

## Class Six: Online Learning Overview

Week Six (Monday 22/02/21)



### [English Session 1](#)

Deforestation –  
For and Against &  
Vocabulary Tasks

### [Maths Session 1](#)

Multiplication:  
Revision and Problems

### [History Project](#)

The Iron Age

### [Spelling Shed Assignment](#)

Words with soft /c/ sound  
using ce

<https://play.edshed.com/>

### [English Session 2](#)

Deforestation –  
Understanding the  
Arguments

### [Maths Session 2](#)

Multiplication:  
Problems and Puzzles

### [French Session](#)

Wordwall

### [Maths Shed Assignment](#)

Multiplying Decimals by 10,  
100 and 1000

<https://play.edshed.com/>

### [English Session 3](#)

Deforestation –  
What do You Think?

### [Maths Session 3](#)

Quick Maths Review &  
Maths Challenges

### [Wellbeing Session](#)

Class Six Book Club

### [Weekly Challenge](#)

Red Cross First Aid  
Lessons:  
Head Injuries



## English Session 1

Deforestation – For and Against / Vocabulary Tasks

To begin this session, watch the English Week Six video which can be found on our [Video Resource Centre](#).

As you have heard in the video explaining the tasks for this session, deforestation is the process where woodland, forests, and / or rainforests are cleared to make way for another land use. You can watch [the BBC video](#) which is based on deforestation, although this is slightly young for you! You can also find some videos and images on Espresso if this is something you would like to do.

Our persuasive writing this week is based on deforestation, and to begin today's work you will need to read the writing examples which are [for](#) and [against](#) deforestation. These texts argue for opposite points of view, and I would recommend that you read them twice before you start to move on.

Once you have read the two examples, I would like you to highlight the parts of the text which contain the main arguments for or against, just to help you gather an overview. Next, you have some activities based on vocabulary from the texts. [Sheet Three](#) for this session requires you to find definitions and meanings for some new or unfamiliar words, and on [Sheet Four](#) you need to show you can use these words correctly in sentences.

## English Session 2

Deforestation – Understanding the Arguments

To begin this session, watch the English Week Six video which can be found on our [Video Resource Centre](#).

To begin this session, you will need to read over the texts [for](#) and [against](#) deforestation, which we used during the last session.

This session is based around you answering questions to show that you fully understand both the ideas each text raises, and also answering questions which help you to pay attention to the choices that the author has made, to make their writing sound as persuasive as possible.

You can find the questions you need to answer [here](#) and [here](#). It is very important that you answer each question with a full sentence – you must make sure you are also explaining your ideas and opinions clearly.

## English Session 3

Deforestation – What do You Think?

To begin this session, watch the English Week Six video which can be found on our [Video Resource Centre](#).

Today's session gives you the opportunity to write about your own thoughts and feelings about deforestation. You may want to watch the video for this session again before you start writing, as the slides in the session three section of the video give you some useful language prompts.

Before you start your own writing tasks you need to complete the activities on the sheet [here](#). This is a quick task to help you use sentence and paragraph openers which help to develop cohesion (links) in your writing. These are really important as they help your reader know what you are talking about!

Once you have completed the sheet as a warm up, you need to write a letter to me explaining what you think about deforestation. You can use ideas developed in the example texts (but you need to explain them in your own way), and you can also add any of your own thoughts / ideas or examples from research.

## Maths Session 1

Multiplication: Revision and Problems

To begin this session, watch the Maths Week Six video which can be found on our [Video Resource Centre](#).

As you will have seen in the video for this session, we are going to spend some time in the next two weeks, solving problems and challenges which use multiplication in a variety of ways. You need to make sure you are completely secure with your methods for multiplication, and if not, watch the video I made in the Autumn term to help you with your homework. <https://bradworthy-primary-academy.primarysite.media/media/class-six-homework-support-four-operations> (You only need to watch the Multiplication section!!)

The activity sheets for this session can be found [here](#). They contain questions and challenges which are similar to those completed in the video for this week's lessons. Each sheet gets a little more difficult, so I would like you to have a look at the different questions as you work through them, and try to spot what is making them a little more difficult than the sheet before. If you need any help with these challenges post on the class blog or send an email to [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk)

## Maths Session 2

Multiplication: Problems and Puzzles

To begin this session, watch the Maths Week Six video which can be found on our [Video Resource Centre](#).

Today we are going to continue to complete puzzles based on multiplication. Once you have watched the video you will have seen the problems you will be solving on sheets [one](#) and [two](#). As I have said previously, and many many times in class, when you are working on problems which are getting more challenging, try to find out what it is about the problem which is harder. This could be larger / more challenging numbers, an additional step to the method, or needing to use a different method to finish the problem.

After you have solved the problems, you can look at the investigation [here](#). This is based on magic squares, where numbers are multiplied together and placed in certain squares in a grid. First of all you need to fill in the bottom row of the initial multiplication square. The extension to this task involves you creating a more complex magic square, using diagonals to also reach the given total. There are some clues to help you find the numbers you will need to complete the square. This has been fully explained in the video for the session, so you can always re-watch this as necessary.

