

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths Mrs T's Maths Group Below	Follow the lesson called 'Common Multiples.' <a href="https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/">https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</a> Follow up activity below Extension activities below	Follow the lesson called 'Primes to 100' <a href="https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/">https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</a> Follow up activity below Extension activities below	Follow the lesson called 'Square and cube numbers' <a href="https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/">https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</a> Follow up activity below Extension activities below	Follow the lesson called 'Order of operations' <a href="https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/">https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</a> Follow up activity below Extension activities below	Follow the lesson called 'Mental Calculations' <a href="https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/">https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/</a> Follow up activity below
× table s	<b>Remember:</b> 2x, 5x, 10x - <b>Bronze</b> 3x, 4x, 8x - <b>Silver</b> 6x, 7x, 9x, 11x, 12x - <b>Gold</b> <a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> <a href="https://ttrockstars.com/">https://ttrockstars.com/</a>				
English	<b>Write a recount</b> Write about your favourite time during the Christmas holidays. <b>Remember to</b> Use fronted adverbials and other sentence starts to add variety. Show rather than tell the thoughts and feelings of the people you write about <i>eg 'his stomach gurgled as his eyes fell upon the table piled high with food...'</i>	Watch Y6 English Lesson 2 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/</a>  or access the lesson live on zoom following the invitation which has been sent to you.  Follow up activity and supporting resources below	Watch Y6 English Lesson 3 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/</a>  or access the lesson live on zoom following the invitation which has been sent to you.  Follow up activity and supporting resources below	Watch Y6 English Lesson 4 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/</a>  or access the lesson live on zoom following the invitation which has been sent to you.  Follow up activity and supporting resources below	Watch Y6 English Lesson 5 on the school website:  <a href="https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/">https://www.ccht.rbkc.sch.uk/learning-at-home/year-6-learning/</a>  or access the lesson live on zoom following the invitation which has been sent to you.  Follow up activity and supporting resources below
Other Subjects	<b>RE</b> This half term you are going to be learning more about what it means to actually live as a Buddhist.  In preparation, follow this <a href="#">link</a> to refresh your memory about all you have learned about the Buddhist philosophy. There is a video to watch and some info to read. At the end there is a quiz to complete.	<b>History</b> Read the information sheet about the Vikings below and complete the questions and activity.	<b>Science</b> Think about these questions and answer in your own words: <ul style="list-style-type: none"> <li>• How are human beings the same and different?</li> <li>• How are you and your family the same and different?</li> <li>• What is the difference between an <b>inherited feature</b> and an <b>environmental feature</b>?</li> </ul> This <a href="#">link</a> will give you some information.  Make a <b>Glossary</b> of Key Vocabulary: <ul style="list-style-type: none"> <li>• Evolution</li> <li>• Evolve</li> <li>• Adaptation</li> <li>• Features</li> <li>• Environment</li> <li>• Survival of the fittest</li> <li>• Fossils</li> <li>• Camouflage</li> <li>• Inherit</li> </ul>		<b>Geography</b> Later on in the term you are going to be learning about rivers. In preparation for this you are going to research the term 'Natural Resources'. What are natural resources? How are they used? What are the threats to natural resources? Decide how you want to present your learning. It can be a poster, an explanation, a series of questions and answers. There are some resources below for you to refer to and also an <a href="#">link</a> to help you.

# Common multiples

1 Shade all the multiples of 9

Circle all the multiples of 6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

List any common multiples of 9 and 6

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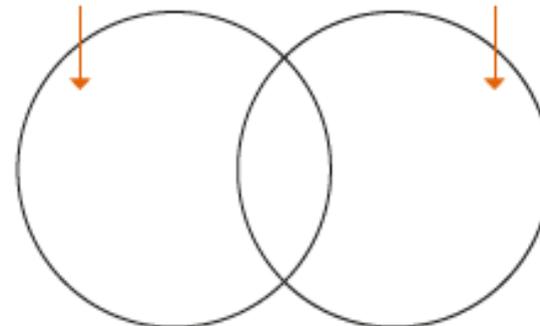


2 a) Write the numbers in the sorting diagram.

25 30 16 20 24 60 75 40

multiples of 5

multiples of 4



b) Write all the common multiples of 4 and 5 from the list.

---

c) Look at the common multiples of 4 and 5 from part b).

What do you notice?

Describe how to find more common multiples to add to this list.

Would you ever run out of common multiples?

3 a) Continue the lists of multiples.

Multiples of 5

5, 10, 15, , , , , , ,  
, , , ,

Multiples of 7

7, 14, 21, , , , , , ,  
, , , ,

b) Circle the common multiples of 5 and 7

4

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



Jack

I think your method might miss some common multiples.



Rosie

Who do you agree with and why?

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5

Write the first five common multiples of these numbers.

a) 2 and 3

---

b) 3 and 12

---

c) 15 and 10

---

6

Rita has two grandchildren in different years at school. On Rita's 90th birthday she says to her grandchildren, "My age is a multiple of both your ages today."

How old could Rita's grandchildren be?

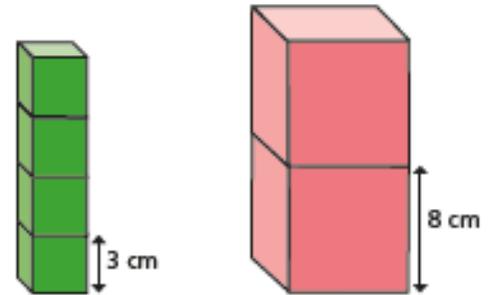
Describe two different solutions.

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7



Scott is building a tower from blocks 3 cm tall.

Dora is building a tower from blocks 8 cm tall.

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

The towers are exactly the same height.

How tall could the towers be?

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## Primes to 100



- 1 a) Find the factors of these numbers.

6      8      9

The factors of 6 are \_\_\_\_\_.

The factors of 8 are \_\_\_\_\_.

The factors of 9 are \_\_\_\_\_.

- b) Find the factors of these numbers.

3      5      7

The factors of 3 are \_\_\_\_\_.

The factors of 5 are \_\_\_\_\_.

The factors of 7 are \_\_\_\_\_.

- c) What is the same and what is different about your answers to part a) and part b)?

\_\_\_\_\_

\_\_\_\_\_

Complete the sentence.

All the numbers in part b) are \_\_\_\_\_ numbers.

- 2 How can you prove that 18 is not a prime number?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3 Circle the prime numbers in each list.

a) 1   2   3   4   5   6   7

b) 17   22   9   36   21   35   23

c) 10   18   38   74   92   2   14

- 4 a) Many people think that 1 is a prime number.

Explain why 1 is not a prime number.

- b) Many people think that 2 is not a prime number.

Explain why people might think this.

