Year 6

Autumn 2 Home learning Pack

Week beginning 2nd November
Week beginning 9th November

Home Learning

We hope this slide is helpful but please get in touch through school admin if you have any questions. ☺

Dear Parents,

Please find attached a home learning pack for your child if they are isolating at home. In this pack you will find daily activities for English, Reading, Maths and Spelling. Each afternoon there is a lesson from the wider curriculum. Some of these lessons have a list of possible activities for your children to complete. These get gradually more challenging so please support your child to select something that is appropriate for their stage of learning.

If you have any questions or concerns, you are able to post these on Microsoft Teams or email through school admin, but please be aware we are teaching in school and bare with us if we are not able to respond straight away.

Miss Rolls, Mrs Sherfield, Ms Sherfield, Mr Hatton and Mr Sayer.

Weekly Timetable:

Mon	Reading Grid	Maths		Spelling	English		Times Table Rock Stars	Geography
Tues	Reading Grid	Maths		Spelling	English		Times Table Rock Stars	Science
Wed	Reading	Maths		Spelling	English		Times Table Rock Stars	PE
Thurs	Reading	Maths		Spelling	English		Times Table Rock Stars	Art or DT
Fri	Reading	Maths		Spelling	English		Times Table Rock Stars	Enrichment

Please upload learning to Microsoft Teams at the end of the week

Maths Week 1	
Monday	Watch the video on this link: https://vimeo.com/464220956 Then complete the questions on slide 9
Tuesday	Watch the video on this link: https://vimeo.com/464241360 Then complete the questions on slide 10
Wednesday	Watch the video on this link: https://vimeo.com/465048249 Then complete the questions on slide 11
Thursday	Watch the video on this link: https://vimeo.com/465049678 Then complete the questions on slide 12
Friday	Watch the video on this link: https://vimeo.com/465336467 Then complete the questions on slide 13

Maths Week 2	
Monday	Watch the video on this link: https://vimeo.com/465421787 Then complete the questions on slide 14
Tuesday	Watch the video on this link: https://vimeo.com/465739450 Then complete the questions on slide 15
Wednesday	Watch the video on this link: https://vimeo.com/466189554 Then complete the questions on slide 16
Thursday	Watch the video on this link: https://vimeo.com/463003911 Then complete the questions on slide 17
Friday	Watch the video on this link: https://vimeo.com/464216730 Then complete the questions on slide 18

Weekly Reading

Use your reading book to complete these tasks each week				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1) Read to an adult or independently for ten minutes 2) Pick three new words and look up their meaning in a dictionary.	1) Read to an adult or independently for ten minutes 2) Write a summary of what has happened in the book so far or what you have learnt.	1) Read to an adult or independently for ten minutes. 2) Write a character description or setting description.	1) Read to an adult or independently for ten minutes. 2) Find ten adjectives in the book. Pick three and write your own sentence using them.	1) Read to an adult or independently for ten minutes. 2) Create a list of your favorite words and phrases that you would like to magpie from the text.

Weekly Spellings

Weekly Spellings: measure, treasure, pleasure, enclosure, leisure, pressure, capture, closure				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Write out your spellings in alphabetical order	Write out the definitions for your spellings.	Pick three words that you find the most challenging to spell. How many times can you write these words in 1 minute per word.	Write a sentence for each word.	Rainbow writing. Write the word in one colour. Then trace over the word in different colour. Repeat with 5 colours in total.

English

English Week 1			
Tuesday	**Wednesday**	**Thursday**	**Friday**
LO: To write a diary entry Write a diary entry about your half term	To build knowledge of the historical context of the unit https://classroom.thenational.academy/lessons/to-build-knowledge-of-the-historical-context-of-the-unit-6nk32d	LO To identify the features of a diary entry https://classroom.thenational.academy/lessons/to-build-knowledge-of-the-historical-context-of-the-unit-6nk32d	To generate vocabulary https://classroom.thenational.academy/lessons/to-generate-vocabulary-emotions-6ww6cd

English

English Week 2				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
LO: To develop a rich understanding of words associated with feeling stressed of scared https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-feeling-stressed-or-scared-6gv3gd	LO To explore fronted adverbial adverbs https://classroom.thenational.academy/lessons/to-explore-fronted-adverbials-71h64t	LO: To write the opening of a diary entry https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-diary-entry-cmt3er	LO: To write the main body of a diary entry. https://classroom.thenational.academy/lessons/to-plan-the-main-body-of-my-diary-entry-74v3jd	**LO: To edit and publish you diary** **Edit your diary carefully checking spelling and punctuation and publish your diary in your best joined up handwriting.**

Week 1 Monday Maths questions

Factors

1 Alex arranges 16 counters in different ways.

She is trying to work out some factors.

a) Use the array to complete the sentence.

