

## Home Learning: Year 6 Maths wk/c 6<sup>th</sup> July

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	Rounding decimals <a href="#">Activity</a>	Conversion between imperial and metric <a href="#">Activity</a>	Plotting co-ordinates <a href="#">Activity</a>	Objects in 4 quadrants <a href="#">Activity</a>	Objects in 4 quadrants <a href="#">Activity</a>
<b>Four Days of Reasoning (Monday-Thursday)</b>	<p>Summer Term Week 11 (w/c 6<sup>th</sup> July)</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></p> <p>Extension Tasks will be emailed to pupils who normally work with Mrs T if you feel like a challenge please contact your teacher.</p>	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</p> <p style="text-align: center;"><b>Worksheets and answers can be found below.</b></p>			
<b>Friday</b>	Revise aspects of this week's learning that you are not sure of sure of. You can simply repeat a lesson or revisit questions and redo.				

## Home Learning: Year 6 English

Year Six	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. Check out <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/">https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/</a> for some on-line stories and some good book recommendations.				
<b>Writing &amp; thinking</b>	<p><b>LO: Read and respond to a short story</b></p> <p><b>Task 1</b> <a href="#">Listen and read</a> along with the short story, the <i>Hummingbird's Smile</i>. Answer the following questions in your book.</p> <p>1) Why does Nadia go into the cave? 2) Choose two adjectives to describe Nadia and use evidence from the text to explain your choices. 3) Why do you think the hummingbird appears for Nadia?</p> <p><b>Task 2</b> Listen and read along with the story again. While you are listening, think about how the story is structured. Watch the <a href="#">explanation</a> of the short story triangle. (see resource 1A) Draw your own story triangle for the Hummingbird's Smile. Use the model in resource 1A to help you.</p>	<p><b>LO: Think about story structure</b></p> <p><a href="#">Listen and read</a> along with <i>The Creature in the Cave</i> [from the Book of Hopes, p233] Answer the following questions: 1) What makes the story surprising? 2) What is the first clue which hints at this surprising ending? <b>Hint: look at p234.</b></p> <p><b>Task 2</b> Draw a story triangle for <i>The Creature in the Cave</i>. Look back at yesterday's video and the model story triangle to remind you about this if you need to. Watch the <a href="#">video</a> about some of the techniques used to make the <i>Hummingbird's Smile</i> exciting to read. Re-watch the video of the teacher reading <i>The Creature in the Cave</i> and pause it so that you can see p233/4. Look at the section which starts "<i>I was scrambling.....</i>" on p233 to "<i>....sitting inside the cave.</i>" on p234. Answer the following questions, giving examples from the text: 1) What senses does the author use to create an atmosphere? 2) What effect does this have? 3) Find an example of the author combining short and longer sentences. What effect does this have?</p>	<p><b>LO: Structure a short story</b></p> <p>Look at the picture entitled "The Hope Hunters" [see resource 3A] [p34] Use your imagination to think about the story behind the picture and answer the following questions. Remember, there are no wrong answers! You could organise your ideas as a mind map around the picture. Add any other ideas you think of as you are answering the questions.</p> <ol style="list-style-type: none"> <li>Who are the man and woman?</li> <li>Where are they?</li> <li>What time period is it?</li> <li>What are they trying to catch and why?</li> <li>What is the fairy-like creature?</li> <li>What do you think will happen?</li> </ol> <p><b>Task 2</b> Watch the <a href="#">video</a> explaining how to turn your ideas into a story triangle.</p> <p><b>Task 3</b> Draw a story triangle for your story, "The Hope Hunters". Remember: when it is finished, your story will need to be a maximum of 3 minutes long (about 2 sides of A4).</p>	<p><b>LO: Write a short story</b></p> <p><a href="#">Watch</a> the video about turning your story triangle into a plan for your writing</p> <p>Complete the planning sheet for your story (resource 4A).</p> <p><a href="#">Watch</a> the video about starting to write your story.</p> <p>Write the exposition and rising action of your story. Remember to think about using the techniques to make your writing interesting:</p> <ul style="list-style-type: none"> <li>description which uses all the senses;</li> <li>figurative language;</li> <li>- a variety of sentence lengths.</li> </ul> <p>This part of your story should be about 1 side of A4</p> <p>Re-read and edit your work, thinking about what you could add or how you could improve your write. (see resource 4B)</p>	<p><b>LO: Write a short story (2)</b></p> <p><a href="#">Watch</a> the video about continuing your story.</p> <p>Write the <i>climax</i>, <i>falling action</i> and <i>resolution</i> of your story.</p> <p>This will be about 1 side of A4. After each section, re-read and edit what you have written, using <b>CUPS</b> and <b>ARMS</b> to help you (see resource 4B).</p> <p>Read your finished story aloud to someone in your house (or you partner if you are at school. Check that it lasts no longer than 3 minutes, and edit it if necessary.</p>

