

Year 6 Home Learning – Week 6

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	READING	SPAG	MATHS
MONDAY	<p>LO: To retrieve information from a non-fiction text</p> <p>https://classroom.thenational.academy/lessons/to-retrieve-information-from-a-non-fiction-text-part-2-64rkct</p>	<p>This week you will be looking at a story called 'Goodnight Mister Tom'.</p> <p>LO: To establish a background knowledge of the story and create an initial impression</p> <p>Lesson 1: https://classroom.thenational.academy/lessons/to-establish-a-background-knowledge-of-the-story-and-create-an-initial-impression-60rk8r</p>	<p>Complete SPAG mat 1 today (see below).</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! You don't need to print them out – you can just copy and answer them on paper. 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. 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>This week in maths you are going to be learning how to solve real life problems using all 4 operations.</p> <p>Lesson 1: Answer the questions- https://myminimaths.co.uk/year-6-week-26-solve-real-life-problems-using-all-4-operations-monday/</p>
TUESDAY	<p>LO: To practise and apply our knowledge of French and Greek etymology</p> <p>https://classroom.thenational.academy/lessons/to-practise-and-apply-our-knowledge-of-french-and-greek-etymology-c4u68d</p>	<p>LO: To make inferences about characters in the book</p> <p>Lesson 2: https://classroom.thenational.academy/lessons/to-make-inferences-about-characters-in-the-book-cgu3gt</p>	<p>Choose 5 year 5/6 spellings (see below for the spellings).</p> <p>Try writing them in rainbow colours. Try using all 5 in a short paragraph and underline them.</p>	<p>Lesson 2: Answer the questions- https://myminimaths.co.uk/year-6-week-26-solve-real-life-problems-using-all-4-operations-tuesday/</p>
WEDNESDAY	<p>LO: To plan a biography</p> <p>https://classroom.thenational.academy/lessons/to-plan-a-biography-6ww62r</p>	<p>LO: To make inferences about characters in the book part 1</p> <p>Lesson 3: https://classroom.thenational.academy/lessons/to-make-</p>	<p>Complete SPAG mat 2 today (see below).</p>	<p>Lesson 3: Answer the questions- https://myminimaths.co.uk/year-6-week-26-solve-real-life-problems-using-all-4-operations-wednesday/</p>

		inferences-about-characters-in-the-book-part-1-c4tp6t		
THURSDAY	LO: To write a biography (part 1) https://classroom.thenational.academy/lessons/to-write-a-biography-part-1-6gtkgd	LO: To make inferences about characters in the book part 2 Lesson 4: https://classroom.thenational.academy/lessons/to-make-inferences-about-characters-in-the-book-part-2-6gt3gd	Look over the year 6 vocabulary, grammar and punctuation terminology (see below).	Lesson 4: Answer the questions- https://myminimaths.co.uk/year-6-week-26-solve-real-life-problems-using-all-4-operations-thursday/
FRIDAY	LO: To write a biography (part 2) https://classroom.thenational.academy/lessons/to-write-a-biography-part-2-6cw3cd	LO: To consider a characters perspective and themes within a text Lesson 5: https://classroom.thenational.academy/lessons/to-consider-a-characters-perspective-and-themes-within-a-text-cmr3ar	Complete SPAG mat 3 today (see below).	Lesson 5: Answer the questions- https://myminimaths.co.uk/year-6-week-26-solve-real-life-problems-using-all-4-operations-friday/



Years 5 and 6

Statutory Spellings



Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

Nn

necessary
neighbour
nuisance

Oo

occupy
occur
opportunity

Pp

parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation

Qq

queue

Rr

recognise
recommend
relevant
restaurant
rhyme
rhythm

Ss

sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system

Tt

temperature
thorough
twelfth

Vv

variety
vegetable
vehicle

Yy

yacht

Spring Term 1

4

Label the boxes with V (verb), S (subject) and O (object) to show the parts of the sentence.

Fatima drank the milkshake



a

Forgetful Mr Whoop is very confused about noun phrases, prepositional phrases and subordinate clauses. Can you help him by saying which is underlined in the sentence?

Speeding towards the finish line, the driver believed he might win the race.

