

Year 6 home learning week  
beginning 18th January

VIPERS  
Mr Badger - an  
extract from the  
Wind in the  
Willows

## Mr Badger

At last they heard the sound of slow shuffling footsteps approaching the door from the inside. It seemed, as the Mole remarked to the Rat, like some one walking in carpet slippers that were too large for him and down at heel; which was intelligent of Mole, because that was exactly what it was.

There was the noise of a bolt shot back, and the door opened a few inches, enough to show a long snout and a pair of sleepy blinking eyes.

'Now, the *very* next time this happens,' said a gruff and suspicious voice, 'I shall be exceedingly angry. Who is it *this* time, disturbing people on such a night? Speak up!'

'Oh, Badger,' cried the Rat, 'let us in, please. It's me, Rat, and my friend Mole, and we've lost our way in the snow.'

'What, Ratty, my dear little man!' exclaimed the Badger, in quite a different voice. 'Come along in, both of you, at once. Why, you must be perished. Well I never! Lost in the snow! And in the Wild Wood, too, and at this time of night! But come in with you.'

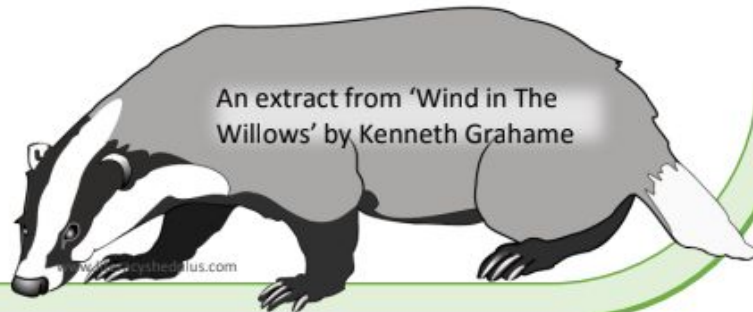
The two animals tumbled over each other in their eagerness to get inside, and heard the door shut behind them with great joy and relief.

## VIPERS

Mr Badger - an  
extract from the  
Wind in the  
Willows

The Badger, who wore a long dressing-gown, and whose slippers were indeed very down at heel, carried a flat candlestick in his paw and had probably been on his way to bed when their summons sounded. He looked kindly down on them and patted both their heads. 'This is not the sort of night for small animals to be out,' he said paternally. 'I'm afraid you've been up to some of your pranks again, Ratty. But come along; come into the kitchen. There's a first-rate fire there, and supper and everything.'

He shuffled on in front of them, carrying the light, and they followed him, nudging each other in an anticipating sort of way, down a long, gloomy, and, to tell the truth, decidedly shabby passage, into a sort of a central hall; out of which they could dimly see other long tunnel-like passages branching, passages mysterious and without apparent end. But there were doors in the hall as well— stout oaken comfortable-looking doors. One of these the Badger flung open, and at once they found themselves in all the glow and warmth of a large fire-lit kitchen.



An extract from 'Wind in The  
Willows' by Kenneth Grahame

## Evidence

How did Mr Badger react in the story?

Is there anything that Mr Badger said?

Did Mr Badger change in anyway during the story?

Is there anything that Mr Badger did, that makes us feel that he has a good relationship with Ratty and Mole?



VIPERS  
Monday



Bronze - Highlight in the text any words or phrases that show that Mr Badger liked Ratty and Mole.



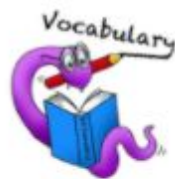
Silver - Make a bullet point list of words, phrases, actions, etc that show Mr Badgers feelings towards Ratty and Mole.



Gold - To say why Mr Badger acted in the way he did in the story; the way he responded, what he said and by his actions - summarise in a paragraph his relationship with Ratty and Mole.



I am learning to understand why writers choose words and language to show atmosphere, mood or feelings - Mr Badger from 'Wind in the Willows'.



## Questions

1. Mr Badger opened his front door and spoke, '*Now, the very next time this happens, I shall be exceedingly angry.*' What do you think the word 'exceedingly' might mean in this sentence? Have a go yourself and then look up the word and see if you are correct.
2. '*At last they heard the sound of slow shuffling footsteps....*'  
How does this phrase paint a picture in your head ?  
Why do you think he is moving in this way?



## Questions - continued

3. Which words does the writer use to describe Mr Badger's home?  
Why do you think he choose these words?
4. Once Mr Badger discovers that it is his friends who are at the door, how does the writer convey Mr Badger's sudden sense of urgency to get them inside?  
What 'tools' does the writer use to achieve this?
5. Mr Badger uses the word '*paternally*' to describe something in the text. Can you find it and explain why this word has been used in this context?

## VIPERS - Friday challenge questions

1. Find and copy the phrase which shows that Ratty and Mole have been suffering from extreme cold?
2. Which two phrases does Badger say which leads us to think that he has already been disturbed before Mole and Ratty arrive?
3. The last paragraph suggests Badger is more friendly than at the beginning of the extract. What do you think might happen next?
4. With reference to the text, find and copy some examples of language used by the author to show the reader how cold it was outside.
5. Where had Ratty and Mole been out walking?
6. Can you summarise Mr. Badger's personality in 3 sentences?



## Add fractions

- 1 Complete the calculations.

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

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

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

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

Talk to your partner about the methods you used.

- 2 Complete the calculation that is represented.

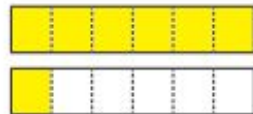
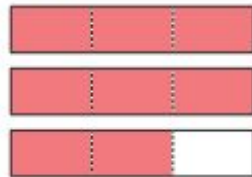


$$\square + \square = \square$$

Show the method that you used.

- 3 Work out the addition.

$$2\frac{2}{3} + 1\frac{1}{6}$$



Show your method.



- 4 Amir and Whitney are working out an addition.

$$1\frac{3}{4} + 3\frac{2}{5}$$



I will add the  
wholes and then  
the parts.

