



THE DEAN TRUST
Partington Central Academy

Week 1 - Home Learning Year 6.

Remember to email photos
of your work to your teacher
each week.

Website Links:

<https://classroom.thenational.academy>

<https://www.onceuponapicture.co.uk>

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

<https://www.purplemash.com/sch/forest-m31>

<https://www.mymaths.co.uk>

<https://www.spag.com>

Wednesday - Spelling

- On the next slide you will see your spellings for this week.
- Read them out loud to yourself.
- If you are unsure ask a grown-up to help you.
- Cover them up one by one and try to write them down correctly.
- Look at them to check they are correct or ask a grown up to check them for you.

Wednesday - Spelling

Spelling patterns adding suffixes to words of more than one syllable, **extension**, word list



Had you forgotten you'd promised to help with the gardening?

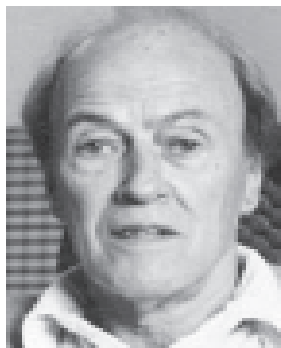


Spellings	Write	Write	Cover and write	Cover and write
forget				
forgetting				
forgotten				
garden				
gardener				
gardening				
commit				
committed				
accident				
actual				

Total /10

Wednesday - Guided Reading

Read the information about Roald Dahl on the next few slides and then answer the following questions on paper.



Roald Dahl

(1916 – 1996)

*Do you know what the initials BFG stand for or what was so special about James' peach?
Do you know who the champion of the world is or where Mrs Twit went digging for her
husband's somewhat unusual lunch?*

If you do, then no doubt you are already one of Dahl's countless fans but if not, then you are in for a real thrill. Like opening a box of deliciously tempting chocolates, how difficult it is to choose between the mouth-watering delights before you. For Roald Dahl has given children all over the world a bookshelf of gifts, scrumptious tales for them to unwrap and savour for generations to come.

Whether reading a dog-eared copy of *Fantastic Mr Fox* with a tear in your eye or laughing out loud at *Matilda* on the big screen, it is likely that you have already encountered some of his more popular works. But what about the man himself? Where did he get his inspiration from?

Following a trip to the Roald Dahl Museum in Aylesbury, Buckinghamshire, Dana Brannick, a Year Six pupil at St Paul's Primary, explains how one childhood encounter helped Dahl to cook up one of his most tasty treats.

*"In his autobiography, *Boy* (1984), Dahl recalls a time when each boy in his class was given a mysterious grey cardboard box. Inside was a most wonderful surprise – twelve new chocolate inventions sent by the great chocolate manufacturer, Cadbury! The boys were asked to sample and write a report on each bar and Dahl and his fellow classmates took their assignment very seriously. Thirty-five years later, Dahl's childhood dream of working in the company's inventing room led to the creation of one of his most treasured pieces."*

A selection of Dahl's best-known children's works:

Date Published	Title
1943	<i>The Gremlins</i>
1961	<i>James and the Giant Peach</i>
1964	<i>Charlie and the Chocolate Factory</i>
1966	<i>The Magic Finger</i>
1970	<i>Fantastic Mr Fox</i>
1972	<i>Charlie and the Great Glass Elevator</i>
1975	<i>Danny, Champion of the World</i>
1978	<i>The Enormous Crocodile</i>
1980	<i>The Twits</i>
1981	<i>George's Marvellous Medicine</i>
1982	<i>The BFG & Revolting Rhymes</i>
1983	<i>The Witches</i>
1988	<i>Matilda</i>
1990	<i>Esio Trot</i>
1994	<i>Revolting Recipes</i>

Questions.

1. Find the word scrumptious.

Is this word usually associated with a)stories or b)food.

2. Why do you think the author uses this word to describe Dahl's stories?

3. Find the word savour. Would you savour something for a)a long time or b) a short time. What do you think the word means?

4. When did Roald Dahl die and at what age?

5. What was the first name of Roald Dahls autobiography? When was it first published?

Questions.

6. Are the following statements true or false.

- a) The Witches was published in 1984
- b) Two of Dahl's books were published in 1982.
- c) The enormous crocodile was published in the 70s.
- d) 1961 saw the publishing of The Magic Finger

7. Which book do you think Dahl's childhood dream inspired him to write?

8. Make a list of books that you have read by Roald Dahl.

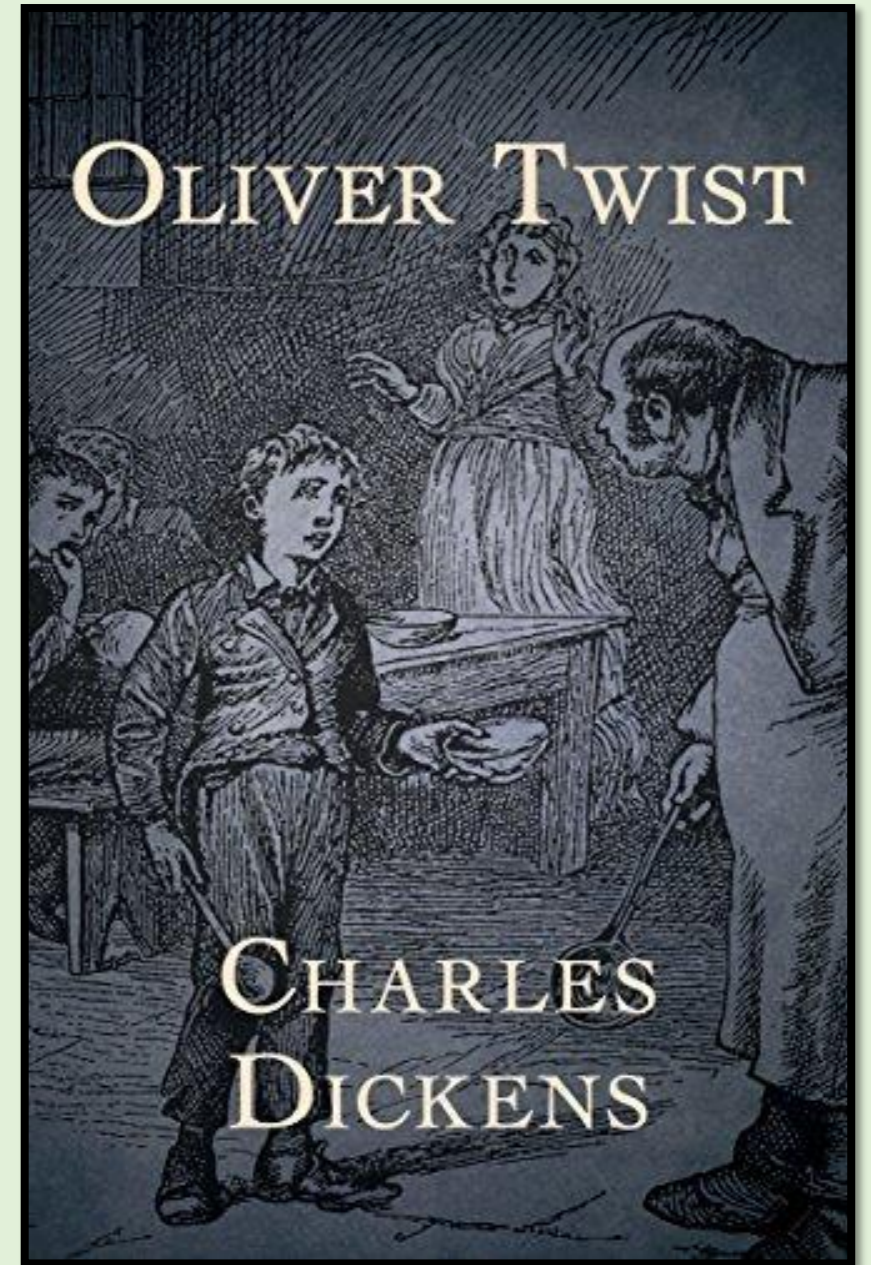
Wednesday - English

Lesson 1

Write all work on a piece of paper.

Copy and paste the website link into internet browser to access

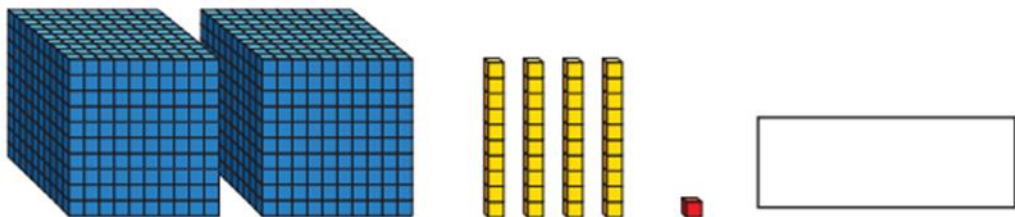
<https://classroom.thenational.academy/lessons/t-o-understand-the-historical-context-of-oliver-twist-75jkgd?activity=video&step=1>



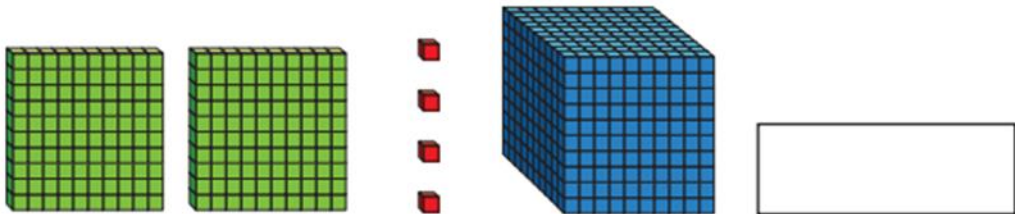
Wednesday - Maths L-Recap numbers to 10,000 - warm up

What numbers are represented?

a)



b)



c)

TTh	Th	H	T	O
	1,000 1,000 1,000 1,000		10	1 1

Click on the link below to access the video for the learning.

