

Home Learning Pack

Year 6

Wednesday 10.11.21

Maths – Fractions

Add and subtract fractions (1)

Here is a link with videos to support you with this topic.

[Autumn Week 9 - Number: Fractions | White Rose Maths](#)

Start where you feel comfortable in the math's activities and choose your level of challenge.

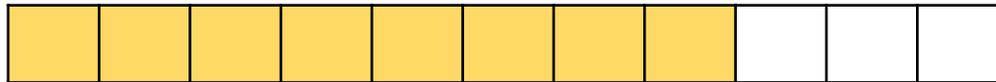
1) 3 quarters + 3 quarters + 3 quarters =

2) $\frac{5}{6} + \frac{5}{6} + \frac{5}{6} + \frac{5}{6} =$

3) $\frac{7}{9} - \frac{4}{9} =$



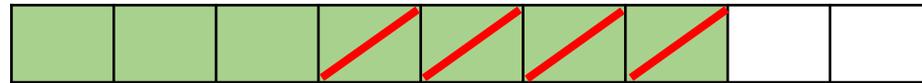
4) $\frac{8}{11} - \frac{5}{11} - \frac{1}{11} =$



1) 3 quarters + 3 quarters + 3 quarters = 9 quarters

$$2) \frac{5}{6} + \frac{5}{6} + \frac{5}{6} + \frac{5}{6} = \frac{20}{6}$$

$$3) \frac{7}{9} - \frac{4}{9} = \frac{3}{9}$$

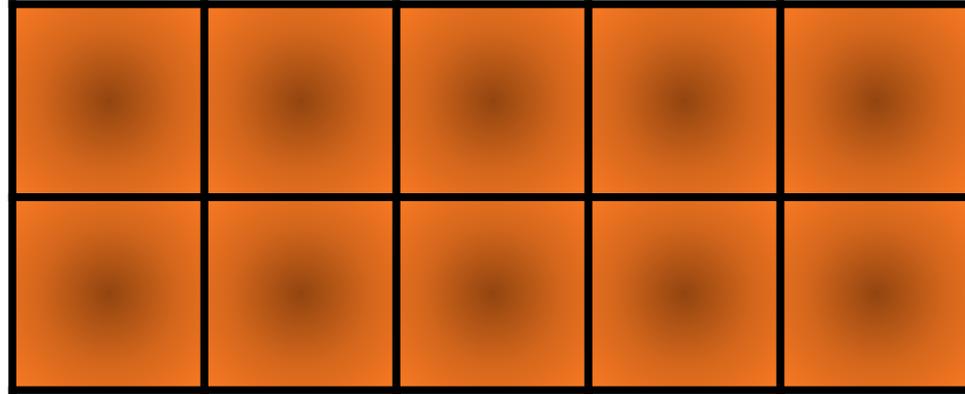


$$4) \frac{8}{11} - \frac{5}{11} - \frac{1}{11} = \frac{2}{11}$$





They've eaten $\frac{4}{15}$ of the bar



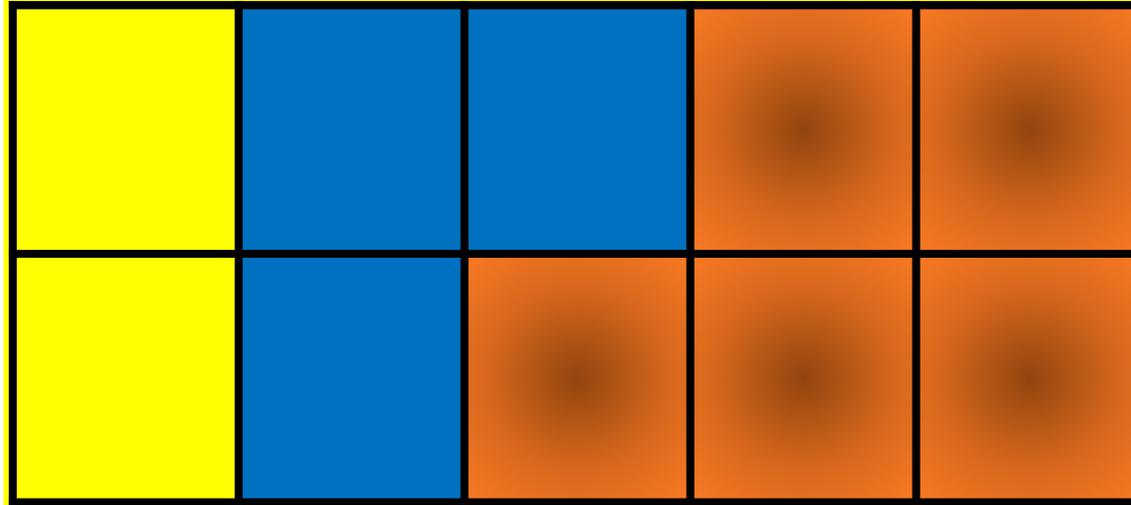
Charlie eats $\frac{1}{5}$ of the chocolate bar.

