

Class 4 online learning: Tuesday 25th January

If you are feeling well enough today, have a go at the online learning below! Try to also complete 20 minutes of reading if you can, but make sure you get plenty of rest. That takes priority. If you do complete the online learning today, please get in touch and send in images via ClassDojo; I would love to see how you have found the tasks!

Take care,

Miss Secker 😊

Morning activities

Morning starter

Have a go at **one** of the maths mats below. Choose depending on your confidence level:

- 1-star sheet: need a bit more practice
- 2-star sheet: feeling quite confident
- 3-star sheet: feeling really confident and would like a challenge

Year 6 Summer 2 Maths Activity Mat 1

Section 1

Order the following numbers from smallest to largest:

41 144, 44 144, 41 414, 41 114

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smallest

largest

Section 2

Calculate:

$0.1 \times 10 =$

$0.7 \times 10 =$

$0.2 \times 10 =$

Section 3

Write a description of a cube.

.....

.....

.....

Section 4

Here are some estimated answers to some calculations. Tick the reasonable estimates.

$346 \times 5 \approx 1700$

$7811 + 1362 \approx 8000$

$723 \div 3 \approx 250$

Explain why any estimates are unreasonable.

.....

.....

.....

Section 5

Simplify the following fractions

$\frac{2}{6} =$

$\frac{6}{8} =$

Section 6

Convert the following:

3kg = g

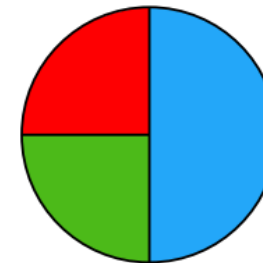
kg = 2500g

Section 7

A grocer sells potatoes in bags of 500g. How many bags can be filled from 6.75kg of potatoes?

Section 8

Some children research their classmates' favourite colour. They show the results in a pie chart.



24 children were asked about their favourite colour. How many children chose each colour?

red =

green =

blue =

Year 6 Summer 2 Maths Activity Mat 1

Section 1

Order the following numbers from smallest to largest:
414 144, 414 414, 411 141, 411 114

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smallestlargest

Section 2

Calculate:

$0.6 \times 10 =$

$0.7 \times 100 =$

$0.3 \times 100 =$

Section 3

Write a description of a square prism.

.....

.....

.....

Section 4

Here are some estimated answers to some calculations. Tick the reasonable estimates. Tick the reasonable estimates.

$452 \times 14 \approx 5000$

$74\,298 + 14\,823 \approx 90\,000$

$623 \div 7 \approx 90$

Explain why any estimates are unreasonable.

.....

.....

.....

Section 5

Simplify the following fractions

$\frac{3}{12} =$

$\frac{15}{25} =$

Section 6

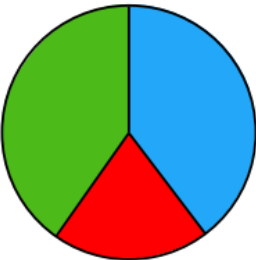
Convert the following:

$0.7 \text{ kg} =$ g

kg = 3600g

Section 8

Some children research their classmates' favourite colour. They show the results in a pie chart.



40 children were asked about their favourite colour. How many children chose each colour?

red = green = blue =

Section 7

A grocer sells potatoes in bags of 750g. How many bags can be filled from 6.75kg of potatoes?

Year 6 Summer 2 Maths Activity Mat 1

1

Section 1

Order the following numbers from smallest to largest: one hundred and fourteen thousand, four hundred and fourteen; one hundred and forty-one thousand, one hundred and eleven; one hundred and fourteen thousand, one hundred and forty-four; one hundred and eleven thousand, four hundred and fourteen.

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smallest

largest

Section 2

Calculate:

$0.2 \times 100 =$

$0.9 \times 1000 =$

$0.6 \times 1100 =$

Section 3

Write a description of a hexagonal prism.

.....

.....

.....

