



Welwyn St.  
Mary's

Maths

## School and Home Learning Grid

### Week 15 to 17 - 29<sup>th</sup> June to the end of term

Year 6

*Dear parents and children. This week we welcome the year 6 children back into their original classes, with at least one of their usual class teachers! It will be lovely to see everyone, even though it is far from normality! With only 6 days left of school, we will continue to brush up on basic maths and literacy skills, but also turn our attention to thinking about transition. We hope to see you all before the end of term. Stay safe.*

Day	I can...	Activities and links
School Day 1 Arithmetic paper	I can calculate using a range of arithmetic strategies.	<p><b>Starter:</b> Day 4 fluency starter <a href="https://www.twinkl.co.uk/resource/t2-m-17400-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-pack-2">https://www.twinkl.co.uk/resource/t2-m-17400-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-pack-2</a></p> <p><b>Activity:</b> Arithmetic Test Year 6 - <b>Test 4</b> - with support from adults. If you're at home, use this link to find the test. Alternatively, ask an adult to create a range of sums for you. Mark your own work. Go over any areas of difficulty or any misconceptions. <a href="https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack">https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack</a></p>
School Day 2 Fractions	I can divide fractions by a whole number.	<p><b>Starter:</b> Day 5 fluency starter <a href="https://www.twinkl.co.uk/resource/t2-m-17400-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-pack-2">https://www.twinkl.co.uk/resource/t2-m-17400-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-pack-2</a></p> <p><b>Warm-up:</b> Times table grid. <b>Main teaching focus:</b> Review last week's learning: Improper fractions to mixed numbers and vice versa and adding and subtracting fractions. See videos from last week, if needed. Explain how to divide a fraction by a whole number by multiplying the denominator and the divisor. <a href="https://corbettmathsprimary.com/2018/07/24/dividing-fractions-video/">https://corbettmathsprimary.com/2018/07/24/dividing-fractions-video/</a></p> <p><b>Activity:</b> Target maths - page 47 - choose your level. Mark and review any errors.</p>
School Day 3 Arithmetic paper	I can calculate using a range of arithmetic strategies.	<p><b>Starter:</b> Day 1 fluency starter - pack 3 <a href="https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1">https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1</a></p> <p><b>Activity:</b> Arithmetic Test Year 6 - <b>Test 5</b> - with support from adults. If you're at home, use this link to find the test. Alternatively, ask an adult to create a range of sums for you. Mark your own work. Go over any areas of difficulty or any misconceptions. <a href="https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack">https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack</a></p>
School Day 4 Fractions	I can find fractions of a quantity and find a whole quantity given the quantity represented by a unit fraction.	<p><b>Starter:</b> Day 2 fluency starter - pack 3 <a href="https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1">https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1</a></p> <p><b>Warm-up:</b> Times table grid. <b>Main teaching focus:</b> Review last week's learning. Explore finding fractions of amounts. <a href="https://corbettmathsprimary.com/2018/07/17/fractions-of-amounts-video/">https://corbettmathsprimary.com/2018/07/17/fractions-of-amounts-video/</a> and <a href="https://corbettmathsprimary.com/2018/07/24/finding-the-original-video/">https://corbettmathsprimary.com/2018/07/24/finding-the-original-video/</a></p> <p><b>Activity:</b> Target maths - page 48 - choose your level. Mark and review any errors.</p>

