

## Class Six: Online Learning Overview

Week Three (Mon 25/01/21)



### English Session 1

Planning a Discussion Text

### Maths Session 1

Decimals – Addition  
including Decimals

### History Project

The Stone Age &  
The Bronze Age

### Spelling Shed Assignment

Using 'ful' as a Suffix

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

### English Session 2

Introductions and  
Conclusions

### Maths Session 2

Decimals – Subtraction  
Including Decimals

### French Session

The Fliperty Randomiser

### Maths Shed Assignment

Multiplication 3, 4, 8 x  
Tables and Related  
Decimals

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

### English Session 3

Writing A Discussion /  
Balanced Argument

### Maths Session 3

Quick Maths Review &  
Challenges

### Wellbeing Session

The Happy Newspaper:  
Everyday Heroes

### Weekly Challenge

Red Cross First Aid  
Lessons:  
Broken Bones



## English Session 1

### Planning A Discussion Text

Watch the video for English Week 3 on the [Video Resource Centre](#) for a full explanation of this session. Over the past two weeks we have studied some [example discussion texts](#) which are based around looking at both sides of an argument. The two [example texts](#) we used have been included again in this pack, for you to use as inspiration as needed.

This week you will be completing the final task in this unit of work, and writing a piece of discussion work which can be added to your writing portfolio for this year as a whole. Rather than setting everyone the same question to consider, I've given you [four potential starting points](#) for your discussion. You are welcome to choose one of these questions to write about, or if there is another debate topic you would like to use, email me ([class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk)) so that we can check, and you can then work on your own ideas.

The main feature of a discussion text is that ideas supporting the initial question are gathered together, and ideas against the question are gathered together. Today, you will need to spend time completing research, and talking to people around you to gather a range of different points of view about the question you have asked. This is very important, as you will need to be able to include your own ideas, and the views of other people of different ages in your report. You are welcome to use the blog site to also gather the views of people in our class to help you gather ideas. I would recommend having between 6 and 8 reasons for and against your main question, with some additional information about each of these so that you can write about it clearly. You can use the [For and Against](#) sheet to help you gather ideas and keep your notes together.

## English Session 2

### Introductions & Conclusions

Watch the video for English Week 3 on the [Video Resource Centre](#) for a full explanation of this session.

Now that you have prepared your points for and against your main question, you need to think about the other two main parts of your finished writing task. The introduction of a discussion text contains information and any necessary background knowledge which helps the reader to understand the question, and gives them enough information to start to form their own ideas.

The conclusion of your piece of writing needs to contain your own thoughts and recommendations, and it is the only section of the piece of work which should be written from your point of view.

Today, you need to draft up your introduction and conclusion. This is a longer process than simply writing it out. You need to write down your ideas, then look at what you have written and edit it so that it is written with a formal style and mature vocabulary, and so that the key information makes sense.

## English Session 3

### Final Writing Task

Watch the video for English Week 3 on the [Video Resource Centre](#) for a full explanation of this session.

In the final session of the Discussion unit of work, you need to bring all of your ideas together to create your final piece of writing. You will need to make sure you keep your written style as formal as possible, and include mature vocabulary choices within your work. Use the drafted versions of your introduction and conclusion from the previous session, and make sure your ideas for and against your key question are all developed fully, and explained clearly. When you have finished your piece of writing, you can use the checklist [here](#) to make sure you have covered all of the features needed. When your work is complete and has been checked, you need to send it to me at [class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk) so that it can be added to your ongoing writing tasks.



## Maths Session 1

Decimals - Adding Decimals with Different Decimal Places

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

Before you start this activity today, you need to watch the video based on Adding Decimals on the BBC Bitesize page here: <https://www.bbc.co.uk/bitesize/articles/z3xx8hv> After this, you can complete the quiz on the same page (re-watch the video if you need any help completing the quiz).

Once you have completed the quiz, you need to have a go at the interactive activity in **activity 2** which is slightly further down the page from the video.

After you are happy with the idea of adding these numbers together, I would like you to complete the [first sheet](#) in your pack which is a practice sheet. This involves solving addition-based questions in a range of ways. Following this you need to complete the 2 [Problem Solving based sheets](#) which are based on addition and decimals.

