

## Year 6 Home Learning: 5th January 2021

<b>Spelling/Phonics</b>		<b>Time to spend on activity</b>															
<b>Spelling/Phonics:</b>	<p><b>How to start each session:</b></p> <p><b>Tuesday – Words with the letter string ‘ough’</b></p> <p><b>Read the poem below</b>            I take it you already know            Of tough and bough and cough and dough?            Others may stumble, but not you,            On hiccough, thorough, lough and through?            Identify all the words with ‘ough’ string. What different phonemes did the ‘ough’ make?            Write out all 8 words with the letter string ‘ough’            Look up 4 of the words and what they mean, you can even use an online dictionary if you do not have a hard copy.</p> <p><b>Wednesday – Words with the letter string ‘ough’</b></p> <p>Start by looking up the other 4 word meanings from the poem yesterday. You then need to spend 15 minutes practicing these spellings. You can use any of our no-nonsense spelling strategies, including; pyramids, rainbow, write it backwards, look cover check, draw a picture, trace the shape</p> <p><b>Thursday – Words with the letter string ‘ough’</b></p> <p>Match up the words that make the same ‘ough’ sound</p> <table border="1" style="width: 100%; text-align: center;"> <tbody> <tr> <td>bough</td> <td>cough</td> <td>dough</td> </tr> <tr> <td>enough</td> <td>bought</td> <td>plough</td> </tr> <tr> <td>though</td> <td>drought</td> <td>sought</td> </tr> <tr> <td>thought</td> <td>tough</td> <td>thorough</td> </tr> <tr> <td>rough</td> <td>although</td> <td>brought</td> </tr> </tbody> </table> <p>After this look up any words you do not know the meaning of. Chose a strategy to practise unknown words with the ‘ough’ string.</p> <p><b>Friday - Words with the letter string ‘ough’</b>            Ask someone in your house to test you on 8 of the words with the ‘ough’ string. This could be a parent, sibling or someone else. Once you have been tested on 8 of the above words. Mark the with accuracy. Then, choose a strategy to practise those spelt incorrectly.</p>	bough	cough	dough	enough	bought	plough	though	drought	sought	thought	tough	thorough	rough	although	brought	<p>30 minutes</p>
bough	cough	dough															
enough	bought	plough															
though	drought	sought															
thought	tough	thorough															
rough	although	brought															
<b>Reading</b>	<p>Log into your child’s MYON account daily and read different texts for 15 minutes daily. Leave your teachers a review once you finish a book to say if you enjoyed it and if you would recommend it to a class mate. Don’t forget to take an AR quiz once you have finished.  <a href="https://www.myon.co.uk/login/index.html?logoutReason=10&amp;returnTo=%2Flibrary%2Fsearch.html">https://www.myon.co.uk/login/index.html?logoutReason=10&amp;returnTo=%2Flibrary%2Fsearch.html</a></p>  <p style="text-align: center;"><b>Comprehension Text – On Dangerous Grounds</b>  <b>The text and questions can be found on a separate document on our year 6 home learning page.</b></p> <p><b>Tuesday –</b> Re-read the text. Complete the vocabulary table and the questions. Remember, when you are inferring the meaning of a word, find clues around that word.</p>	<p>Read for 15 minutes daily using your Myon log in</p> <p>30 minutes</p>															

	<b>Wednesday</b> – Re-read the text. Look at the comprehension questions and underline any key words in the question such as ‘one word/phrase’. Answer questions.	
<b>English</b>		
<b>Key Vocabulary to use throughout the week – dishevelled, refugee, abandoned, slumber, longingly, impoverished, vacant, incomprehensible, resided, indefinite</b>		
<b>Tuesday</b>	<p><b>LO:</b> To plan a recount</p> <p><b>Starter:</b> Recap what a recount is. ‘A recount retell an event that happened in the past’. Think about what features are included in a recount.</p> <p><b>SC:</b> First person, Past tense, Opinions, Emotions and Description, Chronological order, Introduction, Conclusion</p> <p><b>Main:</b> We will be writing a recount from the little girl’s perspective of the day her father left. What would a good title be? How would we start our recount in first person? Read the WAGOLL of a recount to give you some ideas.</p> <p><b>Activity:</b> Plan your recount using the question prompts in each paragraph to help you add detail.</p>	1 Hour
<b>Wednesday</b>	<p><b>LO:</b> To write a recount</p> <p><b>Starter:</b> Remind yourself of the features of a recount. Look back through your plan, can you add any extra description to show your emotions of that day when father left?</p> <p><b>Main:</b> Read back through the WAGOLL from yesterday to help with the structure of your writing as well as the features that are needed – first person, past tense, chronological order.</p> <p><b>Activity:</b> Write your recount of ‘leaving day’, describing the events of the day your father left. Make sure you follow your plan and have 6 clear paragraphs in chronological order.</p> <p><b>Challenge:</b> Once you have finished, read back over your writing and edit, checking for punctuation and spelling errors, range of openers, tense and high-level vocabulary.</p>	1 Hour
<b>Thursday</b>	<p><b>LO:</b> To plan an informal letter</p> <p><b>Starter:</b> Look at the next pages of the book where father is now on a boat. Infer each imagine. Think of your ‘I wonders’ and look closely at what else you can see. Think about how father has ended up on a boat. How might he be feeling?</p> <p><b>Main:</b> Read the WAGOLL of the letter from father to his daughter. Highlight features from the SC SC: First person as father, emotive language, description, conjunctions, adverbials, informal language, contractions</p> <p><b>Activity:</b> Complete the planning sheet for the letter, using the question prompts to support you. Remember, you are writing as father and you need to be informal with the language that you select to use.</p>	1 Hour
<b>Friday</b>	<p><b>LO:</b> To write an informal letter</p> <p><b>Starter:</b> Create a word bank of informal language that a father may use when speaking to his daughter that you could use in your letter.</p> <p><b>Main:</b> Recap the WAGOLL and look back over your plan. Think carefully about the structure of your letter, making sure you begin with how you are feeling then describe the journey you have been on and the one you are currently on now and then end with your hopes and dreams.</p> <p><b>Activity:</b> To write an informal letter as father to his daughter.</p>	1 Hour
<b>Maths</b>		
<b>Monday</b>	<p><b>Mental/Oral Starter</b> Number of the day 675 Use the above number and Double it and Half it +10 -10 X10, x100, 1000 Divide by 10, 100 and 1000</p>	1 hour

