

Year 6 Home Learning - Week 1

DAY	ENGLISH (See more detailed plan below)	READING More activities below!	SPAG	MATHS
MONDAY	https://www.youtube.com/watch?v=nPrWo5pEvyk&t=2s Watch the film 'High Flying Giraffes'. Complete LESSON 1 – Giraffe lesson instructions. Use resource sheet 1a	The Giant's Necklace by Michael Morpurgo https://classroom.thenational.academy/lessons/to-engage-with-the-text-cmwkjr	Choose 5 year 5/6 spellings. Try writing them in rainbow colours. Write each one 5 times in the air! Try using all 5 in a short paragraph.	https://myminimaths.co.uk/arithmetic-16-practice-questions/ Select 'Questions' for more examples and video links. Understanding other powers of ten within one-million https://classroom.thenational.academy/lessons/understanding-other-powers-of-ten-within-one-million-6dh64rr
TUESDAY	http://news.bbc.co.uk/sport1/hi/olympics/swimming/4670308.stm Use the link to 'The Beginners Guide to Diving' produced by the BBC. LESSON 2 - Describe the different stages of a high dive, focusing on the use of time conjunctions and technical vocabulary.	To read a text and make inferences (Part 1) https://classroom.thenational.academy/lessons/to-read-a-text-and-make-inferences-part-1-6mr3gr	Choose 5 year 5/6 spellings. Write them out but make sure all the vowels (a,e,i,o,u) are in red.	https://myminimaths.co.uk/year-6-week-11-read-and-write-values-up-to-10000000-monday/ Reading and writing 7-digit numbers https://classroom.thenational.academy/lessons/reading-and-writing-7-digit-numbers-6dk62c
WEDNESDAY	LESSON 3 – How to dive like a giraffe. Your task today is to explain how to dive like a giraffe!	To read a text and make inferences (Part 2) https://classroom.thenational.academy/lessons/to-read-a-text-and-make-inferences-part-2-c8rp4e	Use each word in a silly sentence. Underline the spelling word in each sentence.	https://myminimaths.co.uk/year-6-week-11-read-and-write-values-up-to-10000000-tuesday/ Compare and order numbers to ten million https://classroom.thenational.academy/lessons/compare-and-order-numbers-to-ten-million-c4w6ac
THURSDAY	http://www.funkidslive.com/sport/thomas-wins-bbc-young-commentator-year/# LESSON 4 – Sports commentary. (This may take more than 1 session!)	To analyse a setting https://classroom.thenational.academy/lessons/to-analyse-a-setting-6rtp2e	Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.	https://myminimaths.co.uk/year-6-week-11-read-and-write-values-up-to-10000000-wednesday/ Rounding to a required degree of accuracy https://classroom.thenational.academy/lessons/rounding-to-a-required-degree-of-accuracy-6wu32t
FRIDAY	LESSON 5 – Edit and final copy.	To read, comprehend and respond to a climax https://classroom.thenational.academy/lessons/to-read-comprehend-and-respond-to-a-climax-6gr68c	How often can you write the word correctly in one minute? SEE BELOW FOR SPAG MATS!	https://myminimaths.co.uk/year-6-week-11-read-and-write-values-up-to-10000000-thursday/ Estimating and rounding contexts https://classroom.thenational.academy/lessons/estimating-and-rounding-contexts-6gw34d

English – week 1. High Flying Giraffes.

Lesson 1:

You will be working towards writing a sports commentary which features an explanation on how to high dive like a giraffe!

Watch the giraffes' dives in the film carefully and remember the actions and techniques you see in the correct order.

Watch every little detail! You could pause the film so you don't miss anything! Try to describe their technique to someone using time conjunctions (first, next etc.) to order what you say.

E.g. ***First, carefully lower the first giraffe into place using the hanging apparatus: he will be responsible for launching the divers into the air. Next, the other giraffes must get into position etc.***

Use resource sheet 1a to break down the giraffe diving process into clear stages. Illustrate the diagrams to show this step by step and describe what is happening in each image using time conjunctions.

If you are really keen, research diving diagrams online!



Lesson 2:

Use the link to the BBC to research the vocabulary of a dive (e.g. starting position, take off, tuck etc.). You could also find some video clips of Olympic divers and listen to the commentary. Describe the different stages of a high dive, focusing on the use of time conjunctions and technical vocabulary. Add as much detail as you can, ensuring that your writing is clear.

