ALL SAINTS NATIONAL ACADEMY

Part of St Chad's Academies Trust

"With faith in our hearts, we achieve and succeed"

Learning Project Week Commencing 05.10.2020

Please send all work to us via ClassDojo or to year6@asna.walsall.sch.uk

Year 6

Weekly Maths Tasks	Weekly English Tasks
Group Yellow **Monday:** WALT: practise and apply arithmetic skills. Please see attached work. **Tuesday:** WALT: order and compare numbers up to 10 000 000 and determine the value of each digit. Please see attached work. **Wednesday:** WALT: apply our place value knowledge and perform mental calculations, including with mixed operations and larger numbers. Please see attached work. **Thursday:** WALT: round any whole number to a required degree of accuracy. Please see attached work. **Friday:** WALT: solve number problems. Please see attached work. **Group Blue** **Monday:** WALT: describe the properties of 3-D shapes. Please see attached work. **Tuesday:** WALT: recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Please see attached work.	. SPAG Focus all week **WALT: use apostrophes for contraction correctly** This is something that we have noticed lots of you lovely lot are struggling to remember so we've gone back to basics with this lesson from the Oak National Academy. https://classroom.thenational.academy/lessons/to-understand-the-two-functions-of-apostrophes-68vk6t?from_query=apostrophes **WALT: use apostrophes for contraction and singular and plural possession accurately** This is more practice for you for apostrophes. https://classroom.thenational.academy/lessons/to-revise-using-apostrophes-68vk0c?from_query=apostrophes **WALT: use the correct homophone (there, they're and their)** Again, this is something that we have noticed a fair few of you are struggling to remember. Watch the video and then play the games. https://www.youtube.com/watch?v=SCtWH2AdvUE https://howtospell.co.uk/homophonesquiz.php https://www.bbc.co.uk/bitesize/topics/zqhpk2p/articles/z3cxrwx **WALT: use the correct homophone (your, you're)**

Wednesday: WALT: identify, represent and estimate numbers using different representations. Please see attached work. **Thursday:** WALT: order numbers to 1000. Please see attached work. **Friday:** WALT: solve number problems. Please see attached work.	https://www.youtube.com/watch?v=t0kFCzjJL9I **WALT: use the correct homophone (it's, its)** Something else we have noticed which is easily confused. https://www.khanacademy.org/humanities/grammar/punctuation-the-comma-and-the-apostrophe/its-vs-its/v/choosing-between-its-and-its-the-apostrophe-punctuation-khan-academy More homophones to learn about: https://classroom.thenational.academy/lessons/to-investigate-homophones-60vp2d Do you know any other homophones which are easily confused? See if you can look them up and find the differences.

When you have learnt all about homophones, try the test:

homophones-mini-test.pdf

WALT: apply our knowledge of homophones and apostrophes

Can you write a letter to one of the other pupils in Y6 to show off all that you have learned about homophones and apostrophes? You can also apply what you have learned last week in English about writing an informal letter. Please send your letters to us on Dojo or via email using the address at the top of the page. We will give you feedback on your work.

Weekly Spelling Tasks	Weekly Reading Tasks
WALT: **spell curriculum words** https://classroom.thenational.academy/lessons/to-practise-curriculum-words-6tj32d WALT: **spell curriculum words** https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-curriculum-words-including-test-65k6ar WALT: **spell words with endings which are spelt –cious or –tious** Spelling Rule 37 https://spellingframe.co.uk/ WALT: **spell words with endings which are spelt –cious or –tious** https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zp7dk7h Now test yourself with these spellings – or ask someone at home to test you. Have a close look at the words which you are still finding tricky. What strategies could you use to learn them?	Read your school reading book(s) at least once per day – remember to fill in your reading diary as we will be checking these when you return to school. If you have any other books at home which you enjoy reading, read those too – again, remember to fill in your reading diary. You can access lots of reading books on Purple Mash – just login and go to Serial Mash (This may not work straight away, but I am working on getting this added to our school – I will let you all know when it has been added) Letters from the Lighthouse – Read Chapter 3 from Letters From The Lighthouse (sent in a separate document) Activities for Chapter 3: 1. Highlight any words or phrases that you don't understand 2. Look the meanings up in a dictionary if you have one, use dictionary.com if you do not. 3. Write the definitions of the words in context 4. Re-read the text with your new understanding of the words 5. Create a story map of the key events in chapter 3 – I might start mine off like this: - Olive allowed home from hospital - Olive intrigued as to the whereabouts of her sister, Sukie

Group Yellow - Maths

Monday

Starter:

05.10.2020

WALT: practise and apply arithmetic skills.

Week 2 Session 2

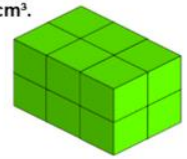
Mental Strategies Answers

Q	Question	Answer
1	6 + □ = 10	
2	What is double 7?	
3	Halve 31	
4	103 + 60	
5	76 + 77	
6	43 + 9 = 43 + 7 + □	
7	5 + 142	
8	95 + 13 = 90 + 10 + □	
9	3 + 2	
10	3 + □ = 20	

Work:

Last week...

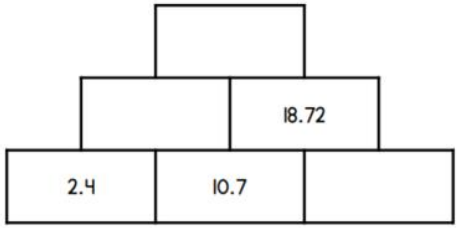
4a. True or false? The volume of this cuboid is 16cm³.



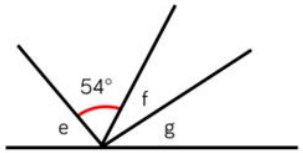
4b. True or false? The volume of this cuboid is 12cm³.

Y5 Revision...

Complete the addition pyramid.



Yesterday...



- The total of angle f and g are the same as angle e
- Angle e is 9° more than the size of the given angle.
- Angle f is 11° more than angle g

Calculate the size of the angles.

Create your own straight line problem like this one for your partner.

Last year...

Hassan and Amy have the same amount of juice in a carton.

Hassan drinks $\frac{3}{4}$ of his juice.

Amy drinks $\frac{5}{6}$ of her juice.

Who has the most juice left?

You must show your working.

