

## Year 6

### Learning Grid for week beginning: 11.05.2020

All of our activities have been designed to try to avoid the need for printing of any kind, although of course you can print if you want to. Remember, you should always check with an adult before using the internet and remember to tell an adult if you see something that makes you feel uncomfortable. There's further guidance from the NSPCC [here](#).

| Maths  |  | English  |   | Theme  | Physical   | Social   |
|--|--|--|---|--|--|--|
| Arithmetic   | Further tasks  | Reading  | Writing<br>(including spelling, punctuation & grammar)  |  |  |  |
| <p>Keep building your accuracy and fluency in mathematics by answering a set of these questions each day.</p> <p>Remember, you can copy the equations on to some scrap paper before you answer each one as arithmetic is not always mental maths.</p> <p>The foci for this week are:</p> <p>Arithmetic 1 – Using the order of operations to solve problems.<br/>           Arithmetic 2 – Adding and subtracting decimal numbers.<br/>           Arithmetic 3 – Countdown Challenge! Only use each number once to reach the target total. Post your answers on our school Facebook page.<br/>           Arithmetic 4 – Finding the missing number in adding and subtracting problems.<br/>           Arithmetic 5 – Long division with remainders</p> <p>Don't forget to complete your Mathletics too!</p> | <p>Go to the White Rose Maths website – <a href="#">click here</a><br/>           Go to Year 6.<br/>           We are on week 3's activities (w/c 4<sup>th</sup> May)</p> <p>Watch the video for lesson 1 – simplify fractions.<br/>           Afterwards, complete the activities. These have been put into this document for you, along with the answers.</p> <p>Watch the video for lesson 2- compare and order fractions and then complete the activities attached.</p> <p>Watch the video for lesson 3- add and subtract fractions then complete the activities attached.</p> <p>Next week we will complete lesson 4.</p> <p>Mrs Pavlova has found a couple more challenge questions for you to have a go at! These can be found below.</p> | <p>Aim to read for 25 minutes every day, with an adult when you can.</p> <p>Remember you can still take quizzes and Mrs Richley is sending Word Millionaire certificates to your home address if you earn it! Try to meet your points target for the term!</p> <p>Link to check whether there's a quiz – <a href="#">click here</a></p> <p>Link to do Accelerated Reader quizzes from home:<br/> <a href="https://ukhosted56.renlearn.co.uk/1894764/">https://ukhosted56.renlearn.co.uk/1894764/</a></p> <p>Each day, write down 5 words that you are unsure of from your book. Write what you think they mean before you look them up. Then, practise them in your own sentences.</p> <p>Prediction activity: More information will be given below.</p> | <p>This week's English continues from the poetry you started last week.</p> <p>Session 1: Complete activity 9. This will get you warmed up with various ideas that you can use later in the week.</p> <p>Session 2: Complete activity 10 – Juxtaposition: this is where you have two contrasting ideas next to each other. Then, try putting it into a short poem. You'll find examples on the pages below.</p> <p>Session 3: Complete activity 11 – Write your own poem that uses a repeating pattern.</p> <p>Session 4: Complete activity 12 – Write a descriptive paragraph.</p> <p>Session 5: Complete activities 13 and 14 where you will have to practise and perform a piece of work!</p> <p>Spelling: Words that can be nouns and verbs. Have a go at the activities given to you. The first one uses the Look, Say, Cover, Write, Check method. Avoid just copying them without covering them! You will also be assigned these on Spelling Shed too!</p> | <p>Design something that celebrates the 75th VE Day Anniversary (Victory in Europe). It could be:</p> <ul style="list-style-type: none"> <li>• a poster</li> <li>• a sour dough model of a poppy or medal</li> <li>• something made out of Lego to do with the war</li> <li>• a photo of them having a VE party</li> <li>• a dance</li> <li>• A video of you singing a war song.</li> </ul> <p>These are a few suggestions but you might want to do something else!</p> <p>Below, we've included a few pages which give you more information about VE day.</p> <p>Spanish: Complete the word search and worksheet which will help you revise places in town.</p> |  <p>Continue to log the various activities that you are doing for Travel to Tokyo. Here is the link:<br/> <a href="https://www.getset.co.uk/travel-tokyo/school/sandgate-primary-school-ct20-3qu">https://www.getset.co.uk/travel-tokyo/school/sandgate-primary-school-ct20-3qu</a></p> <p>Mrs Van der Wal has found a great Street dance masterclass for you to have a go at! There are various sessions that can be spread across the week. Make sure you keep practising as it's not easy!<br/> <a href="#">Click here</a></p> | <p>Let's try to eat more fruit and vegetables. Use the chart to track how many portions of fruit and vegetables you have a week. Each member of the family could do this.</p> <p>For a bit of fun, <a href="#">click here</a> to see if you can name all of the different types of vegetables.</p> <p>When you go outside for a walk or in your garden for some fresh air, take a picture of some of the nature living things around you and email it to your teacher using your email details that are in the post. Let's try and capture some of the beauty around us!</p> |



# Arithmetic 1

- a)  $7 + 8 \times 3 =$
- b)  $20 - 4 \times 2 =$
- c)  $17 + 3 \times 6 =$
- d)  $23 - 18 \div 3 =$
- e)  $7 \times 3 - 2 \times 4 =$
- f)  $3 \times 6 + 8 \times 2 =$
- g)  $8 + 3 \times 2 - 4 =$
- h)  $14 \div 2 - 10 \div 5 =$
- i)  $(3 + 2) \times 4 =$
- j)  $3 \times (2 + 6) =$
- k)  $(3 - 2) \times 5 =$
- l)  $12 \div (9 - 6) =$

- m)  $(5 + 7) \div 3 =$
- n)  $(10 - 6) \times 4 =$
- o)  $15 \div 5 - 3 =$
- p)  $10 - 2^2 \times 2 =$
- q)  $(2 + 5) \times 2^2 =$
- r)  $2^3 \times 3 - 6 =$
- s)  $10^2 - 5 \times 2 =$
- t)  $(8 - 4) \times 3^2 =$

## BODMAS

The order in which we carry out a calculation is important, BODMAS is a way of remembering the order of operations.

**B** Brackets ( )  
 $10 \times (2 + 6) = 10 \times 8 = 80$

**O** Order  $n^2$  - Also known as Indices.  
 $10 + 3^2 = 10 + 9 = 19$

**D** Division  $\div$   
 $10 - 8 \div 2 = 10 - 4 = 6$

**M** Multiplication  $\times$   
 $6 + 3 \times 2 = 6 + 6 = 12$

**A** Addition  $+$   
 $6 + 3 \times 2 = 6 + 6 = 12$

**S** Subtraction  $-$   
 $10 - 8 \div 2 = 10 - 4 = 6$

Solve the problems, using the rules of BODMAS to help you.

Anything in brackets always gets solved first. Next, we would do the order calculation and so on until the whole calculation can be solved.



# Arithmetic 2

If you are using plain or lined paper, remember to make sure your numbers are in the correct columns when you copy out the question. Accurate place value is vital!

a)  $1.37 + 11.436 =$

b)  $6.78 - 3.09 =$

c)  $16.73 - 6.88 =$

d)  $5479.188 + 6543.2 =$

e)  $657.9 - 67.235 =$

f)  $9869.31 + 6543.21 =$

g)  $980 - 6.07 =$

h)  $6540.32 + 321.65 =$

i)  $3214.090 - 3.412 =$

j)  $789.542 + 0.6 =$

k)  $5436.321 - 101.01 =$

l)  $1257.87 + 3136.32 =$

m)  $789.3 - 5.0 =$

n)  $7654 - 5.050 =$

o)  $5487 + 17.16 =$

p)  $3401 - 3.017 =$

q)  $6543.4 + 43.31 =$

r)  $0.15 + 0.76 =$

s)  $0.764 + 0.604 =$

t)  $1.506 - 0.432 =$

u)  $3.765 + 0.007 =$

v)  $76.43 - 0.1 =$

w)  $190 - 0.5 =$

x)  $675.006 + 6.78 =$



# Arithmetic 3

main try again

280

0:00

new

25 100 10 9 4 4

+ - × ÷

( )

total so far check

It's back!  
Post your  
solutions on  
our school's  
Facebook  
page.



# Arithmetic 4

Remember to read the question back with your answer in the gap. Does the answer to the question still make sense with your missing number?

If it doesn't, check your workings out.

- a) \_\_\_\_\_ = 675 + 4100
- b) 7200 - \_\_\_\_\_ = 340
- c) 560 - \_\_\_\_\_ = 125
- d) 5430 - \_\_\_\_\_ = 4050
- e) 2500 + \_\_\_\_\_ = 9500
- f) 6700 + \_\_\_\_\_ = 17,450
- g) 8765 - \_\_\_\_\_ = 3000
- h) 1450 + \_\_\_\_\_ = 4000
- i) \_\_\_\_\_ - 18,500 = 50,000
- j) \_\_\_\_\_ - 35,000 = 78,000
- k) 735 + \_\_\_\_\_ = 200,000
- l) 24000 - \_\_\_\_\_ = 5,000
- m) 8750 + \_\_\_\_\_ = 300,000

- n) \_\_\_\_\_ - 432 = 432
- o) \_\_\_\_\_ + 680 = 680
- p) 5340 - \_\_\_\_\_ = 4
- q) 7850 + \_\_\_\_\_ = 15,350
- r) 4800 + \_\_\_\_\_ = 23,500
- s) \_\_\_\_\_ - 340 = 11,125
- t) \_\_\_\_\_ - 456 = 10,000
- u) 5431 + \_\_\_\_\_ = 7002
- v) 654 + \_\_\_\_\_ = 654.2
- w) 7654 + \_\_\_\_\_ = 7654.02
- x) \_\_\_\_\_ - 0.67 = 543
- y) \_\_\_\_\_ - 1.55 = 567.2
- z) \_\_\_\_\_ + 3.56 = 678.2



# Arithmetic 5

a)  $720 \div 73 =$

b)  $43 \div 36 =$

c)  $104 \div 26 =$

d)  $134 \div 45 =$

e)  $4223 \div 45 =$

f)  $1609 \div 63 =$

g)  $6218 \div 67 =$

h)  $8922 \div 91 =$

i)  $837 \div 93 =$

j)  $415 \div 83 =$

k)  $268 \div 67 =$

l)  $4412 \div 48 =$

m)  $1394 \div 41 =$

n)  $4440 \div 60 =$

o)  $7347 \div 90 =$

p)  $5643 \div 57 =$

q)  $5998 \div 89 =$

r)  $1773 \div 36 =$

s)  $162 \div 79 =$

t)  $801 \div 89 =$

u)  $320 \div 80 =$

v)  $134 \div 18 =$

Some of these answers will have remainders. Please express your remainders as R? and not decimal remainders.