☐ and ☐ are both factors of 16

b) Alex rearranges the counters.

How does this array show that 5 is not a factor of 16?

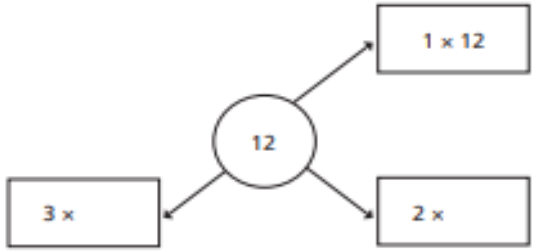
2 Use 20 counters.

a) Show that 2 and 10 are factors of 20

b) Rearrange the counters to show why 4 and 5 are also factors of 20

c) Show why 6 is not a factor of 20

3 a) Complete the diagram to show the pairs of numbers that multiply to make 12



List all the factors of 12

b) Draw a similar diagram to show the pairs of numbers that multiply to make 24

List all the factors of 24

4 a) List all the factors of 32

b) How can you check that you have found all the factors?

Week 1 Tuesday Maths questions

Common factors

White Rose Maths

1 a) Use 18 counters or cubes.

Make as many different arrays as possible, using all the cubes or counters.

Use your arrays to help you list the factors of 18

The factors of 18 are _____

_____

b) Use 24 counters or cubes.

Make as many different arrays as possible, using all the cubes or counters.

Use your arrays to help you list the factors of 24

The factors of 24 are _____

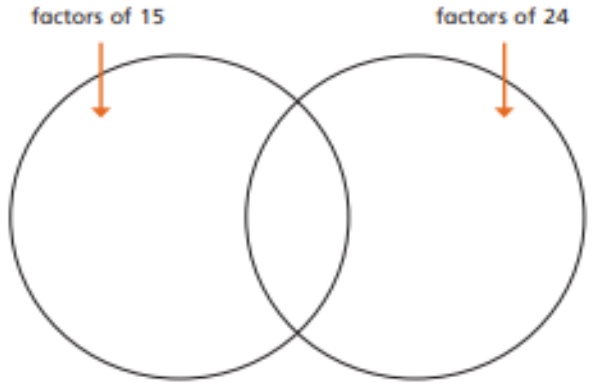
_____

c) What are the common factors of 18 and 24?

_____

2 Write the numbers in the sorting diagram.

1 2 3 4 5 6 8 12 15 24



Complete the sentence.

The common factors of 15 and 24 are _____

3 Find the common factors of each pair of numbers.

a) 12 and 20

_____

b) 16 and 25

_____

c) 20 and 50

_____

d) 20 and 60

_____

Week 1 Wednesday Maths questions

Common multiples

1 Shade all the multiples of 9

Circle all the multiples of 6

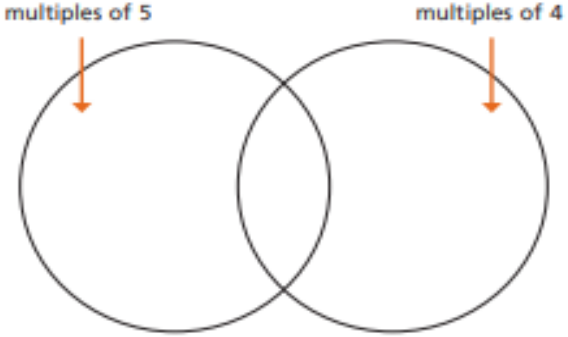
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List any common multiples of 9 and 6

_____

2 a) Write the numbers in the sorting diagram.

25 30 16 20 24 60 75 40



b) Write all the common multiples of 4 and 5 from the list.

_____

c) Look at the common multiples of 4 and 5 from part b).

What do you notice?

Describe how to find more common multiples to add to this list.

