

Home Learning: Year 6 Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Factual Fluency	https://www.topmarks.co.uk/maths-games/hit-the-button square numbers	https://www.topmarks.co.uk/maths-games/hit-the-button square numbers	https://www.topmarks.co.uk/maths-games/daily10 level 5-doubles/halves-halves: ones & tenths	https://www.topmarks.co.uk/maths-games/daily10 level 5-doubles/halves-halves: ones & tenths	https://www.topmarks.co.uk/maths-games/daily10 level 5-doubles/halves-halves: ones & tenths
Four Days of Reasoning (Monday-Thursday)	https://whiterosemaths.com/homelearning/year-6/ Angles	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p>If you feel your child needs greater challenge click onto this link https://whiterosemaths.com/homelearning/year-7/</p> <p>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</p>			
Friday	Revise any aspect of this week's learning that you weren't sure about – you can simply repeat the lesson. Alternatively use this link https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h				

Home Learning: Year 6 English

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	<p>Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do.</p> <p>https://www.literacyshed.com/the-poetry-shed.html Listen to The Raven by Edgar Allen Poe. It may help you with your own writing on Day 5.</p>				
Writing	<p>LO: research and take notes This week you will be planning and writing a nonchronological report about an animal of your choice. Spend time researching any animal of your choice.</p> <p>https://www.natgeokids.com/uk/category/discover/animals/</p> <p>https://animalfactguide.com/animal-facts/</p> <p>Use the planning format below to help you if you want.</p>	<p>LO: Plan and write a report Write first paragraphs of your non-chronological report about the animal of your choice. You could include:</p> <ul style="list-style-type: none"> • Introduction • Information about the animal's habitat <p>You might like to write your paragraphs in draft form first and then write them in your books. If you prefer, you may type you reports into a word document. Check with an adult at home before your use the computer.</p>	<p>LO: Plan and write a report Write the other paragraphs of your non-chronological report about the animal of your choice. You could include information about -</p> <p>Appearance</p> <ul style="list-style-type: none"> • Diet/ Food • Hunting • Any other interesting information particular to the animal you have chose 	<p>LO: Edit and Improve Writing Edit and improve your non-chronological report. Try to add in or include:</p> <ul style="list-style-type: none"> • Sentence starters: (<i>how many? how often?</i>) • Conjunctions • Use statistics • Technical language • Hyphenated adjectives • Relative clauses - Additional details to make it clear • Use of language to make it dramatic • Add illustrations (<i>see sheet below</i>) 	<p>LO: To write a Poem Poetry Write a poem about your chosen animal. You could write it in the style of The Raven (see link above) or write it in your own style. Illustrate the poem if you wish.</p> <p>When you have written you own poem, you could also do a visual response to The Raven. What is the main message of the poem? How does it make you feel? Try to answer these questions in your artwork.</p>

Home Learning: Year 6 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Science/Geog/DT
<p>LO: to understand the term 'Natural Resources'. What are natural resources? How are they used? What are the threats to natural resources? Decide how you want to present your learning. It can be a poster, an explanation, a series of questions and answers. There are some resources below for you to refer to and also an this online resource to help you. https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q</p>	<p>LO: to consolidate understanding by taking notes. Look at the online science resource: https://www.bbc.co.uk/bitesize/subjects/z2pfb9g Choose 2 topics which you have not learned about recently. Write notes using the checklist Do your notes:</p> <ul style="list-style-type: none"> ✓ Include sub-headings? ✓ Are they clearly set out? ✓ Have you included the most important facts? ✓ Have you included a list of key vocabulary with definitions (a glossary)? 	<p>LO: Research Primary Sources Over the next two weeks you are going to work on a Family History Project This week you are going to interview a family member. Your siblings may also have been set the same task, so you can work on this together. (see below for instructions and resources)</p>	<p>St George's Day Find out about the real St George who was known for his courage and Faith: https://www.youtube.com/watch?v=iLiyPqYfZxQ Draw some of the symbols of St George. Reflection: Can you think of a time when you have had to be brave?</p>	<p>LO: to understand where our food comes from. Investigate 'food miles' for food in your home – fruit, spices, tins, rice etc. Which countries/continents are they from? How far away was the furthest? What is in season now in the UK? Design a seasonal, low food mileage meal, for example, a sandwich or a seasonal soup. If the ingredients are available (and they might not be) make it!</p>

English

Day 1 -Optional Planning Format	Notes	Detail: <i>technical language; statistics etc</i>
Appearance		
Habitat		
Food and Hunting		
How it kills		

Day 4 writing: Editing and improving writing. Use the below examples, or come up with your own to improve your non-chronological report.

Sentence starters – how many?

- About half...
- A very small number of...
- Few...

Sentence starters – how often?

- At times...
- Often...
- Sometimes...

Conjunctions

- Although...
- Despite....
- Even though...
- Furthermore...