E.g. **Step 1 – Starting position.**

First, start with your toes at the end of the board with your arms overhead. Try to keep your head up and focus on a target at a 45 degree angle across the pool.

<https://www.youtube.com/watch?v=wz4CnT0Un9Y> Watch these Olympic divers if you have time! Can you explain why their dives are technically good, using the correct vocabulary?

Lesson 3:

You are going to write an explanation of how to dive like a giraffe! Ensure your explanation follows the following:-

1. **Introduction:** 2/3 sentences to introduce the process. Perhaps use a rhetorical question to hook the reader.

E.g. ***Been inspired to dive by these gentle, agile giants? This step-by-step guide will help to hone diving techniques in no time.***

2. **Steps:** Include 4/5 steps to explain to the reader what they should do. Add as much detail as you can and make

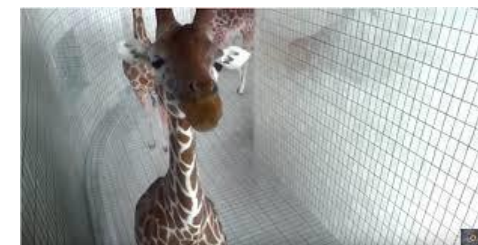
E.g. ***First, toes are positioned at the end of the board by the diver and arms must be elongated overhead. To keep the head up, focus on a target at a 45-degree angle across the pool. Make sure to stretch the body as much as possible as this will ensure the best take off.***

3. **Conclusion:**

Remember you can add diagrams to your explanation too!

Lesson 4:

Over the next few days you are going to write a sports commentary about the 'Diving Giraffes'



<http://www.funkidslive.com/sport/thomas-wins-bbc-young-commentator-year/#>

Listen to the clip above. What sport was he reporting on? How do you know? How do you think he feels about the sport and why? Which words and phrases did you particularly like and why? Could you use some of these in your commentary?

1. **Introduction:** Who is taking part in the event? What event is it? When is the event taking place? Where is the event taking place? Why should the audience be interested in this? You can include the answers to these questions in any order!

E.g. **Join us at the Aquatic Centre, London, with the world's finest 'High Diving Giraffes.'** Have they got it in them to win Olympic gold this year? We watch with bated breath...

2. **Giraffes preparing to dive**

E.g. *Behind the scenes, the acrobatic, agile giraffes are stretching in preparation. Quite understandably, standing at such elevated heights makes these towering animals nervous. I'll tell you something with great certainty: it's not for everybody.*

2. **Positioning of the first giraffe**

E.g. *With the hopes of a win this year, the aerialist giraffe is carefully moved into place.*

3. **The diving, step by step.**

E.g. *It is with the greatest of ease and grace, that these limbering creatures are able to perform these sequences.*

Try to include an interview with the Giraffes' coach too – just like they do for a football report!

Lesson 5:

Read through the report you wrote yesterday. Try to see if you can improve the vocabulary you have used, check punctuation and spelling. Read your piece aloud to someone to see if it 'makes sense'.

Write your final report on a new piece of paper, using your neatest handwriting.

READING:

Marie Maynard Daly

Marie Maynard Daly was an American scientist who was the first Black American woman to receive a PhD in chemistry. She was well known for researching the effect of cholesterol on the heart.



Early Life

Marie Maynard Daly was born on 16th April 1921 in Queens, New York, USA. She was an only child and her family believed strongly in the importance of education. Marie's father loved science and had a passion for chemistry. When he was younger, he was offered a place at university but couldn't go because he wasn't able to afford the fees. Marie's mother was a keen reader and encouraged Marie's love of books, especially those about science.

Education

Like her father, Marie loved science (especially chemistry) and excelled at the subject during her time at high school. She decided to study chemistry at Queen's College, New York and graduated with a bachelor's degree in 1942. Just one year later, Marie completed her master's degree in chemistry at New York University.

In 1944, Marie started a PhD at Columbia University and three years later, in 1947, Marie became the first Black woman to receive a PhD in chemistry in the USA.

What Is a Degree?

Degrees are qualifications that are awarded by universities. Here are the common types of degree:

Bachelor's – A degree that most people take after leaving college. It can take three or four years to complete.

Master's – Usually follows a bachelor's degree and allows you to become an expert in your subject area.

PhD – The highest level of degree a person can take. For this, students need to carry out new research in a subject area.

