

Weekly Learning for Year 6

27th April 2020– Weekly Learning

One week project: Around the world in a week!

Self-Marking:

We have provided the answers for last week's tasks. Please use the answer sheets provided to mark your answers.

- For maths, we have suggested a method for each question so if you have got an answer incorrect look at how you should have worked it out and have another go.
- For reading, we have written example answers for you to self-mark please use this to correct and amend your answers. The reading answers are attached below.

A message from Ms Simmons to all of you:

- Please can you ALL write a message about yourselves for your leavers book. It should be around 75 words, including what you do in your spare time, one or two memories from your time at LHS and what your dreams are for the future. This needs to be emailed to Ms Simmons via her email: carolinesimmons@lhaines.herts.sch.uk.

Spelling

If a word ends in '-fer'

- If the 'fer' syllable is stressed you double the last letter before adding the suffix
- If the 'fer' syllable is not stressed you don't double the last letter, you just add the suffix.

Referring, referred, referral, reference, referee, preferring, preferred, preference, transferring, transference.

1. Look up and write the definitions for each word
2. Write a sentence for each of the spelling words. Can you write more than one of them into a single sentence?

Writing

This week we would like you to use the plan and model texts to **write the middle, resolution and ending of your story**. You may want to remind yourself about what happens in the story using the plan and video: <https://www.youtube.com/watch?v=nYwMuM9qFlg>

Try to include:

- Up-levelled vocabulary choices
- Fronted adverbials (different ways to start sentences).
- Similes/metaphors
- Personification
- Short sentences to build suspense
- Commas/dashes/brackets to add extra information
- List using colons/semi-colons

(You can see examples of each of these and how you could use them on the modelled write – feel free to magpie some ideas)

Once you have finished writing **use a coloured pen/pencil to edit and improve your work** and then **send your story to your teacher to read**. You may also want to send it to a friend to entertain them whilst they are isolating at home.

Reading

In the middle of your reading revision guide you will find the reading booklet. This week we would like you to read **'The Olympic Games'**

Try your best to complete the following:

- Word meaning questions (p.10)
- Retrieval questions (p.20–21)
- Inference questions (p. 33 – 34)
- Whole text questions Q2 on p.40, Q4 and 5 on p.43)

If you are struggling, please email your teacher with the question number that you are finding difficult. You will receive the material to self-mark this next week.

Maths – Place Value

Use the links below to download the PowerPoints titled this "Negative Numbers" and "Rounding"

<https://drive.google.com/open?id=1kSy5ym-mSIUEsUb4RizrKyqkNoc7frgP>

Each powerpoint contains a video explanation and some tasks for you to complete in the style of the revision guide questions.

You can also **practice these skills using the three set tasks on Purple Mash**. Once you feel more confident complete revision guide pages 14–17.

Spelling, Punctuation and Grammar

For SPAG we would like you to learn about 'determiners' using the slides on this link:

<https://drive.google.com/open?id=1kSy5ym-mSIUEsUb4RizrKyqkNoc7frgP>

Then answer questions on pages 8–9 of your SPAG books.



Jigsaw

Look at the document titled 'Jigsaw Well'. We can imagine our emotional health as a well.

If we fill our wells with positive feelings (E.g. happiness, gratitude, satisfaction, protected) then our emotional health is good and in turn we feel emotionally fit and healthy. However negative feelings (e.g. sadness, anger, stress, pressure, fear, worry) can make holes in our wells and therefore drain/empty the positive feelings from the well.

If a person's well gets too low, they might develop a mental illness. Therefore, it is important that we keep filling up our wells with positive feelings and repairing the holes/leaks (negative feelings) when they happen.

There are lots of things that we can do to fix the leaks in our well. For example, if someone is feeling stressed, to fix this leak, they could talk to someone about how they are feeling and what is stressing them out. This might help stop or at least reduce this negative feeling.

