

Year 6 Home Learning

Time frame: week beginning: 25/01/21

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. Miss Stevenson will run Wake Up Shake Up on a Thursday using the same link!

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?!

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| 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

MNP Year 6 mid-year revision 6A assessment (questions 1-25)

Support: Teacher support during lesson

Deepening: Choose one question and write out a step by step guided how to solve it to support a peer that found the question challenging.



Tuesday

MNP Year 6 mid-year revision 6A assessment (questions 26-45)

Support: Teacher support during lesson

Deepening: Choose one question and write out a step by step guided how to solve it to support a peer that found the question challenging.



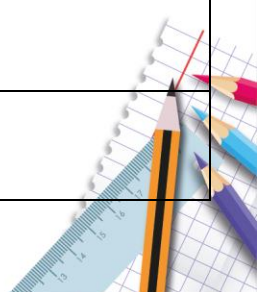
Wednesday




Order of operations (Teacher-led revision)

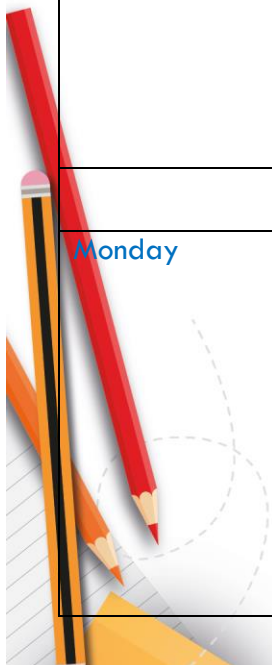
Book 5B, Chapter 8, Lesson 2: Finding Percentages

Support:

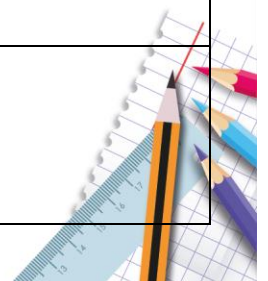
<https://classroom.thenational.academy/lessons/order-of-operations-ctk3et>



| | |
|----------|--|
| | <p>https://classroom.thenational.academy/lessons/understanding-percentage-6qvpad?step=2&activity=video</p> <p>Deepening:</p> <p style="text-align: center;">Mastery with Greater Depth</p> <p>Jack and Jill each go out shopping. Jack spends $\frac{1}{4}$ of his money. Jill spends 20% of her money.</p> <p>Frank says Jack spent more because $\frac{1}{4}$ is greater than 20%. Alice says you cannot tell who spent more.</p> <p>Who do you agree with, Frank or Alice? Explain why.</p>  |
| Thursday | <p>Book 6B, Chapter 7, Lesson 1: Finding Percentages of a Number</p> <p>Support:</p> <p>https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d?step=2&activity=video</p> <p>Deepening:</p> <p>Freddy wins 25% of £1,500 prize money. Jahla wins 40% of £900 prize money.</p> <p>Who wins the most money? <input type="text"/></p> <p>How much more do they win? £ <input type="text"/></p>  |
| Friday | <p>Book 6B, Chapter 7, Lesson 2: Finding Percentages of a Quantity</p> <p>Support:</p> <p>Complete questions 1-4 (up to 5 minutes and 34 seconds)</p> <p>https://classroom.thenational.academy/lessons/percentages-of-amount-part-2-c9j66c?step=2&activity=video</p> <p>Method 3: (up to 4 minutes and 49 seconds)</p> <p>https://classroom.thenational.academy/lessons/percentages-of-amount-6nj68r?step=2&activity=video</p> <p>Deepening: Complete all questions</p>  |
| | <p>Writing</p> |
| Monday | <p>Draw the opening scene of Macbeth. You should include characters, setting and key events.</p> <p>Watch episode two of the BBC animated Macbeth and answer the following questions:</p> <ul style="list-style-type: none"> • What impression do you get of Macbeth's wife and why? • What is Macbeth's wife called? • How do you think Banquo would be feeling at this time? Why is Macbeth confused? • Where is the castle? |



