



## Learning Project WEEK 1 - Year 6

Weekly Maths Tasks (Aim to do 1-2 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Follow the link and click on the heading titled ‘<b>Week 1</b>’ (based on ratio). There are five lessons, so one lesson per day should be completed. Each lesson contains a video, an activity and the answers. <a href="https://whiterosemaths.com/homelearning/year-6/">https://whiterosemaths.com/homelearning/year-6/</a></li> <li>Get a piece of paper and ask your child to demonstrate everything they know about fractions. This could be in the form of pictures, diagrams, explanations, calculations or methods etc. They can be as creative as they want to be.</li> <li>Over three days, follow the link and click on the headings ‘<b>Day 1- Problems of the Day 2020,</b>’ ‘<b>Day 2 – Problems of the Day 2020,</b>’ and ‘<b>Day 3 – Problems of the Day 2020.</b>’ Complete the problems written on the <b>blue</b> page only. Answers can be found at the very start, if you scroll to the first page of the web link. <a href="https://whiterosemaths.com/resources/classroom-resources/problems/page/5/">https://whiterosemaths.com/resources/classroom-resources/problems/page/5/</a></li> <li>Follow the link, click on Spring, then select and download the folder titled, ‘<b>Year 6 Spring Assessments</b>’ and use the document titled ‘<b>Year 6 – Arithmetic – Spring 2019</b>’ (answers can be found in the same folder). You have 30minutes to complete the test. <a href="https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-term-primary/">https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-term-primary/</a></li> <li>Follow the link for a fast paced game against the clock. Children should focus on multiplication, division and square numbers and can set their own level of difficulty. <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></li> </ul>	<ul style="list-style-type: none"> <li>Read the text ‘Video Game Adventure’ (attached with this document).</li> <li>Encourage your child to note down any unfamiliar words that they come across. Your child should then write their own definition for each identified word by reading around the sentence. After, your child should then write the actual definition for each word using a dictionary.</li> <li>Ask your child to summarise each paragraph of the story in no more than <u>10 words</u>. Remember: summarise means to extract the main point.</li> <li>Ask your child to predict what might happen next in the story. They could bullet point their prediction, create a comic strip or present their prediction in their own creative way.</li> <li>Encourage your child to develop their own set of questions based on the text that they have read. They can then use their questions to quiz a family member. They must construct questions that cover the VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, and Summarise.)</li> </ul>
Weekly Spelling Tasks (Aim to do 10 mins per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> <li>Encourage your child to recall what set of ‘Clued Spellings’ they are on in school and use the correlating ‘Clued Spelling’ sheet attached.</li> <li>Look at the ‘Clued Spelling’ word list and select one new spelling each day to practise using the Look, Cover, Write and Check system.</li> <li>On the first day, your child should be tested on their first spelling by an adult. If they get the spelling correct, they put a small tick next to it. On the second day, they are then tested again on the same spelling (plus a new spelling). They need to earn three ticks on a spelling before they can highlight it off and say that they have learnt it.</li> <li>Get your child to proofread their writing tasks from the day. They must use a dictionary to check the spellings of any words that they found challenging and make corrections where required.</li> </ul> <p><i>Your child should be familiar with the ‘Clued Spelling’ system and how it is structured, as they use this system</i></p>	<ul style="list-style-type: none"> <li>Using the picture as a stimulus from the link provided, ask your child to create a <b>story</b>. Your child should use highly descriptive sentences (similes, metaphors, personification, and expanded noun phrases) to describe the day the robots came and what happened. <a href="https://www.pobble365.com/the-invasion">https://www.pobble365.com/the-invasion</a></li> <li>Ask your child to write a balanced argument focused on one of the following questions: ‘Is technology good or bad?’ or ‘Should video games be banned?’ Your child must put forth strong pros and cons in order to formulate their balanced argument.</li> <li>Ask your child to construct a set of instructions based on how to survive a day without technology.</li> <li>Ask your child to think of their favourite piece of technology (e.g. mobile phone, game console, television etc.) Your child should then construct a persuasive advert which encourages the general public to purchase this piece of technology.</li> </ul>

in school.

