

## Year 6 remote learning for 15/01/2021

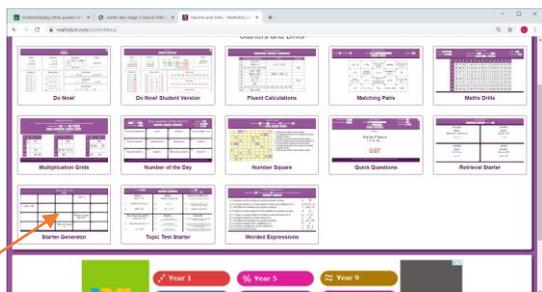
### Mathematics lesson:

5-a-day booklet first. Answers can be found on: <https://corbettmathsprimary.com/2018/05/30/5-a-day-november-answers/>

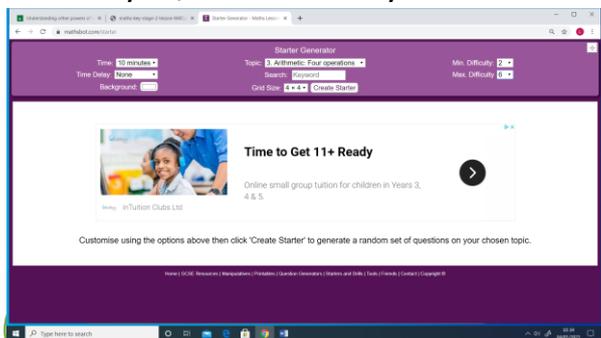
**Don't forget to do your times tables test today!**

### Mental maths:

Use mathsbot as we normally do in class. <https://mathsbot.com/starterMenu>



Choose starter generator. Then choose time: 10 minutes, topic: four operations, min difficulty: 2, max difficulty 6. Then click create starter.



You will have 10 minutes to complete the starter as we would do normally in class. Once the time has run out, click each box to reveal the answers.

### **Main part of the lesson – Calculations (addition and subtraction)**

**Activity:** Today we will quickly recap addition and subtraction of large numbers using the column method. Only watch the videos if you are a little unsure of how to add and subtract larger numbers using the column method.

- 1) This video recaps addition and carrying using the column method.

<https://www.youtube.com/watch?v=mAvuom42NyY>

- 2) This video recaps subtraction and borrowing using the column method.

<https://www.youtube.com/watch?v=Y6M89-6106I>

Now have a go at these:

$2,372 + 1,210 =$	$7,231 - 2,110 =$
$5,193 + 2,306 =$	$8,475 - 5,245 =$
$28,172 + 31,727 =$	$76,089 - 11,055 =$
$36,022 + 28,311 =$	$55,820 - 21,849 =$
$52,593 + 27,042 =$	$90,734 - 28,902 =$
$201,924 + 391,051 =$	$383,836 - 122,511 =$
$273,981 + 192,381 =$	$629,980 - 182,299 =$
$78,302 + 184,094 =$	$283,267 - 72,822 =$

Then have a go at the problem-solving activities on the next page.

## Problem solving activities

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 5 & 6 \\ \hline 5 & 7 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 2 & 1 \\ \hline 7 & 9 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 1 & 3 \\ \hline 2 & 2 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 1 & 6 \\ \hline 8 & 8 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 2 & 7 \\ \hline 7 & 9 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 1 & 9 \\ \hline 9 & 5 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 5 & 6 \\ \hline 7 & 7 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 2 & 1 \\ \hline 7 & 7 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 3 & 0 \\ \hline 0 & 8 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 4 & 4 \\ \hline 2 & 3 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 2 & 8 \\ \hline 8 & 9 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 4 & 7 \\ \hline 3 & 5 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 5 & 5 \\ \hline 6 & 4 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 1 & 7 \\ \hline 2 & 1 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 5 & 8 \\ \hline 3 & 3 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 7 & 9 \\ \hline 1 & 3 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 4 & 6 \\ \hline 3 & 1 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 4 & 3 \\ \hline 6 & 1 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 8 & 7 \\ \hline 8 & 6 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 9 & 6 \\ \hline 3 & 0 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 8 & 6 \\ \hline 3 & 0 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 7 & 7 \\ \hline 3 & 4 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 4 & 8 \\ \hline 2 & 8 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 7 & 8 \\ \hline 4 & 3 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 8 & 7 \\ \hline 3 & 2 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 7 & 9 \\ \hline 4 & 9 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 1 & 7 \\ \hline 7 & 4 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 8 & 9 \\ \hline 4 & 5 \\ \hline \end{array}
 +
 \begin{array}{|c|c|} \hline 5 & 6 \\ \hline 5 & 9 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 3 & 2 \\ \hline 3 & 2 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 3 & 6 \\ \hline 7 & 1 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 1 & 4 \\ \hline 3 & 0 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 3 & 1 \\ \hline 4 & 8 \\ \hline \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{|c|c|} \hline 8 & 5 \\ \hline 6 & 9 \\ \hline \end{array}
 -
 \begin{array}{|c|c|} \hline 8 & 8 \\ \hline 7 & 7 \\ \hline \end{array} \\
 \hline
 \begin{array}{|c|c|} \hline 8 & 4 \\ \hline 2 & 4 \\ \hline \end{array}
 \end{array}$$

## **English lesson:**

**Activity 1:** Yesterday you looked at the 5W's and two examples of incident reports – one formal and one informal. Re-read incident report 2. Using this example as well as your conversation between the police officer and the teacher, have a go at writing your own incident report using formal language. I have attached the 'features of an incident report' checklist to help you remember what an incident report should include.

### **Features of an incident report.**

- 5Ws
- Past tense
- Third person recount
- Facts and information only- no personal opinion
- Chronological order & conjunctions of time
- Paragraphs
- Formal tone and vocabulary
- Technical language depending on context
- May contain quotes from witnesses

## Incident report 2

**Date of incident:** 14/03/16

**Incident:** Supernatural activity inside local school.

**Date of report:** 15/03/16

**Reporting officer:** Albert Smith

On the morning of Tuesday 14<sup>th</sup> March 2016, I was called to Shield High School following reports of an explosion inside. Upon my arrival at the scene, I was met by one of the teaching staff, Mrs. Mezarelli, who was visibly shaken and somewhat agitated. She was the only adult present at the scene at that time. Mrs. Mezaralli proceeded to explain that she had witnessed a fight in the corridor between two adolescent males, in which one had been seemingly backed into a corner. The second male displayed threatening behaviour, though the witness was unable to identify what exactly was said. She identified one of the children as Tom Ingham. She then informed me that she witnessed Tom apparently summon a flash of light and an explosion from his hands, before she sought sanctuary in an empty classroom in order to avoid any injury. Mrs. Mezarelli then called emergency response before leaving the classroom to find extensive damage to the school corridor and all other persons missing. As I began my initial line of inquiries, she pointed out a young man leaving the school premises on a red bicycle and identified that male as Tom Ingham.

## Spellings for the week: **Test today!**

### **Mrs. Rudd's group**

bought

thought

fought

rough

enough

cough

although

dough

thorough

though

### **Mrs. Switzer's group**

forgetting

forgotten

beginning

beginner

prefer

preferred

swim

swimming

plot

plotting

### **R.E. lesson:**

This term we are continuing to compare and contrast the main religions as recognised by the National Curriculum. This week we would have discussed what we already know of the creation story. Some of you hold religious beliefs about the creation story, whilst others will refer to science. As a class, we need to have an awareness of and be respectful towards each other's beliefs. For this week's lesson, talk to someone in your family about what you believe. Why do you have this belief? Where has it come from? Do you know about other creation stories?