

Year 6
Home Learning Pack
Week Beginning:
25th January

Y6 Live Lesson Timetable - WC 25.01.2021











Hi Year 6! This is your live lesson timetable for the week!

Please complete the work set for you each day on Google Classroom.

Your teachers will be delivering live lessons through the Google Meetings link at the top of your class page!

Have a lovely week,

Miss Hinds & Mrs Danyadi-Elliott x

Monday - 25.01.21		Tuesday - 26.01.21		Wednesday - 27.01.21		Thursday - 28.01.21		Friday - 29.01.21	
9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5	9am - Join your teacher on a live video call for a really fun game! Which one will it be today?	5
VIPERS - 9.15am VIPERS live lessons will begin straight after morning games!	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games!	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games!	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games!	5	VIPERS - 9.15am VIPERS live lessons will begin straight after morning games!	5
									
Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!	5	Writing - 10.00am Join your teacher for your lesson input on your Google video link! You will be able to get help with your work and ask questions!	5
									

Maths - 11.00am

- Miss Hinds' group to join the 6B Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the 6G Google Meet Link



5

Maths - 11.00am

- Miss Hinds' group to join the 6B Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the 6G Google Meet Link



5

Maths - 11.00am

- Miss Hinds' group to join the 6B Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the 6G Google Meet Link



5

Maths - 11.00am

- Miss Hinds' group to join the 6B Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the 6G Google Meet Link



5

Maths - 11.00am

- Miss Hinds' group to join the 6B Google Meet Link
- Mrs Danyadi & Mrs HT's class to join the 6G Google Meet Link



5

1.30pm - 3.00pm

Join your teacher for a live history lesson!
You will then complete some work on what you have learnt!



1.30pm - 3.00pm

Afternoon 'drop-in' sessions LIVE with your teacher.

- Get help with any work from the day!
- Ask questions!
- Need extra challenges?

1.30pm - 3.00pm

Afternoon 'drop-in' sessions LIVE with your teacher.

- Get help with any work from the day!
- Ask questions!
- Need extra challenges?

1.30pm - 2.30pm - Science

Join your teacher for a live science lesson!
You will then complete some work on what you have learnt!



1.30pm - 3.00pm Afternoon

'drop-in' sessions LIVE with your teacher.

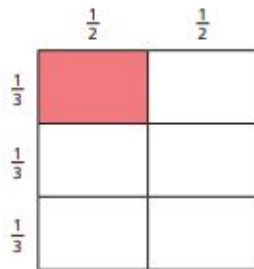
- Get help with any work from the day!
- Ask questions!
- Need extra challenges?

Monday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths

Multiply fractions by fractions

White
Rose
Maths

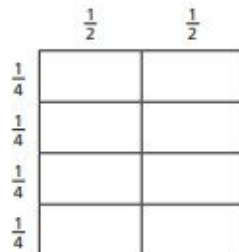
- 1 Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



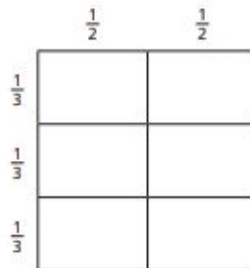
Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

- 2 Shade the diagrams to show the fraction multiplications.
Complete the multiplications.

a) $\frac{1}{2} \times \frac{1}{4} =$



b) $\frac{1}{2} \times \frac{2}{3} =$



- 3 a) Divide the square to show that $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



b) Mo says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Mo correct? _____

Explain your answer.

4 Complete the calculations.

a) $\frac{1}{4} \times \frac{1}{5} = \square$

e) $\frac{3}{4} \times \frac{1}{5} = \square$

b) $\frac{1}{5} \times \frac{1}{6} = \square$

f) $\frac{2}{5} \times \frac{5}{6} = \square$

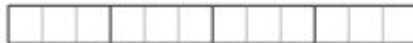
c) $\square = \frac{1}{7} \times \frac{1}{8}$

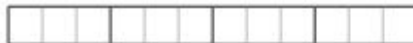
g) $\frac{5}{7} \times \frac{5}{8} = \square$

d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} = \square$

h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} = \square$

5 Use the diagram to complete the calculations.

a) $\frac{1}{3}$ of $\frac{1}{4} = \square$ 

b) $\frac{2}{3}$ of $\frac{3}{4} = \square$ 

c) What do you notice about your answers?
Talk to your partner.

6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\square}$

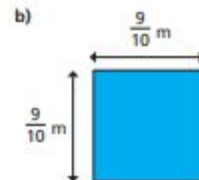
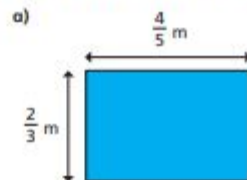
b) $\frac{1}{5} \times \frac{\square}{3} = \frac{2}{15}$

7 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{\square}{4} \times \frac{\square}{5}$

b) $\frac{1}{4} = \frac{\square}{4} \times \frac{\square}{5}$

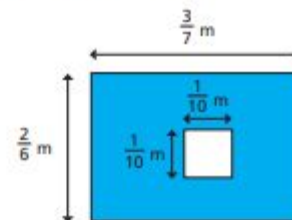
8 Calculate the area of the shapes.



Area = \square m²

Area = \square m²

9 Work out the area of the shaded part.



Tuesday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.


Rose Maths

Divide fractions by integers (1)

1


Use the diagrams to help complete the calculations.

a)




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

c)



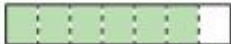
$\frac{6}{7} \div 2 = \square$

b)



$\frac{3}{5} \div 3 = \square$

d)




$\frac{6}{7} \div 3 = \square$

2

Huan shares $\frac{8}{10}$ of a litre of juice equally between 4 glasses.

How much juice is in each glass?



3

Complete the divisions.

a)

$\square = \frac{4}{5} \div 2$

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

$\square = \frac{4}{20} \div 4$

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

b)

$\frac{12}{25} \div \square = \frac{4}{25}$

$\frac{12}{25} \div \square = \frac{3}{25}$


$\frac{12}{25} \div \square = \frac{2}{25}$

$\frac{\square}{25} \div 6 = \frac{4}{25}$


4

Calculate the weights.

a)



b)



Tuesday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

- 5 Mo works out $\frac{10}{25} \div 5$



The answer is $\frac{2}{5}$

- a) What mistake has Mo made?

- b) Draw diagrams to show why Mo is wrong.

Talk about your answer with a partner.

- 6 Complete the calculations. Give your answers in their simplest form.

a) $\frac{4}{10} \div 2 = \frac{\square}{10} = \frac{\square}{5}$

d) $\frac{18}{45} \div 2 = \frac{\square}{\square} = \frac{\square}{\square}$

b) $\frac{10}{15} \div 2 = \frac{\square}{15} = \frac{\square}{\square}$

e) $\frac{24}{56} \div 3 = \frac{\square}{\square} = \frac{\square}{\square}$

c) $\frac{20}{45} \div 4 = \frac{\square}{\square} = \frac{\square}{\square}$

f) $\frac{\square}{\square} = \frac{\square}{\square} = \frac{21}{56} \div 3$

- 7 a) Complete the calculation.

$$\frac{6}{8} \div \square = \frac{1}{4}$$

- b) Find the missing numbers to make this division correct.

