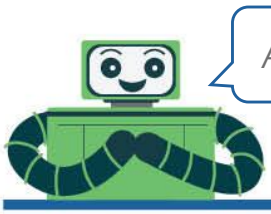

As recommended by gov.uk

Home Learning Pack

Year 6

Guidance and Answers

Week 5
29/06/2020

Classroom secrets KIDS

Take a picture while you work through this booklet and tweet us **@ClassroomSecLtd** using the hashtags **#CSKids** and **#HomeLearningHero** to be in with a chance of winning a month's subscription to **classroomsecrets.co.uk**.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

Maths – Fractions to Percentages (page 2)

Question 1 – This question asks children to match **equivalent** (equal in value) fractions to the correct percentages. To do this, they have to match the fractions in the first column to an equivalent fraction in the middle column that has a **denominator** (the bottom part of a fraction) of 100. For example, if a fraction has a denominator of 50, multiplying that denominator by 2 would produce a denominator of 100. If the denominator has been multiplied by 2, then the **numerator** (the top part of a fraction) must be multiplied by the same amount.

For example, $\frac{26}{50}$ is equivalent to $\frac{52}{100}$.

Children can then apply their knowledge that 'percent' means 'out of 100' and match the fraction above to the equivalent 52% (52 out of 100).

The same principle can be used to match the remaining equivalent fractions and percentages.

Match the equivalent fractions to the correct percentages. The correct answers are:

$\frac{3}{5} = \frac{60}{100} = 60\%$, $\frac{26}{50} = \frac{52}{100} = 52\%$, $\frac{1}{20} = \frac{5}{100} = 5\%$, $\frac{5}{25} = \frac{20}{100} = 20\%$

Question 2 – This question asks children to shade the squares to show $\frac{6}{20}$ and to write it as a percentage. To do this, children will need to multiply the denominator of 20 by 5 to give them a denominator of 100. The numerator also needs to be multiplied by 5.

This produces an equivalent fraction of $\frac{30}{100}$. So 30 out of the 100 squares must be shaded.

Shade the squares to show $\frac{6}{20}$ and to write it as a percentage. The correct answer is:

30 squares must be shaded which represents 30%.

Question 3 – In this question, children need to convert each fraction to a percentage in order to identify who has scored over 75%. To do this, children will have to convert each fraction to an equivalent fraction which has a denominator of 100 (see above). This will allow them to convert the fraction to a percentage.

What percentage did each child score? Who gets to the final? The correct answer is:
Ava-Lily = 76%; Tyrese = 40%; Rochelle = 72%; Ava-Lily reaches the final.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

Maths – Fractions to Percentages – continued (page 2)

Question 4 – This question asks children to identify whether $\frac{7}{25}$ is equivalent to 28%.

To do this, children have to convert the fraction to an equivalent fraction which has a denominator of 100. They will need to recognise that the denominator of 25 must be multiplied by 4 to produce a denominator of 100. The numerator of 7 must also be multiplied by 4 to produce a numerator of 28.

True or false? $\frac{7}{25}$ is equivalent to 28%. The correct answers is: True. $\frac{7}{25} = \frac{28}{100} = 28\%$

Question 5 – In this question, children need to decide if $\frac{1}{20}$ as a percentage is 5%.

To do this, they must convert the fraction to an equivalent fraction which has a denominator of 100, so both the denominator and the numerator must be multiplied by 5.

Is he correct? Convince me.
The correct answer is: Joey is correct because $\frac{1}{20}$ is equivalent to $\frac{5}{100}$, which is 5% (5 out of 100).

Question 6 – In this question, children are asked to calculate what percentage of the shape is white.

One shaded part is $\frac{5}{25}$, so 3 white parts totals $\frac{15}{25}$. An equivalent fraction can now be found.

What percentage is the total white area? The correct answer is: 60% because $\frac{15}{25} = \frac{60}{100}$.

