

Weekly Learning for Year 6

8th June 2020– Weekly Learning

One-week project: Enterprising Entrepreneurs!

Self-Marking:

We have provided the answers for last week's tasks. Please use the answer sheets provided to mark your answers.

- For maths, we have suggested a method for each question so if you have got an answer incorrect look at how you could have worked it out and have another go.
- For reading, we have written example answers for you to self-mark please use this to correct and amend your answers. The reading answers are attached below.
- For SPAG, mark your work using the answers provided.

Spelling This week's spellings all come from the same word family. Can you spot what is similar about them all?

Interrupt, interfere, intercept, interject, intertwine, interim, internal, intersperse, interloper, interest

1. Look up the definitions for each spelling and write this out.
2. Practice using each spelling by writing it into a sentence.

Reading – This week, we would like you to **read chapter 3 of Rumpel Stiltskin on Purple Mash**. Once you have read it you can complete the following on Purple Mash:

- 1) Chapter 3: Multiple Choice
- 2) Chapter 3: Sequencing
- 3) Chapter 3: Open Ended Questions
- 4) Chapter 3: SPaG

Task 1 is online in your To-Do's. To find task 2, 3 and 4 type Rumpel Stiltskin into the search bar and look in the Chapter 1 section. You do not need to print the questions out, just write your answers on a piece of paper and we will send you the answers for you to self-mark your work next week.

Spelling, Punctuation and Grammar – In SPaG we have looked at 'active and passive voice'. Remember, ACTIVE VOICE = A sentence is written in active voice when the subject of the sentence performs the action in the sentence. e.g. The girl was washing the dog. PASSIVE VOICE = A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else. e.g. The dog was being washed by the girl. Use the attached sheet to revise this topic and then answer questions about this topic on pages 20–21 week from your SPaG question books. Any questions, get in touch via email.

Writing – As part of our English learning we will be looking at **Mystery Stories!** For the next two weeks we are going to write a mystery story based on the book 'The Mysteries of Harris Burdick' by Chris Van Allsburg. You can read this book (it's very short!) by accessing this link:

https://mrsgraveswebsite.weebly.com/uploads/1/2/6/8/12686140/the_mysteries_of_harris_burdick.pdf

We would like you to write a story for the following picture and title:



THE HOUSE
ON MAPLE
STREET
It was a perfect lift-off.

This week we would like you to plan your story. Use the blank story mountain to help you. Try to end your story with the caption 'It was the perfect lift-off'. For help, we have attached a model story to give you some ideas and support but use your imaginations – your story could be anything at all to explain the picture! For further support, do get in touch with your class teachers

Maths – Use the links below to learn about the topic of 'Prime, square and cube numbers'. Remember, prime numbers only have TWO factors. One and itself. Use the following links to revise these:

Prime + square and cube numbers:

<https://www.youtube.com/watch?v=m82u6P2kGQM>

A catchy song to help you remember what prime numbers are:

https://www.youtube.com/watch?v=-U_wBA8_IW4

Square and Cube numbers:

<https://www.youtube.com/watch?v=m447suxkE4U>

Then complete revision guide pages 34–35. If you are stuck or need any support email your teachers.

Transition to Secondary School – With only one term left until you go to secondary school, it is important to start thinking about your journey ahead. Use the website below to learn more about secondary school life, and email any questions you have to your teachers. We'd love to hear from you. Follow this link: <https://www.bbc.co.uk/bitesize/articles/zj2grj6>

Eco Challenge – On 5th June it will be 'World Environment Day'. This is a day which allows us to reflect and think about the world and all of the different inhabitants of the earth and how they interact. As part of your learning this week, we would like you to think about the **'biodiversity' of our world**. This means, we would like you to research and think about all of the different types of animals and plants that live in our world. We would like you to create a poster answering the questions of:

1. What is biodiversity?
2. Why is it important?

You will therefore need to use the internet to help you answer these questions and present your findings in an interesting and informative way. You could produce a poster/leaflet or spidergram. It is completely up to you! **See the attached information sheet to help you with your work.**

