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# Home Learning Pack Year 6

Guidance and Answers

Week 11

6/07/2020

Classroom  
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KIDS



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This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

## Monday

### Maths – Vertically Opposite Angles (page 2)

**Question 1** – In this question, children are asked to find missing angles. To do this, they need to recognise that **vertically opposite angles** are the angles opposite one another when two lines cross. This means that they are equal in size. They will also need to understand that angles on a straight line total  $180^\circ$ , and angles around a point total  $360^\circ$ . For example, to answer question 1, they might recognise that angle a is on the same line as  $136^\circ$ , so  $180^\circ - 136^\circ = 44^\circ$ .

Find the value of the missing angles. The correct answers are: **A =  $44^\circ$ , b =  $151^\circ$ , c =  $142^\circ$ .**

**Question 2** – This question asks children to identify whether the statements about the angles in the diagram are true or false. They will need to apply the information above to calculate the missing angles. This tells us that angle b must be the same size as  $127^\circ$  as it is vertically opposite. They can then use their knowledge of angles on a straight line, or around a point, to calculate b and c.

Mark the boxes with an 'x' to show whether the statements are true or false. The correct answers are: **A is true, B is false (they add up to  $106^\circ$ ), C is true.**

**Question 3** – For this question, children need to identify which child's statement about how to calculate the missing angle is correct and explain how they know. Once again, they will need to apply their knowledge of vertically opposite angles being equal, and angles around a point totalling  $360^\circ$ .

Who is correct? Explain how you know. The correct answer is: **Sean is correct. Steph has subtracted 126 once instead of twice, she has forgotten the vertically opposite angle.**

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## Monday

English – Modal Verbs (page 3)

**Question 1** – In this question, children are asked to circle the modal verbs. A **modal verb** changes and affects the **verbs** (doing words) in a sentence by expressing the level of degree, possibility, obligation and permission. For example, it might rain, it will rain, it must rain.

Modal verbs include: will, would, should, could, can, may, might, shall, must and ought to.

Circle the modal verbs below. The correct answers are: **should, may, will, shall**

**Question 2** – This question asks children to choose a modal verb from the word bank to complete the given sentence. The sentence must make sense and show how likely it is that the event will happen.

Choose an appropriate modal verb from the word bank to complete the sentence below. The correct answers are: **would, will**

**Question 3** – For this question, children need to write the sentences in the correct place on the table. They must decide whether the modal verb in each sentence suggests that it is certain to happen, or just a possibility that it might happen.

Write the sentences below in the correct place on the table. The correct answers are:

**Certainty: A, C & D**

**Possibility: B & E**

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## Tuesday

### Maths – Angles in a Triangle 2 (page 4)

**Question 1** – In this question, children are asked to draw a line to match the triangles to the missing angles. To do this, the following information will be useful:

**Triangles** are 2D shapes with 3 straight sides. The internal angles of a triangle total  $180^\circ$ . The short lines (**hatch marks**) show which sides are equal and can help you decide what type of triangle it is.



**Equilateral triangles** have 3 equal sides and 3 equal angles.

**Isosceles triangles** have 2 equal sides and 2 equal angles.

**Scalene triangles** have no equal sides and no equal angles.

**Right-angled triangles** have 1 angle that is  $90^\circ$ .

Draw a line to match each triangle to its missing angle. The correct answers are:  $A = 55^\circ$ ,  $B = 65^\circ$ ,  $C = 70^\circ$

**Question 2** – This question asks children to decide whether the missing angles in the triangles are equal. To do this they must calculate what the missing angles are. For example, triangle A is an isosceles triangle. We know this because the hatch lines tell us it has 2 equal sides. This means that two of the angles are the same size. Children also know that the angles of a triangle total  $180^\circ$ . To calculate angle A then, children can subtract  $40^\circ$  from  $180^\circ$  and divide the answer by 2.

True or false? The missing angles in the triangles below are all equal. The correct answer is: **False**.  $A$  and  $B = 70^\circ$ ,  $C = 65^\circ$

**Question 3** – For this question, children need to identify which child's statement is correct and explain how they know. To do this, they must firstly identify the type of triangle it is using the hatch lines to help. Then, they must subtract the known angle from  $180^\circ$  and divide the answer by 2.

Who is correct? Explain how you know. The correct answer is: **Dean is correct**. The angles would add up to  $140^\circ$  in Hannah's triangle.

This week's pack supports the [Week 11 timetable](#) on Classroom Secrets Kids.

## Tuesday

English – [Lost in the Woods](#) (page 5)

For this task, children are asked to use the picture provided to help them write a story about being lost in the woods.

They are asked to include the following:

- A setting description – this will mean using lots of interesting **adjectives** (words used to describe a noun).
- A character description – what does your character look like, what do they do, what do they say?
- Powerful **verbs** and **adverbs** – verbs are action words and adverbs explain how the action is done. For example, tiptoed quietly is a verb (tiptoed) followed by an adverb (quietly).
- **Modal verbs** – These change and affect the verbs in a sentence by expressing the level of degree, possibility, obligation and permission. For example, it might rain, it will rain, it must rain.
- **Relative clauses** – these add extra information to a sentence by using relative pronouns such as 'who', 'that' or 'which'. It adds extra information about the noun in the sentence and therefore must be related to the noun.
- A range of **conjunctions** – A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so. A **subordinating conjunction** is a conjunction that introduces a subordinating clause (a clause that does not make sense on its own), for example: although, because.

