

# Year 6 Maths Home Learning

Week three includes:

- 5 a day – one for each school day (set a timer for between 3 and 5 minutes)
- Maths I do you do – read the power point (40 minutes)
- Practice questions (60 minutes)
- Evidence questions (60 minutes)
- Extension questions – are you up for a challenge? (as long as it takes!)

### Week 3 Day 1

1.  $39\ 497 - 8473 =$

What are the missing digits?

2.  $\square = 78 \div 3$

3.  $4^2 + 27 =$

4.  $247 \times 45 =$

$$\begin{array}{r} \square \quad 1 \quad \square \\ + \quad 4 \quad \square \quad 4 \\ \hline 7 \quad 9 \quad 2 \end{array}$$

### Week 3 Day 2

What is the difference between people who like cats the most and dogs the most?

Animal	Frequency
Dog	37 483
Rabbit	8727
Cat	28 092
Hamster	24 984

$$725 \div 25 =$$

$$37\ 232 + 12\ 925 =$$

$$383.49 + 74.84 =$$

$$1.042 \times 10 =$$

### Week 3 Day 3

$$384 + 245 =$$

Write the two missing values to make these equivalent fractions correct.

$$\frac{\boxed{\phantom{000}}}{\phantom{000}} = 156 \div 6$$

$$. \text{ 15\% of } 340 =$$

$$\frac{4}{\boxed{\phantom{00}}} = \frac{12}{24} = \frac{\boxed{\phantom{00}}}{36}$$

$$. 100 \times 634 =$$

### Week 3 Day 4

$$485 \div 5 =$$

A study of 900 people found that 687 were right-handed, 174 were left-handed and the remainder were ambidextrous (could use either hand).

$$317 \times 7 =$$

How many people were ambidextrous?

$$9434 - 7484 =$$

$$\frac{3}{5} \div 3 =$$

### Week 3 Day 5

$$\square = 1 \frac{1}{5} - \frac{4}{5}$$

Complete the sequence by filling in the missing numbers.

$$348 \div 29 =$$

\_\_\_\_\_ 58 71 \_\_\_\_\_ 97 \_\_\_\_\_

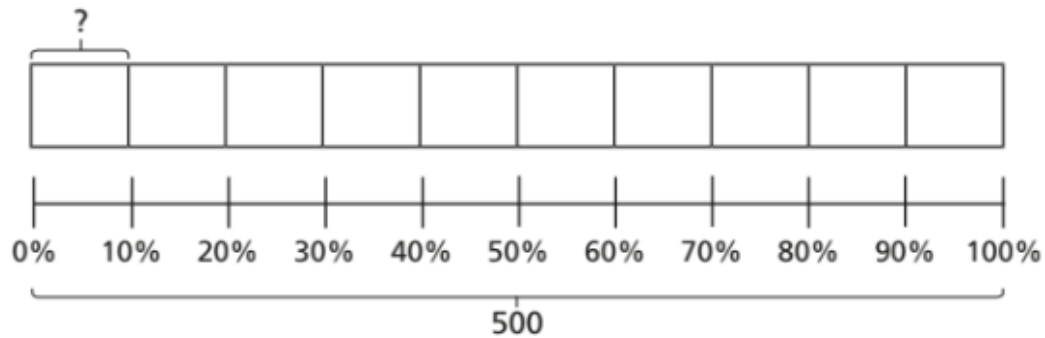
$$307 \times 61 =$$

$$429.09 + 55.56 =$$

## Practice questions

1

a) Use the bar model to find 10% of 500



10% of 500 =

b) Use your answer to part a) to help you complete the calculations.

20% of 500 =       70% of 500 =

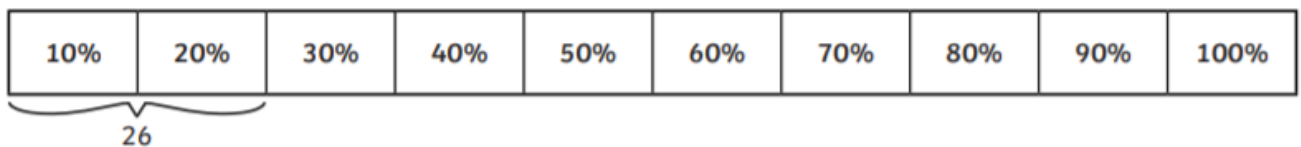
90% of 500 =       60% of 500 =

30% of 500 =       100% of 500 =

2

26 is 20% of what number?

Total = \_\_\_\_\_



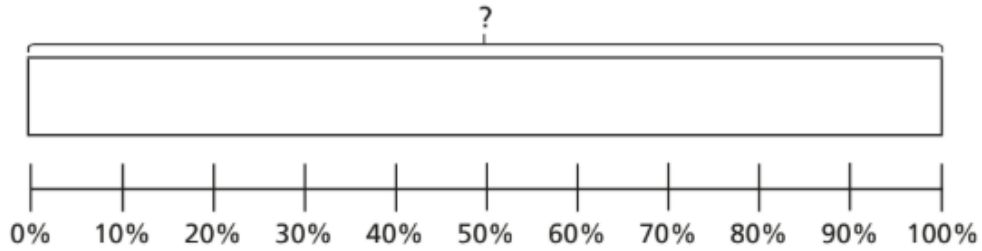
When the bar model shows 20%, how does this help us to find the whole number?

