

Hello!

Dear Kahlo and Riley class,

I hope you are all well. It has been wonderful to see some of you again as you return to school. We still miss those of you that have not yet returned and hope you are having fun learning at home with your family. It has been nice to be back in school more over the last couple of weeks and my little boy is loving being back at his school too! We both felt very tired at the end of the first week back as there were so many new things to get used to. The children in school are doing an amazing job of following the new rules!

Outside of school, we have been very nature-focussed as a family recently. We have been ticking things off in our Nature I-Spy book on our walks and have grown beans in a jam jar to learn about how they grow - my 5 year old says he wants to be a gardener like his dad when he grows up. He has also discovered the classic TV show The Wombles. In case you're not familiar with it, the programme is about a group of creatures who live on Wimbledon Common - near me! They collect the litter and lost items people leave behind there and find new uses for it in their house. Inspired by this, as well as walks on the common to try and spot the Wombles in action (they're very hard to find), we have been litter picking in our local park. With people making more use of the local outside spaces, we have unfortunately seen an increase in litter too. This is bad for the environment and unsafe for wildlife. We can fill a carrier bag on a short walk! Remember to always put your rubbish in a bin or take it home with you. If you want to pick up litter and help your local environment, don't forget to wear gloves. We have a litter picker so we don't have to touch the rubbish.

I wonder if you have spotted any interesting nature on your walks. If you have grown something at home during lockdown, why not send us a picture!

Take care of yourselves and each other,
Miss Govan. x



Welcome

Dear Kahlo class,
Phew! I have had a busy week! Do you remember the shed we tore down last week? Well, we saved some of the nice blue-painted wood and made planters out of it! We had to work out the design and measurements and then use saws, hammers and drills to put the slats together. I'm pretty pleased with the result but not sure how long they will last in reality! They still need coating with a protective seal but when they are ready to put plants in, I'll show you another picture (if they don't fall apart!)

I've also been writing reports...on you lot!! I've enjoyed it as it makes me feel closer to you all and I remember all your lovely ways and funny moments. I've also been talking to your secondary school teachers. They are all so smiley and kind and can't wait to meet you. Some of you may have been invited to look around your new school or maybe you have been on a 'virtual tour' - look out for emails and post from them about these things. It's really good if you can start to explore them a bit, even if you just visit their websites.

It was so great to speak to you all last week. I continue to miss those of you staying at home, but hearing your voices made me feel so happy! If I didn't catch you, I'll try again. Much love to you and your families,

From Miss Meggitt xxx

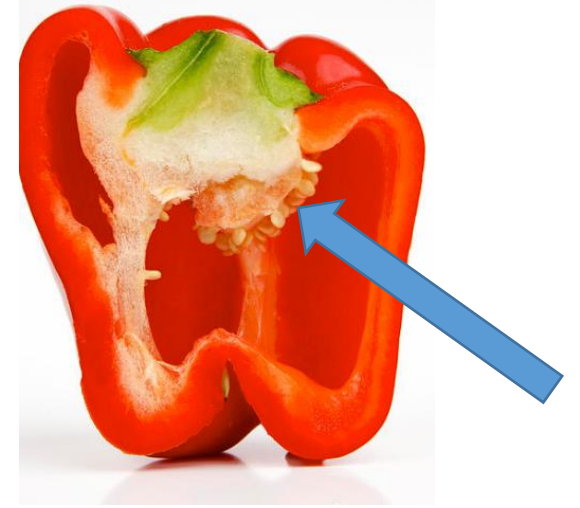


Now I
think
I'm Bob
the
Builder!



Did you get it right?

It was a close-up of a
the seeds inside a
pepper!



This week's close-up!

Have a go at guessing what this is a
close-up photograph of...remember to
give reasons for your answer.

Thinking prompts:

Man-made or natural?

Edible or not?

Dead or alive?

Does the colour give a clue?

Animate or inanimate?

Every day item or
unusual?

unusual?



Welcome

Dear Riley Class,

It was lovely to speak to you all last week. It really cheered me up to hear your voices and to share your news. I loved hearing about everything you have been up to: lots of creative crafts, new book recommendations, tips for completing games, baking and welcoming new members to the family - you are all keeping busy and you have inspired me to try some new things too!

I am continuing with my challenge to cycle into school. The other day I noticed flowers growing beside the verge, covered in insects pollinating - on a very busy section of the road - the last place I would have expected to see wildflowers, bees and butterflies, with the traffic roaring past! Cycling is much slower and it has allowed me to notice all sorts of new sights that I usually drive past. The only draw back is that as a cyclist I am vulnerable to the weather! You may not have noticed but every Thursday and Friday at 4-5pm it has rained! As a result, I have got either, soaked to the skin (last Friday) or slightly damp each time I have cycled home. It has not put me off yet! Remember to keep being kind to your families and read every day. 😊 from Mrs Ross xxx
fingers crossed for sunshine on Thursdays and Fridays!



Book Recommendations:

The Cherub Series by Robert Muchmore

The Christomanci Series by Dianna Wynne Jones

We Won an Island by Charlotte Lo

Gone Series by Michael Grant



Answers to last week's jokes and riddles - check out the next slide for new ones this week!

