Year 6 Home Learning W/B 01-02-21

Dear children and families,

Please find below this week's home learning. You are doing so well with your learning at home and we have really enjoyed seeing the work that you have been sending us. Remember it needs sending to year6@st-james.dudley.sch.uk. Keep up the hard work!

This week is **'Wellbeing Week'**. We really appreciate how hard you are working and how difficult and different you are finding things at the moment so we have included some resources within this Home Learning Pack to help you think about what is worrying you and how we can deal with these in a positive way. If you need any further help with this, we are always here to help and you can contact us at any time.

Stay safe,

The Year 6 Team

Monday 1st February	**Morning** Maths – Finding a rule (1 step) - Video Worksheet Answers Spellings: Practise Spring Test 9 Poem of the Fortnight: The Jabberwocky by Lewis Carroll. Please learn the poem by **Friday 12th February.** English – **L.O: To write the opening paragraph** https://classroom.thenational.academy/lessons/to-write-the-opening-paragraph-68tkjr GPS: **L.O: To practise and apply knowledge of letter strings ear, ou, au and ice with test.** https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-letter-strings-ough-ear-ou-au-ice-including-test-c9hpcc Reading – **L.O: To consider the authors use of language and further understand the main character** https://classroom.thenational.academy/lessons/to-consider-the-authors-use-of-language-and-further-understand-the-main-character-68u62r **Afternoon** Catch up English – **L.O: To explore relative clauses** To explore relative clauses (thenational.academy) PE – Every minute on the minute game. (See resource below to explain how to play the game) Music - **L.O: To understand the difference between three and four time.** To understand the difference between three and four time (thenational.academy)

Tuesday 2nd February	**Morning** Maths – Finding a rule (2 step) - Video Worksheet Answers English – **L.O: To plan the recount of events** https://classroom.thenational.academy/lessons/to-plan-the-recount-of-events-6ct3ed Reading – **L.O: To consider a character's experience** https://classroom.thenational.academy/lessons/to-consider-a-characters-experience-chj3er Reading Comprehension – Back to Earth with a bump (See resources needed below) **Afternoon** PSHE – **L.O: To learn ways to cope with changes** Click here for lesson video There is also a follow up activity if you wish to complete it. It is all about your worries and fears at the moment and what you could do to help you worry about them less. We have included the examples to help you. Remember there are no right or wrong answers and everyone is different and that's ok! The activities in the pack to complete are called ' What are your worries?' and 'How I can cope' PE - In the hat game – (See resource below that explains how to play the game)
Wednesday 3rd February	**Morning** Maths – Forming expressions – Video Worksheet Answers English – **L.O: To write a recount.** https://classroom.thenational.academy/lessons/to-write-a-recount-c4t3et Reading - **L.O: To make inferences and predictions** https://classroom.thenational.academy/lessons/to-make-inferences-and-predictions-61hkct Reading Comprehension – Jabberwocky comprehension **Afternoon** **Art – LO: To create a graffiti artist tag.** Click here for lesson video PSHE/RE – **LO: To understand the need for rules and laws** https://classroom.thenational.academy/lessons/the-mayor-making-ceremony-6wwp4c
Thursday 4th February	**Morning**

	Maths – Substitution - Video Worksheet Answers English – **To edit a recount** https://classroom.thenational.academy/lessons/to-edit-a-recount-60wkgr Reading – **L.O: To analyse a setting and consider the impact on the reader.** https://classroom.thenational.academy/lessons/to-analyse-a-setting-and-consider-its-impact-on-the-reader-6wuk8d GPS – **L.O: To explore the four types of sentence – statement, command, exclamation and question.** To explore the four types of sentence - statement, command, exclamation and question. (thenational.academy) **Afternoon** Catch up maths – **LO: To recognise properties of 3d shapes** https://classroom.thenational.academy/lessons/2d-and-3d-shape-to-identify-describe-and-classify-3d-shapes-based-on-the-properties-64tpac History – **LO: To understand the events of D-Day** D-Day has arrived! Use the video lesson from the website to help you write a diary entry about this major event from the war. Resources and example from last year below. Click here for lesson video Additional video clips: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-d-day/zf49rj6 https://www.bbc.co.uk/teach/class-clips-video/the-sword-beach-landings/zhys382
Friday 5th February	**Morning** Maths – Formulae - Video Worksheet Answers Maths Hammer 5 English – Grammar Hammer 3 Spelling test 9 – Test your spellings! Catch up English – L.O: To develop knowledge of relative clauses. To develop knowledge of relative clauses (thenational.academy) Reading for enjoyment activity – Read your home reader or a book from bug club for half an hour. Once you have read, complete the reading for pleasure activity. In this activity, you will need to choose a character from your book and draw him and write a prediction about what you think would happen if the character came to school with you. Be as creative as you wish to. **Afternoon**

	Science – What happens to the circulatory system during exercise? https://classroom.thenational.academy/lessons/what-happens-to-the-circulatory-system-during-exercise-c8w62c	Listen to 'The Silver Sword' - Chapters 5-6 Chapters 7 Chapter 8

Ongoing extras:
These tasks are ongoing throughout the half term. Have a go at them when you have some free time and work though at your own pace!

Computing – Coding using Scratch: go to:
https://scratch.mit.edu/projects/editor/?tutorial=getStarted

At the top, click on 'Tutorials' and follow the instructions to learn how to code with Scratch! We can't wait to see what you can come up with by half term.

Computing – Typing Practice: go to:
https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr

Start at level one and work your way through the typing activities. You'll be touch typing in no time!

