Year 6

Week beginning Monday 23rd March

Work	Completed
Please read every day this week and record your reading in your reading record	
5 mental arithmetic questions each day (booklet included)	
Grammar - Writing task 2 in your homework book, please plan it out before you write and edit it afterwards to check you have capital letters, all punctuation needed, correct spellings, good word choices (you could use a thesaurus), conjunctions and exciting sentence openers.	
Spelling – we are working on silent letters in spellings (please see attached) try out some spelling activities to help you write words with this rule.	
Maths –to multiply and divide a decimal number by a whole number. Please see work sheets attached.	
Literacy/Topic – We were just about to start reading the book, 'WOW! Explained' in guided reading. Can you read the book at home and remember to look up any new words and record them in your jotters? Can you write a story about a time traveller, it would be useful to plan your writing out first. Think about your target to use colons and semicolons in clauses. Challenge – imagine you are an astronomer and write a blog entry about a new discovery.	
Art – Children have started their project in class, which they can continue and complete at home. Extension activity – to create geometric patterns/shapes on the templates provided.	

Week beginning Monday 30th March

Work	Completed
Please read every day this week and record your reading in your reading record	
5 mental arithmetic questions each day (booklet)	
Grammar – This week we are working on word classes and homonyms; can children work through homework to support them with this.	
Spelling – We are concentrating on orange words. Please use the spelling guidance for examples of homophones and practise spelling and writing them using some of our spelling activities.	
Maths – to convert fractions to decimals. See worksheet.	
Literacy/RE – Can children please remind themselves of the Easter story and then recreate it how they wish. They may wish to present it as a comic strip, a story or using ICT on a story creator app or on a puppet show app. I have attached some paper if you need it.	
Art – To explore and experiment with mark making, record different techniques on the template provided.	

Extra ideas
I have sent home your IDL password and mathletics password too so please visit that when you can!
Other ideas: • Joe Wicks is streaming live PE sessions for kids Monday to Friday on his YOUTUBE channel • Twinkl is allowing people to join up for free at the minute – you might want some extra activities or some mindfulness colouring • BBC bitesize online is handy if you need something explained to you • Why not have a go at scratch and do some creative computer programming: http://scratch.mit.edu/explore/projects/games/ • Keep learning some French at https://www.dualingo.com • Get out into the garden and become a nature detective, get some ideas at https://naturedetectives.woodlandtrust.org.uk/naturedetectives/

Stay safe everyone and see you soon!

Mrs Stocks

	spelling	Statutory requirements	Rules and guidance (non-statutory)	examples [www.morewords.com is a really useful site]
	Revision of work from previous years			
1	-cious	**Endings which sound like /ʃəs/ spelt –cious or –tious.**	Not many common words end like this. If the root word ends in –ce, the /?/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious	conscious precious unconscious suspicious delicious vicious spacious gracious subconscious ferocious malicious judicious vivacious luscious atrocious precocious tenacious auspicious audacious
2	-tious			ambitious cautious contentious infectious conscientious nutritious pretentious fictitious superstitious propitious vexatious fractious ostentatious facetious surreptitious unpretentious
3	-cial	**Endings which sound like /ʃəl/**	–cial is common after a vowel letter	social special official financial commercial crucial judicial artificial provincial racial beneficial superficial unofficial facial glacial especial psychosocial sacrificial prejudicial antisocial multiracial
4	-tial		–tial after a consonant letter. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	potential essential initial substantial residential presidential partial influential differential spatial confidential martial sequential impartial preferential consequential celestial existential circumstantial prudential torrential referential exponential palatial inertial inconsequential insubstantial interstitial experiential quintessential evidential deferential
5	-ant	**Words ending in –ant, –ance/–ancy, –ent, –ence/–ency**	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /e?/ sound in the right position; –ation endings are often a clue.	important significant defendant servant assistant constant sergeant relevant tenant pleasant peasant consultant merchant giant infant applicant brilliant participant accountant dominant warrant instant distant covenant unpleasant elephant pregnant protestant reluctant elegant inhabitant variant ant irrelevant attendant descendant claimant migrant occupant informant ignorant dependant extravagant pollutant triumphant
6	-ance			performance importance finance distance insurance balance advance appearance circumstance dance glance significance assistance resistance alliance entrance substance allowance acceptance instance enhance assurance appliance attendance stance ambulance relevance guidance compliance inheritance disturbance ignorance renaissance romance nuisance utterance clearance surveillance tolerance resemblance abundance reassurance annoyance avoidance elegance grievance reliance maintenance
7	-ancy			pregnancy fancy redundancy consultancy tenancy expectancy discrepancy vacancy accountancy occupancy infancy truancy malignancy conservancy ascendancy constancy militancy hesitancy poignancy vibrancy buoyancy
8	-ent		Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /?/ sound in the right position. There are many words, however, where	government development different went moment management present department president patient movement event student agreement environment treatment parent statement investment employment argument extent represent parliament equipment element comment prevent client current document recent

			the above guidelines don't help. These words just have to be learnt.	payment accident assessment content involvement commitment requirement agent arrangement independent spent improvement appointment settlement experiment incident establishment component rent sent
9	-ence			experience evidence difference influence defence science conference reference presence sentence confidence existence silence audience absence consequence violence sequence offence licence intelligence preference hence independence essence fence residence incidence competence correspondence conscience interference pence dependence negligence occurrence emergence obedience coincidence convenience commence insistence excellence inference prominence patience prevalence
10	-ency			agency emergency currency efficiency tendency frequency constituency presidency consistency deficiency urgency dependency contingency insolvency potency decency inconsistency sufficiency transparency regency proficiency complacency delinquency latency solvency insurgency expediency insufficiency indecency residency fluency immunodeficiency competency excellency leniency patency clemency inefficiency
11	-able	**Words ending in –able and –ible** **Words ending in –ably and –ibly**	The –able/–ably endings are far more common than the –ible/–ibly endings. As with –ant and –ance/–ancy, the –able ending is used if there is a related word ending in –ation. If the –able ending is added to a word ending in –ce or –ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the –able ending. The –able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in –ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The –ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable advisable agreeable avoidable capable breakable changeable comfortable disposable employable enjoyable fashionable identifiable inexcusable manageable miserable noticeable portable probable reliable remarkable replaceable respectable sociable valuable vegetable
12	-ible			accessible audible credible destructible edible flexible horrible impossible indestructible invincible legible possible responsible reversible sensible susceptible terrible visible
13	-ably			probably presumably reasonably inevitably considerably notably invariably remarkably comfortably preferably suitably arguably understandably uncomfortably unreasonably noticeably conceivably reliably irritably miserably predictably unmistakably undeniably unquestionably inextricably regrettably justifiably unbelievably profitably admirably inexplicably improbably unavoidably uncontrollably impeccably inescapably agreeably amiably ably appreciably
14	-ibly			possibly terribly audibly forcibly sensibly visibly ostensibly horribly imperceptibly impossibly plausibly irresistibly indelibly invisibly responsibly flexibly perceptibly incredibly

15	Suffixes	-fer stressed	**Adding suffixes beginning with vowel letters to words ending in –fer**	The r is doubled if the –fer is still stressed when the ending is added.	conferring deferring inferring misinferring misreferring preferring referring retransferring transferring
					conferred deferred inferred misinferred misreferred preferred referred retransferred transferred
					conferral deferral referral transferral
16		-fer unstressed		The r is not doubled if the –fer is no longer stressed.	referencing refereeing preferencing buffering chaffering coffering differing goffering offering proffering reoffering suffering chamfering interfering pilfering
					buffered chaffered chamfered coffered differed goffered interfered offered pilfered proffered reoffered suffered unbuffered conferencing
					feral transferal
					circumference conference countertransference deference difference indifference inference interference misreference nonconference non-interference preference reference teleconference transference videoconference
17	- hyphen		**Use of the hyphen**	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one. Compounds with these prefixes are sometimes (but not always) hyphenated to avoid doubling a vowel or tripling a consonant, and sometimes even to prevent initial misreading or mispronunciation. 1. To avoid doubling a vowel: anti-art anti-administration co-opt (but cooperation) de-emphasize 2. To avoid tripling a consonant: shell-like 3. To prevent initial reading or mispronunciation: re-cover vs. recover (I will re-cover the sofa when I recover from the flu.)	co-ordinate re-enter co-operate co-own
18	**ee:ei**		**Words with the /i:/ sound spelt ei after c**	The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	ceiling conceit deceive perceive receive receipt conceited conceive deceit

	-ough	or	**Words containing the letter-string ough**	**ough is one of the trickiest spellings in English – it can be used to spell a number of different sounds.**	ought bought thought nought brought fought
		u f			rough tough enough chough
		o			cough
		o-e			though although dough
		oo			through breakthrough
		u			thorough borough
		ow			plough bough
	silent		**Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	a - artistically logically musically romantically, b -bomb dumb lamb numb thumb doubt debt climb comb crumbs numb subtle tomb c - abscess ascend ascent conscience conscious crescent descend descent disciple fascinate fluorescent incandescent isosceles luminescent miscellaneous muscle obscene resuscitate scenario scene scent scissors d - Wednesday sandwich handsome edge bridge handkerchief e – breathe g – sign champagne gnaw reign align assign benign campaign cologne consign design feign foreign gnarl gnash gnat gnaw gnome gnu resign h - honest ghost heir hour what whether rhubarb rhyme ache anchor archaeology architect archives chaos character characteristic charisma chemical chemist chemotherapy chlorine choir cholera chord choreograph chorus Christian Christmas chrome echo leprechaun loch mechanical melancholy monarch monochrome orchestra orchid psychic scheme school stomach technical technique technology i - business k - knead knife knight knock knot know knack knapsack knave knead knee kneel knell knew knickers knife knit knob knoll knot knowledge knuckle l – would should calf half salmon talk yolk folk calm calf half m – mnemonic n - autumn column condemn damn hymn solemn o – colonel p - corps coup pneumonia psychology receipt pseudo psychiatrist psychiatry psychotherapy psychotic receipt r – s- aisle island debris apropos bourgeois t - asthma ballet castle gourmet listen rapport ricochet soften apostle bristle bustle fasten glisten hustle jostle listen moisten mortgage often * nestle rustle soften * thistle trestle whistle wrestle u - guess guard guide guilt guitar baguette biscuit build built circuit disguise guest guide guild guile guillotine guilty guise rogue silhouette w - answer sword two whole wrist write who awry playwright sword

				wrack wrangle wrap wrapper wrath wreak wreath wreck wreckage wren wrench wrest wrestle wretch wretched wriggle wring wrinkle wrist writ write writhe wrong wrote wrought wrung wry x – faux pas z - rendezvous
		Homophones and other words that are often confused	In these pairs of words, nouns end –ce and verbs end –se. Advice and advise provide a useful clue as the word advise (verb) is pronounced with a /z/ sound – which could not be spelt c. advice/advise device/devise licence/license practice/practise prophecy/prophesy	Alphabetically aisle: a gangway between seats (in a church, train, plane) isle: an island aloud: out loud allowed: permitted affect: usually a verb (e.g. The weather may affect our plans) effect: usually a noun (e.g. It may have an effect on our plans). If a verb, it means 'bring about' (e.g. He will effect changes in the running of the business.). altar: a table-like piece of furniture in a church alter: to change ascent: the act of ascending (going up) assent: to agree/agreement (verb and noun) bridal: to do with a bride at a wedding bridle: reins etc. for controlling a horse cereal: made from grain (e.g. breakfast cereal) serial: adjective from the noun series – a succession of things one after the other compliment: to make nice remarks about someone (verb) or the remark that is made (noun) complement: related to the word complete – to make something complete or more complete (e.g. her scarf complemented her outfit) descent: the act of descending (going down) dissent: to disagree/disagreement (verb and noun) desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable) dessert: (stress on second syllable) a sweet course after the main course of a meal draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. to draft in extra help) draught: a current of airfarther: further father: a male parent guessed: past tense of the verb guess guest: visitor heard: past tense of the verb hear herd: a group of animals led: past tense of the verb lead lead: present tense of that verb, or else the metal which is very heavy (as heavy as lead) morning: before noon mourning: grieving for someone who has died

				past: noun or adjective referring to a previous time (e.g. In the past) or preposition or adverb showing place (e.g. he walked past me) passed: past tense of the verb 'pass' (e.g. I passed him in the road) precede: go in front of or before proceed: go on principal: adjective – most important (e.g. principal ballerina) noun – important person (e.g. principal of a college) principle: basic truth or belief profit: money that is made in selling things prophet: someone who foretells the future stationary: not moving stationery: paper, envelopes etc. steal: take something that does not belong to you steel: metal wary: cautious weary: tired who's: contraction of who is or who has whose: belonging to someone (e.g. Whose jacket is that?)

Word list for years 5 and 6

accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward
bargain bruise
category cemetery committee communicate community competition conscience* conscious* controversy convenience correspond criticise (critic + ise) curiosity
definite desperate determined develop dictionary disastrous
embarrass environment equip (–ped, –ment) especially exaggerate excellent existence explanation
familiar foreign forty frequently
government guarantee
harass hindrance
identity immediate(ly) individual interfere interrupt
language leisure lightning
marvellous mischievous muscle
necessary neighbour nuisance
occupy occur opportunity
parliament persuade physical prejudice privilege profession programme pronunciation
queue
recognise recommend relevant restaurant rhyme rhythm
sacrifice secretary shoulder signature sincere(ly) soldier stomach sufficient suggest symbol system
temperature thorough twelfth
variety vegetable vehicle
yacht

Teachers should continue to emphasis to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in

this way, longer words can be spelt correctly if the rules and guidelines for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.
Understanding the history of words and relationships between them can also help with spelling. Examples:
Conscience and conscious are related to science: conscience is simply science with the prefix con- added. These words come from the Latin word scio meaning I know.
The word desperate, meaning 'without hope', is often pronounced in English as desp'rate, but the –sper- part comes from the Latin spero, meaning 'I hope', in which the e was clearly sounded.
Familiar is related to family, so the /ə/ sound in the first syllable of familiar is spelt as a.

Practising spellings at home

Confidence in spelling allows children to write more freely and imaginatively. It would really help your child if they practised key spelling rules every day.

Here are some games or ideas you could use at home. Why not try a different one each night to keep it fun and interesting. Remember everyone learns by; Doing it, seeing it, saying it, writing/drawing it, listening to it so making sure you have variety of games and tasks is a great way to ensure the learning sticks!

1) Word Search
Create your own word searches using your spelling words. Or use this link to get your computer to do it for you. http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp

2) Air spelling:
Choose a spelling word. With your index finger write the word in the air slowly, say each letter. Your parent needs to remind you that you need to be able to 'see' the letters you have written in the air. When you have finished writing the word underline it and say the word again. Now get you parents to ask you questions the about the word. For example they could ask 'What is the first letter?' 'What is the last letter?' 'How many letters are there?' etc.

3) Media Search:
Using a newspaper or magazine you have 15 minutes to look for your spelling words. Circle them in different coloured crayon. Which of your spellings words was used the most times?

4) Shaving Cream Practice:
An easy way to clean those dirty tables is to finger paint on them with shaving cream. Squirt some on the table (with parent's permission and supervision!) and then practice spelling your words by writing them with your finger in the shaving cream.

5) Salt Box Spelling:
Pour salt into a shallow box or tray (about 3cm deep) and then practice writing you spellings in it with your finger.

6) Scrabble Spelling:
Find the letters you need to spell you words and then mix them up in the bag. Get your parents to time you unscrambling your letters. For extra maths practice you could find out the value of each of you words.

