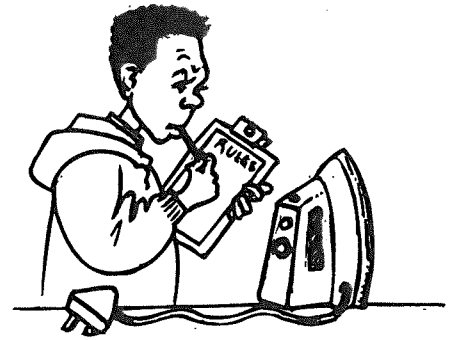


Name: _____

The safety code

- In the space below, write a set of rules for using electrical appliances and sockets.
- Write your rules in short phrases or sentences, so that people can remember them easily.



A large, empty rectangular box with rounded corners and a decorative border, intended for writing safety rules. The box has two small circles in the top corners, suggesting it's a page from a notebook or binder.

Dear Helper,

This activity connects science and literacy. It's important that your child can write in different styles, to suit the purpose of the writing and the audience who will read it. Sometimes this will mean a story style, but at other times short notes are better. Discuss with your child how they could best set out their rules, for example as *Dos and don'ts* or *You must... But you must not...*



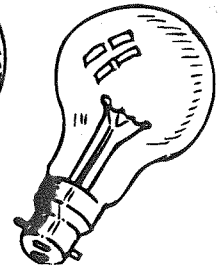
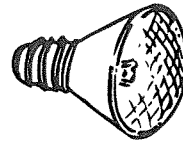
Name: _____



Many hands make light work

You will need: a pencil and a helper.

- Look around your house and find out how many different-shaped light bulbs you can see.



- How many different types of light bulb did you find?

- Find a light bulb with a wire inside the glass that you can see easily. Ask your helper to remove the bulb from its holder. The light must be switched off first, and if the light bulb has been on they must take great care because the bulb could be very hot!



- Find somewhere safe to place the bulb so that you can see it clearly. Look at it together. Draw the bulb carefully in the space below. Label the parts that you have drawn.

- What kinds of material is the light bulb made from? Which parts does the electricity pass through? Fill in the details in the table.

Type of material	Does electricity go through it?

Dear Helper,

We have been looking at circuits in real life. This activity will help your child appreciate that electricity flows around all parts of their home in a circuit. If you can, show your child the main distributor point and meter where the electricity enters your home (but take care near electricity). Drawing and labelling a light bulb reinforces the idea of materials as *conductors* and *insulators* of electricity, and of using the right material for the job. To keep safe, you could secure the bulb to the table with a piece of Blu-Tack or sticky tape so it cannot roll around while they are drawing it.

Decimal fractions – tenths, hundredths and thousandths

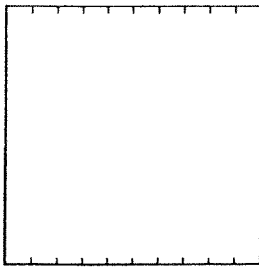
Common fractions and decimal fractions are related as they both show parts of a whole. In common fractions, we divide a whole into parts such as halves or sixths.


In decimal fractions, the whole is partitioned using the base 10 system – into tenths, then hundredths, then thousandths and so on.

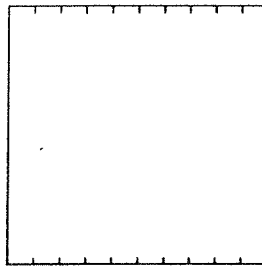
We use a decimal point after the unit to indicate the end of whole numbers: 6.42


If the number has no whole numbers, we use a zero to make sure we don't miss the decimal point: 0.42

