Year 6

Hello again Year Six, I hope you are all well and have enjoyed the bank holiday weekend with your family. We would love to see pictures of how you celebrated.

Thank you to everyone who has sent us work or pictures already, it is a highlight of our day seeing what you have been getting up to whether that is completing school work, mastering a new skill or creating something you are proud of.

If you need help, want to send us pictures or write an email to us, remember, you can contact us via adminoffice@wickham-primary.hants.sch.uk

Reading: Read the extract from 'Hound of the Baskervilles' by Sir Arthur Conan Doyle and complete the tasks below, they will help you with your writing.

Introduction:

After investigating reports of a mysterious black hound that terrorises a Devonshire family, Sherlock Holmes and his sidekick, Dr Watson, hunt the creature on the moors one night, using one of the members of the family, Sir Henry, as bait. They are accompanied by Mr Lestrade, a policeman from London.

A sound of quick steps broke the silence of the moor. Crouching among the stones we stared intently at the silver-tipped bank in front of us. The steps grew louder, and through the fog, as through a curtain, there stepped the man whom we were awaiting. He looked round him in surprise as he emerged into the clear, starlit night. Then he came swiftly along the path, passed close to where we lay, and went on up the long slope behind us. As he walked he glanced continually over either shoulder, like a man who is ill at ease.

"Hist!" cried Holmes, and I heard the sharp click of a cocking pistol. "Look out! It's coming!"

There was a thin, crisp, continuous patter from somewhere in the heart of that crawling bank. The cloud was within fifty yards of where we lay, and we glared at it, all three, uncertain what horror was about to break from the heart of it. I was at Holmes's elbow, and I glanced for an instant at his face. It was pale and exultant, his eyes shining brightly in the moonlight. But suddenly they started forward in a rigid, fixed stare, and his lips parted in amazement. At the same instant Lestrade gave a yell of terror and threw himself face downward upon the ground. I sprang to my feet, my inert hand grasping my pistol, my mind paralyzed by the dreadful shape, which had sprung out upon us from the shadows of the fog.

A hound it was, an enormous coal-black hound, but not such a hound as mortal eyes have ever seen. Fire burst from its open mouth, its eyes glowed with a smouldering glare, its muzzle and hackles and dewlap were outlined in flickering flame. Never in the delirious dream of a disordered brain could anything more savage, more appalling, more hellish be conceived than that dark form and savage face which broke upon us out of the wall of fog.

With long bounds the huge black creature was leaping down the track, following hard upon the footsteps of our friend. So paralyzed were we by the apparition that we allowed him to pass before we had recovered our nerve. Then Holmes and I both fired together, and the creature gave a hideous howl, which showed that one at least had hit him. He did not pause, however, but bounded onward. Far away on the path we saw Sir Henry looking back, his face white in the moonlight, his hands raised in horror, glaring helplessly at the frightful thing which was hunting him down. But that cry of pain from hound had blown our fears to the winds. If he was vulnerable he was mortal, and if we could wound him we could kill him. Never have I seen a man run as Holmes ran that night. I am reckoned fleet of foot, but he outpaced me as much as I outpaced the little professional. In front of us as we flew up the track we heard scream after scream from Sir Henry and the deep roar of the hound. I was in time to see the beast spring upon its victim, hurl him to the ground, and worry at his throat. But the next instant Holmes had emptied five barrels of his revolver into the creature's flank. With a last howl of agony and a vicious snap in the air, it rolled upon its back, four feet pawing furiously, and then fell limp upon its side. I stooped, panting, and pressed my pistol to the dreadful, shimmering head, but it was useless to press the trigger. The giant hound was dead.

Glossary	
Hist: a call for silence, like shhh	
Exultant: triumphant, excited.	
Dewlap: a loose flap of skin below the jaw	
Fleet of foot: fast	

- Write definitions for each of the following words (Remember a dictionary may have different definitions; check your definition makes sense in the context of your sentence. You can do this by swapping the word for an alternative, see below for an example.)

