

Home Learning

YEAR 6

Week 5

Dear Parent/Carer,

We saw some amazing work again last week and we cannot thank you enough for the excellent job that you and your families are doing at home. We are incredibly proud of not only the children but of our whole school community.

School is simply not the same without you all and we are all counting down the days until we can have some normality back both at school and at home.

We hope that all of your family remain well and that you are ensuring that you take time to take care of your mental health as well as your physical health. It remains vital that you put aside plenty of time to do activities away from home learning and we recommend that you try to stick to a similar routine as our school day to ensure that you all have plenty of time to 'switch off'.

As always, we are here to help and support you and your family in any way that we can so please do not hesitate to contact us if you would like to speak to someone.

Thank you again for the brilliant work that you are all doing at home. Seeing and hearing all about what you are getting up to at home is one of our favourite parts of the day!

Thank you,

The Year 5/6 Team

"Do you have a favorite saying?" asked the boy.
"Yes" said the mole.
"What is it?"
"If at first you don't succeed, first you don't have some cake."
"I see, does it work?"
"Every time!"



WEEKLY ACTIVITIES

Children can work on these activities throughout the week or complete the activity a number of times during the week.

During the week, there are various activities taking place online:

Mon, Weds, Fri – Joe Wicks Live Workouts – 9am

<https://www.youtube.com/channel/UCAxW1XT0iEJoOTYlRfn6rYQ>

Online lessons and resources from BBC Bitesize

<https://www.bbc.co.uk/bitesize>

Televised lessons will also be shown on CBBC.

Spellings	Monday	Tuesday	Wednesday	Thursday
referring				
referred				
referral				
preferring				
preferred				
preference				
preferable				
transferring				
transferred				
transference				
transferable				
reference				
referee				
referenced				
referencing				

Choose three of these words to complete the sentences below - remember the punctuation!

As _____

When _____

If _____

preference reference transferred transference
referee refereeing refereed preferable referring
transferrable preferring preferred referred
transferring referral

i	k	k	r	e	f	e	r	r	i	n	g	a	e	u
t	s	o	p	r	e	f	e	r	e	n	c	e	l	e
r	f	g	y	v	d	e	a	v	w	n	d	v	r	e
a	u	n	u	p	r	e	f	e	r	r	e	d	k	l
n	f	i	u	d	r	a	r	e	f	e	r	e	e	b
s	i	e	a	o	o	e	g	e	c	d	r	k	x	a
f	i	e	g	a	o	r	f	n	y	r	e	u	o	r
e	g	r	i	g	u	b	e	e	a	a	f	a	n	r
r	x	e	z	s	o	r	y	f	r	i	s	b	a	e
r	e	f	e	r	e	e	d	i	e	r	n	o	j	f
i	u	e	t	f	s	o	z	n	q	r	a	j	a	s
n	p	r	e	f	e	r	r	i	n	g	r	l	a	n
g	o	r	z	d	l	b	b	n	m	d	t	e	u	a
p	r	e	f	e	r	a	b	l	e	v	o	u	d	r
t	r	a	n	s	f	e	r	e	n	c	e	e	s	t

A	B	C	D
12 x 1	8 x 1	4 x 1	9 x 12
5 x 12	4 x 4	9 x 10	5 x 11
2 x 8	12 x 2	8 x 2	4 x 2
11 x 5	7 x 5	3 x 6	9 x 11
6 x 8	2 x 9	12 x 3	8 x 3
4 x 3	11 x 6	7 x 6	3 x 7
10 x 8	6 x 9	2 x 10	12 x 4
8 x 4	4 x 5	11 x 7	7 x 7
3 x 8	10 x 9	6 x 10	2 x 11
12 x 5	8 x 5	4 x 6	11 x 8
7 x 8	3 x 9	10 x 10	6 x 11
2 x 12	12 x 6	8 x 6	4 x 7
11 x 9	7 x 9	3 x 10	10 x 11
6 x 12	1 x 1	12 x 7	8 x 7
4 x 8	11 x 10	7 x 10	3 x 11
10 x 12	5 x 1	1 x 2	12 x 8
8 x 8	4 x 9	11 x 11	7 x 11
3 x 12	9 x 1	5 x 2	1 x 3
12 x 9	8 x 9	4 x 10	11 x 12
7 x 12	2 x 1	9 x 2	5 x 3
1 x 4	12 x 10	8 x 10	4 x 11
10 x 1	6 x 1	2 x 2	9 x 3
5 x 4	1 x 5	12 x 11	8 x 11
4 x 12	10 x 2	6 x 2	2 x 3
9 x 4	5 x 5	1 x 6	12 x 12
8 x 12	3 x 1	10 x 3	6 x 3
2 x 4	9 x 5	5 x 6	1 x 7
11 x 1	7 x 1	3 x 2	10 x 4
6 x 4	2 x 5	9 x 6	5 x 7
1 x 8	11 x 2	7 x 2	3 x 3
10 x 5	6 x 5	2 x 6	9 x 7
5 x 8	1 x 9	11 x 3	7 x 3
3 x 4	10 x 6	6 x 6	2 x 7
9 x 8	5 x 9	1 x 10	11 x 4
7 x 4	3 x 5	10 x 7	6 x 7
1 x 12	9 x 9	5 x 10	1 x 11