Why can't you play basketball with pigs? **Ans: Because they hog the ball!**

A lawyer, a plumber, and a hat maker were walking down the street. Who had the biggest hat? **Ans: The one with the biggest head of course!**

Take away my first letter, and I still sound the same. Take away my last letter, I still sound the same. Even take away my letter in the middle, I will still sound the same. I am a five letter word. What am I? **Ans: Empty**



It lives without a body, hears without ears, speaks without a mouth, and is born in air. What is it? **Ans: An echo**

You can break me easily without even touching me or seeing me. What am I? **Ans: A promise**

You will throw me away when you want to use me. You will take me in when you don't want to use me. What am I? **Ans: A anchor**

If I drink, I die. If I eat, I am fine. What am I? **Ans: A fire**

You can keep it only after giving it away to someone else. What is it? **Ans: Your word**

This week's jokes and riddles - remember to try them out on your family!

It loses its head in the morning but gets it back at night. What is it?

What did the beach say when the tide came in?

What can make an octopus laugh?

The more you take away, the larger it becomes?
What is it?

How do you make the number one disappear?

If I have it, I do not share it. If I share it, I don't have it. What is it?

It gets broken without being held.
What is it?



It is always coming but never arrives?
What is it?

A monkey, a squirrel, and a bird are racing to the top of a coconut tree. Who will get the banana first, the monkey, the squirrel, or the bird?

We see it once in a year, twice in a week, and never in a day. What is it?

Year 6: 'Pass it on' Poster

Wellbeing Activity

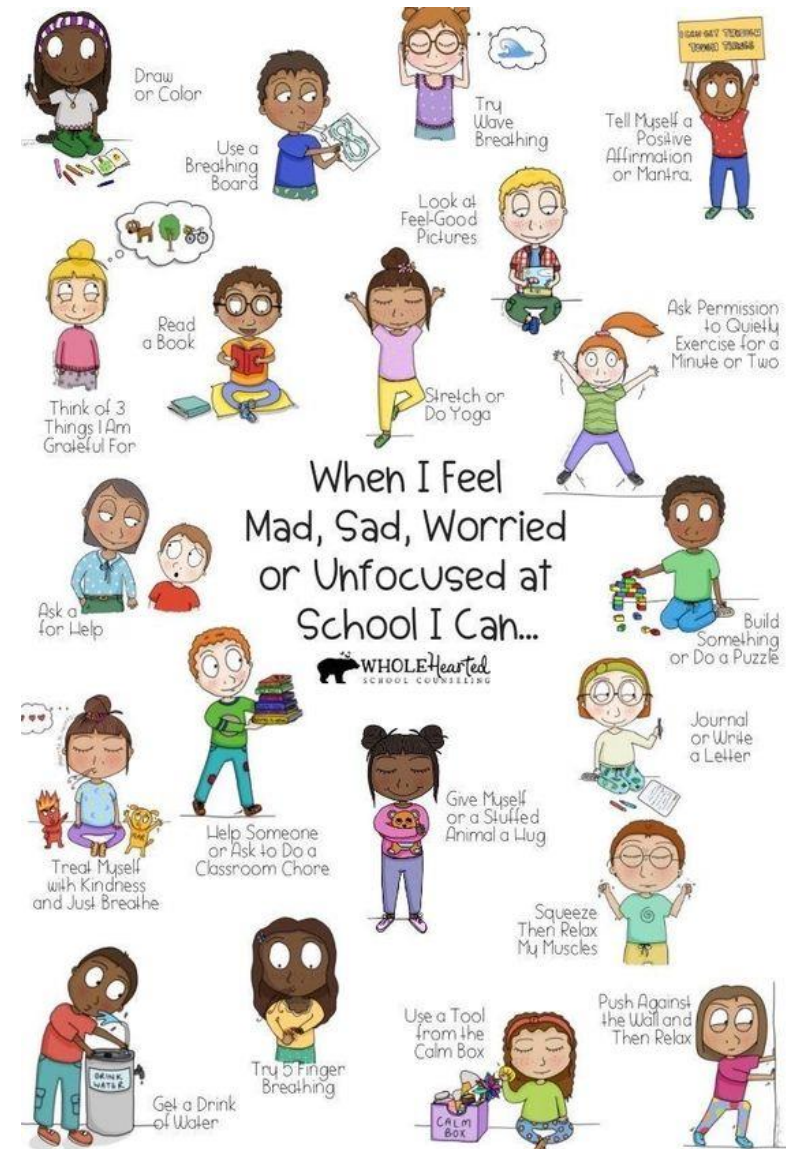
So, **Year 6**, you have learnt lots of amazing skills at King Athelstan - now it's time to 'Pass It On'

Can you make a poster of things to do when you feel **distracted or worried or angry**.

Take a photo and send it in to admin@kingathelstan.rbksch.org
I would like to share your posters with younger children to help them at school.

