



Year 6 – 17.1.22

Please use the following to support home learning during this time – further document will be available for the duration of your isolation.

To help us feedback to your child, please can you email all your work to: year5and6@fr.coastandvale.academy or **drop off** all your work at school if and when safe to do so. A member of staff will telephone to talk to your child about their learning.

Please continue to check the website: <https://www.friarage.org.uk/> and Facebook page

Mathematics

This week we are learning about place value.

Please use the following link to support learning:

Decimals

Mon: Multiply by 10, 100 and 1,000

<https://vimeo.com/487198038>

Tue: Divide by 10, 100 and 1,000

<https://vimeo.com/488186549>

Wed: Multiply decimals by integers

<https://vimeo.com/490690764>

Thur: Divide decimals by integers

<https://vimeo.com/490691239>

Fri: Division to solve problems

<https://vimeo.com/490691954>

Please watch the teaching video and find the worksheets for each day below.



Remember to access TT Rockstars!

Writing

Monday: continue to write your story inspired by Jotun.

Tuesday: Edit and improve your story. You may need to discuss this with an adult to help identify which paragraph(s) you rewrite.

Wednesday: complete Reader's Theatre using the text provided.

Thursday: use the word lists to help you identify words to clarify. Clarify them using the support sheet provided.

Friday: look at the excellence text. What features can you identify? Think about each feature and the effect it has on the reader.

Reading

Monday: read and text mark the BBC documentary extract.

Tuesday: complete the clarification activity attached. Use Word Hippo to support you.

Wednesday: answer the questions.

Thursday: answer the SATs style questions, paying attention to words in bold and ensure you follow the instructions within the question.

Friday: design a poster to summaries what you have learnt from reading the BBC extract. Your target audience is Y5.

Spellings:



Spelling Shed

Remember to access Spelling Shed

Other Online and Offline Activities

French

Complete the Oak academy lesson:
<https://classroom.thenational.academy/lessons/saying-the-months-cmv66c>

Months



National Literacy Trust Activities

<https://literacytrust.org.uk/family-zone/>

Theme: this week we are designing our own longships. We will be building them next week. We would like you to watch and read the information using the links provided and design your own longship.

[Viking longships - KS2 History - BBC Bitesize](#)

[Viking traders and explorers - BBC Bitesize](#)



<https://www.youthsporttrust.org/resources/coronavirus-support/after-school-sport-club>

Have a try at these physical activities

Have a go at reading these Phonic books at home.

<https://home.oxfordowl.co.uk/>



[Internet Safety](#)

[Complete the task](#)



Complete the Oak academy lesson:
<https://classroom.thenational.academy/lessons/how-do-humans-digest-food-60rp4c>

How do humans digest food?

New Uniform

Design a new Friarage school uniform.

Letter to a friend.

Write a letter to a friend. If you cannot post it, remember to give it to them when you see them.

What can you see!

Look out of your window and draw a picture of what you can see.

Maths worksheets:

Multiply by 10, 100 and 1,000



1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
			●●	●●●	

a) $2.3 \times 10 =$

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

b) $2.3 \times 100 =$

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

c) $2.3 \times 1,000 =$

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

2 Complete the diagram.



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

4.4×1

Th	H	T	O	Tth	Hth
				●	

4.4×10

Th	H	T	O	Tth	Hth
				●	

4.4×100

Th	H	T	O	Tth	Hth
				●	

$4.4 \times 1,000$

Th	H	T	O	Tth	Hth
				●	

b) Complete the calculations.

$4.4 \times 1 =$

$4.4 \times 10 =$

$4.4 \times 100 =$

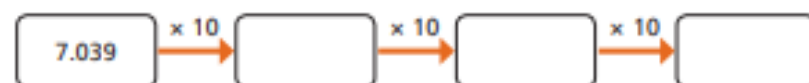
$4.4 \times 1,000 =$

What do you notice?

4 Complete the calculations.

- a) $13.44 \times 10 =$ d) $4.4 \times$ $= 4,400$
- b) $41.4 \times 100 =$ e) $= 1.03 \times 100$
- c) $0.415 \times 1,000 =$ f) $30.44 =$ $\times 10$

5 Complete the diagrams.



What do you notice? Why does this happen?