Curriculum  
Home Learning: Year 6

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	DT/Spanish
<p>LO: Begin to understand global trade</p> <ul style="list-style-type: none"> <li>● Watch this <a href="#">video</a> to remind you about trade.</li> <li>● Predict which 10 countries the UK exports the most to. See if you were close in the resource below.</li> </ul> <p>Use <a href="#">Earth</a> to find these countries. Do you notice any patterns?</p> <ul style="list-style-type: none"> <li>● The resource shows the top 10 exports of 2019. Make these into a graph. Use this <a href="#">website</a> or <a href="#">Excel</a> or you can create a handwritten one using a ruler.</li> </ul>	<p><b>LO: revise the properties of materials - changes</b></p> <p>Watch the <a href="#">video</a> on dissolving from last week.</p> <p>Can the salt and water be separated again?</p> <ul style="list-style-type: none"> <li>● Watch this <a href="#">video</a> on separating.</li> </ul> <p>Answer the questions in the resources below.</p> <ul style="list-style-type: none"> <li>● Make plastic from milk using the instructions below. Can you get the milk and vinegar back again? Why? Is this a reversible or irreversible change?</li> </ul>	<p><b>LO: Research the Vikings as invaders</b></p> <p>Recap where the Anglo-Saxons came from and how they changed Britain (watch this <a href="#">video</a> to help you).</p> <ul style="list-style-type: none"> <li>● Find out who the Vikings were and where they came from using this <a href="#">video</a> to help you.</li> <li>● Draw and label a map of the journey the Vikings made to Britain using the attached picture to help (Resource).</li> </ul>	<p><b>LO: What do the miracles of Jesus teach us?</b></p> <p>Watch the video about the miracle of Jesus raising Lazarus from the dead and read the Bible story below.</p> <p><a href="https://www.youtube.com/watch?v=3lWKVomn3uY">https://www.youtube.com/watch?v=3lWKVomn3uY</a></p> <p>This is one of the last miracles that Jesus performed before his own death and resurrection.</p> <p>Choose a scene from the story to draw. Now describe what is happening in your picture and say why you chose this part of the story.</p>	<p><b>Art - Escher Tessellation</b></p> <p><i>You will need: card (any will do), paper, pencil or fine black pen/felt tip, scissors, Sellotape. Resources below.</i></p> <p>Look at the work by Escher below– what do you notice about the pictures? When a shape is repeated to form a matching pattern, we call it tessellation. Watch this short <a href="#">video</a></p> <ul style="list-style-type: none"> <li>● Take a small square piece of card and draw a line squiggly or curved from corner to corner on two adjacent sides (see support below).</li> <li>● Cut along one of the lines and move the cut part to the opposite side and tape into place. Cut along the second line and then move that bit to the opposite side and tape into place.</li> <li>● Now trace around your shape onto a piece of paper. When you have finished, move the shape along so that it fits against your first drawn shape. Repeat until you have filled up your paper and then colour them in.</li> </ul> <p><b>Spanish</b></p> <p>Find the worksheet attached and learn how to describe a town. Then, translate the sentences to Spanish.</p> <p>Want some extra work? Make different sentences to describe your city! For that you'd start like this:</p> <p>Mi ciudad ...</p>
<b>Everything is Interesting – are you ready for a challenge?</b>				

# Add and subtract integers

1 Complete the calculations.

a)

		3	0	5	9	4			
		+	1	5	4	2	3		

c)  $5,236 + 424,850$

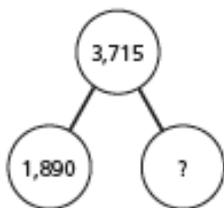

b)

		4	2	4	8	5	0		
		-		5	2	3	6		

d)  $30,594 - 15,423$


2 Calculate the missing numbers. Show your method.

a)




b)

		2,354	750	1,500					




c)  $23,500 + \square + 120,578 = 1,201,079$


d)  $\square - 233,233 = 322,322$


3 Match the calculations to the best estimates.

$8,000,500 - 6,100,000$

200,000

$1,250,000 + 900,000$

one million

double 600,000

$2\frac{1}{4}$  million

$123,999 + 84,178$

2 million

Talk about your answers with a partner.

4 Complete the calculations.

a)

		8	1		8	5			
		+		0	6				
			9	9	5		8		

c)

		8		4	8	5			
		-	3	6				4	
				5	5	5	5	5	

b)

		2			5	5			
		-	2		0	5			
				9	0		5		

d)

		2	1		8	5			
		+			0	6			
			4	1	0		2		





## Multiply up to a 4-digit number by a 2-digit number



1

$$3,257 \times 4 = 13,024$$

I know this is wrong by looking at the ones digit.



Is Eva correct? Talk about it with a partner.

