

Home Learning: Year 6 Maths wk/c 29th June

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	Practise reading tables Activity	Practise reading pie charts Activity	Practise reading pie charts Activity	Practise reading line charts Activity	Practise reading line charts Activity
Four Days of Reasoning (Monday-Thursday)	<p>Summer Term Week 10 (w/c 29th June) 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 your child struggles with maths, they could work on the learning set for year groups lower down the school.</p> <p style="text-align: center;">Worksheets and answers can be found below.</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.				

Home Learning: Year 6 English

Year Six	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. Check out https://www.ccht.rbkc.sch.uk/learning-at-home/story-time/ for some on-line stories and some good book recommendations.				
Writing & thinking	<p>LO: to respond to performance poetry and plan a poem</p> <p>Watch the poet Karl Nova perform his poem Peer Pressure. Read the poem Peer Pressure in Resource 1A. Write a short paragraph summarising what you think the main message of the poem is.</p> <p>Make a mind map to help you plan your own poem about peer pressure. Think about the following questions: why do people give into peer pressure? How does it make you feel if you do? Why should you not? What should you do instead? Use the word mat in Resource 1B to help you.</p> <p>Watch Karl Nova perform I write these poems. How do you think he feels about writing? What does writing do for him? What in the poem tells you this? Reflect on our work on poems and think about the following questions: what feelings do you experience before writing poetry? During writing? After you have finished a poem? .</p>	<p>LO: write a poem</p> <p>Watch Karl Nova and Joseph Coelho sharing their advice to young poets. Write your own poem about peer pressure using your mind map from day</p> <p>Think about the rhythm of Karl Nova’s poem. What is the rhyming structure of the poem? You may want to use Karl Nova’s last line to end your poem.</p> <p>Publish your poem using the publishing sheet or by creating your own.</p>	<p>LO: To infer meaning/perform a poem</p> <p>Read <i>The Misinformation Age in</i> Resource 3A. Write a paragraph summarising the main message of the poem.</p> <p>Answer the Reading for Writing questions on The Misinformation Age in Resource 3B.</p> <p>Perform <i>The Misinformation Age</i>. You may want to watch Karl Nova performing his poem The City of My Birth. Think about your tone, facial expression, volume, keeping the rhythm of the poem and adding actions.</p>	<p>LO: Write a haiku</p> <p>Read Resource 4A to find out more about haiku which are being written during lock down, named ‘haiflu.’</p> <p>Read Resource 4B to read examples of these poems which have been written to explain people’s feelings during lock down.</p> <p>Write your own example of a haiflu with a picture, similar to the examples found in Resource 4B.</p>	<p>LO: Compose a Poem</p> <p>Watch Karl Nova explain how he works on his poems here.</p> <p>Watch Karl Nova read the following poems: Winter Fall</p> <p>For You</p> <p>Watch Ruth Awolola read the following poem: Mainly About Aliens</p> <p>2.Choose one of these poems to help you write a short poem. You could write a poem about when someone has helped you or when someone has helped someone else like <i>Winter Fall</i>. You could write a poem about a family member like <i>For You</i>. You could write a poem about aliens looking down on us on Earth.</p>

Home Learning: Year 6

Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography	Science	History	RE	Art/Spanish
<p>LO: Research Global Trade Look at the logos below – which of them can you name? What do these companies have in common?</p> <ul style="list-style-type: none"> • These companies all trade on a global or international scale - you can buy products made by these companies all over the world. Use this video to create your own definition of the words Trade, Export and Import • Use the resource to help you investigate the biggest importer and exporter of these widely traded items. 	<p>LO: revise the properties of materials Watch the video as a reminder of dissolving.</p> <ul style="list-style-type: none"> • Make a plan for carrying out an investigation into dissolving sugar into water and recording your results. Predict how many spoonfuls of will dissolve in water. • Carry out the test. What did you find? Why do you think this happened? • Challenge: can you dissolve more sugar in warm water or cold water? How much faster will sugar dissolve in warm water than cold? 	<p>LO: Investigate artefacts Look at the pictures of Viking artefacts (Resource 1) and think about what they might be and what we can learn about Vikings from them.</p> <ul style="list-style-type: none"> • Use the attached questions to help investigate and make predictions about each artefact then use the answers (Resource 2) to check if your predictions were correct. 	<p>LO: Understand the Miracles of Jesus Watch the video and read the Bible story below. https://www.youtube.com/watch?v=K2t3-S6eSUU</p> <p>Then imagine that you are Peter and retell the story of the miracle of Jesus walking on the water. Try to include Peter’s thoughts and feelings.</p>	<p>Imagine that you are preparing a trip to Spain and want to have some recommendations from someone who lives there - and also get to know them. What would you do? Of course write a letter (or email).</p> <p>As it is your first time writing a big text, I have given you a model (see below) that you will find in your learning packs that you just need to fill in.</p> <p>You can make all the changes you want, or even make it from scratch!</p> <p>Art Drawing exercises - Learning to draw and drawing to learn.</p> <ul style="list-style-type: none"> • Why is drawing important? Look at mind map and add your own ideas. • Click here to access art exercises. • Practice exercises. Try all today, then practice individual exercises regularly to improve your drawing confidence. • What have you learnt? Which exercises did you enjoy and why? • Which drawings did you like best and why?
<i>Everything is Interesting – are you ready for a challenge?</i>				

Introducing the ratio symbol

- 1 The ratios show shaded parts to non-shaded parts.
Match the ratios, statements and bar models.

$2:3$	five to two	
$5:2$	three to two	
$2:5$	two to three	
$3:2$	two to five	

- 2



The ratio of purple to yellow is $5:4$

Mo

It is $4:5$



Alex

Who is correct? _____

Explain your answer.

- 3 Dani has some counters, cubes and marbles.
Complete the sentences.

