







Halfpenny Lane Year 6: Home Learning Schedule

W/C 15 th June	Monday	Tuesday	Wednesday	Thursday	Friday
Maths 9:30 – 10:15am This week we will be focussing upon: Algebra From next week, we will be providing a 'pre-teach' maths video to further support your child in their learning. This will be incredibly useful to view before commencing the first lesson.	Lesson 1: Find a rule. Learn how to find a rule with one or two steps. Click here to find slideshows, videos and task sheets to support your learning. Click here for tutorial	Lesson 2: Forming expressions. Learn how to form expressions and understand algebraic conventions. Click here to find slideshows, videos and task sheets to support your learning. Click here for tutorial	Lesson 3: Substitution. Learn how to substitute simple expressions and formulae. Click here to find slideshows, videos and task sheets to support your learning. Click here for tutorial	Lesson 4: Solve Simple 1-step equations. Learn how to solve simple on-step equations, applying your knowledge of algebra. Click here to find slideshows, videos and task sheets to support your learning. Click here for tutorial	Lesson 5: Arithmetic Challenge. Check your arithmetic with our quick fire quiz. You will find some key questions taken from our weekly arithmetic test.
<div>  Remember to share your learning on ClassDojo!  </div> <p>Take a photo of your work and upload it to the Portfolio section for your teacher to see.</p>					
English 10:45 – 11:30am This week our text type is a: Newspaper As above, from next week, we will be providing a 'pre-teach' English video to further support your child in their learning. Both videos will be created by Halfpenny Lane staff.	Lesson 1: Newspaper Reading Comprehension - Fact Retrieval. Learn how to retrieve information from a text. Click here to find slideshows, videos and task sheets to support your learning.	Lesson 2: Newspaper Reading Comprehension - Fact Retrieval. Learn how to retrieve information from a text. Click here to find slideshows, videos and task sheets to support your learning.	Lesson 3: Newspaper Identifying the features of a text. Learn how to identify the key features of a newspaper report. Click here to find slideshows, videos and task sheets to support your learning.	Lesson 4: Newspaper Using direct speech to write quotes. Using the rules of direct speech to write quotes. Click here to find slideshows, videos and task sheets to support your learning.	Lesson 5: Newspaper Write a newspaper. Apply your understanding from throughout the week by writing your own newspaper report. Click here to find slideshows, videos and task sheets to support your learning.
This week's spellings are: vicious – gracious – spacious – malicious – ambitious – cautious – fictitious – nutritious					
<div>  Having any problems with the tasks?  </div> <p>Feel free to pop any questions or issues onto our class padlet here!</p>					
A live discussion and feedback session, with your classmates and teacher, about each day's learning is coming soon. Look out for further details about how to access this fantastic resource!					



Maths – Lesson 1: Challenge 1

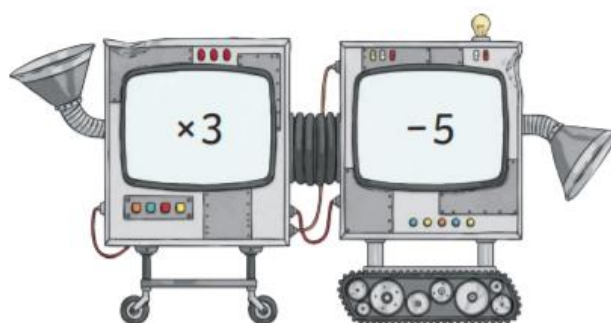
Each of these function machines has two steps. Give the missing inputs and outputs for each machine.

