



# Home Learning Pack

Monday 22<sup>nd</sup> June – Friday 26<sup>th</sup> June

## Where should I do my work?

If you do not have access to Microsoft Teams, you can complete all learning in your home learning book.










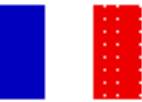






We will ask you to complete **some** lessons in your home learning book – it is important you practise your handwriting.

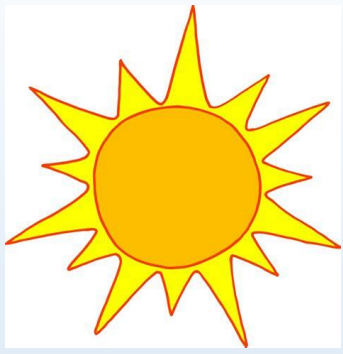
Other lessons we will ask you to complete as an assignment directly on Microsoft Teams.

If possible, upload a picture of any of the learning you have completed in your book and post this on Microsoft Teams.

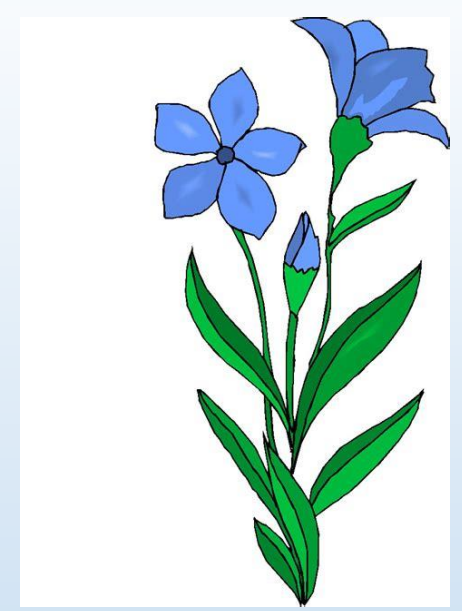
# Timetable for Home Learning - Week Beginning 22.06.20

## Timetable Summer 2 Week 4

		9:30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1:20 - 2:00	2:00-3:00	3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 1 	R	 Reading day 1	 English lesson 1	U	SPELLING TASK 2	Science Identify the parts of a plant needed for reproduction	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Tues	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 2 	E	 Reading day 2	English lesson 2 	N	SPELLING TASK 3	Science Lifecycle of a flowering plant and seed dispersal	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Wed	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	English lesson 3 	N	SPELLING TASK 3	French  Enrichment afternoon	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Thurs	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 4 	A	 Reading day 4 Comprehension	 English Lesson 4	C	SPELLING TASK 4	Art Georgia O'Keefe	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Fri	Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 5 	k	 Reading Day 5	 English Lesson 4	H	SPELLING TASK 5	Geography / Science Plants in a North American desert environment	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker



# Our theme this week is: Summer & Plants



Key Questions to think about:




How do plants reproduce?

What role do the different parts of the plant play in reproduction?

How do plants adapt to different environments



# Monday 22nd June 2020

		9:30 - 10:30	10:30	10:45-11:15	11:15 - 12:15		1:20 - 2:00	2:00-3:00	3:00 - 3:15
Mon	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 1 	R	 Reading day 1	 English lesson 1	U	SPELLING TASK 2	Science Identify the parts of a plant needed for reproduction	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

# MATHS DAY 1 – All Year 6 Maths Groups

## STARTER (Canada/England)

$18 \times 6 =$

$142 \times 5 =$

$1005 - 100 =$

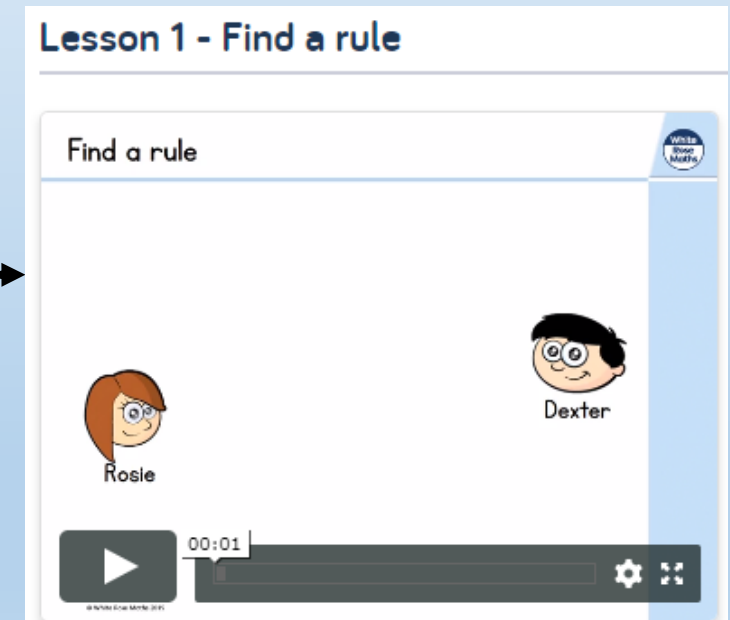
## STARTER (Spain)

$30\% \text{ of } 2400 =$

$100 \times 1000 =$

$18 \times 82 =$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
  - Find: Summer Term - Week 7 (w/c 8th June) + and click the + (The dates are behind)
  - Now find Lesson 1 (Find a rule)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
  2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
  3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.



# MATHS DAY 1 – Tasks (ALL groups to complete)

**LO: To find a rule**

1 Use the function machine to complete the table.



Input	1	2	3	5	10	50
Output						

2 Here is the same function machine with the steps in the reverse order.



Teddy

The outputs will be the same.



Jack

The outputs will be different.

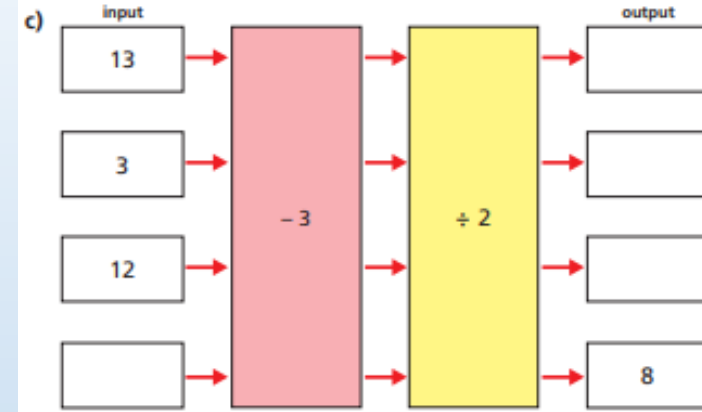
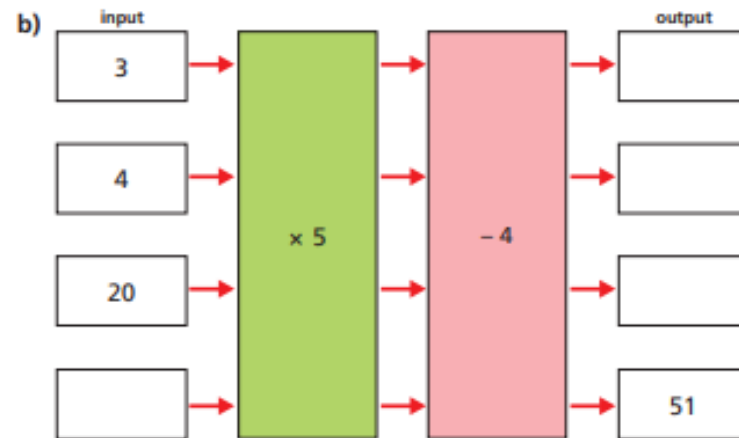
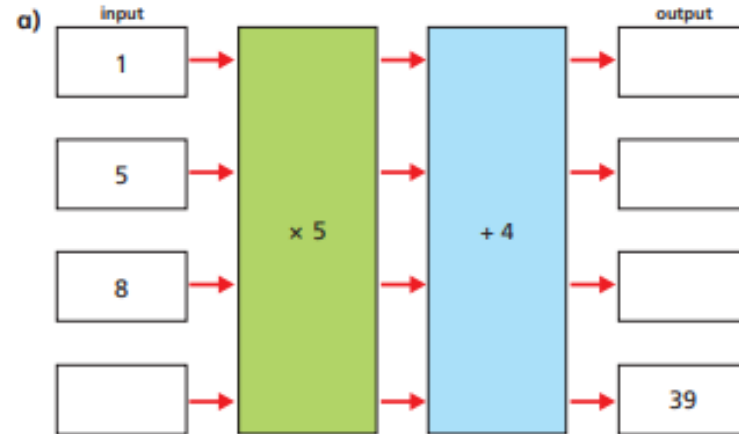
Explain to a partner who you think is correct.

Use the function machine to complete the table.

Input	1	2	3	5	10	50
Output						

Who is correct? \_\_\_\_\_

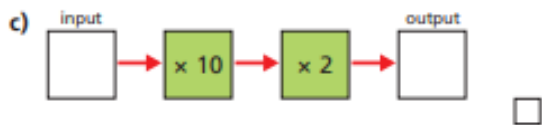
3 Work out the missing outputs and inputs.



