

Subject	Day	Focus
Arithmetic	Monday	<ol style="list-style-type: none"> 1. $154 \times 4 =$ 2. $2536 - 458 =$ 3. $\dots - 100 = 1635$ 4. $40 + (32 \div 8) =$ 5. $30 \times 40 =$
	Tuesday	<ol style="list-style-type: none"> 1. $236 \times 7 =$ 2. $7894 - 1237 =$ 3. $\dots - 100 = 2834$ 4. $20 + (25 \div 5) =$ 5. $300 \times 70 =$
	Wednesday	<ol style="list-style-type: none"> 1. $234 \times 8 =$ 2. $47216 - 23457 =$ 3. $\dots - 1000 = 4897$ 4. $27 + (48 \div 6) =$ 5. $60 \times 400 =$
	Thursday	<ol style="list-style-type: none"> 1. $1234 \times 6 =$ 2. $78921 - 23456 =$ 3. $\dots - 10 = 3598$ 4. $36 + (72 \div 9) =$ 5. $200 \times 90 =$
	Friday	<p><i>Arithmetic Fridays!</i> Please have a go at the questions below- try and complete as many as you can in 30 minutes and then go through them and see if you have beaten your score from last week. Good luck!</p>
Problem solving - maths	Monday	<p><i>We are learning to multiply 4 digit numbers by 2 digit numbers.</i> Please work through the questions on the resource sheet.</p>
	Tuesday	<p><i>We are learning to be able to complete short division calculations.</i> Please work through the questions on the resource sheet.</p>
	Wednesday	<p><i>We are learning to be able to divide using factors.</i> Please work through the questions on the resource sheet.</p>
	Thursday	<p><i>We are learning to use long division when dividing by a 2 digit number.</i> Please work through the questions on the resource sheet.</p>
	Friday	<p><i>Arithmetic Fridays!</i> Please have a go at the questions below- try and complete as many as you can in 30 minutes and then go through them and see if you have beaten your score from last week. Good luck!</p>
English	Monday	<i>I can identify the features of a Non-Chronological Report.</i>
	Tuesday	<i>I can make notes.</i> <i>I can use different resources to research.</i>
	Wednesday	<i>I can use formal language.</i> <i>I can use rhetorical questions.</i>
	Thursday	<i>I can plan a first person Non-Chronological Report.</i>
	Friday	<i>I can use my plan to draft a Non-Chronological Report.</i>
Spelling, Punctuation and Grammar	Monday	<p><i>We are learning to spell words ending in 'tious.'</i> Please complete the resource sheet below to help you learn your spellings.</p>
	Tuesday	<p><i>We are learning to spell words ending in 'tious.'</i> Please complete the resource sheet below to help you learn your spellings.</p>
	Wednesday	<p><i>We are learning to understand how to use the prefixes dis-, de-, mis-, over- and re-.</i> Please complete the resource sheet below based on prefixes.</p>
	Thursday	<p><i>We are learning to use prefixes to change the meaning of root words.</i> Please complete the resource sheet below based on prefixes.</p>
	Friday	<p><i>We are learning to use words ending in tious in sentences.</i> Please complete the resource sheet below.</p>

Homework

Reading	Please make sure you are reading every night and bringing in your reading record everyday to be checked. We cannot wait to see all of your reading evidence.
English	
Maths	Please play on TT Rockstars for at least 40 minutes throughout the week. It is really important that you are fluent with your times tables so keep practicing!

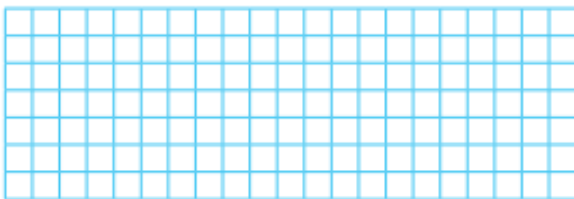
6

1	2	3	6	5
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What is the greatest product you can make that is also an odd number?

7

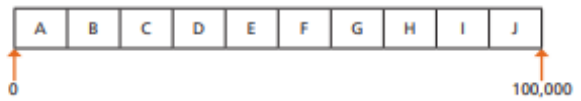
Rosie does 37 sit-ups every day for a year.
Annie does 370 sit-ups every day in July.
Who does more sit-ups and by how many?



