

Year 6 Home Learning 18.05.2020

Maths

White Rose Hub will be releasing daily learning to keep your brains engaged with maths. Check out their website below.

<https://whiterosemaths.com/homelearning/year-6/>

Please find attached the worksheets for this week's lessons. The answers are included as well.

*If you feel that your child cannot access the work as it is too difficult, please feel free to have a look at the work for the week from other year groups on the White Rose website. The worksheets will not be available but you can complete the tasks on the video and then try the BBC Bitesize activities.

Times Tables Rockstars

Don't forget to keep practicing your x table knowledge!

Science

Healthy Lifestyle

This week we would like you to design a healthy lifestyle poster. You can put this together however you like, you could use Microsoft word or create a PowerPoint presentation or you could make a poster using paper and pen. Whichever way make it creative and informative.

You need to include information about how to eat healthily and how to exercise effectively.

Here are some links to help you to gather your information.

Operation Ouch videos

<https://www.youtube.com/watch?v=MdVTq6a2tZM>

<https://www.youtube.com/watch?v=RPAien1dbEQ>

Loads of information on here:

<https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/ztsqfcw>

Some more information

<https://www.nutrition.org.uk/healthyliving/healthydiet/healthybalanceddiet.html>

English

Task 1

Complete the Grammar activity mat attached. If you are unsure on the terminology look it up online.

Task 2

Complete the reading comprehension attached on Robyn Hood. Have a go at text marking, are there any words you aren't sure of? If so you could look them up online or in a dictionary.

Task 3

Follow the link to BBC bitesize. This lesson is based on Percy Jackson and the Lightning Thief. I would like you to watch the video of Stephen Fry reading an extract and then complete the 3 activities. (This could be a task a day).

<https://www.bbc.co.uk/bitesize/articles/zj74kmn>

Spelling Shed

Please use your logons and go onto spelling shed to complete the tasks (if you haven't got your login use the spellings from the booklet you took home).

<u>History</u>	<u>PE</u>	<u>Art</u>
Below is an information sheet about different Greek Gods. Once you have read this, use the information to figure out which God the Greeks would worship depending on their situation and then complete the worksheet.	Please also try to enjoy some daily exercise. *Remember, Joe Wicks does a daily lesson on YouTube at 9am!	This week we would like you to have a go at drawing your own picture with perspective. Perspective is what we call the sense of depth in a drawing or painting. Watch this video and then have a go at creating your own drawing with perspective. https://www.youtube.com/watch?v=SFNRxfaCKLw
<u>Music</u>	<u>Design and Technology</u>	<u>Geography</u>
Read the fact file attached all about Ed Sheeran. Can you do some research and create a fact file about your favourite singer or group?	For Design and Technology, we would like you to have a go at designing a playground. What would you include? Draw your design and then, if you can, have a go at creating a model of it. Make sure you label the different areas of the playground to explain what each area is.	This week we would like you to have a go at the bitesize geography lesson linked. It is all about sustainability, plastics and recycling. Click on the link, make your way through the videos and information and have a go at the tasks. https://www.bbc.co.uk/bitesize/articles/z6dj7nb If you can't access the link, you can gather information about single-use plastics and their impact on the environment.

If you would like to complete more work at home there are daily lessons on BBC bitesize. There are lessons for all subjects. Here is the link.
<https://www.bbc.co.uk/bitesize> Just enter year 6 into the year group and the activities will load up.

You can also use the lessons on The Oak National Academy. They have a good range of activities linked to all different subjects.
<https://www.thenational.academy/online-classroom/year-6#subjects>

Maths Lesson 1

Multiply by 10, 100 and 1,000



- 1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			●●●●	●●●●	

a) $2.3 \times 10 =$

When the number is multiplied by 10 the counters move place to the left.

b) $2.3 \times 100 =$

When the number is multiplied by 100 the counters move places to the left.

c) $2.3 \times 1,000 =$

When the number is multiplied by 1,000 the counters move places to the left.

- 2 Complete the diagram.



- 3 a) Draw counters on the place value charts to represent each calculation.

4.4×1

Th	H	T	O	Tth	Hth

4.4×10

Th	H	T	O	Tth	Hth

4.4×100

Th	H	T	O	Tth	Hth

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth

- b) Complete the calculations.

$4.4 \times 1 =$

$4.4 \times 10 =$

$4.4 \times 100 =$

$4.4 \times 1,000 =$

What do you notice?



