



Subject	Day	Focus
Arithmetic	Monday	<p><u>Monday</u> 🎉🎊🎈</p> <p>1. <math>5,307 - 288 =</math>                      6. <math>\frac{2}{9} \times \frac{4}{5} =</math></p> <p>2. <math>60 \times 60 =</math>                              7. <math>551 + 19 =</math></p> <p>3. <math>2\frac{1}{4} - \frac{3}{4} =</math>                                8. <math>723 \times 31 =</math></p> <p>4. <math>\underline{\quad} - 1,00 = 4,815</math>                    9. <math>0.1 + 1,000 =</math></p> <p>5. <math>100 - (16 + 16) =</math>                    10. <math>94.5 \times 100 =</math></p>
	Tuesday	<p><u>Tuesday</u> 🎉🎊🎈</p> <p>1. <math>33,587 - 16,394 =</math>                    6. <math>666 \times 18 =</math></p> <p>2. <math>\square - 1,000 = 564</math>                    7. <math>561 \times 33 =</math></p> <p>3. <math>1\frac{5}{8} - \frac{5}{8} =</math>                                8. <math>704 + 22 =</math></p> <p>4. <math>30 - (42 + 9) =</math>                        9. <math>0.1 + 100 =</math></p> <p>5. <math>\frac{2}{4} \times \frac{3}{7} =</math>                                10. <math>10 \times 22 =</math></p>
	Wednesday	<p><u>Wednesday</u> 🎉🎊🎈</p> <p>1. <math>1237 - \square = 550</math>                      6. <math>700 \times 70 =</math></p> <p>2. <math>\square - 1,000 = 4,414</math>                    7. <math>812 \times 78 =</math></p> <p>3. <math>1\frac{2}{7} - \frac{6}{7} =</math>                                8. <math>924 + 33 =</math></p> <p>4. <math>50 + (108 + 9) =</math>                        9. <math>0.5 + 100 =</math></p> <p>5. <math>\frac{10}{12} \times \frac{2}{3} =</math>                                10. <math>1,000 \times 65 =</math></p>
	Thursday	<p><u>Thursday</u> 🎉🎊🎈</p> <p>1. <math>7,277 - 3,518 =</math>                        6. <math>694 \times 27 =</math></p> <p>2. <math>\square - 300 = 2,680</math>                      7. <math>40 \times 70 =</math></p> <p>3. <math>1\frac{4}{5} - \frac{3}{5} =</math>                                8. <math>715 + 13 =</math></p> <p>4. <math>6 + 10^2 =</math>                                9. <math>0.06 + 10 =</math></p> <p>5. <math>\frac{4}{5} \times \frac{5}{6} =</math>                                10. <math>27.76 \times 100</math></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>
Problem solving - maths	Monday	<i>I can find common multiples of more than one number. Please work through the questions on the resource sheet.</i>
	Tuesday	<i>I can learn and understand the prime numbers up to 100. Please work through the questions on the resource sheet.</i>
	Wednesday	<i>I can identify and calculate with squared and cubed numbers. Please work through the questions on the resource sheet.</i>
	Thursday	<i>I can understand and apply the order of operations rules. Please work through the questions on the resource sheet.</i>
	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 speech.</i>
	Tuesday	<i>I can make notes. I can use different resources to research.</i>
	Wednesday	<i>I can identify figurative language. I can use figurative language.</i>



	Thursday	<i>I can plan an I have a dream speech.</i>
	Friday	<i>I can use my plan to draft an I have a dream speech.</i>
<b>Spelling, Punctuation and Grammar</b>	Monday	<i>I can spell words ending in 'ial.' Please complete the resource sheet below to help you learn your spellings.</i>
	Tuesday	<i>I can spell words ending in 'ial.' Please complete the resource sheet below to help you learn your spellings.</i>
	Wednesday	<i>I can use brackets for parenthesis. Please complete the resource sheet below based on prefixes.</i>
	Thursday	<i>I can use brackets for parenthesis. Please complete the resource sheet below based on prefixes.</i>
	Friday	<i>I can use brackets for parenthesis. Please complete the resource sheet below.</i>

### Homework

Reading	<i>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.</i>
English	<i>Please try and have a go on Lexia- this will support your reading and help with your writing too. If you cannot log on please email the year 6 account and we will see how we can support you. <a href="http://Year6jhnacademy.co.uk">Year6jhnacademy.co.uk</a></i>
Maths	<i>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!</i>



4

I worked out the common multiples of 4 and 6 by multiplying 4 and 6 together to get 24. Then I added on 24 again and again: 24, 48, 72 ...