Section 4

Here are some estimated answers to some calculations. Tick the reasonable estimates. Tick the reasonable estimates.

$825 \times 16 \approx 13\,000$

$4\,982\,451 + 3\,254\,119 \approx 8\,000\,000$

$6027 \div 12 \approx 50$

Explain why any estimates are unreasonable.

.....

Section 5

Simplify the following fractions

$\frac{24}{30} =$

$\frac{32}{48} =$

Section 6

Convert the following:

$12\text{g} =$ kg

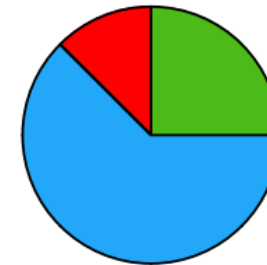
$\text{kg} = 640\text{g}$

Section 7

A grocer sells potatoes in bags of 500g and 750g. How could the grocer use 13.75kg of potatoes to fill some bags of potatoes, so there are an equal number of bags of each weight?

Section 8

Some children research their classmates' favourite colour. They show the results in a pie chart.



32 children were asked about their favourite colour. How many children chose each colour?

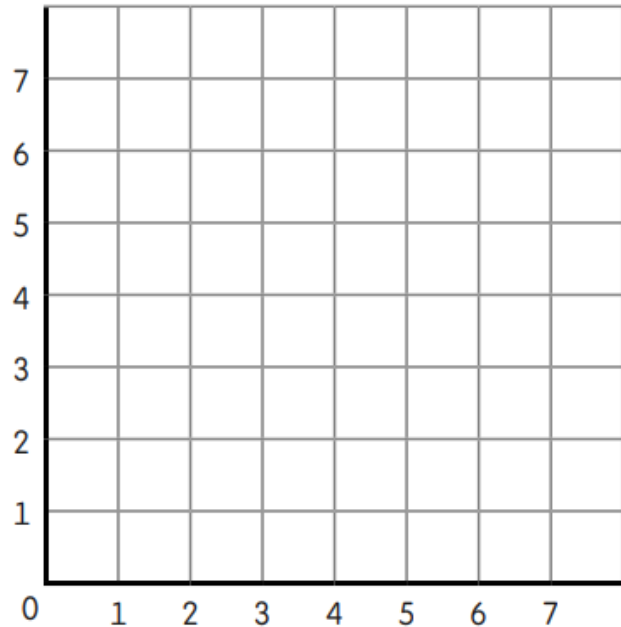
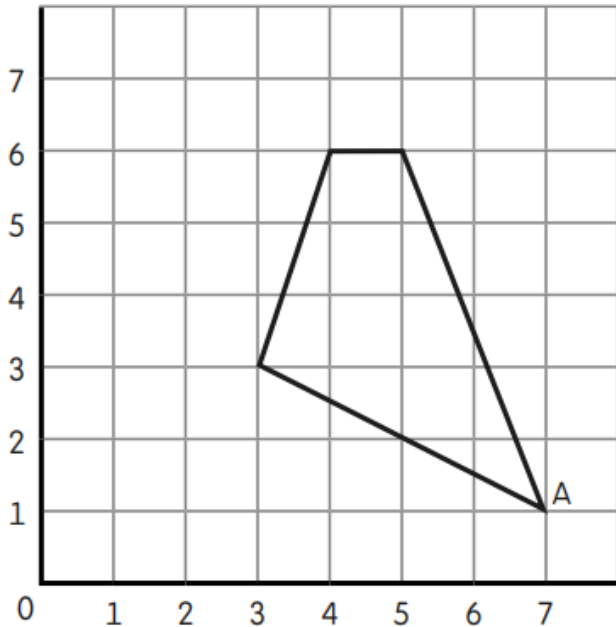
$\text{red} =$ $\text{green} =$ $\text{blue} =$