7) Pyramid Power:
Sort your words into a list from easiest to hardest. Write the easiest word at the top of the page near the middle. Write the next easiest word twice underneath. Write the third word three times underneath again until you have built your pyramid

8) Ransom Note:
Cut the letters needed to for your words from a newspaper or magazine and glue them down to spell the words.

9) Spell It With Beans:
Use Lima beans (or any dried beans or lentils) to spell out your words. If you glue them onto separate pieces of card then you made a great set of flash cards to practice with for the rest of the week.

10) Pipe cleaners or tooth picks:
These are just a couple of suggestions of things you could use to for your spelling words.

11) Tasty Words:
Just like above but this time try and find tasty things to spell your words with, like raisins. Then when you spell them right you get to eat them!

12) Design A Word:
Pick one word and write it in bubble letters. Colour in each letter in a different pattern.

13) Water wash:
Use a paintbrush and water to write your words outside on concrete or pavements.

14) ABC Order:
Write your words out in alphabetical order. Then write them in reverse alphabetical order.

15) Story Time:
Write a short story using all your words. Don't forget to check your punctuation!

16) Simple Sentence:
Write a sentence for each of your words. Remember each sentence must start with a capital letter and end with a full stop.

17) Colourful Words:
Use two different coloured pens to write your words: one to write the consonants and one to write the vowels. Do this a couple of times then write the whole word in one colour.

18) Memory Game:
Make pairs of word cards. Turn them all over and mix them up. Flip over two cards, if they match you get to keep them, if not you have to turn them over again. Try and match all the pairs.

19) Finger Tracing:
Use your finger to spell out each of your words on your mum or dad's back. Then it's their turn to write the words on your back for you to feel and spell.

20) Spelling Steps:
Write your words as if they were steps, adding one letter each time. (It's much easier doing this on squared paper)

21) Scrambled Words:
Write your words then write them again with all the letters mixed up.

22) X-Words:
Find two of your spelling words with the same letter in and write them so they criss cross.

23) Ambidextrous:
Swap your pen into the hand that you don't normally write with. Now try writing out your spellings with that hand.

24) Telephone Words:
Translate your words into numbers from the telephone keypad.

25) Secret Agent:
Write out the alphabet, and then give each letter a different number from 1 to 26. (a = 1, b = 2, c = 3 etc.) Now you can spell out your words in secret code.

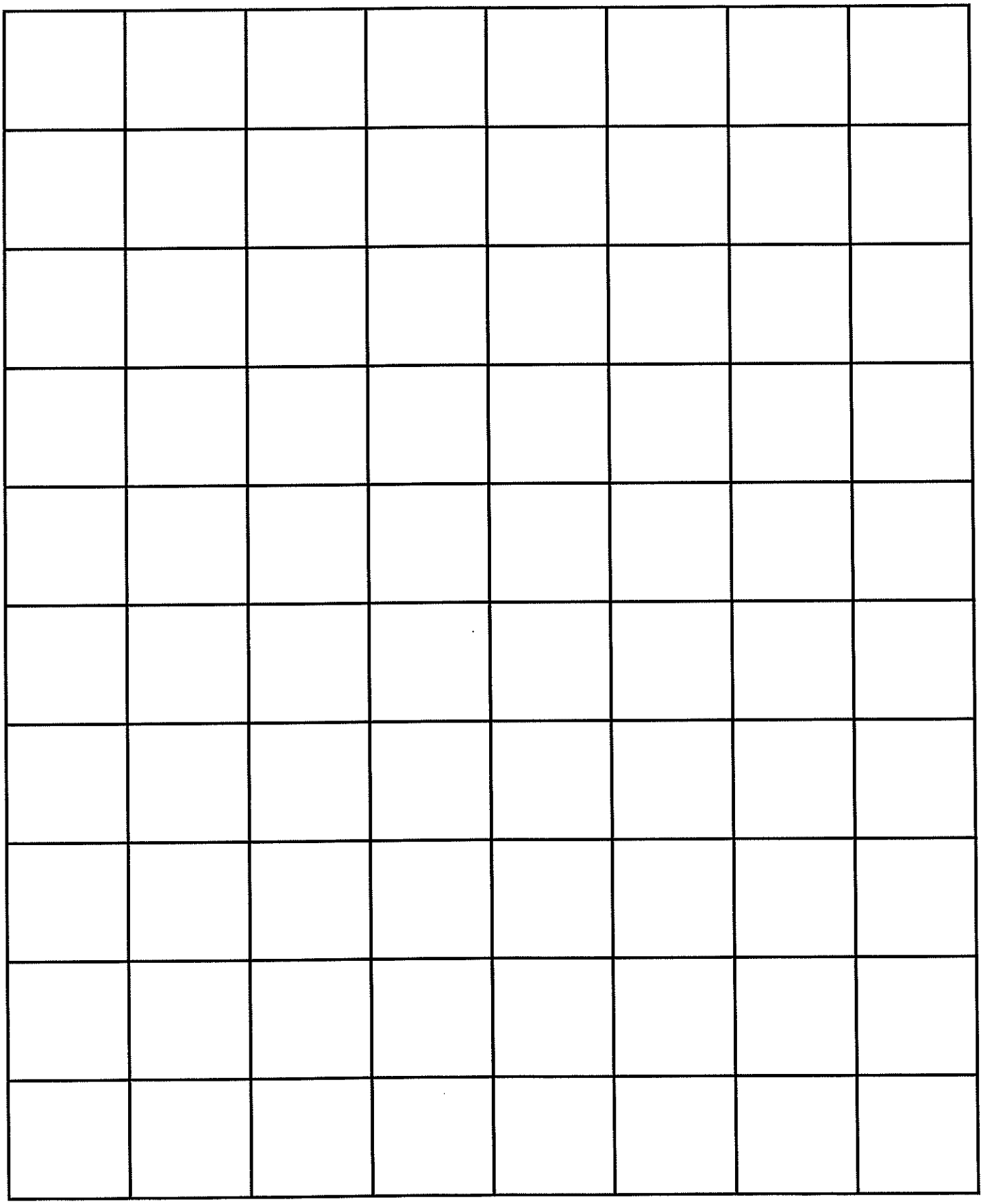
26) Missing Letters:
Ask your mum or dad to write out one of your words loads of times on piece of paper, but each time they have to miss out a letter or two. Then you have to fill in the missing letters. After you have checked them all try it again with another word.

27) Listen Carefully:
Ask your parents to spell out one of your words then you have to say what the word is they've spelt out.

28) Acrostic:
Use words that start with each letter in your spelling word. You're more likely to remember it if it makes sense!

Roman Mosaic Colouring Sheet

Colour in the tiles to create a pattern or a picture.



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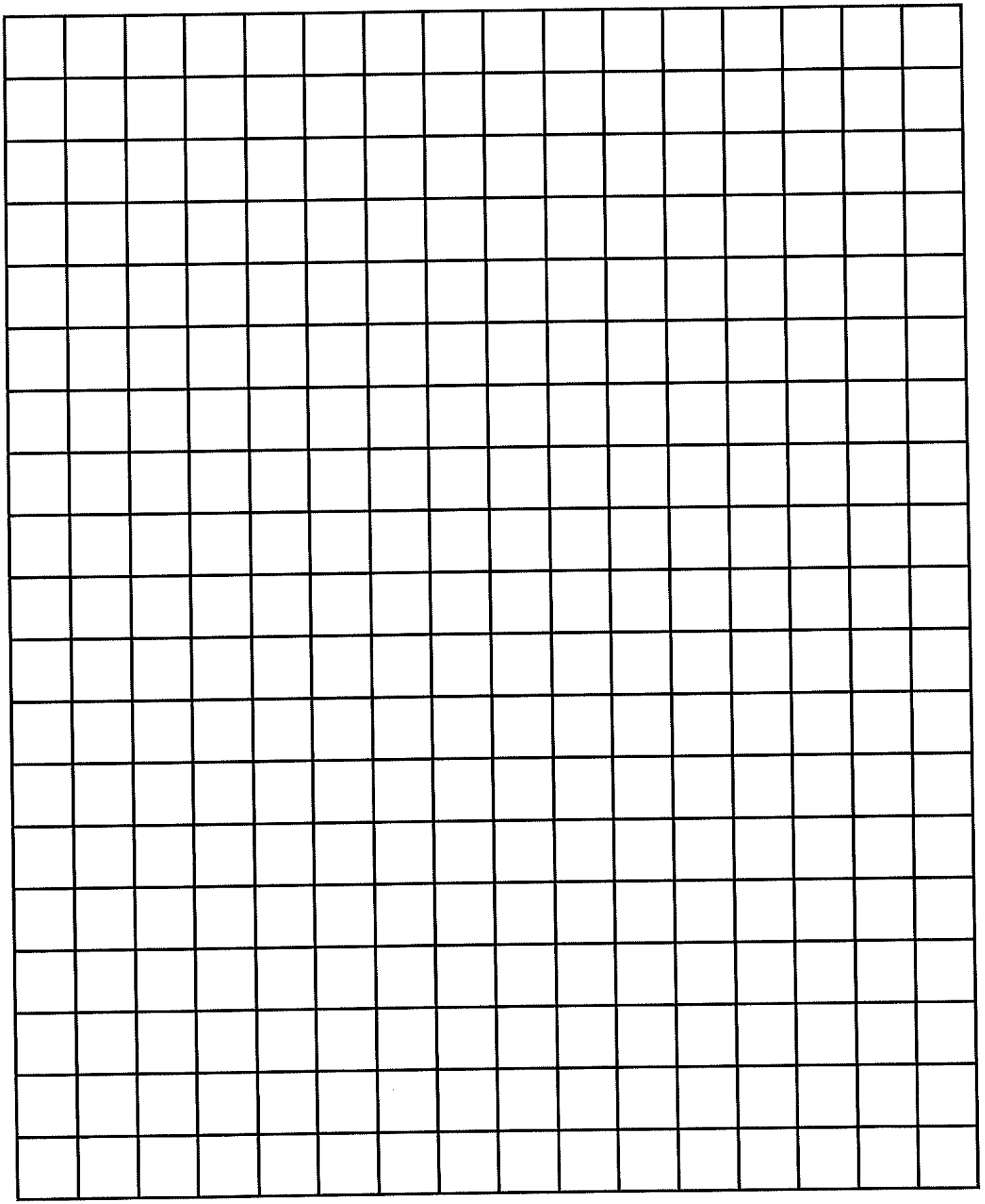

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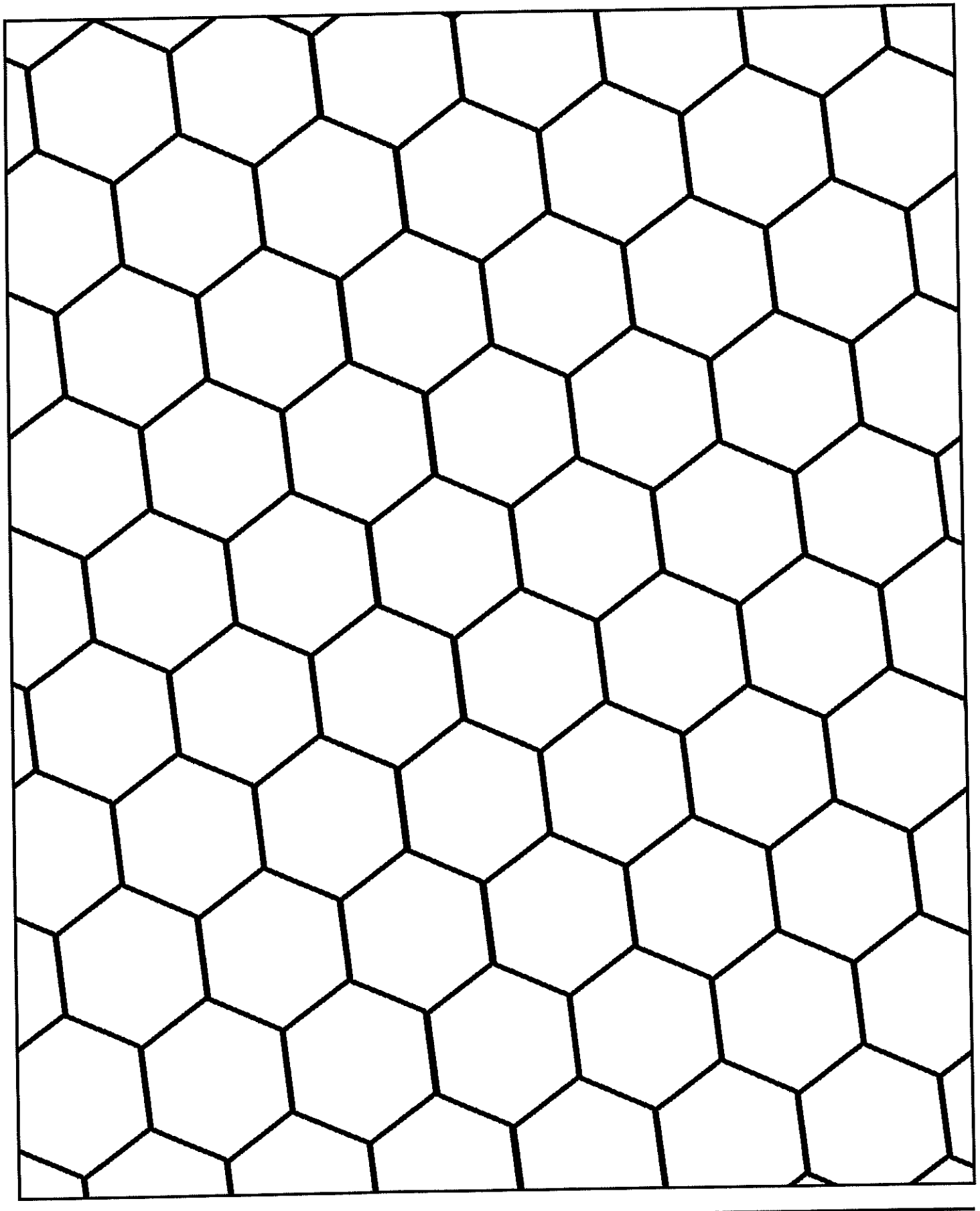

