

Dear Kahlo and Riley Class,

I hope you and your families are all safe and well and had a wonderful half term together enjoying the gorgeous sunshine! I spent lots of time outside; gardening, putting up a new fence and going for long walks with my children. It has been so good to explore my local area and find new places I never knew existed! My children especially enjoyed discovering the woods a short walk from our home! I have also been reading lots of new books - I am currently reading, '*The Monster Who Wasn't*' by TC Shelley. It's about a gang of gargoyles who find a special baby and have to protect him from the king of the ogres! Children in Year 5 or 6 might enjoy it if they like strange fantasy adventures.

It has been lovely meeting Year 6 and 1 pupils and their families this week as we have welcomed them back. I cannot wait to meet the rest of you soon when it is safe to do so. School does look and feel very different with the new smaller 'bubble' classes, a one way system and various markings around the school! The work on the KS2 playground has begun and I have enjoyed watching the diggers at work. It is going to look amazing when it is finished!

Well done to everyone busily working at home or school. I have been impressed with all the learning that I have seen so far - keep up the great work!

Remember to look after each other and carry on your random acts of kindness everyday. We will be together soon.

From Mrs Mastrocola



Dear Kahlo class,

It's been lovely to see some of you in the last week – but very strange to have to wave at one of the groups from a distance! I wish I could have all of you back as normal. I go through different emotions about the current situation and, at the moment, I feel frustrated! To deal with these feelings, I do several things which help: I talk to people I love at home and on the phone; I 'escape' by immersing myself in a really good book or film (with salty popcorn of course!); I go out and do some exercise and make the most of nature; and I think about all the positive things going on in my life – and one of them is being in school more, believe it or not! What do you do when you have negative feelings? It's important to talk to people at home so please keep sharing your thoughts with them – all the positive things too and your ever-original, amazing and quirky ideas!

Now that lockdown is easing a little, I have been buying the odd piece of furniture and making my new house more like home. I have also started to think about things to do when lockdown is lifted. I am making a list of places I want to visit and activities I'd like to do with friends I haven't seen for ages. And, of course, I have been reading LOTS! I hope you have...

I'm excited because I get to see my brother and nieces in his garden (at a safe distance) on Saturday for his birthday. It will be hard not to hug them all! I hope you are all well and I send you all my love and best wishes,
From Miss Meggitt xxx

Welcome

From this...



...to this!



I told you - the herbs and tomatoes are taking over!

Did you guess what this is a microscopic, close-up picture of?



=



A close-up of
a single salt
crystal!

Have a go at guessing what this is a close-up photograph of...remember to give reasons for your answer.



Thinking prompts:

Man-made or natural?

Animate or inanimate?

Edible or not?

Every day item or unusual?

Dead or alive?

Does the colour give a clue?

Dear Riley Class,

Welcome

It has been so wonderful to see some of you in class this week, and to wave at some of you from the doorway at a safe distance too!

It has been exciting this week at home because it was a one of my son's birthdays - we decorated the house while he was asleep and I baked a chocolate cake late at night after he had gone to bed. I wanted it to be a surprise! I had my fingers crossed that he wouldn't be woken by the smell of cooking chocolate cake. Hm... Luckily he wasn't 😊 It is always a tradition in our house that the birthday person chooses our meals for the day; we had chocolate cake for breakfast!! As you know that is my favourite snack! It was covered in smarties and surrounded by chocolate fingers too - delicious!

I have not been able to cycle into school this week as it has rained both days but I have promised myself that I will do it next week. In class we have been sharing book recommendations - have a look at the list below of the books you want to share with each other. Take care of your selves, keep being kind to your families and READ EVERY DAY!

From Mrs Ross xxx



Book Recommendations:

The Cherub Series by Robert Muchmore
The Christomanci Series by Dianna Wynne Jones
We Won an Island by Charlotte Lo
Gone Series by Michael Grant



Answers to last week's jokes and riddles - check out the next slide for new ones this week!

I do not have wings, but I can fly. I don't have eyes, but I will cry! What am I? **Ans: A cloud**

Two fathers and two sons go on a fishing trip. They each catch a fish and bring it home. Why do they only bring three home? **Ans: The 3 men are a grandfather, father and son**

A man leaves home and turns left three times, only to return home facing two men wearing masks. Who are those two men? **Ans: A catcher and an umpire**



A man was driving his truck. His lights were not on. The moon was not out. Up ahead, a woman was crossing the street. How did he see her? **Ans: It was during the day**

I have keys but no locks. I have space but no room. You can enter but can't go outside. What am I? **Ans: A computer keyboard**

What has a head but never weeps, has a bed but never sleeps, can run but never walks, and has a bank but no money? **Ans: A river**

I don't have eyes, ears, nose and tongue, but I can see, smell, hear and taste everything. What am I? **Ans: A brain**

I am a word. If you pronounce me rightly, it will be wrong. If you pronounce me wrong it is right? What word am I? **Ans: wrong**

This week's jokes and riddles - remember to try them out on your family!

"Riddle: Mary has four daughters, and each of her daughters has a brother — how many children does Mary have?"

I do not speak, cannot hear or speak anything, but I will always tell the truth. What am I?

I go around all the places, cities, towns and villages, but never come inside. What am I?



I have rivers, but do not have water. I have dense forests, but no trees and animals. I have cities, but no people live in those cities. What am I?

