



18.5.20	Monday 18th	Tuesday 19th	Wednesday 20th	Thursday 21st	Friday 22nd
<p>English</p> <p>*Reporters!* Hot off the Press... Spider has been found guilty of the disappearance of Fly!</p> <p>This week, you will be writing your newspaper report about this sensational story!</p>	 <p><u>To write a headline and your opening 5Ws paragraph</u> (who, what, where, when, why)</p> <p>Follow the PowerPoint about headlines. Can you come up with your own? Here are some of mine: 'A web of deceit', 'Fly Pie!' 'Dollhouse death'. I'm sure you can do better! Now think about writing your opening paragraph. You could base it on this example or make your own: Who: Spider What: been sentenced to life in prison When: yesterday/own choice Where: Web Town/Bugsville/own choice Why: found guilty of Fly's disappearance.</p>	<p><u>Find journalistic phrases</u></p> <p>To use the appropriate style of writing, we would like you to read through the 'Boy overboard' and pull out all the journalistic phrases you think would be good to use in your own article. You can write them down in your home learning book/on paper or highlight them on the article itself.</p> <p>Here's one or two I found to start you off: 'In a dramatic series of events...' 'It is thought that...'</p> <p>Mild: Find 3 more phrases to use in your own report.</p> <p>Spicy/Hot: find 5 more phrases to use in your own report.</p>	<p><u>To write the next 2 paragraphs of your article.</u></p> <p><u>Main body/Facts</u></p> <p>Eye witness accounts suggest that Fly was last seen entering Spider's house.</p> <p>Fly was warned by friends that Spider was dangerous.</p> <p>Numerous other insects have been seen to enter the property and not return.</p> <p>Spider was heard boasting to friends about how he was expecting to dine with the fly later that evening.</p> <p>Police were unable to locate the body but did find fly's umbrella.</p> <p>A note was found in Spider's house from the Fly. It read 'Help!'</p> <p>Spider had been arrested before regarding the disappearance of other flies.</p> <p>Re-read 'Boy overboard' to see how the next two paragraphs further develop the news story from the 5Ws. They have a go at writing your own using some of the facts from above.</p>	<p><u>To draft your newspaper article</u></p> <p>Read Royal Wedding article. Pay attention to how the story is developed through the rest of the article from the 5Ws.</p> <p>Today, we would like you to finish drafting your newspaper article.</p> <p>*Can you now add in your quotes from last week?</p> <p>*Can you add in your journalistic phrases from Tuesday?</p> <p>*Can you add a short conclusion to say what is happening now? E.g. Spider is currently awaiting his trial or is there a campaign to make Web Town safer now or is Spider's house being demolished as a result?</p>	<p><u>To edit and write up your article</u> The last technique we would like you to try is to use media bias. This is where you show Spider in a negative light. For example: On the 9th September, Spider killed the Fly and today justice was served when he was put in prison for life. Becomes: On the 9th September, the merciless Spider killed the young, innocent Fly in cold blood. However, today justice was served when Spider was sentenced to rot in prison like the murderous coward he is.</p> <p>Read through your draft and see where you can add any media bias in. Now you are ready to read it all through and then write it up. Take care with spelling, punctuation and sentence structure too. Format available in resources if you wish to use it.</p> <p></p>
<p>Remember to check out our Storytime in Showbie! Each day, a chapter from a book will be read. Sit back, get comfortable and listen along for 10 minutes! Kensuke's Kingdom by Micheal Morpurgo continues this week. Let us know in the story time folder if you're enjoying it! 😊</p>					
Reading	10 - 20 minutes independent reading. And/or listen to our storytime feature – a chapter of Kensuke's Kingdom!	https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Lores_725.pdf	10 - 20 minutes independent reading And/or listen to our new storytime feature – a chapter of Kensuke's Kingdom!	https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Look-Closer-725.pdf Have a read through and see if you can answer 5 of the questions – verbally or written.	10 - 20 minutes independent reading And/or listen to our new storytime feature – a chapter of Kensuke's Kingdom!
Maths	Mild – Introducing Decimals https://www.mymaths.co.uk/	Mild – Ordering Decimals https://www.mymaths.co.uk/	Mild – Decimal Places https://www.mymaths.co.uk/	Mild – Starting to Multiply Decimals	ALL – Divide/Multiply Decimals https://www.mymaths.co.uk/

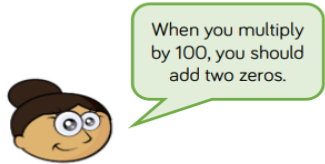
**DECIMALS:
MULTIPLICATION &
DIVISION**

This is a revision and deepening of understanding relating to decimals. It's an opportunity to review your knowledge and practise in a number of contexts.