Suzie eats $\frac{3}{10}$ of the chocolate bar.

How much have they eaten altogether?

Have a think





Charlie eats $\frac{1}{5}$ of the chocolate bar.

Suzie eats $\frac{3}{10}$ of the chocolate bar.

$\frac{5}{10}$ of the bar is eaten.

Have a think



Here is a strip of paper.

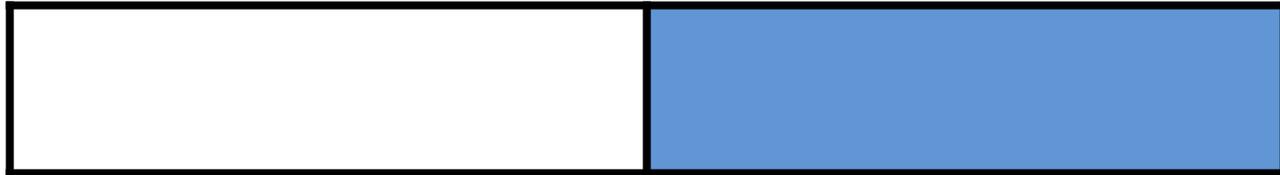


$\frac{2}{5}$ of it will be shaded red.

$\frac{1}{2}$ of it will be shaded blue.

The rest will be left white.

What fraction will be left white?

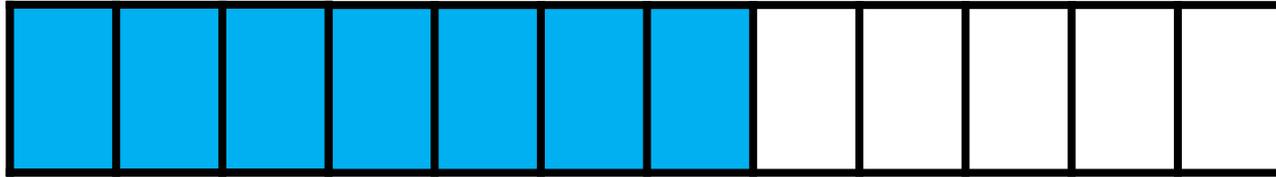


$\frac{2}{5}$ of it will be shaded red.
 $\frac{1}{2}$ of it will be shaded blue.
The rest will be left white.
What fraction will be left white?

$\frac{1}{10}$ will be left white.

Use the bar models to solve:

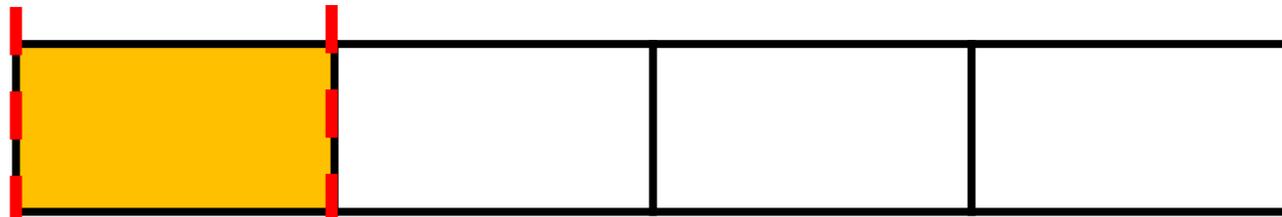
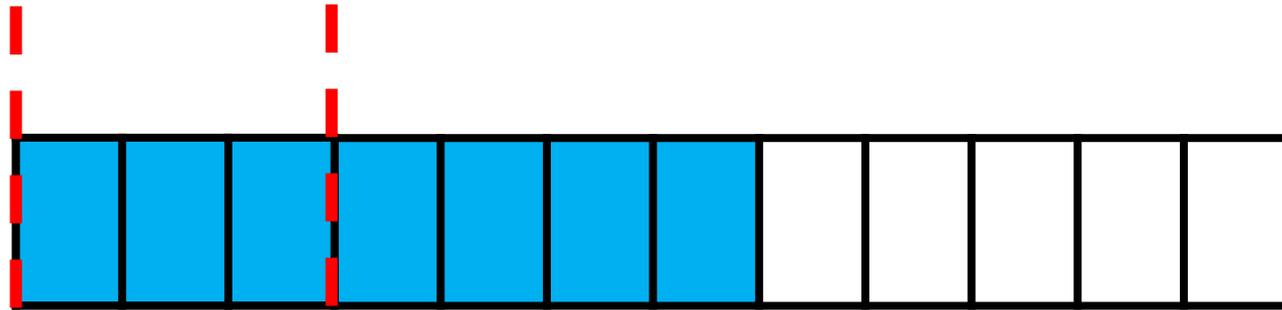
Have a think



