

Maths
****Please also encourage your child to access Mathletics daily on top of or to help the work set****

Monday

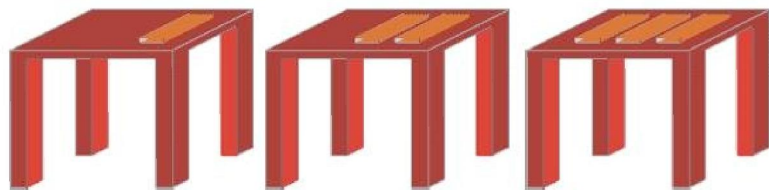
This week we have maths investigations based on our previous multiplication and division learning:

This challenge is about chocolate. You have to imagine (if necessary!) that everyone involved in this challenge enjoys chocolate and wants to have as much as possible.

There's a room in your school that has three tables in it with plenty of space for chairs to go round. Table 1 has one block of chocolate on it, table 2 has two blocks of chocolate on it and, guess what, table 3 has three blocks of chocolate on it.

Now ... outside the room is a class of children. Thirty of them all lined up ready to go in and eat the chocolate. These children are allowed to come in one at a time and can enter when the person in front of them has sat down. When a child enters the room they ask themselves this question:

"If the chocolate on the table I sit at is to be shared out equally when I sit down, which would be the best table to sit at?"



However, the chocolate is not shared out until all the children are in the room so as each one enters they have to ask themselves the same question. It is fairly easy for the first few children to decide where to sit, but the question gets harder to answer, e.g.

It maybe that when child 9 comes into the room they see:

- 2 people at table 1
- 3 people at table 2
- 3 people at table 3

So, child 9 might think:

"If I go to:

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- *table 1 there will be 3 people altogether, so one block of chocolate would be shared among three and I'll get one third.*
- *table 2 there will be 4 people altogether, so two blocks of chocolate would be shared among four and I'll get one half.*
- *table 3, there will be 4 people altogether, so three blocks of chocolate would be shared among four and I'll get three quarters.*

Three quarters is the biggest share, so I'll go to table 3."

Go ahead and find out how much each child receives as they go to the "best table for them". As you write, draw and suggest ideas, try to keep a note of the different ideas, even if you get rid of some along the way.

Tuesday

Based on Monday's investigation now think about:

A. Compare different methods and say which you think was best.

B. Explain why it was the best.

C. If you were to do another similar challenge, how would you go about it?

Wednesday

Division Rules!

This challenge is about dividing a three-digit number by a single-digit number.

Begin by deciding which number you are going to be dividing by. This is your divisor.

Your challenge is going to be to come up with some rules for this divisor.

Now generate a three-digit number. This is your dividend.

You could use the spinners [here](#) to generate the digits, you could use dice or could just use your imagination!



Now divide your dividend by your divisor. Record the answer.

Create other dividends and divide them by the same divisor. Record the answers.

Look carefully at the answers. When is the answer a whole number? When is there a remainder of 1?

Can you spot any patterns?

Can you come up with any rules?

Thursday

Sweets in a Box

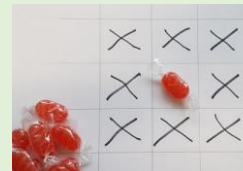
A sweet manufacturer has decided to design some gift boxes for a new kind of sweet.

Each box is to contain 36 sweets placed in lines in a single layer in a geometric shape without gaps or fillers.

How many different shaped boxes can you design?

The sweets come in 4 colours, 9 of each colour.

Arrange the sweets so that no sweets of the same colour are adjacent to (that is 'next to') each other in any direction. In the picture below, none of the squares marked x can have a red sweet in them.



Arrange the sweets in some of the boxes you have drawn.

Now try making boxes of 36 sweets in 2, 3 or 4 layers.

Can you arrange the sweets, 9 each of 4 colours, so that none of the same colour are on top of each other as well as not adjacent to each other in any direction?

		<p>See if you can invent a good way of showing your arrangement.</p> <p>Try different numbers of sweets such as 24 or 60 in each box.</p>
	Friday	<p>Which Is Quicker?</p> <p>Which is quicker, counting up to 30 in ones or counting up to 300 in tens? Why?</p> <p>Which is quicker, counting up to 40 in ones or counting up to 4,000 in hundreds?</p> <p>Which is quicker, counting up to 10 in ones or counting up to 1,000,000 in hundred-thousands?</p> <p>Which is quicker, counting up to 20 in ones or counting up to 140 in sevens?</p> <p>Which is quicker, counting up to 25 in French or in English?</p> <p>Maybe you could work on this with a partner! When you have timed yourselves and decided about the reasons for your results, you could invent some other examples for yourselves. You could predict which was going to be quicker and then try them out to test your prediction.</p>
English	Monday	<p>Spellings – https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/zwwwfcw</p> <p>Which words end with -sion?</p> <p>Write a word list</p> <ul style="list-style-type: none"> • Find out the definitions of the words • Include the word in sentences. • Can you use as many as possible in a paragraph?
	Tuesday	<p>Modal verb revision https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk Double click on the link. Watch the video and make a list of modal verbs. Can you write a paragraph containing some of these modal verbs.</p>
	Wednesday	<p>A writing activity, can be found on this link. Remember all out vocab add punctuation skills.</p>

