

## Remote Learning 6HJ

Remember to read your book every day for at least 20 minutes, and practice and recall your times tables daily.

Recording of work: If you have your Exercise books at home, please record the suggested activities in these.

If you do not, please record on paper or on MS Word. Don't forget to upload completed work to your class teacher, via [MS TEAMS using your personal log in](#)

	<b>Week beginning: 18.1.21</b>
<b>Maths</b>	<p>This week we are looking at Fractions: addition and subtraction</p> <p>Please 'have a go' at the 'Do it, Stretch it and Solve it' activities found at the bottom of this document. Complete one of these lessons a day whilst you are at home.</p> <p style="text-align: center;"><b>Please remember to only complete one activity per day</b></p>
<b>Guided Reading</b>	<p>We will arrange for a copy of 'ORANGES IN NO MAN'S LAND' to be collected from school/sent home.</p> <p><b>READ CHAPTER 3 AND ANSWER THESE QUESTIONS:</b></p> <ol style="list-style-type: none"><li><b>1. What nickname does the militiaman give to Ahmed?</b></li><li><b>2. Find and copy the word on page 11 which means inhabited. Why is this an effective vocabulary choice?</b></li><li><b>3. Find and copy the simile which describes how shells had left marks on the tarmac.</b></li><li><b>4. Use a dictionary to define and explain ferocious, pestering, strewn, fronds and bombardment.</b></li><li><b>5. What did Ayesha have to do as she approached the checkpoint?</b></li><li><b>6. At the bottom of page 11/12 the sounds of war are described. Compare this paragraph with the following one. What technique is employed by the author?</b></li><li><b>7. What were they all fighting for? Religion? Politics? Was it rich against the poor? Sometimes I wonder if the fighters themselves knew what they were doing." Why are rhetorical questions used here?</b></li><li><b>8. On page 13, the war-torn city is described through Ayesha's eyes. What images can she picture clearly now? Why does she not notice the mess at the time?</b></li></ol>