MONDAY

01.02.21

Literacy		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Reading Comprehension</p> <p>1. Read the narrative text: 'Adrift'.</p> <p><i>Remember to highlight any unfamiliar vocabulary or phrases as you are reading the text.</i></p> <p>We will answer the questions in tomorrow's lesson.</p> <p>2. Use a dictionary to find the definition of the following vocabulary:</p> <p>destination suitability automated secured immediate</p>	<p><i>Reading text is on the following pages.</i></p> <p>https://www.dictionary.com/</p>
2	<p>SPaG</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/</p> <p>The activity code will be sent via Marvellous Me this morning.</p>



Adrift

Adrift amongst the stars, in the outer reaches of the galaxy, a small ship floated towards its final destination. The SS Brigand had set out from Earth a thousand years earlier. There was a single occupant. Doctor Gwen Bigby had volunteered for the mission as soon as she'd heard about it. There was nothing left for her on Earth by that point. The growing climate catastrophe had made sure of that.

On the face of it, the mission aims were simple. Travel to the distant planet of Andula and assess its suitability for supporting life. She could only hope that Earth was still inhabitable when she returned.

Somewhere in the back of the ship, a red light turned on. A motor grumbled into life. A low hum shook the floor. An automated valve opened and started to flood Bigby's chamber with warm oxygen. She coughed, spluttered and fell to the floor.

It took her a moment to gather her thoughts and remember where she was. Eventually, she picked herself up. She wandered over to the panoramic window that filled most of the front of the vessel. The curve of the foreign planet rose up in front of her. The ship spun and jolted into its landing position. Various mechanical beeps and groans told her that the autopilot was doing its job. A small alcove had been set into the wall with a conical valve jutting down from the top. For Dr Bigby, this was the most important device on the ship. Eagerly, she placed a well-worn mug under the cone and pushed a green button. A moment later, it was filled with strong, steaming coffee.

Secured to the floor in front of the dashboard was a comfortable leather chair. Dr Bigby settled into it and pulled the harness over her head. It snapped into the fastener with a click. Outside the window, the ground was rising up to meet them. She could make out individual trees now, and the small creatures flitting between them. From what she could see, most of the area seemed to be covered in a lush rainforest. She'd hoped that the computers would have been able to find somewhere flat to land, but it looked like it was going to be a rough touchdown.

Dr Bigby threw the coffee away and braced herself for impact. The ship skimmed the tops of the trees before dipping and crashing to a halt. A dozen airbags exploded and filled the cabin with a pillow-y

whiteness. It took Gwen a few minutes to fight her way free. She grabbed her oxygen mask and stepped out of the hatch.

The forest was silent. The air was damp and warm - her clothes immediately felt sticky. Somewhere in the distance, a group of birds were chattering to each other.

However, Gwen's immediate problems were much closer. A sound alerted her to the fact that something was moving nearby. A vine was creeping towards her. It snaked along the floor more quickly than she could run. The thick stems were easily as thick as her arm and covered in sharp barbs. She turned back towards the ship but she was too slow. She felt the vine touch her boot and tangle around her feet, before cutting into her ankles and dragging her to the floor.

VOCABULARY FOCUS

1. Write a definition for the word "adrift".
2. Find and copy a phrase that tells you there was only one person on the ship.
3. Why is it described as a "foreign planet"?
4. What does the word "lush" tell you about the rainforest?
5. Which phrase describes how Bigby made sure she was ready for the crash?

VIPERS QUESTIONS

R

What did the conical valve deliver?

I

Why was Dr. Bigby so keen to take the mission?

S

What did Dr. Bigby do just before she threw away her coffee?

I

Why had she hoped the computers would find a flat place to land?

P

Write the next paragraph in the story.

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>French</p> <p><i>This week we are going to learn the French names for the different rooms in a house.</i></p> <ol style="list-style-type: none"> 1. Use the link to watch a clip to help you learn the vocabulary for each room. 2. Draw your house and label the rooms in French. 	https://www.youtube.com/watch?v=ldp7KTe_qpc
2	<p>PE</p> <p><i>Today we're going to play Active Tetris! You can play this individually, in pairs or as a family. You can play with any items you have in the house – all you need is a set of 4 of the same items.</i></p> <p>Watch the video for instructions on how to play.</p> <p><i>We'd love to know who the champion Active Tetris player is in your house!</i></p>	https://www.youtube.com/watch?v=-VTYpUH284c

5-a-day

1. $992 + 1,347$
2. $1\frac{4}{7} - \frac{6}{7}$
3. 80×60
4. $8,961 - 3,777$
5. $5.3 \div 100$

*Remember not to worry if anything seems tricky at first this week. Watch any video clips provided - they'll help to explain each concept and please feel free to send through an email (rtlyear6@lakesprimary.co.uk) if you need any further explanation.