The warm, woollen blanket kept Mabel warm.

c

Rewrite the sentences and add in the relative pronouns and punctuation marks that are missing

We went to a restaurant served Italian food.

The waiter was called Gino brought us our food.

e

Draw lines between the pairs of antonyms.

private public

genuine lower

raise fake

cheerful dreary

b

Add a colon to this sentence in the correct position.

Mum had made two cakes a Victoria sponge and a lemon drizzle loaf.



d

Read these words:

biology biography

Tick what you think the prefix 'bio' means.

childhood

science

life

☐
☐
☐

f

Spring Term 1

5

Rewrite this sentence in the passive voice:

The storyteller performed the story.



Add a subordinating conjunction and continue the complex sentence.

The trees seemed dark and foreboding _



Can you think of the correct 'ie' words to match the definitions?

Have faith in _____

To recover or get back _____

Mr Whoops has got in a terrible muddle and has lost half of his hyphenated compound adjectives. Can you help him?

part- _____

cold- _____

Could you use one of the words you have made in a sentence with a relative clause?



Choose a suitable preposition to complete each sentence:

My baby brother is a nuisance and cries _____ night.

The fire alarm rang _____ lunchtime.

My annoying sister talked _____ my favourite TV programme.

Can you mark the parenthesis in this sentence using dashes?

The mysterious bottle that was found on an island just off the coast of Mexico contained a secret message.



Spring Term 1

6

Circle the subject and underline the object in this sentence.

The white rabbit looked at his pocket watch.



a

Mr Whoops has accidentally jumbled up an adverb that shows frequency. Can you help him to unjumble it?

earryl _____



c

Replace the underlined words with a more ambitious synonym.

The boy was thrilled with his new hoverboard as he flew across the room.



e

Match each word class label to the correct word or phrase in the sentence.

proper noun

compound word

After the rainstorm, Isla jumped enthusiastically in the puddles.

prepositional phrase

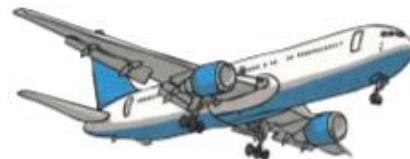
adverb

b

Write a main clause to go with this subordinate clause. Add in a comma where necessary.

Before they set off for the airport

_____.



d

Tick the sentence that is in the subjunctive mood.

☐

I wish it were the weekend.

☐

I am hoping the weekend arrives soon.

f

Year 6

Vocabulary, Grammar and Punctuation Terminology

Formal and Informal Language

Formal language uses unabbreviated words and an appropriate choice of vocabulary and grammar whereas informal language uses relative clauses with no relative pronouns and contractions. It is important to select the correct language for writing.

find out – **discover**

ask for – **request**

go in – **enter**

Synonym

A synonym is a word or phrase with the same or similar meaning to another. You can find synonyms in a **thesaurus**.

Talk = speak = mention

sleep = doze = kip

Colon

A colon is used to tell the reader 'this is what I mean' or 'as follows' and indicates the information following it.

I ordered the following ingredients (and they are): eggs, butter and flour.

Would simply be written as, I ordered the following ingredients: eggs, butter and flour.

Punctuation Marks

Punctuation marks are important because they give writing flow. They also help to change how the reader understands the writing.

Antonym

A synonym is a word or phrase with the opposite meaning.

young – old

straight – bendy

full – empty



Year 6 Vocabulary, Grammar and Punctuation Terminology

Passive and Active voices

A voice describes whether the subject of a clause performs or receives the action of the verb.

If a clause is in an active voice, the subject of the sentence is performing the verb

Active – **Johnny broke** the vase.

In this sentence, Johnny is the subject of the sentence who is performing the verb (broke), Johnny broke the vase.

When a clause is in the passive voice, the verb is being done to the subject.

Passive – **The vase** was broken by Johnny.

In this sentence, the vase is the subject of the sentence but the verb is being performed on it (was broken). The vase didn't break itself.

Cohesive devices

A text which has cohesion fits logically together. A writer may use repetition of word or phrase, adverbials or ellipsis to build on writing.

The day was **fun, fun, fun**.

I love chocolate but **on the other hand**, I like cake.

He walked to the edge of the cliff...