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

- $1.4 \times 10 \times 10 \times 10$ $1.4 \times 1,000$
- $1.4 \times 10 \times 100$ $1.4 \times 1,000$
- $1.4 \times 10 \times 10$ $1.4 \times 1,000$
- $1.4 \times 10 \times 2$ 1.4×100

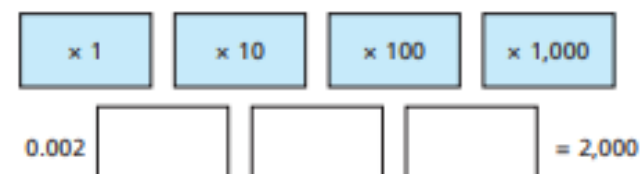
7 Kim is calculating 14.3×200
She writes this as her answer.

$$14.3 \times 200 = 28.600$$

Explain Kim's mistake.

8 Use the cards to complete the calculation.

You can use each card more than once.



How many ways is it possible to complete this calculation?

Talk about it with a partner.

Divide by 10, 100 and 1,000

- 1 Complete the calculations and sentences.

Use place value counters to help you.

Th	H	T	O	Tth	Hth
	●	●●●●			

a) $140 \div 10 =$

When the number is divided by 10 the counters move place to the right.

b) $140 \div 100 =$

When the number is divided by 100 the counters move places to the right.

c) $140 \div 1,000 =$

When the number is divided by 1,000 the counters move places to the right.

- 2 Complete the diagram.



- 3 a) Draw counters to represent the calculations.

$123 \div 1$

H	T	O	Tth	Hth	Thth

$123 \div 10$

H	T	O	Tth	Hth	Thth

$123 \div 100$

H	T	O	Tth	Hth	Thth

$123 \div 1,000$

H	T	O	Tth	Hth	Thth

- b) Complete the calculations.

$123 \div 1 =$

$123 \div 10 =$

$123 \div 100 =$

$123 \div 1,000 =$

What do you notice?

4 Complete the calculations.

a) $16 \div 10 =$

d) $332 \div$ $= 0.332$

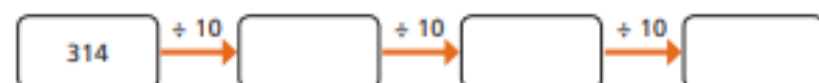
b) $43.4 \div 100 =$

e) $2.4 \div 200 =$

c) $614 \div 1,000 =$

f) $5.09 =$ $\div 20$

5 Complete the diagrams.



What do you notice? Why does this happen?



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

$5,400 \div 10 \div 10 \div 10$ $5,400 \div 1,000$

$60 \div 100 \div 10$ $600 \div 100$

$5.7 \div 10$ $57 \div 100$

$5,601 \div 1,000$ $5.601 \div 10$

7 Dexter is solving the calculation $5,400 \div 100$

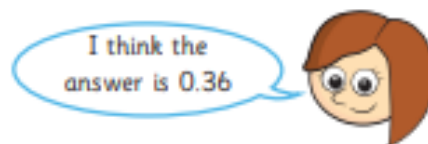


I think the answer is 54.00

Is Dexter correct? _____

Explain your reasoning.

8 Rosie is solving the calculation $3,600 \div 200$



I think the answer is 0.36

Is Rosie correct? _____

Explain your reasoning.

Multiply decimals by integers

1 Use place value counters to solve the calculations.

a) $3.2 \times 3 =$

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

b) $4.6 \times 2 =$

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

2 Solve the multiplication. Draw your answer.

$12.2 \times 3 =$

Tens	Ones	Tenths



3 Nijah uses long multiplication to solve 3.72×3

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

Use long multiplication to work out the calculations.

a)

		4	8	6
	x			4

b)

		2	0	9
	x			6

4 Work out the multiplications.

a) $5.2 \times 4 =$

d) $= 2.34 \times 3$

b) $14.3 \times 3 =$

e) $11.505 \times 4 =$

c) $6 \times 9.1 =$

f) $9.602 \times 6 =$

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



- 6 Work out the multiplications.

a) $7.2 \times 2 =$ b) $= 3.45 \times 3$
 $7.2 \times 4 =$ $= 34.5 \times 3$
 $14.4 \times 4 =$ $= 345 \times 3$
 $7.2 \times 8 =$

- 7 Amir is solving 3.4×4



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

Do you agree with Amir? _____
Explain why.

