

9.00 - 9.35	Active hour
9.35 - 9.45	Brain Break
9.45 - 11.00	Science
11.00 - 11.30	Break
11.30 - 12.30	SPAG
12.30 - 1.30	Lunch
1.30 - 2.00	Maths
2.00 - 2.50	Mindfulness (mind up)
2.50 - 3.30	Spanish

Reading EVERY day

Active Hour

9am Follow the link for The Body Coach class starting at 9am.
Please leave some time at the end for a rest.

<https://www.youtube.com/watch?v=Rz0go1pTda8>

Science

Topic summary: The topic introduces the concept of light travelling in straight lines. It starts by looking at beams of light and how light travels to enable children to understand how we see things. This understanding is then applied to the production of shadows and starts to look at how light is reflected. The topic then takes the learning into the realm of coloured light and rainbows, using scientific skills to raise and answer questions. It builds on the work carried out in Year 3 on light, shadows and reflection.

Using the resources linked, research the topic and questions provided on the sheet to create a poster. Take this opportunity to show off your presentation skills and make it as eye catching as possible: with lots of colour, relevant information and images.

Don't forget to send in a picture of your learning 😊

Let's think like scientists

Use these questions to develop research skills and speaking and listening:

- Light is part of a range of waves. What do these waves look like?
- The Moon goes through phases because of a shadow. How is the shadow caused?
- Eclipses are also caused by shadows. What is causing the shadow?

Scientific language

Light ray: the path light takes.

Cornea: the outer clear covering over the eye.

Pupil: the black hole in the centre of the coloured part (iris) that lets light into the eye.

Iris: the coloured part of the eye.

Lens: the part of the eye that focuses the light.

Must-see topic websites

- www.sciencekids.co.nz/light.html has interesting ideas and facts for children about light and different aspects of light.
- www.learner.org/teacherslab/science/light/ has facts about light and colour – could be useful later in the unit too.
- www.ducksters.com/science/experiment_light_travel.php has an activity to show how light travels, that you or the children could do.

Must-see topic websites

- www.sciencekids.co.nz/gamesactivities/howweseesee.html has a quick game to review placing mirrors for reflection.
- www.factmonster.com/dk/science/encyclopedia/reflection.html has facts about reflections in a variety of occasions.

SPAG

L.O. Identify and understand the function of determiners.

Hello Year 6!

I hope you are all well. I will miss seeing you all today! Despite being at home, I really want you to keep up your SPAG learning. Today, you're going to learn about one of the word classes that we never got round to studying in class this term. (The other word classes are nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions.)

Task 1 **READ** the explanation carefully. There is a lot to read – go slowly and re-read if you don't understand.

Task 2 **Underline the determiners** in the sentences below. The answers are there too – but try not to peek until you've had a go yourself! You can mark your work when you've finished.

Task 3 (Extension – this is **optional** but I hope most of you will have a go.)

Complete the pages on determiners in your revision guides (the orange books). If you are feeling keen, you could do the questions on determiners in the question book too. Use the Contents to find the pages on determiners.

Determiners can be a bit tricky but, with practice and **determination** (!), you will get the hang of them!

If you are stuck or have any questions, you are very welcome to send me an email cross@ccht.rbkc.sch.uk. (I'd always love to hear from you!)

Good luck!

Best wishes
Mrs Ross

Determiners

Determiners are a bit like extra adjectives. They tell us even more about nouns.

There are lots of different determiners. They tell us:

- **exactly which noun** (this book, not that book; these people, not those people)
- **exactly whose noun** (my bedroom, your house, their garden, Maria's jumper, Ben's arm)
- **how many of a noun** (three men, ten women, every boy, each girl, all cars, more beautiful butterflies, less sugar, many trees)
- **if it's noun in general or in particular** (the train, a rabbit, an apple, some pens)
- **whether the noun is first, second, third, next etc** (last night, next morning, first children, in tenth place)
- There are also some 'questioning' determiners:
Whose red bag is she carrying? Which book shall I bring? I don't know whose mum she is.
He knows which clean clothes to bring.

Notice they always come before a noun (or an adjective describing the noun).

They always come before a noun or an adjective describing a noun (ie at the beginning of a noun phrase) eg a man, some metallic blue cars.

Underline the determiners in the sentences below. The number in brackets shows you how many there are in each sentence. (Answers on the next page - but try to test yourself before you take a peek!)