2

Complete the multiplications.

a) 

	1	2	3	5	
x			5	3	

b) 

	4	0	3	6	
x			2	4	

c) 

	6	9	7	8	
x			7	6	



Write the correct multiplications to complete the calculations.

$$1,247 \times 37$$

$$2,031 \times 29$$

$$2,413 \times 23$$

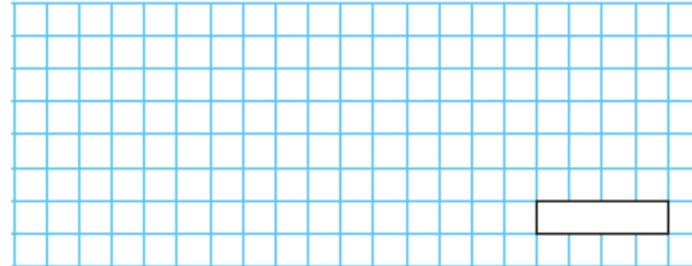
x					
	7	2	3	9	
	4	8	2	6	0

x					
	8	7	2	9	
	3	7	4	1	0

x					
	1	8	2	7	9
	4	0	6	2	0

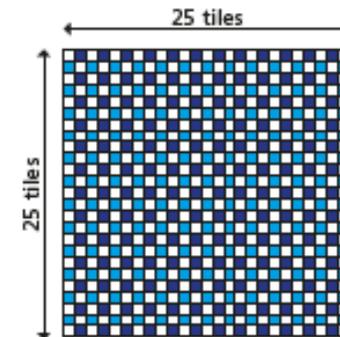
4

A car park has 230 rows of 17 spaces. There are 1,250 cars already parked. How many empty spaces are there?



5

Mr Smith has tiled his kitchen floor.



Each tile costs 18p.

How much does the floor cost in total?



# Short division



1 Complete the divisions.

a)

5	5	6	5		

5	6	6	5		

5	4	6	5	0	

b)

3	9	6	3		

3	9	7	2		

3	2	0	7	9	

2 Continue the sequence.

12, 24, 36, 48, 60, , , ,

Complete the short divisions.

12	6	2	5	2	

12	2	0	0	4	

12	1	1	8	8	

3 Match each division to the remainder.

$756 \div 4$	$r0$	$756 \div 2$
$757 \div 4$	$r1$	$756 \div 3$
$758 \div 4$	$r2$	$756 \div 4$
$759 \div 4$	$r3$	$756 \div 5$
$760 \div 4$	$r4$	$756 \div 6$
	$r5$	

4 Complete the calculations.

a)  $637 \div 5 =$

b)  $1,036 \div 8 =$

c) Two thousand divided by eleven is equal to \_\_\_\_\_  
 \_\_\_\_\_

d)  $297 \div$    $= 3$

- 5 Work out the values of  $a$ ,  $b$ ,  $c$  and  $d$ .

1,386						
$a$	$a$	$a$	$a$	$a$	$a$	$a$

$$a = \boxed{\phantom{000}}$$

$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$
3,339								

$$b = \boxed{\phantom{000}}$$

54	54	54	54	54
$c$		$c$		$c$

$$c = \boxed{\phantom{000}}$$

$$72 \times 24 = d \times 6$$

$$d = \boxed{\phantom{000}}$$



- 6



How much does one bottle cost?

Talk to a partner about the mistakes people may make with this question.

- 7 Tommy is thinking of a number between 800 and 900

He divides it by 4 and there is a remainder of 1

He divides it by 5 and there is a remainder of 1

He divides it by 6 and there is a remainder of 1

He divides it by 7 and there is a remainder of 1

What is Tommy's number?

- 8 Complete the divisions.

a)

	0	4	8		
6					

b)

	2	4	8	r1	
4	9		3		

c)

	0	9	1	r7	
	7	3			



## Mental calculations

- 1 Mo is working out  $57 + 35$  in his head.

I added the tens:  
 $50 + 30$



I then added the ones:  
 $5 + 7$

I then added my answers together.

- a) Use Mo's method to work out  $57 + 35$  in your head.

- b) Eva started by adding 57 and 30  
What do you think Eva did next?

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- c) Work out the additions in your head. Write your answers.

$25 + 48 = \boxed{\phantom{00}}$

$250 + 480 = \boxed{\phantom{00}}$

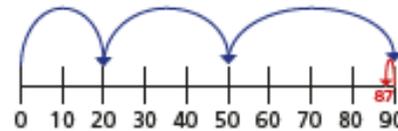
$62 + 55 = \boxed{\phantom{00}}$

$620 + 550 = \boxed{\phantom{00}}$

$260 + 250 + 240 = \boxed{\phantom{00}}$

- 2 Whitney and Amir are working out  $19 + 29 + 39$   
Talk about each method, and explore how they work.

Whitney's method



Amir's method

		1	9
		2	9
	+	3	9
		8	7
		2	

Which method do you think is most efficient? Why?

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- 3 Use Whitney or Amir's method to solve the problems.

a)  $49\text{p} + 79\text{p} = \boxed{\phantom{00}}$

b)  $99\text{ cm} \times 5 = \boxed{\phantom{00}}$

c)  $\text{£}10 - \text{£}5.99 = \boxed{\phantom{00}}$

d)  $2\text{ l} - 199\text{ ml} - 399\text{ ml} = \boxed{\phantom{00}}$

- 4 a) Explain how you could work out this subtraction in your head.  
 $750 - 230$

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- b) Explain how you could work out this subtraction in your head.

