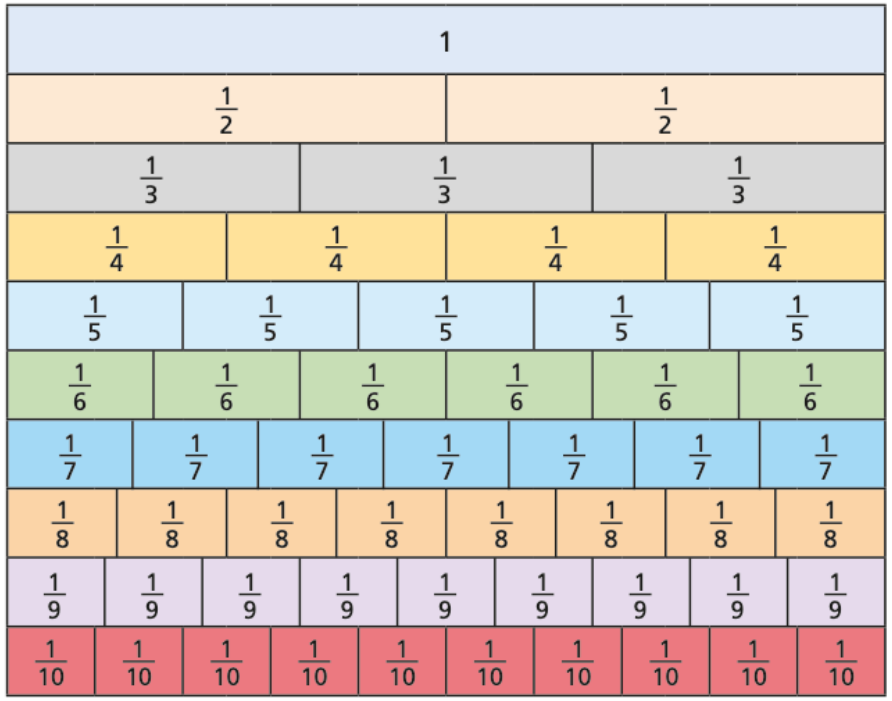
Day	Maths	English	Reading	Weekly Curriculum Project
Monday	corbettmathsprimary.com **5-a-day Platinum 6th July** https://whiterosemaths.com/homelearning/year-6/ Summer Term week 3 lesson 1: Vertically opposite angles Worksheet – slides 2 and 3	https://classroom.thenational.academy/lessons/letter-of-complaint-reading-focus **Letter of complaint** Answer fact retrieval questions.	Bug Club Work through the book allocated to you, answering the questions at the end	Dear Children, We are so proud of all the hard work you are doing during the lockdown. Please feel free to email us anytime for help and support or to share your lovely work. Our email address: year6@hamescambellprimary.org.uk
Tuesday	corbettmathsprimary.com **5-a-day Platinum 7th July** https://whiterosemaths.com/homehttps://whiterosemaths.com/homelearning/year-6/ Summer Term week 3 lesson 2 : Angles in a triangle Worksheet – slides 4 - 7	https://classroom.thenational.academy/lessons/letter-of-complaint-reading-focus-b88239 **Letter of complaint lesson 2:** In this lesson, we will make inferences and support them using evidence from the text	Bug Club Work through the book allocated to you, answering the questions at the end	**History** https://classroom.thenational.academy/lessons/was-world-war-two-inevitable we will study the build up to the Second World War, including Hitler's foreign policy aims and the policy of appeasement.
Wednesday	corbettmathsprimary.com **5-a-day Platinum 8th July** https://whiterosemaths.com/homelearning/year-6/ Summer Term week 3 lesson 3 : Angles in a triangle – special cases Worksheet – slides 8 and 9	https://classroom.thenational.academy/lessons/letter-of-complaint-identifying-the-features **Letter of complaint lesson 3:** In this lesson, we will read an example letter of complaint and identify key structural and grammatical features.	**Bug Club** **Work through the book allocated to you, answering the questions at the end**	**Science** Watch. https://youtu.be/pjOxpLEynIE Then complete slides 14 - 16
Thursday	corbettmathsprimary.com **5-a-day Platinum 9th July** https://whiterosemaths.com/homelearning/year-6/ Summer Term week 3 lesson 4 : Angles in a triangle – missing angles Worksheet – slides 10 and 11	https://classroom.thenational.academy/lessons/letter-of-complaint-clause-structures **Letter of complaint lesson 4:** In this lesson, we will understand and use a range of clause structures.	Bug Club Work through the book allocated to you, answering the questions at the end	**Spanish** http://www.languageangels.com/homeschool/ Continue with the unit that you started last week. Username: TheJam2042 Password: lahome
Friday	corbettmathsprimary.com **5-a-day Platinum 10th July** https://whiterosemaths.com/homelearning/year-6/ Summer Term week 3 lesson 5 : Math Challenges Worksheet – slides 12 - 13	https://classroom.thenational.academy/lessons/letter-of-complaint-write-your-own **Letter of complaint lesson 5:** In this lesson, we will be writing your own letter of complaint using the key features and a range of clause structures.	Bug Club Work through the book allocated to you, answering the questions at the end	**ICT** Please ask your parents to watch https://youtu.be/YZ1NbmzqR8s Now you can explore https://beinternetlegends.withgoogle.com/en_uk/interland

