



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 6

Autumn Term Week 8



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/>

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 no 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 no creating code in a range of platforms.

Contents

Monday	4
Tuesday	Error! Bookmark not defined.
Wednesday	Error! Bookmark not defined.
Thursday	Error! Bookmark not defined.
Friday	Error! Bookmark not defined.
Which materials are reflective?	Error! Bookmark not defined.
How do Jews express their faith today?	Error! Bookmark not defined.
Reading distances on a map	Error! Bookmark not defined.
Changing labour laws	Error! Bookmark not defined.
Community Care	Error! Bookmark not defined.
What are textiles?	Error! Bookmark not defined.

Monday

English

Monday 1st November

English

**LO: To Identify unfamiliar
language in a poem**

Handwriting

abundant

adjective

1. existing or available in large quantities; plentiful.
2. "there was abundant evidence to support the theory"

biodiversity

noun: **biodiversity**; noun: **bio-diversity**

1. the variety of plant and animal life in the world or in a particular habitat, a high level of which is usually considered to be important and desirable.

Spelling

- revise spelling rules for adding suffixes sounding like 'shun' (-tion, -sion, -ssion, -cian);
- use a dictionary to look up the meaning of words;
- learn rules when adding -cious and -tious to words;
- add the suffixes -cious and -tious to root words.

Revisit

Add '-tion', '-sion', '-ssion' or '-cian' to these root words.

complete *completion*

magic *magician*

admit *admission*

invent *invention*

expand *expansion*

comprehend *comprehension*

What rules should we follow when adding these suffixes to words?

Suffixes '-cious and '-tious'

Identify the root word for each of the words below.

fictitious *fiction*

gracious *grace*

spacious *space*

infectious *infect*

Can you identify the rule for adding 'tious' or '-cious'?

Activity 3 – Missing Words

Complete the sentences, adding the correct word from the list below.

spacious

gracious

fictitious

Bella was _____ enough to invite us to her party.

The house had several _____ bedrooms.

The author used a _____ name rather than his real one.

Layers of the Rainforest

- 8 Tropical rainforests are made up of distinct layers.
- 19 The forest floor is very hot and humid and little grows
31 there. This part of the rainforest gets less than 2% of the
43 sun's light. It is covered in a thin layer of fallen leaves
47 which rot away quickly.
- 57 Next are the shrub layer and the understory – a dark
68 place, where lots of insects, frogs and snakes can be found
77 amongst the few plants which don't need much sunlight.
- 87 Above this is the canopy, where most trees stop growing
98 and where up to 90% of rainforest creatures can be found.
- 111 This sunny area, rich in fruit and seeds, can be as high as
116 thirty metres off the ground.
- 125 Finally, the few giant trees that thrust themselves above
134 the dense canopy layer are called the emergent layer.



Quick Questions



1. In which layer can most rainforest animals be found?



2. *'The few giant trees that thrust themselves above the dense canopy layer...'*
What do you think dense means in this sentence?



3. How is the forest floor different to the canopy?
Give two reasons.



4. Why don't animals live on the forest floor?

Listen closely.
I was born of the sky's
gracious gift

as she released me
from her grasp,
drop by precious drop.

I gathered strength
from the mountain top,
my source of sustenance.



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flowing like blood
through the belly
of the world.

I give life
and I can take
life away

as I open ferociously
into an estuary.
Hear what I say:

I am the river.
I'm here
to stay.



Down and down
I continued my journey,
finding my voice

in the valley's embrace,
babbling over rocks
as I meandered

on my course.
I am an artery,
a lifeline,



**What might this
poem be called?**

How does it make it you feel?

River Poem – Joshua Siegal

What did you like about the poem?

Are there any words or phrases which stuck out in your mind?



Let's re-read it...



Underline any unfamiliar language

Can you help others with any definitions?

Main Task: Match the word to its definition

<u>Word</u>	<u>Definition</u>
Gracious	The action or fact of talking rapidly and continuously
Precious	To follow a winding course
Babbling	Courteous, kind, and pleasant
Embrace	any of the muscular-walled tubes forming part of the circulation system
Artery	food and drink regarded as a source of strength; nourishment
Estuary	partially enclosed coastal body of brackish water with one or more rivers or streams flowing into it
Meandered	Of great value; not to be wasted or treated carelessly
Sustenance	hold (someone) closely in one's arms, especially as a sign of affection.

Challenge: Can you use 2 of these words in a sentence?

Tuesday

Maths

Subtracting decimal from whole

$$18 - 2.8$$

T O T h

$$\begin{array}{r} 18.0 \\ + 02.8 \\ \hline \end{array}$$

1) Align digits and decimal points.

2) Add zeros as placeholders if needed.

3) Starting from the right, subtract each column in turn. If the top digit is smaller than the bottom, exchange from the next column.

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline .2 \end{array}$$

$$\begin{array}{r} 18.10 \\ - 02.8 \\ \hline 15.2 \end{array}$$

Exchange from the ones digit

$$\begin{array}{r} 18.10 \\ - 02.8 \\ \hline 15.2 \end{array}$$

18.10.21

Decimal Subtraction

1) $4 - 0.13$

1) 3.87

2) $16 - 0.13$

2) 15.87

3) $3 - 0.012$

3) 2.988

4) $14 - 0.019$

4) 13.981

Fill in the missing digits in this calculation:

$$\square 8 \square + 3 \square 5 = 1052$$

To find common multiples and factors

First 5 multiples of 7.	All factor pairs of 24.
Common factors of 16 and 24.	What is an integer?



