



YEAR 6

Homework

Week beginning 6th July 2020

Maths

Monday

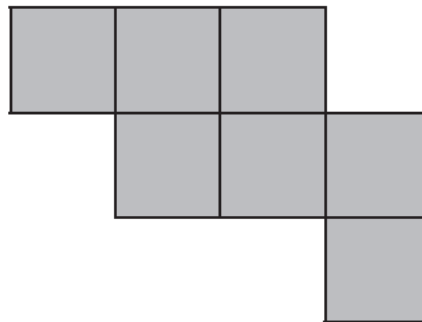
Complete the sequences.

$$\frac{29}{100}, \frac{30}{100}, \frac{31}{100}, \boxed{}, \boxed{}$$

$$0.6, 0.7, 0.8, \boxed{}, \boxed{}$$

Here is a floor made of square tiles.

The area of each tile is 1 m².



What is the total area of the floor?

 m²

There are 10 sheets of stickers in a pack.

Each sheet has the same number of stickers.

There are 120 stickers altogether in a pack.

How many stickers are on each sheet?

Match each diagram to the correct fraction.

Maths

Wednesday



$\frac{2}{3}$



$\frac{1}{2}$



$\frac{3}{4}$

Complete the table.

Fraction	Decimal
$\frac{3}{10}$	
$\frac{3}{100}$	
$\frac{3}{4}$	

Complete the boxes.

$$5 \div 100 = \boxed{}$$

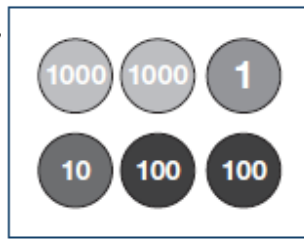
$$\boxed{} \div 10 = 3.5$$

$$4 \div 10 = \boxed{} \div 100$$

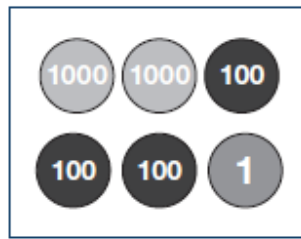
Maths

Thursday

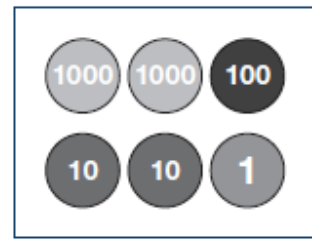
Sarah makes three 4-digit numbers.



A



B



C

Write A in words.

Write B in digits.

Order the numbers in **ascending** order.

Use the letters A, B and C to complete the boxes.

$$\square < \square < \square$$

Complete the missing number.

$$\frac{13}{7} - \frac{4}{7} = 1 + \frac{\square}{7}$$

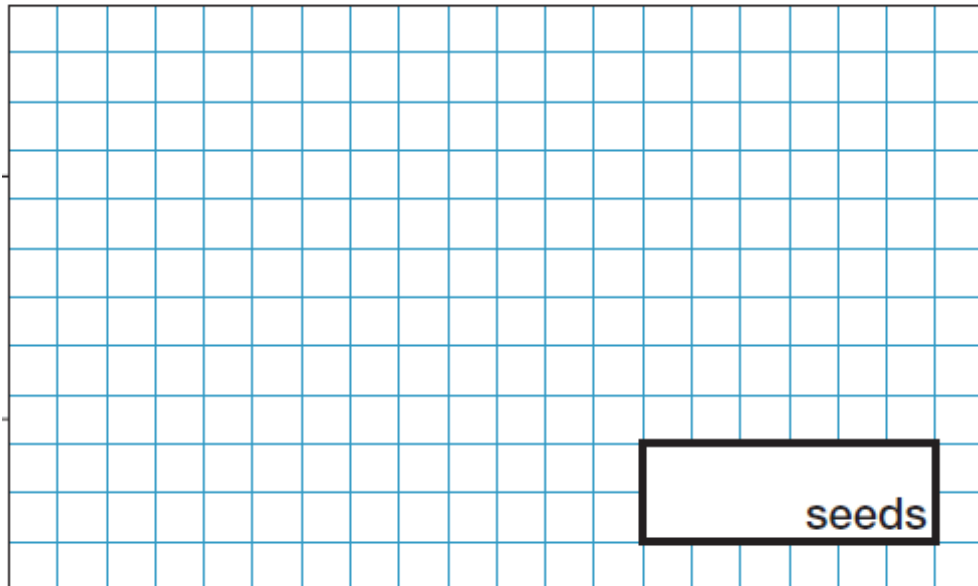
Maths Friday

Tom is planting seeds.

He plants 18 rows with 7 seeds in each row.

$\frac{1}{3}$ of the seeds are eaten by birds.

How many seeds are eaten by birds?