I will convert  
each number to an  
improper fraction first and  
then add them.



Complete Amir's and Whitney's methods.

Amir's method	Whitney's method
$1 + 3 = 4$ wholes $\frac{3}{4} + \frac{2}{5} = \square + \square$	$1\frac{3}{4} = \frac{7}{4}$ and $3\frac{2}{5} = \square$

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

5 Complete the calculations.

a)  $2\frac{3}{5} + 1\frac{3}{10} =$

c)  $3\frac{5}{9} + 1\frac{1}{4} =$

b)  $4\frac{7}{15} + 2\frac{1}{3} =$

d)  $7\frac{5}{8} + 1\frac{2}{3} =$

6 Esther cycles  $2\frac{7}{10}$  km and then takes a rest.  
Later, Esther cycles  $3\frac{1}{4}$  km.  
How far does Esther cycle in total?

7 Use the given fact to help you complete the calculations.

$$\frac{2}{3} + \frac{1}{5} = \frac{13}{15}$$

a)  $12\frac{2}{3} + 11\frac{1}{5} =$

b)  $270\frac{2}{3} + 125\frac{1}{5} =$

8 Three buckets are partly filled with water.  
Each bucket can hold 10 litres in total.



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



$2\frac{3}{4}$  litres



$3\frac{4}{5}$  litres

Is it possible for all the water to fit into one bucket? \_\_\_\_\_

Show all your working.

9 Use the digits 1 to 6 once each to complete the addition.

$8\frac{3}{20} =$    $+$

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

<https://vimeo.com/471345369>

## Subtract mixed numbers

Rose  
Maths

1 Complete the subtractions.

Use the bar models to help you.

a)


$$1\frac{5}{8} - \frac{1}{2} = \square$$

b)


$$1\frac{7}{8} - \frac{3}{4} = \square$$

c)

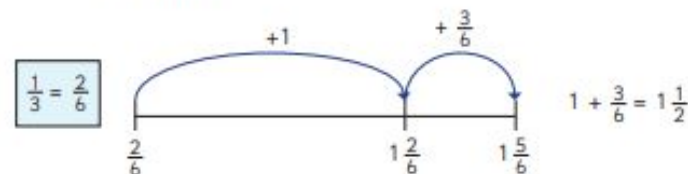

$$1\frac{1}{2} - \frac{3}{8} = \square$$



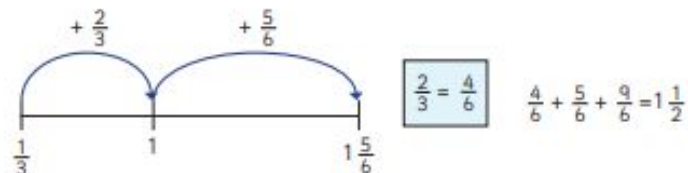
2

Dexter and Whitney are using number lines to work out  $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out  $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$

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

3 Complete the subtractions.

a)  $3\frac{1}{4} - \frac{5}{24} = \square$

d)  $7\frac{5}{6} - \frac{13}{24} = \square$

b)  $3\frac{3}{16} - \frac{1}{8} = \square$

e)  $4\frac{4}{9} - \frac{4}{27} = \square$

c)  $2\frac{5}{6} - \frac{2}{3} = \square$

f)  $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains  $1\frac{3}{5}$  litres of orange juice.

Eva pours  $\frac{4}{15}$  litres into a glass.

How much orange juice is left in the jug?



There are  litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is  $\frac{11}{12}$  m less than Dexter's.
- Amir's shot put throw is  $\frac{3}{4}$  m less than Annie's.
- Dexter's discus throw is  $\frac{1}{2}$  m less than Amir's.

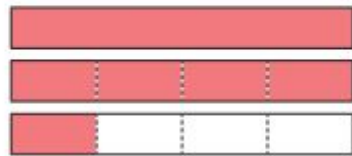
Wednesday - Mrs  
Danyadi-Elliott's  
and Mrs HT's  
maths.

<https://vimeo.com/475425649>

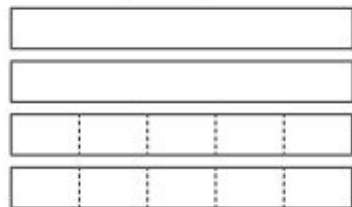
## Subtract fractions

- 1 Complete the diagrams to show the subtractions.

a)  $2\frac{1}{4} - \frac{3}{4} =$



b)  $3\frac{2}{5} - \frac{3}{5} =$



- 2 Draw a diagram to represent  $3\frac{1}{6} - \frac{5}{6}$



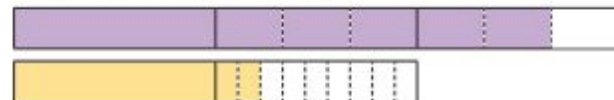
Complete the calculation.  $3\frac{1}{6} - \frac{5}{6} =$



- 3 Complete the calculation.

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

You can use the diagrams to help you.



Did you use the same method as your partner?

- 4 Complete the calculations.

a)  $5\frac{3}{4} - 1\frac{3}{8} =$

c)  $6\frac{1}{5} - 1\frac{3}{4} =$

b)  $4\frac{7}{20} - 2\frac{7}{10} =$

d)  $6\frac{5}{6} - 4\frac{2}{9} =$

- 5 Complete the calculations.

a)  $8 - \frac{1}{4} =$

b)  $8\frac{1}{8} - \frac{1}{4} =$

$8 - 1\frac{1}{4} =$

$8\frac{1}{8} - 1\frac{1}{4} =$

$8 -$    $= 3\frac{3}{4}$

$8\frac{1}{8} -$    $= 2\frac{7}{8}$

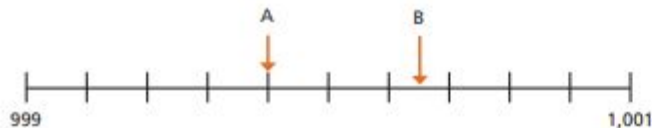
$8 -$    $= 3\frac{1}{4}$

$8$    $- 3\frac{1}{4} = 5\frac{5}{8}$

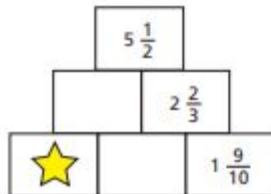
# Wednesday - Mrs Danyadi-Elliott's and Mrs HT's maths.

