

Tuesday 25th January 2022

25-1-22

Handwriting

Write each word three times.

After each word has been written, put it into a sentence that shows its meaning.

Word of the Day = **account**.

pronounce

What does it mean?

protect

Does it have more than one meaning?

imitate

consider

Which word type is it?

separate

How do we use it?

Literacy

Tuesday 25th January 2022

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I can use a range of sentence openers
to describe a place.

Today we will...

Use verbs, adverbs and
subordinating conjunctions to begin
sentences.

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I can use a range of sentence openers
to describe a place.

Find out what we mean by...

- **verbs,**
- **adverbs,**
- **and subordinating conjunctions?**

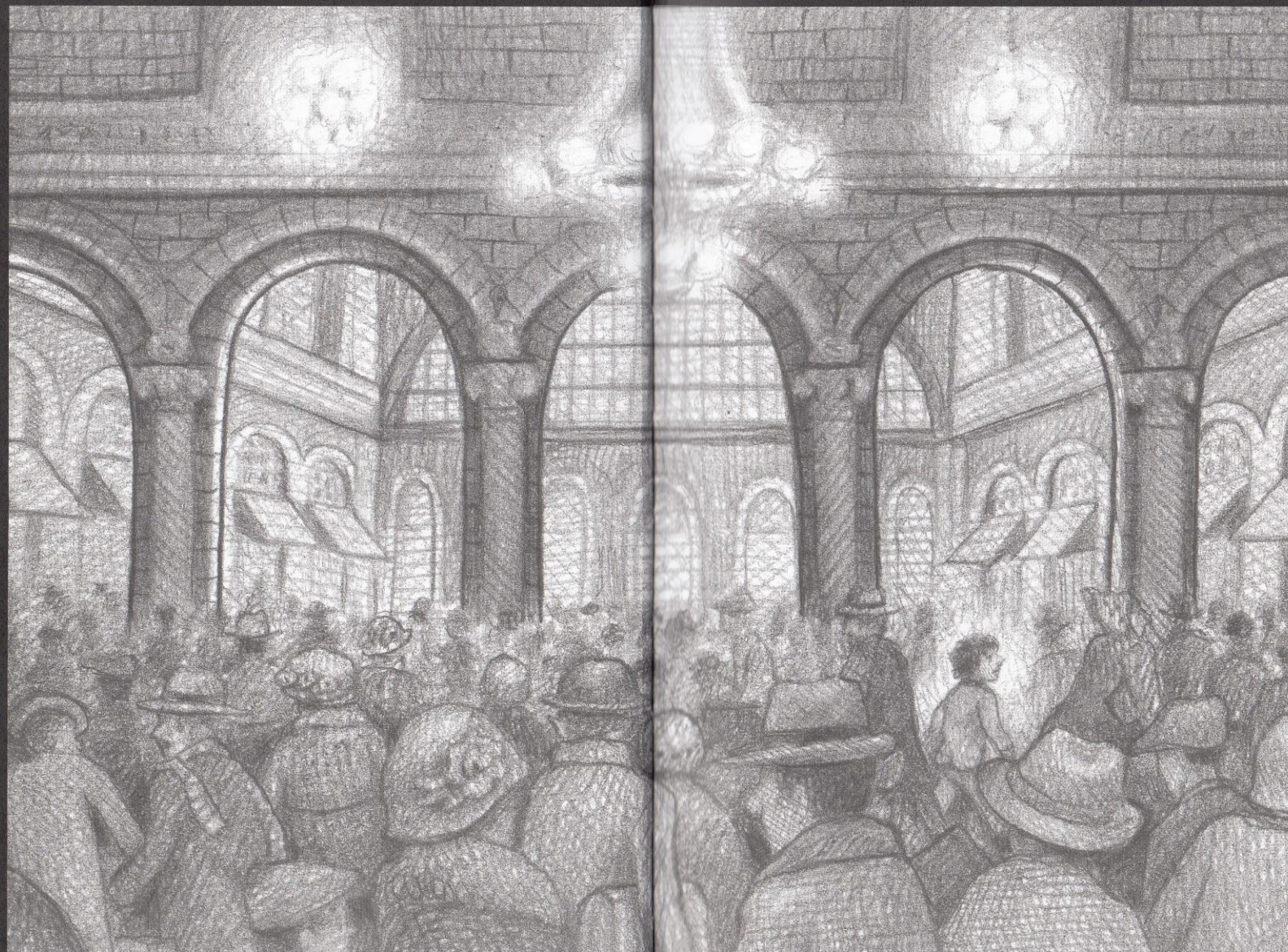
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I can use a range of sentence openers
to describe a place.

