Home Learning Pack

Year 6

Name...

For every lesson you should watch the lesson on:

https://www.bbc.co.uk/bitesize/dailylessons

Then complete the activity. You can either send your answers to your teacher on **PurpleMash** so it can be marked or complete on the paper and return your **Home Learning Pack** to school at the end of the week.

Year 6/ P7 online lessons
Monday 11 May - Friday 15 May

BBC Bitesize Daily lessons

Monday	Tuesday	Wednesday	Thursday	Friday
English Writing a formal report	**English** Writing a powerful speech	**English** Writing a debate argument	**English** Writing a recount	**English** Reading lesson: Percy Jackson and the Lightning Thief by Rick Riordan
Maths Multiplying fractions and mixed numbers by integers	**Maths** Multiply fractions by fractions	**Maths** Divide fractions by integers	**Maths** Fractions of amounts applied in context	**Maths** Challenge of the week
History Who was Tutankhamun?	**Geography** Sustainability and plastics	**Science** How plants reproduce	**Technology and Design** Extreme designs	**Art and Design** Media and Materials

Find all this content and more at: bbc.co.uk/bitesize/dailylessons

Monday 11th May 2020

Time	Activity
8:30	**Breakfast**
9:00	English- BBC - **Writing a formal report** •Watch the video clips and complete the activities. https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths- BBC- **Multiplying fractions and mixed numbers by integers.** •Watch the video clips and complete activities. https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time
11:30	Quiet Reading •Read a reading book or log onto http://www.scholasticlearningzone.com Check your Purple Mash email for your log in details.
12:00	Lunch– This time may depend on your parents, therefore it might change slightly.
13:00	History – BBC– **Who was Tutankhamun** •Watch the video clips and complete activities. https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**
15:30	Relax

Monday 11th May 2020

English

LI - To write a formal report.

Look on Newsround. Write a report about a news article they have released.

Newspaper Writing Word Mat

yesterday	finally
following	ahead of
afterwards	in front of
later on	alongside
in the future	
before	
once	

described	describing	because	carefully
commented	official	once	particularly
complained	opportunity	when	considerably
confirmed	surprised	after	alternatively
promised	concern	while	securely
relieved	worried	before	actually
replied	recently	however	equally
responded	instead	until	unfortunately
told	source	meanwhile	totally
reported	insider	nevertheless	
stated	identified	as	
	damaged	since	
	witness		

Multiplying Fractions by Whole Numbers

Work out the calculations below and put the answers in the boxes.

1. $\dfrac{1}{2}$ × 7 = ☐

2. $\dfrac{2}{3}$ × 4 = ☐

3. $\dfrac{3}{4}$ × 5 = ☐

4. $\dfrac{3}{5}$ × 3 = ☐

5. $\dfrac{2}{4}$ × 6 = ☐

6. $\dfrac{2}{3}$ × 8 = ☐

7. $\dfrac{5}{6}$ × 9 = ☐

8. $\dfrac{5}{8}$ × 4 = ☐

Tuesday 12th May 2020

Maths

LI - To multiply fractions.

Maths

Multiplying fractions and mixed numbers by integers

Multiplying a Fraction by a Whole Number

$$\frac{1}{3} \times 4$$

First, put the whole number over 1 so that it is a fraction.

$$\frac{1}{3} \times \frac{4}{1}$$

Multiply the numerators together, and multiply the denominators together.

$$\frac{1}{3} \times \frac{4}{1} = \frac{4}{3}$$
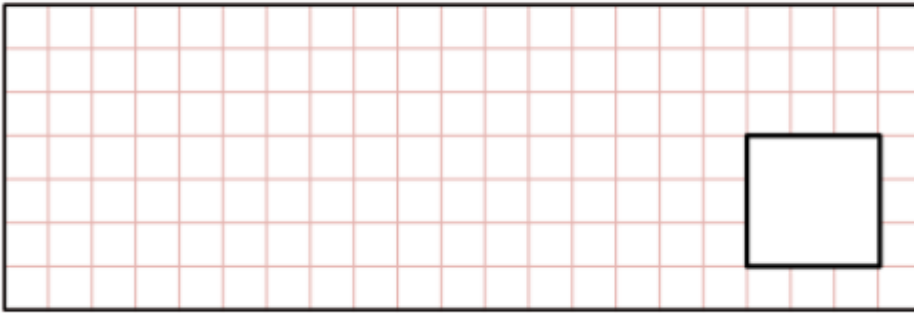
Can your answer be simplified?

$$\frac{4}{3} = 1\frac{1}{3}$$
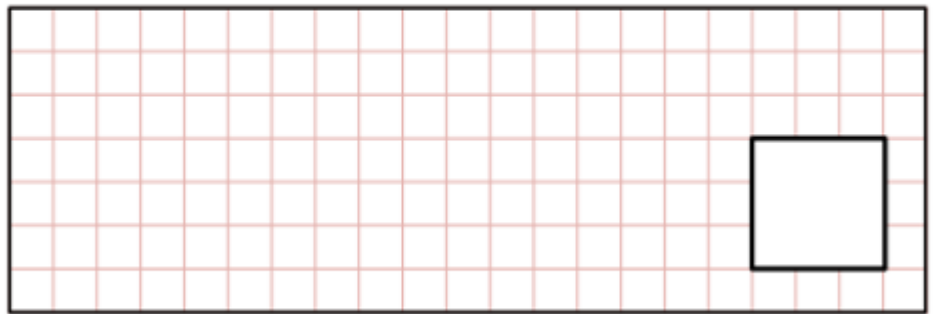
SATs Questions

29
[2016]

$$\frac{2}{5} \times 140 =$$
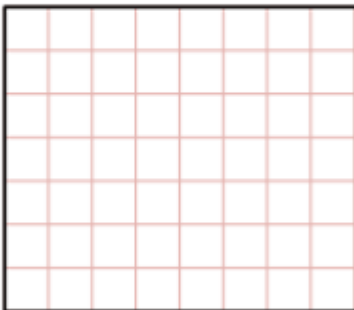
30
[2016S]

$$17 \times 1\frac{1}{2} =$$

31
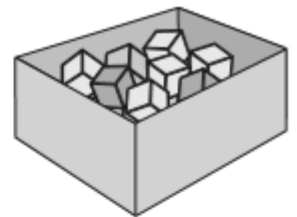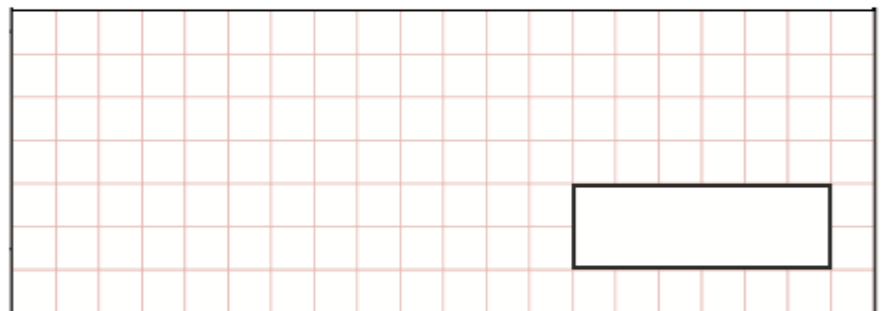[2017]

$$1\frac{1}{2} \times 57 =$$

32
[2002]

There are 24 coloured cubes in a box.

Three-quarters of the cubes are red,
four of the cubes are blue
and the rest are green.

How many **green** cubes are in the box?

One more **blue** cube is put into the box.

What fraction of the cubes in the box are **blue** now?

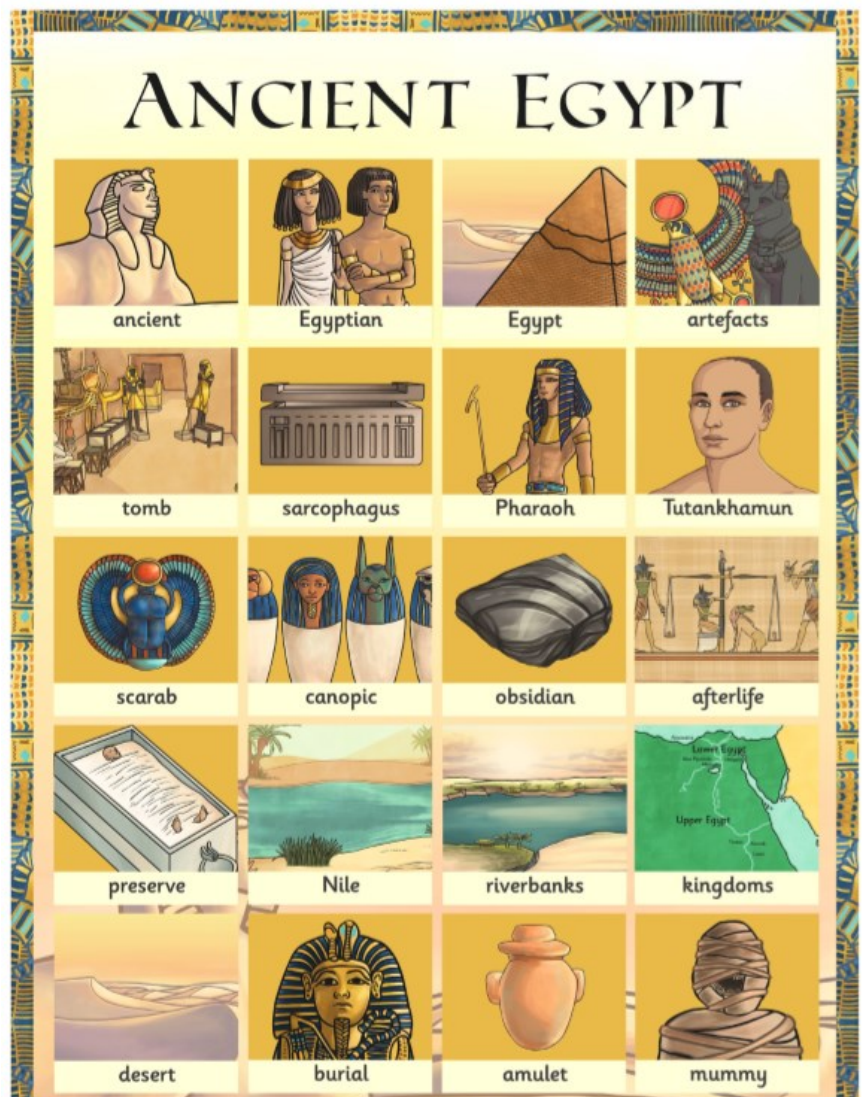# History

Who was
Tutankhamun?

