

Year 6 Home Learning

Time frame: week beginning: 18/01/21

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 6 Timetable

Wake Up, Shake Up 8:30am-9:00am	Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays. Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!
Registration 9:00am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 9:05am-9:30am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further.
English 11:00am-11:30am	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further.
Curriculum When you have completed Maths and English 12:30pm-1:30pm	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise.
Afternoon Registration 1:50pm-2:20pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Monday



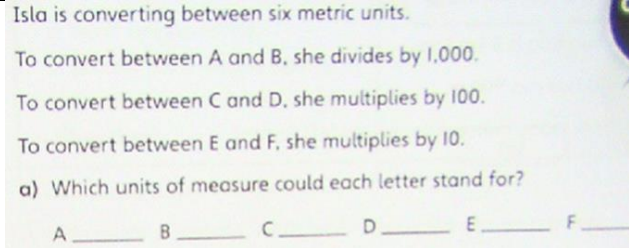

Textbook 6A – Chapter 5 Measurement – Worksheet 3

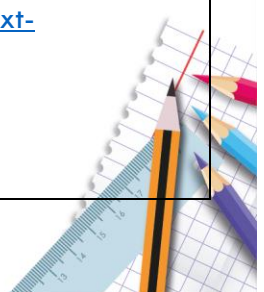
Support:

You may want to watch the video below to help

(from 23 minutes and 19 seconds)

<https://classroom.thenational.academy/lessons/decimals-and-measures-convert-standard-lengths-60tkad?step=2&activity=video>

	<p>Deepening: Sarah is 0.2 m taller than Jack. Ella is 15 cm taller than Sarah.</p> <p>Who is the tallest person? What is the difference in height between the tallest and the shortest person?</p> 
<p>Tuesday</p>	<p>Textbook 6A – Chapter 5 Measurement – Worksheet 4</p> <p>Support:</p> <p>You may want to watch the videos below to help</p> <p>https://classroom.thenational.academy/lessons/decimals-and-measures-convert-between-standard-measures-6cupac?step=2&activity=video</p> <p>Deepening:</p> <p>On the table there is a pile of oranges and lemons that weighs exactly one kilogram.</p> <ul style="list-style-type: none"> - The oranges all weigh 130 grams. - The lemons are also all the same weight, which is less than $\frac{2}{3}$ of the weight of an orange. - There are twice as many lemons as oranges in the pile. <p>How many lemons are there and how much does each one weigh?</p> 
<p>Wednesday</p>	<p>Textbook 6A – Chapter 5 Measurement – Worksheet 5</p> <p>Support:</p> <p>You may want to watch the video below to help</p> <p>https://classroom.thenational.academy/lessons/converting-measurements-dj62t?step=2&activity=video</p> <p>Deepening:</p>  
<p>Thursday</p>	<p>Textbook 5B – Chapter 11 Measurement – Worksheet 14</p> <p>Support:</p> <p>You may want to watch the video below to help</p> <p>https://classroom.thenational.academy/lessons/negative-numbers-in-context-68t66c?step=1&activity=video</p> <p>https://classroom.thenational.academy/lessons/further-addition-6rwk2t?step=2&activity=video</p>



Deepening: The temperature at 6 a.m. was recorded each day for one week.

Day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Temp (°C)	1	-1	0	3	2	-2	-3

What is the difference in temperature between the coldest day and the warmest day?

At what time of year do you think these temperatures were recorded?

Do you think it might have snowed during the week?

Explain your reasoning.



Friday

Textbook 6A – Chapter 5 Measurement – Worksheet 6

Support:

Your teacher will support you on Zoom after this Maths lesson

Deepening:

Textbook 6A – Chapter 5 Measurement – Worksheet 7 (Consolidation)



Writing

Monday

Watch episode 1 of the animated BBC version of Macbeth before completing this lesson. Your teacher will send you the link.

Consider the following questions: What was the message to Macbeth? How did he feel about this? What is your impression of the witches? What is your impression of Macbeth? What do you predict will happen next?

Your teacher will read the original text of Act 1, scene 1 introductory paragraph with you and explore the language and vocabulary as well as the features of a play.

The curtain rises on the heath under a dark, ragged sky.
Thunder and lightning. Three hideous, old women,
huddled together, screaming with malignant laughter.