Tuesday

Starter:

06.10.2020 VI.X.MMXX

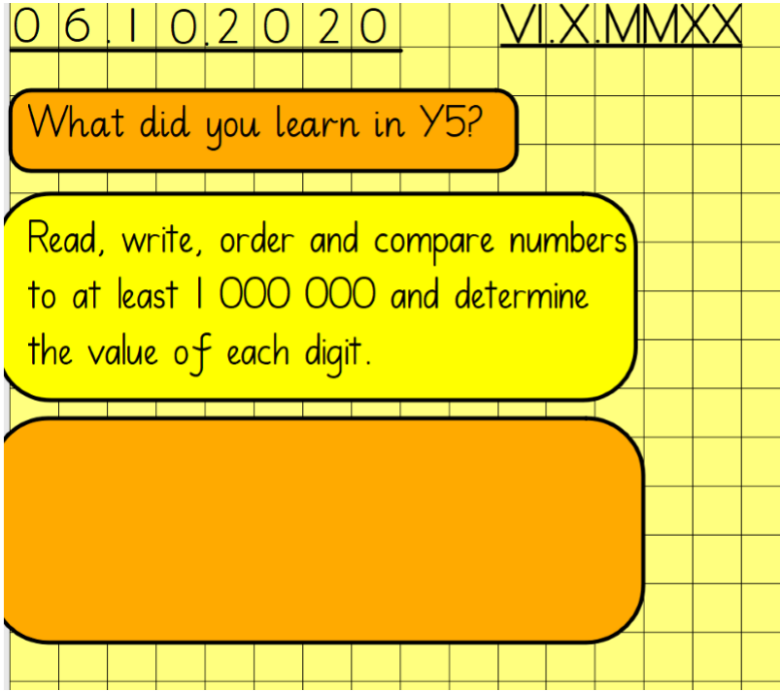
WALT: read and write numbers to 10 000 000 and determine the value of each digit.

Week 2 Session 2

Timestables Answers

Q	Question	Answer
1	9 × 3 = ☐	
2	63 ÷ 9 = ☐	
3	10 × ☐ = 20	
4	30 ÷ ☐ = 10	
5	10 × 8 = ☐	
6	64 ÷ 8 = ☐	
7	☐ × 2 = 16	
8	☐ ÷ 7 = 6	
9	4 × 3 = ☐	
10	72 ÷ 9 = ☐	

Work:



Please click the PowerPoint (found on ClassDojo) called Tuesday PowerPoint – Order and Compare.

2) **a)** Rhys's must sort these numbers into the table below. Each number can only be used once. Can you help him sort as many of the numbers as possible into the table?

Numbers between 5.5 million and 6.5 million	Numbers between 550 000 and 650 000	Numbers between _____ and _____

559 600	589 564	5 946 564	6 299 956
6 489 564	6 549 000	5 642 956	599 600
6 501 956	649 560	7 199 000	5 449 000

Please complete all 6 questions.

13a. Complete the missing digits.

7,__08,046 < 7,108,046

5,100,518 < 5,1__0,518

6,110,116 > 6,__10,106

VF

13b. Complete the missing digits.

5,808,085 < 5,__08,085

6,0,__6,101 < 6,016,101

7,108,008 > 7,__08,008

VF

14a. Write the numbers in numerals, then order them from smallest to largest.

6,080,800

2,002,218

Eight million eight thousand and seventy eight

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
6		2	2		1	8

VF

14b. Write the numbers in numerals, then order them from smallest to largest.

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones
3		1	4		4	6

Six million, sixteen thousand and sixty-six

3,014,046

3,002,023

VF

15a. Which of these statements gives the smallest answer?

6,858,585 – 2,438,005

2,005,580 + 2,402,025

VF

15b. Which of these statements gives the largest answer?

8,888,808 – 1,808,088

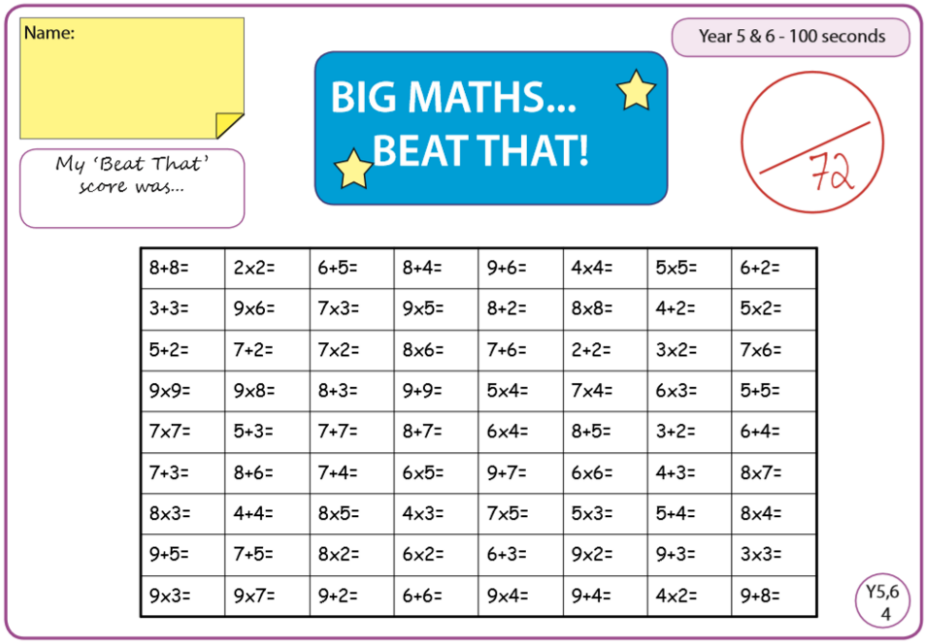
6,033,022 + 1,077,088

VF

Wednesday

Starter:

Starter: Big Maths Beat That!



Name:

My 'Beat That' score was...

BIG MATHS... BEAT THAT!

