

Home Learning Holy Trinity – Year 6 Week Beginning 22nd February

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<p>Follow the lesson called 'Divide Fractions by Integers (1)' <a href="https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/</a> Follow up activity below</p>	<p>Follow the lesson called 'Divide Fractions by Integers (2)' <a href="https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/</a> Follow up activity below</p>	<p>Follow the lesson called 'Four Rules with Fractions' <a href="https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/</a> Follow up activity below</p>	<p>Follow the lesson called 'Fractions of an Amount' <a href="https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/</a> Follow up activity below</p>	<p>'Fractions of an Amount – Find The Whole' <a href="https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/</a> Follow up activity below</p>
X tables	<p><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></p>				
English	<p>Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo. Follow up activity and supporting resources below  ..</p>	<p>Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo. Follow up activity and supporting resources below  SPAG lesson</p>	<p>Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo. Follow up activity and supporting resources below</p>	<p>Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo. Follow up activity and supporting resources below</p>	<p>Access the lesson live on zoom following the invitation which has been sent to you or the recording on dojo. Follow up activity and supporting resources below</p>
Other Subjects	<p><b>RE</b> <b>How does the Christian festival of Easter offer hope?</b> Revise the Easter story here: <a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6">https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6</a> Look up in a dictionary and write the meaning of the words Salvation, Forgiveness and Hope. Think about the Crucifixion of Jesus: <a href="https://request.org.uk/festivals/holy-week-and-easter/good-friday/">https://request.org.uk/festivals/holy-week-and-easter/good-friday/</a>  Answer these questions: 1. How do Christians believe the Easter story helps people to understand the meaning of forgiveness? 2. What do you think forgiveness means and do you think it exists? 3. Do you think being forgiven by a fellow human being is the same as being forgiven by God?  Explain your answers.</p>	<p><b>History/Geography</b> <b>What are some reasons for migration to Britain?</b> • Read Michael Rosen's story in the session resources. • Write the 5 most interesting facts about his family story. • Read some examples of migration in the session resources. • Decide whether the reasons on the push pull cards in the session resources are push or pull factors. A push factor would be a reason to leave a county. A pull factor would be a reason to go to a country. • Deepening: Use the table to sort the reasons into the grid.</p>	<p><b>PSHE</b> <b>Online safety</b> • Watch the <a href="#">video on this website</a>  • Think - What do you like to do online? How do you choose to represent yourself when you are online? This might be through the profile pictures you choose, usernames you use, or the characters or avatars you like to use in games and how you choose what these look like.  • Complete the <b>Online Identity Wheel</b> in the resources below.  Miss Walker's friend says that when you are online, it's not you so it doesn't matter if you do or say whatever you like. What should Miss Walker do? <b>Write</b> some advice for her.  • Watch this <a href="#">video</a> and write down apps and games that are safe for children online.</p>	<p><b>Spanish</b> Watch the videos about Don Quijote and do the worksheet. Do the challenges if you're feeling brave!!</p>	<p><b>Art</b> <b>Views of the Landscape</b>  • Watch Ms Green's video <a href="#">CLICK HERE</a> to see how different artists <a href="#">view</a> the landscape and see how artist Helen Wells responds to her natural surroundings. • Create a landscape artwork making choices about materials and processes to make a personal response to landscape and the environment. Ms Green made the examples above. • Deepening: Take a look at David Hockney's exhibition at the RA to learn more about him. <a href="#">David Hockney at the Royal Academy</a></p>

## Divide fractions by integers (1)

1 Use the diagrams to help complete the calculations.



$$\frac{4}{5} \div 4 = \square$$



$$\frac{6}{7} \div 2 = \square$$



$$\frac{3}{5} \div 3 = \square$$



$$\frac{6}{7} \div 3 = \square$$

2 Huan shares  $\frac{8}{10}$  of a litre of juice equally between 4 glasses.  
How much juice is in each glass?




3 Complete the divisions.

a)  $\square = \frac{4}{5} \div 2$

b)  $\frac{12}{25} \div \square = \frac{4}{25}$

$$\square = \frac{4}{10} \div 4$$

$$\frac{12}{25} \div \square = \frac{3}{25}$$

$$\square = \frac{4}{20} \div 4$$

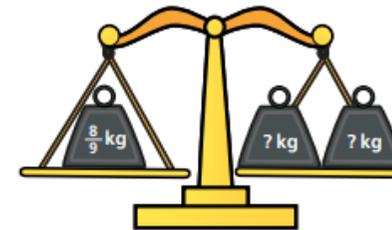
$$\frac{12}{25} \div \square = \frac{2}{25}$$

$$\square = \frac{2}{10} \div 2$$

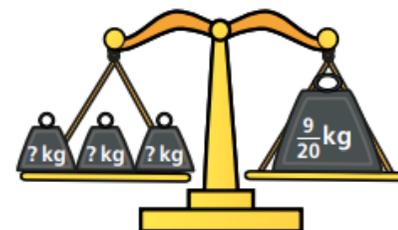
$$\square \div 6 = \frac{4}{25}$$

4 Calculate the weights.

a)




b)



- 5 Mo works out  $\frac{10}{25} \div 5$



The answer is  $\frac{2}{5}$

- a) What mistake has Mo made?

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- b) Draw diagrams to show why Mo is wrong.

Talk about your answer with a partner.

- 6 Complete the calculations. Give your answers in their simplest form.

a)  $\frac{4}{10} \div 2 = \frac{\square}{10} = \frac{\square}{5}$

d)  $\frac{18}{45} \div 2 = \frac{\square}{\square} = \frac{\square}{\square}$

b)  $\frac{10}{15} \div 2 = \frac{\square}{15} = \frac{\square}{\square}$

e)  $\frac{24}{56} \div 3 = \frac{\square}{\square} = \frac{\square}{\square}$

c)  $\frac{20}{45} \div 4 = \frac{\square}{\square} = \frac{\square}{\square}$

f)  $\frac{\square}{\square} = \frac{\square}{\square} = \frac{21}{56} \div 3$

- 7 a) Complete the calculation.

$$\frac{6}{8} \div \square = \frac{1}{4}$$

- b) Find the missing numbers to make this division correct.

$$\frac{24}{\square} \div \square = \frac{1}{20}$$

- 8 is a whole number.

is a fraction.

$$\frac{10}{\text{heart}} \div 2 = \frac{1}{2} \times \text{circle}$$

- a) Find values for and .

=

=

- b) What do you notice? Explain using diagrams or words.

## Divide fractions by integers (2)

1

$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

a) Write two things that are the same about the calculations.

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b) Write one thing that is different about the calculations.

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c) Draw a diagram to help you work out the answer to  $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to  $\frac{4}{5} \div 3$



2 Complete the divisions using the diagrams to help you.

a)  $\frac{1}{3} \div 2 =$   

b)  $\frac{1}{3} \div 3 =$   

c)  $\frac{2}{3} \div 3 =$   

3  $\frac{3}{4}$  of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

4 Work out the divisions.

a)  $\frac{1}{5} \div 7 = \square$

f)  $\square = \frac{5}{6} \div 12$

b)  $\square = \frac{1}{6} \div 3$

g)  $\frac{8}{3} \div 7 = \square$

c)  $\frac{1}{4} \div 9 = \square$

h)  $\square = \frac{19}{20} \div 5$

d)  $\square = \frac{1}{7} \div 6$

i)  $\frac{1}{100} \div 25 = \square$

e)  $\frac{4}{9} \div 7 = \square$

j)  $\square = \frac{45}{50} \div 20$

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

a)  $\frac{1}{3} \div 5 \bigcirc \frac{1}{5} \div 3$

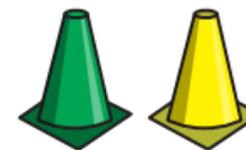
b)  $\frac{1}{3} \div 3 \bigcirc \frac{1}{5} \div 5$

c)  $\frac{3}{5} \div 5 \bigcirc \frac{3}{5} \div 3$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	
Class 2	
Class 3	

7 a) Which of these statements are true? Tick your answers.

$\frac{1}{2} \div 2$  is equal to  $\frac{1}{2} \times \frac{1}{2}$

$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$

$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3}$

$\frac{1}{2} \div 5 = \frac{1}{2} \times \frac{1}{5}$

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

## Four rules with fractions

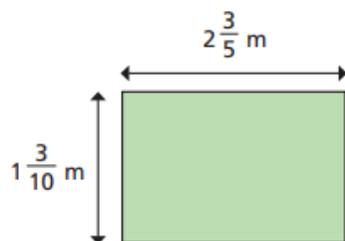
- 1 Work out the missing total.

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

Show all the steps in your working.

Explain your method to a partner.

- 2 Work out the perimeter of the rectangle.



Explain your method to your partner.

Did you work it out in the same way?

- 3 Complete the calculations.

a)  $\left(\frac{2}{3} + \frac{2}{3}\right) \times 3 =$

b)  $\left(\frac{2}{3} + \frac{2}{3}\right) \div 3 =$

c)  $\frac{2}{3} + \frac{2}{3} \times 3 =$

d)  $\frac{2}{3} + \frac{2}{3} \div 3 =$

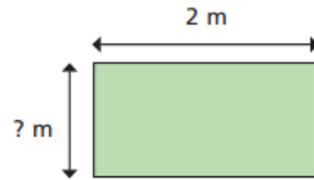
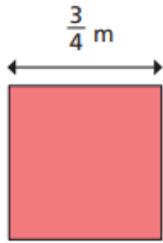
- 4 Jack mixes  $\frac{2}{3}$  of a litre of orange juice and  $\frac{3}{4}$  of a litre of apple juice.

