

Year 6 Home Learning - Week 4

There are lots of activities planned here for you to do at home. This is a suggested timetable so please don't worry if you don't do it all – you just need to do what you can. If you can do a bit of English and maths every day, that would be fantastic as it will help you to be ready for when you come back to school.

There are also a range of topic and science resources that you may wish to do in the afternoons.

You do not need to print anything off (though you can if you want to) and should be able to do most of it with a pen/pencil and paper. If you've an A4 pad of paper or a notebook at home, that would be great.

If you cannot access the online resources, there are plenty of other activities here that you can do. Remember, there are lots of other things you can do that you don't need the internet for, like reading a variety of books/newspapers/magazines, practising your times tables, practising the year 5/6/ spellings (available in your reading record), working through the SATS revision guides if you have those, writing a diary entry for every day, artwork etc.

If you do some work that you're really proud of, you can send it us at year6@lps.hereford.sch.uk for us to look at!

DAY	ENGLISH (See more detailed plan below)	READING More activities below!	SPAG	MATHS
MONDAY	<p>LO: To write a range of sentences for the build -up of a narrative.</p> <p>https://classroom.thenational.academy/lessons/to-write-a-range-of-sentences-for-the-build-up-of-a-narrative-c8tkgr</p>	<p>Read through 'How Zues became King of the Gods' below. Read it really carefully and look up any vocabulary you're not sure on.</p> <p>You just need to read the text today – you will answer the questions tomorrow.</p>	<p>Choose 5 year 5/6 spellings.</p> <p>Try writing them in rainbow colours.</p> <p>Write each one 5 times in the air!</p> <p>Try using all 5 in a short paragraph.</p>	<p>As well as these lessons, use some time in this session to practise on 'TT Rockstars'.</p> <p>Watch the video, then have a go at answering the questions!</p> <p>You don't need to print them out – you can just copy and answer them on paper.</p> <p>If you get through these lessons quickly, there are arithmetic questions and reasoning challenge cards below to have a go at. You could do one or two these per day as extra.</p> <p>If you love maths as much as we do, you may also want to explore the 'my mini maths' and 'nrich' websites to really challenge yourself!</p> <p>Adding and subtracting fractions and mixed numbers.</p> <p>https://myminimaths.co.uk/year-6-week-10-adding-and-subtracting-fractions-and-mixed-numbers-monday/</p>
TUESDAY	<p>LO: To write the first part of a build-up of a narrative.</p> <p>https://classroom.thenational.academy/lessons/to-write-the-first-part-of-the-build-up-of-a-narrative-68r38r</p>	<p>Have a go at the questions that go with 'How Zues became King of the Gods'.</p>	<p>Choose 5 year 5/6 spellings.</p> <p>Write them out but make sure all the vowels (a,e,i,o,u) are in red.</p>	<p>Adding and subtracting fractions and mixed numbers.</p> <p>https://myminimaths.co.uk/year-6-week-10-adding-and-subtracting-fractions-and-mixed-numbers-tuesday/</p>
WEDNESDAY	<p>LO: To write the second part of a build up of a narrative.</p> <p>https://classroom.thenational.academy/lessons/to-write-the-second-part-of-the-build-up-of-a-narrative-cmuk4c</p>	<p>Read this 'Blitz' recount and answer fact retrieval and inference questions.</p> <p>https://classroom.thenational.academy/lessons/to-read-a-recount-and-answer-retrieval-and-inference-based-questions-6rvpct</p>	<p>Use each word in a silly sentence.</p> <p>Underline the spelling word in each sentence.</p>	<p>Adding and subtracting fractions and mixed numbers.</p> <p>https://myminimaths.co.uk/year-6-week-10-adding-and-subtracting-fractions-and-mixed-numbers-wednesday/</p>

