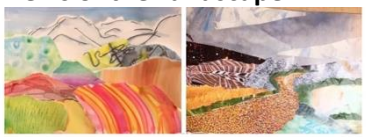
Home Learning Christ Church – Year 6 Week Beginning 22nd February

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Follow the lesson called 'Divide Fractions by Integers (1)' https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/ Follow up activity below	Follow the lesson called 'Divide Fractions by Integers (2)' https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/ Follow up activity below	Follow the lesson called 'Four Rules with Fractions https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/ Follow up activity below	Follow the lesson called 'Fractions of an Amount' https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/ Follow up activity below	'Fractions of an Amount – Find The Whole'' https://whiterosemaths.com/homelearning/year-6/week-12-number-fractions/ Follow up activity below
x tables	**Remember:** 2x, 5x, 10x – **Bronze**	3x, 4x, 8x – **Silver**	6x, 7x, 9x, 11x, 12x – **Gold**	https://www.timestables.co.uk/	https://ttrockstars.com/
English	*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 **L.O. To edit my plan** Today, we will be editing our plan to include adverbials, relative clauses, quotes and an introduction.	*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	*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 **L.O. To write a biography** Today, you will write your biography	*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 **L.O. To write a biography** Today, you will continue to write your biography	*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 **To publish my biography** In this lesson, we will be typing up our biography and adding pictures.
Other Subjects	**RE** **How does the Christian festival of Easter offer hope?** Revise the Easter Story here: https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6 Look up in a dictionary and write the meaning of the words Salvation, Forgiveness and Hope. Think about the Easter story and the Crucifixion of Jesus https://request.org.uk/festivals/holy-week-and-easter/good-friday/ 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.	**History/Geography** **What are some reasons for migration to Britain?** • 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.	**PSHE** **Online safety** • Watch the video on this website • 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 **Online Identity Wheel** 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? **Write** some advice for her. • Watch this video and write down apps and games that are safe for children online.	**Spanish** Watch the videos about Don Quijote and do the worksheet. Do the challenges if you're feeling brave!!	**Art** **Views of the Landscape**  • Watch Ms Green's video CLICK HERE to see how different artists view 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. David Hockney at the Royal Academy

Monday Maths:

Divide fractions by integers (1)

1 Use the diagrams to help complete the calculations.

a)

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

b)

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

c)

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

d)

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

2 Huan shares $\frac{8}{10}$ of a litre of juice equally between 4 glasses.

How much juice is in each glass?

$\square$

3 Complete the divisions.

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

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

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

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

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

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

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

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

4 Calculate the weights.

a)

$\square$

b)

$\square$

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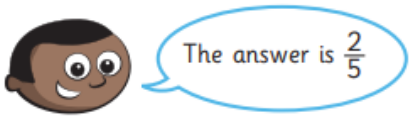
5 Mo works out $\frac{10}{25} \div 5$



a) What mistake has Mo made?

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

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

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

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

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

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

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.

$$\frac{10}{♥} \div 2 = \frac{1}{2} \times ●$$

a) Find values for ♥ and ●.

♥ = $\square$ ● = $\square$

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

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Divide fractions by integers (2)

1

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

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

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

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?

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4 Work out the divisions.

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

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

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

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

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

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

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

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

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

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

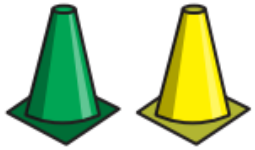
5 Write <, > or = to complete each statement.

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.

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Four rules with fractions

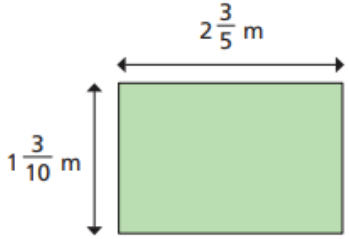
1 Work out the missing total.

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

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.

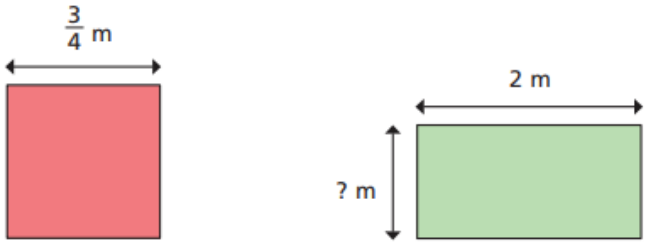
He pours the juice into 5 glasses equally.

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.