Simplify fractions

Monday

1



Use the fraction wall to write each fraction in its simplest form.

a) $\frac{4}{6} = \square$

b) $\frac{8}{10} = \square$

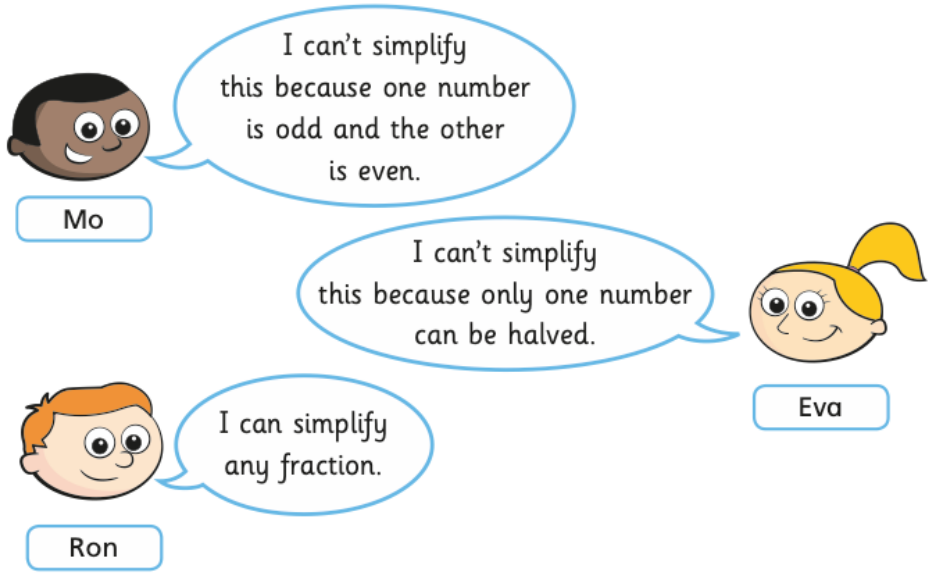
c) $\frac{6}{8} = \square$

d) $\frac{4}{8} = \square$

2 a) Use a fraction wall to explain why $\frac{7}{10}$ does not simplify.

b) Find three more fractions on the fraction wall that cannot be simplified.

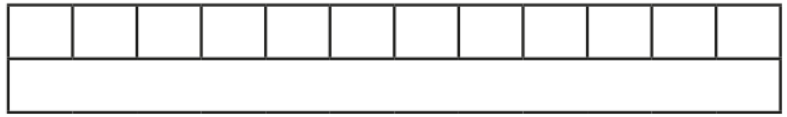
3 Mo, Eva and Ron are trying to simplify $\frac{5}{20}$



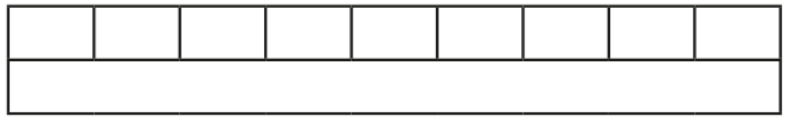
Do you fully agree, partly agree or completely disagree with each person?

Talk to a partner.

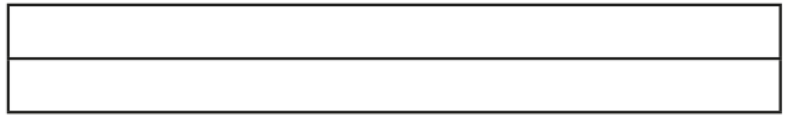
4 **a)** Draw lines on the bar model to show that $\frac{9}{12}$ is equal to $\frac{3}{4}$



b) Complete each bar model and calculation.



$\square = \frac{3}{9}$



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

5 Simplify the fractions.

a) $\frac{4}{12} = \square$ **b)** $\frac{8}{12} = \square$ **c)** $\frac{40}{120} = \square$ **d)** $\frac{12}{4} = \square$

$\frac{4}{16} = \square$ $\frac{8}{16} = \square$ $\frac{40}{160} = \square$ $\frac{120}{4} = \square$

$\frac{4}{20} = \square$ $\frac{8}{20} = \square$ $\frac{40}{200} = \square$ $\frac{12}{400} = \square$

Describe and explain any patterns that you noticed.

6 Write 3 fractions that simplify to $\frac{3}{5}$

7 Teddy and Dora are both simplifying $\frac{30}{42}$

Teddy

$\frac{30}{42} = \frac{15}{21} = \frac{5}{7}$

Dora

$\frac{30}{42} = \frac{5}{7}$

a) How do you think Dora was able to simplify the fraction in one step?

b) Simplify these fractions in one step.

$\frac{24}{30} = \square$ $\frac{16}{20} = \square$

$\frac{56}{64} = \square$ $\frac{99}{121} = \square$

8 is a prime number. is a multiple of 10

The fraction can be simplified.

What could each number be? Explain your reasoning.

