


Week 9 Home Learning Year 6
Week Commencing 22nd June 2020

Welcome to our new home learning weekly guide. You will find below the links to the resources for each subject. Please remember that you should only do as much or as little that is right for you and your family. If you wish to do more one day and less the next, that is fine. If you have any concerns or questions, please contact us on dojo and we will do our best to help!

Maths	<p style="text-align: center;">Focus: Algebra</p> <p style="text-align: center;">Click the image to take you to the lessons</p> <div data-bbox="392 499 551 659" data-label="Image">The logo for White Rose Maths, featuring the text 'White Rose Maths' in a blue circle.</div>	<p>In Maths, please continue to follow the sequence on the White Rose Maths. If you have not completed 5 lessons in a week, that's fine - just carry on from where you left off. If the work is too tricky, simply move down to the work from the year group below.</p> <p style="text-align: center;">See attachments on website for the worksheets and answers</p> <p>Follow Week 8 (w/c 15th June)</p> <p>Monday - Lesson 1: Solve two-step equations</p> <p>Tuesday - Lesson 2: Find pair of values</p> <p>Wednesday - Lesson 3: Convert metric measures</p> <p>Thursday - Lesson 4: Miles and Kilometres</p> <p>Friday - Lesson 5: Arithmetic Test Paper 3</p> <p>Optional:</p> <ul style="list-style-type: none">• Test your conversions! – <i>choose which difficulty level you would like and see if you can challenge yourself further if you get them mostly correct. See attachment</i>• Have a go at the Daily 10 activities. Choose your focus at the top of the screen and away you go! <p style="text-align: center;">https://www.topmarks.co.uk/maths-games/daily10</p>
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English	<p>Our topic for the rest of the term will focus on our 'Memories'</p> <p>The Piano</p> 	<p>Over the next few weeks, we will be using a short animation called, 'The Piano' by Aidan Gibbons as the basis for your learning. Follow the lessons in the order below:</p> <p>Lesson 1: Making predictions</p> <p>Today, you will be making predictions based on the sound of an animation</p> <ul style="list-style-type: none"> • Click the link to see the video https://www.literacyshed.com/piano.html • We would like to you minimise the video and <u>only listen to the soundtrack without looking at the images.</u> • Once you have done this, write down the answers to the following questions: <ul style="list-style-type: none"> - What do you think the animation is about? - Who do you think the animation involves? - What do you think happens in the animation? - What elements from the music has led you to believe this? <p>Lesson 2: Answer a range of questions about the animation</p> <p>Today, we would like you to watch the animation with the sound and images, all the way through and write down the answer to the following questions:</p> <ul style="list-style-type: none"> • <i>Who is the woman in the animation and what happened to her? What makes you think this?</i> • <i>When do you think the second scene was set? What do you think happened?</i> • <i>Who is the boy?</i> • <i>When do you think this took place?</i> • <i>Looking at the final scene, is this the past, or the present?</i> • <i>Who is the boy who sits with the pianist? How do you know?</i>
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Remember to answer questions with as much detail as possible and refer back to the animation each time. Think about which reading skills you are using when answering these questions.

Lesson 3: Consider the emotions of a particular character and how this changes

Today, you will be considering the emotions and feelings of a particular character.

- Watch the animation again and plotting the character's emotions on a mood graph based on each key scene. See attached sheet '**Mood graph**'
- Write an explanation about which feeling you attribute to each scene and why. We will expect you to be using high level vocabulary to describe emotions of the character *e.g. solemn, downcast, elated etc. with strong justifications/explanations for your choices.*

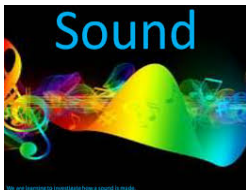
Lesson 4: Inferring a characters' thoughts, feelings and motives


Today, you will be using your inference skills to think carefully about what the elderly man is thinking for each scene in the animation.


- Firstly, look at the image of the main character and draw thought bubbles around his head. Write the thoughts that you think may be running through his head at each key scene in the animation (See '**Key scenes**' sheet) . **Eg Scene with his wife** = *Why did you have to leave me? My heart aches for you every minute of the day. You are the last thought on my mind when I go to sleep, and the first thought on my mind when I wake up.*


Remember to make the thoughts as detailed as possible so the audience can read the emotions this man is feeling.





See attached sheet '**Main Character**'

		<p>Lesson 5: Use a range of writing techniques to describe the animation</p> <p>Today, you will be using a range of writing techniques, (we looked at some of these last week for 'The Magic Box' poem) to write descriptive based on what is happening in key scenes.</p> <ul style="list-style-type: none"> • Look at the images of the key scenes from 'The Piano' – See attached sheet 'Key Scenes' • Write descriptive sentences based on what is happening in each scene using a range of writing techniques. <i>e.g. expanded noun phrases, similes, metaphors, personification, onomatopoeia, fronted adverbials, 'ing' openers or 'ed openers' etc</i> <p>Examples of possible high level sentences:</p> <p><i>Putrid smoke fills the air, a burst of rapid-fire surrounds us... her ghost resonates in the corner of my eye as my fingers dance over the keys.</i></p>
Science	<p>How does sound travel?</p> 	<p>This week ,you will be learning about how sound travels to your ears and recognise why sounds get fainter when you are further from the source of the sound.</p> <p>You will need a few resources for this session (See Activity 2 below)</p> <ol style="list-style-type: none"> 1. A plastic bowl 2. Water 3. A small pebble 4. Instruction to make a telephone – see attached sheet <ul style="list-style-type: none"> • First fill a plastic bowl with water. Drop a pebble in the middle of the bowl. <ul style="list-style-type: none"> - What happened to the water? - What are the ripples? - How does this link to sound?