## Maths Session 3

Quick Maths Challenge & Maths Challenge Puzzles

To begin this session, watch the Maths Week Six video which can be found on our [Video Resource Centre](#).

Over the next couple of weeks, we are going to continue with our Quick Maths challenge, along with some extra challenges which link maths, problem solving and logic together!

To begin with, you need to mark the previous Quick Maths tasks using the [answer sheet](#), and let me know if there are any questions you would like me to explain / demonstrate.

Then you need to complete this week's [Quick Maths challenge](#).

After this, you can have a go at the first two pages of the Maths Challenge paper included [here](#). The answers for these will be released next week for you to mark your work!



## History Project

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week our History project is focusing on **The Iron Age**.

In the same way as last week, you need to complete some research into this period of history as a whole, or in one of the more detailed areas. You will need a copy of the [history project booklet](#) (full version available on our online learning page), and in the same way as before we will be setting up a Blog based on the history project for you to share ideas and recommend websites or resources for your friends to use.

You can be as creative as you like with this project – it would be good to see you spending at least an hour on research, and then creating something which uses your research. This could be an art-based project, a PowerPoint presentation, a poster, a leaflet, a timeline, or anything else that you can think of. There are many different resources you can use to help your research, obviously you can use google and other search engines to start you off, but you can also use the CBBC website, and resources like Espresso to help you.

## French Session

### Singing and movement

Here is a link to a French song called Petit Jean, Little John. It's very silly but good to join in with and do the actions. You'll learn new vocabulary about parts of the body along the way. Challenge yourself to see if you can gradually learn the actions and be able to do them all. You could try watching it once a day. If you'd like to submit a video of yourself singing and or doing the actions to the song, I'd love to see it. House points available! <https://www.youtube.com/watch?v=T03nOwZeWos>

### Class 6 French tasks

I have created 3 Wordwall activities for you.

The first 2 are revision of work from last year. It's important we don't forget it though!

1 Imperatives/Classroom commands. You will remember we played Simon dit, Simon says, with them. You could teach them to your parent or carer and play this at home.

<https://wordwall.net/play/10192/102/566>

2 Greetings. You practised these in a conversation with your partner. Can you remember them all?

<https://wordwall.net/play/9961/072/880>

3 Common nouns (masculine). This was new learning in the Autumn Term. We were able to say, 'Dans le jardin, il y a un lapin.' In the garden, there is a rabbit. This activity will revise the use of those common nouns by asking you to unscramble sentences into the correct order.

I have also added some new words which are cognates, as an alternative to 'jardin/garden'. If you can't work these out, use this online dictionary: <https://www.collinsdictionary.com/dictionary/french-english> Avoid using GoogleTranslate. <https://wordwall.net/play/10192/278/527>

Remember, you can go back and do these activities as many times as you like. You could keep a record of your times and attempt to improve upon them. If you think your time is unbeatable, send it in and I'll keep a record!

Au revoir et à bientôt! Madame Price

## Wellbeing Session

### Class Six Book Club

Watch the Week Six Introductions Video on the [Video Resource Centre](#) to listen to an explanation of this activity.

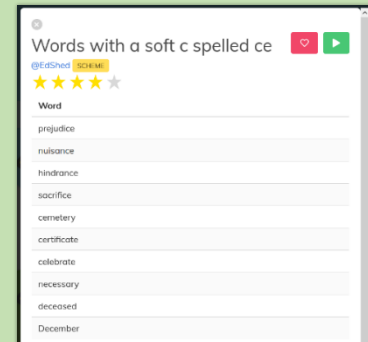
Given that Word Book Day is due to take place on 4<sup>th</sup> March this year, I thought it would be a good opportunity for us to discuss and celebrate reading, and the books we love. Reading is a great activity for wellbeing, and as we have been saying all year, there is nothing better than settling down with a book you love. Sometimes however, finding the books you love can be a challenge.

This is where a Book Club can help. Reading books other people have chosen is a great way to widen your choices and experiences. This week I would like you to choose a book you love, and write a recommendation about it on our weekly blog post. You need to say which book you love, and who it has been written by, and then go into details about why you like this book in particular. There will be a bit of a balance needed to make sure that you don't spoil the book for any future readers! Make sure you have uploaded your book to the blog by the end of the week, and I will gather the list to display in the classroom.

## Spelling Shed Assignment

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week you have an assignment based on the next set of spellings we would have been studying in class. These words all contain words where the soft /c/ sound is spelt using the ce pattern. There are many more words which would fit the list you are studying – can you think of five more words which could be practiced?

The league for these spellings will start on Monday 22<sup>nd</sup> February, and the league will be based on total points, so all answers will help to contribute to your overall league position. The assignment is set to unlock the rest of spelling shed after 10 games. At this point you can use any spelling shed games, but only the assignment words will count towards the league scores.