- 5 Write ten numbers in the sorting diagram. Each section must have at least one number.

	Even	Not even
Prime		
Not prime		

6

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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

List the prime numbers between 0 and 50

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7

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



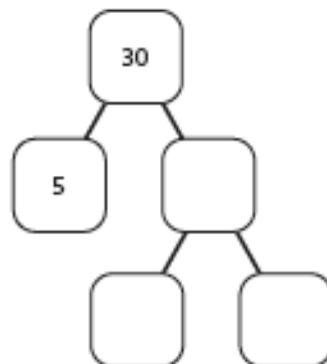
Do you agree with Rosie? \_\_\_\_\_

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

8

Complete the prime factor trees.

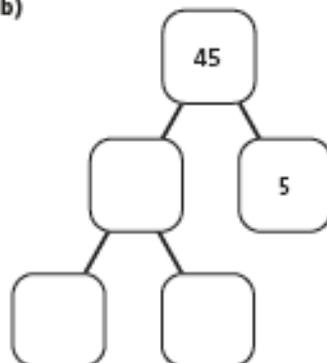
a)



c)



b)



d)



9

$$\star + \blacksquare = 100$$

Both  $\star$  and  $\blacksquare$  are prime numbers.

How many different solutions can you find?

# Square and cube numbers



1 Use counters to show that 4, 9 and 16 are square numbers.  
Draw your answers.



2 Match the representations.



4 cubed



3 squared



4 x 4

$4^2$

$2^3$

3 Here is a  $2 \times 2 \times 2$  cube.

How many cubes do you need to build a  $3 \times 3 \times 3$  cube?

4 Complete the table.

$2^2$	$2 \times 2$	4
$2^3$	$2 \times 2 \times 2$	
$3^2$		
$3^3$		
<input style="width: 30px; height: 20px;" type="text"/> <sup>2</sup>		25
	$5 \times 5 \times 5$	

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

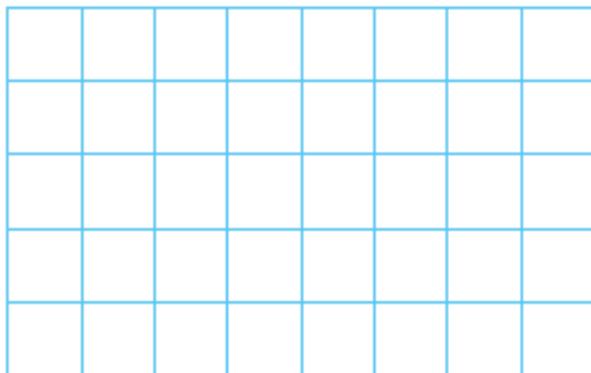
2 squared  2 cubed

2 squared   $2 \times 2$

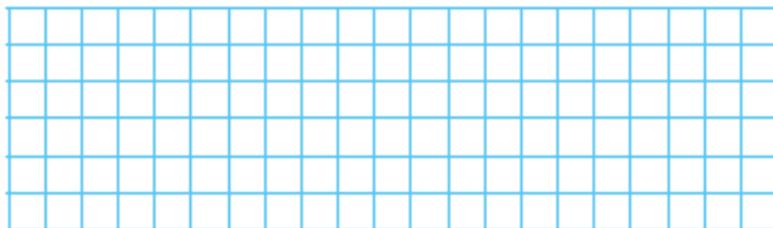
2 squared  4

2 squared  1 cubed

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



- 7 Find four square numbers between 100 and 200

- 8 Dexter works out 20 squared.

Annie works out 20 cubed.

Find the difference between Dexter's and Annie's numbers.

- 9 a)

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



What numbers could Mo be thinking of?

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- b)



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

What numbers could Alex be thinking of?

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# Order of operations

1 Represent each calculation. Draw your answers.

a)  $(3 + 2) \times 3$

b)  $3 + (2 \times 3)$

c)  $2 + 3 \times 3$

d)  $3 \times (2 \times 3)$



2 Complete the calculations.

a)  $(3 + \square) \times 2$



c)  $(\square - \square) \times 3$



b)  $\square + 2 \times \square$



d)  $15 - (\square \times \square)$



3 Draw a representation to match each calculation.

One has been done for you.

$4 \times (1 + 2)$ 	$4 \times 2 + 1$
$(10 - 3) \times 2$	$10 - 3 \times 2$

- 4 Insert brackets to make the calculations correct.

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

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

One has been done for you.

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

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

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

- 6 Dora saves £100 and is given £25 by her gran.  
She buys 7 books, each costing £5 and 7 pens each costing £2.  
Write a calculation with brackets to work out how much money Dora has left.

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- 7 King Lear owned 48 counties.  
He shared them equally between his three daughters.  
One of the daughters gave 15 of her counties away.  
Write a calculation to show how many counties she kept.

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- 8 Write a story problem for each calculation.

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

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

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# Mental calculations

1 Mo is mentally working out  $57 + 35$

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  $57 + 35$  mentally.

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

c) Work out the additions mentally. Write your answers.

$25 + 48 =$         $250 + 480 =$

$62 + 55 =$         $620 + 550 =$

$260 + 250 + 240 =$

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?  
\_\_\_\_\_  
\_\_\_\_\_

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

- a)  $49p + 79p =$
- b)  $99 \text{ cm} \times 5 =$
- c)  $\text{£}10 - \text{£}5.99 =$
- d)  $2 \text{ l} - 199 \text{ ml} - 399 \text{ ml} =$

4 a) Explain how you could work out this subtraction mentally.  
 $750 - 230$   
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

b) Explain how you could work out this subtraction mentally.

$$750 - 280$$

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c) Work out the subtractions mentally. 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 four cars?

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

6

Work out the following multiplications mentally.

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.

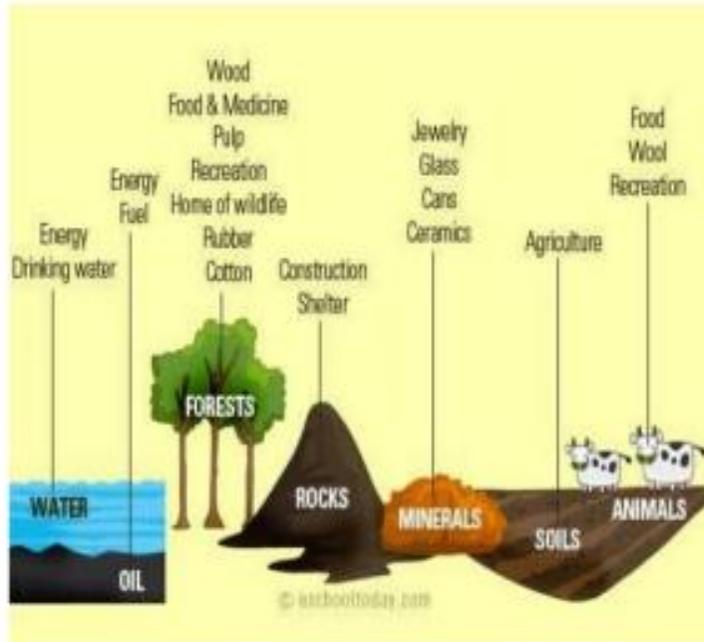
a)  $2 \times 19 \times 5 = \square$

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

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

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

Natural Resources



## Products Made from Natural Resources

People use an abundance of resources to survive in a continually developing world. Globally, however, some people live simpler lifestyles than others and therefore use fewer resources. This table lists some natural resources and the products and services people produce from them.

