

WEEK BEGINNING 4th MAY

Hi boys and girls,
Just a little note to let you know I'm thinking about and that I hope you are all keeping well and staying safe. Keep sending through some of your work or pictures of what you have been getting up to. (My email is amccormick596@c2ken.net)

I have enclosed some new activities for you to keep you busy. Our new topic is 'FOOD GLORIOUS FOOD'. Keep up the hard work and make sure to enjoy the beautiful weather. Get out everyday for lots of exercise, football and outdoor fun.

Lots of Love
Ms McCormick

	READING /SPELLINGS	LITERACY	NUMERACY	TOPICAL WORK
MONDAY	Spelling List Spelling Activity READING 25mins	Choose a comprehension From your pack. Read the text twice Answer the questions in full sentences	Multiplying Decimals by 10, 100, 1000	Monday's Sentinus Challenge - See News Items WAU - Task One
TUESDAY		ADVERB WORK - Complete the written activities	Practical Games - Gameboard 23	WAU - TASK TWO
WEDNESDAY		Complete a test paper from your pack	Dividing Decimals by 10, 100, 1000	Wednesday's Sentinus Challenge - See News Items
THURSDAY		Learn the Adverb categories	Practical Games - Gameboard 5 & 7	ART - Cezanne Still life pictures
FRIDAY	Spelling Check Up ASK Mum/Dad to make out some \times and \div decimals by 10, 100 & 1000 as part of your check-up	Plan and compose your food poem	Percentages worksheet - keep play percentage, Decimal and Fraction Matching game	Friday's Sentinus Challenge - See News Items ART - May Altar Craft

****MAKE SURE TO KEEP LEARNING YOUR YEAR 6 TRANSFER REVISION BOOK. TAKE A PAGE A DAY AND LEARN THE FACTS. THIS WILL REALLY HELP YOU IN YOUR TRANSFER WORK.**

NUMBER WORK

WATCH THIS LITTLE VIDEO BEFORE YOU BEGIN -
<https://www.youtube.com/watch?v=9bIHQYztNFM>

FDP2.12

Multiplying by 10, 100 and 1000

Multiply each number by 10.

$$\begin{aligned} 1. \quad 2.3 &= 2 \text{ units} + 3 \text{ tenths} \\ 2.3 \times 10 &= (2 \text{ units} \times 10) + (3 \text{ tenths} \times 10) \\ &= 20 + 3 \\ &= 23 \end{aligned}$$

1 2.3

4 3.4

7 14.2

10 20.7

2 4.8

5 5.7

8 12.5

11 44.8

3 3.6

6 8.6

9 17.6



Create a poster which explains the rule for multiplying by 10.



Use a similar method to multiply these numbers by 100.

12 3.7

13 8.6

14 4.57

15 10.35

Multiply these numbers by 100.
Only show your working if you want to.

16 7.06

17 38.07

18 40.06

19 105.07



Write some decimal numbers. Multiply them by 1000.



WATCH THIS LITTLE VIDEO BEFORE YOU BEGIN- <https://www.youtube.com/watch?v=z-ihgsgkTsg>

FDP2.13

Dividing by 10, 100 and 1000

How many 100 g weights are required to balance each object? How many extra 10 g weights are needed?


1.	4	2	6	0	÷	1	0	0	=	4	2	6
	4	2				1	0	0	g	weights		
			6			1	0	g	weights			

1 
4260 g


2 
33790 g

3 
5470 g

4 
2180 g

5 
6190 g

6 
48210 g

7 
3940 g

8 
12590 g

Write the missing numbers.

9. $3010 \div 1000 = 3.01$

9 $3010 \div 1000 = \square$

10 $41.36 \div 1000 = \square$

11 $38.9 \div \square = 3.89$

12 $\square \div 100 = 0.36$

13 $90.9 \div 1000 = \square$

14 $584.2 \div 10 = \square$

15 $\square \div 10 = 0.02$

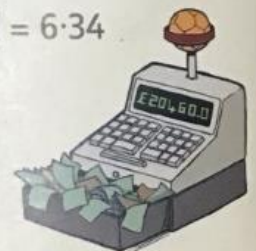
16 $63.4 \div \square = 6.34$



17 Tim has a huge jar containing 1040 penny coins. How much does he have in pounds? If the jar contained 1040 2p coins, how much would he have?



