

Thursday 30<sup>th</sup> April 2020

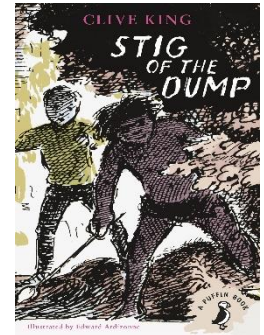
Good Morning class 6. Another Thursday, another joke!



Q. Why did Luke Skywalker always sleep with the light on?  
A. He was afraid of the Darth.

That's a classic - hope you liked it!

Before we start - I wanted to share another book recommendation - this time from me. One of my favourite books from when I was younger was 'Stig of the Dump' by Clive King - a fantastic adventure about a boy called Barney who finds a caveboy in his local woods. They have many magical and mysterious adventures together. It's a book I still love today and I thoroughly recommend it if you are able to get hold of a copy.



Another book I read at Primary School (and have read many times since) is *Carrie's War* by Nina Bawden. The Story recounts a young girl's experiences and evacuation in World War 2. I am pleased to share with you that the audiobook reading of this great children's classic is available on BBC Sounds website.

<https://www.bbc.co.uk/sounds/brand/p041ybgj> - Carrie's War Audiobook.

Ok here's Yesterday's maths answers - Remember you had to use BODMAS to help calculate. 😊

#### Section A

- |     |     |     |    |     |     |     |    |    |
|-----|-----|-----|----|-----|-----|-----|----|----|
| 1.  | 2.  | 3.  | 4. | 5.  | 6.  | 7.  | 8. | 9. |
| 10. | 11. | 12. | 13 | 14. | 15. | 16. |    |    |

#### Section B

- |     |     |     |    |     |     |     |    |    |
|-----|-----|-----|----|-----|-----|-----|----|----|
| 1.  | 2.  | 3.  | 4. | 5.  | 6.  | 7.  | 8. | 9. |
| 10. | 11. | 12. | 13 | 14. | 15. | 16. |    |    |

#### Section C

- |     |     |     |    |     |     |     |    |    |
|-----|-----|-----|----|-----|-----|-----|----|----|
| 1.  | 2.  | 3.  | 4. | 5.  | 6.  | 7.  | 8. | 9. |
| 10. | 11. | 12. | 13 | 14. | 15. | 16. |    |    |

## Task 1.

Maths - So some multiplication investigation and problems. You will need to use long multiplication to solve the problems so I have included this handy guide!

First we multiply each of the digits 391 by 9:

$$9 \times 1 = 9$$

$$9 \times 9 = 81 \text{ (put the 1 down; carry the 8)}$$

$$9 \times 3 = 27$$

$$27 + (\text{carried}) 8 = 35$$

Now we multiply each of the digits 391 by 3. Because it is actually 30, not 3, we put a zero down first.

$$3 \times 1 = 3$$

$$3 \times 9 = 27 \text{ (put the 7 down and carry the 2)}$$

$$3 \times 3 = 9 \text{ (plus the 2 which makes 11)}$$

Last of all, we add the results of our calculations to get the answer.

$$3519 + 11730 = 15249$$

Have a go at these arithmetic questions first - then try the reasoning questions.

Easy

Middle

Hard

$23 \times 6 =$

$45 \times 56 =$

$2346 \times 17 =$

$67 \times 8 =$

$28 \times 93 =$

$1539 \times 28 =$

$82 \times 4 =$

$39 \times 27 =$

$3107 \times 34 =$

$55 \times 7 =$

$156 \times 34 =$

$4277 \times 45 =$

Now try the reasoning question.

1. Mrs. Peters gives three of her children a calculation each.



Andrew

$21 \times 4,143$



Belinda

$2,123 \times 24$



Charles

$12 \times 7,133$

Which pupil has the smallest answer?

2. A bakery sells boxes of cupcakes. There are 16 cupcakes in a box. Last year, the bakery sold 1,521 boxes. How many cupcakes did they sell?



The bakery also sells muffins with sprinkles on the top. In one month, they used 2,138 sprinkles. How many sprinkles will they use in the whole year?



3. Melanie is using the digit cards below to complete a multiplication. She wants to find calculations which have answers between 25,000 and 35,000.



$$\begin{array}{r} \square, 2 \square 1 \\ \times \quad 1 \square \\ \hline \end{array}$$

Use the digit cards to find three calculations she could complete.

Have a go and let me know how you get on!

**Task 2. English - Descriptive Writing.**



I really enjoyed reading your writing last week - I'd like you to, once again, write a setting description using the picture above for ideas. Obviously this is a creepy, mysterious image and this needs to be reflected in your writing. Think about pathetic fallacy - how the weather might reflect the mood and atmosphere in your writing.