Statistics: Line Graphs

Today we're going to re-visit line graphs. Before we begin, can you think of real-life examples of when we might use a line graph to represent data? Can you list tips to help you read the information on a line graph accurately?

1. Re-cap how to read line graphs by watching this clip: <https://vimeo.com/464199475>
2. Complete the line graph activities on the following page.
3. Create your own line graph to represent the data below. You can use a ruler and paper or you can try to create a digital line graph using this website:
<https://www.rapidtables.com/tools/line-graph.html>

This table shows the height a rocket reached between 0 and 60 seconds.

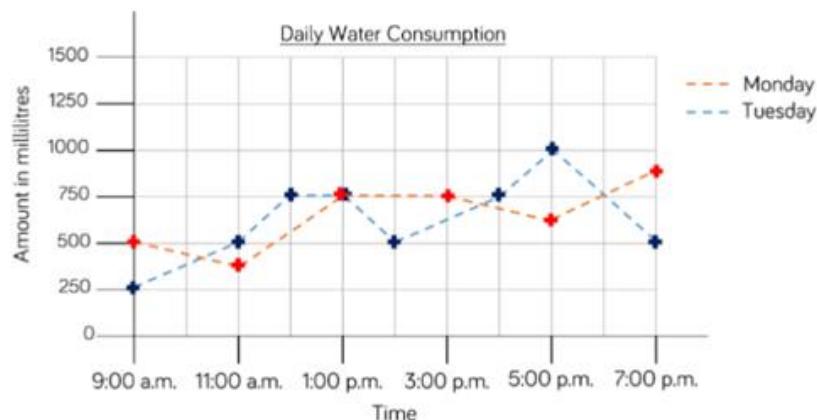
Create a line graph to represent the information.

Time (seconds)	Height (metres)
0	0
10	8
20	15
30	25
40	37
50	50
60	70

Extra challenge:

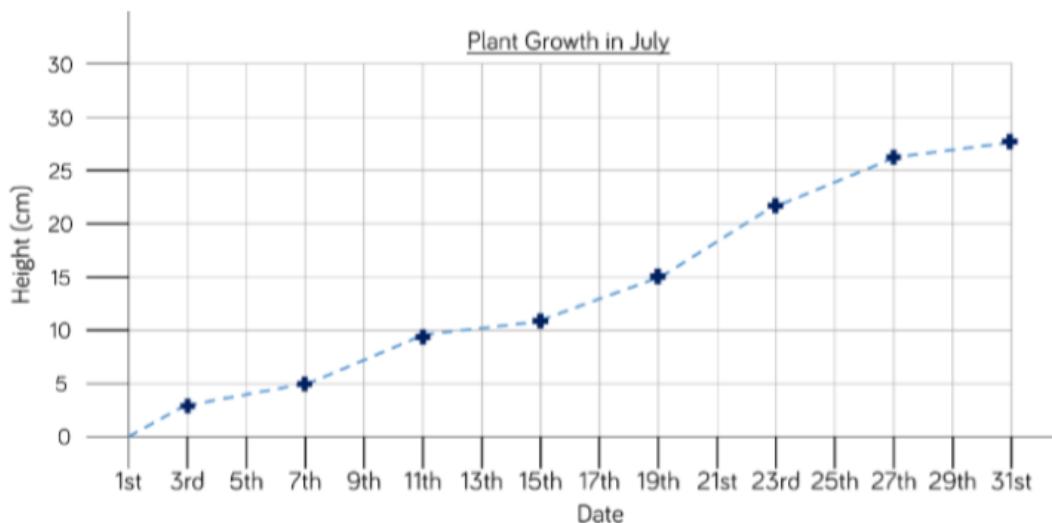
Complete the 144 question multiplication test at the beginning of the pack. Can you beat last week's time?

Here is a graph showing daily water consumption over two days.



1. At what times of the day was the same amount of water consumed on Monday and Tuesday?
2. Was more water consumed at 2 p.m. on Monday or Tuesday morning? How much more?

Eva has created a graph to track the growth of a plant in her house.



Eva recorded the following facts about the graph.

- a) On the 9th of July the plant was about 9 cm tall.
- b) Between the 11th and 19th July the plant grew about 5 cm.
- c) At the end of the month the plant was twice as tall as it had been on the 13th .