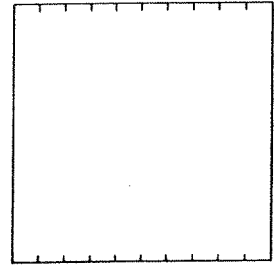
1 Divide these wholes into tenths and shade the specified amounts. Write each as a decimal fraction:


a 

$\frac{4}{10}$ 

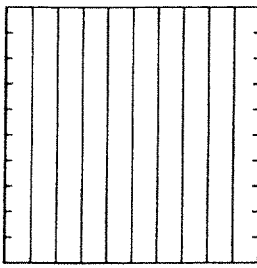
b 

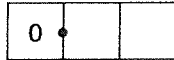
$\frac{9}{10}$ 

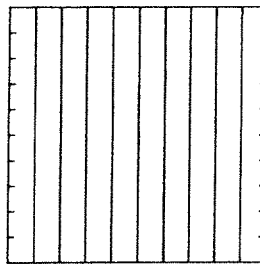
c 


$\frac{10}{10}$ 

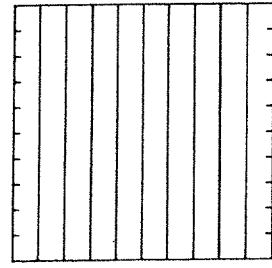
2 Now divide these wholes into hundredths and shade the specified amounts. Write each as a decimal fraction:


a 

$\frac{61}{100}$ 


b 


$\frac{80}{100}$ 


c 

$\frac{55}{100}$ 

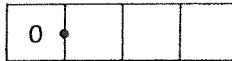
3 Express these as decimal fractions:


a 6 tenths, 7 hundredths, 4 thousandths 

b $\frac{432}{1000}$ 

c 4 tenths, 9 hundredths, 3 thousandths 

d $\frac{589}{1000}$ 

e 0 tenths, 2 hundredths, 9 thousandths 

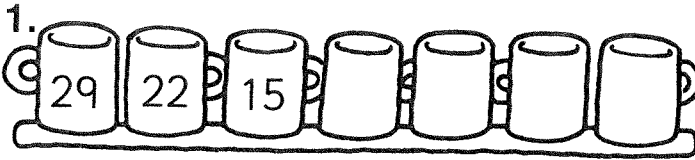
f $\frac{7}{1000}$ 

g 4 thousandths 

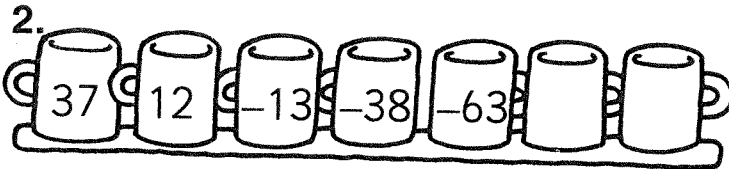
h $\frac{1000}{1000}$ 

What's the rule?

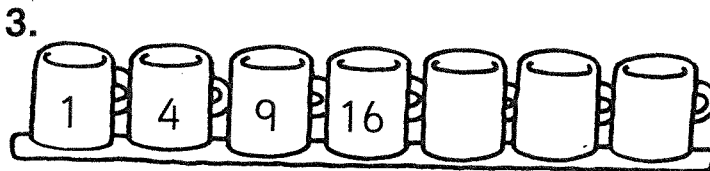
- Continue each sequence. Explain the rule in words.



