

Year 6 Weekly Homework Week Beginning 1/3/2021

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

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

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

DC

[Maths Games](#)

Maths: Mim's Set

Monday: [Find the value of missing angles](#)

Tuesday: [Compare and classify triangles](#)

Wednesday: [Compare and classify quadrilaterals](#)

Thursday: [Find unknown angles in triangles](#)

Friday: [Find the value of missing angles in quadrilaterals](#)

Maths: Helen's set

Monday - Find unknown angles in triangles

<https://classroom.thenational.academy/lessons/find-unknown-angles-in-triangles-6tgkcd>

Tuesday - Understanding which operations have equal priority

<https://classroom.thenational.academy/lessons/understanding-which-operations-have-equal-priority-c4t6ce>

Wednesday - Order of operations

<https://classroom.thenational.academy/lessons/order-of-operations-ctk3et>

Thursday - Consolidating order of operations

<https://classroom.thenational.academy/lessons/consolidating-order-of-operations-68t34d>

Friday - Linear number sequences - independent work at home

<https://classroom.thenational.academy/lessons/linear-number-sequences-6ct66t>

Maths: Asma's set

Monday: <https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d>

Tuesday:

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

Wednesday:

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

Thursday:

<https://classroom.thenational.academy/lessons/solve-problems-involving-the-use-of-percentages-for-comparison-6m6tk6t>

Friday: Consolidate all prior learning

<https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing>

Amena's set Maths

<https://classroom.thenational.academy/units/numbers-within-1000-c481>

LITERACY


Spelling

necessary immediate marvellous profession programme recommend sufficient suggest
collection channel

Literacy- Helen's Set - Spy Gadget: Explanation

Monday - LI: To write sentence types for an explanation text



What happened/s/ how it works and why	How does the Neuralizer work?	
		

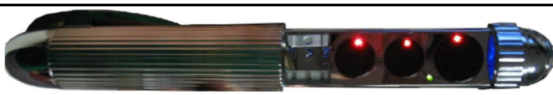
Use your sentence type from SPaG when writing this section. Where could you use them? Look at the example text 'The Multifunctional Games Console: Explained' to help you. Remember to look at your plan so that you know what to write.

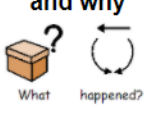
1. third person
2. present tense
3. organisation of an explanation: subheadings, paragraphs
4. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
5. formal style - no contractions
6. sentence types - Noun, who/which/where using brackets, -ly openers, Fronted adverbials (preposition), If complex sentences

Word Bank

gadget
device
multifunctional
sophisticated
state-of-the-art
spy network
covert
function
software
concealed
hidden
trial
indicate
recommend

Tuesday - LI: To write how the different functions of the device works of an explanation




<p>What happened/s/ how it works and why</p>  <p>What happened?</p>	<p>How does the Neuralizer work?</p>
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Use your sentence type from SPaG when writing this section. Where could you use them? Look at the example text 'The Multifunctional Games Console: Explained' to help you. Remember to look at your plan so that you know what to write.

1. third person
2. present tense
3. organisation of an explanation: subheadings, paragraphs
4. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
5. formal style - no contractions
6. sentence types - Noun, who/which/where using brackets, - ly openers, Fronted adverbials (preposition), If complex sentences

Word Bank
gadget device multifunctional sophisticated state-of-the-art spy network covert function software concealed hidden trial indicate recommend

Wednesday - LI: To write how the 'Something interesting' of an explanation report

<p>Something interesting/ Wow/What happens next?</p>  <p>Most interesting</p>	<p>Did you know?</p>
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Use your sentence type from SPaG when writing this section. Where could you use them? Look at the example text 'The Multifunctional Games Console: Explained' to help you. Remember to look at your plan so that you know what to write.

1. Number Sentence

The results of this trial indicate that 85% of users would recommend the multifunction games console to their spy network.

2. Exclamation Sentence (use what or how)

What an amazing feat of engineering!

1. third person
2. present tense
3. organisation of an explanation: subheadings, paragraphs
4. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
5. formal style - no contractions

6. sentence types - Number sentence, exclamation sentence

Thursday - LI: To edit an explanation text

Today we are going to put together all of the different sections of our explanation to check that they flow and make sense. We need to check that we have included all of the correct information so it is important to look at the plan. Write your explanation in one document and check to make sure that it all makes sense together.

1. use your plan to check that you have included everything
2. third person
7. present tense
8. organisation of an explanation: subheadings, paragraphs
9. technical vocabulary: spy, gadget, multifunctional, device, located, function, compact, covert, trial, indicate, professional
10. formal style - no contractions
11. sentence types - Noun, who/which/where using brackets, - ly openers, Fronted adverbials (preposition), If complex sentences, the question is: sentence, exclamation sentence, number sentence

Word Bank
gadget
device
multifunctional
sophisticated
state-of-the-art
spy network
covert
function
software
concealed
hidden
trial
indicate
recommend

Friday - Big Writing: To edit a spy story - independent work at home

Today we will be editing our stories in the style of the Stormbreaker chapter 'Heaven for Cars'.

