Home Learning Timetable
Year 6CD Term 4 Week 1 - 22.02.2021

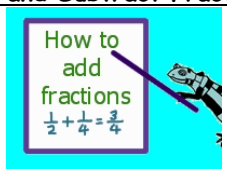
Session	Time	Hyperlink	Meeting ID	Password
PE	9.00am	https://www.youtube.com/c/TheBodyCoachTV/videos	x	x
Maths (Mr S)	10.00am	https://us02web.zoom.us/j/85102190104?pwd=cEdMQ3YzRmNCOXc5QVRVSTRaS09vQT09	851 0219 0104	286371
English (Mr M)	11.30am	https://zoom.us/j/97569421610?pwd=Qk16ckhQYUNCOTJuVUYvVXo4QXN6QT09	975 6942 1610	Ny4h75
Afternoon Session	2.00pm	Monday and Tuesday – Mr Millership https://zoom.us/j/98377563165?pwd=cjkyZ3gxWG11azNPcmdzRE1NNklHQT09 Wednesday, Thursday and Friday – Mr Shepherd https://us02web.zoom.us/j/88305961986?pwd=cWJgbnZ3SVVWektWSHk4MTdUUXFBZz09	983 7756 3165 883 0596 1986	Z65k3m 241592

- PE Sessions will be Mondays, Wednesdays & Fridays.
- Maths, English and Afternoon Sessions will be each week day, unless stated otherwise.
- Please arrive on time to the sessions to avoid missing out. Place yourself in the waiting room five minutes before the lesson starts if you are able to.
- **Please ensure that your device is named as your first name and surname.**
- Record any work in your home-learning book. This can then be photographed and emailed to your class teacher
- The Garlinge PE team are providing videos and activities that can be done at home. Click this link and go to the PE & Sports tab to find out more:
- https://www.garlingeprimary.co.uk/home-school-learning

Monday 22.2.21

Maths

Add and Subtract Fractions



https://www.bbc.co.uk/bitesize/articles/z42vgwx

Please open the BBC link. This lesson includes: one video three interactive activities and one worksheet. Check that you know the linked vocabulary. Use the bitesize lesson to learn about adding fractions.

Top Tips

- Remember to find and use a common denominator!
- What you do to the top, you do to the bottom.
- Simplify if needed.

Complete the adding with fractions worksheets and then check your answers. Please do show your workings.

English

Robins Comprehension

Read the text about robins.

What is a habitat?
What do robins eat and which countries do they live in?

Answer questions 1-5

Extension: Find more information about robins and crate a fact file about Britain's national bird.

https://www.youtube.com/watch?v=Y5qormCzDVo

Geography

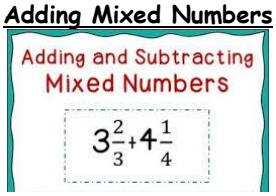
LI: To describe and understand key aspects of physical geography.

Today we are beginning our new topic 'Our World'. First you will complete some map-work and then as an extension go onto do a little more research to create a fact-file.
Try answering these questions:
What is a continent?
What is an ocean?
How many continents are there? Can you name them?
What is an ocean? Can you name all the oceans in the world?
https://www.youtube.com/watch?v=Wg-pFtvsvmo
Use the internet to complete some research including google maps to identify where the continents and oceans are. Use the sheet in the resources area.
Extension: Check the resources for an extension task!

Tuesday 23.2.21

Maths

Adding Mixed Numbers



https://www.bbc.co.uk/bitesize/articles/zknvgwx

Please open the BBC link. This lesson includes: a learning summary and a game.

Top Tips

- Add the whole numbers first.
- Then add the fractions using a common denominator.
- If this gives an improper fraction as the answer change it to a mixed number.
- Join the whole numbers back onto this answer for the final answer.

Complete the adding with fractions worksheets and then check your answers. Please do show your workings. Remember to use the methods that we have practised in school.

English

Comprehension – Spiders – Dr Who

Dr Who - Arachnids in the UK.

Read through the comprehension about spiders in the UK.
Note down any words that you are unsure of in the text and find their definition in a dictionary or online.

Answer the questions (1-8) on the questions sheet. Remember to reference your answers in the text.

Extension: Can you create a fact file about the Goliath Bird Eating Spider? The biggest spider in the world!

Design Technology/Science

LI: To show awareness and understanding of a healthy and balanced diet

'Celebrating Culture and Seasonality'

In Design Technology this term, we will be celebrating foods from around the world. This will then inspire you to create your own dish at the end of the unit. To begin, we will be focusing on what makes a healthy and balanced diet.
What do you think makes up a healthy diet? Watch the clip and discuss.
https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j
Now complete the quiz. How did you do?

Activity: Sort and label the food/drinks into the correct sections of the food plates.
https://www.nutrition.org.uk/healthyliving/healthydiet/healthybalanceddiet.html
Extension: Create your own meal, containing two vegetables, two carbohydrates, a portion of protein and a portion of dairy.
Test your knowledge:
https://www.educationquizzes.com/ks2/science/healthy-eating/

Wednesday 24.2.21

Maths

Multiplying fractions by whole numbers/integers

https://www.bbc.co.uk/bitesize/articles/z6ghscw

Please open the BBC link. This lesson includes: a learning summary and a quiz. Please click on the above link and work through the structured lesson and activities.
Remember to use the methods that we have practised in school.

Top Tip

When you're multiplying fractions by an integer (or a whole number) you multiply the numerator of the fraction by the whole number, whilst the denominator of the fraction stays the same.

- If this creates an improper fraction, convert it to a mixed number.
- Then simplify the fraction part if needed.

Complete the worksheets attached, showing your working out. Remember to use the methods that we have practised in school.

English

Plan a balanced argument (Day 1/2)

Should children be allowed to bring mobile phones in to school?

https://www.bbc.co.uk/newsround/55936540
https://www.bbc.co.uk/news/education-47101875

Recently China has followed France in banning mobile phones being taken to school. Will the UK do the same? What do you think?

What are the good points and bad points about taking a mobile phone to school? Try to plan three arguments for each with evidence and sufficient detail. Use the planning sheet for help with organizing your balanced argument.
Watch the link below to understand what a balanced argument is:
https://www.bbc.co.uk/bitesize/clips/zm3nvcw

Science

LI: To explain what I know about Living Things and their Habitats

This term, we will be learning about different groups of living things and the habitats in which they live.

TASK: Create a KWL grid and write down what you already know. Do you know what makes a snake different from a lizard? Do you know fish are able to stay underwater? Write down loads of things that you know! Are there things that you want to find out? Write these down too. You may even want to start researching them. Here are some videos to help raise / answer some questions.
https://www.youtube.com/watch?v=jpO52VTHecQ
https://www.youtube.com/watch?v=ITrRMiQB8g4
TASK: Now look at the attached vocabulary list and find some definitions online or in a dictionary.

Thursday 25.2.21

Maths

Factors and Multiples

https://www.bbc.co.uk/bitesize/articles/zfchpg8

Please open the BBC link. This lesson includes: a learning summary, a quiz., a learning summary, 3 videos and activities at the end.

Remember: to work out your common multiples, simply write out the times tables for that number! Common means it is in both or the same!

Work through the structured lesson activities below, remember to use plenty of jottings.

English

To write a balanced argument (Day 2/2)

https://www.bbc.co.uk/newsround/55936540

https://www.bbc.co.uk/news/education-47101875

Should children be allowed to bring mobile phones in to school?

Using the sheet below structure your ideas in to two clear paragraphs – one outlining the reasons why children should be allowed to bring mobile phones in to school and the other outlining the reasons why this shouldn't be allowed.