## Maths Session 2

Decimals - Subtracting Decimals with Different Decimal Places

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

Once again, to begin this session you will need to watch a video based on the method to be used, which you can find here. <https://www.bbc.co.uk/bitesize/articles/z6t3hcv> Following the video, you will need to complete the Quiz (at the top of the page), and the interactive challenge in **activity 2** (towards the bottom of the page).

Once you have complete the online tasks, I would like you to complete the two activities within this pack. Firstly, you have a [sheet](#) with practice based questions – rehearsing the skills. After this you have [two sheets based on solving problems](#) using subtraction of decimals.

## Maths Session 3

Quick Maths Review & Challenges

To begin the quick maths challenges this week I would like you to find the sheet you completed last week, and use the [answer key](#) to mark your answers. If you find that you have made a mistake, don't panic! Have a look at the answer sheet and try to work out where you went wrong. Once you have marked and reviewed your work, pick three questions you would like me to go over more thoroughly in a video, and email me ([class6@bradworthy.devon.sch.uk](mailto:class6@bradworthy.devon.sch.uk)) or leave a blog post with the questions listed. I will make a video which explains how to solve any questions you would like me to explain, and add it to the video resource centre for you to have a look at.

Finally, I would like you to complete the next [Quick Maths Sheets](#), and make sure that you have kept hold of them until next week where you will be able to review them and spot any mistakes.



## History Project

This week our History project is focusing on **The Stone Age & The Bronze Age**.

In the same way as last week, you need to complete some research into these two periods 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

Bonjour la classe!

I've created a Fliperty Randomizer for you for these 2 weeks. A what? I hear you say? A Fliperty Randomizer. It's a fun, visual way to construct sentences using our knowledge from Autumn Term 2. I have also included a location cognate you have not studied and some animal names you studied before this year.

How to play: Go to this link.

<https://www.flippity.net/ra.asp?k=1vzhvpcFRWgv2AtJmYQHGT5LbzG9WkZbu-d1EskIEko>

You will see 5 coloured dials. This can all spin independently or as a whole, to create a random sentence.

Test out the Randomiser in this way. Click the large blue arrow on the far right hand side. This will spin all the dials. Click the smaller blue arrows underneath the columns to spin the individual dials. There is an even smaller arrow to move the dial on one cog.

**Task 1:** Spin the main dial. Read the sentence in your head. Read it out loud. Can you translate it into English?

Beware, some sentences are very silly! Repeat as many times as you wish. If you keep getting the same option in one dial, use the smaller wheel(s) to get a different word(s). If you need to look up a word you cannot remember, use this dictionary: <https://www.collinsdictionary.com/dictionary/english-french>

**Task 2:** When you are feeling confident, spin the randomizer again. Translate the sentence into English, writing them down. Repeat until you have 4 or more sentences. Now, close the screen or remove it from your vision. Can you translate your sentences back into French? Use the Radomizer to check your translations.

Repeat this exercise until you are confident.

**Extra:** If you like, add words to this Fliperty Randomizer with your own ideas. You could research more animals, for example, or add more locations or conjunctions. Use the Collins Dictionary above, NOT Google translate please.

Use this link to see the Excel sheet in which I made the Randomizer.

<https://docs.google.com/spreadsheets/d/1vzhvpcFRWgv2AtJmYQHGT5LbzG9WkZbu-d1EskIEko/edit#gid=0>

You will see how easy it is to add to this table. Here are some instructions if you get stuck.

<https://www.flippity.net/Randomizer.htm>

I haven't included images on my Randomizer, but you could using the instructions. I would LOVE you to send me the link to your funky Randomizer! I promise to send you my reaction and feedback if you do!

Au revoir la classe!

Madame Price

## Wellbeing Session

The Happy Newspaper – Everyday Heroes

The Happy News is a newspaper which is published by Emily Coxhead. It has been developed to focus on positive and 'happy' news from each month. The newspaper is published 4 times a year, and builds up all of the positive stories the author can find. Our school is lucky enough to have been selected to receive some free copies of this newspaper (schools are entered into a raffle each time a new paper is released, and 600 schools are chosen to get free copies each time), and they will be in our Year Five & Six library area when we all get back to school together.

Your task this week is linked to one part of The Happy News – a section where you can think about an Everyday Hero. The Happy News website contains an area where you can nominate an Everyday Hero, and shows you some prior nominations. Have a look at the website

<https://thehappynewspaper.com/everyday-heroes/> and then think of someone who has been an 'Everyday Hero' for you. This could be a family member, a neighbour, a friend, or someone you know outside of your home. Use the Everyday Hero sheet [here](#) to help you think about what this person has done for you that makes them a hero. Make sure you tell the person when you next see them – and show them that you appreciate them! If you want to, you could also nominate them on the website & see if they get included in a future edition of the newspaper.



