

## Year 6 maths – Summer 2 Week beginning: 6.7.20

Theme	Volume (Lesson 4 of 5) Finding the volume of cubes and cuboids.	Volume (Lesson 5 of 5) Solving problems involving the volume of solids	CONSOLIDATION LESSON Formal methods Multiplication	CONSOLIDATION LESSON Formal methods Division	CONSOLIDATION LESSON Formal methods Multiplication and division
Factual fluency (to aid fluency)	Practise adding and subtracting decimals <a href="#">Activity</a>	Practise using decimals in word problems <a href="#">Activity</a>	Practise the four operations <a href="#">Activity</a>	Practise the four operations with decimals <a href="#">Activity</a>	Practise the four operations word problems <a href="#">Activity</a>
<p><b>Problem/ activity of the day</b></p> <p><b>Remember, just like in class, you can still show the depth of your knowledge</b> <a href="#">LINK</a></p>	<p><b>(Lesson 1 resources below)</b> <b>MAKING LINKS:</b> Last week, we found the volume of figures. Today we are continuing with that.</p> <p><b>THINK: (support below)</b> Can you help me with this? My friend says that if a box has sides that are 12 mm long and the smaller box has sides that are 6 mm long, the big box must have a volume that is double the smallest box. Is this true?</p> <p>Our problem is on <a href="#">textbook</a> page 111. Look at it now.</p> <p><b>SEE: (model below)</b> <i>If you want a reminder of how we calculate volume you can watch the year 5 lesson video <a href="#">here</a> as a recap.</i></p> <p>Look for how to solve the problem on page 111-112 of your textbook.</p> <p><b>DO:</b> Use what you have learnt today to solve: <b>Part 1:</b> complete the questions from textbook page 113.</p> <p>Check your answers before moving onto: <b>Part 2:</b> Workbook, Chapter 11, worksheet 4, page 95.</p>	<p><b>(Lesson 2 resources below)</b> <b>MAKING LINKS:</b> Yesterday we found the volume of figures. Today we are going to solve problems involving volume.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? A solid metal cuboid was melted down to make cubes with 4cm sides. What is the greatest number of cubes that can be made with the volume of the melted cuboid? Our problem is on <a href="#">textbook</a> page 114. Look at it now.</p> <p><b>SEE: (model below)</b> <i>A reminder of how we calculate volume can be seen in the year 5 lesson video <a href="#">here</a>.</i></p> <p>Look for how to solve the problem on page 114, method 1 in your textbook. You may use a calculator for this task.</p> <p><b>DO:</b> Use what you have learnt today to solve: <b>Part 1:</b> complete questions 1 and 3 from textbook pages 115-116.</p> <p>Check your answers before: <b>Part 2:</b> Workbook, Chapter 11, worksheet 5, page 96-97.</p>	<p><b>(Lesson 3 resources below)</b> <b>MAKING LINKS:</b> In year 4, 5 and 6 we learnt to use the formal, vertical method to multiply. Today we are going to recap that method.</p> <p><b>THINK: (support below)</b> If there are 114 flats in each block of flats, how many flats are in 24 identical blocks?</p> <p><i>If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lesson 6.</i></p> <p><b>SEE: (model below)</b> Check the solution below.</p> <p><b>DO:</b> Use what you have learnt today to solve: <b>PART 1:</b> Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: <b>PART 2:</b> Complete the questions in part 2 below.</p>	<p><b>(Lesson 4 resources below)</b> <b>MAKING LINKS:</b> In year 4, 5 and 6 we learnt to use the formal method to divide. Today we are going to recap that method.</p> <p><b>THINK: (support below)</b> 7192 people registered for a national sports camp. How many teams of 31 will there be at the camp?</p> <p><i>If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lessons 11.</i></p> <p><b>SEE: (model below)</b> Check the solution below.</p> <p><b>DO:</b> Use what you have learnt today to solve: <b>PART 1:</b> Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: <b>PART 2:</b> Complete the questions in part 2 below.</p>	<p><b>(Lesson 5 resources below)</b> <b>MAKING LINKS:</b> This week we recapped the formal methods to multiply and divide. Today we are going to use those methods in solving word problems.</p> <p><b>THINK: (support below)</b> Can you help me with this problem? We have 12 boxes of pencils. Each box of 96 pencils costs £15. The pencils are packed into boxes of 5, which are sold at £1.90 per box. If a shop sells all of these boxes what is its profit?</p> <p><i>If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lesson 16.</i></p> <p><b>SEE: (model below)</b> Check the solution below.</p> <p><b>DO:</b> Use what you have learnt today to solve: <b>PART 1:</b> Complete the questions in part 1 below.</p> <p>Check your answers below before moving on to: <b>PART 2:</b> Complete the questions in part 2 below.</p>

