



Home Learning – Week commencing 11.05.20

Year 6

Dear Parents. Tapestry is now live: <https://tapestryjournal.com/> Please login and view the teachers' videos on the 'Memos' tab and share any learning or activities on the 'Observations' tab. Thank you! We seek to provide daily, meaningful learning activities that parents can provide some level of support with. We hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/home-learning-resources-2/> Please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Dear Year 6,

Thank you for all your fabulous learning and comments we have seen on Tapestry. Keep it up this week! We hope that seeing videos and having a way to communicate with us is helping a little. We also hope you are all still coping in this funny time and are keeping safe, happy and healthy – we miss you! Please do use it to upload work and to watch our videos. We will get back to you as soon as we can if you ask us for help.

This week would have been your SATs week – we aren't going to set any past papers to do at home. Please leave the brown packs we gave you as we can collect these in when we see you. If any of you want to try a SATs paper then you are welcome to download the 2019 papers – this is not necessary but some of you mentioned wanting to try them.

From Miss Bowman and Miss Manaton

Topics this term: Diversity

Class reading book: *Wonder* by R J Palacio

	English	Maths	Topic
Monday 11 th	<p>Grammar: Review the rule 41 spellings from last week – are you ok with them? This week start to learn rule 42.</p> <p>Look back at your notes on the subjunctive. How did you find this?</p> <p>Look through the slides (these are posted on tapestry) about the subjunctive – it goes over how to use 'was' and 'were' in the subjunctive. Remember the subjunctive modifies the verb when using commands, wishes or something hypothetical (not definite).</p> <p>Then try the attached classroom secrets sheets – choose the right level for you. Remember D is easier and GD the hardest. You can either print or write into your books.</p> <p>Challenge: Try the Homework extension sheets if you want to go further. Again these are levelled from D up to GD as the hardest.</p>	<p>Dazzling Decimals: Remind yourself of decimal place value by completing this question:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Four children are thinking of four different numbers.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid green; border-radius: 5px; padding: 2px 10px;">3.454</div> <div style="border: 1px solid orange; border-radius: 5px; padding: 2px 10px;">4.445</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 5px;"> <div style="border: 1px solid orange; border-radius: 5px; padding: 2px 10px;">4.345</div> <div style="border: 1px solid blue; border-radius: 5px; padding: 2px 10px;">3.54</div> </div> </div> <p>Teddy: "My number has four hundredths." Alex: "My number has the same amount of ones, tenths and hundredths." Dora: "My number has less ones than tenths and hundredths." Jack: "My number has 2 decimal places."</p> <p>Match each number to the correct child.</p> <p>Recap adding, subtracting and multiplying decimals by reading pages 28 + 29 and complete the questions.</p> <p>Complete the attached questions on adding, subtraction and multiplying decimals.</p> <p>Challenge: See the 'Monday Decimal Challenge' at the end of this document.</p>	<p>Art/History: We are going to continue to explore graffiti as art or vandalism.</p> <p>https://ed.ted.com/lessons/a-brief-history-of-graffiti-kelly-wall#watch</p> <p>Make notes about: -The history of graffiti. -The purpose of graffiti. -Graffiti as art. -Graffiti as vandalism. What are your views or graffiti – is it art or vandalism? Note down the evidence for your argument.</p> <p>Challenge: Use the internet to search for 'Street art' or 'graffiti'. Find an image that you like and think is 'art' rather than 'vandalism'. For now do not look at Banksy as we are doing work on him next week! Sketch your chosen image – try and copy the style of the street artist. Don't use any colour – what effect does this have?</p>
Tuesday 12 th	<p>Healthy eating task: Today you are going to write the letter that you planned last Thursday.</p>	<p>Ordering Decimals: This year, we have looked at how to order decimals. Remember, you need to compare the place value going backwards from the first number.</p>	<p>MFL: Watch my Tapestry video for this lesson...</p>