Monday 11th May

History

Who was Tutankhamun?

Watch the clip on BBC Bitesize:

https://www.bbc.co.uk/bitesize/dailylessons.

Complete the activity below. You can either send your answers to your teacher on **Purple Mash** so it can be marked or complete on the paper and return your **Home Learning Pack** to school at the end of the week.

ANCIENT EGYPT

ancient · Egyptian · Egypt · artefacts
tomb · sarcophagus · Pharaoh · Tutankhamun
scarab · canopic · obsidian · afterlife
preserve · Nile · riverbanks · kingdoms
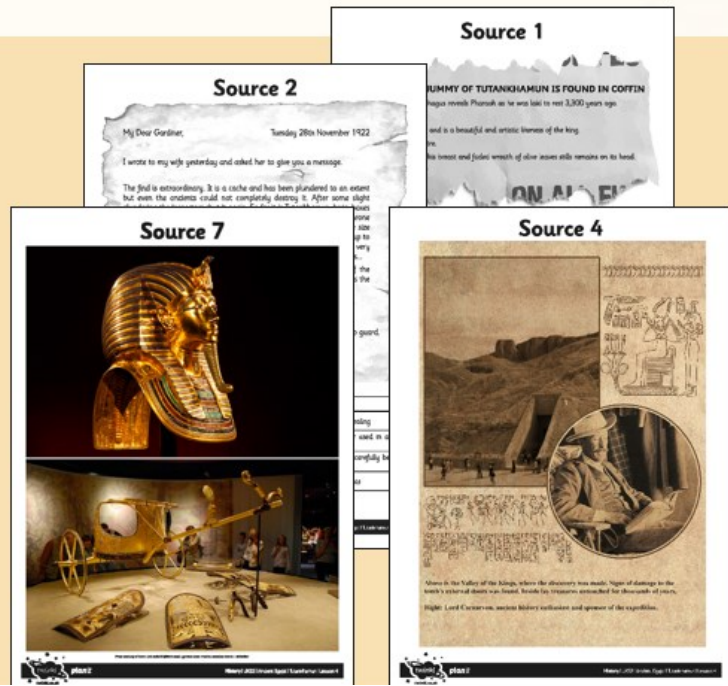desert · burial · amulet · mummy

Who Was Tutankhamun?

Open your mystery source.

1. What does you source tell you?

Write down three things that you now know from examining your source.

2. Why do you think it was written (or photographed)?

Ask two questions about why somebody created your source.

Source 1

GOLD CASED MUMMY OF TUTANKHAMUN IS FOUND IN COFFIN

Opening of the sarcophagus reveals Pharaoh as he was laid to rest 3,300 years ago.

Spectacle is dazzling.

Case is colossal in size and is a beautiful and artistic likeness of the king.

It has crown and sceptre.

Arms respose across his breast and faded wreath of olive leaves stills remains on its head.

The Times Newspaper

Glossary	
Sarcophagus - a coffin	Pharaoh - ancient Egyptian ruler (king)
Colossal - enormous	Sceptre - heavily decorate stick
Repose - rest	Spectacle - a dazzling event or object to look at

Source 2

My Dear Gardiner,   Tuesday 28th November 1922

I wrote to my wife yesterday and asked her to give you a message.

The find is extraordinary. It is a cache and has been plundered to an extent but even the ancients could not completely destroy it. After some slight plundering the inspectors shut it again. So far it is Tutankhamun, beds, boxes and every concievable thing. There is a box of papyri in it, there is a throne of the King of the most marvellous inlaid chair you ever saw, two life size figures of the King and all sorts of religious signs hardly anyone knows up to this date. The king's clothing is rotten but gorgeous. Everything is in a very ticklish state owing to constant handlings and openings in ancient times...

...There is enough stuff to fill the whole Egyptian section upstairs of the British Museum. I imagine it is the greatest find ever made. Tomorrow is the official opening and before I leave we peep into the walled chamber...

    I hope to be back soon.

    Carter has weeks of work ahead of him.

    I have between twenty and thirty soldiers, police and gaffirs to guard.

    Yours, C.

A letter from Lord Canarvon to his friend.

Glossary	
Cache - something hidden	Plundered/plundering - stolen/stealing
Conceivable - imaginable	Papyri - papyrus papers (paper used in ancient Egypt)
Inlaid - a pattern scratched or marked into	Ticklish - needs to be handled carefully because it is delicate
Chamber - room	Gaffirs - elderly men, like servants

1. What does you source tell you?

Write down three things that you now know from examining your source.

2. Why do you think it was written (or photographed)?

Ask two questions about why somebody created your source.
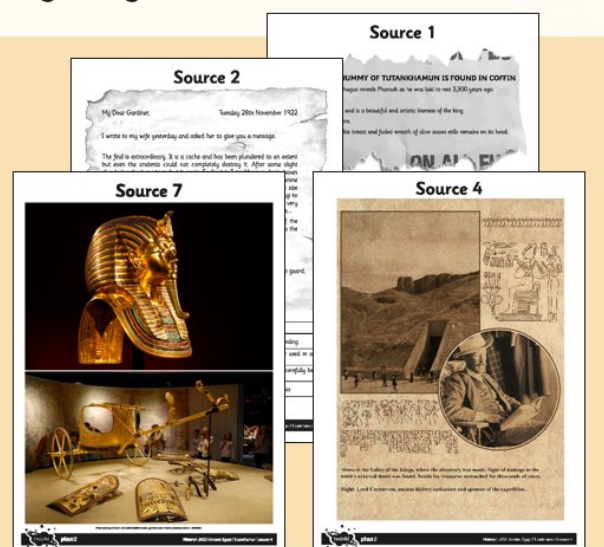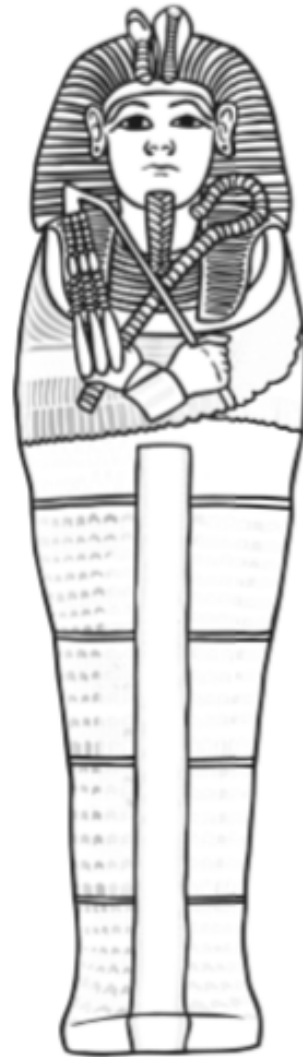
Source 5

At first I could see nothing, the hot air escaping from the chamber causing the candle flame to flicker, but presently, as my eyes grew accustomed to the light, details of the room within emerged slowly from the mist, strange animals, statues, and gold - everywhere the glint of gold. For the moment - an eternity it must have seemed to the others standing by - I was struck dumb with amazement, and when Lord Carnarvon, unable to stand the suspense any longer, inquired anxiously,

'Can you see anything?'

It was all I could do to get out the words,

'Yes, wonderful things.'

Howard Carter, 1923.

Glossary	
Chamber - room	Presently - at that moment
Accustomed - get used to	Emerged - could be seen little by little
Suspense - waiting nervously	Inquired - asked
Anxiously - nervously	

1. What does you source tell you?

Write down three things that you now know from examining your source.

2. Why do you think it was written (or photographed)?

Ask two questions about why somebody created your source.

Source 7

1. What does you source tell you?

Write down three things that you now know from examining your source.

2. Why do you think it was written (or photographed)?

Ask two questions about why somebody created your source.
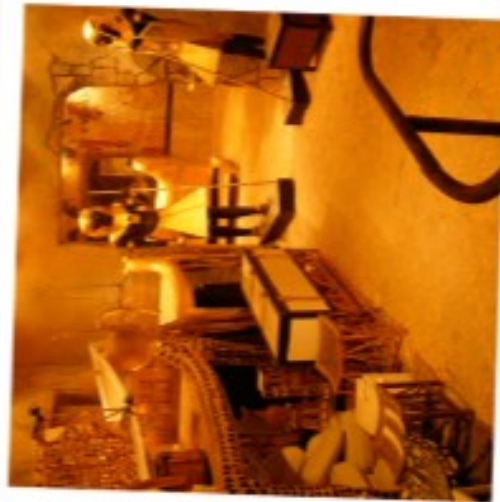
TUTANKHAMUN
THE BOY KING

Who Was He?

Born: 1341 BC Died: 1323 BC

Reign: 1332-1323 BC

Tutankhamun became the Pharaoh at the age of nine and ruled at a time when the Egyptian Empire was at its strongest. He ruled for about nine years until his death at the age of about eighteen. We are still not sure how he died, but there are many opinions about this. Some people say it was from a disease that he suffered with after he broke his leg. We do know now that his death was a surprise for many as he was buried in a tomb which had been built very fast and messily.

Who Found His Tomb?

The tomb was found by a group of researchers led by Howard Carter (below). The reason why Tutankhamun is one of the most famous and talked about Pharaohs is because his tomb was only found in 1922, which means that all of the treasures and the body inside have been left in very good condition. Carter knew where to look because he worked out from other important finds that the tomb would be in the Valley of the Kings. A cup found by a man named Theodore Davis, with Tutankhamun and his wife on it, was a clue that Carter said helped him find the tomb of the Boy King.