He pours the juice into 5 glasses equally.

How much juice is in each glass?



- 5 The area of these two shapes are equal.  
Find the height of the rectangle.



- 6 In a class,  $\frac{2}{3}$  of the pupils are boys.  
 $\frac{1}{4}$  of the girls wear glasses and  $\frac{1}{6}$  of the boys wear glasses.  
Do more boys or girls wear glasses?  
Explain your reasoning.

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- 7 Work out the calculation.

$$\left(1\frac{3}{5} - \frac{7}{10}\right)^2$$



- 8 Use what you know about working with fractions to explain, prove or disprove the following statements.

- a) Half of a half of a half is an eighth.

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- b) Quarter of a half plus half of a quarter is a quarter.

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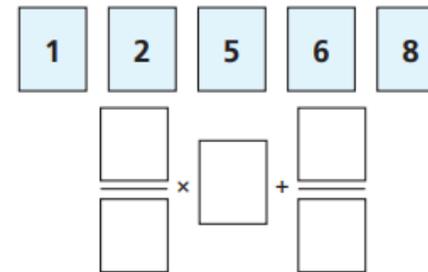


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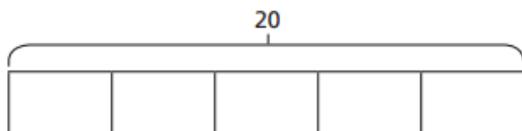
- 9



Explore the different totals you can make using each card once only.

# Fractions of an amount

1



a) Shade  $\frac{1}{5}$  of the bar model.

b) What is  $\frac{1}{5}$  of 20?

2

Use your times tables knowledge to solve the calculations.

a)  $\frac{1}{3}$  of 12 =

d)  $\frac{1}{10}$  of 80 cm =

b)  $\frac{1}{4}$  of £20 =

e)  $\frac{1}{12}$  of 60 =

c)  $\frac{1}{5}$  of 35 m =

f)  $\frac{1}{7}$  of 84 kg =

Now use your answers to solve these calculations.

a)  $\frac{2}{3}$  of 12 =

d)  $\frac{7}{10}$  of 80 cm =

b)  $\frac{3}{4}$  of £20 =

e)  $\frac{11}{12}$  of 60 =

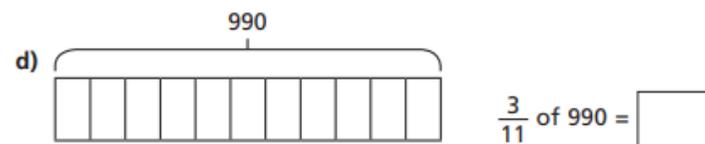
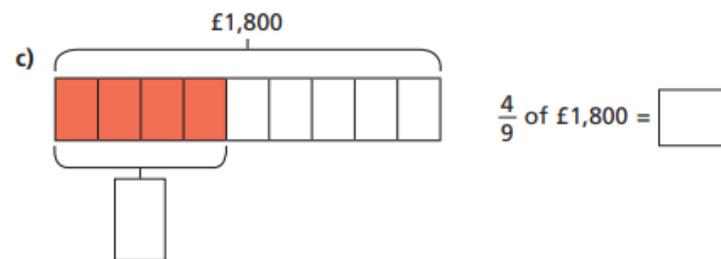
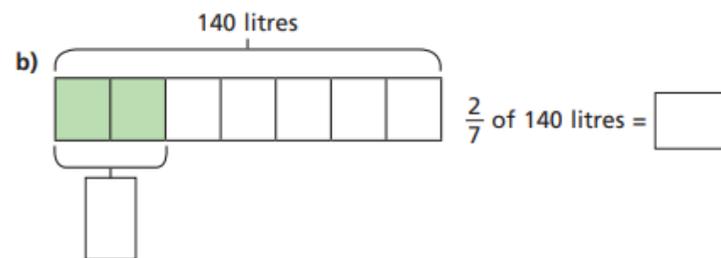
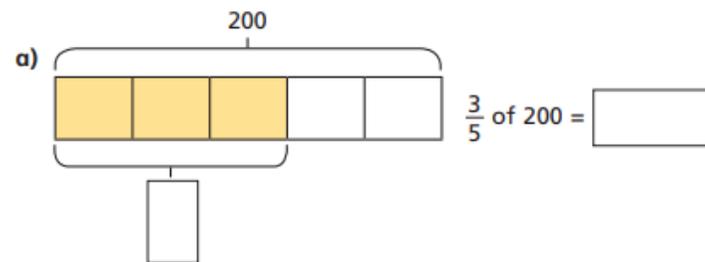
c)  $\frac{3}{5}$  of 35 m =

f)  $\frac{6}{7}$  of 84 kg =



3

Calculate the missing values.

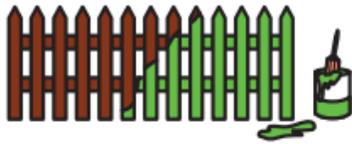


- 4 a) In a school of 480 pupils,  $\frac{2}{3}$  are juniors.  
How many juniors are in the school?

- b) A factory makes 256 cars.  
 $\frac{3}{8}$  are electric cars.  
How many electric cars does the factory make?

- c) Brett uses  $\frac{2}{5}$  of his £180 savings to buy a train ticket.  
How much of his savings does he have left?

5



- Alex has 288 m of fence to paint.  
She paints  $\frac{3}{12}$  of the whole fence on Monday. She then paints  $\frac{1}{2}$  of what is left on Tuesday.  
How much fence does she have left to paint?



- 6 Fill in the missing numbers.

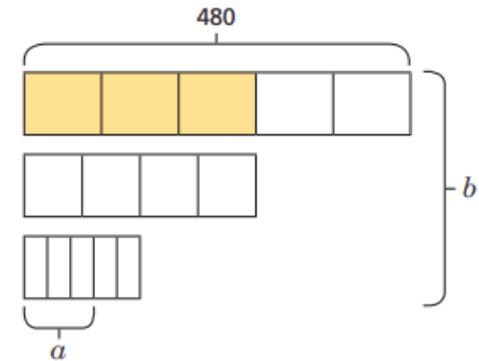
a)  $\frac{\square}{10}$  of \$500 = \$150

c)  $42 = \frac{\square}{100}$  of 700

b)  $\frac{\square}{4}$  of 100 kg = 75 kg

d)  $450 = \frac{\square}{20}$  of 3,000

- 7 Find the values of  $a$  and  $b$ .



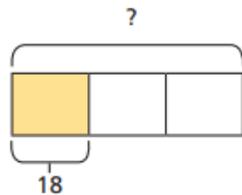
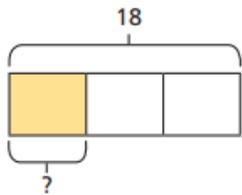
$a =$

$b =$



# Fraction of an amount – find the whole

1 Complete the calculations.



$\frac{1}{3}$  of 18 =

$\frac{1}{3}$  of  = 18

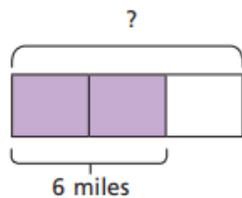
What is the same about the calculations?

What is different?

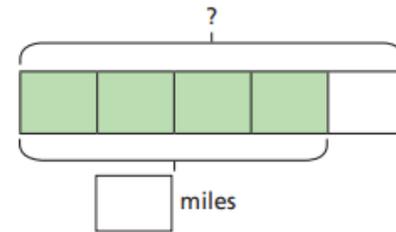
2 a) Mr Hall walked  $\frac{2}{3}$  of the way from his house to work.

He walked 6 miles.

How far is it in total from his house to work?

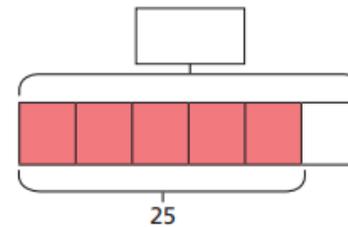



b) Jenny cycled  $\frac{4}{5}$  of the way from her house to work.  
She cycled 16 miles.  
How far is it in total from her house to work?