Music – WW2 songs:
Have a go at learning some of these WW2 songs. If you are brave enough to film yourself and send it to us, that would be great!
https://www.youtube.com/watch?v=EsSCpetPNFM

Handwriting Practice:
Keep practising your Kinetic letters
https://www.st-james.dudley.sch.uk/handwriting-pratice-ks2-joining

Sumdog, Education City and Bug club
Don't forget that at any time you can log on to your accounts for these and read books, do activities and practice your skills!

Mindfulness Colouring
A free resource from Twinkl to help with mindfulness
https://www.twinkl.co.uk/resource/t-c-1551-mindfulness-colouring-sheets-bumper-pack

Poem of the week

Jabberwocky

Lewis Carroll (1872)

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought -
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came wiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Spellings

Spring Test 9

1 young

2 touched

3 troubled

4 country

5 cousin

6 doubled

7 toughen

8 encouraged

9 roughly

10 familiar

Monday PE - Lesson 1

FITNESS SESSION #3
EMOM (EVERY MINUTE ON THE MINUTE)

An EMOM stands for Every Minute On the Minute. In this exercise, you will complete one exercise for 1 minute then change to the next. This is a 20-minute EMOM.

Minute 1	Push Ups
Minute 2	Air Squats
Minute 3	Plank
Minute 4	Skipping
Minute 5	Rest

Repeat the above 5 activities four times to complete the 20 minute workout.

The objective of this work out is to raise the heart rate and keep it high while incorporating rest. On the plank rest briefly if needed and then reset to complete the minute. For the other exercises try and work consistently for the entire minute, don't go out too fast!!!

‹ 7/10 ›

Tuesday PE lesson 2

FITNESS SESSION #5
IN THE HAT

Write down 10 activities on different bits of paper and place them in a hat (suggestions below), write down the numbers 1-10 on different pieces of paper and place them in a different hat.

Suggested Activities

- Sit Ups
- Star Jumps
- Squats
- Lunges
- Down Ups
- Log Roll
- Tuck Jump
- Burpees
- Shuttle Runs
- Bicep Curls (with a can or bottle)

(You may be able to think of some different activities instead of the ones above).

Pick out a number and an activity, the number is how many of that activity you need to do.
E.g. 10 squats, 3 burpees etc.

Tuesday Reading Resources

BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. Training involved learning to speak Russian, spending 12 days under the sea and a winter survival expedition.

During their space mission, the astronauts conducted experiments, tested out new technology and inspired the next generation of space travellers. Peake told reporters that the highlight of his trip was a spacewalk where he had to make a repair on the space station. Whilst he was 400km away from his home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely near the town of Zhezkazgan in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'

Landing with a bump! Tim Peake lands safely in Kazakhstan.

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'

Photo courtesy of NASA HQ PHOTO (flickr.com) - granted under creative commons licence - attribution

Comprehension Questions

Answer questions in full sentences.

1. Who did Tim Peake stay on the ISS with?

_____

2. Explain fully how Tim prepared for his mission.

_____

_____

_____

3. Why do you think Tim ran the equivalent of the London Marathon on his treadmill?

_____

_____

_____

4. What did the astronauts return to Earth in?

_____

5. In which town did the astronauts land? Tick one.

- ☐ Kazakhstan
- ☐ Cologne
- ☐ Zhezkazgan
- ☐ London

6. Find and copy a word which shows that Tim's body is changing now that he is back on Earth.

_____

7. Why were the astronauts carried from the capsule? Tick one.

- ☐ Their leg muscles were too weak.
- ☐ Their spacesuits were too heavy.
- ☐ They couldn't be bothered to walk.
- ☐ They weren't feeling well.

8. Why do you think Tim dedicated his CMG to the entire team?

_____

_____

_____

Back To Earth With A Bump! **Answers**

1. Who did Tim Peake stay on the ISS with?

   Yuri Malenchenko and Timothy Kopra

2. Explain fully how Tim prepared for his mission.

   Pupil's own response, such as: Tim prepared for his mission by learning to speak Russian, spending 12 days under the sea and taking part in a winter survival expedition.

3. Why do you think Tim ran the equivalent of the London Marathon on his treadmill?

   Pupil's own response, such as: I think that Tim ran the equivalent of the London Marathon in order to keep fit while he was on the ISS. It says in the text that the astronaut's legs were weak when they returned to Earth so it was important that the astronauts kept as fit as possible.

4. What did the astronauts return to Earth in?

   a Soyuz capsule

5. In which town did the astronauts land? Tick one.

   - ☐ Kazakhstan
   - ☐ Cologne
   - ✓ **Zhezkazgan**
   - ☐ London

6. Find and copy a word which shows that Tim's body is changing now that he is back on Earth.

   adjusting

7. Why were the astronauts carried from the capsule? Tick one.

   - ✓ **Their leg muscles were too weak.**
   - ☐ Their spacesuits were too heavy.
   - ☐ They couldn't be bothered to walk.
   - ☐ They weren't feeling well.