Jake says the all multiples of even numbers are even and multiples of odd numbers are odd. Why is he incorrect?

Day 1: Find common multiples and factors.

How can we recognise multiples of 9?

Some are also multiples of 6. Write three common multiples of 6 and 9 on your whiteboards.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 1: Find common multiples and factors.

See how the common multiples have pink and yellow stripes. Check yours. What is the lowest common multiple?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Day 1: Find common multiples and factors.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Which of these multiples of 6 are also multiples of 8? What is the smallest common multiple?

Day 1: Find common multiples and factors.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Work in pairs to list all the **factors** of each number: one person lists the factors of 18, the other lists the factors of 24.

Now look for **common factors** and ring them. What is the **highest common factor**? (The biggest number that goes into both 18 and 24.)

Now work in pairs to list all the **factors** of 24 and 32. Then ring **common factors** and find the **highest common factor**.

Common multiples and factors

Sheet 1

Which of these numbers are common multiples of 3 and 4?

9, 12, 15, 16, 18, 20, 24, 30, 34, 36

Which of these numbers are common multiples of 3 and 5?

9, 12, 15, 16, 18, 20, 24, 30, 34, 36

Which of these numbers are common multiples of 4 and 6?

9, 12, 15, 16, 18, 20, 24, 30, 34, 36

Challenge

What is the lowest common multiple of 6 and 9? And of 6 and 15?

Common multiples and factors

Sheet 2

Which of these numbers are common factors of 12 and 16?

2, 3, 4, 5, 6, 7, 8, 9, 10

Which of these numbers are common factors of 24 and 30?

2, 3, 4, 5, 6, 7, 8, 9, 10

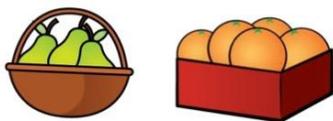
Which of these numbers are common factors of 18 and 27?

2, 3, 4, 5, 6, 7, 8, 9, 10

Challenge

What is the highest common factor of 24 and 32? And of 45 and 48?

There are 49 pears and 56 oranges.



They need to be put into baskets of pears and baskets of oranges with an equal number of fruit in each basket.

Amir says,



There will be 8 pieces of fruit in each basket.

Jack says,

There will be 7 pieces of fruit in each basket.



Who is correct? Explain how you know.

White

Tommy has two pieces of string.

One is 160 cm long and the other is 200 cm long.

He cuts them into pieces of equal length.

What are the possible lengths the pieces of string could be?

Dora has 32 football cards that she is giving away to his friends.

She shares them equally between her friends.

How many friends could Dora have?

Maths

18.10.21

Decimal Subtraction

Subtracting decimal from whole

$$\begin{array}{r} 18 - 2.8 \\ \hline \end{array}$$

T O t h

$$\begin{array}{r} 18.0 \\ + 02.8 \\ \hline \end{array}$$

1) Align digits and decimal points.
2) Add zeros as placeholders if needed.

3) Starting from the right, subtract each column in turn. If the top digit is smaller than the bottom, exchange from the next column.

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline \end{array}$$

Exchange from the ones digit

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline 15.2 \end{array}$$

5) $17 - 0.04$

5) 16.96

6) $2 - 0.6$

6) 1.4

7) $15 - 0.16$

7) 14.84

8) 16.4

8) $17 - 0.6$

To identify prime numbers and prime factors

Factors of 13?	Always, sometimes, never. Odd + odd = even?
9^2	What is a prime number?



PB says 93×6 is 557. Without calculating, how do you know she is wrong?

Day 2: Identify prime numbers; Find numbers that have a pair of prime factors.

Numbers with only two factors: themselves and 1, are called prime numbers. 2 is the smallest prime, as 1 just has 1 factor not 2.

Numbers that have more than themselves and 1 as factors are called composite numbers.



Work in pairs to list all the numbers from 2 to 10 which are primes.



Now work in pairs to list all the numbers from 10 to 20 which are primes.

2	11
3	13
5	17
7	19

Now think of a number between 10 and 20 which has the following factors:
? 1, itself, two prime numbers.

15

These are the prime numbers less than 20:

2, 3, 5, 7, 11, 13, 17, 19. Remember 1 is not a prime number.

Find at least ten numbers between 9 and 40 which can be made by multiplying a pair of prime numbers together. Each time, write the number and its pair of prime factors.

These are the prime numbers less than 20:

2, 3, 5, 7, 11, 13, 17, 19. Remember 1 is not a prime number.