		<p>This is how sound travels. <i>The pebble is the source of the sound and the ripples are the sound waves travelling. We usually hear sound that has travelled through the medium of air, but it can also travel through solids and liquids.</i></p> <ul style="list-style-type: none"> • Watch https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zstr2nb and complete activities on this page to consolidate your learning. • Can you explain how sound travels? Write a short paragraph to explain this using some of the key vocabulary below. <p>Key Vocabulary sound, transmit, medium, air, water, solid, vibrations, source, sound waves, particles, travel</p> <p>Activity 2 – Make a string telephone</p> <ul style="list-style-type: none"> • Follow the instructions on the attached sheet and think carefully about the questions being asked. • Once you have made your telephone and tested it out with someone at home, can you explain to this person how sound travels. Remember to use scientific vocabulary in your explanation.
History	<p>Ancient Egyptians</p> 	<p>This lesson, you will be learning about Egyptian Pyramids and their importance in Ancient Egypt.</p> <ul style="list-style-type: none"> • Before to start this learning, write down all the things you already know about Egyptian Pyramids. • Next, read through the Twinkl Powerpoint titled 'Egyptian Pyramids' • Using the information you have read on the powerpoint, complete all the sections on the attached worksheet – 'Ancient Egyptian Pyramid Worksheet' <p>Below are a series of short (2mins each) that will give you further information about</p>

		<p>Pyramids</p> <p>Part 1 https://www.bbc.co.uk/bitesize/clips/z849wmn</p> <p>Part 2 https://www.bbc.co.uk/bitesize/clips/zwk8q6f</p> <p>Part 3 https://www.bbc.co.uk/bitesize/clips/zqdw2hv</p> <p>Part 4 https://www.bbc.co.uk/bitesize/clips/z2jqxn timer</p> <p>Part 5 https://www.bbc.co.uk/bitesize/clips/zx72tfr</p> <p>Optional</p> <ul style="list-style-type: none"> If you want to learn more about building the pyramids, watch the following clips called ‘Building the Pyramids Accurately.’ <p>Part 1 https://www.bbc.co.uk/bitesize/clips/ztmxpv4</p> <p>Part 2 https://www.bbc.co.uk/bitesize/clips/zp6tsbk</p> <ul style="list-style-type: none"> Have a go at making a 3D pyramid – ‘Optional Pyramid Building Activity’ sheet https://content.twinkl.co.uk/resource/e1/7e/t2-t-16905-pyramid-building-activity-sheet.pdf? token =exp=1592080738~acl=%2Fresource%2Fe1%2F7e%2Ft2-t-16905-pyramid-building-activity-sheet.pdf%2A~hmac=afc6f4168cfd4e7b636fb25d0e1cef1800d3531b0f1446d78cce333a4e747623
		<p>For guided reading, we would like you to read the text, ‘Take Care’ and complete Set A and Set B across two different days.</p> <p>Remember to:</p> <ul style="list-style-type: none"> read the text carefully and answer the questions as accurately as you can, refer back to the text for each question, text mark the necessary information in the text to help you answer the question.

Weekly Spelling Tasks	<p>Clued Spellings</p> 	<p>Aim to do 10 mins a day</p> <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 check the spellings of any words that they found challenging and make corrections where required. <p><i>Your child should be familiar with the 'Clued Spelling' system and how it is structured, as they use this system in school.</i></p>
	<p>Useful websites</p>	<p>http://www.pobble365.com/ - A great resource containing daily photos which can be used as a writing stimulus.</p> <p>https://www.themathsfactor.com/ - An excellent resource which has been made free. Let Carol Vorderman teach your child maths.</p> <p>https://www.worldbookday.com/world-of-stories/ - A web link which provides a good selection of audio books.</p> <p>https://www.bbc.co.uk/bitesize - An amazing resource packed full of daily lessons (for all year groups) with videos and activities included.</p> <p>https://classroomsecrets.co.uk/free-home-learning-packs/ - A useful web link which provides learning packs.</p> <p>https://whiterosemaths.com/homelearning/ - A useful web link which provides learning</p>

		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.		
Optional extras	<div><p>Join the class times tables challenge on PiXL or Download the PiXL grammar app and have a go at some of the challenges.</p></div>	<div><p>Get stuck into a good book and read for at least 30 minutes a day.</p></div>	<p>Fancy something different?</p> <p>Why not engage in some non-screen time family activities? This week, you could cook a delicious meal or bake something for your family to enjoy together. Get everyone involved and send us some photos!</p>	<div><p>Head to the BBC home learning pages for your year group and pick a topic that interests you to learn about!</p></div>

