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St Mary's Church of England Primary School

Home Learning

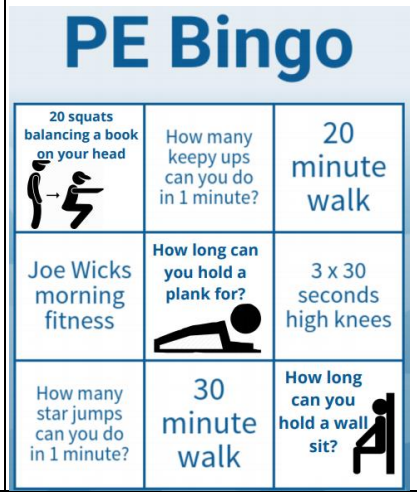
Hello Year Six! I hope you are all okay and staying safe. Try your best at the home learning this week. You are all doing so well – you are home learning heroes! Please send me your work when you have completed it.

Class 6	Monday 25.1.2021	Tuesday 26.1.2021	Wednesday 27.1.2021	Thursday 28.1.2021	Friday 29.1.2021
Maths	**Activity 1 - Maths starter:** Complete the maths starter set for you by Miss Berman. Scroll down to find it – it will be under today's date. **Activity 2:** Watch the learning video. Pause and complete the questions when prompted. Spr6.3.3 - Understand percentages on Vimeo **Activity 3:** The worksheet linked to the video can be found below. Scroll down to find it – it will be under today's date.	**Activity 1 - Maths starter:** Complete the maths starter set for you by Miss Berman. Scroll down to find it – it will be under today's date. **Activity 2:** Watch the learning video. Pause and complete the questions when prompted. Spr6.3.4 - Fractions to percentages on Vimeo **Activity 3:** The worksheet linked to the video can be found below. Scroll down to find it – it will be under today's date.	**Activity 1 - Maths starter:** Complete the maths starter set for you by Miss Berman. Scroll down to find it – it will be under today's date. **Activity 2:** Watch the learning video. Pause and complete the questions when prompted. Spr6.3.5 - Equivalent FDP on Vimeo **Activity 3:** The worksheet linked to the video can be found below. Scroll down to find it – it will be under today's date.	**Activity 1 - Maths starter:** Complete the maths starter set for you by Miss Berman. Scroll down to find it – it will be under today's date. **Activity 2:** Watch the learning video. Pause and complete the questions when prompted. Spr6.4.1 - Order FDP on Vimeo **Activity 3:** The worksheet linked to the video can be found below. Scroll down to find it – it will be under today's date.	**Activity 1 - Maths starter:** Play hit the button! Try to challenge yourself. Hit the Button - Quick fire maths practice for 5-11 year olds (topmarks.co.uk) **Activity 2:** Play this online fractions, decimals and percentages game. There are different versions of the game so make sure to try them out! Matching Fractions, Decimals and Percentages (maths.org)

Literacy	**Activity 1 - Spelling** **Words:** Use a strategy of your choice to learn the spellings for this week. - definitely - leisure - amateur - exaggerate - queue - cautious - ambitious - nutritious - infectious - fictitious **Activity 2:** Read chapter 12 'The Clinic'. The chapter can be found on the website under the home learning timetable. **Activity 3:** Answer these questions about the chapter you have just read. - What does it mean to 'resent' someone? - Why was Cam angry with the doctor at the beginning of the chapter?	**Activity 1 - Spelling** **Words:** Use a strategy of your choice to learn the spellings for this week. - definitely - leisure - amateur - exaggerate - queue - cautious - ambitious - nutritious - infectious - fictitious **Activity 2:** Read chapter 13 'Hurt'. The chapter can be found on the website under the home learning timetable. **Activity 3:** This week, we are going to be writing a newspaper report about the first pig heart transplant! Just like the report in the book! You are going to be reporting on Cameron receiving the transplant	**Activity 1 – Spelling** **Words:** Use a strategy of your choice to learn the spellings for this week. - definitely - leisure - amateur - exaggerate - queue - cautious - ambitious - nutritious - infectious - fictitious **Activity 2:** Read chapter 14 'The First Day'. The chapter can be found on the website under the home learning timetable. **Activity 3:** Today you are going to be draft writing your newspaper report. - Write your opening paragraph. It only needs to be short. Briefly outline the five W's.	**Activity 1 – Spelling** **Words:** Use a strategy of your choice to learn the spellings for this week. - definitely - leisure - amateur - exaggerate - queue - cautious - ambitious - nutritious - infectious - fictitious **Activity 2:** Read chapter 15 'The Arrival'. The chapter can be found on the website under the home learning timetable. **Activity 3:** Editing! Today, you are going to edit your newspaper report. Questions to think about when you are editing: - How can you improve your writing? - Does your writing make sense?	**Activity 1 – Spelling** **Test**: what was your score this week? **Activity 2:** Read chapter 16 'Questions'. The chapter can be found on the website under the home learning timetable. **Activity 3:** Publish your newspaper report! Remember to include: - Headline - Paragraphs - Picture and caption - Columns - Your name

