


## Year 6 Home Learning: 25th January 2021

<b>Spelling/Phonics</b>		<b>Time to spend on activity</b>
<b>Spelling/Phonics:</b>	<p><b>Monday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – correspond, criticise, curiosity, definite, desperate, determined</b> 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 <b><u>After you have practiced complete the spelling quiz on purple mash.</u></b></p> <p><b>Tuesday –Proof reading.</b> Can you remember how we proof read? Below is the proof reading checklist <b>Proofreading Checklist</b> Does my writing make sense? Are there any really obvious spelling errors? Check each sentence carefully. Underline any possible errors. Have a go at correcting the errors you have identified.</p> <p>Look at the paragraph below and follow the check list to proofread and edit effectively. When they reeched France they were pakked into trians, which stopped and started and crawled all day along the overcrowded tracks. The country didn't look so diferent. Pepole worked the feilds just as the lads had done bac home. Some of the workeers unbent their backs and waveed as the trains went bye.</p> <p><b>Wednesday – Proof reading.</b> Can you remember how we proof read? Below is the proof reading checklist <b>Proofreading Checklist</b> Does my writing make sense? Are there any really obvious spelling errors? Check each sentence carefully. Underline any possible errors. Have a go at correcting the errors you have identified.</p> <p>Look at the paragraph below and follow the check list to proofread and edit effectively The solidiers finaly arrived at a small station that had grown into a vast supply depot. Trains and trucks were being shunted and unloaded. Moutains of stores, horse lines and mule liens were everywhere and ther was a babel of shouted commands.</p> <p><b>Thursday – Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – develop, dictionary, disastrous, embarrass, environment, equipped</b> 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 <b><u>After you have practiced complete the spelling quiz on purple mash.</u></b></p> <p><b>Friday - Look at the 6 chosen words from the 5/6 word list and practice using the following strategy – especially, exaggerate, excellent, existence, explanation, familiar</b> 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 &amp; <b><u>After you have practiced complete the spelling quiz on purple mash.</u></b></p>	5 sessions 30 minutes


<p><b>Reading</b></p>	<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><b>Comprehension on purple mash Tuesday and Wednesday. Read the chapter and answer the questions</b></p>	<p>Read for 15 minutes daily using your Myon log in</p> <p>30 minutes</p>
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## English – All worksheets will be put on Purple Mash