NATURAL RESOURCE	PRODUCT/SERVICE
Trees	Paper, furniture, fuel
Cotton	Clothing
Oil/petroleum	Plastic, fuel
Natural gas	Fuel
Coal	Fuel
Iron ore	Steel products (cans, bridges)
Bauxite ore	Aluminum products (cans, car parts)
Gold	Jewelry, dental material
Copper	Wire, coins, electrical equipment
Manganese	Steel, cast iron
Cobalt	Steel, jet engine parts, cutting tools
Platinum	Air pollution control and telecommunications equipment, jewelry
Chromium	Stainless steel, green glass, leather treatment
Diamonds	Jewelry, mechanical equipment

**SOURCE:** "The Quest for Less: A Teacher's Guide to Reducing, Reusing and Recycling," 2005 edition, U.S. EPA.

# VIKINGS

## Viking Beliefs

The Vikings worshipped many different gods, but there were three that were particularly important:

- Odin was the ruler of the gods, and the god of knowledge and war.
- Freyja was goddess of love and fertility, and wept golden tears when she was unhappy.
- Thor ruled the: skies, storms and thunder and he had: iron gloves, a magic belt, and a hammer.

Vikings also believed that a warrior killed in battle would go to Valhalla - a great hall where dead heroes feasted at long tables. Some chiefs were given ship-burials, with treasure, weapons and favourite dogs buried with them to help them on their journey to Valhalla.

## Raiding and Looting

The name 'Viking' comes from a language called 'Old Norse' and it means 'a pirate raid'. People who went off raiding in longships were said to be going 'a-Viking'.

Viking armies typically had between 1,000 and 2,000 men in them. They fought using long swords and axes. For protection, they had a round, wooden shield and wore helmets made of leather or iron.

## Fun Facts

- The Viking alphabet, 'Futhark', was made up of 24 characters called runes. Each one stood for entire words or gods, as well as sounds.
- There was a large Viking community around York called Jorvik. Archaeologists have found out a lot about the Vikings thanks to the artefacts they found there.
- The Vikings kept long benches in their homes that they'd use to sit on during the day, and then to sleep on at night. Only rich people had beds.
- In Viking times, people usually just took baths once a week! This was often on Saturdays.
- Our days of the week are named after gods worshipped by Vikings. The god Odin, otherwise known as Woden, gives us Wednesday, Tuesday and Friday are named after Tyr and Frigg, the god and goddess of war and marriage. Finally, the Norse god Thor gives us our Thursday.

## Viking Clothes

Vikings dressed to keep warm and so clothes were typically made from: wool, linen, and animal skins. Men wore tunics and trousers whereas women wore long dresses. Cloaks and caps were also worn to keep out the winter cold. Clothes were fastened using pins and brooches, usually made from copper. These were often decorated with dragons and other beasts. They also liked wearing jewellery, such as beads and finger rings decorated with amber. Both men and women wore their hair long.

## Viking Food and Drink

Many Vikings were farmers and often kept various livestock such as horses, cattle, sheep and goats for meat and milk. Wheat and barley were grown to make bread and beer. Vikings therefore ate a lot of meat which was often cooked in a big stew-pot over the fire or roasted it on an iron spit. Meat and fish were sometimes dried or smoked to help preserve (keep) them for longer - useful for taking on long journeys. Feasts were popular and used to celebrate events such as weddings, funerals, or seasonal festivals. At a feast, guests drank ale and mead (a strong drink made from honey). People drank out of wooden cups or drinking horns (made from cow-horns).

## Viking Towns

Houses in Viking towns were crowded close together along narrow streets. They were about four or five metres wide and six to ten metres in length. Skilled craftsmen such as jewellers, potters, woodworkers, leatherworkers, and blacksmiths would make things to sell in the towns. Silver coins were used as currency in Viking towns and many rulers struck coins showing their own images or emblems.

## Summary

The Vikings were a seafaring people from the late eighth to early 11th century who established a name for themselves as traders, explorers, and warriors. They discovered the Americas long before Columbus and could be found as far east as the distant reaches of Russia. The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050.

## The Viking Ship

At the heart of the Viking culture lies the Viking ship. A large Viking longship would be about 30 metres long and could carry 60 men. A Viking ship had a large, square sail made of woven wool. Viking ships could sail at about 10mph. The ship was steered using a rudder placed at the back of the ship. When there was no wind, oars were used to row the ship. They covered the oar holes to stop the sea splashing in when using the sail. The Vikings loved to decorate their ships with fine wooden carvings such as the head of a snake or dragon.

# Viking Comprehension

Use the Viking information sheet to help you answer these questions. You should always answer using full sentences.

1. What does the word 'Viking' mean?
2. Who were the three most important Gods worshipped by the Vikings?
3. How many men could a large Viking longship carry?
4. What did Vikings often drink from?
5. How was a Viking ship steered?
6. What was the name of the large Viking community that once lived around York?
7. Where did Vikings believe that a warrior killed in battle would go?
8. Give an example of two occasions that feasts were used to celebrate.
9. What materials were Viking clothes typically made from?
10. What kind of animal carvings did Vikings decorate their ships with?
11. What kind of livestock did Viking farmers keep?
12. Give an example of three types of craftsmen that would often sell their wares in Viking towns.
13. Why did Vikings often smoke or dry meat and fish?
14. How many men typically formed a Viking army?
15. Which Viking God gives us the name of the day "Wednesday"?
16. What materials were Viking helmets often made from?
17. What is mead?
18. What shape was the sail of a Viking ship?
19. How many characters made up the Viking alphabet?
20. How fast could a large Viking ship sail?

## Challenge Questions

1. Why do you think that Vikings often decorated their ships with wooden carvings of feared animals and mythical beasts?
2. Why were ships an integral part of Viking culture?
3. Do you think that Vikings deserve their bloodthirsty and violent reputation? Why/ why not?

## Extension Task

**Viking shields were often decorated with simple colours and patterns. Design your own Viking shield.**

## Multiples Extension

A multiple is a number that can be made out of adding groups of another number together.