#sharespecialskills

I have heard from your teachers what amazing Year 6's you are. I hope you are proud of yourselves!
We are very proud of you 😊



Moving from Primary to Secondary School

This is such an exciting time! Next academic year, you're going to make new friends, learn new subjects and have loads of opportunities to try new clubs and activities! However, it can also be very daunting and **EVERYONE** has some worries about the change. Last year, we (year 6 teachers) wrote down some of the common worries that children in year 6 had when thinking about Secondary school. Here are some of them:

- "I'm going to miss my best friends as they are going to a different school."
- "What if the lessons get much harder?"
- "My new school is so big - what if I get lost?"
- "Will the older children be nice to me?"



Do you share any of these thoughts? What other ones can you add? I bet someone else is thinking of the same thing!

Last year, we had children in year 7 come to chat to year 6 and that really helped because they answered questions and reassured them. We will try to do something similar this year. In the meantime, we've included some links to go on with your parents to start talking about this very Important and exciting time in your lives. Enjoy some of the video clips and maybe have a go at some of the activities to get you organised and ready for September!

- <https://www.bbc.co.uk/teach/teacher-resources-for-students-transitioning-to-secondary-school/zb68y9q>
- <https://youngminds.org.uk/resources/school-resources/?f2=10143#listing>
- <https://www.mentalhealth.org.uk/sites/default/files/moving-on-top-tips-for-pupils.pdf>



Audio Books For Free



audiobook

Year 6: This week, we're delving in to the Sci-fi genre with 'Interview with the Robot' by Lee Bacon. Think about what issues that face us today in society are raised by the subjects in this story.



This week Mrs Ross reads the next instalment of 'The Jam Doughnut that Ruined my Life'

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-22-6-20/>

Click here to get started

Discuss some ideas with people at home: How is Eve similar to a 'normal' child? How is she different? What new technology can you think of that might one day become normal in everyday life?



Remember to keep using the links at the bottom of page to explore new texts and enjoy listening to books being read aloud
(You may need to open in Google Chrome.)

<https://stories.audible.com/start-listen>

<https://www.worldofdavidwalliams.com/elevenses/> <https://www.allyoucanbooks.com/>

Contributing to History: Making a Time Capsule!

Topic Activity

We are always making history. But now, more than ever, 2020 will be looked back upon as a time of great change and uncertainty. It will change how people live their lives and affect your future as well as all the generations after you. We will learn a lot and, hopefully, make the world a better place from this experience! One day, you will tell tales about 'life during Lockdown' when Covid-19 brought our busy world to a standstill!

Think about how humans learn about history...it is from finding and studying important items from the past and the re-telling and recording of events.

Some of the most interesting historical accounts come from ordinary people. Look up **Anne Frank**:

<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zm4v7nb> and look at the following video links:

<https://www.annefrank.org/en/anne-frank/who-was-anne-frank/> - we learnt so much about life for Jewish families in Nazi Germany from her!

Look up **Samuel Pepys** and have a look at this video link:

<https://www.bbc.co.uk/iplayer/episode/b021wrv1/horrible-histories-series-5-episode-5> (from 5:59)

Without his diaries, we would know less about life in England in the 17th Century and he gave us an insight into what it was like during and after both the Black Death and the Great Fire of London.

We have also looked at the exploration of fossils in science this term - without archaeologists digging things up and analysing them, we would not know as much about the world we live in and how it has evolved.



THE TASK!

You will be doing a mixture of diary keeping/ recording. To make your time capsule, here are some ideas:

- Write about your experiences of Lockdown and why the UK had to stay at home for so long. Include life at home, at school (if you've been in) and how you kept in touch with people you couldn't see in person.
- Write down how you felt and how your family reacted and the changes you had to implement at home.
- Draw pictures of some activities or take photos to include in your capsule. These might be of the empty streets or the posters and rainbows that appeared in windows and on pavements in chalk. You might want to include a poster you made!
- Interview family members and write their accounts of this strange time.

When you have collated all of your historical 'evidence,' put it in a container. This could be a folder, a box, a bottle or a large envelope. Label the container with the date and your name if you want. And then...leave it somewhere safe to be historical evidence at a later date!

You might want to bury your Time Capsule in the garden for someone in the future to dig up one day!



You might want to give your Time Capsule to someone else for safe keeping.

You might want to keep your Time Capsule somewhere safe and look at it in a few years to remember this time.

<https://www.9and10news.com/2020/04/07/childrens-activity-covid-time-capsule/>



On this time capsule, it says: 'Do not open until 2957'!

Computing Activity



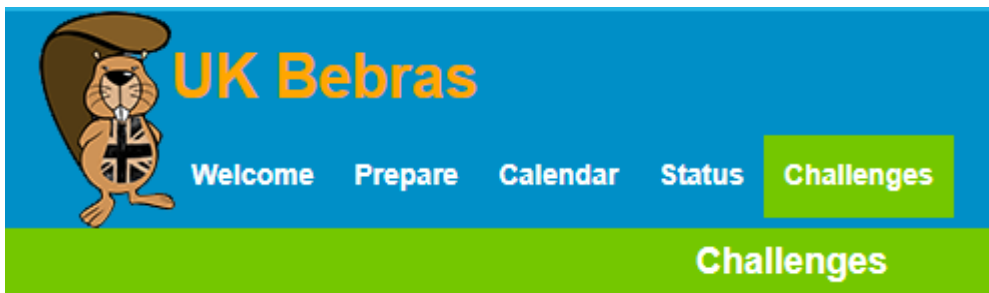
This week, carry on with some challenges on Bebras UK:

https://challenge.bebras.uk/index.php?action=user_competitions

Go to the website and then click on Juniors (age 10-12) and choose your challenge!

