Home Learning: Year 6 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://uk.ixl.com/math/year-6/pie-charts	https://uk.ixl.com/math/year-6/what-percentage-is-illustrated	https://uk.ixl.com/math/year-6/find-a-missing-angle-supplementary-angles	https://uk.ixl.com/math/year-6/create-line-graphs	https://uk.ixl.com/math/year-6/interpret-line-graphs
Four Days of Reasoning (Monday-Thursday)	Summer Term Week 4(w/c 11th May) https://whiterosemaths.com/homelearning/year-6/ Extension Tasks are below for pupils who normally work with Mrs T OR who have **competed** the daily task and feel like a challenge	Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas. If you feel your child needs greater challenge click onto this link https://whiterosemaths.com/homelearning/year-7/ If your child struggles with maths, they could work on the learning set for year groups lower down the school. Worksheets and answers can be found below.			
Friday	Revise aspects of this week's learning that you are not sure of sure of. You can simply repeat a lesson or revisit questions and redo. You could also attempt the Y7 lessons on the White Rose link.				

Home Learning: Year 6 English

Year Six	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing	**LO: Begin to Research a Biography** This week, you will write a biography of David Walliams the children's author and performer. Watch this of an interview with David in which he discusses how he became a writer (amongst other things! https://www.bbc.co.uk/programmes/p06jt689 There is also an example of a biography below and a fact file here https://www.teachingideas.co.uk/sites/default/files/davidwalliamsfactcards.pdf Write down 3 pieces of information you learned about the author and 3 questions you would like to ask him. Draw a mind-map of information you have learned about the author. Look below for an example.	**LO: Plan a Biography** Organise your information about David Walliams into the following subheadings: Introduction • Early life • Inspiration for writing Career/ famous work and achievements • Conclusion There is a planning format below to help structure your ideas, which you might choose to use.	**LO: Write a Biography** **Day 3** Write the first paragraphs of your biography of David Walliams: • Introduction • Early life and inspiration for writing. Make sure you look at the example given below if you get stuck (you can 'borrow ideas but don' copy word for word) **Day 4** Write the remaining paragraphs of your biography of David: • Career/ famous work and achievements • Conclusion: In your conclusion you should write a few sentences about what David is most famous for – ie his charity work, or for making people smile.		**LO: Edit and Improve Writing.** Finish, edit, revise your persuasive letter text. Use a green pen if you have one. Share it with someone in your family. When you are happy with your work, you can upload it on ClassDojo.

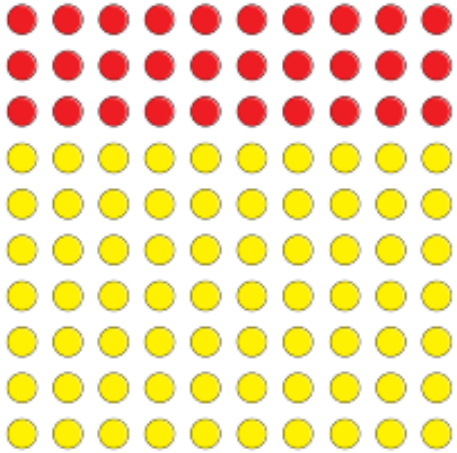
Home Learning: Year 6 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	Art	RE	DT
LO: Begin to understand biomes and climate zones What are biomes and climate zones? ● Visit 5 different places in your house: How are they different? Make notes to start a colourful and engaging mind map t. ● Watch this video https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zvsp92p about biomes and this video https://www.bbc.co.uk/bitesize/clips/zr7hyrd about climate zones. ● Add new information to your mind map; include a definition of 'biome' and a definition of 'climate zone'.	**LO: Revise life-cycles** ● Look at the life cycles of these animals: frog, chicken, butterfly, Komodo dragon, dog and fish (see resources below). ● Explain how they are the same and how they are different. You can organise your explanations in a table or a poster or in a written exp ● Make some generalisations, e.g. all life cycles start with an egg, except for that of a mammal.	**LO: To understand negative space.** For this project you will be drawing what is not there! Pick a simple-shaped object with a clear outline and put it against a plain background so you can see the outline clearly. Using charcoal, crayons, chalks or paint draw the area around the object, not the object itself. Keep on filling in the space until you get near to the outline of the object and then use a pencil and your colouring materials to shape and finish it.	**How do we mark the key moments in our lives?** Christians often celebrate key moments, or milestones, such as Baptism and Confirmation Create a timeline of the special moments in your life so far, for example your day of birth, the birth of a brother or sister, religious ceremonies, moving house, starting school, family celebrations or other special times. Use pictures or drawings to illustrate. See example below.	**LO: Research and compare prehistorical ages** Clickhttps://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zpny34j scroll down and explore 'How do we know about prehistory?' Click on the images and record in words and pictures the main events for each prehistoric age. Create a timeline: https://schoolsprehistory.files.wordpress.com/2014/08/later-prehistory-timeline.jpg to explain to someone in your house the main events in the Stone Age, Bronze Age and Iron Age. Click here: https://www.mathsisfun.com/ad-bc.html for an explanation of the terms AD and BC.
***Everything is Interesting* – are you ready for a challenge?**				