- 6 Filip has  $4\frac{2}{5}$  kg of potatoes.  
He has  $2\frac{3}{4}$  kg of carrots.  
How much heavier are the potatoes than the carrots?

- 7 What is the difference between A and B?



- 8 In this addition pyramid, a number is the sum of the two numbers below it.



Work out the value of the star.

- 9 The table shows the distance each child lives from the park.

Name	Annie	Brett	Teddy	Huan	Eva
Distance from park		$3\frac{1}{4}$ km		$4\frac{1}{10}$ km	

Teddy: I live  $2\frac{1}{5}$  km nearer to the park than Huan does.

Eva: I live  $\frac{9}{10}$  km nearer to the park than Brett does.

Annie: I live 750 m nearer to the park than Teddy does.

Complete the table.

Use the space below to show your workings.

1 Work out the calculations.

a)  $\frac{2}{5} + \frac{3}{4} = \square$

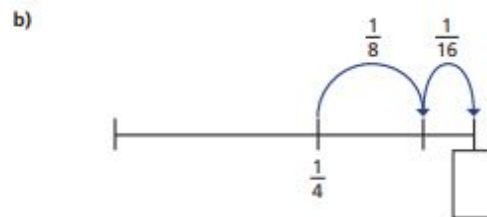
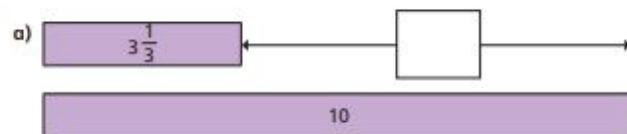
b)  $2\frac{1}{4} - \frac{2}{3} = \square$

c)  $3\frac{7}{10} - 2\frac{1}{4} = \square$

2 Complete the calculation.

$$\frac{5}{6} + 1\frac{2}{9} - \frac{1}{2} = \square$$

3 Work out the missing fractions.



4 Complete the calculations.

a)  $\frac{2}{5} + \frac{1}{5} + \square = 1$

b)  $\frac{2}{5} + \frac{1}{5} + \square = 1\frac{1}{2}$

c)  $\frac{2}{5} + \frac{1}{5} + \square = \frac{4}{3}$

d)  $\frac{4}{5} = \square - \frac{4}{5}$



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

<https://vimeo.com/475425864>

5

Which of these are true and which are false?

Can you decide without having to do the additions or the subtractions?

Talk about your reasons with a partner.

	True or false?
$2\frac{1}{3} + 3\frac{3}{4}$ is equal to $3\frac{1}{3} + 2\frac{3}{4}$	
$3\frac{3}{4} - \frac{1}{3}$ is less than $4\frac{3}{4} - 1\frac{1}{3}$	
$3\frac{3}{4} - 2\frac{1}{3}$ is equal to $3\frac{1}{3} - 2\frac{3}{4}$	

6

Complete the addition grid.

$1\frac{1}{4}$		$\frac{1}{4}$	$= 3\frac{3}{5}$
$\frac{1}{25}$	$1\frac{3}{20}$		$= 3\frac{39}{100}$
	$1\frac{1}{50}$	$1\frac{3}{100}$	$= 5\frac{9}{20}$
<input type="text"/>	<input type="text"/>	<input type="text"/>	

7

A painter uses the following mixtures.

How much more green paint does she have than purple paint?



8

Eva and Amir are working out this calculation.

$$\frac{1}{4} + \frac{25}{100} - \frac{2}{8} - \frac{9}{36}$$



This is going to be very difficult, because I can't find a common denominator.



I have found an easier way.

Find Amir's solution. Explain how this calculation can be solved.

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

## Multiply fractions by integers

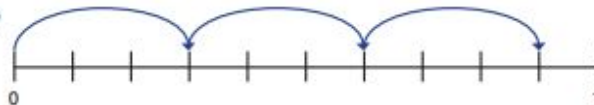
1 Complete the calculations.

a)

$$\frac{2}{7} \times 2 = \square$$

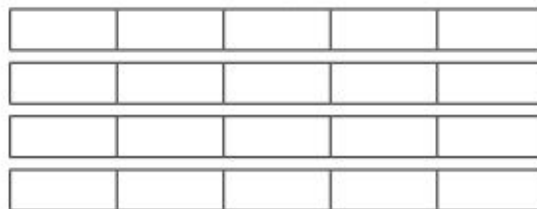


b)



$$3 \times \frac{3}{10} = \square$$

2 a) Shade the bar models to show  $\frac{2}{5} \times 4$



b) Complete the multiplication.

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

Maths

3 Complete the calculations.

a)  $\frac{1}{3} \times 1 = \square$

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

$$\frac{1}{3} \times 3 = \square$$

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

$$\frac{1}{3} \times 5 = \square$$

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

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

$$\frac{3}{4} \times 2 = \square$$

$$\frac{3}{4} \times 3 = \square$$

$$\frac{3}{4} \times 4 = \square$$

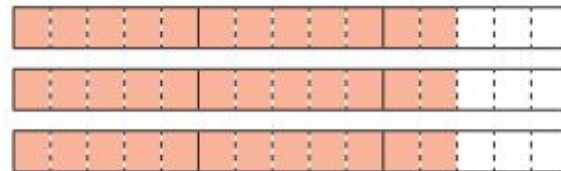
$$\frac{3}{4} \times 5 = \square$$

$$\frac{3}{4} \times 6 = \square$$

What patterns do you notice?

4 Complete the multiplication.

$$2\frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?

