



**Morning Everyone ☺ We're half-way through yet another week and everyone is working so hard again – keep going!**

*Please take care to read all instructions and questions carefully as mistakes are being made when this is not happening. Remember to check over your work before you submit it. Thank you ☺*

### Emotional well-being

### **What makes me happy?**

Take some time today to consider all of the people, places and things that make you happy. Rather than noting down only one or two, I would like you to create an A – Z of things that make you happy – one thing for each letter of the alphabet. Be creative for those letters that are tricky! ☺

### Time for prayer and reflection

### **Talented Team**

A few weeks ago we thought about our talents and how they can help our community. Talents are more than sporting, academic or musical skills. Talents include listening, caring and speaking. Finding a person who will listen when times are tough can be vitally important. Our differences or talents can help the life of the people around us.

In the Bible, St. Paul imagines the people who make up the church to be like a body. He said that just as a body is made up of different parts, so a community is made of different people with different talents. St. Paul wrote *“If the foot were to say, “Because I am not a hand, I don’t belong to the body,” that would not keep it from being a part of the body. And if the ear were to say, “Because I am not an eye, I don’t belong to the body,” that would not keep it from being a part of the body. If the whole body were just an eye, how could it hear? And if it were only an ear, how could it smell? As it is, however, God put every different part in the body just as he wanted it to be. There would not be a body if it were all only one part!”* (1 Corinthians 12:14-19 NIV)

A community needs difference like a body needs its various parts.

**Time to reflect** - What would the world be like if everyone was exactly the same? Why do we need differences?

**Dear God, we know that we have many things in common, and we are also aware and thankful for differences. We know it is an important part of our families, our schools, our communities and ultimately our world. Let us, this week, think about, understand and learn to live with our differences in a respectful and tolerant way. Amen**

### Maths

### **Adding mixed number fractions**

As I said in our meeting yesterday, I thought we would take another mid-week break from the videos and tasks and do some consolidation problems based on what you did yesterday. Please find some adding mixed number fractions problems attached. For those problems that say **explore**, there are a number of solutions so please make sure you try to exhaust all possibilities – don't just stop at the first one you find.

I have also included some challenge questions which will require a little more consideration and application of your fractions skills – it is up to you if you attempt these...but I expect that some people will ☺



**As always, please also access Times Tables Rockstars or SATs Companion (for Year 6 only).**

### English: Reading



Again, spend 30mins (minimum) reading a book of your choice quietly – or aloud if you'd like to.

Choose a familiar section of your text with some action – practise reading this aloud effectively, using expression and intonation. This is a good skill to have, reading out loud and story-telling isn't easy. Once you have practised, you could read it to someone in your house or send a video to me on Class Dojo ☺

### English

### **Commentator questions**

Previously, we have looked at Rex Retriever, Inference Iggy, Summarising Sheba and Vocabulary Victor questions to help to understand the types of questions that may be asked in a comprehension activity.

Today the focus will be Cassie the Commentator questions (your 2f and 2h guided reading questions). These questions ask you to do two things: explain how certain parts of a text build or change an overall message or meaning **or** say how characters or events within the story are similar to or different from each other or how a single character changes over the course of a story. You are basically commenting on what you have read in order to answer the questions.

Example questions may be:

- ~ Compare one character to another. How are they different or similar?
- ~ How are the settings within the story similar or different?
- ~ Who has the author written this text for? Why?



Please complete the attached activity. Read the text before answering the commentary-based questions to practise your skills.

### Science

Please see work set by Miss Swan



**Maths**

**Adding Mixed Number Fractions Problems**

**Add Mixed Numbers**

1. Frasier and Ellan are going on holiday. They want to visit two places but want to use 5 or less tanks of petrol to get to their final destination.

Route	Petrol needed
A to B or B to A	$1 \frac{2}{5}$ tanks
A to C or C to A	$1 \frac{9}{11}$ tanks
A to D or D to A	$3 \frac{3}{7}$ tanks
B to C or C to B	$1 \frac{9}{10}$ tanks
B to D or D to B	$2 \frac{4}{5}$ tanks
C to D or D to B	$2 \frac{7}{8}$ tanks



Explore where they could have started and two journeys they could take that use 5 or less tanks of petrol.

DP

2. Mrs Clarke has spilled coffee over Lisa's maths book whilst marking her work.

$$3 \frac{\text{coffee splat}}{\text{coffee splat}} + \frac{\text{coffee splat}}{\text{coffee splat}} = 6 \frac{\text{coffee splat}}{\text{coffee splat}}$$

15	1	18	20	8	12
14	4	5	17	28	24

Use the digit cards to explore the different calculations Lisa could have completed if all the denominators were different and the second fraction was improper.

DP



**Maths**

**Optional Challenge Problems**

**Challenge 1:**

What is the same and what is different about the following calculations?

$$\frac{3}{8} + \frac{7}{12}$$

$$\frac{9}{24} + \frac{14}{24}$$

$$\frac{46}{48} + \frac{21}{36}$$

**Challenge 2:**

The masses of three bags of potatoes must be added to work out the total mass of the potatoes.

The mass of bag A is  $3\frac{3}{4}$ kg, B is  $\frac{2}{3}$ kg lighter than A, and C is  $1\frac{1}{4}$ kg heavier than B.

What is the total mass of the three bags?



**English**

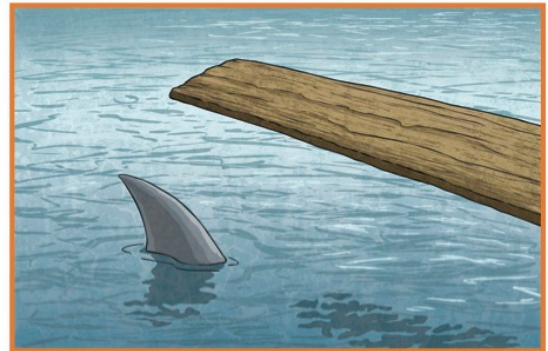
**Cassie the Commentator**

**Improving Your Reading with  
Cassie the Commentator : A Sailor's Peril**



The white sharks are the dread of sailors in all hot climates for they constantly attend vessels in expectation of anything which may be thrown overboard. Some sharks have been known to travel alongside one particular ship for hundreds of kilometres. One can only think about the poor sailors who have happened to fall overboard with these sea-monsters present.

Some species of sharks grow to an enormous size, often weighing from hundreds of kilograms each. White sharks are the sailor's worst enemy: they have five rows of wedge-shaped teeth which are notched like a saw. When the animal is at rest they are flat in its mouth but, when about to seize their prey, the teeth are pushed upwards by a set of muscles which join them to the jaw. The white shark's mouth is located under the head. This means that they must turn themselves onto one side before they can grab anything with their enormous jaws.



1. This description of sharks was written in 1852. Comment on how people in 1852 understood this topic compared to how we understand it today.

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2. How does the white shark compare to another deadly creature you know?

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**English**

**Cassie the Commentator continued...**

3. Who do you think the author has written this text for? Give a reason for your answer.

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4a. Find and copy a phrase where the shark is portrayed as dangerous.

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b. Why does this phrase make the shark seem dangerous?

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