



Reading  
30 minutes

**Please follow the instructions below:**

1. Read the text in bold below. Record how long it takes you to read the text: \_\_\_\_\_
2. Once you have read it, read it again underlining any words that you're unsure of. Next, use a dictionary to find their meaning. This will help you to understand the text better and expand your vocabulary.
3. Lastly, answer the questions below the text. Record how long it takes you to answer all 6 questions: \_\_\_\_\_

**The grown-ups were talking. Tuning out the incessant drone, Ibra's eyes swept lazily around his uncle's room. On top of a tall cupboard, in the dingiest corner, sat a battered, bulging, brown bag ... a bag that was alive! Yes, he was sure of it – one of the bulges had moved. And another. He glanced at his relatives but they were all engaged in an intense discussion. No interruption would be tolerated unless it was very important. But how important was a living hold-all? Especially one that had now sprouted the head of a snake, which Ibra instantly recognised to be some sort of python.**

1. Using information from the text, tick **true** or **false** in the following table.

	True	False
Ibra was concentrating on what the grown-ups were saying.		
Ibra was with members of his family.		
Ibra was allowed to join in the conversation.		
There was a snake in the old, brown bag.		

(1 mark)

2. How do you think Ibra is feeling at the beginning of the text?

\_\_\_\_\_ (1 mark)

3. What do you think Ibra was thinking when the bag started to move?

\_\_\_\_\_ (2 marks)

4. *Tuning out the incessant drone, Ibra's eyes swept lazily around his uncle's room.*  
What does the word **incessant** mean in this sentence?

\_\_\_\_\_ (1 mark)

5. Based on what you have read, what do you think might happen next?

	<p style="text-align: right;">_____ (2 marks)</p> <p>6. How does Ibra’s mood change throughout the text?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>(3 marks)</p>
<p>GPS warm-up 10 minutes</p>	<p><i>The challenge activities provide opportunities for children to practise some of the more difficult objectives and question types. Where questions require a written answer, children should be reminded to take particular care with spelling and punctuation (e.g. use of capital letters and full stops). Children can write answers in an exercise books.</i></p> <p><i>If you are unsure what the question is asking, use your homework book to find out what it means. For example if you need to know what a subordinate conjunction is, turn to that page of your book and it should explain.</i></p> <p>1. Circle both <b>conjunctions</b> in the sentence below.</p> <p>We could barely see as it was so dark outside but we kept on walking and eventually found our way to the car.</p> <p style="text-align: right;">_____</p> <p style="text-align: right;">1 mark</p> <p><b><u>CHALLENGE:</u> Are they subordinating or coordinating conjunctions?</b></p>

2. Circle both **pronouns** in the sentence below.

Jenny and Iain kicked a football around the park but it went over the fence and they couldn't get across.

\_\_\_\_\_   
 1 mark

**CHALLENGE: Write down all of the prepositions in the sentence.**

3. Complete the sentence below by writing the verb in the **present progressive tense**.

She \_\_\_\_\_ to her friend in Sweden.



to speak

\_\_\_\_\_   
 1 mark

**CHALLENGE: Complete the sentence in the past progressive tense.**

***\*Don't forget to allow someone to test you on your spellings today!\****

Writing  
30 minutes

*Today I would like you to publish your finished story.*

*First, have you checked your story against the Year 6 writing standards uploaded with Tuesday's home learning? How many have you met? Can you edit your work one last time and tally some extra marks?*

*One you think our story is at its best, you can copy your story onto a new piece of paper and create your own boarder. If you have access to a laptop or computer, you could type your story. If you would like to be more creative, you could turn your story into a book and draw pictures to go with your paragraphs.*

*The choice is yours.*

Arithmetic  
10 minutes

$$\frac{4}{9} + \frac{7}{9} =$$

$$1.74 \times 3 =$$

$$\underline{\quad\quad} = 5^2 - 4^2$$

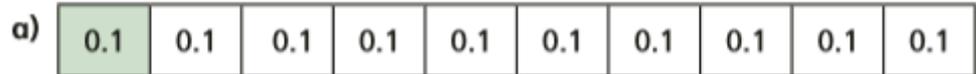
$$3,862 + 8,737 =$$

$$29,306 + 1,000 =$$

30 minutes

If you need support with the activity today, please follow the link below for support:  
<https://www.bbc.co.uk/bitesize/topics/znmtsbk/articles/z4ymtv4>

**1** Complete the sentences.

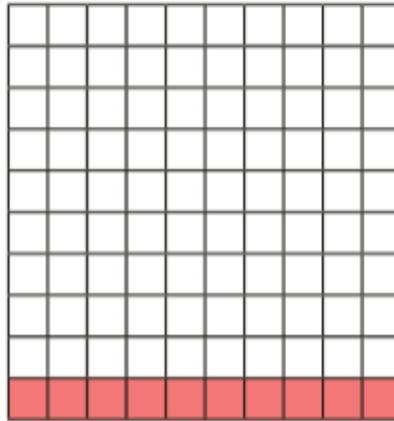


The whole has been divided into  equal parts.

