



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Autumn Term Week 3



Home Learning Links

Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

www.thenational.academy

BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

<https://www.bbc.co.uk/bitesize>

Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks2/>

Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

Classroom Secrets

The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

Reading Eggspress

<https://readingeggs.co.uk/>

Top Marks

A website for great interactive maths games.

<https://www.topmarks.co.uk/>

Times Tables Rockstars

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

Monster SATs

On-screen and paper-based resources, including curriculum-based games for primary schools.

<https://www.monstersats.co.uk/group-login-page/>

SPaG.com

SPaG.com provides KS1 and KS2 practice punctuation & grammar tests. Plus 80 additional tests covering grammar objectives for every year group

<https://www.spag.com/>

White Rose Maths Hub

Daily 'home learning' lessons for Years 1-9. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.

<https://whiterosemaths.com/homelearning/>

Khan Academy

A great website for learning, with all activities and videos for every topic. A favourite of Mr Ellison.

<https://www.khanacademy.org>

Codeclub

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

<https://projects.raspberrypi.org/en/codeclub>

Duolingo

Fancy something a bit different. Try out the Code Club website for free tutorials and guides on creating code in a range of platforms.

Monday

English: The Case of John Walker

Date

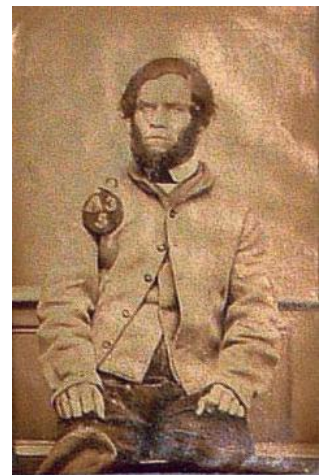
LO: To explain how the contexts in which texts are written and read contribute to meaning.

Handwriting:

Challenge: use in a sentence

accommodate

accompany



Spellings

Today, you will be tested on 15 of your spellings from last year.

On your whiteboard or a scrap piece of paper, write out the numbers 1-15 along one side in preparation for the test.

We will mark the test today, any spellings you get incorrect must be recorded to take home.

Answers:

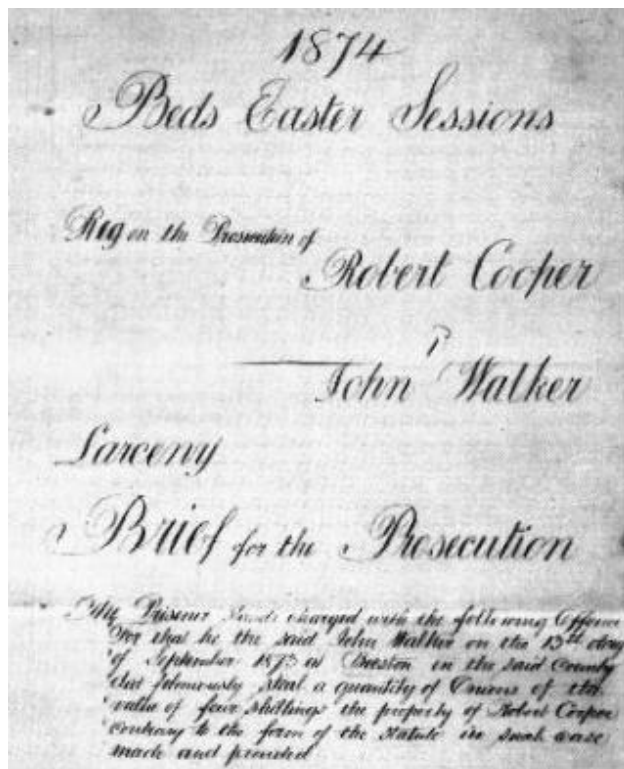
prejudice	sufficient	decided
accommodate	determined	absolutely
accompany	explanation	education
signature	pronunciation	information
foreign	programme	knowledge

John Walker

What awful
crime do you
think he
committed?



What kind of
punishment
do you think
he received?



1874
Beds Easter Sessions
Reg on the Prosecution of

Robert Cooper
v
John Walker

Larceny
Brief for the Prosecution

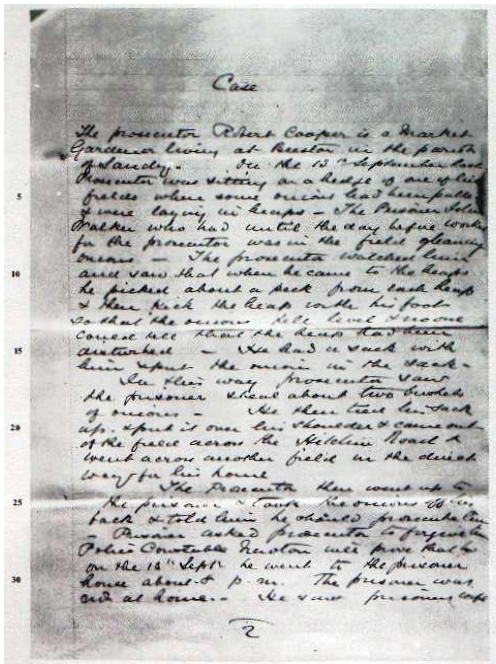
What do you
notice?

What is the
document?

Unfamiliar
vocabulary?

The prisoner stands charged with the following Offence
"For that he the said John Walker on the 13th day
"of September 1873 at Beeston in the said county
"did feloniously steal a quantity of Onions of the
"value of four shillings the property of Robert Cooper
"contrary to the form of the statute in such case
"made and provided.

Case



Case

Vocabulary

Larceny

Prosecution

Feloniously

Contrary

Statute

The prosecutor Robert Cooper is a Market Gardener living at Beeston in the parish of Sandy. On the 13th September last prosecutor was sitting on a hedge of one of his fields where some onions had been pulled and were laying in heaps. The Prisoner John Walker who had until the day before worked for the prosecutor was in the field gleaning onions. The prosecutor watched him and saw that when he came to the heaps he picked about a peck from each heap and then kick the heap with his foot so that the onions fell level and no one could tell that the heap had been disturbed. He had a sack with him and put the onions in the sack.

In this way prosecutor saw the prisoner steal about two bushels of onions. He then tied his sack up and put it over his shoulder and came out of the field across the Hitchin Road and went across another field in the direct way from his house.

The Prosecutor then went up to the prisoner and took the onions off his back and told him he should prosecute him. Prisoner asked prosecutor to forgive him. Police Constable Newton will prove that on the 13th September he went to the prisoner's house about 8 p.m. The prisoner was not at home. He saw prisoner's wife



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1. What crime did John Walker commit?

2. What language gives you an idea of the document's age?

3. What does 'gleaning' mean?

4. Why did John Walker kick the onions?

5. What is the link between the prosecutor and the criminal?

6. Using A.P.E, why might have John Walker stolen the onions?

Features of a newspaper

Purpose

to inform readers of what is happening in the world around them.

Text types

found in newspapers and also online

Composition

Headline

to grab the readers' attention.
Make it short and snappy!

Byline

stating who has writing the article

Lead paragraph

containing the 5Ws (Who? What? Where? When? Why?) to introduce the reader to the key information and hook them in to read more

Events

written in chronological order and organised into paragraphs

Conclusion

stating what the situation is now, the effect the event has had, or different views about the event

Past tense

Third person

Formal tone

with some quotes having a more informal tone

Quotes

written as direct and reported speech

Speech punctuation

to show direct speech

Cohesive devices

to sequence events and show how information is linked

Modal verbs

to show possibility ('They might...')

Brackets, dashes and commas

to separate additional information (parenthesis)

VICTORY PARADE AFTER MARAUDING GREY WOLF CAPTURED!

By Ace Woodland Reporter – Rosie Hood

A celebratory march was held today after the capture of a grey wolf that has been terrorising the people of Kyrtusk, a small village in a remote forest region of Russia. Hunters have been tracking this terrifying beast which, according to locals, has been taking sheep and other livestock in the area for months on end. Remarkably, the wolf was eventually captured by a ten-year-old boy.