<https://whiterosemaths.com/homelearning/year-6/week-1/>



Wednesday - Maths *L-Recap numbers to 10,000 - warm up*

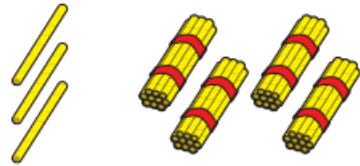
Represent numbers to 100

1 Complete the sentences to describe each number.

a)



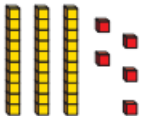
b)



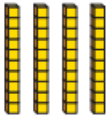
There is ten and ones. The number is

2 Complete the sentences to describe each number.

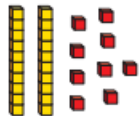
a)



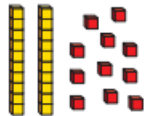
b)



c)



d)



There is ten and ones. The number is

How did you count the tens and ones?

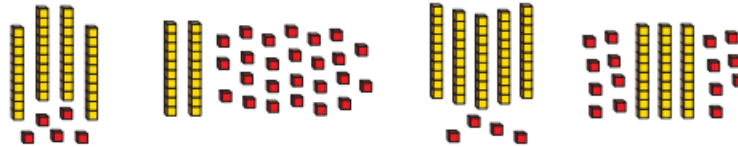
3 Draw a representation of each number. Complete the sentences.

a) There is 1 ten and 5 ones. The number is

b) There is tens and ones. The number is 30

4 Use base 10 to represent the number 51 in two different ways.

5 Rosie is using base 10 to make 45 in different ways. Which picture does not represent 45?



Talk to a partner about the mistake Rosie has made.

6 Amir is thinking of a 2-digit number.

- There are 3 more tens than ones.
- There are 4 ones.

What number is Amir thinking of?

How many different ways can you represent Amir's number?

After you have watched the video have a go at the questions on the worksheet.

Answer in your books or on paper.

Wednesday - Maths L-Recap numbers to 10,000 - answers

Question	Answer
1	a) There is 1 ten and 8 ones. The number is 18. b) There are 4 tens and 3 ones. The number is 43
2	a) There are 3 tens and 5 ones. The number is 35 b) There are 4 tens and 0 ones. The number 40 c) There are 2 tens and 9 ones. The number is 29 d) There are 2 tens and 11 ones. The number is 31
3	a) The children can use any pictorial representation to represent 15 There is 1 ten and 5 ones. The number is 15 b) There are 3 tens and 0 ones. The number is 30
4	The children could draw 5 tens and 1 one, or they could draw 4 tens and 11 ones. Many possibilities to total 51
5	The children should circle the representation with 5 tens and 4 ones. Rosie has made the mistake of getting the tens and ones the wrong way around.
6	Amir is thinking of the number 74

Mark your work. How did you do?

*Make sure you check your corrections.
Can you work out where you went wrong?*

how to set up:

- The children can ask a family member to join in the game with them.
- 1 child / parent begins as a timer, the other as a runner.



equipment:

- Each runner – 6 scrunched up pieces of paper, 1 stopwatch and 1 shoe as a marker.

how to score:

- Drop the paper when you hear the word “stop”.

how to play:

- The runner starts at the marker (shoe) with 1 piece of paper, run as fast as they can in 5 seconds.
- The runner drops the paper as soon as they hear the “stop” signal.
- The runner returns to the start and picks up another piece of paper. They repeat the activity and run for 10 seconds.
- Repeat again for 30 seconds.
- Swap roles and repeat.

Wednesday - History

Make a list of all the different methods of transport available to us today...

Some of these methods of transport haven't always been around...

Today we will focus on railways...

What do you think is the purpose of the railways?

Did you know that they weren't always used for passengers?

Wednesday - History

Victorian Railways



Wednesday - History

Victorian Railways.

Railway transport was the most popular means of travel by Victorians, who were the people that lived between 1837 and 1901, during Queen Victoria's 64-year reign. Britain has the oldest railway system in the world and was the first country in history to use steam locomotives.

Victorian trains and railways played a huge role in the Industrial Revolution and the enormous economic and social changes that took place during the Victorian era. Before rail travel, goods and materials were transported using canals and roads but these were too slow and ill-equipped to cope with the dramatic growth of British trade and industries.

Wednesday - History

Victorian Railways.

Railways completely transformed Victorian life. As Britain's incredible railway infrastructure grew and developed, people were able to quickly, easily, and cheaply get to places that had previously seemed very far away.

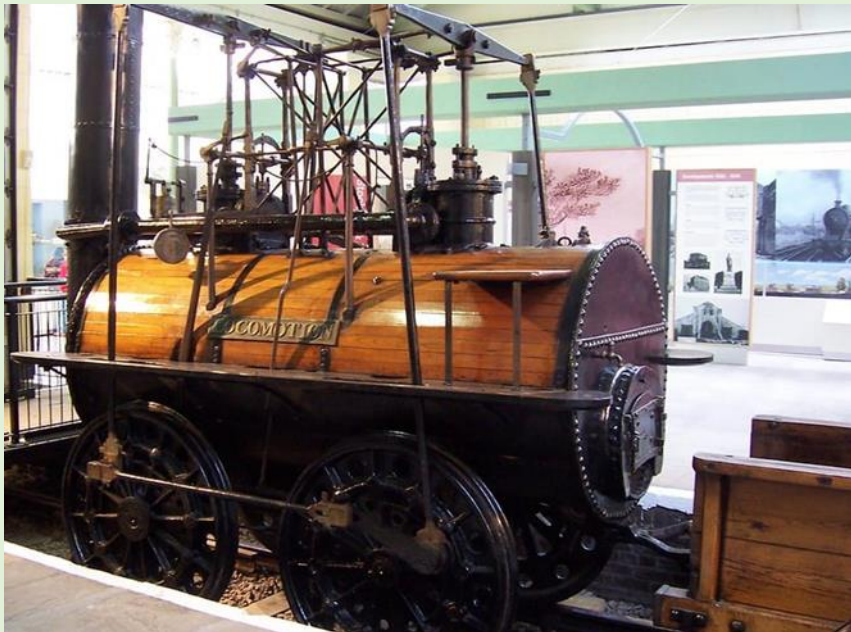
Railways enabled more people to go on day-trips or holidays, they made communication quicker and facilitated the growth of national newspapers, and the ease of mobility afforded by them meant that it was easier to maintain national law and order.

Wednesday - History

Victorian Railways.

1825: The First Passenger-Carrying Railway To Use Steam Locomotives

The first passenger carrying railway line to use steam power was the Stockton and Darlington Railroad, built by George Stephenson and opened in 1825. The first train to run on the railway was Stephenson's Locomotion No.1.



12 years before Queen Victoria's reign.

Wednesday - History

Victorian Railways.

1829: The Rainhill Trials

In 1829, a competition called the Rainhill Trials took place to find the fastest steam locomotive for use on the forthcoming Liverpool to Manchester Railway. The winning locomotive, built by George Stephenson and his father Robert Stephenson, was called The Rocket and reached a history-making speed of 29 mph.



8 years before Queen Victoria's reign

Wednesday - History

Victorian Railways.

Watch video:

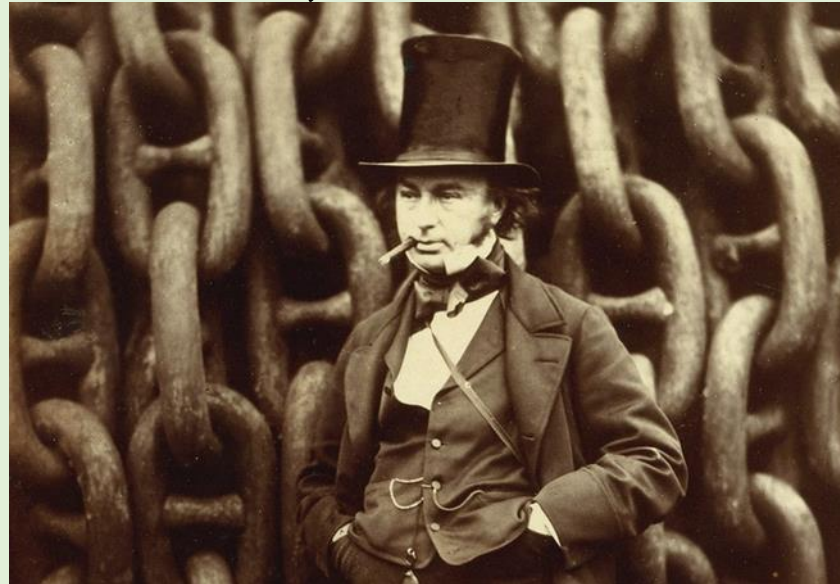
<https://www.bbc.co.uk/bitesize/clips/zky3cdm>

Wednesday - History

Victorian Railways.