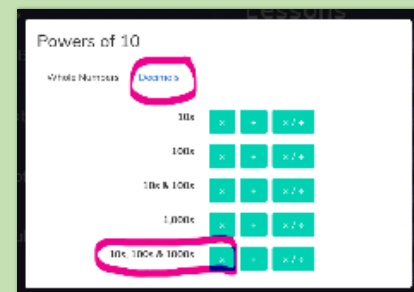


<https://play.edshed.com/>

## Maths Shed Assignment

Watch the introductions video on our [Video Resource Centre](#) to listen to an explanation of this activity. This week your maths shed assignment is based on the maths work we have completed with multiplying and dividing decimals by 10 and 100. This week we are also extending this to involve multiplying by 1000 within the calculations. The game you have been set for your assignment involves multiplying numbers including decimals by 10, 100 and 1000. You need to choose Powers of Ten, then the tab for Decimals, and the 10s, 100s and 1000s game with the Multiplication Button.

The assignment is set for a minimum of ten games, but there is also a league set up which is based on total points for this challenge only. Please be careful when you choose your game – the only game which will help to gain league points is **Powers of Ten, Decimals, 10s 100s and 1000s x**



<https://play.edshed.com/>

## Weekly Challenge

### Red Cross First Aid Lessons – Head Injuries

Following on from the mini courses you have previously completed on helping people who are suffering with Asthma Attacks, Bleeding, Broken Bones, Burns and Choking, this week you are going to learn how to help someone who has a head injury.

Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/head-injury/> to access the pages for you to have a look at. This section of the Red Cross website is based on how you can help someone who has sustained a head injury. Watch the video, and have a go at the quiz further down the web page to make sure you have remembered what to do in this situation. We will look at a new unit each week so you will build up your first aid skills!

We will print the help cards into a booklet for you at the end of the set of videos so you will have your own first aid guide.

## English Session One

### The Deforestation Debate – Against Deforestation.

Deforestation is the permanent destruction of rainforests in order to make the land available for other uses. Without question, the principal threat to the world's rainforests are human beings. It is estimated that rainforests are being cut down at the rate of 100 trees per minute. To put this into **perspective**, while you read this sentence an area the size of 78 Olympic sized swimming pools will have been destroyed. Despite there being **legitimate** reasons for this destruction: **provision** of fuel, wood or paper and land clearance for farming, mining or cattle ranching, there are broader consequences that must be considered.

Most importantly, deforestation is adding to the greenhouse effect. The greenhouse effect is the natural process by which the atmosphere traps some of the Sun's energy, warming the Earth enough to support life. However, Scientists believe that the greenhouse effect is too strong and this is causing the Earth to become warmer and warmer. Moreover, too much carbon dioxide and other greenhouse gases in the air are making the greenhouse effect stronger. As a result of deforestation, less carbon-dioxide is being absorbed and less oxygen is being released into the atmosphere. Therefore deforestation is directly linked to climate change which in turn is causing environmental damage such as flooding and hurricanes.

Some people believe that planting more trees to replace the ones they have destroyed, is a solution to the problems caused by deforestation. Many countries have reforestation projects to ensure that some of the damage caused by the destruction of rainforests is lessened. Nevertheless this can be **problematic**, as the soil needs to be carefully prepared for replantation and in addition, some species of tree can take years to grow back. Alternatively, if faster growing trees are planted these might not provide the same habitat for the **native** animals.

Another strong point made in the argument against deforestation is the destruction of habitats. Rainforests have very complex eco-systems, this means that they support many different species of plants and animal. Many species are **interdependent**, meaning that they may not survive without each other. For example, the orangutan is now an endangered species. Over the past 20 years, more than 80% of the orangutan's habitat has been destroyed. The orangutan has a massive impact on the ecosystem of the Borneo Rainforest as they play a vital role in seed **dispersal** thus providing food for other animals and humans who live in the forest. Surely we must prevent deforestation to protect these vital eco-systems!

Furthermore, these eco-systems not only affect people living in these areas but the rainforests also provide the rest of the world with food such as: bananas, coffee, cocoa, rice, potatoes, nuts, oranges and figs. Although these may not be the plants or trees which are directly affected by deforestation, as previously discussed, due to the interdependence of all species in the rainforest, some of our favourite foods may also be at risk. Imagine not being able to buy your favourite chocolate bar or grab a healthy banana at snack time!

Finally, not only does a great deal of the food we eat come from rainforest plants, but also about a quarter of the medicines we use come from plants. Currently 25% of the medicines we use contain rainforest materials and this is only the tip of the iceberg – fewer than 10 percent of tropical forest plant species have been examined for their medicinal value. Surely by continuing with deforestation we must be limiting our chances of finding cures for deadly diseases!

In conclusion, it is obvious that deforestation is harmful to the environment, to eco-systems and to habitats, therefore by continuing with deforestation to supply our immediate needs, we are not considering the long-term effects. If we put a stop to deforestation, we may not have the same number of fast-food restaurants but we will have air to breathe and medicines to cure diseases!



## English Session One (Page Two)

### The Deforestation Debate – For Deforestation.

Deforestation is where large areas of forest are cleared to enable people to make better use of the land. Although many people believe that deforestation causes damage to the environment and is responsible for the destruction of eco-systems, there are equally worthy reasons as to why it is necessary and of value.