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

5 Match the calculations.

$$\frac{2}{3} + \frac{2}{3}$$

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

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

$$18 \times \frac{1}{4}$$

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

$$\frac{1}{6} \times 10$$

$$\frac{5}{12} \times 4$$

$$12 \times \frac{1}{2}$$

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

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

6 Write each answer as a mixed number in its simplest form.

a)  $1\frac{1}{5} \times 2 =$

d)  $2\frac{2}{5} \times 5 =$

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

e)  $7 \times 3\frac{1}{2} =$

c)  $2\frac{2}{5} \times 4 =$

f)  $\frac{11}{15} \times 7 =$

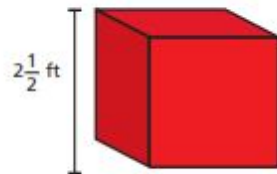
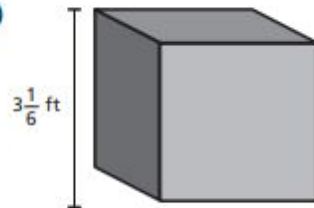
7 Fill in the missing numbers.

a)  $2\frac{\square}{7} \times 3 = 6\frac{6}{7}$

b)  $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

8 Tommy's dog eats  $3\frac{1}{2}$  tins of food a week.  
How many tins does she eat in a year?

9



Jack builds a tower using grey blocks.

Alex builds a tower using red blocks.

The towers are exactly the same height.

How many blocks could they each have used?

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## Multiply by 8

1 Complete the sentences.



There are  bags of apples.

There are  apples in each bag.

There are  apples in total.



There are  octopuses.

There are  arms on each octopus.

There are  arms in total.

2 Use counters to represent  $2 \times 8$

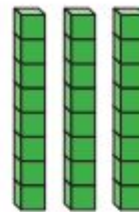
Draw your representation.



3 Work out how many cubes there are in total.

Complete the multiplication sentences.

a)



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

b)



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

What is the same about your answers? What is different?

# Monday - Miss Hinds' Maths Group

- 4 How many dots are there in total?



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

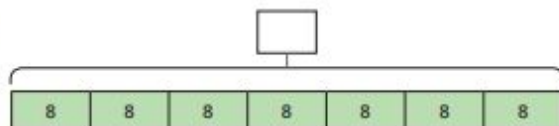
How many different ways can you work this out?

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5



- a) What multiplication is represented by the bar model?

$$\square \times \square$$

- b) Label the bar model with the whole.

- c) Draw a bar model to represent  $3 \times 8$



- 6 Whitney has 10 packets of seeds.



- a) How many seeds does Whitney have in total?

- b) Ron has 4 fewer packets than Whitney.

How many seeds does he have?

- 7 Jack and Annie are practising their 8 times-table.



Jack

To multiply any number by 8, you can multiply it by 4 and then double it.



Annie

To multiply any number by 8, you can double the number 3 times.

- a) Who do you agree with? \_\_\_\_\_

Talk about it with a partner.

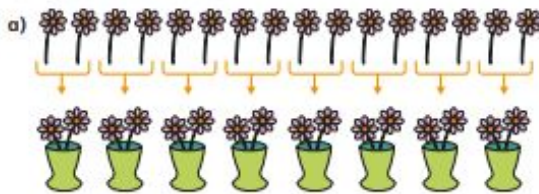
- b) Use both methods to work out these multiplications.

$$8 \times 4 = \square \quad 8 \times 9 = \square \quad 11 \times 8 = \square$$

# Divide by 8



1 Complete the sentences.

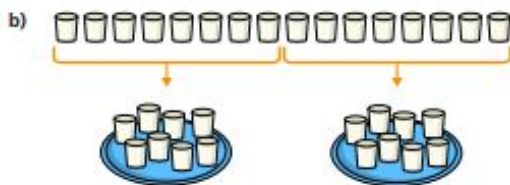


There are  flowers.

There are  vases.

Each vase has  flowers.

16 shared into  equal groups is



There are 16 glasses of milk.

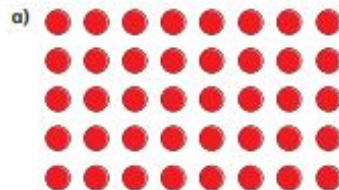
There are  glasses of milk on each tray.

There are  trays.

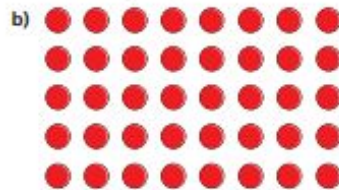
16 shared into  equal groups is

2 Use the arrays to help you complete the divisions.

Draw on the arrays to show your workings.



$$40 \div 8 = \square$$



$$40 \div 5 = \square$$

3 32 coins are shared between 8 people.

How many coins does each person get?



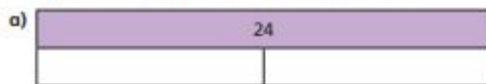
Complete the division.

$$\square \div \square = \square$$

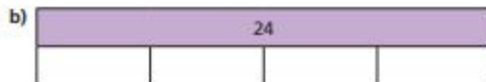


# Tuesday - Miss Hinds' Maths Group

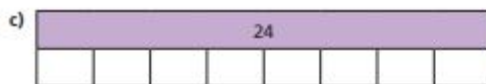
- 4 Complete the bar models and division statements.



$$\square \div \square = \square$$



$$\square \div \square = \square$$



$$\square \div \square = \square$$

What do you notice?

- 5 40 kg of potatoes are packed into 8 kg bags.

How many 8 kg bags can be filled?

- 6 a) Match the number story to the bar model.

56 sweets are shared  
equally between 8  
party bags.

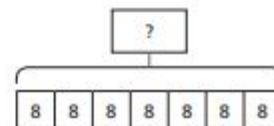


56 sweets are put into  
party bags. There are  
8 sweets in each bag.

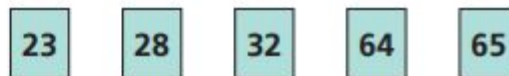


- b) Complete the bar models.

- c) Think of a number story to match this bar model.



