Canonbury Home Learning

Year 6 Maths

Developing/ Expected/ Greater depth activity

Lesson 5

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:

1. **Complete the addition reasoning problems.**
2. **Recap arithmetic methods.**
3. **Apply your knowledge of number to complete activities.**

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Year 6 Maths

Main activity

Task 1

Problem solving

1. Jack ate **half** the cherries on the plate.

   These are the cherries that were **left**.

2. How many cherries were on Jack's plate **before** he ate half of them?

Three children start with **50p** each.

Charlie gives Susan **15p**.How much do **Charlie** and **Susan** each have now?

p	p
Charlie	Susan

Task 2

Arithmetic

1	51 × 0 =
2	540 − 1 =
3	87 + 22 + 46 =
4	2468 × 1 =
5	481 + 59 =
6	63 ÷ 7 =
7	2 × 3 × 4 =

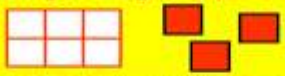
Task 3

Short tasks

Task 1

Finding all possibilities:

Here is an oblong (rectangle) 3 squares long and 2 squares wide.



You have three smaller squares. The smaller squares fit in the oblong.

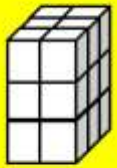
How many different ways can you fit the 3 smaller squares in the large oblong so that half the oblong is shaded?

Rotations and reflections count as the same shape.

Task 2

A visualisation problem:

A model is made from cubes as shown.



How many cubes make the model?

A part of how many cubes can you see?

How many cubes can't you see?

If the cubes were arranged into a tower what is the most number of the square faces could you see at one time?

Task 3

Finding all possibilities:

You have 4 equilateral triangles.

How many different shapes can you make by joining the edges together exactly?

How many of your shapes will fold up to make a tetrahedron?

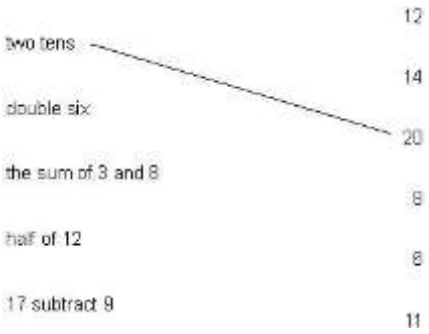
Peter gives **half** of his 50p to Susan.

How much does **Peter** have left?

p

Peter

3. Draw **all** the missing lines.



4. Karen is thinking of a number.

What number is Karen thinking of?