

**PACK 2 PART A YEAR 6 LEARNING 20<sup>TH</sup> January 2021**



This pack comes in two sections, the RE and maths in this pack and the other subjects in the second part of the pack. Well done everyone who has sent me work, I have commented on all the work saved on Purple Mash on the website itself. You are having trouble receiving the feedback email me and I can send you the screen captures of it. Keep working hard Year 6's!

## Water of Life national assembly



## NATIONAL ASSEMBLY

Join CAFOD's new national assembly, Water of Life, live on Thursday 28 January.

Click on the link below to watch this video with us. It is led by CAFOD, we shall be watching it in class with the year

[https://cafod.org.uk/News/Events/National-assemblies?utm\\_campaign=12102695\\_Primary%20January%202021&utm\\_medium=email&utm\\_source=The%20Cath](https://cafod.org.uk/News/Events/National-assemblies?utm_campaign=12102695_Primary%20January%202021&utm_medium=email&utm_source=The%20Cath)

LO: the bread of life

I can identify the physical and spiritual needs of people


I know how Jesus is the bread of life

I understand that Jesus used the parable of the five loaves and two fishes to show how important spiritual needs are

RE


The bread of life

### 3. Exploring the Mass

 Know that Jesus is the bread of life. Think about what this means for us.


#### The Bread of Life


One day, Jesus said to the people,  
"I am the bread of life.  
He who comes to me will never be hungry;  
he who believes in me will never thirst"  
(Jn 6:35).


 Jesus wanted the people to understand that they not only needed food such as bread to satisfy their physical hunger, but that they also needed nourishment to satisfy their spiritual hunger. Jesus is the **bread of life** because he himself is the spiritual nourishment we need for our souls, for our inner selves to grow strong.

#### How can Jesus be the bread of life for us?


When we read or listen to a scripture text and meditate on it, we will discover what Jesus is saying in it to help us.

 Jesus will guide us when we make time to be alone with him. We invite him into our hearts to share our thoughts and listen we to him.

 In a special way, Jesus is the bread of life when we receive him in Holy Communion.

 In all of these ways, Jesus is the bread of life nourishing our spiritual life. Remember that Jesus is always there for us.

**Pause to discuss** (PPP Spiritual & Physical Needs DVD ROM 6).



- What do you think is the difference between our physical needs and our spiritual needs? Give examples.
- Why do you think we have physical needs?
- Why do you think we have spiritual needs?
- Why is it important to nourish our bodies?
- Why is it important to nourish our souls?
- In what ways do you think a friendship with Jesus can nourish our souls?

**Task**

For each photograph, say whether the person or people are looking after their physical or spiritual needs or both. Give reasons why.

Record like this:

Cut-out photograph/-drawing-or-write-a-description-of-what's-in-the-photograph	Physical/Spiritual needs	Reasons why



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### The miracle of the loaves

In order to help the people to understand what he meant by saying, "I am the bread of life", Jesus worked an extraordinary miracle. It showed that he could satisfy *not only* our physical need for food *but also* our spiritual hunger.

"Jesus went off to the other side of the Sea of Galilee and a large crowd followed him, impressed by the signs he had given them by curing the sick. Jesus climbed the hillside. He sat down there with his disciples. It was shortly before the Jewish feast of Passover.



Looking up, Jesus saw the crowds approaching and said to Philip, 'Where can we buy some bread for these people to eat?' He only said this to test Philip; he himself knew exactly what he was going to do. Philip answered, 'Two hundred denarii would only buy enough to give them a small piece each'. One of his disciples, Andrew, Simon Peter's



brother, said, 'There is a small boy here with five barley loaves and two fish; but what is that among so many?' Jesus said to them, 'Make the people sit down'. There was plenty of grass there, and as many as five thousand people sat down. Then Jesus took the loaves, gave thanks, and gave them out to all who were sitting ready; then he did the same with the fish, giving out as much as they wanted.

When they had eaten enough, Jesus said to the disciples, 'Pick up the pieces left over, so that nothing gets wasted'. So they picked them up, and filled twelve baskets with scraps left over from the meal of five barley loaves. The people, seeing this sign that he had given, said, 'This really is the prophet who is to come into the world'" (Jn 6:1-14).

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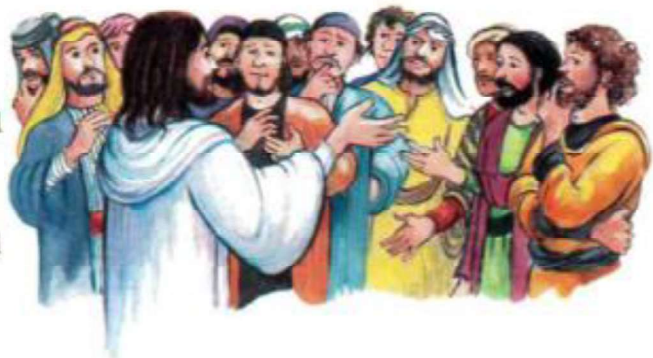


### Pause to discuss

What do you think Jesus wanted the people to understand from this miracle?

