

Daily activities:

<p>English worksheet and tasks</p> <p>Read 'Monstrous Devices by Damien Love' and complete the tasks below.</p>	<p>Maths:</p> <p>Complete the White Rose Maths tasks at the end of this document - 1 per day. Ensure you watch the video before you complete the task.</p>	<p>Reading Plus:</p> <p>Log into Reading Plus and complete your weekly reading comprehension tasks and vocabulary tasks. Site code: rpendea2</p>	<p>TTRS and Numbots</p> <p>Working on Times Table Rockstars - Can you complete all the set games and challenge somebody in our school? Are you winning in the current Battle of the Bands?</p>	<p>PE session</p> <p>Join Joe Wickes live every morning @ 9:00am or access it any time throughout the day.</p>	<p>A Topic activity from the choices below.</p> <p>Try to complete all of the tasks and send your work to your teacher.</p>
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This week's themed learning is based around our new topic of **Space - Infinity and Beyond**

Science/English : Dragon Rocket launch by SpaceX



History was made on the 30th of May when Nasa astronauts - Doug Hurley and Robert Behken were sent to space on a rocket owned by the private company SpaceX. You might like to hear that once the astronauts reached space they named their dragon rocket 'Endeavour'!

You can read all about this historic moment on [Newsround](#). You can also watch the launch [here](#) and watch the astronauts dock with the International Space Station [here](#).

When you have read through all of the information we would like you to complete a news report for the momentous occasion using the template below.

It's important that you remember to use the features and language found in news reports. You can recap those on the [First News website](#)

If you want to find out more about SpaceX you can look on their website [here](#). You can even have a try at virtually docking to ISS! [virtual docking](#)

Geography: Asteroid impacts



An asteroid is a chunk of rock and metal in outer space that is in orbit around the Sun. Asteroids vary in size from just a few feet across to hundreds of miles in diameter. You can find out more about them [here](#). About 35 million years ago an asteroid measuring approximately 8km across slammed into Siberia in Russia at 15-20km a second and created a field of diamonds bigger than all of the other diamond fields on Earth combined.

Try to find out:

- Why the diamonds haven't been mined
- The other effects caused by the asteroid

When you have finished your research read about other asteroid impacts around the globe (find this below) and mark them on the map.

Big Question/Global Learning

Elon Musk is an engineer, industrial designer, technology entrepreneur and philanthropist. He's also a multi billionaire and has chosen to use some of his wealth to discover new technologies and space travel. Do you think it is important that individual rich people use their money in this way and space travel becomes private or do you think that space exploration should be undertaken by governments and be for the public? Write a paragraph to explain your thinking.



Asteroid Impacts

About 35 million years ago an asteroid measuring approximately 8km across slammed into Siberia in Russia at 15-20km a second and created a field of diamonds bigger than all of the other diamond fields on Earth combined.

You could try to find out:

- Why the diamonds haven't been mined.
- What an industrial diamond is.
- The other effects caused by the asteroid.

The Earth has a long history of asteroid impacts. The Earth's craters are enduring testaments to direct asteroid hits. Here is a list of the top ten asteroid impacts on Earth. Can you mark them on the world map?

History: Martin Luther King

In 1960s America although slavery had been abolished, black people and other ethnic minorities were still treated unfairly. Black people weren't allowed to use the same facilities as white people e.g. toilets, entrances to buildings, seats on the bus, shops and schools. In some places they weren't allowed to walk on the same side of the street. This was called segregation. Martin Luther King Jr. felt that it was wrong to judge people by the colour of their skin. He believed that people should be judged on their character and not how they looked.

He was a well-known preacher, who wrote speeches about civil rights to try and persuade powerful people in government to change the laws on how Black people were treated. This was called the civil rights movement. In class we have watched his speech as part of our learning on what makes a powerful speaker and speech. This history of the civil rights movement is more important than ever when we see the current events in America.

Read the extract of Martin Luther King's speech below or watch the speech [here](#). Discuss with your family how hearing a speech like this might have made an oppressed black person feel during segregation in the 1960's.

Use the information in the speech extract and video to answer these questions.

1. What phrases does Martin Luther King keep repeating throughout this speech?
2. What does he want little boys and girls of all races to be able to do?
3. What is MLK trying to achieve?
4. What are the words of the negro spiritual?

Vocabulary check:

- **nullification** - in United States nullification is a legal theory that a state has the right to or invalidate any law effectively getting rid of it. Although slavery was made illegal, many black people felt this law had been nullified because they still weren't equal.
- **exalted** - to be in a state of extreme happiness
- **discord** - a disagreement



Art

Drawing with an eraser: watch the tutorial video [here](#) on how to draw an outer space picture in reverse by rubbing out a charcoal background with an eraser. (If you don't have charcoal at home this would work with a pencil)

You will begin by shading a piece of white paper all over using charcoal (or a pencil) to form a dark background. Once completely filled, any chosen images can be drawn in the charcoal using an eraser. This has the reverse effect of drawing with a pencil as the image is created by erasing the background instead of adding to it.

