

TIMETABLE FOR CLASS 6 – Week beginning 1.6.20

Hi Class 6,

I hope you had a good half term and enjoyed some of the activities we set for you to complete. As you all know, some children are starting to return to school this week. The weekly timetable below is still written for all children in Class 6, whether at home, in a Class 6 pod or key worker group. If you are in one of the Class 6 pods, then the activities set out below are to be completed during the week **but day 1 and 2 are to be completed when you are in school**. That means if you are in Pod A, you will complete days 1 and 2 on Monday and Tuesday, but if you are in Pod B, you will complete days 1 and 2 on Thursday and Friday. I hope that makes sense!

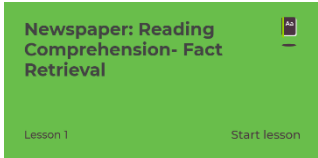
Take care,

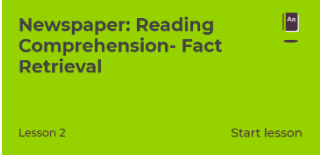
From Mr Penny

PE
9:00 – 9:35 PE with Joe Wicks @ <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

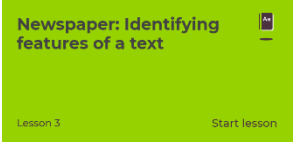
Stay Active As A Family At Home
See the SASP website to find many physical activities you can do at home.
<https://www.sasp.co.uk/home-family-activities>

	Maths (60 mins)	Literacy (60 mins)	Other (60 mins)	Ongoing
Day 1 (Teacher led for Class 6 pods)	<p>Open the following document on the school website: Flashback 4 week beginning 1.6.20 Complete Day 1 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 5 – Lesson 2 – Multiply decimals by integers</p> <p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p>	<p>For your English this week, I have split the week into two parts. The first two days will be focussed on a video called Titanium and the second part of the week will involve using the Government recommended teaching resources on the Oak National Academy website.</p> <p>Creative writing</p> <p>We will be using a video from the Literacy Shed called Titanium as an inspiration for our writing. We will start the writing this week and complete it next week. Firstly, click on the link below, scroll down to the titanium video, and watch it.</p> <p>https://www.literacyshed.com/the-music-video-shed.html</p> <p>Today, I would like you to storyboard the key events from the video as the boy goes from lifting up his head to see the destruction around him to the final scene in which he causes a power shock and knocks the FBI agents off their feet. Can you pick 8 key scenes from the video and draw them out on your sheet as a storyboard? I have had a go at picking out 8 key scenes on a sheet, which is on this document under the spellings. You can use these to support you if you wish. Once you have drawn the pictures, I would like you write some key descriptions around each of these. For these descriptions, think about what is happening in the picture and the feelings of the boy.</p>	<p>History – El Castillo</p> <p>Click on the link below to find out about the Mayan city called Chichen Itza and the well-known pyramid called El Castillo.</p> <p>https://www.dkfindout.com/uk/earth/landmarks-world/chichen-itza/</p> <p>Art – technical drawing</p> <p>Now you have found a bit about this interesting city and pyramid, we are going to look at drawing the El Castillo. Click on the link below and it will take you to a video showing you how to draw the El Castillo.</p> <p>https://www.youtube.com/watch?v=F2JTKYrHbKY</p> <p>Take your time with the drawing and carry on with it tomorrow if needed.</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p>
Day 2 (Teacher led for Class 6 pods)	<p>Open the following document on the school website: Flashback 4 week beginning 1.6.20 Complete Day 2 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 5 – Lesson 3 – Divide decimals by integers</p>	<p>Today we are going to be planning some narrative writing using the video from yesterday as inspiration. Watch the video again using the following link:</p> <p>https://www.literacyshed.com/the-music-video-shed.html</p> <p>Now look at your storyboard and remind yourself of the key scenes you picked out. These will be key parts of your final piece of writing.</p>	<p>Science – paper aeroplane investigation</p> <p>Using the instruction sheet under the spellings on this document, make a paper aeroplane. Once you have done this, see if it flies either in a room or your garden. Please be careful that you do not throw it at anyone, or over the garden fence!</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own)</p>