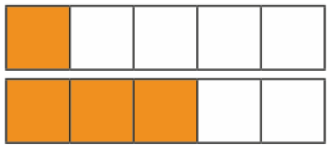
Compare and order (denominator)

Tuesday

1 Write <, > or = to compare the fractions.

Use the bar models to help you.

a)

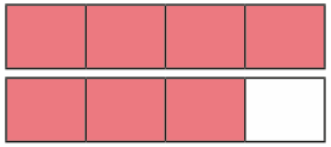


$\frac{1}{5}$ ◯ $\frac{3}{5}$

b)

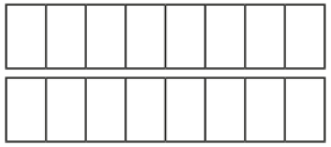
$\frac{5}{7}$ ◯ $\frac{4}{7}$

c)



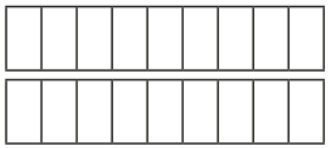
$\frac{4}{4}$ ◯ $\frac{3}{4}$

d)



$\frac{3}{8}$ ◯ $\frac{7}{8}$

e)



$\frac{4}{9}$ ◯ $\frac{6}{9}$

f) What do you notice about your answers?

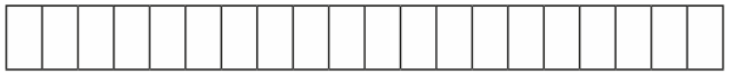
g) Complete the sentence.

When the denominators are the same, the _____

the numerator, the _____ the fraction.

2 **a)** Colour the bar models to show the fractions.

$\frac{14}{20}$



$\frac{9}{10}$

$\frac{4}{5}$

$\frac{3}{4}$

b) Use the bar models to sort these fractions in order from greatest to smallest.

$\frac{14}{20}$ $\frac{9}{10}$ $\frac{4}{5}$ $\frac{3}{4}$

greatest smallest

c) Order the fractions from smallest to greatest.

$\frac{7}{10}$ $\frac{1}{2}$ $\frac{2}{5}$ $\frac{3}{10}$

smallest greatest

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3 Amir is comparing the fractions $\frac{4}{15}$ and $\frac{3}{10}$

$\frac{4}{15} = \frac{8}{30}$ $\frac{3}{10} = \frac{9}{30}$

$\frac{9}{30}$ is greater than $\frac{8}{30}$

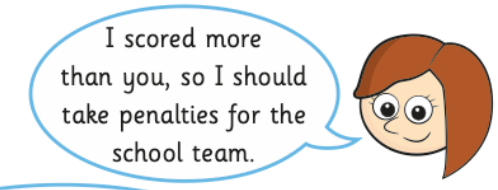
$\frac{3}{10}$ is greater than $\frac{4}{15}$

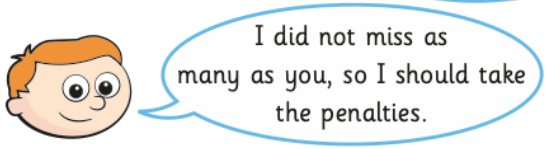
Explain Amir's method.

4 Ron and Rosie are practising penalties.

Ron scored 7 out of 10.

Rosie scored 23 out of 30





Compare fractions to explain who should take penalties for the school team.

5 Write <, > or = to compare the fractions.

a) $\frac{3}{4}$ ◯ $\frac{5}{6}$

b) $\frac{2}{3}$ ◯ $\frac{5}{9}$

c) $\frac{2}{3}$ ◯ $\frac{7}{8}$

d) $\frac{3}{5}$ ◯ $\frac{5}{7}$

e) $\frac{9}{10}$ ◯ $\frac{3}{4}$

f) $\frac{9}{10}$ ◯ $\frac{19}{20}$

6 Annie, Tommy and Kim are making flags for the school fair.

Annie has completed $3\frac{3}{4}$ flags, Tommy has completed $3\frac{2}{3}$ flags and Kim has completed $\frac{18}{5}$ flags.

Who has completed the most flags?

Compare and order (numerator)

1 Use strips of paper to represent the fractions and complete the sentences.

a) $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{6}$

The smallest fraction is ☐ The greatest fraction is ☐

b) $\frac{2}{3}$, $\frac{2}{5}$ and $\frac{2}{6}$

The smallest fraction is ☐ The greatest fraction is ☐

c) $\frac{3}{3}$, $\frac{3}{5}$ and $\frac{3}{6}$

The smallest fraction is ☐ The greatest fraction is ☐

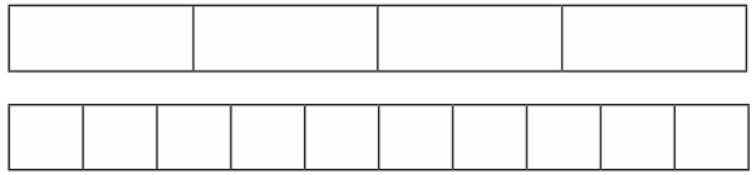
d) What do you notice about your answers?

e) Complete the sentence.

When the _____ are the same, the _____

the denominator, the _____ the fraction.

2 **a)** Colour the bar models to compare $\frac{3}{4}$ and $\frac{6}{10}$



b) Write <, > or = to complete the statement.

☐ ◯ ☐

3 Which is the greatest fraction? Circle your answer.

$\frac{3}{100}$ $\frac{3}{1000}$ $\frac{3}{500}$

How do you know?