The next day, puzzled and curious, the people went looking for Jesus. He knew why they had come and said to them,

"I tell you most solemnly, you are not looking for me because you have seen the signs, but because you had all the bread you wanted to eat. Do not work for food that cannot last, but work for food that endures to eternal life" (Jn 6:26-27).



Sometimes Jesus exaggerated to make a point. He did not really expect people to stop working to provide food for themselves and their families. Jesus was trying to make them understand that they needed spiritual food too, which was more important because it would last forever.

### Activities

1. Imagine you were there with the people who wanted to see Jesus the next day.
  - a) List the reasons why you wanted to see him.
  - b) What questions would you have wanted to ask him?
  - c) What answers do you think he would have given to you?
2. 'Jesus is the bread of life.' Give examples of:
  - a) some of our spiritual needs,
  - b) ways in which you think Jesus can satisfy them.



**RE  
Task**

**Task**-----Re-write the parable: Miracle of the loaves in a comic strip. How many points can you get for using high-level sentences? Try to include these spelling words from the previous learning pack. ¶

discussion.....tension...decision...possession...delicious.....¶

1 mark = Simple sentence with a capital letter and full stop. ¶

2 marks = if you have used a conjunction or better ending punctuation -- !, ? , "Correctly-written speech!" ¶

3 marks = if you include an embedded clause, year 6 punctuation -- fronted adverbial phrase or a ported sentence. ¶

Picture of the sea of Galilee ¶ ¶ ¶ ¶ ✕	Picture of the sea of Galilee and the mountain side ¶	Picture of Jesus asking Philip where he could buy enough bread to feed the crowd ¶	✕
Text ¶	✕	✕	✕
Picture of the boy with 5 loaves and two fishes ¶ ¶ ¶ ¶ ✕	The crowd of 5000 eating the food ¶	Picture of twelve baskets of leftovers. ¶	✕
✕	✕	✕	✕

¶

**Task**-----Now try this:-- Imagine you were there with the people who wanted to see Jesus the next day. ¶

Present this as a mind-map ¶

a) → List the reasons why you wanted to see him. ¶

b) → What questions would you want to ask him? ¶

c) → What answers do you think he would have given you? ¶

The BBC Bitesize website has hundreds of lessons that can help you in lots of different subject, some of which will help you with the tasks in your learning packs.

Search BBC Bitesize

Home

Learning

Go to Primary

England

Y3-Y6

The sections that I think will be helpful to you are the Maths (PACK A) Geography, and English (PACK B). Here are the screen shot of the sections I want you to have a look at for maths.

# Mathematics

## Numbers >



### Place value

2 guides



### What are negative numbers?



### Factors, multiples and primes

2 guides



### What are square and cube numbers?



#### Maths: Multiplication and division



### Divide by 10, 100 and 1,000

Learn how to divide numbers with 1 or 2 digits by 10, 100 and 1,000.

MATHS

#### Maths: Multiplication and division



### Division with remainders

Learn how to divide numbers using short division with remainders.

MATHS

#### Maths: Multiplication and division



### Multiply decimals by 10, 100, 1000

Learn how to multiply decimals by 10, 100 and 1000 using a place value chart.

MATHS

#### Maths: Multiplication and division



### Divide decimals by 10, 100 and 1,000

Learn about common factors

MATHS

#### Maths: Fractions



### Adding two mixed numbers

Learn how to add two mixed numbers.

MATHS

#### Maths: Fractions



### Subtracting mixed numbers

Learn how to subtract two mixed numbers.

MATHS

#### Maths: Fractions



### Multiply fractions by an integer

Learn how to multiply unit and non-unit fractions by an integer.

MATHS

#### Maths: Fractions

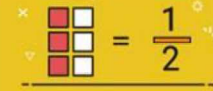


### Multiply mixed numbers by an integer

Learn how to use your knowledge of fractions to multiply mixed numbers by integers.

MATHS

#### Maths: Fractions

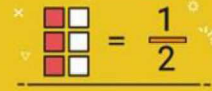


### Divide fractions by integers

Learn how to divide fractions by a whole number.

MATHS

#### Maths: Fractions

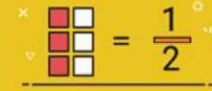


### Fractions of amounts applied in context

Learn how to divide fractions by a whole number.

MATHS

#### Maths: Fractions

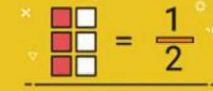


### Convert fractions into percentages

Learn how to convert fractions and percentages.