However, we also want to do a big push on Times Tables Rock Stars!

<https://ttrockstars.com/> Go on it each day and see if you can get better over just five days!



2018 Challenge

Available Groups:

- Kits (age 6-8)
- Castors (age 8-10)
- Juniors (age 10-12)
- Intermediate (age 12-14)
- Seniors (age 14-16)
- Elite (age 16-18)

Go to UK Bebras 2018 and choose Juniors



Try out 'London Rocks' 2020 and see if you can win a prize!

Remember to keep putting work on J2e so that we can look and comment on what you have been up to!





Do we look exactly like our parents ?

When two people have children together, how is the appearance of the children decided?

Children *inherit* traits such as eye colour and height from their parents. Look at this picture of a family. What similarities can you see between the children and the parents?



When a child inherits a trait, he or she also passes that along to his or her children later in life. An entire family can all share similar looks and characteristics. The photo below shows two families at a wedding.



Can you see any obvious difference?

Watch this video: <https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt>

Science Activity



The Knowledge:

The passing down of traits from parents to offspring is known as **heredity**. This also occurs in all living things that need two different sexes to reproduce.

Here you can see what happens when you breed certain flowers together. The two flowers at the top have been bred to produce the flowers on the bottom.



Inheritance is **genetic**, not environmental. E.g. If two blonde-haired parents dye their hair black, this does not mean they will have a black-haired child.



A labradoodle is the result of mating a Labrador with a poodle.





Do we look exactly like our parents ?

Some features are new to the offspring.

These are called **mutations**. This is why we are not exact copies of our parents, allowing us to have traits that neither parent had. These changes in offspring **over time** allow **evolution** to take place.

Science Activity



The Knowledge:

Variation (and a lot of training) is the reason Usain Bolt can run so much faster than his parents.



Usain might pass his athletic ability to his children or he might not, due to variation

Hybrids : It is possible to cross two different species with one another by mating a male from one species with a female from another. The resulting offspring is called a **hybrid**. A hybrid combine traits which are not normally seen together in either of its parent' species . This can make them **more useful** to humans. Hybrids can be created from many different organisms, including animals and plants.



A zonkey is a human-created hybrid of a male zebra and a female donkey. It displays a combination of traits from both zebras and donkeys.



This variation when children are born allows children to be taller than their parents, or have thicker hair or stronger bodies.

Here is a picture of Robert Wadlow, the tallest man in history.

His parents are stood next to him. Do you think his height was inherited or due to variation?



Do we look exactly like our parents ?

Science Activity



Carefully cut out the pictures of organisms and their descriptions. Identify the hybrids and their two parent species. Match them to their species and paste them in the correct position in the diagram.

OR CLICK AND DRAG!

The Activity:

Male zebra
Striped body
Aggressive temperament

Raspberry
Red coloured fruit
Soft spines on vines
Conical fruit



Female horse
Intelligent
Fast
Agile

Female donkey
Sure-footed and tough
Intelligent
Large head and ears
Tame temperament



Labrador retriever
Sheds lots of hair
Easily trained
Intelligent

Male donkey
Sure-footed and tough
Intelligent
Large head and ears
Tame temperament



Blackberry
Black coloured fruit
Spiked thorns on vines
Cylindrical fruit

Miniature poodle
Sheds little hair
Intelligent



Diagram area for matching organisms to their parents. It consists of several empty rectangular boxes. A yellow arrow points from the text 'OR CLICK AND DRAG!' to the top-left box. Two white arrows point towards a central box, indicating where to place the hybrid organism.



Do we look exactly like our parents ?

Science Activity



What have you learnt about inheritance and variation?

The Activity:

Complete these forms with the information in the descriptions on the previous slide.

Can you answer these questions?

Challenge someone in your family to test you! Can you agree with them what traits you have inherited and what are your own variation?

What decides our traits when we are born?

Do children look exactly like their parents?

What happens if two different-looking people have children?



Mule



Loganberry



Zonkey

Labradoodle

Hybrid of: _____
 Intelligence from _____
 Speed from _____
 Toughness from _____
 Agility from _____

Hybrid of: _____
 Red fruit from _____
 Soft spines from _____
 Cylindrical fruit from _____

Hybrid of: _____
 Stripes from _____
 Large head and ears from _____
 Wild temperament from _____

Hybrid of: _____
 Sheds little hair from _____
 Easily trained from _____
 Intelligence from _____

Art Activity

LINE AND PATTERN LANDSCAPES

Have a go at creating a landscape picture using lines and patterns.
Watch this tutorial to help you.