Dictionary

inert

🔊 inert
/ɪˈnəːt/

adjective
adjective: **inert**

1. lacking the ability or strength to move.
   "she lay inert in her bed"
   Similar: unmoving motionless immobile still stock-still stationary ⌄
   • lacking vigour.
   "an inert political system"
2. chemically inactive.
   Similar: chemically inactive

Immobile √

Chemically inactive X

I sprang to my feet, my inert hand grasping my pistol, my mind paralyzed by the dreadful shape which had sprung out upon us from the shadows of the fog.

emerged   rigid   mortal   delirious   savage

hackles   apparition   flank

- Look at the highlighted phrases. What do they tell you about the character or the situation?
- How do we know that the narrator and his companions are hiding at the start of the piece?
- Find one piece of evidence in the text to show that the hound is a large beast.
- How does the narrator know that the gunshots hit the animal?
- Find evidence in the text to support how the narrator knows that Sir Henry is:
    1. **Scared**
    2. **Helpless**
- When the animal has been shot, it gives the hunters some hope. Why?
- Find **a group of words** in the text which suggests that the hound appeared from nowhere.
- How do we know the animal can move fast?
- Is the speech used to advance action or to convey character? Explain

Writing: To effectively create tension and suspense in a narrative.

Double click the image below for a PowerPoint guide.
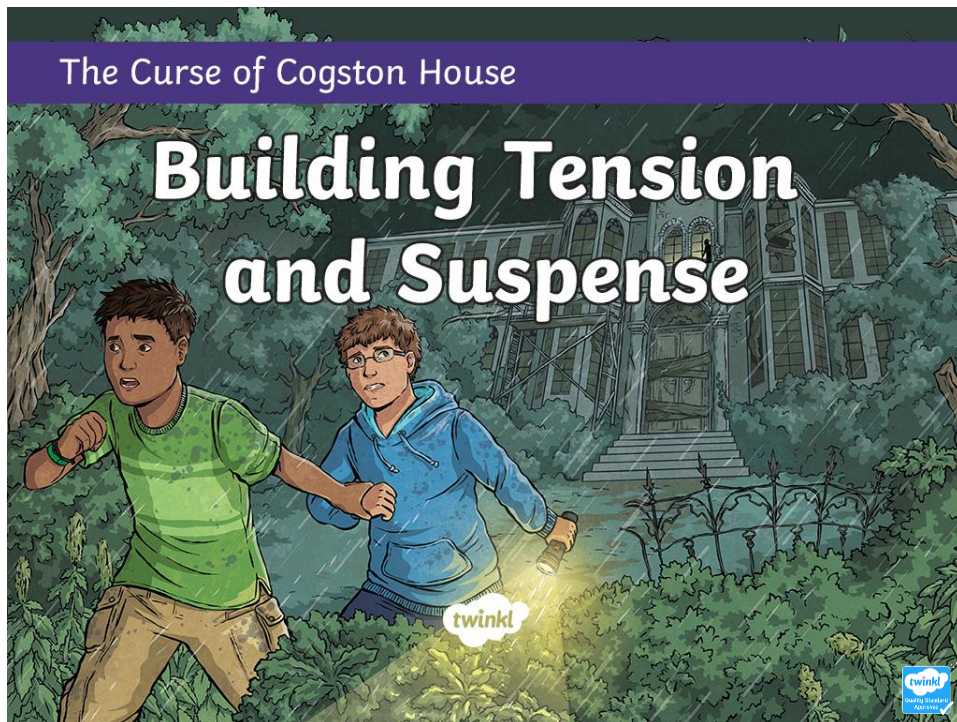
Task 1 :

Select one of the pictures above (or find a spooky setting of your own). Begin by labelling the things (eg. Window, chair, trees, moon) you can see, build up the description of these things by adding adjectives (e.g iridescent moon), are any of the objects moving? What is their movement like? (light flickered across the floor as the leaves grasped at the air around them

Task 2:

Create or find a picture of your own beast. This can be completely made up by you, based on a fictional beast such as the Hound of the Baskervilles or Beowolf or based on a real creature. Again, label your picture like you did before, start with the nouns, add in the descriptive words and phrases and then think about the movement (e.g The blood of his latest victims dripping from his fangs).