For example  $2424 \div 30 = 80 \text{ r } 24$



# Arithmetic Answers



Remember to use these only once you have completed the questions for yourself – a good idea might be to get an adult to help you check your answers and to help with anywhere you went wrong!

## Arithmetic 1

- a) 31
- b) 12
- c) 35
- d) 17
- e) 13
- f) 34
- g) 10
- h) 2

- i) 20
- j) 24
- k) 5
- l) 4
- m) 4
- n) 16
- o) 0
- p) 2
- q) 28

- r) 18
- s) 90
- t) 36

## Arithmetic 2

- |               |              |            |
|---------------|--------------|------------|
| a) 12.806     | i) 3210.678  | r) 0.91    |
| b) 3.69       | j) 790.142   | s) 1.368   |
| c) 9.85       | k) 5,335.311 | t) 1.074   |
| d) 12,022.388 | l) 4,394.19  | u) 3.772   |
| e) 590.655    | m) 784.3     | v) 76.33   |
| f) 16,412.52  | n) 7648.95   | w) 189.5   |
| g) 973.93     | o) 5,504.16  | x) 681.786 |
| h) 6,861.97   | p) 3397.983  |            |
|               | q) 6,586.71  |            |

## Arithmetic 3

Various answers. Please see the school Facebook page for solutions that have been shared.

## Arithmetic 4

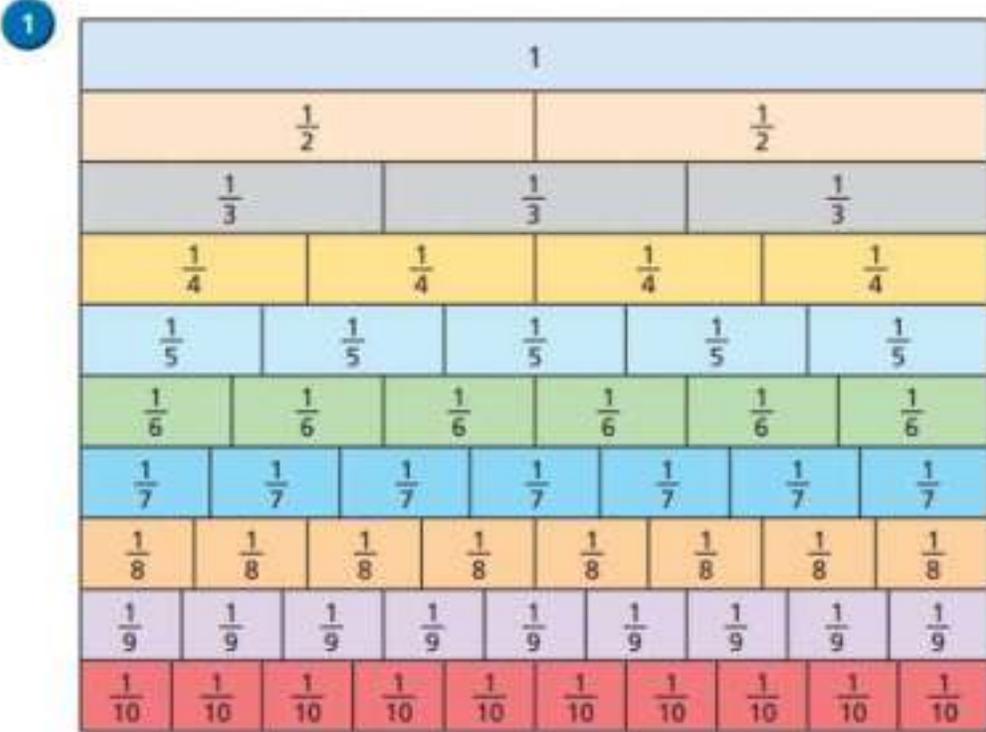
- |           |            |           |
|-----------|------------|-----------|
| a) 4775   | j) 113,000 | s) 11,465 |
| b) 6860   | k) 199,265 | t) 10,456 |
| c) 435    | l) 19,000  | u) 1571   |
| d) 1380   | m) 291,250 | v) 0.2    |
| e) 7000   | n) 864     | w) 0.02   |
| f) 10,750 | o) ) 0     | x) 0.67   |
| g) 5765   | p) 5336    | y) 568.75 |
| h) 2550   | q) 7,500   | z) 674.64 |
| i) 68,500 | r) 18,700  |           |

## Arithmetic 5

- |           |            |         |
|-----------|------------|---------|
| a) 9 r63  | j) 5       | s) 2 r4 |
| b) 1 r7   | k) 4       | t) 9    |
| c) 4      | l) 91 r 44 | u) 4    |
| d) 2 r44  | m) 34      | v) 7 r8 |
| e) 93 r38 | n) 74      |         |
| f) 35 r34 | o) 81 r57  |         |
| g) 92 r54 | p) 99      |         |
| h) 98 r4  | q) 67 r35  |         |
| i) 9      | r) 49 r9   |         |

# Math Tasks:

## Activity 1: Simplifying fractions



Use the fraction wall to write each fraction in its simplest form.

a)  $\frac{4}{6} = \square$

c)  $\frac{6}{8} = \square$

b)  $\frac{8}{10} = \square$

d)  $\frac{4}{8} = \square$

- 2 a) Use a fraction wall to explain why  $\frac{7}{10}$  does not simplify.

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- b) Find three more fractions on the fraction wall that cannot be simplified.

- 3 Mo, Eva and Ron are trying to simplify  $\frac{5}{20}$



Mo

I can't simplify this because one number is odd and the other is even.



Ron

I can simplify any fraction.



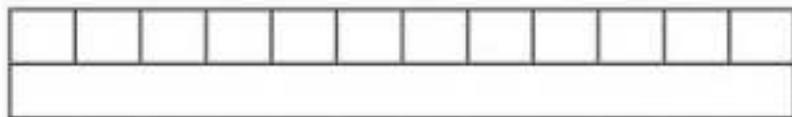
Eva

I can't simplify this because only one number can be halved.

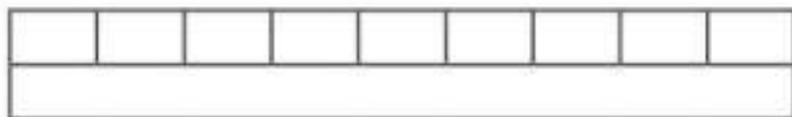
Do you fully agree, partly agree or completely disagree with each person?

➤ Discuss this with someone in your house.

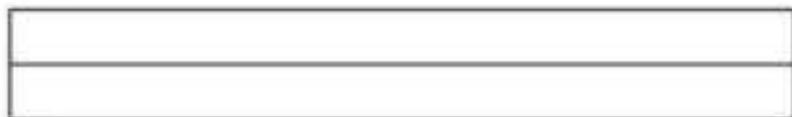
- 4 a) Draw lines on the bar model to show that  $\frac{9}{12}$  is equal to  $\frac{3}{4}$



- b) Complete each bar model and calculation.



$$\square = \frac{3}{9}$$



$$\square = \frac{5}{15}$$

- 5 Simplify the fractions.

|                             |                             |                               |                             |
|-----------------------------|-----------------------------|-------------------------------|-----------------------------|
| a) $\frac{4}{12} = \square$ | b) $\frac{8}{12} = \square$ | c) $\frac{40}{120} = \square$ | d) $\frac{12}{4} = \square$ |
| $\frac{4}{16} = \square$    | $\frac{8}{16} = \square$    | $\frac{40}{160} = \square$    | $\frac{120}{4} = \square$   |
| $\frac{4}{20} = \square$    | $\frac{8}{20} = \square$    | $\frac{40}{200} = \square$    | $\frac{12}{400} = \square$  |

Describe and explain any patterns that you noticed.

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- 6 Write 3 fractions that simplify to  $\frac{3}{5}$




- 7 Teddy and Dora are both simplifying  $\frac{30}{42}$

**Teddy**

$$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$$

**Dora**

$$\frac{30}{42} = \frac{5}{7}$$

- a) How do you think Dora was able to simplify the fraction in one step?  
 b) Simplify these fractions in one step.

$$\frac{24}{30} = \square$$

$$\frac{16}{20} = \square$$

$$\frac{56}{64} = \square$$

$$\frac{99}{121} = \square$$

8



is a prime number.