Purple Mash – You all now have access to Purple Mash. We have emailed you your login details. Use your login details to log in following this link:

<https://www.purplemash.com/sch/laurance>

This week, we would like you have a go at writing your own acrostic poem for the word 'HUMAN'. An acrostic poem is where each letter in a word spells out a word or a message. Altogether, the poem should have a message/meaning. We would like you to write these poems based on how humans have felt during Covid-19. For example:

Humanity is frightened and worried
 Understanding each other is important
 Making time for your loved ones
 And being there for one another is crucial
 Never forgetting we are all in this together

Click on the 2Do to complete. Remember, try to think of some interesting vocabulary and how each of the words you select

Keep Active Challenge – It is important that we all stay active and healthy, during this time, even if we are at home or at school. As part of your keeping active learning, we would like you to take part in a Joe Wicks workout. Let us know how you get on!

<https://www.youtube.com/watch?v=jhWmnEVA0y4>
<https://www.youtube.com/watch?v=wpW2Mdyg-mI>

Keep in touch: We are really looking forward to keeping up to date with your learning. Please keep in touch via the bog and share work or discuss the learning with us via email and twitter:

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Project – Enterprising Entrepreneurs! Over the next few weeks we are going to become enterprising entrepreneurs! Entrepreneurs are creative, imaginative and brilliant people who devise a money making idea and put this into action. To help us on our journey towards becoming this, we are first going to learn all about money: **what is money, how to keep it safe, and how to become financially clever.**

Week 1: What is money?

We have set you the challenge of completing the following tasks. A sheet is attached which explains them in more detail and gives you more help with each one. Don't forget to get in touch with your teacher if you are still stuck.

Task 1: What is a barter? *A look at the history of money and what people used before money.*

Task 2: What is money? *A look at some of the features of money.*

Task 3: Design your own bank note. *Using your new knowledge about money, you can design a bank note.*

Remember to scroll down to find the attached sheet with more details and help for each of these tasks. We can't wait to see you work!

E- Safety – This week, we would like you to have a go at the 2Do's set on purple mash for internet safety. This week's activity is all about 'making choices'. *Sometimes, on the internet we can make choices which might be different to those we may make in real life. However, we should remember whatever choices we make online, positive or negative, they always have consequences.* This week, complete the set 2Do on purple mash. To do this, using your mouse/keypad click on the different choice options on the left hand side of the page, and type in answers for the different choices.

The different choice questions are:

1. Would you share your address online if a friend asked you to?
2. You want to watch a video on your mums tablet but she isn't in. Would you use it without permission?
3. You have seen something on your brothers phone that upsets you. What do you do?
4. Some of the children at lunchtime are using tablets without permission. What do you do?

What would be your answers. Type these into the 2DO.

Jigsaw – This week, we would like you to think about how 'thoughts, feelings and actions' are related. Sometimes, negative thoughts can make us feel upset/worried/sad and these can lead us to want to be alone or angry. With your parents or family members, discuss a time when you might have had positive/negative thoughts, how this made you felt and how you may have acted. How could you use your support strategies to help you? Only discuss this if you want to and if you feel worried/sad, please talk to someone on your network hand. Your teachers are here to support you too.

Maybe you would like to try:

Below are a list of links + online websites (sorted by subject) that you can use to help keep yourself busy (should you find yourself with some spare time!)

Please see these two NEW links for some fantastic resources!