### Spelling Shed Assignment

This week you have an assignment based on the next set of spellings we would have been studying in class. These words all use the 'ful' suffix, to create new words with new meanings. Try to think about how adding the word 'ful' to the root word changes the meaning – do the changes have anything in common?

The league for these spellings will start on Monday 25<sup>th</sup> January, 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

This week your maths shed assignment is based on facts from the 3x, 4x, and 8x tables, including linked facts such as  $4 \times 4 = 16$ ,  $40 \times 40 = 1600$  etc. This week we are also extending this to involve decimals within the calculations.

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 **3, 4, 8 multiplication facts including decimals**.

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

### Weekly Challenge

Red Cross First Aid Lessons –

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

Follow the link here <https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/broken-bone/> 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 potentially broken a bone. 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.

Are Professional  
Footballers Overpaid?

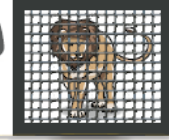
Do We Still Need Zoos?

Should Homework be  
Banned?

Should Children be  
Blocked from YouTube?



# Should animals be kept in captivity?



Animals being kept in captivity (whether it is land or marine creatures) is an issue that has been debated at length for years. In more recent times, various incidents that have occurred involving captive animals harming, and sometimes killing humans have raised the profile of the issue, leaving many people questioning whether it really is safe to remove these creatures from their natural environment. Conversely, the people behind the zoos, marine parks and other leisure attractions believe that nurturing the animals in monitored enclosures protects their species from extinction and allows humans to witness the beauty of such creatures that they may not otherwise be able to.

Without a doubt the strongest argument against captivity is the aforementioned attacks on humans. Their enclosures – which are often far too small to allow comfortable, sufficient movement and living space – lead to anger, stress and frustration. Anti-captivity protestors state that animals, particularly sea creatures, would travel and access space 100 times bigger than the enclosures that house them at the so-called conservation parks. Unbelievable. These aggressive emotions ultimately get taken out on the humans they come into contact with, where not all of those have been trained to deal with such behaviours. Even those who are trained have suffered catastrophic consequences or even died. Although actions have been taken to attempt to reduce the risk of this occurring again, many believe that unless animals are fully released back in to the wild, fatal incidents will continue to occur.

On the other hand, confining animals to such enclosures has meant that certain species have avoided extinction, whereas in the wild they would have been hunted down (or just perished) due to lack of necessary healthcare and protection. Shockingly, according to statistics, since 1999 the number of giraffes in the wild has decreased from 140,000 to approximately 80,000 with only 1,500 of those being in captivity and protected from harm. Keeping animals enclosed and under surveillance is supporting the continuation of their species; equally, it is allowing humans to become educated about such creatures, hopefully leading to better relationships between us and them. A relationship which is much-needed to bring alliance between the two worlds.

To summarise, using the above evidence it is clear that this debate is sure to continue on with neither view prepared to accept the other. The core of the argument is whether the animals are happy whilst confined in these spaces and are the conservation parks really the only alternative to help avoid extinction? Only time will tell, but one thing for certain is that innocent humans cannot continue to perish or become seriously injured due to uncontrolled behaviour from animals that have restricted living conditions. An alternative must surely be devised or the consequences will be detrimental. Detrimental not just for the poor animals but for the human race too.

Video games – electronic games available on various platforms – have become a huge part of modern culture and their popularity rocketed in the 1980s. The earliest example of a video game was in 1947 and, since then, they have played an important role in the entertainment industry for both adults and children. Over the years, we have seen the development of gaming, evolving from coin operated machines in an arcade to simulation type games on platforms such as the PlayStation and Xbox. It is now possible for people to game on the go with portable devices like the Nintendo Switch and the PlayStation Vita. The evolution of video games have posed a very important question: are video games appropriate for our children or are they causing more harm than good?

