

Cotsford
Primary School

Cotsford Primary School

Home learning

Year 6
Summer 1

Spring 1 Home Learning.

Task 1.

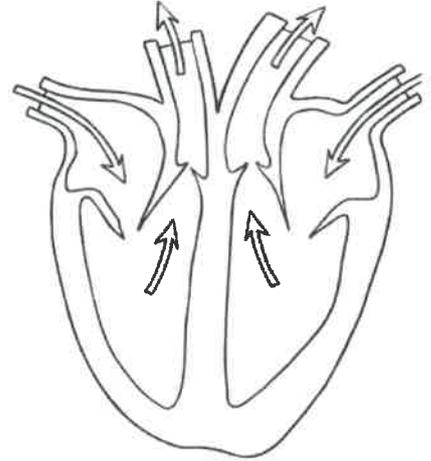
Your Heart

The heart is a muscle in your chest made up of four chambers:

- the right atrium;
- the left atrium;
- the right ventricle;
- the left ventricle.

Your heart is protected by your ribs and pumps blood around your body. This is what happens:

Your blood 'picks up' the oxygen from your lungs and then it travels to your heart. The heart pumps or pushes the blood around your body by using the muscles in its walls. These muscles contract to push the blood around the body. Arteries carry the blood to every part of your body so your muscles and organs can use the food and oxygen to make them work. Veins carry blood back to your heart when all the oxygen has been used so the blood can be pumped back to your lungs again to 'pick up' more oxygen.



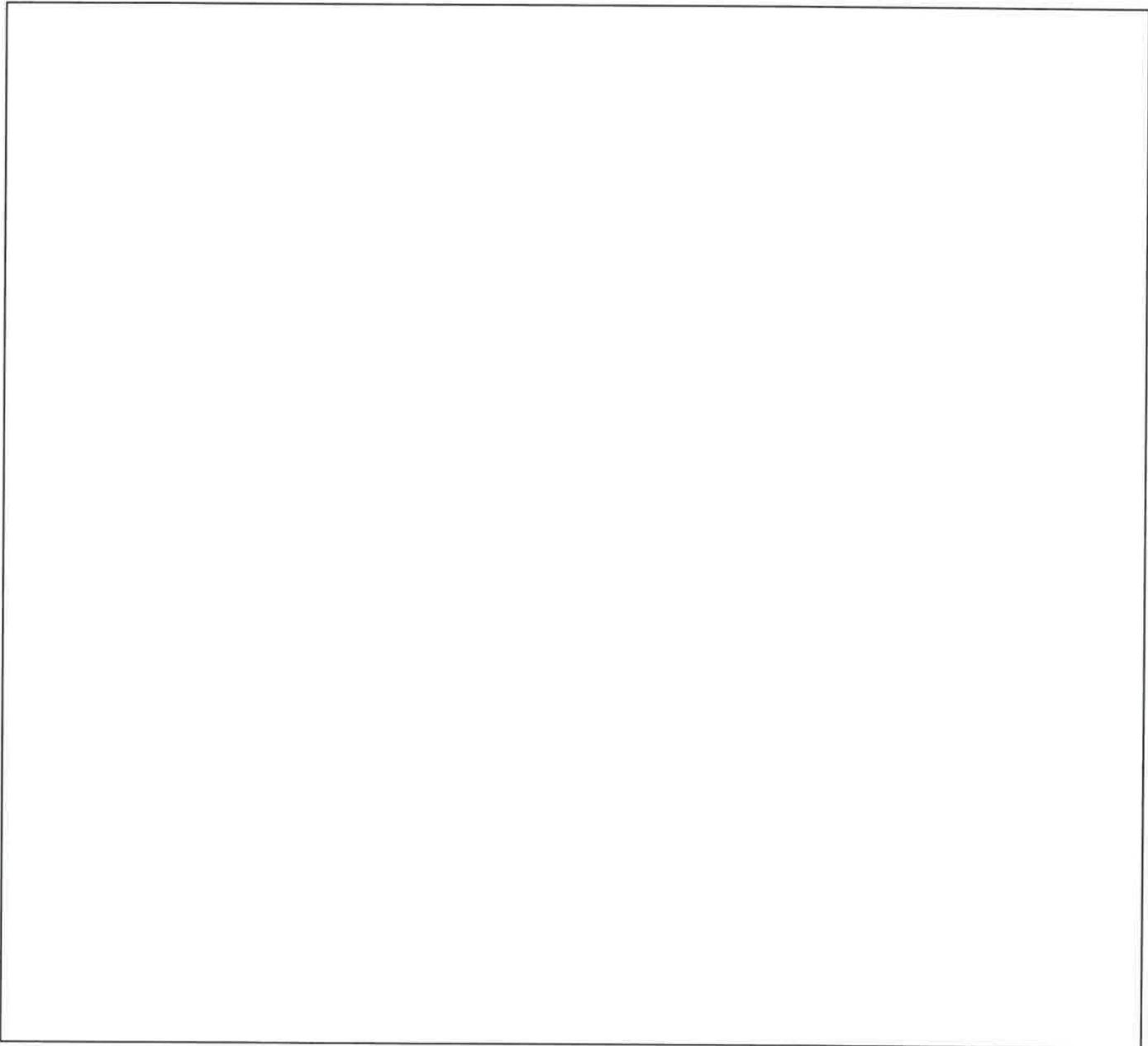
Task 1: Complete the following paragraph using the paragraph above to help you.

