

Year 6 Home Learning

Time frame: week beginning: 01/02/21

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

<p>Wake Up, Shake Up</p> <p>8:30am-9:00am</p>	<p>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!</p> <p>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?!</p>
<p>Registration</p> <p>9:00am</p>	<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

Book 6B – Chapter 7 Percentages – Lesson 3 Finding Percentages

Support: <https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkqe>

(up to 2 minutes and 8 seconds)

<https://classroom.thenational.academy/lessons/increase-by-a-percentage-69h68c?step=2&activity=video>

Deepening: Lesson 4 Using Percentage to Compare



Tuesday

Problem Solving with Percentages

Fractions, Decimals and Equivalence Problems

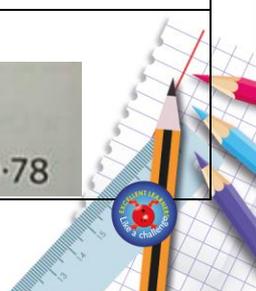
Support: <https://classroom.thenational.academy/lessons/solve-problems-involving-the-use-of-percentages-for-comparison-6mtk6t>

<https://classroom.thenational.academy/lessons/recall-and-use-equivalences-between-fractions-decimals-and-percentages-6dh6cc>

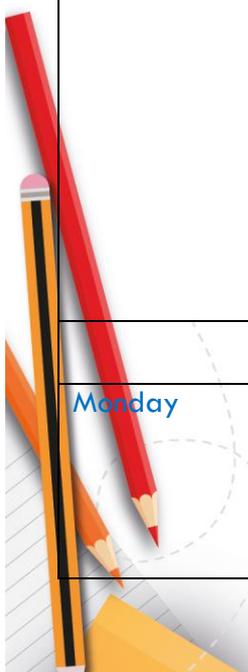
Deepening:

Which two amounts are equal?

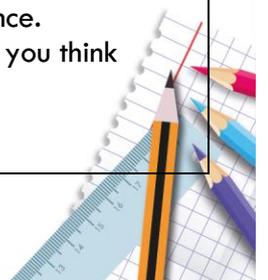
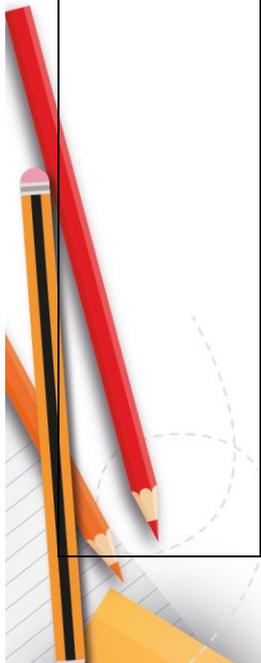
$\frac{7}{8}$ 90% $\frac{88}{1,000}$ 88% $\frac{9}{100}$ 0.009 0.088 0.7 0.78



Wednesday	Book 6B – Chapter 8 Ratios – Lesson 2 Comparing Quantities
	Support: Complete Lesson 1 on Comparing Quantities first https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-ratios-intro/v/ratios-intro
	Deepening: In a class the ratio of boys to girls is 7:4 There are 9 more boys than girls. How many children are in the class?
Thursday	Book 6B – Chapter 8 Ratios – Lesson 3 Comparing Quantities
	Support: https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad?step=2&activity=video
	Deepening: In a zoo, the adult polar bear weighs three times more than the baby elephant. Together they weigh 700 000 grams. How much does the polar bear weigh in kg?
Friday	Book 6B – Chapter 8 Ratios – Lesson 4 Comparing Quantities
	Support: Teacher revision group after Maths lesson
	Deepening: To make a tomato pizza topping for a normal pizza, Jake uses 300g of tomatoes, 120 g of onions and 75 g of mushrooms. Jake wants enough sauce for a giant pizza, so he uses 900 g of tomatoes. What mass of onions will be used? How many 120 g boxes of mushrooms will he have to buy?
	Writing
Monday	Draw a spider diagram labelled 'Greta Thunberg'. In one colour, write anything you know about Greta. Draw another spider diagram labelled 'Biographies'. In one colour, write as many features of a biography that you know.