# MATHS DAY 1 – Tasks (Spain group to complete)

LO: To find a rule

4 Tick the pairs of function machines that will give the same outputs for a given input.

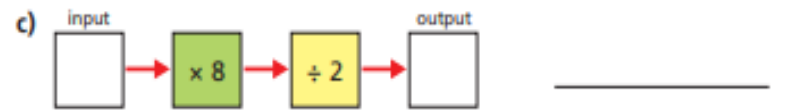
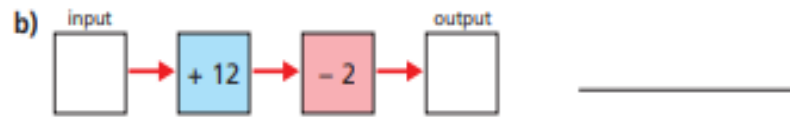
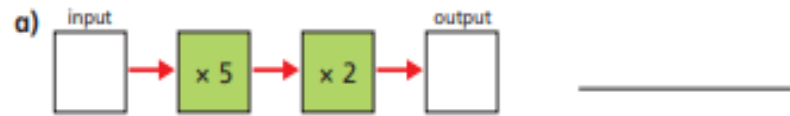


Explain your reasoning to a partner.

5 Here are some 2-step function machines.

For each machine, write a single step that would give the same output.

Check your answers by inputting values.



Can all 2-step function machines be written as a 1-step function machine?

Talk about it with a partner.

6 Here is a function machine.



a) Complete the table.

Input	10	3		
Output			40	280

b) Rosie puts a number into the machine and she gets out the same number.

Work out Rosie's number.

# MATHS DAY 1 – Challenge

LO: To be challenged

7

Mr Hall and Mrs Rose order some photos online.

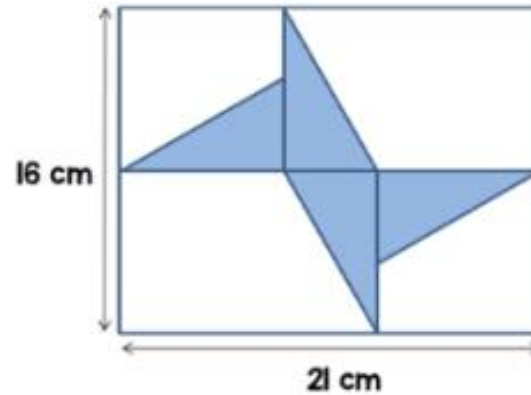
a) Mr Hall orders 16 photos.  
How much does he pay?

b) Mrs Rose pays £6.05  
How many photos did she order?



## Challenge 7

4 congruent triangles are shown inside a rectangle.



What is the area of one of the triangles?

## Challenge 8

Chloe has some money.

She spends  $\frac{1}{4}$  on a book.

She spends  $\frac{5}{12}$  on some headphones.

She spends the rest on this toaster.



How much does the book cost?

Monday 22<sup>nd</sup> June 2020

Reading task

LO: To talk about a book you are reading



**20 mins – read your book to a family member or friend over the phone, facetime or face to face.**

**Before you read:** Tell them all about the story so far.

**After reading:** discuss why you are enjoying or not enjoying the story. Do they have any questions for you?

Ask an adult at home to sign your reading record

Monday 22<sup>nd</sup> June 2020

LO: To revise the features of a poem.

Think back to the skills we have learnt in class

- Alliteration
- Similes
- Metaphors
- Personification
- Adverbs

**Starter:**

Write a simple sentence to describe each of these. You could come back to this after your main activity if you are stuck.

Can you remember what each of these are? Click on the links below to help you if you get stuck

What is Personification?

<https://www.youtube.com/watch?v=1Mb6NxixRk8>

What are **METAPHORS?**

<https://www.youtube.com/watch?v=JPEmb8Qoy0>

What is a **Simile?**

<https://www.youtube.com/watch?v=Rqja8vO3LEQ>

# Poetry Language Planner

## Nouns

Nouns are used to name a person, animal, place, thing or idea.

*Sun paddling pool  
Sea beach*

## Verbs

Verbs are 'doing' words. They usually tell us about an action.

*Laze  
Relax  
Read  
Shining  
Glowing*

## Alliteration

Alliteration is the repetition of sounds in a group of words.

*Sizzling sun  
Dive to the deepest depths of the sea*

## Adjectives

Adjectives are describing words.

*Calm  
Tranquil  
Boiling*

## Adverbs

Adverbs describe the way that something happens.

*Excitedly  
Lazily*

## Onomatopoeia

Words that sound like the thing they are describing.

*Sizzle  
crashing*

## Similes

Similes compare different things. They usually use the words 'like' or 'as'.

*The sun is like a golden coin*

## Metaphors

Metaphors compare different things by suggesting that they are similar.

*A fireball sat high in the sky*

## Personification

Saying that non-living things have human qualities.

*The emerald leaves waved gently in the wind*

This week you will be writing and performing your own poem about the Summer and the Summer holidays!

Use this sheet, or write the headings in your book to create a bank of ideas for your poem. Remember your ideas should be all about the Summer!

This will be a useful planning tool when it comes to writing your poem

**Top tip** - No idea is a bad idea! The more you put on this sheet the easier your task will be tomorrow.

We have put some ideas on the sheet to get you started.

# SPAG LESSON Monday - Spelling

## Activity:

1. Write out the definition of each of these spelling words.

2. Write a sentence with each word to help you practice.

Challenge: Can you write a paragraph that includes ALL of these words?

We will be working on our spellings this week.

By the end of year 6 you should know all of the spellings from the year 5/6 spelling list. Here are the ones you will be learning this week and be tested on.

1	accompany
2	curiosity
3	interfere
4	restaurant
5	apparent
6	disastrous
7	mischievous
8	signature
9	bargain
10	occur
11	symbol
12	community
13	frequently
14	privilege
15	vegetable
16	correspond
17	immediate
18	yacht
19	vehicle
20	excellent

As extra practice  
print off this page  
and use the  
format to help you  
remember how to  
spell these words

Look, Say, Cover

1 accompany

2 curiosity

3 interfere

4 restaurant

5 apparent

6 disastrous

7 mischievous

8 signature

9 bargain

10 occur

11 symbol

12 community

13 frequently

14 privilege

15 vegetable

16 correspond

17 immediate

18 yacht

19 vehicle

20 excellent

Write, Check

Write, Check

Write, Check

Write, Check

LO: To identify and label the reproductive parts of a flowering plant

If possible it would be a great idea to have a flower that you could pull apart and identify the parts of. Flowers that are good for this activity are tulips, daffodils, lilies or anything with clear inside parts.

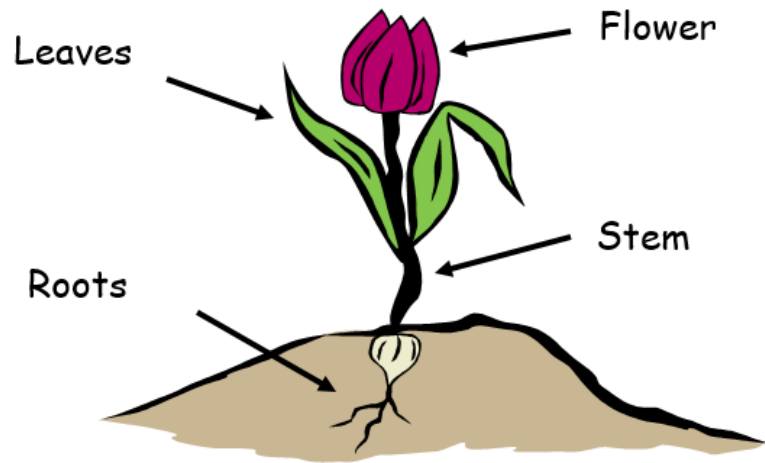


Tulip



Lily

**Task 1 –Revision - Identify the function of the parts of a plant**



Match the part of the plant with its function with a line.