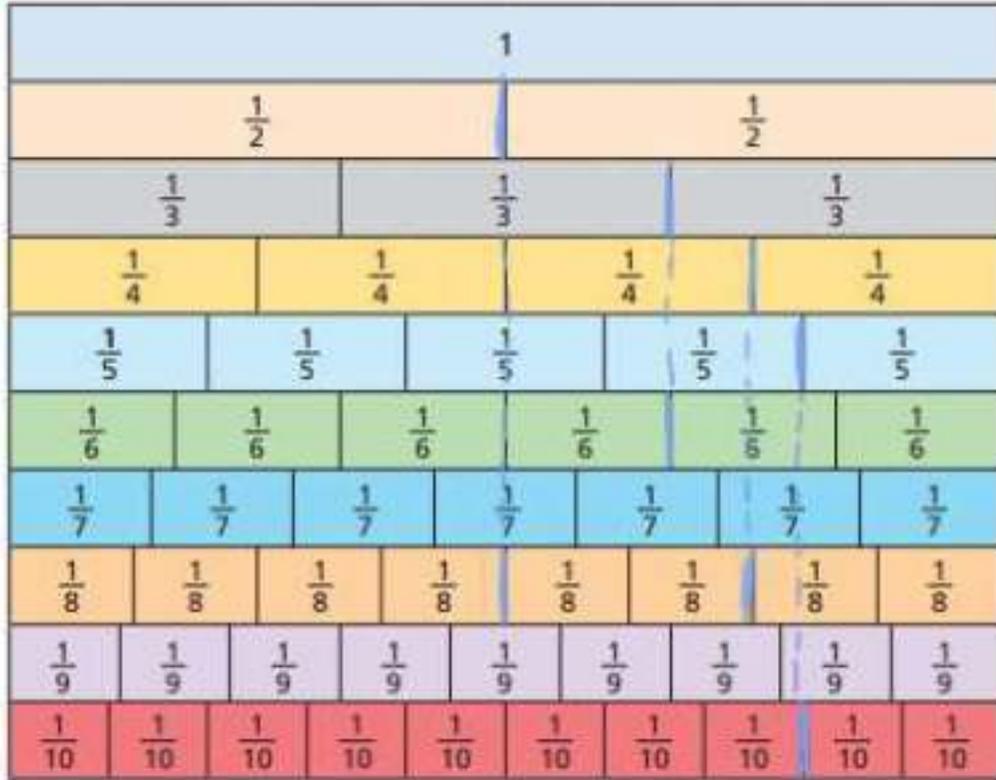
is a multiple of 10

The fraction can be simplified.

What could each number be? Explain your reasoning.

# Activity 1: answers

1



Use the fraction wall to write each fraction in its simplest form.

a)  $\frac{4}{6} = \frac{2}{3}$

c)  $\frac{6}{8} = \frac{3}{4}$

b)  $\frac{8}{10} = \frac{4}{5}$

d)  $\frac{4}{8} = \frac{1}{2}$

2

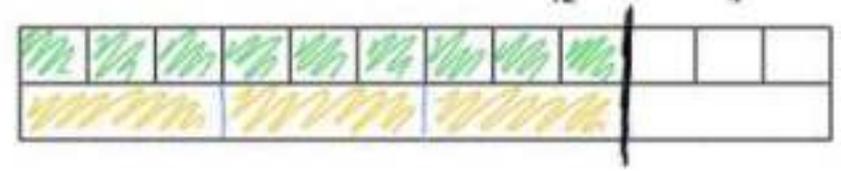
a) Use a fraction wall to explain why  $\frac{7}{10}$  does not simplify.

It is already in its simplest form.

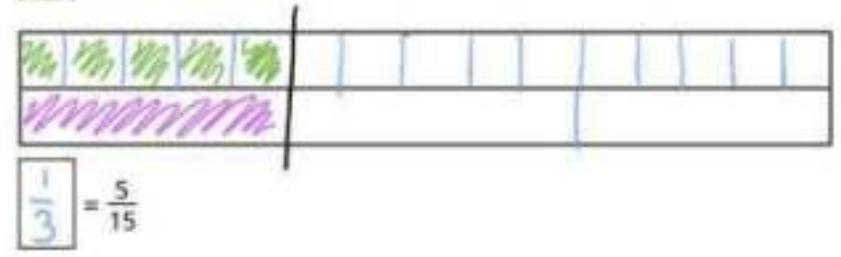
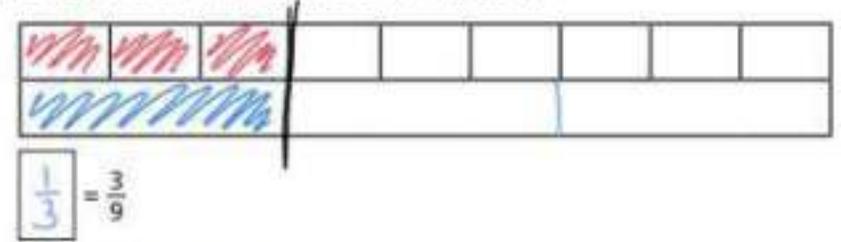
b) Find three more fractions on the fraction wall that cannot be simplified.

e.g.  $\frac{2}{3}$        $\frac{3}{7}$        $\frac{9}{10}$

4 a) Draw lines on the bar model to show that  $\frac{9}{12}$  is equal to  $\frac{3}{4}$



b) Complete each bar model and calculation.



5 Simplify the fractions.

- a)  $\frac{4}{12} = \frac{1}{3}$     b)  $\frac{8}{12} = \frac{2}{3}$     c)  $\frac{40}{120} = \frac{1}{3}$     d)  $\frac{12}{4} = 3$
- $\frac{4}{16} = \frac{1}{4}$      $\frac{8}{16} = \frac{1}{2}$      $\frac{40}{160} = \frac{1}{4}$      $\frac{120}{4} = 30$
- $\frac{4}{20} = \frac{1}{5}$      $\frac{8}{20} = \frac{2}{5}$      $\frac{40}{200} = \frac{1}{5}$      $\frac{12}{400} = \frac{3}{100}$

Describe and explain any patterns that you noticed.

Various answers

6 Write 3 fractions that simplify to  $\frac{3}{5}$

- e.g.  $\frac{6}{10}$      $\frac{9}{15}$      $\frac{12}{20}$

7 Teddy and Dora are both simplifying  $\frac{30}{42}$

**Teddy**  
 $\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$

**Dora**  
 $\frac{30}{42} = \frac{5}{7}$

- a) How do you think Dora was able to simplify the fraction in one step?  
 b) Simplify these fractions in one step.

$\frac{24}{30} = \frac{4}{5}$      $\frac{16}{20} = \frac{4}{5}$

$\frac{56}{64} = \frac{7}{8}$      $\frac{99}{121} = \frac{9}{11}$

8 is a prime number. is a multiple of 10

The fraction can be simplified.

What could each number be? Explain your reasoning.

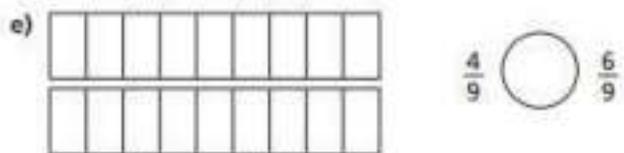
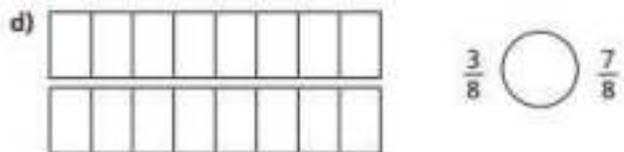
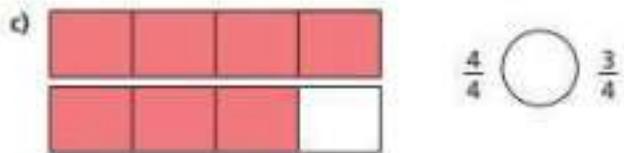
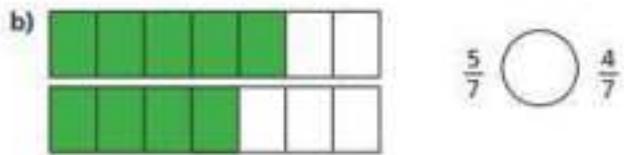
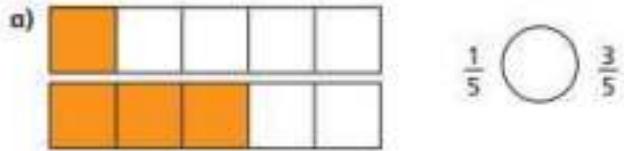
E.g. 2 is prime, 20 is a multiple of 10  
and  $\frac{2}{20} = \frac{1}{10}$   
so star could be 2 and heart could be 20

# Math Tasks – Activity 2

## Compare and order (denominator)

1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

Use the bar models to help you.



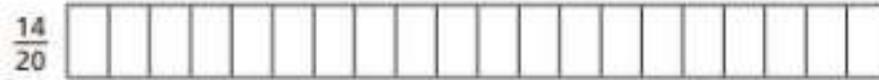
f) What do you notice about your answers?

g) Complete the sentence.

When the denominators are the same, the \_\_\_\_\_

the numerator, the \_\_\_\_\_ the fraction.

2 a) Colour the bar models to show the fractions.



b) Use the bar models to sort these fractions in order from greatest to smallest.



greatest

smallest

c) Order the fractions from smallest to greatest.



smallest

greatest

- 3 Amir is comparing the fractions  $\frac{4}{15}$  and  $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$  is greater than  $\frac{8}{30}$

$\frac{3}{10}$  is greater than  $\frac{4}{15}$

Explain Amir's method.

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- 4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30

I scored more than you, so I should take penalties for the school team.



I did not miss as many as you, so I should take the penalties.



Compare fractions to explain who should take penalties for the school team.

- 5 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{3}{4}$  ○  $\frac{5}{6}$

d)  $\frac{3}{5}$  ○  $\frac{5}{7}$

b)  $\frac{2}{3}$  ○  $\frac{5}{9}$

e)  $\frac{9}{10}$  ○  $\frac{3}{4}$

c)  $\frac{2}{3}$  ○  $\frac{7}{8}$

f)  $\frac{9}{10}$  ○  $\frac{19}{20}$

- 6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed  $3\frac{3}{4}$  flags, Tommy has completed  $3\frac{2}{3}$  flags and Kim has completed  $\frac{18}{5}$  flags.

Who has completed the most flags?

