

Y6 Quick Starts

	<u>Nearest 10</u>	<u>Nearest 100</u>	<u>Nearest 100 000</u>	<u>Nearest 1 000 000</u>
7 567 312				
876 321				
9 564 721				
8 543 123				

$6774 \div 11 = \underline{\hspace{2cm}}$ $9856 + 67 = \underline{\hspace{2cm}}$ $99 - 4.56 = \underline{\hspace{2cm}}$ $442 \times 13 = \underline{\hspace{2cm}}$
 $6 \times 3 \frac{1}{2} = \underline{\hspace{2cm}}$ $8 \times 8 \frac{1}{2} = \underline{\hspace{2cm}}$ $8 \times 4 \frac{1}{2} = \underline{\hspace{2cm}}$ $12 \times 6 \frac{1}{2} = \underline{\hspace{2cm}}$
 $-5 - 8 = \underline{\hspace{2cm}}$ $-3 - 15 = \underline{\hspace{2cm}}$ $-7 - 10 = \underline{\hspace{2cm}}$ $-11 - \underline{\hspace{1cm}} = -22$
 20% of 540 = $\underline{\hspace{2cm}}$ 30% of 460 = $\underline{\hspace{2cm}}$ 60% of 230 = $\underline{\hspace{2cm}}$ 75% of 120 = $\underline{\hspace{2cm}}$

FRACTIONS (order- ascending)

$1/2$, $2/3$, $4/6$, $10/12$
 $11/20$, $1/2$, $3/5$, $2/4$
 $1/3$, $1/2$, $12/18$, $7/9$

This table shows squared and cubed numbers. Complete the table.
 Explain the relationships you can see between the numbers.

	3 x 3		3 ³		27
		25	5 ³		
6 ²				6 x 6 x 6	
	4 x 4		4 ³		

Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		30%
2/5		
1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

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	<u>Nearest 10</u>	<u>Nearest 100</u>	<u>Nearest 100 000</u>	<u>Nearest 1 000 000</u>
5 678 654				
9 876 321				
3 564 721				
7 543 123				

$6754 \div 11 = \underline{\hspace{2cm}}$ $9456 + 67 = \underline{\hspace{2cm}}$ $19 - 4.56 = \underline{\hspace{2cm}}$ $432 \times 13 = \underline{\hspace{2cm}}$
 $6 \times 4 \frac{1}{2} = \underline{\hspace{2cm}}$ $3 \times 6 \frac{1}{2} = \underline{\hspace{2cm}}$ $8 \times 3 \frac{1}{2} = \underline{\hspace{2cm}}$ $12 \times 2 \frac{1}{2} = \underline{\hspace{2cm}}$
 $5 - 8 = \underline{\hspace{2cm}}$ $-3 - 5 = \underline{\hspace{2cm}}$ $-7 - 10 = \underline{\hspace{2cm}}$ $11 - \underline{\hspace{1cm}} = -2$
 10% of 540 = $\underline{\hspace{2cm}}$ 20% of 460 = $\underline{\hspace{2cm}}$ 50% of 230 = $\underline{\hspace{2cm}}$ 95% of 120 = $\underline{\hspace{2cm}}$

FRACTIONS (order- ascending)

$1/2$, $1/3$, $5/6$, $1/12$
 $17/20$, $1/2$, $4/5$, $3/4$
 $2/3$, $1/2$, $17/18$, $5/9$

Place 5 odd and 5 even numbers in the diagram below.

	Not cubed	Cubed
Over 100		
100 or less		

Put at least one number in each section.

Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		30%
2/5		
1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

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	Nearest 10	Nearest 100	Nearest 100 000	Nearest 1 000 000
7 569 912				
876 921				
8 566 721				
543 123				

674 ÷ 11 = _____ 9856 + 17 + 0.01 = _____ 99 - 4.96 = _____ 442 × 12 = _____

6 × 5 $\frac{1}{2}$ = _____ 8 × 9 $\frac{1}{2}$ = _____ 8 × 7 $\frac{1}{2}$ = _____ 12 × 8 $\frac{1}{2}$ = _____

-5 - 9 = _____ -3 - 16 = _____ -7 - 15 = _____ -11 - _____ = -32

60% of 540 = _____ 70% of 460 = _____ 81% of 230 = _____ 75% of 220 = _____

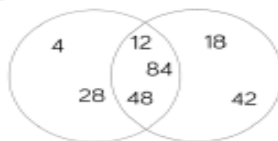
FRACTIONS (order- ascending)

1/2 , 2/3, 4/6, 1/12

1/20, 1/2, 1/5, 1/4

1/3, 1/2, 1/18, 1/9

Work out the headings for the Venn diagram.



Add in one more number to each section.

Can you think of a multiple of 6 and 8 that is a square number?

Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		
		30%
2/5		
1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

Y6 Quick Starts

	Nearest 10	Nearest 100	Nearest 100 000	Nearest 1 000 000
6 789 990				
9 999 991				
8 998 087				
3 987 911				

3674 ÷ 11 = _____ 3856 + 16 + 0.01 = _____ 89 - 4.96 = _____ 342 × 12 = _____

6 × 4 $\frac{1}{2}$ = _____ 8 × 6 $\frac{1}{2}$ = _____ 6 × 7 $\frac{1}{2}$ = _____ 10 × 8 $\frac{1}{2}$ = _____

-5 - 19 = _____ -3 - 36 = _____ -7 - 35 = _____ -11 - _____ = -42

70% of 540 = _____ 90% of 460 = _____ 71% of 230 = _____ 35% of 220 = _____

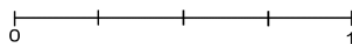
FRACTIONS (order- ascending)

2/2 , 2/3, 1/6, 10/12

19/20, 1/2, 4/5, 3/4

2/3, 1/2, 17/18, 1/9

- 1 On the number line place $\frac{2}{8}, \frac{4}{8}, \frac{4}{8}, \frac{7}{8}, \frac{3}{8}$



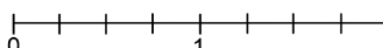
Which other fractions, with different denominators can be placed on the number line?

- 2 On the number line place $\frac{2}{5}, \frac{3}{10}, \frac{6}{15}, \frac{10}{15}, \frac{4}{5}$



- 3 What other fractions can you place on the number line?

On the number line place $\frac{10}{20}, \frac{1}{4}, \frac{6}{4}, \frac{1}{8}, \frac{15}{8}, \frac{1}{8}$



Fractions	Decimals	Percentages
1/10		
	0.2	
1/4		
		30%
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1/2	0.5	50%
		60%
	0.7	
		75%
8/10		
	0.9	
1/1		

The Lighthouse

Before he pushed the loaded supply boat out into the sound, he turned his back to the wind, reached into his waistcoat pocket and delicately drew out a folded square of paper. He re-read the copper-plate writing that was so familiar. "Thy way is in the sea, and my path in the great waters." He read the words slowly and deliberately and, although he was not religious, the message carried some deeper significance which was not clear to him. He returned the paper back into his pocket, repeated the words in his mind, and pushed the bow of the boat seaward.

The lighthouse defiantly stood proud of the jagged rocks; a broken jaw of granite. He was always met by the three keepers who stood unwavering in any weather; the sealskin collars on their coats were drawn up to their chins.

The men never spoke; they had lost their words to the wind. In fact, no one could remember their names or if they had any family; letters from relatives had stopped long ago. The boat was unloaded; the keepers ignored the diving Kittiwakes, Terns and Gullbills that searched for food. Then, in procession, the boy followed the keepers up the rough, whitewashed steps into the lighthouse. The metal door, blistered with rust, thudded closed behind them.

The windowless, circular room was paneled with cedar and smelt of burning lamp-oil. At this stage, the boy always sat at the scrubbed pine table and was handed a metal mug of steaming tea, whilst the men emptied the cases of supplies. However, on this occasion, the last occasion, they joined him at the table and in solemn silence removed their boots and coarse woollen socks.

Whilst their hands and faces were ruddy and russet from years of exposure to the elements, he was initially surprised how ebony white their legs and feet were, but, as he gazed closer, he understood the significance of their gesture. Stretched between their toes was an opalescent skin, as fine as gossamer.

"Is you surprised boy? We don't want no help...we just wanted you to know." Then silence.

His mouth was stone dry, his brow was breaking out in a cold sweat and his heartbeat raced. He later regretted not asking them more; about the gills behind their ears, their hairless bodies or their scales, but it seemed almost normal and he was happy for them.

He refused to discuss their disappearance.

At night-time, he would look out to the lighthouse, its beam spun a silver path over the ocean's phosphorescence; he believed that if he stared hard enough, perhaps it would come to him.

But it took another eighty years and a Mr Morse to turn the pattern of flashes, from the lighthouse beam, into dots and dashes. Translated they read - "Thy way is in the sea, and my path in the great waters".

Task 1: Time yourself to find the words in the text

delicately slowly deliberately repeated defiantly
jagged unwavering blistered circular exposure to the
elements opalescent skin

Task 2: pick out the adverbs and put into complex sentences (vary the position of the subordinating clause to show your control)

Task 3: Summarise the text Task 4: Re-write the story and improve the ending.

Information Text

Information Text

Rationing

Task 1: Research rationing

Task 2: Create your own menu

Menu

Suggestions to cope with rationing:

Get creative!

You could have a go at making some of these at home and tweet the school your outcomes.

Why might they not be as tasty as baking today?



Geography

1. Label the seven continents
2. Label where you live

Challenge 1:

Identify all the countries involved in the war.

Challenge 2:

Do you think location had anything to do with Hitler's choices made when he was deciding which countries to invade?