**PART OF THE PLANT**

Leaves

Flower

Stem

Roots

**FUNCTION**

Holds the flower up and carries the water from the root to the rest of the plant

These are brightly coloured to attract insects and they produce the pollen for reproduction

These stabilise the plant in the ground and absorb water from the soil

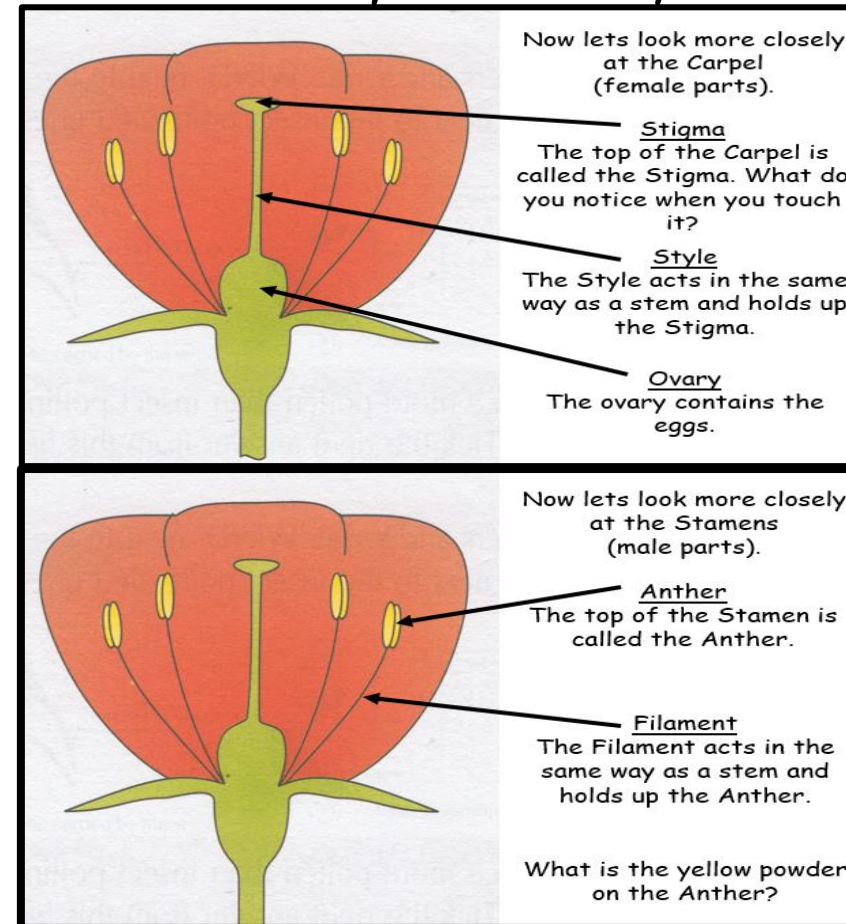
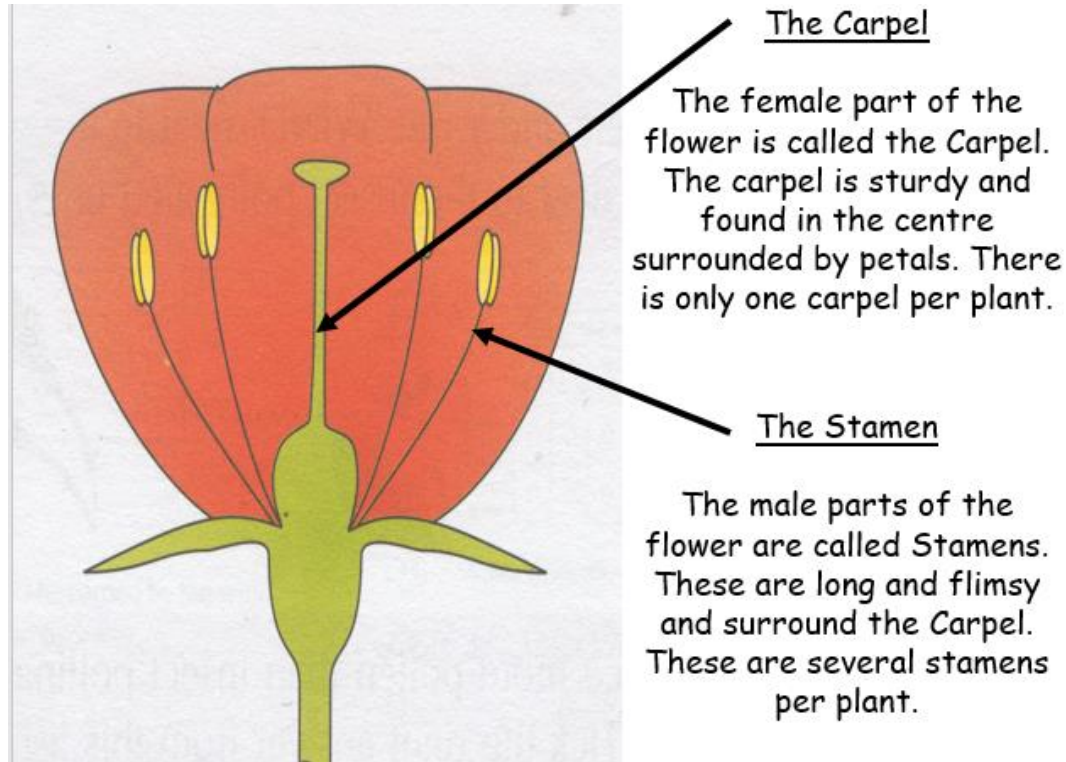
These take in the sunlight and the carbon dioxide and release the waste.

## Task 2 – Identify the reproductive parts of the flowering plant.

In order for humans to reproduce you need a male and a female.



It is the same with plants. We do not have male and female plants but plants have male and female parts to them. Lets look at these parts under the magnifying glass. If you can, carefully open the petals of a real flower and try to identify these parts.

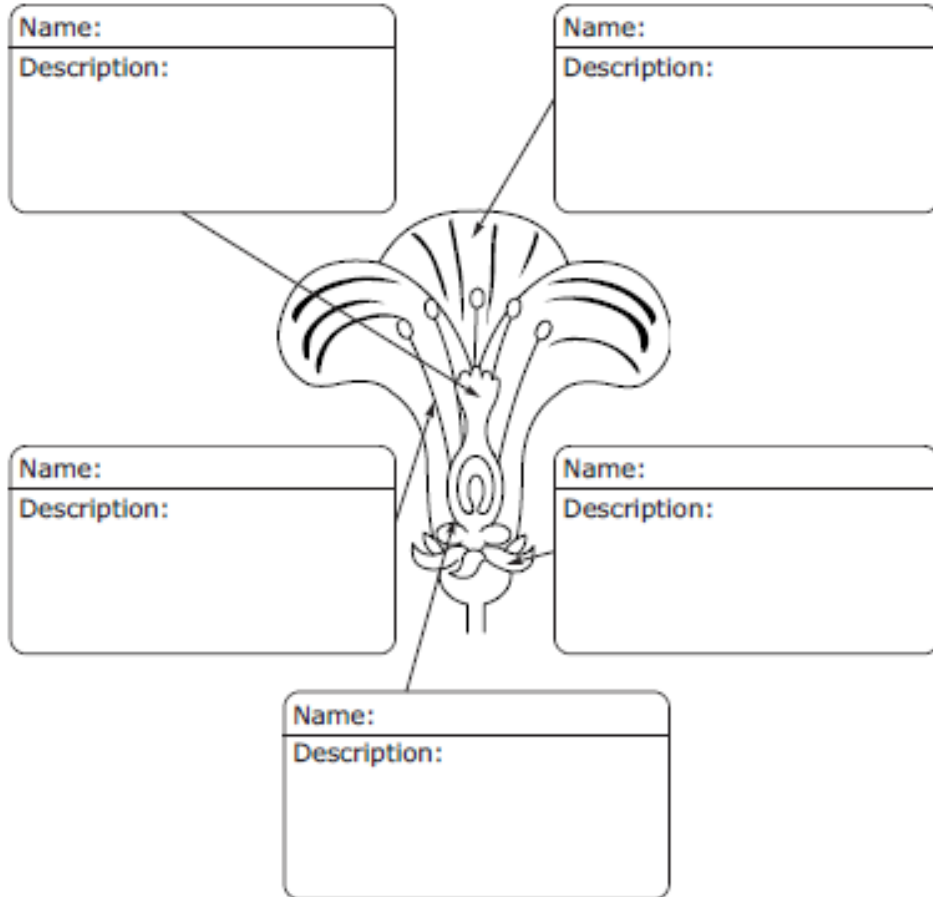


Now watch the clip to see how these parts work together to make a seed

<https://www.bbc.co.uk/bitesize/clips/zfx76sg>

# Label the diagram or create your own.

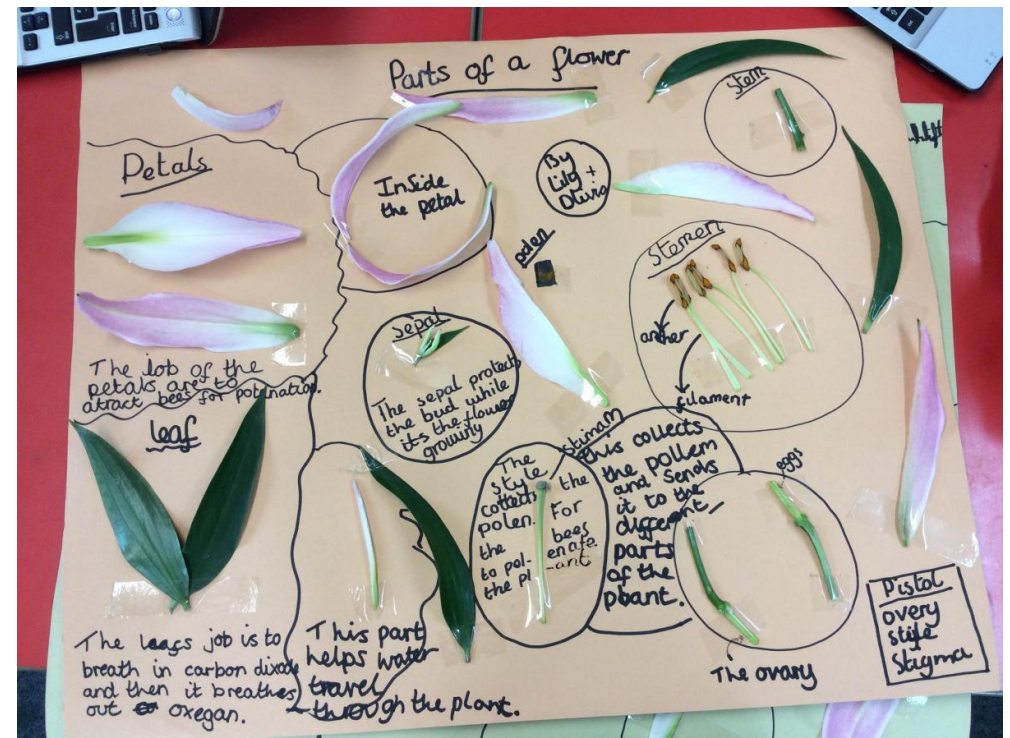
Match the right name and description to each part of the flower.