What kind of room has no doors or windows?

I was born big, but as the day passes, as I get older, I become small. What am I?

"Riddle: What has four wheels and flies?"

The one who makes me does not need me, when he makes me. The one who buys me does not use me for himself or herself. The one who uses me doesn't know that he or she is using me. What am I?

Audio Books For Free



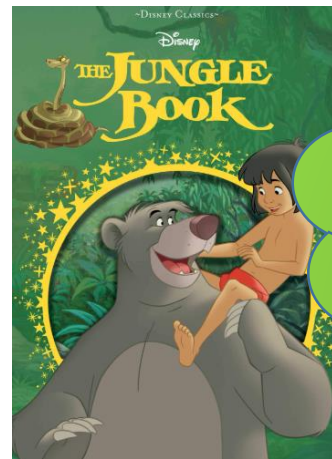
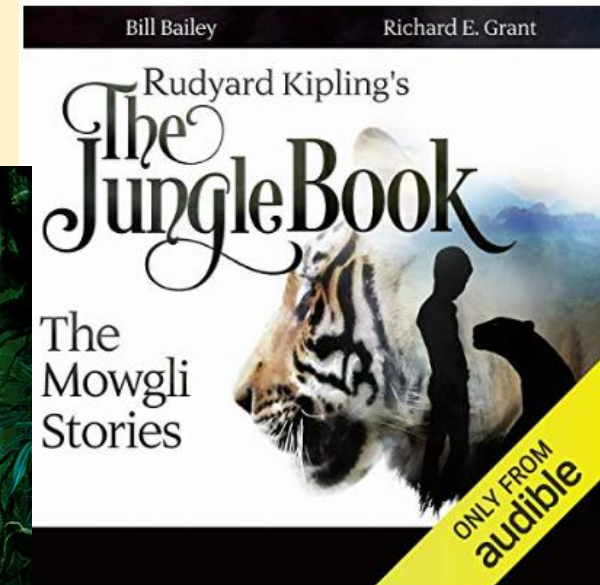
Year 6: This week, listen to the classic story: 'The Jungle Book: The Mowgli stories'

Think about how the narrators bring the story to life. Think about how this book is so popular that it has become a classic and is still enjoyed as much today as it was when it was first published in 1894. It has also been made into several films, plays and TV programmes. Why does it seem to be such a good subject for people to adapt?

https://stories.audible.com/pdp/B013H2CHIA?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-11

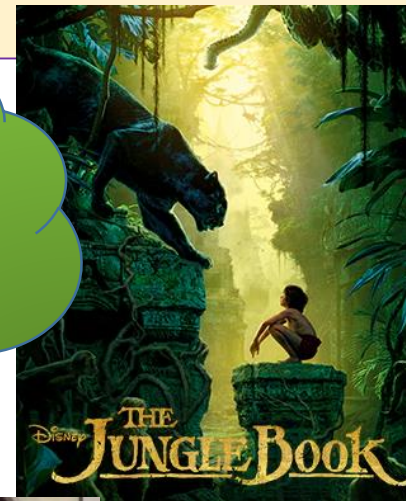
You can also watch the trailer for the most recent film adaptation:

https://www.youtube.com/watch?v=C4qgAaxB_pc



Remember to keep using the links below to explore new texts and enjoy listening to books being read aloud

Some books are re-imagined many times. Which book would you make into a film? Why?

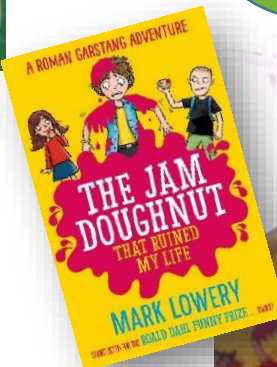


<https://stories.audible.com/start-listen>

<https://www.worldofdavidwalliams.com/elevenses/>

<https://www.allyoucanbooks.com/>

(You may need to open in Google Chrome.)



Don't forget to listen to our book: This week, I am excited to see what happens next!

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-8-6-20/>

Dear Year 6,

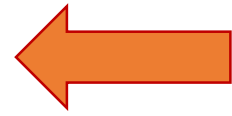
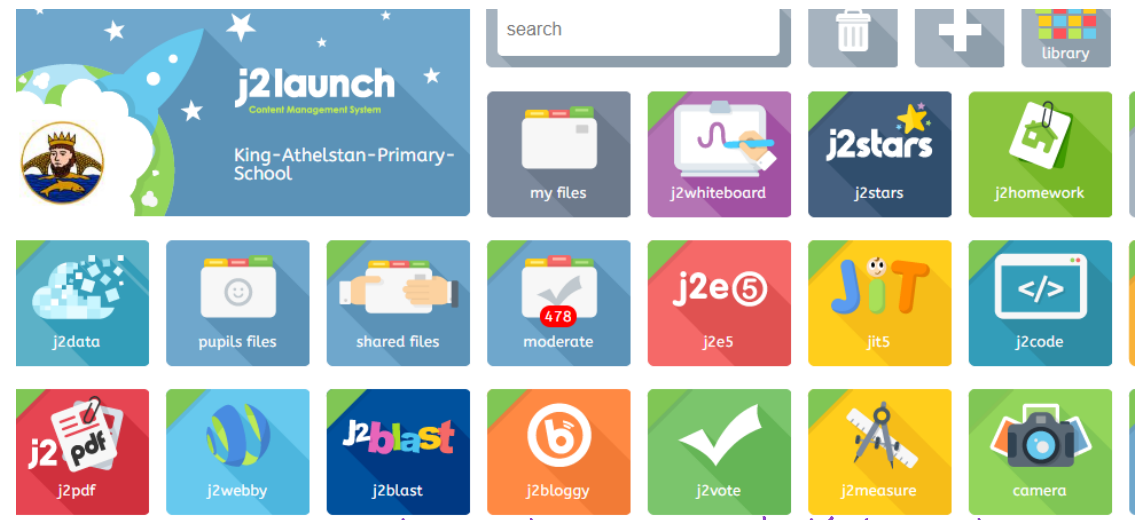
We are continuing to get some lovely pieces of work sent in! Check out the school website to see year 6 work by...

