



WEEK 3 - Year 6 Learning Grid

Here are some *suggested* activities to keep you busy over the Easter holiday.

We look forward to seeing your fantastic learning



| Mathematics | English | Science | Life skills & Wider Learning |
|--|--|---|---|
| <p>Mathletics + TTR Mathletics and TTR will continue to be assigned each week, so be sure to log in and check what there is to do!</p> <p>TTR EASTER BATTLE OF THE BANDS. Gorillas vs Eagles!</p> | <p>Reading Aim to read for 25 minutes each day You are now able to take Accelerated Reader quizzes from home by using the following link: https://ukhosted56.renlearn.co.uk/1894764/</p> <p>1. In addition to this, we have also secured limited access to MyOn, Accelerated Reader's e-book system. You can access 1000s of e-books through the following link, all of which have quizzes available: https://readon.myon.co.uk/library/browse.html</p> | <p>The theme for this year's Science week was:</p> <p>Our Diverse Planet. https://www.britishscienceweek.org/</p> <p>Download the free activity pack or create a poster showing how diverse our planet is!</p> | <p>P.E.: Complete Joe Wick's P.E. Session at 9am each morning! https://www.youtube.com/channel/UCAxWIXTOiEJo0TYIRfn6rYQ</p> <p>Art: On the pages below there are a range of Easter art ideas as well as mindfulness colouring sheets</p> <p>Send your rainbow drawings to Nightingale Hospital: Young people are being urged to produce A4 pieces, featuring a rainbow and any positive messages, which will adorn the walls of the hospital.</p> <p>Address: Rainbows for Nightingale, 24 Pullman Close, Ramsgate, Kent, CT12 6BT</p> |
| <p>Arithmetic Each day, complete one of the arithmetic sheets from the pages below.</p> <p>Easter themed Maths activities: On the pages below, you will find a range of Easter themed Maths questions, including an investigation!</p> | <p>Reading https://www.worldofdavidwalliams.com/elevenses/ Every day at 11am, you can listen one of David Walliams' World's Worst Children stories, so sit down, take a break, and enjoy 20ish minutes of pure fun!</p> <p>Free Audible books Audible have opened up their listening library with free audiobooks https://stories.audible.com/discovery</p> | <p>Start a 'Science Selfie' book. Take a selfie every day and then create a mind map around the picture of all of the science that is in it. You will be surprised how much science is around us – even at home!</p> <p>You will also find some ideas for Science Week activities on the pages below.</p> | <p>Send your rainbow drawings to Nightingale Hospital: Young people are being urged to produce A4 pieces, featuring a rainbow and any positive messages, which will adorn the walls of the hospital.</p> <p>Address: Rainbows for Nightingale, 24 Pullman Close, Ramsgate, Kent, CT12 6BT</p> |
| | <p>Spelling Shed Practise the words that you have been assigned; these will change every week. You could also create a hive with your friends to practise together. Once you finish your assigned spellings, you could practise the other lists too</p> | <p>Easter science Conduct research on chickens and/or rabbits. You could then:</p> <ul style="list-style-type: none"> - write a report - create a poster - create a leaflet - write an explanation - write instructions - create a text-map - or anything else! | <p>e-mail: Rainbows@hotmail.com</p> <p>At home: Get involved with the cooking! Could you help prepare the vegetables, make a salad, etc.?</p> <p>Help with the housework! Help Hoover, sweep, dust and clean the bathroom.</p> |
| | <p>Writing Write a story using one of the below pictures as a prompt. Things to remember:</p> <ul style="list-style-type: none"> • Accurate punctuation • Challenge yourself and use more advanced punctuation such as semi-colons, parenthesis, colons, etc. • Use a range of short and long sentences • Remember to show and not tell! • Make every word earn its place | | |
| | <p>Poetry Write a poem using the structure given below. Remember that a poem doesn't need to rhyme and you don't have to follow the given structures exactly if you don't want to!</p> | | |
| | <p>Shepway Rotary Young Writer Competition 2020 You will find all the information below. The entry form will also be uploaded to the Sandgate website! Good luck!</p> | | |

Write a story using these pictures:



Shepway Rotary Young Writer Competition 2020

Aims

This competition aims to encourage young people to:

- Use their writing skills
- Write with imagination and creativity

Who can take part?

This competition is open to students in full time education in three age groups:

- Junior 7 to 10 years
- Intermediate 11 to 13 years
- Senior 14 to 17 years

Above ages as at 29th February, 2020

Competition Guidelines

The task is to produce a written or typed story in prose entitled “**Inspiration**”. By whom, what or how are you or could you be inspired.

The written entry could be fiction or non-fiction, a story or a poem, as long as the piece relates to the theme.

An A4 page or 500 words is a suggested suitable submission.

How to Enter

Entries for the competition must be submitted as an attachment to an e-mail by 29th May, 2020. An entry form can be found on the learning packs page of the school website.

For further details please contact Rtn. Gill Singfield of the Rotary Club of Romney Marsh.

Tel: 01797 367258

E-mail: gilsingfield@btinternet.com



You will find the entry form on the school website.

Poetry:



'If I Had Wings'

If I had wings
I would touch the fingertips of clouds
And

If I had wings
.....
.....



'My World'

I like to look at
The
The
The

I like to listen to
The
The
The

I like the smell of
.....
.....
.....

I like the taste of
.....
.....
.....

I like to touch
The
.....
A

Easter Art ideas:

Dried Petal Pictures

Supplies

- Selection of dried petals
- A4 white or blue card
- Brown felt tip pen
- PVA glue
- Lolly sticks



Fingerprint Flowers

Supplies

- A selection of coloured paints
- Blue or green paper or card
- Lolly stick



Fingerprint Spring Wreath

Supplies

- A wreath cut out of green card from this template
- Ribbon- green or yellow
- Hole-punch
- Paints in shallow pots
- Felt tip pens



Minibeast Pebbles

Supplies

- Smooth pebbles
- Paint
- Paintbrushes
- Black felt tip pens
- PVA glue
- Pipe cleaners



Egg Box Daffodil

Supplies

- One segment of an egg box
- PVA glue
- Scissors
- Yellow or orange paint
- Paintbrush
- Green and yellow card
- Flower head template



Yoghurt pot Frog

Supplies

- 2 small yoghurt pots
- Green tissue paper
- Pink, green and red card
- Googly eyes
- PVA glue
- Sticky tape
- Black felt-tip pen



Easter Art ideas:



Easter Art ideas:



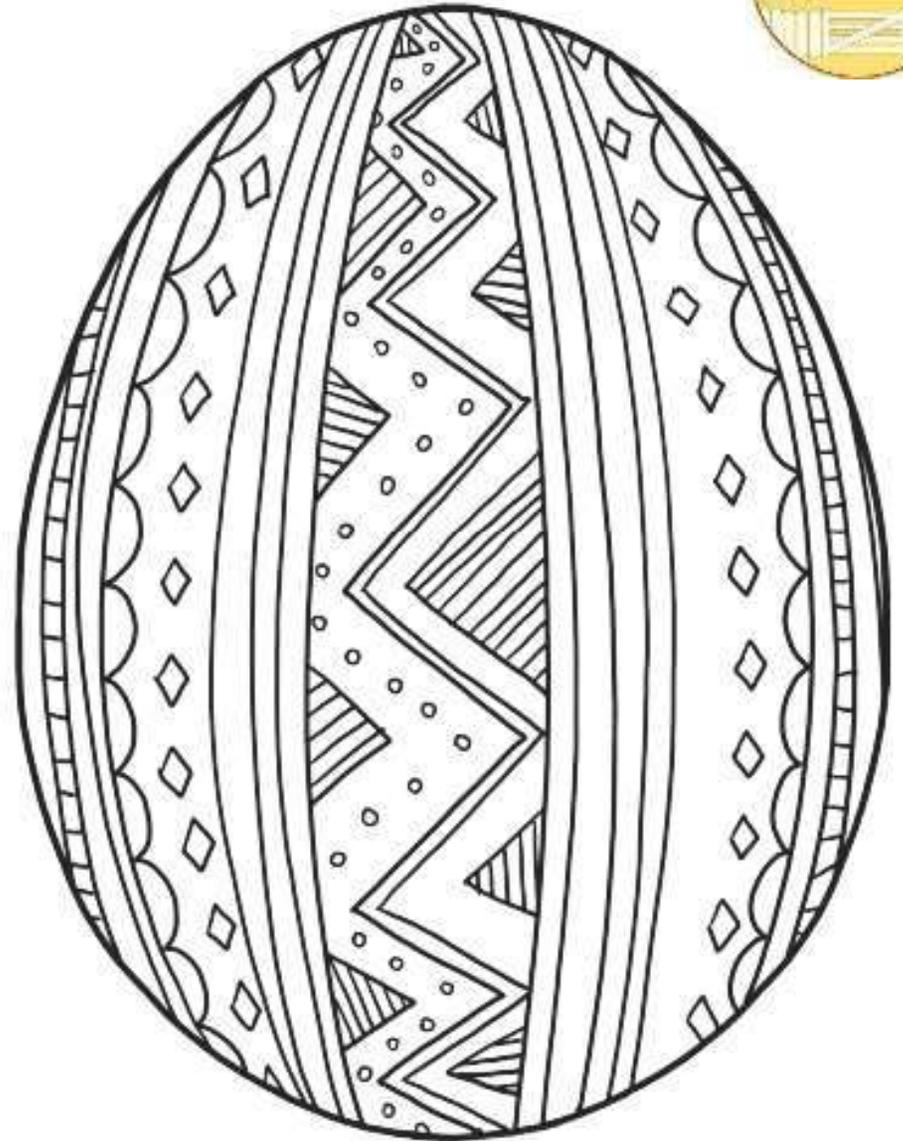
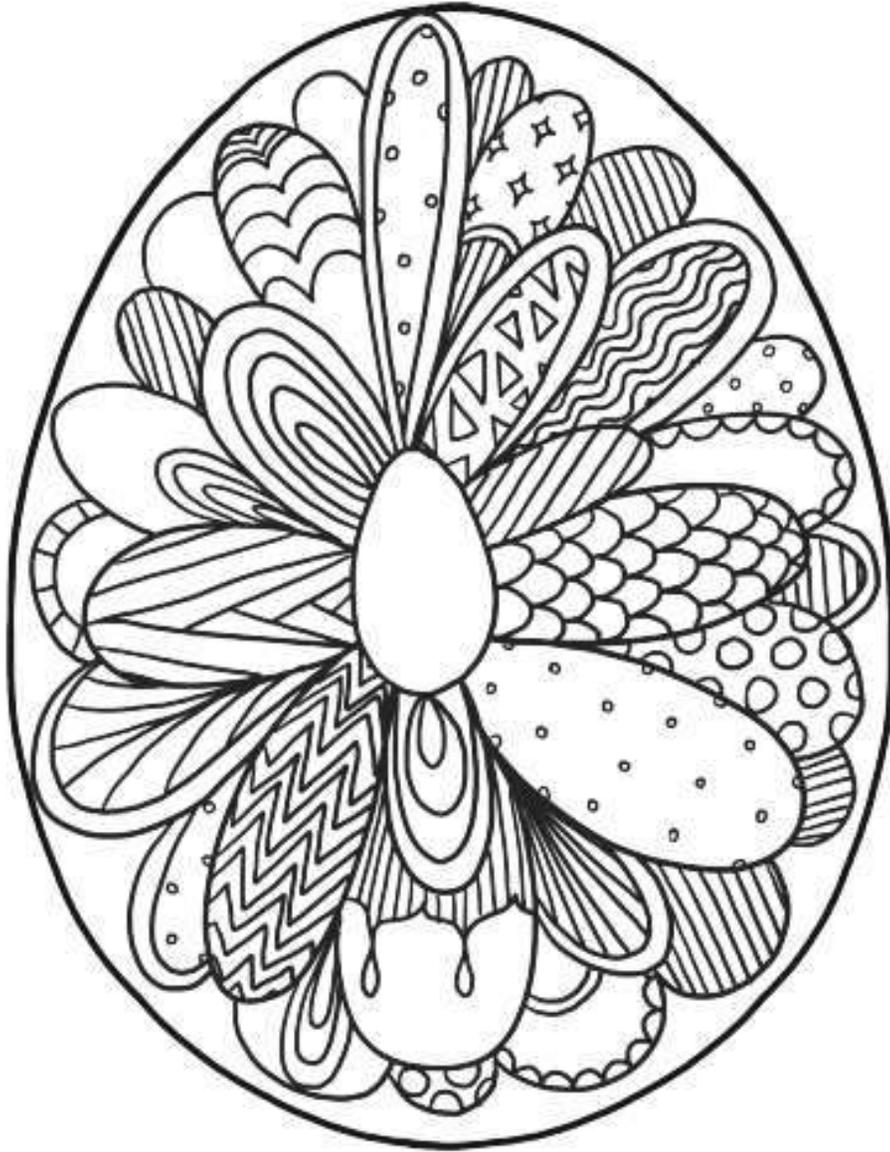
Easter Art ideas:



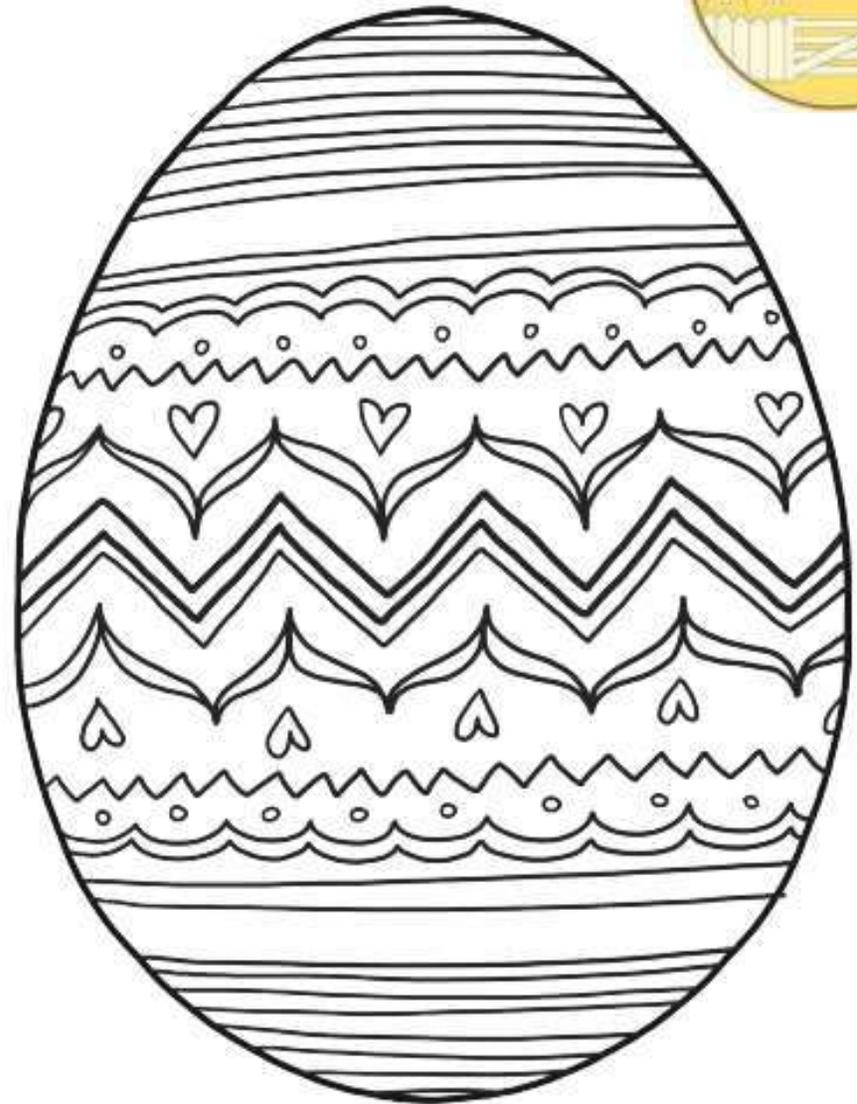
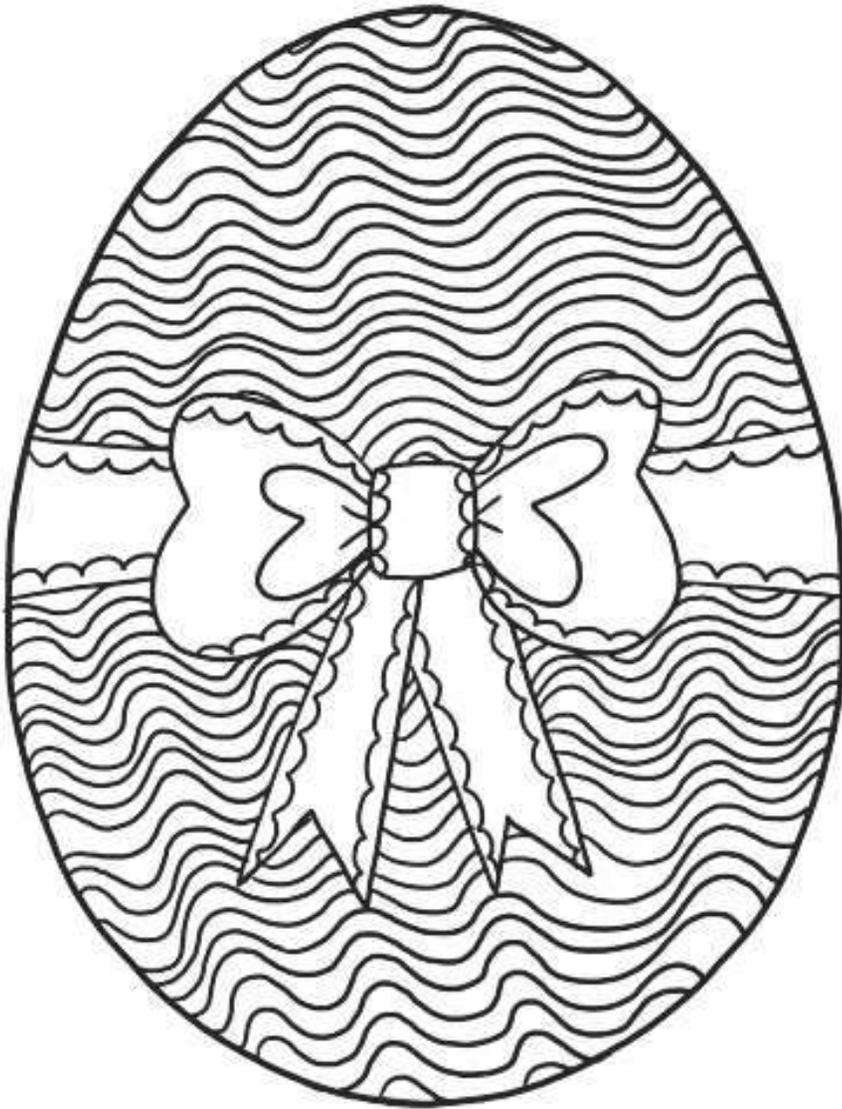
Mindfulness colouring:



Mindfulness colouring:



Mindfulness colouring:



Science Week ideas:



About this activity

Large ships have been around for thousands of years, transporting goods around the world. The *Cutty Sark* was built in 1869 to bring tea from China to London. In this activity you will build boats and investigate how much weight can be added to the boats before they sink.