Names:	Stamen	Petal	Ovary	Sepal	Stigma
Descriptions:	Produces pollen	Attracts insects for pollination	Produces egg cells	Protects the flower while it is a bud	Catches grains of pollen with its sticky surface




Either complete the sheet or draw and label your own diagram.

If you have been able to look at a real flower you could stick the different parts in your book and label them. See an example below.





# Tuesday 23rd June 2020

Tues	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 2 	E	 Reading day 2	English lesson 2 	N	SPELLING TASK 3	Science Lifecycle of a flowering plant and seed dispersal	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
------	---	--	---	---	---	---	--------------------	---	---

# MATHS DAY 2 – All Year 6 Maths Groups

LO: To form expressions

## STARTER (Canada/England)

$$6673 + 794 = \quad 2.6 - 0.04 = \quad \boxed{\phantom{0000}} = 5489 + 443$$

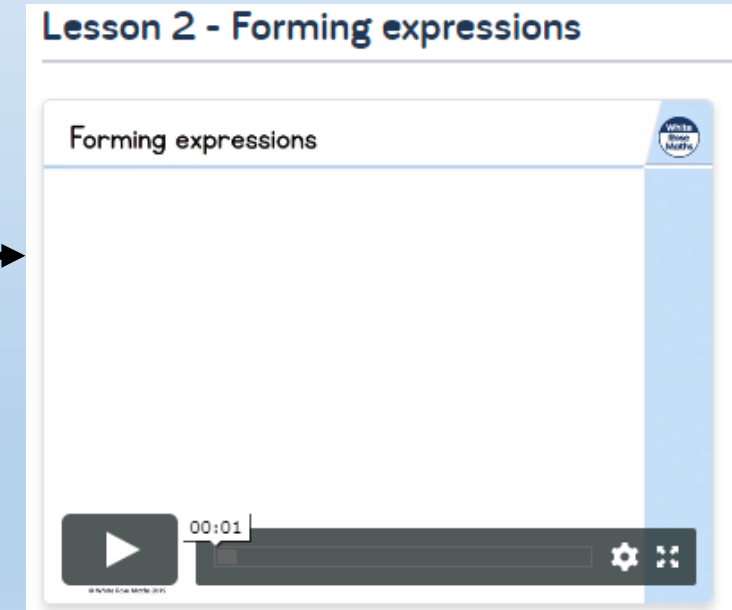
## STARTER (Spain)

$$3146 \div 13 =$$

$$\frac{1}{6} \times \frac{2}{3} =$$

$$11 \times 4\frac{1}{2} =$$

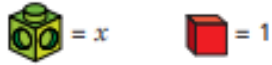
- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
  - Find: Summer Term - Week 7 (w/c 8th June) +  
and click the + (The dates are behind)
  - Now find Lesson 2 (Forming expressions)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
  2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
  3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.



# MATHS DAY 2 – Tasks (ALL groups to complete)

LO: To form expressions

- 1 Tommy uses multilink cubes to represent an unknown number and base ten ones to represent 1




Write algebraic expressions to describe the sets of cubes.

The first one has been done for you.

a)  2x + 3

b)  \_\_\_\_\_

c)  \_\_\_\_\_

d)  \_\_\_\_\_

e)  \_\_\_\_\_

f)  \_\_\_\_\_

g)  \_\_\_\_\_

h)  \_\_\_\_\_

- 2 Use Tommy's method to represent these expressions.

a)  $x + 2$

c)  $3x + 1$

b)  $2x$

d)  $x + 6$

Compare answers with a partner.

- 3 Use cubes to help you simplify the following expressions.

The first one has been done for you.

a)  $2y + 5 + y$

 3y + 5

b)  $3a + 2 + a + a$

 \_\_\_\_\_

c)  $6p + 2 - 2p$

 \_\_\_\_\_

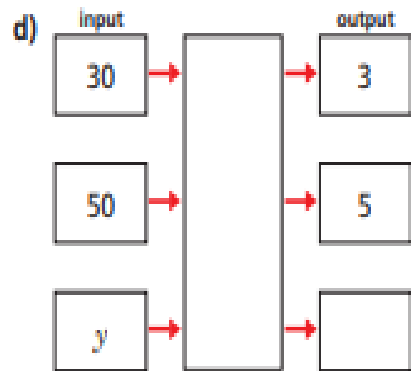
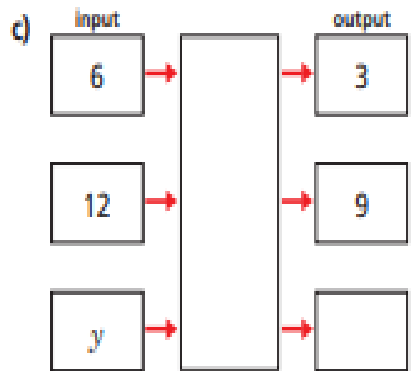
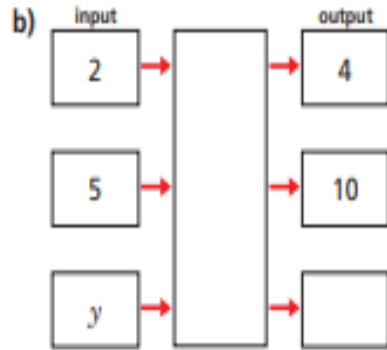
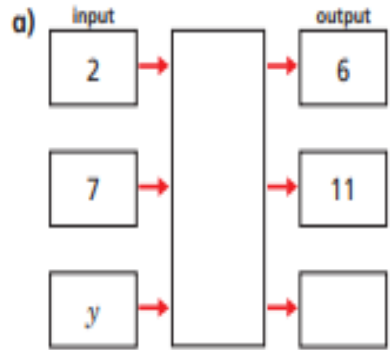
d)  $m + 4 + 3m - 3$

\_\_\_\_\_

# MATHS DAY 2 – Tasks (Spain group to complete)

**LO: To form expressions**

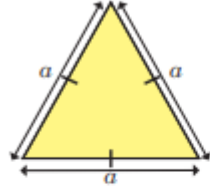
4 Complete the function machines.

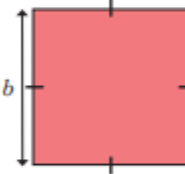


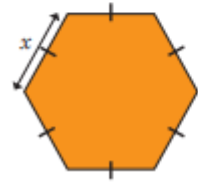
5 Match each statement to the equivalent algebraic expression. Write the missing statements.

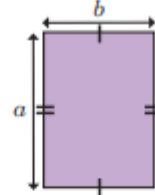
5 more than y	$2y$
y less than 5	$y - 5$
y multiplied by 5	$5 - y$
y divided by 5	$y + 5$
double y	$5y$
	$y^2$
	$\frac{y}{5}$

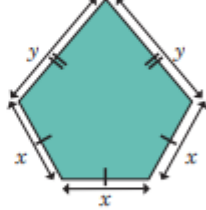
6 Write an algebraic expression to represent the perimeter of each shape.

a)  \_\_\_\_\_

b)  \_\_\_\_\_

c)  \_\_\_\_\_

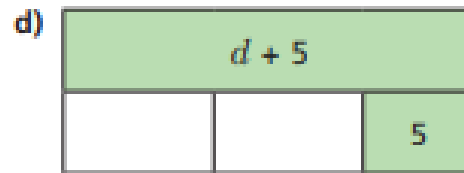
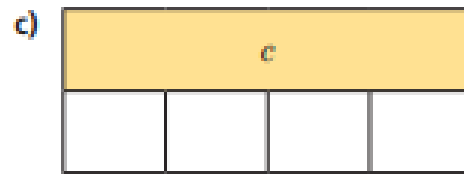
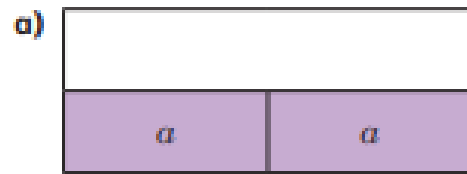
d)  \_\_\_\_\_

e)  \_\_\_\_\_

# MATHS DAY 2 – Challenge

LO: To be challenged

7 Complete the bar models.



## Challenge 4

Max buys a shirt and a jacket.