4 Write < or > to compare the fractions.

a) $\frac{1}{7}$ ◯ $\frac{1}{9}$

b) $\frac{4}{5}$ ◯ $\frac{4}{7}$

c) $\frac{3}{13}$ ◯ $\frac{3}{8}$

d) $\frac{11}{12}$ ◯ $\frac{11}{11}$

e) $\frac{19}{5}$ ◯ $\frac{19}{6}$

f) $\frac{107}{53}$ ◯ $\frac{107}{40}$

5 Explain how can you compare $\frac{2}{3}$ and $\frac{4}{5}$ using the same numerator rule.

Complete the sentence to compare $\frac{2}{3}$ and $\frac{4}{5}$

$\square$ is greater than $\square$

6 Scott scored 20 out of 24 in a game.

Dani scored 5 out of 7

Compare their scores.

Explain who you think did best and why.

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

a) $\frac{2}{5}$ ◯ $1\frac{1}{3}$ b) $\frac{2}{5}$ ◯ $\frac{6}{11}$ c) $3\frac{2}{3}$ ◯ $\frac{11}{4}$

$1\frac{2}{5}$ ◯ $\frac{1}{3}$ $1\frac{2}{5}$ ◯ $3\frac{6}{11}$ $11\frac{2}{9}$ ◯ $\frac{101}{3}$

$1\frac{2}{5}$ ◯ $1\frac{1}{3}$ $3\frac{2}{5}$ ◯ $3\frac{6}{11}$ $11\frac{1}{9}$ ◯ $\frac{100}{8}$

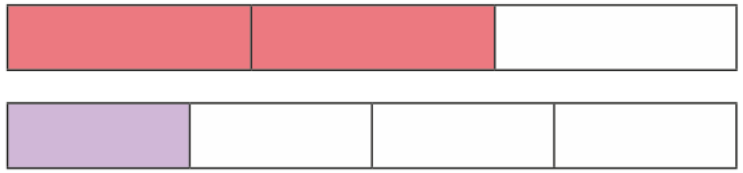
$\frac{12}{5}$ ◯ $\frac{12}{3}$ $\frac{12}{5}$ ◯ $\frac{36}{11}$ $27\frac{3}{4}$ ◯ $\frac{111}{3}$

8 Explain how you know when it is best to compare the numerators or denominators of two fractions.

Add and subtract fractions (2)

Wednesday

1 Amir is using fraction strips to work out $\frac{2}{3} + \frac{1}{4}$



Amir says he needs to find a common denominator.

a) Complete Amir's method.

$\frac{2}{3} = \frac{\square}{12}$

$\frac{1}{4} = \frac{\square}{12}$

$\frac{2}{3} + \frac{1}{4} = \frac{\square}{12} + \frac{\square}{12} = \frac{\square}{12}$

b) Show the addition on the fraction strip.

c) Could you have used a different denominator?

2 What common denominator can you use to add the fractions?

a) $\frac{2}{5} + \frac{1}{2}$ Common denominator = ☐

b) $\frac{2}{3} + \frac{4}{5}$ Common denominator = ☐

c) $\frac{7}{8} - \frac{1}{4}$ Common denominator = ☐

d) $\frac{7}{9} - \frac{1}{6}$ Common denominator = ☐

e) $\frac{11}{15} + \frac{3}{10}$ Common denominator = ☐

3 Ron and Eva are working out $\frac{1}{4} + \frac{5}{6}$

Ron's method

$\frac{1}{4} + \frac{5}{6} = \frac{3}{12} + \frac{10}{12} = \frac{13}{12}$

Eva's method

$\frac{1}{4} + \frac{5}{6} = \frac{6}{24} + \frac{20}{24} = \frac{26}{24}$

a) What is the same about Ron's and Eva's methods?

b) What is different about their methods?

c) Which method do you prefer? Why?

4 Complete the calculations.

a) $\frac{1}{5} + \frac{3}{4} =$ ☐

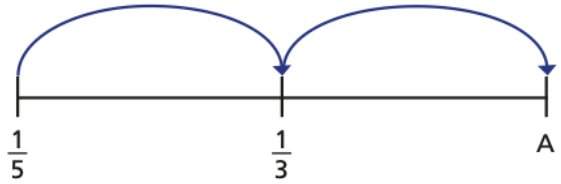
b) $\frac{7}{8} - \frac{1}{3} =$ ☐

c) $\frac{1}{2} - \frac{1}{7} =$ ☐

d) $\frac{11}{18} + \frac{7}{12} =$ ☐

5 Mo is drawing jumps on a number line.

The jumps are the same size.



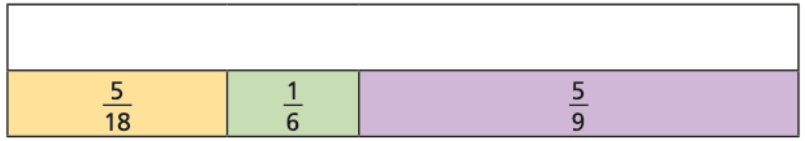
a) What is the size of the jump?

☐

b) What is the value of A?