18 Anjilee is 1245 mm tall. Her brother Amit is 100 mm taller. How many metres tall is Amit?



19 The football ground takes £20 460 in £10 notes. How many notes is that? If the notes are bundled in groups of 10, how many bundles are there?



Multiplying by 10, 100 and 1000

1. Complete the table.

Number	$\times 10$	$\times 100$	$\times 1000$
3.8	38	380	3800
5.6			
		630	
4.27			
6.53			
			7420
		685	
13.08			
			12350
	0.6		
		240	
	0.2		
			50090

2. Add some numbers of your own to this table.

Number	$\times 10$	$\times 100$	$\times 1000$

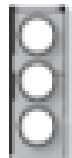
- 34
- 900.09
- 811.8
- 105.5
- 50.42
- 4.56
- 6300



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I can multiply decimals by 10, 100 and 1000



Dividing by 10 and 100

Write the missing numbers.



1. $80 \div 10 = \underline{\quad}$

2. $71 \div 10 = \underline{\quad}$

3. $46 \div 100 = \underline{\quad}$

4. $93 \div 100 = \underline{\quad}$

5. $470 \div 10 = \underline{\quad}$

6. $526 \div 10 = \underline{\quad}$

7. $\underline{\quad} \div 10 = 3.4$

8. $\underline{\quad} \div 10 = 2.7$

9. $\underline{\quad} \div 10 = 8.1$

10. $\underline{\quad} \div 100 = 7.3$

11. $19 \div 100 = \underline{\quad}$

12. $\underline{\quad} \div 10 = 4.9$

13. $4 \div 100 = \underline{\quad}$

14. $265 \div 10 = \underline{\quad}$

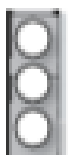
15. $\underline{\quad} \div 10 = 43.1$

16. $\underline{\quad} \div 10 = 0.9$

17. Make up some divisions of your own using $\div 10$ or $\div 100$.



I can divide whole numbers by 10 and 100





Place-value cards

2–4 players

units and tenths place-value arrow cards, dice, calculator

Aim: To multiply decimal numbers by 10, 100 and 1000 and win points

- Shuffle and lay out the place-value cards in a pile each for units and tenths.
- In turn, take one card from each pile to make a decimal number.
- Take turns to roll the dice to tell you how to multiply the decimal number:
 - 1 or 2: multiply by 10
 - 3 or 4: multiply by 100
 - 5 or 6: multiply by 1000.
- Players check each other's answers, using a calculator. If you are correct you win a point.
- Continue playing until someone wins eight points.



Toss a counter

2–4 players

Gameboard 23, Gameboard 24 (optional), counters, calculator

Aim: To multiply decimal numbers by 10, 100 and 1000 and win points

- Draw a table with these headings:

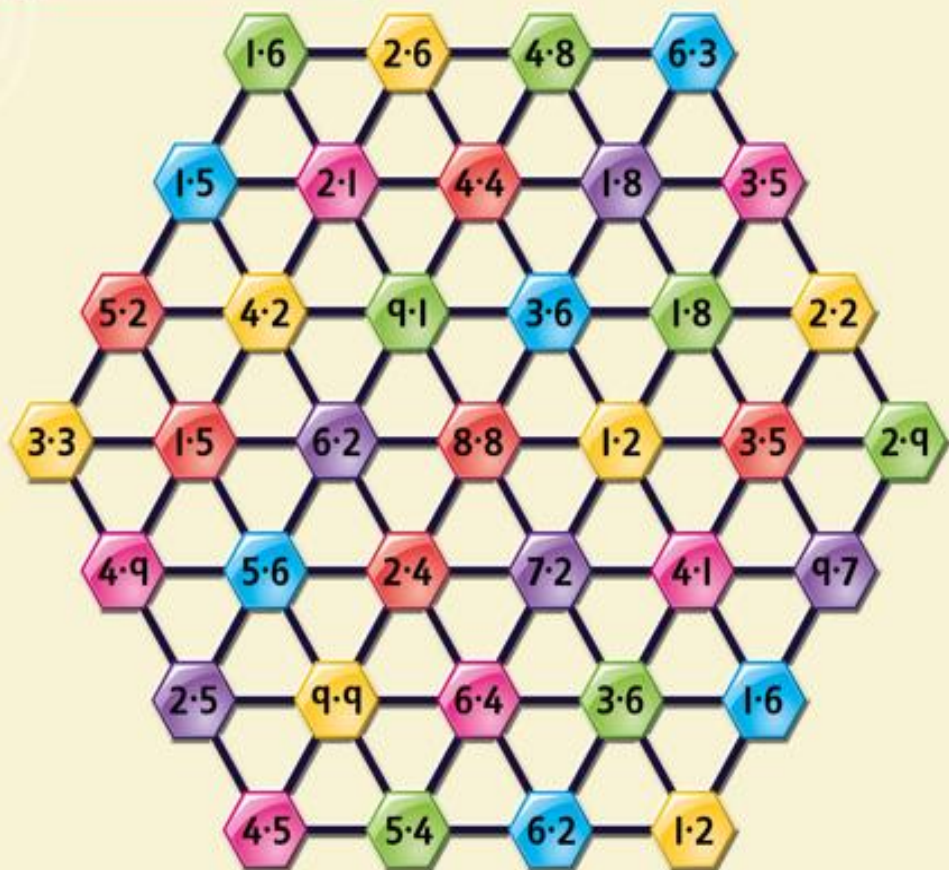
Number	$\times 10$	$\times 100$	$\times 1000$