Maths Lesson 1

4 Complete the calculations.

a) $13.44 \times 10 =$

d) $4.4 \times$ $= 4,400$

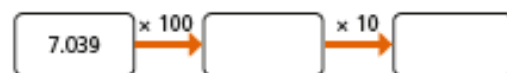
b) $41.4 \times 100 =$

e) $= 1.03 \times 100$

c) $0.415 \times 1,000 =$

f) $30.44 =$ $\times 10$

5 Complete the diagrams.



What do you notice? Why does this happen?



6 Write $>$, $<$ or $=$ to compare the number sentences.

$1.4 \times 10 \times 10 \times 10$ $1.4 \times 1,000$

$1.4 \times 10 \times 100$ $1.4 \times 1,000$

$1.4 \times 10 \times 10$ $1.4 \times 1,000$

$1.4 \times 10 \times 2$ 1.4×100

7 Kim is calculating 14.3×200

She writes this as her answer.

$14.3 \times 200 = 28.600$

Explain Kim's mistake.

8 Use the cards to complete the calculation.

You can use each card more than once.



0.002 $= 2,000$

How many ways is it possible to complete this calculation?

Talk about it with a partner.



Maths Lesson 2

Multiply decimals by integers



- 1 Use place value counters to solve the calculations.

a) $3.2 \times 3 =$

Ones	Tenths
1 1 1	0.1 0.1
1 1 1	0.1 0.1
1 1 1	0.1 0.1

b) $4.6 \times 2 =$

Ones	Tenths
1 1 1 1	0.1 0.1 0.1 0.1 0.1
1 1 1 1	0.1 0.1 0.1 0.1 0.1

- 2 Solve the multiplication. Draw your answer.

$12.2 \times 3 =$

Tens	Ones	Tenths



- 3 Nijah uses long multiplication to solve 3.72×3

		3	7	2
	x			3
		0	0	6
		2	1	0
		9	0	0
	1	1	1	6

Use long multiplication to work out the calculations.

a)

		4	8	6
	x			4

b)

		2	0	9
	x			6

- 4 Work out the multiplications.

a) $5.2 \times 4 =$

d) $= 2.34 \times 3$

b) $14.3 \times 3 =$

e) $11.505 \times 4 =$

c) $6 \times 9.1 =$

f) $9.602 \times 6 =$

Maths Lesson 2

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



- 6 Work out the multiplications.

a) $7.2 \times 2 =$

$7.2 \times 4 =$

$14.4 \times 4 =$

$7.2 \times 8 =$

b) $= 3.45 \times 3$

$= 34.5 \times 3$

$= 345 \times 3$

- 7 Amir is solving 3.4×4



To solve this, I
did 34×4 , which was 136
Then I multiplied my answer
by 10 to get an answer
of 1,360

Do you agree with Amir? _____

Explain why.

- 8 Use the digits 1, 2, 3 and 4 once each to create a calculation.

1	2	3	4
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	$\cdot$			$\times$	
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- a) How many different products can you make?

- b) What is the greatest possible product?

- c) What is the smallest possible product?

- d) What is the product closest to 12?

Compare answers with a partner.



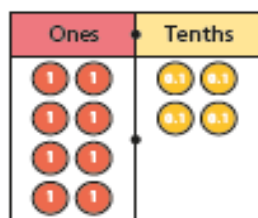
Maths Lesson 3

Divide decimals by integers

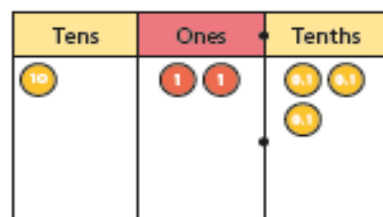


1 Use place value counters to work out the divisions.

a) $8.4 \div 4 =$

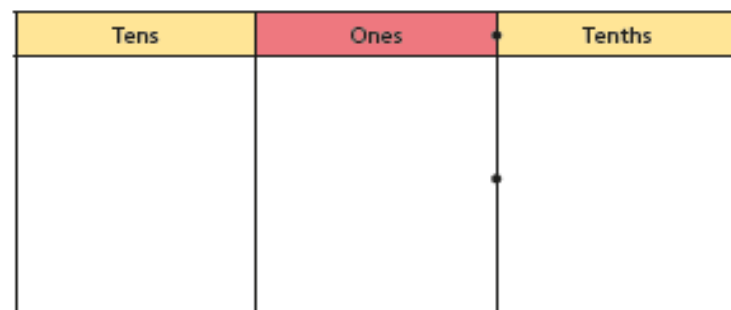


b) $12.3 \div 3 =$



2 Work out the division. Draw your answer.

$16.4 \div 4 =$



3 Brett uses short division to work out $13.2 \div 6$

	0	2	2	
6	1	3	2	

Use short division to work out the calculations.