8. Why do you think Tim dedicated his CMG to the entire team?

   Pupil's own response, such as: I think that Tim dedicated his CMG to his entire team because he said in the news report that he is part of a complex team who are all in pursuit of exploring the solar system for the benefit of people on Earth

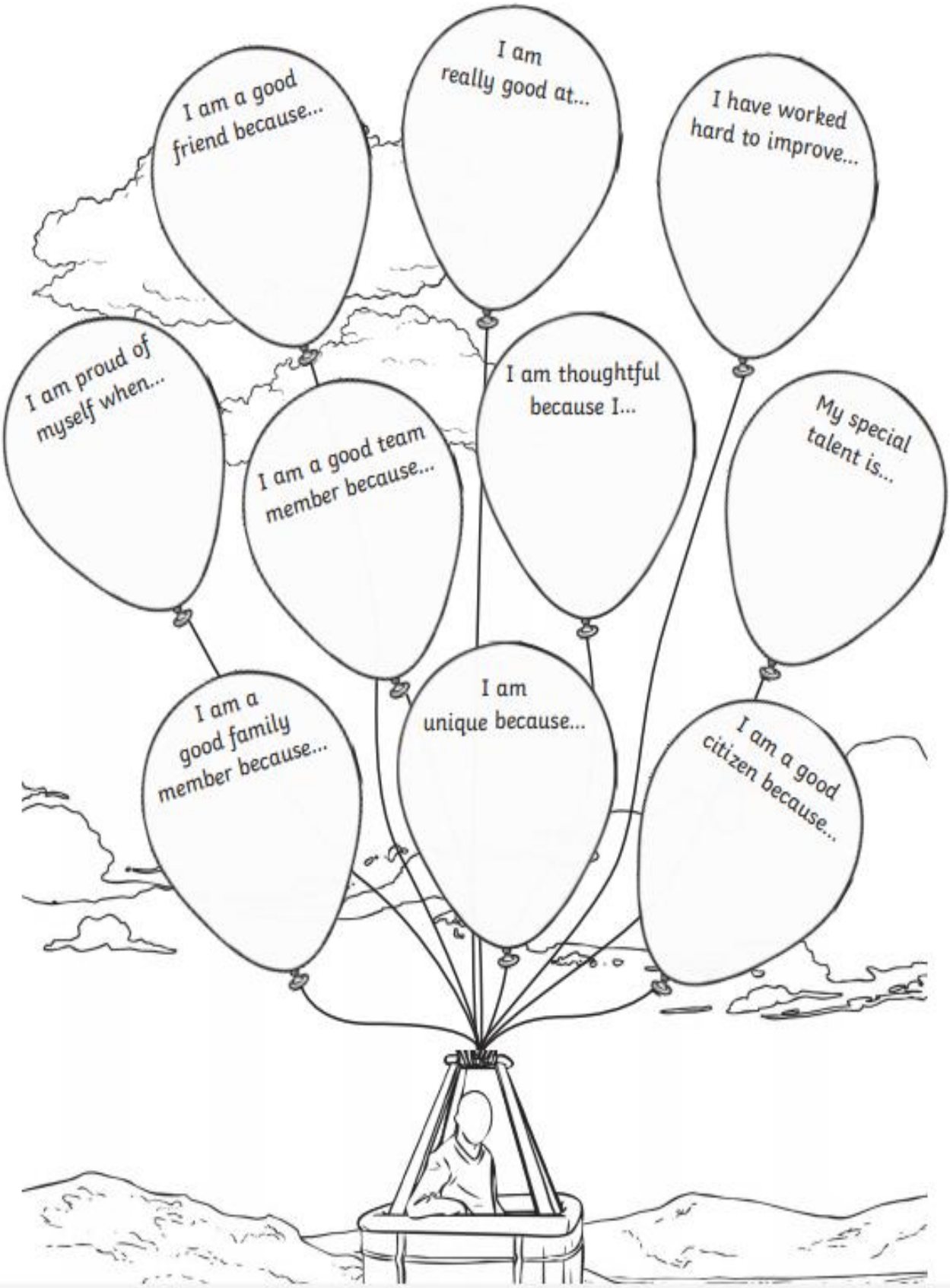
My Wellbeing Calendar

Looking after how we feel is really important. We can choose to do things which look after our wellbeing and help us to feel happy and healthy. Think about what you would like to do this week to help you feel happy and healthy. Plan to do at least two things each day and write it on your weekly wellbeing calendar.

Day	Activities to help me feel happy and healthy
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

I Am an Amazing Person!