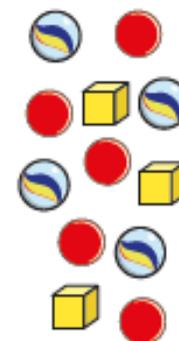
The ratio of counters to marbles is $\square : \square$

The ratio of marbles to cubes is $\square : \square$

The ratio of cubes to counters is $\square : \square$

The ratio of counters to cubes is $\square : \square$

The ratio of counters to cubes to marbles is $\square : \square : \square$



- 4 Brett has drawn some triangles and squares.

The ratio of triangles to squares is $1:3$

- a) Are there more triangles or more squares? _____

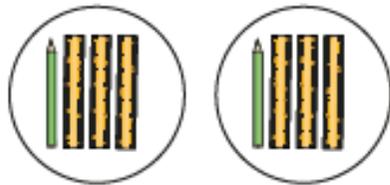
Explain how you know.

- b) Brett has drawn more than 10 shapes.

Draw what Brett might have drawn.



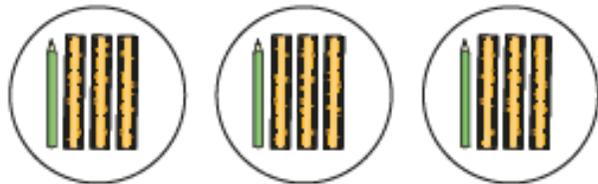
- 5 Here are some rulers and some pencils.



a) What is the ratio of pencils to rulers?

:

b) Here are some more rulers and pencils.



Ron

The ratio of pencils to rulers is the same as in part a).

Ron is wrong because there are more pencils and more rulers.



Dora

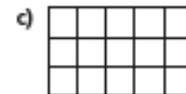
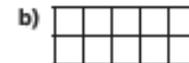
Who is correct? _____

Explain your answer.

- 6 The ratio of horses to chickens in a field is 2:5
Here are the horses. Draw the chickens.



- 7 Shade squares so that the ratio of shaded to non-shaded squares is 1:4



- 8 A box contains dark, white and milk chocolates.

$\frac{3}{8}$ of the box are dark chocolates.

$\frac{1}{2}$ of the box are milk chocolates.

The rest are white chocolates.

What does each ratio represent?

a) 1:3

b) 4:1

c) 3:5



Calculating ratio

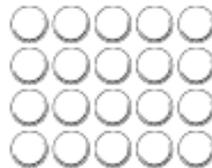
- 1** Eva is baking cakes and cookies.
For every 1 cake, she will bake 2 cookies.



a) If Eva bakes 3 cakes, how many cookies will she bake?

b) If Eva bakes 10 cookies, how many cakes will she bake?

- 2** The ratio of red to yellow counters is 2:3
There are 20 counters in total.
How many counters of each colour are there?
You can colour the counters to help you.



yellow red



- 3** Tom has 5 green cubes for every 3 yellow cubes.
He has 16 cubes in total.
Draw a diagram to represent this.

- 4** Esther is building a tower of cubes.
The ratio of red to yellow cubes is 3:1
The tower has 6 yellow cubes. How many red cubes are there?

- 5** Nijah plays 21 games of chess.
For every 2 games she wins, she loses 5 games.
How many more games does she lose than win?



- 6 a) Huan is making a drink by mixing 1 part juice with 5 parts water.
Complete the table to show the amounts he would need to use.

Juice	Water
1 litre	5 litres
2 litres	
4 litres	
100 ml	
200 ml	
300 ml	
	30 litres
	750 ml

- b) Huan makes 1 litre 500 ml of drink in total.
How much juice and water does he need to use?

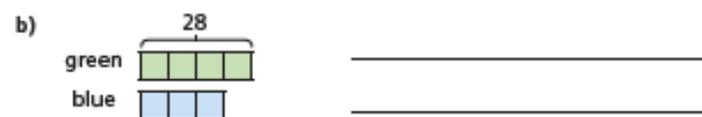
juice

water

- 7 A group of students study French or German in the ratio 3:7
- Which subject has the most students? _____
 - Draw a diagram to represent this.

- c) There are 80 students in total.
How many more students study German than French?

- 8 Describe a situation for each bar model.



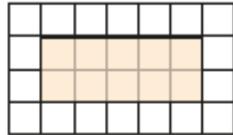
Compare answers with a partner.

What is the same and what is different?

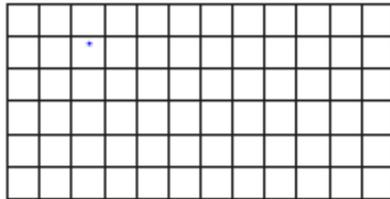


Using scale factors

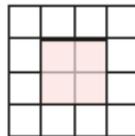
- 1 a) Here is a rectangle.



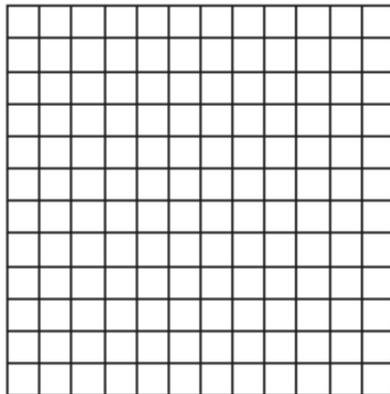
Draw another rectangle where each side is twice as big.



- b) Here is a square.

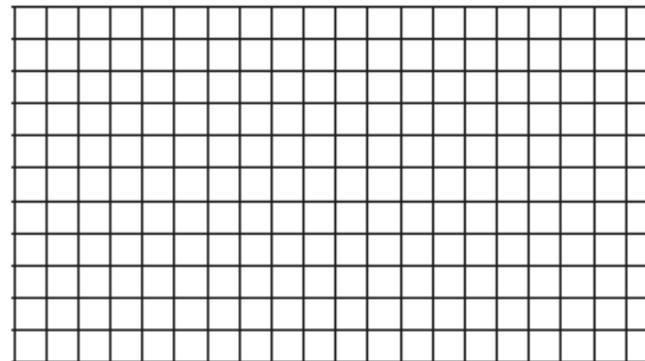
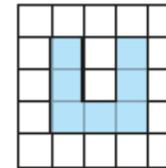
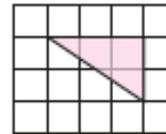


Draw another square where each side is 4 times as big.



