



Learning Project WEEK 5 - 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 ‘Year 6/P7 Age 10-11 Lessons.’ Please complete the following lessons: <i>11th May Maths</i>, <i>12th May Maths</i>, <i>13th May Maths</i>, <i>14th May Maths</i> and <i>15th May Maths</i>. Each daily lesson will provide helpful tutorials for your child to watch, activities to practise the taught skill, games to consolidate their learning, and written answers so that they can check their work. https://www.bbc.co.uk/bitesize/dailylessons Follow the link provided and click on the ‘rounds to nearest 10’ option in order to complete the loop card challenge. Once complete, repeat the process twice more by clicking on the ‘rounds to the nearest 100’ and ‘rounds to the nearest 1’ 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 13 - Problems of the Day 2020,’ ‘Day 14 – Problems of the Day 2020,’ and ‘Day 15 – 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/ Look at a recipe with your child. Ask them to calculate how much of each ingredient would be needed if the amount of people it was cooked for was halved, doubled, tripled etc. Discuss with them what maths they might need to think about in order to calculate the correct answers. Follow the link and click on ‘Autumn,’ then select and download the folder titled, ‘Year 6 Autumn Assessments’ and use the document titled ‘Year 6-Arithmetic-Autumn 2018’ (answers can be found in the same folder). You have 30minutes to complete the test. https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-term-primary/ 	<ul style="list-style-type: none"> Read the chapter ‘Here Comes Charlie’ (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) Why did the family all look forward to Sundays? 2) What tortured Charlie the most? 3) Why did the four grandparents get the bed? 4) What was Charlie’s father’s occupation? 5) How much did the bar of chocolate that Charlie got for his birthday usually cost? 6) What did the family usually eat for supper? 7) How many people lived in the Bucket household in total? <i>Answer the following language based questions:</i> <ol style="list-style-type: none"> 1) What does the author’s use of the word ‘belching’ suggest about the way in which the smoke left the factory? 2) What does the word ‘draught’ mean? 3) What does the phrase ‘horrible empty feelings in their tummies’ suggest about how the family are feeling? 4) What does the term ‘expose’ mean? 5) What does the phrase ‘great slabs’ suggest about the appearance of the chocolate? 6) What is the most impressive word that you think the author has used in the text? Explain why. <i>Answer the following inference based questions. These are three mark questions so they should be detailed! (PEE – 3 ‘Points,’ 3 pieces of ‘Evidence’ and 3 ‘Explanations’)</i> <ol style="list-style-type: none"> 1) What impression do you get of the family and the type of life they lead? 2) Do you think the members of the Bucket family are close? Yes or No. Explain. 3) Would you like to have Charlie’s life? Yes, No or Maybe. Explain. Summarise the entire chapter in no more than 50 words. Remember: summarise means to extract the main points.
Weekly Spelling Tasks (Aim to do 10mins per day)	Weekly Writing Tasks (Aim to do 1 per day)

- 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 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.

- Taking inspiration from the animation 'Cloudy with a Chance of Meatballs,' imagine something truly peculiar has happened...it has started to rain food items! Construct a newspaper article which reports on this bizarre event. Remember your report must include the following: the 5W's, key dates and times, key events and quotes from eye witnesses.
- Design a new sweet or chocolate bar and construct a persuasive advert which persuades members of the public to purchase it.
- With adult assistance, bake a cake or make something in the kitchen (breakfast, lunch, dinner or dessert.) Construct a set of instructions which outlines how to make the product so that others too can do the same.
- Use the link to learn all about how chocolate bars are produced. You can also carry out your own research in order to develop your knowledge even further. Once you have acquired a good understanding of the process construct an explanation text which describes the process of how chocolate bars are made starting from the trees to being sold in shops. You may even include a diagram to support your explanation. <https://www.youtube.com/watch?v=PGaLWuLzHBu>
- **Fast food establishments should not be within one mile of schools.** Develop statements to support and refute this statement and then construct a balanced argument which puts forward these points.

Vocabulary you can use in your writing

Relative clause: on Monday 11th May, members of the public, who were doing their daily commute to work, were left stunned when food began raining from the sky.

Passive voice: an eye-witness was interviewed by the media. Frightened members of the public were injured by the falling food.

Direct Speech: Mr Smith recalled, "It was the most peculiar thing I have ever seen in my life! One minute it was blue skies, the next minute it was raining scoops of ice-cream."

Reported Speech: Mr Smith recalled that it was the most peculiar thing he had ever seen in his life.

Hyperboles (exaggeration): it is so amazing it will blow your socks off. Your taste buds will dance in pure delight.

Superlatives: greatest, best, most, tastiest, biggest, nicest, creamiest.

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

Rhetorical questions: are you bored of the usual sweets? Are you craving something delightful? Have you ever dreamt about the best sweet/chocolate bar in the world?

Imperative verbs: put, sort, place, mix, collect, turn, stir, cut, roll, wash, fold, bend, select, grab, sprinkle.

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

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

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







Debating language: it can be argued that... Many people believe that... Medical professionals confirm... It is argued...Scientists would suggest...Doctors state...Evidence shows.

Vocabulary you can use in your Maths

Fractions, numerator, denominator, mixed number, improper fraction, integer, whole number, multiply, divide, amount, keep, change, flip.

Learning Project - to be done throughout the week

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

- **Let's Wonder:** Visit your local green space/park and collect a range of leaves. Using the knowledge gained from last week's activity and any extra research that you may do, identify the type of tree that each leaf has come from and explain how you are able to tell. 
- **Let's Create:** Using the link provided, look closely at the piece of artwork titled 'Vertumnus' which was created by Giuseppe Arcimboldo. Look closely at how Giuseppe uses fruit and vegetables to create a portrait of a person. Your challenge is to sketch a portrait of a person using nothing but fruit and vegetables. If you're feeling extra creative you may want to use real fruit and vegetables in order to create your portrait.
<https://artsandculture.google.com/asset/rudolf-ii-of-habsburg-as-vertumnus/TAGn3nhWHkbIBA?hl=en-GB>. 
- **Be Active:** Watch one of Joe Wick's (The Body Coach TV) workouts on YouTube and then develop your own workout that you and your family can participate in each morning (10-15 minutes per day). **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 were told that you had to eat the same meal (for breakfast, lunch and dinner) for the rest of your life, what would you choose and why?**' Be creative with your reasons and avoid just saying, 'because it's my favourite.' 
- **Understanding Others and Appreciating Differences:** Focusing on food, carry out some research on the types of food eaten in different countries. How do their food choices differ from the food eaten in the United Kingdom? 
- **Reflect:** Think about the type of food you eat, more specifically the unhealthy foods. Set yourself the challenge of avoiding this food type for at least three days. You might think about cutting out crisps, chocolate or sweets. After your three days are up, reflect on how this change made you feel both physically and mentally. 

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.

Miss Roffey