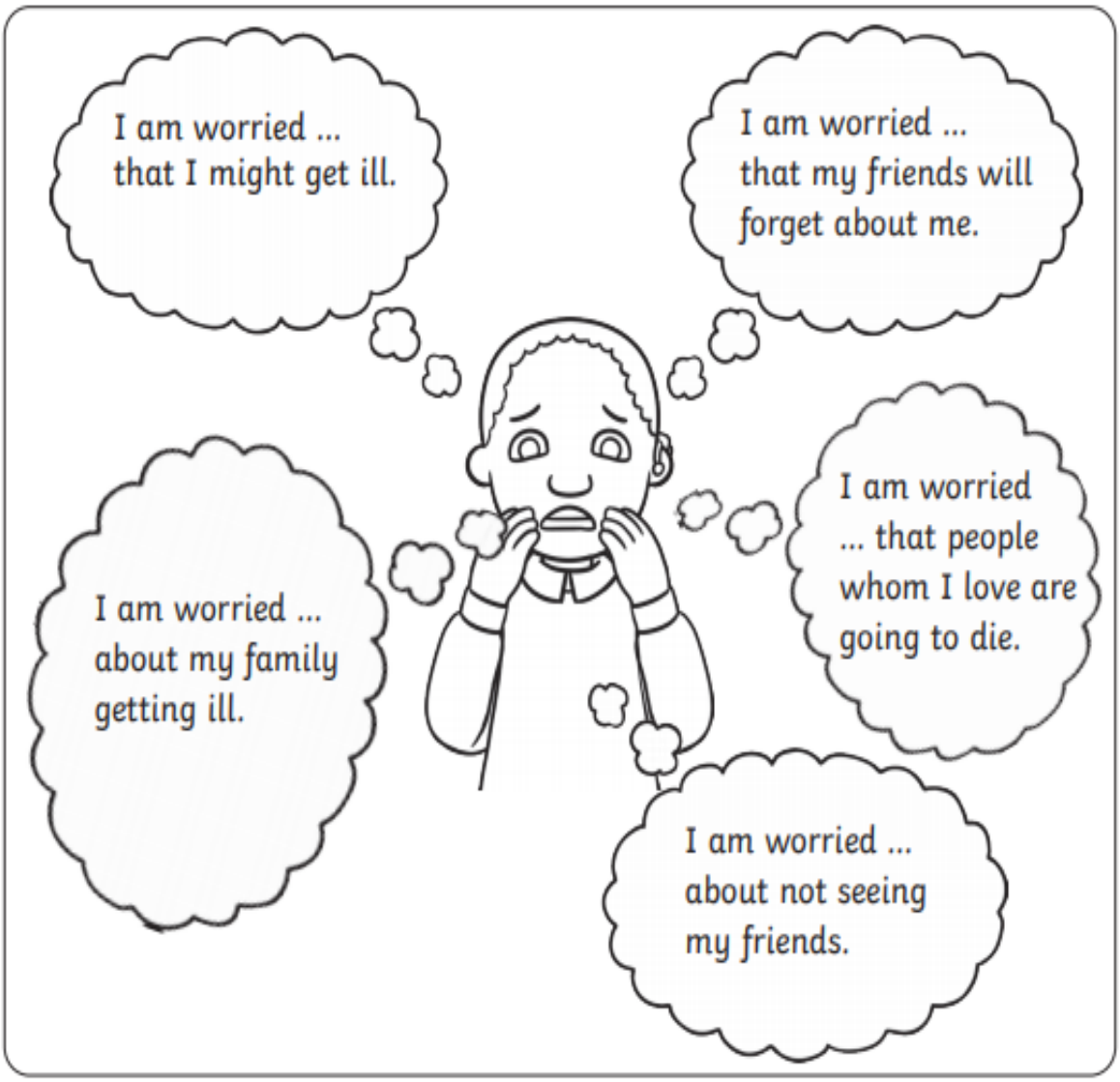
Read and finish the sentences in the balloons below.



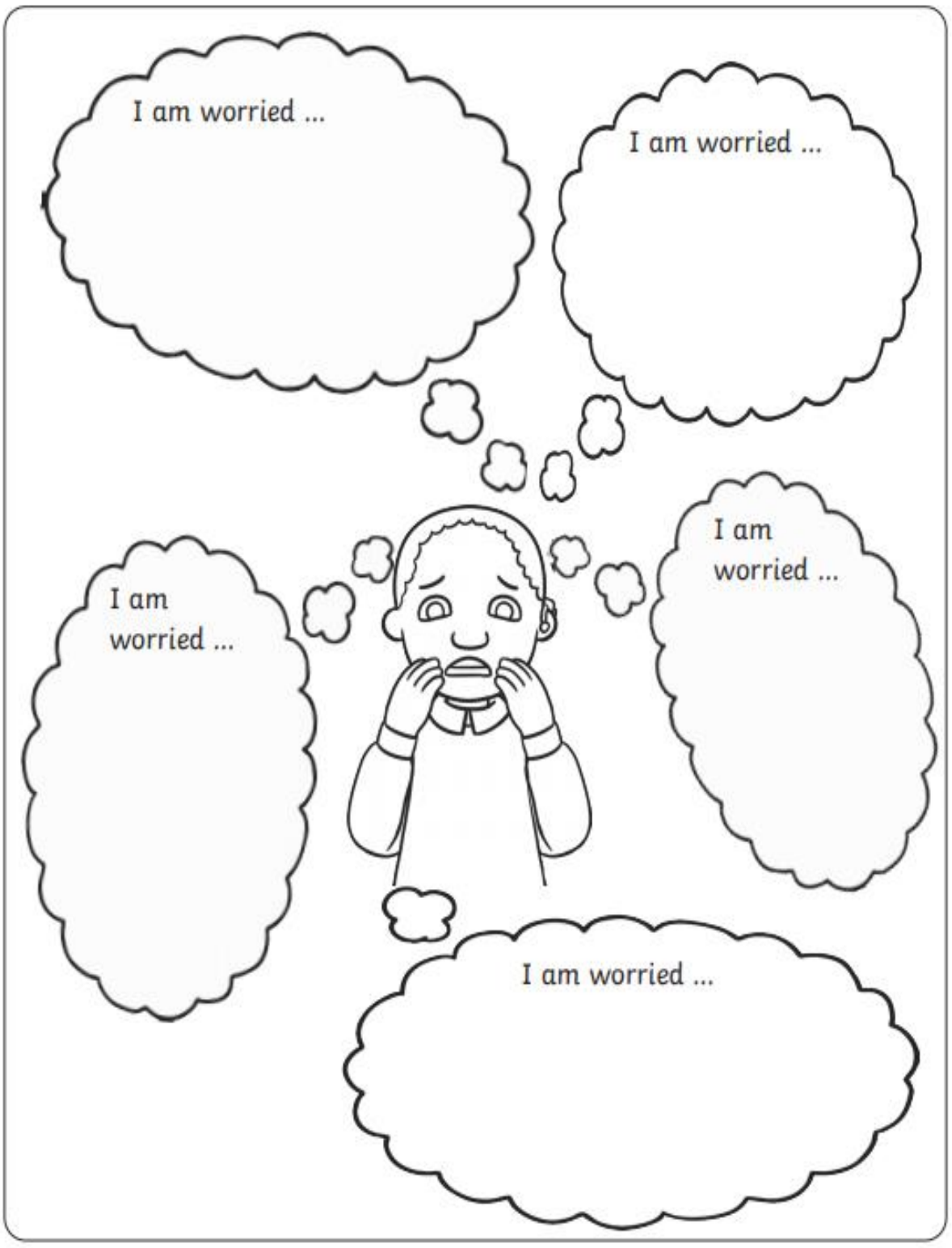
What Are Your Worries and How Can You Cope?