Firstly, rainforests are not only destroyed by human beings, they can also be destroyed by nature. For example: the August 2005 hurricane 'Katrina' affected five million acres of forest. Large parts of forest are also destroyed by floods. Surely it is better that we **utilise** the products instead of them being wasted due to these natural disasters.

In addition to this, the resources that we gain through deforestation are vital to our quality of life. Many people rely on rainforest wood for building houses, making furniture and manufacturing paper. Furthermore, a high **proportion** of our food, such as meat and crops, are farmed on rainforest land. Certainly, without deforestation there would not be enough land to provide all the beef needed to supply the 34,492 McDonald's restaurants around the world!

As a result of deforestation and the using of the trees in the logging industry, millions of people have been provided with jobs. This industry has also helped the governments in poor countries create an income and now these people depend on the money that is created. Don't you think the lives of these people are worth more than trees?

Finally, areas of land that have been cleared to provide wood for the logging industry have been replanted with new trees. Moreover, these new forests can help combat climate change by removing carbon dioxide from the atmosphere. Combined with the Sun's energy, the captured carbon is **converted** into trunks, branches, roots and leaves via the process of photosynthesis. Consequently, deforestation could actually be **beneficial** to the environment.

In conclusion, despite there being **valid** reasons against deforestation such as damage to eco-systems and the contribution to climate change, there are also positive reasons for deforestation. Due to the planting of new trees, there may not as much damage to the environment as some people think. Deforestation creates income for people around the world and must continue if we are to maintain our quality of life – how would we survive without paper to write on, toilet roll and fast food restaurants?

By Sarah Bailey

## Analysing Vocabulary: English Session One (Page Three)

Write the meaning of each of these words.

perspective \_\_\_\_\_

legitimate \_\_\_\_\_

provision \_\_\_\_\_

problematic \_\_\_\_\_

native \_\_\_\_\_

interdependent \_\_\_\_\_

dispersal \_\_\_\_\_

utilise \_\_\_\_\_

proportion \_\_\_\_\_

converted \_\_\_\_\_

beneficial \_\_\_\_\_

valid \_\_\_\_\_

## Analysing Vocabulary: English Session One (Page Four)

Re-write the following sentences choosing the correct synonym for the purple word in each case.

The team were **interdependent** on each other to win the game.

---

When she spoke to her friends, she always gained a different **perspective**.

---

There was a huge **dispersal** of germs when the girl sneezed.

---

In the Vimto factory, they **utilise** four separate machines.

---

The school trip to the seaside was always **problematic** for the teachers.

---

**viewpoint**      **reliant**      **employ**      **spreading**      **difficult**

### Task B

Choose the correct word from the list below to fit in the following sentences.

He had moved from his \_\_\_\_\_ country due to the lack of work there.

The man gave the police a \_\_\_\_\_ reason for climbing through the window.

The striker \_\_\_\_\_ the free kick into a penalty.

In their report, the inspectors found the \_\_\_\_\_ of care to be excellent.

When signing the agreement she made sure that she would receive the correct \_\_\_\_\_ of the profits.

At the checkout, the shop assistant checked the card to ensure it was still \_\_\_\_\_.

The head teacher decided that it was \_\_\_\_\_ for the school to build a swimming pool.

**beneficial**      **native**      **proportion**      **legitimate**      **provision**      **valid**      **converted**



## English Session Two – Comprehension Task (Page One)

### The Deforestation Debate – Follow-Up Work

Use your own words to explain what deforestation is. (AF2)

---

---

Can you find an example of a fact used to persuade the reader against deforestation? (AF2)

---

---

Can you find an example of where the author has used their opinion to persuade the reader against deforestation? (AF2)

---

---

What reason does the author give to argue that planting new trees doesn't solve the problem? (AF3)

---

---

Why does the author write, 'while you read this sentence an area the size of 78 Olympic sized swimming pools will have been destroyed'? (AF4)

---

---

The author writes that 25% of the medicines we use contain rainforest materials being only the 'tip of the iceberg'.

a) What do you think this means? (AF5)

---

---

## English Session Two – Comprehension Task (Page Two)

b) Why do you think the author used this comparison? (AF6)

---

In the argument 'Against Deforestation', how does the writer link the conclusion to the introduction? (AF4)

---

---

In the argument 'For Deforestation' why does the author say we should chop down trees rather than let them be destroyed by floods or hurricanes? (AF2)

---

---

In both arguments, what audience do you think the text is aimed at? Give evidence from the text. (AF6)

---

Can you find any examples of modal verbs? (AF5)

---

---

Why has the writer used this type of language? (AF5)

---

---

What evidence is there that rainforests can also be destroyed by nature? (AF3)

---

---

Which argument For or Against Deforestation do you think is the most persuasive? Why? (AF6)

---

---



## English Session Three – Developing Links / Vocabulary

Connectives can be used to provide cohesion within and between paragraphs.

- ♦ Most importantly, deforestation is adding to the greenhouse effect.
- ♦ Furthermore, these eco-systems not only affect people living in these areas but the rainforests also provide the rest of the world with food.
- ♦ In addition to this, the resources that we gain through deforestation are vital to our quality of life.