We also love to be able to write to you on J2e - some of you have written a summary of what you've been up to there for us to respond to, or recording work that has been set so we can see your results.

Well done to those of you who have had a go at the spelling and maths 'blasts' which was your 'homework' a couple of weeks ago. If you haven't yet, you can still practise whichever skills you'd like to! It's a fun way to revise your skills and you can have as many turns as you like to see how much you can improve. 😊

Miss Meggitt and Mrs Ross 😊

Go to spell blast and scroll across to year 5/6 spellings and also click on ASTs blast KS2 to have a go at arithmetic skills:



Go to j2e launch page and click on homework

Learn about the role of women in WW1 and WW2 Topic Activity

The Research bit!

Nowadays, women can join armies and volunteer to fight for their country. But in 1914 and 1939, women were expected to stay at home to look after families or work in certain factories or shops. War changed this: while men were enlisted to fight in the wars, women took on the jobs they vacated. They were also needed in munitions factories to make weapons and bombs for men fighting on the front line.

Have a look at the following links to find out more:

<https://www.bbc.co.uk/bitesize/clips/zyxpfg8>

<https://www.iwm.org.uk/history/12-things-you-didnt-know-about-women-in-the-first-world-war>

Auxiliary
Territorial
Service
(ATS)



Entertainers



Secret Agents



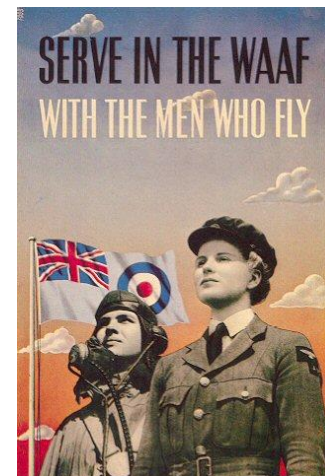
Women's
Voluntary
Service



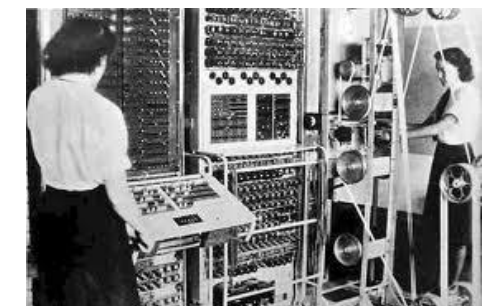
Rationed food and
clothes



Women's Royal
Air Force
(WRAF)



Codebreakers



Factory Workers



Looked
after
evacuees



Grew their own food



Topic Activity slide 2

The posters

This was a new way of life and the government was keen for women to take on new roles and responsibilities to keep the country going. To encourage women and advertise jobs that needed filling, posters were displayed in streets and in shop windows.

Have a look at the examples below. How are they similar to posters used today? How are they different? Do you think they are effective? Why/Why not? How are women depicted in the posters? What about the posters might make women want to help?








The posters

Using a format like the table below, assess a few of the posters on this slide and/or the one before. How effective does the design make them? How is the message highlighted? What is appealing about the posters?

Then, have a go at making your own poster. You can either do a modern day version, recruiting people to join the army. Or, you can design one in a similar style to the ones shown to advertise jobs for women during the wars.

On the next slide, you will find examples of modern posters advertising the armed forces.