MATHS

#### Maths: Fractions



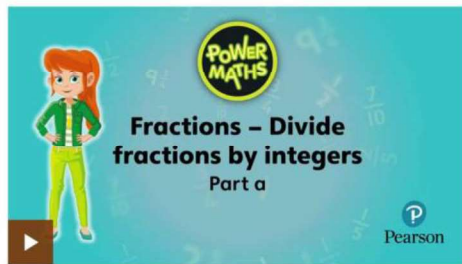
### Comparing fractions, decimals and percentages

Order, compare and convert fractions, decimals and percentages.

MATHS

These 12 lessons will be useful to you when working on the end of our fraction work going into the

decimal and percentage work. In each unit there are some virtual lessons to join in and then some tasks to complete. All these will help you complete this packs maths tasks. For example



LO: to work quickly and independently through arithmetic paper.

Choose the ones I can complete quickly first

Show my working out for the rest.

Remember the importance of the decimal point

Win it, Bin it or Work it out later!

$25 \times 6 =$	$901 + 10 =$	$231 \times 4 =$
$564 - 300 =$	$81 \div 9 =$	$\underline{\hspace{2cm}} = 587 + 3927$
$\frac{3}{8} + \frac{7}{8} =$	$2.81 + 0.006 =$	$3^3$
$67.1 \times 100 =$	$5.03 \div 100 =$	$7462 + 9024 =$
$6.3 - 0.2 =$	$756 \div 1 =$	$810 \div 9 =$
$300 \times 9 =$	$3.71 \times 5 =$	$5/12 - 1/12 =$
$6732 \div 8 =$	$3408 - 573 =$	$50\% \text{ of } 2350 =$
$60100 - 900 =$	$14.4 - 6.59 =$	$\frac{1}{4} \times \frac{1}{6} =$
$309712 - 69087 =$	$70\% \text{ of } 250$	$76 \times 31 =$
$\frac{3}{5} + 1\frac{1}{6} =$	$16 \times 1\frac{3}{4} =$	$\frac{4}{5} \div 2 =$
$2520 \div 15 =$	$2\frac{1}{3} - \frac{2}{5} =$	$2 + 6 \times 4 =$
$2308 \times 45 =$	$\frac{3}{7} \div 2 =$	$2912 \div 52 =$



**Answers**

$25 \times 6 = 150$	$901 + 10 = 1001$	$231 \times 4 = 924$
$564 - 300 = 264$	$81 \div 9 = 9$	$4514 = 587 + 3927$
$\frac{3}{8} + \frac{7}{8} = 10/8$ or $1\frac{1}{4}$	$2.81 + 0.006 = 2.816$	$3^3 = 27$
$67.1 \times 100 = 6710$	$5.03 \div 100 = 0.0503$	$7462 + 9024 = 16486$
$6.3 - 0.2 = 6.1$	$756 \div 1 = 756$	$810 \div 9 = 90$
$300 \times 9 = 2700$	$3.71 \times 5 = 18.55$	$\frac{5}{12} - \frac{1}{12} = \frac{1}{3}$ or $4/12$
$6732 \div 8 = 841r4$ or $841.5$	$3408 - 573 = 2835$	$50\% \text{ of } 2350 = 1175$
$60100 - 900 = 59200$	$14.4 - 6.59 = 7.81$	$\frac{1}{4} \times \frac{1}{6} = 1/24$
$309712 - 69087 = 240625$	$70\% \text{ Of } 250 = 175$	$76 \times 31 = 2356$
$\frac{3}{5} + 1\frac{1}{6} = 1\frac{23}{30}$	$16 \times 1\frac{3}{4} = 28$	$\frac{4}{5} \div 2 = 2/5$ or $4/10$
$2520 \div 15 = 168$	$2\frac{1}{3} - \frac{2}{5} = 1\frac{14}{15}$	$2 + 6 \times 4 = 26$
$2308 \times 45 = 103860$	$\frac{3}{7} \div 2 = \frac{3}{14}$	$2912 \div 52 = 56$

**X Multiplication Square X**

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

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	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Multiplication tables

Hit the button is a great online game to practise your multiplication and division  
[Hit the Button - Quick fire maths practice for 5-11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)



Try this online game to practise your tables

[Multiples and Factors \(topmarks.co.uk\)](http://topmarks.co.uk)

Multiples and Factors is a fun mental maths game which focuses on finding the Lowest Common Multiple (LCM) or the Highest Common Factor (HCF). It is a multiple choice game where the questions increase in difficulty depending on accuracy. It is ideal for children who need to practise finding multiples and factors.

As with all of our games, Multiples and Factors is tablet friendly and it works well on an interactive whiteboard.

