






1.6.20	Monday 1st	Tuesday 2nd	Wednesday 3rd	Thursday 4th	Friday 5th
Welcome back to summer term 2! We hope you had a lovely, relaxed half term and are ready to take on this half term's learning provision.					
English	<p>Complete the CGP non-fiction reading task: read Inside the World of Jam on pages 22 – 25.</p> <p>Mild: Complete fact retrieval questions on page 26 – 27.</p> <p>Complete word meaning questions on page 30.</p> <p>Spicy/hot: Complete inference questions on page 28 – 29.</p> <p>Complete summary and comparison questions on page 31.</p> <p>This should now be your non-fiction CGP book complete – well done!</p>	<p><u>Rock, paper, scissors</u> <u>Describe character</u></p> <p>Watch this short film clip: https://www.youtube.com/watch?v=GympwZ7IU4</p> <p>We will be using this over the next couple of weeks as inspiration for our writing.</p> <p>Today, we will be continuing to build on our ability to describe characters by using the techniques described in the powerpoint.</p> <p>Follow the powerpoint. Mild: describe Paper. Support frame based on Rock to help if needed.</p> <p>Spicy/hot: complete 2 contrasting descriptions of Paper and Scissors</p> <p>Resources/worksheet with images available in Showbie folder to support.</p>	<p>CGP Grammar booklet:</p> <p>Mild: Complete 'standard vs. non-standard English on page 46.</p> <p>Complete 'Prefixes and suffixes' on page 52 – 54.</p> <p>Spicy/hot: Complete Mixed practice on page 28 – 30</p> <p>Complete past tense with 'have'</p> <p>CGP punctuation booklet:</p> <p>Mild: Complete exclamation marks and question marks on page 4 – 5</p> <p>Spicy/hot: complete brackets and dashes for extra information on pages 28 - 30</p>	<p><u>Rock, paper, scissors</u> To use noun phrases to develop setting description</p> <p>Follow powerpoint with revision about how to build up effective noun phrases. Have a go at listing all the nouns you see in the picture of the dragons and build up a noun phrase with one of your choice.</p> <p>Main task for all: look at the pictures of Paper's setting. Can you list all the nouns you see and then practise building them up into effective noun phrases?</p> <p>Optional extra: contrast it by doing the same with the picture of Scissor's setting. Can you use the contrast of dark and light we have practised in the past?</p>	<p><u>Rock, paper, scissors</u> To write a short diary from Rock's point of view.</p> <p>Today, we will practise developing character perceptions. Rewatch the clip again – just the first bit where it shows Rock up high on the cliff top. Why is he up there? Has he been banished? How does he feel at the beginning? Does he find comfort and happiness in watching Paper tend lovingly to her flowers and bringing light and joy?</p> <p>Your task: Today you will write a short diary entry from Rock's point of view. Imagine he has been watching over Paper for a few days. What would he write about? Include thoughts and feelings about where he is, his perceptions of himself and feelings about Paper.</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! This week it is.....Artemis Fowl by Eoin Colfer. Let us know in the story time folder if you're enjoying it! 😊					
Reading	10 - 20 minutes independent reading. And/or listen to our storytime feature	https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Lores_726-1.pdf	10 - 20 minutes independent reading And/or listen to our storytime feature.	https://schools.firstnews.co.uk/wp-content/uploads/sites/3/resources/Look-Closer-726.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 storytime feature.

<p>Maths</p> <p>FRACTIONS/ DECIMALS/ PERCENTAGES</p> <p>This revises work completed in Autumn and Spring Term. It's an opportunity to review your knowledge and practise in a number of contexts</p>	<p>Mild – Fractions, Decimals, Percentages https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (1) Fractions to Percentages 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 5-7, but also try this challenge:</p> <p>In a Maths test, Tommy answered 6 of the questions correctly.</p> <p>Rosie answered $\frac{3}{5}$ of the questions correctly.</p> <p>Who answered more questions correctly?</p> <p>Explain your answer.</p>	<p>Mild – Starting to model https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (2) Equivalent FDP 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>How many different fractions can you make using the digit cards?</p> <p></p> <p>How many of the fractions can you convert into decimals and percentages?</p>	<p>Mild – Model fractions and percentages https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (3) Order FDP 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>Which month did Eva save the most money?</p> <p>Estimate your answer using your knowledge of fractions, decimals and percentages. Explain why you have chosen that month.</p> <p>In January, Eva saves $\frac{3}{5}$ of her £20 pocket money. </p> <p> In February, she saves 0.4 of her £10 pocket money.</p> <p>In March, she saves 45% of her £40 pocket money. </p>	<p>Mild – Modelling percentages https://www.mymaths.co.uk/</p> <p>Spicy - Daily lesson tutorial (4) Percentages of Amounts</p> <p>Answer Questions 1-3</p> <p>Red Hot – Complete Spicy, <i>additionally</i> Q 4-6, but also try this challenge:</p> <p>How many ways can you find 45% of 60?</p> <p>Use similar strategies to find 60% of 45.</p> <p>What do you notice?</p> <p>Does this always happen?</p> <p>Can you find more examples?</p>	<h1 style="text-align: center;"><u>CHALLENGE FRIDAY</u></h1> <p>ALL– Challenge someone to a Rockslam on TTRS</p> <p>Spicy - White Rose Friday Challenge https://whiterosemaths.com/homelearning/year-6/</p> <p>Try the Challenge on BBC Bitesize Daily</p> <p style="text-align: center;">OPTIONAL SHOWBIE: TRY THE ARITHMETIC TEST IN 30 MINUTES AND UPLOAD THE SCORE</p> <p></p> <p>Red Hot – Complete Spicy, <i>additionally</i></p> <p>Special Friday Challenge: Monica and Julie make small toys Monica made 180 fewer than Julie Julie gives one sixth of her share to Monica Julie now has 20 more toys than Monica How many did Monica make?</p>
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Spellings
-ally suffix
 Traditionally
 Athletically
 Musically
 Automatically
 Dramatically
 Specifically
 Emotionally
 Accidentally
 Frantically
 Magically
 Logically
 Comically