Online Learning provided by teachers who provide explanations for a range of subjects including English and Maths

<https://www.thenational.academy/online-classroom>

Online Daily Learning for children in a range of subjects including Maths, English and Science –
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>

Maths

- IXL to practise and revise key topics–
https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A
- Times Table Rock stars–
<https://trockstars.com/>
- BBC bite size to revise/revisit different subjects such as maths topics–
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- Maths games to help you consolidate your understanding of maths concepts–
<https://www.sheppardsoftware.com/math.htm>
- Online maths worksheets for different types of maths topics–
<https://www.math-drills.com/>
- Online maths quizzes –
<https://www.educationquizzes.com/ks2/maths/>

Reading + English

- Online website with lots of quizzes for different subjects including English and maths
<https://www.educationquizzes.com/ks2/>
- Free e-book Library where you can read over 100 books –
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Try a creative writing challenge –
<https://home.oxfordowl.co.uk/blog/harriet-muncasters-creative-writing-challenge/>
- Stories to listen to online which you can review/–
<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- Reading Rocks Reviews listen to the reviews of different books before you have a read –
<https://www.youtube.com/channel/UCDBwXRaWOGPaKd9Hogt5C-w>
- Free audio book from David Walliams–
<https://www.worldofdavidwalliams.com/elevenses/>

SPaG

- A website providing a range of grammar activities to improve SPaG–
<http://www.crickweb.co.uk/ks2literacy.html>
- A website to practise spelling rules and lists –
https://www.spellzone.com/word_lists/index.cfm
- Online grammar quizzes –
<https://www.educationquizzes.com/ks2/english/>

PE

- Jo Wicks PE channel – live 9am workout
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Online workout for children
https://www.youtube.com/watch?v=L_A_HiHZxfl

Music

- Lots of activities to do, including with the family.
<http://www.hertsmusicservice.org.uk/online-resources>

English writing: The House on Maple Street Model Story

Here is a model text – Look out for the following features:

- Good vocabulary/phrases
- Use of higher level punctuation such as dashes/brackets/commas/hyphens/colons and semi-colons.
- Fronted adverbials/different ways to start sentences

Dr. Fleinstein lived alone in his 1800s style house on Maple Street.

Every day, he would get up very early for work. He worked only in his house in the attic. He never stepped outside, except to shuffle out in the mornings in his slippers and dressing gown to get his paper and mail from the mailbox at the front gate. Many neighbours wondered about him. Some didn't even know his name or what he looked like. Gossip on the street was rife: who was he, what did he do all day, was there anyone else living there?

He was not a spy. He did not work for the government. He was not even an alien, as some neighbours wanted to think! Dr. Fleinstein was actually an inventor. The doctor had many ideas, some were completely useless once built, but some were very helpful in everyday life. One of his past inventions involved a motor, a frying pan and some metal hands, which he used daily to help him make his breakfast: fried eggs, bacon and a cup of tea.

His latest top-secret invention was building a house rocket. What is a house rocket, you might ask? Dr. Fleinstein would describe it as "The new way to outer space!" His new invention was all about getting to space, in the most comfortable way possible (Dr. Fleinstein liked his home comforts as you may have already realised). However, he had always been obsessed with the universe. His house was mostly decorated with satellite pictures of the earth and other planets. His new theory was to make some kind of rocket in his basement of the house, strong enough to lift the entire house off the ground and take it and himself into space.

On a bright Saturday morning, Dr. Fleinstein got up and set his motor off to make his usual breakfast. Then, after collecting the mail from the mailbox, he went off to his office in the attic. His office consisted of old antiques and many, many small gadgets scattered over every work surface and all over the carpet.

As Dr. Fleinstein sat down at his desk, he turned on the lamp and there, in his happy place, his ideas began to flow. He started drawing shapes and numbers across many reams of paper: once he had an idea, he had to put on paper immediately, or else the idea would be gone and he'd never remember it again. Slowly and surely, ideas for his house rocket began to come together. Once he had all his ideas down, he knew it was time: he started off to the basement.

It had been a while since he had stepped foot in the bottom story of the house, so most of it was filled with cobwebs and boxes. However, Dr. Fleinstein did not even notice: he got straight to work. He measured and cut every piece of metal to its needed shape. Over the following weeks, the rocket began

to take shape. The neighbours became even more suspicious — so many bangs, whirrs and sparks were flying out of the basement windows.

Weeks later, Dr. Fleinstein had finished his most treasured project. It was 11:30 PM. A grand series of pipes, containers, buttons, wheels and flashing screens filled his basement. He was ready.