The jacket costs **£25** more than the shirt.

The total cost of the shirt and jacket is **£87**.

How much does each item cost?

## Challenge 5

The mass of 1 cube and 4 cones is **110 g**.



The mass of 1 cube and 2 cones is **72 g**.



What is the mass of 1 cube?

Tuesday 23<sup>rd</sup> June

Reading task

LO: to investigate the meaning of new vocabulary

Reading 20 mins – read independently or to a family member.

Write LO and date

10 min task

**Go through your reading book and write down any new vocabulary or words you are unsure about.**

Either ask a family member to explain them to you or use a dictionary to find the meanings

Ask your grown up to sign your reading record.

Tuesday 23<sup>rd</sup> June

LO: To draft my own poem about the Summer

Task: Write a poem about the Summer and Summer Holidays - they are not far away now!



**Success Criteria:**

I can include strong, interesting vocabulary.

I can use alliteration, repetition or onomatopoeia for impact and emphasis.

I can include some poetic devices including similes, metaphors or personification.

I can include adverbs.

I can edit and improve my work through drafting and re-drafting.

In the Summer

What shall I do this glorious summer holiday?

I will dive bravely to the deepest depths of the ocean,  
I will construct carefully the tallest sandcastle the world has seen,  
I will climb tirelessly the highest hill that I can find,

In the summer,  
In the summer.

What shall I do this exciting summer holiday?

I will slumber lazily under the fireball high in the sky,  
I will play video games religiously until my poor eyes go square,  
I will devour greedily what is left in the fridge,

In the summer,  
In the summer.

What shall I do this long summer holiday?

I will frolic cheerfully in the beautiful park,  
I will read whilst relaxing under the tranquil turquoise sky,  
I will propel gracefully my favourite Frisbee with my friends,

In the summer,  
In the summer.

Remember, poems are not written in 5 minutes, they require thinking time and trial and error.

**Top tip** – Write down your ideas as they come, then pick and choose the best when re-writing. Re-writing/re-drafting is **NOT** starting again, it is **NOT** failure – each attempt gets you closer to your finished product.

Read through this example poem, so you know what you are aiming for. Try to include your ideas from yesterday

Tuesday 23<sup>rd</sup> June

LO: To draft my own poem about the Summer



**Success Criteria:**

I can include strong, interesting vocabulary.

I can use alliteration, repetition or onomatopoeia for impact and emphasis.

I can include some poetic devices including similes, metaphors or personification.

I can include adverbs.

I can edit and improve my work through drafting and re-drafting.

Don't worry about your poem rhyming - **it doesn't have to.**  
Now it's over to you and time to start drafting your poem... enjoy!

In the Summer

What shall I do this glorious summer holiday?

I will \_\_\_\_\_,  
I will \_\_\_\_\_,  
I will \_\_\_\_\_,

In the summer,  
In the summer.

What shall I do this exciting summer holiday?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In the summer,  
In the summer.

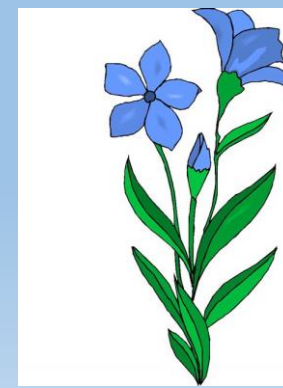
What shall I do this long summer holiday?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



LO: To understand the lifecycle of a flowering plant



Watch the clip about the overall lifecycle of a plant.

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

The **pollen** from the male part of the plant (STAMEN) must reach the female part (STIGMA) of a plant in order for a new seed to grow. Watch the clip about the different ways plants can be **pollinated**.

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zqbcxfr>

Once the seed has been produced it must move away from the parent plant and find a place to grow, this is called **seed dispersal**. There are many different ways seeds can be dispersed. Watch the clip to find out.

<https://www.bbc.co.uk/bitesize/clips/znvfb9q>

Tasks: 1) Write the paragraph, filling in the gaps.

2) Cut out and order, or draw your own lifecycle of a flowering plant.

The male part of a plant is called its . This is made up of the  and the . This part of the plant makes . The female part of the plant is called the . This is made up of the ,  and the . This part of the plants makes  in the ovary. These need to be  by pollen. Plants use  or the wind to spread pollen onto other plants. When the pollen from the stamen reaches the stigma, the plant makes . These then get  in lots of ways. Some of these ways are listed below:

- 1.
- 2.
- 3.
- 4.
- 5.

<u>anther</u>	fertilised	filament	pollen	
<u>seeds</u>	carpel	style	ovary	eggs
<u>insects</u>	stigma	dispersed	stamen	

Cut out the parts of the pollination cycle and stick them in your book in the correct order



An insect picks up pollen



The plant produces seeds, sometimes in fruit or nuts



The insect flies away



The plant grows flowers



The seeds grow into new plants






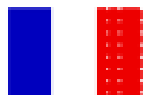
The seeds are dispersed (moved) by animals



The insect leaves pollen on a different flower



# Wednesday 24th June 2020

Wed	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	English lesson 3 	N SPELLING TASK 3	French 	Enrichment afternoon	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
-----	---	--	---	--	---	-------------------------	---	----------------------	---

# MATHS DAY 3 – All Year 6 Maths Groups

LO: To substitute numbers

## STARTER (Canada/England)

$144 \div 12 =$

$2.5 + 0.004 =$

$\frac{8}{15} - \frac{4}{15} =$

## STARTER (Spain)

$758 \times 87 =$

$\frac{3}{10} \div 3 =$

$9 + 3 \times 7 =$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
  - Find: Summer Term - Week 7 (w/c 8th June) + and click the + (The dates are behind)
  - Now find Lesson 3 (Substitution)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
  2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
  3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.

Lesson 3 - Substitution

Substitution

How much is there?

10p, 2p, 1p

00:01

# MATHS DAY 3 – Tasks (ALL groups to complete)

**LO: To substitute numbers**



1

 = 4	 = 5
---	---

Use the given facts to work out the calculations.

a)  +  + 

b)  +  - 

c)  +  +  +  + 

2

 = 12	 = 5
--	---

Use the given facts to work out the calculations.

a)  - 

b)  × 

c) Create your own calculation that will be equal to 22

3

If  $x = 5$ , write the values of the expressions in the corresponding grid.

The first one has been done for you.

$3x$	$x^2$	$2x - 5$
$4x + 2$	$\frac{x}{2}$	$2(x + 1)$
$7x$	$x + 9$	$x - 7$

15		

4

If  $a = 10$  and  $b = 6$ , work out the values of the expressions.

a)  $a + b =$

d)  $2a + b =$

b)  $a - b =$

e)  $3a - 17 =$

c)  $2a =$


f)  $2(a - b) =$

# MATHS DAY 3 – Tasks (Spain group to complete)

**LO: To substitute numbers**

5 If  $m = \frac{4}{5}$  and  $k = 0.1$ , work out the value of  $m + 2k$

6



Mo

It does not matter what  $p$  and  $q$  are,  $p + q$  and  $q + p$  will always give the same answer.

Do you agree with Mo? \_\_\_\_\_

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7

$m = 7$     $n = 5$

Write  $>$ ,  $<$  or  $=$  to compare the expressions.

a)  $2m$   10

b)  $n - 1$   5

c)  $2n + m$    $2m + n$

d)  $7n$    $5m$

8

$a = 10$

Write the expressions in order, starting with the smallest value.

$5a$	$a + 5$	$\frac{a}{5}$	$a^2$
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

9

$a = 15$

Write three different algebraic expressions that give a value of 40

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# MATHS DAY 3 – Challenge

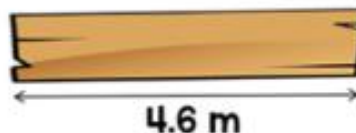
LO: To be challenged

10 Complete the table.

$x$	$5x$	$5x - 1$
2		
10		
12		
	25	
		34
		99

## Challenge 6

A plank of wood is 4.6 metres long.



These three lengths of wood are cut from the plank.

1.45 m

88 cm

1630 mm

What is the length of the wood left?

## Challenge 8

Amrit, Beth and Caroline sell cookies.



Amrit sells  $\frac{1}{4}$  of the cookies.

Beth sells 30% of the remaining cookies. Beth sells 12 cookies.

Caroline sells the rest.

How many cookies do they sell altogether?

# Wednesday reading task - Poetry

LO: Explore poetry and express an opinion

Read some poetry from a book, if you have one at home, or click on the link below.

<https://www.poetry4kids.com/poems/>

Read a selection of poetry.

