

**Year 6 Weekly Homework Week Beginning 10/1/2022**

**Rights Respecting Articles: Article 3 - *The best interests of the child must be a top priority in all decisions and actions that affect children***

**Article 38 (war and armed conflicts) - *Governments must do everything they can to protect and care for children affected by war and armed conflicts.***

**Global Goal 4- Good Health & Wellbeing**

**MATHS**

**Times Tables 1-12**

**DC**

<https://www.timestables.co.uk/>

[Maths Games](#)

<https://mrnussbaum.com/speed-math-online-game>

**Maths: Osik's set**

**This week we will be learning about Ratio and proportion**

**Monday:** [Use fractions](#)

**Tuesday:** [Use ratio to express relationships](#)

**Wednesday:** [Solve problems involving scale factor in shapes](#)

**Thursday:** [Solve problems involving the relative size of two quantities \(Part 1\)](#)

**Friday:** [Solve problems involving the relative size of two quantities \(Part 2\)](#)

**Maths: Helen's set**

**This week we will be learning about fractions, decimals and percentages.**

**Monday :**

<https://classroom.thenational.academy/lessons/understand-what-a-percentage-is-and-its-connection-to-fractions-6rrk2c>

**Tuesday:**

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

**Wednesday:**

<https://classroom.thenational.academy/lessons/solve-problems-involving-the-calculation-of-percentages-of-amounts-c5gkge>

**Thursday:**

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

**Friday:** <https://classroom.thenational.academy/lessons/interpret-mean-as-an-average-60t32d>

**Maths: Asma's set**

**Monday:**

<https://classroom.thenational.academy/lessons/to-recognise-identify-and-describe-unit-fractions-ccwpce>

**Tuesday:** <https://classroom.thenational.academy/lessons/to-find-unit-fractions-of-a-given-quantity-61k34t>

**Wednesday:**

<https://classroom.thenational.academy/lessons/comparing-fractions-with-the-same-denominator-c4vkar>

**Thursday :** <https://classroom.thenational.academy/lessons/compare-and-order-unit-fractions-68u34e>

**Friday:** <https://classroom.thenational.academy/lessons/fractions-recognising-equivalent-fractions-1-crt36e>

**Amena's set Maths**

**LITERACY**

**Spelling**

Precious conscious delicious malicious suspicious gracious spacious ferocious luscious

Make sure you check the meaning of all new words in a dictionary.

**Literacy- Helen's Set**

**Rose Blanche Text:**

<https://primarysite-prod-sorted.s3.amazonaws.com/st-austins-catholic-primary/UploadedDocument/3d1314ff24da4243bd10a45c269bb27e/rose-blanche-book.pdf>

*Remember to write on the daily Google Document for your Literacy work so that I can look at what you have done and give you feedback.*

**Monday:** Write personification of weather sentences for the last page of the Rose Blanche story using our sentence types: **ly opener sentence, fronted adverbial sentence, noun, who/which/where sentence, complex sentence, short sentence and rhetorical question.**

**Tuesday:** Plan your own version of the Rose Blanche story using the planning sheet provided. Remember to look through the copy of the online book so that you can remember the sequence of the story.

**Wednesday:** Begin writing your Rose Blanche story. Focus on the 'beginning' and 'event 1' sections of the story. Remember to use all of your sentence types: **ly opener sentence, fronted adverbial sentence, noun, who/which/where sentence, complex sentence, short sentence and rhetorical question.** Also remember to write in the past tense and the 3rd person. Look at your planning sheet so that you don't forget what you want to include. Also, remember to use your Success Criteria which is in the notebook.

**Thursday:** Continue to write your Rose Blanche story. Focus on the 'event 2' section of the story. Remember to use all of your sentence types: **ly opener sentence, fronted adverbial sentence, noun, who/which/where sentence, complex sentence, short sentence and rhetorical question.** Also remember to write in the past tense and the 3rd person. Look at your planning sheet so that you don't forget what you want to include. Also, remember to use your Success Criteria which is in the notebook.

**Friday:** Finish writing your Rose Blanche story. Focus on the 'event 3' and 'end' sections of the story. Remember to use all of your sentence types: **ly opener sentence, fronted adverbial sentence, noun, who/which/where sentence, complex sentence, short sentence and rhetorical question.** Use your personification of weather phrases in your sentence types for the 'end' section. Also remember to write in the past tense and the 3rd person. Look at your planning sheet so that you don't forget what you want to include. Also, remember to use your Success Criteria which is in the notebook.