- 2 a) Explain what it means for a shape to be enlarged by a scale factor of 2

- b) Enlarge the shapes by a scale factor of 2



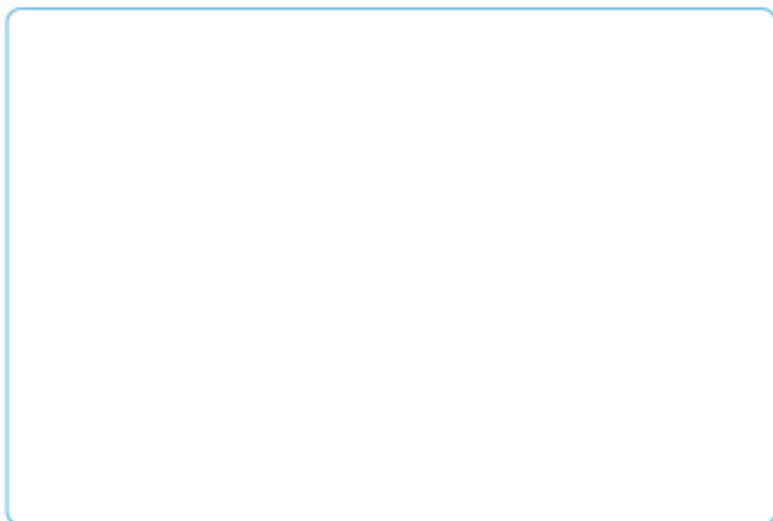
- 3 Complete the sentence.

A shape in which each side has tripled in size has been enlarged by a scale factor of

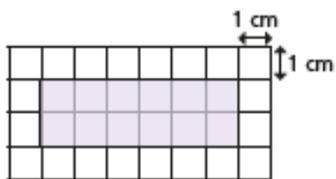
- 4 Here is a rectangle.



- a) Measure the side lengths of the rectangle and label them on the diagram.
 b) Enlarge the rectangle by a scale factor of 3 and label the side lengths.



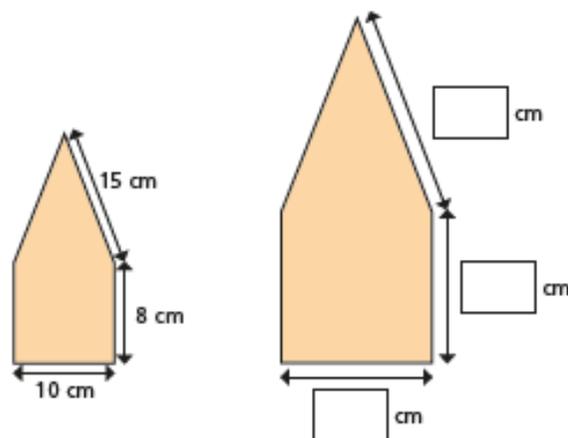
- 5 The sides of the rectangle are increased by a scale factor of 2.
 What is the perimeter of the new shape?



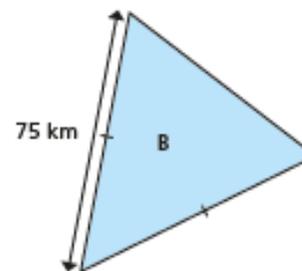
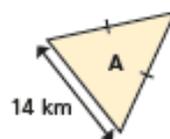
cm



- 6 The shape has been enlarged by a scale factor of $1\frac{1}{2}$.
 Fill in the dimensions of the new shape.



- 7 Triangle A has been enlarged by a scale factor of 5 to make triangle B.
 Find the perimeter of each triangle.



perimeter of A = perimeter of B =



Ratio and proportion problems

1 Whitney buys 6 cans of lemonade for £3

a) How much do 12 cans cost?

b) How much do 3 cans cost?

c) How much do 15 cans cost?



2 The ratio of red to green grapes in a bowl is 3 : 1

a) Explain what this means.

b) There are 12 more red grapes than green grapes.
What is the total number of grapes in the bowl?

3 Amir is making some chocolate chip biscuits.

He has this list of ingredients to make 6 biscuits.

Chocolate chip biscuits (makes 6)

120 g butter

72 g sugar

180 g plain flour

60 g chocolate chips

a) How much of each ingredient does Amir need to make 2 biscuits?

butter g

plain flour g

sugar g

chocolate chips g

b) How much of each ingredient does Amir need to make 10 biscuits?

butter g

plain flour g

sugar g

chocolate chips g

c) Amir has 240 g of chocolate chips.

What is the maximum number of biscuits he can make?

- 4 Dexter has some 20p and 50p coins in a jar.
For every three 20p coins he has one 50p coin.
There are 12 coins in the jar in total.
How much money is in the jar?

- 5 A drink is made using 3 parts orange juice to 2 parts lemonade.
Esther makes 1.2 litres of this drink.
How much orange juice does she need?

 ml

- 6 Two shops sell the same cereal but in different-sized boxes.

<p>Shop A</p> <p>500 g of comflakes</p> <p>£2.10</p>	<p>Shop B</p> <p>750 g of comflakes</p> <p>£3.30</p>
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Which shop is better value for money? Shop _____

Explain why.

- 7 Dora draws two similar rectangles.

My larger rectangle is
4 times the size of the
smaller one.



The perimeter of the
larger rectangle is 48 cm.

The length and width of both rectangles are even numbers.
What is the largest possible area for the small rectangle?

 cm²

- 8 Aisha has two boxes of sweets.

- In the first box, the ratio of red sweets to green sweets is 3:1
- In the second box, for every 2 orange sweets there are 3 yellow sweets.
- There is the same number of sweets in each box.
- There are 12 yellow sweets in the second box.

How many sweets are in the first box?