Choose one you like

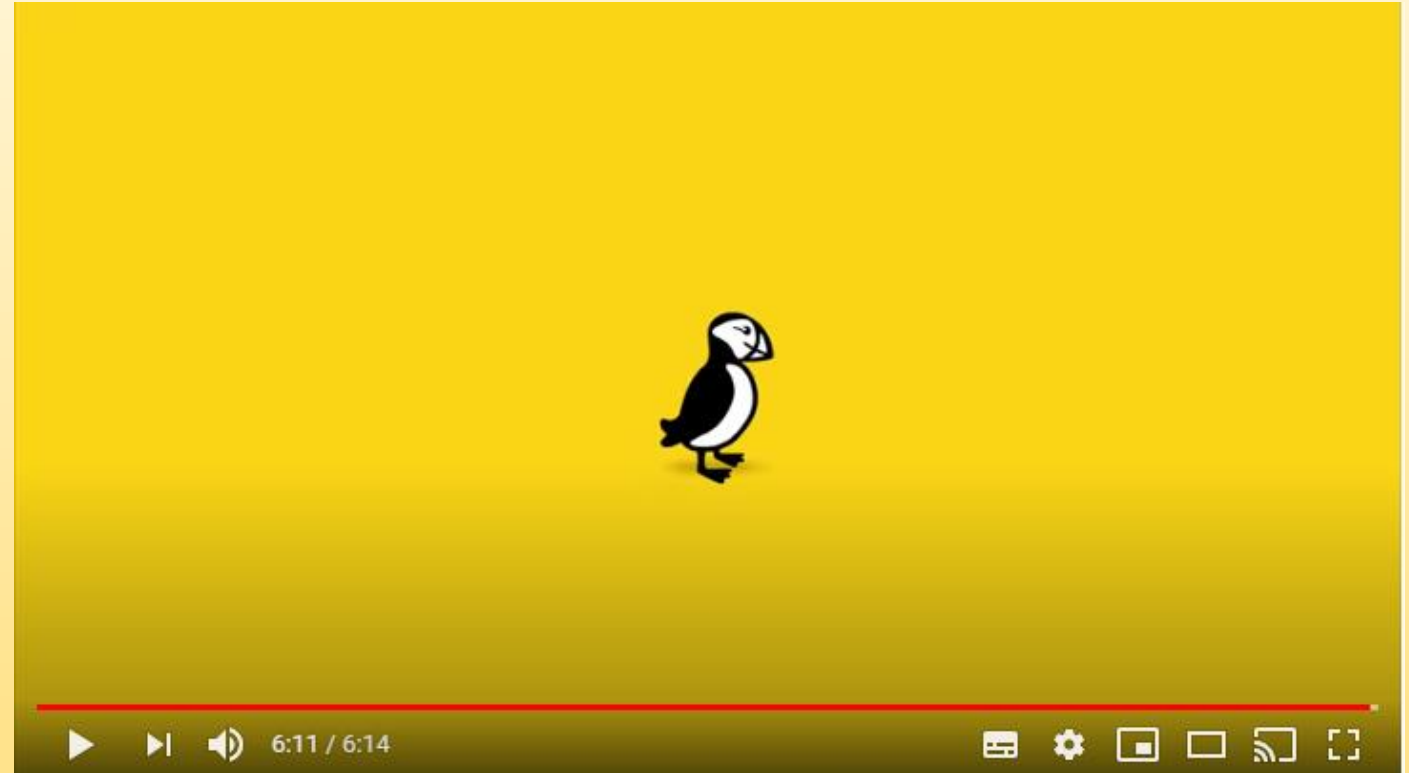
Explain why you chose it.

Wednesday 24<sup>th</sup> June 2020

LO: To confidently read and perform poetry

Click on the video link to see some  
top tips from successful author  
Michael Rosen all about  
performing poems and stories.

<https://www.youtube.com/watch?v=RvV23xoZRkl>



Now it's your turn! Today you are going to practise performing your Summer poem. Follow these steps to reach your perfect performance.

1. Read and re-read your poem to yourself so you are confident with the words and you know it inside out! Try to learn it off by heart.

2. Then it's the fun part... EXPLORE!

- Play around with pace - which parts sound good sped up and which parts sound best slowed right down?
- Use different facial expressions or actions.
- Experiment with different voices - high pitched or low pitched.
- Which words will you emphasise?

3. Make some decisions!

- Select your favourite pace, voices, facial expressions and actions.
- Remember the theme of your poem and how you want the audience to feel when listening to your performance.

4. When you are happy, make sure you perform your poem to an audience.

- This could be to a member of your family or you could upload a video to Microsoft Teams to share with your teachers or classmates.

We hope you have enjoyed being a poet and that you are feeling inspired and well-equipped to write more poems!

**Further Challenge: Why not write a poem or poems about a topic of your choice?**

E.g. A poem about and for the NHS?

# Spelling Day 3

## Wednesday

Find all the words hidden in the wordsearch.

These are all words from the year 5/6 spelling list.

Remember that if there is a short vowel sound then the consonant is doubled.

### Initial Sound Followed by Double Consonant

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

opportunity

occur

according

immediately

aggressive

apparent

occupy

accommodate

attached

accompany

## Wednesday Spelling Extension

### Speed Spell

Choose 4 tricky spellings from this week's list. Give yourself 30 seconds to write the word accurately as many times as possible. Do this in your home learning book.

# Bonjour year 6!



- This week we are going to start a new mini project, to design a cartoon character. The focus of the project will be to show you can use a bilingual dictionary to look up nouns, verbs and adjectives and use them in both singular and plural. You will be watching a video, which you can pause whenever you like.  
<https://www.youtube.com/watch?v=mZFIR9Fsavc>
- For your first lesson this week I would like you to watch up to slide 18. This is just over half way through. You can, of course, continue to watch the whole video (38mins) although we will be focusing on the second half next week.
- On slides 3 and 4 you will see examples of what you are aiming for. Again, I cannot stress highly enough, **please DON'T use google translate for this project. All the language you need will be covered by the video content.**
- Pause on slide 9 and write the sentences that will be underneath the blue rectangles, remembering where adjectives go in French. Repeat this exercise on slide 10 and 12.
- Your final task this week is to complete all the phrases underneath the blue boxes on slide 13. Please write these in your book.

# Enrichment

Turn off your computer and complete an activity that does not require any technology.

Here are some ideas:

Build a den, read a book, make a cake, do some gardening, play a board game, make up your own game, go on a bike ride, go for a walk and look out for some birds....

Post a picture on teams. We'd love to see what you decided to do.



# Thursday 25<sup>th</sup> June 2020

Thurs	Wake up Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 4 	A		Reading day 4 Comprehension		English Lesson 4	C	SPELLING TASK 4	Art Georgia O'Keefe	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
-------	---	-----------------------------	---	--	--------------------------------	--	------------------	---	--------------------	------------------------	---

# MATHS DAY 4 – All Year 6 Maths Groups

LO: To solve simple one-step equations

## STARTER (Canada/England)

$$66.43 \div 10 =$$

$$572 - 89.9 =$$

$$3500 \div 7 =$$

## STARTER (Spain)

$$3598 \div 14 =$$

$$1\frac{3}{4} + \frac{9}{10} =$$

$$\frac{3}{4} \div 5 =$$

- Click the link: <https://whiterosemaths.com/homelearning/year-6/>
  - Find: Summer Term - Week 7 (w/c 8th June) + and click the + (The dates are behind)
  - Now find Lesson 4 (Solve simple one-step equations)
1. Watch the video, listening carefully and making notes if you need to. You might need to pause it again if it asks you to 'have a go' at some questions (do this in your workbooks).
  2. TASK: The questions are on the next slide. If you are in **Canada/England**, complete the **first** slide of questions. If you are in **Spain**, complete the **first and second** slide of questions. If you want to be challenged, complete the third slide as well.
  3. Work these out in your workbooks. If you are working at home, please post a picture of your answers onto the assignment in teams.

Lesson 4 - Solve simple one-step equation

Early Years Resources

Solve simple one-step equations

Alex and Jack have the same number of sweets.

Problem of the Day

Power Maths Summer Home Edition

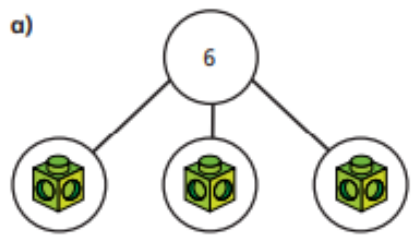
00:00

# MATHS DAY 4 – Tasks (ALL groups to complete)


**LO: To solve simple one-step equations**

**1** Write an equation for each part-whole model.  
Work out the value of the multilink cube in each equation.

a)



\_\_\_\_\_

 =

b)



\_\_\_\_\_

 =

**2** There are some counters under the cup.



There are 10 counters in total.

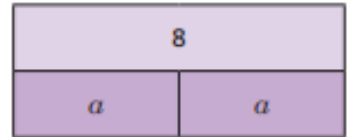
a) If  $c$  is the number of counters under the cup, explain why  $c + 6 = 10$

b) Work out the value of  $c$ .  $c =$

c) How many counters are under the cup?