a)

	7	2	2	4

b)

	8	1	8	4
				8

4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

b) $14.8 \div 4 =$

e) $202.35 \div 3 =$

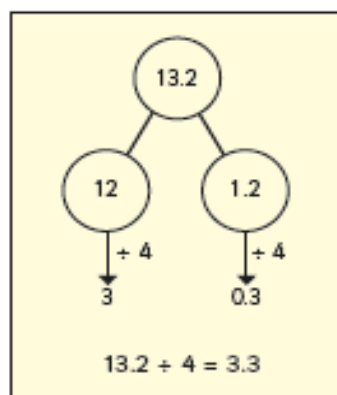
c) $18.48 \div 6 =$

f) $105.12 \div 9 =$



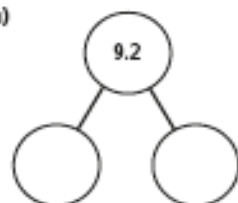
Maths Lesson 3

- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



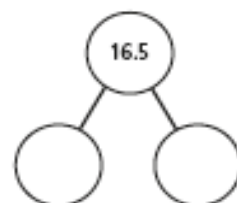
Use Esther's method to complete the part-whole model and calculation.

a)



$$9.2 \div 4 = \square$$

b)



$$16.5 \div 3 = \square$$

Compare answers with a partner. Did you partition your numbers in the same way?



- 6 Work out the divisions.

a) $9.64 \div 4 = \square$

$$96.4 \div 4 = \square$$

$$0.964 \div 4 = \square$$

$$9.64 \div 8 = \square$$

b) $19.44 \div 9 = \square$

$$19.53 \div 9 = \square$$

$$19.62 \div 9 = \square$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \square$$

$$3.6 \div 4 = \square \div 8$$

- 8 Complete the calculation.

$$8.4 \div \square = 4.2 \div \square$$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.



Maths Lesson 4

Decimals as fractions



1 Complete the sentences.

a)

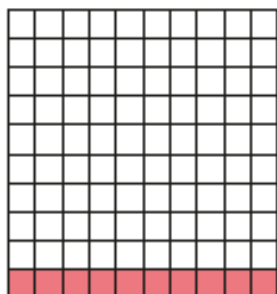
0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
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The whole has been divided into equal parts.

Each part is worth

This is equivalent to

b)



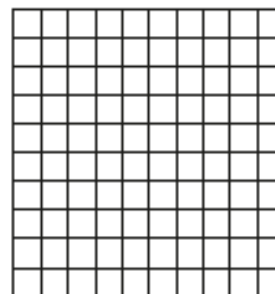
The whole has been divided into equal parts.

Each part is worth

parts out of are shaded.

This is equivalent to

2 a) Shade 0.17 of the hundred square.



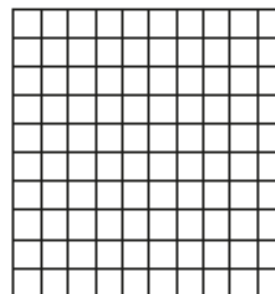
Complete the sentence.

parts out of are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



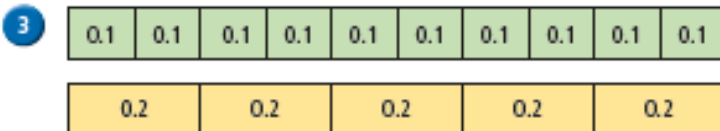
Complete the sentence.

