

**Year 6 Home Learning
Pack Monday 22nd
February - Friday 26th
February**

Name:

Date returned to school:






Year 5 and 6 Weekly Topic Mat



Our **Art** topic is **Collage** and the artist we are looking at is **Henri Matisse**.

How can collage be used to create an interesting and effective piece of art?

Vocabulary		
Collage	Piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.	
Interpretation	The action of explaining the meaning of something.	
Effective	Successful in producing the desired or intended result.	
Material	A substance or mixture of substances that constitutes an object.	
Evaluate	To judge the value or worth of someone or something.	
5 Finger Facts		
I know that collage is a piece of art made by sticking various different materials such pieces of paper or fabric on to a backing.		
I know that Henri Matisse was a great French artist who used the collage technique.		
I know that collage can be used to show a mixture of textures (rough and smooth, plain, and patterned).		
I know that a range of media can be used to create effective collages.		
I know that using different techniques, colours, and textures can create striking pieces of art.		
This week's activities		
<p><u>Monday</u> To find out all about our artist, Henri Matisse.</p> 	<p><u>Tuesday</u> To evaluate pieces of Henri Matisse's work.</p> 	<p><u>Wednesday</u> To design and cut out shapes in preparation for your collage.</p> 

Thursday

To create a collage inspired by the work of Henri Matisse!



Friday

To evaluate my collage.



This week, you will be learning all about the artist Henri Matisse and the collages he created. You will be evaluating his work, then preparing and creating your own collage! Finally, you will be evaluating your art work.

Year 6 Maths overview

22.02.2021 - 26.02.2021

This week, we will be continuing to learn about Fractions. Our focus this week will be subtracting fractions and mixed numbers, and multiplying fractions.

Each day watch the video clip (the link is provided at the top of each page) and complete the challenges. If you need to, you can re-watch the video clip as many times as you like to help you!

Then, you also have some challenges assigned to you on Classroom Secrets Kids which will test your knowledge. Your login details have been sent on Marvellous Me.

Remember to keep your presentation neat and tidy!

The answers to your maths questions are on the website, so you can even mark your answers to see how well you are doing!

The objectives we are working on are:

Monday: Subtracting mixed numbers

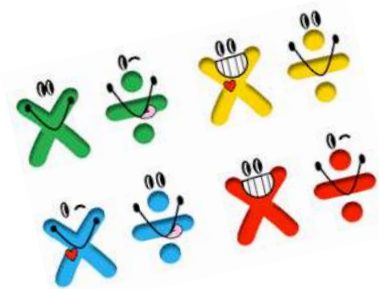
Tuesday: Subtracting fractions

Wednesday: Mixed addition and subtraction

Thursday: Multiplying fractions by integers

Friday: Multiplying fractions by fractions

Please also access Times Tables Rockstars at least twice each week,
or daily if you can!



Year 6 Writing Challenge!

This week you are going to be writing a biography all about the artist Henri Matisse! He was an artist in the late 1800s and early to mid 1900s. A biography tells the reader all about a person's life.

Monday - SPAG focus for the week - Adverbials of time

Adverbials of time, indicate to the reader when events have happened.

Tuesday - Gathering Content

Use the research you conducted yesterday and continue to research today about Henri Matisse and his life.

Wednesday - Success Criteria

Read through the biography example. Can you highlight the key features?

Thursday - Plan your biography

Having gathered content about Henri Matisse, you now need to .

Friday - Drafting your biography

It is time for you to write your biography. Complete your task on Purple Mash and don't forget to include adverbials of time.



Monday.

9-9.30 am start the day by waking up your brain with Reading Plus



9:30- 10:15 Literacy. Adverbials of time.

What Is an Adverbial of Time?

Adverbials can be grouped according to what they are describing.



Adverbials of time answer the question 'when'.
Can you identify them in the following sentences?

We are late for school.

Adverbials of Time

Look at the adverbials of time to describe when an event happened.



Every Saturday, I see a troop of hilarious ducks swimming in the stream that runs through our town.



Last night, I packed my teddy in my bag to go on holiday – we are travelling all around the world.



On the playground, the minion was playing with the hoop all day.



Before the end of the day, Shaun will find a way to extract himself from the pot he is stuck in on the patio.

You can also watch this clip to help your understanding. Remember, you have learnt about time adverbials before!

<https://www.twinkl.co.uk/teaching-wiki/time-adverbials>

Monday - Adverbials challenge!

Adverbials of Time

An **adverbial of time** is a word or phrase which tells us **when** the sentence is taking place.

Can you underline all of the **adverbials of time** in these sentences?

1. In the morning, my brain felt full of fog and nightmarish Glitter Riot lyrics.
2. Sometimes, when I can't sleep, listening to their songs magically helps.
3. After I'd finished my hot chocolate, I put on my favourite pyjamas and tried to get to sleep.
4. After a bit, I grabbed my phone, shoved my earphones into my ears, and played the latest Glitter Riot album on repeat.

Each of the words in the box below is an adverbial of time.

again	now	soon	tonight
early	often	then	at first
never	first	after	once
eventually	after a bit	suddenly	in the morning
occasionally	always	sometimes	finally

Can you add an adverbial of time to each of these sentences?