1833-1841: The Great Western Railway

In 1833, pioneering engineer Isambard Kingdom Brunel (pictured below) was appointed chief engineer of the Great Western Railway, which would run from Bristol to London. In order to build the 116 mile railway, Brunel had to construct tunnels, viaducts and bridges; including the two-mile long Box Hill Tunnel. It was a hugely ambitious project and a major achievement for Brunel, whose designs revolutionised railways. The first section of the Great Western Railway opened in 1838, but the line wasn't fully complete until 1841.



Wednesday - History

Victorian Railways.

Watch video

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>

Wednesday - History

Victorian Railways.

By the end of Queen Victoria's reign over 1100 million passengers were using trains.

The railway system offered new chances for travel, holidays, transporting goods, developing businesses and the growth of towns and cities. The distance between town and countryside was erased. Dairy produce and fish could be delivered easily to different parts of the country within hours. Increased communication allowed for the spread of ideas and national newspapers.

A standardized time was introduced across Britain as trains were timetabled. The mobility of labour and maintenance of law and order were made easier. Of course, the railway network also stimulated the coal and iron industries but led to the decline of the canal system.

Wednesday - History

Victorian Railways.

However, with more people and goods on the move, trains and railway stations arguably, offered new opportunities for crime. The first carriages were unlit and unconnected by corridors, so there were cases of lone travellers being robbed or attacked. Railway stations were often packed and busy which made theft easier. The first railway murder took place in 1864 on train travelling from Fenchurch Street towards Hackney on the North London Railway and caused a great deal of public concern about travel safety.

Wednesday - History

Victorian Railways.

Why do you think the development of the railways had lots of positive consequences?

Wednesday - History

Victorian Railways.

- **Social** - affecting people's lives.
- **Political** - increasing awareness of political movements and national news.
- **Economic** - improving the financial status of Britain.

Wednesday - History

Social	Political	Economic
1. The railways broke down stereotypes and mixed cultures because people from different regions were able to meet.	1. Political movements spread around the country because members of organisations such as Chartism and the Anti-Corn Law League could travel around the country to drum up support.	1. Railways became a major employer because people were needed to build, run and maintain railways.
2. British time became standardised because trains had to run to a set timetable across the country.	2. The government could send soldiers by train to stop political unrest and patrol protests.	2. The transport of heavy materials became much cheaper.
3. Railways encouraged people to travel further and this meant people could move to different areas to find work.	3. MPs were able to travel more quickly between their constituencies and the Houses of Parliament in London.	3. Perishable food could be moved quickly, so foods such as vegetables and dairy products could now reach the market while they were still fresh.
4. People were able to take short holidays and day trips.	4. Political newspapers, pamphlets and newsletters could be delivered by train.	4. More people were able to add fish to their diet because ports could transport fresh seafood to markets.
5. Many sports became regulated because national competitions could be set up for rugby, football and cricket.		5. Regional products now became household names around the country.
6. National newspapers could now be delivered.		6. People were willing to invest in railway stocks and this boosted Britain's economy.
		7. One of Britain's biggest exports was locomotives and train parts.

Wednesday - History

List/sort the flash cards of consequences into leisure, economy and communication.

Leisure- free time

Economy- jobs, money

Communication- interaction.

Wednesday - History

Post could be delivered much more quickly.

Thousands of people were employed to help build the railways (they were called Navvies).

It cost less money to transport raw materials around so the cost of things decreased.

Daily newspapers could be transported around the country quickly and cheaply.

The steel, forestry and mining industry all grew because these things were needed to build railways.

People with only a bit of money could invest in railways and become rich.

Wednesday - History

<p>New towns (like Crewe) grew as important junctions where passengers changed trains.</p>	<p>Vegetables and dairy products arrived in cities while they were still fresh so more people could afford them.</p>	<p>Sports teams could travel around the country so national leagues were set up.</p>
<p>Fish could be delivered quickly to cities before it went off.</p>	<p>Everybody had to start using the same time so that train timetables were the same across the country.</p>	<p>People could travel around the country to see their favourite sports teams play.</p>

Wednesday - History

Trains connected people with seaside towns like Brighton and Skegness so they could go on holidays and day trips.

Meant country children could travel to towns to go to school.

Thursday - Spelling
Complete the tasks from the worksheet onto paper 😊

Add suffixes to the words below.

For my words you will need to **double the final consonant.**



Add **ing** forget

Add **ed** prefer

Add **er** begin

Add **ed** occur

Add **ed** commit

Add **en** forbid

For words that have the **last syllable unstressed** you just have to add the **suffix.**



Add **ing** garden

Add **ed** listen

Add **ing** visit

Add **ed** limit

Add **ing** happen

Add **ed** target

Thursday - Guided Reading

Submerged City



Thursday - Guided Reading

Write all answers onto paper.

1. Can you identify the city? What clues are there to suggest this?

2. Is there anything unusual in the picture that you wouldn't normally expect to see?

3. Where would you normally expect to find the animals that are present in the image?

4. What do you think has caused the flooding?

Thursday - Guided Reading

Write all answers onto paper.

5. Do you think this is a real picture of possible future events? Why/why not?

6. What do you notice about the unusual tower? Why do you think it was built?

7. Do you think the tower is large enough to provide sanctuary for the whole population of London? If not, what has happened to the rest of the people?

Thursday - English

Lesson 2

Write all work into your workbook or on a piece of paper.

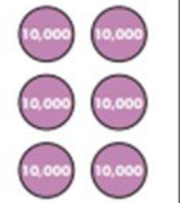




Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-investigate-suffixes-tion-cian-sion-ssion-c8up2c?activity=video&step=1>

SUFFIXES IN ENGLISH			
-sion/-tion (State of being)	-ate (Become)	-ful (Notable for)	-ic/-ical (Having the form)
Position Promotion Cohesion Affection Ambition	Mediate Collaborate Create Eradicate Detonate	Handful Playful Hopeful Skillful Thankful	Psychological Hypocritical Methodical Nonsensical Musical
-ive (Having the nature of)	-less (Without)	-ly (Related to/quality)	-ward, -wards (Direction)
Inquisitive Informative Attentive Abortive Active	Meaningless Hopeless Homeless Mindless Spotless	Softly Slowly Happily Crazily Madly	Towards Afterwards Backwards Inward Outwards

L- Recap numbers to 100,000 - Warm up

What is the number represented on this place value chart?

TTh	Th	H	T	O
				

a) Write the number in numerals and words.

b)

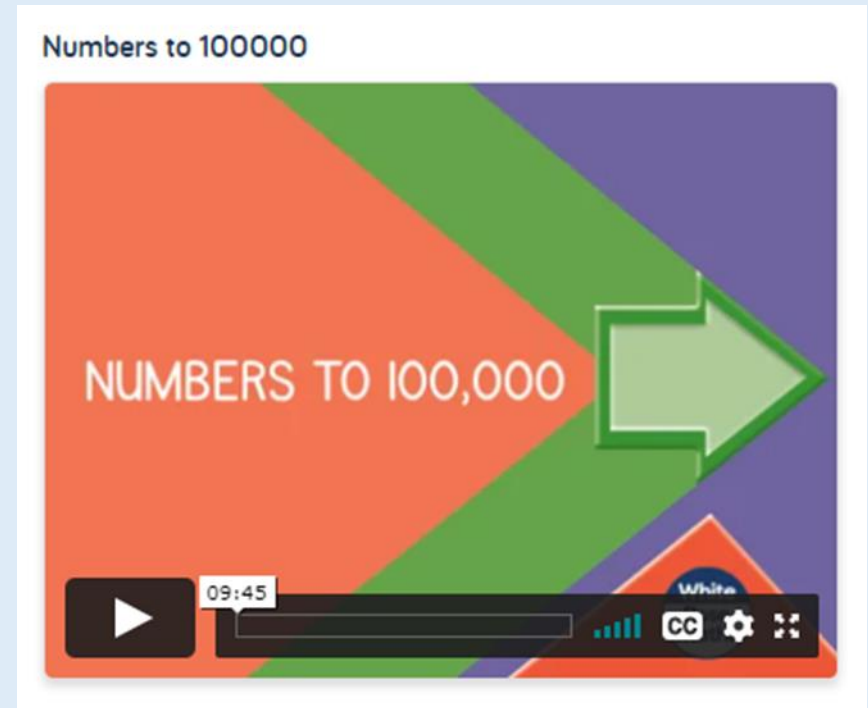


I added 2 counters in the tens column.

What number has Teddy made?

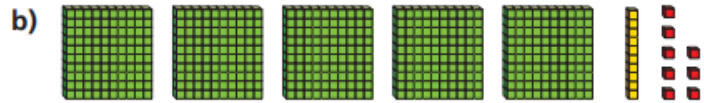
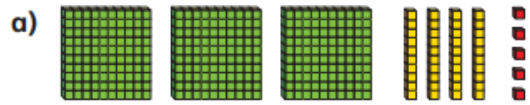
Click on the link below to access the video for the learning.