Peter, the boy who caught the wolf, had been playing outside his house, which lies close to the forest edge, when the events that led to the encounter with the fearsome creature occurred. "I left the gate open and the duck got out," Peter told the Herald. "So I went out to get it back in. My grandfather was very angry with me and he gave me a right ticking off! He warned me about the wolf that has been lurking around the forest and locked the gate to keep me from going out by the woods." The young boy was determined and, when his grandfather was asleep, he sneaked out again. "I think it is important to be brave and to confront these fears," he said. "Besides, the duck was still running around and it was being chased around by a cat. So I had to rescue it."

When Peter looked out, he heard a terrible commotion and saw that a wolf had come out of the forest. The young boy told us, "I was really sad because, although the cat had run up a tree to safety, the duck wasn't so lucky, and the wolf swallowed it in one gulp. It was then that I realised that I had to do something. I couldn't let this monster keep eating everyone's animals. It had to be stopped!"

Desperate to catch the wolf, Peter took rope from his grandfather's shed then climbed over the wall and up the tree. Witnesses told the Herald that the wolf was sneaking around the tree, eager to eat both the cat and the boy but Peter had a secret ally. "It was amazing," said Olga from the dairy. "Peter told this small bird to fly around the wolf's head to distract it. I've never seen a bird obey instructions before but that's just what it did. The wolf became very aggressive, jumping up and down and trying to catch the bird." Whilst all this

was going on, a noose had been tied in the rope by Peter and he lowered it around the wolf's tail. Then he pulled it and hoisted the wolf into the air.

Ivan Bolchakov, chief hunter of the region, stumbled across the boy and the wolf at just the right moment. "We had been tracking the wolf for months and had picked up its paw prints a few miles away from the boy's cottage. When we came out of the forest, we were amazed to see Peter holding on to the rope and our wolf dangling from the other end."

Peter was quickly assisted by the hunter and his men, binding the wolf with the rope. "We asked what Peter wanted to do with the creature and he insisted that we take it to the local zoo in a victory parade." Bolchakov, the hunter, added that they had agreed to accompany Peter to the zoo.

The people of the town were overjoyed to see that the wolf had been captured and turned out in their hundreds to view it and celebrate. The mayor stood with Peter and the wolf and posed for a photograph. "If Peter had not stood up for himself and confronted the problem of the wolf, then it would still be roaming around and we would still be losing our sheep," he declared.

In a happy postscript to the story, as they marched along, Peter heard the duck quacking loudly from inside the wolf. According to Alexi Kuradogski, local veterinarian, an emergency operation may be able to save the poor bird without harming the wolf.

But not all folk at the village were so pleased about Peter's actions. His grandfather scolded the boy on his return and told the Herald, "If the foolish boy'd slipped from the tree and broken his neck, he wouldn't be marching up and down to the cheers and clapping from everyone now would he? What if the wolf had eaten him? You would've been writing a very different story in your newspaper then. I told him never to go outside that gate and he should've listened to his elders. He ain't never going out that gate without me again."

A number of village elders have also questioned the wisdom of confronting the wolf but the mayor disagreed, saying "I think we can learn a lot from Peter's brave and selfless actions. We can't hide away in our cottages forever."

LO: To use formal methods of subtraction

×	8			6
9				
7		35	21	42
4	32	20	12	24
	16		6	

Write in words. 456,113	Difference 3400 and 8300
Subtract 5800 – 1900 =	Complete the sequence 4630,.....,4540, 4500
Patrick says that you should always subtract the smallest digit away from the largest digit. Is he correct?	

Day 1: Consolidate: Subtract large numbers using decomposition or counting up if appropriate.

Today we are going to revise using column subtraction (decomposition) to subtract pairs of 4-digit and 5-digit numbers.

$$4562 - 2638$$

Finally we subtract the 1000s.

subtract the 100s. move a 1000 from the 1000s.

the 10s.

move a 100 from the 100s.

with the 1s.

move a 10 from the 10s.

Will we need any other moves?

$$\begin{array}{r} 3 \text{ } 15 \text{ } 5 \text{ } 12 \\ 4 \text{ } 5 \text{ } 6 \text{ } 2 \\ - 2 \text{ } 6 \text{ } 3 \text{ } 8 \\ \hline 1 \text{ } 9 \text{ } 2 \text{ } 4 \end{array}$$

If we look at the 1s digits, we can see that we are going to have to move a 10 from the 10s to the 1s.



Day 1: Consolidate: Subtract large numbers using decomposition or counting up if appropriate.

$$64,734 - 27,167$$

I am going to ask a volunteer to show how they would work out $64,734 - 27,167$. First though, can you predict how many moves will be necessary?



Now calculate $52,369 - 35,824$ on your whiteboards.

Check your answers and workings with a partner.



Subtracting pairs of 5-digit numbers

Sheet 2

Choose the method of subtraction you use.

1. $75,369 - 35,826 =$

2. $83,580 - 26,317 =$

3. $64,329 - 32,876 =$

4. $72,463 - 48,725 =$

5. $50,756 - 38,249 =$

6. $76,371 - 24,393 =$

7. $62,341 - 46,586 =$

8. $83,036 - 34,152 =$

Challenge

Write two subtractions using 5-digit numbers. The first one should be one you would definitely do using Frog. The second should be one you would do using column subtraction. You must use all the digits 0-9 in each pair of subtractions, e.g. $71,820 - 65,349$ which is a good one for Frog!



Answers at the end.

Tuesday

English: The Case of John Walker

Date

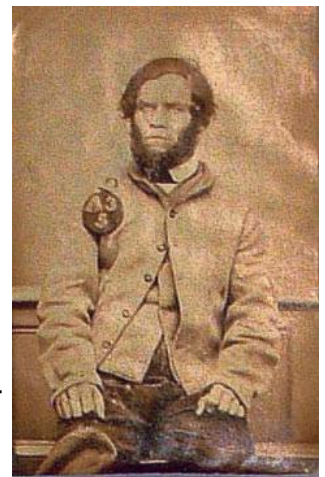
LO: To use passive verbs to affect the presentation of information in a sentence.

Handwriting:

Challenge: use in a sentence

according

achieve



Vocabulary deconstruction

Antonyms:	Prefix:	Root word:	Suffix:
Synonyms:		Word:	Etymology:
Definition:			
Sentences:			

25 The Prosecutor then went up to
the prisoner and took the onions off his
back and told him he should prosecute him.
Prisoner asked prosecutor to forgive him.
Police Constable Newton will prove that
30 on the 13th September he went to the prisoner's
house about 8 p.m. The prisoner was
not at home. He saw prisoner's wife

35 and she said she had not seen her
husband since the morning. Newton
looked over the house and found about
one bushel of onions. The wife said
her husband had brought them home
in the morning and she did not know
where he got them from. The onions
40 found at prisoner's house are similar
to those of Mr Cooper's.

When before the magistrates the
prisoner did not say anything in
defence.

45 The Governor of the Gaol will prove
the following convictions against him.

APE

1. What shows John might have been guilty (2 pieces of evidence)?

Active and Passive Verbs

In writing, we tend to write using the active voice.

But when writers want to focus on what is happening, the passive voice should be used.

The wolf was caught by Peter with a rope.

This sentence uses the passive voice and focuses on the fact that the wolf had been caught, rather than who caught it.

It can also give writing a more formal tone, so is often used in reports and newspaper articles.

Active and Passive Verbs

Can you change theses sentences from **active** to **passive** or **passive** to **active**?

The hunters were following the wolf for many weeks.

The villagers all celebrated the wolf's capture.

Peter was assisted by the huntsman.










Activity 1 – Active or passive?

Complete the table, ticking to show whether each sentence is using active or passive verbs.

	Active Verb	Passive Verb
Grandpa was interviewed by the reporter.		✓
The wolf gobbled up the duck.		
The wolf was distracted by the bird when he was caught.		
The newspaper was bought.		
The villagers applauded Peter during the parade.		

Maths

LO: To use formal methods of subtraction

			13
			12
			16
17	17	7	

Write in words. 13,508	Half 65500
Complete the sequence 4330,.....,4540, 4500	Difference? 32000 - 56000
<p>SpongeBob had a go at a subtraction sum. Where has he gone wrong?</p> <div style="text-align: right;"> $\begin{array}{r} 3 \\ 3540^{12} \\ - 22156 \\ \hline 6 \end{array}$ </div>	

Day 2: Practise subtracting a 3- or 4- or 5-digit number from a 5-digit number.