	- Why couldn't Marlon get hold of Cameron? - Why was Cam's room different to normal hospital rooms? - Explain why Cam was pleased to talk to Marlon, and then Alex, during this chapter. - Summarise this chapter in 3-5 bullet points.	from Dr Bryce and Trudy the pig. Today, you will be planning the newspaper report. Watch the learning video: What are the features of a newspaper? - BBC Bitesize **Activity 4:** Plan your newspaper report using these bullet points to help you: - Headline - Opening paragraph: Who - Cameron What - Having a transplant from a pig. When - you can make up a date/time. Where – Hospital Why – to prolong his life as there are no suitable human donors. - Main paragraph: Facts about the pig transplant. - Interview: who will give a quote? What will it say?	- Now, write the main paragraph. This is where you go into more detail about the event, still using the five W's. - Within the main paragraph, you are going to include quotes. Use at least one quote using direct speech and one quote using indirect speech. Writing direct and indirect speech - Year 6 - P7 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize - Lastly, write the closing paragraph. It needs to summarise what will happen next.	- Have you used paragraphs? - Have you used capital letters and full stops? - Have you included an example of direct and indirect speech? Think about our year 6 grammar we use in class (fronted adverbials, relative clauses, adverbs of time and place), can you include any of these?	**Please send me your report. I'd like to share them with Mrs Trelfer.**

		- Closing paragraph: what will happen next.			
Other Activities	**Geography** Carbon Footprint **Activity 1:** Read the information about carbon footprints: CBBC - Newsround - What is a carbon footprint? **Activity 2:** Make a poster which informs people on ways they could reduce their carbon footprint! Examples include: Walk instead of drive, turn off lights, recycle, grow your own food.	**Art** **Activity 1:** Create a piece of artwork using recycling! Be as creative as you can! Here are some examples:   	**PSHE** You have lots of responsibilities at home, at school and responsibilities no matter where you are. **Activity 1:** List 5 responsibilities you have at home, 5 responsibilities you have at school and 5 responsibilities you have no matter where you are.	**RE** **Activity 1:** Watch the learning clips: Religious Studies KS2: Prayer in Islam - BBC Teach Muslim prayer - KS2 Religious Education - BBC Bitesize **Activity 2:** Write a paragraph to explain how and why Muslims pray. **Activity 3:** Answer these questions: - Who do Muslims turn to for guidance and advice? - Who do you turn to for guidance and advice?	**Science** **Activity 1:** Watch the learning video and read the information: Why is water so important? 1st level - BBC Bitesize **Activity 2:** Design a poster to encourage people to drink water. Make sure you include key information about the importance of keeping hydrated!
Thinking Time	Choose one of the drawings to complete from this YouTube channel:	Go on a mindfulness walk with an adult if you can.	Watch Newsround to learn about the world around you. I wonder what you will learn about today?	Challenge: Categories. Write the alphabet down the side of a piece of paper. Using the category	Try out this mindfulness bubble bounce activity! Bubble Bounce! (Mindful Looking) - YouTube

	Art for Kids Hub - YouTube What did you decide to draw? I would love to see!	Whilst you are walking, think about what you can hear, see, smell and feel. If you can't go for a walk, take a quiet moment to think about all the things you are grateful for.	https://www.bbc.co.uk/newsround	'things you can find in a supermarket', can you think of something for each letter?	Don't worry if you can't do it first time – it takes practise! We will try it again next week.
Exercise and break times		Miss Berman's PE challenge! Your PE challenge this week is to complete this PE bingo card. When you complete a square, cross it off until all the boxes are complete and you reach BINGO! If you don't have a ball, try doing keepy ups with rolled up socks. As an extra challenge, see if you can beat yourself! Can you hold a plank longer than you did for your first attempt? Can you do more than 50 star jumps in a minute?			

