

Year 6B 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 6B 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 and Workbook 6A, Mid-Year Revision, Section A and B, pages 159-169

Support: Skip challenging questions and come back to them if you have time.

Deepening: Workbook 6A, Mind Workout, page 86

Tuesday




Textbook and Workbook 6A, Mid-Year Revision, Section C, pages 170-173

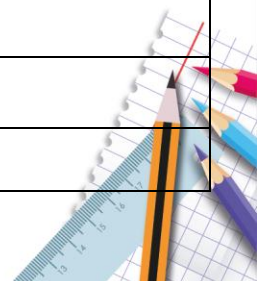
Support: Complete questions 41,42 and 43




Deepening: Workbook 6A, Mind Workout, page 151

Wednesday

Textbook and Workbook 6B, Chapter 7, Lesson 1: Finding the percentage of a number

	<p>Support: https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c</p> <p>Deepening: See below in the maths resource 1</p>
<p>Thursday</p> 	<p>Textbook and Workbook 6B, Chapter 7 and 8, Lesson 2 : Finding the percentage of a quantity</p> <p>Support: https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c</p> <p>Deepening: See below in the maths resource 2</p>
<p>Friday</p> 	<p>Textbook and Workbook 6B, Chapter 6, Lesson 3: Finding percentage change</p> <p>Support: https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c</p> <p>Deepening: See below in the maths resource 3</p>
	<p>Writing</p>
<p>Monday</p> 	<p>Watch episode 1 of the animated BBC version of Macbeth before completing this lesson. Your teacher will send you the link.</p> <p>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?</p> <p>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.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The curtain rises on the heath under a dark, ragged sky. Thunder and lightning. Three hideous, old women, huddled together, screaming with malignant laughter.</p> </div> <p>Your teacher will choose some of you to read Act 1, Scene 1 aloud during our live lesson. You can find the script here</p> <p>Draw a mind map including everything you know about Shakespeare and his work</p> <p>Answer the three questions below about the prophecy:</p> <ol style="list-style-type: none"> 1. What are the witches telling Macbeth? 2. How does he feel? 3. What do you think Macbeth will do and why? <p>Support: Answer question 1 only about the prophecy</p> <p>Deepening:</p>



	<p>What atmosphere does Shakespeare immediately create?</p> <p>What impression do you get of the witches?</p>
<p>Tuesday</p> 	<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>
<p>Wednesday</p> 	<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>
<p>Thursday</p> 	<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> <p>Deepening: Include personification in your writing</p>
<p>Friday</p>	<p>Listen to your peers read examples of their work to the class and help them to edit and improve their work.</p> <p>Use ARMS and CUPS poster in Resource 5 to edit and revise your own work.</p>

	<p>Publish your work on Macbeth publishing sheets which were sent home in the packs you collected from school.</p> <p>What do you think will happen next in Macbeth?</p> <p>Support: Writing support group on Zoom</p> <p>Deepening: Add speech to your writing</p>
<p>Reading</p>	
<p>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.</p>	
<p>Grammar and Spelling</p>	
<p>Practice your spellings every day for 20 minutes using the spelling activity worksheet. 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:</p> <p>confidential</p> <p>influential</p> <p>initial</p> <p>crucial</p> <p>beneficial</p> <p>superficial</p> <p>artificial</p> <p>special</p>	
<p>Other Curriculum Subjects</p>	
<p>Monday</p>	<p>Science:</p> <p><u>Electrical components</u></p> <p>Follow the video lesson here. Start at 4 minutes 12 seconds. You will need paper and something to write with.</p>
<p>Tuesday</p>	<p>Music:</p> <p>Miss Hawes will post the link to the recorded lesson in the week to seesaw.</p> <p>RE:</p> <p><u>What does the Shema tell us about Jewish beliefs?</u></p> <p><i>The Shema is the most important prayer in Judaism. It is housed in a mezuzah.</i></p> <ul style="list-style-type: none"> • Watch this clip • Write down 3 new things that you learn about a mezuzah