$\frac{24}{\square} \div \square = \frac{1}{20}$

- 8 is a whole number.

is a fraction.

$\frac{10}{\text{heart}} \div 2 = \frac{1}{2} \times \text{circle}$

- a) Find values for and .

= \square

= \square

- b) What do you notice? Explain using diagrams or words.

Divide fractions by integers (2)

1

$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

a) Write two things that are the same about the calculations.

b) Write one thing that is different about the calculations.

c) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to $\frac{4}{5} \div 3$

2

Complete the divisions using the diagrams to help you.

a) $\frac{1}{3} \div 2 =$



b) $\frac{1}{3} \div 3 =$



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



3

$\frac{3}{4}$ of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

4 Work out the divisions.

a) $\frac{1}{5} \div 7 = \square$

f) $\square = \frac{5}{6} \div 12$

b) $\square = \frac{1}{6} \div 3$

g) $\frac{8}{3} \div 7 = \square$

c) $\frac{1}{4} \div 9 = \square$

h) $\square = \frac{19}{20} \div 5$

d) $\square = \frac{1}{7} \div 6$

i) $\frac{1}{100} \div 25 = \square$

e) $\frac{4}{9} \div 7 = \square$

j) $\square = \frac{45}{50} \div 20$

5 Write <, > or = to complete each statement.

a) $\frac{1}{3} \div 5 \bigcirc \frac{1}{5} \div 3$

b) $\frac{1}{3} \div 3 \bigcirc \frac{1}{5} \div 5$

c) $\frac{3}{5} \div 5 \bigcirc \frac{3}{5} \div 3$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	
Class 2	
Class 3	

7 a) Which of these statements are true? Tick your answers.

$\frac{1}{2} \div 2$ is equal to $\frac{1}{2} \times \frac{1}{2}$

☐

$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$

☐

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

☐

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

☐

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

Wednesday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

Four rules with fractions

Maths

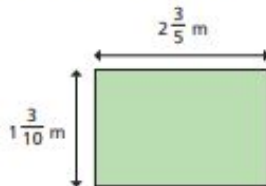
- 1 Work out the missing total.

$\frac{2}{3}$	$\frac{2}{3}$	$\frac{2}{3}$	$\frac{2}{3}$	$2\frac{1}{3}$

Show all the steps in your working.

Explain your method to a partner.

- 2 Work out the perimeter of the rectangle.



Explain your method to your partner.

Did you work it out in the same way?

- 3 Complete the calculations.

a) $\left(\frac{2}{3} + \frac{2}{3}\right) \times 3 =$

b) $\left(\frac{2}{3} + \frac{2}{3}\right) \div 3 =$

c) $\frac{2}{3} + \frac{2}{3} \times 3 =$

d) $\frac{2}{3} + \frac{2}{3} \div 3 =$

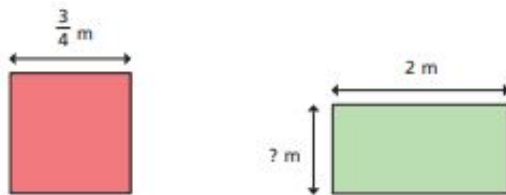
- 4 Jack mixes $\frac{2}{3}$ of a litre of orange juice and $\frac{3}{4}$ of a litre of apple juice.

He pours the juice into 5 glasses equally.

How much juice is in each glass?



- 5 The area of these two shapes are equal.
Find the height of the rectangle.



- 6 In a class, $\frac{2}{3}$ of the pupils are boys.
 $\frac{1}{4}$ of the girls wear glasses and $\frac{1}{6}$ of the boys wear glasses.
Do more boys or girls wear glasses?
Explain your reasoning.

- 7 Work out the calculation.

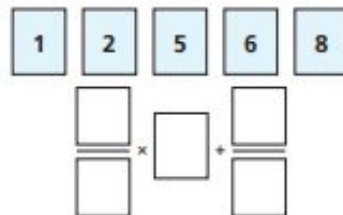
$$\left(1\frac{3}{5} - \frac{7}{10}\right)^2$$

- 8 Use what you know about working with fractions to explain, prove or disprove the following statements.

a) Half of a half of a half is an eighth.

b) Quarter of a half plus half of a quarter is a quarter.

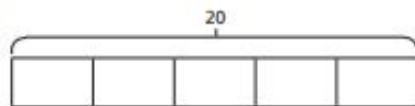
9



Explore the different totals you can make using each card once only.

Fractions of an amount

1



a) Shade $\frac{1}{5}$ of the bar model.

b) What is $\frac{1}{5}$ of 20?

2

Use your times tables knowledge to solve the calculations.

a) $\frac{1}{3}$ of 12 =

d) $\frac{1}{10}$ of 80 cm =

b) $\frac{1}{4}$ of £20 =

e) $\frac{1}{12}$ of 60 =

c) $\frac{1}{5}$ of 35 m =

f) $\frac{1}{7}$ of 84 kg =

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 =

d) $\frac{7}{10}$ of 80 cm =

b) $\frac{3}{4}$ of £20 =

e) $\frac{11}{12}$ of 60 =

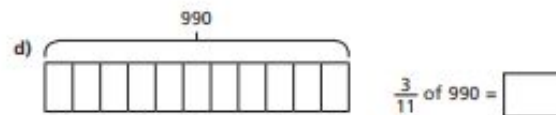
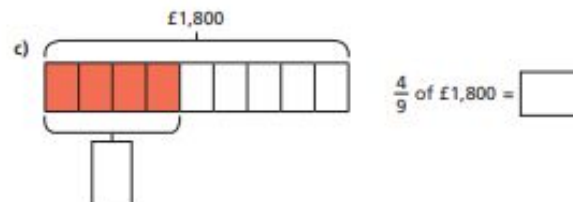
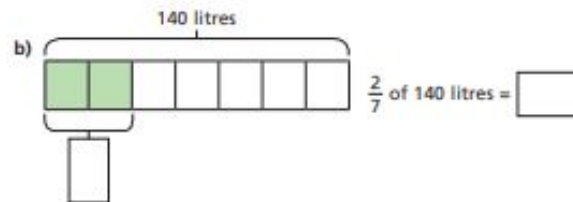
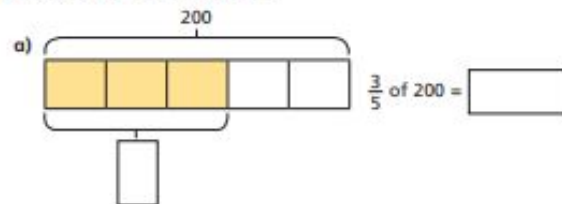
c) $\frac{3}{5}$ of 35 m =

f) $\frac{6}{7}$ of 84 kg =



3

Calculate the missing values.



Thursday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

4

- a) In a school of 480 pupils, $\frac{2}{3}$ are juniors.
How many juniors are in the school?

- b) A factory makes 256 cars.
 $\frac{3}{8}$ are electric cars.
How many electric cars does the factory make?

- c) Brett uses $\frac{2}{5}$ of his £180 savings to buy a train ticket.
How much of his savings does he have left?