The effect is impressionistic though fairly precise lines can be drawn with the eraser if desired.



English: Grammar

A contraction is a shortened version of the written and spoken forms of a word, syllable, or word group, created by omission of internal letters and sounds.

Complete the grammar task below: turn the words in *italics>* into a contraction (shortened form). Remember that the apostrophe is located where letters have been removed.

aren't - are not	I'm - I am	that's - that is
can't - cannot	I've - I have	there's - there is
didn't - did not	isn't - is not	we're - we are
don't - do not	let's - let us	what's - what is
he'll - he will	she'll - she will	you'll - you will

English: Writing

Developing a tourism industry:

You have been assigned the task of bringing tourists to a new island that has been discovered.

You will need to consider:

- Why would tourists want to visit this island?
- What unique features does the island have?
- What sights is there to see?
- Are there any unique species?
- What activities are available to participate in?

Use this information to design your own tourist brochure. Remember a brochure is a persuasive piece of writing and there are examples of persuasive techniques below. There is a template to support the layout.

Try to include:

- Activities
- Main attractions
- Wildlife
- Weather
- Cost
- Location
- Places to stay
- Local cuisine
- Island's unique features

Sticky Knowledge (remembering our previous learning):

History



As part of our Ancient Greeks topic we studied Alexander the Great but was he really great? Why does history remember him? Research information on the leader [here](#) and [here](#). Create an information poster explaining why you think he was a great leader of his time.

Science: Exercise



What happens to our heart and pulse rate when we exercise?
How does it differ from when we're at rest?
Why does this happen?

Recap on how you can measure your pulse rate [here](#).

Measure your pulse rate with different levels of exercise and then complete the recording table below. What do you notice? Can you explain what is happening?

Geography: Rainforests



During your rainforest topic you learnt about the effects of deforestation and the need for land in the rainforest. Recap on the arguments for and against deforestation [here](#) and [here](#).

Complete the Deforestation debate sheet on Purple Mash which has been set as a 2Do for you on Purple Mash.

Website links mentioned above:

- <https://www.bbc.co.uk/newsround/52526849> news article on the SpaceX launch
- https://www.youtube.com/watch?v=EhCxsYa7C_8 - watch the launch
- <https://www.youtube.com/watch?v=WUNMCucg2BU> - watch the docking with ISS
- <https://www.spacex.com/> - SpaceX information
- <https://iss-sim.spacex.com/> - virtual ISS docking
- <https://schools.firstnews.co.uk/blog/journalistic-writing/features-of-a-newspaper-report-ks2/> - features of a news report
- <https://www.sciencekids.co.nz/sciencefacts/space/asteroids.html> - asteroid information
- https://www.ducksters.com/biography/alexander_the_great.php - Alexander the Great
- <https://www.historyforkids.net/alexander.html> - Alexander the Great
- <https://www.youtube.com/watch?v=oAjnlDZH9H8> - how to measure pulse rate
- <https://www.youtube.com/watch?v=vP4iY1TtS3s> Martin Luther King speech
- <http://images.scholastic.co.uk/assets/a/7d/14/ceissue3a2iiback4-inp-528011.pdf> - deforestation arguments Scholastic
- <https://www.theworldcounts.com/stories/Deforestation-Facts-for-Kids> - deforestation facts
- <https://www.bbc.co.uk/bitesize/clips/z3gf7hv> - Art tutorial

Geography task: can you locate these Asteroid impact sites on the world map? Mark the number of the crater accurately

The Earth has a long history of asteroid impacts. The Earth's craters are enduring testaments to direct asteroid hits. Here is a list of the top ten asteroid impacts on Earth. Can you mark them on the world map?

