

Year 6 Home Learning Pack (w/b 22.06.2020)

Good Morning Year 6!

Hello everyone! We hope that you are all staying safe and looking after your families. This week, we will be continuing to learn about Vikings in History and having a closer look at the human body in Science. You also have a new 'picture of the week' to inspire your English work. In school, we are really enjoying basing our work on a new image each week and we can't wait for it to be revealed. We are now used to the 'new normal' in school and are doing really well at keeping a 2 metre distance. The children have been thinking of 'socially distanced' games that they can play during break time – some of them have been quite interesting! We look forward to welcoming you back to school when you feel ready, but in the meantime... stay safe and keep smiling! 😊

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Maths

You can continue to complete your Power Maths book. Remember that you have your revision guides to help you too.

Make sure that you are logging on to:

- SumDog
- TT Rockstars
- Education City

Year 6 staff are logging on to each of these sites regularly to see who is completing revision.

Make sure that you are focusing on the areas of maths that you know you need to revise. Remember that it is about how many questions you answer correctly, not how quickly you answer them. If you answer the questions carefully then the websites will ensure that the revision pathway and learning is appropriate for your level.

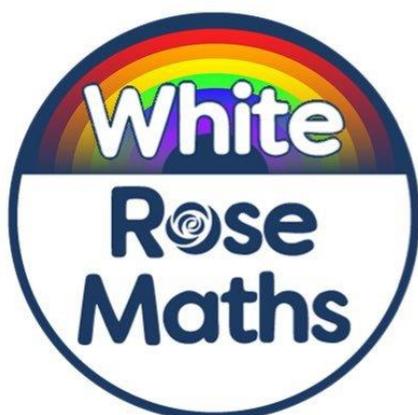
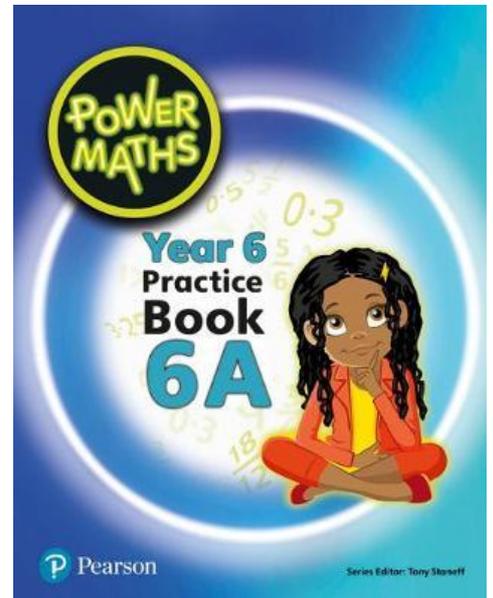
White Rose Online Lessons

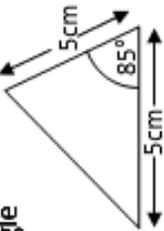
St James's recommends that pupils complete the daily online White Rose maths lessons - these cover the Summer term maths topics that your child would be learning at school. You don't have to do one a day or complete the lesson on the date shown, but it is important that you complete them in order as the learning builds on the previous lessons. So whenever you start, start at **Summer term - week 1, (w/c 20 April)** for the special 12 week course (the previous tabs labelled simply week 1, week 2 can be ignored).

Here is a link to the White Rose home learning page <https://whiterosemaths.com/homelearning/>
Before each lesson, make sure your child has something to write on and with, and you may want to have printed the lesson worksheets out in advance. These worksheets and answers are available to download from the St James's school website using this link <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>. If you don't have a printer don't worry, pupils can still have a go at the worksheets, just display them on a screen and the children can answer most questions on blank paper.

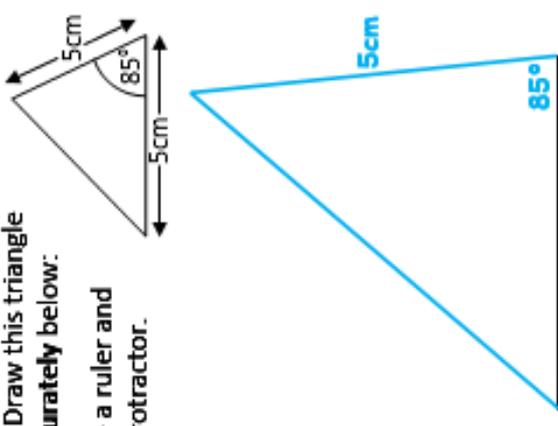
On the White Rose site, there is a video for pupils to watch which begins with a Flashback 4. This first slide recaps previous learning. Each video then goes on to introduce new learning. After the video pupils can have a go at the worksheets. The worksheets and answers are available to download from the St James's website at <https://www.st-james.dudley.sch.uk/wh-rose-worksheets>.

If you have any questions about the White Rose website and lessons on offer please direct them to info@st-james.dudley.sch.uk and we will get back to you as soon as possible.



A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Geometry	
6:1	1. Write five million, seventy one thousand, and eighty four in digits.	6:7	11. Which is the largest fraction? $\frac{1}{2}$, $\frac{3}{8}$ or $\frac{7}{16}$	6:18	21. How many kilometres are approximately equal to 10 miles ?
6:1	2. What is the value of the 5 in this number? 3,954,682	6:8	12. $\frac{2}{3} - \frac{4}{7} =$	6:20	22. Give two possible areas of a rectangle with a perimeter of 10cm.
6:1	3. Round 4,953 to 2 decimal places.	6:9	13. Simplify your answer. $\frac{5}{6} \times \frac{4}{9} =$	6:21	23. Write a formula to show how to find the area of a triangle.
6:2	4. Write the smallest possible crowd. Attendance: 8,200 (to the nearest hundred)	6:10	14. $57,389 \div 1000$	6:22	24. Calculate the volume of a cube with a 6cm side length. 
6:3	5. $4,313 \times 11$	6:11	15. 9.42×4	6:23	25. Draw this triangle accurately below: Use a ruler and a protractor.
6:3	6. $784 \div 16$	6:12	16. Write this percentage as a fraction and a decimal. 45%		
6:4	7. Which is a common multiple of 12 and 15? 24 30 60 75 84	6:13	17. Find 40% of 360.		
6:4	8. Which factor of 49 is also a prime number ?	6:14	18. In a class of 35 pupils, $\frac{4}{7}$ are girls. How many boys are there?		
6:5	9. $(12 - 9) \times (9 + 7)$	6:15	19. How much will a 7 minute call cost? Call charge: 25p + 9p per minute.		
6:6	10. I have £10. I buy 2 coffees at £1.73 each. How much do I have left?	6:16	20. What is the 10th term of this sequence? 2, 8, 14, 20, 26, ...		
	Total (A)		Total (B)		Total (C)
	Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)

Answers

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Geometry	
1. Write five million, seventy one thousand, and eighty four in digits.	6:1 5,071,084	11. Which is the largest fraction? $\frac{1}{2}$ or $\frac{7}{16}$	6:7 $\frac{1}{2}$	21. How many kilometres are approximately equal to 10 miles ?	6:18 16
2. What is the value of the 5 in this number? 3,954,682	6:1 50,000	12. $\frac{2}{3} - \frac{4}{7} =$	6:8 $\frac{2}{21}$	22. Give two possible areas of a rectangle with a perimeter of 10cm.	6:20 4cm², 6cm²
3. Round 4.953 to 2 decimal places.	6:1 4.95	13. Simplify $\frac{5}{6} \times \frac{4}{9} =$ your answer.	6:9 $\frac{10}{27}$	23. Write a formula to show how to find the area of a triangle.	6:21 $\frac{1}{2} b \times h$
4. Write the smallest possible crowd. Attendance: 8,200 (to the nearest hundred)	6:2 8,150	14. $57,389 \div 1000$	6:10 57.389	24. Calculate the volume of a cube with a 6cm side length.	6:22  216
5. $4,313 \times 11$	6:3 47,443	15. 9.42×4	6:11 37.68	25. Draw this triangle accurately below: Use a ruler and a protractor.	6:23  Shape drawn with 85° (+/- 2°) angle and 5cm (+/- 2mm) side length
6. $784 \div 16$	6:3 49	16. Write this percentage as a fraction and a decimal . 45%	6:12 $\frac{9}{20}$ 0.45		
7. Which is a common multiple of 12 and 15? 24 30 60 75 84	6:4 60	17. Find 40% of 360.	6:13 144		
8. Which factor of 49 is also a prime number ?	6:4 7	18. In a class of 35 pupils, $\frac{4}{7}$ are girls. How many boys are there?	6:14 15		
9. $(12 - 9) \times (9 + 7)$	6:5 48	19. How much will a 7 minute call cost? Call charge: 25p + 9p per minute.	6:15 88p		
10. I have £10. I buy 2 coffees at £1.73 each. How much do I have left?	6:6 £6.54	20. What is the 10th term of this sequence? 2, 8, 14, 20, 26, ...	6:16 56		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Writing – ‘Dragon World’



This was their favourite time of day to fly.

As the glowing, crimson sun dipped down below the vast horizon, retreating to allow night to take its place, the dragons took flight.

The sky looked beautiful: wisps of pillow-like clouds seemed to part in front of them as they flexed their powerful wings. Like sails from ancient ships, the wings beat in the dying embers of the sun's fire, embracing what little warmth remained. Thousands of tiny scales that covered the beasts' bodies glistened like rubies in the dazzling light.

As they reached full speed, leaving the world far beneath them, they almost grinned as they thought about where they were going. There would be others like them there. It would be paradise...

Questions to think about:

Where are the dragons heading?

What is 'paradise'? Why are they looking forward to it so much?

Are these the only 3 dragons that exist, or are there more?

Where have the dragons come from? Where is their home?

If you had a pet baby dragon, how would you look after it?

Design a Dragon

What image comes to mind when you hear the word 'dragon'? Maybe you are thinking of a ferocious, fire-breathing reptile or a long, flying serpent. Whatever your idea of a dragon is, they are legendary, described throughout history as lizard-like creatures that have wings, four legs, horns and are capable of breathing fire. However, there are many different types of dragon. Some have leathery, bat-like wings, some don't have any wings, some have ridges and spikes all over their bodies and some are smooth with scales. Also, some dragons have unique abilities, such as breathing ice or changing their body colour to camouflage themselves. But what would your ideal dragon be like? This is your chance to design your own perfectly ferocious (or maybe fluffy?) dragon.

To help with your design, think about:

- What will your dragon look like? It could have wings, sharp claws, scales, leather skin, a long tail, lizard-like eyes, fur: the choice is yours.
- What will it eat? Animals, plants... or even people?
- Does it have any special abilities? Camouflage, fire-breathing, ice-making, magical powers?
- Where does it live? In a deep, dark cave, the depths of the oceans, on a windswept mountain ledge?
- Is it tame or dangerous? It could be a wise, speaking dragon, a ferocious, fire-breathing beast or a kind, affectionate pet.



Task 3 – How To Care For Your Dragon Instructions

Imagine that you are going on holiday and your friend has offered to look after your dragon for the week. Your task is to write a list of instructions that your friend can follow to ensure they look after your dragon properly.

Think carefully about:

- What is your dragon's daily routine?
- Do they need exercise? If so, where, when and how much?
- When and what do they eat?
- Do they have a specific bedtime routine?

You may choose to present your instructions in different paragraphs, in bullet points or using numbers. Remember that you will need to be specific and may need to include some diagrams! There may be some things that you need to tell your friend NOT to do!



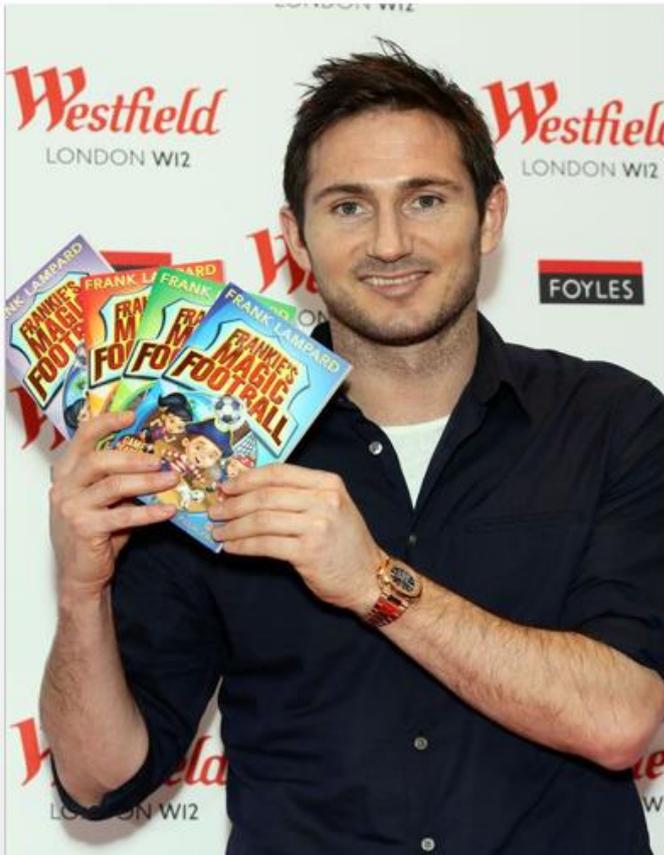
Instructions Checklist

Use "How to..." in the title	
Lists (e.g. materials/ingredients/equipment)	
Numbers/letters or bullet points to show order	
Imperative verbs (e.g. mix/stir)	
Short, clear sentences	
Diagrams/illustrations	

Reading

Remember that you have 2 home reader books as well as your library book. As well as completing these activities, you should be reading independently regularly and recording it in your reading record. Try to write an interesting and detailed comment about your opinion of what you have read. Don't forget that you can also write down any other books that you have been reading as well as your school books.