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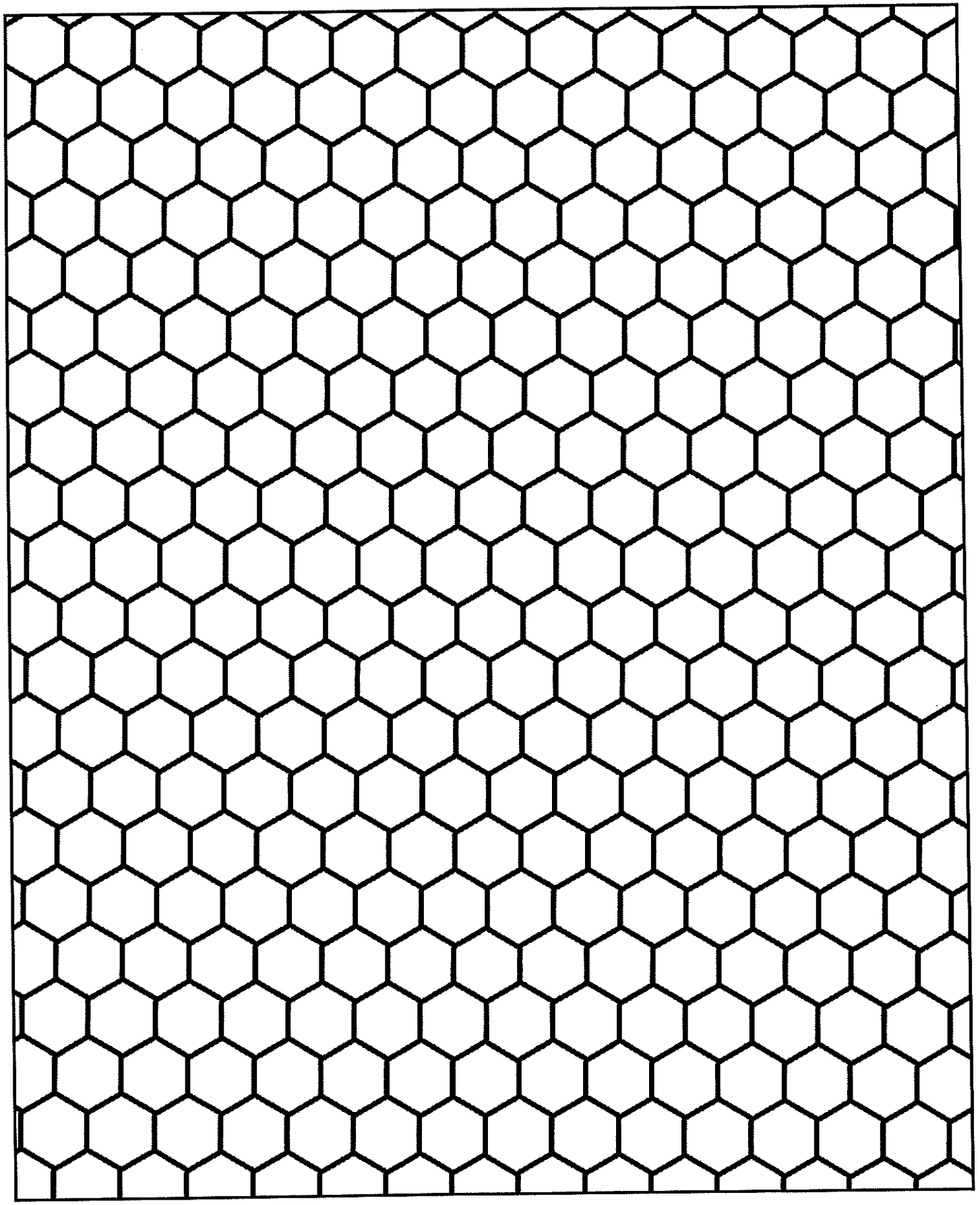
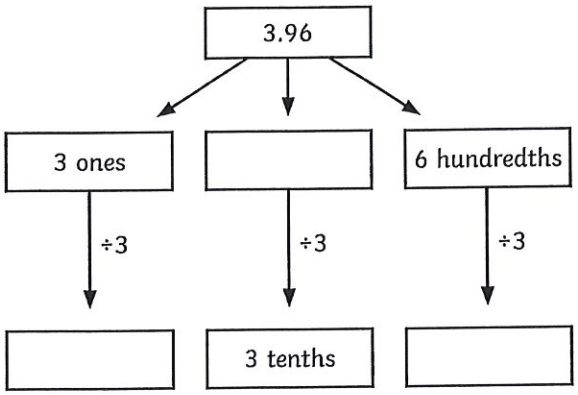


Experiment with mark making.
Can you demonstrate the different types of lines described below?

Dashes	**Dots/stippling**	**Hatching**
Loops	**Diagonal**	**Scribbled**
Spirals	**Cross hatching**	**Lines and dots**
Contour lines	**Wavy**	**Zigzag**

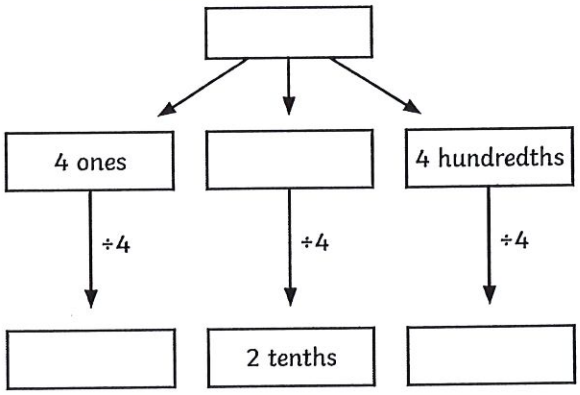
1) Complete these part-whole division calculation models.

3.96 ÷ 3



Answer = ☐

☐.☐☐ ÷ 4



Answer = ☐

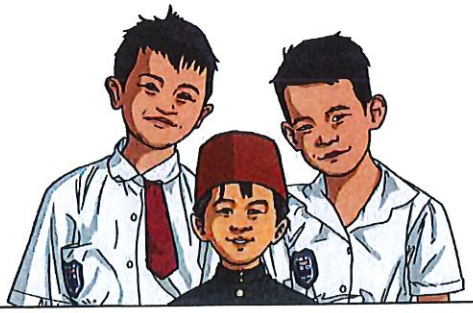
2) Solve these division calculations.

5.55 ÷ 5 = ☐ 6.82 ÷ 2 = ☐

8.12 ÷ 4 = ☐ 11.9 ÷ 7 = ☐

3) Charlie cuts a 10.25m piece of wood into five equal pieces. How long is each piece?

4) Three brothers are all paid an equal sum of pocket money. Altogether they were paid £19.80. How much did each brother receive?



1) Complete these part-whole division calculation models.

3.96 ÷ 3

3.96
3 ones
6 hundredths
÷3
÷3
÷3
3 tenths

Answer = ☐

☐.☐☐ ÷ 4

4 ones
4 hundredths
÷4
÷4
÷4
2 tenths

Answer = ☐

2) Solve these division calculations.

5.55 ÷ 5 = ☐ 6.82 ÷ 2 = ☐

8.12 ÷ 4 = ☐ 11.9 ÷ 7 = ☐

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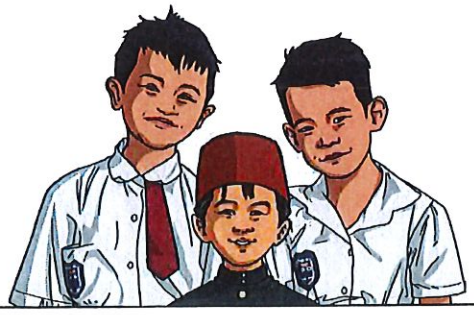

1) Madison is using this place value chart to answer this division.

$8.48 \div 4 =$

She writes 2.14 as her answer. Refer to the place value chart and explain to Madison why her answer is incorrect.

ones	tenths	hundredths
1 1	0.1	0.01 0.01 0.01 0.01
1 1	0.1	0.01 0.01 0.01 0.01
1 1	0.1	
1 1	0.1	

2) Amelia and Ben have both used a place value grid to help them calculate the answer to this division question.

$3.12 \div 3 =$

Amelia's grid

ones	tenths	hundredths
1	0.1	0.01
1		0.01
1		

Ben's grid

ones	tenths	hundredths
1		0.01 0.01 0.01 0.01
1		0.01 0.01 0.01 0.01
1		0.01 0.01 0.01 0.01

Looking at her place value grid, Amelia thinks that 3.12 can't be divisible by three. When Ben looks at his place value grid, he thinks that he can see that 3.12 is divisible by three.

Which child is correct? Can you explain what Ben has done in his place value grid that Amelia has not done in hers?

1) Madison is using this place value chart to answer this division.

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$3.12 \div 3 =$

Amelia's grid

ones	tenths	hundredths
1	0.1	0.01
1		0.01
1		

Ben's grid

ones	tenths	hundredths
1		0.01 0.01 0.01 0.01
1		0.01 0.01 0.01 0.01
1		0.01 0.01 0.01 0.01

Looking at her place value grid, Amelia thinks that 3.12 can't be divisible by three. When Ben looks at his place value grid, he thinks that he can see that 3.12 is divisible by three.

Which child is correct? Can you explain what Ben has done in his place value grid that Amelia has not done in hers?

1) The first grid shown below is a decimal magic square. Each row, column and diagonal add up to the same number.

19.8	25.2	19.8
21.6	21.6	21.6
23.4	18.0	23.4

6.6		

a) Divide each of the numbers in the magic square by 3 and record the answer in the corresponding space in the empty grid.

b) What do you notice about the totals of the rows, columns and diagonals in the second square? Why do you think this is?

2) Complete this number statement.

Do not use a digit more than once in the first part of the calculation. Find ten different possibilities.

Different digits from 0-9 may be used once here.	A digit from 2-9 may be used here.

□ . □ □ ÷ □ = An answer between 1 and 4

1) The first grid shown below is a decimal magic square. Each row, column and diagonal add up to the same number.

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b) What do you notice about the totals of the rows, columns and diagonals in the second square? Why do you think this is?

2) Complete this number statement.

Do not use a digit more than once in the first part of the calculation. Find ten different possibilities.

Different digits from 0-9 may be used once here.	A digit from 2-9 may be used here.

□ . □ □ ÷ □ = An answer between 1 and 4

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Multiplying Single Digit Decimals

Aim: to multiply single digit decimal numbers by whole numbers

Calculate the following mentally:

0.1 x 8 =	0.03 x 4 =	9 x 0.5 =
7 x 0.05 =	6 x 0.8 =	0.02 x 9 =
0.7 x 8 =	0.05 x 7 =	0.06 x 6 =
7 x 0.9 =	0.6 x 7 =	4 x 0.02 =
0.06 x 3 =	8 x 0.8 =	0.08 x 8 =
1 x 0.05 =	0.4 x 7 =	6 x 0.09 =

Calculate the following, using a formal written method if required.

0.9 x 45 =	76 x 0.03 =	0.5 x 36 =
93 x 0.08 =	0.7 x 81 =	72 x 0.4 =
0.06 x 56 =	98 x 0.09 =	0.2 x 87 =

Multiplying Single Digit Decimals

Aim: to multiply single digit decimal numbers by whole numbers

Calculate the following mentally:

0.6 x 4 =	9 x 0.2 =	4 x 0.4 =
2 x 0.5 =	4 x 0.6 =	0.1 x 7 =
8 x 0.8 =	5 x 0.7 =	0.5 x 7 =
0.5 x 3 =	7 x 0.4 =	8 x 0.2 =
6 x 0.5 =	4 x 0.8 =	9 x 0.3 =
0.4 x 9 =	0.6 x 6 =	2 x 0.7 =

Calculate the following, using a formal written method if required.

23 x 0.5 =	16 x 0.6 =	25 x 0.3 =
32 x 0.4 =	27 x 0.3 =	42 x 0.2 =
45 x 0.4 =	51 x 0.6 =	64 x 0.5 =

Multiplying Single Digit Decimals

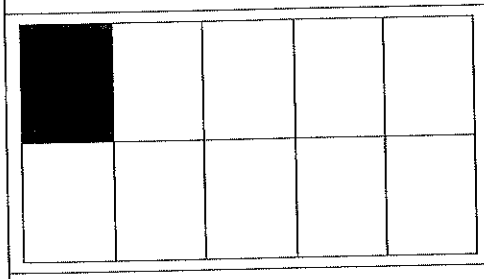
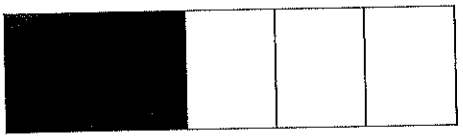
Aim: to multiply single digit decimal numbers by whole numbers

Calculate the following mentally:

0.1 x 18 =	0.03 x 24 =	49 x 0.5 =
37 x 0.05 =	36 x 0.8 =	0.02 x 19 =
0.7 x 48 =	0.05 x 27 =	0.06 x 66 =
41 x 0.9 =	0.6 x 11 =	33 x 0.02 =
0.01 x 312 =	88 x 0.8 =	0.08 x 88 =
22 x 0.05 =	0.4 x 19 =	36 x 0.09 =

Calculate the following, using a formal written method if required.

0.3 x 245 =	601 x 0.03 =	0.5 x 7809 =
913 x 0.08 =	0.7 x 891 =	1022 x 0.4 =
0.06 x 606 =	998 x 0.09 =	0.2 x 347 =

$\frac{1}{2}$	0.75	30%
10%	$\frac{2}{5}$	$\frac{1}{4}$
25%	0.3	
	0.5	
$\frac{9}{10}$	70%	0.9
$\frac{1}{5}$	$\frac{1}{100}$	0.8
80%	0.7	0.6
20%	$\frac{3}{5}$	0.01

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.22	
		83%
$\frac{48}{100}$		
	0.75	
		95%
$\frac{16}{100}$		
	0.92	
		80%
$\frac{26}{100}$		
	0.44	
		11%
$\frac{35}{100}$		
	0.56	
		25%
$\frac{99}{100}$		

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.08	
$\frac{83}{100}$		
		22%
	0.34	
$\frac{95}{100}$		
		78%
	0.85	
$\frac{65}{100}$		
		7%
	0.79	
$\frac{9}{10}$		
		56%
	0.43	
$\frac{15}{20}$		
		2%

Converting Fractions, Decimals and Percentages

Complete the table to convert the fractions, decimals and percentages to their equivalents.

Fraction	Decimal	Percentage
	0.33	
		183%
$\frac{4}{100}$		
	0.74	
		92%
$\frac{65}{100}$		
	1.10	
		176%
$\frac{2}{25}$		
	1.60	
		2%
$\frac{135}{100}$		
	0.05	
		27%
$\frac{35}{20}$		

Fluent in Five

Daily Arithmetic Practice
Week 12

Year 6

THIRD SPACE LEARNING

Year 6 - Week 12

Please note, we always recommend reading 'Your Guide to Using Fluent in Five' before using these resources with your class.

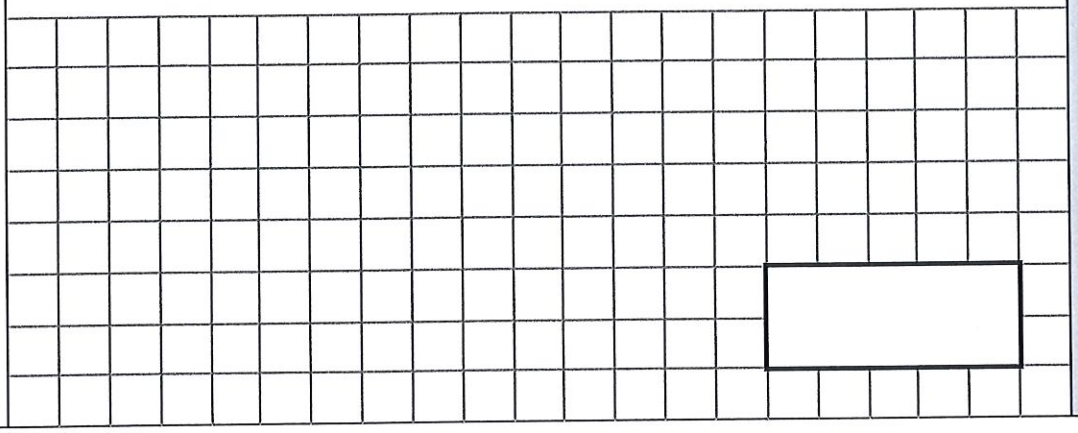
This week in a nutshell

- Questions this week will recap on all the skills introduced over the past 11 weeks with no new content being introduced.
- Recapped content includes calculating percentages of amounts, adding and subtracting fractions with different denominators and applying an understanding of the order of operations.