Dr. Fleinstein clicked a series of buttons. Screens turned on, beeping noises began, wheels started to turn and a large rumbling sound echoed around the neighbourhood. A count down sounded:

10-9-8... People began to peer out of their windows at the house. Dr. Fleinstein slowly and calmly climbed the basement stairs up to his living room, sat down on his sofa and strapped himself in.

7-6-5... The house began to shake.

4-3-2... Dr. Fleinstein smiled to himself.

...1! The house shot upwards. It was the perfect lift-off.

Story Planning Mountain

Problem: How does the house get turned into a rocket? Do all the characters know about it?

Build up: What does the main character start to do? How does this link to the house lifting off?

Resolution: What/who triggers the lift-off? What does it sounds like/look like?

Opening: Who is the main character? Where do they live? Who does the house belong to?

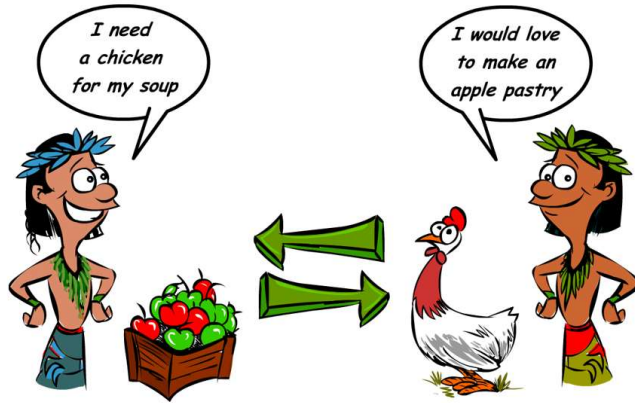
Ending:

It was the perfect lift-off!

Enterprising Entrepreneurs! Task details and Help Sheet

Task 1: What is a barter?

- Money has been around for a long time, but for thousands of years before money was used, communities used to **'barter'** for goods and services. Use the diagram below and an online dictionary to see if you can find out what a **barter** is:



(Answer: Exchange
(goods or services) for
other goods or services
without using money)

- Think about stone age Britain. What goods would they have to use for barter? What about communities in places like Africa or the Middle East?
- Some of the earliest forms of money were things like salt, animal pelts, precious metals or small replica swords and spears. Why do you think this was?

(Answer: it was easier to trade small items and replicas than the real thing!)

Task 2: What is money?

Over time, money eventually took over barter as a preferred method for trading and purchasing goods and services. Why do you think this might be?

(Answer: Merchants found it easier to exchange coins and notes rather than physical things such as livestock and grains.)

- Trust is very important in the money system. Can you find these words on a bank note?

"I promise to pay the bearer on demand the sum of..."



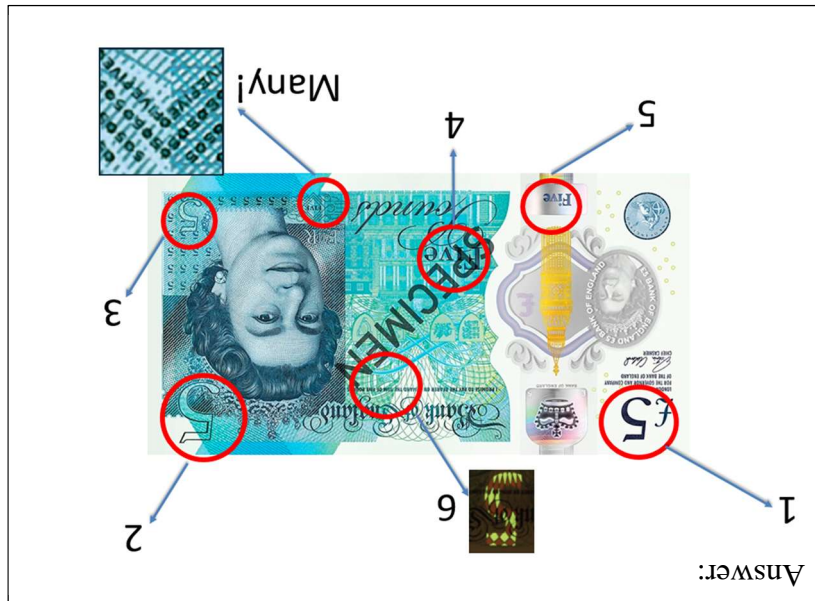
- For bank notes and coins to have value, they must preserve their value. Whenever you buy or sell something, that small sheet of paper must mean the same thing to both parties. In the past, to ensure value, holders of bank notes could always exchange them for precious metals such as silver and gold. The Bank of England goes to great lengths to make sure bank notes are the real thing and not fakes. Look up the word **counterfeiting** in a dictionary to find its meaning.