Jack

I think your method might miss some common multiples.



Rosie

Who do you agree with and why?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5

Write the first five common multiples of these numbers.

a) 2 and 3

\_\_\_\_\_

b) 3 and 12

\_\_\_\_\_

c) 15 and 10

\_\_\_\_\_

Activity 3: SAT's Questions

Chen uses these digit cards.

3



She makes a 2-digit number and a 1-digit number.

She multiplies them together.

Her answer is a **multiple of 10**



What could Chen's multiplication be?



6

Rita has two grandchildren in different years at school.

On Rita's 90th birthday she says to her grandchildren,

"My age is a multiple of both your ages today."

How old could Rita's grandchildren be?

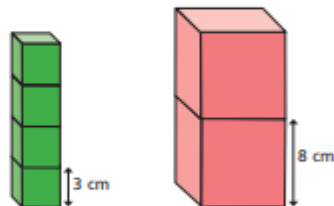
Describe two different solutions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7



Scott is building a tower from blocks 3 cm tall.

Dora is building a tower from blocks 8 cm tall.

They each build a tower taller than 50 cm, but shorter than 1 m.

The towers are exactly the same height.

How tall could the towers be?

\_\_\_\_\_

7

In the circles, write a multiple that belongs to each set.



One has been done for you.

numbers from 1 to 99 — multiple of 10 —  50

numbers from 101 to 199 — multiple of 20 —

numbers from 201 to 299 — multiple of 30 —

numbers from 301 to 399 — multiple of 40 —

14

Write all the common multiples of 3 and 8 that are less than 50

\_\_\_\_\_



**Maths- Tuesday**

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

Cross out all the numbers that are **not** prime numbers.

List the prime numbers between 0 and 50

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7

I think 87 is a prime number because it is odd and most numbers that end in 7 are prime.

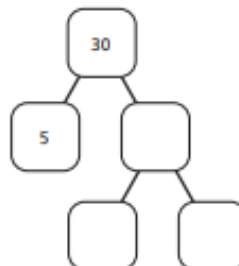


Do you agree with Rosie? \_\_\_\_\_

Test whether or not 87 is a prime number and show your reasoning.

8 Complete the prime factor trees.

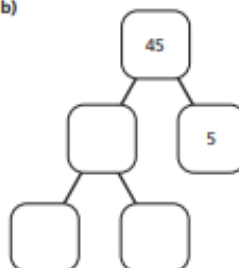
a)



c)



b)



d)



9

★ + ■ = 100

Both ★ and ■ are prime numbers.

How many different solutions can you find?

Activity 3: SAT's Questions

12

Here is a diagram for sorting numbers.

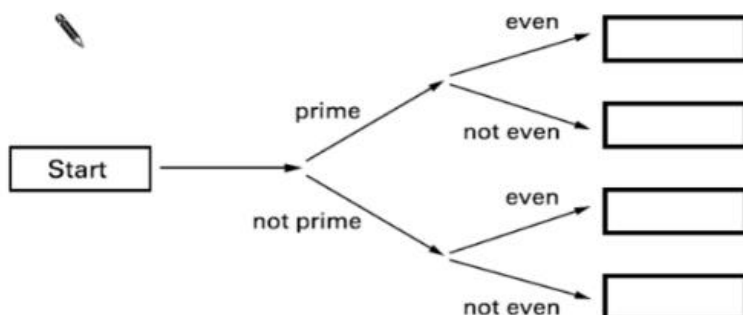
2007A KS2 Q12

Write these three numbers in the correct boxes.