### Examples

*12 is a multiple of 4 because  $4 + 4 + 4 = 12$  (or  $4 \times 3 = 12$ ).*

*25 is a multiple of 5 because  $5 + 5 + 5 + 5 + 5 = 25$  (or  $5 \times 5 = 25$ ).*

1) Circle the numbers below that are multiples of 3.

26    17    15    7    9    12    20

2) Circle the numbers below that are multiples of 5.

19    23    30    15    7    10    33

3) Write down 2 different multiples of 4 between 10 and 18.

\_\_\_\_\_ and \_\_\_\_\_

4) Write down 2 different multiples of 3 between 20 and 25.

\_\_\_\_\_ and \_\_\_\_\_

5) Circle all the numbers below that are multiples of 10.

80    73    67    40    30    94    100

6) I am a multiple of 5. I am between 30 and 40. I am odd. Who am I?

Answer \_\_\_\_\_

7) How many multiples of 3 are there between 10 and 20? \_\_\_\_\_

Try to find all the possibilities for the 3 challenges below.

### Challenge 1

I am a 2 digit number. I am also a multiple of 5. My tens digit and my ones digit are both odd. Who could I be? [5 possibilities]

### Challenge 2

I am a 2 digit number less than 50. I am a multiple of 6. The total of both of my digits is 6. Who could I be? [2 possibilities]

### Challenge 3

I am a 2 digit number larger than 50. I am a multiple of 9. My tens digit is odd. Who could I be? [4 possibilities]

# Prime and Factors Extension

**Prime numbers** are numbers with just 2 factors - one and themselves.

**Composite numbers** are numbers which have more than 2 factors.

1) Circle the numbers below which are prime numbers:

25   17   24   13   9   11

2) Circle the numbers below which are composite:

19   22   15   11   21   31

3) Find the factors of numbers from 21 to 40.

NUMBER	FACTORS		NUMBER	FACTORS
21	1,3,7,21		31	
22			32	
23			33	
24			34	
25			35	
26			36	
27			37	
28			38	
29			39	
30			40	

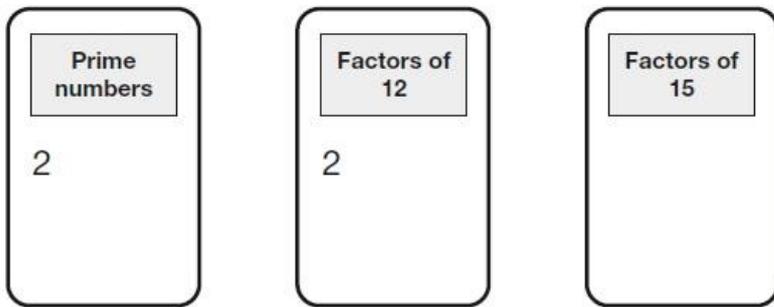
4) Highlight all the prime numbers in the table above.

5) Which number between 21 and 40 has the most factors? \_\_\_\_\_

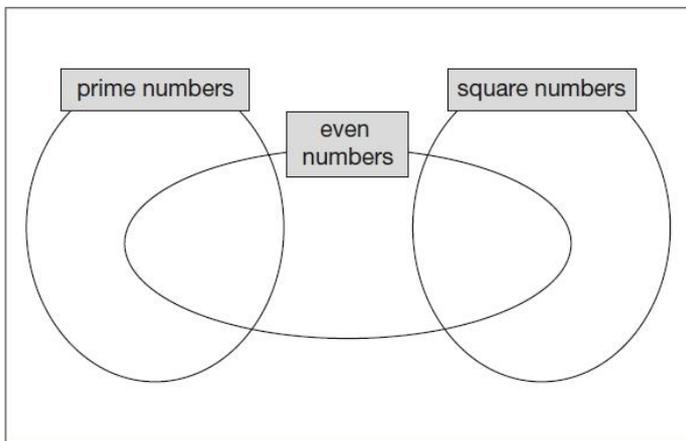
You may need to draw out this table so that you have more space

Write out all the prime numbers up to 100


# Extension for Square and Cube Numbers



1.) Sort these numbers onto the number cards above: 3 4 5 6



2.) Sort these numbers into the Venn Diagram above: 16 17 18 19

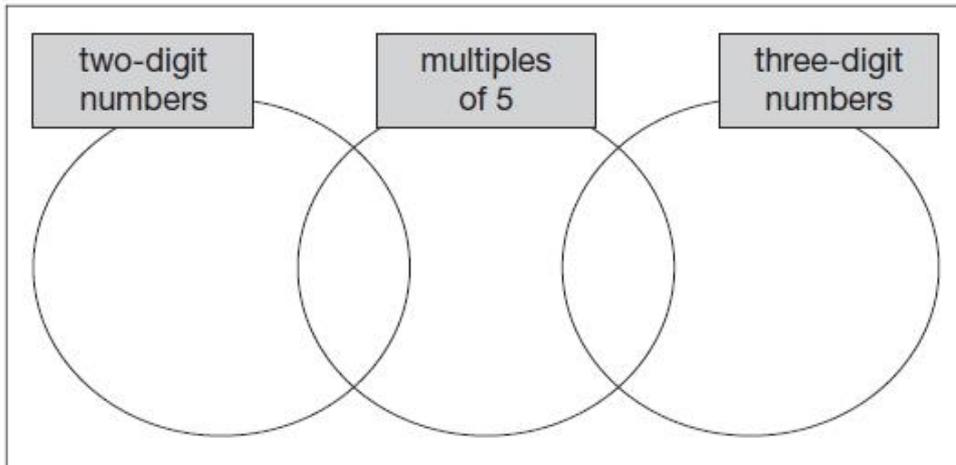
	even	not even
a square number		
not a square number		

3.) Write a number less than 100 in each space in the table above

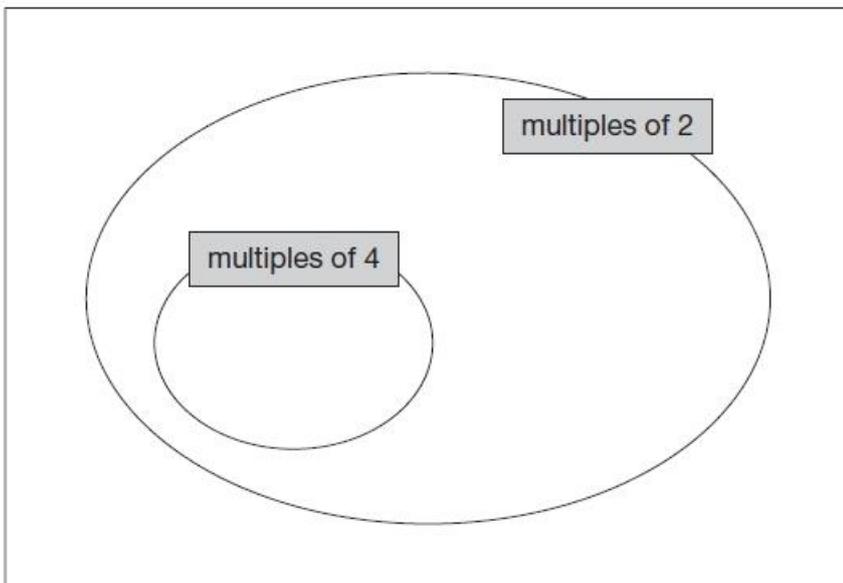
	multiple of 5	<b>not</b> a multiple of 5
multiple of 3	30	
<b>not</b> a multiple of 3		