Day 2 Prime numbers Sheet 2

The prime numbers between 20 and 40 are: 23, 29, 31 and 37

Numbers between 9 and 40 that can be made by multiplying two prime numbers together:

$$10 = 2 \times 5$$

$$14 = 2 \times 7$$

$$15 = 3 \times 5$$

$$21 = 3 \times 7$$

$$22 = 2 \times 11$$

$$25 = 5 \times 5$$

$$26 = 2 \times 13$$

$$33 = 3 \times 11$$

$$34 = 2 \times 17$$

$$35 = 5 \times 7$$

$$38 = 2 \times 19$$

$$39 = 3 \times 13$$

Challenge

$$2 \times 3 = 6 \quad 2 \times 5 = 10$$

$$2 \times 7 = 14 \quad 2 \times 11 = 22$$

$$2 \times 13 = 26 \quad 2 \times 17 = 34$$

$$2 \times 19 = 38 \quad 3 \times 5 = 15$$

$$3 \times 7 = 21 \quad 3 \times 11 = 33$$

$$3 \times 13 = 39 \quad 5 \times 7 = 35$$

If you include squared numbers $2 \times 2 / 3 \times 3 / 5 \times 5$

Use the clues to work out the number.

- It is greater than 10
- It is an odd number
- It is not a prime number
- It is less than 25
- It is a factor of 60

Shade in the multiples of 6 on a 100 square.

What do you notice about the numbers either side of every multiple of 6?

Eva says,



I noticed there is always a prime number next to a multiple of 6

Is she correct?

English

Tuesday 2nd November

English

**LO: To identify key features
used in the poem**

Handwriting

pristine

adjective

1. in its original condition; unspoilt.
2. "pristine copies of an early magazine"

luxuriant

adjective

1. (of vegetation) rich and profuse in growth; lush.
2. "forests of dark, luxuriant foliage"

In this lesson I will:

- revise noun phrases;
- learn about different types of figurative language;
- learn how poets use figurative language;
- use figurative language to create my own poetry.

What is an expanded noun phrase?

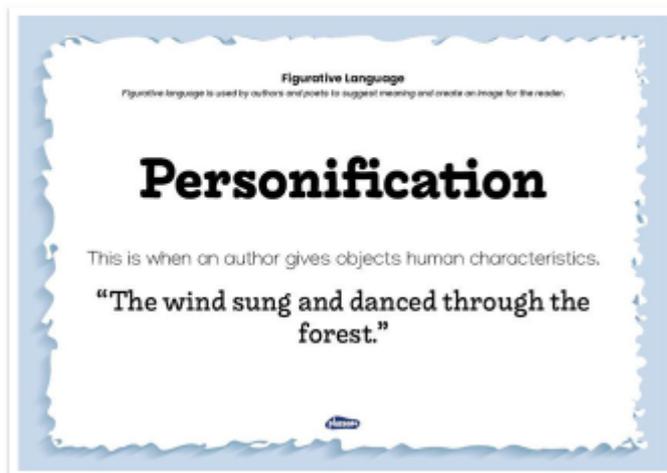
Revisit

We can use adjectives and prepositional phrases to create expanded noun phrases to add description to our writing.

Identify the adjective and prepositional phrase used in the sentence below.

The delicious cake in the window tempted me into the café.

What is *figurative language*?



Figurative Language
Figurative language is used by authors and poets to suggest meaning and create an image for the reader.

Personification

This is when an author gives objects human characteristics.

"The wind sung and danced through the forest."

Write a sentence about the rainforest using the vocab and personification.

Descriptive Settings: Rainforests and Jungles

What Can I Describe?	How Can I Describe It?	What Can It Do?	Examples of Effective Phrases
biodiversity	chaotic	crawl	...lurking within the dense foliage...
canopies	dense	creep	Among gnarled and twisted vines...
deforestation	endless	disappear	...abundant and luscious flora...
ecosystems	exotic	emerge	...through the impenetrable and sinister swamp...
fauna	hazardous	escape	...previously unexplored territory...
flora	hostile	hide	Stifling heat made the exotic paradise extremely hazardous.
fruits	humid	infest	
ground	impassable	inhabit	
habitats	impenetrable	live	
insects	lush	lurk	
layers	luxuriant	melt	
plants	mysterious	plunge	
predators	remote	retreat	
species	steamy	roam	
swamps	swampy	search	
temperature	tangled	survive	
thickets	tough	teem	
vines	trackless	trek	
weather	unexplored	venture	
wildlife	uninhabited	wander	



People of the Rainforest

10 We stumbled on them much by chance – spotting a young
21 girl, no older than four, through the clearing in the trees.
32 She merely wore a skirt made from reeds and leaves, and
43 a simple cloth headband to keep the hair from her eyes.
52 We watched as she toddled towards the river – unsteady
64 on her feet, but far steadier than we were. It was clear
70 that she knew this rainforest well.

82 In the river stood a man with a bow and arrow made
91 from forest vines. He stood, knee-high in the flowing
100 torrents, aiming towards the water as silently as a
110 cheetah stalking its prey. With no hesitation, he let the
120 arrow fly and, from beneath the water, he retrieved a
130 humongous tilapia. He passed it to the little girl, who
135 scurried away amongst the trees.



Quick Questions



1. What two things was the girl wearing?



2. 'He stood, knee-high in the flowing torrents...' What do you think torrents means in this sentence?



3. What do you think a 'tilapia' is? Give a reason for your answer.



4. How do you think the girl's clothing compares to that of the explorers?

Plan your own poem about rainforest using the vocabulary and model text.