1. Vredefort Crater

Asteroid impact date: Estimated 2 billion years ago

Location: Free State, South Africa

2. Sudbury Basin

Asteroid impact date: Estimated 1.8 billion years ago

Location: Ontario, Canada

3. Acraman Crater

Asteroid impact date: Estimated 580 million years ago

Location: South Australia, Australia

4. Woodleigh Crater

Asteroid impact date: Estimated 364 million years ago

Location: Western Australia, Australia

5. Manicouagan Crater

Asteroid impact date: Estimated 215 million years ago

Location: Quebec, Canada

6. Morokweng Crater

Asteroid impact date: Estimated 145 million years ago

Location: North West, South Africa

7. Kara Crater

Asteroid impact date: Estimated 70.3 million years ago

Location: Nenetsia, Russia

8. Chicxulub Crater

Asteroid impact date: Estimated 65 million years ago

Location: Yucatán, Mexico

9. Popigai Crater

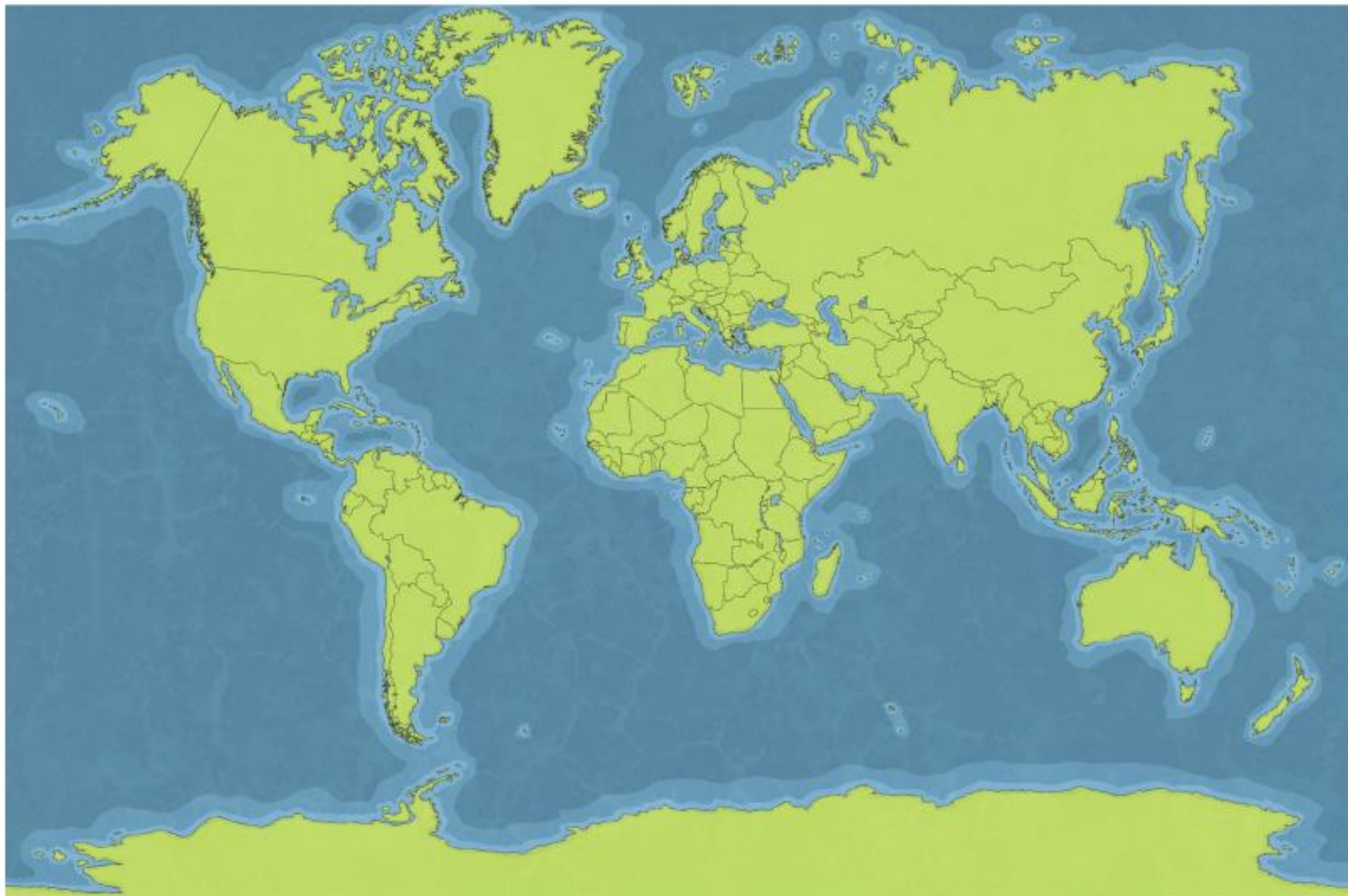
Asteroid impact date: Estimated 35.7 million years ago

Location: Siberia, Russia

10. Chesapeake Bay Crater

Asteroid impact date: Estimated 35 million years ago

Location: Virginia, United States



'I have a dream' Speech by Martin Luther King 28/08/1963

I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character.

I have a dream today.

I have a dream that one day down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of nullification; that one day right down in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today.

I have a dream that one day every valley shall be exalted, and every hill and every mountain shall be made low, the rough places will be made plains and the crooked places will be made straight and the glory of the Lord shall be revealed and all flesh shall see it together.

This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope.

With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.

With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to climb up for freedom together, knowing that we will be free one day.

This will be the day when all of God's children will be able to sing with new meaning "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrim's pride, from every mountainside, let freedom ring!"

And if America is to be a great nation, this must become true. So, let freedom ring from the hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that, let freedom, ring from Stone Mountain of Georgia.

Let freedom ring from every hill and molehill of Mississippi and every mountainside.

And when this happens, when we let freedom ring, when we let it ring from every tenement and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old spiritual, "Free at last, free at last. Thank God Almighty, we are free at last.

