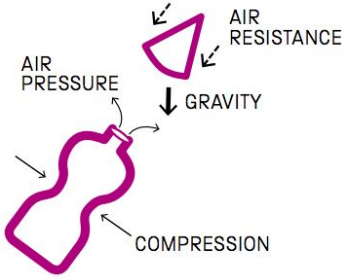
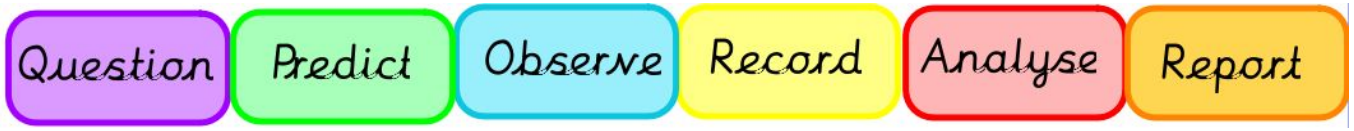
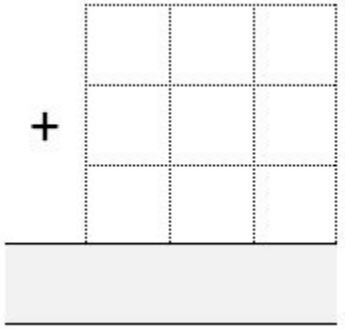
Year 6

Learning for the week beginning Monday 6th July

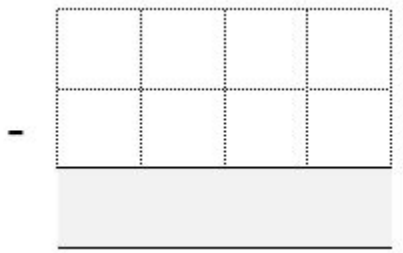
Monday	
Maths	**LO: To use mathematical strategy** **Nice and Nasty** **Find a partner (or play against yourself) and a 1−6 dice, or even a 0−9 dice if you have one. You could use the dice in Dice and Spinners Interactivity if you don't have a dice.** **Each of you draw a set of four boxes like this:**  **Or you can download and print off this scoring sheet.** **Game 1** Take turns to roll the dice and decide which of your four boxes to fill. Do this four times each until all your boxes are full. Read the four digits as a whole number. Whoever has the larger four-digit number wins. There are two possible scoring systems: 1) A point for a win. The first person to reach 10 wins the game 2) Work out the difference between the two four-digit numbers after each round. The winner keeps this score. First to 10000 wins. Now for some variations see the sheet attached.
English	LO: To make a prediction Task: Read chapter 41 and 42. What do you think Stanley means when he asks Zero if he wants to dig one final hole? Make a prediction. Use evidence from the text to support your answer.

Humanities	**L.O: History - Historical Knowledge** Our country has a monarchy - that means it has a monarch, a King or a Queen. Kings and Queens are an important part of the story of our country. **Younger Children:** Who is the Queen of the United Kingdom today? What does she look like? Do you know that she has been Queen since 1952 - that is 68 years! Queen Elizabeth II has ruled longer than any other King or Queen in the history of our country. ● Draw a picture of the Queen (you can see her picture on a bank note if you don't know what she looks like) and write underneath two or three facts about her and one question that you would like to ask her. **Older children:** When William the Conqueror invaded England in 1066 and won the Battle of Hastings a whole new era of British history began. That was over 950 years ago. How many Kings and Queens do you think England has had since then? How many can you name? ● Listen to the Horrible Histories 'Monarch's Song'. Write down as many of the Kings and Queens as you can in chronological order. There should be 41! ● Write down an interesting fact for five of the Kings and Queens that you have learned from the song. **Challenge:** Learn the chorus of the song so that you can recite all 41 of the Kings and Queens of England in chronological order. When you return to school recite them to Mrs Larson to win house points!
Tuesday	
Maths	LO: To divide - short division Book KS2 SAT Buster Arithmetic Task 1: Complete pages 17 and 18 Task 2: Short Division White Rose Tasks
English	LO: To write a diary entry Task: Think about what the prediction that you made yesterday. Imagine you are Stanley, write a diary entry about what you are planning to do. Remember the features of a diary entry: ● Past tense ● Informal tone ● Chatty language ● Adjectives ● Time conjunctions

