

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	Interpret pie charts https://uk.ixl.com/math/year-6/pie-charts	Revise percentages https://uk.ixl.com/math/year-6/what-percentage-is-illustrated	Find supplementary angles https://uk.ixl.com/math/year-6/find-a-missing-angle-supplementary-angles	Create line graphs https://uk.ixl.com/math/year-6/create-line-graphs	Interpret line graphs https://uk.ixl.com/math/year-6/interpret-line-graphs
Four Days of Reasoning (Monday-Thursday)	<p>Summer Term Week 2 (w/c 27th April) https://whiterosemaths.com/homelearning/year-6/</p> <p>Extension Tasks are below for pupils who normally work with Mrs T OR who have completed the daily task and feel like a challenge</p>	<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 aspects of this week's learning that you are not sure of sure of. You can simply repeat a lesson or revisit questions and redo. You could also attempt the Y7 lessons on the White Rose link.				

Home Learning: Year 6 English

Year 6	Day 1	Day 2	Day 3	Day 4	Day 5
Reading	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.				
Writing	<p>LO: Take Notes Later in the week, you will writing about the experiences of a refugee, based on some source materials that you are going to see.</p> <p>First, watch the following music video for Elton John’s Rocket Man, Make notes on the ‘real life’ journey of the main character and his experiences. What does he do? How does he feel? What might he be thinking? https://www.bing.com/videos/search?q=vimeo+elton+john+rocketman&view=detail&mid=A5356FCFF0CB30E8BCE6A5356FCFF0CB30E8BCE6&FORM=VIRE How you record your notes is up to you – mind map, poster, bullet points; think creatively.</p>	<p>LO: Plan a Recount Read the article <i>All About Refugees</i> from The Week Junior. You are going to use the info in this article as the basis for a first person recount (ie a diary entry)http://cdn.theweekjunior.co.uk/The_Week_Junior_All_about_refugees.pdf Make notes on the article to include in your recount. Remember to consider how you will structure your recount. You might choose to write about an imagined journey taken by a refugee, based upon a combination of the video, The Day War Camehttps://www.youtube.com/watch?v=ADeue4Mr-eU and the article. Remember to describe settings/ characters; and the feelings/ thoughts of your main character.</p>	<p>LO: Write a Recount Write your recount – which could be a diary entry - about one aspect of your character’s experience (e.g. a journey/ treatment on arrival). You could rewrite <i>The Day War Came</i> as a recount or write at least three paragraphs to describe your character’s experience and feelings. Use the word bank to help you with key vocabulary</p>	<p>LO: Edit and Improve Writing Improve (revise and edit) your recount. You might wish to consider the following ways to improve your piece:</p> <ul style="list-style-type: none"> • Use a range of sentence openers/ sentence structures. • Use conjunctions to add detail to your sentences. As.../ When.../ While... Describe settings/ feelings by using bold vocabulary • Challenge – use figurative language (simile/ metaphor/ personification) • Proofread your work for accuracy. 	<p>LO: To Write a Poem Write a poem inspired by the Rocket Man video or anything else you have read this week.</p> <p>Remember to submit your writing to ClassDojo.</p>