1. Draw or print the well
2. Write 4 positive feelings as arrows going into the well.
3. Next to each positive feeling write something you could do to increase these positive feelings in your well (i.e. what makes you feel positive).
4. Draw 2 or 3 holes/cracks on the side of your well and label each with a negative emotion that causes your well to leak.
5. Next to the holes write something you could do to fix leaks in your well.

We look forward to seeing your ideas so please do share these wells with us via email.

Computing Challenge!

Use purple mash to create an animation by repeating and changes images on a story board. You can create an animation about anything (e.g. an animation of the story you wrote, an animation to say thank you to NHS)

Keep connected:

We are really looking forward to keeping up to date with your learning. Please keep in touch via the bog and share work or discuss the learning with us via email and twitter:

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Keep Active Challenge!

It is important that we all stay active and healthy, even if we are indoors. You have now tried 3 different workouts sent each week on the home learning each week. This week we would like you to create your very own work out challenge. It can be a list of activities (e.g. 10 star jumps, 5 sit ups, etc.) or you can create a work out to go with a song. We will share some good ones in the keep active challenge in the coming weeks so please do send us your ideas

Getting ready to start secondary school

Now that we have just one term left until you go to secondary school it is so important to prepare. Use this website to learn more about what life is like at secondary school.

<https://www.bbc.co.uk/bitesize/articles/zi2qri6>

Project

This week we would like you to continue with your Geography project by researching a country of your choice and finding out:

- What is that country famous for?
- What does their flag look like?
- What language do they speak?
- What food do we get from their country?
- Are there any famous places to visit in the country?

Use what you have learnt to create a model of your country out of recycled materials you have at home. You can either use images/models to represent the facts or you can write the facts onto the country model. Here are some examples to inspire you:



Please share your creations with us on twitter or email.

Purple Mash

You all now have access to Purple Mash which has lots of fun learning opportunities. We have emailed you your login details. Once you are logged in you can:

- Explore the website for any activities you enjoy
- Click 2Dos to try the activities set for this week.
- Click my work and upload images of other work you do for your teacher to see.

Useful links:

Below are a list of links that you can use to help keep yourself busy (should you find yourself with some spare time!)

Online Classroom – Provides a fantastically structured approach to home learning

<https://www.thenational.academy/online-classroom>

Maths

- Maths Home Learning – <https://whiterosemaths.com/homelearning/year-6/>
- IXL to practise and revise key topics –
https://uk.ixl.com/promo?partner=google&campaign=1187&adGroup=Key+Stage+2&gclid=CPPa8teS_8kCFQbnwgodgOIB6A
- Times Table Rock stars – <https://ttrockstars.com/>
- BBC bite size to revise/revisit different subjects such as maths topics –
<https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- Maths games to help you consolidate your understanding of maths concepts –
<https://www.sheppardsoftware.com/math.htm>
- Online maths worksheets for different types of maths topics – <https://www.math-drills.com/>

Reading + English

- Online website with lots of quizzes for different subjects including English and maths
<https://www.educationquizzes.com/ks2/>
- Free e-book Library where you can read over 100 books –
<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>
- Try a creative writing challenge –
<https://home.oxfordowl.co.uk/blog/harriet-muncasters-creative-writing-challenge/>
- Stories to listen to online which you can review/ –
<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpjUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw==>
- Reading Rocks Reviews listen to the reviews of different books before you have a read –
<https://www.youtube.com/channel/UCDBwXRaWOGPaKd9Hogt5C-w>
- Free audio book from David Walliams –
<https://www.worldofdavidwalliams.com/elevenses/>

SPaG

- A website providing a range of grammar activities to improve SPaG –
<http://www.crickweb.co.uk/ks2literacy.html>
- A website to practise spelling rules and lists –
https://www.spellzone.com/word_lists/index.cfm
- Online grammar quizzes –
<https://www.educationquizzes.com/ks2/english/>

PE

- Jo Wicks PE channel – live 9am workout
<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>
- Online workout for children
https://www.youtube.com/watch?v=L_A_HiH7vfi

