



Weekly learning pack

Year 6

English

Task 1

1. Read some Author Profiles

- Read these three author profiles from their websites:
<http://jennifergraybooks.com/about-me/>
<http://www.juliadonaldson.co.uk/about.htm>
<http://www.anthonhorowitz.com/about>
- Take notes as you read their profiles. What do you think are the three most important facts about each author?

Task 1

2. Revise Formal and Informal Register

- Use the *Revision Card* to remind yourself about the differences between formal and informal register.
- Which of the three author profiles do you think is written most formally? Which is written least formally? Give reasons for your answers.

Task 1

Revision Card – Formal and Informal Register

Register

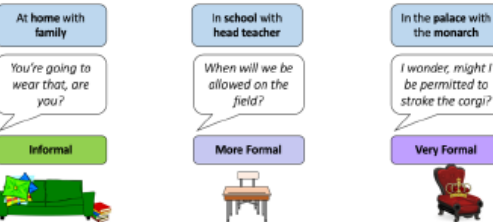
Register is created by the way that *language* and *grammar* are used.

Hey! What's up?
Good morning. How are you today?
I wish to purchase some refreshment.
I want to buy a drink.

Register can be **formal** or **informal**.

Audience and Context

The **register** depends on *situation* and *audience*.
The same person will use *different registers* in *different contexts*.



Formal and Informal Vocabulary

Formal and informal registers tend to use different **vocabulary**.

Informal

Formal

*Could you **assist** me?*
*Can you **help** me?*
*It is time to **depart**.*
*It is time to **go**.*
*You need to **purchase** a ticket.*
*You need to **buy** a ticket.*
*I hate to **inconvenience** you.*
*I hate to **bother** you.*

With formal vocabulary, words are often longer.

Task 2

3. Plan and write your own profile

- Use the *Profile Planner* to plan an 'About Me' for you. Plan to write it an informal style.

Task 2

About Me Profile Planner

A greeting or welcome

Vital statistics: your age, who you live with and where

Your interests, hobbies and passions

Any achievements you might have had

Future plans, hopes and ambitions

A sign-off or farewell


Task 3

- Write your profile carefully. Even if you write informally, your writing still needs to be clear!

Task 3

About Me

Write your profile here.



A decorative rectangular frame with a repeating orange and black pattern, containing a white area with horizontal lines for writing.

Task 4

Try the Fun-Time Extras

- Make a profile up for someone else. You could interview them to get information. You might like to write in the third person like Anthony Horowitz's profile.
- Research the 'About Me' profiles of your favourite authors, musicians

Maths

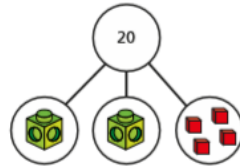
For the following maths slides, there is an online lesson and answers that you can find at:

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


Task 1


Solve two-step equations

- 1 Here is a part-whole model.

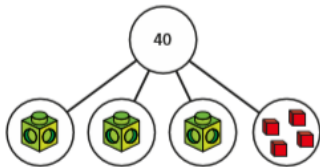


- a) Write an equation for the part-whole model.

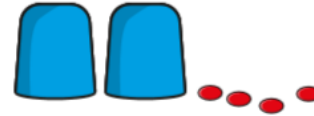
- b) Solve the equation to work out the value of 

 =

- 2 If each multilink cube represents x , form and solve an equation to find the value x .



- 3 There is the same number of counters under each cup.
There are 16 counters in total.



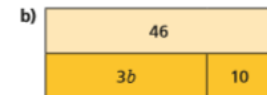
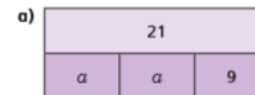
- a) Use y to represent the number of counters under each cup.
Write an equation in terms of y .

- b) Solve the equation to find the value of y .

$y =$

- c) How many counters are under each cup?

- 4 Write an algebraic equation to represent each bar model.
Find the values of a and b .



$a =$

$b =$

Watch Lesson:

Lesson 1 in the Week 8 Section

Task 1

5 Solve the equations.

a) $5x + 1 = 31$

$x =$

b) $3x - 3 = 9$

$x =$

c) $4p - 11 = 3$

$p =$

d) $9 = 2y + 8$

$y =$

e) $10g - 2 = 46$

$g =$

f) $4 + 3y = 28$

$y =$

6 Dani thinks of a number.
She doubles it and adds 3
She gets the answer 15

a) Write an equation to represent Dani's problem.

b) Solve the equation to find her number.



