YEAR 6

HOME LEARNING

Oldbury Park PRIMARY RSA ACADEMY

Hello, Year 6!
We hope you had a lovely half-term break and enjoyed your time capsule project! Your new books are a great way to record the things you've been up to and your thoughts and feeling during this strange time. This is something you can treasure for the rest of your lives to remind you of how well you all coped with these extremely different times. Hopefully, this will be something we will never experience again.
The week before half-term we asked you to find out about your family! We enjoyed seeing your family trees that you made and we hope you talked about some stories about interesting family members.
We know some of you are eager to return to school and are looking forward to seeing your friends. It has been great to hear that you've been keeping in contact with each other and supporting each other through Zoom or Whatsapp.
You're all doing a great job of learning at home – we want you to keep finding some motivation to do a little bit every day! But remember, it is also important to find time to do the things you enjoy and keep exercising!
Miss Moule Miss Hill Julie

EVERY DAY
Daily Maths lessons - https://whiterosemaths.com/homelearning/year-6/ (Summer term Week 4 w/c 11th May) We are a little behind the WR maths schemes but please try to stick to the weeks we plan. If you have already completed this week, please go back to a week you haven't done.
Watch the video and then complete the written task (some of these need printing). This is 30-40 minutes work. **This week is calculating fractions and finding fractions of amounts.** There is no video or activity for FRIDAY. Have a go at the Mystery of the Missing Umpire Maths challenge instead!
Mathletics – 15-20 minutes (more if you wish).
Read for at least 30 minutes.

CGP BOOKS (across the whole week)
Maths – Pages 36-40 (after completing White Rose Tasks). This is for all 3 math's groups. And pages 48-53.

English – Pages 8-15

SURVIVAL OF THE FITTEST! Additional tasks for this week (1/6/20)

English

Monday
SPAG – have a go at the SPAG sheet we have created for you.
Pobble – use the image and the story starter to finish the story of Number 28, the robot. Think about where the robot has come from or what his mission could be. Use your imagination!
Tuesday
Reading comprehension – pages 8-11 of the English CGP Book.
Wednesday
Reading comprehension – pages 12 & 13 of the English CGP Book. Using your work and research from the Science activity, write a comparison between the two dogs. Remember, a comparison must include conjunctions, here are some you can use: https://www.twinkl.co.uk/resource/t2-e-1676-correct-connectives-word-cards. We would expect you to write at least 2 paragraphs here.
Thursday
Listen to Stephen Fry retell the story of Percy Jackson. Have a go at the two activities.
https://www.bbc.co.uk/bitesize/articles/zj74kmn
Friday
Reading comprehension – pages 14&15 of the English CGP Book.

TOPIC

Science
Continuing with our topic, we're going to think about how animals have changed over time and why this is. Use the image below of the dogs to annotate around the outside with some of the similarities and differences you can see between them. They are both the same breed of dogs but 100 years apart. Think about these questions: Why has this dog changed over time? What are the main differences you can see? Why has this happened? How has this happened? What is the origin of a dog? What does domestication mean? Use these questions to conduct some research.

Art
Learn about how famous Portuguese artist Paula Rego uses her artworks to tell stories, learn some basic artistic techniques and create your own artwork.
https://www.bbc.co.uk/bitesize/articles/z47fvk7

PSHE & Wellbeing
We know this time at home has been difficult for some of you but we want you to know how proud of you we are. We also want you to be proud of yourselves. Create a proud postcard that includes anything you are proud of during your time at home. You can draw, paint or simply write down your achievements. BE CREATIVE!

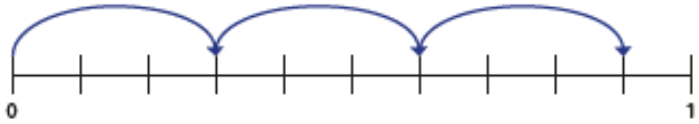
Multiply fractions by integers

1 Complete the calculations.

a)

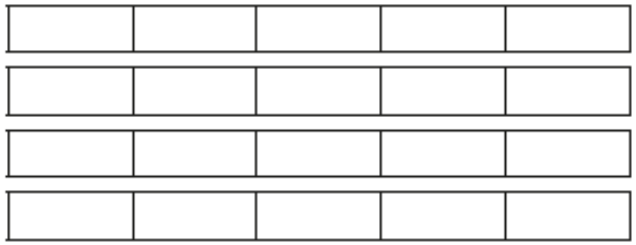
$\frac{2}{7} \times 2 =$ ☐

b)



$3 \times \frac{3}{10} =$ ☐

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



b) Complete the multiplication.