<https://whiterosemaths.com/homelearning/year-6/week-1/>

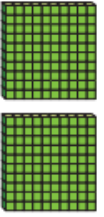



Thursday - Maths L - Recap numbers to 100,000

1 What numbers are represented?



c)

Hundreds	Tens	Ones
		

2 Make each number using base 10

- a) 426
- b) 150
- c) five hundred and thirty-two

3 Write each number in numerals.

- a) four hundred and sixty-nine
- b) three hundred and thirty-seven
- c) nine hundred and fifty
- d) eight hundred and three

4 Complete the sentences.

- a) 348 is equal to 3 hundreds, tens and ones.
- b) 673 is equal to hundreds, tens and ones.
- c) 792 is equal to hundreds, 9 _____ and 2 _____.
- d) 308 is equal to 3 _____ and 8 _____.
- e) is equal to 7 hundreds, 5 tens and 1 one.
- f) is equal to 8 hundreds and 2 ones.

5 Complete the number sentences.

- a) $432 = 400 + 30 + \boxed{}$
 $435 = 400 + \boxed{} + \boxed{}$
 $437 = \boxed{} + \boxed{} + \boxed{}$
- b) $520 = 500 + \boxed{}$
 $502 = 500 + \boxed{}$
- c) $392 = 300 + 90 + \boxed{}$
 $392 = 2 + \boxed{}$
 $392 = 92 + \boxed{}$

After you have watched the video have a go at the questions on the worksheet. Answer in your books or on paper.



Thursday - Maths L- Recap numbers to 100,000

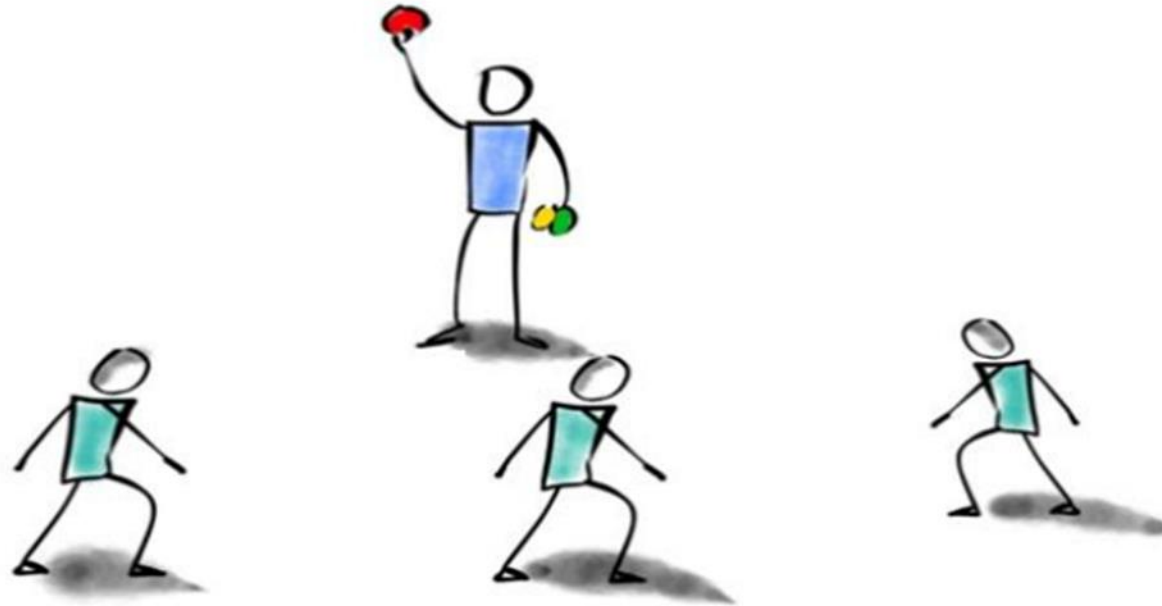
1	a) 345 b) 518 c) 203
2	a) 4 hundreds, 2 tens and 6 ones b) 1 hundred and 5 tens c) 5 hundreds, 3 tens and 2 ones
3	a) 469 b) 337 c) 950 d) 803
4	a) 348 is equal to 3 hundreds, 4 tens and 8 ones. b) 673 is equal to 6 hundreds, 7 tens and 3 ones. c) 792 is equal to 7 hundreds, 9 tens and 2 ones. d) 308 is equal to 3 hundreds and 8 ones. e) 751 is equal to 7 hundreds, 5 tens and 1 one. f) 802 is equal to 8 hundreds and 2 ones.
5	a) $432 = 400 + 30 + 2$ $435 = 400 + 30 + 5$ $437 = 400 + 30 + 7$ b) $520 = 500 + 20$ $502 = 500 + 2$ c) $392 = 300 + 90 + 2$ $392 = 92 + 300$ $392 = 2 + 390$

After you have watched the video have a go at the questions on the worksheet. Answer in your books or on paper.

equipment:

- 1 x small red item.
- 1 x small orange item.
- 1 x small green item.

[Video Demonstration](#)

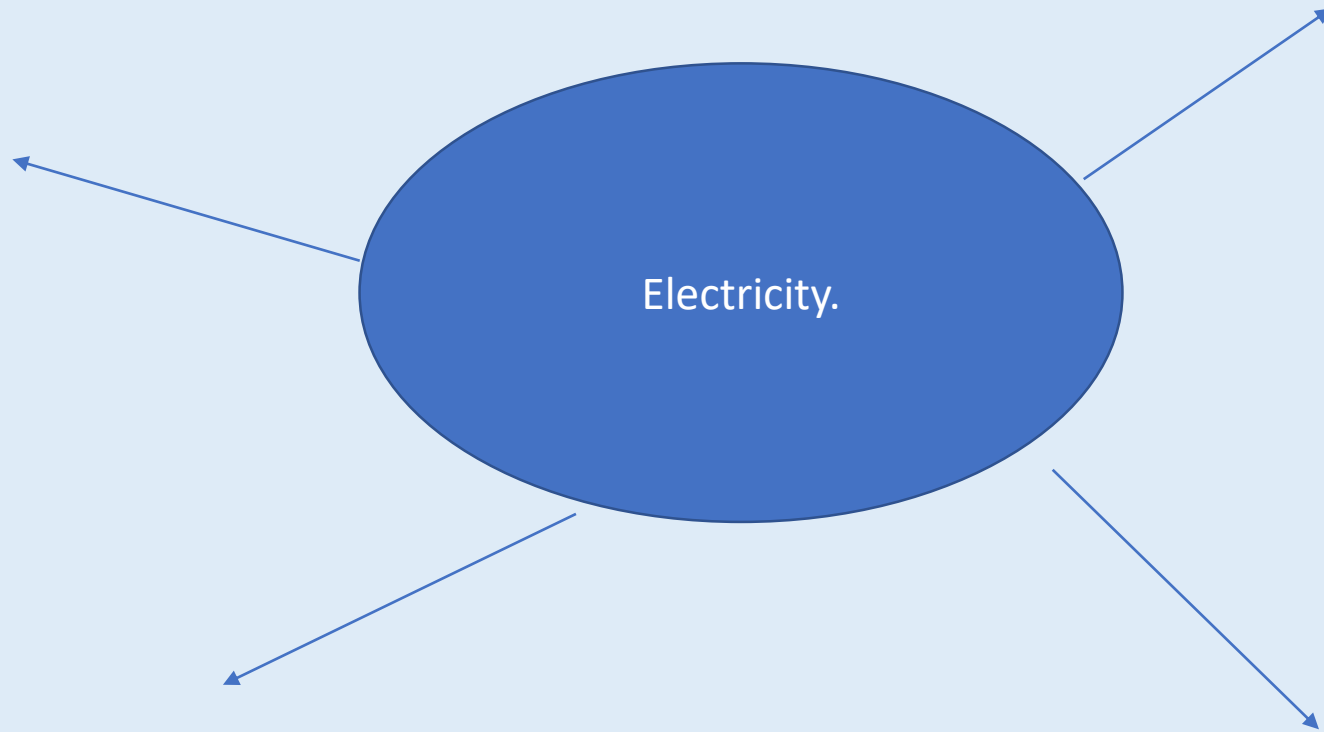


how to play:

- Ask everyone to find a space in the garden.
- Explain the actions they must perform to each item:
- Red = Walk Orange = Jog Green = Sprint
- Hold up the items at random intervals. This activity can be performed on the spot if space is limited.
- Progression: Use animal movements (eg. red = snake, orange = kangaroo, green = giraffe).

Electricity,

Create a thought shower about everything you think you already know about electricity.



Thursday - Science

Electricity- To recognise component symbols.

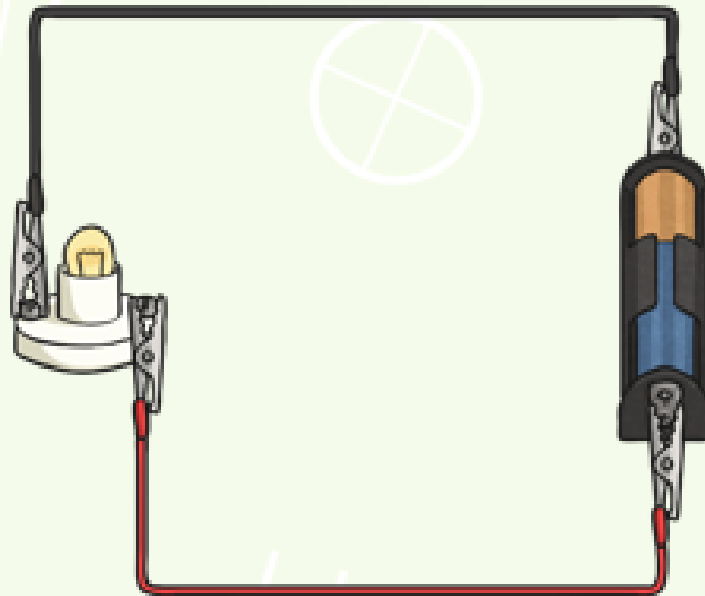
Circuits

What is a circuit?