Today we will use column subtraction (decomposition) to subtract 3-digit numbers and 4-digit numbers from 5-digit numbers.

$$34,782 - 17,257$$

$$34,782 - 7257$$

$$34,782 - 257$$

Did you ensure that 1s are under 1s, 10s under 10s, 100s under 100s and so on?

Set these out on your whiteboards.

Now estimate each answer...

$$\begin{array}{r} 214 \quad 712 \\ 34782 \\ - 17257 \\ \hline 17525 \end{array}$$

$$\begin{array}{r} 214 \quad 712 \\ 34782 \\ - 7257 \\ \hline 27525 \end{array}$$

$$\begin{array}{r} 712 \\ 34782 \\ - 257 \\ \hline 34525 \end{array}$$



Day 2: Practise subtracting a 3- or 4- or 5-digit number from a 5-digit number.

Now, have a go at subtracting these 3-digit and 4-digit numbers from 5-digit numbers.

$$92,145 - 32,550$$

$$92,145 - 3257$$

$$92,145 - 368$$

Did you ensure that 1s are under 1s, 10s under 10s, 100s under 100s and so on?

Set these out on your whiteboards.

Now estimate each answer...

$$\begin{array}{r} 1110 \\ 81014 \\ 92145 \\ - 32550 \\ \hline 59595 \end{array}$$

$$\begin{array}{r} 111013 \\ 810315 \\ 92145 \\ - 3257 \\ \hline 88888 \end{array}$$

$$\begin{array}{r} 1013 \\ 10315 \\ 92145 \\ - 368 \\ \hline 91777 \end{array}$$

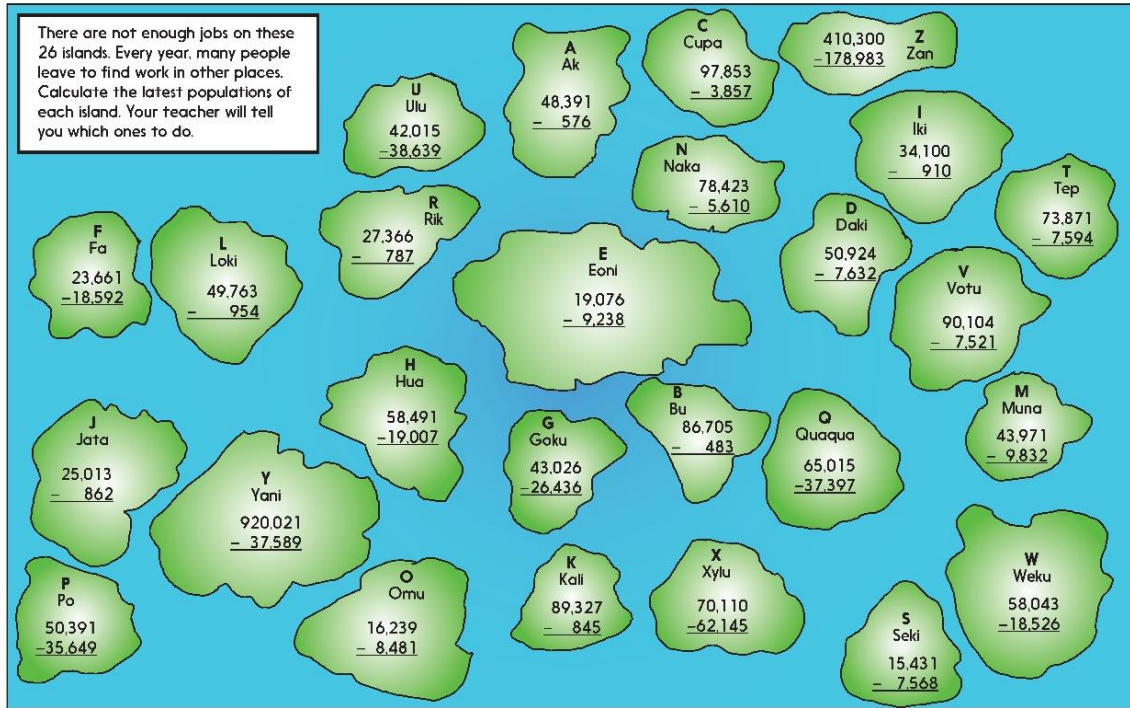
What patterns can you see in the answers?



Alphabet archipelego

Sheet 1

There are not enough jobs on these 26 islands. Every year, many people leave to find work in other places. Calculate the latest populations of each island. Your teacher will tell you which ones to do.



Wednesday

English: The Case of John Walker

Date

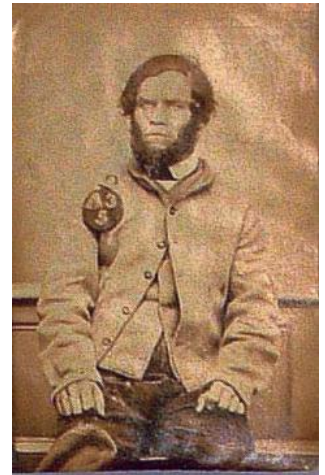
LO: To recognise the vocabulary structures typical of informal and formal speech

Handwriting:

Challenge: use in a sentence

ancient

apparent



Spellings

Notes:

- '-able' is more common than '-ible'.
- The '-able' ending is usually used (but not always) if a complete root word can be heard before it. In some cases the ending of the root word may change, for example, *rely/reliable*.
- The '-ible' root is common if a complete root word cannot be heard before it (but not without exception, for example *sensible*).
- The '-able' ending is used if there is a related word ending in '-ation', for example, *applicable/application*.

On whiteboards, write the spelling **-able/-ably** **ible/-ibly**.

Lesson 5: Revise

-able/-ably ible/-ibly

horrible	adorable	<i>Additional words</i>
terrible	forgivable	incredibly
possible	disposable	sensibly
edible	enjoyable	reliably
reversible	valuable	respectably
invincible	breakable	agreeably
legible	identifiable	enviably

ROBERT COOPER

I am a Market Gardener
at Beeston Sandy. On the 13th
September I was sitting on a hedge
of my field. I had some onions
pulled and laying in heaps. I saw
the prisoner John Walker (who had
been discharged the day before)
he was gleaning onions when I
first saw him — I watched him
— he picked up solitary onions and
when he came to the heaps he
picked about a peck from each heap
and then kicked the heap with his
foot so that they fell level and no
one could see the heap had been
disturbed — he put the onion in a
sack. In this way he stole about
two bushels of my onions — he
then tied up the sack and put it
on his shoulder — came out of the
field across the Hitchin Road and
went across another field in the
direct way for his own home.
I went up to him took him by
his collar and took the onions off
his back. I told him I should
prosecute him. He asked me to
forgive him — he said he thought

Summarise and sequence the events.

Challenge: Why might John have sought forgiveness?

Informal and formal speech and writing

In year 6, we need to show different levels of formality in our writing.

We tend to use an informal tone when speaking.
We can show that we understand this by using informal language within direct speech.

Informal and formal speech and writing

When we use different registers of writing (formal or informal) within direct speech, it also helps to tell us something about the characters.

“I grabbed the wolf with the rope, wrapped it round tight and pulled him up so he was hanging from the tree. I ain’t never done anything like this before,” Peter said.

This direct speech uses an informal style which a child might use when describing the event. The use of a contracted word and a double negative (ain’t never) helps to achieve this.

“Peter captured the wolf, securing a rope around his tail and hoisted him into the air. He was incredibly brave,” an eyewitness reported.

This direct speech has a more formal tone, suggesting the eyewitness may be an adult, or a professional. More formal synonyms such as captured, hoisted and secured are used.

Using different levels of formality

Imagine you are writing a newspaper article based on the case of John Walker.

What might different characters say?



How can you show different levels of formality for each character?

Direct speech

|

Reported speech

How can you show different levels of formality for each character?

