

Year 6 Learning Grid January

Please remember to read every single day. If you complete all of the tasks for each day remember to use your login cards to explore Espresso, Purple MASH and Charanga to complete extra tasks and play learning games.

The Right of the fortnight <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/guidance-assemblies-lessons/article-of-the-week/>)

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
<p align="center"><u>English</u></p> <p>30mins – Reading Lessons on ‘Reading Plus’ or ‘Bug Club’.</p> <p>15mins - reading your school reading book/home reading book.</p> <p>10mins - practising spellings on spelling shed.</p> <p>40mins Research our author, Emma Carroll. Find out about her history as an author, which books she has released, themes of her writing etc...</p>	<p align="center"><u>English</u></p> <p>30mins - Reading Lessons on ‘Reading Plus’ or ‘Bug Club’.</p> <p>15mins - reading your school reading book/home reading book.</p> <p>10mins - practising spellings on spelling shed.</p> <p>40mins Use your research from yesterday to write a short biography of Emma Carroll and her works.</p>	<p align="center"><u>English</u></p> <p>30mins - Reading Lessons on ‘Reading Plus’ or ‘Bug Club’.</p> <p>15mins - reading your school reading book/home reading book.</p> <p>10mins - practising spellings on spelling shed.</p> <p>40mins - Plan a summary of our book, Letters from the Lighthouse, so far. Make a bullet point list of all the key events you can remember.</p>	<p align="center"><u>English</u></p> <p>30mins - Reading Lessons on ‘Reading Plus’ or ‘Bug Club’.</p> <p>15mins - reading your school reading book/home reading book.</p> <p>10mins - practising spellings on spelling shed.</p> <p>40mins - Write your summary of the book so far using you planning from yesterday.</p>	<p align="center"><u>English</u></p> <p>30mins - Reading Lessons on ‘Reading Plus’ or ‘Bug Club’.</p> <p>15mins - reading your school reading book/home reading book.</p> <p>10mins - practising spellings on spelling shed.</p> <p>20mins - writing activity Write a paragraph to persuade Mr Mullen and Miss McDonald which book we should read next for our dreamtime book.</p>

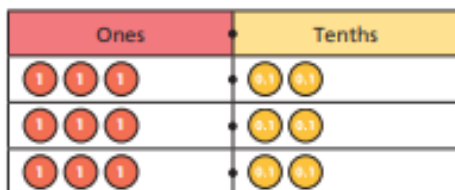
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<p align="center"><u>Maths</u></p> <p>30mins – Go to the following Webpage https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/</p> <p>Click video 1. Follow the learning and complete the worksheet attached.</p> <p>20mins – maths shed practising key skills</p>	<p align="center"><u>Maths</u></p> <p>30mins - Go to the following Webpage https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/</p> <p>Click video 2. Follow the learning and complete the worksheet attached.</p> <p>20mins – maths shed practising key skills</p>	<p align="center"><u>Maths: Reasoning</u></p> <p>30mins - Go to the following Webpage https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/</p> <p>Click video 3. Follow the learning and complete the worksheet attached.</p> <p>20mins – maths shed practising key skills</p>	<p align="center"><u>Maths: Reasoning</u></p> <p>30mins - Go to the following Webpage https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/</p> <p>Click video 4. Follow the learning and complete the worksheet attached.</p> <p>20mins – maths shed practising key skills</p>	<p align="center"><u>Maths: Reasoning</u></p> <p>30mins - Go to the following Webpage https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/</p> <p>Click video 5. Follow the learning and complete the worksheet attached.</p> <p>20mins – maths shed practising key skills</p>
<p><u>Art (Animals)</u> 60mins Use this link... https://www.youtube.com/watch?v=u81hLRUCiik</p> <p>...see if you can draw your own version of a tiger. Add a jungle background if you can.</p>	<p><u>MFL</u> 30mins Research the names for items of food in a cafe in Italian. Can you create sentences to describe what you might order to eat and drink?</p>	<p><u>PSHE (Dreams and Goals)</u> 30mins Think about the difference between dreams and goals. Write a definition of each and then think of an example of each one.</p>	<p><u>Science (Animals)</u> 30mins Find different ways in which we can divide animals into groups. Try to list 5 different ways and then choose one of them to help sort out 10 different animals.</p>	<p><u>History (WW2)</u> 60mins Research key events from 1920 to 1939 that led to the beginning of WW2. Pick 12. Arrange these onto the timeline sheet in this pack</p>
<p align="center"><u>Daily PE Lesson</u></p> <p>30 mins each day choose from:</p> <ul style="list-style-type: none"> • Past Joe Wicks on youtube • 5 dances from Just Dance on youtube. • Kids HIIT Workout with Moe Jones on youtube 	<p align="center"><u>Daily PE Lesson</u></p> <p>30 mins each day choose from:</p> <ul style="list-style-type: none"> • Past Joe Wicks on youtube • 5 dances from Just Dance on youtube. • Kids HIIT Workout with Moe Jones on youtube 	<p align="center"><u>Daily PE Lesson</u></p> <p>30 mins each day choose from:</p> <ul style="list-style-type: none"> • Past Joe Wicks on youtube • 5 dances from Just Dance on youtube. • Kids HIIT Workout with Moe Jones on youtube 	<p align="center"><u>Daily PE Lesson</u></p> <p>30 mins each day choose from:</p> <ul style="list-style-type: none"> • Past Joe Wicks on youtube • 5 dances from Just Dance on youtube. • Kids HIIT Workout with Moe Jones on youtube 	<p align="center"><u>Daily PE Lesson</u></p> <p>30 mins each day choose from:</p> <ul style="list-style-type: none"> • Past Joe Wicks on youtube • 5 dances from Just Dance on youtube. • Kids HIIT Workout with Moe Jones on youtube