7 Work out the calculation.

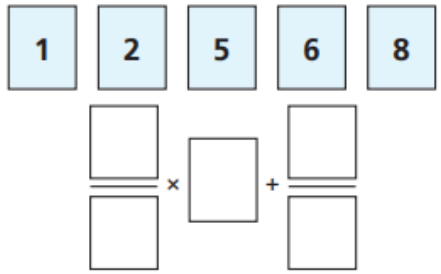
$$\left(1\frac{3}{5} - \frac{7}{10}\right)^2$$

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.

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

9



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

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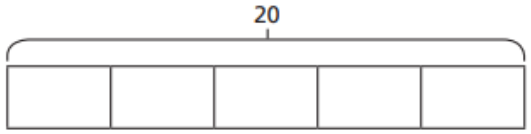
Fractions of an amount

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 = ☐

b) $\frac{1}{4}$ of £20 = ☐

c) $\frac{1}{5}$ of 35 m = ☐

d) $\frac{1}{10}$ of 80 cm = ☐

e) $\frac{1}{12}$ of 60 = ☐

f) $\frac{1}{7}$ of 84 kg = ☐

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 = ☐

b) $\frac{3}{4}$ of £20 = ☐

c) $\frac{3}{5}$ of 35 m = ☐

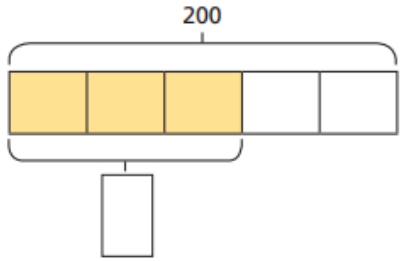
d) $\frac{7}{10}$ of 80 cm = ☐

e) $\frac{11}{12}$ of 60 = ☐

f) $\frac{6}{7}$ of 84 kg = ☐

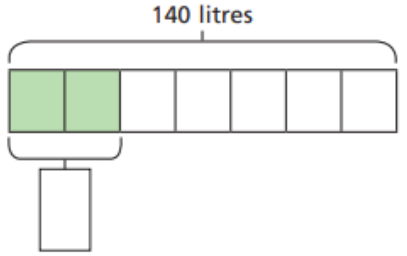
3 Calculate the missing values.

a)



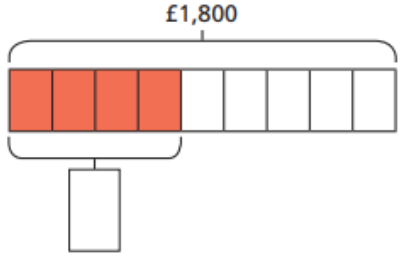
$\frac{3}{5}$ of 200 = ☐

b)



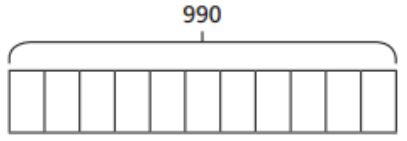
$\frac{2}{7}$ of 140 litres = ☐

c)



$\frac{4}{9}$ of £1,800 = ☐

d)



$\frac{3}{11}$ of 990 = ☐

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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.

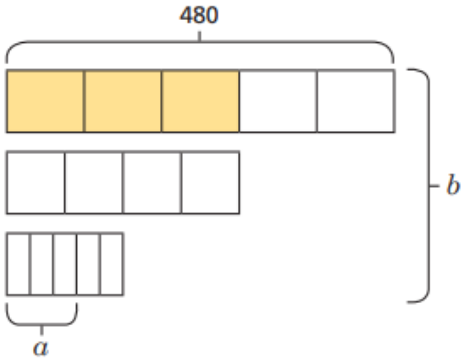
a) $\frac{\square}{10}$ of \$500 = \$150

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

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

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

7 Find the values of a and b.



a =

b =

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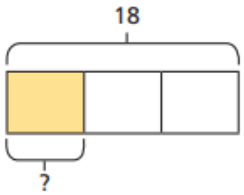
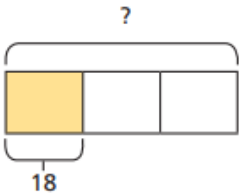
Fraction of an amount – find the whole

1 Complete the calculations.



$\frac{1}{3}$ of 18 = ☐



$\frac{1}{3}$ of ☐ = 18

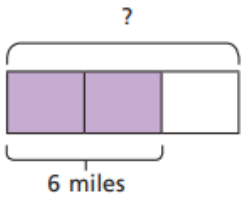
What is the same about the calculations?