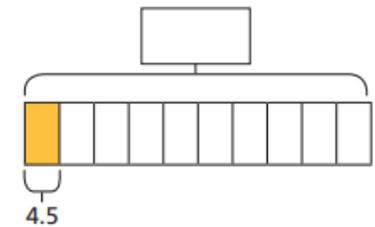



3 Calculate the missing wholes.

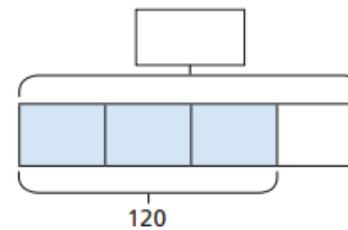
a)



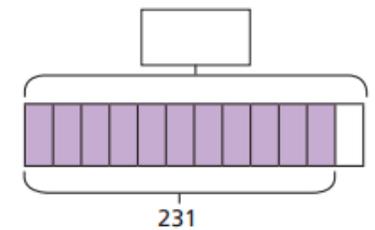
c)



b)



d)



4 Fill in the missing information.

a)  $\frac{1}{3}$  of  = 20

b)  $80 = \frac{4}{10}$  of

$\frac{2}{3}$  of  = 20

$800 = \frac{4}{10}$  of

$\frac{4}{5}$  of  = 20

$8 = \frac{4}{10}$  of

$\frac{4}{5}$  of  = 120

$80 = \frac{4}{100}$  of

5 This diagram shows the fractions of trees in school grounds.

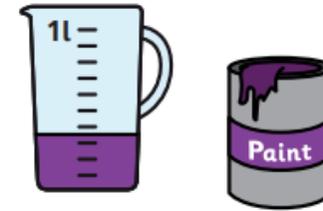


There are 40 elm trees.

Complete the table.

Oak	
Elm	40
Fir	
Apple	
Total	

6 Jack poured  $\frac{7}{10}$  of a tin of paint into this jug.



How many millimetres of paint are left in the tin?

7 Complete the calculations.

$4 = \frac{10}{15}$  of

$15 = \frac{75}{100}$  of

$1 = \frac{250}{2,000}$  of

Compare your method with a partner. What do you notice?

## Divide fractions by integers (1)

1 Use the diagrams to help complete the calculations.



$$\frac{4}{5} \div 4 = \frac{1}{5}$$



$$\frac{6}{7} \div 2 = \frac{3}{7}$$



$$\frac{3}{5} \div 3 = \frac{1}{5}$$



$$\frac{6}{7} \div 3 = \frac{2}{7}$$

2 Huan shares  $\frac{8}{10}$  of a litre of juice equally between 4 glasses. How much juice is in each glass?



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

3 Complete the divisions.

a)  $\frac{2}{5} = \frac{4}{5} \div 2$

b)  $\frac{12}{25} \div 3 = \frac{4}{25}$

$$\frac{1}{10} = \frac{4}{10} \div 4$$

$$\frac{12}{25} \div 4 = \frac{3}{25}$$

$$\frac{1}{20} = \frac{4}{20} \div 4$$

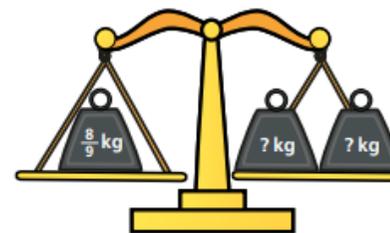
$$\frac{12}{25} \div 6 = \frac{2}{25}$$

$$\frac{1}{10} = \frac{2}{10} \div 2$$

$$\frac{24}{25} \div 6 = \frac{4}{25}$$

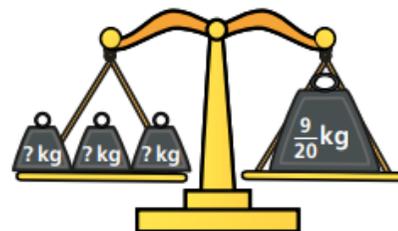
4 Calculate the weights.

a)



$$\frac{4}{9}$$

b)



$$\frac{3}{20}$$

- 5 Mo works out  $\frac{10}{25} \div 5$

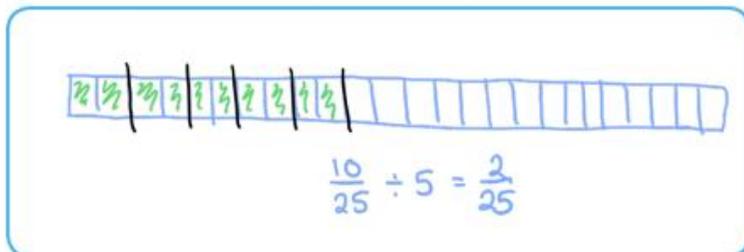


The answer is  $\frac{2}{5}$

- a) What mistake has Mo made?

He has divided the denominator.

- b) Draw diagrams to show why Mo is wrong.



Talk about your answer with a partner.

- 6 Complete the calculations. Give your answers in their simplest form.

a)  $\frac{4}{10} \div 2 = \frac{2}{10} = \frac{1}{5}$

d)  $\frac{18}{45} \div 2 = \frac{9}{45} = \frac{1}{5}$

b)  $\frac{10}{15} \div 2 = \frac{5}{15} = \frac{1}{3}$

e)  $\frac{24}{56} \div 3 = \frac{8}{56} = \frac{1}{7}$

c)  $\frac{20}{45} \div 4 = \frac{5}{45} = \frac{1}{9}$

f)  $\frac{1}{8} = \frac{7}{56} = \frac{21}{56} \div 3$

- 7 a) Complete the calculation.

$$\frac{6}{8} \div \boxed{3} = \frac{1}{4}$$

- b) Find the missing numbers to make this division correct.

E.g.  $\frac{24}{\boxed{20}} \div \boxed{24} = \frac{1}{20}$

- 8 is a whole number.

is a fraction.

$$\frac{10}{\text{heart}} \div 2 = \frac{1}{2} \times \text{circle}$$

- a) Find values for and .

e.g. =  $\boxed{50}$

=  $\boxed{\frac{1}{5}}$

- b) What do you notice? Explain using diagrams or words.

# Divide fractions by integers (2)

1

$$\frac{4}{5} \div 2 \quad \frac{4}{5} \div 3$$

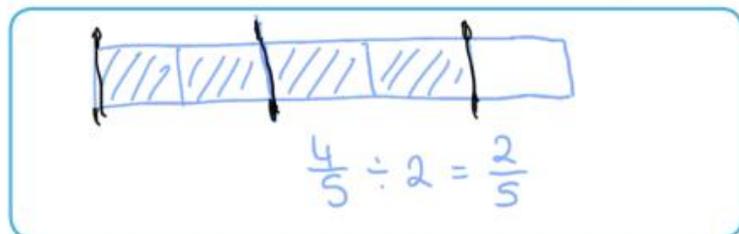
a) Write two things that are the same about the calculations.

e.g. They are both divisions.  
They both contain  $\frac{4}{5}$

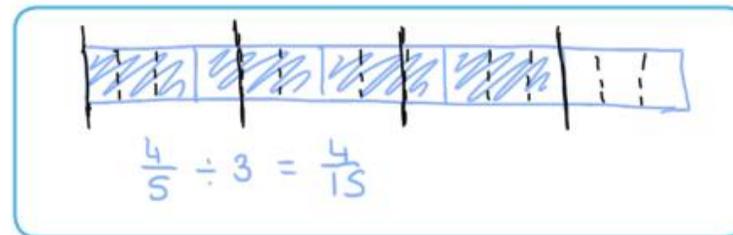
b) Write one thing that is different about the calculations.

What the fraction is being divided by

c) Draw a diagram to help you work out the answer to  $\frac{4}{5} \div 2$



d) Draw a diagram to help you work out the answer to  $\frac{4}{5} \div 3$



2 Complete the divisions using the diagrams to help you.

a)  $\frac{1}{3} \div 2 = \frac{1}{6}$

b)  $\frac{1}{3} \div 3 = \frac{1}{9}$

c)  $\frac{2}{3} \div 3 = \frac{2}{9}$

3  $\frac{3}{4}$  of a kilogram of rice is divided equally between two bowls.



How much rice is in each bowl?

$$\frac{3}{8} \text{ kg}$$

4 Work out the divisions.

a)  $\frac{1}{5} \div 7 = \frac{1}{35}$

f)  $\frac{5}{72} = \frac{5}{6} \div 12$

b)  $\frac{1}{18} = \frac{1}{6} \div 3$

g)  $\frac{8}{3} \div 7 = \frac{8}{21}$

c)  $\frac{1}{4} \div 9 = \frac{1}{36}$

h)  $\frac{19}{100} = \frac{19}{20} \div 5$

d)  $\frac{1}{42} = \frac{1}{7} \div 6$

i)  $\frac{1}{100} \div 25 = \frac{1}{2,500}$

e)  $\frac{4}{9} \div 7 = \frac{4}{63}$

j)  $\frac{9}{200} = \frac{45}{50} \div 20$

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

a)  $\frac{1}{3} \div 5$   $\left( = \right)$   $\frac{1}{5} \div 3$

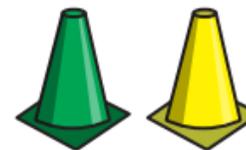
b)  $\frac{1}{3} \div 3$   $\left( > \right)$   $\frac{1}{5} \div 5$

c)  $\frac{3}{5} \div 5$   $\left( < \right)$   $\frac{3}{5} \div 3$

6 There are some cones in the PE shed.

Classes 1, 2 and 3 share them equally.

- Class 1 put theirs into 4 equal piles.
- Class 2 put theirs into 5 equal piles.
- Class 3 put theirs into 11 equal piles.



What fraction of the whole number of cones is in each pile?

	Fraction in each pile
Class 1	$\frac{1}{12}$
Class 2	$\frac{1}{15}$
Class 3	$\frac{1}{33}$

7 a) Which of these statements are true? Tick your answers.

