Shotton Hall Primary School
Working together to
S H I N E
Successful, **H**appy, **I**nspired and **N**urtured towards **E**xcellence

Maths – Before our school closure, we had completed a huge unit on Fractions. Today, I am giving you a fractions quiz. If there's anything you're unsure of remember, you have your revision guide to support you or we're on the other end of the phone. Some of these questions are very challenging – don't worry if you struggle – all we ask is that you try your best! ☺
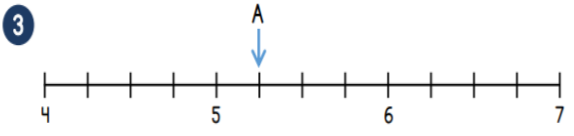
Year 6
Fractions (+ and −) 🅐

White Rose Maths

Name _____

① Use the fraction bars to simplify the fractions.

$$\frac{6}{9} = \qquad 5\frac{3}{6} =$$

② Max says $\frac{30}{50}$ in its simplest form is $\frac{15}{25}$

Is Max correct?

Yes   No

Explain your answer.

1 mark

2 marks

③

A

4   5   6   7

What number is the arrow pointing to?

_____   *1 mark*

Draw an arrow to the number that is $\frac{3}{4}$ less than A.

1 mark

What number is $1\frac{1}{2}$ greater than A?

_____   *1 mark*

④ Tick the statements that are true.

$\frac{3}{5}$ is greater than $\frac{3}{7}$ ☐ $1\frac{3}{8}$ is less than $\frac{7}{8}$ ☐

$\frac{2}{8}$ is equal to $\frac{5}{20}$ ☐ $2\frac{1}{4}$ is greater than $\frac{11}{4}$ ☐

2 marks

⑤ Write the fractions in order from smallest to largest.
You may use the number line to help you.

$$\frac{3}{4} \qquad \frac{5}{8} \qquad \frac{3}{8} \qquad \frac{1}{16}$$

0   1
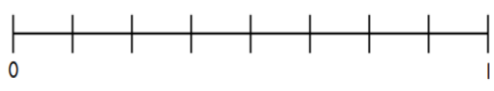
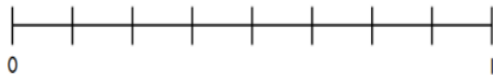_____   _____   _____   _____   *2 marks*

6 Calculate

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

$$\frac{5}{6} - \frac{3}{4} =$$

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

□ 3 marks

7 Draw arrows from each fraction to its position on the number line.

0   1

$$\boxed{\frac{36}{48}}$$ $$\boxed{\frac{33}{66}}$$ $$\boxed{\frac{29}{29}}$$

□ 2 marks

8 Jenny reads $\frac{1}{4}$ of her book on Monday.

She reads $\frac{1}{3}$ of the book on Tuesday.

On Wednesday she reads the rest of the book.

What fraction of the book did she read on Wednesday?

_____ □ 2 marks

9 Three friends share a chocolate bar.

Laura gets $\frac{3}{9}$, Phil gets $\frac{4}{12}$ and Matt gets $\frac{7}{21}$

Did they share the chocolate bar equally?

Explain your answer.

□ 1 mark

10 A circle has an area of $18\frac{1}{6}$ cm².

Max cuts a triangle from the circle.

The triangle has an area of $5\frac{2}{3}$ cm².

What is the area of the circle that is left?

_____ cm² □ 2 marks

Circle how confident you feel with fractions.

1	2	3	4	5
Not confident				Very confident

English – Similarly to Wednesday, I would like you read the text and answer the questions carefully.

The Railway Children

They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to places. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.

There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother had had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well. Mother was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own.

1. What do you think a 'house-agent' is?
2. From these introductory paragraphs, what impression do you get of the children's lives? Give 2 reasons to justify your opinion.
3. Write down 3 things that you are told about the children's home.
4. Based on what you have read, what do you think might happen to the children later in the story?

Visualise – what do you think their house looked like? (draw your answer using the text as reference)

Foundations Subject – History

Our key question in History for this term is _What can a study of the houses in our area tell us about our past, present and future?_
To get us started, I want you to think about the History of Peterlee. Our school is in Peterlee so I thought this would be a good place to start – learning a little bit more about the community that surrounds our school and its history.

Your Job:
To research and find out about anything significant in Peterlee's past.

Questions to think about:
When was Peterlee founded?
What was Peterlee like before it became what it is now?
What was housing like?
What were schools like?
What jobs did people have?

Ask parents, grandparents, aunties and uncles – I'm sure they will be able to give you some random facts and insight about what the area used to be like that we live in ☺

Note down any information you find about Peterlee's history – you will be using this to help answer our key question.