	<p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p>	<p>Next, you need to put your plan together on some paper. You will need to think about:</p> <ul style="list-style-type: none"> • Will it be first or third person? • What descriptions can you include to make the writing interesting? • What emotions will you include for the boy? E.g. afraid, scared, unsure • What other key features could you include? E.g. questions to the reader, De:de sentences • What conjunctions can you include to move the story forward? E.g. seconds later, at that moment, before he could think <p>Although we are planning the whole video, we may only write the first part up to and where the boy enters his house. This is because I would like some real quality in your writing next week.</p>	<p>Once you have made your paper plane, can you change the original design and create a 'better paper aeroplane' that flies further? Once you have done this, can you carry out a test to see which the 'best' design is?</p> <p>This may involve standing at the same place each time you throw, trying to throw with the same velocity and using the same way to mark where the planes land.</p> <p>When you have carried out the test flights, have a think about which flew further and why it did. Record your findings in your book.</p> <p>Title - Paper aeroplane investigation Method – a sentence or two to explain how you made the original aeroplane and your second one Results – record which flew further, you may be able to use footsteps or strides as a way of recording distance Conclusion – which flew further and why do you think it did?</p>	<p>Contact a friend or relative for a good chat</p>
<p>Day 3</p>	<p>Open the following document on the school website: Flashback 4 week beginning 1.6.20 Complete Day 3 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 5 – Lesson 4 – Decimals as fractions</p> <p>https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.</p>	<p>For the next 3 days, we will be using the Government recommended resources on the Oak National Academy website. The website can take a while to get your head around, but does have some very good resources on it. I have included some more information about this under the spellings on this timetable document.</p> <p>The focus is on newspaper reports this week. Today you will be completing a session with a reading focus.</p> <p>Firstly, click on the link below: https://www.thenational.academy/year-6/english/newspaper-reading-comprehension-fact-retrieval-year-6-wk1-1</p>  <ol style="list-style-type: none"> 1. Watch the video and complete the questions with the teacher. 2. Pause the video, close the video and move onto the independent task in your book. 3. Click on the 'Resume video' box at the top of the page and mark your work. 4. Stop the video and don't complete the spellings section as I have set your spellings below. 	<p>History – Mayan buildings</p> <p>Watch the very funny BBC learning video using the link below</p> <p>https://www.youtube.com/watch?v=212_i8f6YtY</p> <p>Learn all about the Mayan buildings and how they were constructed. Watch carefully and use the information to complete the task below.</p> <p>Draw plans for a Mayan home. Draw it from 3 different views.</p> <ol style="list-style-type: none"> 1. Plan (aerial view) 2. Front/back 3. Sides <p>Include as many labels as you can of the different features and building resources. I have included some architectural drawings of a house on this document below the spellings to give you some support on how you could complete this task.</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p>
<p>Day 4</p>	<p>Open the following document on the school website: Flashback 4 week beginning 1.6.20 Complete Day 4 questions. Mark with answers on the next page.</p> <p>MyMaths – Nets of 3D shapes This is a short homework task so as an extra challenge; can you draw your own net of a cube? This can be done on squared or plain paper. When completed, can you cut it out to check</p>	<p>We are using the Oak National Academy resources again and today you will be completing a session with a reading focus.</p> <p>Firstly, click on the link below: https://www.thenational.academy/year-6/english/newspaper-reading-comprehension-fact-retrieval-year-6-wk1-2</p> <ol style="list-style-type: none"> 1. Complete the introductory quiz. 	<p>History – what happened to the Mayans?</p> <p>Click on the following link and find out some information about what happened to the Mayans.</p> <p>https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zndq7p3</p> <p>Make some notes in your book about the history and change in the population of the Mayans and the possible reasons why the population dropped over many years.</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p>

	<p>that it makes a cube? Can you make another net of a cube and test it works?</p>	<ol style="list-style-type: none"> 2. Watch the video and complete the questions with the teacher. 3. Pause the video, close the video and move onto the independent task in your book. 4. Click on the 'Resume video' box at the top of the page and mark your work. <p>Stop the video and do not complete the spellings section as I have set your spellings below.</p>		<p>Finally, read the information at the bottom of the page about the Modern Maya Life.</p>	
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Day 5 – This is now a choice day depending on how you have got on this week. You can either have a go at Day 5 below OR you can spend some quality time finishing learning from Days 1-4 OR you can do both. You can also ‘dip’ into Day 5 too. I don’t mind as long as you are continuing your learning as best you can.