Choose the best connective for each sentence:

evidently

alternatively

nevertheless

- ♦ \_\_\_\_\_ it seems that people continue to destroy the rainforests despite it being harmful to the environment.
- ♦ \_\_\_\_\_ deforestation may actually be beneficial to the environment.
- ♦ \_\_\_\_\_ a great deal of research has been done to prove that deforestation has an impact on climate change.

Now, write three sentences of your own either for or against deforestation using these connectives:

clearly

on the whole

as a result

# Multiplication: Revision and Problems (Session One)

1a. Solve the calculation using column multiplication.

		2	1	3	2
x				3	1
<hr/>					



VF

1b. Solve the calculation using column multiplication.

		3	2	0	4
x				1	2
<hr/>					



VF

2a. Which calculation is correct?

A.						B.					
		1	3	4	2			2	1	1	2
x				1	1	x				3	4
<hr/>						<hr/>					
		1	3	4	2			8	4	4	8
		1	3	4	2			6	3	3	6
		1	3	4	2			1	4	7	8
		1	4	7	6			1	4	7	8
		1	4	7	6			1	4	7	8



VF

2b. Which calculation is correct?

A.						B.					
		2	3	0	3			2	0	4	2
x				3	1	x				1	2
<hr/>						<hr/>					
		2	3	0	3			4	0	8	4
		6	9	3	9			2	0	4	2
		7	1	6	9			2	4	5	0
		7	1	6	9			2	4	5	0



VF

3a. Add >, < or = to make these statements correct.

	8	4	2	0
x			1	1
<hr/>				



92,620

	1	4	3	1
x			2	1
<hr/>				



	2	3	1	2
x			1	3
<hr/>				



VF

3b. Add >, < or = to make these statements correct.

	2	3	3	1
x			1	3
<hr/>				



	1	0	1	2
x			2	1
<hr/>				

99,930



	3	1	2	3
x			3	2
<hr/>				



VF

4a. There are twenty 5ps in one pound. How many 5ps are there in £2,413?



		2	4	1	3
x				2	0
<hr/>					



VF

4b. There are 1,440 minutes in a day. How many minutes are there in 3 weeks?



		1	4	4	0
x				2	1
<hr/>					



VF

Multiplication: Revision and Problems (Session One- Page Two)

5a. Solve the calculation using column multiplication.

$31 \times 5,142 =$




VF

5b. Solve the calculation using column multiplication.

$42 \times 2,307 =$




VF

6a. Which calculation is correct?

A.

		1	3	4	3	
x				3	2	
<hr/>						
		2	6	8	6	
		4	0	2	9	0
<hr/>						
		4	2	9	7	6

B.

		2	1	5	2	
x				2	4	
<hr/>						
		8	6	0	8	
		4	2	0	4	0
<hr/>						
		5	0	6	4	8



VF

6b. Which calculation is correct?

A.

		3	2	0	3	
x				2	7	
<hr/>						
		2	2	4	2	1
		6	4	0	6	0
<hr/>						
		8	6	4	8	1

B.

		7	0	1	5	
x				1	4	
<hr/>						
		2	8	0	6	0
		7	1	1	5	0
<hr/>						
		9	9	2	1	0



VF

7a. Add >, < or = to make these statements correct.

$\begin{array}{r} 3412 \\ \times \quad \quad 14 \\ \hline \end{array} \bigcirc 47,500$

$60,016 \bigcirc \begin{array}{r} 1936 \\ \times \quad \quad 31 \\ \hline \end{array}$

$7,124 \times 19 \bigcirc 2,213 \times 72$



VF

7b. Add >, < or = to make these statements correct.

$6,283 \times 14 \bigcirc \begin{array}{r} 2946 \\ \times \quad \quad 31 \\ \hline \end{array}$

$109,683 \bigcirc 8,429 \times 13$

$\begin{array}{r} 3213 \\ \times \quad \quad 73 \\ \hline \end{array} \bigcirc 233,960$



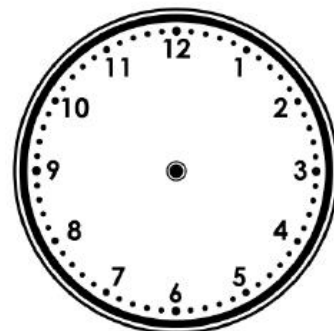
VF

8a. There are 2,750 tickets sold every day of a 2 week concert. How many tickets were sold altogether?



VF

8b. There are 3,600 seconds in one hour. How many seconds are there in 24 hours?



VF

Multiplication: Revision and Problems (Session One – Page Three)

9a. Solve the calculation using column multiplication.

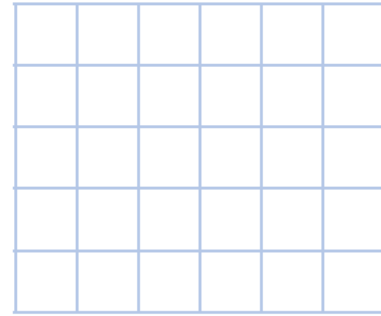
Seventy-four multiplied by two thousand and eighty-six



VF

9b. Solve the calculation using column multiplication.