$750 - 280$

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- c) Work out the subtractions in your head. Write your answers.

$89 - 35 = \square$

$890 - 350 = \square$

$80 - 25 = \square$

$800 - 250 = \square$

$82 - 45 = \square$

$820 - 450 = \square$

5

**Cars for sale: price list**

Car A £2,750

Car B £19,500

Car C £24,999

Car D £45,000

- a) What is the total price of all 4 cars?

- b) What is the difference between the most expensive and the least expensive cars?

6

- Work out the following multiplications in your head.

Write your answers.

a)  $10 \times 8 = \square$

c)  $18 \times 5 = \square$

$20 \times 8 = \square$

$34 \times 5 = \square$

$40 \times 8 = \square$

$5 \times 430 = \square$

b)  $18 \times 10 = \square$

d)  $21 \times 6 = \square$

$18 \times 20 = \square$

$7 \times 32 = \square$

$18 \times 200 = \square$

$\square = 84 \times 4$

Did you use the same method as your partner?

7

- Choose the best method to solve each calculation.

Show your workings.

a)  $2 \times 19 \times 5 = \square$

b)  $4 \times 23 \times 5 = \square$

c)  $25 \times 9 \times 3 \times 4 = \square$

d)  $10 \times 250 \times 1.7 \times 8 = \square$









6

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

$$\begin{array}{r}
 621 \\
 \times 53 \\
 \hline
 1863 \\
 31050 \\
 \hline
 32913
 \end{array}$$

32,913
--------

7

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

365	×	37	=	13505
370	×	31	=	11470
13505	-	11470	=	2035

Rosie does more sit-ups.

She does 

2035
------

 more sit-ups.

8

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



Use any 5 different digits to complete the multiplication.

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

Which letter interval does your answer lie in?

Shade the section on the track above.

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

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

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

□	□	□	×	□	□	=	□
---	---	---	---	---	---	---	---

3)

## Short division



1 Complete the divisions.

a)

	1	1	3	
5	5	6	5	

	1	3	3	
5	6	6	5	

	0	9	3	0
5	4	6	5	0

b)

	3	2	1	
3	9	6	3	

	3	2	4	
3	9	7	2	

	0	6	9	3
3	2	0	7	9

2 Continue the sequence.

12, 24, 36, 48, 60, 72, 84, 96, 108

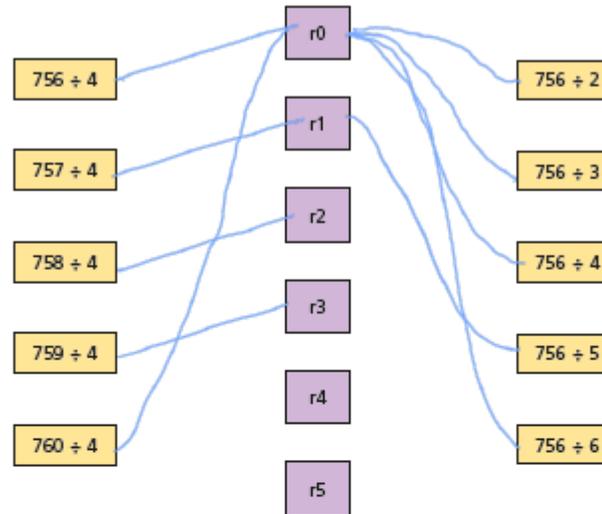
Complete the short divisions.

	0	5	2	1
12	6	2	5	2

	0	1	6	7
12	2	0	8	4

	0	0	9	9
12	1	1	8	8

3 Match each division to the remainder.



4 Complete the calculations.

a)  $637 \div 5 = \boxed{127r2}$

b)  $1,036 \div 8 = \boxed{129r4}$

c) Two thousand divided by eleven is equal to one hundred and eighty-one remainder nine.

d)  $297 \div \boxed{99} = 3$

- 5 Work out the values of  $a$ ,  $b$ ,  $c$  and  $d$ .

1,386						
$a$	$a$	$a$	$a$	$a$	$a$	$a$

$$1386 \div 7 =$$

$$a = \boxed{198}$$

$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$	$b$
3,339								

$$3339 \div 9 = 371$$

$$b = \boxed{371}$$

54	54	54	54	54
$c$	$c$	$c$	$c$	$c$

$$54 \times 5 = 270$$

$$270 \div 3 = 90$$

$$c = \boxed{90}$$

$$72 \times 24 = d \times 6$$

$$1728 \div 6 = 288$$

$$d = \boxed{288}$$



- 6



How much does one bottle cost?

$$£6 \div 12 = 600p \div 12 = 50p$$

$$\boxed{50p}$$

Talk to a partner about the mistakes people may make with this question.

- 7 Tommy is thinking of a number between 800 and 900

He divides it by 4 and there is a remainder of 1 *← must be odd*

He divides it by 5 and there is a remainder of 1 *← must end in 1*

He divides it by 6 and there is a remainder of 1

He divides it by 7 and there is a remainder of 1

What is Tommy's number?