	<p>Read 'Greta and the Giants' with your Teacher.</p> <p>Watch the 4 minute video about Greta Thunberg and Climate Change.</p> <p>Read 'Greta Thunberg and the Climate Crisis' independently. As you read, add to both of your spider diagrams in a different colour.</p> <p>Look at the features of a biography in Resource 1. Tick off the features of a biography in Resource 1 when you see them in the text</p>
<p>Tuesday</p>	<p>Look at your spider diagrams from yesterday and share what you have learned about Greta Thunberg and the features of a biographical text.</p> <p>One feature of effective formal/ right-of-register biography writing is passive voice.</p> <p>Passive voice is used to show what is done to someone or something.</p> <p>Active voice: "The crowd encouraged Greta"</p> <p>subject + verb + object</p> <p>Passive voice: "Greta was encouraged by the crowd." subject + to be + past participle of verb + optional prepositional phrase using by</p> <p>Look at the examples below of how active and can be changed into passive voice:</p> <p>Climate change worried Greta Thunberg.</p> <p><u>Greta Thunberg was worried by climate change.</u></p> <p>The delegates did not intimidate Greta.</p> <p><u>Greta was not intimidated by the delegates.</u></p> <p>Change the sentences below from active to passive in your book.</p> <ol style="list-style-type: none"> Students organised a school climate strike movement. Thunberg convinced her parents to adopt several lifestyle changes. Time Magazine featured a picture of Greta Thunberg Greta's passion for the environment moved many people. Some world leaders insulted Greta because they felt threatened. <p>Identify the subject, verb and object of each sentence sentences.</p> <p>Come up with sentences of your own about Greta Thunberg. Convert them between active and passive voice.</p> <p>Support: Only identify the subject, verb and object of each sentence.</p> <p>Deepening: Explain what the passive voice is and how it changes the structure of a sentence. Explain the effect active and passive sentences have on the reader. Why do you think authors use it?</p>



Wednesday

Your teacher will model how to highlight and make notes on Chapter 1 of Greta's Story

Read **Greta's Story**, taking notes on the following chapters:

- Chapter 2 (personal/ family)
- Chapter 4 (School Strike for Climate);
- Chapter 6 (addressing world leaders)

Using the planning format in Resource 2, organise your notes and highlighted information into the follow headings:

Early Life/Personal information – Who is Greta? : Family, nationality...

How she became aware / motivated : at home, schools, friends

Achievements - climate change, around the world

Impact / Legacy: How she inspired others , future - other people involved / projects , how she has been important

Support:

- Where is Greta from?
- Who are the members of her family and what is special about each of them?
- What was her life like at school?
- What are her interests?
- How did the School Strike for Climate begin?
- How did people react at first?
- How did the School Strike become more famous and important?
- Where has the School Strike taken place?
- How many people have been involved?

Sentence Starters:

- In 2003,
- As a child,
- When she was young,
- At the age of ____
- After this,

Sentence Starters:

- On the ____
- In 2018,
- A few years later,
- After this,
- When she was fifteen,

Deepening: Write a list of fronted adverbials that you can share with the class

Thursday

Read the example biography text in Resource 4 with highlighted features and example what they are to your teacher.

Look at previous examples of children's writing about Greta which your teacher will share with you.

Complete a shared with of the introduction with your teacher using GSV:

Everybody is affected by climate change. Greta is a teenager taking it upon herself to make a difference in this area. She is thought to be very inspirational and influential activist.

Now write your own introduction of your biography.

Using the features below, complete a shared write of the first paragraph of your biography with your teacher.



- Fronted Adverbials
- Relative Clauses
- Quotes
- Subordinating Conjunctions
- Passive Voice

Complete your biography independently but do not write your conclusion yet.

Support:

- Addressing world leaders: Thanks to *skolstrejk for klimatet*, she got the attention of the Swedish parliament
- Dec 2018 – COP24 – Addressed World Leaders on Climate Change
- August 2019 – United Nations (UN) Climate Action Summit
- Many speeches – EU and UK parliament
- Met with secretary of UN (Antonio Guterres)
- The openness and honesty with which she speaks to World Leaders is amazing

Friday

Think about the features of biographies.

Edit and improve your work using ARM and CUPS, using the poster in Resource 4 to remind you.

Complete a shared write of a biography conclusion with your teacher using VSG.

V – Link back to viewpoint in opening paragraph.

S – followers/ Nobel prize nominees/ opportunities to speak to world leaders

G – raised awareness but our house is still on fire.

Example: *Greta Thunberg has become one of the most well-known and influential young people on the planet, She was nominated for the Nobel Peace Prize of 2019 and continues to work towards her goal to save the planet. Although her school strike has done much to raise awareness, climate change remains a serious threat.*

Write your conclusion independently.

Share your work on Seesaw and your teacher will share some of the work at the end of the day.