Maths Starter 25.1.21 – scroll to find the answers.

Put these in order, smallest to biggest.
0.51, 50/100, 0.05, 5, 5.1

Can you use your multiplication, division and fraction skills to work out the equations to find the total distance that I travelled to the shops?

My weekly walk to the shop
3456 ÷ 100 = ___m along North Road
3/5 x 430 = ___m past Pencester gardens
468 x 100 = ___ cm along East Street
What is the total distance that I walked?
Show your answer in meters.

Can you use your multiplication and fraction skills to work out how much of each ingredient is needed for the brownie recipe?

Brownie recipe
230x12 = ___g flour
1/4 of 600 = ___g butter
8/24 = ___ eggs
3/4 of 200 = ___g chocolate
300 ÷ 10 = ___g cocoa powder

Maths Worksheet 25.1.21 – scroll to find the answers.

When it asks you to shade in a hundred square, you could either draw one out or just visualise one to answer the question.

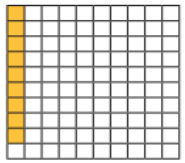
Understand percentages

1 Complete the sentence for each diagram.

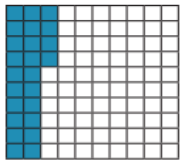
There are ☐ parts out of a hundred shaded.

This is ☐ %.

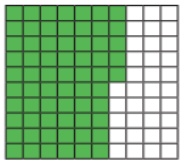
a)



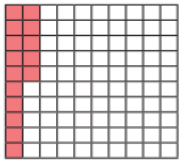
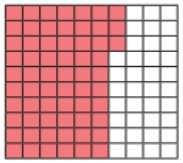
b)

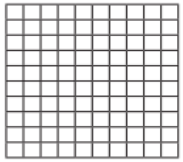


c)



2 Complete the table.

Hundred square	Percentage
	
	

Hundred square	Percentage
	82%

3 Shade 15% of a hundred square red.

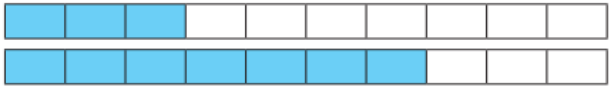
Shade 32% of the hundred square blue.

What percentage of the hundred square is **not** shaded?

4 **a)** Is 1% of this bar model shaded?

Explain your reasoning.

b) What percentage of each bar model is shaded?



5 Passengers are boarding a plane.

The plane has 100 seats.

a) 10% of the seats are already full.

How many passengers are already on the plane?

b) 15% of the seats have not been booked.

How many seats have been booked?

c) How many passengers still need to board the plane?

Maths Starter 26.1.21 – use a calculator or a phone to see if you got the answers correct!

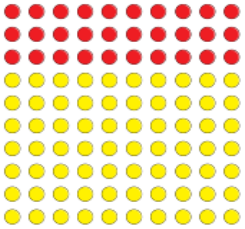
Mild	Medium	Hot
8 x 30 =	40 x 11 =	1/2 x 10 =
48 x 6 =	28 x 8 =	1/4 x 24 =
18 x 20 =	17 x 12 =	2/4 x 24 =
23 x 12=	23 x 58 =	2/4 x 36 =
16 x 40 =	12 x 130 =	1/8 x 80 =
34 x 21 =	35 x 41 =	2/3 x 18 =
45 x 45 =	21 x 121 =	3/4 x 44 =
29 x 61 =	116 x 3 =	5/6 x 60 =

Maths Worksheet 26.1.21 – scroll to find the answers.

When it asks you to shade in a hundred square, you could try to draw one or just answer the rest of the questions!

Fractions to percentages

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

c) What percentage of the array of counters is red?

d) What percentage of the array of counters is yellow?

e) What do you notice about the two percentages?

2 **a)** Shade hundred squares to represent the fractions.

$\frac{40}{100}$ $\frac{65}{100}$

$\frac{1}{2}$ $\frac{7}{10}$

b) Write the fractions as percentages.