Maths

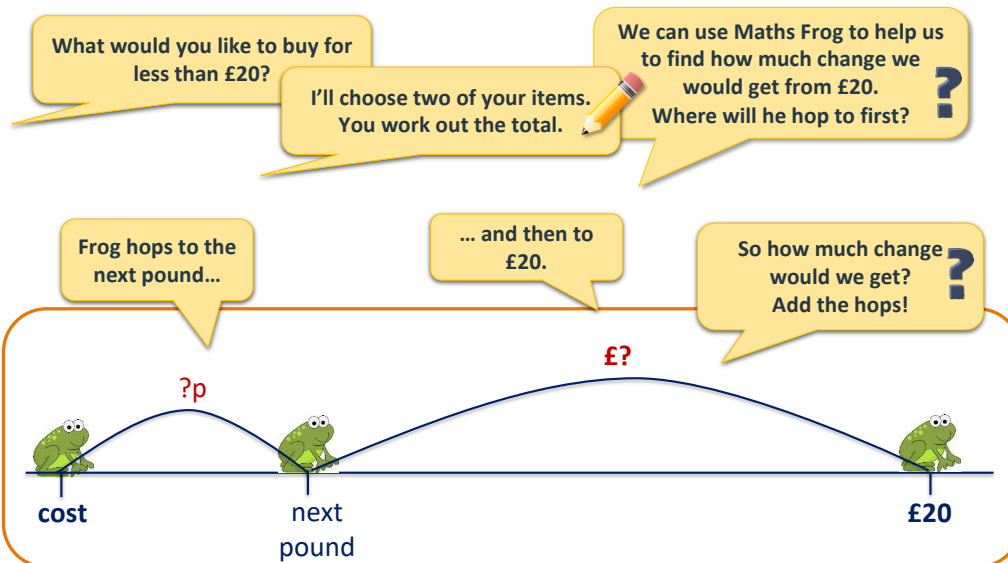
LO: To choose whether to use mental or written methods effectively.

×	7			
6	42	54		18
		45	20	15
	14	18	8	6
8		72		

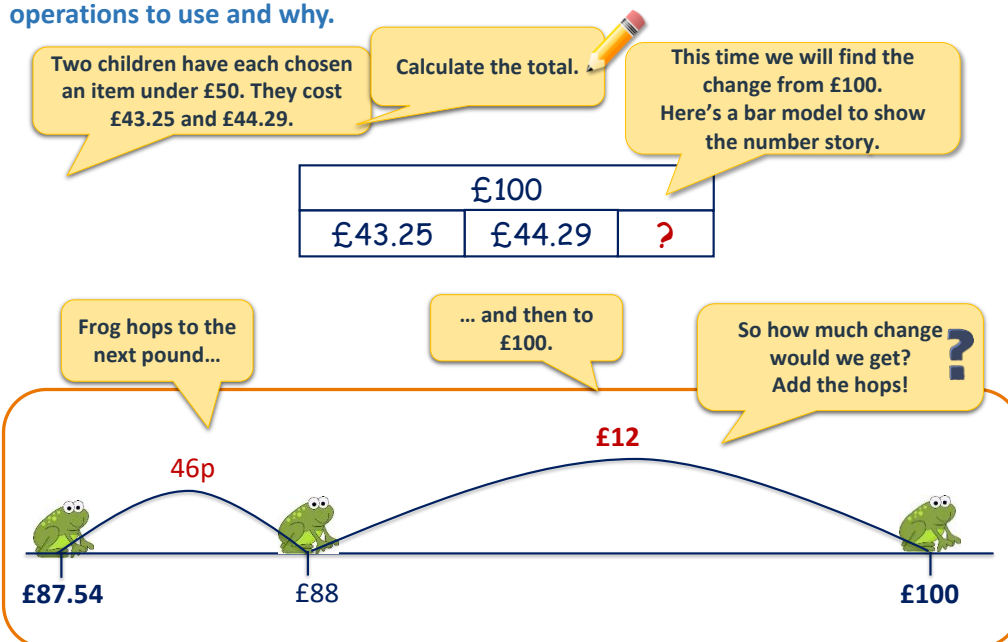
<p>Solve</p> <table border="1"> <tr> <td colspan="2">£20</td></tr> <tr> <td>£11.71</td><td>?</td></tr> </table>	£20		£11.71	?	<p>Mental/Written?</p> <p>$23,500 - 16,900 =$</p>
£20					
£11.71	?				
<p>Mental/Written?</p> <p>$123,554 + 89,123 =$</p>	<p>Change from £5?</p> <p>Can of coke = 90p Crisps = 70p Sandwich = £2.25</p>				
<p>Sandy says 89p add 30p equals 119p, is she correct?</p>					



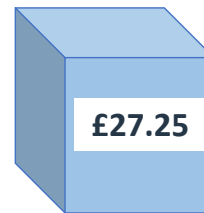
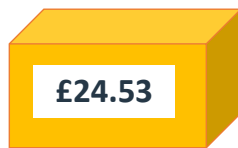
Day 1: Solve addition/subtraction multi-step problems in context, deciding which operations to use and why.



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Work out the total cost, and then find the change from £100.

The total cost is £73.72.

The change is £26.28.



Shopping in town Sheet 1

Four adults did their weekly shopping in town. This table shows what they bought.

	1 Yvonne	2 Stefan	3 Moira	4 Rick
A) Shirts and accessories	£20.00	£15.50	£18.99	£14.99
	£5.99	£8.01	£16.00	£16.01
	£3.00	£6.75	£12.95	£23.75
Money given	£30.00	£40.00	£50.00	£60.00
B) Present, card, postage	£18.95	£19.25	£28.72	£36.89
	£3.05	£2.75	£3.08	£4.11
	£6.85	£12.37	£9.99	£13.53
Money given	£30.00	£40.00	£50.00	£60.00
C) Fruit and veg stall	59p	£4.61	£2.53	£6.32
	86p	£3.23	£8.49	£5.87
	£1.53	£1.82	£3.24	£3.94
Money given	£5.00	£10.00	£15.00	£20.00
D) Three general stores	£6.52	£9.81	£14.23	£11.39
	£3.31	£12.23	£13.45	£21.13
	£9.21	£7.77	£7.76	£15.22
Money given	£20.00	£30.00	£40.00	£50.00

Work out how much change each person got in each shop and how much money each person had left.

Task 1: Rows A and B combined

Task 2: Rows B and C combined

Task 3: Rows C and D combined

Thursday

English: The Case of John Walker

Date

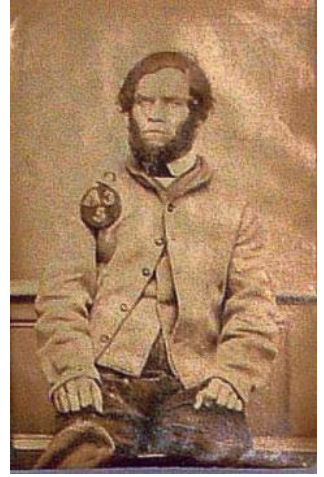
LO: To explain and discuss my understanding of what I have read.

Handwriting:

Challenge: use in a sentence

aggressive

amateur



So what do we mean by subjunctive form?

The subjunctive form is used in very formal writing.

It can be used to advise:

I demand that he listen.

(rather than 'I demand that he listens.')

Or to express desires or wishes:

If I were rich, I would purchase a house for my parents.

(rather than 'if I was rich ...')

How to write using the subjunctive form

Sentences using the subjunctive form follow the same structure.

Noun or pronoun	verb	that	noun or pronoun	infinitive verb (root word)	additional information to end the sentence
She	demanded	that	it	be	brought to her immediately.
Mrs Drake	asks	that	the class	attend	promptly.
The officer	commanded	that	he	listen	carefully.

The infinite verb word **MUST** be the root word. This sounds a little strange, as we would usually write:

*She demanded that it **was** brought to her immediately.*

*Mrs Drakes asks that the class **attends** promptly.*

*The officer commanded that he **listens** carefully.*

Can you rewrite these sentences using the subjunctive form?

It is vital that she attends the meeting.

Mr Smith insisted that Gemma joins the netball team.

They recommended that he completed all tasks given.