You may not need to use all of the boxes.



9    17    20



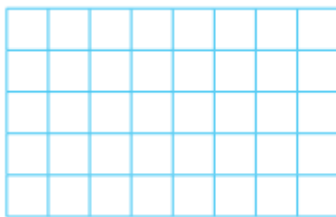


**Maths- Wednesday**

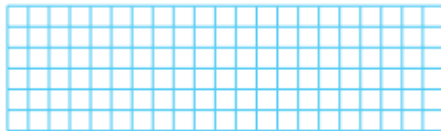
5 Write <, > or = to complete the statements.

- 2 squared ○ 2 cubed
- 2 squared ○  $2 \times 2$
- 2 squared ○ 4
- 2 squared ○ 1 cubed

6 Draw 3 straight lines to split this grid into 3 squares and 1 rectangle.




7 Find four square numbers between 100 and 200




Four empty boxes for writing answers:

8 Dexter works out 20 squared.  
Annie works out 20 cubed.  
Find the difference between Dexter's and Annie's numbers.

9 a)  I am thinking of 2 numbers. When I add them I get a prime number. When I multiply them I get a square number.

What numbers could Mo be thinking of?

\_\_\_\_\_

b)  I am thinking of 2 numbers. When I add them I get a square number. When I multiply them I get a prime number.

What numbers could Alex be thinking of?

\_\_\_\_\_

*Activity 3: SAT's Questions*

18 A **square** number and a **prime** number have a total of 22

What are the two numbers?



+  = 22

Here is a sorting diagram for numbers.

2004A KS2 Q1

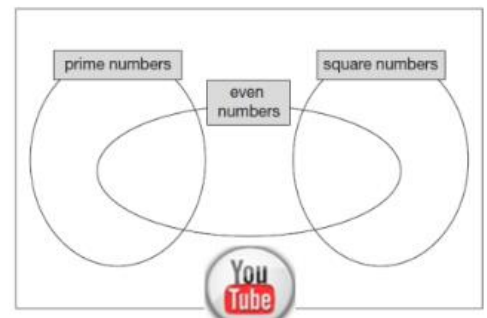
Write a number **less than 100** in each space.

	even	not even
a square number		
not a square number		



Write each number in its correct place on the diagram.

16      17      18      19





**Maths- Thursday**

4 Insert brackets to make the calculations correct.

$5 + 5 \times 5 = 50$	$100 - 100 \div 10 = 0$
$75 = 20 + 5 \times 1\frac{1}{2} + 1\frac{1}{2}$	$10 - 10 \times 10 = 50 + 50 - 100$

5 Insert operations and brackets to make as many different numbers as you can.

One has been done for you.

$(4 + 4) \times 4 = 32$        $3 \ 3 \ 3 \ 3 = \square$

$4 \ 4 \ 4 = \square$        $3 \ 3 \ 3 \ 3 = \square$

$4 \ 4 \ 4 = \square$        $3 \ 3 \ 3 \ 3 = \square$

$4 \ 4 \ 4 = \square$        $3 \ 3 \ 3 \ 3 = \square$

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$4 \ 4 \ 4 = \square$        $3 \ 3 \ 3 \ 3 = \square$

$4 \ 4 \ 4 = \square$        $3 \ 3 \ 3 \ 3 = \square$

6 Dora saves £100 and is given £25 by her gran.

She buys 7 books, each costing £5 and 7 pens each costing £2

Write a calculation with brackets to work out how much money Dora has left.

\_\_\_\_\_

7 King Lear owned 48 counties.

He shared them equally between his three daughters.

One of the daughters gave 15 of her counties away.

Write a calculation to show how many counties she kept.

\_\_\_\_\_

8 Write a story problem for each calculation.

a)  $(1,000 - 250) \div 5$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b)  $1,000 - 250 \div 5$

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Activity 3: SAT's Questions*

2 Write one number from each circle to make this calculation correct.

$\square \times \square - \square = 0$

Write the correct sign >, < or = in each of the following.

