

Maths			
<p>Online Today we are looking at comparing fractions and decimals- Lesson 6.</p> <p>https://classroom.thenational.academy/lessons/decimal-and-fraction-equivalence</p> <p>Complete the tasks in your exercise book. I would love to see your work, you can send it to our class email.</p>	<p>Online This lesson is converting fractions to decimals and using this to compare them- Lesson 7.</p> <p>https://classroom.thenational.academy/lessons/decimal-equivalents-of-fractions</p> <p>Complete the tasks in your exercise books. Let us know how you have got on.</p>	<p>Online We are looking at adding fractions today- Lesson 8.</p> <p>https://classroom.thenational.academy/lessons/add-fractions</p> <p>Complete the tasks in your exercise book. Can you email me to tell me the steps on how to add fractions.</p>	<p>Online This lesson is subtracting fractions- Lesson 9.</p> <p>https://classroom.thenational.academy/lessons/subtract-fractions</p> <p>You will have a quiz to complete and a task in your exercise book.</p>

Offline: Can you use the common denominator to add or subtract the fractions?

Complete the calculations.

<p>a) $\frac{2}{5} + \frac{1}{2}$ Common denominator = <input style="width: 50px;" type="text"/></p>	<p>c) $\frac{7}{8} - \frac{1}{4}$ Common denominator = <input style="width: 50px;" type="text"/></p>	<p>a) $\frac{1}{5} + \frac{3}{4} =$ <input style="width: 50px;" type="text"/></p>	<p>c) $\frac{1}{2} - \frac{1}{7} =$ <input style="width: 50px;" type="text"/></p>
<p>b) $\frac{2}{3} + \frac{4}{5}$ Common denominator = <input style="width: 50px;" type="text"/></p>	<p>d) $\frac{7}{9} - \frac{1}{6}$ Common denominator = <input style="width: 50px;" type="text"/></p>	<p>b) $\frac{7}{8} - \frac{1}{3} =$ <input style="width: 50px;" type="text"/></p>	<p>d) $\frac{11}{18} + \frac{7}{12} =$ <input style="width: 50px;" type="text"/></p>

English - Newspaper Article			
<p>Online Watch the clip below that shows a clip from Fantastic Beasts.</p> <p>https://www.youtube.com/watch?v=p7yliVQ8iCg</p> <p>What creatures did we see? How did he look after them? Read through some of the information about the creatures on the next page. What did you find out about them?</p>	<p>Online This lesson is about parenthesis. https://www.bbc.co.uk/teach/supermovers/ks2-english-commas-brackets-dashes-with-ben-shires/zh32cqt Write a list of equipment that would be needed in order to look after your creature. Use parenthesis where you can to add extra information. For example: • A toothbrush (a long handle would be best so that you can remain at a safe distance)</p> <p>There is also a PowerPoint activity on TEAMS for you to use as well.</p>	<p>Online This lesson is about different openers. What different openers can you remember?</p> <p>Use the spinner to create different sentences about your creature. https://bit.ly/2Ys4dSw 1= subordinate clause 2 = non-finite clause 3 = fronted adverbial</p> <p>There is a PowerPoint on TEAMS that will also talk you through different sentence openers.</p>	<p>Online What are the features of a set of instructions? Use the link to remind you. https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zfrcmfr</p> <p>Use the headings: food, habitat and play to help you plan your set of instructions on how to look after your creature.</p>

Offline:
Draw and label your own mythical creature. Tell me all about what they eat; where they live and what they look like (appearance). Your creature might even be a mix up of two or more existing animals. When you have created your animal, write a complete set of instructions on how to look after it.

Sex and Relationship Education
<p>Puberty There is a great video to watch via Teams – this will be available from Friday 3rd July. Answer these questions in your exercise book. What does the word ‘puberty’ mean? What changes do you think will happen to you as you become an adult? Will all the changes that happen to you be physical changes?</p>

Year group: 6

W.b. 29/06/2020

Class emails: 6EB@suttonroad.org

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What questions do you have about puberty?