Maths

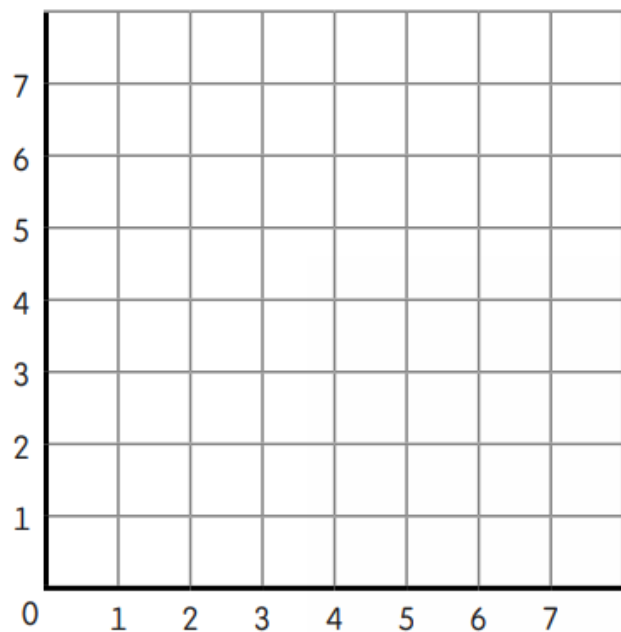
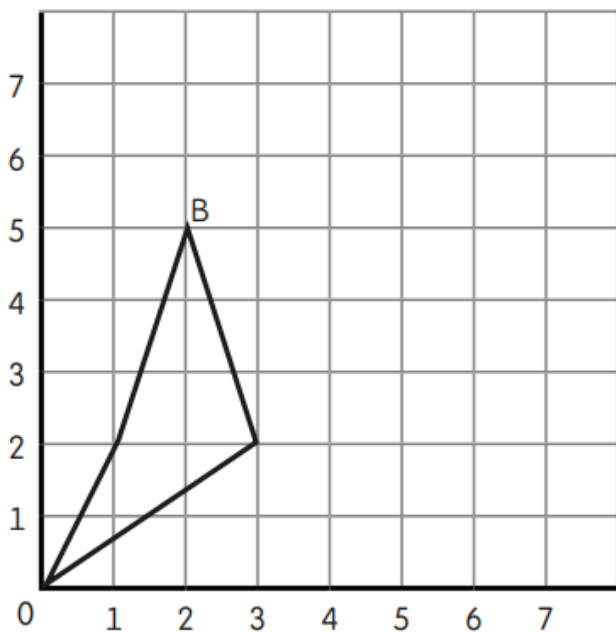
O LO: Can I draw and translate simple shapes on the coordinate plane?

Attempt the questions below. Each question asks you to move a corner of the shape to a new set of coordinates and then draw the shape from that new coordinate point.

Translate the shape on the coordinate grid to the new coordinate grid.