Answers

1)

White Rose Maths
Introducing the ratio symbol

1 The ratios show shaded parts to non-shaded parts. Match the ratios, statements and bar models.

2 : 3	five to two	
5 : 2	three to two	
2 : 5	two to three	
3 : 2	two to five	

2



The ratio of purple to yellow is 5 : 4

Mo



It is 4 : 5

Alex

Who is correct? Mo

Explain your answer.

There are 5 purple and 4 yellow

3 Dani has some counters, cubes and marbles. Complete the sentences.

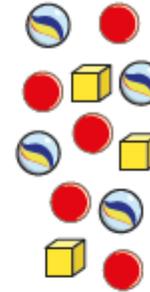
The ratio of counters to marbles is 5 : 4

The ratio of marbles to cubes is 4 : 3

The ratio of cubes to counters is 3 : 5

The ratio of counters to cubes is 5 : 3

The ratio of counters to cubes to marbles is 5 : 3 : 4



4 Brett has drawn some triangles and squares.

The ratio of triangles to squares is 1 : 3

a) Are there more triangles or more squares? Squares

Explain how you know.

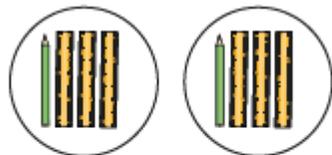
For every 1 triangle there are 3 squares

b) Brett has drawn more than 10 shapes.

Draw what Brett might have drawn.

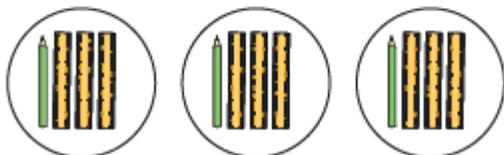
e.g.

- 5 Here are some rulers and some pencils.



- a) What is the ratio of pencils to rulers?
b) Here are some more rulers and pencils.

1 : 3



Ron

The ratio of pencils to rulers is the same as in part a).

Ron is wrong because there are more pencils and more rulers.



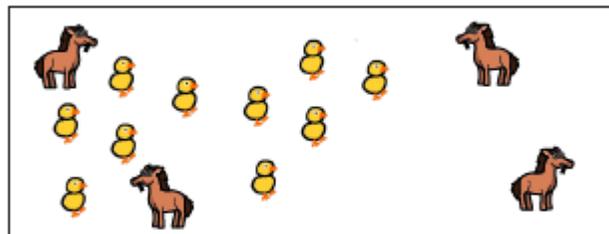
Dora

Who is correct? Ron

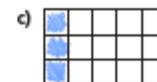
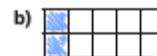
Explain your answer.

There are still 3 rulers for every 1 pencil.

- 6 The ratio of horses to chickens in a field is 2:5
Here are the horses. Draw the chickens.



- 7 Shade squares so that the ratio of shaded to non-shaded squares is 1:4



- 8 A box contains dark, white and milk chocolates.

$\frac{3}{8}$ of the box are dark chocolates.

$\frac{1}{2}$ of the box are milk chocolates.

The rest are white chocolates.

What does each ratio represent?

- a) 1:3

white to dark

- b) 4:1

milk to white

- c) 3:5

dark to not dark

2)

Calculating ratio



- 1 Eva is baking cakes and cookies.

For every 1 cake, she will bake 2 cookies.



- a) If Eva bakes 3 cakes, how many cookies will she bake?

6

- b) If Eva bakes 10 cookies, how many cakes will she bake?

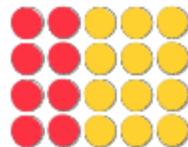
5

- 2 The ratio of red to yellow counters is 2:3

There are 20 counters in total.

How many counters of each colour are there?

You can colour the counters to help you.



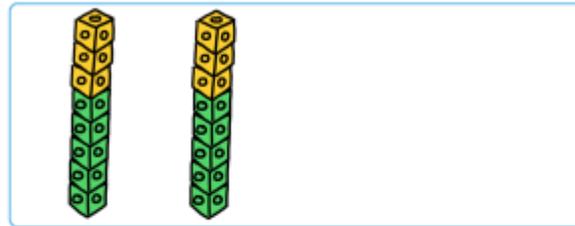
yellow

red

- 3 Tom has 5 green cubes for every 3 yellow cubes.

He has 16 cubes in total.

Draw a diagram to represent this.



- 4 Esther is building a tower of cubes.

The ratio of red to yellow cubes is 3:1

The tower has 6 yellow cubes. How many red cubes are there?



18

- 5 Nijah plays 21 games of chess.

For every 2 games she wins, she loses 5 games.

How many more games does she lose than win?



9

- 6 a) Huan is making a drink by mixing 1 part juice with 5 parts water.
Complete the table to show the amounts he would need to use.

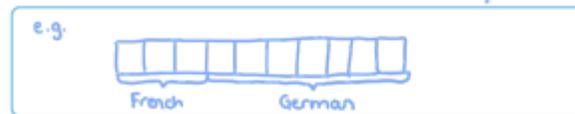
Juice	Water
1 litre	5 litres
2 litres	10 litres
4 litres	20 litres
100 ml	500 ml
200 ml	1 litre
300 ml	1.5 litres
6 litres	30 litres
150 ml	750 ml

- b) Huan makes 1 litre 500 ml of drink in total.
How much juice and water does he need to use?

juice

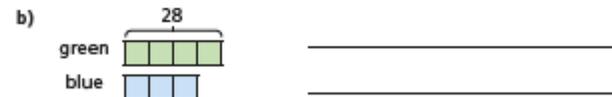
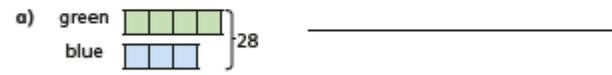
water

- 7 a) A group of students study French or German in the ratio 3:7
a) Which subject has the most students? German
b) Draw a diagram to represent this.



- c) There are 80 students in total.
How many more students study German than French?

- 8 Describe a situation for each bar model. Various answers.

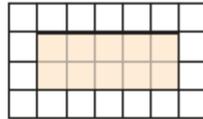


Compare answers with a partner.
What is the same and what is different?