Extension: Include introduction and summary paragraphs

RE

LI: To recall key events of Holy Week and question them.

This term in our RE lessons, we will be thinking about Holy Week – the week including Easter Sunday. Lots of events happened in this week which we will look at and reflect on in more detail.

Let's learn about Holy Week:

https://www.youtube.com/watch?v=Wnbo2AmS3OI

https://www.youtube.com/watch?v=Jr04kOyAy28

TASK: You could pick one key event from Holy Week that interests you and explain it in more detail. You could use pictures and captions.

TASK: Perhaps you would rather write out all the events as a comic strip, or as a flip book.

TASK: Use the instructions attached to make some palm leaves.

Friday 26.2.21

Maths

Ordering operations

https://www.bbc.co.uk/bitesize/articles/zb48d6f

Please open the BBC link. This lesson includes: two videos and three interactive activities at the end.

Please click on the above link and work through the structured lesson and activities.

What is BODMAS?

Order of Operations

B	Brackets	$10 \times (4 + 2) = 10 \times 6 = 60$
O	Order	$5 + 2^2 = 5 + 4 = 9$
D	Division	$10 + 6 \div 2 = 10 + 3 = 13$
M	Multiplication	$10 - 4 \times 2 = 10 - 8 = 2$
A	Addition	$10 \times 4 + 7 = 40 + 7 = 47$
S	Subtraction	$10 \div 2 - 3 = 5 - 3 = 2$

Remember the order of your calculations are important. You need to do the calculations in the correct order otherwise you will get the wrong answer!

Today

Complete the two activities on the BBC page.

Then have a go at the quiz.

English

Comprehension – Mt Everest News Report

Read through the comprehension about Mt. Everest growing by 1m. What do you think it would be like to scale Mt. Everest? Why is it such a hard thing to do? Who was the first man to scale Mt. Everest? When did this take place?

Note down any words that you are unsure of in the text and find their definition in a dictionary or online.

Answer the questions (1-7) on the questions sheet. Remember to reference your answers in the text.

Extension: Can you find out any other interesting facts about Everest and other mountains e.g. who was the first recognised person to climb it? What are the top 3 tallest mountains in the world? What is the tallest mountain/ volcano in the solar system?

French

LI: To learn numbers up to 31 in French

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

This lesson is a short recap on some numbers that you know and then the numbers up to 31.

Watch this video to hear the pronunciation. Repeat them nice and clearly:

https://www.youtube.com/watch?v=eu_dsGvo_Ac

If you like the band Steps (you may be a bit young…), then have a listen to this!

https://www.youtube.com/watch?v=3X8F5fgANYQ

Activity Ideas:

Using your knowledge of numbers, write out the French and English vocab on separate cards. You can then play snap, or memory match-up.

Using other French words that you know, draw some images with the French numbers. E.G vingt-huit pommes

Other Activities for the Week

Use the following link to practise your times tables. https://ttrockstars.com

Try watching Newsround each day
.https://www.bbc.co.uk/newsround/news/watch_newsround

Can you write a list of top tips for the week linked to some of our mathematics learning? Remember to include key vocabulary.

Sing-up at Home
http://www.singup.org/singupathome This link should take you to a page with a bank of songs which all children can access. Scroll down to access playlists.
Isle of Tune
https://isleoftune.com/ Create your own music by making roads and repeated rhythms!

Remember to read for Buster's Book Club every Wednesday. Here are the reading targets that you should aim for!

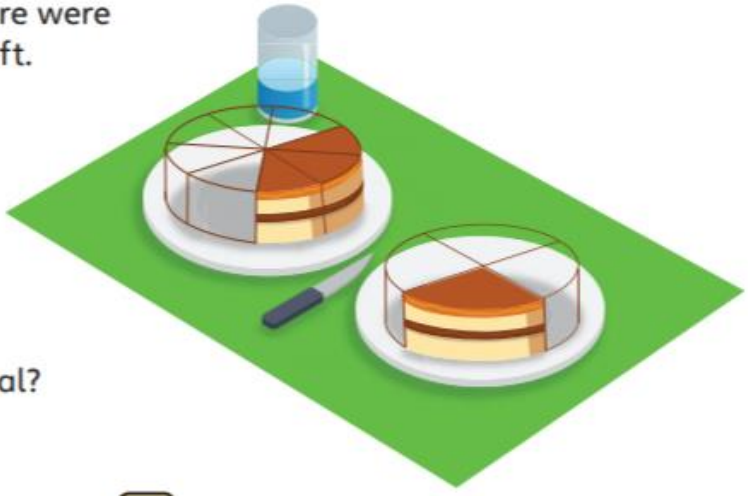
Years R and 1 - Aim for at least 10 mins of reading (sharing a book with a grown up)
Years 2 and 3 – Aim for 15 minutes of reading with an adult.
Years 4, 5 and 6 - Aim for 20 minutes of reading (with an adult or independently).

Try to read at least 20 minutes - three times a week!

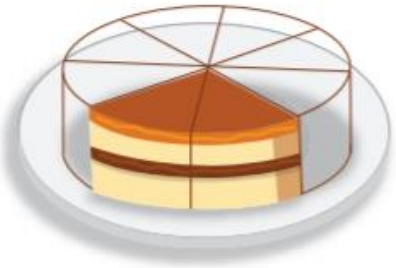
The PE Team and the Music Department are always uploading videos to the Garlinge Primary School Youtube site. Have a look at what this week's personal challenge is.
https://www.youtube.com/channel/UCTpC1PIeUTth2XOcddK16Ug
There will also be a Moment of Mindfulness each Monday to help you relax.

Monday's Maths

1 At the start of the party there were two cakes. Here is what is left.



How much cake is left in total?



$\frac{1}{4} = \frac{\square}{8}$

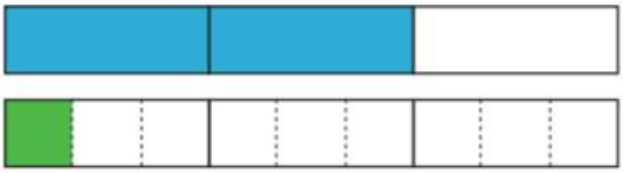
$\frac{1}{4} + \frac{3}{8} = \frac{\square}{8} + \frac{3}{8} = \frac{\square}{8}$

There is $\frac{\square}{8}$ cake left in total.

2 Use the fraction strips to work out $\frac{2}{3} + \frac{1}{9}$.

$\frac{2}{3} = \frac{\square}{9}$

$\frac{2}{3} + \frac{1}{9} = \frac{\square}{9} + \frac{\square}{9} = \frac{\square}{9}$



Add and subtract fractions worksheet 1 answers:

1.: $\frac{1}{4} = \frac{2}{8}$

$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

There is $\frac{5}{8}$ of a cake left in total.