The heart is a _____ in your chest made up of _____ chambers. The heart is protected by the _____. The heart acts like a _____ pushing blood around the body. This happens because the muscles in the _____ of the heart regularly contract, squeezing out the blood. Blood travels away from the heart in blood vessels called _____ and travels to _____ part of your body. The blood travels through _____ to return to the heart. Blood collects _____ from the lungs then returns to the heart to begin the cycle again.

Task 2: Put a tick or a cross next to each of the following statements to show whether they are good or bad for your heart:

- | | | | |
|---------------------------------|--------------------------|----------------------------|--------------------------|
| 1) Walking to the shops | <input type="checkbox"/> | 6) Sitting and watching TV | <input type="checkbox"/> |
| 2) Eating lots of sweets | <input type="checkbox"/> | 7) Walking the dog | <input type="checkbox"/> |
| 3) Eating fruits and vegetables | <input type="checkbox"/> | 8) Drinking lots of water | <input type="checkbox"/> |
| 4) Playing football | <input type="checkbox"/> | 9) Going for a bike ride | <input type="checkbox"/> |
| 5) Driving to the shops | <input type="checkbox"/> | 10) Playing computer games | <input type="checkbox"/> |

Research what keep your heart healthy and design a poster.



Task 3.

Uplevel the sentences. (Improve them)

Use the box to create adjectives to describe the market.



Use your adjectives to create expanded noun phrases to improve the sentence.

The _____ stalls were filled with _____ items.

Next, use a fronted adverbial to give extra detail about the market:

_____, the _____ stalls were filled with _____ items.

Finally choose one of the following subordinating conjunctions:

after	although	as	because	before
if	since	until	when	while

Complete your sentence by adding a subordinate clause beginning with a subordinating conjunction, which gives extra information about the market.

_____, the _____ stalls were filled with _____ items.

Task 4.

Is It a Noun or Is It a Verb?

Some words can be used as both as nouns and verbs, which can get very confusing! Try and remember this little trick to help you use these particular words in different ways within your sentences.

The word **'point'** can be both a noun and verb.

To use **'point'** as a **noun**, put a **determiner** like **'a'**, **'an'** or **'the'** before it,

e.g. Henry sharpened his pencil to **a point**. (noun)

To use **'point'** as a **verb**, put the word **'to'** before it,

e.g. The little girl started **to point** out of the coach window. (verb)

Read these sentences. Is the underlined word being used as a verb or a noun?

a) The group stood at the front of the class to present their debate speech. _____

Rubbing her eyes in disbelief, Nisha ran over to the present underneath the Christmas tree. _____

b) Dad was extremely pleased with the progress Billy had made in Year 6. _____

Victoria was trying to progress into the 100m backstroke final. _____

c) Holly was starting to suspect that her little brother had stolen the last chocolate biscuit. _____

After a long chase, the police officer finally caught up with the suspect. _____

Now, look at these sentences. Is the underlined word being used as a verb or a noun?

Remember to look at the word before it to give you a clue.

a) The recycling club members were able to help the school caretaker by collecting all of the rubbish from the playground. _____

b) Mr Foster put a cover over his antique sports car in his garage. _____

c) During the literacy lesson, the children had to film their presentations. _____

Now, it's your turn. Use these words in two different sentences: one where the word is used as a noun and one where it is used as a verb.

a) Write a sentence using the word 'display' as a **verb**.

Task 5.