Fluent in Five - Year 6
Week 12 - Day 1

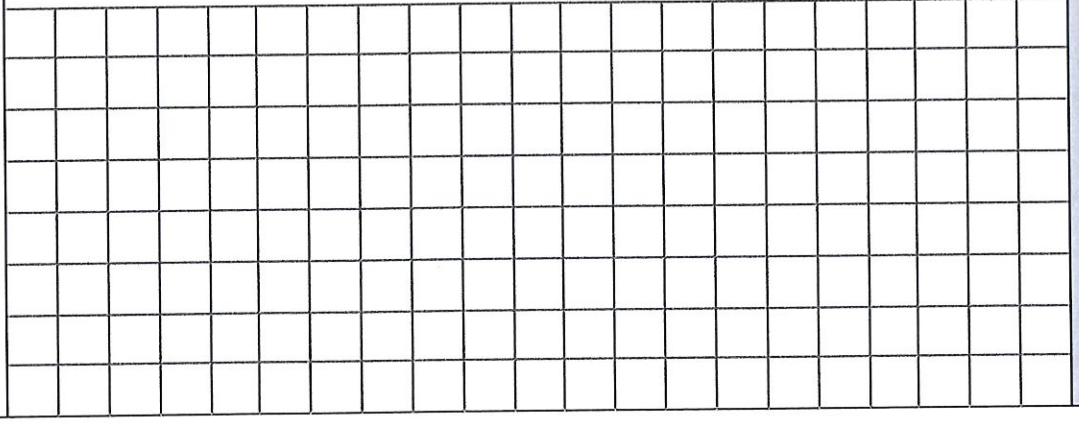
Name.....
Date.....School.....
Class.....Score.....

1 $1.45 \times 3 =$



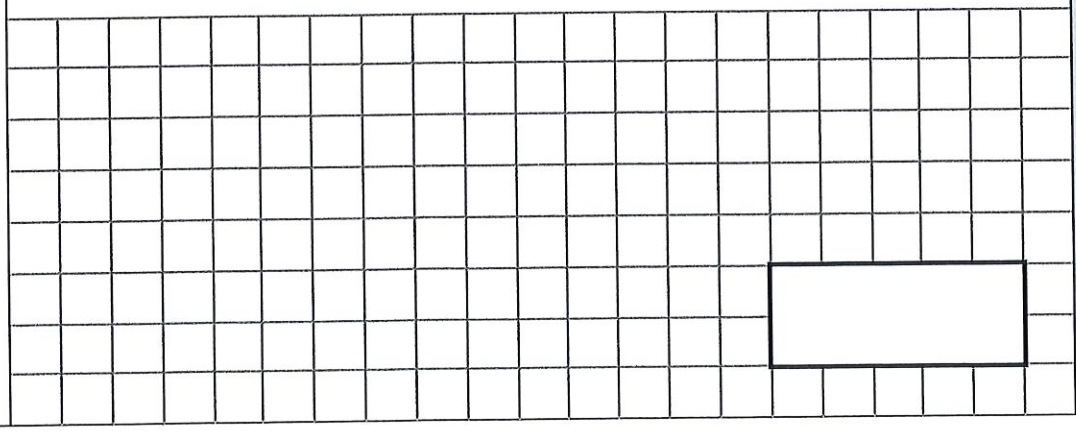
1 mark

2 $7{,}894 - \square = 3{,}858$



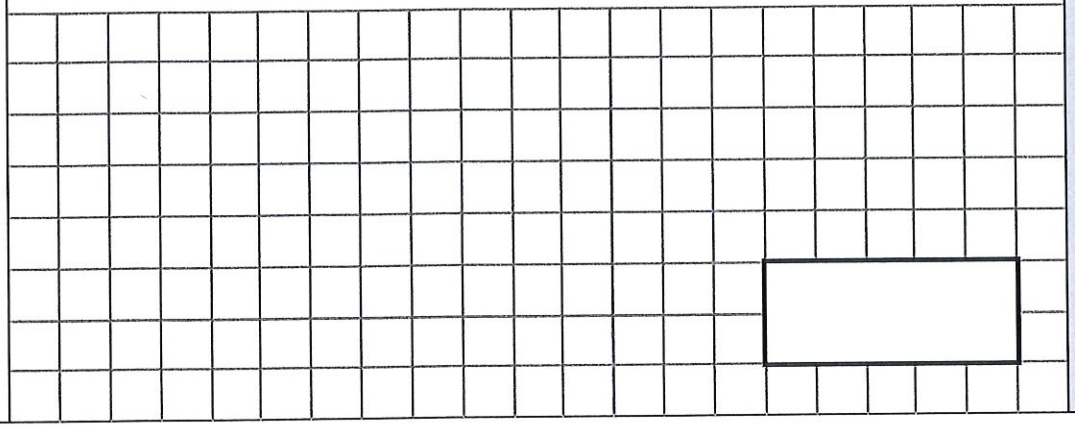
1 mark

3 $\frac{3}{4} \times 12 =$



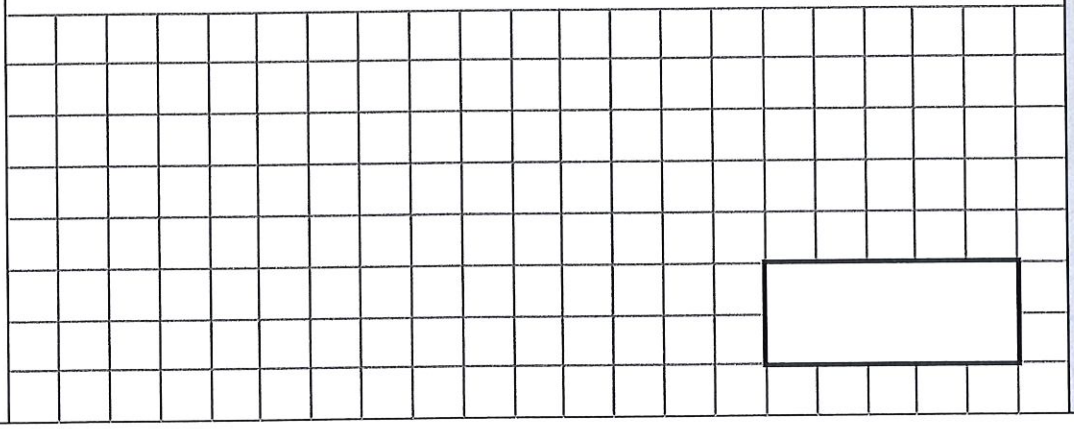
1 mark

4 $65 \times 23 =$



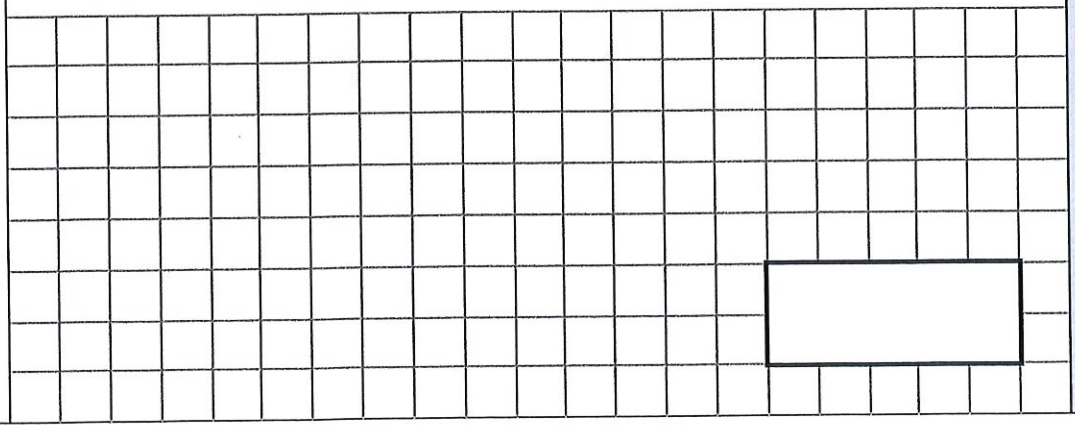
2 marks

5 $6 + 3 \times 8 + 2 =$



1 mark

6 $\frac{3}{5} - \frac{1}{10} =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $1.45 \times 3 = \mathbf{4.35}$ (M)

2. $7{,}894 - \mathbf{4{,}036} = 3{,}858$ (W)

3. $\frac{3}{4} \times 12 = \mathbf{9}$ (M)

4. $65 \times 23 = \mathbf{1{,}495}$ (W)

5. $6 + 3 \times 8 + 2 = \mathbf{32}$ (M)

6. $\frac{3}{5} - \frac{1}{10} = \frac{\mathbf{5}}{\mathbf{10}}$ *or* $\frac{\mathbf{1}}{\mathbf{2}}$ (M)

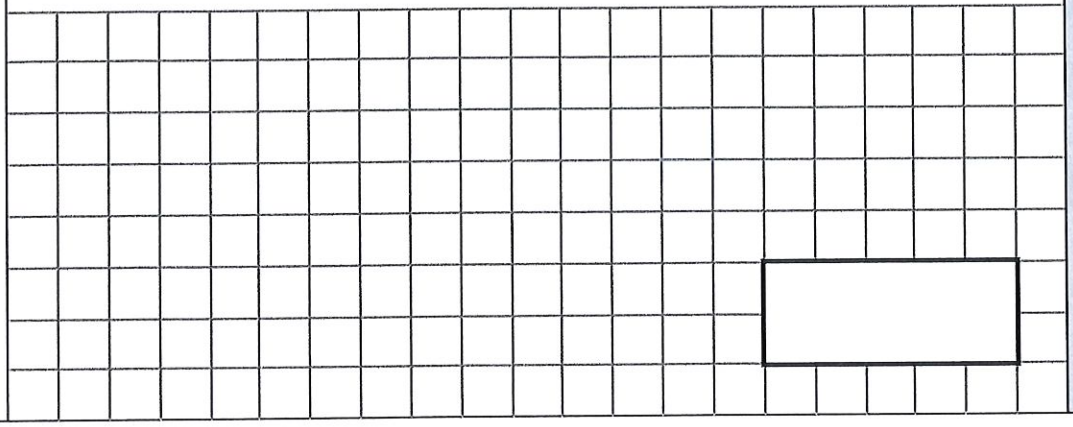
Fluent in Five - Year 6
Week 12 - Day 2

Name.....

Date.....School.....

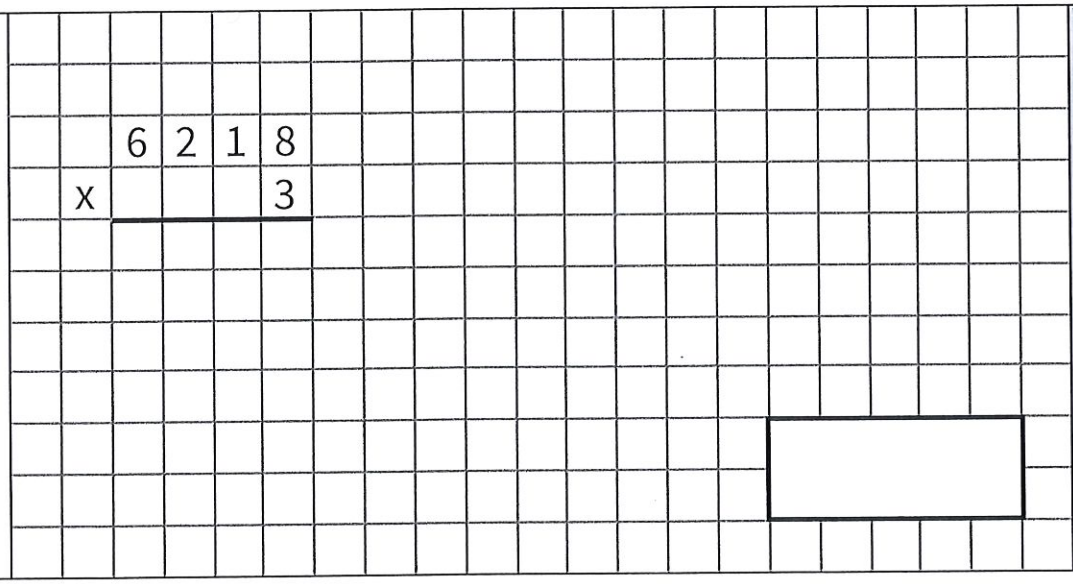
Class.....Score.....