**See below for resources to support you to THINK-SEE-DO**

**DAY 1 RESOURCES:**

**THINK:** Our problem is on textbook page 111.

My friend says that if a box has sides that are 12 mm long and the smaller box has sides that are 6 mm long, the big box must have a volume that is double the smallest box. Is this true?

**DO:** Use what you have learnt today to solve:

Part 1: complete the questions from textbook page 113.

**Notice the sides on cube shaped boxes are changing by 3cm each time.**

Check your answers before moving onto:

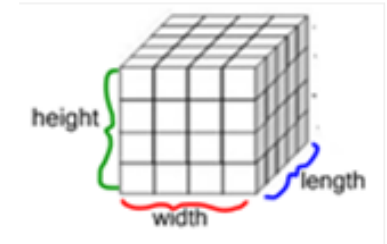
Part 2: Workbook, Chapter 11, worksheet 4, page 95.

**SEE:** *Reminder yourself of how we calculate volume by watching the year 5 lesson video [here](#) as a recap.*

Look for how to solve the problem on page 111-112 of your textbook.

**Remember:** We calculate volume of a cube or cuboid by multiplying its length, width and height.

**volume = width x length x height**



**Every side on a cube is the same length, so we multiply the same amounts.**

The volume of the smallest box at the top is:

$$W \times l \times h = 6 \times 6 \times 6 =$$

$$6 \times 6 = 36 \times 6 = 216 \text{ mm}^3$$

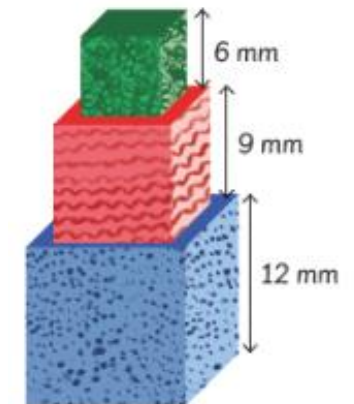
$$w \times l = 36 \times h = 36 \times 6 = 216 \text{ mm}^3$$

The volume of the largest box at the bottom is:

$$w \times l \times h = 12 \times 12 \times 12 =$$

$$12 \times 12 = 144 \times 12 = 1728 \text{ mm}^3$$

$$\begin{array}{r} 144 \\ \times 12 \\ \hline 288 \\ + 1440 \\ \hline 1728 \end{array}$$

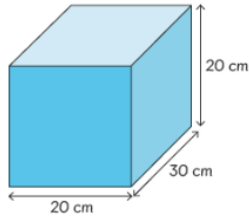


Although the length of the sides of the smallest cube are half the length of the largest the volume of the smallest cube is not half the volume of the largest cube!

## DAY 2 RESOURCES:

**THINK:** Our problem is on textbook page 114.

A solid metal cuboid was melted down to make cubes with 4cm sides. What is the greatest number of cubes that can be made with the volume of the melted cuboid?



**Remember:** when the cuboid has been melted all the volume can be used to make the smaller cubes.

### **DO:**

Use what you have learnt today to solve:

Part 1: complete questions 1 and 3 from textbook pages 115-116.

Check your answers before moving onto:

Part 2: Workbook, Chapter 11, worksheet 5, page 96-97.

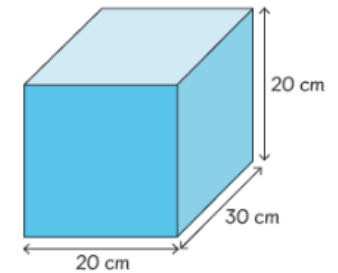
**Do not complete question 3.**

**SEE:** Look for how to solve the problem on method 1 on page 114 of your textbook. You may use a calculator for this task.

**Remind yourself of how we calculate volume in this year 5 lesson video [here](#).**

First, calculate the volume of the metal cuboid so you know the amount that will be divided amongst the small cubes with 4cm sides.