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?

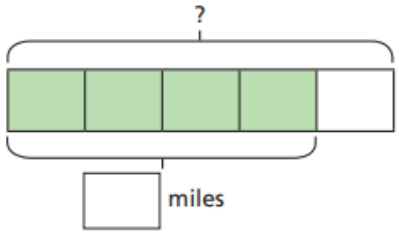


☐

b) Jenny cycled $\frac{4}{5}$ of the way from her house to work.

She cycled 16 miles.

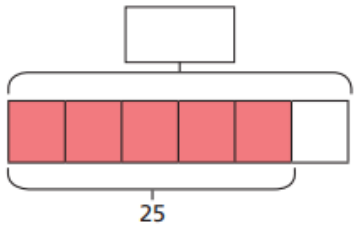
How far is it in total from her house to work?



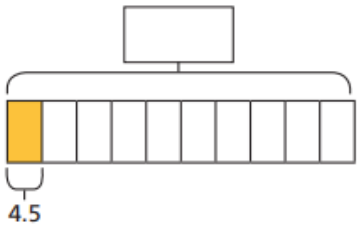
☐

3 Calculate the missing wholes.

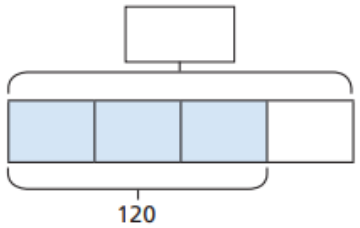
a)



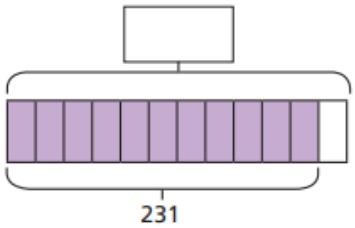
c)



b)



d)



4 Fill in the missing information.

a) $\frac{1}{3}$ of ☐ = 20

$\frac{2}{3}$ of ☐ = 20

$\frac{4}{5}$ of ☐ = 20

$\frac{4}{5}$ of ☐ = 120

b) 80 = $\frac{4}{10}$ of ☐

800 = $\frac{4}{10}$ of ☐

8 = $\frac{4}{10}$ of ☐

80 = $\frac{4}{100}$ of ☐

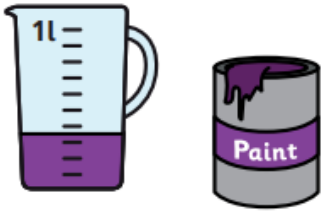
5 This diagram shows the fractions of trees in school grounds.

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?

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Divide fractions by integers (1)

1 Use the diagrams to help complete the calculations.

a)

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

b)

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

c)

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

d)

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

2 Huan shares $\frac{8}{10}$ of a litre of juice equally between 4 glasses.

How much juice is in each glass?

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

3 Complete the divisions.

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

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

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

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

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

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

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

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

4 Calculate the weights.

a)

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

b)

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

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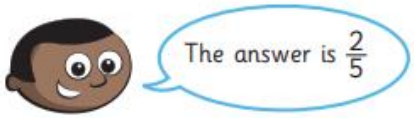
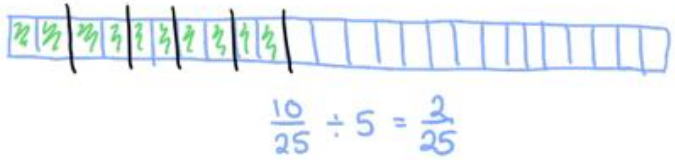
5 Mo works out $\frac{10}{25} \div 5$



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

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

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

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

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

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

8 ♥ is a whole number.

● is a fraction.

$$\frac{10}{♥} \div 2 = \frac{1}{2} \times ●$$

a) Find values for ♥ and ●.

e.g. ♥ = 50 ● = $\frac{1}{5}$

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

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Divide fractions by integers (2)

1

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

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

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

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

$\frac{4}{5} \div 3 = \frac{4}{15}$

2 Complete the divisions using the diagrams to help you.

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

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

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

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

How much rice is in each bowl?

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

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4 Work out the divisions.

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

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

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

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

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

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

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

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

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

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

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

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

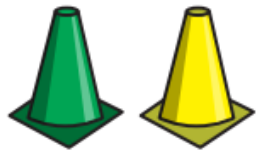
b) $\frac{1}{3} \div 3$ (>) $\frac{1}{5} \div 5$

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

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.