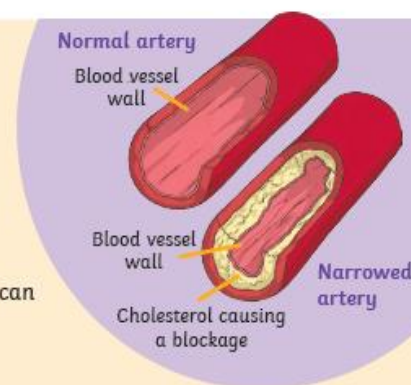
Career in Research

Marie stayed at Columbia University to work as a teacher. While she was there, she also continued her research into how chemicals in the body help to digest food.

Cholesterol

Marie found that foods high in fat (such as dairy products and meat) cause a substance called cholesterol to block the **arteries** and prevent blood flowing properly around the body.

High levels of cholesterol in the arteries can cause heart problems and strokes.



Marie's research was important because it showed the link between cholesterol and the **circulatory system**.

In 1960, Marie started working at Albert Einstein College of Medicine and stayed there until she retired in 1986.



Marie felt strongly that Black and Minority Ethnic students, like her, should be able to study science and attend medical school. In 1988, Marie established a scholarship fund for Black science students at Queens College to help to pay for their studies. She did this in honour of her father, whose studies were affected by lack of finances.

Legacy

Marie's research has helped to develop our understanding of how cholesterol affects the body. In 1999, Marie was named one of the Top 50 Women in Science. In 2016, a school in her hometown of Queens was named after her.



Glossary

arteries: The large vessels (tubes) that are part of the **circulatory system**.

circulatory system: The blood vessels that carry blood to the heart and around the body.

Mary Maynard Daly

Questions

1. Why didn't Marie's father complete his university degree? Tick one.

- ☐ His grades were not good enough.
☐ It was too far for him to travel.
☐ He could not afford the fees.
☐ His family did not want him to go.

2. Number the events from 1-4 to show the order that they happened in.

- ☐ Marie was awarded a PhD in chemistry from Columbia University.
☐ Marie completed a master's degree at New York University.
☐ Marie began working as a teacher at Columbia University.
☐ Marie received a bachelor's degree in Chemistry from Queen's College, New York.

3. Find in the missing word.

High levels of _____ in the arteries can cause heart problems and strokes.

4. Find and copy a word which shows that Marie was good at chemistry when she was at school.

5. In what year did Marie retire from Albert Einstein College of Medicine?

6. What do you think Marie's father might have done instead of completing his chemistry degree?

7. Explain what you have learnt about cholesterol.

8. Summarise Marie Maynard Daly's achievements.

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Section 1

Place the correct punctuation into this sentence to show the relative clause.

Kirsty who was a very talented dancer performed in the school musical.



Section 3

Look at the sentence below and add two modal verbs:

I _____ go to Paris next year and I _____ make sure that I visit the Eiffel Tower while I'm there.



Section 2

Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)

found _____

asked _____

Section 4

Mr Whoops has accidentally jumbled up two adverbs that show frequency. Can you help him to unjumble them?

QUFRENYLET NETFO



Section 5

Add a suffix to the word 'beauty' to create a verb:



Section 6

Can you add appropriate punctuation around the parenthesis in this sentence?

Prince William the Duke of Cambridge is second in line to the throne.



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Section 1

Rewrite this sentence with the adverbial phrase at the beginning. Add in any extra punctuation that is needed.

The children found the gravitational pull of different objects using a newton meter during the science experiment.



Section 2

Circle the TWO words that are synonyms of each other in the following sentence:

Vik was disgusted at the decision to knock down the local library and he knew that other community members would be outraged too.

Section 3

Can you invent the other debate speaker's next sentence and turn it into a direct speech sentence that uses inverted commas?

Your opinions are ridiculous!



Section 4

Rewrite the sentence below with an embedded relative clause about Mrs Conner. Don't forget to mark it with commas!

Mrs Conner cried during the assembly to celebrate her retirement.

