

Year 6 Home Learning week beg 1st June 2020

Please find below a list of activities that we would like you to complete this week. Please do not try to do all of these activities in one day; spread them out over the week so that you are doing some school related work throughout each day as if you were in school. Try to work between the hours of 9am and 3pm and make sure that you have regular breaks.

All tasks should be recorded into your topic book with a date and title. If you do not have a topic book, please use an exercise book, or sheets of paper. If you use sheets, remember to keep them together in a folder.

RE

As always, start your day with our morning prayer and remember to say your grace before and after meals. We would also like you to continue to set aside a few minutes each day to say a decade of the rosary asking Mary, the Mother of Jesus to help us through these challenging times. You may do this on your own, but doing it as a family would be even more powerful.

RE – Islam

Task 1 - Create a poster explaining the Five Pillars of Islam. A Power Point will be posted on the class story on Monday that will help you complete this task, but you can carry out additional research if you wish.

Task 2 – Answer the following questions ensuring that your answers are as detailed as possible.

- How do you think these Pillars give guidance to Muslims?
- Which Pillars are about worship and which are about action for others?
- Why do you think that Shahadah is the most important Pillar?
- How are the Pillars similar to the Catholic faith?

Maths – Interpreting Data

Follow the MyMaths lesson to recap on Bar Charts and Pictograms. Remember, this is a lesson (*not* homework) so even though you might do some activities you do not submit the work. <https://app.mymaths.co.uk/4781-lesson/interpreting-data>

Then complete the Bar-Line Charts and Pictograms problem sheet and you can choose the level that you wish to start on (A, B or C). You do not need to complete all of the sheet, but if you are starting on A it would be good to challenge yourself to try the next set. We will post the answers to the problem sheet later in the week.

You should also spend 20 minutes each day on TT Rockstars keeping up to speed with your times tables. Every morning, we will post maths starter questions on the class story and we

will post the answers in the afternoon. This is part of your maths work and should also be completed.

FRACTIONS/DECIMALS/PERCENTAGES REVISION

BBC Bitesize– <https://www.bbc.co.uk/bitesize/dailylessons> If you want to revise work on fractions, decimals and percentages you might find this week’s lessons useful.

Year 6/ P7 online lessons Monday 1 June - Friday 5 June					BBC Bitesize Daily lessons	
Monday	Tuesday	Wednesday	Thursday	Friday		
English Antonyms and Synonyms	English Character development and verb tenses	English Settings and fronted adverbials	English Using parenthesis	English Planning and writing a story		
Maths Convert fractions into percentages	Maths Convert common equivalent fractions, decimals and percentages	Maths Order and compare fractions, decimals and percentages	Maths Find percentages of amounts	Maths Challenge of the week		
History Anglo Saxon art and culture	Geography Fossil Fuels and renewable energy	Science Life cycles in humans and animals	French At school, hobbies and culture	Design and Technology Design skills		

English – Holes by Louis Sachar.

Task 1 - Formal Letter

This week we want you to write a formal letter from the judge to Stanley’s parents informing them of Stanley’s conviction and punishment. It does not need to be a long letter, but it must use formal language. Remember, you do not use contractions in formal writing eg you would write **I am** and not **I’m**.

Dear Mr and Mrs Yelnats,

Paragraph 1

I am writing to inform you of the outcome of Stanley’s court appearance. He was found guilty of... (mention the crime here) and for that reason ...(mention the punishment here)...

Remember, in Chapter 6 the judge called his crime despicable and he suggested that the discipline of the camp might improve Stanley’s character. He also implied that Stanley was lucky that he was not being sent to jail. You should refer to these points in your letter.

Paragraph 2

In this paragraph you can use your imagination as we do not know what the judge would say in a letter. He might say that Stanley would not be allowed visitors at Camp Green Lake, he might also be critical of how they raised Stanley and reprimand them on their parenting and he might say that he hoped that they would all learn a lesson from this eg *In my experience, boys that have been sent to Camp Green Lake...*

Yours sincerely

Task 2

In Chapter 19 Stanley admitted to something he had not done. Remember, he admitted to stealing (and eating) the sack of sunflower seeds from Mr Sir's truck. **Write a short paragraph explaining why you think Stanley admitted to a crime that he hadn't committed.** This chapter was read on Friday 22nd May and is on the class story should you need to relisten to it.