$$\frac{7}{12} - \frac{1}{4} =$$

$$\frac{7}{12} + \frac{1}{4} =$$

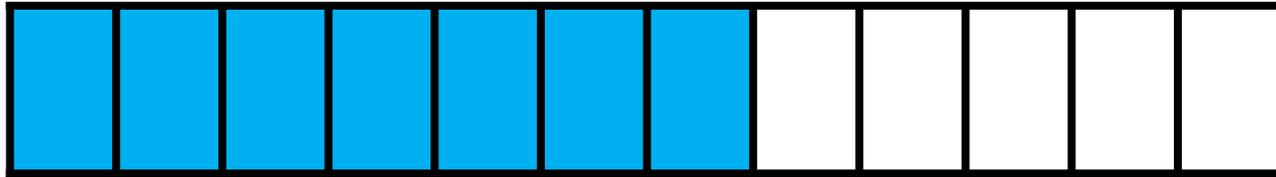
Use the bar models to solve:



$$\frac{7}{12} - \frac{1}{4} = \frac{4}{12} = \frac{1}{3}$$

$$\frac{7}{12} + \frac{1}{4} =$$

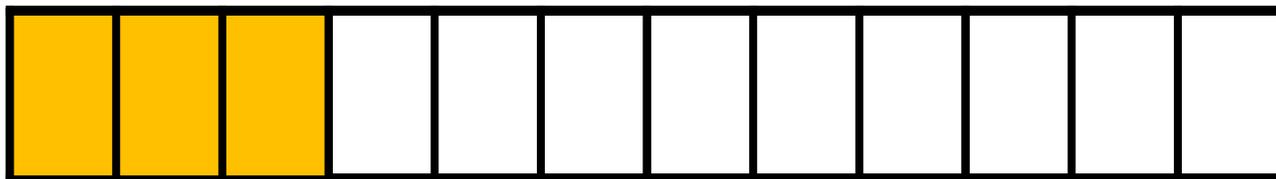
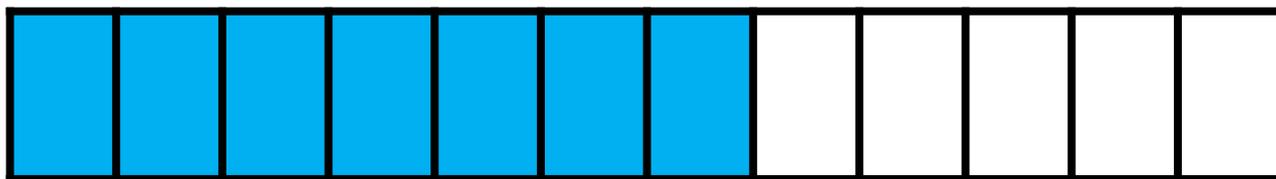
Use the bar models to solve:



$$\frac{7}{12} - \frac{1}{4} =$$

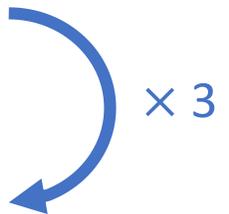
$$\frac{7}{12} + \frac{1}{4} = \frac{10}{12} = \frac{5}{6}$$

