



**Week 10 Home Learning Year 6**  
**Week Commencing 29th June 2020**

Welcome to our home learning weekly guide. You will find below the links to the resources for each subject.  
We encourage you to complete this and share your work with us on the dojo portfolio.

If you have any questions, please contact us on dojo and we will do our best to help!

<b>Maths</b>	<p><b>Focus: Area, Perimeter and Volume</b></p> <p>Click the image to take you to the lessons</p> 	<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;"><b>See attachments on website for the worksheets and answers</b></p> <p><b>Follow Week 9 (w/c 22<sup>nd</sup> June)</b></p> <p>Monday - <b>Lesson 1: Area and perimeter</b></p> <p>Tuesday - <b>Lesson 2: Area of a triangle</b></p> <p>Wednesday - <b>Lesson 3: Area of a parallelogram</b></p> <p>Thursday - <b>Lesson 4: Volume of a cuboid</b></p> <p>Friday - <b>Lesson 5: Arithmetic and Reasoning questions</b></p> <p><b>Optional:</b></p> <ul style="list-style-type: none"><li>• Have a look at these videos linked to area and volume to help further consolidate your learning <a href="https://www.bbc.co.uk/bitesize/topics/zjbg87h">https://www.bbc.co.uk/bitesize/topics/zjbg87h</a></li><li>• Have a go at the Daily 10 activities. Choose your focus at the top of the screen and away you go! <a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a></li></ul>
--------------	---	---

<p><b>English</b></p>	<p>Our topic for the rest of the term will focus on our <b>'Memories'</b></p> <p><b>The Piano</b></p> 	<p>This week, we will be focusing on the use of flashbacks in 'The Piano' and using a range of writing devices to write flashbacks for different scenes.</p> <p><b>Lesson 1:</b></p> <ul style="list-style-type: none"> <li>• What is a <b>flashback</b>?</li> </ul> <p><i>Flashback:</i> A flashback is a narrative device which writers, TV programme directors &amp; film-makers use. It allows them to go back in time to describe something that happened before the 'now' of the story. <i>In a story a when a flashback occurs, the tense changed from the present tense for the current situation (the now) to the past tense for the flashback or can to indicate change in time (age/year)</i></p> <ul style="list-style-type: none"> <li>• Can you think of stories or films you have watched with flashbacks?</li> <li>• Watch this scenes from 'Disney's Rapunzel' <a href="https://www.youtube.com/watch?v=fmYWetLQZ28">https://www.youtube.com/watch?v=fmYWetLQZ28</a> and this scene from 'Disney's Ratatouille' <a href="https://www.youtube.com/watch?v=5m7SGjJo7c4">https://www.youtube.com/watch?v=5m7SGjJo7c4</a> and note down answers to the following questions for you to compare: <ol style="list-style-type: none"> <li>1. What are the characters in each video clip doing that spark their flashbacks? she (Hint – think about your senses here?)</li> <li>2. What are they remembering/re-living?</li> </ol> </li> </ul>

3. How do these flashbacks make the characters feel? How do they feel before the flashbacks? Think about the mood graph last week – Do their emotions change?
4. Why are flashbacks an important part of the story in each case?

- Read the text on sheet '**Lesson 1 Identify flashbacks**' and underline where the flashbacks happen in the story. How do you know this? Look carefully at the other language features used by the author in the description of the flashback.

### Lesson 2 - 5

- Watch the piano and using the sheet provided '**Lesson 2 Flashbacks in the Piano**' and note down which flashbacks occur in 'The Piano'  
<https://www.literacyshed.com/piano.html>
- Look at the sheet '**Lesson 2-5 Flashback Images**' and using the one flashback per day, have a go at writing the flashback for each key scene on the sheet:

### Flashback 1 Starter

*Everyday, I sat there and played my favourite piece of music. Specifically, I played the music that reminded me of the old times. As I listened to my much-loved pieces, I remembered my past; memories that lasted a lifetime.....*

### Think about

#### How are you going to include a flashback?

- **Changing the tense** (past to present or present to past)
- **Use an age or year** (It was during the year 1939, I was 10 when it happened)
- **A clear opening sentence** (The memory is always the same. I will never forget it)

Remember to use the following:

- Describe the character and the setting by using adjectives, similes and metaphors
- Use time connectives to show the passing of time
- I can use powerful adverbs and verbs to describe actions during the flashback
- I can build tension using questions, short sentences and repetitive words or phrases

Flashback 2 Starter

*It had been during the year 1945; it was my job. Guns fired. Blasts everywhere. I had not known what to do.*

Flashback 3 and 4 – You decide how you would like to start your flashback for the last two flashbacks in the animation. Use the checklist below to help you.

- Clear opening - describe the character and the setting by using adjectives, similes and metaphors
- Time connectives to show the passing of time
- Powerful adverbs and verbs to describe actions
- Include a flashbacks by:
  - Indicating a time change by changing the tense
  - By the using of an age or year
  - Through using a clear opening sentence
- Build tension using questions, short sentences and repetitive words or phrases

### Lesson 5 Additional Task

- Read the '**Lesson 5 WAGOLL Flashback Example**' – How does this compare to your flashbacks written this week?
- Go back and read through your flashbacks and use your editing skills alongside the checklist above to improve your writing this week. You want your writing to flow and take the reader through the animation, remembering the key scenes that form part of your flashbacks.
- Remember to use your senses – you want your reader to feel your emotions and re-live the flashback as if it is happening to them.

## Science



This week in Science, we will be learning about **pitch** and **volume** and you will be looking/listening for patterns between the two.