- 7 Circle the numbers that divide by 8 exactly.



How did you work this out?





Consolidate 2, 4 and 8 times-tables

- 1 How many legs are there altogether?

Complete the multiplications

a)   $\square \times \square = \square$

b)   $\square \times \square = \square$

c)   $\square \times \square = \square$

- 2 How many pencils are there?

Complete the multiplications.

a)   $\square \times \square = \square$

b)   $\square \times \square = \square$

c)   $\square \times \square = \square$

- 3 A paper clip is 3 cm long.



- a) What is the total length of 2 paper clips?

$\square$  cm

- b) What is the total length of 4 paper clips?

$\square$  cm

- c) What is the total length of 8 paper clips?

$\square$  cm

- 4 Complete the multiplications.

a)  $1 \times 2 = \square$     b)  $1 \times 4 = \square$     c)  $1 \times 8 = \square$

$2 \times 2 = \square$      $2 \times 4 = \square$      $2 \times 8 = \square$

$3 \times 2 = \square$      $3 \times 4 = \square$      $3 \times 8 = \square$

$4 \times 2 = \square$      $4 \times 4 = \square$      $4 \times 8 = \square$

$5 \times 2 = \square$      $5 \times 4 = \square$      $5 \times 8 = \square$

What do you notice?

5 Complete the multiplications.

a)  $6 \times 4 = \square$

e)  $8 \times 4 = \square$

b)  $2 \times 10 = \square$

f)  $2 \times 11 = \square$

c)  $7 \times 8 = \square$

g)  $4 \times 9 = \square$

d)  $12 \times 2 = \square$

h)  $10 \times 8 = \square$

6 Work out the missing numbers.

a)  $\square \times 8 = 16$

d)  $8 \times \square = 0$

b)  $4 \times \square = 20$

e)  $2 \times 4 \times \square = 64$

c)  $24 = \square \times 2$

f)  $40 = \square \times 5 \times \square$


7 Work out the value of each shape.

 +  +  +  = 16

  $\times$   = 32

  $\times$  1 =   $\times$    $\times$  

 =  $\square$

 =  $\square$

 =  $\square$

8 Tennis balls come in packets of 2, 4 and 8

Rosie buys 5 of each different size pack.

How many tennis balls does she buy altogether?

Show your workings.



## Comparing statements

1 Complete the number sentences to describe the pictures.

a)



$$4 \times 5 = \square$$

$$20 \div 5 = \square$$

b)



$$5 \times 4 = \square$$

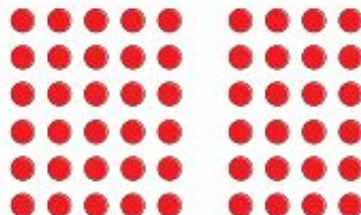
$$20 \div 4 = \square$$

What is the same and what is different in parts a) and b)?



2 Write  $<$ ,  $>$  or  $=$  to compare the arrays.

a)



$5 \times 6$



$6 \times 4$

b)

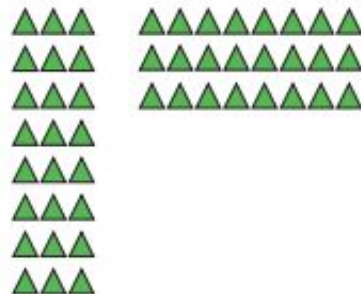


$3 \times 6$



$6 \times 3$

c)



$8 \times 3$



$3 \times 8$

- 3 Rosie and Tommy each have 12 slices of melon.

- a) Rosie shares her slices between 4 bowls.



How many slices are in each bowl?

- b) Tommy shares his slices between 3 plates.



How many slices are on each plate?

- c) Are there more slices of melon in a bowl or on a plate?  
Explain your answer.

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- 4 Write  $<$ ,  $>$  or  $=$  to compare the calculations.

- a)  $4 \times 3$    $2 \times 6$       c)  $5 \times 3$    $3 \times 4$   
b)  $8 \times 3$    $4 \times 6$       d)  $3 \times 4$    $4 \times 5$



- e)  $20 \div 4$    $20 \div 5$       g)  $30 \div 10$    $30 \div 6$   
f)  $24 \div 2$    $36 \div 3$       h)  $18 \div 2$    $18 \div 3$

How did you work this out? Talk about it with a partner.

- 5 Here are some calculation cards.



Write each calculation in the table.

Less than $6 \times 4$	Equal to $6 \times 4$	Greater than $6 \times 4$

Write one more calculation in each column.

Did you have to work out all the calculations?

- 6 Complete the statements.

- a)  $7 \times 3 > \square \times 3$       c)  $30 \div \square = \square \times 5$   
b)  $24 \div \square < 2 \times 2$       d)  $12 \times \square > 12 \div \square$

How many different ways can you complete the statements?

## Related calculations

1 Complete the number sentences.

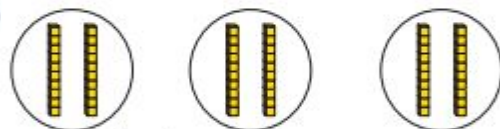
a)



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

$$3 \times 2 = \square$$

b)



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

$$3 \times 20 = \square$$

2 Use base 10 to represent the multiplications.  
Complete the number sentences.

a)  $2 \times 4 = \square$

$$2 \times 40 = \square$$

b)  $5 \times 3 = \square$

$$5 \times 30 = \square$$

c)  $5 \times 2 = \square$

$$5 \times 20 = \square$$

d)  $2 \times 8 = \square$

$$80 \times 2 = \square$$

3 Nijah makes these arrays.



Complete the number sentences.

$$4 \times 3 = \square$$

$$4 \times 30 = \square$$

What is the same about the arrays? What is different?

4 Scott uses base 10 to make two related calculations.

Use the base 10 to complete Scott's calculations.



$$6 \times 3 = \square$$

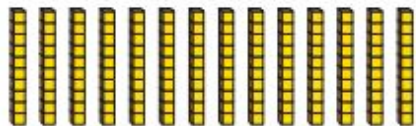
$$6 \times 30 = \square$$

How does the answer to the first calculation help you work out the second calculation?