<p>Day 5</p>	<p>Open the following document on the school website: Flashback 4 week beginning 1.6.20 Complete Day 5 questions. Mark with answers on the next page.</p> <p>MyMaths – Multiply decimals by 10 and 100 This is a revision task as we have completed the work already. It may be a good idea to look at the lesson to remind you of the work.</p>	<p>We are using the Oak National Academy resources again and today you will be completing a session with a reading focus.</p> <p>Firstly, click on the link below: https://www.thenational.academy/year-6/english/newspaper-identifying-features-of-a-text-year-6-wk1-3</p> <ol style="list-style-type: none"> 1. Complete the introductory quiz. 2. Watch the video and complete the work with the teacher. 3. Pause the video, close the video and move onto the independent task in your book. 4. Click on the 'Resume video' box at the top of the page and mark your work. <p>Stop the video and do not complete the spellings section as I have set your spellings below.</p>		<p>Spelling test – ask someone to test you on your spellings from this week.</p> <p>Use this time to complete all of your work.</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or attached, or create your own) Contact a friend or relative for a good chat</p>
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Now please choose five of the words in your list and write them in a sentence.

1. _____

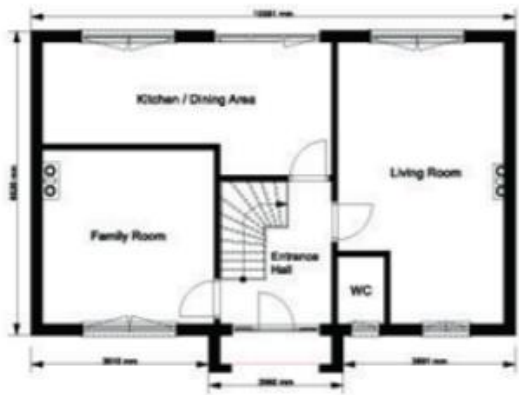
2. _____

3. _____

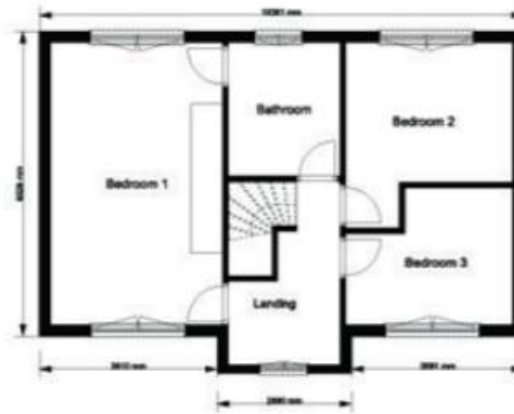
4. _____

5. _____

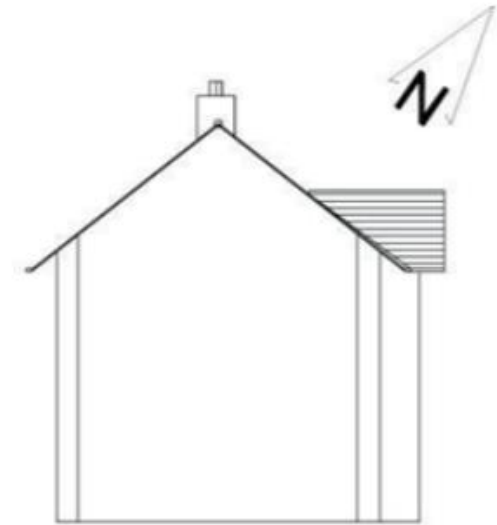




GROUND FLOOR PLAN



FIRST FLOOR PLAN



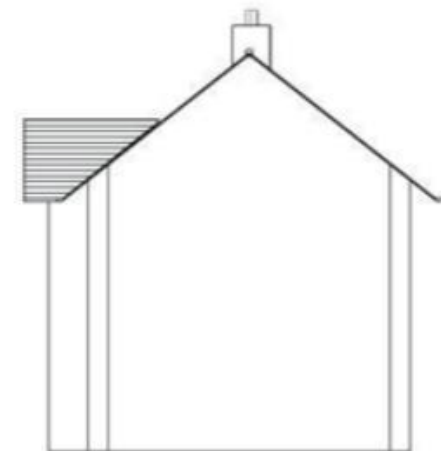
LEFT ELEVATION



FRONT ELEVATION



REAR ELEVATION



RIGHT ELEVATION

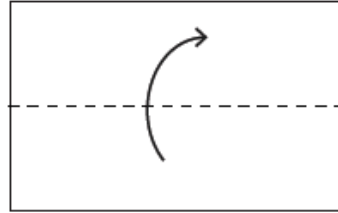
How to Make a Paper Aeroplane

1



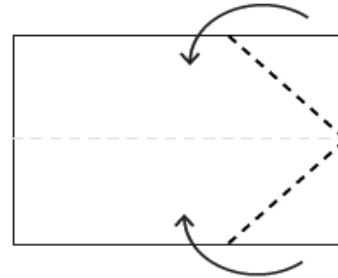
You will need a piece of A4-sized paper.