☐

6 Complete the bar model.



7 Complete the additions.

Give your answers as mixed numbers and as improper fractions.

a) $\frac{4}{5} + \frac{5}{4} =$ ☐ $=$ ☐

b) $\frac{2}{3} + \frac{3}{2} =$ ☐ $=$ ☐

c) $\frac{9}{8} + \frac{8}{9} =$ ☐ $=$ ☐

d) ☐ $=$ ☐ $= \frac{5}{3} + \frac{3}{5}$

What patterns do you notice?

8 Look at these additions.

$\frac{1}{2} + \frac{1}{3} =$ ☐

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} =$ ☐

$\frac{1}{2} + \frac{1}{3} + \frac{1}{4} + \frac{1}{5} =$ ☐

a) When does this pattern first give an answer greater than 2?

_____

_____

b) Do you think the pattern will ever give an answer greater than 100?

Mixed addition and subtraction

Thursday

1 Work out the calculations.

a) $\frac{2}{5} + \frac{3}{4} = \square$

b) $2\frac{1}{4} - \frac{2}{3} = \square$

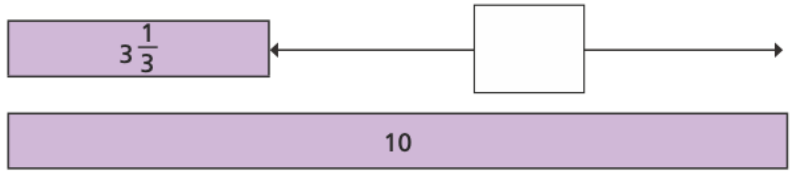
c) $3\frac{7}{10} - 2\frac{1}{4} = \square$

2 Complete the calculation.

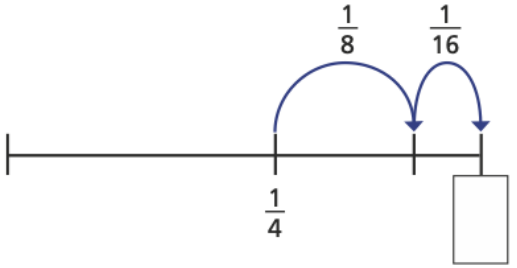
$$\frac{5}{6} + 1\frac{2}{9} - \frac{1}{2} = \square$$

3 Work out the missing fractions.

a)



b)



4 Complete the calculations.

a) $\frac{2}{5} + \frac{1}{5} + \square = 1$

b) $\frac{2}{5} + \frac{1}{5} + \square = 1\frac{1}{2}$

c) $\frac{2}{5} + \frac{1}{5} + \square = \frac{4}{3}$

d) $\frac{4}{5} = \square - \frac{4}{5}$

5 Which of these are true and which are false?

Can you decide without having to do the additions or the subtractions?

Talk about your reasons with a partner.

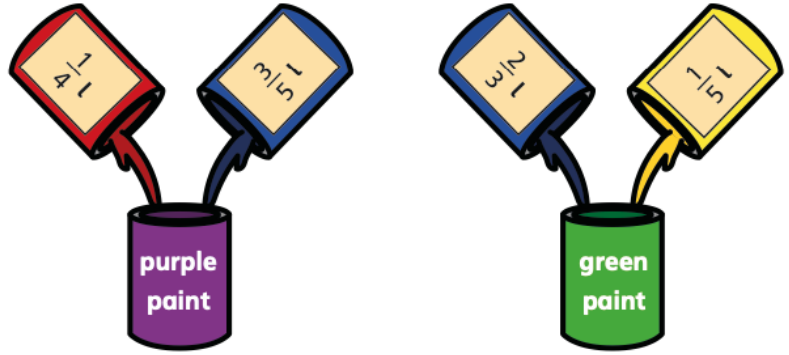
	True or false?
$2\frac{1}{3} + 3\frac{3}{4}$ *is equal to* $3\frac{1}{3} + 2\frac{3}{4}$	
$3\frac{3}{4} - \frac{1}{3}$ *is less than* $4\frac{3}{4} - 1\frac{1}{3}$	
$3\frac{3}{4} - 2\frac{1}{3}$ *is equal to* $3\frac{1}{3} - 2\frac{3}{4}$	

6 Complete the addition grid.

$1\frac{1}{4}$		$\frac{1}{4}$	$= 3\frac{3}{5}$
$\frac{1}{25}$	$1\frac{3}{20}$		$= 3\frac{39}{100}$
	$1\frac{1}{50}$	$1\frac{3}{100}$	$= 5\frac{9}{20}$
=	=	=	

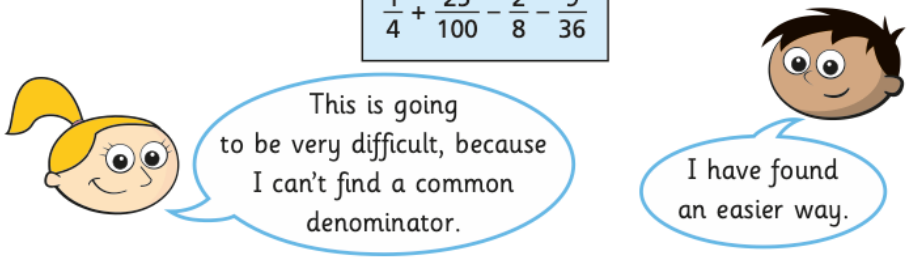
7 A painter uses the following mixtures.

How much more green paint does she have than purple paint?



