

TIMETABLE FOR CLASS 6 – Week beginning 18.5.20

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>

Pentathlon home challenge

Have a look at the instructions sheet on this timetable under the spellings work. Information has also been emailed out to parents.

	Maths (60 mins)	Literacy (60 mins)	Other (60 mins)	Ongoing
Day 1	<p>Open the following document on the school website: Flashback 4 week beginning 18.5.20 Complete Day 1 questions. Mark with answers on the next page.</p> <p>MyMaths – Line graphs task Please make sure you look at the lesson first to remind you of the learning.</p>	<p>This week we will be using a video called 'Much better now', which is about an adventurous bookmark.</p> <p>Watch the video called 'Much better now' on the Literacy Shed using the following link: https://www.literacyshed.com/much-better-now.html</p> <p>When you are watching the video, I would like you to think about how the scene is set at the beginning of the video. Watch up to 1 minute 10 seconds and pause the video. Make notes about the scene you see. Write down some adjectives to describe it.</p> <p>Your task is to write a short paragraph of description, setting the scene in the first 1 minute and 10 seconds of the video.</p> <p>I have started a paragraph below, you can use it to support your writing, or come up with your own ideas.</p> <p>The room had an old desk in the corner, untouched and unloved. Light slithered through the broken blinds and a dusty lamp made a dull shadow on the wall. Upon the desk...</p> 	<p>History/RE Find and read the text - Mayan creation story under the spellings on this document and complete the reading comprehension questions. The answers are on the page for you to mark your work. Please use the zoom function when answering the questions so that you cannot see the answers until you have finished.</p> <p>Now, I would like you to read the creation story from the Bible. There is a children's version on this document under the spellings titled Book of Genesis: Chapter 1.</p> <p>After reading the creation story from the Bible, I would like you to compare it to the Mayan creation story. Please find between 5 and 10 differences or similarities and write them down.</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	<p>Open the following document on the school website: Flashback 4 week beginning 18.5.20 Complete Day 2 questions. Mark with answers on the next page.</p> <p>MyMaths – Multiplying fractions by fractions</p>	<p>Today I would like you to think about the video from Bookmark's point of view.</p> <p>Watch the video again and focus on what happens to Bookmark.</p> <p>Your task is to write a diary entry as Bookmark thinking about the day's experiences. I want it in first person with an appropriate level of formality. You will need to think about: How bored Bookmark was before the book opens. How excited Bookmark is to go surfing, especially after reading all about it in the book. How difficult it is and how Bookmark was thrown from the surfboard a few times.</p>	<p>History/Art Today I would like you to find out about the Mayan Gods and design your own.</p> <p>Similar to the Ancient Egyptians, the Mayans had many Gods who had many different roles.</p> <p>Have a read through the document on the school website called: Mayan Gods</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>Please look at the lesson first to remind you of the learning.</p>	<p>Finally, how it was an amazing day as Bookmark succeeded at surfing in the end and now wants to open other books for more adventures. Bookmark can be a male or female character and you can use the name Bookmark or come up with your own.</p>  <p>Thinking back to the work we did on Sprouty may help you with the style and level of formality required for this piece. I have started a diary entry below. You can use this to support your writing, or come up with your own ideas.</p> <p>Dear Dairy, Today has been the best day of my life! It all started this morning, the same as every other morning over the last 2 years, I woke up trapped inside the surfing book – I must have read pages 88 and 89 a million times! Today was different, however. At about 10 o'clock in the morning, a gust of wind blew the window open and the book knocked down, releasing me. It took ages for my legs to work; I staggered around trying to remember how to walk!</p>	<p>This will give you more information about the beliefs of the Ancient Mayans. It will also tell you how they used to try to appease their Gods including human sacrifice!</p> <p>Once you have read the document, I would like you to design your own Mayan God. Use the information and pictures on the document to support your work.</p> <p>For your Mayan God you will need to answer these questions:</p> <ul style="list-style-type: none"> • What is their name? • What are they a God of? • What do they carry/wear? • What do they look like? <p>On a piece of paper or in your workbook, I would like you to draw your God and write down the answers to the questions above.</p> <p>Use the Gods on the document to help with your work.</p>	
<p>Day 3</p>	<p>Open the following document on the school website: Flashback 4 week beginning 18.5.20 Complete Day 3 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 4 – Lesson 3 – Divide fractions 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>In today's session, we are going to focus on the end of the video when Bookmark discovers all of the other books.</p> <p>Watch the video again and focus on the last scene in which Bookmark is surveying all of the other books in the room.</p>  <p>Your task for today and tomorrow is to write a sequel to his first adventure. This short adventure story should take place in another book in the room.</p> <p>Today I would like you to plan the adventure. You will need to think about:</p> <ul style="list-style-type: none"> • How Bookmark opens or falls into another book. Maybe there is an open book on the floor beneath Bookmark or another gust of wind blows open another book or even Bookmark pushes a book over! • What is the topic of the book? It could be about jungles, aeroplanes, pirates – there are so many topics to choose from. Remember to write about what you know. • Will you write this short narrative in first or third person? <p>I would like the narrative to have: a beginning – how Bookmark gets into the book a middle – the adventure Bookmark has in the book an end – how Bookmark gets out of the book</p> <p>Once you have planned these ideas I would suggest starting your writing today and finishing it tomorrow.</p>	<p>Science – How food and water are transported around the body</p> <p>Login as a student to espresso using the username and password: User: student3817 Password: milverton https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item616446/grade2/module616418/index.html</p> <p>Watch the video about the human body and how it absorbs nutrients and water. Whilst watching the video I would you like you to note down any organs mentioned and 3 interesting facts you hear.</p> <p>Now I would like you to complete the following quiz: https://central.espresso.co.uk/espresso/primary_uk/subject/module/activity/item626813/grade2/module616418/index.html</p> <p>Music Click on the link below and find the song called The Maya (a stone-cold classic) https://www.singup.org/singupathome/songs-for-learning/7-11 You can listen to the song and there is a link on the left to see the lyrics. It is a very catchy song all about the Mayans. Have a listen, sing along and if you want to, see if you can come up with a dance routine!</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 18.5.20</p>	<p>Today I would like you to continue to write your narrative about Bookmark's adventure in another book.</p> <p>Remember I would like it to be a short adventure story, so be careful that you don't end up writing pages and pages!</p>	<p>Art and Design Watch the video Culture on espresso. Log in as a student to espresso using the username and password: Username: student3817 Password: milverton</p>	<p>Reading (everyday 15mins) Verbal tables (everyday 10 minutes) Spellings (either print out the sheet or</p>

