Notes for Mrs Lewis's, Mrs Martin's and Mrs Quantick's Yr6 maths students for the week beginning 25th January 2021

Please note that Mrs Quantick has set some additional challenges relating to today's lessons in the Maths Extension Tasks tab on our Year 5 and 6 Home Learning page

This week we will be starting a new topic in maths: fractions. We know that this area can sometimes be tricky for some of you but don't worry. The lessons are very clear and use visual models, such as bar models, to help your understanding.

Monday, 25.01.2021
Lesson 1

Go to To Identify, Describe and Represent Fractions
It would be useful to print out the independent tasks, but don't worry if you can't because you can just work out your answers and note them down on a plain or squared piece of paper.
There isn't a quiz so dive straight into the lesson.
As the video progresses, please note Miss Parson's excellent use of bar models. They might help you to complete the independent tasks.

When you have checked your independent task please do the exit quiz. Try to get 5/5!

If, when you've finished this task, you feel like you need an extra challenge, go to the Maths Extension Tasks tab and select a fractions activity.

Tuesday 26.01.2021
Lesson 2

Understanding Equivalence
This is a fairly long video and there is a lot in it, so make sure you're somewhere comfortable. You will need lots of times tables facts so maybe have a quick go on TT Rock Stars before you begin. You can print the worksheets or quite easily just note down the questions and answers on a piece of paper.

You will also be making comparisons between units of measurement, so before you start, remind yourself how many millimetres (mm) there are in a centimetre (cm) and how many centimetres (cm) there are in a metre (m).
10mm=1cm   100cm=1m

Miss Parsons doesn't make jokes, so here's one of mine.....
Where does a fish keep its money?
In the riverbank!

Play the Video
Complete the quiz, try to get 5/5.

Helpful reminders before you start the main lesson.
Factors are numbers that a number can be divided by exactly, with no remainder. For example, the factors of 12 are 1,12,2,6,3,4. You will need to use this knowledge when simplifying fractions.
This STEM sentence will help:
To simplify a fraction divide the numerator and the denominator by the highest common factor (hcf).
E.g. 9/36

Factors of 9   Factors of 36
1,9   1,2
3   3,12
4,9
6

So the largest number in both lists is the highest common factor (3). If we divide both the numerator and the denominator by 3, we have simplified the fraction. So 9/36 is 3/12 when it is simplified. They are also equivalent fractions.

Here's another STEM sentence that might help you.
If the sum of its digits equals a multiple of 3, the number has 3 as a factor.
E.g.

To know if 3 is a factor of 79, we can add 7 to 9 and find the answer is 16. 16 is not a multiple of 3, so it will not divide by 3.

But if we look at the number 105 and add its digits, we realise that as 6 is a multiple of 3, it will have 3 as a factor.

Independent Task
Question 5 is quite a tricky one, so don't worry if you struggle. Miss Parsons explains it really well at the end of the video, so please persevere and make sure you understand the method she uses.

Final Quiz
Try to get 5/5!
If you need an extra challenge, make your way to the Maths Extension Tasks tab on the Borough Green website.

Wednesday 27.01.2021

Lesson 3

[Finding Equivalent Fractions](#)

The quiz should look very familiar....

I need to think of another joke – I'll give it to you tomorrow. Try not to get too excited!

It might be useful to print out question 2 of the Independent Tasks but you can copy out the table if printing is a pain.

You will need to access lots of multiplication facts in your brain so maybe have a quick TT Battle or do a Soundcheck so that you're ready with those facts for the lesson.

Miss Parsons gives you a really important rule to note down; make sure you write it down because this is a STEM sentence.

Miss Parsons also recaps factor bugs, which you did last week. This is really useful when finding the highest common factor (HCF) to simplify factors.

Independent Task

Task 3 is a bit of a challenge. My tip would be to make sure you use the clue a+b=16.

Final Quiz

You'll need to remember what a unit fraction is. If you need a reminder, navigate your way here [Home Learning with BBC Bitesize - KS2 Primary Maths for Year 3 - BBC Bitesize](#).
Try to get 5/5!

If you need an extra challenge, make your way to the Maths Extension Tasks tab on the Borough Green website.

Thursday 28.012021

Lesson 4

[Compare Fractions Less Than One](#)

A riddle for you today....

What has ears but cannot hear?

I'll give you answer tomorrow...

Tips before you start the main lesson

It would be useful to print Question 3 from the Independent Tasks section but, if you can't, don't worry, you can draw out the grid yourself.

In this session you will be asked to find common multiples. The following STEM sentence will be useful:

Multiples are extended times tables. For examples, the multiples of 6 are 6,12,18,24 but they continue endlessly.

Common multiples are numbers that are in the times tables of more than one number. The multiples of 2 and 3 are:

2,4,<mark>6</mark>,8,10,<mark>12</mark>,14,16,<mark>18</mark>,<mark>24</mark>

3,<mark>6</mark>,9,<mark>12</mark>,15,<mark>18</mark>,21,<mark>24</mark>,27,

So from this list we can see that, so far they have common multiples of 6,12,18 and 24.

From this list of multiples, the lowest common multiple (LCM) would be 6.

You are going to be using your knowledge of the times tables a lot during this session, particularly the 6, 7 and 9s. Ask someone to test you or have a quick go on TT Rock Stars (and remember the 9 times tables finger trick).

Quiz
The quiz at the beginning should look familiar so if you made a mistake with a question yesterday, try to get it right today.

Independent Task Help
Question 3 is tricky and the grid is a little unfamiliar. The bottom right square needs to contain the largest fraction and the smallest should be in the top left square. As you move diagonally across from the bottom right square towards the top left square, the fractions should get smaller. There is more than one correct way of positioning the fractions so don't worry if yours isn't exactly the same as Miss Parsons.

Complete the Final Quiz, try to get 5/5!

Friday 29.01.2021
Yesterday I asked you to solve a riddle. I asked you 'What has ears but can't hear?'
The answer is...a cornfield.

Today we'd like you to complete 2 Maths Activity Mats. You can print them off or just write down your answers. The file is called **January 29, Maths Activity Mats**. There are three mats of varying difficulty. We'd like you to choose either level * and ** or ** and *** depending on how confident you are. The answers are there for you to access after you've completed them. The questions focus on areas we've covered previously and recently so you shouldn't find anything we haven't already encountered in school or as home learning.