7 Alex is y years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is

Brett is

8



a) Work out the cost of one banana and one orange.

One banana costs

One orange costs

b) Compare methods with a partner.

Task 2

Find pairs of values (2)

- 1 Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)



Dexter

The triangle could be 3 and the circle could be 4

Do you agree with Dexter? _____

Explain why.

b)

The triangle is worth 4



Dora

What is the value of the circle in Dora's number puzzle?

$$\bigcirc = \square$$

- c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

- 2 a and b are whole numbers.

$$2a + b = 14$$

Complete the table to show different possible values for a and b .

a	0	1	2	3	4	5	6	7
$2a$	0	2						
b	14							
$2a + b$	14	14	14	14				

- 3 c and d are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for c and d .

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

- b) Explain why there are no other possible values for c and d .

Watch Lesson:

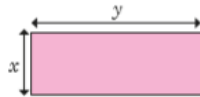
Lesson 2 in the Week 8 Section

Task 2

- 4 x and y are both multiples of 5 less than 100
If $2x = y$, circle the possible values of x and y .

$x = 20, y = 20$
 $x = 10, y = 20$
 $x = 20, y = 10$
 $x = 35, y = 70$
 $y = 90, x = 45$

- 5 Here is a rectangle.
 x and y are both integers.



The rectangle has a perimeter of 28 cm.

- a) Write an equation to represent the perimeter of the rectangle.

- b) List all the possible pairs of values for x and y .

Compare answers with a partner. How do you know you have found all the possible values?



- 6 Aisha is buying some stationery for school.
She spends exactly £1
List the possible combinations of pencils and pens that Aisha could have bought.



- 7 Ron has four digit cards.
- Two of the cards have the same value.
 - All of the cards are less than 10 but greater than zero.
 - All of the cards are odd.
 - The sum of the four cards is 24

Find two possible sets of cards.

Set 1

Set 2

- 8

$2ab = 48$

- a) Find a pair of possible values for a and b .

$a =$ $b =$

- b) Work with a partner to find as many pairs of values as you can.



Task 3

Convert metric measures

White
Rose
Maths

- 1 How many centimetre cubes can you fit along a metre stick?



What does this tell you?

- 2 Complete the sentences.

a) There are grams in 1 kilogram.

There are kilograms in one tonne.

b) There are millilitres in 1 litre.

c) There are millimetres in 1 centimetre

There are centimetres in 1 metre.

There are metres in 1 kilometre.



- 3 Complete the bar models.

a)

1 km	1 km	1 km	1 km
1,000 m	1,000 m		

There are m in 4 km.

b)

1 kg	1 kg	1 kg	1 kg	1 kg	1 kg	$\frac{1}{2}$ kg
1,000 g	1,000 g	1,000 g				

There are g in $6\frac{1}{2}$ kg.

- 4 Complete the conversions.

a) 2 kg = g

b) 1 l = ml

5 kg = g

5 l = ml

10 kg = g

11 l = ml

12 kg = g

- 5 A bag of dog food weighs 2.5 kg.

Write this weight in grams.



Watch Lesson:

Lesson 3 in the Week 8 Section

Task 3

- 6 What measurements are the arrows pointing to?
Label them on the number line.



- 7 Complete the conversions.

a) $10 \text{ mm} = \boxed{} \text{ cm}$ $\boxed{} \text{ mm} = 1.1 \text{ cm}$

$11 \text{ mm} = \boxed{} \text{ cm}$ $\boxed{} \text{ mm} = 10.1 \text{ cm}$

$\boxed{} \text{ mm} = 11 \text{ cm}$

b) $2.1 \text{ km} = \boxed{} \text{ m}$ $2.01 \text{ km} = \boxed{} \text{ m}$

$2.001 \text{ km} = \boxed{} \text{ m}$ $2.011 \text{ km} = \boxed{} \text{ m}$

- 8 Write $>$, $<$ or $=$ to complete the statements.

a) $100 \text{ m} \bigcirc 1 \text{ km}$ b) $5.1 \text{ l} \bigcirc 5,100 \text{ ml}$

$10 \text{ m} \bigcirc 10 \text{ cm}$ $607 \text{ l} \bigcirc 0.607 \text{ ml}$

$10.1 \text{ mm} \bigcirc 101 \text{ cm}$ $0.05 \text{ l} \bigcirc 5 \text{ ml}$

- 9 Dora and Amir are trying to convert 1.05 metres into millimetres.



Dora

You can multiply 1.05 by 100 to convert it into centimetres, then multiply the product by 10 to convert it into millimetres.