3)

Using scale factors

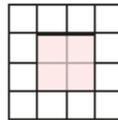
- 1 a) Here is a rectangle.



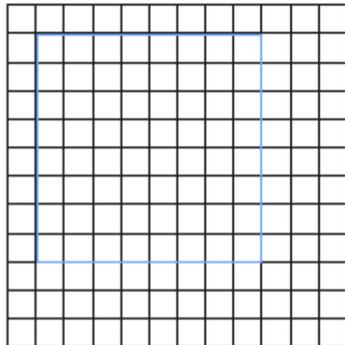
Draw another rectangle where each side is twice as big.



- b) Here is a square.



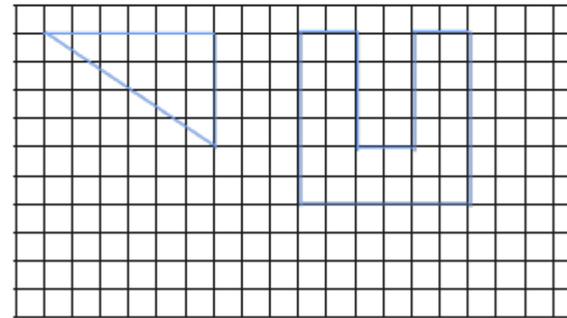
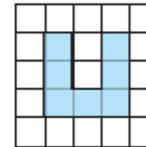
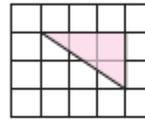
Draw another square where each side is 4 times as big.



- 2 a) Explain what it means for a shape to be enlarged by a scale factor of 2

All of the side lengths are twice as big.

- b) Enlarge the shapes by a scale factor of 2



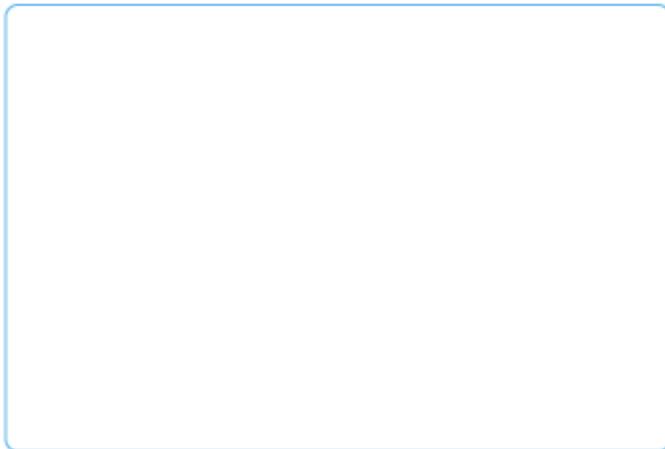
- 3 Complete the sentence.

A shape in which each side has tripled in size has been enlarged by a scale factor of

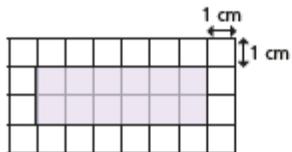
- 4 Here is a rectangle.



- a) Measure the side lengths of the rectangle and label them on the diagram.
 b) Enlarge the rectangle by a scale factor of 3 and label the side lengths.



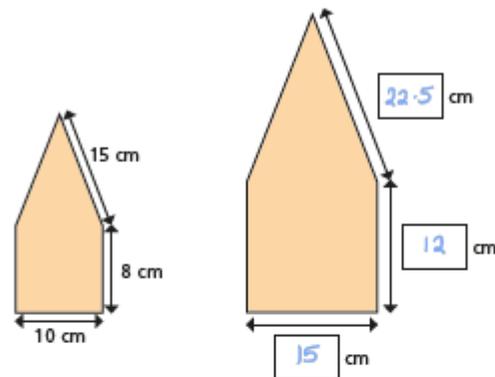
- 5 The sides of the rectangle are increased by a scale factor of 2
 What is the perimeter of the new shape?



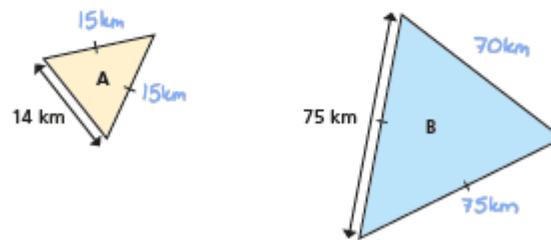
cm



- 6 The shape has been enlarged by a scale factor of $1\frac{1}{2}$
 Fill in the dimensions of the new shape.



- 7 Triangle A has been enlarged by a scale factor of 5 to make triangle B.
 Find the perimeter of each triangle.



perimeter of A = perimeter of B =



4)

Ratio and proportion problems

1 Whitney buys 6 cans of lemonade for £3

a) How much do 12 cans cost?

b) How much do 3 cans cost?

c) How much do 15 cans cost?



2 The ratio of red to green grapes in a bowl is 3 : 1

a) Explain what this means.

For every 3 red grapes there is 1 green grape.

b) There are 12 more red grapes than green grapes.
What is the total number of grapes in the bowl?

3 Amir is making some chocolate chip biscuits.
He has this list of ingredients to make 6 biscuits.

Chocolate chip biscuits (makes 6)

- 120 g butter
- 72 g sugar
- 180 g plain flour
- 60 g chocolate chips

a) How much of each ingredient does Amir need to make 2 biscuits?

butter g plain flour g

sugar g chocolate chips g

b) How much of each ingredient does Amir need to make 10 biscuits?

butter g plain flour g

sugar g chocolate chips g

c) Amir has 240 g of chocolate chips.
What is the maximum number of biscuits he can make?

- 4 Dexter has some 20p and 50p coins in a jar.
For every three 20p coins he has one 50p coin.
There are 12 coins in the jar in total.
How much money is in the jar?

£3.30

- 5 A drink is made using 3 parts orange juice to 2 parts lemonade.
Esther makes 1.2 litres of this drink.
How much orange juice does she need?

720 ml

- 6 Two shops sell the same cereal but in different-sized boxes.