Thursday

Maths

Subtracting decimal from whole

$$18 - 2.8$$

T O . t h

$$\begin{array}{r} 18.0 \\ + 02.8 \\ \hline \end{array}$$

- 1) Align digits and decimal points.
- 2) Add zeros as placeholders if needed.

3) Starting from the right, subtract each column in turn. If the top digit is smaller than the bottom, exchange from the next column.

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline .2 \end{array}$$
$$\begin{array}{r} 18.10 \\ - 02.8 \\ \hline 5.2 \end{array}$$

Exchange from the ones digit

$$\begin{array}{r} 18.10 \\ - 02.8 \\ \hline 15.2 \end{array}$$

18.10.21

Decimal Subtraction

1) $20 - 0.09$

1) 19.91

2) $18 - 0.11$

2) 17.89

3) 11.82

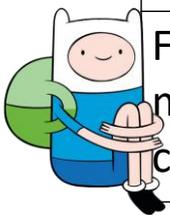
3) 11.82

4) 16.97

4) $17 - 0.03$

To use short multiplication

30×500	700×50
First 5 multiples of 8.	What is a composite number?



Finn treating short multiplication as a series of single-digit multiplications, what mistakes might he make and how can he check he has a sensible answer?

Day 1: Use short multiplication to multiply 4-digit numbers by single-digit numbers; Use rounding to approximate.

Remind your maths partner how to use the grid method to work out 3×326 .

x	300	20	6	
3	900	60	18	978

? And the 900? We added the short method?

Now let's use short multiplication to work out
 Now we work out 3×20 , 2 plus the 1 multiplying
 Then we work out 3×300 . That's nine 100s and we write this in the 100s column.
 This is the same as the column.
 we do for addition.

$$\begin{array}{r} 326 \\ \times 3 \\ \hline 978 \end{array}$$

Day 1: Use short multiplication to multiply 4-digit numbers by single-digit numbers; Use rounding to approximate.

Task A

Use both the grid method and short multiplication to work out 3×263 .

Task B

Use short multiplication to work out 3×7263 , estimating the answer first.

Task C

6×1826 . Round 1826 to the nearest 1000, then multiply by 6 to approximate. Now use short multiplication to find the exact answer.

Use a written method to work out the answers, but watch out for a few where you could use a mental method instead!

1. 3×472

2. 5×635

3. 4×222

4. 4×572

5. 3×299

6. 8×427

7. 7×684

8. 3×2513

9. 6×7238

10. 4×4025

11. 8×4582

12. 5×3200

13. 6×7438

14. 8×7869

15. 7×9786

Challenge

Which two products have a difference of 2500? Which have a difference of 100? (You may have to use some estimation to find these two)

23

Year 6

Alex calculated $1,432 \times 4$

Here is her answer.

	Th	H	T	O
	1	4	3	2
\times				4
	4	16	12	8

$1,432 \times 4 = 416,128$

Can you explain what Alex has done wrong?

Can you work out the missing numbers using the clues?

$$\begin{array}{r}
 \square \square \square \square \\
 \times \qquad \qquad \qquad 5 \\
 \hline
 \square \square \square \square \square
 \end{array}$$

- The 4 digits being multiplied by 5 are consecutive numbers.
- The first 2 digits of the product are the same.
- The fourth and fifth digits of the answer add to make the third.

English

LO: To use pathetic fallacy effectively in my work

Handwriting

equatorial

teeming

adjective

- 1. of, at, or near the equator.
- 2. "equatorial regions"

verb

gerund or present participle: **teeming**

- 1. be full of or swarming with.
- 2. "every garden is teeming with wildlife"

Gary's Big Adventure

11 Gary knew that he needed to find a vantage – a place
22 which would give him a good view of the entire rainforest.
34 Without that, a tiny frog like him would never be able to
45 find them. But where could he go? He was surrounded by
54 acres of thick, dense vegetation. No cliffs. No waterfalls.
65 Suddenly, he had an idea. He stretched out his toes as
75 wide as they would go and jumped towards the nearest
84 tree trunk. Clinging on, he climbed higher and higher
94 until he finally reached the canopy. He stood atop the
101 wide-reaching fronds, looking towards the horizon in
111 search of two tiny, blue specks, which looked just like
122 him. Just as he had given up hope, an auburn orangutan
132 swung by, carrying two sticky, blue lumps on her back...



Quick Questions



1. Which two tall, natural features was Gary unable to go to?



2. 'Gary knew that he needed to find a vantage...' What do you think vantage means in this sentence?



3. Who do you think Gary is looking for? Use evidence from the text to support your answer.



4. What do you think Gary will do next?

Thursday

Subtracting decimal from whole

$$\begin{array}{r} 18 - 2.8 \\ \hline \end{array}$$

T O . t h
$$\begin{array}{r} 18.0 \\ + 02.8 \\ \hline \end{array}$$

1) Align digits and decimal points.

2) Add zeros as placeholders if needed.

3) Starting from the right, subtract each column in turn. If the top digit is smaller than the bottom, exchange from the next column.

