

## English:

**Objective:** To recognise and use co-ordinating conjunctions.

[https://www.youtube.com/watch?v=-catJZm\\_2TI](https://www.youtube.com/watch?v=-catJZm_2TI)

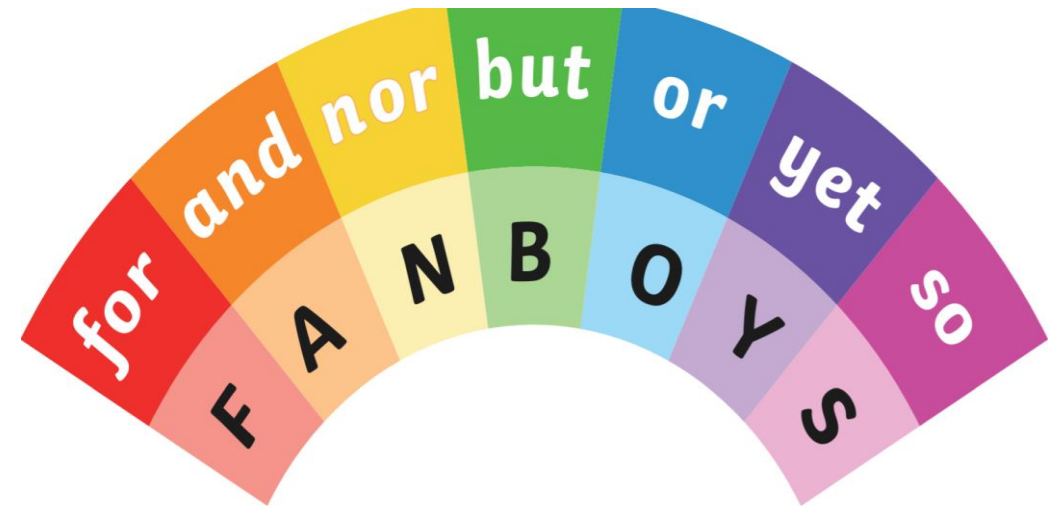


## COORDINATING CONJUNCTIONS

# — FANBOYS

<b>F</b>	→	<b>FOR</b>	I go to the library, <b>for</b> I love to read.
<b>A</b>	→	<b>AND</b>	Anna likes to read <b>and</b> write.
<b>N</b>	→	<b>NOR</b>	The virus cannot live in immunized individuals, <b>nor</b> in nature.
<b>B</b>	→	<b>BUT</b>	She objected at first, <b>but</b> finally submitted.
<b>O</b>	→	<b>OR</b>	You're going to have a little brother <b>or</b> sister.
<b>Y</b>	→	<b>YET</b>	The weather was cold, <b>yet</b> bright and sunny.
<b>S</b>	→	<b>SO</b>	I know you must be tired, <b>so</b> I will let you rest.

Watch the video about using co-ordinating conjunctions (FANBOYS). Complete the activities on the slides... one slide is for 1 star, 2 star and 3 star.



# 1\* - Complete the tasks.

1. Rearrange the words below to create a sentence containing a coordinating conjunction.

nan	kind	strict
but	my	is

2. Draw lines to join two main clauses and a coordinating conjunction together to create a sentence that makes sense. There are three different sentences to create.

Main Clause	Conjunction	Main Clause
I ate an apple,	or	I still went swimming.
We could watch TV,	but	we could play outside.
I was poorly,	for	I was hungry.

3. Use a coordinating conjunction from below to complete each sentence. You can only use each conjunction once.

A. She was rich \_\_\_\_\_  
\_\_\_\_\_

B. I like pizza \_\_\_\_\_  
\_\_\_\_\_



and	so
-----	----

## 2\* - Complete the tasks.

4. Rearrange the words below to create a sentence containing a coordinating conjunction.

down

bed

was

flopped

I

my

very

I

soft

on

tired

for

5. Draw lines to join two main clauses and a coordinating conjunction together to create a sentence that makes sense. There are three different sentences to create.