Section 5

Match the prefix to the correct root word:

dis

look

mis

judge

over

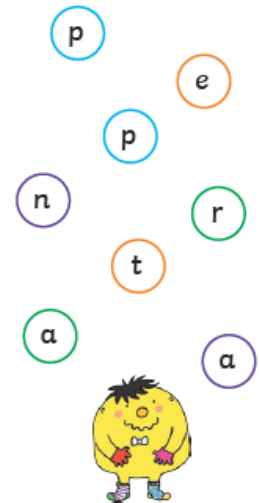
loyal

Which of the words you have made is a synonym of supervise? _____

Section 6

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

a _____

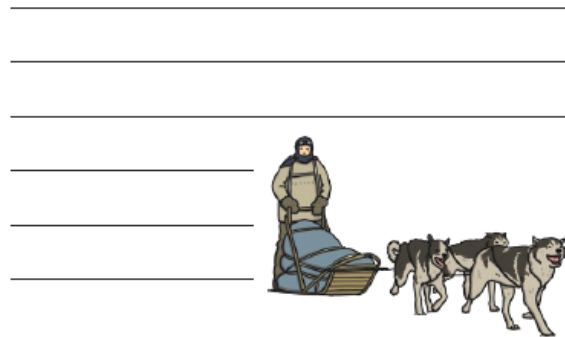


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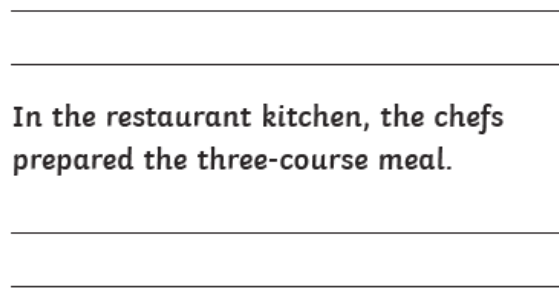
Section 1

Write a sentence about the picture that contains a modal verb and a fronted adverbial. Underline them.



Section 3

Rewrite these sentences in the past progressive (continuous) tense.
Hamid is coming to my party at the weekend.

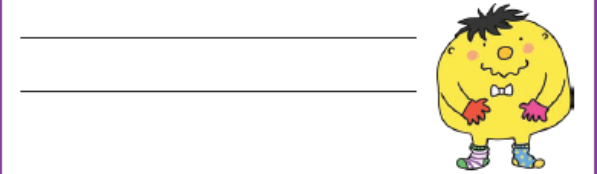


In the restaurant kitchen, the chefs prepared the three-course meal.

Section 5

Mr Whoops has made THREE clumsy spelling mistakes in his diary entry. Can you underline them and correct them? Use a dictionary if you need to.

Today, I went down to the local cummunity centre to see what night courses they had avaleable that might interest me. I immediatelly signed myself up for a French course.



Section 2

Can you underline the all of the possessive pronouns in this passage of dialogue?



"Once you have moved your left leg, I will move mine," instructed Tasha.

"This race is ours to lose," giggled Courtney. "We are miles in the lead!"

Section 4

Add a prepositional phrase to the following sentence.

Using a hosepipe and sponge, Penny cleaned her new car _____



Section 6










Read the sentence below and add in a word or words to turn it into a question.

You won't tell anyone, _____



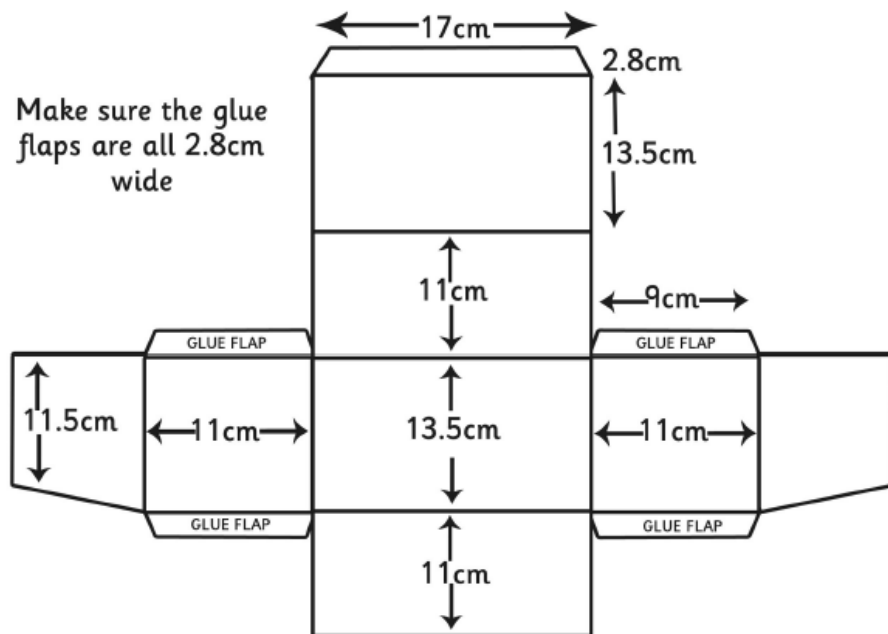
?