$\frac{1}{2} \div 2$  is equal to  $\frac{1}{2} \times \frac{1}{2}$

$\frac{1}{2} \div 4 = \frac{1}{2} \times \frac{1}{4}$

$\frac{1}{2} \div 3 = \frac{1}{2} \times \frac{1}{3}$

$\frac{1}{2} \div 5 = \frac{1}{2} \times \frac{1}{5}$

b) What do you notice?

Is it only true for halves?

Does it work for non-unit fractions?

Talk to a partner.

## Four rules with fractions

- 1 Work out the missing total.

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

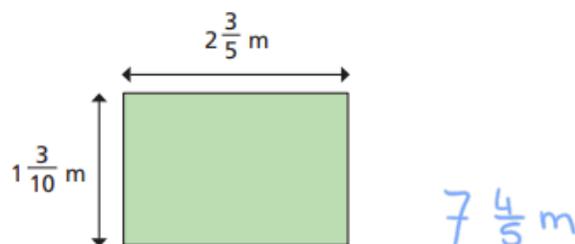
Show all the steps in your working.

$$\frac{2}{3} \times 3 = 2$$

$$\frac{2}{3} + 2\frac{1}{3} = 3 \quad 2 + 3 = 5$$

Explain your method to a partner.

- 2 Work out the perimeter of the rectangle.



Explain your method to your partner.

Did you work it out in the same way?

- 3 Complete the calculations.

a)  $(\frac{2}{3} + \frac{2}{3}) \times 3 = 4$

b)  $(\frac{2}{3} + \frac{2}{3}) \div 3 = \frac{4}{9}$

c)  $\frac{2}{3} + \frac{2}{3} \times 3 = 2\frac{2}{3}$

d)  $\frac{2}{3} + \frac{2}{3} \div 3 = \frac{8}{9}$

- 4 Jack mixes  $\frac{2}{3}$  of a litre of orange juice and  $\frac{3}{4}$  of a litre of apple juice.

He pours the juice into 5 glasses equally.

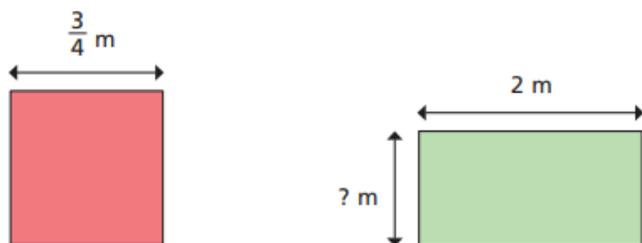
How much juice is in each glass?

$$\frac{2}{3} + \frac{3}{4} = \frac{17}{12}$$

$$\frac{17}{12} \div 5 = \frac{17}{60}$$

$$\frac{17}{60}$$

- 5 The area of these two shapes are equal.  
Find the height of the rectangle.



$$\frac{9}{32}$$

- 6 In a class,  $\frac{2}{3}$  of the pupils are boys.  
 $\frac{1}{4}$  of the girls wear glasses and  $\frac{1}{6}$  of the boys wear glasses.  
Do more boys or girls wear glasses?  
Explain your reasoning.



$$\frac{2}{3} \times \frac{1}{6} = \frac{1}{9} \quad \frac{1}{3} \times \frac{1}{4} = \frac{1}{12} \quad \frac{1}{9} > \frac{1}{12}$$

More boys wear glasses



- 7 Work out the calculation.

$$\left(1\frac{3}{5} - \frac{7}{10}\right)^2$$

$$\frac{81}{100}$$

- 8 Use what you know about working with fractions to explain, prove or disprove the following statements.

- a) Half of a half of a half is an eighth.

$$\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2} = \frac{1}{8} \quad \text{This is true.}$$

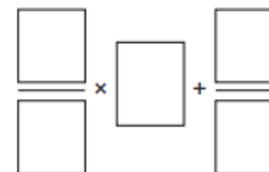
- b) Quarter of a half plus half of a quarter is a quarter.

$$\frac{1}{4} \times \frac{1}{2} + \frac{1}{2} \times \frac{1}{4} = \frac{1}{8} + \frac{1}{8} = \frac{2}{8} = \frac{1}{4} \quad \text{This is true.}$$

- 9



Various answers.

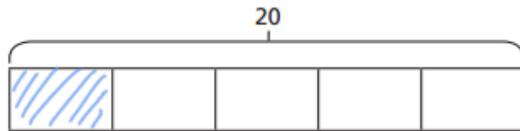


Explore the different totals you can make using each card once only.



# Fractions of an amount

1



a) Shade  $\frac{1}{5}$  of the bar model.

b) What is  $\frac{1}{5}$  of 20?

2

Use your times tables knowledge to solve the calculations.

a)  $\frac{1}{3}$  of 12 =

d)  $\frac{1}{10}$  of 80 cm =

b)  $\frac{1}{4}$  of £20 =

e)  $\frac{1}{12}$  of 60 =

c)  $\frac{1}{5}$  of 35 m =

f)  $\frac{1}{7}$  of 84 kg =

Now use your answers to solve these calculations.

a)  $\frac{2}{3}$  of 12 =

d)  $\frac{7}{10}$  of 80 cm =

b)  $\frac{3}{4}$  of £20 =

e)  $\frac{11}{12}$  of 60 =

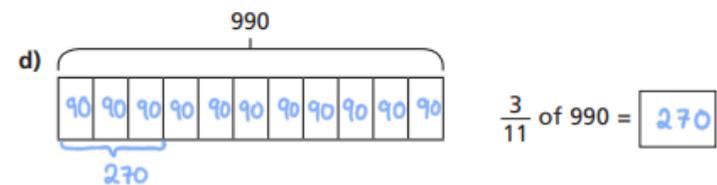
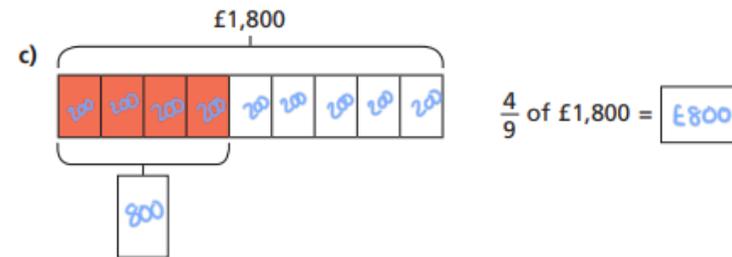
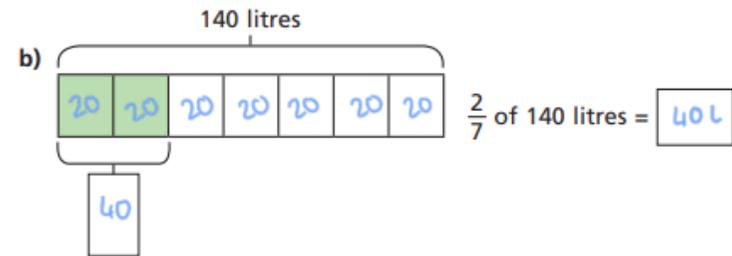
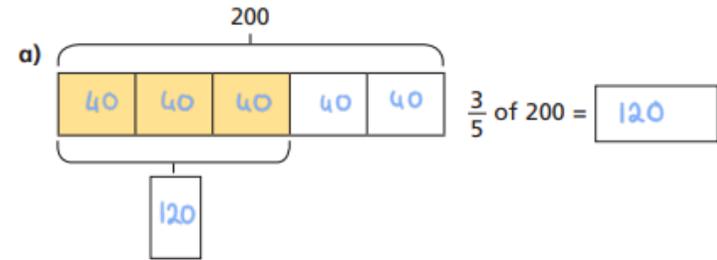
c)  $\frac{3}{5}$  of 35 m =

f)  $\frac{6}{7}$  of 84 kg =



3

Calculate the missing values.



- 4 a) In a school of 480 pupils,  $\frac{2}{3}$  are juniors.  
How many juniors are in the school?

320

- b) A factory makes 256 cars.  
 $\frac{3}{8}$  are electric cars.  
How many electric cars does the factory make?

96

- c) Brett uses  $\frac{2}{5}$  of his £180 savings to buy a train ticket.  
How much of his savings does he have left?

£108

5



- Alex has 288 m of fence to paint.  
She paints  $\frac{3}{12}$  of the whole fence on Monday. She then paints  $\frac{1}{2}$  of what is left on Tuesday.  
How much fence does she have left to paint?

108m

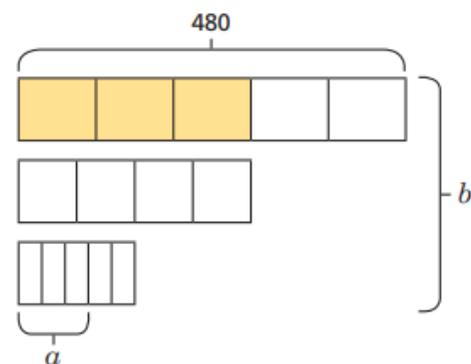


- 6 Fill in the missing numbers.

a)  $\frac{3}{10}$  of \$500 = \$150      c)  $42 = \frac{6}{100}$  of 700

b)  $\frac{3}{4}$  of 100 kg = 75 kg      d)  $450 = \frac{3}{20}$  of 3,000

- 7 Find the values of  $a$  and  $b$ .