Day 1

Fractions to percentages

1



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

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

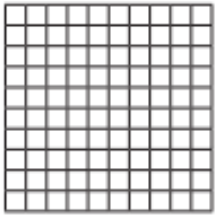
c) What percentage of the array of counters is red? ☐ %

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

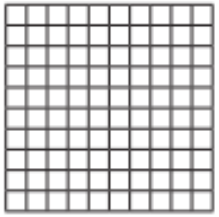
e) What do you notice about the two percentages?

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

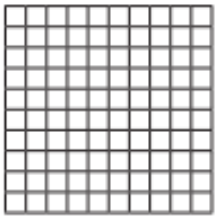
$\frac{40}{100}$



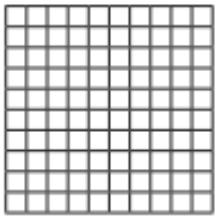
$\frac{65}{100}$



$\frac{1}{2}$



$\frac{7}{10}$



b) Write the fractions as percentages.

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

$\frac{1}{2}$ = ☐ % $\frac{7}{10}$ = ☐ %

c) Compare your shaded grids with a partner's.

What is the same and what is different?

3 Fill in the missing numbers.

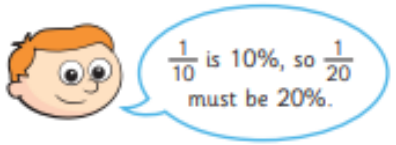
a) $\frac{9}{10} = \frac{\square}{100} = \square\%$

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?

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

5 Convert the fractions to percentages.

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

$\frac{1}{2} = \square$

$\frac{3}{4} = \square$

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

$\frac{2}{5} = \square$

$\frac{4}{5} = \square$

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

d) $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

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

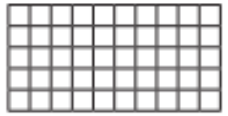
$\frac{9}{10} = \square$

$\frac{18}{20} = \square$

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?

$\square\%$

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

1	2	3	4	5

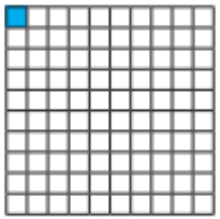
$\frac{\square}{\square} > \square 0\%$ $\quad 75\% = \frac{\square}{4}$ $\quad \frac{3}{\square} < 65\%$

b) Are there any other solutions?

Day 2

Equivalent FDP

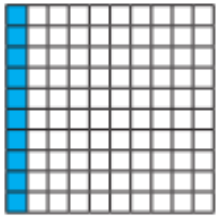
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction = ☐

decimal = ☐

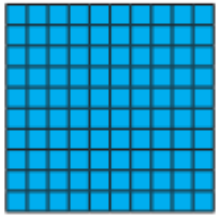
percentage = ☐



fraction = ☐

decimal = ☐

percentage = ☐



fraction = ☐

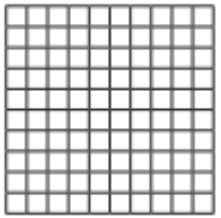
decimal = ☐

percentage = ☐

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 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 = ☐ decimal = ☐ 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?

