

# YEAR 6 WEEKLY LEARNING MAT 9

## MATHS ZONE

Keep your times table knowledge in check!  
Collect points on Maths shed  
<https://www.mathshed.com/en-gb>

Have a go at Stone Age Stu! See what level you can reach.  
<https://mathsframe.co.uk/en/resources/resource/544/Stone-Age-Stu-Times-Tables>



Summer Term - Week 5 (w/c 18th May)  
<https://whiterosemaths.com/homelearning/year-6/>

Lesson 4 - Decimals as fractions

Summer Term - Week 6 (w/c 1st June)  
Lesson 1 - Fractions to percentages

Lesson 2 - Equivalent FDP

Worksheets attached below the learning mat.

Pavel buys a T-shirt for £4.50, a skirt for £7.99 and a pair of shorts. He pays for the items with a £20 note and gets the following coins as change.

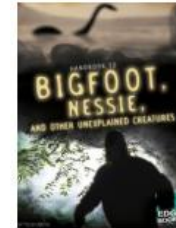


How much were the shorts?  
Can you write a similar question to this and test someone else's knowledge?

## ENGLISH ZONE

[https://readon.myon.co.uk/reader/index.html?a=pnhb\\_bigf\\_f16](https://readon.myon.co.uk/reader/index.html?a=pnhb_bigf_f16)

**Author Intent:** The author finishes the first page with a question, 'but are they real? And if so are they dangerous?' why has the author done this? And what impact does it have on the reader?



**Literal:** What are 'Cryptids'? Read page 6 – Literal: In what countries was Bigfoot first spotted?

**Inference:** On page 6 witnesses describe Bigfoot, how do you think they may have felt when they saw it and why? Use evidence from the text to support your answer.

Using a creature from the book can you continue one of the stories?

You're hiking in the woods. A twig snaps nearby. You turn to see a figure darting between the trees. What was it?

Or

You're in a car riding down a dark road. Suddenly a birdlike creature with glowing red eyes swoops down. You and the monster are face-to-face

News report

A creature has been spotted in a location near you! Can you choose a monster from the book and make a news report explaining what people saw?

Can you put together a video presenting your story and include footage of the monster? how they reacted?



## TOPIC ZONE

Try the BBC Y6 daily lessons  
<https://www.bbc.co.uk/bitesize/dailylessons>

**Bitesize**

Try Oak National Academy lessons  
<https://www.thenational.academy/online-classroom>



Learn all about circuit symbols in electricity.

<https://www.andythelwell.com/blobz/guide.html>

Can you learn the symbols for each electric component?

Could you make a poster / matching pair game to try and learn them?

**What is it like in a court room?**

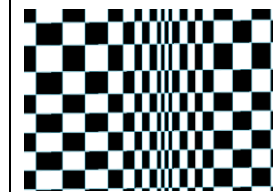
<https://www.nationaltrust.org.au/educationprograms/3d-interactive-court-room/>



Explore the different roles within the room? What is its layout like?

Click the characters into hear what they have to say and read about their roles.

Can you make an optical illusion?



Can you research and find any others to try?  
<https://www.tate.org.uk/kids/expl/ore/what-is/op-art>