Support: Work in a support group with you teacher to edit and improve your work

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:

hindrance

immediately

interfere

government

harass

identity

individual

quiet

quite

weather

whether

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: Add Decimals 2

Subtract Decimals 2

Test

Spag.com: Passive and active (B)

Other Curriculum Subjects

Monday

Science: What is static electricity?

- Follow the video lesson [here](#). You will need paper and something to write with.

Tuesday

Geography/History: How does migration affect people and places?

- Watch the [video lesson](#)
- Complete the activities throughout the lesson.
- Record your key learning to share.

Challenge: Are there some push and pull factors which would not happen now which have happened in the past?

Wednesday

French:

RE: Universal Declaration of Human Rights

	<ul style="list-style-type: none"> • Watch this video to learn about the Universal Declaration of Human Rights. • Look at the rights in RE Resources. Think about which ones you feel are most important. Why? • Select 3 or more rights of your choice. <ul style="list-style-type: none"> ○ Explain why you believe this human right is important, ○ Explain what you think life would be like if that right was denied, <p>Write down where you think people may not be allowed that right and how that is affecting their lives.</p>
Thursday	<p>Science: Who is Nikola Tesla?</p> <ul style="list-style-type: none"> • Watch the video about Nikola Tesla and his life. • Imagine you are helping him explain what is great about one of his inventions. Choose either the radio, a remote control, or neon light and research how it works. • Use the questions and prompts in the session resources to focus your research. Choose a way to make Nikola's invention famous (see session resource for ideas). <p>Music: Mr Mullin will post the link to the recorded Music recorded lesson on Seesaw.</p>
Friday	<p>PE: Mr Mullin will post the link to the recorded PE lesson on Seesaw.</p>

Mr Mullin

English

Resource 1



RE

Resource 2

Detail Grid

Features of a Biography

Purpose:

- To give an account of someone's life

Structure:

- Attention grabbing **introduction**, which summarises main events of the person's life and makes the reader want to read on.
- Key events in chronological order
- Important information organised in **sub-headings** and **paragraphs**
- Relevant **images/ diagrams** and captions
- Interesting facts/ fact box
- Conclusion** – what they are doing now or how they will be remembered.

Include:

- Their feelings about different points and events in their life.
- Quotes** (by the person or other key people)
- Facts** about achievements, influences, significant people, early life
- Formal** language
- Language of **expert**

Fronted Adverbials:

As a child,
During her early life,
At a young age,
As a young girl,
At the age of ,
Early on,
Shortly after this,
Prior to this,
Years later,
After this,
Accordingly
Consequently

Time Conjunctions:

Then, after
that, firstly,
after this,
whenever, at
first,

Relative Pronouns:

Which
Who
That
Whose
Where

Tense:

- Written in the past tense
- Closing statements may use present/ future tense

Subordination:
When, if, that, because

Coordination:
Or, and, but

Passive Voice:

Active: Climate change worried Greta Thunberg.
Passive: Greta Thunberg was worried by climate change.

Active: The delegates did not intimidate Greta.
Passive: Greta was not intimidated by the delegates.

Punctuation:

- Parenthesis
- Semi-colons
- Possessive apostrophes e.g. Greta's idea
- Hyphens to avoid ambiguity
- Commas
- Speech marks for quotes

Don't:

- Give opinions of your own or information that is not true.
- Use pronouns like "I" or "we"
- Use informal language

sent (passive)

Introduction

GSV

Key facts



Home Learning

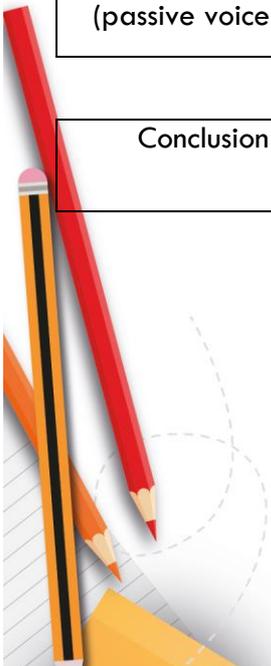
Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Fact	
Explain	
Quote/Example	
Techniques (passive voice)	

Conclusion	VSG
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Resource 3



Greta Thunberg: Climate Activist

Key Information

Born: 3 January 2003

Nationality: Swedish

Full Name: Greta Tintin Eleonora Ernman Thunberg



Greta Thunberg is an activist **who** is fighting for world leaders to recognise the negative impacts of climate change and put solutions in place to help reduce damage to the Earth. Her actions and speeches have influenced others to join her movement to urge world leaders to act.