Match the descriptions to the word types and then write some examples.

adverb

a doing or action word

verb

a word that modifies a verb,
adverb or adjective

proper noun

a word that stands in for nouns

adjective

the name of specific objects, people and places

preposition

part of a sentence

pronoun

a word that tells you where or when
something is in relation to another

noun

a word that describes nouns

clause

the name of objects, people and places

conjunction

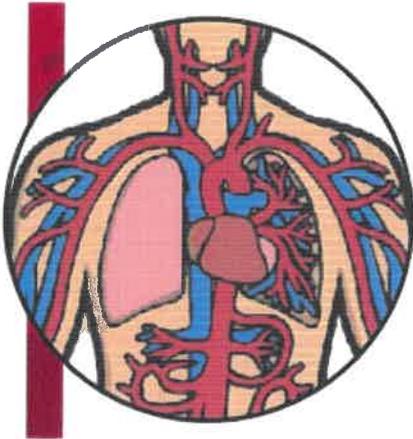
a word that joins two clauses

Write some of your own sentences. Don't forget to use capital letters and full stops.

Task 6

The Circulatory System

The circulatory system is a really important part of our body. The word 'circulatory' means something that is going round and round in a circle or loop. This is exactly what is happening in our bodies all the time.



What Circulates and Why?

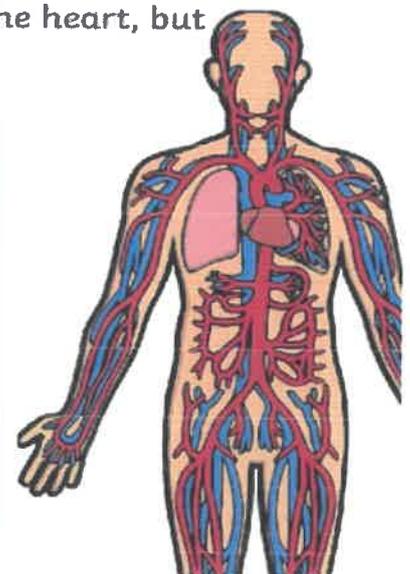
The simple answer is your blood is circulated all around your body. The blood is doing a really important job - it is taking nutrients, hormones and oxygen all around the body to all the places they need to go. The oxygen comes into your body when we breathe in and it goes into our lungs. Then, inside the lungs, this oxygen goes into our blood and starts its journey around the body. You could think of the blood cells a bit like delivery drivers that drop off the oxygen to where it needs to be. Oxygen is dropped off all around the body to thinner blood vessels, which transfer (move across) the oxygen to the cells in the body.

The Heart

The heart is at the heart of it all! Without the heart, no blood would get anywhere around your body. The heart is basically a big pump that constantly pumps the blood around the circulatory system. This has to happen all the time (even when you are asleep) to keep you alive. There are two loops in the circulatory system; the first goes to and from the heart visiting the lungs to collect oxygen and get rid of carbon dioxide. The other loop is much larger and goes to and from the heart, but travels all around the body in between.

Did You Know...?

- The average person's heart will beat 2.5 billion times during a lifetime.
- Amazingly, it takes under 20 seconds for one red blood cell to go round the whole body.
- Red blood cells last about 4 months before your body makes new ones.



The Other Half of the System

We've talked about the blood in your system collecting oxygen, nutrients and hormones and delivering them all around the body, but it also does another important job. It also takes carbon dioxide from your body back to the lungs to be let out when you breathe out. If we think of our red blood cell delivery drivers again, they also collect the waste and take it away again. So, they are delivery drivers and waste disposers all in one!

The Circulatory System Questions

1. What does 'circulatory' mean?

2. What is circulated around the body with our blood? **Tick one.**

- nutrients
- oxygen
- hormones
- all of the above

3. In which organ does the oxygen go into the blood?

4. Why are there two loops in the circulatory system? What does each one do?

5. What waste product is removed through the lungs?

6. How long does it take for one red blood cell to go round the body? **Tick one.**

- 20 seconds
- 20 minutes
- 24 hours
- 24 minutes

7. What are the blood cells compared to?

8. Why is the heart so important? Use evidence from the text to explain fully.

Task 7. Revision task.

a

Add a fronted adverbial to this sentence and the appropriate punctuation.

Dad prepared some delicious, home-made pancakes.



b

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

The head teacher had invited a mystery (guessed/ guest) to today's assembly. Because of his unruly behaviour, Jeremy was not (aloud/ allowed) out of the house today.

c

Add a determiner to this sentence.



Carys held _____ marbles in her hand.

d

Mr Whoops has accidentally jumbled up two Y5 spelling words. Can you help him to unjumble them? (CLUE: They are both body parts!)

CHMATOS REHSUOLD



e

Can you think of a word spelt with a silent letter to match the definition:

A baby sheep

To question whether something is correct

f

Underline the subordinate clause in this sentence:

As it was a ferocious beast, the chimera was feared by many Greek people.



Task 8. Order the monarchs in chronological order.