- Take turns to toss a counter on to Gameboard 23.
- Write your number in your table and multiply it by 10, 100 and 1000.
- Check each other's answers. If you are correct, you win 1 point.
- Keep playing until everyone has 6 points.

Extra challenge: Play using Gameboard 24 instead, which has decimals with hundredths.

Gameboard 23

Second Level





Make a path

2 players

Gameboard 5, counters in 2 colours, colour spinner, calculator

Aim: To divide numbers by 10 and 100 and make a path of counters across the board

- Choose a number on opposite sides of Gameboard 5 to start on.
- Take turns to spin the colour spinner. You are **not** allowed to cover any numbers in this colour.
- Choose the number you want to move to.
- Roll the dice to tell you how to divide the number you want to cover:
 - even: divide by 10
 - odd: divide by 100.
- Keep taking turns to roll the dice and cover numbers.
- The winner is the first player to reach the other side of the board.

Gameboard 5

Second Level

Heinemann Active Maths Second Level Exploring Number GB © Pearson Education Limited 2010



Toss a counter

2–4 players

Gameboard 7, counters, calculator

Aim: To divide numbers by 1000 and win counters

- Take turns to toss a counter on to Gameboard 7.
- Decide which number you have landed on.
- Divide this number by 1000.
- Players check each other's answers, using a calculator if you wish.
- If you are correct you can keep the counter.
- Keep playing until everyone has had ten turns.
- The winner has the most counters at the end.



Gameboard 7 Second Level

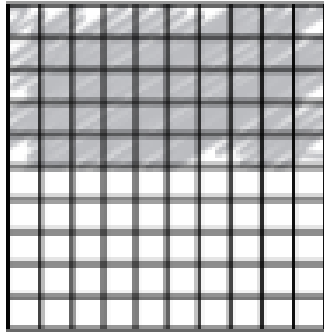
14 600	4 200	700	17 300	1 100	59 200
4 700	24 500	100	2 300	20 800	54 600
9 400	3 100	36 800	800	5 600	10 200
70 400	61 900	600	8 300	51 200	1 000
900	7 500	41 300	1 900	9 800	22 000
41 600	55 000	600	2 700	62 500	11 000
3 700	46 100	78 000	15 000	44 800	1 400



Percentages

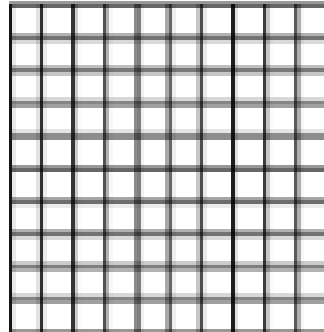
Colour each grid to match the fraction. Write the number of hundredths and the percentage.

1.



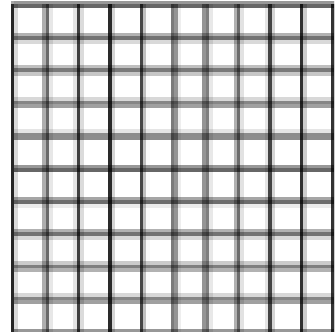
$$\frac{1}{2} = \frac{50}{100} = \underline{50\%}$$

2.