Instead of being set in a scrapyard like Stormbreaker, we are going to choose a different setting that we are familiar with: Whitechapel market and Whitechapel station. You can also think of a new name for your main character or you can still use Alex Rider. Make sure that you look at the success criteria and decide what you have done well and what you need to improve. Then improve only the parts which need to be improved.

Character is in danger, looking for an escape route

Thinks he/she is safe but finds him/herself in a new, more dangerous situation

Tension builds as the character tries to escape - will they survive?

Character escapes but is faced with a new problem - cliffhanger



Here is some key vocabulary to help you:

bustling shoppers
merchants, stalls
crept inside
he ventured forth
he buried his face into his cupped hands
he examined his surroundings
luminous glow edged nearer and nearer
the ground beneath him started trembling
parallel tracks
metallic monster
luminous glow

Success Criteria:

Think about the follow:

1. What person is this written in?
2. What tense is this written in?
3. How is the character feeling?
4. Show not tell
5. Similes
6. Personification
7. Dialogue
8. Which sentence types can you include?

gasping for air
ducked
leaped
bolted
hurtled
screeched

Literacy- Mim's set (All lesson slides can be located in Google Classroom)

Monday: To use different sentence types to write an explanation report

Tuesday: To explain how the different functions of the **Neuralizer** works

Wednesday: To write the 'Something interesting of an explanation report

Thursday: To edit and improve an explanation report

Friday: Big Writing: To edit a spy story



Literacy Asma's set

Monday: LI: to write cohesively

Today we are writing the what it does part of an explanation text

Use your S/C and your plan from last week to complete writing this section. Ensure you use a range of up levelled vocabulary and your writing is concise

S/C-

1. part- list
2. subheading
3. Passive voice (is designed...is covered)
4. formal language
5. technical vocabulary
6. 3rd person/present tense
7. range of punctuation
8. range of sentence types

Edit your writing and ensure you have used a variety of punctuation and sentence types

Tuesday:LI to write the 'how it works section of an explanation text

Use your plan and your S/C to complete writing this section of the text. Ensure your writing is concise.

S/C:

1. subheadings
2. range of conjunctions
3. Adverbs
4. Technical vocabulary
5. passive voice (is operated)
6. concise/specific description and detail
7. Brackets for extra information
8. Range of sentence types

Edit your writing against your S/C when you have finished

Wednesday: LI: to write the 'something interesting' section of an explanation text

Use your plan and the following S/C to write this section of an explanation text

S/C:

1. noun, who, which, where
2. number sentence
3. Did you know....?
4. What...!
5. Extra information
6. subheadings
7. technical vocabulary
8. range of punctuation

Edit your writing

Thursday: to edit our explanation text

Today we will be editing our writing. Your focus will be on up levelling your vocabulary and ensuring your writing is concise.

S/C:

1. formal language
2. technical vocabulary
3. passive voice
4. range of punctuation
5. range of sentence types
6. subheadings
7. cohesion

Once you have finished editing, publish your writing.

Friday: Big Writing: To edit a spy story

Today we will be editing our spy story. You must also create something new that the main character has found or is looking for. You must introduce a new villain in your story. Remember your writing must be concise.

SC

1. appropriate detail using precise language
2. sentence openers (adverbials, -ly, -ing, -ed, As, When...)
3. sentence types: short sentence for effect, ellipsis, De:de, question
4. show not tell (phrase bank)
5. Tense accuracy
5. metaphor/simile/personification
6. punctuation ; - ! ? :
7. Modal verbs

SPaG: Helen's Set

Monday - main and subordinate clauses

Underline the **MAIN** clause in each sentence:

- While looking through the window, Sophie saw the BFG.
- Tom saw the maid when she came through the door.
- Grandma said I could go out to play if I finished my homework.

- Although it was late, Sean watched the film.
- Mr. Smith bought the paper when he was on the train

Underline the **SUBORDINATE** clause in each sentence:

- When he had finished washing the dishes, Lee sat down.
- She felt sad whenever she saw the picture.
- If you eat all your dinner, you can have an ice cream.
- Steven was brushing his teeth while his sister was brushing her hair.
- Ryan got a prize although he was last in the race.

Tuesday - clauses

	Main Clause	Subordinate Clause
My sister, who is very annoying, is older than me.		
Sports day was cancelled because it was raining heavily.		
The sofa, which is old and worn, is the cat's favourite place to sleep.		
When I arrived, everyone else was already there.		
Our car, which is red with black wheels, is very old now.		

Wednesday - Standard English

Circle the most suitable option in the brackets to complete each sentence below.

I (**he/have**) thrown away all my old clothes.

He (**sings/sing**) in the school choir.

The (**goes/go**) dancing at the weekend.