**Literacy- Osik's set**

**Rose Blanche Text:**

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**Monday:** What is personification? [Find out here](#)

Identify the personification in the text. List some verbs that can be used to describe weather. Use these along with the range of sentence types that you know to create personification sentences related to the story Rose Blanche.

**Tuesday:** Plan your own version of Rose Blanche. Use the planning template to plan your story.

[planning sheet](#) Use the tips included on the plan to ensure your plan is useful so that you can refer to it when writing your story.

**Wednesday:** Retell the story of Rose Blanche (setting the scene/event 1) using a range of sentence types and show not tell. Include taught punctuation. Read back your writing to check that it makes sense and to

improve word choice. Use adjectives to describe verbs. Include dialogue between characters that moves the story forward.

**Thursday:** Continue to retell the story of Rose Blanche (event 2) using a range of sentence types and show not tell. Include taught punctuation. Include dialogue and action between the characters that moves the story forward. Does the writing engage the reader? Is it emotive? What does the reader discover about the prisoners at the camp? What does the reader discover about Rose?

**Friday:** Continue to retell the story of Rose Blanche (event 3 and the ending) using a range of sentence types and show not tell. Imply that Rose was shot, but do not write the words 'Rose was shot'. Include personification of weather to show that spring had arrived. Read back your work to check that it flows and makes sense. Does the writing engage the reader? Is it emotive?

**READ THROUGH YOUR WHOLE STORY TO CHECK FOR ERRORS BEFORE SUBMITTING IT TO ME. THANK YOU**

**Literacy- Asma's set**

**Rose Blanche Text:**

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**Monday: LI: To use sentence types**

**Write exciting sentences using all the sentence types below:**

**Some; other sentences**

**Many questions sentence** (e.g. What were they doing? Why didn't they say anything? Why were they standing so still?)

**The more; the more sentences**

**De:de sentences**

**If, if, if, then sentences** (e.g. If I couldn't steal enough food, if I couldn't get away, if the soldiers saw me a feeding them, then I knew the children would be in serious trouble.)

**3ed sentences** (Frustrated, terrified, conflicted, I knew what the child was doing was right on some level)

**Noun, who, which, where**

**2pair** (Cold and frozen, barren and lifeless, the camp was a desperate place to have to live in the bitter winter months)

**Fronted adverbials**

**Personification of weather sentences** (The wind moaned and the rain fell, tapping out a staccato rhythm on the bare, frozen ground)

**Tuesday:** Plan your retell of the Rose Blanche story. Decide if you are going to write from the mothers point of view or the point of view of the boy who ran from the back of the truck.

**Wednesday:** Add your sentence types, vocabulary and show not tell to your plan- edit any errors in your plan

**Thursday:** Write the beginning- Present tense to begin with then past tense introduce Rose and set the scene- war time Germany (the celebration scene)

**Friday:** Event 1- child captured in van, Rose follows and comes across camp/prisoners. If you are writing from the Jewish boys point of view, then Event 1 would be when she comes back to visit and tells him about the celebration in Germany.

**Edit and improve your writing before submitting.**

**SPaG: Helen's Set**

You can find all of your SPaG work at the beginning of each notebook slide for each day.

**Monday: add capital letters to the sentences.** This is revision learning.

**Tuesday: add the correct articles to the sentences.** This is revision learning.

**Wednesday: present and past progressive tenses.** This is new learning so make sure that you look carefully at the notebook.

**Thursday: apostrophes.** This is revision learning.

**Friday: apostrophes.** This is revision learning.

### SPaG: Osik's Set

[Sentence-level-objectives](#) (Oak Academy) To be done after your afternoon session.