Main Clause

Conjunction

Main Clause

Heavy rain had started to fall,

yet

will he eat fresh fruit.

Toby won't eat green vegetables,

so

I grabbed my pink umbrella.

My alarm clock didn't go off,

nor

I still got to school on time.



VF  
HW/Ext

6. Use a coordinating conjunction from below to complete each sentence. You can only use each conjunction once.

A. We could go to the park tomorrow \_\_\_\_\_

\_\_\_\_\_

B. Mum made me some hot soup for lunch \_\_\_\_\_

\_\_\_\_\_

C. I need to buy some white trainers \_\_\_\_\_

\_\_\_\_\_

and

or

but

AR  
HW/Ext



# 3\* - Complete the tasks.

7. Rearrange the words below to create a sentence containing two coordinating conjunctions.

freezing   wear   to   it   scarf   so  
and   was   I   hat   decided   my

8. Draw lines to link two main clauses together. Write down an appropriate coordinating conjunction to join them. There are three different sentences to create.

Main Clause

Conjunction

Main Clause

The tune was neither lively nor catchy,

he decided to make himself a nutritious snack to eat.

Tom was hungry and thirsty,

by some miracle, we managed to find our way to safety.

We could have got lost or hurt,

I couldn't stop myself from dancing.

9. Use two coordinating conjunctions to complete each sentence.

A. Martin went to the shops \_\_\_\_\_

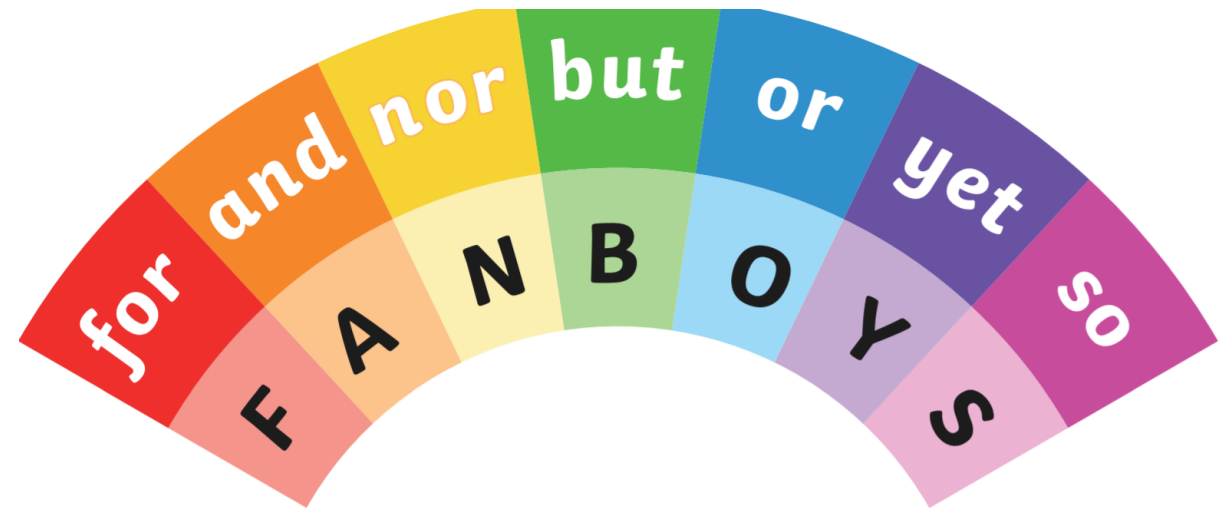
B. X marked the spot \_\_\_\_\_

C. Arthur didn't enjoy school \_\_\_\_\_



AR

HW/Ext



VF  
HW/Ext

## Maths:

Objective: To multiply and divide by 6.

- 1 Complete the sentences to describe the eggs.



There are \_\_ lots of \_\_.