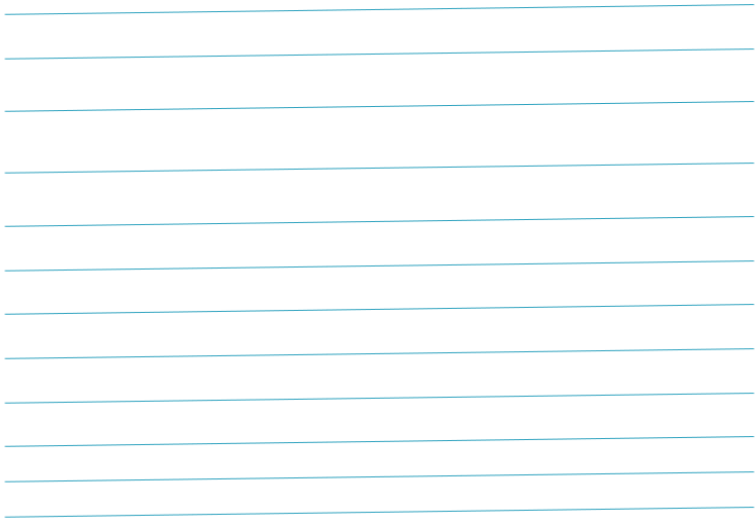
Follow instructions below the mat

Can you share your learning on your class page

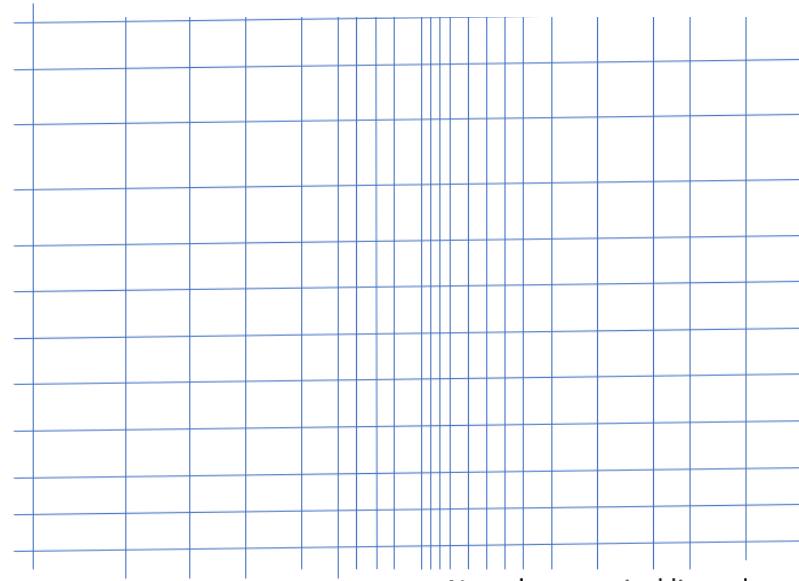


Keep your eye on the school blog for more fun activities to keep you busy!

Step 1



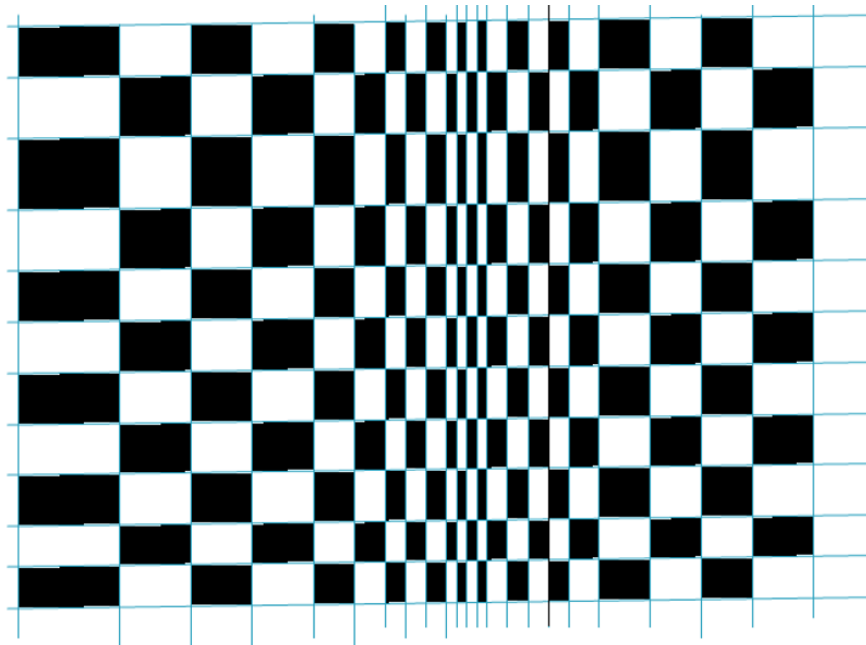
Step 2



Draw a set of parallel lines down the centre of your page.

Now draw vertical lines through the lines. Make the lines get gradually closer towards the centre then gradually increase the spacing towards the other side.