2.: $\frac{2}{3} = \frac{6}{9}$

$\frac{2}{3} + \frac{1}{9} = \frac{6}{9} + \frac{1}{9} = \frac{7}{9}$

3.a): $\frac{1}{8} + \frac{3}{4} = \frac{7}{8}$

3.b): $\frac{7}{8} - \frac{1}{2} = \frac{3}{8}$

$\frac{4}{15} + \frac{1}{5} = \frac{7}{15}$

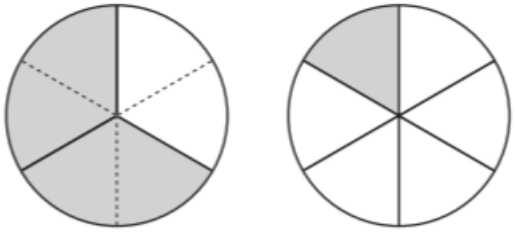
$\frac{5}{6} - \frac{7}{12} = \frac{3}{12} = \frac{1}{4}$

Work out the following calculations.

a) $\frac{2}{3} + \frac{1}{6}$

$\frac{2}{3}$ is equivalent to $\frac{\square}{6}$

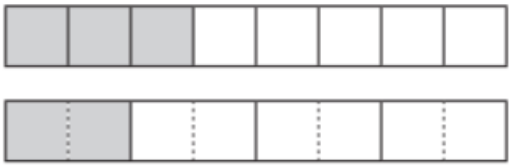
$\frac{2}{3} + \frac{1}{6} = \frac{\square}{6} + \frac{1}{6} = \frac{\square}{6}$



b) $\frac{3}{8} + \frac{1}{4}$

$\frac{1}{4} = \frac{\square}{8}$

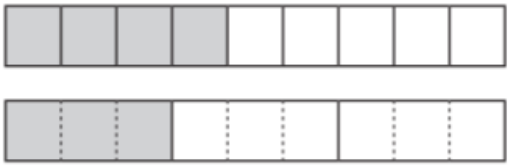
$\frac{3}{8} + \frac{1}{4} = \frac{3}{8} + \frac{\square}{8} = \frac{\square}{8}$



c) $\frac{4}{9} - \frac{1}{3}$

$\frac{1}{3} = \frac{\square}{9}$

$\frac{4}{9} - \frac{1}{3} = \frac{4}{9} - \frac{\square}{9} = \frac{\square}{9}$



Add and subtract fractions worksheet 2 answers:

1.a): $\frac{2}{3}$ is equivalent to $\frac{4}{6}$

$\frac{2}{3} + \frac{1}{6} = \frac{4}{6} + \frac{1}{6} = \frac{5}{6}$

1.b): $\frac{1}{4} = \frac{2}{8}$

$\frac{3}{8} + \frac{1}{4} = \frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

1.c): $\frac{1}{3} = \frac{3}{9}$

$\frac{4}{9} - \frac{1}{3} = \frac{4}{9} - \frac{3}{9} = \frac{1}{9}$

Challenge

Play Guardians: Defenders of Mathematica to learn more and sharpen your skills on this topic.

Monday's English

Robins

Recently voted Britain's national bird, robins are for many people the epitome of winter. They are regularly used as a symbol for Christmas and all things festive. Robins are a common breeding bird but in winter the resident population is joined by European migrants.

Which Countries Do They Live In?

Robins can be found in most countries all over Europe, although they do not live on the Mediterranean coast or in northern Scandinavia.

They can also be found in some parts of northern Africa, central Russia, the Azores and the Canary Islands.

Where Are Their Habitats?

Robins live in gardens, parks, woodlands and hedgerows.

They are known for how tame they can be and can often be seen feeding on bird tables during winter months.

Appearance

Robins have a red/orange face and breast, which has a grey border around it. Their back and wings are brown but the rest

What Types of Foods Do They Eat?

Robins feast on berries, seeds, insects and worms.

Territories

Robins are very territorial and the male bird marks out his territory by singing loudly, particularly in springtime. Males can be seen fighting each other if their territories are threatened. These fights can be brutal and can result in death.

Robins Questions

1. Name two habitats for robins.

   1. _____

   2. _____

2. What is meant when the author states that robins are 'the epitome of winter'?

   _____

   _____

   _____

3. Tick the word closest in meaning to **migrants**.

   inhabitants ☐ locals ☐ visitors ☐ birds ☐

4. Which of these colours is not found on a robin's body?

white	☐	red	☐
brown	☐	grey	☐
black	☐	orange	☐

5. Find two things that male robins do to mark out their territories.

   1. _____

   2. _____

1. Name two habitats for robins.
   Accept any of the following:
   gardens, parks, woodlands, hedgerows.

2. What is meant when the author states that robins are 'the epitome of winter'?

   They are the perfect example/symbol of winter.

3. Tick the word closest in meaning to **migrants**.

   inhabitants ☐ locals ☐ **visitors** ☑ birds ☐

4. Which of these colours is not found on a robin's body?

white	☐	red	☐
brown	☐	grey	☐
black	☑	orange	☐

5. Find two things that male robins do to mark out their territories.

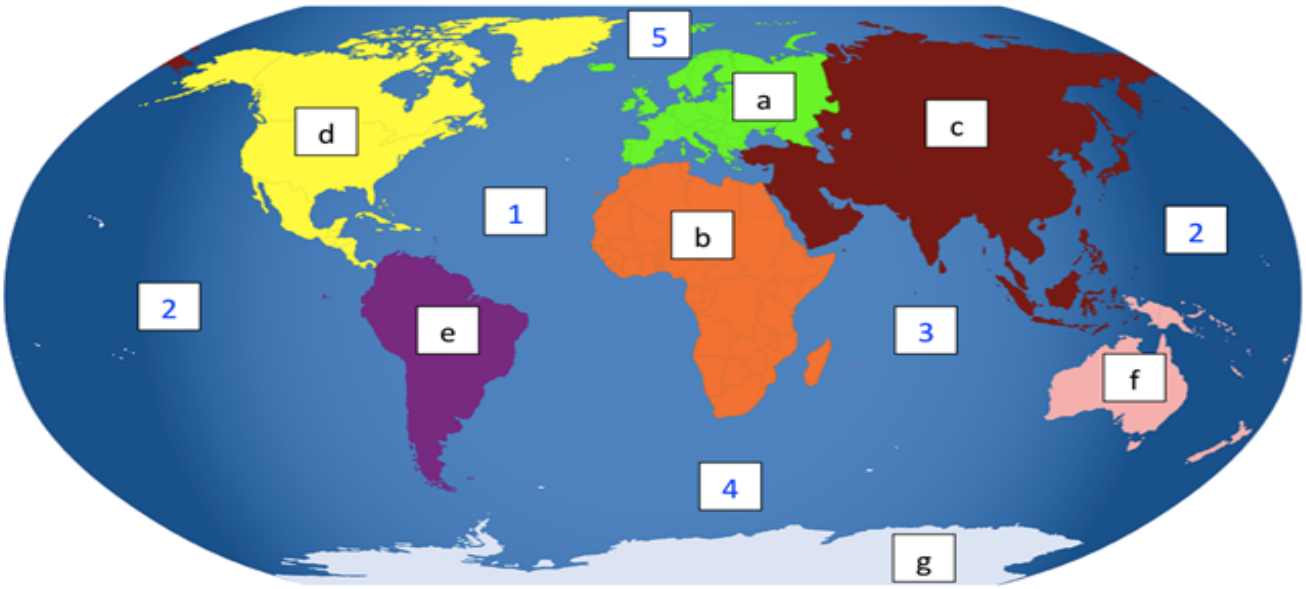
   1. **sing loudly**

   2. **fight each other if their territories are threatened**

6. a) Why do you think that robins are the UK's favourite bird?

Monday's Geography

LI: To identify the continents and oceans of the world.



