



## Year 6 Home Learning: 8<sup>TH</sup> February 2021

<u>Spelling/Phonics</u>		<u>Time to spend on activity</u>
<u>Spelling/Phonics:</u>	<p><b>Monday – Selection of word from Autumn term</b> Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies 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</p> <p><b>Tuesday –Endings spelt ious</b> Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies 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</p> <p><b>Wednesday – Endings which sound like /ʃ ə l/ spelt cial or tial</b> Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies 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</p> <p><b>Thursday – A mix of Year 5/6 statutory words</b> Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies 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</p> <p><b>Friday – Homophones- words that are confused</b> Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies 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</p>	30 minutes
<u>Reading</u>	<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><a href="https://www.myon.co.uk/login/index.html?logoutReason=10&amp;returnTo=%2Flibrary%2Fsearch.html">https://www.myon.co.uk/login/index.html?logoutReason=10&amp;returnTo=%2Flibrary%2Fsearch.html</a></p> 	<p>Read for 15 minutes daily using your Myon log in</p> <p>30 minutes</p>

	Comprehension on purple mash Monday and Wednesday. Read the chapter and answer the questions	
English – All worksheets will be put on Purple Mash		
Monday	<p><b>LO:</b> To punctuate speech</p> <p><b>Starter:</b> Look at why we are going to focus on punctuating speech. This is an area where we miss lots of punctuation out.</p> <p><b>Main:</b> Recap over how we punctuate speech. Common misconceptions include no punctuation inside inverted commas, no closing inverted commas and no comma after the noun for said if the reporting clause comes first.</p> <p><b>Activity:</b> Complete the adding inverted comma activity on purple mash. Try to be as accurate as you can.</p>	1 Hour
Tuesday	<p><b>LO:</b> To plan</p> <p><b>Starter:</b> Remind yourself of where we got to last week with our refugee story. We have been washed ashore and captured.</p> <p><b>Main:</b> Read WAGOLL of your escape. Look at how to complete a plan of your escape to this point of climbing into the white van and what happens now.</p> <p><b>Activity:</b> Complete your plan, can you include dialogue, a relative clause, figurative language, adverbial phrases, openers and a summary of your story.</p>	1 Hour
Wednesday	<p><b>LO:</b> To write your escape</p> <p><b>Starter:</b> Look at your plan from yesterday</p> <p><b>Main:</b> Read the WAGOLL, look at the features that have been included, speech, figurative language, feelings.</p> <p><b>Activity:</b> Write the next part of your journey. Remember, you are writing in first person.</p>	1 Hour
Thursday	<p><b>LO:</b> To explore hopes and dreams</p> <p><b>Starter:</b> What are hopes and dreams?</p> <p><b>Main:</b> Now that you are nearing the end of your journey and you can see light at the end of the tunnel what might your hopes and dreams be? What types of things would you hope for your future? Happiness, safety, education, why do you wish for these things?</p> <p><b>Activity:</b> Create 4 different hopes and dreams with reasons why.</p>	1 hour
Friday	<p><b>LO:</b> To write an ending</p> <p><b>Starter:</b> Read the end of the WAGOLL</p> <p><b>Main:</b> Recap the WAGOLL, this is now the end of your story. Look at how in the WAGOLL the tense changes to future tense. Think about all the things you can do with your freedom, what are your hopes and dreams.</p> <p><b>Activity:</b> To write the end of your refugee story including future tense.</p>	1 Hour
Grammar - All worksheets will be put on Purple Mash		
Thursday	<p><b>LO:</b> To identify determiners</p> <p><b>Starter:</b> Look at the PowerPoint on determiners, can you identify the determiners in a sentence</p> <p><b>Main:</b> Determiners are words that come before a noun, they introduce the noun and give the reader important information about it. The, my and a are all determiners. We have specific determiners these are used when the reader knows exactly what noun you are refereeing to, for example; his, ours, whose, these. General determiners refer to general nouns or nouns that the reader does not know. General determiners can also tell the reader how many nouns you are talking about, these are called quantifiers, for example, five, more some and less.</p> <p><b>Activity:</b> Identify the determiners in a sentence</p>	45 minutes