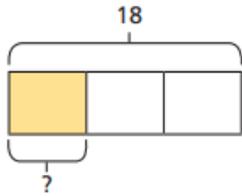
$a = 86.4$

$b = 912$

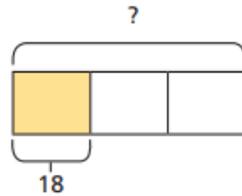


# Fraction of an amount – find the whole

1 Complete the calculations.



$$\frac{1}{3} \text{ of } 18 = \boxed{6}$$



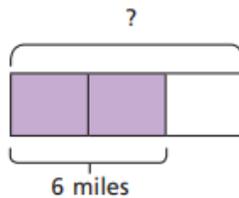
$$\frac{1}{3} \text{ of } \boxed{54} = 18$$

What is the same about the calculations?

What is different?

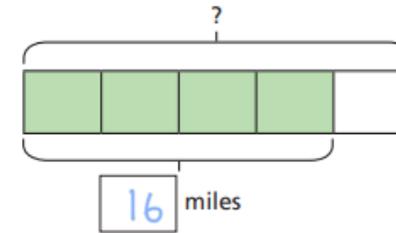
2 a) Mr Hall walked  $\frac{2}{3}$  of the way from his house to work.  
He walked 6 miles.

How far is it in total from his house to work?



$\boxed{9 \text{ miles}}$

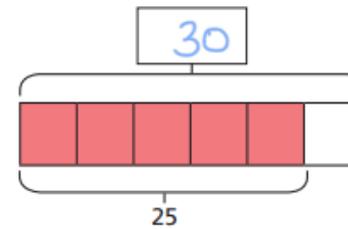
b) Jenny cycled  $\frac{4}{5}$  of the way from her house to work.  
She cycled 16 miles.  
How far is it in total from her house to work?



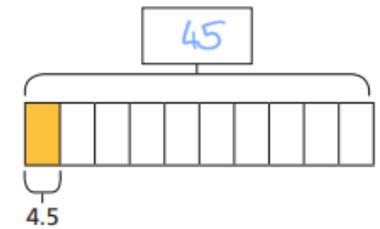
$\boxed{20 \text{ miles}}$

3 Calculate the missing wholes.

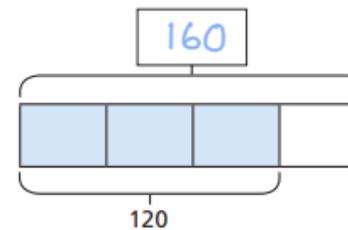
a)



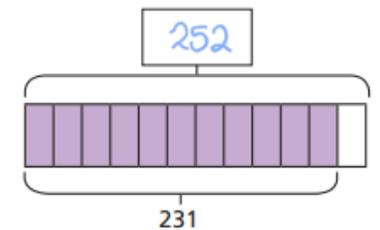
c)



b)



d)



4 Fill in the missing information.

a)  $\frac{1}{3}$  of  $\boxed{60}$  = 20

b)  $80 = \frac{4}{10}$  of  $\boxed{200}$

$\frac{2}{3}$  of  $\boxed{30}$  = 20

$800 = \frac{4}{10}$  of  $\boxed{2,000}$

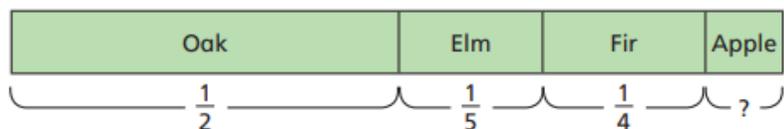
$\frac{4}{5}$  of  $\boxed{25}$  = 20

$8 = \frac{4}{10}$  of  $\boxed{20}$

$\frac{4}{5}$  of  $\boxed{150}$  = 120

$80 = \frac{4}{100}$  of  $\boxed{2,000}$

5 This diagram shows the fractions of trees in school grounds.



There are 40 elm trees.

Complete the table.

Oak	100
Elm	40
Fir	50
Apple	10
Total	200

6 Jack poured  $\frac{7}{10}$  of a tin of paint into this jug.



How many millimetres of paint are left in the tin?

$\boxed{150\text{ml}}$

7 Complete the calculations.

$4 = \frac{10}{15}$  of  $\boxed{6}$

$15 = \frac{75}{100}$  of  $\boxed{20}$

$1 = \frac{250}{2,000}$  of  $\boxed{8}$

Compare your method with a partner. What do you notice?

## English

Monday 22<sup>nd</sup> February

LO: to infer meaning in a poem.	Me:
SC: I can discuss my thoughts and ideas about a poem.	
I can perform a poem using the correct intonation and tone.	

To walk to  
To talk to  
To cry and rely on,  
[REDACTED]  
To love and to miss  
To hug and to kiss,  
[REDACTED]  
To whom to moan  
If you're all alone,  
It's so hard to share  
When no one is there.  
There's not much to do  
When there's no one but you.  
[REDACTED]

To please  
To tease  
To put you at ease,  
[REDACTED]  
To make life appealing  
And give life some meaning,  
[REDACTED]  
If you need a change  
To whom will you turn?  
If you need a lesson  
From whom will you learn?  
If you need to play  
You'll know why I say  
[REDACTED]

As girlfriends  
As boyfriends  
From Bombay  
To Ostend,  
[REDACTED]  
To have friendly fights with  
And share tasty bites with,  
[REDACTED]  
People live in families  
Gangs, posses and packs,  
It seems we need company  
Before we relax,  
So stop making enemies  
And let's face the facts,  
[REDACTED]  
Yes  
[REDACTED]

*by Benjamin Zephaniah*

## Poetry Questions

1. What do you like about the poem? Is there anything you dislike about it?
2. What links can you make to this poem – from your life, the world or other things you have read?
3. What patterns can you spot in this poem?
4. When do you think it would be good to read or hear this poem?

LO: to infer meaning in a piece of text.	Me:
SC: I can discuss my thoughts and ideas behind an issue or event.	
I can retrieve and infer information from the text.	

## And then they came for me

First they came for the Communists  
And I did not speak out  
Because I was not a Communist  
Then they came for the Socialists  
And I did not speak out  
Because I was not a Socialist  
Then they came for the trade unionists  
And I did not speak out  
Because I was not a trade unionist  
Then they came for the Jews  
And I did not speak out  
Because I was not a Jew  
Then they came for me  
And there was no one left  
To speak out for me

*by Martin Niemöller*

*Martin Niemöller wrote this poem after the Second World War. He believed that he had not done enough to oppose the Nazi Party who had arrested and killed group after group of people.*

# US PROTESTS SPREAD WORLDWIDE



## AMERICA BURNS WITH RAGE



After a peaceful demonstration, clashes between protesters and police led to scenes like this in Seattle

There have been increasing calls for the "defunding" of police departments across the US in recent days. This generally means taking some responsibilities away from the police and using the money for things like investing in better mental health care, so that people with mental health problems can get help instead of being arrested



### PROTESTS against police brutality have continued across America, including in Minneapolis, following the death of a black American man, George Floyd, while being held down by a white police officer.

Derek Chauvin, the white police officer accused of killing Mr Floyd, appeared via video conference in court on Monday. He didn't enter a plea of guilty or not guilty.

Although the majority of protesters have been peaceful, some have been accused of taking things too far, with shops looted and even set on fire. Some have thrown objects at police, but the police have also been widely criticised for a string of attacks on peaceful protesters and journalists.

Two police officers in Buffalo have been charged with assault after they shoved a 75-year-old man to the ground, and there

have been more than 200 incidents of journalists being attacked, including one film crew who were shot at with pepper bullets while they were on air.

President Donald Trump has been criticised for his response, including by former senior members of his own party. He called protesters "terrorists" and threatened to send the army in to deal with them.

"Given the track record of impunity [no punishment] for racial violence of this nature in the United States, black people have good reason to fear for their lives," read a statement from dozens of

independent UN human rights experts. "Many in the United States and abroad are finally acknowledging that the problem is not a few bad apples, but instead the problem is the very way that economic, political and social life are structured."

There have been protests following previous police attacks on unarmed black people in the US, such as the LA riots after Rodney King was savagely beaten in 1991. However, the way this protest has spread around the world suggests that the calls for change in America may be too loud to ignore this time.

## WHO IS SAYING WHAT?

### CRESSIDA DICK, THE METROPOLITAN POLICE COMMISSIONER

...said 27 police officers in London had been injured during the first week of protests, when "a minority of protesters became violent" towards officers outside Downing Street. Two officers were seriously injured, she said. She urged protesters to find "another way" to get their voices heard, adding that she was "deeply saddened and depressed" about the violence by a small number of protesters.



### F1 STAR LEWIS HAMILTON

...praised Black Lives Matter protesters for pulling down the Edward Colston statue in Bristol (p3). He said: "All statues of racist men who made money from selling a human being should be torn down! Which one is next? I challenge government officials worldwide to make these changes and implement the peaceful removal of these racist symbols."



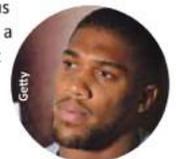
### PRIME MINISTER BORIS JOHNSON

...said: "People have a right to protest peacefully and while observing social distancing, but they have no right to attack the police."



