



Learning Project WEEK 4 - 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"> Follow the link and click on the heading titled ‘Summer Term – Week 3’ (based on fractions and math challenges). There are five lessons, so one lesson per day should be completed. Each lesson contains a video, an activity and the answers. https://whiterosemaths.com/homelearning/year-6/ Follow the link provided and click on the 50% option in order to complete the loop card challenge. Once complete, repeat the process three times by clicking on the 25%, 10% and 75% options. For an extra challenge, why not compete against a family member. Who can complete the loop cards for each round in the quickest time? https://www.topmarks.co.uk/Flash.aspx?f=loopcardsv6 Over three days, follow the link and click on the headings ‘Day 10 - Problems of the Day 2020,’ ‘Day 11 – Problems of the Day 2020,’ and ‘Day 12 – Problems of the Day 2020.’ Complete the problems written on the blue page only. Answers can be found at the very start, if you scroll to the first page of the web link. https://whiterosemaths.com/resources/classroom-resources/problems/page/3/ Challenge your children to select items in your house (this could be rubbish, materials, household objects) and sort them into things that are recyclable and non-recyclable. What percentage and fraction of items are recyclable and what percentage and fraction of items are non-recyclable? Follow the link and click on ‘Summer,’ then select and download the folder titled, ‘Year 6 Summer Assessments’ and use the document titled ‘Year 6-Reasoning-Summer 2019’ (answers can be found in the same folder). You have 40minutes to complete the test. https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-term-primary/ 	<ul style="list-style-type: none"> Read the text ‘Alien Landing’ (attached with this document) and discuss what you read with an adult/sibling. <i>Answer the following retrieval based questions:</i> <ol style="list-style-type: none"> 1) What was the first sign for the boys that something was coming? 2) What was the police’s reaction to the boys’ story? 3) Where were the boys staying? 4) Why were the boys in the forest to start with? 5) What happened when Tom rubbed the stone? 6) What did the spaceship look like? 7) What did the doctor believe had caused the boys’ amnesia? <i>Answer the following language based questions:</i> <ol style="list-style-type: none"> 1) What does the term ‘mesmerising’ mean? 2) In paragraph 1, find and copy a word which means ‘with extreme tiredness.’ 3) In paragraph 3, find and copy a phrase which suggests that the boys were panicked. 4) What does the term ‘scorched’ mean? 5) In paragraph 5, find and copy a word which means ‘partial or total loss of memory.’ 6) In paragraph 3, find and copy two words that are synonyms of each other. <i>Using the text, number the following events (from 1-5) in the order that they occur:</i> <ol style="list-style-type: none"> 1) The boys hid behind a bush. ____ 2) The boys struggled to remember what had happened. ____ 3) The boys discovered a shadow moving. ____ 4) Tom discovered the black pebble hidden in his pocket. ____ 5) The boys heard a whirring noise. ____ Summarise each paragraph of the story in no more than <u>8 words</u>. Remember: summarise means to extract the main point.
Weekly Spelling Tasks (Aim to do 10mins per day)	Weekly Writing Tasks (Aim to do 1 per day)
<ul style="list-style-type: none"> Encourage your child to recall what set of ‘Clued Spellings’ they are on in school and use the correlating ‘Clued Spelling’ sheet attached. Look at the ‘Clued Spelling’ word list and select one new spelling each day to practise using the Look, Cover, Write and Check system. 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. Get your child to proofread their writing tasks from the day. They must use a dictionary to 	<ul style="list-style-type: none"> Using the link, watch the powerful animation based on the effects of deforestation. Imagine you are the orangutan from the animation construct a description which covers the day the human’s came to destroy your habitat. You should include a description of what you witness, how you feel and what the humans and their machines look like through your eyes. Remember this should be an emotive and thought provoking piece of writing. https://www.youtube.com/watch?v=3Ha6xUVqezQ Carry out research on Sir David Attenborough based on his childhood, education, work experience, greatest successes (how he has helped the environment), and the positive impact that he has had on global changes. Once you

check the spellings of any words that they found challenging and make corrections where required.