We (**wants/want**) to win the competition.

Thursday - Standard English

Highlight the sentences which have been written in Standard English.

They is misbehaving.

We are not telling lies.

That is fantastic.

I are waiting for him.

Michelle were really pleased to see him.

It was a big surprise.

Friday - apply the SPaG that has been taught to your Big Writing.

SPaG: Mim's Set

Monday :main and subordinate clauses

Tuesday: Spot the spelling and grammar mistakes.

Wednesday: clauses

Thursday: spot the spelling and grammar mistakes

Friday: Apply all your skills through Big Writing.

SPaG: Asma's Set

Monday:

main and subordinate clauses

Underline the **MAIN** clause in each sentence:

- While looking through the window, Sophie saw the BFG.

- Tom saw the maid when she came through the door.
- Grandma said I could go out to play if I finished my homework.
- Although it was late, Sean watched the film.
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Underline the **SUBORDINATE** clause in each sentence:

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- Ryan got a prize although he was last in the race.

Tuesday: SPaG punctuate the following sentence accurately

The spy stick which is designed to help spies in their missions consists of three parts the laser lid scanner and tracking modem.

Wednesday: Past and present tense

Identify if each sentence is in the past or present tense.

1. Becky was thinking.
2. I am reading my book.
3. Jo is going for a walk.

Thursday: identify use of colons

<https://classroom.thenational.academy/lessons/to-explore-the-functions-of-a-colon-c5hkjd>

Friday: Apply SPaG to Big Writing

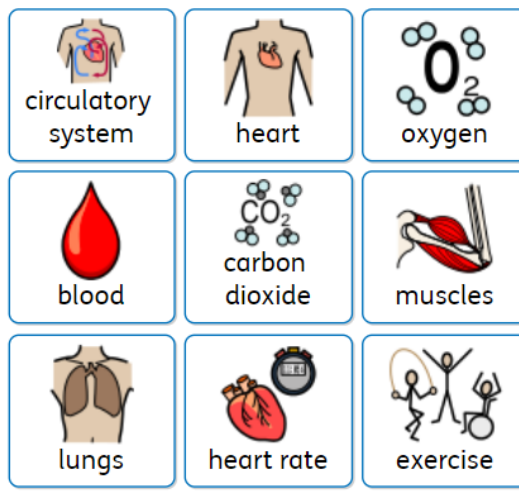
Amena's Set LITERACY

<https://classroom.thenational.academy/units/instructions-how-to-make-a-paper-crown-aa36>

Reading

<https://www.storylineonline.net/>
<https://stories.audible.com/discovery>

Science



What happens to the circulatory system during exercise?

History



How was Ancient Greece organised?

DT/Art



Read about the different Greek vases and then design your own. using Google drawings, paint or Purple Mash

<https://www.historyforkids.net/ancient-greek-vase-painting.html>

Music

<https://towerhamlets.box.com/s/0g0w7v3n1xmx7uulbcutckif6ghxolzi>

Activity 1:

The Good Samaritan: Loving thy neighbor

One day an expert on Moses' laws came to test Jesus' orthodoxy by asking him this question: "Teacher, what does a man need to do to live forever in heaven?" Jesus replied, "What does Moses' law say about it?" "It says," he replied, "that you must love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind. And you must love your neighbor just as much as you love yourself." "Right!" Jesus told him. "Do this and you shall live!" (TLB, Luke 10:25-37)

The crucifixion- Jesus praying for forgiveness of those who chose to kill him.

<https://www.youtube.com/watch?v=OfgZhvT31ao>

Read the above and watch the video then write a list of all the similarities in Jesus' values. Once you have completed this, create a table and on one side make a list of the Jesus' values and on the other a list of what Jesus did not value.

Christians believe a human being is 'a good thing spoiled' – they say we are made in the image of God (Genesis 1:28) and so can-do good things, but our bad choices have messed us up in some ways. Some Christians call this the 'Fall' – where humans 'fell' from their place of closeness to God and so do not really show God's image in themselves as they should. But Christians believe God the Rescuer can put this right.

Activity 2:

Create an image of a tree, showing its roots, trunk, branches, and carrying fruits as well. Write onto the fruits the words that you choose to represent good actions. Think about what leads to good actions, and write some of these things onto the branches, the trunk and the roots of your tree.

Reflection:

Compare what you have learnt about the code Christians choose to live by with your own code. How are these two codes similar?

PSHE

LI: to take responsibility for my health and make choices

Take a moment and think about one thing that you are responsible for?

I am responsible for because ...

Write the advice that you would give to this individual.

Thank you for writing to me.....

Secondly, you should ask your mum to get.....because.....

I do not think you need to worry about mum being upset because.....

https://www.eventbrite.co.uk/x/badu-bootcamp-tickets-137274191803?aff=odeimcmailchimp&mc_eid=d3066a3217&mc_cid=c4d745a022

<https://app.bedrocklearning.org/> Tracey's Group