

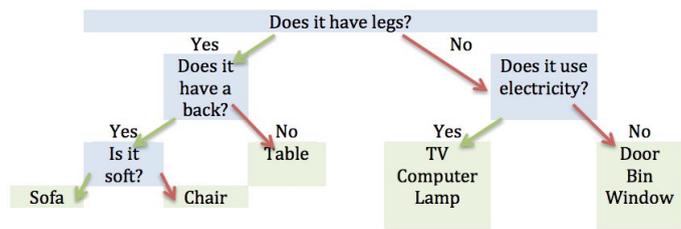
Year 6



Learning for the week beginning Monday 4th May

Monday	Maths	<p>2D Shape SATs Revision Book: Section Six - Geometry Maths Workbook: SATs Buster Geometry, Measure and Statistics pages 1, 2 and 3 Support: 2D Shape, Circles Challenge: Round and Round the Circle Mathletics: 15 minutes TTRS: 15 minutes</p>
	English	<p>L.O: To create a vocabulary grid Read chapter 6. Task: Choose up to four different words and create a vocabulary grid. Either draw one or use the template attached. For each word you have chosen ensure you have found antonyms and synonyms and written a sentence using the word correctly.</p> <p>Challenge: Choose a sentence from chapter 6. Can you rewrite it using synonyms? Does the meaning of the sentence remain the same? Write down what you found out and why you think that.</p> <p>Reading: 10-Minute Tests Set B :Puzzle Set C: Test I</p>
	Humanities	<p><u>L.O: History - To learn from objects</u> Find a handful of coins from a purse, piggy bank or wallet.</p> <p>Younger children: Whose picture can you see on the coin? When was the coin made? Can you find a coin that was made in the year you were born? This coin is the same age as you! Draw and label it.</p> <p>Older children: Look carefully at the coins you have found and arrange them in chronological order (from oldest to newest) and answer these questions.</p> <p>How old is the oldest coin? How many coins are older than you? Do all the coins have the same picture of the queen on? Why or why not? What two languages are used on British coins? What patterns or pictures are shown on the 'tail' side of the coins?</p>

		<p>If an archaeologist was to dig up a handful of old coins what do you think he would learn about the past from them?</p> <p>Challenge: Find out what the inscription found on British coins means: Elizabeth II D.G. REG F.D</p>
Tuesday	Maths	<p>3D Shape SATs Revision Book: Section Six - Geometry Maths Workbook: SATs Buster Geometry, Measure and Statistics pages 4 and 5 Support: 3D Shapes and Nets Challenge: Triple Cubes TTRS: 15 minutes Mathletics: 15 minutes</p>
	English	<p>LO: To create a piece of speech Reread chapter 6. Task: Pretend you are the judge that sentences Stanley at the end of chapter 6. Write a piece of speech that could be read aloud pretending that you are the judge sentencing Stanley. Think about what the judge might say that isn't written in the book. Consider what the judge thinks about the crime, what Stanley's punishment is and why you have given it to him.</p> <p>Challenge: Write your speech in the style of a script to be performed by an actor playing the judge. You will have to give the actor stage prompts for how he should speak and move.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> ● Use formal language ● Use varied sentence openers ● Use inverted commas to show speech ● Use different punctuation to extend sentences such as colon :, semicolon ; and a dash - <p>Reading: 10-Minute Tests Set C: Test 2</p>
	Science	<p>LO: How can you identify objects in your house? Select at least 10-15 random objects in your house. Consider how they are similar and how they are different to each other.</p> <p>Younger children: Draw the selected objects into groups based on what they have in common. Eg. Size, colour, shape,</p> <p>Older children: Create a classification key to identify your selected objects.eg:</p>



Challenge: Research Carl Linnaeus who created the system of taxonomy, which is how we classify living things.

<https://www.linnean.org/learning/who-was-linnaeus>
<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j>

Wednesday	Maths	<p>Angles SATs Revision Book: Section Six - Geometry Maths Workbook: SATs Buster Geometry, Measure and Statistics pages 6, 7 and 8 (you will need a protractor and ruler to complete some of the activities) Support: Angles Mathematics: 15 minutes TTRS: 15 minutes</p>
	English	<p>LO: To create a drawing Read up to the end of page 12 where it says: <i>Beneath that, the earth was looser.</i> Use all the evidence from the text to create a bird-eye-view of Camp Green Lake. Consider where the different tents are, where the wreck hall might be, where they would eat lunch, where the warden's cabin is, where the holes are, etc. Give your drawing some labels.</p> <p>Challenge: Draw an image of what you think Camp Green Lake looked like before it was a juvenile detention centre.</p> <p>Guided Reading: What impression do you get of Camp Green Lake? Use evidence from the text to support your answer. Give two different impressions with two different pieces of evidence from the text.</p>
	Art/DT	<p>LO: Pointillism Pointillism is when you make a picture using lots of small dots or 'points' You will need: cotton buds and paint or a paintbrush and paint or felt tip colouring pens.</p> <p>Younger children:</p>