SCIENCE AND FOUNDATION SUBJECTS: Choose some of these activities about your WW2 topic. See other ideas below!

<p>Numeracy</p> <ul style="list-style-type: none"> • Research old British currency and write some Second World War maths money problems. • Design a gas mask box; you will need to make a net for a cube or cuboid and construct. • Bake or cook a wartime recipe (remember to be careful when weighing and measuring ingredients). 	<p>Out and About!</p> <ul style="list-style-type: none"> • Write 10 facts about how life has changed since the 1940s. • Research and play outdoor games which would have been played by children in the 1940s. • Design and test out a parachute (using a toy or weight) that would allow a member of the RAF to land safely. • Visit your local library and find information books on the Second World War. 	<p>Literacy</p> <ul style="list-style-type: none"> • Imagine you have been evacuated. Write a letter home to your parents. • Read a Second World War novel and discuss with a friend or family member. • Write a biography on a significant individual from the Second World War. • Write a newspaper report about a significant event during the Second World War. 
<p>Working with Others</p> <ul style="list-style-type: none"> • Play a game of battleships with a friend or family member. • Write a message to a friend or family member using Morse code. • Design your own code with a friend and write messages to each other. • Talk to relatives about members of your family who were alive during the Second World War. Share any exciting stories with the class! 	 <p>Homework Choice Grid The Second World War</p>	<p>Expressive Arts</p> <ul style="list-style-type: none"> • Write a song to boost morale. • Make a drawing, painting or collage of a Second World War scene. • Make a Second World War artefact, e.g. a medal or a ration book. • Research popular styles of dance in the 1940s. • Learn a wartime song and perform to friends or family members. 
<p>Let's Get Technical!</p> <ul style="list-style-type: none"> • Make a model of an air raid shelter. • Draw and label a plane or tank from the Second World War. • Design a Second World War themed game. • Make do and mend; create a toy using only recycled materials. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Write a dinner menu only using ingredients available during rationing. • Design a safety propaganda poster telling people how to stay safe during the blackout. 	<p>Social Studies</p> <ul style="list-style-type: none"> • Draw or trace a map of the world and mark the countries which were involved in the Second World War. • Research information about conflicts happening right now. • Research and write 10 facts about Anne Frank. • Research the Jewish faith. Write 10 facts about it. 

Make Your Own Gas Mask Box

Using the measurements and the diagram below, along with a ruler, make your own gas mask box and then cut out the instruction label to stick on the back of it.



PACKING OF RESPIRATOR

The respirator should be in box with heavy end standing on bottom of the box.

The transparent eyepiece should lie evenly on top of the container and at full length without any deformation.

WHEN RESPIRATOR IS REQUIRED FOR USE

1. Hold Respirator by the straps.
2. Put on by first putting chin into the facepiece and then draw the straps over the head.
3. Take off by pulling the straps over the head from the back.

DO NOT TAKE THE RESPIRATOR OFF BY PULLING THE CONTAINER UPWARDS OVER THE FACE.

Second World War Cryptogram Facts

1. How many weeks did people believe Second World War would last?

20 23 15 23 5 5 11 19

2. Wartime meals included squirrel tail soup and...

3 18 15 23 16 9 5

3. What were children not allowed to fly in case they were mistaken for enemy planes?

11 9 20 5 19

4. Anderson shelters were covered in soil. What did people grow on top of them?

22 5 7 5 20 1 2 12 5 19
1 14 4 6 12 15 23 5 18 19

5. What did children wear as part of their school uniform?

8 1 20 19

6. One year before Second World War what did the government give out 40 million of?

7 1 19 13 1 19 11 19

7. By 1941 there were 1.3 million...

5 22 1 3 21 5 5 19

8. Who carried dustbin lids with them to shield against heat when putting out fire bombs?

6 9 18 5

23 1 20 3 8 5 18 19

m	13	z	26
l	12	y	25
k	11	x	24
j	10	w	23
i	9	v	22
h	8	u	21
g	7	t	20
f	6	s	19
e	5	r	18
d	4	q	17
c	3	p	16
b	2	o	15
a	1	n	14

Solar System Fact Hunt

Use books, the Internet or the Solar System Fact Cards to find the answers to the following questions.