	<p>Complete Day 4 questions. Mark with answers on the next page.</p> <p>White Rose Maths – Summer Term Week 4 – Lesson 4 – Fractions of an amount</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>When you have finished, please go back through and edit your work. If you have time, you can draw a picture of Bookmark on the adventure you have written about.</p>	<p>https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item716575/grade2/module716572/index.html</p> <p>Once you have watched the video, I would like you to have a go at drawing some Mayan patterns, and possibly designing some of your own. On the screen, next to the video you have watched, click on the link Mayan textile designs. If you cannot see this then click on the link below</p> <p>https://central.espresso.co.uk/espresso/primary_uk/servelet/file/store66/item723035/doc.pdf</p> <p>Using squared paper, your home learning book or just by drawing small squares on some paper, have a go at recreating the patterns. If you want to, you could also come up with some of your own!</p>	<p>attached, or create your own) Contact a friend or relative for a good chat</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 18.5.20 Complete Day 5 questions. Mark with answers on the next page.</p> <p>Click on the link below and choose an area to work on in the level 6 section https://www.topmarks.co.uk/maths-games/daily10</p> <p>Complete any outstanding work or review work if needed.</p>	<p>Reading from own book (15 mins)</p> <p>Spellings – write a sentence for each showing you know what the word means.</p> <p>Spelling test – ask if someone can help with this.</p> <p>Writing – Complete your adventure writing and your picture of Bookmark. If you have time, you could think about who the original owner of Bookmark was and where they bought Bookmark. Maybe Bookmark originally belonged to the Queen and was lost when she gave away an old book to a local bookshop!</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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SIMPLE