## Maths - All worksheets will be put on Purple Mash

<b>Monday</b>	<p><b>Fluent in 5</b> - Number of the day 78  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><b>LO: To interpret information from pie charts</b></p> <p><b>Input</b>  Establish what a pie chart is and what information can be shown in a pie chart.  Establish that each section shows us an amount of people that voted for a particular subject. Start with fractions we know a half, a quarter. How do we find half of 20?  Explain the importance of labelling the pie chart first! What fractions do you recognized?</p> <p><b>Activity</b>  Answer questions based on pie charts.</p>	1 hour
<b>Tuesday</b>	<p><b>Fluent in 5</b> - Number of the day 234  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><b>LO: To interpret information from pie charts</b></p> <p><b>Input</b>  Recap yesterday's learning.  Explain to the children that today they are going to apply their knowledge from yesterday in a different context, with percentages. How do we find the percentage of number, you have used this skill lots in your arithmetic papers. Look at another pie chart, how would we start this?</p> <p><b>Activity</b>  Answer questions based on pie charts and percentages</p>	1 hour
<b>Wednesday</b>	<p><b>Fluent in 5</b> - Number of the day 456  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><b>LO: To interpret information from line graphs</b></p> <p><b>Input</b>  Show children selection of line graphs Discuss what each graph is showing how it is creates- series of dots joined together. Do we remember this from previous learning? Year 5? We looked at the temperature of a classroom. We need to read the x and y axis carefully, look at what each is showing you. Can you work out the scale before you start answering the questions? Work through the questions and model how to read the graphs to find the relevant information.</p>	1 hour

	<b>Activity – Questions comparing 2 line graphs can you identify 3 similarities and differences?</b> <b>Then interpret information from a line graph</b>	
<b>Thursday</b>	<b>Fluent in 5 - Number of the day 12.3</b> 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 <b>LO: To interpret information from a Carroll and Venn Diagram</b> <b>Input:</b> Can you remember what a Carroll and Venn diagrams are? They are ways of sorting data. Carroll diagrams are a table to sort data and Venn diagrams use two circles to sort data. Where they meet is where the data is the same. <b>Activity – LO: To complete questions involving Carroll and Venn diagrams.</b>	1 hour
<b>Friday</b>	<b>Fluent in 5 - Number of the day 56.5</b> 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 <b>LO: To practise arithmetic skills.</b> <b>Input</b> Children to complete mixed set of arithmetic style questions <b>Activity – LO: To solve arithmetic questions</b> <b>Success Criteria</b> *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	45 Minutes
<b>Foundation Subjects</b>		
<b>Art</b>	<b>LO: To use colour to create mood.</b> <b>Starter:</b> What colours would you use to show a light and dark mood? <b>Activity –</b> We are going to practices mixing colours on purple mash. You need to open the 2do on purple mash and select the wet paint. We are going to try mixing different colours together to create different moods. Think carefully about how you are going to present your work. Will one side show a light mood will the other show a dark mood? Record your art on purple mash.  Some examples below 	1 session 45 minutes
<b>RE</b>	<b>How important is generosity in religion?</b>  <b>Starter:</b> Why do people give? How do they believe it helps others? Look at some examples of the work of Christian Aid and Islamic Relief to see how these funds are utilised. <b>Activity-</b> Complete the activity on Purple Mash either about Islamic Relief or Christian Aid and how they support others and what they do.	1/2 sessions 1 research session and 1 Purple mash session

		2 hours
French	<b>Days of the Week Je peux; · say and understand the days of the week</b>  lundi-Monday mardi –Tuesday mercredi – Wednesday jeudi – Thursday vendredi –Friday samedi – Saturday dimanche – Sunday  Practice saying the days of the week with a member of your household. When you are ready complete the quiz on purple mash?	1 session  30 minutes
PE 3 sessions 30 minute	PE with Joe Wicks Join Joe on his YouTube channel every Monday, Wednesday and Friday <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</a> The videos are called PE with Joe	3 sessions 30 minute
CGP homework	Reading – Pages 40 and 41 Grammar – 29 and 30 Maths – 27 and 28	To be completed by Friday

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