Seb says,



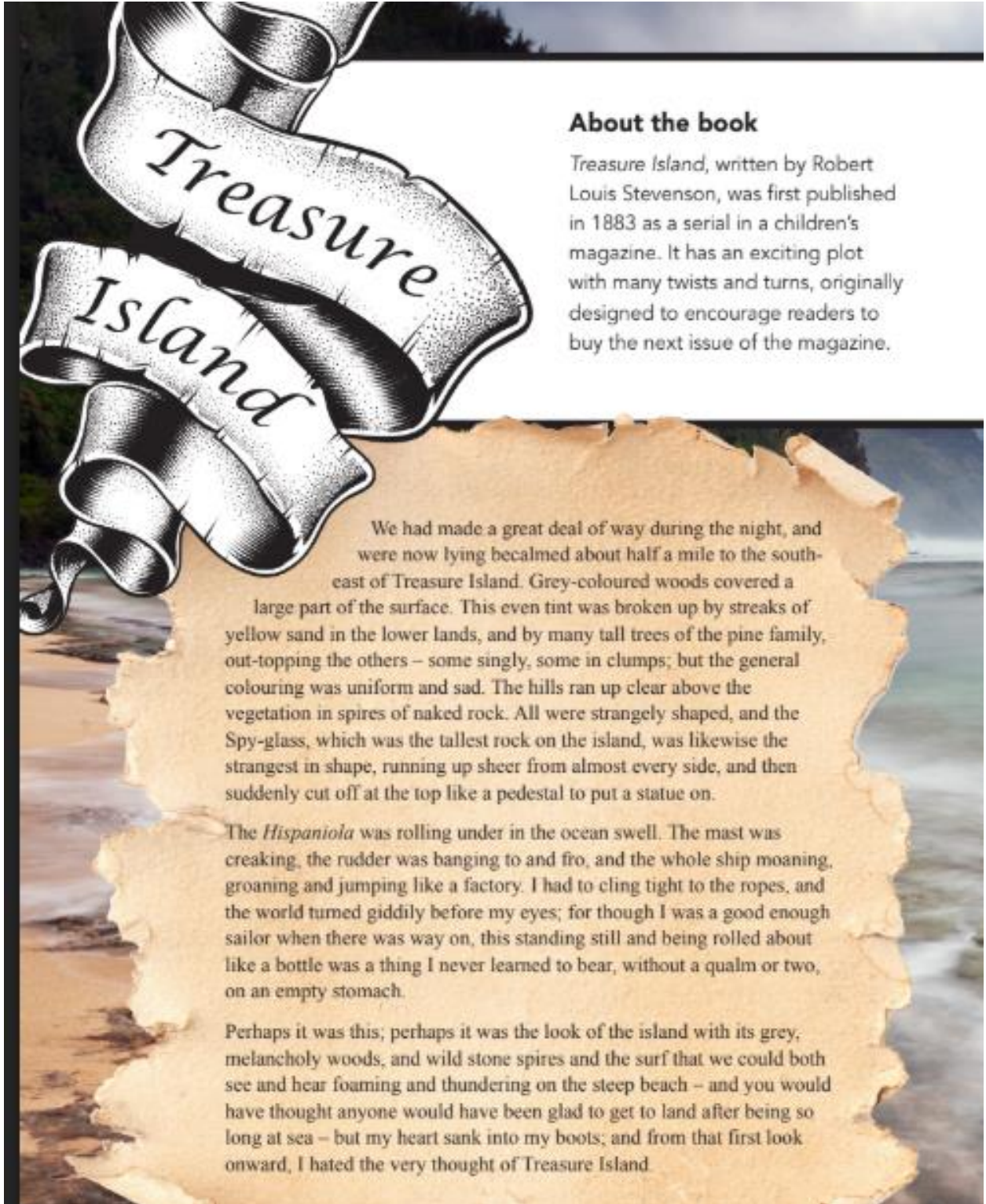
$\frac{3}{10} + \frac{7}{10}$ is equal
to $\frac{5}{7} + \frac{2}{7}$

Explain why Seb is correct.

Complete the number sentence.

$$7 \times \boxed{} = 4 \times 21$$

Reading



About the book

Treasure Island, written by Robert Louis Stevenson, was first published in 1883 as a serial in a children's magazine. It has an exciting plot with many twists and turns, originally designed to encourage readers to buy the next issue of the magazine.

We had made a great deal of way during the night, and were now lying becalmed about half a mile to the south-east of Treasure Island. Grey-coloured woods covered a large part of the surface. This even tint was broken up by streaks of yellow sand in the lower lands, and by many tall trees of the pine family, out-topping the others – some singly, some in clumps; but the general colouring was uniform and sad. The hills ran up clear above the vegetation in spires of naked rock. All were strangely shaped, and the Spy-glass, which was the tallest rock on the island, was likewise the strangest in shape, running up sheer from almost every side, and then suddenly cut off at the top like a pedestal to put a statue on.