$\frac{2}{5} \times 4 =$ ☐

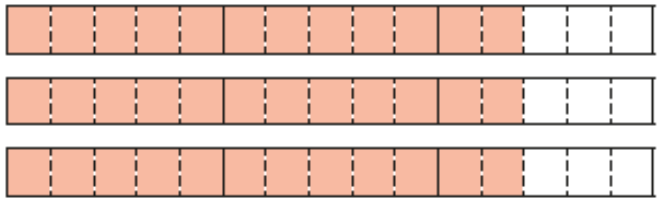
3 Complete the calculations.

a)	b)
$\frac{1}{3} \times 1 =$ ☐	$\frac{3}{4} \times 1 =$ ☐
$\frac{1}{3} \times 2 =$ ☐	$\frac{3}{4} \times 2 =$ ☐
$\frac{1}{3} \times 3 =$ ☐	$\frac{3}{4} \times 3 =$ ☐
$\frac{1}{3} \times 4 =$ ☐	$\frac{3}{4} \times 4 =$ ☐
$\frac{1}{3} \times 5 =$ ☐	$\frac{3}{4} \times 5 =$ ☐
$\frac{1}{3} \times 6 =$ ☐	$\frac{3}{4} \times 6 =$ ☐

What patterns do you notice?

4 Complete the multiplication.

$2\frac{2}{5} \times 3 =$ ☐



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

5 Match the calculations.

$\frac{2}{3} + \frac{2}{3}$	$\frac{1}{2} \times 6$
$\frac{1}{4} \times 24$	$18 \times \frac{1}{4}$
$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$	$\frac{1}{6} \times 10$
$\frac{5}{12} \times 4$	$12 \times \frac{1}{2}$
$1\frac{1}{2} \times 3$	$\frac{1}{3} \times 4$

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

a) $1\frac{1}{5} \times 2 =$ ☐

b) $2\frac{1}{6} \times 3 =$ ☐

c) $2\frac{2}{5} \times 4 =$ ☐

d) $2\frac{2}{5} \times 5 =$ ☐

e) $7 \times 3\frac{1}{2} =$ ☐

f) $\frac{11}{15} \times 7 =$ ☐

7 Fill in the missing numbers.

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

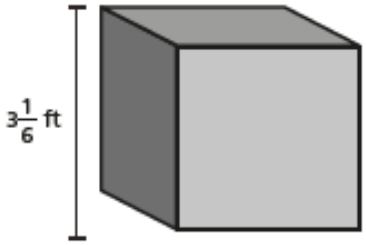
b) $2\frac{\square}{8} \times 3 = 7\frac{1}{2}$

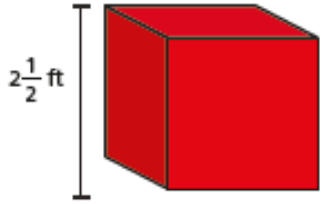
8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.

How many tins does she eat in a year?

☐

9





Jack builds a tower using grey blocks.

Alex builds a tower using red blocks.

The towers are exactly the same height.

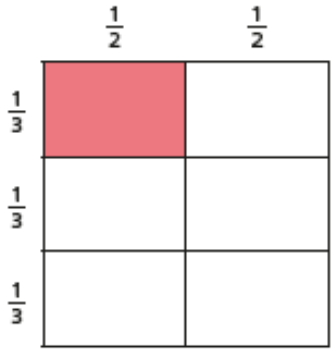
How many blocks could they each have used?

_____

_____

Multiply fractions by fractions

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

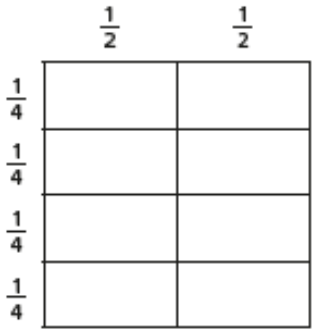


Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

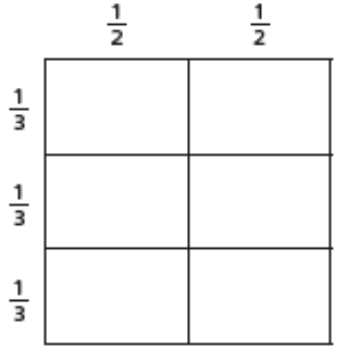
2 Shade the diagrams to show the fraction multiplications.

Complete the multiplications.

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



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



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

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

Is Mo correct? _____

Explain your answer.

4 Complete the calculations.

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

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

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

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

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

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

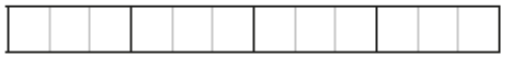
g) $\frac{5}{7} \times \frac{5}{8} = \square$

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

5 Use the diagram to complete the calculations.

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

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



c) What do you notice about your answers?