Year 5 & 6 - 100 seconds

72

8+8=	2x2=	6+5=	8+4=	9+6=	4x4=	5x5=	6+2=
3+3=	9x6=	7x3=	9x5=	8+2=	8x8=	4+2=	5x2=
5+2=	7+2=	7x2=	8x6=	7+6=	2+2=	3x2=	7x6=
9x9=	9x8=	8+3=	9+9=	5x4=	7x4=	6x3=	5+5=
7x7=	5+3=	7+7=	8+7=	6x4=	8+5=	3+2=	6+4=
7+3=	8+6=	7+4=	6x5=	9+7=	6x6=	4+3=	8x7=
8x3=	4+4=	8x5=	4x3=	7x5=	5x3=	5+4=	8x4=
9+5=	7+5=	8x2=	6x2=	6+3=	9x2=	9+3=	3x3=
9x3=	9x7=	9+2=	6+6=	9x4=	9+4=	4x2=	9+8=

Y5,6 4

Work: Please see below your work for today's lesson - picture maths. You need to use the picture to help you answer the questions, you will need a ruler for question 2. You must answer questions 1 - 5, if you fancy a challenge keep going till you complete all the questions.

Museum Muddle

1. The museum team wants to arrange the animals according to when they first existed on Earth. In what order should they position the animals?
2. Draw a timeline, which could be displayed in the museum, showing when these animals first appeared.
3. Some visitors to the museum find these large numbers confusing. We need to change the signs so that the numbers are easier to read. ‘Bats first appeared 52,000,000 years ago’ will be changed to ‘Bats first appeared 52 million years ago’. Change the other signs in the same way.

4. What is the difference in years between the first existence of the oldest and most recent animals?
5. Which came first, the hyena or the camel? How many years between them?
6. Which came first, the tree sloth or the deer? How many years between them?

7. 1 animal appeared approximately 25,000,000 years before another. Which 2 animals are these?

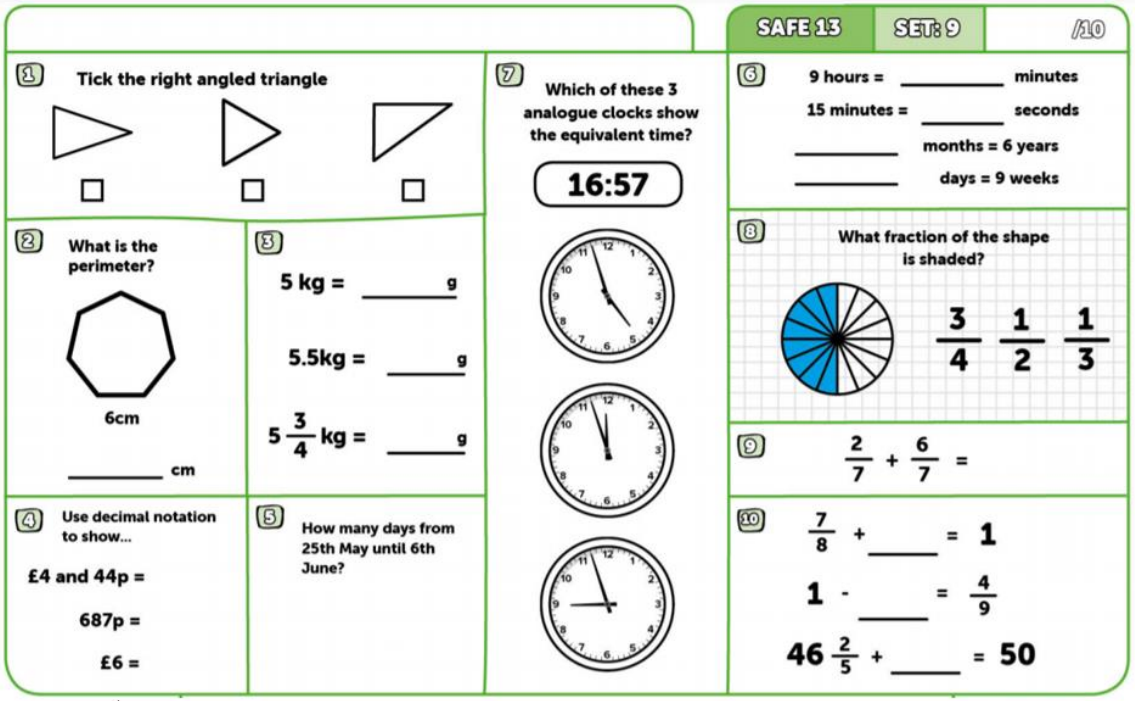
8. 1 animal appeared approximately 13,200,000 years before another. Which 2 animals are these?

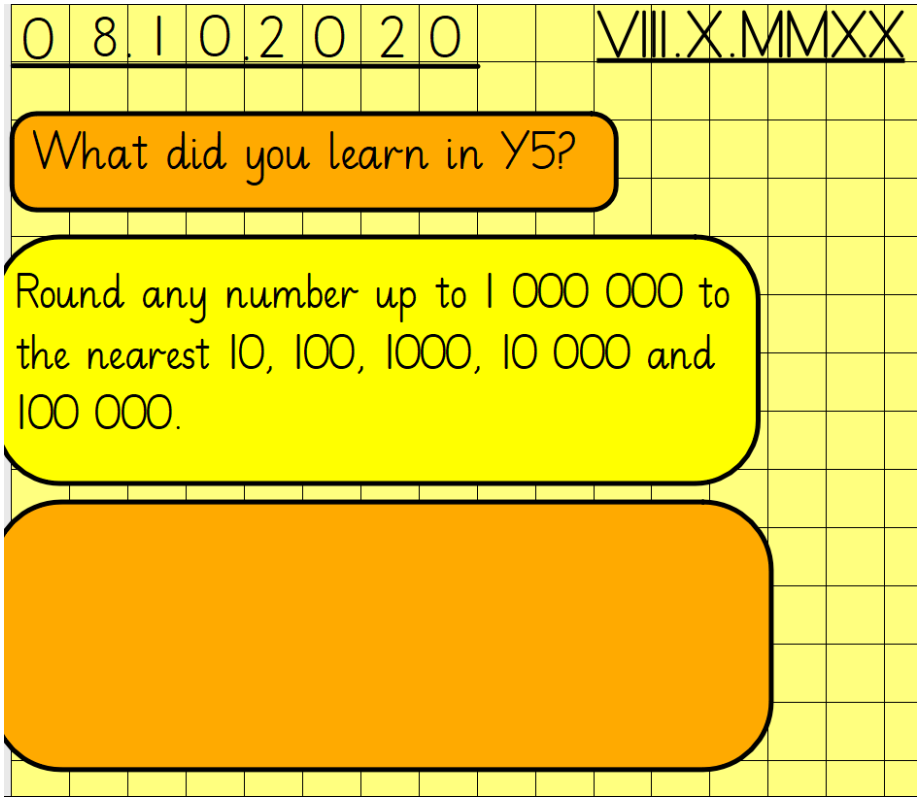
9. The museum curator rounded some of these appearances to the nearest million. Between which years must the first camel have appeared?