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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.

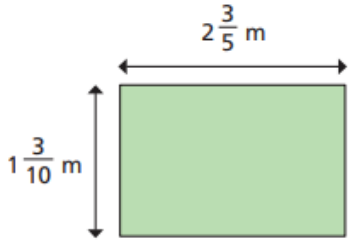
$\frac{2}{3} \times 3 = 2$

$2 + 3 = 5$

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

Explain your method to a partner.

2 Work out the perimeter of the rectangle.



$7\frac{4}{5}$ m

Explain your method to your partner.

Did you work it out in the same way?

3 Complete the calculations.

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

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

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?

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

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

$\frac{17}{60}$ L

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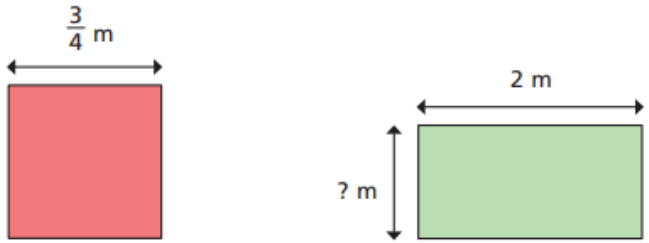
5 The area of these two shapes are equal.

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.

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

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

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

9

1	2	5	6	8

Various answers. $\frac{\square}{\square} \times \square + \frac{\square}{\square}$

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

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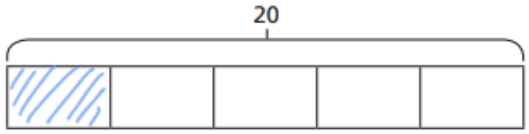
Fractions of an amount

1



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

b) What is $\frac{1}{5}$ of 20? 4

2 Use your times tables knowledge to solve the calculations.

a) $\frac{1}{3}$ of 12 = 4

b) $\frac{1}{4}$ of £20 = £5

c) $\frac{1}{5}$ of 35 m = 7 m

d) $\frac{1}{10}$ of 80 cm = 8 cm

e) $\frac{1}{12}$ of 60 = 5

f) $\frac{1}{7}$ of 84 kg = 12kg

Now use your answers to solve these calculations.

a) $\frac{2}{3}$ of 12 = 8

b) $\frac{3}{4}$ of £20 = £15

c) $\frac{3}{5}$ of 35 m = 21m

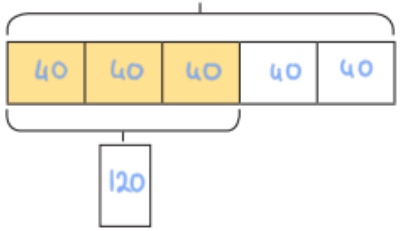
d) $\frac{7}{10}$ of 80 cm = 56cm

e) $\frac{11}{12}$ of 60 = 55

f) $\frac{6}{7}$ of 84 kg = 72kg

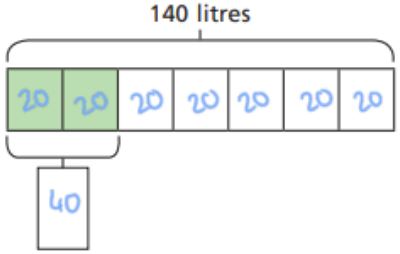
3 Calculate the missing values.

a)



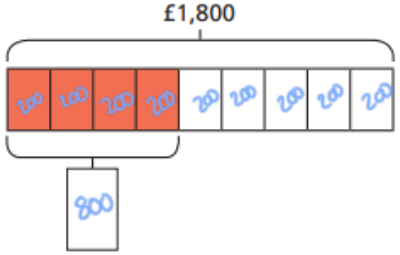
$\frac{3}{5}$ of 200 = 120

b)



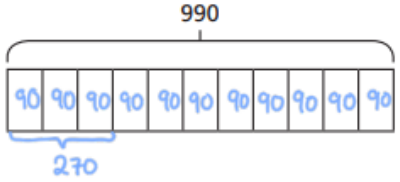
$\frac{2}{7}$ of 140 litres = 40 L

c)



$\frac{4}{9}$ of £1,800 = £800

d)



$\frac{3}{11}$ of 990 = 270

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.