Four thousand, nine hundred and eighteen multiplied by forty-five



VF

10a. Which calculation is correct?

A.

		4	1	5	4
x				8	3
	1	2	4	6	2
3	2	8	3	2	0
3	4	0	7	8	2

B.

		2	7	9	1
x				5	2
		5	5	8	2
1	3	9	5	5	0
1	4	5	1	3	2



VF

10b. Which calculation is correct?

A.

		5	0	6	3
x				7	1
		5	0	6	3
3	5	4	4	1	0
3	5	9	4	7	3

B.

		8	4	0	7
x				9	4
	3	3	6	2	8
7	5	4	6	3	0
7	8	8	2	5	8



VF

11a. Add >, < or = to make these statements correct.

	5	7	2	5
x			2	3



131,685

292,978



Eight thousand, six hundred and seventeen multiplied by thirty-four

6,395 x 37



4,862 x 68



VF

11b. Add >, < or = to make these statements correct.

Five thousand nine hundred and seventy two multiplied by sixty-three



3,848 x 73

6,952 x 59



411,268

	7	1	6	3
x			5	4



5,038 x 68



VF

12a. An apple pie factory uses six thousand, seven hundred and thirty-six apples each week. How many apples will be used in fifty-two weeks?



VF

12b. There are nine thousand, seven hundred and fifty tickets sold every day of a football tournament in July. How many tickets were sold altogether?



VF

Multiplication: Problems and Puzzles (Session Two – Page One)

4. Mrs. Peters gives three of her children a calculation each.



**Andrew**

$$21 \times 4,143$$



**Belinda**

$$2,123 \times 24$$



**Charles**

$$12 \times 7,133$$

Which pupil has the smallest answer?

7. Mr. Jeffries gives three of his children a calculation each.



**Albie**

$$\begin{array}{r} 4\ 2\ 1\ 6 \\ \times \quad 3\ 2 \\ \hline \end{array}$$



**Becky**

$$24 \times 5,234$$



**Candice**

Two thousand, eight hundred and sixty-five multiplied by 42

Which pupil has the largest answer?

5. A bakery sells boxes of cupcakes. There are 16 cupcakes in a box.

Last year, the bakery sold 1,521 boxes. How many cupcakes did they sell?



The bakery also sells muffins with sprinkles on the top. In one month, they used 2,138 sprinkles.

How many sprinkles will they use in the whole year?

## Multiplication: Problems and Puzzles (Session Two – Page Two)

8. A bakery sells boxes of cupcakes. There are 16 cupcakes in a box.

Last year, the bakery sold three thousand, two hundred and seventy-three boxes. How many cupcakes did they sell?



The bakery also sells muffins with raspberries on the top. In one month, they used two thousand, eight hundred and sixty-nine raspberries.

How many raspberries will they use in the whole year?

6. Melanie is using the following digit cards to complete a multiplication calculation.



She uses three of the digits in this calculation:

$$\begin{array}{r} \square, 2 \square 1 \\ \times \quad \quad 1 \square \\ \hline \end{array}$$

Melanie wants to find calculations which have answers between 25,000 and 35,000.

Find three calculations she could use.

9. Stephanie is using the following digit cards to complete a multiplication calculation.



She uses three of the digits in this calculation:

$$\square 7 5 \square \times \square 4$$

Stephanie wants to find calculations which have answers between ninety thousand and one hundred thousand.

Find three calculations she could use.

## Magic multiplication squares

1. Look at this square

1	12	10
15	2	4

2. Multiply the numbers along the top row. Write the answer.
3. Multiply the numbers along the second row. Write the answer. This is the magic constant of a multiplication magic square. So every row and every column multiply to give this exact same product!
4. Work out the bottom row.
5. Now check all the columns and rows!

What do you notice about the diagonals?

6. Let's try to get a really magic multiplication square! Each row, each column and both diagonals multiply to give the same constant product.
7. Start with this.

12	1	18
	36	

8. Use these clues to help you create a truly magic multiplication square.
- The missing numbers are all single-digit numbers.
  - Two of the numbers in the middle row and both the missing numbers in the bottom row are all factors of 12.
  - The remaining number in the middle row is a factor of the number touching its bottom right corner but it is not a factor of the number above it.
9. Check your square is truly magic by multiplying each row, each column AND the numbers along each diagonal.