This activity will ask you how you are feeling and what you are worried about. The first page is completed for you as an example. Talk through the example with an adult and then complete the blank version on the following page.

Once you have talked about what is worrying you, please look at the activity that shows some ideas of useful coping strategies to try. The blank activity sheet gives you the space to write your own ideas about what will help you to cope with and feel better about changes that might be happening.

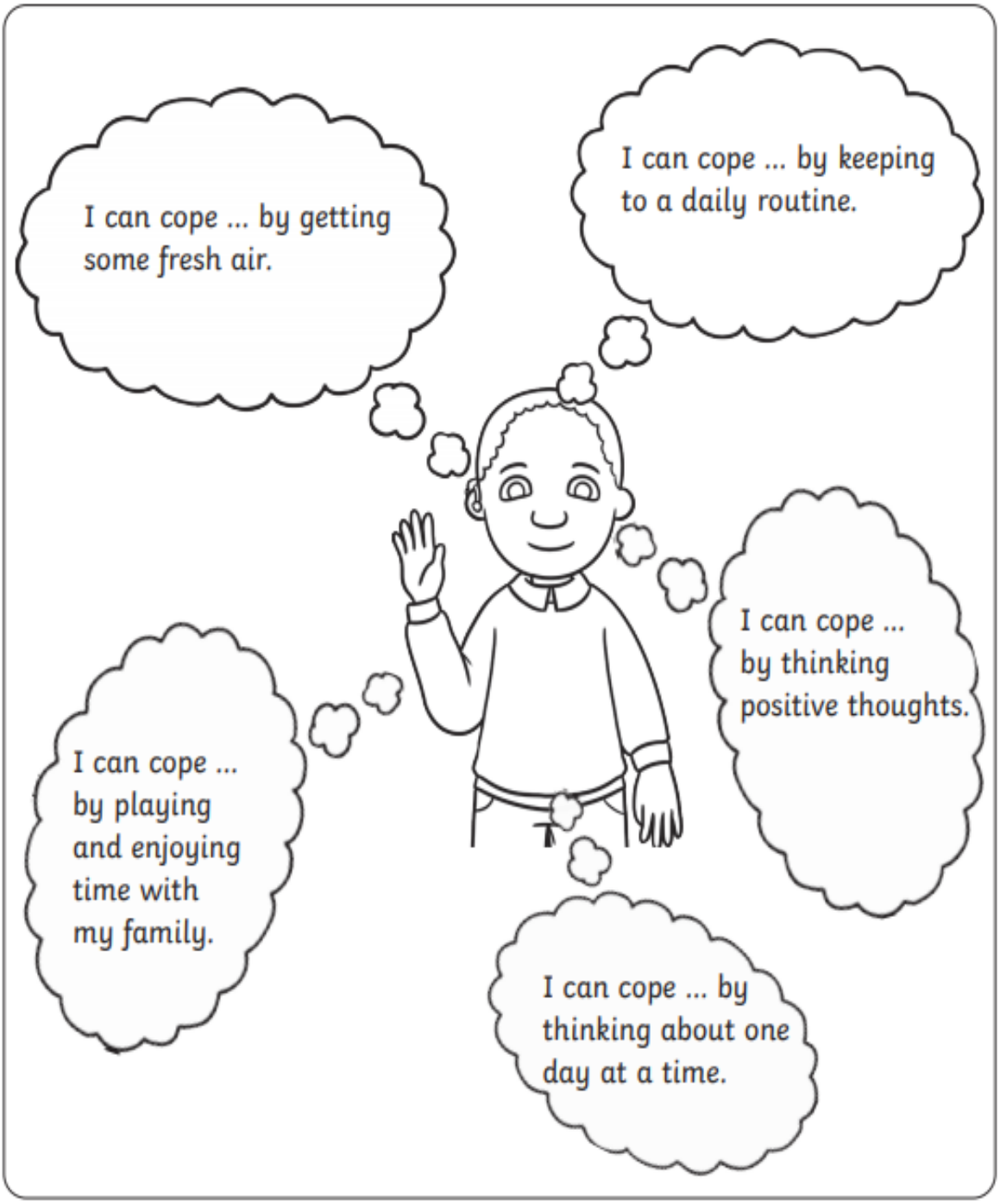


What Is Worrying Me?