Use statistics

- Wingspan of 30-35cm
- diameter of spots
- how fast they can run

Technical language

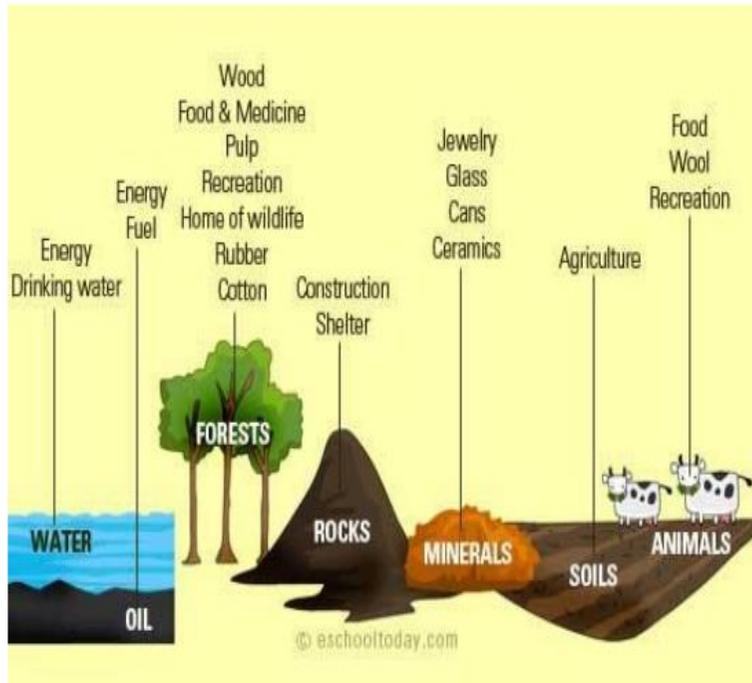
- Wingspan
- Reptile
- gills

Hyphenated adjectives

- red-eyed
- black-tongued
- cold-blooded

Day 1 Geography

Natural Resources



Products Made from Natural Resources

People use an abundance of resources to survive in a continually developing world. Globally, however, some people live simpler lifestyles than others and therefore use fewer resources. This table lists some natural resources and the products and services people produce from them.

NATURAL RESOURCE	PRODUCT/SERVICE
Trees	Paper, furniture, fuel
Cotton	Clothing
Oil/petroleum	Plastic, fuel
Natural gas	Fuel
Coal	Fuel
Iron ore	Steel products (cans, bridges)
Bauxite ore	Aluminum products (cans, car parts)
Gold	Jewelry, dental material
Copper	Wire, coins, electrical equipment
Manganese	Steel, cast iron
Cobalt	Steel, jet engine parts, cutting tools
Platinum	Air pollution control and telecommunications equipment, jewelry
Chromium	Stainless steel, green glass, leather treatment
Diamonds	Jewelry, mechanical equipment

SOURCE: "The Quest for Less: A Teacher's Guide to Reducing, Reusing and Recycling," 2005 edition, U.S. EPA.

Family History Project

There is history in everyone we meet

Task: To interview a family member or someone who you know well (preferably an older person)

Presentation:

You will decide how you present the information – you may be as creative as you wish.

Before the interview:

- Decide on who you might want to talk to.
- Arrange a time or times that work for you both. This can be on the phone, on FaceTime, Skype if they do not live nearby or you cannot see them.
- Do ask if there are any photos or objects that might be able to see.
- Read the questions. Decide on at least 15 you want to ask.
- You may have other questions you want to ask too. Go ahead! This is your project. You could do it in one go or at different times if that works best.

Do the interview

- **Listen carefully!**
- **Take notes if you need to but not if that stops you listening....**

After the interview:

- Don't wait too long before making notes of the main things that you learned.
- Think about how best to present what you have learned about your person and how life has changed.
- You can present your information in any way you like – in your book, in a separate book. Be creative, include all you have learned.
- You are making a new historical source.

Possible interview questions:

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favourite toy and why?
11. What was your favourite thing to do for fun (eg sport, dancing, cinema)?
12. Did you have family chores? What were they? Which was your least favourite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?
15. What school activities and sports did you participate in?
16. Do you remember any trends from your youth? Popular hairstyles? Clothes?
17. Who were your childhood heroes?
18. What were your favourite songs and music genres?
19. Did you have any pets? If so, what kind and what were their names?
20. Who were your friends when you were growing up?
21. What world events had the most impact on you when you were a child? Did any of them personally affect your family?

22. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favourite foods?
23. How were holidays celebrated in your family? Did your family have special traditions?
24. How is the world today different from what it was like when you were a child?
25. Who was the oldest relative you remember as a child? What do you remember about them?
26. What do you know about your family surname?
27. Is there a naming tradition in your family?
28. What stories have come down to you about your parents? Grandparents?
29. Have any recipes been passed down to you from family members?
30. Are there any physical characteristics that run in your family?
31. Are there any special items eg photos, furniture or other things that have been passed down in your family?
32. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
33. Where and when did you get married?
34. Why did you choose your children's names?
35. What was your proudest moment?
36. What was your profession and how did you choose it?
37. If you could have had any other profession, what would it have been? Why wasn't this your first choice?
38. Of all the things you learned from your parents, what do you feel was the most valuable?
39. What is the one thing you most want people to remember about you?