Kit list

- 1 Toml paper
- 1 Ice cream tub, or any tub or tank
- 1 Small weights or coins
- 1 Sellotape
- 1 Scissors
- 1 Cloth to mop up spills quickly
- 1 Optional extra materials for boat building e.g. foam, foil, plasticine

Time: 1 hour

Watch out!

Quickly mop up any water that you spill – wet floors are slippery and can cause accidents.



Diverse places

Don't tip the ship!

Instructions

- 1 Fill a tub or tank with water. Place it on a mat or tray so your surfaces don't get slippery with spilled water.
- 2 Take a piece of squared paper. Create a rectangle of 6 x 7 squares. Cut this out as shown on the next page.
- 3 Fold up the four sides (shown in green). Tape the corners together to make it watertight.
- 4 Count the number of squares in the base of the boat.
- 5 Gently place the boat in the tub of water – it will float!
- 6 Add weights one after the other until the boat sinks. For best results, place the weights equally and in a balanced way around the boat.
- 7 Repeat the experiment and compare your results with other groups.
- 8 Now try different designs. Does the size or shape of the boat change how many weights it can hold? The only limit is the size of the tub!
- 9 Discuss your results as a class.

boat. On a real ship the weight is carefully spread across it to prevent it from tipping.

Next steps

Why not use different materials to make and test your boats?

Find out more about the *Cutty Sark* and how to visit at img.co.uk/cuttysark



Science Week ideas:



| | | | | | |
|--|----|----|----|----|--|
| | | | | | |
| | 1 | 2 | 3 | 4 | |
| | 5 | 6 | 7 | 8 | |
| | 9 | 10 | 11 | 12 | |
| | 13 | 14 | 15 | 16 | |
| | 17 | 18 | 19 | 20 | |
| | | | | | |

Maths investigation.

Follow the clues to find the perpetrator!



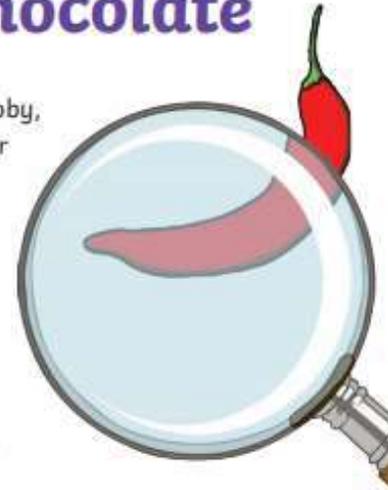
The Mystery of the Contaminated Chocolate

The UK's leading chocolate manufacturer, Mega-Chocca-Dooby, had just finished testing their final batch of finest Easter eggs to be distributed around the UK when they found their tasters rushing, red in the face, for glasses of cold milk!

On closer inspection, the whole batch had been sabotaged when it was found that someone had poured chilli oil into the chocolate vats!

When the CCTV footage was viewed, all that could be seen was a hooded figure pouring in the oil in the dead of night.

So who was the perpetrator?





You are the Detective Inspector in charge of the investigation...

Solve the following clues to eliminate all-but-one of the following suspects based on their gender, height, eye colour, hair colour and the transport they use.

Good Luck... Mega-Chocca-Dooby is depending on you!



| Name | M/F | Height | Eye Colour | Hair Colour | Transport Used |
|--------------------|-----|--------|------------|-------------|----------------|
| Arthur Almond | M | 1.72m | Blue | ginger | walk |
| Anneke Anise | F | 1.83m | Brown | blonde | car |
| Brenda Buttercream | F | 152cm | Green | black | motorbike |
| Brian Bonbon | M | 190cm | Brown | bald | bus |
| Celia Carob | F | 1.8m | Brown | ginger | bicycle |
| Clive Confection | M | 1850mm | Brown | brown | car |
| Danny Drizzle | M | 1.85m | Grey | blonde | bicycle |
| Danuta Doublechoc | F | 1.7m | Hazel | blonde | car |
| Elsie Eatery | F | 158cm | Blue | grey | walk |
| Elias Eccles | M | 1.64m | Green | brown | bicycle |
| Fiona Fudge | F | 1.6m | Blue | ginger | bicycle |
| Freddie Fondue | M | 1.81m | Blue | bald | motorbike |



| | | | | | |
|-----------------|---|--------|-------|--------|-----------|
| Gordon Ganache | M | 191cm | Hazel | brown | car |
| Gemma Glucose | F | 176cm | Brown | blonde | bicycle |
| Harold Honey | M | 1.89m | Brown | grey | bicycle |
| Heidi Hazelnut | F | 1.77m | Green | black | car |
| Iris Icing | F | 164cm | Blue | ginger | walk |
| Ian Icecream | M | 1.84m | Hazel | brown | walk |
| Joe Jammy | M | 1.8m | Green | ginger | motorbike |
| Janine Jelly | F | 159cm | Blue | brown | bicycle |
| Katie Kremery | F | 1.69m | Grey | blonde | car |
| Kevin Kiwi | M | 1.62m | Brown | brown | bus |
| Leonard Lemony | M | 1780mm | Blue | bald | car |
| Leanne Lime | F | 1.59m | Green | brown | walk |
| Mike Mocha | M | 172cm | Hazel | black | bicycle |
| Millie Muffin | F | 1.66m | Blue | ginger | motorbike |
| Noah Nougat | M | 1840mm | Brown | ginger | motorbike |
| Nuala Nutmeg | F | 163cm | Hazel | brown | walk |
| Olivia Ombre | F | 1.6m | Brown | blonde | bicycle |
| Otis Orange | M | 1700mm | Blue | blond | car |
| Paula Pavlova | F | 166cm | Green | grey | motorbike |
| Patrick Praline | M | 1.65m | Brown | bald | walk |



Clue 1

Your detectives have worked out that to reach the chocolate vats you need to be over a certain height. That height in millimetres will be the number that is the odd one out from these calculation answers. Unfortunately, some wise guy has put them into Roman Numerals so you'll have to translate them first...

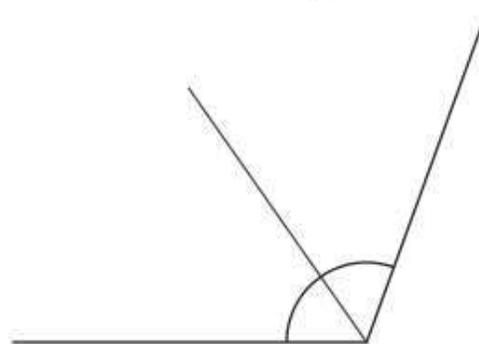
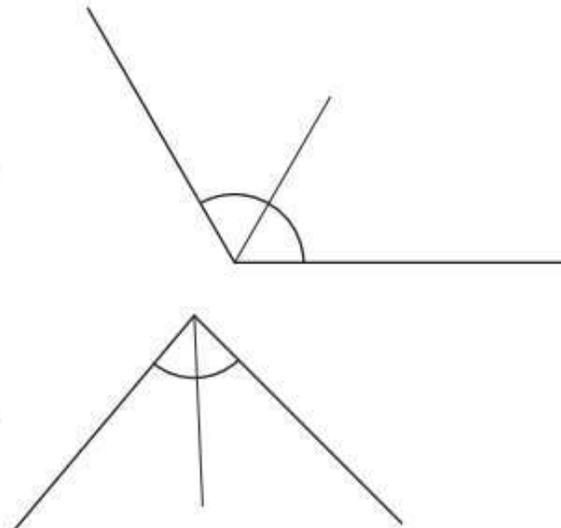
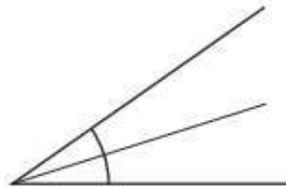
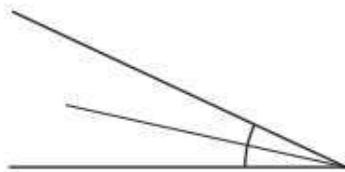
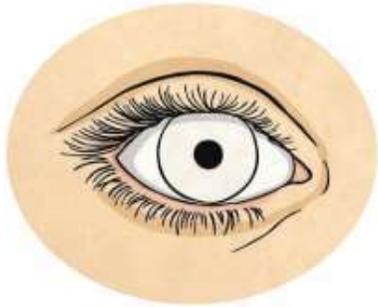
| | | | | | | | | | | | | |
|-----------|---|---|---|---|---|---|---|---|---|---|---|---|
| a) | C | C | L | I | I | I | x | I | V | | | |
| b) | M | C | M | X | C | V | - | C | C | X | L | V |
| c) | M | M | M | X | X | X | V | I | ÷ | I | I | I |