801 X    851  
 811 X    861 X  
 821 X    871  
 831 X    881  
 841      891 X

$$\boxed{841}$$

- 8 Complete the divisions.

a)	b)	c)																																																																								
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4)

## Mental calculations



- 1 Mo is working out  $57 + 35$  in his head.

I added the tens:  
 $50 + 30$



I then added the ones:  
 $5 + 7$

I then added my answers together.

- a) Use Mo's method to work out  $57 + 35$  in your head. 92

- b) Eva started by adding 57 and 30

What do you think Eva did next?

Add 5 to her total.

- c) Work out the additions in your head. Write your answers.

$25 + 48 =$  73

$250 + 480 =$  730

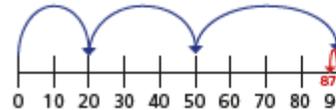
$62 + 55 =$  117

$620 + 550 =$  1,170

$260 + 250 + 240 =$  750

- 2 Whitney and Amir are working out  $19 + 29 + 39$   
Talk about each method, and explore how they work.

Whitney's method



Amir's method

	1	9	
	2	9	
+	3	9	
	8	7	
	2		

Which method do you think is most efficient? Why?

Various answers.

- 3 Use Whitney or Amir's method to solve the problems.

a)  $49p + 79p =$  £1.28

b)  $99 \text{ cm} \times 5 =$  495cm

c)  $£10 - £5.99 =$  £4.01

d)  $2 \text{ l} - 199 \text{ ml} - 399 \text{ ml} =$  1,402ml

- 4 a) Explain how you could work out this subtraction in your head.

$750 - 230$

E.g.  $750 - 200 = 550$

$550 - 30 = 520$

so  $750 - 230 = 520$

b) Explain how you could work out this subtraction in your head.

$750 - 280$

E.g.  $750 - 300 = 450$

$450 + 20 = 470$

so  $750 - 280 = 470$

c) Work out the subtractions in your head. Write your answers.

$89 - 35 = 54$

$890 - 350 = 540$

$80 - 25 = 55$

$800 - 250 = 550$

$82 - 45 = 37$

$820 - 450 = 370$

5

Cars for sale: price list

Car A £2,750

Car B £19,500

Car C £24,999

Car D £45,000

a) What is the total price of all 4 cars?

£92,249

b) What is the difference between the most expensive and the least expensive cars?

£42,250

6

Work out the following multiplications in your head.

Write your answers.

$10 \times 8 = 80$

$18 \times 5 = 90$

$20 \times 8 = 160$

$34 \times 5 = 170$

$40 \times 8 = 320$

$5 \times 430 = 2,150$

$18 \times 10 = 180$

$21 \times 6 = 126$

$18 \times 20 = 360$

$7 \times 32 = 224$

$18 \times 200 = 3,600$

$336 = 84 \times 4$

Did you use the same method as your partner?

7

Choose the best method to solve each calculation.

Show your workings.

