MONTH
20XX

Year 6
Week 8

All subjects

English

In English this week you will be working with Mr and Mrs Fozzard to create a diary entry. Work though each lesson, complete your daily tasks set by Mr and Mrs Fozzard and remember to learn your spellings!

Day	Link to lesson
Monday	https://www.thenational.academy/year-6/english/diary-entry-lesson-1-reading-focus-year-6-wk5-1
Tuesday	https://www.thenational.academy/year-6/english/diary-entry-lesson-2-reading-focus-year-6-wk5-2
Wednesday	https://www.thenational.academy/year-6/english/diary-entry-lesson-3-identifying-features-year-6-wk5-3
Thursday	https://www.thenational.academy/year-6/english/diary-entry-lesson-4-informal-language-year-6-wk5-4
Friday	https://www.thenational.academy/year-6/english/diary-entry-lesson-5-writing-a-diary-entry-year-6-wk5-5

A diary entry is a form of a recount - giving the writer an opportunity to look back at their life.

It is a very personal form of writing that allows the writer to express their thoughts and feelings about events and activities in their own life.

Blogs are a digital form of a diary.

Key grammatical features of a diary entry

First person
You are writing about your own thoughts and experiences.

Informal
Diaries are generally written in an informal style as they are a personal log of the writer's life.

Range of tenses
Predominantly written in the past tense (after the event has happened) but may have elements of present and future tense.

30

Key structural features of a diary entry

Date
Tells the reader when the entry was written.

Greeting
Generally, an entry begins with a greeting to the diary.

Before the day begins
Enables writer to express emotions about how the day will turn out, what might happen or what you dreamt in

Before the day ends
Gives writer opportunity to summarise the events of their day, relate to emotions from morning and look forward to the future.

Spellings

- anticipation
- observation
- expectation
- hesitation
- toleration
- participation
- conversation
- condensation

Discovery

For each discovery lesson, follow the link provided and watch the videos or read the information given. There are tasks to complete for each lesson.

Day	Lesson	Link to lesson
Monday	Spanish – Say how you feel in Spanish	https://www.thenational.academy/year-6/foundation/saying-how-you-feel-in-spanish-year-6-wk5-2
Tuesday	Science – What impact has the evolution of humans had on the world?	https://www.thenational.academy/year-6/foundation/what-impact-have-humans-had-on-plants-and-animals-year-6-wk5-3
Wednesday	Geography – Sustainability and plastics.	https://www.bbc.co.uk/bitesize/articles/z6dj7nb
Thursday	Geography – Natural resources	https://www.bbc.co.uk/bitesize/articles/z6p8jhv
Friday	Design Technology – Extreme designs!	https://www.bbc.co.uk/bitesize/articles/zhypscw

Home Learning MATHS week 8

Monday – Week 5 summer term lesson 1

Tuesday – Week 5 summer term Lesson 1

Wednesday – Week 5 summer term lesson 2

Thursday – Week 5 summer term lesson 3

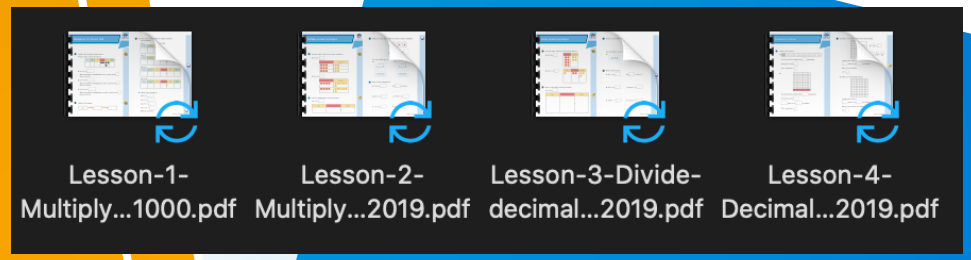
Friday – Week 5 summer term lesson 4

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Home Learning MATHS week 8

This week, you will not be able to access the worksheets online.



I have included them as a PDF file and are accessible through the school website.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Lesson 1 - Monday

LO: Multiplying by 10, 100 and 1000

Instructions

Watch the video and listen carefully to the information.

Complete the activities on the next two slides.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Multiply by 10, 100 and 1,000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			●●	●● ●	

a) 2.3 × 10 = ☐

When the number is multiplied by 10 the counters move ☐ place to the left.

b) 2.3 × 100 = ☐

When the number is multiplied by 100 the counters move ☐ places to the left.

c) 2.3 × 1,000 = ☐

When the number is multiplied by 1,000 the counters move ☐ places to the left.

2 Complete the diagram.

3 **a)** Draw counters on the place value charts to represent each calculation.