What They Found

Inside the tomb they found over 3000 treasures that were put in for Tutankhamun to take with him into the afterlife. Many of the items were made from (or covered in) gold, which is only fitting for a king! The tomb itself was split into many different rooms. Most of the rooms were for the objects, apart from the burial chamber which just held his sarcophagus.

Decoration

The burial chamber with the body is the only decorated room in the tomb, which is very unusual for a resting place of a king. Normally, all the walls would be carved or painted, which is how we know that Tutankhamun died very suddenly. Many historians also believe that the tomb itself was not made for him in the first place and the burial chamber and decorations were added later. The images on the walls were from a ritual called the 'opening of the mouth' (an example of it can be seen below).

The Curse of the Mummy!

The curse of the mummy started after Tutankhamun's tomb was opened. Mummies have been thought to have magical powers over any who disturb them. It started when Lord Carnavon (the man who paid for the dig of King Tut's tomb) died soon after it was opened. As soon as he died, all the lights in Cairo went out mysteriously. Other stories are that Carter's pet canary was killed by a cobra and that Carnavon's dog died the same night. Some think it was a germ but others say it was magic.

"Read All About It!"

You are an excited journalist, reporting from Cairo, explaining about the discovery of Tutankhamun's tomb.

Use the **Newspaper Prompt Sheet** to help you with the facts.

Use the **Newspaper Planning Activity Sheet** as a place to write some of your ideas, before you do your newspaper.

Newspaper Prompt Sheet

Who?	Tutankhamun Pharaoh 1332 - 1323 BC Born 1346 BC Died 1323 BC	
What?	Howard Carter found the steps. *A few days ago...* Lord Canarvon arrived in Egypt *Without hesitation...* The men entered the tomb *With great care...*	
Where?	The Valley of the Kings, Egypt	
When?	1922 - 23 1st November HC is given his final chance by LS. 4th November - the steps are discovered. 23rd November - LC arrives in Egypt. 25th November - the first door is opened. February 17th 1932 - the final door is opened.	
Why?	Howard Carter Archaeologist Worked in Egypt for 31 years before finding the tomb Spent 5 years searching for Tutankhamun's tomb	Lord Canarvon Rich Spent £1,000,000 looking for the tomb Liked ancient Egyptian history

Newspaper Planning

This sheet will guide you in what to write in your newspaper article and how to write it.

Paragraph 1 Who? What? Where? When? Why?	
Paragraph 2 The start of the story. Give more details this time.	Howard Carter found the steps. Lord Canarvon arrived in Egypt The men entered the tomb
Paragraph 3 Tell the reader what was **said** at the scene.	
Paragraph 4 Tell the reader more about Tutankhamun.	
Paragraph 5 Why is this important news?	

Newspaper Writing Checklist

Did I...

write the name of the newspaper at the top?

create an interesting headline and sub-headline?

start with an introductory paragraph that includes the five Ws?

add captions to all pictures?

include facts about the main events?

write in the third person and past tense?

use quotes written as direct speech?

finish with a conclusion paragraph to explain what might happen next?

Year 6 Writing Checklist	
	Example
1) Range of sentences	Simple (The man went to the shop) Compound (The man went to be shop **because** he had no milk) Complex (The man, **with feelings of disappointment**, went to the shop)
2) Inverted commas	"You're fantastic" exclaimed the teacher.
3) Punctuation	Dashes (Tap—don't go) Brackets (additional information) Ellipses (...) Question marks (What are you doing?) Rhetorical questions.
4) Literacy devices	Metaphor, Simile, Personification, Repetition, Rhyme
5) Fronted adverbial	Yesterday,
6) Range of vocabulary	Synonyms (good—fantastic)
7) Range of conjunctions	Also, as well as, although, however, whereas, as, consequently

Tuesday 12th May 2020

Time	Activity	Link
8:30	Breakfast	
9:00	English- BBC - **Writing a powerful speech** • Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Multiplying Fractions** • Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading • Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Geography – **Sustainability and plastics** • Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Tuesday 12th May 2020

English

LI - To write a powerful speech.

What is important to you?

Do you think we should have extra playtime?

Do you think we should be allowed to wear our own clothes to school?

Write a persuasive paragraph to encourage someone to think your way.

Persuasive Writing

Introductions
I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making your point
Firstly, secondly, thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If...then...
because...

Details
For example...
In fact...
For instance...
As evidence...
In support of this...

Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words
reasons
arguments
for
against
unfair
pros
cons

twinkl visit twinkl.com

LI - To multiply fractions.

https://www.bbc.co.uk/bitesize/ailylessons

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$$\frac{1}{2} \times \frac{1}{3} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$$

Multiplying Fractions by Whole Numbers

$\frac{2}{5} \times 3 \rightarrow$ ⬤⬤⬤ $3 = \frac{3}{1}$

$$\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$$

Dexter is calculating $\frac{1}{3} \times \frac{1}{2}$ by folding paper. He folds a piece of paper in half. He then folds the half into thirds. He shades the fraction of paper he has created. When he opens it up he finds he has shaded $\frac{1}{6}$ of the whole piece of paper.
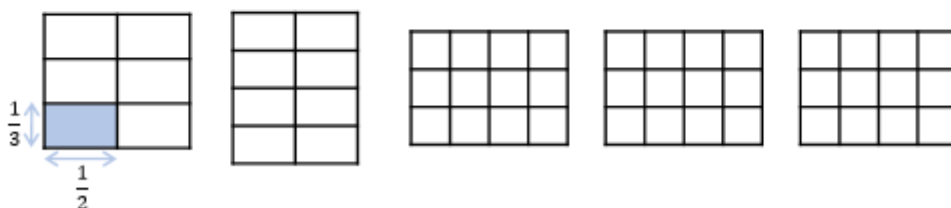
$\frac{1}{3} \times \frac{1}{2}$ means $\frac{1}{3}$ of a half. Folding half the paper into three equal parts showed me that $\frac{1}{3} \times \frac{1}{2} = \frac{1}{6}$

Represent and calculate the multiplications by folding paper.

$$\frac{1}{4} \times \frac{1}{2} = \qquad \frac{1}{4} \times \frac{1}{3} = \qquad \frac{1}{4} \times \frac{1}{4} =$$

Alex is drawing diagrams to represent multiplying fractions.

Shade the diagrams to calculate:

$$\frac{1}{3} \times \frac{1}{2} = \qquad \frac{1}{4} \times \frac{1}{2} = \qquad \frac{1}{3} \times \frac{1}{4} = \qquad \frac{2}{3} \times \frac{1}{4} = \qquad \frac{2}{3} \times \frac{3}{4} =$$

Write your answers in their simplest form.

Alex says,

> $\frac{1}{4} \times \frac{1}{2}$ is the same as $\frac{1}{2}$ of a quarter.

Do you agree?
Explain why.

How many ways can you complete the missing digits?

$$\frac{\text{\textcolor{purple}{\char"2588}}}{\text{\textcolor{brown}{\char"2588}}} \times \frac{3}{\text{\textcolor{teal}{\char"2588}}} = \frac{6}{12} = \frac{\text{\textcolor{green}{\char"2588}}}{2}$$
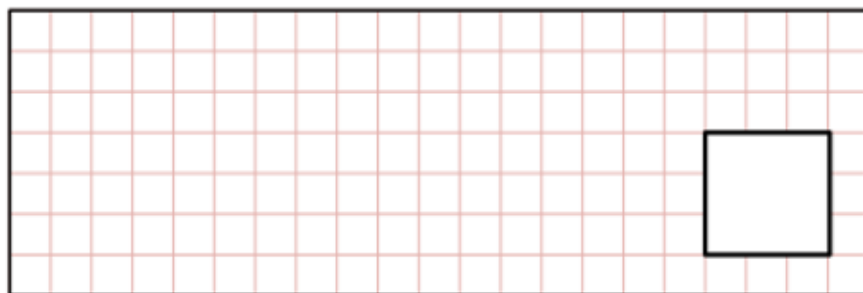
The shaded square in the grid below is the answer to a multiplying fractions question.
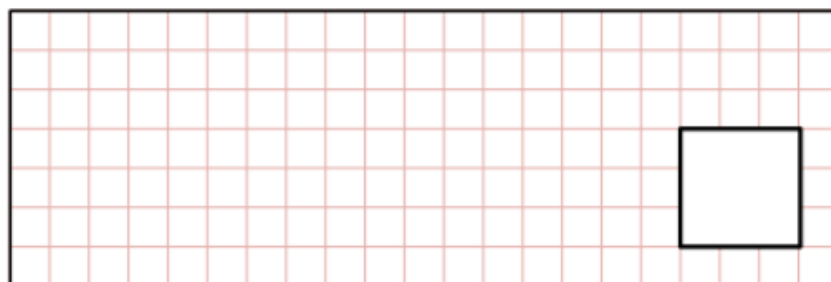What was the question?

24 $\frac{1}{4} \times \frac{1}{8} =$

[2016S]

25 $\frac{4}{6} \times \frac{3}{5} =$

[2017]

[1 mark]

Multiply Fractions

Calculate the following. Give your answer in the simplest form.

1. $\dfrac{3}{4} \times \dfrac{1}{3} =$

2. $\dfrac{2}{5} \times \dfrac{1}{3} =$

3. $\dfrac{4}{5} \times \dfrac{1}{6} =$

4. $\dfrac{3}{8} \times \dfrac{4}{5} =$

5. $\dfrac{5}{6} \times \dfrac{3}{8} =$

6. $\dfrac{1}{2} \times \dfrac{2}{3} =$

7. $\dfrac{7}{12} \times \dfrac{2}{3} =$

8. $\dfrac{1}{4} \times \dfrac{5}{7} =$

9. $\dfrac{4}{9} \times \dfrac{1}{4} =$

10. $\dfrac{2}{5} \times \dfrac{5}{9} =$

Tuesday 12th May 2020

Geography

Plastic and Sustainability

https://www.bbc.co.uk/bitesize/dailylessons

Glossary

biodegradable: Something that can be naturally broken down by bacteria.

compostable: Something that is biodegradable and can help support plant growth.

endanger: To put something or someone at risk or in danger.

microplastics: Extremely small pieces of plastic in the environment resulting from the breakdown of bigger pieces of plastic waste.

toxic: Something poisonous or harmful.