to set up and take part in all the modified and well known Sportshall events

MINIMAL

equipment required

EASY

to score and record results - share progress with friends/family across the UK

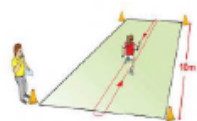
IMPORTANT

We encourage everyone in the household to take part in the Home Pentathlon (where possible) but all activity must take place under adult supervision, ensuring:

- All surfaces are clear, dry and free from debris.
- Sufficient space is cleared around all activity – ensure there are no obstacles around activity.

[VIEW INSTRUCTION VIDEOS](#)

20 x 5m Shuttle Run



Set up a distance of 5m marked at either end using cones or an alternative mark (pegs, tape, tins etc...) to create the running lane.

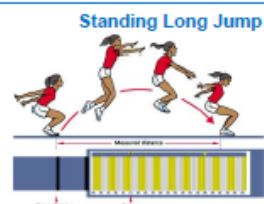
Each participant runs the 5m distance a total of 20 times to complete 100m. A handheld stopwatch or smart phone stopwatch can be used to record the time

PLEASE USE A FLAT / DRY SURFACE

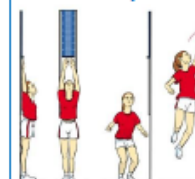
The participant should start from a standing position in line with "0" on the tape measure and jump as far as possible landing on two feet.

The participant must start on two feet and land on two feet. You are not required to hold the landing but if you fall back or step back the jump should not be recorded – have another go!

PLEASE USE A FLAT / DRY SURFACE



Vertical Jump



The participant stands with their back and heels touching the wall. Both arms should be stretched upwards and legs straight. The printed scale provided should be stuck on the wall and a mark made where the top of the fingers reach when fully stretched.

Turn side on, move 20cm away from the wall, jump and touch the scale at the highest point. Record the number reached and calculate the difference between stretched height and jumped height.

If you do not have access to a printer you can use a long ruler or tape measure to measure the difference between the finger tips when stretched up and the jump height achieved.

Speed Bounce



The participant should cross the wedge (or substitute for wedge) as many times as possible within 20 seconds.

Speed Bounce is a two-footed jump – feet should leave the mat or floor simultaneously and land on the mat or floor simultaneously.

All you need is a stopwatch or phone and a soft item – kitchen roll or rolled up towels are examples of what can be used as an alternative wedge.

Target Throw



The participant stands behind a line and throws three items into the target placed at 3m. The target is then moved to 5m and the process is repeated.

4 points if the item lands in the target. 2 points if the item bounces out of the target or if the item touches the floor before the target

Tennis Balls, Rolled up socks or small soft toys can be used. A washing basket, paper bin, cardboard box or dog basket are example target items.

#HomePentathlon

#HomePentathlon

Maya Creation Story

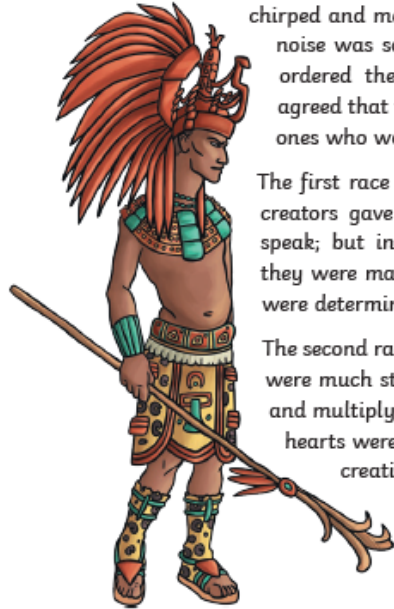
Before the world had a true form, there were two Gods. These Gods were Tepeu, the Maker and Gucumatz, the Feathered Spirit. While the world around them was dark, the two Gods glittered with brilliant blue and green feathers. They came together to create the world.