Have a go at questions 1 – 5 on
the worksheet



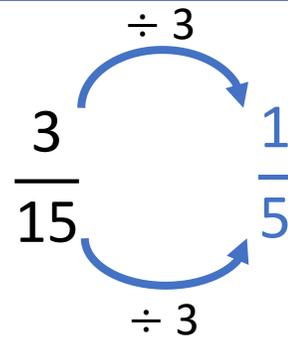
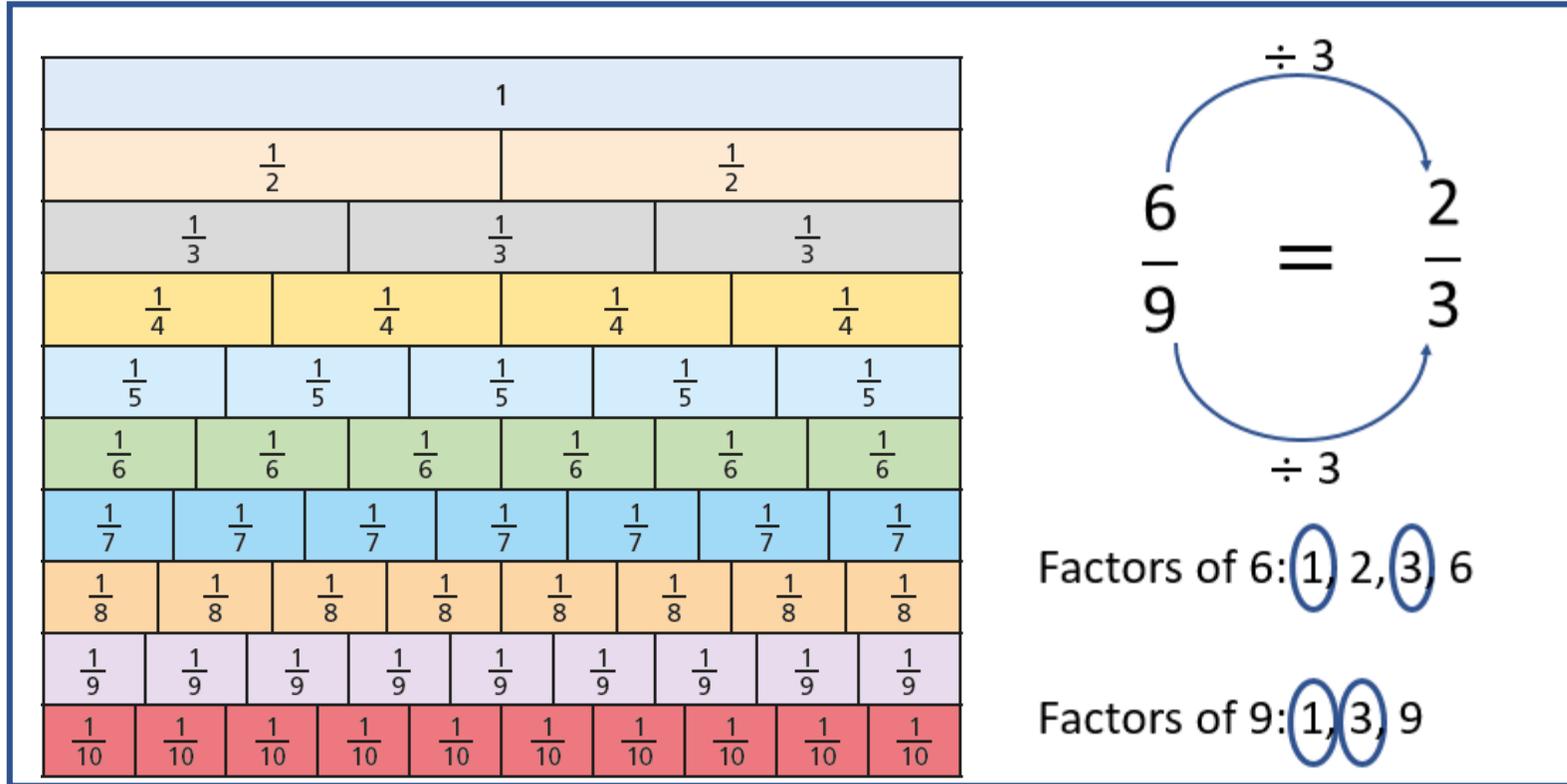
$$\frac{7}{12} + \frac{1}{4}$$

$\frac{3}{12}$



$$\frac{7}{12} + \frac{3}{12} = \frac{10}{12} = \frac{5}{6}$$

Have a think



Factors of 3: 1, 3

Factors of 15: 1, 3, 5, 15

$$\frac{3}{8} + \frac{\boxed{}}{\boxed{}} = \frac{13}{24}$$

$\times 3$

$$\frac{9}{24}$$

$$\frac{9}{24} + \frac{\boxed{}}{\boxed{}} = \frac{13}{24}$$

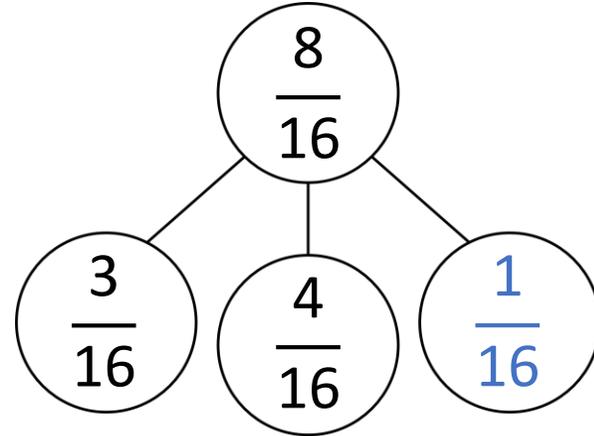
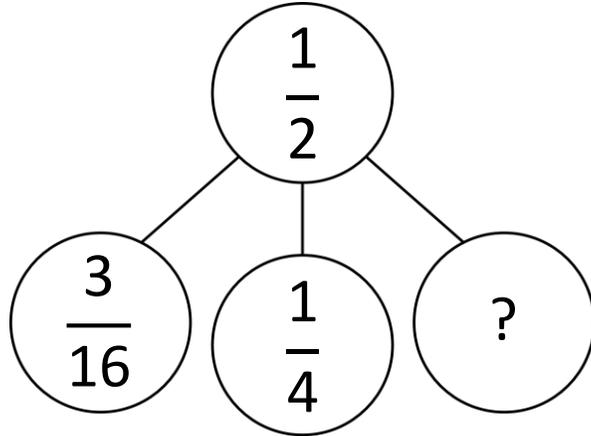
$$\frac{4}{24} \xrightarrow{\div 4} \frac{1}{6}$$



Dexter has $\frac{1}{2}$ a tin of paint.