Your child should be familiar with the 'Clued Spelling' system and how it is structured, as they use this system in school.

have carried out this research, construct a biography informing the general public all about the life of David Attenborough.

- Imagine that the council are planning on destroying a much loved park in your local area, and replacing it with a car park. Make a list of all of the reasons why this should not happen. You may want to consider the impact on the environment, the danger to people's health, the reasons why a park is used etc.
- Using the reasons you thought of, write a formal letter of complaint to the council. In your letter you must state why you are writing to them, how the plan to replace the local park with a car park has made you feel, and the reasons why the proposed plans should not be allowed to go ahead.
- Think about all of the ways in which humans are damaging the Earth (e.g. littering, using cars, deforestation). Create a song or a rap which promotes the need to care for our planet. You may want to take inspiration from an act that appeared on Britain's Got Talent this weekend. <https://www.youtube.com/watch?v=L-IFA-uB90Q>

Vocabulary you can use in your writing

High level adverbs: violently, desperately, viciously, destructively, barbarically, alarmingly, horrendously, menacingly.

'ed' openers: panicked by the sight of the approaching monsters, I desperately tried to climb to high ground.

Devastated by the utter destruction caused, tears cascaded down my face like an unrelenting stream.

Emotive language: unrelenting, unyielding, destruction, obliterating, annihilating, soul-destroying, vanquishing, horrific.

Similes: the jaws of the trucks were like the pits of Hell, dragging all that I have ever loved into the abyss.

Metaphors: the humans were a tidal wave, obliterating anything and everything in its path.

Fronted adverbials: shortly after he was born...In August 2015...On the outskirts of Kent, Shockingly...

Passive Voice: a large part of the world was explored by Attenborough. Sir David Attenborough was knighted by Queen Elizabeth.

Reinforcing conjunctions: in addition to this...As well as this...Moreover...Furthermore...Further to the above point...Another reason...Also...

Debating language: I strongly believe...I think...I am of the opinion that...I feel that...In my view...

Rhetorical question: How would you feel if it was your local park that was being destroyed? Would you be able to live with this on your conscience?

Vocabulary you can use in your Maths

Fractions, parts of a whole, numerator, denominator, mixed number, improper fraction, add, subtract, order, compare, common denominator, greater than, less than, equal to, simplify, simplest form, divide, greatest common factor.

Learning Project - to be done throughout the week

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

- **Let's Wonder:** Looking specifically at classifying plants, research five–six trees which exist (e.g. oak, mahogany, maple etc.) Construct a table which contains three headings: name of tree, features of tree and leaf type. In the column headed 'features of tree,' list the things that oak trees have which make them easy to identify. In the column headed 'leaf type,' sketch the leaves from each tree type that you have selected.



- **Let's Create:** Tying in with the animation that looked at the impact that deforestation is having on the orangutan community, create your own protest poster against deforestation.



- **Be Active:** Pick your favourite song and create a dance routine to it. Practise your dance routine across three days of the week and then you can either perform it to a family member or you can even teach it to a family member, if they are feeling adventurous!
Recommendation at least 2 hours of exercise per week.



- **Time to Talk:** Sit down with your parent(s) and discuss the following question, 'If you could live in any habitat, where would you live and why?' I wonder how your choice differs from the people in your household.



- **Understanding Others and Appreciating Differences:** Focus on the environment in which you live. Discuss with a member of your family how the people in your area differ. What makes them different to you? What makes them similar to you?



- **Reflect:** Think about the part you play in taking care of the planet. Make a list of the things you do to help the planet and the things that you do which harm the planet. Discuss these with a member of your family.



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://www.bbc.co.uk/bitesize> - An amazing resource packed full of daily lessons (for all year groups) with videos and activities included.
- <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 - 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.

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