Whatever they thought came into being. When they thought "Earth", land formed in the darkness. They thought of mountains and valleys, pine trees and sky. All of these things appeared the instant they thought them, and thus the Earth was formed.

Tepeu and Gucumatz decided that they needed beings there to look after their vast creation, and to praise their names as the creators. So they created deer and birds and panthers and serpents, all the creatures that roam the Earth today.

"Now praise us! Say our names!" commanded the creators.

But the animals could only roar or howl, bleat, bark, twitter or moan. They tried as hard as they could to speak, but they could not. They chirped and mewed at the top of their lungs until the noise was so deafening, that Tepeu and Gucumatz ordered them to stop. Disappointed, the makers agreed that they would have to create better beings, ones who would be able to worship them properly.



The first race of men were made from wet clay. The creators gave them life, and the first men tried to speak; but instead they crumbled apart soon after they were made. The Maker and the Feathered Spirit were determined to create a hardier race of men.

The second race of men were carved from wood. These were much stronger, and were able to walk and talk and multiply. But these men had no minds and their hearts were empty. They had no memories of their creation and when they spoke their words were just as empty and meaningless. They could not praise their Gods.

Maya Creation Story

Tepeu and Gucumatz sent a great flood down to destroy them. They commanded the animals to attack the survivors and tear them to pieces. The few who managed to escape fled to the woods and became monkeys. The creators left them there as an example to the next race of men.

The Maker and the Feathered Spirit thought for a long time about how they should make the race of men they wanted. There seemed to be no perfect material to build them. Finally some animals brought the Gods a stack of white corn which grew on the far side of the Earth. Tepeu and Gucumatz ground this into a paste and from this formed four individual men.

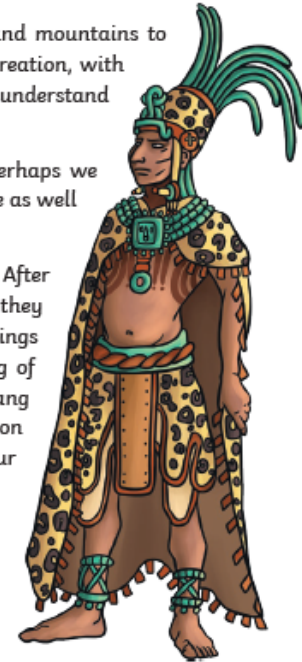
The new beings seemed perfect. They were sturdy enough to last and their minds were rich with thoughts and feelings. Their first act after their creation was to immediately worship Tepeu and Gucumatz, and thank them for their lives. Tepeu and Gucumatz were pleased. "What do you see?" they asked the corn men.

"We can see forever, through rocks and trees and mountains to the edges of the Earth. We can see your entire creation, with all of its animals and plants. We can see and understand everything!"

Tepeu and Gucumatz looked at each other, "perhaps we made these beings too well... they should not see as well as WE do!"

The makers removed some of the men's vision. After that they could only see things close to them, and they were no longer able to see through or above things that they should not. Thus their understanding of the world was weakened. But the men still sang their creators' praises and settled down to live on the new land. Tepeu and Gucumatz made four women to be their mates.

These eight men and women were the ancestors of all Quiche men and women today. Even today their sight and understanding of the world is not perfect.