	<p>Review your planning and before you start writing make a note of a simple checklist to follow. Think about how to make this formal and full of persuasive features to allow your snack bar to be made. Challenge yourself to use:</p> <ul style="list-style-type: none"> • a good range of punctuation • powerful vocabulary • varied sentence openers • conjunctions • a consistent tense and person. <p>Good luck! I can't wait to see your letters.</p>	<p>One helpful strategy to do this is to write the numbers out underneath each other, making sure you have lined up the decimal point correctly.</p> <p>Have a go at the 'Ordering Decimals' sheet.</p> <p>Challenge: Complete the Decimal Challenge sheet.</p>	<p>Feel free to upload your efforts afterwards or at the end of the week.</p>
<p>Wednesday 13th</p>	<p>Description: What is your favourite food? Do you have a favourite meal? It might be something you are eating a lot at the moment or one that are longing for but can't have due to lockdown.</p> <p>In your book sketch your favourite meal – it might be more than one course and can include a drink too. Write any describing words that you can think of.</p> <p>Tomorrow you will write a description of your favourite meal.</p> <p>Today look through the attached writing examples written by different children (at the end of this planning). They wrote their description in 20 minutes. There are 4 of them (A – D). The questions are on the sheet but go through as if you were the teacher and look for errors and ways to improve them. Then decide on which you prefer and why. Would you MAGPIE anything?</p> <p>I think you could do a better job than all of these examples – tomorrow you can show me!</p>	<p>Theme Park Maths: Task 6:</p> <ul style="list-style-type: none"> - Your park has been open and running for 12 months now! - Your marketing has improved the first month's profit, but the actual increase will depend on which method you chose! Check the help sheet to see if you selected the best marketing strategy or not! - We now need to work out the yearly profit. - Follow the help sheet very carefully as this can be confusing! It will also tell you by which percentage your profit has continued to increase by each year. - After you have finished, answer the reflection questions. <p>Challenge: If you are a natural Alan Sugar and find working out business profits easy, write a newspaper report reviewing the park and its finances after one year.</p>	<p>Science: Today you are going to write up the results from your investigation into heart rate and exercise that you did last week.</p> <p>What do your results show you? What conclusions can you make about exercise and pulse? What can you deduce about the importance of exercise? What would you change if you repeated the test?</p> <p>Decide how to present your results using charts, drawings, photos, graphs and of course, writing with conclusions and explanations. You could do this on the computer or make a lovely colourful poster. We would love to see what you make. <u>I will set aside time on Friday for you to continue with this as it may take longer than one session.</u></p>
<p>Thursday 14th</p>	<p>Description: Read through the 'Favourite meal task' and do as much planning as you can (it is at the end of this planning document). Think about the most powerful</p>		<p>R.E: The Creation Story: We recently learned about the Christian Creation Story. Think back to that lesson we had where we read from</p>

