



Year 6 Learning at home

Week beginning: Monday 11th May 2020

Dear all,

Another week done and one step closer to normality, we hope! Please continue to use this learning grid to help structure your day. We would love to see some of the work you are doing. Please share on Purple Mash, or via the school magazine.

Reading	Writing	Maths
<p>On-going</p> <ul style="list-style-type: none"> Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials. Continue to share your reading with an adult and record all reading in some way. Treat yourself to a story read by David Walliams every day at 11am online. https://www.worldofdavidwalliams.com/elevenses/ Complete the World book Day reading challenge if you are able to access a range of books. Watch Newsround <p><u>Week 8</u> Reading and writing tasks: Doors – the world of possibility Click on this link below and work through the booklet. This will be at least a two week project so don't get too far ahead! https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf</p> <p>Reading Comprehension Tasks If you complete the project then have a go at the reading activities below.</p>	<p>On-going</p> <ul style="list-style-type: none"> Learn your weekly spellings which have gone into your homework folder. Use Purple Mash - follow these links: Home English Spelling Resources - see below Grammar 2 Create a story 2 type (practise your typing skills) <p>Handwriting: use the poems below to copy out in your best handwriting - don't forget to present your work in a beautiful way too.</p> <p><u>Week 8</u> Reading and writing tasks: Doors – the world of possibility Click on this link below and work through the booklet. This will be at least a two week project so don't get too far ahead! https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y6-Unit.pdf</p> <p>If you have completed the project above write your own poem about the life cycle of a butterfly - see the handwriting sheet below.</p> <p>Plus cross curricular work. Look at the Seas and Oceans family project - see below.</p>	<p>On-going</p> <ul style="list-style-type: none"> Do a page from your mental maths homework book each week. Use the Times Tables Rockstars website daily. <p>Use Purple Mash - follow these links: Home Maths Carry out any of the activities and games.</p> <ul style="list-style-type: none"> Times Tables Challenge. How many can you do in 2 minutes? Repeat daily. Create your own. <p><u>Week 8</u></p> <ul style="list-style-type: none"> One session per day. Use the web links below: https://corbettmathsprimary.com/content/ You should be able to access each page by clicking the blue words below. <ul style="list-style-type: none"> Multiplying by 10, 100, 1000 Video 40 Questions Answers Dividing by 10, 100, 1000 Video 18 Questions Answers Division Video 19 Questions Answers Factors Video 22 Questions Answers Prime Numbers Video 51 Questions Answers <p>Mark your own work and look carefully at any corrections</p> <p>Challenge: Two Primes make one square - see below for the activity.</p>

Year 6 curriculum planning - see below examples for more examples for the family project on Seas and Oceans. There are some exploration sheets added too.

Science	Computing	History	Geography	Art	DT	PE	PSHCE	RE	French	Music
<p>Have a go at some of the activities below:</p> <p>1. Watch some the Blue Planet video clips - see link below. Focus on the animal ones.</p> <p>https://www.bbc.co.uk/programmes/b008044n/clips</p> <p>Choose a couple of sea creatures to research further - create a fact file for each creature you choose.</p> <p>2. Shark buoyancy - experiment set out below.</p>	<p>Please use our blog on Purple Mash.</p> <p>Send us some photos so that we can see what you have been up to!</p> <p>Lily and Louise are budding artists - their Pop Art pictures are amazing.</p> <p>What have you done?</p>	<p>Make a fact file about the sinking of the Titanic.</p> <p>Head here for some help:</p> <p>https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zng8jty</p> <p>Who was Ferdinand Magellan?</p> <p>Find out about this amazing explorer? As historians, create a fact file about his life and why we remember him today.</p> <p>Play the Magellan board game and create a Magellan jigsaw puzzle using the Twinkl resources</p> <p>https://www.twinkl.co.uk/resource/au-tp2-h-2-planit-history-year-4-world-explorers-lesson-5-ferdinand-magellan</p>	<p>Use the link to find out about the different ocean layers.</p> <p>https://www.twinkl.co.uk/resource/t2-s-1327-ks2-the-layers-of-the-ocean-information-powerpoint</p> <p>You might want to look at this link too.</p> <p>https://www.nationalgeographic.org/activity/mariana-trench-deepest-place-earth/</p> <p>Complete these activities - follow the link.</p> <p>https://www.twinkl.co.uk/resource/t2-t-866-creatures-in-the-layers-of-the-ocean-read-and-draw-activity-sheet-</p>	<p>Vincent Van Gogh painted many ocean/sea scenes - see below for examples.</p> <p>Create your own ocean picture in the style of Vincent Van Gogh.</p> <p>You may want to watch this video link to get you started.</p> <p>https://www.youtube.com/watch?v=AAFr031u_Zw</p> <p>https://www.youtube.com/watch?v=fpzKZcs_F0c</p>	<p>Make an ocean in a bottle.</p> <p>Watch the YouTube video to see how to do this.</p> <p>You may need to be experimental with the resources!</p> <p>https://www.youtube.com/watch?v=AAFr031u_Zw</p>	<p>See the sheet below - can you complete it?</p> <p>Estimation</p>	<p>Feeling good</p> <p>https://tinyurl.com/y9l9v7rv</p> <p>https://tinyurl.com/y8rmxa7t</p> <p>https://tinyurl.com/ybv9hupk</p> <p>Click on the links below - how do the pictures make you feel?</p> <p>Why do these images make you feel that?</p> <p>What other images can make you feel positive?</p>	<p>Using the images in the PSHE section think about our oceans and seas.</p> <p>Think about this:</p> <p>The Bible says, 'The earth is the Lord's and everything in it . . . for he founded it on the seas and established it on the waters.' Christians believe that this means that we have no right to abuse God's creation. Instead, we should act responsibly, realising that we are privileged to have such a wonderful place in which to live.</p> <p>Write a prayer to God about the our oceans and seas.</p>	<p>See below</p>	<p>Benjamin Britten composed a piece called 'Storm Interlude' from his opera, Peter Grimes.</p> <p>Listen to it here:</p> <p>https://www.bbc.co.uk/programmes/articles/nbGMVskL8FqFqxCxHgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten</p> <p>What can you find out about Benjamin Britten? Can you list his top 5 compositions and write a sentence about each of them?</p>