Home Learning: Year 6 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art
<p>LO: to begin to understand sustainability</p> <p>Last week you found out about natural resources. This week, think about what would happen if natural resources run out? Which natural resources are most likely to run out? Why? What alternative (renewable) energy do you think it would be best to use? Why? Find out more here. https://www.alliantenergykids.com/RenewableEnergy/RenewableEnergyHome</p> <p>And more here too. https://kids.britannica.com/kids/article/alternative-energy/476218</p> <p>Make a mind map showing everything you have found out.</p>	<p>LO: to consolidate understanding of human biology and personal fitness.</p> <p>Take your heart rate at resting (how many times does it beat in 1 minute?). Do a minute of exercise (running / star jumps) and after the minute take your heart rate again. Repeat this process until you have done 5 minutes of exercise. Record your heart rate after every 1 minute of exercise. What has happened to your heart rate? Why does this happen? Draw and annotate a diagram of a human heart in your exercise book.</p>	<p>LO: Research Primary Sources</p> <p>Continue to work on the Family History Project</p> <p>You could interview more than one person and compare their histories.</p>	<p>Buddhism</p> <p>Watch the video and then read the information about Buddhism.</p> <p>https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv</p> <p>Learn about what Buddhists believe, where Buddhists worship and their Holy Book.</p> <p>Test your knowledge by doing the quiz at the end.</p>	<p>Draw what you see from a window at home. Use what ever media you like (pencils, felt pens, paint)</p> <p>Think about using the window frame as a picture frame to your view. You could draw the view at different times of day or looking in different directions. What mood do you want to create?!</p> <p>Remember to upload your artwork to ClassDojo</p>
Everything is Interesting – are you ready for a challenge?				

Mrs T's Maths Groups - Year 6

Week beginning: 27th April 2020

LO: Explore Fibonacci Patterns & Learn about The Golden Ratio

Day 1.) Click on the following link and view the video

<https://youtu.be/9mozmHgg9Sk>

Task: Listen to some music that you like and see if you can spot the Phi Moment.

Day 2.) Click on the following link and view the video

<https://youtu.be/9CiS3SU4lk0>

Task: Try to take some photographs using a Phi Grid versus the Rule of Three; ***alternatively,*** look at some photos and see if you can see if any have been taken using the Phi Grid Method

Day 3.) Click on the following link and view the video

<https://youtu.be/dREpRHgkjsg>

Task: Watch this video and write what your thoughts are of this learning or write what you learned or understood about Phi and The Golden Ratio. Please add whether you have spotted Phi in any music, photos or in nature.

Days 4 & 5.) Click on the following and print it out if you can:

https://www.mensaforkids.org/MFK2/assets/File/Teach/LessonPlans/Lesson_Fibonacci.pdf

Task: Have a go at completing the following pages: 2, 5,9, and 10

On the move: who are the world's refugees?

There are more than 21 million refugees in the world today, far from home and facing an uncertain future.

The war in Syria has now entered its sixth year of fighting. The country is in ruins; entire towns and villages have been reduced to rubble. Thousands of people have died and for those who haven't already escaped, food and medicine in some parts of the country is scarce – or has run out completely.

Since the war began, millions of Syrians have fled to other countries. They are known as refugees – people who have been forced to leave their homes. Many now live in camps in Syria's neighbouring countries, while others make long, dangerous journeys across land and sea to reach safety in Europe or elsewhere.

However, refugees come from lots of different countries, not just Syria. In fact, there are more than 21 million officially registered refugees in the world – making up 0.3% of the world's population – and millions more have had to leave their homes, even if they haven't been given official refugee status. Head on to find out where they come from, where they're heading and what life is like as a refugee.

Where do refugees come from?



The fighting in Syria has left some areas completely destroyed.

Syrians make up the largest number of refugees in the world – there were 4.9 million at the end of 2015. People from Afghanistan make up the second largest refugee population, with 2.7 million; Somalia, a country in

Africa, is next with 1.1 million. South Sudan, also in Africa, is the fourth-largest source of refugees, with 800,000 documented at the end of 2015. Fighting in all these countries has left people with little option but to flee.

IMPORTANT WORDS

Refugee
A refugee is someone who has been forced to leave their home country because of war, violence or because they are being unfairly treated due to their race, religion or nationality. It is usually too dangerous to return home.

Asylum seeker
An asylum seeker is a person who has asked another country for protection. Asylum means protection or safety. If a country agrees to offer an asylum seeker sanctuary, that person becomes recognised as a refugee.

Migrant
A migrant is a person who has chosen to leave their country to find work, education or to improve their lives in some other way, but isn't necessarily in danger or escaping war.