Spicy - Daily lesson tutorial (1) Multiply & Divide by 10,100 & 1000
<https://whiterosemaths.com/homelearning/year-6/>

Watch the video and then visit the Home Learning Folder for the Question and Answer pack which link with this. The questions are no longer on the White Rose site.

Answer Questions 1-4
Red Hot – Complete Spicy, additionally Q 5-8, but also try this challenge:
 Dora says,



Do you agree?
 Explain your thinking.

Spicy - Daily lesson tutorial (2) Multiply decimals by integers
<https://whiterosemaths.com/homelearning/year-6/>

Answer Questions 1-4

Red Hot – Complete Spicy, additionally Q 5-8, but also try this challenge:

Fill in the blanks

3	•	4	5	
X				
0	•	3	0	
	•	4	0	
1	•	0	0	
	•			

Spicy - Daily lesson tutorial (3) Divide decimals by integers
<https://whiterosemaths.com/homelearning/year-6/>

Answer Questions 1-4

Red Hot – Complete Spicy, additionally Q 5-8, but also try this challenge:

$C \text{ is } \frac{1}{4} \text{ of } A$
 $B = C + 2$

Use the clues to complete the division.

A	C	.	C	B	C	2

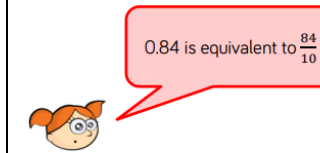
<https://www.mymaths.co.uk/>

Spicy - Daily lesson tutorial (4) Decimals as fractions

Answer Questions 1-4

Red Hot – Complete Spicy, additionally Q 5&6, but also try this challenge:

Alex says,



Do you agree?
 Explain why.

Spicy - White Rose Friday Challenge
<https://whiterosemaths.com/homelearning/year-6/>

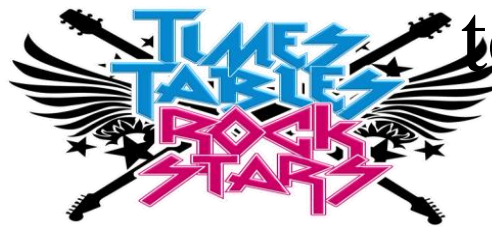
This will re-direct you to the Friday Challenge on BBC Bitesize Daily

**OPTIONAL SHOWBIE:
 TRY THE ARITHMETIC TEST IN 30 MINUTES AND UPLOAD THE SCORE**



TTRS: There are sessions set each day on Monday and Tuesday, in preparation for a Year 6 Class V Class battle on Wednesday and Thursday (9.00 – 5.00 each day). Can Heather outsmart Larkspur or will Larkspur take the honours?

Are you ready



to rock?

Spellings

-ily suffix
Satisfactorily
Satisfactorily
Temporary
Temporarily
Unnecessary
Unnecessarily
Ordinary
Ordinarily
Hungry
Hungrily
Extraordinary
extraordinarily

Choose how many spellings from the list that you will learn. Find out the definitions of any unfamiliar words. Use your home learning book.

Mrs Smith's spelling group: Spellings using 'ee' and 'ea' to give long 'e' sound (say letter name) reach stream agree speech proceed disappear beneath

Have a go at 'words with 'ee' and 'ea' sound worksheet in resources folder.

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

e.g.

I am extraordinarily pleased with my newspaper article!

School is temporarily closed at the moment.