Amir

You can just multiply 1.05 by 1,000!

Who do you agree with? _____

Explain your thinking.

- 10 What is the mass of one of the boxes?
Give your answer in grams.



- 11 There are 1,000 kg in one tonne.

a) How many grams are there in one tonne?

b) A car weighs 1.3 tonnes.

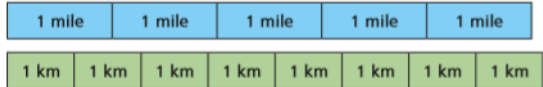
Write the weight of the car in grams.

Task 4

Miles and kilometres

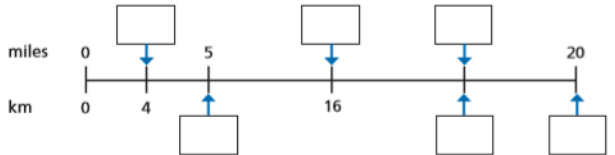


1 Tick the statements that are true.
Use the bar model to help you.



- a) 5 miles is approximately equal to 8 kilometres.
- b) 1 mile is longer than 1 kilometre.
- c) 2 kilometres is longer than 1 mile.
- d) 2 kilometres is longer than 2 miles.

2 Fill in the missing numbers on the number line.



3 Complete the conversions.

- a) 5 miles = kilometres
- b) miles = 16 kilometres
- 10 miles = kilometres
- mile = 1.6 kilometres
- 15 miles = kilometres
- miles = 0.8 kilometres

4 Complete the conversions.

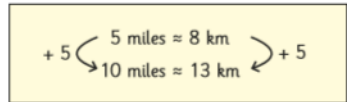
- a) miles = 160 km
- d) 95 miles = km
- b) 45 miles = km
- e) 7.5 miles = km
- c) = 640 km
- f) 2 miles = km

5



If 5 miles is approximately 8 kilometres, then 10 miles is approximately 13 kilometres.

Here is Whitney's working out.



Explain Whitney's mistake.

Watch Lesson:

Lesson 4 in the Week 8 Section

Task 4

- 6 A marathon is approximately 26.2 miles.
How far is this in kilometres?

- 7 The maximum speed limit on residential roads in the UK is 30 miles per hour.



In France, the maximum speed limit on residential roads is 50 kilometres per hour.

- a) Which country has the higher speed limit for these roads?

- b) What is the difference between the speed limits in miles per hour?



- 8 Esther cycles 70 miles over 4 days.
On day 1 she cycles 14 miles.
On day 2 she cycles 32 km.
On day 4 she cycles twice as far as she does on day 3
How far does she cycle on day 4?
Give units with your answer.

- 9 Use a map of your local area.
Find something that is approximately:
a) 1 mile away from your school

- b) 1 km away from your school

- c) 5 miles away from your school

- d) 5 km away from your school

Compare answers with a partner.

Curriculum (Geography)

Task 1

The reasons for and effects of... DEFORESTATION

What is deforestation?

Deforestation is when large areas of the forest are cut down, in order to use the land for other purposes.



Why does deforestation happen?

The trees of the rainforest are being cut down for a number of reasons:

HOUSING: Due to the population growth, areas of the rainforest have been cleared to make more land available for housing.

LOGGING: Trees are cut down for timber, which is then sold around the world. The wood is used for making many things, such as paper, furniture or building construction.

GROWING CROPS: Farmers in the rainforest use a technique called 'slash and burn' to clear areas of forest for farmland. This involves chopping down trees and burning what is left so that the soil can be used to grow crops. However, the soil in rainforests is very poor. Each piece of cleared land can only sustain crops for a few years before the farmer has to find a new area to clear. The crops that are grown are called 'cash crops' - they are grown to sell rather than for the farmer's own use.

CATTLE RANCHES: Many areas of the rainforest have been cleared to use as grazing land for cattle. More and more of these ranches have begun to appear in the Amazon rainforest due to the increasing global demand for meat.

MINING: The Amazon Basin is an area rich in natural resources such as iron ore, copper, tin, aluminium and gold. Lots of mines have been created to access these resources. However, the construction of roads for the miners' vehicles and equipment has led to large parts of the rainforest being destroyed.

Task 1

What are the effects of deforestation on the Amazon Rainforest?

There are many effects of deforestation:

SOIL EROSION: When a piece of land is cleared of rainforest vegetation, the soil is left bare. Rain washes away all the nutrients in the soil, meaning that the soil is no longer fertile - the trees and vegetation will not grow back.