<p><b>Writing</b></p>	<p><u>WEEK 3 WRITING</u>  <u>Wednesday</u>  <b>PERSUASIVE LETTER FEATURES:</b></p> <ul style="list-style-type: none"> <li>• <i>First person</i></li> <li>• <i>Formal tone</i></li> <li>• <i>Rhetorical questions</i></li> <li>• <i>Flattery</i></li> <li>• <i>Emotive language</i></li> <li>• <i>Exaggeration</i></li> <li>• <i>Arguments supported by facts and evidence</i></li> <li>• <i>Persuasive adjectives</i></li> <li>• <i>Conjunctions</i></li> <li>• <i>Imperative verbs</i></li> </ul> <p><i>Look carefully at the persuasive letter to Harry Kane. Can you spot the persuasive features?</i>  <i>Use a colour coded key to annotate the letter.</i>  <i>What do you notice about how the letter is set out?</i>  <i>Write down some instructions for how to set out a letter.</i></p> <p><u>Thursday</u>  <i>We will be planning to write a letter to Mrs D'Arcy, to persuade her to enlarge our playtime bubble!</i>  <i>Include all the persuasive features listed above! Plus, look at this checklist for ideas of how to plan your letter.</i></p> <table border="1" data-bbox="392 922 1120 1385"> <thead> <tr> <th colspan="2">Persuasive Letter Writing</th></tr> <tr> <th></th><th>Self-Check</th></tr> </thead> <tbody> <tr><td>The sender's address is on the right.</td><td></td></tr> <tr><td>The recipient's address is on the left.</td><td></td></tr> <tr><td>The letter shows the date on which it was written.</td><td></td></tr> <tr><td>There is a greeting to the recipient.</td><td></td></tr> <tr><td>The opening sentence hooks the reader and explains why you are writing.</td><td></td></tr> <tr><td>There is an introduction.</td><td></td></tr> <tr><td>The text is organised into paragraphs, which each have their own point.</td><td></td></tr> <tr><td>Each point has arguments to support it.</td><td></td></tr> <tr><td>There is a conclusion which summarises the main point of the letter and reiterates the opinion.</td><td></td></tr> <tr><td>The letter finishes with 'Yours faithfully' if you do not know the name of the recipient or 'Yours sincerely' if you do.</td><td></td></tr> </tbody> </table> <div data-bbox="1375 188 2024 271"> <div> Lilywhite House,  782 High Road,  London,  N17 0BX </div> <div> Wilton Junior School,  Soulton,  Bettershram,  RE5 5TE </div> </div> <p>Tuesday 22<sup>nd</sup> December</p> <p>Dear Mr Kane,</p> <p>It goes without saying that you are at the peak of your football career. Surely you must want to support the next generation of football heroes to become the stars of football's future? That's why I'm writing to ask if you would pay a visit to my school and coach our team – the Wilton Wildcats.</p> <p>Undoubtedly, your great leadership skills led England to success in many World Cup matches in 2018. The Wilton Wildcats require skilled and experienced leadership to achieve our potential. Only someone with your expertise would be able to steer our team to victory. A coaching session from you would guarantee a successful future for the Wilton Wildcats this season.</p> <p>The Wilton Wildcats' track record has taken some unjustified hits over the past few seasons. Despite the huge effort of the team, goals are simply not being scored. With your irrefutable reputation and skills as a superstar striker, you are the missing piece of the puzzle that the Wilton Wildcats need to improve their game. A simple opportunity for guidance from you could be the difference between league success or failure. Could you generously provide just one coaching session to open up years of footballing opportunities?</p> <p>Additionally, the prodigies of Wilton Wildcats are a dedicated and enthusiastic group of sportspeople. They train every Thursday night, come rain or shine. Shouldn't their dedication be rewarded with success? If you join us for a training session at your convenience, I am certain that your experience with us would be fun and enjoyable for you and any colleagues you bring along.</p> <p>Ultimately, the future success of the Wilton Wildcats lies in your hands. With just one visit from you, morale can be boosted, skills can be learnt and league victory could be achieved. I'm positive that you'll see the merit in this opportunity.</p> <p>Yours sincerely,</p> <p>Georgia Russell  Wilton Wildcats Captain</p> <p><u>Friday</u>  <i>Write out your persuasive letter in neat, joined handwriting.</i>  <i>Remember to set out your letter correctly.</i></p>	Persuasive Letter Writing			Self-Check	The sender's address is on the right.		The recipient's address is on the left.		The letter shows the date on which it was written.		There is a greeting to the recipient.		The opening sentence hooks the reader and explains why you are writing.		There is an introduction.		The text is organised into paragraphs, which each have their own point.		Each point has arguments to support it.		There is a conclusion which summarises the main point of the letter and reiterates the opinion.		The letter finishes with 'Yours faithfully' if you do not know the name of the recipient or 'Yours sincerely' if you do.	
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<p><b>Spelling</b></p>	<p>This week take time to practise the words you don't yet know from the statutory word lists for Y3/4 and Y5/6.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix</a></p>																								

	<p><a href="#">1 - Spelling.pdf</a></p> <p>Use one of our No Nonsense Spelling strategies to help you rehearse and remember this week's words. Use our school website if you need help remembering them: <a href="https://hardwicke-parochial.eschools.co.uk/web/english/501701">https://hardwicke-parochial.eschools.co.uk/web/english/501701</a></p>
<b>Topic/Science</b>	<p><b>SCIENCE:</b> This term we are continuing to learn about the Human Anatomy, specifically the heart. Please visit this website and complete one activity a week, whilst you are at home: <a href="https://classroom.thenational.academy/units/human-anatomy-f968">https://classroom.thenational.academy/units/human-anatomy-f968</a></p> <p><b>GEOGRAPHY:</b> Our new geography topic is all about 'Natural Disasters'. THIS WEEK, FIND OUT ABOUT THE WATER CYCLE. DRAW AND LABEL A DIAGRAM AND EXPLAIN EACH PART OF THE PROCESS. Please visit this website and complete one activity a week, whilst you are at home: <a href="https://teachers.thenational.academy/lessons/where-is-earths-water-69jkcc">https://teachers.thenational.academy/lessons/where-is-earths-water-69jkcc</a></p> <p><b>PSCHE:</b> Whilst you are isolating at home, it is important you keep safe. Please visit this website and complete one activity a week, whilst you are at home: <a href="https://classroom.thenational.academy/units/keeping-safe-2054">https://classroom.thenational.academy/units/keeping-safe-2054</a></p>

Maths:

Manday 18 <sup>th</sup> January 2021	Tuesday 19 <sup>th</sup> January 2021	Wednesday 20 <sup>th</sup> January 2021	Thursday 21 <sup>st</sup> January 2021	Friday 22 <sup>nd</sup> January 2021
Fractions - addition	Fractions - addition	Fractions - subtraction*	Fractions - subtraction	Fractions - subtraction*
How am I doing?	How am I doing?	How am I doing?	How am I doing?	How am I doing?
Teacher Me	Teacher Me	Teacher Me	Teacher Me	Teacher Me
Do it	Do it	Do it	Do it	Do it
Stretch it	Stretch it	Stretch it	Stretch it	Stretch it
Solve it	Solve it	Solve it	Solve it	Solve it
Add mixed numbers (denominators multiples of each other) fractions within the whole (mixed number answer)	Add mixed numbers (denominators not multiples of each other) fractions within the whole (mixed number answer)	Subtract proper fractions denominator multiples within the whole	Subtract proper fractions (denominators not multiples of each other) within the whole	Subtract proper fraction from mixed number same denominator across the whole
Calculate: $1\frac{1}{5} + 2\frac{1}{10} = 1\frac{2}{8} + 2\frac{2}{4} =$ $1\frac{2}{5} + 2\frac{2}{10} = 2\frac{3}{8} + 2\frac{1}{2} =$ $\square = 1\frac{3}{12} + 2\frac{1}{4}$	Calculate: $1\frac{1}{3} + 2\frac{1}{2} = 1\frac{1}{2} + 2\frac{1}{5} =$ $2\frac{2}{3} + 2\frac{1}{4} = \square = 1\frac{3}{4} + 2\frac{1}{5}$ $2\frac{1}{2} + 2\frac{1}{3} + 1\frac{1}{4} =$	Calculate: $\frac{3}{4} - \frac{1}{8} = \square = \frac{7}{15} - \frac{2}{5}$ $\frac{3}{4} - \frac{3}{8} = \frac{1}{2} - \frac{1}{8} - \frac{1}{16} =$ $\frac{2}{3} - \frac{1}{6} =$	Calculate: $\frac{1}{3} - \frac{1}{4} = \frac{2}{3} - \frac{1}{5} =$ $\frac{2}{3} - \frac{1}{4} = \square = \frac{3}{4} - \frac{2}{6}$ $\square = \frac{5}{6} - \frac{1}{4} - \frac{1}{2}$	Calculate: $1\frac{3}{8} - \frac{7}{8} = \square = 1\frac{4}{7} - \frac{5}{7}$ $1\frac{6}{8} - \frac{7}{8} = 2\frac{2}{9} - \frac{3}{9} - \frac{7}{9} =$ $2\frac{2}{5} - \frac{3}{5} =$
Colin thinks that to calculate $1\frac{3}{4} + 2\frac{1}{8}$ he needs to convert both fractions to improper fractions.  Explain why he is incorrect.	Colin thinks: $2\frac{1}{4} + 2\frac{2}{5} = 4\frac{3}{20}$  Explain why he is incorrect.	Colin thinks: $\frac{3}{10} - \frac{1}{5} = \frac{2}{5}$  Explain why he is incorrect.	Colin thinks: $\frac{5}{8} - \frac{3}{5} = \frac{2}{3}$  Explain why he is incorrect.	Colin thinks: $2\frac{1}{4} - \frac{3}{4} = 2\frac{-2}{4}$ because $1 - 3 = -2$  Explain why he is incorrect.
Find the missing denominators. Solve them in several different ways. $1\frac{1}{\square} + 1\frac{1}{\square} = 2\frac{3}{\square}$ $1\frac{1}{\square} + 1\frac{1}{\square} = 2\frac{4}{\square}$ What do you notice? What could you try next?	Always/ Sometimes/ Never True  When adding mixed numbers with different denominators you change the mixed numbers to improper fractions before adding.	Find the missing digits. $\frac{\square}{2\square} - \frac{\square}{\square} = \frac{4}{\square 0}$ $\frac{\square}{1\square} = \frac{4}{\square} - \frac{\square}{\square}$ $\frac{\square}{\square} - \frac{1}{\square} = \frac{\square}{9}$  Solve each one in several different ways where possible. Solve the calculations altogether using the digits 0, 1, 2, 3, 4, 5, 6, 7, 8 and 9 at least once.	The answer is $\frac{5}{24}$  What could the question be using proper fractions with different denominators and subtraction? Find several possibilities.	Always/Sometimes/Never True  The difference between a mixed number and a proper fraction is a proper fraction.