He then uses $\frac{3}{16}$ of the tin to paint the bathroom
and $\frac{1}{4}$ of the tin to paint the kitchen.

How much paint does Dexter have left? $\frac{1}{16}$

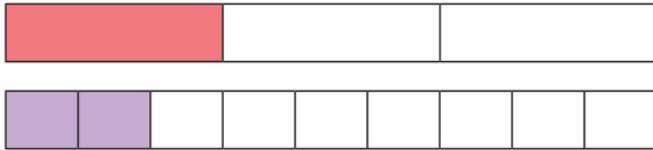


Have a go at the rest of the
questions on the worksheet

Add and subtract fractions (1)

- 1 Eva is working out $\frac{1}{3} + \frac{2}{9}$

She uses two fraction strips.

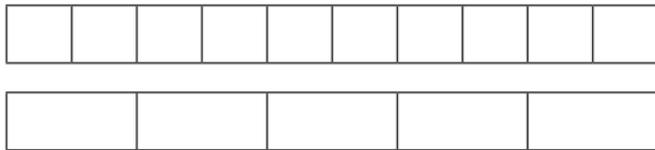


Use the fraction strips to help you complete the calculations.

$$\frac{1}{3} = \frac{\square}{9} \quad \frac{1}{3} + \frac{2}{9} = \frac{\square}{9} + \frac{2}{9} = \frac{\square}{9}$$

- 2 Complete the addition.

$$\frac{3}{10} + \frac{2}{5} = \square$$



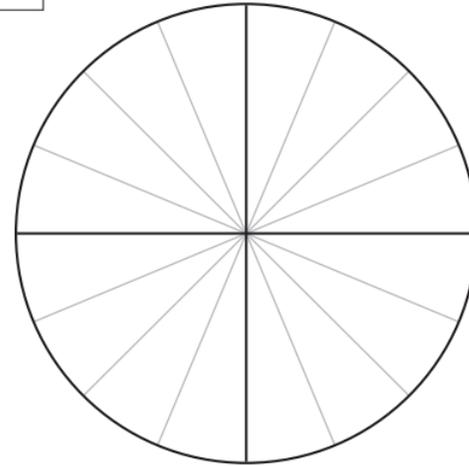
- 3 Use the bar model to complete the subtraction.

$$\frac{7}{8} - \frac{1}{4} = \square$$



- 4 Use the diagram to complete the calculation.

$$\frac{9}{16} - \frac{1}{4} = \square$$



- 5 Mo spends $\frac{3}{5}$ of his pocket money on a present for his sister.

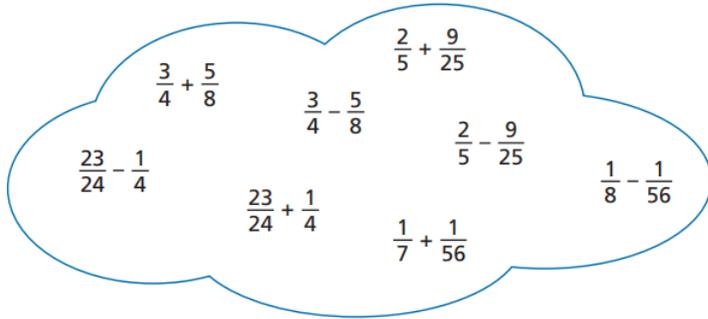
He gives $\frac{2}{15}$ of his pocket money to charity.

What fraction of his pocket money does he have left?

You may use the fraction strip to help you.



- 6 Sort the calculations into the correct part of the table.



Calculations with answers less than 1	Calculations with answers greater than 1

- 7 Complete the calculations.

Give your answers in their simplest form.

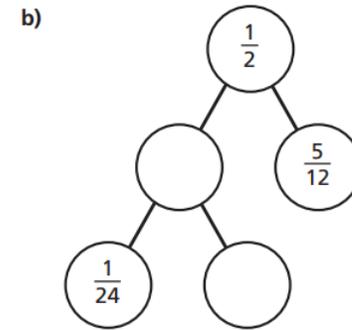
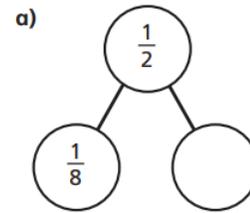
a) $\frac{9}{20} + \frac{3}{5} = \square$

c) $\frac{2}{5} + \square = \frac{17}{30}$

b) $\frac{9}{100} + \frac{7}{20} = \square$

d) $\frac{17}{50} - \square = \frac{19}{100}$

- 8 Complete the part-whole models.



- 9



A jug is filled with $\frac{9}{10}$ of a litre of juice.

$\frac{3}{50}$ of a litre of juice is poured into a glass.

