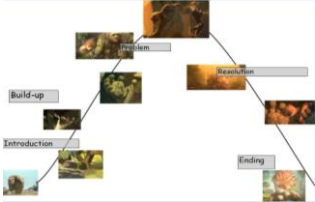




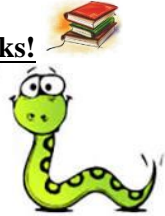







15.6.20	Monday 15th	Tuesday 16th	Wednesday 17th	Thursday 18th	Friday 19th
English	<p>Rock, paper, scissors</p> <p><u>To write the ‘problem’ section of your story</u></p> <p>https://www.youtube.com/watch?v=GymppwZ7IU4</p> <p>Re-watch Rock, Paper, Scissors short film.</p> <p>Re-read the opening and build-up of your draft narrative you wrote last week. Happy with the description/action so far? You should hopefully have included speech between Paper and Rock too.</p>  <p>Today, you are going to write the ‘problem’ section of the story. If you haven’t introduced Scissors already, this is the place to do it – he is the problem! Rock wants to protect Paper (because scissors beats paper!) but we see in the film that Paper’s touch is dangerous to Rock. Show (don’t tell!) Rock’s predicament and try to describe Scissors and his sinister approach.</p>	<p>Rock, paper, scissors</p> <p><u>To write the resolution</u></p> <p>The resolution part of the story are the events that follow the main problem. In Rock, Paper, Scissors, the main problem is Scissors coming to destroy Paper. The resolution is the battle between Rock and Scissors.</p> <p>You have already written the battle scene – how can this be woven into your draft story? What detail needs to come before and after?</p> <p>New content to consider for today: foreshadowing. To give the reader a hint at what might happen in the future. This is an important feature of the story as it shapes the plot.</p> <p>Can you re-watch the film clip – where do we get a hint of the power each character has over the other? (where Rock is damaged by touching Paper’s arm) Can you add this into your draft to give your reader a clue? You could also touch on this at the part where Scissors easily slashed through Paper’s delicate wings.</p>	<p>Rock, paper, scissors</p> <p><u>To write the ending</u></p> <p>https://www.youtube.com/watch?v=GymppwZ7IU4</p> <p>Watch the last part of the film clip from 2:58. Rock has destroyed Scissors and rushes to check Paper who is badly injured. Again, when he goes to touch her, he starts to crumble.</p>  <p>This is a story about the unique relationship between Rock, Paper and Scissors (as in the game), but it is also a tale of great sacrifice. Rock knew from earlier in the story that it was dangerous to touch Paper, but in order to save her, he realised he needed to carry her back to her paper land and that this would destroy him. How will you capture this at the end of your story today? Show don’t tell! Use his facial features at the end to suggest he was happy he’d acted this way.</p> 	<p>Rock, paper, scissors</p> <p><u>To write up your story</u></p>  <p>Hot write!</p> <p>Today, is hot write time! You will need to read through your story draft – can you read it aloud to someone at home? Does it capture the mood of the story? Use the success criteria in the powerpoint to help you up-level your writing. Please also check spelling and punctuation.</p> <p>You can either write this up on the format provided or type it or write it out on paper – your choice.</p> <p>We hope you’re proud of your writing and we’d love to see it on Showbie please!</p> 	<p>Bingo books!</p>  <p>Vocabulary Infer Predict Explain Retrieve Summarise</p> <p>As you may have heard from our videos early on, we now have some VIPERS comprehension activities linked to some of the books on the year 6 bingo board. Here’s what’s on the school website already:</p> <ul style="list-style-type: none"> • Skellig • Harry Potter • Holes • Kensuke’s Kingdon • Tom’s Midnight Garden <p>We’d like you to choose one of the books above that you’ve hopefully read and have a go at some selected parts of the comprehension. If you haven’t read any of the above, remember Kensuke’s Kingdon is in the Showbie storytime folder for you to listen to. Then try answering some questions.</p>

Remember to check out our Storytime in Showbie! This week, we continue with Artemis Fowl by Eoin Colfer. Let us know in the story time folder if you’re enjoying it! 😊

