

Year 6 Home Learning: 1st February 2021

Spelling/Phonics		Time to spend on activity
Spelling/Phonics:	<p>Monday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – foreign, forty, frequently, government, guarantee, harass Trace, copy and replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing an image around the word Words without vowels <u>After you have practiced complete the spelling quiz on purple mash.</u></p> <p>Tuesday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – hindrance, identity, immediately, individual, interfere, interrupt Trace, copy and replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing an image around the word Words without vowels <u>After you have practiced complete the spelling quiz on purple mash.</u></p> <p>Wednesday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – language, leisure, lightning, marvellous, mischievous, muscle Trace, copy and replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing an image around the word Words without vowels <u>After you have practiced complete the spelling quiz on purple mash.</u></p> <p>Thursday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – necessary, nuisance, neighbour, occupy, occur, opportunity Trace, copy and replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing an image around the word Words without vowels <u>After you have practiced complete the spelling quiz on purple mash.</u></p> <p>Friday - Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – parliament, persuade, physical, prejudice, privileged, profession Pyramid words Trace, copy and replicate Look, say, cover, write, check Drawing around the word to show the shape Drawing an image around the word Words without vowels & <u>After you have practiced complete the spelling quiz on purple mash.</u></p>	5 sessions 30 minutes
Reading	<p>Log into your child's MYON account daily and read different texts for 15 minutes daily. Our class read project has been set for this week which. You have a range of books to choose from, depending on what table group you are in. Take your pick and then once you have finished, choose another to read! Leave your teachers a review once you finish a book to say if you enjoyed it and if you would recommend it to a class mate. Don't forget to complete an AR quiz once you have read your book.</p> <p>https://www.myon.co.uk/login/index.html?logoutReason=10&returnTo=%2Flibrary%2Fsearch.html</p> 	Read for 15 minutes daily using your Myon log in 30 minutes

	<p>Monday – Complete the word meaning table with the key words that you will need for your English learning throughout the week</p> <p>Comprehension text on Marcus Rashford on Purple mash</p>	
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English – All worksheets will be put on Purple Mash
Key vocabulary – xenophobia, bedraggled, society, devoured, conscience, obscene, uninhabited, agenda, commotion, emanate

Monday	<p>LO: To explore emotions Starter: Read our new text – The Island. Main: This week you are going to be writing a diary entry in role as the residents of the island who have had a refugee washed ashore. Later on in the week, you will be going back to being the refugee who has arrived at their new destination ‘the island’. Activity: Think about how the men and women of the island are feeling after seeing a strange man wash up on their land. They don’t know him. They don’t know what he is capable of. They have to potentially protect their families and possessions. Complete the emotion scale for each picture, explaining and rating how the residents are feeling towards the man. Write an adjective and then explain your reasons behind it.</p>	1 Hour
Tuesday	<p>LO: To plan Starter: Recap the new text from yesterday. Remind yourself of how the residents are feeling towards this strange man. Remind yourself of how they are treating him. Read the WAGOLL of a diary entry Main: You are going to complete plan for your diary that you are going to be writing tomorrow as the residents. You need to think of three main events that you are going to talk about in your diary e.g. the moment he washed ashore, you taking him to the uninhabited part of the island and everyone’s reactions to him. Activity: Complete the planning grid. Make sure you include enough detail to help you with your writing tomorrow. Remember, it should be first person, past tense and should include a chatty, informal tone. For the adjectives to describe your feelings, make sure these are high level words.</p>	1 Hour
Wednesday	<p>LO: To write a diary entry as the residents Starter: Look over your plan from yesterday to remind yourself of the main events that you are going to be writing about in your diary entry today. Re-read the WAGOLL Main: Remember the features of a diary entry: First person, past tense, informal/chatty tones, emotive language throughout, key events retold Activity: Complete your diary entry as a resident of the island. Make sure you fill it with detail and emotions throughout</p>	1 Hour
Thursday	<p>LO: To plan (as the refugee) Starter: Today you are going to be planning for another diary entry, but this time writing in role as the refugee, relating it back to the writing that you have done previously. Main: Read WAGOLL. How is this different from your first diary entry? Remember, you are now on the opposite side. You are going to be talking about what it was like to wash up on the island, how you felt that the residents treated you and what they did to you. Activity: Complete the plan for your second diary as the refugee. Remember, you have not been treated well by the men and women. You thought that this would be your forever home however it has not turned out that way and you are be treated like an animal.</p>	1 Hour
Friday	<p>LO: To write a diary entry as the refugee Starter: Look back over your plan from yesterday and re-read the WAGOLL. Main: Before you begin to write your diary, think about the following: Did you know where you were when you washed ashore? What was the first things you saw? What was the resident’s initial reactions towards you? How did you feel when they picked you up and tied your hands behind your back? Where did they take you to and what did they make you do? Activity: Complete your diary entry as the refugee</p>	1 Hour
Grammar		
Thursday	<p>LO: To use parenthesis Starter: Read the sentences on the video and identify the word classes of the highlighted words. Main: Parenthesis is used to add extra information to a sentence. We can punctuate parenthesis using commas, dashes and brackets. When you remember the parenthesis from a sentence, the remaining sentence should still make sense. Activity: Add your own examples of parenthesis into each of the sentences, using a range of punctuation.</p>	45mins