4.) Write one number in each box in the table above

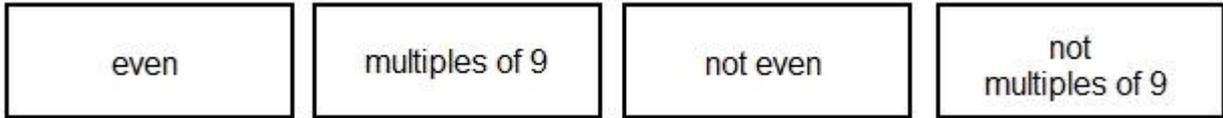
5.) Write each number in the correct place in the diagram below: 2 20 201 2000



6.) Sort each number into its correct place in the diagram: 10 11 12 13

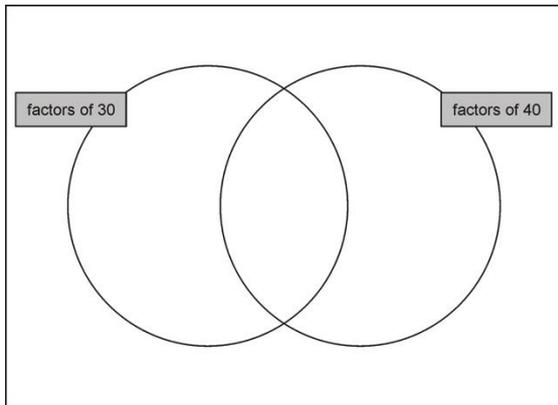


7.) Here are four labels.



Write each label in the correct position on the sorting diagram below.

	72	54	56	84
	63	45	49	75



8.) Write these numbers in the correct position on the diagram:

5    6    7    8

## Extension for order of operations

Make sure you work out the operations in the right order!

1)  $10 - 5 \times 2 =$       11)  $3 + 9 \times 4 =$       21)  $7 - 36 \div 3 =$

2)  $20 \div 2 + 3 =$       12)  $12 - 5 \times 3 =$       22)  $14 + 8 \div 2 =$

3)  $8 + 2 \times 7 =$       13)  $9 + 10 \div 2 =$       23)  $7 \times (9 - 3) =$

4)  $5 - 6 \times 0 =$       14)  $5 \times 3 \div 2 =$       24)  $12 \div 4 \times 6 =$

5)  $3 \times 9 - 7 =$       15)  $14 - 9 \times 3 =$       25)  $(8 - 3) \times 5 =$

6)  $5 \times 3 - 7 =$       16)  $6 + 7 \times 5 =$       26)  $4 \times (5 + 8) =$

7)  $6 - 2 \times 5 =$       17)  $6 \times 3 - 9 =$       27)  $25 - 3 \times 9 =$

8)  $24 \div 6 - 5 =$       18)  $3 \times (4 + 2) =$       28)  $14 \times 2 + 7 =$

9)  $2 \times 3 \times 5 =$       19)  $(9 - 4) \times 3 =$       29)  $48 \div (2 \times 4) =$

10)  $12 \div 4 \div 3 =$       20)  $4 \times 9 - 5 =$       30)  $18 - 6 \times 5 =$

## Mrs T's Maths Groups – Year 6

Week beginning: 4<sup>th</sup> January 2021

Tasks 1, 2 & 3.) **LO: Circles - Pi – Area – Circumference - Revisited**

**A.)** Click on the following link – Listen to the song explain how to find the area & circumference of a circle.

<https://www.youtube.com/watch?v=icrzF3zl5A&list=PL57pneHQXdPY-2c9OnFHEHS4Nqtn2oAe9>

**Task:** Listen to the song a few times and see if you can figure out the formula for finding the area and circumference of a circle – Write down each formula.

**B.)** Click on the following link and learn more about Circles:

<https://www.youtube.com/watch?v=O-cawByg2aA>

**C.)** Go to following site:

[https://www.mathgoodies.com/lessons/vol2/challenge\\_unit2](https://www.mathgoodies.com/lessons/vol2/challenge_unit2)

- 1.) Complete the worksheet on page one.
- 2.) Go to the bottom of the page and click on the various links to other circles related worksheets and learning. Have a go at these.

**Task 4.) LO: Problem Solving**

Click on the following link: <https://nrich.maths.org/7405>

**Task:** Have a go at the problem and see solution.

**Task 5) LO: Maths Test**

Print out test on link below and have a go:

<https://www.elevenplusexams.co.uk/assets/195/CGP11+MathsTest.pdf>

Answers: <https://www.elevenplusexams.co.uk/assets/197/CGP11+Math>

Lesson 1 English Resource:

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards,	Often,	Above the clouds,	Sadly,	Almost unbelievably,
Already,	Again,	Below the sea,	Slowly,	Much admired,
Always,	Daily,	Here,	Happily,	Nearly asleep,
Immediately,	Weekly,	Outside,	Awkwardly,	Quite understandably,
Last month,	Fortnightly,	Over there,	Bravely,	Really happily,
Now,	Yearly,	There,	Like a ... ,	Perhaps,
Soon,	Sometimes,	Under the ground,	As quick as a flash,	Maybe,
Yesterday,	Rarely,	Upstairs,	As fast as he could,	Just arrived,
Today,	Every second,	In the distance,	Without a sound,	Certainly amused,
Tomorrow,	Twice a year,	Between the sea and the sky,	Without warning,	Obviously angry,
Next year,	Once a minute,	Everywhere she looked,	Unexpectedly,	Definitely confused,
In January,	Once,	Around the tent,	Unfortunately,	Completely exhausted,
On Tuesday,	Once or twice,	Back at the house,	Suddenly,	Barely alive,
In the morning,	Three times,	Nearby,	Mysteriously,	Out of breath,
After a while,	Constantly,	Down by the cliffs,	Frantically,	Decidedly unimpressed,
As soon as she could,	Regularly,	Behind the shed,	Anxiously,	Perfectly confident,
Before long,	Frequently,	In the wooden box,	Courageously,	Positively trembling with excitement,
All of a sudden,	Infrequently,	Over my bed,	Silently,	Purely practically,
In the blink of an eye,	Occasionally,	Somewhere near here,	Curiously,	Somewhat flustered,
Just then,	Rarely,	Far away,	Nervously,	Utterly joyous,
Eventually,	Never in my life,	Wherever they went,	Rapidly,	Totally overwhelmed,
Later,	Never before,	North of here,	Carefully,	