Step 3



Neatly colour squares alternately in black.

closed  
switch



buzzer



cell



wire



battery



voltmeter



ammeter



open  
switch



motor



bulb



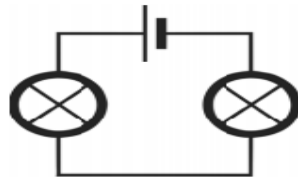
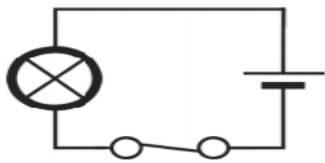
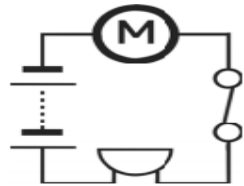
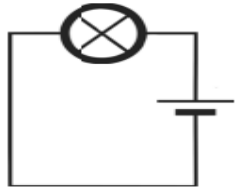
bulb



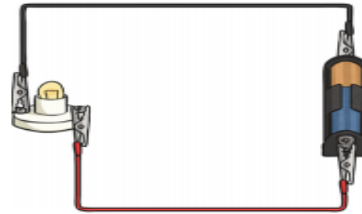
resistor



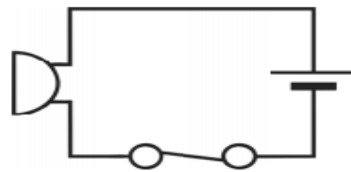
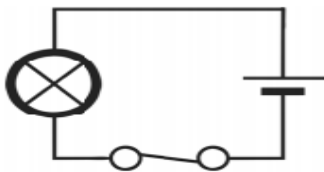
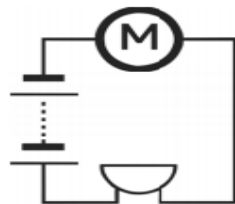
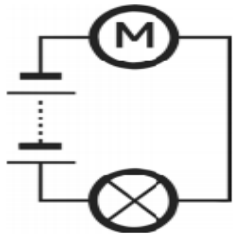
Look at the circuits below and label each part.



Draw the following circuit using the scientific circuit symbols.



Look at the circuits below and label each part.



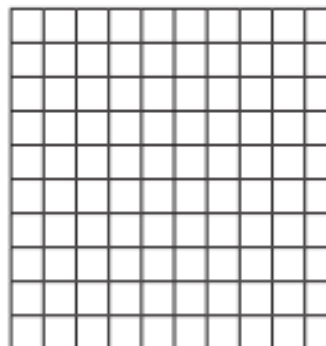
Draw the following circuit using the scientific circuit symbols.

1. Circuit should contain: a bulb, a cell, and an open switch.
2. Circuit should contain: a battery and two motors.
3. Circuit should contain: a buzzer, two batteries, and a closed switch.

# Decimals as fractions

2

a) Shade 0.17 of the hundred square.



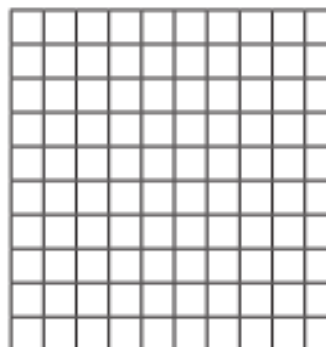
Complete the sentence.

parts out of  are shaded.

Write 0.17 as a fraction.

0.17 =

b) Shade 0.2 of the hundred square.



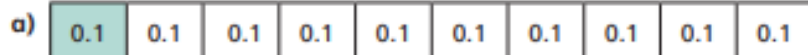
Complete the sentence.

parts out of  are shaded.

Write 0.2 as a fraction in its simplest form.

0.2 =

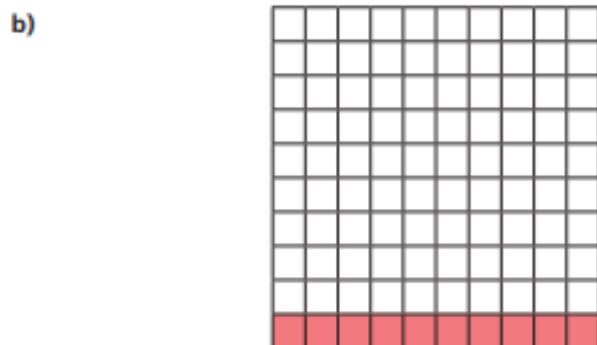
1 Complete the sentences.



The whole has been divided into  equal parts.