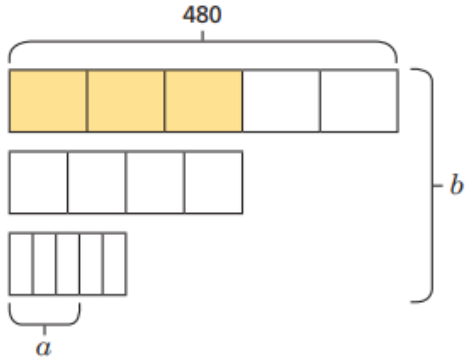
a) $\frac{3}{10}$ of \$500 = \$150

b) $\frac{3}{4}$ of 100 kg = 75 kg

c) 42 = $\frac{6}{100}$ of 700

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

7 Find the values of a and b.



a = 86·4

b = 912

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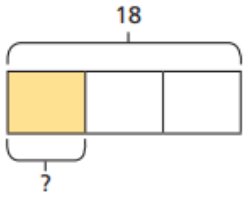
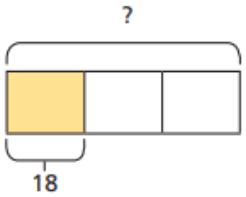
Fraction of an amount – find the whole

1 Complete the calculations.



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



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

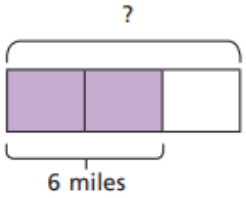
What is the same about the calculations?

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?

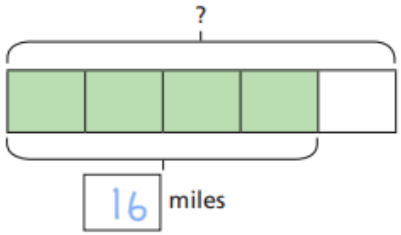


9miles

b) Jenny cycled $\frac{4}{5}$ of the way from her house to work.

She cycled 16 miles.

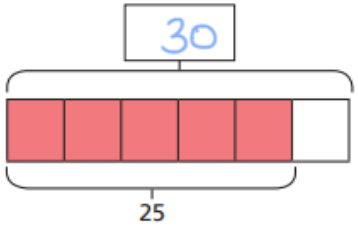
How far is it in total from her house to work?



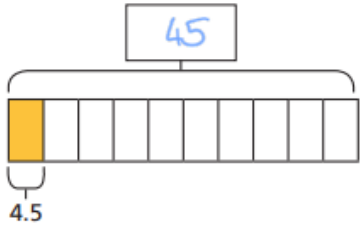
20miles

3 Calculate the missing wholes.

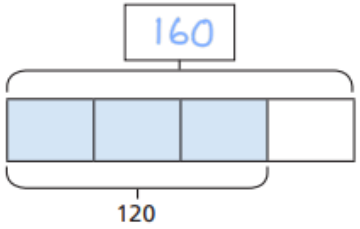
a)



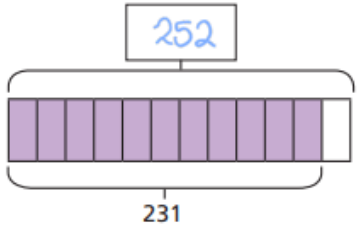
c)



b)



d)



4 Fill in the missing information.

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

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

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

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

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

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

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

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

150ml

7 Complete the calculations.

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

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

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

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

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Q1.

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

Q2.

$\frac{3}{4} \div 2 =$

Q3.

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

Q4.

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

Q5.

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

Q6.

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

Q7.

$\frac{5}{6} \div 2 =$

Q8.

$\frac{4}{7} \div 2 =$

Q9.

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

Q10.

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

Complete the missing integers.

$\frac{15}{16} \div \square = \frac{5}{16}$

$\frac{15}{16} \div \square = \frac{3}{16}$

$\frac{20}{23} \div \square = \frac{4}{23}$

$\frac{20}{23} \div \square = \frac{5}{23}$

Rosie walks for $\frac{3}{4}$ of an hour over 3 days.
She walks for the same amount of time each day.
How many minutes does Rosie walk each day?

Calculate the missing fractions and integers.

$\square \div 4 = \frac{7}{36}$

$\frac{3}{20} \div \square = \frac{3}{80}$

$\square \div \square = \frac{2}{5}$

Is there more than one possibility?