30 I did not mean to carry any more
onions out of the field but he must
35 have known better as there were 40 or
50 bushels. I gave information to the
police and obtained a warrant for the
prisoner's apprehension at once.
The two bushels of Onions were worth
from 4 shillings to 5 shillings.

Robert Cooper

Taken upon oath before us
1st April 1874

R. H. Lindsell

Richd. Follitt Scott

Joseph Newton

5 I am Police Constable stationed
at Northill. On Saturday September
13th from information received I
went to John Walker's house at Beeston
about 8 p.m. I asked John Walker's
wife if her husband was at home
— she said no, I have not seen him
since the morning. I looked over
10 the house and found about one
Bushel of Onions, she said she knew
nothing about them he (her husband)
had brought them home since the
morning from some where she did
15 not know where. I took the Onions
away they are worth about two
shillings they are like the same

1. What does it mean 'to know better'?

2. What does 'apprehension' mean?

3. How have parentheses been used?

4. Do you think John gets sentenced, if so – how long should his sentence be?

Reread the story of John Walker.










- Create a chronological sequence of events.
- Record witness statements.
- Consider the vocabulary that needs to be used to write your newspaper.



Sometimes the punishment simply doesn't fit the crime. In September 1873, John Walker stole some onions from the man he had been working for (the motive for the theft remains unknown). The police were informed and they arrested Walker for the crime of stealing items valued at between four and five shillings, which meant the offence was considered grand larceny — had the goods been worth less than a shilling, it would have been petty larceny.

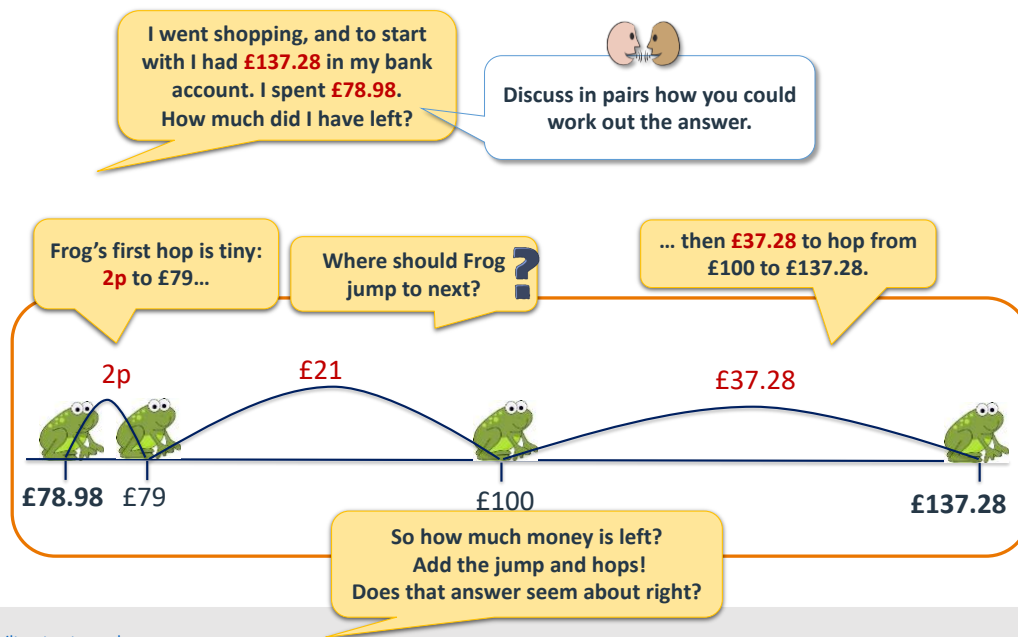
When the case came to trial, Walker was sentenced to seven years of penal servitude and seven years of police supervision. The governor of Bedford Prison, Robert Evans Roberts, maintained that the harsh sentencing was justified on the grounds of Walker's previous convictions — he had been in trouble with the law before — saying that he believed society should be "delivered from his malpractices for some time." The theft of onions led to John Walker being sentenced in 1874 to seven years of penal servitude.

LO: To Solve addition/subtraction multi-step problems in context.

			29
			23
			18
23	24	23	

<p>Solve</p> <table border="1"> <tr> <td colspan="2">£20</td></tr> <tr> <td>£15.75</td><td>?</td></tr> </table>	£20		£15.75	?	<p>Written Addition</p> <p>$236,894 + 127,465 =$</p>
£20					
£15.75	?				
<p>Mental Subtraction</p> <p>$84,500 - 28,300$</p>	<p>How much change from £10?</p> <p>£3.45 on Chips</p> <p>£5.50 on Fish</p>				
<p><u>Squidward</u> says that when he carries over numbers, he just ignores them as they don't change the answer.</p>					

Day 2: Solve addition/subtraction multi-step problems in context, deciding which operations to use and why.



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23

Year 6

Day 2: Solve addition/subtraction multi-step problems in context, deciding which operations to use and why.

£313.67

£172.25

£225.49

£269.78

Discuss in pairs which two prices you think might have a difference of less than £50.

Now find the exact difference between the two prices you suggested to find out.

Discuss in pairs which two prices you think might have a difference of between £50 and £100.

Now find the exact difference between the two prices you suggested to find out.



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Year 6

Bargain hunt

Sheet 1

After joining the local athletics club, you decide to stock up on some essential kit.

Team kit is only stocked in SportWorld and InLine Events, so you need to shop in one or both of those stores.

Here are their prices for the seven things on your shopping list:

Item	SportWorld	InLine Events	Cost difference
Trainers	£109	£105.55	
Team hoodie	£44.79	£45.20	
Team rucksack	£32.75	£29.79	
Annual track pass	£101.50	£98.75	
Water bottle	£3.75	£2.89	
Energy bars (box of 24)	£31.64	£33.05	
Cross-country shoes	£97.35	£111.29	25

1. Find the difference in cost for each item/
2. If you had to go to one of the shop, which would it be? Why?
3. If you 'shop around' and buy each item as cheap as possible.
 - A) How much would you spend?
 - B) What is the largest saving you can make on an item?

Year 6

Friday

English: The Case of John Walker

Date

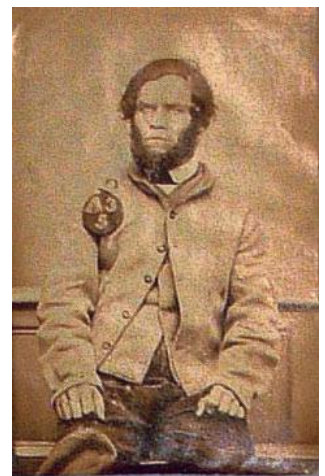
LO: To I can plan my writing by identifying the audience and purpose of writing,

Handwriting:

Challenge: use in a sentence

appreciate

attached

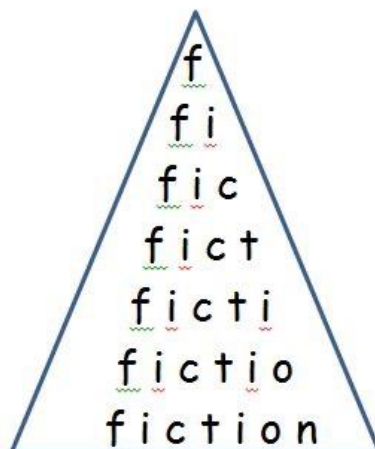


Lesson 6: Practise

-able -ible

Partner work: learn the '-able'/'-ible' words from the last session that were tricky.

Pyramid words



Supporting resource: 6.5 (-ibly -ably -ible -able word cards)

Lesson 6: practise

-able/-ably ible/-ibly

horrible	adorable	<i>Additional words</i>
terrible	forgivable	incredibly
possible	disposable	sensibly
edible	enjoyable	reliably
reversible	valuable	respectably
invincible	breakable	agreeably
legible	identifiable	enviably

Purpose: To write a
article recounting
an event

Headline

Byline

Lead paragraph

Include: Who? What?
Where? When? Why?

**Events in the order
that they happened.**
Include quotes.

Conclusion

What is the
situation now?

What are people's views
of the event?