<p><b>Monday</b></p>	<p><b>LO:</b> To write a character description</p> <p><b>Starter:</b> What types of clauses are there in sentences? What is a main clause, this makes sense on its own. Subordinate clause- this does not make sense on its own, it depends upon the main clause. Relative clause, this is a type of subordinate clause used to give extra information.</p> <p><b>Main:</b> We writing a character description of wing today. Look at an image of wing and come up with as many different words or phrases to describe him. Give a word bank, can you write a sentence that includes one of these words? Remember to try and use show not tell in your writing</p> <p><b>Activity:</b> Write a description of Wing</p>	<p>1 Hour</p>
<p><b>Tuesday</b></p>	<p><b>LO:</b> To use emotive language <a href="https://www.youtube.com/watch?v=CkHrcePAW40">https://www.youtube.com/watch?v=CkHrcePAW40</a> Watch the story of wing.</p> <p><b>Starter:</b> summarise the story (5Ws)</p> <p><b>Main:</b> How does the writer make us feel sympathy for Wing? How can we tell when he is afraid? Explain to children that this is called emotive language. If the clip were a book, they would not physically see Wing's reactions, so the writer would need to express his feelings through words. In order for a reader to sympathise with how a character feels, the writer must use certain words and phrases to convey this. Look at Wing at 0:35. How is he feeling? Write down adjectives. Can they use intensifiers to enhance description- such as terribly, extremely? Then show them Wing at 1:51, 2:09, 3:15, 3:36 and 4:08. Can they identify the emotion and give a range of synonyms? How do they know?</p> <p><b>Activity:</b> Write sentences using emotive language to describe Wing's emotions as events unfold throughout the clip.</p>	<p>1 Hour</p>
<p><b>Wednesday</b></p>	<p><b>LO:</b> To write a diary entry <a href="https://www.youtube.com/watch?v=CkHrcePAW40">https://www.youtube.com/watch?v=CkHrcePAW40</a> Watch the story of wing.</p> <p><b>Starter:</b> Read wagoll of a diary entry</p> <p><b>Main:</b> What is a diary? Opening, date, informal language, tense, first person, pronouns, describes, events in chronological order, reflection, thoughts and feelings, emotive language). Explain that a story involving, more than one character can always be told from a different perspective- i.e. by each of the characters. Would the outcome always be the same? If two people were writing in their diaries about an event, how would features compare? Would any stay the same? Focus on the crows in Wing. Initially they seem like unpleasant creatures, but what if there was a reason they behave as they do towards Wing and the girl? What has caused their hatred for him? Why are they so cruel? How might they tell their side of the story?</p> <p><b>Activity:</b> Write a diary entry from the perspective of one of the crows which explains their dislike for Wing.</p>	<p>1 Hour</p>
<p><b>Thursday</b></p>	<p><b>LO:</b> To use pathetic fallacy to set the mood</p> <p><b>Starter:</b> Show children an image of a setting with the sun shining. How does it make them feel? What do they imagine it is like there? Next show them an image of a storm. How does this differ from the first setting in how it makes them feel? What emotion does it suggest? How can they tell that the mood here is different and what is it? Repeat this with an image of a rain.</p>	<p>1 Hour</p>

	<p><b>Main:</b> Introduce pathetic fallacy as a device writer's use to show a link between the weather and what is happening in a story. Watch the clip Wing again and make a note of when the weather changes throughout the film. How does the weather reflect the characters and events?</p> <p><b>Activity:</b> Complete the table</p>	
Friday	<p><b>LO:</b> To use dialogue in my writing</p> <p><b>Starter:</b> Thank you so much," the boy whispered gratefully. How is punctuation used? When should a comma be used?</p> <p>The grateful boy whispered his thanks to the girl. What is the difference in the sentences?</p> <p>One is direct speech the other is indirect speech. Does use of punctuation differ between them? When writing speech, when is it necessary to start a new line?</p> <p>We start a new line for a new speaker</p> <p><b>Main:</b> Ask children what is absent during the film Wing (speech). Who are the characters in the clip and at what points might they talk to one another? Focus on the extract 0:30-0:47. What is happening? If the characters spoke, what might they say to each other?</p> <p><b>Activity:</b> Children are to write a narrative using events from clip. Who is the girl? What would she and Wing say to one another?</p>	1 Hour

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

Monday Watch purple mash video	<p><b>Fluent in 5 - Number of the day 39</b></p> <p>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 express ratio.</b></p> <p><b>Input</b> Remind children of what ratio is, ratio is related to fractions and we use multiplication and division facts to help with ratio. Ratio is the relation of quantity to another, it is very similar to fractions. The ration of triangles to circles is 4 to 3 or 4:3. This means there are 4 triangles to 3 circles. We can also say that the ratio of circles to triangles is 3 to 4 or 3:4</p> <div style="text-align: center;">  </div> <p><b>Activity :</b> Range of questions involving writing out ratios.</p> <p><b>Challenge –</b> Ratio questions that require the ratio in its simplest form. We do this by dividing both sides by the same number. For example to get the ratio 4:10 in its simplest form we can divide both sides by 2 to give us 2:5. We cannot divide this any further so it is in its simplest form.</p>	1 hour
Tuesday Watch purple mash video	<p><b>Fluent in 5 - Number of the day 432</b></p> <p>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 understand ratio</b></p> <p><b>Input –</b> Recap over what is ratio from yesterday? Ratio is the relation of one quantity to another. It is very similar to fractions. Your multiplication and division skills will help with ratio. If we had 3 boxes and one was green and two were blue. 1/3 of the boxes are green and 2/3 are blue. A ration of blue to green boxes is 2:1 or 2 blue boxes to 1 green box. Look at video on purple mash how to find the recipe.</p> <p><b>Activity –</b>Work out how much is needed for the recipes, you might need your division and multiplication skills.</p> <p><b>Challenge –</b> Ratio challenge question involving measurement conversion</p>	1 hour