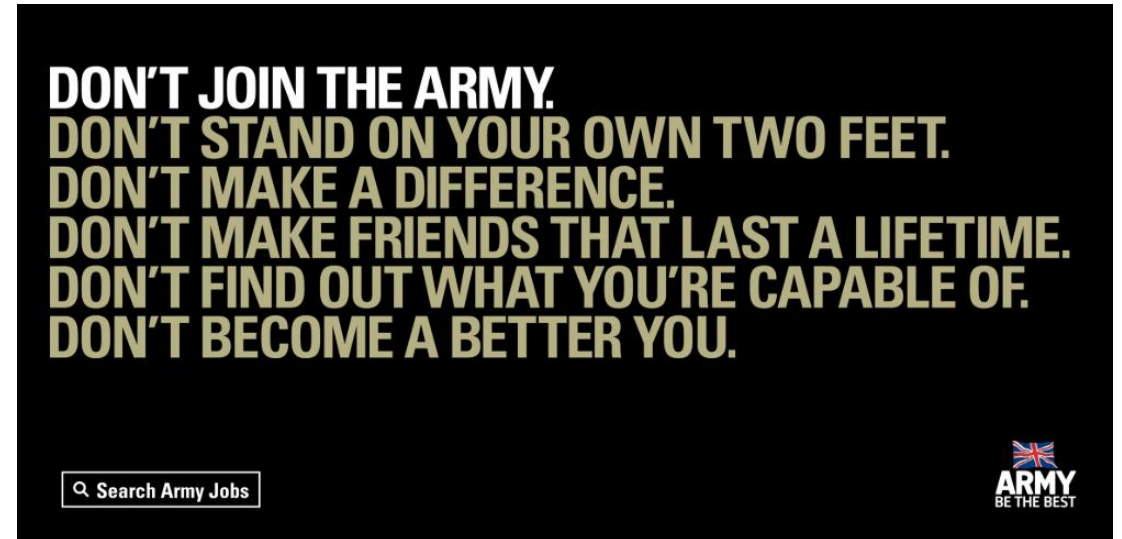
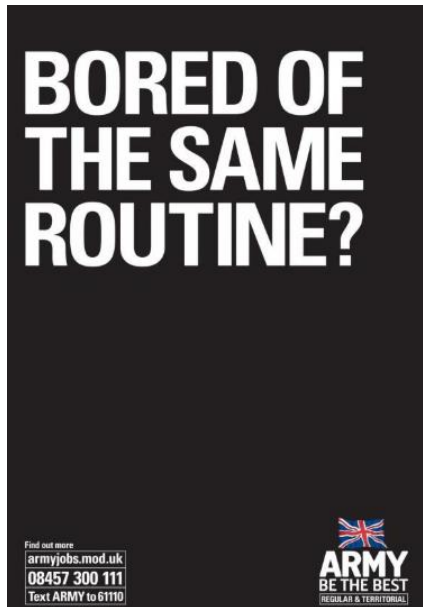
Feature of Poster	Description	What message it gives	Mark 1-5
Colour			
Title			
Type of Font			
Background			
Expression on face 			
Clothes 			
Body language 			
Look in eyes 			
			
Punctuation (Add your own)			



More inspiration

Topic Activity slide 3

Modern posters to recruit people to the armed forces
What is similar to the posters produced in 1914 and 1939? What is different?



Computing Activity



This week, we'd like you to go on BBC Bitesize daily lessons for year 6 and find this computing activity. :

<https://www.bbc.co.uk/bitesize/articles/z6n7xyc>

Have a go at the above one first and then see what is available in computing for this week on the website:

<https://www.bbc.co.uk/bitesize/dailylessons>

We know you've all been busy playing computer games during Lockdown...but what makes the ones you play so popular? Why do you get so invested? There is a lot that goes in to designing and making a game. Have a go at this week's activity to learn more.

Bitesize

☰ All Bitesize

What makes a good computer game?

Part of Daily lessons | Year 6 and P7 lessons

In this lesson, learn what goes into making a good computer game and try making your own simple game.

This lesson includes:

- Two videos
- Two activities to help you learn more

Moving from Primary to Secondary School

This is such an exciting time! Next academic year, you're going to make new friends, learn new subjects and have loads of opportunities to try new clubs and activities! However, it can also be very daunting and **EVERYONE** has some worries about the change. Last year, we (year 6 teachers) wrote down some of the common worries that children in year 6 had when thinking about Secondary school. Here are some of them:

- "I'm going to miss my best friends as they are going to a different school."
- "What if the lessons get much harder?"
- "My new school is so big - what if I get lost?"
- "Will the older children be nice to me?"

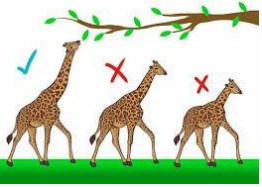


Do you share any of these thoughts? What other ones can you add? I bet someone else is thinking of the same thing!

Last year, we had children in year 7 come to chat to year 6 and that really helped because they answered questions and reassured them. We will try to do something similar this year. In the meantime, we've included some links to go on with your parents to start talking about this very Important and exciting time in your lives. Enjoy some of the video clips and maybe have a go at some of the activities to get you organised and ready for September!

- <https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q>
- <https://youngminds.org.uk/resources/school-resources/?f2=10143#listing>
- <https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>





What is the process of evolution by Natural Selection ?

Science Activity

The Knowledge:



Watch this video:



<https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z7hj2nb#:~:text=Natural%20selection,produce%20the%20best%2Dadapted%20offspring.>

The process of **natural selection** is known as '**survival of the fittest**'. It is the process by which a species changes over time in response to changes in the *environment*, or *competition* between organisms, in order for the species to survive.

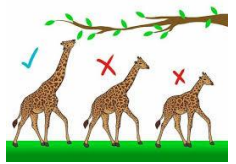
The members of the species with the most *desirable characteristics* are able to produce the **best adapted** offspring. If a species is unable to adapt then it is at risk of becoming **extinct**.

Complete the game on the next slide and when you have completed 6 generations of natural selection discuss the following questions.

Discussion

Did you get the same results as the rest of the class?
Did any of your class have numbers which were all eaten before the 6th generation? Why did they go extinct?
Is the population at generation 6 different to the population at generation 1? How and why did it evolve?
How is reproduction modelled in this game?
How is inheritance modelled in this game?
How is mutation modelled in this game?
How is natural selection modelled in this game?
What would happen if you played this game but left out the mutation part (every number was always 10)?