What parts do all circuits contain?

Can you draw a circuit which includes a bulb?

Circuit Diagram



Is there anything about this circuit diagram you don't remember or understand?

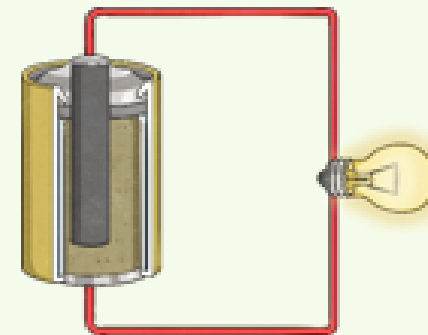
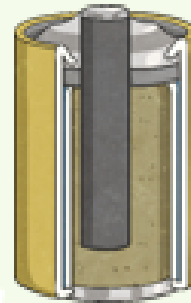
Battery or Cell?

In everyday language we call a single cell a 'battery' but this is not the correct scientific usage.



Scientifically, this is a cell. It is a single unit, containing two electrodes and an electrolyte.

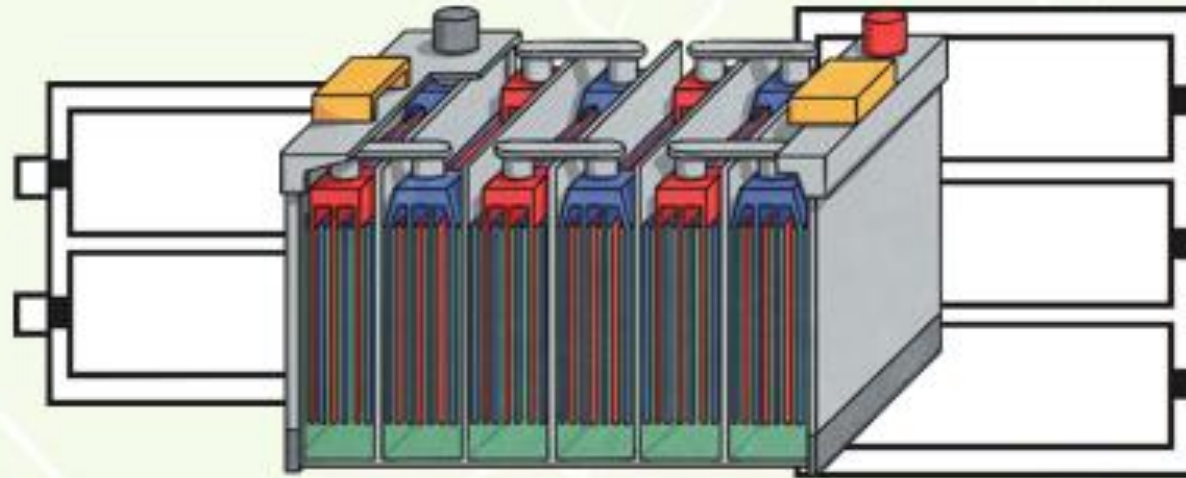
Electrodes are charged electrical conductors inside a cell. Each cell has one positive and one negative electrode.



An **electrolyte** is a chemical that reacts with the electrodes to produce an electrical current.

Battery or Cell?

A battery is the scientific name for a collection of cells joined together.

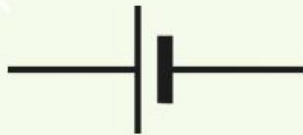


The above diagrams show single cells in individual cases linked together. Some larger batteries, such as car batteries, contain the multiple cells inside one case.

Scientific Circuit Symbols



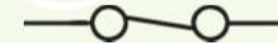
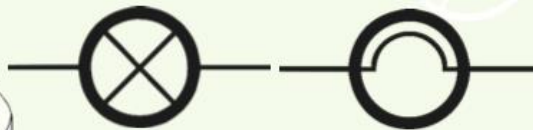
Match the parts of a circuit with their scientific symbols.
(Sometimes there will be more than one symbol for a circuit part)



Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.
(Sometimes there will be more than one symbol for a circuit part)



Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.
(Sometimes there will be more than one symbol for a circuit part)

The image displays various circuit components and their corresponding scientific symbols for a matching exercise. The components shown are:

- A battery (two cells in a rectangular case)
- A switch (two circles connected by a diagonal line)
- A motor (a cylindrical device with a shaft)
- A buzzer (a circular component with a red top)
- A lamp (a bulb-like component)
- A plug (a rectangular component with three pins)
- A pair of pliers (a red-handled tool)

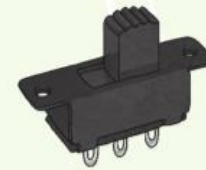
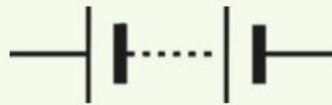
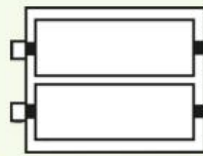
The scientific symbols shown are:

- A battery symbol (two long vertical lines of different lengths)
- A switch symbol (two circles connected by a diagonal line)
- A motor symbol (a circle with the letter 'M' inside)
- A lamp symbol (a circle with a cross inside)
- A buzzer symbol (a circle with a vertical line inside)
- A plug symbol (a circle with a cross inside)

Scientific Circuit Symbols



Match the parts of a circuit with their scientific symbols.
(Sometimes there will be more than one symbol for a circuit part)



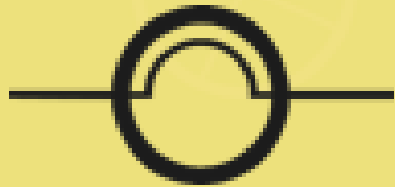
Thursday - Science

Electricity- To recognise component symbols.

Memorise the components for 1 minute.



bulb



bulb



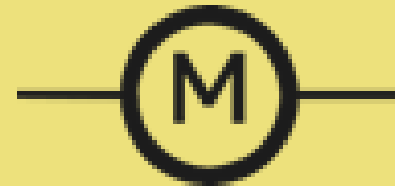
cell



battery



wire



motor



buzzer



open switch - off



closed switch - on

Thursday - Science

Electricity- To recognise component symbols.



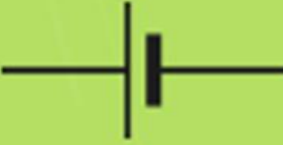
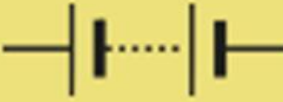





Draw the symbols for the following components.

- A bulb
- A cell
- A battery
- A wire
- A motor
- A buzzer
- An open switch
- A closed switch.

Thursday - Science

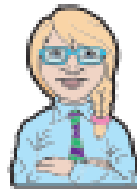
Electricity- To recognise component symbols.

Were you correct?

 <p>bulb</p>	 <p>bulb</p>	 <p>cell</p>
 <p>battery</p>	 <p>wire</p>	 <p>motor</p>
 <p>buzzer</p>	 <p>open switch - off</p>	 <p>closed switch - on</p>

Friday - Spelling

Use the correct spelling to complete the sentences below.



forgoten or forgotten?

I've my PE kit.



beginning or begining?

Start at the



happened or happenned?

What at the end of the story?



preferred or prefered?

Twiggy lemonade to coke.



visiting or visitting?

Are you your grandma today?



listenning or listening?

Who's been to the instructions?

Friday - Guided Reading

After the discovery of the first step, we exposed fifteen more steps leading down to an ancient doorway, still sealed after all these years. The name on the door was clear: Tutankhamen. They say this tomb is cursed; they say that the ancient pharaoh threatened anyone who disturbed his peace in the afterlife but that will not stop me. For five years we have been digging through the inhospitable desert and I am finally about to make the most important discovery of my life. At last, I will be the one to unearth the final resting place of Egypt's youngest pharaoh. It will be filled with treasures beyond anyone's wildest dreams.



An Extract from Howard Carter's Diary 4th November 1922

Quick Questions



1. In what year was this text written?



2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.



3. Sum up the main points of this extract in 20 words or less.



4. What do you think happened next?

Answers

Friday - Guided Reading



1. In what year was this text written?
1922



2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.
Accept yes or no provided that it is backed up with relevant evidence from the text, e.g. 'No because he said that the curse will not stop him.'



3. Sum up the main points of this extract in 20 words or less.
Accept any reasonable summary which includes the key points of the text in twenty words or less.



4. What do you think happened next?
Accept any reasonable prediction exploring themes of opening the tomb, making the discovery, etc.

Friday - English

Lesson 3

Write all work into your workbook or on a piece of paper.