Continents:

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

Oceans:

1) _____

2) _____

3) _____

4) _____

5) _____

Extension:

Look at an atlas to find out the answers.

a) Which continent is the UK in? _____

b) In which continent is Brazil? _____

c) Which continent is Egypt in? _____

https://kids.nationalgeographic.com/videos/destination-world/

EXTENSION : Create a fact-file about one of the continents that most interests you. Include the sub-headings: Population, Largest Country, Languages, Number of Countries, Famous People, Famous Landmarks, Other Interesting Facts. You could also include a map and some photographs. Use this web-site to help you:

Tuesday's Maths

1) $2\frac{5}{16} + 5\frac{1}{4} =$

2) $5\frac{10}{12} + 6\frac{1}{6} =$

3) $6\frac{3}{13} + 4\frac{2}{26} =$

4) $4\frac{3}{9} + 6\frac{2}{3} =$

5) $2\frac{6}{26} + 5\frac{3}{13} =$

6) $1\frac{1}{4} + 8\frac{3}{8} =$

7) $6\frac{5}{7} + 6\frac{1}{28} =$

8) $3\frac{1}{3} + 5\frac{3}{6} =$

9) $2\frac{6}{14} + 5\frac{5}{7} =$

Answers

1. 7 9/16 2. 12 3. 10 8/26 = 4/13 4. 11 5. 7 12/26 = 6/13

6. 9 5/8 7. 12 21/28 = 3/7 8. 8 5/6 9. 8 1/7

Challenge Can you create some of your own questions today?

Tuesday's English

Doctor Who: Arachnids in the UK

Amazing Arachnids

On their return to Sheffield, the Doctor and her companions discover that a new species of super-sized spider is on the loose in the city. With the help of scientist Jade McIntyre, the team investigate where these giant arachnids have come from and what has caused them to grow so big.

Spider Structure

Many people call spiders insects but they are mistaken. Spiders are arachnids. Some of the main differences between arachnids and insects include:

- arachnids have eight legs not six;
- arachnids do not have antennae but insects do;
- arachnids have only two body parts rather than three.

Most spiders have up to eight eyes (although they actually have quite poor eyesight). Spiders have a set of jaws with piercing fangs which they use to inject venom into their prey. A spider has up to six spinnerets which are used to make silk for their webs.

Spider Habitats

Spiders are found on every continent of the world except Antarctica. Most spiders are terrestrial – they choose to live low down or on the ground and usually in a quiet place where they are not disturbed. They live wherever they can catch their prey.

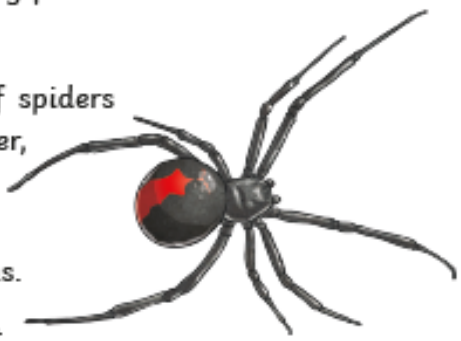
Spider Food

Spiders are carnivores. They hunt and catch their prey and most eat insects, such as flies, moths, ants and grasshoppers. However, some larger spiders, such as the goliath bird-eating spider, are known to catch and eat small lizards and birds.

Many species of spider catch their food in webs. These types of spider produce silk through spinnerets on their abdomen. This sticky silk is spun into a web shape by the spider to trap prey when they come into contact with it. Once trapped, the spider injects venom into the prey, which turns the insides of the insect into liquid for the spider to drink. A tasty protein shake!

Spider Studies

Scientists have found that only a handful of spiders are harmful to humans. The black widow spider, whose venom is 15 times stronger than that of a rattlesnake, has been known to cause illness or even death but it rarely bites humans.



Scientists study spiders to find out more about them and to research how spiders can help humans. Spider silk has been found to be tougher than steel or Kevlar (a super-strong plastic used to make bulletproof vests).

Spider Statistics

The largest known type of spider is called the goliath bird-eating spider. It can have a body length of up to 12 centimetres.

The smallest spider in the world, the patu digua, has a body length of 0.37 millimetres.

Did You Know?

- A fear of spiders is called arachnophobia.

- Some orb-weaving spiders (spiders that weave circular webs) rebuild their web every night, often producing up to 20 metres of silk!

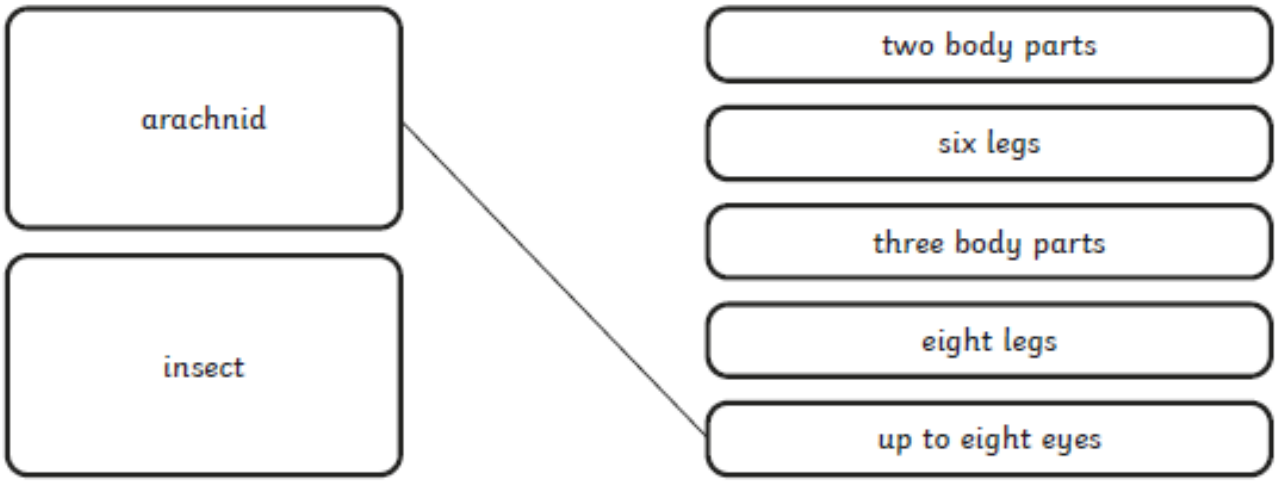
- Cobwebs (old, abandoned spiderwebs) have been used in the past to stop bleeding and help heal wounds.

Questions

1. What is another term for spiders? Tick **one**.

   - ○ insects
   - ○ arachnids
   - ○ reptiles

2. Draw lines to match each feature to the correct animal group. One has been done for you.



3. What do spiders use to produce silk? Tick **one**.

   - ○ fangs
   - ○ legs
   - ○ spinnerets

4. What has spiderweb been found to be tougher than? Tick **two**.

   - ○ Kevlar
   - ○ diamond
   - ○ steel

5. **Find** and **copy** one word in the text that means that spiders like to live on or close to the ground.

   _____

6. Why do you think the writer has included information about the smallest and the largest spider in the world?

   _____

   _____

7. The writer has used alliteration in the title 'Amazing Arachnids'. Can you find another example of alliteration in the text?

_____

8. Do you think that the writer of this text likes or dislikes spiders? Give evidence from the text to support your answer.