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline .2 \end{array}$$

Exchange from the ones digit

$$\begin{array}{r} 17.10 \\ - 02.8 \\ \hline 5.2 \end{array}$$

$$\begin{array}{r} 17.10 \\ - 02.8 \\ \hline 15.2 \end{array}$$

18.10.21

Decimal Subtraction

5) $15 - 0.004$

6) $3 - 0.019$

7) $19 - 0.17$

8) $10 - 0.005$

Answers

5) 14.996

6) 2.981

7) 18.83

8) 9.995

To use short multiplication

First 5 multiples of 12.

Factors of 12.

$7 \times \underline{\quad} = 56.$

What does LCM stand for?



Phoebe keeps forgetting to add on digits which have been exchanged from other columns. What could she do to remember?

Day 2: Use short multiplication to multiply 4-digit numbers by single-digit numbers; Use rounding to approximate.

$$5 \times 2326$$

$$5 \times 2300$$

$$4 \times 3943$$

$$4 \times 4000$$

$$6 \times 2082$$

$$6 \times 2100$$

Which of these do you think will have the biggest answer?

$$(5 \times 2000) + (5 \times 300) \\ = 10,000 + 1500 \\ = 11,500$$

Round each 4-digit number to the nearest 100 rather than 1000 for more accurate estimations.

Half of the class work out an approximation for each of the other two multiplications.



Talk to a partner about where each pair of coloured digits come from.

$$\begin{array}{r} 2326 \\ \times \quad 5 \\ \hline 113 \\ 11630 \end{array}$$

Note how a line is left for the 'carry' digits as in addition.

Half of the class work out the exact answers to the other two, using either short multiplication or the grid method. Compare with your estimates.

29

Year 6

Use a written method to work out these multiplications. Round the four-digit numbers to the nearest 100 to approximate each answer first.

1. 3×2493
2. 3×8241
3. 4×2854
4. 4×6178
5. 6×4728
6. 6×7236
7. 7×2143
8. 7×5942
9. 8×1487
10. 8×6048

Challenge

Which will have a total closest to 4321?

a) 1234×4

b) 654×7

c) 1441×3

Discuss with a partner. Use clever estimation but don't actually work them out. Circle the one you think will be closest. Finally, work them out to check.

Day 2 Multiplying 4-digit numbers by 1-digit numbers Sheet 2

1. $3 \times 2493 = 7479$
2. $3 \times 8241 = 24,723$
3. $4 \times 2854 = 11,416$
4. $4 \times 6178 = 24,712$
5. $6 \times 4728 = 28,368$
6. $6 \times 7236 = 43,416$
7. $7 \times 2143 = 15,001$
8. $7 \times 5942 = 41,594$
9. $8 \times 1487 = 11,896$
10. $8 \times 6048 = 48,384$

Challenge

c) $1441 \times 3 = 4,323$
since $7 \times 654 = 4,578$
and $4 \times 1,234 = 4,936$

Year 6 Shape

31



Annie is double her sister's age.

They are both older than 20 but younger than 50

Their ages are both multiples of 7

What are their ages?

32

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indigenous
[inˈdɪʒənəs] ↻



LO: To plan and construct a poem about the rainforest.

ADJECTIVE

indigenous (adjective)

originating or occurring naturally in a particular place; native.
"the indigenous peoples of Siberia"

Handwriting

deforestation

noun

1. the action of clearing a wide area of trees.
2. "a key aim is to try to halt widespread deforestation in the Amazon"

indigenous

adjective

1. originating or occurring naturally in a particular place; native.
2. "the indigenous plants of the Amazon"

Figurative language

Figurative Language
Figurative language is used by authors and poets to suggest meaning and create an image for the reader.

Metaphor

When objects are compared, but the words like or as are not used.

"Her tears were a flowing river down her cheeks"

© Pearson

Write a metaphor about the rainforest.

The Ultimate Jungle Survival Guide

11 To survive in the jungle, one of the world's harshest and
19 most inhospitable places, your two priorities are clear:
29 water and shelter. Without these, you won't make it a
31 single night.

41 Deep within the jungle, sources of fresh water are hard
53 to come by. Keep an eye out for any fallen leaves which
62 have caught pools of rainwater and drink them straight
74 away. You need to drink around 10 litres of water a day
81 to stay alive in this raging heat.

91 Before darkness falls, build a shelter high up off the
99 ground to avoid tigers and other predators overnight.
108 Banana leaves make an excellent shelter from the rain
116 and vines will hold together your hammock whilst
118 you sleep.



Quick Questions



1. What are the two priorities of jungle survival?



2. Find and copy a phrase which the author uses to show that the jungle can be deadly.



3. Why do you think the guide advises to build a shelter 'before darkness falls'?



4. Sum up the key points of this text in 15 words or less.

Write your own poem about rainforest using the vocabulary and model text.

Friday

Maths

Subtracting decimal from whole

$$18 - 2.8$$

T O T h

$$\begin{array}{r} 18.0 \\ + 02.8 \\ \hline \end{array}$$

1) Align digits and decimal points.

2) Add zeros as placeholders if needed.

3) Starting from the right, subtract each column in turn. If the top digit is smaller than the bottom, exchange from the next column.