SPELLING MENU

1. ABC Order Write all of your spelling words in ABC order.	3. Word Pairs Write your words. Then use a separate pencil to write the words in a different color. e.g. <u>reach</u> <u>stream</u>	5. Other Handed Write each word 5 times, switching the hand you write with each time. Do this with your left hand. e.g. <u>reach</u>	4. Visual Spelling Draw your spelling words and use color for the vowels and a different color for the consonants. e.g. <u>reach</u>
2. One Technology Type out your spelling words in four columns. To be able to read a different letter.	6. Pyramids Write your words in a pyramid shape. e.g. <u>reach</u>	7. "Hollow" Words Write your words for cutting out each of the vowels and gluing the letters on colored paper to make your words. e.g. <u>reach</u>	8. Rainbow Words Write your spelling words with each letter in a different color. e.g. <u>reach</u>
9. Scrambled Words Write your words in a word search. Write the words in a different color. e.g. <u>reach</u>	10. Silly Sentences Write your words in a silly sentence. e.g. <u>reach</u>	11. Poetries and Poems Write your words in a poem or a rhyme. e.g. <u>reach</u>	12. Word Search Write your words in a word search. e.g. <u>reach</u>
13. Flashcards Write your words on flashcards. e.g. <u>reach</u>	14. Picture & a Story Draw a picture and write a story about your words. e.g. <u>reach</u>	15. Words without Vowels Write your words without the vowels. e.g. <u>rch</u>	16. Train Words Write your words in a train. e.g. <u>reach</u>
17. Make a Story, Poem or Song with Words Write a story, poem or song using your words. e.g. <u>reach</u>	18. Bubble Letters Write your words in bubble letters. e.g. <u>reach</u>	19. Words with Vowels Write your words with the vowels in a different color. e.g. <u>reach</u>	20. Picture words Draw a picture and write your words. e.g. <u>reach</u>

SPELLING MENU

1. Question Words Write a question for each of your words. e.g. <u>reach</u>	2. Match Write a match for each of your words. e.g. <u>reach</u>	3. Coloured Words Write a word for each of your words. e.g. <u>reach</u>	4. Spelling Words Write your spelling words in a different color. e.g. <u>reach</u>
21. Phonemes Write your words in phonemes. e.g. <u>reach</u>	22. Writing Task Write your words in a writing task. e.g. <u>reach</u>	23. Code Words Write your words in a code. e.g. <u>reach</u>	24. Word Games Write your words in a word game. e.g. <u>reach</u>
25. Synonyms Write your words with synonyms. e.g. <u>reach</u>	26. Antonyms Write your words with antonyms. e.g. <u>reach</u>	27. Bases Write your words with bases. e.g. <u>reach</u>	28. Research Words Write your words with research. e.g. <u>reach</u>
29. X Words Write your words with X. e.g. <u>reach</u>	30. Animal Pairs Write your words with animal pairs. e.g. <u>reach</u>	31. Spelling Write your words with spelling. e.g. <u>reach</u>	

Test time!

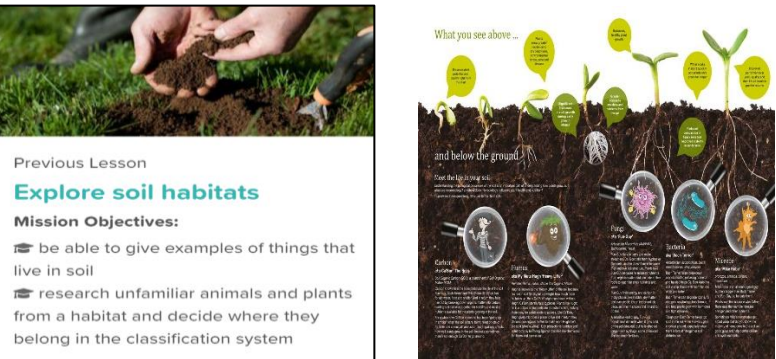
Get an adult to test you on your spellings. Ask them to say the word and you write down a sentence with the word in.

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: Living things and their habitats – Soil habitats

Log in to Developing Experts, and click on the lesson 'Explore soil habitats'.



Previous Lesson
Explore soil habitats
Mission Objectives:

- be able to give examples of things that live in soil
- research unfamiliar animals and plants from a habitat and decide where they belong in the classification system

Watch the presentation and complete the mission assignment. (Ignore the 'mission to write' on slide 24!).

YOUR TASK:

Create an eye-catching poster to show that you understand the different types of organism that live in soil by answering the questions on the handout and using the information in the presentation/your own research.