5



- Alex has 288 m of fence to paint.
She paints $\frac{3}{12}$ of the whole fence on Monday. She then paints $\frac{1}{2}$ of what is left on Tuesday.
How much fence does she have left to paint?



6

- Fill in the missing numbers.

a) $\frac{\square}{10}$ of \$500 = \$150

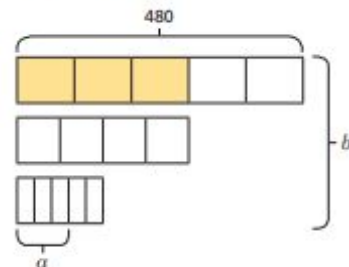
c) $42 = \frac{\square}{100}$ of 700

b) $\frac{\square}{4}$ of 100 kg = 75 kg

d) $450 = \frac{\square}{20}$ of 3,000

7

- Find the values of a and b .

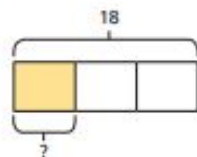


$a =$

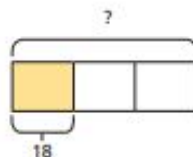
$b =$

Fraction of an amount – find the whole

- 1 Complete the calculations.



$$\frac{1}{3} \text{ of } 18 = \boxed{}$$

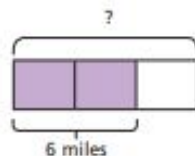


$$\frac{1}{3} \text{ of } \boxed{} = 18$$

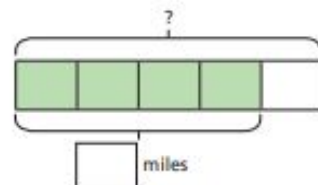
What is the same about the calculations?

What is different?

- 2 a) Mr Hall walked $\frac{2}{3}$ of the way from his house to work.
He walked 6 miles.
How far is it in total from his house to work?

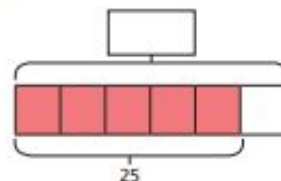


- b) Jenny cycled $\frac{4}{5}$ of the way from her house to work.
She cycled 16 miles.
How far is it in total from her house to work?

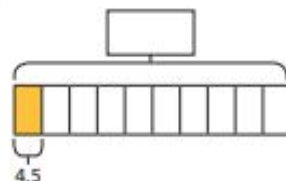


- 3 Calculate the missing wholes.

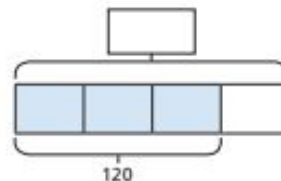
a)



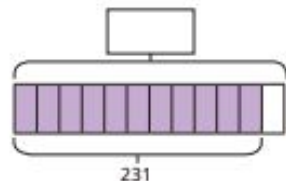
c)



b)



d)



Friday - Mrs
Danyadi-Elliott's
and Mrs HT's
maths.

4 Fill in the missing information.

a) $\frac{1}{3}$ of = 20

b) $80 = \frac{4}{10}$ of

$\frac{2}{3}$ of = 20

$800 = \frac{4}{10}$ of

$\frac{4}{5}$ of = 20

$8 = \frac{4}{10}$ of

$\frac{4}{5}$ of = 120

$80 = \frac{4}{100}$ of

5 This diagram shows the fractions of trees in school grounds.



There are 40 elm trees.

Complete the table.

Oak	
Elm	40
Fir	
Apple	
Total	



6 Jack poured $\frac{7}{10}$ of a tin of paint into this jug.



How many millimetres of paint are left in the tin?

7 Complete the calculations.

$4 = \frac{10}{15}$ of


$15 = \frac{75}{100}$ of

$1 = \frac{250}{2,000}$ of

Compare your method with a partner. What do you notice?

Multiply 2-digits by 1-digit (1)

- 1 Ron, Eva and Mo each have 23 marbles.

Tens	Ones
	
	
	

How many marbles are there in total?

$$3 \times 3 \text{ ones} = \square$$

$$3 \times 2 \text{ tens} = \square$$





$$\square + \square = \square$$

$$3 \times 23 = \square$$

There are \square marbles in total.



- 2 Use the place value chart to work out 2×24
Complete the multiplication sentences.





Tens	Ones
	
	

$$2 \times 4 = \square$$

$$2 \times 20 = \square$$

$$2 \times 24 = \square$$

- 3 Annie works out $43 \times 2 = 86$

Tens	Ones
	
	

		T	O	
		4	3	
	x		2	
		8	6	

Talk about Annie's methods with a partner.

What is the same? What is different?

- 4 Complete the multiplications.

a)

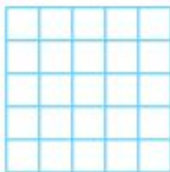
		T	O	
		2	4	
	x		2	

b)

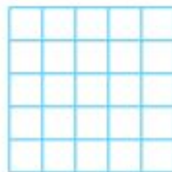
		T	O	
		4	4	
	x		2	

Monday - Miss Hinds' Maths Group

c) 31×3



d) 42×2

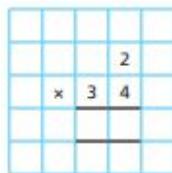


Compare answers with a partner.

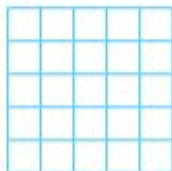
- 5 Jack is trying to work out 34×2 using the column method.



I'm not sure what to do.



Show how Jack could improve his column method and work out the answer.



- 6 One toaster costs £32
How much do 3 toasters cost?



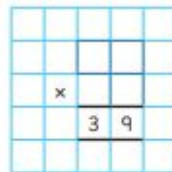
- 7 Whitney has multiplied a 2-digit number by a 1-digit number.



I had to do
 $30 + 9 = 39$ to get
my answer.

What numbers is Whitney multiplying?

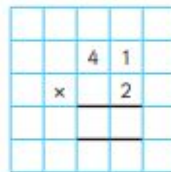
Fill in the missing digits.



- 8 Filip used the column method to work out 41×2



I can work this
multiplication out in
my head.



- a) How do you think Eva will work this out in her head?
b) Tick the multiplications that you can work out in your head.

4×22

3×23

3×33

12×4

3×32

4×20

Multiply 2-digits by 1-digit (2)

- 1 There are 23 marbles in a jar.
There are 5 jars.



Tens	Ones

How many marbles are there in total?

$$5 \times 3 \text{ ones} = \square$$

$$5 \times 2 \text{ tens} = \square$$

$$\square + \square = \square$$

$$5 \times 23 = \square$$

There are marbles in total.

- 2 Work out 4×15

Tens	Ones

$$4 \times 5 = \square$$

$$4 \times 10 = \square$$

$$4 \times 15 = \square$$

- 3 Complete the multiplications.

a) $4 \times 24 = \square$

b) $3 \times 17 = \square$

c) $3 \times 25 = \square$



d) $34 \times 4 = \square$

- 4 Complete the column multiplications.

Tens	Ones

		T	O
		2	4
x		3	

Tuesday - Miss Hinds' Maths Group

Tens	Ones
	
	
	
	

5 Work out the multiplications.

a) 25×5

c) 5×26

b) 35×6

d) 4×36

6 Tommy works out 37×2

What mistake has Tommy made? Work out the correct answer.