Talk to your partner.

6 Fill in the missing numbers.

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

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

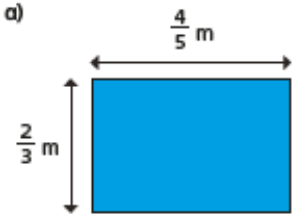
7 Fill in the missing numbers.

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

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

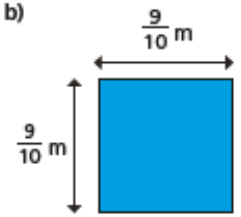
8 Calculate the area of the shapes.

a)



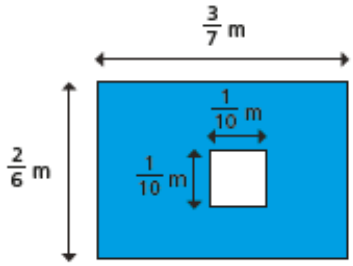
Area = $\square$ m²

b)



Area = $\square$ m²

9 Work out the area of the shaded part.



$\square$

Divide fractions by integers (2)

1

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

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 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.

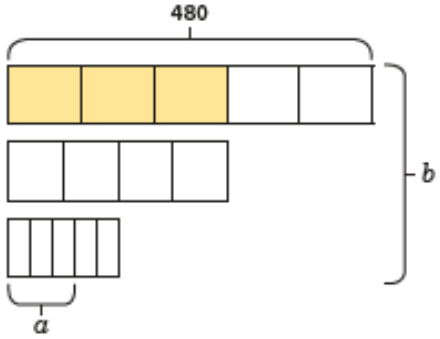
a) $\frac{\square}{10}$ of \$500 = \$150

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

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

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

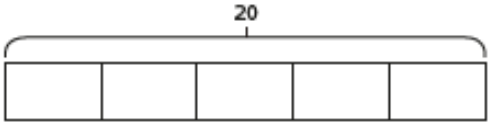
7 Find the values of a and b.



$a =$ $b =$

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 = ☐

b) $\frac{1}{4}$ of £20 = ☐

c) $\frac{1}{5}$ of 35 m = ☐

d) $\frac{1}{10}$ of 80 cm = ☐

e) $\frac{1}{12}$ of 60 = ☐

f) $\frac{1}{7}$ of 84 kg = ☐

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 = ☐

b) $\frac{3}{4}$ of £20 = ☐

c) $\frac{3}{5}$ of 35 m = ☐

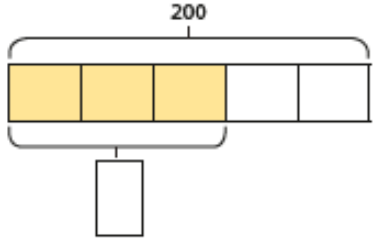
d) $\frac{7}{10}$ of 80 cm = ☐

e) $\frac{11}{12}$ of 60 = ☐

f) $\frac{6}{7}$ of 84 kg = ☐

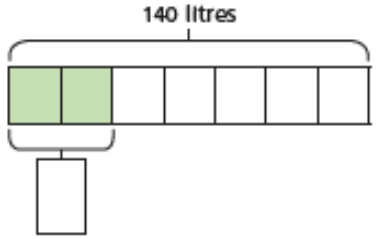
3 Calculate the missing values.

a)



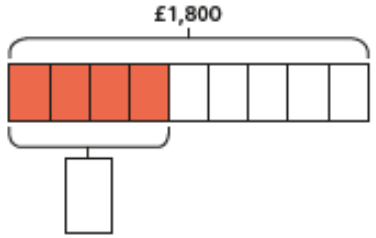
$\frac{3}{5}$ of 200 = ☐

b)



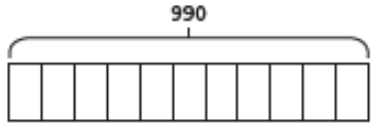
$\frac{2}{7}$ of 140 litres = ☐

c)



$\frac{4}{9}$ of £1,800 = ☐

d)



$\frac{3}{11}$ of 990 = ☐

4 Work out the divisions.

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

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

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

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

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

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

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

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

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

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

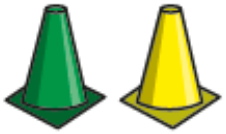
5 Write <, > or = to complete each statement.

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

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

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

6 There are some cones in the PE shed.



Classes 1, 2 and 3 share them equally.