1. _____, I couldn't speak.
2. _____, when we're anxious about things, it can affect how we behave.
3. My insides felt like jelly _____, but I tried to ignore it.
4. _____, I forgot about singing completely.

Challenge

Underline each of the adverbials of time in this extract.

My fingers were so sweaty that I thought that the mic was going to slip from my hand. As I shuffled in front of the Merry Men, my knees jiggled and my teeth chattered. The music galloped along and my heart galloped with it. Any second, I would have to start singing. But the lights were too bright and the crowd was too big. Too late, I remembered that I was supposed to strike a dashing pose. I stuck my arm out and felt a paperclip ping off the back of my costume.

"I'm wearing tights!" I squealed. My face went hot. As I stumbled from the stage, the Merry Men collapsed in giggles behind me. I threw the mic at Miss Underbridge and ran back into the classroom, sobbing.

10.15-10.30 am Times Table Rockstars time!



10.30 - 10.45 am Have a brain break.

10.45 - 11.10 am Relax your mind with today's mindfulness activity below.



MINDFULNESS NATURE COLOURING

WHAT YOU NEED

Colouring pens



INSTRUCTIONS

1. FIND A QUIET AND PEACEFUL LOCATION OUTSIDE WHERE IT IS SAFE TO SIT
2. WITH YOUR PRINT OUT COLOURING SHEET, USING THE COLOURS YOU SEE AROUND YOU, COLOUR IN YOUR SHEET. HAVE ATTENTION TO DETAIL BY TAKING YOUR TIME AND TRYING TO STAY WITHIN THE LINES.



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11.10am - 12pm Maths

Monday: I can subtract mixed numbers

1. Watch the White Rose Maths video first:
<https://vimeo.com/471345369>
2. Complete the two challenges below
3. Log-on to Classroom Secrets Kids and have a go at the 'Subtract 2 Mixed Numbers Video Tutorial' to consolidate your learning and answer the questions.

Subtract mixed numbers



1 Complete the subtractions.

Use the bar models to help you.

a)

$$15\frac{1}{8} - \frac{1}{2} = \square$$

b)

$$17\frac{7}{8} - \frac{3}{4} = \square$$

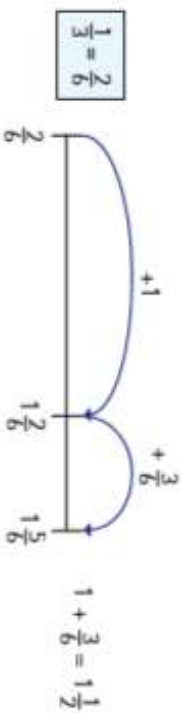
c)

$$1\frac{1}{2} - \frac{3}{8} = \square$$

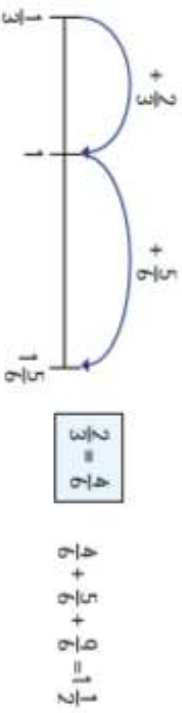


2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$

3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} =$

d) $7\frac{5}{6} - \frac{13}{24} =$

b) $3\frac{3}{16} - \frac{1}{8} =$

e) $4\frac{4}{9} - \frac{4}{27} =$

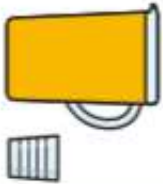
c) $2\frac{5}{6} - \frac{2}{3} =$

f) $6\frac{11}{12} - \frac{3}{4} =$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

12- 1pm Take a break have some lunch



1pm - 1:45pm Monday's Art

Monday

Watch the two videos below to find out about the artist Henri Matisse through a story of his life:

<https://www.youtube.com/watch?v=ZfQ7WnjteFk>

Then, visit the website below to find out more:

<https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse>

Monday Challenge

Use your learning about Henri Matisse and his work to complete the fact file below! Remember to write in full sentences and keep your

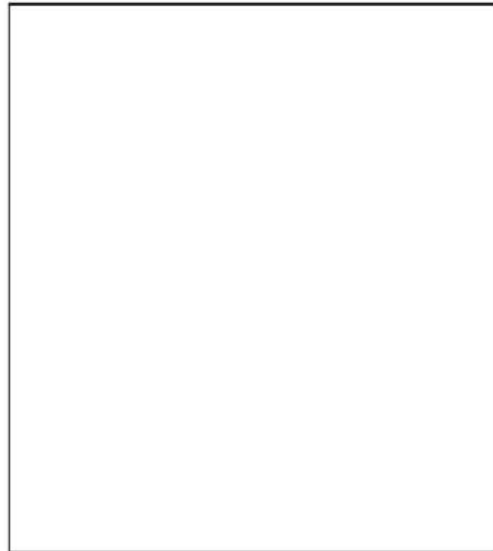
presentation neat and tidy!  _____

Artist Study

Name:

Artist:

Draw something that reminds you of the artist.