Can you spot and correct Eva's mistakes?

TUESDAY

02.02.21

Literacy		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Reading Comprehension</p> <p>1. Complete the comprehension questions on the narrative text: 'Adrift'.</p> <p><i>Remember that some questions may require a more detailed answer and for this you may need to include evidence from the text.</i></p> <p>2. Complete the final activity on the comprehension task – writing the next paragraph to the story. <i>You may be inspired to write even more than just one paragraph – see where your ideas take you!</i></p>	<p>'Adrift' narrative text from previous lesson.</p>
2	<p>Accelerated Reading</p> <p>Select a book to read in your free time and take the quiz on Accelerated Reading.</p> <p><i>How many quizzes can you do this week?</i></p>	

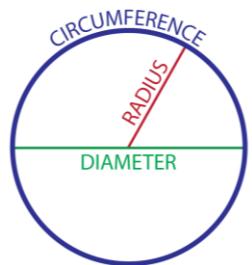
Curriculum Activities		
	Activity Description	Resources
1	<p>Space – British Astronauts <i>Tim Peake was the first British astronaut to live and work on the ISS.</i></p> <p>1. Conduct your own research on Tim Peake and create a fact file about him.</p> <p><i>You can present your information in any way you like. You could create a poster, a power point presentation or even a video with facts about him.</i></p> <p>In your presentation, try to include facts about:</p> <ul style="list-style-type: none"> • Tim Peake's early life • How he became an astronaut • What work he conducted during his time on the ISS. 	<p><i>The following websites may provide useful information:</i></p> <p>https://www.timpeake.com/</p> <p>https://www.bbc.co.uk/bitesize/topics/zw44jxs/articles/z822hv4</p> <p>https://www.britannica.com/biography/Tim-Peake</p>

5-a-day

1. $8.2 + 1.95$
2. 2195×37
3. $42,712 - 8,939$
4. $\frac{2}{7} - \frac{8}{21}$
5. $799 \div 17$

Statistics - Circles

We have become really good at reading data from tables and lines graphs but we're now going to look at how to read and represent data on a pie chart. Before we begin, we need to make sure that we can identify, describe and calculate parts of a circle.

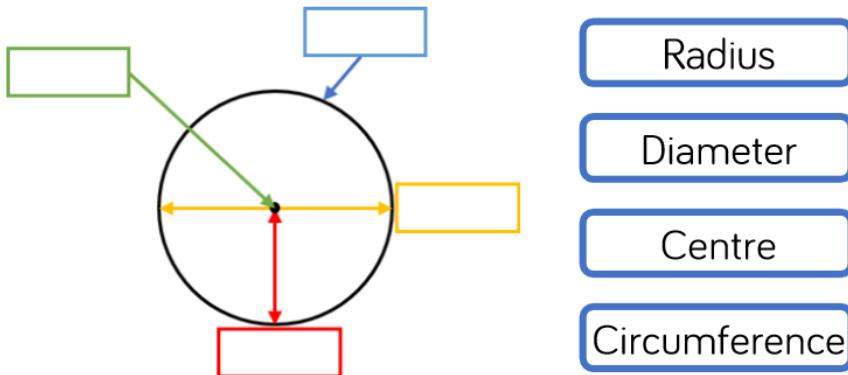


1. Watch the clip to learn about the key vocabulary we need for today:

<https://vimeo.com/436508693>

2. Correctly label the parts of the circle:

Using the labels complete the diagram:



3. Complete the activities on the following page.

Extra challenge:

Complete the Name and Calculate Parts of a Circle quiz on www.lbq.org

The code for the quiz will be sent via Marvellous Me on Tuesday morning.

Complete the table:

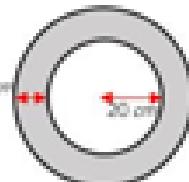
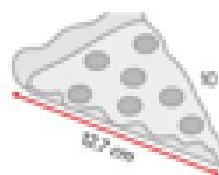
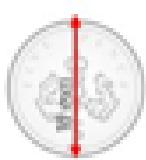
Radius	Diameter
26 cm	
	37 mm
2.55 m	
	99 cm
	19.36 cm

Remember to use these formulae to help you today:

$$\text{Radius} = \frac{\text{diameter}}{2}$$

$$\text{Diameter} = \text{radius} \times 2$$

Find the radius or the diameter for each object below:

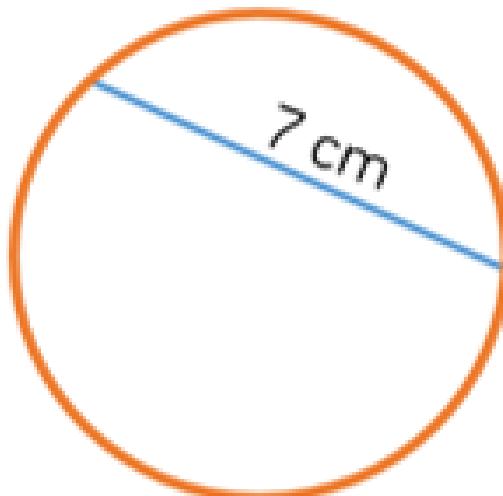


The radius is _____. The diameter is _____. I know this because _____.