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

3 Fill in the missing numbers.

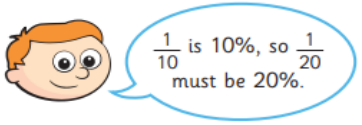
a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

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

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

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

4



Explain the mistake that Ron has made.

What is the correct answer?

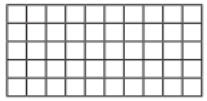
5 Convert the fractions to percentages.

a)	**b)**	**c)**	**d)**
$\frac{1}{4}$	$\frac{1}{5}$	$\frac{16}{20}$	$\frac{45}{50}$
$\frac{1}{2}$	$\frac{2}{5}$	$\frac{8}{20}$	$\frac{9}{10}$
$\frac{3}{4}$	$\frac{4}{5}$	$\frac{4}{20}$	$\frac{18}{20}$

e) What do you notice?

6 **a)** Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- 14% red
- $\frac{4}{20}$ blue
- the rest yellow



b) What percentage of the grid is yellow?

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

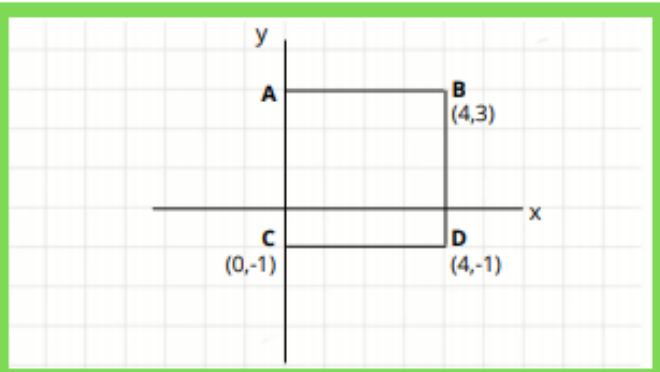
1	2	3	4	5

$\frac{\square}{\square} > \square\%$ $75\% = \frac{\square}{4}$ $\frac{3}{\square} < 65\%$

b) Are there any other solutions?

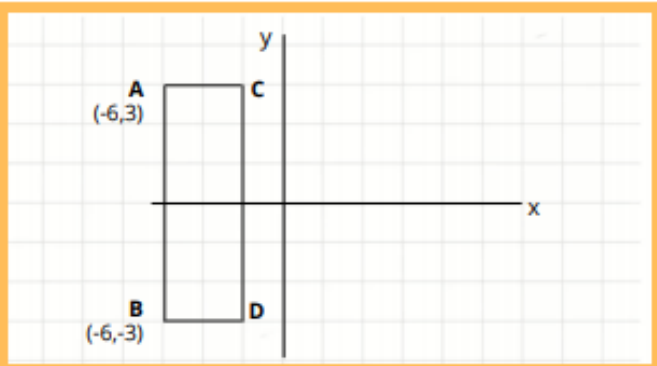
Maths Starter 27.1.21 – scroll to find the answers.

Mild



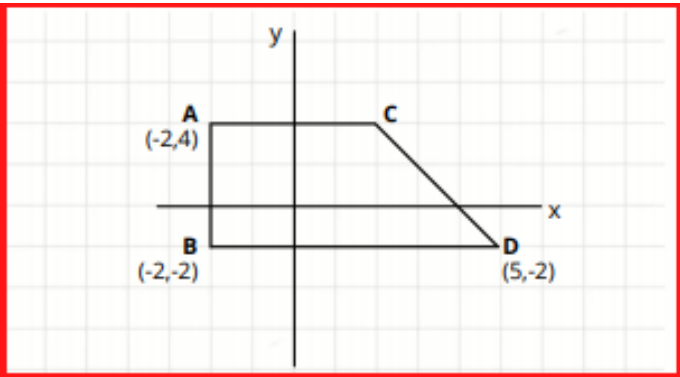
Work out the missing coordinates of point A.
What is the length of side AC?

Medium



Work out the missing coordinates of the rectangle.
What is the length of side CD?

Hot



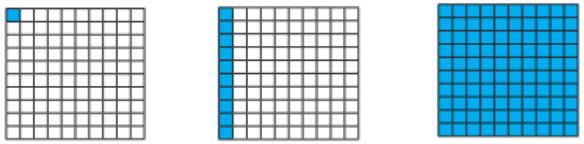
Work out the missing coordinates of the point C.
What is the length of side BD?

Maths Worksheet 27.1.21 – scroll to find the answers.