Shop A 500 g of cornflakes £2.10	Shop B 750 g of cornflakes £3.30
--	--

Which shop is better value for money? Shop A

Explain why.

- 7 Dora draws two similar rectangles.

My larger rectangle is 4 times the size of the smaller one.



The perimeter of the larger rectangle is 48 cm.

The length and width of both rectangles are even numbers.
What is the largest possible area for the small rectangle?

8 cm²

- 8 Aisha has two boxes of sweets.

- In the first box, the ratio of red sweets to green sweets is 3:1
- In the second box, for every 2 orange sweets there are 3 yellow sweets.
- There is the same number of sweets in each box.
- There are 12 yellow sweets in the second box.

How many sweets are in the first box?

20

English Day One

Resource 1A: Peer Pressure by Karl Nova

The fear of being left out is what it's all about
No one wants to get laughed at or be the odd one out
No one likes to feel rejected put down and dejected
we all love to feel accepted, we're all affected
but you have to learn to be your own person
just be yourself and aim to be your best version
You're not a robot programmed to follow without thinking
just acting brainless with empty eyes blinking
I understand the pressure it doesn't stop as you grow
It's natural to follow where everyone goes
and sometimes it's ok to go with the flow
but other times you have to swim against the tide and so
you'll have to say no, when everyone says yes
and be firm with your choice deep in your chest
and overcome that fear of being left out
because that's what peer pressure is really all about.

Resource 1B: Word mat

<p>Afraid</p> <p>apprehensive dread frightened mistrustful panicked petrified scared suspicious terrified wary worried</p>	<p>Disconnected</p> <p>alienated aloof apathetic bored cold detached distant distracted indifferent numb removed uninterested withdrawn</p>	<p>Sad</p> <p>depressed dejected despair despondent disappointed discouraged disheartened forlorn gloomy heavy-hearted hopeless melancholy unhappy wretched</p>	<p>Annoyed</p> <p>aggravated disgruntled displeased exasperated impatient irritated</p>
<p>Confused</p> <p>baffled bewildered dazed hesitant lost mystified perplexed puzzled torn</p>	<p>Disquiet</p> <p>agitated alarmed disconcerted disturbed perturbed rattled restless shocked troubled turmoil uncomfortable uneasy unnerved unsettled upset</p>	<p>Vulnerable</p> <p>fragile guarded helpless insecure reserved sensitive shaky</p>	<p>Embarrassed</p> <p>ashamed flustered mortified self-conscious</p>

English Day Three

Resource 3A: The Misinformation Age by Karl Nova

We're in a time when everyone thinks their opinion is truth
They think every thought they spew is absolute
everyone seems to be an expert and a critic
that seeks to speak for everyone
I don't get it
Conspiracy theories are making souls grow weary
The fear of the unknown has got people feeling eerie
We have a lot of information but very little truth
A lot of speculation but hardly any proof
Some think everything is true on YouTube
That's why perceptions are skewed on cue
Some think everything has a message subliminal
but if you say truth is in you,
how can you continue
to live in fear
and remain paranoid
Tossed to and fro by deceptions and decoys
Lack of knowledge of the truth it destroys
Sadly empty vessels still make the loudest noise
We have a lot of information
but little revelation
that's why there's hardly transformation of situations
What are you buying into?
What holds your attention?
'cause what holds your attention
holds you like detention

Resource 3B: Reading for Writing questions

1. "Everyone thinks their opinion is truth." What does this mean?
2. What does 'spew' mean?
3. Why are conspiracy theories making souls grow weary?
4. What does Karl Nova think of the information we are given? Find evidence in the text to support your answer.
5. What word in the poem means telling someone something?
6. What effect do the rhetorical questions at the end of the poem have on the reader?

English Day Four

Resource 4A: Information about haiku

A haiku is a poem which consists of three lines:

First line = five syllables

Second line = seven syllables

Third line = five syllables

A poet called Liv Torc has invented the 'haiflu' in response to the current situation:

Hai + flu = a haiku poem which is about how people are feeling during lock down, (flu because of the link to the virus)

English Day Four

Resource 4B: Examples of haiku

Neighbours smile and wave

We have not spoken before

I smile back to them

The sun is shining

I go on bike rides a lot

I love nature now

Geography - Resource

Logo Quiz



ANSWERS are on the next page so don't scroll down until you've completed this task!

Answers:

- | | | |
|---------------|---------------|------------|
| 1) Shell | 2) Volkswagen | 3) Apple |
| 4) Amazon | 5) Microsoft | 6) Nike |
| 7) Pepsi | 8) Twitter | 9) Google |
| 10) Starbucks | 11) McDonalds | 12) Adidas |
| 13) Nestle | 14) Disney | |

Top 10 traded items around the world	Biggest exporter (out of the country) 	Biggest importer (into the country) 
1. Cars		
2. Petrol		
3. Circuits		
4. Vehicle parts		
5. Computers		
6. Medicines/Pharmaceuticals		
7. Gold		
8. Telephones		
9. Broadcasting equipment		
10. Diamonds		

Support:

Use this [website](#) to help with your research

Science - Resource

Tip: dissolve each spoonful of sugar one by one.

Planning: you will be able to see whether the sugar has dissolved or not more easily in water than in another liquid, like tea. Would you use lots of water or just a little bit? The experiment will take a long time if you use a lot of water. What will help make the sugar dissolve quicker? Sugar dissolves more quickly in hot water than in cold. Try using a measuring beaker or similar so you can observe the water level rising as you add the sugar. This shows that the sugar is not disappearing but rather is dissolving within the water. Think about how to make sure the testing is fair. Each spoonful should have exactly the same amount of sugar, which should be added in the same way each time - e.g. all at once or gradually, at the top of the beaker, or the bottom, stirring the same amount each time, or no stirring.

Predicting: would the sugar keep dissolving forever? No, when the sugar dissolves the solid particles mix with the liquid particles. After a while, the liquid particles don't have any more space to hold the solid particles, so no more will dissolve – the solution is saturated. Think about how many spoonfuls this make take.