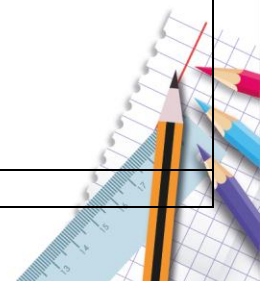
Your teacher will choose some of you to read Act 1, Scene 1 aloud during our live lesson. You can find the script [here](#)




Draw a mind map including everything you know about Shakespeare and his work

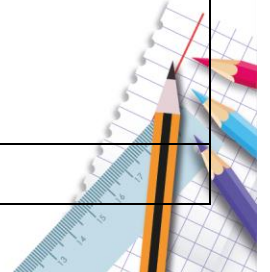
Answer the three questions below about the prophecy:



1. What are the witches telling Macbeth?
2. How does he feel?
3. What do you think Macbeth will do and why?

Support: Answer question 1 only about the prophecy



	<p>Deepening:</p> <p>What atmosphere does Shakespeare immediately create?</p> <p>What impression do you get of the witches?</p> 
Tuesday	<p>Look at the image of the witches on the heath in Resource 1 and share with your teacher some descriptions of: the sky, the weather, the heath, and the witches.</p> <p>Can you include language devices to create a sinister atmosphere: simile, metaphor, personification, noun phrases, verbs, adverbial phrases?</p> <p>Complete the table in Resource 2, writing your own descriptions of the image using as many language devices as possible.</p> <p>Support: Complete the witches column only in the grid</p> <p>Deepening: Create a word bank of vocabulary that could be used to describe a king</p> 
Wednesday	<p>Look at the short story triangle in Resource 3 and discuss with your teacher what should be written in each part:</p> <ul style="list-style-type: none"> • Exposition – simple, short sentence of the setting and time • Rising action – the sky, the heath, the witches entering the scene • Climax – the speech of the witches • Falling action – the witches leaving to find Macbeth • Resolution – describe the empty setting <p>Draw the short story triangle in your books.</p> <p>Consider what we might include in our short exposition and give ideas in a share write with your teacher.</p> <p>Write your own exposition.</p> <p>Using the story triangle, plan your narrative.</p> <p>Support: Zoom support with teacher after English lesson</p> <p>Deepening: Consider planning your writing in a different order</p> 
Thursday	<p>Read the model text in Resource 4 and discuss features with a focus on the rising action.</p> <p>Share write the beginning of the rising action using the above phrases.</p> <p>Children complete their narrative.</p> <p>Support: Writing support group on Zoom</p>



	Deepening: Include personification in your writing 
Friday	Listen to your peers read examples of their work to the class and help them to edit and improve their work. Use ARMS and CUPS poster in Resource 5 to edit and revise your own work. Publish your work on Macbeth publishing sheets which were sent home in the packs you collected from school. What do you think will happen next in Macbeth?
	Support: Writing support group on Zoom
	Deepening: Add speech to your writing 

Reading

Continue to read the book you are reading at home every day for at least 30 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Practice your spellings every day for 15 minutes. Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

- confidential**
- influential**
- initial**
- crucial**
- beneficial**
- superficial**
- artificial**
- special**

Mathletics and SPaG

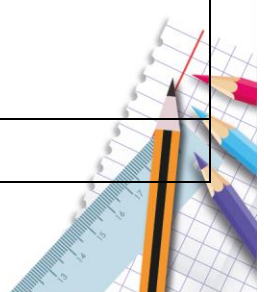
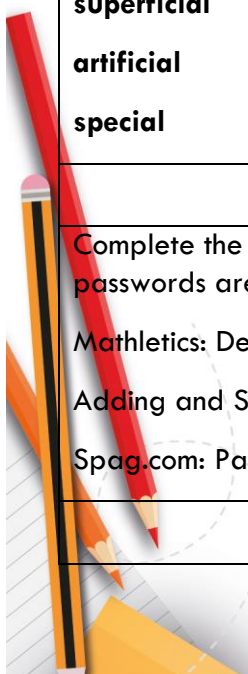
Complete the assigned activities on Mathletics and Spag.com. Remember that your usernames and passwords are stuck in your Reading Records.