$\frac{7}{100}$ of a litre of juice is poured into another glass.

How much juice is left in the jug?

There is \square of a litre of juice left in the jug.

Talk about your method with a partner.

Name: _____

6,7

Week 9 Session 3

2020-21

Full Programme
4 a week

Times Tables Rock Stars

Times Tables

Licensed to East Ayrton Primary School

1 $6 \times 7 = 13$ 25 $6 \times 5 = 37$ 49 $6 \times 4 =$

Time taken
:

⌚ 3 minute time limit ⌚

2 $7 \times 7 = 14$ 26 $7 \times 4 = 38$ 50 $7 \times 5 =$

3 $6 \times 1 = 15$ 27 $7 \times 8 = 39$ 51 $7 \times 10 =$

4 $6 \times 5 = 16$ 28 $7 \times 12 = 40$ 52 $7 \times 12 =$

Score

60

5 $6 \times 7 = 17$ 29 $7 \times 6 = 41$ 53 $6 \times 5 =$

What's your rock status?

WANNABE

< 18 correct in 3 mins

КАРАКЕ РОКЕР

18-19 correct in 3 mins

БУКЕР

20-21 correct in 3 mins

КЕКЕР

22-24 correct in 3 mins

УНСАЙНЕД АКТ

25-29 correct in 3 mins

БРАКТИРОВАНИ АРТИСТ

30-35 correct in 3 mins

СУПЕРОП АКТ

36-44 correct in 3 mins

ГЛАДЛУНЕР

45-59 correct in 3 mins

РОК СТАР

All correct in ≤ 3mins

РОК ЛЕГЕНД

All correct in ≤ 2min

РОК ХЕРО

All correct in ≤ 1 min

TIMES TABLES
ROCK STARS

12 $6 \times 1 = 24$ 36 $6 \times 3 = 48$ 60 $7 \times 12 =$

11 $7 \times 2 = 23$ 35 $7 \times 8 = 47$ 59 $7 \times 7 =$

10 $7 \times 7 = 22$ 34 $6 \times 12 = 46$ 58 $6 \times 6 =$

9 $6 \times 1 = 21$ 33 $6 \times 9 = 45$ 57 $6 \times 6 =$

8 $6 \times 10 = 20$ 32 $6 \times 9 = 44$ 56 $6 \times 2 =$

7 $6 \times 12 = 19$ 31 $6 \times 4 = 43$ 55 $6 \times 3 =$

6 $6 \times 5 = 18$ 30 $7 \times 9 = 42$ 54 $7 \times 10 =$

5 $6 \times 7 = 17$ 29 $7 \times 6 = 41$ 53 $6 \times 5 =$

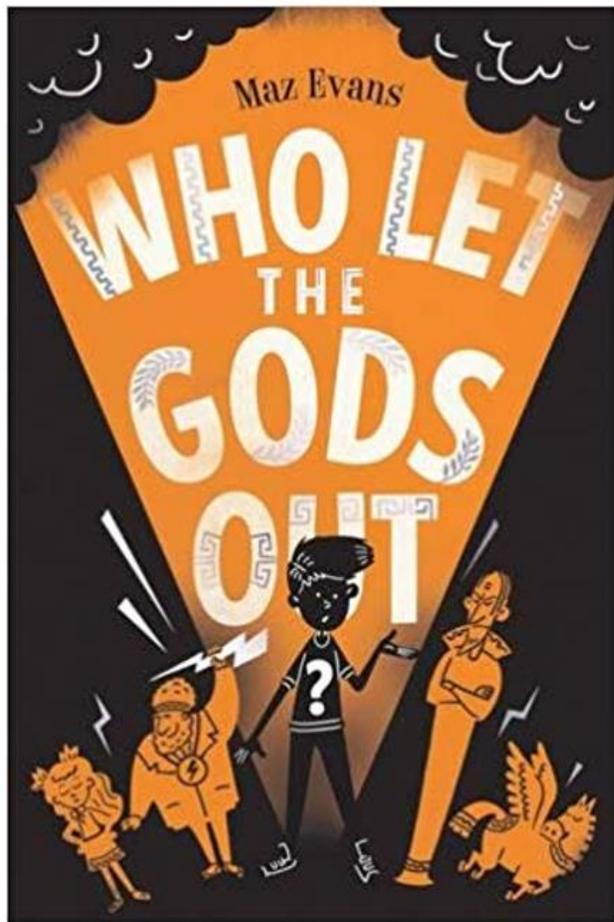
4 $6 \times 5 = 16$ 28 $7 \times 8 = 40$ 52 $7 \times 12 =$

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2 $7 \times 7 = 14$ 26 $7 \times 4 = 38$ 50 $7 \times 5 =$

1 $6 \times 7 = 13$ 25 $6 \times 5 = 37$ 49 $6 \times 4 =$

Guided Reading



Elliot's mum is ill and his home is under threat, but a shooting star crashes to earth and changes his life forever. The star is Virgo - a young Zodiac goddess on a mission. But the pair accidentally release Thanatos, a wicked death daemon imprisoned beneath Stonehenge, and must then turn to the old Olympian gods for help. After centuries of cushy retirement on earth, are Zeus and his crew up to the task of saving the world - and solving Elliot's problems too?

1) Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.

(2 marks)

2) Read the blurb. Clarify what a *cushy retirement* is.

(1 mark)

3) What do you think Elliot's problems are?

(2 marks)

English – To write my diary entry

Part 3 (example below) - Unferth's gift. Beowulf's feelings as he swims deeper into the earth. Beowulf fights Grendel's Mother.

460AD

We found the beast's lair easily enough - Ashhere's blood painted the way. Before I departed and dived into the depths, Unferth (who I thought had no love for me) gave me Hrunting – his family's great heirloom. Never had it failed in battle. It was a worthy companion for my grim task. I dove into the pool and swam for an age, but the sea-hag was waiting in ambush. She gripped me with her hellish hooks, and I was helpless in her grasp. Luckily, my mailed shirt protected me. I found myself hauled to the surface in a vaulted cavern; I remember how relieved I was to be able to breathe again.

I wasted no time and struck the hag with a savage strike that would have surely cleft a shield in two, but it was to no avail. The blade simply bounced off her scaly hide! She grappled me to the ground and snatched up her dagger and plunged it into my chest, again and again she tried but my blessed battle-shirt did not fail me. Summoning the last of my strength I threw her off and saw an ancient war-trophy, so large it must have belonged to a giant. I could barely lift it but in desperation I brought it down upon her neck; the blade sung out its death-song and cut clear through bone and flesh.

It was done. I had united wretched mother with wretched son.

PSHE

My Digital Life



Aim

- I can identify the benefits of the Internet and know how to look after my digital wellbeing.

- I can recognise that the Internet plays an increasingly big role in our daily lives.
- I can identify the positive and negative uses of the Internet.
- I can explain what digital wellbeing means and understand how to look after my mental health and emotional wellbeing when I am online, including effectively managing my time.
- I can think about steps I am going to take to have a healthy digital life.

How can we look after our mental health and emotional wellbeing when spending time online?



How can it be used negatively?



What Do We Use the Internet For?



With a partner and in the time you are given, think of as many different ways as you can that we use the Internet in our daily lives.

Your time is up!
What different
uses did you think
of?

The Internet is a growing
part of our daily lives,
that's why it is important
we learn how to use it in
a way that helps us all
and doesn't harm
anyone.

The Positive and Negative Use of the Internet



Like many things in our lives, there are benefits of using the Internet but there are also risks.

It is important we understand how the Internet can be used in a positive way but also in a negative way. This helps us all to stay safe and well.

Using the Internet to find and apply for a job.	Using the Internet to access material which is illegal or is not age-appropriate.	Using the Internet to spread information that isn't true.	Using the Internet to send hurtful messages or images.
<small>This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association's Framework of Skills</small>			
Using the Internet to break the law. For example, theft of money or breaching someone's privacy.	Using the Internet to develop inappropriate relationships.	Using the Internet all of the time and not spending time doing anything else.	Using the Internet to spend more money than is available on shopping or games.
	trusted site.	learn something new.	games or watch age-appropriate films.

In your groups, sort the cards into two groups. One group will show uses of the Internet you think are positive and the other group will show uses of the Internet you think are negative.

Using the Internet to communicate with family and friends it is hard to meet with; helping to build and maintain positive relationships.

Using the Internet to send emails and instant messages in a work environment; saving time and making jobs more efficient.

Using the Internet to send kind and helpful messages to family and friends; especially when they are having a tough time.

Using the Internet to shop and send thoughtful gifts.

Using the Internet to do online banking.

Using the Internet to read the news on a trusted site.

Using the Internet to carry out research or learn something new.

Using the Internet to read a book, play age-appropriate games or watch age-appropriate films.

Using the Internet to find and apply for a job.

Using the Internet to access material which is illegal or is not age-appropriate.

Using the Internet to spread information that isn't true.

Using the Internet to send hurtful messages or images.

Using the Internet to break the law. For example, theft of money or breaching someone's privacy.

Using the Internet to develop inappropriate relationships.

Using the Internet all of the time and not spending time doing anything else.

Using the Internet to spend more money than is available on shopping or games.

The Positive and Negative Use of the Internet



How did you do?

These are some of the ways in which the Internet can be used positively...

These are some of the ways in which the Internet can be used negatively...

Using the Internet to communicate with family and friends is hard to maintain relationships.

Using the Internet to access material which is illegal or is not age-appropriate.

Using the Internet to spread information that isn't true.

Using the Internet to send hurtful messages or images.

Using the Internet to send hurtful gifts.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Using the Internet to find and apply for a job.

Using the Internet to break the law. For example, theft of money or breaching someone's privacy.