Question 7 – In this question, children must find a fraction, where the numerator must be even and the denominator must be 20 or 25, that is equivalent to a percentage that is < (less than) 60%. To do this, children may wish to start with a fraction that has a denominator of 20 and any even numerator.
For example:

$\frac{6}{20} = \frac{30}{100} = 30\%$.

This example meets the criteria because the denominator is 20, the numerator is even and the equivalent percentage is less than 60%. This can be repeated using other even numerators and a denominator of 25.

What could her fraction and percentage combinations be? Find two examples for each denominator.
Various answers, for example: $\frac{6}{20}$ and 30%, $\frac{10}{20}$ and 50%; $\frac{8}{25}$ and 32%, $\frac{14}{25}$ and 56%.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

English – Synonyms and Antonyms (page 3)

Synonyms are words that have the same meaning. For example: Unhappy is a synonym of sad.

Antonyms are words that have an opposite meaning. For example: Cold is an antonym of warm.

Question 1 – This question asks children to label each box with an 's' if the word is a synonym of 'excellent', or an 'a' if the word is an antonym of 'excellent'. If the word has a similar meaning to 'excellent' then it must be a synonym. If the word has an opposite meaning to 'excellent' then it must be an antonym.

Label the boxes to show whether the words are a synonym or an antonym of 'excellent'. The correct answers are: Outstanding and superb are synonyms. Dreadful and poor are antonyms.

Question 2 – In this question, children are asked to decide whether the words in the first column of the table are a synonym, antonym or **unrelated** (no connection or link) to the word 'sincere'. If they do not know what the word 'sincere' means, it would help them to find a definition of the word in a dictionary. Use the definition of a synonym and antonym (above) to help.

Is each word in the table a synonym of, antonym of, or unrelated to the word 'sincere'? The correct answers are:

Word	Synonym	Antonym	Unrelated
interfere			x
genuine	x		
dishonest		x	
truthful	x		

Question 3 – In this question, children are asked to write a synonym and antonym of the word 'tough'. It might help to include the word 'tough' in a sentence. When 'tough' is replaced by a synonym, the meaning of the sentence should stay the same. When 'tough' is replaced by an antonym, the meaning of the sentence will be different.

Write a synonym and antonym of the word tough. Various answers, for example:
synonyms – strong, sturdy, resilient
antonyms – weak, fragile, flimsy

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Monday

English – Synonyms and Antonyms – continued (page 3)

Question 4 – In this question, children need to find and underline a pair of words that are synonyms of each other and a word that is their antonym. Children will find it easier to identify the synonyms first, and then find the word that is their antonym.

Underline the pair of synonyms and their antonym in the paragraph. The correct answers are: The synonyms are 'incapable' and 'unable'. The antonym is 'able'.

Question 5 – In this question, Erica is saying that 'rough' can only ever be an antonym of 'smooth'. Children are asked to prove whether this is correct. To do this, they will need to investigate whether 'rough' is an antonym of any other words. It might be helpful to find synonyms of 'smooth' first, and check whether 'rough' is an antonym of those words also.

Is Erica correct? Prove it. The correct answer is: Erica is not correct, because there are other words for which 'rough' is an antonym e.g. sleek, flat.

Question 6 – In this question, children are asked to rewrite the sentence by changing the underlined word for a synonym. They are then asked to rewrite the sentence again, but this time changing the underlined word for an antonym. They should notice how the meaning of the sentence changes when an antonym is used.

Rewrite the sentence; once changing the underlined word for a synonym, and once for an antonym. Various answers, for example: Accept any appropriate synonym that still makes sense within the sentence e.g. humiliate, mortify. Accept any appropriate antonym e.g. honour, respect.

Question 7 – In this question, children are asked to explain whether changing the word 'desperately' to 'calmly' alters the meaning of the sentence. Children should start by identifying whether 'calmly' is a synonym or antonym of the word 'desperately'. They should then decide whether the meaning of the sentence is changed. If it is, they will need to explain how it is changed.

Does changing the word 'desperately' to 'calmly' in the sentence alter its meaning? In what way? The meaning of the sentence is altered because 'calmly' is an antonym of 'desperately'. The use of 'calmly' changes the urgency of the action.