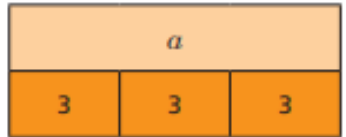
**3** Write algebraic equations to represent the bar models.  
Find the value of  $a$  in each one.

a)



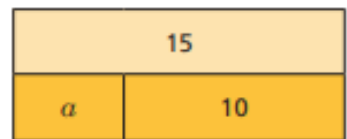
$a =$

c)



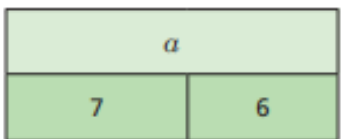
$a =$

b)



$a =$

d)



$a =$

# MATHS DAY 4 – Tasks (Spain group to complete)

**LO: To solve simple one-step equations**

4 Nijah is solving the equation  $x - 8 = 20$

$$\begin{aligned}x - 8 &= 20 \\x &= 20 - 8 \\x &= 12\end{aligned}$$

What mistake has Nijah made?

---

---

5 Solve the equations.

a)  $x + 7 = 20$

$x = \square$

b)  $10y = 80$

$y = \square$

c)  $4m = 22$

$m = \square$

d)  $g - 3 = 15$

$g = \square$

e)  $32 = t - 5$

$t = \square$

f)  $\frac{u}{6} = 3$

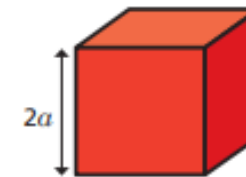
$u = \square$

6 Filip thinks of a number.  
He subtracts 5 from his number.  
He ends up with 10  
Write an algebraic equation to represent Filip's problem.

\_\_\_\_\_

Solve the equation to work out his number.

7 Dexter builds a tower.  
Each block is  $2\alpha$  high.  
He uses 7 blocks.



The total height of his tower is 42 cm.

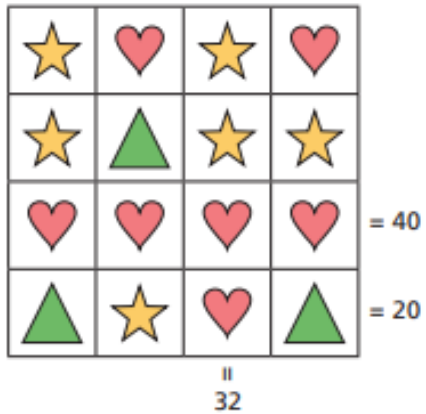
Write an equation to represent the height of Dexter's tower and find the value of  $\alpha$ .

$\alpha = \square \text{ cm}$

# MATHS DAY 4 – Challenge

LO: To be challenged

- 8 Work out the value of each shape.  
Write the equations that you solved to find the value of each shape.

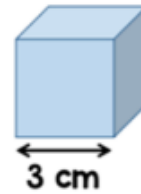


♥ =     ★ =     ▲ =

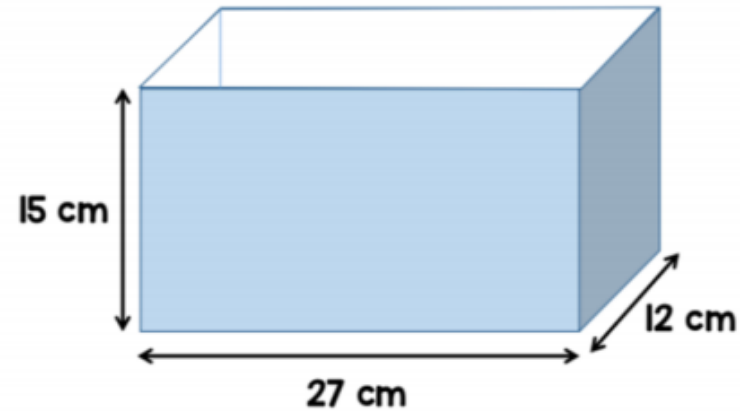
Work out the missing total of each row and column.  
Compare answers with a partner.

## Challenge 7

A factory makes these wooden cubes.



They are packed into large boxes.



How many wooden cubes can be packed into one large box?

LO: to improve my comprehension skills

Success Criteria:

Read questions carefully and identify key vocabulary

Find evidence from the text to support my answers

Task:

Read the text and answer the questions on the next page. These questions can also be answered on Microsoft Teams

## Georgia O'Keeffe

Georgia O'Keeffe was a famous American artist, best known for her paintings of flowers, skyscrapers and the landscape of New Mexico.

### Early Life

Georgia was born on 15<sup>th</sup> November 1887 on a wheat farm in Wisconsin, USA. She was the second of seven children so she was rarely lonely growing up. Although there were many chores to do on the farm, she always had a sketchbook in her hand. She was fascinated by nature and decided by the age of ten that she wanted to be an artist. Her mum and dad were both farmers but her mum, Ida, had dreamed of being a doctor and wanted her children to be well educated. Ida encouraged Georgia's love of art and arranged for her to have art lessons.



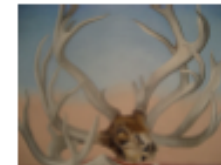
When she was old enough, Georgia went to art school in Chicago and then to New York to study painting. After this, she moved to Texas to teach art but she kept drawing. It was difficult being a woman artist at this time as most famous artists were men and some people didn't take women artists seriously. She sent some of her drawings to a friend, who showed them to a famous photographer, Alfred Stieglitz; he exhibited Georgia's work in his gallery in 1916.

### A Brand-New Style

Georgia began painting in a new and innovative way. Instead of painting a vase of flowers from far away (as American painters before her had always done), she put her face close to one flower and painted what she saw, magnified. She used oil paints in bold, vivid colours and she painted on a huge scale. When people looked at her paintings, they couldn't always work out what they were looking at. She was one of the first American artists to paint in this abstract style. Her paintings became very popular and she became successful.



Georgia was inspired by the tall buildings of New York City where she lived. She painted the towering skyscrapers from below – as a child would see them. In 1929, Georgia visited New Mexico and was amazed by the wide, open landscape that reminded her of her childhood. She was fascinated by the unusual light, rocks and animal bones. She began painting landscapes and natural objects in New Mexico and these paintings added to her success.



### Artistic Legacy

Georgia painted thousands of paintings in her lifetime and her work has been exhibited at galleries all over the world. Her legacy is that she is one of the greatest American artists of the twentieth century and has been called the 'Mother of American Modernism'. The Georgia O'Keeffe Museum opened in Santa Fe in 1997 and you can see many of her paintings on display there.



### Glossary

**abstract:** A style of art that uses shape, lines and colour in a way that does not show things as they are.

**exhibited:** To show something publicly, such as paintings in a gallery.

**legacy:** How someone is remembered.

**magnified:** To make something appear larger than it is.

**Modernism:** Art that moves away from traditional styles.



## Questions

1. What was Georgia **not** famous for painting? Tick one.

- skyscrapers
- portraits
- flowers
- landscapes

2. Number the places 1-5 below to show the order that Georgia lived there or visited.

- New York
- Wisconsin
- New Mexico
- Texas
- Chicago

3. Find and copy the phrase that tells you that Georgia's love of nature was connected to her childhood.

---

4. Fill in the missing words.

Alfred Stieglitz \_\_\_\_\_ Georgia's work in his \_\_\_\_\_ in 1916.

5. What style did Georgia paint in?

---

6. Why do you think Georgia's mother encouraged her to become an artist?

---

---

7. Explain why you think Georgia's paintings became popular and successful. Give two reasons.

---

---

Thursday 25<sup>th</sup> June

LO: To plan a set of instructions

Over the next two English lessons we will be planning and writing a set of instructions on 'How to grow a successful sunflower' Hopefully you will also get the chance to put the instructions to the test and plant your own Sunflower.

**Task 1 – Watch the video about how to grow sunflowers.**

<https://www.youtube.com/watch?v=O9z9guKNNuI>

**Make notes on the template provided. Use the word bank to help you.**



What you need	
Introduction – What are sunflowers and why is it a great activity for children to do?	
<u>Method</u>	
1) First.....	
2) Next.....	
3) Then.....	
4) After that.....	
5) Finally .....	

Word Bank

Seed                      Organic                      germinate  
Fibre pots                sieve                              compress  
Compost                    tray                                excess

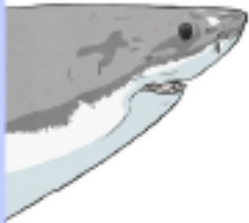


# SPAG LESSON 4

## Punctuation and Grammar

### Grammar and Punctuation

Change the following descriptions using hyphens.



- the shark with sharp teeth
- an apple someone has half eaten
- a girl with hair like a fairy
- the giant with the hairy chin
- a plant with sticky leaves

Now make up your own descriptions using hyphens.

14

twinkl.co.uk

Please complete these challenges on different punctuation.

### Grammar and Punctuation

Put in the missing semicolons.

The owl hooted loudly it was the stillest time of the night.  
The flowers grew well they must have had a lot of sunshine.  
It was a lovely day everyone seemed to be happy.



### Grammar and Punctuation

Use bullet points to make a list of what you think you would need to take on a trip to the Antarctic.

How about if you were going on a trip to the desert?



16

twinkl.co.uk

# Art Task L.O. To create a piece of art inspired by a flower

Today we are going to look at the work of an artist called Georgia O'Keeffe - She is most famous for her work on flowers.