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| | <p>Read Macbeth's letter to Hamish explaining his problem in Resource 1.</p> <p>Hamish is Macbeth's brother and Anne is Hamish's wife.</p> <p>Hamish is 'for' killing King Duncan and Anne is 'against'.</p> <p>Write the arguments for and against killing King Duncan in a table in your book.</p> <p>Look at the images of all main characters and discuss their current view of the situation Macbeth finds himself in.</p> |
| | <p>Support: Write down three reasons why Macbeth shouldn't kill King Duncan</p> <p>Deepening: Explain the arguments 'for' and 'against' killing King Duncan in detail</p> |
| <p>Wednesday</p> | <p>Read the greater depth example of a persuasive letter from the KS2 exemplar writing 2019 and highlight AFOREST persuasive techniques.</p> <p>Read the letter Macbeth has received from Hamish (model example) in Resource 2</p> <p>What persuasive techniques can you identify in Hamish's letter?</p> <p>What are the reasons he gives?</p> <p>This week, you will be writing a persuasive letter from Anne to Macbeth to prevent him from killing King Duncan.</p> <p>Share your best persuasive technique examples with the class.</p> <p>Support: AFOREST = Alliteration, facts, opinion, rhetorical question and repetition, emotive language, statistics, (change to speech for witches' prophecy) and rule of three.</p> <p>Deepening: Can you highlight examples of passive voice in the model text?</p> |
| <p>Thursday</p> | <p>Read the model example text and highlight AFOREST persuasive techniques</p> <p>Using the planning format in Resource 3, complete a shared plan for the opening paragraphs of your letter</p> <p>Complete your plan independently.</p> <p>Use the descriptosaurus and phrases from the grid you completed on Tuesday to complete your plan.</p> <p>Support: Focus group 1 will stay on Zoom with your teacher for support</p> <p>Deepening: Include speech in your plan</p> |
| | <p>Re-read the model example text and plan</p> <p>Discuss the remember to with your teacher</p> <p>Share write the first paragraphs of your letter</p> |



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| | Complete your letter independently |
| | Support: Focus group 2 will stay on Zoom with your teacher for support |
| | Deepening: Write using passive voice throughout your letter |
| Friday | <p>Re-read your plan, your writing so far, remember to and descriptosaurus examples.</p> <p>With your teacher, you will help to edit and improve a piece of work using ARMS and CUPS.</p> <p>Edit and revise your own work using ARMS and CUPS.</p> <p>Read your work to an adult at home and we will share some examples with the class.</p> |
| | Support: Focus group 3 will stay on Zoom with your teacher for support |
| | Deepening: Write a paragraph from the point of view of Hamish with an opposing view |

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:

partial

potential

residential

spatial

essential

official

facial

advice

advise

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: Grams and Kilograms

Meters and Kilometres

Centimetres and Meters

Spag.com: KS2 SATS Grammar Test (D)

Other Curriculum Subjects

Monday

Science: How does voltage affect brightness?

- Work through the lesson page by page in the session resources.
- Watch the [video](#).

Tuesday

Geography/History: Why have people come to Britain in the past?

- Romans, Anglo Saxons, Vikings are among the people who have migrated to Britain in the past who you might have heard of. 1066 is a key date in history and a migration which changed the country.
- Watch this [video](#) about the Norman Conquest – how did this affect Britain?
- Research **one** of these questions and create a summary of your learning.
 - How did the Norman Conquest change how England was ruled?
 - How did the Norman Conquest change England's language?
 - How did the Norman Conquest change England's laws?
 - What are the most famous things the Normans did in England?

Challenge: What influences are there of Norman life in 2021?

Wednesday

French: Watch this [video](#) and complete the worksheet in the French Resource.

RE: Inspirational Humanists throughout History.

- Watch [this video](#) from the Oak Academy to:
 - Recap about what Humanist beliefs are
 - Learn about famous Humanist Scientists
 - Learn about famous Humanist Philosophers
 - Think about how their Humanist world view influenced their work.
- Write down how Marie Curie, Albert Einstein's Helen Caldicott, and Bertrand Russell's beliefs related to humanism. Use the sentence starters in RE resources_to help.

Write down what beliefs these people all had in common.

Thursday

Science: What happens when we change the components in a circuit?

• Follow the video lesson [here](#). You will need paper and something to write with. You learnt about conductors and insulators in Year 4.

Music: Mr Mullin will post the link to the recorded Music recorded lesson on Seesaw.

Friday

PE: Mr Mullin will post the link to the recorded PE lesson on Seesaw.



Home Learning

Mr Mullin

English

Resource 1

Dearest Hamish,

I write to you my dear Brother, to seek your wise advice. Firstly, let me tell you the news that the war with Norway has been won and I have been praised for my valiant efforts by none other than our King Duncan. When word of victory reached his royal highness, a great credit has been bestowed upon me, but I know not what to do and hope you can share your wisdom with me.