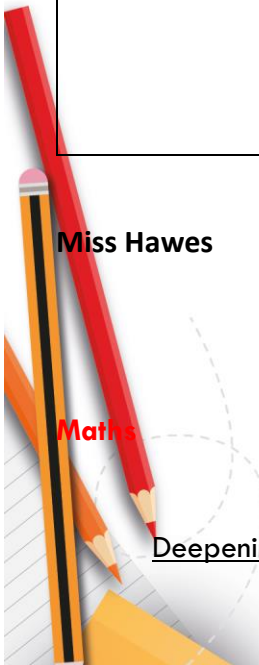
	<ul style="list-style-type: none"> Look at the image in RE resource 1 of the Shema and answer the following: What are 3 messages that we learn from it about Jewish beliefs? <p>Deepening: Look at this mezuzah. Hover over it and explore the fact file under the themes: what can you see, what do you know and what do you wonder?</p>
Wednesday	<p>Music: Miss Hawes will post the link to the recorded lesson in the week to seesaw.</p> <p>Science: How do electrical components function?</p> <ul style="list-style-type: none"> Look at what the children on the concept cartoon have said in Science resource 1. Which statements do you agree and disagree with and why? Read through the information in the session resources about electronic toys and games (or research your own online). What electrical components could have been used? How is the part moving/lighting up/making a noise? Why are the parts moving/lights lighting up/sounds being made only some of the time? <p>Sketch an idea for your own game – firstly, decide what electricity could enable your game to do (e.g. what could move/light up/make a sound?). Annotate with where you will use bulbs, motors and buzzers and what these will do.</p>
Thursday	<p>PE: Miss Hawes will post the link to the recorded lesson in the week to seesaw.</p>
Friday	<p>RE: Why is the synagogue important to Jewish people?</p> <ul style="list-style-type: none"> Look at the 3 images of synagogues in RE resource 2: What do you notice? What questions do you have? Do you notice any key features? Watch video guide to the New London Synagogue Replay video and write down a list of new words and what they mean associated with the synagogue, example: tallit – a prayer shawl <p>Deepening: Create a child's guide to the synagogue above or do a voice over with Natasha's images or your own. Be bold!</p>

Miss Hawes

Maths

Resource 1

Deepening for Wednesday's lesson:



1. John wins 25% of £1,500 prize money. Julia wins 40% of £900 prize money. Who wins the most money? How much more do they win?
2. Bob buys a TV in the sale. The sale price is \$488. What was the original price of the TV in \$?

Resource 2

Deepening for Thursday's lesson:

1. James spent 20% of his savings on toys and 50% of the res on food. He then had £80 left. How much did James have in savings to begin with?

Resource 3

Deepening for Friday's lesson:

Q1. Linda buys a pair of trainers.



She says,

'I bought this pair of trainers when there was 20% off the normal price. I paid £18 for them.'

What was the **normal** price of the trainers?