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline .2 \end{array}$$

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline 5.2 \end{array}$$

Exchange from the ones digit

$$\begin{array}{r} 18.0 \\ - 02.8 \\ \hline 15.2 \end{array}$$

18.10.21

Decimal Subtraction

1) $18 - 0.8$

1) 17.2

2) $8 - 0.07$

2) 7.93

3) $12 - 1.3$

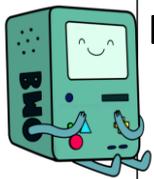
3) 10.7

4) 13.7

4) $15 - 1.3$

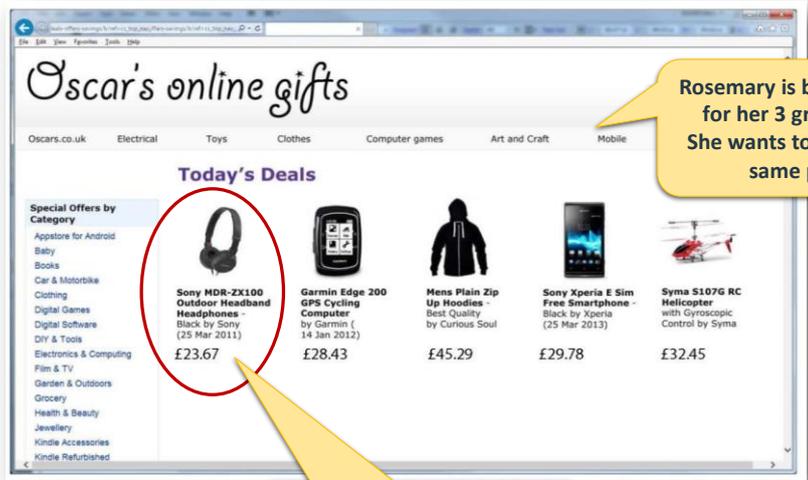
To use short multiplication with decimals

4.5×100	$34.5 \div 10$
$\pounds 3 - 67\text{p}$	What is a factor?



BMO's circuits are fried! $\pounds 4.5 \times 2 = \pounds 8.10$. What's gone wrong?

Day 3: Use short multiplication to multiply 4-digit amounts of money by single-digit numbers; Use rounding to approximate.



Rosemary is buying presents for her 3 grandchildren. She wants to buy them the same present.

Roughly how much would it cost to buy 3 of these? Round to the nearest pound to estimate the cost.

Day 3: Use short multiplication to multiply 4-digit amounts of money by single-digit numbers; Use rounding to approximate.

$$3 \times \text{£}23.67$$



×	£20	£3	60p	7p	
3	£60	£9	£1.80	21p	£71.01

$$3 \times 60\text{p} = \text{£}1.80$$

Add the pounds, and then the pence.

$$\begin{array}{r} \text{£} 23.67 \\ \times \quad 3 \\ \hline 122 \\ \hline \text{£} 71.01 \end{array}$$

$$3 \times 60\text{p} + 20\text{p} = \text{£}2$$

Use a written method to work out the answers, but watch out for a few where you could use a mental method instead!

1. $3 \times \text{£}5.28$

2. $5 \times \text{£}2.99$

3. $4 \times \text{£}5.79$

4. $4 \times \text{£}4.16$

5. $3 \times \text{£}2.63$

6. $8 \times \text{£}4.43$

7. $7 \times \text{£}5.87$

8. $3 \times \text{£}25.01$

9. $6 \times \text{£}46.14$

10. $4 \times \text{£}25.42$

11. $8 \times \text{£}63.54$

12. $5 \times \text{£}32.45$

13. $4 \times \text{£}11.11$

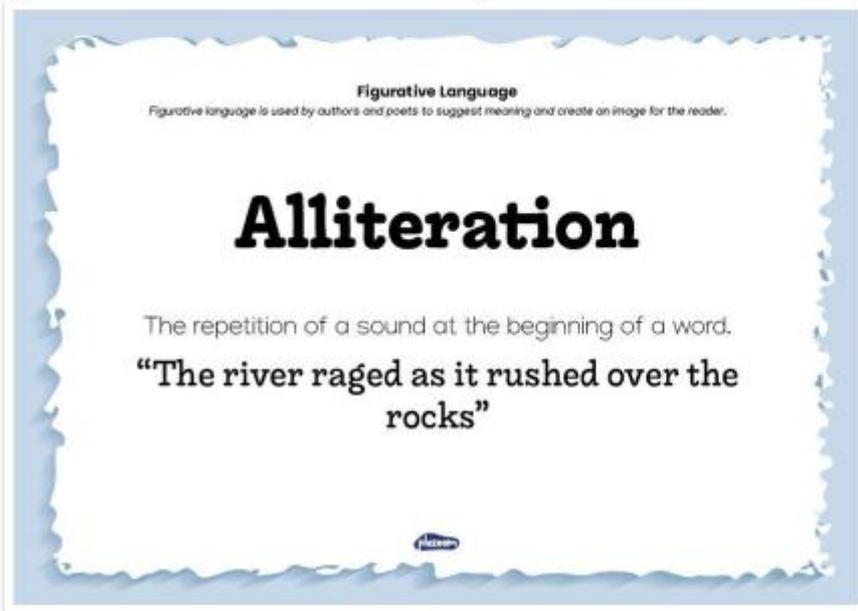
14. $8 \times \text{£}52.69$

15. $7 \times \text{£}86.74$

Challenge

Which will have a larger total? $\text{£}34.34 \times 4$ or $\text{£}43.43 \times 3$
Can you say before you work them out to check? Were you correct?