Which planet orbits closest to the Sun? _____ _____	Which planet has the highest maximum temperature? _____ _____
Which planet's atmosphere contains the highest percentage of carbon dioxide? _____ _____	How much bigger is Earth than Mars? _____ _____
Which planet has the shortest day? _____ _____	Which planets are made of gas? _____ _____
Which planet has the most moons? _____ _____	What is the Earth's atmosphere made mostly of? _____ _____

Choose a planet to research

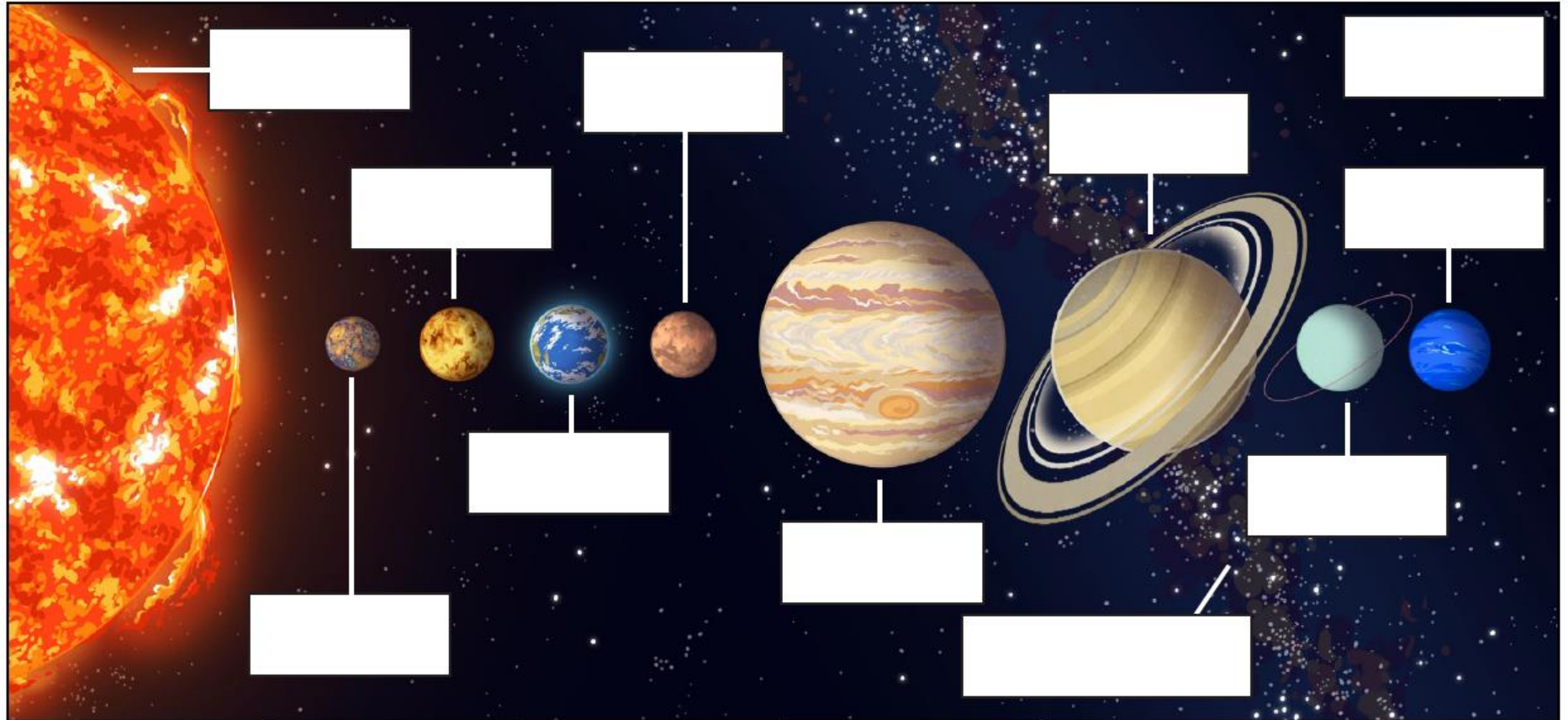
My planet is _____

Research the planet and organise the information into the table.

Size	Temperature	Length of year
Moons	Atmosphere	
Length of day		

The Solar System

Use the word bank provided to label the parts of the solar system.



Mars	Earth	Neptune	Saturn	outer space	The Milky Way
Jupiter	Uranus	The Sun	Venus	Mercury	

