



Joke of the day: **What did one eye say to the other eye?**
Don't look now, but something between us smells!



Hello Year 6! I hope that you have had a good weekend. This Friday it is the 75th anniversary of VE day (the day that war in Europe came to an end in World War 2). Friday is a bank holiday, so there will be no home learning that day; I know that lots of you are planning things to do to celebrate this anniversary in your homes and on your streets. (Whilst still remembering to social distance!) This week, our learning will be linked to World War 2 and VE Day.

Warm-up activity:

Think of the highest scoring word that you can, linked to maths.

For example: the word 'solution' would be worth s = 1, o = 1, l = 1, u = 1, t = 1, i = 1, o = 1 and n = 1. So not very much!

Top tip: look at the letters that are worth the most and think of maths words with those letters in. Post your words and their values on the class stream.

A ₁	B ₃	C ₃	D ₂	E ₁	F ₄	G ₂	H ₄
I ₁	J ₈	K ₅	L ₁	M ₃	N ₁	O ₁	P ₃
Q ₁₀	R ₁	S ₁	T ₁	U ₁	V ₄		
W ₄	X ₈	Y ₄	Z ₁₀				

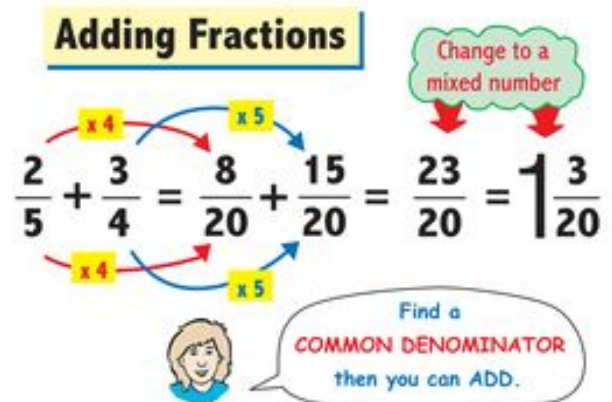
Maths: Adding Fractions with different denominators

Today, you are going to be adding two or more fractions with different denominators. It is important that we keep revisiting all of our fractions learning, as it is the biggest maths topic with the most to remember. The main thing to remember is that you can only add fractions once you have given them the same denominator by finding the lowest common multiple. (Look at the picture to remind you what this means.)

Start by watching this:

<https://www.khanacademy.org/math/arithmetic/fraction-arithmetic/arith-review-add-sub-fractions/v/adding-small-fractions-with-unlike-denominators> This is a really good, detailed video which reminds you how to use the lowest common multiple of your denominators to convert them to the same denominator.

Then, there is a sheet saved in Google Classroom called, 'Maths Adding Fractions' which you need to do. You cannot write on the sheet, you need to write your answers on paper. The questions get quite tricky towards the end of the second page. Don't worry if you can't answer them all. Message me if you would like some help.



History/English - WW2: Evacuation

For history today, you are going to be investigating what it was like for the thousands of children, who were evacuated during WW2. (This means they were moved from their homes in cities, away from their families, to the countryside where it was safer.)

Start by watching this video which features a lady explaining what happened to one evacuee in the war:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9q>

As you watch think about how evacuees must have felt, leaving everything that they knew. Then, go through the slides that I have uploaded into Google Classroom (History Evacuee Slides). At the end, it asks you to look at some historical sources, mainly photos, and think about what information they give about what life was like for evacuees.

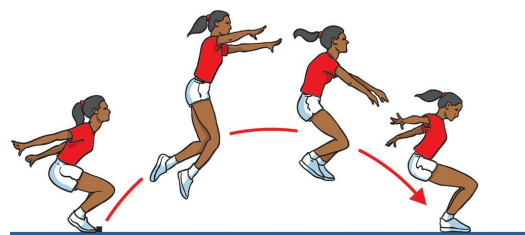
Activity: think about why children were evacuated and the impact this had on them, the families they left behind, and the families they went to live with. Either on paper or on a Google Doc, create two lists; one listing the positives (good things) about being evacuated and one listing the negatives (the bad things). If you are struggling for ideas, you could research this on the internet; you will find lots of information, videos and interviews with evacuees.

If you want to find out more, the Imperial War Museum has lots of photos and information here: <https://www.iwm.org.uk/history/the-evacuated-children-of-the-second-world-war>



P.E. - Home Pentathlon

If you need a new idea for an activity to help you stay active, I have uploaded a sheet called, 'Home Pentathlon Activity' into Google Classroom. It gives you instructions for five activities that you can do, to take part in a pentathlon in your garden!



Reading

It is a while since I have reminded you of how important reading is, but I am sure you have been reading lots during lockdown! Today, you need to go and get the book you are reading, or a book you have already read, and do these activities:

1. Pick a descriptive word from the text, write it down and use a thesaurus to write down five synonyms and antonyms for that word. (You could use an online thesaurus if you don't have one.)
2. Re-read a chapter - pick out 10 words that you feel are powerful words and that you could use in your own writing.
3. How does the story hook you in at the beginning? Make a list of words or phrases that you feel are effective in making you want to read on.



You can write your answers in your jotters.

History: Morse Code

This afternoon, you are going to be investigating and using Morse Code. These dots and dashes were the first beginnings of real, modern communication when they were first developed in the 1930's. Later in the 1890s, Morse code was used in radio communications and then in the 1930s and 1940's, it was used during wartime by pilots and other soldiers to better get messages out into the battlefield. This was a really important way of communicating during World War 2.

Start by looking at the slides that tell you a little bit more about Morse Code. Then, have a go at the Morse Code Challenge, which is uploaded in Google Classroom. You will need to write out what you think the message is on paper. The answer is on the last page.



Class book. What will happen to Alfie? Is he too late? What is Aiden's uncle going to do to try and stop him? Will we get the answers this week?

