

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 Red Aloud, Think Aloud.</p> <p>3) To retrieve information from Romeo and Juliet.</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://www.storylineonline.net</p> <p>Reading Resource 1 – Romeo and Juliet pages 6 – 31. (Included in Resource Pack)</p> <p>Reading Resource 2 – Retrieval questions for Romeo and Juliet. (Included in Resource Pack).</p>	<ul style="list-style-type: none"> • Read for 30 minutes per day. • While you are reading, stop when you have a meaning breakdown and try to fix it. Remember to read around the unknown word or phrase, think about the context and word class, then swap for a synonym. • When you have finished, take an AR quiz. <p>- Review: Think back to the prologue which you read last week. What predictions did you make?</p> <p>- Read the beginning part of Romeo and Juliet (Reading Resource 1). It might be useful to allocate roles to yourself and others in your house, then you can read aloud the different parts together.</p> <p>- As you read aloud, pause do discuss or write down your thoughts. You could use a thought bubble or just jot down notes on your wonders, questions and predictions.</p> <p>- Review: Make a prediction about what you think will happen to Romeo now that he has killed Tybalt, Juliet's cousin.</p> <p>- Work through the retrieval questions in Reading Resource 2 – remember to find the information first, re-read it to check understanding, and then answer the question.</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. <p>• Ensure your child has read the pages of Romeo and Juliet which are provided in the resource pack.</p> <p>• Join in with the reading aloud – take on a role/s each.</p> <p>• Discuss as you read – What questions do you have? What does it make you wonder? What predictions can you make?</p> <p>• Help your child to find relevant information in the text and answer the questions.</p>

<p>Writing</p>	<p>1) To consider opinions on important issues relating to animal and human rights.</p> <p>2) To use the Power of Three to persuade.</p> <p>3) To use the Power of Three in a persuasive speech.</p>	<p>Writing Resource 1 - Example scenarios relating to human and animal rights. (Included in Resource Pack).</p> <p>Web Link 1 - Obama speech video. https://www.youtube.com/watch?v=Wch9VIbdkog</p> <p>Writing Resource 2 - Example Power of Three sentences. (Included in Resource Pack).</p>	<ul style="list-style-type: none"> - Begin by reading through the animal and human rights scenarios in Writing Resource 1. - Jot down your initial responses to these scenarios - How do they make you feel? Which side are you on? For or against? - You are now going to consider each side of the argument for each scenario. Think about what someone with opposing views to you might say in response to these scenarios. - Fill in notes on your ideas for each side of the debate - for and against. Perhaps you could debate these issues with someone else at home. - Review: What is the Power of Three? (Sometimes called the List or Rule of Three) Tell an adult. - Watch the video on web link 1 - How many examples of the Power of Three can you spot in Obama's speech? - You are now going to write your own Power of Three sentences for each side of the two scenarios in the previous lesson. - Look at Writing Resource 2 to see some examples of Power of Three sentences. - Review: look back at the scenarios in Writing Resource 1 - which do you feel most passionate about? Are you for or against? - Decide on one argument to focus on, either for or against one of the given scenarios. - You are going to write a speech, using persuasive language, including the Power of Three. - You will need to write the speech out. Think about everything you know about persuasive writing techniques and focus especially on using the Power of Three to persuade. - Once you have written your speech, have a go at delivering it. Think about your tone of voice. Which parts do you really want to emphasise? Can you persuade someone at home that your view is the right one? 	<ul style="list-style-type: none"> • Help your child to access the resources. • Ask them to share their ideas with you. • Encourage them to consider the opposing view and debate with them from the opposing side. • Listen to the speech your child has written.
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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>properties, choreograph, routine, evaluate, controversy, hindrance, dictionary, environment.</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 recognise and describe 3D shapes.</p> <p>3) To build 3D shapes, including nets.</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-recognise-3-d-shapes</p> <p>Maths Resource 1 - Posters with 3D shape properties. (Included in Resource Pack).</p> <p>Web Link 4 - An Oak National Academy lesson. https://classroom.thenational.academy/lessons/coordinates-and-shapes-to-recognise-nets-of-3-d-shapes</p> <p>Maths Resource 2 - A variety of nets. (Included in Resource Pack)</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: Name as many 3D shapes as you can in 30 seconds.</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>- Look through the posters in Maths Resource 1 - you could print these and put them up as a reminder of the properties of 3D shapes. Keep practising and quizzing yourself throughout the week.</p> <p>- Review: I have 3 faces (2 flat and 1 curved). I have no vertices. What am I?</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> <p>- Look at the nets on Maths Resource 2 - match the net to the shape.</p> <p>- Have a go at creating some nets of your own. You could use the examples on Maths Resource 2 for an idea or try creating your own.</p>	<p>- Regular quizzing.</p> <p>- Remember to quiz your child on division facts as well as multiplication e.g. $7 \times 4 = 28$, so $28 \div 7 = 4$</p> <p>- Help your child to access the online lesson.</p> <p>- When they have checked their answers, address any misconceptions with them.</p> <p>- Quiz them on the properties of 3D shapes throughout the week.</p> <p>- Help your child to access the online lesson.</p> <p>- When they have checked their answers, address any misconceptions with them.</p> <p>- Encourage them to make their own nets for 3D shapes.</p>

<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"> - Review: Can you remember the lyrics to 'World Unite'? - 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. - Record yourself either singing or miming the song (have fun!) and send the video in to the HLTeam email address - if I get enough videos sent in, I am hoping to create a Y6 Leavers video! 	<ul style="list-style-type: none"> - Help your child to record themselves singing or miming 'World Unite'. - Send the video in to HLTeam@oldfletton.peterborough.sch.uk - if I get enough videos in throughout the week, I will aim to produce a Y6 Leavers video by the end of term.
<p>PE (Linked to Block 4)</p> <p>Dance</p>	<p>1) To choreograph a set routine for a song.</p>	<p>Web Link 1 - 3 simple moves for beginners Part 1. https://www.youtube.com/watch?v=uJREEGxEP7g</p> <p>Web Link 2 - 3 simple moves for beginners Part 2. https://www.youtube.com/watch?v=NM-2XSQc2q0</p>	<ul style="list-style-type: none"> - Review: Remind yourself of the dance moves you have learnt (web links 1 & 2). - Practise these to warm up your body. - Now, you are going to put these moves along with any other street dance moves which you know or have seen on the other videos which have been sent home (Diversity etc). - Record yourself performing the moves to the 'World Unite' song. - Send your videos in to the HLTeam email address - if I get enough, I will add these to the Y6 Leavers video too! 	<ul style="list-style-type: none"> - Help your child to record themselves performing their street dance moves (in time to the 'World Unite' song). - Send the video in to HLTeam@oldfletton.peterborough.sch.uk - if I can get enough, I will aim to add these to the Y6 Leavers video too.
<p>Art (Linked to Block 4)</p> <p>Maya Masks</p>	<p>1) To reflect on the progress of my artistic skills, identifying ways I could improve my final piece.</p>	<p>Art Resource 1 - An evaluation sheet. (Included in Resource Pack).</p>	<ul style="list-style-type: none"> - Review: What went well with your mask and what could have been better? Jot down your initial ideas. - Complete the evaluation sheet in Art Resource 1. 	<ul style="list-style-type: none"> - Encourage your child to think about their initial design and how well they executed their plan. - Ask them to share their evaluation sheet with you.