Plastic Pollution

When people think about plastic, they may think of lots of everyday objects that make our lives easier: food containers, toys and gadgets and even the pipes that carry water to and from our homes. In fact, plastic is so popular in the UK today that it is almost impossible to imagine life without it.

However, while plastic makes human lives easier, it makes the lives of Britain's wildlife much harder and it could be **endangering** the existence of some of our much-loved creatures.

Almost 80% of plastic produced over the last 70 years has been thrown away.

Plastic Waste Facts

160,000 plastic bags are used around the world every second.

By 2015, 6300 million metric tonnes of plastic waste had been created.

9%

79%

12%

Of all of the plastic waste created by 2015: 9% recycled, 12% burned, 79% in landfills or the natural environment.

Plastic and the Environment

There are many different ways that plastic can enter the environment:

- not disposing of it properly, e.g. littering;
- washed down drains from face washes and clothing;
- spilled overboard by ships;
- escaped from factories and warehouses;
- blown out of bins or landfills by the wind;
- abandoned, e.g. fishing nets.

So much plastic enters the environment each year that it can be found in fresh water, soil, air and oceans around the world.

The Problem with Plastic

Most types of plastic are neither **biodegradable** nor **compostable**. Therefore, any plastic that ends up in the local environment will not break down over time, like it does with paper, fruit peel or natural fabrics. Plastic will simply remain where it is forever unless it is removed by humans or mistakenly consumed by wildlife.

A huge problem with the plastic that ends up in the environment is the chemicals it releases. Over time, pieces of plastic litter will break into smaller pieces. When plastic breaks into microplastics, it is eaten by wildlife that mistake it for food.

Scarily, these **microplastics** contain **toxic** chemicals and heavy metals – poisonous and deadly to local wildlife. These make their way into the food chain, affecting not only the animal that ate the plastic but any animal that then goes on to consume the first animal.

"Female Mallard By Water With Rubbish" by Martin Kessel

Threats to Wildlife

The largest threats to wildlife from plastic waste in the environment are:

• death or injury caused by becoming tangled in plastic waste, for example, birds that become trapped in fishing nets or hedgehogs caught in plastic can holders;

• animals eating plastic waste by mistake, thinking that it is food, for example, some birds eat plastic bags that float in a pond because they think that they are fish;

• poisoning from the chemicals within the plastic which can lead to illness and death.

How We Can Help

People around the world have caused the plastic problem we face today and it cannot be fixed overnight. The best way to stop any further harm to wildlife is by changing how we think about and use plastic. Some helpful tips are:

• Instead of using plastic items, such as straws and plastic bags, buy reusable items, e.g. Flasks for hot drinks and canvas shopping bags.

• Glitter (which is often made of plastic) and balloons can also be damaging to the environment and dangerous to animals, who may mistake them for food.

• Recycle as much of your waste as possible.

• Safely pick up litter you see in the environment.

Questions

1. Which of these is not a way that plastic enters the environment? Tick one.

   ○ by being blown out of bins
   ○ by being abandoned by humans
   ○ by being dug up from the ground
   ○ by being washed down drains

2. Using the infographic to help you, match the percentages to the correct fact.

9%	Existing plastic that has been burned.
12%	Existing plastic which has ended up in landfills or the natural environment.
79%	Existing plastic that has been recycled.

3. Find and copy two examples of items that the text implies will break down over time.

   • _____

   • _____

4. ...**and could be endangering the existence of some of our much-loved creatures.**
   Which word or phrase could the author have used instead of the word **endangering** in this sentence?

   _____

5. Find and copy one adjective from the section entitled **The Problem with Plastic** that describes the chemicals found in microplastics.

   _____

6. Summarise the section entitled **Threats to Wildlife** in 30 words or less.

   _____

   _____

   _____

7. Which fact from the text did you find most shocking? Give two reasons for your answer.

_____

_____

_____

8. Fully explain the dangers of microplastics.

_____

_____

_____

9. Conduct some research on the Internet. What are the UK Government currently doing to reduce the effects of plastic pollution in the UK?

_____

_____

_____

_____

Plastics and the Environment
The Great Debate

Think and Write

You have one minute to think of as many things as you can which are **not** made from plastic and write them down.
Go!

Start

Look at these pictures. How do they make you feel?

Get Informed

Use this **Plastics and the Environment Research Sheet** to find out more about the advantages and disadvantages of using plastics.

Plastics and the Environment

Use the Internet or non-fiction books to research the issues around the use of plastic. Remember to include facts and figures as they will make the arguments more persuasive.

The Benefits of Plastics

_____
_____
_____
_____
_____

The Problem with Plastics

_____
_____
_____
_____
_____

Additional Information

_____
_____
_____
_____
_____
_____
_____

Consumer 2

You are happy to use reusable bags at the shops and recycle your plastic. You think shops should go plastic free and that people should do more to help the environment. You are a keen traveller and feel very unhappy about the amount of plastic litter you have seen.

Consumer 1

You are a consumer who does not want to have to buy bags for 5p or remember to bring a bag. You want food to be packaged in plastic because you worry about hygiene. You like the outdoors but think the council should do more to clean up the area where you live.

Environmental Volunteer

You spend much of your weekend walking along your local beach picking up plastic. It makes you very upset to see so much rubbish and you have often found seabirds in distress, caught up in plastic waste.

While on holiday, you have seen many dead fish that have died due to plastic pollution.

Shop Owner

You have owned a small shop for a number of years. Every day, you sell a lot of goods, particularly food, in plastic packaging. You are aware of how much waste there is, but recycling it all will be expensive. It is easier to put it in the bins. You know that you will have to increase your prices if you are going to buy in recycling contractors.

Plastic Pollution

Design a poster in the space below which
explains the problems caused by plastic pollution.

Newspaper Writing Checklist

Did I...

write the name of the newspaper at the top?

create an interesting headline and sub-headline?

start with an introductory paragraph that includes the five Ws?

add captions to all pictures?

include facts about the main events?

write in the third person and past tense?

use quotes written as direct speech?

finish with a conclusion paragraph to explain what might happen next?

Year 6 Writing Checklist	
	Example
1) Range of sentences	Simple (The man went to the shop) Compound (The man went to be shop **because** he had no milk) Complex (The man, **with feelings of disappointment**, went to the shop)
2) Inverted commas	"You're fantastic" exclaimed the teacher.
3) Punctuation	Dashes (Tap—don't go) Brackets (additional information) Ellipses (...) Question marks (What are you doing?) Rhetorical questions.
4) Literacy devices	Metaphor, Simile, Personification, Repetition, Rhyme
5) Fronted adverbial	Yesterday,
6) Range of vocabulary	Synonyms (good—fantastic)
7) Range of conjunctions	Also, as well as, although, however, whereas, as, consequently

Plastics Pollution
Newspaper Report

Imagine you are a newspaper reporter telling the story of how an enormous amount of plastic has been washed up on the beach. Describe the effect this is having on the town and include quotes from witnesses.

News Daily

_____

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Wednesday 13th May 2020

Time	Activity	Link
8:30	Breakfast	
9:00	English- BBC - **To write an argument.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Divide fractions by integers.** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading •Read a reading book or log onto http:// www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Science – BBC– **To understand how plants reproduce.** •Watch the video clips and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Wednesday 13th May

English

LI - To write an argument

Discussion or Balanced Arguments

Title and an interesting opening paragraph which will briefly describe the issue you are going to discuss.
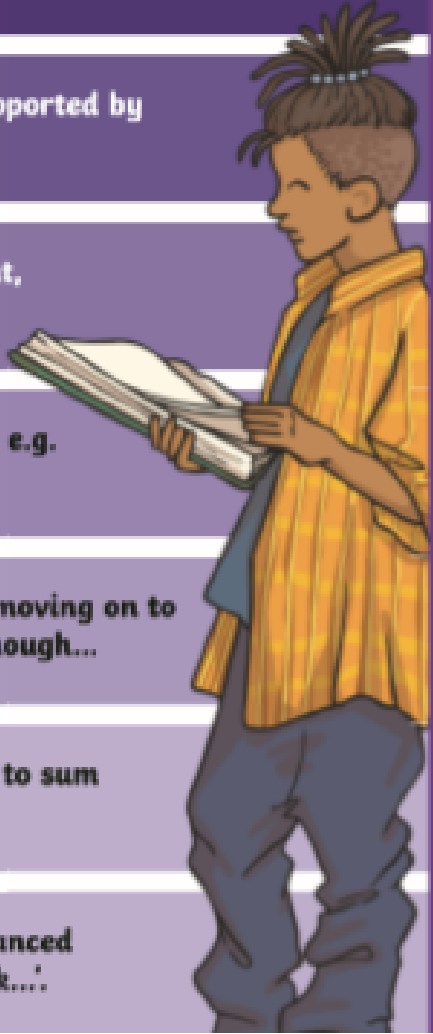
A paragraph FOR the argument, supported by evidence/examples.

A paragraph AGAINST the argument, supported by evidence/examples.

Connective adverbials to link points e.g. therefore, in addition to this...

Connective adverbials to help with moving on to an opposing point e.g. however, although...

End it with a conclusion paragraph to sum it all up.

REMEMBER to try and keep it a balanced argument and try not to say 'I think...'.

Wednesday 13th May

Maths

LI - To add and subtract fractions.

https://www.bbc.co.uk/bitesize/dailylessons

Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:

$\div 2$ is the same as $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$

Maths

Divide fractions by integers

Dividing Fractions by a Whole Number Visual

$$\frac{2}{3} \div 2 =$$

For $\frac{2}{3}$ we can imagine we have 2 out of 3 slices in a pizza.

Imagine the pizza without the plate.
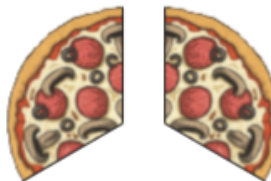
Take these slices and share them between 2 plates.

We can see that each plate now has a $\frac{1}{3}$ of the original pizza.

DIVIDING FRACTIONS

Dividing fractions is easy, you'll see. You just need to remember

KEEP THE FIRST FRACTION THE SAME

FLIP THE SECOND FRACTION

CHANGE THE DIVISION SIGN TO A MULTIPLICATION SIGN

38

Fraction Division Wheels

I can divide pairs of proper fractions by proper fractions.