7 Find the missing numbers.

8 Here are some digit cards.

1	2	3	4	5	8
---	---	---	---	---	---

a) Use the digit cards to create a multiplication and work out the answer.

$$\square \square \times \square = \square$$

b) Work with a partner to find calculations that have:

- an odd product
- an even product
- an exchange in the ones column
- an exchange in the ones and tens columns.

Divide 2-digits by 1-digit (1)

Rose Maths

- 1 There are 84 pencils to be shared equally into 4 pots.



- a) Draw the pencils on the place value chart to show how they are shared.

Tens	Ones

- b) Complete the number sentences.

$$8 \text{ tens} \div 4 = \square \text{ tens}$$

$$4 \text{ ones} \div 4 = \square \text{ one}$$

$$84 \div 4 = \square$$

- c) How many pencils are in each pot?

- 2 Use a place value chart to work out the calculations.

a) $39 \div 3 = \square$

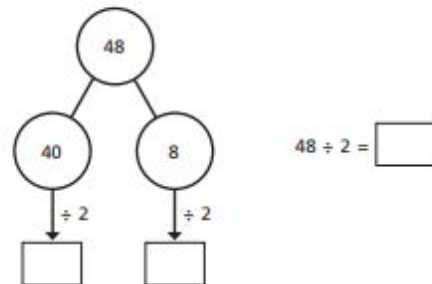
b) $68 \div 2 = \square$



- 3 Amir solves $48 \div 2$ on a place value chart.

Tens	Ones

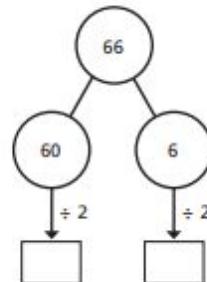
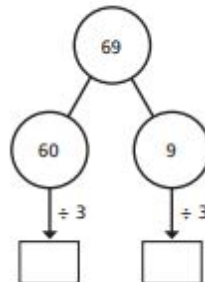
Complete the part-whole model to show what Amir has done.



- 4 Work out the divisions.

a) $69 \div 3 = \square$

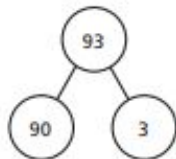
b) $66 \div 2 = \square$



Wednesday - Miss Hinds' Maths Group

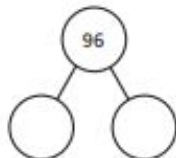
5 Work out the divisions.

a) $93 \div 3 = \square$



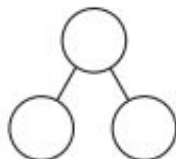
b) $82 \div 2 = \square$

$96 \div 3 = \square$



$84 \div 2 = \square$

$99 \div 3 = \square$



$86 \div 2 = \square$



6



88 can be
divided equally by 2
and by 4

Do you agree with Annie? _____

Explain why.

Can Annie divide 88 equally by any other 1-digit numbers?

7

Esther has 2 jars of mints.

Esther shares the mints equally
between 3 bowls.

How many mints are in each bowl?



There are mints in each bowl.

How many different ways can you work out the answer?

Divide 2-digits by 1-digit (2)

- 1 Rosie has 56 pencils.

a) Draw base 10 to represent the pencils.

Rosie shares the 56 pencils equally between 4 pots.

b) Draw base 10 on the place value grid to share the pencils.

Tens	Ones

c) How many pencils are in each pot?

d) Did you have to make an exchange?



- 2 Eva has this money.



She wants to share the money equally between 3 people.

a) Use the place value chart to show how Eva can share the money.

Tens	Ones

b) How much money does each person get?

- 3 Divide 72 by 3



Tens	Ones

Use the place value counters to help you.

$$72 \div 3 = \boxed{}$$

Thursday - Miss Hinds' Maths Group

- 4 Use base 10 or counters to work out the divisions.

a) $45 \div 3 =$

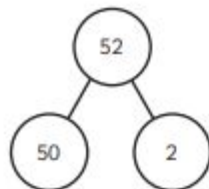
b) $57 \div 3 =$

c) $92 \div 4 =$

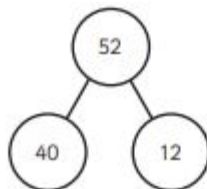
- 5 Rosie and Tommy are working out $52 \div 4$

They both use a part-whole model.

Rosie



Tommy



- a) Whose part-whole model will help them with the division?

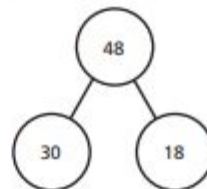
How do you know?

- b) Use a part-whole model to work out $52 \div 4$



- 6 Use the part-whole models to complete the divisions.

a) $48 \div 3 =$

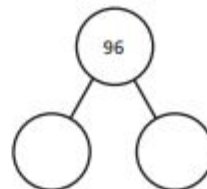


$30 \div 3 =$

$18 \div 3 =$

$48 \div 3 =$

b) $96 \div 4 =$



c) $65 \div 5 =$

d) $75 \div 3 =$

- 7 Here are 3 divisions.

$96 \div 8$

$96 \div 4$

$96 \div 2$

- a) What is the same about the questions? What is different?

- b) Complete the divisions.

$96 \div 8 =$

$96 \div 4 =$

$96 \div 2 =$

- c) What do you notice? Talk about it with a partner.

Divide 2-digits by 1-digit (3)

Rose
Maths

- 1 Mo has these lolly sticks.



He uses them to make squares.

How many squares can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 4

There is lolly stick remaining.

$17 \div 4 =$ remainder

Mo can make squares.

- 2 Mo now uses the lolly sticks to make triangles.

How many triangles can Mo make?



Complete the sentences.



There are 17 lolly sticks.

There are groups of 3

There are lolly sticks remaining.

$17 \div 3 =$ remainder

Mo can make triangles.

- 3 Finally, Mo uses the lolly sticks to make pentagons.

How many pentagons can Mo make?



Complete the sentences.

There are 17 lolly sticks.

There are groups of 5

There are lolly sticks remaining.

$17 \div 5 =$ remainder

Mo can make pentagons.

- 4 Use repeated subtraction to complete the divisions.

Use the number lines to help you.

a) $23 \div 4 =$ remainder

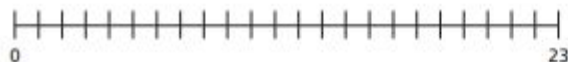


Friday -
Miss Hinds'
Maths Group

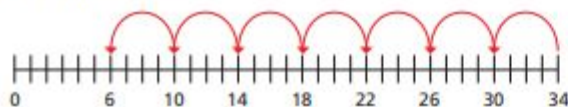
b) $23 \div 5 = \square$ remainder \square



c) $23 \div 3 = \square$ remainder \square



5 Eva works out $34 \div 4$



There is a
remainder of 6



Is Eva correct? _____

How do you know?

6 Complete the calculations.

a) $29 \div \square = 4$ remainder 5

c) $29 \div \square = 14$ remainder 1

b) $29 \div \square = 4$ remainder 1

7 How do you know there is no remainder when 75 is divided by 5?

Without doing the division, what is the remainder when 76 is divided by 5?