Recording: record the results in a table.

Number of spoonfuls of sugar	Dissolved? ✓ or ✗
1	
2	
3	
4	
5	

Concluding: what did you find? Why do you think this happened?

History - Resource 1

VIKING ARTEFACTS



Use these questions to guide your investigation of each artefact.

1. What do you notice about it?
2. What might it have been used for?
3. Who might have used it? (man/woman, rich/poor etc)
4. What materials might it be made from?
5. How might it feel? (rough/smooth/light/heavy etc)
6. What can it tell us about the lives of the Vikings?
7. How is it similar or different to a modern version of it?
8. What might be the reasons for these similarities or differences?

When you have recorded all your ideas have a look at the attached answer sheet and see how close your predictions were.

History - Resource 2

VIKING ARTEFACTS ANSWERS



Drinking horn and spoon

Horn was an important part of a cow or sheep as it could be used to make various items from armour to spoons. To use the horn it would be cleaned. If used for a drinking horn then it could be decorated. If you wanted a flat shape you would cut off the tip and then boil the horn to soften it. The horn would then be cut in half and boiled again. The boiled horn would then be pressed flat and the shape of the item would then be cut out and moulded as necessary.



Flint and Steel

The Vikings could use a flint and steel to start their fires. When the flint is struck against the steel it produces sparks. The hard flint edge shaves off a particle of the steel. This particle, heated by the friction, ignites. The sparks fall onto prepared tinder which can begin the fire.



Ring Money

As well as coins, the Vikings would also use ring money. This was a silver bangle that would be worn on the wrist. The richer the person the more bangles would be worn. Money wouldn't be used for buying everyday items like bread and mead but for more expensive items like livestock, weapons and land. On the whole the Vikings lived in a bartering society, so for everyday items they would barter for the goods and services they wanted.

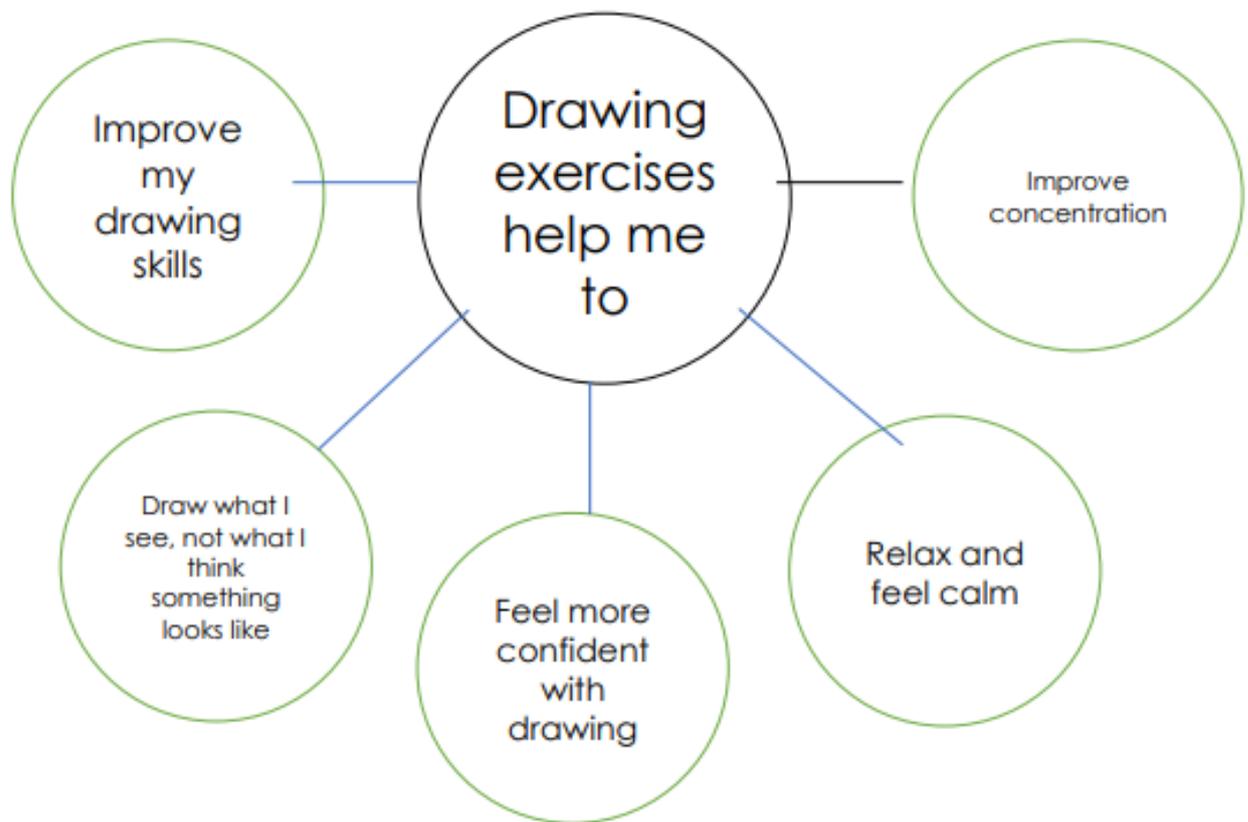


Tools for Leatherwork

Leather was an important material that was used for various items including water bottles and boots. Some Vikings were skilled leather workers, but a lot of people would have been able to produce essential items for themselves and their family. When out raiding or trading a Viking would have to be able to keep his equipment and clothing in good condition so repairs would have to be made on the go. The **awl** was used to make holes in the leather, the **beeswax** helped the **linen thread** pass through the holes. For a stronger seam they used two needles. Each **iron needle** passed through the same hole, this doubled the thickness of the stitching and meant if a thread snapped there was still a solid seam.