# Friday - Miss Hinds' Maths Group

- 5 Use these pieces of base 10 to complete the divisions.



$14 \div 2 = \square$

$140 \div 2 = \square$

6



I know  
 $5 \times 7 = 35$

Use Dora's fact to complete the calculations.

a)  $5 \times 70 = \square$

d)  $35 \div 5 = \square$

b)  $7 \times 5 = \square$

e)  $350 \div 5 = \square$

c)  $50 \times 7 = \square$

f)  $350 \div 7 = \square$

- 7 Mr Jones buys 12 large jugs.

The total cost of the jugs is £240

How much does each jug cost?

Each jug costs

How did you work this out?



- 8 Complete the number sentences.

a)  $3 \times \square = 210$

c)  $4 \times 90 = \square$

b)  $240 \div 6 = \square$

d)  $120 \div \square = 2$

9

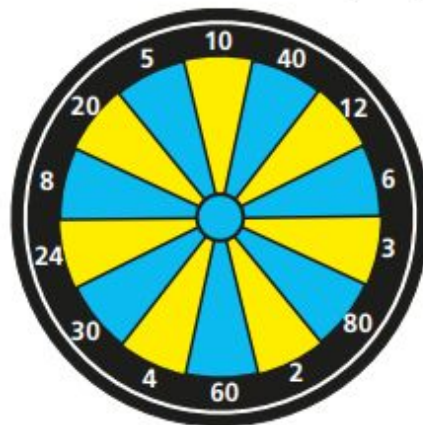
Huan throws two darts at the dartboard.

He multiplies the numbers he hits together.

Huan's score is 240

What two numbers could the darts have landed in?

and



How many different answers can you find?



English:  
Monday - Friday

Activity 1: Make a list of place

★ Here we want as many different type of places as possible – the more the better. For example: wood, city, shed, street, station, maze, cellar ...



★ Top Tip: generic places are what we are looking for here, not the actual names of particular places: we want city not London, planet not Jupiter.

Sorting your ideas



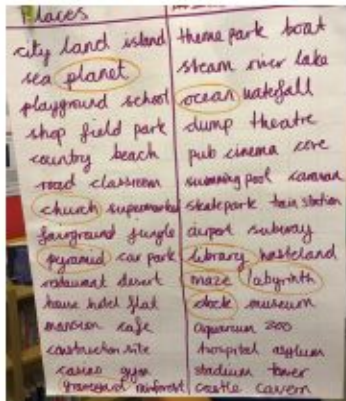
One way to sort your places is to put them into categories. This often helps you to think of more ideas as one idea can lead to another and so on.

Water	Where people live	Buildings	Outer space
lake	town	shed	moon
river	house	supermarket	planet

★ Now over to you to make your lists of places. Can you get more than 50?



Here is the list I made with my class: please feel free to magpie!



Activity 2: Make a list of abstract nouns



Before we make our list for the game, you might need to brush up on the four types of nouns:

- **Concrete nouns:** the general names for people, places and things that you can see/touch/taste/smell etc. e.g. *ball, table, grass, pony, child*
- **Proper nouns:** special names starting with capital letters e.g. *Sarah, Dr Foster, Spain*
- **Collective nouns:** a word for a group of animals, people or things e.g. *gang, swarm, crowd, pair*
- **Abstract nouns:** something that exists but you cannot see/touch e.g. *love, dream, fear, hope*

For our game, we want lots and lots of **abstract** nouns. Here are some top tips for your list:

**Happy feelings:** *hope, love, joy, friendship, happiness,*

**Sad feelings:** *regret, pain, doom, sadness, dread*

**Fantasy:** *curse, premonition, vision, dream, nightmare,*

**Attitude words ending in -tion/-sion:** *determination, ambition, trepidation, passion, confusion*

Question? Is the word happy an abstract noun? Let's try it out in a sentence:  
The man felt very **happy** as it was his birthday.

Here the word **happy** is describing the man. We call those words **adjectives**. We can change happy to an abstract noun by adding a suffix:  
happy – happiness. The church filled with **happiness** on their wedding day.

- So the adjective **sad** becomes the abstract noun **sadness**.
- And the adjective **lonely** becomes the abstract noun **loneliness**

★ Now over to you to make your list of abstract nouns. If you're stuck, magpie from the ones above or ask your family if they can think of any.





### Activity 3: Making your first combinations!

Now comes the fun part! Choose one word from each list and put them together to make an interesting combination. Here's how it works:

Places		Abstract Nouns	Combinations
church	+	love	The church of love
village	+	dreams	The village of dreams
station	+	pain	The station of pain
tunnel	+	hope	The tunnel of hope
river	+	anxiety	The river of anxiety

Each place can be paired up with any of the abstract nouns so the possibilities are endless! At this stage, try not to worry about whether they are 'good' or not just generate lots and lots of ideas so we have plenty to choose from later.



Now make as many combinations as you can!



Top Tip: You could choose ONE setting and then combine it with 5-10 abstract nouns and see which one surprises, entertains or interests you most.

*The school of doom*

*The school of laughter*

*The school of determination*

*The school of hope*

*The school of fun*

*The school of dreams*

*The school of pride*

*The school of friendship*

*The school of possibilities*

## Activity 4: Try some alliteration

Let's make some more combinations but this time try to make them alliterative: this means both your place and your abstract noun need to start with the same sound:

The cave of curiosity

The temple of terror

The office of honesty

The motorway of mischief

A star of sorrow

The fairground of fear



★ Now have a go at your own alliterative combinations

## Activity 5: Judging your ideas

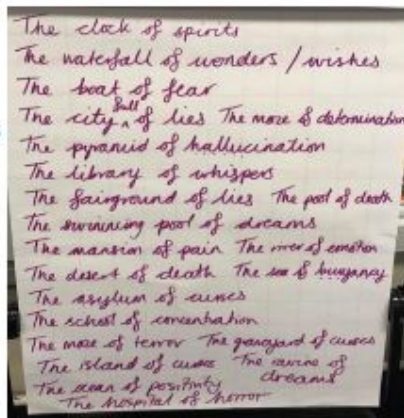


Now you have generated your list, you can start judging which ideas stand out. Reading your ideas out loud can help here to listen to the effect on the ear. Which ones might surprise your reader? Which ones have you never heard before? Which ones immediately conjure up an image in your mind's eye?

