

Year 6 Weekly Homework Week Beginning **18/1/2021**

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://mrnuissbaum.com/speed-math-online-game>

DC

[Maths Games](#)

Maths: Mim's set

Monday:Ratio problems

Tuesday: Describing coordinate positions on a grid

Wednesday: Translating simple shapes

Thursday: Reflecting simple shapes

Friday: Solving practical coordinate problems

Maths: Helen's set


Monday - Pie charts <https://classroom.thenationalacademy/lessons/interpret-pie-charts-ccr6ad>

Tuesday - Pie charts - apply the skills from yesterday's lesson to compare pie charts

<https://classroom.thenationalacademy/lessons/comparing-pie-charts-c5hpce>

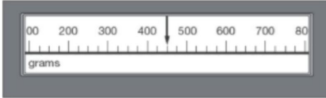
Wednesday - To read scales - work out the scale and fill in the missing intervals before answering the problems. Remember to use RUCSAC.

2. The scales below show how much flour he uses.

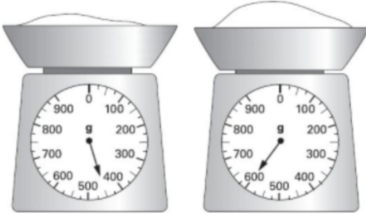


How much flour does Raj use?

5. This scale shows the mass of Amy's kitten when it was one month old.

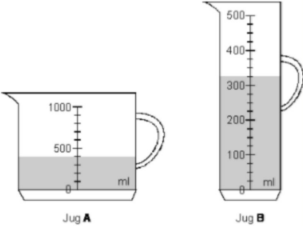


6. Emily is making a cake. She puts flour on the scales. She then adds sugar to the flour.



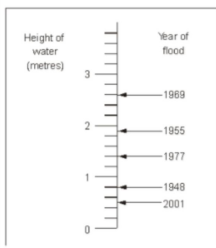
How much sugar does she add?
Show your working out.

3. The diagram shows the volume of water in two measuring jugs.



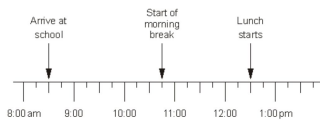
a. Which jug contains more water?
b. How much more does it contain? Show your working.

7. This scale shows the dates of floods and the height of the water in the floods.



a. How high was the water in the 1955 flood?
b. How much higher was the water in the 1969 flood than in the 1948 flood?

8. Jamie makes a timeline of part of his day.



a. What time does Jamie's morning break start?
b. Lunch lasts for three-quarters of an hour.
What time does lunch finish?

Thursday - to interpret line graphs part 1 - complete the first part of the lesson and answer the worksheet questions <https://classroom.thenationalacademy/lessons/interpret-line-graphs-chk38d>

Friday to interpret line graphs part 2 - complete the second part of the lesson and answer the worksheet questions <https://classroom.thenationalacademy/lessons/interpret-line-graphs-chk38d>

Maths: Asma's set

Monday: <https://classroom.thenational.academy/lessons/comparing-and-ordering-ccwk0r>

Tuesday: <https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r>

Wednesday: <https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac>

Thursday : <https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad>

Friday: <https://classroom.thenational.academy/lessons/fractions-problem-solving-c9k38d>

Amena's set Maths

Place value

<https://classroom.thenational.academy/units/place-value-00b7>

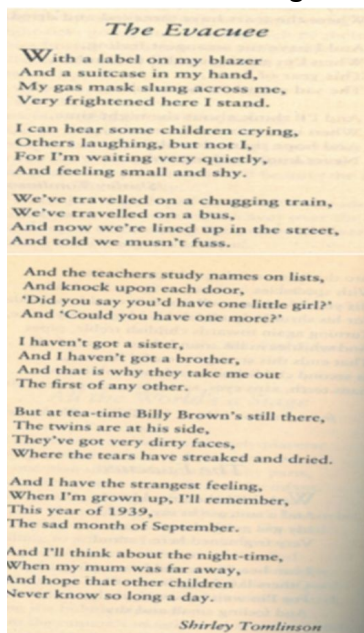
LITERACY

Spelling

correspond awkward achieve embarrass profession sacrifice harass aggressive definite
queue

Literacy- Helen's Set - Poetry

Monday - To summarise the main events in a poem. Read the poem 'The Evacuee' and retell the main events. Think about the feelings of the evacuee in the poem.



Questions:

1. What is the poet trying to tell the reader?
2. Where did the children go?
3. Why did the children go to this place?
4. How did the evacuees feel about going to this place?