parts out of are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =

Maths Lesson 4



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\boxed{}}{10} = \frac{1}{\boxed{}}$$

$$0.4 = \frac{\boxed{}}{10} = \frac{2}{\boxed{}}$$

$$\boxed{} = \frac{\boxed{}}{10} = \frac{4}{5}$$

4 Fill in the missing numbers.

a) $0.54 = \frac{\boxed{}}{100} = \frac{\boxed{}}{50}$

b) $0.6 = \frac{\boxed{}}{10} = \frac{\boxed{}}{5}$

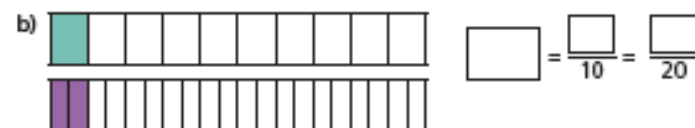
c) $0.3 = \frac{\boxed{}}{10} = \frac{\boxed{}}{100}$

d) $\boxed{} = \frac{9}{100}$

e) $\boxed{} = \frac{9}{10}$

f) $\frac{21}{50} = \frac{\boxed{}}{100} = \boxed{}$

5 Use the bar models to fill in the missing numbers.



6



$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.

Summer Term 1

1

The ground was lit up by the hovering spaceship.

a

Is this sentence active or passive?



Underline the object of the sentence.

Can you think of a more **formal** synonym to replace this adjective?

b

gutted → _____

Look at the sentence below and add two modal verbs:



c

The new restaurant, The Pizza Palace, _____ be opening at the weekend, and my family and I _____ go for a meal there.

Insert the most appropriate punctuation mark between the two independent clauses in the sentence below.

d

The golfer dropped to his knees in celebration he had finally won a major tournament.

Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

e

During my magic show I accidentally dropped my top hat which revealed the hidden playing cards all fifty-two of them to the audience.



Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

f

dark → _____

glory → _____

agony → _____

Unit focus: Switched Fairy Tales
Text focus: Narrative (910L)

STAGE 6

Robyn Hood

Back home in Nottingham, the other girls had made fun of Robyn when she'd spent her nights practising with her yew bow. They'd laughed when she'd said that she wanted to rise up against Prince John. They'd sniggered when she'd said she wanted to lead her own army. They were all wrong.

Over the years, Robyn became an accomplished thief. Even though she could steal anything she wanted, she only stole what she really needed. Bread was her speciality. She soon became known for her dark green hood that she wore over her head and shoulders to conceal herself in a crowd. Eventually, the name Robyn Hood stuck.

She'd often head out hunting in the Prince's forest that surrounded the city. The royal deer were sacred and hunting them was punishable by death. This didn't stop Robyn though, and soon a band of other misfits started to tag along with her hunts. Inevitably she was caught. Instead of sentencing such a young girl to death, the Prince took pity on her and gave her a choice. She could marry the Prince, or live as an outlaw in the forest. The Prince was a hideous and unkind man, and so Robyn's decision was easy. The Prince never forgave the snub and swore revenge on the girl and any who followed her.

Robyn feared for her safety. Luckily, a giant girl named Joan stood by her side. As tall as a bear and just as strong, "Little" Joan was fiercely loyal. Thinking back to the girls who had laughed at her, Robyn now set out recruiting an army of rebels who would fight for her against the Prince. It took many years, but she eventually had a group large enough and loyal enough to start to hit the Prince hard. They started by holding up his waggons and stealing his gold. After taking their cut of the bounty, the rest was given back to the people of Sherwood.

Legend of the hooded maiden and bear-girl stalked through the knights of Nottingham. Not a day went by where their feats weren't exaggerated even further. With Robyn's talent with her bow and Joan's devastating quarterstaff, there wasn't a man in the county who would face them willingly.

Soon, word of the renegades reached the ear of Prince John. All of his attention now focused on reaping vengeance on his foe. His brother, King Richard, was fighting in the Crusades in the east along with most of the army, but he had enough soldiers to lead a siege on Robyn's woodland hideout.

Stars were scattered across the night sky like diamonds on a jeweller's canvas when his men set out. What Prince John didn't know was that one of Robyn's merry maidens was the sister of one of his guards. The night before, a message had been sent to Robyn, and she had fled. She didn't go far. Instead, her band of rebel girls doubled back in the forest until they formed a silent net around Prince John and his men. The first thing they knew about this trap was the sound of a heavy yew bow creaking under the strain of a drawn string.



PREDICTION

Write the next paragraph in the story. Make sure you use the language and style of the original.

VIPERS QUESTIONS

V

As an accomplished thief, what does this say about her skills?

R

List the ways that the other girls had responded to Robyn wanting to defeat Prince John.

I

What do we know about Robyn's personality when she continued to hunt deer?

