# Year 6 Home Learning: 22nd February 2021

| Spelling/Phonics | | Time to spend on activity |
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| Spelling/Phonics: | **Monday – Selection of words from Spring term**<br>Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies<br>Trace, copy and replicate<br>Look, say, cover, write, check<br>Drawing around the word to show the shape<br>Drawing an image around the word<br>Words without vowels<br><br>**Tuesday – Selection of words from Spring term**<br>Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies<br>Trace, copy and replicate<br>Look, say, cover, write, check<br>Drawing around the word to show the shape<br>Drawing an image around the word<br>Words without vowels<br><br>**Wednesday – Selection of words from Spring term**<br>Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies<br>Trace, copy and replicate<br>Look, say, cover, write, check<br>Drawing around the word to show the shape<br>Drawing an image around the word<br>Words without vowels<br><br>**Thursday – Selection of words from Spring term**<br>Do the quiz on purple mash and then practice the words that you got wrong using some of the following strategies<br>Trace, copy and replicate<br>Look, say, cover, write, check<br>Drawing around the word to show the shape<br>Drawing an image around the word<br>Words without vowels | 30 minutes |
| Reading | 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 you 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.<br>https://www.myon.co.uk/login/index.html?logoutReason=10&returnTo=%2Flibrary%2Fsearch.html<br><br><br>Comprehension on purple mash: Read chapter 1 and 2 and answer the questions on The Snatch on Purple mash Monday and Wednesday. | Read for 15 minutes daily using your Myon log in<br><br>30 minutes |

## English – All worksheets will be put on Purple Mash

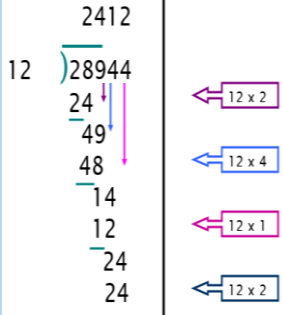| Monday | **LO:** To feature search<br>**Starter**: Look at new text, what type of text is this? It's a Non chronological report. We are going to be looking at creating 2 different types of non-chronological reports this week | 1 Hour |

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| | **Main:** Who do we think this non chronological report is aimed at? Children but what age of children? Can you think of all the features of a non-chronological report.<br>Heading<br>Subheading<br>Facts<br>Detail<br>Factual Language<br>Technical Language<br>Third Person<br>Formal Vocabulary<br>**Activity:**<br>Feature search Non chronological report, having a specific focus on technical vocabulary | |
| **Tuesday** | **LO:** To use relative clauses<br>**Starter:**<br>Discuss key vocab that they will need to use in their report e.g. United Nations, immigrants, asylum seekers, refugees, national law<br>**Main:**<br>Look at how relative clauses are used, how they give the reader extra information. Create sentences that give the reader extra information.<br>**Activity:**<br>Rewrite sentences adding relative clauses. | 1 Hour |
| **Wednesday** | **LO:** To plan a report<br>**Starter:** Recap the SC for relative clauses<br>**Main:** Look at the different sections of the report – encourage children to be creative and change the subheadings to suit their report, look at the notes made in each section.<br>**Activity:**<br>Children to plan their report using following subheading:<br><br>Who are refugees and migrants<br>The United Nations and international law<br>National law<br>Refugee or migrant? Does it matter which word we use? | 1 Hour |
| **Thursday** | **LO:** To write a non- chronological report<br>**Starter**:  Look at the WAGOLL of a non- chronological report.<br>**Main:** Look at WAGOLL what do you like? What do you think you would change? Today you will be writing the report you have 4 headings to fill in: Who are refugees and migrants<br>The United Nations and international law<br>National law<br>Refugee or migrant? Does it matter which word we use?<br>Remember this should be technical and factual writing.<br>**Activity:**<br>Write their non-chronological  report, thinking about the audience and the purpose | 1 hour |
| **Friday** | **LO:** To write a non- chronological report<br>**Starter**:  Look at your report from yesterday<br>**Main:** Today we are going to be looking at adapting our reports for a younger audience. What does this mean? How can we adapt it, we will have to change our vocabulary to ensure that younger children understand what is being said. Look at an adapted paragraph.<br>**Activity:**<br>To create a non-chronological report for a Keys stage 1 child. | 1 Hour |

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

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| **Thursday** | **LO: To use pronouns**<br><br>Starter: What is a pronoun? What is a relative pronoun- think back to year 5 and relative clauses to help answer the second question?<br><br>Main: Show a sentence with a relative clause. Identify the relative clause and then ask the children to identify the relative pronouns – go through range What is a possessive pronoun? Show sentence and ask children to identify the possessive pronoun. What is it telling us? What are personal pronouns?<br><br>· Relative pronoun is used to describe or modify the noun.<br>· Possessive is used to replace nouns and show possession.<br><br>Activity: Identify the personal and possessive pronouns | 45 minutes |

