guided Reading

Tuesday 16<sup>th</sup> May 2017

Obviously, I can't wear these earplugs during lesson time but I really wish I could give it a go. Maybe, Mr. Reeves will let me put them in five minutes before the end of science tomorrow. Then, at least I'll have a go at trying to understand what school would be like for a deaf person. While I'm doing this, I might as well find out as much as I can about the things Chloe has had to deal with her whole life.

I had them in for lunchtime today. It was more of the same. I couldn't have a conversation with anybody. When I try to speak, it sounds like my own voice is travelling through a thick wall before it reaches me. I gave up after a while and concentrated on trying to lip read. Even after telling Keenan to talk straight at me and not move his head, I still found it impossible. I've got no idea how Chloe can do it so well. She's been able to do it since she was really young.

It turns out I can still play football with them in, which is good, but I got ambushed *so many times* by defenders sneaking up on me. Everything is coming into my ears as a faint, very muffled blur so there's no way I could hear someone shout 'man on!' clearly enough for me to do something about it. It was embarrassing. Still pretty funny though.

I must remember to ask Mr. Reeves tomorrow.

## Wednesday - Guided Reading

Wednesday 17<sup>th</sup> May 2017

How does Chloe do it?

I asked Mr. Reeves at the beginning of the lesson and he seemed really keen for me to try out the earplugs while he taught. I found it pretty easy to get my head around what he was teaching as the class went on. Something about the Rock Cycle and all the different ways rocks form and alter over massive amounts of time. I love science.

Anyway, everything was going really well until about ten minutes before the end of the lesson, when Mr. Reeves instructed me to put my earplugs in. Immediately, everything became a bit nonsensical. I was trying to piece together the final parts of what he said from watching his lips (I'm still rubbish at it and he kept moving around and turning away, which didn't help), copying what he wrote on the whiteboard (which was fine, apart from the fact that I'm sure I missed lots of details about what was going on), and really obviously leaning over to look at Sunni's book to see if he'd got any more information written down (which of course, he hadn't). It was impossible. I know that children with hearing problems get some good help now at school but I can't imagine what it must have been like for people who aren't as hard of hearing as Chloe and maybe got missed by the system. Imagine trying to learn how to read, write, speak and do maths if you could only properly hear one in every two words! I'm beginning to become really grateful for how much better we understand and treat deafness nowadays.

If Chloe had been born one or two hundred years ago, what would people have thought of her?

*Wednesday - Guided Reading*

Thursday 18<sup>th</sup> May 2017

Just one more day to go. I won't really know how much this sponsored earplug challenge has raised for hearing disability charities until tomorrow. That's when I'm allowed to go around the school collecting people's pledges and donations. I hope it's a lot. I'm so thankful for the charities who have helped Chloe, and all the doctors and nurses who have treated her. I want to be able to hand in a huge amount to help them.

Nothing very different happened today with the earplugs in. It's all a bit 'same old, same old' now. It's just really, really hard!



Wednesday - Guided Reading

Friday 19<sup>th</sup> May 2017

Oh, I'm *SO* glad I did this sponsored earplug challenge! I mean, I haven't really enjoyed actually having the earplugs in, but the end result has been even more than

I hoped for!

In this one week, I have raised a grand total of £347.50 for hearing disability charities in the UK! Now I get to decide which charity, or charities, to give the money to. I'm so excited. I think I'll make my decision with Chloe. She's been so kind over this week, and it's been so funny to talk to her about everything I've experienced! Mum and Dad think it's hilarious that I've found things so tricky.

"Chloe was able to lip read when she was just a little nipper!" Dad said today at tea. "And her big, clever brother can barely make sense of a few words, even after a week!"

I was glad I had the earplugs out for that, because it meant I got to give him a punch on the arm.

## Wednesday - Guided Reading

He's right though. I thought this week would be much, much easier than it was. There are just so many everyday things that I take for granted which are seemingly impossible when you're deaf. I know they're not *actually* impossible (Chloe manages to overcome all the challenges every day) but for me, even at 15, I found it very difficult.

But it was definitely worth it. When I went around the classes today, I had my earplugs in for the last time. I couldn't hear what anyone was saying but people seemed very pleased!

Awkwardly, having the earplugs in meant that a lot of times after I knocked on a classroom door, I couldn't hear the teacher's response so just stood outside looking like a plonker. I knocked on Mr. Reeves' door at least 7 times. I reckon he just left me out there knocking as a joke.

That being said, he gave me £40! I saw the two rolled up twenties unfurl as he dropped them into my bucket. £40! Maybe he's got a deaf person in his family too. Or maybe he's just nice.

It's been a really good week. Hard, but good. Now this money can go to help people who can't just take earplugs out after an hour...

## Wednesday - Guided Reading

1. What is 'lip reading'?

2. Which lesson did the writer get to use the earplugs in?

3. What is the date of the writer's fourth collection?

## Wednesday - Guided Reading

4. How does the author use italics in the first diary entry to show the writer's emotions?

5. Why does Chloe have to lip read?

6. What does the phrase 'same old, same old' mean?

## Wednesday - Guided Reading

7. What does the writer mean by the phrase 'soundless life'?

8. Keenan, Millie and Baz were merrily chatting about who-knows-what all the way back from school'. Explain the phrase 'who-knows-what'.