Sticky Knowledge Science – Exercise

<i>Type of movement</i>	<i>Pulse rate for 15 seconds</i>	<i>BPM (beats per minute)</i>
<i>At rest</i>		
<i>Light movement</i>		
<i>Moderate movement</i>		
<i>Heavy movement</i>		

Grammar Task: Contractions

Turn the words in *italics* into a contraction (shortened form). Remember that the apostrophe is located where letters have been removed. The first one has been done for you.

1. Trudy *does not* understand her homework. doesn't
2. Sam rarely laughs while *he is* sleeping.
3. Bill likes chocolate but *he has* stopped eating it.
4. *We have* tried to be fair to everyone.
5. Karen and Sarah think *they are* cuter than you.
6. Maria refused to admit that *she had* put butter in her pocket.
7. Ashley promised that *she would* send us an e-mail.
8. The report will be handed in but *it will* be late.
9. I wonder if *it is* proper to eat soup with a knife and fork.
10. That is the silliest song *they have* ever sung.

English: Persuasive Brochure Checklist

Feature	Examples	Tick
Beautiful images	A beach, mountains or beautiful buildings.	
Exciting/emotive	<i>Come and see the stunning moorland, it will leave you breathless.</i>	
Flattering descriptions	<i>The crystal clear water reflects the mountains like a mirror.</i>	
Present tense	<i>The winding streets lead to an 18th century church.</i>	
Directive language	<i>Come and experience the famous autumn colours first-hand.</i>	
Rhetorical questions	<i>There are amazing views from the top of the mountain, can you face the challenge of getting to the top?</i>	
Personal pronouns	'We', 'us' and 'you'.	
Informal language	<i>If you like parties, this is the place for you.</i>	
Repetition	<i>The weather here is hot, hot, hot!</i>	
Clear presentation	Headings, sub-headings, paragraphs, maps and photographs.	

Holiday Brochure

Lined writing area for notes on the left side of the page.

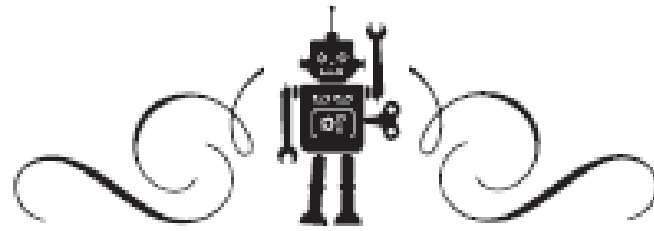
Lined writing area at the top of the middle section.

A large, empty rectangular box with a black border is centered in the middle section of the page. It is positioned between two sets of horizontal lines. The box is completely blank, intended for a drawing or a specific diagram.

Lined writing area for notes on the right side of the page.

Year 6 Home Learning - Summer 2 (Week 1) - English: Monstrous Devices - Prologue

Read the text below then complete the tasks. Remember to send your work to Miss Harris on Teams so she can give you feedback.



A PROLOGUE IN PRAGUE

SNOW IS FALLING on the city of Prague.

Soft white against a sharp black skyline, it dances around the castle spires and wisps past the patient statues of the church of St. Nicholas. It flurries over fast-food restaurants' glowing signs, drifts down on cobblestones, tarmac and tram-lines. Old women in headscarves shiver and street vendors selling hot sausages stamp their feet in Wenceslas Square. Bleary young tourists' teeth chatter outside bars in the Old Town.

A tall man and a small girl stalk through the snow. The man wears a long black coat and a homburg hat. He clutches a cane. The girl's black coat reaches her ankles, where purple-and-black-striped socks disappear inside heavy black boots. She looks nine or ten, with a pale, round face framed by long black hair.

They cut briskly across the Old Town Square: past grumbling workmen struggling to erect a huge, eighty-foot Christmas

tree; past the house where a famous writer lived an unhappy life long ago; past an ancient cemetery crammed with graves like a smashed mouth filled with broken teeth.

For each of the man's long strides, the girl must take three, yet she easily matches his angry pace. The city grows older around them as they walk. The light is fading, the day turning blue beneath a heavy slate sky. The snow is beginning to lie. It crumps under their feet. It frosts her hair like icing sugar. It gathers in the nooks and crannies of the strange metal straps that encase each of his boot-heels like heavy surgical supports.

They come eventually to a narrow street, barely more than an alley between ageing buildings, dark, save for a single yellowy light burning in a shop window bearing a sign painted in cheerful red:

BECKMAN'S TOYS

Behind the words, heavy red curtains frame a dusty display. Monkeys wearing fez hats brandish cymbals. Ventriloquists' dummies leer secret smiles at blushing Victorian dolls. Black bats hang from black threads alongside ducks with propellers on their heads and wooden policemen with bright red noses. Machine guns and ray guns, farting cushions, furry spiders and fake bloody fingers.