1)

Input

12
2000
7.2
a)
b)
$2\frac{1}{4}$

Function



Function

Output

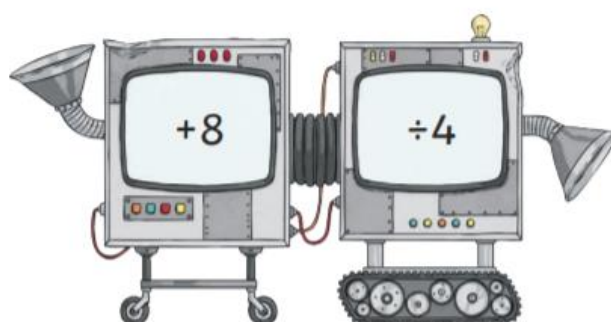
c)
d)
e)
7
199
f)

2)

Input

20
72
132
a)
b)
0.8

Function



Function

Output

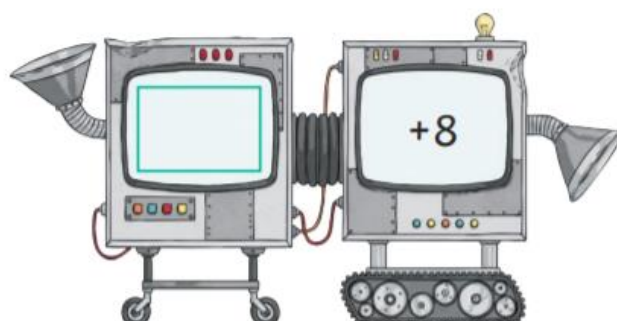
c)
d)
e)
6
16
f)

3) Give the missing function and missing inputs for this two-step function machine.

Input

12
20
a)
b)
c)
d)

Function



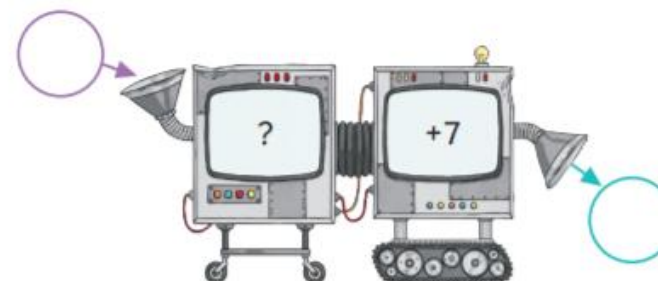
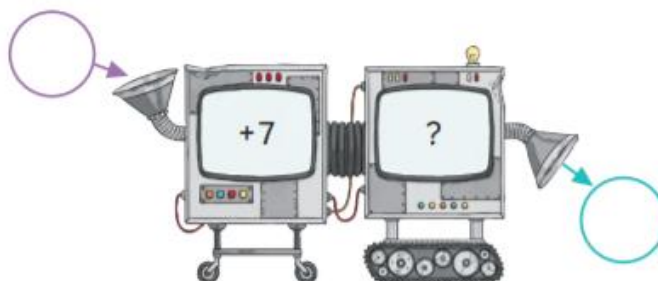
Function

Output

11
13
14
88
9.2
17.75



4) Look at these two-step function machines.



Do you agree or disagree with each child's statement? Explain why.

If I add the function
 -6 into both function machines
then both machines will give the
same answer.

Ruby



Leo

If I add the function
 $\times 4$ as the missing function in both
machines, they will both give the
same answer.

All answers to the above questions are included on the webpage for this lesson.



Maths – Lesson 1: Challenge 2

Find the rule that describes the distance of each creature's jump. Be careful! None of the creatures start jumping from zero! Write the distances reached by the next four jumps **in metres**. Use the formula to find the value of the final missing jump.



START	27cm	50cm	73cm	96cm										
Jumping rule = _____ formula = $(23 \times \text{jump number}) + 4$		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Jump 5</td> <td style="width: 20%;">Jump 6</td> <td style="width: 20%;">Jump 7</td> <td style="width: 20%;">Jump 8</td> <td style="width: 20%;">Jump 53</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Jump 5	Jump 6	Jump 7	Jump 8	Jump 53					
Jump 5	Jump 6	Jump 7	Jump 8	Jump 53										



START	2.5m	4m	5.5m	7m										
Jumping rule = _____ formula = $(1.5 \times \text{jump number}) + 1$		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Jump 5</td> <td style="width: 20%;">Jump 6</td> <td style="width: 20%;">Jump 7</td> <td style="width: 20%;">Jump 8</td> <td style="width: 20%;">Jump 76</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Jump 5	Jump 6	Jump 7	Jump 8	Jump 76					
Jump 5	Jump 6	Jump 7	Jump 8	Jump 76										