E

Explain how the stories of Robyn and Joan spread.

I

How did Prince John feel when he heard about Robyn? What tells you this?

Greek Gods

The Greeks believed in many Gods. Each God looked after a different part of their lives or after different types of people. Here are six examples of Greek Gods.



Demeter

The Goddess of all plants. When Persephone, her daughter, was kidnapped she left her crops to search for her. This caused Winter. When Persephone returned to her mother, spring and summer returned. Her symbol was a sheaf of corn. Farmers thought this Goddess would help their crops.



Hermes

A tricky God who had wings on his hat and healing sandals. He carried out the messages of the Gods. He was the patron of travellers and thieves.



Ares

The God of war who had a violent and short temper. His signs were a spear, a burning torch, dogs and vultures.



Aphrodite

The Goddess of love and beauty who rode the seas where she had been born on a scallop shell. Her signs were roses, doves, rams, sparrows and dolphins. She wore a golden belt which made her very attractive to everyone.



Hera

A beautiful and proud Goddess who was the protector of women and marriage. Her signs were the peacock and the pomegranate.



Apollo

He was the God of truth, light, the sun, music, science and healing. He killed the Serpent Python at Delphi to gain control of the shrine there. People came to Delphi to have their future forecast by Apollo's priests. His sign was the Laurel tree.

Which God would these Greeks worship?

TASK:

Read page 28 and study the facts about each Greek God. Write which God you think the following people would worship and say why they would worship that God.

Research to find a suitable picture to use for each Greek person and draw them in each of the boxes below.

Solon A farmer who has just planted some new grape vines in an olive grove.		I think that Solon will be praying to the God _____ . I think this because _____ _____ _____
Rhea A rich young lady who wants to be more beautiful and improve her looks so that men will fall in love with her.		I think Rhea would pray to _____ . I think this because _____ _____ _____
Phillip A young Spartan who was a soldier in the army, he fears that the quarrel with Athens may lead to war.		I think that Phillip will be pray to the God _____ . I think this because _____ _____
Helen A young wife whose husband is travelling with his pottery to a distant town to sell his goods.		I think that Helen will be saying her prayers to the God _____ . I think this because _____ _____ _____
Delia A young mother who is worried about her husband and her family as they have moved to a new town.		I think that she will worship _____ . I think this because _____ _____ _____
Heracles He is a doctor who loves playing music but is worried about his children's future.		I think that Herakles will pray to _____ . I think this because _____ _____ _____

Ed Sheeran

Early Life

Ed Sheeran was born on 17th February 1991 in West Yorkshire. He writes songs, sings and plays the guitar. Sheeran learned to play the guitar while at primary school.

He and his family moved to Suffolk when he was young and he began writing songs at high school. Ed started recording music in 2004 and moved to London in 2008, playing in different venues around the city.

Career

In 2011, Ed was signed by Asylum Records. Not long after this, his first single, 'The A Team', was released and sold over 58 000 copies in the first week. The single was also very popular in many other countries around the world.

His first album was called '+', which featured many hits such as 'You Need Me, I Don't Need You' and 'Lego House'. After the huge success of this album, Sheeran won Brit awards in 2012. He also performed at the closing ceremony of the London 2012 Olympic Games.

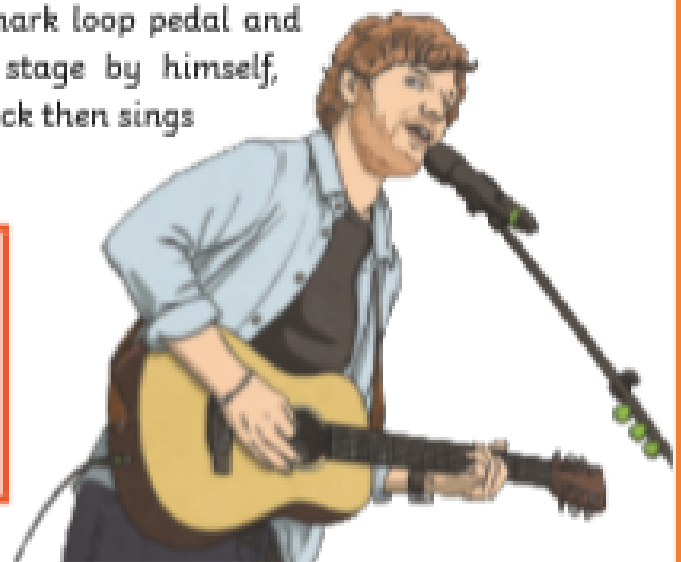
In 2013, Sheeran supported Taylor Swift on her tour which saw his popularity rise in the USA. In June 2014, Sheeran got his first number one hit in the UK with 'Sing', and then his second album, 'x', was released. This album reached number one in both the UK and the USA.

