

Week 2 Timetable:

Day	Core	Foundation
Monday	Reading – The Secret Garden Writing – Planning your own adventure story Maths – Multiply fractions by integers – Task 1 Spelling – ‘ure’ spelling – alphabetical order and cloze passage	Science – Describe the work of Carl Linnaeus
Tuesday	Reading – The Secret Garden Writing – Write opening and build-up Maths – Multiply fractions by integers – Task 2 Handwriting – Parallels: Upright ascenders and descenders	Thematic - Which was more integral to Birmingham’s financial success: canal systems or trains
Wednesday	Reading – The Secret Garden Writing – Write dilemma and resolution Maths – Multiply fractions by integers – Task 1 Spelling – Suffixes: -ible and -able part 1	Music – Exploring compound time
Thursday	Reading – The Secret Garden Writing – Write the closing and edit work Maths – Multiply fractions by integers – Task 2 Handwriting – Parallels: sloping ascenders and descenders	Art – Wallpaper panel design from nature
Friday	Reading – The Secret Garden Writing – Publish adventure story Maths – Google Forms Quiz Spelling – Suffixes: -ible and -able part 2	PSHE – Managing challenges and change PE – Counter balance

Monday 1st March



Reading

THE SECRET GARDEN

Listen to the recording of Miss Fouracre reading this week's extract on Class Dojo.

The Secret Garden tells the story of Mary, a young girl whose parents have both died. Mary is sent to live with her uncle in a grand manor in a remote part of Yorkshire. In this extract, the manor's housekeeper, Mrs Medlock, collects Mary from the train station in London.

She thought Mrs Medlock the most disagreeable person she had ever seen, with her common, highly coloured face and her common fine bonnet. When the next day they set out on their journey to Yorkshire, she walked through the station to the railway carriage with her head up and trying to keep as far away from her as she could, because she did not want to seem to belong to her. It would have made her angry to think people imagined she was her little girl.

But Mrs Medlock was not in the least disturbed by her and her thoughts. She was the kind of woman who would 'stand no nonsense from young ones.' At least, that is what she would have said if she'd been asked. She had not wanted to go to London just when her sister Maria's daughter was going to be married, but she had a comfortable, well paid place as housekeeper at Misselthwaite Manor and the only way in which she could keep it was to do at once what Mr Archibald Craven told her to do. She never dared even to ask a question.

"Captain Lennox and his wife died of the cholera," Mr Craven had said in his short, cold way. "Captain Lennox was my wife's brother and I am their daughter's guardian. The child is to be brought here. You must go to London and bring her yourself." So she packed her small trunk and made the journey.

Mary sat in the corner of the railway carriage and looked plain and fretful. She had nothing to read or to look at, and she had folded her thin little black-gloved hands in her lap. Her black dress made her look yellower than ever, and her limp light hair straggled from under her black hat.

"A more marred-looking young one I never saw in my life," Mrs Medlock thought. (Marred is a Yorkshire word which means spoiled and pettish). She had never seen a child who sat so still without doing anything; and at last she got tired of watching her and began to talk in a brisk, hard voice.

"I suppose I may as well tell you something about where you are going to," she said. "Do you know anything about your uncle?"

"No," said Mary.

"Never heard your father and mother talk about him?"

"No," said Mary, frowning. She frowned because she remembered that her father and mother had never talked to her about anything in particular. Certainly, they had never told her things.

"Eh!" Mrs Medlock said, "but you are like an old woman. Don't you care?"

"It doesn't matter," said Mary, "whether I care or not."



1. Where is Mary sent as a result of her parents dying?

2. Who is Mrs Medlock? What is her job role? Find evidence support your answer.

3. In the text, Mary and Mrs Medlock are travelling from one city to another. What are names of the cities that they are travelling from and to?

_____ → _____

4. Why does Mary think Mrs Medlock '*the most disagreeable person she had ever seen*'?

5. In the text, can you find a synonym (another word with a similar meaning) for the following words? The paragraph where you can find the word is in brackets:

Description	Synonym found in text
Isolated and secluded (introduction)	
Of a lower (working) class (paragraph 1)	
Miserable and unsettled (paragraph 4)	
Sharp and swift (paragraph 5)	

6. Why did Mary try to keep away from Mrs Medlock on their journey through the station? Circle two.

- a) She didn't want people to think Mrs Medlock was her mother.
- b) She thought Mrs Medlock was smelly.
- c) She was afraid Mrs Medlock was trying to kidnap her.
- d) She thought that Mrs Medlock was common and was embarrassed to be seen with her.
- e) Mary was trying to escape because she didn't want to go to stay with her uncle.

Remember to send your work to your teacher and check your answers on Class Dojo.



Writing – Planning your own adventure story




Watch today's instructional writing video - Miss Fouracre will explain today's task and modelling how to complete the planning templates.

Get Plotting Again!

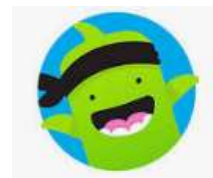


Now let's write a brand new finding tale. It doesn't have to be set in school or involve a game. I have put a few of my ideas below to help your thinking. You could even write the prequel of the story about what happens when Billy investigates the game the next time it's wet play!

Think about:	Your ideas
<p>Where could the story take place?</p> <p>e.g. a field, a football match, a restaurant, at home – where else?</p>	
<p>What could the object be?</p> <p>e.g. a book, shoes, wand, a phone, a bucket, a pen – what else?</p>	
<p>What happens when the object is found?</p> <p>e.g. events in the book come to life, shoes turn you into different people, wands cast disastrous spells, phones turn people into robots – what else?</p>	

Introduce the main characters (MCs) and where they are	
MCs find something they have not seen before	
The object that has been found causes strange things to happen	
MCs work out how to stop the strange things	
Everything is back to normal	

Remember to share your work with your teacher on Class Dojo.



Maths – Multiply Fractions by Integers

Starter: Answer the following questions including the Roman Numeral.



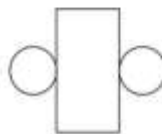
XXXVII

1) Which number is not a factor of 24?
1, 2, 3, 4, 6, 8, 12, 18, 24

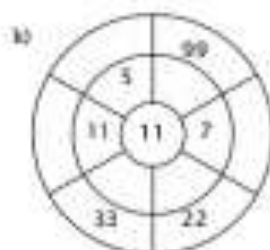
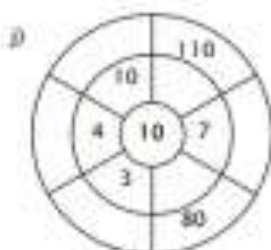
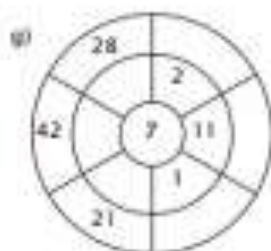
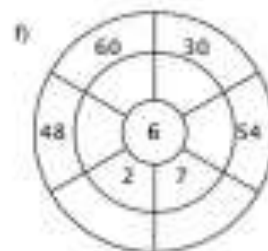
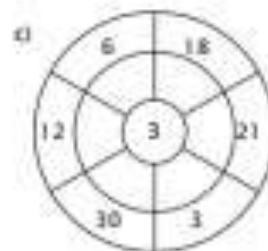
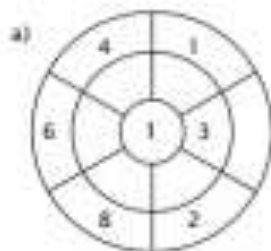
2) True or false?
 $240 \div 20 = 240 \div 10 + 240 \div 2$

3) Calculate $7,003 - 19$

4) What 3D shape can be made from this shape net?



Times tables Practice: Mixed



Main Activity:

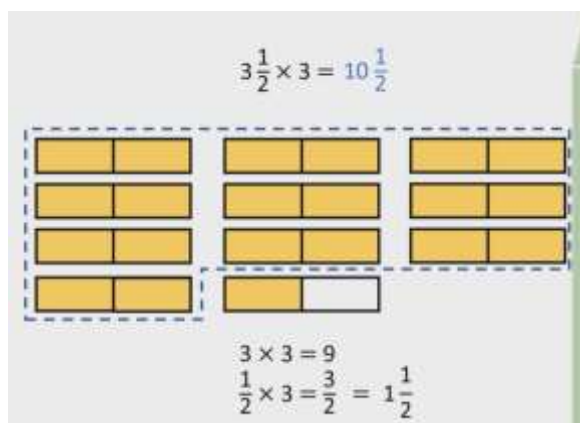
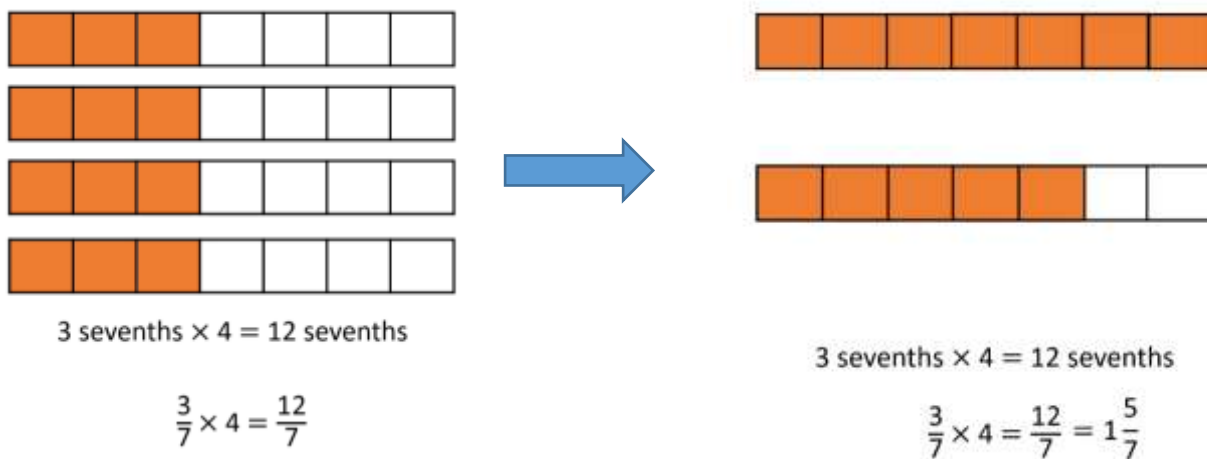
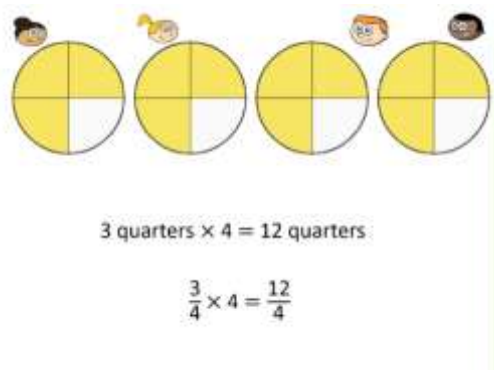
Follow the link to watch the explanation video: <https://vimeo.com/475426110>



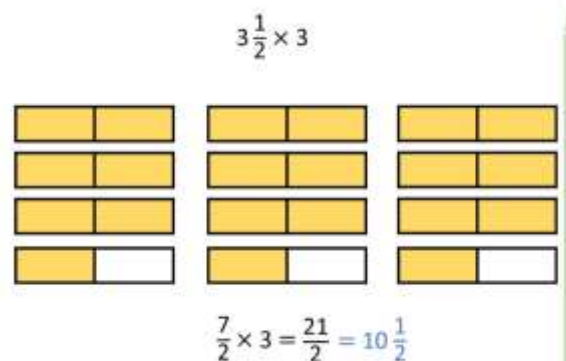
SCAN ME



Here are some worked examples to support you:



or



Multiply fractions by integers



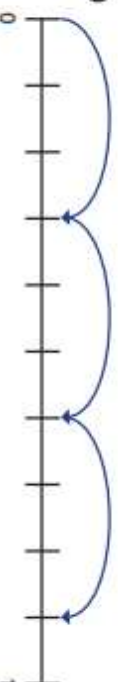
1 Complete the calculations.

a)

$$\frac{2}{7} \times 2 = \square$$

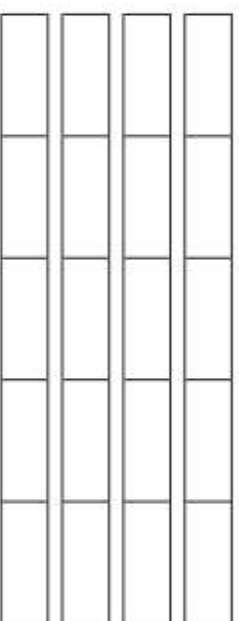


b)



$$3 \times \frac{3}{10} = \square$$

2 a) Shade the bar models to show $\frac{2}{5} \times 4$



b) Complete the multiplication.

$$\frac{2}{5} \times 4 = \square$$



3 Complete the calculations.

a) $\frac{1}{3} \times 1 = \square$

$$\frac{1}{3} \times 2 = \square$$

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

$$\frac{1}{3} \times 4 = \square$$

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

$$\frac{1}{3} \times 6 = \square$$

b) $\frac{3}{4} \times 1 = \square$

$$\frac{3}{4} \times 2 = \square$$

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

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

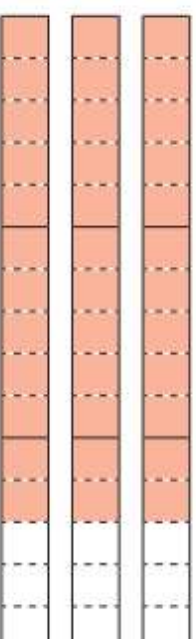
$$\frac{3}{4} \times 5 = \square$$

$$\frac{3}{4} \times 6 = \square$$

What patterns do you notice?

4 Complete the multiplication.

$$2 \frac{2}{5} \times 3 = \square$$



What method did you use? Is there a different method you could have used?



Task 1: Complete Questions

- 5 Match the calculations.

$$\frac{2}{3} + \frac{2}{3}$$

$$\frac{1}{2} \times 6$$

$$\frac{1}{4} \times 24$$

$$18 \times \frac{1}{4}$$

$$\frac{3}{4} + \frac{3}{4} + \frac{3}{4} + \frac{3}{4}$$

$$\frac{1}{6} \times 10$$

$$\frac{5}{12} \times 4$$

$$12 \times \frac{1}{2}$$

$$1\frac{1}{2} \times 3$$

$$\frac{1}{3} \times 4$$

- 6 Write each answer as a mixed number in its simplest form.

a) $1\frac{1}{5} \times 2 =$

d) $2\frac{2}{5} \times 5 =$

b) $2\frac{1}{6} \times 3 =$

e) $7 \times 3\frac{1}{2} =$

c) $2\frac{2}{5} \times 4 =$

f) $\frac{11}{15} \times 7 =$

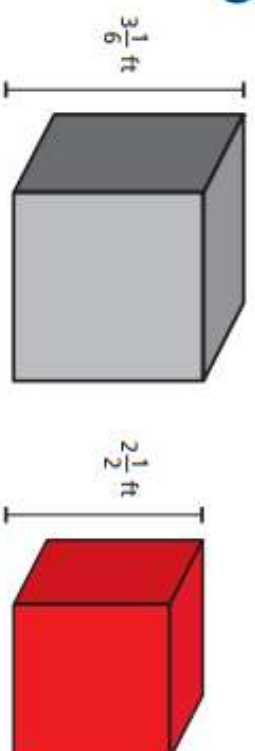
- 7 Fill in the missing numbers.

a) $2\frac{\boxed{}}{7} \times 3 = 6\frac{6}{7}$

b) $2\frac{\boxed{}}{8} \times 3 = 7\frac{1}{2}$

- 8 Tommy's dog eats $3\frac{1}{2}$ tins of food a week.
How many tins does she eat in a year?

9



Jack builds a tower using grey blocks.
Alex builds a tower using red blocks.
The towers are exactly the same height.
How many blocks could they each have used?

Spelling List - 'ure'

Learn these spellings below.

1) nature

4) texture

7) mixture

10) moisture

2) pasture

5) vulture

8) creature

11) sculpture

3) future

6) picture

9) puncture

12) culture

Spelling Work

Now put the spellings in alphabetical order below.

1) _____

4) _____

7) _____

10) _____

2) _____

5) _____

8) _____

11) _____

3) _____

6) _____

9) _____

12) _____

Choose the correct word from the spelling list to complete these sentences.

a The cows were grazing in the _____.

b Concrete is a _____ of sand and cement.

c My bicycle tyre had a _____ and needed patching up.

d Plants use their roots to absorb _____ from the soil.

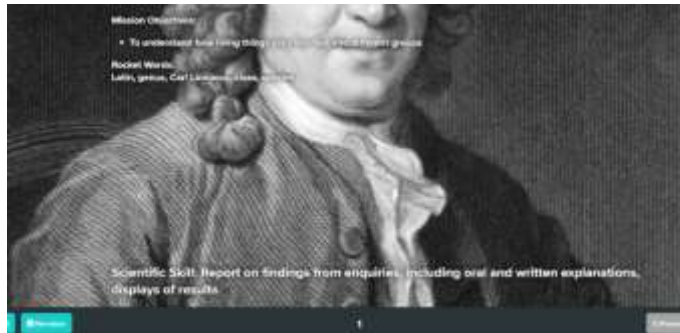
e The film is set in the _____.

f The unicorn is a mythical _____.