Jigsaw Sheet

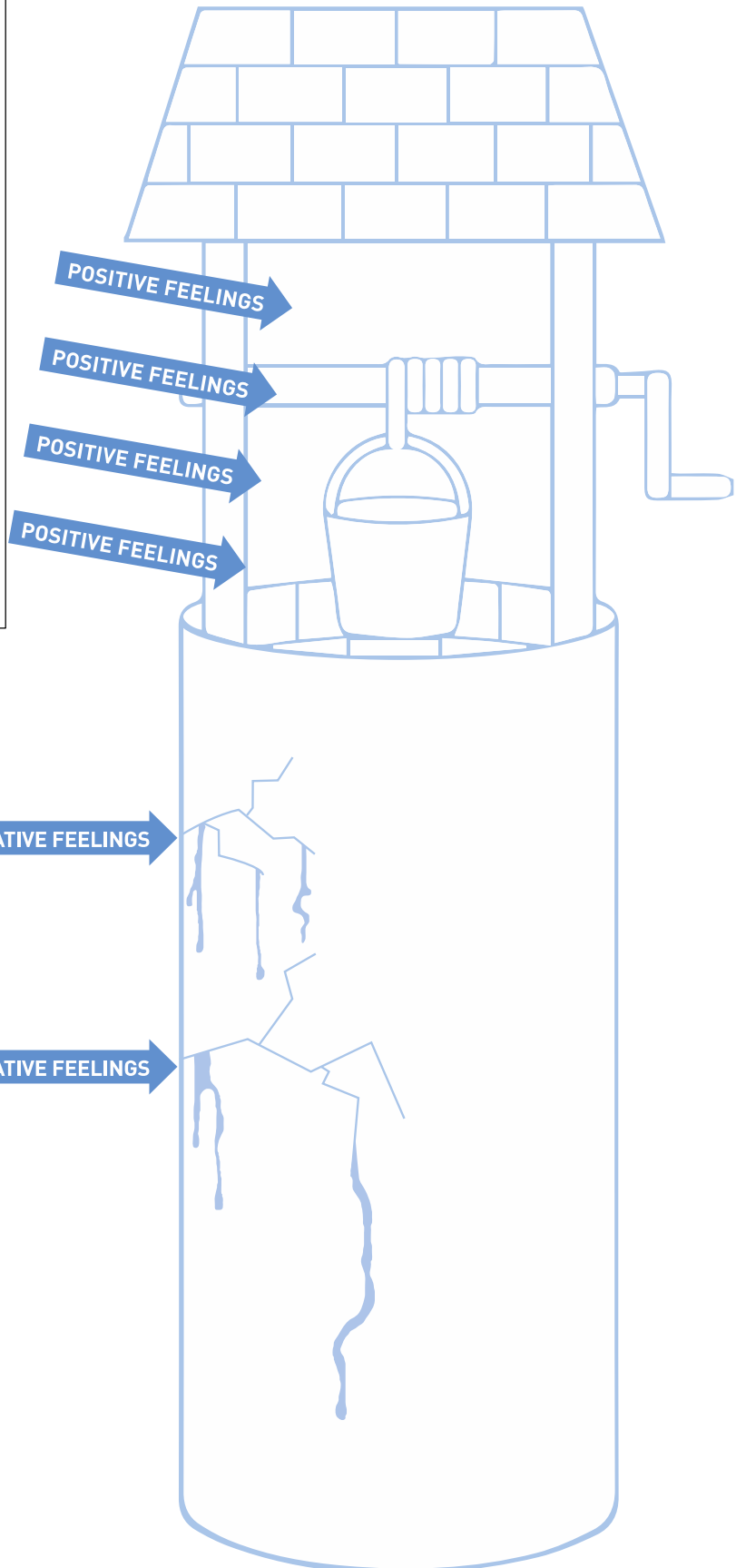
What can you do to increase these positive feelings?