Three interesting things you've learned about the artist:

1. _____

2. _____

3. _____

In which art period was this artist most famous?

Describe one artwork from this artist:

How does this artwork make you feel?

1:45-2:05pm Join your class for today's **ZOOM** session!



2:05-3pm Continue with your Art challenge for today's lesson!

Tuesday.

9-9.30 am start the day by waking up your brain with Reading Plus



9.30 - 10.15 am Today's writing challenge.

Tuesday - Gathering Content

These clips will give you lots of ideas about Henri Matisse and how he became an artist. Take notes all about his life on the lines below!

<https://www.youtube.com/watch?v=nVlv8VsI2-g>



Tuesday - Gathering Content Information

Artist Fact Sheet

Henri
Matisse
1869 - 1954



Henri Matisse was born in France, and was the oldest son of a prosperous grain merchant. He initially studied law, and worked as a court administrator. In 1889, he developed appendicitis. While he was recovering, his mother brought him some art supplies and he began painting. His father was very disappointed when Henri decided to become an artist.

At first, Matisse painted in a traditional style. In 1896, he visited Australia, where he was introduced to Impressionism, and to the work of Van Gogh. Matisse changed his style completely.

Matisse bought lots of work by other artists that he admired. So much so, that he went into debt, leading to more sombre paintings in 1902. In 1906, Matisse met Pablo Picasso, and they became lifelong friends, as well as rivals.

In 1941, Matisse had serious surgery and began using a wheelchair. At this time, he began creating large paper collages, with some help from assistants. He called his technique "painting with scissors". In 1952, he established a museum dedicated to his work, the Matisse Museum in Le Cateau. He died in 1954.



Work: Madame Matisse (1905), The Snail (1952-1953)

10.15-10.30 am Times Table Rockstars time!



10.30 - 10.45 am Have a brain break.



10.45 - 10.55 am

Relax your mind with today's mindfulness activity below.


The Five Senses Exercise



Take the children outside if the weather is nice, and have them lie silently in the grass. Begin to call out each of the five senses in turn (sight, smell, sound, taste, touch), and ask the children to notice everything they can with that particular sense, until you call out the next one. This exercise can also work well on walks, and in a number of other situations.

10.55-11.10 am Spelling Practice!

Practise this week's spellings using the strategy below to help you memorize them!

<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> <div style="text-align: center;">  </div> <p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p>
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bough	enough	though	thought
rough	ought	cough	bought
	drought	tough	although

11.10 am - 12pm Tuesday Maths

Tuesday: I can subtract fractions

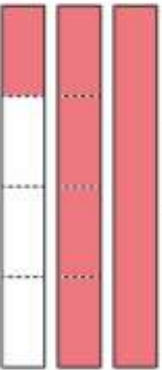
1. Watch the White Rose Maths video first:
<https://vimeo.com/475425649>
2. Complete the two challenges below
3. Log-on to Classroom Secrets Kids and have a go at the 'Year 6 Subtracting Fractions Year 6 Lesson slides' to put your learning into practice and answer the questions!

Subtract fractions

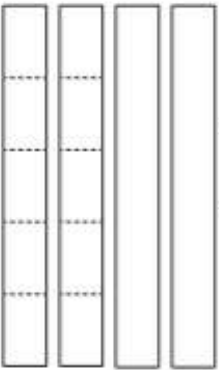
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- 1 Complete the diagrams to show the subtractions.

a) $2\frac{1}{4} - \frac{2}{4} = \square$



b) $3\frac{2}{5} - \frac{3}{5} = \square$



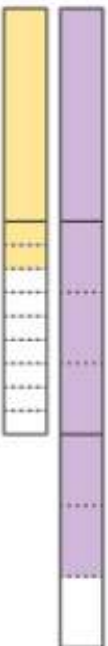
- 2 Draw a diagram to represent $3\frac{1}{6} - \frac{5}{6}$

Complete the calculation. $3\frac{1}{6} - \frac{5}{6} = \square$

- 3 Complete the calculation.

$2\frac{2}{3} - 1\frac{2}{9} = \square$

You can use the diagrams to help you.



Did you use the same method as your partner?

- 4 Complete the calculations.

a) $5\frac{3}{4} - 1\frac{3}{8} = \square$

c) $6\frac{1}{5} - 1\frac{3}{4} = \square$

b) $4\frac{7}{20} - 2\frac{7}{10} = \square$

d) $6\frac{5}{6} - 4\frac{2}{9} = \square$

- 5 Complete the calculations.

a) $8 - \frac{1}{4} = \square$

b) $8\frac{1}{8} - \frac{1}{4} = \square$

$8 - 1\frac{1}{4} = \square$

$8\frac{1}{8} - 1\frac{1}{4} = \square$

$8 - \square = 3\frac{3}{4}$

$8\frac{1}{8} - \square = 2\frac{7}{8}$

$8 - \square = 3\frac{1}{4}$

$8 - \square - 3\frac{1}{4} = 5\frac{5}{8}$

- 6 Filip has $4\frac{2}{5}$ kg of potatoes.