<p><b>School Day 5</b> Arithmetic paper</p>	<p>I can calculate using a range of arithmetic strategies.</p>	<p><b>Starter: Day 3 fluency starter - pack 3</b> <a href="https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1">https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1</a> <b>Activity:</b> Arithmetic Test Year 6 - <b>Test 6</b> - with support from adults. If you're at home, use this link to find the test. Alternatively, ask an adult to create a range of sums for you. Mark your own work. Go over any areas of difficulty or any misconceptions. <a href="https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack">https://www.twinkl.co.uk/resource/t2-m-1192-ks2-arithmetic-practice-tests-year-6-bumper-pack</a></p>
<p><b>School Day 6</b> Percentages</p>	<p>I can find percentages of quantities and amounts.</p>	<p><b>Starter: Day 4 fluency starter - pack 3</b> <a href="https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1">https://www.twinkl.co.uk/resource/t2-m-17405-sats-survival-year-6-maths-revision-morning-starter-weekly-powerpoint-bumper-pack-1</a> <b>Warm-up:</b> Times table grid. <b>Main teaching focus:</b> Review last week's learning. Remind them of the equivalences between fractions and %. Teach them how to find percentages of amounts. <a href="https://corbettmathsprimary.com/2018/07/18/percentages-of-amounts-video/">https://corbettmathsprimary.com/2018/07/18/percentages-of-amounts-video/</a> <b>Activity:</b> Target maths - page 65 - choose your level. Mark and review any errors.</p>
<p><b>Home Learning</b>  <b>9 days</b></p>	<p><b>To practise and consolidate concepts which have been previously taught.</b></p>	<ol style="list-style-type: none"> <li>1. Warm-up: work on times tables every day - TT Rock Stars, Purple Mash or create your own grids.</li> <li>2. Watch the Corbett maths video to revise the topic.</li> <li>3. Read and work through the worked examples in the Target Maths Book (see below).</li> <li>4. Choose A, B or C and work through the exercise.</li> <li>5. Self-mark and do any corrections.</li> <li>6. If you have time, do the practice questions on the Corbett maths site.</li> <li>7. If you want something more challenging - log-on to <b>enrich</b> and search for problems related to the topic. <a href="https://nrich.maths.org/">https://nrich.maths.org/</a></li> </ol> <p><b>Day 1</b> Rounding <b>I can round whole numbers to the required degree of accuracy.</b> Watch the videos: <a href="https://corbettmathsprimary.com/2018/07/31/rounding-video/">https://corbettmathsprimary.com/2018/07/31/rounding-video/</a>. Complete the practice questions (at your own level) or have a go at page 6 of Target Maths.</p> <p><b>Day 2</b> Negative numbers <b>I can use negative numbers and calculate intervals across zero.</b> Watch this video: <a href="https://corbettmathsprimary.com/2018/07/31/negative-numbers-video/">https://corbettmathsprimary.com/2018/07/31/negative-numbers-video/</a> or try this one: <a href="https://corbettmaths.com/2013/05/15/negative-numbers-temperature/">https://corbettmaths.com/2013/05/15/negative-numbers-temperature/</a> Complete the practice questions or Page 7 of Target Maths.</p> <p><b>Day 3</b> Addition and subtraction <b>I can practise addition and subtraction.</b> If you need to - watch these videos again: <a href="https://corbettmathsprimary.com/2018/05/30/addition-video/">https://corbettmathsprimary.com/2018/05/30/addition-video/</a> <a href="https://corbettmathsprimary.com/2018/05/30/subtraction-video/">https://corbettmathsprimary.com/2018/05/30/subtraction-video/</a> Complete Page 10 of Target Maths or do the practice questions.</p>

	Day 4 <b>Short and long x</b>	<b>I can practise short and long multiplication.</b> Page 12/13 of Target Maths. If you need to - watch this video again: <a href="https://corbettmathsprimary.com/2018/07/21/multiplication-video/">https://corbettmathsprimary.com/2018/07/21/multiplication-video/</a>
	Day 5 <b>Short division</b>	<b>I can practise short division.</b> Get really confident with short division. Page 17 of Target Maths. <a href="https://corbettmathsprimary.com/2018/05/30/division-video/">https://corbettmathsprimary.com/2018/05/30/division-video/</a>
	Day 6 <b>Long division</b>	<b>I can practise long division.</b> Get really confident with long division. Page 18/19 of Target Maths <a href="https://corbettmathsprimary.com/2020/05/22/long-division-video/">https://corbettmathsprimary.com/2020/05/22/long-division-video/</a> Do an enrich problem if you are feeling really confident <a href="https://nrich.maths.org/">https://nrich.maths.org/</a>
	Day 7 <b>Multi-step problems</b>	<b>I can solve multi-step word problems.</b> Following on from day 3,4 and 5 -have a go at these multi-step word problems. Page 39 of Target Maths.
	Day 8 and 9 <b>Co-ordinates</b>	<b>I can draw shapes on the full co-ordinate grid.</b> Allow 2 days as takes time to draw the grids. Remind yourself of 2-D shape. Watch these videos: 53 and 70. Next watch the video all about 2D shape - video 58 . <a href="https://corbettmathsprimary.com/content/">https://corbettmathsprimary.com/content/</a> Now watch the video about co-ordinates <a href="https://corbettmathsprimary.com/2018/07/16/coordinates-video/">https://corbettmathsprimary.com/2018/07/16/coordinates-video/</a> Complete the practice questions <a href="https://corbettmathsprimary.com/2018/07/16/coordinates-questions/">https://corbettmathsprimary.com/2018/07/16/coordinates-questions/</a> Or do page 130/131. You'll need some squared paper - see below.
<b>Literacy</b>	<b>Continue to read:</b> Find time to read daily and continue to share your reading with an adult - use a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials, author websites and so on. <i>" If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." Stephen King</i>	
	<b>6 school days</b>  <b>Ongoing until the end of term.</b>	<b>Transition work.</b>  I can produce a lap-book (a fold-out booklet) - All About Me - to give to my secondary school.  I can write a covering letter to my head of year, introducing myself.  <b>In school, we shall be using our literacy slot to work on transition. These are some of the things that we will be covering:</b> <i>All About Me - focusing on skills, strengths and special qualities.</i> <i>Zones of Regulation (identifying feelings)</i> <i>Thinking about change</i> <i>Coping with change</i> <i>Thinking about questions and solutions to problems</i> <i>Researching their own school / layout</i> <i>Planning their journey to school</i> <i>Thinking about staff names (form tutor/head of year/student support etc..)</i> <i>Looking at timetables</i> <i>Considering organisation</i> <i>Rights and responsibilities</i> <i>Behaviour (rewards and sanctions - examples)</i> <b>Our aim will be to produce a lap-book (fold-out booklet) to present to your secondary school. We will also ask you to write a covering letter, introducing yourself.</b> <b>If you are at home, you can pick up a booklet (and some card) from the school office.</b>