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

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

	Fraction in each pile
Class 1	
Class 2	
Class 3	

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

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

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

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

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

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

The Mystery of the Missing Umpire
Wimbledon Maths Mystery Game

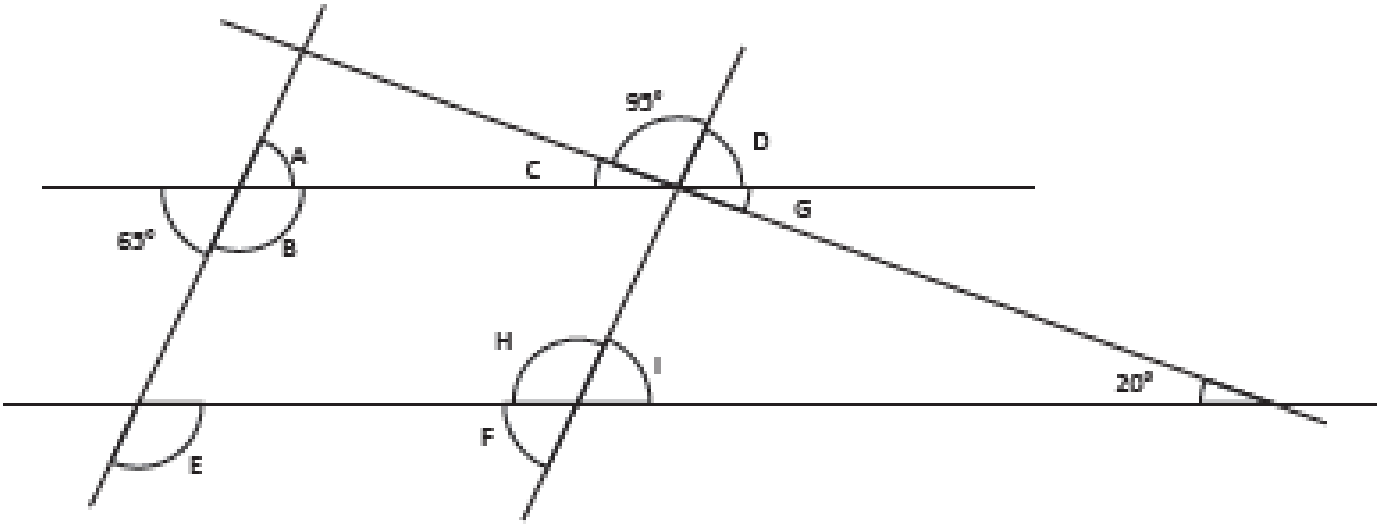
At this year's prestigious world tennis championships, the players are all prepared to challenge for the famous trophy. However, just as the last spectators are shown to their seats, disaster strikes. The umpire, who is needed to oversee the match, is missing! Immediately, all of the players spring into action and start looking for the missing umpire.

Can you solve the problems and reveal who discovers the whereabouts of the tennis umpire?

Player	Gender	Continent	Age	Kit Colour	Tennis Skill
Anna Avraham	Female	Asia	24	Red	Serve
Bailey Brown	Male	Europe	22	Green	Volley
Chow Chu	Female	Asia	20	White	Slice
Daniel Diaz	Male	South America	21	Blue	Speed
Elif Earl	Female	Australasia	27	Purple	Backhand
Felix Falade	Male	Africa	31	Black	Slice
George Gonzales	Male	North America	35	White	Serve
Harnam Hafeez	Female	Australasia	25	Green	Volley
India Ings	Female	Europe	30	Purple	Serve
Joshua Jelani	Male	Africa	21	White	Slice
Kuljeet Kimura	Female	Asia	23	Green	Volley
Li Lopez	Male	South America	24	Black	Speed
Matt Martin	Male	Australasia	34	Blue	Backhand
Nikita Naylor	Female	North America	31	Black	Slice
Odetta Otto	Female	Europe	30	Green	Serve
Preet Patel	Male	Asia	20	Purple	Volley
Queenie Quarrie	Female	Australasia	19	Blue	Backhand
Rehan Romero	Male	South America	23	White	Serve
Sophie Selassie	Female	Africa	22	Black	Speed
Thierry Toussaint	Male	Europe	32	Purple	Volley
Violet Vera	Female	North America	27	Blue	Speed
Wen Wu	Female	Asia	24	Black	Slice

Clue 1: Calculating Angles

Calculate the value of the angles marked A to I.

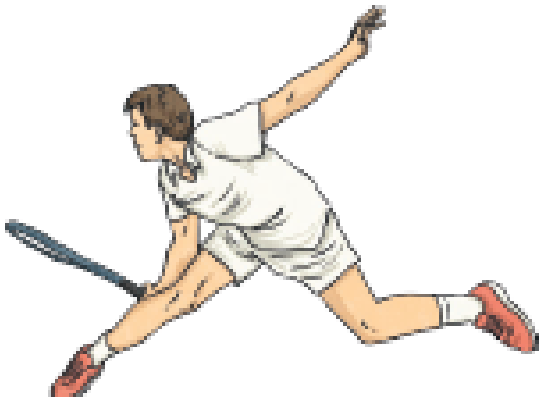


The solution that occurs the most will reveal a clue about who finds the umpire.