Write the answer to each calculation in the outer ring of the wheel:

÷ 12 ÷ 2
÷ 8 $\frac{3}{4}$ ÷ 5
÷ 6 ÷ 7
÷ 4 ÷ 3
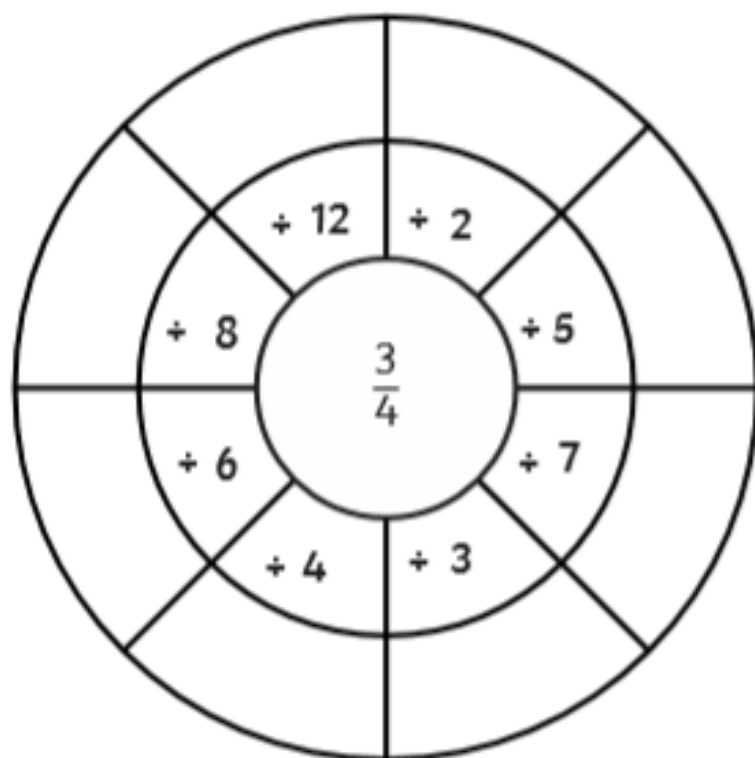
Top Tips for Dividing Fractions

1. Change the whole number into a fraction.

2. Change the division sign to a multiplication sign.

3. Invert (flip) the second fraction.

4. Multiply the numerators together.

5. Multiply the denominators together.

6. If necessary, simplify the answer by dividing by the greatest common factor.

Create your own fraction division wheel:

÷ ÷
÷ $\frac{\Box}{\Box}$ ÷
÷ ÷
÷ ÷
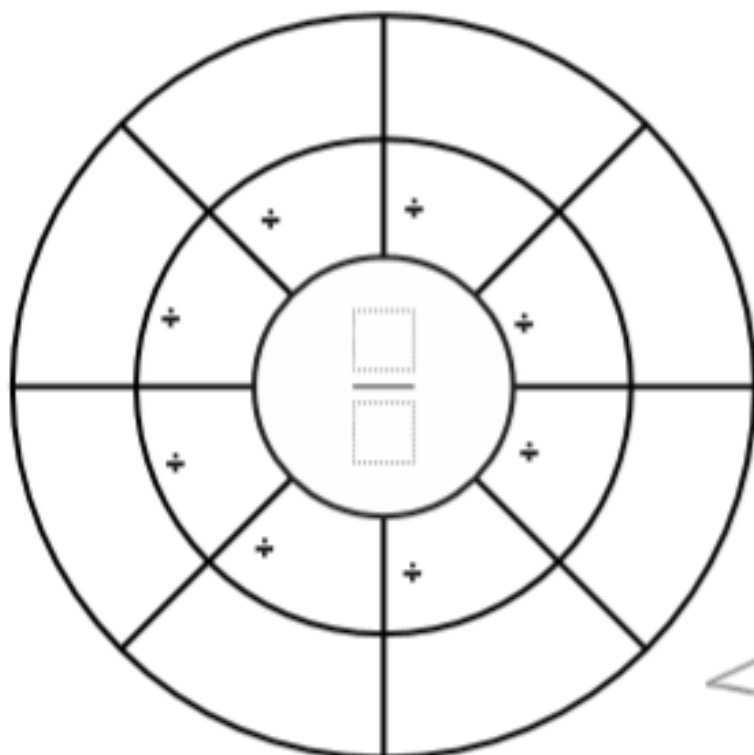
Method

	Look at the steps we did to calculate	$\frac{4}{5} \div 2 = \frac{2}{5}$
1	Change the whole number into a fraction.	$\frac{4}{5} \div \frac{2}{1}$
2	Change the division sign to a multiplication sign.	$\frac{4}{5} \times \frac{2}{1}$
3	Invert (flip) the second fraction.	$\frac{4}{5} \times \frac{1}{2}$
4	Multiply the numerators together.	$\frac{4}{5} \times \frac{1}{2} = \frac{4}{}$
5	Multiply the denominators together.	$\frac{4}{5} \times \frac{1}{2} = \frac{4}{10}$
6	If necessary, simplify the answer by dividing by the greatest common factor.	$\frac{4}{10} = \frac{2}{5}$

Calculate the answer, show your working out.

1.	$\frac{4}{6} \div 6$	2.	$\frac{2}{5} \div 8$
3.	$\frac{4}{6} \div 3$	4.	$\frac{2}{6} \div 5$

Dividing Fractions

I can multiply simple pairs of proper fractions, writing the answer in its simplest form.

Calculate the answer, show your working out.

1.		2.	
	$\frac{18}{30} \div 4$		$\frac{28}{49} \div 8$
3.		4.	
	$\frac{24}{40} \div 6$		$\frac{45}{60} \div 9$

Look at this example where a proper fraction is divided by another proper fraction:

$$\frac{5}{8} \div \frac{5}{11} = \frac{5}{8} \times \frac{11}{5} = \qquad \frac{55}{40} = \frac{11}{8} = 1\frac{3}{8}$$

The rules are quite simple. You flip the second fraction over and change the division sign to a multiplication sign. The answer may be an improper fraction, so be prepared to convert to a mixed number.

5.		6.	
	$\frac{4}{5} \div \frac{3}{8}$		$\frac{6}{8} \div \frac{4}{5}$
7.		8.	
	$\frac{4}{7} \div \frac{3}{6}$		$\frac{8}{12} \div \frac{4}{10}$

26

[2017]

$\dfrac{4}{5} \div 4 =$

[1 mark]

27

[2016]

$\dfrac{3}{5} \div 3 =$

[1 mark]

28

[2017]

$\dfrac{5}{8} \div 2 =$
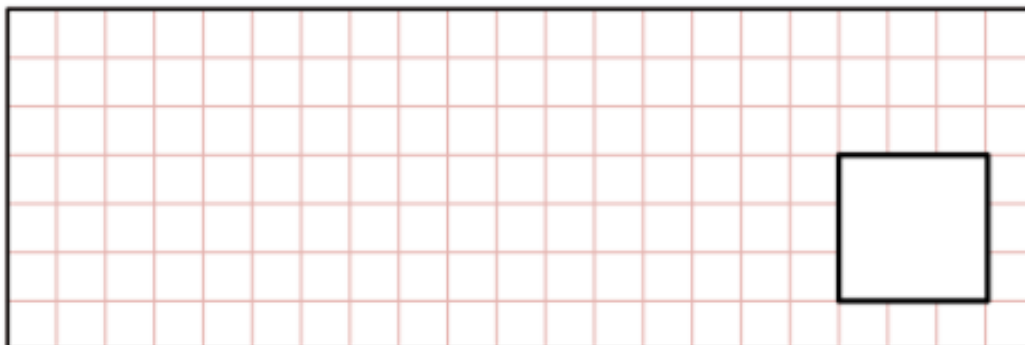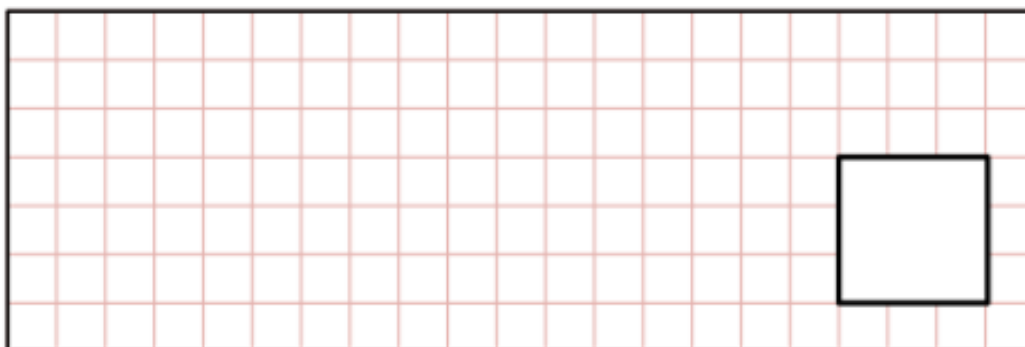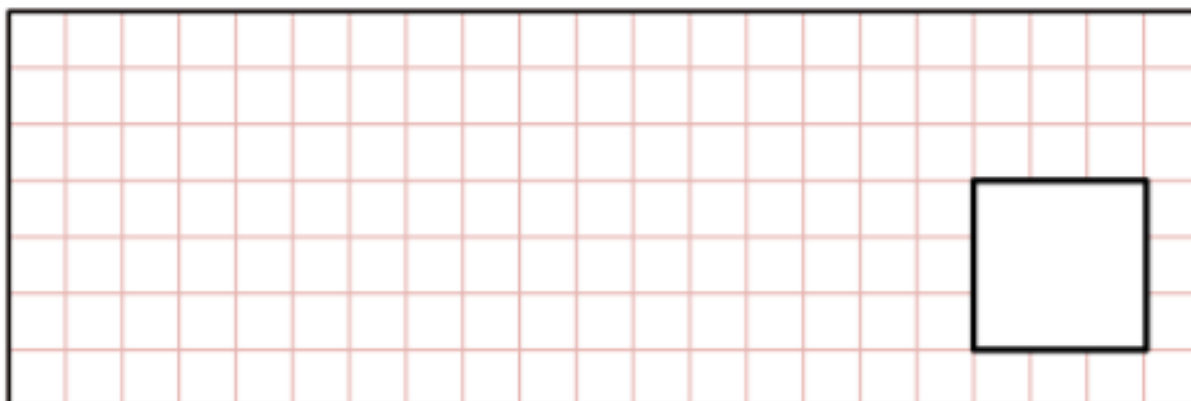
Wednesday 13th May 2020