Clue 2

One of the CCTV cameras near the entrance of the factory was covered over by the hooded criminal, but unfortunately for them, the camera caught a glimpse of the colour of their eyes. Measure these angles, use the code cracker, pick one letter from each angle and rearrange the letters to find out the eye colour of our chocolate hooligan.



| Angle | Letters to choose from |
|-------|------------------------|
| 120° | R or E |
| 85° | A or O |
| 25° | B or H or U |
| 15° | G or Z |
| 35° | L or W |
| 110° | N or Y |

Clue 3

Outside the factory, your scene of crime officers (SOCOs) found something in the mud that tells them what you will need to work out from the fraction code below. The evidence is written in improper fractions and to solve it you need to find the letter with the matching whole or mixed number and write it down.



| A | B | C | D | E | H | I | K |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|
| 10 | $2\frac{1}{4}$ | $3\frac{1}{8}$ | 5 | $2\frac{1}{3}$ | $3\frac{1}{5}$ | $3\frac{3}{4}$ | $3\frac{1}{11}$ |
| L | O | P | R | S | T | U | W |
| $5\frac{2}{5}$ | $3\frac{3}{5}$ | 3 | $1\frac{1}{2}$ | $3\frac{1}{3}$ | $2\frac{2}{3}$ | $1\frac{1}{2}$ | $2\frac{3}{4}$ |

| | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|
| $\frac{40}{15}$ | $\frac{32}{10}$ | $\frac{28}{12}$ | $\frac{19}{6}$ | $\frac{21}{14}$ |
| | | | | |

| | | | | |
|----------------|----------------|----------------|-----------------|-----------------|
| $\frac{27}{5}$ | $\frac{12}{4}$ | $\frac{10}{8}$ | $\frac{45}{12}$ | $\frac{40}{15}$ |
| | | | | |

| | | | | |
|----------------|-----------------|----------------|-----------------|----------------|
| $\frac{10}{8}$ | $\frac{45}{12}$ | $\frac{35}{7}$ | $\frac{28}{12}$ | $\frac{30}{9}$ |
| | | | | |

| | | | | |
|------------------|-----------------|-----------------|-----------------|-----------------|
| $\frac{100}{10}$ | $\frac{54}{24}$ | $\frac{45}{12}$ | $\frac{34}{11}$ | $\frac{28}{12}$ |
| | | | | |

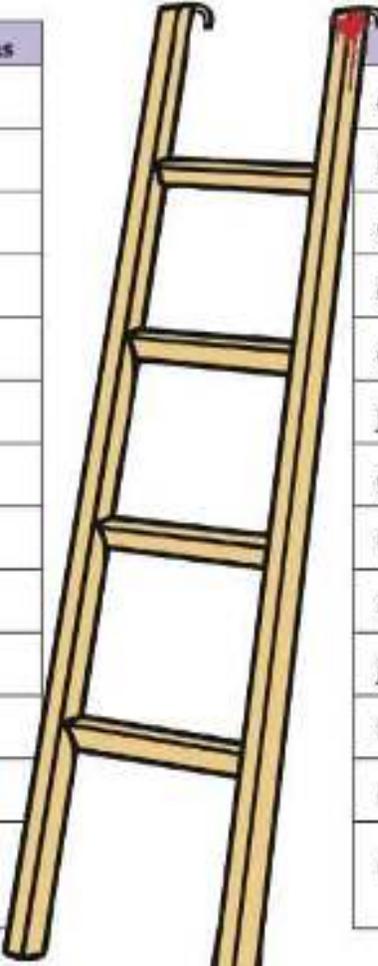


Clue 4

The SOCOs have done some more investigating and have found some blood where the wrongdoer cut themselves on the ladder to the chocolate vat. From that sample, they were able to determine something about the person. You can find their answer by solving the algebraic equations to find out the value of each letter below. Then you will be able to solve the clue.



| Algebraic Expressions | Answers |
|-----------------------|---------|
| $a + 7 = 10$ | $a =$ |
| $14 - b = 3 + 7$ | $b =$ |
| $a + b = c$ | $c =$ |
| $d + a = 8$ | $d =$ |
| $e - b = -2$ | $e =$ |
| $f^2 = 36$ | $f =$ |
| $6g = 6$ | $g =$ |
| $\sqrt{121} = h$ | $h =$ |
| $i = a^2$ | $i =$ |
| $ab = j$ | $j =$ |
| $k = e^2$ | $k =$ |
| $l = 2f + g$ | $l =$ |
| $\frac{j+k}{2} = m$ | $m =$ |

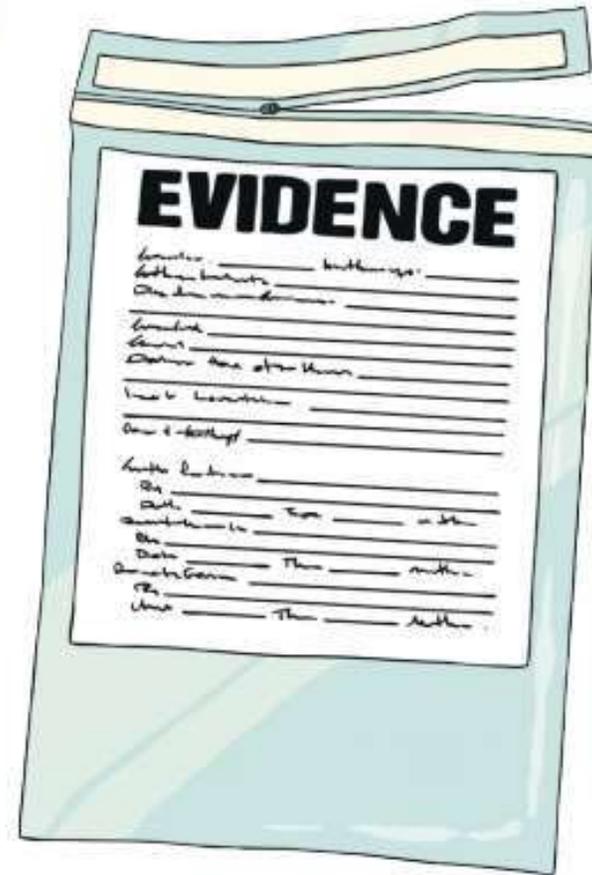


Clue: 6, 2, 10, 3, 13, 2

Clue 5

The SOCOs have found one more piece of evidence that will finally tell us the identity of the offender. Use this jumbled up times tables square to crack the code below to discover their findings.

| | | | | | | | | | | |
|----|---|---|---|---|----|---|---|---|---|----|
| x | 2 | 5 | 7 | 3 | 10 | 8 | 6 | 4 | 1 | 9 |
| 6 | I | A | L | V | B | K | D | C | J | " |
| 9 | V | M | ! | T | \$ | Y | " | D | H | B |
| 3 | J | S | U | H | A | C | V | I | : | T |
| 1 | Q | & | . | : | P | W | J | X | Z | H |
| 7 | F | G | @ | U | / | O | L |) | . | ! |
| 2 | X | P | F | J | R | N | I | W | Q | V |
| 8 | N | ? | O | C | # | E | K | £ | W | Y |
| 5 | P | (| G | S | * | ? | A | R | & | M |
| 10 | R | * | / | A | % | # | B | ? | P | \$ |
| 4 | W | R |) | I | ? | £ | C | N | X | D |





| | | | | |
|----|----|----|----|----|
| 30 | 42 | 56 | 16 | 35 |
| | | | | |

| | | | | | |
|----|----|----|----|----|----|
| 81 | 42 | 56 | 16 | 36 | 64 |
| | | | | | |