1 $6 \times 80 =$



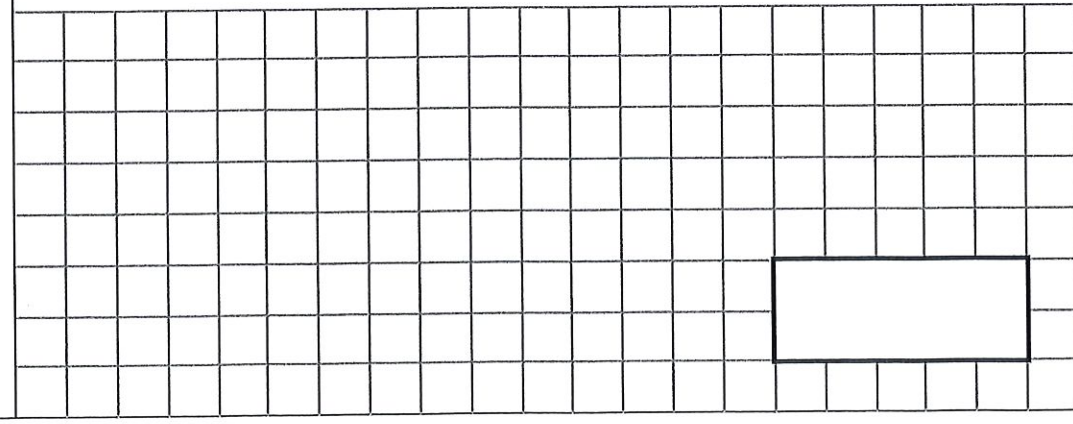
1 mark

2



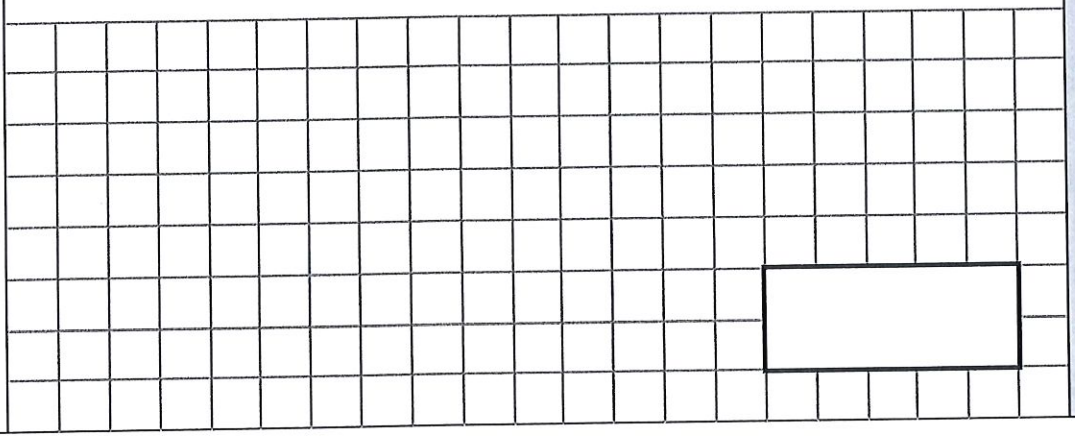
1 mark

3 $19 + 27 =$



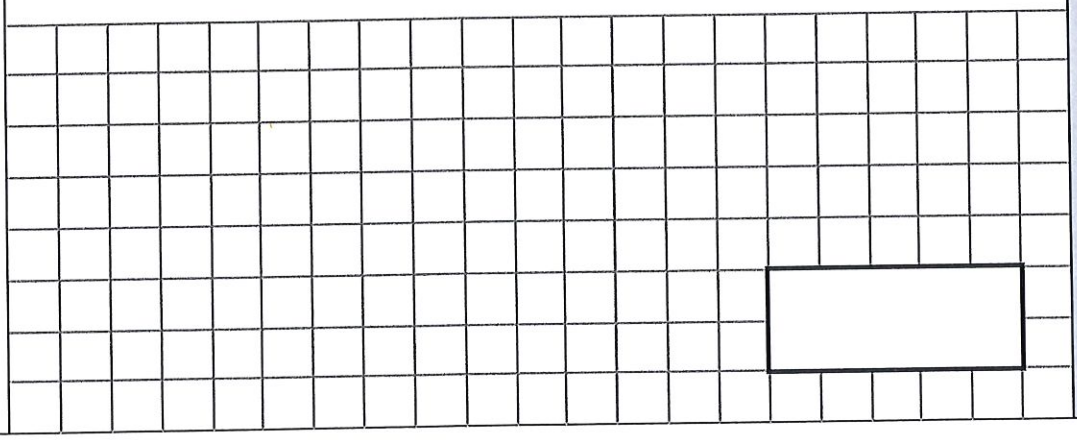
1 mark

4 $84 \times 3 =$



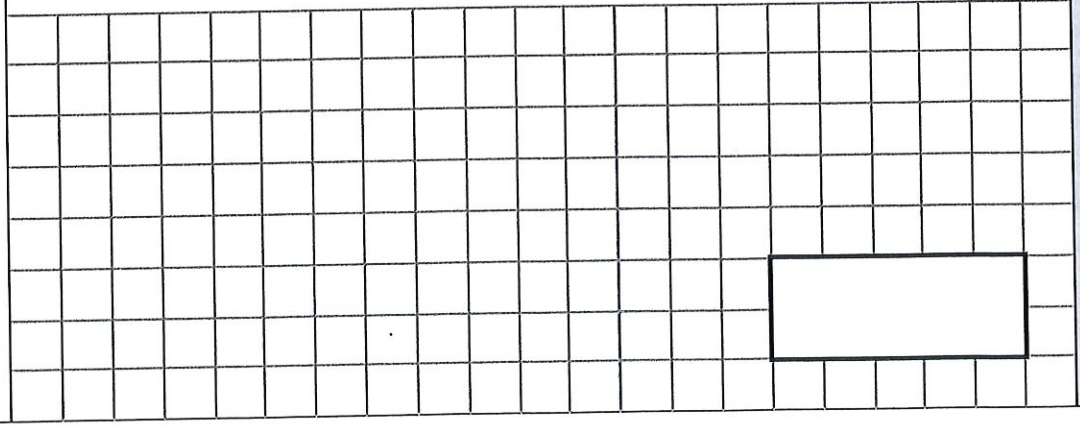
1 mark

5 $981 + 34{,}894 =$



1 mark

6 $183 \times 100 =$



1 mark

Answer Sheet

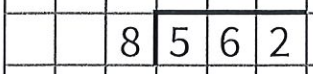
Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 6 x 80 = **480** (M)
2. 6,218 x 3 = **18,654** (W)
3. 19 + 27 = **46** (M)
4. 84 x 3 = **252** (M)
5. 981 + 34,894 = **35,875** (W)
6. 183 x 100 = **18,300** (M)

Fluent in Five – Year 6
Week 12 – Day 3

Name.....
Date.....School.....
Class.....Score.....

1



1 mark

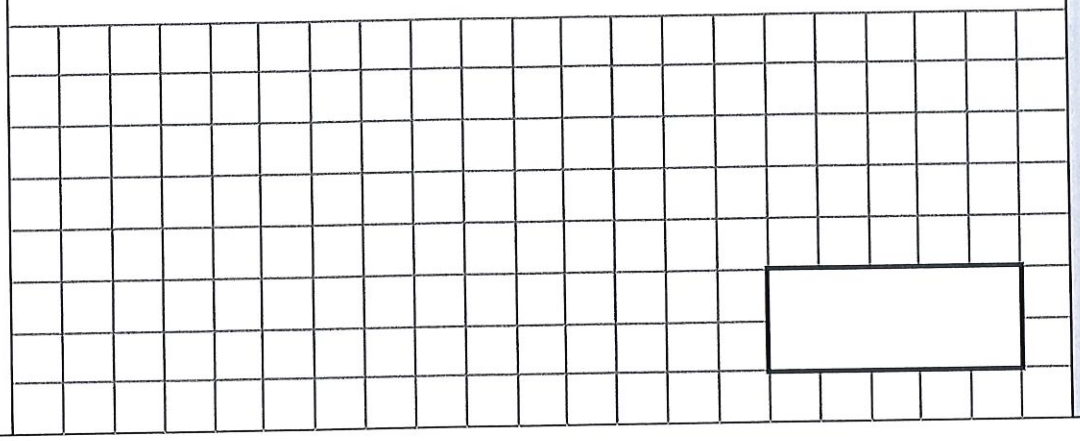
2 569 x 8 =

1 mark

3 654 ÷ 100 =

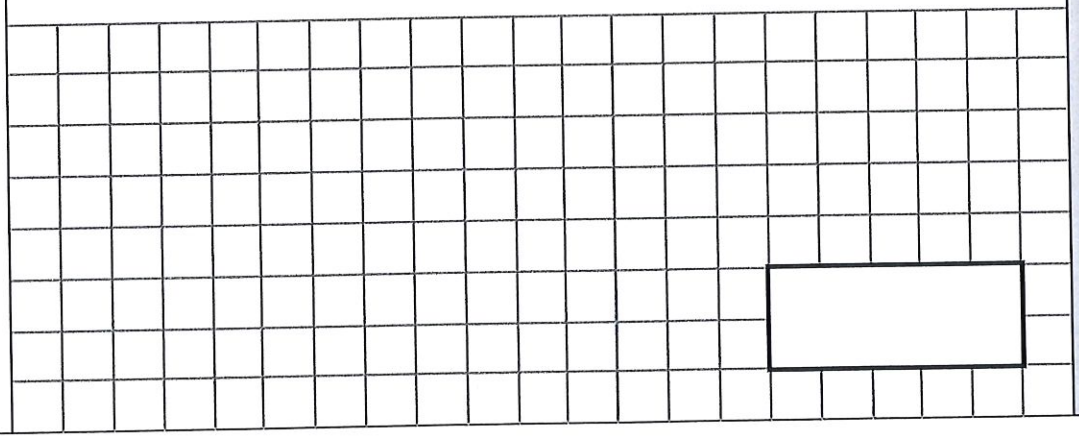
1 mark

4 $87 - 29 =$



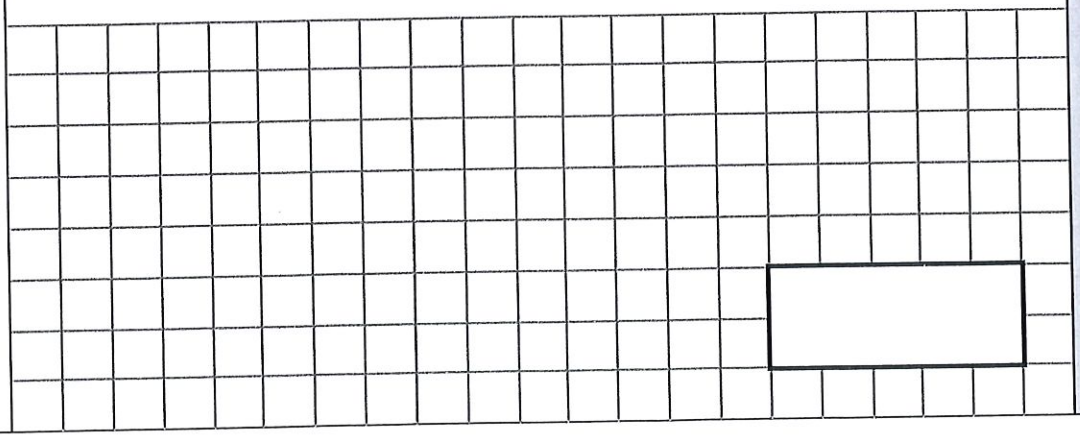
1 mark

5 55% of 120 =



1 mark

6 $98 + 165 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 562 ÷ 8 = **70 r 2** (W)

2. 569 x 8 = **4,552** (W)

3. 654 ÷ 100 = **6.54** (M)

4. 87 – 29 = **58** (M)

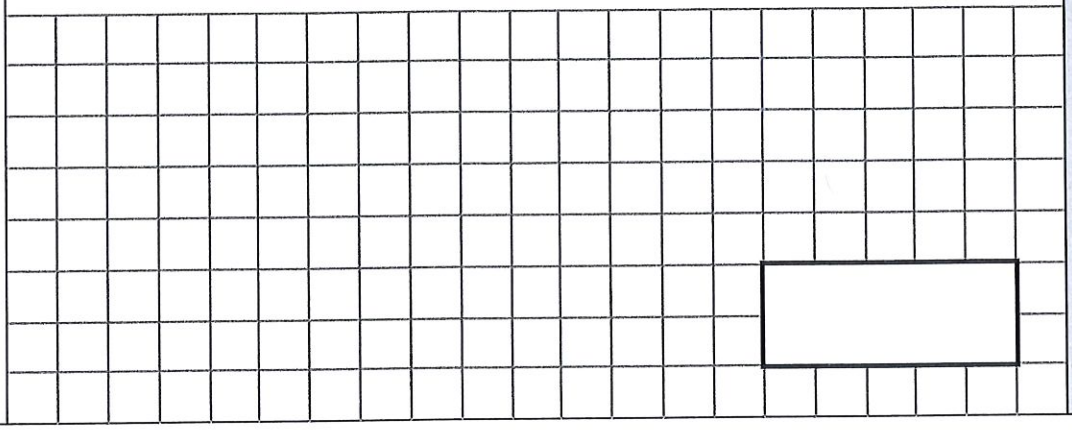
5. 55% of 120 = **66** (M)

6. 98 + 165 = **263** (M)

Fluent in Five - Year 6
Week 12 - Day 4

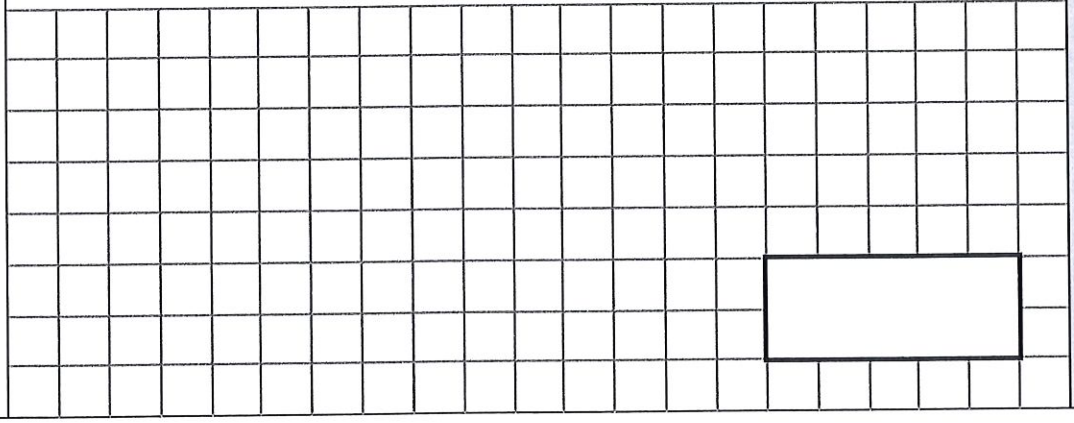
Name.....
Date.....School.....
Class.....Score.....