On the one hand, video games are given a certificate, which should act as a guide for parents as to whether it is appropriate for their child or not. If we assume that parents only buy games that are age appropriate, then video games can cause no harm. Some games (Little Big Planet and Mine Craft) allow children to learn new skills and develop their creative side with very little opportunity for anything inappropriate. Many argue that gaming, in moderation, is good for children as it develops their fine motor skills and trains the brain. A further argument in support for video games, is that if children are spending their time at home on their platforms, they are safe and entertained. If video games didn't exist, then children may spend more time putting themselves in potentially inappropriate situations or being bored. Also, although disputed, many people call video gaming a form of art. There are many elements to creating a game: designing the graphics and art work, creating the music, voicing the characters and writing the script. Many argue that art should be appreciated by all and it is hard to deny how impressive some of the more modern video games are. Considering these things, you can see why many children and adults want to play.

Having said that, it is no secret that many people are opposed to children playing video games and only see this as a bad thing. The main reason being that they consider them to be addictive. There is evidence to suggest that children who spend lots of time playing on their platforms, show addictive behaviours, which could have a negative impact on their performance at school; their willingness to play with their friends or family outside of the virtual world; and their desire to pursue hobbies, play sports or complete homework. Therefore, video games keeping children inside and safe (as mentioned previously), may have a more detrimental effect than a positive one. Furthermore, it is true that video games have certificate ratings but sadly this does not mean it always prevents inappropriate content being played by children. Many popular games played by young people have adult content and exposes them to things that are unsuitable for a younger audience. Another argument against video games is that many are now played online. This could result in children speaking to strangers over the internet and divulging personal information to a potential predator.

In conclusion, having carefully considered both sides of the argument, it seems that there are more convincing arguments against the use of video games with children. There are many aspects of gaming, which can be potentially dangerous and negative to a child. However, it is important to note that, if they were to be used in the right way and in moderation, video games can be positive. Parents and children should be sensible when choosing which game they would like to purchase and play.

## Main Question:

<b>For</b>	<b>Against</b>
Point 1 (and details)	Point 1 (and details)
Point 2 (and details)	Point 2 (and details)
Point 3 (and details)	Point 3 (and details)
Point 4 (and details)	Point 4 (and details)
Point 5 (and details)	Point 5 (and details)
Point 6 (and details)	Point 6 (and details)
Point 7 (and details)	Point 7 (and details)
Point 8 (and details)	Point 8 (and details)

# A Balanced Argument Checklist...

The opening paragraph introduces the argument.	
It contains opposing views of for and against.	
There is evidence to support your arguments.	
There is a concluding paragraph that includes the writer's own opinion.	
It is interestingly written.	
It is written in the third person (except final paragraph).	
The final paragraph is written in the first person.	
It is written using formal and technical language.	
It contains a mixture of causal conjunctions and adverbials that have been used correctly.	



# Adding Decimals with Different Decimal Places

1a. Represent this addition on the place value chart  $2.17 + 0.5$

	ones	tenths	hundredths	thousandths
		●		
+		●		

Now calculate their sum.

4a. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $0.29 + 2.09$
- B.  $0.32 + 1.9$
- C.  $2.1 + 1.22$

8a. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $3.1 + 6.89$
- B.  $4.91 + 5.231$
- C.  $2.8 + 8.12$
- D.  $1.7 + 9.201$

11a. Without calculating the answer which estimate seems most sensible?

$$6.901 + 7.07$$

- 13.9     12     14

1b. Represent this addition on the place value chart  $3.2 + 4.01$

	ones	tenths	hundredths	thousandths
		●		
+		●		

Now calculate their sum.

4b. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $3.01 + 2.5$
- B.  $6.02 + 1.7$
- C.  $5.7 + 2.99$

8b. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $0.321 + 4.89$
- B.  $3.51 + 1.652$
- C.  $5.01 + 0.9$
- D.  $3.4 + 2.65$

11b. Without calculating the answer which estimate seems most sensible?

$$4.9 + 12.099$$

- 16     16.9     17

12a. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $7.39 + 5.731$
- B.  $1.93 + 9.015$
- C.  $3.2 + 8.781$
- D.  $5.9 + 6.189$

12b. Calculate the following and order the sum of the calculations from smallest to largest.

- A.  $12.529 + 5.09$
- B.  $9.352 + 7.19$
- C.  $13.1 + 4.972$
- D.  $15.32 + 2.074$

## Adding Decimals – Problem Solving

1a. Maliyah takes a taxi 2.4 miles to collect her friend, then a further 1.39 miles to the station.

How far did she travel by taxi?



PS

1b. Sheldon tees off for the first hole and hits his golf ball 4.9 metres. When he finds his ball, he then hits it a further 7.05 metres.