9. Which phrase shows you Sunni is not a very active student?

10. What relation is Chloe to the writer? Explain how you know.

# Wednesday - English

## Lesson 3

Write all work into your workbook or on a piece of paper.

Copy and paste the website link into internet browser to access or click the link below

[To plan the first part of an opening scene  
\(thenational.academy\)](https://thenational.academy)

English

LO: To plan the first part of an opening scene

Lesson 6 of 10

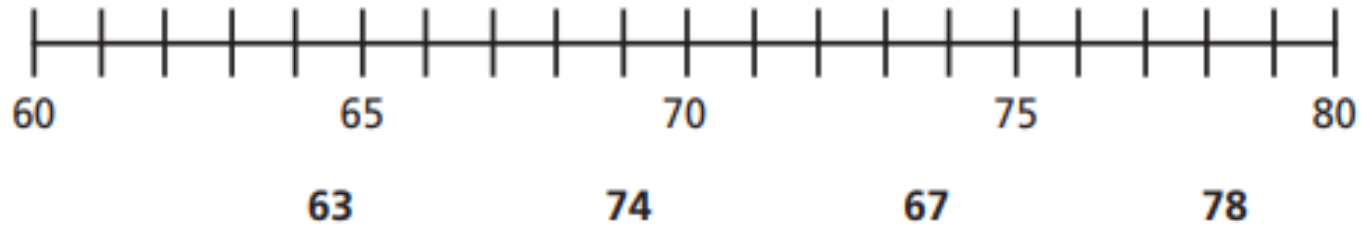
Miss Vincent



# Maths Wednesday- Recap rounding numbers to 10, 100 and 1,000.

Warm up! Complete the questions before you watch the video.

1 Use the number line to help you round each number to the nearest 10



Please click on the link below to access the video for your learning.

<https://whiterosemaths.com/homelearning/year-6/week-2/>

# Maths Wednesday- Recap rounding numbers to 10, 100 and 1,000.

Complete the questions on paper.

- 2 Round each number to the nearest 10  
a) 48    248    548    1,748  
b) What do you notice about your answers in part a)?

- 3 Round each number to the nearest 100  
a) 1,532    1,542    1,552    1,562  
b) What do you notice about your answers in part a)?


- 4 Round the numbers to the correct values.
- |    |                         |                      |    |                         |                      |
|----|-------------------------|----------------------|----|-------------------------|----------------------|
| a) |                         | 743                  | b) |                         | 9,867                |
|    | to the nearest 10 is    | <input type="text"/> |    | to the nearest 10 is    | <input type="text"/> |
|    | to the nearest 100 is   | <input type="text"/> |    | to the nearest 100 is   | <input type="text"/> |
|    | to the nearest 1,000 is | <input type="text"/> |    | to the nearest 1,000 is | <input type="text"/> |

- 5 a) Circle the numbers that round to 650 when rounded to the nearest 10  
653    655    645    545    648    641
- b) Circle the numbers that round to 5,400 when rounded to the nearest 100  
5,430    5,450    5,380    5,340    5,425    5,325
- c) Circle the numbers that round to 12,000 when rounded to the nearest 1,000  
12,475    11,780    12,399    12,111    11,999    11,501

- 7 Complete the table.

Number	3,561	9,730	21,075	903
Rounded to the nearest 10				
Rounded to the nearest 100				
Rounded to the nearest 1,000				

- 8
- |   |   |   |   |
|---|---|---|---|
| 1 | 9 | 9 | 1 |
|---|---|---|---|
- a) Mo makes a 4-digit number using the digit cards.  
His number rounds to 9,100 to the nearest 100  
What number does Mo make?
- b) Kim makes a different 4-digit number using the digit cards.  
Her number rounds to 10,000 to the nearest 1,000  
What does Kim's number round to, to the nearest 10?

- 9
- 
- 37 rounded to the nearest 100 is zero.
- Is Dexter correct?  
Draw a number line to represent your answer.



# Maths Wednesday- Recap rounding numbers to 10, 100 and 1,000.

2	<p>a) 50    550 250    1,750</p> <p>b) All the answers end with 50 because 48 will always round to 50 to the nearest 10 regardless of how many hundreds, thousands, etc. there are.</p>
3	<p>a) 1,500    1,600 1,500    1,600</p> <p>b) Two of the answers round down to 1,500 and two round up to 1,600 The numbers that are less than 1,550 are closer to 1,500 and so are rounded down. The numbers that are more than 1,550 are closer to 1,600 and so are rounded up.</p>
4	<p>a) 740    700    1,000</p> <p>b) 9,870    9,900    10,000</p>
5	<p>a) 653    645    648</p> <p>b) 5,430    5,380    5,425</p> <p>c) 12,475    11,780    12,399    12,111, 11,999    11,501</p>