Take a look at the image on the
next slide.

What could you describe about it?



Could we try a verb to begin the sentence?

The great arches of the station **stretched** across the domed roof.

Which verb could we choose?

Stretching across the domed roof, the great arches...

Is the sentence complete?
How can we complete it?

Stretching across the domed roof, the great arches stood like giants holding the weight of the world across their backs.

Could we try an adverb to begin the sentence?

The great arches of the station **stretched** across the domed roof.

Which adverb might fit the verb well?

Mightily stretching across the domed roof, the great arches...

Is the sentence complete?

How can we complete it?

Mightily stretching across the domed roof, the great arches stood like giants holding the weight of the world across their backs.

How about using a subordinating conjunction begin the sentence?

The great arches of the station **stretched** across the domed roof.

What subordinating conjunctions can you think of?

As, when, while, whenever, although, before, after, since, once, wherever

Can you use one of these to construct your own sentence?

Your tasks...

Use the image on your table to create complex sentences that describe the location. Make sure that you begin with a sentence with a verb, an adverb and a subordinating conjunction.

Can you make sure that each sentence has one expanded noun phrase with *A-MAZ-ING* adjectives in.

Year Six Maths

Week 4 - Percentages

Lesson 3 - I can calculate fractions as percentages.

Videos to support the task can be found here.

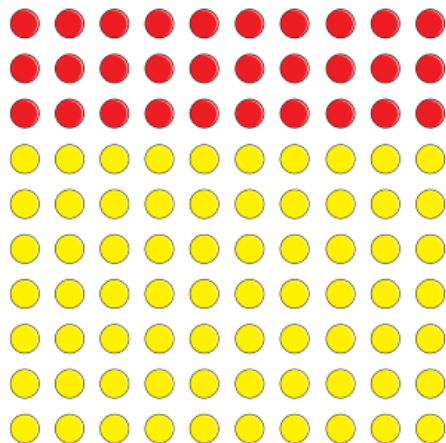
<https://whiterosemaths.com/homelearning?year=year-6&term=spring>

(select percentages, then fractions to percentages video)

The worksheets for the lesson can be found below.

Fractions to percentages

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

c) What percentage of the array of counters is red?

 %

d) What percentage of the array of counters is yellow?

 %

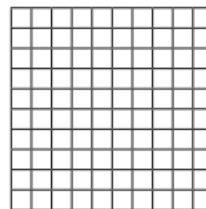
e) What do you notice about the two percentages?



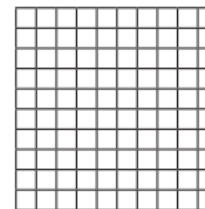
2

a) Shade the hundred squares to represent the fractions.

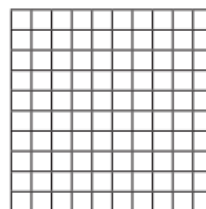
$$\frac{40}{100}$$



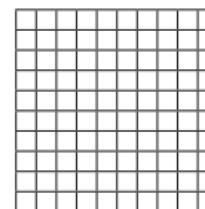
$$\frac{65}{100}$$



$$\frac{1}{2}$$



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \boxed{} \%$$

$$\frac{65}{100} = \boxed{} \%$$

$$\frac{1}{2} = \boxed{} \%$$

$$\frac{7}{10} = \boxed{} \%$$

c) Compare your shaded grids with a partner's.

What is the same and what is different?