Semi-colon

A semi-colon joins two independent clauses without using a conjunction such as 'and'.

We can go to the library in the morning; Mondays are usually quiet.

A semi-colon may be used in a list to divide the items where commas are already used to avoid ambiguity.

I have been to Birmingham, England; Paris, France; New York, USA; and Moscow, Russia.

Bullet Points

Bullet points can be used to break up complicated information, make the text easier to read or turn it into a list. A colon must be used before a list.

I need to buy:

- mushrooms
- toothpaste
- popcorn



Subject

The subject is the person, noun phrase, pronoun or thing which does the verb in a clause.

Wednesday is my favourite day.

Sam's mum is picking me up today.

Are **you** coming to the sleepover?

Object

The object is the person, noun, pronoun or thing which usually comes directly after the verb.

Wednesday is **my favourite day**.

Sam's mum is picking **me** up today.

Are you coming to **the sleepover**?



Maths challenge cards:

Maths Mastery

Ratio: Solve Problems Including Percentages

Challenge Cards

twinkl



Maths Mastery - Ratio: Solve Problems Including Percentages

Write an explanation of how to calculate 37% of 240.

(Share your explanation with a partner.)



What is the same and what is different about your explanations? Can you improve your explanation?

Maths Mastery - Ratio: Solve Problems Including Percentages

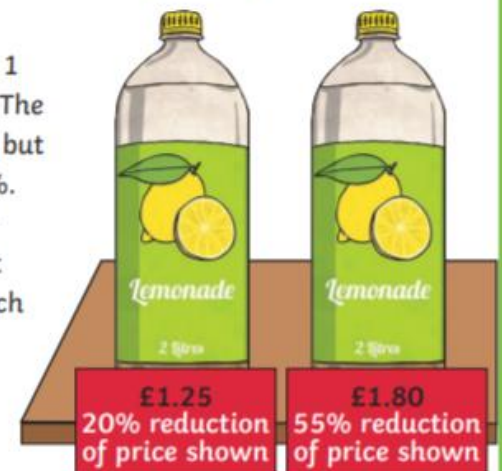
Explain which combinations of percentages you would use to find these:



Share and compare your ideas with a partner or in a group.
Do you prefer using any of the other ideas in the group?

Maths Mastery - Ratio: Solve Problems Including Percentages

A shop sells two different 1 litre bottles of lemonade. The full price of one is £1.25, but there is a discount of 20%. The full price of the other £1.80 but is being sold at 55% of its full price. Which bottle is cheaper?



Challenge card answers:

Maths Mastery - Ratio: Solve Problems Including Percentages

Calculate the following percentages of 360° .



Share your ideas with a partner or in a group. Where you have different answers, discuss how you found your answer. Which answer do you think is correct?

Maths Mastery - Ratio: Solve Problems Including Percentages

Complete the table and draw a pie chart with the following percentages:

Colour	Percentage	Required Angle
Blue	23%	
Yellow	12%	
Green	26%	
Red	31%	
Orange	8%	

Share your ideas with a partner or in a group. Where you have different answers, do you prefer any from others in the group?

Maths Mastery Answers

Ratio: Solve Problems Including Percentages Challenge Cards

Card 1

Calculate 10% of 240 = 24
 Calculate 5% of 240 = 12
 Calculate 1% of 240 = 2.4
 $37\% = 10\% \times 3 + 5\% + 1\% \times 2$
 $37\% \text{ of } 240 = 24 \times 3 + 12 + 2.4 \times 2$
 $= 72 + 12 + 4.8$
 $= 88.8$

Other ways are possible.

Card 2

16% $-10\% + 5\% + 1\%$
 23% $-10\% \times 2 + 1\% \times 3$
 44% $-10\% \times 4 + 1\% \times 4$
 38% $-10\% \times 3 + 1\% \times 8$
 51% $-50\% + 1\%$
 69% $-10\% \times 7 - 1\%$
 77% $-25\% \times 3 + 1\% \times 2$
 92% $-100\% - 10\% + 1\% \times 2$
 Other answers are possible.