Task 3:

Using the PowerPoint to help you write a narrative with a minimum of 3 paragraphs. Think about setting the scene and establishing a character. Build tension and then, like in the reading extract, reveal your creature and describe it. If you are stuck for story starters use https://www.literacyshed.com/story-starters.html

I look forward to reading some of them – I love a good suspense story!

Maths:

This fortnight we are looking at percentages. Below are a few tasks to have a go at however, having spoken to a lot of you over the past couple of weeks, I have included some websites that may be of help. From the 18th May, for two weeks, White Rose Maths and BBC bitesize are focusing on decimals, fractions and percentages. Every day there is a short video tutorial and interactive questions.

https://whiterosemaths.com/homelearning/year-6/

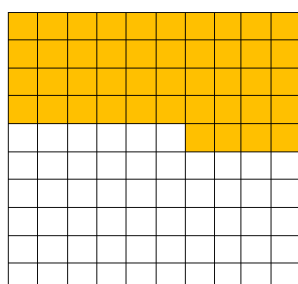https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1

Task 1 – Finding decimal, fraction and percentage equivalence

What does the word percent mean?

Look at the images below. Look at the coloured section. Begin by writing this as a fraction, then as a percentage and then as a decimal.
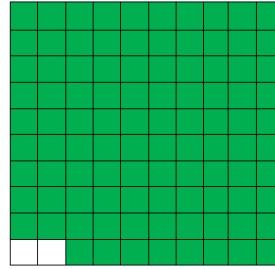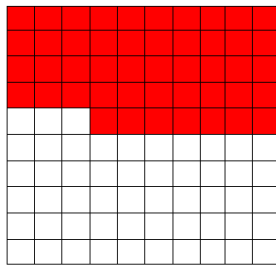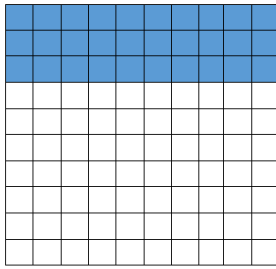
Here is one I have done for you:

$\underline{44}$ (44 coloured squares)
100 (100 squares in total)

44% (44 squares out of 100 are coloured)

0.44 (Use the place value grid to help if you are stuck)

My Place Value Grid

Th Thousands	H Hundreds	T Tens	U Units	●	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths

Fill in the missing numbers.

$$\frac{12}{100} = \boxed{}\%$$

$$\frac{\boxed{}}{100} = 35\%$$

$$\frac{12}{50} = \frac{\boxed{}}{100} = \boxed{}\%$$

$$\frac{44}{\boxed{}} = \frac{22}{100} = 22\%$$

Complete the table:

Decimal	Fraction	Percentage
0.35		
	27/100	
		60%
0.06		

Use <, > or = to complete the statements.

0.36 ◯ 40%

$\frac{7}{10}$ ◯ 0.07

0.4 ◯ 25%

0.4 ◯ $\frac{1}{4}$

Which of these are equivalent to 60%?

$\frac{60}{100}$ $\frac{6}{100}$ 0.06 $\frac{3}{5}$ $\frac{3}{50}$ 0.6

Task 2 – Applying our knowledge of equivalence to problems.

Example:

Class 6T completed a test. Scarlett said she got 60% of her answers correct whilst Lucy said that she scored 16/25. Who got the most questions correct on the test?

Try these:

1. In a Maths test, Tommy answered 62% of the questions correctly. Rosie answered 3/5 of the questions correctly who answered the most correctly. Explain your answer.
2. In Year 1 there are 50 pupils, of whom 16 are boys. What percentage of the pupils are boys? What percentage of the children are girls. Show your working.
3. In his first Geography test, Mo scored 38%. In the next test he scored 16/40. Did Mo improve his score? Explain your answer.
4. Which month did Eva save the most money? Estimate you answer first using your knowledge of fractions, percentages and decimals then use your working to prove you are correct.

In January, Eva saves $\frac{3}{5}$ of her £20 pocket money.

In February, she saves 0.4 of her £10 pocket money.

In March, she saves 45% of her £40 pocket money.