Would you ever run out of common multiples?

3 a) Continue the lists of multiples.

Multiples of 5

5, 10, 15, ☐, ☐, ☐, ☐, ☐, ☐,

☐, ☐, ☐, ☐, ☐

Multiples of 7

7, 14, 21, ☐, ☐, ☐, ☐, ☐, ☐,

☐, ☐, ☐, ☐, ☐

b) Circle the common multiples of 5 and 7

Week 1 Thursday Maths questions

Primes to 100

White Rose Maths

1 **a)** Find the factors of these numbers.

6 8 9

The factors of 6 are _____.

The factors of 8 are _____.

The factors of 9 are _____.

b) Find the factors of these numbers.

3 5 7

The factors of 3 are _____.

The factors of 5 are _____.

The factors of 7 are _____.

c) What is the same and what is different about your answers to part a) and part b)?

_____

_____

Complete the sentence.

All the numbers in part b) are _____ numbers.

2 How can you prove that 18 is not a prime number?

_____

_____

_____

3 Circle the prime numbers in each list.

a) 1 2 3 4 5 6 7

b) 17 22 9 36 21 35 23

c) 10 18 38 74 92 2 14

4 **a)** Many people think that 1 is a prime number.

Explain why 1 is not a prime number.

b) Many people think that 2 is not a prime number.

Explain why people might think this.

5 Write ten numbers in the sorting diagram. Each section must have at least one number.

	Even	Not even
Prime		
Not prime		

Week 1 Friday Maths questions

Square and cube numbers

White Rose Maths

1 Use counters to show that 4, 9 and 16 are square numbers.

Draw your answers.

2 Match the representations.

4^2

4 cubed

3 squared

4 × 4

2^3

3 Here is a 2 × 2 × 2 cube. 

How many cubes do you need to build a 3 × 3 × 3 cube? ☐

4 Complete the table.

2^2	2 × 2	4
2^3	2 × 2 × 2	
3^2		
3^3		
$\square^2$		25
	5 × 5 × 5	

Week 2 Monday Maths questions

Order of operations

White Rose Maths

1 Represent each calculation. Draw your answers.

a) (3 + 2) × 3

b) 3 + (2 × 3)

c) 2 + 3 × 3

d) 3 × (2 × 3)

2 Complete the calculations.

a) (3 + ☐) × 2

c) (☐ − ☐) × 3

b) ☐ + 2 × ☐

d) 15 − (☐ × ☐)

3 Draw a representation to match each calculation.

One has been done for you.

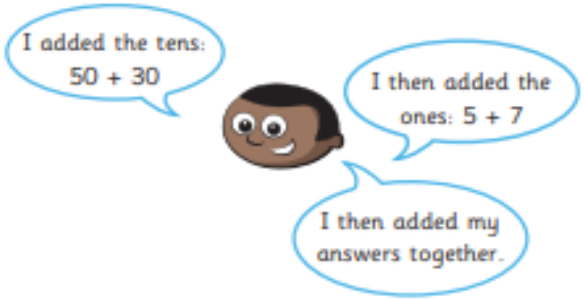
4 × (1 + 2) 	4 × 2 + 1
(10 − 3) × 2	10 − 3 × 2

Week 2 Tuesday Maths questions

Mental calculations

White Rose Maths

1 Mo is mentally working out 57 + 35



a) Use Mo's method to work out 57 + 35 mentally. ☐

b) Eva started by adding 57 and 30

What do you think Eva did next?

_____

_____

c) Work out the additions mentally. Write your answers.

25 + 48 = ☐ 250 + 480 = ☐

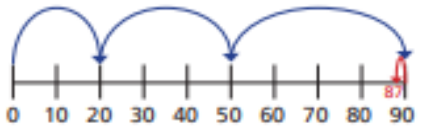
62 + 55 = ☐ 620 + 550 = ☐

260 + 250 + 240 = ☐

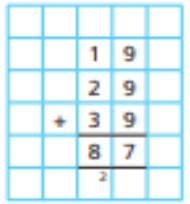
2 Whitney and Amir are working out 19 + 29 + 39

Talk about each method, and explore how they work.

Whitney's method



Amir's method



Which method do you think is most efficient? Why?