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

1	2	3	4
---	---	---	---

<input type="text"/>	·	<input type="text"/>	<input type="text"/>	×	<input type="text"/>
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- a) How many different products can you make?

- b) What is the greatest possible product?

- c) What is the smallest possible product?

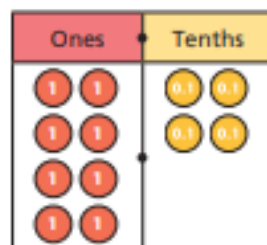
- d) What is the product closest to 12?

Compare answers with a partner.

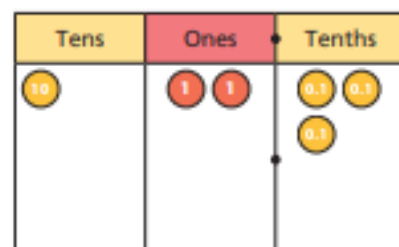
Divide decimals by integers

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

a) $8.4 \div 4 =$

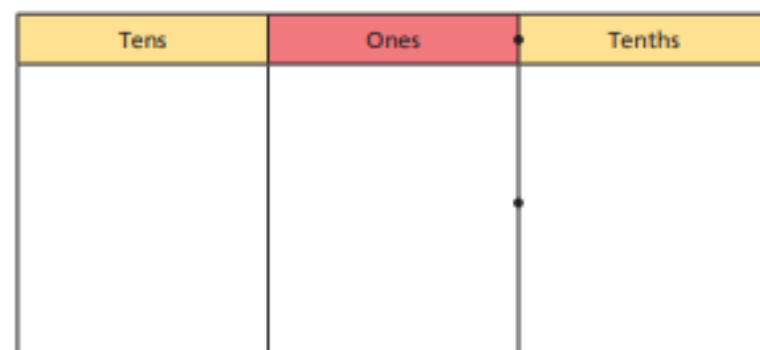


b) $12.3 \div 3 =$



- 2 Work out the division. Draw your answer.

$16.4 \div 4 =$



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

		0	2	2
6	1	3	2	

Use short division to work out the calculations.

a)

7	2	2	4	

b)

8	1	8	4	8

- 4 Work out the divisions.

a) $25.6 \div 8 =$

d) $= 19.45 \div 5$

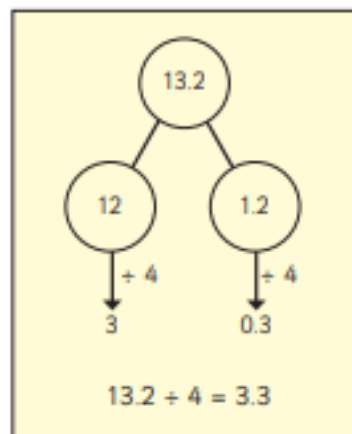
b) $14.8 \div 4 =$

e) $202.35 \div 3 =$

c) $18.48 \div 6 =$

f) $105.12 \div 9 =$

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

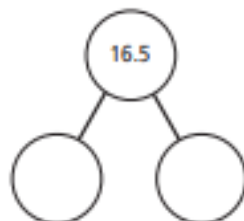


Use Esther's method to complete the part-whole model and calculation.

a)



b)



$$9.2 \div 4 = \boxed{}$$

$$16.5 \div 3 = \boxed{}$$

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



- 6 Work out the divisions.

a) $9.64 \div 4 = \boxed{}$

$$96.4 \div 4 = \boxed{}$$

$$0.964 \div 4 = \boxed{}$$

$$9.64 \div 8 = \boxed{}$$

b) $19.44 \div 9 = \boxed{}$

$$19.53 \div 9 = \boxed{}$$

$$19.62 \div 9 = \boxed{}$$

- 7 Fill in the missing numbers.

$$3.6 \div 4 = 36 \div \boxed{}$$

$$3.6 \div 4 = \boxed{} \div 8$$

- 8 Complete the calculation.

$$8.4 \div \boxed{} = 4.2 \div \boxed{}$$

How many different solutions can you find?