### BOXER ANTHONY JOSHUA

...spoke in his home town of Watford: "The virus has been declared a pandemic, it is out of control. And I'm not talking about COVID-19. The virus I'm referring to is called racism. We need to speak out. We need to be united."



# UK PROTESTS

**TENS of thousands of people have taken part in protests across the UK to get their voices heard about racism, following George Floyd's death.**

There were demonstrations big and small in towns and cities throughout the country, after a week in which people ignored calls from politicians to avoid mass protests because of coronavirus social distancing.

Demonstrators took to the streets in Edinburgh, Cardiff, Sheffield, Newcastle, Carlisle, Bristol, Dumfries, Derby, Chester, Wolverhampton, Middlesbrough, Lytham and Wrexham, among others. Most of the protests were peaceful but a small number of people became violent.

In London, crowds gathered at the US embassy to support protesters in America. It was a peaceful gathering of mainly young demonstrators from all ethnic backgrounds.

Daniel Oderinde, 23, said he had never seen protests like these in the UK before, where "white people and black come together in support of the struggles that we've been going through. If I can share that message and we can come together as one, then I can be part of something monumental."

An anti-racism protest was also held in Parliament Square in Westminster, where the statue of WW2 prime minister Winston Churchill was covered in graffiti.

Thousands on the streets of Manchester knelt in protest, and were joined by former footballer Rio Ferdinand, his wife Kate and their three children.

People gathered at Nottingham Forest's football ground, chanting: "Enough is enough."

Many more people took part in virtual protests. The #BlackLivesMatter movement said 22,000 people from across the world had joined an online protest to show their support. Apollo Sankara of BLM London said of the protests: "This isn't just a moment, this is a movement."



An image of the Peterborough artist Nathan Murdoch's work has been shared globally

## Black Lives Matter: An Introduction by Deanna Rodger



We all know that to be alive is to jump and dance and sing and play and also, to cry and be hungry and be told you must go to bed when you really, really don't feel tired.

Well Black Lives Matter is a movement, an active message, a reminder that Black people deserve all the fun, kind, and joyful things in life. They deserve to be safe, empowered and able to flourish.

### **Don't Black people have equal rights and opportunities?**

Yes and no. You see, though slavery was legally abolished in the UK in the 1800s, in some places the racist idea that Black people are inferior to white people still holds strong. Some people cannot believe that Black people are people, let alone people who deserve equal rights and opportunities. Well this is bad, but what makes it worse is that some of those people made laws and policies with this belief in mind. We call this in-built prejudice and unfairness *systemic racism*.

### **What does this mean?**

It means that Black people are sometimes treated unjustly in the eyes of the law, in healthcare, and even in education. It means that Black people are less likely to be employed in roles they are qualified for and fewer books, TV programmes or shows have Black people in leading roles or as heroes.

So, have a think, what was the last movie you watched? How many Black characters were there? Were the Black characters the heroes? Or think about our government. How many Black people are in the cabinet? In the cabinet office?

In the UK, Black women are five times more likely to die in childbirth, Black (Caribbean) children are nearly four times more likely to be expelled from school, and Black males are nine times more likely to be stopped and searched by the police. These are the signs of what we have called '*systemic racism*'.

### **Black Lives Matter, where did that come from?**

It came from a group of Black female activists. In 2014 Alicia Garza wrote a Facebook post about an unarmed Black boy called Trayvon Martin who was killed by a neighbourhood-watch volunteer. This person was found not guilty. This inspired Patrisse Cullors to reply with #BlackLivesMatter and, with added support from Opal Tometi, it has blossomed into an international human rights movement which campaigns against violence and systemic racism in all countries.

**Such is the power of an idea!**

Since then *#BlackLivesMatter* has increased and developed. Many people of all colours have grown in their understanding that, all too often, the lives of Black people are not seen as equal, whether that be in media representation, racist policies, or scandals such the Windrush deportations. Even in relation to global pandemics, the fatalities linked to Covid-19 are much higher for Black people.

### **So why do I personally care?**

Well although I am mixed-race (White and Black Caribbean) I am classified as Black. Many of my formative experiences are experiences shared within the Black community. I care about the safety, empowerment and flourishing of all people.

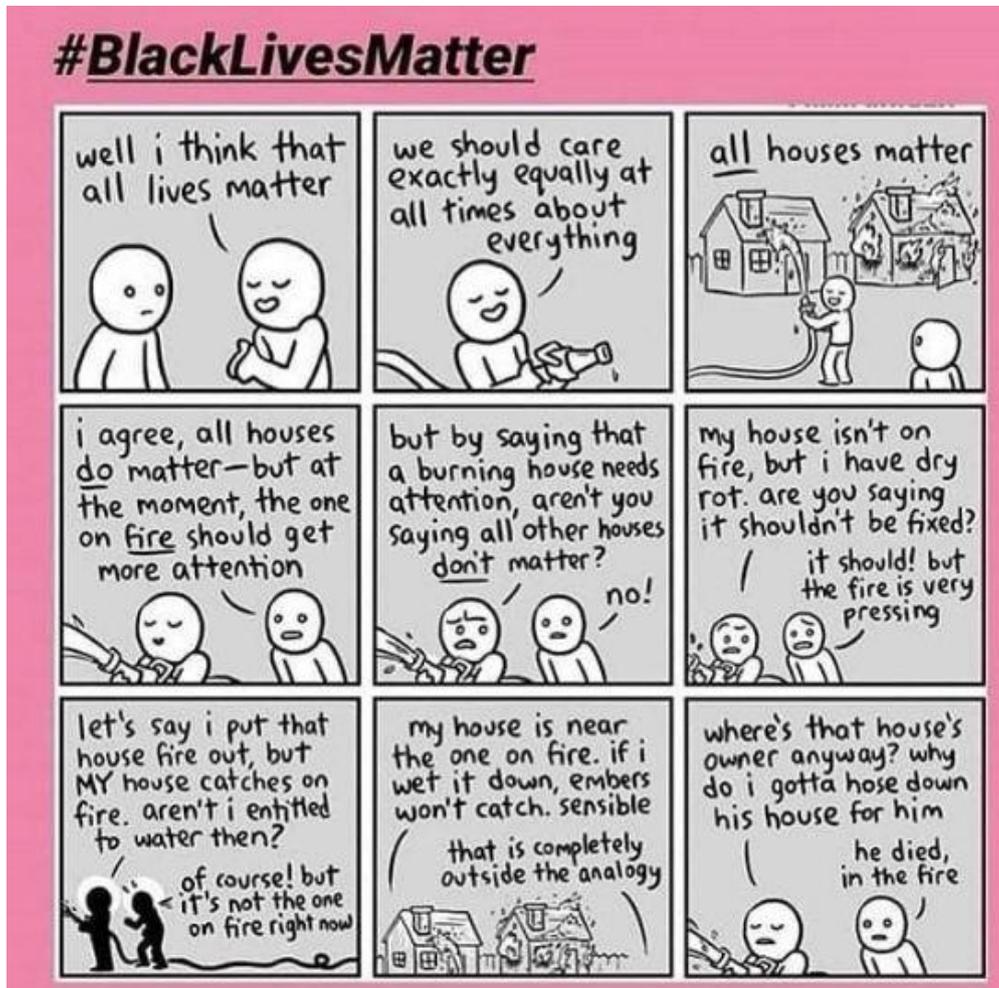
### **All children have a right to fulfil their dreams**

Most of us firmly believe that all children have a right to live their lives without experiencing prejudice and that each child should feel that they can become whatever they wish without worrying about their colour or ethnicity. All children have a right to dream.

## Exactly, so why not *all* lives matter?

Of course, all lives matter. Black Lives Matter is in no way saying that they don't. Black Lives Matter is simply focussed on the lived experiences of Black people which are unfairly affected by abuses of power. There are many texts clearly showing why Black Lives Matter is an important movement.

Here is one which helps make the point.



## And why should you care?

Human rights are super important to defend even if you don't identify with the group they affect. This is at the heart of Niemöller's poem. It is important to be specific when protesting to ensure that policies can be singled out and changed and behaviours can be altered to promote the welfare of the affected communities. There are many ways to do this such as through petitions to change policies, focus groups and discussions within the local community, writing letters to your local MP and, especially, through the creative arts such as writing poetry and songs.

## Black Lives Matter: An Introduction - Questions

1. What are the three ways that Deanna Rodger describes Black Lives Matter as being?
2. Why does she say there is still a problem, even though slavery has been legally abolished?
3. How does she say systemic racism is shown in the world?
4. How did Black Lives Matter begin?
5. How does the cartoon answer the question: 'Don't all lives matter?'
6. Why does Deanna Rodger suggest that everyone should care about Black Lives Matter?

Which, in your opinion, are the five most important pieces of information from this article?

LO: to understand meaning behind a poem and recognise how the author has used language.	Me:
SC: I can read and answer questions about a poem.	
I can edit a piece of writing and build on other's ideas.	

**A.** You came down easy in the end. The righteous wrench of two ropes in a grand plie.

**B.** Briefly, you flew, corkscrewed, then met the ground, with the clang of toy guns, loose change, chains, a rain of cheers.

