

Year 6 Home Learning **Week beginning:** 29th June **Quiz on:** 3rd July

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email (HLteam@oldfletton.peterborough.sch.uk) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
Reading	<p>1) Choose books from your AR range and/or read books from our author Michael Morpurgo – Read these for 30 minutes per day.</p> <p>2) To use my Background Knowledge and to make predictions.</p> <p>3) Spot Breakdowns and Fix It to understand vocabulary.</p>	<p>Web Link 1 – The Accelerated Reader website, this is where your child can access quizzes on texts that they have read. https://ukhosted21.renlearn.co.uk/2233504/default.aspx (For anyone having trouble accessing quizzes for AR books, this web link should solve the problem)</p> <p>Web Link 2 – A website with online books https://readon.myon.co.uk/</p> <p>Web Link 3 – A video about Shakespeare. https://www.youtube.com/watch?v=Wv7-nnUN5QI&index=1&list=PLcvEcrcF_9zLlzMdnCngerqI5CZIRu55m</p> <p>Web Link 4 – A video from the RSC of the Romeo and Juliet prologue. https://www.youtube.com/watch?v=QiqSI3_rBLE</p> <p>Web Link 5 – A video of the Romeo and Juliet prologue, taken from the 1996 film. https://www.youtube.com/watch?v=beV56hp4T3w</p> <p>Reading Resource 1 – The blurb of Romeo and Juliet (taken from the Baker Street Readers shortened version of the play) and an introduction to the characters.</p> <p>Reading Resource 2 – The Romeo and Juliet prologue.</p> <p>Reading Resource 3 – A modern language version of the prologue.</p>	<ul style="list-style-type: none"> • Read for 30 minutes per day. • As you read your back, visualise what is happening. You could draw sketches as you read, or just get a picture in your head. • When you have finished, take an AR quiz. <p>- Background knowledge: What do you already know about William Shakespeare? Discuss with an adult.</p> <p>- Watch the video in Web Link 3 to learn a bit more about The Bard.</p> <p>- Watch the videos in Web Link 4 and 5 to hear two different performances of the prologue from Shakespeare's Romeo and Juliet. A prologue introduces the play. This is the very beginning of Shakespeare's play, Romeo and Juliet.</p> <p>- Now, read the blurb and the character profiles in Reading Resource 1.</p> <p>- Make a prediction based on what you have read and heard so far about the story. Answer the question at the end of the blurb, using what you know from the videos and the character profiles for evidence.</p> <p>- Read the prologue in Reading Resource 1.</p> <p>- As you read through, underline or make a note of any words or phrases which you are unsure about. Have a go at fixing them – read around the word, find the word class. What synonyms could you swap them for?</p> <p>- Now, look at the version in Reading Resource 2. This uses modern language. What do you notice? Do you 'Fix Its' make sense? Were they correct? Now, think back to your prediction in the previous lesson. Do you know more now about what will happen in this play? Has your prediction changed?</p>	<ul style="list-style-type: none"> • Please ensure that your child has access to texts and that they read for 30 min per day. • Ask what they have read and have a discussion with them about it – when they have finished the text, ask them to summarise it for you. • Ensure your child has access to the resources and encourage them to discuss their predictions with you, using evidence from the blurb and character profiles. • Help your child to access the resources. • Discuss the tricky words and their meanings.