Science: Describe the work of Carl Linnaeus

Read through PowerPoint:

<https://developingexperts.com/s/missions/243?slide=1&noExit=false&presentation=243>

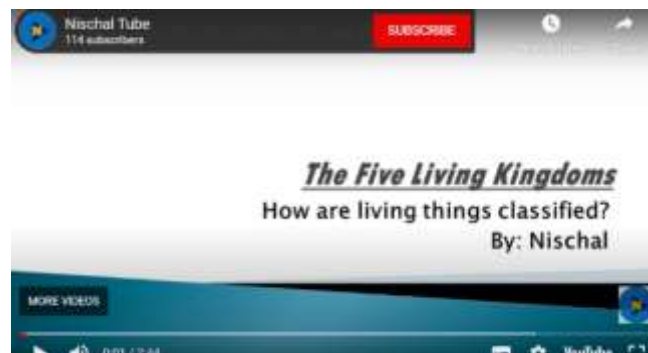


Task 1: Create an information text.

Today you are going to create an information text all about one part of the 'Kingdoms of Life' (animal, plant, fungi, protista and monera).

Follow the link:

<https://www.bing.com/videos/search?q=kingdoms+of+life+for+Year+6+children&&view=detail&mid=43D37AFE0FE7FA4BBEDD43D37AFE0FE7FA4BBEDD&&FORM=VDRVRV>



There are a variety of ways that you can present your information, such as: a poster, a PowerPoint presentation or a video recording.

Watch the following link to support you: <https://www.youtube.com/watch?v=vqxmJIBGcY>



Use the following worksheets to help you create your presentation about one of the kingdoms of life. Use your writing book for your presentation.

Use the planning ideas and sheet to help create your display about one of the kingdoms of life.

Kingdom of Life to present:



research

- What do we need to find out?
- Where can we conduct our research?
- How do we know it's reliable?
- How can we present our research?



teamwork

- Which jobs are there to do?
- How will we share ideas?
- What skills does each job need?
- How can we finish on time?



visual presentation

- What information do we include?
- What pictures / images do we need?
- How will the layout look?
- How can information be presented in a readable and engaging way?



oral presentation

- How do we plan the order?
- How do we share presenting roles?
- What information do we present?
- How do we come across clearly and in an engaging way?

Use the planning ideas and sheet to help create your display about one of the kingdoms of life.

Kingdom of Life to present:

Information / Facts to include	Ideas for pictures / design	Where I found my information (books / website address)
<i>i.e. Protists are unicellular, single cell organisms</i>	<i>Picture of a single cell under microscope.</i>	<i>www.livescience.com</i>



Reading

THE SECRET GARDEN

Listen to the recording of Miss Fouracre reading this week's extract on Class Dojo.

The Secret Garden tells the story of Mary, a young girl whose parents have both died. Mary is sent to live with her uncle in a grand manor in a remote part of Yorkshire. In this extract, the manor's housekeeper, Mrs Medlock, collects Mary from the train station in London.

She thought Mrs Medlock the most disagreeable person she had ever seen, with her common, highly coloured face and her common fine bonnet. When the next day they set out on their journey to Yorkshire, she walked through the station to the railway carriage with her head up and trying to keep as far away from her as she could, because she did not want to seem to belong to her. It would have made her angry to think people imagined she was her little girl.

But Mrs Medlock was not in the least disturbed by her and her thoughts. She was the kind of woman who would 'stand no nonsense from young ones.' At least, that is what she would have said if she'd been asked. She had not wanted to go to London just when her sister Maria's daughter was going to be married, but she had a comfortable, well paid place as housekeeper at Misselthwaite Manor and the only way in which she could keep it was to do at once what Mr Archibald Craven told her to do. She never dared even to ask a question.

"Captain Lennox and his wife died of the cholera," Mr Craven had said in his short, cold way. "Captain Lennox was my wife's brother and I am their daughter's guardian. The child is to be brought here. You must go to London and bring her yourself."

So she packed her small trunk and made the journey.

Mary sat in the corner of the railway carriage and looked plain and fretful. She had nothing to read or to look at, and she had folded her thin little black-gloved hands in her lap. Her black dress made her look yellower than ever, and her limp light hair straggled from under her black hat.

"A more marred-looking young one I never saw in my life," Mrs Medlock thought. (Marred is a Yorkshire word which means spoiled and pettish). She had never seen a child who sat so still without doing anything; and at last she got tired of watching her and began to talk in a brisk, hard voice.

"I suppose I may as well tell you something about where you are going to," she said. "Do you know anything about your uncle?"

"No," said Mary.

"Never heard your father and mother talk about him?"

"No," said Mary, frowning. She frowned because she remembered that her father and mother had never talked to her about anything in particular. Certainly, they had never told her things.

"Eh!" Mrs Medlock said, "but you are like an old woman. Don't you care?"

"It doesn't matter," said Mary, "whether I care or not."



1. Using the information in the text, tick next to each statement to show whether it is true or false.

	True	False
Mrs Medlock was bothered about what Mary thought of her.		
Mrs Medlock had not wanted to go to collect Mary.		
Mr Craven is warm and friendly in his treatment of others.		
Mary sat in the centre of the train carriage.		
Mrs Medlock thinks that Mary is spoiled and miserable.		

2. Do you agree or disagree with this statement?

Mrs Medlock fears and respects her employer.

Say why you agree or disagree, using evidence from the text to support your answer.

3. Do you think Mrs Medlock enjoys her job? Why/why not?

4. What disease did Mary's mother and father die of?

5. How is Mary Lennox related to Mr Craven?

Remember to send your work to your teacher and check the answers later.

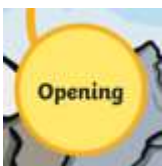
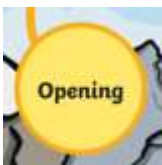
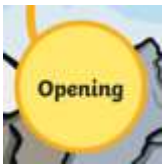


Writing – Writing opening and build-up



Watch today's instructional writing video - Miss Fouracre will be explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's task along with her as there will be pause points.

Firstly, what do we need to include in our opening paragraph?



Now have a go at drafting this opening paragraph, in either your exercise books or the boxes below.

What do we need to include in the build-up section?



Now have a go at drafting this section either in your exercise books or in the box below:

A large rectangular area with a dashed green border, containing 20 horizontal lines for writing.

Remember to share your work with your teacher on Class Dojo.



Maths – Multiply Fractions by Integers.

Starter: Answer the following questions including the Roman Numeral.

Flashback

4

Year 6 | Week 5 | Day 5

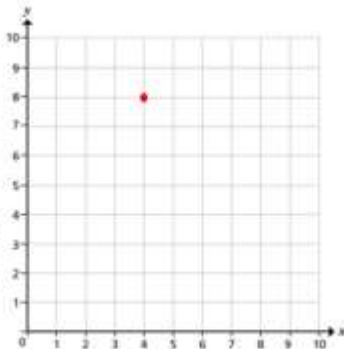
XIII


1) What are the common factors of 100 and 40?

2) Calculate $844 \div 4$

3) Complete the number sentence.
 $? \times 12 = 1,440$

4) What are the coordinates of the red point plotted on the grid?





144 Club: Put a five-minute timer on – can you beat your previous score?

x	1	3	5	7	9	11	2	4	6	8	10	12
2												
5												
8												
11												
1												
4												
7												
10												
3												
6												
9												
12												

Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: <https://vimeo.com/475426110>



Here are some worked examples to support you:

Calculate $4\frac{1}{5} \times 6$

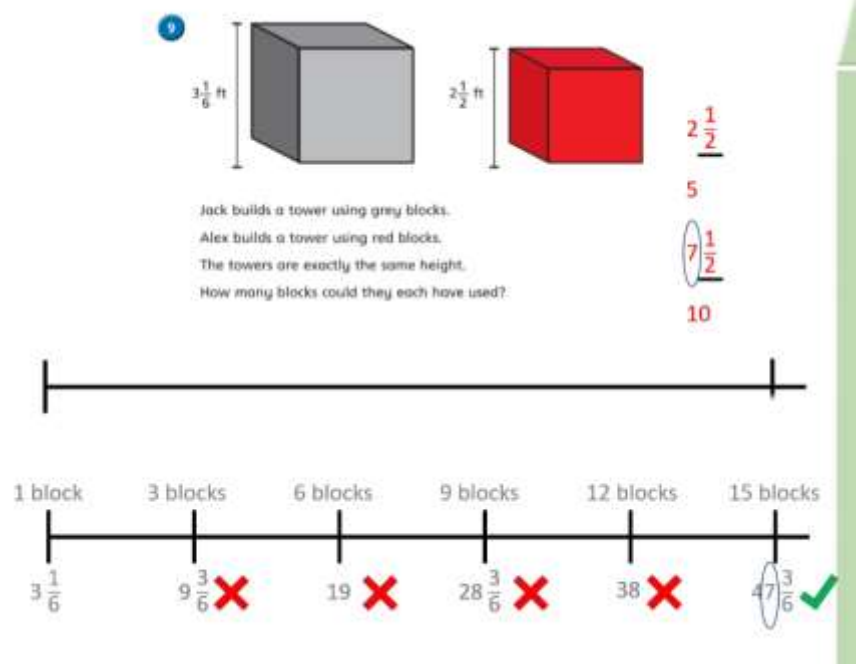
$$4 \times 6 = 24$$

$$\frac{21}{5} \times 6 = \frac{126}{5}$$

$$\frac{1}{5} \times 6 = \frac{6}{5} = 1\frac{1}{5}$$

$$= 25\frac{1}{5}$$

$$24 + 1\frac{1}{5} = 25\frac{1}{5}$$



Task 2: Problem Solving and Reasoning

1. Explain the mistake

$$\frac{3}{4} \times 5 = \frac{15}{20}$$

2. I know... so...

$$\frac{3}{5} \times 4 = \square \frac{\square}{\square}$$

$$\frac{3}{5} \times 6 = 3\frac{3}{5}$$

$$\frac{3}{5} \times 7 = \square \frac{\square}{\square}$$

3. 1) This diagram represents an integer being multiplied by a fraction.