If you cannot access the video or would like any further resources, please contact us on the class emails and we can support with this.

Transition

What worries you about starting secondary school?

Watch the video clip below - <https://www.bbc.co.uk/bitesize/topics/zjgck2p/articles/znc9dxs>

Did this video clip help with any of your worries?

Some problems are easy to solve and you solve them all the time without really thinking about it. Other problems are harder to solve. When this is the case, try to break down the problem into 'bite-size' chunks so that you can deal with small parts of it, one at a time. This will stop you feeling overwhelmed by a problem. It will help you to make the right decision as you will have more time to think each part through thoroughly. Have a go at solving a problem/worry using the cycle on the next sheet.

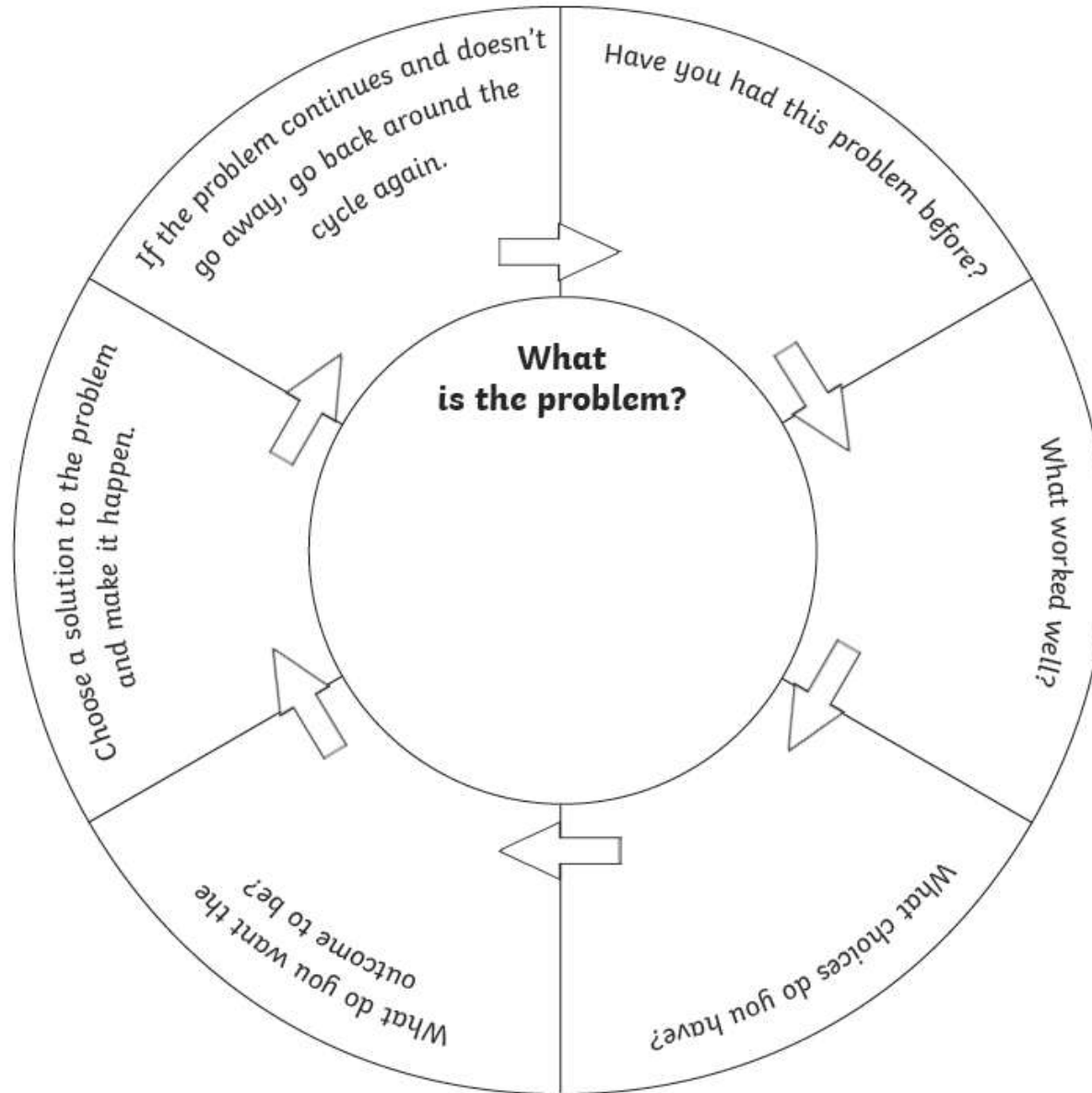
Well-being

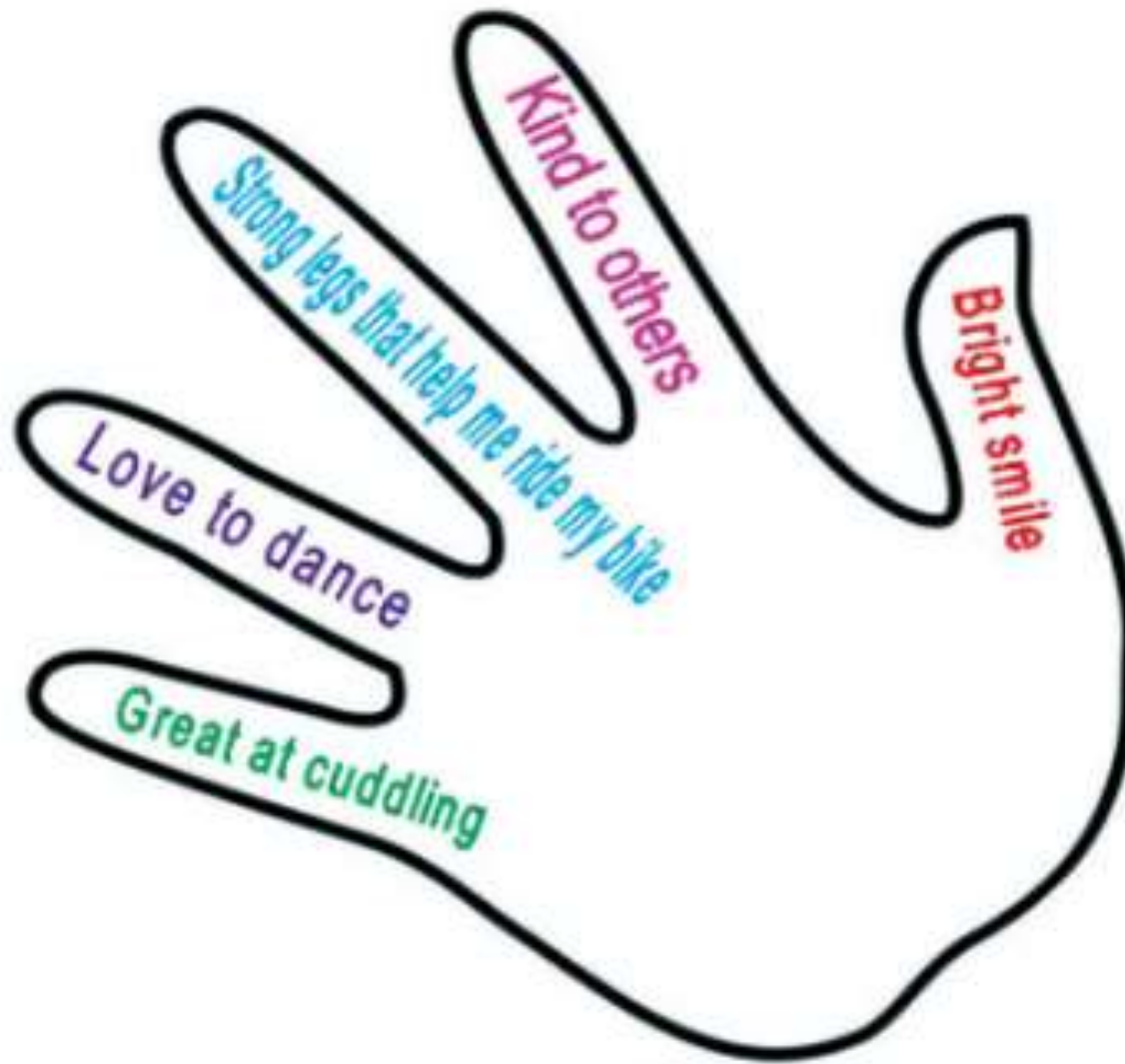
Draw around your hand. On the inside, write/draw what you have achieved so far. What are your strengths?