Each part is worth

This is equivalent to

b)

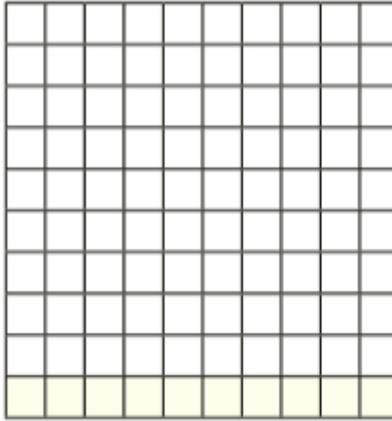


The whole has been divided into  equal parts.

Each part is worth

parts out of  are shaded.

This is equivalent to

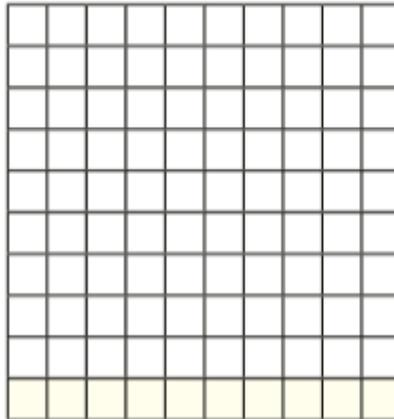
**2****a) Shade 0.17 of the hundred square.**

Complete the sentence.

 parts out of  are shaded.

Write 0.17 as a fraction.

$0.17 = \frac{\quad}{\quad}$

**b) Shade 0.2 of the hundred square.**

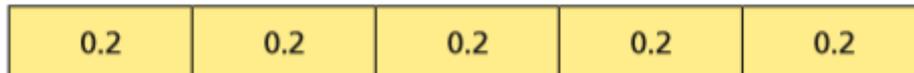
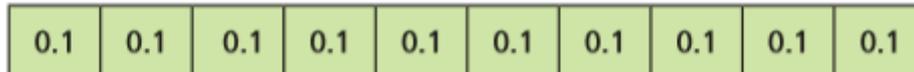
Complete the sentence.

 parts out of  are shaded.

Write 0.2 as a fraction in its simplest form.

$0.2 = \frac{\quad}{\quad}$

3



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\square}{10} = \frac{1}{\square}$$

$$0.4 = \frac{\square}{10} = \frac{2}{\square}$$

$$\square = \frac{\square}{10} = \frac{4}{5}$$

4

Fill in the missing numbers.

a)  $0.54 = \frac{\square}{100} = \frac{\square}{50}$

b)  $0.6 = \frac{\square}{10} = \frac{\square}{5}$

c)  $0.3 = \frac{\square}{10} = \frac{\square}{100}$

d)  $\square = \frac{9}{100}$

e)  $\square = \frac{9}{10}$

f)  $\frac{21}{50} = \frac{\square}{100} = \square$

5

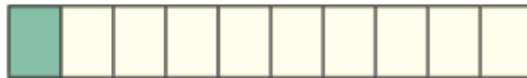
Use the bar models to fill in the missing numbers.

a)



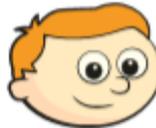
$$\frac{1}{2} = \frac{\square}{10} = \frac{\square}{\square}$$

b)



$$\square = \frac{\square}{10} = \frac{\square}{20}$$

6



0.3 =  $\frac{3}{10}$  so 0.37 =  $\frac{37}{10}$

Draw a diagram to show that Ron is wrong.

Enquiry/Project work  
30 minutes

**Repair shop (art and DT)**

Can you use your skills to mend or upcycle a broken or unwanted item in your house? It might be an item of clothing, household object, ornament, tattered book or toy. **Ask an adult first**, and don't forget to take a before and after picture.

Do you have an old t-shirt you can turn into a vest for summer or use tie dye to jazz it up?



<https://lolalambchops.com/how-to-tie-dye-t-shirts-with-kids/>

*If you don't have any dye, you can use food colouring or fabric paint mixed with water.  
Do you have an old toy you can mend so it can be used again by you or a sibling?*



*Do you have any egg cartons in your recycling to make a window mobile?*



<https://buzzmills.typepad.com/blog/2013/04/happy-earth-day-and-kcw-day-one.html>

*Do you have any old crayons and want to create something new?*



<https://www.theeverydaymomlife.com/kid-activities/upcycle-old-crayons-in-5-easy-steps/>

*You may have a better idea but whatever you do, **make sure you ask an adult** and take before and after photos.*