		<p><b>Legacy.</b> I can reflect on my time at Welwyn St. Mary's and write a letter, welcoming the new reception children.</p>	<p>In school, we will reflect on your time at school and share your fondest memories. We will also write a letter to the new reception children - selling the virtues of our wonderful school.</p>
<p><b>Home Learning</b></p> <p><b>9 days</b></p>	<p><b>Non-fiction.</b> To plan and write an information text about a monster beast.</p> <p>To explore technical and specific vocabulary. To explore how to hook a reader. To look at the structure of an information text. To explore writing formal and informal sentences. To look at topic sentences - introducing paragraphs.</p>	<p>You are all now very familiar with these booklets. Please work through this new one - all about monsters: <a href="https://www.talk4writing.com/wp-content/uploads/2020/06/Y6-Monsters.pdf">https://www.talk4writing.com/wp-content/uploads/2020/06/Y6-Monsters.pdf</a> (We have donated).</p> <p>Do a little bit each day.</p> <p>It is a ten-day unit so it should keep you busy until the end of term. If not, try this one. It doesn't matter that it is for Year 5; they are really good! <a href="https://www.talk4writing.com/wp-content/uploads/2020/06/Y5-Wizards.pdf">https://www.talk4writing.com/wp-content/uploads/2020/06/Y5-Wizards.pdf</a></p>	

**Spellings: See below for the two weeks of spellings. No list for the last week of term.**  
Also included in this pack is 9 statutory word mats to help revise the spelling of some of the words. Have a go at them if needed.

**Please see our separate Afternoon Grid for learning in the afternoons.**



## Spelling Test w/b 6<sup>th</sup> July 2020 – last spelling test of the year 😊

<b>Spellings</b>	<p><i>By the end of year 6, children are expected to be able to spell most of the words from the year 3/4 and year 5/6 spelling lists. Therefore, we thought that the best thing to do, in the time that we have left, is to focus on these key words. Your secondary school will be expecting you to be familiar with them. We know that you have already started learning them, but we need to check that they are embedded. In school, there will be a test <u>every Tuesday and Friday</u>. New words (for the next week) will be given out on a Tuesday and Friday. If you are at home, ask an adult to test you.</i></p>			
	<b>LEVEL 1 - Year 3 and 4 Words</b>		<b>LEVEL 2 -Year 5 and 6 Words</b>	
	<b>Choose your level: 1 or 2</b>	<ol style="list-style-type: none"> <li>1. bicycle</li> <li>2. describe</li> <li>3. eight</li> <li>4. favourite</li> <li>5. grammar</li> <li>6. interest</li> <li>7. library</li> <li>8. mention</li> <li>9. length</li> <li>10. island</li> </ol>	<ol style="list-style-type: none"> <li>11. occasionally</li> <li>12. particular</li> <li>13. purpose</li> <li>14. remember</li> <li>15. question</li> <li>16. although</li> <li>17. thought</li> <li>18. disappear</li> <li>19. through</li> <li>20. different</li> </ol>	<ol style="list-style-type: none"> <li>1. appreciate</li> <li>2. available</li> <li>3. bruise</li> <li>4. convenience</li> <li>5. disastrous</li> <li>6. explanation</li> <li>7. familiar</li> <li>8. harass</li> <li>9. attached</li> <li>10. correspond</li> </ol>

# Statutory Spelling Word Activity Mat: accident

1

Use a dictionary to define the word **accident**.