_____

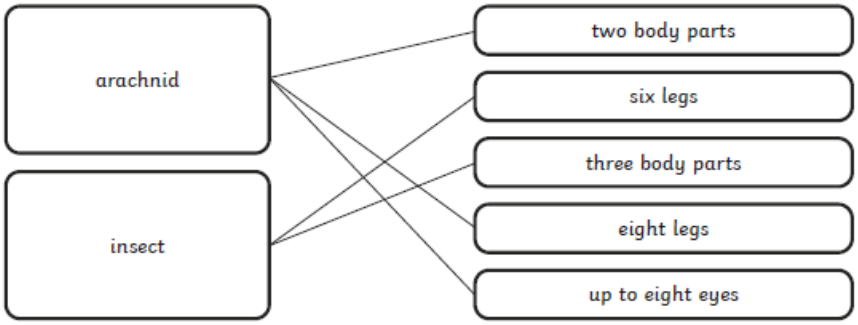
_____

Answers

1. What is another term for spiders? Tick **one**.

   ○ insects
   ⊘ **arachnids**
   ○ reptiles

2. Draw lines to match each feature to the correct animal group. One has been done for you.



3. What do spiders use to produce silk? Tick **one**.

   ○ fangs
   ○ legs
   ⊘ **spinnerets**

4. What has spiderweb been found to be tougher than? Tick **two**.

   ⊘ **Kevlar**
   ○ diamond
   ⊘ **steel**

5. **Find** and **copy** one word in the text that means that spiders like to live on or close to the ground.
   terrestrial

6. Why do you think the writer has included information about the smallest and the largest spider in the world?
   To show the incredible difference in size between different species of spiders.

7. The writer has used alliteration in the title 'Amazing Arachnids'. Can you find another example of alliteration in the text?
   Accept any examples of alliteration, such as:

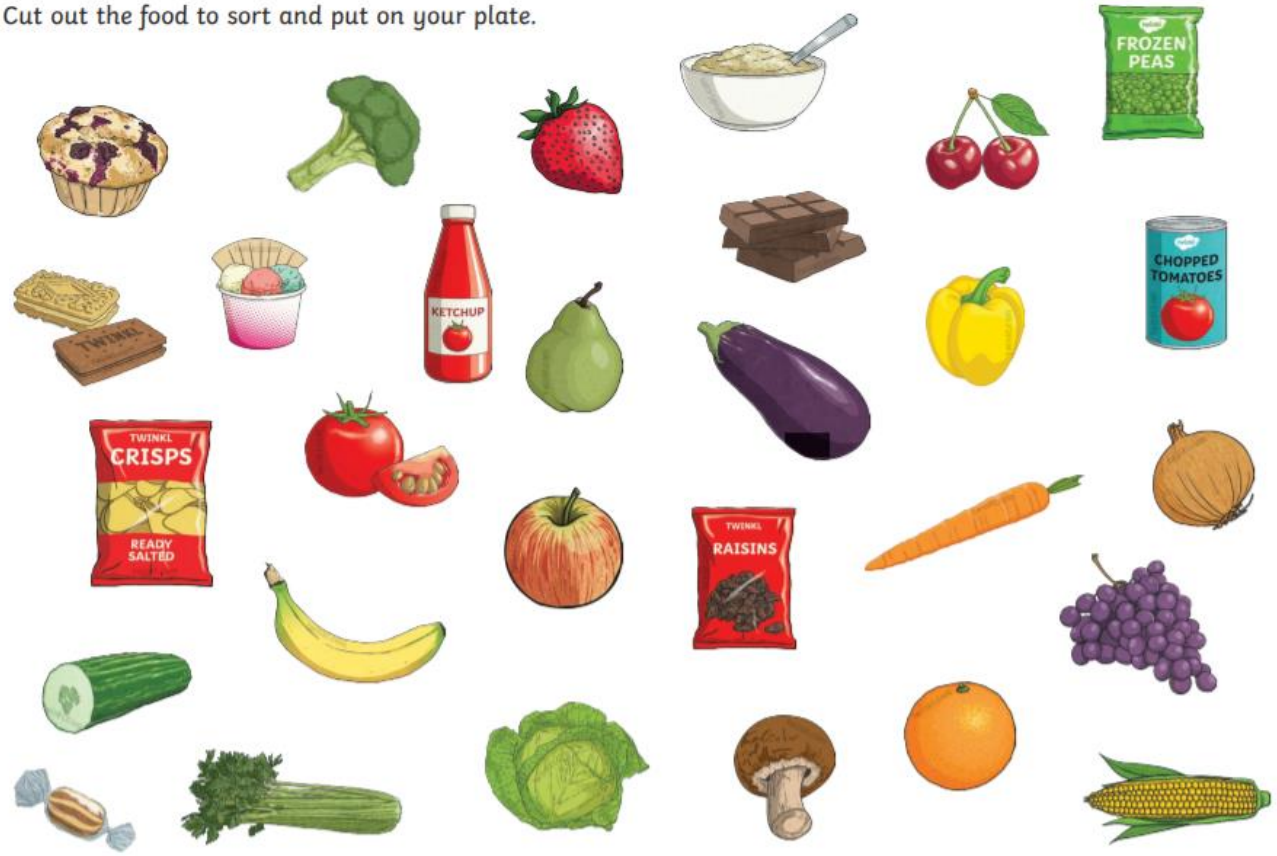
   - **super-sized spiders**
   - **spider studies**
   - **spider statistics**

8. Do you think that the writer of this text likes or dislikes spiders? Give evidence from the text to support your answer.
   Answers may vary. The writer has used the title 'Amazing Arachnids'. They try to show that spiders are really interesting and nothing to be afraid of. The writer talks about good things spiders do, such as eat insects that eat crops.