Spot the mistake!

Tommy has measured and labelled the diameter of the circle below.

He thinks that the radius of this circle will be 3.5 cm.



Is Tommy right? Explain why.

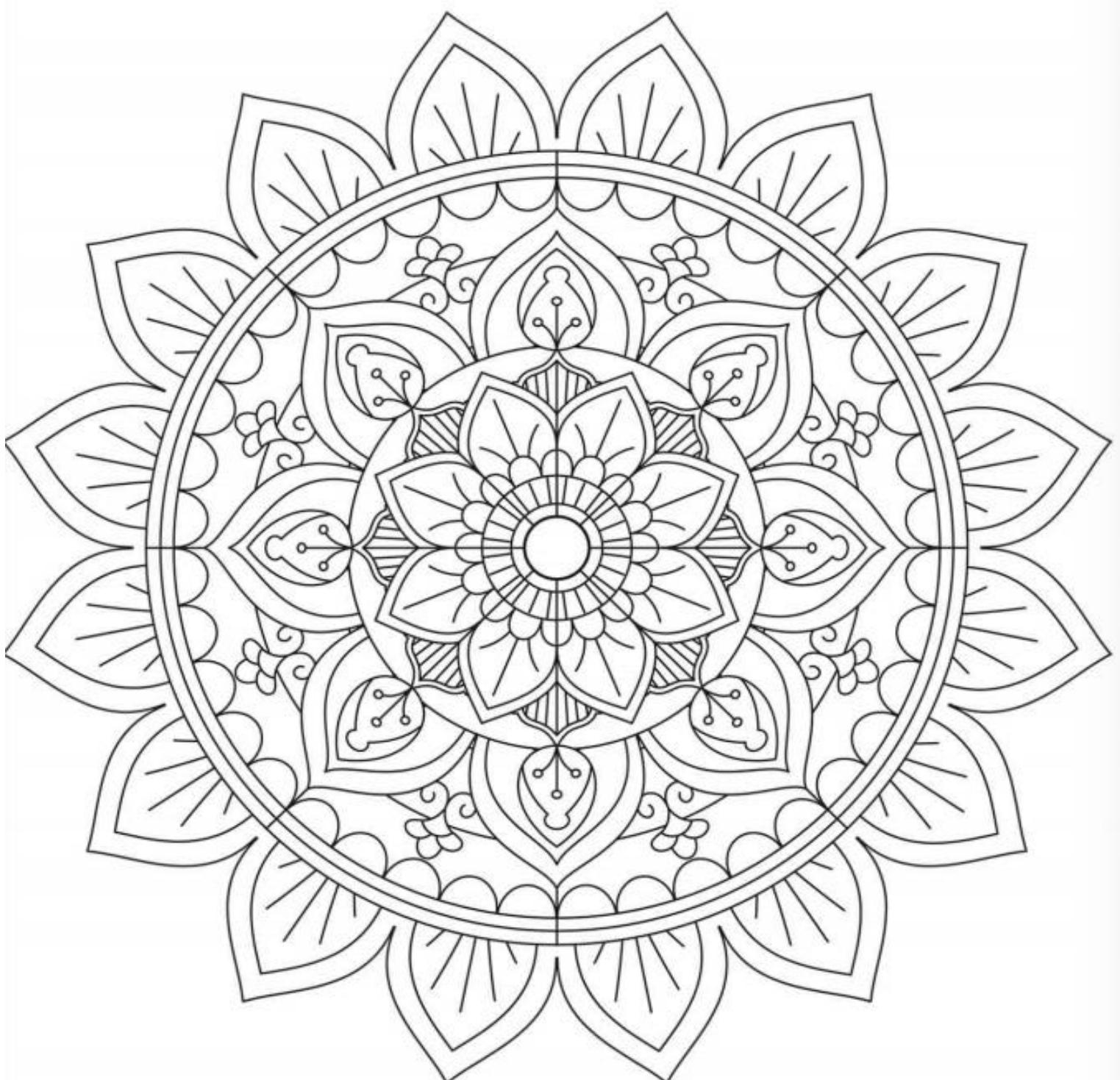
WEDNESDAY

03.02.21

Literacy

Literacy		
	Activity Description	Resources
1	<p>Writing</p> <p>We are going to take part in a national writing event called 'Kids of 2020'. Your task is to write a letter to a child in the year 2030 to tell them all about what life was like as a child in 2020.</p> <p>The best letters across the country will be displayed in an exhibit at The Postal Museum.</p> <p>Today, we are going to gather our ideas about life in 2020. You may want to write a list, draw a mind map or make a poster.</p> <p>We certainly recommend getting help and ideas from all of the family!</p> <ol style="list-style-type: none"> 1. Present the ideas and information that you want to include in your letter for 'Kids of 2020'. 	<p>Further information about the writing event can be found at: https://usborne.com/kidsof2020</p>
2	<p>SPaG</p> <ol style="list-style-type: none"> 1. Complete the questions below. <p> Put a semicolon in the correct place in the sentence below.</p> <p>I have to write my story with a pen my sister, however, is allowed to use the laptop.</p> <p> Write the correct contraction for the underlined words in the space beside them.</p> <p>You <u>should not have</u> (_____) come home on your own so late. <u>It is</u> (_____) very dangerous, and if <u>I had</u> (_____) known you were going to, <u>I would have</u> (_____) given you the money for a taxi.</p> 2. Write down as many examples of contracted words (e.g. can not = can't) as you can think of. 	