Ed took a break from music and social media, before returning with his most recent album '=' in 2017. It went straight to number one in several countries around the world.

Sheeran was one of the main acts at Glastonbury Festival in 2017. He performed with his trademark loop pedal and guitar. Ed creates all the sounds on stage by himself, repeats them to build up the backing track then sings over the top.

Did You Know?

Ed has been awarded an MBE for his services to charity and music.



Maths Lesson 1 Answers

Multiply by 10, 100 and 1,000



- 1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			●	●●	

a) $2.3 \times 10 = 23$

When the number is multiplied by 10 the counters move 1 place to the left.

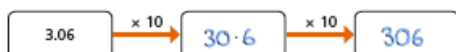
b) $2.3 \times 100 = 230$

When the number is multiplied by 100 the counters move 2 places to the left.

c) $2.3 \times 1,000 = 2,300$

When the number is multiplied by 1,000 the counters move 3 places to the left.

- 2 Complete the diagram.



- 4 Complete the calculations.

a) $13.44 \times 10 = 134.4$

d) $4.4 \times 1,000 = 4,400$

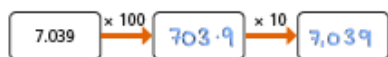
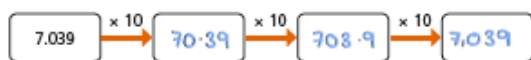
b) $41.4 \times 100 = 4,140$

e) $103 = 1.03 \times 100$

c) $0.415 \times 1,000 = 415$

f) $30.44 = 3.044 \times 10$

- 5 Complete the diagrams.



What do you notice? Why does this happen?

They all give the same final answer because
 $10 \times 10 \times 10 = 100 \times 10 = 1,000$

- 3 a) Draw counters on the place value charts to represent each calculation.

4.4×1

Th	H	T	O	Tth	Hth
			●●●●	●●	

4.4×10

Th	H	T	O	Tth	Hth
		●●●●	●●		

4.4×100

Th	H	T	O	Tth	Hth
		●●●●	●●		

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth
		●●●●	●●		

- b) Complete the calculations.

$4.4 \times 1 = 4.4$

$4.4 \times 10 = 44$

$4.4 \times 100 = 440$

$4.4 \times 1,000 = 4,400$

What do you notice?

- 6 Write $>$, $<$ or $=$ to compare the number sentences.

$1.4 \times 10 \times 10 \times 10 = 1.4 \times 1,000$

$1.4 \times 10 \times 100 = 1.4 \times 1,000$

$1.4 \times 10 \times 10 < 1.4 \times 1,000$

$1.4 \times 10 \times 2 < 1.4 \times 100$

- 7 Kim is calculating 14.3×200

She writes this as her answer.

$14.3 \times 200 = 28.600$

Explain Kim's mistake.

She has multiplied by 2 and added two
zeros. She hasn't considered the place value
of each digit. $14.3 \times 200 = 2860$

- 8 Use the cards to complete the calculation.

You can use each card more than once.

$\times 1$	$\times 10$	$\times 100$	$\times 1,000$
------------	-------------	--------------	----------------

E.g. $0.002 \times 10 \times 100 \times 1,000 = 2,000$

How many ways is it possible to complete this calculation?

Talk about it with a partner.

Maths Lesson 2 Answers

Multiply decimals by integers

- 1 Use place value counters to solve the calculations.

a) $3.2 \times 3 = 9.6$

Ones	Tenths
3 ones	2 tenths
3 ones	2 tenths
3 ones	2 tenths

b) $4.6 \times 2 = 9.2$

Ones	Tenths
4 ones	6 tenths
4 ones	6 tenths
4 ones	6 tenths

- 2 Solve the multiplication. Draw your answer.

$12.2 \times 3 = 36.6$

Tens	Ones	Tenths
1 ten	2 ones	2 tenths
1 ten	2 ones	2 tenths
1 ten	2 ones	2 tenths

- 5 0.25 kg of flour is needed to make one cake.
How much flour is needed to make four cakes?