Task 3

Direct and Reported Speech

This task is in preparation for writing a newspaper report in the next few weeks. Watch the Power Point that will be posted on the Class Dojo on Monday and do the activities that are on Slides 11-15.

Word of the Day – each day, find the definition of the word and write a sentence using that word. Challenge: try to use the word in conversation. Astound your family with your vocabulary!

If you google 'word of the day vocabulary ninja ks2' it will bring you to the definitions.

Mon – translucent

Tues – illustrate

Wed – devour

Thurs – havoc

Fri – pinnacle

Spelling <https://spellingframe.co.uk/> This website has some free activities that you could use to practise your spelling skills.

Reading - Read your book for half an hour each day. A reading comprehension task 'Cowboy Song' has been put onto the website and the answers will be given through Class Dojo during the week.

PE – This is the link that was posted on the school page on Class Dojo from the Enfield PE team.

<https://www.enfieldpeteam.co.uk/news/21628/keep-active-at-home>

It has a range of links and videos from Tottenham football players with activities and exercises to try. Joe Wicks is also online each morning on Youtube from 9am – 9:30 and this is a great way to start your day.

Going for a walk, or a run with a family member is something else that you could do to keep fit. If you do decide to go for a walk, or a run please be very aware of social distancing and follow the guidelines set.

Art – This week’s activity links with our writing theme as we are moving on to Graffiti.

Graffiti is often seen as an anti-social style of art as it appears on walls which the ‘artist’ does not have permission to use. It is a criminal offence, but one artist that has made this form of art more acceptable is called Banksy (see <https://www.streetartbio.com/artists/banksy/> for information). He uses stencils to create a particular image.

The style of lettering we would like you to use is attached as ‘Graffiti Alphabets’ on the Year 6 learning page. There are a number of styles for you to practise. If you are able to print them, then you can use grease proof paper, or tracing paper to practise the outlines before you have a go yourself. If you are more confident then you can practise straight into your books. Please try every letter of the alphabet over the next two weeks and we look forward to seeing how you are getting on.

Geography – Your task this week is to find out about the Richter Scale. You should create a fact file that demonstrates your findings. Your fact file should include the answers to the following questions: What is the Richter Scale and what is it used to measure? Who was Charles Richter? What is seismology and what does a seismologist do?

You must include a diagram of the Richter Scale and some facts about Charles Richter.

Science - Adaptation

Last half term, when we became birds with large and small beaks we discovered something important: it is difficult to make models of nature. In reality, the food would not have been that easy to find and the big food would not be easy for the small beaked bird to eat. So, what happens? Animals slowly change over a long time and this is called adaptation. This week, we would like you to explore how animals have adapted in a number of different habitats. Create a grid in your book (see example) for the following habitats: woodland, polar, ocean, desert, jungle. Complete the grid by giving information about the environment, the challenges of the habitat and how animals, or plants have adapted to survive. You should also give an example of an animal, or plant for each habitat.

Habitat	What are the challenges in this habitat?	How have the animals adapted to survive?
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Computing

This week we are building a boat game using another activity from the Hour of Code website. <https://projects.raspberrypi.org/en/projects/boat-race>

For those of you who are ready to move on with Appshed then you have videos 4, 5 and 6 to watch in the Appshed academy. Full details of how to label screens to match the tabs and create links from the home page are in the attached 'Appshed Week 3' document. For those of you who have not reached that point, do not worry as you can always look back through the previous videos and notes that are on the school website to help you reach this point. Mrs Hindle and Mrs Warrington can also help via the Class Dojo. Please remember that Appshed does not work on mobile technology, so we understand that some of you will not have access to it.

Please do not worry if you cannot complete all of the suggested activities. We are all doing the best that we can during this difficult and strange time. We miss you and look forward to being in contact soon.

Kind regards,

Mrs Hindle and Mrs Warrington 😊