| Multiplication – 456 x 16 = | Multiplication – 5,031 x 15 = |
|---|---|
| Multiplication – 0.9 x 80 = | Multiplication – 0.12 x 40 = |
| Multiplication – 5.2 x 23= | Multiplication – 6.2 x 37 = |

Reasoning – Use 30 x 128 to find the solution to 45 x 128.
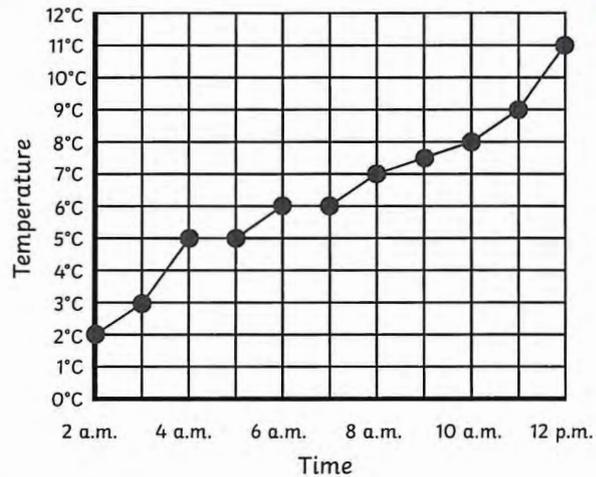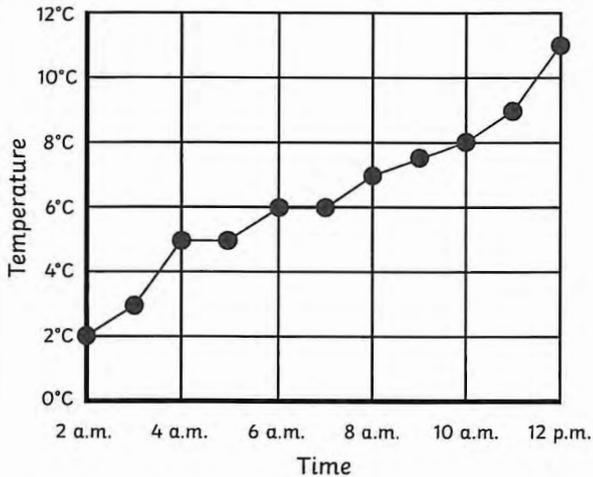
What's the same?
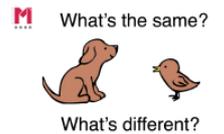
What's different?

Reasoning – Show two sets of numbers that multiply to give a product of 30,000. Explain how you know.

Show me
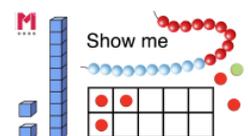
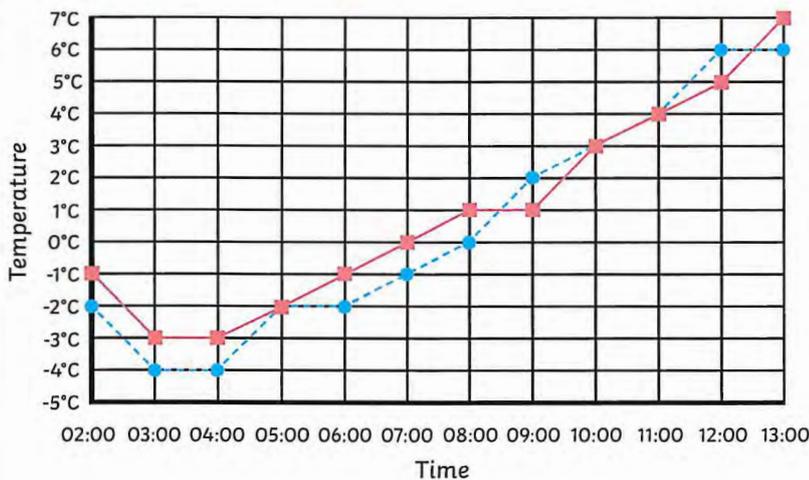**1)** Here are two graphs which show the outside temperatures during May:



What is the same and what is different about the two graphs?