8 Eva and Amir are working out this calculation.

$$\frac{1}{4} + \frac{25}{100} - \frac{2}{8} - \frac{9}{36}$$

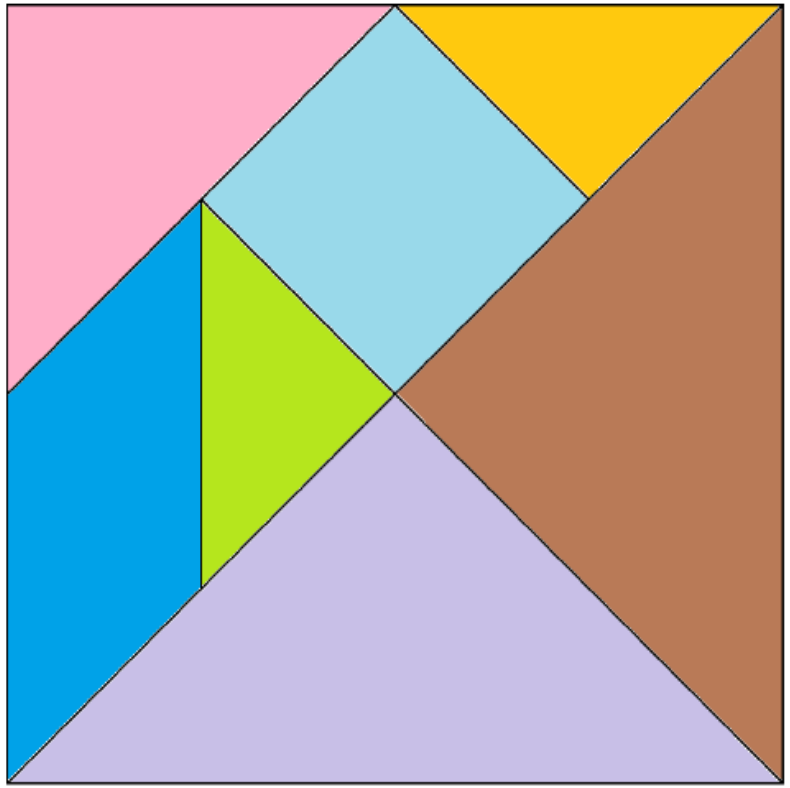


Find Amir's solution. Explain how this calculation can be solved.

Clue-Dough Cake

Friday: Math Challenge

Q1. Here is a tangram.

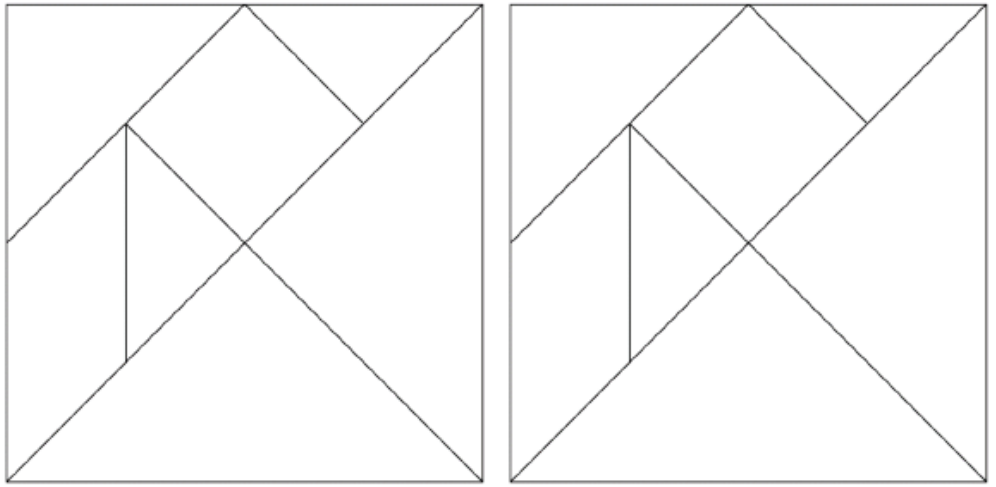


(a) What shapes can you see?

What way can you sort your shapes?

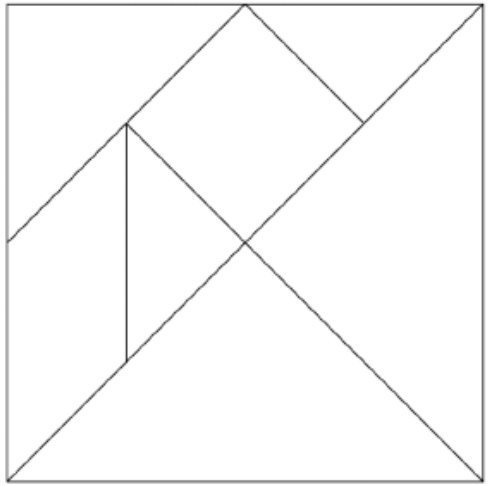
(b) Can you see two different types of trapezium?

Shade them in.



(c) Can you see an irregular hexagon?

Shade it in.



