

Week beginning Monday 25th May 2020

Year	Maths	Literacy	Science	Humanities/ Art/ Music	Active/ Mindfulness
<p>Year 6</p> <p>Online activities have been set for you on:</p> <ul style="list-style-type: none"> - Purple Mash, - Scholastic Online reading, - LiteracyPlanet.com - Read Theory, - Grab an online book on GetEpic, - challenge your maths skills against others on playProdigy.com <p>You can also visit these</p>	<p>1). Use your internet access to complete the Purple Mash activities set for your class.</p> <p>2). Access: https://whiterosemaths.com/homelearning/year-6/</p> <p>Click on Summer 1, Week 4. Watch the short video presentation for day 1 (Monday). Watch it more than once if you need to do so. Then click on "Get the activity" to access the learning. When you have completed the activities, go to the "Get the answers section" to see how well you have done. We are depending on you to be honest here. Repeat this daily for day 2 (Tuesday) up to day 5 (Friday)</p> <p>Blue Group</p> <ol style="list-style-type: none"> 1). $5/9 + 1/9 + 2/9$ 2). $3/7 + 2/7$ 3). $7/11 - 3/11$ 4). $7/8 - 5/8$ 	<div data-bbox="703 316 976 571" data-label="Image"> </div> <p>• Words within the speech marks often begin with the opening speech mark, capital letter, the correct punctuation, closing speech mark and finally the reported speech which tells which character is speaking as shown below</p> <div data-bbox="714 1015 972 1136" data-label="Diagram"> </div> <p>Find 5 different ways from your reading book that show how speech is presented.</p> <p>• Read the short extract on 'Mrs Morgan's Set' (Read full details below)</p>	<p>a). Draw a food chain with the following with the following occupants: blue finch, caterpillar; cat and tomato plant. Ensure that you point the arrows in the correct direction.</p> <p>Very Confident Scientists: Record if each participant is a producer or a consumer.</p> <p>Super Confident Scientists: Write "eats" or "gets eaten by" on your arrows (depending on their direction). Record if each participant is a predator or a prey or both.</p> <p>b) Tommy and Tanya are having a conversation at the dinner table about food chains. Timmy wrote, "All animals are</p>	<p>1) Most Year 6 have an end of year play or musical. The theme of the performance often depends on following to name a few:</p> <ul style="list-style-type: none"> - friendship and relationship between pupils over the year - musical ability and creativity - type of roles in the performance - environmental influence e.g latest trends, films, dance moves. or songs - creating memories - adult and parental involvement <p>Considering the current conditions, your task is to create a poster /informational</p>	<p>1) Schools in the UK have remained closed since 23rd March due to the Covid-19 pandemic.</p> <div data-bbox="1765 504 2085 715" data-label="Image"> </div> <p>Draw a comparative table and write down points for and against school closure. You may include diagrams in your table</p> <p>2) 'Should school re-open on 1st June?'</p> <p>The government recently announced the possibility of schools opening on 1st of June.</p> <p>Do you agree /disagree with this message?</p> <p>Our Prime Minister, Boris Johnson, has not been able to convince some parents</p>

websites
directly to
access free
online lesson
on
<https://www.tenational.academy/>
Or
<https://www.hamilton-trust.org.uk/blog/learning-home-packs/>

Green Group

- 1). $5/7 + 1/7$
- 2). $1/4 + 1/3$
- 3). $6/7 - 4/7$
- 4). $7/8 - 2/3$

Red Group

- 1). $3/7 + 4/11$
- 2). $1/4 + 5/31$
- 3). $6/7 - 2/8$
- 4). $5/8 - 7/19$

Green Group

- 1). $7/9 + 3/4$
- 2). $5/8 + 4/5$
- 3). **1** $3/5 - 10/11$
- 4). **2** $2/3 - 7/8$

At her party, Rhiya showed off 35 cakes – all the same size. She promised: Tamil 50% of a chocolate cake; Rory half of a fruit cake; and Conchita 0.5 of a sponge cake. The three of her friends got very annoyed and asked in unison, “Why are their portions bigger than mine?”