Shade in the diagram to show the correct answer and write it down as a simplified mixed number.

a) $4 \times \frac{2}{3} =$

b) $5 \times \frac{3}{5} =$

c) $3 \times \frac{5}{8} =$

4.

This diagram shows the partitioning method of multiplying an integer by a mixed number. Shade in the diagram to show the correct answer and write it down as a simplified mixed number.

a) $2 \times 3\frac{4}{7} =$

b) $3 \times 4\frac{3}{5} =$

c) $2 \times 4\frac{6}{8} =$

5. Kenneth is having a pizza party. Each person at the party will eat $\frac{3}{8}$ of a pizza. If 6 people attend the party, how many pizzas does Kenneth need?
6. Tina swam $\frac{2}{4}$ of a mile on Monday, Wednesday, and Friday. How many miles did she swim on all three days?

Extension:

How many ways?

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

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Plenary:

Eva and Amir both work on a homework project.



Eva

I spent $4 \frac{1}{4}$ hours a week
for 4 weeks doing my
project.

I spent $2 \frac{3}{4}$ hours a week
for 5 weeks doing my
project.



Amir

Who spent the most time on their project?

Explain your reasoning.

Copy the proverbs:

Slow and steady wins the race.

Many hands make light work.

Every cloud has a silver lining.

Look before you leap.

Too many cooks spoil the broth.

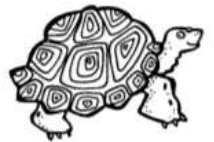
Write two more proverbs.

Evaluation

Check those ascenders and descenders!
Are they upright?

Comments

--



Thematic - Which was more integral to Birmingham's financial success: canal systems or trains?

Recap quiz

1. What was the main form of transport in Birmingham during the industrial revolution?

- a) Trains
- b) Horse and cart
- c) Narrowboats and the canal system

2. What was the main product that was traded using canals during the 19th century?

- a) Coal
- b) Steel
- c) Potatoes

3. How many miles of canals make up the Birmingham Canal Navigations (BCN – the canal network system) today?

- a) More than 10 miles
- b) More than 100 miles
- c) More than 1000 miles

Last week, we looked at how canal systems helped Birmingham to be successful. This week, we are going to be focusing on trains.

Firstly, have a look at how Birmingham New Street has changed through history:

<https://www.birminghammail.co.uk/news/nostalgia/gallery/birmingham-new-street-through-ages-2995459>



Look at the two pictures carefully. Compare and contrast: How has Birmingham New Street changed over time?



What year might this picture have been taken 'at the turn of the 20th century'? _____



Roughly how many years have passed between these two photographs? _____

What are the main differences?



The railway system has undergone momentous developments and is still changing rapidly with the HS2 project: <https://www.youtube.com/watch?v=m0-A5hXFMKk>

Canal systems and railways were instrumental in setting up trade links with other cities and countries – because Birmingham is geographically central, we were integral to products being able to be traded and distributed successfully.

Share your thoughts with your teachers on Class Dojo.





Reading

THE SECRET GARDEN

Listen to the recording of Miss Fouracre reading this week's extract on Class Dojo.

The Secret Garden tells the story of Mary, a young girl whose parents have both died. Mary is sent to live with her uncle in a grand manor in a remote part of Yorkshire. In this extract, the manor's housekeeper, Mrs Medlock, collects Mary from the train station in London.

She thought Mrs Medlock the most disagreeable person she had ever seen, with her common, highly coloured face and her common fine bonnet. When the next day they set out on their journey to Yorkshire, she walked through the station to the railway carriage with her head up and trying to keep as far away from her as she could, because she did not want to seem to belong to her. It would have made her angry to think people imagined she was her little girl.

But Mrs Medlock was not in the least disturbed by her and her thoughts. She was the kind of woman who would 'stand no nonsense from young ones.' At least, that is what she would have said if she'd been asked. She had not wanted to go to London just when her sister Maria's daughter was going to be married, but she had a comfortable, well paid place as housekeeper at Misselthwaite Manor and she only way in which she could keep it was to do at once what Mr Archibald Craven told her to do. She never dared even to ask a question.

"Captain Lennox and his wife died of the cholera," Mr Craven had said in his short, cold way. "Captain Lennox was my wife's brother and I am their daughter's guardian. The child is to be brought here. You must go to London and bring her yourself."

So she packed her small trunk and made the journey.

Mary sat in the corner of the railway carriage and looked plain and fretful. She had nothing to read or to look at, and she had folded her thin little black-gloved hands in her lap. Her black dress made her look yellower than ever, and her limp light hair straggled from under her black hat.

"A more marred-looking young one I never saw in my life," Mrs Medlock thought. (Marred is a Yorkshire word which means spoiled and pettish). She had never seen a child who sat so still without doing anything; and at last she got tired of watching her and began to talk in a brisk, hard voice.

"I suppose I may as well tell you something about where you are going to," she said. "Do you know anything about your uncle?"

"No," said Mary.

"Never heard your father and mother talk about him?"

"No," said Mary, frowning. She frowned because she remembered that her father and mother had never talked to her about anything in particular. Certainly, they had never told her things.

"Eh!" Mrs Medlock said, "but you are like an old woman. Don't you care?"

"It doesn't matter," said Mary, "whether I care or not."



1. The author describes Mary's clothing and appearance in this extract. Tick all the statements about Mary that are TRUE reflections of the portrayal in the text:

- a. Mary was wearing white gloves ☐
- b. Mary was a plain child, with a miserable expression ☐
- c. Mary was wearing a black dress ☐
- d. Mary had rosy red cheeks and a healthy complexion ☐
- e. Mary was reading a book at the station ☐
- f. Mary had limp, fair hair ☐

2. Based on this description, in what ways does Mary differ from a traditional storybook heroine (main character)?

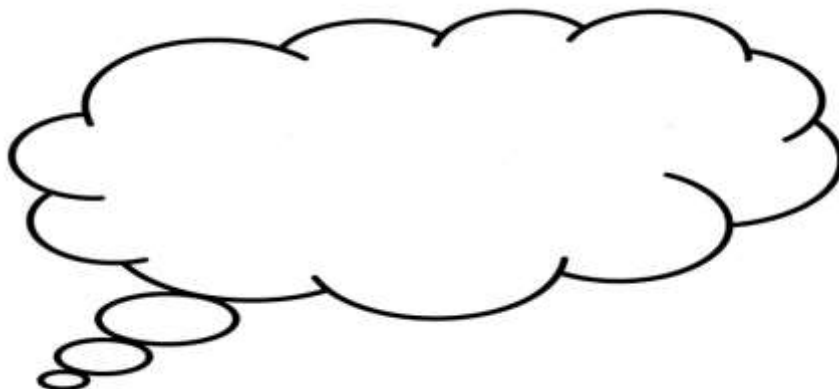
3. What evidence is there in this extract that *The Secret Garden* is set in the past?

- ---

- ---

- ---

4. How do you think Mary is feeling as she's sitting in the railway carriage? Fill the bubble with her thoughts.



Writing – Writing dilemma and resolution



Watch today's instructional writing video - Miss Fouracre will be sharing good work from yesterday, explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's tasks along with her as there will be pause points.

Firstly, what do we need to include in the dilemma section?



Now have a go at drafting the dilemma paragraph, in either your exercise books or the boxes below:

[illegible]

What do we need to include in the resolution section?



Now have a go at drafting this section either in your exercise books or in the box below:

A large rectangular area with a dashed pink border, containing 20 horizontal lines for writing.

Remember to share your work with your teacher on Class Dojo.



Maths – Multiply Fractions by Fractions.

Starter: Answer the following questions including the Roman Numeral.

Flashback

4

Year 6 | Week 6 | Day 1

LXXXVIII

1) Is 10 a multiple of 20?

2) Calculate $6,300 \div 42$

3) Calculate $7,645 \times 7$

4) Has the shape been correctly reflected in the mirror line?