Day 3

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

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%

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? _____

Explain your answer.

_____

_____

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.

Who drank the most? Show your working.

_____ drank the most.

Who drank the least? Show your working.

_____ drank the least.

7 **a)** Use the digit cards to make the statement correct.

1	2	3	4	5	6	7	8	9	10

$0.3 < \frac{\square}{10} < 80\%$

How many different solutions can you find?

_____

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

0	2	3	4	6	7

$\frac{2}{5} < \square < 0.75$

How many different percentages can you find?

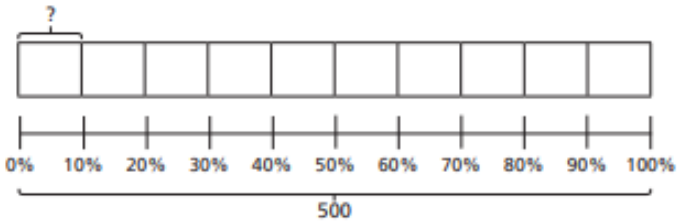
_____

Compare answers with a partner.

Day 4

Percentage of an amount (2)

1 **a)** Use the bar model to find 10% of 500



10% of 500 = ☐

b) Use your answer to part a) to help you complete the calculations.

20% of 500 = ☐ 70% of 500 = ☐

90% of 500 = ☐ 60% of 500 = ☐

30% of 500 = ☐ 100% of 500 = ☐

2

To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 = ☐ **d)** 5% of 2,000 = ☐

b) 5% of 400 = ☐ **e)** 5% of 6,000 = ☐

c) 5% of 4,000 = ☐

What do you notice about your answers?

3 Some children are asked to find 75% of 340

I will find 25% and multiply it by 3

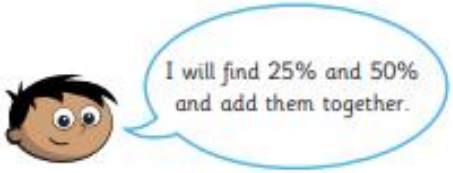
a) Use Dexter's method to find 75% of 340

☐

I will find 10% and multiply it by 7, then find 5% and add them together.

b) Use Alex's method to find 75% of 340

☐



c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = ☐
20% of 550 = ☐
20% of 40 = ☐

b) 90% of 1,000 = ☐
90% of 4,230 = ☐
90% of 90 = ☐

c) 60% of 1,000 = ☐
60% of 400 = ☐
60% of 98 = ☐

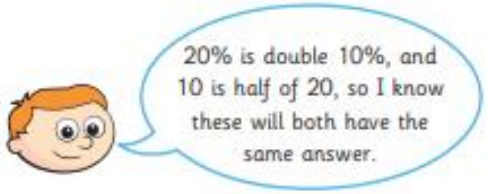
d) 15% of 1,000 = ☐
15% of 300 = ☐
15% of 30 = ☐

e) 55% of 1,000 = ☐
55% of 4,400 = ☐
55% of 8 = ☐

f) 40% of 1,000 = ☐
40% of 400 = ☐
40% of 98 = ☐

5 Ron is calculating these percentages.

10% of 20 20% of 10



How does Ron know this?

6 a) Complete the calculations.

20% of 40 = ☐ 25% of 60 = ☐

40% of 20 = ☐ 60% of 25 = ☐

b) What do you notice about the answers?

_____

_____

c) Does this always happen? Investigate with other examples.

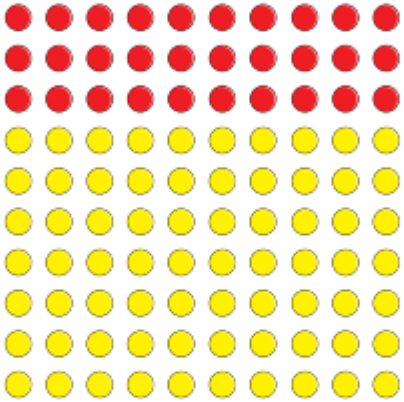
d) Talk about your findings with a partner.