Guided Reading	LO: To find antonyms Task: Find antonyms for these words: safe, inexplicable, difference, stubborn, distinctive. Choose 2 words and write 2 sentences.
Science	L.O: How far can you make a rocket fly? Instructions:  1. Cut a piece of paper into a a curve (blue shape): 2. 2Fold and tape to make a cone 3. Decorate the cone. 4. Fit on top of an empty plastic milk bottle. 5. Squeeze the bottle 6. Watch the rocket fly.  https://learning.sciencemuseumgroup.org.uk/resources/rocket-mice  **Younger children:** How far can you make the rocket go? Decorate the rocket. Does adding wings or decorations change how far the rocket flies? **Older children:** Can you change the rocket or launcher to improve the rocket flight? Repeat each design 3 times to improve the reliability of your results. Create a labelled diagram of your rocket and measure the distance flown. **Challenge:** Investigate the forces used to allow a rocket to fly. You might consider: Which forces must be overcome? How are rockets designed to reduce air resistance? How do rockets land safely?

	Using your results to try and make improvements to your results is a crucial part of science. By continuingly questioning why scientists got their results and what happens when it is changed a bit, some incredible technology and advancements of our understanding of the world has occurred. James Dyson, bagless vacuum inventor made 5271 vacuums before he finally made one that worked.
Wednesday	
Maths	LO: To estimate and calculate with accuracy This game follows on from Nice and Nasty which you will have played on Monday. Again, there are several games to choose from. Find a partner (or play solo) and a 1-6 dice, or preferably a 0-9 dice if you have one. The interactivity in Dice and Spinners can be used to simulate throwing different dice. Take turns to throw the dice and decide which of your cells to fill. This can be done in two ways: either fill in each cell as you throw the dice, or collect all your numbers and then decide where to place them. **Game 1** Each of you draw an addition grid like this:  Throw the dice nine times each until all the cells are full. Whoever has the sum closest to 1000 wins. There are two possible scoring systems: - A point for a win. The first person to reach 10 wins the game. - Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses. You can vary the target to make it easier or more difficult.

Game 2
Each of you draw a subtraction grid like this:



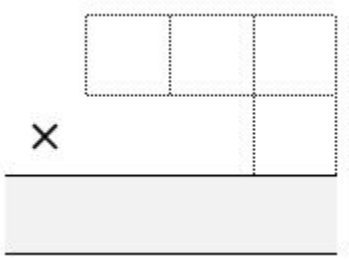
Throw the dice eight times each until all the cells are full.

Whoever has the difference closest to 1000 wins.
There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game.
- Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses.

You can vary the target to make it easier or more difficult, perhaps including negative numbers as your target.

Game 3
Each of you draw a multiplication grid like this:



Throw the dice four times each until all the cells are full.

Whoever has the product closest to 1000 wins.
There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins the game.
- Each player keeps a running total of their "penalty points", the difference between their result and 1000 after each round. First to 5000 loses.

You can vary the target to make it easier or more difficult.
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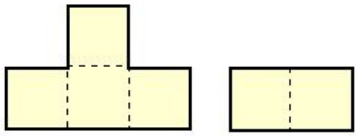
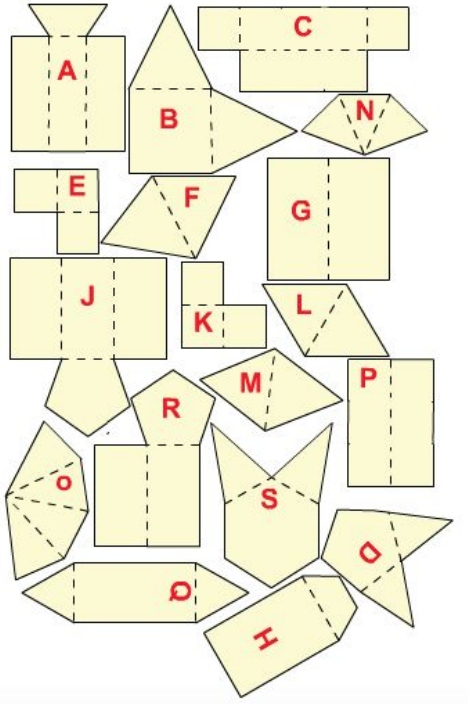
	More Games? How could you play a similar game but using Short Division, Long Multiplication or Long Division? What would be an appropriate target score for each of these operations?
English	LO: To read a chapter and make a prediction Task: Read chapter 43. What do you think the boys are planning to do? Is this the same as your last prediction? If not, write your new prediction and state what changed your mind. If your prediction has remained the same, say what evidence you now have to support your opinion.
Guided Reading	LO: To state how character's feelings change Task: Either use the attached graph or draw your own. Can you explain how Stanley's feelings change throughout this chapter.
Art/DT	LO: to make a robot from junk modelling materials  You will need: Old boxes, tubes, bottle lids, toilet rolls, recycled materials from around the house Sticky tape/glue Grey paint or kitchen foil 1.Sketch your robot first - what will it look like? Imagine all the things you'd like your robot to be able to do and add them in as special design features. Time travel, magic potion squirting, turbo boosters etc. Robots come in all different shapes and sizes. Can you make one as tall as you? Or why not make a family of robots?