Whose cup should I take from the cupboard? (2)

Those books are so dirty. (1)

My mum is talking to your sister. (2)

The green apples are better than these pears. (2)

That man picked up an old can and put it in the bin. (3)

I would like less sugar and more strawberries, please. (2)

There were five bees buzzing around these sunflowers. (2)

Some people think our town is boring. (2)

An apple each day keeps the doctor away! (3)

I don't know which flavour to choose! (1)

He won third prize in the art competition. (2)

Our greatest challenge will be crossing this river without being seen by the guard in that tower. (4)

Useful List of Pronouns, Determiners and Prepositions

Pronouns (are used instead of nouns)	Determiners (tell you exactly which noun or how many of the noun you are referring to) They come before a noun (or an adjective describing a noun) eg <u>that</u> red box)	Prepositions (show POSITION or how things are related. They also usually come before a pronoun or a noun (which might have a determiner and/or an adjective in front of it!) eg <u>with</u> his kind uncle
<p>I , me, mine, myself</p> <p>you, yours, yourself</p> <p>he, him, his, himself</p> <p>she, her, hers, herself</p> <p>it, its, itself</p> <p>we, us, ours, ourselves</p> <p>they, them, theirs, themselves</p> <p><u>Possessive Pronouns</u> mine, yours, his, hers, its, ours theirs</p>	<p>a, an, the</p> <p>this, that, these, those</p> <p>my, your, his, her, its, our, your, their</p> <p>some, any, few, little, much, more, any, every, each, less</p> <p>one, two, three etc</p> <p>first, second, third etc</p> <p>which? whose?(which book?)</p>	<p>with, for, at, to, of, from, for, around, on, off, towards, below, above, under, across, beneath, after, beside, until, against, between, up, along, down , past, during, near, since, through, before, upon, about, among, before, behind, by, except, in, inside, instead of, into, onto, outside, over, past, underneath, up, upon, with, without</p>

Answers:

Whose cup should I take from the cupboard? (2)

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My mum is talking to your sister. (2)

The green apples are better than these pears. (2)

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Maths

Quick arithmetic quiz. Self Mark

1. $495 + 1 =$

2. $345 + 10 =$

3. $82 \times 1 =$

4. $\frac{1}{5}$ of 20 =

5. $36 \times 0 =$

6. 5813

+1359

7. $87 \div 3 =$

8. $424 - 51 =$

9. $5^2 =$

10. $12 \times 5 \times 4 =$
11. $729 \times 4 =$
12. $5\% = \frac{?}{100}$
13. $7624 - 931 - 87 =$
14. 2.6×10
15. $0.3 \times 3 =$
16. $\frac{1}{7} = \frac{?}{21}$
17. $36.4 - 27.8 =$
18. $15\% \text{ of } 90 =$
19. 729

 X 54

20. $\frac{7}{9} \text{ of } 45 =$

Answers

- | | |
|---------|-----------------------------|
| 1. 496 | 11. 2916 |
| 2. 355 | 12. 5 |
| 3. 82 | 13. 6606 |
| 4. 4 | 14. 26 |
| 5. 0. | 15. 0.9 |
| 6. 7172 | 16. 3 |
| 7. 29 | 17. 8.6 |
| 8. 373 | 18. 13.5 or $13\frac{1}{2}$ |
| 9. 25 | 19. 39 366 |
| 10. 240 | 20. 35 |

Mindfulness

We have started to practice mindfulness in school. Children should take this time to take a brain break, I have linked a voice clip, which will allow them to do this.

<https://mindup.org.uk/mindup-activities/>

Following this we have been learning about the different parts of the brain and how they work.

Re-watch the following video:

https://www.youtube.com/watch?v=5_vT_mnKomY

<https://www.youtube.com/watch?v=XSzsI5aGcK4&t=1s>

Brain research

Brain Research

Learning, thinking and reasoning

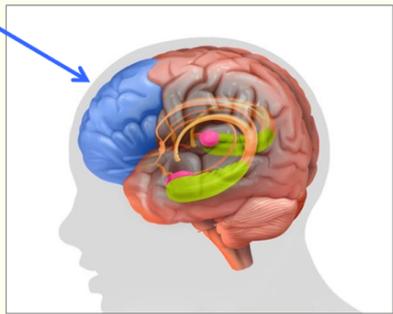
Prefrontal Cortex (PFC)

- Makes decisions
- Solves problems
- Other?

Focuses and pays attention

Compares and contrasts

Other?