$(10 + 5) - 9$   $\square$   $(10 + 9) - 5$

$3 \times (4 + 5)$   $\square$   $(3 \times 4) + 5$

$(10 \times 4) \div 2$   $\square$   $10 \times (4 \div 2)$

31  $20 - 4 \times 2 =$

$\square$  1 mark

14  $50 + (36 \div 6) =$

$\square$  1 mark



**Maths- Friday**

1	$491 + 10$			1
2	$1048 - 10$			1
3	$20 + \underline{\quad} = 97$			1
4	$\underline{\quad} - 33 = 34$			1
5	$90 \times 90$			1
6	$\frac{2}{11} + \frac{4}{11}$			1
7	$567 \div 1000$			1
8	$3^2$			1
9	$0.9 + 0.3$			1

10	$173 \times 3$			1
11	$1382 \div 2$			1
12	$0.08 - 0.01$			1
13	$7\frac{1}{3} - 2\frac{1}{5}$			1
14	$510 \div 17$			2
15	$816 \div 24$			2
16	$\frac{2}{3} - \frac{5}{10}$			1
17	$0.3 \times 7.7$			1
18	$987,976 - 260,359$			1

19	$4,142,524 + 4,369,692$			1
20	$4 - 0.004$			1
21	$135 \times 34$			2
22	$\frac{1}{10} \times 3$			1
23	$25\% \times 540$			1
24	$(8+4) + 8 \div 2$			1
25	$\frac{1}{3} \div 7$			1
26	$\frac{1}{4} \times \frac{2}{5}$			1
27	10% of 24			1

28	$492 \times 17$			2
29	$99.18 \times 10$			1
30	$\frac{1}{5}$ of 40			1
31	$81 + 10$			1
32	$657,482 - 1,000$			1
33	$\frac{1}{2} + \frac{1}{4}$			1
34	$\frac{1}{10}$ of $\underline{\quad}$ is 8			1
35	$\underline{\quad} \div 28 = 22$			1
36	$\underline{\quad} \times 7 = 49$			1





**English- Monday**

## I Have a Dream

*I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal.*

*I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.*

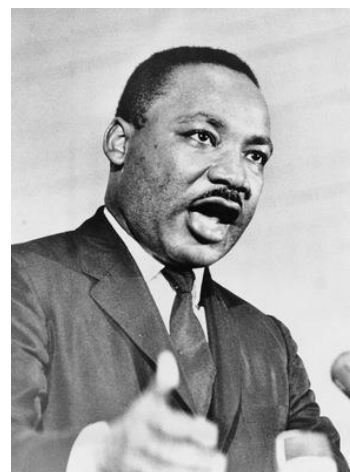
*I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.*

*I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!*

*I have a dream that one day, down in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers. I have a dream today!*

*I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the Lord shall be revealed and all flesh shall see it together.*

*This is our hope. This is the faith that I will go back to the South with. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day, this will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the Pilgrims' pride, from every mountainside, let freedom ring!" And if America is to be a great nation, this must become true.*



**English- Tuesday**





*Today you are going to need to decide what your I have a dream speech is going to be about. You need to research this topic and write down some facts, using bullet points, that you will include in your I have a dream speech.*

*Some example topics are:*

- anti bullying*
- cyber bullying*
- pollution in the sea*
- world peace*
- gender equality*



# Weekly Learning Overview JHN

Wk. Beg: 5<sup>th</sup> October 2020

Year Group: 6



Weekly Learning Overview JHN

Wk. Beg: 5<sup>th</sup> October 2020

Year Group: 6

**English- Thursday**

Examples

Ingredients / Success Criteria

The effect I want to create on the reader

Audience and Purpose



**English- Friday**

Today you are going to be drafting your I have a dream speech. Use the sentence starters bellow to support you. Also make sure you have used your plan and your figurative language in your writing.

I have a dream that one day this nation will . . . . .

. . . . .

I have a dream that one day . . . . .

. . . . .

I have a dream that one day . . . . .

. . . . .

I have a dream that . . . . .

