

Year 6B 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 6B Timetable

Wake Up, Shake Up

8:30am-9:00am

Registration

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?!

- Be dressed in your uniform
- Have your resources to hand
- Registration

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|--|---|
| 9:00am | <ul style="list-style-type: none"> 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

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

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

Support: Included in the live lesson and online content.

Deepening: Look at [Monday Resource 1](#).

Tuesday

Year 6 Textbook 6B, Chapter 2, Lesson 2 and 3: Comparing Quantities

Support: <https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-ratios-intro/v/ratios-intro>

Deepening: Look at [Tuesday Resource 1](#).

Wednesday

Year 6 Textbook 6B, Chapter 2, Lesson 4: Comparing Quantities

Support: <https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad?step=2&activity=video>

Deepening: Look at [Wednesday Resource 1](#).

Year 6 Textbook 6B, Chapter 8, Lesson 6: Comparing Numbers



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|--|--|
| <p>Thursday</p> | <p>Arithmetic practice (30 mins) – please see below for in the resources section. Answers to be posted on Seesaw after the lesson.</p> <p>Problem solving with ratio and scaling (30 mins) - https://classroom.thenational.academy/lessons/ratio-problems-c5hk4r</p> <p>Support: https://classroom.thenational.academy/lessons/use-ratio-to-express-relationships-70tpad?step=2&activity=video</p> |
| <p>Friday</p>   | <p>Deepening: Look at Thursday Resource 1.</p> <p>Year 6 Textbook 6B, Chapter 9, Lesson 2: Describing a pattern</p> <p>Support: https://classroom.thenational.academy/lessons/consolidating-linear-sequences-and-representing-problems-with-algebra-71j3gr?step=2&activity=video</p> <p>Deepening: in the Guided Practice on page 49 of the textbook, look at question 2(b). Can you explain why the tenth number is 'y+9' rather than 'y+10'.</p> |
| <p>Writing</p> | |
| <p>Monday</p>  | <p>Draw a spider diagram labelled 'Greta Thunberg'. In one colour, write anything you know about Greta.</p> <p>Draw another spider diagram labelled 'Biographies'. In one colour, write as many features of a biography that you know.</p> <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 here. Tick off the features of a biography in Resource 1 when you see them in the text</p> <p>Support: Look at the features of a biography in Resource 1 only.</p> <p>Deepening: research Greta Thunberg independently so you can share new facts with the class tomorrow.</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> |

Look at the examples below of how active and can be changed into passive voice:

Climate change worried Greta Thunberg.

Greta Thunberg was worried by climate change.

The delegates did not intimidate Greta.

Greta was not intimidated by the delegates.

Change the sentences below from active to passive in your book.

- a.) Students organised a school climate strike movement.
- b.) Thunberg convinced her parents to adopt several lifestyle changes.
- c.) Time Magazine featured a picture of Greta Thunberg
- d.) Greta's passion for the environment moved many people.
- e.) Some world leaders insulted Greta because they felt threatened.

Identify the subject, verb and object of each sentence sentences.

Come up with sentences of your own about Greta Thunberg. Convert them between active and passive voice.

Support: Only identify the subject, verb and object of each sentence.

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?

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 here](#), organise your notes and highlighted information into the follow headings:

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

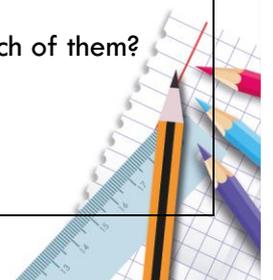
How she became aware / motivated : at home, schools, friends

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 you could use:

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 3 here](#) 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

Deepening: Try to include the passive voice and past perfect tense in your writing.

Friday

Think about the features of biographies.

Edit and improve your work using ARM and CUPS, using the poster in [Resource 4 here](#) 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.

Deepening: Try to include the passive voice and past perfect tense in 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 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:

hindrance

immediately

interfere

government

harass

identity

individual

quiet

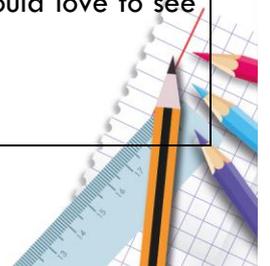
quite

weather

whether

Other Curriculum Subjects

| | |
|-------------------------|--|
| <p>Monday</p> | <p><u>Science</u></p> <p>What are circuit diagrams?</p> <ul style="list-style-type: none"> • Follow the video lesson here. You will need paper and something to write with. • Complete the quiz after watching the video. • Send a paragraph, picture or video on Seesaw to explain what you have learnt. |
| <p>Tuesday</p> | <p><u>RE</u></p> <p>What is the Torah and how is it important?</p> <ul style="list-style-type: none"> • See Lesson 4 Resource 1 below for what a Torah looks like. It is a Jewish Holy Book containing the first 5 books of Moses (which are in the Bible as well). It contains God's instructions about how Jews should live. • Watch Charlie's video that describes the importance of the Torah • Look at Lesson 4 Resource 2 below. How do people show respect for the Torah? Cut out and rank the 8 ways, discuss with an adult at home. |
| <p>Wednesday</p> | <p><u>Science</u></p> <p>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 science resource 1 here. What does it show? Match up the symbols with the components. • Watch the video and complete the activities here. • Draw circuit diagrams for the circuits shown in the science resource 1 here. |
| <p>Thursday</p> | <p><u>RE</u></p> <p>What are the important things about Jewish lifestyle and what is Shabbat?</p> <ul style="list-style-type: none"> • Think about some days that are special to you. Why are they so special? • Watch this video about Shabbat. • Create an illustrated guide of dos and don'ts for Shabbat for a Jewish boy or girl. • Reflection: What would you do on a day of rest? What would you miss or enjoy? <p><u>Music</u></p> <p>Miss Hawes will post the recorded music lesson on Seesaw. Ms Hurford would love to see what you have learnt. You can post this in the music folder.</p> |
| <p>Friday</p> | <p><u>Music</u></p> <p>Miss Hawes will post the recorded music lesson on Seesaw. Ms Hurford would love to see what you have learnt. You can post this in the music folder.</p> <p><u>PE</u></p> |



Miss Hawes will post the recorded PE lesson on Seesaw. Mr Bartlett would love to see what you have learnt. You can post this in the PE folder.

Miss Hawes

Maths

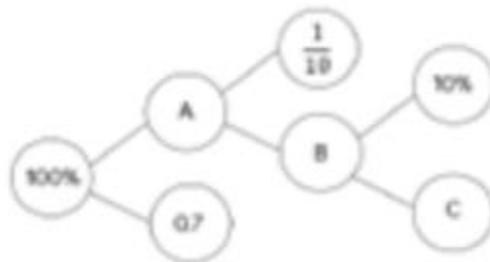
Monday Resource 1

Complete the missing information using a decimal and a percentage.
Can you find more than one solution?

$$\frac{1}{4} = 75\% - \square - 3 \text{ tenths}$$

$$40\% = \frac{1}{5} + \square + \square$$

Complete the part whole model. How many different ways can you complete it?



Can you create your own version with different values?



Tuesday Resource 1

11.



30 children are going on a trip.

It costs **£5** including lunch.

Some children take their own packed lunch.

They pay only **£3**

The 30 children pay a total of **£110**

How many children are taking their own packed lunch?

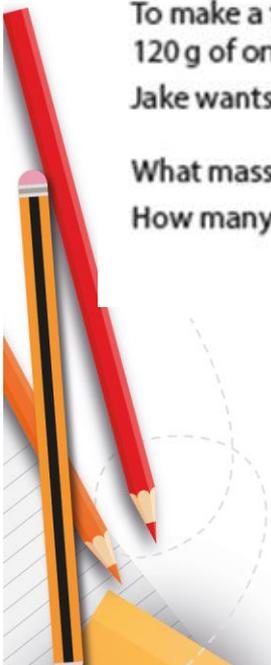
Wednesday Resource 1

To make a tomato pizza topping for a normal pizza, Jake uses 300g of tomatoes, 120g of onions and 75g of mushrooms.

Jake wants enough sauce for a giant pizza, so he uses 900g of tomatoes.

What mass of onions will be used?

How many 120g boxes of mushrooms will he have to buy?



Thursday Resource 1

Deepening

1. The ratio of one number to another is 2:5

One of the numbers is 20

What are the **two** possibilities for the other number?

| Answer and reasoning | Working out: |
|----------------------|--------------|
| | |

2. The ratio of one number to another is 3:1

The difference between the two numbers is 260

Find the numbers.

| Answer and reasoning | Working out: |
|----------------------|--------------|
| | |



English

Monday Resource 1

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



Home Learning

Wednesday Resource 2

| | | | | |
|-------------|------|---------|---------------|----------------------------|
| Detail Grid | Fact | Explain | Quote/Example | Techniques (passive voice) |
|-------------|------|---------|---------------|----------------------------|

| | |
|--------------|------------------|
| Introduction | GSV Key facts |
|--------------|------------------|

| | |
|----------------------------|--|
| Fact | |
| Explain | |
| Quote/Example | |
| Techniques (passive voice) | |

| | |
|----------------------------|--|
| Fact | |
| Explain | |
| Quote/Example | |
| Techniques (passive voice) | |

| | |
|----------------------------|--|
| Fact | |
| Explain | |
| Quote/Example | |
| Techniques (passive voice) | |

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



Thursday 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



RE

Resource 1



Resource 2



How do Jewish people show respect for the Torah?