**Remember, volume = l x w x h**  
**Length x width x height**



Then calculate the volume needed for each of the cubes:

$$\begin{aligned}\text{volume of metal cuboid} &= (20 \times 20 \times 30) \text{ cm}^3 \\ &= 12\,000 \text{ cm}^3\end{aligned}$$

$$\begin{aligned}\text{volume of each cube} &= (4 \times 4 \times 4) \text{ cm}^3 \\ &= 64 \text{ cm}^3\end{aligned}$$

Then divide the volume of the melted cuboid between the volume of the small cubes (**use a calculator**):

$$12\,000 \div 64 = 187.5$$

$$\text{number of cubes} = 187$$

Note: the volume divides with a result of 187.5

The 0.5 is not a complete cube so only 187 cubes can be made!

### DAY 3 RESOURCES:

**THINK:** If there are 114 flats in each block of flats, how many flats are in 24 identical blocks?

If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lesson 6.

**DO:**

Part 1: complete the questions below:

- a)  $217 \times 14 =$
- b)  $18 \times 105 =$
- c)  $1028 \times 13 =$
- d)  $19 \times 1116 =$

Check your answers before moving onto:

Part 2:

$$\begin{array}{r} 2054 \\ \times 45 \\ \hline \end{array} \quad \begin{array}{r} 2089 \\ \times 56 \\ \hline \end{array} \quad \begin{array}{r} 1344 \\ \times 87 \\ \hline \end{array} \quad \begin{array}{r} 1125 \\ \times 35 \\ \hline \end{array} \quad \begin{array}{r} 1344 \\ \times 71 \\ \hline \end{array}$$

$$\begin{array}{r} 1198 \\ \times 56 \\ \hline \end{array} \quad \begin{array}{r} 1657 \\ \times 48 \\ \hline \end{array} \quad \begin{array}{r} 2080 \\ \times 48 \\ \hline \end{array} \quad \begin{array}{r} 1769 \\ \times 97 \\ \hline \end{array} \quad \begin{array}{r} 1187 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 1774 \\ \times 37 \\ \hline \end{array} \quad \begin{array}{r} 2353 \\ \times 51 \\ \hline \end{array} \quad \begin{array}{r} 2090 \\ \times 90 \\ \hline \end{array} \quad \begin{array}{r} 1489 \\ \times 43 \\ \hline \end{array} \quad \begin{array}{r} 1096 \\ \times 25 \\ \hline \end{array}$$

**SEE:** Recap the formal multiplication methods we learned in year 5, watch the [steps](#) for formal multiplication here and the year 5 [lesson video](#) here.

$114 \times 24$  is the equation I need to solve.

First, write the equation in a vertical form.

$$\begin{array}{r} 114 \\ \times 24 \\ \hline \end{array}$$

**Ones** in the **ones place** (or column),  
**Tens** in the **tens place** (or column),  
**Hundreds** in the **hundreds place** (or column).

Multiply by the ones,  
 $114 \times 4$

$$\begin{array}{r} 114 \\ \times 4 \\ \hline 456 \\ \hline \end{array}$$

then by the tens.  
 $114 \times 20$

$$\begin{array}{r} 114 \\ \times 20 \\ \hline 2280 \\ \hline \end{array}$$

Finally add the two amounts to reach the total.

$456 + 2280$

When multiplying 4-digit numbers you will need to include a thousands place.

$$\begin{array}{r} 114 \\ \times 24 \\ \hline 456 \\ + 2280 \\ \hline 2736 \\ \hline \end{array}$$

$\rightarrow 114 \times 4$   
 $\rightarrow 114 \times 20$

## DAY 4 RESOURCES:

**THINK:** 7192 people registered for a national sports camp. How many teams of 31 can will there be at the camp?

If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lesson 11.

### DO:

Part 1: complete the questions below:

- a)  $385 \div 11 =$
- b)  $572 \div 52 =$
- c)  $288 \div 24 =$
- d)  $408 \div 17 =$

Check your answers before moving onto:

### Part 2:

$$16 \overline{)754} \quad 16 \overline{)992} \quad 64 \overline{)2432} \quad 65 \overline{)5200}$$

$$56 \overline{)5376} \quad 68 \overline{)5403} \quad 98 \overline{)4018} \quad 19 \overline{)624}$$

$$95 \overline{)1351} \quad 69 \overline{)5126} \quad 67 \overline{)2028} \quad 61 \overline{)4636}$$

**SEE:** Recap the division methods we learned in year 5 by watching the year 5 division [lesson video](#) here.

Before we move onto division remind yourself of the language we use in division. We learnt this in year 4 and year 5:

$$\begin{array}{r} \text{quotient} \rightarrow 5 \\ \text{divisor} \rightarrow 3 \overline{)16} \\ \text{dividend} \nearrow 15 \\ \text{remainder} \rightarrow 1 \end{array}$$

### Remember your steps for division:

Write down the multiples of the **divisor** so that we can easily recognise how many we have in the **dividend**.