Family

Greta was born to Malena Ernman and Svante Thunberg in 2003. **At the time of her birth,** Greta's mother was an opera singer **who** travelled around the world to perform, and her father was an actor **just** as his father had been before him. **Additionally,** Greta has a younger sister named Beata.

Early Life

Greta first heard about the impact climate change is having on our planet from a very young age. **As a child,** Greta was taught to save electricity, not to waste water and not to throw away good food. When she enquired further about the issues of climate change, she could not understand why nothing was being done about it. **As a result of this,** by the age of 11, she was struggling with depression and refusing to eat and talk. She was later diagnosed with Asperger syndrome and Selective Mutism.

Initially, Greta began by telling her own family about climate change and asking them to make changes. She convinced them to lower their carbon footprint by changing their diet and by no longer using aircraft for transport. For her mother, **who** was a well-known opera singer, this meant she was no longer able to have an international singing career.

When Greta saw that her family had all made changes in their lives to help the environment, **this** gave her hope that she could spread the word further and have a greater impact on the planet.

Activist

At the age of 15, Greta began to spend time outside the Swedish parliament where she protested for climate action in accordance with the Paris Agreement. Greta held a sign that translated to "School Strike for Climate" (see image, right). Shortly before the Swedish elections, Greta announced she would strike every Friday until Sweden met its climate obligations.

Other students soon joined in similar protests and the school climate strike movement was organised under the name "Fridays for Future". Regular organised protests began to be held around the world **which** were largely led by students. In March 2019, around 1.6 million people joined in to protest in support of the School Strikes for Climate Change movement. **In a week of worldwide protests during September 2019,** an estimated 6 million people around the world took part in climate crisis demonstrations.



UN Climate Action Summit Speech

On the 23rd of September, 2019, Greta was invited to speak to world leaders at the U.N. Climate Action Summit. Because she was determined to attend **but** did not wish to pollute the earth by taking a flight **but**

RE

Universal Declaration of Human Rights, 1948

1. We are all born free with equal rights	2. We have a right to be free from discrimination	3. We have a right to live in freedom and safety	4. We have a right to be free from slavery	5. We have a right to be free from torture or degrading treatment	6. We have a right to be treated fairly by the law
7. We have a right to equal protection under the law	8. We have a right to seek justice when our rights are	9. We have a right to be free from unfair imprisonment or exile	10. We have a right to fair public hearings	11. We have a right to be considered innocent until proven guilty	12. We have a right to privacy & freedom from attacks against our reputation
13. We have a right to free	14. We have a right to protection in other countries from persecution	15. We have a right to belong to a country	16. We have a right to get married	17. We have a right to own things	18. We have a right to our own thoughts and religion
19. We have a right to think and say what we want	20. We have a right to gather peacefully	21. We have a right to take part in government and elections	22. We have a right to a social safety net	23. We have a right to work and join trade unions	24. We have a right to rest and play
25. We have a right to health, food, clothing, and housing	26. We have a right to education	27. We have a right to enjoy the arts and sciences	28. We have a right to enjoy a free and fair	29. We have a responsibility to our COMMUNITY	30. No one can take away our human right

Sentence frame for activity. Choose 3 or more rights to answer these questions.

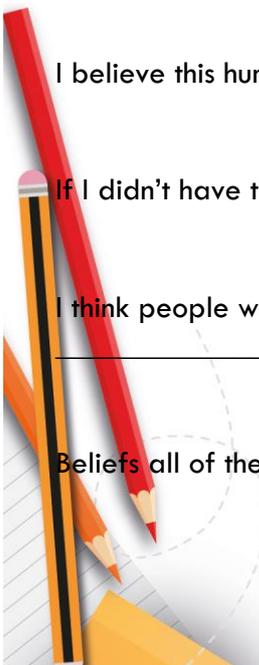
Right number _____, "We have a right to _____".

I believe this human right is important because _____.

If I didn't have this right, or if this right was denied, I think life would be _____.

I think people who _____ may not be allowed this right. It must be affecting their lives by _____.

Beliefs all of these people had in common are _____.



Science

**Super
Scientists**



Nikola Tesla
Engineer and inventor

Nikola Tesla was a genius with electricity, but he wasn't a great businessman.

1. Imagine you are helping him explain what is great about one of his inventions.

Choose either the radio, a remote control or neon light and do some research to find out how it works.



Which invention did you choose and why?

Describe the invention.

Who is most likely to use it?

Why is it useful?

2. Now you understand the invention, you need to spread the word!

Choose one of three ways to make Nikolas's invention famous:

- Make a poster
- Write a newspaper article
- Make a TV/radio ad