<https://www.youtube.com/watch?v=Ta21p7tctqM>



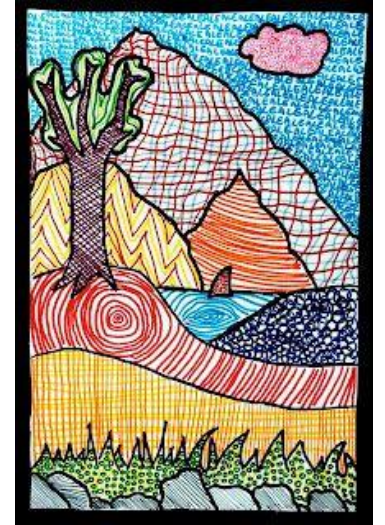
Start from the bottom creating different layers and work your way up.

Use a pencil first, and then go over your lines in black pen.

If you add a tree, you might find it easier to draw it from the bottom and then draw the other layers around it.



Fine tipped felt tips work well for this but you could experiment with different types of pens, such as thicker ones or use pencils.



Use lots of different patterns – straight lines, swirly patterns, small circles, criss-crosses, zigzags.....

I would love to see some of your pictures. Email a photo of your work to the school admin address.



Bonjour!



This week, I would like you to create your own match the pair French sport game.

1. Take a piece of paper (white if possible)
2. Cut 12 cards the exact same size.
3. If you are using normal paper, you will need to double it. You don't want the players to see the other side.
4. Write the name of a sport (in French) on one half of the cards.
5. Decorate the other half of the cards with pictures of the sports.



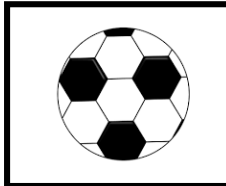
You will need:
 White paper (card if possible)
 Coloured pencils
 scissors

| | |
|------------------------|----------------------------|
| Le tennis | la boxe (boxing) |
| Le rugby | la natation (swimming) |
| Le foot (football) | la voile (sailing) |
| Le basket (basketball) | la gymnastique (gymnastic) |
| Le badmington | la danse (dance) |
| Le cricket | l'escalade (rock climbing) |
| Le cyclisme | |

La
boxe

Le
foot

La
danse



How to play Match the Pairs

1. Mix up the cards.
2. Lay them in rows, face down.
3. Turn over any two cards.
4. If the two cards match, keep them.
5. If they don't match, turn them back over.
6. Remember what was on each card and where it was.
7. Watch and remember during the other player's turn.
8. The game is over when all the cards have been matched.

More games

Listen and click on the picture: http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2013-14/wjec_02/eng/templates/multipleChoiceImageAndAudio-Vocab/p-free-time1.html

Look and match the words and the pictures: <https://learningapps.org/watch?v=p6ssbedma17>

Music Activity



Found Sounds

This week, see if you can have a go at composing your own piece of music... without using any instruments!

First explore the different sounds that you can make. Look around your home and experiment with different objects and materials to make different sounds.



*scrape,
scrunch, tear,
twang, tap*

Check with an adult before you use anything!

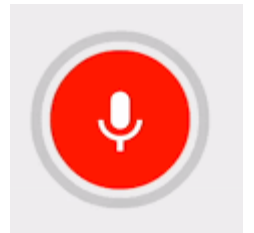


<https://www.bbc.co.uk/bitesize/articles/zdh8jhv>

Found sounds are sounds that you can make using objects and things which are around you.

Try to compose a piece using the sounds. Repeat sounds to create a rhythm or beat.

You could record the sounds on a device such as a mobile phone, digital camera or tablet.



Did you know that the first theme tune made for the TV show Doctor Who was made using found sounds.

This will give you an idea but you don't need to edit your sounds!



Physical Activity



Athletics - Relay Races

- This week you are going to practise relay changeovers. Normally you would do this with a baton but you can use any safe object.
- You will need to work with at least one other person but ideally you will need four in a team.

Key Points:-

- Communication.
- Dominant hand.
- Big target hand.



Challenge

- Practise running over a distance of 50m with your partner/group.
- Gradually increase the distance.
- Complete a few times, time your group to see if you can beat your record.

Bicep Dip Challenge

- How many bicep dips can you do in 60 seconds?
- Hands on the edge of a chair, they should be behind your hips.
- Lower your body downwards and use bicep muscles to bring you back up.

Challenges

- How many bicep dips can you complete in 60 seconds?
- Challenge a sibling or parent/carer to see who can complete the most.



Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!
Mr McLaughlin



Our weekly reading comprehension questions might inspire you to look up the books they're based on - perhaps you can find some of them online?

Reading Activity



'The Hobbit' by J.R.R. Tolkien

The Hobbit is the unforgettable story of Bilbo, a peace-loving hobbit, who embarks on a strange and magical adventure.

A timeless classic.

Bilbo Baggins enjoys a quiet and contented life, with no desire to travel far from the comforts of home; then one day the wizard Gandalf and a band of dwarves arrive unexpectedly and enlist his services - as a burglar - on a dangerous expedition to raid the treasure-hoard of Smaug the dragon. Bilbo's life is never to be the same again.