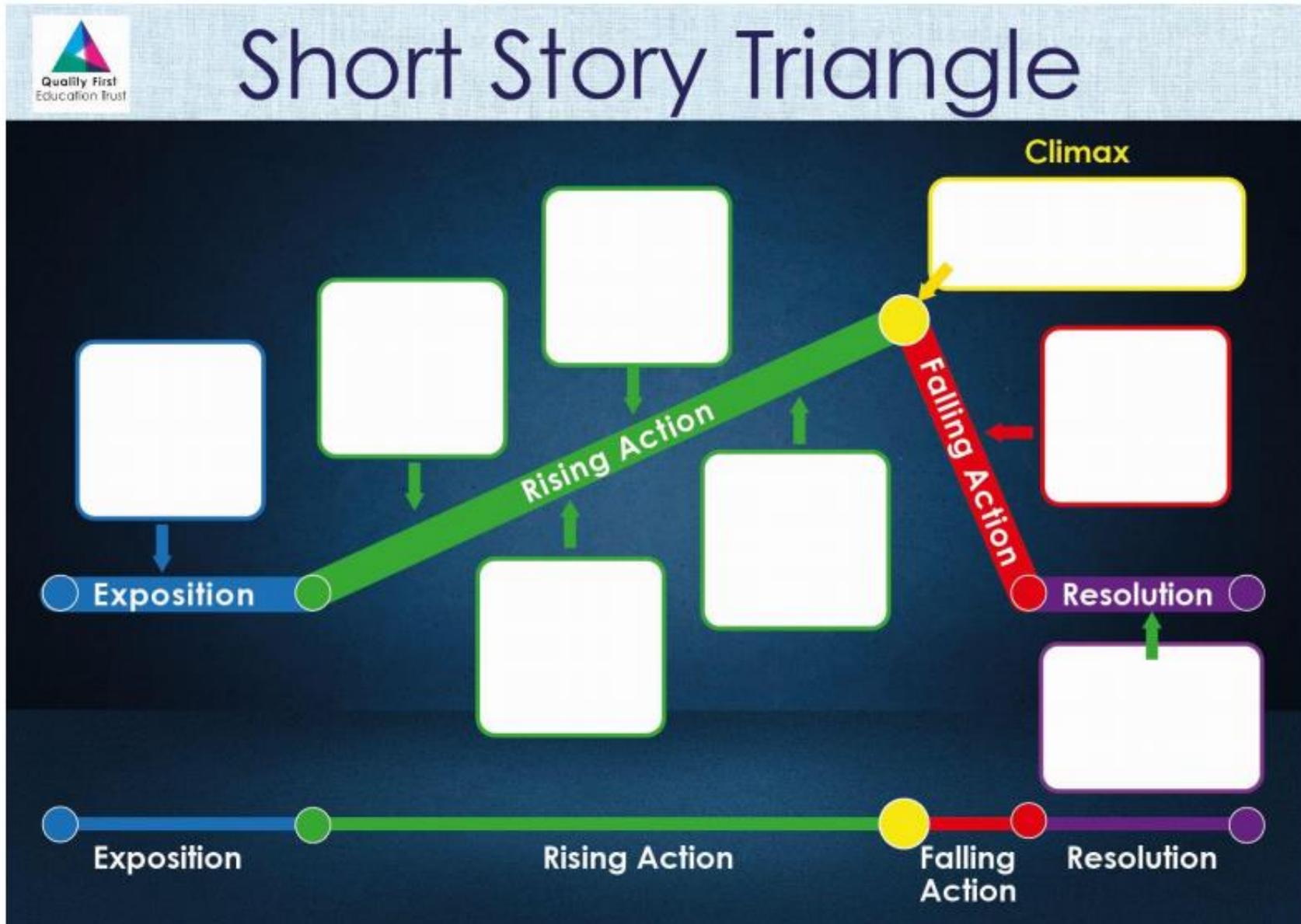
$2 \times 19 \times 5 = 190$

$4 \times 23 \times 5 = 460$

$25 \times 9 \times 3 \times 4 = 2,700$

$10 \times 250 \times 1.7 \times 8 = 34,000$

Resource 1A



English Day Three

Resource 3A



» The Hope Hunters «

## English Day Four

### Resource 4A – Short story planning sheet

<b>Paragraph h</b>	<b>Story Part</b> (from your story triangle)	<b>Details you will include</b> (description of setting to create atmosphere; what happened; how your characters reacted)	<b>Key vocabulary</b> (vivid verbs, sensory description, poetic language)
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			

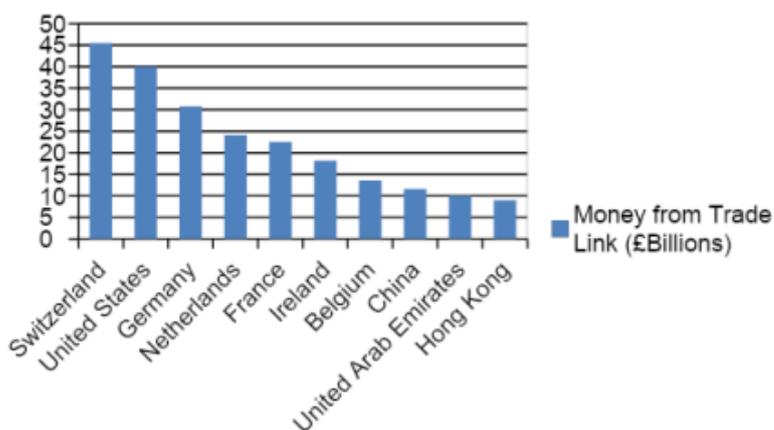


# Geography

## UK Trade partners:

Type of export	Amount of Money (Billions of pounds)
Aircrafts and space crafts	4.6
Petrol	12.4
Scientific instruments	4.8
Other oils	9.9
Alcoholic drinks	4.6
Cars	11.8
Communication technologies	5.6
Chemicals	5.3
Engines	9.6
Medicines	16.9

Export destination	Money from trade link
Switzerland	£45.5 billion
United States	£40 billion
Germany	£30.8 billion
Netherlands	£24.1 billion
France	£22.5 billion
Ireland	£18.2 billion
Belgium	£13.6 billion
China	£11.6 billion
United Arab Emirates	£10 billion
Hong Kong	£9 billion



## UK Exports 2019

### Support:

Use this [website](#) to create the graph.

## Science - Resources

1. Match the process to its description:

Evaporating and condensing	Decanting	Magnetism	Filtering	Sieving
Separates insoluble solids from liquids	Separates two liquids which have different 'weights'	Separates different sized solids	Separates soluble solids from liquids	Separates iron and steel from non-magnetic materials

2. I have a mixture of salty water, fine sand and gravel. If I didn't want to keep the water at the end, what three steps would I take to separate them and in what order? Fill in the table to show what you would do:

	The process I would carry out	The special equipment I would need	The material that would be removed
Step 1			
Step 2			
Step 3			

### Plastic from Milk - Instructions

Plastics and proteins are made from polymers which are very long chains of carbon atoms joined together. Casein is a type of protein found in milk and can be used to make plastic buttons. In this experiment we will be extracting casein from milk and using it to make our own plastic.