START	155cm	275cm	395cm	515cm										
Jumping rule = _____ formula = $(120 \times \text{jump number}) + 35$		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Jump 5</td> <td style="width: 20%;">Jump 6</td> <td style="width: 20%;">Jump 7</td> <td style="width: 20%;">Jump 8</td> <td style="width: 20%;">Jump 85</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			Jump 5	Jump 6	Jump 7	Jump 8	Jump 85					
Jump 5	Jump 6	Jump 7	Jump 8	Jump 85										

All answers to the above questions are included on the webpage for this lesson.








Maths – Lesson 2: Challenge 1

- 1) Rhys uses cubes to write expressions for function machines. Draw the missing cubes and write the missing inputs and expressions. The first one has been completed for you.

a)


Input	$+ 3$	Output
-------	-------	--------

	→	   
---	---	--

y	→	$y + 3$
-----	---	---------

b)


Input	$+ 5$	Output
-------	-------	--------

	→	
---	---	--

	→	
--	---	--

c)


Input	$\times 3$	Output
-------	------------	--------

	→	
--	---	--

	→	
--	---	--

d)


Input	$\times 5$	Output
-------	------------	--------

	→	
---	---	--

	→	
--	---	--

e)


Input	$\times 3, + 1$	Output
-------	-----------------	--------

	→	
---	---	--

y	→	$3y + 1$
-----	---	----------

f)

Input	$+ 5, \times 2$	Output
-------	-----------------	--------

	→	
---	---	--

	→	
--	---	--

Maths – Lesson 2: Challenge 2

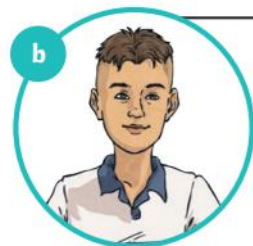
Four children write expressions to describe their pocket money for the week. Are their expressions correct or incorrect? If an expression is incorrect, write the correct expression.



a

I spent half my pocket money going to the cinema. Then, I washed the car and earned £7.

$$y \div 2 + 7$$



b

I cleaned my bedroom and earned £4 to add to my pocket money. Then, my mum tripled my total pocket money for getting a great school report!

$$3(y + 5)$$



c

I spent £3 of my pocket money on a magazine. Then, I completed my paper round and earned £10.

$$10(y - 3)$$



d

My grandpa gave me £12 to add to my pocket money. Then, I gave half of all my pocket money away to charity.

$$y + 12 - 2$$

All answers to the above questions are included on the webpage for this lesson.



Maths – Lesson 3: Challenge 1

Equations, Formulae and Identities

F is the length of a fence and L is the number of logs.

C is the cost and n is the number of people.

S is the amount of sugar and p is the number of people.

Q1 Find F if $L = 7$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q2 Find C if $n = 6$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$

Q3 Find S if $p = 3$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

Q4 Find F if $L = 4$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q5 Find C if $n = 8$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$

Q6 Find S if $p = 7$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

Q7 Find F if $L = 6$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q8 Find C if $n = 9$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$

Q9 Find S if $p = 6$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

Q10 Find F if $L = 8$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q11 Find C if $n = 14$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$

Q12 Find S if $p = 13$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

Q13 Find F if $L = 12$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q14 Find C if $n = 18$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$

Q15 Find S if $p = 22$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

Q16 Find F if $L = 11$
 $F = 4L + 1$
 $F = \boxed{} \text{ m}$

Q17 Find C if $n = 21$
 $C = 5 + 2n$
 $C = \text{£} \boxed{}$


Q18 Find S if $p = 25$
 $S = 3p + 7$
 $S = \boxed{} \text{ kg}$

All answers to the above questions are included on the webpage for this lesson.



Maths – Lesson 3: Challenge 2

Have a go at finding and understanding substitutions in algebra with these interactive games from [My Maths, Oxford University Press](#).