8 Use place value counters and a place value chart to work out the divisions.

a) $87 \div 4 = \square$ remainder \square

b) $77 \div 3 = \square$ remainder \square

c) $74 \div 5 = \square$ remainder \square

9 Teddy has fewer than 60 marbles but more than 40

When he shares them equally into 3 pots he has no remainders.

When he shares them equally into 4 pots he has remainder 3

When he shares them equally into 5 pots he has remainder 1

How many marbles could Teddy have?

The Grey Man in the Graveyard

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"O! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Point out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church.

VIPERS Text Week 4

The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself - for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet - when the church came to itself, I say, I was seated on a high tombstone, trembling, while he ate the bread ravenously.

"You young dog," said the man, licking his lips, "what fat cheeks you ha' got."

I believe they were fat, though I was at that time undersized for my years, and not strong.

"Darn me if I couldn't eat em," said the man, with a threatening shake of his head, "and if I han't half a mind to't!"

I earnestly expressed my hope that he wouldn't, and held tighter to the tombstone on which he had put me; partly, to keep myself upon it; partly, to keep myself from crying.

"Now lookee here!" said the man. "Where's your mother?"

"There, sir!" said I.

He started, made a short run, and stopped and looked over his shoulder.

"There, sir!" I timidly explained. "Also Georgiana. That's my mother."

The Grey Man in the Graveyard

"Oh!" said he, coming back. "And is that your father alonger your mother?"

"Yes, sir," said I; "him too; late of this parish."

"Ha!" he muttered then, considering. "Who d'ye live with - supposin' you're kindly let to live, which I han't made up my mind about?"

"My sister, sir - Mrs. Joe Gargery - wife of Joe Gargery, the blacksmith, sir."

"Blacksmith, eh?" said he. And looked down at his leg.

After darkly looking at his leg and me several times, he came closer to my tombstone, took me by both arms, and tilted me back as far as he could hold me; so that his eyes looked most powerfully down into mine, and mine looked most helplessly up into his.

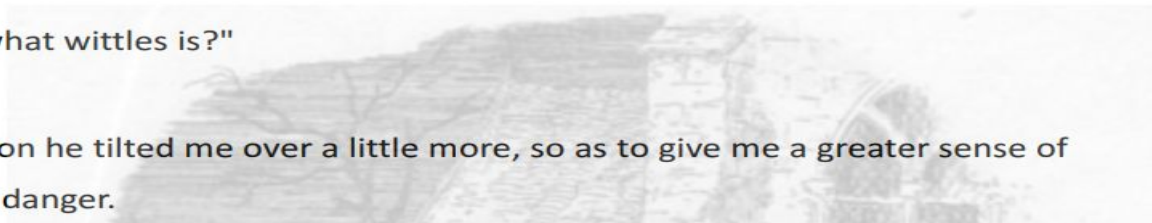
"Now lookee here," he said, "the question being whether you're to be let to live. You know what a file is?"

"Yes, sir."

"And you know what wittles is?"

"Yes, sir."

After each question he tilted me over a little more, so as to give me a greater sense of helplessness and danger.



VIPERS Text Week 4

"You get me a file." He tilted me again. "And you get me wittles." He tilted me again. "You bring 'em both to me." He tilted me again. "Or I'll have your heart and liver out." He tilted me again.

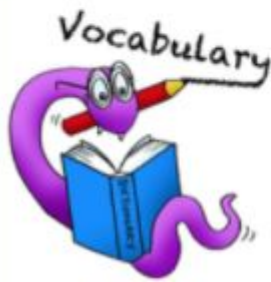
I was dreadfully frightened, and so giddy that I clung to him with both hands, and said, "If you would kindly please to let me keep upright, sir, perhaps I shouldn't be sick, and perhaps I could attend more."

He gave me a most tremendous dip and roll, so that the church jumped over its own weather-cock. Then, he held me by the arms, in an upright position on the top of the stone, and went on in these fearful terms:

"You bring me, to-morrow morning early, that file and them wittles. You bring the lot to me, at that old Battery over yonder. You do it, and you never dare to say a word or dare to make a sign concerning your having seen such a person as me, or any person sumever, and you shall be let to live. You fail, or you go from my words in any partickler, no matter how small it is, and your heart and your liver shall be tore out, roasted and ate.

What tricky words did you find - let's make a list ?

|





Challenge

Using the list we have made above and also there are maybe some other words that you are unsure about from the text, make a list and find their meaning. You can use any resource you like; online, a dictionary from home, etc.

★ Bronze - 5 words and their meaning.

★ Silver - as many words as you can. Then put three of them into a new sentence

★ Gold - as many words as you can. The putting them into a new sentence - at least seven new words/sentences.#

Online - use the empty sheet below. In class - write these in your books.

How does the Grey Man act towards Pip?

1. Was the Grey Man kind or unkind ? Why ? - What does he do to make you think this ?
2. Was the Grey Man threatening ? If so How ?
3. What did the Grey Man want Pip to do ? Why?

Highlight the text to help you answer the question - you can use quotes

In your answers to help evidence your answer.



Fact/Fiction Questions - The Grey Man

Question 1. Pip pleaded with the Grey Man... "Don't cut my throat, sir" Do you think the Grey Man would have actually done this? Is it fact or fiction?

This is fact/fiction. I think that the Grey Man would/ would not have harmed Pip because...

Question 2. Was Pip scared by the Grey Man ?

This is fact/fiction. I think that the Pip was/was not scared of the Grey Man because...

Question 3. The Grey Man needed Pip's help.

This is fact/fiction. I think that the Grey Man did/did not need Pip's help because...



Challenge - paragraph summary.



Summarise the last four paragraphs/conversations from the text. Use the slides below to record your answers. Remember it is just the **KEY** information that you need in your summary.

★ Bronze - find, highlight and record the key information for the next TWO paragraphs.

★ Silver - summarise using full sentences the last four paragraphs of the text. Use the slides below to help you.

★ Gold - summarise the last four paragraphs in your own succinct paragraphs, using full sentences. Use the slides below to help you.

The Grey Man in the Graveyard



1. Match the unfamiliar vocabulary with its modern day equivalent.

alonger

wittles

partickler

han't

hadn't

alongside

victuals (food)

particular



2. ***"With a great iron on his leg"*** What does this tell us about the man?