**C.** They took such care with that stately pose and propped chin. Wise and virtuous the plaque assured us.

**D.** This is your rightful home, here in the pit of chaos with the rest of us.

**E.** Countless times I passed that plinth its heavy threat of metal and marble.

**F.** Children learn and titans sing under the stubborn rust of your name.

# WHO WAS EDWARD COLSTON? (1636-1721)

In Bristol, the statue of a slave trader, Edward Colston, was pulled down. His name is seen across Bristol, with streets and buildings named after the 17th-century merchant and slave trader. His statue on Colston Avenue was a protected listed structure and has stood there since 1895, but it was toppled by protesters last weekend and dumped in Bristol Harbour.

His memory has been argued about for years, with some in Bristol saying you can't change history, while others campaigned successfully for his name to be removed from streets, schools and venues. The Labour Mayor of Bristol said the Edward Colston statue was an "insult" to black people.

- Colston was born into a wealthy Bristol merchant's family and, although he lived in London for many years, he was always closely associated with the city.
- By 1672 he was running his own business in London, trading in slaves, cloth, wine and sugar.
- Colston's ships took about 80,000 men, women and children from Africa to the Americas between 1672 and 1689.
- He donated to churches and hospitals in Bristol, also founding two almshouses (houses provided by a charity) and a school.
- Colston also lent money to the Bristol corporation and was a city MP for a short time.



Protesters hurl Edward Colston's statue into Bristol Harbour

# Hollow

Vanessa Kisuule, June 2020

You came down easy in the end.  
The righteous wrench of two ropes  
In a grand plie.  
Briefly, you flew,  
Corkscrewed, then met the ground  
With the clang of toy guns, loose change,  
Chains,  
A rain of cheers.  
Standing ovation,  
On the platform of your neck.  
Punk ballet. Act 1.  
There is more to come.

And who carved you?  
They took such care  
With that stately pose and propped chin.  
Wise and virtuous the plaque assured us.  
Victors wish history odourless and static  
But history is a sneaky mistress.  
Moves like smoke, Colston,  
Like saliva in a hungry mouth.

This is your rightful home,  
Here  
In the pit of chaos with the rest of us.  
Take your twisted glory  
And feed it to the tadpoles.  
Kids will write raps  
To that syncopated splash.  
I think of you lying in that harbour  
With the horrors you hosted.  
There is no poem  
More succinct than that.



But still  
You  
Are permanent. |

You who perfected the ratio.  
Blood to sugar to money to bricks.  
Each bougie building we flaunt  
Haunted by bones.  
Children learn and titans sing  
Under the stubborn rust of your name.

But the air is gently throbbing with  
Newness.  
Can you feel it?  
Colston, I can't get the sound of you from  
My head.  
Countless times I passed that plinth:  
Its heavy threat of metal and marble.  
But as you landed a piece of you fell off,  
Broke away,  
And inside,  
Nothing but air.  
This whole time,  
You  
Were hollow.

## Hollow Questions

1. Who is the poem talking to?
2. What do you think the poet thinks about Edward Colston? Why do you say that?
3. Which is your favourite phrase in the poem? Why? What do they mean?
4. What do you think the poem means when it says, 'Children learn and titans sing under the stubborn rust of your name.'?
5. What did the narrator of the poem discover at the end of the poem?
6. Why do you think that this poem has become so popular?

Thursday 24<sup>th</sup> February

LO: to compare poetry.	Me:
SC: I can annotate poems and identify techniques that have been used.	
I can compare poems, explaining my personal opinions.	

## Let There Be Peace

Let there be peace

So frowns fly away like albatross

And skeletons foxtrot from cupboards,

So war correspondents become travel show presenters

And magpies bring back lost property,

Children, engagement rings, broken things.

Let there be peace

So storms can go out to sea to be

Angry and return to me calm,

So the broken can rise up and dance in the hospitals.

Let the aged Ethiopian man in the grey block of flats

Peer through his window and see Addis before him,

So his thrilled outstretched arms become frames

For his dreams.

Let there be peace

Let tears evaporate to form clouds, cleanse themselves

And fall into reservoirs of drinking water.

Let harsh memories burst into fireworks that melt

In the dark pupils of a child's eyes

And disappear like shoals of silver darting fish,

And let the waves reach the shore with a

Shhhhhhhhhhhhhhhhh Shhhhhhhhhhhhhhhhh Shhhhhhhhhhhhhhhhh

By Lemn Sissay

## Comparison Questions

*Give your opinion and explain your answers.*

1. Which poem is most optimistic? Why?
2. Which poem is most challenging? Why?
3. Which poem is the most fun to read aloud? Why?
4. Which poem is the most serious? Why?
5. Which poem is the most important? Why?

### MY EXPERIENCE

# Michael ROSEN



I was born in London and I've lived in different parts of London all my life, but many of my older relatives were refugees and migrants. Some left their homes because they were being persecuted. When I look at their stories I can see that, like a lot of families, it's quite complicated, with people travelling to and from the USA and parts of Europe.

#### My family across the world

My father was born in Massachusetts in the United States of America. He came to England when he was three years old. His father, Morris, travelled from Poland to London when he was a teenager. He met my father's mother, Rose, in London, then together with two boys born in London, they moved to the USA. When things didn't work out between Rose and Morris, Rose came back to England with my father, his sister and baby brother, who were all born in the USA. Morris stayed in the USA with the two boys who had been born in England!

One family, moving between Poland, England and the USA.

Rose was born in Newcastle and her parents were born in Poland. She had a brother and an uncle who moved to South Africa.

On my mother's side, her mother, Annie, was born in what is now Bukovina in Romania. Her father, Frank, was born in England but both his parents were born in Poland.

#### How I felt

As a boy I always felt special that my dad was American. When my parents talked about Poland, that felt mysterious. But it was also something I didn't tell my friends about because I thought it would make me sound 'foreign', and in the suburbs in the 1950s, that didn't feel safe.

## Examples of Migration

### Why all this movement?

All my eight great-grandparents were refugees. They moved from where they lived because of what are called 'pogroms' – a word meaning violent attacks on groups of people. They were attacked because they were Jews.

Back with Morris, my father's father: all his brothers and sisters were born in Poland. One brother went to the USA, two brothers moved to France but were transported to Poland

during World War II and were killed in Auschwitz concentration camp. One sister stayed in Poland, and we think she died during the war but we don't know how. Her son, Michael, fled from the invading army into Russia, where he was put in prison. Then he joined the Polish Free Army, travelled with that army through the Middle East, across North Africa into Italy and he ended up in London in the house of my father's sister. He lives in London today.

“ When I look at all this migration, it makes me think that we are citizens of the world, and things can happen that might make us migrate at any time. ”



What do you think would make you want to leave your home?



## Push and Pull Cards

Decide whether the cards are push (leaving a country) or pull (going to a country) reasons for migration.

### Example Cards

2008 BCE I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.	55 I am Claudia. I came here as a soldier, and now live in Londinium. We are pleased this country is now part of the Roman Empire.	1973 I'm Henry. I think the war in Vietnam is wrong, and have come secretly to Canada, so that I won't have to be a soldier.	1987 I am Conchita. I paid money to be shown the way from Mexico through tunnels. I am trying to earn money to send back to my family.	1620 I am James. I came with my family on a ship from Plymouth. The people here are helping us and we are free to pray.	1983 I am Nelson. I was not allowed to go to university in South Africa. I had to come away in secret to study in Britain.
1842 I am Edward. I bake bread to feed my children and am being transported to Australia.	1998 I am Suleiyah. We had to leave some of our family in Somalia. The war means it is not safe to go back and see them.	1938 I am Eric. My family left Germany. My grandmother stayed and our old neighbour saw her being taken away.	1973 I am Rama. We had to leave our houses and money behind in Uganda. We have come to find our friends in Leicester.	1846 I am Marie. We came on a ship from Ireland. The crossing was hard, but at least there is food here.	2006 I am Marika. I was a teacher in Poland, but I earn more money packing vegetables for Sainsbury's.
1974 I am Costas. I have lost my land and home in Cyprus and have come to London with many of my family and friends.	1998 I am Kozeta. We have come from Kosovo. We have come to Britain because Serbian soldiers attacked our village.	1950 I am Esther. I have come to London from Jamaica. I saw an advert saying they needed nurses and I am a good nurse.	1997 I am Jennifer. Mount Soufriere erupted on our island and we have all had to come to England to be safe from the lava and gases.	1996 I am Faiza. My mother brought me out of Kabul at the time of the Taliban, because I was not allowed to go to school.	1977 I am Emilio. Our family left Chile when Pinochet became dictator, because my parents might have been put in prison.
1993 I am Armanic. My country, Kurdistan, is half in Turkey and half in Iraq. Soldiers make life difficult for us to live, study and work.	2006 We are Jan and Maggie. We retired last year, and have moved to France. Life is cheaper and the weather is much better.	1947 I am Shobir. Now India is being divided many of our friends have been killed. My family is moving from Delhi to Bangladesh.	1947 I am Neha. I am on a train moving from Lahore to the Gujerat in India. Hindus cannot stay in Pakistan.	2007 I am David. I am a doctor in the UK and have decided to work in the U.S.A. The money is much better.	2007 I am Ahmed. I trained to be a doctor in Egypt and have come to work in a hospital in London.
1863 I am Ali. I joined a ship as a deck hand in Calcutta. Now they have taken away my job and I am left in London.	1950 I am Cheung. I joined a ship as a cook in Hong Kong. Now they have taken away my job and I am left in London. I would like to own a restaurant.	1981 I am Ho. I am Chinese. Now Vietnam has become independent we cannot stay. We have escaped in a boat and are trying to get to London.	1685 I am Emile. I am a silk weaver in London. I have left France, because Protestants are not allowed to worship.	1914 I am Hercule. When Belgium was invaded the British invited us to come to the UK to be safe.	