Research some well known adaptations to habitats that a species of animals has evolved. Examples of adaptations are fur, feather and fat (to help animals keep warm in cold habitats), long legs (to help animals escape from their predators) or camouflage (to help animals hide from their predators).



What is the process of evolution by Natural Selection ?

The Evolution game Play this simple game to model the process of evolution by natural selection. You will need a simple 6 sided dice and the game page on the next slide.

On each turn you will have **3** throws of the dice.

1. to choose the reproduction phase
2. To choose the inheritance and mutation phase
3. To choose the natural selection phase

Start at the top with the number 10

1st Throw : Reproduction Phase Draw two lines and circles down from each individual to represent its offspring - the new generation.

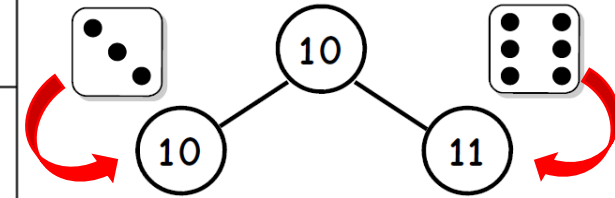
2nd Throws : Inheritance and Mutation Phase Roll a die for each member of the generation. Write the number in the circle

Science Activity

The Activity:



Dice Number	Action
1	Offspring's number is one less than parent's number
2,3,4,5	Offspring inherits its parent's number
6	Offspring's number is one more than the parent's number




The first dice roll of 3 means the first offspring inherits the parent's number. The second dice roll of 6 means that the second offspring's number increases by 1.

3rd Throw : Natural Selection Roll the die to represent the predator. Look at each individual. If the number is a multiple of the predator's number, they have been eaten! Cross out those individuals. (if you throw a 1 - throw again!)



5 and 10 are multiples of 5 so they have been eaten!

Generation 1

~~12~~ 10 ~~9~~ 

Generation 2

Generation 3



Generation 4

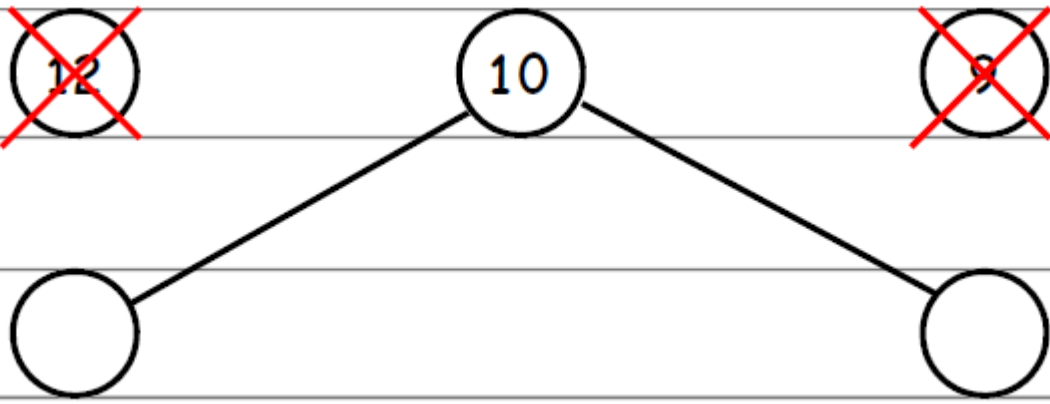


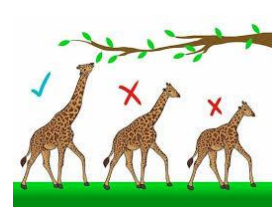
Generation 5



Generation 6







What is the process of evolution by Natural Selection ?

