

Year 6



Learning for the week beginning Monday 11th May

Monday	Maths	Coordinates and Symmetry SATs Revision Book: pages 90 and 91 Maths Workbook: SATs Buster Geometry, Measure and Statistics pages 12, 13 and 14 Support: Coordinates , Symmetry Challenge: Cartesian Puzzle Mathletics: 15 minutes TTRS: 15 minutes
	English	LO: To plot events in a story http://www.hayatschool.com/kuwait/articles/Holes_by_Louis_Sachar1.pdf Read up to the end of chapter 7, 'He sucked up his last bit of saliva and spat.' Task: Retell the last part of Elya Yelnats story. Choose one way to retell it. You could: <ul style="list-style-type: none">• Write a memoir (like a diary)• Draw another comic strip• Pretend you are Elya recounting your story to someone else• Create a story map of Elya's story Reading: 10-Minute Tests Set C: Test 5
	Humanities	<u>L.O: Geography – Points of the compass</u> The points of the compass help us to know which direction things are. A compass will always point to magnetic North at the North Pole. Younger children: Draw and label the four main points of the compass, north, east, south and west. Ask an adult to find out which direction north, south, east and west are in your house. Play a game where everyone takes a turn choosing a direction e.g. north and the whole family has to run to that part of the house! Older children: Most mobile phones have a compass. The red arrow on the compass will show what direction north is, the line at the top of the screen will show what direction the phone is pointing (remember there are 8 points to the compass so half way between south and west is south-west etc...) Find out: If you look out of your bedroom window which direction are you facing?

		<p>If you look out of your kitchen window which direction are you facing? If you look out of your front door which direction are you facing? Now use the compass on the phone to create a trail around your house using compass directions and challenge a member of your family to follow it. Write the directions clearly.</p> <p><i>e.g. Start with your back to the front door. Walk five steps East. Turn to face North West. Walk two steps forward. Which room are you in now?</i></p> <p>Challenge: Next time you leave the house take a mobile phone with you and find out which direction you are travelling or walking.</p>
Tuesday	Maths	<p>Translation and Reflection SATs Revision Book: Read pages 92 and 93 Maths Workbook: SATs Buster Geometry, Measure and Statistics 15 and 16 Support: Translation and Reflection Challenge: Transformation Tease TTRS: 15 minutes Mathletics: 15 minutes</p>
	English	<p>LO: To create a drawing based on what you have read. Task: Read chapter 8. Draw a detailed picture of what you think a yellow-spotted lizard looks like. Label the different parts of the drawing. Under the subheadings: appearance, diet and habitat create some notes about the lizard. Some notes you will be able to get from the book and others you will have to make up. This is your plan for your non-chronological report.</p> <p>Challenge: Choose your own subheading and make some notes under it.</p> <p>Guided Reading: Why do you think the author says, 'A lot of people don't believe in yellow-spotted lizards either, but if one bites you, it doesn't make a difference whether you believe it or not?'</p> <p>Write a paragraph explaining your answer using evidence from the text.</p>
	Science	<p>L.O: How does a shadow change over time? Shadows change due to the Earth rotating on its axis. Attach a thin object to your window, eg a pen, ruler or opaque tape. Place a piece of white paper on the</p>

		<p>windowsill directly below the object. Make sure the object is in the centre of the page. A shadow should appear on your paper. Draw around the shadow and label it with the time. Check on the shadow every hour or half hour throughout the day, each time drawing and labelling the shadow.</p> <p>Younger children: Look at the shadows that you have drawn. When was the shadow longest? When was it shortest? Create a labeled drawing showing how you set up your experiment.</p> <p>Older children: Use your observations to make a sundial. What distance is there between each hour? Is each hour the same distance apart? Would the clock be correct all year around? Would your clock work if it were used in a different country eg. Australia, South Africa, Algeria?</p> <p>Challenge: Can you make a shadow puppet theatre?</p> <p>Did you know? <i>Observation over time enquiries help us to identify and measure events and changes in the natural world as well as physical processes. This enquiry type requires using observation, reasoning and analysis skills.</i> <i>Jane Goodall used observation over time to research how chimpanzees behave.</i> <i>NASA carried out a 'Year in Space' experiment to find out the effect of gravity on humans.</i> <i>Since 1840 a bell has been ringing at Oxford University to test its battery duration.</i></p>
Wednesday	Maths	<p>Metric Units of Measurement SATs Revision Book: Read pages 66 and 67 SATs Buster Geometry, Measure and Statistics 17, 18 and 19 Support: What are Metric Measurements? Metric Measurements, Measures Challenge: Oh! Harry! Mathletics: 15 minutes TTRS: 15 minutes</p>
	English	<p>LO: To write a non-chronological report Using your notes from yesterday, create a non-chronological report about a yellow-spotted lizard. Think carefully about the features of a non-chronological report, the attached PDF will help you. You need to have:</p> <ul style="list-style-type: none"> ● An introduction ● Formal language