Show your **working**.
You may get a mark

£

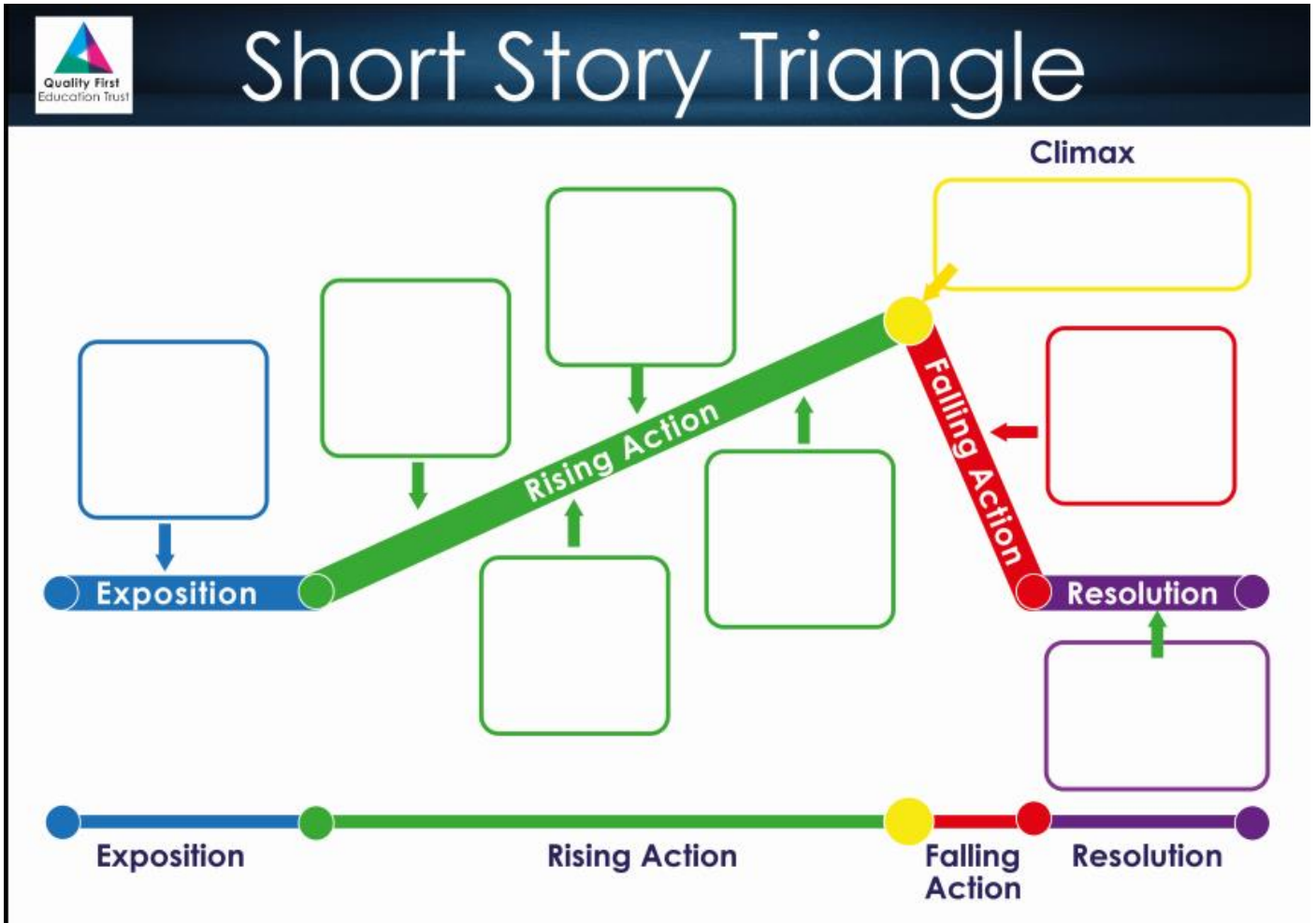


Resource 2

	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...

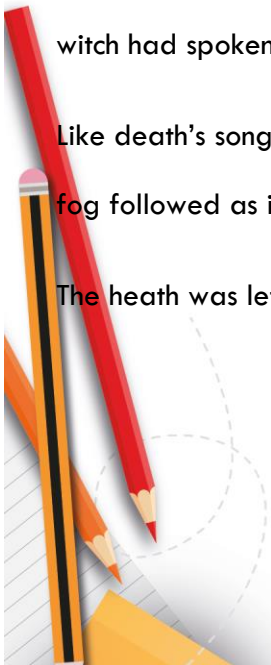
Three pitch-black shadows in cloaks moved towards the clearing in unison. The crooked branches pointed their skeletal fingers towards the figures. Like dominoes, the first cackle caused another sharp screech to burn through the fog; it was deafening.

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.



Resource 5

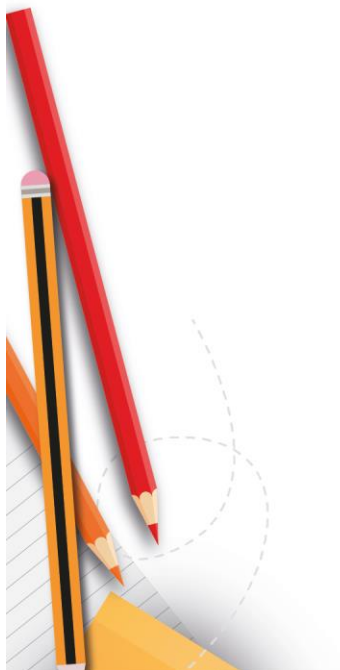
REVISING	EDITING
The 'content' checking	The SPAG checking
A.R.M.S.	C.U.P.S
Add Add interesting or precise sentences and words	Capitalise First word in a sentence and proper nouns: names, places, titles, days, months
Remove Remove sentences you don't need	Usage Inflection of nouns and verbs. E.g. we was were / One dogs
Move Move words or sentences to a more suitable place	Punctuation . ! ? , - ; '
Substitute Change words and sentences for new ones to avoid repetition or use of boring words	Spelling Check words you are not sure how to spell, including homophones