1.

2.

3.

4.



What can you do fix the leaks in your well?

1.

2.

3.

Writing Resources

This plan shows you what happens and what you need to include in each part of the story. Use it to help structure your writing. Feel free to add some key vocabulary/phrases you would like to include before you start your writing.

Opening

- Set the scene of the silent, dark, sleeping town.
- Describe the moth-like creature that appears at 2655 Kensington Avenue
- Creature checks his notebook and enters the orphanage via the shutters.
- Oblivious to what is happening children slept
- Creature fluttered down and lay his hessian bag at the end of a child's bed.
- Cracked an egg on ballet shoes – created a dance dream
- Cracked an egg on a book about space – created a dream about space
- Created some other dreams for other children (football cards, music)

Build up

- Boy dreaming about space turned and knocked one of the eggs that lay at the end of his bed.
- It rolled off and cracked
- Swirls of stars whirled around.
- Dream catcher went to look and saw that the egg had landed on a chapter titled 'Chantico – Shadow Serpent' on the floor.
- The boy was no longer smiling. He was no longer in space.

Middle

- Describe where the boy wakes up – what can he see, what can he hear?
- Butterfly lands on his finger but then flies away
- Hears an ear splitting sound that makes his heart pound.
- Saw broken tombstones, a skeleton and ancient ruins.
- Knocks a rock on the ancient ruin
- Sees narrow, lime green eyes and then hears a ferocious growl from the cave which echoes through the entire forest.
- What does the creature look like?
- Boy runs until he reaches the cliff edge
- He feels like he is about to die and covers his eyes

Resolution

- Luminous eggs start to drop from the sky and crack the ground
- Gnarly roots creep up from the cracks and wrap around the monster, trapping the monster under the roots of a tree.

- Monster falls at the feet of the young boy.

Ending

- Boy wakes up and is relieved that he is safe
- Picks up the book he had been reading the night before
- Hears a swooping noise and feels a waft of wind.
- He looks at the open window and swaying shutters with wide eyes and wonders what had been in his room.

Model Text

Try to include:

- Unlevelled word/phrase choices (adjectives, verbs, adverbs)
- Fronted adverbials (different ways to start sentences)
- Similes/metaphors
- Personification
- Short sentences to build suspense
- Commas/dashes/brackets to add extra information (you may not want to add these when you are trying to create short sentences for suspense)
- List using colons/semi-colons

Opening

An eerie full moon in an abandoned town peered across the night sky, which was scattered with numerous stars that periodically blinked. Nestled in the heart of the town, stood an ancient, stone church which watched proudly and protectively over the town as it slept. The town was filled with a deafening silence – nothing stirred.

Just then, one little light infiltrated the dark silence. In one swift motion, a moth-like creature descended upon 2655 Kensington Avenue. The intriguing creature grasped the edge of the shutters with his long, bony fingers. He took a step forward and pushed the window ajar.

Consulting his notebook, which he kept in his back pocket, he was relieved to realise that he had arrived at the correct address. Oblivious to what was happening, the deprived, young children slept contently in the orphanage, despite the absence of their parents. Being careful not to wake the children, the dream giver fluttered down and lay his hessian bag (which had a glowing light as bright as the stars emanating from it) at the end of the child's bed.

After picking up one of the luminous eggs from the bag, the suspicious creature tiptoed as quiet as a mouse towards the delicate ballet shoes, that lay at the end of a young girl's bed, and gently cracked the magical, glowing dream egg onto the shoes. With one splash of magic, the shoes turned vibrant pink and a little dancer began to dance across her bed and into her dreams. Next, he crept over to the open book on the young boy's bed. When he saw the book was about space, he tingled with excitement. As he cracked the egg onto the book, a grin spread across the boy's face as he drifted towards the stars in his astronaut suit and his dream was filled with the wonders of space. Pleased with his work, the mysterious figure swept across the room setting off dreams for every child.