3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\boxed{}}{100} = \boxed{}\%$

c) $\frac{9}{50} = \frac{\boxed{}}{100} = \boxed{}\%$

b) $\frac{9}{20} = \frac{\boxed{}}{100} = \boxed{}\%$

d) $\frac{9}{25} = \frac{\boxed{}}{100} = \boxed{}\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \boxed{}\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = \boxed{}$

b) $\frac{1}{5} = \boxed{}$

$\frac{1}{2} = \boxed{}$

$\frac{2}{5} = \boxed{}$

$\frac{3}{4} = \boxed{}$

$\frac{4}{5} = \boxed{}$

c) $\frac{16}{20} = \boxed{}$

d) $\frac{45}{50} = \boxed{}$

$\frac{8}{20} = \boxed{}$

$\frac{9}{10} = \boxed{}$

$\frac{4}{20} = \boxed{}$

$\frac{18}{20} = \boxed{}$

e) What do you notice?

6

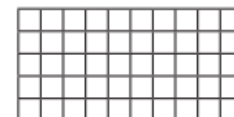
a) Shade the grid in the given proportions.

• $\frac{3}{5}$ green

• 14% red

• $\frac{4}{20}$ blue

• the rest yellow



b) What percentage of the grid is yellow?

$\boxed{}\%$

7

a) Use each digit card once to make the statements correct.



$\frac{\boxed{}}{\boxed{}} > \boxed{}\%$

$75\% = \frac{\boxed{}}{4}$

$\frac{3}{\boxed{}} < 65\%$

b) Are there any other solutions?

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I know that there are some things I
should not share online.

PSHE

What is online fraud

Cyber
Detectives



How can we tell if someone is telling the truth online?

In your pair or group, create a mind map about how we can tell if someone is telling the truth online.



Introduction: Two truths and one lie

Which character was it easier to guess the lie for?

Why might it be easier to tell if someone is telling the truth face-to-face?



Fraud card sort

How likely do you think the examples are to be fraud?

Organise your cards into piles



Discuss your reasons
with your group



Using a parent's bank account details to pay for things online without them knowing



An email from an unknown person asking for payment of something



While playing an online game, an unknown person posts a link to the group for a website full of cheats



Someone's friend (whom they know face-to-face) asks them for their email address



Using a website that you have used before to buy tickets for a show



A new company website that looks similar to one that already exists



An online pop-up warning saying the computer is infected with a virus



An email from a friend about a race they are running with a secure link to the charity fundraising page



Hacking someone's computer to steal personal information



Someone from school sends a message online. Their profile has a photo of them

Match the examples of fraud from the cards with the types below



Scam emails

The email may include 'offers' such as lottery wins or prizes. People may also be asked to pay money for items they didn't buy. The email might suggest they know the person, but the sender is unknown. It may pretend to be urgent and put pressure on someone to open a link which could contain a virus.



Hacking

When someone tries to get into another person's computer by using harmful software such as a virus or by guessing passwords. This can be used to take personal information without permission. For example, their name, address or bank details.




Pop-up fraud

When someone tries to get into another person's computer by using harmful software such as a virus or by guessing passwords. This can be used to take personal information without permission. For example, their name, address or bank details.

Scam detectives

If we are able to spot the 'clues' that something is a scam, we are more likely to avoid it and so stay safer online. Use the examples to decide in your group:



Which is
the real email
and which is
the scam?

What is the
person sending
the scam email
trying to do?

What
evidence
is there?

