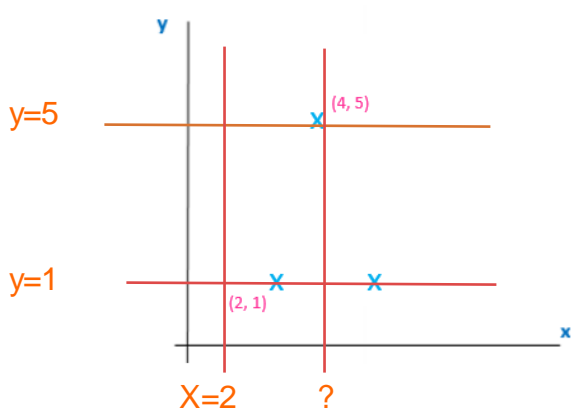
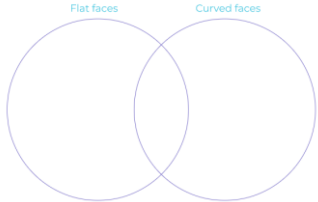


Notes for Mrs Quantick's, Mrs Lewis's and Mrs Martin's Year 6 maths students

	<p>What you will need to complete the task or might find helpful</p> <p>Vocabulary</p>	<p>Where to find the task</p>	
<p>Monday 11.1.21</p>	<p>Pencil Paper Ruler</p> <p>Width Length Vertex Vertices Sides Face Depth Edge Apex Base</p> <p>Cube, Cuboid, Cylinder, Hexagonal prism, Triangular prism (tetrahedron), Triangular-based pyramid,</p>	<p>https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-3-d-shapes-crup8r</p>	<p><u>The Introductory Quiz</u> In school, we found these sorts of challenges quite hard last week. What helped us most was using the clues in the coordinates to label the axes; we drew lines on the grid to help us visualise the shape and the labels on the axes. See below where I've annotated in orange.</p>  <p>It is useful to remember that an isosceles triangle has a line of symmetry. You will need use a similar approach for the other questions. PLEASE DON'T GIVE UP JUST BECAUSE THIS IS A 'QUIZ' – trying really hard on this task will force your brain to attempt to remember last week's learning and that will enable your new skills to move into your long-term memory.</p>

	<p>Square-based pyramid</p>		<p><u>Main Lesson</u> <u>L.O. To recognise 2D and 3D shapes</u> Take some notes to help you remember the mathematical vocabulary: Width Length Vertex Vertices Sides Face Depth Edge</p> <p>Pause the video to complete the <u>What is the Same, What is Different</u> task. Use complete sentences. e.g. The 3D cube has depth as well as length and height; however, the square has only...</p> <p><u>Recognising and Naming 3D shapes</u> Make some notes as you will be using these names in the worksheet questions.</p> <p><u>The Worksheet</u> Work through the questions and mark with Miss Parsons. Question 5 uses a venn diagram:</p> <div data-bbox="991 1045 1793 1295" style="border: 1px solid black; padding: 10px;"> <p style="background-color: #e91e63; color: white; padding: 2px; display: inline-block; margin-bottom: 5px;">Question 5</p> <div style="display: flex; align-items: center; justify-content: center; margin-bottom: 10px;"> Flat faces Curved faces </div>  <div style="border: 1px solid black; padding: 10px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>We used these with multiples and factors recently. Think about what will be in the overlapping section.</p> </div> </div> <p>Complete the <u>Final Quiz</u>. It may feel repetitive but this is how we force your brain to store the new information and skills forever.</p>
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<p>Tuesday 12.1.21</p>	<p>Pencil Paper</p> <p>Faces Adjacent (next to) Opposite Nets Triangular Rectangular Pentagonal</p>	<p>https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3d-shapes-crvc2r</p> <p>For extra help with nets this is a really good website page: https://www.math-salamanders.com/geometry-nets.html</p> <p>https://www.math-salamanders.com/3d-geometric-shapes.html</p>	<p><u>The Introductory Quiz</u> Don't skip this; today it's pretty straightforward – just 3 questions. Good luck; make that brain work!</p> <p><u>Main Lesson</u> <u>L.O. To recognise the nets of 3D shapes</u> You might like to make some notes and do some drawings. Miss Parsons talks about what we already know: the faces of 3D shapes.</p> <p><u>Building Nets</u> I know the video says that Zak will make the nets but you must all do this!!! ☺ You could print nets from the internet and actually cut them out and fold them. The second Salamanders website link has nets to cut out.</p> <p><u>The Worksheet</u> These are varied and fun today so enjoy! Mark your answers with Miss Parsons.</p> <p><u>Final Quiz</u> Just 4 questions today.</p>
<p>Wednesday 13.1.21</p>	<p>Pencil Paper</p>	<p>https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-problems-involving-3d-shapes-71hkqd</p>	<p><u>The Introductory Quiz</u> Let's see if your brain remembers yesterday's learning! (I keep typing Brian instead of brain... good job I'm proofreading...)</p> <p><u>Main Lesson</u> <u>L.O. To solve problems involving 3D shapes</u></p>