French:

Bonjour les enfants,

I hope you are all well and enjoying your home learning tasks. This week I would like you revise your work on animals. See if you can make a list of all the animals that you have learnt in French. If you need some help to remember you can look at Babelzone units 5 and 11 (you can look at the PDF transcript to read the words) You may also like to have a look at the section at the top of the first page Pour les juniors, which has more animal clips.

You can use this link to find a printable animal mat vocabulary sheet. Look at the example sentences and use these as a model to help you write some sentences to describe some animals. Remember the adjective has to agree with the noun in French.

<https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/animaux-mat.pdf>



Sumdog - Log-in and play the games and challenges set daily. We can't wait to see how you are getting on.

1. If you have not completed the maths, grammar and spelling training do this as it makes sure games and activities are personalised to you.
2. Multiplication - In the tasks section complete the challenge set.
3. Maths - Factors, Multiples and Prime Numbers. In the tasks section complete the challenges set.
4. Spelling - Complete the spelling challenge set in the tasks section - words with the sound 'shun' in.
5. Grammar - In the tasks section complete the Perfect Tense activity.

Drawing Inferences

Read these sentences and draw what is being described.

Inside the big top was a majestic scene. The ringmaster presented the show, with her arms outstretched and an expression of elation. Behind her, as the crowds looked on, the juggler controlled six balls with great ease, while the seal (balancing on an upturned and decorated barrel) held one large ball on its nose. Beside the ringmaster, the capuchin monkey gleefully banged symbols whilst wearing a matching top hat.



Answers:

Drawing Inferences

Did you draw something like this?



Drawing Inferences

Read these sentences and draw what is being described.

The tall, slim model strutted down the catwalk with her hands on her hips, wearing a stern look of determination on her face. She modelled the latest designer gown: two thin shoulder straps; a triangular design; and a long, flowing sheer train. The lights from overhead created a spotted pattern on the catwalk and the audience – darkened by the shadows – sat in rows at either side to gaze at the latest trends.



Answer:

Drawing Inferences

Did you draw something like this?



Reading a Picture

Look at this picture, then talk about these questions with a partner.



What can you tell about the temperature of the water?

Is this girl a confident swimmer?
Explain your answer.

How do you know that the water is shallow?

How do you know that the sun is shining?

Example Answers

What can you tell about the temperature of the water?

I can tell that the water is cold because the girl looks shocked when she is splashed by it. She has made her body stiff as the water must be chilly.

Is this girl a confident swimmer? Explain your answer.

The girl is not a confident swimmer. I know this because she is still wearing armbands.

How do you know that the water is shallow?

I can tell that the water is shallow because, despite only being young (and quite small), the girl is still able to stand up in the water.

How do you know that the sun is shining?

I know that the sun is shining because I can see the sunlight reflecting off the water splashes. Also, the sun must be shining for the girl to be wearing sunglasses.

Windy Nights

by Robert Louis Stevenson

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by,
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

The Life Cycle of a Flower

When explaining how plants grow,
There are things you need to know.