<p>Reading</p> 	<p>10 - 20 minutes independent reading. Listen to our storytime feature, Artemis Fowl!</p>	<p>https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/L2-Crossword-729.pdf Have a read of the articles and see if you can answer any of the cross word clues!</p>	<p>10 - 20 minutes independent reading Listen to our storytime feature, Artemis Fowl!</p>	<p>https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/NewsPics-729.pdf Have a read through and choose either section A or B of the quiz to have a go at. Answers at the bottom!</p>	<p>10 - 20 minutes independent reading Listen to our storytime feature, Artemis Fowl!</p>
<p>Maths</p> <p>ALGEBRA & MEASURE</p> <p>This week we continue with a couple of lessons on algebra before moving in to Measure</p> <p>TTRS – The Challenge!</p>  <p>Year 6, can you take the heat and beat the teachers? <u>Starts Monday 8.00AM</u></p> <p><u>Don't forget the Ghost Pepper Challenge as well!</u></p>	<p>Mild – Metric Conversion https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (1) 2-Step Equations https://whiterosemaths.com/homelearning/year-6/</p> <p>Watch the video and then visit the Home Learning Folder for the Question and Answer pack which link with this.</p> <p>Answer Questions 1-4</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-8, but also try this challenge:</p> <p>The length of a rectangle is $2x + 3$ The width of the same rectangle is $x - 2$ The perimeter is 17 cm.</p> <p>Find the area of the rectangle.</p>	<p>Mild – Converting Measures https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (2) Find Pairs of Values https://whiterosemaths.com/homelearning/year-6/</p> <p>Answer Questions 1-4</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-8, but also try this challenge:</p> <p>$ab + b = 18$</p> <p>Mo says,</p>  <p><i>a and b must both be odd numbers</i></p> <p>Is Mo correct? Explain your answer.</p>	<p>Mild – Imperial Measures https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (3) Convert Metric Measures https://whiterosemaths.com/homelearning/year-6/</p> <p>Answer Questions 1-5</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 6-11, but also try this challenge:</p> <p>A shop sells one-litre bottles of water for 99p each.</p> <p>300 ml bottles of water are on offer at 8 bottles for £2</p> <p>Whitney wants to buy 12 litres of water. Find the cheapest way she can do this.</p>	<p>Mild – Measuring Lengths https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (4) Miles and Kilometres https://whiterosemaths.com/homelearning/year-6/</p> <p>Answer Questions 1-4</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 5-7, but also try this challenge:</p> <p>The distance between Cardiff and London is 240 km.</p> <p>A car is travelling at 60 mph.</p> <p>How long will it take them to get to London from Cardiff?</p>	<p><u>CHALLENGE FRIDAY</u></p> <p><u>ALL</u>– Challenge someone to a Rockslam on TTRS</p> <p><u>Spicy</u> - White Rose Friday Challenge https://whiterosemaths.com/homelearning/year-6/</p> <p><u>Try the Challenge on BBC Bitesize Daily</u></p> <p><u>OPTIONAL SHOWBIE:</u></p> <p><u>TRY THE REASONING TEST IN 40 MINUTES AND UPLOAD THE SCORE</u></p>  <p><u>Red Hot</u> – Complete Spicy, <i>additionally</i> <u>Special Friday Challenge:</u></p>  <p>What is the speed limit and if you travelled at this speed how far would you go in 12 minutes?</p>



A box contains 8 badges.

The mass of the box and the badges is 160 g.

3 badges are removed from the box

The mass of the box and badges is now 121 g.

What is the mass of the box?

Marty has £412 and Hannah has £1,162
Marty and Hannah are each given the same amount of money.

Hannah now has twice as much as Marty.

How much were they each given?

The Ghost Pepper Challenge

Badges – Entry level
Money – Super Spicy!

**Spellings
Suffix
Ch words with
a 'k' sound**

- Architect
- Character
- Chemistry
- Chrome
- Chronological
- Scheme
- Technique
- Chorus
- Psychologist
- Archaeology
- Echo
- Anchor
- Arachnid
- Chaos
- Mechanic

Choose the spellings from the list that you will learn. Find out the definitions of unfamiliar words. Record in your home learning book.

Mrs Smith's spelling group
Words with 'oo' and 'ew' blends making long vowel 'u' sound (says its name)
'oo' inside the word and 'ew' at the end.

cartoon
afternoon
choose

The following are homophones so check meaning.

threw
knew
flew

Have a go at the words with 'oo' and 'ew' worksheet in the learning resources folder.

Put the spellings into sentences that show you understand the meaning. Use your home learning book.

e.g.

The **characters** of Rock, Paper and Scissors are all very different.

The helpful **mechanic** fixed by broken car.

At secondary school, we will study **chemistry**.

Complete a spelling activity for your chosen words using ideas from the spelling menu at the bottom of this document.