★ Now pick your top 10 combinations and keep them somewhere special



★ **BONUS!** Here is a photo of a list I made with my class. If you had to choose 5 to steal/magpie, which ones would you go for?



## Activity 6: Can you judge my ideas?

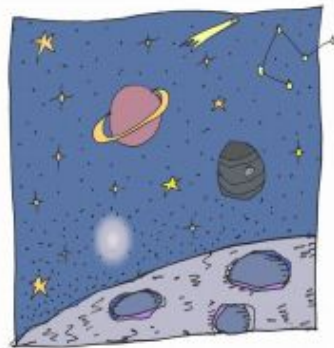


Fancy being a teacher for a minute? Have a go at judging some of these ideas. Number these combinations in order from 'best' to 'worst'. Can you say why you have chosen the top one as your favourite? What is it about it that you like?

- The city of kindness
- The living room of boredom
- The factory of creativity
- The farm of hunger
- The forest of premonitions

## Activity 7: Creating a simple list poem

Let's have a go at writing a simple poem now from your favourite 10 or so ideas. They could be around a theme (e.g. space, happiness, darkness) or just the combinations that really caught your eye. Why not add some illustrations around your list poem ideas on the previous page?



### Space

The planet of doom  
The star of freedom  
The black hole of light  
The moon of isolation  
The galaxy of hope  
The universe of infinity  
The sun of nightmares  
The solar system of confusion

★ Now have a go writing your own simple list poem



## Activity 8: Let's look at a model poem



Below is a poem written by Pie Corbett using *The City of Silence* game called *The Cave of Curiosity*. It is a great example of a poem using a repetitive pattern; this time he starts each verse with the phrase: *In the cave of curiosity*. We are going to look closely at this poem and write some responses.

★ Start by reading the poem out loud a few times. You can also listen to a reading of the poem here <https://soundcloud.com/talkforwriting/city/s-UmP7BEbB2cG>

### The Cave of Curiosity

In the cave of curiosity, I created  
an angry ant ambling along,  
a terrified tarantula tickling a tornado  
and a curious computer calling cautiously to the King.

In the cave of curiosity, I created  
the sound of silence closing its lips,  
a hummingbird's wings flickering,  
as the sea silently scrapes the pebbles and ten tired lorries trundle by.

In the cave of curiosity, I created  
the touch of smooth stones from the summer beach,  
the stickiness of honey on a fingertip  
and the heat from a teaspoon as it stirs my morning tea.

In the cave of curiosity, I created  
the coldness of frost as it freckles the windowpane,  
the sharpness of a saw as it crunches through wood  
and the sadness of a tear as it trickles down a cheek.

In the cave of curiosity, I captured  
the moon's cold gleam imprisoned in a box,  
the joy of a merry-go-round as it spins like a feral ferris wheel  
and the force of a rainbow as it dazzles the sky with a smile that stuns.

1) Which is your favourite word, line or verse? And why?

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2) Which line would you like to change? What would you change it to?

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3) Which part of the poem did you find scariest, saddest or most unusual?

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4) Find a part of the poem that uses alliteration really effectively.

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5) Write Pie a short piece of feedback about his poem. It could follow this structure: 1. Give some praise 2. Offer some advice 3. Ask a question



Now have a go at responding to Pie's poem.

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## Activity 9: Extending our ideas to write our own

Now let's be a bit more adventurous! Go back to your list of combinations and I am going to show you 3 different ways of extending them:

### a. Adding in more detail

Here we want to describe more about either the place or the abstract noun and we will do this by adding in **well-chosen adjectives**.

Example: The city of silence

The city of silence ... The *forgotten* city of silence

The city of silence ... The city of *frozen* silence

The city of silence ... The *forgotten* city of *frozen* silence

★ Top Tip: sometimes using too many adjectives can cause your writing to be overwritten: The huge, gigantic, massive, ugly city of silence.



So, add some effective adjectives and make sure that the adjective you choose actually adds something to the writing.

Pie tells us, "Every word should earn its place."

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### b. Add in a character

This could be you or someone else and you'll need a verb telling the reader what they are doing in your place.

#### The Ocean of Truth

*I sailed on the the ocean of truth  
and met a truthful turtle.*

#### The River of Lies

*I swam in the river of lies and met  
a very dishonest shoal of fish.*

Example: The forest of nightmares

- I got lost in the forest of nightmares.
- She went into in the forest of nightmares and never came back.
- Blake wandered into the forest of nightmares by mistake.
- Someone whispered in my ear stories about the forest of nightmares.



Try adding a character into a new idea like the example here or add it into your favourite descriptive ideas from a) above.

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## Activity 10: CHALLENGE! Try some juxtaposition

If you haven't heard of this term before, **juxtaposition** means having two opposite or contrasting ideas next to each other. This can surprise the reader as they might not be expecting it or have never heard it before.

The title of our game – *The City of Silence* – is actually an example of juxtaposition because a city is not normally silent but full of noise. Here are some other examples to help you think of your own.

The sun of darkness  
The dungeon of love  
The black hole of light  
The cave of dreams  
The waterfall of pain



Now have a go at coming up with some ideas that use juxtaposition.

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## Activity 11: A poem with a repeating pattern

For this poem, you will need a repeating phrase chosen from one of the ideas above. Here are some examples so you get the idea:

### I Got Lost

I got lost in the castle of curses and never came out,  
I got lost in the maze of confusion as....  
I got lost in the land of dreams where....  
I got lost in the field of fear because....