Answers

1)

Fractions to percentages

1



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

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

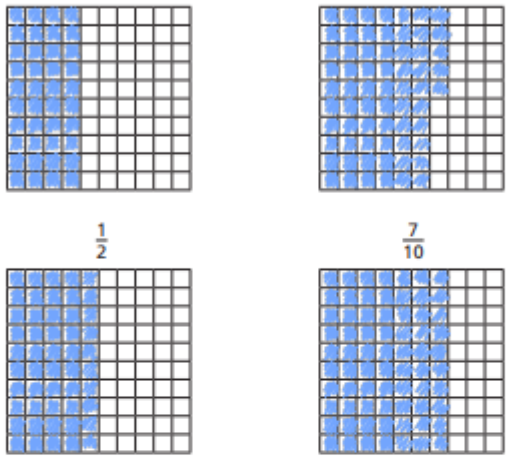
c) What percentage of the array of counters is red? 30 %

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?

3 Fill in the missing numbers.

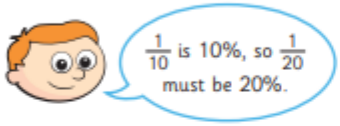
a) $\frac{9}{10} = \frac{90}{100} = 90\%$

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

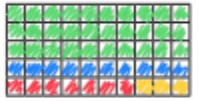
$\frac{9}{10} = 90\%$

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

e) What do you notice?

6 a) Shade the grid in the given proportions.

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



b) What percentage of the grid is yellow?

6 %

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

$\frac{1}{2} > \frac{4}{5}$ 0%

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

$\frac{3}{5} < 65\%$

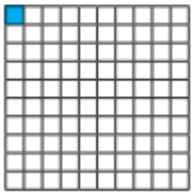
b) Are there any other solutions?

2)

Equivalent FDP

White Rose Maths

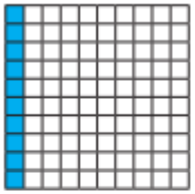
1 What fraction, decimal and percentage of each grid is shaded blue?



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

decimal = 0·01

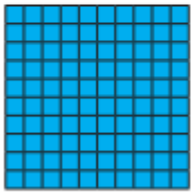
percentage = 1 %



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

decimal = 0·1

percentage = 10 %



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

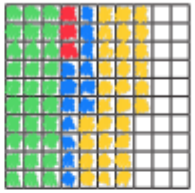
decimal = 1

percentage = 100 %

2 Match the equivalent fractions, decimals and percentages.

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

3 a) Shade 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 %

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?

3)

Order FDP

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

a) 64% > 0.46

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

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

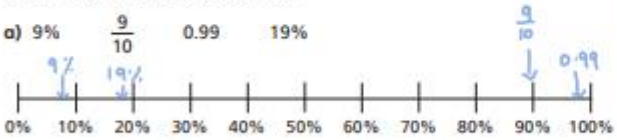
d) 0.8 = 80%

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

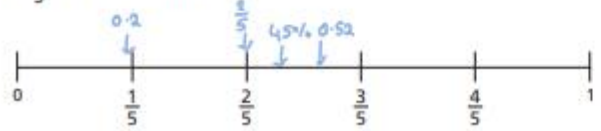
f) $\frac{7}{20}$ > 0.3

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

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

Why?

Various answers.

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

Why?

Various answers.

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%

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.

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.

Who drank the most? Show your working.

Scott drank the most.

Who drank the least? Show your working.

Huan drank the least.

7 **a)** Use the digit cards to make the statement correct.

1	2	3	4	5	6	7	8	9	10

$0.3 < \frac{4}{10} < 80\%$

How many different solutions can you find?

Various answers.

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

0	2	3	4	6	7

$\frac{2}{5} <$ 0·43 < 0.75

How many different percentages can you find?

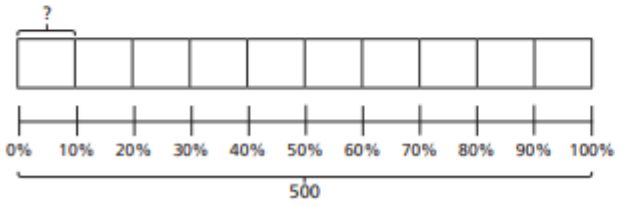
Various answers.