There are seven \_\_\_\_\_.

$$7 \times \_ = \_$$

- 2 At first there were \_\_ eggs. Then they were shared into \_\_ boxes. Now there are \_\_ eggs in each box.

$$\_ \div \_ = \_$$

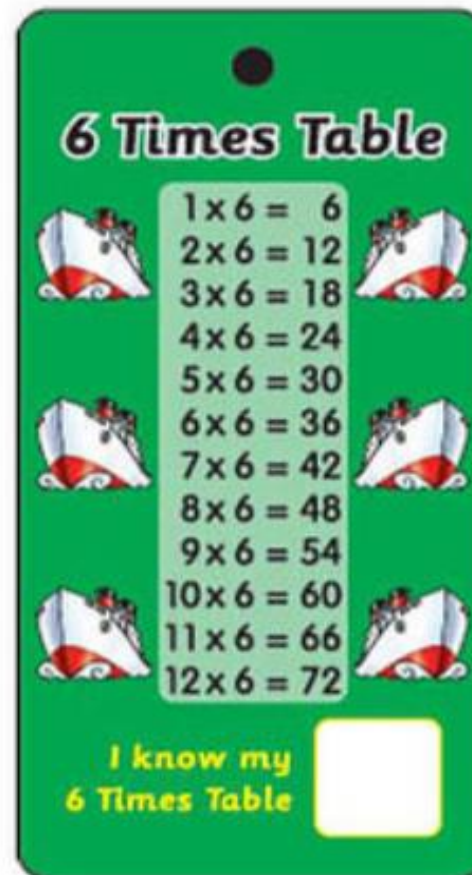
During today's learning children will explore what happens when you multiply and divide numbers by 6. They will use their knowledge of forming equal groups and pictorial methods to solve multiplication and division problems.

1\* - See next slide for multiplying by 6 activities.

2\* - Complete the White Rose Hub Questions.

3\* - Complete the White Rose Hub Questions and then complete the true or false statements on the last slide focusing on multiplying and dividing by 6 .

To multiply and divide by 6!  
Children will draw on their knowledge of their times tables facts to multiply and divide by 6.



**6 Times Table**

1 x 6 = 6	
2 x 6 = 12	
3 x 6 = 18	
4 x 6 = 24	
5 x 6 = 30	
6 x 6 = 36	
7 x 6 = 42	
8 x 6 = 48	
9 x 6 = 54	
10 x 6 = 60	
11 x 6 = 66	
12 x 6 = 72	

I know my 6 Times Table



**Division Facts**

6 ÷ 6 = 1	
12 ÷ 6 = 2	
18 ÷ 6 = 3	
24 ÷ 6 = 4	
30 ÷ 6 = 5	
36 ÷ 6 = 6	
42 ÷ 6 = 7	
48 ÷ 6 = 8	
54 ÷ 6 = 9	
60 ÷ 6 = 10	
66 ÷ 6 = 11	
72 ÷ 6 = 12	

I know my 6 Times Table Division Facts

# 1 STAR TASK: Have a go at multiplying by 6!

## 6 Times Table Activities

Work out these answers:


a)  $2 \times 6 =$  \_\_\_\_\_ d)  $8 \times 6 =$  \_\_\_\_\_

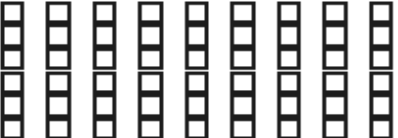
b)  $12 \times 6 =$  \_\_\_\_\_ e)  $7 \times 6 =$  \_\_\_\_\_

c)  $5 \times 6 =$  \_\_\_\_\_ f)  $6 \times 6 =$  \_\_\_\_\_

How many blocks are there?

a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

Count in 6s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

## Multiply and divide by 6

1 Complete the sentences.

There are  boxes.There are  eggs in each box.There are  eggs altogether.There are  spiders.There are  legs on each spider.There are  legs altogether.There are  boxes.There are  eggs in each box.There are  eggs altogether.