Questions

1. What are the names of the two Gods?

 2. How did the Gods create things like Earth?

 3. Why did the Gods order the animals to stop trying to say their names?

 4. Why did the Gods create the first race of men?

 5. What were the first race of men made from?

 6. How were the second race of men, who were made from wood, better than the first?

 7. Name two ways that the wooden men were destroyed.

 8. Why did the Gods remove some of the new beings' sight?

 9. What do you think this tells us about what the Gods are like? Why?

- If you had a to make a race of man, what material would you make them from and why?
- _____

Answers

1. What are the names of the two Gods?
The Gods were called Tepeu, the Maker and Gucumatz, the Feathered Spirit
2. How did the Gods create things like Earth?
The Gods created Earth by simply thinking about it.
3. Why did the Gods order the animals to stop trying to say their names?
The Gods ordered the animals to stop because no matter how hard they tried they couldn't speak and the noise was becoming deafening.
4. Why did the Gods create the first race of men?
The Gods created men because they wanted to be worshipped and the animals couldn't do this properly.
5. What were the first race of men made from?
The first race of men were made from wet clay.
6. How were the second race of men, who were made from wood, better than the first?
The second race of men were much stronger, and could walk and talk and multiply.
7. Name two ways that the wooden men were destroyed.
The wooden men were destroyed by a great flood and the animals tearing them to pieces.
8. Why did the Gods remove some of the new beings' sight?
The Gods removed some of their sight because they didn't want them to see as much as the Gods could.
9. What do you think this tells us about what the Gods are like? Why?
Answers will vary depending on children's opinion: e.g. The Gods were selfish because they only cared about being the most powerful beings.
10. If you had a to make a race of man, what material would you make them from and why?
Answers will vary.

Book of Genesis: Chapter 1

(Children's Version)

In the beginning...

by Sharla Guenther

In the beginning there was no earth or sky or sea or animals. And then God spoke in the darkness: "Let there be light!" And right away there was light, scattering the darkness and showing the infinite space. "That's good!" said God. "From now on, when it's dark it will be 'night' and when it's light, it will be 'day'."

The evening came and the night passed and then the light returned. That was the first day.

On the second day, God made the earth and over it He carefully hung a vast blue sky. He stood back and admired His creation. "That's good too!" said God and the second day was over.

The next morning God looked around and thought, "The earth needs to be a bit more organized." So, He put all the water in one place and all the dry land in another. When He had finished that, God made plants to cover the land. Dandelions and daffodils appeared. All sorts of trees and grasses began to grow. "It's looking great," said God and that was the end of the third day.

On the fourth day, God looked around and thought, "The daylight still needs a bit more work and the night is just too dark." So, He made the sun to light the sky during the day and the moon and stars to add a bit of sparkle to the night. He hung them in the sky and stepped back to look at his work. "This is coming along very well," said God.

The next day, God turned his attention to the water he had collected in the oceans. "I want these waters teeming with life!" As soon as He said it, it was so. In no time, there were millions of small fish darting through the shallow water and huge fish swimming in the ocean. God made birds, too. He sent them soaring through the air. "Ahh, that IS good!" said God. The dusk fell over the water and the sky grew dark and that was the end of the fifth day.

On the sixth day, God added creatures to the land. He made lions and tigers and bears. He made rabbits and sheep and cows. He added everything from ants to zebras to the land. But He still felt something was missing. So God added Mankind to enjoy and take care of all that He had created. God looked around and was happy with all He had made.

After six days, the whole universe was completed. On the seventh day God had a nice long rest and enjoyed looking at all He had made.

Divide fractions by integers (2)

1

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

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

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

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



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



2 Complete the divisions using the diagrams to help you.

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

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

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

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



How much rice is in each bowl?

4 Work out the divisions.

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

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

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

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

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

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

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

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

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

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

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

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

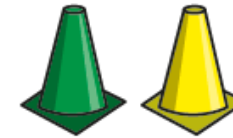
b) $\frac{1}{3} \div 3$ $\frac{1}{5} \div 5$

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

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

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



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

	Fraction in each pile
Class 1	
Class 2	
Class 3	

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

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

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

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

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

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.