Answer: the crime of making an exact copy of something in order to trick people into thinking that it is the real thing.

- Look at some bank notes from around the world. What features do they have in common? What is different about them?



- Now let's look at our own money. How well do you know the £5 note? If you can find a real one, try to see how many '5s' or 'fives' can you find?



- Now study the £5 note further. The Bank of England tries hard to prevent counterfeiting of its money. Can you find the following features which make it very hard to counterfeit a bank note?



Feel of the paper



Micro lettering



Hologram



Raised print



Watermark



Print quality



Ultra-violet



Metallic thread



- Our bank notes all feature famous people. The people featured have changed over time. Here are three:



Winston Churchill



Jane Austen



JMW Turner

These people were all famous in different ways. Use the internet to research their accomplishments. Do you think they are worthy of featuring on our money? Who would you choose to feature on a bank note?

Task 3: Design your own bank note

Now using all your new knowledge, we want you to design your own bank note.

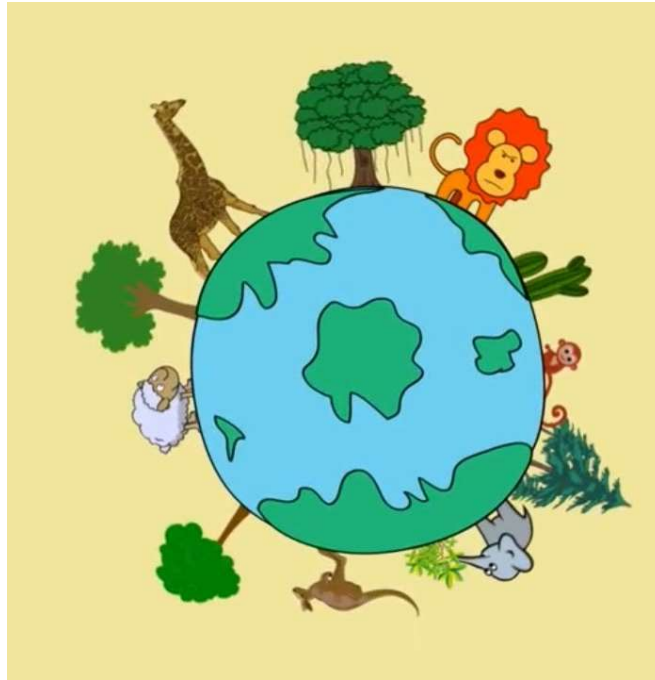
- What famous person would you choose to feature on your new bank note? Why?
- What social, cultural and historical features will you include?
- How will you ensure your bank note is safe from counterfeiting?

You could draw your new bank note on a piece of paper. Remember to label all your chosen features and **take a photo of it and send it to us** – don't forget you can chat and share your ideas on the blog too!