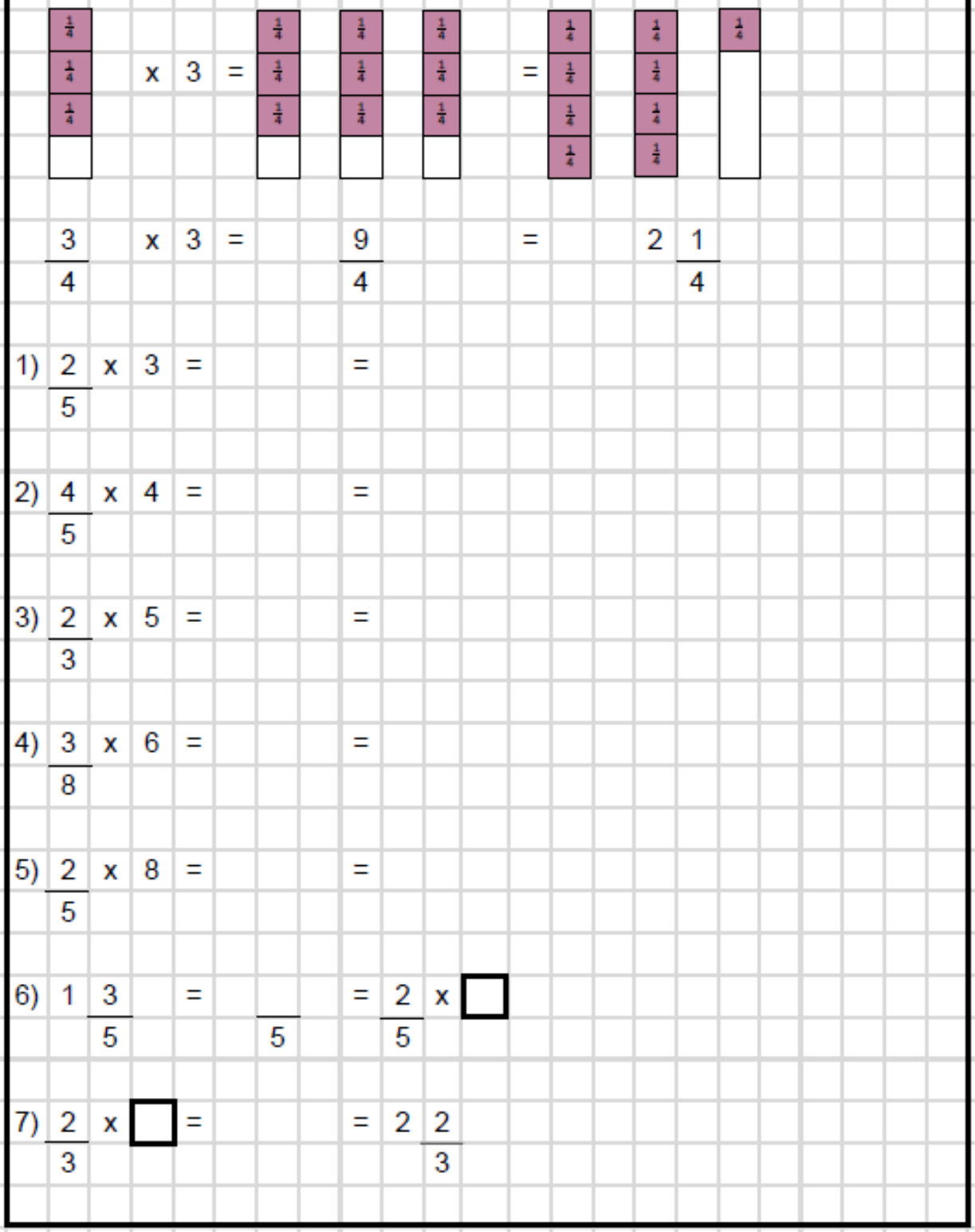
Tuesday's Design Technology/Science

Healthy Eating Meal

Cut out the food to sort and put on your plate.



Wednesday's Maths



Answers

1) 6/5 = 1 1/5 2) 16/5 = 3 1/5 3) 6/5 = 1 1/5 4) 18/8 = 2 2/8 (=2 1/4) 5)16/5 = 3 1/5 6) 1 3/5 = 8/5 = 2/5 x 4 7) 2/3 x 4 = 8/3 = 2 2/3

Challenge

Play Guardians: Defenders of Mathematica to learn more and sharpen your skills on this topic.

Wednesday's English – Planning a balanced argument for bringing mobile phones to school

Discussions or Balanced Arguments

Purpose: to present arguments and information from differing viewpoints

Examples

-Should school children wear a uniform?

-Should dogs be kept on a lead in public places?

Structure

-Usually starts with a question

-Opening statement introducing the issue

-Arguments for/against

-Conclusion

Language Features

-Present tense

-Conjunctions

-Third person

-Impersonal voice

-Formal tone

-Technical vocabulary

Causal/Contrasting Conjunctions and Adverbials

Use some of these useful words and phrases to help write your argument.

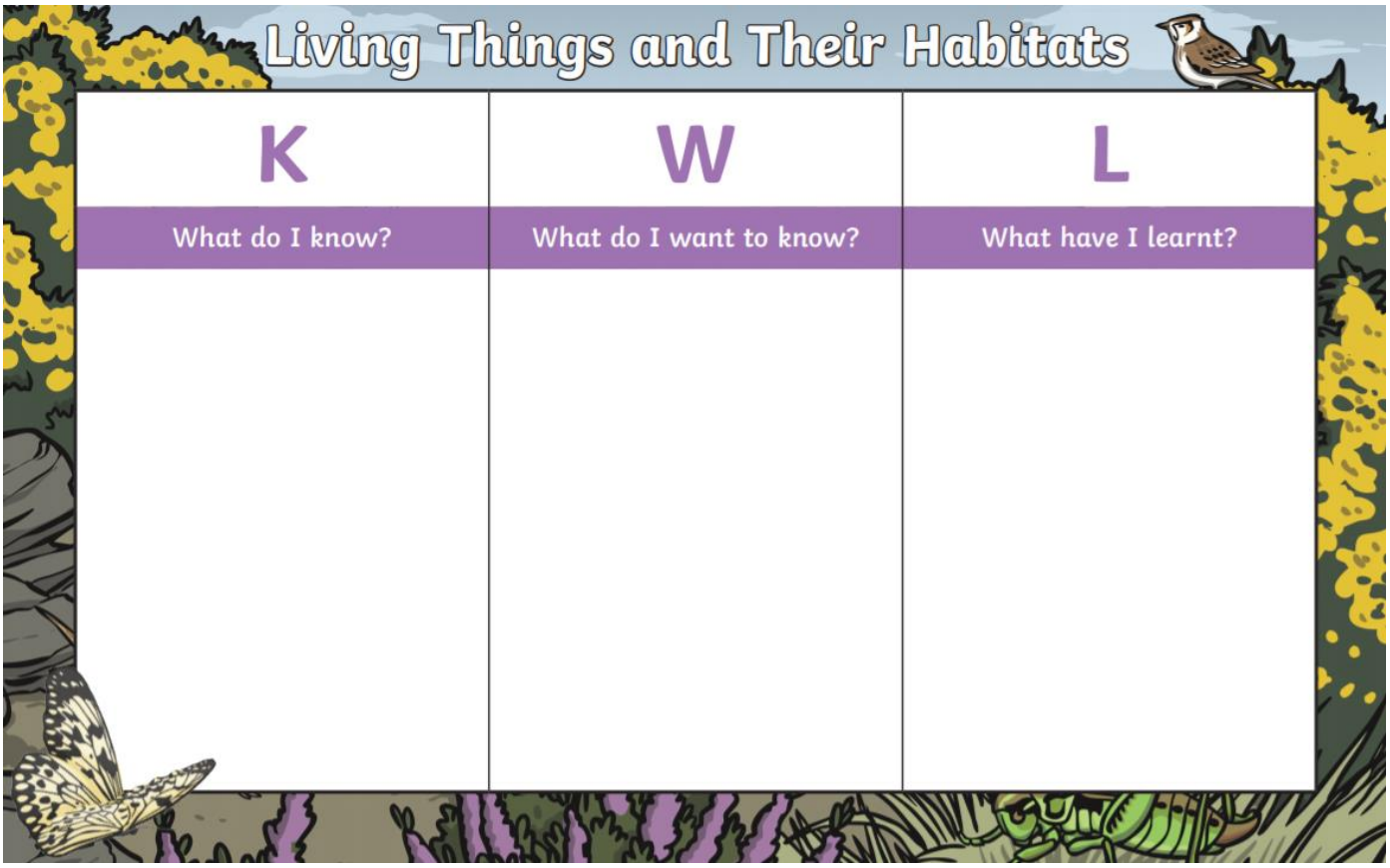
Firstly	Secondly	On the one hand	As a result
Because	Consequently	Due to	For this reason
Hence	Thus	In consequence	Nevertheless
In conclusion	In order to	In this way	Otherwise
An outcome of	Since	So that	Subsequently
Therefore	Accordingly	Although	Many people
Some people	Though	Even though	While
On the other hand	However	On the flip side	Despite this
Otherwise	Nonetheless	On balance	

For and Against Planning sheet

	For	**Against**
Point 1		
Point 2		
Point 3		
Supporting Evidence		

Wednesday's Science

Living Things and Their Habitats		
classification	reptile	consumer
habitat	species	herbivore
characteristics	bird	adaptation
vertebrate	mammal	manifest
invertebrate	scales	prey
animal	feathers	omnivore
plant	flowering	environment
micro-organism	fish	carnivore
amphibian	produce	insect



Thursday's Maths

Learn and revise

Make sure you know the difference between **multiples** and **factors**.

Multiples

Multiples of any number can be divided exactly by that number. For example:

- 8, 12, 16, 20 and 24 are all multiples of 4.
- 12, 18, 24, 30 and 36 are all multiples of 6.