_____

_____

3 Use Whitney or Amir's method to solve the problems.

a) 49p + 79p = ☐

b) 99 cm × 5 = ☐

c) £10 – £5.99 = ☐

d) 2 l – 199 ml – 399 ml = ☐

4 **a)** Explain how you could work out this subtraction mentally.

750 – 230

_____

_____

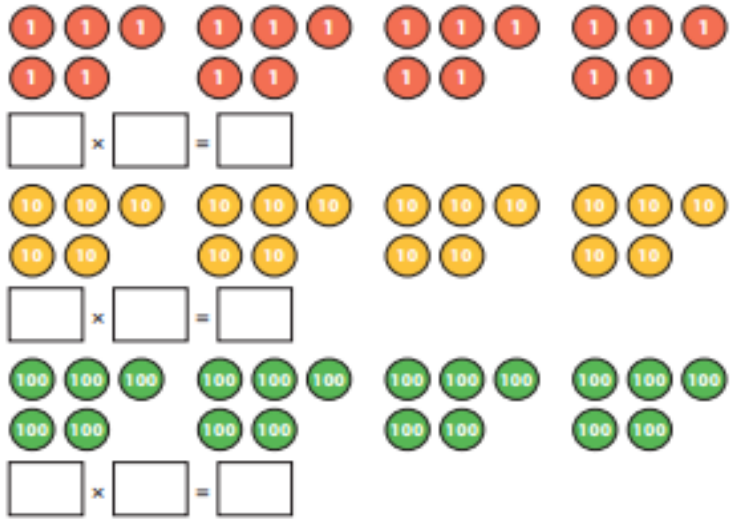
_____

Week 2 Wednesday Maths questions

Reason from known facts

White Rose Maths

1 a) What multiplications are represented?



b) How do the representations in part a) show related facts?

c) Draw counters to show how to calculate 4 × 0.5

□ × □ = □

2 Complete the calculations.

a) 5 × 7 = □

50 × 7 = □

500 × 7 = □

b) 6 × 3 = □

6 × 300 = □

30 × 6 = □

c) 8 × 9 = □

72 ÷ 9 = □

720 ÷ 9 = □

720 ÷ 8 = □

d) 12 × 5 = □

600 ÷ 12 = □

6,000 ÷ □ = 12

300 ÷ 12 = □

3 85 × 5 = 425

Complete the calculations.

85 × 50 = □

85 × 500 = □

85 × 5,000 = □

425 ÷ 85 = □

425 ÷ 5 = □

4,250 ÷ 5 = □

4,250 ÷ 850 = □

Week 2 Thursday Maths questions

Long division (3)

White Rose Maths

1 Complete the number track with the multiples of 15

15									

Use the multiples of 15 to complete the divisions.

15	7	6	0

15	1	6	3

15	9	4	6

15	7	4	0

2

I am trying to complete this using long division, but it doesn't seem to help.

	0	0	
15	1	3	6

Look at Dexter's working.

What problem is he facing? Talk about it with a partner.

3 Work out the divisions.

a) 764 ÷ 14

b) 1,840 ÷ 18

4 A school has 380 pupils, 24 staff and 9 governors.

Everyone is invited to a special meal.

Each table seats 12 people.

a) How many tables are needed?

b) How did you work this out? Did you use the same method as your partner?

Week 2 Friday Maths questions

Long division (4)

White Rose Maths

1 Complete the divisions.

a) 2,500 ÷ 18 = ☐

b) 5,000 ÷ 18 = ☐

c) 7,500 ÷ 18 = ☐

d) 7,500 ÷ 36 = ☐

2 a) Predict which of these divisions will have the greatest remainder.

1,000 ÷ 11

1,000 ÷ 13

1,001 ÷ 12

1,000 ÷ 12

1,001 ÷ 11

1,001 ÷ 13

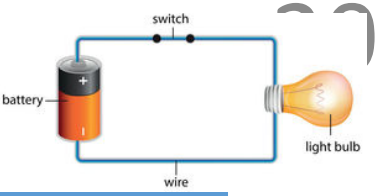
Talk about your predictions with a partner.

b) Complete the divisions from part a), and check if your predictions were correct.