2 Rosie has 30 strawberries.



She shares them equally between 6 bowls.

a) Draw on the picture to show how Rosie shares the strawberries.

b) How many strawberries does Rosie put in each bowl?



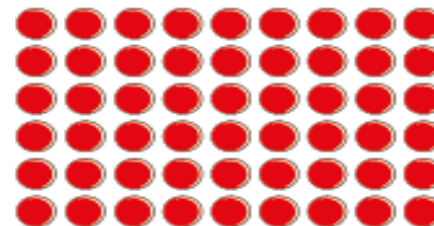
3 These apples are being put into bags of 6



How many bags are needed?



4 Write two multiplications and two divisions shown by the array.



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- a) Draw on the picture to show how Rosie shares the strawberries.  
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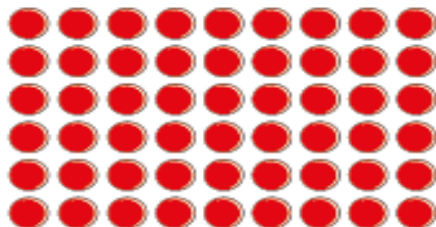
- 3 These apples are being put into bags of 6



How many bags are needed?



- 4 Write two multiplications and two divisions shown by the array.



- 5 A red ribbon is 6 cm long.  
 A yellow ribbon is 7 times as long as the red ribbon.  
 How long is the yellow ribbon?



- 6 There are 66 children sitting in rows.  
 There are 6 children in each row.  
 How many rows are there?

- 7 Nails come in boxes of 100  
 A crate holds 6 boxes.  
 A shop orders 4,800 nails.  
 How many crates does the shop order?



- 8 Teddy has an odd number of counters.



I can share my counters into 6 equal groups.



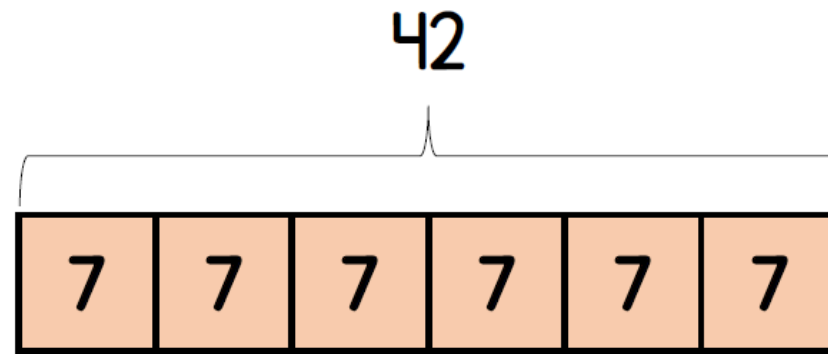
Do you agree with Teddy?  
 Why?



### 3 Star Extension Task!

True or False ?