*Answers - see how you did!*

*Don't worry if you made a mistake!*

7	<table border="1"> <thead> <tr> <th style="background-color: #add8e6;">Number</th> <th>3,561</th> <th>9,730</th> <th>21,075</th> <th>903</th> </tr> </thead> <tbody> <tr> <td style="background-color: #add8e6;">Rounded to the nearest 10</td> <td>3,560</td> <td>9,730</td> <td>21,080</td> <td>900</td> </tr> <tr> <td style="background-color: #add8e6;">Rounded to the nearest 100</td> <td>3,600</td> <td>9,700</td> <td>21,100</td> <td>900</td> </tr> <tr> <td style="background-color: #add8e6;">Rounded to the nearest 1,000</td> <td>4,000</td> <td>10,000</td> <td>21,000</td> <td>1,000</td> </tr> </tbody> </table>	Number	3,561	9,730	21,075	903	Rounded to the nearest 10	3,560	9,730	21,080	900	Rounded to the nearest 100	3,600	9,700	21,100	900	Rounded to the nearest 1,000	4,000	10,000	21,000	1,000
Number	3,561	9,730	21,075	903																	
Rounded to the nearest 10	3,560	9,730	21,080	900																	
Rounded to the nearest 100	3,600	9,700	21,100	900																	
Rounded to the nearest 1,000	4,000	10,000	21,000	1,000																	
8	<p>a) 9,119</p> <p>b) 9,910 (Kim's number is 9,911)</p>																				
9	<p>yes</p> <p>number line showing 37 is closer to 0 than 100, so 37 rounded to the nearest 100 is 0</p>																				

Wednesday PE

Have a go at some 'PE with Joe', I'm sure you will all be aching afterwards!

<https://www.youtube.com/watch?v=sX05HHni9Wk>

Wednesday - PSHE – How to keep your teeth healthy.

**How should you keep your teeth healthy? Have a think and then watch the video below.**

[https://www.youtube.com/watch?v=GHS27DHyli0&feature=emb\\_logo](https://www.youtube.com/watch?v=GHS27DHyli0&feature=emb_logo)

Now see if you can create a poster about how to keep your mouth clean and hygienic. Be creative! You could create it on paper or using your device.

You might need these words:



<b>plaque</b>	<b>decay</b>	<b>fluoride</b>	<b>toothpaste</b>	<b>cavity</b>	<b>enamel</b>
<b>diet</b>	<b>sugar</b>	<b>acid</b>	<b>floss</b>	<b>dental</b>	<b>rinse</b>

Spellings
adore
adoration
adorable
adorably
changeable
noticeable
tangible
forcible
definite
desperate

*Write each word into an exciting sentence.*

*Remember to use capital letters in the correct places and the correct punctuation.*

## Jobs for Children

Do you have what it takes to apply for these jobs for children?

### Factory Worker

- Must be able to work for 16 hours a day, with only Sunday off (to go to church).
- Must be able to stay focused to avoid losing fingers in the machinery.
- Must not be easily distracted: sitting, chatting or gazing through windows (where there are any) is not allowed.

### Chimney Sweep

- Must be small - most chimneys are 12 inches (30cm) wide.
- Must not require large meals – you need to remain small.
- Must not scare easily – if you refuse to go up the chimney, it might start to get quite hot!

Apply today and you could start contributing to your family by earning a wage of a few pennies a week!



## Quick Questions



1. For which job was it important to be small? Why?

---



2. Find two verbs that are antonyms of each other.

---



3. Why do you think the chimney could get hot if the child refused to go up?

---

---



4. Summarise the main information about the factory worker job in 20 words or less.

---

---

Thursday English

## Lesson 4

Write all work into your workbook or on a piece of paper.

English

LO: To practise and apply knowledge of the suffixes -tion, -sion, -ssion and -cian, including test  
Lesson 7 of 10

Clare Richards



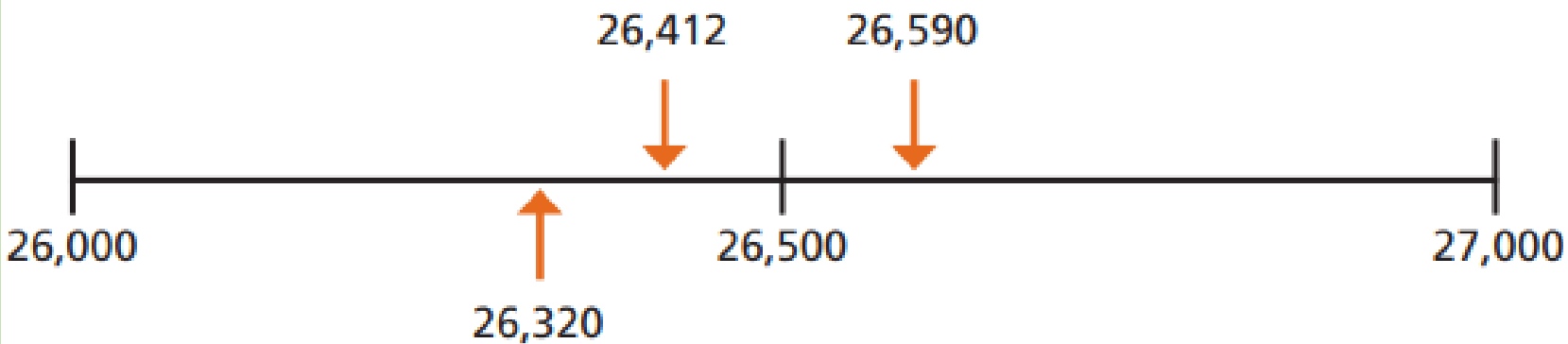
Copy and paste the website link into internet browser to access or click the link below

[To practise and apply knowledge of suffixes: -tion, -cian, -sion, -ssion \(thenational.academy\)](https://www.thenational.academy)

Thursday- Maths - Recap rounding any number.