How far did he hit his ball in his first two strokes?



PS

2a. Find the missing digits in the calculation below.

3	•	*	
+	2	•	0
		8	3

PS

2b. Find the missing digits in the calculation below.

1	•	6	*
+	2	•	6
		5	9

PS

3a. Hadassah says,



If you line up the decimal points before adding, it will help calculate accurately.

Is he correct?  
Explain your answer.

R

3b. Marcus says,



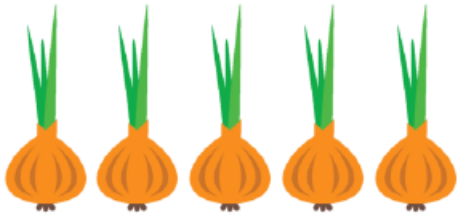
When adding decimals it doesn't matter if you miss a zero out.

Is he correct?  
Explain your answer

R

4a. Duncan weighs out 0.567kg of onions, he checks his recipe and sees he needs to add 0.98kg.

How much onion did the recipe need?



PS

4b. On average an immature oak tree grows 0.069m in winter and 1.83m in summer.

How much does the tree grow in a full year?



PS

5a. Find the missing digits in the calculation below.

	2	●	★	0	7
+	★	●	7	9	★
		1			
	5	●	3	★	9

PS

5b. Find the missing digits in the calculation below.

	★	●	★	★	★
+	3 <sub>1</sub>	●	7 <sub>1</sub>	2	
	4	●	7	1	9

PS

8a. Find the missing digits in the calculation below.

	★	●	8	★	★
+	3 <sub>1</sub>	●	★	8	
			1		
	1	3	●	4	5 3

PS

8b. Find the missing digits in the calculation below.

	6	●	3	★	5
+	4 <sub>1</sub>	●	★	6 <sub>1</sub>	★
	1	★	●	2	4 2

PS

# Subtracting Decimals with Different Decimal Places

1a. Use the column method to complete the calculation:

$$2.38 - 1.2$$

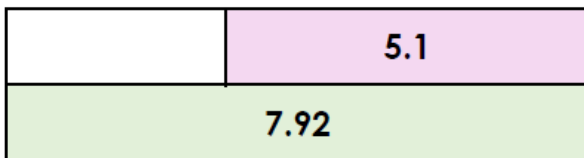

VF

1b. Use the column method to complete the calculation:

$$6.75 - 4.3$$

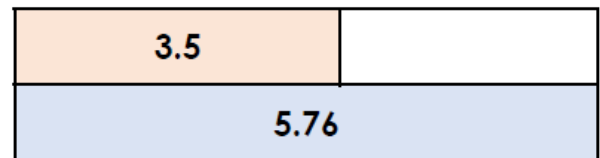

VF

2a. Complete the bar model.



VF

2b. Complete the bar model.



VF

5a. Use the column method to complete the calculation:

$$4.638 - 1.72$$

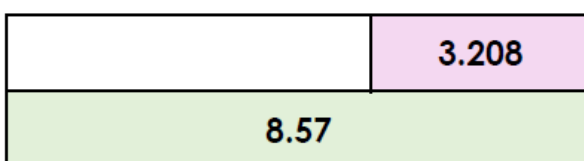

VF

5b. Use the column method to complete the calculation:

$$7.519 - 2.34$$

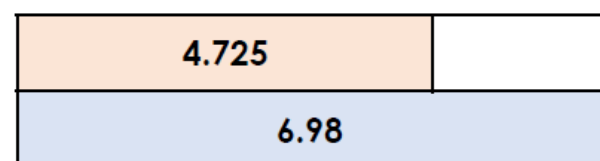

VF

6a. Complete the bar model.



VF

6b. Complete the bar model.



VF

## Subtracting Decimals: Problem Solving

4a. Use the digit cards to complete the subtraction calculation.



$$\begin{array}{r} 5 . \square 7 2 \\ - \square . \square 2 \\ \hline 3 . 9 5 2 \end{array}$$

PS

4b. Use the digit cards to complete the subtraction calculation.