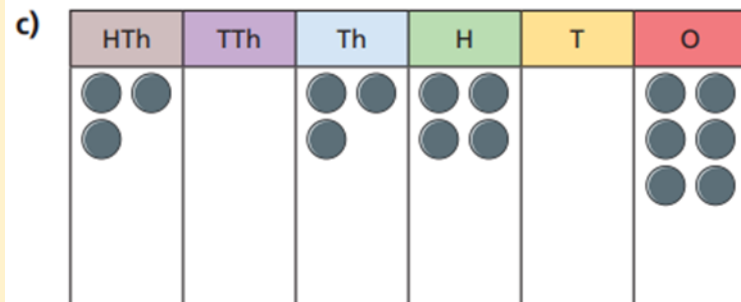
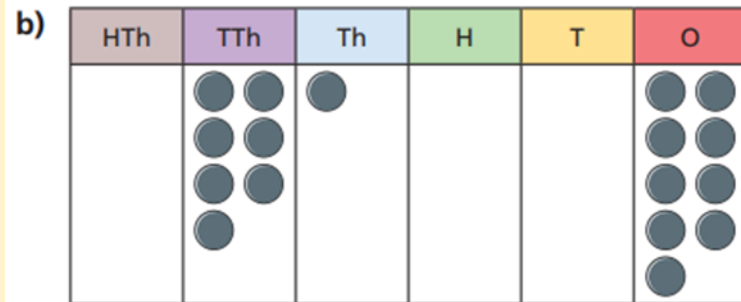
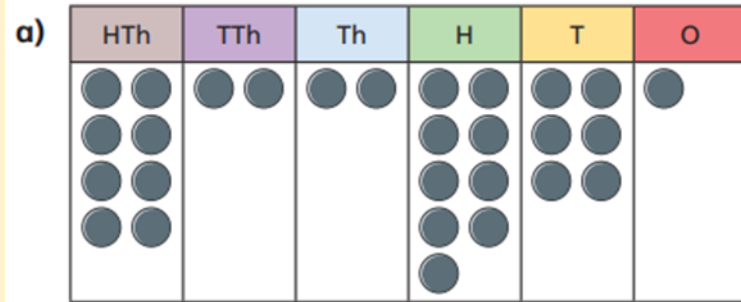
Copy and paste the website link into internet browser to access

<https://classroom.thenational.academy/lessons/to-explore-word-class-68tkjc?activity=video&step=1>



Maths Friday- L-Recap numbers to 1 million. Warm up

What numbers are represented in the place value charts?

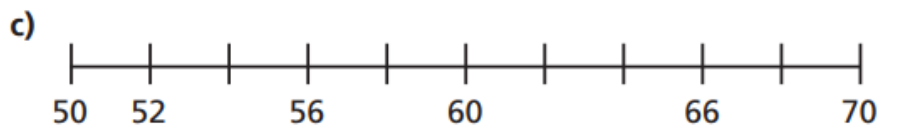
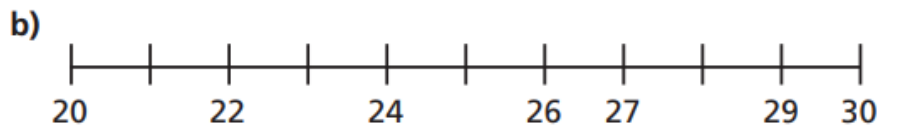
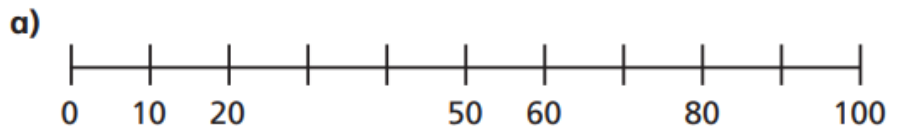


Click on the link below to access the learning for today

<https://whiterosemaths.com/homelearning/year-6/week-1/>

Maths Friday-recap numbers to a million.

1 Complete the number lines.

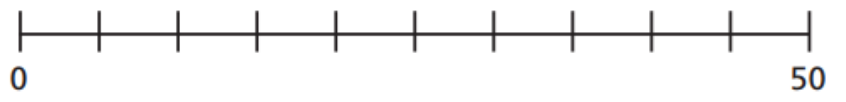


2



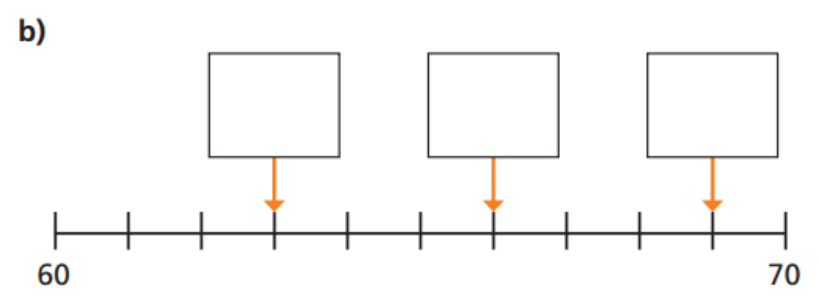
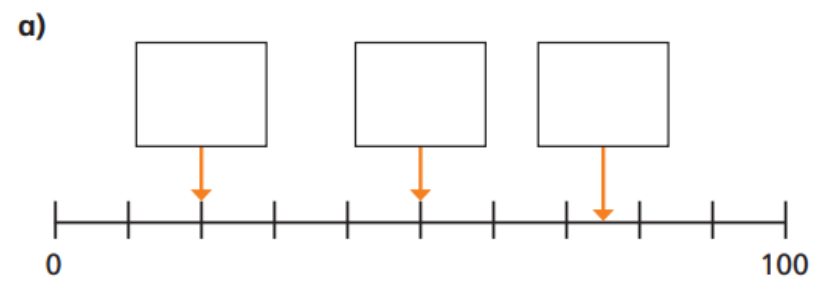
I think this number line goes up in 5s.

Ron

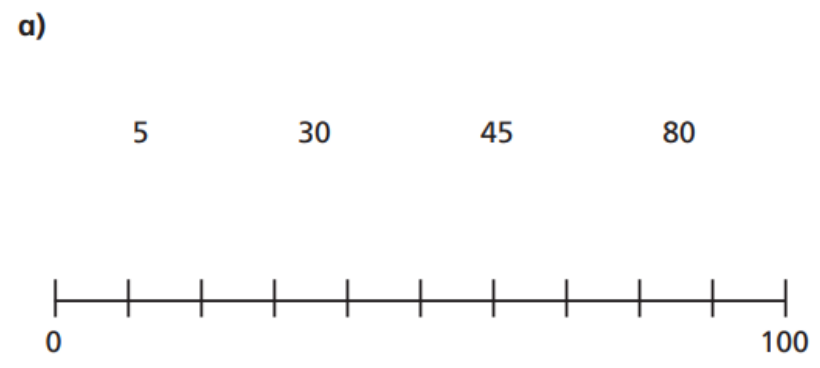


Show a partner that Ron is correct.

3 What numbers are the arrows pointing to?



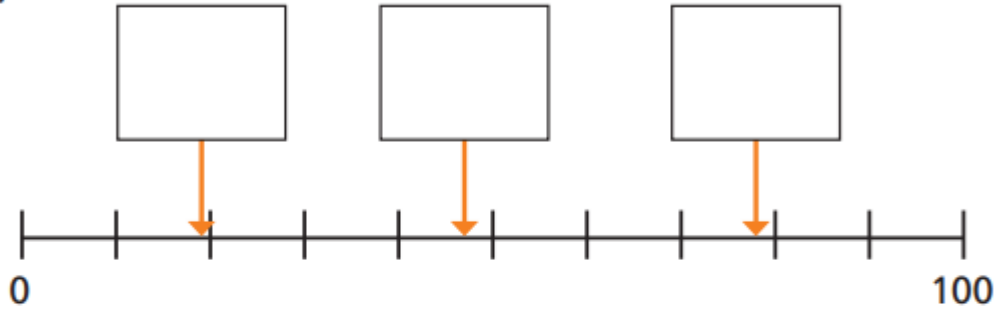
4 Draw an arrow to show where each number belongs on the number line.



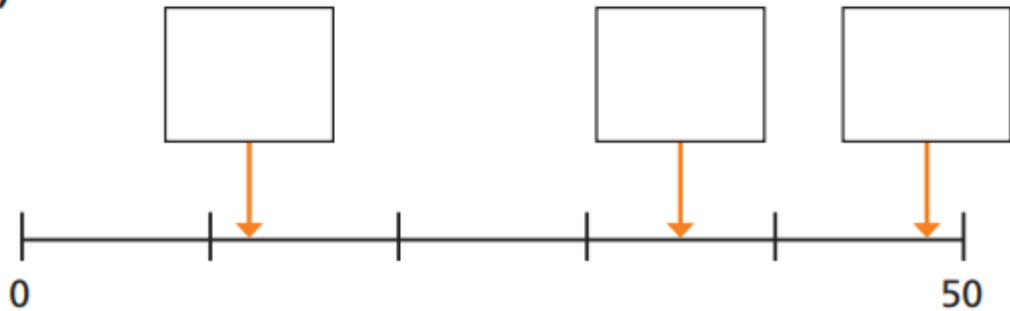
Maths Friday-recap numbers to a million

5 Estimate the numbers the arrows are pointing to.

a)

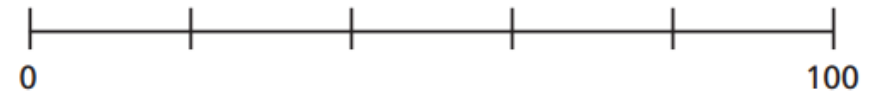


b)

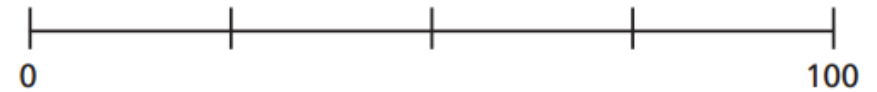


6 Complete the number lines.

a)

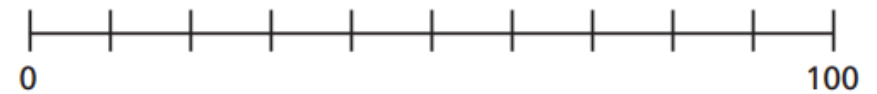


b)



7 Estimate where these numbers belong on the number line.

27 48 79

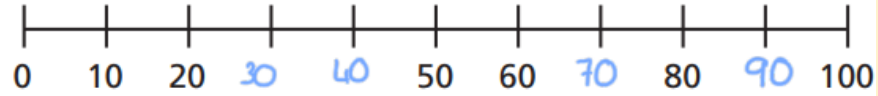


How did you do this? Talk about it with a partner.