A line of robots marches through this chaos. Tiny cowboys

and cavalrymen battle rubber dinosaurs at the feet of fat tin spaceships.

The man in the long black coat pushes open the door, ushering the girl in ahead. A bell actually rings, a pleasing old sound of polished brass in the musty dim as they step inside. Around them, the little shop is a cluttered cosmos of toys. Squadrons of fighter planes and hot air balloons swarm the ceiling. Sailboats and rocket ships patrol shelves. Teddy bears are crammed into corners with rocking horses and dogs on wheels. Bright things new and old, of plastic, lead and wood, fake fur and cheap metal.

When they are certain there is no one else in the shop, the girl flips the sign from *OPEN* to *CLOSED*. Snapping the lock, she stands with her back to the door and folds her arms.

The man strides to the counter, heading on towards the back room, when a figure emerges from in there, pushing through the rattling hanging beads holding scissors and a roll of brown tape. A small man with severely cropped grey hair and big, round glasses, thick lenses reflecting the light, shabbily dressed but for an incongruously bright-yellow-with-black-polka-dots silk scarf knotted at his throat. A torn-off strip of brown tape hangs from the end of his nose.

"Snow is falling," this little Beckman sings in a high burble, still frowning down at the tape in his hands. "Christmas is coming—"

Looking up to blink happily at his visitors, he stops abruptly.

The roll of tape drops from his hands. He swallows with difficulty.

“Eh . . .” He licks his lips. “Did you get him?”

The girl solemnly shakes her head. Pouting a frown that mockingly mirrors Beckman’s own, she twists her knuckles at the corners of her eyes in a *boo-hoo* pantomime, before refolding her arms.

Beckman swallows again as the tall man leans across the counter.

“You had it.”

“No. Please. I-I can explain,” Beckman begins, backing away.

The man looms farther over him, reaching out a sharp, pale hand. Beckman flinches, grabs protectively at the scarf around his neck and lets out a girlish shriek – it could be the word *no* – as the man rips the tape from his nose. Beckman laughs, a nervous and treacly too-loud giggle. He pretends to relax as the tall man rubs the tape into a ball between his slender grey fingers and lets it drop.

“Tape,” Beckman babbles. “On my nose. Always I’m putting it there. Forgetting. Packaging up a gift. A horse. Going to a little girl in Germany. Near my old hometown. A lovely little horsey. For a lovely little girl.”

He tries a grin on the girl. It curdles and dies as she glares back. She picks a toy revolver from a shelf. Still unsmiling, she aims at him, pulls the trigger. Without a sound, a tiny flag unfurls from the snout bearing a single word: **BANG.**

“Now,” Beckman stumbles on, faster. “Please. I can explain. Yes, you just have to believe me . . .” He trails off. In the toy shop silence, he has heard a small, distinct *click*.

Now the girl starts smiling.

“You *had* it,” the tall man in black says once more. “And you let it *go*.” He raises his arm again and there is something small and sharp, silvery and slivery in his hand, arcing down through the warm reddish air as all the monkeys and cowboys and ducks and dogs and dolls look on with their glass and painted eyes.

For the next few seconds, the sounds inside this toy shop are muffled and breathy, desperate, wet and horrid.

Outside, snow is falling on the city of Prague.

Lights are flickering on in the streets and squares and up in the mysterious windows of the high castle. White globe lamps glow along black bridges over the river, reflections restless in the cold, dark water.

The snow falls.

People hurry through the streets and it covers all their tracks.

Reading

Before reading:

Predict. What do you think the story **might** be about based on the name of it? Write 2-3 sentences.

During reading:

Write a list of names - every new character you meet.

After reading:

Which character do you think is the most important and why? Write 4-5 full sentences

Writing

Design an advert.

Draw the toy the girl desperately wants. Then write a paragraph describing the toy in detail.

- All we know is that the toy is a 'him'.
- What does it look like?
- How big is it?
- What does it do?

Below are some suggested timings for each lesson:

Reading: 30 minutes (this includes time to re-read, look up unknown words and ask questions)

Writing - 45 minutes

Grammar - 5 minutes

Spelling - 10 minutes

How parents, carers or siblings can help:

- Read the extract aloud with you.
- Gather all the exciting and difficult words you want to find out about or use in your writing and put them on display to support your amazing writing.
- Help with ideas for planning your writing.
- Write a story at the same time as you. You could then compare your stories and give each other feedback. (**Remember: Be Kind, Be Specific, Be Helpful**)

Grammar

Write two sentences for each word. First, use it as a noun. Then, use it as a verb.

tower picture spell

Rewrite this passage so it is in present tense. The translucent leaves fluttered in the breeze as the deer grazed amongst the foliage. As one, they went across the glade and ate every last flower.

Circle all the adverbs in this passage.

Unfortunately, Sarah lost the game of snakes and ladders to her sister. They play often, and usually Sarah won. This time, she narrowly missed out. Sarah wanted to play again, but her sister decided to read.