4.4 × 1

Th	H	T	O	Tth	Hth

4.4 × 10

Th	H	T	O	Tth	Hth

4.4 × 100

Th	H	T	O	Tth	Hth

4.4 × 1,000

Th	H	T	O	Tth	Hth

b) Complete the calculations.

4.4 × 1 = ☐

4.4 × 10 = ☐

4.4 × 100 = ☐

4.4 × 1,000 = ☐

What do you notice?

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4 Complete the calculations.

a) 13.44 × 10 = ☐

b) 41.4 × 100 = ☐

c) 0.415 × 1,000 = ☐

d) 4.4 × ☐ = 4,400

e) ☐ = 1.03 × 100

f) 30.44 = ☐ × 10

5 Complete the diagrams.

7.039 → (× 10) → ☐ → (× 10) → ☐ → (× 10) → ☐

7.039 → (× 100) → ☐ → (× 10) → ☐

7.039 → (× 1,000) → ☐

What do you notice? Why does this happen?

6 Write >, < or = to compare the number sentences.

1.4 × 10 × 10 × 10 ◯ 1.4 × 1,000

1.4 × 10 × 100 ◯ 1.4 × 1,000

1.4 × 10 × 10 ◯ 1.4 × 1,000

1.4 × 10 × 2 ◯ 1.4 × 100

7 Kim is calculating 14.3 × 200

She writes this as her answer.

$$14.3 \times 200 = 28.600$$

Explain Kim's mistake.

8 Use the cards to complete the calculation.

You can use each card more than once.

× 1	× 10	× 100	× 1,000

0.002 ☐ ☐ ☐ = 2,000

How many ways is it possible to complete this calculation?

Talk about it with a partner.

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Lesson 2 - Tuesday

LO: Dividing by 10, 100 and 1000

Instructions

Watch the video and listen carefully to the information.

Complete the activities on the next two slides.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Divide by 10, 100 and 1,000

1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	● ● ● ●			

a) 140 ÷ 10 = ☐

When the number is divided by 10 the counters move ☐ place to the right.

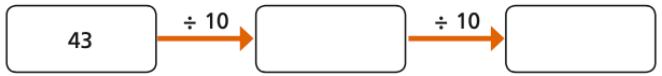
b) 140 ÷ 100 = ☐

When the number is divided by 100 the counters move ☐ places to the right.

c) 140 ÷ 1,000 = ☐

When the number is divided by 1,000 the counters move ☐ places to the right.

2 Complete the diagram.



3 **a)** Draw counters to represent the calculations.

123 ÷ 1

H	T	O	Tth	Hth	Thth

123 ÷ 10

H	T	O	Tth	Hth	Thth

123 ÷ 100

H	T	O	Tth	Hth	Thth

123 ÷ 1,000

H	T	O	Tth	Hth	Thth

b) Complete the calculations.

123 ÷ 1 = ☐

123 ÷ 10 = ☐

123 ÷ 100 = ☐

123 ÷ 1,000 = ☐

What do you notice?

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4 Complete the calculations.

a) 16 ÷ 10 = ☐

b) 43.4 ÷ 100 = ☐

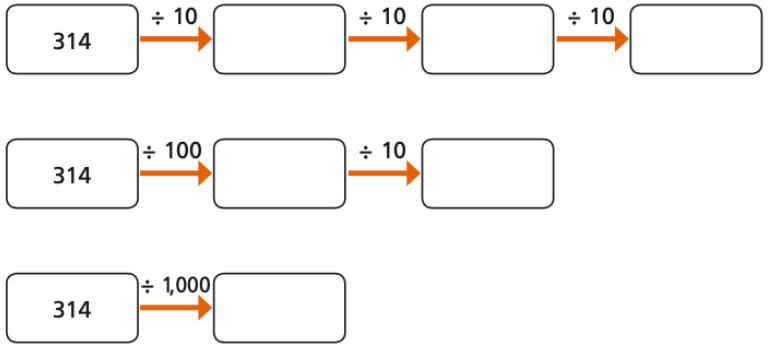
c) 614 ÷ 1,000 = ☐

d) 332 ÷ ☐ = 0.332

e) 2.4 ÷ 200 = ☐

f) 5.09 = ☐ ÷ 20

5 Complete the diagrams.



What do you notice? Why does this happen?

