

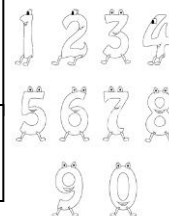


Parents in Partnership

Autumn Week 6

Name

(Y6)



Factors and simplifying fractions

This week we have finding factors and multiples of numbers. (e.g Factor - what goes into a given number - so factors of 10 would be 1 and 10, 2 and 5. Multiples the times tables of - so multiples of 10 would be 10, 20, 30, 40 etc.)

We have then looked at finding highest common factors (e.g. factors of 20 = 1, 2, 4, 5, 10 and 20 and factors of 16 = 1, 2, 4, 8 and 16 so the highest common factor would be 4). We have then used these to help simplify fractions. In order to simplify fractions you must:

- 1) find the factors of the numerator and denominator
 - 2) find the highest common factor (HCF)
 - 3) divide the numerator and denominator by the HCF
- e.g. $16/20 = 16 \div 4 = 4$ and $20 \div 4 = 5$ so $16/20 = 4/5$

Maths Homework

The children have a piece of work to complete on prime numbers this week as they play an important part in understanding how to simplify fractions to their simplest form. There is also a prime number Venn diagram challenge to follow on.

Literacy and Topic

Literacy

This week in literacy the children have been finishing their persuasive letters and starting to look at non-chronological report writing. They have completed a 'cold task' writing a non-chronological task about child labour in India and have now begun looking into fair trade, which will be the topic for their reports.

Task

There are two more weeks left to complete the 'Cloud Tea Monkeys' homework. By Wednesday 23rd the children must bring in their final piece of homework for this topic.

Spelling and Grammar

This week we have been looking at relative and possessive pronouns. This has been building on our earlier work and allows the children to avoid always using proper nouns in their writing. We will then move on to looking at main, subordinate and relative clauses. We will investigate how subordinate clauses can be manipulated to affect our writing and familiarise ourselves with relative clauses that give us information that relates to the main clause:

Main clause = must have a subject and verb and must make sense on its own.

Subordinate clause = additional information that does not makes sense on its own

Main clause conjunction subordinate clause.

Conjunction subordinate clause , main clause.

Main , subordinate clause , clause. (split main clause and embed subordinate).

In spelling we have worked at hyphenating words to make compound adjectives (e.g. man-eating, hot-headed, cold-blooded etc) and how this helps avoid ambiguity in our writing.

REMINDERS AND IMPORTANT INFORMATION...

Thankyou for all the donations to the Harvest Mass this week. The food will be given to those in need in our local area.

Please make sure your child has there PE kit in school (Tuesdays and Fridays), Thankyou.

My child's response to the tasks.