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 only:
 Words with 'ai' and 'ay' blend saying long vowel 'a' sound (says its name)
NOTE: mostly 'ai' inside word and 'ay' at end.
 maintain
 against
 explain
 holiday
 dismay
 betray

Put the spellings into sentences that show you understand the meaning.
 Use your home learning book.
 e.g.
 After shouting, she stormed **dramatically** from the room!
 During a frantic game, we **accidentally** damaged the table.

SPELLING MENU

1. ABC Order Write all of your spelling words in alphabetical order.	3. Word Search Write each word 5 times, searching for the words a 4-in-a-row time. Use the word you find first.	5. Visual Definition Write your spelling words and create a drawing and colour for the words.	7. Rainbow Words Write your spelling words in rainbow colours for the word.
2. Use Technology Type out your spelling words in the computer. Use different fonts.	4. Pyramids Words Write your words in a pyramid shape. Use a different colour for each row.	6. Rainbow Words Write your spelling words in rainbow colours for the word.	8. Rainbow Words Write your spelling words in rainbow colours for the word.
9. Scrambled Words Write your words in a scrambled order. Use a different colour for each word.	10. Silly Sentences Write four more sentences that use all your spelling words.	11. Word Search Write the words in a word search. Use a different colour for each word.	12. Word Search Write the words in a word search. Use a different colour for each word.
13. Flashcards Make and practice flashcards for each word.	14. Picture a Story Draw a picture of a story that uses all your spelling words.	15. Words without Vowels Write all of your words, ignoring vowels. Write a sentence using the words.	16. Train Words Write the words in a train shape. Use a different colour for each word.
17. Make a Story Write a story using all your spelling words.	18. Words without Vowels Write all of your words, ignoring vowels. Write a sentence using the words.	19. Picture words Draw a picture and use your spelling words in the picture.	

SPELLING MENU

21. Question/Answers Write a question for each word. Write the answer.	22. Rhymes Write a rhyme for each of your words. Use a different colour for each word.	23. Crossword Puzzle Write a crossword puzzle using your words.	24. Spelling Words Write your spelling words in a crossword puzzle.
25. Memory Game Write your words on cards. Use a different colour for each word.	26. Memory Game Write your words on cards. Use a different colour for each word.	27. Memory Game Write your words on cards. Use a different colour for each word.	28. Memory Game Write your words on cards. Use a different colour for each word.
29. Synonyms Write synonyms for each word.	30. Antonyms Write antonyms for each word.	31. Jokes Write a joke using each word.	32. Backwards Words Write your words backwards.
33. Word Search Write the words in a word search.	34. Word Search Write the words in a word search.	35. Word Search Write the words in a word search.	36. Word Search Write the words in a word search.

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: *New topic*
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 'Describe the process of natural selection'.



YOUR TASK:
 Watch the presentation, including the mission assignment. You **do not** have to do the mission assignment, just understand how camouflage helps species survive. Find out about how 2 different animals have adapted to change to their environment. How do they use camouflage to help them survive?
 Create an information sheet to show how these 2 different animals have adapted.

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

Polar Animal Adaptations

- Polar Bear:** Their white fur is water proof and is great for camouflage when hunting. Polar bears have short noses and ears that conserve heat loss. Polar bears can smell a seal up to 20 miles away or under three feet of ice. They have very sharp teeth and use their large feet to spread their weight when walking on ice. They are excellent swimmers and can run as fast as 40mph.
- Adelie Penguin:** They have a small body to keep heat in. They also have thick feathers to keep them warm. Their wings and flippers are short so that they can swim fast under water. They have a spiky tongue so that slippery fish (food) can't escape. The colour of their feathers helps with camouflage.
- Arctic Fox:** Arctic foxes have long claws that help them dig through the snow to find food. They often huddle together in groups to help preserve body heat. Their fur is thicker and even more so in the winter. They are very fast runners and can reach speeds up to 40 mph. Arctic foxes have bright white fur to help them camouflage.
- Seal:** A seal has flippers at the front and back for swimming. It has a smooth and stream line body to pass easily in the water. It has a thick layer of blubber to keep heat in during extreme cold temperatures. Seals have large eyes to see under the water and ice while hunting. Their whiskers are very sensitive and help them feel around in the dark when hunting their prey.