3. Can you explain how the author uses vocabulary to make the man sound 'scary.'



4. Why does Pip live with his sister?



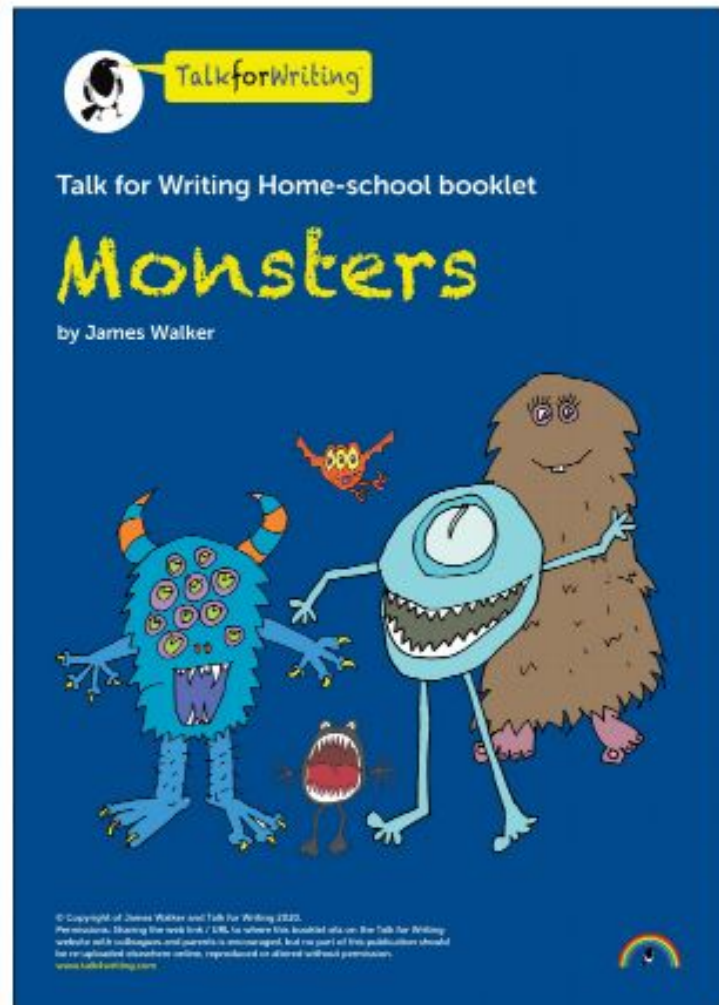
5. In your own words summarise what the man says to Pip.





6. What do you think Pip does next? What would you do if you were Pip?

English:
Monday - Friday



Professor Behemoth's Monsterology



World famous monster expert Professor Behemoth is putting together a **Monsterology** of different types of monsters and beasts. He has spent years researching all sorts of weird and wonderful monsters and has a wide variety for his encyclopedia. Your job, in this booklet, is to provide the professor with another entry for his book; you'll have to use your imagination unless you have actually seen a monster!



Information with a touch of 'faction'

In this workbook, we are going to be writing an information text about a made-up monster or beast. Even though this is a non-fiction genre of writing, we can still be inventive and creative. I like calling it **FACTION** when teaching it (the form fits information about facts but the content is fiction).

To get us started, here is a model of a fictional information text about swamp monsters. As you are listening, you might want to think about which type of monster you will write about. Have a read below and then listen to me read it aloud here:

<https://soundcloud.com/talkforwriting/swamp/s-28ED2KICK6n>



Swamp Monsters

Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."

Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.

Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.

If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

Activity 1: Match the vocabulary to its definition

You might not know all of the vocabulary that is in our model text. Don't worry as this activity will help! Match the word to the correct definition and then check at the end of the booklet to see if you have them all right.

Word	Definition
myth	not distinguishable
translucent	the state of living alone in seclusion
indistinguishable	agreement or harmonious relations
resemble	displaying lustrous colours like those of a rainbow
renowned	a traditional or legendary story
majesty	rugged, bent, twisted or weather-beaten
iridescent	to be like or similar to
harmony	permitting light to pass through but any objects on the other side are not clearly visible
gnarled	to hold motionless with amazement
solitude	supreme greatness
transfixed	to be celebrated or famous

You could magpie some of these words and use them in your own writing later on.



Activity 2: Underlying pattern of information texts

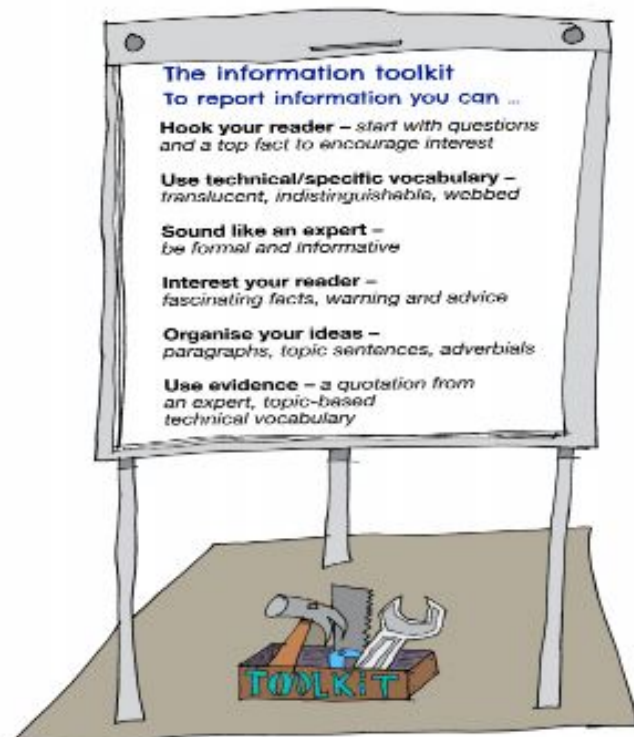
Let's go back to the model text. I have picked out the underlying pattern for you by boxing up the structure for you; this will help guide your writing. Remember this is just a guide and, if you are confident, you could add in extra paragraphs, different sections, diagrams etc.

Title	Swamp Monsters
Opening hook – to make the reader interested in finding out more. Fascinating fact for interest	Do you ever wonder what might be lurking in the murky swamps of our world? Rumour has it that the fabled swamp monster is not just a creature mentioned in myth and legend but it actually exists! Now is your chance to find out all that has been discovered about this unique being.
Habitat Information about the area the creature lives in	Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest. Living in total solitude, it is believed that there is, perhaps, only one swamp monster on our planet, making it a mystery how they reproduce. Dr Patrick Thurston - world renowned monsterologist from Bristol University - could perhaps be the only living person ever to see this magnificent creature: "You cannot believe the pure majesty of the swamp monster. They seem as if they are 'one with the swamp' living in pure harmony with their habitat."
Appearance Information about what the creature looks like including evidence	Swamp monsters don't just live in swamps they resemble them. Being experts in camouflage, they are indistinguishable from their environment. Their bodies are made from this environment: limbs of gnarled branches, incredibly long fingers and glowing, iridescent hair which changes colour to match their mood. The most incredible thing about a swamp monster is that they have translucent breathing tubes meaning they can stay underwater indefinitely but continue to breathe.
Diet Information about what the creature eats	Have you ever wondered what a swamp monster eats? Their diet consists of herons, rats and even alligators which they hypnotise with their ever-staring, haunting eyes. Transfixed, any animal is helpless to the swamp monster who squeezes the life from them with its lean, powerful limbs. The swamp monster's tongue has the ability to taste the air; this allows it to identify when its prey is close by.
Warnings and advice to the reader	If you are now tempted to try and spot a swamp monster, we advise extreme caution! This beautiful but deadly creature should be left in solitude to be studied only by experts trained in monsterology.

Activity 3: Let's look at the toolkit



Before we start thinking about our own ideas for our monster, we need to look closely at the text and see what writing tools/tips/tricks the author has used so we can do the same in ours. Here is a toolkit I have made for writing information texts.



The information toolkit

To report information you can ...