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>RE: Buddhism</p> <p><i>In February, Buddhist people celebrate Nirvana Day.</i></p> <p>1. Use the link to access information to help you to answer the following questions:</p> <ul style="list-style-type: none"> a. When is Nirvana Day celebrated? b. What does “Nirvana” mean? c. How old was Buddha when he reached Nirvana? d. What did Buddha have to understand in order to reach Nirvana? e. Why do Buddhists meditate? <p><i>Meditation is important to Buddhists – they use it to improve their well being, to clear their mind and to encourage positive thinking. Many non-Buddhist people also use mediation as a way to relax.</i></p> <p>2. Follow the 5-minute guided meditation. <i>How did you feel afterwards?</i></p> <p><i>Mindfulness colouring can also be a form of meditation.</i></p> <p>3. Colour the mandala (or draw your own to colour).</p>	<p><u>https://www.bbc.co.uk/bitesize/topics/zh4mrij6/articles/zvtxgwx</u></p> <p><u>https://www.youtube.com/watch?v=nmFUDkj1Aq0</u></p> <p><i>Activity on the following page.</i></p>

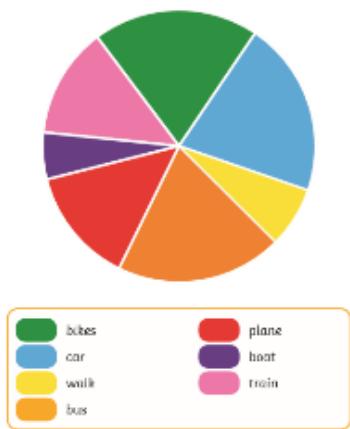
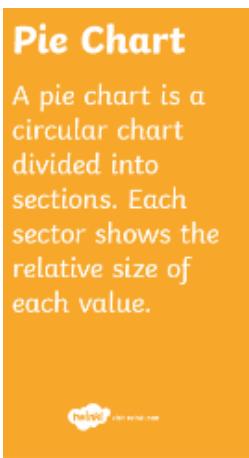


5-a-day

1. $592 \div 8$
2. 605×27
3. $14,622 + 3,498$
4. $7,490 - ? = 2,631$
5. $\frac{4}{7} \times \frac{7}{10}$

Statistics: Read and Interpret Pie Charts

We're going to begin to look at how to read data from pie charts. We'll need to draw on our **fraction, percentage, angle and parts of a circle** knowledge to help us.



Pie Chart Pieces		
Fraction	Degrees	Per Cent
1	360°	100%
1/2	180°	50%
1/3	120°	33.33%
1/4	90°	25%
1/5	72°	20%
1/6	60°	16.67%
1/8	45°	12.50%
1/10	36°	10%
1/12	30°	8.33%