She said: *'If I could paint the flower exactly as I see it, no one would see what I see because I would paint it small like the flower is small. So, I said to myself—I'll paint what I see—what the flower is to me but I'll paint it big and they will be surprised into taking time to look at it.'*  
—Georgia O'Keeffe

Here are some examples of her work:

She does not paint realistic flowers, instead she focuses on the parts of the flower that are most interesting; the shapes; the colours and most importantly she makes a piece of art that is beautiful and interesting to look at.



Your task today is to create a piece of artwork inspired by a flower.




You can use these pictures for inspiration or you can use a flower of your own. Try to be as creative as possible! But it should be recognisable as a flower.

You can draw, paint or make a sculpture!





# Friday 26th June 2020

Fri	Wash Get dressed Breakfast <b>EXERCISE</b> Check Microsoft team	Maths Complete DAY 5 	k	 Reading Day 5	 English Lesson 4	H  SPELLING TASK 5	Geography / Science Plants in a North American desert environment	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
-----	--	--	---	--	---	-----------------------------	--	---

# MATHS DAY 5 – All Year 6 Maths Groups

LO: To practice my times tables.

Log on to Times Table Rockstars and have a go at practicing some times tables!

## Challenges:

Can you earn 200 coins? 400?

Can you get in the top 5 players in a 'festival' battle?



# Friday 25th June 2020

## Reading Task

Read a text of your choice today.

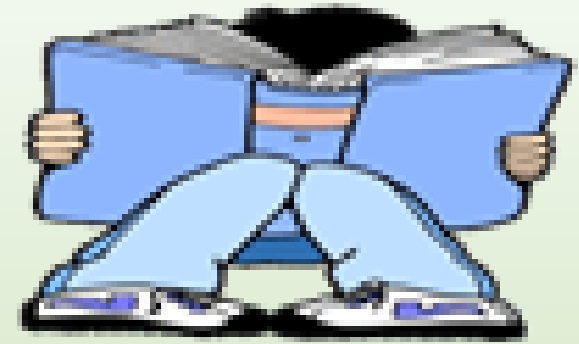
You may like to consider one of these options.

Maybe you might like to listen to a David Walliams story on this link:

<https://www.worldofdavidwalliams.com/?s=elevenses>

Also, scroll to the bottom of this webpage for some free audio books.

<https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>



Read a book that's been turned into a movie then have a screening after you've finished!



Read outside in the summer sun.



Research a topic that interests you and read an article about it -- parents, feel free to lend a hand!

Explore a joke book and then try a joke out on your family and friends.

Friday 26<sup>th</sup> June

LO: To write a set of instructions



Today we will be writing a set of instructions on ‘**How To Grow A Successful Sunflower**’  
Hopefully you will also get the chance to put the instructions to the test and plant your own.

**Take a look at the set of instructions below. This is how your set of instructions should look on the page. They should include:**

A title – **How To Grow A Successful Sunflower**

Subheadings

Introduction

Method

Numbers

Time conjunctions – **first, next, then, after that.**

Adverbs – **carefully, gently, regularly**

Imperative verbs – **place, rub, water.**

You can type your instructions on the computer or write them in your book.

**Now follow your instructions to plant your own Sunflower seed (if you don't have a pot then just plant it in the garden). Post a photo. Lets see who can grow the tallest Sunflower!**

#### How to Prepare a Fantastic Five-a-Day Tasting Menu

When someone offers you a piece of fruit or a portion of vegetables, what's your automatic response? Do you think, "Mmm, yes please!", or is it more likely to be, "Bleugh - no thanks!". Why not get together with some friends to prepare a banquet of amazing, healthy taste experiences? Just follow these simple instructions and you never know: you might discover your new favourite food!

##### You will need:

- some sharp knives (make sure there is an adult available to help)
- a vegetable peeler
- 2-3 chopping boards
- 5 or 6 plates/bowls
- a bottle of lemon juice
- an adventurous selection of fruits and vegetables (try to choose ones that are edible when raw) such as pears, apricots, bananas, carrots, radishes, beetroot and celery
- a few paper towels

##### Method

Before you begin, check with everyone taking part whether they have any food allergies to particular fruits or vegetables. **Do not use any of those foods.**

1. Firstly, wash your hands thoroughly with soap and hot water. Hygiene is very important.
2. Next, gather all the ingredients and equipment you require and arrange them neatly on your work surface.
3. Once you have everything you need, rinse each piece of fruit or vegetable under cold running water, then pat them dry with paper towels.
4. Then, carefully peel any fruits or vegetables whose skin is inedible, disposing of any waste in the rubbish or compost bin.

# Friday spellings

Task 1 – Complete the handwriting practice in your home learning book or print off from TEAMS

accompany

curiosity

interfere

restaurant

apparent

disastrous

mischievous

signature

bargain

occur

symbol

community

frequently

privilege

vegetable

correspond

immediate

yacht

vehicle

excellent

Task 2 – Spelling Test

Ask a family member to read out your spellings and type them into the word document if you have teams – Do not use spell check!

Spelling TEST Friday

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

/20 marks

LO: How plants adapt to different environments

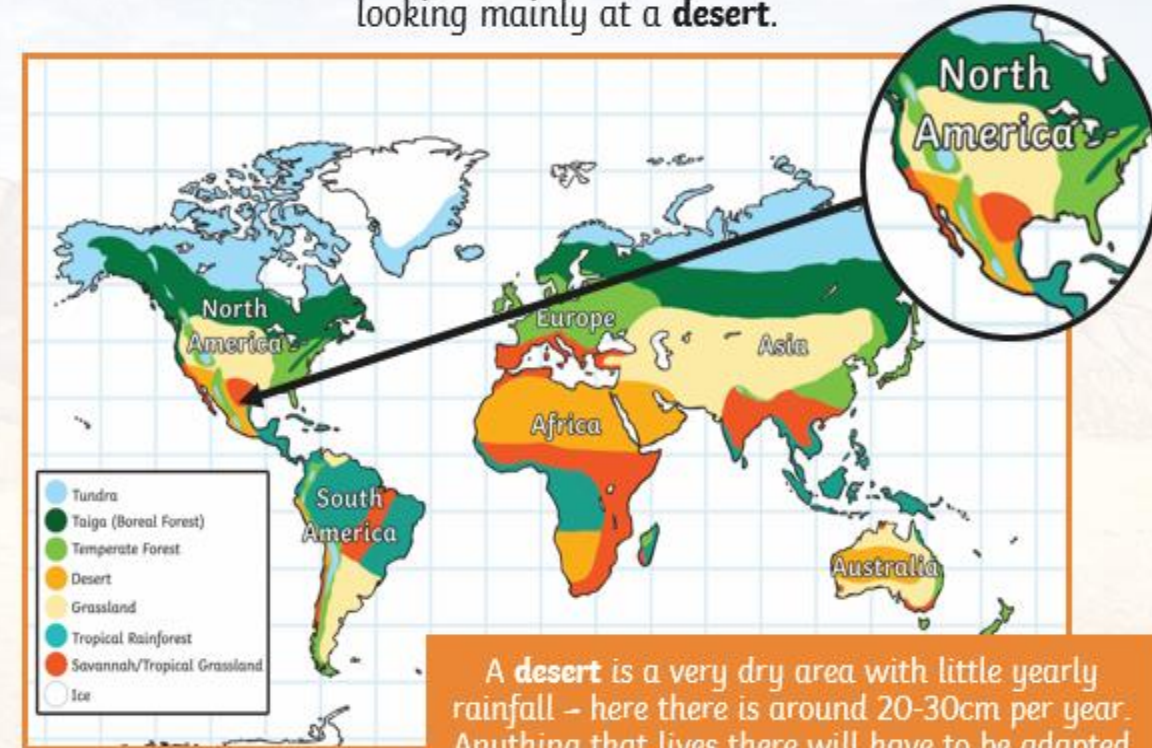
## Where Is the Chihuahuan Desert?

The Chihuahuan Desert is the largest desert in North America, covering an area of over 200 000 square miles. It is mainly in Mexico but also covers parts of Arizona, New Mexico and Texas.



## The Chihuahuan Desert Biome

A biome is the type of environment and here we are looking mainly at a **desert**.



A **desert** is a very dry area with little yearly rainfall – here there is around 20-30cm per year. Anything that lives there will have to be adapted to living in these dry conditions. Deserts are also sparse with not much vegetation.

# What Grows There?



**Joshua Tree**

Its real name is *Yucca brevifolia* but was given this name by Mormon settlers thinking it looked like hands reaching to the sky.



**Saguaro Cactus**

Native to dry areas, this tall cactus can grow up to around 12m tall (the tallest ever recorded was over 23m high!).



**Ocotillo**

This grows to around 10m tall but is not a cactus. It sometimes has red flowers and its canes can be used for walking sticks.

## How do plants adapt to the environments they live in?

Watch the clip below and make notes.

In what ways do the following things help the cactus live in such a dry environment?

**Spines:**

**Flowers:**

**Thick stem:**

**Long roots:**

**Task: Draw a diagram of a cactus, label the features and describe how they help the cactus survive in such a dry environment.**

<https://www.bbc.co.uk/bitesize/clips/z69rkqt>