Task 1 – Reading with the Pawsome Gang



LO: To retrieve and infer from a text



How many books is Frank holding?



How is he feeling? How can you tell?



Why do you think this footballer chose to write some children's stories?

LO: To retrieve and infer from a text.



How many sheep live on the Falkland Islands?



What do you think is the main profession on the Falkland Islands? Why do you think that?



Why has the illustrator included information about how many sheep there are per person?

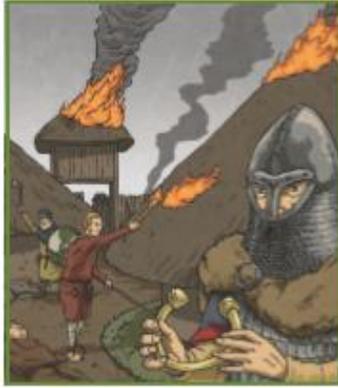
Task 2 – 60 Second Read on ‘The Viking Times’

The Viking Times

We Have Arrived!

AD787

4 After an arduous journey
9 across the North Sea, we
13 have finally reached our
15 destination – England.
18 The feeble, afraid
21 Englishmen tried to
26 cease us but we were
30 too powerful and fought
35 our way, as brutally as
39 was necessary, onto the
43 green and lush land.



48 We are here to find
51 treasures (and probably
55 steal them) before we
60 return to our homes in
63 Norway, Sweden and
64 Denmark.

81 protected and contained
85 valuable goods like gold
88 and jewels, imported
92 foods and other useful
95 materials for trade.

70 Our first raid was of the
73 monastery at Lindisfarne,
78 which was not very well

99 England is more pleasant
103 and lucrative than we
104 thought!

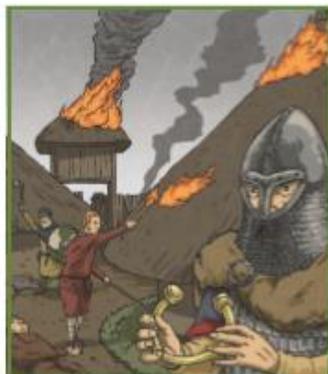
Answers

The Viking Times

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Quick Questions



1. Which word means 'stop'?



2. Where did the Vikings come from?



3. Find two adjectives which are antonyms of each other.



4. How does the Viking's view of England change?

Answers



1. Which word means 'stop'?

Accept: cease.



2. Where did the Vikings come from?

Accept: Norway, Sweden and Denmark.



3. Find two adjectives which are antonyms of each other.

Accept 'powerful' and 'feeble'.



4. How does the Viking's view of England change?

Accept reference to the fact that at the beginning, they are just coming to steal before returning home, but by the end they are more positive about England and considering staying.

Task 3 – Reading Comprehension on

Lindisfarne Fact File

Lindisfarne is in the northeast of England, near Berwick-upon-Tweed and close to Hadrian's Wall. It is a tidal island, which means twice in every 24 hours, the tide cuts the island off from the mainland and you cannot get across unless you have a boat. There is a paved causeway, which is like a path, to walk across at low tide.

Facts:

- There are only 160 residents on Lindisfarne but the island has approximately 650,000 visitors each year.
- The Anglo-Saxon name is Lindisfarne, while the Holy Island part of the name came from the Viking raids.
- The island measures 4.8km east to west and 2.4km north to south.
- The Romans living in England did not affect Lindisfarne.
- In AD634, the priory was founded by an Irish monk called Saint Aiden. He had been sent there by King Oswald of Northumbria.
- Saint Aiden stayed there until he died in AD651.



Northumberland's patron saint (Saint Cuthbert) was an abbot of the monastery, and later the bishop. He was known for his charm and generosity to the poor. He often performed healing miracles and gave people advice about their problems. He became known as The Wonder Worker of Britain.

There is a long trail called St. Cuthbert's Way which visitors can walk along.

The Viking Raids

At the time of the Vikings landing on Lindisfarne, the local community of Anglo-Saxons were not behaving in a very Christian way. The writer Alcuin recorded:

"Either this is the beginning of greater tribulation, or else the sins of the inhabitants have called it upon them. Truly it has not happened by chance, but it is a sign that it was well merited by someone".

What is a monk?

A monk is a person who gives up their life for the work of God. Monks live in monasteries and serve the community. They spend their days in prayer, worship and service to others.

He believed that the Viking landings were a punishment for the local people's behaviour.

On 11th January AD793, the Vikings landed on Lindisfarne. They had sailed across the North Sea from Denmark and Norway. They rampaged through the island and killed monks in the priory. They stole gold and silver and caused destruction and death.

Vikings are usually described as savages with a love of killing. However, it is likely that they had made pre-attack visits to the island and knew that it would have a lot of wealth for them to steal.

300 Years Later

In 1093, the Normans turned the priory into a Benedictine house, so it still had a religious purpose. This continued until 1536, when King Henry VIII reformed the Catholic Church and ordered all religious houses to be destroyed.

The priory was left in ruins. There is part of the rainbow arch still standing.

Lindisfarne Castle

The castle was built around 1550. This was when the priory was no longer being used. Some of the stones from the priory were used to build the castle.

The castle is very small and is more of a fort. It was used by Henry VIII to prevent attacks from Scotland.

When James I was King of England and Scotland together, it was no longer needed for defence and instead just protected the harbour.

In 1901, the castle was bought by Edward Hudson and he had it refurbished by the architect Sir Edwin Lutyens. It is now owned by the National Trust and is an important visitor attraction, standing majestically on the hill overlooking the sea.



Lindisfarne Fact File

- Lindisfarne is in the North East of England. It is a tidal island which means:

- It was founded by:

- St. Cuthbert was:

- Lindisfarne is known for:

- It was called Holy Island because:

- Its most significant landmarks are:

- Some interesting facts:

Holy Island

Normans

Castle

Vikings

Henry VIII

National Trust

saint

reformation

tourists

monks

Priory

tidal

Grammar Hammer

1. Underline the suffix that can change this adjective into a noun .					
<i>ill</i>	<i>ness</i>	<i>ate</i>	<i>en</i>	<i>ize</i>	
2. Underline the correct word to use in this sentence. Use a dictionary if it helps.					
<i>My mum put my hair in a (braid / brayed) for school.</i>					
3. Underline the prefix which means 'under'. Use a dictionary if it helps you.			4. Underline the prefix which means 'together'. Use a dictionary if it helps you.		
<i>multi</i>	<i>bi</i>	<i>sub</i>	<i>trans</i>	<i>co</i>	<i>ir</i>
5. Use a dictionary to find the meaning of this word.					
<i>allude</i>					
6-7. Use a thesaurus to find three synonyms for this word as an adjective .					
<i>slapdash</i>					

8-9. Précis this sentence. Cross out any adjectives and adverbs.				
<i>The tiny, new, green shoots slowly emerged through the soft, brown earth.</i>				
10-11. Underline two adverbials that can be used to signal time or sequence in a piece of writing.				
<i>in addition</i>	<i>later</i>	<i>unless</i>	<i>equally</i>	<i>initially</i>
12. Underline the correct verb to agree with the subject .		13. Underline the object in this sentence.		
<i>The sweets (has / have) melted in the sun.</i>		<i>Sam washed his dog after the walk.</i>		

This phrase uses a formal style of writing.		14. Re-write it using an informal style.		
<i>I am delighted to announce...</i>				
15. Underline the verb in this sentence.		16. Underline to show if it is active or passive .		
<i>Mum baked an amazing chocolate cake.</i>		<i>active</i>	<i>passive</i>	
17-18. Use hyphens to punctuate these phrases and make the meaning clear.				
<i>two storey building</i>		<i>around the clock care</i>		
19. Use a semicolon to punctuate this sentence.		20. Use a dash to punctuate this sentence.		
<i>My coat is thick I shouldn't be cold.</i>		<i>The ice-cream was my favourite vanilla.</i>		
21-20. Use a colon and commas to punctuate this sentence.				
<i>I have three children Sarah Rebecca and David.</i>				
23. Use an ellipsis to punctuate this sentence.				
<i>The ball left his foot and flew right into the open goal.</i>				
24-25. Underline the synonyms of the adjective in bold and circle the antonyms . Use a dictionary if it helps.				
<i>intense</i>	<i>moderate</i>	<i>severe</i>	<i>mild</i>	<i>strong</i>

Total:		Red (0 – 9)	Yellow (10 – 19)	Green (20 – 25)
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Answers

1. (W6:1) A suffix can be added to a root word to change its meaning. The suffix 'ness' can be added to an adjective to form a noun.				
ill	<u>ness</u>	ate	en	ize
2. (W6:2) Homophones are words that sound the same but have different meanings and different spellings. If dictionary used (W6:4).				
My mum put my hair in a (<u>braid</u> / brayed) for school.				
3. (W6:3. Sp 4:1) Recognising prefixes. The prefix 'sub' means 'under'. (W6:4) Using a dictionary			4. (W6:3) Recognising prefixes. (W6:4) Using a dictionary	
multi	bi	<u>sub</u>	trans	<u>co</u>
5. (W6:4) Check the definition with that in the dictionary available.				
allude	Mention something briefly or indirectly.			
6-7. (W6:5) Check the synonyms with those in the thesaurus available.				
slapdash	careless, slipshod	slovenly, untidy	thoughtless	
8-9. (W6:12) For note taking and précising we only need the essential words. Most adjectives and adverbs can be omitted.				
The tiny, new, green shoots slowly emerged (through the soft, brown earth).				
10-11. (W6:13) Using a wider range of adverbials can help build cohesion within and across paragraphs.				
in addition	<u>later</u>	unless	equally	<u>initially</u>
12. (W6:16) A singular subject (I, he, she) usually takes a singular verb. A plural subject (they) usually takes a plural verb. A singular noun (committee, class) usually takes a singular verb.			13. (W6:24) The object is acted upon by the subject. i.e. The striker (subject) kicked (verb) the football (object). A direct object is usually a noun, pro noun or noun phrase.	
The sweets (has / <u>have</u>) melted in the sun.			Sam washed <u>his dog</u> after the walk.	
14. (W6:18,24) Formal language is used for official, legal or professional writing such as job applications and letters of complaint. Informal writing is more like how we speak and is used for letters to friends, emails etc.				
I am delighted to announce...		I'm pleased to tell you or I'm happy to say.		
15-16. (W6:19) A verb is active when the subject of the sentence does the action. It is passive if the action is done to it.				
Mum <u>baked</u> an amazing chocolate cake.		<u>active</u>	passive	
17-18. (W6:10,20) Hyphens link two or three words together to show that together they make a compound adjective describing the noun.				
two-storey building		around-the-clock care		
19. (W6:10,21) A semicolon links independent clauses without using a connective (and/but). It marks a pause stronger than a comma but not as strong as a full stop.		20. (W6:10,21) A dash shows a break in a sentence (normally informal writing) where a comma, semicolon or colon would normally be used in formal writing.		
I coat is thick; I shouldn't be cold.		The ice-cream was my favourite – vanilla.		
21-22. (W6:21) Colons are commonly used to introduce lists. Commas separate items in a list. It is not used before the last item which has 'and' in front of it.				
I have three children: Sarah, Rebecca and David.				
23. (W6:23) An ellipsis is three dots. It creates a longer pause for effect that can help build tension in a story; show confusion or hesitation; or make the reader slow down and emphasise the words.				
The ball left his foot and flew ... right into the open goal.				
24-25. (W6:24) Synonyms are words with a similar (but not exact) meaning. Antonyms have the opposite meaning.				
intense	moderate	<u>severe</u>	mild	<u>strong</u>

Spellings

Use your spelling homework book to learn your spellings in the usual ways (look at the sheets at the front of your book to remind you!). Remember that you have the whole list of Year 6 spellings in the front of your spelling homework book and also some extras in the middle of your reading record if you want to practise additional words. Choose any of these spoodles to help you to learn these words. You may even design some of your own spoodles. Ask a member of your family to test you on Monday and then re-test you on Friday. How much have you improved by?

- 1 ought
- 2 fought
- 3 rough
- 4 toughen
- 5 enough
- 6 coughed
- 7 dough
- 8 thoughtful
- 9 thoroughly
- 10 conscience

Pyramid Writing

"Pyramid write" your spelling words.
You must write neatly!

*Example: home h
ho
hom
home

Three Times!

