

## Maths Overview class 6 Week commencing 20<sup>th</sup> and 27<sup>th</sup> April

Practise your tables, play a maths game and work on the task for each day. Watch the video link for each task and then complete the worksheet. To access the websites, right-click on the address then select 'open hyperlink'. This should take you to the site.

<p><b><u>Times Tables</u></b> Spend at least 15 minutes a day practising your times tables. We will work on the 6 times tables for the next 2 weeks.</p> <p><a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> This site allows the children to practise answering times tables questions. We tend to select 'tables up to 12; hit the answer; mixed.'</p> <p><a href="https://www.timestables.co.uk/">https://www.timestables.co.uk/</a> This will allow you to play the games on-line as well as access sheets to print.</p>	<p><b><u>Maths Games</u></b> Choose a maths game to play each day. Have a go making up new rules or inventing your own maths game.</p> <p><a href="https://matr.org/blog/fun-maths-games-activities-for-kids/">https://matr.org/blog/fun-maths-games-activities-for-kids/</a></p> <p><a href="https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths">https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</a> This site is where you can find 'hit the button' and lots of other maths games. It covers a range of age levels and areas of maths.</p>
<p><b>This 2 week units focuses on decimals. In class, we would normally use a hundred square, Diennes (Base 10) equipment or coins (£1.00 has 10 X 10p coins so 30p is 0.3 of a £1; also, £1.00 has 100 X 1p coins so 5p is 0.05)</b> I have included a sheet of 100 squares in the home learning pack to help you with your understanding of this topic.</p> <p style="color: red;"><b>To access the teaching videos for this unit, click on this link, look at week 1</b> <a href="https://whiterosemaths.com/homelearning/year-4/">https://whiterosemaths.com/homelearning/year-4/</a></p>	
<p><b><u>Week 1</u></b> <b><u>Monday</u></b></p>	<p><b><u>LO: To recognise tenths and hundredths</u></b> If a 100 square has 1 shaded row, that is equivalent to one tenth. Each row contains 10 squares, so that row is also equivalent to ten hundredths. 2 shaded rows would be equivalent to two tenths but also twenty hundredths. If each row is one row out of ten equal rows, what fraction does this represent? One shaded square out of the 100 would be seen as one hundredth as a fraction. 8 shaded squares would be seen as 8 hundredths as a fraction.</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 1. Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 1</u></b> <b><u>Tuesday</u></b></p>	<p><b><u>LO: To recognise tenths as decimals</u></b> Using the hundred square, children can recognise the relationship between 1, 10 and 0.1 . You can write tenths as decimals and as fractions and write any number of tenths as a decimal and represent them using concrete and pictorial representations. You can understand that a tenth is a part of a whole split into 10 equal parts. In this small step, we stay within one whole. What is a tenth? How many different ways can we write a tenth? When do we use tenths in real life? Which representation do you think is clearest? Why? How else could you represent the decimal/fraction?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 2. Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>

<p><b><u>Week 1</u></b> <b><u>Wednesday</u></b></p>	<p><b><u>LO: To find tenths on a place value grid</u></b></p> <p>Children can read and represent tenths on a place value grid. They see that the tenths column is to the right of the decimal point. Children use concrete representations to make tenths on a place value grid and write the number they have made as a decimal. In this small step children will be introduced to decimals greater than 1. How many ones are there? How many tenths are there? What's the same/different between 0.2 , 1.2 and 0.8? How many different ways can you make a whole using the three decimals? Why do we need to use the decimal point? How many tenths are equivalent to one whole?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 3. Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 1</u></b> <b><u>Thursday</u></b></p>	<p><b><u>LO: To find tenths on a number line</u></b></p> <p>Children can read and represent tenths on a number line. They link the number line to measurement, looking at measuring in centimetres and millimetres. Children can use number lines to explore relative scale. How many equal parts are between 0 and 1? What are the intervals between each number? How many tenths are in one whole? What is 0.1 metres in millimetres?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 4. Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 1</u></b> <b><u>Friday</u></b></p>	<p><b><u>LO: To divide 1 digit numbers by 10</u></b></p> <p>Children need to understand when dividing by 10 the number is being split into 10 equal parts and is 10 times smaller. Children use counters on a place value chart to see how the digits move when dividing by 10. Children should make links between the understanding of dividing by 10 and this more efficient method. Adults can emphasise the importance of 0 as a place holder.</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 5. Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>

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<p><b><u>Week 2</u></b> <b><u>Monday</u></b></p>	<p><b><u>LO: To divide 2 digit numbers by 10</u></b> As in the previous step, it is important for children to recognise the similarities and differences between the understanding of dividing by 10 and the more efficient method of moving digits. Children can use a place value chart to see how 2 digit-numbers move when dividing by 10 They use counters to represent the digits before using actual digits within the place value chart. What number is represented on the place value chart? Do I need to use 0 as a place holder when dividing a 2-digit number by 10?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 1 (step 6). Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 2</u></b> <b><u>Tuesday</u></b></p>	<p><b><u>LO: To recognise hundredths</u></b> Children will recognise that hundredths arise from dividing one whole into one hundred equal parts. Linked to this, they see that one tenth is ten hundredths. Children can count in hundredths and represent tenths and hundredths on a place value grid and a number line. One hundredth is one whole split into how many equal parts? How many hundredths can I exchange one tenth for? How many hundredths are equivalent to 5 tenths? How does this help me complete the sequence? How does Base 10 help you represent the difference between tenths and hundredths?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 2 (step 7). Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>

<p><b><u>Week 2</u></b>  <b><u>Wednesday</u></b></p>	<p><b><u>LO: To recognise hundredths as decimals</u></b> Using the hundred square and images of Base 10 (Diennes), children can recognise the relationship between 1, 100 and 0.01 Children can write hundredths as decimals and as fractions. They will be able to write any number of hundredths as a decimal and represent the decimals using concrete (physical equipment) and pictorial representations. Children will be able to understand that a hundredth is a part of a whole split into 100 equal parts. In this small step the children stay within one whole. One hundredth is one whole split into _____ equal parts. What is the same and what is different about a number written as a fraction and a number written as a decimal? What is the same and different between 0.3 and 4 hundredths?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 3 (step 8). Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 2</u></b>  <b><u>Thursday</u></b></p>	<p><b><u>LO: To find hundredths on a place value grid</u></b> Children can read and represent hundredths on a place value grid. They will see that the hundredths column is to the right of the decimal point and the tenths column. Children can use concrete representations to make numbers with tenths and hundredths on a place value grid and write the number they have made as a decimal. What is a hundredth? How many hundredths are equivalent to one tenth? Look at the decimals you have represented on the place value grid and in the part whole models. What's the same about the numbers? What's different?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 4 (step 9). Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>
<p><b><u>Week 2</u></b>  <b><u>Friday</u></b></p>	<p><b><u>LO: To divide 1 and 2 digit numbers by a hundred</u></b> Children need to understand when dividing by 100 the number is being split into 100 equal parts and is 100 times smaller. Children use counters on a place value chart to see how the digits move when dividing by 100. Children should make links between the understanding of dividing by 100 and this more efficient method. Emphasise the importance of 0 as a place holder. What number is represented on the place value chart? Why is 0 important when dividing a one or two-digit number by 100?</p> <p><i>Watch the video for instructions on how to understand this concept, then complete the worksheet for Lesson 5 (step 10). Your parents can find the answer sheets for this task on the same page to check your work or to understand what is being asked of you.</i></p>