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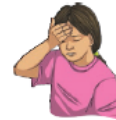


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Add the word **accident** to these sentences.



He was involved in an \_\_\_\_\_.

"I'm sure it was an \_\_\_\_\_,"  
said Fred.

Did you drop it by \_\_\_\_\_?

She had an \_\_\_\_\_ at the factory.

Write the syllables of the word **accident** inside the hands.



Which word class does the word **accident** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **accident**.

acci_____	_____dent
_____nt	ac_____

Now write the full word.

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Trace the word **accident**.

accident

accident

accident

Which of these words means the same as **accident**?

**bountiful   blizzard   mishap   vehicle**

Write your own sentence containing the word **accident**.

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Edit and improve these words so that they correctly spell the word **accident**.

**acidnt   accidnt   accidnt**

# Statutory Spelling Word Activity Mat: actual

2



Use a dictionary to define the word **actual**.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Add the word **actual** to these sentences.


The \_\_\_\_\_ cost was £100.

“Those were his \_\_\_\_\_ words!”

Can you measure the \_\_\_\_\_ length?

The story is based on \_\_\_\_\_ events.

Write the syllables of the word **actual** inside the hands.



Which word class does the word **actual** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **actual**.

act_____	_____ual
_____al	ac_____

Now write the full word.

\_\_\_\_\_

Trace the word **actual**.

actual

actual

actual

Which of these words means the same as **actual**?

**mystery   genuine   forgotten   bespoke**

Write your own sentence containing the word **actual**.

\_\_\_\_\_

\_\_\_\_\_

Edit and improve these words so that they correctly spell the word **actual**.

**acktual   actyual   actuall**

# Statutory Spelling Word Activity Mat: address

3

Use a dictionary to define the word **address**.

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Add the word **address** to these sentences.



Nita scribbled her \_\_\_\_\_.

"May I have your \_\_\_\_\_?"  
asked Zac.

Which \_\_\_\_\_ shall I send it to?

I had to \_\_\_\_\_ a large audience.

Write the syllables of the word **address** inside the hands.



Which word class does the word **address** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **address**.

add_____	_____ess
_____ss	ad_____

Now write the full word.

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Trace the word **address**.

address

address

address

Write your own sentence containing the word **address**.

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Edit and improve these words so that they correctly spell the word **address**.

**adress    address    adress**

# Statutory Spelling Word Activity Mat: answer

4

Use a dictionary to define the word **answer**.

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Add the word **answer** to these sentences.



Write your \_\_\_\_\_ on the line.

"\_\_\_\_\_ me!" demanded Kole.

I don't know the \_\_\_\_\_.

Please \_\_\_\_\_ the telephone.

Write the syllables of the word **answer** inside the hands.



Which word class does the word **answer** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **answer**.

ans_____	_____wer
_____er	an_____

Now write the full word.

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Trace the word **answer**.

answer

answer

answer

Which of these words means the same as **answer**?

**respond    redirect    forged    ancient**

Write your own sentence containing the word **answer**.

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Edit and improve these words so that they correctly spell the word **answer**.

**anser    answur    annswer**

# Statutory Spelling Word Activity Mat: appear

5

Use a dictionary to define the word **appear**.

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Add the word **appear** to these sentences.



In spring, new flowers \_\_\_\_\_.

Liam will \_\_\_\_\_ on stage.

Hopefully, the sun will \_\_\_\_\_ today.

We hoped he would \_\_\_\_\_.

Write the syllables of the word **appear** inside the hands.



Which word class does the word **appear** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Finish off the word **appear**.

app_____	_____ear
_____ar	ap_____

Now write the full word.

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Trace the word **appear**.

appear

appear

appear

Which of these words means the same as **appear**?

**seen   odorous   malleable   happenstance**

Write your own sentence containing the word **appear**.

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Edit and improve these words so that they correctly spell the word **appear**.

**apear   appare   appeear**

# Statutory Spelling Word Activity Mat: accommodate

1

Use a dictionary to define the word **accommodate**.