### Reason cards

to have a better future	as a punishment	to escape from a war	to have a better future	because there was no choice	to find a safe place
because there was no choice	to find a safe place	to take over another country	to build a new country	to be able to speak freely and hold any religious belief	because there was no choice
to have a better future	to be able to speak freely and hold any religious belief	to avoid having to fight in an army	to be able to feed their family	to have a better future	to escape from a war
to avoid going to prison for their beliefs	to have a better future	to find a home	to get away from someone who was trying to hurt or kill	to find a safe place	to be able to speak freely and hold any religious belief
to get away from someone who was trying to hurt or kill	because there was no choice	to find a safe place	to escape from a war	as a punishment	to have a better future

Table

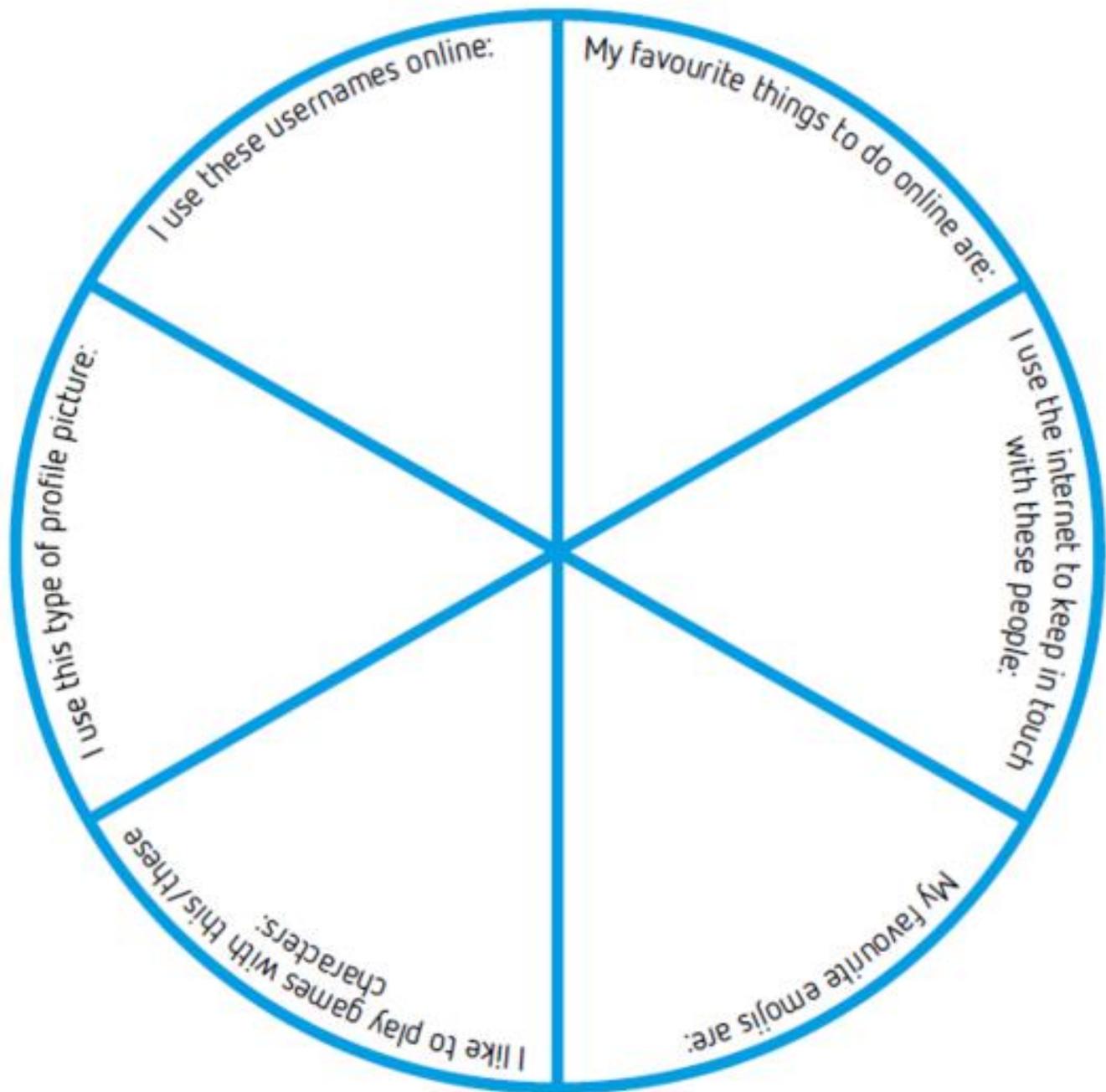
Chose to leave		
Did not choose to leave		
	Knew they had a safe place to go	Did not know they had a safe place to go

# PSCHE

## Online Identity Wheel

Draw and describe your online identity.

You might have more than one answer in each section depending on what you like to do online.



A circular diagram divided into six equal segments by three lines intersecting at the center. Each segment contains a question related to online identity. The questions are:

- I use these usernames online:
- My favourite things to do online are:
- I use the internet to keep in touch with these people:
- My favourite emojis are:
- I like to play games with this/these characters:
- I use this type of profile picture:

## Y6: SPAG Lesson 6 (Spelling)

### Words to learn for test in a fortnight

Green words - everyone must learn to spell these words

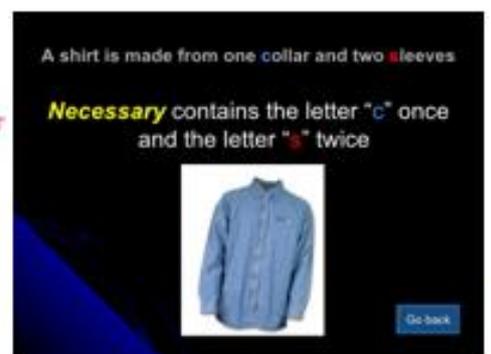
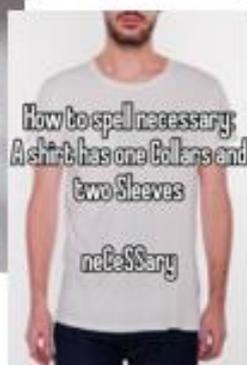
Blue words - most people will learn to spell these words too

Red words - some people will also learn these words

(Please make a copy of the words and bring back your book tomorrow. Then continue to practise the words regularly.)

	Words from the National Curriculum word list for Y5/6 (Words with double letters)	1st Attempt	2nd Attempt	3rd Attempt
1	suggest			
2	attached			
3	necessary			
4	opportunity			
5	communicate			
6	recommend			
7	according			
8	community			
9	appreciate			
10	profession			
11	accommodate			
12	accommodation			
13	accompany			
14	committee			
15	exaggerate			

**Extension:** Look at the ideas below and make your own poster to help learn to spell necessary, using the idea that 'It is necessary for a shirt to have 1 collar and 2 sleeves'.



## Spanish

Story of Don Quijote in English

[https://www.youtube.com/watch?v=JzKMlzxxfc&ab\\_channel=SmileandLearn-English](https://www.youtube.com/watch?v=JzKMlzxxfc&ab_channel=SmileandLearn-English)

Musical Man of la Mancha

[https://www.youtube.com/watch?v=iH9nDIBr3b4&ab\\_channel=%E1%B4%EA%B0%95%EC%9D%B8%28HealthyBoy%29](https://www.youtube.com/watch?v=iH9nDIBr3b4&ab_channel=%E1%B4%EA%B0%95%EC%9D%B8%28HealthyBoy%29)

**Answer this questions with Verdadero (true) or Falso (false)**

Don Quijote loved reading Samurai stories \_\_\_\_\_

Sancho Panza is promised an island in return for being his servant \_\_\_\_\_

Don Quijote injured himself when he was fighting the windmills \_\_\_\_\_

Don Quijote confused the sheep with ogres \_\_\_\_\_

Don Quijote thinks he's winning all his battles \_\_\_\_\_

Sancho Panza tries to tell Don Quijote the truth about what people think \_\_\_\_\_



**Answer these questions about Don Quijote (You can answer in English if you can't do it in Spanish!)**

What problem did Don Quijote have?

What did Don Quijote see instead of windmills?

Do you think Sancho should tell him that he is wrong or take him to hospital?

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**Challenge 1:** Copy the following list of vocabulary and translate it to English or draw a picture : Molino, oveja, gigante, espada, lanza, escudo caballero, locura (loco), libro.

**Challenge 2:** How do you imagine the characters? Draw them!

**Challenge 3:** Describe a character from the story, explain who they are (or more than one!)