A =	B =	C =
D =	E =	F =
G =	H =	I =

65°	20°	115°
The player does not come from North America.	The player does not come from Europe.	The player does not come from Africa.

Clue: The player who finds the umpire doesn't come from _____.



Clue 2: Arithmetic

Find a path through the maze by following the correct arithmetic calculations. You can only move horizontally or vertically.

The path will reveal a clue about the player who finds the umpire.

Start	$406 - 9 = 397$	$36 \times 4 = 144$	$\frac{3}{9} + \frac{4}{9} = \frac{7}{9}$	$\frac{9}{10} - \frac{3}{10} = \frac{5}{10}$
$928 - 100 = 828$	$1019 + 392 = 1611$	$11 - 6.06 = 5.5$	$91 \div 7 = 13$	$6 \times 4 \times 3 = 75$
$178 \times 2 = 356$	$8.4 + 1.9 = 10.3$	$9.7 - 0.05 = 9.65$	$2508 + 3865 = 6374$	$90\,000 - 900 = 89\,100$
$307\,376 - 7298 = 135\,178$	$630 \div 9 = 7$	$7^2 = 49$	$1210 \div 11 = 12$	$1001 \times 1000 = 1\,001\,000$
$5150 \div 5 = 1030$	$13.7 - 3.84 = 9.86$	$7 \times 1\frac{1}{2} = 10\frac{1}{2}$	$57 \times 17 = 1069$	$\frac{1}{3} + \frac{1}{6} = \frac{1}{2}$
$(37 - 9) \div 4 = 7$	$\frac{1}{4} \times \frac{1}{3} = \frac{1}{7}$	$1.23 \times 8 = 8.84$	$\frac{3}{5} \div 3 = \frac{1}{5}$	20% of $140 = 28$
The player's special skill is not speed or a backhand.	The player's special skill is not a backhand or slice.	The player's special skill is not speed or a slice.	The player's special skill is not a volley or backhand.	The player's special skill is not speed or a serve.

Clue: The skill of the player who finds the umpire isn't _____

Clue 3: Mean

Find the mean of each set of numbers in the left-hand column and match them with the answers on the right.

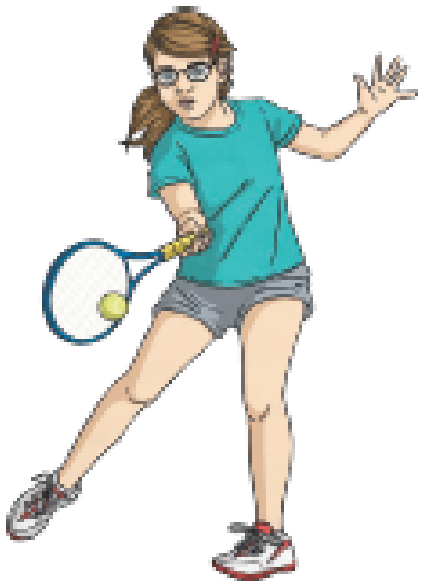
The remaining answer box will give you a clue about the player who finds the umpire.

5, 6, 8, 3, 4	
1, 7, 1, 7, 9	
3, 3, 6, 3, 3	
9, 7, 6, 8, 7	
7, 4, 2, 2, 5	
1, 6, 3, 7, 2	
1, 10, 4, 3, 4	
3, 6, 8, 1, 9	

4.4	purple or white
5	black or blue
5.4	green or black
4	blue or purple
7.4	white or black
5.2	green or blue
4.2	green or white
3.8	black or purple
3.6	purple or green

Clue: The player who finds the umpire has a _____

or _____ kit.