Same: _____

_____

_____

_____

_____

Different: _____

_____

_____

_____

_____

**2)** Here are the temperatures of a town taken from 02:00 to 13:00 on two days:

■—■ Monday    ●---● Tuesday



**a)** Which day recorded the lowest temperature?

_____

**b)** Which day recorded the highest temperature?

_____

**c)** On Monday, between which times did the temperature remain the same?

_____

**d)** How many times on Tuesday was there an increase in temperature of more than 1°C? _____

**e)** How many degrees did the temperature on Monday rise from 05:00 to 10:00? _____

**f)** On Tuesday, which was the greater temperature rise: from 05:00 to 08:00 or from 08:00 to 11:00?

_____

**Bilal** ■—■    **Tom** ●--●

Temperature

60cm
55cm
50cm
45cm
40cm
35cm
30cm
25cm
20cm
15cm
10cm
5cm
0

Start    Week 2    Week 4    Week 6    Week 8    Week 10    Week 12

Time
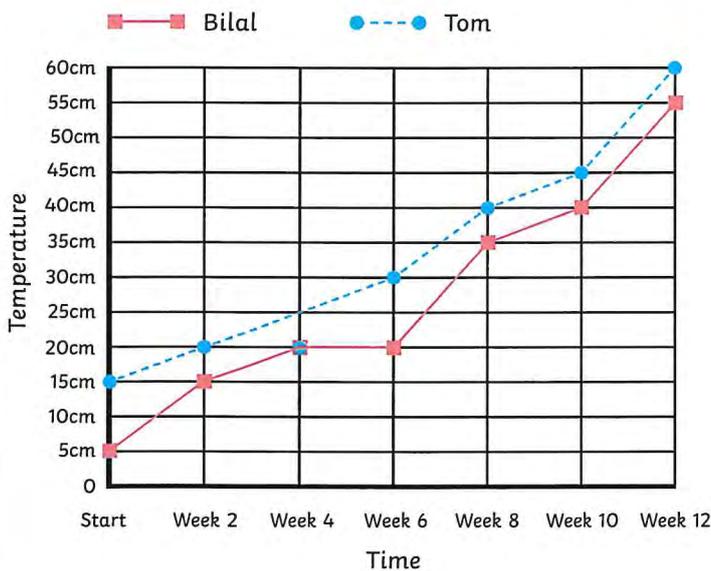
**1)** Bilal and Tom have been growing sunflower plants over 12 weeks. This line graph shows the growth of their plants.

Here are some statements about the graph. Write whether they are correct or incorrect. If they are incorrect, explain why.

**a)** Tom's plant was taller than Bilal's when they were planted.

_____

_____

**b)** Bilal's plant grew 20cm between weeks 10 and 12.

_____

_____

**c)** Tom's plant grew 60cm from when it was planted.

_____

**d)** The greatest growth of Tom's plant was between weeks 10 and 12.

_____

**e)** The growth of Bilal's plant from the start to week 6 was greater than from week 6 to week 12.

_____

**f)** Tom's plant was approximately 25cm tall at week 5.

_____

**g)** By week 6, the amount each plant had grown was the same.

_____

**h)** From week 6 to week 12, Bilal's plant grew 10cm more than Tom's plant.

_____

**2)** Write 2 statements of your own about the line graph, for your partner to complete. Make one statement that is correct and one that is incorrect.

_____

_____

1) Here is a line graph to show the journey the Lewis family made when they were visiting their grandmother.
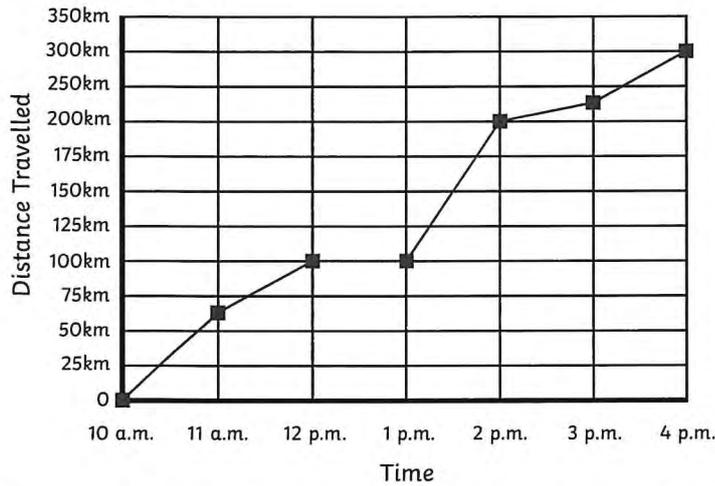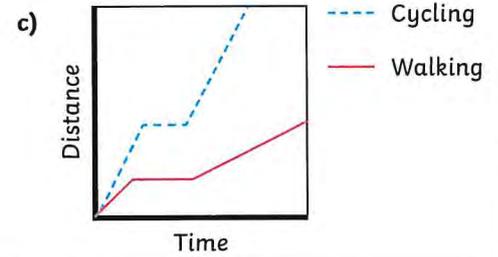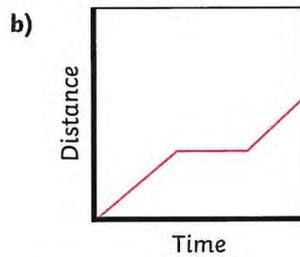