Mathletics: Decimals from Words to Digits 2

Adding and Subtracting Decimals

Spag.com: Passive and Active (A)

Other Curriculum Subjects



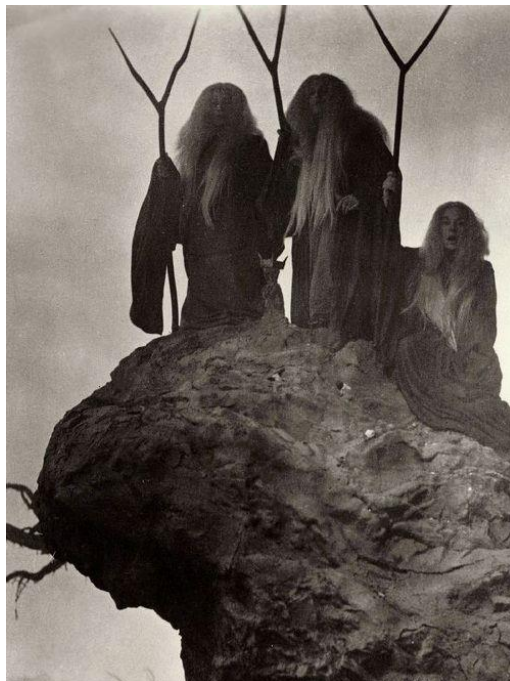
Monday	<p>Science: What are circuit diagrams?</p> <p>Follow the video lesson here. You will need paper and something to write with.</p>
Tuesday	<p>Geography/History: The tenets of humanism</p> <ul style="list-style-type: none"> • Read the article about humanism and write down the most important points. • Humanists believe you live a good life. Watch this video to hear their views. <ul style="list-style-type: none"> ○ We only have one life ○ We should make the most of it – here and now ○ We should respect different people's different ways of life ○ The most important thing is how you live your life ○ We can be good & happy without relying on gods or religion • Think about the symbol for humanism. Why do you think this symbol was chosen? <p>Look at RE resource. Read through the 7 approaches to humanism and sort them into the different columns, thinking about your own life.</p> 
Wednesday	<p>RE: Why do people migrate? What are push and pull factors?</p> <ul style="list-style-type: none"> • Read the poem by Benjamin Zephaniah in Session 3 resources. • Research to clarify any words or places that are new to you. Make a list of these. <i>sg Bajan - People from Barbados (Babadians) locally refer to themselves as "Bajans"</i> • Summarise in your own words the message of this poem? • Read some possible reasons for coming to Britain in the resource in Session 3. • Add 3 more reasons you think should be on this list. • Put in order from most to least important in your view. <p>Challenge: What would affect your opinion about the importance of these reasons?</p>
Thursday	<p>Music: Mr Mullin will post the link to the Music recorded lesson in the week to seesaw.</p> <p>Science: How do scientists communicate about electricity?</p> <ul style="list-style-type: none"> • Watch the video showing electrical circuits being made and installed in everyday objects. • Look at the diagram in the session resources. What does it show? Match up the symbols with the components. • Watch the video and complete the activities here. <p>Draw circuit diagrams for the circuits shown in the session resources.</p>
Friday	<p>PE: Mr Mullin will post the link to the PE recorded lesson in the week to seesaw.</p>