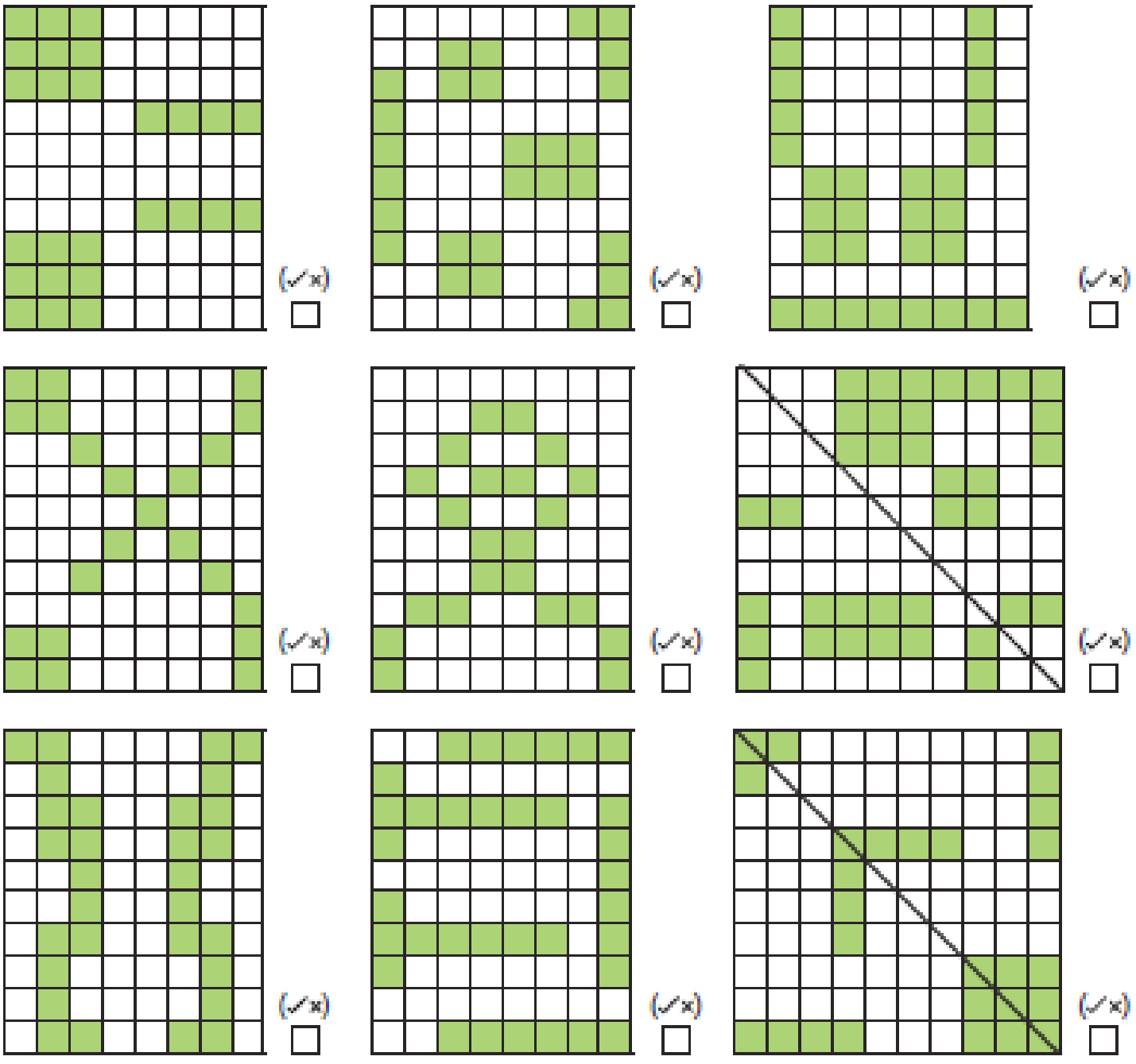


Clue 4: Symmetry

Look at each reflection. If the shape has been reflected correctly, put a tick. If it has been reflected incorrectly, put a cross. Count the number of ticks and crosses.

If there are **more ticks than crosses**, the player who finds the umpire is **female**.

If there are **more crosses than ticks**, the player who finds the umpire is **male**.