1 kg

- 6 Work out the multiplications.

a) $7.2 \times 2 = 14.4$

b) $10.35 = 3.45 \times 3$

$7.2 \times 4 = 28.8$

$103.5 = 34.5 \times 3$

$14.4 \times 4 = 57.6$

$1,035 = 345 \times 3$

$7.2 \times 8 = 57.6$

- 7 Amir is solving 3.4×4



To solve this, I did 34×4 , which was 136. Then I multiplied my answer by 10 to get an answer of 1,360.

Do you agree with Amir? NO

Explain why.

34 is ten times bigger than 3.4 so he should have divided by 10 to get 13.6

- 3 Nijah uses long multiplication to solve 3.72×3

		3	7	2
x				3
		0	0	6
		2	1	0
		9	0	0
	1	1	1	6

Use long multiplication to work out the calculations.

a)

		4	8	6
x				4
		0	2	4
		3	2	0
		1	6	0
		1	9	4

b)

		2	0	9
x				6
		0	5	4
		0	0	0
		1	2	0
		1	2	5

- 4 Work out the multiplications.

a) $5.2 \times 4 = 20.8$

d) $7.02 = 2.34 \times 3$

b) $14.3 \times 3 = 42.9$

e) $11.505 \times 4 = 46.02$

c) $6 \times 9.1 = 54.6$

f) $9.602 \times 6 = 57.612$

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- 8 Use the digits 1, 2, 3 and 4 once each to create a calculation..

1	2	3	4

- a) How many different products can you make?

Various answers

- b) What is the greatest possible product?

12×34

- c) What is the smallest possible product?

12×34

- d) What is the product closest to 12?

12×36

Compare answers with a partner.

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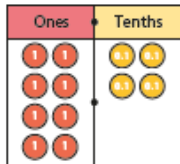
Maths Lesson 3 Answers

Divide decimals by integers



- 1 Use place value counters to work out the divisions.

a) $8.4 \div 4 = 2.1$

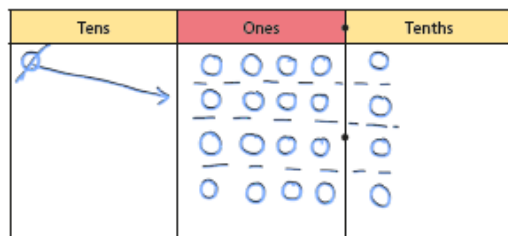


b) $12.3 \div 3 = 4.1$

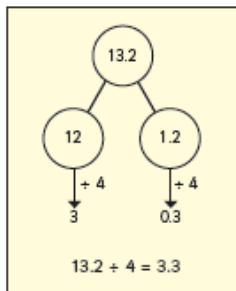


- 2 Work out the division. Draw your answer.

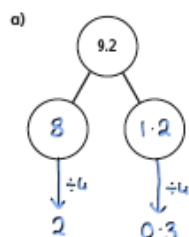
$16.4 \div 4 = 4.1$



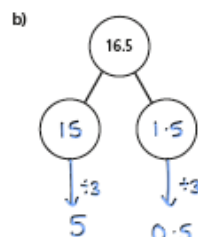
- 5 Esther solves $13.2 \div 4$ by partitioning 13.2 into two numbers that are easier to divide.



Use Esther's method to complete the part-whole model and calculation.



$9.2 \div 4 = 2.3$

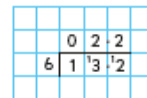


$16.5 \div 3 = 5.5$

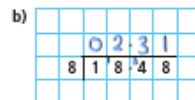
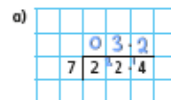
Compare answers with a partner. Did you partition your numbers in the same way?



- 3 Brett uses short division to work out $13.2 \div 6$



Use short division to work out the calculations.



- 4 Work out the divisions.

a) $25.6 \div 8 = 3.2$

d) $3.89 = 19.45 \div 5$

b) $14.8 \div 4 = 3.7$

e) $202.35 \div 3 = 67.45$

c) $18.48 \div 6 = 3.08$

f) $105.12 \div 9 = 11.68$

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- 6 Work out the divisions.

a) $9.64 \div 4 = 2.41$

$96.4 \div 4 = 24.1$

$0.964 \div 4 = 0.241$

$9.64 \div 8 = 1.205$

b) $19.44 \div 9 = 2.16$

$19.53 \div 9 = 2.17$

$19.62 \div 9 = 2.18$

- 7 Fill in the missing numbers.