Divide fractions by integers (2)



1

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

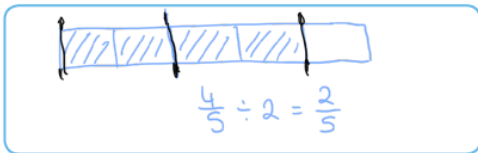
a) Write two things that are the same about the calculations.

e.g. They are both divisions.
They both contain $\frac{4}{5}$

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

What the fraction is being divided by

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



4 Work out the divisions.

a) $\frac{1}{5} \div 7 = \frac{1}{35}$ f) $\frac{5}{72} = \frac{5}{6} \div 12$

b) $\frac{1}{18} = \frac{1}{6} \div 3$ g) $\frac{8}{3} \div 7 = \frac{8}{21}$

c) $\frac{1}{4} \div 9 = \frac{1}{36}$ h) $\frac{19}{100} = \frac{19}{20} \div 5$

d) $\frac{1}{42} = \frac{1}{7} \div 6$ i) $\frac{1}{100} \div 25 = \frac{1}{2500}$

e) $\frac{4}{9} \div 7 = \frac{4}{63}$ j) $\frac{9}{200} = \frac{45}{50} \div 20$

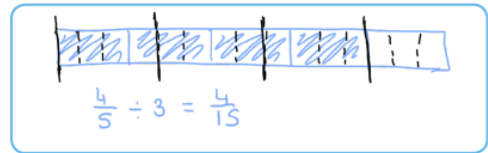
5 Write <, > or = to complete each statement.

a) $\frac{1}{3} \div 5$ $\left(= \right)$ $\frac{1}{5} \div 3$

b) $\frac{1}{3} \div 3$ $\left(> \right)$ $\frac{1}{5} \div 5$

c) $\frac{3}{5} \div 5$ $\left(< \right)$ $\frac{3}{5} \div 3$

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



2 Complete the divisions using the diagrams to help you.

a) $\frac{1}{3} \div 2 = \frac{1}{6}$

b) $\frac{1}{3} \div 3 = \frac{1}{9}$

c) $\frac{2}{3} \div 3 = \frac{2}{9}$

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



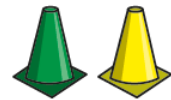
How much rice is in each bowl?

$$\frac{3}{8} \text{ kg}$$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

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



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

	Fraction in each pile
Class 1	$\frac{1}{12}$
Class 2	$\frac{1}{15}$
Class 3	$\frac{1}{33}$

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

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

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

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

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

b) What do you notice?

Is it only true for halves?

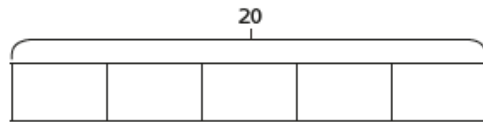
Does it work for non-unit fractions?

Talk to a partner.



Fractions of an amount

1



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

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

2

Use your times tables knowledge to solve the calculations.

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

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

b) $\frac{1}{4}$ of £20 =

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

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

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

Now use your answers to solve these calculations.

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

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

b) $\frac{3}{4}$ of £20 =

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

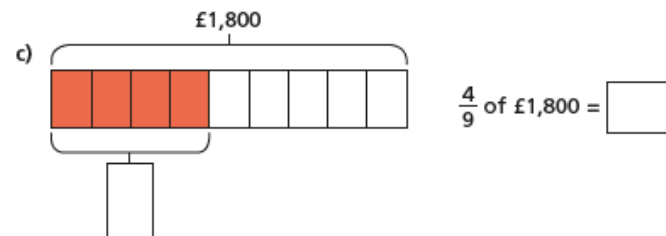
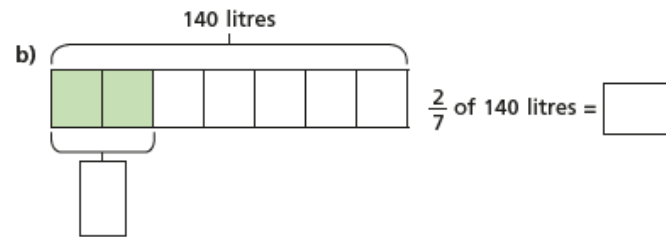
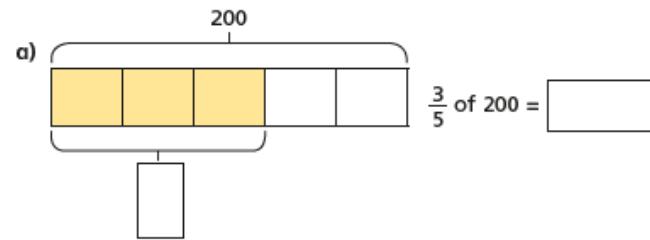
c) $\frac{3}{5}$ of 35 m =