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

Division to solve problems

White
Rose
Maths

- 1 There are 1,360 children in a school.
A quarter of the children walk to school.
How many children walk to school?



- 2 Huan has saved his pocket money for 5 weeks.
He gets the same pocket money every week.
He has saved £16.65
How much pocket money does Huan get each week?



- 3 Tom is running a 6-kilometre race.
He has run one-third of the race so far.
How many more kilometres does Tom have left to run?



- 4 Dora, Ron and Teddy are making paper chains.



Dora

My paper chain
is 1.1 m long.



Teddy

My paper chain
is three times longer
than Ron's.



Ron

Dora's paper chain
is twice as long
as mine.

- a) How long is Ron's paper chain?

- b) How long is Teddy's paper chain?

- 5 A water bottle holds 2 litres.
A leak in the bottle means 25 ml drips out each day.
How many days will it take until the bottle is empty?

 days

- 6 a) A school bus can hold 30 people.
There are 726 children going on a school trip.
How many buses are needed?



- b) A cake needs 4 eggs.
How many cakes can be made from 345 eggs?



- 7 Shop A sells 5 tins of paint for £23.40
Shop B sells 3 tins of the same paint for £14.01



Which shop should Aisha buy her paint from? _____
Explain your reasoning.

- 8 $146 \div 5 = 29$ remainder 1
 $117 \div 4 = 29$ remainder 1



This means that
 $117 \div 4 = 146 \div 5$

Do you agree with Whitney? _____
Explain your thinking.

- 9 I'm thinking of a 3-digit number.
When I divide it by 5, I am left with a remainder of 3
When I divide it by 10, I am left with a remainder of 8
It rounds to 200 to the nearest 100
It has one hundred.
What could my number be?

Create your own problem like this for a partner.

Reading

Monday

In 793, a Viking raid on Lindisfarne caused much anxiety throughout the Christian west and is now often taken as the beginning of the Viking Age. The D and E versions of the *Anglo-Saxon Chronicle* record:

"In this year fierce, sinister omens came over the land of the Northumbrians, and the wretched people shook; there were extreme whirlwinds, lightning, and fiery dragons were seen flying in the sky. These signs were followed by great famine, and a little after those, that same year on 6th January, the ravaging of wretched heathen people destroyed God's church at Lindisfarne."

"Never before has such terror appeared in Britain as we have now suffered from a pagan race ... The heathens poured out the blood of saints around the altar, and trampled on the bodies of saints in the temple of God, like dung in the streets."

The English seemed to have turned their back on the sea as they became more settled. Many monasteries were established on islands, headlands, river mouths and cliffs. Isolated communities were less prone to interference and the politics of the heartland. The amazement of the English at the raids from the sea must have been matched by the amazement of the raiders at such vulnerable, wealthy and unarmed settlements. These initial raids, unsettling as they were, were not followed up.

Tuesday 18th January 2022

Clarification for Understanding.

L.O: to clarify the meaning of tier two and three vocabulary.

Word	Meaning	Use it in a sentence
Heathen	A person who does not a Christian religion.	The early Vikings were considered heathens because they did not follow Christianity.

Can you complete this grid to help other learners access the text and understand it more?

Words to clarify:

- Anxiety
- Famine
- Ravaging
- Altar
- Saints
- Temple
- Monasteries
- Isolated
- Prone

Please choose 5 of these to clarify. Be ready to share your work.

Wednesday

Looking question



- a) Find a record **a word/group of words** which tell the reader the warriors were not Christian.
- b) Find a copy **the word** which tells the reader the monks were without support.

Clue question



How accurate are the accounts of what happened in Lindisfarne? Explain your thinking and support your answer using quotes from the text.

Thinking question



Is it ever acceptable to kill for personal gain?

Thursday

1. In what year did the Vikings attack Lindisfarne?

1 mark

2. Look at the BBC extract.

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The English were not expecting the attack.	
The Vikings did not respect the monks and their religion.	

2 marks

3. What do you think 'fiery dragons' refers to in the extract from the Anglo-Saxon chronicles?

1 mark

4. Look at page 2.

Why did the raid cause much anxiety throughout the Christian community?