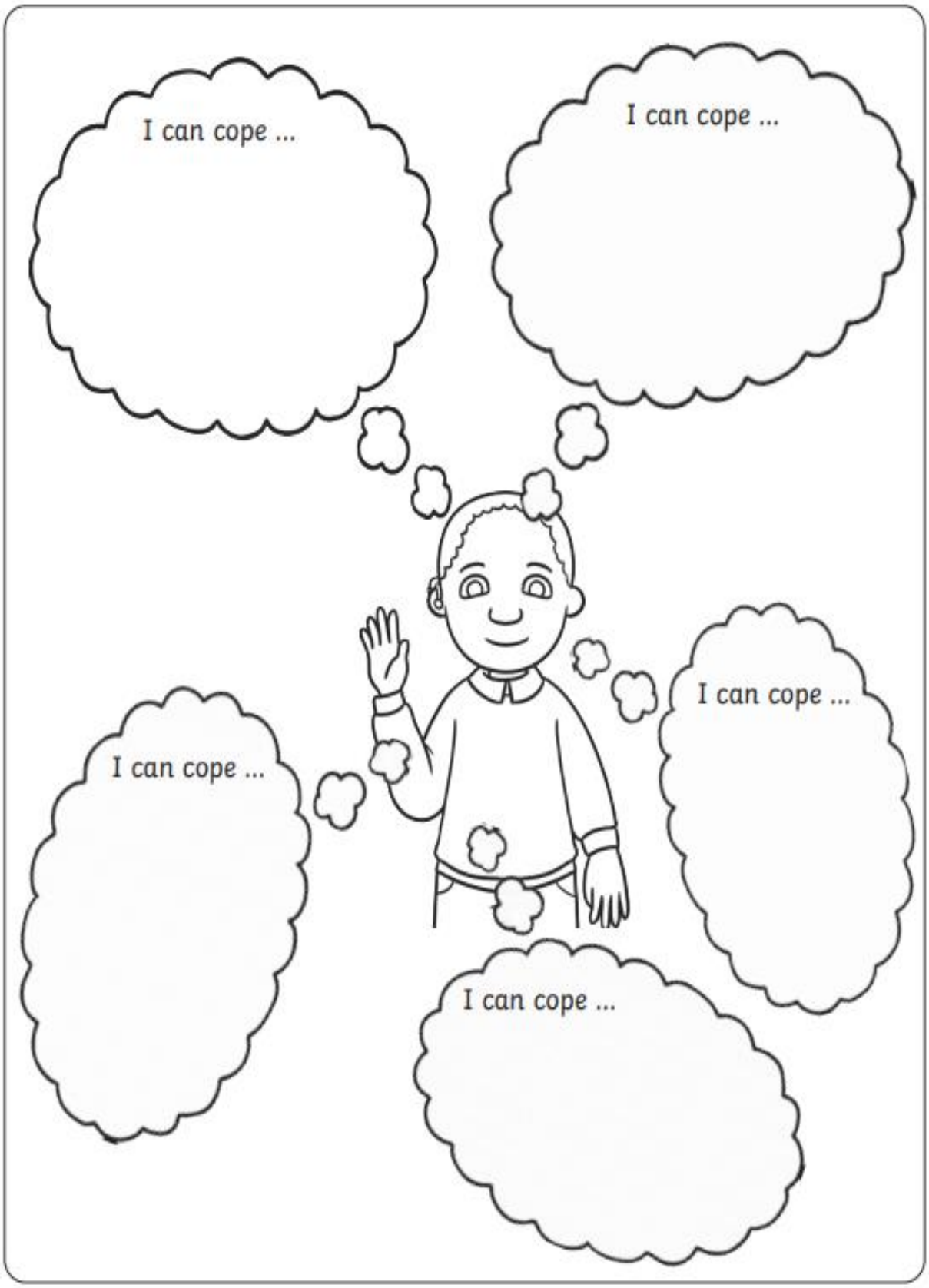


How Can I Cope?

Now you have talked about what is worrying you, look at the ideas on this page and talk about whether they may help you to feel better. On the next page, there is a blank activity sheet to which you can add your own ideas.



How Can I Cope?



Wednesday Reading resources

Jabberwocky

Lewis Carroll (1872)

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

"Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!"

He took his vorpal sword in hand;
Long time the manxome foe he sought -
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came wiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.

"And hast thou slain the Jabberwock?
Come to my arms, my beamish boy!
O frabjous day! Callooh! Callay!"
He chortled in his joy.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Jabberwocky Comprehension

I can read a poem and answer a range of questions about it.

These questions are about the poem Jabberwocky.

Choose the best word or group of words and put a **ring** around your choice.

1. What does the poet warn his son that he needs to **shun?**

Jubjub birds	Tumtum trees	The Jabberwock	The Bandersnatch

2. What do you think a "vorpal sword" is?

A type of fruit	A type of plant	A type of weapon	A type of animal

3. What word class do you think **galumphing** (line 20) is?

noun	adverb	adjective	verb

4. Why did our hero have to rest by the Tumtum tree? Explain your answer using evidence from the poem.

_____

_____

5. Did the hero kill the Jabberwock? Explain yout answer using information from the poem.

_____

_____

6. In the last stanza, the poet repeats the first stanza. What is the effect of this?

_____

_____

7. The poem is very similar to a fairy tale. Explain why, using evidence from the text.

_____

_____

1. The Bandersnatch
2. A type of weapon
3. Verb
4. **Award 2 marks** for answers which refer to him resting because he was tired from searching for the Jabberwock for a long time – 'Long time the manxome foe he sought'. **Award 1 mark** for a correct answer without a relevant quote from the text.
5. **Award 2 marks** for answers which refer to the fact that he did kill/slay the Jabberwock with evidence from the text to support their answer 'He left it dead, and with its head'. **Award 1 mark** for a correct answer without a relevant quote from the text.
6. **Award 1 mark** for reference to the following points – Because the final stanza is an exact repetition of the first, these two units perform a parenthetical function. The repetition of the opening stanza at the end tells the reader that although a major change has happened to the boy and the others he lives with, **the action has had no major effect on the world in general.** After the boy has slain the monster; the toves, borogroves, and raths still go on as they had before.
7. **Award 1 mark** for each point
   - The poem includes beasts/villains such as the Jabberwock, Jubjub bird and Bandersnatch like a fairy tale.
   - The poem includes a brave hero like a fairy tale.
   - There is a problem/dilemma that needs solving and fairy tales often have these.
   - The poem has a happy ending like is often found in fairy tales.
   - There is a magical setting, which can also be found in fairy tales.