1603-1625



James I

1066-1087



William I

1952-Present



Elizabeth II

1509-1547



Henry VIII

1413-1422



Henry V

1702-1714



Anne

1558-1603



Elizabeth I

1272-1307



Edward I

880's-899



Alfred the Great

1837-1901



Victoria

1199-1216



John

Research one of the monarchs and create a fact file to present your information.

A large, empty rounded rectangular box with a black border, positioned in the upper right quadrant of the page.A smaller, empty rounded rectangular box with a black border, containing five horizontal lines for writing, positioned below the first box.A rounded rectangular box with a black border, containing ten horizontal lines for writing, positioned in the upper left quadrant of the page.A large, rounded rectangular box with a black border, containing ten horizontal lines for writing, positioned at the bottom of the page.

Task 9. Research Henry III and write a paragraph about him. Remember to use punctuation and conjunctions.



Task 10. Read the information about Queen Elizabeth II and answer the questions.

Queen Elizabeth II

Our Queen, Queen Elizabeth II, became the longest-reigning monarch (King or Queen) in British history in September 2015 with an amazing 64 years on the throne and counting!

Becoming The Queen

Elizabeth II became Queen of Great Britain and Northern Ireland when her dad – King George VI – died in February 1952. King George had no sons or brothers who could be king, so Elizabeth, King George's eldest daughter had to become queen. The next year, on 2nd of June 1953, Elizabeth II had her coronation, which is a special ceremony where she was given her real crown. This is a really big and important event with a parade, and a throne. It was so important that many people in the UK bought their first television to watch it!

Earlier Life

The Queen was born in 1926 and had one younger sister, Margaret. They were the children of King George VI and his wife Queen Elizabeth (who later became the Queen Mother when her husband died). When she was younger, the Queen was a very active person and loved horse riding. As a princess, Elizabeth wanted to join in and help with the Second World War effort, so in 1945, she joined the Auxiliary Territorial Service where she learned how to drive and fix vehicles.

In 1947, she married Prince Philip from Greece and they went on to have four children: Charles (who will be our next King), Anne, Andrew and Edward. Even when planning her wedding, she thought about the war effort and used ration vouchers to buy the fabric for her wedding dress and the cake ingredients were a present from the Australian Girl Guides.



Fact File

- The young Princess Elizabeth performed with Margaret in pantomimes during the Second World War.
- She became a Girl Guide when she was 11 years old.
- In 1965 she gave MBE medals to the very famous pop group, The Beatles.
- When someone in the UK reaches 100 years old they can receive a telegram from The Queen.

Still Busy!

The Queen had her 90th birthday in April 2016 and she is still going strong. She still works almost every day. She reads about 300 letters a day from people, attends meetings with important people, presents medals or awards, signs official papers, visits places and goes to events. She also reads all about what goes on in parliament every day. She is now grandmother to eight grandchildren, one of whom, Prince William, is second in line to the throne and has given her three great-grandchildren making a total of eight great-grandchildren. She spends most of her time at her official homes of Buckingham Palace and Windsor Castle, but also at Holyrood in Scotland as well as her two private residences of Balmoral and Sandringham.

She is certainly a hard-working Queen and she has a place in history as one of the significant monarchs of Great Britain.

Answer the questions below in full sentences.

1. In what year did Queen Elizabeth II become the longest-reigning British monarch?

2. What is a monarch?

3. In what year was Queen Elizabeth officially crowned?

4. What is the name of The Queen's husband?

Write 3 questions you would like to ask Queen Elizabeth?

1) _____

2) _____

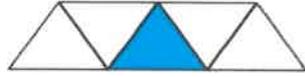
3) _____

Task 4

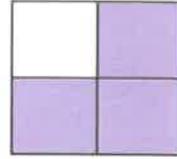
Fractions.

1 What fraction of each shape is shaded?

a)



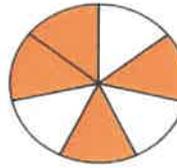
c)



b)

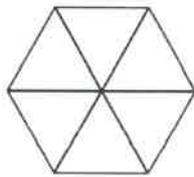


d)



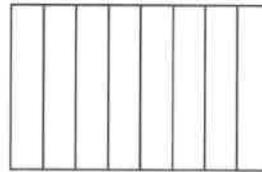
2 Shade each diagram to represent the fractions.

a)



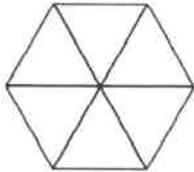
$\frac{1}{6}$

c)



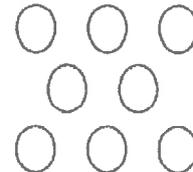
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{10}$