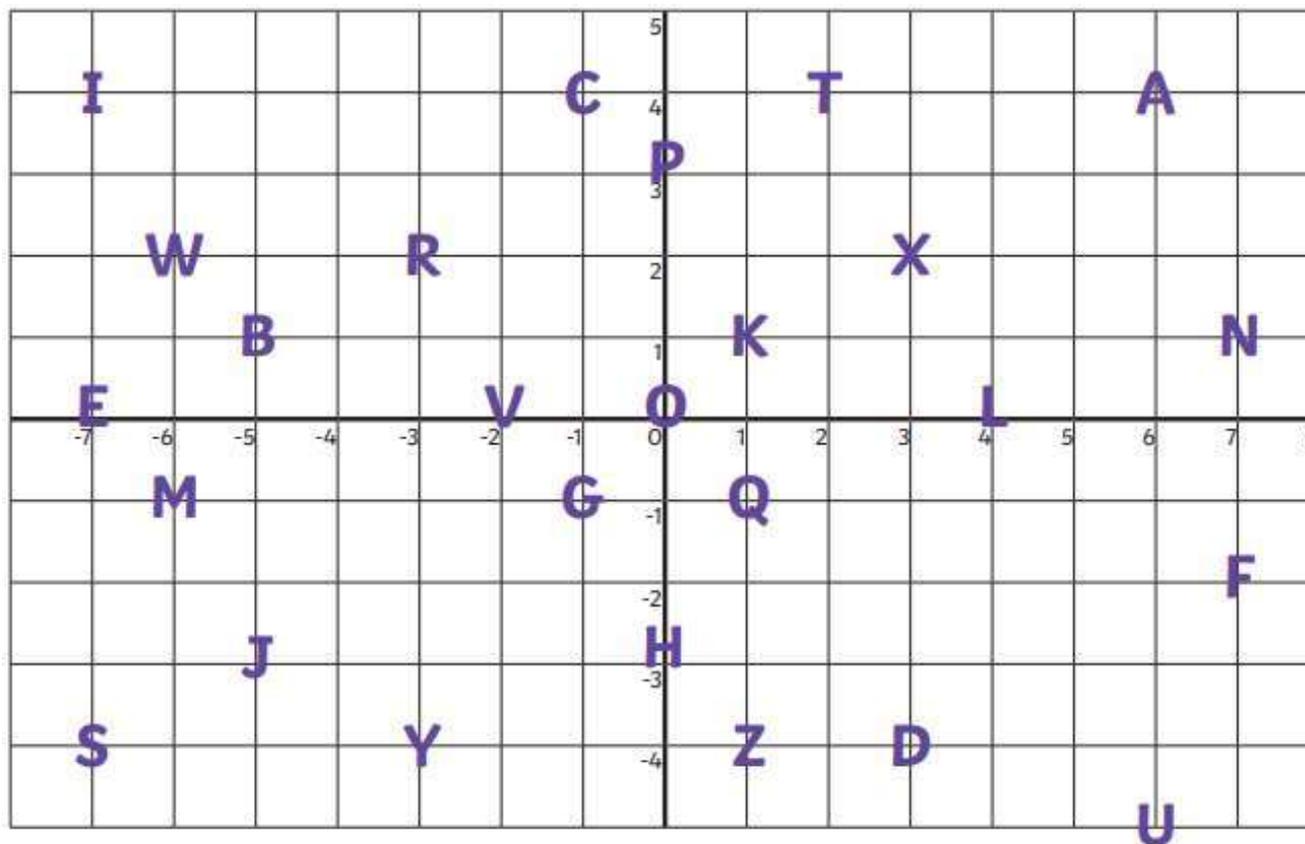
| | | | | |
|---|----|----|----|----|
| 9 | 30 | 12 | 20 | 63 |
| | | | | |

The Culprit: _____



The Confession

When the trespasser was eventually caught and brought to face charges, they were asked about their motive. Solve the code below to find out what they said.





| | | | | | |
|---------------|---------------|--------------|--------------|--------------|---------------|
| (-7,4) | (-6,2) | (6,4) | (7,1) | (2,4) | (-7,0) |
| | | | | | |

| | | | | | |
|---------------|--------------|--------------|----------------|--------------|--------------|
| (3,-4) | (2,4) | (0,0) | (-6,-1) | (6,4) | (1,1) |
| | | | | | |

| | | | | | |
|---------------|---------------|--------------|--------------|---------------|---------------|
| (-7,0) | (0,-3) | (0,0) | (2,4) | (-1,4) | (0,-3) |
| | | | | | |

| | | | | | | |
|--------------|---------------|--------------|--------------|--------------|--------------|---------------|
| (0,0) | (-1,4) | (0,0) | (4,0) | (6,4) | (2,4) | (-7,0) |
| | | | | | | |

Answers

Clue 1:

1.75m or 175cm

Clue 2:

BROWN

Clue 3:

The culprit rides a bike.

Clue 4:

FEMALE

Clue 5:

A long blonde hair!

The Culprit:

Gemma Glucose

The Confession:

I wanted to make hot chocolate.



Easter themed Maths challenges:



Chocolate Factory Fractions

At the chocolate factory, the workers have been busy making different types of chocolate Easter eggs and Easter chocolates. John has to make 81 chocolate rabbits. He has made 54 so far.

That's $\frac{54}{81}$. This can be simplified to $\frac{2}{3}$.

Explanation: 54 and 81 both have a common factor of 9. Therefore $54 \div 9 = 6$ and $81 \div 9 = 9$. $\frac{6}{9}$ can be further simplified because they both have a common factor of 3. Therefore, $6 \div 3 = 2$ and $9 \div 3 = 3$, so the final fraction is $\frac{2}{3}$.

Simplify each worker's fraction below to its lowest form.

Chocolate Chicks: $\frac{20}{25} = \square$

Milk Chocolate Eggs: $\frac{63}{72} = \square$

White Chocolate Eggs: $\frac{15}{24} = \square$

Surprise Eggs: $\frac{55}{75} = \square$

Cream Filled Eggs: $\frac{40}{96} = \square$

Hazelnut Eggs: $\frac{36}{48} = \square$

Honeycomb Eggs: $\frac{28}{35} = \square$

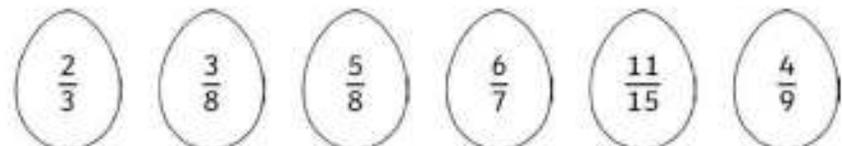
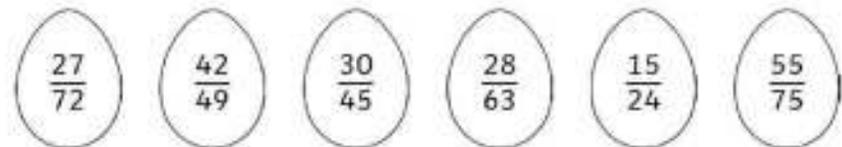
Caramel Eggs: $\frac{42}{48} = \square$

Chocolate Lambs: $\frac{36}{40} = \square$

Little Mini Eggs: $\frac{81}{108} = \square$

Easter Egg Match

Match the Easter eggs on the top row with their simplest form on the bottom row.



Answers:



Chocolate Factory Fractions

Chocolate Chicks: $\frac{4}{5}$

Milk Chocolate Eggs: $\frac{7}{8}$

White Chocolate Eggs: $\frac{5}{8}$

Surprise Eggs: $\frac{11}{15}$

Cream Filled Eggs: $\frac{5}{12}$

Hazelnut Eggs: $\frac{3}{4}$

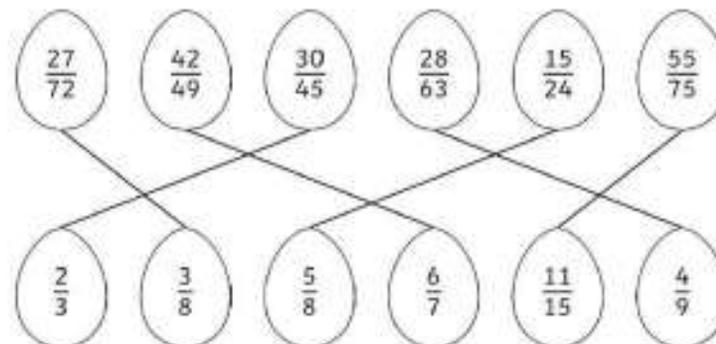
Honeycomb Eggs: $\frac{4}{5}$

Caramel Eggs: $\frac{7}{8}$

Chocolate Lambs: $\frac{9}{10}$

Little Mini Eggs: $\frac{3}{4}$

Easter Egg Match



Easter themed Maths challenges:

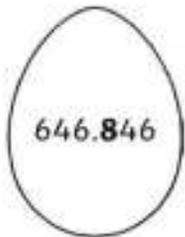
Eggstraterrestrials

Look at the EGGstraterrestrial below. They all have decimal numbers on. Write the value of the highlighted number on each EGGstraterrestrial. The first has been done for you.



646.269

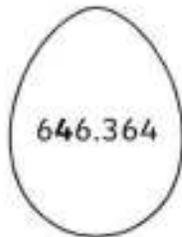
6 hundredths



646.846



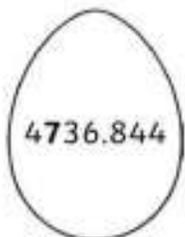
946.346



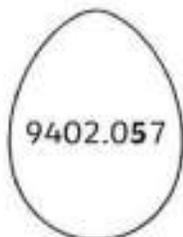
646.364



467.247



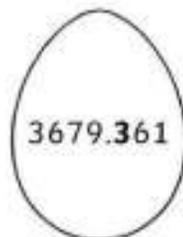
4736.844



9402.057



7408.907



3679.361



Eggstraterrestrials

The EGGstraterrestrials started to fill in the table below but never completed it. Use your knowledge of place value to complete each table.