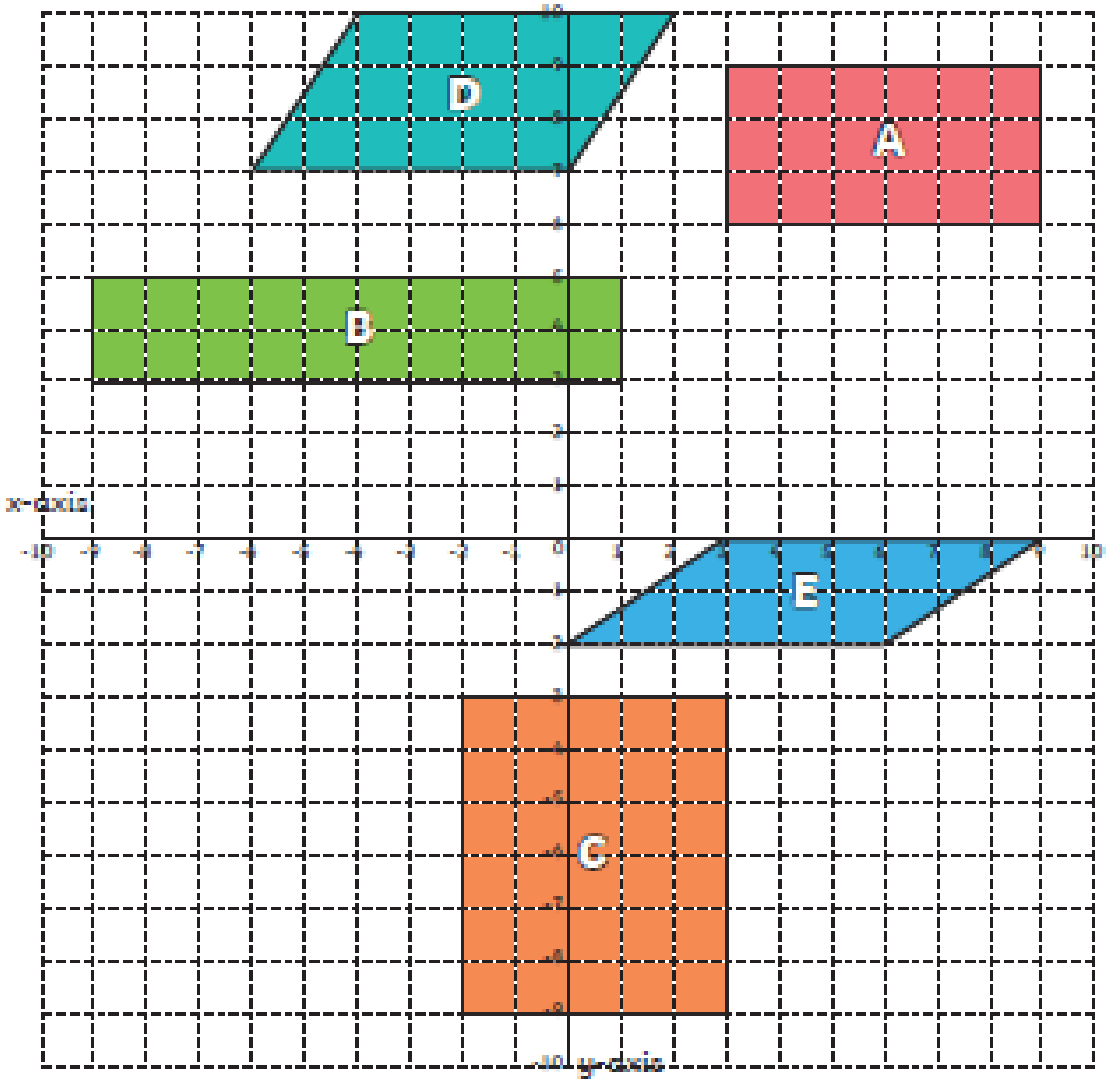
	✓	✗
Total		

(Circle the correct answer.)

Clue: The player who finds the umpire is female/male.

Clue 5: Coordinates

On this coordinates grid, there are five quadrilaterals. The coordinates of each vertices have been written below but one of the written coordinates is incorrect.



Circle the incorrect coordinates. The column with the most incorrect answers will tell you the age of the player who finds the umpire.

A	(3,6)	(9,6)	(9,8)	(3,9)
B	(-9,3)	(1,2)	(1,5)	(-9,5)
C	(3,-9)	(3,-3)	(-2,-3)	(-9,-2)
D	(7,0)	(2,10)	(-4,10)	(-6,7)
E	(0,-2)	(6,-2)	(8,0)	(3,0)
	19-22	**23-26**	**27-30**	**31-35**

Clue: The player who finds the umpire is aged _____

The player who was responsible for finding the umpire is _____

SPaG Weekly Practice

Complete two questions each day of the week and learn the ten spellings. Ask someone at home to test you at the end of the week.

Underline the adjective in this sentence.

The witch ran a gnarled finger across the spell book.

What is the grammatical term given to the underlined word?

According to the weather forecast, it will likely be a snow day tomorrow.

What is the grammatical term given to the underlined words?

Somewhat flustered, the pet shop owner finally caught the escapee hamster.

What is the grammatical term given to the words below?

tree rabbit dinosaur

Add an adverb of possibility to the sentence below.

We'll be going on holiday this year.

What type of conjunction is underlined?

Frank checked for monsters before going to bed.

Add an adverb into this sentence.

The sheep jumped over the fence.

Spellings

1. accommodate
2. communicate
3. persuade
4. parliament
5. shoulder
6. conscious
7. average
8. yacht
9. individual
10. excellent

Underline the modal verb in this sentence.

Although I like my own painting, I think I might prefer yours.

Circle the three pronouns in this sentence.

She couldn't wait for him to meet them.

Add in a suitable preposition.