THURSDAY	LO: To plan the climax of a narrative. https://classroom.thenational.academy/lessons/to-plan-the-climax-of-a-narrative-crt62t	Today you'll be looking at the same text in more detail. https://classroom.thenational.academy/lessons/to-understand-the-key-information-in-a-text-and-consider-the-authors-perspective-6wupcd?activity=video&step=1	Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.	Adding and subtracting fractions and mixed numbers. https://myminimaths.co.uk/year-6-week-10-adding-and-subtracting-fractions-and-mixed-numbers-thursday/
FRIDAY	LO: To write the climax of a narrative. https://classroom.thenational.academy/lessons/to-write-the-climax-of-a-narrative-ctk3cr	Have a go at the evacuee reading comprehension below.	How often can you write the word correctly in one minute? SEE BELOW FOR SPAG MATS!	Adding and subtracting fractions and mixed numbers. https://myminimaths.co.uk/year-6-week-10-adding-and-subtracting-fractions-and-mixed-numbers-friday/

How Zeus Became King of the Gods

Doubt followed Cronus like an unwelcome shadow. He had achieved a lot in his lifetime – it was true – but how long could his power truly last for? He had already defeated his own father to take the title of king of the Titans but now his leadership felt threatened. In the same way that he had betrayed his own father, it seemed possible that his own children would try to do the same when they grew older. It was an unpleasant thought that needed to be dealt with.

Seeing no other way to protect himself, Cronus immediately imprisoned his five young children. Scared that the same would happen to her, his wife Rhea fled to the Greek island of Crete. It was here that she secretly gave birth to a sixth child in a cave far beneath the earth. As the child grew, Rhea kept him hidden from the world. It wasn't until years later that Cronus would finally come face to face with his son, Zeus.

Rhea looked at her son and was filled with pride. He was no longer the small boy who had clenched his fists in anger when she would tell him stories of his brothers and sisters who had been imprisoned. Now, he was a man who had taken his anger and moulded it into a plan for revenge. She knew that if anyone could free her children from Cronus, it would be Zeus. Although she was sad to watch him leave, she made no attempt to stop him.

When he reached his father's home, Zeus disguised himself as a servant and slipped a drop of poison into Cronus's drink. The moment that Cronus took a sip, the poison flowed through his body and left him confused and groggy. Before he had time to recover, Zeus had left with his siblings. Together, they vowed to overthrow Cronus.

Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web. They would need help. He looked at his brothers and sisters and inspiration struck. Surely, there were others who wanted payback for Cronus' mistreatment of them. Recalling the route from his mother's stories, Zeus travelled to a distant cave. He was met by a giant, winged beast who roared angrily at the man who dared to disturb its peace. It took little effort to defeat the beast who had grown slow after years of guarding the same location. Before long, Zeus had broken through the sealed entrance.

How Zeus Became King of the Gods

Just as his mother had described, Zeus found himself face to face with the one-eyed cyclopes. These creatures were siblings of Cronus and, like Zeus' brothers and sisters, had been imprisoned when he thought that they might try to overthrow him. Zeus explained his plan to defeat his father and the cyclopes agreed to help. Zeus had not known that the three cyclopes were master blacksmiths and had spent years perfecting the art. Together, they were able to create items beyond the understanding of ordinary mortals. After he promised that they would be free forever, the three creatures presented Zeus with a powerful lightning bolt.

Many months had passed and Zeus's skill with the lightning bolt had grown each day; it was as if he could now control the skies themselves. Eventually, the battle of the Olympians against the Titans began. The Olympians were powerful and intelligent but the Titans were strong and towered high over the earth. With both sides equally matched, the battle lasted for ten long years before Zeus and the Olympians finally emerged victorious.

At the end of the battle, Zeus and his two brothers – Poseidon and Hades – chose to split their rule over the earth. Poseidon would rule over the rivers and seas, Hades would become ruler of the underworld and Zeus would rule over the skies. As his new position took him higher than his brothers and higher than the gods themselves, Zeus took the title of king of the gods and stepped into his new home on Mount Olympus. A smile spread across his battle-scarred face; it was time for a new era to begin.