1 Use the fraction wall to help you to complete the sentences.

a)  $\frac{1}{3}$ ,  $\frac{1}{5}$  and  $\frac{1}{6}$

The smallest fraction is  The greatest fraction is

b)  $\frac{2}{3}$ ,  $\frac{2}{5}$  and  $\frac{2}{6}$

The smallest fraction is  The greatest fraction is

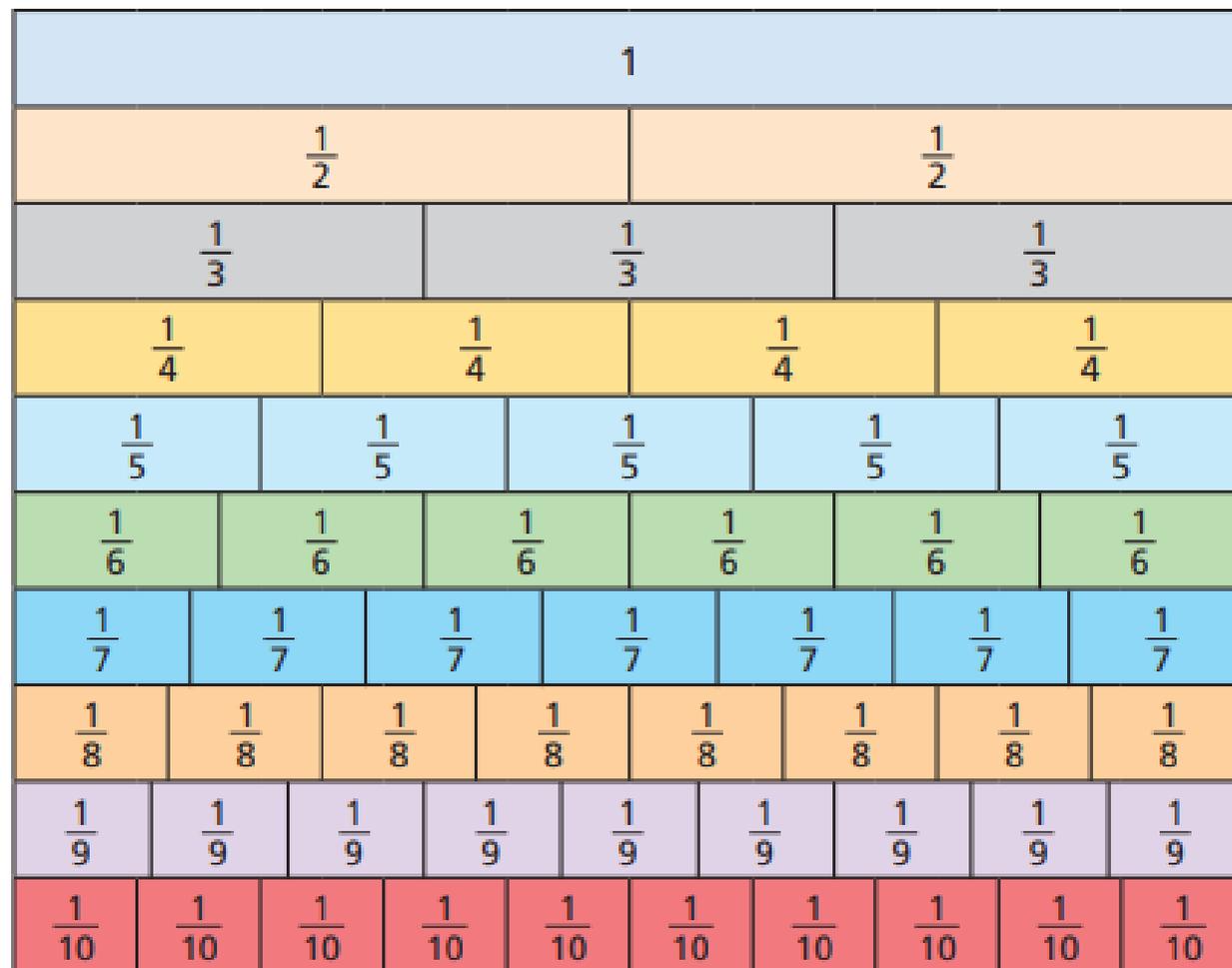
c)  $\frac{3}{3}$ ,  $\frac{3}{5}$  and  $\frac{3}{6}$

The smallest fraction is  The greatest fraction is

d) What do you notice about your answers?

e) Complete the sentence.

When the \_\_\_\_\_ are the same, the \_\_\_\_\_  
the denominator, the \_\_\_\_\_ the fraction.



2 a) Colour the bar models to compare  $\frac{3}{4}$  and  $\frac{6}{10}$



b) Write <, > or = to complete the statement.



4 Write < or > to compare the fractions.

a)  $\frac{1}{7}$  ○  $\frac{1}{9}$

d)  $\frac{11}{12}$  ○  $\frac{11}{11}$

b)  $\frac{4}{5}$  ○  $\frac{4}{7}$

e)  $\frac{19}{5}$  ○  $\frac{19}{6}$

c)  $\frac{3}{13}$  ○  $\frac{3}{8}$

f)  $\frac{107}{53}$  ○  $\frac{107}{40}$

5 Explain how can you compare  $\frac{2}{3}$  and  $\frac{4}{5}$  using the same numerator rule.

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Complete the sentence to compare  $\frac{2}{3}$  and  $\frac{4}{5}$

is greater than

6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7

Compare their scores.

Explain who you think did best and why.

7 Write <, > or = to complete each statement.

a)  $\frac{2}{5}$  ○  $1\frac{1}{3}$

b)  $\frac{2}{5}$  ○  $\frac{6}{11}$

c)  $3\frac{2}{3}$  ○  $\frac{11}{4}$

$1\frac{2}{5}$  ○  $\frac{1}{3}$

$1\frac{2}{5}$  ○  $3\frac{6}{11}$

$11\frac{2}{9}$  ○  $\frac{101}{3}$

$1\frac{2}{5}$  ○  $1\frac{1}{3}$

$3\frac{2}{5}$  ○  $3\frac{6}{11}$

$11\frac{1}{9}$  ○  $\frac{100}{8}$

$\frac{12}{5}$  ○  $\frac{12}{3}$

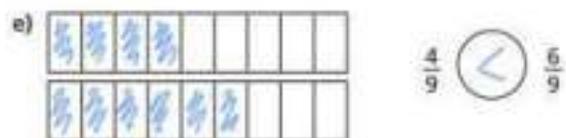
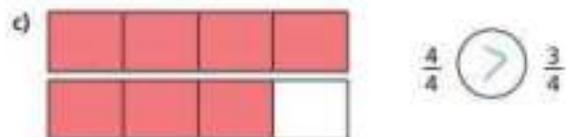
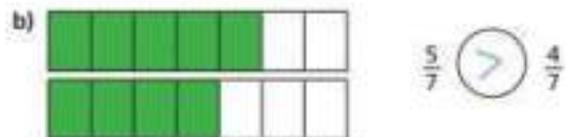
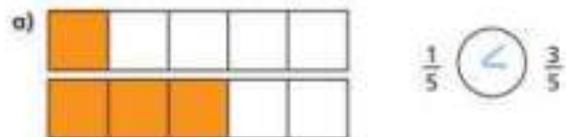
$\frac{12}{5}$  ○  $\frac{36}{11}$

$27\frac{3}{4}$  ○  $\frac{111}{3}$

# Activity 2: answers

1 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

Use the bar models to help you.



f) What do you notice about your answers?

g) Complete the sentence.

When the denominators are the same, the greater the numerator, the greater the fraction. (or smaller/smaller)

2 a) Colour the bar models to show the fractions.



b) Use the bar models to sort these fractions in order from greatest to smallest.

$$\frac{14}{20}$$

$$\frac{9}{10}$$

$$\frac{4}{5}$$

$$\frac{3}{4}$$

$$\frac{9}{10}$$

$$\frac{14}{20}$$

$$\frac{3}{4}$$

$$\frac{4}{5}$$

greatest

smallest

c) Order the fractions from smallest to greatest.

$$\frac{7}{10}$$

$$\frac{1}{2}$$

$$\frac{2}{5}$$

$$\frac{3}{10}$$

$$\frac{3}{10}$$

$$\frac{1}{2}$$

$$\frac{7}{10}$$

$$\frac{2}{5}$$

smallest

greatest

- 3 Amir is comparing the fractions  $\frac{4}{15}$  and  $\frac{3}{10}$

$$\frac{4}{15} = \frac{8}{30} \quad \frac{3}{10} = \frac{9}{30}$$

$\frac{9}{30}$  is greater than  $\frac{8}{30}$

$\frac{3}{10}$  is greater than  $\frac{4}{15}$

Explain Amir's method.

Amir used equivalent fractions to find a common denominator and then compared the numerators.

- 4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30

I scored more than you, so I should take penalties for the school team.



I did not miss as many as you, so I should take the penalties.

Compare fractions to explain who should take penalties for the school team.

$$\frac{7}{10} = \frac{21}{30} \quad \frac{23}{30} > \frac{21}{30} \quad \text{Rosie should take}$$

penalties for the school team.

- 5 Write  $<$ ,  $>$  or  $=$  to compare the fractions.

a)  $\frac{3}{4} < \frac{5}{6}$

d)  $\frac{3}{5} < \frac{5}{7}$

b)  $\frac{2}{3} > \frac{5}{9}$

e)  $\frac{9}{10} > \frac{3}{4}$

c)  $\frac{2}{3} < \frac{7}{8}$

f)  $\frac{9}{10} < \frac{19}{20}$

- 6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed  $3\frac{3}{4}$  flags, Tommy has completed  $3\frac{2}{3}$  flags and Kim has completed  $\frac{18}{5}$  flags.

Who has completed the most flags?

$$\frac{18}{5} = 3\frac{3}{5} \quad \frac{3}{4} > \frac{2}{3} > \frac{3}{5}$$

Annie has completed the most flags

1 Use the fraction wall to help you to complete the sentences.

a)  $\frac{1}{3}$ ,  $\frac{1}{5}$  and  $\frac{1}{6}$

The smallest fraction is  $\frac{1}{6}$  The greatest fraction is  $\frac{1}{3}$

b)  $\frac{2}{3}$ ,  $\frac{2}{5}$  and  $\frac{2}{6}$

The smallest fraction is  $\frac{2}{6}$  The greatest fraction is  $\frac{2}{3}$

c)  $\frac{3}{3}$ ,  $\frac{3}{5}$  and  $\frac{3}{6}$

The smallest fraction is  $\frac{3}{6}$  The greatest fraction is  $\frac{3}{3}$

d) What do you notice about your answers?

e) Complete the sentence.