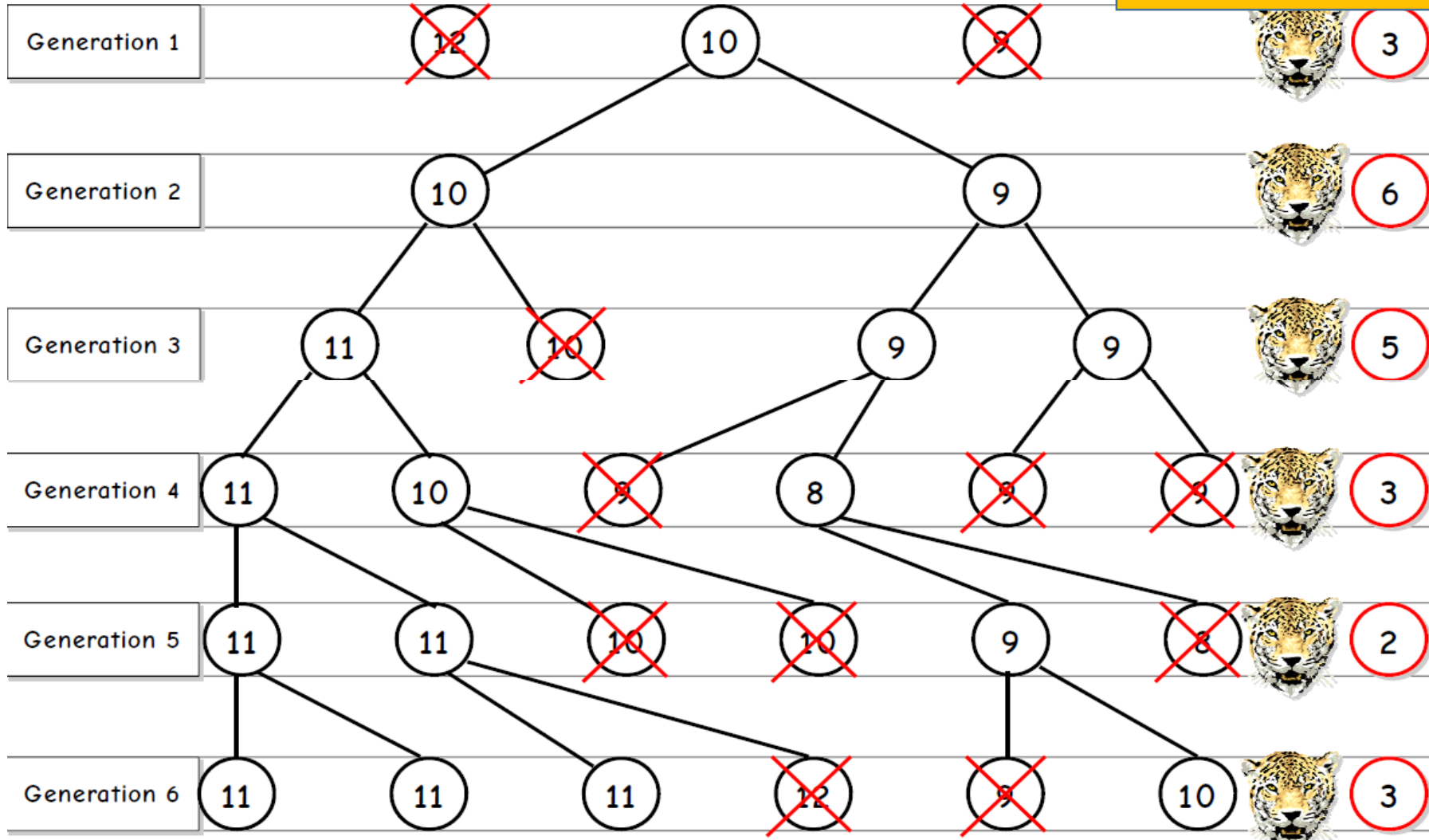
Completed Example:

Science Activity



The Evolution Game

Predator Dice Throw



Dice Number	Mutation and Inheritance Action
1	Offspring's number is one less than parent's number
2,3,4,5	Offspring inherits its parent's number
6	Offspring's number is one more than the parent's number

In this completed example, by the 6th generation only 4 animals have survived.

9 animals were eaten by leopards (predators) in the previous generations.

What would have happened if you had left out mutation (i.e. all the generations would have a value of 10)? *Tip look at generation 3.*

Our weekly reading comprehension questions might inspire you to look up the books they're based on - perhaps you can find some of them online?

Reading Activity



'Kick' by Mitch Johnson

Budi's plan is simple. He's going to be a star. Budi's going to play for the greatest team on earth. Instead of sweating over each stitch he sews, each football boot he makes. But one unlucky kick brings Budi's world crashing down. Now he owes the Dragon, the most dangerous man in Jakarta. Soon it isn't only Budi's dreams at stake, but his life. A story about dreaming big, about hope and heroes, and never letting anything stand in your way.

1. Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.
2. Read the blurb. What is Budi's plan?
3. What could have happened to make Budi owe the dragon?
4. Why is the front cover effective when comparing it to the final line of the blurb?

Thinking point:

Is this a book you would pick up in a library and bookshop? Why/ why not?

If you read the blurb, would you want to borrow or buy this book to read?

If you are in school this week we will be doing this in class!



'Kick' by Mitch Johnson

Two minutes left on the clock.

The crowd watch with their hands clasped on top of their heads. Scarves hang loosely around their necks. Some of them puff their cheeks out.

It's now or never.

The ball is chipped in from midfield and finds him on the edge of the box. He takes it down on his chest and sidesteps the incoming defender. He pulls his foot back to take a shot but dummies instead, cutting inside the next tackle.

The crowd rise to their feet as he surges into the box.

The defenders slide to try and stop his shot, but his touch has taken the ball beyond their reach. The goalkeeper steps forward, arms stretched wide, eyes fixed on the ball. The crowds watch through their fingers.

Then he shoots.

The ball fires past the goalkeepers fingertips. But for a split second - a heartbeat - it looks as though it might go over the crossbar. The crowd gasps. And then, as the ball hits the back of the net, they erupt.

Real Madrid are the new champions!

I run off to celebrate and slide on my knees. The little stones on the ground scrape against my skin, and as I get up I feel blood trickling down my leg. I rattle the rusty corrugated fence so it sounds like thousands of fans jumping and cheering in the stands. The crumbling apartment blocks rise up like a stadium on every side, and I roar loud enough for even the deaf men on the fifth floor to hear. I put my fingers and thumbs together to make the shape of a heart, and pound my chest where the Real Madrid badge should be. The Indonesian wonder kid strikes again!

The heart shape is my trademark celebration. Whenever Uston scores he crosses his chest and points to the sky, even though he's supposed to be Muslim. We keep telling him the Allah will be angry if he makes the sign of the cross but Uston says it doesn't matter because he's only pretending. I still don't think it's worth the risk.