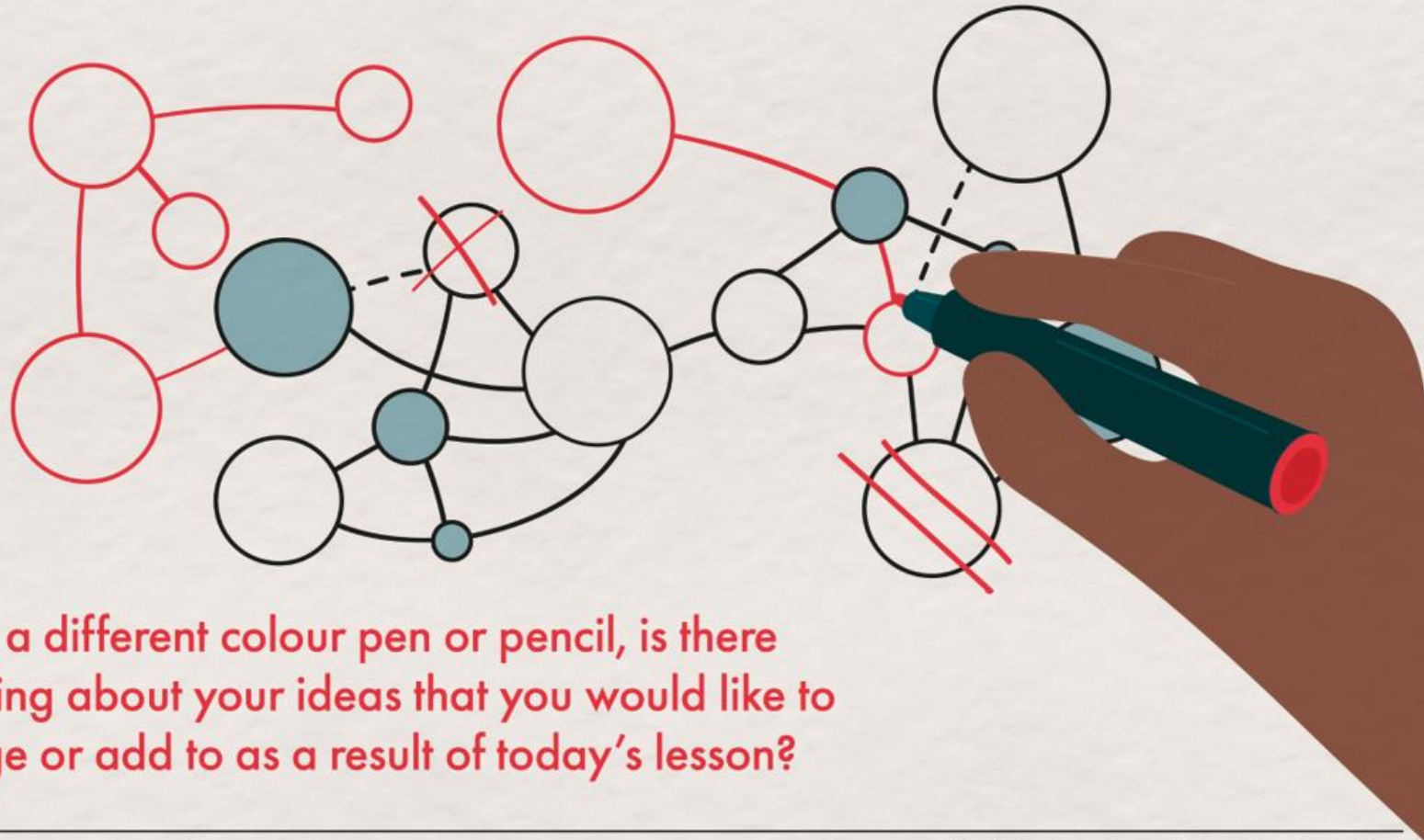
What's at risk?

What are the possible consequences if online fraud does occur?



Online fraud – how can we tell?

Think about your mind map from the beginning of the lesson:



Using a different colour pen or pencil, is there anything about your ideas that you would like to change or add to as a result of today's lesson?

Reflecting and support

Staying alert and watchful online can help to protect from online fraud.

Asking for advice if you are worried about online safety or any online contact ➡

At school e.g. a teacher

At home e.g. a parent

Childline 0800 1111
and Staying safe online



Cyber Detectives



Science

Tuesday 25th January 2022

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I can investigate the life cycles of different animals.

What do you know about the life cycles of animals?

Do they have anything in common?

What are the differences in animal life cycles?

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I can investigate the life cycles of different animals.

What can you find out about the lifecycle of a mosquito?

<https://smartclass4kids.com/mosquito-life-cycle/>

What can you find out about the lifecycle of a frog?

<https://www.natgeokids.com/uk/discover/science/nature/frog-life-cycle/>

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I can investigate the life cycles of different animals.

Your task is to show the different stages in the life cycles of an insect and amphibian.

Can you find any similarities or differences?