When the numerators are the same, the greater  
the denominator, the smaller the fraction. (or smaller/greater)

2 a) Colour the bar models to compare  $\frac{3}{4}$  and  $\frac{6}{10}$



b) Write <, > or = to complete the statement.

$\frac{3}{4} > \frac{6}{10}$  or  $\frac{6}{10} < \frac{3}{4}$

3 Which is the greatest fraction? Circle your answer.



How do you know?

4 Write < or > to compare the fractions.

a)  $\frac{1}{7} > \frac{1}{9}$

d)  $\frac{11}{12} < \frac{11}{11}$

b)  $\frac{4}{5} > \frac{4}{7}$

e)  $\frac{19}{5} > \frac{19}{6}$

c)  $\frac{3}{13} < \frac{3}{8}$

f)  $\frac{107}{53} < \frac{107}{40}$

- 5 Explain how can you compare  $\frac{2}{3}$  and  $\frac{4}{5}$  using the same numerator rule.

$$\frac{2}{3} = \frac{4}{6} \quad \frac{4}{6} < \frac{4}{5} \quad \text{so} \quad \frac{2}{3} < \frac{4}{5}$$

Complete the sentence to compare  $\frac{2}{3}$  and  $\frac{4}{5}$

$\frac{4}{5}$  is greater than  $\frac{2}{3}$

- 6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7

Compare their scores.

Explain who you think did best and why.

Scott:  $\frac{20}{24} = \frac{5}{6}$        $\frac{5}{6} > \frac{5}{7}$  so Scott did better.

Dani:  $\frac{5}{7}$

- 7 Write  $<$ ,  $>$  or  $=$  to complete each statement.

a)  $\frac{2}{5} < 1\frac{1}{3}$

b)  $\frac{2}{5} < \frac{6}{11}$

c)  $3\frac{2}{3} > \frac{11}{4}$

$1\frac{2}{5} > \frac{1}{3}$

$1\frac{2}{5} < 3\frac{6}{11}$

$11\frac{2}{9} < \frac{101}{3}$

$1\frac{2}{5} > 1\frac{1}{3}$

$3\frac{2}{5} < 3\frac{6}{11}$

$11\frac{1}{9} < \frac{100}{8}$

$\frac{12}{5} < \frac{12}{3}$

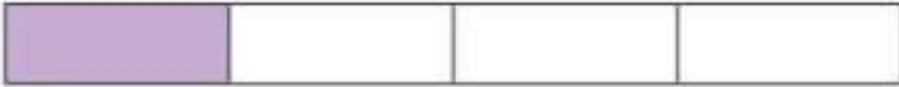
$\frac{12}{5} < \frac{36}{11}$

$27\frac{3}{4} < \frac{111}{3}$

# Math Tasks:

## Activity 3: adding and subtracting fractions

1 Amir is using fraction strips to work out  $\frac{2}{3} + \frac{1}{4}$

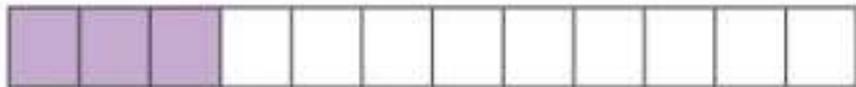


Amir says he needs to find a common denominator.

a) Complete Amir's method.



$$\frac{2}{3} = \frac{\square}{12}$$



$$\frac{1}{4} = \frac{\square}{12}$$

$$\frac{2}{3} + \frac{1}{4} = \frac{\square}{12} + \frac{\square}{12} = \frac{\square}{12}$$

2 What common denominator can you use to add the fractions?

a)  $\frac{2}{5} + \frac{1}{2}$

Common denominator =

b)  $\frac{2}{3} + \frac{4}{5}$

Common denominator =

c)  $\frac{7}{8} - \frac{1}{4}$

Common denominator =

d)  $\frac{7}{9} - \frac{1}{6}$

Common denominator =

e)  $\frac{11}{15} + \frac{3}{10}$

Common denominator =

3 Ron and Eva are working out  $\frac{1}{4} + \frac{5}{6}$

Ron's method

$$\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$$

Eva's method

$$\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$$

a) What is the same about Ron's and Eva's methods?

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b) What is different about their methods?

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c) Which method do you prefer? Why?

4 Complete the calculations.

a)  $\frac{1}{5} + \frac{3}{4} =$

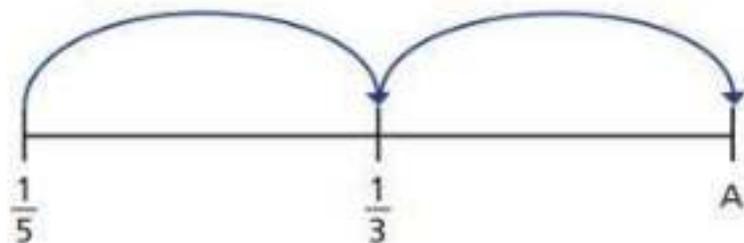
c)  $\frac{1}{2} - \frac{1}{7} =$

b)  $\frac{7}{8} - \frac{1}{3} =$

d)  $\frac{11}{18} + \frac{7}{12} =$

5 Mo is drawing jumps on a number line.

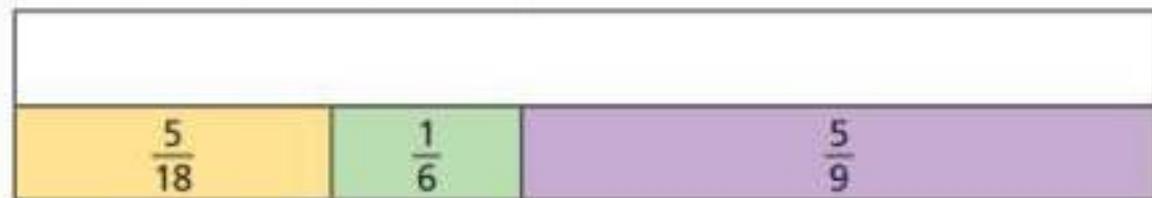
The jumps are the same size.



a) What is the size of the jump?

b) What is the value of A?

6 Complete the bar model.



7

Complete the additions.

Give your answers as mixed numbers and as improper fractions.

$$\text{a) } \frac{4}{5} + \frac{5}{4} = \boxed{\phantom{00}} = \boxed{\phantom{00}} \quad \text{c) } \frac{9}{8} + \frac{8}{9} = \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

$$\text{b) } \frac{2}{3} + \frac{3}{2} = \boxed{\phantom{00}} = \boxed{\phantom{00}} \quad \text{d) } \boxed{\phantom{00}} = \boxed{\phantom{00}} = \frac{5}{3} + \frac{3}{5}$$

What patterns do you notice?

8

Look at these additions.

$$\frac{1}{2} + \frac{1}{3} = \boxed{\phantom{00}}$$

$$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = \boxed{\phantom{00}}$$

$$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} = \boxed{\phantom{00}}$$

a) When does this pattern first give an answer greater than 2?

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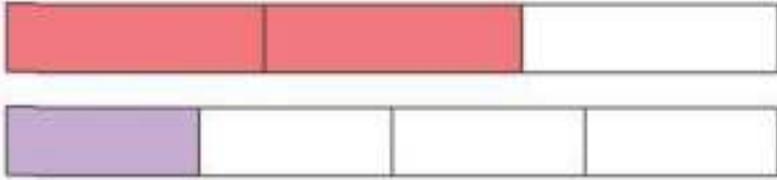


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b) Do you think the pattern will ever give an answer greater than 100?

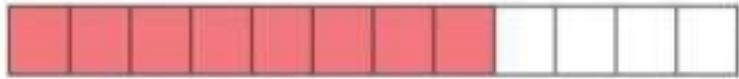
# Math Tasks: answers

1 Amir is using fraction strips to work out  $\frac{2}{3} + \frac{1}{4}$

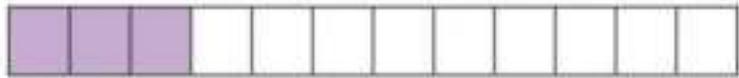


Amir says he needs to find a common denominator.

a) Complete Amir's method.



$$\frac{2}{3} = \frac{8}{12}$$



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

$$\frac{2}{3} + \frac{1}{4} = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$$

b) Show the addition on the fraction strip.



c) Could you have used a different denominator?

2 What common denominator can you use to add the fractions?

a)  $\frac{2}{5} + \frac{1}{2}$  Common denominator =

b)  $\frac{2}{3} + \frac{4}{5}$  Common denominator =

c)  $\frac{7}{8} - \frac{1}{4}$  Common denominator =

d)  $\frac{7}{9} - \frac{1}{6}$  Common denominator =

e)  $\frac{11}{15} + \frac{3}{10}$  Common denominator =

3 Ron and Eva are working out  $\frac{1}{4} + \frac{5}{6}$

Ron's method

$$\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$$

Eva's method

$$\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$$

a) What is the same about Ron's and Eva's methods?

They both found a common denominator.

b) What is different about their methods?

They used a different common denominator.