	<p>vocabulary and word play – it is your chance to show off. Once you have planned look at the checklist I have made for you.</p> <p>Write your description of your favourite meal using the checklist and planning to help. It doesn't need to be really long – just really descriptive and varied. You are welcome to type it and colour code like we did for the Nowhere Emporium so you can see if it has enough variety.</p> <p>Evaluate your writing using the checklist.</p>		<p>Genesis and drew out the 7 days of creation. If you want to remind yourself, read Genesis Chapter 1 and Chapter 2 to verse 3. This lesson, I want you to think about how this compares to the Islamic Creation Story.</p> <p>Read through the slides of the story and reflect on what you hear. Do you recognise parts of the story? Is anything surprising?</p> <p>After you have read it, create your own storyboard on the Storyboard Sheet.</p> <p>Challenge: Write a reflection on this creation story. How did it compare with the Christian Creation story?</p>
<p>Friday 15th</p>	<p>Reading: Check Tapestry for results of Book of the Term – who has won?</p> <p>https://archive.org/details/Wonder_201810/page/n23/mode/2up</p> <p>Use the link above to look at Wonder in more detail. You will need to read the chapter 'Driving' (I posted this video on Tapestry on 1.5.20). Then try the activity looking at how Auggie is treated by his parents in this chapter. Go back through the text to find your evidence. You can record in your book if you can't print the sheets.</p> <p>Challenge: then try to write a longer answer about Dad when he says Auggie is 'like a lamb to the slaughter.'</p> <p>Be careful as the page references refer to the book but if you are using online PDF version the starting page will be 14 and goes up to 18.</p> <p>I will upload answers to Tapestry on Friday for you to see how you have done.</p>	<p>Bridget's Bridges: Look at the Bridget's Bridges sheet.</p> <p>You need to use her jottings on her notepad to work out which bridge parts she has used to make each design. She has given you some clues, such as how many pieces she has used in total.</p> <p>To start with, it might be beneficial to create a table for containing multiple amounts of each bridge part. E.g. 1 lot of A would be 8.19m, 2 lots of A would be 16.38m etc. This could save you some time later on when you are using trial and error to work out which parts she has used.</p> <p>Challenge: Find out the length of Clifton Suspension Bridge. Could you use the lengths here to re-create that bridge?</p> <p>What about another bridge of your choice?</p>	<p>Computing: Spend some time today or over the weekend choosing what work you would like to send us via Tapestry. Do this with an adult and we will then reply to you all. Keep a look out for new videos and posts from both of us.</p> <p>Science: Maybe you could make some graphs and charts. This is quite easy if you have access to Microsoft Word and use INSERT – chart. See if you can use this to display your results. Keep writing up your results.</p>

Works best for Daily activities and practice:			
Daily reading: Please record this in your reading diary. Can you write an extended book review for any of your reading. Be ready to share all you have read back at school and for a well-deserved 'Book of the term'.	Daily spelling / phonics practice: Try to go on to https://spellingframe.co.uk/ Visit the year 5 and 6 words. This week please play on rule 42. Practise these all week and then try to test yourself as often as you can. If you are finding them easy then try another rule.	Daily Times tables / mental maths: Please practice the following times tables, ensuring you know the inverse operation for each (e.g. divide). Year 3-6: https://play.ttrockstars.com/auth/school/student/32670 Year 1-2: https://www.topmarks.co.uk/maths-games/hit-the-button Refer to our website and videos here for calculation methods. : http://bathwickstmary.org/our-creative-curriculum/	What can you do to be active and get fresh air and exercise? (In line with any Government advice). Take time to look after yourself and your family. Have fun as much as you can!

Weekly Extension Project / Challenge Activity

Brain Training!
 Have you ever tried writing with your non dominant hand (i.e. the hand you don't normally use). Having injured my right arm, I've had to do a lot of this recently! It can be very strange at first but is a great challenge for your writing skills and to warm up your brain!

Here are some challenges:

- Have a go at writing a message with your non dominant hand! Top Tip: join your writing – it will flow more easily.
- Draw a picture of yourself or a family member with your non-dominant hand! (Mine needs some more work!).
- Draw a picture of yourself or a family member without taking your pencil or pen off the page until the very end!
- Draw a picture of yourself or a family member without looking at what you are drawing!

There is a good youtube site called muffalotpotato where you can try to draw lots of different things using only letters and numbers. It's good fun – have a go and see what you can do. Maybe try with one hand and then the other?

Keep up any music practise too!

Monday Decimal Challenge:

Chocolate eggs can be bought in packs of 1, 6 or 8

What is the cheapest way for Dexter to buy 25 chocolate eggs?



1 chocolate egg
52p



6 chocolate eggs
£2.85



8 chocolate eggs
£4

My favourite meal example texts – for Wednesday 13th May.

These texts have all been written by children. They only had 20 minutes to write them.

What do you think about them?

- Read through each text. Can you look for any errors in each one – spellings, homophones, tenses, person, meaning, punctuation. Please try and add in corrections.
- Next decide on which text is the best – can you order these from best to worst in your opinion? Say why you have chosen the best and worst. What could the 'worst' text do to be better? Can you add in any improvements?
- Is there anything you would magpie for your own writing?