Dividing Fractions Extension

Remember, it's as simple as flipping over the second fraction and performing a multiplication

e.g. $\frac{1}{3} \div \frac{3}{4} = \frac{1}{3} \times \frac{4}{3} = \frac{1\times4}{3\times3} = \frac{4}{9}$

Easy

1. $\frac{1}{4} \div \frac{1}{3}$
2. $\frac{4}{5} \div \frac{2}{10}$
3. $\frac{1}{2} \div \frac{2}{4}$
4. $\frac{3}{5} \div \frac{6}{10}$
5. $\frac{1}{4} \div \frac{4}{5}$
6. $\frac{1}{4} \div \frac{2}{3}$
7. $\frac{2}{3} \div \frac{3}{4}$
8. $\frac{1}{3} \div \frac{1}{2}$
9. $\frac{2}{4} \div \frac{9}{10}$
10. $\frac{3}{5} \div \frac{1}{10}$
11. $\frac{3}{4} \div \frac{8}{10}$
12. $\frac{1}{2} \div \frac{1}{5}$
13. $\frac{2}{5} \div \frac{1}{2}$
14. $\frac{1}{10} \div \frac{2}{3}$
15. $\frac{1}{2} \div \frac{6}{10}$

Harder

These sets of questions involve mixed numbers and improper (top-heavy) fractions. You will need to convert the mixed numbers into improper fractions to perform the calculations.

1. $3\frac{1}{3} \div 2\frac{1}{2}$
2. $4\frac{1}{3} \div 4\frac{1}{4}$
3. $4\frac{4}{5} \div 2\frac{7}{10}$
4. $4\frac{2}{5} \div 4\frac{3}{4}$
5. $3\frac{3}{5} \div 2\frac{1}{2}$
6. $3\frac{9}{10} \div 2\frac{2}{3}$
7. $4\frac{1}{2} \div 4\frac{7}{10}$
8. $4\frac{1}{5} \div 4\frac{4}{5}$
9. $4\frac{1}{2} \div 4\frac{3}{4}$
10. $3\frac{3}{5} \div 4\frac{3}{4}$

Work out these fraction divisions. Your answer should be left as an improper fraction in simplest form.

Example $\frac{3}{8} \div 6 = \frac{3}{8} \div \frac{6}{1} = \frac{3}{8} \times \frac{1}{6} = \frac{3}{48} = \frac{1}{16}$

1) $\frac{1}{5} \div 6 = \frac{1}{5} \div \frac{6}{1} = \frac{1}{5} \times \frac{1}{6} = ____$

2) $\frac{4}{9} \div 8 =$

3) $\frac{5}{9} \div 4 =$

4) $\frac{7}{9} \div 10 =$

5) $\frac{3}{10} \div 8 =$

6) $\frac{5}{11} \div 3 =$

7) $\frac{4}{15} \div 6 =$

8) $\frac{7}{12} \div 8 =$

MUST: Be able to find $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$ of an amount.

1) $\frac{3}{4}$ *of* 20 =

2) $\frac{3}{4}$ *of* 12 =

3) $\frac{3}{4}$ *of* 16 =

4) $\frac{3}{4}$ *of* 40 =

5) $\frac{3}{4}$ *of* 60 =

6) $\frac{3}{4}$ *of* 28 =

7) $\frac{3}{4}$ *of* 36 =

8) $\frac{3}{4}$ *of* 100 =

9) $\frac{3}{4}$ *of* 800 =

SHOULD: Be able to find fractions of amounts using a two-step approach.

10) $\frac{2}{6}$ *of* 108 =

11) $\frac{5}{8}$ *of* 336 =

12) $\frac{4}{9}$ *of* 216 =

13) $\frac{3}{4}$ *of* 112 =

14) $\frac{4}{5}$ *of* 485 =

15) $\frac{2}{6}$ *of* 438=

16) $\frac{7}{10}$ *of* 930 =

17) $\frac{4}{6}$ *of* 318 =

COULD: Be able to find fractions of amounts involving mixed numbers.

18) $3\frac{1}{5}$ *of* 275 =

19) $2\frac{5}{7}$ *of* 252 =

20) $4\frac{3}{8}$ *of* 224 =

21) $1\frac{6}{7}$ *of* 371 =

22) $3\frac{4}{9}$ *of* 549 =

23) $5\frac{6}{8}$ *of* 232 =

24) $(2\frac{3}{5}$ *of* 275$) + (1\frac{6}{7}$ *of* 182$) =$

25) $(4\frac{7}{8}$ *of* 208$) - (2\frac{1}{3}$ *of* 126$) =$

26) $(12\frac{4}{6}$ *of* 348$) + (4\frac{2}{4}$ *of* 184$) =$

27) $(16\frac{5}{9}$ *of* 738$) - (9\frac{2}{3}$ *of* 552$) =$

Fractions of Amounts Worksheet 25

1) $\frac{1}{8}$ of a number is 16

What is the number?