Compare answers with a partner.

4)

Percentage of an amount (2)

1 **a)** Use the bar model to find 10% of 500



10% of 500 = 50

b) Use your answer to part a) to help you complete the calculations.

20% of 500 = 100

70% of 500 = 350

90% of 500 = 450

60% of 500 = 300

30% of 500 = 150

100% of 500 = 500

2

Use Dora's method to complete the calculations.

a) 5% of 40 = 2

b) 5% of 400 = 20

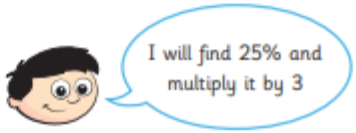
c) 5% of 4,000 = 200

d) 5% of 2,000 = 100

e) 5% of 6,000 = 300

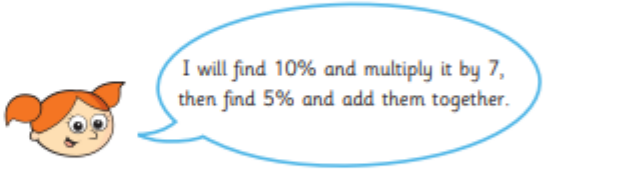
What do you notice about your answers?

3 Some children are asked to find 75% of 340



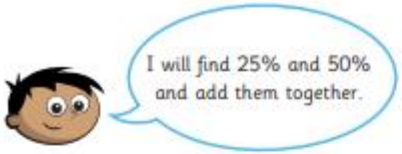
a) Use Dexter's method to find 75% of 340

255



b) Use Alex's method to find 75% of 340

255



c) Use Amir's method to find 75% of 340

255

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20% 90% 60% 15% 55% 40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = 200

20% of 550 = 110

20% of 40 = 8

b) 90% of 1,000 = 900

90% of 4,230 = 3,807

90% of 90 = 81

c) 60% of 1,000 = 600

60% of 400 = 240

60% of 98 = 58·8

d) 15% of 1,000 = 150

15% of 300 = 45

15% of 30 = 4·5

e) 55% of 1,000 = 550

55% of 4,400 = 2,420

55% of 8 = 4·4

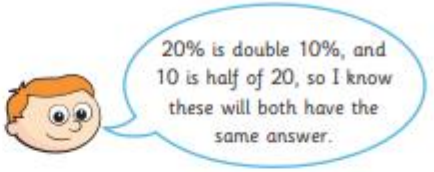
f) 40% of 1,000 = 400

40% of 400 = 160

40% of 98 = 39·2

5 Ron is calculating these percentages.

10% of 20 20% of 10



How does Ron know this?

6 **a)** Complete the calculations.

20% of 40 = 8 25% of 60 = 15

40% of 20 = 8 60% of 25 = 15

b) What do you notice about the answers?

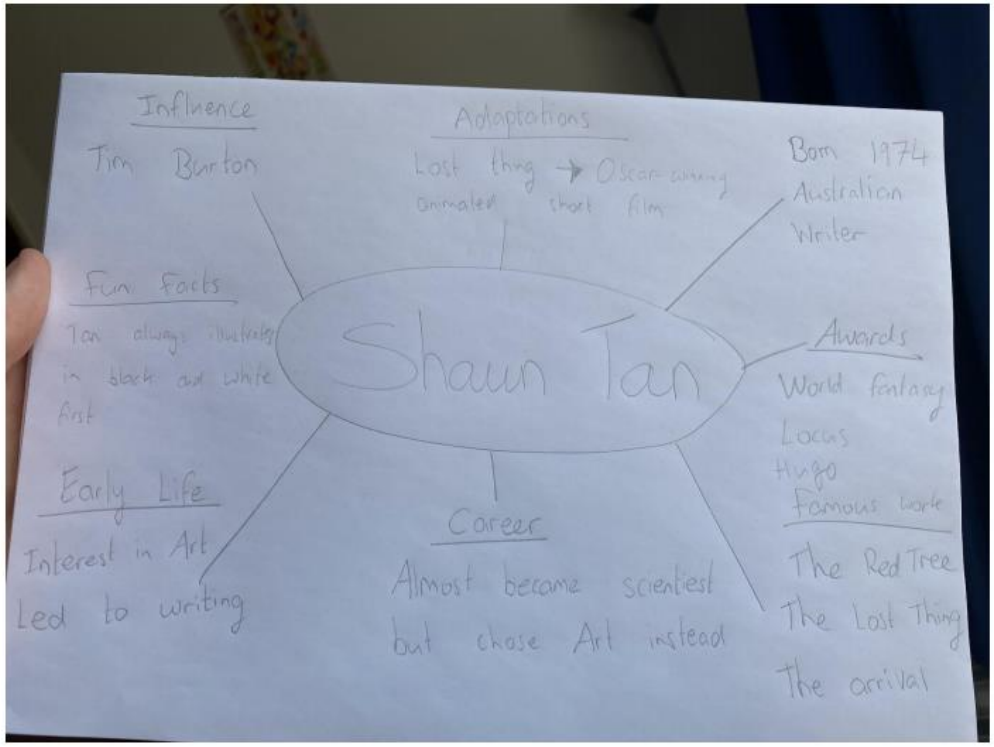
Each column is the same.