_____ does more sit-ups.
She does more sit-ups.

8

This is an activity for two players. You will need two different coloured pens or pencils – one for each player.



Use any 5 different digits to complete the multiplication.

 × =

Which letter interval does your answer lie in?

Shade the section on the track above.

Take it in turns with a partner to repeat the steps above.

The winner is the first person to shade 3 sections in a row.

SAT's Questions

10 Write the two missing digits to make this long multiplication correct.



24

22

30

Maths- Wednesday

4 Ron is calculating $3,024 \div 36$

a) Tick the methods that would give the correct answer.

$3,024 \div 6 \div 6$ $3,024 \div 18 \div 18$ $3,024 \div 9 \div 4$

b) What other methods could Ron use to calculate $3,024 \div 36$?

5 Use factors to complete these divisions.

a) $360 \div 40 =$



b) $625 \div 25 =$



c) $1,275 \div 15 =$



d) $7,200 \div 18 =$



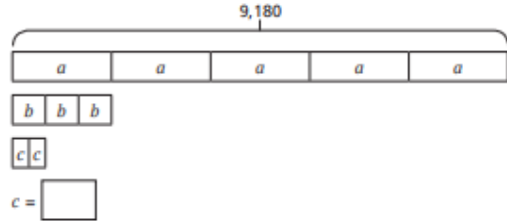
6 These divisions give the same answer.

Fill in the gaps.

$888 \div 8 \div 3$ $888 \div 6 \div$ $888 \div$ $888 \div 2 \div 6 \div$

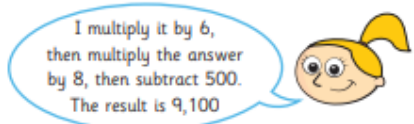
What is the answer to each calculation?

7 a) Calculate the value of c.



b) How did you work this out? Compare methods with a partner.

8 Eva is thinking of a number.



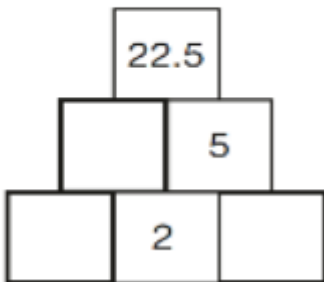
What number did Eva start with?

Eva started with the number

14 Here is a number pyramid.

The number in a box is the **product** of the two numbers below it.

Write the missing numbers.



21 $7,505 \div 5 =$

19 A packet contains 1.5 kilograms of guinea pig food.

Remi feeds her guinea pig 30 grams of food each day.

2003A KS2 Q19



How many days does the packet of food last?

- 5 Amir is making flags. He sews 19 stars and 31 hearts onto each flag. He has 589 stars and 899 hearts. How many flags can he complete?

- 6 a) Complete the calculation.

$$168 \times 5 = \square \times 35$$

- b) Describe two different ways to find the answer to part a).

- 7 Here are some of the multiples of 41

$1 \times 41 = 41$	$6 \times 41 = 246$
$2 \times 41 = 82$	$7 \times 41 = 287$
$3 \times 41 = 123$	$8 \times 41 = 328$
$4 \times 41 = 164$	$9 \times 41 = 369$
$5 \times 41 = 205$	$10 \times 41 = 410$

Use these multiples of 41 to complete the calculations.

a) $861 \div 41 = \square$

b) $943 \div \square = 41$

c) $\square \div 41 = 697$

Activity 3: SAT's Questions

Maths- Friday

1	$142 + 4521$			1
2	$2456 - 100$			1
3	$164 = 75 + \underline{\quad}$			1
4	$79 - \underline{\quad} = 34$			1
5	30×70			1
6	$\frac{2}{12} + \frac{9}{12}$			1
7	$5.7 \div 100$			1
8	1^2			1
9	$0.6 + 0.4$			1

10	136×2			1
11	$2924 \div 4$			1
12	$0.07 - 0.04$			1
13	$5\frac{3}{10} - 3\frac{2}{5}$			1
14	$364 \div 14$			2
15	$357 \div 21$			2
16	$\frac{9}{10} - \frac{3}{5}$			1
17	9.8×7.9			1
18	$913,981 - 148,400$			1