2



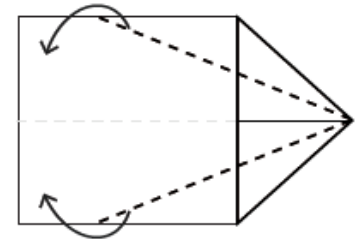
Make a line in the centre by folding the paper in half longways then opening it out flat.

3



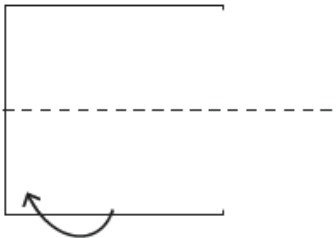
Fold in two of the corners so they meet at the centre fold.

4



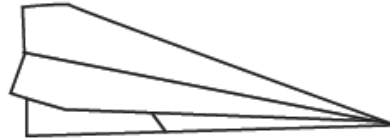
Fold the outer edges in again to meet at the centre fold.

5



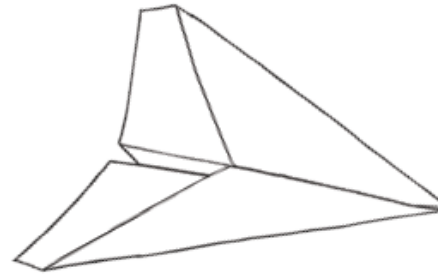
Turn the paper over and then fold it in half in the middle.

6



Fold down the wings on each side so that they meet with the bottom of the plane.

7



Your plane is ready to fly! How far can you make it go?

Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 = \square$

Ones	Tenths
1 1 1	0.1 0.1
1 1 1	0.1 0.1
1 1 1	0.1 0.1

b) $4.6 \times 2 = \square$

Ones	Tenths
1 1 1 1	0.1 0.1 0.1 0.1 0.1
1 1 1 1	0.1 0.1 0.1 0.1 0.1

2 Solve the multiplication. Draw your answer.

$12.2 \times 3 = \square$

Tens	Ones	Tenths



3 Nijah uses long multiplication to solve 3.72×3

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

Use long multiplication to work out the calculations.

a)

		4	.	8	6
	x				4

b)

		2	.	0	9
	x				6

4 Work out the multiplications.

a) $5.2 \times 4 = \square$

d) $\square = 2.34 \times 3$

b) $14.3 \times 3 = \square$

e) $11.505 \times 4 = \square$

c) $6 \times 9.1 = \square$

f) $9.602 \times 6 = \square$

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



- 6 Work out the multiplications.

a) $7.2 \times 2 =$

$7.2 \times 4 =$

$14.4 \times 4 =$

$7.2 \times 8 =$

b) $= 3.45 \times 3$

$= 34.5 \times 3$

$= 345 \times 3$

- 7 Amir is solving 3.4×4

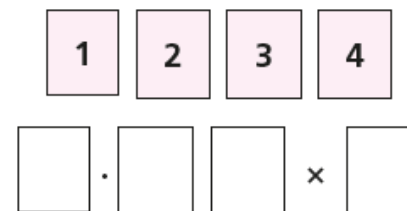


To solve this, I did 34×4 , which was 136. Then I multiplied my answer by 10 to get an answer of 1,360.

Do you agree with Amir? _____

Explain why.

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



- a) How many different products can you make?

- b) What is the greatest possible product?

- c) What is the smallest possible product?

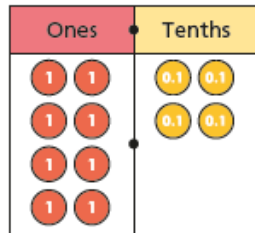
- d) What is the product closest to 12?

Compare answers with a partner.

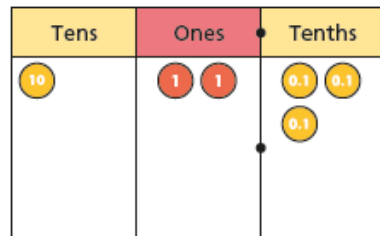
Divide decimals by integers

1 Use place value counters to work out the divisions.

a) $8.4 \div 4 =$



b) $12.3 \div 3 =$



2 Work out the division. Draw your answer.

$16.4 \div 4 =$

Tens	Ones	Tenths



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

		0	2	.	2
6	1	3	.	2	

Use short division to work out the calculations.

a)

			.		
7	2	2	.	4	

b)