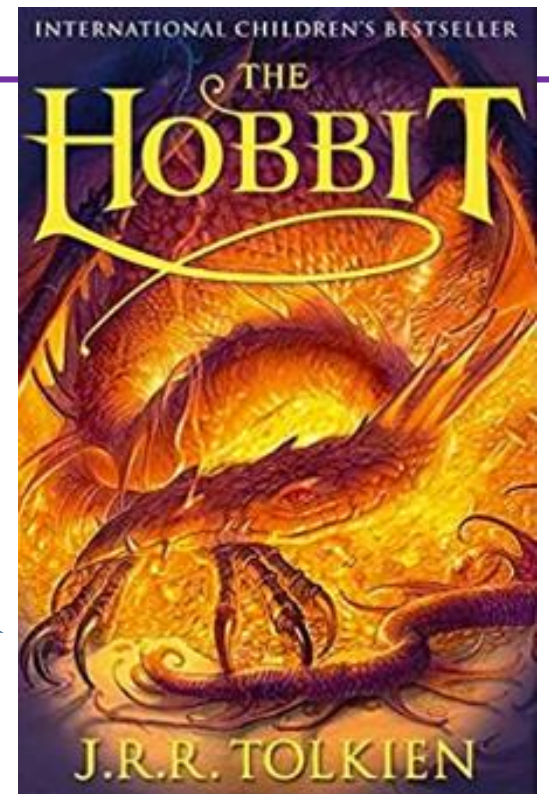
1. Look at the front cover: make a prediction about the story by using the title and the images on the front of the book.
2. Why does Bilbo have 'no desire to travel'?
3. What job does Gandalf give to Bilbo?
4. What is a 'timeless classic'?

Thinking point:

Is this a book you would pick up in a library and bookshop? Why/ why not?

If you read the blurb, would you want to borrow or buy this book to read?

If you are in school this week we will be doing this in class!



IN A HOLE in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.

It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with panelled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats – the hobbit was fond of visitors. The tunnel wound on and on, going fairly but not quite straight into the side of the hill – The Hill, as all the people for many miles round called it – and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden, and meadows beyond, sloping down to the river.

Answer these questions

- 1.) What impression do you get of the hobbit-hole?
- 2.) Why would visitors feel welcome in the hobbit-hole?
- 3.) What can we learn about the hobbit from these opening paragraphs? What does he like? What might his personality be like?
- 4.) Draw a picture of the hobbit hole and its surroundings.

Grammar focus:

- 1.) Find and copy a word meaning the same as 'precise.'
- 2.) Why is 'The Hill' repeated and capitalised?
- 3.) How do the parenthesis help the reader?
- 4.) Look up any unfamiliar words and list them with their definitions. <https://dictionary.cambridge.org/>

Task: Re-writing a popular fairy tale ...with a twist!

Writing activity

Introduction to the task:

If you don't know the classic fairy tale 'Little Red Riding Hood, look it up:

<https://www.dltk-teach.com/rhymes/littlered/story.htm>

Your job this week is to create an alternative ending to this famous childhood tale to make it more suitable for children of your own age and a little older.

You can write in the genre of horror or thriller!

Look at the imagery here: <https://www.youtube.com/watch?v=b0dhJXUX6I4>

If you are coming in to school, we may be doing this in class at some point – ask your teacher about which ones to do at home.



I can create my own darker,
chilling version of Little Red Riding
Hood, that is a far cry from the
children's fairy tale

Remember your forest descriptions? We wrote about beautiful, enticing forests and dark, sinister ones – start your story with your character walking through a lovely woodland before it starts to turn on them for more dramatic effect!

Story writing

Writing activity page 2



If you are coming in to school, we may be doing this in class at some point – ask your teacher about which ones to do at home.

Can you see the eyes?
Build this sort of imagery into your story by using personification and metaphor...

Year 6 writers should be...

- using paragraphs to organise ideas
 - describing settings and characters
 - using different verb forms mostly accurately
 - using capital letters . ? ! , (for list) ' for contraction
 - spelling most 3/4 words and some 5/6 words
-
- creating atmosphere
 - dialogue to convey character/advance action
 - select appropriate vocabulary and grammatical structures
 - co-ordinating & subordinating conjunctions/synonyms/adverbials
 - using passive and modal verbs
 - vary sentence length + embedded clauses
 - adverbs/preposition phrases/expanded noun phrases
 - " " . , ! ? ... : ; ice-cream (hyphen) - dash
 - Most 5/6 words



Look at the next slide for more help on how to plan your story so that it has a pleasing flow and makes links throughout

You can make up your own character - it doesn't have to be Little Red Riding Hood

To help you...

Ideas:

Start the story with her walking into the forest - so that you can cut out the happy/ jolly part, creating more atmosphere?

3rd person - you can create more tension/ use more nouns/ pro nouns?

cottage - How does she not notice the wolf? Is it dark in the room?

Which ending will you choose?

Writing activity page 3



If you are coming in to school, we may be doing this in class at some point – ask your teacher about which ones to do at home.

