

Canonbury Home Learning

Year 6 Maths

Developing/ Expected/ Greater depth activity

Lesson 4

LO: TBAT recap previous knowledge of numbers.

Task: From this week your tasks will be different. We are now introducing a project which needs to be completed alongside arithmetic and reasoning problems.

Success Criteria:

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| 1. Complete the addition reasoning problems. |
| 2. Recap arithmetic methods. |
| 3. Apply your knowledge of number to complete a word search. |

Task 1	Task 2	Task 3																																																																																																																								
<p>Reasoning</p> <p>1. Lake School collected 10p coins for charity. They raised £31.50</p> <p>How many 10p coins did they collect?</p> <p>2. Five children shared 4 packs of sweets equally.</p> <p>What fraction of a packet did they each receive?</p> <p>3. 8 friends share £434 equally between them.</p> <p>How much does each person receive?</p> <p>4. Write the missing digits to make the calculation correct.</p> $\begin{array}{r} \square \quad 7. \quad \square \quad 5 \\ 4 \overline{) 1 \quad 5 \quad 1} \end{array}$	<p>Arithmetic</p> <p>22 $\frac{5}{8} \times 40 =$</p> <p>23 $\frac{4}{5} \div 2 =$</p> <p>24 $65 \overline{) 8625} =$</p> <p>25 $\begin{array}{r} 1802 \\ \times \quad 43 \\ \hline \end{array}$</p> <p>26 $\frac{4}{5} - \frac{7}{10} =$</p> <p>27 $3\frac{7}{8} - 1\frac{1}{2} =$</p> <p>28 $\frac{3}{4} \times \frac{1}{2} =$</p>	<p>Beam Activity</p> <p>Number word search</p> <p>Find 12 words to do with numbers in this grid.</p> <p>Write the word by the correct clue.</p> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr><td>q</td><td>a</td><td>s</td><td>m</td><td>e</td><td>w</td><td>v</td><td>s</td><td>b</td><td>o</td><td>o</td><td>l</td></tr> <tr><td>x</td><td>m</td><td>c</td><td>u</td><td>b</td><td>e</td><td>y</td><td>q</td><td>l</td><td>o</td><td>z</td><td>i</td></tr> <tr><td>u</td><td>p</td><td>l</td><td>l</td><td>i</td><td>o</td><td>n</td><td>u</td><td>m</td><td>b</td><td>e</td><td>r</td></tr> <tr><td>f</td><td>a</td><td>c</td><td>t</td><td>o</td><td>r</td><td>g</td><td>a</td><td>x</td><td>e</td><td>r</td><td>k</td></tr> <tr><td>l</td><td>p</td><td>a</td><td>i</td><td>z</td><td>c</td><td>w</td><td>r</td><td>y</td><td>r</td><td>o</td><td>n</td></tr> <tr><td>i</td><td>n</td><td>s</td><td>p</td><td>r</td><td>i</td><td>m</td><td>e</td><td>r</td><td>v</td><td>q</td><td>h</td></tr> <tr><td>b</td><td>m</td><td>w</td><td>l</td><td>u</td><td>s</td><td>i</td><td>g</td><td>r</td><td>o</td><td>p</td><td>s</td></tr> <tr><td>b</td><td>u</td><td>x</td><td>e</td><td>v</td><td>e</td><td>n</td><td>s</td><td>t</td><td>e</td><td>n</td><td>x</td></tr> <tr><td>p</td><td>d</td><td>a</td><td>k</td><td>a</td><td>m</td><td>u</td><td>h</td><td>w</td><td>y</td><td>w</td><td>q</td></tr> <tr><td>z</td><td>o</td><td>d</td><td>i</td><td>v</td><td>i</td><td>s</td><td>i</td><td>o</td><td>n</td><td>o</td><td>c</td></tr> </table> <p>1. The inverse of multiplication</p> <p>2. The square root of 100</p> <p>3. 8, 64 and 20 are all _____s of 4</p> <p>4. 9 and 16 are both _____ numbers</p> <p>5. Multiples in the 8 times table are all _____</p> <p>6. The _____ of 2 is 8</p> <p>7. 3, 6, 9 and 12 are all _____s of 48</p> <p>8. Another word for 'subtract'</p> <p>9. 7, 11, 13 and 17 are all _____</p> <p>10. -3 and -5 are both negative _____s</p> <p>11. The square root of 4</p> <p>12. The product of 6 and 0</p>	q	a	s	m	e	w	v	s	b	o	o	l	x	m	c	u	b	e	y	q	l	o	z	i	u	p	l	l	i	o	n	u	m	b	e	r	f	a	c	t	o	r	g	a	x	e	r	k	l	p	a	i	z	c	w	r	y	r	o	n	i	n	s	p	r	i	m	e	r	v	q	h	b	m	w	l	u	s	i	g	r	o	p	s	b	u	x	e	v	e	n	s	t	e	n	x	p	d	a	k	a	m	u	h	w	y	w	q	z	o	d	i	v	i	s	i	o	n	o	c
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