BITU'S STORY



This is Bitu, although her friends and family call her Bitu. Her mother called her Bitu because it means "brave". Bitu is very brave; she was forced by war to leave her home in Syria, and now she lives with her mother, brother and sister in a refugee camp in Iraq. Her father left the camp two years ago.

44 We used to live in a big house with a big garden. We even had a pond and fruit trees in our garden. And we were always surrounded by relatives. I want to go back to Syria one day. 99

Eight-year-old Scheherazade from Aleppo, Syria, shows her drawing of the dangerous journey she made by boat to reach a refugee camp in Greece.

MUHAMMAD'S STORY



Muhammad is eight. He has been living in a caravan in a refugee camp in Jordan for three years since fleeing the war in Syria. He lives with his mother, father, older sister and two older brothers, but some of his sisters are still in Syria. Muhammad goes to a special Dreamland centre in the camp, run by the charity Unicef. When he arrived he was angry and nervous but at the centre he can talk to people who help him feel less stressed. He also enjoys playing football.

44 I love playing football at the centre; I would like to become captain one day. I like to play with my friends and not be enemies. We shouldn't fight each other. 99

Where are refugees heading?

Turkey hosts the largest number of refugees worldwide – more than 2.5 million people. Pakistan has 1.6 million refugees and Lebanon has taken in more than 1.1 million. Last week, the human rights organisation Amnesty International criticised the world's richest countries for failing to take their fair share of Syrian refugees. The UK has accepted only about 8,000 people from Syria and the US has taken just 12,000. Jordan, in contrast, has accepted 655,000 Syrians, even though it is much poorer than the UK.



People make long and difficult journeys to reach safety.

What is life like as a refugee?

Some people head for camps in neighbouring countries; others make longer journeys to faraway lands. They all leave their homes and most of their belongings behind. Once they have arrived in another country they can have a long wait to find out if they're allowed to stay and it can be difficult getting used to a new language and school and making new friends. Some children even travel alone. According to Citizens UK, there are 800 lone children currently living in the Jungle camp in Calais, northern France.



Children play in a refugee camp in Calais, France.

A GROWING PROBLEM
The number of child refugees has risen by 77% in five years.

Famous refugees

Against enormous odds, most refugees arriving in new countries find friends, work hard and build new lives, contributing to society and the economy. Some have gone on to achieve incredible things.



Albert Einstein

Einstein was one of the most important scientists the world has ever seen. Yet he faced persecution from the Nazi Party in Germany because he was Jewish. As a result, he moved to the US in 1933.

Alek Wek

Alek Wek's career as one of the most famous supermodels in the world began when she was spotted in London, aged 18. Before arriving in the UK, she and her family had fled her homeland of South Sudan, escaping a war that cost the lives of more than two million people.



Rita Ora

Now a world-famous singer, Rita Ora arrived in the UK at the age of one. Her family were among about four million people displaced by the war in the former nation of Yugoslavia.



HOW YOU CAN HELP
Refugees need food, clothing and shelter. You could host a cake sale or organise a sponsored raffle and give the money you raise to a charity that helps refugees. Head to unicef.org.uk/fundraise for some fundraising tips and ideas.

Day 3 Writing: Word bank

<u>Key Vocabulary</u>	<u>Sentence Starters</u>
refugee lonely isolated home ruins unknown	sorrow shelter travel journey destroyed escape
	As I continued my journey, ... When I waved farewell to my dearest friends, ... Destroyed, downcast, disheartened: I was leaving... Racing towards my only hope, ... Whilst a waterfall of tears poured... I knew I had to do this; I had to be brave for...

Day 4 Writing: Improving (revising and editing) writing

Use the below examples, or come up with your own to improve your recount.

1. Use a range of sentence openers/ sentence structures.

2. Use conjunctions to add detail to your sentences.

As... / When.../ While...

3. Describe settings/ feelings by using bold vocabulary

Challenge – use figurative language (simile/ metaphor/ personification)

4. Proofread your work for accuracy.

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?