Discuss with your partner which of the eight ways of showing respect for the Torah came top of the list in your opinion. Rank them from 1-8, giving reasons. Use the language 'more important than' and 'less significant than' to support your writing.

Do you know any signs of respect from other religions for their sacred books and writings, such as the Sikh Guru Granth Sahib, the Christian Bible or the Muslim Qur'an?

A. The Torah scroll is kept in a special cupboard, called an ark, at the synagogue. The cupboard is high up, as a reminder of Mount Sinai, the 2,300-metre mountain where Moses received the Torah.

B. The Torah scroll is created by a specially trained scribe who uses high-quality parchment. There are 304,805 letters in a Torah scroll, and each one is written totally by hand.

C. A scribe may take two years to write a Torah scroll, which is always done in the Hebrew language.

D. Jewish young people prepare for adult life by learning to read from the Torah, aloud, at synagogue for their Bar Mitzvah or Bat Mitzvah ceremony. Being grown up in Judaism means reading the Torah.



E. The Torah scroll is decorated or dressed with a crown (often made of silver) and a mantle (often made of gold-embroidered fabric) to show how much the words of the Almighty are valued.

F. Jewish people take note of, and live by, the 613 commandments of the Torah. The ultimate sign of respect is to do what the Torah says.

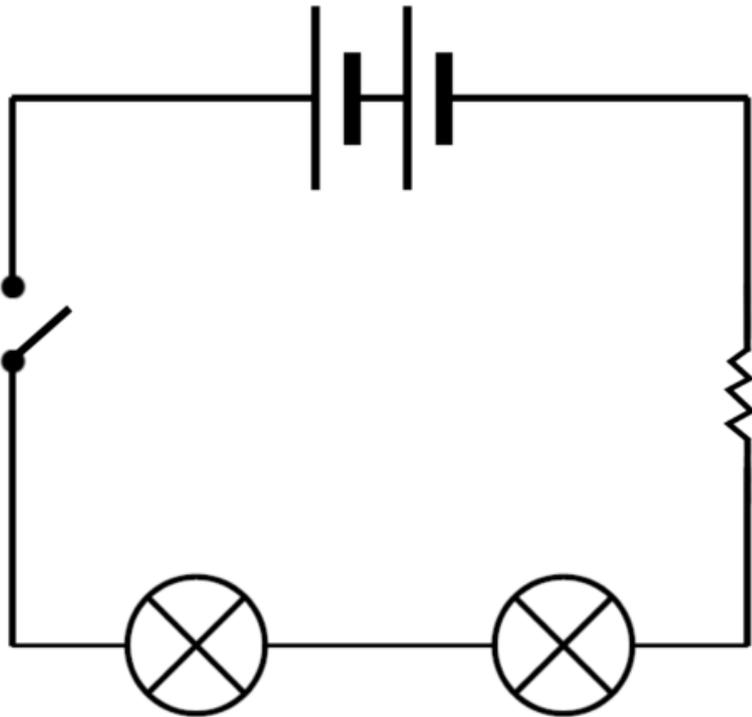
G. A yad, or pointer, often made of silver, and in the shape of a tiny pointing hand, is used to help the reader to keep their place. Touching the scroll might make it dirty or smudge the ink.

H. If a Torah scroll becomes so used and old that it is at the end of its life, it is not thrown in the bin – it is buried with dignity!

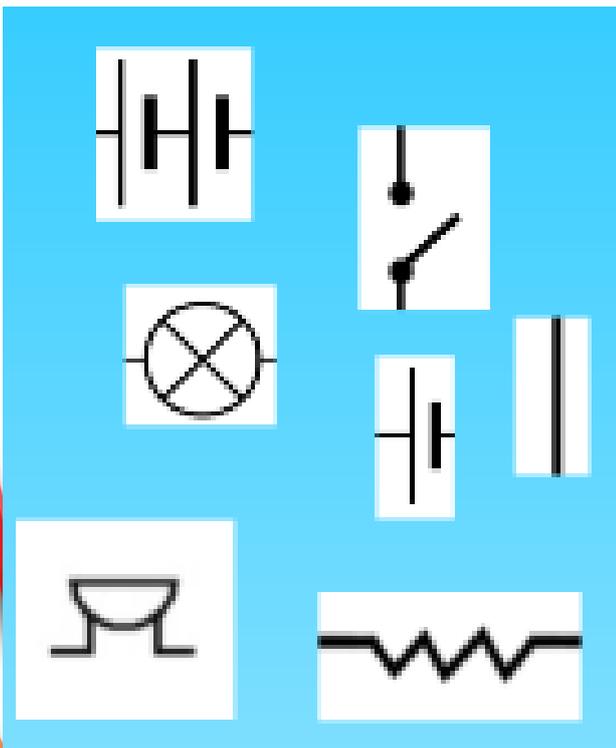


Science

Resource 1



Match the symbols to the components:



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