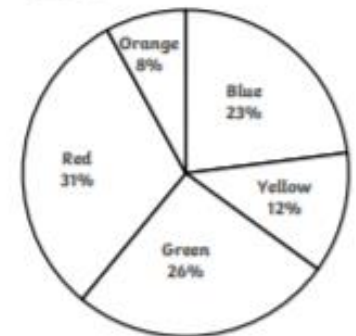
Card 3

£1.25 sold for 80% = £1
 £1.80 sold for 55% = 99p
 The second bottle is cheaper.

Card 4

7% 25.2° 59% 212.4°
 12% 43.2° 64% 230.4°
 25% 90° 81% 291.6°
 38% 136.8° 90% 324°
 45% 162° 93% 334.8°

Card 5



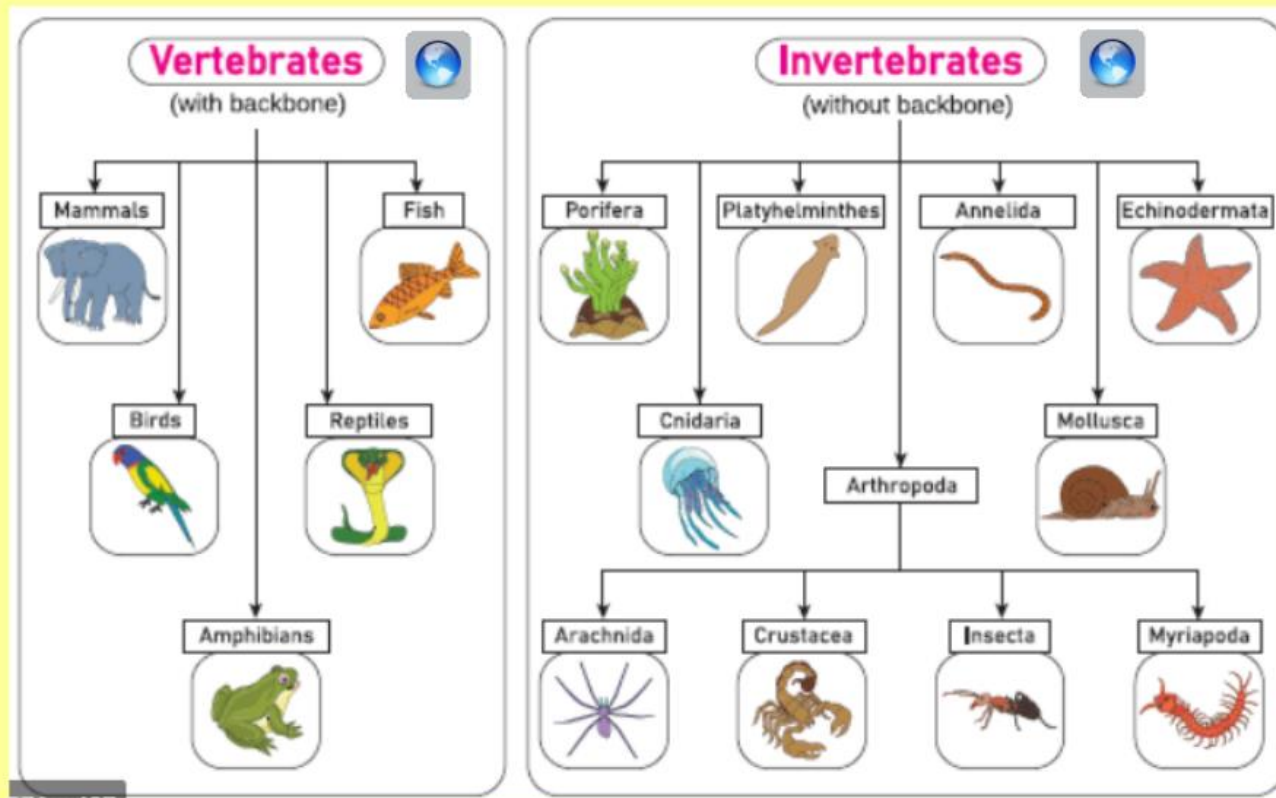
Science lesson:

Identifying animal characteristics

To identify the characteristics of different animals.

Animals can be classified in to two groups - **vertebrates** and **invertebrates**.