Thursday History resources

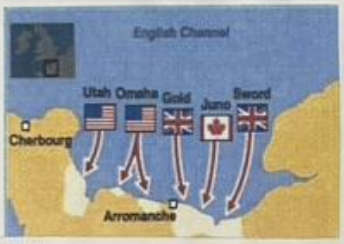
D-Day

7th June 1944

Dear Diary,

Fantastic news! D-Day started! English, Canadian and american soldiers attacked the Nazis, in France, by surprise. Bad news... Dad might be fighting. I hope he'll survive. Bye for now,

Larry



Map of Beaches Attacked

Parachuted soldiers landing to attack.

Troop Carrier

Close-up

Thursday History resources – cut up these pictures to use for you D-day page. We've added some extras photos you can use anywhere else you would like in your diary.

DESTINATION

[IN BLOCK CAPITALS] .....

COUNTY .....

DATE .....

GOVERNMENT EVACUATION SCHEME

CITY [IN BLOCK CAPITALS] .....

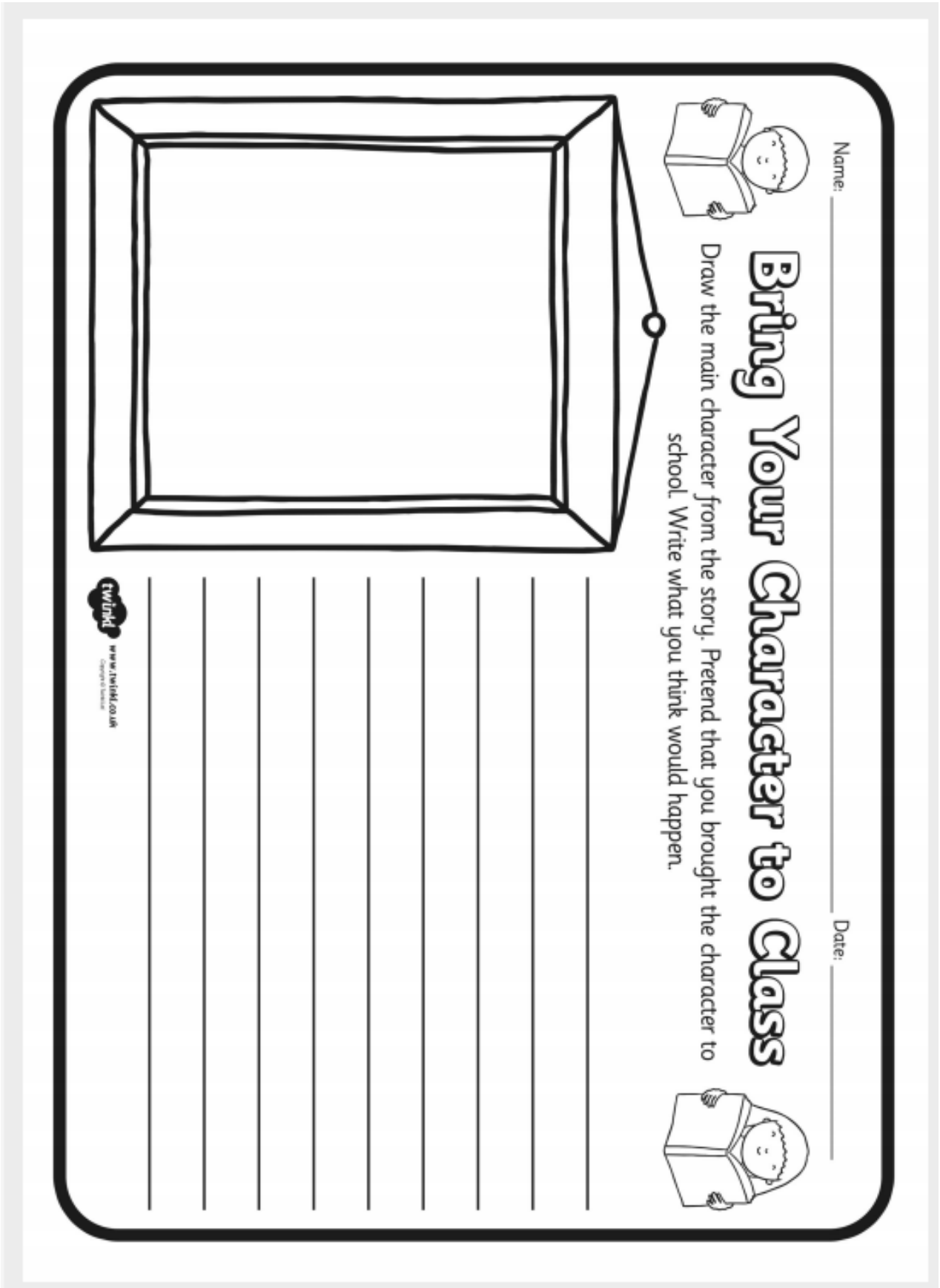
NAME .....

ADDRESS .....

DATE OF BIRTH .....

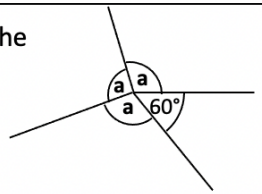
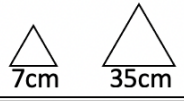
SCHOOL ATTENDED .....