In this division problem we need to find **how many groups of 31** there are in **7192** so we jot down the multiples of 31:

31, 62, 93, 124, 155, 186,...

Now I could partition the dividend into multiples of 31.

I can see 62 is a multiple of 31 so 6200 will be too!

6200 is 200 groups of 31

( $200 \times 31$ )

( $6200 \div 31 = 200$ )

That leaves 992.

I know I can find more multiples

of 31 in 930 because 93 is a

multiple of 31 so 930 will be too!

( $30 \times 31 = 930$ )

( $930 \div 31 = 30$ )

That leaves 62 remaining. 62 is a multiple of 31.

$2 \times 31 = 62$  ( $62 \div 31 = 2$ )

Finally, I can see how many 31s were in 7192.

**$200 + 30 + 2 = 232$**

**2 Hundreds + 3 Tens + 2 Ones**

$$\begin{array}{r} 232 \\ 31 \overline{)7192} \\ - 6200 \\ \hline 992 \\ - 930 \\ \hline 62 \\ - 62 \\ \hline 0 \end{array} \quad \begin{array}{l} \rightarrow 6200 \div 31 = 200 \\ \rightarrow 930 \div 31 = 30 \\ \rightarrow 62 \div 31 = 2 \end{array}$$

## DAY 5 RESOURCES:

**THINK:** We have 12 boxes of pencils. Each box of 96 pencils costs £15. The pencils are packed into boxes of 5, which are sold at £1.90 per box. If a shop sells all of these boxes what is its profit?

*If you have online parent access this lesson is based on Year 6 textbook 6A, chapter 2, lesson 16.*

### DO:

Part 1: complete questions below.

Q.1: A shop orders 800 containers of lollies. It tries to distribute all of them equally amongst its 17 sweet shops. How many lollies does each shop get?

Q.2: Amelie has 2,000ml of juice. She fills each ice-lolly mould with 75ml of juice. How many ice lollies can she make and how much juice will be left?

Belle has 2,500ml of juice and she use 95ml of juice for each ice lolly. Will she have more or less juice left than Amelie?

Check your answers before moving onto:

Part 2: Complete the questions below:

Q.1: Manchester Furniture needs to ship 972 sofas across the country. If they can fit 12 sofas in each truck, how many trucks should the company plan to use?

Q.2: A new car park is going have 510 parking spaces. If each row can have 17 parking spaces, how many rows will the car park need?

Q.3: Keith's shelves hold 39 books each. How many shelves will Keith need if Keith has 312 books?

Q.4: Keith has 315 red marbles and 20 blue marbles. Keith has 35 times more red marbles than Joan. How many red marbles does Joan have?

**SEE:** Look at the videos on the previous two days if you need a reminder of how to multiply and divide using formal methods.

When solving word problems we must:

1. Understand the problem (read it and visualise the problem as you read)
2. Make a plan on how you will tackle the problem – what calculations will you need to do, what will your bar model look like, how many steps will you need to tackle?)
3. Solve the calculations needed to reach an answer.
4. Check that your answering sentence or statement makes sense and answers the question.

Don't stop at the calculation point. Word problems require a 'word' answer!

In today's problem:

$$12 \times 96 = 1152 \text{ pencils}$$

$$12 \times £15 = £180 \text{ (the cost for the boxes of pencils)}$$

$$1152 \div 5 = 230 \text{ boxes remainder } 2 \text{ pencils}$$

$$230 \times £1.90 = £437 \text{ (the amount of money gained from selling the boxes of pencils)}$$

$$£437 - £180 = £257 \text{ profit}$$

The shop made a profit of £257.

Q.5: Sally bought 645 crayons that came in packs of 15. How many packs of crayons did Sally buy?

Q.6: There were a total of 143 football games in the season. The season is played for 13 months. How many football games were played each month, if each month has the same number of games?

Q.7: Sam has 215 black balloons. Sam has 43 times more black balloons than Tom. How many black balloons does Tom have?