Warm up! Complete the questions before you watch the video.

Are these numbers closer to 26,000 or 27,000?



a) 26,320

b) 26,412

c) 26,590



Please click on the link below to access the video for your learning.

<https://whiterosemaths.com/homelearning/year-6/week-2/>

# Thursday- Maths - Recap rounding any number.

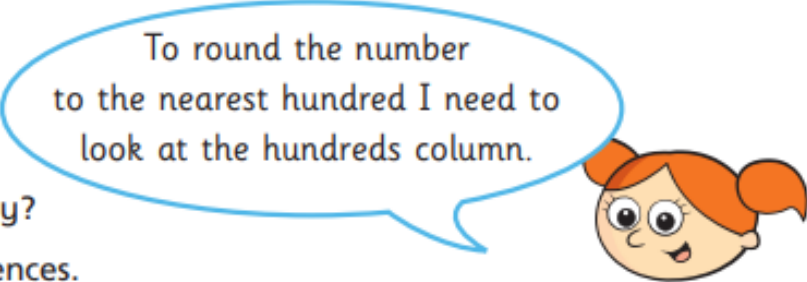
Complete the questions on paper.

2 Round these numbers to the nearest 1,000

- a) 17,801    b) 42,370    c) 34,099

3 Alex represents 12,163 on a place value chart.

TTh	Th	H	T	O
●	●●	●	●●● ●●● ●●●	●● ●



- a) Is Alex correct? Why?  
b) Complete the sentences.

12,163 rounded to the nearest hundred is

12,163 rounded to the nearest thousand is

4 Round the numbers to the nearest 100,000

- |         |           |
|---------|-----------|
| 123,456 | 153,456   |
| 133,456 | 163,456   |
| 143,456 | 1,163,456 |

What do you notice?

5 Complete the table.

Rounded to the nearest	147,283	68,547	1,656,908	900,571
10				
100				
1,000				
10,000				
100,000				

6 Circle all the numbers that round to 38,000 to the nearest 1,000

- |        |        |        |        |
|--------|--------|--------|--------|
| 38,350 | 38,499 | 37,500 | 38,500 |
| 37,690 | 37,099 | 37,999 | 38,098 |

7 a) Write the missing digits so that each number rounds to three hundred and twenty thousand when rounded to the nearest ten thousand.

- 32\_ ,657      3\_5,001      31\_ ,999

b) How many different digits can you find for each missing digit?



# Thursday- Maths - Recap rounding any number.

2	a) 18,000 b) 42,000 c) 34,000
---	-------------------------------------

3	a) Alex is incorrect. To round to the nearest hundred, she needs to look in the tens column. b) 12,163 rounded to the nearest hundred is <b>12,200</b> 12,163 rounded to the nearest thousand is <b>12,000</b>
---	--

4	100,000      200,000 100,000      200,000 100,000      1,200,000 When there are 4 tens of thousands or less, the numbers round to 100,000, whereas when there are 5 tens of thousands or more, the numbers round to 200,000
---	--

5	Rounded to the nearest	147,283	68,547	1,656,908	900,571
	10	147,280	68,550	1,656,910	900,570
	100	147,300	68,500	1,656,900	900,600
	1,000	147,000	69,000	1,657,000	901,000
	10,000	150,000	70,000	1,660,000	900,000
	100,000	100,000	100,000	1,700,000	900,000

6	38,350   38,499   37,500   37,690   37,999   38,098
---	---

7	a) 32,657: one of 0, 1, 2, 3, 4 32,657: 1 32,657: one of 5, 6, 7, 8, 9 b) five possibilities for 32,657: 0, 1, 2, 3, 4 one possibility for 32,657: 1 five possibilities for 32,657: 5, 6, 7, 8, 9
---	--

8	<b>Eva</b> is correct. Jack thinks 471,958 is closer to 400,000 than 500,000. 471,958 is bigger than 450,000 and so is closer to 500,000 Rosie has rounded 471,958 to the nearest 1,000 rather than 100,000
---	---

9	a) 654,998 b) 545,000 c) 54,999
---	---------------------------------------

Answers - see how you did!

Don't worry if you made a mistake!

Thursday- PE - Get active and have a go at the activity below in the garden or in the living room!