Rewrite this sentence in active voice.

The penguins were chased by the hungry polar bear.

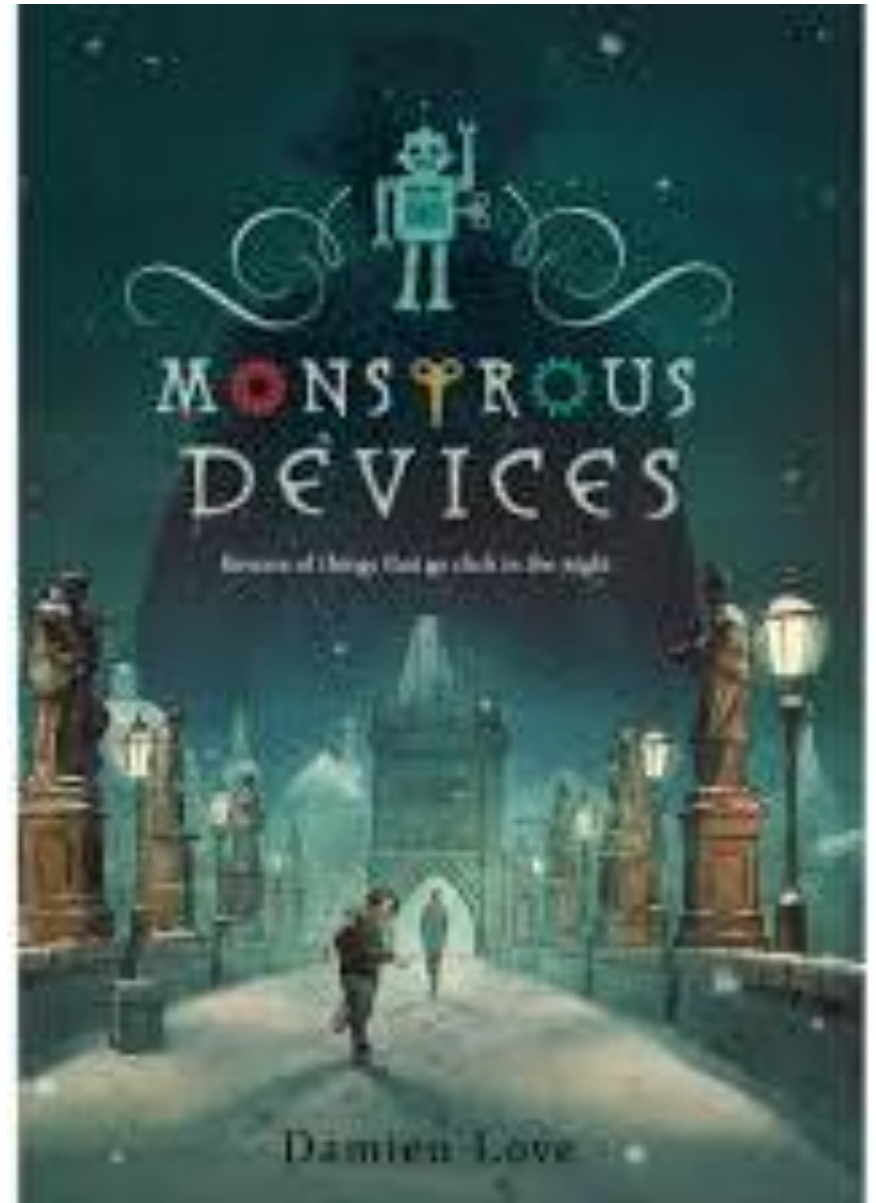
Rewrite this sentence using direct speech. Remember to use inverted commas.

Hamza said that I could borrow his copy of the book.

Spelling

Practise each word. Choose two and write their definitions. Choose two to write in sentences.

neighbour	opportunity	physical
nuisance	parliament	prejudice
occupy	persuade	privilege
occur		



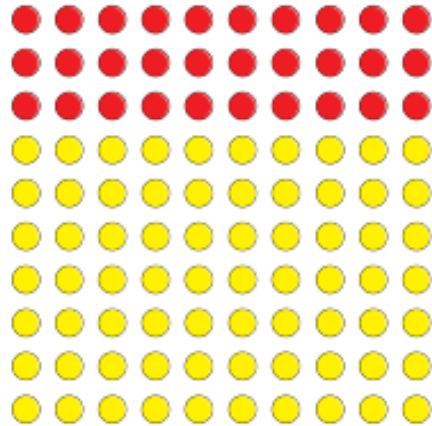
Year 6 Home Learning - Maths: Fractions to percentages - Monday 8th June 2020

Please watch the video first: <https://whiterosemaths.com/homelearning/year-6/>

Fractions to percentages



1



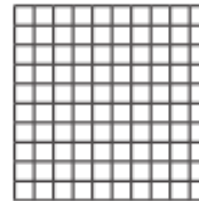
- a) What fraction of the array of counters is red?
- b) What fraction of the array of counters is yellow?
- c) What percentage of the array of counters is red? %
- d) What percentage of the array of counters is yellow? %
- e) What do you notice about the two percentages?