Rochy comes over and puts his arm around my shoulders.

"What a goal, Budi! You left them for dead!"

Answer these questions

1. What does the word **'surges'** mean?
2. Why has the author used italics for the first part of this chapter?
3. Why does Budi have blood trickling down his leg?
4. What does the **'crumbling apartment blocks rise up like a stadium on every side'** suggest about where Budi and Uston are playing football?

Grammar focus:

1. Find and copy an example of parenthesis in the text.
2. Find and copy two verbs from the text.
3. Improve 'the crowd' by expanding this noun phrase.

Task: Descriptive writing

Writing activity



Introduction to the task:

You will be writing a description of what you see as you prepare to go out to battle and the battle scene itself.

Have a look at the text below. There are a lot of new words! Look them up in a dictionary or use: <https://dictionary.cambridge.org/>

If you are in school this week we will be doing this in class!



The starless sky was casket-black and brooding. Even the clouds seemed morose. Gelid hands clasped algid steel as we gazed upon our foe. The cold, north wind keened and mewled through both the valley and the souls of our men.

The clouds cleared. Their spears glimmered cruelly under the eerie moon. Its phantom flame sent ribbons of chrysalis-silver light spilling onto the upraised shields of our men. The monsters swarmed and swayed below us like corn in a field, yet it seemed there were more of them than a thousand bushels could hold. Our commander raised our proud pennant aloft in defiance. It represented our dreams, our lives and our salvation. If it was taken, it would mean we were dead.

They crashed upon the castle walls as our commander screamed; "Fire!" in desperation. Their iron-shod feet clapped off the frozen ground like the rumbling of thunder. A tempest of wicked, barbed fire arrows soared into the sombre sky. They sizzed and sizzled before hitting their targets. Fountains of magma-red blood sprayed into the air. It was butchery. We hoped that we would survive the day.

Make a word bank using the model text (look up synonyms too) and think about the features of the text that make it so atmospheric and descriptive.

Battlefield descriptive writing

Writing activity page 2



If you are in school this week we will be doing this in class!

You will need to think about:

- What the battlefield looks like
- How you and your comrades are feeling
- Your senses
- The order - build it up slowly and end with devastation! Use the model text to guide you
- Using Onomatopoeia - deafen your reader with the sounds and cries of the battlefield!
- Figurative language: use simile, metaphor, pathetic fallacy and oxymoron to make the reader do more work and feel more of the atmosphere

SPAG focus:

- Use a range of punctuation to add effect - ; () ! ? :
- Use a range of different openers
- 'Music' - short, sharp sentences and longer sentences with adverbial phrases and 'drop-in' clauses
- Try to use a relative clause
- Use expanded noun phrases



Inspiration: Listen to the poem 'The Charge of the Light Brigade.' Borrow some of the vocabulary or phrases if you'd like to: <https://poetrysociety.org.uk/education/page-fright/hollie-mcnish/the-charge-of-the-light-brigade/>
<https://www.youtube.com/watch?v=S93lvQ4Ukg8>

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

42 × 100 × 100

Daily Maths Video Lesson and Activity sheet

Try one every day!

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There are 4 lessons on multiplying and dividing decimals, decimals as fractions and a challenge day. Try one every day.

The **videos** are available on:

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

Select : Summer Term Week 5 (w/c 18th May)

Summer Term - Week 5 (w/c 18th May)

The worksheets are now available on the KAPS website :

<http://www.kingathelstan.kingston.sch.uk/covid-19-maths/>

Yahtzee!

Play a game of Yahtzee and teach it to your family! You need a partner, a score sheet and 5 dice. The rules are on the next slide - you can play it on-line or with real dice!

Maths Activity



Multiplication Practice with 2 decimal places

Look at the examples and answer the questions on the following slide. If you are anxious, try questions 1-5. If you're feeling confident, try questions 1-8. If you're raring to go, try the challenge question too!

Tip : watch this video

<https://www.khanacademy.org/math/algebra-basics/basic-alg-foundations/alg-basics-operations-with-decimals/v/multiplying-decimals>



12

$$\frac{6}{10} + 7\frac{3}{5} =$$

$$\frac{6}{10} + 7\frac{3}{5} = 7\frac{9}{15}$$

$$7\frac{9}{15}$$

If you are in school this week we will be doing this in class!

This answer is:

Correct

Incorrect

If incorrect, explain the error. What should the answer be?

Complete the following multiplication questions:

a. 26.4×7

b. 73.1×4

1

		2	6	.	4
x					7
				.	

				.	
x					
				.	

a. 7.86×5

b. 14.67×6

		7	.	8	6
x					5
			.		

			.		
x					
			.		

2

a. 37.82×8

b. 184.5×9

x					

x					

TOP TIP
Remember
1. Multiply as if the decimals were not there
2. Place the decimal in the final answer
3. Use rounding and estimation to check your answer

Maths Activity



Examples

Emma buys three music CDs. Each CD costs £13.49. She has saved up £40. Does she have enough money?

Find the missing number.