Each part is worth

This is equivalent to



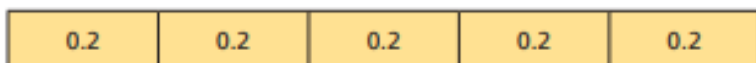
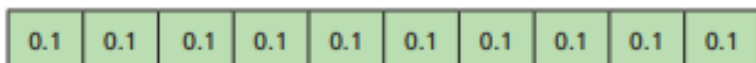
The whole has been divided into  equal parts.

Each part is worth

parts out of  are shaded.

This is equivalent to

3



Use the bar models to fill in the missing numbers.

$$0.2 = \frac{\square}{10} = \frac{1}{\square}$$

$$0.4 = \frac{\square}{10} = \frac{2}{\square}$$

$$\square = \frac{\square}{10} = \frac{4}{5}$$

4

Fill in the missing numbers.

a)  $0.54 = \frac{\square}{100} = \frac{\square}{50}$

b)  $0.6 = \frac{\square}{10} = \frac{\square}{5}$

c)  $0.3 = \frac{\square}{10} = \frac{\square}{100}$

d)  $\square = \frac{9}{100}$

e)  $\square = \frac{9}{10}$

f)  $\frac{21}{50} = \frac{\square}{100} = \square$

5

Use the bar models to fill in the missing numbers.



6

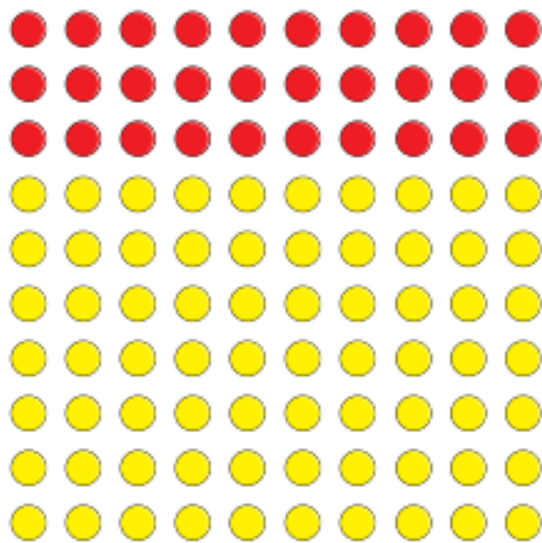


$0.3 = \frac{3}{10}$  so  $0.37 = \frac{37}{10}$

Draw a diagram to show that Ron is wrong.

# Fractions to percentages

1



a) What fraction of the array of counters is red?

b) What fraction of the array of counters is yellow?

c) What percentage of the array of counters is red?

 %

d) What percentage of the array of counters is yellow?

 %

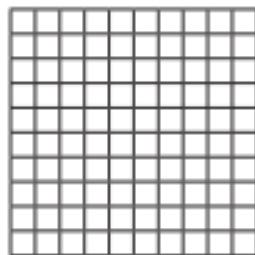
e) What do you notice about the two percentages?



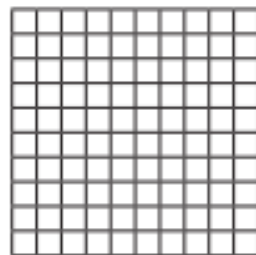
2

a) Shade the hundred squares to represent the fractions.

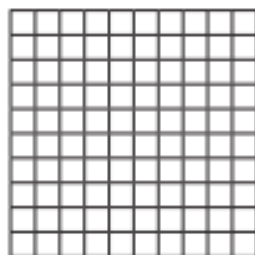
$$\frac{40}{100}$$



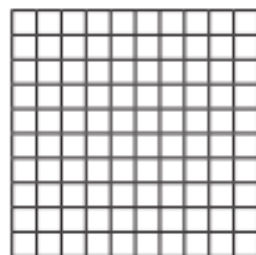
$$\frac{65}{100}$$



$$\frac{1}{2}$$



$$\frac{7}{10}$$



b) Write the fractions as percentages.

$$\frac{40}{100} = \boxed{\phantom{00}} \%$$

$$\frac{65}{100} = \boxed{\phantom{00}} \%$$

$$\frac{1}{2} = \boxed{\phantom{00}} \%$$

$$\frac{7}{10} = \boxed{\phantom{00}} \%$$

c) Compare your shaded grids with a partner's.