Lesson | Rules and Formulae

	Chapter title	
1	Dice game	1
2	Birthday party	2
3	Writing rules in a shorter way	3
4	Another party rule	4
5	Another party rule	5
6	Orienteering	6
7	Substituting into simple formulae	7
8		

Objectives:

- Using letters to represent unknown numbers.
- Substituting numbers into simple expressions and formulae.
- Using simple formulae.

All answers to the above questions are included on the webpage for this lesson.



Maths – Lesson 4: Challenge 1

Try this quiz from [Bitesize KS2 Maths](#) to test your knowledge.



How to solve missing number problems quiz

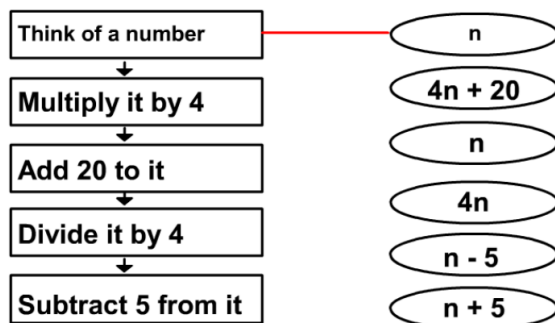
Test your knowledge of missing number problems with this quiz.

Play

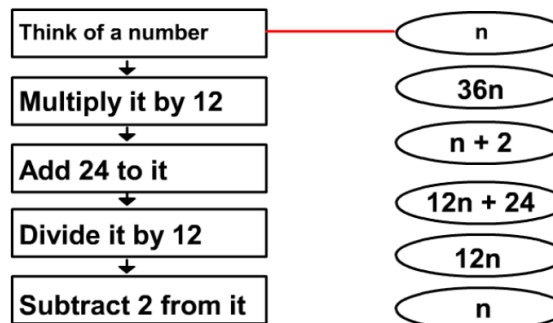
Maths – Lesson 4: Challenge 2

Draw a line to link each box on the left to its algebraic expression.

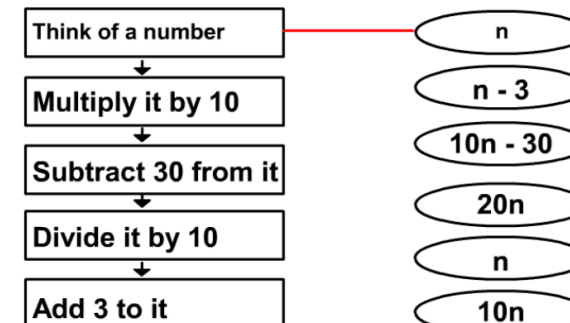
Q1



Q2



Q3



All answers to the above questions are included on the webpage for this lesson.



1 mark



Q5

$45 \times 19 =$

	4	5
x	1	9

2 marks

Q8

$3598 \div 14 =$

1	4	3	5	9	8
---	---	---	---	---	---

2 marks

Q6

$85\% \text{ of } 280 =$

1 mark

Q9

$\frac{3}{8} \div 3 =$

1 mark

Q7

$9 \times 2\frac{1}{4} =$

1 mark

Q10

$2 \times (17 - 6) =$

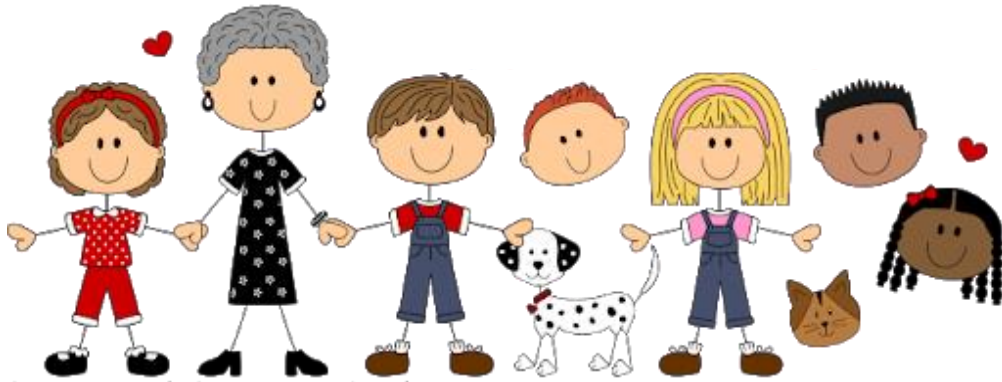
1 mark

All answers to the above questions are on the last page of this document.