Maths - All worksheets will be put on Purple Mash

<p>Monday</p> <p>Watch purple mash video</p>	<p>Fluent in 5 - Number of the day 27</p> <p>Double and Half it Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Round to the nearest 10, 100, 1000 Square it First 5 multiples Factors</p> <p>LO: To use simple formula Input: Algebra is where letters have a number value when in an equation for example $5x + 3 =$ Today you will be giving the value of the letter to work out the equation. You must remember that when a letter is next to a number it means you multiply them together. Let's look at an example: If $x = 3$ Work out $- 5x + 4 =$ Step 1 $- 5 \times 3$ (because $x = 3$) $= 15 + 4 = 19$</p> <p>Activity: Solve the algebraic equations.</p>	<p>1 hour</p>
<p>Tuesday</p> <p>Watch purple mash video</p>	<p>Fluent in 5 - Number of the day 235</p> <p>Double and Half it Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Round to the nearest 10, 100, 1000 Square it First 5 multiples Factors</p> <p>LO: To use simple formula Input – Yesterday we look at solve simple equations where the value of x was given. Today we are going to be looking at how we solve equations where the value isn't it. For example, how can we find out the value of x when $2x + 6 = 10$? Firstly, you need to work backwards and do the inverse. Start at 10 and rather than $+ 6$, subtract 6 which equals 4. Then rather than multiply by 2, you divide 4 by 2 which equals 2. Therefore the value of $x = 2$.</p> <p>Activity – Solve the equations where you have to work out the value of x</p>	<p>1 hour</p>
<p>Wednesday</p> <p>Watch purple mash video</p>	<p>Fluent in 5 - Number of the day 56.2</p> <p>Double and Half it Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Round to the nearest 10, 100, 1000 Square it First 5 multiples Factors</p> <p>LO: To recognise number sequences Input – Today you will be given a number sequence where you have to work out the next three numbers. E.G. 5, 13, 21, 29, __, __, __ First, you need to work out what the sequence is going up in. To do this, you can subtract the first number from the second. $13 - 5 = 8$. Therefore the sequence is adding on 8 each time. So to work out the next number you would do $29 + 8 = 37$. Then $37 + 8 = 45$. Then $45 + 8 = 53$ Or, you might have missing numbers in a sequence to work out. E.G. 4, __, 10, 13, __, 19, __ To work this out, you would do $13 - 10 = 3$ and therefore the sequence is adding on 3 each time.</p> <p>Activity – Complete the sequence worksheet</p>	<p>1 hour</p>
<p>Thursday</p> <p>Watch purple mash video</p>	<p>Fluent in 5 - Number of the day 84.3</p> <p>Double and Half it Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Round to the nearest 10, 100, 1000</p>	<p>1 hour</p>