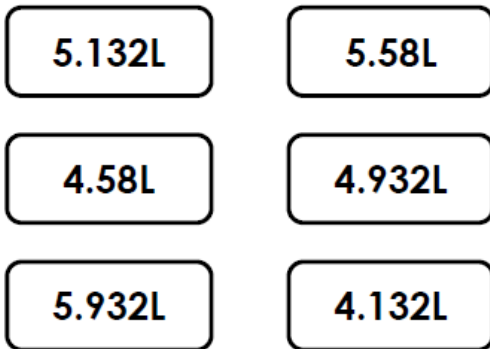
$$\begin{array}{r} 3 . 4 \square \\ - \square . \square 2 8 \\ \hline 2 . 4 0 2 \end{array}$$

PS

5a. There was 9.652L of water in a cooler.

Jess drank 4.72L at the weekend.

Circle the amount left over.

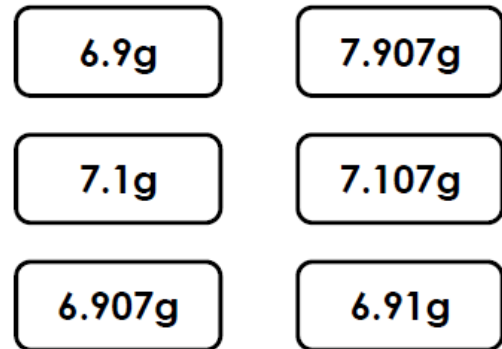


PS

5b. There was 8.657g of salt in a shaker.

Dan added 1.75g of it to his pasta sauce.

Circle the amount left over.



PS

6a. Dennis says,



$$2.98 - 3.295 = 0.315$$

Explain his mistake.

R

6b. Laurie says,



$$6.227 - 3.14 = 3.08$$

Explain her mistake.

R

7a. Use the digit cards to complete the subtraction calculation.



$$\begin{array}{r} 21.4\boxed{\phantom{0}} \\ - 1\boxed{\phantom{0}}.\boxed{\phantom{0}}2\boxed{\phantom{0}} \\ \hline 2.459 \end{array}$$

PS

7b. Use the digit cards to complete the subtraction calculation.



$$\begin{array}{r} \boxed{\phantom{0}}3.47\boxed{\phantom{0}} \\ - 2\boxed{\phantom{0}}.\boxed{\phantom{0}} \\ \hline 6.774 \end{array}$$

PS

8a. There was 12.914L of milk in a fridge.

Holly used 5.39L of it at her café.

Circle the amount left over.

- |        |        |
|--------|--------|
| 7.875L | 7.605L |
| 6.524L | 6.705L |
| 6.875L | 7.524L |

PS

8b. There was 17.804g of butter in a pack.

Mark used 8.29g on his toast.

Circle the amount left over.

- |        |        |
|--------|--------|
| 9.775g | 8.595g |
| 9.595g | 8.514g |
| 9.514g | 8.775g |

PS

9a. Esteban says,



$$17.227 - 3.84 = 14.143$$

Explain his mistake.

R

9b. Alia says,



$$16.012 - 9.04 = 13.032$$

Explain her mistake.

R

### Quick Maths Tasks – Spring Week 3

1	$650 + 379 = \underline{\hspace{2cm}}$
2	$765 - 93 = \underline{\hspace{2cm}}$
3	$59 \times \underline{\hspace{2cm}} = 5,900$
4	$63 \div 9 = \underline{\hspace{2cm}}$
5	5,631 rounded to the nearest 1,000 is $\underline{\hspace{2cm}}$ .

1	$5,648 + 43,057 = \underline{\hspace{2cm}}$
2	$4,409 + \underline{\hspace{2cm}} = 5,000$
3	$4 \times 29 = \underline{\hspace{2cm}}$
4	Subtract three hundred and four from eight hundred and forty-two = $\underline{\hspace{2cm}}$
5	$479 = 979 - \underline{\hspace{2cm}}$

1	$3 \times \underline{\hspace{2cm}} = 33$
2	$11^2 = \underline{\hspace{2cm}}$
3	$44 \div 4 = 1 \times \underline{\hspace{2cm}}$
4	$10 \times 4 \times 3 = \underline{\hspace{2cm}}$
5	$4,832 + 3,840 = \underline{\hspace{2cm}} + 3,832$

1	$6,843 + 100 = \underline{\hspace{2cm}}$
2	$132 \div \underline{\hspace{1cm}} = 11$
3	$9 \times 0 \times 3 \times 2 \times 4 = \underline{\hspace{1cm}}$
4	$46,000 - 2,895 = \underline{\hspace{2cm}}$
5	$11 \times 11 = \underline{\hspace{1cm}}$