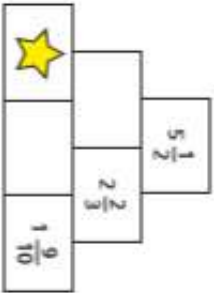
He has $2\frac{3}{4}$ kg of carrots.

How much heavier are the potatoes than the carrots?

- 7 What is the difference between A and B?



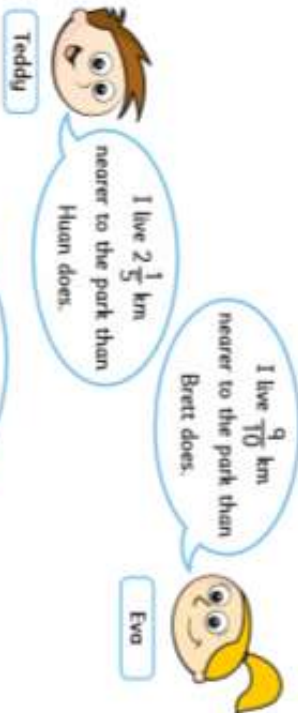
- 8 In this addition pyramid, a number is the sum of the two numbers below it.



Work out the value of the star.

- 9 The table shows the distance each child lives from the park.

Name	Annie	Brett	Teddy	Huan	Eva
Distance from park		$3\frac{1}{4}$ km		$4\frac{1}{10}$ km	



Teddy: I live $2\frac{1}{5}$ km nearer to the park than Huan does.

Annie: I live 750 m nearer to the park than Teddy does.

Brett: I live $\frac{9}{10}$ km nearer to the park than Brett does.

Eva: I live $\frac{9}{10}$ km nearer to the park than Brett does.

Complete the table.
Use the space below to show your workings.

12- 1pm Take a break have some lunch



1-2pm Find a fun science activity to try in the following website..

<https://drjosciencesolutions.co.uk/2020/07/21/daily-science-activities-during-partial-school-closures-the-final-week-15-16-and-17/>

Have fun and please send in pictures!☺

2 - 3pm Tuesday- Art.

Tuesday- Evaluating Henri Matisse's work

Today, you are going to evaluate Henri Matisse's work.

Have a look at the powerpoint slides below. Think about how his work is interesting and effective.

Then, choose your favourite collage and answer the questions below!

Henri Matisse

(1869-1954)

Henri Matisse was born
in France in 1869.

He is very famous for using bold
colours. He is very well known
for his paintings which used lots
of rich, bright colours.



At the age of 72, Matisse became
very ill and was confined to a
wheelchair. He could no longer
paint so he turned to making
collages with a technique that he
called “**painting with scissors**”.

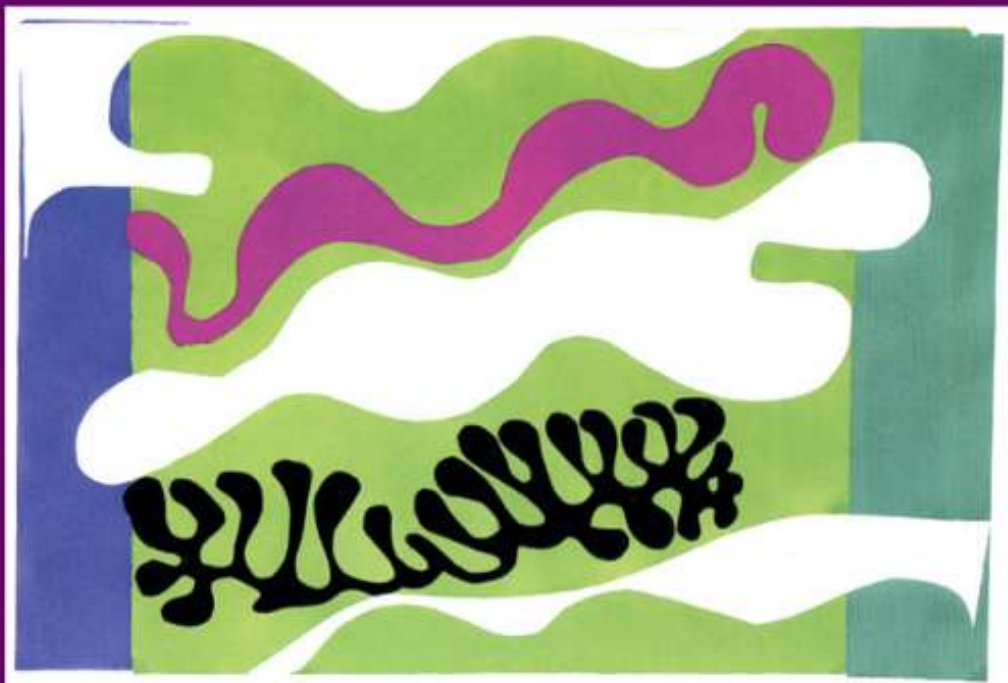
He would cut and tear pieces of
brightly coloured paper without
drawing any shapes first. The
shapes he cut out were then
arranged onto large sheets of white
paper and stuck down.



The Snail, 1953

Matisse's collages were often quite large.

This one is nearly 3m square!



