



Learning Project WEEK 7 - 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>1st June Maths</i>, <i>2nd June Maths</i>, <i>3rd June Maths</i>, <i>4th June Maths</i> and <i>5th June 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 and complete the questions based on the given train timetable. https://www.primaryresources.co.uk/maths/pdfs/9traintimes.pdf• Over two days, follow the link and click on the headings ‘Day 19 - Problems of the Day 2020’ and ‘Day 20 - Problems of the Day 2020.’ Complete the problems written on the blue page only. Answers can also be found using the given web link. https://whiterosemaths.com/resources/classroom-resources/problems/• On one of the days that you spend some time out of the house, keep a tally of the types of transport that you see, as well as the number of each. Remember modes of transport can include the following: car, bus, lorry, van, bike, motorbike, scooter, skateboard, taxi, train etc. Once you have collected your data, choose a way to present your data e.g. bar chart, pie chart, pictogram or Carroll diagram.• Complete the ‘Year 6 Arithmetic Test’ which is attached with this document (answers also attached). You have 30 minutes to complete the test.	<ul style="list-style-type: none">• Read the extract ‘Find Me’ (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 occupation of the mother?2) What was in the background of the painting?3) What was written on the key?4) What areas of the Manor did the boy most like to explore?5) What caused the father’s death?6) What did the little girl look like?7) What did the mother use to lead her to her son?• <i>Answer the following language based questions:</i><ol style="list-style-type: none">1) What does the author’s use of the word ‘scouring’ suggest?2) What does the phrase ‘uniqueness of the manor’ suggest about the setting?3) What does the word ‘sinewy’ mean?4) Look at the paragraph beginning ‘His mother had sunk into...’ find and copy a word that suggests that the boy is not easily scared.5) In paragraph 4, find and copy a phrase which means ‘move back and forth or sideways.’6) What does the term ‘exuberant’ mean?7) What does the phrase ‘decaying oak door with a rusting lock’ suggest about the door?8) In paragraph 7, find and copy a phrase which indicates that the mother is petrified.• <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 boy screams for help. ____2) The boy discovers a key covered in dirt. ____3) The mother tries to locate her missing son. ____4) The boy inhales the scent of tobacco. ____5) The boy discovers the portrait of the girl. ____• Using the information that you have gained and your comprehension skills, design a suitable front cover for this story.
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.

- Select a mode of transport (e.g. car, bus, train, bike etc.) Design a poster which teaches others how to stay safe whilst using the specific mode of transport that you have selected. Remember, your poster should be eye-catching, informative and easy to understand.
- Design your own mode of transport and then create an information leaflet telling people all about it. When creating your informative leaflet, think about how your mode of transport works, what it looks like, safety procedures that must be followed whilst on board, the destinations that your mode of transport will travel to, and how long it takes to reach the chosen destinations.
- Write a job application as someone who would like to work on board the new mode of transport that you have designed. Think carefully about the skills that you would need for the job and how you can best sell yourself so that an interviewer would select you above anyone else.
- Research the famous explorer Christopher Columbus, paying particular attention to how he travelled and his voyages. Once you have carried out your research, create a journey story (in the form of a comic strip) which retells his voyages.
- Once you have built your own mode of transport (see the 'Let's Create' activity), construct a set of instructions explaining how to make it which other people can then follow.

Vocabulary you can use in your writing

Catchy headings: Danger Alert! Safe, Sensible, Secure! Safety First! Safety Saves Lives!

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

Catchy subheadings: All Aboard Where in the World? Getting from A to B Next Stop

Adding conjunctions: also, furthermore, moreover, as well as this, in addition to this, firstly, secondly, thirdly.

Formal language: I would be the most suitable candidate for this position because... It would be a great privilege to serve in the role... I wish to be considered for the post of... I have an array of characteristics which would make me the most viable candidate...

Imperative verbs: collect, gather, stick, bend, cut, join, measure, draw, combine, connect, seal.

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.

Vocabulary you can use in your Maths

Convert, fractions, percentages, percent, out of 100, numerator, denominator, percent symbol, multiply, divide, equivalent fraction, decimal, 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:** This week you will be testing your memory skills by thinking back on all that you have learnt during our topic on 'Light'. Try and answer as many questions correctly as you can in the quiz using the web link below.

<https://www.educationquizzes.com/ks2/science/light/>



- **Let's Create:** Design and then build your own mode of transport. Your mode of transport must not already exist – it needs to come from your imagination! Remember, when building your mode of transport you can use lots of everyday items from around the house, e.g. bottles, bottle tops, toilet rolls, cereal boxes etc. Remember, one of your writing tasks is based on this activity so make sure to take note of the steps you had to carry out in order to build the mode of transport.



- **Be Active:** Use the following link provided to take part in 'The Wizard of Oz' 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=j_3weVPH0-U



- **Time to Talk:** Sit down with your parent(s) and discuss how people using certain modes of transport (e.g. cars, planes, lorries) is affecting the world in which we live. What impact is it having on our planet?



- **Understanding Others and Appreciating Differences:** Carry out some research based on different countries around the world, specifically looking at the most popular mode of transport in each country. Think about why some modes of transport may be more popular in some countries than others.



- **Reflect:** Do you think the invention of cars was a good thing? Discuss this with members of your family by reflecting on both the positive and negative impact that this invention has had over the years.



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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