pe  
planning

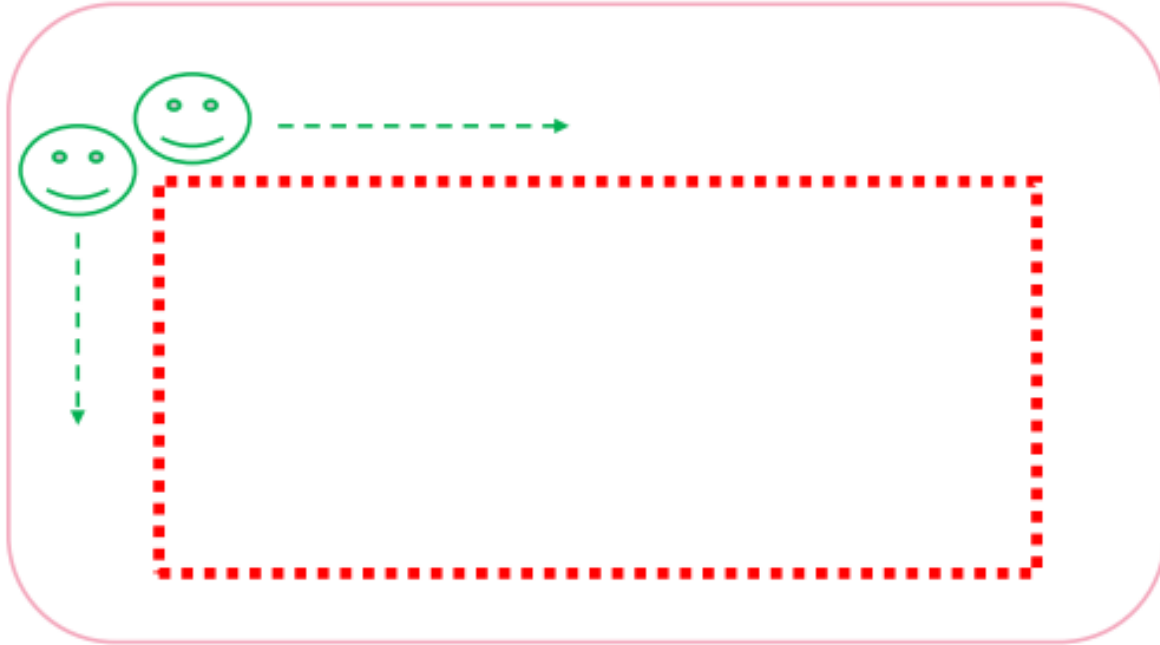
garden games // high five

home learning

### how to score:

- Allow a time limit to get as many high 5's as possible.
- Can you continue running until you achieve 10, 15 or 20 high 5's?

[Video Demonstration](#)



### how to play:

- Pairs set off running in opposite directions around the garden.
- When they meet each other, they must high 5, turn around and run back in the opposite direction meeting each other again to high 5.

## Thursday- History

*What can you recall about Victorian life?*





## What Was Life Like?

- Life was very hard for poor people during the Victorian era.
- In 1837, at the beginning of Queen Victoria's reign, only wealthy or privileged children could afford to go to school.
- Poor children, even as young as four years old, had to work to help support their families.
- Most mine, factory and mill owners did not think anything was wrong with giving jobs, particularly nasty ones, to children.
- There were no laws to protect working children.



## What Jobs Did Victorian Children Do?



Children did various kinds of jobs and many were unsafe, poorly paid and damaging to their health.

They included:

- chimney sweeps
- domestic servants
- mill workers
- factory workers
- farm hands
- working in coal mines

## Children in the Coal Mines

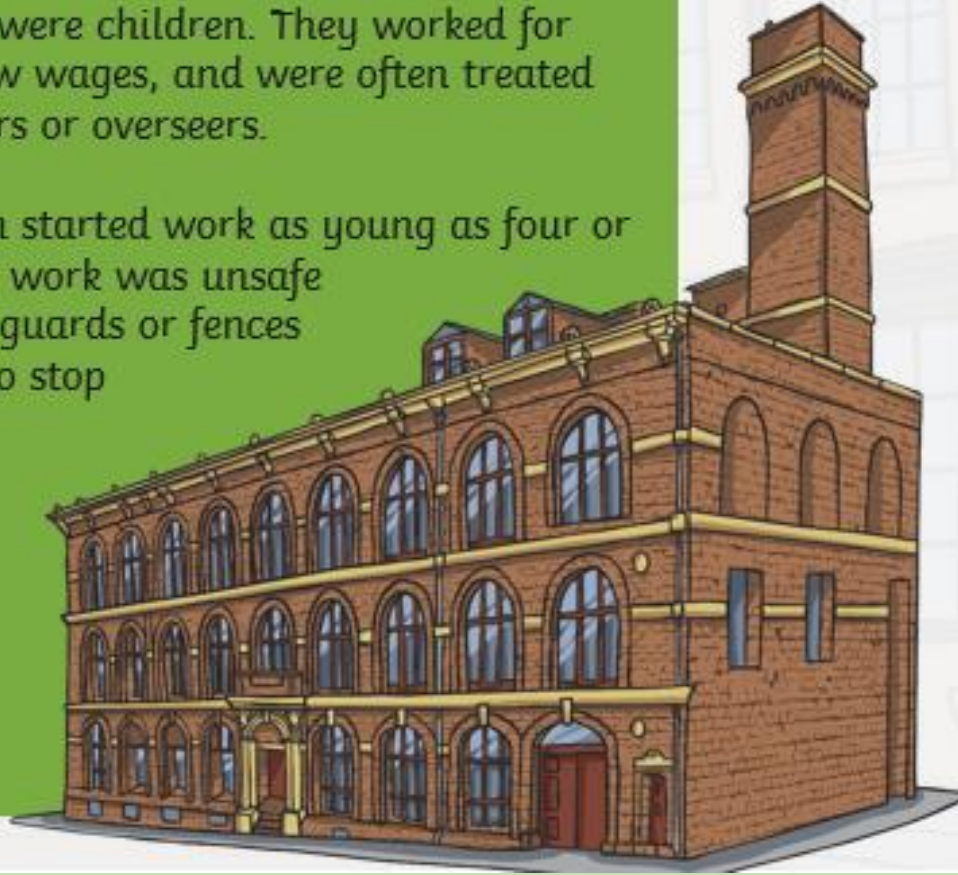
- Many children worked in coal mines. They were extremely dangerous places to work; roofs caved in, there were sometimes gas explosions, tunnels collapsed and workers got all sorts of injuries. There were very few safety rules.
- One of the common dangers for children was shifting coal. To do this, the children had to bring the coal through the tunnels and small shafts. This would require the children to continually bend down and this led to many children suffering growth problems.
- Older children were employed as "coal bearers". This involved carrying loads of coal on their backs in big baskets.
- Younger children often worked as "trappers". It was their job to open and shut the doors in the tunnels to allow the air to circulate through them.