	<p>Round to the nearest 10/100/1000</p> <p>Square the number- remember this means multiply it by itself</p> <p>5 factors and 5 multiples</p> <p><b>Input</b></p> <p>Remind children of how they multiply a 2 digit by a 2 digit number. Then move onto multiplying a 2 digit by a three digit number.</p> <p><b>Activity – LO: To multiply.</b></p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Set out calculation with the biggest number on top.</li> <li>• Multiply each number on the top row (starting with the units/ones) by the units/ones number of the number on the bottom row.</li> <li>• Carry any numbers in the next column. Write answer under the line Add any carry overs in the next multiplication</li> <li>• Place a zero under the units/ones column as a place holder.</li> <li>• Now multiply all the numbers on the top row by the number in the tens column on the bottom row. Write answer underneath the previous answer.</li> <li>• Add the two answers together.</li> </ul>	
<b>Tuesday</b>	<p><b>Mental/Oral Starter</b></p> <p>Number of the day 379</p> <p>Use the above number and</p> <p>Double it and Half it</p> <p>+10 -10</p> <p>X10, x100, 1000 Divide by 10, 100 and 1000</p> <p>Round to the nearest 10/100/1000</p> <p>Square the number- remember this means multiply it by itself</p> <p>5 factors and 5 multiples</p> <p><b>Input</b></p> <p>Show question: We are going to the garden centre to buy plants for the school garden. Plants are 54p each. A tray contains 10 plants; a box contains 112 trays. If we buy a box of plants, how much would it cost?</p> <p>Discuss the question. What is it asking? What vocabulary do we know or are we unsure of? How many steps are in this problem? Complete question together.</p> <p><b>Activity – LO: To reasoning problems</b></p> <p>Pick the colour of questions that you would do in school or feel most comfortable with, you do not need to answer all questions for all three groups.</p> <p><b>Challenge</b></p> <p>Would you rather sit in a traffic jam for 33% of 2 hours or 44% of 1hr 40mins? Make sure you explain your reasons clearly.</p>	1 hour
<b>Wednesday</b>	<p><b>Mental/Oral Starter</b></p> <p>Number of the day 34.5</p> <p>Use the above number and</p> <p>Double it and Half it</p> <p>+10 -10</p> <p>X10, x100, 1000 Divide by 10, 100 and 1000</p> <p>Round to the nearest 10/100/1000</p> <p>Square the number- remember this means multiply it by itself</p> <p>5 factors and 5 multiples</p> <p><b>Input</b></p> <p><b>Below in the resources is a guide on long division for children to recap the steps</b></p> <p><b>Recap steps to long division</b></p> <p><b>Activity – LO: To divide</b></p> <p><b>Success Criteria</b></p>	1 hour



	research on finding out how that person became a refugee, where they moved from and to and what they do now. Do the same for your chosen object but find out how that links to refugees.	40 minutes
Science	<p><b>LO: To know that Living things have changed over time</b></p> <p>Look at the word evolution. Write it down and write down what you think it means. Write any other words that you think of when you think of evolution.</p> <p>Look at the Power Point on our home learning page called science lesson 1. This shows Darwin's theory of evolution.</p> <p>As you read the slides, jot down any new vocabulary,</p> <p>After you have read the slide write down these words fossil, palaeontologist, evolution, prehistoric, fossilize.</p> <p>Can you find out what each word means, this will help your understanding as we look at how animals and insects become fossils next week.</p>	1 sessions  30 minutes

All resources that your child will need to aid them with their learning are below. Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Miss Butler and Miss Kelly

Tuesday 5<sup>th</sup> January 2021

LO: To plan

<p><b>Paragraph 1 – WWWWW</b> Who? When? What happened? Where were you and your family? Why did your dad leave?</p>	
<p><b>Paragraph 2</b> Describe the moment you opened your sleepy eyes and you noticed your dad's suitcase? What were you doing at this specific time? What were mum and dad doing? How did you feel?</p>	
<p><b>Paragraph 3</b> After you finished breakfast, what did you do before you all left the house as a family? How were you feeling? How were you mum and dad reacting?</p>	
<p><b>Paragraph 5</b> Describe your journey to the station. Describe standing on the platform, waiting for your father to leave you. How were you feeling? How was dad feeling? What did dad do to show his emotions towards you and mum?</p>	
<p><b>Paragraph 6 – Conclusion</b> How are you now feeling after this major event that has just happened? What do you hope for in the near future?</p>	

### WAGOLL - Leaving day

On Wednesday 10<sup>th</sup> January 3041, I (Sarah Kensington) woke up early from a deep slumber on my firm, dishevelled bed to find that this day would change my life for ever. This was the day that my Dad left to go and seek refuge in a better country. I lived in the impoverished town of Mosterri (the capital city) where our house was one amongst thousands of tall terraces that stood in line along the abandoned street.

Initially, I opened my sleepy eyes wondering what had awoken me from my slumber? Stretching my arms wide, an uncontrollable yawn escaped. My mother shouted me for my breakfast which consisted of: stale starch flakes, watered down milk and a pinch of rationed sugar. Still in my night gown, I munched happily looking longingly at my mother and father.

That was when I noticed the brown, leather suitcase propped up against the vacant wall next to the front door. My father only ever used that suitcase when we were going away somewhere; we hadn't been away since the hold on the city began.

After finishing my breakfast, my mother sent me to get changed, "Put on your warmest clothes sweetheart, we are venturing out today." This was strange. As a rule, we didn't leave the house that early in the morning but that day was different. Glancing around my bare cupboard, I pulled out my thick, warm jumper and wrapped it around my body. It hugged me like a glove protecting fingers from the cold. My father smiled sweetly as I walked into the room however I could not read the incomprehensible look on his face. His eyes seemed to glisten in the light and his smile appeared to be hiding a million words he wanted to say.

My wellington boots and Macintosh were passed to me by my mother. Beckoning me towards him, father held my hand and opened the door to the city outside.