A: My favourite meal is a Jacket potato. It is thoroughly enjoyable to eat. The smell is breathtaking and amazing. You can taste it dissolve in your mouth as quick as a mouse running across a room. It looks fluffy and has the most magnificent colour. It looks as yellow and as tasty as a vanilla ice cream. The delicious, crispy skin is edible too. It looks fantastically tasty and amazingly good. I could have it every day of the year. Everything about Jacket potatoes are divine. There could not be anything bad about it. The skin is a wonderful brown colour like the branch of a tree. Jacket potatoes are definately my favourite meal.

B: My favourite meal is pizza with chips because it smells lovely and heavenly. When you look at it you see a circular shape with a brown crust sarounding the hole thing. The top of the pizza look creamy with cheese. At the bottom of the pizza is a soft dough witch all adds to the taste. In the middle is a thick coat of tamato sauce. The chips are yellow and soft, also they are long and thin. It tastes like melted cheese on toast with tamato sauce but even nicer. It tastes creamy and it's hot. When you eat it the taste lasts in your moutn. It melts in your mouth therefore making it delisious and making it the best meal ever.

C: My favourite meal is ackee and saltfish. It's an amazing dish full of colours so vibrant it catches your attention straight away. The fragrance makes your mouth water. It gives you stress relief when you smell it. It's also like a festival of textures such as soft and chewy. In the end (when you finally placed it in your mouth) you'll feel an explosion of flavours so heavenly you'll want more and more each time. The best thing about it is that it satisfies your appetite whatever you feel. It's also quite easy to make. Ackee and saltfish was originally made in Jamaica. My auntie was the first person who made me ackee and saltfish when I was five and ever since then it's been my favourite meal. You can eat it with bread, dumplings or nothing at all. Come now! Your life time experience is yet to come.

D: My favourite meal is a roast meal – Roast Beef. The taste of the roast beef is a treat worth waiting for. The gravy cooked with the meat will be a treat any day. The braised carrots and parsnips taste like stars melting in your mouth. The Yorkshire puddings drowning in gravy is the best treat you could ask for. The gravy, the roast beef and peas taste like sunbeams. The smell wafts underneath doors and spreads throughout the house, slipping through keyholes, welcoming you towards the spectacular meal awaiting you in the kitchen. The sight of the lashings of gravy, the bowl of vegetables, and the platter of meat, and the tray of Yorkshire pudding is irresistible. The thing that makes it so special, is that you look forward to having it on a Sunday. The very smell of it, you only smell once a week on Sundays. Having it in the evening, then going to bed, feeling warm and full, is also a treat that a roast dinner provides.

It's my favourite meal – planning and writing task.

For Thursday 14th May.

Think about your favourite meal. This could be made up of more than one dish and can include a drink too if you want to.

- What do you like about it?
- How would you describe it to someone who has never tasted it?
- Think about its appearance, how it smells, what it tastes like and what it makes you feel like as you eat it.
- Think about what makes the meal special.

You must write a description of your favourite meal.

Planning:

My favourite meal is:

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.....

**Vocabulary ideas– powerful adjectives,
adverbs, verbs, precise nouns.**

**Descriptive features – use of senses,
simile, personification, show not tell.**

Writing checklist: Description of favourite food.

Feature	Example from own text.
Powerful and well-chosen vocabulary – use of adjectives and adverbs.	
Full range of punctuation – commas between clauses, colons to introduce lists, semi colons between clauses.	
Use of co-ordinating (FANBOYS) and subordinating conjunctions (A WHITE BUS or I SAW A WABUB)	
Vary sentence openers (DADWAVERS)	
Vary sentence lengths – make writing colourful! (Think back to Nowhere Emporium).	
Use different sentence types – simple, complex, compound, sentence of 3.	
Greater depth: include use of passive (e.g. Pasta <u>is smothered in</u> a rich, creamy sauce. The meal <u>is enhanced by</u> the depth of flavours...)	
Greater depth: include an example of the subjunctive with modal verbs (e.g. If I <u>were</u> you, I <u>would</u> devour this meal in seconds.)	

2 stars and a wish: what have you done well? What could be better?

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