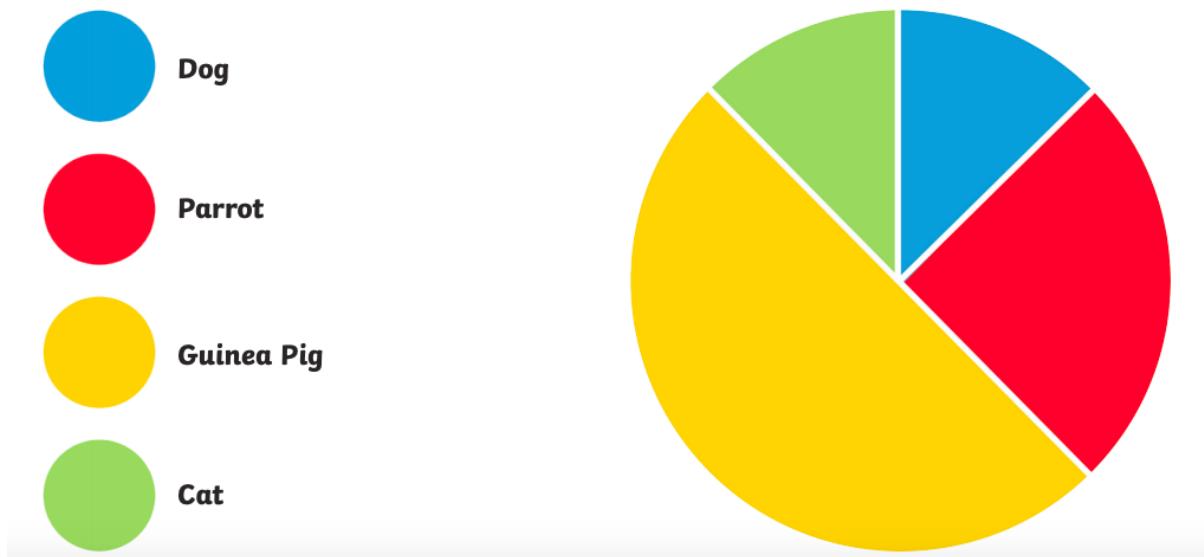
1. Watch the clip – it explains how to read data from a pie chart. Pause the video to try and complete the questions then watch the solutions to each problem:
<https://vimeo.com/436508805>
2. Complete the activity on the following page. For this, you'll need to link your fraction knowledge of how to find a $\frac{1}{2}$, $\frac{1}{4}$ or $1/8$ of an amount to help you.

Extra challenge:

Work though the pie chart questions on this website:

<https://kids.classroomsecrets.co.uk/resource/year-6-read-and-interpret-pie-charts-game/>

A Pie Chart to Show Children's Favourite Animal



This pie chart represents 40 children.

1. How many children chose dogs as their favourite animal? _____
2. How many children chose guinea pigs as their favourite animal? _____
3. How many children chose cats as their favourite animal? _____
4. How many children chose parrots as their favourite animal? _____
5. Which animal was the most popular? _____
6. Which animal was the least popular? _____
7. Now imagine that there were 80 children asked. The pie chart is exactly the same. How many children would choose:
 - a) dog _____
 - b) parrot _____
 - c) guinea pig _____
 - d) cat _____

THURSDAY

04.02.21

Literacy		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p>You will need your ideas sheet from yesterday to help you with today's planning activity.</p> <p>Today, we are going to plan our letter ready for writing it up neatly tomorrow to enter into the writing event.</p> <p>1. Use the planning sheet provided to write a rough draft of your letter.</p> <p>In your letter, try to include:</p> <ul style="list-style-type: none"> • How you felt at different points during 2020 • What life was like as a child in 2020 • How did your life change in 2020 compared to how your life was like before? <p>For the children of 2030, the stories of 2020 will become part of the history that those children learn about in school so try to include as much detail as you can and give your own opinions and feelings.</p>	<p><i>Planning sheet is on the following page.</i></p> <p><i>Children do not have to use this specific planning sheet. If you do not have access to a printed sheet, then planning on paper is absolutely fine!</i></p>
2	<p>Accelerated Reading</p> <p>Select a book to read in your free time and take the quiz on Accelerated Reading.</p>	

LETTER WRITING TIME: LETTER TEMPLATE



Recipient's address ↗

Your address ↗

Date ↗

Greeting ↗

↙ Your letter

Closing farewell ↗



Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Space: Galaxy Art</p> <p><i>For Art this week, you'll have a choice of two pieces to create depending on what materials you have at home.</i></p> <p><u>Option 1: Watercolour Galaxy Art</u> Use the linked tutorial to create your own galaxy using straws and watercolours.</p> <p><u>Option 2: Planet Space Scene</u> For this piece, we'll use pencils and pens to create a space scene. When drawing the planets, we'll try to use techniques to make the planets appear as 3D spheres and not flat circles.</p>	<p>https://www.happyfamilyart.com /art-lessons/watercolor-art-lessons/fun-watercolor-galaxy-and-space-paintings/</p> <p>https://www.youtube.com/watch ?v=x33JY5meZWM</p>
2	<p>Science</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/ <i>The activity code will be sent via Marvellous Me this morning.</i></p>

5-a-day

1. $768 \times ? = 0$
2. $8,833 - 5,917$
3. $0.01 \div 10$
4. $2\frac{5}{9} + 3\frac{2}{4}$
5. $4,392 + ? = 6,341$

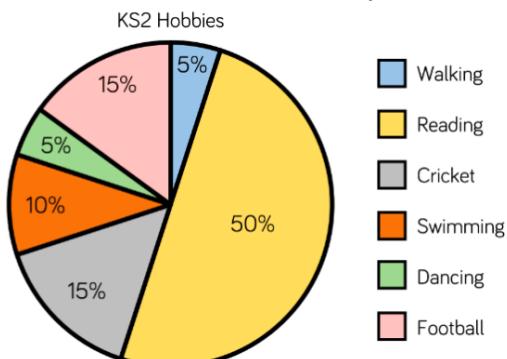
Statistics – Pie Charts With Percentages

We're going to continue looking at how to read data from pie charts. Today, we're focusing on using our knowledge of **finding percentages of amounts** to interpret the pie chart. Remember that the **WHOLE pie chart = 100%**. We'll still need to draw on our **fraction, angle and parts of a circle** knowledge to help us.