12 and 24 are **common multiples** of 4 and 6.

The **lowest common multiple** (LCM) of 4 and 6 is 12.

Factors

Factors are whole numbers that will divide exactly into other whole numbers. For example:

- The factors of 32 are (1, 32), (2, 16), (4, 8).
- The factors of 18 are (1, 18), (2, 9), (3, 6).

Numbers which are factors of two or more numbers are called **common factors**.

The common factors of 18 and 32 are 1 and 2.

The **highest common factor** (HCF) of 18 and 32 is 2.

Practice activities

1. Find all the common multiples up to 99 for each pair of numbers.

a) 3 and 5 _____

b) 6 and 10 _____

c) 4 and 9 _____

d) 2 and 5 _____

2. Write the lowest common multiple for each pair of numbers in practice activity 1.

a) ____ **b)** ____

c) ____ **d)** ____

3. What is the lowest common multiple for each of these?

a) 6 and 8 ____ **b)** 9 and 5 ____

c) 2, 3 and 5 ____ **d)** 4, 9 and 6 ____

e) 6, 4 and 5 ____ **f)** 8, 3 and 2 ____

4. Write the factors of these numbers in pairs.

a) 48 _____

b) 27 _____

c) 45 _____

d) 36 _____

e) 30 _____

f) 42 _____

5. Look at your answers for practice activity 4. Use them to help you find the **common factors** for each of these.

a) Common factors of 30 and 42 _____

b) Common factors of 27 and 45 _____

c) Common factors of 36 and 42 _____

d) Common factors of 42 and 48 _____

e) Common factors of 30 and 45 _____

f) Common factors of 27, 36 and 45 _____

g) Common factors of 36, 42 and 48 _____

Now circle the **highest common factor** in each of your answers.

Thursday's Maths Answers

Pages 20–21

1. **a)** 15, 30, 45, 60, 75, 90
b) 30, 60, 90
c) 36, 72
d) 10, 20, 30, 40, 50, 60, 70, 80, 90

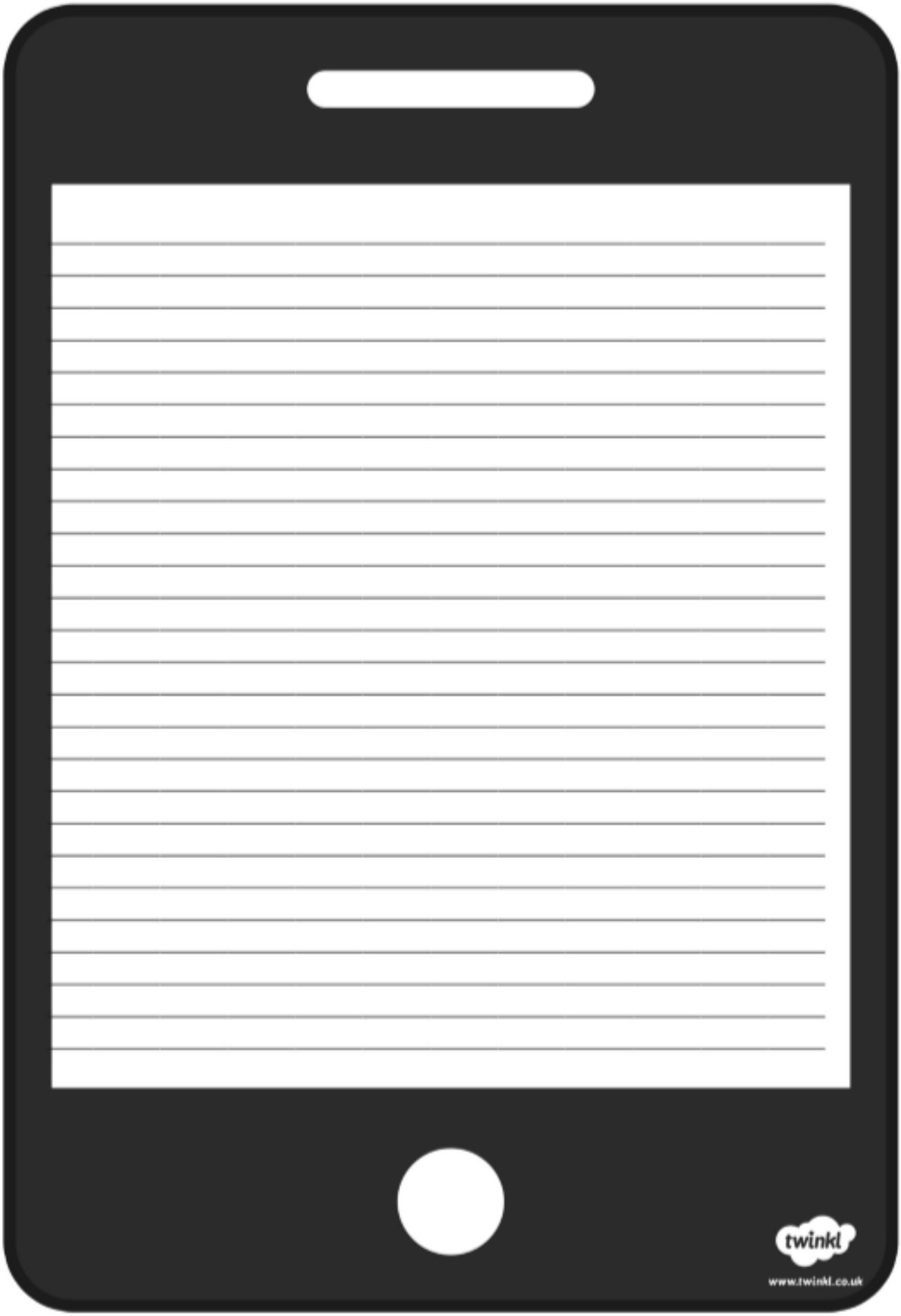
2. **a)** 15 **b)** 30
c) 36 **d)** 10

3. **a)** 24 **b)** 45
c) 30 **d)** 36
e) 60 **f)** 24

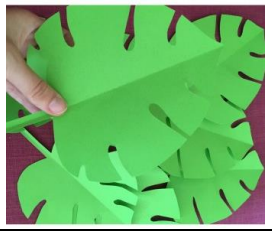
4. **a)** (1, 48) (2, 24) (3, 16) (4, 12) (6, 8)
b) (1, 27) (3, 9)
c) (1, 45) (3, 15) (5, 9)
d) (1, 36) (2, 18) (3, 12) (4, 9) (6, 6)
e) (1, 30) (2, 15) (3, 10) (5, 6)
f) (1, 42) (2, 21) (3, 14) (6, 7)

5. **a)** 1, 2, 3, ⑥ **b)** 1, 3, ⑨
c) 1, 2, 3, ⑥ **d)** 1, 2, 3, ⑥
e) 1, 3, 5, ⑮ **f)** 1, 3, ⑨
g) 1, 2, 3, ⑥

Thursday's English



Thursday's RE

1) 	2) 	3) 	4) 
5) 	6) 	7) 	8) 

Friday's Maths

1 $2 + 1 \times 3 =$	2 $(2 + 1) \times 3 =$
3 $5 \times 4 + 3 =$	4 $5 \times (4 + 3) =$
5 $6 + 9 \div 3 =$	6 $(6 + 9) \div 3 =$
7 $8 \times 3 + 3 =$	8 $8 \times (3 + 3) =$

Write the correct sign >, < or = in each of the following.