Don't forget to answer the key questions:
'Why is soil an important eco-system?'
'Why is soil vital (very important) for life on Earth?'

Remember to complete the Rocket words quiz and the assessment quiz so I can see how you're doing.

You can do the word search too if you wish!

Use this handout in the resources folder to help you focus your research:



Explore soil habitats

Research each of these types of organisms to answer the questions. Once your research is complete, make a poster showing your findings.

Bacteria
How many bacterium can be found in a teaspoon of soil?
What role does bacteria play in a soil habitat?
How do scientists look at bacteria?

Fungi
Give some examples of fungi which live in soil.
Hyphae are long threads which grow from fungi. How do they affect the structure of the soil?
How do different types of fungi affect plants?

Animals
(Think about worms and insects as well as larger mammals)
Which animals live their whole life in soil?
Which animals live part of their life in soil?
Give an example of an animal that helps make soil.

Plants
How do plants protect soil habitats?
Give five examples of plants which need soil to grow.
How does the soil affect which plants can grow in an area?
How do plants make new soil?

Stretch:
What is the nutrient cycle and what role does soil have in it?

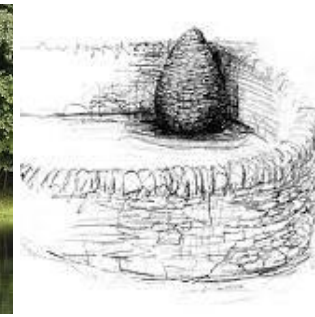
Challenge:
Link together how these different organisms affect each other in a soil habitat.

Art.
Focus: Andy Goldsworthy British sculptor/land artist/ photographer.

This is our last lesson relating to Andy Goldsworthy – I hope you've enjoyed exploring some of his work and now feel familiar with his approach and style.

With this in mind, for your final masterpiece, we would like you to ‘design’ a new Goldsworthy sculpture/piece of ‘land art’ that would fit nicely amongst his other works. This could include circular/swirl features or a flowing line or sticks/slate/stone to create a 3D land or hanging sculpture – you decide!

Can you sketch this out using some of the fantastic shade and tone we’ve seen so far? Can you go a step further and create it?! (where possible of course!) Have fun!



French:

This week we are going to revise **time** vocabulary – another topic which we have covered recently. First read and revise subject through the French Time PPT in the resources section of your home learning. This covers common times and is quite comprehensive but research any vocabulary you are unsure about. Why not get a family member to test you on some times before you move on?

Mild - Everyone should attempt questions 1-3 on the French Time (1) activity sheet (answers on Time Answers doc)

Spicy – If you are confident with this, also attempt questions 4 and 5 – if you haven’t got a printer you can draw out the clock faces in question 4 (again, answers on Time Answers doc)

If you want more language fun you might also want to re-visit the this popular site choose a game or activity:

<https://www.french-games.net/>



PE:

Continue daily with ‘P.E with Joe’ on Body Coach TV. It’s live every morning at 9:00 and last for 30 minutes – a great way to start the day!

Follow this link - https://www.youtube.com/watch?v=6v-a_dpwhro

Geography

How features form at tectonic plate boundaries?



In geography this week we would like you to complete the third part of your mini-presentation PPT with a look at the title question above. Research this question thoroughly to provide adequate notes for your finished presentation. Remember that examples from around the World make your presentation more powerful and interesting.

We are going to focus on volcanoes after half term so we would like you to concentrate on the remaining common features which include the following:

- Fault lines
- Submarine mountain ranges
- Island arcs
- Deep open trenches

Ignoring volcanoes, this gives you plenty of opportunity to complete this factfile with an explanation of the above features – you would expect to cover all four but might want to focus on one in more detail – and tie the piece of work together.

Since many of you have worked really hard on this already we would like this to be a **Showbie** task!



We hope you got on well with the tasks you completed last week. Thank you for all the super work you have been sending in to us – it's a real pleasure to see! 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 completed Spider and the Fly newspaper article, your arithmetic paper and your Geography presentations. We can't wait to see your work!

Also remember to take regular breaks, get outside in the garden and remain active – the sun has come back out this week! 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>jumping</u> <u>caterpillar</u></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</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 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 = o 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>s<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> 