Maths

**LO: To Add and subtract mentally with
confidence.**

×			4	
7	56		28	42
	24	15		
		10	8	12
	72	45	36	54

<p>Write in words. 403,291</p>	<p>Solve</p> <table border="1"> <tr> <td colspan="2">£20</td></tr> <tr> <td>£14.49</td><td>?</td></tr> </table>	£20		£14.49	?
£20					
£14.49	?				
<p>Mental Addition $45,300 + 29,700 =$</p>	<p>Written Subtraction $43,906 - 17,848$</p>				
<p>Plankton says if you scribble down your column addition it makes it much faster than mental methods, but admits it might be a little messy.</p>					

Day 3: Add and subtract mentally with confidence, where numbers are < 100 or it relies upon simple addition/subtraction and place value.

$$\begin{array}{r} 3457 - 2786 \\ 60,021 - 43,987 \end{array} \quad \begin{array}{r} 4005 - 3968 \\ 51,000 - 34,864 \end{array} \quad \begin{array}{r} 5013 - 3789 \\ 87,356 - 64,264 \end{array}$$

Today we are going to explore the choice we have to use counting up (Frog) or column subtraction.

Discuss in pairs which method you would prefer to use for the first three, and explain why. Then we'll take a vote.

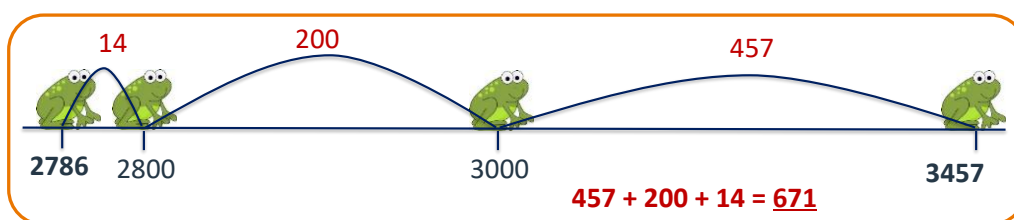


Day 3: Add and subtract mentally with confidence, where numbers are < 100 or it relies upon simple addition/subtraction and place value.

$$\begin{array}{r} 3457 - 2786 \\ 60,021 - 43,987 \end{array} \quad \begin{array}{r} 4005 - 3968 \\ 51,000 - 34,864 \end{array} \quad \begin{array}{r} 5013 - 3789 \\ 87,356 - 64,264 \end{array}$$

Let's use both methods for the first.

$$\begin{array}{r} 13 \\ 2 \ 3 \ 15 \\ 3 \ 4 \ 5 \ 7 \\ - 2 \ 7 \ 8 \ 6 \\ \hline 6 \ 7 \ 1 \end{array}$$



Day 3: Add and subtract mentally with confidence, where numbers are < 100 or it relies upon simple addition/subtraction and place value.

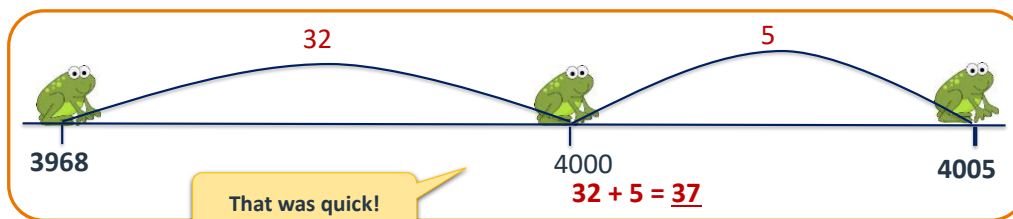
$$\begin{array}{r} 3457 - 2786 \\ 60,021 - 43,987 \end{array} \quad \begin{array}{r} 4005 - 3968 \\ 51,000 - 34,864 \end{array} \quad \begin{array}{r} 5013 - 3789 \\ 87,356 - 64,264 \end{array}$$

Let's use both methods for the second.

$$\begin{array}{r} 9 \quad 9 \\ 3 \quad 10 \quad 15 \\ 4 \quad 0 \quad 0 \quad 5 \\ - 3 \quad 9 \quad 6 \quad 8 \end{array}$$

Looking at the 1s column, I can see I need to move a 10 from the 10s. Oh, there are no 10s. No 100s either! So I'll have to move a 1000 to the 100s, then a 100 to the 10s, then a 10 to the 1s!

3 7



Day 3: Add and subtract mentally with confidence, where numbers are < 100 or it relies upon simple addition/subtraction and place value.

$$\begin{array}{r} 3457 - 2786 \\ 60,021 - 43,987 \end{array} \quad \begin{array}{r} 4005 - 3968 \\ 51,000 - 34,864 \end{array} \quad \begin{array}{r} 5013 - 3789 \\ 87,356 - 64,264 \end{array}$$

Now vote again for a method for the last three. Be ready to explain your choices.

The method you use for subtraction is down to personal preference. Some people think it can be easier to use Frog if the larger number has 2 or 3 zeros in it, or is close to a multiple of 1000, like 60,021 above. Other people are really fluent with column subtraction and don't mind how many moves across columns they need to do...



Choosing a method of subtraction

Sheet 1

- | | | |
|---------------------|---------------------|---------------------|
| 1. 50,000 - 47,895 | 2. 48,948 - 23,413 | 3. 40,002 - 39,789 |
| 4. 51,200 - 37,456 | 5. 86,472 - 34,258 | 6. 95,230 - 94,785 |
| 7. 65,387 - 32,415 | 8. 72,010 - 49,994 | 9. 95,724 - 24,379 |
| 10. 72,100 - 68,993 | 11. 45,383 - 21,876 | 12. 56,011 - 55,795 |
| 13. 34,123 - 27,832 | 14. 58,320 - 24,529 | 15. 70,004 - 37,645 |

Task A:

Choose five calculations to do first. Write down their numbers in your book.

Work with a partner. Decide which subtraction method to use for each one, then do the calculation. Agree your answer with your partner. Write it in your book. Say whether you chose to use 'Frog' or 'column' subtraction.

Now choose five more calculations and repeat the task.

Task B

Work with a partner. Go through the questions in order. Agree with your partner which method you would prefer to use for each one – Frog or column subtraction. Do each calculation, showing any working in your book. Write down the answers.

Task C

Sit in a group but work on your own – it's a race! Who can finish all the questions first? The first one to finish shouts 'Bingo!' Compare notes to check the winner's answers and mark your own work.

Which method proved to be the most efficient for you?

Problem solving and reasoning questions

How many times must 33,217 be subtracted from 100,000 to leave a number less than itself? What is the number left?

What are the missing digits here?

$$\begin{array}{r} 5 \square 813 \\ - 93\square\square \\ \hline \square 5\square 65 \end{array}$$

Use two different methods to subtract 28,560 from 90,600.
Which method would you choose? Can you explain why?

Problem solving and reasoning questions

Subtract £17,835 from £18,009 in two different ways.

Explain which method you thought was most efficient, and why.

Write three prices which total £100. None can be an exact number of pounds and the numbers of pence are not multiples of 5p.

True or false?

- Buying 3 things each less than £30, and each priced at a number of pounds and 99p, will result in 3p and some pounds change from £100.
- £5 can be made in more than one way using exactly 7 coins.
- Three amounts totalling £10 can be written without any being more than £3.40.

When estimating how much change we will get, it is better to round up to the next pound than down to the previous pound. Give a reason for your answer.

Challenge

Subtract £44.44 from £50. Then subtract £33.33 from £50. Then £22.22 and finally £11.11. Comment on the pattern in the answers.

Computing

Computing

**LO: To understand how GIS is used to
support our everyday lives**

What is GIS?

Main Task: Research Modern uses of GIS

Visit: <https://www.ordnancesurvey.co.uk/mapzone/gis-zone>

In here you will find many everyday examples of how GIS is used to help us in our lives.

Can you identify 5 different ways that GIS is used? (Full sentence answers).

What examples have you found?

- 1.
- 2.
- 3.
- 4.
- 5.

RE

RE - Judaism

LO: To learn how joy is expressed through Judaism

Which Jewish festivals have we learned about so far?

Rosh Hashanah

The Jewish New Year—a holiday observed with festive meals and a day spent in prayer or quiet meditation.