Makes moral and ethical choices

Analyses and evaluates



The Wise Owl

After watching a clip, children can choose one of the two activities below:

1) Favourite Memories

Draw and write about a favourite memory that is stored in your Hippocampus. It might be a favourite memory from school, or from home or from another time. Use your Hippocampus to think of as many details as you can remember to include in your picture. Why do you think this memory popped into your head when you were thinking of your favourite memories? You may choose to keep a favourite memories book

Brain research

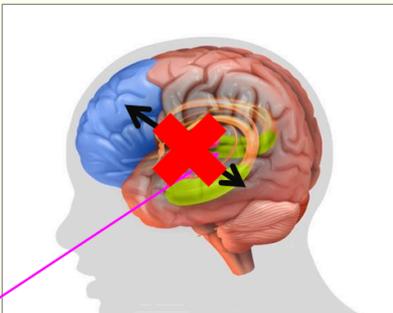
Brain Research

Emotional Flooding

~~Prefrontal Cortex (PFC)~~

Amygdala

~~Hippocampus~~



https://www.youtube.com/watch?v=5_vT_mnKomY

When your amygdala starts barking/kicks off it stops the other parts of your brain working so that it can decide whether you are in danger or not. When your amygdala realises that you are safe, it calms down and allows the rest of the brain to work effectively again

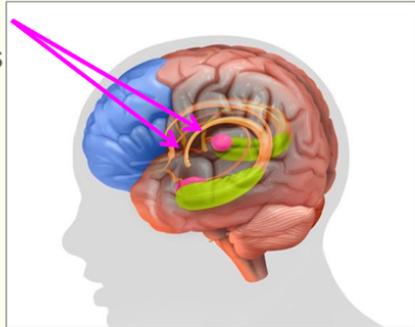
or box and put your own drawings or pictures in to store your favourite memories.

2) Brain Poem

Brain research

Brain Research

Fight, Flight, Freeze



Amygdala

It helps to keep us safe

Other?

It is on alert to protect us.
It is like our Guard Dog

Can cause emotional flooding.....
'can't think straight'

Reacts to negative emotions and threats – perceived or real

Reacts before the PFC

Other?

Refer to P.27



The Guard Dog

Write a poem about the Amygdala, the Hippocampus and the PFC (Pre Frontal Cortex). To get started, think about these questions: Why is each part important? How do the parts work together? When does each part go into action? You might choose to use the letters from each word

to start each line of your poem.

Spanish

Read the letter from Miss Aina.

Task: using adjectives you have learnt in class describe the two characters in 4 sentences. The letter contains a reminder on how to use these adjectives and videos to assist with vocabulary.

Dear parents/ caregivers,

While I wish this was not the way we involved families in the children's Spanish learning, I thought it would be a good opportunity to tell you about what we've been learning, and will send you links to fun videos to watch during this time that will be good for their learning, as well as some work to for now review what we have been doing, and perhaps in the future slowly make our way into simple new lessons.

A good recommendation would be to pick their favourite TV show or children's movie and watch it in Spanish (with English subtitles). This would be very helpful because it means that they would still get to hear someone speaking Spanish. Netflix and other streaming services allow you to change the language (button is at the right bottom of the screen), and Youtube also has got many children's series that you can watch in Spanish.

In Year 6, we already know a bit of Spanish, and as well as learning a few more things, we have also done some projects, like storytelling and making a

domino to teach the animals to our sheep in Year Reception. It is very important that children this age enjoy learning a language, so motivation has been one of the priorities.

We have created small dialogues, done reading comprehensions, pronouns in Spanish, and we have learned a lot about culture (día de muertos traditions, carnival, Don Quixote...)

We are currently working on learning adjectives, which is not easy, because they change depending on the gender and number of the word.

The homework for the first week will be to do the work on the following page, related to the adjectives and what we were doing last week!

The first two videos will be useful for the work, and as a treat, their favourite song!

<https://rockalingua.com/videos/descripciones> Descripciones Rockalingua

https://www.youtube.com/watch?time_continue=18&v=Ubd7O8-8Xww&feature=emb_logo Adjetivos

<https://www.youtube.com/watch?v=dhsy6epaJGs> - pollito pio

Wish you all the best,

Aina Manresa

Page Break

The sentence will have the following structure

____ (name) _____ es (verb to be) _____ adjective _____

Instead of the name, you can also say **EL** (he) or **ELLA** (she)

-Remember that adjectives change depending on whether it's masculine or feminine.

If the adjective originally ends in -o, it will end in -a for feminine

Example: Khalil es alto - Gabriella es alta

However if it ends in consonant or e, it doesn't change.

Example: Andrés es fuerte - Phoebe es fuerte

Ryan es popular - Amy es popular

Write four sentences about each character.





Please remember to send in your learning, I am keen to see what you have been coming up with.

Have a lovely day of learning! 😊