1. Start with beautiful description to lure the reader in, just like your character



2. Your character starts to feel a little lonely and the surroundings begin to reflect this

3. Your character thinks he/she sees something...things are getting strange! Use senses to bring this section alive!

??
Shock ending!

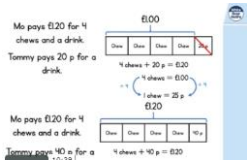
4. Your character arrives at his/her destination

Maths Activity



Daily Maths Video Lesson and Activity sheet

Try one every day!



Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

There are 4 lessons on algebra and converting metric and imperial measurements. Try one every day.

The **videos** are available on:

<https://whiterosemaths.com/homelearning/year-6/>

Summer Term - Week 8 (w/c 15th June)

The worksheets are now available on the KAPS website :

<http://www.kingathelstan.kingston.sch.uk/covid-19-maths/>

Multiplication of Fractions

Look at the examples and answer the questions on the following slide. If you are anxious, try questions 1-5. If you're feeling confident, try questions 1-8. If you're raring to go, try the challenge too!

Tip : watch these videos to remind yourself how to multiply

<https://www.youtube.com/watch?v=qmfXyR7Z6Lk>

and how to simplify fractions:

<https://vimeo.com/413667939>

Factors of 35: 1, 5, 7, 35

Factors of 40: 1, 2, 4, 5, 8, 10, 20, 40



10. The smaller the denominator the bigger the fraction

- Always
- Sometimes
- Never

Keep Practising
your timetables!



Maths Activity

Example:

Work out $\frac{3}{8} \times \frac{5}{6}$.

Multiply numerators

and denominators $\frac{3 \times 5}{8 \times 6} = \frac{15}{48}$

Simplify fraction $\frac{15}{48} = \frac{\div 3}{\div 3} = \frac{5}{16}$

Find $\frac{5}{6}$ of £27.

Remember 'of' means multiply.

Create two fractions: $\frac{5}{6} \times \frac{27}{1} = \frac{5 \times 27}{6 \times 1} = \frac{135}{6}$

Simplify: $\frac{135}{6} = \frac{\div 3}{\div 3} = \frac{45}{2}$

Now the decimal division $45 \div 2 = \text{£}22.50$

Remember to simplify the fractions in your answer, if needed:

1 a $\frac{3}{4} \times \frac{1}{2} =$ b $\frac{5}{8} \times \frac{3}{4} =$ c $\frac{1}{5} \times \frac{4}{5} =$

2 a $\frac{5}{8} \times \frac{2}{3} =$ b $\frac{5}{6} \times \frac{3}{4} =$ c $\frac{1}{4} \times \frac{8}{9} =$

3 a $\frac{2}{3}$ of £18 = b $\frac{3}{5}$ of £25 = c $\frac{3}{8}$ of £48 =

4 Match up these calculations to their correct answer.

| |
|------------------------------------|
| $\frac{11}{12} \times \frac{4}{5}$ |
| $\frac{7}{8} \times \frac{2}{3}$ |
| $\frac{3}{10} \times \frac{5}{6}$ |
| $\frac{1}{2} \times \frac{3}{4}$ |

| |
|-----------------|
| $\frac{1}{4}$ |
| $\frac{11}{15}$ |
| $\frac{7}{12}$ |
| $\frac{3}{8}$ |

5 Complete these multiplication calculations simplifying your answers.

a $\frac{5}{8} \times \frac{6}{7} =$ b $\frac{5}{9} \times \frac{6}{7} =$ c $\frac{5}{8} \times \frac{4}{15} =$

6 $\frac{2}{5}$ of my friends go to the cinema every weekend. Half of them are boys. What fraction of my friends are boys?

7 There was $\frac{7}{12}$ of a pie left in the fridge. Jade ate $\frac{3}{4}$ of the leftover pie. How much of the pie did she eat?

8 Complete these multiplication sums simplifying your answers.

a $\frac{5}{8}$ of £44 = b $\frac{3}{4}$ of £54 = c $\frac{7}{12}$ of £30 =

Challenge Question: Complete the following mixed number calculations.

9a $\frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} \times \frac{4}{5} =$ b $1\frac{1}{4} \times 1\frac{1}{5} =$

(Tip: change to improper fractions first.)

Maths Answers

1. a. $\frac{3}{4} \times \frac{1}{2} = \frac{3 \times 1}{4 \times 2} = \frac{3}{8}$

b. $\frac{5}{8} \times \frac{3}{4} = \frac{5 \times 3}{8 \times 4} = \frac{15}{32}$

c. $\frac{1}{5} \times \frac{4}{5} = \frac{1 \times 4}{5 \times 5} = \frac{4}{25}$

2. a. $\frac{5}{8} \times \frac{2}{3} = \frac{5 \times 2}{8 \times 3} = \frac{10}{24} = \frac{5}{12}$ (\div by 2)

b. $\frac{5}{6} \times \frac{3}{4} = \frac{5 \times 3}{6 \times 4} = \frac{15}{24} = \frac{5}{8}$ (\div by 3)