5. In a class of children 25% are boys and the rest are girls. There are 18 girls. How many children are in the class? (try using a bar model for this one)

Task three – Finding percentages of amounts

Let's go back to the basics to remind ourselves how to do this.

Eva says,

50% is equivalent to $\frac{1}{2}$
To find 50% of an amount, I can divide by 2

Complete the sentences.

25% is equivalent to $\frac{1}{\Box}$ To find 25% of an amount, divide by ___

10% is equivalent to $\frac{1}{\Box}$ To find 10% of an amount, divide by ___

1% is equivalent to $\frac{1}{\Box}$ To find 1% of an amount, divide by ___

Sometimes a bar model can help you:

300 children (The whole school)									
30	30	30	30	30	30	30	30	30	30
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
30%			70%						

300 ÷ 10 = 30 (10%)

30 x 3 = 90 (30%)

30 x 7 = 210 (70%)

So what if I have to find 17%? – Find one percent first, then multiply your answer by 17.

Remember to find the most efficient way of finding the answer (For example: If I had to find 35% I could: divide by 100 and then x 35; I could also find 10%, half that answer to find 5% - then I could x my 10% by 3 to get 30% and then add the answer for 5%- You all work differently so pick what works most EFFICIENTLY for you)

Find the % of these amounts (You can do them all or you can pick a selection):

10% of 40	20% of 30	35% of 400	18% of 900
1% of 240	40% of 500	75% of 200	7% of 500
50% of 406	30% of 440	15% of 60m	23% of £60
25% of 120	90% of 460	5 % of 1.8m	98% of 150g

Task four- Problems solving

Four children in a class were asked to find 20% of an amount, this is what they did:

Whitney: I divided by 5 because 20% is the same as one fifth

Amir: I found one percent by dividing by 100, then I multiplied my answer by 20

Alex: I did 10% add 10%

Jack: I found ten percent by dividing by 10, then I multiplied my answer by 2

Who do you think has the most efficient method? Explain why.
Who do you think will end up getting the answer incorrect?

Fill in the missing values to make this statement correct.
Can you find more than one way?

25% of ☐ = ☐ % of 60

How many ways can you find 45% of 60?
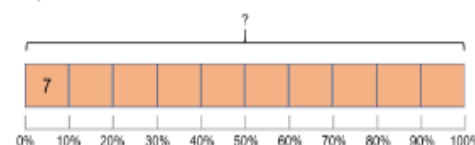
Use similar strategies to find 60% of 45

What do you notice?

Does this always happen?
Can you find more examples?

If 7 is 10% of a number, what is the number?

Use the bar model to help you.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

A golf club has 200 members.

58% of the members are male.
50% of the female members are children.

(a) How many male members are in the golf club?
(b) How many female children are in the golf club?

Science:

LO: To explain how an animal has adapted to its environment

www.bbc.co.uk/programmes/b010k3j3

https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zxg7y4j

http://www.primaryhomeworkhelp.co.uk/adaptation.htm

Look at least 3 different habitats. Consider what the challenges in this habitat might be. How have the animals that live here adapted to survive this challenge. You could present this as a table as a creative double page spread or as written paragraphs.

Now I would like you to create your own creature for a specific habitat. You can be as creative as you like with this challenge. You can use a known habitat in our world and design a creature using the features of animals we know about or you can be adventurous and create a fictional character such as a Pokemon that may live in fictional world as long as you think carefully about what adaptations your animal has to survive in that particular environment. I have included an example sheet below but you do not have to use this. You can create: a Powerpoint, a stop animation with a David Attenborough style narration, a double page spread or a model with a paragraph explaining your adaptions.

Name:........................ MY CREATURE IS A.......................... Date:........................

DIET
What does it eat?

HOME
Where does your creature live?
What is its home made from, and why?

TRANSPORT
How does your creature move?

PREDATOR OR PREY?
Will your creature be hunted by other animals?
How will it keep safe?
How will it catch its prey?

CLIMATE
How is your creature adapted for its climate?

SKIN OR COVERING
What is the skin/covering of your creature like and why?

IT LIVES IN..........................

Core Knowledge
The official partnership in the UK