1	$995 \div 5 = \underline{\hspace{2cm}}$
2	$63,048 + 5,898 = \underline{\hspace{2cm}}$
3	$6,754,000 \div 1,000 = \underline{\hspace{2cm}}$
4	$7 \times 3 + 2 \times 10 = \underline{\hspace{2cm}}$
5	$\frac{5}{12} + \frac{6}{12} =$

1	$917 + 4,853 = 853 + \underline{\hspace{2cm}}$
2	$371 \times 15 = \underline{\hspace{2cm}}$
3	$45,000 = 3 \times \underline{\hspace{1cm}} \times 1,000$
4	$= \frac{4}{13} \times 3$
5	$\frac{9}{13} \div 2 =$



## Quick Maths: Answer Key

1	$560 + 534 = \underline{\hspace{2cm}} \mathbf{1,094}$
2	$577 - 29 = \underline{\hspace{2cm}} \mathbf{548}$
3	$72 \times \underline{\hspace{2cm}} \mathbf{100} = 7,200$
4	$81 \div 9 = \underline{\hspace{2cm}} \mathbf{9}$
5	4,411 rounded to the nearest 1,000 is <u>          </u> $\mathbf{4,000}$

1	$12 \times \underline{\hspace{2cm}} \mathbf{11} = 132$
2	$3^2 = \underline{\hspace{2cm}} \mathbf{9}$
3	$36 \div 2 = 6 \times \underline{\hspace{2cm}} \mathbf{3}$
4	$5 \times 8 \times 3 = \underline{\hspace{2cm}} \mathbf{120}$
5	$5,875 + 3,630 = \underline{\hspace{2cm}} \mathbf{3,875} + 5,630$

1	$5,886 + 43,027 = \underline{\hspace{2cm}} \mathbf{48,913}$
2	$6,427 + \underline{\hspace{2cm}} \mathbf{523} = 7,000$
3	$4 \times 37 = \underline{\hspace{2cm}} \mathbf{148}$
4	Subtract two hundred and three from six hundred and forty-one = <u>          </u> $\mathbf{438}$
5	$476 = 876 - \underline{\hspace{2cm}} \mathbf{400}$

1	$6,385 + 100 = \underline{\hspace{2cm}} \mathbf{6,485}$
2	$96 \div \underline{\hspace{2cm}} \mathbf{8} = 12$
3	$7 \times 0 \times 9 \times 1 \times 2 = \underline{\hspace{2cm}} \mathbf{0}$
4	$56,000 - 3,482 = \underline{\hspace{2cm}} \mathbf{52,528}$
5	$8 \times 11 = \underline{\hspace{2cm}} \mathbf{88}$

1	$3,600 = 3 \times \underline{\hspace{2cm}} \mathbf{12} \times 100$
2	Eighty-nine thousands and two tens = <u>          </u> $\mathbf{89,020}$
3	<u>          </u> $\mathbf{493} = 493 \div 1$
4	$840 \div 12 = \underline{\hspace{2cm}} \mathbf{70}$
5	$10,000 - 8,617 = \underline{\hspace{2cm}} \mathbf{1,383}$

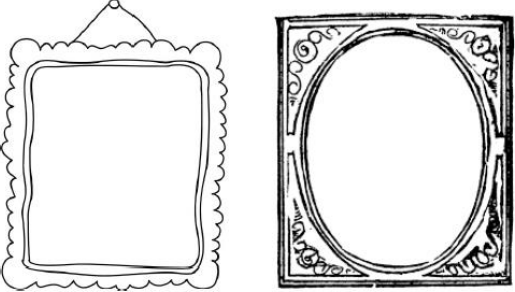
1	$735 \div 5 = \underline{\hspace{2cm}} \mathbf{147}$
2	$54,084 + 7,953 = \underline{\hspace{2cm}} \mathbf{62,037}$
3	$6,475,000 \div 1,000 = \underline{\hspace{2cm}} \mathbf{6,475}$
4	$3 \times 5 + 6 \times 6 = \underline{\hspace{2cm}} \mathbf{51}$
5	$\frac{2}{11} + \frac{4}{11} = \frac{\mathbf{6}}{\mathbf{11}}$

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.

# 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.



*My Everyday Hero*

*Name:*

*Why this person is an everyday hero:*

*By:*

## 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.