Lagoon, 1944



Anfitrite, 1947



Polinesia, The Sky, 1947



Panel with mask, 1947



The Eschimo, 1947



La Perruche et la sirène, 1952



The Beasts of the Sea, 1950



The Creole Dancer, 1950



La Gerbe, 1953



Tuesday challenge

Your task today is to choose one piece of Henri Matisse's collages, and evaluate it below, answering the questions.

1) What is the name of the art you have chosen to write about?

2) When was it created?

3) What are the three most common colours used?

4) What can you see in the collage?

5) Why do you think Matisse created this piece of art?

6) How does the collage make you feel?

Wednesday

9-9.30 am start the day by waking up your brain with
Reading Plus

9.30 - 10.15 Today's writing challenge- Success criteria.

Can you highlight the following in this biography?

Time adverbials

Subheadings

Capital letters for proper nouns

Additional information

Who was Henri Matisse?

Henri Matisse was a very well-known French artist. He was famous for his paintwork in his early life and in his later life, for his collages.

Matisse's Early Life

Henri Matisse was born in France in 1869. He grew up in Northern France and his father was a prosperous grain merchant. After finishing school, Matisse attended university in Paris studying law. At the age of 20, Matisse unfortunately developed appendicitis. Whilst he recovered, his mother bought him some art supplies and he started painting - something which he loved. Then, he decided to become an artist.

Paintwork

Initially, Matisse painted in a traditional style, then, he was introduced to Impressionism and the works of Van Gogh, and so his painting style changed a great deal. He found himself buying lots of artwork and became into debt, this led to Matisse creating much sombre artwork.



Through the following decades, Matisse continued to create many more famous pieces of artwork and eventually became good friends with fellow artist Pablo Picasso.

Later life

By the beginning of the Second World War, Matisse's health started to become worse. He fled Paris from German occupation and lived in Nice (in the south). In 1941, after being diagnosed with cancer, Matisse had serious surgery, which left him bed-bound and having to use a wheelchair. It was during this time, Matisse started to create large collages with help from his assistants. He called this 'painting with scissors' and this is something which children and adults around the world today try to replicate. He died in 1954, having become one of the most famous artists in the world.

10.15-10.30 am Times Table Rockstars time!



10.30 - 10.45 am Have a brain break.



10.45 - 10.55 am Relax your mind with today's mindfulness activity below



Brain Break Breathing



Sun Breaths

Sit on the floor in a comfortable position. Close your eyes and take some slow deep breaths in and out. Picture a bright, shining sun smiling at you. Feel the sun on your face. Breathe slowly and let the sun warm your face. Imagine the sun warming your shoulders and back. Imagine the sun warming your arms. Continue to breathe in and out slowly and calmly. Imagine the sun's warmth spreading to your legs. Finally, feel the warmth all the way in your fingers and toes. Slowly stretch your arms overhead and your legs and feet out in front of you. Take a deep breath in and bend over towards your feet. Slowly exhale and sit back up. Take one more deep breath in and out and slowly open your eyes.

10.55 - 11.10 Handwriting challenge

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11:10- 12:00 Wednesday's Maths

Wednesday: I can add and subtract fractions and mixed numbers

1. Watch the White Rose Maths video first:
<https://vimeo.com/475425864>
2. Log-on to Classroom Secrets Kids and have a go at the 'Problem Solving with Adding and Subtracting Fractions Video Tutorial' challenge!

Mixed addition and subtraction



1 Work out the calculations.

a) $\frac{2}{5} + \frac{3}{4} = \square$

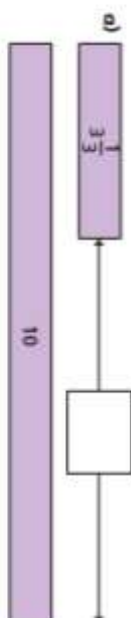
b) $2\frac{1}{4} - \frac{2}{3} = \square$

c) $3\frac{7}{10} - 2\frac{1}{4} = \square$

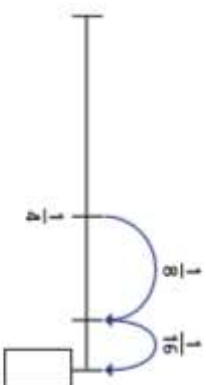
2 Complete the calculation.

$$\frac{5}{6} + 1\frac{2}{9} - \frac{1}{2} = \square$$

3 Work out the missing fractions.



b)



4 Complete the calculations.

a) $\frac{2}{5} + \frac{1}{5} + \square = 1$

b) $\frac{2}{5} + \frac{1}{5} + \square = 1\frac{1}{2}$

c) $\frac{2}{5} + \frac{1}{5} + \square = \frac{4}{3}$

d) $\frac{4}{5} = \square - \frac{4}{5}$

5 Which of these are true and which are false?

Can you decide without having to do the additions or the subtractions?

Talk about your reasons with a partner.

