



Learning Project WEEK 6 - 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>18th May Maths</i>, <i>19th May Maths</i>, <i>20th May Maths</i>, <i>21st May Maths</i> and <i>22nd 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 Imagine that you have been given £100 and set the task of planning an end of year class party. Research decorations for the party (on Amazon or another suitable website) and party food/drink (from a suitable supermarket website). Note down each item that you would purchase, the quantity and cost. Ensure that you keep track of how much you are spending as you cannot go over your £100 budget and remember that it is a class party for 29 children. At the end of your list record the total cost price, as well as how much change you would get from your £100 budget. Over three days, follow the link and click on the headings ‘Day 16 - Problems of the Day 2020,’ ‘Day 17 – Problems of the Day 2020,’ and ‘Day 18 – 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/2/ On one of the days that you spend some time out of the house, note down any numbers that you come across (at least 10). Try to pick numbers from a range of places, e.g. door numbers, bus numbers, prices in shop windows, car number plates, posters/adverts that are displayed etc. Once collected, identify all of the factors of each number that you find e.g. Factors of 12 = 1, 12, 2, 6, 4 and 3. 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-Reasoning-Autumn 2018’ (answers can be found in the same folder). You have 35 minutes to complete the test. https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-term-primary/ 	<ul style="list-style-type: none"> Read the extract ‘The Hidden Lodge’ (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 sun compared to? 2) Why had the boys decided to head to the woods? 3) At the end of the story, who were the boys trying to escape from? 4) What strange thing did the main character first notice? 5) What caused the boys’ scratches and cuts? 6) What game were the boys playing in the woods? 7) What did the main character discover in the cabin? <i>Answer the following language based questions:</i> <ol style="list-style-type: none"> 1) What does the author’s use of the word ‘imminent’ suggest? 2) What does the phrase ‘the light had been suffocated from above’ suggest about the setting? 2) What does the word ‘bemused’ mean? 3) Look at the paragraph beginning ‘So there we were,’ find and copy a phrase that suggests it was getting late. 4) In paragraph 5, find and copy a word which means ‘with earnest and eager attention.’ 5) What does the term ‘abyss’ mean? 5) What does the phrase ‘the eerie gloom’ suggest about the appearance of the woods? 6) In paragraph 4, copy a word which indicates that the character is curious. <i>Answer the following inference based questions:</i> <ol style="list-style-type: none"> 1) What season do you think the story is set in and what clues from the text have led you to believe this? 2) What evidence is there to suggest that the boy was scared in the second paragraph? 3) Do you think the boy from the cabin can be trusted? Explain why. 4) Write down three personality traits that you think the main character possesses. Support each one with evidence from the text. Predict what might happen next in the story. You could bullet point your prediction, create a comic strip or present your prediction in your own creative way. Remember to base your prediction on details already stated and implied in the text.
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.

- Imagine you're on a school trip to the art gallery. Using the picture as a stimulus from the link provided, create a **story**. You should construct a story which details what happens whilst you explore the pictures in the art gallery. You should think about your level of description, how you are going to create suspense and tension, and the dialogue that will take place between the characters.
<https://www.pobble365.com/alive>
- Imagine the government have decided to scrap playtime and lunchtime and instead replace them with more 'learning time.' Write a letter of complaint to the prime minister which puts forth the reasons why playtime and lunchtime should not be abolished. Think about the reasons why playtime and lunchtime are so important in order to support your complaint.
- Create a school prospectus which tells other prospective students all about Leeson's Primary School. Think about including information around the following areas: school building, head teacher, class teachers, subjects taught, school clubs, special events and school provisions (e.g. Forest School, school animals, light house etc).
- Research what school life is like in either India, Africa or China. Using the information gathered, write a comparative report on how school life is similar and different to that of school life in the United Kingdom.
- Design your own school by thinking about the following: what subjects/lessons will be taught, what famous people/celebrities will you have to teach each subject and why, what would the classrooms look like, what resources would be available for the children to use, and who would be the head teacher of your school and why. Once you have gathered your ideas, write a description of your school which tells us all about it.

Vocabulary you can use in your writing

Expanded noun phrases: The elephant with the deadly tusks, stepped through the painting. With a look of sheer horror on my face, I slowly began to move back from the painting.

Similes: my heart pounded against my ribcage like a bass drum. The stampede of buffalos showed no mercy, they launched themselves at me like a tsunami.

the trees were like toothpicks splintering beneath the feet of the intruders.

'ing' openers: Peering closely at the antique painting, I noticed something rather queer. Pounding down the staircase of the art gallery, I knew that the stampede of elephants were hot on my heels.

Formal language: I am writing to you as a deeply disgruntled member of Leeson's Primary School. I am shocked and deeply saddened at the prospect of our playtimes and lunchtimes being removed from the school day. This proposal will have a detrimental effect on all pupils.

Modal verbs: will, must, should, could, may, might, can.

Cohesion across paragraphs: as well as the reasons already stated...In addition to the points already raised, I also feel that...In addition to this...Furthermore...Moreover...

Rhetorical question: How would you feel if this proposal was forced upon you? Could you live with yourself if the mental health of children declined as a result of your decisions?

Comparative conjunctions: similarly, in the same way, likewise, as with, equally, in a similar way.

Contrasting conjunctions: although, but, even though, however, on the other hand, whereas, contrastingly, in contrast, alternatively.

Vocabulary you can use in your Maths

Multiply, divide, place value, digit, move, decimals, integers, column method, decimal point, divide, bus stop, remainder, fractions, parts of a whole, convert.

Learning Project - to be done throughout the week

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

- **Let's Wonder:** Animals and plants can be classified by their features. Select eight – ten different animals of your choosing, design your own classification key and then sort the animals accordingly.
- **Let's Create:** Take a close look at your primary school uniform. For this week, design a new uniform for Leeson's primary school students to wear. Whilst designing the new school uniform, think about the following: colour, style, material, new school logo badge etc. Be as creative as you want, but remember the uniform needs to also be practical.
- **Be Active:** Use the following link provided to take part in a 'Harry Potter' themed Cosmic Yoga class. Sometimes it is fun to be a bit silly, let go of any worries and practise some mindfulness whilst keeping fit. **Recommendation at least 2 hours of exercise per week.**
<https://www.youtube.com/watch?v=R-BS87NTV5I>
- **Time to Talk:** Sit down with your parent(s) and discuss how school life has changed over the years since your parents were young. You could even call/FaceTime your grandparents in order to go back even further in time.
- **Understanding Others and Appreciating Differences:** Focusing on school life, make a list of all the different ways that we show acceptance and appreciation for other peoples' differences in our school.
- **Reflect:** As your time in Year 6 is close to ending, you will be moving off to secondary school very soon. With that in mind, reflect on your own learning. How do you think you have performed in Year 6? What strengths have you gained whilst in Year 6? What targets would you like to set yourself for Year 7?



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