These two groups can then be sorted into further groups....














Science worksheet:



Animal Characteristics

Cut and stick the descriptions of characteristics with the correct group of animals.

Mammals		
Birds		
Fish		
Reptiles		
Amphibians		
Insects		
Arachnids		
Annelids		
Molluscs		
Crustaceans		
Echinoderms		

These animals have hard, scaly skin, and are cold blooded. They use lungs to breathe air and they lay their eggs on land.

Most of these cold blooded animals have a soft body covered by a hard shell. Some live on land, and move slowly on a flat sole called a foot. Others live in water and attach themselves to rocks or other surfaces.

These animals live on land or in water. They are cold blooded. They use gills to breathe when they are young, and use lungs to breathe when they are adults. They have moist, smooth skin and have 4 legs. They lay eggs in water.

These animals have 2 legs and a beak. They have feathers and wings. Some can fly, while others can't. They lay eggs on land. They are warm blooded.

Most of these animals have 4 pairs of legs. The front pair of legs may be used for holding their prey and feeding. They have a hard exoskeleton and jointed legs for walking. They do not have antennae. They are cold blooded.

These animals have an exoskeleton covering their body. Their body is made from 3 parts: the head, the thorax and the abdomen. They have a pair of antennae on their head. They are cold blooded.

These creatures have scaly skin and live in water. They use gills to breathe. They have fins. They lay their eggs in water, and they are cold blooded.

These are marine creatures, which means they live in the ocean. They have arms or spines that radiate from the centre of their body. The central body contains their organs and their mouth. They are cold blooded.

These creatures do not have any limbs. Their body is divided into segments. Some of them have bristles on their skin, while others have very small bristles and their skin seems smooth. They are cold blooded.

These creatures have hair or fur. They breathe air through lungs. They feed milk to their young. They are warm blooded.

These creatures have a hard external shell that protects their body. They have a head and abdomen. Many of these animals have claws that help them with crawling and eating. They are cold blooded.

PE lesson:

Follow the link below for your PE lesson:

<https://pehubportal.co.uk/session-3/>

Complete the KS2 activities below. Use the videos on the website to help you.

In the time given, complete as many rounds as possible of the following:

KS 2 – 1 round =

10 second tiptoe hold

10 Second heel balance

10 Second abdominal hold

10 High knees

Time limit 2 – 3 minutes

Rest for 90 seconds and repeat!

Discussion cards:

I have the right...

to be in a clean environment, at home, school, or wherever I am.



I have the right...

to be protected from cruelty, conflict, exploitation and neglect.



I have the right...

to be educated.



I have the right...

to freedom of thought and beliefs.



I have the right...

to proper medical care.



I have the right...

to be heard!



I have the right...

to be loved and respected.



I have the right...

to special care for my special needs.



I have the right...

to be fed well.



I have the right...

to make mistakes!



I have the right...

to relax and have fun!



- Can you think of **all** the rights you have?
- Can you think of the responsibilities you have to **yourself and others**?

My Rights	My Responsibilities
<p>I have the right to a safe place to live.</p>	<p>I have a responsibility to not hurt others.</p>

Here are two recipes for you to try out. You must make sure you work with an adult when baking and cooking in the kitchen. Keep safe!



Chocolate Brownies

Ingredients

350g melted chocolate or chocolate spread
2 eggs and 1 extra egg yolk
62g plain flour
Pinch of salt (optional)

Method

1. Preheat your oven to 180°C/160°C Fan.
2. Line a baking tin with baking paper.
3. Heat the chocolate or chocolate spread in a microwaveable bowl for 30 seconds at a time, stirring until it melts. Heating it slowly will keep it from burning.
4. Whisk together the melted chocolate and eggs until the mixture is smooth.
5. Fold the flour and salt into the mixture.
6. Pour the mixture into the baking tray and bake in the oven for 20-25 minutes, or until the mixture is no longer wobbly.
7. Allow the baking tray to cool before cutting the brownies into squares.



