

Year 6's Home Learning Letter

20.05.2020

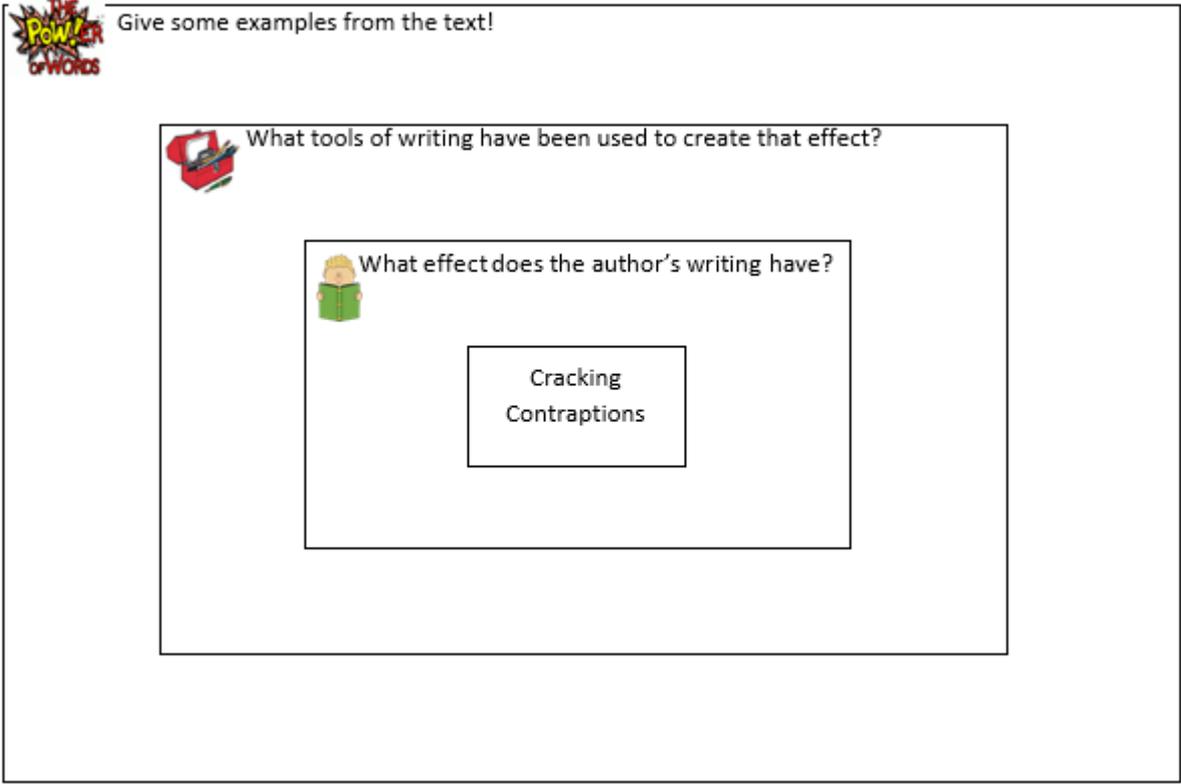
Hi everyone! I need to start with a couple of apologies because I have missed a couple of birthdays! Isla's birthday was on Sunday so I wish her a big happy birthday. Oscar's birthday was on Monday so happy birthday to him too. I'm really sorry for missing those and I hope you both had lovely birthdays! Today, is Jessie's birthday. Happy Birthday Jessie! So let's sing happy birthday to all of them when we wash our hands today. I've had a few more talents coming through at year6teacher@kingsapps.co.uk so I'll try to do the blog post today. Hope you're all having a good week so far.