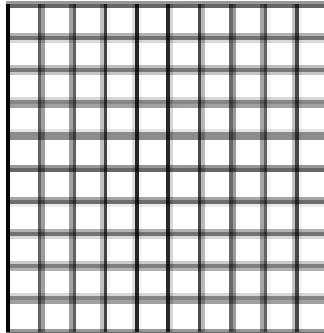
$$\frac{1}{4} = \frac{25}{100} = \underline{\quad\quad\quad}\%$$

3.



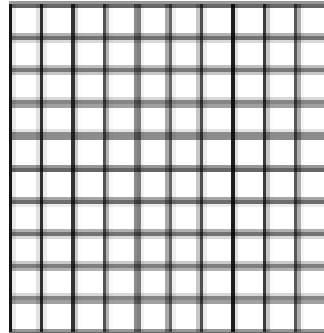
$$\frac{3}{4} = \frac{\quad}{100} = \underline{\quad\quad\quad}\%$$

4.



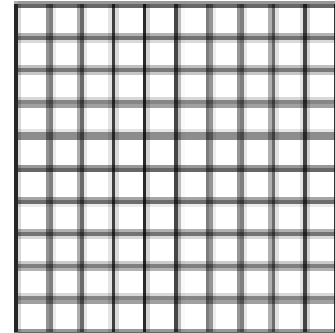
$$\frac{7}{10} = \frac{\quad}{100} = \underline{\quad\quad\quad}\%$$

5.



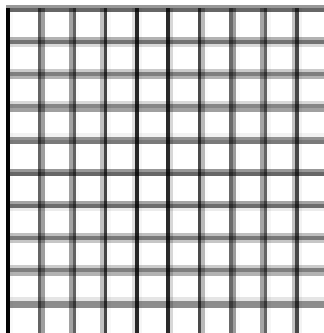
$$\frac{1}{5} = \frac{\quad}{\quad} = \underline{\quad\quad\quad}\%$$

6.



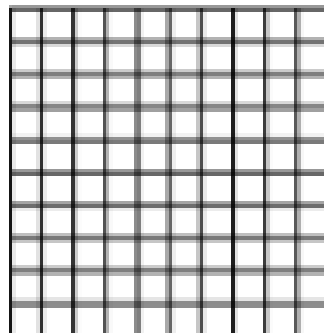
$$\frac{4}{5} = \frac{\quad}{\quad} = \underline{\quad\quad\quad}\%$$

7.



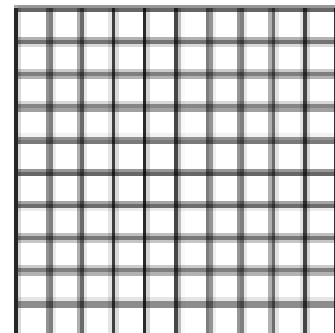
$$\frac{3}{10} = \frac{\quad}{\quad} = \underline{\quad\quad\quad}\%$$

8.



$$\frac{10}{20} = \frac{\quad}{\quad} = \underline{\quad\quad\quad}\%$$

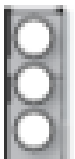
9.



$$\frac{10}{10} = \frac{\quad}{\quad} = \underline{\quad\quad\quad}\%$$



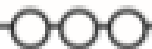
I know that a percentage is another way to show hundredths





Identifying Adverbs

I know what adverbs are used for.



Adverb Word Bank

cheerfully

sadly

shyly

happily

gently

angrily

hungrily

1. Answer each question with an adverb. Use the **Adverb Word Bank** to help you.

- a) How did your brother play? He played *happily*.
- b) How did your mum say goodbye? Mum said it _____.
- c) How did the dog bark? The dog barked _____.
- d) How did the kite fly in the breeze? The kite flew _____.
- e) How did your dad tell you off? My dad told me off _____.

The first one has been done for you.

2. Look at the sentences below. Circle the adverb in each one.

- a) He smiled cautiously.
- b) She frowned angrily.
- c) He walked to school quickly.
- d) Carefully, she looked for her coat.
- e) Thankfully, it would be his turn soon.