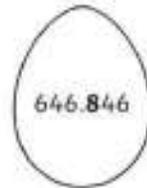
| Number | $\times 10$ | $\times 100$ | $\times 1000$ |
|---------|-------------|--------------|---------------|
| 32.547 | | 3254.7 | |
| 21.037 | | | 21 037 |
| 561.003 | 5610.03 | | |

| Number | $\div 10$ | $\div 100$ | $\div 1000$ |
|---------|-----------|------------|-------------|
| 46 645 | 4564.5 | | |
| 94 054 | | | 94.054 |
| 794 306 | | 7943.06 | |

Answers:

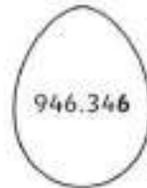


Eggstraterrestrials



646.846

8 tenths



946.346

6 thousandths



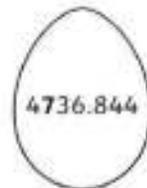
646.364

4 tens



467.247

2 tenths



4736.844

7 hundreds



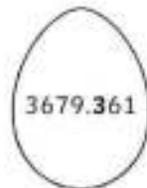
9402.057

5 hundredths



7408.907

7 thousandths



3679.361

3 tenths

The EGGstraterestrials started to fill in the table below but never completed it. Use your knowledge of place value to complete each table.

| Number | $\times 10$ | $\times 100$ | $\times 1000$ |
|---------|---------------|-----------------|----------------|
| 32.547 | 325.47 | 3254.7 | 32 547 |
| 21.037 | 210.37 | 2103.7 | 21 037 |
| 561.003 | 5610.03 | 56 100.3 | 561 003 |

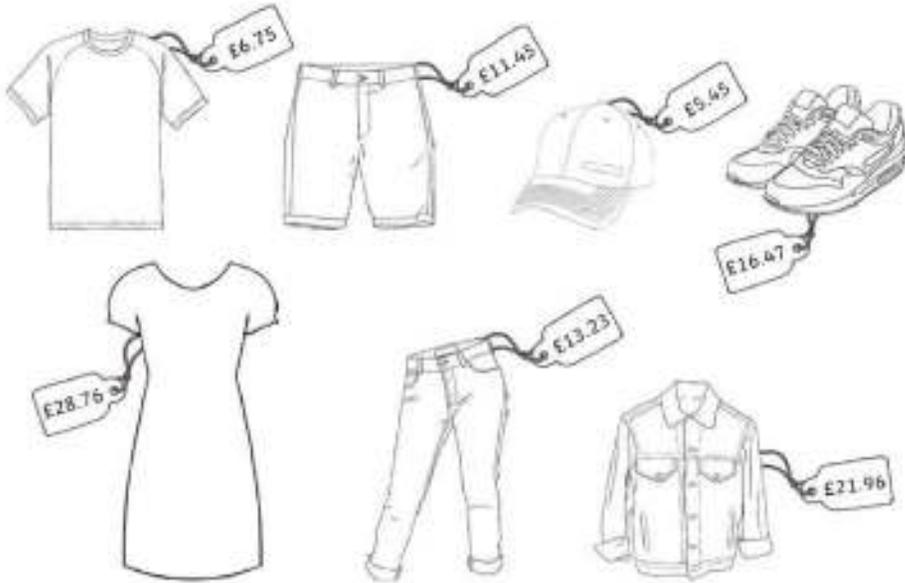
| Number | $\div 10$ | $\div 100$ | $\div 1000$ |
|---------|-----------------|---------------|----------------|
| 46 645 | 4564.5 | 456.45 | 45.645 |
| 94 054 | 9405.4 | 940.54 | 94.054 |
| 794 306 | 79 430.6 | 7943.06 | 794.306 |

Easter themed Maths challenges:



Easter Holiday

Lila and Amira are going to Spain over the Easter half-term holiday. They have gone to the shop to buy new clothes for their holiday.



7 T shirts =

6 pairs of trousers =

Easter Holiday

3 jackets =

4 pairs of trainers =

4 hats =

8 pairs of shorts =

5 dresses =

Answers:



Easter Holiday

7 T shirts = **£47.25**

6 pairs of trousers = **£79.38**

3 jackets = **£65.88**

4 pairs of trainers = **£65.88**

4 hats = **£21.80**

8 pairs of shorts = **£91.60**

5 dresses = **£143.80**

Easter themed Maths challenges:



Easter Holiday 2

The following families are going on holiday over the Easter holidays. Below are the costs of each family's holiday. Use division to calculate the cost per person for each holiday. Write your answers to two decimal places. Show working out in the spaces provided.

Alicante
The Smiths
 $£1297 \div 4 =$



Denmark
The Jones
 $£2617 \div 4 =$



Newquay
The Jankowskis
 $£349 \div 4 =$



Rome
The Bentleys
 $£373 \div 3 =$



Fuerteventura
The Rajaganeshans
 $£1561 \div 5 =$



Paris
The Patels
 $£1186 \div 5 =$



Exchange Rates:

Please complete the Easter exchange rate table from the travel agent where each family booked their holiday.

| Currency | Rate | round to 1p | round to 10p |
|---------------------|----------|-------------|--------------|
| €1 | £0.86225 | | |
| \$1 | £0.77105 | | |
| 1 Chinese Yuan | £0.11559 | | |
| 1 Australian Dollar | 0.59555 | | |
| 1 Pakistani Rupee | £0.00737 | | |

Answers:



Easter Holiday 2

Alicante
The Smiths
 $£1297 \div 4 =$
£324.25

Denmark
The Jones
 $£2617 \div 4 =$
£654.25

Newquay
The Jankowskis
 $£349 \div 4 =$
£87.25

Rome
The Bentleys
 $£373 \div 3 =$
£124.33

Fuerteventura
The Rajaganeshans
 $£1561 \div 5 =$
£312.20

Paris
The Patels
 $£1186 \div 5 =$
£237.20

Exchange Rates:

Please complete the Easter exchange rate table from the travel agent where each family booked their holiday.

| Currency | Rate | round to 1p | round to 10p |
|---------------------|----------|--------------|--------------|
| €1 | £0.86225 | £0.86 | £0.90 |
| \$1 | £0.77105 | £0.77 | £0.80 |
| 1 Chinese Yuan | £0.11559 | £0.12 | £0.10 |
| 1 Australian Dollar | 0.59555 | £0.60 | £0.60 |
| 1 Pakistani Rupee | £0.00737 | £0.01 | £0.00 |

Easter themed Maths challenges:

Spring Lambs

Easter is a very busy time for lots of farmers. It's the time that many new animals are born, including lots of lambs. On each hundred square below, the number of squares shaded represents the number of male lambs born on each farm. Write this number of male lambs as a decimal, fraction and percentage. The first has been done for you.

| Farm | 100 Square | Fraction | Percentage | Decimal |
|------|------------|----------|------------|---------|
| 1 | | | | |
| 2 | | | | |
| 3 | | | | |



| Farm | 100 Square | Fraction | Percentage | Decimal |
|------|------------|----------|------------|---------|
| 4 | | | | |
| 5 | | | | |
| 6 | | | | |

Answers:



Spring Lambs

| Farm | 100 Square | Fraction | Percentage | Decimal |
|------|------------|------------------|------------|---------|
| 1 | | $\frac{74}{100}$ | 74% | 0.74 |
| 2 | | $\frac{45}{100}$ | 45% | 0.45 |
| 3 | | $\frac{3}{10}$ | 30% | 0.3 |
| 4 | | $\frac{63}{100}$ | 63% | 0.63 |
| 5 | | $\frac{50}{100}$ | 50% | 0.5 |
| 6 | | $\frac{25}{100}$ | 25% | 0.25 |

Year 6

Arithmetic 1 - questions:

Make sure you put
these into a formal
written method
and line them up
correctly!

$$800.54 + 90.52 =$$

$$94.9 - 41.871 =$$

$$803.309 - 133.36 =$$

$$489.08 - 4.2 =$$

$$384.94 + 17.348 =$$

$$67.1 - 1.19 =$$

$$686.4 - 199.61 =$$

$$75.715 + 30.5 =$$

$$3.7 + 1.5 =$$

$$875.75 + 26.64 =$$

$$343.4 + 5.607 =$$

$$809.144 - 15.96 =$$

$$767.3 - 24.9 =$$

$$921.74 + 2.7 =$$

$$260.65 - 40.9 =$$

$$35.438 - 17.2 =$$

$$6.356 + 5.8 =$$

$$89.88 - 48.8 =$$

$$64.32 + 21.63 =$$

$$656.86 + 46.37 =$$



Year 6
Arithmetic 1 - answers:

$$800.54 + 90.52 = 891.06$$

$$343.4 + 5.607 = 349.007$$

$$94.9 - 41.871 = 53.029$$

$$809.144 - 15.96 = 793.184$$

$$803.309 - 133.36 = 669.949$$

$$767.3 - 24.9 = 742.4$$

$$489.08 - 4.2 = 484.88$$

$$921.74 + 2.7 = 924.44$$

$$384.94 + 17.348 = 402.288$$

$$260.65 - 40.9 = 219.75$$

$$67.1 - 1.19 = 65.91$$

$$35.438 - 17.2 = 18.238$$

$$686.4 - 199.61 = 486.79$$

$$6.356 + 5.8 = 12.156$$

$$75.715 + 30.5 = 106.215$$

$$89.88 - 48.8 = 41.08$$

$$3.7 + 1.5 = 5.2$$

$$64.32 + 21.63 = 85.95$$

$$875.75 + 26.64 = 902.39$$

$$656.86 + 46.37 = 703.23$$



Year 6

Arithmetic 2 - questions:

Find the value of each expression in lowest terms.