	True or false?
$2\frac{1}{3} + 3\frac{3}{4}$ is equal to $3\frac{1}{3} + 2\frac{3}{4}$	
$3\frac{3}{4} - \frac{1}{3}$ is less than $4\frac{3}{4} - 1\frac{1}{3}$	
$3\frac{3}{4} - 2\frac{1}{3}$ is equal to $3\frac{1}{3} - 2\frac{3}{4}$	

6 Complete the addition grid.

$1\frac{1}{4}$		$1\frac{1}{4}$	$= 3\frac{3}{5}$
$\frac{1}{25}$	$1\frac{3}{20}$		$= 3\frac{39}{100}$
	$1\frac{1}{50}$	$1\frac{3}{100}$	$= 5\frac{9}{20}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	

7 A painter uses the following mixtures.

How much more green paint does she have than purple paint?



8 Eva and Amir are working out this calculation.

$$\frac{1}{4} + \frac{25}{100} - \frac{2}{8} - \frac{9}{36}$$



This is going to be very difficult, because I can't find a common denominator.



I have found an easier way.

Find Amir's solution. Explain how this calculation can be solved.

12- 1pm Take a break have some lunch



1-2pm Wednesday - Art

Wednesday- Cutting out shapes to use in your collage.

Watch the video below to learn about how Henri Matisse used scissors to create cut outs to use in his collages.

<https://www.youtube.com/watch?v=rLgSd8ka0Gs>

Then, decide what shapes you are going to create for your very own collage. You could use your favourite collage by Henri Matisse for ideas!

Finally, start cutting out shapes in preparation for creating your collage tomorrow! You have some pieces of coloured paper in your pack which you could use. You could even use some sweet wrappers or pieces of wrapping paper that you have at home!

Below is an example of the shapes you could cut out for your collage!



Remember to use your scissors safely!

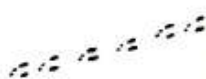
2-3pm Wednesday - Forest School challenge



This week we are going to track some animals. We will identify and follow footprints in the mud or snow (depending on the weather). While you are out walking or exploring, look carefully at the ground for footprints. Use your observational skills to look at:

- The size of footprints
- The shape of the footprints
- Number of toes
- Are there any claws?
- Can you see a drag mark from a tail?
- Is the print symmetrical?
- Can you spot a hoof shape?

Attached is a sheet to take with you to help you identify some prints. Below are some common footprints you will spot easily to get you started:

 Rabbit tracks- notice their back feet are larger than the front feet.



Bird tracks- look like the shape of arrow heads.



Cat tracks- 5 very small toes



Dog tracks-claws can often be visible at the end of each toe

For more footprint information from the RSBP follow the link:
www.rspb.org.uk/globalassets/downloads/animaltracks_tcm9-133380.pdf



Ready to get detecting?
How many of these footprints can you find?



Look for prints in soft mud near a pond or lake, after rain, or in the frost and snow during winter.

Feel free to copy and share this for personal and educational use – and don't forget there are loads more brilliant activities to download on our website!
woodlandtrust.org.uk/naturedetectives | 0330 333 5301 | naturedetectives@woodlandtrust.org.uk

f Search for 'nature detectives' | t #NatureDetectives


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Thursday

9-9.30 am start the day by waking up your brain with Reading Plus

9.30 - 10.15 am Today's writing challenge.

Thursday - Planning your biography 

I can plan a biography about Henri Matisse 

Who was Henri Matisse?

Early life

Time adverbials you could use -

Paintwork

Time adverbials you could use -

Later life

Time adverbials you could use -

Thursday - adverbials of time word mat to help with your planning!

Time

Afterwards,
Already,
Always,
Immediately,
Last month,
Now,
Soon,
Yesterday,
Today,
Tomorrow,
Next year,
In January,
On Tuesday,
In the morning,
After a while,
As soon as she could,
Before long,
All of a sudden,
In the blink of an eye,
Just then,
Eventually,
Later,



10.15-10.30



am

Times Table

Rockstars time!

10.30 - 10.45 am Have a brain break



10.45 - 10.55 am



Relax your mind with today's mindfulness below.

Yoga Cards

Warrior II Pose - Virabhadrasana II

Benefits Strengthens and stretches legs and core; stretches chest and shoulders; relieves backaches.

- 1 Stand with your feet wide apart. Turn your left foot in and your right foot out 90°.
- 2 Inhale, and lift your arms parallel to floor.
- 3 Exhale and bend your right knee. Be careful not to extend your knee past the 90° point with your ankle.
- 4 Keep your torso tall, turn your head, and look out over your fingertips.
- 5 Inhale, straighten your legs and lower your arms. Repeat on opposite side.



Yoga Cards

Chair Pose - Utkatasana

Benefits Strengthens legs, stretches shoulders and chest.

- 1 Start in mountain pose.
- 2 Exhale, and bend your knees as if you were sitting in a chair.
- 3 Reach your arms towards the ceiling, with your palms facing each other.
- 4 Hold this pose and breathe.



Yoga Cards

Mountain Pose - Tadasana

Benefits Improves posture, strengthens core, muscles and legs.

- 1 Stand tall with your weight balanced evenly on your feet.
- 2 Firm your thigh muscles and pull in your tummy.
- 3 Press your shoulders back and hold your arms out straight, a little way from your body.
- 4 Breathe deeply and hold as long as needed (at least two long breaths).