## Children in Factories

Many factory workers were children. They worked for long hours, for very low wages, and were often treated badly by the supervisors or overseers.

Sometimes the children started work as young as four or five years of age. Their work was unsafe because there were no guards or fences around the machines to stop accidents happening.





## Child Mill Workers

- As in mines and factories, thousands of children also worked in cotton mills. The conditions in mills were very unpleasant. Children spent most of their working hours at machines with little or no time for fresh air or exercise.
- Many children fell ill or had serious accidents.
- Children were scalped when their hair was caught in the machine.
- Many hands were crushed and some children were killed when they went to sleep and fell into the machines.



## Chimney Sweeps

- Orphans and homeless children were sold to employers to become chimney sweeps.
- This happened because children were cheap and they could not complain.
- Boys were forced up through the narrow, winding passages of chimneys in large houses in order to clean them.
- Children suffered many cuts, grazes and bruises on their knees, elbows and thighs. It was a dirty and dangerous job.
- In 1832, a law was introduced forbidding the use of boys for sweeping chimneys; unfortunately, we know that this law was ignored!

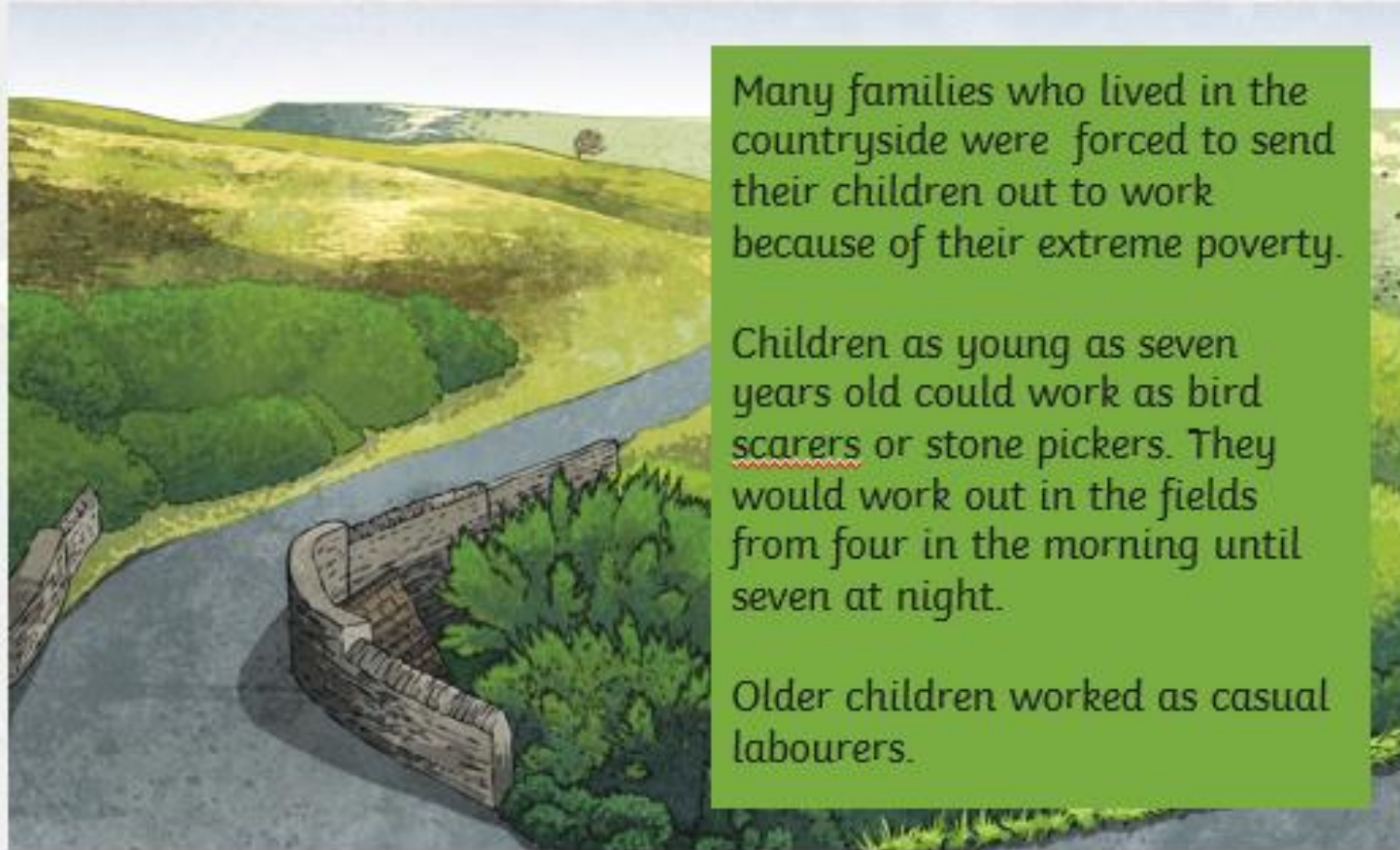


## Life as a Domestic Servant



- Many girls from poor families would go to work in domestic service. This meant that they would work for local landowners in their big houses, or for anyone who employed servants.
- Servants were paid very little money.
- Many had unpleasant jobs to do like cleaning out fireplaces and cleaning the kitchens.
- They often had to start work very early in the morning, and could not go to sleep until their employers had gone to bed.