19	$88,014 + 63,452$			1
20	$18 - 0.8$			1
21	34×674			2
22	$\frac{1}{2} \times 9$			1
23	$25\% \times 78$			1
24	$(10 + 8) \times 11 - 5$			1
25	$\frac{2}{3} \div 4$			1
26	$\frac{2}{10} \times \frac{3}{4}$			1
27	20% of 240			1

28	345×15			2
29	92.95×100			1
30	$\frac{1}{3}$ of 24			1
31	$56 + 10$			1
32	$583,218 - 10$			1
33	$\frac{3}{4} + \frac{1}{5}$			1
34	$\frac{2}{5}$ of $\underline{\quad}$ is 250			1
35	$420 \div \underline{\quad} = 30$			1
36	$102 = 6 \times \underline{\quad}$			1

The woman Who

In the early days of space travel, complicated calculations were not done by electronic computers but by people who were known as human computers. Some of the calculations that these incredible people wrote were as long as several books! Read on to discover more about four inspirational women who worked as human computers at NASA's (originally known as NACA) Langley Research Centre in Virginia, United States.

Dorothy Vaughan

Dorothy Vaughan was born on 20th September 1910. She was an incredible mathematician who helped with lots of different research at the Langley research centre. When she was younger, Dorothy loved maths. In 1929, she graduated with a degree in mathematics. To begin with, she worked as a maths teacher before starting work at NACA. When Dorothy began working for NACA, there were laws in place that meant that Black workers were segregated from White workers. As a result, Dorothy and other Black workers had to work in separate offices (called the West Area Computing Unit) and eat on a separate table at lunch time. In 1949, Dorothy became the supervisor of the West Area Computing Unit. This meant that she was the first Black manager at NACA.



Katherine Johnson

Born Creola Katherine Coleman on 26th August 1918, Katherine Johnson worked on lots of early space missions. In 1937, Katherine gained a degree in mathematics and French. In 1953, she started working with Dorothy Vaughan at the West Area Computing Unit. NACA became NASA in 1958 and the offices stopped being segregated. When this happened, Katherine became a member of the Space Task Group. This meant that she was a part of the team who worked out where and when to launch the Apollo 11 rocket so that it could reach the moon. In 2016, NASA named a research facility after Katherine and her amazing work.



Helped Build NASA



Mary Jackson

Mary Jackson was born on 9th April 1921. While at university, Mary earned a degree in mathematics and physical science. She worked as a maths teacher before joining the West Area Computing Unit. A few years later, Mary began to work with an engineer at NACA who was investigating the effects of strong winds on a rocket ship. The engineer was so impressed with Mary that he suggested that she trained to become an engineer. At the time, schools in Virginia were still segregated so Mary had to get special permission to allow her to study alongside White students. After receiving the permission, Mary completed the courses and became NACA's first Black female engineer in 1958. In 2020, NASA announced that they were going to name their headquarters in Washington DC after.



Dr Christine Darden

Dr Christine Darden was born on 10th September 1942. She worked at NASA for 40 years before retiring in 2007. After earning a degree in mathematics, Christine began working as a human computer for NASA. After several years, she wondered most of the engineers - who worked on important projects - were men. She also wondered why most of the women worked on the complex calculations but didn't get to conduct their own research. As a result, Christine asked a manager why there weren't more female engineers. He told Christine that it was because nobody had thought to ask that question before. Within a short space of time, she had been promoted and began working as an engineer. In total, Christine wrote more than 50 papers that spoke about the research that she had conducted.

Glossary

segregated: Separated or divided along racial, religious or other lines

<https://www.bbc.co.uk/newsround/41775249>

<https://www.bbc.co.uk/newsround/41433196>

Use these links to select 3 or 4 famous people and make notes about their lives.

Challenge 1 - Explain

Here is the opening paragraph. Look at the different features that have been used to engage the reader and explain why they have been used.



In the early days of space travel, complicated calculations were not completed by electronic computers but by people who were known as human computers. Some of the calculations that these incredible people wrote were as long as several books! Do you want to learn more about these incredible individuals? Read on to discover more about four inspirational women who worked as human computers at NASA's (originally known as NACA) Langley Research Centre in Virginia, United States.

Challenge 2 - Demonstrate

Here is a rather poorly written example of an introductory paragraph. Work with a partner to improve this using the techniques you have highlighted already. Make sure it is interesting, concise and that it grabs the reader's attention.