#### Equipment

- 150ml milk
- 15ml vinegar
- Measuring jug
- Beaker/cup/bowl
- Stove/hob
- Elastic bands
- Piece of linen/cloth/tea towel
- Tissue
- Oven
- Spoon/spatula

CAUTION: TAKE CARE WHEN HEATING THE MILK AND HANDLING HOT OBJECTS; MAKE SURE YOU HAVE ADULT SUPERVISION.

**Instructions**

1. Use elastic bands to secure the linen over the top of the other beaker in such a way that a deep dip in the middle is formed.
2. Measure out 150ml of milk and 15ml vinegar.
3. Heat the milk in a pan.
4. When simmering, take off the heat and add 15ml of vinegar to the milk.
5. Stir for a few minutes. The mixture will separate out into a liquid and a solid known as "curds and whey". Leave to cool for a few more minutes.
6. Pour the mixture through the linen to filter off the solid from the liquid. This can be quite slow.
7. Gather up the solid in the linen and squeeze off as much liquid as possible by twisting.
8. Pat the solid as dry as possible with some tissue.
9. Squash it together and mould it.
10. Leave it somewhere warm (windowsill) for a few days to dry out. You should be left with a brittle plastic.

Make sure you clean up after yourself!

## Describimos el pueblo

grande <i>big</i>	viejo <i>old</i>	industrial <i>industrial</i>
pequeño <i>small</i>	nuevo <i>new</i>	interesante <i>interesting</i>
animado <i>lively</i>	limpio <i>clean</i>	turístico <i>touristy</i>
tranquilo <i>quiet</i>	sucio <i>dirty</i>	ruidoso <i>noisy</i>
moderno <i>modern</i>	bonito <i>pretty</i>	muy <i>very</i>
histórico <i>historical</i>	feo <i>ugly</i>	bastante <i>quite, fairly</i>

mi pueblo <i>my town</i>
es <i>is</i>
era <i>was</i>

1 My town is modern.  
\_\_\_\_\_

2 My town is pretty.  
\_\_\_\_\_

3 My town is quite big.  
\_\_\_\_\_

4 My town was very dirty.  
\_\_\_\_\_

5 My town was industrial and noisy.  
\_\_\_\_\_

6 My town is quite small and very touristy.  
\_\_\_\_\_

7 My town is lively but very dirty.  
\_\_\_\_\_  
\_\_\_\_\_

8 My town is historical, pretty and also clean.  
\_\_\_\_\_  
\_\_\_\_\_

I can use adjectives and qualifiers to describe a town.

		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## History Resource

### Where did the Vikings settle in Britain?

Vikings travelled from Scandinavia to Britain. They mostly settled in the **Danelaw**, to the north and east of England. Some Norwegian Vikings or 'Norse' sailed to Scotland. They made settlements in the north, and on the Shetland and Orkney Islands. Vikings also settled on the Isle of Man and often raided Wales, but few made homes there. In Ireland, the Vikings founded the city of Dublin.



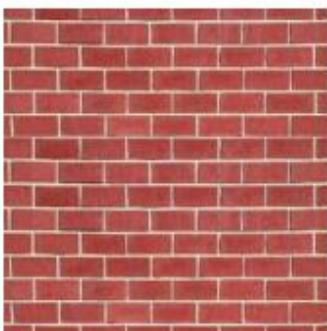
## Design Technology – Escher and tessellation.

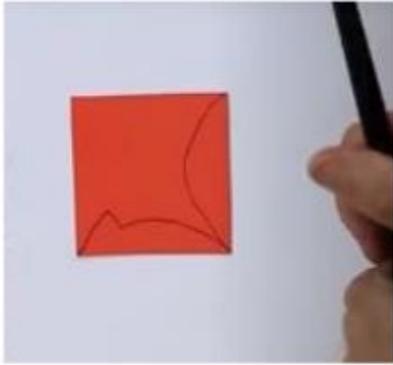


Look at this artwork by Escher – can you see how he has used the shapes to create a repeating pattern with no gaps in between? This is called Tessellation.



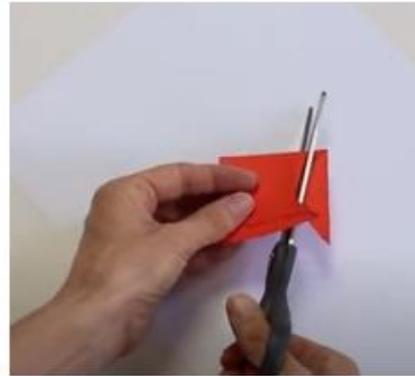
Tessellation can also be found around us – in nature and in things that we create ourselves.





When making your own tessellating pattern start with a square piece of card – old food packing would work well.