SPELLING MENU

1. ABC Order Write all of your words in ABC order.	2. Word Facts Write your words. Then use a dictionary to find out the meaning of each word.	3. Other Spelled Write each word 5 times, once using the long 'oo' and once using the short 'oo'.	4. Visual Spotlight Write your words using dot markers to help you remember the letters.
5. Use Technology Type on your computer. Try to use a colour keyboard.	6. Pyramid Words Write your words in a pyramid shape.	7. Rhyming Words Write your words in a rhyming pattern.	8. Rainbow Words Write your words in a rainbow pattern.
9. Scrambled Words Write your words. Then scramble the letters and try to unscramble them.	10. Silly Sentences Write 3 or more sentences that use your words.	11. Prefixes and Suffixes Underline the prefixes and suffixes in your words.	12. Word Search Create your own word search with your words.
13. Flashcards Make your own flashcards for your words.	14. Picture A Story Draw a picture and write a story using your words.	15. Words without Vowels Write all of your words without vowels.	16. Train Words Write the words on a train and try to get to the end.
17. Write a Story Write a story using all your words.	18. Bubble Letters Write your words in bubble letters.	19. Words Within Words Write each word 5 times, once using the long 'oo' and once using the short 'oo'.	20. Picture words Draw a picture and label your words.

Complete a spelling activity for your chosen words using ideas from the spelling menu at the bottom of this document.

SPELLING MENU

21. Questions/Answers Write a question and answer for your words.	22. Idioms Write an idiom that uses your words.	23. Crossword Puzzle Make a crossword puzzle with your words.	24. Storying Words Write your words in a story.
25. Phonemes Write your words and label the phonemes.	26. Writing Paper Write your words on writing paper.	27. Code Words Write your words in a code.	28. Word Games Play word games with your words.
29. Synonyms Write your words and find synonyms.	30. Antonyms Write your words and find antonyms.	31. Jokes Write your words in a joke.	32. Backwards Words Write your words backwards.
33. V Words Write 2 words with one vowel and one consonant.	34. Alphabet Poem Write a poem using all the letters of the alphabet.	35. Scrabble Write your words on a Scrabble board.	

Test time!
Get an adult to test you on your spellings. Ask them to say the word and you write down a sentence with the word in.

One mark for the word correctly spelt, one mark for it being used in the correct context.

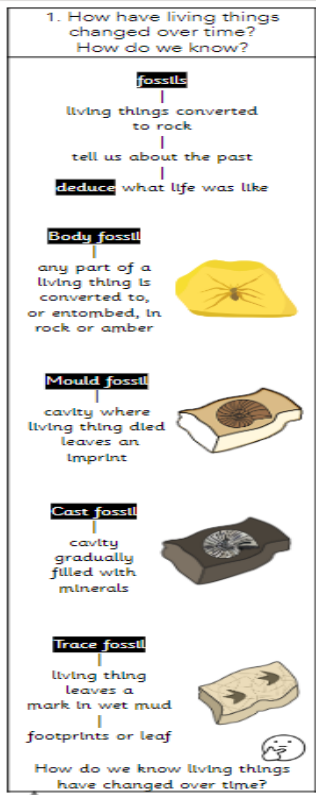
Keep a record of your scores so you can let us know how you're doing.

**Science:
Evolution and inheritance.**

Know about Charles Darwin and his theory of evolution called Natural Selection.

Understand how animals and plants have adapted to suit the environment.

Log in to Developing Experts, and click on the lesson: **‘Explain what fossils can tell us’.**



Watch the presentation, ‘**Explain what fossils can tell us.**’

Your task:

Use the information sheet provided (by Mike Linley) to read about fossils and what they can tell us and answer the questions on the sheet provided.

You can either answer the questions onto the sheet or you can present this information in a different way. You may wish to record your responses on your own made up fossils information sheet with supporting pictures of fossils to make it look eye-catching. Remember to still answer the questions!

Explain what fossils can tell us

Read zoologist Mike Linley's information about dinosaurs and answer the questions on the following page

What are Fossils?
You may think fossils are just shapes in rocks, but they are actually the hard remains of old animals, plants and insects that lived millions of years ago. When they die, the rock compresses around their bodies, and leaves a mould impression in the rock.

Fossils have proved very important for scientists to understand what animals looked like millions of years ago, such as dinosaurs and other prehistoric animals.

What can fossils of dinosaurs tell us?

- The size and shape of the animal
- Distinctive features such as horns, spikes and wings
- If the animal was a herbivore or carnivore
- The size of organs such as the brain
- How many legs they walked on

What can dinosaur eggs and poo tell us?