$3.6 \div 4 = 36 \div 40$

$3.6 \div 4 = 7.2 \div 8$

- 8 Complete the calculation.

e.g. $8.4 \div 2 = 4.2 \div 1$

How many different solutions can you find?

What patterns do you notice? Talk about it with a partner.



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Maths Lesson 4 Answers

Decimals as fractions

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1 Complete the sentences.

a)

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

The whole has been divided into

10

 equal parts.

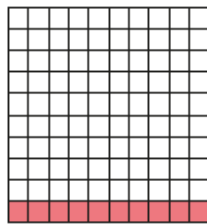
Each part is worth

0.1

This is equivalent to

$\frac{1}{10}$

b)



The whole has been divided into

100

 equal parts.

Each part is worth

0.01

10

 parts out of

100

 are shaded.

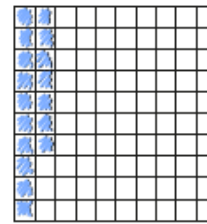
This is equivalent to

$\frac{10}{100}$

 or

$\frac{1}{10}$

2 a) Shade 0.17 of the hundred square.



Complete the sentence.

17

 parts out of

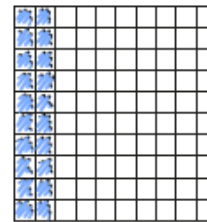
100

 are shaded.

Write 0.17 as a fraction.

$0.17 = \frac{17}{100}$

b) Shade 0.2 of the hundred square.



Complete the sentence.

20

 parts out of

100

 are shaded.

Write 0.2 as a fraction in its simplest form.

$0.2 = \frac{1}{5}$

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3

0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

0.2	0.2	0.2	0.2	0.2
-----	-----	-----	-----	-----

Use the bar models to fill in the missing numbers.

$0.2 = \frac{2}{10} = \frac{1}{5}$

$0.4 = \frac{4}{10} = \frac{2}{5}$

0.8

 =

$\frac{8}{10}$

 =

$\frac{4}{5}$

4 Fill in the missing numbers.

a) $0.54 = \frac{54}{100} = \frac{27}{50}$

b) $0.6 = \frac{6}{10} = \frac{3}{5}$

c) $0.3 = \frac{3}{10} = \frac{30}{100}$

d)

0.09

 = $\frac{9}{100}$

e)

0.9

 = $\frac{9}{10}$

f) $\frac{21}{50} = \frac{42}{100} = \frac{0.42}{100}$

5 Use the bar models to fill in the missing numbers.

a)

10

 =

$\frac{5}{10}$

 =

0.5

b)

0.1

 =

$\frac{1}{10}$

 =

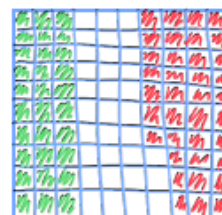
$\frac{2}{20}$

6



$0.3 = \frac{3}{10}$ so $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.



$0.3 = \frac{3}{10}$

$0.37 = \frac{37}{100}$

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English Task 1 Answers

Year 6 Summer Term 1 Answers

1

a The ground was lit up by the **hovering spaceship**.

Is this sentence active or passive?

passive

Underline the object of the sentence.



b Can you think of a more **formal** synonym to replace this adjective?

Accept more formal synonyms, e.g. devastated, traumatised, distraught.

c Mr Whoops has got in a muddle with his commas. Could you help him to add all of the missing commas to this sentence?

During my magic show, I accidentally dropped my top hat, which revealed the hidden playing cards to the audience.



c Look at the sentence below and add two modal verbs:



Accept two modal verbs that make sense in the sentence, i.e. will, might, may, can, should.

d Insert the most appropriate punctuation mark between the two independent clauses in the sentence below.

The golfer dropped to his knees in celebration: he had finally won a major tournament.

f Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify, -ate or -en.

dark → darken

glory → glorify

agony → agonise

English Task 2 Answers

Answers:

V: She was very good at it

R: Made fun, laughed and sniggered

I: She's brave and a trouble-maker

E: Rumour and gossip and exaggerations of their feats across the land

I: He was angry - he focussed on his vengeance