Between which times do you think the following happened? Explain why you think this.

a) The family stopped for lunch.

_____

_____

b) The family travelled on the motorway.

_____

_____

c) The family were caught in slow moving traffic.

_____

_____

2) Here are three line graphs. Write a story for each graph.

a)



b)



c)

--- Cycling
— Walking



a) _____

_____

_____

_____

b) _____

_____

_____

_____

c) _____

_____

_____

_____

# Year 6 Wednesday 3rd March 2021
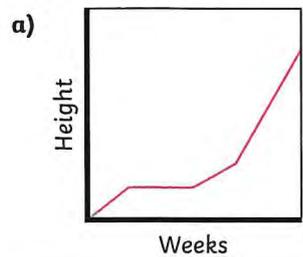
## Reading – Frankenstein pp. 22 - 24

Use point + evidence to structure your responses to the following

If you do not have the text, see the reading page on DB for pp. 22 – 24

1) What caused Victor to be 'faint with relief' (p.22)?

2) Identify two reasons why Victor collapsed (p.22)

3) Henry reminded Victor about their childhood together. What did this do for Victor? (p.23)

4) How did Henry influence Victor's interests? Give two examples from the text. (p.24)

5) What secret was Victor still hiding from Henry?

## Writing – Build the Introduction

Warm Up: The rule of three in writing



THE BRAIN seems to work best thinking in threes.
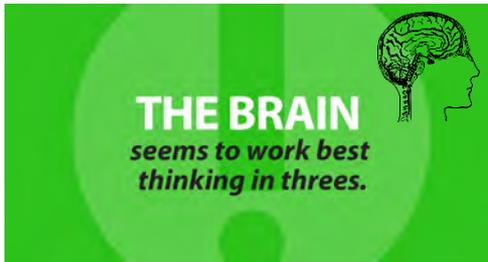
The rule of three is a useful technique to make a point very clear in your writing. Here is an example using the same adjective.

The smell was **horrid**. The sound was **horrid**. The sight was **horrid**.

Use the following images to practice writing using the rule of three.

| | |
|---|---|
|  | |
|  | |
|  | |

# Year 6 Wednesday 3rd March 2021

Main Lesson: Build introduction

Here is the section from the model text. The video on DB gives you an example of how to build on the plan for your story. I am going to use the rule of three here in my first paragraph

Victor Frankenstein wanted to be a <mark>respected scientist</mark>. As a young boy, he dreamed of creating

Victoria Frankenstein wanted to be a **respected** scientist. A **talented** scientist. An **innovative** scientist. As a young boy, he dreamed of creating

new life and he did; but he also created terror and fear. Frankenstein is the story of a monster

_____

trying to make sense of the world around him.

_____

It was a typical afternoon, Victor and his friends had just finished a class at the University College

_____

London; they were all studying to become doctors. They had just completed their lecture on

_____

human anatomy; this was Victor's favourite topic. The professors taught them all about the human

_____

body and how it worked. Victor spent day and night studying the human body and looked up to

_____

scientists like Charles Darwin and Gregor Mendel who had changed the world with their

_____

discoveries. Victor was tall and slim. He wore round spectacles and had floppy brown hair. He had

_____

many admirers at university, but he was far too focused on his work. He had plans to change the

_____

world with his discoveries. Victor spent many late nights in the university's laboratories working

_____

past midnight, planning experiments and testing his ideas.

_____

## Art – Collage inspired by Hannah Hoch

Theme: Dreams          Materials: Newspaper          Inspired by Hannah Hoch

Warm Up: Can you identify the theme of these collages? What ideas come to mind when you view these pieces?

| | | |
|---|---|---|
| | | |
| | | |

Use the following page in your pack to create a collage around the theme of dreams.

Year 6 Wednesday 3rd March 2021