### Key Vocabulary

sound, volume, loudness, amplitude, pitch, soundwave, frequency, energy

- Watch the following video and write down how sound travels using key vocabulary in your explanation.  
<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zx9hcj6>
- **What is pitch?**  
Watch the following video  
<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z3j3jty>
- **What is volume?**  
Watch the following video  
<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk>
- Work through the 'Exploring the pitch of sounds' power point, answering the questions and completing the mini investigation. For this you will need the following items:
  1. a bottle,
  2. a tray
  3. a jug of water
- Have a go at making a musical instrument and experiment changing the pitch and volume of the sounds you make using the learning in this lesson. Remember to follow the design brief!

With your instrument:

- Make a **quiet** noise
- Now make a **loud** noise

Think about what you did differently to make a louder sound.

Explain what this looks like and what is happening – remember to use scientific vocabulary. (Hint it's all in the energy!)

### Optional

Watch the following video about pitch

<https://www.bbc.co.uk/bitesize/clips/ztptsbk>

- **What do you notice happening when weight is added?**
- **What affects the pitch in the video?**

History

### Ancient Egyptians



This lesson, you will be learning about the Mummification process in Ancient Egypt. You will be ordering the important steps in this process and understanding how and why Canopic jars were used.

- Write down what you know about Ancient Egyptians and mummification.
- Watch the following video, stopping at 2mins 55 sec (when the narrator begins to discuss jewellery) Note down important vocabulary you hear in the video
- 

<https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-mummification-in-ancient-egypt/zdcrkmn>

- Read and work through the '**Mummification**' powerpoint.
- Next cut out and order the images on the 'How to make a mummy' activity sheet



using the information you have just read

- Compare your order to the one on the answer sheet – ‘**Answers mummification order**’
- Next match the Canopic jar to the correct god – use the powerpoint to check your answer. You will need the ‘**Canopic Jars matching activity**’ sheet.

- Play the ‘Prepare a mummy’ activity

<http://oi-archive.uchicago.edu/OI/MUS/ED/mummy.html>

### Optional

1. If you are feeling creative, design your own canopic jar and explain what it would be used for. See the attached sheet ‘**Design your own Canopic jar**’
2. Take a virtual tour of the Ancient Egyptian Exhibition at the world-famous British Museum in London. Follow the link below and scroll down to ‘Take a virtual tour’ to see mummified people and animals!

<https://www.britishmuseum.org/collection/galleries/egyptian-death-and-afterlife-mummies>

PSHE





Each week, you will be asked to complete two tasks linked to our PSHE scheme ‘Jigsaw’ that we use in school. P

Please complete below the activities for this week.

Session 1: To understand how we respect ourselves.

- Read the sheet ‘**Take a look at yourself**’ and answer the questions.



		<p>Session 2: Design a poster to give information about the Corona Virus?</p> <ul style="list-style-type: none"> <li>• See attached sheet '<b>Design a poster</b>' and think carefully about the prompts.</li> <li>• Also see attached '<b>Corona Virus information</b>' sheet to help you with some facts for your poster.</li> </ul>
<p><b>Reading</b></p>		<p>For guided reading this week, we would like you to complete the following activities:</p> <p><b>Day 1:</b> Read and answer questions for <b>Ancient Egypt Daily News Article</b></p> <p><b>Day 2:</b> Read text titled 'Treasure Island' and answer <b>Set A</b> questions</p> <p><b>Day 3:</b> Re-read 'Treasure Island' text and answer <b>Set B</b> questions</p> <p><b>Remember to:</b></p> <ul style="list-style-type: none"> <li>• read the text carefully and answer the questions as accurately as you can</li> <li>• text mark the necessary information in the text to help you answer the question.</li> </ul>
<p><b>Weekly Spelling Tasks</b></p>	<p><b>Clued Spellings</b></p> 	<p><b>Aim to do 10 mins a day</b></p> <ul style="list-style-type: none"> <li>• Encourage your child to recall what set of 'Clued Spellings' they are on in school and use the correlating 'Clued Spelling' sheet attached.</li> <li>• Look at the 'Clued Spelling' word list and select one new spelling each day to practise using the Look, Cover, Write and Check system.</li> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>● 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.</li> </ul> <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><b>Useful websites</b></p>	<p><a href="http://www.pobble365.com/">http://www.pobble365.com/</a> - A great resource containing daily photos which can be used as a writing stimulus.</p> <p><a href="https://www.themathsfactor.com/">https://www.themathsfactor.com/</a> - An excellent resource which has been made free. Let Carol Vorderman teach your child maths.</p> <p><a href="https://www.worldbookday.com/world-of-stories/">https://www.worldbookday.com/world-of-stories/</a> - A web link which provides a good selection of audio books.</p> <p><a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a> - An amazing resource packed full of daily lessons (for all year groups) with videos and activities included.</p> <p><a href="https://classroomsecrets.co.uk/free-home-learning-packs/">https://classroomsecrets.co.uk/free-home-learning-packs/</a> - A useful web link which provides learning packs.</p> <p><a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a> - A useful web link which provides learning packs.</p> <p><a href="http://www.twinkl.co.uk/offer">www.twinkl.co.uk/offer</a> - A wide range of resources available for all subjects (use the code UKTWINKLHELPS).</p> <p><a href="https://collins.co.uk/pages/support-learning-at-home#Primary">https://collins.co.uk/pages/support-learning-at-home#Primary</a> - A great resource providing study books, practice papers, worksheets, and e-books.</p>

**Optional extras**



Join the class times tables challenge on PiXL or Download the PiXL grammar app and have a go at some of the challenges.



Get stuck into a good book and read for at least 30 minutes a day.

**Fancy something different?**

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!



Head to the [BBC home learning pages](#) for your year group and pick a topic that interests you to learn about!