			.		
8	1	8	.	4	8

4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

b) $14.8 \div 4 =$

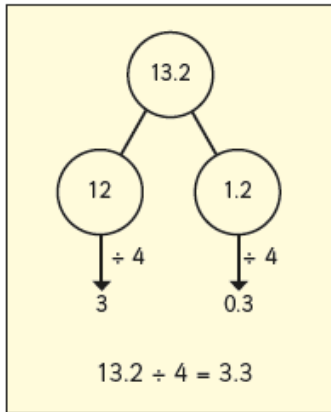
e) $202.35 \div 3 =$

c) $18.48 \div 6 =$

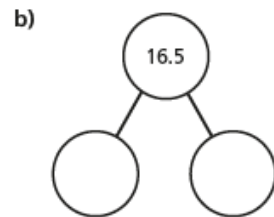
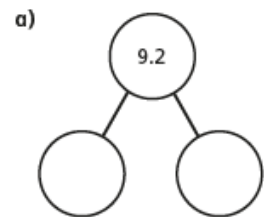
f) $105.12 \div 9 =$



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



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



$$9.2 \div 4 = \square$$

$$16.5 \div 3 = \square$$

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



- 6 Work out the divisions.

a) $9.64 \div 4 = \square$

$$96.4 \div 4 = \square$$

$$0.964 \div 4 = \square$$

$$9.64 \div 8 = \square$$

b) $19.44 \div 9 = \square$

$$19.53 \div 9 = \square$$

$$19.62 \div 9 = \square$$

- 7 Fill in the missing numbers.

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

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

- 8 Complete the calculation.

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

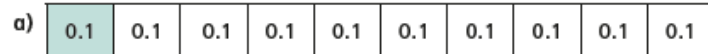
How many different solutions can you find?

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



Decimals as fractions

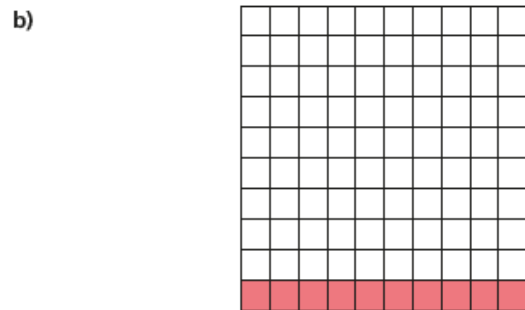
1 Complete the sentences.



The whole has been divided into equal parts.

Each part is worth

This is equivalent to



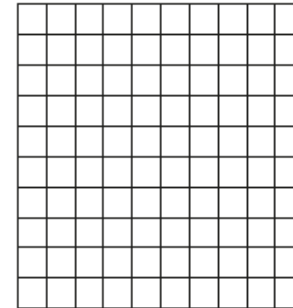
The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



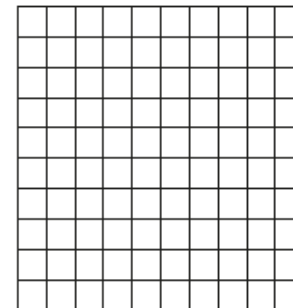
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.

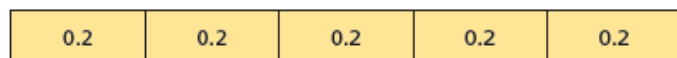
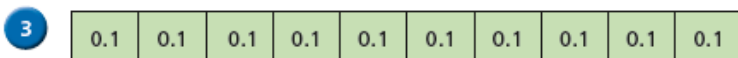


Complete the sentence.

parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\square}{10} = \frac{1}{\square}$$

$$0.4 = \frac{\square}{10} = \frac{2}{\square}$$

$$\square = \frac{\square}{10} = \frac{4}{5}$$

4 Fill in the missing numbers.

a) $0.54 = \frac{\square}{100} = \frac{\square}{50}$

b) $0.6 = \frac{\square}{10} = \frac{\square}{5}$

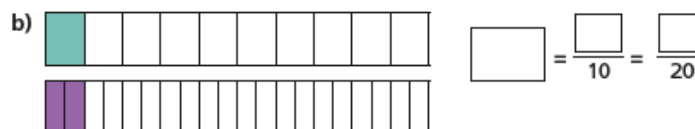
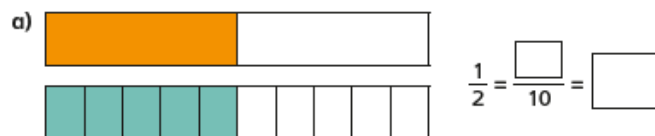
c) $0.3 = \frac{\square}{10} = \frac{\square}{100}$

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

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

f) $\frac{21}{50} = \frac{\square}{100} = \square$

5 Use the bar models to fill in the missing numbers.



6



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

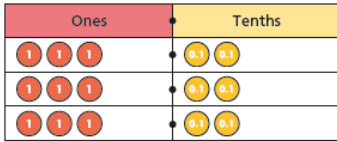


Draw a diagram to show that Ron is wrong.