Thursday

Starter:

Starter
Big Maths Safe





Please click the PowerPoint (found on ClassDojo) called Thursday PowerPoint – Rounding.

You need to complete question 1 – 2 (on the left) and 1a (right). If you fancy a challenge complete 1b and 2 (on the right).

1) Round each of these numbers to the nearest 1000, 10 000, 100 000 and 1 000 000.

	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000	Rounded to the nearest 1 000 000
275 691				
1 565 724				
3 813 089				

2) This table has been completed with some of the answers when a number was rounded. What is the greatest possible starting number for each row?

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000	Rounded to the nearest 1 000 000
	50 000		100 000	
		3 410 000		3 000 000
	8 110 000		8 100 000	

1)

a) A factory made 9654 parts for robots on day one, 12 486 parts on day two, 17 501 parts on day three, 19 521 parts on day four and 23 809 parts on day five.

Another factory that makes parts for robots managed to make 119 692 parts on Monday and Tuesday and 179 501 parts during the rest of the week.

The last factory made 640 499 parts for robots in a week.

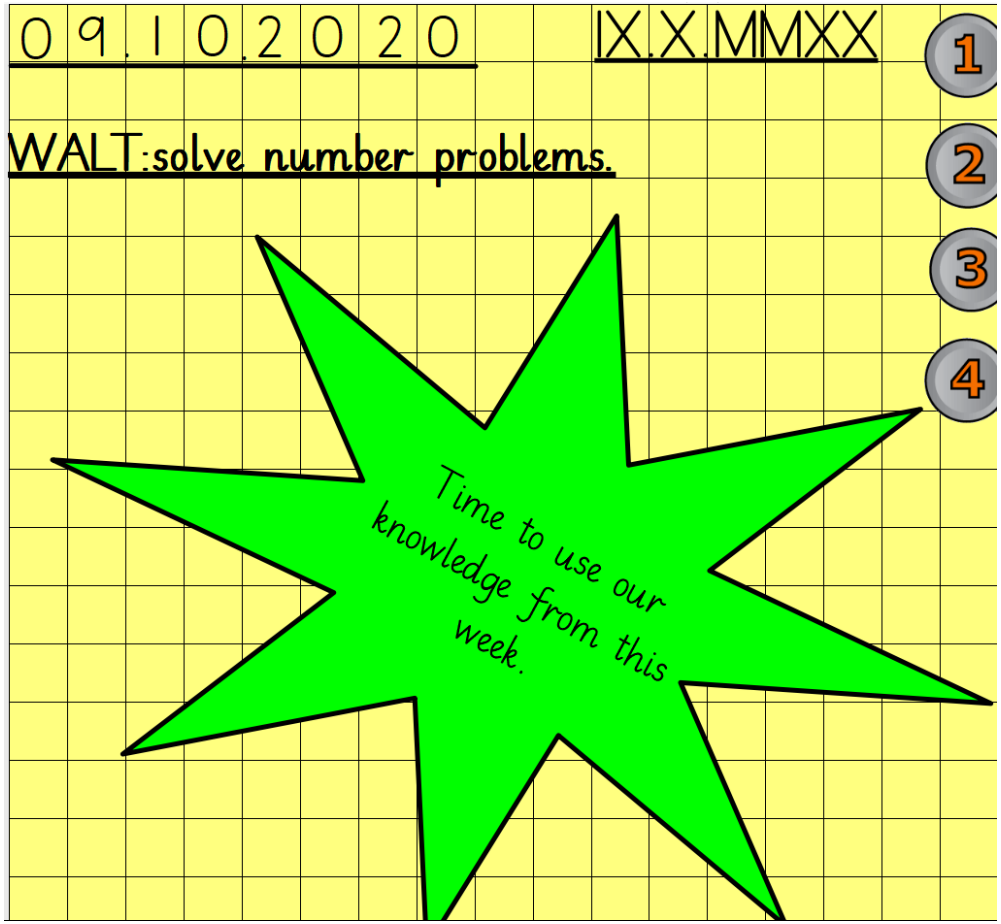
By rounding to the nearest 1000, can you estimate how many more parts for robots the last factory made in a week than the other two factories combined?

b) If you round the number of robot parts made to the nearest 10 000, how would this change your estimate?

2) A reading book has approximately 22 words on each line. Each page has approximately 38 lines. The book has 479 pages. Using rounding, can you work out approximately how many words are in the reading book?

Friday

Work:



You need to complete the * and ** questions. If you fancy a challenge complete *** questions.

Place Value Riddle Challenge Cards - Card 2

What is the number?

- The number has three digits.
- The tens digit is less than 1.
- The ones digit is the number of sides of a triangle.
- The hundreds digit is the same as 10 – 3.

Place Value Riddle Challenge Cards - Card 3

What is the number?

- The number has three digits.
- The ones digit is an odd number bigger than 7.
- The tens digit is 5 less than 6.
- The hundreds digit is the same as the tens.

Place Value Riddle Challenge Cards - Card 1

★★

What is the number?

- The number has four digits.
- It is smaller than 6000 but bigger than 5000.
- The hundreds digit is smaller than 6 but bigger than 4.
- The tens digit is an odd number smaller than 7 but bigger than 3.
- The ones digit is in the 3 times table and is bigger than 6 but smaller than 10.

Place Value Riddle Challenge Cards - Card 2

★★

What is the number?

- The number has three digits.
- The ones digit is 82 less than 91.
- The hundreds digit is an odd number which is bigger than 1 but smaller than 4.
- The tens digit is the same as 6 + 3.

Place Value Riddle Challenge Cards - Card 2

★★★

What is the number?

- The number has five digits.
- The ten thousands digit is 2^2.
- The hundreds digit is the number of sides in an octagon.
- The ones digit is 2 less than the tens digit.
- The thousands digit is the only even prime number.
- The tens digit is the same as the hundreds digit.