	2. Start making the two main parts, the head and the body. Once you have chosen the head and body you can start wrapping them in tin foil (or paint them using silver/grey paint) 3. Join the head and body together with glue or tape. 4. Next find parts for two arms and two legs, wrap them in tinfoil or paint. 5. Attach the legs and arms to the robot body using glue or tape. 6. Now you are ready to add in the details such as the face, buttons, antennae etc
Thursday	
Maths	LO: To divide - short division Book KS2 SAT Buster Arithmetic Task: Complete page 19
English	LO: To plan a letter Task: You are going to write a letter to Stanley and Zero giving them advice on what they should do. Use the prediction you made as a basis for what you are going to give them advice on. For example, if you think they are going to return to camp and hurt the warden what advice would you give them for this? Or, if you think they are going to dig more holes and hope they don't get caught, what advice will you give them for this. Make bullet points of the advice you want to give them.
Guided Reading	LO: To match words with their opposites Match the word to the synonym prejudice — sabotage destroy — bias oppress — aversion incident — persecute hatred — event Task: Match the words and their synonyms.
RE	L.O: Thankfulness Read the story of 'The Ten Lepers' from the Bible - (Luke 17 vs 11-19) or listen to the story: https://www.youtube.com/watch?v=LzZUDRrKgI8&t=8s Choose one of the following activities to do: ● Draw a picture of all the things that you are thankful for

	• Write down what you are thankful for and who you are thankful for - how can you show you thankful? • Plan a celebration to say 'thank you' to someone special for something they have done for you ***Reflection -*** *Why do you think nine of the lepers didn't say thank you? What makes us forget to say thank you?*
Friday	
Maths	LO: To understand the properties of nets of 3D shapes The net of a cube has been cut into two. It could be put together in several ways so that it could be folded into a cube.  Here are the nets of 9 solid shapes. Each one of these has been cut into 2 pieces, like the net of the cube.  **Match the pieces which fit together to correctly form the net of a 3D shape.** **Name the 3D shape that each net makes.** **How many of the nets can you recreate?**
English	LO: To write a letter

	Task: Using your plan from yesterday write a letter to Stanley and Zero giving them advice about your plan. Remember to use formal language and correct punctuation. Try to challenge yourself by using a colon or a semicolon. Remember to set out the letter correctly, writing the address in the top right corner and to use correct spacing on your letters.
Guided Reading	LO: To read chapter 44 Task: Read the chapter and discuss any words you are unsure of with an adult.
PSHE	**<u>Week 6: To explore anxieties around change and transition</u>** Change can be different and it can be scary. It is perfectly normal to feel worried about starting a new school or moving to a new year group. Your teachers are there to keep you safe and make transitioning to a new year group easy. **Younger Children:** Listen to the story The Curious Caterpillar: https://www.youtube.com/watch?v=9m5AV8QFKKo Draw/paint/make a butterfly. With an adult, tell the butterfly (by writing or talking) all the things you are worried about for moving to a new year group. **Older Children:** Make and decorate a box, use the template or make your own. Write down any worries you have about moving to a new year group and put them into the box. Give the box to an adult or a teacher and they can take control of your worries and help you. **Challenge**: Write or draw a picture for your new teacher. Tell them what you are worried about and ask them questions about what life will be life in their classroom. **For Year 6 challenge:** What advice would you give to people in these situations: 1. 'I'm going to be in a new class, in a new school and I'm worried about how to make new friends.' 2. 'I'm worried I might get teased or hurt by older children.' 3. 'I know exams are really important in secondary school and I'm worried I might not do well.' 4. 'I don't know about the latest music and I'm worried I won't fit it and people won't like me.' 5. 'I've heard that the teachers are really strict. I'm scared I'll get shouted at and get detentions.'