1. Let's make sure we're confident at finding a percentage of an amount. Watch this clip to recap how to calculate percentages. It'll show you a written method and how to use a calculator to work it out: <https://www.youtube.com/watch?v=rR95Cbcjzus>
2. Find the percentage of these amounts:
 - 50 % of 100 =
 - 25% of 200 =
 - 30% of 150 =
 - 5% of 125 =
3. Have a go at finding out how many children chose each hobby based on this pie chart:

There are 200 pupils in Key Stage 2 who chose their favourite hobbies.

How many pupils chose each hobby?

**Extra challenge:**

Work through the pie chart questions on this website:

<https://kids.classroomsecrets.co.uk/resource/year-6-pie-charts-with-percentages-game/>

FRIDAY

05.02.21

Literacy		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p>1. Write a finished version of your letter to a child in 2030.</p> <p><i>How you present your letter is entirely up to you – you may want to decorate the paper, you may want to include some pictures and you may even decide to create an envelope design too!</i></p> <p>We are happy to post the letters from school. Please return completed letters to school and place them in the red tray at the office.</p> <p>Alternatively, if you wish to post your entry from home, please use the address provided on the website. <u>We would love to see a photograph of your letter before you send it!</u></p>	<p><i>Origami paper envelope:</i> https://www.youtube.com/watch?v=GEyVExBMKXo</p> <p>https://usborne.com/kidsof2020</p>
2	<p>SPaG</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/ The activity code will be sent via Marvellous Me this morning.</p>

Curriculum Activities		
	<u>Activity Description</u>	<u>Resources</u>
1	<p>PE – Scrapbook Challenge</p> <p>Last week, you'll have received an email from our PE co-coordinator, Mrs Sharrocks, about the Redcar and Eston School Sports Partnership Scrap Book challenge.</p> <p>There are many great activity suggestions in the booklet to keep you active during this time so please feel free to do any activity you'd like from the booklet.</p> <p>For PE this week, we'll begin the Walking Challenge:</p> <p><u>Design your challenge</u></p> <p><i>There are lots of different walking challenges on the internet.</i></p> <p><i>Your job is to design your own walking challenge for you (and your family too, if you want).</i></p> <p><i>Try the challenge every day for a whole week</i></p> <p><u>What to include?</u></p> <p><i>You need to decide how you are going to measure your challenge? Are you going to do a number of steps in a day? Are you going to set yourself a route from home?</i></p> <p><u>Benefits</u></p> <p><i>Try to make sure your heart rate is raising whilst you are walking - the harder it is beating, the harder it is working. If you are getting warm whilst you are walking then your body is definitely feeling the benefits of exercise.</i></p> <p><i>Do some research on the benefits and write them in your scrap book, along with your challenge and how successful you were each day.</i></p>	<p><i>Please refer to your email from Mrs Sharrocks for further information.</i></p>  

5-a-day

1. $5 + 9^2$
2. $7 - 5.52$
3. $\frac{1}{14} + \frac{1}{4} + \frac{1}{7}$
4. $2,841 \div 13$
5. 65.76×100

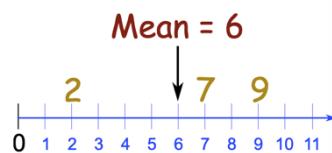
Statistics – Finding The Mean

Today we're learning a new keyword – "mean". In maths, the "mean" is the average, or the central, of a set of numbers. To calculate the mean, you:

- add up all the numbers
- divide the total by how many numbers there are

Example: What is the mean of 2, 7 and 9?

$$2 + 7 + 9 = 18 \quad 18 \div 3 = 6 \quad \text{So the mean} = 6$$



1. Watch the clip to see more examples of how to calculate the mean:

<https://vimeo.com/436509055>

2. Work through the following activities:

Calculate the mean number of crayons:

Crayon colour	Amount
Blue	14
Green	11
Red	10
Yellow	9

Eva records how many glasses of water she drinks each day.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
8	9	7	6	9	10	7

What is the mean number of glasses she drinks?

Extra challenge:

Complete the Statistics Block Review quiz on www.lbq.org to re-cap everything we've looked at this week. The code will be sent via Marvellous Me on Friday morning.