4 Complete the calculations.

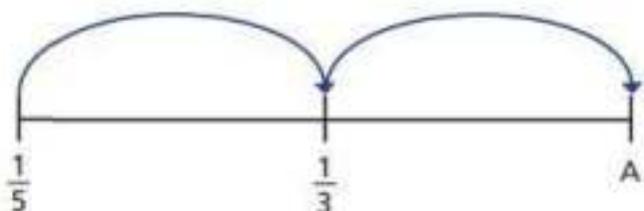
a)  $\frac{1}{5} + \frac{3}{4} = \frac{19}{20}$

c)  $\frac{1}{2} - \frac{1}{7} = \frac{5}{14}$

b)  $\frac{7}{8} - \frac{1}{3} = \frac{13}{24}$

d)  $\frac{11}{18} + \frac{7}{12} = 1\frac{7}{36}$

5 Mo is drawing jumps on a number line. The jumps are the same size.



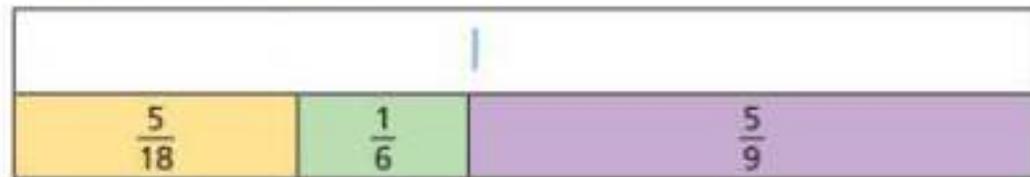
a) What is the size of the jump?

$\frac{2}{15}$

b) What is the value of A?

$\frac{7}{5}$

6 Complete the bar model.



7 Complete the additions.

Give your answers as mixed numbers and as improper fractions.

a)  $\frac{4}{5} + \frac{5}{4} = \frac{41}{20} = 2\frac{1}{20}$  c)  $\frac{9}{8} + \frac{8}{9} = \frac{145}{72} = 2\frac{1}{72}$

b)  $\frac{2}{3} + \frac{3}{2} = \frac{13}{6} = 2\frac{1}{6}$  d)  $2\frac{4}{15} = \frac{34}{15} = \frac{5}{3} + \frac{3}{5}$

What patterns do you notice?

8 Look at these additions.

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

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} = \square$

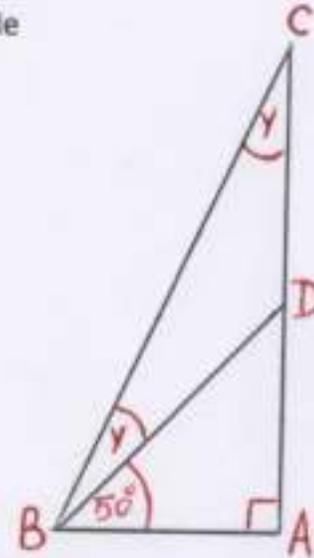
$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} = \square$

a) When does this pattern first give an answer greater than 2?

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} + \frac{1}{6} + \frac{1}{7} + \frac{1}{8} + \frac{1}{9} + \frac{1}{10} + \frac{1}{11}$

# Further Task: Mrs Pavlova's challenge question!

ABC is a right-angled triangle



Not drawn accurately

Work out the size of angle  $y$

**Use your prior knowledge**

Which of these statements can help you to work it out? Tick them out.

1. Angles around a point sum to  $360^\circ$
2. Angles on a straight line sum to  $180^\circ$
3. Angles in a triangle sum to  $180^\circ$
4. Vertically opposite angles are equal.
5. In an isosceles triangle two angles are equal.

Show your method

# Further Task: Mrs Pavlova's challenge question - answers

ABC is a right-angled triangle



Not drawn accurately

Work out the size of angle  $y$

Use your prior knowledge

Which of these statements can help you to work it out? Tick them out.

1. Angles around a point sum to  $360^\circ$
2. Angles on a straight line sum to  $180^\circ$
3. Angles in a triangle sum to  $180^\circ$
4. Vertically opposite angles are equal.
5. In an isosceles triangle two angles are equal.

Show your method

**1 step:** Look at the triangle **BDA**. How can you work out the missing angle?

Use the statement "Angles in a triangle sum to 180 degrees".

So, the missing angle is 40 degrees ( $180 - 90 - 50 = 40$ )

**2 step:** Look at the triangle **BDC**. How can you work out one of the missing angles?

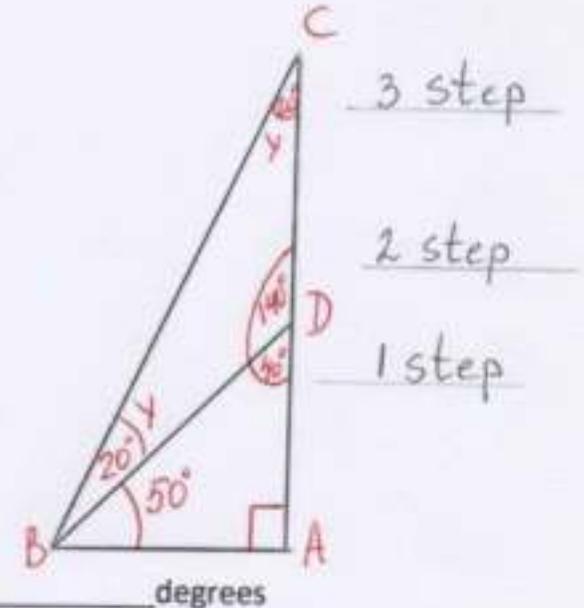
Use the statement "Angles on a straight line sum to 180 degrees".

So, the missing angle is 140 degrees ( $180 - 40 = 140$ )

**Step 3:** Look again at the triangle **BDC**. How can you work out the size of angle  $y$ ?

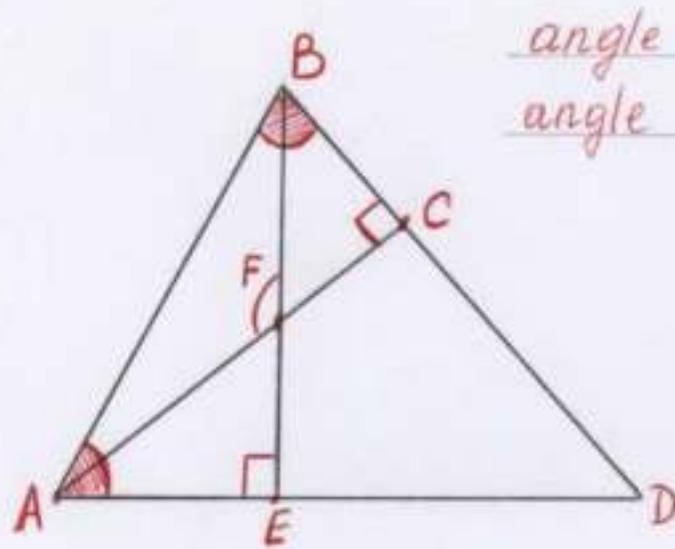
Use the statement "In an isosceles triangle two angles are equal".

So, the angle  $y$  is 20 degrees ( $180 - 140 = 40$ ;  $40$  divided by  $2 = 20$ )



Answer 20 degrees

# Further Task: Mrs Pavlova's challenge question!



$$\text{angle } A = 55^\circ$$

$$\text{angle } B = 67^\circ$$

Not drawn accurately

Work out the size of angle F

Use your prior knowledge

Which of these statements can help you to work it out? Tick them out.

1. Angles around a point sum to  $360^\circ$
2. Angles on a straight line sum to  $180^\circ$
3. Angles in a triangle sum to  $180^\circ$
4. Vertically opposite angles are equal.
5. In an isosceles triangle two angles are equal.

Show your method

# Further Task: Mrs Pavlova's challenge question - answers

Work the question out step by step, using the statement "Angles in a triangle sum to  $180^\circ$ ".

1 step: In the triangle **EAB**, the size of angle E is  $90^\circ$ ; the size of angle A is  $55^\circ$ .

So, the size of the missing angle is  $35^\circ$  ( $180^\circ - 90^\circ - 55^\circ = 35^\circ$ )

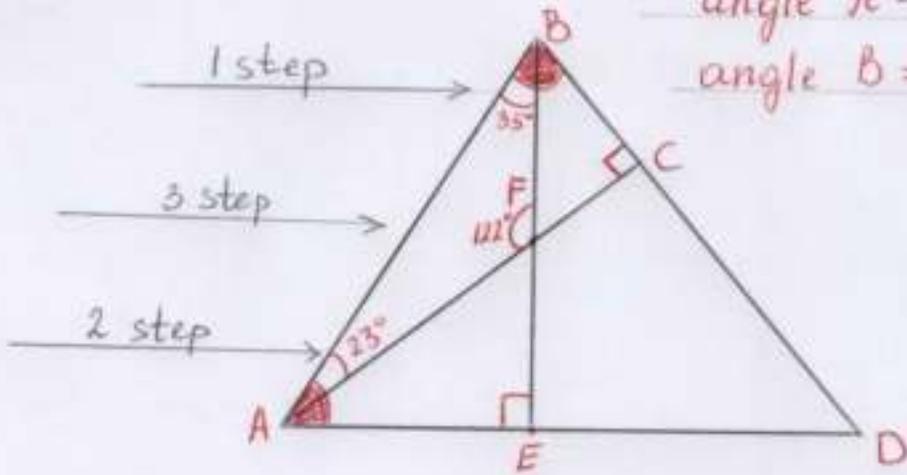
2 step: In the triangle **BAC**, the size of angle C is  $90^\circ$ ; the size of angle B is  $67^\circ$ .

So, the size of the missing angle is  $23^\circ$  ( $180^\circ - 90^\circ - 67^\circ = 23^\circ$ )

3 step: In the triangle **AFB**, the size of F is  $122^\circ$  ( $180^\circ - 23^\circ - 35^\circ = 122^\circ$ ).

Not drawn accurately

angle A =  $55^\circ$   
angle B =  $67^\circ$



Answer 122 degrees



# English tasks:

These activities follow on from what you did last week, so be sure to complete those first before moving onto these!

## Activity 9: Extending our ideas to write our own

Now let's be a bit more adventurous! Go back to your list of combinations and I am going to show you 3 different ways of extending them:

### a. Adding in more detail

Here we want to describe more about either the place or the abstract noun and we will do this by adding in **well-chosen adjectives**.