Write each spelling word three times.
First, write each word in pencil.
Second write each word in coloured pencil.
Third, write each word in pens.
You **MUST** write neatly!

Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different coloured crayon for each word.

Ex.
hopmopestopdrop

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

*Examples- when four
h o
e u
n r

UPPER and Lower

Write your spelling words two times each.

First, write each word in UPPERCASE letters. **Second**, write each word in lowercase letters.

*Example- SLIDE slide

Squiggly Spelling Words

You are going to write your spelling words two times. First write in regular letters. Then write the words again in squiggly letters!

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

Word Search

Make a word search puzzle using your spelling words.

Use the **Discovery School's online Puzzle Maker**

<http://www.puzzlemaker.com>.

Then find your words!

Consonant Circle

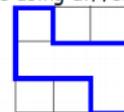
Write each of your spelling words.

Then go back and circle all of the consonants in your words!

Don't forget to write neatly!

Surround Words

Write your words on graph paper. Write "middle" letters, one letter in each box. Use two boxes for "tall" letters like t and l and "low" letters like j and g. Then outline the words using different colours.



Remember...spoodles should be BRIGHT and COLOURFUL to help you to learn your spellings!

Science – Task 1 – Teeth

Read the following information about teeth and their functions. Then, complete the activities below.

Human Teeth

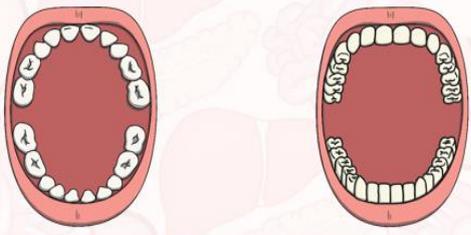
Humans have two sets of teeth in their lifetime.

The first set (milk teeth) usually begin to grow when a baby is about six months old.

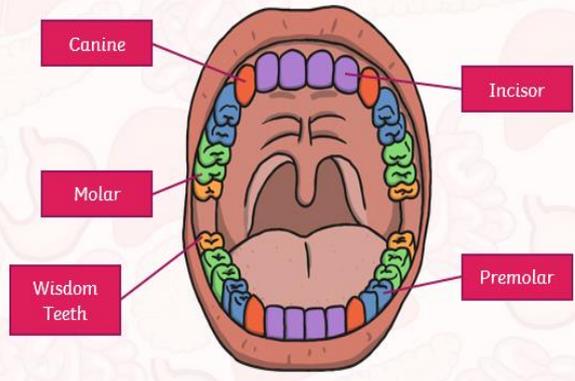
Children begin to lose these teeth at around the age of six, when new (adult) teeth begin to grow.

Most children have a full set of milk teeth by the age of three.

A child usually has a full set of adult teeth by their mid-teens.



Types of Teeth



Incisors

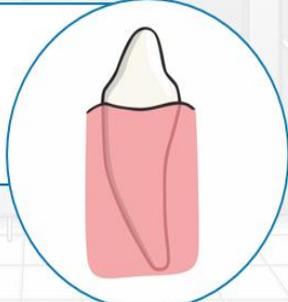
Incisors are used for biting and cutting food. Think about biting into an apple. It is your incisors that bite into the apple and cut it up. They are at the front of your mouth and you have eight of them, four at the top and four at the bottom.



Did You Know? Children have 20 teeth. A full adult set contains 32 teeth. [back](#)

Canines

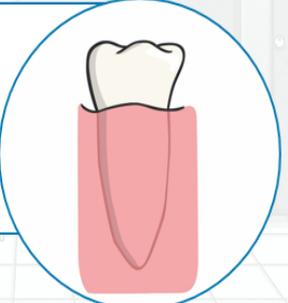
Canines are used for ripping and tearing food. Your canines are either side of your incisors and you have four of them. The word 'canine' means 'something connected to dogs'. As you can see, canine teeth are often pointy, a bit like the teeth of a dog or wolf.



Did You Know? Carnivores (animals that eat only meat) have large canine teeth to help rip their food. [back](#)

Premolars and Molars

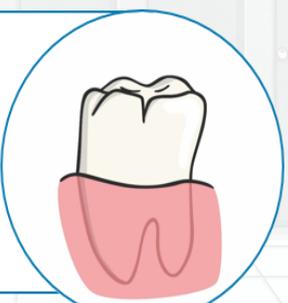
Premolars and molars are towards the back of your mouth. They are bigger and wider than incisors and canines and this is because of their functions. Premolars are used for holding and crushing food. At the very back of the mouth, are molars (bigger versions of premolars). They chew and grind up food, working with your tongue to prepare food for swallowing.



Did You Know? Babies are born with all their teeth, even their adult ones! The teeth just haven't emerged through the gums yet. [back](#)

Wisdom Teeth

Wisdom teeth are an extra set of molars at the very back of the mouth. Despite their name, wisdom teeth are nothing to do with being clever! Scientists think wisdom teeth come from a very long time ago, when our ancestors ate a diet of coarser, rougher food. They needed an extra set of molars to chew up the food. Over time, humans' diets have changed and now wisdom teeth have no function. Wisdom teeth usually emerge in adults when they are around 18 years old or older.



Did You Know? Lots of adults never have wisdom teeth emerge. Sometimes they have just a few come through. Ask your teacher if they have any wisdom teeth. [back](#)

Inside a Tooth

crown – The part of the tooth above the gum that you can see.

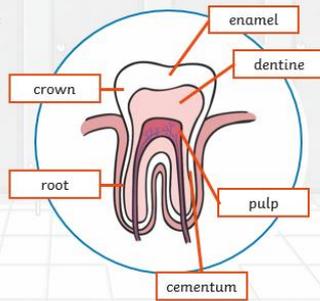
root – The part of the tooth hidden under the gum.

enamel – The shiny, white surface of a tooth. Enamel is the hardest substance in the human body.

dentine – A hard substance which protects the inside of the tooth.

pulp – The part of the tooth which contains blood vessels and nerves. The blood vessels keep the tooth alive. The nerves send messages to your brain, for example whether you are eating something very hot or very cold.

cementum – The layer which covers and protects the root of the tooth.



How to Care for Your Teeth

In 30 seconds, write down as many ways as you can remember of how to look after your teeth.

How many could you think of? Here are some ideas.

30

- Brush your teeth twice a day.
- Brush your teeth for two minutes each time.
- Avoid too many sugary foods and drinks.
- Visit the dentist regularly.
- Choose drinks such as water and milk when possible.

Why Do We Need to Care for Our Teeth?

My little sister has just lost one of her teeth, but that's alright because it is one of her milk teeth. She will have an adult tooth grow in its place. If I lose one of my teeth, I won't have another one grow in its place. I need to look after my teeth!

Did You Know?

When a shark loses a tooth, another one always grows in its place. A shark may get through 20,000 teeth!

Digestion

Digestion is the action of breaking down food so that it can be absorbed by the body.



Teeth and Digestion

- Teeth help with the first stage of digestion.
- Food is chewed and broken down by teeth.
- The tongue and the molars work together to roll the food into a ball so that it can be swallowed.
- Saliva is produced to soften the food and to make swallowing easier.



Did You Know...?

Your teeth are the hardest substance in your body!

Your mouth produces two swimming pools' worth of saliva in your lifetime!



Match each tooth type to its function:

Incisor

Canine

Premolar

Molar

Wisdom Teeth

No function

Biting and cutting food

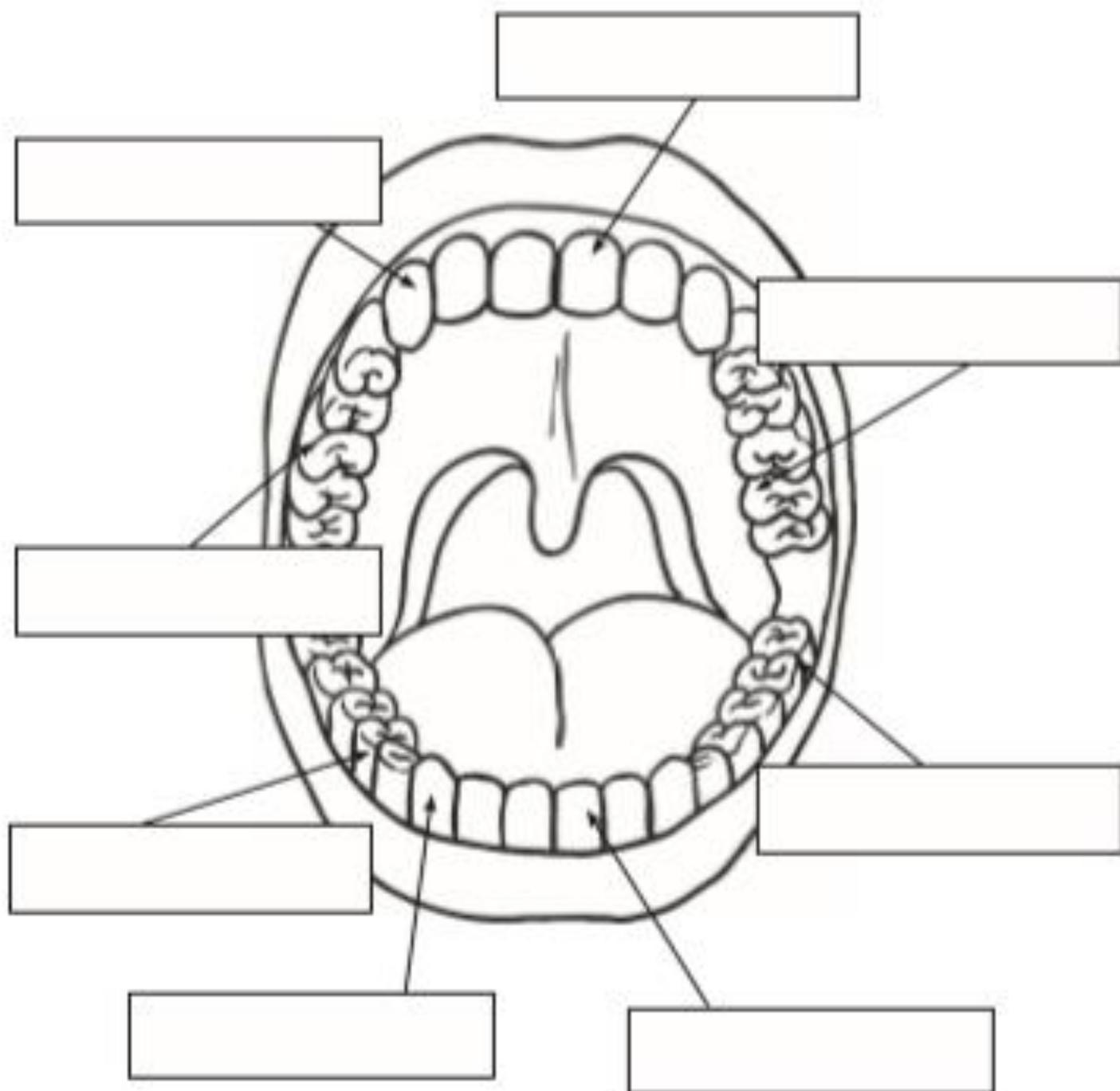
Holding and crushing food

Ripping and tearing food

Chewing and grinding food

Teeth Labelling

Label the teeth in this diagram using the words at the bottom of the page to help you.