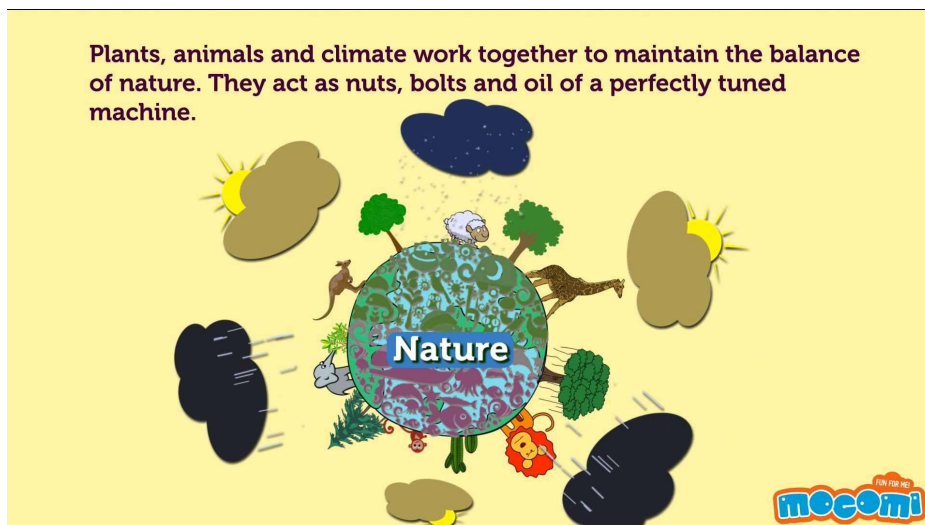
Biodiversity information sheet

What is biodiversity?

Biodiversity is about the diversity – the range of different living things and systems in an area. The more plant, insect and animal species there are in one area the greater the biodiversity and the healthier the ecosystem!



The word 'biodiversity', is a scientific word which means all of the variety of species, habitats, and ecosystems across the planet.



So the more biodiversity = more animals and plants = better for the earth = stronger ecosystem! ☺

Why is it better to have more animals and lots of different plants?

Less biodiversity = fewer animals and plants = worse for the earth = weaker ecosystem ☹

Why is it worse to have fewer types of animals and not very many plants?

Why is biodiversity important?

- 1) We need the EARTH + ANIMALS + PLANTS to survive! We are very much a part of the web of life. So, protecting biodiversity is very important for ensuring the survival of humans. Biodiversity keeps the ecosystems healthy, which provide us with clean air, water and a stable climate to live in.
- 2) Biodiversity provides food for humans. About 80 percent of our food supply comes from just 20 kinds of plants. Humans use at least 40,000 species of plants and animals a day.
- 3) There are also many people in the world who depend on these species for their food, shelter, and clothing.
- 4) Medicines –Lots of plants help to make important medications which people all over the world use. Most medicines are derived from natural ingredients, most specifically plants. Many antibiotics are also derived from living micro-organisms such as bacteria and fungi.
- 5) Biodiversity provides us with lots of building material like rubber, oil, certain types of fibres, dyes and adhesives all come from natural origins.

Can you think of any more?

PRESENT your ideas in a poster/leaflet. We can't wait to see them!

Reading Answers

Please find the answers to the reading below. Remember, to self-mark your work and amend any that you got wrong. **If you require support or are unsure get in touch with your teachers via email who will be able to help you.**

These are the reading answers for Chapter 2 of 'Rumpelstiltskin' which can be accessed via Purple Mash.

Comprehension Questions (Answers)

1. *There had been many kings over the years, each as pompous as the last.*
Which pair of words is closest in meaning to the word *pompous*?
 - a humble and kind
 - b fat and podgy
 - c boastful and selfish**
 - d timid and quiet
 - e bitter and spiteful

2. The Miller's mouth ran faster than his mind. This means that he...
 - a always arrived early.
 - b spoke in riddles.
 - c got things done quickly.
 - d didn't think before he spoke.**
 - e was quick to judge others.