Hook your reader – start with questions and a top fact to encourage interest

Use technical/specific vocabulary – translucent, indistinguishable, webbed

Sound like an expert – be formal and informative

Interest your reader – fascinating facts, warning and advice

Organise your ideas – paragraphs, topic sentences, adverbials

Use evidence – a quotation from an expert, topic-based technical vocabulary

Activity 4: Formality



You might have heard your teachers talking about 'being formal'. The best way to explain it in this type of writing is to: **SOUND LIKE AN EXPERT.**

Imagine you are David Attenborough narrating a TV show or your writing will feature in a non-fiction book from the library. We don't need to make our reader laugh, persuade them or in fact give any opinion at all. Our main job is to give information as precisely as possible.

Here are two texts. Spot which is formal and which is informal!

- 1) Swamp monsters have a proper rancid diet. They love to eat all sorts of weird and unusual stuff like slugs - uuurrngghhh! Also, they plug down the dirty swamp water by the gallon!
- 2) It has been discovered that swamp monsters have an unusual diet. In the main, these creatures are known to consume only gastropods. In addition, they have a preference for water from their swamps as it contains essential minerals.

Which one is **informal** and why?

Which one is **formal** and why?

Now decide whether these are formal or informal sentences?

- ★ I really want you to come to my party – please come!
formal/informal
- ★ Henry VII didn't like his wife – he chopped off her head!
formal/informal
- ★ The teacher-pleaser machine is a state-of-the-art contraption.
formal/informal
- ★ Your presence is requested at the Queen's celebration.
formal/informal
- ★ At 6:00pm on the 24th December Mr Jones was arrested by the police and detained at the local police station.
formal/informal

Challenge: can you re-write each sentence the other way round so the formal ones become informal and the informal ones become formal!

Activity 5: Topic sentences

You might have noticed that the model text does not have sub-headings. Instead, in Year 6, we can use TOPIC SENTENCES. These are like little introductions to the paragraph allowing you to add more detail than you would in a simple heading.

Examples from our model:

Swamp monsters don't just live in swamps they resemble them.

This topic sentence introduces our APPEARANCE paragraph

Have you ever wondered what a swamp monster eats?

This topic sentence introduces our DIET paragraph and uses another question to interest the reader.

Swamp monsters are rumoured to inhabit the most remote and humid swamps of the Amazon rainforest.

This topic sentence introduces the paragraph which is about DIFFERENT SPECIES and HABITAT.

- ★ Use these examples to have a go at writing some topic sentences of your own for the topics below



Topic sentences for the appearance, diet and habitat of a lion:



Topic sentences for the habitat, diet, and appearance of a swamp monster:



Topic sentences for the appearance, powers, enemies or abilities of a storm giant:



Activity 6: New ideas

Now comes the fun part! You need to write an information text about a monster beast for Professor Behemoth's Monsterology. The choices are endless and I am sure that you already have an idea about what you might do but here are some pictures that might inspire you.



★ Coming up with ideas! I have given you a few ideas for what your different paragraphs could be about below and I am sure that you can think of others. Use the space to get as many ideas down as you can or use separate paper

Appearance

-
-
-
-

Diet

-
-
-
-

Habitat

-
-
-
-

Abilities

-
-
-
-

Friends/Enemies

-
-
-
-

Weapons/Powers

-
-
-
-

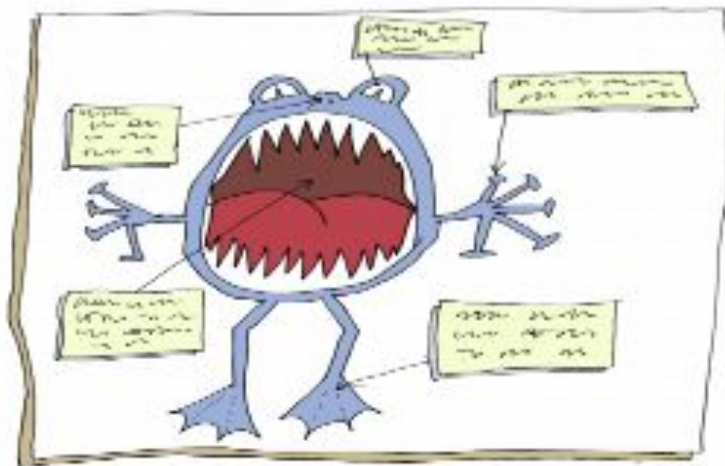
Quotations from an expert

-
-
-
-

??????????

-
-
-
-

Activity 7: Draw your monster



To help you get a real picture of what your monster is like, have a go at sketching them.

Activity 8: Planning



Now we are going to organise our ideas into a box-up planner to help structure your writing. Remember you can pick different topics than appearance, habitat and diet and also you can have your quotation in a different section. I have left the right-hand column blank as you might want to have 2, 3, 4, 5 or 6 different sections so draw your own lines!

Structure of monster Information text	Your ideas
Title of monster	
Opening hook – to make the reader interested in finding out more. Fascinating fact for interest	
Habitat Information about the area the creature lives in	
Appearance Information about what the creature looks like including evidence	
Diet Information about what the creature eats	
Warnings and advice to the reader	

History - 25.01.2021

You are going to look at some propaganda posters.

What do we mean by propaganda? **Propaganda** is a way of spreading ideas and *influencing* people. It played an important part in World War II as both the Allies and the Axis used **propaganda** to shape public opinion. It was used to raise the morale (happiness) of people at home and the forces fighting abroad, *and* to make the enemy seem more brutal.

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-how-propaganda-was-used-during-world-war-two/zr77wtv>

When looking at the posters, think about:

Who are they talking about?

Who is saying it?

What message are they trying to get across to their audience?

Why would they want to persuade people to have the same opinion?

Using these types of questions is how you are analysing the posters.

Using the questions above, and ideas from the BBC clip, decide which level you want to achieve.

Monday 25th January 2021

I am learning about different views of WWII

- ★ To create own versions of propaganda posters.
- ★ To explain how propaganda has been used to give a specific view point.
- ★ To explain how and why propaganda was used to give and persuade people to have the same viewpoint.



Translation: The war is his fault!



Remember to ask for help on ClassDojo if you are not sure.

Draw lines to match the French food words to the English words:

le lait

le fromage



le poulet

la glace

le yaourt

le pain

le chocolat

les pâtes

le jus d'orange

le jambon

le poisson

le gâteau



chicken

orange juice

pasta

cheese

ice-cream

fish

milk

yoghurt

ham

cake

chocolate

bread



OFFICE OF THE PRESIDENT ELECT

JOSEPH R. BIDEN, JR.



OFFICE OF THE
PRESIDENT ELECT



OFFICE OF THE
PRESIDENT ELECT



OFFICE OF THE
PRESIDENT ELECT



OFFICE OF THE
PRESIDENT ELECT



**What makes a good
leader?**

What is happening in the news this week?



On 20th January, Joe Biden became the 46th President of the United States, taking over from his predecessor, Donald Trump. The inauguration ceremony took place last week, marking the start of the new president's time in charge.

Can you name any other US Presidents?

Learn more about this week's story [here](#).

Watch this week's useful video [here](#).

This week's Virtual Assembly [here](#).