Words to Use

Premolar

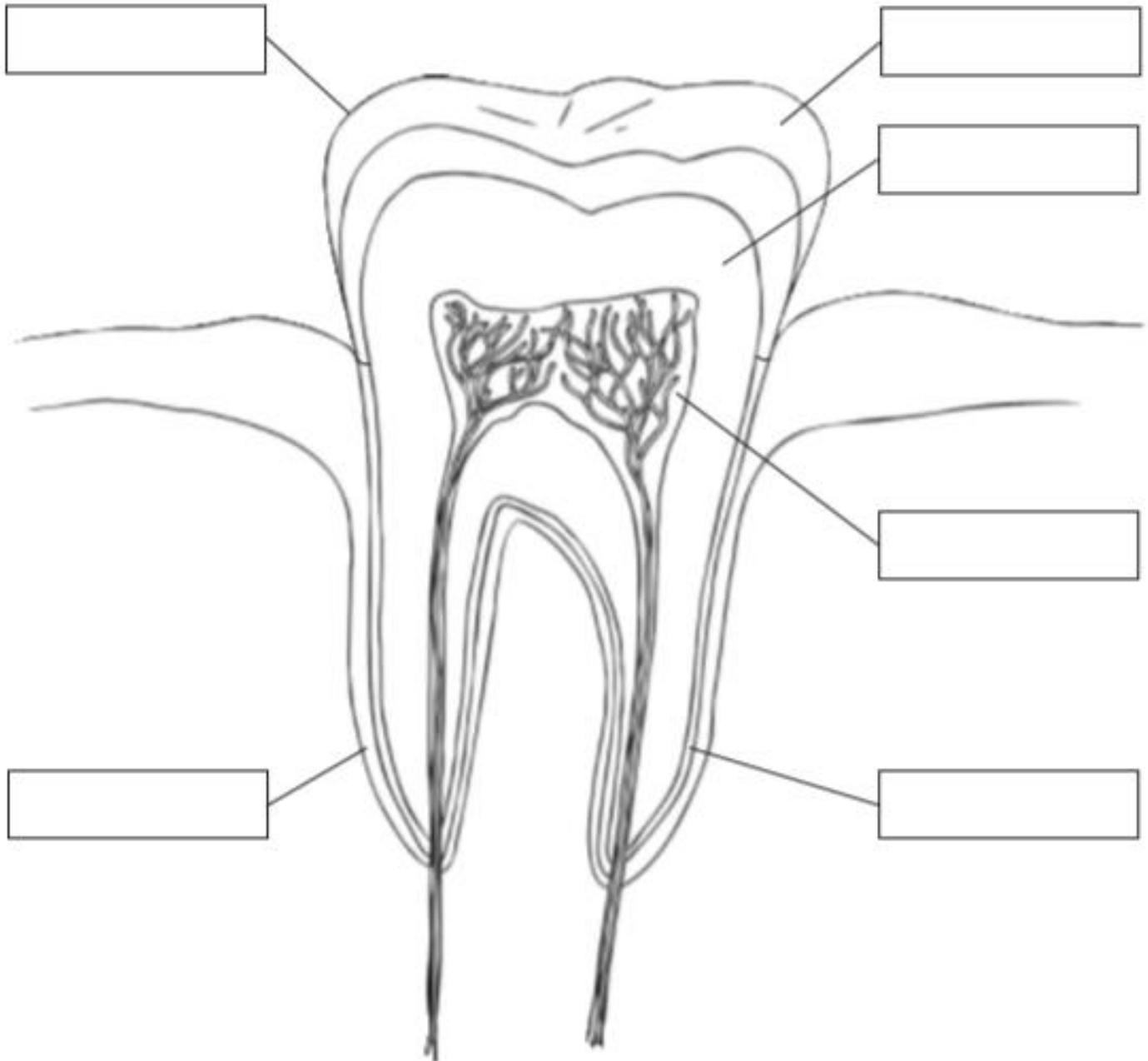
Molar

Canine

Incisor

Inside a Tooth

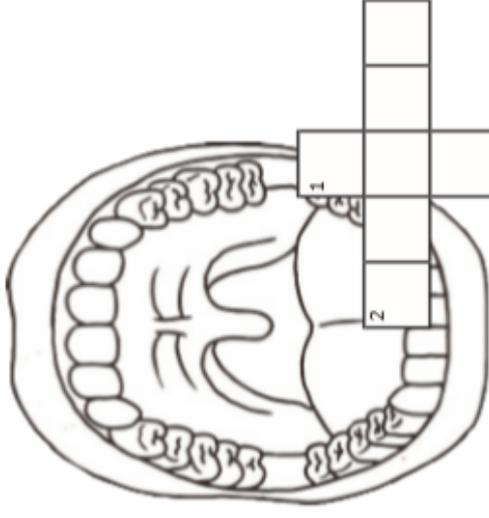
Label the different parts of the tooth using the words at the bottom of the sheet to help you.



- | | | |
|---------|--------|----------|
| Root | Pulp | Cementum |
| Dentine | Enamel | Crown |

All About Teeth

Use the clues to fill in and solve the puzzle below.

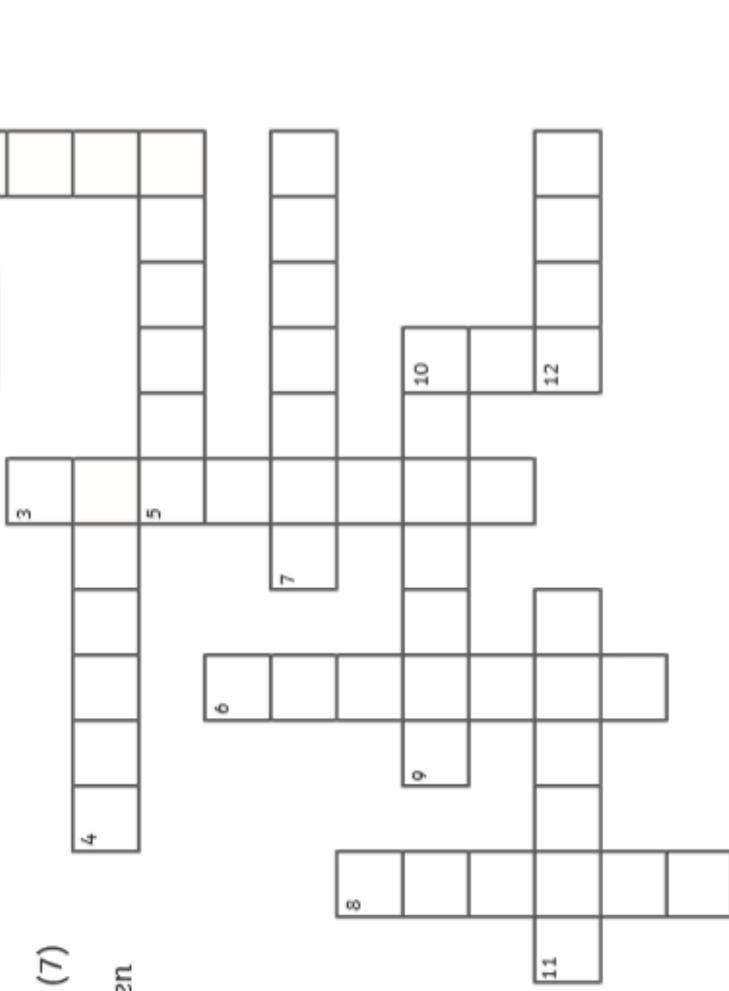


Across

2. Teeth used for grinding and chewing. (5)
4. A liquid found in the mouth. (6)
5. A type of tooth used for ripping and tearing. (6)
7. This person checks your teeth. (7)
9. The dentist might put one of these in a tooth, which has a hole. (7)
11. A type of molar tooth right at the back of the mouth and are often the last teeth to appear. (6)
12. Your first set of teeth - you have 20. (4)

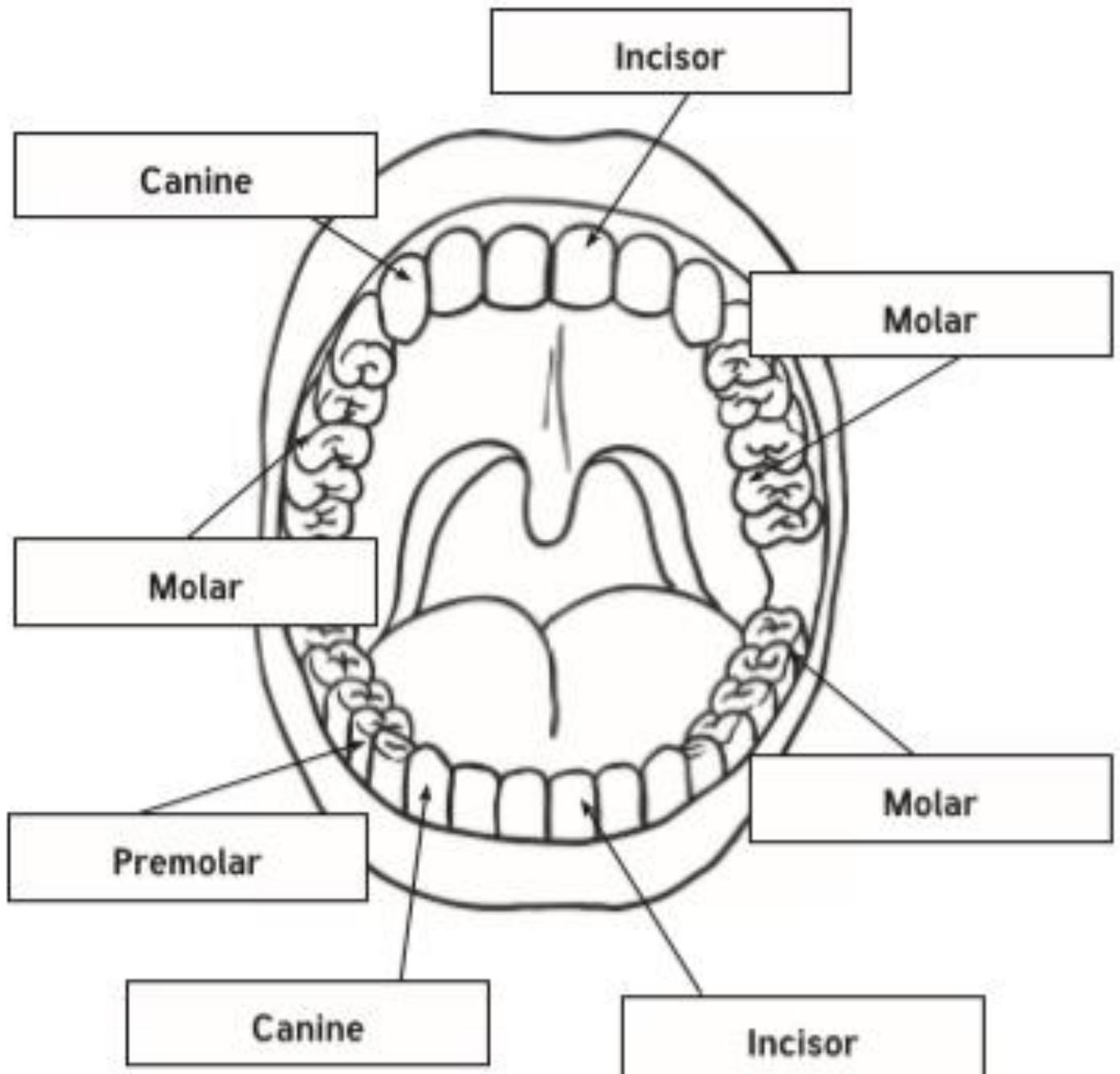
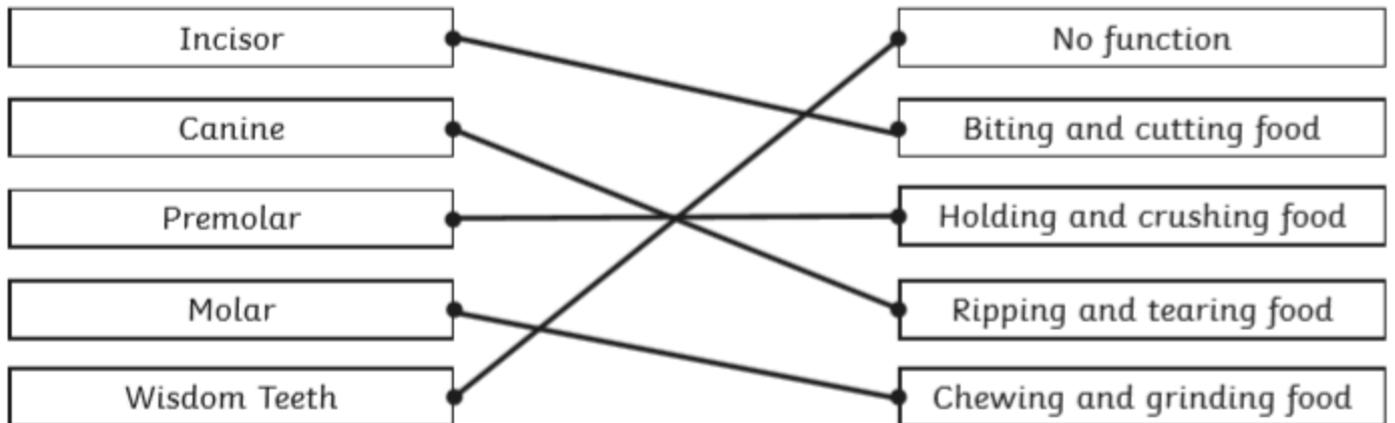
Down

