

Year 6

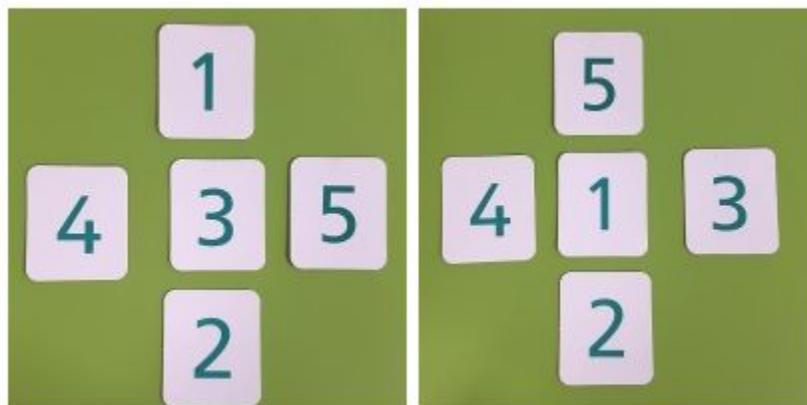
Learning for the week beginning Monday 8th June



Monday

Maths

[LO: To make generalisations and find mathematical proof - Magic Crosses](#)



What do you notice about the two crosses?
What is the same?
What is different?

Both crosses use the digits 1, 2, 3, 4, and 5.
The left cross has a horizontal total of 12 and a vertical total of 6.
The right cross has a horizontal total of 8 and a vertical total of 8.

We call the cross on the right a *magic cross*, because its horizontal total is equal to its vertical total.

Can you find any more magic crosses using the digits 1, 2, 3, 4 and 5?
Can you find all the possibilities?

Can you convince yourself you have found them all?

You may wish to use the [Magic Cross Tester](#) to try out your ideas.

Here are some questions to consider:

Are there any magic crosses that use the numbers 2, 3, 4, 5, 6?
Or 3, 4, 5, 6, 7?

	<p><i>Or 98, 99, 100, 101, 102?</i></p> <p><i>How many magic crosses can you find with the number 50 in the middle?</i></p> <p><i>What if the numbers went up in 2s instead?</i></p> <p><i>Or 3s?</i></p> <p><i>Or 10s, or 20s, or 100s?</i></p>
Guided Reading	<p>LO: To create a vocabulary grid</p> <p>Task: Read chapter 24. Choose 2 different words and put them into 2 vocabulary grids. Use the attached example or draw your own. Remember to include the word, word type, definition, word in context antonyms and synonyms.</p>
English	<p>LO: To continue writing a set of instructions</p> <p>Task: You need to write a list of ingredients/ what you will need for your instructions. Refer to the book to see exactly what ingredients you will need. Next, you will have to write your numbered steps. Use the list of verbs and imperative verbs to help you write your instructions. If you are unsure of how to make the peaches, use this recipe to help you https://www.allrecipes.com/recipe/9404/georgia-spiced-peaches/</p> <p>Please do not copy and paste from instructions as they are very boring and your teachers want to see your work. Additionally, they do not use all the ingredients that Kate uses.</p>
Humanities	<p>L.O: History - Chronology</p> <p>Chronology means putting things in time and date order, starting with the earliest and ending with the most recent. This week you are going to make a washing line family timeline!</p> <p>Younger Children:</p> <ul style="list-style-type: none"> • Choose five important events from your life e.g. the day you were born, when you started school, your baptism or naming day, the birth of a sibling, a special holiday or celebration you remember. • Draw a picture for each event on a piece of paper and write the date it happened. • Now use clothes pegs to pin them up on your washing line in chronological order (or a put up a piece of string if the washing line is full!) <p>Older Children:</p> <ul style="list-style-type: none"> • Begin the activity as the younger children do but then add in at least another five events - they could be significant events from the lives of your wider family members e.g. Your grandma being born, a family wedding, moving house etc.. <p>Challenge: Can you make a family timeline that covers more than a hundred years of your family history?</p>