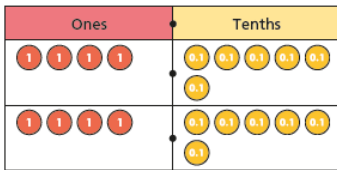
Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 = 9.6$

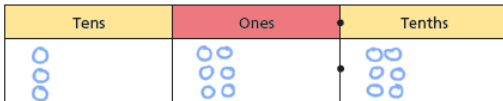


b) $4.6 \times 2 = 9.2$



2 Solve the multiplication. Draw your answer.

$12.2 \times 3 = 36.6$



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



1 kg

6 Work out the multiplications.

a) $7.2 \times 2 = 14.4$

b) $10.35 = 3.45 \times 3$

$7.2 \times 4 = 28.8$

$103.5 = 34.5 \times 3$

$14.4 \times 4 = 57.6$

$1,035 = 345 \times 3$

$7.2 \times 8 = 57.6$

7 Amir is solving 3.4×4



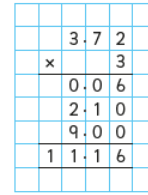
To solve this, I did 34×4 , which was 136. Then I multiplied my answer by 10 to get an answer of 1,360.

Do you agree with Amir? No

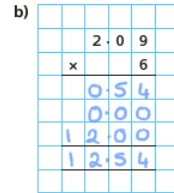
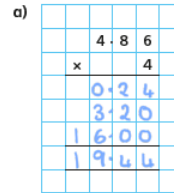
Explain why.

36 is ten times bigger than 3.6 so he should have divided by 10 to get 13.6

3 Nijah uses long multiplication to solve 3.72×3



Use long multiplication to work out the calculations.



4 Work out the multiplications.

a) $5.2 \times 4 = 20.8$

d) $7.02 = 2.34 \times 3$

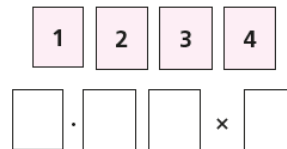
b) $14.3 \times 3 = 42.9$

e) $11.505 \times 4 = 46.02$

c) $6 \times 9.1 = 54.6$

f) $9.602 \times 6 = 57.612$

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



a) How many different products can you make?

Various answers

b) What is the greatest possible product?

12.84

c) What is the smallest possible product?

0.234

d) What is the product closest to 12?

12.36

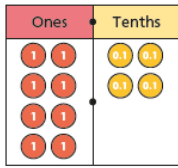
Compare answers with a partner.



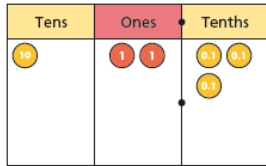
Divide decimals by integers

1 Use place value counters to work out the divisions.

a) $8.4 \div 4 = 2.1$

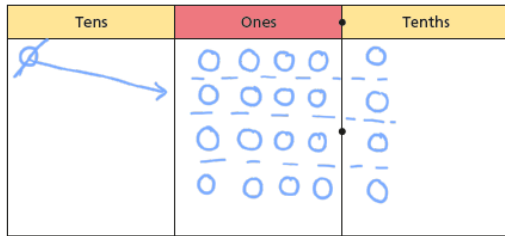


b) $12.3 \div 3 = 4.1$

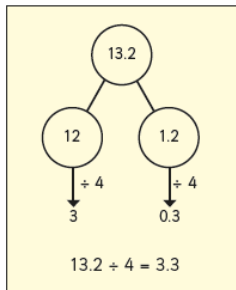


2 Work out the division. Draw your answer.

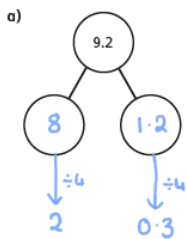
$16.4 \div 4 = 4.1$



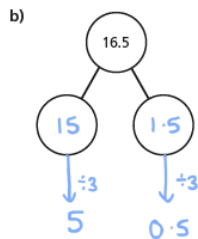
5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



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



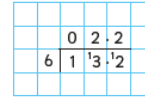
$9.2 \div 4 = 2.3$



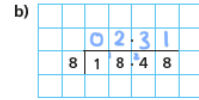
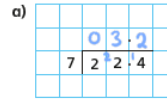
$16.5 \div 3 = 5.5$

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

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



Use short division to work out the calculations.