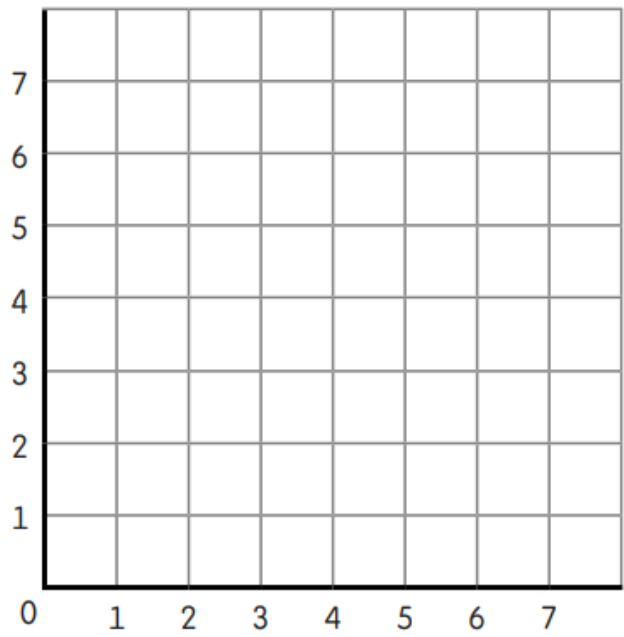
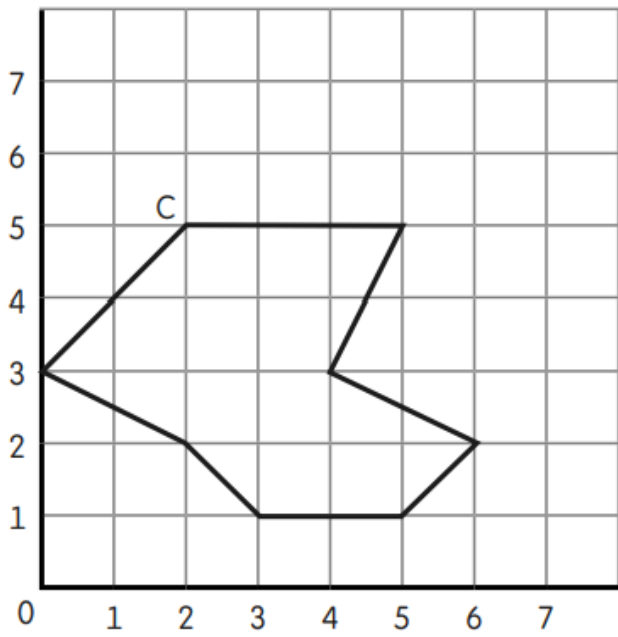


Move point A to (5,3)

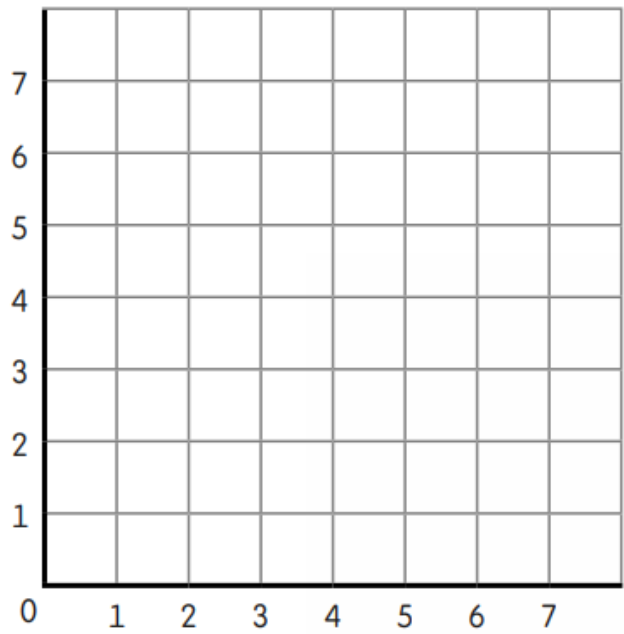
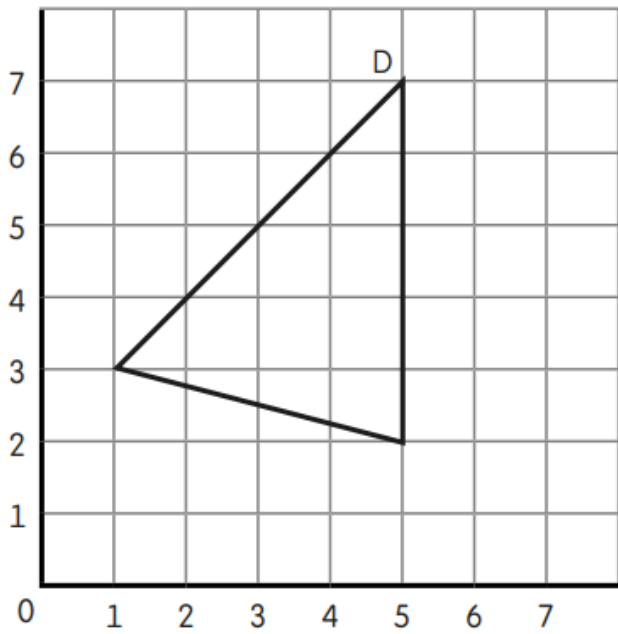


Move point B to (6,7)

Translate the shape on the coordinate grid to the new coordinate grid.