Place Value Riddle Challenge Cards - Card 3

★★★

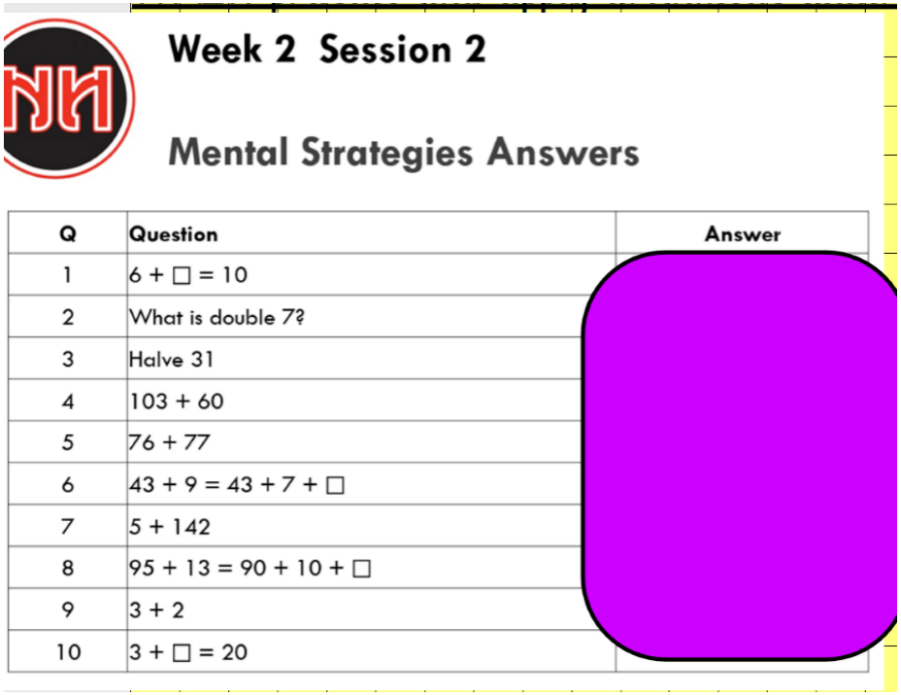
What is the number?

- The number has six digits.
- The tens digit is 3^2.
- The thousands digit is the number of people in a trio.
- The hundreds digit is the square root of 4.
- The ones digit is the number of wheels in a unicycle.
- The hundred thousands digit is $\frac{1}{3}$ of 21. Please write this in fraction form.
- The ten thousands digit has no value.

Group Blue - Maths

Monday

Starter:



Week 2 Session 2

Mental Strategies Answers

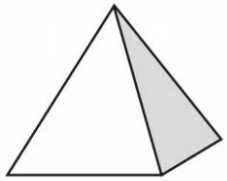
Q	Question	Answer
1	6 + □ = 10	
2	What is double 7?	
3	Halve 31	
4	103 + 60	
5	76 + 77	
6	43 + 9 = 43 + 7 + □	
7	5 + 142	
8	95 + 13 = 90 + 10 + □	
9	3 + 2	
10	3 + □ = 20	

Work:

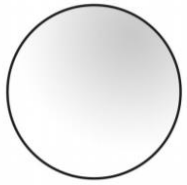
What can you remember about 3D shapes?

Properties of 3D Shapes

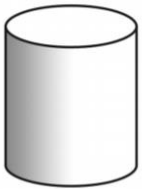
Write down the properties of the shapes.



What are the properties of a pyramid?



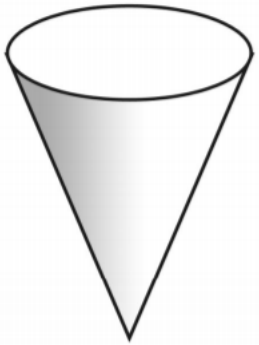
What are the properties of a sphere?



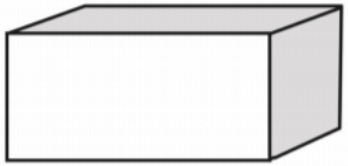
What are the properties of a cylinder?

Properties of 3D Shapes

Write down the properties of the shapes.



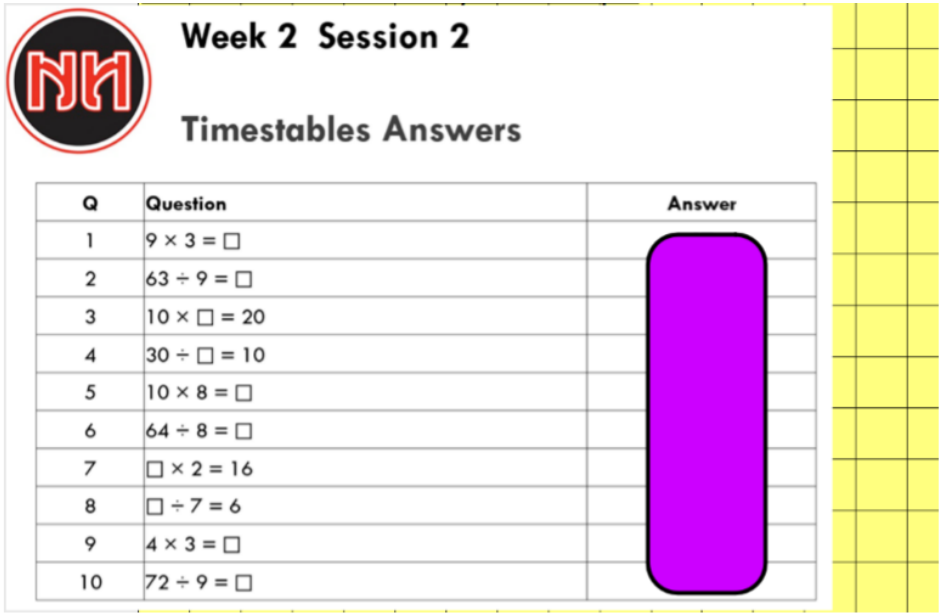
What are the properties of a cone?



What are the properties of a cuboid?