- How dinosaurs developed as babies
- If they lives in groups or individually
- What the dinosaur ate
- If the dinosaur was a herbivore or carnivore

Anything else?
Yes, we can also find information out from nests and footprints, such as: how fast they moved; how they move their tails and roughly when the dinosaur lived.

Dinosaurs are believed to have become extinct around 65 million years ago with only mammals following them on Earth.

Stretch: Read the text and answer the questions using the correct key language.

Challenge: Read the text and answer the questions.

Explain what fossils can tell us

Read my information about dinosaurs and fossils, then answer the questions below.

1. What are fossils?

2. Why have fossils been important for scientists to study?

3. Name three things that dinosaur fossils can tell us.

4. In which ways do you think nests could suggest if they lived in groups or alone?

5. Explain what dinosaur eggs could tell us.

6. How could dinosaur poo suggest what they ate?

7. When did dinosaurs die out? Why do you think they became extinct?



Also:

- Complete the rocket word quiz and the assessment quiz.
- Optional: complete the word search.



Art. Focus: Learning about great artists and designers.



Gustav Klimt, Austrian painter.

We would like to continue to focus on some of history’s great artists and designers. This week, we will focus on the fantastic work of Gustav Klimt.

<https://read.bookcreator.com/TQDwcczJloNs56QBLHLfxA8Y3aQ2/tGBbEiMZRC6jDmFE7rGang>

Have a look at this e-book that Mrs. Price has made about Klimt. Use the links on the back page to find out more about him and his work.

Your task:

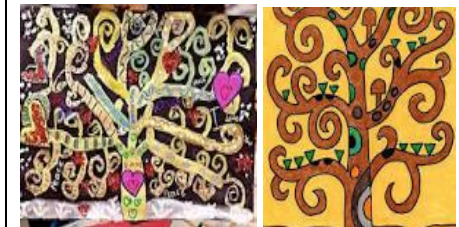
Arguably, one of Klimt’s most famous pieces was **The Tree of Life** painted in 1905.

We would like you to create your own tree of life inspired by Klimt. You can either draw, colour or paint your own version of the tree and/or think about objects and things that are important in your life and depict them in your tree of life as symbols. For example: Family, First Memories, Food, Games, Toys, friends, special objects, favourite things etc.



The Tree of Life, 1905.

The Tree of Life is an important symbol in nearly every culture. With its branches reaching into the sky, and roots deep in the earth, it dwells in three worlds- a link between heaven, the earth, and the underworld, uniting above and below.



French: Week Three

For the final half-term of French we are going to draw upon a number of the activity and vocabulary areas studied in your time at Abbots Green and create a 'diary' to demonstrate your knowledge. This will take the form of a series of sentences which you will construct to describe a number of different situations. You can choose to describe a typical week in your life in Year 6 or focus on one specific day. This is **week three** and you should focus on telling your diary **about something that you have done at home which could be a pyjama day, film night, zoom call with family or something else (you can make this up or create something that you have actually done)**. Remember to talk about the characters in your family or friends who you meet or interact with

Mild - Everyone should attempt three sentences to describe a day or part of a day.
Spicy - If you are confident with this try to create a couple of short paragraphs and show ambitious vocabulary as well as recording speech that has taken place.

As previously examples are given in the resources pack but try to be as adventurous as you can be on this one!

Try using a translation site such as <https://translate.google.co.uk/> to help you.

Bon Chance!



PE 5 Day Challenge!

This week you have the opportunity to get more active with a challenge for each day! A bit like the Bingo Book list can you create a line or even go the whole way during the week and complete your card?

There are a number of ways to play:

- Have a family member call out a number and match it to an exercise which you have to do (at least 5)
- Print off a copy, throw an object onto the print and do the exercise that you have hit
- Choose a certain number of activities to do each day and repeat them, increasing the number of times each day
- Choose your own way to play



Get creative, get active and why not challenge one of your classmates to a test!

Geography

5.
How are mountains formed?

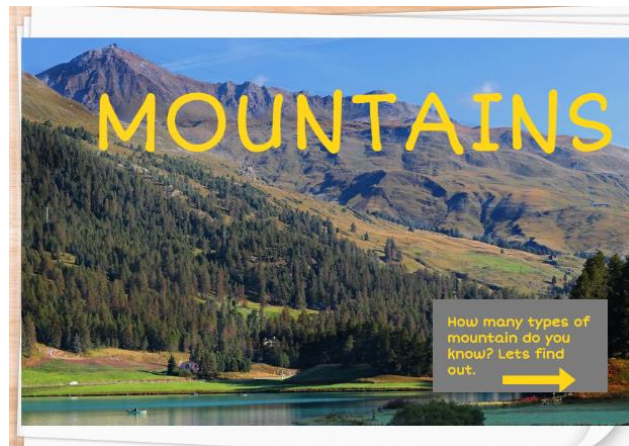
mountains

Mountain Formation

Both this week and next week we will focus on how mountains are formed.