Mr Mullin

English



Resource 1

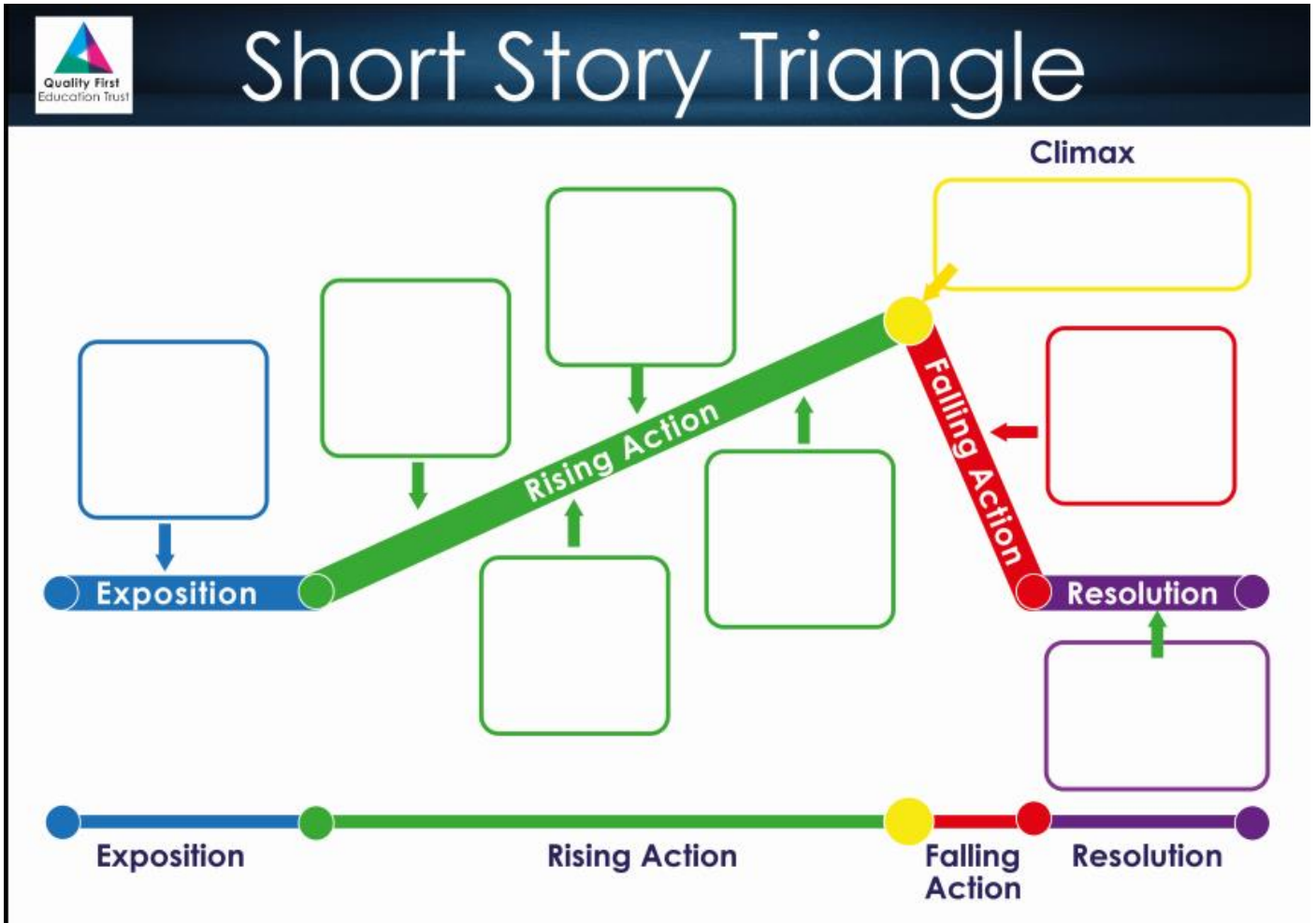


Resource 2

	Noun phrases and expanded noun phrases	Verbs and adverbs	Simile and metaphor	Adverbial phrases	Challenge: Personification
sky					
weather					
heath					
witches					



Resource 3



Resource 4

Above a barren, desolate heath, the menacing midnight sky hung, strangling all below.

Echoing through the slithering mist, the rain moaned a ghostly tune. There was nothing. No life present. All around, the wind seemed to be as ferocious as an angry sea, ready to pounce and thrash on its prey. Who would be the next victim? Like a blanket suffocating anything it lay upon, the heavy fog billowed incessantly in every single direction of the moorland. Suddenly, an ear-piercing cackle broke the silence in the air: *they* had returned...

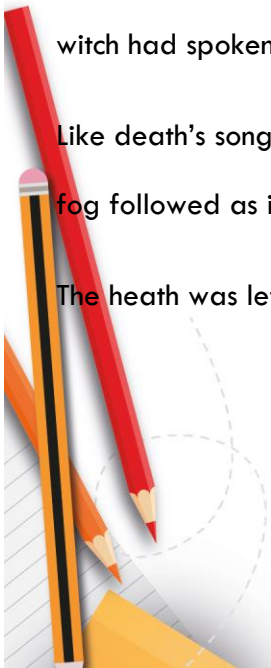
Three pitch-black shadows in cloaks moved towards the clearing in unison. The crooked branches pointed their skeletal fingers towards the figures. Like dominoes, the first cackle caused another sharp screech to burn through the fog; it was deafening.

Surrounding the dancing flames of a fire, three hideous, old witches huddled together and screamed with malignant laughter.