Lesson 2 English Resources:

Link to video: <https://www.youtube.com/watch?v=4GNoUYZhrT0>

**True or False:**

1. The term graffiti comes from the Greek word 'graphein' which means 'to write'.
2. Graffiti was first found on ancient Roman architecture.
3. Most graffiti artists prefer to be called 'artists' and each have their own unique 'signature'.
4. Graffiti refers to marks or writings, sometimes colourful, sometimes simple.
5. Artists who are into graffiti have no desire for public recognition and want to see their work around town.
6. Communities of writers who are friends are known as 'squads'.
7. Pens are most commonly used in graffiti as they give the most details
8. Those writers that are inexperienced or new to an area are called 'puppies'.
9. Graffiti is now so popular it can be seen in many museums and art galleries.

10. Graffiti is still illegal in many places and you could be fined.

11. One of the first known graffiti artists was called Cornbread.

12. Graffiti as it's known today began in the late 1960s in Britain.

1. T

2. T

3. F They are called 'writers' and have their own 'tag'

4. T

5. F

6. F 'crews'

7. F Spray paint as they have different nozzles for different coverage

8. F 'Toys'

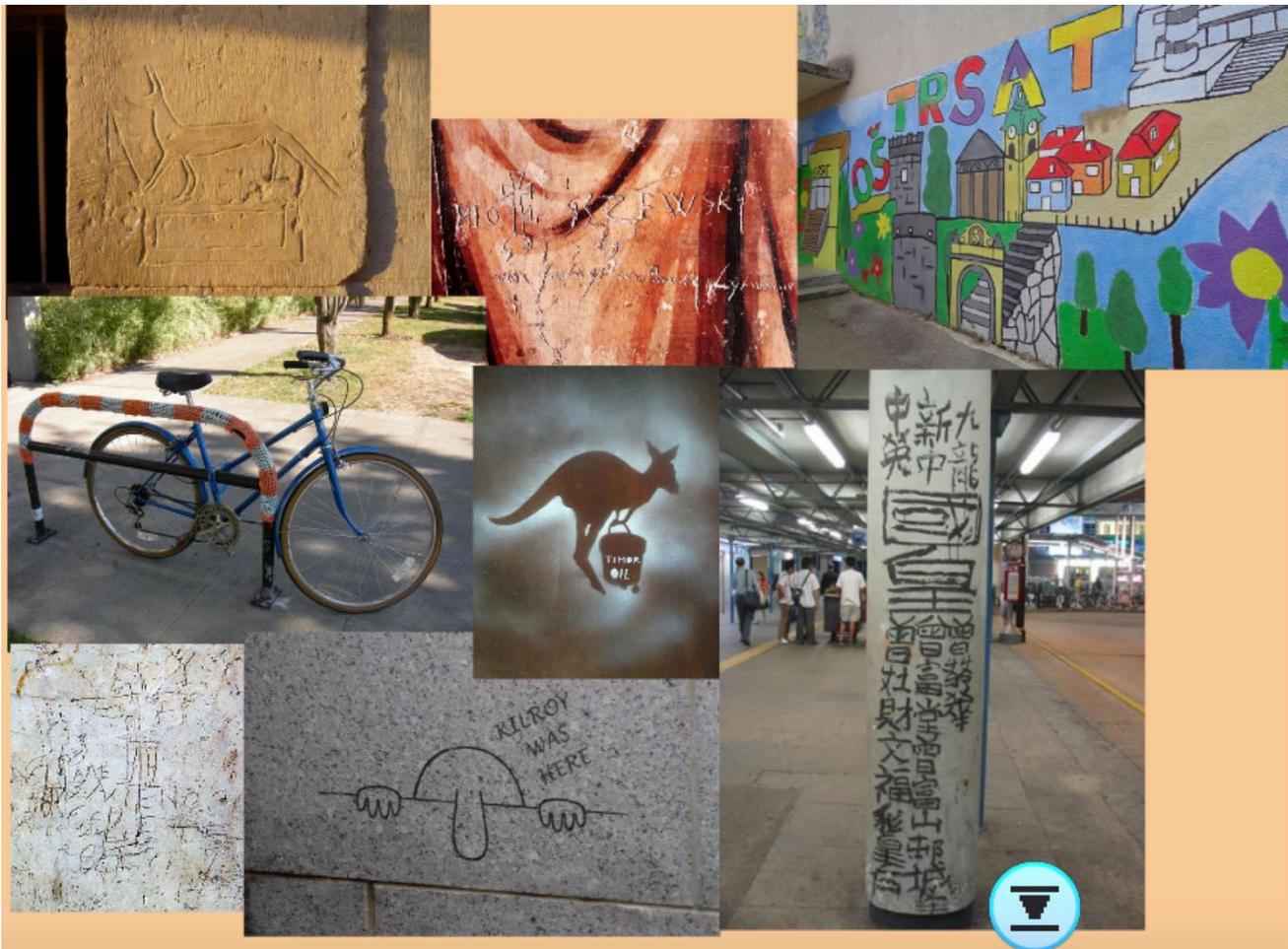
9. T

10. T

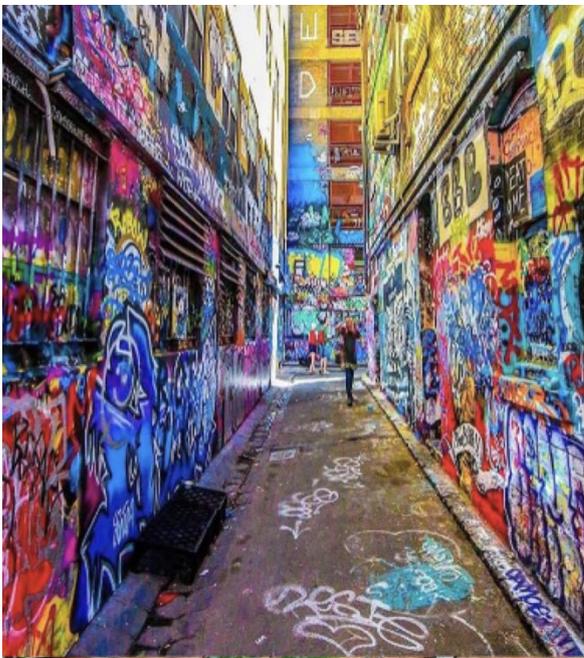
11. T

12. F Philadelphia

### Photos for adjectives





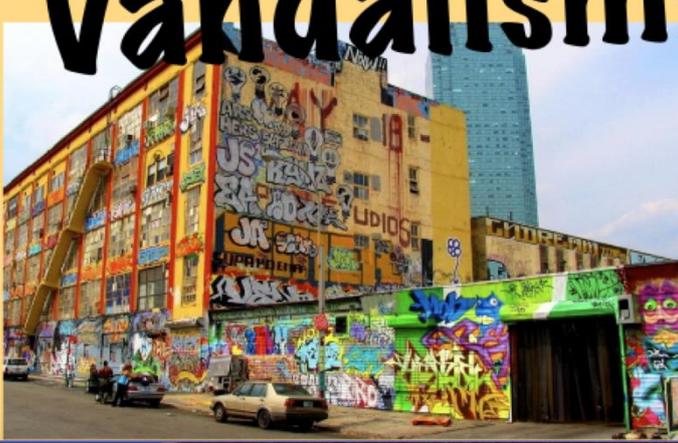


**Does graffiti have a meaning?**





# Is graffiti Art or vandalism?



## Graffiti – Art or Vandalism?

The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York. The new art form really took off in the 1970s, when people began writing their names, or 'tags', on buildings all over the city. In the mid seventies it was sometimes hard to see out of a subway car window, because the trains were completely covered in spray paintings known as 'masterpieces'.

In the early days, the 'taggers' were part of street gangs who were concerned with marking their territory. They worked in groups called 'crews', and called what they did 'writing' – the term 'graffiti' was first used by *The New York Times* and the novelist Norman Mailer. Art galleries in New York began buying graffiti in the early seventies. But at the same time that it began to be regarded as an art form, John Lindsay, the then mayor of New York, declared the first war on graffiti. By the 1980s it became much harder to write on subway trains without being caught, and instead many of the more established graffiti artists began using roofs of buildings or canvases.

The debate over whether graffiti is art or vandalism is still going on. Peter Vallone, a New York city councillor, thinks that graffiti done with permission can be art, but if it is on someone else's property it becomes a crime. 'I have a message for the graffiti vandals out there,' he said recently. 'Your freedom of expression ends where my property begins.' On the other hand, Felix, a member of the Berlin-based group Reclaim Your City, says that artists are reclaiming cities for the public from advertisers, and that graffiti represents freedom and makes cities more vibrant.

For decades graffiti has been a springboard to international fame for a few. Jean-Michel Basquiat began spraying on the street in the 1970s before becoming a respected artist in the '80s. The Frenchman Blek le Rat and the British artist Banksy have achieved international fame by producing complex works with stencils, often making political or humorous points. Works by Banksy have been sold for over £100,000. Graffiti is now sometimes big business.

**LO: Retrieve and infer information from a text.**

**Questions/Tasks**

1. Highlight all the 'subject specific words in the text
2. Who do you think were the first people to create graffiti?
3. What did the Ancient Greeks and Romans write on buildings?
4. What **country** did modern graffiti first appear?
5. Apart from buildings, where else would you often see graffiti?
6. Find a quote in the second paragraph which suggests that some people viewed graffiti as art.
7. In the same paragraph, it also says that the Mayor of New York 'waged war on graffiti'. What does this quote show about the attitude of the mayor towards graffiti?