1. You can either draw a rainbow (or any other object or animal you like) or you may already have a template you can use.
2. Divide up the rainbow as each part will need to be a different colour.
3. Use cotton buds or a small paintbrush to make small dots in one section of the rainbow with your chosen colour. Felt tip pencils work just as well so you can use those instead to make small dots/circles.
4. Once you have done one section, clean your paintbrush or use the other end of your cotton bud and select a new colour paint and fill the next section of your rainbow with coloured dots.
5. Continue to fill each section with coloured dots until you have finished.

Older children:



1. Choose an animal(s) and draw an outline softly with a pencil. You can either draw lines inside the animal to make different sections or leave it blank and fill it with just one colour of dots.
2. Use either cotton buds and paint, a small paint brush and paint or felt tip pens
3. Start making small dots of one colour inside the animal or section of the animal.
4. Choose a different colour for each section of the animal if you have divided it up.

		<p>5. Choose a different colour to go around the outline of the animal.</p> <p>6. Now you can do the background - you might like to do it all in one colour or make different rows of colour or even swirls and waves.</p> <p>For more information and inspiration look at: https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html</p>
Thursday	Maths	<p>Angle Calculations SATs Revision Book: Section Six - Geometry Maths Workbook: SATs Buster Geometry, Measure and Statistics pages 9, 10 and 11 Support: Angles Around a Point, Exterior Angles Challenge: Angle Please Mathletics: 15 minutes TTRS: 15 minutes</p>
	English	<p>LO: To plot events in a story http://www.hayatschool.com/kuwait/articles/Holes_by_Louis_Sachar1.pdf Read pages 13-15 up to, '<i>and once again dug his shovel into his previously dug dirt.</i>' Task: Create a comic strip to show the events of the story of Elya Yelnats. Either draw your own or use the template provided. Remember to include the key events and important information. When you have finished, use your comic strip to tell his story so far to someone else in your family.</p> <p>Challenge: Imagine you were going to interview Elya Yelnats about his life so far, what questions would you ask? Write them down.</p> <p>Guided Reading: Make a prediction - What do you think will happen to Elya? Write a paragraph stating what you think will happen to Elya and why.</p> <p>Reading: 10-Minute Tests Set C: Test 3</p>
	RE	<p>LO: The Ascension Read the story of the Ascension from the Bible - (Acts 1: 6-12) or listen to the story: https://www.youtube.com/watch?v=UcFw8pLBSIo Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of Jesus ascending into Heaven and add speech bubbles around him - What might the Disciples say to Jesus? ● Write down a set of questions the disciples might have had after Jesus ascended into

		<p>heaven. Can you try to answer any of the questions?</p> <ul style="list-style-type: none"> • The disciples must have been very worried and scared because Jesus (their friend and teacher) had left them. Can you write a letter to one of the disciples to explain why they should not be worried or scared? <p>Reflection - Can you think of a time when you have felt worried or scared? What made you feel better? What advice would you give to someone else feeling worried or scared?</p>
Friday	Maths	BANK HOLIDAY
	English	BANK HOLIDAY
	PSHE and homework	<p>L.O: To understand why sleep is important A good night's sleep is essential to feeling good, being able to learn and staying healthy. A lack of sleep might make you feel poorly or cause you to be a little grumpy or tearful. Did you know that having a bedtime routine makes it easier to go to sleep?</p> <p>Younger children: Spend some time making sure your room is tidy; this helps to prepare your room for sleep. It also really helps the adults in your home! Create a list of things you think are helpful and unhelpful when you are trying to go to sleep.</p> <p>Older children: Create a checklist for things you need to do before you go to bed to ensure you get a good night's sleep. Maybe you want to research some tips for having a good night's sleep and try them to see if they help. Create a sleep chart for this week that logs your bedtime routine; the hours of sleep you had and how you felt when you woke up. Either use the one attached or create your own. Consider what helped you sleep and what had the most impact.</p>
	Homework	Reading: 10-Minute Tests Set C: Test 4