Times tables Practice: Mixed

$6 \times 9 =$ _____	$3 \times 12 =$ _____	$4 \times 11 =$ _____	$5 \times 12 =$ _____
$5 \times 2 =$ _____	$2 \times 9 =$ _____	$5 \times 1 =$ _____	$7 \times 4 =$ _____
$3 \times 4 =$ _____	$9 \times 9 =$ _____	$3 \times 10 =$ _____	$1 \times 12 =$ _____
$10 \times 6 =$ _____	$2 \times 2 =$ _____	$11 \times 2 =$ _____	$10 \times 12 =$ _____
$1 \times 9 =$ _____	$6 \times 5 =$ _____	$2 \times 4 =$ _____	$10 \times 3 =$ _____
$8 \times 3 =$ _____	$8 \times 11 =$ _____	$5 \times 5 =$ _____	$10 \times 2 =$ _____
$12 \times 9 =$ _____	$8 \times 2 =$ _____	$5 \times 9 =$ _____	$10 \times 4 =$ _____
$3 \times 1 =$ _____	$1 \times 1 =$ _____	$11 \times 7 =$ _____	$12 \times 3 =$ _____
$4 \times 6 =$ _____	$12 \times 10 =$ _____	$6 \times 2 =$ _____	$9 \times 10 =$ _____
$1 \times 6 =$ _____	$6 \times 12 =$ _____	$3 \times 11 =$ _____	$4 \times 10 =$ _____
$9 \times 6 =$ _____	$11 \times 3 =$ _____	$4 \times 5 =$ _____	$7 \times 12 =$ _____
$10 \times 9 =$ _____	$12 \times 5 =$ _____	$6 \times 4 =$ _____	$9 \times 2 =$ _____
$1 \times 7 =$ _____	$7 \times 2 =$ _____	$6 \times 1 =$ _____	$7 \times 3 =$ _____
$9 \times 5 =$ _____	$8 \times 1 =$ _____	$8 \times 8 =$ _____	$3 \times 9 =$ _____
$9 \times 11 =$ _____	$2 \times 1 =$ _____	$1 \times 8 =$ _____	$9 \times 12 =$ _____
$11 \times 12 =$ _____	$4 \times 7 =$ _____	$12 \times 1 =$ _____	$3 \times 6 =$ _____
$4 \times 8 =$ _____	$10 \times 8 =$ _____	$2 \times 10 =$ _____	$12 \times 8 =$ _____
$9 \times 7 =$ _____	$5 \times 10 =$ _____	$11 \times 11 =$ _____	$6 \times 3 =$ _____
$1 \times 4 =$ _____	$5 \times 11 =$ _____	$4 \times 2 =$ _____	$12 \times 2 =$ _____
$5 \times 8 =$ _____	$1 \times 11 =$ _____	$11 \times 5 =$ _____	$3 \times 8 =$ _____
$4 \times 9 =$ _____	$4 \times 12 =$ _____	$2 \times 3 =$ _____	$7 \times 8 =$ _____
$7 \times 9 =$ _____	$4 \times 3 =$ _____	$2 \times 5 =$ _____	$2 \times 6 =$ _____
$9 \times 8 =$ _____	$11 \times 9 =$ _____	$3 \times 7 =$ _____	$9 \times 3 =$ _____
$1 \times 10 =$ _____	$5 \times 7 =$ _____	$10 \times 7 =$ _____	$8 \times 6 =$ _____

Main Activity:

Follow the link to watch the explanation video: <https://vimeo.com/476253821>

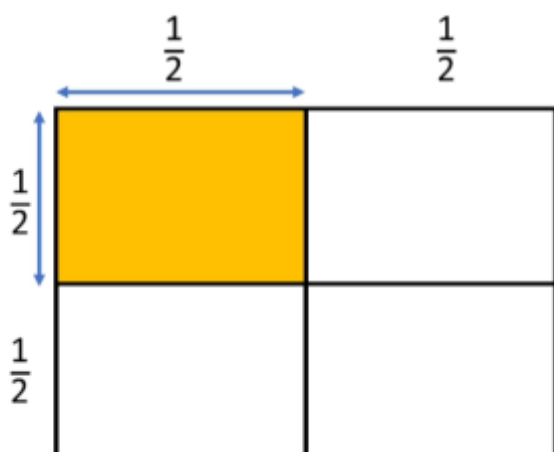


SCAN ME

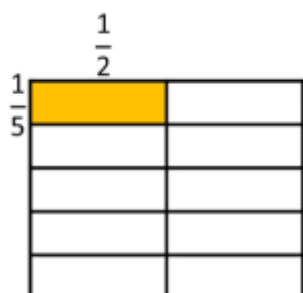
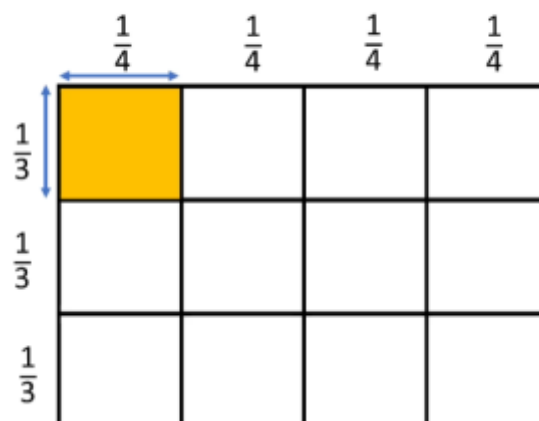


Here are some worked examples to support you:

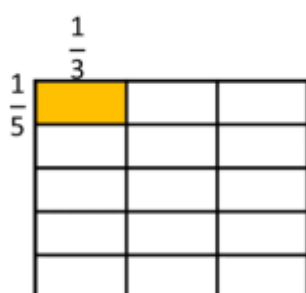
$$\frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$$



$$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$$



$$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$$

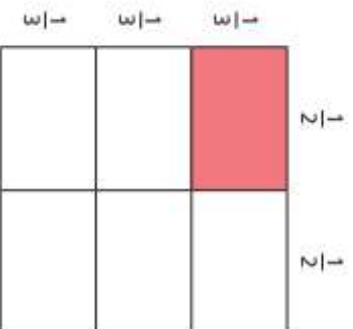


$$\frac{1}{3} \times \frac{1}{5} = \frac{1}{15}$$

Multiply fractions by fractions



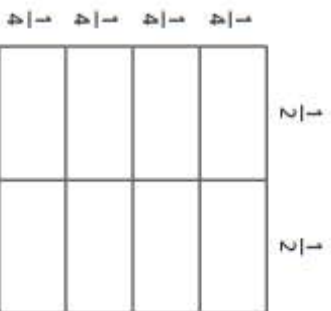
- Dexter works out $\frac{1}{2} \times \frac{1}{3}$ using a grid method.



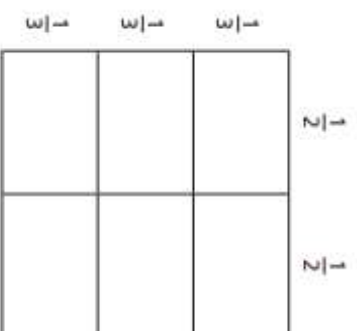
Explain how this shows $\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

- Shade the diagrams to show the fraction multiplications. Complete the multiplications.

a) $\frac{1}{2} \times \frac{1}{4} = \square$



b) $\frac{1}{2} \times \frac{2}{3} = \square$



- a) Divide the square to show that $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{6}{12}$



- b) Mo says $\frac{2}{3} \times \frac{3}{4}$ is equal to $\frac{1}{2}$

Is Mo correct? _____

Explain your answer.



Task 1: Complete Questions

- 4 Complete the calculations.

a) $\frac{1}{4} \times \frac{1}{5} =$

e) $\frac{3}{4} \times \frac{1}{5} =$

b) $\frac{1}{5} \times \frac{1}{6} =$

f) $\frac{2}{5} \times \frac{5}{6} =$

c) $= \frac{1}{7} \times \frac{1}{8}$

g) $\frac{5}{7} \times \frac{5}{8} =$

d) $\frac{1}{8} \times \frac{1}{9} \times \frac{1}{10} =$

h) $\frac{3}{8} \times \frac{2}{9} \times \frac{3}{10} =$

- 5 Use the diagram to complete the calculations.

a) $\frac{1}{3}$ of $\frac{1}{4} =$

b) $\frac{2}{3}$ of $\frac{3}{4} =$

- c) What do you notice about your answers?
Talk to your partner.

- 6 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{1}{2} \times \frac{1}{\text{ }}$

b) $\frac{1}{5} \times \frac{\text{ }}{3} = \frac{2}{15}$

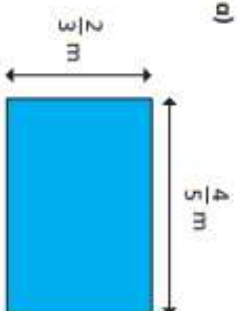
- 7 Fill in the missing numbers.

a) $\frac{1}{10} = \frac{\text{ }}{4} \times \frac{\text{ }}{5}$

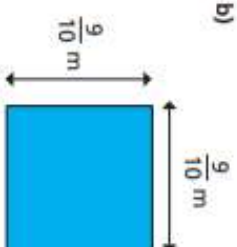
b) $\frac{1}{4} = \frac{\text{ }}{4} \times \frac{\text{ }}{5}$

- 8 Calculate the area of the shapes.

a)



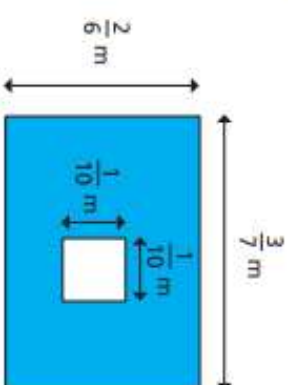
b)



Area = m^2

Area = m^2

- 9 Work out the area of the shaded part.