In the beginning all you need,
Is a simple, unsuspecting seed.

Giving the plant the ideal condition,
To germinate must be your mission.

Water, light and soil to sow,
Will help your little plant to grow.

Within no time, you will see a shoot,
Followed by a searching root.

The root will anchor to the ground,
The sprout reaches and light is found.

The plant grows taller; grows a stem,
Growing thicker and thicker, again and again.



Two Primes Make One Square

Flora had a challenge for her friends.
She asked, "Can you make square numbers by adding two prime numbers together?"

Ollie had a think.
"Well, let me see... I know that $4 = 2 + 2$. That's a good start!"

Have a go yourself. Try with the squares of the numbers from 4 to 20.

Once you have had some initial ideas, take a look at how three more of Flora's friends started the problem:

Bailey said:

"I made the square numbers out of cubes and tried taking a prime number of cubes away and seeing if it left a prime number of cubes."

Dina said:

"I wondered whether noticing that 2 is the only even prime number was important."

Shameem said:

"I listed the prime numbers up to 100 and then I listed the squares of the numbers from 4 to 20."

Did you go about the task in the same way as any of these children?

What do you like about each method?

Continue working on the problem. You might like to adopt Bailey's or Dina's or Shameem's approach.

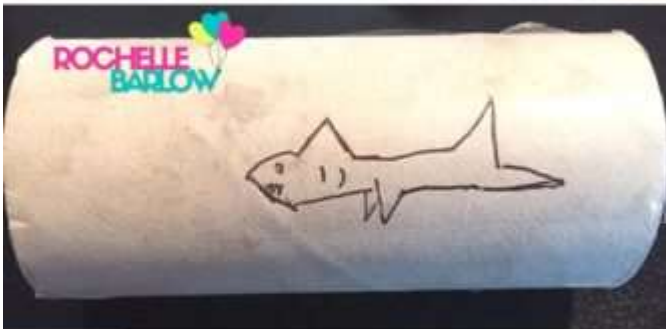
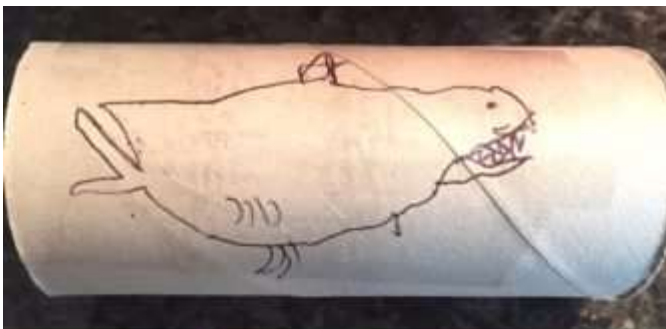
Did you find any square numbers which cannot be made by adding two prime numbers together? Why or why not?

SHARK BUOYANCY SCIENCE ACITIVTY

Materials

- Toilet paper roll
- Marker
- 3 pennies
- Balloon
- Vegetable oil
- Bowl
- Water
- Tape

1. Draw a shark on the toilet paper roll (or cut out a shark on paper and tape it on).
2. Tape 3 pennies, equally spaced, on the bottom of the toilet paper roll.
3. Fill the bowl with water.
4. **Ask:** what's going to happen to the shark? Drop the shark in the water and watch him sink. Discuss.
5. Fill a balloon with vegetable oil, tie closed.
6. Place the balloon inside the toilet paper roll, evenly.
7. **Observe:** it's much heavier now! **Ask:** what's going to happen to the shark? Place the shark in the bowl of water and watch him float. Discuss!





The oil in the shark makes him buoyant.

Application and explanation:

ASK: What is holding us to the earth? (gravity). What is gravity?

There is gravity on land AND in the ocean. All the animals in the ocean are being pulled down, just like you are. Gravity holds us to the floor, and all our houses, cars, and toys, too. It also holds the ocean and the animals in the ocean down. But they aren't on the bottom of the ocean floor like you're standing on the floor!

What are they doing? They're floating.

How is this possible? Buoyancy!

ASK: What in the world is buoyancy?

Gravity pulls us down and buoyancy pushes us up! So the fish have made it so they can balance, or float. Many of them have a bladder, kind of like a ball, inside their bodies that is filled with gas. Think of a balloon when it's filled with air. The balloon is that bladder and the air in the balloon is the gas inside it.

Sharks don't have a bladder filled with gas. So what is helping them float? Their bodies do not have ANY bones, instead, they have cartilage. This cartilage is less dense. Remember, when we saw how less dense items floated easier in the water? Your ears and tip of your nose is made out of cartilage, too! Sharks also have a very large liver, and fins that help them steer and stay afloat.