Figurative language



Write a sentence about the rainforest using alliteration.

Write your own poem about rainforest using the vocabulary and model text.

Science

- Know who Linnaeus was and learn about his classification system.
- Explore classification systems, understanding that they group according to similarities and differences.

Activities

1. Search Linnaeus and learn about his classification system.
2. Create classification routes for a range of living things, identifying relatedness.

Vocabulary

Classification, kingdom, phylum, class, order, family, genus, species, Linnaeus, opinion, similarities, differences

Computing

What makes a good website?

In this lesson, we will explore and review existing websites and evaluate their content. We will have some understanding that websites are created using HTML code.

<https://classroom.thenational.academy/lessons/what-makes-a-good-website-c9gkcc>

RE

SIKHISM

Lesson

01

How did Sikhism begin?

Religion seems to have existed for as long as humans have. Our earliest religions were pagan – local, based in nature and often polytheistic – but gradually universal, monotheistic (single God) religions emerged. One of the earliest of these monotheistic religions began around 3,500 years ago, and was called Judaism; it is the first of the Abrahamic religions.

The other major Abrahamic religions are Christianity (beginning around 30 CE) and Islam (beginning around 620 CE). Other religions have many Gods (such as Hinduism, which is older than Judaism) or no God (such as Buddhism, which began around 600 BCE).



1. Put these religions in order, from the earliest to the most recent. Add approximate dates of when these religions began

- Buddhism
- Christianity
- Hinduism
- Islam
- Judaism



A more recent religion is Sikhism, which began around 1500 CE. Today there are currently over 25 million Sikhs living all over the world, which makes it the fifth largest religion in the world. The religion began in an area of north India known as Punjab, and was founded by Guru Nanak Dev. The word 'Guru' means teacher or disciple, who Sikhs believe revealed the truth of God to other humans.

Although Sikhism is often described as a monotheistic religion, Guru Nanak describes the whole universe as being 'one'. What this means is that even though the universe seems like it is made of many things, it is really just one thing. This is known as monism, or 'oneness'. Guru Nanak called this idea Ik.

In this sense, God is everything and everything is God. There is nothing outside of God, who is greater than the universe. This view is known as panentheism and is a difficult concept to understand.



3. How does panentheism differ from the theism of the Abrahamic religions?

Theism	Panentheism
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____

Guru Nanak was born to Hindu parents in an empire that was divided in its religious beliefs. Although Punjab had been historically Hindu, the new rulers were Muslims. Nanak decided to go on a great pilgrimage and visit the Holy sites of both religions (including Mecca) to decide whether he should follow Islam or Hinduism.

At the time, Hinduism had a caste system. This means that people were put into different four different categories, with some priests and intellectuals (Brahmins) being seen as better than other people, like labourers who did manual jobs like building. Below all of the castes, or levels, were a group known as untouchables. It was forbidden for Hindus to interact or eat with this group.

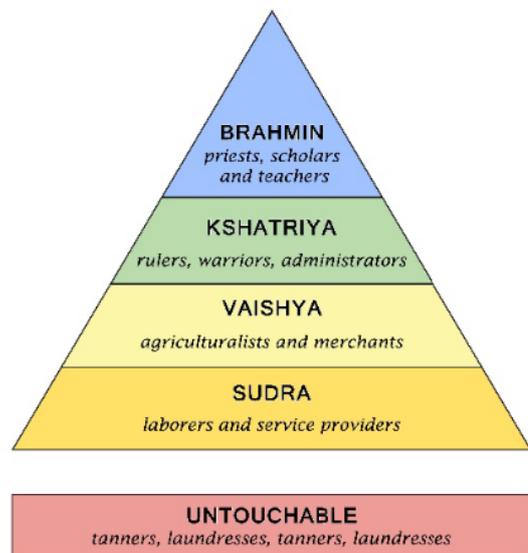


4. What is important for people to consider when deciding which religion to follow?

However, he was not completely satisfied with either, and in particular disliked the authority of priests and more transactional elements of religion. Following his pilgrimage, Nanak received a message from God, who told him that he had been released from the endless cycle of birth, death and rebirth.

Sikhs believe that God revealed to Nanak that all people are equal and that all people can be at one with God through prayer and living a good life. There are no Muslims or Hindus, only people. Nanak did still retain certain parts of Islamic and Hindu teaching, but began to teach followers of each religion that there was a new way, a new path to God. He spent 20 years teaching this new message.

Varna system (Hinduism)





5. How does the caste system go against Nanak's understanding of God?

Guru Nanak wanted to break down this system. His belief that everyone was equal, and that God was in everyone – God was everyone – meant that the caste system did not make sense to him. To show this, Nanak created a community where everyone could eat together, regardless of their status. This communal meal was known as langar and is still an important part of Sikhism today. Everyone cooks together and shares food together.

These new Sikh communities welcomed anyone who wanted to join. They prayed together and did community work for others. Before Nanak died, he named one of his followers, Angad Dev, to become the next teacher – the next Guru.