Questions

1. How many children did Rhea and Cronus have together? Tick one.

- ☐ five
☐ six
☐ seven
☐ eight

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

- ☐ Zeus defeated the giant, winged beast.
☐ Rhea watched Zeus leave.
☐ Hades became ruler of the underworld.
☐ Zeus freed the cyclopes.

3. Where did Zeus get his lightning bolt from?

4. Look at the paragraph beginning **Zeus knew that Cronus...**
Find and copy one word which means the same as 'revenge'.

5. Why was the winged beast so easy to defeat?

6. **Zeus knew that Cronus would defeat them as easily as a spider defeats a struggling fly in its web.**

Why do you think the author has chosen to include this line?

7. Imagine that you are Zeus.

What would you say to the cyclopes to convince them to fight with you?

8. Do you think that the way the three brothers split the earth was fair? Explain your answer.

9. Would you like to meet Zeus? Tick one.

- ☐ yes
☐ no

Explain your answer.

The Wartime Diary of Eliza Beale

Second World War Evacuee

Dear diary,

Thursday 31st August 1939



Today has been horrible.

This afternoon, Mum told me that the government is worried about the threat of war so they have issued an evacuation notice. London is no longer safe so we need to move to the countryside. Can you believe it, diary? I can't.

At first, I thought that we would all be going together and I got excited about the idea of a family holiday. However, one look at Mum made me realise that I was wrong. George and I have packed a pillowcase each that we've filled with clothes and a few biscuits for the train. He's too young to understand what's happening and is getting excited about the 'adventure' that Mum told him we were going on. Lucky George.

My mind is spinning and I can't sleep. I tried to get more information from Mum (like how long we are going away for or where we are going) but my questions were met with a sad silence. All I know is that we must go to Waterloo Station tomorrow morning.

Eliza



Dear diary,

Friday 1st September 1939 – morning



I'm writing from the train station. It feels as though my world has been turned upside down. I've got a big tag dangling around my neck as if I'm a piece of luggage. The tag even says my full name on it: 'Elizabeth Beale'. I tried explaining to the woman who put it around my neck that everyone calls me Eliza but she just looked at me sympathetically and shooed me away. I've decided to hide it underneath my gas mask box because then people will have to ask me for my name instead of reading it from a label.

There are hundreds of us here. Our teachers from school are sitting with us but our parents weren't allowed any farther than the station barrier. It was so difficult saying goodbye.



The Wartime Diary of Eliza Beale

Apparently, our school will be getting on the next train but we don't know how long we will have to wait. I'm so hungry. I'm regretting giving George my biscuits now but he looked like he needed cheering up. At least he's stopped telling me that he doesn't want to go on an adventure any more.

Eliza

Dear diary,

Friday 1st September 1939 – evening



I can't believe that it was only this morning when we last spoke.

The train journey was horrible. We were all packed in so tightly. Whenever I've been on a train before, I've felt ill but this time was so much worse. At one point, I thought I was going to be sick into my pillowcase.

After many hours, we arrived in a small town. We were taken to the town hall and given a drink. Then, adults started coming in and picking children to take home. Luckily, George and I were picked together. The lady who took us with her is called Mrs Farthing. By the time we had walked to her house, it was very dark; poor George was struggling to stay awake.



When we arrived, Mrs Farthing told us all about her two sons and her husband (Mr Farthing) who was outside tending to the animals. It turns out that Mr and Mrs Farthing live on a farm! They've got cows, sheep, pigs, chickens, two horses and a donkey! She says that we can help with the animals tomorrow.



I'm curled up in bed trying to sleep at the moment. George is asleep in the bed next to me. We both had a little cry when we realised that Mum couldn't tuck us in; it's really difficult being away from her but at least we have each other. I've promised George that I will look after him.

Eliza



Questions

1. Where did Eliza and George catch the train from? Tick one.

- ☐ Paddington station
☐ Waterloo station
☐ a countryside station
☐ Marylebone station

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

- ☐ Eliza and George arrived at a large farmhouse.
☐ Eliza had a label put around her neck.
☐ Eliza asked her Mum where they were going.
☐ Eliza and George were taken to a town hall.