1. $2\frac{1}{5} + 1\frac{3}{4}$

5. $1\frac{1}{2} + 2\frac{3}{5}$

9. $3\frac{1}{2} - 1\frac{1}{2}$

2. $3\frac{1}{2} - 2\frac{2}{3}$

6. $3\frac{1}{2} - 2\frac{5}{9}$

10. $5\frac{1}{2} + 5\frac{1}{4}$

3. $3\frac{1}{2} - 3\frac{1}{2}$

7. $2\frac{3}{4} + 1\frac{1}{5}$

11. $1\frac{10}{11} - 1\frac{1}{3}$

4. $5\frac{3}{4} - 5\frac{1}{4}$

8. $3\frac{1}{4} - 2\frac{3}{8}$

12. $1\frac{5}{12} + 3\frac{1}{3}$



Year 6

Arithmetic 2 - answers:

To convert from a mixed number to an improper fraction, multiply the whole number by the denominator and add it to the top

$$1. \quad 2\frac{1}{5} + 1\frac{3}{4} \\ = \frac{79}{20} = 3\frac{19}{20}$$

$$5. \quad 1\frac{1}{2} + 2\frac{3}{5} \\ = \frac{41}{10} = 4\frac{1}{10}$$

$$9. \quad 3\frac{1}{2} - 1\frac{1}{2} \\ = 2$$



$$2. \quad 3\frac{1}{2} - 2\frac{2}{3} \\ = \frac{5}{6}$$

$$6. \quad 3\frac{1}{2} - 2\frac{5}{9} \\ = \frac{17}{18}$$

$$10. \quad 5\frac{1}{2} + 5\frac{1}{4} \\ = \frac{43}{4} = 10\frac{3}{4}$$

$$3. \quad 3\frac{1}{2} - 3\frac{1}{2} \\ = 0$$

$$7. \quad 2\frac{3}{4} + 1\frac{1}{5} \\ = \frac{79}{20} = 3\frac{19}{20}$$

$$11. \quad 1\frac{10}{11} - 1\frac{1}{3} \\ = \frac{19}{33}$$

$$4. \quad 5\frac{3}{4} - 5\frac{1}{4} \\ = \frac{1}{2}$$

$$8. \quad 3\frac{1}{4} - 2\frac{3}{8} \\ = \frac{7}{8}$$

$$12. \quad 1\frac{5}{12} + 3\frac{1}{3} \\ = \frac{19}{4} = 4\frac{3}{4}$$

Year 6

Arithmetic 3 - questions:

Find the value of each expression in lowest terms.

1. $\frac{19}{8} \times \frac{5}{3}$

5. $19 \times \frac{1}{9}$

9. $\frac{19}{11} \times \frac{5}{2}$

2. $\frac{7}{4} \times \frac{5}{3}$

6. $\frac{19}{7} \times 1$

10. $\frac{6}{11} \times \frac{5}{2}$

3. $\frac{6}{7} \times \frac{1}{4}$

7. $1 \times \frac{14}{3}$

11. $\frac{7}{9} \times \frac{16}{7}$

4. $\frac{20}{11} \times \frac{8}{5}$

8. $12 \times \frac{4}{3}$

12. $\frac{13}{7} \times 5$



Year 6

Arithmetic 3 - answers:

Find the value of each expression in lowest terms.

$$1. \frac{19}{8} \times \frac{5}{3} \\ = \frac{95}{24} = 3\frac{23}{24}$$

$$5. 19 \times \frac{1}{9} \\ = \frac{19}{9} = 2\frac{1}{9}$$

$$9. \frac{19}{11} \times \frac{5}{2} \\ = \frac{95}{22} = 4\frac{7}{22}$$

$$2. \frac{7}{4} \times \frac{5}{3} \\ = \frac{35}{12} = 2\frac{11}{12}$$

$$6. \frac{19}{7} \times 1 \\ = \frac{19}{7} = 2\frac{5}{7}$$

$$10. \frac{6}{11} \times \frac{5}{2} \\ = \frac{15}{11} = 1\frac{4}{11}$$

$$3. \frac{6}{7} \times \frac{1}{4} \\ = \frac{3}{14}$$

$$7. 1 \times \frac{14}{3} \\ = \frac{14}{3} = 4\frac{2}{3}$$

$$11. \frac{7}{9} \times \frac{16}{7} \\ = \frac{16}{9} = 1\frac{7}{9}$$

$$4. \frac{20}{11} \times \frac{8}{5} \\ = \frac{32}{11} = 2\frac{10}{11}$$

$$8. 12 \times \frac{4}{3} \\ = 16$$

$$12. \frac{13}{7} \times 5 \\ = \frac{65}{7} = 9\frac{2}{7}$$



Year 6

Arithmetic 4 - questions:



Calculate each product.

$$\begin{array}{r} 36,750 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 77,301 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 53,286 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 94,373 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 11,795 \\ \times 80 \\ \hline \end{array}$$

$$\begin{array}{r} 53,649 \\ \times 27 \\ \hline \end{array}$$

$$\begin{array}{r} 62,998 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 98,829 \\ \times 99 \\ \hline \end{array}$$

$$\begin{array}{r} 87,551 \\ \times 75 \\ \hline \end{array}$$

$$\begin{array}{r} 57,192 \\ \times 91 \\ \hline \end{array}$$

$$\begin{array}{r} 51,451 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 90,080 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 27,394 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 20,528 \\ \times 91 \\ \hline \end{array}$$

$$\begin{array}{r} 97,608 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 30,996 \\ \times 26 \\ \hline \end{array}$$

Year 6
Arithmetic 4 - answers:



Calculate each product.

$$\begin{array}{r} 36,750 \\ \times 15 \\ \hline 183,750 \\ 367,500 \\ \hline 551,250 \end{array}$$

$$\begin{array}{r} 77,301 \\ \times 56 \\ \hline 463,806 \\ 3,865,050 \\ \hline 4,328,856 \end{array}$$

$$\begin{array}{r} 53,286 \\ \times 85 \\ \hline 266,430 \\ 4,262,880 \\ \hline 4,529,310 \end{array}$$

$$\begin{array}{r} 94,373 \\ \times 76 \\ \hline 566,238 \\ 6,606,110 \\ \hline 7,172,348 \end{array}$$

$$\begin{array}{r} 11,795 \\ \times 80 \\ \hline 943,600 \end{array}$$

$$\begin{array}{r} 53,649 \\ \times 27 \\ \hline 375,543 \\ 1,072,980 \\ \hline 1,448,523 \end{array}$$

$$\begin{array}{r} 62,998 \\ \times 41 \\ \hline 62,998 \\ 2,519,920 \\ \hline 2,582,918 \end{array}$$

$$\begin{array}{r} 98,829 \\ \times 99 \\ \hline 889,461 \\ 8,894,610 \\ \hline 9,784,071 \end{array}$$

$$\begin{array}{r} 87,551 \\ \times 75 \\ \hline 437,755 \\ 6,128,570 \\ \hline 6,566,325 \end{array}$$

$$\begin{array}{r} 57,192 \\ \times 91 \\ \hline 57,192 \\ 5,147,280 \\ \hline 5,204,472 \end{array}$$

$$\begin{array}{r} 51,451 \\ \times 25 \\ \hline 257,255 \\ 1,029,020 \\ \hline 1,286,275 \end{array}$$

$$\begin{array}{r} 90,080 \\ \times 33 \\ \hline 270,240 \\ 2,702,400 \\ \hline 2,972,640 \end{array}$$

$$\begin{array}{r} 27,394 \\ \times 33 \\ \hline 82,182 \\ 821,820 \\ \hline 904,002 \end{array}$$

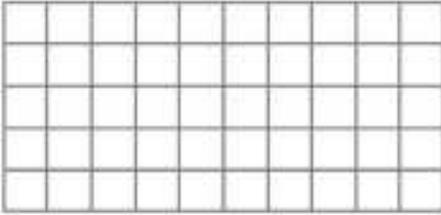
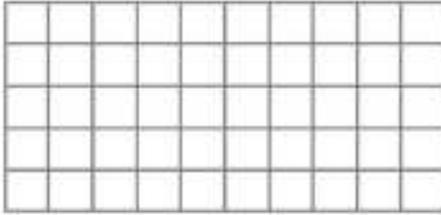
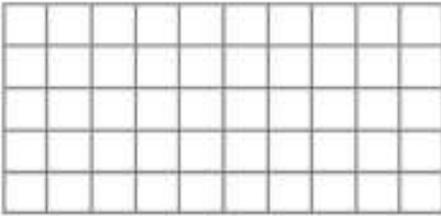
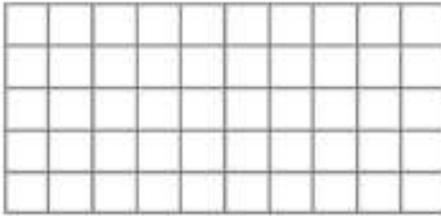
$$\begin{array}{r} 20,528 \\ \times 91 \\ \hline 20,528 \\ 1,847,520 \\ \hline 1,868,048 \end{array}$$

$$\begin{array}{r} 97,608 \\ \times 72 \\ \hline 195,216 \\ 6,832,560 \\ \hline 7,027,776 \end{array}$$

$$\begin{array}{r} 30,996 \\ \times 26 \\ \hline 185,976 \\ 619,920 \\ \hline 805,896 \end{array}$$