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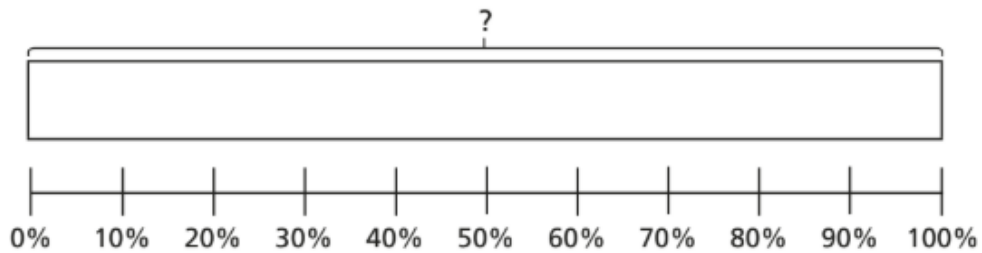
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**3**

b) 10% of  = 342



c) 50% of  = 342

**4**

Complete the calculations.

a) 20% of  = 30

20% of  = 60

b) 10% of  = 40

**5**

40% of the children in a school are boys.

There are 188 boys in total.

a) How many children are there altogether?

b) How many girls are there?

**6**



I will find 10% and multiply it by 7,  
then find 5% and add them together.

**b)** Use Alex's method to find 75% of 340

**7**

Some children are asked to find 75% of 340



I will find 25% and  
multiply it by 3

**a)** Use Dexter's method to find 75% of 340

## Evidence questions

1

c)  % of 400 = 100

% of 300 = 225

d) 80% of  = 32

% of 32 = 8

Draw a bar model to help you!  
What parts do you know?

2

Ron is calculating these percentages.

10% of 20

20% of 10

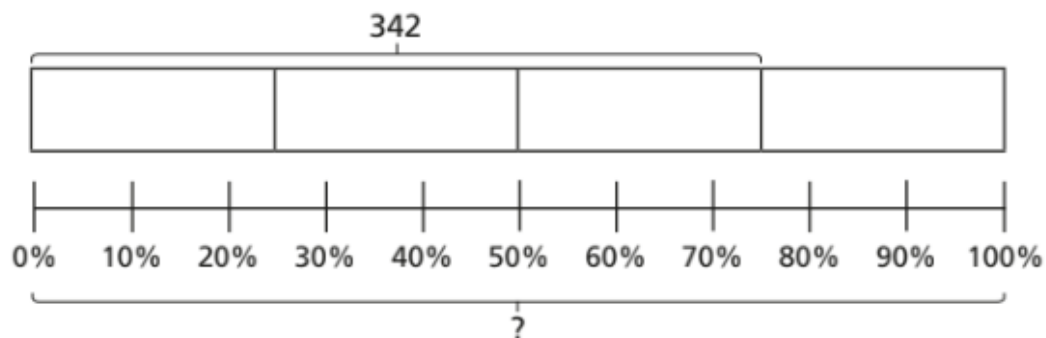


20% is double 10%, and  
10 is half of 20, so I know  
these will both have the  
same answer.

How does Ron know this?

3

75% of  = 342





**4**

Find the missing number in each question.

a) 20% of \_\_\_\_\_ = 30

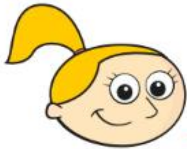
b) 30% of \_\_\_\_\_ = 120

c) 40% of \_\_\_\_\_ = 800

d) 60% of \_\_\_\_\_ = 1200

**5**

10% of  = 200



I know that to find 10%  
I have to divide by 10, so  
the answer is 20

a) What mistake has Eva made?

**6**

True or False? Give an example that proves when a statement is true.

a) To find 30% of a number, I can divide the number by 10 then multiply by 3.

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b) To find 30% of a number, I can divide the number by 30.

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c) To find 30% of a number, I can divide the number by 100 then multiply by 30.

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**7**

The table shows the number of people who visited a cinema over four days.

a) Fill in the missing information.

Day	Percentage of total visitors	Number of visitors
Thursday	10%	
Friday		448
Saturday	45%	
Sunday		
Total		2,240

b) How many more people went to the cinema on Saturday than Sunday?

c) 60% of the visitors were children.

How many children went to the cinema?

Extension questions

- 1) Use the information given to work out the size of a whole field and the missing measurements for each field.



Field A



20% of the field measures 18m<sup>2</sup>.

The whole size of the field is \_\_\_\_\_.

55% + 15% of the field measures \_\_\_\_\_.

Field B



15% of the field measures 420m<sup>2</sup>.

The whole size of the field is \_\_\_\_\_.

55% + 15% of the field measures \_\_\_\_\_.

- 2) A farmer wants to plant vegetable crops on some of his fields. He has two fields: the largest has an area of 480m<sup>2</sup> and the other has an area of 450m<sup>2</sup>. For each of his crops, give the area that would be planted in both fields.

Crop	Area Covered by Crop in 480m <sup>2</sup> Field	Area Covered by Crop in 450m <sup>2</sup> Field
Potatoes: 25%	120m <sup>2</sup>	
Onions: 5%		
Cauliflower: 40%		
Carrots: 30%		