c) Does this always happen? Investigate with other examples.

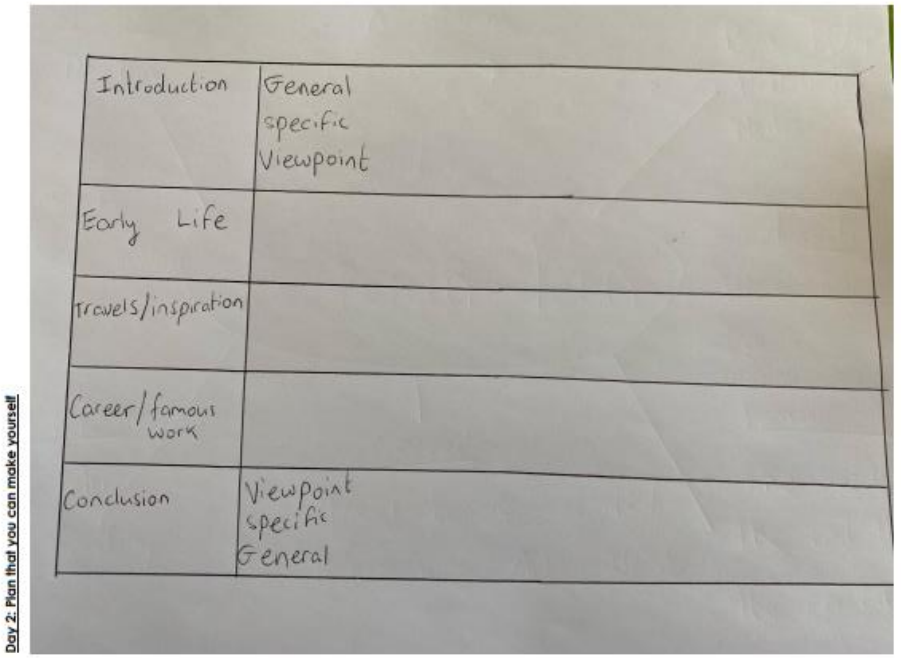
d) Talk about your findings with a partner.

English Resources

Day 1: Example Mind Map



Day 2 – Planning Format



David Walliams

David Walliams is a comedian, actor and author. He has also been a judge on TV talent shows and written scripts for TV.

David's Childhood

David was born in Merton, London. His dad, Peter, was an engineer and his mum, Kathleen, was a lab technician. He went to school in Surrey, where he started acting and had to dress up in a wedding dress which made people laugh.

David the Author

David was a famous comedian and had his own TV show with his friend Matt Lucas, but he had always wanted to be an author. David wanted to write a book with the message that it's OK to be different. In 2008, he published The Boy in the Dress - a story about a boy who loves football and wearing dresses. The book sold over half a million copies.

David has now written twelve chapter books for children and six picture books for younger readers. His books are illustrated by the famous illustrators Quentin Blake or Tony Ross.

Did You Know...?
David changed his surname from Williams to Walliams because there was already an actor called David Williams!