Yom Kippur

The Jewish Day of Atonement—the most solemn day of the Jewish year. A day devoted to self-examination, and the chance to begin the New Year with a clean slate.

Sukkot

Key Vocab

- Chag Sameach = Happy Holidays
- Sukkot = Booths/Shelters
- Sukkah = temporary shelters
- Lulav = group of branches that are tied together.



Sukkas



Main Task: In what ways do Jewish people celebrate Sukkot?

-

-

-

-

Challenge: How is this similar/ different to how you and your family celebrate?

Geography

Geography

LO: To Place Countries onto a
European and Global Map

How many can you name?

<u>Northern Europe</u>		<u>Eastern Europe</u>	
<u>Southern Europe</u>		<u>Western Europe</u>	

Main Task: Map Dash...

Visit: <https://www.ordnancesurvey.co.uk/mapzone/games/puzzle-adventure> on your iPads, and have a go at putting together the maps in this order:

1. England
2. Europe
3. The World

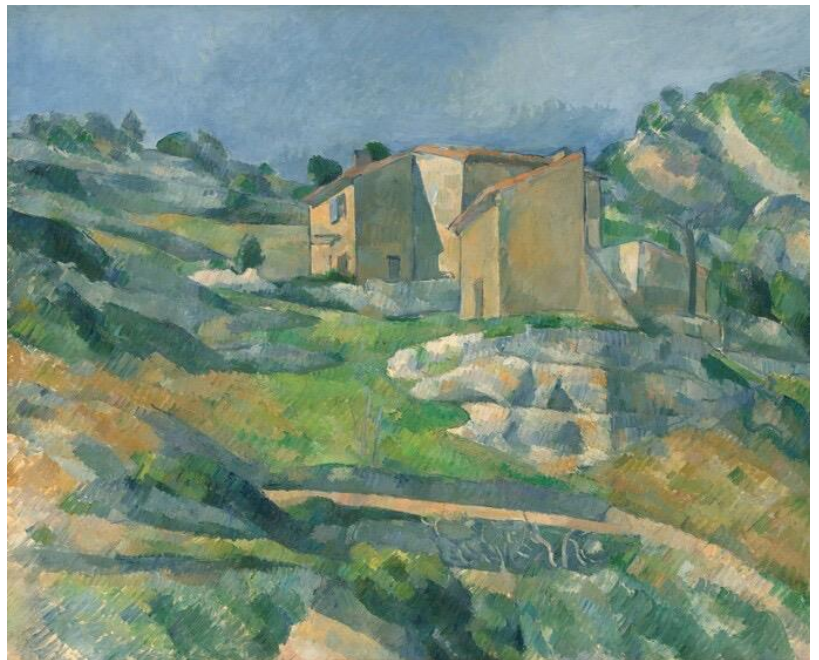
Challenge: Can you name the 7 Continents of the world?

Art

Art

LO: To compare two art movements and name a famous artist associated with each.

Who painted these?

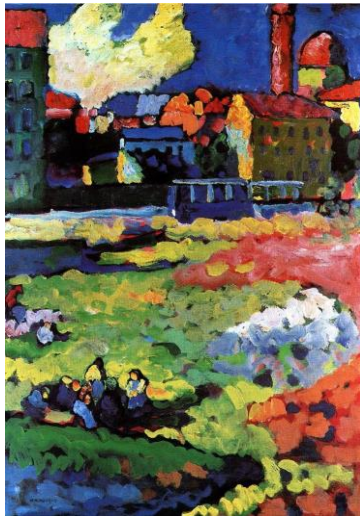


What artistic period/movement are these paintings from?

Art History Timeline



Early Work...



Munich-Schwabing with the Church of St. Ursula (1908)



The Blue Rider (1903)

Middle Period...



Houses in Munich, 1908



Wassily Kandinsky, 1910, *Landscape with Factory Chimney*

Abstract Expressionism is born...



Untitled *First Abstract Watercolour*, 1910



[Composition 6](#), 1913

Main Task: Compare these two works by Paul Cezanne and Wassily Kandinsky



Paul Cezanne, *Houses in Provence: The Riaux Valley near L'Estaque*, c. 1883



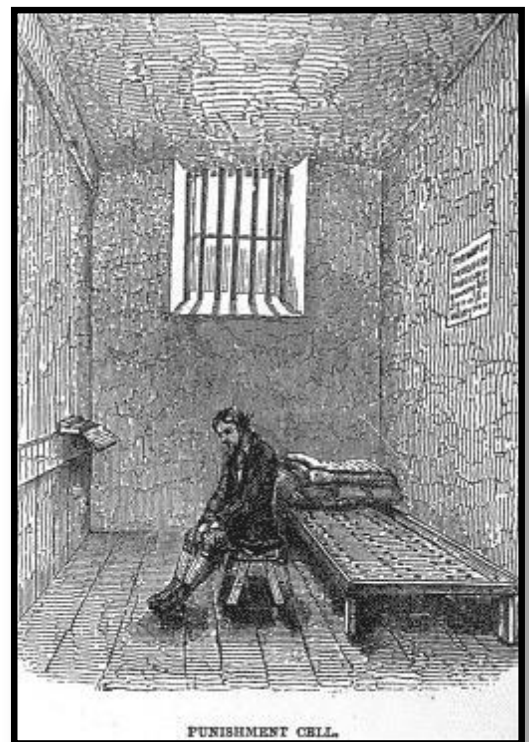
Wassily Kandinsky, 1910, *Landscape with Factory Chimney*

History

History

LO: To understand Victorian society and compare it with our own.

How might this man have ended up in Victorian Jail?
(Discuss)



Did you guess any of these?

- Stealing people's clothes
- Selling body parts as food
- Baby farming
- Conspiring to have family members committed to asylums
- Impersonation of family members
- Searching for work in workhouse clothes
- Stealing 20 oranges and a packet of nuts

What was crime and punishment like in Victorian times?

<https://www.bbc.co.uk/bitesize/topics/z8w3n9q/articles/zck3n9q>



- The Victorian period in Britain was between 1837 and 1901.
- In the Victorian period the population increased and many people began to move from the countryside to the towns and cities to work in factories.
- Living conditions were often cramped with one family per room and the whole street would share an outside toilet and a water tap.
- There was a great divide between the rich and poor.
- The fear of crime was made worse by cheap books called 'penny dreadfuls'. These stories set out to shock readers with details of horrible crimes.
- If a child committed a crime they would receive the same punishment as an adult.



Residents of Church Lane in Bloomsbury, London in 1875.

Question 1: Which word in the text suggest that the living conditions were small?

Question 2: What was the name of the books which detailed horrible crimes?

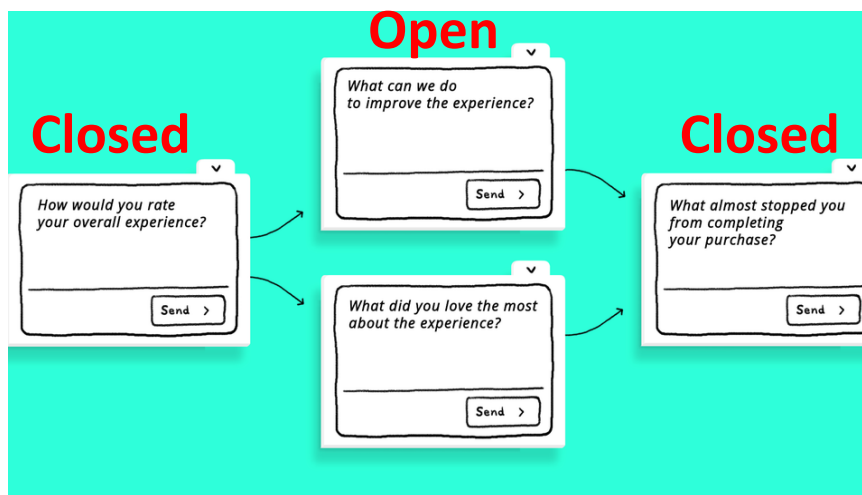
DT

Design and Technology

LO: To confidently carry out research, using surveys and questionnaires.

Creating a questionnaire...

Open Questions vs Closed Questions... Which is which?