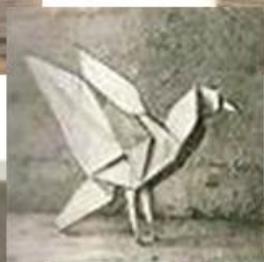
The moment we walked out into the open, the mood swiftly changed. Additional to the cold that chilled us to the bone, the unknown mysterious hold on our city made us walk in silence. My mother (who held my hand in a vice like grip) stared forward whilst I was protected from the looming shadows by both my parents. We walked at a swift pace. I realised that we were heading to the only place that would take you out of this city: the train station.

Finally we arrived at the platform. I held on to my father's hand tighter than before as the loud noises of the engines and the sound of the sudden crowds began to fill my ears. My knees began to quiver in fear. On the platform, a black, mechanical steam engine waited. It whistle was calling people to board. My father turned to me, which was when I knew he was going to leave us. Leave us here -alone- in Mosterri town. Kneeling down to my height, my father smiled one last time. He lifted his worn-out, brown hat to reveal a lone origami bird sitting as if father's hair was its nest. This made me smile. I took the bird and hugged my father good bye.

In summary, despite knowing my father had to leave, my heart still aches that he has left us behind. I hope that he returns soon, or alternatively that we join him where ever he may have gone. But for now, I must be a good girl; it was something I promised my father I would be.

Thursday 7<sup>th</sup> January 2021

Picture prompts from the next part of the story. Dad is now on a boat, on the next part of his journey, and writes a letter to his daughter on an origami bird.



### WAGOLL – Informal Letter

To my dearest daughter,

As you know, I have had to leave home for a while. This decision was not an easy one to make however I need to think about our family's future and giving us a better life. Saying goodbye to you and your mother was the most difficult thing I have ever had to do. It broke my heart in two. I wanted to turn back around and give you a reassuring smile but I didn't want to pain you with my tears. But one thing I can now say (after having time to dwell on things) is that I will make sure everything is okay and we will be back together before we know it.

I am unable to tell you where in the world I am right now as I myself am unsure of my destination but one thing I can say is that I am currently writing this letter whilst being swayed side to side on the boat. The water is extremely choppy and is in fact making me feel sea sick from the minute my eyes open. Have you heard of being 'crammed together like a tin of sardines?' Well that is what my current situation is like! If anything, hopefully this image will put a smile on your face. The other people –who are in a similar situation as I am- are making small talk to take our minds off things. It is helping... sort of. As I am sat here putting pen to paper, all I can see is azure ocean for miles and miles. I am hoping and praying that we will arrive at our destination sooner rather than later.

This letter is filled with love, I need you to know that. I know it's only words on a page however these words come from the bottom of my aching heart. Once I arrive at my destination I will see what the new country holds and figure out a new path for our family to follow, to lead us to a better life. I want us to live in a place where we feel safe and secure. Where we aren't living in fear. Where we can enjoy every moment together. As the man of the house, I will do my very best to make this happen. Even if it is the last thing I do! Once I have come up with this plan, I will come back for you and your mother and this time we will leave our old home together, hand in hand and never look back.

I need to ask one thing from you while I am away, please look after your mother. She is a strong women but she will need picking up and comforting. Time is an indefinite thing unfortunately but hold your head up high and sit tight.

Stay strong,

I love you,

Father.

Thursday 7th January 2021

**LO: To plan an informal letter**

<p><b><u>Feelings and emotions</u></b> -How did you feel when you waved goodbye? -How did you feel when you were on the train? -You are now on a cramped boat, how are you now feeling?</p>	
<p><b><u>Describe what the journey has been like to far</u></b> -What was the train journey like? -What was it like when you first went on the boat? -What is the boat like now? -Have you made any friends? What's it like out at sea? Are you feeling sea-sick?</p>	
<p><b><u>Share any hopes and dreams for the future</u></b> -What do you hope for, for you and your family?</p>	

**To multiply**

1.  $18 \times 25 =$

2.  $75 \times 45 =$

3.  $75 \times 26 =$

4.  $268 \times 15 =$

5.  $545 \times 57 =$

6.  $400 \times 7 =$

**To multiply**

1.  $52 \times 63 =$

2.  $52 \times 215 =$

3.  $46 \times 81.4 =$

4.  $64.2 \times 22.4 =$

5.  $64 \times 46.9 =$

6.  $29 \times 3 \times 4 =$

**To multiply**

1.  $562 \times 716 =$

2.  $654 \times 625 =$

3.  $756 \times 31.8 =$

4.  $823 \times 52.8 =$

5.  $1892 \times 56.05 =$

6.  $38 \times 4 \times 6 =$

05.01.21 Maths

LO: To solve word problems

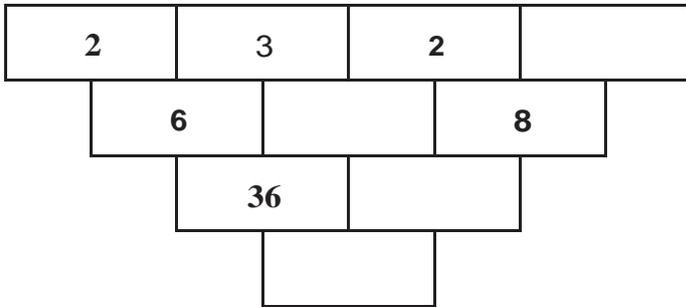
Orange and Yellow Maths Tuesday

1. Identify the common factors of 15 and 30:
2. Circle all the numbers that are multiples of both 3 and 7:  
35 42 21 14 54
3. List all the numbers up to 40 that are multiples of both 4 and 6:
4. Circle the prime numbers:  
97 70 65 47 19 99
5. Identify the prime numbers between 20 and 40:
6. Circle the correct answer to this calculation:  
 $4^2 \times (4 - 2)$   
32 62 16
7. Peter uses three of these number cards to make this calculation correct.  
6 5 2 8 3

Which cards does he use?

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \phantom{00} = 120$$

8. Fill In the missing numbers:



9. Jamal runs 19 miles for 22 days how far does he run?

10. What is the product of 72 and 12?

11. A football team are paid £120 a game. If there are 22 players in one game how much will they be paid for playing 4 matches?

12. Kim knows that

$$137 \times 28 = 3836$$

Explain how she can use this information to work out this multiplication.

$$138 \times 28$$

.....  
.....  
.....