Tuesday

Starter:

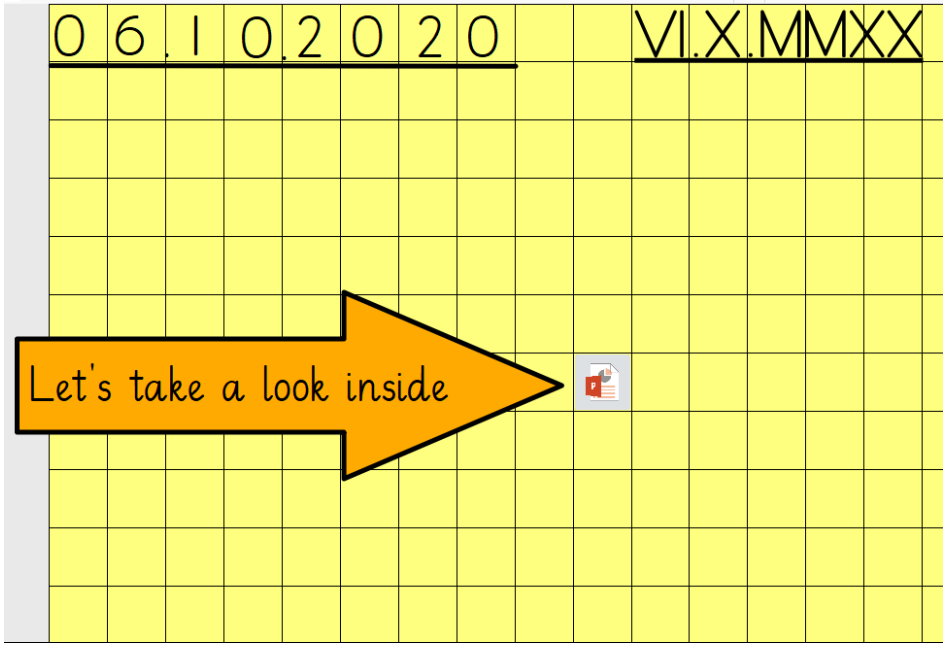


Week 2 Session 2

Timestables Answers

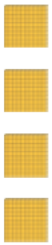
Q	Question	Answer
1	9 × 3 = □	
2	63 ÷ 9 = □	
3	10 × □ = 20	
4	30 ÷ □ = 10	
5	10 × 8 = □	
6	64 ÷ 8 = □	
7	□ × 2 = 16	
8	□ ÷ 7 = 6	
9	4 × 3 = □	
10	72 ÷ 9 = □	

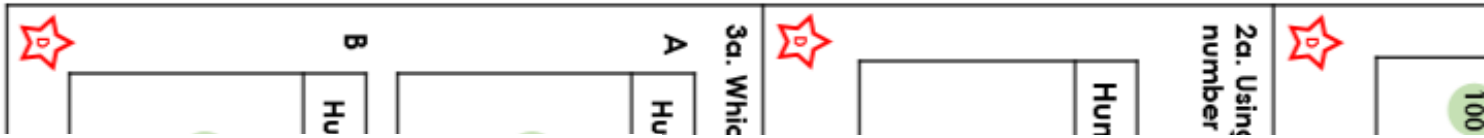
Work:



Please click the PowerPoint (found on ClassDojo) called Tuesday PowerPoint - 100s, 10s, 1s.

1) Complete the table below to show the number in numerals, words and base ten blocks:

Hundreds	Tens	Ones	Number (numerals)	Number (words)
				
			802	eight hundred and two



2) What is the value of each underlined digit?

1<u>3</u>4 _____

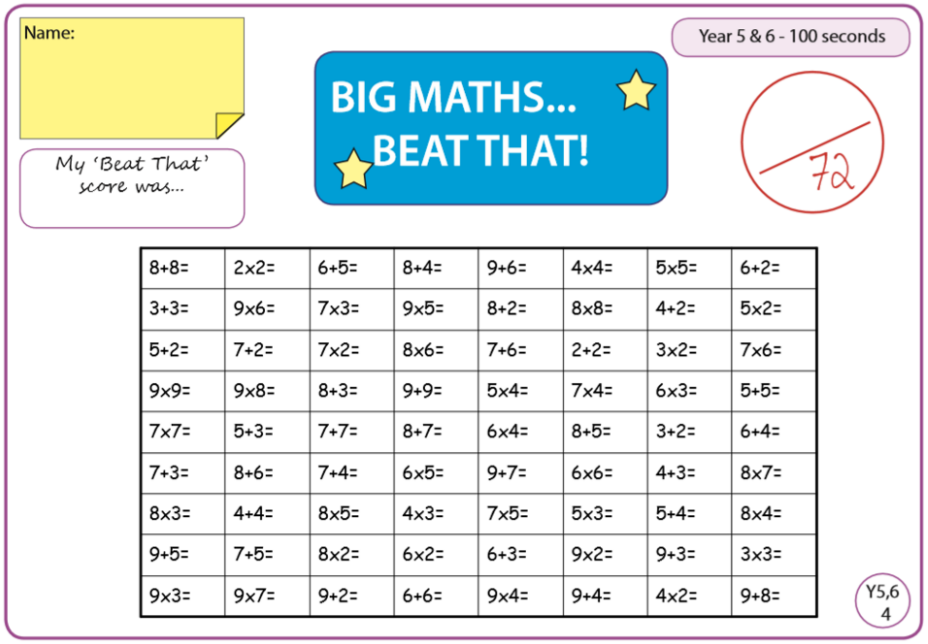
<u>8</u>62 _____

2<u>2</u>0 _____

Wednesday

Starter:

Starter: Big Maths Beat That!



Name:

My 'Beat That' score was...

BIG MATHS... BEAT THAT!