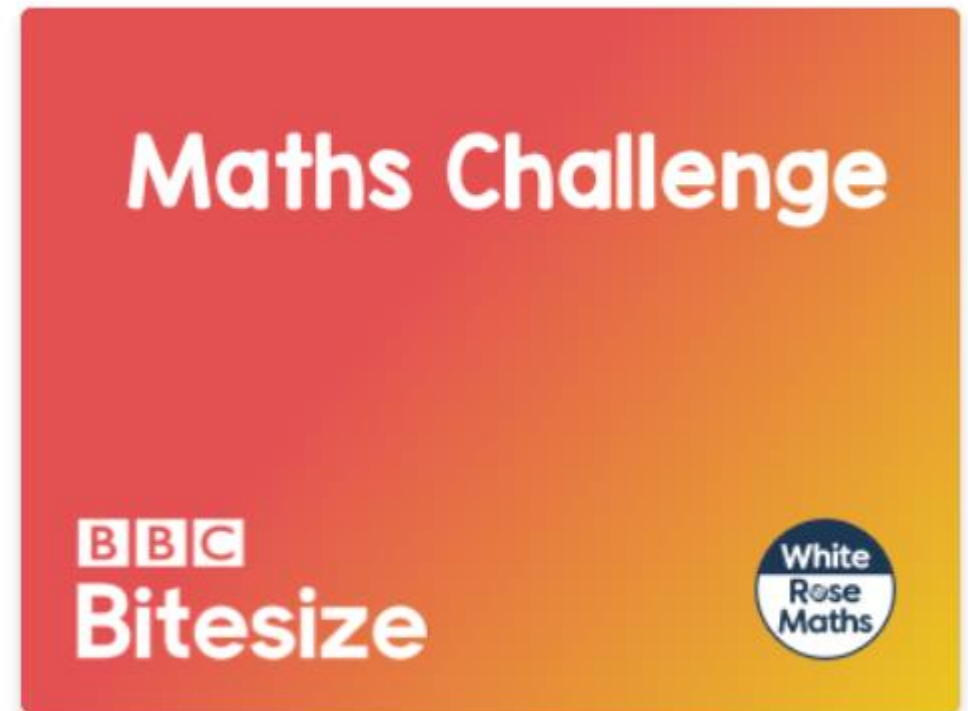
Maths – Lesson 5: Friday Maths Challenge!

It is that time of the week! Click [here](#) to work with your family on these maths problems.

Do as many as you can and help each other out!



If you just fancy having a go on your own, the most suitable questions for Year 6 are 1 to 6.



All answers to the above questions are included on the webpage for this lesson.



English – Lesson 1: Reading Comprehension

Read the text then answer the following questions.

Most of the class backed further away in answer. Even Harry, Ron and Hermione had misgivings. The Hippogriffs were tossing their fierce heads and flexing their powerful wings; they didn't seem to like being tethered like this. "No one?" said Hagrid, with a pleading look "I'll do it," said Harry. There was an intake of breath from behind him and both Lavender and Parvati whispered, "Oooh, no, Harry, remember your tea leaves!" Harry ignored them. He climbed over the paddock fence. "Good man, Harry!" roared Hagrid, 'Right then – let's see how yeh get on with Buckbeak.' He untied one of the chains, pulled the grey Hippogriff away from his fellows and slipped off his leather collar. The class on the other side of the paddock seemed to be holding its breath. Malfoy's eyes were narrowed maliciously. "Easy, now, Harry," said Hagrid quietly. "Yeh've got eye contact, now try not ter blink – Hippogriffs don' trust yeh if yeh blink too much ..." Harry's eyes immediately began to water, but he didn't shut them. Buckbeak had turned his great, sharp head, and was staring at Harry with one fierce orange eye. "Tha's it," said Hagrid. "Tha's it, Harry ... now, bow ..." Harry didn't feel much like exposing the back of his neck to Buckbeak, but he did as he was told. He gave a short bow and then looked up. The Hippogriff was still staring haughtily at him. It didn't move. "Ah," said Hagrid, sounding worried. "Right – back away, now, Harry, easy does it –" But then, to Harry's enormous surprise, the Hippogriff suddenly bent his scaly front knees, and sank into what was an unmistakeable bow. "Well done, Harry!" said Hagrid, ecstatic, "Right – yeh can touch him! Pat his beak, go on!" Feeling that a better reward would have been to back away, Harry moved slowly towards the Hippogriff and reached out towards him. He patted the beak several times and the Hippogriff closed his eyes lazily, as though enjoying it. The class broke into applause, all except for Malfoy, Crabbe and Goyle, who were looking deeply disappointed.