13. Write the **three prime numbers** which multiply to make **231**

$$\square \times \square \times \square = 231$$

Green Maths for Tuesday

6. Identify the common factors of 15 and 30:

7. Circle all the numbers that are multiples of both 3 and 7:

36 42 21 14 54

8. List all the numbers up to 40 that are multiples of both 4 and 6:

9. Circle the prime numbers:

97 70 65 47 19 99

10. Identify the prime numbers between 20 and 40:

6. Circle the correct answer to this calculation:

$$4^2 \times (4 - 2)$$

32 62 16

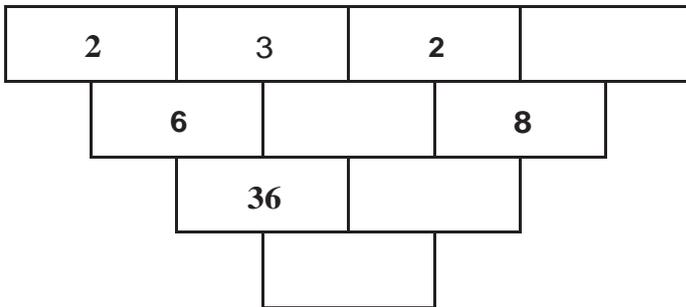
7. Peter uses three of these number cards to make this calculation correct.

6 5 2 8 3

Which cards does he use?

$$\boxed{\phantom{00}} \times \boxed{\phantom{00}} \times \phantom{00} = 130$$

8. Fill In the missing numbers:



9. Emma saves £3.50 each week.

How much has she saved after 16 weeks?

£	
---	--

10. What is the product of 25 and 12?

11. Biscuits are sold in packets of 28. In one day 7 packets of biscuits are sold. How many biscuits are sold in a day?

12. Chris saves 50p coins.

He has saved 45 of them.

How much money has Chris saved?

13. Write what the **three** missing digits could be in this calculation.

$$\begin{array}{|c|c|} \hline \square & \square \\ \hline \end{array} \times \begin{array}{|c|} \hline \square \\ \hline \end{array} = \begin{array}{|c|c|c|} \hline 3 & 7 & 8 \\ \hline \end{array}$$

**Blue and Red Maths Tuesday**

11. Identify the common factors of 15 and 30:

12. Circle all the numbers that are multiples of both 3 and 7:

37 42 21 14 54

13. List all the numbers up to 40 that are multiples of both 4 and 6:

14. Circle the prime numbers:

97 70 65 47 19 99

15. Identify the prime numbers between 20 and 40:

16. Write **all** the **multiples** of **3** that are greater than **10** and smaller than **20**

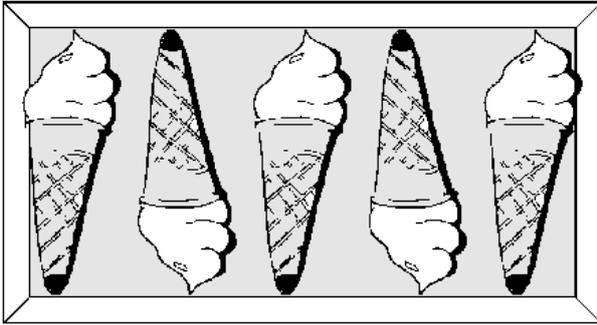
17. Jenny can walk 103 metres in 1 minute.



How far can she walk in 2 minutes?

<i>Handwritten number</i>	<b>metres</b>
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8. There are 5 ice-creams in a box.



Alex buys 7 boxes of ice-creams.

How many ice-creams does she buy altogether?

9. Write the missing numbers.

(a)  $20 \times 4 = \square$

(b)  $48 \div \square = 24$

10. Write the answer.

$$37 \times 10 =$$

He has saved 45 of them.

How much money has Chris saved?

11. Rob has some number cards.

He holds up a card.

He says,

'If I multiply the number on this card by 5, the answer is 35'.

What is the number on the card?

06.01.21

LO: To divide

Below is an explanation in long division, most children are familiar with this method. The questions for today are underneath the explanation.

$\begin{array}{r} 0 \\ 25 \overline{) 435} \end{array}$	$4 \div 25 = 0 \text{ remainder } 4$	The first number of the dividend is divided by the divisor. The whole number result is placed at the top. Any remainders are ignored at this point.
$\begin{array}{r} 0 \\ 25 \overline{) 435} \\ \underline{0} \end{array}$	$25 \times 0 = 0$	The answer from the first operation is multiplied by the divisor. The result is placed under the number divided into.
$\begin{array}{r} 0 \\ 25 \overline{) 435} \\ \underline{0} \\ 4 \end{array}$	$4 - 0 = 4$	Now we <b>take away</b> the bottom number from the top number.
$\begin{array}{r} 0 \\ 25 \overline{) 435} \\ \underline{0} \downarrow \\ 43 \end{array}$		Bring down the next number of the dividend.
$\begin{array}{r} 0 \\ 25 \overline{) 435} \\ \underline{0} \downarrow \\ 43 \end{array}$	$43 \div 25 = 1 \text{ remainder } 18$	Divide this number by the divisor.
$\begin{array}{r} 01 \\ 25 \overline{) 435} \\ \underline{0} \downarrow \\ 43 \end{array}$		The whole number result is placed at the top. Any remainders are ignored at this point.

$\begin{array}{r} 01 \\ 25 \overline{)435} \\ \underline{0\phantom{0}} \\ 43 \\ \underline{25} \end{array}$	$25 \times 1 = 25$	<p>The answer from the above operation is multiplied by the divisor. The result is placed under the last number divided into.</p>
$\begin{array}{r} 01 \\ 25 \overline{)435} \\ \underline{0\phantom{0}} \\ 43 \\ \underline{25} \\ 18 \end{array}$	$43 - 25 = 18$	<p>Now we <b>take away</b> the bottom number from the top number.</p>
$\begin{array}{r} 01 \\ 25 \overline{)435} \\ \underline{0\phantom{0}} \\ 43 \\ \underline{25} \\ 185 \end{array}$		<p>Bring down the next number of the dividend.</p>
$\begin{array}{r} 01 \\ 25 \overline{)435} \\ \underline{0\phantom{0}} \\ 43 \\ \underline{25} \\ 185 \end{array}$	$185 \div 25 = 7 \text{ remainder } 10$	<p>Divide this number by the divisor.</p>
$\begin{array}{r} 017 \\ 25 \overline{)435} \\ \underline{0\phantom{0}} \\ 43 \\ \underline{25} \\ 185 \end{array}$		<p>The whole number result is placed at the top. Any remainders are ignored at this point.</p>