8. The third paragraph sets out the opinion of two people: Peter Vallone and Felix. Explain in your own words how their views differ. Use quotes from the text to support your ideas. You will need to write at least four or five sentences to answer this question properly.
9. Why is graffiti referred to as 'big business'?

Extension:

Imagine you are a young graffiti artist who is trying to persuade a local councillor that they should open a graffiti park, allowing others to practise their art safely and without being prosecuted. What arguments would you use?



LO: to compose a glossary

- Look up and write definitions for all the words below.
- They are all words that you might use in your information leaflet
- When you have written your definitions, you should sort them into one of three categories by ticking the appropriate box

Words you would use in your argument *in favour* of graffiti (F)

Words you would use in your argument *against* graffiti (A)

Words you could use in either side of the argument (E)

Adjective	Definition	F	A	E
vibrant				
lurid				
garish				
offensive				
creative				
expressive				
eye catching				
hieroglyphic				
unintelligible				
urban				
<b>Verb</b>				
scratched				
scrawled				
etched				
splashed				
scribbled				
carved				
<b>Noun</b>				
doodle				
scribble				
masterpiece				
Hieroglyphics				

<b>Scratchings</b>				
<b>Graphics</b>				

Source One:

**Graffiti** is marks, scratching or drawings made on a surface on a public place. It is often created with paint or spray paint (paint that is sprayed from a can). A single mark could be called a **graffito** but the word graffiti is usually used, meaning that there is more than 1 mark.

Graffiti can take the form of art, drawings or words. When done without a property owner's permission it is considered vandalism. Sometimes it is just a person's name or a rude word. Sometimes it is a public political protest because Graffiti is illegal without permission.

History

Graffiti has been found in very old cities. For example, in the Roman Empire, people wrote messages and drew caricatures on walls. Graffiti is also found in many places. Some people do murals of graffiti rather than just writing one mark in a location. It was used for good instead of vandalism. Probably the simplest graffiti is when a person cuts (or carves) the name of a loved one on a tree with a knife.

Today, many graffiti are very complicated mixtures of writing and pictures. They are sometimes made by gangs and applied with spray-paint to buildings, bridges, street signs, and other areas. These are often signed with a *tag* (in graffiti slang, a signature), which is a shape special.

Graffiti can be thought of as a part of hip hop or street protest. It is often but not always illegal. Some cities have small areas where graffiti can be made. Sometimes graffiti are very beautiful. Some people consider graffiti as not only something bad, but something good, like art. Some people pay graffiti artists to do graffiti on their buildings. In the 1980s, some graffiti artists like Keith Haring became very famous.

Modern graffiti was made famous in New York City in the early 1970s by the children of the working class. They called it "writing," and called themselves "writers." In a 1971 New York Times article, the term "graffiti" was first used to refer to the new urban art explosion that was becoming popular in New York City. This period of the early 1970s is known as the "Original School." Later in the 1980s, the next generation of graffiti artists is known as "Old School."

Source Two:

The first drawings on walls appeared in caves thousands of years ago. Later the Ancient Romans and Greeks wrote their names and protest poems on buildings. Modern graffiti seems to have appeared in Philadelphia in the early 1960s, and by the late sixties it had reached New York. The new art form really took off in the 1970s, when people began writing their names, or 'tags', on buildings all over the city. In the mid seventies it was sometimes hard to see out of a subway car window, because the trains were completely covered in spray paintings known as 'masterpieces'.