Ages ago there were lots of people who were really good at lots of different things but no very many people remember them. They did lots of great things. Black history month often thinks about people from America. This will tell you about Black people from England. Read on to find out more.

**100 GREAT
BLACK
BRITONS**

Challenge 2 - Create

Your final challenge is to create your own introductory paragraph that you can use in your non-chronological report. What techniques will you include? What facts will you include? How will you grab the reader's attention?

Examples

Ingredients / Success Criteria

The effect I want to create on the reader

Audience and Purpose

English Friday

Today you are writing out your first draft for your report. Try and make it as interesting, but factual as possible. Use some exciting fronted adverbials, factual adjectives and correct tense throughout.

SPaG- Monday

Today's words are:
.....
.....

Look, Cover, Write, Check

	Look	Cover	Write	Check
<i>ambitious</i>				
<i>cautious</i>				
<i>conscientious</i>				
<i>contentious</i>				
<i>facetious</i>				
<i>fictitious</i>				
<i>infectious</i>				
<i>nutritious</i>				
<i>pretentious</i>				
<i>superstitious</i>				
<i>repetitious</i>				
<i>vexatious</i>				

Syllables!

<i>ambitious</i>	
<i>cautious</i>	
<i>conscientious</i>	
<i>contentious</i>	
<i>facetious</i>	
<i>fictitious</i>	
<i>infectious</i>	
<i>nutritious</i>	
<i>pretentious</i>	
<i>superstitious</i>	
<i>repetitious</i>	
<i>vexatious</i>	

SPaG Tuesday

Today's words are:
.....
.....

Can you use a dictionary to find out the meaning of your spellings?

<i>ambitious</i>	
<i>cautious</i>	
<i>conscientious</i>	
<i>contentious</i>	
<i>facetious</i>	
<i>fictitious</i>	
<i>infectious</i>	
<i>nutritious</i>	
<i>pretentious</i>	
<i>superstitious</i>	
<i>repetitious</i>	
<i>vexatious</i>	

Can you use a thesaurus to find two words that mean the same and two words that mean the opposite of your spellings?

	Synonyms		Antonyms	
<i>ambitious</i>				
<i>cautious</i>				
<i>conscientious</i>				
<i>contentious</i>				
<i>facetious</i>				
<i>fictitious</i>				
<i>infectious</i>				
<i>nutritious</i>				
<i>pretentious</i>				
<i>superstitious</i>				
<i>repetitious</i>				
<i>vexatious</i>				

Dis-

visit

motivated

Mis -

take

Over-

connect

De-

judged

heard

Re-

start

What do the prefixes mean?

calculated

Dis-

Mis-

Over-

De-

Re-

Choose 3 of the words above and put them into sentences on the lines below. Remember to think about what the words mean now that they have the additional prefix.

.....

.....

.....

.....

.....

.....

Which of these prefixes is needed to complete the following words? **De-**, **dis-**, **re-**, **mis-**, **over-**.

1. There is an ongoing debate about whether it would be wise to . . . introduce wolves to the highlands of Scotland.
2. The young girls had been taught to have a cautious . . . trust of strangers.
3. One of the major contributions to the effect of global warming has been the continuing . . . forestation of large areas of land.
4. His mother was a strong character with an . . . bearing presence.
5. The army outpost was running short of several items and in desperate need of a . . . supply.
6. She stared . . . believingly at the space where her house had previously been.

Insert words beginning with one of the prefixes, **De-**, **dis-**, **re-**, **mis-**, **over-**, to make the sentences make sense.

1. When other scientists felt something was not right, Dr Williams spent many hours attempting to the data.
2. The wealthy business man had his stone house transferred block by block half way across the world with the intention to it on the land he had bought in Africa.
3. In order to the bomb, she spent a lot of time researching the complex mechanisms.
4. One of the perks of the job was that he was able to buy biscuits at the very cheap prices at the end of each shift.
5. His GPS navigating system tried to politely her down a muddy dirty track.

Today's words are:

Can you put your spellings into full sentences below?

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

Check your sentences with a partner to ensure they make sense.
Make sure they are punctuated correctly!



Weekly Learning Overview JHN

Wk. Beg: 21st September 2020

Year Group: 6



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