3. Look at the paragraph beginning **When we arrived, Mrs Farthing...**

Find and copy a phrase that means the same as **looking after**.

4. Why does Eliza hide the tag underneath her gas mask box?

5. Why did Eliza give her biscuits to George?

6. Look at the second diary entry for **Friday 1st September 1939**

How do you think Eliza was feeling when she wrote this entry? Explain your answer.

7. Explain why you think that Eliza chose to write **lucky George**.

8. Using 30 words or fewer, summarise the events that happened to Eliza on Friday 1st September 1939.

9. **Eliza is brave.**

Is this statement true or false? Explain your answer.

Problem 9

2357 people go to a concert.
The tickets cost £4.70.

How much money was made?

twinkl.co.uk

Problem 10

Jane travelled 17.6km on a bus,
8.2km by train and then a further
1300m by foot.

How many kilometres has Jane
travelled?

twinkl.co.uk

Problem 11

What is the total of £113.56,
£8.79 and £281.24?

twinkl.co.uk

Problem 12

An apple costs £0.36.

How much would 12 apples cost?

twinkl.co.uk

Problem 13

There is a 25% reduction off of the price of a table.

The original price was £300.

How much is it now?

twinkl.co.uk

Problem 14

There are 92 children in year 6.

One quarter of the year walk to school. 18 children are driven. 23 children cycle.

How many children use other forms of transport?

twinkl.co.uk

Problem 15

831 are getting on a train.

Each carriage seats 60 people.

How many carriages are needed for everyone to be able to sit?

How many spare seats are there?

twinkl.co.uk

Problem 16

1272 people have bought tickets for a concert.

The venue has 30 rows of 42 seats.

How many people will have to stand?

twinkl.co.uk

Year 6 Autumn Term 1 SPaG Mat

1

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.



Year 6 Autumn Term 1 SPaG Mat

2

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

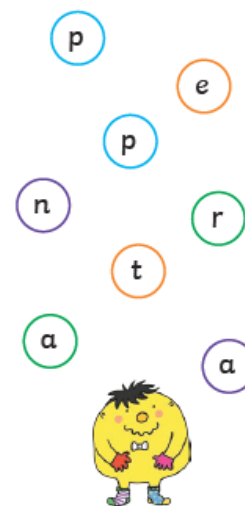
loyal

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 _____

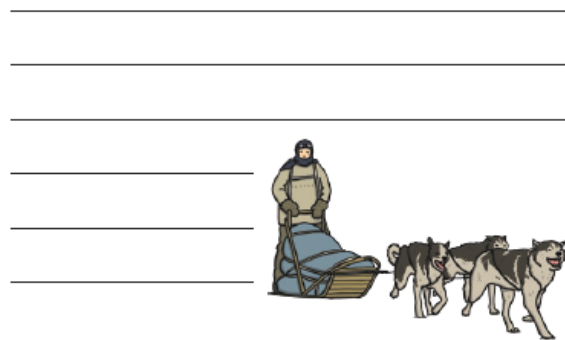


Year 6 Autumn Term 1 SPaG Mat

3

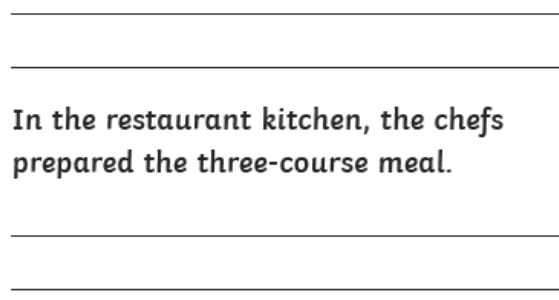
Section 1

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.