Their bodies are still pretty heavy, of course, heavier and more dense than water. Their fins help them to move forward all the time. They never stop moving!

Their liver is much larger than ours. It's filled with oil, like what we just used in our experiment. It is similar to the bladder in the fish we just talked about. It gives the sharks neutral buoyancy. That means that it's not getting pushed up and it's not sinking down, but staying at the same level.

All of these things combine to help sharks stay afloat and not sink to the bottom of the ocean floor! Pretty cool, huh!?

Coral

Think



- What is this?
- What colours can you see?
- Where in the world might you see this?
- What do you think it feels like?

Respond



Who or what could come out of the coral and what might happen next?



Reimagine



Draw a creature that could live inside the coral.

Discuss



Where do oceans start and stop?

Solve



In every square metre of reef there are approximately 6 crabs. If the reef is 243m^2 , estimate the number of crabs.

There are approximately 14 fish per m^2 . Estimate how many on the reef.

There are approximately 36 coral per m^2 . Estimate how many on the reef.

Discover



Fact: Corals are alive! They are ancient animals related to jellyfish and anemones.

Question: What can you find out about corals? Where is the Great Barrier Reef and what is it?

Diver

[twinkl.com/imagine/oceans](https://www.twinkl.com/imagine/oceans)

Think

- Where is this person?
- What equipment has he got?
- Is he alone?
- Is this his job?
- What is this person trying to do?
- Would you like to do this? Why?
- Is he safe?



Solve

The diver has a 15 litre oxygen cylinder. He has been underwater for 45 minutes and used 60% of his tank. How many more minutes of oxygen does he have?



Discover

Fact: The world record for the deepest scuba dive is 332 metres.

Question: What is the world record for the deepest free dive (when the diver has no oxygen)? Who holds the record?



Respond

Write a report of what is seen and filmed by this diver.



Reimagine

Draw what the diver is recording. Think about what they can see.



Discuss

Is diving safe?



Lionfish

Think



- What is it?
- Where is this?
- Is it male or female?
- Is it alone?
- What is it doing here?
- Is it safe?



Solve



This fish eats plankton and seaweed in the ratio of 2g of plankton to 3g of seaweed. If the fish eats 45g of food in a day, how much plankton will it eat?

Respond



If fish could talk, what would this one be saying?

Discuss



Do fish only belong in the sea?
Should people catch fish?

Discover



Fact: The various fish groups account for more than half of all vertebrate species. There are almost 28 000 known species, of which almost 27 000 are bony fish, with 970 sharks, rays, and chimeras and about 108 hagfish and lampreys.

Question: What sort of fish is this? What is the biggest fish in the world? What is the smallest fish in the world?

Reimagine



Design a different pattern for this fish.

Wave

Think



- Where might this be?
- Is it near to where we are now?
- What is the weather like?
- What caused the wave?
- How can we tell the size of the wave?
- How might it feel to be in the sea when this wave breaks?



Solve



The height of this wave is 28.6m. What is the height in cm? What is the height in mm?

The next wave to break reached a height of 1940cm. What height was this as a percentage of the first wave to one decimal place?

Respond



Lots of poems have been written about waves and the ocean. Write a poem that conveys the movement of the waves?

Reimagine



Draw your own wave. How are you going to capture the action?

Discuss



Is the ocean alive? Why do we need to respect the ocean?

Discover



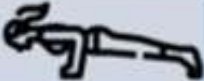




Fact: The highest wave ever recorded was during a tsunami in 1958 in Alaska - it was over 34m high.

Question: Can you find something that is 34m high to get a sense of the scale? Perhaps a building or a number of large objects or animals stacked on top of each other?





Estimation

10 second Activity	Your 10 Second score	Your Estimation for 60 seconds	Your 60 Second score	(Work out) The difference between actual score and estimation
Press up 				
Jumping jacks 				
Bicep curls (with or without weights) 				
Skipping with rope or Two foot jumping 				
Sit ups 				

Hints

The aim of estimating is to use what you know to get to an answer that is close.

A basic rule for this estimation is to multiply by 6

However.....
You need to factor in if you will fatigue (get tired)?

How easy or hard you find each activity?

Give it a go!

Spellings Keywords Week 6

Your writing task this week is to select at least eight of the spellings from this week's list and find their definitions in the dictionary. Once you have written a sentence giving the definition of each, use a thesaurus to list more words that have a similar meaning.

Example: **Amateur:** a person who engages in a pursuit, especially a sport, on an unpaid basis.