When it asks you to shade in a hundred square, you could either draw one out or just visualise one to answer the question.

Equivalent FDP

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



2 Match the equivalent fractions, decimals and percentages.

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

3 **a)** Shade a hundred grid in the given proportions.

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

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

4 Complete the table.

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

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

14% (>) 0.4

14 is greater than 4

What mistake has Amir made?

6 Match the decimal cards to the people.

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

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

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

My decimal is greater than 60%.

0.65 | 0.57 | 0.61 | 0.6

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

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

0	1	2	3	4	5

□ . □ □

How many other answers can you find?

Maths Starter 28.1.21 – scroll to find the answers.

Find four different single digit numbers that multiply together to make 120.

How many different ways can you answer this?

Here is an example:

2 3 4 5

2x**3** = 6

6x**5**=30

30 x **4** = 120

Maths Worksheet 28.1.21 – scroll to find the answers.

Order FDP

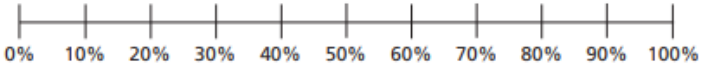
1 Write <, > or = to complete the statements.

a) 64% ◯ 0.46 **c)** $\frac{3}{5}$ ◯ 35% **e)** 67% ◯ $\frac{7}{10}$

b) 0.96 ◯ $\frac{97}{100}$ **d)** 0.8 ◯ 80% **f)** $\frac{7}{20}$ ◯ 0.3

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

a) 9% $\frac{9}{10}$ 0.99 19%



b) $\frac{2}{5}$ 0.52 45% 0.2

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

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

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

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

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

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

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

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

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

Which of the fractions, decimals and percentages could fill the gap?

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

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

Aisha got 78% of the test correct.

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

Do you agree with Aisha?

Explain your answer.

Maths Starter Answers:

Starter 1 - 25.1.21:
Mild: 0.05, 50/100, 0.51, 5, 5.1
Medium: 760.56 metres
Hot: 2760g flour, 150g butter, 3 eggs, 150g chocolate, 30g cocoa powder

Starter 2 – 26.1.21:
Use a calculator or phone to check your answers

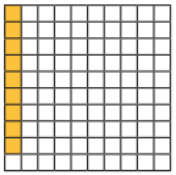
Starter 3 – 27.1.21:
Mild: A = (0, 3) AC = 4
Medium: C = (-2, 3) D = (-2, -3), CD = 6
Hot: C = (2, 4), BD = 7

Starter 4 – 28.1.21:
Here are some more examples. Did you find any different ones? Use a calculator to check.
1 x 8 x 3 x 5 = 120
1 x 4 x 5 x 6 = 120
2 x 3 x 4 x 5 = 120

Maths Worksheet Answers 25.1.21

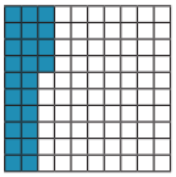
Understand percentages

1 Complete the sentence for each diagram.

a) 

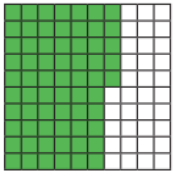
There are [9] parts out of a hundred shaded.

This is [9] %.

b) 

There are [24] parts out of a hundred shaded.

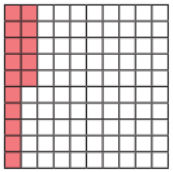
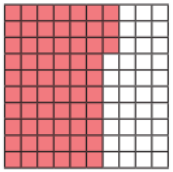
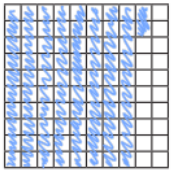
This is [24] %.

c) 

There are [65] parts out of a hundred shaded.

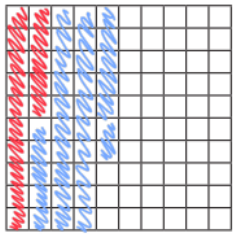
This is [65] %.

2 Complete the table.

Hundred square	Percentage
	15%
	63%
	82%

3 Shade 15% of the hundred square red.

Shade 32% of the hundred square blue.



What percentage of the hundred square is **not** shaded? [68] %

4 **a)** Is 1% of this bar model shaded? No

Explain your reasoning.

It's split into 10 parts so each part is 10%

b) What percentage of each bar model is shaded?