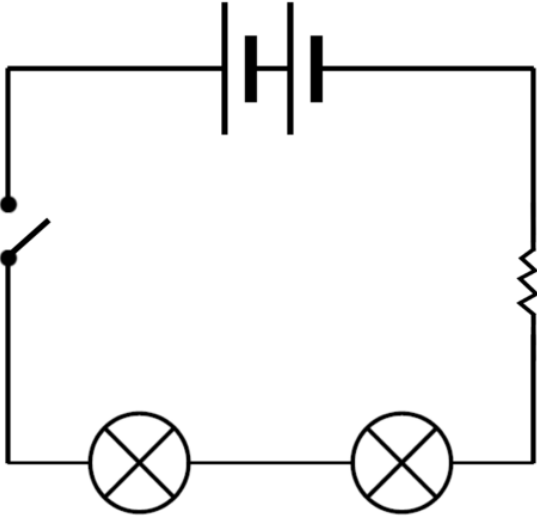
“When shall we meet again?” questioned the first in a coarse voice. Her sister lifted her hunched body to meet her gaze. “In thunder, lightning or in rain!” Immediately, thunder growled in response and lightning illuminated the forbidding heath. “When the hurlyburly’s done! When he’s battle’s lost and won!” the last witch had spoken; she had spoken Macbeth’s fate.

Like death’s song, the three sisters cried with joy once more and turned back to way they had come from. The fog followed as if it were connected to their cloaks and the thunder continued to roar.

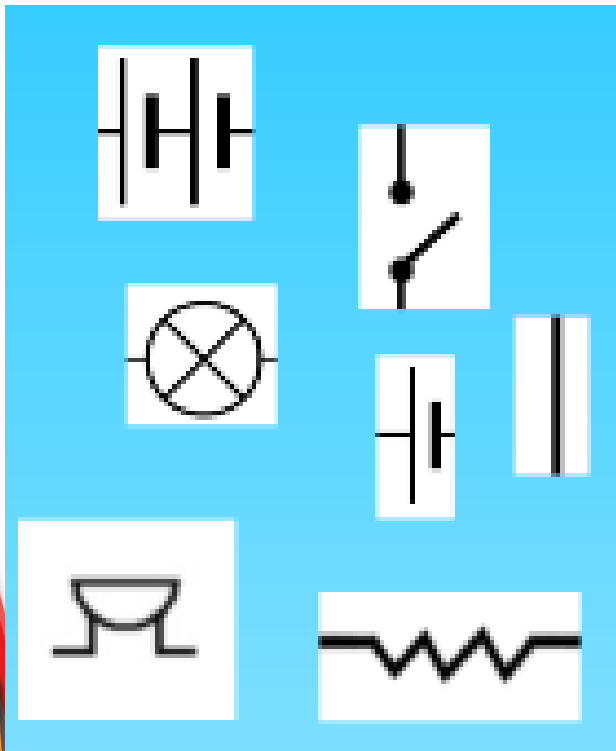
The heath was left: it was all silent once more.



Science



Match the symbols to the components:



- cell
- battery
- switch
- wire
- bulb
- buzzer
- resistor



History/Geography

1. The United Kingdom has gentle weather, with plentiful rainfall all year round. The temperature rarely drops below -11°C or rising above 35°C .
2. Public healthcare is provided to all UK permanent residents and is free of charge. The World Health Organisation, in 2000, ranked the provision of healthcare in the United Kingdom as 19th in the world.
3. From the mid-1700s until at least 1947 (and longer in many areas) the British Empire covered a large area of the globe and at its peak over one third of the world's people lived under British rule.
4. The UK has a relatively low crime rate compared to many countries.
5. The English language has spread across the world and has become the international language of business as well as the most widely taught second language.
6. All children from the ages of 5-16 must be educated and education is free in Britain.
7. The UK is the 22nd richest country in the world (2019)
8. Citizens of the European Union have the right to live and work in any member state, including the UK.
9. The life expectancy in the UK is 80 years. This is 20th in the world (out of 191 countries). In 45 countries the life expectancy is less than 60 years.
10. The Human Development Index compares with a measure of life expectancy, literacy, education and standards of living. The UK was ranked as 16th out of 187 countries.
11. The last time there was a war fought on British soil was 1746 Battle of Culloden.
12. Freedom of movement across the EU was established in 1992 which meant EU citizens can move to Britain or any EU country to work and live (Brexit will affect this)



RE

Look at and think about the 7 approaches to humanism below. Sort them into one of the three columns, thinking about your own approach to life.

Religious faith	A mixture	No faith

1. Science
2. Reason e.g. to think, understand, and form judgements logically
3. Empathy e.g. the ability to share and understand the feelings of others.
4. Ceremonies e.g. weddings, funerals, coming of age.
5. Celebration of human achievements e.g. famous inventions, scientists, artists, sports people; our personal achievements – learning to swim etc.
6. Community e.g. groups you are part of such as school, clubs, teams, faith groups
7. Charity e.g. support a good cause by raising money, giving equipment or helping out.