	<p>Square it First 5 multiples Factors</p> <p>LO: To problem solve. Input – Today, you are going to try and solve a problem using trial and error therefore you may make a few mistakes the first time round but that is fine!</p> <p>Activity –</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The coloured shapes stand for eleven of the numbers from 0 to 12. Each shape is a different number.</p> <p>Can you work out what they are from the multiplications below?</p> </div> <p>Each shape has to be a different number and once you decide on the number for the purple square for example, it then has to be that number for every single purple square.</p>	
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<p>Friday</p> <p>Watch purple mash video</p>	<p>Fluent in 5 - Number of the day 324 Double and Half it Multiply by 10, 100, 1000 Divide by 10, 100, 1000 Round to the nearest 10, 100, 1000 Square it First 5 multiples Factors</p> <p>LO: To practice my arithmetic skills Input – Think about what may come up in the test today. Activity – Complete the test, giving yourself 30 minutes. After mark your questions and look at what skill you need to practice for next week.</p> <p>Success Criteria *Read each question carefully *Pick the correct 4 rule method to use *Show your working out *Write your answer *Check your answer and working out</p>	<p>45 Minutes</p>
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Foundation Subjects		
<p>Science</p>	<p>Enquiry Question – What is natural selection? Watch the following video to introduce yourself to Natural Selection - https://www.bbc.co.uk/bitesize/topics/zpffr82/articles/z7hj2nb</p> <p>Read over the Powerpoint on Purple Mash about Natural Selection. Focus on how the finch birds have changed over time do be able to adapt to their environment.</p> <p>Activity: Complete the worksheet on Purple Mash. Write a brief description under each bird explaining how their beaks are and what that allows them to do.</p>	<p>1 session</p> <p>45 minutes</p>
<p>Topic</p>	<p>Enquiry Question – Why do people become refugees? Read Amira's story and think about the following: *How did she feel when she came here? *What do you think she misses about her home?</p>	<p>1 session</p> <p>1 hour</p>

	<p>*How have people treated her? *What would you miss about your home if you had to leave?</p> <p>Activity: Re-write Amira's story in third person, as a report, discussing the bullet points above. If you can, even include how her host country treated her when she arrived. SC - *5w's *third person *past tense *paragraph 1 – 5w's *paragraph 2 – why they moved *paragraph 3 – where they moved to and their feelings *paragraph 4 – your own opinion on how this story can help other refugees.</p>	
Topic	<p>LO: To understand that everyone has a right to a home Imagine that you are like Amira and you are having to leave your home. Think about how you would feel about this.</p> <p>Activity 1 – Complete the Feelings, Hopes and Needs worksheet where you need to draw a picture and then write a word in each box to describe how they would feel, what you would need and what you might hope for if you were forced to leave.</p> <p>Activity 2 – Draw a picture of an emergency suitcase, thinking about what you would pack if you were forced to flee.</p>	1 session 30 minutes
PE	<p>PE with Joe Wicks</p> <p>Join Joe on his YouTube channel every Monday, Wednesday and Friday</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ The videos are called PE with Joe</p>	3 sessions 30 minutes
CGP Homework	<p>Reading – Pages 38, 39 Grammar – 26, 27, 28 Maths – 25, 26</p>	To be completed by Friday
Music	<p>New YUMU lessons available online Remember to NOT change the password, even if prompted because this will restrict everyone's access.</p>	1 session 30 minutes

Please support your children at home and if you require printed copies of home learning please don't hesitate to contact the school reception who will inform us and we can arrange for this to get to you. We love seeing your children's learning so please ensure you bring this learning in for us to see!

Thank you for your support.

Miss Butler and Miss Kelly