Home Learning Pack

Year 6

Guidance and Answers

Week 9
22/06/2020

Classroom secrets KIDS

**This week's pack supports the <u>Week 9 timetable</u> on Classroom Secrets.**

Monday

Maths – Area and Perimeter (page 2)

Question 1 – In this question, children are asked to circle the shape which has a different perimeter. The **perimeter** is the distance around the edge of a shape. To find the perimeter of a shape, add together the lengths of all its sides. Children need to note that some lengths are measured in millimetres (mm) and some are measured in centimetres (cm), so **conversions** (changing from one unit of measure to another) will be needed to ensure they adding the same unit of measure. To convert mm to cm, they will need to divide by 10, and to convert cm to mm, they will need to multiply by 10.

Circle the shape which has a different total perimeter to the others.
The correct answer is: C

Question 2 – This question asks children to complete missing values by using the following formulas to calculate perimeter (p) and area (a): $p = 2l + 2w$ (2 x length + 2 times width) and $a = w \times l$ (width x length). **Area** is the space occupied by a 2D shape measured in square units (e.g. cm²). Children should realise that compound shapes must be split into rectangles and work out those areas, and then add them together to find the area of the whole shape. For example:

7cm
9cm | 63cm² | 35cm² | *Not to scale*
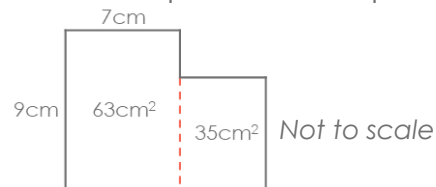
Using the formulas $p = 2l + 2w$ and $a = w \times l$, complete the missing values. The correct answers are: A. 7cm, 70mm, 98cm²; B. 140mm, 16cm, 308cm²

Question 3 – This question asks children to calculate the possible perimeter of the shape using the knowledge that the area is greater than 100m². It may be helpful to split the shape into two rectangles. The children can then ensure that the area of both shapes, when added together, totals more than 100m².

Work out the possible perimeter of the shape. Convince me. Various answers, for example: The total perimeter could be 44m as shown below. This would result in an area of 109m².

9m
2m
4m
9m
7m
13m
Not to scale
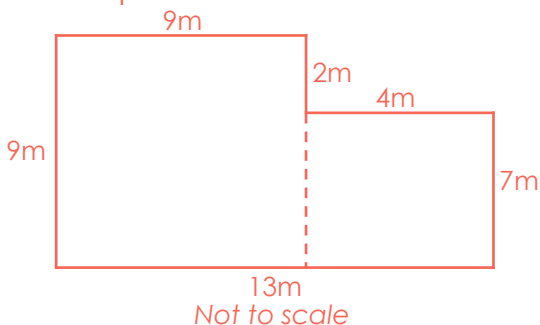
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Monday

English – Was or Were? (page 3)

Question 1 – In this question, children are asked to circle the odd one out. To do this, they need to use their knowledge of the subjunctive form. The **subjunctive** is a verb form used to express a hypothetical situation, or something that you wish would happen, rather than an actual situation. The subjunctive verb 'were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example, *I wish I were older* (wishful); *If I were a teacher, I would…* (hypothetical); *Sally acts as if she were the boss* (unreal). A verb is a word used to describe an action, for example: shout, stop, jump, skip etc.

Circle the odd one out. The correct answer is: C is the odd one out as the verb 'were' is used as a linking verb, and not to express a wish or a hypothetical situation.

Question 2 – This question asks children to identify and underline words that need to be changed to ensure sentences are written in the subjunctive form. Children need to identify verbs which can be replaced by the subjunctive verb 'were'.

Underline the words that need to be changed so the sentences are in the subjunctive form. The correct answers are: A = had, B = was, C = was

Question 3 – In this question, children need to decide whether the sentence can be written in the subjunctive form. They need to decide whether any verbs can be substituted by the subjunctive verb 'were'.

Can this sentence be written in the subjunctive form? Explain your reasoning. The correct answer is: Yes, because 'were' could be used in the subjunctive form to express a wish. The sentence could say: The hockey game kicks off at 11 o'clock; I wish I were allowed to play but I have to visit my grandma.

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Tuesday

Maths – Area of a Triangle 2 (page 4)

Question 1 – In this question, children are asked to calculate the area of the triangles and match them the given areas below. As stated on page 2, **Area** is the space occupied by a 2D shape. It is measured in square units such as centimetre squared (cm²). The formula for finding the area of a rectangle is $a = w \times l$ (width x length). This result should then be halved when calculating the area of a right-angled triangle. Children need to recognise that a right-angled triangle with the same length and **perpendicular height** (at a 90° angle to a given line) as a rectangle will have an area half the size.