Spelling

Access Oak National Academy and follow the instructions to investigate the –ible and –able suffixes: <https://classroom.thenational.academy/lessons/to-investigate-suffixes-ible-and-able-6rwkcc>



Key Stage 2, English Spelling Suffixes: -ible -able

Lessons in this unit

Lesson 1



To investigate suffixes: -ible and -able

22m video

Complete the corresponding activities in your exercise book and send us a picture on Dojo.



Music: Exploring compound time

<https://classroom.thenational.academy/lessons/to-explore-compound-time-71h64d>



To explore compound time

In this lesson, you will learn a song from Zimbabwe. Following that, you will move to the metre, using a hand clapping pattern, to the tunes of Alicia Keys and Queen. You will have the opportunity to explore rhythm notation and grouping in simple and compound time, and finally learn a song to help you remember the concept.



If you'd like to and you're feeling brave enough, film a little video of yourself completing this activity and upload it onto your portfolio on ClassDojo – I'd love to see it!

Thursday 4th March



Reading

THE SECRET GARDEN

Listen to the recording of Miss Fouracre reading this week's extract on Class Dojo.

The Secret Garden tells the story of Mary, a young girl whose parents have both died. Mary is sent to live with her uncle in a grand manor in a remote part of Yorkshire. In this extract, the manor's housekeeper, Mrs Medlock, collects Mary from the train station in London.

She thought Mrs Medlock the most disagreeable person she had ever seen, with her common, highly coloured face and her common fine bonnet. When the next day they set out on their journey to Yorkshire, she walked through the station to the railway carriage with her head up and trying to keep as far away from her as she could, because she did not want to seem to belong to her. It would have made her angry to think people imagined she was her little girl.

But Mrs Medlock was not in the least disturbed by her and her thoughts. She was the kind of woman who would 'stand no nonsense from young ones.' At least, that is what she would have said if she'd been asked. She had not wanted to go to London just when her sister Maria's daughter was going to be married, but she had a comfortable, well paid place as housekeeper at Misselthwaite Manor and she only way in which she could keep it was to do at once what Mr Archibald Craven told her to do. She never dared even to ask a question.

"Captain Lennox and his wife died of the cholera," Mr Craven had said in his short, cold way. "Captain Lennox was my wife's brother and I am their daughter's guardian. The child is to be brought here. You must go to London and bring her yourself."

So she packed her small trunk and made the journey.

Mary sat in the corner of the railway carriage and looked plain and fretful. She had nothing to read or to look at, and she had folded her thin little black-gloved hands in her lap. Her black dress made her look yellower than ever, and her limp light hair straggled from under her black hat.

"A more marred-looking young one I never saw in my life," Mrs Medlock thought. (Marred is a Yorkshire word which means spoiled and pettish). She had never seen a child who sat so still without doing anything; and at last she got tired of watching her and began to talk in a brisk, hard voice.

"I suppose I may as well tell you something about where you are going to," she said. "Do you know anything about your uncle?"

"No," said Mary.

"Never heard your father and mother talk about him?"

"No," said Mary, frowning. She frowned because she remembered that her father and mother had never talked to her about anything in particular. Certainly, they had never told her things.

"Eh!" Mrs Medlock said, "but you are like an old woman. Don't you care?"

"It doesn't matter," said Mary, "whether I care or not."



1. What does Mrs Medlock think of Mary? Quote from the text in your answer.

2. Do you agree or disagree with the following statement?

Mary had a close, loving relationship with her parents.

Say why you agree or disagree, using evidence from the text to support your answer.

3. Why do you think Mrs Medlock compares Mary to '*an old woman*'?

4. "*It doesn't matter*", said Mary, "*whether I care or not.*"

Why do you think Mary has this attitude? What do you think she means by this?

5. If you could ask Mary a question, what would you like to ask her?

Remember to share your work with your teacher and check answers on Class Dojo!



Writing – Writing closing and editing work



Watch today's instructional writing video - Miss Fouracre will be sharing good work from yesterday, explaining today's task, recapping what needs to be included in each paragraph and modelling how to transfer your ideas from your plan into quality paragraphs of writing. You can complete today's tasks along with her as there will be pause points.

Firstly, what do we need to include in the closing of your story?








Now have a go at drafting the closing paragraph, in either your exercise books or the box:

Why is so important to edit our work?



Look carefully at each paragraph and complete the editing checklist as you go.

Success Criteria Checklist:	
Have I read all of my teacher's feedback from work sent through from this week?	
Have I corrected any spelling mistakes?	
Have I corrected any punctuation errors?	
Have I corrected any grammatical errors?	
Have I edited my vocabulary choices?	

Remember to share your work with your teacher on Class Dojo.



Maths – Multiply Fractions by Fractions.

Starter: Answer the following questions including the Roman Numeral.

Flashback 4

Year 6 | Week 6 | Day 2

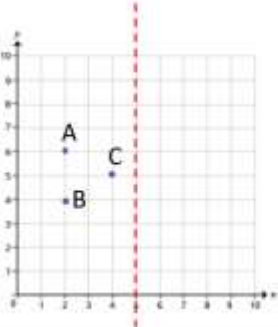
XC


1) Is 12 a common multiple of 3 and 4?

2) Complete the number sentence.
 $2,025 \div ? = 81$

3) Calculate $9,366 \div 3$

4) What will the coordinates of A be when reflected in the mirror line?





144 Club: Put a five-minute timer on – can you beat your previous score?

×	1	3	5	7	9	11	2	4	6	8	10	12
2												
5												
8												
11												
1												
4												
7												
10												
3												
6												
9												
12												

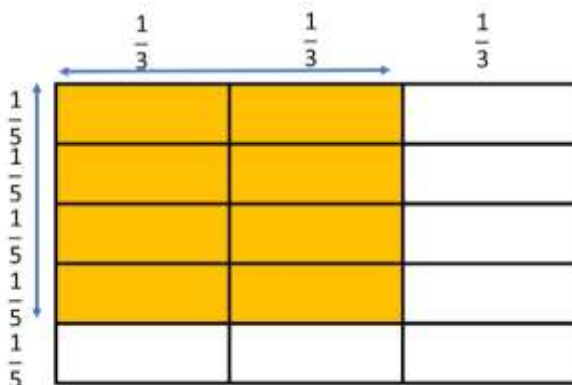
Main Activity:

Have you marked your work from yesterday? How did you get on? Follow the link to watch the explanation video again to remind you about what we covered: <https://vimeo.com/476253821>



Here are some worked examples to support you:

$$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$$



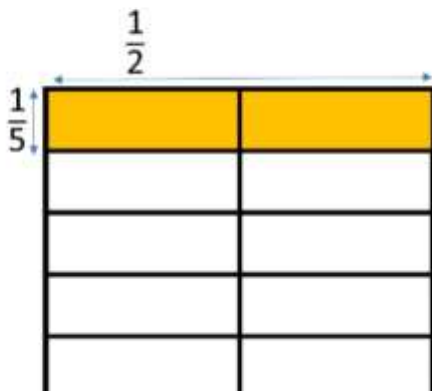
$$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$$

Calculate

$$\frac{2}{7} \times \frac{4}{5} = \frac{8}{35}$$

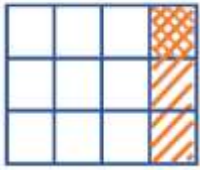
$$\frac{3}{8} \times \frac{2}{5} = \frac{6}{40} = \frac{3}{20}$$

$$\frac{1}{2} \times \frac{2}{5} = \frac{2}{10}$$



Task 2: Problem Solving and Reasoning

1. Explain



Explain how this picture shows $\frac{1}{4} \times \frac{1}{3}$

2 Multiply the following and write the answer in its simplest form.

a $\frac{1}{4} \times \frac{2}{6} = \frac{\square}{\square} = \frac{\square}{\square}$

c $\frac{5}{6} \times \frac{4}{9} = \frac{\square}{\square} = \frac{\square}{\square}$

b $\frac{4}{9} \times \frac{1}{8} = \frac{\square}{\square} = \frac{\square}{\square}$



3 Multiply each pair of fractions and put the answer on the ladder, starting with the smallest.

$$\frac{3}{5} \times \frac{1}{8}$$

$$\frac{1}{4} \times \frac{4}{5}$$

$$\frac{7}{10} \times \frac{1}{2}$$

$$\frac{3}{2} \times \frac{1}{10}$$

--	--	--	--	--

$$\frac{3}{10} \times \frac{5}{4}$$

4.

How many ways?

$$\frac{\square}{4} \times \frac{1}{\square} = \frac{\square}{8}$$

All three fractions are proper fractions

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

5.

Mastery

In each number sentence, replace the boxes with different whole numbers less than 20 so that the number sentence is true.