Science

LI - To understand how plants reproduce.

https://www.bbc.co.uk/bitesize/

Plants

Most plants contain both the male sex cell (pollen) and female sex cell (ovules), but most plants can't **fertilise** themselves. Wind and insects help to transfer pollen to a different plant. The pollen from the stamen of one plant is transferred to the stigma of another. The pollen then travels down a tube through the style and fuses with an ovule.

stamen

style

ovule
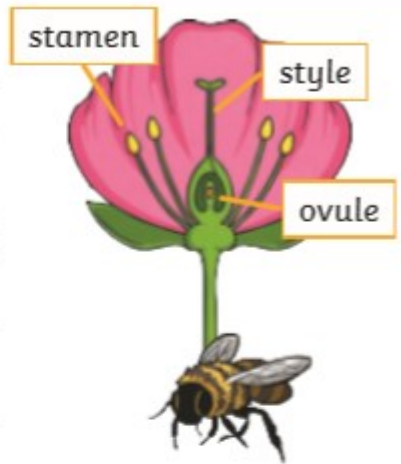
Some plants, such as strawberry plants, potatoes, spider plants and daffodils use **asexual reproduction** to create a new plant. They are identical to the parent plant.

Key Vocabulary

asexual reproduction	One parent is needed to create an offspring, which is an exact copy of the parent.
fertilise	The action of fusing the male and female sex cells in order to develop an egg.
gestation	The length of a pregnancy.
life cycle	The journey of changes that take place throughout the life of a living thing including birth, growing up and reproduction.
metamorphosis	An abrupt and obvious change in the structure of an animal's body and their behaviour.
pollination	The transfer of pollen to a stigma to allow fertilisation.
reproduction	The process of new living things being made.
sexual reproduction	Two parents are needed to make offspring which are similar but not identical to either parent.

Wednesday 6th May 2020

Science

LI - To understand how plants reproduce.

Asexual Reproduction

Some plants use sexual reproduction to make seeds, which grow to make new plants. These plants need pollen (containing the male gamete or sex cell) from one flower to fuse with the ovule (the female gamete) of another flower, which makes a seed.

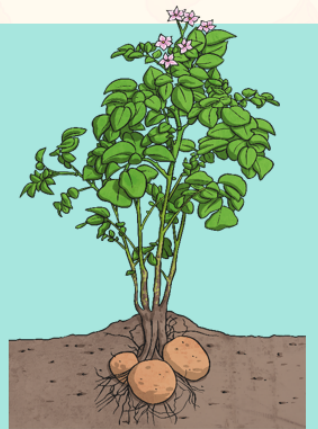However, some plants use asexual reproduction to make new plants.

Unlike sexual reproduction, asexual reproduction only needs one parent plant to make new plants.

Because there is only one parent plant, there is no fusion of gametes, and no mixing of genetic information. The new plants are identical to the parent plant. They are clones.

Plants That Use Asexual Reproduction

Other plants produce side branches or runners with new plantlets on. The roots of each plantlet grow down into the soil, and the plantlets will grow to form new plants identical to the parent.

Spider plants and strawberries are examples of plants that reproduce this way.

Daffodil bulbs store energy underground. Once the daffodil plant has died back, the bulb develops side shoots that will grow into new daffodils for next year.

Potato plants grow tubers underground during the spring and summer. These tubers will grow into new plants the following spring if they are left undisturbed.

Plants That Use Asexual Reproduction

Some plants develop bulbs or tubers underground. These bulbs or tubers will develop into new plants for the following year. The new plants will be genetically identical to the parent plant.

Daffodils and potatoes are examples of plants that reproduce this way.

Strawberry plants send out runners with small plantlets on. These will each grow into a new strawberry plant.

Spider plants send out branches with baby plantlets on. Each plantlet will grow into a new plant.

Advantages and Disadvantages

There are advantages and disadvantages to plants using sexual or asexual reproduction. Have a look at the statements on your Advantages and Disadvantages Activity Sheet. Can you match each statement to show whether it is an advantage or disadvantage of each type of reproduction?

Advantages and Disadvantages

★★★

Some plants use sexual reproduction to make new plants, while other plants use asexual reproduction. Fill in the diagram with the statements to show the advantages and disadvantages of each type of reproduction.

	Advantages	Disadvantages
Sexual Reproduction		
Asexual Reproduction		

Statements

Time and energy are needed to wait for another parent plant to reproduce with.

Only one parent plant is needed so new plants can be made even if there are no other plants nearby.

Diseases will not affect all the individuals in a habitat because they will all be different.

There is no variation or difference in new plants, so the species is less resilient to diseases or changes in climate.

The species can change over time to adapt to new environments and habitats.

The population can be increased quickly.

Reproduction is not possible for an isolated plant.

Good features of the parent plant will always be passed on.

Taking Cuttings

Taking cuttings from a plant is an artificial method of asexual reproduction. If you are successful, you will make new plants that are genetically identical to the parent plant! Cuttings are small pieces of stem that are carefully removed from the parent plant and encouraged to form their own roots, making new plants.

Follow these instructions to take cuttings from a geranium plant:

1. Cut a side stem that is about 5 cm to 10 cm long off the main stem of the parent plant. You should cut the side stem just below a leaf joint.

2. Carefully cut off all the leaves except the very top ones.

3. Put each cutting in a beaker or jar of water.
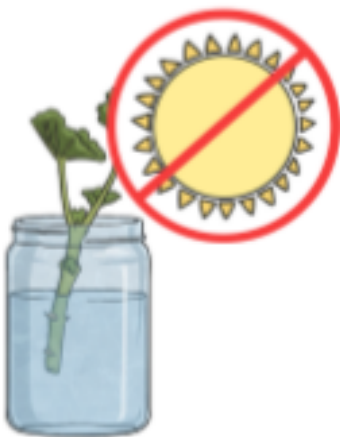
4. Place the beaker or jar in a bright place, but not in direct sunlight.

5. Watch your cuttings for a few weeks. If you are successful, your cuttings will develop roots!

6. You can then plant each cutting in a pot of compost. You will have created your own cloned plants!

Draw a picture or stick a photo of your cuttings in the box.

Explain how each cutting could make a new plant.

_____

_____

_____

Use this space to draw a picture or stick a photo of any of your cuttings that develop roots.

Thursday 14th May 2020

Time	Activity	
8:30	Breakfast	
9:00	English- BBC - **Writing a recount** •Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Fractions of amounts applied in context.** Watch the videos and complete activities.	https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time	
11:30	Quiet Reading •Read a reading book or log onto http://www.scholasticlearningzone.com	Check your Purple Mash email for your log in details.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.	
13:00	Technology and Design: **Extreme Designs** •Watch the video clips and complete activities.	
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**	
15:30	Relax	

Thursday 14th May

English

LI: To write a recount

Write a recount about what you have been doing during lockdown or an event from before lockdown.

Text title: ....

	Introduction paragraph briefly covers who, what, where and when about the event.		Concluding paragraph links back to the introduction.
	First or third person, depending on whether the writer was present.		Explanation of why the events were significant and to whom.
	Past tense is used (except if links to present/future are made in the conclusion).		Extra details about how and why the event happened in main paragraphs.
	Named, specific people, places and things are described.		Personal recount uses stronger language, including description of emotions.
	Time conjunctions, usually in chronological order.		Impersonal recount is more factual and direct.
	Quotations from witnesses/people who were there.		

Thursday 14th May
Maths
Fractions of amounts applied in context.

https://www.bbc.co.uk/bitesize/dailylessons

2

[2010]

Sarah has a packet of balloons.

The contents of the packet are

5 red balloons
5 blue balloons
10 yellow balloons

Sarah says,

'One-quarter of the balloons are red'.

Is Sarah correct?
Circle **Yes** or **No**.

Yes / No

Explain how you know.

[1 mark]

11 Karen makes a fraction using two number cards.

[2003] She says,

'My fraction is equivalent to $\frac{1}{2}$

One of the number cards is 6'

What could Karen's fraction be?

Give both possible answers.

 or

[1 mark]

13

[2011]

Holly says,

'One-third of this shape is shaded'.
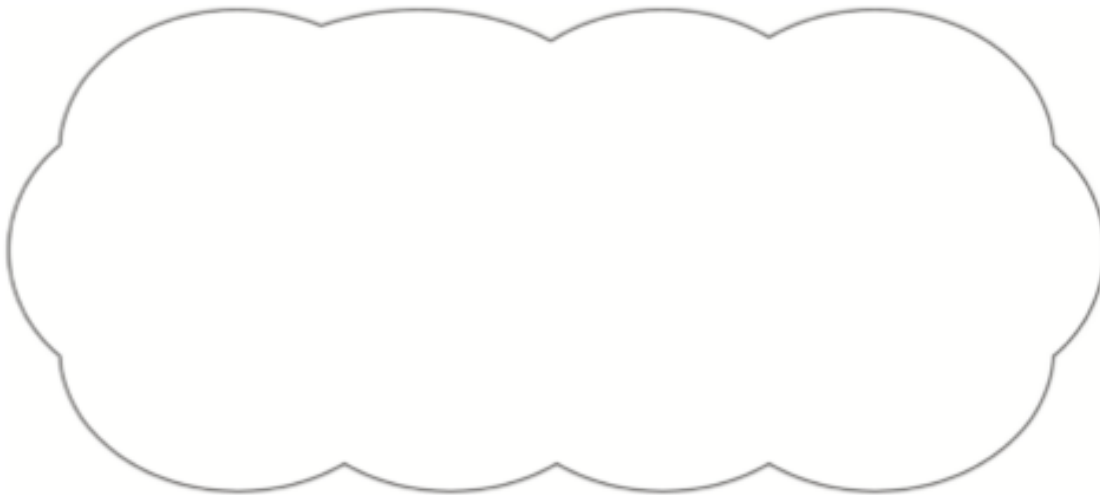
Is Holly correct?
Circle **Yes** or **No**.