3 Circle the unit fractions.

$\frac{1}{3}$

$\frac{1}{5}$

$\frac{3}{5}$

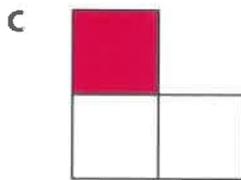
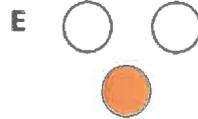
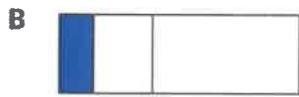
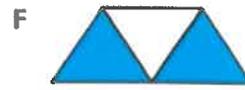
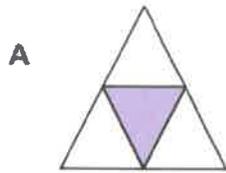
$\frac{1}{8}$

$\frac{2}{3}$

$\frac{10}{11}$

How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.



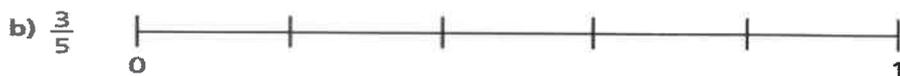
b) Complete the sentences to describe the shapes with one third shaded.

There are equal parts altogether.

out of equal parts is shaded.

of the shape is shaded.

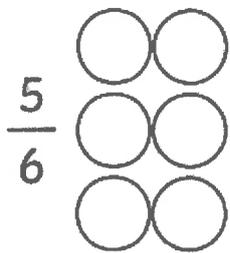
5 Draw an arrow to show the position of the fraction on the number line.



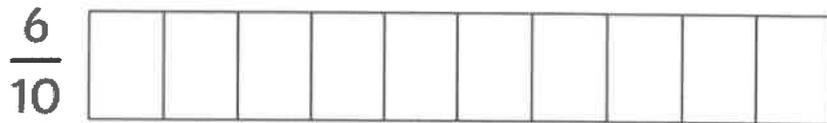
Task 5.

Colour and Label Fractions

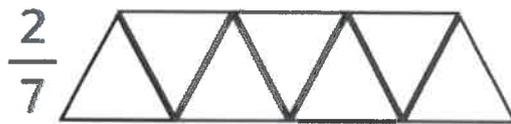
Colour and label correctly:



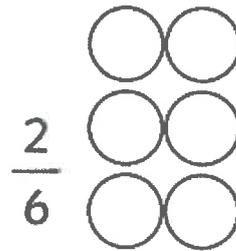
$$\frac{5}{6}$$



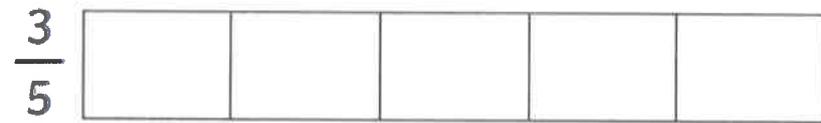
$$\frac{6}{10}$$



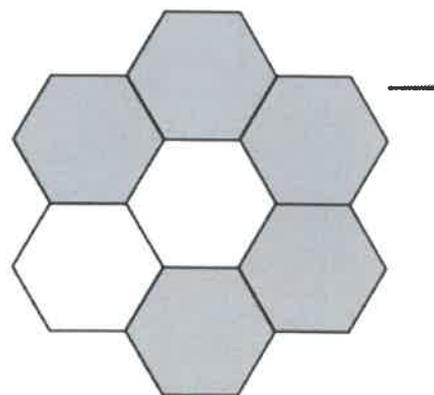
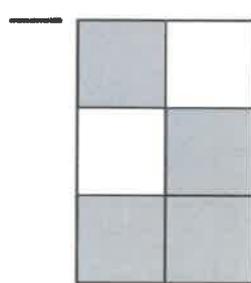
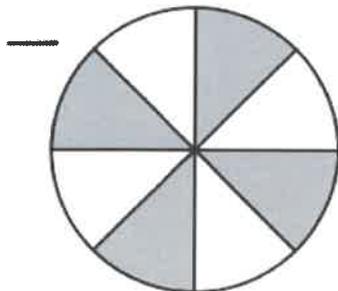
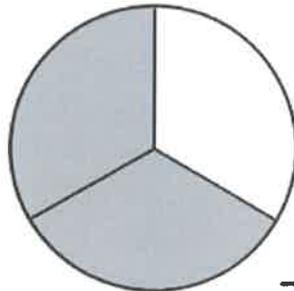
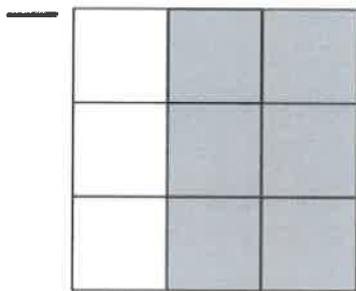
$$\frac{2}{7}$$