## Child Workers in the Countryside



Many families who lived in the countryside were forced to send their children out to work because of their extreme poverty.

Children as young as seven years old could work as bird scarers or stone pickers. They would work out in the fields from four in the morning until seven at night.

Older children worked as casual labourers.

## Who Were the People Who Helped?

Lord Shaftesbury knew that it was wrong to use children as cheap labour. He wanted to bring in laws to stop this practice. He encouraged inspectors, (called commissioners), to go all over Britain to collect evidence from the working children themselves.

Their reports were debated in Parliament.



## Who Were the People Who Helped?



Dr Barnardo wanted to provide homes for homeless, orphaned and abandoned children. He took photographs of the children he rescued and used them to persuade rich people to collect money for his charity.

Dr Barnardo believed that all children should have been looked after and received education.

### Who Were the People Who Helped?

- Charles Dickens did much to highlight the difficulties faced by poor children. Perhaps you have read or seen his books which have been adapted for TV and film?
- Charles Dickens would base his ideas on the social conditions surrounding him. He sympathised with all the people who were neglected and unloved. His main focus was how parts of England were poverty stricken and before writing his novels, he visited the places that he based his stories on.
- Charles Dickens was aware of the cruelties children were suffering. He shows this in many of his books.



### Changes for the Better

Throughout Queen Victoria's reign, new laws were passed to make it illegal to employ young children.

- **1841 Mines Act** - No child under the age of 10 to work underground.
- **1868 Agricultural Gangs Act** - No child under the age of 8 to be employed in a gang of farm workers.
- **1870 Education Act** - Education was compulsory for all children aged 5-10 although it was not free until 1891.
- **1874 Factory Act** - No child under the age of 10 is to be employed in a factory.
- **1875 Climbing Boys Act** - Illegal to send boys up chimneys.

However, there were still many children, over the age of 9, at work when Queen Victoria died in 1901.



Thursday- History

Watch the following videos:

<https://www.bbc.co.uk/bitesize/clips/z73b4wx>

<https://www.bbc.co.uk/bitesize/clips/zsdw2hv>



# Thursday- History

Sort the statements into 1820 and 2020.

Rich boys go to school from the age of 10. Rich girls are educated at home.

There are no health and safety measures in place to protect children in dangerous environments - many are killed and injured.

Children cannot start full-time work until they are 16.

The youngest age a child can start part-time work is 13.

Children from poor families go to work for up to 16 hours a day, 6 days a week.

Children have no protection against illness and disease.

Many children from poor families didn't own any shoes.

Children are paid for their work at much lower rates than adults.

Education is compulsory up to the age of 16.

Children's basic rights are recognised and protected.

Children are vaccinated against numerous illnesses and diseases.

Children worked in the mines, factories and sweeping chimneys. They were often given the worst jobs in terrible conditions.

1820	2020

## Friday Spellings test-

Ask your grown up or a big sister or brother to read the spellings to you.

Have a go at spelling them on paper on your own.

Check your spellings.

How well did you do?

Spellings
adore
ador <b>ation</b>
ador <b>able</b>
ador <b>ably</b>
chang <b>eable</b>
notic <b>eable</b>
tang <b>ible</b>
forc <b>ible</b>
definite
desperate

Friday Guided reading -

Summer Suitcases



Summer Suitcases – Follow-Up Work

1. What do the suitcases represent? Explain your reasons?

2. Who might be travelling? Where might they be going?

3. If this were an image on an advert, what might the advert be for?

4. The weather in the image is of a sunny day with some clouds. Does this give a positive or negative feeling? Explain your reasoning.

*Friday Guided reading -*

5. What is the main focus of the picture? How do you know?

6. Where is the image taken?

## Friday Guided reading -

7. What feelings might the picture make you feel? Give three examples.

8. Imagine there is a person in the image. What would you like to ask them?

9. The suitcases look different to suitcases used now. What might this suggest?

10. Why has the illustrator chosen to have five suitcases piled up? What might this suggest?

Friday English

## Lesson 5

Write all work into your workbook or on a piece of paper.

English

LO: To write the first part of an opening scene

Lesson 8 of 10



Miss Vincent

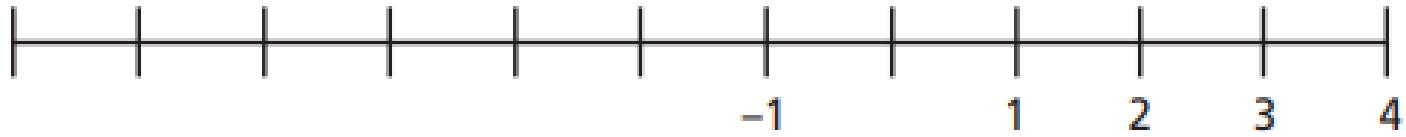
Copy and paste the website link into internet browser to access or click the link below

[To write the first part of the opening \(thenational.academy\)](https://thenational.academy)

Friday Maths - Recap negative numbers.