Yes / No

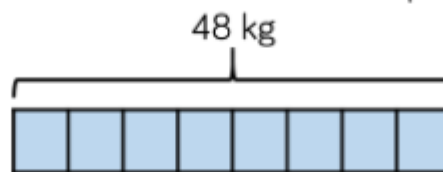Explain how you know.

[1 mark]

53

17

Adam says,

> 0.25 is **smaller** than $\frac{2}{5}$

Explain why he is correct.

[1 mark]

A cook has 48 kg of potatoes. He uses $\frac{5}{8}$ of the potatoes. How many kilograms of the potatoes does he have left?
Use the bar model to find the answer to this question.

48 kg

A football team has 300 tickets to give away.
They give $\frac{3}{4}$ of them to a local school.
How many tickets are left?

300
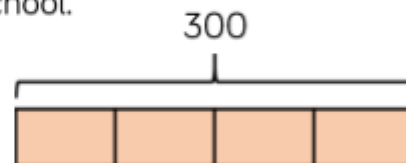
Calculate:

$\frac{1}{5}$ of 30 = $\frac{1}{5}$ of 60 = $\frac{1}{5}$ of 120 = $\frac{1}{5}$ of 240 =

$\frac{2}{5}$ of 30 = $\frac{1}{5}$ of 600 = $\frac{1}{10}$ of 120 = $\frac{6}{5}$ of 240 =

$\frac{4}{5}$ of 30 = $\frac{1}{5}$ of 6,000 = $\frac{1}{20}$ of 120 = $\frac{11}{5}$ of 240 =

Two fashion designers receive $\frac{3}{8}$ of 208 metres of material.

One of them says:

We each receive 26 m

Is she correct?
Explain your reasoning.

Calculate the missing digits.

$$\frac{3}{8} \text{ of } 40 = \frac{?}{10} \text{ of } 150$$

$$\frac{1}{5} \text{ of } 315 = \frac{?}{8} \text{ of } 72$$

Jack has spent $\frac{2}{3}$ of his money.

He spent £60, how much did he have to start with?
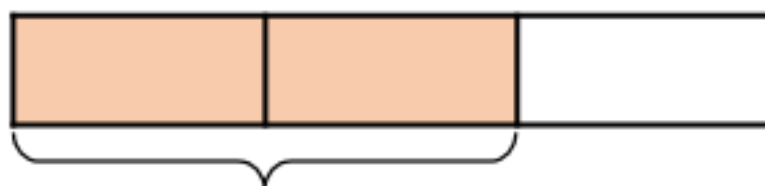
£60

Use a bar model to represent and solve the problems.

- Rosie eats $\frac{2}{5}$ of a packet of biscuits. She eats 10 biscuits.   How many biscuits were in the original packet?

- In an election, $\frac{3}{8}$ of a town voted. If 120 people voted, how many people lived in the town?

Thursday 14th May
Technology and Design– Extreme Designs

https://www.bbc.co.uk/bitesize/topics/zpdtsbk/articles/zjc2bdm

Follow the lesson on BBC Bitesize and reflect on the images below.

What do you like about this image?

Would you like to live in this bedroom? (Why/Why not?)

Is this room practical for a family? (Why/Why not?)

What do you think the design brief for this bedroom could have been?

What do you like about this image?

Would you like to live in this house? (Why/Why not?)

Is this house practical for a family? (Why/Why not?)

What do you think the design brief for this house could have been?

Friday 15th May 2020

Time	Activity
8:30	Breakfast
9:00	English- BBC - **Reading Lesson: Percy Jackson and Lighting Thief by Rick Riordan** •Watch the videos and complete activities. https://www.bbc.co.uk/bitesize/dailylessons
10:00	Maths-BBC– **Challenge of the week** Watch the videos and complete activities. https://www.bbc.co.uk/bitesize/dailylessons
11:00	Break Time
11:30	Quiet Reading •Read a reading book or log onto http:// www.scholasticlearningzone.com Check your Purple Mash email for your log in de-tails.
12:00	Lunch- This time may depend on your parents, therefore it might change slightly.
13:00	Art and Design: **Media and Materials** •Watch the video clips and complete activities.
14:00	Additional English & Maths - **See our school website - Hamilton Trust Daily Tasks**
15:30	Relax

The Queen's Birthdays

Why Does the Queen Celebrate Two Birthdays?

The tradition of two royal birthdays was started by George II in 1748. He was born in November and he felt that the weather would be too cold for his annual birthday parade on his actual birthday. A solution to this was to celebrate his birthday with a military parade, called Trooping the Colour, held every spring. This tradition has continued ever since – no matter what month the King or Queen was born. This is the monarch's official birthday.

Earlier on in her reign, our Queen celebrated her official birthday on a Thursday, but it was later changed to the second Saturday in June. Other countries of the Commonwealth (nations in the world that The Queen reigns over) celebrate at different times too, but mostly during the months of May and June.

Royal Facts

1. **Name:** Elizabeth Alexandra Mary

2. **Born:** 21st April, 1926

3. **Job:** Queen Elizabeth II reigns as The Queen of the United Kingdom of Great Britain and Northern Ireland and many of the Commonwealth countries.

4. The Queen celebrates two birthdays every year; one on April 21st (her actual birthday) and one on the second Saturday in June (her official birthday).

5. Since September 2015, Her Majesty is the United Kingdom's longest reigning monarch (king or queen). The Queen entered the record books as Britain's longest-reigning monarch after surpassing the reign of her great-great grandmother, Queen Victoria.

Birthday Traditions and Ceremonies

April 21st (The Queen's actual birthday) is usually spent privately with her family and close friends. But the occasion is marked by a 41 gun salute[1] in Hyde Park, a 21 gun salute in Windsor Great Park and a 62 gun salute at the Tower of London. On the second Saturday in June, her official birthday is celebrated with the colourful Trooping the Colour[2] parade from Buckingham Palace, down The Mall and finishing at Horse Guards Parade. Her majesty returns to the balcony of Buckingham Palace to wave to the crowds that have gathered to wish her well.
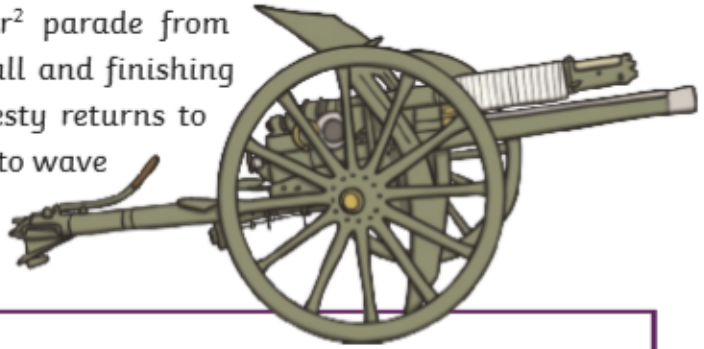
Glossary

1. **A gun salute[1]**. A gun salute is a mark of respect for special royal celebrations. The number of rounds (or blasts) depends on the place and the occasion. The basic salute is 21 rounds; in Hyde Park and Green Park an extra 20 rounds are added because they are royal parks. There is a 62 gun salute at the Tower of London because it is a royal palace and fortress. Gun salutes are usually fired at midday.

2. **Trooping the Colour[2]**. During the ceremony, The Queen inspects the troops who have paraded for her. The bands play and the soldiers march, along with horses and the Regimental Colour (banner). It is a colourful celebration and thousands of people line the pavements of The Mall to enjoy the sight. For many years, The Queen rode her horse, Burmese, with her troops, but more recently she has ridden in a carriage. During the parade in 1981, Marcus Serjeant aimed a pistol at Her Majesty as she rode from Buckingham Palace down Horse Guards Parade for the beginning of the Trooping the Colour ceremony. Six blank cartridges were fired before he was tackled by a guardsman and police. The Queen continued with the parade.

Questions

1. On what date was Queen Elizabeth born?

   _____

2. Which month is The Queen's actual birthday and which month is The Queen's official birthday?

   _____

3. Which queen did Queen Elizabeth II pass as longest reigning British monarch in September 2015? What relation was that queen to Queen Elizabeth II?

   _____

   _____

4. Why does The Queen celebrate two birthdays?

   _____

   _____

5. Why do you think The Queen's birthday celebrations were changed from a Thursday to a Saturday?

   _____

   _____

6. What are the three main locations for the Trooping the Colour parade? List them here.

   _____

   _____

7. Do you think there would be any disadvantages to having two birthdays? Give reasons for your answers.

   _____

   _____

8. Why do you think The Queen continued with the parade after she was shot at in 1981?

   _____

   _____

9. What are the titles called that separate each part of the fact file?

   _____

   _____

10. If you had to organise The Queen's birthday celebrations, plan three activities that she may enjoy. Give reasons for your choices.

