



Week 11 Home Learning Year 6
Week Commencing 6th July 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!

Maths	<p>Focus: Ratio and Proportion</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;">See attachments on website for the worksheets and answers</p> <p>Follow Week 10 (w/c 29th June)</p> <p>Monday - Lesson 1: Introducing the ratio symbol</p> <p>Tuesday - Lesson 2: Calculating ratio</p> <p>Wednesday - Lesson 3: Using scale factors</p> <p>Thursday - Lesson 4: Ratio and proportion problems</p> <p>Friday - Lesson 5: Arithmetic Test 7</p> <p>Optional:</p> <ul style="list-style-type: none">• Have a go at an NRICH Investigation linked to ratio and proportion called 'Mixing Lemonade' found here https://nrich.maths.org/6870 and 'Orange Drink' https://nrich.maths.org/2420 The answers can be found by clicking on the tab on the right hand side of the screen.• Have a go at the Daily 10 activities. Choose your focus at the top of the screen and away you go! https://www.topmarks.co.uk/maths-games/daily10
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<p>English</p>	<p>Our topic for the rest of the term will focus on our 'Memories'</p> 	<p>This week, you will be building on your learning from 'The Piano' over the last two weeks to write about your own primary school memories through the use of flashbacks. Some of these memories will hopefully be shared with your friends so you all have a lovely reminder of the fun times you have had as a class.</p> <p>Lesson 1: Brainstorming memories from school.</p> <p>Using the brainstorming sheet provided, think about special memories that you have about your time at primary school, either at Leeson School, if you have been a pupil since Reception, or at another school.</p> <p>What memories have you got of primary school that you will never forget? You can use any memories you like, funny, sad, embarrassing, it's up to you. Think about these special memories and how they are triggered? Are these memories triggered by a certain smell, a certain place in the school or even just a person that triggers these memories. Where did these special memories take place? On the playground? In the classroom? On a school trip? Did it involve certain adults at school?</p> <p><i>One of mine primary school memories is falling in a pond on a school trip as I was clumsy and not looking where I was going! It seems hilarious now but I didn't see it that way at the time! Everyone else did though so I guess I form part of their funny memories as well as the poor teacher's – clearly for that teacher it was a very unsuccessful trip!</i></p> <p>Try and gather a range of memories from primary school – you will need 6 memories altogether to write about. You may find you have more memories of your time in the juniors than you do infants – this is fine just ensure there is a range. Maybe your first day at school, followed by a memory in Year 2 and the rest in the juniors. Make sure you include Year 6 in your list too! You may want to put your memories in chronological order (start with the</p>
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earliest memories first) or in a different order – It is up to you – it’s about how the memories flow from one to another.

Lesson 2: Writing memories 1 and 2 in the form of a flashback

- Re-read the flashback WAGOLLS (What a good one looks like) from ‘The Piano’ and jot down the language devices and grammatical features used in the memory that makes it an engaging read to the reader. (There are two examples provided)
- Remember to consider the use of senses, description and the change in tense are used when writing about a memory. Use this as a checklist of what to include in your flashback – See one below to help you.
- Using your storyboard from yesterday, think about the first two memories you decided on. Begin to write the memories in the form of flashbacks using the WAGOLL to help you...
- Remember to start in the present and explain where you are now, what triggers the memory and then move onto writing in the past tense to describe and give the reader information about your special memory. The reader wants to know Who? What? Where? Why?

Eg As I sit here in the garden, the smell of freshly cut grass reminds me of that time in Reception when....

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)

Checklist

- ☐ 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 3 – Write about memory 3 and 4

Lesson 4 – Write about memory 5 and 6

Re-read your work from the previous day and think carefully about how one flashback memory moves into another flashback. How do you ensure your writing flows and links

together (*we call this cohesion*) Remember to change tense when you are moving from the flashback to the present day and vice versa.

Lesson 5 – Editing your flashback memories

- Re-read your work – maybe read your work to your parents/carers (you may need to give them a tissue in case they get emotional!) and ask for feedback.
 - Does the writing flow? Does it link together?
 - Does your reader feel like they are being taken on a journey of your primary school years?
 - Have you changed your tense for flashbacks?
 - Have you used a range of language devices and grammatical structures to make your writing engaging?

Take feedback and edit your work accordingly. Refer back to the WAGOLL and checklist and compare your writing – how can this be improved?