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## Wednesday

### Maths – Angles in Quadrilaterals (page 6)

**Question 1** – In this question, children are asked to check whether Maria has correctly calculated the missing angles in the given quadrilaterals. To do this, they will need to know that a square in an angle represents a right angle ( $90^\circ$ ), and that sides with one **hatch line** (/) are the same length, and sides with two hatch lines (//) are the same length. They will also need to know that **quadrilaterals** are four-sided 2D shapes with four interior angles that add up to  $360^\circ$ .

To calculate angles a and b for instance, the hatch lines indicate that two of the sides are the same length, meaning that angles a and b are the same size. The two known angles total  $150^\circ$ , which can be subtracted from  $360^\circ$  to give  $210^\circ$ . This must then be halved to give the size of each of the missing angles.

Maria has been calculating the missing angles in the shapes below. Check her work and correct any mistakes. The correct answers are: **Corrections: a =  $105^\circ$ , b =  $105^\circ$ , d =  $55^\circ$**

**Question 2** – This question asks children to draw a line to match each shape to the correct statement. To do this, they will need to use the information above to help calculate the missing angle. They must also know that **parallel sides** are sides the same distance apart that never meet.

Match the shape to the correct statement. The correct answer is: **C or A = the opposite angles are equal; B = the missing angle is  $35^\circ$ ; C = the shape has one pair of parallel sides.**

**Question 3** – For this question, children need to prove whether Pedro is correct. To do this, they will need to use their knowledge of angles in a quadrilateral (see above) and know that a **trapezium** is a quadrilateral with at least one pair of parallel sides.

Can Pedro be correct? Prove it. The correct answer is: **Pedro cannot be correct as his angles total  $370^\circ$  and not  $360^\circ$ .**

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## Wednesday

English – Commas (page 7)

**Question 1** – In this question, children are asked to identify whether the commas in each sentence have been used for parenthesis, lists or after a fronted adverbial. It would help them to know the following:

**Commas (,)** are used to separate items in a list, after fronted adverbials, to clarify meaning, or to avoid ambiguity.

**Adverbials** are groups of words which add detail to the 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'.

**Fronted adverbials** are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

**Parenthesis** is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. 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.

Mark an 'x' in the boxes to show whether the commas in the sentences below are used for parenthesis (P), lists (L) or after a fronted adverbial (FA). The correct answers are:

A) fronted adverbial; B) parenthesis; C) list

**Question 2** – This question asks children to add the missing commas into the given sentences. Children need to think about how commas are used before speech, after fronted adverbials and to add parenthesis.

Add the missing commas into the sentences below. The correct answers are:

A) Maya asked, "Why doesn't the sun shine at night?"

B) Even though it was freezing, cold food was all that was available from the kiosk at the station.

C) My best friend, who has recently moved to Spain, has invited my family to stay at her new house, which has a pool, during the summer holidays.

**Question 3** – For this question, children need to decide which child has used commas for parenthesis correctly and explain how they know. They must remember that parenthesis is a word, phrase or clause added to a sentence to give further information or clarification, and that commas are used to mark the beginning and end of the parenthesis.

Who has used commas correctly? Explain why. The correct answers is: Lola has used commas correctly for parenthesis around the subordinate clause 'some of which we didn't have at home'. Derek has incorrectly used commas for parenthesis around the object in the main clause.



This week's pack supports the Week 11 timetable on Classroom Secrets Kids.

## Thursday

### Maths – Angles in Polygons (page 8)

**Question 1** – In this question, children are asked to match each shape to the correct sum of interior angles, using their knowledge of the sum of angles in a triangle. They need to remember that the angles of a triangle total  $180^\circ$ . They also need to know that **interior angles** are inside a shape at the vertex (corner or point). For example, a is an interior angle below:

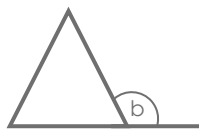


It is also helpful to know that **polygons** are 2D shapes with straight sides and any number of sides.

To complete this question, children will need to count the number of triangles in each polygon and multiply that by  $180^\circ$  to give the interior angles of the whole shape.

Using your knowledge of the sum of angles in a triangle, draw lines to match each shape to the correct sum of interior angles and name each shape. The correct answers are:  
**A is a hexagon =  $720^\circ$ , B is an octagon =  $1,080^\circ$ , C is a rectangle =  $360^\circ$**

**Question 2** – This question asks children to calculate the missing values to identify which one is the odd one out. **Exterior angles** are angles between any side of a shape and a line extended from the next side. For example, b is an exterior angle below:



To do this, they need to use their knowledge of angles on a straight line. For example, to calculate angle A, children need to calculate  $180^\circ - 66^\circ$ .