Friday reading resource

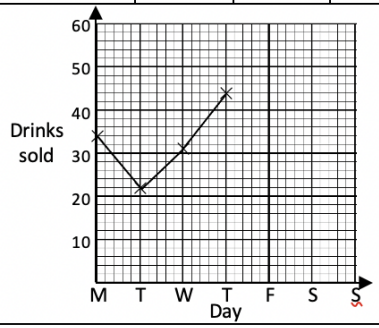


Maths Key Skills Stage 6: Skill Check 5

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Problem Solving	
1. Write **one million, three hundred and eleven thousand, and six** in digits.	*6:1*	11. Which is the **largest** fraction? $\frac{2}{7}$, $\frac{3}{14}$ or $\frac{7}{28}$	*6:7*	21. Name the shape: "I have 4 sides equal in length but no right angles".	*6:24*
2. What is the value of the **7** in this number? 1,383,721	*6:1*	12. $\frac{3}{4} + \frac{2}{5} =$	*6:8*	22. The **diameter** of a circle is 18cm. How long is the **radius**?	*6:25*
3. Round **8,523,912** to the nearest **hundred thousand**.	*6:1*	13. Simplify your answer. $\frac{2}{7} \times \frac{5}{6} =$	*6:9*	23. Calculate the value of **a**. 	*6:26*
4. To a number I add 7 then subtract 9 and get -3. What did I start with?	*6:2*	14. 3.121 x 10	*6:10*		
5. 3,174 x 63	*6:3*	15. 5.24 x 4	*6:11*	24. Complete the line graph for drinks sold by a market stall:	*6:29*
6. Give your answer to the **nearest whole number**: 1,602 ÷ 13	*6:3*	16. Write this decimal as a **fraction** and a **percentage**. (0.25)	*6:12*		
7. Which is a **common multiple** of 16 and 24? 16 24 48 54 60	*6:4*	17. Find **30%** of 90.	*6:13*		
8. Circle **all** the **prime numbers**: 71 73 75 77	*6:4*	18. What is the **scale factor**? 	*6:14*		
9. 48 ÷ 8 + 6 x 7	*6:5*	19. How long does a 5kg chicken take? To cook: 1 hour + 15mins per kg.	*6:15*		
10. How much cheaper is a meal? Burger £2.49 Fries £1.19 Meal £3.20	*6:6*	20. What is the rule for this sequence? 5, 11, 17, 23, 29, …	*6:16*	25. Find the mean of these numbers: 10 7 4 12 9 18	*6:30*
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

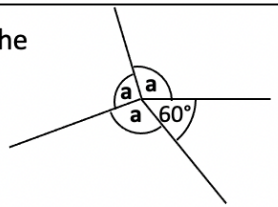
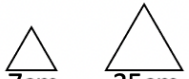
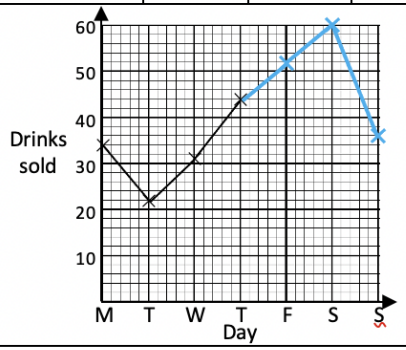
Day	Fri	Sat	Sun
Drinks sold	52	60	36



Maths Hammer

Maths Key Skills Stage 6: Skill Check 5 **Answers**

Name: _____ **Date:** _____ **Class/Group:** _____

A: Place Value, Add, Subtract, Multiply and Divide		B: Fractions, Ratio, Proportion and Algebra		C: Measure and Problem Solving	
1. Write **one million, three hundred and eleven thousand, and six** in digits.	*6:1* **1,311,006**	11. Which is the **largest** fraction? $\frac{2}{7}$, $\frac{3}{14}$ or $\frac{7}{28}$	*6:7* $\frac{2}{7}$	21. Name the shape: "I have 4 sides equal in length but no right angles".	*6:24* **Rhombus**
2. What is the value of the **7** in this number? 1,383,721	*6:1* **700**	12. $\frac{3}{4} + \frac{2}{5} =$	*6:8* $\frac{23}{20}$ **or** $1\frac{3}{20}$	22. The **diameter** of a circle is 18cm. How long is the **radius**?	*6:25* **9cm**
3. Round **8,523,912** to the nearest **hundred thousand**.	*6:1* **8,500,000**	13. Simplify your answer. $\frac{2}{7} \times \frac{5}{6} =$	*6:9* $\frac{5}{21}$	23. Calculate the value of **a**. 	*6:26* **100°**
4. To a number I add 7 then subtract 9 and get -3. What did I start with?	*6:2* **-1**	14. 3.121 x 10	*6:10* **31.21**		
5. 3,174 x 63	*6:3* **199,962**	15. 5.24 x 4	*6:11* **20.96**	24. Complete the line graph for drinks sold by a market stall:	*6:29* **Line graph drawn**
6. Give your answer to the **nearest whole number**: 1,602 ÷ 13	*6:3* **123**	16. Write this decimal as a **fraction** and a **percentage**. (0.25)	*6:12* $\frac{1}{4}$**,25%**		
7. Which is a **common multiple** of 16 and 24? 16 24 48 54 60	*6:4* **48**	17. Find **30%** of 90.	*6:13* **27**		
8. Circle **all** the **prime numbers**: (71) (73) 75 77	*6:4* **71, 73**	18. What is the **scale factor**? 	*6:14* **5**		
9. 48 ÷ 8 + 6 x 7	*6:5* **48**	19. How long does a 5kg chicken take? (To cook: 1 hour + 15mins per kg.)	*6:15* **2h 15m**		
10. How much cheaper is a meal? Burger £2.49 / Fries £1.19 / Meal £3.20	*6:6* **48p**	20. What is the rule for this sequence? 5, 11, 17, 23, 29, …	*6:16* **Add 6**	25. Find the mean of these numbers: 10 7 4 12 9 18	*6:30* **10**
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

Day	Fri	Sat	Sun
Drinks sold	52	60	36