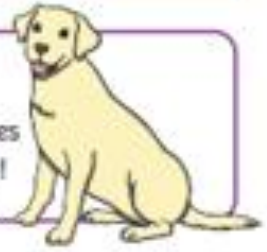
Many of his books have been turned into films, and David often appears in them as an actor! His most famous books include Mr Stink, Billionaire Boy, Gangsta Granny and Ratburger.

Did You Know...?
David has an OBE. This is an important award given by The Queen.

Amazing Charity Work

David has raised lots of money for charity. In 2006, David swam the English Channel to raise money for Sport Relief. It took him 10 hours and 34 minutes to swim 22 miles. This is the same distance as 700 lengths of an Olympic-sized swimming pool!

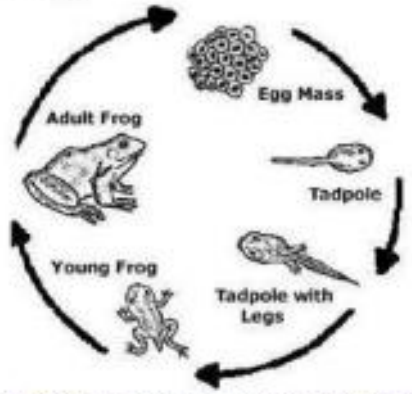
Did You Know...?
When David was swimming the river Thames for charity, he saved a dog from drowning!



Resources
Science:

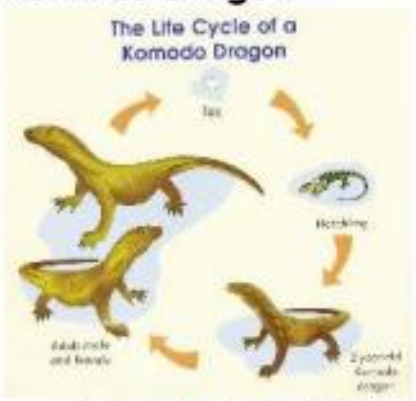
Life Cycles

Frog



from

Komodo Dragon



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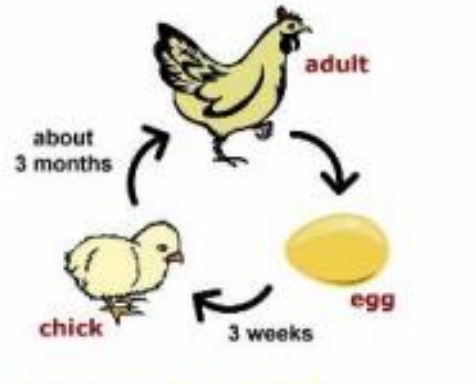
Chicken