Whilst rambling through the Scottish Heath with Banquo, our eyes fell upon some dark figures in the mist which spun around like the eye of a tornado. Upon closer speculation, the figures emerged, hunched over a steaming

cauldron, chanting, "All hail Macbeth! Thane of Cawdor. All hail Macbeth! King of Scotland!" I inquired them of their meaning at which they evaporated into thin air. As I stood rapt with my wonder at their vision, the King's own messenger rode up and hailed me as the Thane of Cawdor as the previous has been defeated. Just as the sisters had said, I am to be hailed by many. I worry brother, than the thoughts which fly around my head like an eagle circling its victim for prey are not thoughts to be hailed but rather to be kept to oneself.

If the witches' prophecies ring true, then I am to be the next King of Scotland. With Duncan still with a beating heart and blood in his veins, this cannot come into fruition and therefore I beg of my dear brother to share with me what he would do if he were me. To ensure I am awarded this title, I must see to it that Duncan's heart no longer pumps royal blood around his body. How can I be writing of such treason to a man who has just honoured me the Thane of Cawdor?

I come to you for answers Brother as King Duncan arrives at our castle in Dunsinane tomorrow and I see an opportunity to seize what has been promised to me, but first I need your thoughts. What shall I do?

In secrecy

Macbeth

Resource 2

Dear Future King of Scotland

In reading my address to you brother, you will be clear on my thoughts on the matter which troubles you. King Duncan must be killed for you to take his title and no man is more fit to do this than you. I shall share with you my views and hope you take heed.

I would first like to explain why Duncan's days should be numbered; you are greater than a Thane brother. We come from a family of powerful men who were born to lead and take charge – not to be at the mercy of others! Your people need a strong monarch to admire and one cannot disagree with the three sisters whom

you write of. How can you succeed Duncan while he sits on the throne? Not only will this decision change your life, but the lives of many.

Another consideration you must have is your family and their positions in society. The crown would be a good fit on the head of Lady Macbeth and you must think of your dear wife who has supported you all these years. Furthermore, the more distant family who do not have the pleasure of seeing you often will be risen to the same esteem as you when the deed is done. You should think carefully of how your actions will impact the success of your friends, the success of your family, and the success of your legacy.

Although one may think it morally wrong to murder an innocent man, I would argue that it is not a choice but rather a necessity. If you do not fulfil the witches' prophecies, then what becomes of you? I dare not dwell on the dreary life which lies ahead if you do not act quickly and decisively. I can hear their voices while reading your letter; "All Hail Macbeth. King of Scotland" and it puts a smile on your brother's face.

My dearest brother, I encourage you, no I beg you, please choose wisely and murder Duncan in Dunsinane tomorrow. Take a dagger while he sleeps and frame somebody else for the crime. I await your letter which I hope to be sealed with a royal stamp and pray your courage does not falter.

Your brother

Hamish

Resource 3

| Detail Grid | Reason | Explain | Quote/Example | Techniques |
|--------------|--------|---------|---------------|------------|
| Introduction | GSV | | | |
| Reasons | | | | |
| Reason | | | | |
| Explain | | | | |



Home Learning

| | |
|---------------|--|
| Quote/example | |
| Technique | |

| | |
|---------------|--|
| Reason | |
| Explain | |
| Quote/example | |
| Technique | |

| | |
|---------------|--|
| Reason | |
| Explain | |
| Quote/example | |
| Technique | |

| | |
|------------|-----|
| Conclusion | VSG |
|------------|-----|

Resource 4



French

Les vêtements:

1. Listen to this [song](#) about clothes in French and make a note of the vocabulary below:

Des chaussettes : _____

Une jupe : _____

Un pantalon: _____

Un pull : _____

Des lunettes: _____

Des chaussures : _____

Une chemise: _____

Un jean : _____

Un short : _____

Des bottes : _____

Une casquette : _____

Une robe : _____

Un t-shirt : _____

2. Now look at the pictures and describe what the different people are wearing in French:



1. Il porte _____

2. Elle porte _____

3. Il porte _____

4. Elle porte _____

Challenge: Draw your own character wearing different items of clothing and label it in French. Use the [bilingual dictionary](#) if needed.

RE

Use these as sentence starters to write an extended answer to each question. Continue on a separate sheet as there won't be enough space on the line.

- 1.) Marie Curie's beliefs relate to Humanism because _____
- 2.) Albert Einstein's beliefs relate to Humanism because _____
- 3.) Helen Caldicott's beliefs relate to Humanism because _____
- 4.) Bertrand Russell's beliefs relate to Humanism because _____
- 5.) The beliefs all of these people had in common are _____.