<p>Writing</p>	<p>1) To create an emotive language word bank.</p> <p>2) To use emotive language effectively, to respond to given scenarios.</p> <p>3) To use emotive language effectively, to voice my opinion on something I care about.</p>	<p>Web Link 1 - Information about emotive language with lots of examples. https://www.twinkl.co.uk/teaching-wiki/emotive-language</p> <p>Writing Resource 1 - Scenarios cards for emotive language (Included in Resource Pack)</p> <p>Writing Resource 2 - Template for word bank. (Included in Resource Pack)</p> <p>Writing Resource 3 - A emotive language word mat. (Included in Resource Pack)</p> <p>Writing Resource 4 - Two examples of persuasive letters - only use these if you can't find your original copies. (Included in Resource Pack)</p>	<ul style="list-style-type: none"> - Review: Name 3 features of persuasive writing. - Today, we will focus on using emotive language to try and create a response in the reader. This means choosing particular words which will have an effect on them. - Look at the cards in Writing Resource 1. Imagine you are in these scenarios (there are 2 sets of pairs which give opposite opinions). - You are going to create a word bank for each scenario. In your word bank you must include: effective adjectives (e.g. appalling), abstract verbs (e.g. terror) and powerful verbs (e.g. destroyed). - You could use the template in Writing Resource 2 for your word bank or just write your words down on a separate piece of paper. - Review: Name 3 abstract verbs. - Look at your word bank from the previous lesson. Can you improve any of your word choices by using a thesaurus? - You are now going to write a response to each scenario. For each of the four scenario cards, you will write 3 sentences, making sure you include your effective adjectives, abstract verbs and powerful verbs from your word bank. - I have included some examples of emotive words in Writing Resource 3 for some extra ideas. - Review: Go back to the 2 persuasive letters which we have looked at previously: 'Harry Kane' and 'School Prom' (these are available in Writing Resource 4 in case you don't have the previous copies, but try to find them as they will have your earlier notes on them too) - highlight or jot down all of the emotive language which you can find. - What do you notice about the choice of language? - Now, you are going to think of a scenario which you are about. Think of something which you feel passionately about and write a short scenario (similar to the cards in Writing Resource 1). - You are now going to use emotive language to write a response to the scenario. - Remember to use effective adjectives, abstract verbs and powerful verbs. Highlight these at the end. Can you improve your word choices with a thesaurus? 	<ul style="list-style-type: none"> • Help your child to access the resources. • Ask them to share their sentences with you. • Encourage them to improve their writing with more powerful and effective word choices.
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<p>Spelling</p>	<p>As we have now covered all the words from the Year 6 Word List, I will be sending some Theme-related words to spell each week. We will continue to review Word List words so keep practising any which you found tricky.</p> <p>represent, traditional, sculpture, rhythm, circle, diameter, radius, circumference</p>	<p>Resource 1 - Year 5 & 6 Word List (sent as a separate document previously)</p>	<ul style="list-style-type: none"> • Start by learning the meaning of each word using a dictionary or online dictionary, write out the word and definition on a piece of paper. • Now try to use the word in a sentence - you could do this when talking with a friend online from your class or sibling. • Practice learning the spelling by: Look at the word, cover it up, say it out loud, write it out from memory, check it - do this 5 times a day. 	<ul style="list-style-type: none"> • Regular quizzing
<p>Maths</p>	<p>1) Times tables and division facts (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)</p> <p>2) To illustrate and name the parts of a circle.</p> <p>3) To solve practical problems involving circles.</p>	<p>Web Link 1 - This website replicates the National Times Table Test that was due to start this year. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p> <p>Web Link 2 - Times table Rockstar page, a website where the children can practice their tables. https://trockstars.com</p> <p>Web Link 3 - An Oak National Academy lesson. https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-illustrate-and-name-parts-of-a-circle</p> <p>Web Link 4 - An Oak National Academy lesson. https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-solve-practical-problems-involving-circles</p>	<ul style="list-style-type: none"> • Start by writing out the times table e.g. $1 \times 9 = 9$ $2 \times 9 = 18$ • Now cover it up and try to write it out from memory. • Now check your answers to see if you got it right. • Now write it out again from memory and time yourself. • Now check your answers and your time. • Try to beat your time each day. • Play Rockstars or try the Times Table Check. <p>- Review: What are the SASO (sides, angles, symmetry, other) properties of a circle?</p> <p>- Work through the lesson on web link 3. Begin with the quiz, then watch the video, pausing whenever you need to. Complete the independent activities and check your answers with the teacher at the end.</p> <p>- Review: Name the parts of a circle.</p> <p>- Work through the lesson on web link 4. Begin with the quiz, then watch the video, pausing whenever you need to. Complete the independent activities and check your answers with the teacher at the end.</p>	<ul style="list-style-type: none"> - Regular quizzing. - Remember to quiz your child on division facts as well as multiplication e.g. $7 \times 4 = 28$, so $28 \div 7 = 4$ - Help your child to access the online lesson. - When they have checked their answers, address any misconceptions with them. - Help your child to access the online lesson. - When they have checked their answers, address any misconceptions with them.