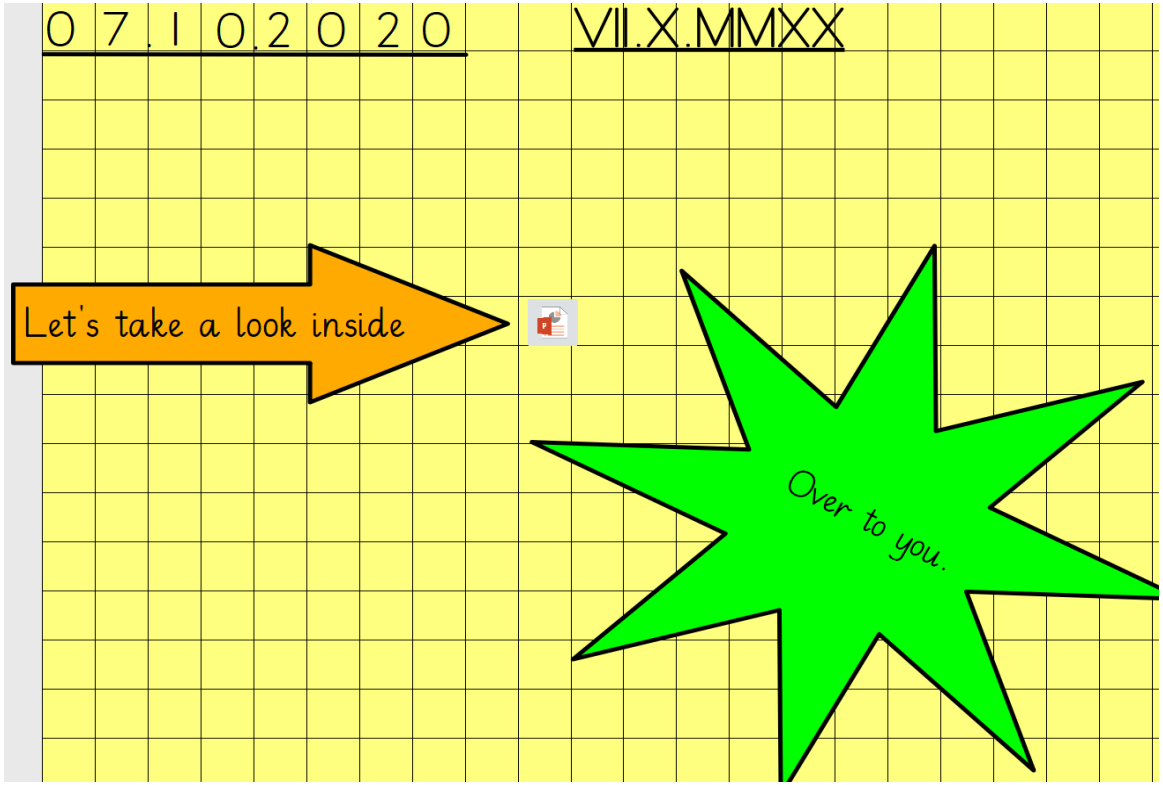
Year 5 & 6 - 100 seconds

72

8+8=	2x2=	6+5=	8+4=	9+6=	4x4=	5x5=	6+2=
3+3=	9x6=	7x3=	9x5=	8+2=	8x8=	4+2=	5x2=
5+2=	7+2=	7x2=	8x6=	7+6=	2+2=	3x2=	7x6=
9x9=	9x8=	8+3=	9+9=	5x4=	7x4=	6x3=	5+5=
7x7=	5+3=	7+7=	8+7=	6x4=	8+5=	3+2=	6+4=
7+3=	8+6=	7+4=	6x5=	9+7=	6x6=	4+3=	8x7=
8x3=	4+4=	8x5=	4x3=	7x5=	5x3=	5+4=	8x4=
9+5=	7+5=	8x2=	6x2=	6+3=	9x2=	9+3=	3x3=
9x3=	9x7=	9+2=	6+6=	9x4=	9+4=	4x2=	9+8=

Y5,6 4

Work:

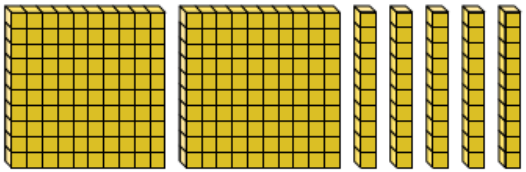


Please click the PowerPoint (found on ClassDojo) called Wednesday PowerPoint – number lines to 1000.

1) Draw a number line and write each number in the correct place.

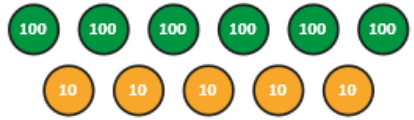
a) 370

b)

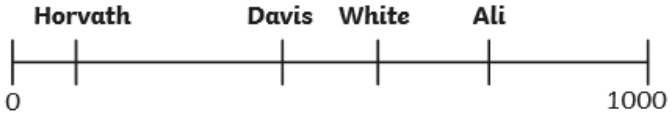


c) nine hundred and twenty-five

d)



2) Each footballer has a number on their shirt.
Their numbers are shown on this number line.

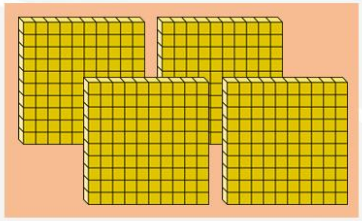


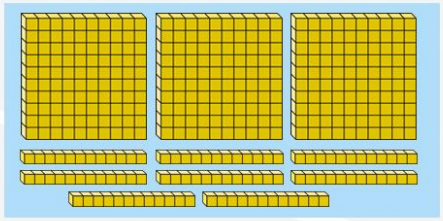
a) Estimate the number on each footballer's shirt.

b) Look at the number line.
Which footballer's number is closest to 500?

Place these numbers on the number line below:

642	**seven hundred and forty-nine**	**98**	**six hundred and seventy-seven**





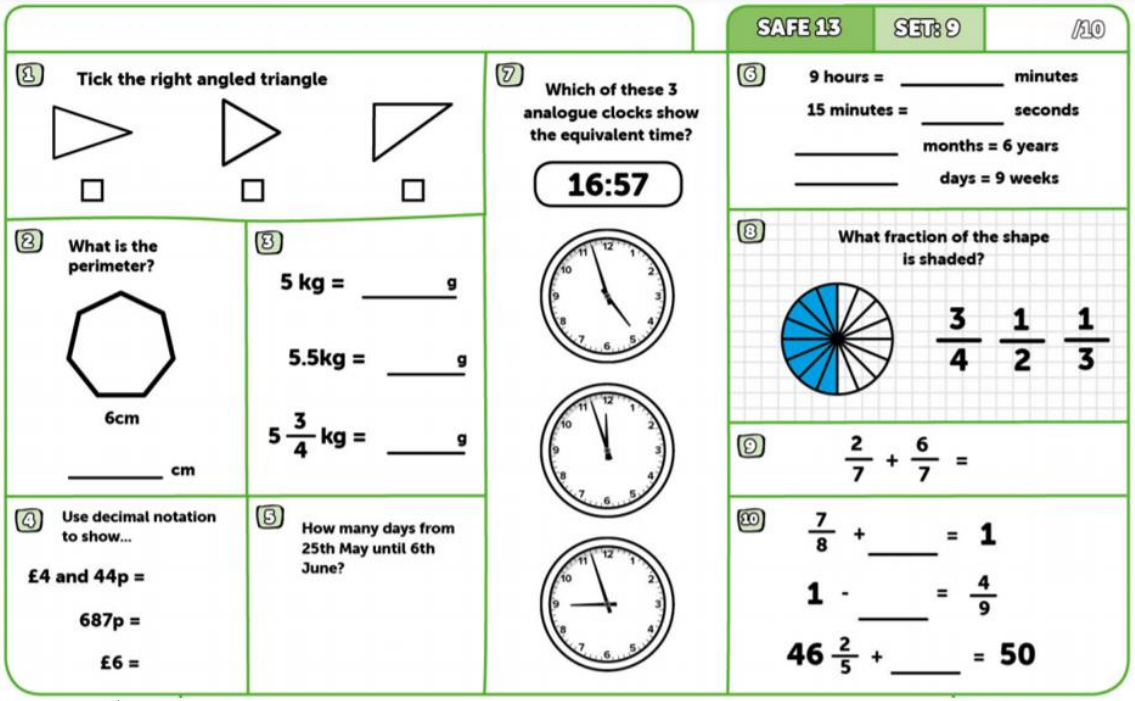
8 hundreds, 2 tens and 7 ones

We know place value can be tricky - just try your best!

Thursday

Starter:

Starter
Big Maths Safe



Work:

You need to complete both question 1 and 2. If you fancy a challenge try question 3.

1) Order each set of numbers, smallest to largest.
   a) 54, 21, 87, 39
   b) 66, 25, 93, 12
   c) 74, 47, 17, 14, 41

2) Order each set of numbers, smallest to largest.

a) 142, 102, 241, 214, 204
b) 214, 254, 223, 256
c) 218, 327, 265, 376

3) a) Using these digits 9 , 7 , 6 , 4 to make all the possible 3-digit numbers. explain how you know you have all the possible numbers.

b) Now put the numbers in order, smallest to largest.

Friday

Please see below your work for today's lesson - picture maths. You need to use the picture to help you answer the questions. You need to answer questions 1 - 5, if you fancy a challenge keep going till you complete all the questions.

Please note a goblet is another word for a drinking glass.


£225?
£375?
£250?
£400?

The Pirate's Treasure

1. How many goblets did the pirate find? How many necklaces? How many coins? Write your answers in numbers and words.
2. How many diamonds and rings did he find altogether? Write your answer in numbers and words. How did you work out your answer?
3. How many treasures has the pirate got altogether? Partition your answer in 5 different ways.

4. The pirate is hoping to make money. Order the amounts from the smallest to the greatest amount. Plot these on a number line.
5. What is the difference between the least and the most money? Write your answer in numbers and words.
6. The pirate worked out the total number of coins and one other type of treasure. What totals could he have found? Show how you worked out your answers.

7. If the pirate makes all the money he hopes he might make, how much is that? Write your answer in numbers and words.
8. The pirate hopes to make £20 for each diamond. How much will the total be? Show how you worked out your answer.
9. If the pirate makes £25 for each goblet, how much will that be? Show how you worked out your answer.

Learning Project - to be done throughout the week
Computing – practise your touch-typing skills for 5-10 minutes every day using 2Type in Purple Mash – REMEMBER YOU SHOULD HAVE BOTH HANDS ON THE KEYBOARD AT ALL TIMES! <u>This week's focus: Emotional Well-being and poetry</u> We are currently running a Trust-wide Poetry Competition: details below

National Poetry Day Competition

This year, the official theme for National Poetry Day is 'vision'.
We would love for pupils, staff and parents to focus on mental health and well-being.

So get inspired and write a poem with the title
"The Window of Worries"
or the
'The Window of Well-being'.

Whether you choose to look in or out of your 'window' to discover either of these is entirely your decision....

National Poetry Day: Thursday 1st October 2020

Entry deadline: Friday 9th October 2020

All entries to be emailed to: jbagley@asna.walsall.sch.uk and should include the name, age, school and class (if applicable).

Three Winners will be chosen within each of the 6 following categories; EYFS (nursery and reception), KS1 (years 1 and 2), LKS2 (years 3 and 4), UKS2 (years 5 and 6),

parents and staff/volunteers. .

All entries will be published into a book. A panel of independent judges will select the winners , who will receive a book voucher

We would love you to work on your own poems for the competition. Think about what you learned about a couple of weeks ago about different techniques you can use in poetry. There are some reminders on the next page.

Please write your poem based on The Window of Worries or The Window of Well-being. You can choose to look into your window (like looking into yourself maybe) or look out of it. The choice is yours.

Please send us your first drafts so that we can give you feedback and then you can edit and improve them as the week goes on. You might want to focus on one stanza (verse) per day. It would be lovely if you could illustrate your poems too - your art might inspire your writing.

Do you remember the poet who visited our school in January - Andy Tooze? He worked with every class to write some poems and his own were really funny. Well, he is going to come into school again and work with some children on their poems (or we might have to have a video call with him). So you need to write your best poems to be chosen to work with him.

<u>Here's my idea for a first draft of my first verse:</u>

If you could look into my window, a surprise lies in wait;

As my inner self, the real me, may not match what you see.

If you could look into my window, you might hesitate;

Would you know me at all?

I'll post a new verse each day for you - maybe you could give me some feedback on my writing - I'd love that. Mrs Bagley

Good luck everyone!

You have completed your first week of home learning - well done! Do not worry if you have found any of it tricky or difficult, please let us know and we will do our best to support you. Do not forget to email or dojo us your fantastic learning from this week. Thank you and we look forward to seeing you soon.

Poetry Toolbox

rhythm

Create a fun pattern that makes it easy to remember.

line breaks

Write in shorter lines to slow the reader down.

metaphor

Tell the reader that something is something else.

simile

Tell the reader that something is *'like'* or *'as'* something else.

imagery

Give them help to form a picture in their mind.

personification

Give human qualities to something that isn't human.

alliteration

Start some words in a line using the same sound or letter.

repetition

Repeat a word or phrase.

rhyme

Use words with similar sounding final syllables.

onomatopoeia

Use words that mimic the sound of the noun or verb they describe.