To help you get started have a look at this super E-Book put together by Mrs Cragg:

https://read.bookcreator.com/J9gkBq4B0AUejhkyr5awRo6aRgn1/liXYWUlhQEm_wClqkRY9vw



MILD: What we would like you to do is create, using the information provided and your own research, a summary of how mountains are formed in a format of your choice. Try not to be too detailed in your examples since you will be focusing on one mountain range next week. Provide at least one example of each mountain formation type and ensure that you use the Knowledge Note to guide you.

SPICY: Can you create your own mountain using everyday household objects to illustrate a type of formation? This could be something simple using paper or more complex using a range of materials. Keep it simple! You could make a video and explain your construction verbally or annotate your model with supporting notes. If you'd prefer to write and draw, that's fine too! There are lots of ideas on the internet but have a look at some of them illustrated here:

<https://www.3dgeography.co.uk/mountain-models>

Thank you for all the super work you have been sending in to us – it's a real pleasure to see! We have some really super work on Kandinsky, your newly-created animal to survive in deserts and fantastic battle scene descriptions. Wow! It was great to hear about some of your reasoning paper scores too - keep them coming! 😊

Continue to try to set aside **at least three hours per day** for your learning but remember that you can choose the order you do things in/the days you complete them on.



Remember, this symbol shows you which tasks we would love you to try and send back to us through Showbie once you have completed it.










This week, we would love to see your Rock, Paper, Scissors stories – we can't wait to read these and would like to see as many as possible! We would also like to see your Klimt Tree of Life artwork and the optional showbie this week is the reasoning paper.

Also remember to take regular breaks, get outside in the garden and remain active! We know you will be working hard and continuing to make the best of the situation you are in. Take care and stay safe Year 6!








Mrs Heath, Mr Brooks and the year 6 team.



SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling spelling</p> <p>(or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p> 	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>

SPELLING MENU

<p>21. Question/Answers</p> <p>Write questions with half of your spelling words. Then use the other half to answer the questions. Underline the words you used.</p> 	<p>22. Riddles</p> <p>Write a riddle for each of your words. Don't forget to answer them. e.g. I am grey. I have a trunk and big ears. Answer: elephant.</p> 	<p>23. Crossword Puzzle</p> <p>Make a crossword puzzle with your spelling. Show the answers to your puzzle.</p> 	<p>24. Rhyming Words</p> <p>Write your spelling words out with a rhyming word next to them. Remember that words do not need to have the same spelling pattern to rhyme. e.g. men and again</p>
<p>25. Homophones</p> <p>Can you find any homophones which go with your spelling words? What do they mean? e.g. wear and where, to, too and two their, there and they're</p>	<p>26. Writing Race</p> <p>Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.</p> 	<p>27. Code Words</p> <p>Come up with a code for each letter of the alphabet and then write each word in code. e.g. a = □ b = ◆ c = ◆</p>	<p>28. Word Classes</p> <p>Sort your spelling words into word classes - nouns, verbs, adjectives etc. Be careful - some words can be used in more than one category e.g. swimming.</p>
<p>29. Synonyms</p> <p>Find at least 2 synonyms for each of your spelling words.</p> 	<p>30. Antonyms</p> <p>Find an antonym (opposite) for each of your spelling words.</p> 	<p>31. Joker</p> <p>Write jokes containing each of your spelling words.</p> 	<p>32. Backwards Words</p> <p>Write your spelling words forwards and then backwards. Remember to write neatly!</p> <p>BACKWARDS</p>
<p>33. X Words</p> <p>Write 2 words with one letter in common so that they cross over each other. e.g. b r ch<u>e</u>es<u>e</u> a d</p>	<p>34. Acrostic Poem</p> <p>Write an acrostic poem for your spelling words. See if you can stick to a theme when writing. e.g. sun Sun shines brightly Up in the sky Nice and warm on my face</p>	<p>35. Scrabble</p> <p>In a game of Scrabble, each letter is worth a certain number of points. Write your words and then add the total of the letters. Which of your spelling words has the highest total value?</p> 