Yoga Cards

Tree Pose - Vrikshasana


Benefits Improves balance; strengthens thighs, calves, and ankles; stretches legs and chest; develops concentration.

- 1 Begin in mountain pose.
- 2 Lift your right foot, turning your knee out; place your foot below your left knee.
- 3 Press your hands together.
- 4 Raise arms overhead, and look up to your hands if possible.
- 5 Return hands to your chest, and lower your right leg.
- 6 Repeat with left leg.



10.55 - 11.10 am Spelling Practice!

Practise this week's spellings below using the strategy below

<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center; margin-top: 20px;">  </div>
---	---

bough	enough	though	thought
rough	ought	cough	bought
	drought	tough	although

11.10am - 12pm Thursday Maths

Thursday: I can multiply fractions by integers

What is an integer?

An integer is simply a whole number- a number without a fraction.

1. Watch the White Rose Maths video first:
<https://vimeo.com/475426110>
2. Complete the two challenges below
3. Log-on to Classroom Secrets Kids and have a go at the 'Multiply Fractions by Integers Video Tutorial' to practice your learning!

Multiply fractions by integers



1 Complete the calculations.

a)

$$\frac{2}{7} \times 2 = \square$$

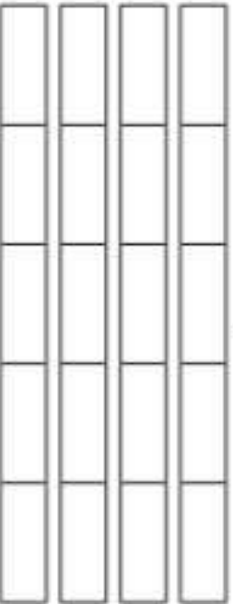


b)



$$3 \times \frac{3}{10} = \square$$

2 a) Shade the bar models to show $\frac{2}{5} \times 4$



b) Complete the multiplication.

$$\frac{2}{5} \times 4 = \square$$



3 Complete the calculations.

a) $\frac{1}{3} \times 1 = \square$

$$\frac{1}{3} \times 2 = \square$$

$$\frac{1}{3} \times 3 = \square$$

$$\frac{1}{3} \times 4 = \square$$

$$\frac{1}{3} \times 5 = \square$$

$$\frac{1}{3} \times 6 = \square$$

b) $\frac{1}{4} \times 1 = \square$

$$\frac{1}{4} \times 2 = \square$$

$$\frac{1}{4} \times 3 = \square$$

$$\frac{1}{4} \times 4 = \square$$

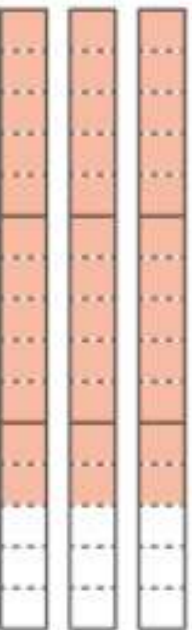
$$\frac{1}{4} \times 5 = \square$$

$$\frac{1}{4} \times 6 = \square$$

What patterns do you notice?

4 Complete the multiplication.

$$2 \frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?

5 Match the calculations:

$$\frac{2}{3} + \frac{2}{3}$$

$$\frac{1}{2} \times 6$$

$$\frac{1}{4} \times 24$$

$$18 \times \frac{1}{4}$$

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

$$\frac{1}{6} \times 10$$

$$\frac{5}{12} \times 4$$

$$12 \times \frac{1}{2}$$

$$1\frac{1}{2} \times 3$$

$$\frac{1}{3} \times 4$$

6 Write each answer as a mixed number in its simplest form.

a) $1\frac{1}{5} \times 2 =$

d) $2\frac{2}{5} \times 5 =$

b) $2\frac{1}{6} \times 3 =$

e) $7 \times 3\frac{1}{2} =$

c) $2\frac{2}{5} \times 4 =$

f) $\frac{11}{15} \times 7 =$

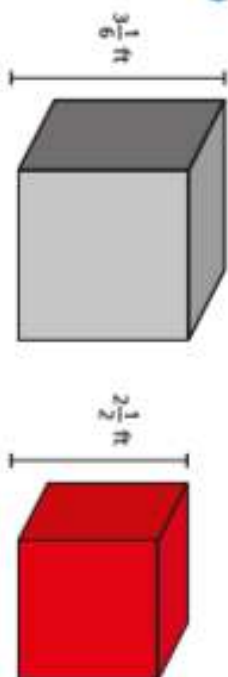
7 Fill in the missing numbers.

a) $2\frac{\square}{7} \times 3 = 6\frac{6}{7}$

b) $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.
How many tins does she eat in a year?

9



Jack builds a tower using grey blocks.
Alex builds a tower using red blocks.
The towers are exactly the same height.
How many blocks could they each have used?

12- 1 pm Take a break have some lunch



1 - 1:45pm Purple Mash.



1.45-2:05pm Join your class for today's ZOOM session!

2:05 - 3pm Thursday Art- Create your own collage

You will need:

- 1 piece of card
- Pieces of different coloured paper
- Scissors
- Glue stick

Watch the video below to see the steps you need to take. Then, create your own collage in the style of Henri Matisse!