How does it make me feel?

sad	angry	happy	confused	excited	worried	shocked	afraid
despondent disconsolate dismal doleful downhearted forlorn gloomy melancholic	aggrieved annoyed discontented disgruntled distressed exasperated frustrated indignant offended	beaming buoyant cheery contented delighted enraptured gleeful glowing joyful	addled baffled bemused bewildered disorientated indistinct muddled mystified perplexed puzzled	animated elevated enlivened enthusiastic exhilarated exuberant thrilled	agitated anxious apprehensive concerned disquieted distraught distressed disturbed fretful perturbed	astonished astounded disconcerted distressed dumbfound ed horrified staggered startled stunned	alarmed apprehensive daunted fearful frantic horrified petrified terrified



Assembly Resource

Read through the information below, which explains the inauguration ceremony in the USA. Why do you think the ceremony is watched by so many people? Do you think it is important to have a ceremony like that when a new leader starts their role?

What is Inauguration Day?

In the United States, Inauguration Day is the day the person elected to be the president officially becomes president.

It takes place every four years on 20th January.

The day begins with a worship service attended by the president -elect and is followed by the swearing in ceremony for the president and vice president. The new president then gives a speech known as the Inaugural Address. After a special lunch in the Capitol, there is a parade which is led by the president and vice president as they are driven to the White House.

Assembly Resource

Read through the information below, which explains the inauguration ceremony in the USA. Why do you think the ceremony is watched by so many people? Do you think it is important to have a ceremony like that when a new leader starts their role?



Above: The United States Capitol building

The greatest gift is the ability to forget – to forget the bad things and focus on the good.

US president,
Joe Biden

Assembly Resource

Read through the information below, which explains the inauguration ceremony in the USA. Why do you think the ceremony is watched by so many people? Do you think it is important to have a ceremony like that when a new leader starts their role?



Donald Trump



Joe Biden

Joe Biden has succeeded Donald Trump as the 46th President of the United States. Donald Trump was president between 2017-2021.



The White House

Resource 1

Look at the resource below, which gives some examples of leaders.

Football manager

The person in charge of selecting players, planning their formation and strategy and motivating them to win matches! Frank Lampard is the manager of Chelsea Football Club.



Can you name any other managers? Do you play football? Do you have a coach or manager?

Resource 1

Look at the resource below, which gives some examples of leaders.

Prime Minister

The head of the government, who is in charge of leading the country. Our Prime Minister is Boris Johnson.



School council

Children who represent their class when putting forward their views and help to make improvements to school.

Resource 1

Look at the resource below, which gives some examples of leaders.

Headteacher

The person in charge of a school. Who is your headteacher?

Supermarket manager

Part of their role involves giving other staff tasks, organising training and checking everyone is doing what they should be.

Resource 1

Look at the resource below, which gives some examples of leaders.

Chief constable

The person who has overall responsibility for leading their area's police force.



Swimming school owner

The person who owns and is in charge of their own swimming school. They may employ other swimming teachers, who they will train and lead.

Resource 1

Look at the resource below, which gives some examples of leaders.



Have you come across any of
these before?

Can you think of any other
examples of leaders?

Resource 2

Look at the resource below, where some people share their opinions about leadership.

Do you think anyone
can be a leader?



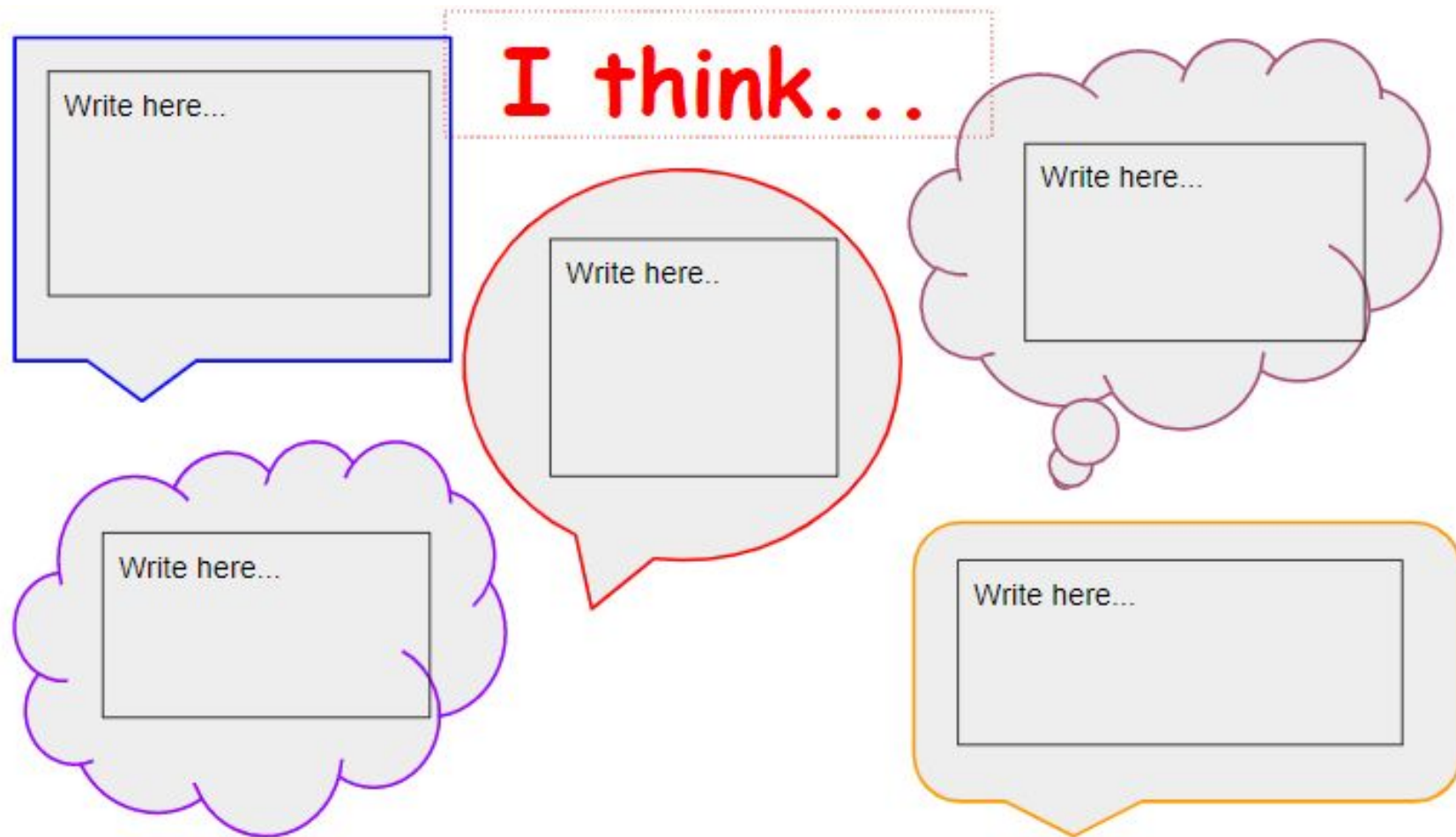
Resource 2

Look at the resource below, where some people share their opinions about leadership.

**Can you think of a time
when someone has had
to lead when they
didn't want to?**

**Do you think
everyone will agree
that someone is a
good leader? Why?**





Science - 28.01.2021

Design an electrical safety poster or leaflet in the space below!