LOSS OF HABITAT: Many animals and plant species have become endangered and even extinct due to the loss of their rainforest habitats. When large areas of trees are cut down, animals are made homeless, and it is harder for them to survive. This can affect the entire rainforest food chain.

IMPACT ON NATIVE TRIBES: The changes that have happened in the rainforest over the last 50 years are threatening many of the native tribes' way of life. They have less land to live on and fewer animals to hunt for food. They also have to deal with the invasion of a modern world that endangers their traditional lifestyles.

ECONOMIC DEVELOPMENT: Brazil has made lots of money from mining and farming. This money can then be invested into improving and developing many different aspects of the country.



What are the effects of deforestation on the wider world?

GLOBAL WARMING:

A rise in the average temperature of the Earth's surface

CLIMATE CHANGE:

Long-term changes to the Earth's weather patterns

GLOBAL WARMING and CLIMATE CHANGE:

Trees and plants absorb a gas called carbon dioxide (CO₂). Carbon dioxide emissions are produced by cars, trucks, planes and many other things. If all the trees in the rainforest are cut down, carbon dioxide levels would rise, making the Earth and the air around it hotter. This would in turn lead to the ice at the North and South poles melting, and any low-lying lands would flood. The rise in temperature and melting icebergs would affect the whole planet.

Task 1

SHOULD DEFORESTATION BE BANNED?

In a group of five, create a role-play of a talk show debate, discussing the question above. You will need to decide who is going to be the presenter/interviewer, the farmer, the logger, the tribesperson, and the wildlife conservationist. Use the space below to write notes about the further questions you might ask, and the answers you might give. Be prepared to show it to the rest of the class!



Wildlife
conservationist



Logger



Native
tribesperson



Farmer

Science

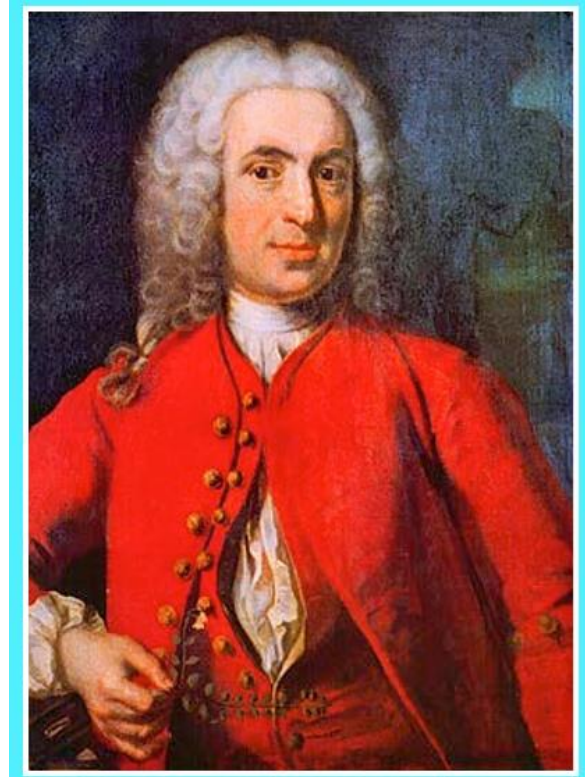
L.O. To find out about Carl Linnaeus and his classification system

Task 1

Research Carl Linnaeus. Find out why he is famous and about the classification system he created. You can present everything you find out in your own way e.g. written report. PowerPoint,.