4 Work out the divisions.

a) $25.6 \div 8 = 3.2$

d) $3.89 = 19.45 \div 5$

b) $14.8 \div 4 = 3.7$

e) $202.35 \div 3 = 67.45$

c) $18.48 \div 6 = 3.08$

f) $105.12 \div 9 = 11.68$

6 Work out the divisions.

a) $9.64 \div 4 = 2.41$

$96.4 \div 4 = 24.1$

$0.964 \div 4 = 0.241$

$9.64 \div 8 = 1.205$

b) $19.44 \div 9 = 2.16$

$19.53 \div 9 = 2.17$

$19.62 \div 9 = 2.18$

7 Fill in the missing numbers.

$3.6 \div 4 = 36 \div 40$

$3.6 \div 4 = 7.2 \div 8$

8 Complete the calculation.

eg $8.4 \div 2 = 4.2 \div 1$

How many different solutions can you find?

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



1 Complete the sentences.

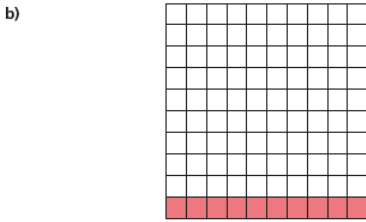
- a)

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

The whole has been divided into equal parts.

Each part is worth

This is equivalent to

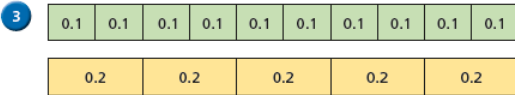


The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to or



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\boxed{2}}{10} = \frac{1}{\boxed{5}}$$

$$0.4 = \frac{\boxed{4}}{10} = \frac{2}{\boxed{5}}$$

$$\boxed{0.8} = \frac{\boxed{8}}{10} = \frac{4}{5}$$

4 Fill in the missing numbers.

a) $0.54 = \frac{\boxed{54}}{100} = \frac{\boxed{27}}{50}$

b) $0.6 = \frac{\boxed{6}}{10} = \frac{\boxed{3}}{5}$

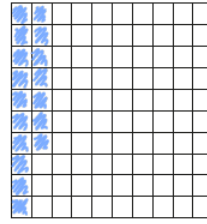
c) $0.3 = \frac{\boxed{3}}{10} = \frac{\boxed{30}}{100}$

d) $\boxed{0.09} = \frac{9}{100}$

e) $\boxed{0.9} = \frac{9}{10}$

f) $\frac{21}{50} = \frac{\boxed{42}}{100} = \boxed{0.42}$

2 a) Shade 0.17 of the hundred square.



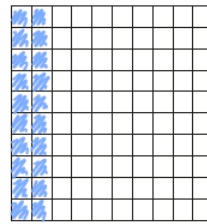
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

$$0.17 = \frac{\boxed{17}}{\boxed{100}}$$

b) Shade 0.2 of the hundred square.



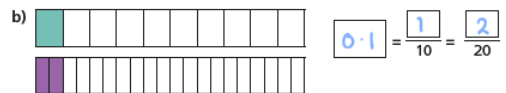
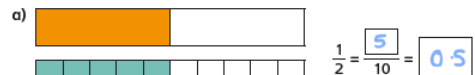
Complete the sentence.

parts out of are shaded.

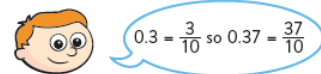
Write 0.2 as a fraction in its simplest form.

$$0.2 = \frac{\boxed{1}}{\boxed{5}}$$

5 Use the bar models to fill in the missing numbers.



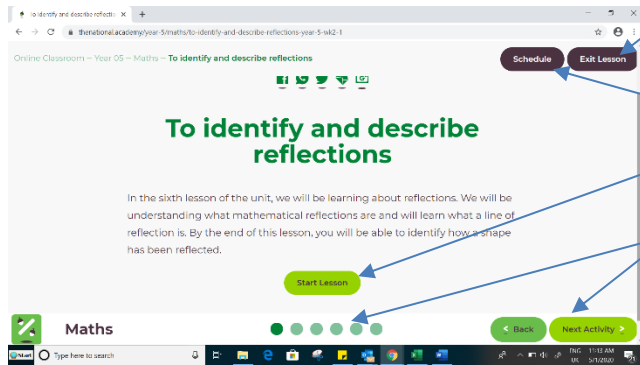
6



Draw a diagram to show that Ron is wrong.