			<p>What's the Same? What's Different? Study the pentagonal prism and the pentagonal pyramid and write complete sentences about the differences you spot: e.g. The pentagonal pyramid has an apex; however, the pentagonal prism....</p> <p><u>Identifying Nets</u>: you need to be able to visualise what happens when these nets are folded. If you find this hard make some 3D shapes as suggested yesterday. Miss Parsons suggests sketching the nets and cutting them out then folding them. Don't worry if you struggle to visualise – it's just how your brain works – but you will need to do something to make sure you can still be successful with these sorts of questions.</p> <p><u>The Worksheet</u> If you have Lego cubes or a Rubix Cube these may help you with the tasks today.</p> <p>There's no final quiz today! Can you use the word 'adjacent' correctly? What are you adjacent to? I am adjacent to my study window as I type this and I am directly opposite a wall!</p>
Thursday 14.1.21	<p>Pencil Paper A piece of string A ruler Something round to draw around like a glass or a tin</p> <p>Boundary Equidistant</p>	<p>https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle-69hkec</p>	<p><u>The Introductory Quiz</u> If you have a dice it will help you with one of the questions.</p> <p><u>Main Lesson</u> <u>L.O. To illustrate and name parts of a circle</u> It is important to note that a circle has one curved side – this is something that confuses many people who wonder if it has one side or no sides. Note why Miss Parsons says a coin is a cylinder and not a circle.</p> <p>Practise drawing a circle with string and a pencil.</p>

	Circumference Radius Diameter Construct		<p><i>Changing the length of the string changed the size of the circle. The side of the circle was always the same distance (equidistant) from the centre of the circle.</i></p> <p>Practise measuring the circumference of a circle. Now you will learn some new facts about measurements inside a circle.</p> <div style="text-align: center; margin: 10px 0;"> <p>Diameter = Radius x 2</p> <p>Radius = Diameter ÷ 2</p> <table border="1" style="margin: auto;"> <thead> <tr> <th>Radius</th> <th>Diameter</th> </tr> </thead> <tbody> <tr> <td>4.5 cm</td> <td></td> </tr> <tr> <td></td> <td>14 cm</td> </tr> <tr> <td></td> <td>27 cm</td> </tr> <tr> <td>72 cm</td> <td></td> </tr> </tbody> </table> </div> <p><u>The Worksheet</u> You will be drawing more circles in one of the tasks.</p> <p><u>Final Quiz</u> The questions are very similar to work done in the lesson but don't skip this as tomorrow you'll be asked to remember all this new learning.</p>	Radius	Diameter	4.5 cm			14 cm		27 cm	72 cm	
Radius	Diameter												
4.5 cm													
	14 cm												
	27 cm												
72 cm													
Friday 15.1.21	Pencil Paper A piece of string A ruler	https://classroom.t henational.academ y/lessons/coordina tes-and-shapes-to- solve-practical- problems- involving-circles- 68u36d	<p><u>The Introductory Quiz</u> Have you noticed that the introductory quiz is the same as the final quiz of the day before? There is a good reason for this – it's about not allowing your brain to forget new learning. Our brains have developed to throw out anything we don't absolutely need – your brain wants to forget what we teach you in school! So we have to trick it by returning to ideas frequently and not allowing it to forget. Your little brain thinks it doesn't really need to know what to call the parts of a circle but your teachers know that this is</p>										

		<p>really useful knowledge and it's good to remember it forever; so we keep revisiting the knowledge in order to stop your brain from throwing it out! There is a lot of research to back up this idea; fascinating isn't it!</p> <p><u>Main Lesson</u></p> <p><u>L.O. To solve practical problems involving circles</u></p> <p>When Miss Parsons says, 'construct a circle' she means draw a circle.</p> <p>Note how Miss Parsons uses a new symbol which means 'is approximately equal to...'</p> <div data-bbox="1339 570 1556 672" data-label="Equation-Block">$c \approx d \times 3$</div> <p>This statement is a formula for finding the circumference. The year 6 pupils in school were asking me about algebra last week – this is an algebraic statement where the letters represent values which can change. You will learn a lot more about formulae and algebra at secondary school and we will teach you more about algebra before you leave Year 6.</p> <p><u>The Worksheet</u></p> <p>You will need to use lots of jottings for today's independent tasks. Some drawings and annotations might help too. Some questions require addition, some division and some a process of trial and error. Don't give up – keep using your jottings.</p> <p><u>The Final Final Quiz!</u></p> <p>This is actually a lot easier than the worksheet you've just done – phew!</p> <p>Well done, Year 6! You have worked hard this week.</p>
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