1 $675 \div 6 =$



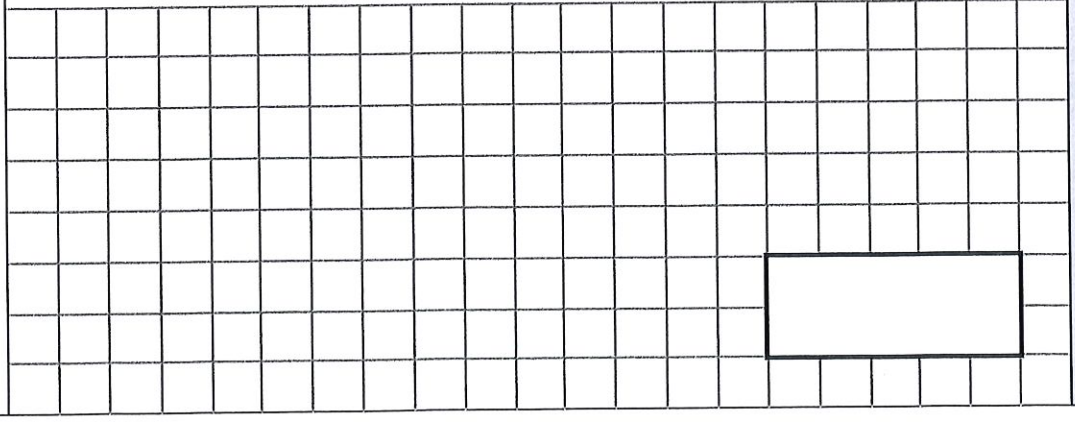
1 mark

2 $604 - 176 =$



1 mark

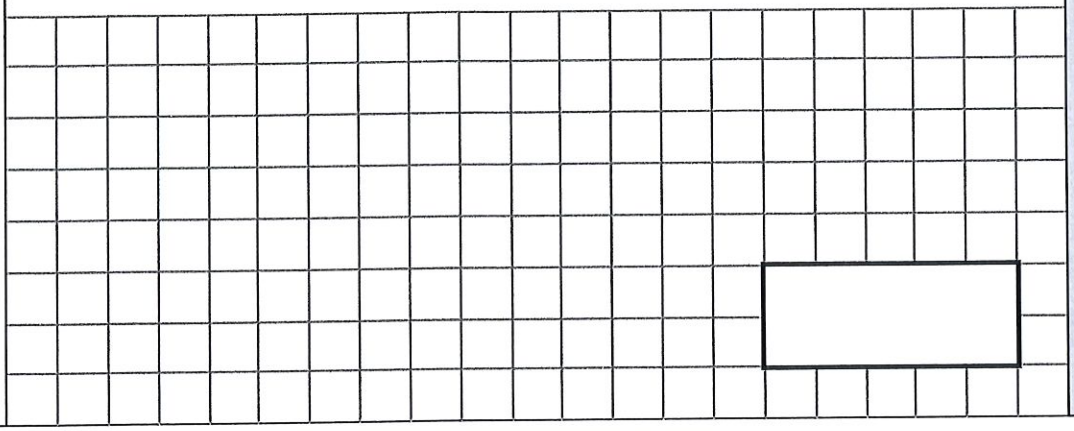
3 $76.439 + 67.842 =$



1 mark

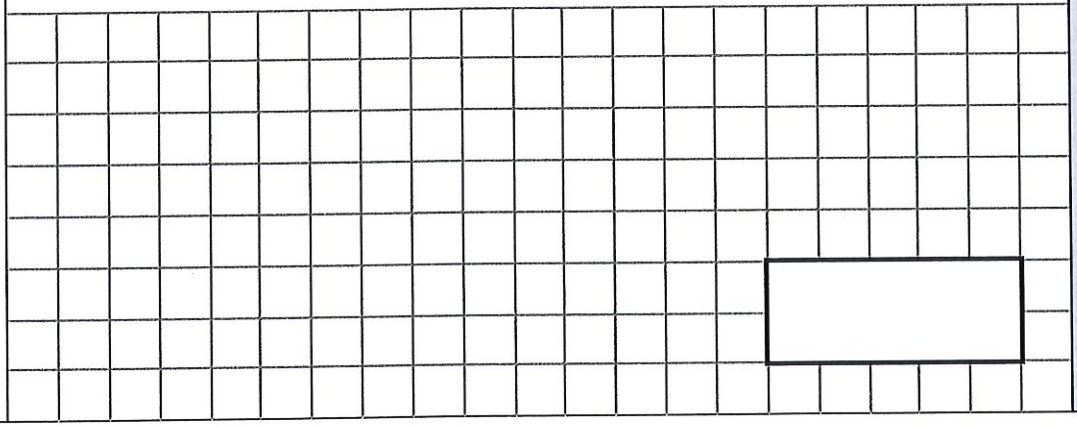
Fluent in Five - Year 6
Week 12 - Day 4

4 $1.8 \div 0.2 =$



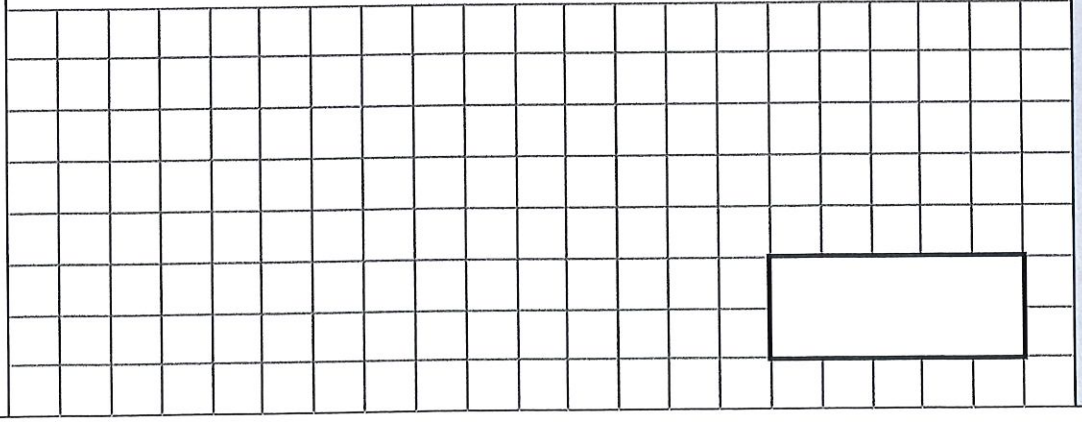
1 mark

5 $654 + 230 =$



1 mark

6 $560 \div 8 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $675 \div 6 =$ **112 r 3** *or* **112.5** *or* **112** $\frac{\mathbf{3}}{\mathbf{6}}$ (W)

2. $604 - 176 =$ **428** (M)

3. $76.439 + 67.842 =$ **144.281** (W)

4. $1.8 \div 0.2 =$ **9** (M)

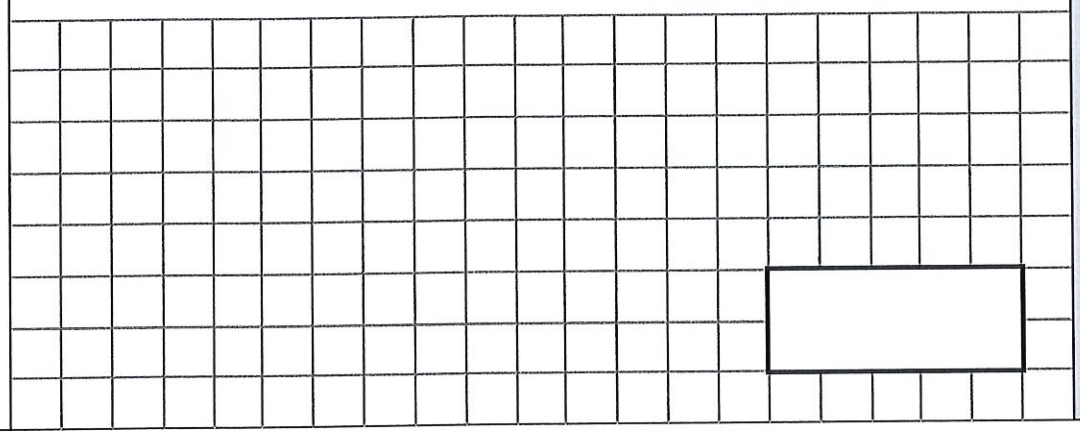
5. $654 + 230 =$ **884** (M)

6. $560 \div 8 =$ **70** (M)

Fluent in Five - Year 6
Week 12 - Day 5

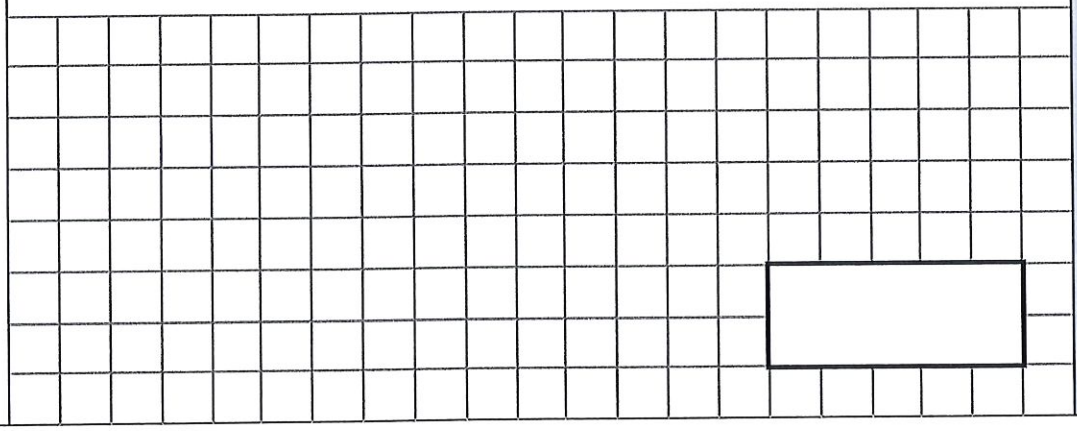
Name.....
Date.....School.....
Class.....Score.....

1 $900 \times 80 =$



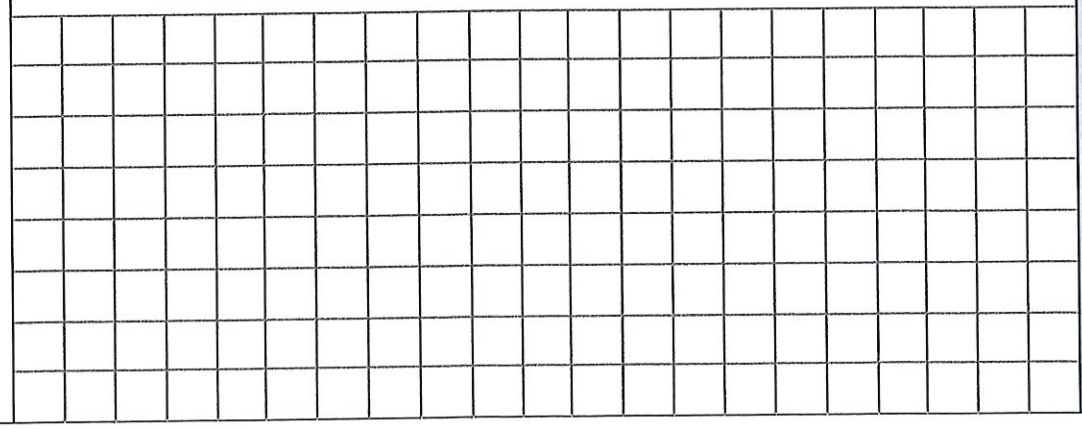
1 mark

2 $6{,}549 \times 3 =$



1 mark

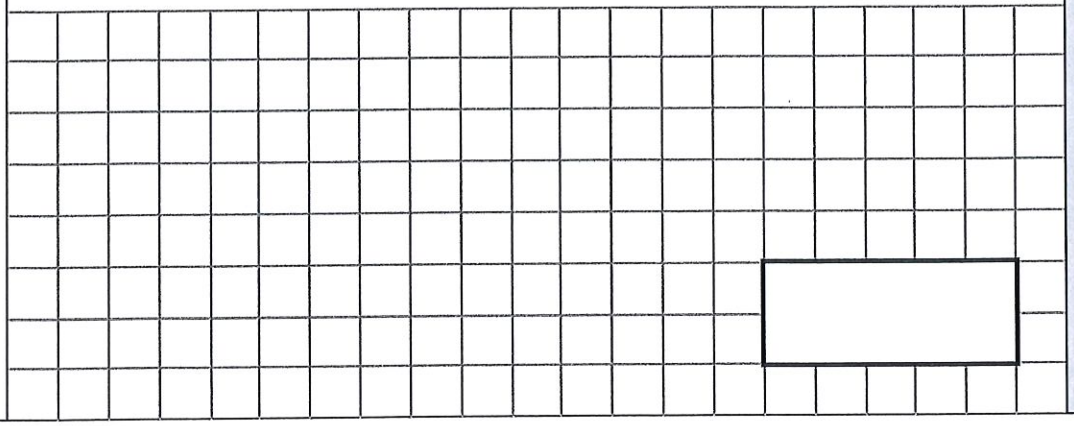
3 $\square = \frac{1}{5} \times 25$



1 mark

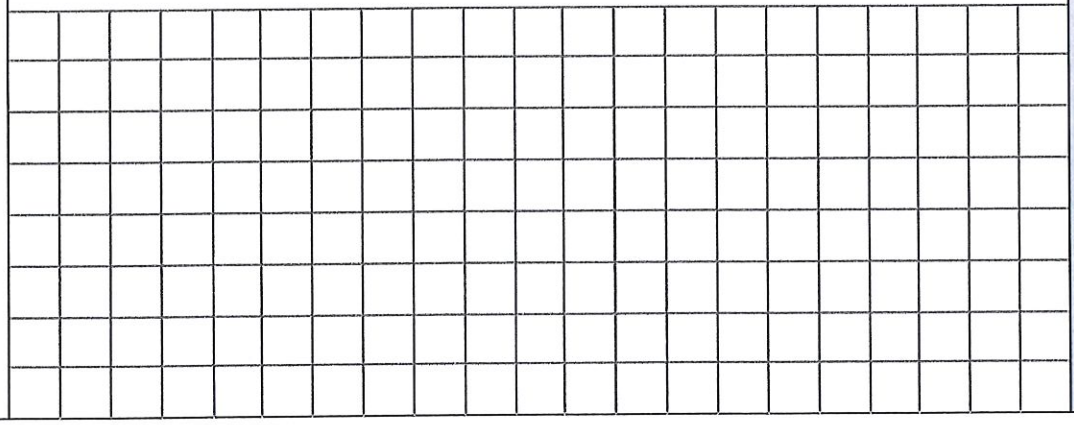
Fluent in Five - Year 6
Week 12 - Day 5

4 $8^2 \times 2 =$



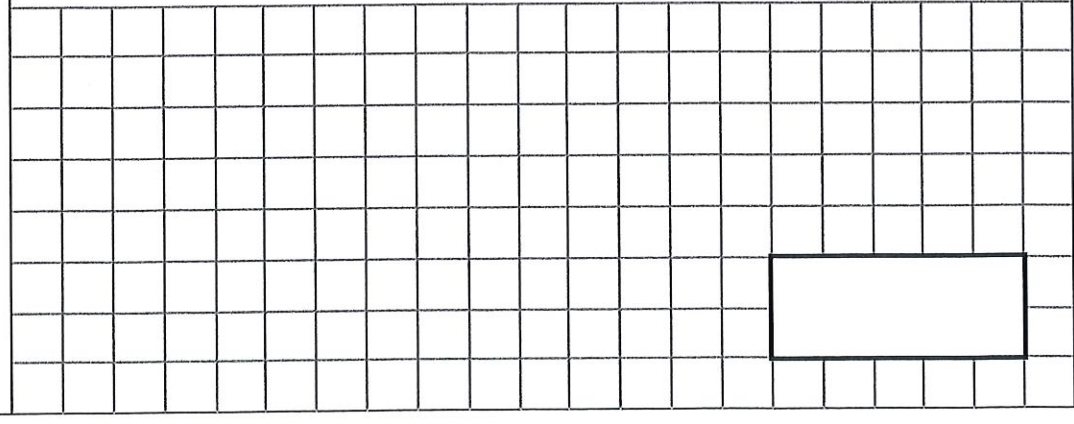
1 mark

5 650×4



1 mark

6 $56{,}789 - 1{,}294.76 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 900 x 80 = **72,000** (M)

2. 6,549 x 3 = **19,647** (W)

3. **5** = $\frac{1}{5}$ x 25 (M)

4. 8^2 x 2 = **128** (M)

5. 650 x 4 = **2,600** (M)

6. 56,789 – 1,294.76 = **55,494.24** (W)

Fluent in Five

Daily Arithmetic Practice
Week 13

Year 6

THIRD SPACE LEARNING

Year 6 - Week 13

Please note, we always recommend reading 'Your Guide to Using Fluent in Five' before using these resources with your class.

This week in a nutshell

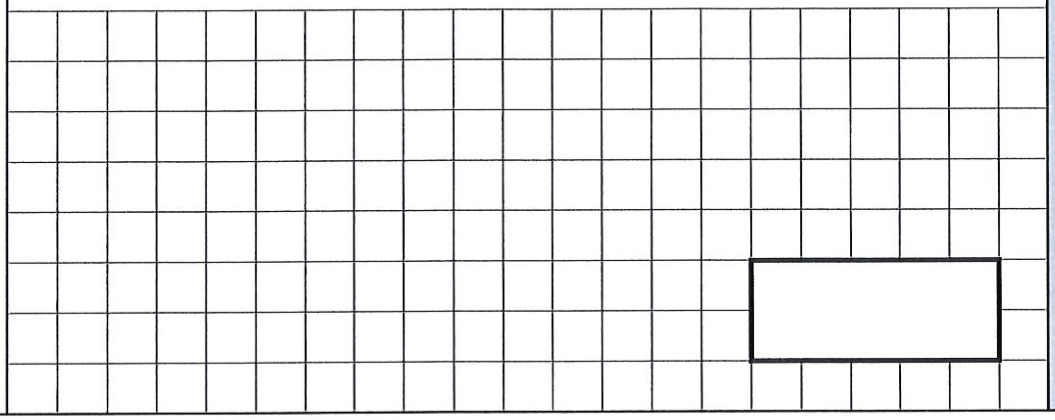
This week, Year 6 continue to receive 6 questions per day, with 2 of these being questions which may require a formal written method to solve. There are also some 2 mark questions, for long multiplication and division, throughout the week.