RE

Resource 1

Image of the Shema in Hebrew and English

וְאַהַבְתָּ אֶת יְהוָה אֱלֹהֶיךָ	You shall love Adonai your God
בְּכָל לְבָבְךָ וּבְכָל נַפְשְׁךָ	with all your heart, with all your soul,
וּבְכָל מְאֹדְךָ	and with all your might.
וְהָיוּ הַדְּבָרִים הָאֵלֶּה	And these words
אֲשֶׁר אֲנִי מְצַוְּךָ הַיּוֹם	which I command you today
עַל לְבָבְךָ	shall be in your heart.
וּשְׁנַנְתָּם לְבָנֶיךָ	You shall teach them diligently to your children
וְדַבַּרְתָּ בָּם	and you shall speak of them
בִּשְׂבֵתְךָ בְּבֵיתְךָ	when you are sitting at home
וּבְלַכְתְּךָ בַּדֶּרֶךְ	and when you go on a journey,
וּבְשֹׁכְבְךָ	when you lie down
וּבְקוּמְךָ	and when you rise up.
וּקְשַׁרְתָּם לְאוֹת עַל יָדְךָ	You shall bind them as a sign on your hand
וְהָיוּ לְטֹטְפֹת בֵּין עֵינֶיךָ	and they shall be jewels between your eyes.
וּכְתַבְתָּם עַל מְזוֹזוֹת	You shall inscribe them on the doorposts
בֵּיתְךָ וּבְשַׁעְרֶיךָ.	of your house and on your gates.



Resource 2



Synagogue in
Czech Republic



Synagogue in New York

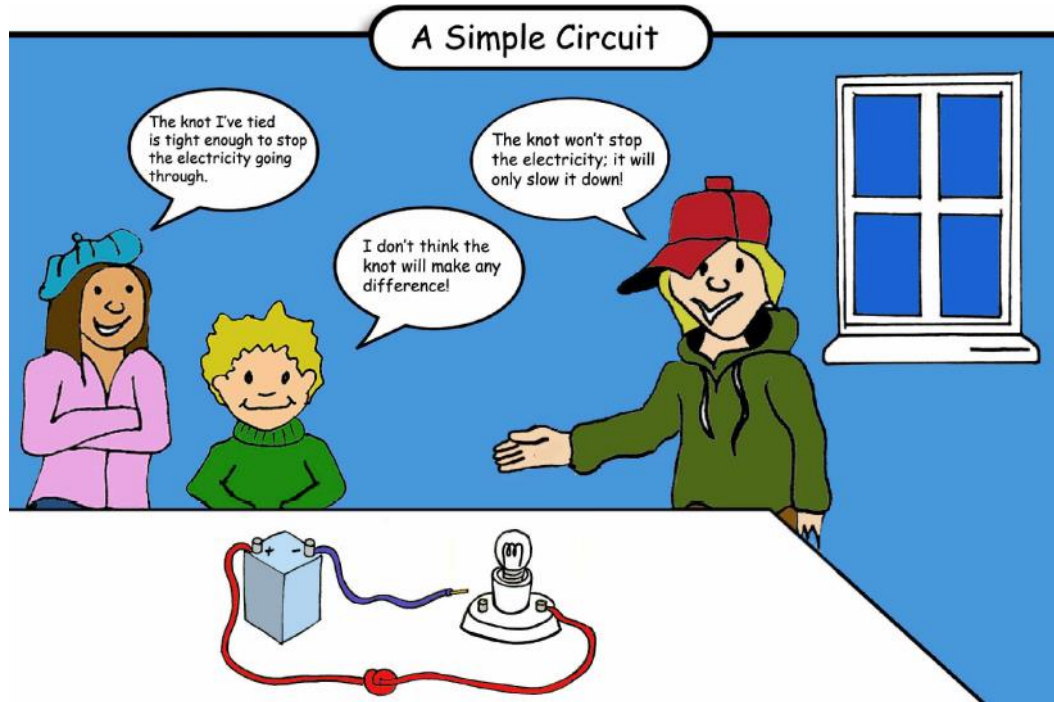


Synagogue in West End
London



Science

Resource 1



Robo Alive Lizard



A robotic lizard toy that runs across the floor.

Flick the switch on this lizard and its hind legs will spring to life, sprinting forward at a rapid pace just like a real reptile.

Catch up to the lizard and tilt its head upwards to pause the action, allowing you to pick it up by its lifelike rubber tail.

Operation



Your patient Cavity Sam is feeling a bit under the weather. Can you "operate" and make him better, or will you get the buzzer? Grab the tweezers and try with all of your might to take out all of his funny ailments. Can you help him with his pulled muscle or the frog in his throat? Operate with your steadiest hand, but don't forget to steer clear of the sides and avoid lighting the light!

The classic operation game challenges you to remove parts without setting off the buzzer. There are 13 plastic ailments parts. The nose lights up when you touch the sides. If you remove the most parts, you win.

Toy helicopter



Every day is an adventure with this colourful mini helicopter toy! This highly-interactive toy will give kids years of enjoyment as they become 'hero of the day' in their own imaginative world. Special features include a winch, moving rotor, opening doors, lights, and sounds.