Example: The city of silence

The city of silence ... The **forgotten** city of silence

The city of silence ... The city of **frozen** silence

The city of silence ... The **forgotten** city of **frozen** silence

★ Top Tip: sometimes using too many adjectives can cause your writing to be overwritten: The huge, gigantic, massive, ugly city of silence.



So, add some effective adjectives and make sure that the adjective you choose actually adds something to the writing. Pie tells us, "Every word should earn its place."

### b. Add in a character

This could be you or someone else and you'll need a verb telling the reader what they are doing in your place.

**The Ocean of Truth**  
*I sailed on the the ocean of truth  
and met a truthful turtle.*

*The River of Lies*  
*I swam in the river of lies and met  
a very dishonest shoal of fish.*

Example: The forest of nightmares

- I got lost in the forest of nightmares.
- She went into in the forest of nightmares and never came back.
- Blake wandered into the forest of nightmares by mistake.
- Someone whispered in my ear stories about the forest of nightmares.



Try adding a character into a new idea like the example here or add it into your favourite descriptive ideas from a) above.

# English tasks:

## c. What it is like in your place

Here we are telling the reader what might be in your place, what could happen if you went there or how it got its name!

Example: **The castle of curses**

The castle of curses is home to all evil in the kingdom.  
The castle of curses looms over the city forever watching.  
Once you enter the castle of curses, you can never escape.

★ Now try adding all the ideas together and creating some powerful verses.  
Here's one example – as you can see, I've been influenced by the lock down.

*I walked softly into the forgotten city of silence, staring at empty streets, abandoned shops and scary emptiness.*



★ Top tip: Remember poems don't have to rhyme – and they're often more powerful if they don't!

The examples that are given here are effective because they make full use of 'showing' and not 'telling'.

The verb, 'looms', in the second example immediately makes me think of a huge castle, high above the city, almost as if the city was trapped by it.

# English tasks:

## Activity 10: CHALLENGE! Try some juxtaposition

If you haven't heard of this term before, **juxtaposition** means having two opposite or contrasting ideas next to each other. This can surprise the reader as they might not be expecting it or have never heard it before.

The title of our game – *The City of Silence* – is actually an example of juxtaposition because a city is not normally silent but full of noise. Here are some other examples to help you think of your own.

The sun of darkness  
The dungeon of love  
The black hole of light  
The cave of dreams  
The waterfall of pain



Now have a go at coming up with some ideas that use juxtaposition.

We would love to hear some of your juxtaposition ideas! Feel free to send them to us from your Gmail account!

Try putting a few of these into a short poem. For example:

A cave is...  
A black hole of light  
A dungeon of love...

## Activity 11: A poem with a repeating pattern

For this poem, you will need a repeating phrase chosen from one of the ideas above. Here are some examples so you get the idea:

### I Got Lost

I got lost in the castle of curses and never came out,  
I got lost in the maze of confusion as....  
I got lost in the land of dreams where....  
I got lost in the field of fear because....

### In the Castle of Dreams

In the castle of dreams there are....  
In the castle of dreams you will....  
In the castle of dreams no-one....  
In the castle of dreams I....

### The Dungeon of Doom

The dungeon of doom is home to....  
The dungeon of doom wants you to.....  
The dungeon of doom is a place where.....  
The dungeon of doom can.....

To extend this poem, each verse could be 4 lines on a different threatening setting. E.g. *Dungeon of doom* followed by *Cave of Death*, *Forest of Dread* and *Cavern of Fear*.



Now have a go at a repetitive poem – continue on a separate page and add drawings if you want to.

# English tasks:

## Activity 12: Writing a descriptive paragraph

One activity you could try now is to write a narrative or descriptive paragraph based around one of your favourite combinations. Try to describe the setting and how the character reacts to what they see. Remember to keep re-reading your writing to see if it works and if it needs a tweak here or there with the spelling or punctuation.

### The City of Silence

I took a trip to the city of silence where the streets were silent and no-one could utter a word. Cars passed by me without a sound and songless birds flew overhead. My feet didn't even make a sound on the pavement when I walked: it sounded as if everything was made of cotton wool or had had the volume turned down to zero. I tried to talk to the people but I couldn't even manage a squeak. An evil lord ruled over the city and had cast a spell on the people making it impossible for them to talk. Who could save them from this terrible fate? And who could save me?



Now have a go at writing a paragraph about one of your combinations.

This is where you will need to go back to all your previous notes and use those! Take your time it ☺

## Activity 13: Artistic challenge

One of your ideas might already stand out to you as a great setting to bring to life by drawing/painting. Choose one of your ideas and sketch out what it might look like there. Here's Jon's idea for *The forest of premonitions*:



Now have a go at drawing/painting what it might look like in one of your incredible places.

# English tasks:

## Activity 14: Performing one of your pieces of work



Poems and creative writing really come alive when they are read out loud and performed. You could just do this for yourself, or for your family or record it and send it to other people you know to cheer them up or inspire them to do their own. I am sure that your teachers would be over-the-moon to hear your performances!

### ★ Top tips for performing your writing:

- a. Know your writing/poem really well so you can focus on the performance
- b. Think about the tone of voice you are going to use on certain words or lines. Can you slow down, speed up or emphasise certain parts?
- c. As you are reading your work aloud, you may hear certain parts that don't sound quite right or jar. This is a chance for you to edit and improve!
- d. Be confident and enjoy it! Try not to re-record yourself 1,000 times trying to make it perfect.
- e. Speak really clearly so that your audience can hear each precious word.



★ Now be brave and have a go at performing one of your poems.

# English tasks:

I hope you've enjoyed working through this workbook.

The beauty of this kind of writing is that you could start the booklet all over again and write a different list of setting and nouns and have a go at different poems or activities. Each time I play the game with classes, I get new and different outcomes.

I will leave you with a poem I have written whilst writing this workbook. I would love to read what you have come up with.  
Please share them by tweeting your work to me @MrWalkerPrimary.

## The City of Silence

I took a trip to the city of silence where no-one can utter a word;  
But then I danced in the field of happiness and lost track of time.  
I got lost in the maze of fear and couldn't find my way out;  
But then I discovered an ancient waterfall of wishes and was  
granted three of my own.

I fell into the pool of nightmares and saw things beyond my wildest  
imagination;  
But then I swam in the ocean of joy with a shoal of friendly fish.

I passed through the black hole of doom and into a dark abyss;  
But then I skipped on the moon of melody to a rhyimical beat.

I was trapped in the house of isolation for what felt like eternity;  
But then I entered the land of hope and saw how wonderful the  
world was.

By James Walker, Year 6 Teacher (Bristol) & Talk for Writing trainer

If you want to see what Pie has written about playing with words you can read  
it here. You'll see that I have maggied lots of his ideas!

<https://www.talk4writing.co.uk/wp-content/uploads/2019/01/Playing-with-words-and-ideas.pdf>

# Reading task:

Draw a table similar to the one below. At the top of each column, write the names of your main characters. Using what you already know about the book, start thinking of some predictions as to what might happen to these characters. If you haven't started your book yet, use the blurb and front cover to help you think of what might happen.

On the first day, you will **only** fill in 'Prediction 1'. As you read the book and find out more about the story and the characters, you will update these predictions .

|              | Tim   | Bob | Wendy | Gracie |
|--------------|---|-----|-------|--------|
| Prediction 1 | I think that Tim will.....<br>This is because.... |     |       |        |
| Prediction 2 |   |     |       |        |
| Prediction 3 |   |     |       |        |
| Prediction 4 |   |     |       |        |
| Prediction 5 |   |     |       |        |

# Spelling tasks

|          |   |
|----------|---|
| Stage: 6 | Spelling Rules: Words which can be nouns and verbs. |
| List: 15 |   |



| Spellings | Introduction           | Explain to the children that there are words that can be used as both verbs and nouns. Often they are pronounced the same way but sometimes they are pronounced slightly differently (e.g. produce and produce).   |
|-----------|------------------------|--|
| produce   | Main Teaching Activity | Talk about some of the words in the spelling list and see if the children can work out how they can be both a noun and a verb. Complete a few together by putting them in a sample sentence. e.g.<br><br>Spain produces 100 tonnes of grapes each year.<br>The produce is of a very high standard. |
| impact    |                        |  |
| transport | Independent Activity   | Ask the children to continue with the teaching activity and work in pairs to create a sentence for both meaning of each spelling. Tell children to ensure they spell the words correctly!<br><br>Share some of the sentences with the class and check that meaning is correct.                     |
| silence   |                        |  |
| permit    |                        |  |
| object    |                        |  |
| contest   |                        |  |
| subject   |                        |  |
| increase  |                        |  |
| freeze    |                        |  |

# Spelling tasks

|             |   |
|-------------|---|
| Stage: 6    | Spelling Rules: Words which can be nouns and verbs. |
| List: 15    |   |
| Name: _____ |   |



| Spellings | 1 <sup>st</sup> Attempt | 2 <sup>nd</sup> Attempt | 3 <sup>rd</sup> Attempt | 4 <sup>th</sup> Attempt | 5 <sup>th</sup> Attempt |
|-----------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| produce   |                         |                         |                         |                         |                         |
| impact    |                         |                         |                         |                         |                         |
| transport |                         |                         |                         |                         |                         |
| silence   |                         |                         |                         |                         |                         |
| permit    |                         |                         |                         |                         |                         |
| object    |                         |                         |                         |                         |                         |
| contest   |                         |                         |                         |                         |                         |
| subject   |                         |                         |                         |                         |                         |
| increase  |                         |                         |                         |                         |                         |
| freeze    |                         |                         |                         |                         |                         |

# Spelling tasks

|          |   |
|----------|---|
| Stage: 6 | Spelling Rules: Words which can be nouns and verbs. |
| List: 15 | Name:   |



Spelling Shed

## Spellings

produce

impact

transport

silence

permit

object

contest

subject

increase

freeze

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | o | i | u | y | s | u | b | j | e | c | t | d | f | g | h | j | l | k |
| a | s | b | d | f | g | h | j | k | l | z | x | c | v | b | n | m | o | c |
| q | t | w | j | e | r | t | y | b | r | p | e | r | m | i | t | t | u | o |
| i | r | o | p | e | a | s | h | d | f | e | h | j | k | l | z | x | c | n |
| v | a | b | n | m | c | q | w | e | r | t | d | y | u | i | o | p | o | t |
| a | n | s | f | i | g | t | h | e | j | k | i | n | c | r | e | a | s | e |
| n | s | m | n | q | w | e | z | r | p | r | o | d | u | c | e | t | y | s |
| a | p | d | s | d | f | e | g | h | j | k | k | l | l | o | z | x | c | t |
| v | o | b | n | m | e | i | m | p | a | c | t | q | w | e | m | r | t | y |
| w | r | u | i | r | o | p | a | s | d | f | g | h | j | l | z | s | x | c |
| v | t | b | f | n | s | i | l | e | n | c | e | q | w | e | r | y | u | i |

Can you find your spellings hidden in this word search?