Tick **one**.

They were fearful of future attacks.

☐

Because they had stolen religious artefacts.

☐

Farmers worried Vikings would take their livestock.

☐

1 mark

5. Look at page 2.

(a) Tick one box in each row to show whether each of the following were true or false:

	True	False
Monasteries were built along the coast because there had never been attacks like the raid on Lindisfarne before.		
The Vikings only took gold from the monks.		
The monks were not able to defend themselves or their monastery.		
The monastery suffered significant damage as a result of the attack.		

Writing

Monday

Beast of the Moors



THIS ferocious Asian Leopard cat, shot dead on a Devon farm, is the first solid clue to the twenty year mystery of the Beast of the Moors.

Farmers say the Beast has slaughtered hundreds of lambs, and now experts agree the cats may be breeding in remote corners of the moors.

The animal was killed by a farmer near Widdecombe on Dartmoor, where a lamb was found with its head ripped off earlier this month.

It was identified at Paignton Zoo as a young adult leopard cat. The animals, which prowl the forests of South East Asia, can grow to twice the size of a domestic cat, and pull down prey as large as small deer.

Zoo curator Colin Bath said: "It may be an escaped or abandoned pet, but there could well be others out there."

Farmers have said for years that big cats are stalking Exmoor and Dartmoor.

Marksman

There have been frequent sightings but police marksmen and even a crack squad of Royal Marines have failed to track down the Beast.


Agriculture Ministry vet Tony Keel said: "It is unlikely an animal like this could be imported easily. If they are breeding there the cat's parents could be the Beast."

The shooting has brought a new fear - rabies. Local vet Neville Harrison said: "The cat could have been brought in illegally, without quarantine."

Agriculture Ministry experts are checking the body for the killer disease and farmers have been warned to watch livestock for symptoms.

Tuesday

1 point	2 point	3 point
Solid Experts Identified Beast Frequent	Ferocious Slaughtered Prowl Domestic Illegally Imported Marksmen	Curator Agriculture Ministry Quarantine

 <p>Key word in the spotlight</p>	<p>Use the key word correctly in a sentence</p>	
<p>Synonyms</p>	<p>Create a question where the key word is the answer</p>	<p>Draw a picture to illustrate the key word</p>



Key word in the spotlight

Use the key word correctly in a sentence

Synonyms

Create a question where the key word is the answer

Draw a picture to illustrate the key word



Key word in the spotlight

Use the key word correctly in a sentence

Synonyms

Create a question where the key word is the answer

Draw a picture to illustrate the key word

Friday

Feature

Effect

T= non-fiction newspaper report

A= peers

P = to report and inform.

|

Vikings

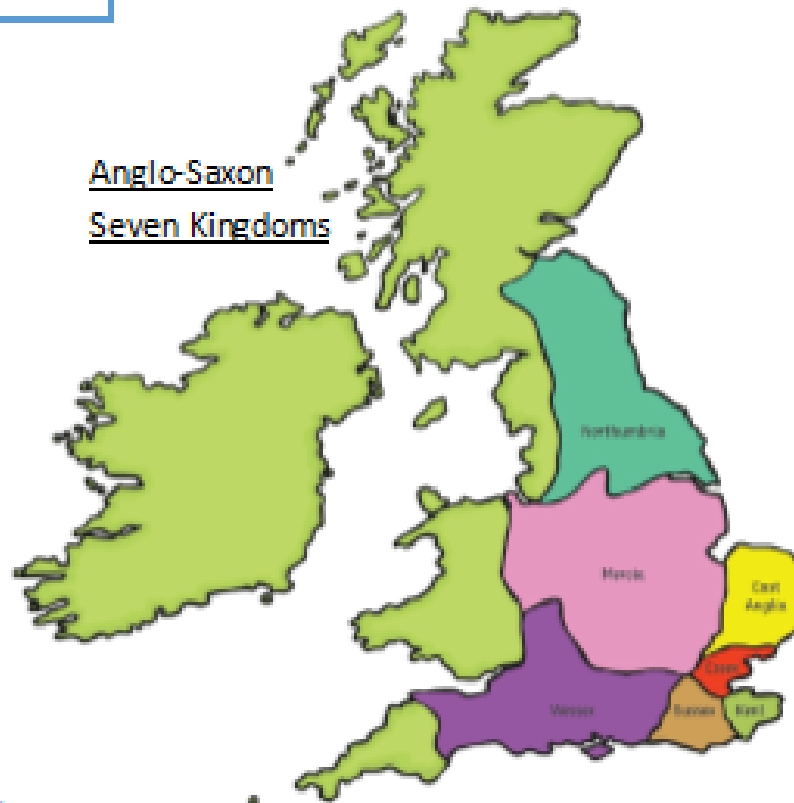
The Vikings (also known as **Norsemen**) came from the countries we now call **Norway, Sweden and Denmark**. This area is known as **Scandinavia**. Norse men travelled the seas on **longboats** raiding and **plundering** lands. The Viking Age in Britain began around 1200 years ago and lasted for just over 200 years. Around the year 790 AD, Vikings first started to raid Britain. They started out as short trips to steal treasure and take slaves. In time, Vikings drove Saxons out of part of Britain and made their homes. The Saxon King, **King Alfred of Wessex**, fought them in a great battle but he could not stop them at first so had to let them have part of the country in a treaty known as **Danelaw**.