Adverbs of Frequency Worksheet

Name _____ Date _____

Write ten sentences that are true for you, using the tables below:

1 I	2 always	sometimes	often	don't usually	seldom
	never	occasionally	hardly ever	frequently	usually

3	go to the cinema with my friends.	go horse riding.
	eat chocolate cake.	walk to school.
	visit the Queen in London.	enjoy my maths lessons.
	play basketball.	visit the seaside.
	watch television in the morning.	meet famous people in the street.
	eat my 5 a day.	play the piano.
	travel on an aeroplane.	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Adverbs

How?		When?	How often?	Where?	How much?
angrily	hungrily	afterwards	always	above	almost
anxiously	inquisitively	again	annually	around	completely
cautiously	irritably	before	constantly	away	entirely
cheerfully	joyously	beforehand	daily	below	little
courageously	loudly	early	hourly	down	much
crossly	madly	lately	monthly	downstairs	rather
cruelly	merrily	never	never	everywhere	totally
defiantly	nervously	now	occasionally	here	very
doubtfully	quickly	often	often	inside	
elegantly	sadly	punctually	once	outside	
enthusiastically	safely	recently	regularly	there	
foolishly	shyly	soon	repeatedly	up	
frantically	solemnly	then	sometimes	upstairs	
gently	weakly	today	usually	wherever	
gladly	well	tomorrow	yearly		
gracefully	wildly	yesterday			
happily					



More useful adverbs

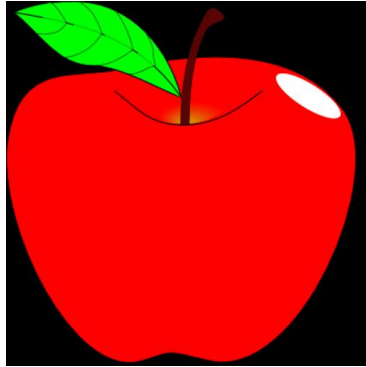
additionally
fittingly
insufficiently
appropriately
hence
suitably
consequently
however
therefore

- Learn of the adverb categories
- Not all adverbs end in 'ly'

Write your own food poem

- Choose a food
- Draw a picture of it in the centre of your planning page
- Think of as many adjectives to describe your food

Eg:



ADJECTIVES:

red, juicy, shiny, hard, sweet, sour, crunchy, munchy, chewy, refreshing, glossy, tasty, yummy, healthy, satisfying, green, enjoyable, energising ...

APPLES

Red, green, shiny apples,
Sweet, juicy, crunchy apples,
Refreshing, tasty, enjoyable apples,
Healthy, satisfying, energising apples,

APPLES

This is just an example. You can choose any food and make your poem as long or short as you like. Decorate your poem with lots of colourful pictures.

WORLD AROUND US

FOOD GLORIOUS FOOD

Task 1



- Choose one food that you enjoyed eating today or yesterday or One that you didn't like but had to eat!
- Write a 'What Am?' description for your chosen food. What clues can you give that won't give it away too easily?

Task 2



- Choose a food you would like to find out more about. Research your food online. Here are some questions that might help you get started. Can you add some more?



- What is made from?
- How was it made?
- Where does it come from? How does it grow?
- How did it get to you?
- Is it a 'good' food?
- How did you decide whether it was a healthy/unhealthy food?
- Other important facts about your food.

Here are some websites to help with your research:

<https://www.scienceforkidsclub.com/banana-facts.html>

<https://www.tavistockitaliagastropubs.co.uk/2017/01/20/random-facts-about-pasta/>