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Source Three:

Here are some facts about Banksy, the English street artist.

- Banksy has managed to keep his true identity a secret. Many people think he is a man called Robert Gunningham.
- He started off as a freehand graffiti artist and in the early nineties he was a member of the DryBreadZ Crew of Bristol.
- He began to use stencils and by 2000 most of his work was produced by stencilling.
- His work often contains a political message (often anti-war or anti-establishment) and he often incorporates images of rats, apes, soldiers, children and policemen.
- Banksy has displayed his work in several exhibitions, such as *Existencilism* and *Turf War*.
- Christina Aguilera bought two Banksy prints in 2006 for £25,000. His larger works, such as his *Slave Labour* mural are thought to be worth more than £400,000.
- His work can be found in towns and cities all over the world, from Bristol and [London](#) in the UK, to San Francisco, Melbourne, New Orleans and the Israeli West Bank.
- Banksy has published a book of his work, *Wall and Piece*, and he has directed the documentary, *Exit Through the Gift Shop*.
- Many people have been critical of Banksy's work, viewing it as vandalism and not art.

Source 4:

**Banksy** is a British street and graffiti artist. He likes to remain anonymous and not let people know his true identity. He often draws in high visibility public places such as on buildings or train stations. His paintings are often about politics, war and other important topics.

His satirical street art and mind-hurting pictures combine dark humour with graffiti. The graffiti is done with a stencilling technique. Such works have been done on streets, walls, and bridges of cities throughout the world. Banksy's work started in the Bristol underground scene, which had collaborations between artists and musicians. According to graphic designer Tristan Manco and the book *Home Sweet Home*, Banksy "was born in 1974 and raised in Bristol, England. The son of a photocopier technician, he trained as a butcher but became involved in graffiti during the great Bristol aerosol boom of the late 1980s". His style is similar to Blek le Rat, who began to work with stencils in 1981 in Paris, and to members of the anarcho-punk band Crass, which did a graffiti stencil campaign on the London Underground system in the late 1970s and early 1980s.

Banksy displays his art on public surfaces such as walls and even going as far as to build physical prop pieces. He does not sell photos of street graffiti directly himself. However, art auctioneers have been known to attempt to sell his street art on location and leave the problem of its removal in the hands of the winning bidder. Banksy's first movie, *Exit Through the Gift Shop*, billed as "the world's first street art disaster movie," made its debut at the 2010 Sundance Film Festival. The movie was released in the UK on 5 March 2010. In January 2011, he was nominated for the Academy Award for Best Documentary for the movie.

There have been numerous rumours as to Banksy's identity. Names often suggested include Robert Banks and Robin Gunningham.

In 2004 an alleged photograph of him in Jamaica surfaced. In October 2007 the BBC website featured a photo allegedly taken by a passer-by in Bethnal Green, London, purporting to show Banksy at work with an assistant, scaffolding and a truck. From the pictures, Banksy's identity was thought to be Robin Gunningham, a man born in Bristol on 28 July 1973. Gunningham was educated at Bristol Cathedral Choir School and Leicester Polytechnic, now De Montfort University, and according to a former friend, was "extremely talented at art".

Gunningham lived with artist Luke Egan. Around 2000, when Banksy moved from Bristol to London, Gunningham is known to have moved from Bristol to a London flat in Hackney, and a number of Banksy's most famous works appeared nearby. At that time, Gunningham lived with Jamie Eastman, who worked for a record label that used illustrations by Banksy.

In May 2009, the *Mail on Sunday* once again speculated about Gunningham being Banksy. This "new Banksy rat" story was also picked up by *The Times*, and the *Evening Standard*.

In response to reports that Banksy was Robin Gunningham, Banksy's agent refused to either confirm or deny the reports.

Simon Hattenstone from *The Guardian* is one of the very few people to have interviewed him face to face. Hattenstone describes him as "a cross of Jimmy Nail and British rapper Mike Skinner" and "a 28-year old male who showed up wearing jeans and a t-shirt with a silver tooth, silver chain, and one silver earring." In the same interview, Banksy claimed that his parents think he is a painter and decorator.

Source 5:

The word "graffiti" derives from the Greek word *graphein* meaning: to write. This evolved into the Latin word *graffito*. Graffiti is the plural form of *graffito*.

Simply put, graffiti is a drawing, scribbling or writing on a flat surface. Today, we equate graffiti with the "New York" or "Hip Hop" style which emerged from New York City in the 1970's.

As Hip Hop music emerged so did a new outlet for artistic visibility. Keith Haring began using posters to place his uniquely drawn figures and characters in public places. Soon he began to draw directly on subway walls and transit posters. The uniqueness of his drawings eventually led to their being shown in galleries and published in books and his art became "legitimate".

At about the same time as Keith Haring, a delivery messenger began writing "Taki 183" whenever he delivered documents. Soon his name was all over the city. Newspapers and magazines wrote articles about him and Keith Haring. Both became celebrities. This claim to fame attracted many young people, especially those involved with rapping.

They began to imitate "Taki 183".

Graffiti was part of the Hip Hop culture which also saw the start of rapping and break dancing. Breakdancing has since lost much of its initial popularity, while rapping has emerged as a major style in American music. New York City was inundated with graffiti during the late seventies and early eighties. But as media coverage faded so did the graffiti. Then in the mid-eighties a national TV program did a graffiti story and set off a graffiti wildfire which really has become world-wide.. *That's the story of today's graffiti....*

Graffiti quickly became a social scene. Friends often form crews of vandals. One early crew wrote TAG as their crew name, an acronym for Tuff Artists Group. Tag has since come to mean both graffiti writing, 'tagging' and graffiti, a 'tag'. Crews often tag together, writing both the crew tag and their own personal tags. Graffiti has its own language with terms such as: *piece*, *toy*, *wild-style*, and *racking*.

At first pens and markers were used, but these were limited as to what types of surfaces they worked on so very quickly everyone was using spray paint. Spray paint could mark all types of surfaces and was quick and easy to use. The spray nozzles on the spray cans didn't work so well to create the more colourful pieces. Caps from deodorant, insecticide, WD-40 and other aerosol cans were used instead to allow for a finer or thicker stream of paint. As councils began passing graffiti laws outlawing graffiti "tools", clever ways of disguising paint implements were devised. Shoe polish, deodorant roll-ons and other seemingly innocent containers are emptied and filled with paint. Markers, art pens and grease pens obtained from art supply stores are also used. In fact nearly any object which can leave a mark on most surfaces are used by taggers, though the spray can is the medium of choice for most taggers.

Of course, graffiti isn't new, it has been found in Greek and Roman towns from 2,000 years ago, the people who lived in caves drew on their walls before language existed....