_____

_____

_____

_____

6 Write >, < or = to compare the number sentences.

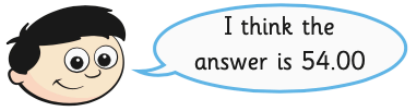
5,400 ÷ 10 ÷ 10 ÷ 10 ◯ 5,400 ÷ 1,000

60 ÷ 100 ÷ 10 ◯ 600 ÷ 100

5.7 ÷ 10 ◯ 57 ÷ 100

5,601 ÷ 1,000 ◯ 5.601 ÷ 10

7 Dexter is solving the calculation 5,400 ÷ 100



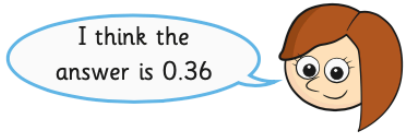
Is Dexter correct? _____

Explain your reasoning.

_____

_____

8 Rosie is solving the calculation 3,600 ÷ 200



Is Rosie correct? _____

Explain your reasoning.

_____

_____

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Lesson 3 - Wednesday

LO: Multiplying decimals by integers

Instructions

Watch the video and listen carefully to the information.

Complete the activities on the next two slides.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) 3.2 × 3 = ☐

Ones	Tenths
1 1 1	0.1 0.1
1 1 1	0.1 0.1
1 1 1	0.1 0.1

b) 4.6 × 2 = ☐

Ones	Tenths
1 1 1 1	0.1 0.1 0.1 0.1 0.1 0.1
1 1 1 1	0.1 0.1 0.1 0.1 0.1 0.1

2 Solve the multiplication. Draw your answer.

12.2 × 3 = ☐

Tens	Ones	Tenths

3 Nijah uses long multiplication to solve 3.72 × 3

		3	7	2	
	×			3	
		0	0	6	
		2	1	0	
		9	0	0	
	1	1	1	6	

Use long multiplication to work out the calculations.

a)

		4	8	6	
	×			4	

b)

		2	0	9	
	×			6	

4 Work out the multiplications.

a) 5.2 × 4 = ☐

b) 14.3 × 3 = ☐

c) 6 × 9.1 = ☐

d) ☐ = 2.34 × 3

e) 11.505 × 4 = ☐

f) 9.602 × 6 = ☐

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5 0.25 kg of flour is needed to make one cake.

How much flour is needed to make four cakes?

6 Work out the multiplications.

a) 7.2 × 2 = ☐

7.2 × 4 = ☐

14.4 × 4 = ☐

7.2 × 8 = ☐

b) ☐ = 3.45 × 3

☐ = 34.5 × 3

☐ = 345 × 3

7 Amir is solving 3.4 × 4

To solve this, I did 34 × 4, which was 136
Then I multiplied my answer by 10 to get an answer of 1,360

Do you agree with Amir? _____

Explain why.

_____

_____

_____

8 Use the digits 1, 2, 3 and 4 once each to create a calculation.

1	2	3	4

☐ . ☐ ☐ × ☐

a) How many different products can you make?

b) What is the greatest possible product?

☐

c) What is the smallest possible product?

☐

d) What is the product closest to 12?

☐

Compare answers with a partner.

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Lesson 4 - Thursday

LO: Dividing decimals by integers

Instructions

Watch the video and listen carefully to the information.

Complete the activities on the next two slides.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Divide decimals by integers

1 Use place value counters to work out the divisions.

a) 8.4 ÷ 4 = ☐

Ones	Tenths
1 1 1 1 1 1 1 1	0.1 0.1 0.1 0.1

b) 12.3 ÷ 3 = ☐

Tens	Ones	Tenths
10	1 1	0.1 0.1 0.1

2 Work out the division. Draw your answer.

16.4 ÷ 4 = ☐

Tens	Ones	Tenths

3 Brett uses short division to work out 13.2 ÷ 6

$$\begin{array}{r} 0\,2\cdot2 \\ 6\overline{)\,1\,{}^{1}3\cdot{}^{1}2} \end{array}$$

Use short division to work out the calculations.

a)

$$\begin{array}{r} \\ 7\overline{)\,2\,2\cdot4} \end{array}$$

b)

$$\begin{array}{r} \\ 8\overline{)\,1\,8\cdot4\,8} \end{array}$$

4 Work out the divisions.

a) 25.6 ÷ 8 = ☐

b) 14.8 ÷ 4 = ☐

c) 18.48 ÷ 6 = ☐

d) ☐ = 19.45 ÷ 5

e) 202.35 ÷ 3 = ☐

f) 105.12 ÷ 9 = ☐

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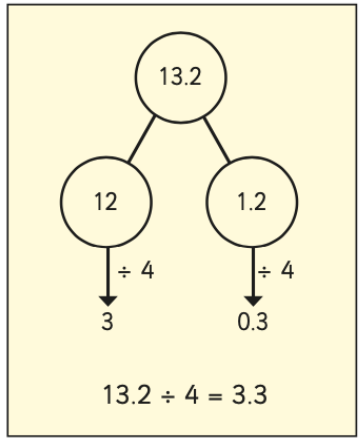
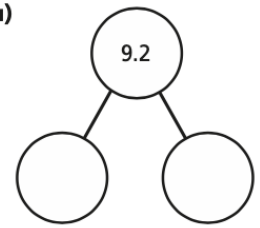
5 Esther solves 13.2 ÷ 4 by partitioning 13.2 into two numbers that are easier to divide.