Geography

Select the activity for the week you are off	
Week beginning 9th November Lesson 1	What are the world's natural resources? https://classroom.thenational.academy/units/natural-resources-130e
Week beginning 16th November Lesson 2	How has the use of natural resources changed? https://classroom.thenational.academy/units/natural-resources-130e
Week beginning 23rd November Lesson 3	What resources does Chile have? https://classroom.thenational.academy/units/natural-resources-130e
Week beginning 30th November Lesson 4	What resources does the UK have? https://classroom.thenational.academy/units/natural-resources-130e
Week beginning 7th December Lesson 5	How does resource exploitation cause problems? https://classroom.thenational.academy/units/natural-resources-130e
Week beginning 14th Lesson 6	What is a circular economy? https://classroom.thenational.academy/units/natural-resources-130e

Science - Electricity



Click on the link for the weekly activity, watch the video and complete the task.	
Wk beg 02.11.20	https://classroom.thenational.academy/lessons/what-is-static-electricity-74tk2t What is Static electricity?
Wk beg 09.11.20	https://classroom.thenational.academy/lessons/what-are-the-different-components-in-an-electrical-circuit-cdk34d Components in an electrical circuit
Wk beg 16.11.20	https://classroom.thenational.academy/lessons/what-are-circuit-diagrams-6ngk0c Circuit diagrams
Wk beg 23.11.20	https://classroom.thenational.academy/lessons/what-are-insulators-and-conductors-6rtp8t Conductor and Insulators
Wk beg 30.11.20	https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components-60wp2r Changing the components in a circuit.
Wk beg 07.12.20	https://classroom.thenational.academy/lessons/how-much-do-we-rely-on-electricity-cnhkct How much do we rely on electricity?

P.E

Select an activity from either of the lists below for today's P.E lesson. Remember to ask your adult before beginning an indoor P.E activity.

	Indoor P.E		Outdoor P.E
1	**Twister –** Play a game of Twister! Twister is fun, encourages flexibility and balance, and is perfect for a rainy day or if you don't have an outdoor space available right now.	1	**Hopscotch -** Hopscotch is excellent for helping you improve balance and coordination because of all of the rapid changes in movement required. Get out the chalk and set up hopscotch on your patio or driveway and hop along with each other.
2	**Dance + freeze -** Adding a "freeze" element to a living room dance party makes it more fun whilst also encouraging you to develop your balancing skills.	2	**Obstacle course -** Enlist your child's help in setting up an obstacle course in the backyard. Get creative with what you have available to make it fun and challenging. Use garden stones or an old 2x4 to create a balance beam, mark a pathway for them to run or ride their bike on, set up a big bucket for them to throw a ball in.
3	**Yoga -** Practicing yoga together is a great way to challenge your balance and coordination while also getting some much needed zen time with your family.	3	**Foursquare -** Sometimes the simple, time-tested games are the best! Draw numbered squares on your driveway/on a patio and challenge each other to bounce the ball to a family member standing in whatever number square you call out. (You *do* need four people for a traditional foursquare game, but if you have fewer than four people in your household, you can create a simple variation by drawing a triangle or a rectangle with fewer spots.)
4	**Beanbag toss -** Set up two baskets, one full of beanbags or soft balls. You can practise throwing a beanbag from one basket to another to work on coordination. Move the baskets further apart as to really challenge yourself.	4	**Follow the leader -** Line up single file and let each family member take turns being the "leader." The leader decides how the group will move around the backyard. Think crawling around the perimeter, walking backwards (carefully), hopping on one foot, going down the slide if you have one.
5	**Jump rope -** Jump rope is the perfect indoor PE activity because it uses up so much energy, requires very little space and is excellent practice for coordination. NOTE: Make sure you find a safe area to do this.	5	**Red light green light -** Stand along the fence in the backyard. Ask your adult to stand across the garden. When the adults call "Green Light!" you can advance towards them and they call "Red Light!" you stop. Your adult will change up the type of movement you use, from jumping to tiptoeing, and make sure to switch roles so you get a chance to lead too.

Wellbeing Afternoon

Select an activity for the afternoon	
Board Game	Play a board game with your family or sibling
Build a den	Build a den inside or out
Cooking	Why not try cooking something new
Reading	Snuggle up with a good book
An Act of Kindness	Complete a kind act for someone in your family. E.g. write them a kind note
Comedy Show	Find ten funny jokes and deliver a comedy show to your family
Exercise	Use cosmic yoga or play in your garden