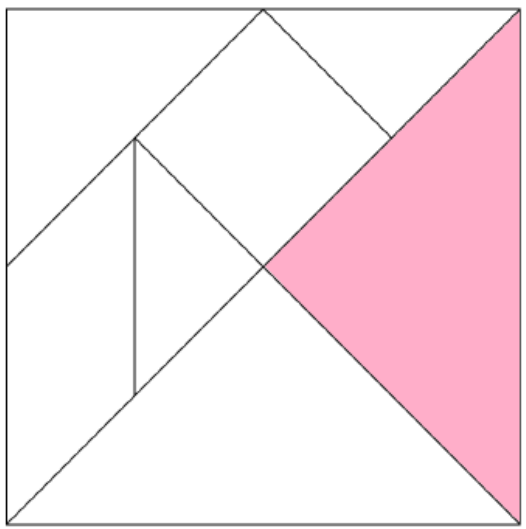
Q2. Cut out your cake so it looks like the tangram.

Can you make any of the following shapes?

A boat A cat A house

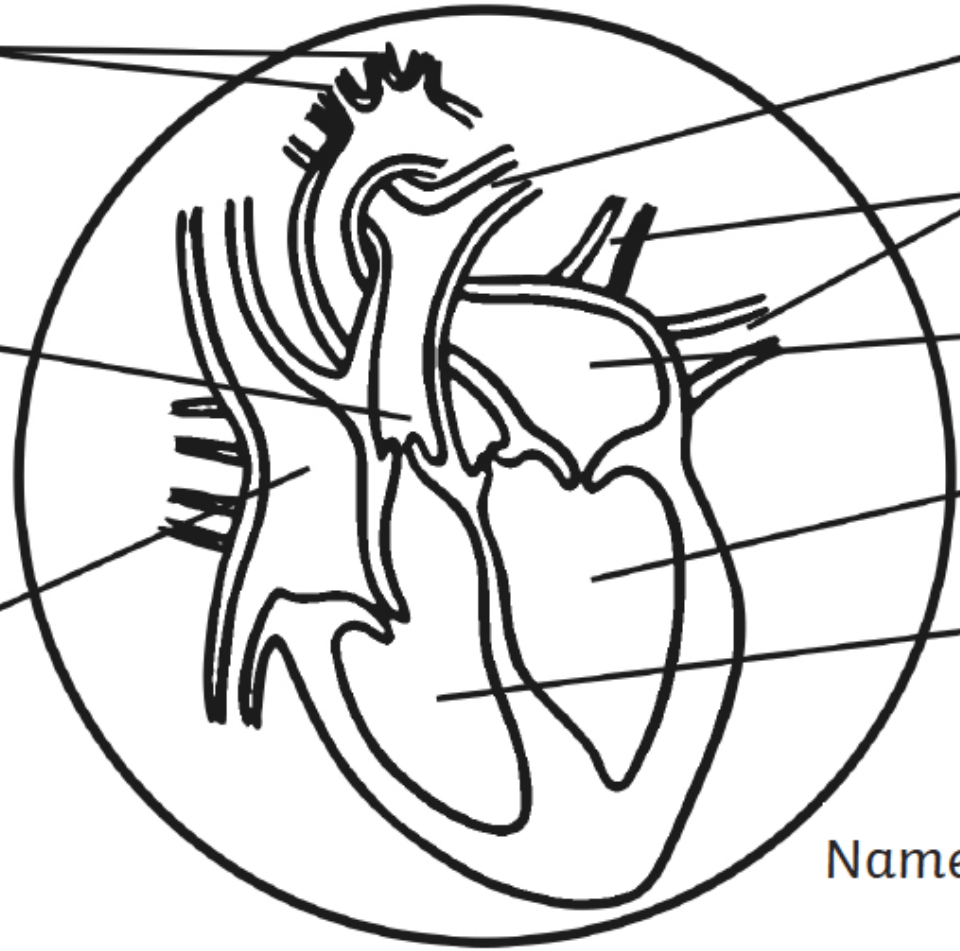
Q3. What other shapes can you make?

Q4. What fraction of the whole shape is shaded here?



Shade in more of the diagram so 75% is shaded.

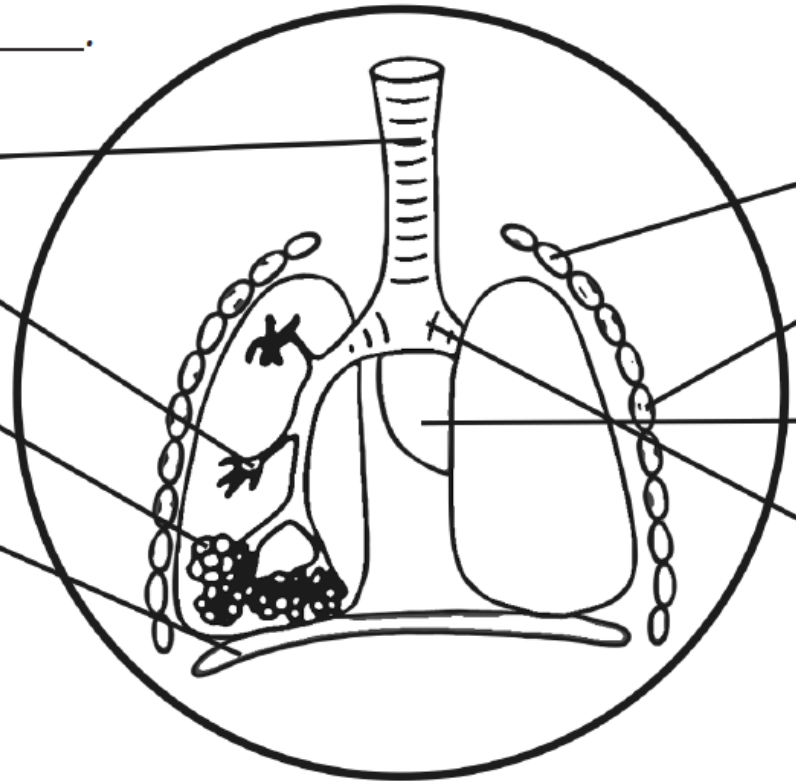
Label the parts of the circulatory system.