× 5 = 1.5

Answer

Calculation is $£13.49 \times 3$

	1	3	.	4	9
x					3
£	4	0	.	4	7
		1		1	2

Answer

Ignoring the decimal point, we can say $3 \times 5 = 15$ (or $15 \div 5 = 3$). The answer must be ten times smaller as there is only **one decimal place** (one number after the decimal point). So the missing answer is **0.3**.

Since £40.47 is more than £40, Emma does not have enough money.

- 3 a. Dane buys seven tickets costing £2.85 each. How much did he pay altogether?
b. Paula travels 9.73 miles every day. How far does she travel over four days?

4 A football shirt costs £32.69. If a five-a-side team need to buy some new shirts, how much will it cost them?

Answer the following questions:

5 a. × 4 = 1.2

b. × 9 = 10.8

- 6 a. 437.8×8
b. 384.75×9

7

8

Stuart saves £283.57 every year. How much money does Stuart save over four years?

Karen bought seven cans of dog food for £1.99 each and four tins of cat food for £1.38 each. What was the total amount she spent?

Challenge Questions – Fill the gaps

a. 0.08 × = 0.48

b. × 5 = 4.3

Complete the following multiplication questions:

Maths Answers



1

		2	6	.	4
x					7
	1	8	4	.	8
	4	8			

b.

		7	3	.	1
x					4
	2	9	2	.	4

		7	.	8	6
x					5
	3	9	.	3	0
			4	3	

	1	4	.	6	7
x					6
	8	8	.	0	2

2

	3	7	.	8	2	
x					8	
	3	0	2	.	5	6

	1	8	4	.	5	
x					9	
	1	6	6	0	.	5

3

		2	.	8	5
x					7
	1	9	.	9	5
	5	3			

		9	.	7	3
x					4
	3	8	.	9	2

a. £19.95

b. 38.92 miles

4

		3	2	.	6	9
x						5
	1	6	3	.	4	5
	1	3	4			

£163.45

5 b Ignoring the decimal point, we can say $12 \times 9 = 108$. The answer has only one decimal place. So, the missing answer is 1.2

6 b

		3	8	4	.	7	5
x							9
	3	4	6	2	.	7	5

8 Dog food tins

		1	.	9	9
x					7
	1	3	.	9	3

Cat food tins

		1	.	3	8
x					4
	5	.	5	2	

Total = $13.93 + 5.52 = £19.45$

5 a Ignoring the decimal point, we can say $3 \times 4 = 12$. The answer has only one decimal place. So, the missing answer is 0.3.

6 a

	4	3	7	.	8	
x					8	
	3	5	0	2	.	4
	3	6	6			

7

		2	8	3	.	5	7
x							4
	1	1	3	4	.	2	8

Challenge Questions – Fill the gaps
 $8 \times 6 = 48$. The answer has 2 decimal places and the missing number is 6 [$0.08 \times 6 = 0.48$].

Think of 4.3 as 4.30. So, the missing number has to have 2 decimal places. Note $4.3 \div 5 = 0.86$.
 Missing number is 0.86

Incorrect

The pupil has added the denominators as well as the numerators. They have not understood that to make the calculation

easier to solve, they need to find the lowest common denominator then complete the calculation.
 Correct answer - $8 \frac{2}{10}$ or $8 \frac{1}{5}$

Year 6 Try the tomato challenge



Wellbeing Activity

Next time you eat a tomato, why not save a few of the seeds to grow your own tomato plant...in an eggshell! Now is the perfect time of year for growing your own plants - and you don't even need a garden, just a sunny windowsill or balcony! **Here's how:**

When you next use eggs at home, save the **eggshells** and gently rinse clean. Why not decorate them, too?

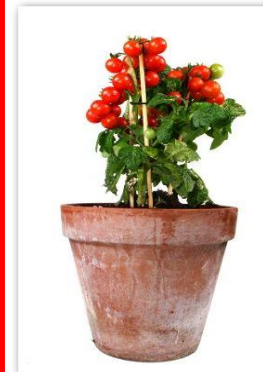
Put the eggshells into an eggcup (or egg carton) and fill with **soil**. Add the **tomato seeds** to the soil, gently pressing them down until they are just about covered.

Water **very lightly** (using a spray bottle if possible) and leave on the windowsill until the seedlings appear - in about a week's time.

When they are about 3 cm tall it is time to plant them into a larger pot - eggshell and all! Slightly crush the eggshell with your hand (taking care not to damage the seedling) and place it into the new pot, making sure that the soil just covers the top of the eggshell.

Keep watering your plants and if you are very lucky you will be eating your very own home-grown tomatoes by late summer!

Why not experiment with other seeds - save your orange, lemon or strawberry pips or try some flower seeds!



Hello everyone.
I am growing all sorts of vegetables and flowers in my garden. Home grown veg always taste so delicious!



Mrs Whooley



Physical Activity



Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!
Mr McLaughlin



Rounders - Throwing and Catching

- You are working on throwing and catching with a sibling or parent/carer.

Catching

- Watch the ball.
- Two hands together.

Throwing

- Flat
- Powerful
- Accurate



Challenge

- How many catches can you achieve in 60 seconds?

Rounders Skills - Target Practice

- You are now going to focus on hitting a target. You can use cricket stumps, a bin or a chair.
- Stand 5m away and throw the ball at it.

Challenge

- How many times can you hit the target?
- Challenge a sibling or parent/carer to see who can hit it the most.
- Stand further away from the target (remember start 5m away).