<p>Music (Linked to Block 4)</p> <p>World Unite</p>	<p>1) To create rhythm patterns and arrange different musical sections to build a larger scale performance.</p>	<p>Web Link 1 – Music Express website. https://connect.collins.co.uk/school/teacherlogin.aspx</p>	<ul style="list-style-type: none"> - Go to web link 1 and log in using these details - USERNAME: parents@harpercollins.co.uk PASSWORD: Parents20! - Click on Music Express - Select Lesson Bank, Year 6, World Unite, World in Harmony. - Click on Lesson 1 (World Unite) and work through the activities. These are meant for a whole class but you can practise on your own or with a sibling or adult at home. Listen, sing along and create your own 'four-beat' body pattern. - Keep practising the song throughout the week, so that you learn the lyrics by heart. - Perhaps you could create actions or a poster with pictures that remind you of the order. 	<ul style="list-style-type: none"> - Help your child to access the website. - Ensure they have access to items required to conduct the tasks. - Discuss their findings with them and encourage them to have a go at the extension task.
<p>Art (Linked to Block 4)</p> <p>3D Sculpture - Maya masks</p>	<p>1) To create my own design for a traditional Mayan mask.</p>	<p>Web Link 1 – A video demonstration of a paper Mayan mask. https://www.youtube.com/watch?v=a7HxkPGdKYg</p> <p>Web Link 2 – A video demonstration of a cardboard mask, covered in papier mache (this isn't a Maya mask, but you can apply this method for your own design). https://www.youtube.com/watch?v=_y15qm-UFks</p> <p>Web Link 3 – A video demonstration of a Maya mask which uses air-drying clay and paper. https://www.youtube.com/watch?v=pxNsw2X_FWY</p>	<ul style="list-style-type: none"> - Review: What type of Maya mask have you designed? - Watch the videos in web links 1, 2 and 3. - Decide which method you would like to use to create your own mask. Think about what materials you have available and which would be best for your design. - Carefully draw or mould out your design from last week, using your chosen medium. - Now use card, paper or clay to decorate your mask - aim to create a relief design (where parts of your mask become 3D). - Finally, when your mask is dry, you can decorate it. Think about the colours you chose in your original design. 	<ul style="list-style-type: none"> - Help your child to access the materials needed for their design. - Ask them to share their finished masks with you.
<p>Computing (Linked to Block 4)</p>	<p>1) To understand how to input data into a spreadsheet.</p>	<p>Web Link 1 – Microsoft Excel Online. https://office.live.com/start/Excel.aspx (You will need a login to Office 365 to access this, but if you don't have one, you can sign up for free).</p>	<ul style="list-style-type: none"> - Review: What data did you gather in your last computing lesson? Find your saved data. How did you decide to represent it on your computer? Which was the best way to represent the data? Why? - Now, you are going to learn how to input the data into a spreadsheet. - Go to web link 1 and work through the 'Take a Tour' to learn about how to use the basic features of Microsoft Excel. - Now, have a go at creating your own spreadsheet to represent the data you gathered in the last computing lesson. - Remember to save your work. 	<ul style="list-style-type: none"> - Help your child to access the web site and login. - Encourage to follow the instructions and practise the skills in the 'Take a Tour' section. - Ask them to share their spreadsheet with you when it is complete.