## Quick Maths Answer Sheet (Answers for Week Five)

1	$84 \times 6 = \underline{504}$	/1	6	$15.71 + 74.173 = \underline{89.883}$	/1
2	$\frac{48}{100} + \frac{24}{100} = \frac{72}{100}$ or eq.	/1	7	$174.54 - 25.8 = \underline{148.74}$	/1
3	$\underline{22,900} = 100 \times 229$	/1	8	$46,275 - 32,049 = \underline{14,226}$	/1
4	$2.781 + 7.5 = \underline{10.281}$	/1	9	$8^2 + 19 = \underline{83}$	/1
5	$150 \div 5 = \underline{30}$	/1	10	$0.8 \div 80 = \underline{0.01}$	/1
1	$9 - 1.24 = \underline{7.76}$	/1	6	$74 \times 1.4 = \underline{103.6}$	/1
2	$7,308 \div 42 = \underline{174}$	/1	7	$\frac{20}{80} - \frac{4}{20} = \frac{1}{20}$	/1
3	$88 \times 41 = \underline{3,608}$	/1	8	$432 \div 64 = \underline{6.75}$	/1
4	$\frac{1}{8} + \frac{9}{8} = \frac{10}{8}$ or eq.	/1	9	75% of 980 = $\underline{735}$	/1
5	60% of 7,110 = $\underline{4,266}$	/1	10	$4,563 \times 40 = \underline{182,520}$	/1
1	$100 + 980 = \underline{1,080}$	/1	6	$63 \div 7 = \underline{9}$	/1
2	$76 + 189 = \underline{265}$	/1	7	$\underline{30,984} = 30,136 + 848$	/1
3	$982 \div 1 = \underline{982}$	/1	8	$794 - 70 = \underline{724}$	/1
4	$309 - 2 = \underline{307}$	/1	9	$72 \div 9 = \underline{8}$	/1
5	$480 + 787 = \underline{1,267}$	/1	10	$637 \times 6 = \underline{3,822}$	/1

Once you have marked these, email us at [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) and let us know how you got on, and if there are any questions you would like explained fully in a video.



Quick Maths and Maths Challenge Part One (Session Three – Page One)

1	$100 + 926 = \underline{\hspace{2cm}}$	/1
2	$94 + 116 = \underline{\hspace{2cm}}$	/1
3	$835 \div 1 = \underline{\hspace{2cm}}$	/1
4	$762 - 12 = \underline{\hspace{2cm}}$	/1
5	$792 + 223 = \underline{\hspace{2cm}}$	/1

6	$117 \div 9 = \underline{\hspace{2cm}}$	/1
7	$\underline{\hspace{2cm}} = 11,065 + 4,266$	/1
8	$\underline{\hspace{2cm}} = 699 - 10$	/1
9	$195 \div 5 = \underline{\hspace{2cm}}$	/1
10	$547 \times 5 = \underline{\hspace{2cm}}$	/1

1	$32 \times 7 = \underline{\hspace{2cm}}$	/1
2	$60 \times 10 = \underline{\hspace{2cm}}$	/1
3	$\underline{\hspace{2cm}} = 100 \times 725$	/1
4	$3.324 + 9.27 = \underline{\hspace{2cm}}$	/1
5	$468 \div 9 = \underline{\hspace{2cm}}$	/1

8	$10.71 + 67.897 = \underline{\hspace{2cm}}$	/1
7	$136.34 - 40.4 = \underline{\hspace{2cm}}$	/1
8	$67,461 - 20,231 = \underline{\hspace{2cm}}$	/1
9	$4^2 + 42 = \underline{\hspace{2cm}}$	/1
10	$0.3 \div 60 = \underline{\hspace{2cm}}$	/1

1	$6 - 8.11 = \underline{\hspace{2cm}}$	/1
2	$3,773 \div 77 = \underline{\hspace{2cm}}$	/1
3	$99 \times 43 = \underline{\hspace{2cm}}$	/1
4	$\frac{1}{9} + \frac{12}{9} = \underline{\hspace{2cm}}$	/1
5	$30\% \text{ of } 1,831 = \underline{\hspace{2cm}}$	/1

6	$12 \times 4.5 = \underline{\hspace{2cm}}$	/1
7	$\frac{9}{50} - \frac{9}{100} = \underline{\hspace{2cm}}$	/1
8	$546 \div 78 = \underline{\hspace{2cm}}$	/1
9	$85\% \times 128 = \underline{\hspace{2cm}}$	/1
10	$4,022 \times 28 = \underline{\hspace{2cm}}$	/1

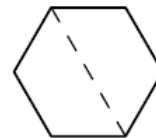
## Quick Maths and Maths Challenge Part One (Session Three – Page Two)

1. The *Cloud Appreciation Society* is an international organisation with forty-three thousand and thirty-three members.

How should I write this number in figures?

- A 40 333                      B 43 033                      C 403 033                      D 4 300 033  
E 40 300 033

2. Anna takes a regular hexagon and cuts it exactly into two halves as shown.



She will get two of which shape?

- A triangle                      B rhombus                      C trapezium  
D pentagon                      E hexagon

3. Jess could see that someone had printed the word **BARBERZ** on the window.

How did it look from the other side of the window?

- A ZЯRЯRAB                      B ZREBRAB                      C BVЯBEЯZ                      D BARBERZ  
E ZREBRAB

4. How many times in 2017 will a working digital clock show the time of 20:17?

- A 2                      B 12                      C 24                      D 52                      E 365

5. Which of these numbers is a multiple of three?

- A 2017                      B 2018                      C 2019                      D 2020                      E 2021

6. For a party, Dolly buys 20 sweets at 15p each, Molly buys 25 sweets at 20p each, Polly buys 30 sweets at 25p each.



How much do they spend in total?