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

$$\frac{\square}{\square} \times \frac{\square}{\square} = \frac{8}{15}$$

$$\frac{2}{\square} \times \frac{5}{\square} < \frac{10}{\square}$$

$$\frac{\square}{\square} \div 3 = \frac{1}{\square}$$

$$\frac{\square}{\square} \div 3 > \frac{1}{4}$$

6.

On a day where all premier league teams kick off at the same time, $\frac{3}{5}$ of the goals in the first half were scored by teams in the top 6. In the second half the teams outside of the top 6 scored, $\frac{13}{20}$ of the goals. What fraction of the total goals did the top 6 teams score?

Extension

Mastery with Greater Depth

True or false?

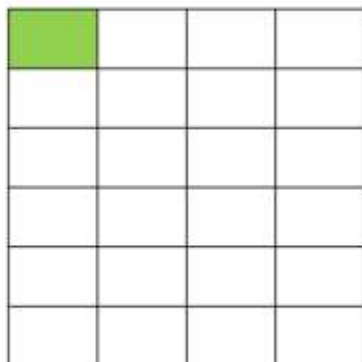
- The sum of two fractions is always greater than their product.
- If I divide a fraction by a whole number, the quotient is always smaller than the dividend.

Explain your reasoning.

Plenary

The shaded square in the grid below is the answer to a multiplying fractions question.

What was the question?



Match the collective noun. Write the whole phrase.

*a gaggle of
a bunch of
a flock of
a swarm of
a school of
a pack of
a plague of
a herd of
a pride of
a forest*

*wolves
grapes
bees
locusts
dolphins
trees
geese
cattle
sheep
lions*

e.g. *a bunch of grapes*



Evaluation

Check those ascenders and descenders! Are they all sloping?

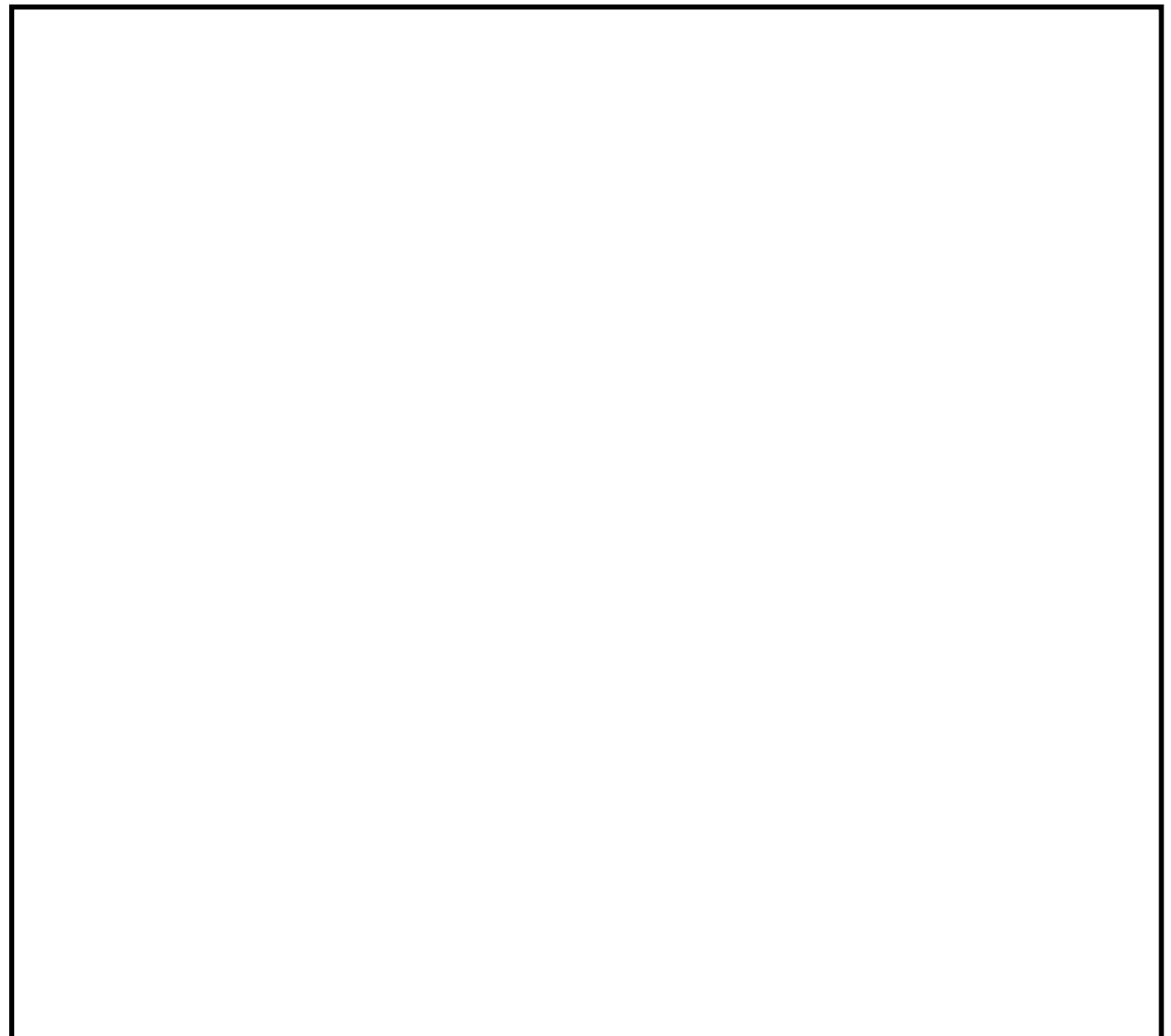
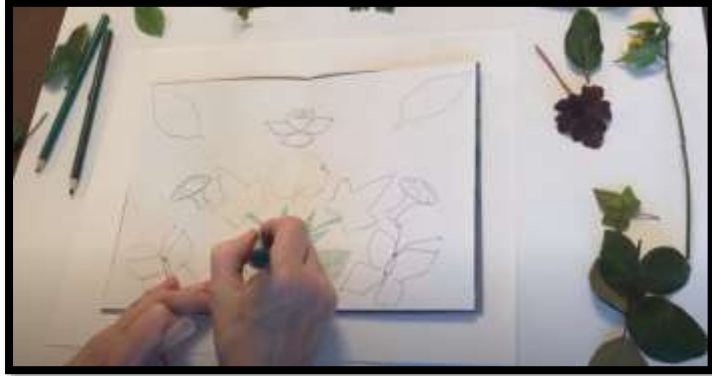
Comments

Art – Wallpaper panel design from nature

In our last lesson, we designed a decorative letter in the style of William Morris.

Today's lesson follows on from this learning. We are going to follow the online tutorial to complete a wallpaper design from nature, in the style of William Morris:

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



Share your wallpaper designs with your teacher on Class Dojo.



Friday 5th March

Reading

There have been many film adaptations of *The Secret Garden* made over the years. Last year, a brand new film version was released! In today's lesson, we are going to further explore the portrayal of Mrs Medlock.

This clip focuses on some of Medlock's scenes, the first of which is an interpretation of our extract from the book. You may recognise the actress, as she played Professor McGonagall in the Harry Potter films.

<https://www.youtube.com/watch?v=gRa4SkEAEb4>



1. Complete the comparison grid to compare the book extract with the film interpretation (focusing on the first 47 seconds of the clip). What's similar? What are the differences?

Similarities	Differences

2. Can you think of five words to describe Mrs Medlock's character and personality?

3. If you had to describe the character of Mrs Medlock to somebody who had not read the book or seen the film, what would you say about her?

Share your thoughts with your teacher on Class Dojo.



Writing – Publishing own adventure story

Watch today's instructional writing video - Miss Fouracre talking you through the process of publishing your adventure stories!



A large, white rectangular area with horizontal lines, intended for writing an adventure story. The area is framed by a thick purple border decorated with white polka dots. The lines are evenly spaced and cover most of the central white area.