. . . . .

I have a dream today.

I have a dream that one day . . . . .

. . . . .

I have a dream today.

I have a dream that one day . . . . .

. . . . .

This is my hope and faith. With this faith we will be able to . . . . .

. . . . .

. . . . .



**SPaG- Monday**

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

Look, Cover, Write, Check

	Look	Cover	Write	Check
initial				
martial				
partial				
spatial				
impartial				
torrential				
potential				
residential				
substantial				
essential				
inferential				
confidential				

Syllables!

initial	
martial	
partial	
spatial	
impartial	
torrential	
potential	
residential	
substantial	
essential	
inferential	
confidential	

**SPaG- Tuesday**



Today's words are: .....

.....

.....

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

<i>initial</i>	
<i>martial</i>	
<i>partial</i>	
<i>spatial</i>	
<i>impartial</i>	
<i>torrential</i>	
<i>potential</i>	
<i>residential</i>	
<i>substantial</i>	
<i>essential</i>	
<i>inferential</i>	
<i>confidential</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>initial</i>				
<i>martial</i>				
<i>partial</i>				
<i>spatial</i>				
<i>impartial</i>				
<i>torrential</i>				
<i>potential</i>				
<i>residential</i>				
<i>substantial</i>				
<i>essential</i>				
<i>inferential</i>				
<i>confidential</i>				



You use round brackets when:

Lets focus on those quiet parenthesis. You can use them to surround something that seems a bit out of place in the sentence- an aside, an extra detail or an intrusion.

You can add the information into the brackets to change the impact of the sentence.

**Sentence without brackets** - That morning he dressed in a grey tracksuit and trainers.

**Aside** - That morning (which was to change his life forever) he dressed in a tracksuit and trainers.

**Extra detail** - That morning he dressed in tracksuit (new, grey) and trainers.

**An authorial intrusion** - That morning he dressed in a tracksuit (he was as fit as a fiddle) and trainers.

Can you try some of these for the sentences below?

That afternoon the boy walked slowly home.

A woman looked at her watch.

He gazed out of the window.

Write two extra sentences that use brackets for different reasons. Compare them with a partner.





Remember round brackets can surround extra information such as:

1. **An extra detail** - The passenger train (which was late) pulled up at the station.
2. **To offer the reader an aside** - Im heading out (movie night), but Ill call you in the morning.
3. **An authorial intrusion** - Trainspotting (what a unique past time) was her favourite hobby.
4. **A list which interrupts a sentence** - The three busiest train stations in Great Britain (Waterloo, Victoria, Liverpool Street) are all based in London.
5. **A date, or the birth and death of a person** - William Tate (February 1798 s 20 April 1873) was the architect who designed Waterloo Bridge Station.
6. **A Latin name used after a common name** - The film 'My Fair Lady' opens with Eliza Doolittle selling violets (violas) outside Covent Garden.

Insert a number, based on the above information, next to each sentence to show the reason the bracket has been used. *Write 2 of your own and ask your partner to number them.*

Sentence	Number
The 30 <sup>th</sup> anniversary of the eruption on Mount St. Helens (May 18 <sup>th</sup> , 1980) brought back vivid memories of ash and darkness.	
He was heading out (to the cinema) but he would return the call in the morning.	
He was very surprised (and believe be it was pretty hard to surprise him!) as the unexpected party.	
Winston Churchill (1874-1965) was an important figure during the second world war.	
The daffodil (narcissus) is a spring plant with yellow petals.	
His coat was the colours of the rainbow (red, orange, yellow, green, blue, indigo, violet).	



Can you write your own example sentence for each one?



1. An extra detail-

.....

2. To offer the reader an aside-

.....

3. An authorial intrusion-

.....

4. A list which interrupts a sentence-

.....

5. A date, or the birth and death of a person-

.....

6. A Latin name used after a common name-

.....

**Challenge-** try writing a character description of Naledi and Tiro which uses brackets like the examples you have worked on in the week.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Go through and highlight where you have used the brackets for parenthesis? Have you used all 6 examples?