Calculate the area of the triangles below and match them to the correct area. The correct answers are: A. 36cm²; B. 27cm²; C. 28cm²

Question 2 – This question asks children to complete the missing length of each triangle using the known area and the length of one side. To do this, children can use the **inverse** (opposite) of the operation used to calculate the area of a right-angled triangle, for example: multiply the area by 2 and then divide by the length of the given side. Conversions will be needed to ensure they are calculating the same unit of measure.

Complete the missing lengths of the triangles. The correct answers are:
A. 4cm; B. 60mm; C. 120mm

Question 3 – This question asks children to decide whether Aurora's statement is correct. Children know that the area of the triangle is 30m². Aurora says the base and height of the triangle must be greater than 8m on both sides. Children can check this statement by using the methods outlined above. A **dimension** is the measurement of length in one direction, such as the width, depth and height of a shape.

Is she correct? Explain how you know, giving an example of the possible dimensions. The correct answer is: No, Aurora is not correct because the dimensions could be 6m x 10m. Both sides are not greater than 8m.

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Tuesday

English – Recognising Subjunctive Form (page 5)

Question 1 – In this question, children are asked to identify which sentences have been written in the subjunctive form (see page 3). Children need to look out for the use of the subjunctive verb 'were' used to express a hypothetical situation, or something that you wish would happen, rather than an actual situation.

Mark an 'x' in each box to show whether the subjunctive form has been used correctly in each sentence. The correct answers are: A and C

Question 2 – This question asks children to complete each sentence with the appropriate verb to ensure it is written in the subjunctive form. To do this, children also need to recognise the subjunctive form of **action verbs** (a doing word used to express an action), where the verb is in the basic form (without the -s). For example: They insisted that he *play* the piano.

Use the verbs below to complete the sentences. Only use each verb once. The correct answers are: A – were, B – work, C – find

Question 3 – In this question, children need to compare three different pieces of writing in order to identify who has made the mistake when using the subjunctive form. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Which person has made errors when writing in the subjunctive form? Explain why. Rewrite their sentence in the correct subjunctive form. The correct answer is: Ellie. She should have written 'I wish I <u>were</u> able to meet up with you more often.'

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Wednesday

Maths – Area of a Parallelogram (page 6)

Question 1 – In this question, children are asked to calculate the area of each parallelogram in order to identify which have an area between 80cm^2 and 90cm^2. The formula for finding the area of a parallelogram is $a = b \times h$ (base x height). It is important that the **perpendicular** (at a 90° angle to the base) height is used in this formula. This is indicated by the arrow in each diagram.

Using the formula $a = b \times h$, circle the parallelograms below with an area between 80cm^2 and 90cm^2. The correct answers are: A and B

Question 2 – This question asks children to match each parallelogram to the correct area. To do this, children will need to use the same formula as above. Conversions will be needed to ensure they are calculating the same unit of measure.

Draw lines to match the parallelograms to their correct areas. The correct answers are: A. 3; B. 1; C. 4

Question 3 – This question asks children to calculate what the base and perpendicular height for A, B and C could be, using the clues provided. The area of A must be an odd number, and the areas of B and C must be half the area of A. B and C are identical shapes. Children will need to use their understanding of calculating the area of a parallelogram as practised in the previous two questions. They may find it useful to start by trying various lengths and perpendicular heights for A first.

What could the base and perpendicular height be for A, B and C? Explain your answer. Write your answers in centimetres. Various answers, for example:
A. Base = 11cm, Perpendicular height = 5cm; B. Base = 11cm, Perpendicular height = 2.5cm; C. Base = 11cm, Perpendicular height = 2.5cm; This would be correct because the measurements of A would equal an area of 55cm^2 (which is an odd number), and the measurements of B and C would equal an area of 27.5cm^2 (which is half the area of A and are also identical to one another).

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Wednesday

English – If I were elected Prime Minister… (page 7)

This writing prompt asks children to write about what they would do if they were Prime Minister. They are asked to write about three policies they would introduce and explain why they have chosen them. This writing prompt is designed to encourage children to write in the subjunctive form and example sentences have been provided.

They will need to remember that the **subjunctive** is a verb form used to express a hypothetical situation, or something that you wish would happen, rather than an actual situation. The subjunctive verb 'were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example, *I wish I were older* (wishful); *If I were a teacher, I would…* (hypothetical); *Sally acts as if she were the boss* (unreal).