Think about using your senses to help you describe - what can you smell? What can you hear? What can you see? What can you touch? What can you taste? What can you feel?

- Remember to use ambitious vocabulary - an online thesaurus may help you.
- Remember a range of sentence types - you may want to build tension.
- Remember a range of punctuation - parenthesis / relative clauses - a mixture complex and simple sentences.
- Write for around 30 minutes. I would imagine around 10 - 15 sentences would be adequate to complete the task. There is a word mat below to help you.

What Can I Describe?	How Can I Describe It?	What Can It Do?	Examples of Effective Phrases
attic	abandoned	amplify	... abandoned books adorned dusty shelves...
basement	antique	chill	A flickering light within the eerie attic provided a sinister invitation...
bookshelves	broken	cover	... lifelessly stared straight through me...
carpets	creaky	creep	Would we dare to explore its mysterious hallways?
clocks	creepy	drape	... the putrid stench of decaying houseplants...
cobwebs	decaying	dwelt	... swinging from thick layers of dust and cobwebs.
curtains	dilapidated	echo	
dust	dusty	flicker	
floorboards	eerie	follow	
furniture	gloomy	inhabit	
garden	haunting	intimidate	
hallways	lifeless	linger	
lighting	lurking	lurk	
mirrors	mysterious	possess	
noises	neglected	rattle	
portraits	putrid	remain	
rooms	shadowy	rest	
shadows	sinister	rot	
statues	spooky	scare	
taxidermy	uneven	stare	
windows	unkempt	whisper	



You could type your description and email it to me or just take a photo of your page and email that across to me and Mrs Williams at the email address [yearsix@blowers.dudley.sch.uk](mailto:yearsix@blowers.dudley.sch.uk) as we love reading your creative writing.

### Task 3- Topic - Science Adaptations

Last week you created a glossary for your science work adaptation. On the next page there is a paragraph all about how animals and plants adapt to their habitats, there are some key word missing. Use the words in the box below to complete the paragraph. Copy up and present neatly in your exercise books.



# Animal Adaptations Cloze

Fill in the blanks with words from the box.

adaptation	behavioural	camouflage	colouring
hibernation	resemblance	mimicry	migration
nocturnal	roots	stems	structural

Any body part or behaviour that helps an animal survive in its environment is called an \_\_\_\_\_. There are two kinds of adaptations, structural and behavioural. \_\_\_\_\_ adaptations are body parts such as claws, long necks, coloured skin, and strong muscles. \_\_\_\_\_ adaptations are behaviours such as living in groups and hunting in packs. Desert plants for example have thick \_\_\_\_\_ to help store water and \_\_\_\_\_ that spread out to gather what little rain falls. Desert animals are often \_\_\_\_\_ which helps them avoid water loss from the day's heat. One important structural adaptation is \_\_\_\_\_, which is any coloration or body shape that helps an animal blend in with its environment. Camouflage can be divided into two kinds, protective colouring and protective resemblance. Protective \_\_\_\_\_ is when an animal skin or fur has colours that make it hard to see in its environment. Protective \_\_\_\_\_ is when the animal's body shape looks like something in its environment the way a walking stick insect looks like a twig. \_\_\_\_\_ is another structural adaptation where an animal looks similar to another more dangerous animal, which helps to frighten predators

away. Important behavioural adaptations include \_\_\_\_\_ to avoid harsh weather conditions or to find safe breeding grounds and \_\_\_\_\_ to conserve energy at times when food is scarce.



*This non-poisonous viceroy butterfly looks nearly identical to the poisonous monarch butterfly.*

#### OPTIONAL Task - 4 - Music with Mr Rhodes.

Finally - It's Thursday and Mr Rhodes has put another Music lesson online for you. You can find it here: <https://www.youtube.com/watch?v=FJcXnNjFpDk&feature=youtu.be>

The music lesson is OPTIONAL. You don't have to do it but it is there if you want to. 😊

Thank you once again everyone for your hard work at this tricky time. It really is great to hear how you and your families are getting on, so feel free to send an email if you need any help or support or just want to fill us all in on what you've been getting up to.

Me and my family will be out once again 'clapping for carers' again tonight at 8pm - more and more houses on our street seem to be joining in every week - it's great to see.

Don't forget to send your book reviews and recommendations too - I can begin to include those in our daily lessons!

Likewise, if you have any ideas for activities you'd like to do at this time then again I'd love to hear your ideas. Have you found any cool websites that have been helping you learn that we could all have a look at?

Stay safe!

Mr Thompson



This the display that my children created for the front of our house! Hope you like it.