Key Knowledge

- Britain was split into seven kingdoms in 660AD: Northumbria, Mercia, East Anglia, Essex, Wessex, Sussex and Kent
- The Vikings were invaders and settlers who came from Scandinavia and travelled by longboats
- The word 'Viking' meant 'pirate raid' in the Old Norse language

Anglo-Saxon Seven Kingdoms



Timeline of Key Events:

- 700 AD** The Viking Age begins
- 793 AD** Viking attacks on Lindisfarne
- 842 AD** Viking raids on London
- 865 AD** Great Heathen Army invade
- 866 AD** Vikings capture York (which they named Jorvik) and make it their kingdom
- 878 AD** Battle of Edington
- 927 AD** Athelstan unites English kingdoms
- 950 AD** Vikings from Ireland & Isle of Man raid the west coast of Wales
- 991 AD** Battle of Maldon leads to the first payments of Danegeld
- 994 AD** Danish attack on London fails
- 1000 AD** Vikings reach Newfoundland
- 1013 AD** King Sven of Sweden lands and becomes King of England
- 1016 AD** King Cnut becomes King of England
- 1042 AD** Saxon Edward the Confessor returns to become King of England
- 1066 AD** Edward the Confessor dies, leading to several contenders claiming the throne. Harold Godwinson becomes King, but is killed by William the Conqueror at the Battle of Hastings.

Key Vocabulary

Anglo-Saxons—the main group of people living in Britain when the Vikings invaded

Danegeld—money paid to Vikings to stop them from raiding

Danelaw—The area of England ruled by the Vikings

Long ship—A Viking ship with a sail and oars, also called a dragon ship, which was used fighting and carrying out raids

Monastery—A place where people who have dedicated their lives to religion live, e.g. monks and nuns

Norse—the medieval language of Norway, Iceland, Denmark and Sweden

Norsemen—the name given to people living in Scandinavia at the time of the Vikings (it means 'men of the north')

Pagan—A person who believed in many gods

Plunder—take loot during a raid, often causing damage at the same time

Raid—a surprise attack

Rune—a letter from the alphabet used by the Vikings (there were only 16)

Saga—a long Viking poem, which tells the stories of warriors and heroes

Scandinavia—An area in Northern Europe that includes countries such as Norway, Sweden and Denmark