Build up

Immersed in a world of space and rockets, the young boy turned in his sleep to peek through the spaceship window at the Earth below. His leg gently knocked one of the magical eggs that lay at the end of his bed. It rolled towards the edge of the bed. Crack! Where had it landed?

Without warning, beams of light began to fill the room and swirls of stars whirled around the space cadet like a tornado. Within seconds, he was swallowed by a hungry vortex. Fearing what the egg had cracked on, the dream giver hastily scampered over to take a look. The egg lay on a frightening book, which was opened onto a chapter titled 'Chantico – Shadow Serpent'. The once grinning boy was no longer smiling. He was no longer in space.

Middle

Cautiously, the boy rose up from the dusty earth and began to examine his new surroundings. As he looked around, he noticed magnificent trees – as tall as sky scrapers – towering above him. A spider web of vines curled around the tall, gnarled trunks, reaching towards the high canopy. The forest was filled with a symphony of sounds: chattering squirrels, chasing each other through the trees; birds singing melodiously to their young ones; and insects humming happily as they flew from flower to flower. Through a ghostly fog, the boy glimpsed a family of butterflies, fluttering towards him. One landed on his finger.

All of a sudden, there was silence. The butterfly flew away. Nothing stirred. Loudly, spreading towards him, came a terrifying, ear splitting sound. A sound that made the trees shiver with fear and his young heart pound. He was petrified. With a fear that almost paralysed him, he hesitantly turned towards the sound. Several sights he had caught sight off suggested that this was not a safe place to be: broken tombstones, a skeleton and ancient ruins. Gaping at what he saw around him, the boy clumsily knocked one of the rocks on the ancient ruin.

A pair of narrow, lime green eyes glinted in the shadow. A ferocious growl thundered from within the cave and echoed off every surface through the entire forest. Then it emerged. From behind the ruins, a slimy creature, which had teeth as sharp as knives, dripping with drool, slithered out. Without a second thought, the boy began to run. Dodging between the trees, racing through the nettles, leaping over rocks, he ran as fast as he could...but the monster was getting closer. Desperate to escape, he continued to sprint as fast as his legs would carry him. Just then he reached the cliff edge. The creature's shadow loomed over him. His fate was sealed; he was bound to die. The ferocious monster let out a roar of victory. Desperately hoping that something would save him, the boy covered his eyes.

Resolution

Just as the boy was giving up all hope, out of nowhere, luminous eggs started to drop from the sky, cracking the ground they fell on. Gnarly roots, crept up from the cracks, wrapping around the monster. Defeated, the monster, who was now trapped under the roots of a tree, let out one last wail and fell at the feet of the young boy.

Ending

With his arms covering his face and sweat dripping down his brow, the boy woke up. He looked around and breathed a sigh of relief – he was safe. Reaching down, he picked up the book he had been reading the night before – it seemed vaguely familiar. A sudden swooping noise and waft of wind was felt. He looked at the open window and swaying shutters with wide eyes...what was it?

Reading Answers

Please find the answers to the reading below. Remember, to self-mark your work and amend any that you got wrong. **If you require support or are unsure get in touch with your teachers via email who will be able to help you.**

Reading Answers 'Friends' Home learning (3)

Page 9

Question 4) The words 'big, kind smile' suggest firstly, that the poet thinks that the sky is friendly/like a friend and secondly, that the sky is happy/joyful.

Question 5) The word 'lace' suggests that the sunlight is filtering or shining through the small gaps in the leaves which makes them look like lace.

Question 6) The word 'kisses' suggests that the sunlight feels nice, gentle and soft on the poet's face.

Page 19

Question 5) The child is looking up through a tree.

Question 6) The Sky and the Wind

Question 7) You should have CIRCLED the leaves on the picture of the tree.

Question 8) Mother

Page 24

Question 2) The main message of the poem 'Friends' is that you should never feel lonely when you are surrounded by nature.