Tuesday - To retrieve key information from the text - answer comprehension questions for the poem 'The Evacuee' which we read yesterday.

The Evacuee: SATs Style Questions

1. What is the main message of the poem?

Tick **one**

Evacuees were scared and nervous.

Evacuees were happy to leave their families.

Evacuees travelled by train.

Evacuees went on holiday.

2. According to the text, what are three things that an evacuee takes with them?

Give **three** examples:

- a. _____
- b. _____
- c. _____

3. Look at the final verse.

Find and copy **a group of words** that show 'The Evacuee' did not enjoy her experiences.

4. Look at the poem.
Find and copy **three different words** which tell us this is a sad and emotional poem.

- a. _____
- b. _____
- c. _____

5. Using the information from the text, tick one box in each row to show whether each statement is fact or opinion.

	Fact	Opinion
'The Evacuee' did not enjoy her experience.		
The children had to carry a gas mask.		
They travelled by train and bus.		
Billy Brown did not find a family to live with.		

Wednesday - To retrieve key information from the text - read the poem 'The Greatest Detective'. Think about the main themes of the poem and answer the comprehension questions.

THE GREAT DETECTIVE

*Oh, I am the greatest detective
The criminal world's ever known,
For my eyesight is never defective
And my ears are entirely my own.*

I've never been stuck for an answer,
I've never been troubled by doubt,
Dismay or confusion: I form my conclusion
By sorting the evidence out.

Last night I came home. As I entered,
I straight away lighted upon
The fact that the telly was off from the way
I could see that the thing wasn't on!

I noticed a man in there, *sitting* . . .
A man that, I know, sometimes stands.
I could tell by one look he was reading a book
From the book that he held in his hands!

I heard a voice call from the landing.
It wasn't my sister or brother.
I could tell that the voice was my own mother's voice
Since the voice was the voice of my mother!

It shouted, 'Get up here and tidy
Your bedroom!' The man who sat reading
Made no move at all in response to the call,
Neither left foot nor right foot proceeding.

Questions- The Great Detective

1) *'I've never been stuck for an answer, I've never been troubled by doubt...'*
What do these phrases tell you about 'the 'detective'?

2) Find and copy a phrase that tells you that the Detective is confident?

3) *Dismay or confusion: I form my conclusion*
In this line, the word dismay is closest in meaning to...

Tick one

happy

upset

nervous

worried

4) Who is the Great Detective?

5) Who do you think is sitting on the chair?

6) Explain one thing that the words '*made no move at all*' suggest about the man.

Thursday - To retrieve key information from the text - read the poem 'The Greatest Detective'. Continue to answer the comprehension questions like yesterday's session.

7) Tick true or false in the following table to explain what happened.

	True	False
The telly was switched on.		
The man was reading a newspaper.		
The voice belonged to his mother.		
The detective had to clean his bedroom.		

8) Oh, I am the greatest detective'

Do you think that he is the greatest detective?

Give evidence from the poem to support your answer.

9) What impression do you get of the person in this poem?

10) What is the main message of the poem?

Friday - Big Writing - To write a diary entry from Rose Blanche's point of view - think about our learning last week on the Rose Blanche 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 1st person. You will need to plan before you start to write your diary entry. Also, remember to use your Success Criteria which is in the Google Document where you will write your diary.

Literacy- Mim's set

Monday: [To analyse a poem](#)

Tuesday: [To retrieve information from a poem](#)

Wednesday: [To retrieve information from a poem](#)

Thursday: [To retrieve information from a poem](#)

Friday: Big Writing- To write a diary entry from Rose's point of view about the two days that she experienced from the text.

Day 1: The day she witnessed the boy being captured and meeting the children at the camp for the very first time.

Day 2. Returning back to the camp writing about what she uncovers about their horrific situation.

Literacy Asma's set

Monday: Finish the Event 4 of your Rose Blanche story

Tuesday: Read the poem below and answer the following questions:

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.*

Look at these words:

Find their definition

quarrel, (angry dispute, disagreement)

foe, (military enemy)

poppies,
larks,
scarce, (insufficient for demand)
amid (in the middle of, surrounded by)

Activity: Summarise what has happened in the poem.
Then explain what you liked about it and what you disliked about it.

Wednesday: Re- read the above poem and answer the following questions

1. Who is 'we' referring to in verse 2? (1 mark)

2. 'We lived, felt dawn, saw sunset glow'

How do these words make the reader feel about the dead? (1 mark)

3. 'Between the crosses, row on row...'