Art - Learning to draw and drawing to learn

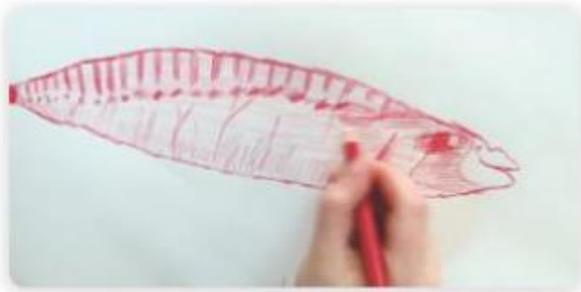


Why is drawing important?

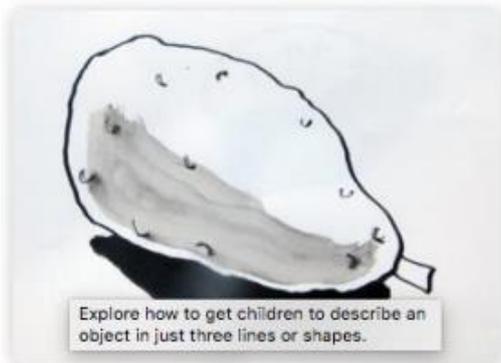
- Drawing helps us to think through and communicate our ideas.
- It's like a language; a way of expressing thoughts and feelings through using different marks, tools and materials.
- We are not just learning to draw but drawing to learn.
- As with learning an instrument or playing a sport, the more we practice the better we get. Practice the following exercises and your drawing skills and confidence will improve.



Find out how to do a simple continuous line drawing exercise to start the week.



The backwards forwards drawing exercise helps develop looking and sketching skills



Explore how to get children to describe an object in just three lines or shapes.

Explore how to get children to describe an object in just three lines or shapes.



Find out how encouraging diverse mark making will improve drawing outcomes.



Explore how drawing on different surfaces helps encourage stronger mark making.

Explore how drawing on different surfaces helps encourage stronger mark making.

Spanish

This is a model of a Spanish letter. Fill in the gaps with your information. If you feel brave enough, you can make as many changes as you want!!

Hola amigo/a

Yo me llamo _____ y tengo _____ años.

(name and age) **Vivo en Londres, y estoy en Year 6, que es como sexto de primaria.** (You are explaining that you live in London and you are in year six, but it has another name in Spanish)

Mi pasatiempo favorito es _____ pero no me gusta nada _____ (Tell them about your own likes and dislikes.

Add more things if you want).

Yo tengo _____

(Hermano/a , perros, gatos, loros, tigres...) Tell them about your family and pets!

Vamos a visitar España pronto, estoy muy emocionado! Tienes alguna recomendación? (we're saying that we want to visit Spain, and asking for recommendations).

Espero recibir una respuesta pronto!!

_____ (signature)

Mrs T's Maths Groups - Year 6
Week beginning: 29th June 2020

Task 1.) LO: Pythagoras Revisited

Click on the following link and view video: <https://youtu.be/WqhlG3Vakw8>

Task: Have a go at the activity sheet and investigation on the following link. Read on and then there are questions with answers too – Please test your knowledge by not peeking at the answers until you have given the questions a go.

This task would be best approached by printing is off, rather than on the computer:

<https://www.matrix.edu.au/beginners-guide-year-7-maths/part-8-pythagoras-theorem/>

Task 2.) LO: Absolute Value

Click on the following link and view video:

<https://www.youtube.com/watch?v=BrYy1bgh3Y0>

Task: Print Out the 6-7 FREE WORK SHEETS on the link below (answers are provided):

<https://www.mathworksheets4kids.com/absolute-value/simple.pdf>

Task 3.) LO: Problem Solving - Averages

Click on the following link: <https://nrich.maths.org/mmandm>

Task: Have a go at the main problem. Once you have done with that, try the further challenge link in blue, entitled: UNEQUAL AVERAGES.

Task 4.) LO: Problem Solving

Click on the following link: <https://nrich.maths.org/11750>

Task: Print out the sheet and have a go at the main problem. Once you are done, check the answers on the link on the site.

Homework: Print & Complete KS3 SAT paper :

<http://www.satspapers.org/KS3%20Tests/Key%20Stage%203%20SATs%20-%20Y7%208%209/KS3%20maths/2003%20KS3%20maths/2003%20KS3%20maths%20-%20paper%201%20-%20level%205-7.pdf>

Answers:

<http://www.satspapers.org/KS3%20Tests/Key%20Stage%203%20SATs%20-%20Y7%208%209/KS3%20maths/2003%20KS3%20maths/2003%20KS3%20maths%20-%20mark%20scheme%20paper%201.pdf>

Jesus Walks on the Water Matthew 14:22-33

²²Immediately Jesus made the disciples get into the boat and go on ahead of him to the other side, while he dismissed the crowd. ²³After he had dismissed them, he went up on a mountainside by himself to pray. Later that night, he was there alone, ²⁴and the boat was already a considerable distance from land, buffeted by the waves because the wind was against it.

²⁵Shortly before dawn Jesus went out to them, walking on the lake. ²⁶When the disciples saw him walking on the lake, they were terrified. "It's a ghost," they said, and cried out in fear.

²⁷But Jesus immediately said to them: "Take courage! It is I. Don't be afraid."

²⁸"Lord, if it's you," Peter replied, "tell me to come to you on the water."

²⁹"Come," he said.

Then Peter got down out of the boat, walked on the water and came toward Jesus. ³⁰But when he saw the wind, he was afraid and, beginning to sink, cried out, "Lord, save me!"

³¹Immediately Jesus reached out his hand and caught him. "You of little faith," he said, "why did you doubt?"

³²And when they climbed into the boat, the wind died down. ³³Then those who were in the boat worshiped him, saying, "Truly you are the Son of God."

LO: Understand the Miracles of Jesus

Jesus Walks on Water. This miracle takes place just after the Miracle of the Feeding of the 5,000 that you thought about last week.



Imagine that you are Peter and re-tell the Bible story of the Miracle of Jesus Walking on Water.

Try to include your thoughts and feelings. What happened out on the lake? What did you think when you saw Jesus walking on the water? Why did you get out of the boat? What were your thoughts as you walked towards Jesus? How did you feel at the end of this story?