ADAPTATIONS

All the animals and plants that live on the planet Earth have had to **ADAPT** (change) over time to survive in the **HABITATS** that they are found in and live in. Habitats may change slowly, or sometimes quickly, over time. If the animals that live there don't also change and adapt, they may die out and become **EXTINCT**.

- Fish live in water.** To live in water their bodies have had to **ADAPT**. These adaptations include gills, fins and a streamlined body.
- Birds can fly.** In order to fly, birds have had to **ADAPT** their bodies. These adaptations include wings, feathers and a streamlined body.
- Water lilies live in water.** To live in water they have had to **ADAPT**. These adaptations include large flat waxy leaves that float on the water.

Next Lesson
Describe the process of natural selection
Mission Objectives:
 Know about Charles Darwin and his theory of evolution called Natural Selection
 Understand how animals and plants have adapted to suit the environment




Art. Focus: Learning about great artists and designers.

This week: Henri Matisse (1869 – 1954), French painter/sculptor: modern art.

Over this next half term, we would like to focus on some of history’s great artists and designers. This week, we will focus on the fantastic work on Henri Matisse. Henri’s style of artwork changed dramatically over the years as he was influenced by other artists of his era. The artwork he is most remembered for is his ‘fauvism’ – the use of brightly coloured blocks of colour – and his use of ‘cut-outs’ – he would cut out chunks of paints and create collages with them.

This week’s task: we would like you to explore the work of Henri Matisse.

On a piece of paper, we would like you to split in into 2 or 4 sections and draw/colour or re-create up to 3 pieces of his work. In the other box, we would like you to record a few interesting facts about Matisse and his work. You can use colour pencil/pen or if you have any coloured paper, you could try cutting out some shapes and re-creating a collage.

Henri Matisse FACTS	
	



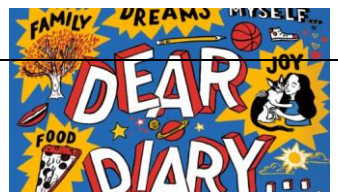
We hope you enjoyed the unit on Andy Goldsworthy – you have created some really beautiful pieces of work, well done!



French: 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. Examples of both are in a French resource pack as a guide. You will work on one element each week so that this builds into a complete piece of work by the end of term. This is **week one** and you should focus on telling your diary **who you are and naming the members of your family and your friends.**

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

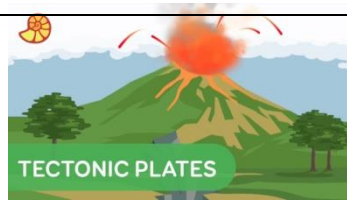


Try using a translation site such as <https://translate.google.co.uk/> to help you.

 showbie

Geography

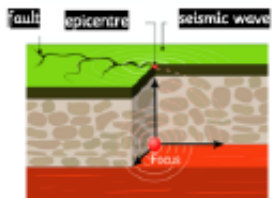
What causes an earthquake and what's its effect?



4.

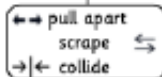
What causes an earthquake and what's the effect?

earthquake



tectonic plates

plate boundary (fault line)



focus (place the earthquake occurs)

shock waves produced

vibrations travel

seismic waves

epicentre

point on the Earth's surface directly above the focus of an earthquake

moment magnitude scale

strength of an earthquake (M)

M1 – M4 = Minor or Light (small vibrations)

M5 = Moderate (windows break)

M6 = Strong (cracks in buildings)

M7 = Major (buildings collapse)

M8+ = Great (devastation)

The focus this week is what causes an earthquake and you should **research** generally what causes one to occur (**next week you will find one specific earthquake to study so avoid too much focus on one example**). You can choose the format to record your work – Word, PPT or similar digital format would be appropriate, but you may wish just to consider drawing and writing in a poster format: the style is entirely up to you. Also consider the effect that earthquakes have on both the environment and also humans.



Useful websites to start you off:

<https://www.natgeokids.com/uk/>

<https://www.dkfindout.com/uk/earth/earthquakes/>

Thank you for all the super work you have been sending in to us – it's a real pleasure to see! We had some excellent newspaper articles and Geography presentations, well done. It was great to see some fantastic arithmetic 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.

 showbie

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 Matisse artwork, your arithmetic paper and your French diary. We can't wait to see your work!

Also remember to take regular breaks, get outside in the garden and remain active – the sun is hopefully here to stay! 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 cheese 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> 