- Mental multiplication this week focuses on multiplying and dividing numbers (including decimals) by 10, 100 and 1000.
- Mental addition and subtraction questions focus on adding and subtracting near multiples of 10, 100 and 1000.
- Pupils will need to use a range of written methods which involve all four operations.

Fluent in Five - Year 6
Week 13 - Day 1

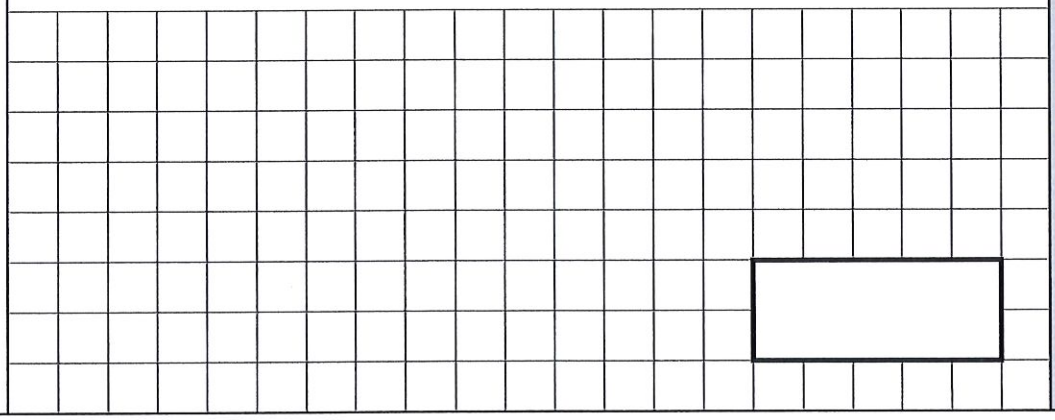
Name.....
Date.....School.....
Class.....Score.....

1 25% of 180cm =



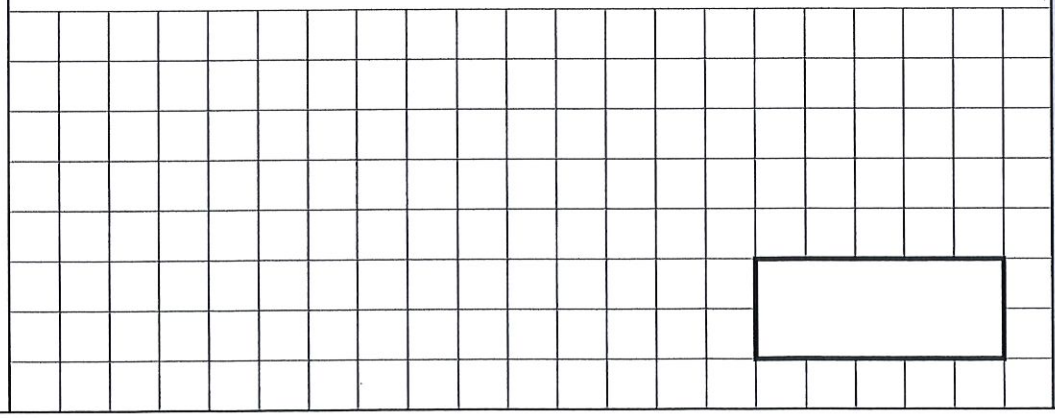
1 mark

2 34.20 – 12.14 =



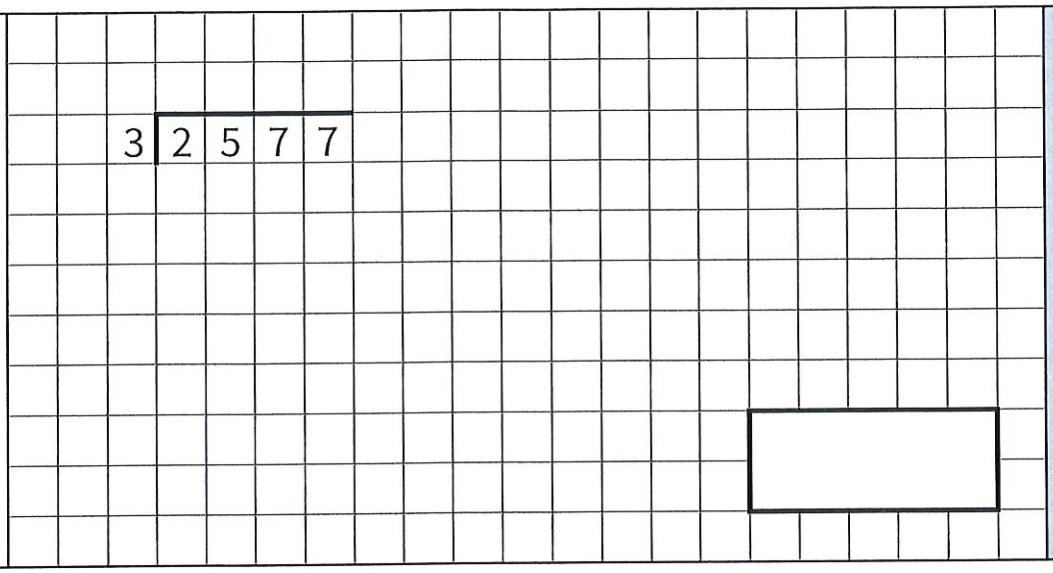
1 mark

3 399 + 298 =



1 mark

4



1 mark

5 90 x 70 =

1 mark

6 401 + 103 =

1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 25% of 180cm = **45cm** (M)
2. 34.20 – 12.14 = **22.06** (W)
3. 399 + 298 = **697** (M)
4. 2577 ÷ 3 = **859** (W)
5. 90 x 70 = **6300** (M)
6. 401 + 103 = **504** (M)

Fluent in Five - Year 6
Week 13 - Day 2

Name.....

Date.....School.....

Class.....Score.....

1 $4.158 + 3.099 =$

1 mark

2 $76{,}424 + 69{,}008 =$

1 mark

3 $88 \div \square = 11$

1 mark

4 $53 - 29 =$

1 mark

5 $840 \div 40 =$

1 mark

6 $5 \times 2 \times 6 =$

1 mark

Answer Sheet

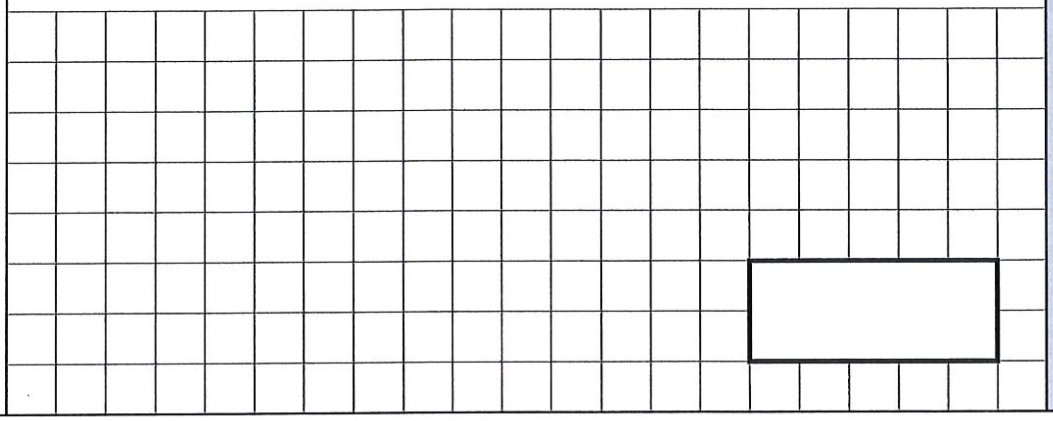
Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 4.158 + 3.099 = **7.257** (W)
2. 76,424 + 69,008 = **145,432** (W)
3. 88 ÷ **8** = 11 (M)
4. 53 – 29 = **24** (M)
5. 840 ÷ 40 = **21** (M)
6. 5 x 2 x 6 = **60** (M)

Fluent in Five - Year 6
Week 13 - Day 3

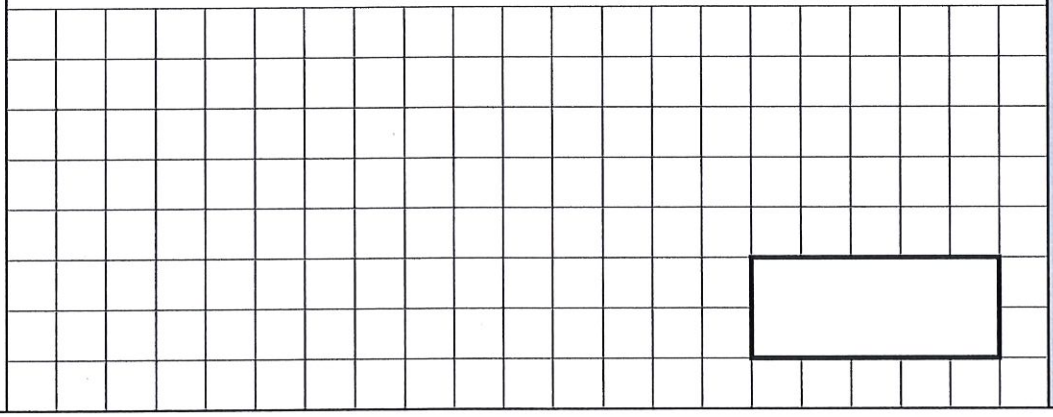
Name.....
Date.....School.....
Class.....Score.....

1 $40 \times 9 =$



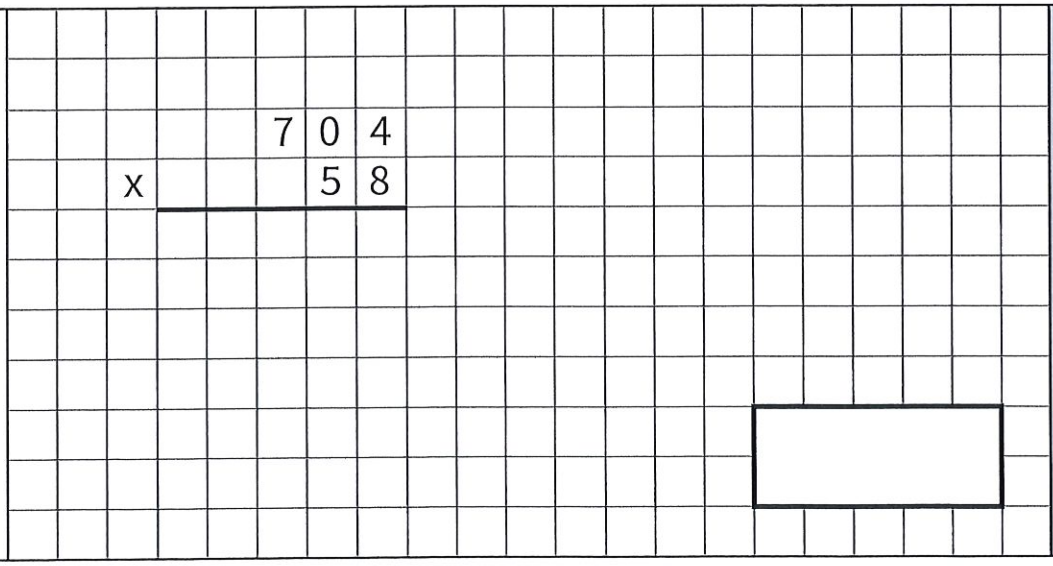
1 mark

2 $2{,}589 \times 6 =$



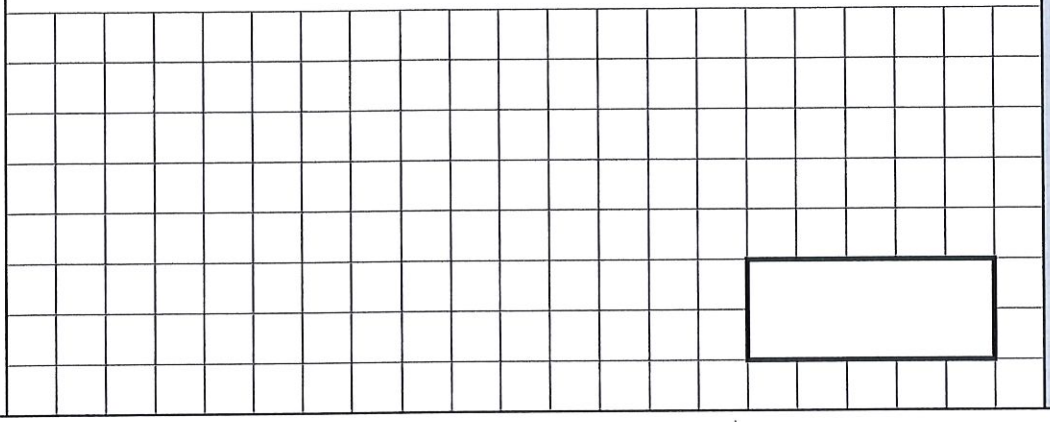
1 mark

3



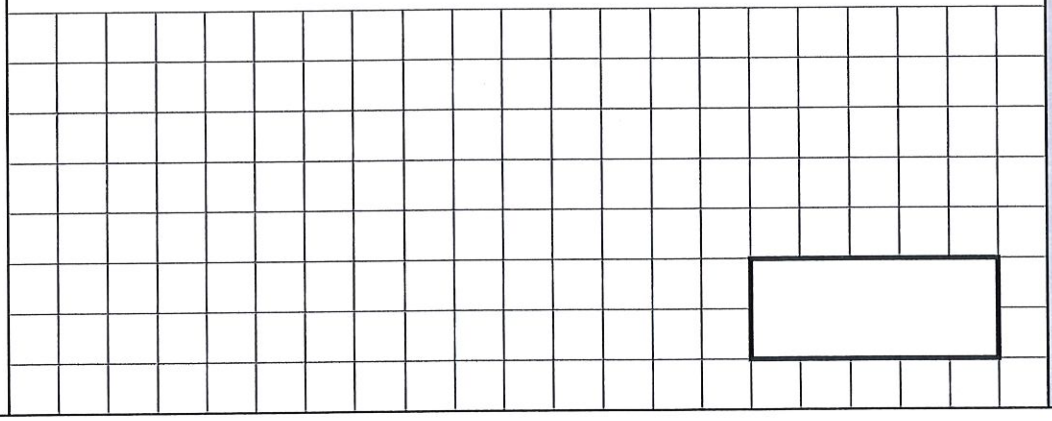
2 marks

4 $8{,}000 - 800 =$



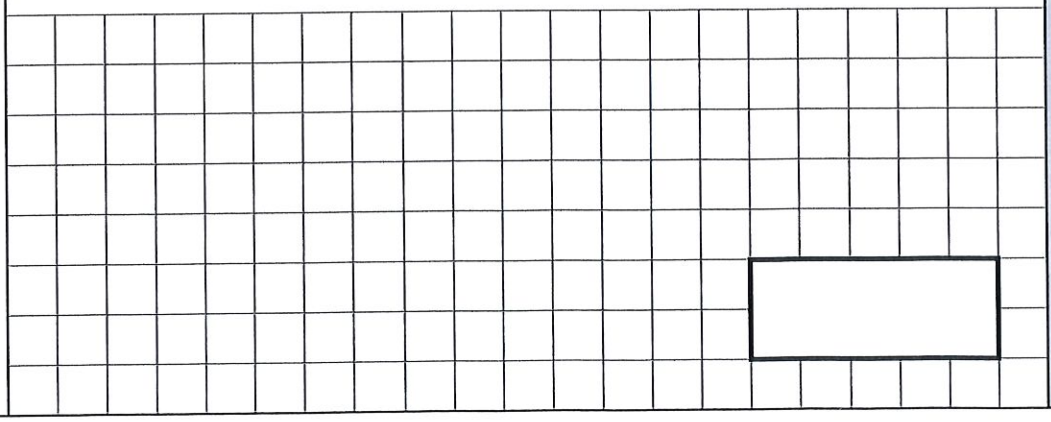
1 mark

5 $5^3 =$



1 mark

6 $(55 \div 5) + 3 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. 40 x 9 = **360** (M)