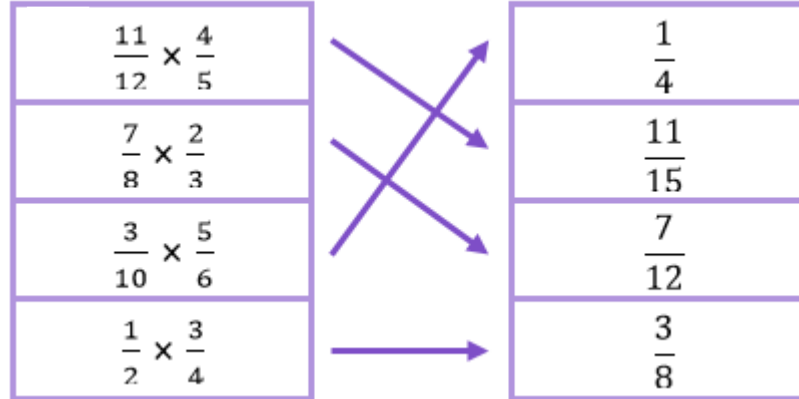
c. $\frac{1}{4} \times \frac{8}{9} = \frac{1 \times 8}{4 \times 9} = \frac{8}{36} = \frac{2}{9}$ (\div by 4)

3. a. $\frac{2}{3}$ of £18 = $\frac{2}{3} \times \frac{18}{1} = \frac{2 \times 18}{3 \times 1} = \frac{36}{3} = \text{£}12$

b. $\frac{3}{5}$ of £25 = $\frac{3}{5} \times \frac{25}{1} = \frac{3 \times 25}{5 \times 1} = \frac{75}{5} = \text{£}15$

c. $\frac{3}{8}$ of £48 = $\frac{3}{8} \times \frac{48}{1} = \frac{3 \times 48}{8 \times 1} = \frac{144}{8} = \text{£}15$

4



5. a. $\frac{5}{8} \times \frac{6}{7} = \frac{5 \times 6}{8 \times 7} = \frac{30}{56} = \frac{15}{28}$ (\div by 2)

b. $\frac{5}{9} \times \frac{6}{7} = \frac{5 \times 6}{9 \times 7} = \frac{30}{63} = \frac{10}{21}$ (\div by 3)

c. $\frac{5}{8} \times \frac{4}{15} = \frac{5 \times 4}{8 \times 15} = \frac{20}{120} = \frac{1}{6}$ (\div by 20)

6. $\frac{1}{2}$ of $\frac{2}{5} = \frac{1 \times 2}{2 \times 5} = \frac{2}{10} = \frac{1}{5}$

7. $\frac{3}{4}$ of $\frac{7}{12} = \frac{3 \times 7}{4 \times 12} = \frac{21}{48} = \frac{7}{16}$

8. a. $\frac{5}{8}$ of £44 = $\frac{5}{8} \times \frac{44}{1} = \frac{5 \times 44}{8 \times 1} = \frac{220}{8} = 220 \div 8 \text{ £}27.50$

b. $\frac{3}{4}$ of £54 = $\frac{3}{4} \times \frac{54}{1} = \frac{3 \times 54}{4 \times 1} = \frac{162}{4} = 162 \div 4 \text{ £}40.50$

c. $\frac{7}{12}$ of £30 = $\frac{7}{12} \times \frac{30}{1} = \frac{7 \times 30}{12 \times 1} = \frac{210}{12} = 210 \div 12 \text{ £}17.50$



Sometimes : the denominator indicates how many parts there are in the whole. The numerator indicates how many of those parts we are considering and that will tell us how large the fraction is.

Challenge Question:

9a $\frac{1}{2} \times \frac{2}{3} \times \frac{3}{4} \times \frac{4}{5} = \frac{1 \times 2 \times 3 \times 4}{2 \times 3 \times 4 \times 5} = \frac{24}{120} = \frac{1}{5}$ (\div by 24) b $1\frac{1}{4} \times 1\frac{1}{5} = \frac{5}{4} \times \frac{6}{5} = \frac{30}{20} = \frac{3}{2} = 1\frac{1}{2}$

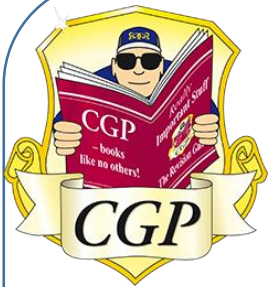
Extra Home Learning KS2

Here are some extra websites and resources you can access if you would like your child to be doing more at home.

<https://www.kingathelstan.kingston.sch.uk/covid-19-maths/>



Recommended Work Books



<https://www.cgpbooks.co.uk/primary-books/ks2/english/reading/em6hsb23-year-6-home-learning-bundle-maths-en>

Mental Arithmetic

The essential KS2 resource for fluency and confidence in mathematics



<https://www.schofieldandsons.co.uk/key-stage-2-mental-arithmetic/>



<https://www.twinkl.co.uk/resources/covid19-school-closures>



**OAK
NATIONAL
ACADEMY**

The Oak National Academy has virtual lessons to follow!

<https://classroom.thenational.academy/year-groups/>



Log on to Busy things for fun learning activities. Use your j2e login.



<https://www.busythings.co.uk/play/>