		<ul style="list-style-type: none"> ● Technical language ● Interesting sentence openers ● Conjunctions to link clauses ● Semicolons and colons to link clauses <p>Reading: 10-Minute Tests Set C: Test 6</p> <p>Guided Reading: Read Chapter 9. Look up any words you are unsure of.</p>
	Art/DT	<p>L.O: Create a treasure map You will need: Paper, pens and pencils</p> <p>Younger children:</p> <ol style="list-style-type: none"> 1. Get a piece of paper 2. With a pencil lightly sketch out a winding road, so it is wiggly a bit like a snake. Draw a house at the start and a big X at the end of the line. Once you are happy with where everything is, you can go over it again with pencil or pen. 3. Now think about places, animals and objects you will put on either side of your road. You could include sharks, shipwrecks, buried treasure, pirates etc 4. Draw them on your map with a pencil and when you are happy you can colour them in. 5. Next get another piece of paper or card and with an adult's help, cut it into a thin, long rectangle. 6. Fold the ends of the rectangle, get some glue and put it on one end and stick it over one part of the winding road. 7. Once it is stuck you can glue the other end so it is on the other side of the road and you will have made a bridge. 8. If you like you can add more 3D structure in, such as houses, trees and boats. <p>Older children:</p>



1. Think about the kind of map you want to make.
2. Start drawing your map. Use a piece of plain white paper to start. Include a compass.
3. Draw specific features on your map, you can use different colours for different objects. Colouring pens, pencils, sharpies, and even paint will work well here.
 - A red X to mark the spot. This is probably the most important feature!
 - Landmarks to determine a starting point and a finishing point (the treasure spot), and landmarks to help the hunters find their way in the middle.
 - Trees or plants.
 - Houses or other buildings.
 - Mountains or hills.
 - Rivers or other bodies of water. You can locate the treasure hunt on an island surrounded by water.
 - Include some fantasy elements like a sea serpent, some ships, or a castle.
4. Tear the edges off all four sides of the paper. This will make the map look more like a worn treasure map. Remember to do this slowly and gently!

		<ol style="list-style-type: none"> 5. Use a tea bag to make the map look old. Wipe a wet tea bag over both sides of the paper. The map will turn a light brown color. When you finish, the paper should be completely saturated. 6. Make the map look worn. Crumple the map into a ball several times to get it good and crumpled. Let it dry overnight in a ball. 7. Use cooking oil to make the map feel authentic. Gently open the map, and wipe both sides with cooking oil. Blot off the excess with paper towels. This will make the paper feel slightly crunchy. 8. Let paper dry again. Once it is finished drying, the map should look very old. <p>Now your map is finished, maybe you can use it for a scavenger hunt for your family or as part of a performance.</p>
Thursday	Maths	<p>Converting Between Imperial and Metric Units of Measurement</p> <p>Maths Workbook: SATs Buster Geometry, Measure and Statistics 20 and 21</p> <p>Support: What are imperial measurements?</p> <p>Mathletics: 15 minutes</p> <p>TTRS: 15 minutes</p>
	English	<p>LO: To consider a character's feelings</p> <p>Task: Read chapters 10, 11 and 12. Pretend you are Zero at the end of chapter 12. What would you be thinking? Write a thought bubble of what could be going through Zero's mind. Try to think around the text and not just use what is written, think about whether Zero actually likes to dig holes.</p> <p>Guided Reading: Read chapter 10, 11 and 12 and complete the comprehension questions attached.</p>
	RE	<p>L.O: To learn about Pentecost</p> <p>Read the story of Pentecost from the Bible - (Acts 2: 1-12) or listen to the story: https://www.youtube.com/watch?v=OMQKyIMx49M&t=1s</p> <p><i>Fruits of the Holy Spirit - Love, Joy, Peace, Patience, Kindness, Gentleness, Faithfulness, Gentleness and Self-control. Listen to this song to learn them!</i></p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw disciples with flames above their heads, fill each flame with one of the fruits of the Holy Spirit

		<ul style="list-style-type: none"> • Create a poster for school celebrating the 'Fruits of the Holy Spirit' and how pupils can show these in school. • Write about a couple of the fruits of the Holy Spirit and how Christians can show these in their everyday lives. <p>Reflection - Choose one of the fruits of the spirit, pray and ask for God's help to show that fruit. Try and think of one action you could do to show that fruit to your family today.</p>
Friday	Maths	<p>Reading Scales Maths Workbook: SATs Buster Geometry, Measure and Statistics 22 and 23 Support: Reading Scales Challenge: Measuring Game Mathletics: 15 minutes TTRS: 15 minutes</p>
	English	<p>LO: To create a balanced argument Task: Read chapter 13. Should Stanley have given what he found to X-Ray? Why? Think of reasons for and against Stanley giving X-Ray the object. Create a balanced argument and conclude with your opinion.</p>
	PSHE	<p>L.O: To identify the people in my family, while recognizing that not all families look like mine.</p> <p>What does the word family mean to you? Discuss this together with an adult. Does everybody's family look the same? How is your family the same/different to someone else's family?</p> <p>Younger children: Draw a picture of your family and label the people in your family. Write down what makes your family special.</p> <p>Older children: What does your family look like? Are all families the same? Write down some of the ways families can be the same and some of the ways they can be different. Think about all the things that families give us, for example, love. Write a poem about all the things that families give us.</p> <p>Challenge: Are family structures the same around the world? Research different cultures and explore similarities and differences between family structures around the world.</p>
	Homework	<p>Create a poster about units of measures and their conversions.</p>