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Add the word **accommodate** to these sentences.

Can you \_\_\_\_\_ us tomorrow?

This hotel can only \_\_\_\_\_ 100 guests.

How many pupils can the room \_\_\_\_\_?

We can \_\_\_\_\_ a group in this room.

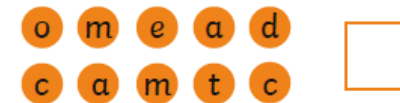
Write the syllables of the word **accommodate** inside the hands.



Which word classes does the word **accommodate** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **accommodate** is missing below?



Trace the word **accommodate**.

accommodate

Complete the word **accommodate**.

accom\_\_\_\_\_

\_\_\_\_\_odate

\_\_\_\_\_o\_\_\_\_\_

ac\_\_\_\_\_da\_\_\_\_\_

Write a synonym and an antonym for the word **accommodate**.

Synonym: \_\_\_\_\_

Antonym: \_\_\_\_\_

Write your own question containing the word **accommodate** as a verb.

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Edit and improve these words so that they correctly spell the word **accommodate**.

acomodate

acomidate

acommerdate

# Statutory Spelling Word Activity Mat: accompany

2

Use a dictionary to define the word **accompany**.

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Which word classes does the word **accompany** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **accompany** to these sentences.

Will you \_\_\_\_\_ me?

Mr Jones will \_\_\_\_\_ you on the trip.

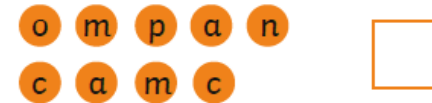
I will \_\_\_\_\_ you home.

Suki, please \_\_\_\_\_ Fred to see the headteacher.

Write the syllables of the word **accompany** inside the hands.



Which letter from the word **accompany** is missing below?



Trace the word **accompany**.

accompany

Complete the word **accompany**.

accom\_\_\_\_\_

\_\_\_\_\_pany

\_\_\_\_o\_\_\_\_\_

ac\_\_\_\_\_pa\_\_\_\_\_

Write a synonym and an antonym for the word **accompany**.

**Synonym:** \_\_\_\_\_

**Antonym:** \_\_\_\_\_

Write your own statement containing the word **accompany** as a verb.

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Edit and improve these words so that they correctly spell the word **accompany**.

accompny

acompany

accumperny

# Statutory Spelling Word Activity Mat: according

3

Use a dictionary to define the word **according**.

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Add the word **according** to these sentences.

\_\_\_\_\_ to Will, Hamza won't come.

I think everything will go \_\_\_\_\_ to plan.

\_\_\_\_\_ to the weather report, it will rain today.

I did it \_\_\_\_\_ to your instructions.

Write the syllables of the word **according** inside the hands.



Which letter from the word **according** is missing below?

o r d a  
c n g c

Which word classes does the word **according** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **according**.

according

Complete the word **according**.

accor\_\_\_\_\_

\_\_\_\_\_ing

\_\_\_\_\_o\_\_\_\_\_

ac\_\_\_\_\_di\_\_\_\_\_

Write a synonym and an antonym for the word **according**.

**Synonym:** \_\_\_\_\_

**Antonym:** \_\_\_\_\_

Write your own statement containing the word **according** as an adverb.

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Edit and improve these words so that they correctly spell the word **according**.

acordding

accoardding

accordang

# Statutory Spelling Word Activity Mat: achieve

4

Use a dictionary to define the word **achieve**.

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Add the word **achieve** to these sentences.

I will \_\_\_\_\_ my goals.

You will \_\_\_\_\_ a lot if you work hard.

Do you think Rob will \_\_\_\_\_ success?

No one can \_\_\_\_\_ anything  
without effort.

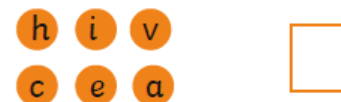
Write the syllables of the word **achieve** inside the hands.



Which word classes does the word **achieve** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **achieve** is missing below?



Trace the word **achieve**.



Complete the word **achieve**.

ach _____	_____ eve	_____ h _____	ac _____ v _____
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Write your own statement containing the word **achieve** as a verb.

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Write a synonym and an antonym for the word **achieve**.

**Synonym:** \_\_\_\_\_

**Antonym:** \_\_\_\_\_

Edit and improve these words so that they correctly spell the word **achieve**.

acchieve

acheve

acheeve