- Your child should think about the Year 3000. What technology might exist then? Your child should write a description of what they think the future will be like.

### **Vocabulary you can use in your writing**

**Expanded noun phrases:** the peculiar figure with its impenetrable coat of steel, peered out across the vast land.

**Similes:** the trees were like toothpicks splintering beneath the feet of the intruders.

**Personification:** the trees trembled in fear as the robots scoured the land looking for their next victim.

**Metaphors:** the robots were sinister storm clouds in the distance, bringing nothing but a strong sense of foreboding.

**Conjunctions:** in addition to this, furthermore, moreover, as well as this, in contrast, in opposition to, on the other hand.

**Debating language:** it can be argued that... Many people believe that... Medical professionals confirm... It is argued

**Imperative verbs:** put, sort, place, locate, collect, turn, build, cut, roll, wash, fold, bend, select, grab.

**Prepositions:** beneath, beside, under, over, next to, above, below, beyond, in, across, among, between.

**Time connectives:** firstly, secondly, thirdly, after, next, then, meanwhile, before, when, finally, lastly.

**Hyperboles (exaggeration):** it is so amazing it will blow your socks off. Your life will never be the same again.

**Superlatives:** greatest, best, most, smartest, biggest, nicest.

**Modal verbs:** should, must, need, may, might, can, would, will, shall.

### **Vocabulary you can use in your Maths**

Ratio, proportion, fraction, scale factor, scale, solve, calculate, multiply, divide.

## **Learning Project - to be done throughout the week**

**Here are additional tasks which the children can undertake linked to our curriculum.**

- **Let's Wonder:** Research the terms vertebrate and invertebrate. Then think of six animals that you would classify as a vertebrate and six animals that you would classify as an invertebrate. You can record your ideas in the form of a table or diagram. Afterwards, use the internet to check that you have placed each animal under the correct heading.



- **Let's Create:** Think of a new video game that children all around the world can play. Design the front cover of your video game. Remember it must be clear, eye-catching, bright and interesting to look at.



- **Be Active:** Using the powers of technology, either access Go Noodle or Joe Wick's (The Body Coach TV) kids workout on YouTube and get those hearts pumping.  
***Recommendation at least 2 hours of exercise per week.***



- **Time to Talk:** Sit down with your parent(s) and discuss how technology has advanced/change over the years since your parents were young. You could even call/FaceTime your grandparents in order to go even further back in time.



- **Understanding Others and Appreciating Differences:** Speak to the family members in your household. What piece of technology could they not live without? Why? And if they had to get rid of one piece of technology, what would it be and why? Think carefully about whether you agree or disagree with their choices, and why their opinion might be different to your own.



- **Reflect:** Think about how much time you spend using technology (e.g. phone, games console, television). Either on Saturday or Sunday, aim to go 'technology free' and plan some activities that you can do instead of those that are technology based.



**Additional learning resources parents may wish to engage with**

<http://www.pobble365.com/> - A great resource containing daily photos which can be used as a writing stimulus.

<https://www.themathsfactor.com/> - An excellent resource which has been made free. Let Carol Vorderman teach your child maths.

<https://www.worldbookday.com/world-of-stories/> - A web link which provides a good selection of audio books.

<https://classroomsecrets.co.uk/free-home-learning-packs/> - A useful web link which provides learning packs.

<https://whiterosemaths.com/homelearning/> - A useful web link which provides learning packs.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer) - A wide range of resources available for all subjects (use the code UKTWINKLHELPS).

<https://collins.co.uk/pages/support-learning-at-home#Primary> - A great resource providing study books, practice papers, worksheets, and e-books.

**Miss Roffey**