2) $\frac{1}{4}$ of a number is 14

What is the number?

3) $\frac{2}{5}$ of a number is 4

What is the number?

4) $\frac{3}{10}$ of a number is 12

What is the number?

5) $\frac{2}{9}$ of a number is 12

What is the number?

6) $\frac{3}{7}$ of a number is 45

What is the number?

7) $\frac{7}{11}$ of a number is 112

What is the number?

8) $\frac{5}{12}$ of a number is 125

What is the number?

Michael Rosen's Story

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

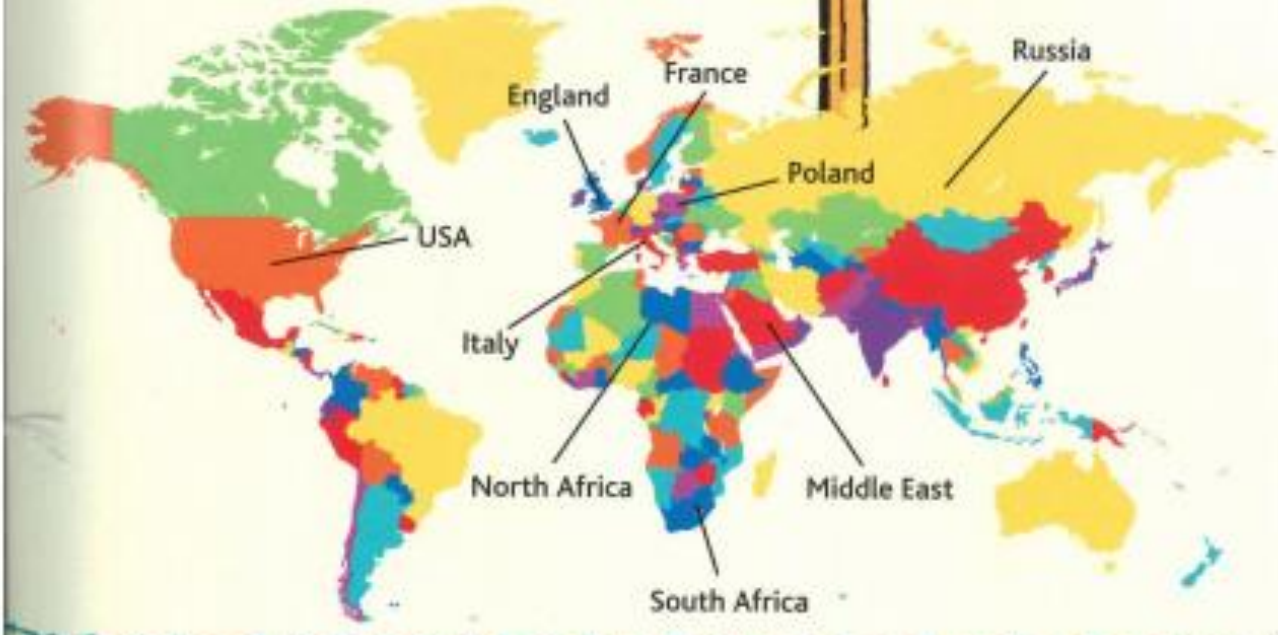
As a boy I always felt special that my dad was American. When my parents talked about Poland, that felt mysterious. But it was also something I didn't tell my friends about because I thought it would make me sound 'foreign', and in the suburbs in the 1950s, that didn't feel safe.

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."



Push and Pull Cards

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

Example Cards

2000BCE I am Isaac. I was a slave in Egypt. I walked across the desert to settle in the land of Israel.	55 I am Claudius. 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 stole bread to feed my children and am being transported to Australia	1998 I am Suleyah. 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 Kaseta. 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 Faisa. 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 Armanc. 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 Shabir. 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 Gujarat 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