3. The Miller was proud of his daughter but what was wrong with the way he spoke about her?
 - a he said that she was better than the king's daughter
 - b he compared her to his other daughters
 - c he claimed she was not as talented as he was
 - d he focused on her beautiful appearance
 - e he made false claims about her abilities**

4. Why didn't the girl have much she could offer Rumpelstiltskin?
 - a she came from a very poor family
 - b she had left home quickly without any possessions**
 - c she was mean
 - d she didn't trust Rumpelstiltskin
 - e she was hiding her treasured items

5. Why did Rumpelstiltskin have concerns about helping the girl turn the straw into gold?
 - a he knew that the Miller would benefit**
 - b he didn't want to get on the wrong side of King Steffan
 - c he thought that she would become greedy
 - d he was worried about messing with magic
 - e he didn't have faith in his abilities

Chapter Sequencing (Answers)

Put these events in the order in which they happened in the story, numbering them from 1 to 5. The first one has been done for you.

Rumplestiltskin wondered why the girl couldn't see how cruel the king was.

2

The girl told Rumplestiltskin how her father's actions had led to her becoming a prisoner.

1

More than a thousand gold coins appeared in the room.

5

Rumplestiltskin sat on the wooden seat by the spinning wheel.

4

Rumplestiltskin agreed to help the girl on the condition that she gave him something in exchange.

3

Open-Ended Questions (Answers)

1. "No, I speak not of the king; everybody knows of King ~~Steffan~~," she said getting dewy-eyed in the process.

What does the author mean by the phrase dewy-eyed?

Dewy-eyed means that the girl eyes became covered with tears, because she likes the king

|

2. Look at the paragraph beginning: "No, I speak... to the paragraph ending: ...it is true."

Why did the Miller claim that his daughter could turn straw into gold?

As the king's men mimicked and scoffed at him and said that he should stop bragging about his daughter, as otherwise he would employ another miller. So, he felt like he needed to say something that was really impressive, so he said that.

3. Look at the paragraph beginning: It seemed unfathomable...

Explain why ~~Rumplestiltskin~~ thought that the king was just as foolish as the Miller.

Rumplestiltskin thought that the king wasn't a proper leader, because he was letting an innocent woman get in trouble. This is because in the text it says 'A real leader would surely dismiss such foolish talk from his Miller, but this king instead chose to prove the Miller wrong and punish him by sentencing his daughter – the innocent bystander in such a stupid quarrel – to death'. This shows us that he thinks the king is cruel and horrible and not a real leader.

4. The girl's ring was worth nothing to ~~Rumplestiltskin~~. Why did he accept the ring as payment for helping the girl?

He felt sorry for the girl because she had a look of hope, and the ring was the most worthy thing the girl had and she have this to him.

5. The girl giggled as she watched in amazement, and the sound was as light as air.

In the sentence above, the author used a simile to describe the sound. Write a simile to describe how the girl was feeling at the end of the chapter.

She felt as free as a bird.

Spelling, Punctuation and Grammar (Answers)

1. Choose the correct **spellings** to complete the sentences below.

Rumplestiltskin was a curous/cureous/**curious** character; he wanted to know why the girl became a prisoner.

The Miller told **enormous**/enormeous/enormious lies, each one bigger than the last.

Rumplestiltskin's appearance was hidous/**hideous**/hidious.

2. Complete the table below by matching each word to the correct **determiner**.

a	carriage
	arm
	heir
an	bracelet
	audience
	ring

3. Underline the **conjunctions** in the sentence below.

"... He is not such a bad man I suppose, **but** his mouth runs faster than his mind **and** his dreams are bigger than his truths."

4. Replace the underlined words in each sentence with the correct pronoun.

it

The king's men brought a carriage and put the girl in the carriage.

she

The girl giggled as the girl watched in amazement, and the sound was as light as air.

5. Underline the words that show the **tense** in the sentence below.

"The men frowned and said nothing, but my father shook his fist and cursed and turned on the spot..."