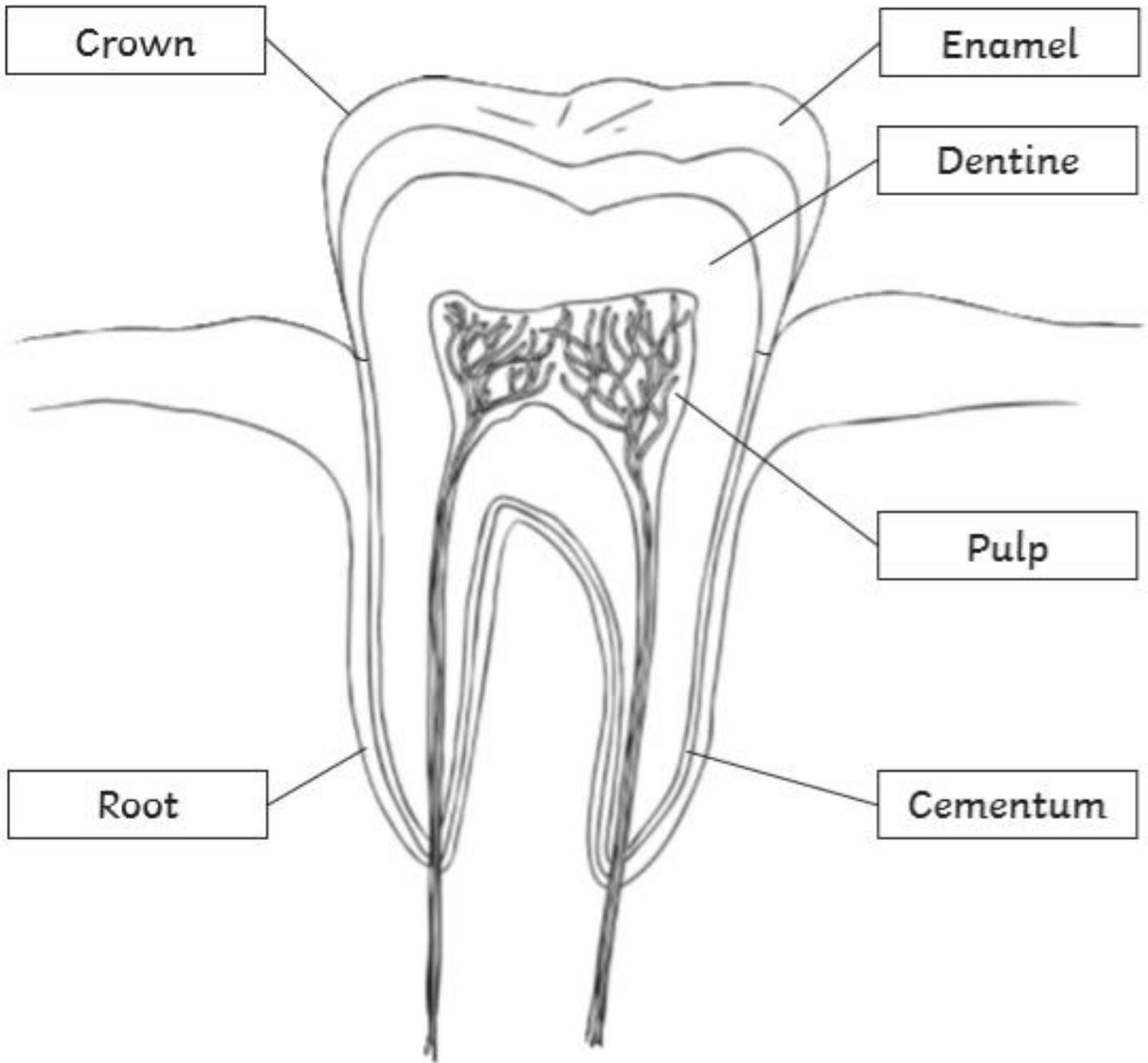
1. A layer of bacteria on your teeth - it can lead to decay. (6)
3. Very small, form plaque and live in your mouth. (8)
6. Type of tooth used for biting and cutting. (6)
8. A hole in a tooth. (6)
10. This is pink and surrounds the bottom part of the tooth. (3)



Answers

Match each tooth type to its function:





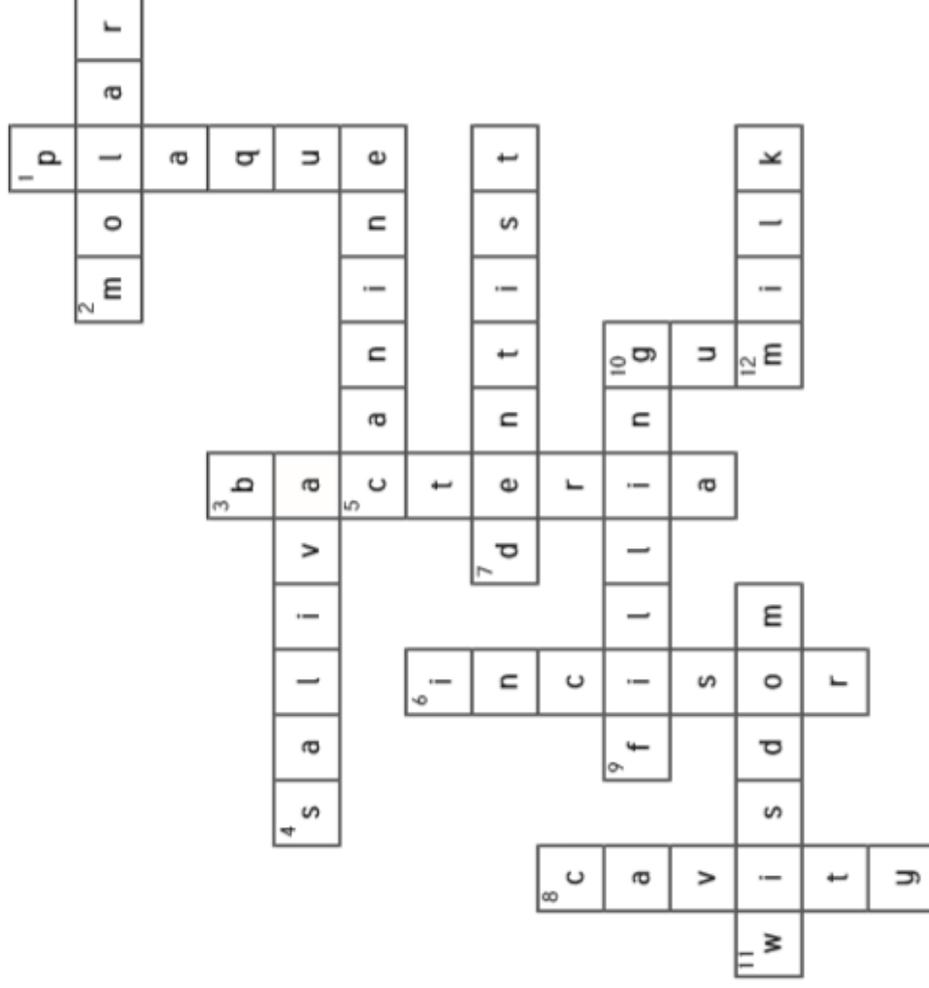
All About Teeth Answers

Across

2. molar
4. saliva
5. canine
7. dentist
9. filling
11. wisdom
12. milk

Down

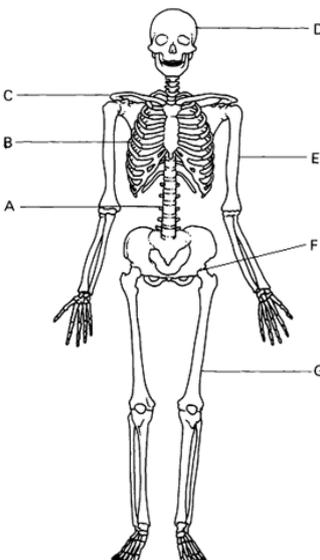
1. plaque
3. bacteria
6. incisor
8. cavity
10. gum



Science – Task 2 – The Skeleton

Watch the following video and read the information below to learn all about the human skeleton.

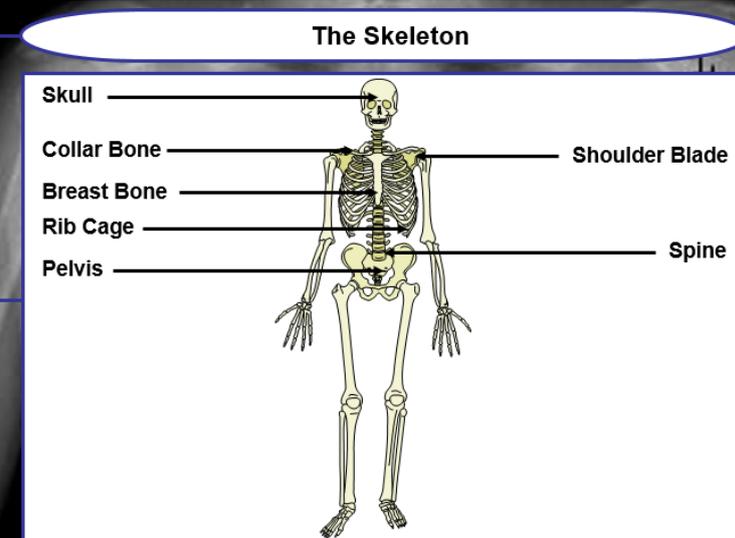
<https://www.bbc.co.uk/bitesize/topics/z9339j6>



Which part...

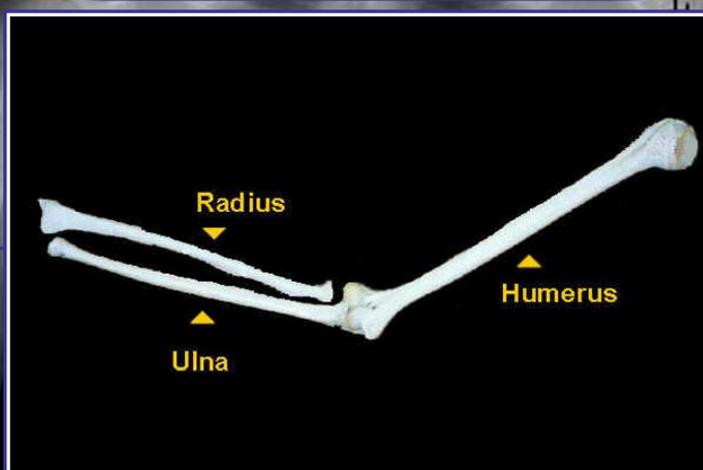
- (a) Protects the brain?
- (b) Moves when you put your hand up?
- (c) Moves so that you can sit down?
- (d) Protects the lungs?
- (e) Supports the body and contains part of the nervous system?
- (f) Is a joint?

The Skeleton



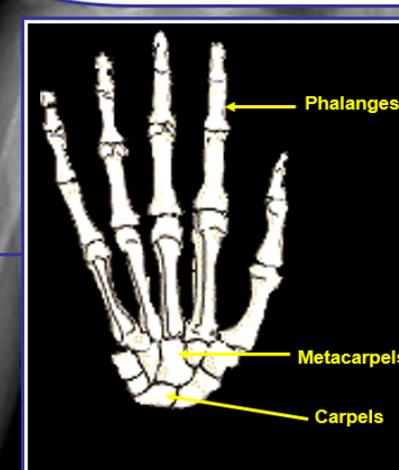
- Skull
- Collar Bone
- Breast Bone
- Rib Cage
- Pelvis
- Shoulder Blade
- Spine

The Arm



- Humerus
- Radius
- Ulna

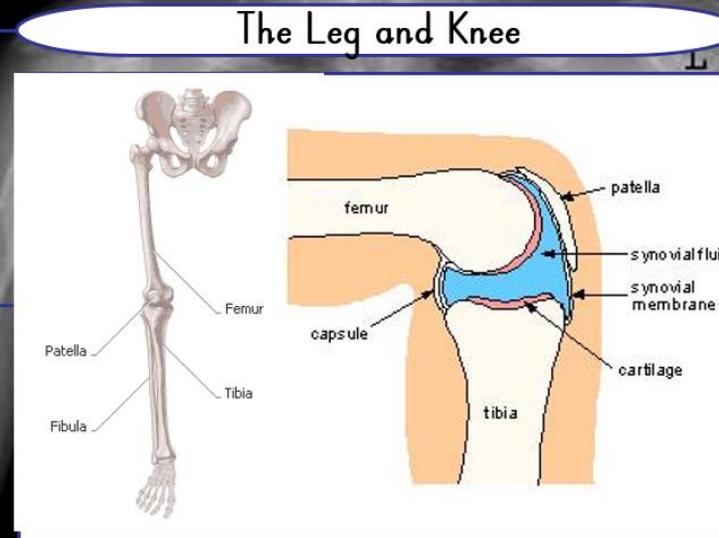
The Hand



- Phalanges
- Metacarpals
- Carpels

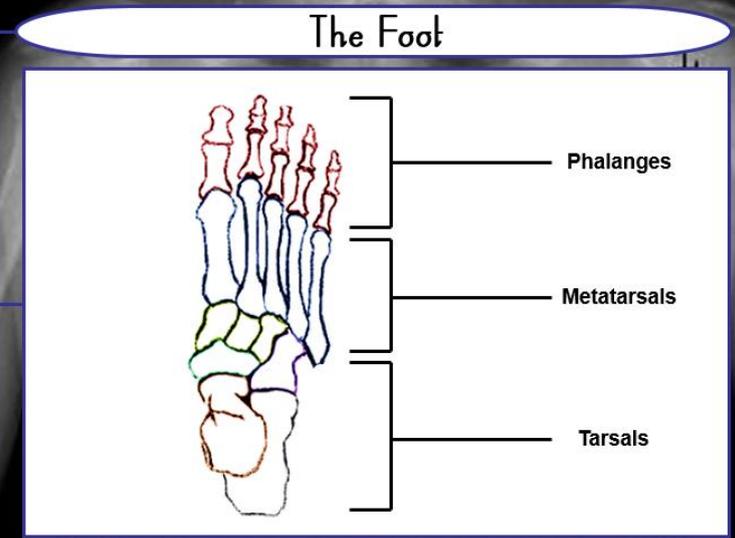
- The hand is made up of three regions and 27 bones. These regions are wrist bones, the palm and the finger bones.
- The carpals make up the wrist bones and provide flexibility for the hands.
- The metacarpals make up the large flat part of the hand, the palm.
- The phalanges are the finger bones - the ones you use to push the remote control buttons for the television!