Love Miss Wylde

- x -

A LITTLE NONSENSE NOW AND THEN,
IS CHERISHED BY THE WISEST MEN.
-ROALD DAHL



Spelling and Handwriting	<p>Rule: Year 5/6 Statutory Word List</p> <p>Spelling sentence: As the temperature was high this weekend, I took the opportunity to take some leisure time by the shore while appreciating the yachts in the docks.</p> <p>Practise this week's spelling sentence. Try to use a range of different techniques over the week.</p> <p>Now that you have had a go at all of the letters, use your kinetic letters handwriting when you practise your spelling sentence.</p>
Reading and Writing	<p>Spend at least 30 minutes reading a book today.</p> <p>Wallace and Gromit's Cracking Contraptions – Shopper 13</p> <p>The purpose of the writing is to inform.</p> <p>How does the writer clearly explain how the contraption works? Think about the effect of:</p> <ul style="list-style-type: none">• Sentence structure• Vocabulary choice• Voice <p>What tools of writing has the writer used to achieve this.</p> <p>Collect examples from the text.</p> <div data-bbox="288 1061 1469 1845"><p>Give some examples from the text!</p><p>What tools of writing have been used to create that effect?</p><p>What effect does the author's writing have?</p><p>Cracking Contraptions</p></div> <p>General Description</p> <p>Wallace's 'Shopper' is a remote-controlled, automated shopping device comprising a conventional shopping trolley to which has been added a motor driving the two rear wheels, a front wheel for steering, a video camera, two articulated arms and associated control components and wiring. The model shown here is 'Shopper 13', this being the device's 13th trip to the shops. Shortly after the Shopper sets out on a trip (or 'mission'), compressed air expressed through nozzles is used to jettison a panel on either side of the main compartment. This allows for the deployment of two fully articulated arms and hands, which are controlled through a set of gears, pulleys and actuators on either side. Overall navigation and command is performed by remote from 'mission control' (the cellar of 62 West Wallaby Street).</p>

On arrival at the shops, Shopper 13's mission is to locate and retrieve the 'big cheese', and this is achieved using the on-board video camera (for target identification) and the articulated arms and hands. Once safely grasped, the cheese is stowed in the main trolley compartment for the return journey. Unfortunately, during the mission not everything goes according to plan. The cheese (a large edam) proves too heavy; the Shopper's frame starts to buckle under the load and one of the rear driving wheels falls off. The one remaining driving wheel causes the Shopper to circle helplessly in the middle of the shopping aisle. However, following some quick thinking back at mission control, a quickly extended arm grabs a nearby French stick, and uses it to stabilise the Shopper. The mission is able to continue with the Shopper using the French stick as a crutch in place of the missing wheel. After hobbling back to West Wallaby Street, 're-entry' appears to be successful, but while scaling the doorstep to the house the Shopper becomes unstable and falls over, causing the cheese to roll out of the main trolley compartment and back down the path towards the gate. With the edam now stranded, Wallace (as mission director) has one last option and he launches the 'probe' to try and retrieve it.

Here are the answers to the arithmetic questions.

$$\frac{2}{5} \text{ of } 90 = 36 \text{ (M)} \quad 48.3 \div 100 = 0.483 \text{ (M)} \quad 67 \times 32 = 2144 \text{ (W)} \quad 80 - 28 = 52 \text{ (M)}$$

$$12,384 + 15,843 = 28,227 \text{ (W)}$$

Have a look at these arithmetic questions.

Think carefully about whether you solve it mentally rather than going straight to a written method.

$$7 \times ? = 42 \quad 70 - 29 = \quad 37 \times 37 = \quad 8 + 3 + 8 = \quad 32,764 - 21,863 =$$

Here is the answer for yesterday's maths:

- $310 \div 23$ pages per day = 13 days of reading 23 pages + an extra day for the final 11 pages.
14 days are needed to read the whole book.

Using your knowledge of rounding and multiplication, have a go at solving these problems.

- 289 pupils are going on a school trip to the zoo. 37 pupils can fit in each coach. How many coaches are needed to transport all of the pupils?
- A local fruit and vegetable store sells carrots in bags of 15. If a crate holds 1247 carrots, how many bags can the store sell to customers?

What does the **prefix multi-** mean in the words multicultural, multipurpose and multicultural?
some few all many

Wider Curriculum

Have a look at this video of some children trying to find a café in France. Can you pick up on the French words for straight ahead, left, right and metres? What other words can you pick up on? What buildings do they refer to? <https://www.bbc.co.uk/teach/class-clips-video/french-ks2-following-directions/z6r3cqt> If you are in school, I have put the link in Year 6 Unsecure.

If you want a bit of fun and a reminder of greetings, there is also a Super Movers video on BBC Teach. <https://www.bbc.co.uk/teach/supermovers/ks1--ks2-mfl-french-greetings-with-ben-shires/zdpdvk7>

<https://www.youthsporttrust.org/pe-home-learning>

Find an activity on the website above. It could be one you've already done or a brand new one.

Thanks for explaining the word 'many' to me.
It means a lot!