Year 6
Arithmetic 5 - questions:



| | |
|--|--|
| 1 $31,459 - 26,296$  | 2 $1,542 + 6$  |
| 3 $1,293 \times 63$  | 4 $6,583 \times 6$  |
| 5 Round 5,452 to the nearest hundred. | 6 Write the value of the Roman numerals CXXIV |
| 7 $4,060 \div 1,000$ | 8 $\frac{7}{10} + \frac{1}{5}$ |
| 9 $\frac{9}{10} + \frac{8}{10}$ (express answer as a mixed number) | 10 $2.97 + \square = 10$ |
| 11 $20.08 \times 1,000$ | 12 Round 153.74 to one decimal place. |
| 13 Convert $\frac{17}{5}$ into a mixed number. | 14 $\frac{3}{5} + \square = 1\frac{1}{5}$ |

Year 6

Arithmetic 5 - answers:



1) 5,163

2) 257

3) 81,459

4) 39,498

5) 5,500

6) 124

7) 4.06

8) $\frac{9}{10}$

9) $1\frac{7}{10}$

10) 7.03

11) 20,080

12) 153.7

13) $3\frac{2}{5}$

14) $\frac{2}{5}$

Year 6

Arithmetic 6 - questions:

1. $408 \div 12 =$

2. $784 \div 14 =$

3. $884 \div 17 =$

4. $585 \div 15 =$

5. $942 \div 24 =$

6. $819 \div 26 =$

7. $872 \times 37 =$

8. $672 \times 42 =$

9. $551 \times 73 =$

10. $938 \times 66 =$

11. $992 \times 73 =$

12. $361 \times 57 =$



Year 6
Arithmetic 6 - answers:



| | |
|---|--------------|
| 1 | 34 |
| 2 | 56 |
| 3 | 52 |
| 4 | 39 |
| 5 | 39.25 |
| 6 | 31.5 |

| | |
|----|---------------|
| 7 | 32 264 |
| 8 | 28 224 |
| 9 | 40 223 |
| 10 | 61 908 |
| 11 | 72 416 |
| 12 | 20 577 |

Year 6

Arithmetic 7 - questions:

1. $0.6 \times 67 =$

2. $0.4 \times 29 =$

3. $0.9 \times 84 =$

4. $0.2 \times 52 =$

5. $77 \times 0.9 =$

6. $82 \times 0.3 =$

7. $55 \times 0.9 =$

8. $82 \times 0.6 =$

9. $419 \times 0.8 =$

10. $592 \times 0.2 =$

11. $674 \times 0.6 =$

12. $772 \times 0.3 =$

13. $0.8 \times 902 =$

14. $0.6 \times 393 =$

15. $0.7 \times 578 =$



Year 6
Arithmetic 7 - answers:

| | |
|----|--------------|
| 1 | 40.2 |
| 2 | 11.6 |
| 3 | 75.6 |
| 4 | 10.4 |
| 5 | 69.3 |
| 6 | 24.6 |
| 7 | 49.5 |
| 8 | 49.2 |
| 9 | 335.2 |
| 10 | 118.4 |
| 11 | 404.4 |
| 12 | 231.6 |
| 13 | 721.6 |
| 14 | 235.8 |
| 15 | 404.6 |



Year 6
Arithmetic 8 - questions:



| <p>1 $14 \times \square = 4,550$</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | <p>2 $£12 - £3.87$</p> <table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------|--------------|--------------------|--------------|--|--|--------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
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| <p>3 Write a number in each box</p> <table border="1"> <thead> <tr> <th></th> <th>factor of 36</th> <th>not a factor of 36</th> </tr> </thead> <tbody> <tr> <th>factor of 30</th> <td></td> <td></td> </tr> <tr> <th>not a factor of 30</th> <td></td> <td></td> </tr> </tbody> </table> | | | factor of 36 | not a factor of 36 | factor of 30 | | | not a factor of 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | factor of 36 | not a factor of 36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| factor of 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| not a factor of 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>4 $\square + 1,000 = 4.08$</p> | <p>5 Circle the prime numbers</p> <p>27 29 31 33</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>6 Write as a percentage</p> <p>$\frac{11}{20}$</p> | <p>7 $1\frac{1}{5} - \frac{1}{2}$</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>8 $\frac{3}{7} \div 2$</p> | <p>9 Write in the simplest form</p> <p>$\frac{48}{64}$</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>10 65% of £5</p> | <p>11 Write the answer in the simplest form</p> <p>$\frac{2}{3}$ of $\frac{9}{10}$</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>12 Write in words 2,402,008</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Year 6

Arithmetic 8 - answers:



- | | | | | | |
|--|-------------------|----------------------|-----------|-------------------|--------|
| 1) 325 | 2) £8.13 | 3) check if they fit | 4) 4080 | 5) 29, 31 | 6) 55% |
| 7) $\frac{7}{10}$ | 8) $\frac{3}{14}$ | 9) $\frac{3}{4}$ | 10) £3.25 | 11) $\frac{4}{5}$ | |
| 12) two million, four hundred and two thousand and eight | | | | | |

Year 6

Arithmetic 9 - questions:

1. What is 28% of 675?

2. What is 96% of 875?

3. What is 21% of 600?

4. What is 18% of 900?

5. What is 83% of 1,000?

6. What is 89% of 200?

7. What is 52% of 50?

8. What is 20% of 505?

9. What is 20% of 465?

10. What is 67% of 400?



Year 6
Arithmetic 9 - answers:



1. What is 28% of 675?

189

2. What is 96% of 875?

840

3. What is 21% of 600?

126

4. What is 18% of 900?

162

5. What is 83% of 1,000?

830

6. What is 89% of 200?

178

7. What is 52% of 50?

26

8. What is 20% of 505?

101

9. What is 20% of 465?

93

10. What is 67% of 400?

268

Year 6

Arithmetic 10 - questions:



- | | |
|--|---------------------------------------|
| a) $43 \times 10 = \dots\dots\dots$ | a) $39 \div 10 = \dots\dots\dots$ |
| b) $789 \times 100 = \dots\dots\dots$ | b) $410 \div 100 = \dots\dots\dots$ |
| c) $3.5 \times 100 = \dots\dots\dots$ | c) $654 \div 1000 = \dots\dots\dots$ |
| d) $58.3 \times 10 = \dots\dots\dots$ | d) $8.3 \div 10 = \dots\dots\dots$ |
| e) $0.324 \times 1000 = \dots\dots\dots$ | e) $342.5 \div 100 = \dots\dots\dots$ |
| f) $2.098 \times 100 = \dots\dots\dots$ | f) $0.23 \div 100 = \dots\dots\dots$ |

- | | |
|---|---|
| a) $73 \times \dots\dots\dots = 7300$ | f) $98.02 \times \dots\dots\dots = 98020$ |
| b) $873 \div \dots\dots\dots = 87.3$ | g) $9.002 \div \dots\dots\dots = 0.09002$ |
| c) $0.802 \times 100 = \dots\dots\dots$ | h) $2.0901 \times \dots\dots\dots = 2090.1$ |
| d) $\dots\dots\dots \div 1000 = 42.09$ | i) $0.124 \div \dots\dots\dots = 0.00124$ |
| e) $9.231 \times \dots\dots\dots = 923.1$ | j) $18.9802 \div \dots\dots\dots = 1.89802$ |

- a) I start with the number 324. I subtract 268 from this and divide this answer by 10. What number do I end up with? $\dots\dots\dots$
- b) I start with the number 24. I multiply this by 36. I divide my answer by 100. What is my final number? $\dots\dots\dots$
- c) I think of a number. I add 7 to it and then divide it by 10. My answer is 3.8. What number did I start with? $\dots\dots\dots$

Year 6

Arithmetic 10 - answers:



- a) $43 \times 10 = 430$
- b) $789 \times 100 = 78900$
- c) $3.5 \times 100 = 350$
- d) $58.3 \times 10 = 583$
- e) $0.324 \times 1000 = 324$
- f) $2.098 \times 100 = 209.8$

- a) $39 \div 10 = 3.9$
- b) $410 \div 100 = 4.1$
- c) $654 \div 1000 = 0.654$
- d) $8.3 \div 10 = 0.83$
- e) $342.5 \div 100 = 3.425$
- f) $0.23 \div 100 = 0.0023$

- a) $73 \times 100 = 7300$
- b) $873 \div 10 = 87.3$
- c) $0.802 \times 100 = 80.2$
- d) $42090 \div 1000 = 42.09$
- e) $9.231 \times 100 = 923.1$

- f) $98.02 \times 1000 = 98020$
- g) $9.002 \div 100 = 0.09002$
- h) $2.0901 \times 1000 = 2090.1$
- i) $0.124 \div 100 = 0.00124$
- j) $18.9802 \div 10 = 1.89802$

- a) I start with the number 324. I subtract 268 from this and divide this answer by 10. What number do I end up with? 5.6
- b) I start with the number 24. I multiply this by 36. I divide my answer by 100. What is my final number? 8.64
- c) I think of a number. I add 7 to it and then divide it by 10. My answer is 3.8. What number did I start with? 45