$\begin{array}{r} 017 \\ 25 \overline{)435} \\ \underline{0} \phantom{0} \\ 43 \phantom{0} \\ \underline{25} \phantom{0} \\ 185 \\ \underline{175} \\ 10 \end{array}$	$25 \times 7 = 175$	<p>The answer from the above operation is multiplied by the divisor. The result is placed under the number divided into.</p>
$\begin{array}{r} 017 \\ 25 \overline{)435} \\ \underline{0} \phantom{0} \\ 43 \phantom{0} \\ \underline{25} \phantom{0} \\ 185 \\ \underline{175} \\ 010 \end{array}$	$185 - 175 = 10$	<p>Now we <b>take away</b> the bottom number from the top number.</p>
		<p><b>There is still 10 left over</b> but no more numbers to bring down.</p>
$\begin{array}{r} 017 \text{ r } 10 \\ 25 \overline{)435} \\ \underline{0} \phantom{0} \\ 43 \phantom{0} \\ \underline{25} \phantom{0} \\ 185 \\ \underline{175} \\ 010 \end{array}$		<p>With a long division with remainders the answer is expressed as <b>17 remainder 10</b> as shown in the diagram</p> <p style="text-align: right;"><i>Answer: <math>435 \div 25 = 17 \text{ R } 10</math></i></p>

Questions for Wednesday

1.  $652 \div 11 =$
2.  $4124 \div 12 =$
3.  $8315 \div 11 =$
4.  $3600 \div 600 =$
5.  $800 \div 50 =$
6.  $3264 \div 11 =$

1.  $572 \div 13 =$
2.  $5421 \div 21 =$
3.  $4314 \div 15 =$
4.  $7200 \div 600 =$
5.  $950 \div 50 =$
6.  $32.3 \div 2.5 =$

1.  $842 \div 26 =$
2.  $2313 \div 33 =$
3.  $683 \div 46 =$
4.  $4278 \div 34 =$
5.  $873 \div 36 =$
6.  $5600 \div 80 =$
7.  $365 \div 24 =$

07.01.21

LO: To use division to solve reasoning problems

1. I cut my cake into 16 pieces to share with my friends. There are four of us altogether. How many pieces will we each get?	1. I cut my cake into 56 pieces to share with my friends. There are 12 of us altogether. How many pieces will we each get? How many pieces will be left over?
2. There are 24 children in the class. They need to be split into 4 groups. How many children will there be in each group?	2. There are 124 children in the school. They need to be split into 14 groups for sports day. How many children will there be in each group? Are there any children left over to make a smaller group?
3. Thirty six penguins need to be put into 3 pools. How many will go in each pool?	3. 236 penguins need to be put into 13 pools. How many will go in each pool?
4. There are 32 Anglo-Saxons living in 8 round houses. How many live in each house?	4. There are 32 Anglo-Saxons living in 8 round houses. How many live in each house?
5. There are 48 potatoes left in the pan and 4 children in the queue. How many potatoes will they each get?	5. There are 68 potatoes left in the pan and 14 children in the queue. How many potatoes will they each get? How many potatoes are left over?
6. There are 36 paint brushes in the cupboard and 3 pots. How many paint brushes should go in each pot?	6. There are 136 paint brushes in the cupboard and 11 pots. How many paint brushes should go in each pot?
7. 64 children need to go to the swimming baths. Two buses are sent to take them there. How many children should go on each bus?	7. 164 children need to go to the swimming baths. 13 buses are sent to take them there. How many children should go on each bus? Are all the buses full?

1. 228 children go swimming in groups of 12.  
How many groups will there be?

2. A shop sells postcards in packs of 14.  
Kerrie bought some packs of cards.  
Altogether, she needs 230 cards. How many  
packs of 14 should she buy?

3. Each of these bags contains £1.60. Each  
bag contains only one type of coin.

Complete this table to show how many coins  
are in each bag. One has been done for you.

Type of coin	Number of coins
1p	160
10p	
20p	

4. Harvey has 385 football cards. He  
shares them out between himself and his 12  
friends. How many cards do they each get?

5. Plants are sold in trays of 23.

Kayleigh wants 243 plants. How many trays  
does she need to buy?

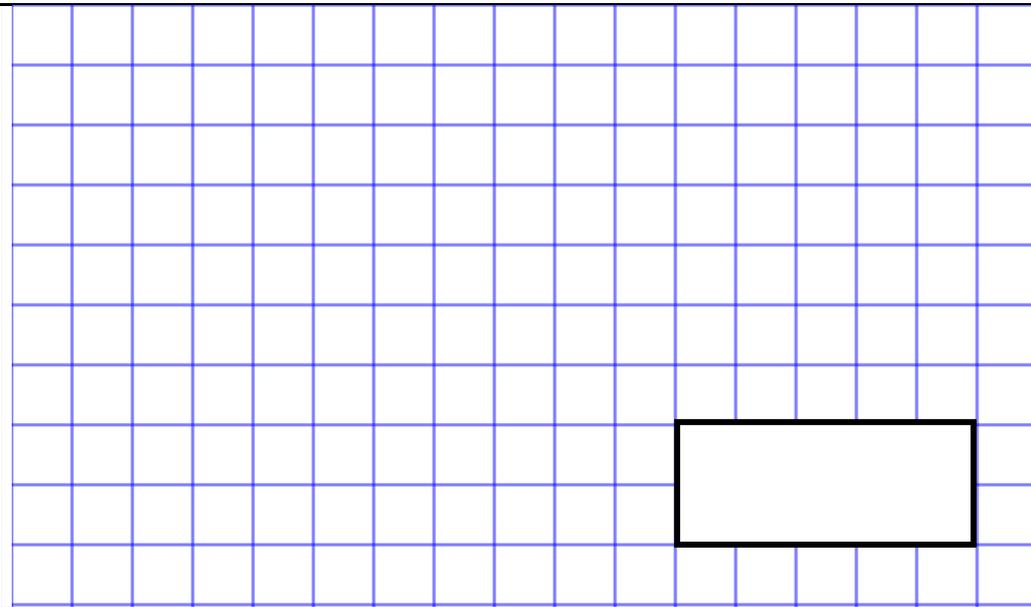
6. A coach holds 24 people.  
358 people are going on a school trip.  
How many coaches will they need?