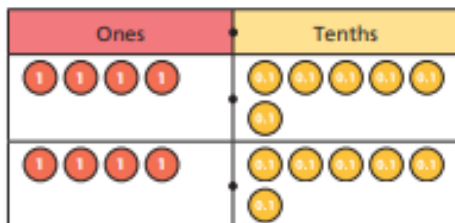
Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 = \square$



b) $4.6 \times 2 = \square$



2 Solve the multiplication. Draw your answer.

$12.2 \times 3 = \square$

Tens	Ones	Tenths



3 Nijah uses long multiplication to solve 3.72×3

		3	7	2
	x			3
		0	0	6
		2	1	0
		9	0	0
		1	1	1
		6		

Use long multiplication to work out the calculations.

a)

		4	8	6
	x			4

b)

		2	0	9
	x			6

4 Work out the multiplications.

a) $5.2 \times 4 = \square$

d) $\square = 2.34 \times 3$

b) $14.3 \times 3 = \square$

e) $11.505 \times 4 = \square$

c) $6 \times 9.1 = \square$

f) $9.602 \times 6 = \square$

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



- 6 Work out the multiplications.

a) $7.2 \times 2 =$ b) $= 3.45 \times 3$
 $7.2 \times 4 =$ $= 34.5 \times 3$
 $14.4 \times 4 =$ $= 345 \times 3$
 $7.2 \times 8 =$

- 7 Amir is solving 3.4×4

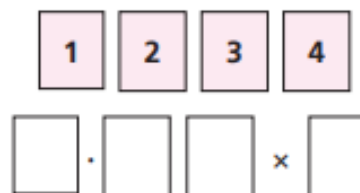


To solve this, I did 34×4 , which was 136
Then I multiplied my answer by 10 to get an answer of 1,360

Do you agree with Amir? _____

Explain why.

- 8 Use the digits 1, 2, 3 and 4 once each to create a calculation.



- a) How many different products can you make?

- b) What is the greatest possible product?

- c) What is the smallest possible product?

- d) What is the product closest to 12?

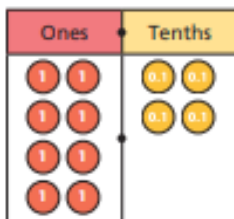
Compare answers with a partner.

Divide decimals by integers

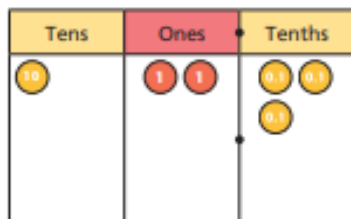


1 Use place value counters to work out the divisions.

a) $8.4 \div 4 =$

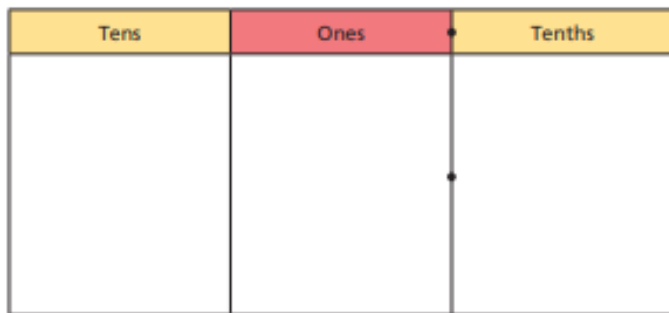


b) $12.3 \div 3 =$

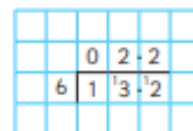


2 Work out the division. Draw your answer.

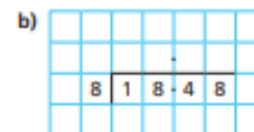
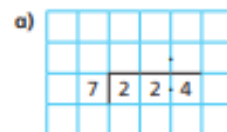
$16.4 \div 4 =$



3 Brett uses short division to work out $13.2 \div 6$



Use short division to work out the calculations.