from

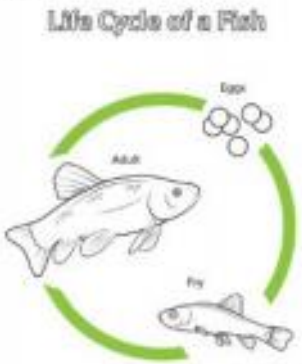
Dog

from

Butterfly

from

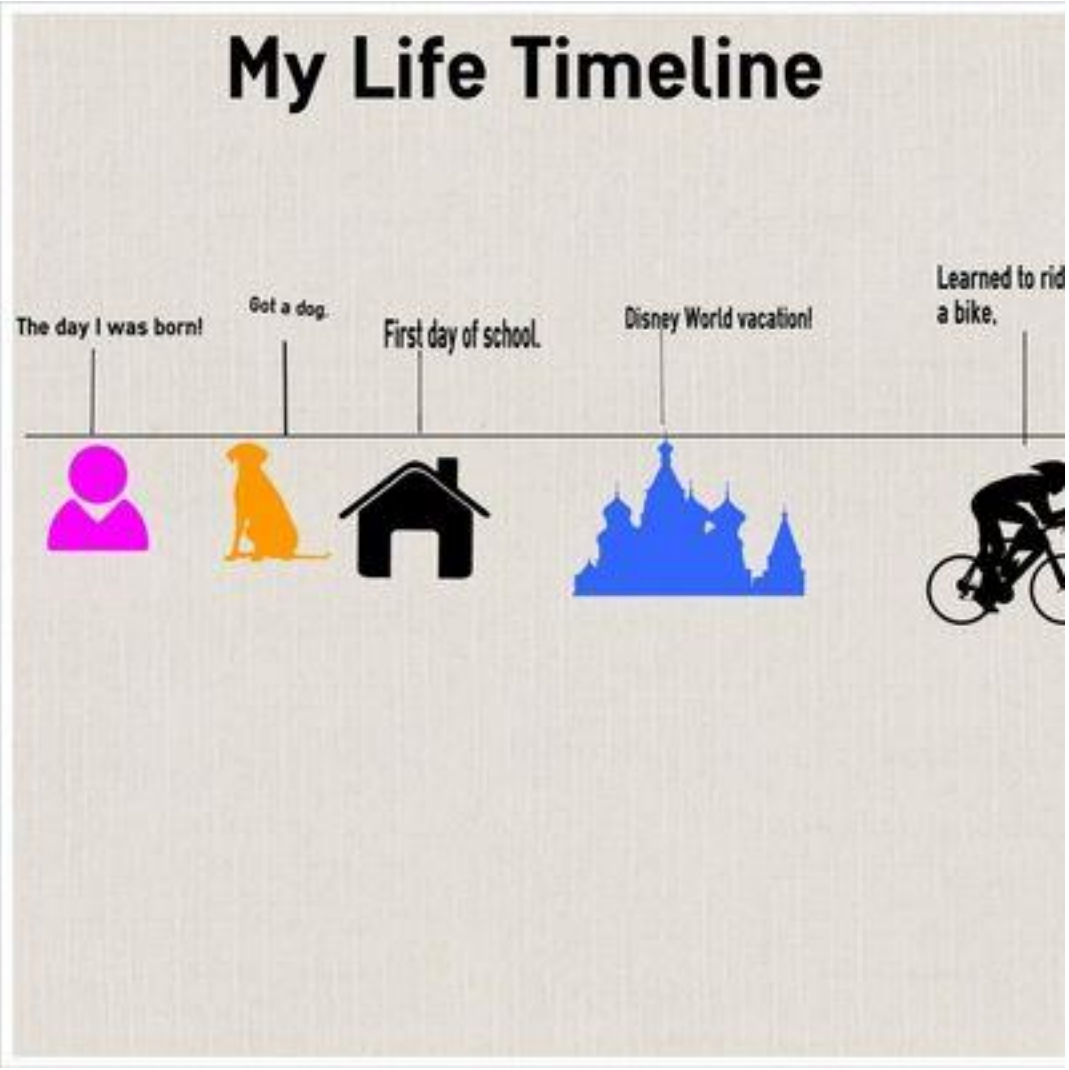
Fish



Art

When filling in the space around the object, look for simple shapes that you can see – circles, triangle, squares and fill them in (see fig i)- this will help you to create the right shape for your object.

Always keep your mind on the shape of the space.



RE – Example of My Life Timeline

Mrs T's Maths Groups - Year 6

Week beginning: 11th May 2020

Day 1.) ***LO: Trial & Improvement/Problem Solving***
Click on the following link: https://nrich.maths.org/1005
Task: Use Trial and Improvement to solve the problem. Answers can be found on this link, as well.

Day 2.) ***LO: Trial & Improvement/Problem Solving***
Click on the following link: https://nrich.maths.org/6342
Task: Use Trial and Improvement to solve the problem. Answers can be found on this link, as well.

Day 3.) ***LO: Trial & Improvement/Problem Solving***
Click on the following link: https://nrich.maths.org/7506
Task: Use Trial and Improvement to solve the problem. Answers can be found on this link, as well.

Days 4.) ***LO: Ratio***
Click on the following link:
https://nrich.maths.org/11685
Task: Use Trial and Improvement to solve the problem. Answers can be found on this link, as well.

Days 5.) ***LO: Trial & Improvement/Problem Solving***
Click on the following link: https://nrich.maths.org/11718#
Task: Use Trial and Improvement to solve the problem. Answers can be found on this link, as well.