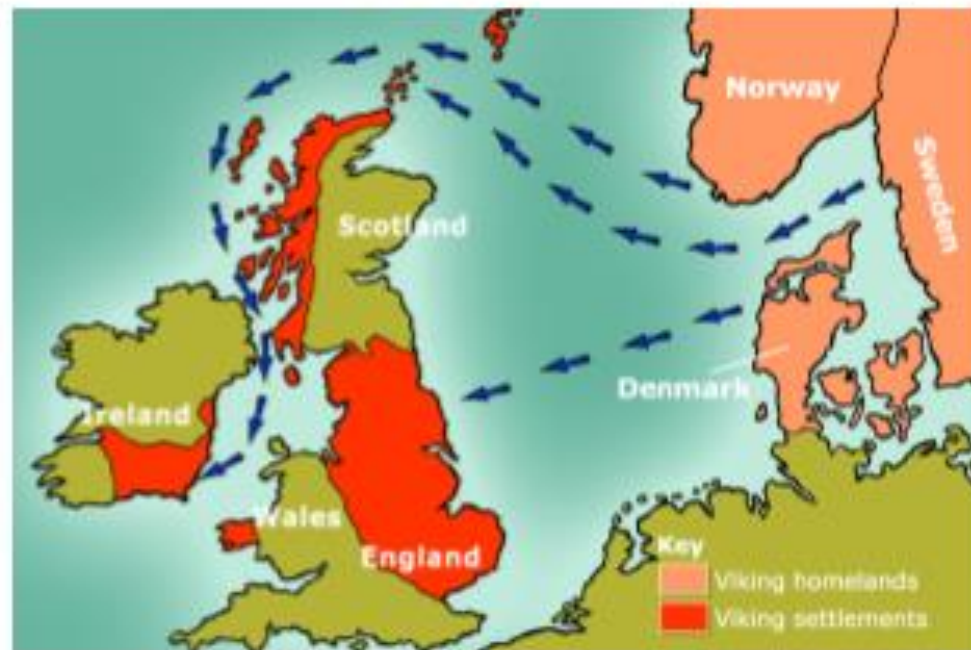
Thatched—A roof covered in straw

Trade—sell items for money, or swap them for other items

Trader—A person who sells goods

Treaty—an agreement made between two or more people, groups or countries.

Valhalla—the place Vikings believed they would go to after death if they died fighting bravely in battle



Important People

☐ **King Alfred the Great (849-899 AD)** — King of Wessex from 871 to 899 AD, defended Wessex from the Viking conquest

☐ **Aethelstan (894-939 AD)** — First King to unite English kingdoms,

☐ **King Cnut (995-1035 AD)** — Viking King of England, Denmark and Norway between 1028 and 1035

☐ **William the Conqueror (1028—1087 AD)** — became King of England in 1066 after winning the Battle of Hastings.



Key Questions

- Why do we have blood?
- How does our heart work?
- How does blood travel around our bodies?
- How are nutrients and water transported around our bodies and why do we need them?
- Why is it important to exercise and eat a healthy diet?
- What happens to our heart rate when we exercise and why?

What should I already know?

- The basic needs of animals for survival (water, food, air)
- The importance of exercise, hygiene and a balanced diet
- Animals get nutrition from what they eat
- Some animals have skeletons for support, protection and movement
- The basic parts of the digestive system
- The different types of teeth in humans
- Respiration is one of the seven life processes
- The life cycle of a human and how we change as we grow

What is the circulatory system?

- The circulatory system is made of the heart, lungs and the blood vessels.
- Arteries carry oxygenated blood from the heart to the rest of the body.
- Veins carry deoxygenated blood from the body to the heart.
- Nutrients, oxygen and carbon dioxide are exchanged via the capillaries.

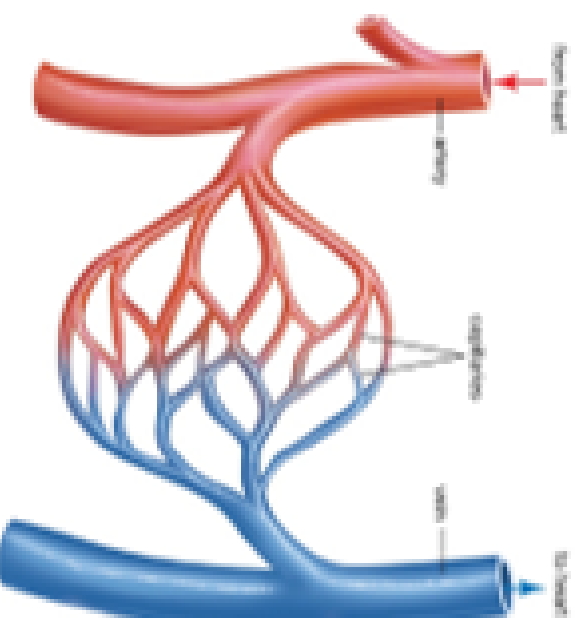
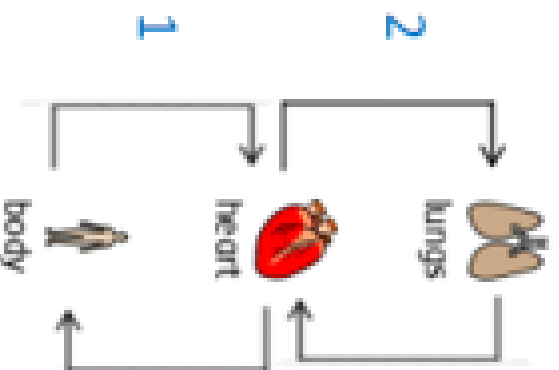