Q.8: There were a total of 304 rugby games in the season. The season is played for 19 months. How many rugby games were played each month, if each month has the same number of games?

Q.9: There are 31 children in the classroom, each student will get 14 pencils and 41 erasers. How many pencils will the teacher have to give out?

Q.10: 3,600 seconds in an hour. How many seconds are there in a day?

**ANSWERS – part 1:**

<b><u>Day 1</u></b>	<b><u>Day 2</u></b>	<b><u>Day 3</u></b>	<b><u>Day 4</u></b>	<b><u>Day 5</u></b>
<p><u>Part 1:</u> Q.1: <math>512\text{mm}^3</math></p> <p>Q.2: a) <math>120\text{mm}^3</math> b) <math>1200\text{mm}^3</math></p> <p>Q.3: a) <math>27\text{mm}^3</math> b) <math>3375\text{mm}^3</math></p>	<p><u>Part 1:</u> Q.1: <math>9,000\text{cm}^3 \div 420 \text{ cm}^3 = 21.4</math> 21 bottles can be filled.</p> <p>Q.3: The melted cube is: <math>100\text{cm} \times 100 \times 100 = 1,000,000 \text{ cm}^3</math>, The smaller cuboids made from the melted cube are: <math>20\text{cm} \times 30 \times 10 = 6,000 \text{ cm}^3</math> <math>1,000,000 \div 6,000 = 166.6666</math> No, it is not possible to make 167 cubes as the volume is not enough.</p>	<p><u>Part 1:</u> a) <math>217 \times 14 = 3038</math> b) <math>18 \times 105 = 1890</math> c) <math>1028 \times 13 = 13,364</math> d) <math>19 \times 1116 = 21,204</math></p>	<p><u>Part 1:</u> a) <math>385 \div 11 = 35</math> b) <math>572 \div 52 = 11</math> c) <math>288 \div 24 = 12</math> d) <math>408 \div 17 = 24</math></p>	<p><u>Part 1:</u> Q.1: Each shop gets 47 lollies.</p> <p>Q.2: a) Amelie makes 26 ice lollies. She has 50ml left.</p> <p>b) Bella makes 26 ice lollies but has 30ml left. She has less left than Amelie.</p>



**ANSWERS – part 2 and deepening:**

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>																																																																					
<p><u>Part 2:</u>            Q.1:            a) 216mm<sup>3</sup>            b) 343mm<sup>3</sup>            c) 4,608mm<sup>3</sup>            d) 540mm<sup>3</sup></p>	<p><u>Part 2:</u>            Q.1: 50,000 ÷ 8 = 6250 cubes can be made.            Q.2: 162,000 ÷ 750 = 216 bottles can be filled            Do not do question 3.            Q.4: 15,625 ÷ 2500 = 6 and a quarter buckets are needed.</p>	<p><u>Part 2:</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;">2054</td> <td style="text-align: right; padding-right: 10px;">2089</td> <td style="text-align: right; padding-right: 10px;">1344</td> <td style="text-align: right; padding-right: 10px;">1125</td> <td style="text-align: right; padding-right: 10px;">1344</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">x 45</td> <td style="text-align: right; padding-right: 10px;">x 56</td> <td style="text-align: right; padding-right: 10px;">x 87</td> <td style="text-align: right; padding-right: 10px;">x 35</td> <td style="text-align: right; padding-right: 10px;">x 71</td> </tr> <tr> <td style="text-align: right; padding-right: 10px;">92430</td> <td style="text-align: right; padding-right: 10px;">116984</td> <td style="text-align: right; padding-right: 10px;">116928</td> <td style="text-align: right; 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92430	116984	116928	39375	95424																																																																					
1198	1657	2080	1769	1187																																																																					
x 56	x 48	x 48	x 97	x 55																																																																					
67088	79536	99840	171593	65285																																																																					
1774	2353	2090	1489	1096																																																																					
x 37	x 51	x 90	x 43	x 25																																																																					
65638	120003	188100	64027	27400																																																																					
47 r 2	62	38	80																																																																						
16)754	16)992	64)2432	65)5200																																																																						
96	79 r 31	41	32 r 16																																																																						
56)5376	68)5403	98)4018	19)624																																																																						
14 r 21	74 r 20	30 r 18	76																																																																						
95)1351	69)5126	67)2028	61)4636																																																																						