Children are also encouraged to use the subjunctive form of **action verbs** (a doing word used to express an action), where the verb is in the basic form (without the -s). For example: They insisted that he *play* the piano.

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Thursday

Maths – Volume of a Cuboid (page 8)

Question 1 – In this question, children are asked to calculate the volume of each cuboid in order to identify the odd one out. **Volume** is the space occupied by a 3D object. To do this, children will need to use the following formula: $v = l$ x w x h (length x width x height).

Circle the odd one out. The correct answer is: C is the odd one out. A and B both have a volume of 126cm³; the volume of C is 128cm³.

Question 2 – In this question, children are asked to identify the cuboids which have a volume greater than 100m³. A **cuboid** is a 3D shape with 6 rectangular faces and 12 edges. To calculate the volume of each cuboid, children will need to use the same formula as above. Conversions will be needed to ensure they are calculating the same unit of measure. To convert cm to m, they will need to divide by 100, and to convert m to cm, they will need to multiply by 100.

Mark with an 'x' the cuboids which have a volume greater than 100m³. The correct answers are: B and C.

Question 3 – In this question, children are asked identify three pairs of shapes which make a composite shape with a volume of < 200m³. **<** is a comparison symbol used to represent less than. A **composite** 3D shape is made up of 2 or more shapes. It may be beneficial for children to calculate the volume of each shape first before matching pairs which have an overall volume of less than 200m³. Conversions will be needed to ensure they are calculating the same unit of measure.

Three pairs of shapes make a composite 3D shape with a volume < 200cm³.
Which pairs of shapes are they? The correct answers are: A and B; A and D; B and D

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Thursday

English – Using Subjunctive Form (page 9)

Question 1 – In this question, children are asked to identify sentences written in the subjunctive form. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Place an 'x' in the box of sentences written in the subjunctive form. The correct answers are: B, C and D

Question 2 – In this question, children need to decide whether the statement that Maisie is using the subjunctive form is true or false. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

True or false? Maisie is using the subjunctive form. The correct answer is: True

Question 3 – In this question, children need to explain the mistake Frankie has made when writing in the subjunctive form. Children will have to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Explain the mistake he has made. The correct answer is: Frankie has used the wrong form of the verb 'to be': The sentence should be: If I <u>were</u> really ill, my mum would call the school or take me to the doctors.

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Friday

Maths – Arithmetic

Follow the link to play a reasoning game which revises some of the skills covered in Year 6 so far. <u>https://kids.classroomsecrets.co.uk/resource/year-6-sats-arithmetic-test-practice-02/</u>

English – Revision

Follow the link to play an interactive game which revises some of the spellings and how to use them in a sentence from the Year 5 and Year 6 spelling list. <u>https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-2/</u>

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Assembly Activity

Celebration certificate

On the following page in this pack (page 12), we have included a 'Home Learning Hero' certificate for you to award. Each week, we'll be hosting a celebration assembly over on our Classroom Secrets Facebook page. For more information, we've added a link to the video of our very first celebration assembly which is available on our YouTube Channel: <u>https://www.youtube.com/watch?v=883WUY1MU8Y&feature=youtu.be</u>

Home learning HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Classroom secrets KIDS

Signed

Date

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Additional Resources

English – Reading Comprehension – The Signing (page 10)

Children should read the extract and answer the questions, giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check it using a dictionary.

The answers to the questions are as follows:

1. What <u>type</u> of the text is this? A script.

2. Find <u>two</u> features of the text that indicate this. The character list, the stage directions and the character dialogue.

3. Why did Tommy put his phone on top of the fridge in the first scene? To film what was about to happen.

4. How many characters are mentioned in this script? List them from start to finish. Five: Tommy, Sandra, Kerry, Lisa and Mr. Emmet.

5. What do you notice about the text that is in italics and what is its purpose in the text? They are stage directions. They instruct the actors on what to do.

6. Compare reading this with reading a story. Is a script harder or easier to read? Does it paint a more or less vivid picture of the scene in your head? Various answers justified with evidence from the text. Scripts contain less emotion; they are more of a skeleton for a performance etc.

7. 'How many times have I told you?' is an example of what language device? A rhetorical question.

8. Do you think Tommy deserved to be signed to a youth club? Personal response supported by evidence from the text.

9. Who could Kerry and Lisa be? They could be Tommy's sisters, although this is never stated. They could be any relatives or friends.

10. How do we know when a scene has finished? The stage directions say 'lights down'.

11. Imagine the conversation that happened between Tommy and Sandra after Mr. Emmet has left. Write it here in script format. Personal response that includes the typical features of a play.

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