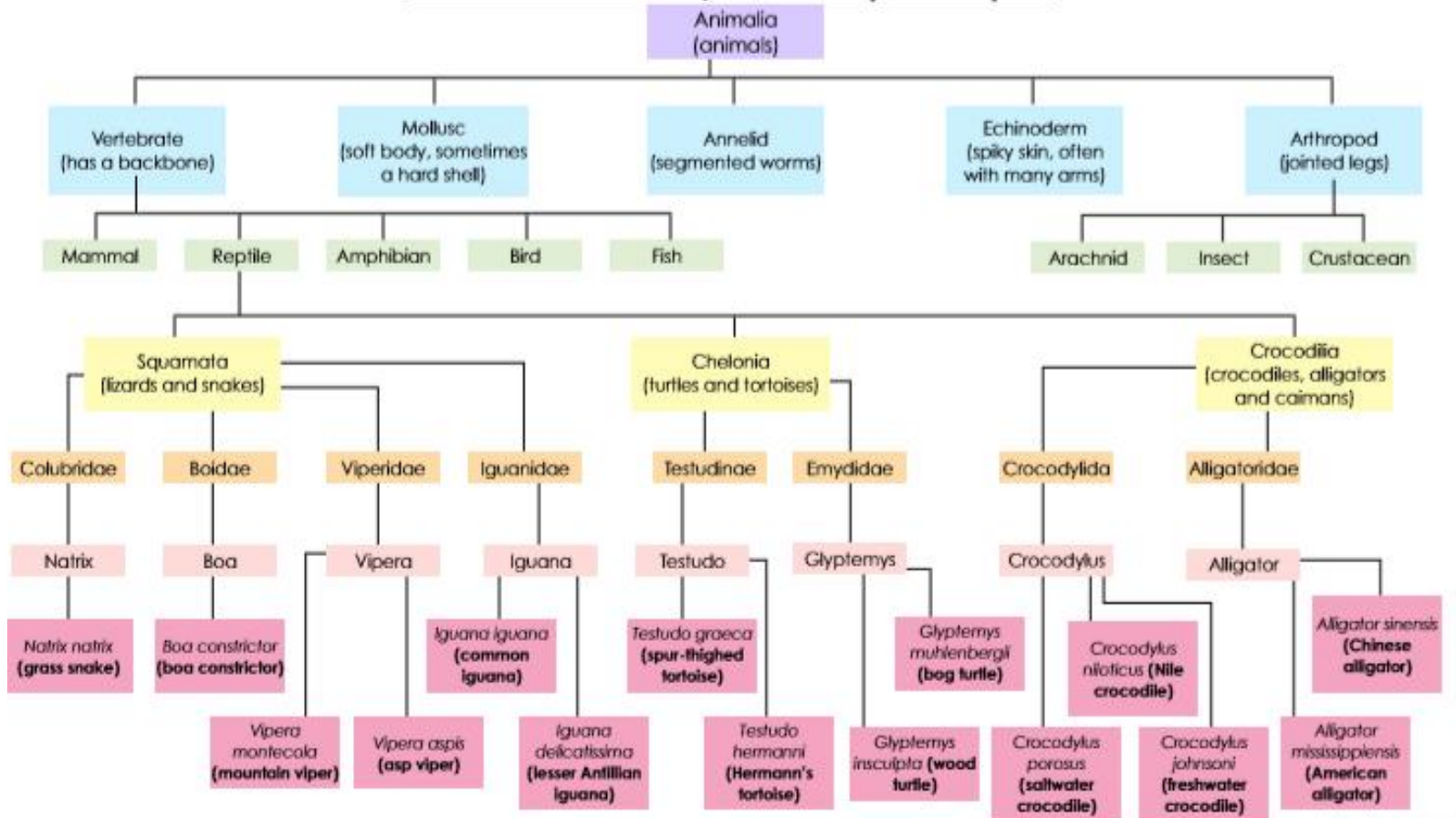
It would be nice if you could send your work into school, for us all to see.

Once you have done your research, there is an additional activity on the following slides.



Task 1

Animal Classification System - Examples of Reptiles



Kingdom
Phylum
Class
Order
Family
Genus
Species

Task 1



Have a close look at the classification key showing just a tiny number of the thousands of species of reptiles. Use the information to help you answer these questions.

What order of reptiles do tortoises belong to?

What order of reptiles do lizards belong to?

What order of reptiles do alligators belong to?

Name one species in the genus 'Vipera':

Name one species in the genus 'Testudo':

What is different between the '*Crocodylus porosus*' and the '*Crocodylus johnsoni*'?

Which genus does the grass snake belong to?

Now see if you can complete the table for each of these animals to show their genus, family, order, class, phylum and kingdom.



Kingdom	
Phylum	
Class	
Order	
Family	
Genus	
Species	<i>Glyptemys insculpta</i> (wood turtle)

Kingdom	
Phylum	
Class	
Order	
Family	
Genus	
Species	<i>Natrix natrix</i> (grass snake)

Kingdom	
Phylum	
Class	
Order	
Family	
Genus	
Species	<i>Crocodylus niloticus</i> (Nile crocodile)

RE

L.O. To understand what motivates some Muslims to do what they do.

Task 1

Research The Arab/Israeli conflict. Write a report explaining what they are fighting over. Explain why this must be hard for Muslims. Think about their beliefs and that the Quran teaches them to live peaceful lives. Why do you think some Muslims choose to fight? Is it ever right for people to fight for what they believe in? Would you fight for something you strongly believe in?

Include your answers to the above questions in your report.