1 $(4 + 2) \times 3$ ☐ $4 + 2 \times 3$	2 $5 \times 6 + 2$ ☐ $5 \times (6 + 2)$
3 $(5 + 7) \times 3$ ☐ $4 + 4 \times 8$	4 $32 \div 4 + 9$ ☐ $5 \times (9 \div 3)$
5 $7 + 3 \times 3$ ☐ $4 + 4 \times 3$	6 $60 \div 3 + 5$ ☐ $5 \times (2 + 3)$

Add brackets to make each calculation correct.

1 $2 + 3 \times 3 = 15$	2 $6 \times 3 + 5 = 48$
3 $9 \times 3 + 2 = 15 \times 3$	4 $20 \div 4 + 1 = 100 \div 25$
5 $3 + 2 \times 4 = 3 + 1 \times 5$	6 $8 \times 5 + 5 = 3 + 6 \times 5$

Answers

Answers:

Section A - 1) 5 2) 9 3) 23 4) 35 5) 9 6) 5 7) 27 8) 48

Section B - 1) > 2) < 3) = 4) > 5) = 6) =

Section C -

1) (2+3) x 3 = 15

2) 6 x (3 + 5) = 48

3) 9 x (3 + 2) = 15 x 3

4) 20 ÷ (4 + 1) = 100 ÷ 25

5) (3 + 2) x 4 = (3 + 1) x 5)

6) 8 x 5 + 5 = (3 + 6) x 5

(here 8 x 5 does not need brackets, although they can be used)

Challenge

Can you create some of your own questions and calculate in the correct order?

For example - 15 + 9 x 3 =

Friday English

Daily News

Environment | World News | 11th January 2021

Mount Everest Grows by 1 Metre

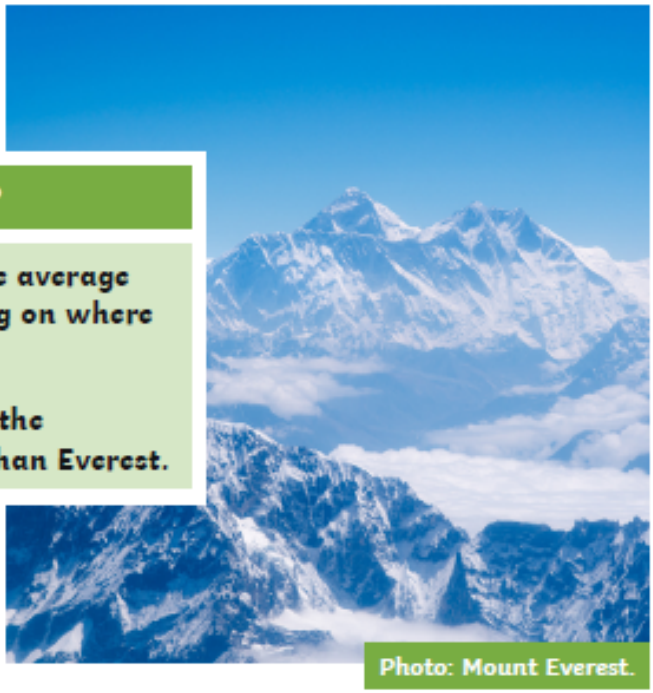


Photo: Mount Everest.

Why is Mount Everest not the tallest mountain?

- **Mount Everest has the highest peak above the average sea level. However, others are taller depending on where you start and stop measuring.**
- **For example, if you measure from the base of the seafloor, Mauna Kea is over 4000 feet taller than Everest.**

If you thought Mount Everest, commonly thought as the world's highest mountain, was already pretty tall, you would be right. But, now it is officially even higher!

Mount Everest lies in the mountain range of the Himalayas on the border of two countries, China and Nepal. Even though both countries recognise it as the highest mountain, they had different recorded heights for the mountain. They have now come to an agreed height of 8,848.86m.

The disagreement came from how the two countries measured the height of the mountain. Back in 1954, an Indian survey included the snowcap on top. This snow stays year-round and made Everest 8,848m tall. This measurement was used by Nepal.

The Chinese on the other hand did their own survey in 2005. They measured the height without the snow as 8,844.43m. Just short of the previous measurement.

The countries decided to remeasure the height of Everest. One of the reasons they decided to do this was because of an earthquake back in 2015. Some geologists thought that this might have affected the height because of the shift on the snowcap. Also, some nearby peaks had shrunk by about 1m around the same time.

This was the first time the Nepalese had measured the mountain by themselves. They had to train for two whole years to take on the mission.

The team had to ascend the mountain to find its height. The team, led by Khimlal Gautum, climbed the mountain in spring. They reached the top in the pitch black at 3 a.m.

Khimlal Gautam planted a GPS device which hooked up to satellites which gave the height. A laser also recorded how far down the snow went before hitting the rock. It was so cold that Gautam lost a toe on the mission due to frostbite!

Once the Nepal team had finished, a Chinese team did their own measurements to confirm the findings. They then released a joint statement saying that Everest is now officially higher than before.

Glossary

mountain range	A series of mountains joined by high ground.
snowcap	A layer of snow on top of a mountain.
geologists	Scientists who study the earth.
frostbite	Damage to the skin that happens at freezing temperatures.

Questions

1. Which two countries does Everest border?

   1. _____
   2. _____

2. Why had there been two different heights for Everest before?

3. How do you think the Nepal team felt when they came to a new agreed height.

4. Tick to show whether the statement is true or false according to the article.

	True	False
China's old measure for Everest was higher than Nepal's.		
The Nepal team climbed the peak in the dark.		
The Nepal team trained for two years.		
Mount Everest has shrunk.		

5. In the sentence: **The team had to ascend the mountain to find its height,** what is meant by the word 'ascend'? **(Tick one)**

   - ☐ Climb up
   - ☐ Cimb down
   - ☐ Measure
   - ☐ Stay put

6. Summarise the key information in the article in 15 words or fewer.

Answers

1. Which two countries does Everest border?
   China and Nepal

2. Why had there been two different heights for Everest before?
   Accept any answer which suggests that Nepal and China had two different measurements because Nepal counted the snowcap and China did not, e.g. China did not measure the snow on top as the mountains height but Nepal did.

3. How do you think the Nepal team felt when they came to a new agreed height.
   Accept any answer which suggests they would have been happy because they spent a long time training for the mission, e.g. I think the team would have been excited because they trained hard and were able to find an agreement about a new height.

4. Tick to show whether the statement is true or false according to the article.

	True	False
China's old measure for Everest was higher than Nepal's.		✓
The Nepal team climbed the peak in the dark.	✓	
The Nepal team trained for two years.	✓	
Mount Everest has shrunk.		✓

5. In the sentence: **The team had to ascend the mountain to find its height,** what is meant by the word 'ascend'?

   - ◉ **Climb up**
   - ○ Cimb down
   - ○ Measure
   - ○ Stay put

6. Summarise the key information in the article in 15 words or fewer.
   Accept any answer which summarises the information in 15 words or fewer, e.g. China and Nepal have agreed a new height for Everest which is higher than before.

Friday's French

un = 1
deux = 2
trois = 3
quatre = 4
cinq = 5
six = 6
sept = 7
huit = 8
neuf = 9
dix = 10
onze = 11
douze = 12
treize = 13
quatorze = 14
quinze = 15
seize = 16
dix-sept = 17
dix-huit = 18
dix-neuf = 19
vingt = 20
vingt et un = 21
vingt-deux = 22
vingt-trois = 23
vingt-quatre = 24
vingt-cinq = 25
vingt-six = 26
vingt-sept = 27
vingt-huit = 28
vingt-neuf = 29
trente = 30
trente et un = 31