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








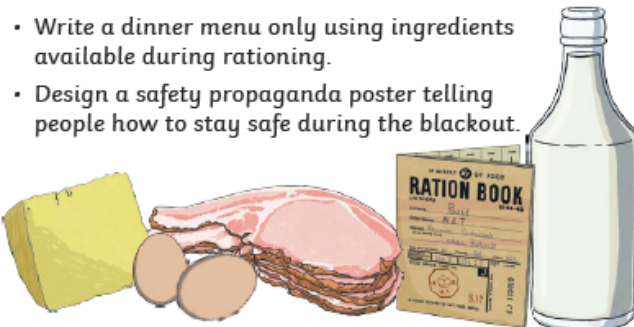

Read the sentence below and add in a word or words to turn it into a question.

You won't tell anyone, _____

_____?

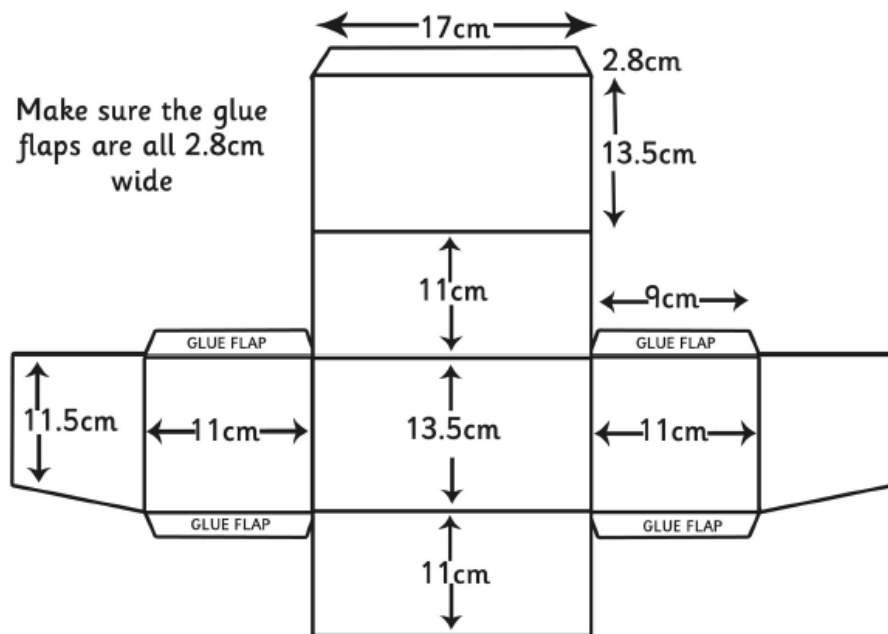


SCIENCE AND FOUNDATION SUBJECTS: Choose some of these activities about your WW2 topic. See other ideas below!

<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

If you have any paint and paper at home, you could have a go at re-creating a 'Blitz Skyline' like the ones below.



Science

1. Flying Plastic Bag



Remember how the Harry Potter cast levitated their feathers using the 'Wingardium Leviosa' charm? Now you can too with the power of static electricity!

What you will need:

- a plastic rod
- a piece of cloth
- a light plastic bag

Steps:

- Rub the surface of the rod with the cloth for 40 seconds
- Flatten the plastic bag and rub the cloth against its surface for 40 seconds
- Release the plastic bag and watch it levitate as you wave the rod below

How it works: (Hint: It's not magic!)

The rod and cloth gain become negatively charged after you rub them with a cloth. As like charges repel, the plastic bag appears to repel.

2. Roll A Can With Static electricity



With static electricity, you can even make a can roll around without actually touching it!

What you will need:

- an empty can
- a plastic rod
- a piece of cloth

Steps:

- Rub the surface of the rod with the cloth for 40 seconds
- Place the can on a flat and smooth surface
- Hold the cloth close to the can without touching it and watch as it follows the movement of the rod!

How it works:

Rubbing the rod with the cloth creates static electricity. The rod, which has gained electrons, becomes negatively charged. Hence the can, which is positively charged, is attracted to it as opposites attract.