The Leg and Knee



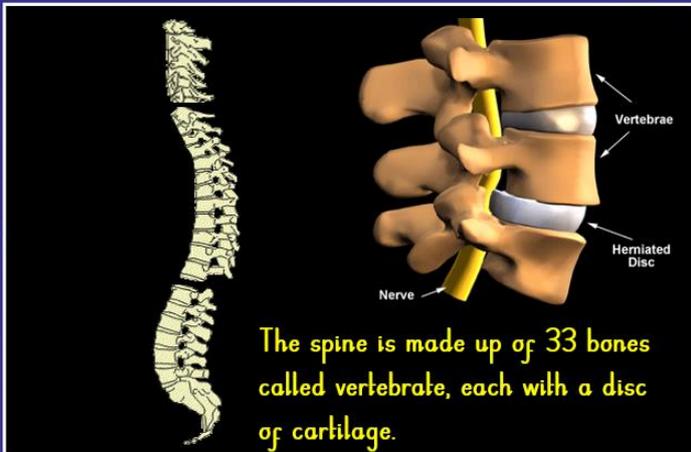
- Patella
- Femur
- Tibia
- Fibula
- femur
- patella
- synovial fluid
- synovial membrane
- capsule
- cartilage
- tibia

The Foot



- Phalanges
- Metatarsals
- Tarsals

Flexible Joints: The Spine

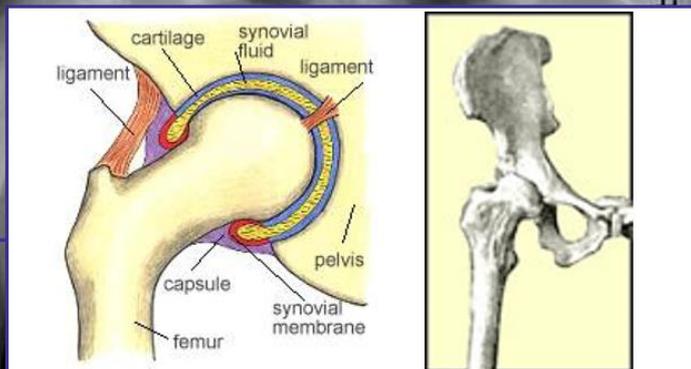


A Hinge Joint



A hinge joint is a joint in the body that only allows the joint to bend. You have this kind of joint in your elbow and your knee.

A Ball and Socket Joint



A ball and socket joint is a joint in the body that only allows all around movement. You have this kind of joint in your hip and your shoulder.

X-Rays



Which organ does this protect?

X-Rays

Where in the body is this?



What type of joint is this?

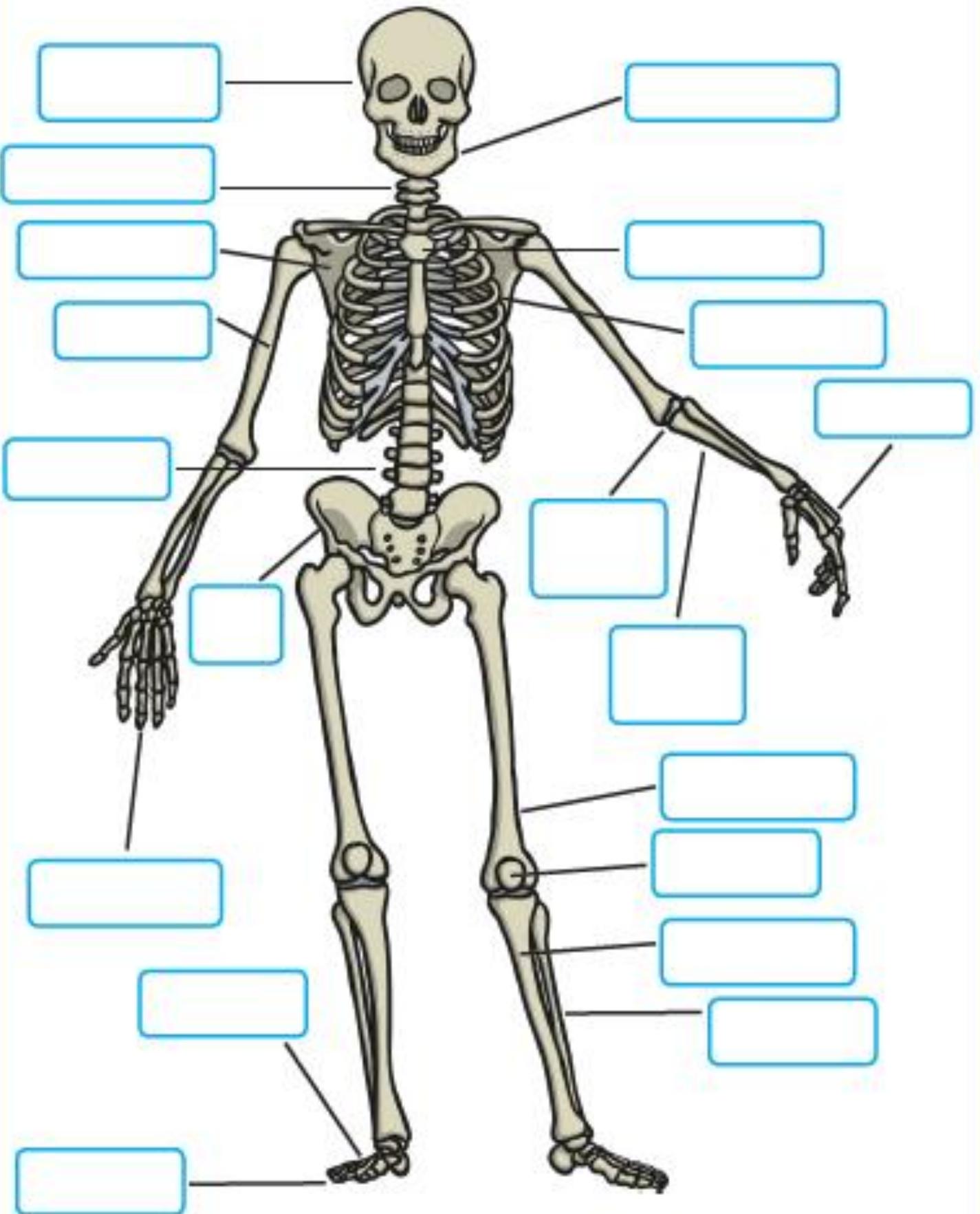
X-Rays

How many bones in each finger?



Use the names of the bones on the next page to label the skeleton accurately.

The Human Skeleton



The Human Skeleton

calf bone

breast bone

thigh bone

rib

shin bone

foot bones

ankle bones

lower jaw

upper arm bone

forearm
bone

backbone

neck bones

elbow
bone

shoulder blade

finger bones

hip

knee cap

skull

wrist

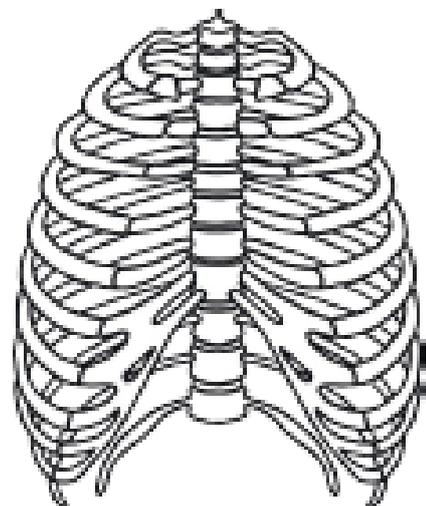
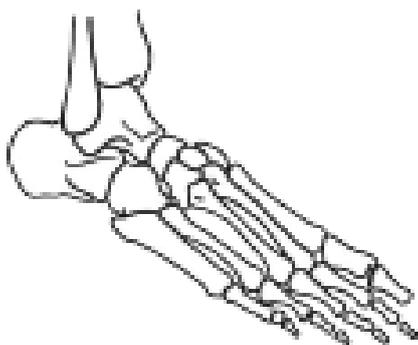
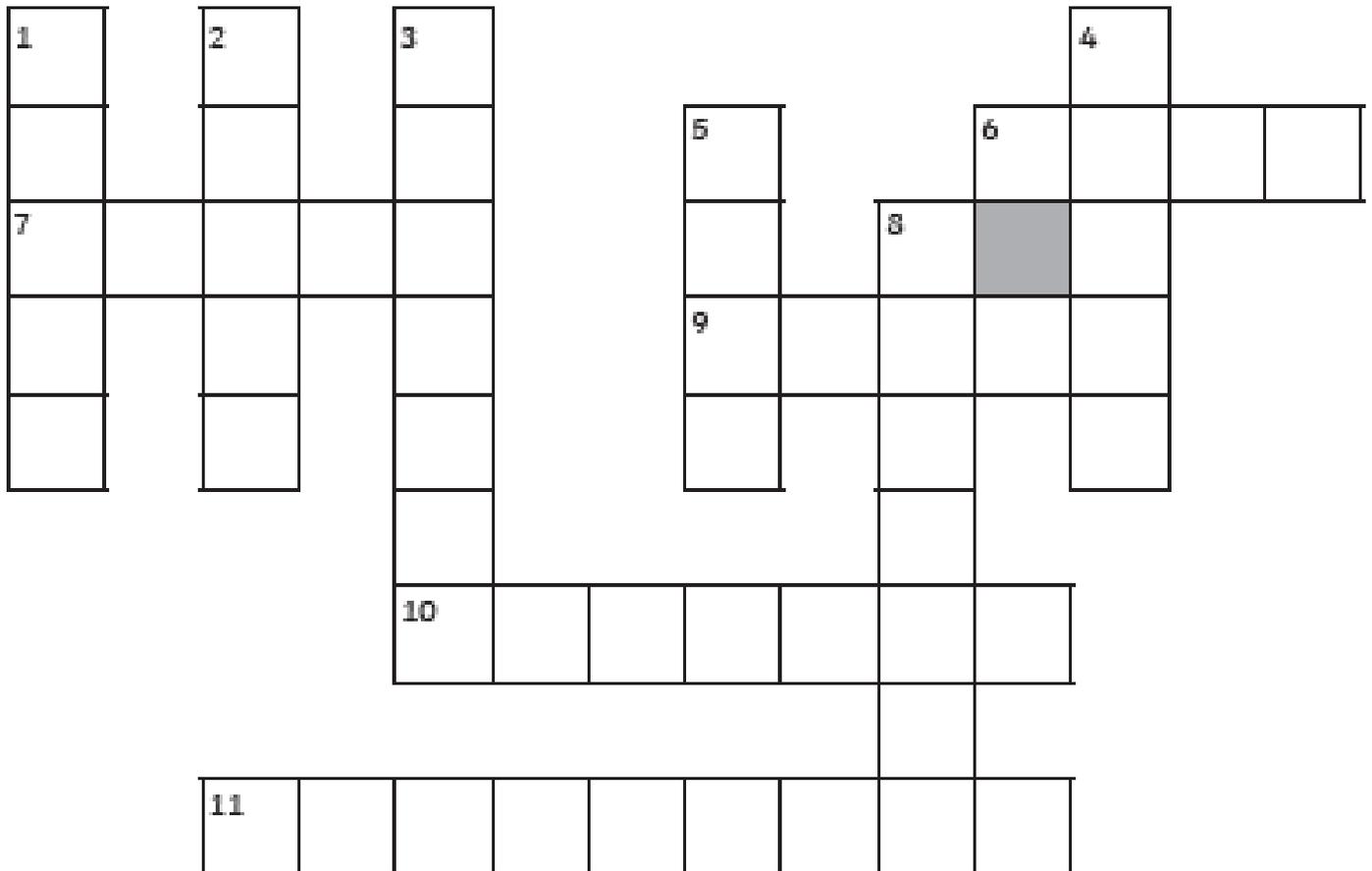
Human Skeleton

Amazing Fact

One-quarter of your bones are in your feet!

Challenge

Learn about the different bones in the human skeleton by completing the crossword clues.