[30] %

[70] %

5 Passengers are boarding a plane.

The plane has 100 seats.

a) 10% of the seats are already full.

How many passengers are already on the plane? [10]

b) 15% of the seats have not been booked.

How many seats have been booked? [85]

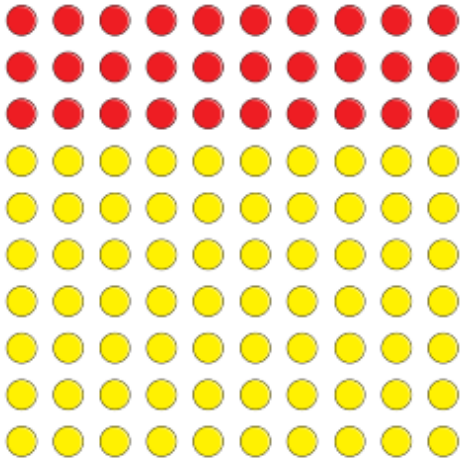
c) How many passengers still need to board the plane? [75]

Maths Worksheet Answers 26.1.21

Fractions to percentages

Maths

1



a) What fraction of the array of counters is red? $\frac{3}{10}$

b) What fraction of the array of counters is yellow? $\frac{7}{10}$

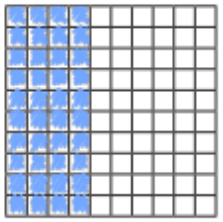
c) What percentage of the array of counters is red? 30 %

d) What percentage of the array of counters is yellow? 70 %

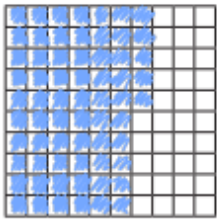
e) What do you notice about the two percentages?

2 a) Shade the hundred squares to represent the fractions.

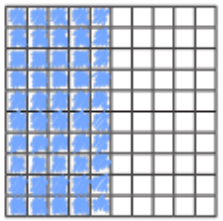
$\frac{40}{100}$



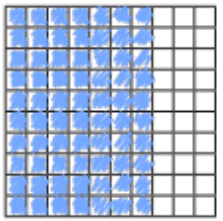
$\frac{65}{100}$



$\frac{1}{2}$



$\frac{7}{10}$



b) Write the fractions as percentages.

$\frac{40}{100}$ = 40 % $\frac{65}{100}$ = 65 %

$\frac{1}{2}$ = 50 % $\frac{7}{10}$ = 70 %

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

26.1.21 Answers continued

3 Fill in the missing numbers.

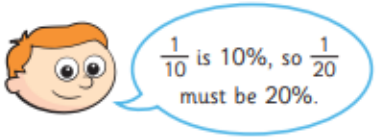
a) $\frac{9}{10} = \frac{90}{100} = 90\%$

b) $\frac{9}{20} = \frac{45}{100} = 45\%$

c) $\frac{9}{50} = \frac{18}{100} = 18\%$

d) $\frac{9}{25} = \frac{36}{100} = 36\%$

4



Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = 5\%$

5 Convert the fractions to percentages.

a) $\frac{1}{4} = 25\%$

$\frac{1}{2} = 50\%$

$\frac{3}{4} = 75\%$

b) $\frac{1}{5} = 20\%$

$\frac{2}{5} = 40\%$

$\frac{4}{5} = 80\%$

c) $\frac{16}{20} = 80\%$

$\frac{8}{20} = 40\%$

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

d) $\frac{45}{50} = 90\%$

$\frac{9}{10} = 90\%$

$\frac{18}{20} = 90\%$

e) What do you notice?

6 a) Shade the grid in the given proportions.

- $\frac{3}{5}$ green
- $\frac{4}{20}$ blue
- 14% red
- the rest yellow

b) What percentage of the grid is yellow?

6 %

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

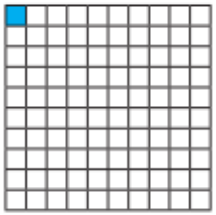
$\frac{1}{2} > 40\%$ $\quad 75\% = \frac{3}{4}$ $\quad \frac{3}{5} < 65\%$

b) Are there any other solutions?