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Tuesday

Maths – Equivalent FDP (page 4)

Question 1 – This question asks children to identify whether fractions have been correctly **converted** (changed from one unit to another) to their **equivalent** (equal in value) decimals and percentages. Children will need to use their knowledge of common equivalent fractions and decimals to find the equivalent percentage.
For example:

$\frac{4}{5}$ is equivalent to $\frac{8}{10}$ when the **numerator** and **denominator** (see page 2) are multiplied by 2, or $\frac{80}{100}$ when they are multiplied by 20. Children should then be able to recognise that $\frac{8}{10}$ is equivalent to 0.8 (eight tenths) or that $\frac{80}{100}$ is equivalent to 0.80 (eighty hundredths) which is the same as 80% (80 out of 100).

True or false? All of the fractions below have been correctly converted to their equivalent decimals and percentages. The correct answer is:
A and B have been converted correctly, but C has not because $\frac{5}{100}$ is equivalent to 0.05 and 5%, not 50%.

Question 2 – This question asks children to match each percentage to its equivalent decimal and fraction. To do this, they will need to convert a percentage to a decimal by dividing the percentage by 100 (as percentages are out of 100). Children will then need to convert the decimal to a fraction, for example:

0.6 is 6 tenths which can be written as $\frac{6}{10}$, but this doesn't match any of the fractions given, so the fraction will need to be matched to its simplified form. Children should recognise that if the numerator and denominator of $\frac{6}{10}$ are divided by 2, the fraction is simplified to $\frac{3}{5}$.

Match the percentage to its equivalent decimal and fraction. The correct answers are:

25%, 0.25, $\frac{1}{4}$; 60%, 0.6, $\frac{3}{5}$; 20%, 0.2, $\frac{1}{5}$

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Tuesday

Maths – Equivalent FDP – continued (page 4)

Question 3 – This question asks children to compare the amount of apples in each box. Jackson thinks that Box A contains the most apples. To find out if Jackson is correct, the children will need to convert the different amounts to either all fractions, all decimals or all percentages using the skills practised in the previous two questions.

Is Jackson correct? Explain your answer: Jackson is incorrect. Box B contains the most apples.
This is because 75% = 0.75 = $\frac{3}{4}$. Box A has $\frac{2}{8}$ = 25% = 0.25 and Box C has 0.5 = 50% = $\frac{1}{2}$.

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Tuesday

English – Verb Tenses (page 5)

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

Past progressive tense is used when an action has continued for a period of time in the past, for example: It was raining last night.

Past perfect tense relates to actions that were completed before a certain point in the past, for example: The man sighed because he had missed his train.

Simple present tense is used to describe when an action is happening now or when it happens regularly, for example: I walk to school.

Present progressive tense expresses continuing action that is occurring now, for example: I am listening.

Present perfect tense is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I have been to Spain.

Question 1 – In this question, children need to complete the table by writing the past simple, past perfect or past progressive form of the example given. Use the definitions above to help.

Complete the table. The correct answers are:

Past Simple	Past Perfect	Past Progressive
I ran	I had run	I was running
I walked	I had walked	I was walking
I stood	I had stood	I was standing

Question 2 – In this question, children are required to place an 'x' in the box to identify whether 'had cut' is in the past simple, past perfect or past progressive form. Use the definitions above to help and the verb 'had' should provide a clue.

Place an 'x' in the box to identify the correct tense of the underlined verb form. The correct answer is: past perfect

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Tuesday

English – Verb Tenses – continued (page 5)

Question 3 – In this question, children need to identify which sentence is written in the **present progressive form** (see page 8). This is used to expresses continuing action that is occurring now, for example: He is sweeping the floor.

Place an 'x' in the box to identify the sentence written in the present progressive. The correct answers is: B

Question 4 – In this question, children are required to identify and underline verbs written in the **simple present tense** (used to describe when an action is happening now or when it happens regularly, for example: I walk to school).