What does the phrases 'row on row' tell us? (1 mark)

4. Explain two things the author is trying to suggest by using the words '*from failing hands*'

1. _____

2. _____ (2 marks)

5. Do you think the author is for or against the war? Use evidence from the poem to support your answer. (3 marks)

Thursday: To compare two poems- Read both poems and create a list of similarities and differences. Write in sentences.

In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe;
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

The Drum (John Scott)

I hate that drum's discordant sound,
Parading round, and round, and round:
To thoughtless youth it pleasure yields,
And lures from cities and from fields,
To sell their liberty for charms
Of tawdry lace and glitt'ring arms;
And when *Ambition's* voice commands,
To fight and fall in foreign lands.

I hate that drum's discordant sound,
Parading round, and round, and round:
To me it talks of ravaged plains,
And burning towns and ruin'd swains,
And mangled limbs, and dying groans,
And widow's tears, and orphans moans,
And all that *Misery's* hand bestows,
To fill a catalogue of woes.

Friday: Using what you know of Rose Blanche- We are going to be writing a diary entry. You can write a diary entry from any point in the story.

SPaG: Helen's Set

Monday - plurals - investigate spelling patterns for different words when they are written in the plural form.

Tuesday - plurals - investigate spelling patterns for different words when they are written in the plural form.

Wednesday - question, statement or command? Decide whether the different sentences are either questions, statements or commands.

Thursday - apostrophes for possession and contraction - decide when the apostrophe has been used and use them correctly in given words.

Friday - Big Writing - application of SPaG which has previously been taught.

SPaG: Mim's Set

Open the literacy slides for all tasks

Monday: plurals - investigate spelling patterns for different words when they are written in the plural form

Tuesday: word choice-find one word that can be added to complete both of the sentences shown

Wednesday: question, statement or command? Decide whether the different sentences are either questions, statements or commands.

Thursday: prefixes-put a prefix at the beginning of the word to make it mean the opposite

Friday: BW- apply all skills within your writing

SPaG: Asma's Set

Use the assigned CGP book for all SPaG work

CGP: Past/Progressive tense

CGP: Future tense

CGP: The perfect form

CGP: subject and object

CGP synonyms and antonyms

Reading <https://classroom.thenational.academy/units/reading-for-pleasure-82f2>

Amena's Set LITERACY

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

Reading

<https://www.storylineonline.net/>

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

<https://classroom.thenational.academy/units/hidden-depths-exploring-the-deep-by-chloe-rodes-f720>

Science

What is the difference between night and day?

<https://classroom.thenational.academy/lessons/what-is-the-difference-between-night-and-day-60wp2c>

History

LI: to explain:

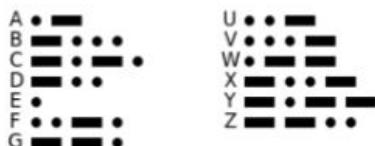
Watch the video and write an explanation on what Morse code is.

<https://www.history.com/topics/inventions/telegraph#>

Create your own Morse Code message.

International Morse Code

1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.



Watch the video and create your own periscope. Make sure it is bright and bold.

RE

LI: How do Humanists work out what is right and wrong?

Examples of Rules

- 1) Don't put your elbows on the table
- 2) Don't steal
- 3) Pray every day
- 4) Don't run in the corridor
- 5) Keep the Sabbath day holy
- 6) Don't break the speed limit
- 7) Put your hand up before you speak
- 8) Always tell the truth
- 9) Don't be late
- 10) Do not eat the meat from a pig
- 11) Don't be jealous
- 12) Always be kind to other people

Answer the following questions first. Then complete the Oak Academy lesson provided.

Rules activity

- 1) Where do the rules come from?
- 2) Why do we have these rules?
- 3) Which of the rules do you feel are the most important and why? Are they good rules or not?
- 4) Is it OK to break any of these rules sometimes? Order the rules on this scale:

Must never be broken

OK to break



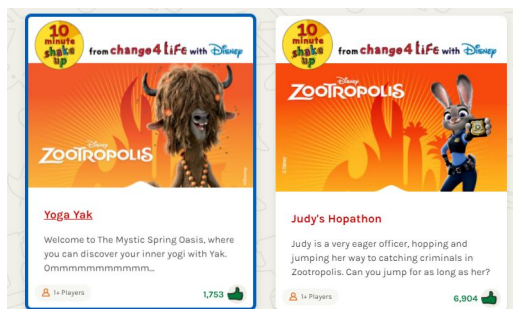
Extension:

Reorder the rules according to how easy they are to follow.

Complete the work on this link:

<https://classroom.thenational.academy/lessons/how-do-humanists-work-out-what-is-right-or-wrong-65gk2d>

PE 10 minute shake up



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