What is the same and what is different?



3 Fill in the missing numbers.

a)  $\frac{9}{10} = \frac{\square}{100} = \square\%$

c)  $\frac{9}{50} = \frac{\square}{100} = \square\%$

b)  $\frac{9}{20} = \frac{\square}{100} = \square\%$

d)  $\frac{9}{25} = \frac{\square}{100} = \square\%$

4



$\frac{1}{10}$  is 10%, so  $\frac{1}{20}$  must be 20%.

Explain the mistake that Ron has made.

What is the correct answer?

$\frac{1}{20} = \square\%$

5 Convert the fractions to percentages.

a)  $\frac{1}{4} = \square$

b)  $\frac{1}{5} = \square$

$\frac{1}{2} = \square$

$\frac{2}{5} = \square$

$\frac{3}{4} = \square$

$\frac{4}{5} = \square$

c)  $\frac{16}{20} = \square$

d)  $\frac{45}{50} = \square$

$\frac{8}{20} = \square$

$\frac{9}{10} = \square$

$\frac{4}{20} = \square$

$\frac{18}{20} = \square$

e) What do you notice?

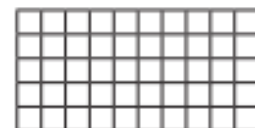
6 a) Shade the grid in the given proportions.

•  $\frac{3}{5}$  green

• 14% red

•  $\frac{4}{20}$  blue

• the rest yellow



b) What percentage of the grid is yellow?

$\square\%$

7 a) Use each digit card once to make the statements correct.



$\frac{\square}{\square} > \square\%$

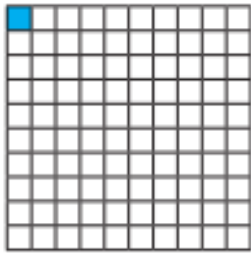
$75\% = \frac{\square}{4}$

$\frac{3}{\square} < 65\%$

b) Are there any other solutions?

# Equivalent FDP

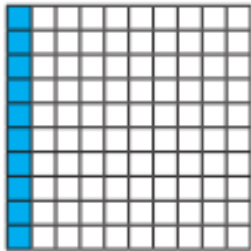
1 What fraction, decimal and percentage of each grid is shaded blue?



fraction =

decimal =

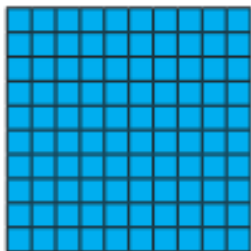
percentage =



fraction =

decimal =

percentage =



fraction =

decimal =

percentage =

2 Match the equivalent fractions, decimals and percentages.

$\frac{15}{100}$

0.05

5%

$\frac{1}{20}$

0.5

15%

$\frac{1}{5}$

0.2

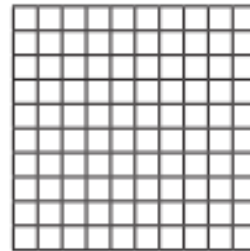
50%

$\frac{1}{2}$

0.15

20%

3 a) Shade the grid in the given proportions.



- $\frac{3}{10}$  green
- 0.03 red
- 13% blue
- 0.3 yellow

b) What proportion of the grid is unshaded?  
Write your answer as a fraction, decimal and percentage.

fraction =  decimal =  percentage =

- 4 Complete the table.

Fraction	Decimal	Percentage
	0.21	
		12%
$\frac{2}{10}$		
	0.4	
	0.44	
		4%
$\frac{3}{4}$		
	0.99	

- 5 Amir was asked to complete the statement using  $<$ ,  $>$  or  $=$ .

14%  $>$  0.4



14 is greater than 4

What mistake has Amir made?

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- 6 Match the decimal cards to the people.



My decimal is  $\frac{4}{10}$  less than 100%.

0.65



My decimal cannot be simplified when it is written as a fraction.

0.57



My decimal is 10% less than  $\frac{3}{4}$

0.61



My decimal is greater than 60%.

0.6

- 7 Use the digit cards to write a decimal greater than  $\frac{1}{5}$  but less than 40%.

You may not use a card more than once in each number.



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How many other answers can you find?