Tuesday	Maths	<p>LO: To add Book: CGP KS2 SAT Buster Arithmetic Task: Complete pages 1, 2 and 3. Support: CGP KS2 Maths SATs Revision Guide page 14 Challenge: Summing Consecutive Numbers</p>
	Guided Reading	<p>L.O: To make inferences from the text Read chapter 25. Why do you think Hattie Parker said, "God will punish you", when she saw Sam and Miss Katherine? Write a paragraph to answer this question and use evidence from the text to support your answer.</p>
	English	<p>LO: To create a comic strip Task: Reread Chapter 25. This tells the story and Sam and Kate. Create a comic strip showing their story. Use the one provided or create your own.</p>
	Science	<p>L.O: Which material makes the strongest boat? Carry out a fair test to find out which material makes the strongest boat. You could use paper, card, tin foil, or any other material you find. Fold material to create a boat - it doesn't have to look like a boat! Carefully place your boat in a large bowl of water or sink. How many coins / legos / marbles can you put in your boat before it sinks? Repeat with a different material.</p>  <div style="display: flex; justify-content: center; gap: 10px; margin: 10px 0;"> <div style="border: 2px solid purple; border-radius: 15px; padding: 5px 15px; color: white;">Question</div> <div style="border: 2px solid green; border-radius: 15px; padding: 5px 15px; color: white;">Predict</div> <div style="border: 2px solid cyan; border-radius: 15px; padding: 5px 15px; color: white;">Observe</div> <div style="border: 2px solid yellow; border-radius: 15px; padding: 5px 15px; color: white;">Record</div> <div style="border: 2px solid red; border-radius: 15px; padding: 5px 15px; color: white;">Analyse</div> <div style="border: 2px solid orange; border-radius: 15px; padding: 5px 15px; color: white;">Report</div> </div> <p>Younger children: Draw your boats and write how many objects you could fit in each boat before it sank.</p> <p>Older children: Create a report of your experiment. What was your hypothesis? Record your results in a table. Analyse your results - Why do you think the boats sank/floated? How could you improve your boats? Was it a fair test?</p> <p>Challenge: Take part in the Great Science Share on Tuesday 16th June. https://www.greatscienceshare.org/getinvolved2020#greatscienceshare</p>

Share your science or watch others carry out experiments online. Along with opportunities to ask real scientists questions.

Wednesday

Maths

LO: To work systematically - [Reach 100](#)

Here is a grid of four "boxes":

You must choose four **different** digits from 1–9 and put one in each box. For example:

5	2
1	9

This gives four two-digit numbers:

52 (reading along the 1st row)

19 (reading along the 2nd row)

51 (reading down the left hand column)

29 (reading down the right hand column)

In this case their sum is 151

Try a few examples of your own.

Is there a quick way to tell if the total is going to be even or odd?

Your challenge is to find four **different** digits that give four two-digit numbers which add to a total of 100.

How many ways can you find of doing it?

English

LO: To plan a poem

Task: Around the time when Kate Barlow and Sam were alive there was a lot of prejudice towards black people. What does the word prejudice mean? Use a dictionary if you are unsure.

Plan a poem all around the theme of prejudice. There are some examples you might want to look at here:

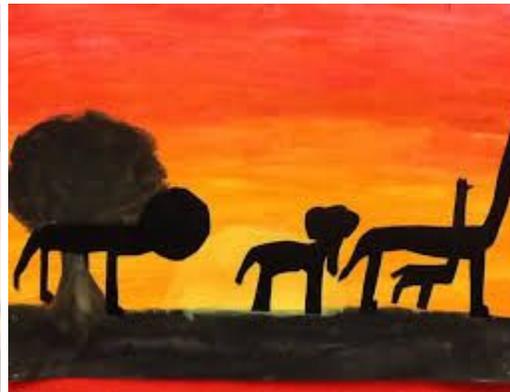
<https://www.poetrysoup.com/poems/best/prejudice>

Choose a style of poem that you want to replicate: you might choose to create an acronym poem, you might want to create a rhyming poem or you might want to retell a story in your poem. Consider what words and phrases you want to use and create a poem and create a word bank.

Art/DT

LO: to draw a silhouette

Younger children



You will need:

A3 paper if possible but A4 is fine too

Yellow, red and orange paints

Brushes

Black card or sugar paper

Scissors

Glue

1. Using yellow and red paint, paint a thick, yellow stripe horizontally onto the bottom of the paper. You only need a small

amount of red paint on their brush to mix into the yellow.

2. Paint the next stripe of orange paint. Show children how to gradually add more red into the yellow and each time paint a horizontal stripe onto the paper until you have created a sunset!

3. Leave to dry.

4. Children could create their own animal silhouettes using black card or sugar paper. Animal stencils can be useful too or children could print out an animal picture from the Internet and draw around it. Model how to create a silhouette, drawing attention to the basic outline of the animal without any facial features.