    _____

    _____

    _____

Friday 15th May

Maths

BBC Maths Challenge & Fractions Assessment

Fractions — Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- proper fraction
- improper fraction
- factor
- highest common multiple
- lowest common multiple
- equivalents
- common numerator
- common denominator
- decimal equivalent
- simplify
- simplest form
- mixed number
- whole number
- mixed number

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Simplify Fractions

$\dfrac{9}{12}$

Factors of 9: 1, **3**, 9

Factors of 12: 1, 2, **3**, 4, 6, 12

$\dfrac{9}{12} = \dfrac{3}{4}$ ($\div 3$)

Compare and Order Fractions

Use the Common Denominator

$\dfrac{3}{5} \;\square\; \dfrac{2}{3}$

Multiples of 5: 5, 10, **15**

Multiples of 3: 3, 6, 9, 12, **15**

$\dfrac{3}{5} = \dfrac{9}{15}$ ($\times 3$) $\dfrac{9}{15} < \dfrac{10}{15}$ $\dfrac{2}{3} = \dfrac{10}{15}$ ($\times 5$)

Use the Common Numerator

$\dfrac{5}{8} \;\square\; \dfrac{10}{13}$

Multiples of 5: 5, **10**, 15

Multiples of 10: **10**, 20

$\dfrac{5}{8} = \dfrac{10}{16}$ ($\times 2$) $\dfrac{10}{16} < \dfrac{10}{13}$ $\dfrac{10}{13} = \dfrac{10}{13}$

Fractions — Knowledge Organiser

Adding and Subtracting Proper Fractions

Same Denominators

$\dfrac{4}{7} + \dfrac{2}{7} = \dfrac{6}{7}$

$\dfrac{8}{11} - \dfrac{3}{11} = \dfrac{5}{11}$

Different Denominators

$\dfrac{2}{7} \quad \dfrac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\dfrac{2}{7} = \dfrac{10}{35}, \ \dfrac{3}{5} = \dfrac{21}{35}$

$\dfrac{10}{35} + \dfrac{21}{35} = \dfrac{31}{35}$

$\dfrac{9}{10} \quad \dfrac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\dfrac{9}{10} = \dfrac{18}{20}, \ \dfrac{1}{4} = \dfrac{5}{20}$

$\dfrac{18}{20} - \dfrac{5}{20} = \dfrac{13}{20}$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$2\dfrac{2}{5} + 1\dfrac{3}{10}$

$2 + 1 = 3$

$\dfrac{2}{5} + \dfrac{3}{10} = \dfrac{4}{10} + \dfrac{3}{10} = \dfrac{7}{10}$

$3 + \dfrac{7}{10} = 3\dfrac{7}{10}$

$2\dfrac{1}{2} - 1\dfrac{1}{4}$

$2 - 1 = 1$

$\dfrac{1}{2} - \dfrac{1}{4} = \dfrac{2}{4} - \dfrac{1}{4} = \dfrac{1}{4}$

$1 + \dfrac{1}{4} = 1\dfrac{1}{4}$

Convert the mixed numbers to improper fractions.

$2\dfrac{2}{5} + 1\dfrac{3}{10}$

$2\dfrac{2}{5} = \dfrac{12}{5}$ $1\dfrac{3}{10} = \dfrac{13}{10}$

$\dfrac{12}{5} + \dfrac{13}{10} = \dfrac{24}{10} + \dfrac{13}{10} = \dfrac{37}{10}$

$\dfrac{37}{10} = 3\dfrac{7}{10}$

$2\dfrac{1}{2} - 1\dfrac{1}{4}$

$2\dfrac{1}{2} = \dfrac{5}{2}$ $1\dfrac{1}{4} = \dfrac{5}{4}$

$\dfrac{5}{2} - \dfrac{5}{4} = \dfrac{10}{4} - \dfrac{5}{4} = \dfrac{5}{4}$

$\dfrac{5}{4} = 1\dfrac{1}{4}$

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$\dfrac{1}{2} \times \dfrac{1}{3} = \dfrac{1}{2} \times \dfrac{1}{3} = \dfrac{1}{6}$

Multiplying Fractions by Whole Numbers

$\dfrac{2}{5} \times 3 \rightarrow$ $3 = \dfrac{3}{1}$

$\dfrac{2}{5} \times \dfrac{3}{1} = \dfrac{6}{5} = 1\dfrac{1}{5}$

Dividing Fractions by Whole Numbers

$\dfrac{2}{5} \div 2 = \dfrac{1}{5}$

Multiplication and division are the inverse of one another so:

$\div 2$ is the same as $\times \dfrac{1}{2}$

$\dfrac{2}{5} \times \dfrac{1}{2} = \dfrac{2}{10}$

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-rose-maths-resources-key-stage-1-year-1-year-2/autumn-block-3-fractions-year-6-white-rose-maths

Year 6

Fractions (+ and −)

A

Name _____

1 Use the fraction bars to simplify the fractions.

$$\frac{6}{9} =$$

$$5\frac{3}{6} =$$

2 marks

2 Max says $\frac{30}{50}$ in its simplest form is $\frac{15}{25}$
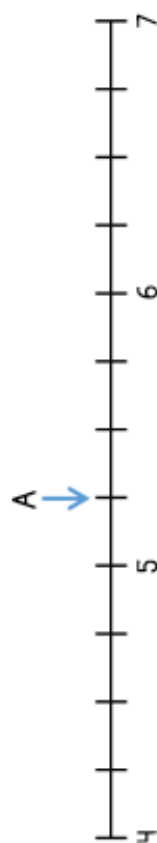
Is Max correct?

Yes   No

Explain your answer.

1 mark

3

What number is the arrow pointing to?

_____

1 mark

Draw an arrow to the number that is $\frac{3}{4}$ less than A.

1 mark

What number is $1\frac{1}{2}$ greater than A?

_____

1 mark

4 Tick the statements that are true.

$\frac{3}{5}$ is greater than $\frac{3}{7}$

$1\frac{3}{8}$ is less than $\frac{7}{8}$

$\frac{2}{8}$ is equal to $\frac{5}{20}$

$2\frac{1}{4}$ is greater than $\frac{11}{4}$

2 marks

5 Write the fractions in order from smallest to largest.
You may use the number line to help you.

$$\frac{3}{4} \qquad \frac{5}{8} \qquad \frac{3}{8} \qquad \frac{1}{16}$$

2 marks

6 Calculate

$$\frac{2}{3} + \frac{1}{9} =$$

$$\frac{5}{6} - \frac{3}{4} =$$

$$2\frac{3}{5} + 1\frac{1}{2} =$$

3 marks

7 Draw arrows from each fraction to its position on the number line.

| $\frac{36}{48}$ | $\frac{33}{66}$ | $\frac{29}{29}$ |

2 marks

8 Jenny reads $\frac{1}{4}$ of her book on Monday.

She reads $\frac{1}{3}$ of the book on Tuesday.

On Wednesday she reads the rest of the book.

What fraction of the book did she read on Wednesday?

2 marks

9 Three friends share a chocolate bar.

Laura gets $\frac{3}{9}$, Phil gets $\frac{4}{12}$ and Matt gets $\frac{7}{21}$

Did they share the chocolate bar equally?

Explain your answer.

1 mark

10 A circle has an area of $18\frac{1}{6}$ cm².

Max cuts a triangle from the circle.

The triangle has an area of $5\frac{2}{3}$ cm².

What is the area of the circle that is left?

_____ cm²

2 marks

Circle how confident you feel with fractions.

1   2   3   4   5

Not confident   Very confident
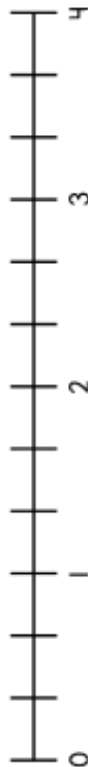
2 marks

Year 6

Fractions (× and ÷)

B

White Rose Maths

Name _____

1 A carton contains $\frac{2}{3}$ of a litre of milk.

How much milk is in 4 cartons?

You may use the number line to help you.

0 1 2 3 4

_____ litres

1 mark

2 Work out $\frac{1}{2} \times \frac{3}{4}$
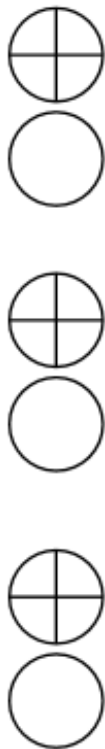
You may use the diagram to help you.

1 mark

3 What is $1\frac{3}{4} \times 3$

You may use the images to help you.

2 marks

4 Work out the missing values.

$10 \times \frac{1}{3} = \frac{\boxed{}}{3}$

$10 \times \frac{\boxed{}}{9} = 7\frac{7}{9}$

$10 \times \frac{\boxed{}}{7} = \frac{20}{7}$

$10 \times \frac{1}{\boxed{}} = 2$

4 marks

5 A bag contains 400 counters.

$\frac{1}{4}$ of the counters are red.

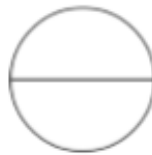$\frac{3}{8}$ of the counters are blue.

How many more blue counters than red counters are there?

_____

2 marks

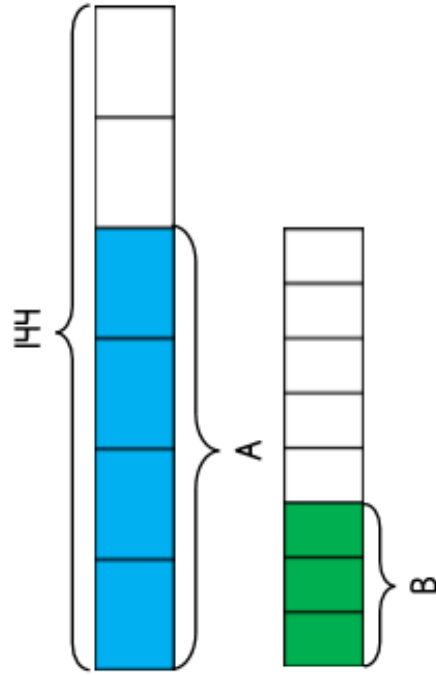**6** Use the diagram to convince me that $\frac{1}{3} \div 2$ is equal to $\frac{1}{6}$

What is $\frac{1}{2} \div 5$?

1 mark

What is $\frac{2}{3} \div 4$?

1 mark

7

144

A

B

What is the value of A?

What is the value of B?

2 marks

8 From Monday to Wednesday, Max rows $2\frac{1}{5}$ km each day.

From Thursday to Saturday, Max rows $4\frac{3}{10}$ km each day.

How far does he row in total from Monday to Saturday?

Show all your working.

_____ km

2 marks

9 Becky spends $\frac{3}{5}$ of her money.

She has £60 left.

How much money did she start with?

£ _____

1 mark

10 $\frac{2}{5}$ of $\frac{1}{4}$ of a number is equal to 8

What is the number?

_____

2 marks

Circle how confident you feel with fractions.

1   2   3   4   5

Not confident   Very confident

Friday 15th May

Art

Follow the lesson on BBC Bitesize

Create your own interpretation of Banksy Artwork.