Move point C to (4,7)



Move point D to (6,6)

Guided reading

Please read aloud for at least 20 minutes this morning, either to an adult or to yourself. Then, you can practice your 12x tables using Sumdog. The game should pop up when you log in as it is now set up.

English

O LO: Can I answer a set of questions on a classic poem?

Building on our work from yesterday, we are going to answer a series of questions on a poem today. The poem is still accessible on our class page. Read the question below carefully and then answer them following the instructions.

Thinking about Poetry A



Use this sheet to help you discuss the poem.

*short answer of one or two words

**medium answer - explain in a sentence or two

***longer answer - explain in a few sentences/short paragraph

The moon was shining sulkily,

1. This is an example of **personification**. Why is the moon sulky? **
2. What is making the Walrus and Butterfly cry at the beginning of the poem? *
3. Find an example of **alliteration** and explain what effect it has? **
4. Why do you think the eldest Oyster refuses to go with the Walrus? **
5. How does the poet **personify** the Oysters as children?
What effect does this have? ***
6. What clues are there that the Walrus and Butterfly plan to eat the Oysters? **
7. Do you think the Walrus' tears for the Oysters at the end of the poem are genuine?
Explain why/why not. ***
8. The published poem ends in the line:

They'd eaten every one.

The version you have been looking at has one extra stanza. Which ending do you think is most effective and why? ***

9. This poem has been set to music. Why do you think this might work? **
Hint: think about rhythm and rhyme.
10. If you were Tenniel, would you have chosen a butterfly or a carpenter? Explain why and whether you think it matters. ***

Afternoon activities

PSHE

O LO: Can I learn more about the concept of 'failure', how it makes us feel and how we can use it to help us?

In PSHE today, we are focusing on the concept of failure. Firstly, I would like you to watch the video linked below and then answer the following questions:

[Introducing Perseverance to Children - Starter Activity \(PSHE\) - YouTube](#)

- How might the animals have felt when they didn't succeed at first?
- How might they have felt when they continued to not succeed?
- How might they have felt when they finally succeeded?

Then, have a think to yourself. What do you think failure is? When have you experienced failure? How does it feel to fail/to be unsuccessful in achieving a goal? How does it feel to succeed?

Then, click on one of the links below and complete the maths problem attached to the link. Make a note of how many times you attempt the problem and only move on to a second problem once you have finished the first. You do not have to do all of the problems but, if you finish one quite quickly and correctly, you can attempt a second.

[Zios and Zepts \(maths.org\)](#)

[Brush Loads \(maths.org\)](#)

[Finding Fifteen \(maths.org\)](#)

[Sticker-bility Puzzle \(mathsisfun.com\)](#)

[Birthday Smarties Puzzle \(mathsisfun.com\)](#)

When you've completed that maths problem, think to yourself. How many times did I attempt that problem? What did I learn from not giving up on that problem? How did I feel at the start of that problem vs when I completed it? Is there anything I told myself to help me keep going and not give up?

Write down any answers to the above questions.

RE

O LO: Can I learn more about Hindu Shrines and understand that they are seen as sacred places of worship?

Have a look at the images and the cards below. Using your inference skills, can you match the pictures to the correct card/definition?

Murti = images of God
Bell = the bell is rung to let God know they have come to worship

Prashad = blessed food offered to the Gods

Diva lamp = the light is a symbol of God's presence

Kum Kum Powder = used to mark on the forehead of the images of God and themselves

Incense sticks = used to purify the air around the shrine

Water pot and spoon = to show respect to the Gods