7. Write in the missing number:

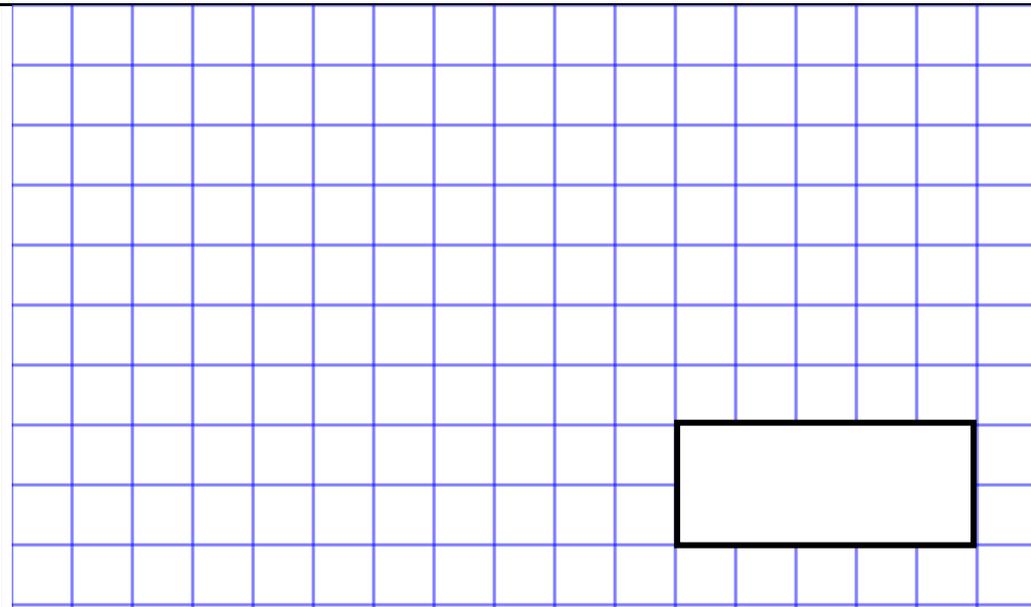
$$\square \div 4 = 23$$

08.01.21 Maths Arithmetic paper

1.  $546 + 100 =$



2.  $135 \times 2 =$



3.  $6.3 + 0.4 =$

		<input type="text"/>
--	-------------------------------------------------------------------------------------	----------------------

4.  $24 \times 4 =$

		<input type="text"/>
--	---------------------------------------------------------------------------------------	----------------------

5.  $1046 + 494 =$

A grid for problem 6. The grid is 20 units wide and 10 units high. A rectangular box is drawn on the right side of the grid, spanning 6 units in width and 3 units in height.

6.  $54 \div 6 =$

A grid for problem 7. The grid is 20 units wide and 10 units high. A rectangular box is drawn on the right side of the grid, spanning 6 units in width and 3 units in height.

7.  $329 - 8 =$

		<input type="text"/>
--	-------------------------------------------------------------------------------------	----------------------

8.  $1.7 + 0.02 =$

		<input type="text"/>
--	---------------------------------------------------------------------------------------	----------------------

9.  $3 \times 4 \times 6 =$

A 20x10 grid of blue lines on a white background. A black-outlined rectangle is drawn in the lower right quadrant, spanning 6 grid units in width and 3 grid units in height.

10.  $\frac{5}{6} - \frac{2}{6} =$

A 20x10 grid of blue lines on a white background. A black-outlined rectangle is drawn in the lower right quadrant, spanning 6 grid units in width and 3 grid units in height.

$450 \div 5 =$

11

.



12

$$1.76 \times 100 =$$

.



$$6^2 =$$

13

.



14

$$70,000 - 500 =$$

.



$$100 \times 1000 =$$

15

.