<p><b>Wednesday</b></p> <p><b>Watch purple mash video</b></p>	<p><b>Fluent in 5 - Number of the day 43.5</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</p> <p><b>LO: To understand proportion</b>            Input – Recap yesterday's learning. Today we are looking at proportion. Proportion is represented as a fraction. There are 12 oranges in a box 2 in every 3 are bruised. How many are bruised. This means <math>\frac{2}{3}</math> of the oranges are bruised. To find how many are bruised we divided the amount 12 by the denominator first so <math>12 \div 3 = 4</math> we then multiply this answer by our numerator <math>4 \times 2 = 8</math>. Therefore 8 of the oranges are bruised.            Activity – Answer proportion questions on purple mash</p>	<p>1 hour</p>
<p><b>Thursday</b></p> <p><b>Watch purple mash video</b></p>	<p><b>Fluent in 5 - Number of the day 34.7</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</p> <p><b>LO: To answer general ratio questions on purple mash</b>            Input – Recap the learning this week, reminding yourself of how we answer ratio and proportion questions.            Activity – Answer the range of ratio and proportion questions on purple mash.</p>	<p>1 hour</p>
<p><b>Friday</b></p> <p><b>Watch purple mash video</b></p>	<p><b>Fluent in 5 - Number of the day 67.5</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</p> <p><b>LO: To practice my arithmetic skills</b>            Input – Think about what may come up in the test today.            Activity – Complete the test, giving yourself 30 minutes. After mark your questions and look at what skill you need to practice for next week.</p> <p><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</p>	<p>45 Minutes</p>
<b>Foundation Subjects</b>		
<p>Art</p>	<p>Key Question 1: Why do people make art?</p> <p>Starter: Artists make art for a wide variety of reasons, e.g. fun and adventure; building bridges between themselves and the rest of humanity; reuniting and recording fragments of thought, feeling, and memory; and saying things that they can't express in any other way. Art is personal statement.</p> <p>Activity – Ask children to listen to piece of music and think about lines/images/shapes that it evokes. What mood does this music create? Listen again – children draw lines/images/shapes to reflect the mood created by music.            Repeat with a second piece of contrasting music.</p> <p>Some ideas for music include            Holst –Mars</p>	<p>1 session</p> <p>45 minutes</p>

	Beethoven - Moonlight Sonata  Record your art on purple mash.	
RE	Key Question 1: How important are holy buildings in religion?  Starter: Research and look at a wide range of holy buildings. How many different holy buildings can you look at? Think about how they are similar and different. Make sure you look at a church and a mosque this will help you with the activity on purple mash.  Activity – Complete the activity comparing a mosque and a church on purple mash can you come up with at least three ways they are similar and three ways they are different?	1 session  1 hour
French	<b>Quel temps fait-il?</b>  What weather is it? Look at the video on purple to mash to learn how we say 5 different weathers in French.  Il Fait nuageux- it is cloudy Il pleut- it is raining Il fait orageux- it is stormy Il neige- it is snowing Il fait beau- the weather is nice  Practice saying the weather with a family member. When you are ready can you see if you can get 5/5 on the French weather quiz on purple mash?	1 session  30 minutes
PE	<b>PE with Joe Wicks</b>  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 minutes
CGP Homework	Reading – Pages 36,37 Grammar – 23,24,25 Maths – 23,24	To be completed by Friday
Music	New YUMU lessons available online Remember to NOT change the password, even if prompted because this will restrict everyone's access.	1 session 30 minutes

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