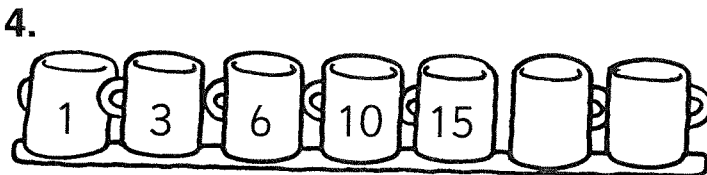
1. _____



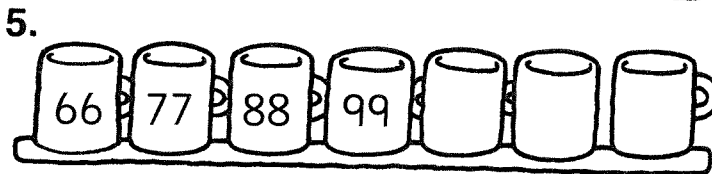
2. _____



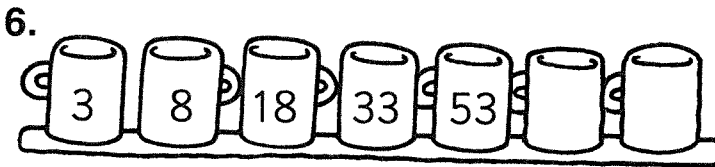
3. _____



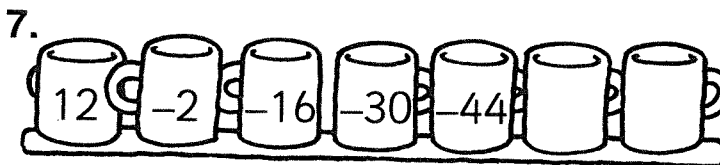
4. _____



5. _____



6. _____



7. _____



- The rule for this sequence is

add the previous two numbers to find the next .

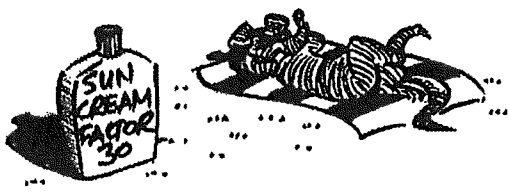


- Continue the sequence.
- Make up two more sequences. Ask a friend to complete them and to explain the rules in words.

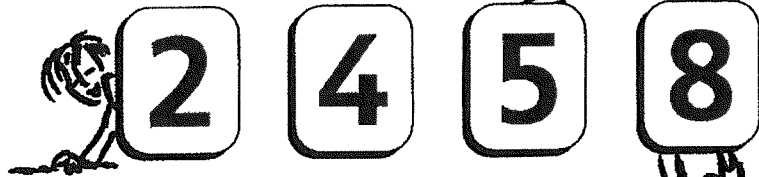
Teachers' note The number pattern in the extension activity is called the *Fibonacci sequence*.

Name _____

Factor sentences



Use these four number cards:



Each digit can be used up to four times.
How many correct sentences can you complete?

2 is a factor of

--	--

3 is a factor of

--	--

4 is a factor of

--	--

5 is a factor of

--	--

6 is a factor of

--	--

7 is a factor of

--	--

8 is a factor of

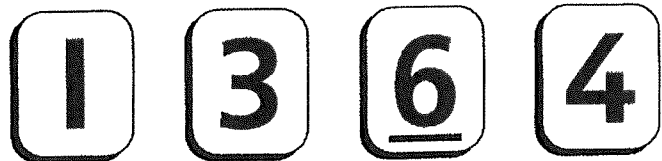
--	--

9 is a factor of

--	--



Try with these number cards:



Try with your own set of digits.



Verbs with verve

• Re-write these lines from poems. Replace the words in bold type with a verb from the notepad.

1. And frost was **shining** on the ground,

2. And **going** along like troops in a battle,

3. All that's beautiful **goes slowly** away

4. As if through a dungeon-grate he **looked**

5. But soon there **blew** a wind on me

6. What loud uproar **comes** from that door!

7. The wind one morning **got** up from sleep

8. You should not **stay** longer at this brook

9. The feathers go **moving**, around and around,

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

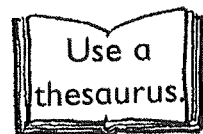
Notepad

breathe
burst
charge
drift
glitter
loiter
peer
spring
swirl

Use the correct tense and person for each verb.



• List ten different words for 'laugh'. Describe the type of laugh which each word suggests.



Teachers' note Introduce the activity by reading a poem containing verbs which create a vivid impression of the actions portrayed: for example, *From a Railway Carriage* by Robert Louis Stevenson, *Goblin Market* by Christina Rossetti or *The Cataract of Lodore* by Robert Southey.

Developing Literacy
Poetry Year 6
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