Maths Worksheet Answers 27.1.21

Equivalent FDP

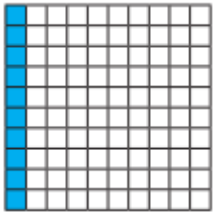
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction = $\frac{1}{100}$

decimal = 0·01

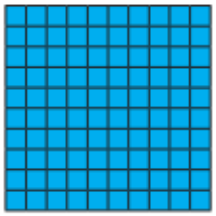
percentage = 1 %



fraction = $\frac{1}{10}$

decimal = 0·1

percentage = 10 %

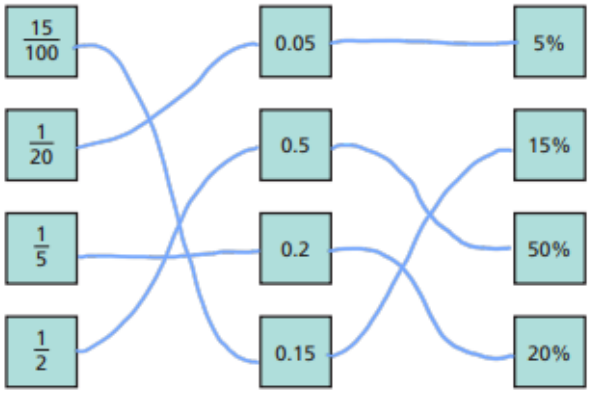


fraction = $\frac{100}{100}$

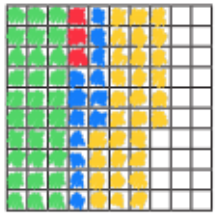
decimal = 1

percentage = 100 %

2 Match the equivalent fractions, decimals and percentages.



3 a) Shade the grid in the given proportions.



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

b) What proportion of the grid is unshaded?

Write your answer as a fraction, decimal and percentage.

fraction = $\frac{6}{25}$ decimal = 0·24 percentage = 24 %

27.1.21 Answers continued

4 Complete the table.

Fraction	Decimal	Percentage
$\frac{21}{100}$	0.21	21%
$\frac{3}{25}$	0·12	12%
$\frac{2}{10}$	0·2	20%
$\frac{2}{5}$	0.4	40%
$\frac{11}{25}$	0.44	44%
$\frac{1}{25}$	0·04	4%
$\frac{3}{4}$	0·75	75%
$\frac{99}{100}$	0.99	99%

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

14% (>) 0.4

14 is greater than 4

What mistake has Amir made?

He hasn't compared them in the same form. 0·4=40% and 40% > 14% so 14% < 0·4

6 Match the decimal cards to the people.

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

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

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

My decimal is greater than 60%.

0.65

0.57

0.61

0.6

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

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

0	1	2	3	4	5

E.g. 0 . 2 4

How many other answers can you find?

Maths Worksheet Answers 28.1.21

Order FDP

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

a) 64% > 0.46

b) 0.96 < $\frac{97}{100}$

c) $\frac{3}{5}$ > 35%

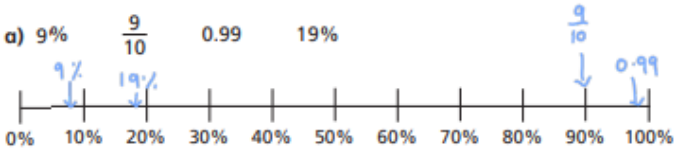
d) 0.8 = 80%

e) 67% < $\frac{7}{10}$

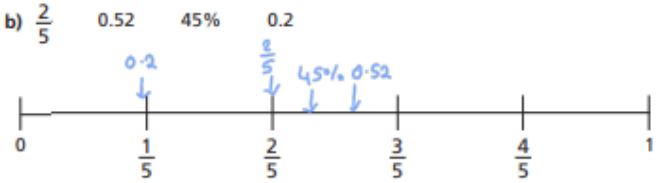
f) $\frac{7}{20}$ > 0.3

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

a) 9% $\frac{9}{10}$ 0.99 19%



b) $\frac{2}{5}$ 0.52 45% 0.2



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

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

$\frac{13}{100}$, 21%, $\frac{7}{10}$, 0.9

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

0.6, 61%, 0.66, $\frac{37}{50}$

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

12%, 47%, $\frac{63}{100}$, 0.89

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

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

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

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

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

Aisha got 78% of the test correct.

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

Do you agree with Aisha? No

Explain your answer.

$\frac{40}{50}$ = 80% and 80% > 78% so Tommy did better.