4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

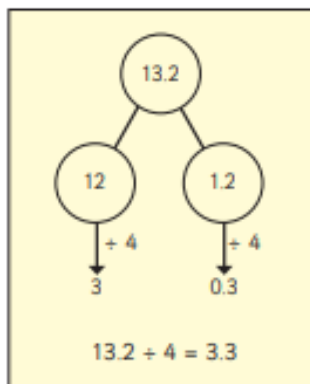
b) $14.8 \div 4 =$

e) $202.35 \div 3 =$

c) $18.48 \div 6 =$

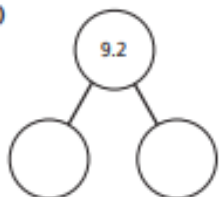
f) $105.12 \div 9 =$

- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



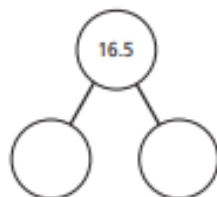
Use Esther's method to complete the part-whole model and calculation.

a)



$$9.2 \div 4 = \square$$

b)



$$16.5 \div 3 = \square$$

Compare answers with a partner. Did you partition your numbers in the same way?



- 6 Work out the divisions.

a) $9.64 \div 4 = \square$

$$96.4 \div 4 = \square$$

$$0.964 \div 4 = \square$$

$$9.64 \div 8 = \square$$

b) $19.44 \div 9 = \square$

$$19.53 \div 9 = \square$$

$$19.62 \div 9 = \square$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \square$$

$$3.6 \div 4 = \square \div 8$$

- 8 Complete the calculation.

$$8.4 \div \square = 4.2 \div \square$$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.

Division to solve problems



- 1 There are 1,360 children in a school.
A quarter of the children walk to school.
How many children walk to school?



- 2 Huan has saved his pocket money for 5 weeks.
He gets the same pocket money every week.
He has saved £16.65
How much pocket money does Huan get each week?



- 3 Tom is running a 6-kilometre race.
He has run one-third of the race so far.
How many more kilometres does Tom have left to run?



- 4 Dora, Ron and Teddy are making paper chains.



Dora

My paper chain is 1.1 m long.

Dora's paper chain is twice as long as mine.



Ron



Teddy

My paper chain is three times longer than Ron's.

- a) How long is Ron's paper chain?

- b) How long is Teddy's paper chain?

- 5 A water bottle holds 2 litres.
A leak in the bottle means 25 ml drips out each day.
How many days will it take until the bottle is empty?


 days

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- 6 a) A school bus can hold 30 people.
There are 726 children going on a school trip.
How many buses are needed?



- b) A cake needs 4 eggs.
How many cakes can be made from 345 eggs?



- 7 Shop A sells 5 tins of paint for £23.40
Shop B sells 3 tins of the same paint for £14.01



Which shop should Aisha buy her paint from? _____
Explain your reasoning.

- 8 $146 \div 5 = 29$ remainder 1
 $117 \div 4 = 29$ remainder 1



This means that
 $117 \div 4 = 146 \div 5$

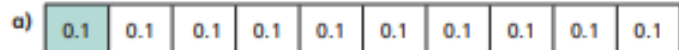
Do you agree with Whitney? _____
Explain your thinking.

- 9 I'm thinking of a 3-digit number.
When I divide it by 5, I am left with a remainder of 3
When I divide it by 10, I am left with a remainder of 8
It rounds to 200 to the nearest 100
It has one hundred.
What could my number be?

Create your own problem like this for a partner.

Decimals as fractions

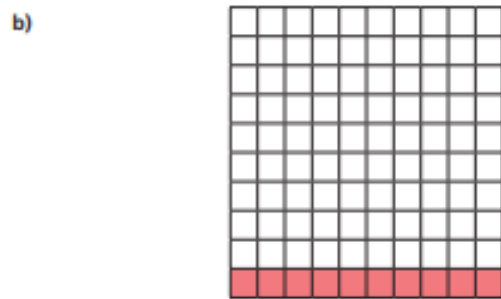
1 Complete the sentences.



The whole has been divided into equal parts.