OAK NATIONAL ACADEMY HELPSHEET

ALL LESSONS ARE IN THE SAME FORMAT



Exit lesson completely.

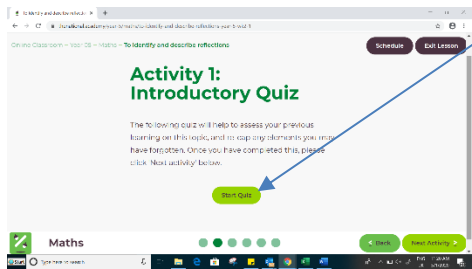
Return to the daily schedule

Begin the lesson

Navigate between activities by clicking green circles or using the 'back' and 'Next Activity' buttons

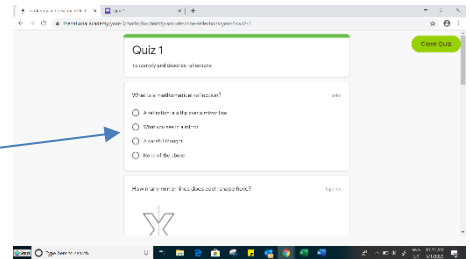
Click 'Start Lesson'

This will take you to a new page that will look like this:



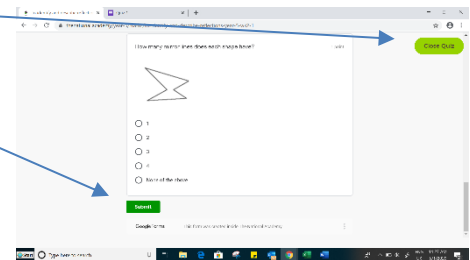
Click start quiz

The quizzes are multiple choice questions – just select your answer by clicking a circle



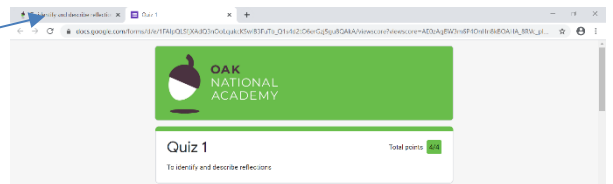
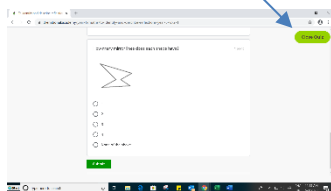
You can leave the quiz at any time by clicking here:

You can submit your quiz answers for marking by clicking here:

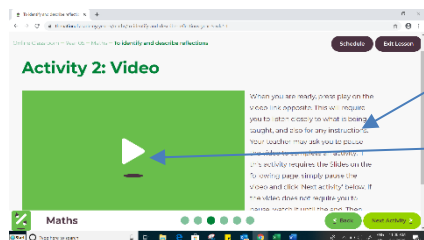


PLEASE NOTE: when you submit your answers a NEW window will open with your feedback.

Click on the previous tab to return to the lesson and then click on 'Close Quiz'.



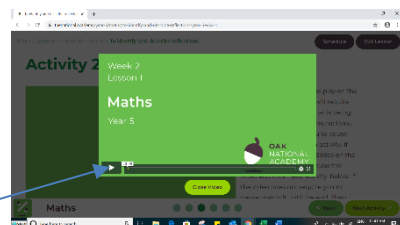
Click on the next green circle or the 'Next Activity' button to take you to 'Activity 2' the video lesson.

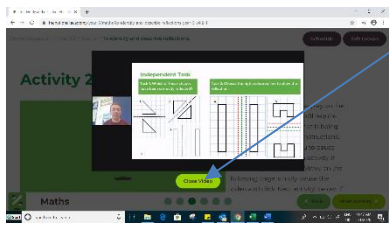


Read the information first.

Click to play

Click here to play and pause





You can close the video at any time.

Then resume at the place where you closed (may need to scroll up a bit).

After you have watched and learnt from the video, close the video and click the next green circle or the 'Next Activity, button.

This will take you to the 'Main Activity' page where you can read the information:

The main activity is a slide show embedded in the page.

Scroll down to see the slide show control buttons.

Move between slides. **Enter/Exit Fullscreen**



You can also click the slide to move forward.

Here will be your independent task(s) to try and do in your book. When you have done them. Resume the video (using the Resume Video button top left of page) for the answers and feedback.

Click on the next green circle or 'Next Activity' button to take you to a finishing quiz (complete in the same way as the starter quiz). The final green circle is the 'Lesson Complete' page.