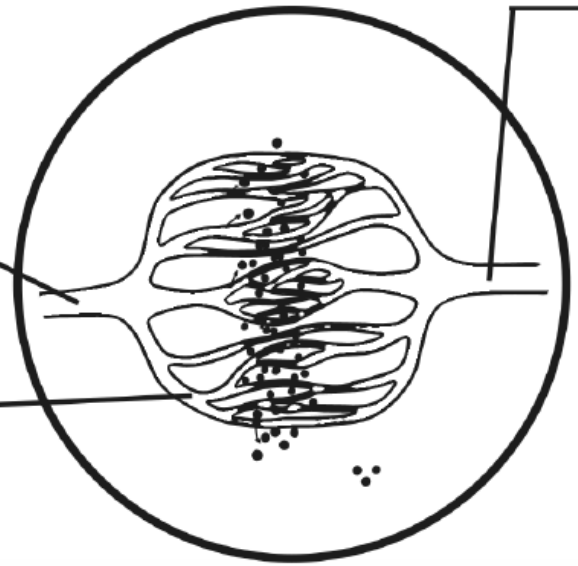
Name of organ: _____.

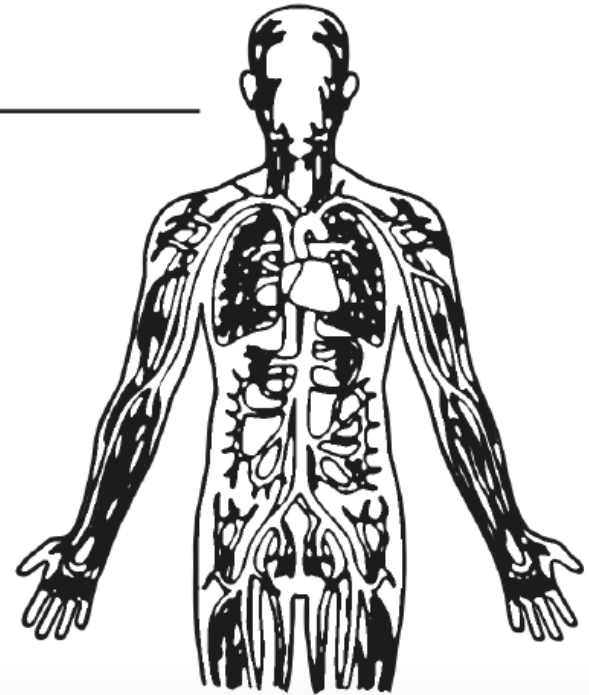
Now draw arrows onto the heart to show the direction of oxygenated and deoxygenated blood.

Name of organ: _____.



This is a _____.





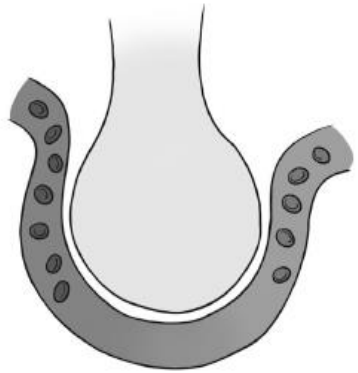
The Air Sacs (Alveoli) of the Lungs

Fill in the blanks.

Gas Exchange

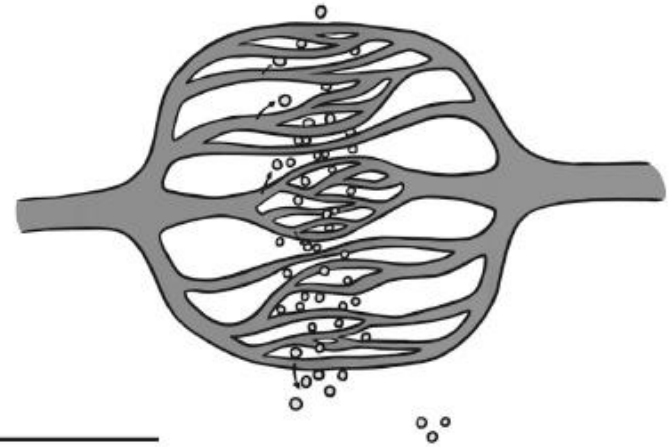
The _____ is absorbed into the blood through a layer of moisture in the _____ (alveoli).

_____ _____ in the blood is transferred back into the air, which then travels back out of the _____.



Now draw some different coloured arrows onto the diagram above to show the exchange of gasses in the alveoli. Then label the diagram of a blood vessel below.

_____ _____



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