### In the Castle of Dreams

In the castle of dreams there are....  
In the castle of dreams you will....  
In the castle of dreams no-one....  
In the castle of dreams I....

### The Dungeon of Doom

The dungeon of doom is home to....  
The dungeon of doom wants you to.....  
The dungeon of doom is a place where.....  
The dungeon of doom can.....

To extend this poem, each verse could be 4 lines on a different threatening setting. E.g. *Dungeon of doom* followed by *Cave of Death*, *Forest of Dread* and *Cavern of Fear*.



Now have a go at a repetitive poem – continue on a separate page and add drawings if you want to.

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## Activity 12: Writing a descriptive paragraph

One activity you could try now is to write a narrative or descriptive paragraph based around one of your favourite combinations. Try to describe the setting and how the character reacts to what they see. Remember to keep re-reading your writing to see if it works and if it needs a tweak here or there with the spelling or punctuation.

### The City of Silence

I took a trip to the city of silence where the streets were silent and no-one could utter a word. Cars passed by me without a sound and songless birds flew overhead. My feet didn't even make a sound on the pavement when I walked: it sounded as if everything was made of cotton wool or had had the volume turned down to zero. I tried to talk to the people but I couldn't even manage a squeak. An evil lord ruled over the city and had cast a spell on the people making it impossible for them to talk. Who could save them from this terrible fate? And who could save me?



Now have a go at writing a paragraph about one of your combinations.

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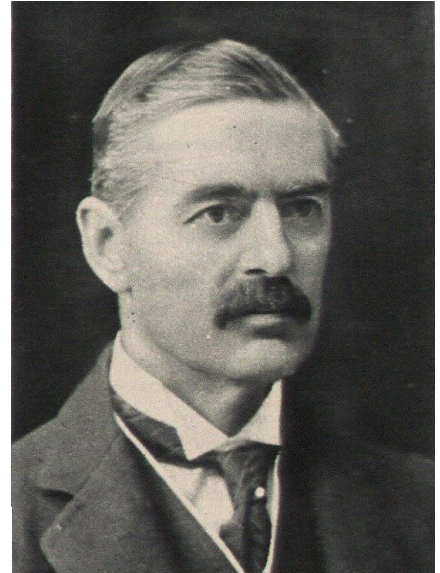
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# History - 18.01.2021



Here we have Adolf Hitler and Neville Chamberlain. They are important figures from World War Two. Can you research what caused the WWII, who started it and how these two men would feel about it? Complete the B,S or G activities below.



Date: Monday 18th January

LO: I am learning to describe what caused WWII through the eyes of someone else.



To describe who Hitler and Chamberlain are.



To describe the different interpretations of the causes of the Second World War through diary writing.



To suggest why there may be different interpretations of events.





## Learning from home

Use the ideas below, alongside this week's resource, to support your home learning.

Have a go at clapping. Can you describe what it sounded like? Was your clap slow or fast? Loud or soft? Does your clap have a steady beat? Does your clap have a rhythm? Do you think how you clap can mean different things? Discuss how a loud, fast and enthusiastic clap might show that you really like something or have really enjoyed it. Explain we can also use our hands to compose a piece of music. Explore other ways your hands can make a sound e.g. clicking, rubbing, using them to tap other body parts. Create your own piece of clapping music!

Read and research to find out how other countries have celebrated their heroes throughout the pandemic.

Use 'Home resource 1' to describe a time when somebody clapped for you. When was it? Where were you? Why did they clap? Who clapped for you? Did you enjoy being clapped for? How did it make you feel?



Think about somebody who has been your hero this year. Explain who they are and why they are your hero by writing a paragraph, creating a fact file or drawing a picture of them.

The girl in the picture is holding a rainbow. The rainbow has come to be a symbol of hope during lockdown. Either make a rainbow or create your own symbol of hope. Choose whether to use crayon, chalk, paint or material.

Use 'Home resource 2' to answer some maths word problems linked to 'Clap for Carers and Heroes'.



### Clapping

Can you think of a time when somebody has clapped for you?  
Perhaps you were clapped after performing in a play, or after everyone sung  
to you at your birthday or when you finished a race?



When was it? \_\_\_\_\_

Where were you? \_\_\_\_\_

Who clapped for you? \_\_\_\_\_

Why did they clap? \_\_\_\_\_

\_\_\_\_\_

Did you enjoy being clapped for? \_\_\_\_\_

How did it make you feel? \_\_\_\_\_

\_\_\_\_\_



Draw a picture



Using the Skills Bank, write down the skills you will use.

### Time

The first 'Clap for Carers' was 10 weeks long.

- How many days in a week? \_\_\_\_\_
- How many days in 10 weeks? \_\_\_\_\_
- How many hours in a day? \_\_\_\_\_
- How many hours in 10 weeks? \_\_\_\_\_
- If you clapped for 1 ½ minutes every week, how many minutes did you clap for in total? \_\_\_\_\_
- Can you record this in seconds? \_\_\_\_\_

### Multi-step problems



7. Eight families live in this block of flats. Half of the families have four members; the rest have five members. They all joined in with the clap. How many people clapped? \_\_\_\_\_

8. One family member from each of the families didn't clap the following week. How many people clapped? \_\_\_\_\_

### Vocabulary

minute	half
second	multiply
day	add
week	subtract

### Just for fun!



Count how many claps you can do in 10 seconds. Can you beat it? What is your best score? Can anyone else in your home beat it?

# French

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## French Months



Janvier



Février



Mars



Avril



Mai



Juin



Juillet



Août



Don de l'Église



Septembre

Octobre

Novembre

Décembre

Fill in the blank space below and match the French word for each month.

\_\_\_\_\_ is January

\_\_\_\_\_ is July

\_\_\_\_\_ is February

\_\_\_\_\_ is August

\_\_\_\_\_ is March

\_\_\_\_\_ is September

\_\_\_\_\_ is April

\_\_\_\_\_ is October

\_\_\_\_\_ is May

\_\_\_\_\_ is November

\_\_\_\_\_ is June

\_\_\_\_\_ is December