****Please also encourage your child to read daily either independently or to an adult.**

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		https://www.satstestsonline.co.uk/past_papers/2003_english_writing_longer.pdf
	Thursday	Reading comprehension, please see below.
	Friday	Vocab hunt Use a dictionary or the internet, to start your own vocab book at home. Can you find Twenty quality words to start your 'Home Vocab', book off?
Topic/Science	Topic	https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/znm7vk7 Mapping the World. Our Topic for the Summer term is The Americas, use this quiz to check we understand our place on the globe,
	Science	https://www.bbc.co.uk/bitesize/topics/zbssgk7 What is Light? Make a poster based on this short clip. You could research it further, if you wish.
PE	Activity 1	Joe Wicks workout
	Activity 2	Cosmic Kids Yoga
	Activity 3	<p>Real PE at home – online learning resources</p> <p>Real PE at home includes an online programme which supports families to be active, play and learn together. It includes a programme specifically for children in Early Years and Key Stage 1 with 12 themes, 6 areas, over 250 activities and challenges and 1000s of hours of fun and activity. This programme is also great for family play and fun.</p> <p>It also includes a programme for children in Key Stage 2, with daily and weekly guidance provided for both programmes (starting from this week) in addition to an option to choose your own themes and activities.</p> <p>There are so many benefits to being active, not only to our physical wellbeing but also to our emotional and mental health, especially in such testing times for all of us. We hope that the ideas help support you and your family to stay fit and healthy in the coming months. Here are the details to access real PE at home:</p> <p>The website address is: home.jasmineactive.com</p>

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		Parent email: parent@lyngcofepr-1.com Password: lyngcofepr
Art/Crafts	Activity 1	Draw your bedroom, try and include the whole room in a 3D way, or choose one area to draw.
	Activity 2	Choose one object from your bedroom and draw it in detail. Create a still life picture of this object.

Scroll down for Thursday's English

From 'A Boy called M.O.U.S.E' by Penny Dolan

The fourth-floor window was wide open, and there, on the sill, stood a very young boy. Little Mouse laughed and reached his arms out towards the birds in the tree-tops and the clouds blowing across the sky, as if he longed to be flying with them.

Hanny, the nursery maid, saw all this. She also saw Uncle Scrope with one hand raised behind the small boy's back, waiting. One strong hand, one quick push, and what then?

Hanny rushed forward. With a quick sweep of her arm, she gathered the child back into her apron and lifted him down to the floor.

Scrope blinked. The strange light in his pale eyes died away, as if some wild urge had been halted. He slipped his hand – the one that had been poised behind Mouse's back – casually back into his own pocket.

'Oh,' Scrope drawled, 'it's you. The nursery maid.' He stared at the gravel path far below. 'Long way down, isn't it?'

'Yes, sir. It is,' Hanny replied, trying to calm the fear in her heart. 'I'll take Mouse safely back to the nursery now, sir. I was surprised to find him gone.'

'Good girl. Children do wander so, I hear.' Scrope did not even look at Hanny. 'And get someone to close this window properly. It seems to have become unlatched.'

By the time Hanny reached the nursery, she was shaking all over. She pointed towards the supper tray.

'Eat, please, Mouse.'

The boy peeped up at Hanny out of the corner of his eye. He studied her round, pleasant face and her rosy cheeks. Then, smiling mischievously, he carefully picked up a triangle of buttered bread in his fingers and popped it in his mouth. Then he opened wide to show he was doing what she had asked.

'Oh, Mouse!' Hanny said sadly, while she smiled at the boy, at his soft tufty hair, his bright brown eyes and his slightly sticking-out ears. 'Mouse, what am I going to do about you?'

Retrieving Information

- 1) Use a dictionary to find the meaning of:
 - a) urge
 - b) poised
- 2) What is Mouse having for supper?
- 3) What time of day are the events in the text happening?

Making Inferences

- 4) Do you think this text is set in the past or nowadays? Why?
- 5) Why do you think Hanny says nothing about what she saw to Uncle Scrope?
- 6) Why might Uncle Scrope want Mouse to have an 'accident'?

Writer's choices

- 7) Why do you think the writer opens the text with a description of the birds and the trees and clouds?
- 8) Why do you think the author has chosen to give Uncle Scrope "pale eyes" and Mouse "bright brown eyes"?

Challenge question (extended answer)

- 9) Do you think Mouse comes from a rich or a poor family? Explain why, using evidence from the text.