Other words for Amateur: beginner, learning, probationer, apprentice

Look, Cover, Say, Write, Check

Look, Cover, Say, Write, Check					
Word	F o l d	Write	Write	Write	Write
awkward					
community					
criticise					
disastrous					

Family challenge project for the week beginning 11.05.20

What would you like to find out about 'OCEANS and SEAs'? You set the goals.

Why not enter the WGC Centenary Schools Photograph Competition - see details below.

Geography and History

Oceans of the world

Where are the oceans? How many oceans are there?

These videos explain where they can be found in the world. <https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw>

<https://www.youtube.com/watch?v=j9elm85IBYA>

Make your own map of the world by using sheets, blankets, clothes. On the floor, mould them into the shapes of the 7 continents as best you can. Label the continents and the five oceans? Here is an link to a world map to help.

<https://www.twinkl.co.uk/resource/au-g-30-continents-and-oceans-mapp>

Find out more about each ocean. <https://www.twinkl.co.uk/resource/t-tp-5976-oceans-of-the-world-facts-powerpoint>

Create your own fact-file.

Ocean layers

What do living organisms need to survive? (i.e. energy, sunlight, food, etc.). How do they get these things? Think about whether these necessities are available in the deepest part of the ocean.

Use the link to find out about the different ocean layers.

<https://www.twinkl.co.uk/resource/t-g-357-the-layers-of-the-ocean-information-powerpoint>

<https://www.twinkl.co.uk/resource/t2-s-1327-ks2-the-layers-of-the-ocean-information-powerpoint>

You might want to look at this link too.

<https://www.nationalgeographic.org/activity/mariana-trench-deepest-place-earth/>

Complete these activities - follow the link.

<https://www.twinkl.co.uk/resource/t2-t-866-creatures-in-the-layers-of-the-ocean-read-and-draw-activity-sheet->

Make your ocean layer picture using any resources you have at home.

Learn about Earth's oceans in this excellent educational video from National Geographic. Around three quarters of the Earth's surface is covered in water, including the well-known Pacific Ocean, Indian Ocean and Atlantic Ocean. The water on Earth makes it unique compared to the other planets in our solar system. Learn the amazing story behind how the oceans first formed and the surprising role comets have played.

<https://www.sciencekids.co.nz/videos/earth/oceans.html>

Plastic and our oceans

Use the links below to find out about plastic in our oceans

<https://www.bbc.co.uk/newsround/47979998>

<https://www.bbc.co.uk/cbbc/joinin/the-deep-plastic-ocean-part-one> - this is an animated series with games from the BBC.

Older children could also watch Blue Planet 11

Younger children can watch an Octonauts which shows the dangers of plastic in the oceans.

<https://www.bbc.co.uk/iplayer/episode/b03b6r3z/octonauts-series-3-6-pelicans>

As a family make a poster thinking about how we can reduce using the amount of plastic and how it is destroying our oceans.

Make a mini film using Lego/teddies to persuade people to use less plastic.

Put on a fashion show of clothes made out of rubbish.

Science

Ocean creatures

Watch some the Blue Planet video clips - see link below. Focus on the animal ones.

<https://www.bbc.co.uk/programmes/b008044n/clips>

or research some ocean creatures - <https://www.natgeokids.com/uk/discover/animals/sea-life/strange-sea-creatures/>

Draw/paint/make a collage of your favourite creature/s - label it. Where in the ocean can it be found? What does it eat? Is it a predator or prey?

Create a PowerPoint or similar showing what you have found out about ocean creatures.

Design and make your own ocean creature - think about how it might swim, where does it live in the ocean, what will it eat?

2. Shark buoyancy - experiment set out below.

	him about it, and to ask him for forgiveness.
Music	Benjamin Britten composed a piece called 'Storm Interlude' from his opera, Peter Grimes. Listen to it here: https://www.bbc.co.uk/programmes/articles/nbGMVskcL8FqFqxcHxgsd5/storm-interlude-from-peter-grimes-by-benjamin-britten What can you find out about Benjamin Britten? Can you list his top 5 compositions and write a sentence about each of them?
Other ideas	<ul style="list-style-type: none">• Watch Blue Planet, Octonauts (Cbeebies).• Find out about the seas around the UK. What are our coastlines like?• Have ago at the ocean activity mats below.



Welwyn Garden City Centenary

Schools Photography Competition 2020

A photo of your life in...

“**LOCK DOWN**”



Upload your photo to:
wgccsps.co.uk/school



DEADLINE: 17th July 2020

Open to all Welwyn Garden City Students KS1–KS5

Prize Giving Ceremony will be held on 26th November 2020