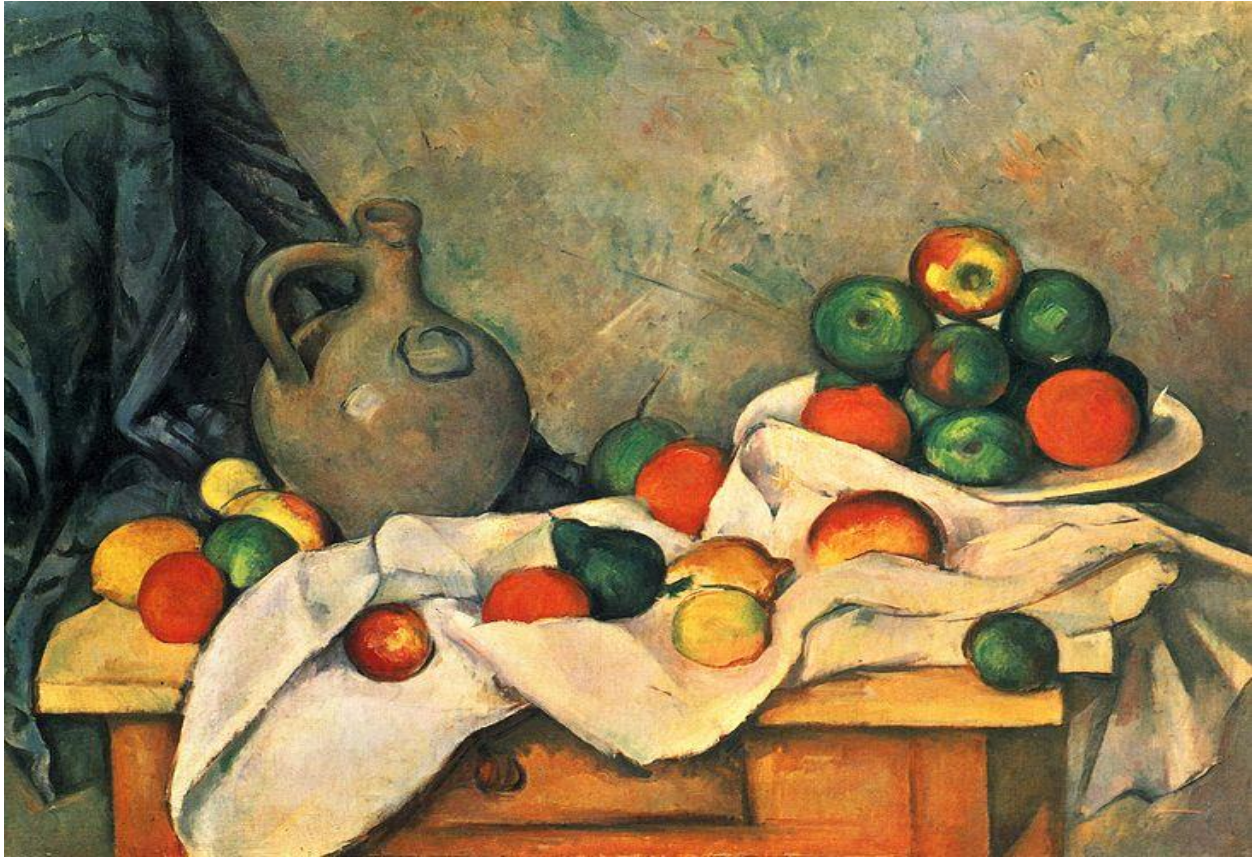
<http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=284&id=2685>