The *Hispaniola* was rolling under in the ocean swell. The mast was creaking, the rudder was banging to and fro, and the whole ship moaning, groaning and jumping like a factory. I had to cling tight to the ropes, and the world turned giddily before my eyes; for though I was a good enough sailor when there was way on, this standing still and being rolled about like a bottle was a thing I never learned to bear, without a qualm or two, on an empty stomach.

Perhaps it was this; perhaps it was the look of the island with its grey, melancholy woods, and wild stone spires and the surf that we could both see and hear foaming and thundering on the steep beach – and you would have thought anyone would have been glad to get to land after being so long at sea – but my heart sank into my boots; and from that first look onward, I hated the very thought of Treasure Island.

Treasure Island is referred to in another well-known children's book, *Swallows and Amazons* (published in 1930) and also in the film, *Pirates of the Caribbean* (2003). In 2012 *Silver*, a sequel to *Treasure Island* written by the poet Andrew Motion, was published.

There are more film versions of *Treasure Island* than any other classic novel. There have also been television and radio productions and even, in 2009, a computer game.

The story of *Treasure Island* starts with a young boy, named Jim Hawkins, finding a map showing the location of buried treasure on a remote island. He tells Trelawney, who buys a ship (the *Hispaniola*), and they set sail in search of the treasure, with Jim on board as ship's boy. During the voyage, they discover that some of the crew are also secretly after the treasure. In this extract, Jim describes his first impressions of *Treasure Island*.

We had a dreary morning's work before us, for there was no sign of any wind, and the rowing boats had to be got out and the ship towed three or four miles up a narrow passage to the haven behind the island. I volunteered for one of the boats. The heat was sweltering, and the crew grumbled fiercely over their work. I thought this was a very bad sign; for up to that day, the men had gone willingly and briskly about their business; but the very sight of the island had relaxed the cords of discipline.

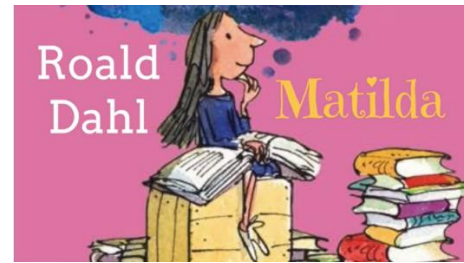
We brought up about a third of a mile from either shore, *Treasure Island* on one side, and *Skeleton Island* on the other. The bottom was clean sand. The plunge of our anchor sent up clouds of birds wheeling and crying over the woods; but in less than a minute they were down again, and all was once more silent.

The place seemed entirely land locked, buried in woods, the trees coming right down to high-water mark, the shores mostly flat, and the hill tops standing round at a distance in a sort of amphitheatre, one here, one there. Two little rivers, or, rather two swamps, emptied out into this pond, as you might call it; and the foliage round that part of the shore had a kind of poisonous brightness.

There was not a breath of air moving, nor a sound but that of the surf booming half a mile away along the beaches and against the rocks outside. A peculiar stagnant smell hung over the anchorage – a smell of sodden leaves and rotting tree trunks. I observed the doctor sniffing and sniffing like someone tasting a bad egg.

'I don't know about treasure,' he said, 'but I'll stake my wig there's fever here.'

English Monday



<https://www.youtube.com/watch?v=FSLCZSkU6gk>

Click on the link above to listen to the audio book.

Read the first chapter (up to 21 minutes) and have a think about who the main characters are in the story. Once you have read the first chapter, you are going to describe some of the main characters in the story. Write down some interesting adjectives underneath each character to describe them.

Matilda



Mr Wormwood (Daddy)



Mrs Wormwood (Mummy)



English

Tuesday

Using your adjectives from yesterday, choose any 2 of the characters from the story so far and write descriptive sentences about them.

Below is an example of how I would describe Matilda.

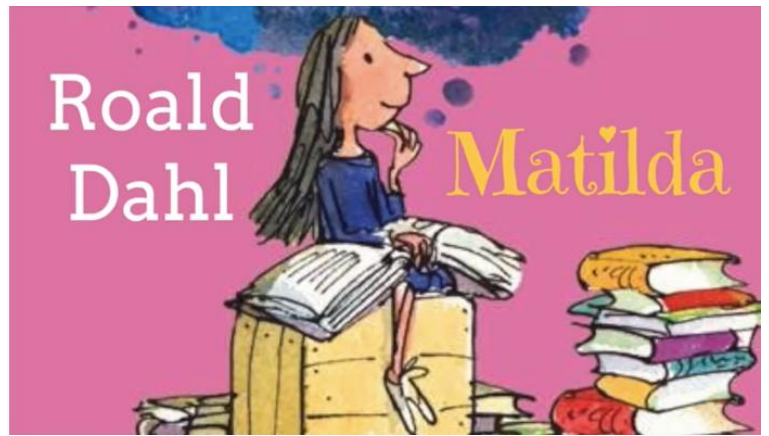
Matilda is a well-mannered, kind and caring little girl who loves her friends very much indeed. She is very polite and is extremely loyal to those that she cares about.