- and punctuate correctly the words that are said by the characters.
- What do you predict will happen next? Read the extract again and continue to write the story move on. remember to include all the features of a story
 - describe the setting and characters
 - use a build up to move the story on
 - write an exciting problem and how to resolve it
 - use figurative language to narrate the story
 - Onomatopoeia and short sentences to show tension
 - create an ending that will capture the readers imaginations

Once your story is complete use this checklist to edit your work.

producers in a food chain.”

Tanya recorded, **“Only the plants in food chains can be called producers.”** **“The plants are definitely the consumers,”** Tayla shared. Mum patted the correct child on the head and cooed, “My smart sausage.” **Who did Mum pat? Why?**

c) Why not be more hands on and make a paper food chain? Here are examples to get your brain ticking



leaflet/collage/comic stipe to create the most **memorable performance** on a theme of your choice. What could it be? surprise me!

- 2) Most performance include a choreographed dance routine. With the help of your family members, create a catchy dance/vocal routine, recorded on *Tic-Tok* Think about:
 - the background music,
 - how easy/hard to learn the routine,
 - lead or group roles, to name a few.

3) Name the tube station show by these emojis?

and some members of the public that opening schools is a good idea.

Your task is to imagine you are addressing the nation on the podium at 10 Downing Street. Write a persuasive speech/poster/advert which will persuade the Year 6 pupils, their parents and members of the public that, not only is it safe, but it is also sensible to return to school.

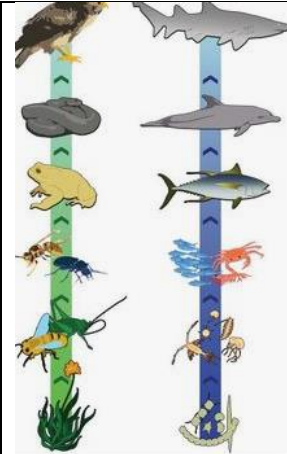
You may include the following points:

- benefits of educations
- science on transmission of the virus
- support from qualified teachers
- advice or ways to ensure social distancing
- “blackmail”

Remember the purpose of persuasive writing is persuade someone to do something.

Looking very puzzled, Rhiya immediately scratched her head.
Why? Use examples and diagrams to support your explanation.

Traveling Narrative Checklist	
	My story has characters.
	My character travels to a place.
	My characters actions are clear.
	My story has two or more events that are told in order.
	My story has many details in the beginning, middle and ending.
	My story has strong temporal words.
	My story has fancy words.
	My story has capitals and punctuation.
	I checked my spelling on every page.



- 1 -
- 2 -
- 3 -
- 4 -
- 5 -
- 6 -
- 7 -
- 8 -
- 9 -
- 10 -
- 11 -
- 12 -
- 13 -

Author's Purpose
to **PERSUADE**

- convince someone to do something.
- make someone believe in something.
- change someone's mind.

Sway
entice
Influence
believe *convince*

My name is Pete! I am always trying to persuade people

Literacy speech mark activity: Mrs Morgan's Set at Phoenix

Underline or highlight the different speakers in different colours? Then, correctly punctuate the words that are spoke using the given success criteria. Finally, rewrite (if you can) the speech in your books correctly?

Too late for what, Grandma? It's ridiculous she went on. You're nearly as tall as me already. George took a good look at Grandma. She certainly was a very *tiny* person. Her legs were so short she had to have a footstool to put her feet on, and her head only came halfway up the back of the armchair. Daddy says it's fine for a man to be tall George said. Don't' listen to your Daddy Grandma said. Listen to me. But how do I stop myself growing? George asked her. Eat less chocolate Grandma said. Does chocolate make you grow? It makes you grow the *wrong way* she snapped. Up instead of down. Grandma sipped some tea but never took her eyes from the little boy who stood before her. Never grow up she said. Always down. Yes, Grandma. And stop eating chocolate. Eat cabbage instead. Cabbage! Oh no, I don't like cabbage George said.

Success Criteria:	Did I meet the Success Criteria?
Put <u> </u> " " around what words the speaker says.	
A new speech sentence starts with a capital letter (even if it is the middle of another sentence).	
Separate what was said from speaker with a comma unless there is already a <u> ?</u> or an <u> !</u>	
Start a new paragraph if a sentence has a new speaker saying something.	
Challenge: Start a new paragraph if the narrative/story continues after speech.	