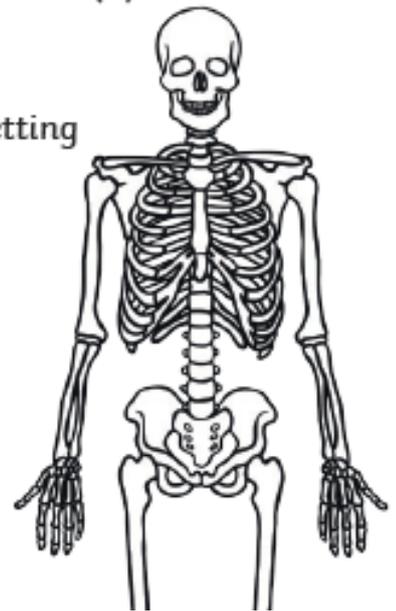


Across

6. Our skeleton allows us to do this. (4)
7. The skeleton is made up of many of these. (5)
9. Which important organ does the skull protect? (5)
10. Medical name for the shoulder blade. (7)
11. The small bones that form the backbone. (8)

Down

1. The common name of the joint between the upper and lower arm. (5)
2. A type of joint. (5)
3. These are attached to bones and allow bones to move by getting shorter and longer. (7)
4. The name for where bones meet. (5)
5. Bones which protect the heart and lungs. (4)
8. Medical name for the knee bone. (7)



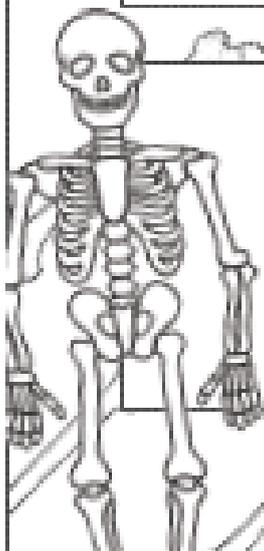
You could also try to find out:

- how many bones you have altogether;
- how the number of bones changes as you get older;
- which human bone is most often broken;
- how the skeletons of other mammals compare to human skeletons.



Human Skeleton

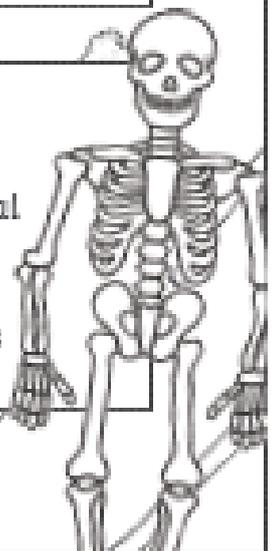
p p j u s h u m e r u s
h a t i n f r s k u l l
y t t x t i t i o y d z
d e q o v b l i b a t j
p l f y e u a w b s s k
e l n g r l z x j i c y
l a m e t a c a r p a l
v o s b e x j h k f p p
i o s s b a y s u e u f
s z y m r q t c a m l v
b u l n a j l j n u a l
j i t x e t x w o r m o



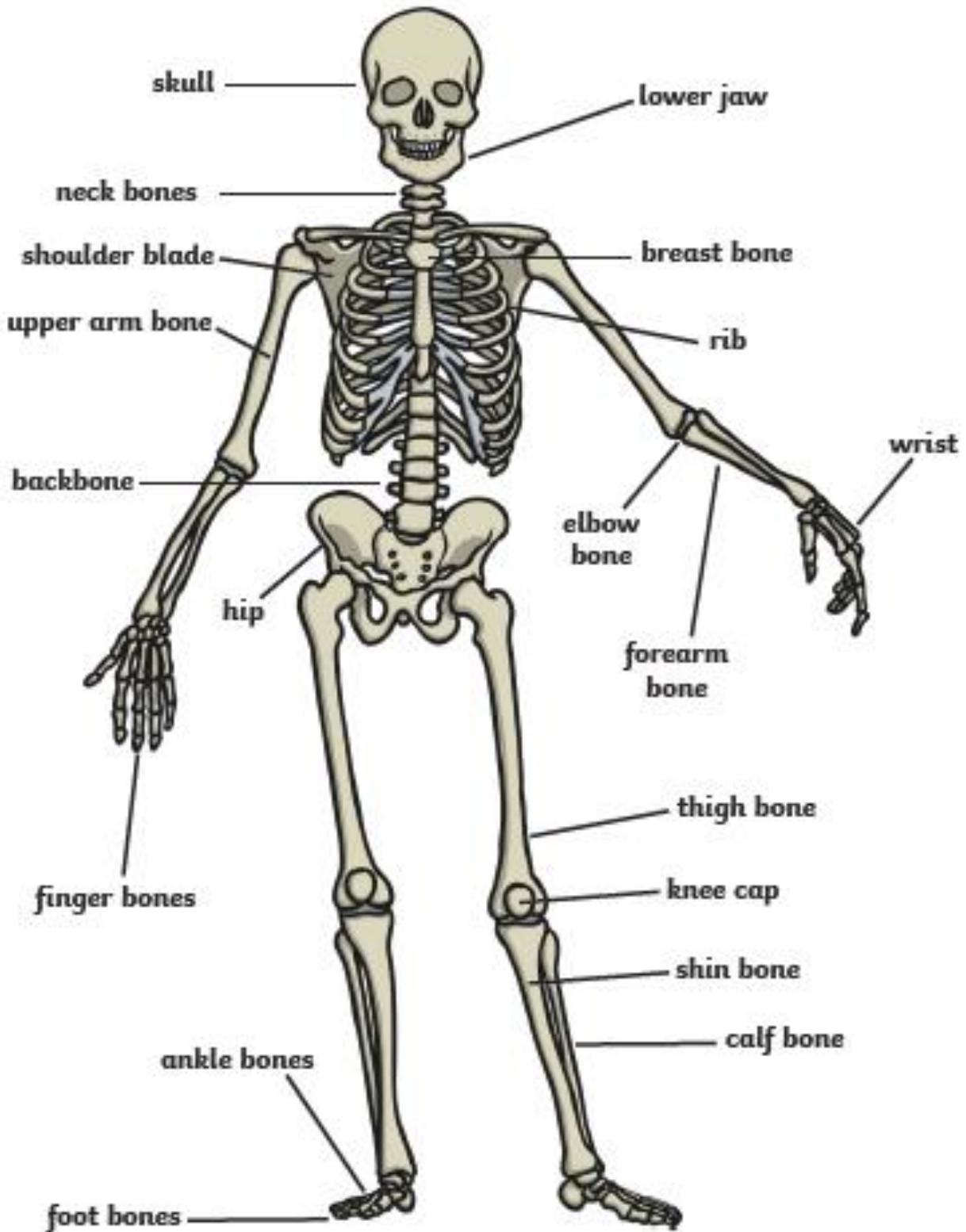
Femur
Tibia
Skull
Pelvis

Patella
Ribs
Vertebrae
Scapula

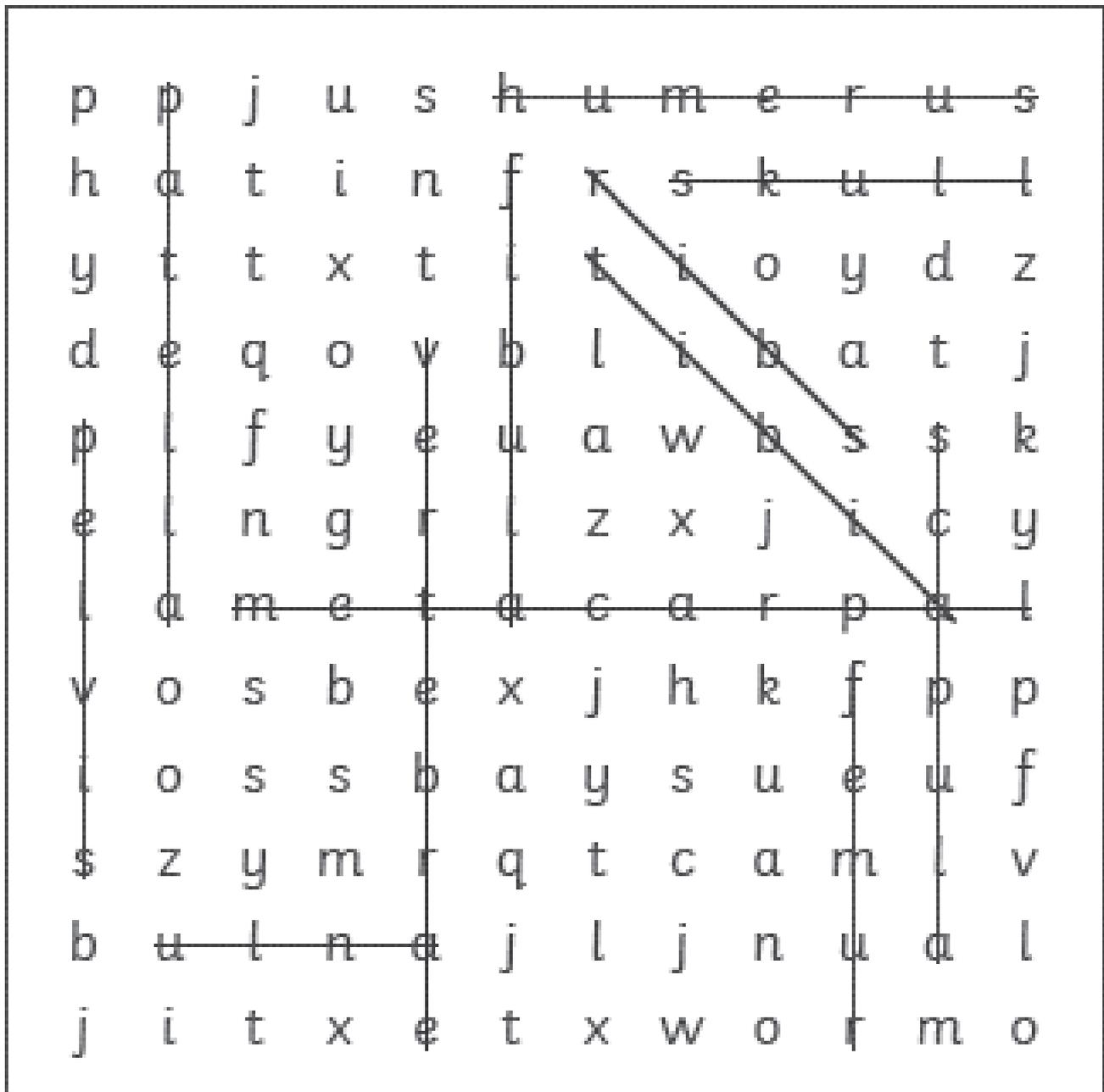
Fibula
Metacarpal
Ulna
humerus



The Human Skeleton



Human Skeleton Answers



- | | | |
|--------|-----------|------------|
| Femur | Patella | Fibula |
| Tibia | Ribs | Metacarpal |
| Skull | Vertebrae | Ulna |
| Pelvis | Scapula | humerus |

Topic – Task 1 – Viking Burials

Read the following information about Viking burials and watch the following video clips. Then, have a go at the activities.

<https://www.bbc.co.uk/bitesize/clips/zwv3cdm>

<https://www.bbc.co.uk/bitesize/clips/ztk8q6f>

What happened when a Viking died?

When a Viking died, a funeral ceremony would be held and the person would be buried or cremated.

Vikings believed that after death they would go on to live in an after-world. They were buried with all the things they would need in the next life - food, clothes, valuables, tools and even animals.

To die in battle was a great honour. Warriors who died in battle went to Valhalla, where they feasted all night and fought battles all day.

Important people, kings, queens and chieftains, were sometimes placed in ships with all their belongings, either buried in the ground, or set on fire and sent out to sea. Some rich women were buried in carts. This was to ensure a safe journey to the next world. Sometimes stones were set out in the shape of a boat and the burial took place within this shape.