Multiply and divide by 6



So  $42 \div 6 = 7$

## Reading:

**Objective:** To design a new front cover.

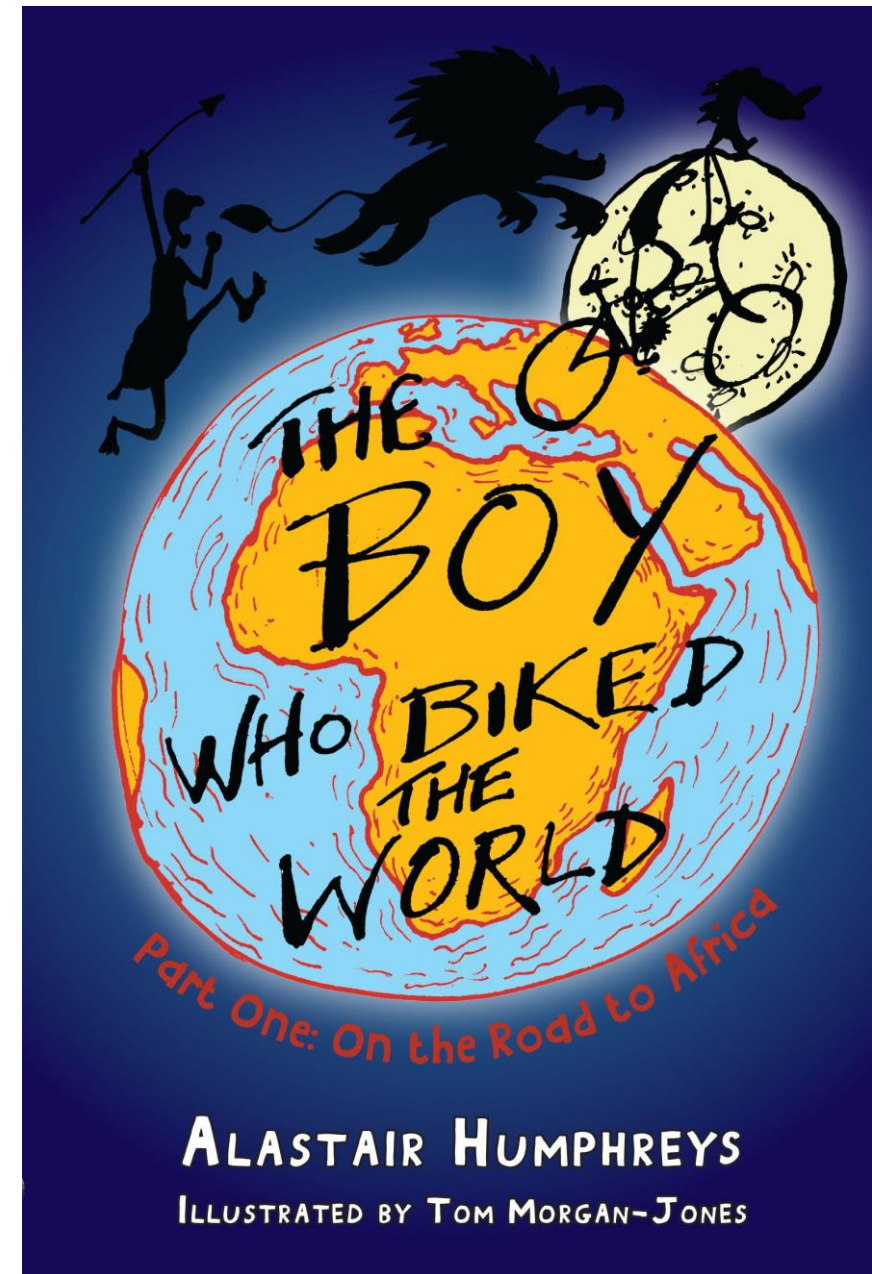
Many books have new front covers every so often. This might be for an anniversary e.g. celebrating 20 years old. It might be for a different country e.g. A U.S version could be different to one from the U.K.

Imagine that you are being asked to design the front cover for the book... 'The Boy Who Biked the World: Road to Africa'.

What would your front cover look like?

1\* - Design a front cover that would match the story.

2/3\* - Design a front cover for the story. Then label 5 of your features and explain why you chose them. For example: You may draw a bike and explain this is because he will be using a bike for his journey.



Other subject: B and V

Objective: What does Christmas mean to Christians?

During the next few weeks, we are going to have a TEAMS meeting with Reverend Merry. Obviously, this is a really busy time of the year for her but she is going to answer our questions about Christmas.

What could we ask her?

What would you like to know about Christmas that you know already?

For example...

Why do Christians go to night Mass?

Why is Jesus' birthday more special than ours?

What is the real meaning of Christmas?

How is this story still remembered? Has it changed over time?

Task...

Write down 5 questions you would like to ask Reverend Merry about Christmas.