Super Easy Shortbread

Ingredients

2 $\frac{1}{2}$ cups of flour
 $\frac{1}{2}$ cup of sugar
1 cup of cold cubed butter

Method

1. Preheat oven to 180°C/160°C Fan.
2. Mix the sugar and flour.
3. Add in the cold cubes of butter.
4. Use a food processor or clean fingers to mix butter in until it is a crumbly mixture.
5. Once crumbled, put into a baking tray and press down with your fingers.
6. Bake for approximately 25-30 minutes, until the dough is lightly brown.
7. Whilst the shortbread is still warm, have an adult cut it into squares and then triangles.
8. Sprinkle the extra sugar on top of the warm shortbread.
9. Wait 10-20 minutes. Eat the scrumptious shortbread.

Tip!

If you have cookie cutters, use them to make different-shaped shortbread biscuits!



Computing

Communicating responsibly

In this lesson, learners will use information provided and their own prior knowledge to categorise different forms of internet communication. They will then choose which method they would use for the scenarios discussed in the previous lesson. During these activities, they will explore issues around privacy and information security. Watch the video below for your lesson:

<https://classroom.thenational.academy/lessons/communicating-responsibly-65gp8d>

Slides:

Chatting Online



How do you chat online?

How is chatting to someone you've never met, different to an in-person friendship?

That's what we'll look at today.

Whole Class

- Messaging Apps
- Online Gaming- typing
- Forums and Message Boards
- Social Media
- Comments on Content
- Chat Sites
- Online Gaming- microphone

Why Do We Chat Online?

Why do people like to chat online?

- To make new friends with similar interests.
- To talk to someone who can't tell any of your real-life friends.
- To get advice.
- To meet people to game with regularly.
- To gossip.
- Just for fun!

So... can online friendships and chatting be good? Of course!

If you know how to stay safe.



Who Am I?

Maisie is chatting to a friend she's met online. She's a 12 year old girl who lives in West London and goes to a school called Rosebank Secondary. Here's their conversation:

How old is Jas719?

Is Jas719 a boy?

What is Jas719's real name?

Where does Jas719 live?

Can you describe what Jas719 looks like?

How do you know?

MaisieMoo12:

Hi nice to meet you.

Jas719:

Hey.

MaisieMoo12:

What's your name? Age?

Jas719:

Jack, I'm 13. Where do you live?
I live in Brighton.

MaisieMoo12:

I'm in London. Do you have a photo
so I know what you look like?

Jas719:

I'll send you one later. I have brown hair
and eyes and I'm quite tall I suppose.



Who Am I?



What Can We Talk About?

Thinking about the kind of information Maisie shared with Jas719, and what we know already, what kind of things **can** you talk about online?

Sort the conversation topics on your activity sheet into the categories, **safe** and **unsafe** to reveal to a stranger online.

Remember, any **personal** information should be kept private.



What Can We Talk About?

Safe to talk about online

- Favourite subject at school
- What your hobby is
- How many brothers and sisters you have
- What you did at the weekend
- Your friends (without names)
- Your teachers (without names)
- Your favourite TV show

Did you get them right? If not, can you explain why?

Unsafe to talk about online

- Your date of birth
- Which school you go to
- **Where** you do your hobbies
- Home address
- Your full name
- Your parents' full names
- The town/city you live in
- **Where** you went at the weekend.

If You're Worried...

If you are worried about online chats and friendships there are lots of good sources of advice online:

www.safekids.com/chat-room-safety
www.kidsmart.org.uk
www.bbc.co.uk/cbbc/shows/stay-safe