Page 37

Question 3) The words 'kisses me upon the face' make the reader feel that sun is gentle/kind/friendly/loving/caring.

Question 4) 'A child should never feel a fear, wherever he may be.' These words suggest that you shouldn't be afraid wherever you are. This is because the natural world is always around us, wherever we are, we should not feel worried about feeling lonely. This is because in the previous line to these words, natural things in our world are described as 'gentle friends,' this tells the reader that nature is something that will look out for him and keep him safe, just like friends do.

Page 42

Question 1) The poet compares the sunshine with mother because most people think that mothers are kind and gentle and the sunshine is kind and gentle when it shines or 'kisses' the child's face.

Spelling, Punctuation and Grammar answers

Pages 6-7 Pronouns and Possessive Pronouns		
1	① walked to school because the bus didn't arrive,	1
2	Please give me those books back – they are mine !	1
3	My brother told me to hurry up. Our teacher explained the method to Mia and me . It was raining when Dan and I finally went into the playground. Mum and I finished eating then went for a walk.	1
4	The sun shone down on the icy landscape. It soon melted the snow so we were finally able to drive to school.	1
5	I, She ✓	1
6	Answers may vary. Example: The cakes I bought at the fair were mine . Cara thought they were hers but I knew mine had cherries on the top.	1

Maths – place value answers

Place Value - Answers (p12-13)

Challenge 1 first compare the thousands column

①

Th	H	T	O
0	2	5	2
0	5	2	5
0	0	2	5
5	5	2	5
2	5	5	2

have the most thousands

Answer: smallest 2.5 2.52 5.25 2.582 5.525 largest

②

679 779 879 979 1079

+100 +100 +100 +100

What is the jump?

779
- 679
100

③ Seventy five thousand six hundred and two

Th	Th	H	T	O
7	5	6	0	2

Answer 75602

Challenge 2

①

32000

- 320 tens
- 32000 units (32000 × 1 = 32000)
- 3200 tens (3200 × 10 = 32000)
- 320 hundreds (320 × 100 = 32000)
- 3 thousands

② a) 126.2 < 162.2

H	T	O	t
1	2	6	2
1	6	2	2

b) 166434 > 163343

1	6	6	4	3	4
1	6	3	3	4	3

c) 5.564 < 5.654

5	5	6	4
5 <td>6</td> <td>5</td> <td>4</td>	6	5	4

d) 257979 < 259779

2	5	7	9	7	9
2	5	9	7	7	9

③

10 gaps : each gap = 1000 - 10 = 100

Challenge 3

①

H	T	O	t	h	th
0	3	2	6	0	0
3	2	6	2	0	0
0	0	3	2	6	2
0	0	3	6	6	2
0	0	3	2	6	0

smallest 3.26 3.262 3.662 32.6 largest 326.2

②

27 39 51 63 75 87

+12 +12 +12 +12 +12

Jump 2

51	63	75
+12	+12	+12
63	75	87

③

$126 \xrightarrow{+33} 159 \xrightarrow{+33} 192$

What is the jump? $+66$

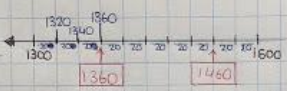
happens in 2 smaller jumps so

$$\begin{array}{r} 126 \\ - 126 \\ \hline 066 \end{array}$$

$$\begin{array}{r} 33 \\ 266 \\ \hline \end{array}$$

$$\begin{array}{r} 126 \\ + 33 \\ \hline 159 \end{array}$$

④



difference between 1500 and 1300 = 200
 10 gaps
 each gap = $200 \div 10 = 20$

⑤

Th	Th	H	T	O
4	5	3	2	9

3 hundred twenty

Th	Th	H	T	O
1	3	2	5	6

thirty two thousand

Th	Th	H	T	O	.	T	O	.	T	O
5	6	3	2	1	.	8				

Th	Th	H	T	O	.	T	O	.	T	O
4	3	2	7	6	.	1	.	5	2	

✓