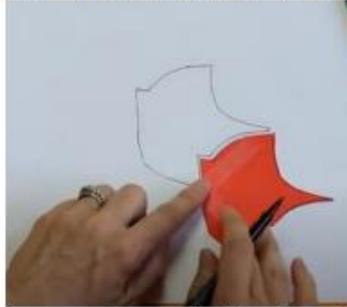
Don't make your lines too squiggly or curvy.



After you have cut along the first line, move the cut piece to the **OPPOSITE** side (see arrows) and then stick it down using Sellotape. Then, do the same with the second cut piece.



After drawing around your shape for the first time, carefully move it along so that the shape still faces the same direction – you should find that the shape fits well into the outline you drew first. You can then continue to trace around the shape until it fills the page.



When you have finished look at your shape. Does it remind you of anything? A fish, an animal, a leaf....maybe just a blob-shaped monster! Colour your shape in and add any extra details like eyes if mouths. Remember to add exactly the same detail to each shape and in exactly the same place if you want your tessellation to remain the same as each other.

Why not try out other shapes...



## RE: The Death of Lazarus (John 11)

Now a certain man was sick, Lazarus of Bethany, the town of Mary and her sister Martha. 2 It was that Mary who anointed the Lord with fragrant oil and wiped His feet with her hair, whose brother Lazarus was sick. 3 Therefore the sisters sent to Him, saying, "Lord, behold, he whom You love is sick."

4 When Jesus heard that, He said, "This sickness is not unto death, but for the glory of God, that the Son of God may be glorified through it."

5 Now Jesus loved Martha and her sister and Lazarus. So, when He heard that he was sick, He stayed two more days in the place where He was. Then after this He said to the disciples, "Let us go to Judea again."

8 The disciples said to Him, "Rabbi, lately the Jews sought to stone You, and are You going there again?"

9 Jesus answered, "Are there not twelve hours in the day? If anyone walks in the day, he does not stumble, because he sees the light of this world. But if one walks in the night, he stumbles, because the light is not in him." These things He said, and after that He said to them, "Our friend Lazarus sleeps, but I go that I may wake him up."

12 Then His disciples said, "Lord, if he sleeps he will get well." However, Jesus spoke of his death, but they thought that He was speaking about taking rest in sleep.

14 Then Jesus said to them plainly, "Lazarus is dead. And I am glad for your sakes that I was not there, that you may believe. Nevertheless let us go to him."

16 Then Thomas, who is called the Twin, said to his fellow disciples, "Let us also go, that we may die with Him."

### **I Am the Resurrection and the Life**

17 So when Jesus came, He found that he had already been in the tomb four days. Now Bethany was near Jerusalem, about [a]two miles away. And many of the Jews had joined the women around Martha and Mary, to comfort them concerning their brother.

20 Then Martha, as soon as she heard that Jesus was coming, went and met Him, but Mary was sitting in the house. Now Martha said to Jesus, "Lord, if You had been here, my brother would not have died. But even now I know that whatever You ask of God, God will give You."

23 Jesus said to her, "Your brother will rise again."

24 Martha said to Him, "I know that he will rise again in the resurrection at the last day."

25 Jesus said to her, "I am the resurrection and the life. He who believes in Me, though he may die, he shall live. And whoever lives and believes in Me shall never die. Do you believe this?"

27 She said to Him, "Yes, Lord, I believe that You are the Christ, the Son of God, who is to come into the world."

## Jesus and Death, the Last Enemy

28 And when she had said these things, she went her way and secretly called Mary her sister, saying, "The Teacher has come and is calling for you." As soon as she heard that, she arose quickly and came to Him. Now Jesus had not yet come into the town, but was in the place where Martha met Him. Then the Jews who were with her in the house, and comforting her, when they saw that Mary rose up quickly and went out, followed her, [c]saying, "She is going to the tomb to weep there."

32 Then, when Mary came where Jesus was, and saw Him, she fell down at His feet, saying to Him, "Lord, if You had been here, my brother would not have died."

33 Therefore, when Jesus saw her weeping, and the Jews who came with her weeping, He groaned in the spirit and was troubled. And He said, "Where have you laid him?"

They said to Him, "Lord, come and see."

35 Jesus wept. Then the Jews said, "See how He loved him!"

37 And some of them said, "Could not this Man, who opened the eyes of the blind, also have kept this man from dying?"

## Lazarus Raised from the Dead

38 Then Jesus, again groaning in Himself, came to the tomb. It was a cave, and a stone lay against it. Jesus said, "Take away the stone."

Martha, the sister of him who was dead, said to Him, "Lord, by this time there is a stench, for he has been dead four days."

40 Jesus said to her, "Did I not say to you that if you would believe you would see the glory of God?"

41 Then they took away the stone [d]from the place where the dead man was lying. And Jesus lifted up His eyes and said, "Father, I thank You that You have heard Me. And I know that You always hear Me, but because of the people who are standing by I said this, that they may believe that You sent Me."

43 Now when He had said these things, He cried with a loud voice, "Lazarus, come forth!"

44 And he who had died came out bound hand and foot with graveclothes, and his face was wrapped with a cloth. Jesus said to them, "Loose him, and let him go."