Oak National Academy



English – Lesson 1: Questions

- 1) What colour is Buckbeak?
- 2) Where were the other children waiting?
- 3) Tick one box in each row to show whether each statement is true or false.

	True	False
The Hippogriffs liked being tethered.		
Harry approached the Hippogriff slowly.		
Hippogriffs don't trust people who blink too much.		
Harry patted the beak once.		

- 4) Find and copy a phrase which shows that Harry was not expecting a bow from the Hippogriff?
- 5) Which members of the class did not clap after Harry patted the Hippogriff? Tick **two**.

Ron	
Lavendar	
Crabbe	
Parvati	
Goyle	

All answers to the above questions are included on the webpage for this lesson.



English– Lesson 2: Reading Comprehension

Read the text then answer the following questions.

Emboldened by Harry's success, the rest of the class climbed cautiously into the paddock. Hagrid untied the Hippogriffs one by one, and soon people were bowing nervously, all over the paddock. Neville ran repeatedly backwards from his, which didn't seem to want to bend its knees. Ron and Hermione practised on the chestnut, while Harry watched. Malfoy, Crabbe and Goyle had taken over Buckbeak. He had bowed to Malfoy, who was now patting his beak, looking disdainful. "This is very easy," Malfoy drawled, loud enough for Harry to hear him. "I knew it must have been, if Potter could do it ... I bet you're not dangerous at all, are you?" he said to the Hippogriff. "Are you, you ugly great brute?" It happened in a flash of steely talons; Malfoy let out a high-pitched scream and next moment, Hagrid was wrestling Buckbeak back into his collar as he strained to get at Malfoy, who lay curled in the grass, blood blossoming over his robes. "I'm dying!" Malfoy yelled, as the class panicked "I'm dying, look at me. It's killed me." "Yer not dyin'!" said Hagrid, who had gone very white. "Someone help me – gotta get him outta here –," Hermione ran to open the gate while Hagrid lifted Malfoy easily. As they passed, Harry saw that there was a long, deep gash in Malfoy's arm; blood splattered the grass and Hagrid ran with him, up the slope towards the castle. Very shaken, the Care of Magical Creatures class followed at a walk. The Slytherins were all shouting about Hagrid. "They should sack him straight away!" said Pansy Parkinson, who was in tears. "It was Malfoy's fault!" snapped Dean Thomas. Crabbe and Goyle flexed their muscles threateningly. They all climbed the stone steps into the deserted Entrance Hall. "I'm going to see if he's OK!" said Pansy, and they all watched her run up the marble staircase. The Slytherins, still muttering about Hagrid, headed away in the direction of their dungeon common room. Harry, Ron and Hermione proceeded upstairs to Gryffindor Tower "D'you think he'll be all right?" said Hermione nervously. "Course he will, Madam Pomfrey can mend cuts in about a second," said Harry, who had had far worse injuries mended magically by the matron. "That was a really bad thing to happen in Hagrid's first class, though, wasn't it?" said Ron, looking worried "Trust Malfoy to mess things up for him .."



English – Lesson 2: Questions

- 1) Which character ran away from their Hippogriff?
- 2) Who opened the gate to let Hagrid let Malfoy out?
- 3) What was the name of the class the children were taking part in?
- 4) Tick one box in each row to show whether each statement is true or false.


