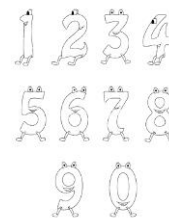


Parents in
Partnership

Number Task: Autumn 2 Week 3

Name

(Y6)



Adding and Subtracting Fractions

After a fabulous week learning about ratio we are returning to fraction and learning to add and subtract fractions with different denominators. To do this we are finding the lowest common denominator and multiplying our numerator by the same as our denominator. Once the denominators are the same we can then add the numerators before simplifying our answers if needed.

If you need a recap on how to do this, the following website might help:

<https://www.coolmath4kids.com/math-help/fractions/adding-and-subtracting-fractions-different-denominators>

Task 1

The children have a selection of adding and subtracting fractions problems to choose from. They can choose their level of challenge from those listed below:

MUST: Bronze and Silver

SHOULD: Silver and Gold

COULD: Gold and PLATINUM

There is also a challenge activity for those feeling confident where they must spot the mistakes in the calculations.

Literacy and Topic

This week we have read more of our class text *A Story Like the Wind*.

We have also been using what we've learnt about embedding speech and adverbial phrases to help us write stories. We have used Rami's story to comfort others as our inspiration. In our writing this week we are also trying to show our understanding of the interim assessment targets (see assessment section of the school website if you would like to know more).

Task 2

This half term the children have another topic grid to choose their homework. They must complete one task from every column (A-E) and a total of at least 35 points. These tasks are due on Wednesdays along with their maths homework.

Reminder:

Year 6 Class Assembly – Wednesday 22nd November at 2:40. We would love to see you there if possible.

Spelling and Grammar

In spelling this week we have been looking at the letter string 'ough' and what sounds it can make. For example: brought, through, dough, cough, plough, rough and thorough (or, oo, o, awf, ow, uhf and uh sounds)

We have sorted these spelling rules and practiced our editing and improving skills by correcting misspelt ough words.

In grammar lessons we have been continuing our work on past and present progressive tenses where an action is or was continuous...

e.g. I **was clicking** my fingers (**past progressive**).

I **am dancing** in the play. (**present progressive**)

...and the present perfect tense to describe activities that started in the past but are still true now, or have an effect on what is happening now.

e.g. I **have been living** in Weymouth for three years. i.e. I moved here three years ago but am still here now).

We then looked at past paper questions on these tenses and practised test technique of answering them.

This is not easy and the children have done brilliantly! Well done!

My child's response to the tasks.