6. Write the main events of Guru Nanak's life on this a timeline: Sketch a picture to represent the part of his life.

1469

Nanak Dev
is born.



Geography

Reading direction on a map

In this lesson we will discover how to read directions on a map by studying the four and eight point compass. We will practice the map skills we have learnt so far in today's independent tasks.

<https://classroom.thenational.academy/lessons/reading-direction-on-a-map-c8rkgd>

History

How did working conditions change during the Industrial Revolution?



Retrieval Practice

1. The Industrial Revolution took place between _____ and _____
2. A disease named _____ spread through contaminated water. Its symptoms included dehydration and _____
3. Why did populations increase in cities in the early 1800s?
 - a. People moved to the cities for work.
 - b. People were having more children.
 - c. Fewer people were dying due to better water systems.
4. The Metropolitan Police force was created in London in:
 - a. 1828
 - b. 1829
 - c. 1849
5. Why were worker's houses often constructed (built) poorly?

6. List two negative effects of an increase in pollution:
 - a. _____
 - b. _____

Mining

Coal mining was common in England by the beginning of the 1700s. Coal was used instead of wood for fuelling stoves in the making of bricks, glass and other products, and in heating homes.

Traditionally, mines were operated on small scale, mining coal near the surface. However, after the steam engine was invented in 1712, more coal was needed to heat the water into steam, so more mines were dug deeper into the ground. As they got deeper, they flooded with groundwater which made working conditions dangerous. More workers were also needed to meet the increasing demand for coal.

Very little coal was found in the south of England, but large amounts were found in the Midlands, the North, the North-East and parts of Scotland.

As coal was so difficult and expensive to move, towns and other industries grew up around the coal mining areas so that the workers came to the coal regions. This created problems because these towns grew without any clear planning of the housing and facilities which the miners and their families would need.

In 1750, British workers mined 5,000,000 tons of coal. By 1850, miners were producing 50,000,000 tons.



1. In 100 years, what was the percentage increase in the number of tons of coal produced in Britain?

Men, women, and children worked in the mines; sometimes whole families worked together. Mine workers worked in the hot underground tunnels cutting coal by hand and dragging it up to the surface.

Women and children often had to crawl through narrow underground passages, some as low as 40cm in height, pulling coal carts for 15 to 30km a day. The mines were damp and dark, and workers risked lung diseases from breathing air full of coal dust.



(A woman pulling a coal cart)



2. Why do you think women and children were chosen to pull the coal carts?

Following an accident in a factory near Barnsley, South Yorkshire, in 1838, the public became aware of mining conditions and Queen Victoria ordered an inquiry. In 1842, the Mines Act banned boys under 10, all girls and all women from working in mines. However, poor conditions remained features of many mines well into the 1900s.



3. Using the table below from John Snow's paper, answer the following questions:

Cause of death	1838	1864
Explosion	80	94
Roof collapse	97	395
Fell	66	64
Drowned	22	11
By wagon	21	56

(Deaths in British coal mines, Hepplewhite, 'All about the Industrial Revolution')

Did the number of deaths caused by explosions increase / decrease ?

Name one cause of death which decreased by 1864: _____

What can you infer about how conditions in mines changed during the 1800s?

Factories

A common working day in a textiles factory was 12 to 14 hours long, with short breaks for meals. Workers laboured six days a week in hot conditions with machinery that needed constant attention. Overseers (managers) fined workers or threatened to fire them if they were not paying close attention to their work at all times.



(A British textile factory)

The factories were extremely dirty and dangerous, often with low ceilings, locked windows and doors, and poor lighting. Workers risked losing limbs from loud, unguarded machines or getting serious throat or lung infections from the hot, polluted factory air.



4. Name two health risks associated with working in a factory

Child Labour

Once children began working in the factories, parents could no longer watch over them as they had previously when they worked on farms. Poor families could not afford enough food to keep their children healthy, so children had weaker bodies and were more likely to get sick from the dusty air or become deformed from accidents with machines.

Factory owners paid children extremely low wages: 10% of adult males' wages for long hours and often difficult work.



(Children at work in a textile factory)

The Factory Act

160. As concerns about the welfare and lack of education of children increased in the mid-1800s, the British Government held investigations to find out about the conditions of child workers.

In 1833, the Factory Act banned children under nine from working and made it compulsory for children under eleven to have two hours of education per day. This was revised in 1844 and again in 1867 to lower working hours and improve conditions in factories. The 10 Hour Act, passed in 1850, limited the working hours of all people to 10.5 hours per day.



5. Why did the government decide to pass the Factory Act?



6. Imagine what your life would be like if you were a child in the 1800s. Would you rather have worked in:

a factory or a mine ?



Give a reason for your answer:

PDW

I roll with my role

In this lesson, you will explore the roles and responsibilities that you, as a citizen, have in your community. You will then create a video that outlines your role, alongside the main responsibilities you have.

<https://classroom.thenational.academy/lessons/i-roll-with-my-role-65h3gr>

Art

What is weaving?

In this lesson we will learn about weaving. We will look at the importance of pattern and how pattern can be incorporated into weaving. We will make a simple loom and create a weaving. We will use our sketchbooks to record this process and our thinking.

<https://teachers.thenational.academy/lessons/what-is-weaving-cdgg6r>