<https://www.youtube.com/watch/hy4DUpsC22c>

Friday

9-9.30 am start the day by waking up your brain with Reading Plus



9.30 - 10.15 am Today's writing challenge.

Friday - Drafting your biography



On Purple Mash, you have been set template to write your biography all about Henri Matisse. Don't forget to include adverbials of time!



10.15-10.30 am Times Table Rockstars time!



10.30 - 10.45 am Have a brain



break.

10.45 - 10.55 am Relax your mind with today's mindfulness activity on the next page...



Collect some stones, leaves and flowers from your garden or on your walk.



Create a face. You could use stones for eyes, a twig for a smile, leaves for hair and a flower for a nose.



10.55 - 11.10 am Friday - Handwriting

l

l l l l

le le le

ll ll ll

li li li

lo lo lo

ld ld ld

luck luck

lake lake

look look

like like

11.10 am - 12pm Friday Maths

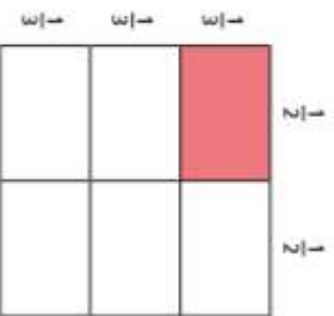
Friday: I can multiply fractions by fractions

1. Watch the White Rose Maths video first:
2. <https://vimeo.com/476253821>
3. Complete the two challenges below
4. Log-on to Classroom Secrets Kids and have a go at the 'Multiply Fractions by Fractions Year 6 Lesson Slides' to practice your learning and answer the questions!

Multiply fractions by fractions



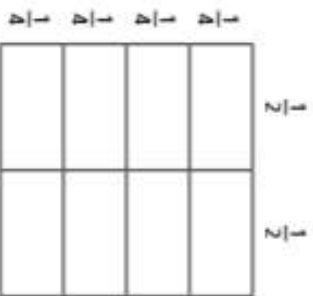
- 1 Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

- 2 Shade the diagrams to show the fraction multiplications. Complete the multiplications.

a) $\frac{1}{2} \times \frac{1}{4} =$



b) $\frac{1}{2} \times \frac{2}{3} =$



- 3 a) Divide the square to show that $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



- b) Mo says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Mo correct? _____
Explain your answer.

4 Complete the calculations.

a) $\frac{1}{4} \times \frac{1}{5} =$

e) $\frac{3}{4} \times \frac{1}{5} =$

b) $\frac{1}{5} \times \frac{1}{6} =$

f) $\frac{2}{5} \times \frac{5}{6} =$

c) $= \frac{1}{7} \times \frac{1}{8}$

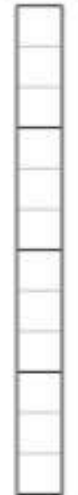
g) $\frac{5}{7} \times \frac{5}{8} =$

d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} =$

h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} =$

5 Use the diagram to complete the calculations.

a) $\frac{1}{3}$ of $\frac{1}{4} =$



b) $\frac{2}{3}$ of $\frac{3}{4} =$



c) What do you notice about your answers?
Talk to your partner.

6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\text{input}}$

b) $\frac{1}{5} \times \frac{\text{input}}{3} = \frac{2}{15}$

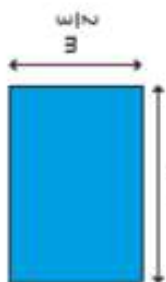
7 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{\text{input}}{4} \times \frac{\text{input}}{5}$

b) $\frac{1}{4} = \frac{\text{input}}{4} \times \frac{\text{input}}{5}$

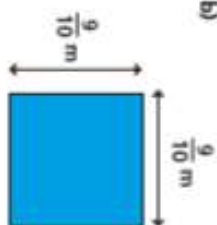
8 Calculate the area of the shops.

a) $\frac{4}{5} \text{ m}$



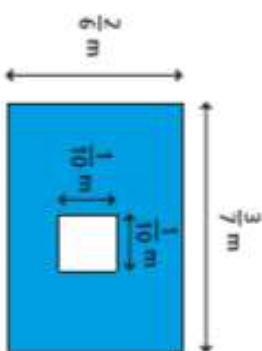
Area = m^2

b)



Area = m^2

9 Work out the area of the shaded part.



12- 1 pm Take a break have some lunch



1-2pm Friday Art

Friday- Evaluate your collage

Your task today is to evaluate your own piece of collage art. To do this, answer the following questions. Remember to write in full sentences!



What have you learnt about Henri Matisse?

What have you learnt about collages?

Describe the collage you have made.

What do you like about your collage?

How could you improve your collage if you did it again?

How is your collage similar to a collage by Henri Matisse?



What is your number one 'tip' for someone who is going to create a collage of their own?

2-3 pm End the week by getting active!

You could try one of the following...



Cosmic Kids Yoga

<https://www.youtube.com/user/CosmicKidsYoga>



PE with Joe Wicks

<https://www.youtube.com/watch?v=hozv0a23eKk>