Maths Friday-recap numbers to a million-answers

1 Complete the number lines.

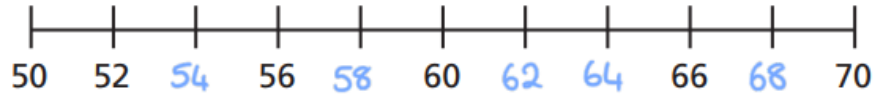
a)



b)



c)



2



Ron

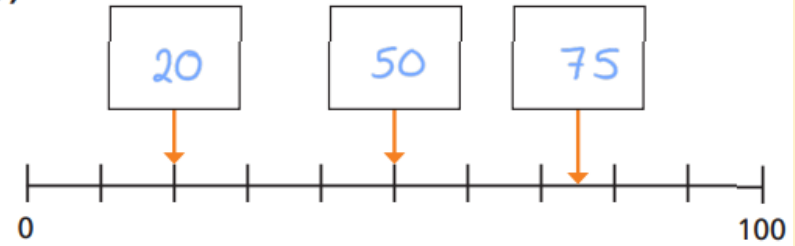
I think this number line goes up in 5s.



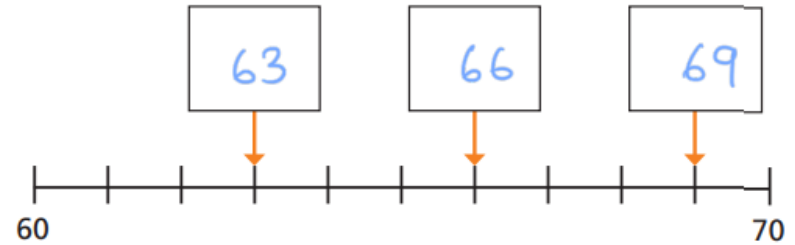
Show a partner that Ron is correct.

3 What numbers are the arrows pointing to?

a)

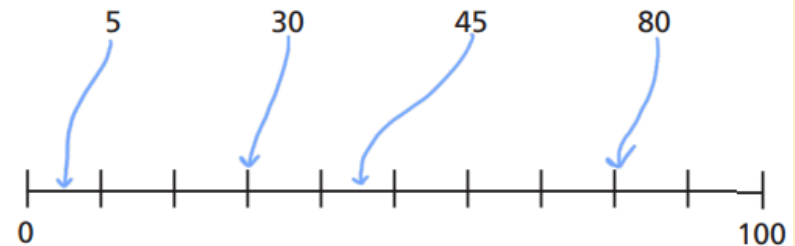


b)

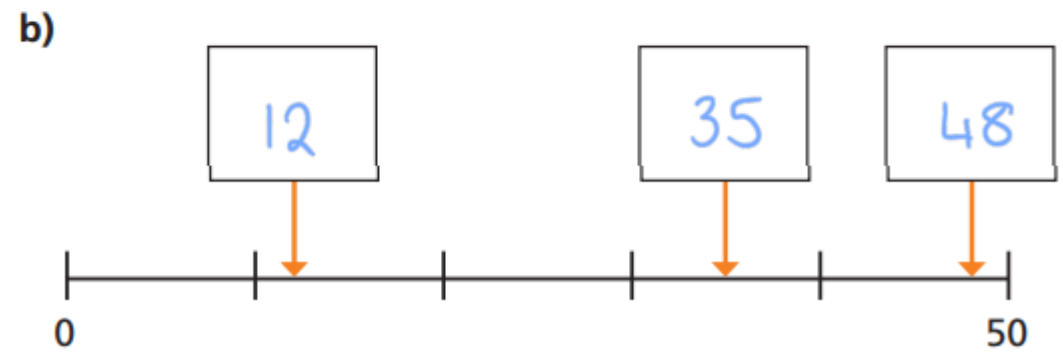
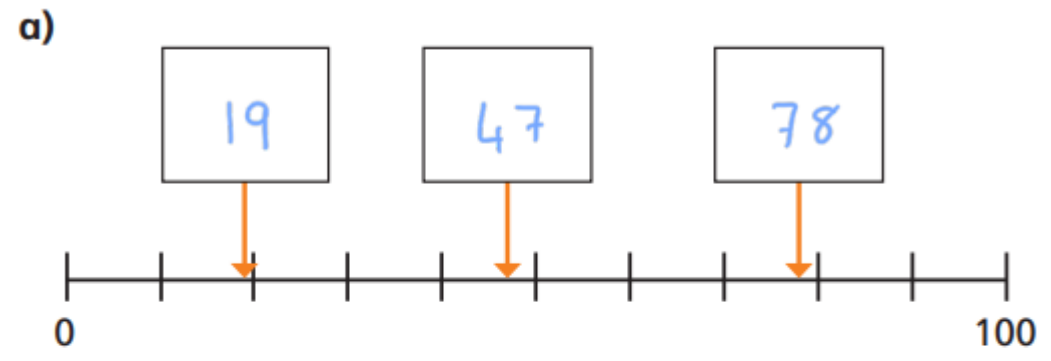


4 Draw an arrow to show where each number belongs on the number line.

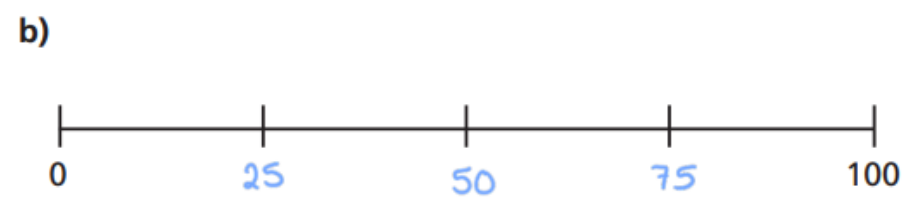
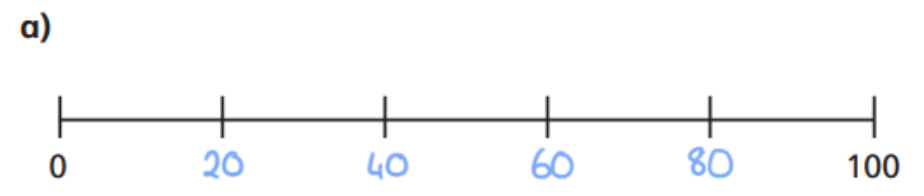
a)



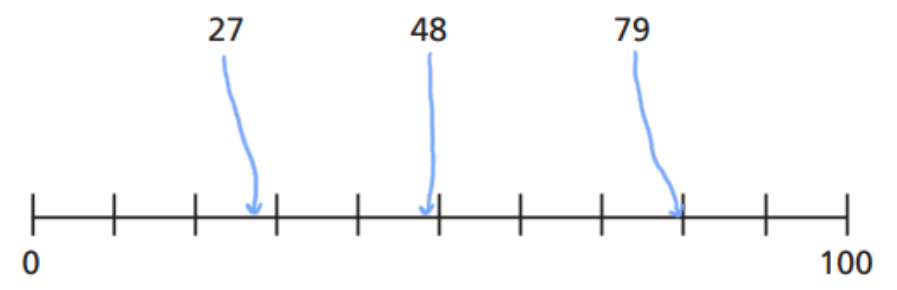
5 Estimate the numbers the arrows are pointing to.