<https://kids.kiddle.co/Chocolate>

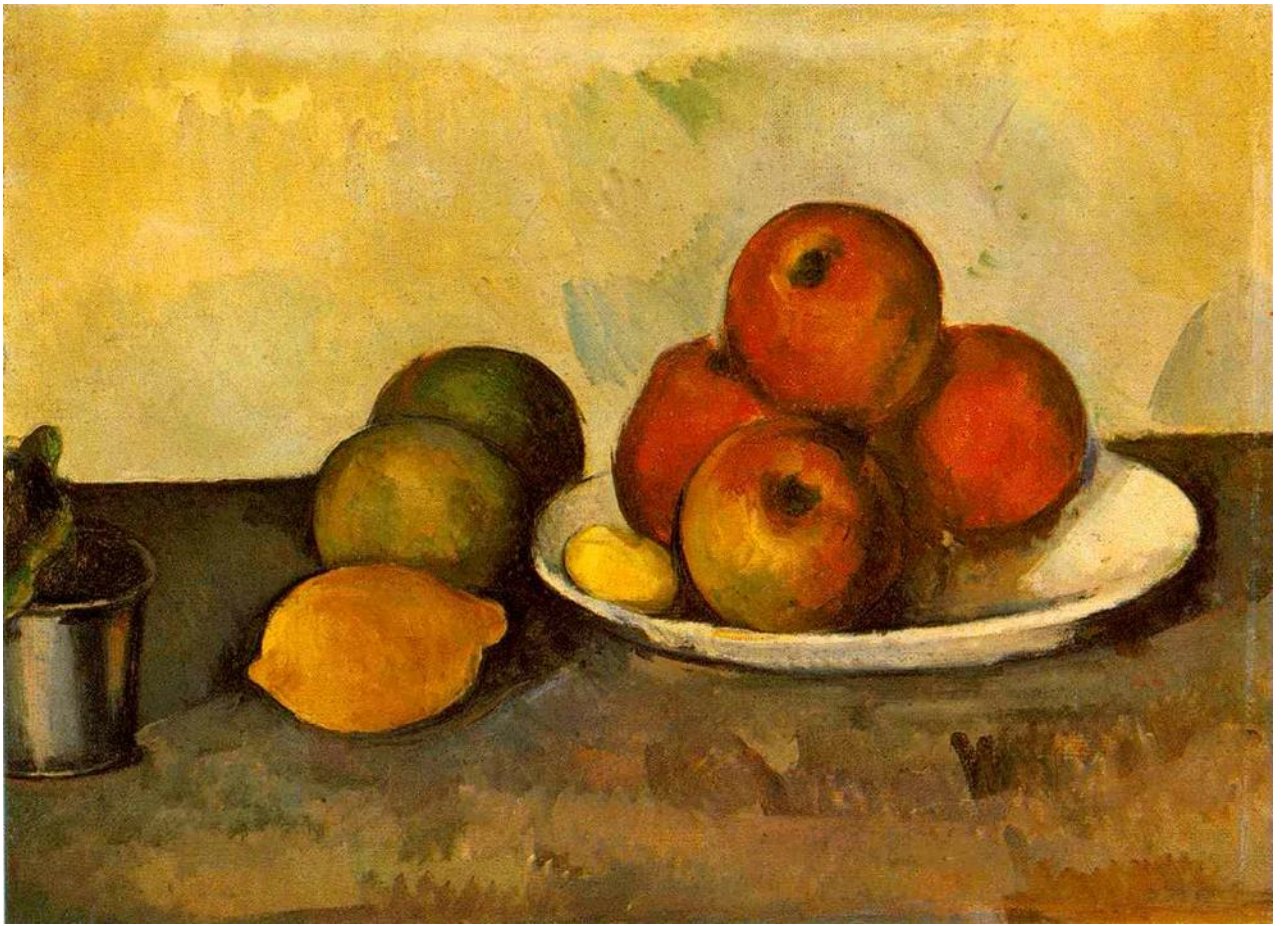
- Now use your research to create a poster about your chosen food

ART & DESIGN - Have a go at drawing one of Cezanne's still life paintings.

Use paint, pastel, colouring pencil or pencil





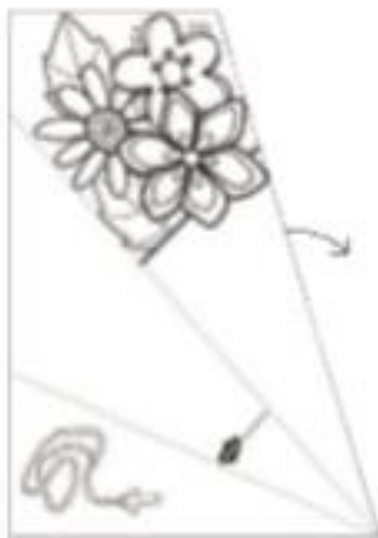
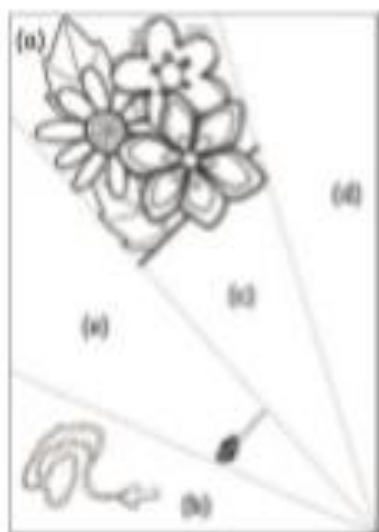


RELIGION

May Altar Flower

Instructions

1. Colour in the flowers and the rosary section labelled (a) and (b). You don't need to colour section (c).
2. Fold back section (d) along the dotted line.



3. Fold section (e) behind section (c) so that you can see the back of section (b) on the right hand side.
4. Finally fold section (b) over so that the rosary is at the front of the bouquet and glue to secure.