English

Wednesday

Listen to the first 2 Chapters of the story.

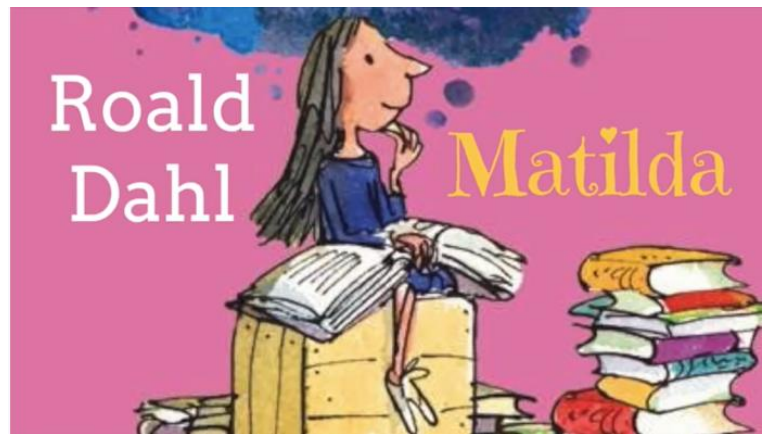


Answer the following questions

- Why do you think Matilda put glue on her Dad's hat? Should she have done it?
- Should Matilda have been honest and told her parents what she had done? Why?
- When Matilda put glue on Mr Wormwood's hat, do you think it had taught him a lesson?
- Why did Mr Wormwood rip Matilda's library book and throw it in the bin?
- Is there really a ghost in Matilda's house?

English
Thursday

Listen to the third
Chapter of the story.
Arithmetic



Answer the following questions

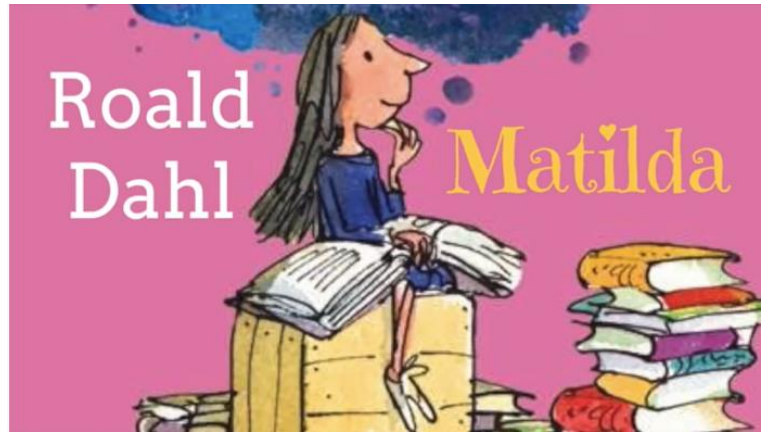
- Did Matilda's parents know how clever she was?
- Why did Matilda's Dad think she had cheated when Matilda told him how much money he had earned?
- Was Mr Wormwood an honest man? Did he sell good, honest cars or was he a crook?
- Should Matilda have played the trick on her Dad's hair?
- Why do you think Matilda did play the trick on her Daddy?
- Can you think of a time you played a trick on someone?

English

Friday

Listen to the fourth
Chapter of the story.

Miss Honey



Answer the following questions

- How would you describe Miss Honey?
- Why did Matilda not start school until she was 5 and a half?
- Was Matilda a show-off?
- Do you think Matilda enjoyed school?
- What other characters do you think there might be in the rest of the story?

Now enjoy listening to the rest of the story! You could even write your own story about what Matilda might do next if you like.



This week's spellings are:

- ancient
- environment
- category
- competition

ancient	✓		



Look at it



Say it



Cover it



Write it



Check it



Physical Education

Heads	Tails
10 star jumps	10 sit ups
Jog with high knees for 30 seconds	Gallop from side to side for 30 seconds
10 press ups	10 tuck jumps
10 pencil jumps	Sprint to a post and back 5 times

Coin challenge

Toss a coin. Depending on whether it lands on heads or tails- complete the above challenges. Toss the coin each time you have completed a challenge.

Can you challenge a friend or family member to a workout? Who can do the most challenges before stopping?

If you are feeling very fit, you could even change the challenges to reps of 20!