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



3

Calculate the missing values.



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

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

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

5



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



- 6 Fill in the missing numbers.

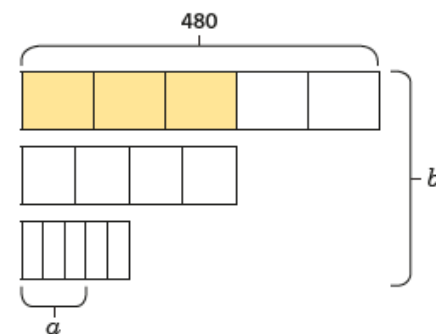
a) $\frac{\square}{10}$ of \$500 = \$150

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

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

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

- 7 Find the values of a and b .

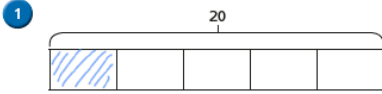


$a =$

$b =$



Fractions of an amount



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

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

2 Use your times tables knowledge to solve the calculations.

a) $\frac{1}{3}$ of 12 = d) $\frac{1}{10}$ of 80 cm =

b) $\frac{1}{4}$ of £20 = e) $\frac{1}{12}$ of 60 =

c) $\frac{1}{5}$ of 35 m = f) $\frac{1}{7}$ of 84 kg =

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 = d) $\frac{7}{10}$ of 80 cm =

b) $\frac{3}{4}$ of £20 = e) $\frac{11}{12}$ of 60 =

c) $\frac{3}{5}$ of 35 m = f) $\frac{6}{7}$ of 84 kg =

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

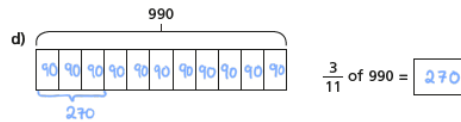
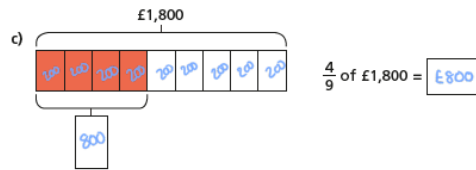
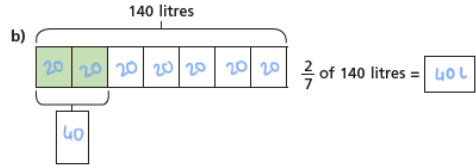
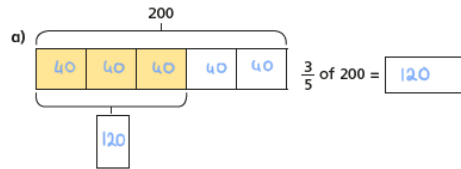
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3 Calculate the missing values.

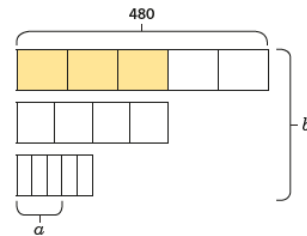


6 Fill in the missing numbers.

a) of \$500 = \$150 c) 42 = of 700

b) of 100 kg = 75 kg d) 450 = of 3,000

7 Find the values of a and b .



$a =$ $b =$