On the outside draw and write what you hope to achieve in the future and what you would like to become.

The steps to follow are in the cycle below.

Please look at the cycle below and then complete your own cycle with your own problem.





This is the smallest of all known dragons and the swiftest in flight. A mere fifteen feet or so in length, the Peruvian Vipertooth is smooth-scales and copper-coloured with black ridge markings. The horns are short, and the fangs are particularly venomous. The Vipertooth will feed readily on goats and cows but has such a liking for humans that the International Confederation of Wizards was forced to send in exterminators in the late nineteenth century to reduce Vipertooth numbers, which had been increasing with alarming rapidity.

Basilisk

The first recorded basilisk was bred by Herpo the Foul, the Greek Dark wizard and Parselmouth, who discovered after much experimentation that a chicken egg hatched beneath a toad would produce a gigantic serpent possessed of extraordinarily dangerous powers.

The Basilisk is a brilliant green serpent that may reach up to fifty feet in length. The male has a scarlet plume upon its head. It has exceptionally venomous fangs but its most dangerous means of attack is the gaze of its large yellow eyes. Anyone looking directly into these will suffer instant death.

If the food source is sufficient (the Basilisk will eat all mammals and birds and most reptiles), the serpent may attain a very great age. Herpo the Foul's Basilisk is believed to have lived for close to nine hundred years.

The creation of Basilisks has been illegal since medieval times, although the practice is easily concealed by simply removing the chicken egg from beneath the toad when the Department for Regulation and Control of Magical Creatures comes to call. However, since Basilisks are uncontrollable except by Parselmouths, they are dangerous to most Dark Wizards as to anybody else, and there have been no recorded sightings of Basilisks in Britain for at least four hundred years.

Hippogriff

The Hippogriff is native to Europe, though now found worldwide. It has the head of a giant eagle and the body of a horse. It can be tamed, though this should be attempted only by experts. Eye contact should be maintained when approaching a Hippogriff. Bowing shows good intentions. If the Hippogriff returns the greeting, it is safe to draw closer.

The Hippogriff burrows for insects but will also eat birds and small mammals. Breeding Hippogriffs build nests upon the ground into which they will lay a single large and fragile egg, which hatches within twenty-four hours. The fledgling Hippogriff should be ready to fly within a week, though it will be a matter of months before it is able to accompany its parent on longer journeys.

Hodag

The Hodag is horned, with red, glowing eyes and long fangs and the size of a large dog. The Hodag's magic resides largely in its horns which, when powered, make a man immune to the effects of alcohol and able to go without sleep for seven days and seven nights. Like the Snallygaster, the Hodag is a North American creature whose antics have excited considerable Muggle interest and curiosity. It feeds largely on calves and is consequently attracted to Muggle farms at night. Work is done to successfully convince Muggles that sightings of Hodags have been hoaxes. It is now confined, mostly successfully, to a protected area around Wisconsin.