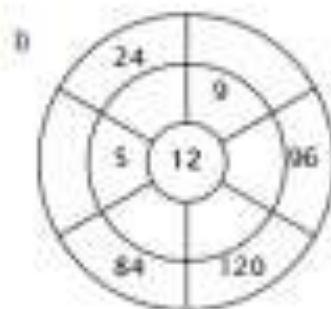
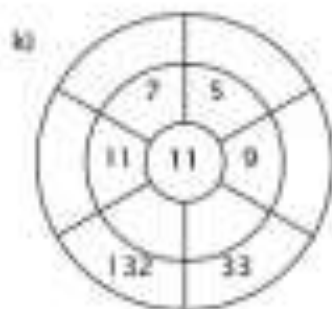
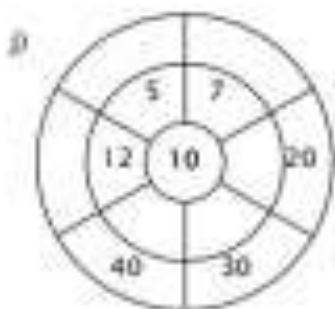
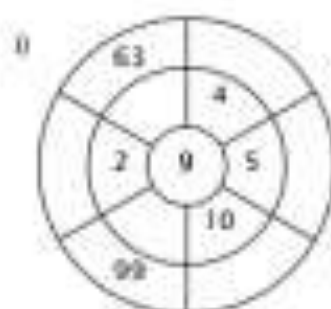
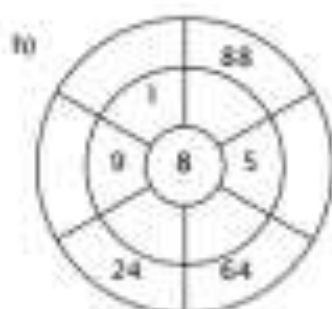
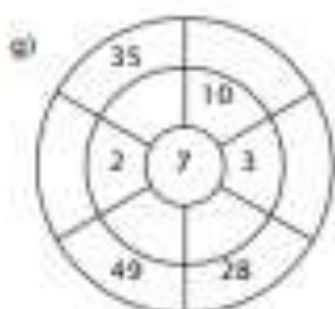
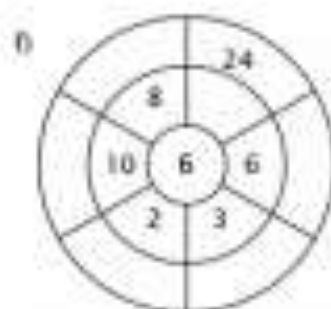
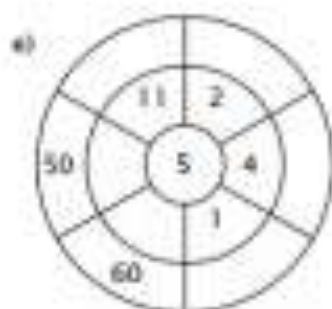
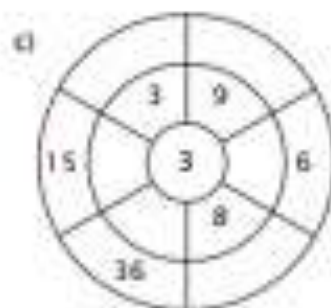
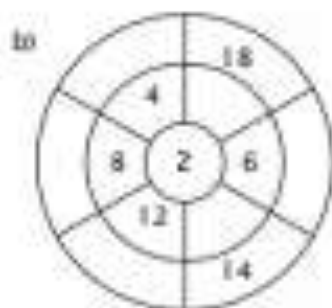
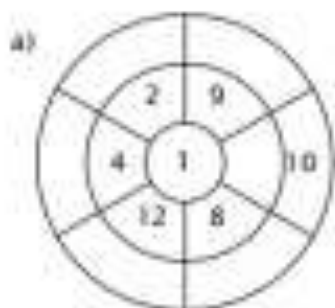
twinkl.com



twinkl.com

Maths – Google Forms Quiz on Fractions

Times Tables Practice: Mixed





Follow the link below or scan the QR code and complete the quiz. All the questions are related to what you have been working on this week in Maths: <https://forms.gle/m4mnXhoPFJExn4UW8>



SCAN ME

Spring 2 - Week 2 - Pack 1

Multiplying Fractions

Name:

Short answer text

Question 1: *

Use the diagram help you to work out $\frac{3}{2} \times 3$

Write your answer as a mixed number.

0 1 2 3 4 5

A B C D

Spelling

Access Oak National Academy and follow the instructions to investigate the –ible and –able suffixes: <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-ible-and-able-including-test-70ukgt>



Lesson 2

Aa

To practise and apply knowledge of suffixes: -ible and -able, including test

21m video

Complete the corresponding activities in your exercise book and send us a picture on Dojo.



PSHE – Managing challenges and change



Learning objective

Pupils will learn:

- about how feelings and emotions are affected and can be managed at changing, challenging or difficult times

Read the scenario card carefully:

A few weeks ago Sasha's mum explained there were going to be some changes coming...

Sasha's family moved house to a completely new area. Sasha had to leave the local street-dance club and start a new school as well. Sasha feels terribly lonely and doesn't know anyone in the new area – everyone seems to have their friendship groups already and Sasha's mum is always busy. Sasha is spending more and more time alone and feels like things will never change.

Make notes about how Sasha might be feeling at various stages of this challenging change in her life:

	At the time	A few weeks later	A few months later	A year later	A few years later
Situation Sasha is in	Sasha has moved to a new area, but doesn't have any friends there. Mum is always busy.	Sasha says hello to another child who lives on the same street, they walk to school together.	Sasha joins the school street-dance club and meets some more new friends. Sasha and mum have a day out together.	Sasha is more settled at school and has good friends. Sasha and Mum spend Saturday evenings together now.	Sasha's street-dance club win an award for great teamwork and Sasha has a new step-dad – Billy. He's a good friend to Sasha and Mum.
Sasha's feelings					

Remember that anyone's mental health can be affected at different times in their lives and times of change, challenge or difficult events do not always cause or lead to a mental health concern. Sometimes nothing in particular happens to cause a mental health concern. But, if people are worried they can get help and advice. Here are some of the strategies known to help if you're struggling with your mental health. Remind yourself of them by reading the poster:



Drinking water

Smiling

Advice website: www.childline.org.uk

Writing or drawing about the feelings

Eating a balanced diet that includes plenty of fruit and vegetables

Taking deep breaths

Reading

Recognising things can feel better

Making a memories box

Listening to music

Thinking positively

Advice text/phone line: ChildLine 0800 1111

Talking about problems to a doctor, nurse or counsellor

Taking rest, relaxing, quiet time

Being honest about your feelings

Accepting that change happens to everyone

Writing to a friend

Punching a pillow

Hugging a pillow

Going outside - fresh air

Doing something physically active

Writing a diary or journal of feelings

Getting enough sleep

Taking your mind off it

Spending time with friends

Being kind to others

Helping someone else

Thinking of happy times

Stroking a pet

Talking to a trusted adult

Squeezing a stress ball

Chatting to a friend

Imagining the feelings drifting away

Now use some of these suggestions and strategies to offer advice. Pretend to be an agony aunt and see if you can help these children feel better!

<p><i>Growing up is hard!</i></p> <p><i>I feel angry all the time! My friends annoy me, my mum annoys me, I get so frustrated when my phone doesn't work or if I lose a game. If I don't get a good enough score I feel furious! Even little things drive me absolutely up the wall! When I am really cross, I can feel my body tense, my fists clench, my jaw grip and my hair standing on end. I feel like I could scream, even if I am in a place where I shouldn't. Grrr! I'm even feeling angry now!</i></p> <p>Cross, age 11</p>	<p>Dear Cross</p> <p>Every day...</p> <p>In the moment or when the feelings get stronger...</p> <p>Someone to talk to....</p> <p>From,</p>
<p><i>Worried about tests!</i></p> <p><i>Every week we do tests in our class... maths tests are the ones I find the hardest; I really worry about them. I look round the class in the test and everyone else seems to be getting on with it but I'm staring at question and feeling nothing but blank. Then my palms go sweaty and I feel a bit panicky. The night before a test, I can't sleep, I feel all wound up inside and scared about the next day. It seems to be getting worse the older I get.</i></p> <p>Worried, age 10</p>	<p>Dear Worried</p> <p>Every day...</p> <p>In the moment or when the feelings get stronger...</p> <p>Someone to talk to....</p> <p>From,</p>
<p><i>My dad is not ok!</i></p> <p><i>I'm not sure what's going on, but my parents seem really stressed. A few weeks ago my dad lost his job and since then they either argue or talk in whispers hoping I'm not listening. I know Dad's worried about money. He used to be so much fun, but now he just sits in the chair staring out of the window. He doesn't even want to watch '100 Greatest Super Heroes' with me. He looks sad and pale. I've noticed he's not going out very much anymore, not even to bowling club.</i></p> <p>Concerned, age 10</p>	<p>Dear Concerned</p> <p>Every day...</p> <p>In the moment or when the feelings get stronger...</p> <p>Someone to talk to....</p> <p>From,</p>

<p>Not sure about this!</p> <p>My mum is expecting a new baby. Part of me is really excited and I can't wait to meet my baby brother or sister. But I'm sure they will cry all the time and I won't be able to concentrate on anything. Plus, I feel like Mum will only want to be with the baby and not play with me. Mum is so excited. I should be really pleased but I just feel a bit unsure about the whole thing and would prefer it if things just stayed the same.</p> <p>Confused, age 9</p>	<p>Dear Confused</p> <p>Every day...</p> <p>In the moment or when the feelings get stronger...</p> <p>Someone to talk to....</p> <p>From,</p>
--	---

Share your helpful responses with your teacher on Class Dojo.



PE – Counter Balance

Scan the code or follow the link to access the Jumping and Landing challenge. Use the colour tabs at the bottom to change the difficulty of the challenge and share pictures on ClassDojo of you completing it at home: <https://real.jasmineactive.com/home/funs/with-a-partner/skill/with-a-partner>



SCAN ME

Counter balance