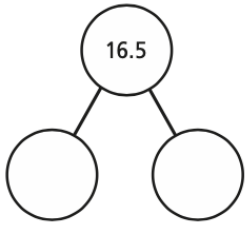
Use Esther's method to complete the part-whole model and calculation.

a)



9.2 ÷ 4 = ☐

b)



16.5 ÷ 3 = ☐

Compare answers with a partner. Did you partition your numbers in the same way?

6 Work out the divisions.

a) 9.64 ÷ 4 = ☐

96.4 ÷ 4 = ☐

0.964 ÷ 4 = ☐

9.64 ÷ 8 = ☐

b) 19.44 ÷ 9 = ☐

19.53 ÷ 9 = ☐

19.62 ÷ 9 = ☐

7 Fill in the missing numbers.

3.6 ÷ 4 = 36 ÷ ☐

3.6 ÷ 4 = ☐ ÷ 8

8 Complete the calculation.

8.4 ÷ ☐ = 4.2 ÷ ☐

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.

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Lesson 4 - Friday

LO: Decimals as fractions

Instructions

Watch the video and listen carefully to the information.

Complete the activities on the next two slides.

You will need to use this link to access the videos

https://whiterosemaths.com/homelearning/year-6/

Decimals as fractions

1 Complete the sentences.

a)

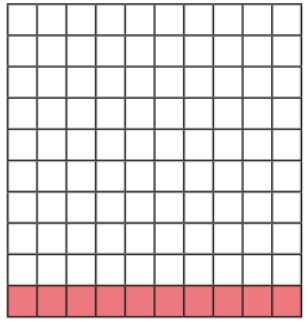
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

The whole has been divided into ☐ equal parts.

Each part is worth ☐

This is equivalent to ☐

b)



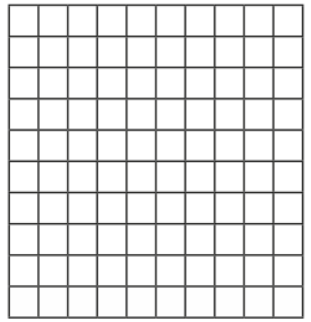
The whole has been divided into ☐ equal parts.

Each part is worth ☐

☐ parts out of ☐ are shaded.

This is equivalent to ☐

2 **a)** Shade 0.17 of the hundred square.



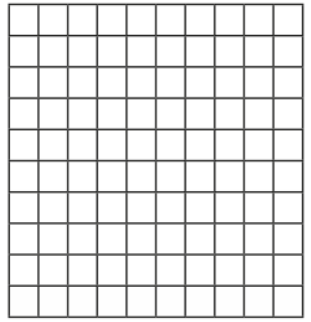
Complete the sentence.

☐ parts out of ☐ are shaded.

Write 0.17 as a fraction.

0.17 = ☐

b) Shade 0.2 of the hundred square.



Complete the sentence.

☐ parts out of ☐ are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 = ☐

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3

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1

0.2	0.2	0.2	0.2	0.2

Use the bar models to fill in the missing numbers.

$0.2 = \frac{\square}{10} = \frac{1}{\square}$

$0.4 = \frac{\square}{10} = \frac{2}{\square}$

$\square = \frac{\square}{10} = \frac{4}{5}$

4 Fill in the missing numbers.

a) $0.54 = \frac{\square}{100} = \frac{\square}{50}$

b) $0.6 = \frac{\square}{10} = \frac{\square}{5}$

c) $0.3 = \frac{\square}{10} = \frac{\square}{100}$

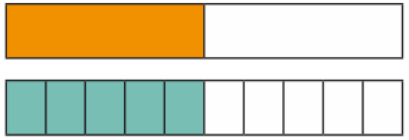
d) $\square = \frac{9}{100}$

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

f) $\frac{21}{50} = \frac{\square}{100} = \square$

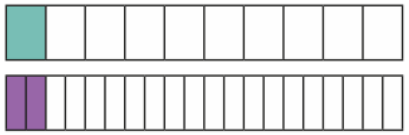
5 Use the bar models to fill in the missing numbers.

a)



$\frac{1}{2} = \frac{\square}{10} = \square$

b)



$\square = \frac{\square}{10} = \frac{\square}{20}$

6

0.3 = $\frac{3}{10}$ so 0.37 = $\frac{37}{10}$

Draw a diagram to show that Ron is wrong.

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