$$\frac{2}{6}$$

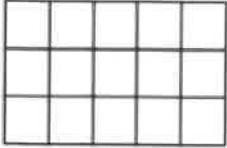
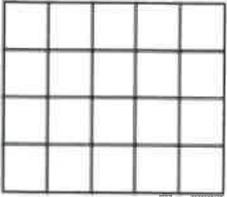
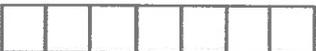
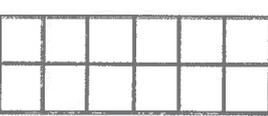


$$\frac{3}{5}$$



Task 6 To add fractions with the same denominator.

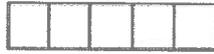
For each pair of fractions shade the correct fraction of the shape and add to find the answer.

- | | | | |
|---|---|---|---|
| 1. $\frac{2}{5} + \frac{1}{5} =$ _____ |  | 18. $\frac{2}{15} + \frac{8}{15} =$ _____ |  |
| 2. $\frac{1}{3} + \frac{2}{3} =$ _____ |  | 19. $\frac{3}{20} + \frac{9}{20} =$ _____ |  |
| 3. $\frac{1}{3} + \frac{1}{3} =$ _____ |  | 20. $\frac{2}{11} + \frac{5}{11} =$ _____ | |
| 4. $\frac{2}{4} + \frac{1}{4} =$ _____ |  | |  |
| 5. $\frac{3}{5} + \frac{2}{5} =$ _____ |  | | |
| 6. $\frac{3}{5} + \frac{1}{5} =$ _____ |  | | |
| 7. $\frac{3}{6} + \frac{1}{6} =$ _____ |  | | |
| 8. $\frac{2}{6} + \frac{3}{6} =$ _____ |  | | |
| 9. $\frac{4}{7} + \frac{2}{7} =$ _____ |  | | |
| 10. $\frac{1}{7} + \frac{5}{7} =$ _____ |  | | |
| 11. $\frac{3}{8} + \frac{2}{8} =$ _____ |  | | |
| 12. $\frac{3}{8} + \frac{3}{8} =$ _____ |  | | |
| 13. $\frac{5}{9} + \frac{3}{9} =$ _____ |  | | |
| 14. $\frac{3}{10} + \frac{1}{10} =$ _____ |  | | |
| 15. $\frac{3}{10} + \frac{3}{10} =$ _____ |  | | |
| 16. $\frac{5}{12} + \frac{1}{12} =$ _____ |  | | |
| 17. $\frac{3}{12} + \frac{4}{12} =$ _____ |  | | |

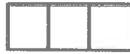
Task 7. To subtract fractions with the same denominator.

For each pair of fractions shade the larger fraction of the shape and cross out the smaller fraction to find the answer.

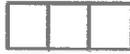
1. $\frac{2}{5} - \frac{1}{5} = \underline{\quad}$



2. $\frac{2}{3} - \frac{1}{3} = \underline{\quad}$



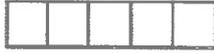
3. $\frac{1}{3} - \frac{1}{3} = \underline{\quad}$



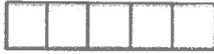
4. $\frac{2}{4} - \frac{1}{4} = \underline{\quad}$



5. $\frac{3}{5} - \frac{2}{5} = \underline{\quad}$



6. $\frac{3}{5} - \frac{1}{5} = \underline{\quad}$



7. $\frac{5}{6} - \frac{1}{6} = \underline{\quad}$



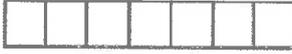
8. $\frac{4}{6} - \frac{3}{6} = \underline{\quad}$



9. $\frac{4}{7} - \frac{2}{7} = \underline{\quad}$



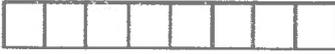
10. $\frac{6}{7} - \frac{3}{7} = \underline{\quad}$



11. $\frac{5}{8} - \frac{4}{8} = \underline{\quad}$



12. $\frac{7}{8} - \frac{3}{8} = \underline{\quad}$



13. $\frac{6}{10} - \frac{3}{10} = \underline{\quad}$



14. $\frac{3}{10} - \frac{1}{10} = \underline{\quad}$



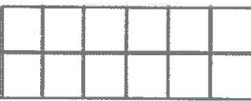
15. $\frac{8}{10} - \frac{3}{10} = \underline{\quad}$