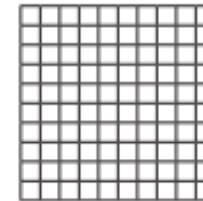
2

a) Shade the hundred squares to represent the fractions.

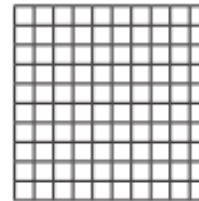
$$\frac{40}{100}$$



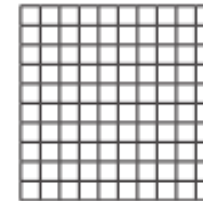
$$\frac{65}{100}$$



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



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \text{ } \%$$

$$\frac{65}{100} = \text{ } \%$$

$$\frac{1}{2} = \text{ } \%$$

$$\frac{7}{10} = \text{ } \%$$

c) Compare your shaded grids with a partner's.
What is the same and what is different?

3 Fill in the missing numbers.

a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

c) $\frac{9}{50} = \frac{\square}{100} = \square\%$

b) $\frac{9}{20} = \frac{\square}{100} = \square\%$

d) $\frac{9}{25} = \frac{\square}{100} = \square\%$

4



$\frac{1}{10}$ is 10%, so $\frac{1}{20}$ must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

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

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

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

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

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

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

c) $\frac{16}{20} = \square$

d) $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

$\frac{9}{10} = \square$

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

$\frac{18}{20} = \square$

e) What do you notice?

6

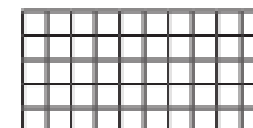
a) Shade the grid in the given proportions.

• $\frac{3}{5}$ green

• 14% red

• $\frac{4}{20}$ blue

• the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

7

a) Use each digit card once to make the statements correct.



$\frac{\square}{\square} > \square\%$

$75\% = \frac{\square}{4}$

$\frac{3}{\square} < 65\%$

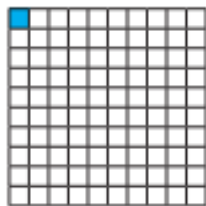
b) Are there any other solutions?

Year 6 Home Learning - Maths: Equivalent FDP - Tuesday 9th June 2020
 Please watch the video first: <https://whiterosemaths.com/homelearning/year-6/>

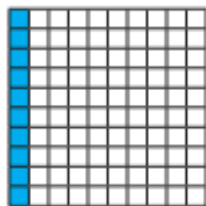
Equivalent FDP



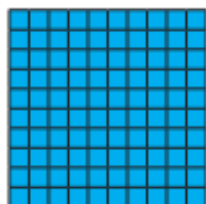
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =
 decimal =
 percentage =



fraction =
 decimal =
 percentage =

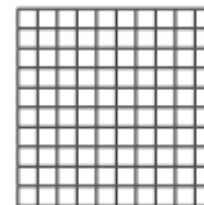


fraction =
 decimal =
 percentage =

2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$	0.05	5%
$\frac{1}{20}$	0.5	15%
$\frac{1}{5}$	0.2	50%
$\frac{1}{2}$	0.15	20%

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$ green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = decimal = percentage =

4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

5 Amir was asked to complete the statement using $<$, $>$ or $=$.

14% $>$ 0.4



14 is greater than 4

What mistake has Amir made?

6 Match the decimal cards to the people.



My decimal is $\frac{4}{10}$ less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

7 Use the digit cards to write a decimal greater than $\frac{1}{5}$ but less than 40%.

You may not use a card more than once in each number.



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How many other answers can you find?

*Year 6 Home Learning - Maths: Order FDP - **Wednesday 10th June 2020***
 Please watch the video first: <https://whiterosemaths.com/homelearning/year-6/>

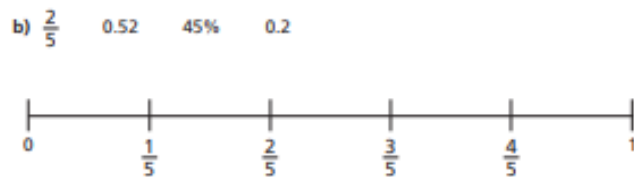
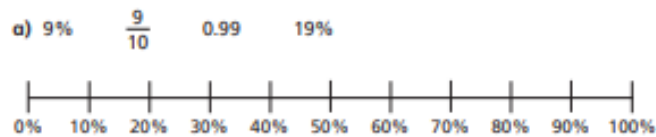
Order FDP



1 Write <, > or = to complete the statements.

- a) 64% ○ 0.46 d) 0.8 ○ 80%
- b) 0.96 ○ $\frac{97}{100}$ e) 67% ○ $\frac{7}{10}$
- c) $\frac{3}{5}$ ○ 35% f) $\frac{7}{20}$ ○ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.