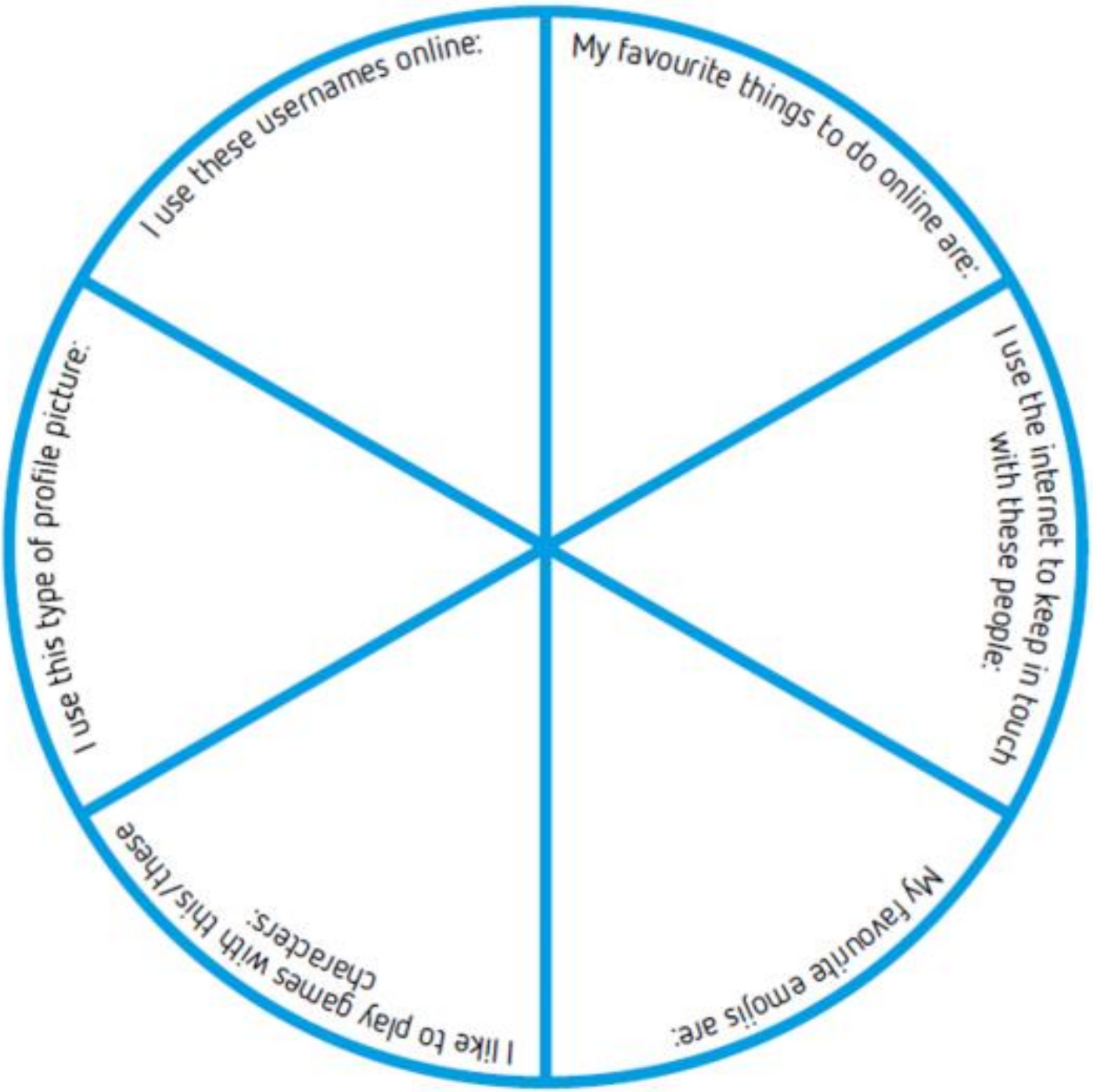
Table

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.



Spanish

Story of Don Quijote in English
https://www.youtube.com/watch?v=JzKMlzxxxfc&ab_channel=SmileandLearn-English

Musical Man of la Mancha
https://www.youtube.com/watch?v=iH9nDlBr3b4&ab_channel=%EA%B1%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?

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!)

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'.

Lesson 1

L.O. To edit my plan to include more features
I can include adverbials
I can include relative clauses
I can use quotes and reported speech

Biography Sentence Starters	
At the age of	As a child
When he	A few years later
In her childhood	The following year
Two years later	Sadly
In January 1995	Unfortunately
During	Luckily
While this was happening	As he grew older
From that time	Although
Often he	However
Even though	Once
Eventually	Later
Many times	Early in 2008
Many months later	Soon afterwards
He will be most remembered for	In her final years
Finally	Several months passed
At that time	His dedication to
Years passed before	After he retired
Shortly before	

Lesson 2 and 3

L.O. To write a biography
I can use relative clauses
I can use adverbials and time connectives
I can use quotes and reported speech
I can summarise the main events of a person's life in the introduction