Day 1: To explore simple and compound sentences (21 minutes)

Day 2: To explore complex sentences (23 minutes)

Day 3: To explore relative clauses (12 minutes)

Day 4: To explore fronted adverbials (17 minutes)

Day 5: To explore non-finite subordinate clauses (10 minutes)

### SPaG: Asma's Set

Use the assigned CGP book for all SPaG work

**Monday: Colons (pg58)**

**Tuesday: Colons (page 59)**

**Wednesday: Semi Colons (page 60)**

**Thursday: Semi colons (page 61)**

**Friday: Colons and Semicolons (pages 62 and 63)**

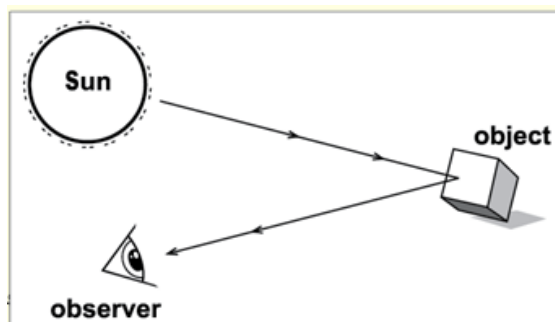
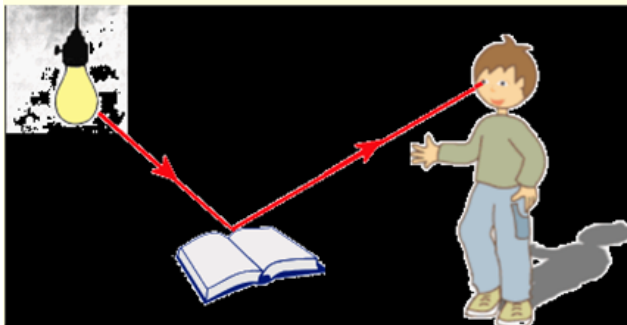
### Amena's Set LITERACY

<https://classroom.thenational.academy/units/persuasion-why-you-should-never-light-fires-in-a-dry-forest-6fe4>

**Reading Reading - select a book of your choice**

<https://www.purplemash.com/sch/osmani>

<https://stories.audible.com/discovery>



**S.C.**

1. Write an explanation of how we see things
2. Use the key words / phrases to help you
3. Draw a diagram to demonstrate how we see
4. Use a ruler to show light travels in **straight** lines
5. Draw arrows to show the direction of light rays
6. Label your diagram

**Draw a diagram similar to the above and write an explanation on how humans are able to see.**

### History

L.I. Take notes using secondary sources and present information

[https://docs.google.com/document/d/1p7WQEH6mAR8D-4ou75yvs\\_mokfk8QSNdo1LZWx-FeYs/edit](https://docs.google.com/document/d/1p7WQEH6mAR8D-4ou75yvs_mokfk8QSNdo1LZWx-FeYs/edit) Click on this link to find out what you need to do for history this week. Use the website below to support.

Watch the following clips and take notes to understand how secret codes were used in WW2

[http://espressobox/espresso/modules/t2\\_20th\\_century\\_archive/1940s/science\\_enigma/010701\\_enigma.html](http://espressobox/espresso/modules/t2_20th_century_archive/1940s/science_enigma/010701_enigma.html)

<https://www.bbc.co.uk/programmes/p031vdwf>

[http://www.bbc.co.uk/history/code\\_breaking/](http://www.bbc.co.uk/history/code_breaking/)

DT

LI: to make a periscope

You will need card, foil, tape

<https://www.youtube.com/watch?v=CWvazSz-Eos>

RE

LI: To explain the beliefs of humanists

### Key beliefs of humanists

- Humanists believe **human beings are special** and human life is valuable
- Humanists **don't believe in a god**, or believe we can never know if there is a god
- Humanists don't believe there is any evidence for an afterlife: we should therefore **make the most of this life**
- Humanists believe human beings should **try to live full and happy lives** and help others do the same

LB: T  
RRS/  
practi  
GG:

### Why do humanists believe we should be good?

Humanists don't believe we will be rewarded or punished for our behavior after we die.

Humanists, like many people, think we should not just think about rewards and punishment when deciding what to do. If this were the only reason to be good, then we might not do the right thing if we saw no opportunity for reward, or danger of punishment.



They believe we should be motivated to do good things because:

- We should **treat others the way we would like to be treated**
- If everyone tries to do the right thing, we can **make the world a better place**; if everyone does the wrong thing, then everyone will be worse off
- Making other people happy can **make us happy**



[https://docs.google.com/document/d/1H8OU49nqQnf045KyfXhZeXCoU\\_H1t9KXSPTe8PJOD0/edit](https://docs.google.com/document/d/1H8OU49nqQnf045KyfXhZeXCoU_H1t9KXSPTe8PJOD0/edit)

### PE 10 minute shake up