Underline any verbs which use the simple present tense in the sentence below. The correct answer is: goes; walk; reach

Question 5 – In this question, children are required to rewrite a sentence written in **simple past** (e.g. I walked the dog) to a sentence written in the **simple present** (e.g. I walk to school).

Change the sentence from simple past to simple present. The correct answer is: Georgia throws the ball and her sister catches it.

Question 6 – In this question, children need to identify which sentence is the odd one out. To do this, they need to identify which verb form each sentence is written in. Refer back to the definitions on page 8 to help.

Which is the odd one out? Explain why. The correct answer is: Sentence C is the odd one out as it is written in the past progressive tense. Sentences A and B are written in the simple past tense.

Question 7 – In this question, children are asked to identify which child has correctly written a sentence in the **past perfect tense** (e.g. he had missed his train). Refer back to the definitions on page 8 to help.

Who is correct? Explain how you know. The correct answer is: Ashley is correct. Andrew has written his sentence using the simple past tense.

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Wednesday

Maths – Order FDP (page 6)

Question 1 – In this question, children need to circle the fractions, decimals or percentages that are incorrectly placed in the sequence. A **sequence** is a series of numbers or images that follow a set pattern. In this case, the sequence is in **ascending order** (smallest to largest). Children will need to convert between the fractions, decimals and percentages in order to check that they have been ordered correctly. Children will need to convert each number to the same form using the skills explained previously in this guidance.

Circle the fractions, decimals or percentages that are in the incorrect places in the sequence below. The sequence is in ascending order. The following should be circled:

$\frac{3}{5}$ because that equals 60% or 0.6, and $\frac{14}{20}$ because that equals 70% or 0.7.

Question 2 – For this question, children need to colour a route across the maze, moving from a smaller fraction, decimal or percentage to a larger one each time. The route must not travel diagonally. Again, children will need to convert between fractions, decimals and percentages (as previously explained) to ensure that they are moving to a larger one each time.

Shade the correct route through the maze so that each fraction, decimal and percentage continues in ascending order. The correct route is:

$\frac{2}{10}$, $\frac{1}{4}$, 0.37, $\frac{3}{5}$

Question 2 – For this question, children are required to order test results in **descending order** (largest to smallest). To do this, children will need to convert each number to the same form using the skills explained previously in this guidance.

Put the scores in descending order. The correct order is: 0.88, 0.8, $\frac{36}{45}$, 0.78, 58%

Did any pupils get the same score? Explain how you know. Various answers, for example:

Jeremy and Shania both have the same score because $\frac{36}{45}$ is equivalent to $\frac{4}{5}$, which is the same as 0.8.

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Wednesday

English – Using Fronted Adverbials (page 7)

Question 1 – In this question, children need to choose two fronted adverbials that could be added to a given sentence.

To be able to complete this question, children need to understand that **adverbials** are groups of words which add detail to a verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

This question refers to a **fronted adverbial,** which is an adverbial that has been moved to the front of the sentence. A fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

Place an 'x' in the box of two fronted adverbials that would improve the sentence below. The correct answers are: B and C

Question 2 – In this question, children are first required to identify the adverb in each of the sentences. An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly. Once the adverb has been identified, children need to rewrite the sentence, placing the adverb at the beginning.

Underline the adverb in each of the sentences below. Then rewrite each sentence with the adverb at the beginning. The correct answers are:
A. The sun began to rise gradually as the camels marched across the sandy desert.
Gradually, the sun began to rise as the camels marched across the sandy desert.
B. The girl stared nervously at the large, angry dog which was guarding the front gate.
Nervously, the girl stared at the large, angry dog which was guarding the front gate.

Question 3 – In this question, children need to identify the adverbial phrases in each sentence first. Then, they can replace them with alternatives which change the meaning of the sentence.

Rewrite the sentences below using different adverbial phrases to change the meaning. Various answers, for example:
A. Trembling with fear, the beast moved cautiously across the savannah.
B. Excitedly, she turned the handle and quickly opened the door.