Using the Internet to develop inappropriate relationships.

Using the Internet all of the time and not spending time doing anything else.

Using the Internet to spend more money than is available on shopping or games.

Were there any cards which you found hard to group? If so, why do you think that was?

Digital Wellbeing



Technology, and how we use it, can affect how each of us feel, think and behave. It can also affect the health of our body and mind. This is digital wellbeing.

It is important to understand how using digital technology, such as computers, tablets, phones and gaming devices, makes us feel so that we can develop positive digital wellbeing.

Another part of digital wellbeing is knowing how to look after ourselves and how to look after others online.

How do you think we can develop positive digital wellbeing?



Digital Wellbeing



With a partner, read the Digital Wellbeing Information Sheet.

After you have finished, talk together about your answers to these questions:

- What is digital wellbeing?
- How can we develop positive digital wellbeing?
- What might harm our digital wellbeing?
- What are your top tips for looking after our mental health and wellbeing when using the Internet and digital technology?

Consolidating

Reflecting

A Healthy Digital Life



It is important we use the Internet and other digital technology positively and in a way that does not harm our health and wellbeing.

Design and create a poster to explain to others in school what digital wellbeing is and how they can stay healthy when spending time online and using other digital technology. Use the word bank below to help you.

Word Bank

online, negative, privacy, Internet, activities, honest, balance, trusted adult, Internet safety, time management, kindness, happy, digital wellbeing, respect, mental health, age-appropriate, positive, screen time

A Healthy Digital Life

It is important we use the Internet and other digital technology positively and in a way that does not harm our health and wellbeing.

Design and create a poster to explain to others in school what digital wellbeing is and how they can stay healthy when spending time online and using other digital technology.

This resource is fully aligned with the Learning Outcomes and Core Themes outlined in the PSHE Association [Statement of Intent](#).
PSHE and Citizenship | LKS2 | Living in the Wider World | Digital Wellbeing | My Digital Life | Lesson 1 | visit twinkl.com

A Healthy Digital Life

It is important we use the Internet and other digital technology positively and in a way that does not harm our health and wellbeing.

Design and create a poster to explain to others in school what digital wellbeing is and how they can stay healthy when spending time online and using other digital technology.



Looking After My Digital Wellbeing



What steps are you going to take to develop positive digital wellbeing and have a healthy digital life?

Sit quietly and think about your answer to this question. Then, if you feel happy to, share your thoughts with the class.

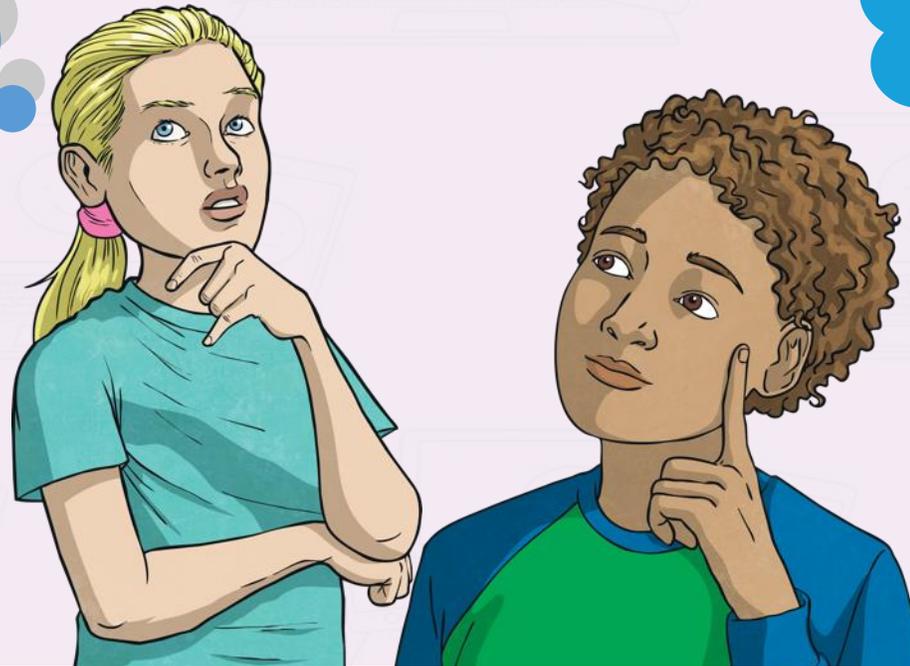
Remember, if anything about being online is worrying or frightening you, it is important to talk to an adult you trust - tell them what is happening and ask for help.

Let's do all we can to have a healthy digital life, look after our digital wellbeing and the digital wellbeing of others too!

How can we look after our mental health and emotional wellbeing when spending time online?



How can it be used negatively?



What have you learnt today?
How will it help you in your daily life?

P.E

Check out the 'Wake up with Joe' series for a good workout!

[Wake Up With Joe | Day 1 - YouTube](#)