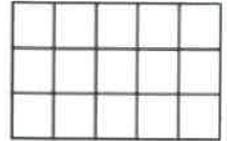
16. $\frac{5}{12} - \frac{1}{12} = \underline{\quad}$



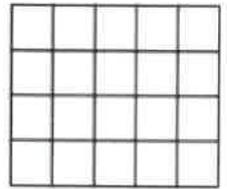
17. $\frac{11}{12} - \frac{1}{12} = \underline{\quad}$



18. $\frac{8}{15} - \frac{2}{15} = \underline{\quad}$



19. $\frac{9}{20} - \frac{3}{20} = \underline{\quad}$



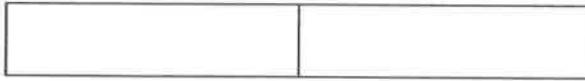
20. $\frac{5}{11} - \frac{2}{11} = \underline{\quad}$



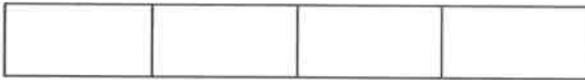
Task 8. Revision task. Equivalent Fractions 1.

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

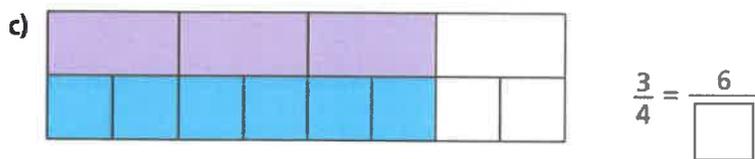
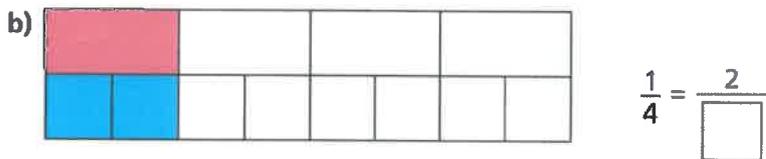
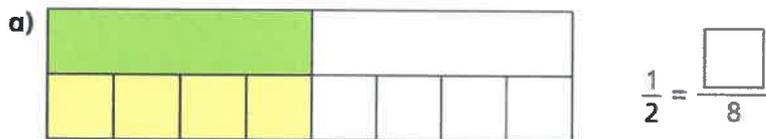


b) Shade $\frac{2}{4}$ of the bar model.



What do you notice?

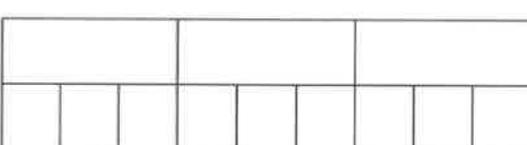
2 Complete the equivalent fractions.



3 Shade the bar models to represent the equivalent fractions.

a)  $\frac{1}{3} = \frac{2}{6}$

b)  $\frac{2}{3} = \frac{4}{6}$

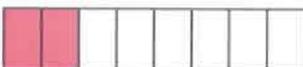
c)  $\frac{1}{3} = \frac{3}{9}$

d)  $\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

4 Match each bar model to its equivalent fraction.

$\frac{1}{2}$



$\frac{1}{3}$



$\frac{1}{4}$



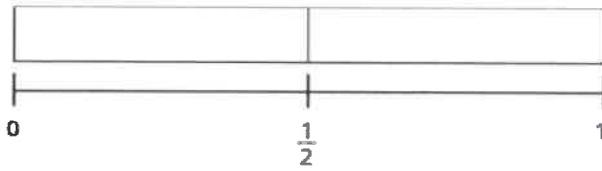
$\frac{1}{8}$



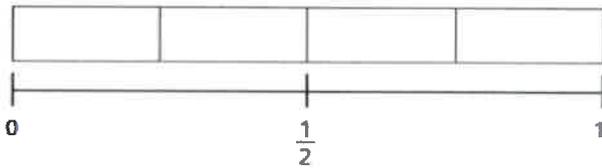
Task 9. Equivalent Fractions 2.

1 Shade the bar models to represent the fractions.

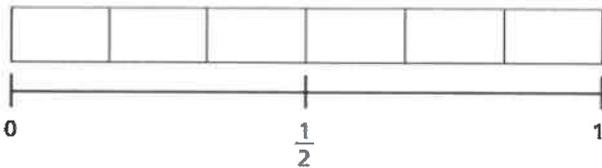
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.

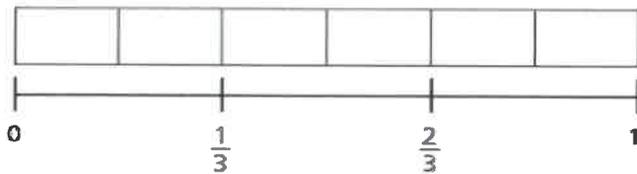


d) What do you notice?

