


Year 6 Remote Learning – Week 3 Beginning 16th November 2020

Please make sure you are reading every day and practising times tables. You can use TT Rockstars and your log-in details are in your Reading Record. You can record what you are reading in your Reading Record. You can also practise spelling and handwriting using the vocabulary from the Topic timetable below.

Maths
 For short teaching videos relating to each daily topic, please go to <https://resources.whiterosemaths.com/resources/year-6/autumn-block-2-four-operations/> and find the relevant video. We have not included the worksheets that are referred to in the videos, but the questions below relate to the learning in the videos.

Monday

Long Division problem solving



I am trying to complete this using long division, but it doesn't seem to help.

Look at Dexter's working.

What problem is he facing? Talk about it with a partner.


	0	0	
15	1	3	6

A school has 380 pupils, 24 staff and 9 governors. Everyone is invited to a special meal. Each table seats 12 people.


a) How many tables are needed?

Tommy needs to buy 650 balloons for a festival.

Party Supplies



Fun Stores



How much would it cost to buy the balloons from each shop?

1	2	3	4	5
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Use each digit card once to complete the division in different ways.

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Experiment to find divisions that give:

a) the smallest possible remainder

b) the greatest remainder

c) a remainder that is a multiple of 5

Party Supplies:

Fun Stores:

Tuesday


Arithmetic paper 12


Wednesday


Revisit – equivalent fractions

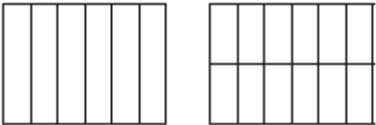
Watch the video to review how to find equivalent fractions then have a go at the fluency questions below.

Shade the shapes to show the equivalent fractions.

a)  $\frac{1}{4} = \frac{\square}{12}$

b)  $\frac{3}{4} = \frac{\square}{12}$

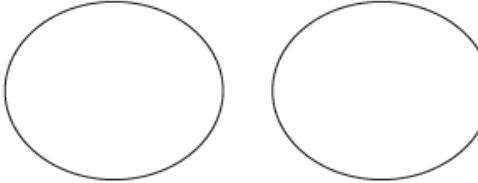
c)  $\frac{1}{6} = \frac{\square}{\square}$

d)  $\frac{5}{6} = \frac{\square}{\square}$

Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$ Equivalent to $\frac{1}{3}$



$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$ d) $\frac{3}{4} = \frac{6}{\square}$ g) $\frac{2}{\square} = \frac{10}{15}$

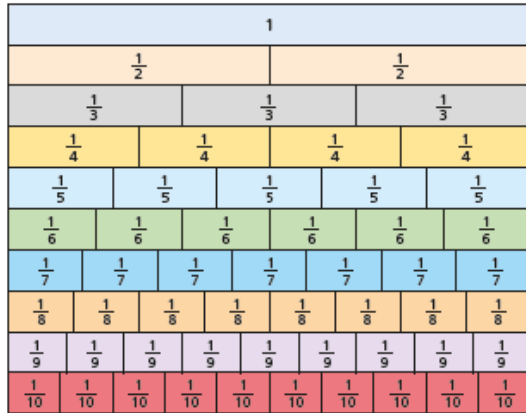
b) $\frac{5}{7} = \frac{\square}{14}$ e) $\frac{3}{4} = \frac{12}{\square}$ h) $\frac{2}{\square} = \frac{10}{25}$

c) $\frac{7}{8} = \frac{14}{\square}$ f) $\frac{3}{4} = \frac{\square}{12}$ i) $\frac{2}{7} = \frac{10}{\square}$

Thursday

Simplify fractions

A good starting place is to watch the video by clicking on the link <https://www.youtube.com/watch?v=eLLz586BiS0>
Then complete the fluency questions below.



a) Use a fraction wall to explain why $\frac{7}{10}$ does not simplify.

b) Find three more fractions on the fraction wall that cannot be simplified.

a) Draw lines on the bar model to show that $\frac{9}{12}$ is equal to $\frac{3}{4}$

b) Complete each bar model and calculation.

$$\frac{\square}{\square} = \frac{3}{9}$$

$$\frac{\square}{\square} = \frac{5}{15}$$

Mo, Eva and Ron are trying to simplify $\frac{5}{20}$



Mo

I can't simplify this because one number is odd and the other is even.



Eva

I can't simplify this because only one number can be halved.



Ron

I can simplify any fraction.

Do you fully agree, partly agree or completely disagree with each person?

Write 3 fractions that simplify to $\frac{3}{5}$

Teddy and Dora are both simplifying $\frac{30}{42}$

Teddy

$$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$$

Dora

$$\frac{30}{42} = \frac{5}{7}$$

a) How do you think Dora was able to simplify the fraction in one step?

b) Simplify these fractions in one step.

$$\frac{24}{30} = \frac{\square}{\square}$$

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

$$\frac{56}{64} = \frac{\square}{\square}$$

$$\frac{99}{121} = \frac{\square}{\square}$$



is a prime number.



is a multiple of 10

The fraction can be simplified.