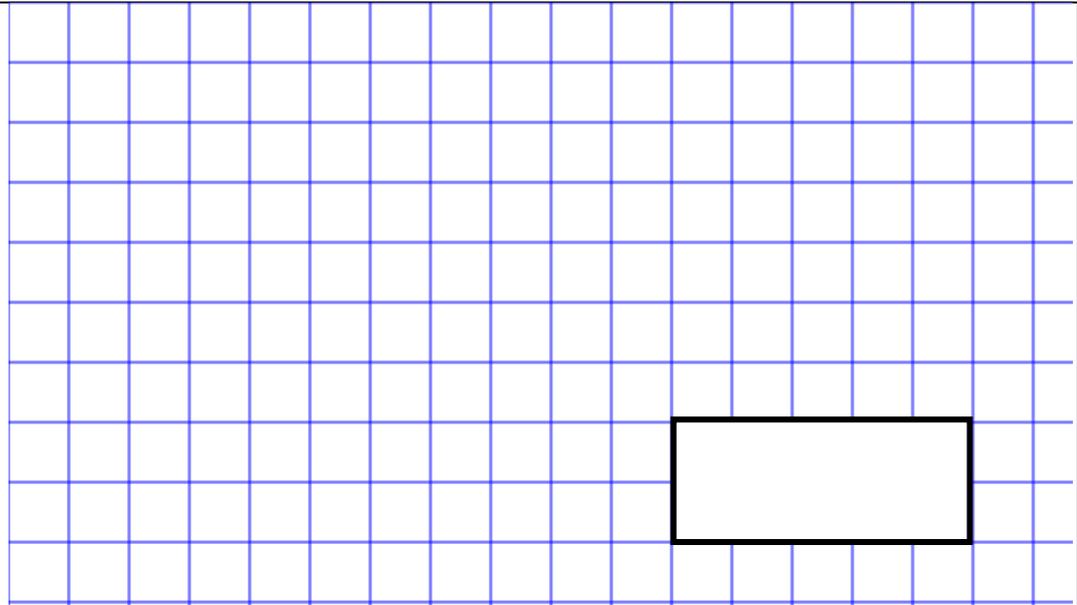
10  $1440 \div 4 =$



20% of 1,300 =

17

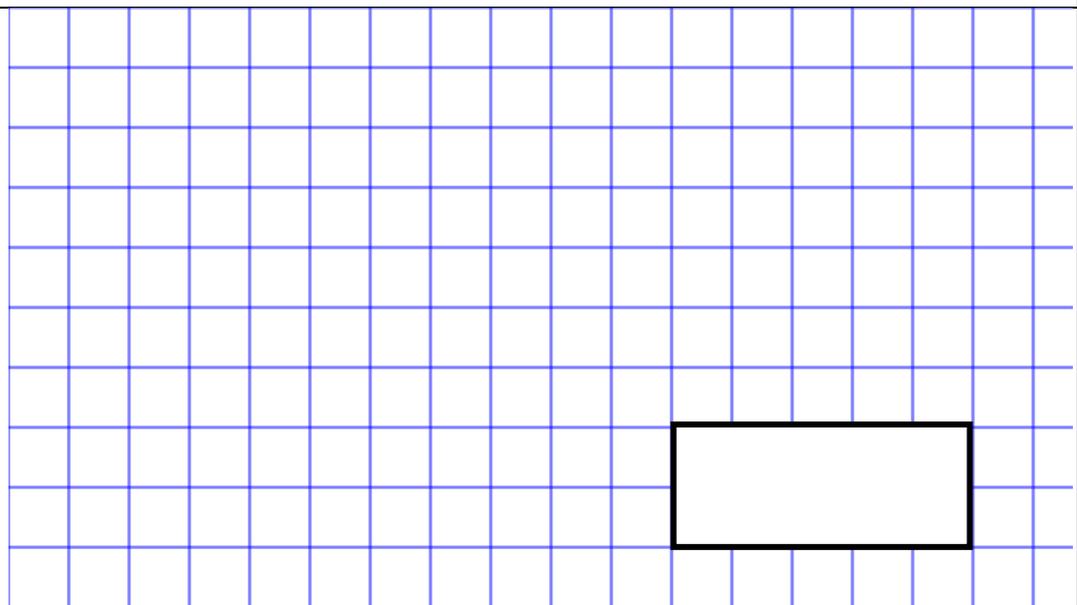
.



18

$1.32 \times 5 =$

.



19

$\frac{1}{8} + \frac{4}{8} =$

20

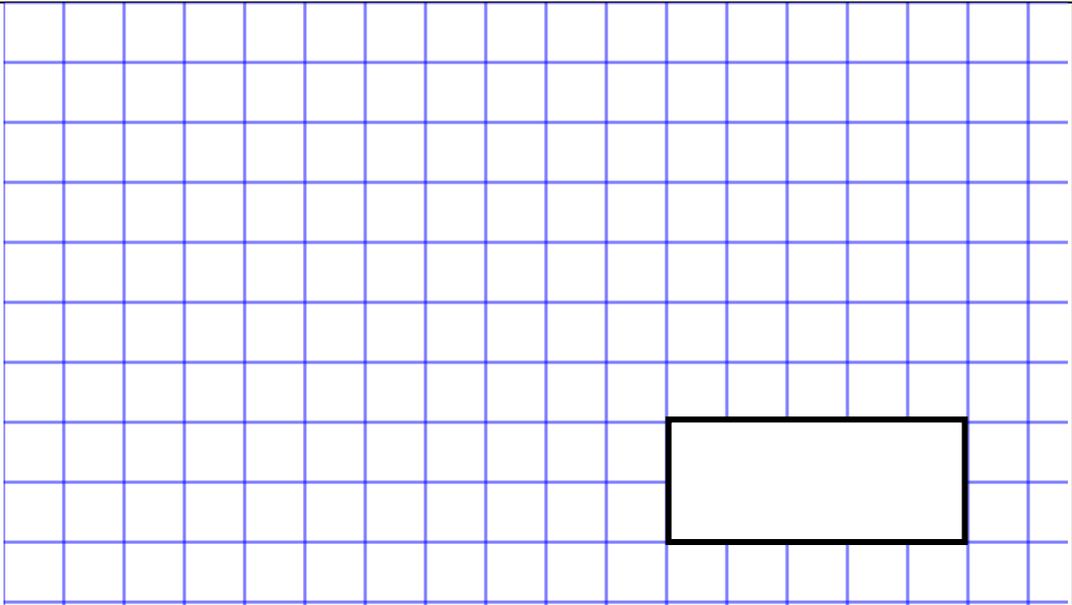
$$4,398 + 3,287 =$$

.

$$3,655 \div 5 =$$

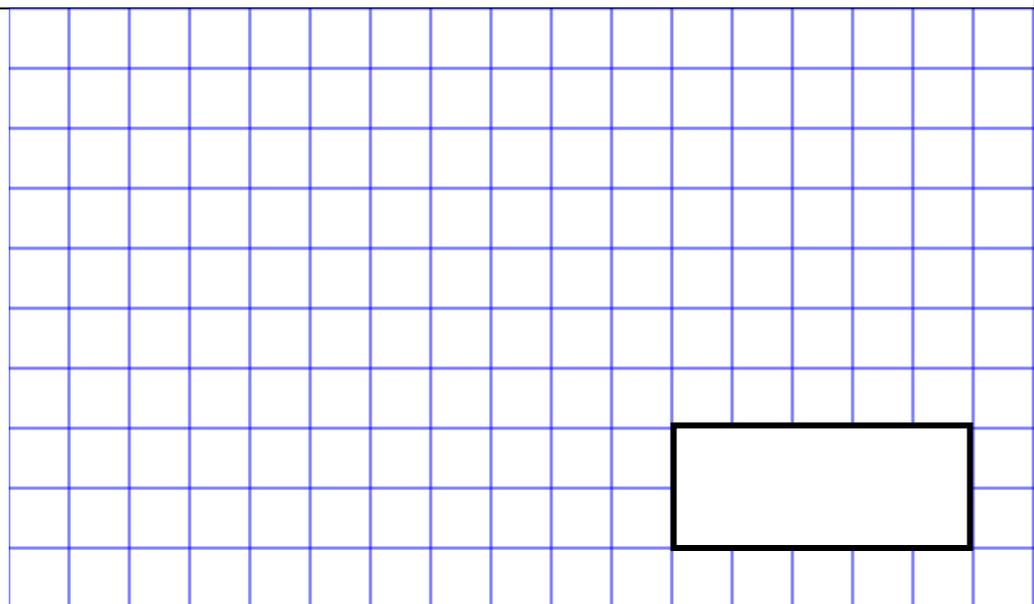
21

.