| | Maths - All worksheets will be put on Purple Mash | |
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| Monday | **Fluent in 5 -** *Number of the day 34*<br>   *Double and Half it*<br>   *Multiply by 10, 100, 1000*<br>   *Divide by 10, 100, 1000*<br>   *Round to the nearest 10, 100, 1000*<br>   *Square it*<br>   *First 5 multiples*<br>   *Factors*<br>**LO: To use Mental multiplication and division methods**<br>**Input**<br>*Remember a multiple is a number that can be divided by another number a certain number of times without a remainder. A factor is one of two or more numbers that divides a given number without a remainder.*<br>*List all the factors of 36. Take one pair of factors, e.g. 9 and 4. If we know 4 × 9 = 36, what is 4 × 90? 4 × 900? 4 × 9000? What is 36 ÷ 9? 360 ÷ 9? 360 ÷ 90? 3600 ÷ 9? Ask class to use one other pair of factors to generate a similar list of facts using place value. How would we work out 2 × 456 and 10 × 456. Now we know these two facts, what others can we easily work out? Draw out 4 × 456, 5 × 456, 20 × 456 and associated divisions.*<br><br>**Activity**<br>*Questions about common multiples, factors and primes* | 1 hour |
| Tuesday | **Fluent in 5 -** *Number of the day 756*<br>   *Double and Half it*<br>   *Multiply by 10, 100, 1000*<br>   *Divide by 10, 100, 1000*<br>   *Round to the nearest 10, 100, 1000*<br>   *Square it*<br>   *First 5 multiples*<br>   *Factors*<br>**LO: To use long and short multiplication**<br><br>**Input**<br>Show a worked example of 24 × 2153 look for the mistake, then find the correct answer. Agree that the answer on the screen is wrong. Draw out the child has not kept their place value columns tidy, and has added wrongly the 'carry' figures in the addition at the end! Recap over long multiplication and why it is important to keep place value columns tidy.<br>**Activity**<br>Long and short multiplication questions on purple mash | 1 hour |
| Wednesday | **Fluent in 5 -** *Number of the day 321*<br>   *Double and Half it*<br>   *Multiply by 10, 100, 1000*<br>   *Divide by 10, 100, 1000*<br>   *Round to the nearest 10, 100, 1000*<br>   *Square it*<br>   *First 5 multiples*<br>   *Factors*<br>**LO: To divide** | 1 hour |

$28944 \div 12 =$

$$
\begin{array}{r}
2412 \\
12\ )\overline{28944} \\
24 \\
\overline{\phantom{0}49} \\
48 \\
\overline{\phantom{0}14} \\
12 \\
\overline{\phantom{0}24} \\
24
\end{array}
$$

← 12 x 2

← 12 x 4

← 12 x 1

← 12 x 2

**Input** Recap long division and how we do this. Martin the florist is making up bunches of 15 roses. He has 1250 roses in stock. How many bunches can he make? Ask children what calculation is needed to work out the answer. Discuss how we can use long division to work out 1250 ÷ 15, and remind children that it is helpful to make a list of multiples of the divisor, the number we are dividing by, to help. The answer to the calculation is 83 r 5, but what is the answer to the question? If he found 10 more roses, how many bunches could Martin make then?

**Activity –** Long Division questions on purple mash

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| **Thursday** | **Fluent in 5 -** Number of the day 56.2<br>    Double and Half it<br>    Multiply by 10, 100, 1000<br>    Divide by 10, 100, 1000<br>    Round to the nearest 10, 100, 1000<br>    Square it<br>    First 5 multiples<br>    Factors<br>**LO: To use four operations to reason and solve puzzles**<br>**Input:** Anna chooses two numbers, adds them together, and then divides by 2. Her answer is 19. One of the numbers she chose was 14. What was the other number? How could we solve this question? We could use the inverse operations for example multiplying 19 by 2 to give 38, then subtracting 14 to give 24. Let's check this works. Add 14 and 24. Now divide your answer by 2. Do you get 19? Yes!<br>**Activity –** **LO: To complete a range of questions** | | 1 hour |
| **Friday** | **Fluent in 5 -** Number of the day 49.3<br>    Double and Half it<br>    Multiply by 10, 100, 1000<br>    Divide by 10, 100, 1000<br>    Round to the nearest 10, 100, 1000<br>    Square it<br>    First 5 multiples<br>    Factors<br>**LO: To practise arithmetic skills.**<br>**Input**<br>Children to complete mixed set of arithmetic style questions<br>**Activity – LO:** To solve arithmetic questions<br>**Success Criteria**<br>*read each question carefully<br>*Pick the correct 4 rule method to use<br>*Show your working out<br>*Write your answer<br>*Check your answer and working out | | 45 Minutes |
| | **Foundation Subjects** | | |
| Science | To know that objects are seen because they give out or reflect light into the eye | | 1<br><br>1 hours |

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| | Starter: What can you remember about light? Explain that we see things because light comes from a light source, shines on an object, reflects off of the object and then enters eyes. The light enters through the black dot in the centre of the eye called the pupil. <br><br> Main: Introduce key vocabulary – natural and manmade. Discuss what these words mean. <br> How many natural and manmade light sources can you think of? <br><br> Activity- Complete the activity on Purple Mash identifying sources of light and objects which reflect light | | |
| Topic | Enquiry question – Should Developed Countries Welcome More Refugees? <br><br> Starter: What do we mean by the word developed? Using atlases, can you identify countries that you think are classed as developed <br><br> Main: Discuss developed countries e.g UK, Australia, Switzerland, Germany  Discuss developing countries e.g. Algeria, Mexico and Vietnam <br> Why do you think these are developed? Can you make links with Germany and WW2? <br><br> Activity One: Can you research and identify if the countries are developed or developing. If they are developed shade them in green and if they are developing shade them in blue with the felt tip <br><br> Activity Two: To debate the question Should Developed Countries Welcome More Refugees Complete the debate sheet on purple mash <br> 'My speech in favour of allowing more refugees.' <br> 'My speech against allowing more refugee | 2 sessions <br><br> 1 hour each |
| PE <br> 3 sessions <br> 30 minute | PE with Joe Wicks <br> Join Joe on his YouTube channel every Monday, Wednesday and Friday <br> https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ <br> The videos are called PE with Joe | 3 sessions <br> 30 minute |
| CGP homework | Reading Non Fiction – Pages 6 and 7 <br> Grammar – 31, 32 and 33 <br> Maths – 29 and 30 | 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