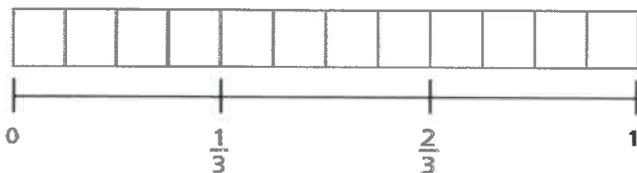
e) Write another fraction that is equivalent to $\frac{1}{2}$

2 Shade $\frac{2}{3}$ of each bar model.

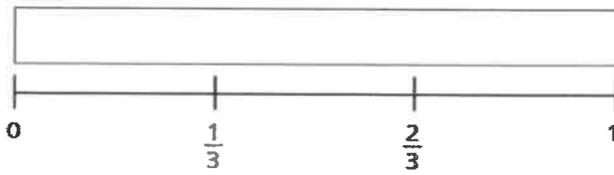
a)



b)



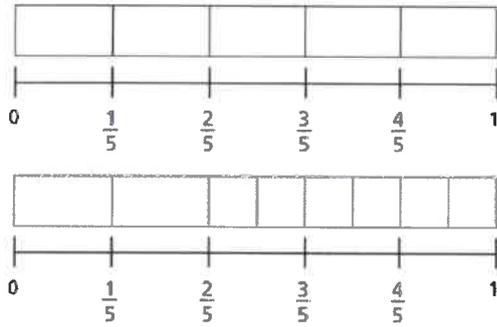
c)



d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$$

3 Mo is finding equivalent fractions.

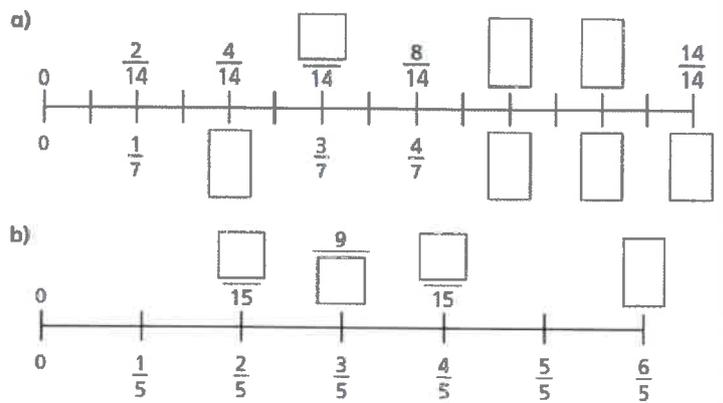


$\frac{6}{8}$ is equivalent to $\frac{4}{5}$

Do you agree with Mo? _____

Explain your answer.

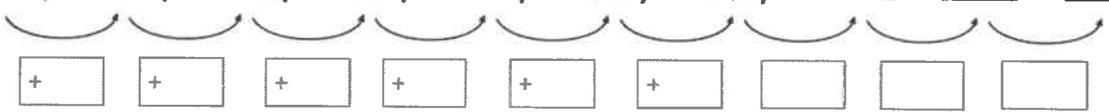
4 Find the missing numbers.



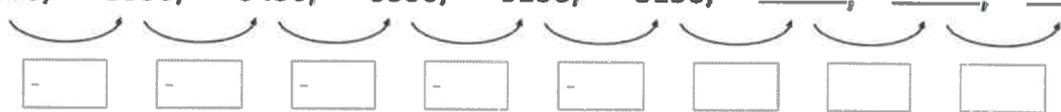
Task 10. Revision task. Number sequences.

Find the rule and give the next three terms for each of these sequences:

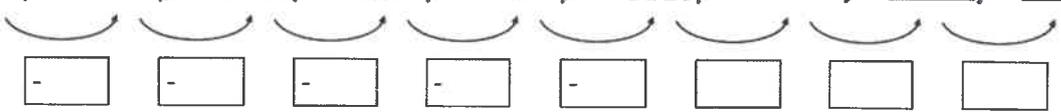
320, 400, 480, 560, 640, 720, 800, _____, _____, _____



5650, 5550, 5450, 5350, 5250, 5150, _____, _____, _____



1365, 1354, 1343, 1332, 1321, 1310, _____, _____, _____



Find the rule and add the missing terms in these sequences. Draw arrows to help you:

4560, 4360, _____, 3960, 3760, _____

32.1, 32.2, 32.3, _____, 32.5, _____

25 540, 25 790, 26 040, _____, _____, 26 790