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Thursday

Maths – Percentage on an Amount 1 (page 8)

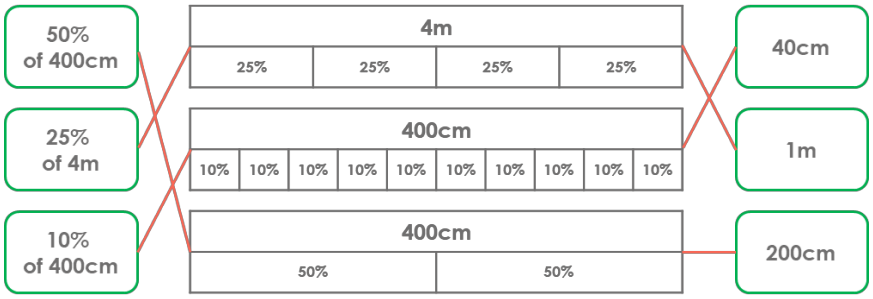
Question 1 – In this question, children need to draw a line to match the calculation in the first column to its correct **visual representation** (a calculation shown using mathematical equipment such as Base 10 or a bar model) in the second column. Another line must then be drawn to the correct answer in the third column. To calculate percentages of an amount, children need to use their knowledge of **fractional equivalences** (fractions and percentages that are equal in value).

For example, to find 25% of 4m, children need to know that 25% is equivalent to $\frac{1}{4}$.

This means that 4m needs to be divided into 4 equal parts, as demonstrated by this visual representation.

Children also need to know that 50% = $\frac{1}{2}$ and 10% = $\frac{1}{10}$.

Draw a line to match each calculation with the correct visual representation and answer. The correct answers are:



Question 2 – For this question, children need to read each statement carefully and decide whether it is true or false. As well as knowing the equivalent fractions for 50% and 25%, children will also need to know that:

1% = $\frac{1}{100}$, so to find 1% of an amount, that amount will need to be divided into 100 equal parts.

Decide whether the statements below are correct. If incorrect, explain why.
The correct answers are:
A is incorrect as 600 ÷ 100 = 6. So 1% of 600 is 6%.
B is correct.
C is incorrect as you need to divide by 4 when finding 25% of an amount. 164 ÷ 4 = 41.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Thursday

Maths – Percentage on an Amount 1 – continued (page 8)

Question 3 – In this question, children need to decide which child has correctly calculated the cost of the bike after 25% has been taken off the initial cost of £460. They must first calculate 25% of £460 (£450 ÷ 4) and then subtract this amount from the cost of the bike to calculate the sale price.

Who is correct? Prove it. The correct answer is: Polly is correct. 25% of £460 = £115. This means that there will be £115 off in the sale. £460 – £115 = £345

Maths – Percentage on an Amount 2 (page 9)

Question 1 – In this question, children need to find percentages of amounts and draw a line to the correct answer. To answer these questions, children must apply their knowledge of finding 1% (divide by 100) and 10% (divide an amount by 10) to calculate other percentages. For example, to find 20% of an amount, they must divide by 10 and then multiply by 2. To find 5% of an amount, they must find 10% and then half.

Match the calculations to the correct amounts below. The correct answers are:
35% of 160 = 56 (A3), 65% of 120 = 78 (B1) and 45% 0f 300 = 135 (C2)

Question 2 – In this question, children need to complete each calculation before ordering the answers in **ascending order** (smallest to largest). Children will need to apply their knowledge of finding 10%, 5% and 1% to calculate these percentages of amounts.
For example: To find 81% of 300, children will need to find 10% of 300 (300 ÷ 10 = 30) and then multiply it by 8 (30 x 8 = 240). They will then need to calculate 1% of 300 (300 ÷ 100 = 3). To find the 81%, the 80% (240) must be added to the 1% (3) to give the final answer of 243.

Order the value of the cards below in ascending order. The correct order is:
E, A, C, D and B (A = 85, B = 243, C = 117, D = 118, E = 84)

Question 3 – In this question, children need to identify which child has the most money by using the strategies outlined above to calculate a percentage of an amount.