3 Write the fractions, decimals and percentages in ascending order.

- a) $\frac{7}{10}$ $\frac{13}{100}$ 21% 0.9

- b) 0.6 61% $\frac{37}{50}$ 0.66

- c) 47% 0.89 $\frac{63}{100}$ 12%

d) Which part was easiest to order: a), b) or c)? _____
 Why?

e) Which set was most difficult to order: a), b) or c)? _____
 Why?

f) Compare answers with a partner.
 What is the same and what is different?



- 4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7 0.5 49%

Tick the fractions, decimals and percentages that could fill the gap.

0.78 51% $\frac{3}{5}$ 0.6 $\frac{4}{10}$

- 5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

- 6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.



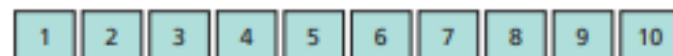
Who drank the most? Show your working.

_____ drank the most.

Who drank the least? Show your working.

_____ drank the least.

- 7 a) Use the digit cards to make the statement correct.



$$0.3 < \frac{\square}{10} < 80\%$$

How many different solutions can you find?

- b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.



$$\frac{2}{5} < \frac{\square}{5} < 0.75$$

How many different percentages can you find?

Compare answers with a partner.

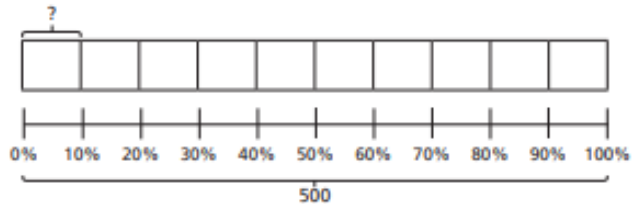
Year 6 Home Learning - Maths: Percentage of an amount (2) - Thursday 11th June 2020

Please watch the video first: <https://whiterosemaths.com/homelearning/year-6/>

Percentage of an amount (2)

White
Rose
Maths

- 1 a) Use the bar model to find 10% of 500



10% of 500 =

- b) Use your answer to part a) to help you complete the calculations.

20% of 500 = 70% of 500 =

90% of 500 = 60% of 500 =

30% of 500 = 100% of 500 =

2



To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 = d) 5% of 2,000 =

b) 5% of 400 = e) 5% of 6,000 =

c) 5% of 4,000 =

What do you notice about your answers?

- 3 Some children are asked to find 75% of 340



I will find 25% and multiply it by 3

- a) Use Dexter's method to find 75% of 340



I will find 10% and multiply it by 7, then find 5% and add them together.

- b) Use Alex's method to find 75% of 340





I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = d) 15% of 1,000 =

20% of 550 = 15% of 300 =

20% of 40 = 15% of 30 =

b) 90% of 1,000 = e) 55% of 1,000 =

90% of 4,230 = 55% of 4,400 =

90% of 90 = 55% of 8 =

c) 60% of 1,000 = f) 40% of 1,000 =

60% of 400 = 40% of 400 =

60% of 98 = 40% of 98 =



5 Ron is calculating these percentages.

10% of 20 20% of 10



20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 25% of 60 =

40% of 20 = 60% of 25 =

b) What do you notice about the answers?

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.

Year 6 Home Learning - Maths recap: Calculating Ratio - Friday 12th June 2020

Calculating ratio

White
Rose
Maths

- 1 Eva is baking cakes and cookies.
For every 1 cake, she will bake 2 cookies.



a) If Eva bakes 3 cakes, how many cookies will she bake?

b) If Eva bakes 10 cookies, how many cakes will she bake?

- 2 The ratio of red to yellow counters is 2:3
There are 20 counters in total.
How many counters of each colour are there?
You can colour the counters to help you.



yellow

red



- 3 Tom has 5 green cubes for every 3 yellow cubes.
He has 16 cubes in total.
Draw a diagram to represent this.

- 4 Esther is building a tower of cubes.
The ratio of red to yellow cubes is 3:1
The tower has 6 yellow cubes. How many red cubes are there?

- 5 Nijah plays 21 games of chess.
For every 2 games she wins, she loses 5 games.
How many more games does she lose than win?

- 6 a) Huan is making a drink by mixing 1 part juice with 5 parts water.
Complete the table to show the amounts he would need to use.

Juice	Water
1 litre	5 litres
2 litres	
4 litres	
100 ml	
200 ml	
300 ml	
	30 litres
	750 ml

- b) Huan makes 1 litre 500 ml of drink in total.
How much juice and water does he need to use?

juice

water

- 7 A group of students study French or German in the ratio 3 : 7
- a) Which subject has the most students? _____
- b) Draw a diagram to represent this.

- c) There are 80 students in total.
How many more students study German than French?

- 8 Describe a situation for each bar model.



Compare answers with a partner.

What is the same and what is different?