Your eyebrows are _____ your eyes.

Story starter!

Thump...Thump...Thump...His footsteps thundered down the road, causing passers-by to stare in amazement, dogs to howl in back yards and alarmed old ladies to peer out of their bedroom windows wearing petrified looks on their faces.

His legs were as long as oak trees, his torso was as wide as a house and his fists were as heavy as tractors: this metallic monster meant business.

“Number 28 checking in. Over.” He spoke into the radio set, built in to his helmet.

His instructions crackled back through the earpiece. He knew what he had to do...

Extract 1

Look, I didn't want to be a half-blood. If you're reading this now because you think you might be one, my advice is: stop listening right now.

Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It's scary. Most of the time, it gets you killed in painful, nasty ways.

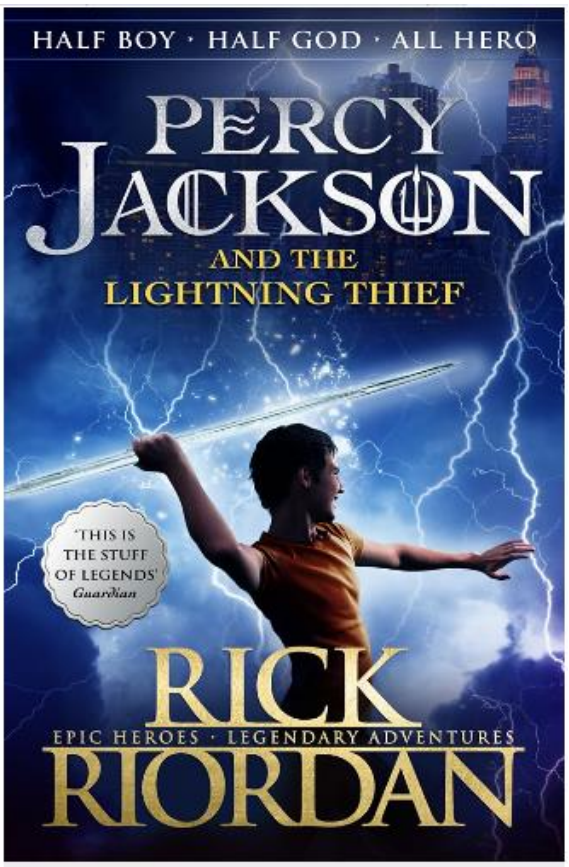
If you're a normal kid, reading this because you think it's fiction, great. Read on. I envy you for being able to believe that none of this ever happened.

But if you recognize yourself in these pages – if you feel something stirring inside – stop reading immediately. You might be one of us. And once you know that, it's only a matter of time before they sense it too, and they'll come for you.

Don't say I didn't warn you.

My name is Percy Jackson. I'm twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid? Yeah. You could say that.



The first book in Rick Riordan's phenomenally successful Percy Jackson series. Half boy. Half God. All Hero. Follow the adventures of Percy Jackson - featuring monsters, Greek Gods, laughs and terrified screams! Published by Puffin.

Activity 1

1. Read the first extract again.

   How would you explain the writer's style of writing? Do you think that this style is an engaging opening for a book?

2. Find an example of the following techniques that the writer uses to engage his readers.

Technique	Example
Directly talking to the reader	
Advice for the reader	
Example of humour	
Rhetorical question	

Extract 2

Mrs Dodds lunged at me.

With a yelp, I dodged and felt talons slash the air next to my ear. I snatched the ballpoint pen out of the air, but when it hit my hand, it wasn't a pen any more. It was a sword – Mr Brunner's bronze sword, which he always used on tournament day.

Mrs Dodds spun towards me with a murderous look in her eyes.

My knees were jelly. My hands were shaking so bad I almost dropped the sword.

She snarled, 'Die, honey!'

And she flew straight at me. Absolute terror ran through my body. I did the only thing that came naturally: I swung the sword. The metal blade hit her shoulder and passed clean through her body as if she were made of water.

Hisss! Mrs Dodds was a sand castle in a power fan. She exploded into yellow powder, vaporized on the spot, leaving nothing but the smell of sulphur and a dying screech and a chill of evil in the air, as if those two glowing red eyes were still watching me.

I was alone.

There was a ballpoint pen in my hand. Mr Brunner wasn't there. Nobody was there but me.

Activity 2

Read the second extract again.

1. Return to the beginning of the extract and summarise what is happening in the text.
2. Try to write eight different phrases or clauses to summarise the plot.
3. Challenge yourself by using a maximum of six words for each phrase or clause.
4. You can choose where in the extract to pause and write a summary.

Here are a few examples to start you off:

- **Dodds lunges**
- **watch the talons**
- **is my ear ok?**