Who do you agree with? Convince me. The correct answer is: Harry. This is because 64% of £250 is £160, whereas 35% of £460 is £161.

This week's pack supports the Week 6 timetable on Classroom Secrets Kids.

Thursday

English – Parenthesis (page 10)

Question 1 – In this question, children need to decide whether each sentence has used parenthesis correctly. **Parenthesis** is a word, **phrase** (a group of words in a sentence that does not contain a verb and does not make sense on its own e.g very red-faced) or **clause** (a group of words that contain a subject and a verb and does make sense on its own e.g. the cat slept) which is added to a sentence to give further information or clarification. The sentence needs to make sense on its own if the parenthesis is removed. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

True or false? The sentences below use punctuation for parenthesis correctly. The correct answers are: A. true; B. false; C. true

Question 2 – In this question, children need to identify which sentence has used dashes for parenthesis correctly. If the parenthesis is in the middle of a sentence, a dash must be used to mark the start of the parenthesis, and another dash must be used to mark the end of the parenthesis.

Tick the sentence which has used dashes for parenthesis correctly. The correct answer is: B

Question 3 – In this question, children need to decide whether Steph has used brackets for parenthesis correctly. Brackets are used to mark the beginning and end of the parenthesis. The sentence must still make sense if the parenthesis is removed.

Explain her mistake. Rewrite the sentence correctly. The correct answer is: She has used brackets around part of the main clause. The correct sentence is: The newly refurbished classrooms (decorated during the Christmas holidays) were a lovely surprise for the teachers and pupils when they arrived in school for the beginning of the new term.

Friday

English – Plan and Write a Story (page 11)

This activity asks children to plan and write a story. Children are provided with a planning frame to help structure their ideas. In the **build up**, children should be introducing their characters, settings and the problem/dilemma they will face. The **climax** focuses on the problem or dilemma that occurs within the story and how the characters respond to it. The **resolution** addresses how the problem is resolved and what life is like for the characters after the main events. The checklist can be used to ensure that the main features of a story have been included in the finished piece.

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Friday

English – Plan and Write a Story (page 11)

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Assembly Activity

Celebration certificate

On the following page in this pack (page 16), 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: https://www.youtube.com/watch?v=883WUY1MU8Y

Home learning

HERO!

This certificate of brilliance goes to

for being **TOTALLY AWESOME** at

Signed

Classroom secrets KIDS

Date

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Additional Resources

English – Reading Comprehension – The Lie

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 using a dictionary.

The answers to the questions are as follows:

1. How would you describe William's mood as he left the village? Which words give you this idea? Happy/Jolly/Excited – 'With a wave and a wink'

2. How does the writer describe the weather on the day that William left? How does that affect the mood of the text? 'It was a balmy afternoon' – this means that it was pleasantly warm and helps evoke an image of a warm and relaxed summer's day.

3. How is James described to the reader? He is described as being stronger, broader and more athletic than his brother, and a perfect specimen of a soldier.

4. What does the word 'conscription' mean? Compulsory enlistment in the armed forces.

5. In paragraph eight, the writer doesn't tell us exactly what James is finding. Why do you think that might be? To confuse the reader, just as James would be confused.

6. Where did the white feathers first start appearing? On the shop floor, his bicycle seat and wheel spokes.

7. What do white feathers symbolise? Cowardice – being a coward because you hadn't signed up to fight for your country.

8. Why didn't James sign up at the same time as his brother? He was only 15, so he was too young to fight.

9. Some paragraphs are only one sentence long. Why do you think the author did this? It makes those sentences appear more important as they require a paragraph on their own. The words stand out more and the reader can't help but notice them.

10. How do you think James felt when he was handed the white feather? Explain why. Personal response, for example: upset/ashamed/determined/guilty – children must explain why they think this using what they know they know about James.

11. Do you think James had already considered signing up before the white feather was given to him? Use evidence from the text to support your answer. Yes. Evidence could include: 'It was getting tedious', 'James dreamt of adventure', 'James longed to be with him'.