I would love to read through your memories so please feel free to share with me via ClassDojo – I cannot wait to read all about your time at primary school.

Science

To understand how sound is made and to understand that sound travels slower than light



This week in Science, we will be learning about how sounds are made and understand that sound travels slower than light.

Key Vocabulary

vibrations, sound waves, sign language, particles, amplitude, auditory, ear drum, outer ear, inner ear

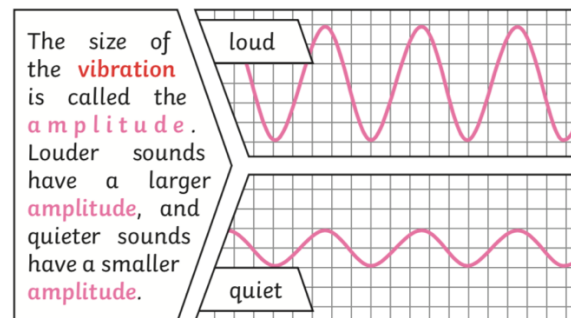
- Remind yourself how we hear sounds – can you draw a diagram to show how sound travels? Use the **key vocabulary** when explaining how sound travels.

Key Knowledge

Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating** the **particles** in the medium it is travelling in. Sound cannot travel through a **vacuum**.

Sound travels in waves that change in size/shape depending on how loud or quiet a sound is.



Watch these clips to support you further based on last week's learning:

Volume

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zqtdpbk>

Pitch

<https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/z3j3jty>

- Read through '**Science: How Sounds are Made**' powerpoint.
- Watch the following video clip and complete the related activities on the webpage <https://www.bbc.co.uk/bitesize/topics/zgffr82/articles/zx9hcj6>
- Task 1 - Order the statements in the correct order to explain how sound travel to the human ear and how the ear hears these sounds. Use the labelled ear diagram' to support you - see '**Task 1 Order the sentences**' and '**Science labelled ear diagram**'

Compare you answers to the answers on the worksheets (*answers at the end of the above resource*)

Optional:

- Have a go at a sound experiment! See '**Optional Science Experiment 1 – Make a Tune Booster**', '**Optional Science Experiment 2 - Seeing sound**' and '**Optional Ear Gongs**' experiment.

You will need the following resources:

Make a Tune Booster

You will need...





Seeing Sound:



Glass/Cup
Cling film
Elastic band
Dry rice
Musical instrument



Ear Gongs:



		<ul style="list-style-type: none"> Read interesting facts about sound here - https://www.scienceforkidsclub.com/sound.html <p>Don't forget to upload some photos onto Class Dojo of your experiments in action!</p>
History	<p>Ancient Egyptians</p> 	<p>This lesson, you will be learning about Egyptian Cartouches and hieroglyphs and how they were used in Ancient Egypt</p> <ul style="list-style-type: none"> Read through 'The Egyptian Cartouche' powerpoint Read through the information on the following website: https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mfr Write down 5 facts you have learnt about Cartouches and hieroglyphs Complete the 'Practice your Hieroglyphs' and associated activities on the webpage <p>Optional: Crack the Hieroglyphs code breaking activity!</p>
PSHE		<p>Please complete below the activities for this week.</p> <p>Session 1: We are all Awesome!</p> <p>Session 2: Identify ways in which we can feel less anxious</p>

Reading		<p>For guided reading this week, we would like you to complete the following activities:</p> <p>Day 1: Read Trappers Hill and answer Set A questions</p> <p>Day 2: Re-read the text above and answer Set B questions</p> <p>Remember to:</p> <ul style="list-style-type: none"> • read the text carefully and answer the questions as accurately as you can • 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 packs.</p> <p>www.twinkl.co.uk/offer - A wide range of resources available for all subjects (use the code UKTWINKLHELPS).</p> <p>https://collins.co.uk/pages/support-learning-at-home#Primary - A great resource providing study books, practice papers, worksheets, and e-books.</p>
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<p>Optional extras</p>	<div data-bbox="264 135 371 244" data-label="Image"> </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 data-bbox="271 997 365 1090" data-label="Image"> </div>	<div data-bbox="439 127 645 268" data-label="Image"> </div> <p>Get stuck into a good book and read for at least 30 minutes a day.</p>	<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 data-bbox="1568 164 1836 319" data-label="Image"> </div> <p>Head to the BBC home learning pages for your year group and pick a topic that interests you to learn about!</p>
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