	True	False
Dean Thomas blames Hagrid for Malfoy getting hurt.		
Pansy ran up the stairs to check on Malfoy.		
Hagrid struggled to lift Malfoy.		
It was Hagrid's first class.		

- 5) Why did Buckbeak hurt Malfoy?
- 6) Where did Hagrid take Malfoy? Tick **one**.

Gryffindor Tower	
The castle	
Entrance Hall	
Dungeon common room	



English – Lesson 3



Wonders of Wizardry!

Yesterday, at approximately 10pm in a remote village, a young boy named Harry Potter was handed a life-changing letter by Hagrid the grounds keep of Hogwarts. The content, some of which has remained confidential, invited Harry to become a member of the prestigious school. Many people believe he was given the letter because of his parents' past; this has not been confirmed.

The event unfolded in an unknown location: it is believed the family were trying to escape the persistent letters they were receiving. It is also believed that Harry was in complete disbelief when he received the letter, which was personally delivered by an employee of the school. It is not common practice for the letter to be delivered in such a manner. The man – who claims to have been the person who gave Harry the letter – has been quoted saying, "Arry was over the moon wi' the letter."

The family claim that the receiving of the letter was a complete surprise, with one relative – who wants to remain anonymous – stating, "I 'ent interested in the nonsense. I 'ent falling for it."



The envelope the letter is believed to have been delivered in

Although some relatives have not been supportive of the news, others have embraced it. Harry's cousin, who is aged 11, has claimed that, "Harry's a wonderful boy and a great friend." He continued by wishing him the best.

Petunia, known to be Harry's aunt, is reported to have said that she was thrilled for Harry, as this was just what was needed to boost his confidence and self-esteem. She went on to continue that Harry will be a fine wizard and that she believed he can achieve whatever he puts his mind to.

Following the receipt of this important, impressive letter, Harry will attend Hogwarts School of Witchcraft and Wizardry in September and is destined to be a skilled and committed wizard, who will go on to achieve great things.

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English – Lesson 4

Use the information from the following witnesses and turn them into quotes using the rules of direct speech. Can you vary where your reporting clause goes each time?

Rules to remember

- Inverted commas (speech marks)
- Capital letters
- Punctuation inside speech marks
- Commas
- Reporting clause

Alternative words for said

- reported
- exclaimed
- yelled
- proclaimed
- ranted
- acknowledged
- exposed



Hermione

I cannot believe that Malfoy acted in such a ridiculous way. It serves him right to get treated like that after what he said to Buckbeak. Silly fool.

Dean Thomas

I saw it with my own eyes. Malfoy is the one at fault here. He should have listened to what Hagrid said. If he had been nicer, this would never have happened.

Crabbe

That flippin' Hagrid is to blame for all this. He should never have been allowed to take that class.

Hagrid

I was really looking forward to teaching my first proper lesson. I couldn't believe it when Malfoy called Buckbeak a name. I'd warned them to be nice to the creatures.



English – Lesson 4

Introduction – main body (with direct quotes) – conclusion

Independent task

Roll up, Roll up! Read all about it!

What happened?

Young boy attacked by magical creature at prestigious school...

Malfoy, Crabbe and Goyle had taken over Buckbeak. He had bowed to Malfoy, who was now patting his beak, looking disdainful. "This is very easy," Malfoy drawled, loud enough for Harry to hear him. "I knew it must have been, if Potter could do it ... I bet you're not dangerous at all, are you?" he said to the Hippogriff. "Are you, you ugly great brute?" It happened in a flash of steely talons; Malfoy let out a high-pitched scream and next moment, Hagrid was wrestling Buckbeak back into his collar as he strained to get at Malfoy, who lay curled in the grass, blood blossoming over his robes. "I'm dying!" Malfoy yelled, as the class panicked "I'm dying, look at me. It's killed me."

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Maths – Lesson 5: Challenge 1 ANSWERS

1. 43

6. 238

2. 350

7. $20\frac{1}{4}$

3. 71.8

8. 257

4. 17.2

9. $\frac{3}{24}$ or $\frac{1}{8}$

5. 855

10. 22