6 Complete the number lines.



7 Estimate where these numbers belong on the number line.



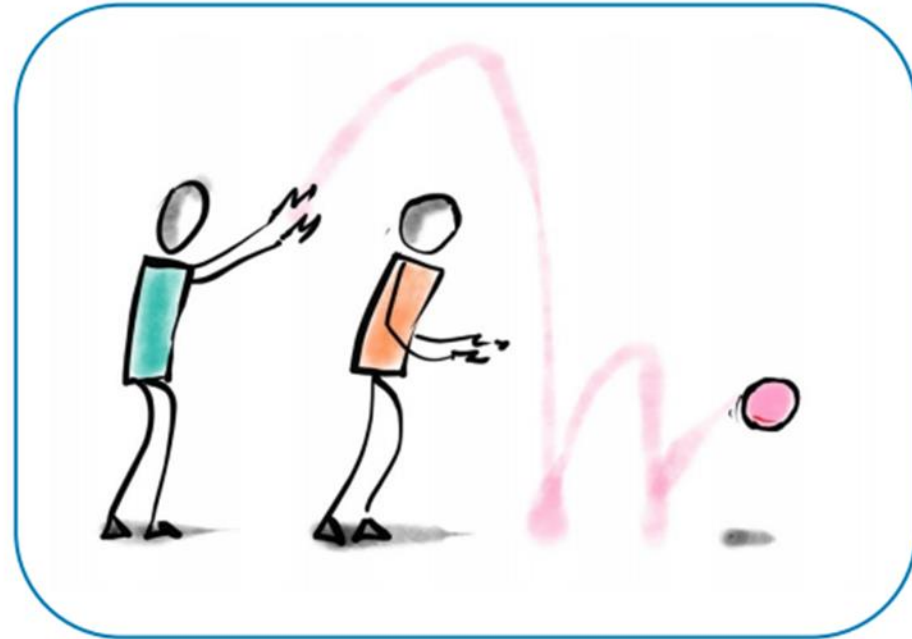
How did you do this? Talk about it with a partner.

how to set up:

- Use a space in the garden.
- This game requires 2 players so parent or siblings must join in!
- If you do not have a ball, use a rolled up pair of socks, or rolled up ball of paper.

equipment:

- Balls, or
- Socks, or
- Balls of paper



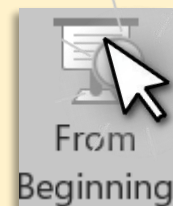
how to play:

- Pairs stand one behind the other facing in the same direction.
- The child / parent at the back has the object (ball/sock/paper).
- They throw the object over their partners head, so it lands in front of them.
- The child / parent at the front must react and attempt to catch the object before it touches the ground.
- Rotate roles throwing and catching.
- **Progression:** Make the game competitive, must catch with eyes closed, etc.

KS2 Home learning: Influences and decisions



Play this slideshow from
beginning



Remember! You can use your own paper to do the activities on, or type on the worksheets. You don't have to print them off.



We are learning about what influences our opinions and decision-making



We will be able to:

- ✓ Identify who or what may influence our opinions or decisions.
- ✓ Recognise situations where people may be positively or negatively influenced.
- ✓ Identify steps we can take to manage negative influences on our opinions or decisions.

Influences on opinions and decisions

We all have opinions about things and these can affect the decisions we make. Some of our opinions and the decisions we make may be a result of someone or something influencing us.

Influence means when someone or something affects someone else's opinions or decisions.

What's our starting point?

Make a list of **who** or **what** you think might influence a person's opinions or decisions, (e.g. parents, family members, teachers).



Influences on opinions and decisions

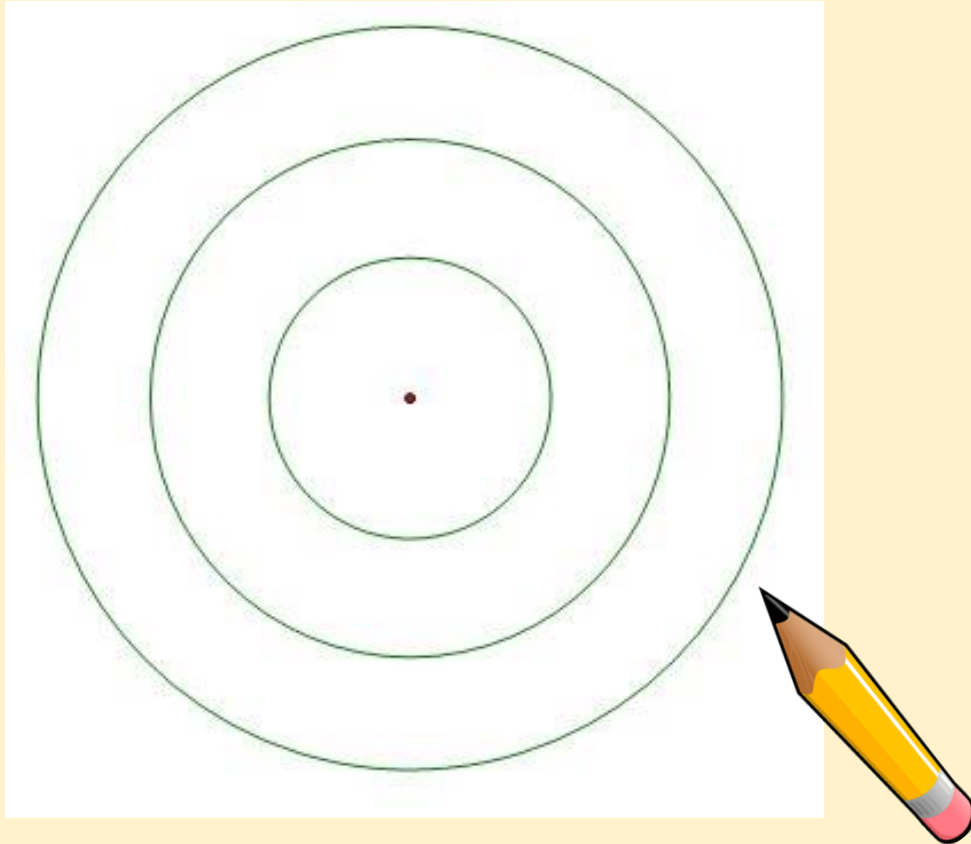
Your list might look similar to this...

Who might influence someone	What might influence someone
<ul style="list-style-type: none">• Parents/carers• Sisters/brothers• Faith leaders (priest, imam, rabbi)• Best friend, friends• Teachers• Grandparents• Aunties/Uncles• Pop stars/celebrities	<ul style="list-style-type: none">• School• Advertising on TV or online• Online content (e.g. social media)• TV programmes• Video games• A story someone is told about something

People and things that influence us

Who and what are the influences in your life?

Draw three circles like the ones below



In the centre, draw or write the people and things that you think most influence your opinions and decisions.

In the next ring, draw or write the people and things that you think have some influence, but not as much as the those you put in the centre.

In the outer ring, draw or write the people and things that have some influence, but not very much.

Positive influences on opinions and decisions

Influences can be positive and can help us:

- ✓ **make good decisions/choices**
- ✓ **recognise what is right and what is wrong**
- ✓ **to feel confident about ourselves and the things we do**



Can you think of any other ways in which people or things might influence us?

Share your ideas with a family member.

Giving opinions and recognising consequences

Read these situations (on **Resource 1** in your worksheet pack).

Put a tick in the columns to show the extent to which you agree or disagree (*you can type on the sheet or print it off*).

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 years old is too young to own a smartphone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone accidentally loses or breaks something that doesn't belong to them, they should tell the person it belongs to immediately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Underneath each one, or on a separate piece of paper, write the reasons for your opinion, including any consequences or ways in which people might be affected by each statement or action.

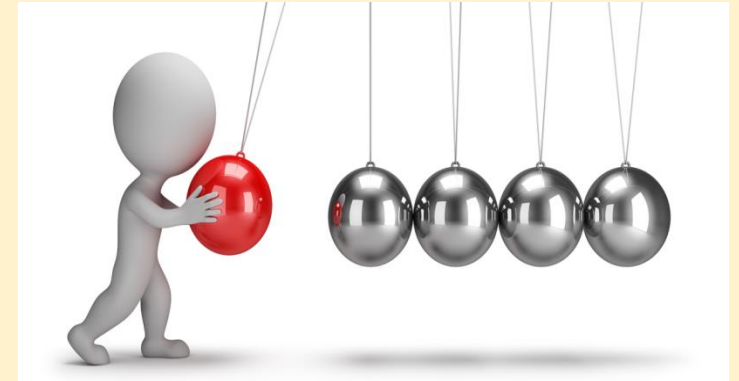
Resource 1: Giving opinions and recognising influence

Statements	Strongly agree	Agree	Disagree	Strongly disagree
It is ok to tell a lie to someone, as long as they don't find out. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone finds 50p down the back of the sofa, it is acceptable for them to keep it for themselves. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone saw a £20 note sticking out of a cash machine on the street, it would be okay for them to take the note and put it in their pocket. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 years old is too young to own a smartphone. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone accidentally loses or breaks something that doesn't belong to them, they should tell the person it belongs to immediately. Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Everyone should be paid the same amount of money, no matter what their job is (e.g. teachers, footballers, shopkeepers). Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Giving opinions and recognising consequences

Sometimes, it is clear when something is right or wrong and lots of people will agree, but other times it can be difficult to know what to do and people might have very different opinions.

Thinking about the possible consequences, and how our actions affect others, can be one way to help us decide what to do.



Remember!

- In different situations, some influences are stronger than others.
- Influences can be positive or helpful in some cases and negative or unhelpful in others.
- We can use different strategies in different situations, to manage influences that might affect our decisions.



But it is always a good idea to consider:

- ✓ who or what may be influencing our decisions,
- ✓ whether the influence is helpful or unhelpful
- ✓ why they might be trying to influence us (e.g. because they really want to help us, or to encourage us to spend money on something)

What have you learned?



Now go back to the list you made at the beginning of who or what you think might influence a person's opinions and decisions.

Add in any new ideas you have about:

- what influences people's opinions and decisions
- how situations may be influenced both positively and negatively
- different ways in which influences can be managed to help with decision-making