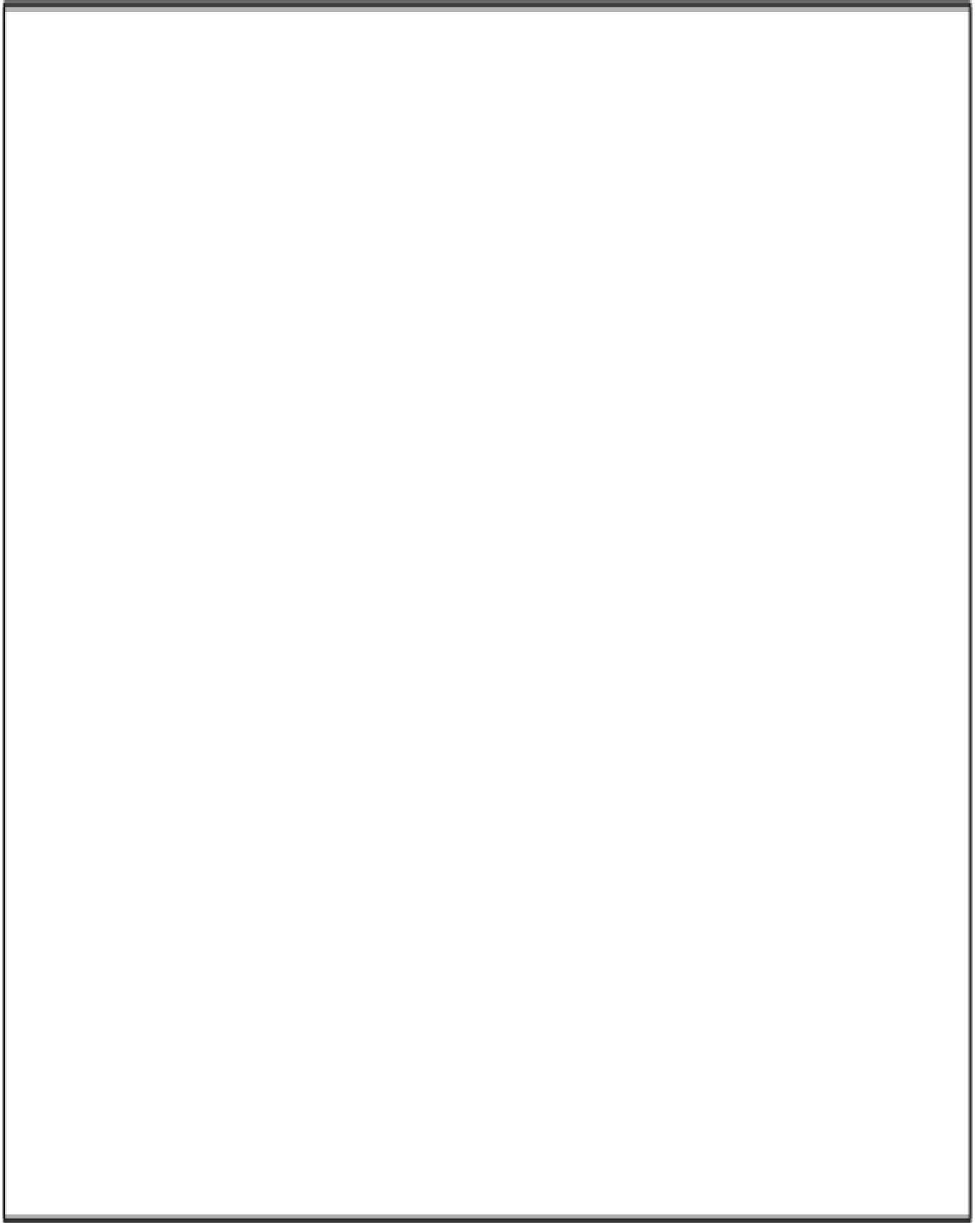
When a Viking died, a funeral ceremony would be held and the person would be cremated or buried.

Vikings believed that when they die they would go on to live in an after-world. They were buried with all the things they would need in the next world such as, clothes, food, valuables, tools and animals.

It was a great honour to die in battle. Warriors who died in battle went to Valhalla. Here they feasted all night and fought battles all day.

People of importance such as kings, queens and chieftains were sometimes placed in ships with all their belongings, set on fire and sent out to sea. Some wealthy women were buried in carts, which was to ensure they had a safe journey to the next world.

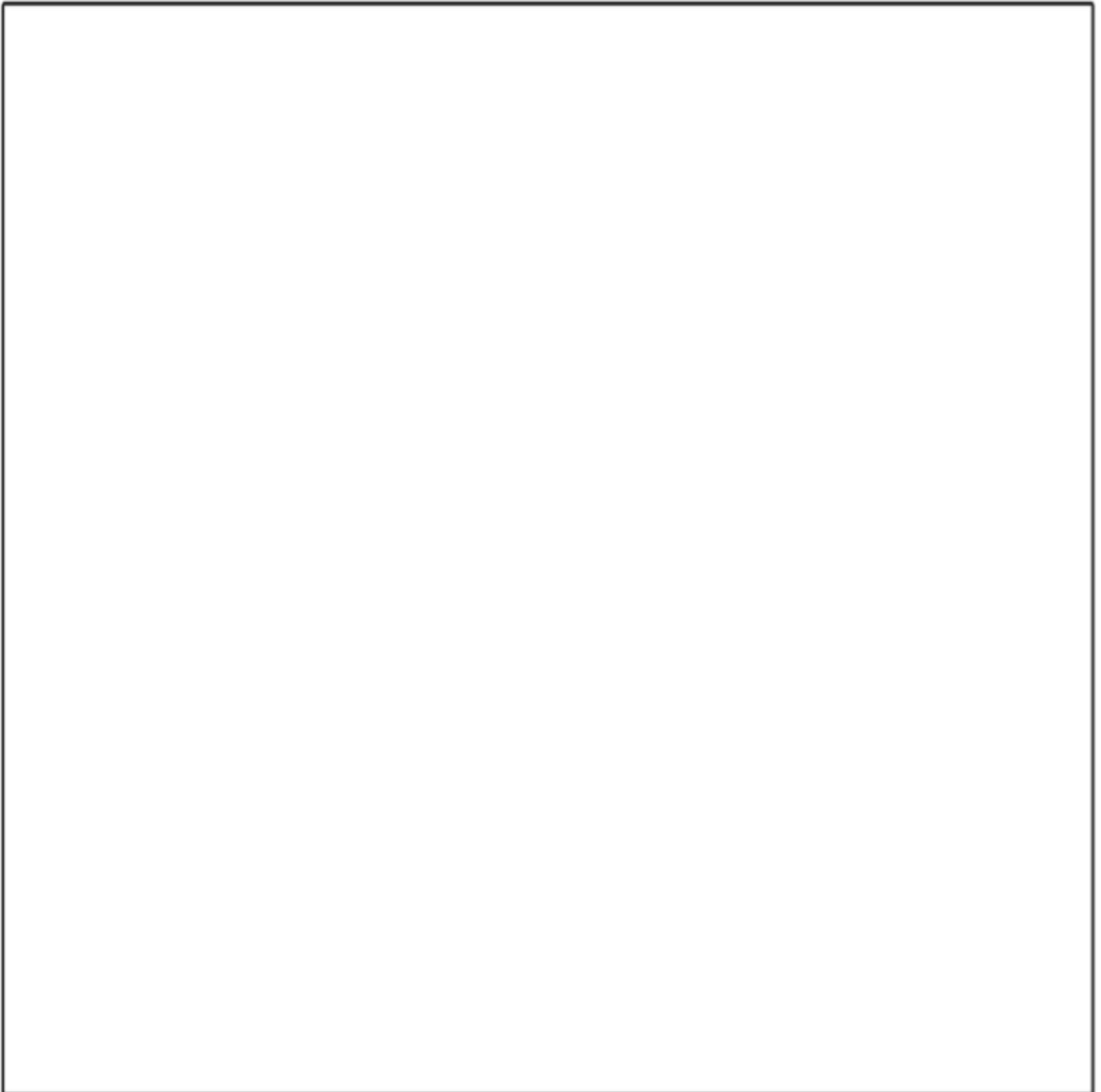
If you were a Viking what would you like to have buried with you?
Draw the things you would like to take with you to another world.



Boats were important to Vikings so when they died many would be buried in boat-shaped tombs. They would also be buried with all the things they might need in the after-world.

What shape tomb would you like to be buried in and why?

Draw a tomb and all the things you would like to take with you to an after-world.

A large, empty rectangular box with a thin black border, intended for a drawing. It occupies the lower two-thirds of the page.

Topic - Task 2 – Trip Advisor Recommendation for Lindisfarne

Read the following information about Lindisfarne and watch the following video clips.

<https://www.bbc.co.uk/bitesize/clips/zrpnvcw>

You could also re-read the 'Lindisfarne Factfile' from your reading activity to remind you of some important information. Your challenge is to imagine that you have visited Lindisfarne and been asked to create a review for Trip Advisor.

Where Is Lindisfarne?

Lindisfarne is in the north-east of England, near Berwick-upon-Tweed and close to Hadrian's Wall. It is a tidal island, which means twice in every 24 hours, the tide cuts the island off from the mainland and the only way to reach Lindisfarne is via boat.



There is a paved causeway to walk across when the tide is out.

Facts

- There are only 160 residents on Lindisfarne, but the island has approximately 650,000 visitors each year.
- The Anglo-Saxon name is Lindisfarne, whilst the Holy Island part of the name derives from the Viking raids.
- The island is 4.8km east to west and 2.4km north to south.



From the Beginning

The Romans living in England did not affect Lindisfarne.

In AD634, the priory was founded by an Irish monk called St. Aidan. He had been sent there by King Oswald, King of Northumbria.

He stayed there until he died in AD651.



A monk is a person who gives up their life for the work of God. Monks live in monasteries and serve the community. They spend their days in prayer, worship and in service to others.

Saint Cuthbert

Northumberland's patron saint, St. Cuthbert, was an abbot of the monastery, and later the bishop. He was known for his charm and generosity to the poor, and often performed healing miracles and gave people advice about their problems. He became known as 'The Wonder Worker of Britain'.

There is a long trail called St. Cuthbert's Way which visitors can walk along.



Mead:

The monks became well-known for brewing an alcoholic drink called mead. To this day, the recipe is still kept a secret by the people who make Lindisfarne Mead.

The Viking Raids

Around the time when the Vikings landed on Lindisfarne, the local community of Anglo-Saxons were not behaving in a very Christian way.

The writer Alcuin recorded:

"Either this is the beginning of greater tribulation, or else the sins of the inhabitants have called it upon them. Truly it has not happened by chance, but it is a sign that it was well merited by someone".

He believed that the Viking landings were a punishment for the local people's behaviour.



The Vikings Have Landed



On 8th June AD793, the Vikings landed on Lindisfarne. They had sailed across the North Sea from Denmark and Norway. They rampaged through the island and killed monks in the priory. They stole gold and silver, and caused destruction and death.

Vikings are usually described as savages with a love of killing. However, it is likely that they had made pre-attack visits to the island and knew it would have a lot of wealth for them to steal.



Did you know?

The Vikings were more orderly than first thought, and would go back to their own homes with their hoards, and come back to other parts of the UK to continue their raids.

Holy Island

Alcuin reported on the Viking raids at Lindisfarne.

"The heathens poured out the blood of saints around the altar, and trampled on the bodies of saints in the temple of God, like dung in the streets".



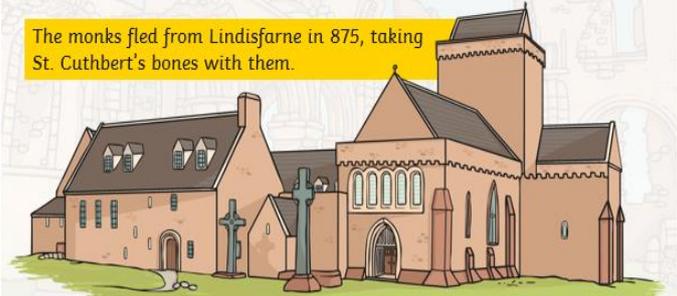
From then on, the island was known as Holy Island.



A Priory without Monks

In the years following the raids, the Danes were living in York. Their army moved into Northumberland and caused the collapse of the Anglo-Saxon kingdoms.

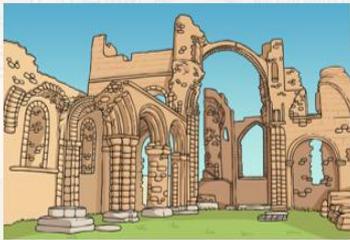
The monks fled from Lindisfarne in 875, taking St. Cuthbert's bones with them.



From Normans to Tudors

In 1093, the Normans turned the priory into a Benedictine house, so it still had a religious purpose. This continued until 1536, when King Henry VIII reformed the Catholic Church and ordered all religious houses to be destroyed.

The priory was left in ruins. There is part of the rainbow arch still standing.



Lindisfarne Castle

The castle was built around 1550. This was around the time the priory was no longer being used. Some of the stones from the priory were used to build the castle.

The castle is very small and is more of a fort. When James I was King of England and Scotland, it was no longer needed for defence and instead was used to protect the harbour.



A Beautiful Attraction

In 1901, the castle was bought by Edward Hudson and he had it refurbished by the architect Sir Edwin Lutyens. It is now owned by the National Trust and is an important visitor's attraction, standing majestically on the hill overlooking the sea.



Lime Kilns

In the 1860s, a Dundee company built lime kilns on the island. Lime was burnt there until the end of the 19th century. They are still standing and are an interesting reminder of the island's industrial past.



Photo courtesy of A.H. Tomlinson (@hobnobking) - granted under creative commons license - attribution



Title of review

Your review:

<hr/>

PSHE – Task 1 – Mindfulness

Have a look at the mindfulness colouring pack below this home learning pack on the Year 6 page. Choose one of the quotes that you like most and spend some time being mindful and relaxing whilst colouring it in beautifully. Maybe you could then display it somewhere that you will see it regularly to remind you to be positive!

Staying Active

Tokyo Ten Activities <https://www.getset.co.uk/resources/travel-to-tokyo/tokyo-ten>

BBC super movers <https://www.bbc.co.uk/teach/supermovers>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

KidzBop <https://www.youtube.com/user/KidzBopKids>

Additional Learning Activities

Education City <https://www.educationcity.com/>

TTRockstars <https://trockstars.com/>

Numbots (same log-in as TTRockstars) <https://play.numbots.com/#/account/school-login-type>

Sumdog https://www.sumdog.com/user/sign_in

If you do not have your password for any of the websites listed please contact Miss Mason at info@st-james.dudley.sch.uk

The home learning page on the website also has links to a range of resources.