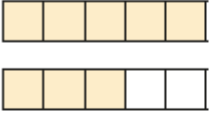
What could each number be? Explain your reasoning.

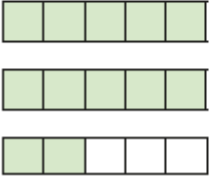
Friday

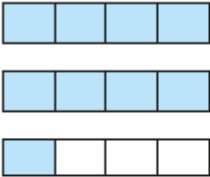
Recap - Improper fractions to mixed numbers

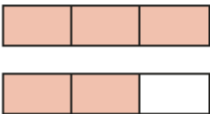
To revisit what to do, start by watching the video. Then complete the fluency questions.

Convert the improper fractions to mixed numbers.

a)  $\frac{8}{5} = \square$

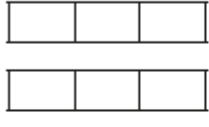
b)  $\frac{\square}{5} = \square$

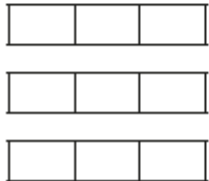
c)  $\frac{\square}{\square} = \square$

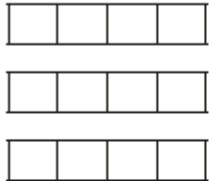
d)  $\frac{\square}{\square} = \square$

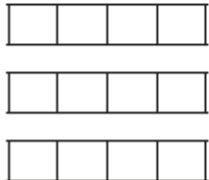
Shade the bar models to represent each improper fraction.

Convert the improper fractions to mixed numbers.

a)  $\frac{7}{3} = \square$

b)  $\frac{8}{3} = \square$

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

d)  $\frac{11}{4} = \square$

English – this week we are completing our Non-Chronological reports

Monday Finish writing your Non-Chronological report on an endangered animal – you have researched our animal previously

Tuesday Use the checklist to self assess it and edit and improve it.

Topic title covers the whole subject.	Non-chronological reports use factual language .
Brief introduction paragraph gives who/what/where overview.	Present tense verbs (unless it is a historical report, then it would be past tense).
The information is organised into paragraphs .	Technical language may be explained in a glossary.
Each category has a sub-heading .	Third person makes it impersonal.
Some information may be in fact boxes or bullet-point lists.	Non-chronological reports have a formal tone .
Extra details support the main points.	General language , not particular examples.

Wednesday Write your Non-Chronological report on either neat copy paper or type it on the computer

Thursday



Winter Guests
(Elsie S. Lindgren)

Hurrah! for the bravest birds of all!
They did not fly away last fall,
They do not mind the ice and snow,
but sing a song when North winds blow.
Fire-red Cardinal; Junco gray;
The Chickadee in a white vest -
I love these winter birds the best.

Oh, peanut butter on crumbs of cake
and treats of suet balls I make,
and seeds of sunflowers by the score
I heap on their feeders outside my door
to bid them welcome, everyone,
And keep them strong for the winter fun.
Few winter guests are as bright as these -
Cardinals, Bluejays, and Chickadees.



Appearance:

Personality:

Movement:

My opinion:

Read the poem and put the descriptive phrases in the correct box.

Friday Spelling frame – focus on the year 5 and 6 word list

Topic

Monday **Anti-bullying**
It's anti-bullying week and the theme is 'United Against Bullying'
What is bullying? The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

What is happening?

Anti-Bullying Alliance

UNITED AGAINST BULLYING



WWW.BITSTRIPS.COM

- What can you see in this picture?
- What do you think is happening here?
- How do you think the children in the picture are feeling?

Now design an anti-bullying poster.

Think carefully about the message and what you want people to do.

Wednesd ay	Geography – Consider what is the difference between climate and weather – watch this video clip. https://www.bing.com/videos/search?q=what+is+climate&&view=detail&mid=0884E5E283760AF8B57D0884E5E283760AF8B57D&&FORM=VRD&ru=%2Fvideos%2Fsearch%3Fq%3Dwhat%2Bis%2Bclimate%26FORM%3DHDRSC3 Find out about the climate in the Galapagos Islands and write a short paragraph explaining why and how it is different to the UK.
Thursd ay	PE – Complete a Joe Wicks workout https://www.youtube.com/watch?v=JcUrMyxBIQ

Friday

RE –

Understanding humanism. Click on the link to read about this religion. <https://www.reonline.org.uk/subject-knowledge/humanism/>

- Write 3 rules which both you and a humanist would agree on
- Write a sentence for each one that explains why it is important

Do not kill

This is important because we need to be able to trust other people not to harm us and we should respect people's right to life.

Extension:

How would world politics be different if world leaders believed in the principles of Humanism?