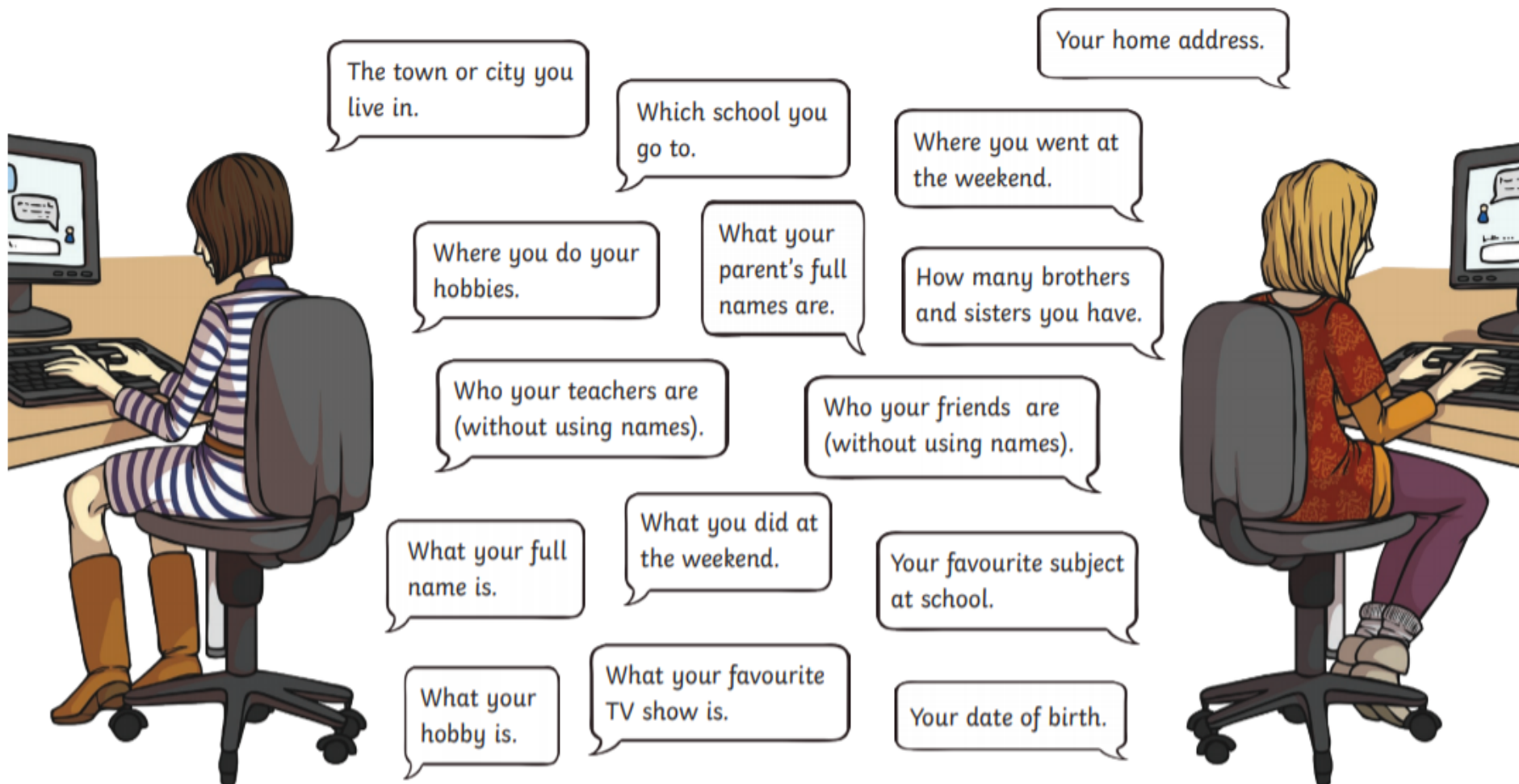
If you want to talk to somebody about something online, then you can call Childline, anytime, on: 0800 1111

Remember, if you think that something is serious enough to report to the police, you can ask an adult for advice on, or help to do this.



Chatting Online: Personal Information

Use a red pencil to circle or colour the topics that might be **unsafe** to discuss online. Think about why certain topics of conversation might be unsafe. Use a green pencil to circle or colour the **safe** topics of conversation to have with an online friend.



Think First!

Explain what the possible consequences of these unsafe online behaviours could be. They might be small, but they could be extremely dangerous. You could talk to an adult at home about this too.



Online Behaviour	What could happen?	What you should do instead?
People in your class are sharing a photo of one of your classmates. Everyone thinks it's funny so you pass it on too.		
You're using a headset to talk to other players while online gaming. A stranger starts to ask you where you go to school and the town you live in. They seem friendly so you tell them.		
You create a social media account even though you're not old enough to use the site, and put lots of pictures of yourself on there. You don't worry about privacy settings as you want lots of people to follow you.		
You see a video of one of your friends playing cricket. You don't really like sports so you write a comment underneath to joke about how they look in their team kit.		