SPaG Answers

Pages 18–19 Conjunctions and Relative Pronouns				
1	Although it was late, we were allowed to stay up to watch the fireworks.			1
2	The dentist said I should brush my teeth more often (if) I wanted healthy gums. Once we were home, I spent ten minutes brushing carefully.			1
3	I like adventure <u>and</u> mystery films best. For dessert, we were allowed fruit <u>but</u> not ice-cream. <u>After</u> I finished my homework, I played outside. The brave boy played on, <u>even though</u> he had hurt his ankle.	Subordinating ✓ ✓	Coordinating ✓ ✓	1
4	The book <u>that</u> I read last month told the story of a magic unicorn.			1
5	as ✓			1
6	Our teacher, <u>whose</u> house is in the countryside, was snowed in.			1
7	My brother, <u>who is mad about music</u> , went to see his favourite group. Our teacher was annoyed <u>because we didn't listen to her instructions</u> . Despite the fact that we weren't very hungry, <u>we still managed to eat a huge dinner</u> .	Main clause ✓	Subordinate clause ✓ ✓	1

Maths Answers

Challenge 1

①

multiples of 5

20 35

multiples of 3

15 12

60 42

because $20 \div 5 = 4$ $12 \div 3 = 4$
 $35 \div 5 = 7$ $42 \div 3 = 14$
 $15 \div 5 = 3$ $15 \div 3 = 5$
 $60 \div 5 = 12$ $60 \div 3 = 20$

②

3 5 7 8 6 4 9

Factors of 18 1, 18
 2, 9
 3, 6

③

$6 \times 7 = 42$
 $7 \times 6 = 42$

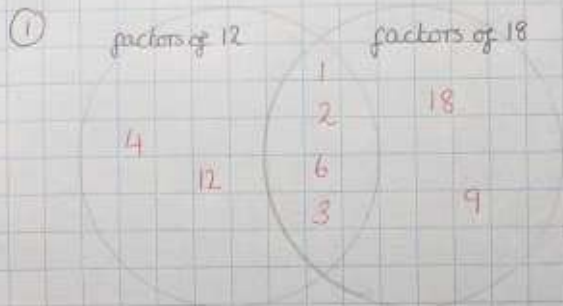
$42 \div 6 = 7$
 $42 \div 7 = 6$

④ $5 \times 7 = 35$ common multiples of 5 and 7 are

$35 \times 2 = 70$
 $35 \times 3 = 105$
 $35 \times 4 = 140$
 and so on

35
 70
 105
 140
 and so on

Challenge 2



Factors of 12

①, 12, ② 6, ③ 4

Factors of 18

①, 18, ② 9, ③ 6

② factors of 24 : ①, 24, ② 12, ③ 8, ④ 6

factors of 32 : ①, 32, ② 16, ④ 8

common factors of 24 and 32 are 1, 2, 4 and 8

③ multiples of 2 are 2, 4, 6, 8, ...
 multiples of 5 are 5, 10, 15, 20, ...
 multiples of 7 are 7, 14, 21, 28, ...

• a common multiple of 5 and 7 would be $5 \times 7 = 35$
 but this isn't a common multiple of 2

• a common multiple of 2, 5 and 7 is 70
 because $2 \times 5 \times 7 = 70$

④ factors of 18 : ① 18, ② 9, ③ 6
 factors of 36 : ① 36, ② 18, ③ 12, ④ 9, ⑤ 6

common factors of 18 and 36 are
 odd greater than 5

1	✓	x
18	x	✓
2	x	x
9	✓	✓
3	✓	x
6	x	x

9 is odd, greater than 5 and
 a factor of 18 and 36

Challenge 3

①

x	5	8	9
4	20	32	36
6	30	48	54
12	60	96	108

②

factors of 27 are 1, 27, 3, 9,

From these 27, 3 and 9 are factors of 27 and multiples of 3

\downarrow
 3×9

\downarrow
 3×1

\downarrow
 3×3

③

factors of 21

factors of 63

common factors of 21 + 63

①

②1

③3

⑦

①

③

⑦

⑨

⑥3

1, 3, 7 and 21

④

lowest common multiple of 3, 6 and 14 = 42

multiples of 14 are they a multiple of 3? a multiple of 4?

14

28

42

x

x

✓ $3 \times 14 = 42$

x

✓ $4 \times 7 = 28$

✓ $4 \times 10.5 = 42$