2. 2,589 x 6 = **15,534** (W)

3. 704 x 58 = **40,832** (W)

4. 8,000 – 800 = **7,200** (M)

5. 5^3 = **125** (M)

6. (55 ÷ 5) + 3 = **14** (M)

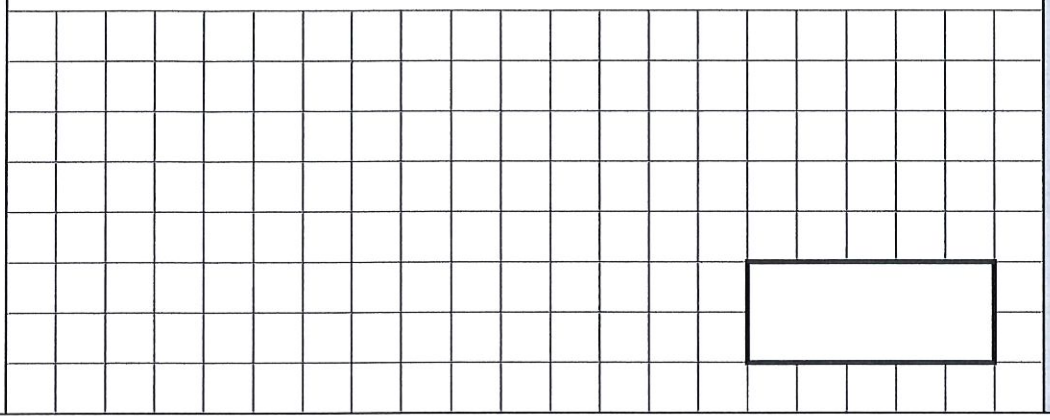
Fluent in Five - Year 6
Week 13 - Day 4

Name.....

Date.....School.....

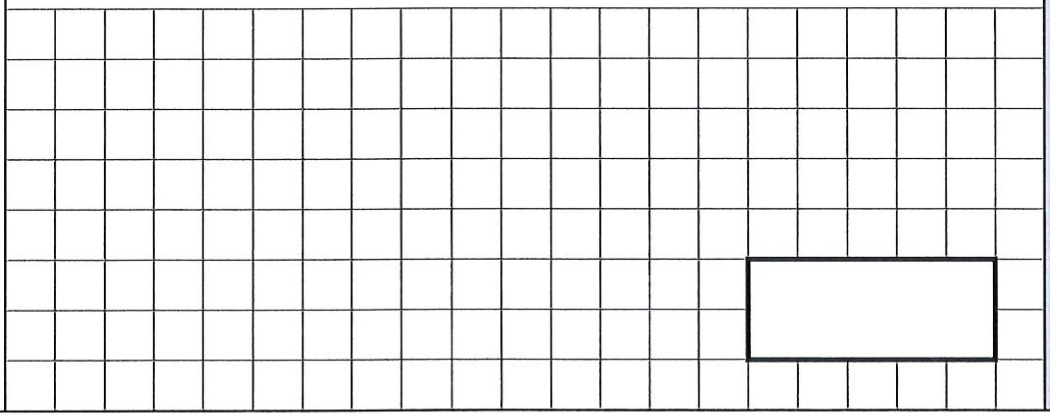
Class.....Score.....

1 $\frac{2}{4} \times \frac{2}{4} =$



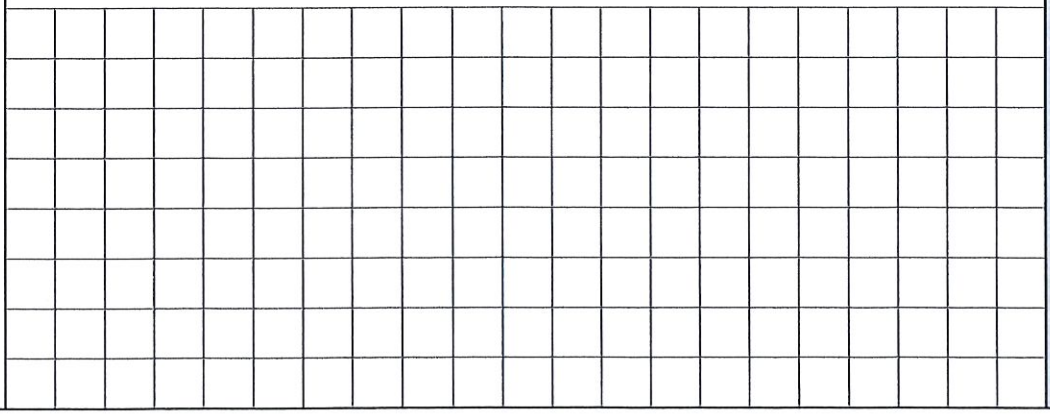
1 mark

2 $35{,}776 + 19{,}520 =$



1 mark

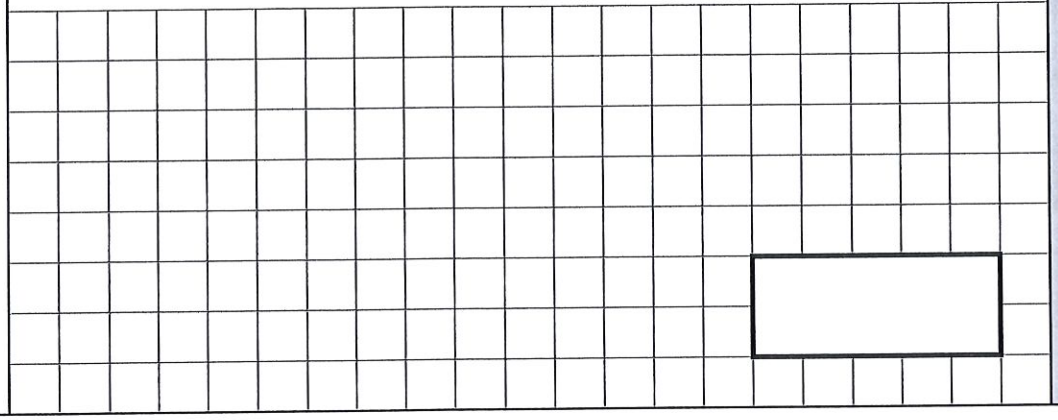
3 $\square^3 = 8$



1 mark

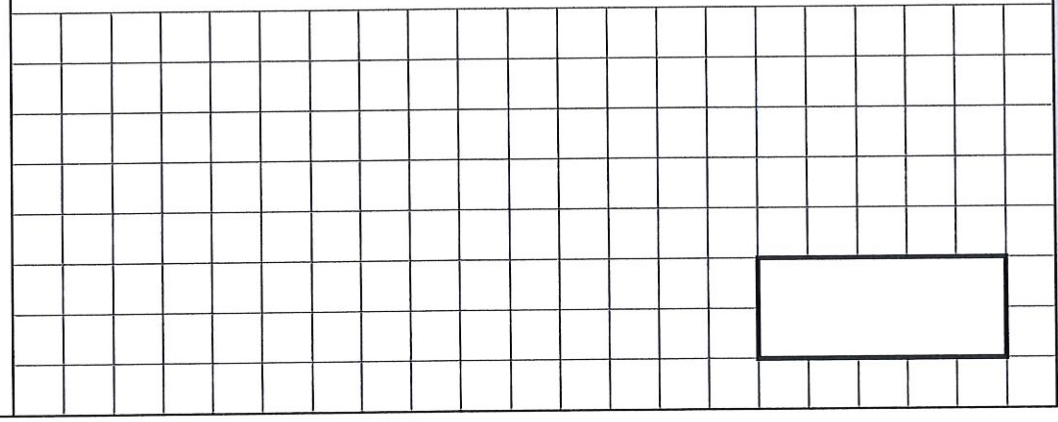
Fluent in Five - Year 6
Week 13 - Day 4

4 $866 + 7 =$



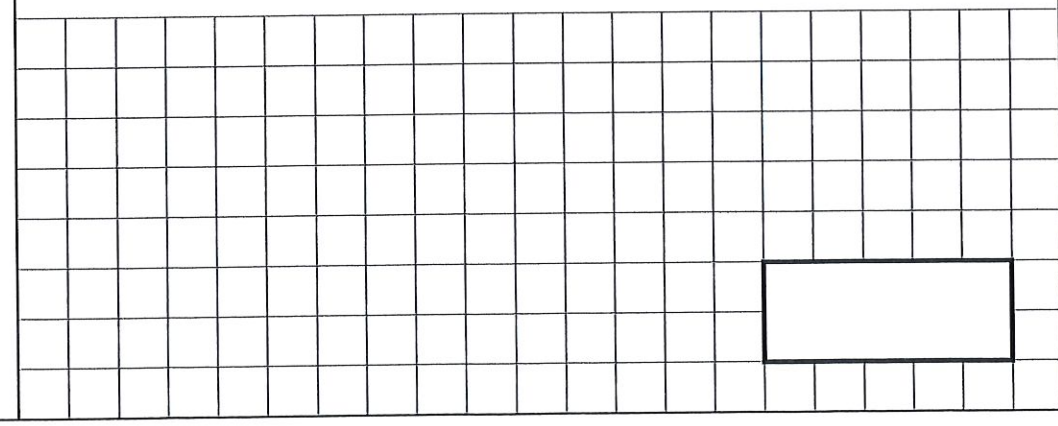
1 mark

5 472×5



1 mark

6 $572 \div 100 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. $\frac{2}{4} \times \frac{2}{4} = \frac{\mathbf{4}}{\mathbf{16}}$ *or* $\frac{\mathbf{1}}{\mathbf{4}}$ (M)

2. 35,776 + 19,520 = **55,296** (W)

3. $\mathbf{2}^3 = 8$ (M)

4. 866 + 7 = **873** (M)

5. 472 x 5 = **2,360** (W)

6. 572 ÷ 100 = **5.72** (M)

Fluent in Five - Year 6
Week 13 - Day 5

Name.....
Date.....School.....
Class.....Score.....

1 $\square \div 45 = 87$

2 marks

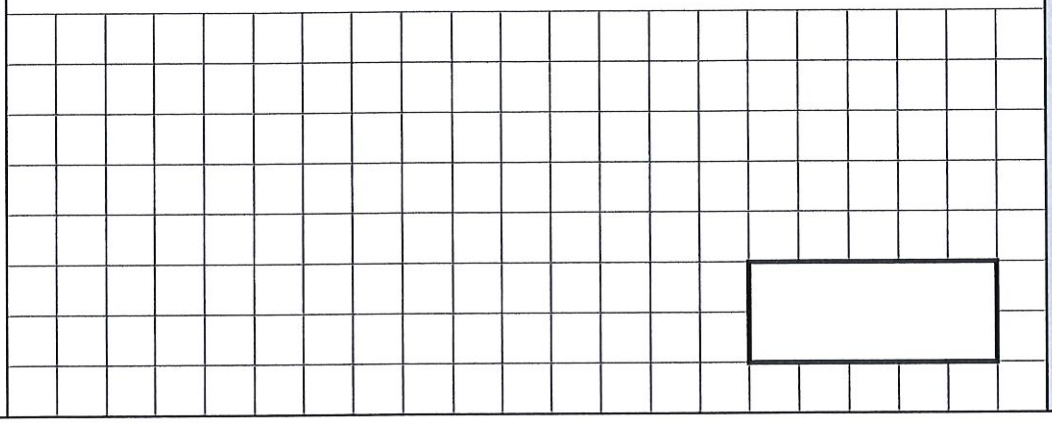
2 $7^2 =$

1 mark

3 $48 + 37 =$

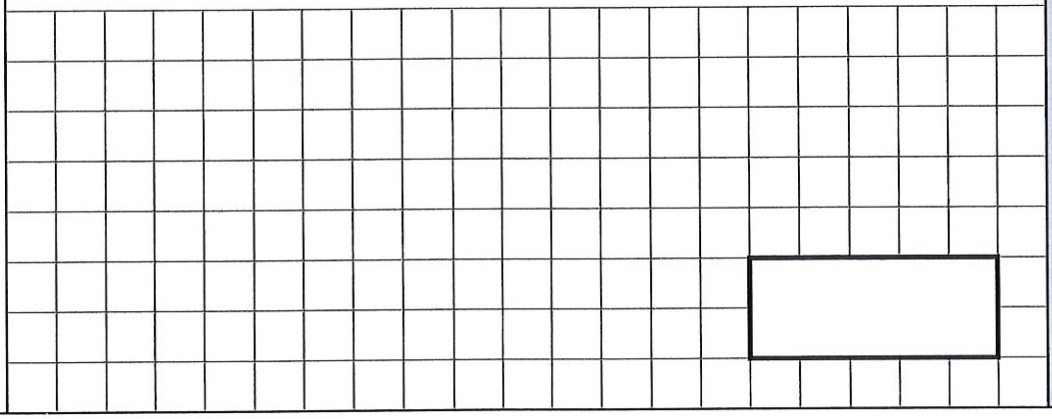
1 mark

4 $53.94 + 29.87 =$



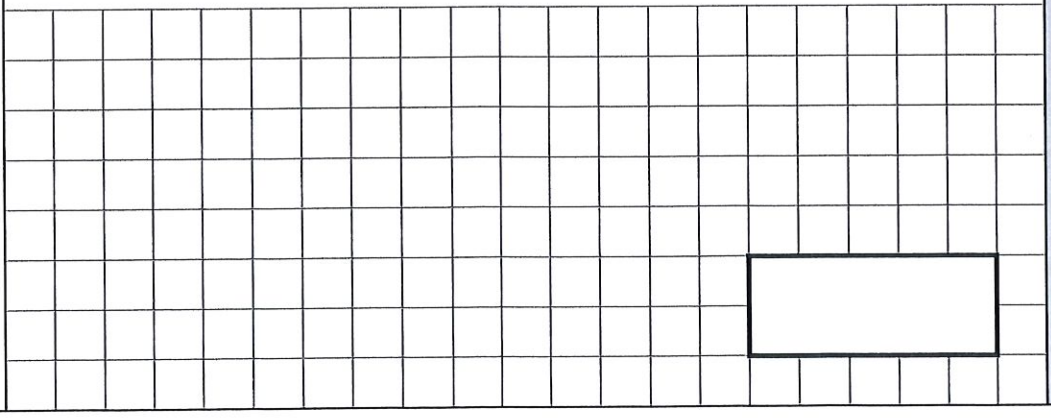
1 mark

5 $81 - 57 =$



1 mark

6 $30 \times 70 =$



1 mark

Answer Sheet

Remember, (M) is written next to those questions you should have tried to solve mentally first. (W) means a written method is usually more efficient for this question.

1. **3,915** ÷ 45 = 87 (W)

2. 7^2 = **49** (M)

3. 48 + 37 = **85** (M)

4. 53.94 + 29.87 = **83.81** (W)

5. 81 – 57 = **24** (M)

6. 30 x 70 = **2,100** (M)