Diagram of the Circulatory System

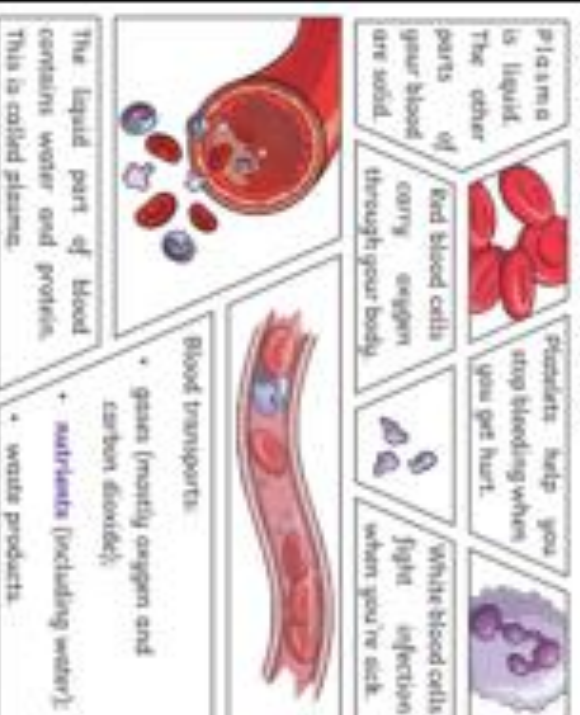


1. Deoxygenated blood is sent to the heart from the rest of the body.
2. This is then sent from the heart to the lungs. Here, the blood picks up oxygen and disposes of carbon dioxide.
3. Oxygenated blood is then sent back to the heart.
4. The heart sends the oxygenated blood back to the rest of the body.

How often your heart pumps is called your **pulse**.

What do we need blood?

Blood is made up of four main parts: plasma, red blood cells, platelets and white blood cells. They each have different jobs and are all important to help our bodies work and ensure that we can live.



Why are exercise and diet important?

Exercise can:

- Tone and strengthen muscles, including the heart
- Improve blood circulation and the amount of oxygen around the body
- Increase fitness
- Release brain chemicals which help you feel calm, relaxed and happier
- Reduce excess fat
- Improve skin
- Help you get better quality sleep

Eating a good balance of different nutrients and foods in the right amounts help to keep your body healthy and working as it should. It can also help to protect our bodies from some diseases.



Vocabulary

Arteries	A tube that carries oxygenated blood from your heart to the rest of your body
Blood vessels	Narrow tubes through which your blood flows (arteries, veins and capillaries are blood vessels)
Capillaries	Tiny blood vessels which connect arteries and veins
Carbon dioxide	A gas produced when animals and humans breathe out
Circulatory system	The system which circulates blood around the body, supplying nutrients and oxygen and removing waste products such as carbon dioxide
Deoxygenated	Blood that doesn't carry oxygen
Heart	The organ that pumps blood around the body
Lungs	Two organs which oxygenate blood and remove carbon dioxide through breathing
Nutrients	Substances which help plants and animals to grow
Organ	A part of your body that has a particular purpose
Oxygen	A colourless gas which animals and plants need in order to survive
Oxygenated	Blood which contains oxygen
Pulse	The regular beating of blood through your body, affected by exercise and activity
Respiration	The process of respiring (breathing), inhaling and exhaling air
Veins	A tube that carries deoxygenated blood from the body to the heart