# Spelling tasks

|          |   |
|----------|---|
| Stage: 6 | Spelling Rules: Words which can be nouns and verbs. |
| List: 15 | Answers:  |



Spelling Shed

| Spellings |
|-----------|
| produce   |
| impact    |
| transport |
| silence   |
| permit    |
| object    |
| contest   |
| subject   |
| increase  |
| freeze    |

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| p | o | i | u | y | s | u | b | j | e | c | t | d | f | g | h | j | l | k |
| a | s | b | d | f | g | h | j | k | l | z | x | c | v | b | n | m | o | c |
| q | t | w | j | e | r | t | y | b | r | p | e | r | m | i | t | t | u | o |
| i | r | o | p | e | a | s | h | d | f | e | h | j | k | l | z | x | c | n |
| v | a | b | n | m | c | q | w | e | r | t | d | y | u | i | o | p | o | t |
| a | n | s | f | i | g | t | h | e | j | k | i | n | c | r | e | a | s | e |
| n | s | m | n | q | w | e | z | r | p | r | o | d | u | c | e | t | y | s |
| a | p | d | s | d | f | e | g | h | j | k | k | l | l | o | z | x | c | t |
| v | o | b | n | m | e | i | m | p | a | c | t | q | w | e | m | r | t | y |
| w | r | u | i | r | o | p | a | s | d | f | g | h | j | l | z | s | x | c |
| v | t | b | f | n | s | i | l | e | n | c | e | q | w | e | r | y | u | i |

Can you find your spellings hidden in this word search?

Last term, in Spanish, you started learning the words for places around town. Have a go at this word search. Some of the words that you have to find are new, so be sure to look them up!

Ó B O A Y R B I M Y U E G Ó B B Y U G I A Y L Y  
R G C A T Ó P L U U S S C Y O Ó R G M G N I S A  
C U D T B R L T O L C T Y U I E T P L L P N Q B  
T S C O R R E O E G A A O L Y S A Ó C Ó B O N M  
N T T E A T R O S U B C B P G T M C Y Q T B Q Ó  
P T M T Ó Q O D C R N I Y N B A M Q R D T T O M  
Ó I P T U G D D Ó E B Ó S B S C U M I P R S S S  
Y D U T E I Q Y S S N N C G Y I S C I R S E O D  
L N D L C D D R S T N D B C P Ó E C B A D B Ó Q  
P O E B O Ó R M N A A E C T M N O R P R M Q L L  
P Y B D I M B B Q U C T O M B D M Q A I R Ó O S  
G C T S Q A O M Q R N R P G A E D U R R O C P D  
Ó R Y U E D Y B L A D E S P N A U B Q E E Ó E D  
A D I P O N N Y A N N N T S C U Ó N U U E M B I  
R L I E E R C D C T U I C S O T O G E D B U I U  
P I R R E I C S P E A G T Q Y O L B M Q P G O T  
E U U M N L R G I P S L D Q D B U E U C Y T P U  
Q I E E M S P Q S T S E C Y N U I Q O P E R L L  
I G T R Y S G E C U O S B Y P S L L P R T A N Q  
L U S C P G N Y I Q I I T M O E N G Ó M C E U D  
R Ó Q A Y U M R N R Y A C Ó U S Ó B U T E R E S  
E D E D U L Q R A D L U E I G S R O L L O Y A U  
T O C O N C R U Ó L A Y U N T A M I E N T O S B  
N T Y Y B B N M U D R U S U N C C Q Y E D Q Q R

ayuntamiento   banco   correo   estación de autobuses   estación de tren   iglesia   museo   parque   piscina   restaurante   supermercado   teatro

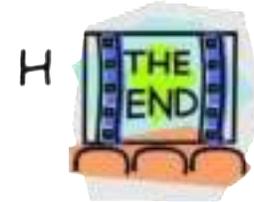
Start with the ones that you do know. Many Spanish words are similar to English, so make those links! Look up the ones you're really stuck on!

## En la ciudad (*In the town*)

**A** Match the pictures with the places. Write the correct letter.

- 1) la bolera
- 2) el museo
- 3) el parque
- 4) la tienda
- 5) el cine
- 6) el castillo
- 7) el polideportivo
- 8) el estadio
- 9) el centro comercial
- 10) el teatro
- 11) la playa
- 12) la discoteca
- 13) la piscina
- 14) la catedral

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**VE DAY**



# Victory in Europe

Victory in Europe Day/ VE Day took place on May 8<sup>th</sup> 1945. It was a public holiday and day of celebration to mark the defeat of Germany by the Allied forces in World War 2.

VE Day marked the formal conclusion of the war with Germany and brought to an end six years of suffering, courage and endurance across the world.



# Surrender

After Hitler's suicide in April, 1945, the Germans knew they could not win the war. General Jodl, travelled to see General Dwight D. Eisenhower - who was Supreme Commander of the Allied Forces in Europe – at the Headquarters in France.

On the 7<sup>th</sup> May, at 2.41am, in front of some of the leaders of the Western Allies, Jodl signed a surrender document on behalf of Germany. This meant that the war in Europe was over, although World War II continued in other countries.



Photo courtesy of Ras67 (@Wikipedia.com) - granted under creative commons licence - attribution

# Celebrations

As news of the surrender spread, the war-weary British began to rejoice straight away. During the previous six years, half a million homes had been destroyed, thousands of civilians had been killed and many millions of lives disrupted, in Britain alone.

The news of a surrender was what everyone needed to hear.



Photo courtesy of Fæ (@Wikipedia.com) - granted under creative commons licence - attribution

People ran out on to the streets, hanging bunting and banners and dancing. People organised impromptu street parties, shared rationed food with the neighbours and listened to the wireless for updates.

# Announcement

Yet the British Prime Minister, Winston Churchill, had yet to make a formal announcement. He was being held back by Stalin, the leader of the Soviet Union. Stalin wanted his own document of surrender signing, so he was holding off announcing the fall of Germany.

Churchill was not going to give Stalin the satisfaction of making Britain wait, so at 19:40, Churchill made this announcement over the radio:



"In accordance with arrangements between the three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."

# Victory in Europe



Photo courtesy of W.wolny (@Wikipedia.com) - granted under creative commons licence - attribution

This photograph shows Churchill waving to crowds in Whitehall, London, on the day he broadcast to the nation that the war with Germany had been won, 8<sup>th</sup> May 1945.

# Time to Celebrate



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Photo courtesy of Fæ (@Wikipedia.com) - granted under creative commons licence - attribution



Photo courtesy of Galt Museum & Archives (@flickr.com) - granted under creative commons licence - attribution

# London VE Day



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After suffering so many bombing raids, London was the place to be on VE Day and anyone who could reach the city did so. The centre of London was full of people wearing red, white and blue, waving flags, dancing and singing. Fireworks filled the sky with flashes of light.

# Britain's Resolve and Strength

On VE Day, everyone, both in London and at home sitting by their wireless sets, wanted to hear just one man: Winston Churchill. At 3pm the Prime Minister broadcast to the nation. He praised the British spirit and reminded them that this was a victory of the great British nation as a whole. He also reminded them that the war continued against the Japanese, but 'we can all take a night off today'.



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Crowds gathered in Trafalgar Square and up The Mall, waiting for Winston Churchill and King George VI to make an appearance on the balcony of Buckingham Palace.

# “This is your victory!”

Shortly after Churchill's speech, King George VI, Queen Elizabeth and the two princesses came out onto the balcony at Buckingham Palace. It was to be the first of eight appearances by the King and Queen on VE Day. When the doors onto the balcony were opened again at 17:30, the Royal Family stepped out accompanied by the man of the hour, Churchill. Churchill later told the crowds:



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Photo courtesy of Common Good (@Wikipedia.com) - granted under creative commons licence - attribution

# A Memorable Night

Later that evening, Princess Elizabeth and Princess Margaret slipped out of Buckingham Palace to experience the celebrations for themselves. They stood amongst the joyful crowds below the royal balcony.

HM Queen Elizabeth II recalled the event:

"... my sister and I realised we couldn't see what the crowds were enjoying ... so we asked my parents if we could go out and see for ourselves ... After crossing Green Park we stood outside and shouted, 'We want the King', and were successful in seeing my parents on the balcony. I think it was one of the most memorable nights of my life."





twinkl

YOUR NAME

# 5 A DAY

Just Eat More  
(fruit & Veg)

### ONE PORTION =

- 1 medium glass of fruit juice
- 1 medium sized fruit
- 2 spears of broccoli
- 1 tablespoon of raisins
- 3 heaped tablespoons of peas



Just Eat More  
(fruit & veg)

|   | MON | TUES | WED | THURS | FRI | SAT | SUN |
|---|-----|------|-----|-------|-----|-----|-----|
| 1 |     |      |     |       |     |     |     |
| 2 |     |      |     |       |     |     |     |
| 3 |     |      |     |       |     |     |     |
| 4 |     |      |     |       |     |     |     |
| 5 |     |      |     |       |     |     |     |
| + |     |      |     |       |     |     |     |

POR T I O N S

Mark a box with a ✓ or drawing for every portion you eat