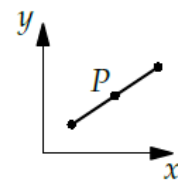
- A £3                      B £8                      C £15  
D £15.50                      E £25.50

7. Sam's exam was meant to begin at 13:45 but started 17 minutes late.

At what time did it begin?

- A 13:28                      B 13:38                      C 13:56                      D 14:02                      E 14:06

8. Nasreen draws a straight line from (2, 2) to (8, 6) on a graph. Point  $P$  is exactly halfway along the line.




What are the coordinates of point  $P$ ?

- A (4, 5)    B (5, 4)    C (4, 4)    D (4, 6)    E (6, 6)

9. Betty Bott's beans each weigh 2.5 grams.

How many beans will Betty have in half a kilogram?

- A 25    B 40    C 50    D 100    E 200

10. Ms Plummet has organised rock climbing for her class at a total cost of £415. She charges each child £12.50 and 30 children pay to go.




What is the difference between the cost and the money she collects from the children?

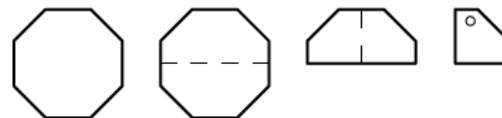
- A £12.50    B £25    C £40  
D £53.50    E There is no difference

11. When Patience asked her Granddad how old he was, he answered, "I am 34 now and will be 33 on my birthday." She looked confused so he added, "After being 50 for a year I started counting backwards on each birthday."

How old will he actually be on his birthday?

- A 33    B 34    C 56    D 67    E 83

12. An octagonal piece of paper is folded in half twice as shown, and a hole is punched through the resulting folded shape.



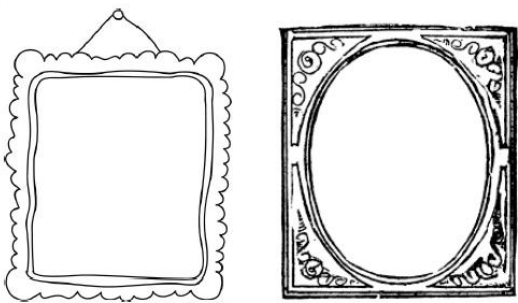

Which of the following does the piece of paper look like when it is unfolded?

- A    B    C    D    E

# History Project Booklet Outlines

**HISTORY**

Who...



Think about...  
Who is famous from this period in history?  
What are they famous for?  
What can you find out about them?

What...

What was life like?  
Think about:  
Food  
Clothing  
Houses  
Jobs  
Life for children

Where & Why...

Key Locations  
Think about:  
Where did people live?  
Where did any important events take place?

Why do we remember this period of history?  
Think about:  
Events we remember for a reason.  
Inventions that were developed which are still used today.

When...

A timeline of Key Events from this period of history.

## Class 5 and Class 6 Art.

Drawing.

Drawing is seen to be a vital skill in almost every area of art, whether you are using a pencil, a paint brush or any other tool that will leave a mark on your paper or any other surface you may wish to use. I think that the main difference between drawing and painting is the importance of 'line'. We generally use line to make the shapes of objects when we draw but often these objects look flat because we use an even line. We need to be able to make a line that can vary in intensity. Can you find interesting things that will make a mark or variety of marks and experiment with them. I have made a few suggestions below.

**You will need to check what you are allowed to use at home! Be careful!**

A stick in wet sand or in mud.

Chalk on a stone or a piece of wood.

A stone on a larger stone.

Wet mud on concrete. You could pour it or use a broom or anything else you think may work.

Try using pencils on different surfaces such as bits of stone or wood or fabric.

Sponges will leave interesting marks on many surfaces and will vary according to how wet or dry they are. Try using a dry sponge on a wet surface or a wet sponge into a wet surface. You could use paint if you have it.

A nail on a stone.

You can always use a combination of different marks.

I want you to go online and look at some of the paintings and drawings that are found in the caves of Lascaux in France. They are 20,000 years old but they were only discovered around eighty years ago. The artists used the natural features of the rock to help them. They made their own colours from natural things they found around them. They may have used tubes to blow the paint at the walls of the caves. Many of the cave paintings are of animals and of human figures and are to do with hunting.

Try doing lots of different drawings and then photograph them as soon as you think they are finished - especially if they are outside. You may like to photograph a drawing done in the mud over a period of time - as it slowly vanishes. Maybe include something in your photographs that shows the scale of your drawings. Notice the 's' on the end of the word drawing!

Now the tricky bit. I want your drawings to be about/of you involved in the act of doing the drawing itself! The more 'action' required to do the drawing, the easier this will be! Could you do a life size drawing or even bigger? This will involve moving around the drawing as you create it. Many of the Lascaux paintings show animals in motion.

Have fun and make sure you post the results. I look forward to seeing them.

Simon has set you this Art Project, which you may have already seen as it is on the website. We have a Year Six blog for the Art project specifically, so you can upload photos of your work for everyone to see.