5. When the sunset is dry, attach the silhouettes with glue. Children could add mountains, trees, water or even people.

Older children

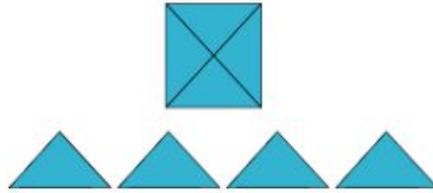


Thursday

Maths

LO: To subtract
Book: CGP KS2 SAT Buster Arithmetic
Task 1 : Complete pages 4 and 5
Task 2: [Addition and Subtraction White Rose Tasks](#)
Support: CGP KS2 Maths SATs Revision Guide page 14
Challenge: [Two and Two](#)

	Guided Reading	<p>LO: To plot events Task: Read chapter 26. Plot the events of what happened. If you need to, draw images to help you. What happened? Was it fair? Write a paragraph summarising what happened and your feelings on what happened.</p>
	English	<p>LO: To create a poem Task: Use your word bank from yesterday to write a poem on the topic of prejudice. Think about the style of poem you have chosen to write. Often the purpose of a poem is to convey an emotion or a story, think about what emotions you want to try and evoke in the reader. If you are struggling, create an acronym poem using the word 'prejudice'.</p>
	RE	<p>L.O: Wisdom Read the story of 'Solomon asks for Wisdom' from the Bible - (1 Kings Ch 3 vs 1-15) or listen to the story on: https://www.youtube.com/watch?v=hmDTuYEGmW0 Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of Solomon and write around him all the things he could have asked God for. Underneath write down what he did ask God. Why do you think Solomon asked for wisdom? What would you ask God for? ● Wisdom is being able to make right decisions that are pleasing to God and which are good for you and other people. Read the two scenarios below, for each scenario below explain what the wise choice and its consequences might be, and what the foolish choice and its consequences might be. <ol style="list-style-type: none"> a) Imagine your mum or dad has baked some delicious cookies or bought a treat to have after lunch. They have left the treat on the table for later, but it looks so tempting. What is the wise choice? What is the foolish one? b) A group of children were playing in the back garden. One of them kicked the ball and it went over the fence and broke a pane of glass in the neighbour's greenhouse. What would be the wise thing the children should do next? What would be a foolish thing to do next? ● Think of two or three scenarios when you are faced with a wise or a foolish choice to make. Describe the choice you might face, what a wise and foolish choice might look like and what the consequences of each choice might be. <p>Reflection - <i>There have been times when we have all made unwise decisions and foolish choices. Reflect on a time when you have been unwise in the past, think about what a wise decision might have been and ask for God's help to make better decisions in the future.</i></p>
Friday	Maths	<p>LO: To work systematically to create a range of shapes - Four Triangles If you cut a square diagonally from corner to corner you get four right-angled isosceles triangles.</p>



How many different shapes can you make by fitting the four triangles back together?

Task:

- You may only fit long sides to long sides and short sides to short sides.
- The whole length of the side must be joined.
- Record the shapes that you make (you could draw them or take pictures)
- Using the number of sides, categorise the shapes that you create

English

LO: To perform a poem

Task: Yesterday you wrote a poem. Practise performing it in front of a mirror. Either film yourself performing your poem and send it to a teacher or perform it to a family member. Don't forget to think carefully about your voice intonation and any actions you want to include.

PSHE

L.O: To recognise our achievements

What are achievements? Think about something you worked hard for. Was it easy to achieve that thing or was it a challenge? Did you feel proud of yourself and why? Would you compliment a friend on their achievement? How does it feel to be complimented?

Younger children:

Think of something you achieved. Here are some images to help.



Make a certificate about your achievement

- 1) Draw a picture frame on your paper
- 2) Write your name and what you achieved.
- 3) Decorate with a celebration drawing like a trophy, fireworks, people clapping.

Older children:

Turn your page horizontally and create a 3-part story board showing the sequence of events leading up to your achievement. For example, *1) You wishing you could swim a length 2) You practising once a week. 3) You finally swimming the length by yourself.* The story board can include speech bubbles or simple sentences to give more detail about your pictures.

Challenge:

Do you think it is important to recognise your own achievements and to celebrate them? Discuss with an adult.

Homework

DT

Choose a recipe and help your family to cook it. You might even decide to cook spiced peaches using the instructions that you created!

Reading

Choose a reading book from home. Read for at least 30 minutes over the weekend.