Warm up! Complete the questions before you watch the video.

Complete the number line.



Please click on the link below to access the video for your learning.

<https://whiterosemaths.com/homelearning/year-6/week-2/>



# Friday Maths - Recap negative numbers.

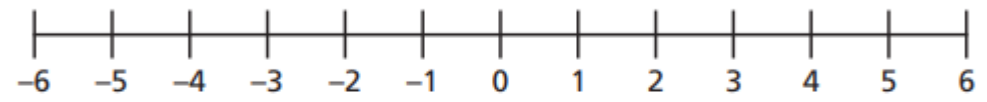
Complete the questions on paper.

2 The table shows the temperatures in four cities in the world.

Leeds	Barcelona	Chicago	Sydney
-5°C	7°C	-8°C	16°C

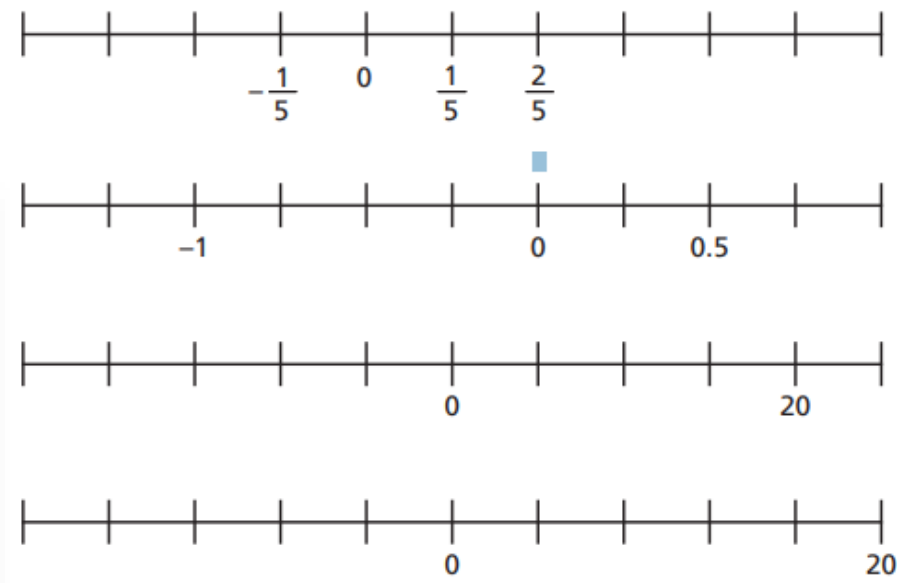
- a) How many degrees colder is it in Barcelona than Sydney?
- b) How many degrees warmer is it in Leeds than Chicago?
- c) How many degrees colder is it in Leeds than Sydney?
- d) What is the difference between the temperature in Barcelona and Chicago?
- e) The temperature in Leeds increases by 4°C.  
What is the new temperature?
- f) The temperature in Chicago decreases by 3°C.  
What is the new temperature?

3 Complete the sentences. Use the number line to help you.



- a) 5 more than -3 is
- b) 4 less than 1 is
- c) 4 more than -4 is
- d) 3 less than -1 is

6 Complete the number lines.



4 A ship sits in the sea.  
The base of the ship is 5 m below sea level.  
The top of the ship is 11 m above sea level.  
How tall is the ship?

5 Complete the number sentences.

- a)  $-3 + 5 =$
- b)  $1 - 4 =$
- c)  $-4 + 4 =$
- d)  $-1 - 3 =$
- e)  $3 - 5 =$
- f)  $-1 - 4 =$
- g)  $-4 - 4 =$
- h)  $-1 + 3 =$

# Friday Maths - Recap negative numbers.

Answers - see how you did!

Don't worry if you made a mistake!

2	a) 9°C b) 3°C c) 21°C d) 15°C e) -1°C f) -11°C
3	a) 2 b) -3 c) 0 d) -4
4	16 m
5	a) 2 b) -3 c) 0 d) -4 e) -2 f) -5 g) -8 h) 2

6	a) The missing numbers, in order, are: $-\frac{4}{5}, -\frac{3}{5}, -\frac{2}{5}, \frac{3}{5}, \frac{4}{5}, 1, 1\frac{1}{5}$ b) The missing numbers, in order, are: -1.5, -1.25, -0.75, -0.5, -0.25, 0.25, 0.75, 1 c) The missing numbers, in order, are: -25, -20, -15, -10, -5, 5, 10, 15, 25 d) The missing numbers, in order, are: -20, -16, -12, -8, -4, 4, 8, 12, 16
7	Dexter: $-12 + 7 = -5$ Eva: $-9 + 12 = 3$ Eva has won the game by 8 points
8	A = -15 B = 3 A + B = -12 A - B = -18


Friday PE

Have a go at more 'PE with Joe' and see how good you feel afterwards!

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

Friday PSHE - Looking after your wellbeing and the wellbeing of others.  
Think of ways in which you can keep **yourself** motivated and look after your family too.

**Smile and ask a member of your family if they are okay.**



How can I look after myself and my family?

**Take some calming deep breaths to maintain focus and clear your mind.**