

**Maths activities - Year 6**

**Week beginning: 20.04.20**

**As well as these you can also do the Week 3 daily activities in Purple Mash**

<b>Activity</b>	<b>Challenge</b>	<b>Additional activities</b>
Maths: Pick a chapter from both your revision guide and workbook and complete the work. If you have completed the workbook, then choose a chapter to revise.	Create at least two problems based on the mathematical concept that you revised in your guide.  Solve the problems that you have created.	My Maths: as set Monster SATs

**Children can continue with the work in their revision guides and workbooks if they want to.**

**Or**

**Children can do the activities below, or both if they want.**

Email Mr Marsh or Miss Boulter if you have any questions or want to send work.

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<u>MONDAY 20<sup>th</sup></u>	<u>Challenge activities</u>	<u>Additional activities</u>
<p>Maths: Choose a task OR challenge yourself by completing them all!</p> <p>A) <b>Place value</b>: how many hundreds, tens and ones are there in the following numbers? 676, 863, 980, 312, 607, 341</p> <p>B) <b>Place value</b>: how many ten thousands, thousands, hundreds, tens and ones are there in the following numbers? 74,535 65,764 89,096 45,005</p> <p>C) <b>Place value</b>: how many thousands, hundreds, tens, ones, tenths and hundredths are there in the following numbers? 7865.87, 8765.98, 6543.09 6541.11, 9079.07, 4002.76</p> <p><b><u>What is meant by place value?</u></b> This refers to what each individual digit represents within a number. For example, in the number <b>7263.86</b> There are <b>7</b> thousands. There are <b>2</b> hundreds. There are <b>6</b> tens. There are 3 ones. There are <b>8</b> tenths. There are <b>6</b> hundredths.</p>	<p>Multiplication quiz: write a list of <b>30</b> incomplete multiplication number sentences (e.g <math>5 \times 4 =</math> ).</p> <p>Time yourself as you complete your quiz- how well did you do?</p>	<p>My maths: as set (check daily) <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p>Purple Mash. Choose a maths game /times tables activity <a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p>

<u>TUESDAY 21<sup>st</sup></u>	<u>Challenge activities</u>	<u>Additional activities</u>
<p>Maths: Multiplication- Choose a task or challenge yourself by completing both!</p> <p>A) Multiply 3 1-digit numbers. Have a go at completing 8 examples. E.g. <math>6 \times 5 \times 2 =</math> <math>6 \times 5 = 30</math> <math>30 \times 2 = 60</math></p> <p>B) Multiply 3 2-digit numbers. Have a go at completing 8 examples. E.g. <math>12 \times 16 \times 14 = 2688</math></p> <p><u><a href="#">If you need help...</a></u> Log onto your MyMaths account, click on Practice, go to Page 5 and click on Short and Long Multiplication.</p>	<p><u>Multiplication quiz</u>: use the same incomplete multiplication number sentences as yesterday and complete your quiz.</p> <p>Can you beat your time?</p>	<p>My maths: as set (check daily)</p> <p><a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p>Purple Mash. Choose a maths game/times tables activity</p> <p><a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p>

<u>WEDNESDAY 22<sup>nd</sup></u>	<u>Challenge activities</u>	<u>Additional activities</u>
<p>Maths: Choose a <b>word problem</b>:</p> <p>A) Amy has 16 sweets. She wants to share these with 4 of her friends so that each child has an equal number of sweets. How many sweets does each child get? Show your working out.</p> <p>B) There are 63 children in Year 5. Miss Modha and Mr Currie want to split the children into 3 equal groups. How many children will there be in each group? Show your working out.</p> <p>You could have a go at gathering X number of small items (sweets, coins etc.) and try sharing them out. How many groups would you need?</p> <p><u><a href="#">Steps to solving word problems</a></u></p> <ol style="list-style-type: none"> <li>1. Read the question.</li> <li>2. Reread the question.</li> <li>3. Identify the key information.</li> <li>4. Visualise the problem/use equipment (e.g sweets).</li> <li>5. Identify the operation- Will you need to add, divide, multiply or subtract?</li> <li>6. Work out the problem.</li> <li>7. Check your answer.</li> </ol>	<p>Using the method of <b>long division</b>, complete the following and explain your method.</p> <p><math>540 \div 12 =</math></p> <p>Have a look at this video, if you need some help: <a href="https://www.youtube.com/watch?v=crHFFL4_gTU">https://www.youtube.com/watch?v=crHFFL4_gTU</a></p>	<p>My maths: as set (check daily) <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p> <p>Purple Mash - Choose a maths game /times tables activity <a href="https://www.purplemash.com/login/">https://www.purplemash.com/login/</a></p>

## THURSDAY 23<sup>rd</sup>

## Challenge activities

## Additional activities

Maths:

Have a go at adding numbers together- 3 digit add a 3 digit.

For example:  $124 + 263 = 387$

Try to complete 10 of your examples.

Consider what methods you could use: column addition or partitioning.

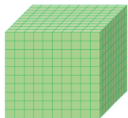

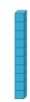

Have a look at this video, if you need some help: <https://www.youtube.com/watch?v=FiggoORt6to>

### Can you play the role of a teacher?

How would you teach someone else how to add 2 4-digit numbers together?

#### Steps to follow:

1. Add 2 4-digit numbers together and say aloud what you are doing at each stage.
2. Write this down, each step at a time.
3. You could make your own dienes equipment using paper. This would help you with your explanation.

Thousands	Hundreds	Tens	Units/Ones
 1000	 100	 10	 1

4. Consider carefully how a teacher would explain a new concept. E.g. they would speak slowly and clearly.  
Tip: think about place value.

My maths: as set (check daily)

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## FRIDAY 24<sup>th</sup>

Maths:

Add the following fractions together. E.g.  $1/5 + 1/5 = 2/5$

Have a look at this video:

<https://www.youtube.com/watch?v=mO53rHEIQr4>

Can you complete the following? Have a go at drawing a picture for each fraction as shown in the video.

$$1/3 + 2/3 =$$

$$2/6 + 1/6 =$$

$$4/7 + 2/7 =$$

$$2/9 + 1/9 =$$

**Extension:**

$$1/5 + 6/5 =$$

Can you convert the improper fraction into a mixed number fraction? This is explained during the last section of the video above.

### Key terms

**Improper fraction**- where the top number (the numerator) is larger than the bottom number (the denominator) in a fraction. E.g.  $9/4$ ,  $5/3$

**Mixed number fraction**- where there are whole numbers alongside a fraction. E.g. 1 whole  $2/3$

## Challenge activities

Challenge yourself by completing a 'Show it, draw it, explain and prove it' for: 1 whole and  $1/5 + 2$  wholes and  $2/5 =$

**Show it**- create your own bar models (see below) using paper

**Draw it**- draw out your bar models

**Explain it** - explain your method step by step

**Prove it**- think about how you could prove you are definitely correct? Perhaps you could try the **inverse**? (The inverse is the opposite operation e.g.  $5 + 3 = 8$ . The inverse would be  $8 - 3 = 5$  OR  $8 - 5 = 3$ ).

Have a look at this example to help you:  
1 whole and  $1/3 + 1$  whole and  $1/3$

First, add the wholes.  **$1 + 1 = 2$  wholes**

Then, add the fractions (as shown below):



$$1/3 + 1/3 = 2/3$$

The final answer is **2 wholes and  $2/3$** .

## Additional activities

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