Calculate the value of the missing interior and exterior angles in order to find and circle the odd one out. The correct answer is: **B equals  $108^\circ$  and is the odd one out (A and C both equal  $114^\circ$ ).**

**Question 3** – For this question, children need to explain whether Sophie is correct in calculating the interior angles of her shape. As before, children need to recognise that the shape has been split into 5 triangles, each with a sum of  $180^\circ$ .

Is she correct? Explain how you know. The correct answer is: **Sophie is correct. She has divided the shape into triangles correctly; each triangle has interior angles which add up to  $180^\circ$ , so the interior angles in a heptagon will add up to  $900^\circ$ .**

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## Thursday

**English – Identifying Determiners, Conjunctions and Prepositions in Sentences** (page 9)

**Question 1** – In this question, children are asked to decide whether the given words are determiners, conjunctions or prepositions, and write them in the correct place on the table. The following definitions will be useful:

A **preposition** is a type of word used to tell you where or when something is in relation to something else, for example: after, under, over.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

A **determiner** is a word that comes before a noun or a noun phrase, for example: the, a, two.

Write the words below into the correct place on the table. The correct answers are:

**Determiners:** my, several, their, that;

**conjunctions:** while, because, unless, when, even though, however;

**prepositions:** through, next to.

**Question 2** – This question asks children to complete the sentences using the conjunctions, determiners or prepositions provided. Use the definitions of these words to help.

Complete the sentences below with suitable conjunction(s), determiner(s) or preposition(s). The correct answers are: Jane crawled through the undergrowth even though she knew her mum would be cross.

**Question 3** – For this question, children need to decide whether Selina and Jeremy have managed to include two determiners, two conjunctions and two prepositions in their sentences (see above for definitions).

Who do you think has achieved this? Explain why. The correct answers is:

Neither of them have achieved this. Jeremy has used two determiners: their and our; two prepositions: off and while; and one conjunction: so.

Selina has used two determiners: my and your; two conjunctions: when and before; and one preposition: off.

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## Friday

### Maths – Reasoning

Follow the link to play a reasoning game which revises some of the skills covered in Year 6 so far. <https://kids.classroomsecrets.co.uk/resource/year-6-reasoning-test-practice-3/>

### English – Revision

Follow the link to play an interactive game where children match spellings from the year 5 and 6 spelling list with their definitions. <https://kids.classroomsecrets.co.uk/resource/year-6-spellings-and-definitions-matching-activity-4/>

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## Assembly Activity

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### Celebration certificate

On the following page in this pack (page 13), 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&feature=youtu.be>

# Home learning



# HERO!

\_\_\_\_\_ This certificate of brilliance goes to \_\_\_\_\_

\_\_\_\_\_ for being **TOTALLY AWESOME** at \_\_\_\_\_

Signed \_\_\_\_\_

Date \_\_\_\_\_



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## Additional Resources

English – Reading Comprehension – Two Sides to a Coin (pages 10 – 13)

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 it using a dictionary.

The answers to the questions are as follows:

1. Explain the word 'flitting'. It means 'moving swiftly and lightly'.
2. What does it mean to be 'Not too far away geographically'? How else might someone be 'far away'? It means to be not too far away in actual physical distance. One might be distant in experience (as mentioned in the text) or any number of other ways such as emotionally, spiritually, in opinion etc.
3. Do you think the two characters will meet? Why? Yes, because both of them are starting Year Six at Wood Lane Primary School.
4. Find the sentence where Grace falls asleep and identify one way the author conveys that that is what is happening. 'Time to... forget... about... the things which...' Various answers including: The fragmented nature of the sentence; the use of ellipses; the seemingly random number of words in each fragment of the sentence; the fact that the sentence ends before it is properly complete.
5. What does the use of the phrase 'high-definition' tell you about Ella's thoughts and how sleepy/awake she is? It shows that they were very clear in her mind, which in turn shows that she was very awake.
6. What is the effect of stretching out the words 'relaaaaax' and 'breeeeeaathe'? It creates a sense that the reader is sharing in the attempts to relax and slow down, as the actual words are slower and longer to read.
7. What does it tell you when the author writes that Grace 'inhaled' her breakfast? It explains that she ate her breakfast extremely quickly.
8. What does the fact that the girls walk 'heads held high' tell you about how they are feeling? They are confident and proud.
9. What do the italics in the sentence 'So immature' tell you about the image the girls are trying to portray to the world? They are trying to appear very mature and older, much more so than the children in younger years.

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## Additional Resources

English – Reading Comprehension Continued – Two Sides to a Coin (pages 10 – 13)

10. Find two words used instead of 'walked' which show that Grace and her friends are confident. 'Strode' and 'swept'

11. Now that you have read the whole story, explain why the title is a good choice. The phrase 'two sides of a coin' is used to describe two things which are very closely related despite seeming different. The story is about two very different characters in a school setting (a teacher and a pupil) who nevertheless have very similar experiences and emotions when moving towards the same event (a first day back after Summer holidays).