Making a Questionnaire: Example 1

1. Closed Question: Sweet or Savoury?
2. Open Question: Which kind of food should I make with my shortcrust pastry?
3. Open Question: What filling would be best?
4. Closed Question: Which of these should be my special ingredient:
 - Cinnamon
 - Cheese
 - Chilli Powder
 - Brown Sugar

Making a Questionnaire: Example 2

1. Closed Question: Sweet or Savoury?
2. Open Question: Which kind of food should I make with my shortcrust pastry?
3. Open Question: What should be my special ingredient be?
4. Closed Question: What filling would be best:
 - Apple
 - Beef
 - Vegetable
 - Ham
 - Cheese
 - Orange

Main Task: Write your 4 questions out

Which questions will you ask your audience?

You will need guidance on:

- Sweet or Savoury
- Type of end product
- Filling
- Special Ingredient
- Anything else you could think of.

Answers

×	8	5	3	6
9	72	45	27	54
7	56	35	21	42
4	32	20	12	24
2	16	10	6	12

<p>Write in words.</p> <p>456,113</p> <p>Four Hundred and fifty six thousand, one hundred and thirteen.</p>	<p>Difference</p> <p>3,400 and 8,300</p> <p>4,900</p>
<p>Subtract</p> <p>5,800 – 1,900 = 3,900</p>	<p>Complete the sequence</p> <p>4630,.....,4540, 4500</p> <p>4690</p>
<p>Patrick says that you should always subtract the smallest digit away from the largest digit. Is he correct? He is incorrect, you must borrow from 10's, 100's or 1000's to ensure the larger number is on top.</p>	



<p>Write in words.</p> <p>13,508</p> <p>Thirteen thousand, five hundred and eight</p>	<p>Half</p> <p>16500</p> <p>8250</p>
<p>Complete the sequence</p> <p>4320,.....,4540, 4500</p> <p>4380</p>	<p>Difference?</p> <p>32000 and 56000</p> <p>24,000</p>
<p>SpongeBob had a go at a subtraction sum.</p> <p>Where has he gone wrong? He has borrowed from the 100's, but not lent into the 10's first before the 1's.</p>	



$$\begin{array}{r}
 3 \\
 3540^{12} \\
 -22156 \\
 \hline
 6
 \end{array}$$

×	7	9	4	3
6	42	54	24	18
5	35	45	20	15
2	14	18	8	6
8	56	72	32	24

<p>Solve</p> <table border="1"> <tr> <td colspan="2">£20</td></tr> <tr> <td>£11.71</td><td>£8.29</td></tr> </table>	£20		£11.71	£8.29	<p>Mental/Written?</p> <p>$23,500 - 16,900 =$</p> <p>6,600</p>
£20					
£11.71	£8.29				
<p>Mental/Written?</p> <p>$123,554 + 89,123 =$</p> <p>212,677</p>	<p>Change from £5?</p> <p>Can of coke = 90p</p> <p>Crisps = 70p £1.15</p> <p>Sandwich = £2.25</p>				
<p>Sandy says 89p add 30p equals 119p, is she correct?</p> <p>Yes, but we would write it at £1.19</p>					



<p>Solve</p> <table><tr><td>£20</td></tr><tr><td>£15.75</td><td>£4.25</td></tr></table>	£20	£15.75	£4.25	<p>Written Addition</p> <p>236,894 + 127,465=</p> <p>109,429</p>
£20				
£15.75	£4.25			
<p>Mental Subtraction</p> <p>84,500 – 28,300</p> <p>56,200</p>	<p>How much change from £10?</p> <p>£3.45 on Chips</p> <p>£5.50 on Fish</p> <p>£1.05</p>			
<p>Squidward says that when he carries over numbers, he just ignores them as they don't change the answer. You MUST always remember to add any numbers which are carried!!!</p>				

×	8	5	4	6
7	56	35	28	42
3	24	15	12	18
2	16	10	8	12
9	72	45	36	54

<p>Write in words.</p> <p>403,291</p> <p>Four hundred and three thousand, two hundred and <u>ninety one</u>.</p>	<p>Solve</p> <table><tr><td colspan="2">£20</td></tr><tr><td>£14.49</td><td>£5.51</td></tr></table>	£20		£14.49	£5.51
£20					
£14.49	£5.51				
<p>Mental Addition</p> <p>45,300 + 29,700 =</p> <p>15,600</p>	<p>Written Subtraction</p> <p>43,906 – 17,848</p> <p>26,058</p>				
<p>Plankton says if you scribble down your column addition it makes it much faster than mental methods, but admits it might be a little messy. TAKE YOUR TIME, if you are messy with you column addition, this could lead to getting the wrong answer!</p>					

Day 1 Sheet 1 Subtracting pairs of 4-digit numbers

- | | |
|------------------------------|------------------------------|
| 1. 3458 - 1275 = 2183 | 2. 9215 - 5853 = 3362 |
| 3. 4569 - 2625 = 1944 | 4. 5813 - 2368 = 3445 |
| 5. 5890 - 4575 = 1315 | 6. 6238 - 3645 = 2593 |
| 7. 7572 - 3647 = 3925 | 8. 7421 - 5489 = 1932 |

Challenge

10,000 - 1234 = 8766 - 1234 = 7532 - 1234 = 6298 - 1234 = 5064 - 1234 = 3830 - 1234 = 2596 - 1234 = 1362 - 1234 = **128**

Day 1 Sheet 2 Subtracting pairs of 5-digit numbers

- | | |
|------------------------------------|------------------------------------|
| 1. 75,369 - 35,826 = 39,543 | 2. 83,580 - 26,317 = 57,263 |
| 3. 64,329 - 32,876 = 31,453 | 4. 72,463 - 48,725 = 23,738 |
| 5. 50,756 - 38,249 = 12,507 | 6. 76,371 - 24,393 = 51,978 |
| 7. 62,341 - 46,586 = 15,755 | 8. 83,036 - 34,152 = 48,884 |

Challenge

Children will have a range of answers to this challenge. Ensure they have made their first calculation one which should be done using Frog. HINT it is usually easier to use Frog if the larger number has 2 or 3 zeros in it, or is close to a multiple of 1000, like 5013.

Day 1 Sheet 3 Choosing a method for subtraction

- | | |
|-------------------------------------|-----------------------------------|
| 1. 7803 - 5420 = 2383 | 2. 5674 - 2715 = 2959 |
| 3. 7124 - 5463 = 1661 | 4. 8009 - 3475 = 4534 |
| 5. 9874 - 3250 = 6624 | 6. 5237 - 4301 = 936 |
| 7. 7025 - 6967 = 58 | 8. 8150 - 6344 = 1806 |
| 9. 6000 - 4372 = 1628 | 10. 50,000 - 47,895 = 2105 |
| 11. 48,948 - 23,413 = 25,535 | 12. 40,002 - 39,789 = 213 |

Day 2 Sheet 1 Alphabet archipelego

Ak = 47,815

Bu = 86,222

Cupa = 93,996

Daki = 43,292

Eoni = 9,838

Fa = 5,069

Goku = 16,590

Hua = 39,484

Iki = 33,190

Jata = 24,151

Kali = 88,482

Loki = 48,809

Muna = 34,139

Naka = 72,813

Omu = 7,758

Po = 14,742

QuaQua = 27,618

Rik = 26,579

Seki = 7,863

Tep = 66,277

Ulu = 3,376

Votu = 82,583

Weku = 39,517

Xylu = 7,965

Yani = 882,432

Zan = 231,317

How many times must 33,217 be subtracted from 100,000 to leave a number less than itself? What is the number left?

It can be subtracted 3 times leaving 349. The sequence is:

66,783 33,566 349

Errors are most likely due to difficulties exchanging between columns.

What are the missing digits here?

$$\begin{array}{r} 54813 \\ - 9348 \\ \hline 45465 \end{array}$$

When solving problems like this remind children to check their answer by addition.

Use two different methods to subtract 28,560 from 90,600.
Which method would you choose? Can you explain why?

The answer is 62,040. Solve by column subtraction, counting up (Frog) or other mental strategies, e.g. realising $600 - 560$ is 40 and $90,000 - 28,000$ is 62,000.