Each part is worth

This is equivalent to



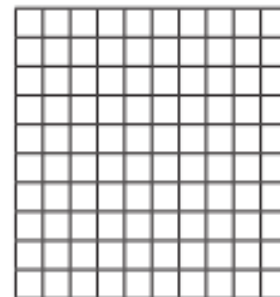
The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



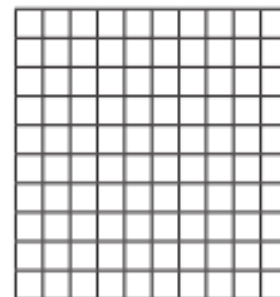
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.

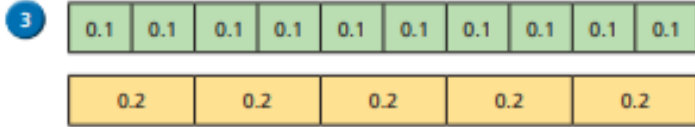


Complete the sentence.

parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =



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.



6



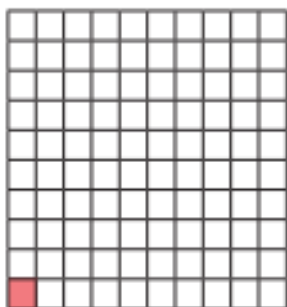
$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.

Fractions to decimals (1)

1 Complete the sentences.

a)

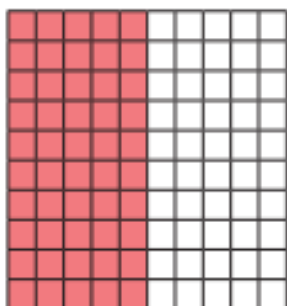


Each square represents $\frac{\square}{100}$

$\frac{\square}{100}$ of the whole square is shaded.

This is equivalent to \square as a decimal.

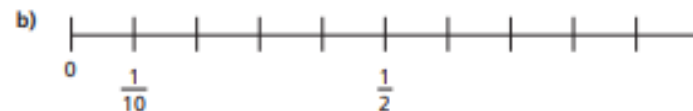
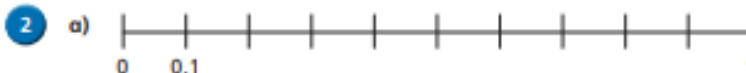
b)



$\frac{\square}{100}$ of the whole square is shaded.

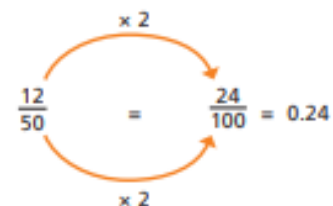
This can be simplified to $\frac{\square}{\square}$

This is equivalent to \square as a decimal.



What is the same and what is different about the number lines?

3 To convert a fraction to a decimal, you can use equivalent fractions to make the denominator 100



Use this method to find the equivalent decimals for the fractions.

a) $\frac{28}{50} = \frac{\square}{100} = \square$

c) $\frac{9}{25} = \frac{\square}{100} = \square$

b) $\frac{6}{20} = \frac{\square}{100} = \square$

d) $\frac{24}{200} = \frac{\square}{100} = \square$

- 4 Some fractions can be converted to have a denominator of 1,000 to find their decimal equivalent.

$$\frac{62}{500} \xrightarrow{\times 2} \frac{124}{1000} = 0.124$$

a) $\frac{27}{500} = \frac{\quad}{1000} = \quad$

b) $\frac{62}{250} = \frac{\quad}{1000} = \quad$

c) $\frac{51}{200} = \frac{\quad}{1000} = \quad$

d) $\frac{128}{2,000} = \frac{\quad}{1000} = \quad$

- 5 Convert the fractions to their decimal equivalents.

a) $\frac{1}{5} = \quad$

b) $\frac{1}{20} = \quad$

$\frac{1}{10} = \quad$

$\frac{2}{20} = \quad$

$\frac{1}{20} = \quad$

$\frac{3}{20} = \quad$

$\frac{1}{40} = \quad$

$\frac{6}{20} = \quad$

- 6 Tommy, Alex and Eva are working out the decimal equivalent of $\frac{60}{200}$



Tommy

You need to convert it to have a denominator of 100 to find the decimal equivalent.



Alex

I disagree. You need to convert it to have a denominator of 1,000



Eva

Both of you are right!

Who do you agree with? _____

Explain your thinking.

- 7 0.5 is equivalent to $\frac{1}{2}$, $\frac{5}{10}$, $\frac{50}{100}$

Are these the only fractions that are equivalent to 0.5?

How many fractions can you find?

Compare answers with a partner.



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History Timeline