22.

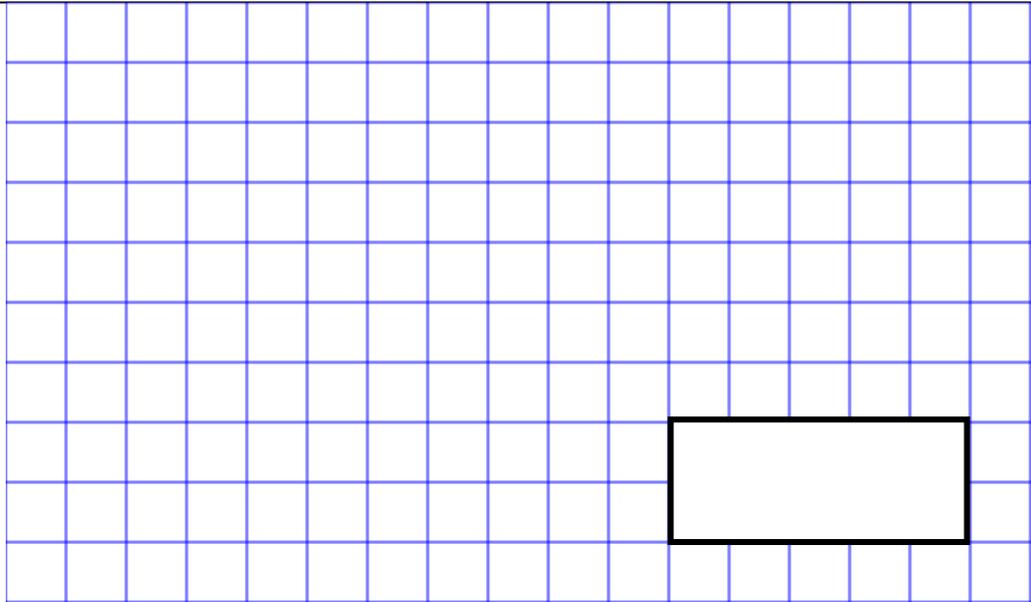
$$14 - 7.03 =$$



23.  
Show

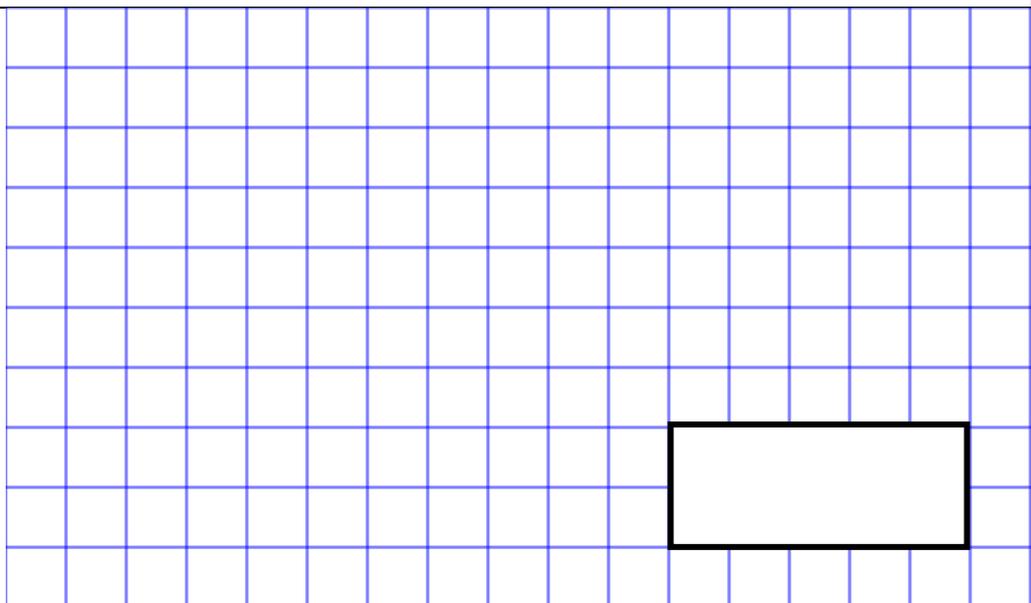
$$\begin{array}{r} 34 \\ \times 26 \\ \hline \end{array}$$

your  
method



24  $16.7 - 7.33 =$

.



25.

$$14 \overline{) 4018}$$

26.

$$\frac{1}{3} \times \frac{1}{6} =$$



27.

$$95\% \text{ of } 360 =$$



28.

$$386,998 - 32,867 =$$

29.

$$\begin{array}{r} 637 \\ \times 39 \\ \hline \end{array}$$

30.

$$19 \times 1 \frac{1}{2} =$$



31.

$$25 - 4 \times 3 =$$



32.

$$\frac{2}{6} \div 2 =$$



33.

$$1 \frac{1}{4} - \frac{1}{3} =$$



34.

$$34 \overline{) 3441}$$

35.

$$\frac{2}{3} + \frac{6}{7} =$$

36.

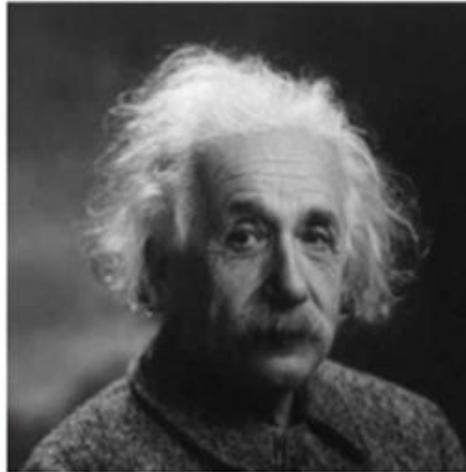
$$\frac{6}{8} \div 2 =$$



Topic Lesson 2



Anish Kapoor



Albert Einstein



Rita Ora



Jackie Chan



Edward Snowden



Anne Frank



The Hunchback of Notre Dame



Toilet paper



Marks and Spencer



Mini



Achromatic telescope



Piston steam engine